
Place **IEP/504** Here



Place Behavior Plan Here



Place Conference Notice Here



Place Correspondence Here



Place Progress Report Here



Place Speech/OT/PT Here



Place Comprehensive Eval Here



Bullying Resources



School Records 2018-2019



Contact Information

Child's Name: _____ Date of Birth: _____

Parents:

Mother: _____ Phone: _____

Father: _____ Phone: _____

Alternate Emergency Contact:

Name: _____ Phone: _____

Relationship to Child: _____

Pharmacy: _____ Phone: _____

Location: _____

Pediatrician/Primary Care Physician:

Name: _____ Phone: _____

Office Address: _____

Psychiatrist

Name: _____ Phone: _____

Office Address: _____

Other: (Therapist, Case manager, Psychologist, etc.)

Name: _____ Phone: _____

Type of MH Professional: _____

Office Address: _____

Name: _____ Phone: _____

Type of MH Professional: _____

Office Address: _____

Phone/Meeting Documentation

Date of Contact: _____ Type of Contact: Telephone

Face to Face

If this was face to face contact, was your child present? Yes

No

Person/Agency Contacted: _____

Reason for the Contact: _____

List Everyone involved in the contact (Other than yourself and your child)

Name	Position/Title

Comments:

Phone Documentation Log

This form can be used to document short conversations.

Date	Who did you speak with?	Reason for call	Resolution

Presentations Attended

Presentation Title: _____

Notes: _____

Presentation Title: _____

Notes: _____

Presentation Title: _____

Notes: _____

Presentation Title: _____

Notes: _____

Presentation Title: _____

Notes: _____

Presentation Title: _____

Notes: _____

504 Accommodation Checklist

Classroom environment and seating:

- Schedule changes are discussed ahead of time
- Visual distractions in classroom are minimal
- Seat in front of classroom
- Seat near teacher
- Consistent and clear limits are set for classroom behavior

Assignments/Homework:

- Extra time to complete assigned work
- Shorten assignments/work periods
- Pair written instructions with oral instructions
- Check homework daily
- Adapt assignment to minimize writing (e.g. circle, cross out, write about line, etc.)

Test taking and grading:

- Allow extra time for exam
- Give exam orally
- A quiet area to complete the work or take a test
- Give frequent short quizzes rather than long exam
- Provide written outline of main points prior to test

Home/School/Community Communication:

- Provide daily/weekly progress checklist
- Call parent if _____
- Parent/student/teacher conference frequency _____

Attention:

- Allow student to stand at times during seatwork (especially during end of task)
- Provide opportunity for 'seat breaks' (structure with errands, physical activity, etc.)
- Teacher to stand near student when giving directions or presenting lessons.
- Provide fidget object for manual activity (e.g. koosh ball, clay, worry beads, etc.)
-

Organizational/Planning Skills:

- Give assignments one at a time
- Provide written checklist for getting organized
- Provide extra set of books to keep at home
- Provide notebook with dividers and folders for work
- Remind student to check over work product

Specially Designed Instructions for IEPs

List of SDIs for IEPs:

- Extra time to complete the work or reading given
- A quiet area to complete the work or take a test
- Having someone read the material to them
- "Preferential seating," seating away from distractions, windows, doors, speakers, etc
- Early dismissal from class to get to next class
- Personal time outs to regroup and prepare for transition
- Monthly, weekly or bi-weekly phone or in person conferences with parents (progress monitoring)
- Visual charts
- Visual schedules
- Time warnings and increased transition time
- Special sign or signal between teacher and student to notify student of something
- Provide a study guide
- Longer assignments broken down and scheduled out in pictures or words
- Allow a 5 or 10 seconds (whatever child needs) processing time when a request is made
- Use only 1 question or instruction task at a time if child cannot do 2-3 part questions
- Recess and group activities to be designed with IEP goals in mind
- Homework assignments chunked down by teacher to define each task
- Advance notice of transitions
- Give sensory breaks-have child carry down attendance sheets or just a few envelopes down to office to allow for movement
- Unlimited access to bathroom to address medical needs *note in teachers' planning book for substitutes
- Frequent reinforcement for desired/positive behaviors
- Allow use of preferred writing implement
- Provide video/audio recordings voice recognition software
- Breaking down tests into segments
- Provide notes, outlines or organizers with key concepts or terms highlighted
- Frequent test breaks with opportunities to move
- Testing in a study carrel
- Testing in the morning only
- Special seating-seat pads, sit-upon balls, etc
- Alternatives for completing assignments (typed instead of written, or verbal)
- Adaptive equipment-pens, pencils, calculators, fidgety toys, large print books, audio, etc
- Limit oral questions to the number that the child can manage
- To do lists
- Extra sets of textbooks at home
- Transportation plan for the bus
- Field trips will be accessible for student; parent will be notified in advance by ____ weeks for out of town field trips.
- Copy of teacher notes prior to class
- Computer access for written work
- Student will have access to the school nurse if student becomes anxious or overwhelmed.

A Acronyms

AAC | Alternative Augmentative Communication

ABA | Applied Behavioral Analysis

ABC | Antecedent, Behavior, Consequence

ADA | Americans with Disabilities Act

ADD/ADHD | Attention Deficit/Attention-Deficit Hyperactivity Disorder

ADLs | Activities of Daily Living

ADR | Alternative Dispute Resolution

AIM | Accessible Instructional Materials

APE | Adaptive Physical Education

APR | Annual Performance Report

ARD | Admission, Review, and Dismissal Committee

ARRA | American Recovery and Reinvestment Act of 2009

ASD | Autism Spectrum Disorders

ASL | American Sign Language

AT | Assistive Technology

ATA | Assistive Technology Act

AYP | Adequate Yearly Progress

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B Acronyms

BD | Behavioral Disorder

BIE | Bureau of Indian Education

BIP | Behavioral Intervention Plan

BOE | Board of Education

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C Acronyms

CAP | Corrective Action Plan

CAP | Client Assistance Program

CAPD | Central Auditory Processing Disorder

CAPTA | Child Abuse Prevention and Treatment Act

CBA | Curriculum Based Assessment

CC | Closed Captioning

CCSS | Common Core State Standards

CDA | Child Development Associate

CDC | Centers for Disease Control and Prevention

CEC | Council for Exceptional Children

CF | Cystic Fibrosis

CFR | Code of Federal Regulations

CHIP | Children's Health Insurance Program

CIFMS | Continuous Improvement and Focused Monitoring System

COP | Community of Practice

CP | Cerebral Palsy

CPIR | Center for Parent Information and Resources (that's us!)

CPRC | Community Parent Resource Center

CSHCN | Children with Special Health Care Needs

CSPD | Comprehensive System of Personnel Development

CST | Child Study Team

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D Acronyms

DB | Deaf-Blind

DD | Developmental Delay

DD Act | Developmental Disabilities Assistance and Bill of Rights Act

DIBELS | Dynamic Indicators of Basic Early Literacy

DoDDS | Department of Defense Dependent Schools

DS | Down Syndrome

DSM | *Diagnostic and Statistical Manual of Mental Disorders* by the American Psychiatric Association

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E Acronyms

ECE | Early Childhood Education

ECSE | Early Childhood Special Education

ED | Emotional Disturbance

ED | U.S. Department of Education

EDGAR | Education Department General Administrative Regulations

EHA | Education of the Handicapped Act (now IDEA)

EHDI | Early Hearing Detection and Intervention Program

EI | Early Intervention

EIS | Early Intervening Services

ELL | English Language Learner

EMH | Educable Mentally Handicapped **

EMR | Educable Mentally Retarded **

EPSDT | Early Periodic Screening, Diagnosis and Treatment

ERIC | Education Resources Information Center

ESD | Extended School Day

ESEA | Elementary and Secondary Education Act (now called ESSA)

ESL | English as a Second Language

ESSA | Every Student Succeeds Act

ESY or EYS | Extended School Year or Extended Year Services

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F Acronyms

FAPE | Free Appropriate Public Education

FAS | Fetal Alcohol Syndrome

FBA | Functional Behavioral Assessment

FC | Facilitated Communication

FEOG | Full Educational Opportunity Goal

FERPA | Family Educational Rights and Privacy Act

FOIA | Freedom of Information Act

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G and H Acronyms

GE | General Education

GPRA | Government Performance and Results Act

GT | Gifted and Talented

HI | Hearing Impaired

HO | Hearing Officer

HoH | Hard of Hearing

HOUSSE | High Objective Uniform State Standards of Evaluation

HQT | Highly Qualified Teacher [*Editor's Note, January 2016:* The definitions and requirements associated with the term "highly qualified teachers" has been deleted from both general and special education legislation as of December 2015. You may still hear this term, but it will soon be a relic left over from past legislation.]

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I Acronyms

IA | Instructional Assistant

IAES | Interim Alternative Educational Setting

ID | Intellectual Disabilities

IDEA | Individuals with Disabilities Education Act

IEE | Individualized Educational Evaluation

IEP | Individualized Education Program

IES | Institute of Education Sciences

IFSP | Individualized Family Service Plan

IHE | Institution of Higher Education

ITCA | Infants and Toddlers Coordinators Association

ITP | Individualized Transition Plan

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L, M, and N Acronyms

LD | Learning Disability

LEA | Local Education Agency

LEP | Limited English Proficiency

LRE | Least Restrictive Environment

MD | Muscular Dystrophy

MD or MH | Multiple Disabilities or Multiply Handicapped

MDR | Manifestation Determination Review

MMR | Mildly Mentally Retarded **

Mod MR | Moderately Mentally Retarded **

MOU | Memorandum of Understanding

MR | Mental Retardation **

NASDSE | National Association of State Directors of Special Education

NCLB | No Child Left Behind Act (Elementary and Secondary Education Act, reauthorized in 2015 as ESSA, Every Student Succeeds Act)

NIH | National Institutes of Health

NIMAS | National Instructional Materials Accessibility Standard

NIMH | National Institute of Mental Health

NPRM | Notice of Proposed Rule Making

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O Acronyms

OCD | Obsessive-Compulsive Disorder

OCR | Office for Civil Rights

ODD | Oppositional Defiant Disorder

OHI | Other Health Impairment

OI | Orthopedic Impairment

O & M | Orientation and Mobility Services

OSEP | Office of Special Education Programs at the U.S. Department of Education

OT | Occupational Therapy

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P and R Acronyms

P&A | Protection & Advocacy

PALS | Peer-Assisted Learning System

PARCC | Partnership for Assessment of Readiness for College and Careers

PASS | Plan for Achieving Self-Support

PBS | Positive Behavioral Supports

PCA | Personal Care Attendant

PD | Physical Disability

PDD | Pervasive Developmental Disorder

PEI | Spanish acronym for the Individualized Education Program (Plan Educativo Individualizado)

Perkins Act | Carl Perkins Vocational and Applied Technology Education Act

PII | Personally Identifiable Information

PLEP or PLP | Present Level of Educational Performance or Present Level of Performance

PP | Paraprofessional

PS | Preschool

PT | Physical Therapy

PTAC | Parent Technical Assistance Center

PTI | Parent Training and Information Center

RDA | Results-Driven Accountability

RFP | Request for Proposals

RS | Related Services

RTI | Response to Intervention

RTTT | Race to the Top Fund

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S Acronyms

§ | This symbol means “Section” as in “§ 300.7 Child with a disability” in the IDEA regulations

SAS | Supplementary Aids and Services

SB | Spina Bifida

SCHIP | State Children’s Health Insurance Program

SE | Special Education

SEA | State Education Agency

SEAC | Special Education Advisory Committee

Section 504 | Section 504 of the Rehabilitation Act

SED | Serious Emotional Disturbance

SI | Sensory Integration

SIG | State Improvement Grant

SIMR | State-Identified Measurable Results for Children with Disabilities

SIP | State Implementation Plan

SLD | Specific Learning Disability

SLI | Speech/Language Impairment

SLP | Speech/Language Pathologist

SPOA | Specific Power of Attorney

SPP | State Performance Plan

SSDI | Social Security Disability Income

SSI | Supplemental Security Income

SSIP | State Systemic Improvement Plan

SST | Student Study Team

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T to Z Acronyms

TA&D | Technical Assistance and Dissemination Network funded by the Office of Special Education Programs (OSEP)

TANF | Temporary Assistance to Needy Families

TBI | Traumatic Brain Injury

TDD | Telecommunication Devices for the Deaf

TMH | Trainable Mentally Handicapped **

TMR | Trainable Mentally Retarded **

TS | Tourette Syndrome

T-TA | Training and Technical Assistance

TTY | Teletypewriter (phone system for the deaf)

TWWIA | Ticket to Work and Work Incentives Improvement Act

VI | Visual Impairment

Voc Ed | Vocational Education

VR | Vocational Rehabilitation

WIC | Women, Infants and Children (Special Supplemental Food Program)

WWC | What Works Clearinghouse

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**** Editorial note ****

Until October 2010, IDEA used the term “mental retardation.” In October 2010, Rosa’s Law was signed into law by President Obama. Rosa’s Law changed the term to be used in future to “intellectual disability.” The definition of the term itself did not change, only the use of “intellectual disability” instead of “mental retardation.”

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