



**NASSAU COUNTY DEPARTMENT OF
HEALTH**

**PRESCHOOL SPECIAL EDUCATION
PROGRAM**

GLOSSARY
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The Preschool Special Education Program Training Committee has developed this Glossary to assist the Preschool community in understanding the terms and language specific to the population we serve.

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Preschool Special Education Program
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Preschool Special Education Glossary

BEHAVIOR INTERVENTION

ABA (Applied Behavior Analysis)	The systematic process of examining and modifying observable behavior through the manipulation of the environment. ABA includes the use of direct observation, measurement and functional analysis of the relations between environment and behavior. Antecedents and consequences are manipulated to produce socially significant improvement in behavior. Interventions are individualized and based on the analysis of data.
Aversive Intervention	An intervention intended to induce pain or discomfort to a student for the purpose of elimination or reducing maladaptive behaviors. The use of aversive intervention is strictly prohibited, without exception, for preschool students.
BIP (Behavioral Intervention Plan)	A plan that is based on the results of a functional behavioral assessment and, at a minimum, includes a description of the problem behavior, global and specific hypotheses as to why the problem behavior occurs, and intervention strategies that include positive behavioral supports, services to address the behavior and schedules for periodic monitoring of the effectiveness of the plan as per the BIP and IEP. Results of the monitoring should be documented and reported to parents and the CPSE and used to consider revisions of the plan.
FBA (Functional Behavioral Assessment)	The process of determining why a student engages in behaviors that impede learning and how the student's behavior relates to the environment. The functional behavioral assessment shall be based on multiple sources of data and developed consistent with the requirements in section 200.22(a) of the Regulations of the Commissioner of Education Part 200 and shall include, but is not limited to, the identification of the problem behavior, the definition of the behavior (including cognitive and affective factors) and the formulation of a hypothesis regarding the general conditions under which a behavior usually occurs and probable consequences that serve to maintain it.

BEHAVIOR INTERVENTION

BILINGUAL

Bilingual Consent	A request signed by the parents to conduct the evaluation in the family's native language and/or for the summary to be translated into their native language.
Bilingual Evaluation	An evaluation that is conducted in the child's native language, which means the language or mode of communication normally used by the child in the home or learning environment.
Culturally and Linguistically Diverse	Refers to those individuals who come from a home where a language(s) other than English is being used; or who have had a significant amount of exposure to a language(s) other than English, and whose culture differs from the mainstream US culture.
Dominant Language	The language that is predominately used by the child in the home and learning environment.
Home Language Survey	A questionnaire completed by the child's parents or legal guardian to establish the child's dominant language. The school district is responsible for ensuring that the questionnaire is given to, and completed by, the child's parent(s)/guardian. The school district will use this to determine if a bilingual evaluation is needed.
Interpreter	An individual who converts the spoken word from one language or mode of communication to another; works in the middle of group or pair of conversation partners; quickly chooses precise words; is aware of idiomatic expressions and regional variations; and remains neutral.
Limited English Proficient Preschooler	A student who has been exposed to a language other than English and who does not speak English at a developmentally appropriate level. Therefore, the student cannot benefit from an instructional program or related services conducted exclusively in English and would benefit from bilingual services.
Native Language	The language or mode of communication normally used by the family in the home. It is the first language the child learns and is usually known as a person's "mother tongue."
Translator	A person who provides written translations of documents from one language to another.

COMMUNITY AGENCIES/COMMITTEES

<p>CCCN (Child Care Council of Nassau)</p>	<p>CCCN offers child care counseling and referrals to families, professional development, and technical assistance to active and potential providers. The organization also serves as an informational resource and public voice for child care issues facing Nassau County’s diverse communities. For more information, call (516) 358-9250 or check the website: www.childcarenassau.org.</p>
<p>EOC (Economic Opportunity Commission)</p>	<p>A Community Action Agency established under Federal, New York State and Nassau County law. It is the designated anti-poverty agency for Nassau County whose mission is to provide low-income and minority individuals the opportunity for education, training, employment, health care and decent housing. Their motto is “Helping People. Changing Lives.” (516) 292-9710; www.eoc-nassau.org</p>
<p>LEICC (Local Early Intervention Coordinating Council)</p>	<p>The Coordinating Council advises the Nassau County Department of Health and the Early Intervention Official about the early intervention system of services for infants and toddlers, from birth to age three, with disabilities and developmental delays.</p>
<p>Long Island ECDC (Early Childhood Direction Center)</p>	<p>The Long Island ECDC provides information and referral assistance for parents and professionals concerned about the development of a child ages birth to five. For more information call 516-364-8580 or 516-921-7171, ext. 2229 or check their website: www.vclc.org/ecdc or www.p12.nysed.gov/specialed/techassist/ecdc</p>
<p>Long Island Parent Center</p>	<p>The mission of the Long Island Parent Center at the Center of Community Inclusion at LIU is to provide parents of children with disabilities, in conjunction with the professionals who service their children, with information and resources if necessary to promote meaningful involvement in their children’s educational programs. (516) 589-4562; http://www.liparentcenterliu.org</p>
<p>Nassau BOCES (Board of Cooperative Educational Services)</p>	<p>BOCES serves 56 school districts in Nassau County by providing cost effective shared services, including career training for high school students and adults, special education, alternative schools,</p>

	technology education, teacher training, as well as dozens of programs to expand educational opportunities; and helping districts operate more efficiently. (516) 396-2500; www.nassauboces.org
SEPTA (Special Education Parent Teacher Association)	A PTA organization for parents of children with disabilities found in many school districts whose mission is to promote an understanding of special education and enrich the lives of children with special needs. School district SEPTAs often offer parent education workshops as part of regularly scheduled meetings.
RSE-TASC (Regional Special Education Technical Assistance Support Center)	RSE-TASC provides directed technical assistance and professional development. (631) 218-4197; www.p12.nysed.gov/specialed/techassist/rsetasc

DIAGNOSIS AND CLASSIFICATIONS

ADHD (Attention Deficit /Hyperactivity Disorder)	ADHD affects children and adults and is characterized by problems with attention, impulsivity and/or over-activity. There are three subtypes: inattentive, hyperactive-impulsive and combined. Diagnosis of one type over the other depends on the specific symptoms a person displays. “In early childhood, it may be difficult to distinguish symptoms of AD/HD from age-appropriate behaviors in active children (e.g. running around or being noisy)” (<i>DSM-IV-TR, 2000</i>)
ASD (Autism Spectrum Disorder) ¹	ASD is a spectrum of neurobiological and psychological conditions that affect a child’s ability to interact, communicate, relate, play, imagine and learn.
Autism ²	Autism is a spectrum disorder because it encompasses a wide range of intensity, symptoms and behaviors, types of disorders, and considerable individual variation. It is a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, which adversely affects a student’s educational performance. Characteristics often associated with autism include engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in

¹ Refer to *DSM V* for diagnoses made after May 18, 2013.

² Refer to *DSM V* for diagnoses made after May 18, 2013.

	daily routines, and unusual responses to sensory experiences.
Classification	<p>A student's IEP must indicate one disability category as defined in New York State Education Department regulations. For preschool students, the disability category is <i>Preschool Student with a Disability</i>. This category is used regardless of whether eligibility was determined on the basis of a significant delay or disorder or one of the specific classifications defined in state regulations: autism, deafness, deaf-blindness, hearing impairment, orthopedic impairment, other health-impairment, traumatic brain injury or visual impairment including blindness.</p> <p>For school-age students, the IEP must indicate one of the following classifications: autism, deafness, deaf-blindness, emotional disturbance, hearing impairment, learning disability, intellectual disability, multiple disabilities, orthopedic impairment, other health-impairment, speech or language impairment, traumatic brain injury or visual impairment including blindness.</p>
DF (Deafness)	A hearing impairment that is so severe that the student is impaired in processing linguistic information through hearing with or without amplification. This diagnosis has an adverse effect on a student's educational performance.
DB (Deaf-blindness)	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 students with deafness or students with blindness.
ED (Emotional Disturbance)	A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, adversely affecting student'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; a generally pervasive mood of unhappiness or depression; or a tendency to

	develop physical symptoms or fears associated with personal or school problems.
HI (Hearing Impairment)	An impairment in hearing, whether permanent or fluctuating, that adversely affects the student's educational performance, and is not included under the definition of deafness.
ID (Intellectual Disability)	Sub-average general intellectual functioning disability existing concurrently with deficits in adaptive behavior (and manifested during the developmental period) that adversely affects a student's educational performance.
LD (Learning Disability)	A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which manifests itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. It does not include learning problems that are primarily the result of visual, hearing or motor disabilities, of an intellectual disability, of emotional disturbance, or of environmental, cultural or economic disadvantage.
MD (Multiple Disabilities)	Concurrent impairments (such as mental retardation-blindness, intellectual disability-orthopedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. The term does not include deaf-blindness.
OHI (Other Health-Impairment)	Having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that result in limited alertness with respect to the educational environment, that is due to chronic or acute health problems, including but not limited to, a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, diabetes, or attention deficit hyperactivity disorder or Tourette Syndrome, which adversely affects a student's educational performance.

<p>OI (Orthopedic Impairment)</p>	<p>A severe orthopedic impairment that adversely affects a student’s educational performance. The term includes impairments caused by congenital anomaly (e.g., club foot, absence of some member, etc.) and impairments caused by disease (e.g., cerebral palsy, amputation, and fractures or burns which cause contractures).</p>
<p>PDD-NOS (Pervasive Developmental Disorder Not Otherwise Specified)³</p>	<p>This category should be used when there is a severe and pervasive impairment in the development of reciprocal social interaction or verbal and nonverbal communication skills, or when stereotyped behavior, interests, and activities are present, but the criteria are not met for a specific Pervasive Developmental Disorder, Schizophrenia, Schizotypal Personality Disorder, or Avoidant Personality Disorder. (<i>DSMIV-TR, 2000</i>)</p>
<p>PWD (Preschool Student with a Disability)</p>	<p>A preschool student as defined in section 4410(1)(i) of Education Law who is eligible to receive preschool programs and services, is not entitled to attend the public schools of the school district of residence pursuant to section 3202 of the Education Law and who, because of mental, physical, or emotional reasons, has been identified as having a disability and can receive appropriate educational opportunities from special programs and services approved by the department. Eligibility as a preschool student with a disability shall be based on the results of an individual evaluation which is provided in the student’s native language, not dependent on a single procedure, and administered by a multidisciplinary team in accordance with all other requirements as described in section 200.4 (b)(1) through (5) of Part 200 Regulations.</p>
<p>SI (Speech or Language Impairment)</p>	<p>A communication disorder, such as stuttering, impaired articulation, a language impairment or a voice impairment, that adversely affects a student’s educational performance.</p>
<p>TBI (Traumatic Brain Injury)</p>	<p>An acquired injury to the brain caused by an external physical force or by certain medical conditions such as stroke, encephalitis, aneurysm, anoxia or brain tumors with resulting impairments that adversely affect a student’s educational performance. The term includes open or closed</p>

³ Refer to *DSM V* for diagnoses made after May 18, 2013.

	<p>head injuries or brain injuries from certain medical conditions resulting in mild, moderate or severe impairments in one or more areas, including cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, information processing, and speech. This term does not include injuries that are congenital or caused by birth trauma.</p>
<p>VI (Visual Impairment Including Blindness)</p>	<p>An impairment in vision that even with correction, adversely affects a student’s educational performance. The term includes both partial sight and blindness.</p>

EARLY CHILDHOOD SETTINGS

<p>Child Care</p>	<p>Care for a child on a regular basis provided away from the child’s residence for less than 24 hours per day by someone other than the parent, step-parent or guardian.</p>
<p>Center-Based Special Education Class</p>	<p>A self-contained class that has no more than 12 children, all of whom have special needs and is staffed by a special education teacher and one or more assistants. Specific class size and staff/child ratios are set by New York State Education Department in their program approval process. Only providers who have New York State approval for self-contained classes, are 4410s, and have a current contract with the Nassau County Department of Health, can operate self-contained classes.</p>
<p>Family Child Care Program</p>	<p>The program is registered by the New York State Office of Children & Family Services to provide care for 5 to 8 children ages 6 weeks to 12 years for more than 3 hours a day in a residence by an adult.</p>
<p>Group Family Child Care Program</p>	<p>The program is licensed by the New York State Office of Children & Family Services to provide care for 10 to 14 children ages 6 weeks to 12 years for more than 3 hours a day in a residence by a minimum of two adults.</p>
<p>Licensed Child Care Center</p>	<p>The program is licensed by the New York State Office of Children and Family Services to provide</p>

	care for groups of children ages 6 weeks to 12 years for more than 3 hours a day.
Nursery School	A program for groups of children for less than 3 hours a day. There are no regulations for nursery schools.
SCIS (Special Class in an Integrated Setting)	A class that has a special education teacher and at least one paraprofessional and is made up of no more than 12 preschool students with and without disabilities. Or, it can be a class made up of no more than 12 preschool students with disabilities staffed by a special education teacher and at least one paraprofessional that is housed in the same physical space as a class of students without disabilities taught by a non-special education teacher. Ratios and class size are approved by the State Education Department (SED). Only providers who have New York State approval for SCIS, are 4410s, and have a current contract with the Nassau County Department of Health, can operate SCIS classes.
UPK (Universal Pre-Kindergarten)	A program offered through local school districts (both in district buildings and community-based programs) for eligible 4-year-olds.

EARLY INTERVENTION

EIP (Early Intervention Program)	The Early Intervention Program is a statewide program that provides many different types of early intervention services to infants and toddlers with disabilities and their families. In New York, the Department of Health is the lead agency responsible for the Early Intervention Program. Early Intervention services include assistive technology devices and services; audiology; family education and counseling, home visits, and parent support groups; medical services only for diagnostic or evaluation purposes; nursing; nutrition; occupational therapy; physical therapy; psychological services; service coordination; social work; special instruction; speech-language pathology; vision; and transportation to and from early intervention services.
EIO (Early Intervention Official)	An appropriate municipal official designated by the Chief Executive Officer of a municipality.

EIOD (Early Intervention Official Designee)	Municipal staff serving as the designee of the EIO. In Nassau County, Department of Health staff fill this role.
IFSP (Individualized Family Service Plan)	A written plan for the child’s and family’s services in the Early Intervention Program that the family develops with a team of qualified personnel and the EIOD.
ISC (Initial Service Coordinator)	The service coordinator, designated by the EIOD upon receipt of a referral for a child thought to be eligible for early intervention services, functions as the initial service coordinator and participates in the formulation of the IFSP.
OSC (Ongoing Service Coordinator)	An individual who works in partnership with the family by providing assistance and services that help the family to coordinate and obtain their rights under the Early Intervention Program and services agreed upon on the IFSP.
Transition	The process where children at age 3 move from the EIP to the Preschool Special Education Program or other early childhood supports or services. The process can start 180 days before a child’s third birthday.

EVALUATIONS

AE (Age Equivalent)	A measure of a child’s ability, skill or knowledge stated in terms of the age at which that skill, ability or knowledge is typically attained.
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<p>Assessment</p>	<p>The use of various tools and strategies to collect data for use in determining how a child’s development is proceeding in each of the five domains of development:</p> <ul style="list-style-type: none"> • <i>Cognitive</i>: refers to the mental processes of comprehension, memory, judgment and reasoning. • <i>Adaptive/Self-Help</i>: refers to the ability to display age appropriate self-care and to adapt to different circumstances. • <i>Physical</i>: refers to a child’s gross and fine motor development. • <i>Communication/Speech and Language</i>: refers to the processes of expressing thoughts and feelings and to understand vocal, non-verbal, signed or other communication of others. • <i>Social/Emotional</i>: refers to the ability of a child to understand their own feelings and those of others and to respond to both with socially acceptable behavior. Also includes behavior a child exhibits during play.
<p>Bell Curve</p>	<p>The normal distribution of test scores which when graphed forms a bell shaped curve.</p>
<p>CA (Chronological Age)</p>	<p>The actual age of a child expressed in years and months.</p>
<p>Consent to Evaluate</p>	<p>A parent/guardian’s written permission for the evaluation to take place. This is the school district’s responsibility to obtain parental consent.</p>
<p>DOB (Date of Birth)</p>	<p>Refers to the day, month and year a child was born.</p>
<p>Eligibility</p>	<p>Refers to the criteria used to determine if a child qualifies for classification and the need for special education services. Eligibility is based on the results of an individual evaluation provided in the student’s native language, not dependent on a single measure and administered by a multidisciplinary team in accordance with New York State Education Department regulations. A preschool student will be eligible for services if he/she exhibits a significant delay or disability in one or more functional areas related to cognitive, language and communication, adaptive, social-emotional or motor development which adversely affects the child’s ability to learn. There must be a 12-month delay in one or more area(s); or a 33% delay in one functional area or a 25% delay in each</p>

	<p>of two functional areas; or on standardized tests, a score of 2.0 standard deviations below the mean in one functional area or a score of 1.5 standard deviations below the mean in two functional areas. In addition, a preschool child who meets the criteria in the current disability classification in Part 200 regulations for autism, deaf-blindness, deafness, hearing impairment, orthopedic impairment, other health impairment, traumatic brain injury or visual impairment, including blindness.</p>
Initial Evaluation	<p>Refers to a multi-disciplinary assessment of a child's skills, strengths and needs to determine current level of functioning and how best to plan for the child. The evaluation consists of gathering information through observation, family interviews and standardized testing. The evaluation includes testing in all areas of development: Motor, Cognition, Speech/Language, Adaptive, Social/Emotional and Physical General Health. Evaluations should give a clear picture about how a child functions in all areas of development. Under New York State Education Department regulations, an initial evaluation includes a Psychological, Social History, observation of the child in a natural setting and a medical. Supplementary evaluations including speech/language, education, Occupational Therapy or Physical Therapy may be added as requested and approved by the child's school district.</p>
IEE (Independent Educational Evaluation)	<p>An individual evaluation of a student with disabilities or thought to have a disability that is conducted by a qualified examiner who is not employed by the public agency responsible for the education of the student. Whenever an independent educational evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, shall be the same as the criteria which the school district uses when it initiates an evaluation.</p>
Ineligibility	<p>Based on the results of the evaluation, the Committee on Preschool Special Education determines that the child does not meet the criteria</p>

	(see Eligibility) to be classified as a preschool student with a disability.
IQ (Intelligence Quotient)	The standard measure of intelligence based on a scale in which 85-115 is defined as within normal limits.
Mean	Refers to the average score which corresponds to the 50 th percentile.
Observation	An observation of the student in the student's learning environment (including the regular classroom setting) or, in the case of a student of less than school-age or out of school, an environment appropriate for a student of that age, to document the student's academic performance and behavior in the areas of difficulty.
Percentile Score or Rank	Shows how a child scored when compared to other children who are the same age or grade. The percentile represents the distribution of the sample scores that is equal to or below a particular score. If a child has an IQ of 85, he or she scored at the 16 th percentile, which means that the student scored higher than 15% of the children of the same age.
Screening	Broad scale testing procedures used to determine if a child requires a more formal evaluation.
SD (Standard Deviation Score)	The standard deviation value represents the average distance a score or set of scores is from the mean. The standard deviation helps create a more accurate picture of the distribution along the normal bell curve.
SS (Standard Score)	Standard scores are used to compare a child's performance on a test to the performance of other students his/her age. Standard scores estimate whether a student's scores are above average, average or below average compared to his/her peers.
Standardized Test or Norm-Referenced Test	Tests that allow the comparison of a student's skills to others in his/her age group. Norm-Referenced tests are developed by creating the test items and then administering the test to a group of students who will be used as the basis of comparison.
Summary Report	The Summary Report shall include a detailed statement of a child's needs. It is a required component of the evaluation and cannot include recommendation for services.

IEP TERMS

Amendment	A change made to a student’s IEP. An amendment to an IEP may be made by rewriting the IEP or by developing a written document that modifies the current IEP provided that the parent receives prior written notice of any change to the IEP and the parent receives a copy of the new IEP that amends the previous document. After the first annual review, an amendment can be made without a meeting if the parent agrees.
Annual Goal	An annual goal is a statement that identifies what knowledge, skills and/or behaviors a student is expected to demonstrate within the time period from the start of the IEP to the next IEP review. Annual goals must be measurable and directly related to the student’s present level of performance. An annual goal must include evaluative criteria, evaluation procedures and schedules to measure progress toward meeting the goal.
Benchmark	Benchmarks are the major milestones that the student will demonstrate that will lead to the annual goal. Benchmarks usually designate a target time period for a behavior to occur (i.e., the amount of progress the student is expected to make within specified segments of the year). Generally, benchmarks establish expected performance levels that allow for regular checks of progress that coincide with the reporting periods for informing parents of their child’s progress toward the annual goals.
Criteria	Specific guidelines used to measure the student’s progress toward achieving an annual goal or benchmark which identifies how well and over what period of time the student must perform a behavior or skill to achieve mastery. Performance could be measured in terms of: frequency (e.g., number of trials—9 out of 10); duration (how long the behavior or skills is sustained—e.g., 20 minutes); accuracy (e.g., 90%)
Duration	Refers to the length of time a service is given.
ESY (Extended School Year)	Special education services for preschool students determined to be eligible for a 12 month school

	year. The need for extended school year services is determined by the CPSE to prevent substantial regression by the student. Extended school year services must be indicated on the IEP with the program start date, location and frequency of the service.
Frequency	Refers to how often a service is provided.
Group	Refers to services delivered by a teacher or therapist to more than one student at a time. A group may be as few as two students or as many as five.
IEP (Individualized Education Program)	A written plan prepared by the CPSE or CSE which specifies the child's current level of performance, annual goals and short-term instructional objectives or benchmarks (for preschool students), and frequency, duration and location of special education and related services to be provided.
Individual	Refers to services delivered by a therapist to one student at a time.
Location	Refers to where a service is delivered. Locations include the classroom, home, preschool, nursery school, child care center, office or community setting.
Meeting Notice	The CPSE provides the parent of a PSWD with written notification prior to a meeting of the committee related to the IEP or FAPE. It ensures that one or both of a student's parents have the opportunity to participate in each committee meeting.
PLEP (Present Levels of Performance) formerly known as SPAM or MAPS	The CPSE must ensure that the IEP recommendations report the student's present level of performance in the areas of: (1) <u>A</u> cademic achievement (2) <u>S</u> ocial development (3) <u>P</u> hysical development and (4) <u>M</u> anagement needs. Included in this statement is how the disability affects the student's participation in age appropriate activities. PLEP is developed from the student's most recent individual evaluations and includes the student's strengths, the student's needs relevant to education that are of concern to the parent, and special factors related to the student's disability. This provides the basis for written annual goals, direction for the provision of appropriate educational programs and services, and

	development of an individualized education program for the student.
Provider	Refers to the agency, school or individual teacher or therapist who will provide the required service. Providers must have a current contract with the Nassau County Department of Health.
PWN (Prior Written Notice)	The school district provides to the parent of a PSWD or the parent of a student suspected of having a disability required written notification whenever the district proposes (or refuses) to initiate or change the identification, evaluation, educational placement of a student with a disability or the provision of FAPE to the student.
Ratio	Refers to the number of children, teachers and assistant teachers in the class. Ratios are set by the New York State Education Department in the program approval process. A 10:1:2 ratio means that there are 10 students with special needs, 1 special education teacher and 2 teacher assistants or aides.
Short-Term Instructional Objective	Short-Term objectives are the intermediate knowledge and skills that must be learned in order for the student to reach the annual goal. Short-term objectives break down the skills or steps necessary to accomplish a goal into discrete components. Generally, one annual goal would not include both short-term objectives and benchmarks. Whether short-term objectives or benchmarks are used for a particular annual goal is at the discretion of the CPSE.
Special Alerts	Any special medical conditions or physical limitations including need for medication and/or health care treatment or procedures during the school day. Any special factors (e.g., asthma, allergies, etc.) which may influence the student's learning or behavior.
Student Information Summary Form	An optional form to be included with the IEP and shared. School districts can use the form to summarize services, and may add to or replace suggested fields. Information may include parent or guardian name, the provider agency(ies), the Coordinator and/or the extended school year.
Student Needs Related to Special Factors	The Committee must consider behavior, limited English proficiency, use of Braille for blind and visually impaired students, communication needs

	for students who are deaf or hard of hearing, and assistive technology.
Substantial Regression	A student's inability to maintain developmental levels due to a significant loss of skills or knowledge during the months of July and August of such severity as to require an inordinate period of review at the beginning of the school year to reestablish and maintain IEP goals and objectives mastered at the end of the previous school year.

MEDICAID

CPT code (Current Procedural Terminology)	Coding system for medical procedures that allow for comparisons in pricing, billing and utilization review. Service provider chooses appropriate CPT code based on services provided.
ICD code (International Classification of Diseases)	Set of codes used by physicians, hospitals, and allied health workers to indicate diagnosis for all patient encounters. Required for all Medicaid claims effective September 2012.
National Provider Identifier (NPI) #	The national standard for identifying health care providers. Federal requirement per HIPAA (Health Insurance Portability and Accountability Act) for all providers to have an NPI # by 1/1/12.
Preschool/School Supportive Health Services Program (SSHSP)	A NYS program that enables school districts, counties and 4201 schools to access federal monies for medically necessary related services provided to Medicaid-eligible students with disabilities.
Rx/Referral	Establishes medical necessity. Must include name of child, service, ordering provider's contact information, signature, NPI # and date signed, time period for services, diagnosis/reason/ for services, frequency and duration or reference IEP.
Under the Direction of (UDO)	TSHHs, TSSLDs, PTAs, COTAs and LPNs must work "under the direction of" a NYS licensed and registered SLP, PT, OT or RN or physician respectively. The qualified practitioner assumes professional responsibility for the TSHH, TSSLD, PTA, COTA or LPN.
Under the Supervision of (USO)	A Licensed Master Social Worker (LMSW) must work "under the supervision of" a NYS licensed and registered psychiatrist, psychologist or LCSW (Licensed Clinical Social Worker). Supervisor provides direct in-person supervision.

NEW YORK STATE REGULATORY AGENCIES

<p>BOE (Board of Education)</p>	<p>A governing body charged with the general control, management and responsibilities of the schools of a union free school district, central school district, central high school district, or of a city school district. The BOE of each school district shall establish a Committee on Preschool Special Education and a Committee on Special Education to ensure the timely evaluation and placement of students.</p>
<p>DOH (Department of Health)</p>	<p>Department responsibilities include: promoting and supervising public health activities throughout New York State and ensuring high quality medical care in a sound and cost effective manner for all residents. The Nassau County Department of Health, Office of Children with Special Needs, oversees the Early Intervention Program, Preschool Special Education and the Physically Handicapped Children’s Program. (516) 227-8661 (Early Intervention); (516) 227-8674 (Preschool Special Education Program); (516) 227-8665 (Physically Handicapped Children’s Program); (516) 227-8685 (Child Find).</p>
<p>DSS (Department of Social Services)</p>	<p>Provides or administers the full range of publicly funded social services and cash assistance programs. Families whose income meets state guidelines and who also meet other criteria may be able to receive a subsidy to offset some of their child care costs. (516) 227-8519 http://www.nassaucountyny.gov/agencies/dss/DSHome.htm</p>
<p>LEA (Local Education Agency)</p>	<p>The school district responsible for providing evaluations and services and educating the children.</p>
<p>LIDDSO (Long Island Developmental Disabilities Service Office)</p>	<p>Provides a full range of services to families and individuals with developmental disabilities. (631) 493-1700 http://www3.opwdd.ny.gov/ws/ws_longisland_resources.jsp</p>
<p>OCFS (Office of Children and Family Services)</p>	<p>Provides a range of resources to help parents with their child care needs, people who want to start or are currently running child care programs, and anyone with a concern about the health or safety of</p>

	a child in a day care program. (631) 342-7100 http://www.ocfs.state.ny.us/main
OEL (Office of Early Learning)	Established to improve educational outcomes for preschool, particularly high-need environments; to enhance the quality of preschool programs; and to establish early learning standards. www.p12.nysed.gov/earlylearning .
OPWDD (Office of People with Developmental Disabilities)	An independent agency in the State of New York whose mission is to help people with developmental disabilities live richer lives. (631) 434-6000; www.opwdd.ny.gov
OSE (Office of Special Education)	Promotes educational equity and excellence for students with disabilities while ensuring that they are an integral part of all aspects of P-12 education policy development and program implementation, and that they achieve the knowledge and skills necessary to live independent and self-directed lives. www.p12.nysed.gov/specialed .
SCR (State Central Registry)	The Office of Children and Family Services performs a criminal history check on any operator, employee, volunteer or assistant of a child care center, small day care center, school-age child care program, group family day care home or family day care home as defined in Section 413.2, and any person age eighteen or over residing on the premises of a group family day care home or family day care home which is licensed or registered. All 4410 agencies are required to have their employees and volunteers go through the SCR Clearance process.
SED (State Education Department)	Together with the Board of Regents, the State Education Department governs education from pre-kindergarten to graduate school. The department is constitutionally responsible for setting education policy, standards and rules. www.nysed.gov

PRESCHOOL SPECIAL EDUCATION

AAC (Augmentative and Alternative Communication)	Augmentative and alternative communication is any approach designed to support, enhance or supplement the communication of individuals who cannot rely on their speech, some or all of the time. AAC incorporates the individual's full communication abilities and may include any existing speech or vocalizations, gestures, manual signs, and aided communication. Aided forms of
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	communication consists of external supports such as a communication board with visual-graphic symbols or recorded natural (digitized) speech.
ADL (Activities of Daily Living)	ADL are the tasks normally done in daily living including any daily activity for self-care (feeding, bathing, dressing and grooming).
Annual Review	The IEP of each student with a disability shall be reviewed and, if appropriate, revised periodically but not less than annually to determine if the annual goals for the student are being achieved. Any meeting to develop, review or revise the IEP is conducted by the Committee on Preschool Special Education or the Committee on Special Education and shall be based upon review of a student's IEP and other current information pertaining to the student's performance and will consider the following factors: the strengths of the student; the concerns of the parents for enhancing the education of their child; the results of the initial or most recent evaluation of the student; the academic, developmental and functional needs of the student; and the educational progress and achievement of the student with a disability; and the student's ability to participate in instructional programs in regular education and in the least restrictive environment.
Annual Review Progress Report	The annual review progress report must be prepared prior to the student's scheduled CPSE annual review. This report should document the student's progress towards IEP goals and objectives. Objective data is required.
ATD (Assistive Technology Devices)	Any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a student with a disability. Such terms do not include a medical device that is surgically implanted, or the replacement of such a device.
Chairperson	A school district representative who is responsible for convening and running the CPSE or CSE meeting for the purposes of determining if children are eligible for special education or related services, reviewing the student's progress at the annual meeting and assessing continued eligibility.

Classified	A student who has met the criteria for classification and the parents have accepted the services offered.
CPSE (Committee on Preschool Special Education)	A multidisciplinary committee appointed by the school district's Board of Education in accordance with the provisions of Education Law, section 4402, to ensure timely evaluation, determine eligibility and placement of preschool students with disabilities. Members of the CPSE may include, but are not limited to: student's parents, regular education teacher (including the child care provider), special education teacher, school psychologist, school district representative, evaluator, parent member, representative from the municipality and other people with knowledge or special expertise regarding the student.
Communication Notebook	A book that will facilitate the sharing of information by the SEIT and other professionals working with the child, including related service providers, the preschool or child care personnel and the parents, about the child's response to activities, techniques and interventions. This book helps carry-over from one setting to another to promote generalization of skills.
Consent to Evaluate	Parents are fully informed in their native language or other mode of communication of all information about evaluations and/or services to be provided for their child and asked to sign a form detailing these evaluations and/or services. Parents are informed that their consent is voluntary and can be revoked at any time. It is the school district's responsibility to obtain parental consent.
Coordinator of Services	A Coordinator of Services must be designated by the CPSE and may be indicated on the Student Information Summary Form. The SEIT provider is automatically the coordinator of services for a Preschool Student with a Disability when there is a SEIT and related services. If there is a center-based program and a SEIT provider, the CPSE must designate which provider will be the coordinator of services. If only related services (more than one) are recommended, a provider must be designated as the coordinator of services by the CPSE.
Declassified	A student who has received special education or related services and no longer meets the eligibility

	criteria for classification. The student no longer has an IEP.
Discharged	The student continues to receive special education and/or related services and has an IEP. However, one or more services have been discontinued. The student has been discharged from that service.
FAPE (Free Appropriate Public Education)	Guaranteed under IDEA 2004. The provision of special education and related services at public expense that is individualized to meet a specific child's unique needs that will prepare the student for future education, employment and independent living.
IDEA (Individuals with Disabilities Education Act)	The Individuals with Disabilities Education Act (IDEA) is a law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education and related services to eligible infants, toddlers, children and youth with disabilities. Infants and toddlers with disabilities (birth-2) and their families receive early intervention services under IDEA Part C. Children and youth (ages 3-21) receive special education and related services under IDEA Part B. http://idea.ed.gov/ .
Inclusion	Educating students with disabilities in the same classroom as children without disabilities. The class is led by a general education teacher.
LRE (Least Restrictive Environment)	Refers to the education of students with disabilities to the maximum extent appropriate with children without disabilities. Educational placement should be according to the continuum of services: <ul style="list-style-type: none"> • Related Services only • SEIT (Special Education Itinerant Teacher) • SEIT and Related Services • SCIS (Special Class in an Integrated Setting) - half-day or full-day • Special Class -- half-day or full-day • Residential
New York State Prekindergarten Foundation for the Common Core	The New York State Education Department developed Prekindergarten Learning Standards to strengthen instruction in Pre-K classrooms in all settings as well as help administrators and educators align Pre-K standards with the K-12 system.

	www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nyslsprek.pdf .
Objective Data	Objective data reflects the criteria, method and schedule documented in a child's IEP as to the measures required to document the child's progress toward goals and objectives. <u>The data must reflect the child's current level of functioning.</u> This includes informal and/or formal assessments, and is not limited to, age-equivalent scores, standardized tests or subtests, or observational instruments.
Outcome Summary Form	Data collection form to gather information when a preschool student with a disability enters and exits the CPSE system that summarizes the child's assessment results and current level of functioning in positive social-emotional skills (including social relationships); acquisition and use of knowledge and skills; and use of appropriate behaviors to meet his/her needs. A seven point scale is used to determine the extent to which a child's functioning on each outcome is age appropriate and whether the child has made progress toward age appropriate behaviors. Address the preschool outcomes in Indicator 7 in State Performance Plan.
Preschool Performance Indicators	Data collected by SED about preschool students with disabilities to comply with federal requirements for the State Performance Plan. Indicators 6 (Least Restrictive Environment), 7 (Preschool Outcomes), 8 (Parental Involvement), 11 (Child Find) and 12 (Early Childhood Transition) all pertain to Preschool Special Education in the State Performance Plan.
Quality Stars	QUALITYstarsNY is New York State's quality rating and improvement system. It is a voluntary program to rate, improve and communicate levels of quality in all regulated early care and learning programs. www.qualitystarsny.org
Quarterly Reports	Quarterly progress reports summarize the student's progress toward IEP goals as assessed by benchmarks and/or short-term instructional objectives. Quarterly reports are typically due November 15 th , January 31 st , April 15 th , June 30 th and August 31 st if the student is designated a 12 month student. School districts determine due dates. If an annual progress report is due in the

	month that a quarterly report is due, the quarterly report does not have to be completed.
Re-Evaluation	Refers to the review of the child’s current level of functioning based on all existing data including: testing, parental concerns, classroom based observations, classroom teacher reports and related service provider reports. The purpose of a re-evaluation is for the district to determine if the child continues to meet eligibility requirements and/or appropriateness of current program/plan.
RS (Related Services)	Developmental, corrective and other supportive services required to assist a student with a disability. Related Services include: speech, occupational therapy, physical therapy, parent counseling and training, psychological counseling services, school social work, and assistive technology services among others. The IEP describes the type of service approved, including the frequency, duration and location of each service. Related services may be individual or provided in a group with a maximum of 5 students per group.
SEIT (Special Education Itinerant Teacher)	SEIT services are defined as “services provided by certified special education teachers of an approved preschool program ⁴ on an itinerant basis to a preschool student with a disability, at a site determined by the board of education, to: <ul style="list-style-type: none"> • <i>Direct Services:</i> Provide specialized individual or group instruction directly to the student • <i>Indirect Services:</i> Provide consultation to the child’s teacher to adjust the learning environment and/or modify instructional methods to meet the individual needs of a preschool child with a disability who attends an early childhood program (e.g., regular preschool program, a day care or Head Start program) –. (July 2007 memo from James DeLorenzo and Thomas Hamel) • When SEIT services are provided in the home, family involvement is recommended as best practice.”
SI (Sensory Integration)	A form of occupational therapy that focuses on strengthening the child’s ability to receive

⁴ An approved special education preschool program, a 4410, has New York State Education approval to provide special education services and related therapies to children with disabilities. In Nassau County, these programs must have a contract with the county to provide services.

	information from the body's senses: visual (sight), auditory (hearing), touch (tactile), vestibular (balance), and proprioceptive (where the body and its parts are in space).
SPC (Special Class)	A special education class that consists only of children with disabilities who have been grouped together because of similar individual needs for the purpose of being provided specifically designed instruction that addresses the unique needs of each child. Only providers who have New York State approval for special classes, are 4410s and have a current contract with the Nassau County Department of Health can operate special classes.
SPP (State Performance Plan)	Requirement under the reauthorization of IDEA (2004). The SPP is designed to evaluate New York State's efforts to implement the requirements and purposes of IDEA, and improve results for all students with a disability. www.p12.nysed.gov/specialed/spp
Treatment Log	Therapists must maintain written notes on the Nassau County Department of Health Treatment Log. Each session must be entered on the log, whether the session was given or cancelled. Entries must include a description of the session, be related to the IEP objectives that were developed by the CPSE, and include activities, strategies, materials used, and the child's response and progress toward goal achievement. <u>Each entry must be signed and dated by a designated person at the preschool or child care center at the end of each session. If the service is provided in the home, a parent, guardian or designated caregiver over the age of 18 must sign and date the log at the end of each session. Treatment logs must never be signed or dated ahead of time.</u> Each provider must sign the entry and put the initials of their certification/license after their signature.

SCHOOL AGE SERVICES

CSE (Committee on Special Education)	A multidisciplinary team established in accordance with the provisions of Education Law, section 4402, to ensure timely evaluation and placement of students qualifying for special education programs and services.
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SPECIAL EDUCATION PERSONNEL

<p>CFY (Clinical Fellowship Year)</p>	<p>An individual completing a Clinical Fellowship Year in speech language pathology who is supervised by a New York State licensed speech-language pathologist may provide speech-language therapy in a preschool program. An individual completing a CFY has already completed a Master’s Degree in Speech/Language Pathology and a minimum of 200 hours of clinical experience. A CFY can only provide CPSE services if they have a TSHH (Teacher of Speech and Hearing Handicapped) or TSLD (Teacher of Speech and Language Disorders) certification.</p>
<p>COTA (Certified Occupational Therapist Assistant)</p>	<p>A COTA is an occupational therapy assistant who must receive direct supervision (UDO) by a licensed OT to review the implementation of treatment plans and to foster professional development. Supervision means meeting with and observing the COTA during treatment.</p>
<p>Licensed Psychologist</p>	<p>A licensed psychologist is a health care professional who diagnoses and treats mental, nervous, emotional and behavioral disorders and ailments. A psychologist applies principles, methods or procedures of understanding, predicting or influencing behavior. In New York State, a licensed psychologist has earned a doctoral degree in psychology, completed two years of supervised experience including one year after their doctoral degree and passed a national licensing exam.</p>
<p>O & M (Orientation and Mobility Specialist)</p>	<p>An orientation and mobility specialist works with infants, toddlers, children and youth who are physically or visually impaired to modify their learning environment.</p>
<p>OT (Occupational Therapist)</p>	<p>Occupational therapists are licensed rehabilitation care professionals who focus on fine motor and sensory issues. They help with impaired physical functioning which hampers the ability to perform daily life tasks; psychosocial problems which hamper the ability to function in daily life; and special needs which require modification of the physical environment and/or use of specialized equipment and technologies. OTs must be licensed by New York State. Occupational therapists</p>

	provide these services based on the prescription of a physician, physician assistant, or nurse practitioner.
PT (Physical Therapist)	A physical therapist is a licensed health care professional who focuses on gross motor development. The PT examines and evaluates a child's condition and then plans and administers treatments to promote optimal health. Physical therapists provide these services based on the prescription of a physician, physician assistant, or nurse practitioner. PTs must be licensed by New York State.
PTA (Physical Therapy Assistant)	A PTA must work under the direction of (UDO) a licensed PT performing such patient related activities as assigned by the PT. Duties of PTAs shall not include evaluation, testing, interpretation, planning or modification of the student's program. Supervision of a PTA by a licensed PT shall be on-site continuous supervision, but not necessarily direct personal supervision.
School Psychologist	A school psychologist is trained in psychology and education and has completed a minimum of a post-Master's degree program that includes a year long internship that emphasizes preparation in mental health, child development, school organization, learning styles and processes, behavior, motivation and effective teaching. A school psychologist must be certified by New York State. www.nasponline.org .
Social Worker	A social worker is licensed by New York State to help individuals, families and groups identify and change behaviors, emotions, attitudes, relationships and social conditions to restore and enhance their capacity to meet their personal and social needs. LMSW (licensed master social worker) works under the supervision of (USO) a LCSW (licensed clinical social worker), a licensed psychologist or a psychiatrist. http://www.op.nysed.gov/prof/sw/
Special Education Teacher	A special education teacher is certified by New York State to teach students with disabilities.
SLP (Speech Language Pathologist)	A speech-language pathologist is a licensed health care professional who diagnoses, evaluates, and treats disorders of speech, voice, swallowing, and/or language. A New York State speech-

	language pathologist has completed a minimum of a Master's degree in speech-language pathology.
Teacher Aide	A teacher aide works under the supervision of the teachers in non-instructional duties such as managing records, materials and equipment; attending to the physical needs of the students; and assisting students with behavioral/ management needs.
Teacher Assistant	A teacher assistant is certified by New York State Education Department and provides direct instruction to students under the supervision of a certified teacher.
TVI (Teacher of the Blind and Visually Impaired)	A teacher of the blind and visually impaired is a certified special education teacher who obtains an additional certification to work with infants, toddlers, children and youth who are blind and visually impaired.

TRANSITION

Section 504	Section 504 is a civil rights law that ensures that a child with a disability has equal access to an education. A child who has a 504 can receive accommodations and modifications. An IEP is not developed under a 504 plan. A 504 does not apply to preschool students with a disability.
Transition	The process of moving from one service system to the next system: EIP to CPSE or CPSE to CSE.
Transition CPSE to CSE	When a student is turning 5, a meeting is held to determine whether the student qualifies for CSE services. The meeting is separate and apart from the CPSE meeting but may be held on the same day as the CPSE Annual Review Meeting. At the time of the transition from CPSE to CSE, reports/evaluations are reviewed and discussed by the committee to determine whether the student meets criteria for one of the 13 classifications of the CSE student.

REFERENCES

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2. American Psychiatric Association: Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, Text Revision. Washington DC, American Psychiatric Association, 2000.
3. Cultural Diversity. Training 2000 NYS Department of Health Early Intervention Program, March 2005.
4. Early Intervention Program Best Practice Manual - Nassau County Department of Health Early Intervention Program, 2007.
5. Evaluations of Three- and Four-Year-Old Children Suspected of Having Disabilities Pursuant to Section 4410 of the Education Law. Memo from Thomas Hamel. The State Education Department, August 2003.
6. Guide for Determining Eligibility and Special Education Programs and/or Services for Preschool Students with Disabilities - The New York State Education Department Office of Vocational and Educational Services for Individuals with Disabilities, January 2003
7. Guidelines for services for Culturally and Linguistically Diverse Preschool Students with Disabilities, Ages 3-5, March 1997.
8. New York State Office of Children and Family Services Regulations , Division of Child Care Services, Subparts 413 and 418-1. January 2005.
9. Preschool Special Education Program Best Practice Manual - Nassau County Department of Health Preschool Special Education Program, February 2008.
10. Regulations of The Commissioner of Education Pursuant to Sections 207, 3214, 4403, 4404 and 4410 of the Education Law PART 200 Students with Disabilities. The State Education Department, Office of P-12 Education, Office of Special Education, March 2011.
11. Special Education Itinerant Teacher (SEIT) Services and Related Services for Preschool Students with Disabilities. Memo from James P. DeLorenzo and Thomas Hamel. The State Education Department, July 2007.
12. The Early Intervention Program – A Parent’s Guide. New York State Department of Health, February 2000.

WEBSITES

1. Autism Society - www.autism-society.org
2. Autism Speaks - www.autismspeaks.org
3. Child Care Council of Nassau - www.childcarenassau.org
4. Children and Adults with Attention Deficit / Hyperactive Disorder- www.chadd.org
5. Department of Social Services- www.nassaucountyny.gov/agencies/dss/DSSHome.htm
6. Long Island Developmental Disabilities Service Office - www3.opwdd.ny.gov/ws/ws_longisland_resources.jsp
7. Long Island Early Childhood Direction Center - www.vclc.org/ecdc or www.p12.nysed.gov/specialed/techassist/ecdc
8. Nassau BOCES (Board of Cooperative Educational Services) - www.nassauboces.org
9. National Association of School Psychologists - www.nasponline.org
10. New York State Early Alignment Crosswalk – <http://www.nyworksforchildren.org/>
11. New York State Education Department, Office of P-12 Education, Office of Special Education - www.p12.nysed.gov/specialed
12. New York State Education Department, Office of the Professions - www.op.nysed.gov/home.html
13. New York State Education Department, Office of Teaching Initiatives - www.highered.nysed.gov/tcert
14. Office of Children and Family Services, Division of Child Care Services - www.ocfs.state.ny.us/main/childcare
15. U.S Department of Education - <http://idea.ed.gov/>
16. Wrightslaw - www.wrightslaw.com