**IEP MEETINGS – TIPS, TERMS AND TALK**

**GLOSSARY OF TERMS**

**9.29.18**

**AUTISM SYMPOSIUM, CSU, CHICO**

***IEP*** ~Individualized Education Program. Meetings occur annually to review goals, present levels and progress. A meeting with the IEP Team can be called anytime – if there is a concern or need and it does not have to be an IEP. An official IEP can also be called apart from the annual date.

***Amendment*** ~ minor change/addition to the IEP but not the services ex: add transportation, and does not require a meeting just a signature from parent

***Purpose of meeting***~ **Annual**- yearly meeting to review and set new goals, update and share strengths and successes

**Triennial**-every three years students on IEPs are reviewed to assess if they still qualify for special education services (reports and results for this are done at the triennial meeting date)

**Transition**- also done during the annual date, this purpose focuses on the transition to post-secondary endeavors- they are pages added into the document. **NOTE**: *Students’ rights state a student on an IEP at the age of 18 is the person who would sign his/her own IEP as well as decide who is invited to his/her IEP.*

***Behavior~*** Behavior does not imply negative issues; behavior goals or behavior impeding a student from learning is not necessarily referring to poor behavior and in fact could be behavior directly related to the student’s disability. Ex: sensory issues- students may need sensory accommodations or modifications in order to be successful and that would be the reason the box on the IEP was checked that “behavior impedes learning”.

***PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE***~ This section covers the following areas which describe the levels of growth and success a student is having in these areas:

Preacademic/Academic/Functional Skills- this describes the student’s academic abilities and progress and also is the catalyst for the goals set forth for the new year

Communication Development- individual for each student

Gross/Fine Motor- Describes a student’s large and fine motor skills

Social/Emotional/Behavior – describes a student’s level of social behavior and also addresses any behavioral issues

***LRE: LEAST RESTRICTIVE ENVIRONMENT***~ The LRE is the placement decision of the IEP Team which is best for the student, his/her abilities and needs. In the special education field the LRE is a pyramid continuum meaning the least restrictive environment is the general education or mainstream classroom and the most restrictive being a residential treatment facility. Placement for individual students ranges anywhere in between and looks like this:

Residential Treatment Facility

NPS- Non- Public School setting

M/S SDC- Moderate to Severe Special Day Class/Full inclusion (matches credential)

M/M SDC~ Mild/Moderate Special Day Class (matches credential)

RSP- Resource Specialist

***Commonly used Specialists/Therapists:***

* ***OT: Occupational Therapist***
* ***SLP: Speech/Language Pathologist***
* ***APE: Adaptive Physical Education Specialist***
* ***VI: Vision Specialist***
* ***AT: Assistive Technology Specialist***
* ***Clinical Counseling/ERMHS (Educationally Related Mental Health Services)***

***ACRONYMS FOR DISABILITY CATEGORIES***

***AUT: AUIISM***

***DEAF: DEAFNESS***

***DB: DEAF-BLINDNESS***

***HH: HARD OF HEARING***

***OHI: OTHER HEALTH IMPAIRMENT***

***SLD: SPECIFIC OR LEARNING DISABILITY***

***ID: INTELLECTUAL DISABILITY***

***VI: VISUAL IMPAIRMENT***

***SLI: SPEECH IMPAIRMENT***

***ED: EMOTIONAL DISTURBANCE***

***MD: MULTIPLE DISABILITY***

***OI: ORTHOPEDIC IMPAIRMENT***

***EMD: ESTABLISHED MEDICAL DISABILITY***

***TBI: TRAUMATIC BRAIN INJURY***