

# TRANSITION TO SCHOOL

*A Planning Guide for Parents*



Developed by:  
LIU 12 Preschool Program  
Revised: October 2020

## **Quick Checklist for Transition**

### **OCTOBER/NOVEMBER**

- **A transition goal one year prior to transition will be included in your child's current IEP.**
- **Make sure that your child's teacher has your correct address, phone number, and school district.**

### **DECEMBER**

- **Parent Orientation Meetings will be held. Information about how these will be held will be sent to you.**
- **You will receive an invitation to attend an individual meeting at your school district.**

### **JANUARY/FEBRUARY**

- **Transition to school age programming meetings. Information about how these will be held will be sent to you.**
- **This meeting is to briefly:**
  - **Review your child's strengths, needs and specially designed instruction.**
  - **Determine if there is a need for further evaluation.**
  - **Plan for how the school age ER and IEP will be developed.**

### **MARCH/APRIL/MAY**

- **MDE Meetings will occur with parents, a school district representative and a preschool team representative.**
- **Talk to your school district representative about observing school age programs.**
- **Register your child for Kindergarten at your school district.**

### **APRIL THROUGH AUGUST**

- **District Representatives will send you an invitation to attend the IEP meeting.**
- **Attend meeting to develop IEP and sign NOREP.**  
**(If your school district adopted the current Preschool ER and IEP, you will not need to have this meeting; however, you will be asked to sign a NOREP.)**

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## **INTRODUCTION**

Moving a child from a preschool to a school district program is an exciting and challenging experience. The information in this booklet has been chosen to help you as parents learn about school-aged programs and about planning for TRANSITION to your public school.

### **Information in this packet is provided to help:**

- Explain the Transition Process.
- Provide information to help you plan for your child's program.
- Provide information about public school options for children with Disabilities.

### **Information in this packet is written for:**

- Parents who have children eligible for public school enrollment because of age **AND** who have children enrolled in programs funded by Lincoln Intermediate Unit 12.

# Part I

## Questions and Answers About TRANSITION

- A. What does transition mean?
- B. Why do I, as a parent, need to be involved in transition?
- C. What happens during the transition year?
- D. What is a Multidisciplinary Evaluation?
- E. What do I need to know about MDE and IEP meetings?
- F. What is an Individual Education Plan (IEP)?
- G. Eligibility for Special Education
- H. Definitions of Exceptionalities
- I. What types of programs are offered by my school district?
- J. Placement Options for students turning school-age
- K. What is the role of my child's present Early Intervention Team?
- L. Does the LIU 12 provide school age level programs for children?
- M. Who should I call for information about services for my child in a private school?
- N. Who should I call for information about home education (home school) services for my child?
- O. Who is my District Representative?

## **QUESTIONS ABOUT TRANSITION**

IN THIS SECTION SOME OF THE QUESTIONS YOU MAY HAVE ABOUT TRANSITION AND THE EVENTS WHICH OCCUR DURING TRANSITION WILL BE ANSWERED. IT IS NOT ALWAYS EASY TO PROVIDE DIRECT ANSWERS SINCE TRANSITION PLANNING INCLUDES INDIVIDUALIZING FOR THE NEEDS OF EACH CHILD. CHILDREN HAVE SPECIFIC, INDIVIDUAL NEEDS WHICH CAN OFTEN BE MET USING VARIOUS INSTRUCTIONAL APPROACHES.

### **A. What does TRANSITION mean?**

Transition means “change.” We have all experienced and will continue to experience many transitions in our lives. Most of you have transitioned from grade school to high school and from high school to leaving school. When you became a parent you experienced another transition or change in your life. Now you are experiencing a time when your child is transitioning from one educational program to another.

Since your child has been experiencing some difficulty with speech, language, motor, cognitive, self-help or behavioral development it is very important that we plan together to help your child progress to public school successfully.

You will be learning some new words and definitions which describe programs and paperwork. You will also be meeting new people. These people care about children just as the staff in your child’s preschool program care about children. As you meet staff from your school district you will learn that educators in any system try to teach children appropriately.

### **B. Why do I, as a parent, need to become involved in TRANSITION?**

As a parent, you are always a part of the team making decisions about the educational plan your child receives in school. As you learn about the role of and the programs offered by your school district it will be easier for you to be an active member of the decision making team. After all, you know your child better than anyone and you can be your child’s best advocate. Learning the meaning of the words educators use and the programs provided by schools, both public and private, will help you plan for your child’s educational needs. Learning about school programs helps you participate in your child’s education.

### C. What happens during the TRANSITION year?

- The year before your child is eligible to enroll in your local public school, transition goals are included in your child's Individual Educational Plan (IEP). The goals describe how your child and family will be assisted in preparing for the move to another program.
- In December of your child's transition year, you will be invited to attend a parent orientation meeting led by LIU 12 Preschool Staff. At this meeting, the timeline for transition to school-age programming will be explained.
- During January and February of your child's transition year, you will be invited to attend a meeting in your home school district with a district and preschool representative. The LIU 12 will share your child's ER, IEP, and an update of your child's progress. A decision will be made concerning a need for further assessment to determine eligibility and level of service during the upcoming year. If the parent and school district agree to adopt the preschool ER and IEP, a NOREP may be signed at this meeting. The Preschool Program staff works cooperatively with you and a representative of your school district. At this meeting, you will be asked to sign the Intent to Register/Permission to Evaluate. **This meeting will last approximately twenty minutes.**
- During March, April and May, the MDE process of evaluation will occur if needed. Children are evaluated to determine if they are eligible for special services from the school district. You may remember that before your child started to receive Preschool services, an evaluation occurred to determine if he/she was eligible for Early Intervention. You will be invited to a meeting to go over the results of the evaluation and to determine eligibility and need for special education. This will occur unless the parents and school district agreed to adopt the EI preschool ER.
- Between April and August, an IEP Meeting is held with a district representative and the parents. At this meeting, an IEP is developed, the educational placement is determined, and a NOREP (Notice of Educational Placement) developed. This will occur unless the parents and school district agreed to adopt the EI preschool IEP and signed a NOREP.
- Communications between parents, preschool staff and school district representatives will be ongoing. Your school district is responsible for providing a program for your child. District representatives will be able to provide information, in general, about the types of programs provided by the district and to help you plan visits to school district programs.

#### D. What is a Multidisciplinary Evaluation (MDE)?

An MDE is a series of assessments done by a variety of educational experts. Before an MDE can occur, parent permission must be obtained. Results must provide information about the child's method of learning (strengths and needs); the child's current performance; parental information about the child's history, personality and preferences, and anything else the team determines to be appropriate.

The MDE should be completed 60 school days after parents give their permission to evaluate. When all assessments are complete, the findings and recommendations provided by team members are to be summarized in an Evaluation (ER) Report.

#### E. What do I need to know about MDE and IEP meetings?

As the child's parent you are an important member of your child's educational team. You need to learn as much about your child's rights as will help you understand the purpose and expectations of various assessments and educational plan development. You need to be able to ask questions when you don't understand what someone has said or why a recommendation is being suggested. If you are not comfortable asking questions or you want support, invite a family member, friend, or an advocate to attend the meeting with you.

All children and adults have a learning style which works for them. We learn best when taught to our strengths. Some of us use visual skills, some hearing, some touch and some of us use a combination of learning styles. Decisions for children eligible for special education will be different and based on the individual learning style of the child. Decisions for these children should be linked to the findings and recommendations set forth in the ER or MDE report. Decisions are made by the IEP team, of which the parent is a member.

At the end of the multidisciplinary evaluation process, a report is developed which recommends if the child is eligible for continued services. The child's eligibility and instructional needs must be discussed at an Individual Education Plan (IEP) meeting and an IEP must be developed if the child is eligible and in need of specially designed instruction.

#### F. What is an Individual Education Plan (IEP)?

The IEP is a legal document that describes the child's educational program. This plan describes the specially designed instruction to be worked on during the coming year.

## G. Eligibility for Special Education Services

An individual of school-age who meets both of the following criteria:

I) The individual has one or more of the following physical or mental disabilities, as set forth in Chapter 14 in the Pennsylvania Department of Education Standards and Regulations.

1. Autism
2. Deaf/Blindness
3. Deafness
4. Emotional Disturbance
5. Hearing Impairment
6. Intellectual Disability
7. Multiple Disabilities
8. Orthopedic Impairment
9. Other Health Impairments
10. Specific Learning Disability
11. Speech or Language Impairment
12. Traumatic Brain Injury
13. Visual Impairment – including blindness

AND

II) The evaluation team has concluded that the individual is in need of specially designed instruction.

If either or both of these criteria receives a negative answer, the IEP meeting is ended with parents signing a document called a Notice of Recommended Educational Placement (NOREP) indicating that the child is not eligible for special education services.

If both of the questions have been answered “yes,” the team moves on to discuss the individual child, focusing the discussion on what this child needs, what the expectations are for this child, how this child should be taught, how much of the child’s education will be shared with “typical” peers and how much will occur in another setting.

The IEP document is really a summary of what has been discussed at the IEP meeting. It is a promise from the school entity spelling out what resources it will provide for an individual child.

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- Exceptionality *does not equal* Placement
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- Placement is determined by:
    - 1) Student Need
    - 2) Least Restrictive Environment
    - 3) Exceptionality
- 
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## **H. DEFINITION OF EXCEPTIONALITIES**

### **Autism**

Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance, as defined in paragraph (b)(4) of this section. (ii) A child who manifests the characteristics of "autism" if the criteria in paragraph (c)(1)(I) of this section are satisfied.

### **Deaf-blindness**

Deaf-blindness means 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 children with deafness or children with blindness.

### **Deafness**

Deafness means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child's educational performance.

## Emotional Disturbance

Emotional disturbance is defined as follows: (I) The term means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

- (A) An inability to learn that cannot be explained by intellectual, sensory, or health factors.
- (B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- (C) Inappropriate types of behavior or feelings under normal circumstances.
- (D) A general pervasive mood of unhappiness or depression.
- (E) A tendency to develop physical symptoms or fears associated with personal or school problems.

(II) The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.

## Hearing Impairment

Hearing impairment means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness in this section.

## Intellectual Disability

Intellectual Disability means significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance.

## Multiple Disabilities

Multiple disabilities means concomitant impairments (such as intellectual disability-blindness, intellectual disability-orthopedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness.

## Orthopedic Impairment

Orthopedic impairment means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

## Other Health Impairment

Other health impairment means having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that –

- (A) Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia; and
- (B) Adversely affects a child's educational performance.

## Specific Learning Disability

Specific learning disability is defined as follows:

- (A) General. The term means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.
- (B) Disorders not included. The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

## Speech or Language Impairment

Speech or language impairment means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance.

## Traumatic Brain Injury

Traumatic brain injury means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory, attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

## Visual Impairment Including Blindness

Visual Impairment including blindness means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

## I. What types of programs are offered by my School District?

Each school district provides programs which are based on the needs of students in the district. The following information is a general description of the types of support which may be discussed as part of your child's MDE/IEP process.

Your child could be recommended for placement in the regular classroom program with students who are the same age as your child. If your child requires a Learning Support (Resource Room or Part Time) program, it is usually provided in the regular public school. When a child requires a full-time special education program, school officials must still try to place the child in a regular public school, unless the child's needs are so complex that this would not be appropriate. When the IEP cannot be implemented in the public school, the child must be placed in either a public or private special education school. A less preferred choice would be "homebound" instruction. School districts can contract with other school entities such as the LIU 12 to provide programs.

**NOT ALL OF THESE CLASSES/SERVICES ARE PROVIDED BY SCHOOL DISTRICTS. THE LISTING IS PROVIDED SO YOU WILL KNOW THE TYPES OF CLASSES/SERVICES YOU MAY HEAR ABOUT WHEN YOUR CHILD'S PROGRAM IS DISCUSSED.**

School officials are permitted to place children with different disabilities into the same class only if their learning needs are similar and they can all benefit from the same level and manner of instruction.

The law also requires that students be placed in classes and schools attended by children of the same age range. At the elementary level (K-6th grade), a class cannot have children who vary by more than 3 years in age.

J. The following are placement options for students turning school-age:

- Regular Kindergarten Program
- Regular Kindergarten Program with accommodations  
e.g. preferential seating, peer helper, etc.
- Regular Kindergarten Program with one or more of the following special services
  - a) speech/language therapy
  - b) occupational therapy
  - c) physical therapy
  - d) hearing itinerant service
  - e) vision itinerant service
  - f) orientation mobility specialist
  - g) learning support
- Remain in Preschool / Early Intervention Program
- Hearing Support
- Vision Support
- Emotional Support
- Learning Support
- Life Skills Support
- Autistic Support
- Multiple Disabilities Support

K. What is the role of my child's present Early Intervention team?

The team, which is currently providing services to your child, participates in the MDE process by providing information about the child's current functioning, strengths and needs and need for specially designed instruction. This information is then included in a report which summarizes the MDE assessment, and is shared at a meeting with parents, district representative and a preschool team representative. LIU #12 staff support the family and the school district as much as possible during TRANSITION planning.

L. Does the LIU 12 provide school age level programs for children?

Yes, the LIU 12 provides programs for children who are of public school age. However, the LIU 12 can only provide a program for a child when the school district requests the program and provides funding. School districts contract with the LIU 12 to provide classroom and other support services.

M. Who should I call for information about services for my child in a private school?

Parents should call their District Representatives. Parents can tell their District Representative the name of the private school their child will be attending. The District Representative will respond to questions about special services that may or not be delivered to children in private schools. Delivery of those services will occur based on a service plan.

N. Who should I call about services for my home education (home school) services for my child?

Parents should call their District representative.

## O. Who is my District Representative?

<b>District</b>	<b>Member</b>	<b>Address</b>	<b>Phone</b>
Bermudian Springs	Lisa Conrad	7335 Carlisle Pike, York Springs PA 17372-8807	717-528-4113
Central York	Michelle Ludwig	775 Marion Road, York PA 17406	717-846-6789
Chambersburg	Autumn Reely	435 Stanley Avenue, Chambersburg PA 17201	717-709-4080
Conewago Valley	Stephanie Corbin	130 Berlin Road, New Oxford PA 17350	717-624-2157
Crispus Attucks Charter School	Michael Goc Tracy Landis	605 South Duke Street, York PA 17403	717-848-3610
Dallastown	Brett Frey	94 Beck Road, York PA 17403	717-378-0054
Dover	Katherine Guyer	101 Edgeway Road, Dover PA 17315	717-292-3671
Eastern York	Caitlin Miletto	P O Box 150, Wrightsville PA 17368	717-252-1555
Fairfield	Daniel Watkins	4840 Fairfield Road, Fairfield PA 17320	717-642-2054
Fannett-Metal	Holly Varner Ron Deguffroy	14823 Path Valley Road, P O Box 91, Willow Hill PA 17271	717-349-3087
Franklin County Career and Technology Center	Terry Miller	2463 Loop Road, Chambersburg PA 17202	717-263-9033
Gettysburg	Kelly Dewees	900 Biglerville Road, Gettysburg PA 17325	717-334-6254
Gettysburg Montessori Charter School	Becky Black	888 Coleman Road, Gettysburg PA 17325	717-334-1120
Greencastle-Antrim	Ginger Thompson	500 East Leitersburg Street, Greencastle PA 17225	717-597-3226
Hanover Public	Lois Gunnet	403 Moul Avenue, Hanover PA 17331	717-630-4640
Lincoln Charter School	Leah Ellingson	559 West King Street, York PA 17403	717-699-1573
Littlestown	Carolyn Fiascki	162 Newark Street, Littlestown PA 17340	717-359-4146
Northeastern	Beth Ann Radanovic	41 Harding Street, Manchester PA 17345	717-266-3667
Paradise School	Dustin Langeheine	6156 West Canal Road, Abbottstown PA 17301-8982	717-259-9537
Red Lion	Yvette Line-Koller Sarah Hoffnagle Amber Mentz	696 Delta Road, Red Lion PA 17356	717-244-5550
School District of the City of York	Jill Koser	31 North Pershing Avenue, York PA 17401	717-849-1431
Shippensburg	Peggy Crider Bethany Bridges	Administration Office, 317 N Morris Street, Shippensburg PA 17257	717-530-2700
South Eastern	Sandra Ness Thomas Wysocki	377 Main Street, Fawn Grove PA 17321	717-382-4843
South Western	Robin Hamme	225 Bowman Road, Hanover PA 17331	717-632-2548
Southern York	Brendan Rogers	P O Box 128, Glen Rock PA 17327	717-235-4811
Spring Grove	Karyn Brown Kerri Henry Ryan Lehman	Educational Service Center 100 East College Avenue Spring Grove PA 17362	717-225-4731
Tuscarora	Michelle Bennett	4773 Ft. Loudon Road, Mercersburg PA 17236	717-328-3127 717-369-3123
Upper Adams	Anne Corwell	161 North Main Street, P O Box 847, Biglerville PA 17307	717-677-7191
Vida Charter School	Elana Nashelsky	120 East Broadway, Gettysburg PA 17325	717-334-3643
Waynesboro	Sherri Sullivan	210 Clayton Avenue, Waynesboro PA 17268	717-762-1191
West York Area	Traci Stauffer	2605 W Market Street, York PA 17404	717-792-2796
York Academy Regional Charter School	Dawnmarie Ezzo	32 West North Street, York PA 17401	717-801-3900
York County School of Technology	Joseph Terch	2179 S Queen St, York PA 17402	717-741-0820

## **Part II**

### **Information to Help Discuss My Child's Skills**

- A. Readiness Checklist
- B. Observation Checklists
- C. Parent Observation form for kindergarten classroom
- D. Parent Observation form for kindergarten-level  
Special Education Programs
- E. Parent Transition Worksheet

## A. *Readiness Checklist*

**NAME:**

**DATE:**

**DATE OF BIRTH:**

**DISTRICT:**

**PRESENT SCHOOL PLACEMENT:**

Listed below are many skills that children usually need to be successful in a regular kindergarten class. Your child may or may not possess them at this time. Take time to read this Readiness Checklist and give your child a score of 1, 2, or 3 following the scale listed below. This should provide parents and teachers with insight as to potential strengths and weaknesses, and will be helpful to the kindergarten teachers meeting your child for the first time.

### **SCORING SCALE**

1 = SKILL IS CONSISTENT, ALWAYS PRESENT

2 = SKILL IS SEEN SOMETIMES, EMERGING

3 = SKILL IS NEVER SEEN, NOT PRESENT

### **SOCIAL - EMOTIONAL:**

- \_\_\_ 1. Asks for help when having difficulty
- \_\_\_ 2. Chooses activities without teacher's help
- \_\_\_ 3. Completes simple errands
- \_\_\_ 4. Puts away toys independently when asked
- \_\_\_ 5. Uses "please", "thank you", and "excuse me"
- \_\_\_ 6. Takes turns in a group and one-on-one
- \_\_\_ 7. Plays with 4-5 other children in a cooperative activity without constant supervision
- \_\_\_ 8. Joins in conversations
- \_\_\_ 9. Initiates both peer and adult interactions
- \_\_\_ 10. Obeys rules
- \_\_\_ 11. Makes simple decisions and choices

Readiness Checklist, continued

- \_\_\_ 12. Expresses feelings in appropriate manner
- \_\_\_ 13. Obeys warning words such as “stop” or “no”
- \_\_\_ 14. Completes simple tasks without supervision
- \_\_\_ 15. Adapts to classroom transitions
- \_\_\_ 16. Separates from teacher and parent without upset
- \_\_\_ 17. Attends to tasks for 15 minutes
- \_\_\_ 18. Accepts suggestions from teacher and peers

**SELF-HELP:**

- \_\_\_ 1. Takes care of own possessions
- \_\_\_ 2. Avoids dangerous situations such as traffic, poison
- \_\_\_ 3. Possesses independent feeding skills:
  - \_\_\_ Prepares own sandwich
  - \_\_\_ Serves self
  - \_\_\_ Spreads soft foods with a knife
  - \_\_\_ Opens carton of milk
  - \_\_\_ Carries own tray
  - \_\_\_ Uses a napkin correctly
  - \_\_\_ Uses correct utensils for food
  - \_\_\_ Clears place at table
- \_\_\_ 4. Possesses independent dressing skills:
  - \_\_\_ Buttons
  - \_\_\_ Unbuttons
  - \_\_\_ Velcro
  - \_\_\_ Snaps
  - \_\_\_ Zippers
  - \_\_\_ Knows correct shoe for foot
  - \_\_\_ Ties shoes
  - \_\_\_ Puts coat on independently

Readiness Checklist, continued

- \_\_\_ 5. Possesses independent bathroom skills, including:
- \_\_\_ Uses bathroom when needed and without supervision
  - \_\_\_ Washes and dries hands
  - \_\_\_ Locates correct bathroom in public place
  - \_\_\_ Uses toilet paper appropriately
- \_\_\_ 6. Blows and wipes own nose
- \_\_\_ 7. Locates classroom or other rooms as needed

**MOTOR SKILLS:**

- \_\_\_ 1. Walks and runs in coordinated manner
- \_\_\_ 2. Rides two wheeler bike with training wheels
- \_\_\_ 3. Swings on swing without being pushed
- \_\_\_ 4. Climbs up and down ladders of playground equipment
- \_\_\_ 5. Dribbles a ball
- \_\_\_ 6. Catches and throws a variety of balls
- \_\_\_ 7. Sits in a desk and chair
- \_\_\_ 8. Marches rhythmically
- \_\_\_ 9. Climbs and descends steps
- \_\_\_ 10. Holds pencil correctly
- \_\_\_ 11. Slides down sliding board
- \_\_\_ 12. Stands and hops on one foot
- \_\_\_ 13. Kicks a ball
- \_\_\_ 14. Walks along a balance beam
- \_\_\_ 15. Cuts with scissors

Readiness Checklist, continued

\_\_\_ 16. Copies vertical and horizontal lines, circle and cross

**COGNITIVE:**

\_\_\_ 1. Counts to 10

\_\_\_ 2. Recites alphabet

\_\_\_ 3. Identifies left and right hand

\_\_\_ 4. Prints first name

\_\_\_ 5. Colors within lines

\_\_\_ 6. Identifies weather conditions

\_\_\_ 7. Follows two step directions

\_\_\_ 8. Uses 3 to 4 word sentences

\_\_\_ 9. Matches colors

\_\_\_ 10. Names days of week

\_\_\_ 11. Identifies season of year

## *B. Observation Checklists*

The following checklists have been developed to help you in judging how your child will do in the future classroom setting. As you observe the classroom, it is wise to keep in mind your child's strengths and weaknesses and how he/she will fit into the classroom routine.

Parents should call the school before their visit to make sure the teacher and staff are there to answer their questions. If possible, the child can go along with the parents on this visit to the new school. Parents can also drive by the school and visit the school playground with their child to aid in familiarizing him or her with the new school.

## **C. PARENT OBSERVATION FORM FOR KINDERGARTEN CLASSROOM**

### **1. NON-ACADEMIC AREAS:**

Do the children load and unload the bus independently?

Are the children expected to go to the bathroom alone or in a group?

How long is the school day? How is the time divided?

Are the children expected to get in and out of coats and put them away independently?

### **2. CLASSROOM:**

How many children are in the class? How many adults are in the class?

How long are the children expected to remain in their seats for desk work? Can the child move about the classroom freely?

What are the other children doing while the teacher provides small group or individual instruction?

Are the children expected to follow a daily routine with few directions or frequent directions?

How long are the teacher's directions (2, 3, 4, 5 step directions)?

How often are the children involved in small group or individual instruction during the day? Length of time spent in these activities?

What does the teacher use to reward positive behavior and punish negative behavior?

What is the level of interaction between the children in the classroom?

Is the child expected to raise their hand or simply speak out to request help or ask a question?

3. EVALUATIONS AND COMMUNICATION:

How is progress measured and how often?

How is the information shared with the parent?

Can the teacher accept phone calls during the day? Can a message be taken?

Are there parent-teacher meetings throughout the year?

Does the school have a parent organization and is volunteer help encouraged?

4. What skills might my child need to work on during the time remaining before kindergarten?

## **D. PARENT OBSERVATION FORM FOR KINDERGARTEN-LEVEL SPECIAL EDUCATION PROGRAMS**

### **1. NON-ACADEMIC AREAS:**

What is the physical layout of the building and the classroom? What, if any, are the physical barriers for the child?

Do the children load and unload the bus independently?

Are they expected to arrive at their classroom independently?

Where is the bathroom? In the classroom or in the hallway?

How do children get to the bathroom, alone or in a group?

How long is lunch? Do the children move through the cafeteria line independently or with the teacher?

How long is recess? How many children are on the playground? How many teachers?

Is there a quiet time in the early afternoon?

How long is the class session?

### **2. CLASSROOM:**

How many children are in the class? How many adults?

How long are the children expected to remain in their seats for desk work? Can the child move about the classroom freely?

What are the other children doing while the teacher provides small group or individual instruction?

Are the children expected to follow a daily routine with few directions or frequent directions?

How long are the teacher's directions (2, 3, 4, 5 step directions)?

How often are the children involved in small group or individual instruction during the day? Length of time spent in these activities?

What does the teacher use to reward positive behavior and punish negative behavior?

What is the level of interaction between the children in the classroom?

Is the child expected to raise his/her hand or simply speak out to request help or ask a question?

3. EVALUATIONS AND COMMUNICATION:

How often and when is the child's progress measured? What assessments and testing tools are used? How is this information shared?

How are parents' concerns dealt with? To whom does the parent go when they have concerns?

Is there a daily communication book for parent and teacher? Phone calls or regularly scheduled meetings?

4. SERVICES AVAILABLE:

What are the therapeutic services available for the child (e.g. Speech/Language therapy, Occupational therapy, Physical therapy, Adapted Physical Education, etc.)?

What does each of these special services or areas of therapy involve (e.g. will the child be seen individually or in a group, what specific tasks will the therapist perform with the child? Service is determined by child's IEP.)?

How will these services be worked into the child's class routine?

What services are available for parents? Parent organizations, volunteers or support groups?

## **E. PARENT TRANSITION WORKSHEET**

Date of Observation: \_\_\_\_\_

Location: \_\_\_\_\_

Name of Teacher Observed: \_\_\_\_\_

THESE ARE MY CHILD'S STRENGTHS:

- ◆ Things I really like about my child
  
- ◆ Things my child really likes
  
- ◆ Things she/he does well

THESE ARE SOME AREAS MY CHILD MAY NEED SPECIAL HELP WITH:

SOME THINGS I HAVE BEEN WORKING ON AT HOME WITH HIM/HER ARE:

PLANS FOR NEXT YEAR:

- ◆ What special services do I think my child might need?
  
- ◆ Will she/he need any changes in the classroom or building?
  
- ◆ How do I want to keep informed about my child's progress? How often?

## **Part III**

# **Resources**

- A. Glossary of Terms
- B. Abbreviations

## A. Glossary of Terms

<b><u>Word</u></b>	<b><u>Definition</u></b>
Achievement	What a person can do to show that something has been learned.
Acting Out	Reacting to stress physically rather than “talking out” the problem.
Adaptive Physical Education	Physical Education activities that are adapted to meet special needs of handicapped or delayed children.
Affect	Feeling, emotion.
Age Equivalent (AE)	Test scores described in years and months.
Annual Goal	What the education plans to teach your child during the school year.
Apraxia	Difficulty coordinating and using muscles such as in walking or making speech sounds.
Articulation	Way a person says sounds or words, pronunciation.
Assessment	Test, evaluation to see how well a student is learning.
Assistive Technology	Technology to help the physically handicapped child learn and participate in school.
Associated Movements	Extra movements when using a muscle, i.e. moving the mouth when cutting with scissors.
Attending	When a person is paying attention.
Attention Deficit/ Hyperactivity Disorder (ADHD)	Neurological disorder that causes extreme distractibility and extreme activity level.
Audiologist	Person who tests hearing and ear function.

Auditory Discrimination	Ability to tell when things sound the same or different.
Auditory Processing	How the brain understands and sorts through spoken language.
Augmentative Communication	Use of pictures, symbols, gestures and computer technology to help people communicate.
Aural	Having to do with the ear or hearing
Autism	Neurological disorder that includes impaired social and communication skills, stereotypical behaviors and strong resistance to changes in routine.
Autistic Support Class	Special education classroom for children with autism.
Baseline	Measure of behavior before special help is given.
Behavior Management	Development, change and maintenance of selected behaviors through rewards and punishments.
Behavior Modification	Changing another person's behavior.
Behavioral Observation	Observing and recording what a child does.
Blindness/Visual Impairment	Visual impairment that adversely affects the educational performance of the child.
Blind or Visually Impaired Support	Special education class for children who are blind or have a visual impairment.
Charter School	A school that receives public funding but operates independently of the public school system in which it is located.
Chronological Age (CA)	Exact age such as six years four months.
Cognitive Skills	Thinking skills.
Compensation	Using a strength to overcome a weakness.
Confidentiality	Information can not be shared without signed permission.

Criteria	What the child has to do to demonstrate that the skill is learned.
Criterion Referenced Test	Test made of skills grouped by age level.
Cue	Clue, hint or prompt.
Curriculum	Organized program of learning, separated by content, instruction, assessment, and course content.
Curriculum Based Assessment (CBA)	Testing using skills in the curriculum.
Deafness/Hearing Impairment	Hearing loss that interferes with the development of the communication process and results in failure to achieve educational potential.
Deaf or Hearing Impaired Support	Special education class for children who are deaf or have a significant hearing impairment.
Decibel	Measure of how loud a sound is.
Developmental Delay	When a child cannot do the same things other children his age can do and the reason for the delay is not known. Development must be delayed by 25% in one or more areas or 1.5 Standard Deviations delayed in one or more areas including speech, motor, social, self help or cognitive skills. This is an eligibility for early intervention services. It can not be used to determine eligibility at the school-age level.
Discrimination	Ability to tell the difference between two things, such as sounds, pictures or objects.
Distractibility	Difficulty focusing attention or concentrating
Dominance	Preferred side of body, i.e. right hand.
Due Process	Legal paper that authorizes specific special education services.
Dysfluency	Breaking the flow of smooth easy speech such as in stuttering or stammering.
Early Childhood Education	Kindergarten through third grade education.

Early Intervention (EI)	Special educational services for children younger than kindergarten age.
Ecological Assessment	Evaluation of child's development in his environment.
Eligible Young Child	Child who is less than school age but at least 2 years 9 months of age as of September 1 and who has a disability as defined by law.
Emotional Disturbance	Inability to build or maintain satisfactory interpersonal relationships, behavior or feelings under normal circumstances, depression, fears, or psychosomatic problems that are interfering with the child's ability to learn.
Emotional Support (ES)	Special education service for children who need help in emotional development.
Encopresis	Uncontrolled bowel movements.
Enuresis	Uncontrolled urination.
Etiology	What causes a disorder.
Evaluation	Assessment, testing.
Exceptionality	Handicap, disability.
Expressive Language	Communication.
Extended School Year	Education that goes beyond the normal school calendar to help avoid loss of skills because of the long summer break.
Extension	Straightening of any part of the body.
Eye Contact	Look at, as in looking at the person to whom you're speaking or listening or to look at what you are doing with your hands.
Eye Hand Coordination	How the Eyes and hands work together.
Facilitated Communication	Communicating with the help of physical touch.

Figure Ground	Ability to separate the important information from Perception the background.
Fine Motor Skills	Way we use our hands.
Fluency	Ability to speak smoothly and easily.
Gifted	Outstanding intellectual and creative ability that requires special services and programs not available in the regular education classroom, IQ over 130.
Grade Level (GE)	Work expected at a specific grade.
Gross Motor Skill	Way we use the large muscles to move or balance.
Hearing Impaired (HI)	To have a hearing loss that interferes with the development of communication skills.
Hyperactivity	See Attention Deficit/Hyperactivity Disorder.
Hypertonic	High muscle tone, tightness or spasticity.
Hypotonic	Low muscle tone, floppy.
Individual Education Plan (IEP)	Legal document that describes the education of an exceptional child.
Individualized Instruction	Teaching in the way that best suits the child's needs.
Instructional Level	Place in the curriculum where the student is able to learn best.
Instructional Support Team (IST)	Group of school personnel who help students succeed in the regular classroom.
Integration	Mixing children with handicaps with normally developing peers, or to completely understand how information fits together.
Intellectual Disability	Overall delay in development of skills that adversely affects educational performance, IQ is below 70 and Exists concurrently with a significant delay in Adaptive behavior.

Intelligibility	How easily a person's speech is understood by others.
Itinerant	Staff member who travels from one building to another.
Judgment Based Assessment	Testing using observations of behaviors.
Kinesthetic	Ability to feel how heavy something is, or how fast or where our body is moving.
Language	Understanding and communicating with others.
Laterality	Knowing your left from your right.
Learning Disability (LD)	Difficulty learning specific skills that is not due to intellectual delay, sensory impairment, emotional, or physical handicaps or environmental factors such as culture.
Learning Support (LS)	Special education classroom for children who need to learn academics.
Least Restrictive Environment (LRE)	Place where child's needs can be met best and Environment exclude him the least from the regular classroom.
Life Skills Support (LSS)	Special education class for children who need to learn independent living skills.
Lincoln Intermediate Unit (LIU 12)	Education agency that provides special educational services for school districts.
Locomotion	Getting around by walking, running, crawling.
Mainstreaming	When a special student is placed in a regular class for some subjects, also called integration.
Manual Expression	Gestures.
Mean Length of Utterance	Number of words your child usually says in a sentence.
Mental Age (MA)	Age level at which a person thinks or reasons.

Mixed Dominance	Confusion on whether to use right or left side of body for writing or kicking.
Motor Skills	Skills that use the muscles of the body and coordinate movement.
Motor Overflow	See Associated Movements.
Multidisciplinary Team (MDT)	Group that works together to plan a child's special education program.
Multiple Disabilities Support (MDS)	Program for children with more than one serious problem, such as physical and intellectual delays.
Norm Referenced Tests	Tests that compare the child's skills with other children of the same age.
Notice of Recommended Educational Placement (NOREP)	Legal paper that states what classroom a child will attend.
Objective	What the teacher will teach your child, goal.
Occupational Therapist (OT)	Person who tests a child's ability to perform fine motor tasks and activities of daily living like eating, dressing, or writing and helps the child learn to do them independently.
Oral Motor Skill	Ability to coordinate and use muscles of the lips, tongue, palate and jaw for speech or eating.
Orientation and Mobility Specialist (OMS)	Person who trains visually impaired students to move in the environment.
Other Health Impairment	Conditions that limit strength, vitality, or alertness due to chronic or acute health problems, such as heart disease, asthma or other illness.
Orthopedically Impaired	Severe orthopedic impairment that adversely affects a child's educational performance.
Part Time Classroom	Special education classroom where child spends about half the day receiving help in areas of need.

Peers	Children the same age and sex as your child.
Percentile	Test score ranging from 1 to 99.
Perception	Your understanding of things around you.
Perceptual Skills	Skill at getting and using information from seeing, hearing, touching, smelling, tasting.
Perseveration	Constant repeating of a task or words without any meaning or purpose.
Pervasive Developmental Disorder (PDD)	Condition causing severe problems in learning language, social and motor skills.
Phonics/Phonetic	Learning the sounds of the letters.
Physical Therapist (PT)	Person who teaches how to use muscles to walk, sit, stand and move.
Play Based Assessment	Testing that uses observation in a play setting to assess skills. (PBA)
Pragmatic Language	Social use of language.
Prerequisite	Something that is needed before you are able to do a new task.
Preschool Program Specialist	Person with training and experience to help the teacher understand how to educate the exceptional child.
Present Level	What the child can do now.
Prognosis	Prediction.
Prompt	Word or action which helps a child know what he is to do next.
Proprioceptive Skill	Ability to know how your body parts are positioned.
Protocol	Test booklet.

Psychiatrist	Medical doctor who specializes in working with mental disorders.
Psychologist	Person who is trained in psychology, the study of the mind and emotions.
Psychomotor	Moving and its effect on learning.
Reading Readiness	How prepared a child is to learn to read.
Receptive Language	Skill in understanding spoken language.
Referral	Written request for services such as testing.
Regression	Losing skills that were previously learned.
Reinforcement	Rewarding a child for a behavior.
Related Services	Transportation, therapies or other supportive services that help the student benefit from special education.
Release of Information	Legal paper giving permission for people to share information.
Reliability	Consistency and accuracy of test scores
Remedial	Special help in areas of need.
Resource	Person or place that gives extra help to a child.
Restraint	Holding on to the child in such a way that he is prevented from harming himself or others.
Screening	Quick test to see if more testing is needed.
School Psychologist	Psychologist who specializes in school behavior and learning.
Self Concept/Self Image	One's opinion of him/herself.
Self Contained Class	See Full Time Classroom.
Self Help Skills	Things we do each day to take care of ourselves, such as dressing.

Sensorimotor	How our body's muscles and nerves use the information we get through our eyes, ears, nose, touch and taste.
Sensory	Having to do with our senses of hearing, smell, taste, touch, and sight.
Sensory Integration (SI)	Ability to understand and use information from the senses.
Separation Anxiety	Fear of leaving parents.
Sequence	Set order or organization.
Sequencing Skills	Ability to remember, understand and maintain the order of information
Short Term Objectives	Goals for student to learn over a few months.
Sibling	Brother or sister.
Socialization	Ability or opportunity to get along with others, make friends.
Spasticity	Muscle tightness.
Spatial Relationships	Ability to visually decide how much space is needed for objects and how they relate.
Special Education	Specially designed instruction to meet a child's educational needs.
Specific Learning Disability	See Learning Disability.
Speech	Saying sounds and words.
Speech/Language Clinician	Someone who teaches people how to talk, to know what words mean, and to put words together to express thoughts.
Speech/Language Impairment	Impairments of language, voice, fluency or articulation that are not due to sensory impairment or developmental delay.
Speech/Language Support/Therapy	Special education program for students who have speech or language impairment.

Standardized Test	Normed test used to compare a child's performance to other children his or her age.
Stimulation	Actions that parents and teachers do with children to help them become more aware of themselves and their surroundings which in turn helps them learn.
Stimulus	Something that causes a person to act in a certain way.
Supplementary Aids and Services	Instructional support to help the child learn in the regular education classroom, such as paraprofessional personnel, technology, equipment.
Support Teacher	Teacher who works with the Instructional Support Team to help eligible children in the regular classroom.
Systematic Observation	Structured procedure to measure behavior.
Tactile Skills	Ability to understand what is touched.
Therapy	Special instruction in specific areas.
Time Out	Giving a child time to regain composure.
Total Communication	Using all means to communicate, including speech, gesture, body language.
Traumatic Brain Injury	To have an injury to the brain occurring after birth which causes severe behavior and learning problems but not necessarily mental retardation.
Underachievement	Not working up to ability.
Visual/Auditory/ Kinesthetic/Tactile Learning (VAKT)	Teaching method using sight, sound and touch to learn.
Validity	How well a test can predict behavior or learning.
Verbal	Spoken words.
Verbalize	Say, put into words, talk.
Visual Acuity	Physical ability to see.

Visual Closure	Ability to recognize something when only part of it is seen.
Visually Impaired	Difficulty learning due to problems seeing.
Visual Memory	Remembering what is seen.
Visual Motor Coordination	Eyes and hands working together.
Visual Perception	Understanding what is seen.
Visual Sequencing	Maintaining the order of what is seen.
Vocalization	Making sounds with the mouth and throat.
Withdrawal	Behavior characterized by extreme shyness and avoidance of other people.

## B. Abbreviations

ACLD	Association for Children with Learning Disabilities
ACS	Augmentative Communication System
A.D.H.D.	Attention Deficit Hyperactivity Disorder
AS	Autistic Support
BBVS	Bureau of Blindness & Visual Services
B/VI	Blindness or Visual Impairment
B/VIS	Blind/Visually Impaired Support
CEC	Council for Exceptional Children
DD	Developmental Delay
D/HI	Deaf/Hearing Impairment
D/HIS	Deaf/Hearing Impaired Support
EC	Early Childhood
ECSE	Early Childhood Special Education
EI	Early Intervention
ER	Evaluation Report
ES	Emotional Support
ESL	English as a Second Language
ESY	Extended School Year
FAPE	Free Appropriate Public Education
FLC	Franklin Learning Center
GED	General Education Development/General Education Diploma

IA	Instructional Advisor
ID	Intellectual Disability
IEP	Individualized Education Program
IST	Instructional Support Team
LD	Learning Disabilities
LEA	Local Educational Agency
LIU	Lincoln Intermediate Unit
LRE	Least Restrictive Environment
MAWA	Mutually Agreed Upon Written Arrangement
MBD	Minimal Brain Dysfunction
MDE	Multidisciplinary Evaluation
MDT	Multidisciplinary Team
MDS	Multiple Disabilities Support
MH/IDD	Mental Health/Intellectual Developmental Disabilities (was MH/MR)
NI	Neurologically Impaired
NOREP	Notice of Recommended Educational Placement
OI	Orthopedically Impaired
OMS	Orientation Mobility Specialist
OT	Occupational Therapist
PAGE	Pennsylvania Association of Gifted Education
PARC	Pennsylvania Association for Retarded Citizens
PATTAN	Pennsylvania Training and Technical Assistance Network
PDE	Pennsylvania Department of Education

PPS	Pupil Personnel Services
PT	Physical Therapy
PTA	Parent Teachers Association
RHS	Related Health Services
RR	Re-evaluation Report
SLD	Specific Learning Disability
S/LI	Speech/Language Impaired
SLS	Speech and Language Support
SSI	Supplemental Security Income
TBI	Traumatic Brain Injury
VI	Vision Impaired
YLC	York Learning Center

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Lincoln Intermediate Unit 12 will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

For information on your rights or grievance procedures, contact the Title IX Coordinator and ADA Coordinator through the Human Resource Department at the Lincoln Intermediate Unit 12, P. O. Box 70, New Oxford, PA 17350, telephone (717) 624-4616.