

DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS

PARTNERS  
IN SPECIAL  
EDUCATION  
*A Parent Guide*





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*With appreciation to everyone who contributed  
to the development of the Department of Defense  
Dependents Schools Special Education Parent Guide*

# PARTNERS IN SPECIAL EDUCATION

## A Parent Guide



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# A Message To Parents

“Partners in Special Education: A Parent Guide” has been developed to assist you as parents, guardians, or other family members in learning more about special education and how we can work together as partners in providing appropriate educational services for your child. If you have noticed that he/she may be having difficulties in school or is not developing as expected, this handbook will provide you with helpful information in getting answers to your concerns and questions. It is not unusual for you to feel alone or anxious about this situation.

Your son or daughter may be in need of some special support and assistance through the Department of Defense Education Activity (DoDEA) Special Education system. As you will see in this handbook, a process has been designed to give you the opportunity to join in partnership with educators and other professionals in designing special support and assistance for your child to be successful in school. By becoming involved in this partnership, you will be a vital link in promoting your child’s social, emotional, and academic growth. Remember, you are the best informed and most knowledgeable advocate for your child and are a very important member in this partnership.

This handbook will address many commonly asked questions families have when beginning the special education process. If you have additional questions or want more information, remember that you are not alone. Talk with your child’s teachers and other staff members at the school. It may also be helpful to talk with other families that also have had experience in this process. As partners, we can make it work.

**Lillian Gonzalez**  
Director  
May 1997

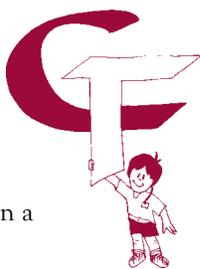


## SECTION ONE

# Key Elements of Special Education

### WHAT IS CHILD FIND?

**CHILD FIND** is a DoDDS program that actively seeks to locate and identify children and youth, ages birth through 21 years of age, who may have developmental delays or educational disabilities and may need special education and related services. Child Find activities, when conducted in the school, may include teacher observations, parent observations, and conferences to discuss your child's strengths and needs. These activities may lead to a formal process designed to further explore ways to assist your child. This process may ultimately result in a recommendation for your child to receive special education services.



If you have a concern about one of your children, you can help this child develop to his or her fullest potential by contacting your local school or the pediatric clinic in your military hospital. They can provide you with information about Child Find and can schedule a screening, if needed.

### WHAT IS SPECIAL EDUCATION?

Special education is any specially designed instruction, support, or equipment a student may need in order to reach his or her fullest potential. These services are available to eligible students, ages 3 through 21 years of age within DoDDS, and may include changes to the education program, commonly known as classroom modifications. A student may also receive services in the general education classroom, a resource room, self-contained class, or other appropriate setting. Special education services provide the additional support or assistance your child may need to be successful.

If your child requires special education services, you will be involved in decisions about what services, instruction, and equipment are to be provided, as well as where these services may take place. DoDDS will ensure that placement is made in the least restrictive environment. This means a student who receives special education services must be placed, to the greatest extent possible, in an educational setting with students his or her own age. Special education and general education are partners with you in this process.

DoDDS special education services are directed by both Federal regulations, P.L. 101-476, "Individuals with Disabilities Education Act (IDEA)," and Department of Defense Instruction, DoDI 1342.12, "Provision of Early Intervention and Special Education Services to Eligible DoD Dependents in Overseas Areas," dated March 12, 1996. These documents ensure that DoDDS personnel and families know who is eligible and what they must do to provide a free and appropriate public education (FAPE).

### WHAT ARE THE DISABILITY CATEGORIES?

Listed below are the five disability categories identified by the law that the Case Study Committee will review during the evaluation process to determine if your child is eligible for special education. It is important for you to seek as much information as you need in order to understand the meaning of the disability which may be identified for your child.

#### **CATEGORY A: Physical Impairment**

Students whose educational performance is adversely affected by a physical impairment that requires environmental and/or academic modifications



including, but not limited to, the following: visually impaired, hearing impaired, orthopedically impaired, other health impaired. This category also includes the disabilities of autism and traumatic brain injury.

### **CATEGORY B: Emotional Impairment**

An emotional condition that has been confirmed by clinical evaluation and diagnosis and that, over a long period of time and to a marked degree, adversely affects educational performance and that exhibits one or more of the following characteristics:

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

This includes students who are schizophrenic, but does not include students who are socially maladjusted, unless it is determined that they are seriously emotionally disturbed.

### **CATEGORY C: Communication Impairment**

Students whose educational performance is adversely affected by a developmental or acquired communication disorder to include voice, fluency, articulation, receptive and/or expressive language.

Language disorders are characterized by an impairment/delay in receptive and/or expressive language including semantics, morphology/syntax, phonology and/or pragmatics. This impairment does not include students whose language problems are due to English as a second language or dialect difference.

Speech disorders include:

- ❶ Articulation disorder which is characterized by substitutions, distortions, and/or omissions of phonemes which are not commensurate with expected developmental age norms, which may cause unintelligible conversational speech and are not the result of limited English proficiency or dialect.
- ❷ Fluency disorder which is characterized by atypical rate, rhythm, repetitions, and/or secondary behavior(s) which interferes with communication or is inconsistent with age/development.
- ❸ Voice disorder which is characterized by abnormal pitch, intensity, resonance, duration, and/or quality which is inappropriate for chronological age or gender.

### **CATEGORY D: Learning Impairment**

This category includes two disabilities. They are:

- ❶ Information Processing Deficit - A disorder in a student's ability to effectively use one or more of the cognitive processes (i.e., discrimination, association, retention, reasoning) in the educational environment. The term does not apply to students who have learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation or emotional disturbance or of environmental, cultural, or economic disadvantage.
- ❷ Intellectual Deficit - A significantly subaverage intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a student's educational performance.

## CATEGORY E: Developmental Delay

*The category of developmental delay is specific only to children ages birth through 5* and refers to a condition which represents a significant delay in the process of development. It does not apply to a condition in which a child is slightly or momentarily lagging in development. The presence of a developmental delay is an indication that the developmental processes are significantly impacted and that, without special intervention, it is likely that the educational performance will be affected when the child reaches school age. The five developmental areas which are investigated in this category are:

- ❶ Physical Development;
- ❷ Communication Development;
- ❸ Cognitive Development;
- ❹ Social/Emotional Development; and
- ❺ Adaptive/Self-Help Development.

### WHAT IS AN IEP?

The Individual Education Program (IEP) is the heart of the planning process for the special education student. It is a plan that is developed by you and the other members of the Case Study Committee (CSC) to address your child's strengths and needs. You will meet together to discuss areas of concern and to develop annual goals and short-term instructional objectives based on your child's strengths and current skills. The IEP includes the methods and tools the school will use to determine if your child has made progress in reaching the goals selected by the team. It will include the related services and any classroom modifications or assistive technology needs. The IEP will also include dates when services are expected to begin and end as well as the amount of time the student will participate with other students who do not have special education needs.

The IEP program will go into effect only after you agree to the specific services to be provided and sign the IEP form. The program must be reviewed at least once each year, and may be reviewed by parents and/or school personnel at any time concerns arise.

Remember, the IEP is more than just a written document. It is a planning process in which you are an integral part. You have a great deal of knowledge and information about your child that the other members of the team need in order to plan. It is only when all partners are involved and sharing their information that an effective program can be developed. This partnership is vital to the whole process.

### WHAT ARE RELATED SERVICES?

Related services are specific support services provided to special education students to help them benefit and be successful in their instructional program. The need for these services is assessed through the evaluation process, with the involvement of individuals who have specialized knowledge in the areas of concern. A Case Study Committee (CSC) determines whether the need for a related service exists, based on information from the evaluation. If it is determined there is a need for a specific related service, this service will be included in the IEP.

Related services are provided at no cost to the family and may include, but are not limited to, the following:

- ▲ Speech/language therapy
- ▲ Psychological counseling
- ▲ Social work services
- ▲ Audiology
- ▲ Occupational therapy
- ▲ Physical therapy
- ▲ Transportation

For some students, support will also include certain types of assistive technology. Assistive technology is a type of related service which allows for the use of equipment which will aid the student's functioning in his special education program. The need for such assistance is determined through assessment and recommendations from the CSC. The use of such equipment will be entered on the student's IEP.

Your role as parent is very important in determining if related services are necessary for your child. You can help by providing information from medical records, developmental information, and information about your child's family relationships, behavioral patterns, and routines at home.



## WHAT ARE DUE PROCESS PROCEDURES?

“Due Process” is a term used for a legal procedure that seeks to ensure the rights of citizens to be treated fairly. Due process procedures in special education are often used when parents or educational professionals disagree about a child’s identification, evaluation, eligibility, individualized education program (IEP), or placement.

Under Department of Defense Instruction, DoDI 1342.12, “Provision of Early Intervention and Special Education Services to Eligible DoD Dependents in Overseas Areas,” dated March 12, 1996, you have a right to a hearing regarding identification, evaluation, placement, or educational program of your child. If you disagree with the findings of a hearing officer, you may appeal that decision to the Assistant Secretary of Defense.

Another option is **MEDIATION**. This process provides a means by which you and school officials can resolve problems through consensus. It is an informal discussion between parents, school personnel, and an impartial third party. Either parents or DoDDS may initiate mediation.

It is advisable that parents and educators seek other ways to resolve their differences prior to a formal due process hearing or mediation. Some suggestions are offered in the section on “How Do We Resolve Concerns And Problems” in this handbook.

## SECTION TWO

# The Special Education Process From Early Intervention to Post-School Transition



### WHAT ARE THE STEPS IN THE SPECIAL EDUCATION PROCESS?

This part of the handbook describes the steps in the special education process with each step building on the previous one. It is important to know how the process works so that all participants can be effective partners.

#### 1. Prereferral

When you suspect that a student may be experiencing difficulties in academic achievement and/or developmental progress, you should contact the child's teacher or guidance counselor to arrange a conference to discuss ideas and strategies that may help your child in the learning process. Behaviors that may indicate that this prereferral process should begin include:

- ▲ Difficulty staying on task
- ▲ Persistent difficulty in following direction
- ▲ Frequent outbursts for no apparent reason
- ▲ Difficulty in understanding what is read
- ▲ Difficulty expressing ideas in spoken or written form
- ▲ Difficulty solving math problems
- ▲ Experiencing complex medical problems
- ▲ Inability to talk as well as children of the same age
- ▲ Demonstrating little interest in toys or stories for children of that age
- ▲ Demonstrating puzzling behaviors
- ▲ Inability to play with other children

#### 2. Intervention

Interventions are changes in routines, both at home and school, that have been recommended as a result of the prereferral process. During the intervention period, observations of your child at home, knowledge about his or her development, your expectations at home, and understanding of how your child learns can be important contributions and should be

shared with school officials. Your child may also be recommended to receive support services such as remedial reading or math, counseling, psychological support, social work services, and/or community services.

#### 3. Referral

At the end of the prereferral/intervention period, a conference is held with you to discuss your child's progress. If the interventions have not been successful, then a referral to the Case Study Committee (CSC) will be made. You, as a member of the CSC (and your child when appropriate), will work with school and/or medically related personnel to decide whether to provide additional support services or to plan a comprehensive individual evaluation for your child. The individual evaluation is recommended when the committee suspects that your child may have an educational disability. Working with the CSC you will contribute to the development of the evaluation plan. This plan is designed to gain insight, through a series of tests and observations, into the suspected area of disability(ies) which may be influencing your child's educational success.

#### 4. Evaluation

Evaluations are special tests, observations and other activities designed to collect information which will help in determining whether your child needs special education. You will be asked to share your knowledge about your child's development, your expectations at home, and information about how your child learns. The purpose of the evaluation will be printed on the permission form that you will be asked to sign. At this point, ask enough questions so that you really understand what this evaluation means. These evaluations will be completed by a trained team of professionals, (multidisciplinary team), include more than one test, and be administered in your child's native language or mode of communication.

The evaluation period may require up to 45 school days from the date that you give written permission.

The results of this evaluation will provide information about your child's educational strengths and needs and help determine whether a special education program is necessary.

## 5. Eligibility

After the evaluations are completed, you and other members of the CSC will meet to review all of the information. At this point, ask enough questions so that you really understand the results. During this meeting, you will help to determine if your child is eligible for special education. This decision is made by comparing the evaluation results to the eligibility criteria for the suspected disability(ies) as discussed in Section One.

### **NOTE: What if my child is not eligible for special education?**

If your child is determined not eligible for special education services by the CSC but continues to have difficulties, several alternative programs may be considered. Recommendations might include services such as Reading Improvement, English as a Second Language, Guidance Counseling, Psychological Counseling, Social Work Services, or other community services.

## 6. Individualized Education Program (IEP)

If your child is found eligible for special education, you will participate in developing a written plan for your child. This is called an Individualized Education Program (IEP). This program includes:

- ▲ your child's current educational levels
- ▲ long range goals for a 1-year period
- ▲ short-term objectives
- ▲ ways in which progress will be evaluated
- ▲ when progress will be reviewed
- ▲ who will provide the needed services
- ▲ the amount of time your child will be in special education
- ▲ any modifications to the general education program
- ▲ any related services needed such as transportation, speech, language, occupational therapy,

physical therapy, etc.

- ▲ secondary transition planning for adult life (must start no later than age 14)

Your ideas (and your child's when appropriate) about what you want your child to learn in the next year will be considered in developing this plan. The plan goes into effect only after you agree and sign it and may be reviewed at any time concerns arise regarding the services being provided.

## 7. Placement

Placement refers to the best learning environment for your child. This can include a variety of options on a continuum of services from support in the general education environment to a self-contained classroom. Placement will be determined by your child's individual needs, strengths, goals and services required. Any decision about placement is made only after the IEP has been developed with your input, and must consider the least restrictive environment (LRE) for the student.

## 8. Annual Review

Your child's progress in achieving the goals on the IEP must be reviewed and revised each year at the Annual IEP Review meeting. Your observations about any changes in your child's education, both positive and negative, should be shared at this time. You can prepare for this meeting by reviewing your child's current IEP and listing ideas that you would like to have included in the development of the next IEP. You may also ask to have this plan reviewed at any time during the school year. You (and your child when appropriate) will participate in this annual review process.

## 9. Three-Year Reevaluation

Your child must be reevaluated every 3 years to determine current educational needs and special education eligibility. You or the school staff may request that a reevaluation be conducted before the third year if it is believed to be necessary. You will be involved in designing an evaluation plan to determine if your child continues to be eligible for special education and/or related services.



## HOW DOES MY CHILD TRANSITION FROM EARLY INTERVENTION TO SPECIAL EDUCATION?

Your child may be identified as having special needs between the ages of birth and 2 years. An Early Intervention Program, operated by the military branches, will be provided to meet the needs of the child and family. These services will be addressed in an Individualized Family Service Plan (IFSP).

Beginning at age 3 years, your child may be referred for placement in the Preschool Services for Children with Disabilities (PSCD) program. This is part of the special education program operated by DoDDS designed to provide for the special needs of students between the ages of 3 and 21 years of age. Services provided in this program will be addressed in an Individualized Education Program (IEP).

It is important for you to be involved in planning for the transition of your child from the Early Intervention program to the Special Education program. You can help by collecting and sharing educational and medical information with your child's early intervention team leader. You should begin to plan for the transition when your child is 2 years 6 months of age, but in no case, later than when your child is 2 years 9 months of age.

Prior to your child's entry into the special education program, a meeting will be arranged by the early intervention team leader with the local school Case Study Committee (CSC). You will be a member of this team which will decide what follow-up actions will be necessary for the transition to occur. Once the CSC determines your child to be eligible for special education services, an IEP will be developed and the program location and entry date will be determined.

## WHAT IS SECONDARY TRANSITION?

Secondary transition is a coordinated set of activities for a student which promotes movement from school to post-school activities and is based on his or her needs, preferences and interests. The ultimate goal of the transition process is meaningful employment and/or participation within the community, and a quality life for all individuals with disabilities.

Secondary transition planning for your child will involve special education staff and related services providers along with you and your child. The planning process is designed to ensure that your child will be provided the necessary skills and services to make a smooth transition from school to adult life with as little interruption as possible. Beginning at age 14 years, and each year thereafter, your child and you will be involved in developing an Individualized Transition Plan (ITP) which will be included as a part of the IEP. The ITP will address what skills and services will be provided for your child to be successful upon leaving school in the following areas:

- 1 Employment
- 2 Post-secondary training and education
- 3 Independent living
- 4 Community participation

Your involvement in discussions and the decision making process will help in building a solid transition bridge for your child upon leaving school based on both family and student expectations.

## SECTION THREE

# Making the Partnership Work



### WHO MAKES DECISIONS ABOUT MY CHILD'S NEEDS?

You will be working with the school Case Study Committee (CSC) in making decisions about your child's needs. The CSC accepts student referrals from classroom teachers, family members, other staff members, and representatives of community agencies. The CSC is composed of you and other individuals within the school system who have special knowledge or information. The CSC is also referred to as a multidisciplinary team, meaning that they come from different disciplines or skill areas, each providing input into the process. You also have special knowledge that needs to be considered. The CSC must include at least the following individuals:

- ▲ Parent(s)
- ▲ Classroom teacher(s)
- ▲ Administrator
- ▲ Special Education Teacher

and may sometimes include persons, such as:

- ▲ Communication Impairment Specialist (speech and language therapist)
- ▲ School Counselor
- ▲ School Psychologist
- ▲ School Nurse
- ▲ Physician
- ▲ Physical Therapist
- ▲ Occupational Therapist
- ▲ Clinical Psychologist

One of the CSC members will be designated as the Case Manager for your child. This person will oversee the CSC process and ensure that you are involved in all decisions affecting your child's educational services. You and the other CSC members are the vital links in the process. You will work together to determine the need for evaluations, determine eligibility for special education services, plan for these services, and develop programs for your child. You can provide a great deal of information about how your child learns, what he or she likes, what things you

see at home, and how these might be important in this process.

### HOW DO WE RESOLVE CONCERNS OR PROBLEMS?

During the course of your child's school experience, concerns, or problems may arise that require resolution but do not require formal mediation or a due process hearing. The first step in solving problems is to ensure that everyone understands the problem or concern. Requesting a meeting or conference with the person most directly involved with your child would be an excellent starting point in resolving the matter. Talk with your child's teacher, case manager, and/or the school principal to discuss and resolve the concern.

Each member of the parent/school partnership must learn to recognize all potential communication barriers and to develop strategies for overcoming each one. With this kind of preparation, it is possible to resolve issues and to maintain an open communication among all partners in a student's life.

Frequent issues involve:

- ▲ *classroom matters*
- ▲ *evaluation or eligibility for special education programs and services*
- ▲ *implementation of your child's IEP*
- ▲ *appropriateness of your child's program or placement*

Fostering feelings of trust and respect is an important goal for parents and educators, and attention to successful communication methods is an important way to achieve that goal. *Keep the lines of communication open.*



# What are my Rights and Responsibilities?

In planning for the education of your child, you have the right to be heard and respected. We all need to take care of ourselves, and feel that it is all right to be concerned about our family and children. We need to remember that we have the right to question. With each of these rights come responsibilities. We need to be willing to accept and respect others and their opinions, let others be able to say that they have needs and provide information.

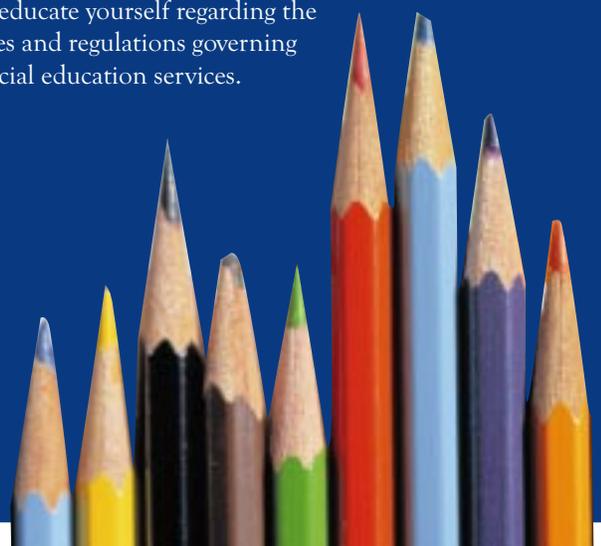
These rights do not change when a student is determined to need special education. However, you do receive additional rights and responsibilities which help ensure that the needs of your child are addressed and that you are involved.

These rights include:

- ▲ The right to be considered a full participating member of the Case Study Committee (CSC) when planning for your child.
- ▲ The right to provide information about your child that can be used in developing interventions, evaluation planning and educational programs.
- ▲ The right to insure that your written permission is given before any formal evaluations are begun.
- ▲ The right to receive written notice prior to any changes in placement or programs for the student.
- ▲ The right to a complete evaluation, which includes more than one test or procedure and is completed by trained personnel from various educational and/or medical areas of expertise, to receive copies of those results, and to have those results explained in a language you can understand.
- ▲ The right to have all tests provided in the student's native language (unless it is clearly not feasible), and all test instruments are to be nondiscriminatory.
- ▲ The right to access your child's records, receive copies of those records, have someone available to explain the records, and to know who has seen those records.
- ▲ The right to confidentiality of all records about the student.
- ▲ The right to confidentiality regarding ALL activities within the special education services your child receives.
- ▲ The right to a Free and Appropriate Public Education (FAPE) that addresses your child's individual needs.
- ▲ The right to request an independent assessment at DoDEA expense if you disagree with the assessment results.
- ▲ The right to be involved in the development of your child's Individual Education Program (IEP).
- ▲ The right to receive transportation and other related services necessary for the student to benefit from his or her special education services.
- ▲ The right to mediation and due process if differences regarding your child's program or services can not be resolved by other means.

Along with each of these rights come the following responsibilities:

- ▲ To be involved
- ▲ To participate in meetings regarding your child and be ready to discuss issues of concern that you have.
- ▲ To ask questions and be sure you understand what is happening.
- ▲ To provide all the relevant information that is needed in planning and program development.
- ▲ To let the school personnel know about any changes in your child's life, both positive and negative, including areas of growth, changes in health and medication, and difficulties your child is having.
- ▲ To educate yourself regarding the rules and regulations governing special education services.





## SECTION FOUR

# Glossary of Terms

### **DEPARTMENT OF DEFENSE EDUCATION ACTIVITY (DoDEA) -**

The headquarters level of the organization which oversees school programs for dependents of Department of Defense employees. This organization is responsible for overseas programs (Department of Defense Dependents Schools) and domestic programs (Department of Defense Domestic Dependent Elementary and Secondary Schools).

### **DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS (DoDDS) -**

The component of DoDEA which is responsible for the education of Department of Defense dependents who are residing in overseas locations.

### **DEPARTMENT OF DEFENSE DOMESTIC DEPENDENT ELEMENTARY AND SECONDARY SCHOOLS (DDESS) -**

The component of DoDEA which is responsible for the education of Department of Defense dependents who are residing on a military installation in the United States (including territories, commonwealths, and possessions of the United States).

### **CASE MANAGER -**

An educator who is responsible for the processing of students through the procedural process. Case managers lead the multidisciplinary team and are responsible for monitoring the procedural events through your child's special education career.

### **CASE STUDY COMMITTEE (CSC) -**

This group of professionals and parents is responsible for completing the special education procedural process in a thorough and timely manner. In addition, they are responsible for designing the special

education services and making decisions about a student's placement. Membership of the CSC, throughout your child's special education eligibility years, may change depending upon the purpose of a particular meeting.

### **CHILD FIND -**

An outreach program which locates and identifies children and young adults from birth through age 21 years who may be in need of special education and related services.

### **EARLY INTERVENTION -**

The Early Intervention Program exists for infants and toddlers from birth through age 2 years. Intervention services are offered to families whose children are identified as having developmental delays. This program is the responsibility of the military branches. More information can be obtained from your Exceptional Family Member Program Coordinator or medical treatment facility.

### **EVALUATION -**

The process of collecting information for a child in order that the CSC can determine if the student has a disability and the nature and extent of the special education and related services the student requires.

### **EXCEPTIONAL FAMILY MEMBER PROGRAM (EFMP) -**

A program which exists in all military branches. It provides for the enrollment and screening of military families who have exceptional family members when they transfer from one assignment to another. Enrollment in the appropriate EFMP is mandatory for all members of the military if a member of their family meets enrollment criteria.

**FREE APPROPRIATE PUBLIC EDUCATION (FAPE) -**

A mandated requirement that children and youth with disabilities receive a public education appropriate to their needs at no cost to their families.

**INDIVIDUAL EDUCATION PROGRAM (IEP) -**

A written plan which outlines the special education programs and services which will be provided to meet the unique needs of a special education student. An IEP must be reviewed on an annual basis. More frequent reviews may be conducted, when necessary.

**INDIVIDUALIZED TRANSITION PLAN (ITP) -**

A plan designed to provide for the transition of special education students, ages 14 years and older, into post-secondary life. It is a written plan which addresses work, training, and education, as well as adult living. The ITP is included as part of a student's IEP, beginning at age 14 years.

**LEAST RESTRICTIVE ENVIRONMENT (LRE) -**

The educational setting that permits a student with disabilities to have maximum contact with non-disabled peers while meeting the student's special education needs.

**PRESCHOOL SERVICES FOR CHILDREN WITH DISABILITIES (PSCD) -**

PSCD providers offer special education and related services to children between the ages of 3 through 5 years after they have been determined eligible for special education services. Procedures should be in place at each location for a transition between the early intervention program and the PSCD when the child approaches his third birthday.



## SECTION FIVE

# Resources for Parents



There are several persons within your community who can advise you about available resources. Some of these individuals include:

- ▲ School principal
- ▲ DoDDS teachers
- ▲ Exceptional Family Member Program (EFMP) Coordinator

All branches of the military have implemented a mandatory program to identify and serve military families who have members with ongoing special educational or medical needs. After an IEP is developed, the EFMP Coordinator should be consulted regarding enrollment and or/update of your child's status.

In addition, there are other individuals who may not be in your local community. However, they are available by telephone. They include:

### **District Special Education Coordinator**

Office of the District Superintendent  
(telephone number available in schools)

### **European Area Special Education Coordinator**

DSN Telephone Number: 338-7465  
Commercial Number: 49-611-380-7465

### **Pacific Area Special Education Coordinator**

DSN Telephone Number: 645-2151  
Commercial Telephone Number: 81-98-876-8485

### **DoDEA Special Education Coordinator**

DSN Telephone Number: 426-4492  
Commercial Number: (703) 696-4492

Several organizations based in the states can provide information about a number of topics or refer you to an appropriate source. Some of these organizations are:

### **Council for Exceptional Children (CEC)**

1920 Association Drive  
Reston, VA 22091-1589  
(703) 602-3660

### **National Information Center for Children and Youth with Disabilities (NICHCY)**

P.O. Box 1492  
Washington, DC 20013  
(800) 999-5599

### **National Parent to Parent Support Information System (NPPSIS)**

P.O. Box 907  
Blue Ridge, GA 30513  
(800) 651-1151

### **Specialized Training of Military Parents (STOMP)**

12208 Pacific Highway, SW  
Tacoma, Washington 98499  
(206) 588-1771  
(800) 298-3543  
FAX (206) 588-1771

*This organization accepts collect calls from overseas.*

### **Parent Training and Information (PTI) Centers**

These centers exist in each state to assist parents of infants, children, and youth with disabilities. Contact can be made through NICHCY (800) 999-5599 or Technical Assistance for Parent Programs (TAPP) at (617) 482-2915

A magazine which contains useful articles and resource lists for parents of children with disabilities is:

Exceptional Parent Magazine  
209 Harvard St., Suite 303  
Brookline, MA 02146  
(800) 852-2884

Another set of resources is the formal guidance which has been developed for educators and parents to oversee the special education procedural process. Copies of these documents are available from the school.

DoD Instruction 1342.12, "Provision of Early Intervention and Special Education Services to Eligible DoD Dependents in Overseas Areas," March 12, 1996

DS Regulation 2500.10, "DoDDS Special Education Dispute Management System," December 17, 1982

DS Regulation 2500.11, "DoDDS Complaint Management System," September 7, 1983

DS Manual 2500.13R, "Special Education Procedural Guide," August 1994

The legislation which serves as the basis for DoDEA's special education program is P.L. 101-476, "Individuals with Disabilities Education Act (IDEA)." A copy of this legislation may be obtained from parent support groups such as STOMP.

The National Advisory Panel (NAP) on the Education of Dependents with Disabilities is a group of individuals who advise the Director, DoDEA, about special education needs within the system. The membership includes parents, educators, military department representatives, persons with disabilities, and other appropriate persons. If you are interested in getting more information, or in serving on this panel, please contact your local principal.

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# These brochures are also available...

Annual Review of Your Child's IEP

Child Find

The Transition From Early Intervention to Special Education

Special Education Eligibility

When You Receive Your Orders

Are You Moving Overseas?

The Prereferral Process

Your Child's Three Year Reevaluation

Related Services

Transition Planning

To obtain these items or for information about  
other resources, contact your local school office: