

Tri-Valley SELPA

Did you know?

*Providing support & information for
parents / educators of children with special needs*



Tri-Valley SELPA
Information for Parents & Educators



Tri-Valley Special Education
Local Plan Area

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Information in this handout, and more, can be found on
the Tri-Valley SELPA website. Visit our site soon!

Tri-ValleySELPA.org



<http://tri-valleyselpa.org>

SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)

WHAT IS THE TRI-VALLEY SELPA?

In 1977, all school districts and county school offices were mandated to form consortiums in geographical regions of sufficient size and scope to provide for all special education service needs of children residing within the region boundaries. Each region, Special Education Local Plan Area (SELPA), developed a local plan describing how it would provide special education services.

The Tri-Valley SELPA is dedicated to the belief that all students can learn and that special needs students must be guaranteed equal opportunity to become contributing members of society. The Tri-Valley SELPA is a consortium of participating local education agencies (LEAs) formed for the purpose of ensuring that quality special education programs and services are available throughout the Tri-Valley to meet the individual needs of special education students. The LEAs participating in the Tri-Valley SELPA include:

- Alameda County Office of Education
- Dublin Unified School District
- Livermore Valley Joint Unified School District
- Mountain House Elementary School District
- Pleasanton Unified School District
- Sunol Glen School District

For more information on California SELPAs and contact information for SELPAs in the State of California, visit the California Department of Education website <http://www.cde.ca.gov/sp/se/as/caselpas.asp>

WHO IS ELIGIBLE FOR SPECIAL EDUCATION?

Children with disability from **birth through age 21** may be eligible for special education services if the condition of disability interferes with success in the regular education program. Services are divided into two parts,

- **Part C – Early Start (Infant Program)** (0 through 2 years of age); and
- **Part B – School Age** (3 through 21 years of age).

The Federal government defines fourteen categories of disabilities that qualify students for special education. These include:

Intellectual Disability (ID)

Significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance.

Hard of Hearing (HH) (*low Incidence disability)

Hard of Hearing means hearing, impairment, whether permanent or fluctuating, that adversely affects a child's educational performance, but that is not included under the definition of "deaf" in this section.

Deafness (Deaf) (*low Incidence disability)

A hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child's educational performance.

Hearing Impairment (HI) (*low Incidence disability)

Hearing Impairment is a federal category of disability, which includes both hard of hearing and deaf individuals as defined above.

Speech or Language Impairment (SLI)

A communication disorder, impaired articulation, language impairment, or a voice impairment, that adversely affects a child's educational performance.

Visual Impairment (VI) (*low Incidence disability)

Visually impaired, including blindness, means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partially seeing and blind children.

Emotional Disturbance (ED)

Emotional Disturbance means a condition exhibiting one or more of the following characteristics, over a long period of time and to a marked degree, that adversely affects educational performance:

- a. An inability to learn which cannot be explained by intellectual, sensory, or health factors;
- b. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
- c. Inappropriate types of behavior or feeling under normal circumstances;
- d. A general pervasive mood of unhappiness or depression; or
- e. A tendency to develop physical symptoms or fears associated with personal or school problems.

The term (ED) includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.

Orthopedic Impairment (OI) (*low Incidence disability)

A severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

Other Health Impairment (OHI)

Having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment.

Established Medical Disability (EMD)

A disabling medical condition or congenital syndrome that the individualized education program (IEP) team determines has a high predictability of requiring special education and services. (This eligibility category is applicable for children ages 3-5 only.)

Specific Learning Disability (SLD)

A specific learning disability is a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. Eligibility for services requires that there is a severe discrepancy between intellectual ability and achievement in one or more of the following academic areas: oral or written expression, listening or reading comprehension, basic reading skills, mathematics calculations and reasoning. Disorders not included - the term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, or mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

Deaf-Blindness (DB)

Concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

Multiple Disabilities (MD)

Concomitant impairments (such as mental retardation-blindness, mental retardation-orthopedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness.

Autism (AUT)

A developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, which adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance.

Traumatic Brain Injury (TBI)

Acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. **The term does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.**

EARLY START (INFANT PROGRAM - PART C) (0 THROUGH 2 YEARS OF AGE)

We can make a difference. A child with or at risk of developmental delay or disability can receive an "Early Start" in the State of California. Teams of service coordinators, healthcare providers, early intervention specialists, therapists, and parent resource specialists can evaluate and assess an infant or toddler and provide appropriate early intervention services to children eligible for California Early Start.

WHO PROVIDES SERVICES?

Early intervention services are individually determined for each eligible infant or toddler and are provided, purchased or arranged by a regional center or local education agency.

1. Local education agencies are primarily responsible for infants and toddlers with solely low incidence disabilities (vision, hearing and severe orthopedic impairments, including any combination of these **low incidence disabilities*).
2. Regional centers are responsible for all other children eligible for Early Start.
3. Family resource centers/networks provide parent-to-parent support, information, and referral for all families.

HOW DO I ACCESS EARLY START SERVICES?

The first step that parents can take is to discuss their concerns with their health care provider/doctor. You can also call the local regional center or school district to request an evaluation for the child. If the child has a visual impairment, hearing impairment, or severe orthopedic impairment, or any combination of these, contact the school district for evaluation and early intervention services. After contacting the regional center or local education agency, a service coordinator will be assigned to help the child's parents through the eligibility determination process.

Parent-to-parent support and resource information is also available through Early Start Family Resource Centers. With parent consent, the service coordinator will schedule an appointment for an evaluation of the child's motor skills, communication development, learning skills, social interaction, and emotional development. If the child is eligible for Early Start services, early intervention professionals will work with the family to develop a plan that addresses the child's needs, parent's concerns and the resources needed to support the child's development.

CONTACT INFORMATION FOR EARLY START PROGRAM (0 through 2 years of age)

Regional Center of the East Bay

Regional centers are responsible for all children eligible for Early Start (except solely *low incidence disabilities).
500 Davis Street, Suite 100
San Leandro, CA 94577
510.618.6100

Early Start Program

For infants and toddlers with solely low incidence disabilities (vision, hearing and severe orthopedic impairments, including any combination of these *low incidence disabilities).

Pleasanton Unified School District
4665 Bernal Avenue
Pleasanton, CA 94566
925.462.3325 x4810

SCHOOL AGE (PART B) (3 THROUGH 21 YEARS OF AGE)

WHICH CHILDREN ARE SERVED?

Children from 3 through age 21 with a disability may be eligible for special education services if the condition of disability interferes with success in the regular education program. The Federal government defines fourteen categories of disabilities that qualify students for special education. These include:

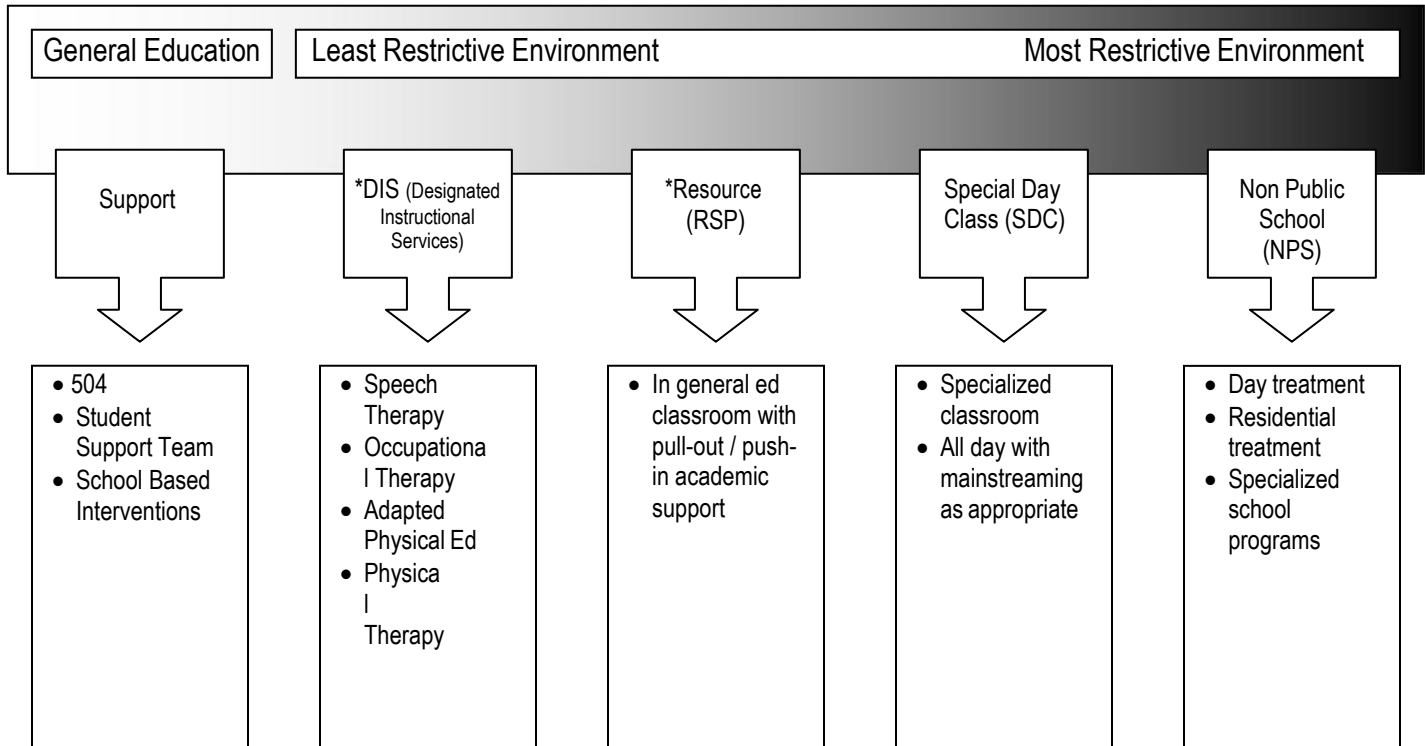
Intellectual Disability (ID)	Orthopedic Impairment (OI) *
Emotional Disturbance (ED)	Autism (AUT)
Deafness (DEAF) *	Established Medical Disability (EMD)
Speech or Language Impairment (SLI)	Deaf-Blindness (DB) *
Visual Impairment (VI) *	Traumatic Brain Injury (TBI)
Specific Learning Disability (SLD)	Multiple Disability (MD)
Hard of Hearing (HH) *	Other Health Impairment (OHI)
(*low Incidence disability)	

PLACEMENT OPTIONS

An Individualized Educational Program (IEP) team determines a student's placement in a special education program. At the IEP meeting, the team first determines a student's eligibility for services based upon one of the fourteen disability categories. Once a student's eligibility for services is established, learning goals and objectives are determined. Then, placement options are reviewed to determine the appropriate type of level of service. Students of any disability may be served in any placement option. However, students classified as speech impaired are most often enrolled in the Speech and Language program. Students who are determined to have a specific learning disability are often enrolled in the Resource Specialist Program (RSP).

PROGRAM OPTIONS

Participating districts of the Tri-Valley SELPA offer a continuum of special education services that involve students from ages three through 21. Program service options include:



**offered at all schools.*

GOAL: To offer FAPE (Free Appropriate Public Education) in least restrictive environment.

SERVICES PROVIDED BY SELPA DISTRICTS

Districts participating in the Tri-Valley SELPA provide many special education services and related services. Services include early identification and assessment, partial or all-day specialized instruction, and special related services. Related services may include transportation, speech and language therapy, psychological services, adaptive physical education, and health and counseling services as may be required to assist a child with disabilities to benefit from special education.

For determination of eligibility and assessment, or specific information on programs and services, please contact the child's district of residence, special education department.

DISTRICT OF RESIDENCE CONTACT INFORMATION FOR SCHOOL AGE (3 through 21 years of age)

Alameda County Office of Education
313 West Winton Avenue
Hayward, CA 94540
510.670.7736

Dublin Unified School District
7471 Larkdale Avenue
Dublin, CA 94568
925.828.2551 x8034

Livermore Valley Joint Unified School District
685 East Jack London Boulevard
Livermore, CA 94550
925.606.3225

Mountain House Elementary School District
Rt. 1, Box 32F, Byron, CA 94514
209.835.2283

Pleasanton Unified School District
4661 Bernal Avenue, Pleasanton, CA 94566
925.426-4293

Sunol Glen School District
P.O. Box 568, Sunol, CA 94586
925.862.2026

Who would benefit from Special Education?

Summary of procedural steps

Referral; Assessment; IEP Development, Implementation; Review; and Reassessment

Step 1	Step 2	Step 3	Step 4
Referral (after modifications / strategies are tried in general education first)	Assessment Plan (respond within 15 days, completed within 15 days)	Assessment Period (within 60 days of receipt of signed Assessment Plan)*	IEP Team Meeting
<p>Step is initiated when: School personnel or parent requests Student Study Team (SST) and/or consideration of special education evaluation.</p> <p>NOTE: The law requires consideration of modifying the general education program before referring a child for special education.</p>	<p>Step is initiated when: Parent informed in writing of district's intent to refer child for special education evaluation.</p>	<p>Step is initiated when: School district receives written parent approval of Assessment Plan.</p>	<p>Step is initiated when: Case coordinator schedules IEP team meeting at date and time when all necessary IEP team members can attend; sends written invitations to potential members. Parents may invite others they wish to attend.</p>
<p>Step usually includes: The SST:</p> <ul style="list-style-type: none"> documents evidence of child's problem areas and modifications/strategies attempted in the general education program <u>prior</u> to referral; determines such intervention is not appropriate; determines there is reasonable cause to suspect that the child has a disability and his/her needs cannot be met in the general education program even with modifications. 	<p>Step usually includes: A form that details reason for assessment; areas to be assessed; personnel conducting assessments; and types of tests or procedures to be used.</p> <p>According to Ed Code 56321 (a) "Whenever an assessment for the development or revision of an IEP is to be conducted, the parent or guardian of the pupil shall be given, in writing, a proposed assessment plan within 15 days of the referral for assessment not counting days between the pupils regular school sessions, terms, or days of school vacation in excess of five schooldays from the date of receipt of the referral, unless the parent agrees, in writing, to an extension."</p>	<p>Step usually includes: Class/situational observations; formal/informal testing; and gathering information on such areas as health and developmental history, social/adaptive behaviors, speech/language performance, achievement scores, and other pertinent data.</p>	<p>Step usually includes: Developing an IEP that contains present levels of educational performance; annual goals and objectives; placement information; designated instruction and services; annual review and 3-year reassessment dates; signatures of participants; and signed parent approval.</p>
<p>Step ends when: Parent informed in writing of district's intent to refer child for special education evaluation.</p>	<p>Step ends when: Assessment Plan is sent to parent for written approval. Notice of parent rights is included in the mailing.</p>	<p>Step ends when: Assessment personnel complete written reports.</p>	<p>Step ends when: Parent signs approval of IEP.</p>

Summary of Steps - rev 7-11

Who would benefit from Special Education?

Summary of procedural steps

Referral; Assessment; IEP Development, Implementation; Review; and Reassessment

Step 5 <i>Implement IEP (until new IEP is developed)</i>	Step 6 <i>Review Meeting (occurs at least annually or at teacher/parent request)</i>	Step 7 <i>Reassessment (occurs every three years or when requested by teacher/parent)</i>
Step is initiated when: Parents approve IEP. School district has parent-approved copy of IEP.	Step is initiated when: Coordinator schedules IEP team meeting at date and time when all necessary IEP team members can attend; and sends written invitations to potential members. Parents may invite others they wish to attend.	Step is initiated when: School district develops assessment plan and sends to parent for written approval; school district receives written approval of Assessment Plan.
Step usually includes: Provision of specially designed instruction and services as designated on the IEP.	Step usually includes: IEP team: <ul style="list-style-type: none"> • Reviews IEP, progress, and appropriateness of special education program placement. • Reviews written reports of service providers. • Develops new or modified goals and objectives. • Develops individualized transition plan (ITP), when appropriate, including planning for post-school goals. • Identifies appropriate placement. 	Step usually includes: Review of records; teacher/parent/student interviews; observations; and formal/informal testing.
Step ends when: IEP team develops new IEP approved by parent.	Step ends when: New IEP is approved by parent, or student leaves school.	Step ends when: Assessment personnel complete written reports. Results are reviewed at next annual review IEP team meeting or sooner, if assessment results suggest a change of program/service is necessary.

* May not apply during July and August, or other breaks of more than 5 days, or for referrals received within the last 30 days of a school year.

Visit our website: **Tri-ValleySELPA.org**

- ☐ Accommodations & Modifications
 - ☐ Disability Information
 - ☐ IEP Forms On-line (available ONLY to staff)
 - ☐ IEP Planning
 - ☐ Local Support groups
 - ☐ Low Incidence Requests
 - ☐ Parent Rights
 - ☐ Parent Information Page
 - ☐ Placement Options (District of Residence)
- Program Options (District of Residence)
 - SELPA Warehouse – *Low Incidence Equipment available for staff check-out (view photos)*
 - Terms & Acronyms
 - Upcoming Workshops & Events
 - Valuable links to other websites
 - Vendor Links (*for low incidence equipment*)
 - Workability Programs (District of Residence)

Valuable Links

Autism Society of America www.autism-society.org

California Department of Education, Special Education Division
www.cde.ca.gov/spbranch/sed

CHADD
www.chaddnorcal.org

Council for Exceptional Children
www.cec.sped.org

Diagnostic Center of Northern Calif. www.dcn-cde.ca.gov

ENN (Exceptional Needs Network) 925/443-3396
www.ennetwork.org

Family Resource Network of Alameda County
<http://familyresourcenavigators.org>
510/ 547-7322

International Dyslexia Association
www.interdys.org

LD Online
www.ldonline.org

Learning Disabilities Assoc. of CA
www.ldaca.org

NAMI (National Association of Mental Illness)
www.namicalifornia.org

http://www.nami-trivalley.org/pdf/Support_Groups.pdf

National Information Center for children and Youth with Disabilities
www.nichy.org/index.html

National Information Clearinghouse on Children who are Deaf-Blind
PHP (Parents Helping Parents) 408/727-5775
<http://www.icdri.org>

Great Schools
www.GreatSchools.org
Click on *Discover*, *Worksheets*, *Find Article*, enter topic

Support for Families of Children with Disabilities
www.supportforfamilies.org

Regional Center of the East Bay
http://www.rceb.org/directory/w_RCEBDirectory.pdf

Local Support Groups

Parents of Children with ADD

Valley Community Church, 4455 Del Valle Parkway, Pleasanton, CA 94566

925.846.6622 - No fees

Description of Services:

This is a group of parents that meet monthly for dinner, conversation, ideas and support in dealing with ADD (attention deficit disorder) children. This group is an offshoot of Valley Community Church, Pleasanton, but all are welcome. The support group approach their special parenting issues in a Christian perspective. For times contact, Liz Walker at 925.829.9296.

ASD (Autistic Spectrum Disorder) Support Group - Parents Helping Parents

7:00-9:00 PM – Starbucks, 7904 Dublin Blvd, Dublin, CA 94568

Always the first Wednesday of every month. RSVP with Michele Singh, 925.997.2802 to confirm date/time.

Description:

Offering support and encouragement for parents raising a child with an autistic spectrum disorder. Present monthly speakers that discuss therapies and treatments that may benefit our children locally. Open to all persons that are involved in caring for a child with autism.

Aspergers Support Group - San Ramon, CA

120 Sunset Dr., San Ramon, CA

925.426.9219

Parents Support Group for the Tri Valley Area: Dublin, Pleasanton, San Ramon & Livermore, CA. Meets: 1st Tuesday of Month at 7 PM, in San Ramon, CA.

For more information, click here:

http://www.php.com/include/agency/agency_item.php?AgencyID=3275&where_keywords=

Brain Injury Support Group

7777 Noris Canyon Rd., San Ramon, CA 94583

510.443.4366

Call ahead to verify accuracy of information and suitability to your needs before attending any group.

4th Thursday, 7:30 pm

Epilepsy Foundation of Northern California

5700 Stoneridge Mall Road, Pleasanton, CA 94588

800.632.3532

Description of services:

"Education Service" programs for individuals and their families, health and public safety officials, schools and other professionals are available. "The Information Resource Center" offers a broad range of information about epilepsy and assistance in reaching healthcare and other needed services. We provide print materials and videos for use in the community. "Support Groups" are available throughout the region to provide a place to talk with others who share the same issues, exchange information, help with coping and promote friendships. "Advocacy" to assure the best interests of those we serve in legislation and community activities. "Research" to enable better diagnostic tools, treatment and a cure for epilepsy. For more information, click here http://www.php.com/include/agency/agency_item.php?AgencyID=492&where_keywords=

Family Resource Network (FRN) -- <http://www.frnoakland.org/family-support/>

5232 Claremont Ave., Oakland, CA 94618 – 510.547.7322

Description:

The Family Resource Network's Directory of Resources is designed to assist families who live in Alameda County locate services for their child who has a disability or a special health care need. Parents can use the Directory to follow up on concerns about their child's development, locate educational services, therapies, or assistance with basic care. We offer support, information and referral, advocacy, and training to families in Alameda County with children from birth to age 22 who have disabilities.

NAMI – Parent Resource and Support Group (Bipolar) “Pathways To Wellness”

5674 Stoneridge Dr., Suite #114, Pleasanton

7:00-9:00PM – **First & Third Tuesday** of the month

Contact: Suzi Glorioso, 925.443.1797 – email: glorios4@comcast.net

Description:

A monthly parent support group for parents with children diagnosed with or suspected of having bipolar or other mood disorders.

NAMI – Tri-Valley Family Support Group “Pathways To Wellness”

5674 Stoneridge Dr., Suite #114, Pleasanton

7:15-9:00PM – **Third Monday** of the month

Contact: Marsha McInnis, 925.980.5331, marsha_mci@comcast.net

NAMI Tri-Valley Monthly Meeting - Livermore

Livermore Public Library, 1188 So. Livermore Ave, Livermore

7:00-9:00PM – **First Monday** of the month

Contact: Marsha McInnis, 925.980.5331, marsha@nami-trivalley.org

NAMI Family Support Group - Livermore

Livermore Public Library, 1188 So. Livermore Ave, Livermore

7:00-9:00PM – **Second Monday** of the month

Contact: Marsha McInnis, 925.980.5331, marsha@nami-trivalley.org

Description:

Support for families of individuals with mental illnesses meetings.

NAMI Family Support Group - Pleasanton

St. Claire's Episcopal Church, 3350 Hopyard Road, Pleasanton.

7:00-8:30 p.m. - **Fourth Monday** of the month

Contact: Russ or Donna White 925.455.6901 - email: russdonnawhite@comcast.net

Description:

Support for families of individuals with mental illnesses meetings.

Depression & Bipolar Support Alliance (DBSA)

St. Claire's Episcopal Church, 3350 Hopyard Road, Pleasanton.

7:15-8:45PM – **Every Wednesday**

Contact: Al Pereira, 925.462.6415 – email: trivalleybipolar@hotmail.com

Description:

Support for individuals with mood disorders such as depression, bipolar, manic depression.

Tri-Valley ADD Parent Support Network - CHADD

For meeting information and directions see the website:

<http://www.chaddnorcal.org/schedule/> -

Contact: JoAnn Matone 925.484.2173 or email: jmatone@comcast.net to confirm meeting/location, call or check website) 7:00-8:45PM – Hart Middle School, 4433 Willow Road, Pleasanton

Description:

Parents supporting parents, exchange ideas, information and insight – Pre-school to High School.

Treatment and Research Advancements/National Association for Personality Disorder (TARA)

For further information, contact: Marcia Frank, 415.454.9410 or e-mail: marciafr415@aol.com

The Fathers Circle - <http://www.thefatherscircle.org>

Meetings are the 4th Thursday of each month

Trinity Lutheran Church - Fellowship Wing 1225 Hopyard Rd. Pleasanton, CA 94566

6:30 - 8:30pm

TheFathersCircle@gmail.com Contact: Tom Sepull

Description:

Our mission is to celebrate and support men raising children with special health care needs and developmental disabilities. The Fathers Circle provides a forum for men to share current information, resources and their experiences, with one another.

We Care Autism Family Support Project:

Join us every third Thursday of the month from 10 am to 11:30am or the third Monday at 7:30pm.

Description:

This parent to parent group will provide our families with an opportunity to foster friendship, support one another, and share resources, not to mention just bragging about our kids! You will meet other parents living with autism in their families, both newly diagnosed and those in varying places along their journey.

afspsupport@gmail.com

"The Umbrella Club" is an ASD support group in Dublin, and is held the first Wednesday of each month (7:30 pm) Contact Michelle at michelle.ryansmom@gmail.com

COMMUNICATION / CONTACT DIRECTORY

Tri-Valley SELPA Web site: <http://Tri-ValleySELPA.org>



PARENTS, ARE YOU CONNECTED?

Tri-Valley SELPA Administration:

Nanette Gray, Director
925/ 426-9144 or ngray@pleasantonusd.net

Vacant, Executive Secretary

Alpana Gupta, Accountant
925/ 426-9143 or aguptal@pleasantonusd.net

Office Fax: 925.426.9142
Office Location: Village High School Site - Room 301
(Located directly behind the Pleasanton Unified School District Office)
4665 Bernal Avenue, Pleasanton, CA 94566

Tri-Valley SELPA Local Education Agencies (LEAs):

Alameda County Office of Education
313 West Winton Avenue
Hayward, CA 94540
510.670.7736

Dublin Unified School District
7471 Larkdale Avenue
Dublin, CA 94568
925.828.2551 x8034

Livermore Valley Joint Unified School District
685 East Jack London Boulevard
Livermore, CA 94550
925.606.3225

Mountain House Elementary School District
Rt. 1, Box 32F, Byron, CA 94514
209.835.2283

Pleasanton Unified School District
4661 Bernal Avenue, Pleasanton, CA 94566
925.426-4293

Sunol Glen School District
P.O. Box 568, Sunol, CA 94586
925.862.2026

PARENT / EDUCATOR WORKSHOP OPPORTUNITIES

Parent / Educator Workshops

Free workshops sponsored by the Tri-Valley SELPA and Community Advisory Committee (CAC) are held to provide parents & educators an opportunity to meet the experts and network with other parents facing similar educational challenges. Learn about improving your IEP meetings, Socialization, Dyslexia, Goals Beyond High School, and more! Log on to our website or see our brochure for a complete listing of upcoming workshops.

About the Tri-Valley CAC

The Community Advisory Committee (CAC) is a group of parents, professionals, and interested individuals who work in conjunction with the Tri-Valley SELPA to:

1. Coordinate informative workshops;
2. Improve the understanding of special education needs; and
3. Provide an avenue for parents in need of information regarding the special needs of their children.

If you have program ideas or speaker suggestions, would like to contribute time and energy, or need additional information, contact the CAC Chair:

David Bona

415/218-4156

adbona@sbcglobal.net

SPECIAL EDUCATION TERMS AND ACRONYMS

This is a partial list. To view the complete list, visit our web site at TriValleySELPA.org

A

Accreditation - The process of assessing a service provider for compliance with a set of written quality standards for services that have been established by a recognized independent, nonprofit organization whose goals are to enhance and ensure the quality of services in given service-delivery areas.

ADA Allowances - Average Daily Attendance - a per pupil accounting of student attendance. The state of California pays districts based on total ADA for all students.

ADD (Attention Deficit Disorder) - persistent pattern of inattention and/or hyperactivity - impulsively that is more frequent and severe than is typically observed in individuals at a comparable level of development and that interferes with developmentally appropriate social and academic functioning.

Advocacy - Helping to represent the interests of another as if they were one's own. People who do this are known as advocates.

Age-appropriate - The consideration of the chronological age of the person in the use of activities, instructional locations and techniques.

Ambulatory - A person who can move about independently without mechanical assistance is a person who is ambulatory.

Americans with Disabilities Act (ADA) - This statute, enacted in 1992, gives civil rights protections to individuals with disabilities that are like those provided to individuals on the basis of race, sex, national origin, and religion. It guarantees equal opportunity for individuals with disabilities in employment, public accommodations, transportation, State and local government services and telecommunications.

APE - Adapted Physical Education

Appropriate Placement - A school placement in which the Individualized Education Program (IEP) of a student can be implemented

Articulation - The process of executing movements of the speech organs (tongue, lips, jaw, vocal cords) to produce speech sounds.

Assessment - The gathering of information about the student to determine his or her eligibility for special education and service needs. It may include tests, observations, interviews and a review of school records or student work samples. The process used to determine if a person is eligible for regional center services and to identify treatment needs.

Assistive Technology - Any item, piece of equipment, product, or system, whether acquired commercially, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of students with disabilities.

Auditory Discrimination - The ability to detect differences in sounds and to sort and compare them with each other.

Autism – Autism - a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before the age of three. Autism is a behavioral syndrome, which means that its definition is based on patterns of behavior that a person exhibits. Individuals with autism vary widely in ability and personality. It is a neurological disability that although it affects the functioning of the brain, the specific cause is unknown. Autism Spectrum Disorder encompasses a broad definition of

autism that includes related disabilities such as Asperger Syndrome and Pervasive Developmental Disorder.

B

Behavior Intervention - Acceptable interventions include positive behavioral support strategies that do not cause pain or trauma, and that which respect the student's individual needs and dignity.

Behavior Modification - A way to help people acquire behaviors by structuring the person's environment to reinforce or reward positive behaviors.

Behavior Management Program - A time-limited day program that serves adults with a severe behavior disorder and or dual diagnosis (mental retardation and mental illness) who, because of their behavior problems are not eligible for, or acceptable in any other day program.

C

CAC - Community Advisory Committee - Those persons appointed to advise the SELPA on various aspects of the Local Plan.

California Children's Services (CCS) – A statewide program that assists children under the age of 21 who have a serious medical condition and require specialty medical care.

CAPD - Central Auditory Processing Disorder - A reduced or impaired ability to discriminate, recognize or comprehend auditory information. Broadly defined it is "**what we do with what we hear**".

Care Provider - Operator of a licensed **community care facility**. (CCF)

Case Carrier/ Manager - The person designated by the IEP team to take the lead in monitoring a student's progress toward meeting IEP goals and objectives. The case carrier also ensures that legal timelines and mandates are met for each student on their caseload.

CBEDS - California Basic Educational Data System - a count required by the State of California each October of all school children and staff; provides a basis for determining the percentage of special education students to be funded.

CCS - California Children's Services - An agency that provides physical and occupational therapy for medically eligible students.

CD - Communicatively Disabled - Includes pupils who are deaf, hard of hearing, aphasic, severely language impaired, or who have other speech and/or communication disorders. **CBI** - Community Based Instruction - Instruction in the skills needed to function in community settings. Instruction takes place both in the community and in the classroom.

CDE - California Department of Education

CEC - Council of Exceptional Children - a professional organization for parents, teachers, administrators, and others who deal with children with disabilities.

Cerebral Palsy (CP) - Problems with muscle control and coordination as a result of trauma to parts of the brain at birth or during early life.

Chronological Age (CA) - The actual age of a student on a given day (e.g., Mary's age is 7 years 4 months).

Client Developmental Evaluation Report - A diagnostic and evaluation instrument used by regional centers. All regional center clients are evaluated with C.D.E.R.

Client Program Coordinator (CPC) - Also called Case Manager, a person responsible for the overall planning, coordination and implementation of an Individual Program Plan. Regional Centers employ Client Program Coordinators.

Client Rights Advocate - A specific staff member designated to assist individuals with special developmental needs to exercise all rights guaranteed by law.

Community-Based Day Programs (State definition) - Programs which are located in the community rather than at a **State Developmental Center (DC)** and which provide service to regional center clients on an hourly or daily, but less than 24 hour basis. Only the following programs are community-based day programs: **Activity Center, Adult Development Centers, Behavior Management Programs, Independent living Programs, Infant Early Intervention Programs and Social Recreation Programs.**

Community Based Program (Provider definition) - A program where the vast majority of classes and activities for participants occur in the participant's local natural environment and not in a **segregated** setting.

Community Care Facility (CCF) - Facilities (majority with six beds or less) which provide residential services (room and board) along with varying degrees of supervision.

Community Integration - Presence, participation and interaction in natural environments.

Community Placement Plan (CPP) - A yearly plan developed by each **regional center** for placement of persons out of state **developmental centers.**

D

DD - Developmental Disability - A severe chronic disability, which is attributable to a mental/physical impairment or combination and results in substantial functional limitations in the major life activities.

Deaf-Blindness - Students with both hearing and vision disabilities.

Deafness - A hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child's educational performance.

Department of Developmental Services (DDS) - Administers direct service to children and adults in state hospitals. DDS also provides programs to persons with **developmental disabilities** who live in the community through contracts with **regional centers.** In addition, the Department sets policy, determines rates, and advocates for people through its various departmental divisions.

Department of Education (DOE) - In addition to providing regular education services for students who have no disabilities, provides special education and support services for some 340,000 school-aged students with disabilities through local school districts and special education consortia. Students with developmental disabilities are eligible for school services up to age 22. In addition, children between 0-3 are offered programs designed to help educate through **early intervention.**

Department of Health Services (DOH) - Provides a number of health services to all people. Also operates **California Children's Service,** a therapy and medical treatment program for children with physical disabilities and health problems through age 21.

Department of Rehabilitation (DOR/DR) - Provides the purchase of service for work-related aspects of development through **Vocational Rehabilitation** and **Habilitation**. Vocational Rehabilitation helps place people in jobs while the Habilitation Section funds people in **sheltered employment** and enclaves.

Department of Social Services (DOS) - Provides licenses and monitors community care facilities such as residential and day services. Also funds **In-Home-Support-Services** (IHSS) for people who live at home but may need help in self-care.

Designated Instructional Services (DIS) - Specialized educational support programs and services not normally provided in a regular classroom, special class, or resource specialist program. DIS may include but not limited to: speech/language, Adaptive Physical Education (APE) services, counseling, transportation, occupational therapy and physical therapy.

Developmental - Pertaining to successive changes during the process of natural growth.

Developmentally Delayed - An observed difference between a person's development and behavior and the typical development and behavior expected of people of the same age.

Developmentally Delayed (DD) - California defines a person with a developmental disability as anyone who has acquired mental retardation, autism, epilepsy or cerebral palsy before age 18 and is likely to need special services throughout life. The Federal definition uses age 22 and looks at a person's range of abilities instead of diagnostic categories.

DHH - Deaf or Hard of Hearing (HOH)

DIS - Designated Instructional Services - specialized educational support programs and services not normally provided in a regular classroom, special class, or resource specialist program. DIS may include but not limited to: speech/language, Adaptive Physical Education (APE) services, counseling, transportation, occupational therapy and physical therapy.

Disability: - A physical or mental condition, which limits, or will limit if not corrected, a person's functioning.

Down Syndrome: - A condition associated with a chromosome abnormality, usually trisomy (addition of a third chromosome to a pair) of chromosome 21, resulting in moderate to severe **mental retardation**, and sometimes accompanied by physical anomalies.

Dual Diagnosis: - In terms of **developmental disabilities**, an individual who is both developmentally disabled and mentally ill.

Due Process - The legal procedural safeguards of IDEA and related state laws and regulations assuring parental informed consent regarding special education programs offered; provides for mediation and state hearings to resolve major disagreements.

E

Early Intervention: - A trans-disciplinary program to provide services to **developmentally** at-risk and delayed infants (birth to three years of age), usually involving medical, educational, and psychosocial professionals. Infant intervention programs also provide emotional support, guidance and information to parents. The Education of the Handicapped Act Amendments of 1986, Part H of Public Law (P.L.) 99-457, provides for discretionary funds to assist states in establishing statewide, comprehensive systems of **early intervention** services for infants and toddlers with **developmental delays** who are at risk, and their families. The California **Department of Developmental Services** is designed as the lead agency for this program.

EC - California's Education Code

ED - Emotionally Disturbed - Students who exhibit one or more characteristics of a severe emotional disturbance as specified by law and whose condition has existed for a long period of time and to a marked degree. The condition must also adversely affect the student's educational performance.

Education for All Handicapped Children Act of 1975 (Public Law 94-142 or I.D.E.A.) - The **Individuals with Disabilities Education Act (IDEA)** is a federal law which mandates the following for students with disabilities: A free and appropriate public education in the **least restrictive environment**; priorities for service; procedural safeguards; definitions of disabilities; and the **Individualized Education Plan (I.E.P.)**.

ELL - English Language Learners - Limited English proficient students acquiring English and speakers of non-mainstream language forms acquiring mainstream English.

Emotional Disturbance (ED) - Students who exhibit one or more characteristics of a severe emotional disturbance as specified by law and whose condition has existed for a long period of time and to a marked degree. The condition must also adversely affect the student's educational performance.

Employment Development Department (EDD) - Provides job referral services, benefits, and some training for persons who are looking for work.

Epilepsy - A condition occurring in the brain which can cause a variety of nervous system episodes involving muscle contractions and other disturbances of bodily functions known as "seizures".

ESL - English as a Second Language - A program of instruction for speakers of other languages to develop listening, speaking, reading and writing skills in English.

Established Medical Disability (EMD) A disabling medical condition or congenital syndrome that the individualized education program (IEP) team determines has a high predictability of requiring special education and services. (This eligibility category is only applicable for children ages 3-5.)

ESY - Extended School Year - Special education services in excess of the regular academic year.

F

Fair Hearing - A procedure used by people who wish to question the decision of an agency regarding the type or amount of service they receive.

FAPE - Free Appropriate Public Education - Each public school system is responsible for ensuring that each child with disabilities is served appropriately, at no expense to the parent. Goals - Broad or general statements which describe what needs to be learned by the student.

Functional/Critical Skills - Those skills which enable an individual to communicate, interact with others and to perform tasks which have practical utility and meaning at home, in the community, or on the job.

G

GE - Grade Equivalent - The score a student makes on an achievement test, translated into a standard score which can then be compared to the typical score for students at that grade level (e.g., a "grade equivalent" score of 4.5 represents the score made by the average student who has been in the fourth grade for 5 months.

H

Health and Welfare Agency - The state agency which coordinates the work of the Department of Developmental Services, Department of Rehabilitation, Employment Development Department, Department of Social Services, Department of Health Services and the Department of Mental Health.

Hearing Impairment (HI) - An impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness in this section.

I

IDEA 2004 - Individuals with Disabilities Education Act Amendments of 1997 - This federal law revised many elements of special education.

* California State Department of Education's IDEA site

* The Council for Exceptional Children's IDEA site

IEA - Independent Educational Assessment - A parent has the right to obtain, at public expense, an independent educational assessment of the pupil from qualified specialists if the parent disagrees with an assessment obtained by the public education agency. The public agency may initiate a due process hearing to show that its assessment is appropriate.

IEP - Individualized Education Program - developed for each special education pupil, identifying the services to be provided and the educational goals and objectives of the special education needed.

IEP Team - A multi-disciplinary team established in accordance with the provisions of state regulations. The IEP Team can meet to review eligibility, current progress eligibility, goals and objectives of identified special education students.

IFSP - Individualized Family Service Plan for children who are served from birth to 2.11 years of age, and their families. Services are provided by a local education agency or Regional Center depending on the nature of the child's disability.

Inclusion - The use and participation by individuals with disabilities and their families of the **generic services** that are used by and are available to other individuals.

Individualized Education Plan (IEP) - Required by **Public Law 94-142**, this plan is developed for individuals who are school-aged by a team of people such as parents, teachers and psychologists. The IEP describes the direction a student with special needs will be going in the future and how to get there.

Individualized Program Plan (IPP) or Individualized Habilitation Plan (IHP) - Both of these written plans are similar to an Individualized Education Program (IEP). They outline special services, goals and objectives for a person who needs individualized help because of a **developmental disability**. The IPP is developed by the **Regional Center** and the **Consumer**. The IHP is developed by the **Department of Rehabilitation** and the Consumer. **Individualized Family Service Plan (IFSP)** was developed by Regional Center and the family of an infant

Individual with Exceptional Needs - Pupil whose educational needs cannot be met by a regular classroom even with modifications of the regular school program and who requires special education and/or services to benefit from his/her instructional program. Excluded are children whose needs are due solely or primarily to unfamiliarity with the English language or to cultural differences.

Intellectual Disability (ID) - People who have been diagnosed with intellectual disability simply learn at a rate that is slower than other people. When this diagnosis occurs before the age of 18 in the state of California, it is called a **developmentally disabled**.

Interdisciplinary Team (IDT) - A group of people (parents, teachers, psychologists, social workers, and others) who are involved with a consumer in helping him/her get the services he/she needs by

developing the **IEP**, **IPP** or **IHP**. Some individuals are mandated to be part of the team, others are by invitation of the consumer.

ITP - Individual Transition Plan - The ITP must be developed for students beginning at age 14 (or younger, if appropriate), and updated annually. It includes a statement of the transition service needs of the student, related to the IEP, that focuses on the student's course of study (such as participation in advanced placement courses or vocational programs). Beginning at age 16 (or younger, if appropriate), the ITP provides a statement of needed transition services for the child, including a statement of the interagency responsibilities or any needed linkages, as appropriate.

IWEN - Individual With Exceptional Needs - Students who are entitled to attend public schools pursuant to state law and who, because of mental, physical, or emotional reason, have been identified as having a disability and require special education programs and services.

J

Job Site Training - A component of **supported employment** services which involves direct and systematic instruction of job tasks and related vocational skills provided by a job trainer to a worker with a **disability** at a competitive job site.

Job Training Partnership Act (JTPA) (Public Law 97-300) - A government-funded program, which helps train people for work.

L

Lanterman Developmental Disabilities Act of 1976 - This California State law provides basic service rights to persons with developmental disabilities. It put in place the Department of Developmental Services, Regional Centers, the State Council on Developmental Disabilities and Area Boards to establish needed services and monitor their delivery.

LCI - Licensed Children's Institution - A community care facility licensed by the California Department of Social Services. This includes a group home, foster family agency, and a community treatment facility.

LD - Learning Disabled - pupils with specific learning disorders affecting educational performance.

LEA - Local Education Agency - any local school district or Office of County Superintendent that has responsibility to provide special education services to eligible students.

Least Restrictive Environment (LRE) - An environment in which services to children with disabilities are provided: (1) to the maximum extent appropriate, with children who are not disabled and in which; (2) special classes or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with use of supplementary aids and services cannot be achieved satisfactorily.

LEPS - Limited English Proficient Student - A student identified through a formal initial identification process as not having sufficient fluency in English to participate in a mainstream English classroom.

Level of Care (LOC) - A term, used in the staffing standards for the **developmental centers**, which refers to staff who provide direct care, training, or supervision to clients.

Licensed Children's Institution (LCI) - A community care facility licensed by the California Department of Social Services. This includes a group home, foster family agency, and a community treatment facility.

Local Education Agency (LEA) - any local school district or Office of County Superintendent that has responsibility to provide special education services to eligible students.

Local Plan - Each Special Education Local Plan Area (SELPA) develops a plan for delivery of programs and services to meet the educational needs of all eligible individuals with exceptional needs in that area.

Low Incidence Disability - A severe, disabling condition with an expected incidence rate of less than one percent of the total enrollment. The conditions are hearing impairments, vision impairments, severe orthopedic impairments, or combination thereof.

LRE - Least Restrictive Environment - An environment in which services to children with disabilities are provided: (1) to the maximum extent appropriate, with children who are not disabled and in which; (2) special classes or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with use of supplementary aids and services cannot be achieved satisfactorily.

M

Mainstreaming - In educational settings, mainstreaming describes a way of working with students who have special needs on the same premises with regular students. It takes the help of support people like resource teachers and gives everyone a better chance at a regular education. There are various degrees of mainstreaming including **integration** (kids with disabilities participate in some of the regular classes) and **full-inclusion** (kids with disabilities are included in all classes with proper support and adaptations in their own neighborhood school).

Modification - Students with significant special needs also have the opportunity to take courses in a modified form, if recommended by the IEP team and with parent notification and consent. A modification is an adjustment to an assignment or test that changes the standard or what the test or assignment is supposed to measure.

Multiple Disabilities (MD) - Having more than one disability requiring special services. Concomitant impairments (such as mental retardation-blindness), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness.

N

NPA - Nonpublic Agency - usually an individual or group certified by the State, to provide a specific special education service but who is not an employee of the public school system.

NPS - Nonpublic (nonsectarian) School which meets state standards to allow private placement of students for whom there is no appropriate public school placement available.

O

Occupational Therapy (OT) - An occupational therapist helps provide activities, which will improve the practical skills of people with disabilities.

OI - Orthopedic Impairment - Students with specific orthopedic or physical needs which adversely affect their educational participation or performance.

OHI - Other Health Impairment - Having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment.

OT - Occupational Therapy - A designated instruction and service (related service), that provides assistance in improving or restoring functions lost or injured through illness, accident, or deprivation.

Other Health Impairment (OHI) - Having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment.

Organization of Area Boards (OAB) - The membership of OAB consists of the respective chairs of the thirteen **Area Boards**. OAB's responsibilities include resolving common problems, improving coordination, exchanging information, and providing advice and recommendations to state agencies, the legislature and the **State Council on Developmental Disabilities**.

Orthopedic Impairment (OI) - Students with specific orthopedic or physical needs which adversely affect their educational participation or performance.

P

Physical Therapy (PT) - A physical therapist helps people who have disabilities through the use of massage, exercise and adaptive equipment. They provide this treatment under the direction of a medical doctor.

Placement - A service available to clients who would benefit from an out-of-home living arrangement and for those who are unable to live independently.

Program Specialist - A specialist who holds a valid special education credential, clinical services credential, health services credential, or a school psychologist authorization and has advanced training and related experience in the education of individuals with exceptional needs and a specialized in-depth knowledge in preschool disabilities, career vocational development, or one or more areas of major disabling conditions.

Prader-Willi Syndrome (PWS) - A genetic **developmental disability** in which infants are first characterized by poor muscle tone and feeding difficulties. As toddlers, the second phase of the syndrome is characterized by voracious appetites. **Mental retardation**, medical complications, and behavior problems are common.

PH or PD - Physically Handicapped or Physically Disabled - Students with specific orthopedic needs which adversely affect their educational participation or performance.

Positive Behavior Support - Support that is specified in a behavior intervention plan that is developed by an IEP team to help a student with serious behavior problems change patterns of undesirable behaviors that interfere with learning. These supports are respectful of a student's dignity, and are successful in promoting a student's capabilities and opportunities. The support includes a reliance on data obtained from a functional analysis assessment.

Prader-Willi Syndrome (PWS) - A genetic **developmental disability** in which infants are first characterized by poor muscle tone and feeding difficulties. As toddlers, the second phase of the syndrome is characterized by voracious appetites. **Mental retardation**, medical complications, and behavior problems are common.

Primary Language - The language spoken in the student's home.

PS - Program Specialist - a highly trained specialist who has advanced training and in-depth knowledge in special education services.

PT - Physical Therapy - A designated instruction and service (related service), including services to provide treatment for posture stability, movement, positioning, gait training, etc.

Q

Quality Assurance (QA) - A set of requirements that cover the major areas of client care and existence, including: programming focus and hours, client rights, community integration, health, the physical plant and safety, client records, staff training, and qualifications and administration.

R

Referral for Assessment - Any request for assessment, made by a parent, teacher or other service provider, referrals for assessment should be in writing to avoid delay. Where an oral referral for assessment is made, school staff must offer assistance to the individual making the referral to put it in writing.

Regional Centers (RCs) - A diagnostic, counseling and service coordination center for persons with **developmental disabilities** and their families which is established by a private, nonprofit community agency/corporation acting as a contracting agency. Twenty-one centers provide people with residential, day, transportation, social, **independent living**, respite, medical, psychological, preschool and other services.

Rehabilitation Act of 1973 (Public Law 93-112) - A federal law that expands **rehabilitation** services to persons with severe disabilities. Section 504 of this law prohibits discrimination on the basis of handicap and mandates accessibility in all federally assisted programs and is considered, therefore, the federal "civil rights" act for people with disabilities.

Related Services - Specific services, also called designated instruction and services, which are required to assist a student with a disability to benefit from special education or general education. Includes transportation, speech-language pathology, audiological services, psychological services, physical and occupational therapy, recreation, social work services, counseling services, including rehabilitation counseling, and orientation and mobility services.

Repetitive Language - Includes the skills involved in understanding language.

Residential Service Provider - A person or persons who provide a place to live and varying degrees of supervision for persons with **developmental disabilities** in community living arrangements such as staffed apartments, family homes, group homes, board and care homes, etc.

Respite - Temporary care of people who have **developmental disabilities** and are living at home. The period of rest provided to family members is a critical aspect of the home environment. This term also covers out-of-home respite.

RSP - Resource Specialist Program - a highly trained special education teacher who has the responsibility to implement a program for identified students in conjunction with the regular class and curriculum.

S

School of Attendance - Refers to the school a student is attending which may or may not be in his or her area of residence.

School of Residence - Refers to the school a student attends or would attend because of the location of his or her residence in the school's attendance area.

SDC and SCC - Special Day Class and Special Class Center - instructional settings in which a student receives special instruction more than 50% of the day.

Section 504 - Section 504 of the Rehabilitation Act provides protection from discrimination for individuals with disabilities. Students with disabilities may be eligible for various modifications so that they can access a free and appropriate education.

Self Advocacy - The awareness, motivation, and ability of an individual to represent and communicate his or her own interests, to exercise personal choice, to exert control over his or her environment and to avoid exploitation and abuse.

Self-Care - Providing for or meeting one's physical and personal needs such as dressing, grooming and hygiene, without being dependent on others.

SELPA - Special Education Local Plan Area - one or more districts or local education agencies of sufficient size and scope to provide a comprehensive range of special education programs and services for students.

Seriously Emotionally Disturbed (SED) - An individual who has severe problems relating to others; who is unable to learn for reasons other than intellectual functioning, who is severely aggressive or extremely withdrawn.

Service Provider - An individual, group or agency approved by the State **Department of Developmental Services** to supply a service for a fee to a **regional center** client.

Severely Handicapped - Students requiring intensive instruction and training in programs serving students with disabilities such as autism, blindness, deafness, severe orthopedic impairments, serious emotional disturbances, severe developmental disabilities, and those who have multiple disabilities.

Short-Term Objective - Included on the student's IEP as a means of measuring progress toward a goal. It includes a series of intermediate steps or training activities that will take the student from his or her current level of functioning to the accomplishment of annual goals.

Site-Based Program - A program where the majority of classes and activities occur in a site (building) as opposed to occurring in the community.

SLD - Specific Learning Disability - A specific learning disability is a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. Eligibility for services requires that there is a severe discrepancy between intellectual ability and achievement in one or more of the following academic areas: oral or written expression, listening or reading comprehension, basic reading skills, mathematics calculations and reasoning.

SLI - Speech or Language Impairment - A communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child's educational performance.

Special Day Class (SD) and Special Class Center (SCC)- instructional settings in which a student receives special instruction more than 50% of the day.

Special Education - The term special education means specially designed instruction, at no cost to parents, to meet the unique needs of a student with a disability. People and practices helping to provide individualized learning experiences for students with special needs.

Special Education Local Planning Area (SELPA) - The local unit responsible for administering the comprehensive **special education** plan in that area.

Special Services - Residential facilities where extra funds have been provided to offer extra services for the people who live there. These services include behavior modification, vocational training and **independent living**.

Specific Learning Disability (SLD) - A specific learning disability is a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. Eligibility for services requires that there is a severe discrepancy between intellectual ability and achievement in one or more of the following academic areas: oral or written expression, listening or reading comprehension, basic reading skills, mathematics calculations and reasoning.

Speech and Language Therapy - A planned program for people who have problems with speech or language to help them communicate with others by voice or symbol systems.

Speech or Language Impairment (SLI) - A communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child's educational performance.

SST - Student Study Team - A function of the regular education program to assess the strengths and needs of each student, determine appropriate curriculum adaptations and modifications to utilize prior to referral to special education.

Staffing Ratio - The numerical relation of the number of direct care staff on duty to the number of clients in attendance.

Student Study Team (SST) - A function of the regular education program to assess the strengths and needs of each student, determine appropriate curriculum adaptations and modifications to utilize prior to referral to special education.

Support Services - Those services designed to meet the total needs of the individual which are not traditionally met in a residential or day program (e.g., physical, speech, **occupational therapy**).

Surrogate Parent - A person who is appointed by the District or SELPA to act as a child's parent in all matters related to special education. A surrogate is appointed when a child is a dependent or ward of the court, and the court has limited the rights of the parent/guardian to make educational decisions, or when a parent cannot be identified or located.

T

Therapy - Improving, developing or restoring functions impaired or lost through illness, injury or deprivation. Therapy may address a variety of functions (e.g., physical, speech, and **occupational therapy**) and may take a variety of forms (e.g., art, dance, music therapy).

TBI - Traumatic Brain Injury - and acquired injury to the brain caused by an external physical event resulting in total or partial functional disability or psychosocial impairment that adversely affects a student's educational performance.

Title 5 Regulations - The California Code of Regulations that amplify the Education Code Sections dealing with public education.

Traumatic Brain Injury (TBI) - and acquired injury to the brain caused by an external physical event resulting in total or partial functional disability or psychosocial impairment that adversely affects a student's educational performance.

Transition - This term refers to the passage from one program, setting or environment to another. In special education, it may include, passage from an infant setting to a preschool setting, movement from preschool to kindergarten, passage from elementary to middle school programs, movement from a special day class setting to a general education setting, graduation from a high school program into a work environment or other significant changes for a student.

Vendor/Provider - A person, program or facility, which has been **vendorized** (authorized) by a **regional center** to provide a particular services to **regional center** clients.

VH or VI - Visually Handicapped or Visual Impairment - A visual impairment which, even with correction, adversely affects a student's educational performance. The term includes both partial sightedness and blindness.

Visual Discrimination - Ability to detect differences in objects, forms letters, or words.

Visual Impairment (VI) - A visual impairment which, even with correction, adversely affects a student's educational performance. The term includes both partial sightedness and blindness.

Vocational Rehabilitation (VR) - Helps people prepare for and find employment. Also sometimes synonymously used as **Department of Rehabilitation**.

Vocational Services - Services, including education and training, that enable each individual to develop a capacity to work and progress as far as possible from vocational functions to affordable employment in the community. Such services include vocational evaluation, counseling, activity services, work adjustment, occupational skill, training and job placement.

W

Work Activity Program (WAP) - The **Department of Rehabilitation (Habilitation Section)** funds and monitors those programs for people who have acquired basic vocational and **independent living** skills and need a work-oriented setting to prepare for a vocation. In practice, these programs are usually **segregated**, but need not be.

Z

Zero Exclusion - An entry criteria philosophy which states that no one should be denied services in the particular program, regardless of the level and degree of **disability**, or the number of secondary disabilities.