

INDEX

A

Academic achievement, testing for, 9–10
Accommodations, 61–72; defined, 61–62, 80;
 elementary school, 64–65; high school, 69–72;
 middle school, 69–72
Acronyms, 167–196
Administration, 73–80; educational paperwork, 74;
 medical paperwork, 73–74; meetings, 75–76;
 special-services paperwork, 74
Administrative complaint process, 43–44
Age Eight Checklists, 257–258; developmental
 indicators checklist, 258; learning/cognitive
 disabilities checklist, 258; physical develop-
 ment checklist, 257; social/emotional disabilities
 checklist, 257
Age Five Disability Checklists, 249–251;
 developmental indicators checklist, 250–251;
 learning/cognitive disabilities checklist, 250;
 physical development checklist, 249; social/
 emotional disabilities checklist, 249
Age Four Disability Checklists: developmental
 indicators checklist, 247–248; learning/cognitive
 disabilities checklist, 247; physical develop-
 ment checklist, 246; social/emotional disabilities
 checklist, 246
Age Seven Checklists, 255–256; developmental
 indicators checklist, 256; learning/cognitive
 disabilities checklist, 256; physical develop-
 ment checklist, 255; social/emotional disabilities
 checklist, 255
Age Six Checklists, 252–254; developmental
 indicators checklist, 253–254; learning/cognitive
 disabilities checklist, 253; physical develop-
 ment checklist, 252; social/emotional disabilities
 checklist, 252

Age Three Disability Checklists, 243–245;
 developmental indicators checklist, 245; learning/
 cognitive disabilities checklist, 244; physical
 development checklist, 243; social/emotional
 disabilities checklist, 244
Americans with Disabilities Act, 78
Annual assessments, 95–97
Appropriate education rule, xiv–xv
Aptitude/cognitive ability, testing for, 9
Assessment: annual, 95–97, 120–121; daily, 95–96,
 119–120; elementary school, 119–121; middle
 school, 139–141; observing your child’s skills,
 94–95; preschool to kindergarten, 95–97
Assignment sheets: elementary school modifications,
 66–67; high school, 147; middle school, 70
Assistive technology, defined, 62, 80
Attendance sheet, 74
Autism, 5

B

Behavioral cues, and color, 103
Blending chart, 104–105
Blends activity, 104
Building-block skills, elementary school, 99–103;
 color, 100, 102; patterns/sequences, 100–101;
 sequencing, 101; visual cues, 101–103
Building-block skills, middle school, 124–139;
 assignment sheets, 125–126; day planner, 125;
 school schedule, 126–127; timers, 127
Building-block skills, preschool/kindergarten, 84–86;
 listening, 85–86; talking, 84–85

C

Capitalization, 112
Chunking, 107, 134

- Cognitive development, 6
- College, 160–161; compensation strategies, 157–159; documentation, 162–163; helping your child achieve success, 157–162; independence, encouraging, 159–160; motivation, 159; testing, 160–161
- Color-coding, 147
- Color skills, 100, 102
- Combination plans, for inclusion, 53
- Communication development, 6
- Communication skills, preschool to kindergarten, 85–86
- Community experience, and Statement of Intended Results, 151
- Coordinated set of activities, 152
- D**
- Daily assessments, 95–96
- Daily living skills acquisition, and Statement of Intended Results, 151
- Day planner, 125, 147
- Deaf-blindness, 5
- Desk calendar, 147
- Developmental age, and educational products/toys, 58–59
- Disability checklists by age, 243–258; Age Eight Checklists, 257–258; Age Five Checklists, 249–251; Age Four Checklists, 246–248; Age Seven Checklists, 255–256; Age Six Checklists, 252–254; Age Three Checklists, 243–245
- Due process, *See also* Procedural due process: appeals, 41–42; appearance at, 45; defined, 39; expectations for, 45–46; law suits, 42–43; lawyer, hiring, 46; negotiating, 44; paper trail, 45; procedures, 41; professionalism during, 44; and state education agency, 41–42
- Due-process hearing: defined, 42; winning, 44–46
- E**
- E-mail, 110
- Early transition planning checklist, 153–154
- Education of All Handicapped Students Act (Public Law 94–142), xiii
- Educational environment, choosing, 57
- Educational paperwork, 74
- Educational products/toys, tips for buying, 57–59
- Elementary school: accommodations, 64–65; assessment, 119–121; building-block skills, 99–103; lab room, 54–55; math skills, 113–118; meetings, 75; paperwork, 76–77; reading skills, 103–108; resource room, 54–55; self-contained classrooms, 55; special-education classrooms in, 53–54; special-needs classroom, 50; transitioning from middle school to, 123–124; writing skills, 108–113
- Elementary school accommodations, 64–65; presentation, 64; responding, 64; setting, 65; timing, 64
- Elementary school modifications, 65–69; assignments, 66–67; grading, 68; physical setting, 68–69; presentation, 65; setting, 66; testing adaptations, 67–68; timing, 66
- Eligibility, determining, 3–15
- Emotional development, 6
- Emotional disturbance, 5
- Employment, as life skill, 148
- Employment/post-school living objectives, and Statement of Intended Results, 151
- Environmental reading, 88–89
- Environmental writing, 109–111
- Evaluation Consent Form, 74
- F**
- Financial management, as life skill, 148
- Forms, 197–223
- Free Appropriate Public Education (FAPE), 46
- Functional vocational evaluation, and Statement of Intended Results, 151
- G**
- General education classes, 54
- H**
- Handwriting, 112–113
- Healthcare, as life skill, 148
- Hearing impairments, 5
- High school: accommodations, 69–72; colleges, choosing for students with disabilities, 155–157; compensation strategies, 143–144; development and enrichment strategies, 146; inclusion in, 55–57; lab room, 56; life skills, 148; meetings, 76; paperwork, 77–78; resource room, 56; self-contained classrooms, 57; self-regulation, 144–147; social-emotional strategies, 146–147; special-needs classroom, 50–51; time-management skills, 147; transition planning, 154–155; transitioning to real world from, 149–155

Holiday cards, 110–111
 Homework, middle school, 127–129
 Housing, as life skill, 148

I

Idioms, 132–133

Independent educational evaluations (IEEs), 14
 Individual Education Plan (IEP), xv, 15, 27–38;
 advocate role, 28–29; assistive technology and
 services, 34; audiology, 34; counseling services,
 34; defined, 27; documentation, 77–78; early
 identification, 34; evaluation group, 31; family
 training, counseling, and home visits, 34; file clerk
 role, 29; health services, 34; implementation, 37;
 medical services, 34; nursing services, 34;
 nutrition services, 34; occupational therapy, 34;
 orientation and mobility services, 34; parent
 counseling and training, 34; physical therapy, 34;
 placement categories, 32–34; planning meeting,
 31–32; preparing to write, 29–30; private
 residential facility, 34; private separate facilities,
 33; procedural due process, 37; psychological
 services, 34; public residential facilities, 33; public
 separate facility, 33; recreation and therapeutic
 recreation, 34; reevaluations, 31–32; referrals to,
 27–28; rehabilitative counseling services, 34;
 sample form, 225–235; school health services, 34;
 service coordination services, 34; social
 work services in schools, 34; special-education
 outside the regular class, requirements for, 33;
 special education services, 27–29; special services,
 34–36; speech pathology/speech-language
 pathology, 34; team formation, 29–30; team
 member role, 28; transitioning to the individual
 Family Services Plan (IFSP), 25–26; transporta-
 tion and related costs, 34
 Individual Family Services Plan (IFSP), 15, 17–26;
 Early Intervention services, 17–18, 20–21; forming
 a team, 21–22; information to supply at time of
 referral, 19; parents' responsibilities/role, 19–20;
 partnership, 18; planning meeting, preparing for,
 22–24; preparing to write, 21–24; referrals to,
 18–19; transitioning to the Individual Education
 Plan (IEP), 25–26; writing, 24–25
 Individualized Family Service Plan (IFSP) (sample
 form #1), 197–215; child's present abilities/
 strengths, summary of, 202–204; cover, 197; family
 concerns/priorities/resources, 200–202; IFSP

outcomes, 205–207; IFSP Service Delivery Plan,
 208–210; IFSP Service review, 213–214; IFSP
 team, 198; important dates and events, 197–215;
 information, 198, 199–200; Parent/Coordinative
 Agency Agreement, 210–213

Individualized Family Service Plan (IFSP) (sample
 form #2), 215–223; “all about our child” section,
 217; “all about our family” section, 218; child's
 developmental status, 218; early intervention
 services, 221–222; family considerations, 216–217;
 family service planning team, 223; major outcomes,
 219; service settings/natural environment, 220–221;
 Transition Planning Checklist, 222–223

Individualized Accommodation Plan (IAP), 3

Individuals with Disabilities Education Act (IDEA),
 xii–xiv; assistance stages, 12; basic requirements
 of, 4; categorical element of eligibility, 5–6;
 categories apply to children starting at age three,
 6; categories of disabilities for children 6–21, 5;
 defined, 3–4; disabilities, testing for, 8; eligibility,
 13–14; evaluating children ages 3–21, 11–13;
 evaluating children under 3, 10–11; functional
 element of eligibility, 6–8; independent educa-
 tional evaluations (IEEs), 14; learning disabilities,
 8–10; physical disabilities, 8; special-education
 teams, 13; transition planning, 150

Information processing, testing for, 9–10

Instruction, and Statement of Intended Results, 151

Interaction potential, and educational products/toys, 58

Internet resources, 259–263

J

Journals, 109–110

K

Kindergarten: assessment, 94–97; building-block
 skills, 84–86; math readiness, 91–93; reading
 readiness, 86–89; school tour, 83; special-needs
 tips, 83–87; writing readiness, 89–90

Knowledgeessentials.com, 40

L

Lab room: elementary school, 54–55; middle school
 and high school, 56

Late transition planning checklist, 154–155

Learning disabilities, 8–10

Least restrictive environment (LRE), xv, 34, 49, 51, 56,
 56–57, 151, 184

Letters, 110
 Letters, and color, 102
 Life skills, high school, 148
 Linkages and responsible party(ies), 152
 Listening skills, preschool to kindergarten, 85–86

M

Math readiness, 91–93; numbers activities, 91–92;
 one-to-one correspondence activities, 92–93;
 shape activities, 93
 Math skills, elementary school, 113–118; clocks
 activity, 115; estimation activity, 115; grouping
 skills, 114; problem solving, 116–118;
 recommended supplies, 113–114; seasons activity,
 115; timers activity, 114; weekly calendar activity,
 115–116
 Math skills, middle school, 136–139; calculations,
 136–137; math language, 138–139; rules/
 procedures, 137–138
 Media, and educational products/toys, 59
 Medical paperwork, 73–74
 Meeting invitation, 74
 Mental retardation, 5
 Middle school, 123–141; accommodations, 69–72;
 assessment, 139–141; building-block skills, 124–139;
 daily assessments, 140; homework, 127–129;
 inclusion in, 55–57; lab room, 56; math skills,
 136–139; meetings, 76; paperwork, 77–78; reading
 skills, 129–133; resource room, 56; self-contained
 classrooms, 57; special-needs classroom, 50–51;
 time-management skills, 125–127; transition
 planning, 153–154; transitioning from elementary
 school to, 123–124; writing skills, 133–136
 Middle school accommodations: assignments, 70;
 communication, 70; grading, 71; peer involvement,
 71; physical setting, 71; presentation, 69; testing
 adaptations, 70
 Middle school modifications, 71–72
 Modifications, 61–72; defined, 62, 80; elementary
 school, 65–69; high school, 71–72; middle school,
 71–72
 Multiple disabilities, 5

N

Names, 87–88
 No Child Left Behind Act (NCLB), xiii, 54
 Nondiscriminatory evaluation rule, xiv

Notice of Proposed School District Action, 74
 Notice of School District Refusal to Act, 74
 Numbers, and color, 102

O

Odorn, Samuel L., 53
 Opportunities for success, and educational products/
 toys, 58
 Organizational skills, and color, 103
 Orthopedic requirements, 5

P

Paperwork: elementary school, 76–77; high school,
 77–78; middle school, 77–78
 Parent participation, xvi
 Patterns/sequences, 100–101
 Physical development, 6
 Physical disabilities, 8
 Popularity, and educational products/toys, 59
 Posting signs, 88–89
 Postsecondary education, 163–166; choices, 166;
 planning for, 165–166; preparing for, 164
 Power activity, 134–136
 Prefixes/suffixes, 131–132
 Preschool: accommodations, 63; assessment, 94–97;
 building-block skills, 84–86; inclusion in, 52–53;
 math readiness, 91–93; modifications, 63; reading
 readiness, 86–89; school tour, 83; special-needs
 classroom, 50; special-needs tips, 83–87; writing
 readiness, 89–90
 Procedural due process, xvi, 37, 39–46. *See also* Due
 process; administrative complaint process, 43–44;
 conflict with child's school district, 40–41; defined,
 39; law suits, 42–43; relief available, 43
 Public preschool, inclusion in, 53

R

Reading readiness, 86–89; activities, 86–88; environ-
 mental reading, 88–89
 Reading skills, elementary school, 103–108; blending
 chart, 104–105; blends activity, 104; chunking,
 107; recommended supplies, 103; repeated
 reading, 107–108; word categories, 105–107
 Reading skills, middle school, 129–133; idioms,
 132–133; prefixes/suffixes, 131–132; student's bad
 attitude, 129–130; vocabulary, 131–133; your
 bad attitude, 130

Regular classroom: compared to special-needs classroom, 49–60; preschool, 52–53; when to include your child in, 51–57
 Rehabilitation Act (Section 504), 78
 Relationships, as life skill, 148
 Repeated reading, 107–108
 Resource room: elementary school, 54–55; middle school and high school, 56
 Rhyming, 85–86

S

Schedule, 147
 School subjects, and color, 102
 School tour, 83
 Scrapbooks, 110
 Self-contained classrooms: elementary school, 55; middle school and high school, 57
 Self-expression, and educational products/toys, 59
 Sequencing, 101
 Shopping, as life skill, 148
 Signs, 88
 Social development, 6
 Special education, xiv, 4; defined, 27; identifying a child for, 27–28; types of disabilities qualifying or, 28
 Special-needs classroom: inclusive setting, 49–50; middle school and high school, 50–51; preschool and elementary school, 50; regular classroom compared to, 49–60; special-education services, types of settings, 49–50; traditional setting, 49–50
 Special services: exiting, 149–166; paperwork, 74
 Speech or language impairments, 5
 Statement of Intended Results, 151
 Stories, 111
 Structural skills, 111–112
 Student participation, xvi

Substantive due process, defined, 39
 Summary of Performance (SOP), 78–79; defined, 78; parts of, 79; student perspective, 80

T

Talking skills, preschool to kindergarten, 84–85
 Thank-you notes, 110
 Time-management skills: high school, 147; middle school, 125–127
 Transition plan, paperwork, 78
 Transition planning, 150, 153–155
 Traumatic brain injury, 5

V

Vision statement, 150–151
 Visual cues, 101–103
 Visual impairments, 5
 Vocabulary, 131–133
 Vocational Rehabilitation Act (1973), xii
 Vocational Rehabilitation Comprehensive Assessment process, 78

W

Word categories, 105–107
 Writing readiness: activities, 89–90; fine motor skills, 89–90; writing letters, 90
 Writing skills, elementary school, 108–113; capitalization, 112; e-mail, 110; environmental writing, 109–111; handwriting, 112–113; holiday cards, 110–111; journals, 109–110; letters, 110; scrapbooks, 110; stories, 111; structural skills, 111–112; thank-you notes, 110
 Writing skills, middle school, 133–136; activities, 133–136; chunking, 134; power, 134–136

Z

Zero reject rule, xiv

