

YOUTH TRANSITION NEWSLETTER

Winter 2015

SUPPORT GROUPS

The Youth Transition Specialist and the District 186 Parent Mentor, Ms. Mary Wyman, continue to host the Support Groups for Teens/Young Adults and Parent 2 Parent (P2P), which are sponsored jointly by SCIL and District 186. With input from parents, SCIL and District 186, we are here to address topics that are of interest to every teen/young adult with disabilities and their parents in Springfield and area wide school districts. Future topics will be determined by those teens/young adults and parents who attended the previous month's meetings.

The Teen/Young Adult Support group continues to be for any teen/young adult with a disability between the ages of 14-21. P2P will be part of this support group meeting and is for any parent who has a student with a disability in Springfield and surrounding area school districts. These meetings are a good way to socialize, develop new friendships, share stories and connect with others. Meetings are for any teens/young adults and parents; family members interested in learning more are always welcome to attend. Light refreshments and child care will be provided (from 6:00 to 7:30 p.m.). Please watch your mail for announcements of the topics for future support group meetings.

All meetings will be conducted at Lawrence Adult Education Center located at 101 E. Laurel St. from 6:00 to 7:30 on the second Tuesday of the month, unless otherwise announced.

Please contact Carolyn Thorpe, SCIL Youth Transition Specialist, at 523-2587 v/tty, or Mary Wyman, District 186 Parent Mentor, at 525-3060, at least two days in advance before attending any meetings so adequate refreshments can be provided. The next meetings are scheduled for **January 13, 2015, February 10, 2015 and March 10, 2015**. If you have any questions, please contact Carolyn at 523-2587 v/tty. I look forward to welcoming returning and new parents and teens to this group!

SCIL will be closed on the following dates:

January 19, 2015 for Martin Luther King, Jr. Day
February 12, 2015 for Lincoln's Birthday
February 16, 2015 for President's Day

SPECIAL EDUCATION ACRONYMS & DEFINITIONS R-Z:

This is the second of a two-part series on Special Education Acronyms and Definitions. As you participate in the special education process, you will perhaps encounter unfamiliar language and acronyms. During the IEP meeting, it is often presumed that everyone is familiar with the meanings. If you are at a meeting, you may need to ask, "What does that term mean?" The following terms come from the booklet, 'An Educator and Parent Primer on Special Education Acronyms, Abbreviations and Definitions'. You may want to become familiar with the terms used below before attending your child's IEP meeting.

- RtI** Response to Intervention: A general education process that provides support for students experiencing academic and behavioral difficulties.
- SEA** State Education Agency: The State Board of Education or other agency responsible for the State supervision of public elementary and secondary schools.
- SLD** Specific Learning Disability: A disorder that affects the ability to listen, think, speak, read, spell or do mathematical calculations.
- SL** Speech and Language Disorders: Problems in communication and related areas such as oral motor function. These delays and disorders range from simple sound substitutions to the inability to understand or use language or use the oral-motor mechanism for functional speech and feeding. Some causes of speech and language disorders include hearing loss, neurological disorders, brain injury, cognitive impairment, drug abuse, physical impairments such as cleft lip or palate and vocal abuse or misuse. Frequently, however, the cause is unknown.
- SLP** Speech Language Pathologist: A trained therapist who provides treatment to help a person develop or improve articulation, communication skills and oral-motor skills. Also helps children with speech errors and/or those with difficulties in language patterns.
- TBI** Traumatic Brain Injury: Physical damage to the brain that could result in physical, behavioral or mental changes depending on which area of the brain is injured. TBI could impact a student's education; special education services may be needed.
- VR** Vocational Rehabilitation: A program of rehabilitation through job training focusing on the participant moving toward gainful employment.

SPECIAL EDUCATION TERM DEFINITIONS A-Z

These terms and definitions also come from the booklet, 'An Educator and Parent Primer on Special Education Acronyms, Abbreviations and Definitions'. Likewise, you may want to become familiar with these terms before attending your child's IEP meeting. Below is a sampling of common acronyms.

Accommodations: Special academic and/or behavioral adjustments that assist a student to participate in the general education classroom, also known as Supplemental Aids and Services. Accommodations do not change what is being measured or taught, only the way it is delivered.

Advocate: An individual who represents or speaks on behalf of another person's interests such as in a parent with his or her child.

Americans with Disabilities Act (ADA): A civil rights law that prohibits discrimination against persons with disabilities in the areas of accessibility, employment, public services, public accommodations, transportation and communication.

Autism: A developmental disability significantly affecting verbal and non-verbal communication and social interaction.

Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD): A national organization that provides information, training and support for individuals interested and/or impacted by ADD/ADHD.

Consent: Written parent permission before initial evaluation and placement in special education.

Comprehensive Educational Evaluation: The evaluations and observations done by the school staff to find out if the child has a disability and requires special education and related services. The school's multi-disciplinary team is required to do this evaluation and conduct a meeting with the parents to discuss the results. A parent may choose to share any evaluation and assessment information done by the child and family agency or by other qualified persons.

Disability: A substantially limiting physical or mental impairment that affects basic life activities such as hearing, seeing, speaking, walking, caring for oneself, learning or working.

Due Process: A process for resolving a dispute between the family and the public school related to the identification, evaluation or placement of a child with disabilities.

Due Process Hearing: A legal proceeding where a hearing officer is presented evidence by disagreeing parties. A verbatim record is taken of the proceedings,

and a hearing officer writes a decision that may be appealed to the State education agency, and if desired, a civil court.

Due Process Hearing Officer: The trained and neutral individual who conducts the due process hearing.

Dyslexia: A learning disability in which the child has difficulty with reading due to difficulty distinguishing written symbols. For example, transposing letters and words such as reading "top" as "pot."

Dyspraxia: Difficulty with planning and performing coordinated movements although there is no apparent damage to muscles.

Early Intervening: A general education responsibility, providing evidence-based strategies for students experiencing academic and behavioral difficulties.

Family Education Rights and Privacy Act (FERPA): A federal law that protects the privacy and transfer of student education records.

Functional Behaviors: Behaviors (basic skills such as meal-time skills) the child has mastered, or needs to master, in order to get along as independently as possible in society.

Individuals with Disabilities Education Act (IDEA): The federal law that provides the legal authority for early intervention and special educational services for children birth to age 21. Part B outlines services for children age three to 21. Part C outlines services for children ages birth to three.

Modifications: Change or alterations to what is being measured or taught. Modifications create different standards for children whose disabilities require more intense adjustments. Modifications are typically included in the IEP.

No Child Left Behind Act (NCLBA): This is the principal federal law affecting education from kindergarten through high school for children "at risk." The NCLBA provides opportunities for children to learn and progress.

Office for Civil Rights (OCR): The OCR enforces several federal civil rights laws that prohibit discrimination in programs or activities that receive federal financial assistance from the Department of Education.

Office of Special Education Programs (OSEP): Dedicated to improving results for infants, toddlers, children and youth with disabilities ages birth through 21 by providing oversight, leadership and financial support to assist States and local districts. OSEP administers the Individuals with Disabilities Education Act (IDEA).

Parent Training and Information Center (PTIC): Each State has a PTIC to assist parents of children with disabilities to become more knowledgeable about special education and their child's disability. The PTIC in central Illinois is Family Matters

PTIC (FMPTIC) which is located in Effingham, IL. You may contact them at 1-866-436-7842 or visit them at www.fmptic.org

Related Services: A service that assists a student to benefit from special education. Examples are physical therapy, occupational therapy and school counseling.

Section 504 Coordinator: A school employing 15 or more persons must assign a person to coordinate compliance with Section 504 regulations. It is recommended that all school districts appoint a 504 Coordinator. It is recommended that the same individual serve as the Title VI, Title IV and American with Disabilities Coordinator.

Section 504 of the Rehabilitation Act: A federal law that protects the civil rights of individuals with disabilities. The law is closely intertwined with IDEA. Children with disabilities who are not eligible for special education may qualify for accommodations under Section 504 if they meet the 504 eligibility criteria.

Short Term Objectives: Part of a child's IEP that breaks down an annual goal into small measurable steps. This is optional except for those students taking alternate assessments.

State Board of Education: Determines public school and vocational education policy and manages and directs all public schools under provisions of applicable laws. The Illinois State Board of Education (ISBE) is located in Springfield, IL. The Special Education contact number is 782-5589 or you may visit them at www.isbe.net

Transition: The movement from one service, location or program to another. Young children with disabilities transition at age three from early intervention to preschool education services or to other community settings and services (early intervention and special education). Adolescents transition from school to adult services.

FREE AMPLIFIED PHONES FROM THE ILLINOIS TELECOMMUNICATIONS ACCESS CORPORATION (ITAC)

Illinois law requires all landline and most Cable and VoIP phone companies to provide telephone access for people who are Hard of Hearing, Late Deafened, Deaf, Deaf-Blind or Speech Disabled. ITAC is the not-for-profit corporation established to provide a Free Equipment Program and Illinois Relay on behalf of these phone companies. To qualify, you must be a legal resident of Illinois, have a working landline phone in your home and have your application signed by a medical professional stating you or someone in your home is unable to use a standard phone. For more information, visit www.itactty.org or call Carolyn at 523-2587 v/tty to receive an application.



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To reduce costs, SCIL would like to send all newsletters via e-mail. Please e-mail me at cthorne@scil.org if you would like to receive this newsletter via e-mail.



Inside this Newsletter:

- Support Groups
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If you have any questions or need this newsletter in an alternative format - Braille, large print, or audio-cassette - please call Carolyn at 523-2587 v/tty.

SCIL provides the following services:

Independent Living Skills Training
Personal Assistant Services
Volunteer Opportunities
Information & Referral
Employment Resources
Reintegration Services
Access Coordination
Youth Transition
Support Groups
Peer Counseling
& Advocacy

SCIL does not discriminate against anyone on the basis of disability, race, age, sex, religion, national origin, marital status, sexual orientation, or veteran status.