

# Cracking the Code: The Language of Special Education

# Committee on Preschool Special Education (CPSE)

Consists of the parent/guardian of the child, the chairperson, a regular education or special education teacher, a provider or evaluation representative, a county representative and a parent member at your request.

Charged with creating and modifying your child's Individualized Education Program (IEP).



# Individualized Education Program (IEP)

A written plan that specifies the students academic needs and the method to obtain these goals.

Focuses on the areas that are affected by the disability.

Specifies a timeframe.

Reflects high expectations for the student.

Identifies supports and services the student needs for success.

# Committee on Special Education (CSE)

Will convene in the Spring prior to your child's Kindergarten year.

May observe all graduating students to determine appropriate Kindergarten placement.



# Least Restrictive Environment (LRE)



Related Services  
SEIS  
Integrated  
Self Contained  
Small Self Contained  
Visitation



# Related Services (R/S)

Music Therapy (MT)  
Occupational Therapy (OT)  
Orientation and Mobility (O&M)  
Parent Counseling (PC)  
Physical Therapy (PT)  
Student Counseling (SC)  
Special Education Itinerant Service (SEIS)  
Speech Therapy (ST)  
Vision Therapy (VT)

# Service Delivery

**Pull Out:** The child works with the therapist in a separate location.

**Push In:** Therapist joins the student during a classroom activity.

**Group:** 2-3 children work together with one therapist in a 2:1 or a 3:1 ratio usually in the therapy room.

The IEP must state the location where the services will be provided



# Speech Therapy



**Receptive language:** the ability to understand words spoken to you.

**Expressive language:** the ability to use words to express yourself.

**Articulation:** mechanics of producing sounds or words.

**Phonology:** the sound system of language i.e. pauses, blends.

**Pragmatics:** the use of language to comment, request, inform.





# Occupational Therapy



**Grasping Skills:** how a child manipulates writing and eating utensils as well as small objects.

**Visual Motor Integration:** how a child plans, executes and monitors motor tasks, such as stringing beads or stacking blocks.

**Self Help Skills:** includes feeding, dressing and toileting skills.

**Vestibular Input:** how a child processes movement, changes in head position, and direction and speed of movement.

**Proprioceptive Input:** the performance of tasks that involve heavy resistance and input to the muscles and joints, and is essential in helping our bodies assimilate and process both movement (vestibular) and touch (tactile) information.



# Sensory Integration

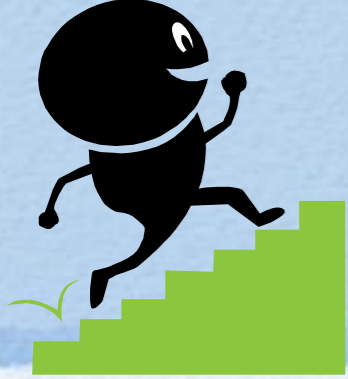


The ability to take in information from one's own body and the environment, process the information, and respond functionally and appropriately.

This process enables us to recognize, use and organize everyday sensory information in order to interact effectively with our environment.

Sensory Integration is part of the foundation for learning and the acquisition and development of gross motor skills and fine motor skills, motor planning, attention, coordination and behavior.

# Physical Therapy



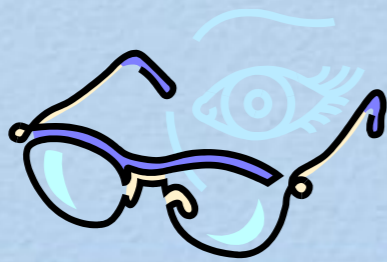
Promotes independence and age-appropriate gross motor development

Improves strength and flexibility

Enhances learning opportunities

Facilitates the learning of self-help and self-care responsibilities





# Vision

The Teacher for the Blind and Visually Impaired offers specialized instruction to strengthen a child's visual efficiency, compensatory skill practice, and communication skill practice, which may involve the use of modified materials and equipment such as large print or Braille, slant boards or light boxes.



# Orientation and Mobility (O & M)

Orientation is the process of using sensory information to establish and maintain one's position in the environment.

Mobility is the process of moving safely, efficiently, and gracefully within one's environment.

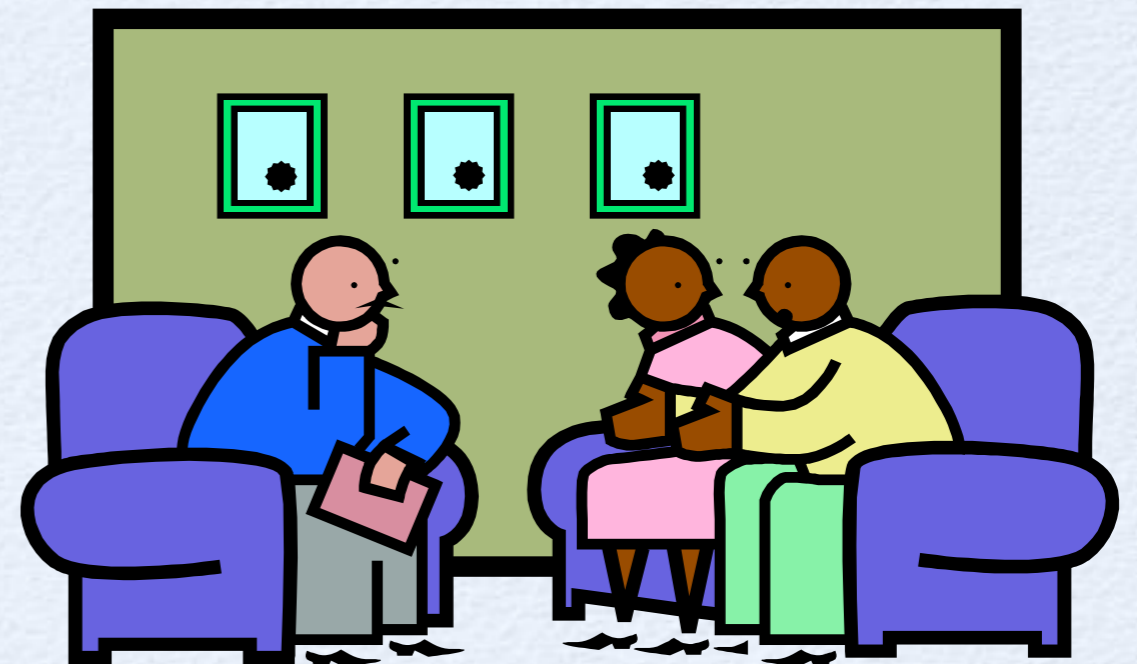
The ultimate goal of O&M instruction is for visually impaired persons to be able to travel in any environment as independently as possible.



While this is a service that can be provided by CPSE, it is most often provided by the Commission of the Blind and Visually Handicapped

# Parent Counseling

Provided by a social worker or psychologist to assist the family in meeting the behavioral needs of their child.



# Student Counseling

Provided by a psychologist or social worker in a playroom or in the classroom.

Assist in developing the child's peer social interactions and coping skills within context.



# Music Therapy



In each session the children sing songs, use musical gestures, play special instruments and learn through music in order to meet individual goals and objectives.

Promotes learning of academic concepts, increasing cooperation and appropriate social behavior, communication, increasing self-organization and self confidence, and improving motoric responses.

Most importantly, music is motivating, fun and provides for success!



# Special Education Itinerant Service (SEIS)

Services usually are provided at a neighborhood preschool. Services can also be provided in the home

Direct service to the child as well as collaboration with the classroom staff and family.



# Positive Behavioral Supports

## Classroom Management

## Functional Behavior Assessment (FBA)

## Behavior Intervention Plan (BIP)



# Student Team Meeting (STM)

Quarterly meetings with the student's treatment team to discuss progress, concerns, strategies and overall development.



# Monthly Classroom Consult

Monthly team meetings with a representative from each therapy discipline for curriculum development and team planning.



# Parent Teacher Conference

Fall: Review of the your child's IEP goals.

January-April: Review of progress towards IEP goals and classroom performance in preparation for your child's Annual Review



# Quarterly Progress Notes

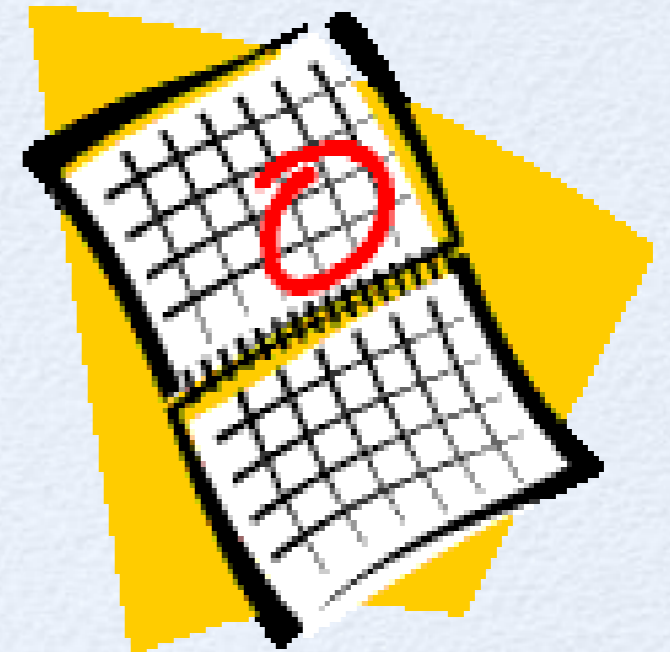
November

February

April

June

August



GMS: Goals Management System  
Regression

# Prior Written Notice (PWN)

Any changes including evaluations, goal revisions, changes in services or delivery method must have your written consent.

In addition to a CPSE meeting or requests for change submitted from AFC you will receive notification from the district, by mail, of the changes. You must sign and return the Prior Written Notice form to the district before changes can be implemented.



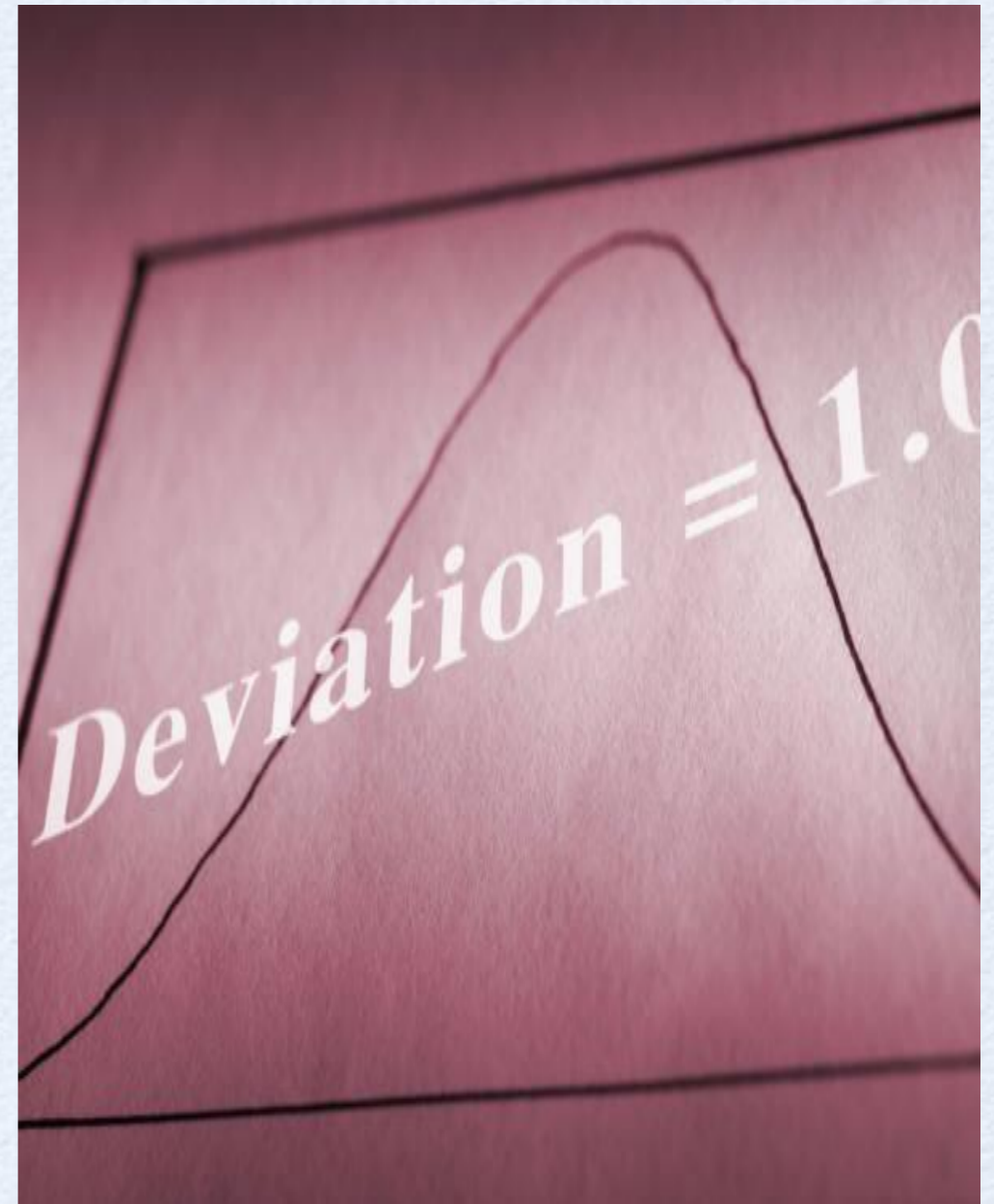
# Annual Review

Written Report containing information about your child's progress and needs. It may contain testing

Parent Teacher Conference

CPSE Meeting

Extended School Year Services





# Transportation

Parental Mileage Reimbursement (PMR)

Door to Door School Bus



# Who to Contact and When?

Teacher  
Therapist  
Preschool Coordinator  
IEP Coordinator  
School District  
Bus Company



# Creative Curriculum

Based on 38 objectives for development and learning, which are fully aligned with NYS Prekindergarten foundation for the Common Core.

Addresses all the important areas of learning, from social–emotional and math to technology and the arts, and incorporates them throughout every part of every day.

[www.TeachingStrategies.com](http://www.TeachingStrategies.com)



# Specialists

Developmental Pediatrician

Neurologist

Ophthalmologist

Orthopedist

Ear Nose and Throat  
Specialist

Swallow Study

