

This document provides an overview of the special education process, including identification, evaluation, eligibility, and the development of an Individualized Education Program (IEP). It is designed to help you understand your role and support you throughout your child's experience in special education, from start to finish.

Please keep in mind that developing an IEP is an ongoing process that takes place over time. While it may feel overwhelming at first, the IEP team and process are in place to support your child's growth and progress. When parents and schools work together collaboratively, it leads to more positive experiences, stronger achievement, and better outcomes for your child.

We are District #7
Empowering Each
Student to Achieve
Personal Success



ECUSD #7

Parent's Guide To Navigating The

IEP

Process





SPECIAL EDUCATION

A Child With A Disability:

Under the **Individuals with Disabilities Education Act (IDEA)**, a child with a disability is one who has been evaluated and identified with one of 13 disability categories and, because of that disability, needs special education and related services to meet their unique learning needs.

Why Would My Child Need An Evaluation?

An evaluation is completed to answer the following questions:

1. Does my child have a disability?
2. How is my child doing in school (academically, socially, daily skills etc.)
3. What does my child need to learn and succeed?
4. Does my child need special education or related services (i.e. speech, social work, OT/PT)?
5. Does my child need any supports to participate in the least restrictive environment?

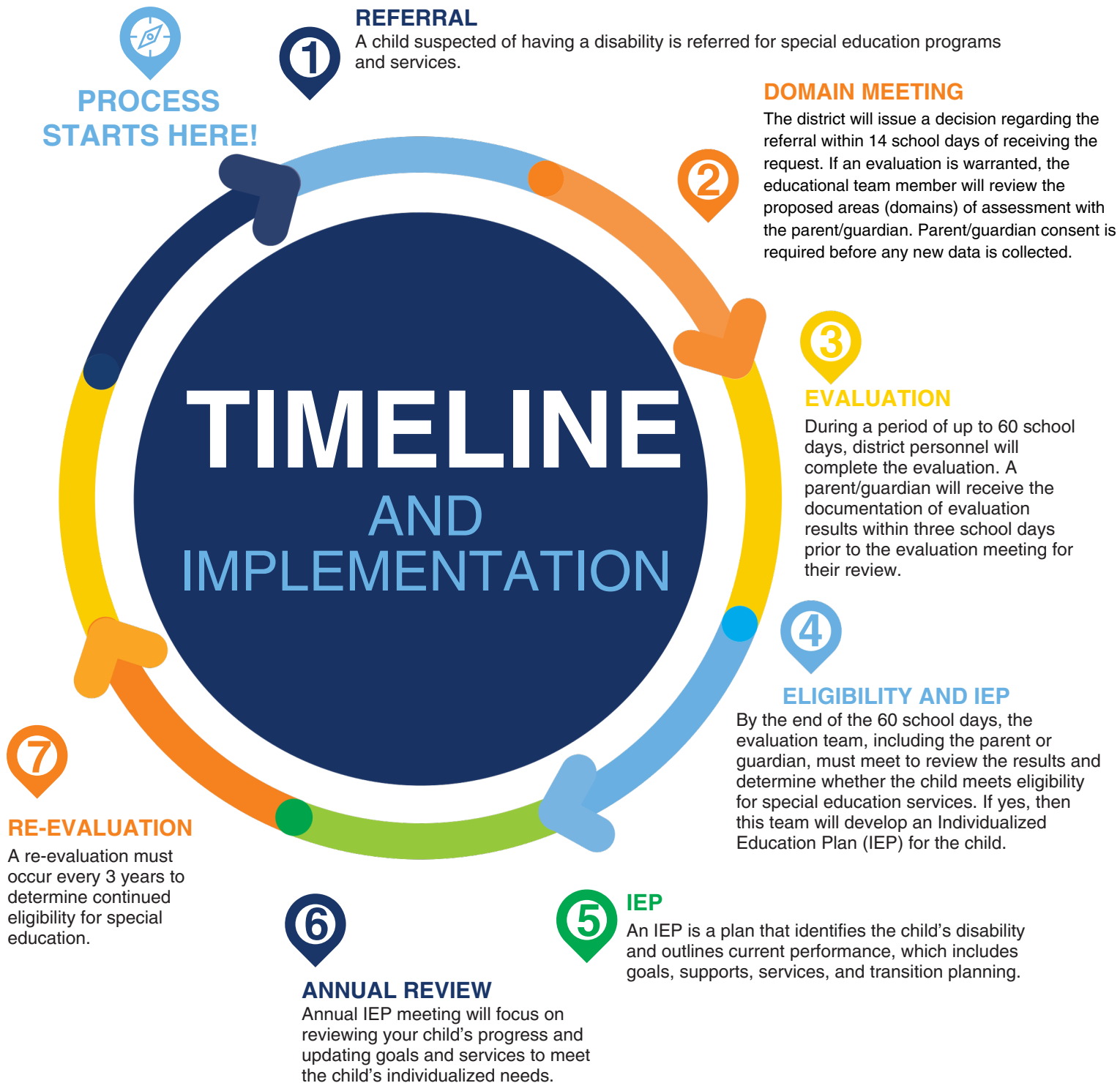
What Is Child Find?

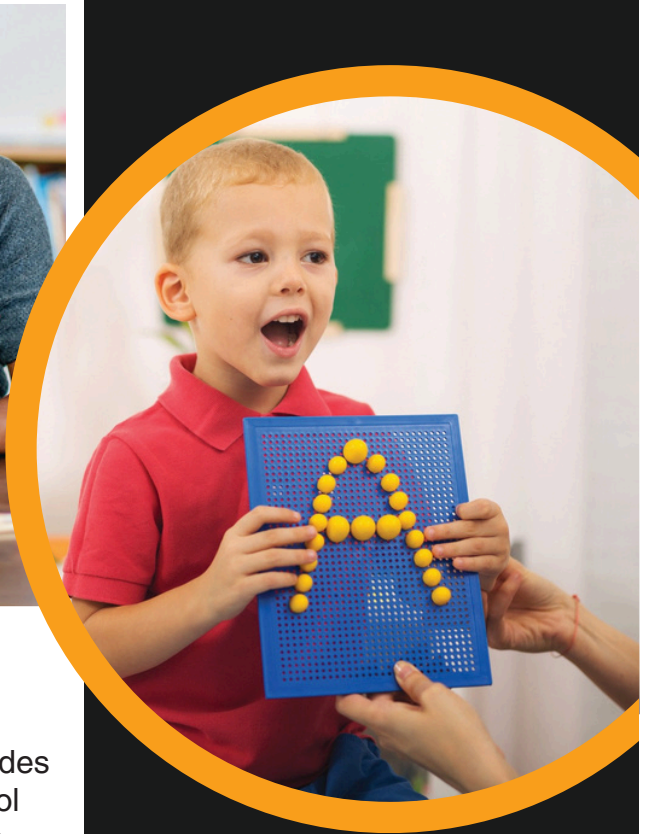
There are two primary ways in which children are identified as possibly needing special education and related services:

1. Child Find requires districts to identify, locate and evaluate all children with suspected disabilities from birth through age 22.
2. A referral can be made by a parent or school staff. If a parent is requesting an evaluation under IDEA, the request should be submitted in writing to the building principal.

SPECIAL EDUCATION PROCESS

TIMELINE AND IMPLEMENTATION





EVALUATION PROCESS

The **review of existing data** involves a team that includes the student's parents or guardians, teachers, and school specialists. The team discusses the student's strengths, needs, and any concerns about learning or development, and determines whether additional assessments are needed.

The team decides which “**domains**” need to be looked at more closely through evaluation components as an outcome of this review.

Illinois uses seven possible domains, such as:

1. Academic Performance
2. General Intelligence (thinking and reasoning skills)
3. Communication (speech and language)
4. Social/Emotional status (functional performance)
5. Health
6. Hearing/Vision
7. Motor abilities

The school provides parents with a written “**Consent for Evaluation**” form that outlines the specific domains to be assessed.

The evaluation process (Initial or Reevaluation) cannot begin until written parental consent is received.

PARENT TIPS:

- Be a meaningful participant by providing input about your child
- You may be asked to provide consent for outside service providers
- Know your rights; review IL Procedural Safeguards
- Ask clarifying questions to ensure understanding.



INITIAL OR RE-EVALUATION FOR SPECIAL EDUCATION ELIGIBILITY

Ages Birth to 22

An outside medical diagnosis alone does not qualify a student for special education within the school setting. Yet it may assist in providing additional data when qualifying a student for special education. Through the evaluation process, your child may qualify under the following school-based eligibility from ISBE and Individuals with Disabilities Education Act (IDEA):

AUTISM

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

DEAF-BLINDNESS

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

DEAFNESS

Deafness means 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.

DEVELOPMENTAL DELAY

Developmental delay means a significant delay in physical development, intellectual development, communication development, social or emotional development, or adaptive development (may include children from three through nine years of age), per 23 IAC 226.75.

EMOTIONAL DISABILITY

A condition that includes one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

- An inability to learn that cannot be explained by intellectual, sensory, or health factors.
- An inability to build or maintain satisfactory interpersonal relationships with peers and teachers
- Inappropriate types of behavior or feelings under normal circumstances
- A tendency to develop physical symptoms or fears associated with personal or school problems
- Does include schizophrenia.
- The term does not apply to children who are socially maladjusted unless it is determined that they have an emotional disturbance.

HEARING IMPAIRMENT

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.



INITIAL OR RE-EVALUATION FOR SPECIAL EDUCATION ELIGIBILITY CONT.

INTELLECTUAL DISABILITY (ID)

Intellectual disability is defined by a significant deficit general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a child's educational performance.

MULTIPLE DISABILITIES

Multiple disabilities means concomitant impairments (such as intellectual disability, blindness, or 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. ***Does not include deaf blindness***

ORTHOPEDIC IMPAIRMENT

A severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease, and impairments from other causes.

OTHER HEALTH IMPAIRMENT (OHI)

Other health impairment means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that—

- Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, or Tourette syndrome, etc.
- Adversely affects a child's educational performance.

SPECIFIC LEARNING DISABILITY (SLD)

Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

- Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

SPEECH AND/OR LANGUAGE IMPAIRMENT

Speech and/or Language impairment means a communication disorder, such as stuttering, impaired articulation, language impairment, or a voice impairment, that adversely affects a child's educational performance.

TRAUMATIC BRAIN INJURY (TBI)

An acquired injury to the brain caused by external physical force, resulting in total or partial functional disability or psychosocial impairment, or both that adversely affects educational performance. The term does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

VISUAL IMPAIRMENT

An impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.



QUALIFYING FOR SPECIAL EDUCATION

Individualized Education Program (IEP) Development

Developing your child's IEP involves two main things:

1. The IEP meeting(s), where you and school team members, (and your child when applicable), will work together to decide on educational programming for your child. The IEP team will discuss your child's strengths, your concerns, areas of need, and what type of educational programming would be appropriate to address the identified needs.
2. The IEP document developed at the meeting is a written and legal document. This document outlines your child's present level of academic and functional performance, goals, supports, services, and programming needs.

1. Where and when do IEP meetings take place?

- You and the school will work together to schedule an IEP meeting. IEP meetings are typically held at the school during the regular school day. The school must provide you with written notice of:
 - The purpose, date, time, and location of the meeting.
 - The individuals expected to attend the meeting.
 - Your right to invite individuals who have knowledge or special expertise regarding your child.
- During the IEP process:
 - The IEP must be reviewed at least once annually.
 - You may request an IEP meeting at any time.
 - The school must conduct a reevaluation at least once every three years (triennial evaluation) to determine whether your child continues to be eligible for special education services and to identify any educational needs.

2. Does the IEP meeting have to be in person?

- No. When holding an IEP meeting, you and the school may agree to use other means of participation. For example, some members may participate by video conference or conference calls.

3. Who attends the IEP meeting?

- Under IDEA, the following are required to be part of the IEP team:
 - You, as Parent(s) or Legal Guardian
 - School Administrator or LEA
 - General Education Teacher
 - Special Education Teacher
 - Related Service Personnel (as applicable)
 - Your child (as warranted)

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QUALIFYING FOR SPECIAL EDUCATION (cont.)

3. Who attends the IEP meeting?

- In addition to the people listed on the previous page, you and the school can invite other people to the IEP meeting. This may include:
 - Interpreters – You have the right to request that the school district provide an interpreter for the meeting. You have the right to request that the interpreter serve no other role in the IEP meeting other than as an interpreter.
 - Transition Personnel – If the IEP meeting will include planning for your child's life after high school, outside agencies may be invited to attend with your parental consent.
 - You have the right to bring other individuals who have knowledge or special expertise regarding your child. If you plan to bring other individuals, please notify the school prior to the meeting.

4. May a member of the IEP team be excused from attending an IEP meeting?

- Yes, members of the IEP team may be excused from attending an IEP meeting in certain circumstances. If a member is excused, you and the school must agree in writing to excuse the member.



5. What happens during the Annual Review?

- At the IEP meeting the team will develop, review, and/or revise the IEP document. You and the other team members will provide meaningful input to create an IEP that is educationally appropriate and that the team can agree on.
- Three days prior, the school staff will provide a draft of the IEP for your review.
- During the meeting, the IEP will cover:
 - Your child's strengths
 - Your concerns for enhancing your child's education
 - The results of the most recent evaluation of your child and/or your child's academic, developmental, and functional needs. This data is included in the Present Level of Academic Achievement and Functional Performance (PLAAFP) which is a critical component of your child's IEP as it guides the development of the rest of the document.
 - IEP Goals and Objectives
 - Accommodations
 - Educational Services and Programming
- The team will also discuss "special considerations" which will include the following questions:
 - Does your child have communication needs?
 - Does your child need assistive technology services and devices?
 - Does your child's behavior interfere with his or her learning or the learning of others?
 - Does your child have a visual impairment and need instruction in or the use of Braille?
 - Is your child deaf or hard of hearing and have language and other communication needs?
 - Does your child have language needs related to his or her IEP, because of limited English proficiency?
- If the answer to any of these questions is "yes," the team will talk about what your child needs and include this information in the IEP.

6. What are Related Services and how are they determined?

- Related Services are supportive services required for a child to benefit from special education. Services for your child are determined through the evaluation process.
- Related Services can include Counseling, Speech and Language Therapy, Occupational Therapy, Physical Therapy, Transportation and School Based Health Services.
- The IEP will specify the frequency, duration, and location for related services, as well as goals to target your child's needs.

QUALIFYING FOR SPECIAL EDUCATION (cont.)

7. How is my child's placement decided?

- Once the IEP team has developed the plan based upon what your child needs, decisions must be made about where these services will be provided which is your child's placement.
- In making placement decisions, the IEP team must make sure that your child has the opportunity to participate in the Least Restrictive Environment (LRE) which means that students with disabilities are educated alongside their non-disabled peers to the maximum extent appropriate. It ensures that removal from general education classes only occurs when the nature or severity of a disability is such that supplementary aids and services in the general education classroom cannot be achieved satisfactorily.
- When making placement decisions, the IEP team must consider a continuum of placement options to determine the educational setting that best meets the student's individual needs.
 - Placement decisions must be based on the student's unique needs, the services identified in the IEP, and the requirement that the student be educated in the LRE appropriate for the student.
 - A placement that is least restrictive for one child may not be least restrictive for another.
 - LRE is about the student's total education program, not just where they sit.



8. What is the difference between an IEP and a 504 Plan?

- An Individualized Education Program (IEP) provides special education programs and/or related services and Specially Designed Instruction for those that are identified as eligible. Students with an IEP have goals and objectives that are routinely progress monitored.
- Section 504 Plan outlines accommodations for students who have an impairment on record that impacts one or more major life activities and requires reasonable accommodations.
- Both ensure that students with disabilities have access to a Free and Appropriate Public Education (FAPE).
- Both require an evaluation to determine eligibility based upon a variety of data sources.

9. What are my rights as a parent if I do not agree with the IEP?

- District 7 Procedural Safeguards
- ISBE Parent Guide

INFANTS, TODDLERS & PRESCHOOLERS

Ages Birth to 3

• **Services for Infants and Toddlers:**

- Early Intervention (EI): This statewide program provides developmental evaluations and therapy (speech, physical, and/or occupational) for children experiencing delays.
- To get started, locate your local Child and Family Connections (CFC) office via Illinois Department of Human Services (IDHS).



PARENT TIPS:

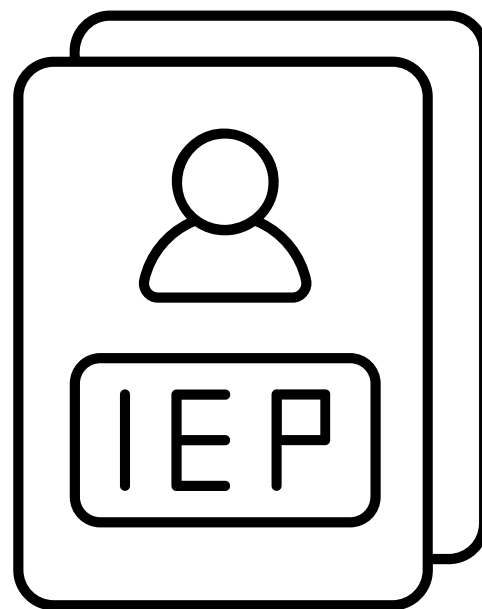
- **Discuss any concerns you may have regarding your child's developmental milestones with your child's pediatrician.**
- **Read more about your child's learning and thinking differences, or attend workshops. It can help you to be familiar with your child's specific challenges. Explore your child's strengths, too, so you can work with the teachers and service providers to find ways that best support how he/she learns.**
- **Don't be afraid to ask for clarification, request further evaluations, or express your concerns with the team's recommendations regarding services. Ask how your child's needs can be met in typical preschool environments or in the community with non-disabled peers.**

SCHOOL AGED PROGRAMS AND SERVICES

Ages 3 to 22

The Individualized Education Plan (IEP) includes:

- Your child's strengths, **present levels of academic and functional abilities** which provides data for the development of measurable annual goals and short-term objectives.
 - Parents are regularly informed on their child's progress towards their IEP goals.
- Identified **supplementary aids and services**, which support:
 - Your child's involvement and/or progress in the general curriculum, and other educational needs related to his/her disability. This may include Assistive Technology needs.
 - Accommodations that your child would need to participate in classroom, district-based and state assessments are outlined.
 - Note – If the IEP Team determines that the statewide assessment is not appropriate for your child, an alternate assessment will be discussed.



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SCHOOL AGED PROGRAMS AND SERVICES (cont.)

Ages 3 to 22

The IEP includes:

- A **Functional Behavior Assessment (FBA)** and **Behavior Intervention Plan (BIP)** may be included based upon your child's behavioral needs.
 - The FBA is conducted to collect data regarding the frequency, duration and intensity of behavior(s) that are impeding their educational progress. The data is analyzed to consider the function of your child's behavior.
- The **Transition Plan** component will be introduced in the IEP cycle in which your child will turn 14 ½ years in age.
 - The Transition Plan process helps families prepare for life after high school.
- **Educational Programming** and/or services with the projected starting date as well as the duration, frequency, and location of where programs and services will be delivered.
- **Program placement decisions** are individualized and determined through the IEP process. These decisions are made based on the student's overall academic and functional performance and social/emotional functioning, and in looking at the student's educational benefit in the least restrictive environment.
- **Placement continuum options are outlined below from least restrictive to most restrictive:**
 - General Education
 - General Education with aids or services
 - Resource services - less than 40% in Special Education
 - Instructional services - more than 40% in Special Education
 - Self-Contained services - 90-100% in Special Education
 - Separate Special Education school
 - Residential Placement Services
 - Home-Hospital services

PARENT TIPS:

- Attend orientation, curriculum nights and other events at your child's school to better understand what opportunities are available to them.
- You will receive a progress report which outlines your child's progress related to IEP goals and objectives quarterly.
- Contact your child's Special Education Case Manager or any member of the IEP Team should you have any questions related to your child's progress at school.



TRANSITION PLANNING

Transition planning helps students and families prepare for life after high school. Planning begins no later than the first IEP that will be in effect when the student turns 14½ and is updated annually.

The transition plan is part of the IEP and includes measurable post-secondary goals, transition services, courses of study, and activities designed to support the student's goals for education/training, employment, and independent living, as appropriate.

Post-school outcomes should guide the development of the IEP for students age 14½ and older.

The core focus of transition planning is to address needs in the areas of:

- Education and Training
- Employment
- Independent Living

Course of Study – Your student's *Course of Study* will be discussed at each IEP meeting to discuss the long-range educational plan that directly relates to the student's anticipated post-school goals, preferences and interests.

Transition Services - will provide information regarding the school district's Career and Technical Education (CTE) opportunities and postsecondary CTE opportunities and dual credit courses offered. Linkages to after graduation supports and services will also be addressed (e.g., DRS, DMH, DSCC, PAS, SASS, SSI, WIC, DHFS, CILs).

Transfer of Rights Due to Age of Majority: When a student with a disability reaches 18 years of age (the age of majority under State law) all educational rights transfer from the parent(s)/guardian(s) to the student.

- The Individuals with Disabilities Education Act (IDEA) requires that both parent(s)/guardian(s) and the student receive notice of the transfer of educational rights one year prior to the student's eighteenth birthday. However, the parent(s)/guardian(s) will continue to receive the ten day notice prior to the date of any special education meeting after the student turns eighteen.
- On the date of age of majority, all rights pertaining to the special education program/services shall transfer from the parent(s)/guardian(s) to the student unless the school district is otherwise notified that the student has chosen to delegate his/her rights to a designated individual who will make all decisions relating to their education on their behalf.



PARENT TIPS:

- **Attend the annual Madison County Transition Planning Committee Fair in the spring.**
- **Attend orientation, curriculum nights, and other events at your student's school to understand what opportunities are available to them.**
- **Have in-depth discussions regarding your student's post-secondary vision during the IEP process. These discussions will help the IEP Team in answering questions and supporting the student's journey into college, employment, or a post-secondary program.**
- **Consider a level of guardianship for students with more moderate to severe impairments to ensure continued involvement in the educational decision-making process and, if appropriate, to investigate alternative housing options and potential Medicaid benefits.**
- **Families will receive information regarding PUNS (Prioritization for Urgency of Need for Services) at each Annual Review IEP meeting.**
 - **Parents are encouraged to contact IDHS/DDD early to discuss the process of Developmental Disability Waiver Services in Illinois.**

SECONDARY TRANSITION

• Secondary Transition

- In Illinois, a child with a disability can attend public school and receive special education services through the end of the school year in which they turn 22 years old when it is determined that the IEP services are deemed necessary and documented in your child's IEP. Secondary Transition planning is an important process and includes annual review of the Transition Plan by the IEP Team.

• Summary of Performance (SOP)

- The purpose of the SOP is to provide the student with a document that describes the student's academic achievement, functional performance, and recommendations to support the student's post-secondary goals.
- A Summary of Performance (SOP) is completed when the student's eligibility for special education terminates upon:
 - Receiving a diploma
 - Aging out of special education programs and/or services at the end of the school year in which the student turns 22.
- It may also include accommodations, modifications, supports, and strategies that helped the student be successful in school and/or community settings.
- The SOP may be shared with post-secondary education or training programs, adult service agencies, or prospective employers, as appropriate.



GLOSSARY OF TERMS

ACCOMMODATIONS

Changes in how a student accesses information and demonstrates learning. Accommodations do not substantially change the instructional level, content, or performance criteria. The changes are made in order to provide a student with equal access to learning and an equal opportunity to show what he or she knows and can do.

AGE OF MAJORITY/TRANSFER OF RIGHTS

When a student with a disability reaches the age of 18, all rights afforded to a parent transfer to the student. The parent and student must be informed of the transfer of rights at least one year prior to the student's 18th birthday.

AMERICANS WITH DISABILITIES ACT (ADA)

Federal law requiring accommodations for people with disabilities in the community and workplace.

ASSESSMENT TESTING

Used for initial and/or re-evaluations and may include mental, social, psychological, physical, speech, occupational, vocational, or educational. Testing is completed by school district personnel to gather information about a student.

ASSISTIVE TECHNOLOGY

Any item, piece of equipment, or product that is used to increase, maintain, or improve functional capabilities of individuals with disabilities. Assistive technology needs are determined by the IEP goals and objectives and IEP team.

BEHAVIOR INTERVENTION PLAN (BIP)

A BIP is a written support plan created for a student with behavioral needs and is based on the outcome of the Functional Behavior Assessment (FBA). The BIP specifies the actions to improve or replace the behavior and is an individualized plan for success with more intensive supports and oversight. The process of creating a BIP is led by the IEP team.

CASE MANAGER

The person on the IEP Team who has the role of managing the IEP. This is typically the Special Education Teacher or the Speech and Language Pathologist (speech-only IEP).

COLLABORATIVE TEAM

A multi-disciplinary team in schools that meets to support the needs of students with academic, social, and behavioral concerns. The focus of the team is to provide support to classroom teachers to implement accommodations/ modifications so that students can be successful in general education.

CONTINUUM OF SERVICE

The range of supports and services that must be provided by a school district that allows students with disabilities to be provided a free, appropriate public education.

DUE PROCESS

A procedure guaranteed by federal law for resolving disputes regarding special education services.

EARLY CHILDHOOD SPECIAL EDUCATION (ECSE)

Special education and related services provided to children from birth to age five.

EXTENDED SCHOOL YEAR SERVICES (ESY)

Special education and related services provided to students with disabilities beyond the normal school year, in accordance with the student's Individualized Education Plan, and at no cost to the parent. The need for Extended Services is determined by the student's IEP Team in considering a student's regression/relapse after an extended break from school, nature and severity of disability, and critical stages of development.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

A federal law which gives parents, and the student over 18 years of age, access to, and control over all education and school records.

FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

Special education and related services are provided to students with disabilities by the Local Education Agency (LEA) under public supervision and direction at no cost to the student's parents.

FUNCTIONAL BEHAVIOR ASSESSMENT (FBA)

A process of attempting to understand the purpose, motivation, and correlation of a problem behavior. The result of the process is the development of an appropriate Behavior Intervention Plan.

INDEPENDENT EDUCATION EVALUATION (IEE)

Education evaluations of a student by an evaluator who does not regularly work for the school district. Parents who are not satisfied with the school district's evaluation can request an IEE at public expense.

INDIVIDUAL WITH DISABILITIES IN EDUCATION ACT (IDEA)

The federal law that requires school districts to provide students with disabilities with a free appropriate public education at public expense. The act provides procedural safeguards and due process rights, as well as specific mandates regarding a free appropriate public education.

GLOSSARY OF TERMS

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

The written plan that details the special education and related services that must be provided to each student who receives special education services. It must be reviewed and revised every year.

INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP)

A written plan for providing early intervention services (ages birth through 3) to an eligible individual and to the individual's family.

LEAST RESTRICTIVE ENVIRONMENT

A federal mandate that, to the maximum extent appropriate, children with disabilities be educated with children who are not disabled.

LOCAL EDUCATION AGENCY (LEA)

The school district that is directly responsible for providing special education services in a geographical area.

MANIFESTATION DETERMINATION REVIEW (MDR)

The MDR is a meeting which must take place within 10 days of a behavior infraction that would cause a student to be removed from their current placement in a public school for more than 10 school days.

MODIFICATION

A modification makes a change in what is being taught to or expected from a student to learn. While accommodations level the playing field by changing how a student accesses the learning environment, modifications lower the complexity to meet the student's unique academic or functional needs.

MULTI-TIERED SYSTEM OF SUPPORT (MTSS)

This system is a process designed to help schools focus on and provide high-quality instruction through research-based and/or evidence-based interventions and strategies to students who may need additional support academically, behaviorally or socially. MTSS uses a tiered model of school supports, a problem-solving method for decision making for each tier, and the implementation of data analysis to inform instruction and intervention.

OCCUPATIONAL THERAPY (OT)

A related service that focuses on the development of a student's fine motor skills and/or the identification of adapted ways to develop the skills needed for daily living and working.

OFFICE OF CIVIL RIGHTS (OCR)

An agency with the U.S. Department of Education that enforces Section 504 of the Rehabilitation Act and Title II of the ADA. The OCR investigates allegations of discrimination based upon disability.

PHYSICAL THERAPY (PT)

A related service that focuses on the development of a student's gross motor skills within the school setting.

REVIEW OF EXISTING EDUCATIONAL DATA

Provides a plan for an initial or re-evaluation and may include evaluations and information provided by the parents of the child, current classroom-based, local, or state assessments, and classroom-based observations, and observations by teachers and related service providers.

SCHOOL PSYCHOLOGIST

A trained professional who assists in the identification of needs regarding behavioral, social, emotional, educational, and vocational functioning of individuals.

SCHOOL SOCIAL WORKER

A trained professional who supports the educational program of individuals by assisting in identification and assessment of the individual's educational needs, including social, emotional, behavioral, and adaptive needs; the school social worker also provides intervention services.

SPEECH-LANGUAGE PATHOLOGIST

A trained professional who analyzes speech and language comprehension and production to determine communication competencies and provides intervention strategies and services related to speech and language development, as well as disorder of language, voice, articulation, and fluency.

TRANSITION GOALS

Determined by the IEP Team and are based on the student and family vision, preferences, and interests.

TRANSITION SERVICES

A coordinated set of activities that promote movement from school to post-school education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, and community participation.

