

August 11, 2009

Dear Reader:

The Individual and Disabilities Education Improvement Act (IDEIA) is law which has evolved over years to protect the rights of students with disabilities. The law is complex and has been revised on a regular basis both at the federal and the state levels. Rutland Southwest Supervisory Union Director of Special Support Services along with all of the special education faculty and service providers attend trainings periodically to ensure compliance in all requirements of the law.

This booklet was written by Bonnie Lenihan, Director of Special Support Services, and her devoted team members to assist parents with understanding the process and requirements of IDEIA. Included in this document are developmental milestones, the referral and evaluation processes, and team make-up. A host of information is included to provide parents with information that may answer their many questions.

As the law and interpretations change, some of the included information may change. At such time, the Director of Special Support Services, special educators, or the Local Education Agent (LEA) will update parents. The booklet will be updated periodically to reflect these changes.

We hope that you find the information included helpful. Our goal is to educate parents so that their understanding of the process allows them to travel through the process in a confident and comfortable manner. Our goals are also the same as parents: to assist our students to achieve their maximum potential and learn the expected outcomes.

Sincerely,

Dr. Joan Paustian
Superintendent

SPECIAL EDUCATION HANDBOOK DEVELOPMENT COMMITTEE

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PURPOSE OF SPECIAL EDUCATION HANDBOOK FOR PARENTS



We hope that the information that follows will serve to demystify the special education process and help prepare you to become the best advocate for your child and his/her individual needs.

- To help parents better understand how special education works
- To enable parents to find answers to common questions
- To stress the Importance of Early Identification and Intervention
- To provide educational resource lists to parents
- To provide parents with a resource list so they know where to go for help in finding professional services, and whenever possible who the contact person is (names may be ever evolving)
- To provide a vendor list when there is a need for conducting an independent evaluation
- To help you on your journey from Holland

Welcome to Holland

By Emily Perl Kingsley

I am often asked to describe the experience of raising a child with a disability – to try to help people who have not shared that unique experience to understand it, to imagine how it would feel. It's like this.....

When you're going to have a baby, it's like planning a fabulous vacation trip – to Italy. You buy a bunch of guidebooks and make wonderful plans. The Coliseum, The Michelangelo David, The gondolas in Venice. You may learn some handy phrases in Italian. It's all very exciting.

After months of eager anticipation, the day finally arrives. You pack your bags and off you go. Several hours later, the plane lands. The stewardess comes in and says, "Welcome to Holland."

"Holland?!?" you say. "What do you mean Holland?? I signed up for Italy! I'm supposed to be in Italy. All my life I've dreamed of going to Italy."

But there's been a change in the flight plan. They've landed in Holland and there you must stay.

The important thing is they haven't taken you to a horrible, disgusting, filthy place full of pestilence, famine and disease. It's just a different place.

So you must go out and buy new guide books. And you must learn a whole new language. And you will meet a whole new group of people you would never have met.

It's just a different place. It's slower-paced than Italy, less flashy than Italy. But after you've been there for a while and you catch your breath, you look around.... And you begin to notice Holland has windmills....and Holland has tulips. Holland even has Rembrandts.

But everyone you know is busy coming and going from Italy....and they're all bragging about what a wonderful time they had there. And for the rest of your life, you will say, "Yes, that's where I was supposed to go. That's what I had planned."

And the pain of that will never, ever, ever, ever go away... because the loss of that dream is a very very significant loss.

But, if you spend your life mourning the fact that you didn't get to Italy, you may never be free to enjoy the very special, the very lovely things. ...about Holland.

When you first suspect there may be a problem, what do you look for?

When you first hear the words that “your child has a disability”, these words will change your life! Perhaps even your life plan will change as in the landing of your plane in Holland vs. Italy.

For months, you’ve watched your child with concern something doesn’t seem quite right. Friends tell you children all develop at different rates. Family members relate stories of others relatives who were different early on and turned out just fine. Still others tell you that you are a nervous mother, to relax and enjoy your children.

The reality is that parents are often the first to sense that something doesn’t appear quite right with their child. Provided for you in this handbook in the following pages is a list of milestones in the basic domains and expected ages of achievement. This list may serve for you as confirmation that developmentally your child isn’t quite where he/she should be. These milestones and age ranges are not absolute but are meant to serve as a guideline for your consideration. All children do progress at different developmental rates; however if you notice many of these milestones are not being met by your child it could be time for a further look.

If you continue to have concerns you can refer your child to your pediatrician or physician for further examination. You could also contact your local school district personnel to set-up a screening for your pre-k student. This chart of local RWSU contact employees by school is listed below.

Though this process seems overwhelming, you should take comfort in the fact that Holland is a beautiful place there are many caring, skilled individuals willing to help you and to support your child on his/her path to becoming all they can be.

Local RWSU contact employees by school

PARENT CONTACT INFORMATION BY SCHOOL				
School Name	Principal/Director	Address	Phone Number Fax Number	School Special Educator
EEE, Ira Poultney & Tinmouth Pre-K	Bonnie Lenihan, Director of Student Support Services	RSWSU 168 York St., Poultney, VT 05764	Phone: 287-5286 Fax: 287-2284	Sheri Kinney
EEE in Middletown Springs Pre-K	Aaron Boynton Principal Bonnie Lenihan Director of Student Support Services Darren McIntyre- Ass't Sped Coordinator	P.O. Box 1267 15 Schoolhouse Rd. Middletown Springs, VT 05757 RSWSU 168 York St. Poultney, VT 05764	Phone: 235- 2365 Fax: 235-9226 Phone: 287-5286 ext 208 Fax: 287-2284 Phone: 287-5286 ext 207 Fax: 287-2284	Sarah Courcelle-Smith 235-2365
Middletown Springs Elementary School K-6	Aaron Boynton Principal Bonnie Lenihan Director of Student Support Services	P.O. Box 1267 15 Schoolhouse Rd. Middletown Springs, Vt. 05757 RSWSU 168 York ST. Poultney, VT 05764	Phone: 235-2365 Fax: 235-9226 Phone: 287-5286 Fax: 287-2284	Sarah Courcelle-Smith 235-2365
Poultney Elementary School	Kristen Caliguiri Principal Bonnie Lenihan Director of Student Support Services i	96 School Circle, Poultney, VT 05764 RSWSU 168 York ST. Poultney, VT 05764	Phone: 287-5212 Fax: 287-2470 Phone: 287-5286 Fax: 287-2284	Brittany Holden K-3 Amy Kelley Intensive Needs 3-6
Poultney High School	Jean Marie Oakman, Principal Bonnie Lenihan Director of Student Support Services i	154 East main St. Poultney, VT 05764 RSWSU 168 York ST. Poultney, VT 05764	Phone: 287-5861 Ext. 204 Fax: 287-2304 Phone: 287-5286 Fax: 287-2284	Katie Chase Kristi Hansen Linda Smith Paul DeMarco
Tinmouth Elementary School	Susan McKelvie, Principal Bonnie Lenihan Director of Student Support Services i	573 Route 140 Tinmouth, VT 05773 RSWSU 168 York ST. Poultney, VT 05764	Phone: 446-2458 Fax: 446-2466 Phone: 287-5286 Fax: 287-2284	Eileen Guyette

DEVELOPMENTAL MILESTONES

Milestones for Eating Skills

Activity	Approximate age
Child sucks and swallows liquids.	Birth
Child has gagging reflex.	Birth
Child sucks and swallows liquids supplied from spoons.	2 months
Child eats strained baby foods from spoon.....	3 months
Child brings hand against bottle when eating.	3 months
Child sips from a cup that is held for him or her.....	4 months
Child becomes excited when hearing sounds of food preparation.....	4 months
Child holds spoon but needs assistance.	5 months
Child feeds self soft food.....	6 months
Child begins to bite and chew food	6 months
Child holds own baby bottle.	7 months
Child chews small lumpy food.....	8 months
Child takes bottle out of mouth and replaces it.	9 months
Child uses fingers to feed self.	10 months
Child holds cup with two hands.	1 year
Child chews table food.....	13-15 months
Child grasps spoon and places in mouth with some spilling.....	15 months
Child manages spoon without assistance with little spilling.....	1½ year
Child requests food when hungry.....	23 months
Child requests liquids when thirsty.....	23 months
Child holds a small glass with one hand, unassisted.	2 years
Child uses a fork to grab food.	3 years
Child spreads butter on bread.....	3 years
Child helps set table	4 years
Child uses a fork to separate food.....	4 years
Child pours water from a pitcher into a glass.....	4 years
Child uses a knife to cut food.....	5 years
Child sets the table without assistance.....	6 years

Milestones for Dressing Skills

Activity	Approximate age
Child pulls and tugs at clothing.	3-4 months
Child cooperates in dressing by holding out limbs.	1 year
Child removes shoes by self.	14 months
Child places socks on feet by self.	18 months
Child puts on own hat.	18 months
Child pulls up pants.	18 months
Child unzips.....	18-20 months
Child attempts to put on own shoes.	19 months
Child can dress self partially.	2 years
Child pulls up pants, unassisted.....	2 years
Child undresses self.	2½ years
Child puts on shirt and coat.....	2½ years
Child attempts to place shoes on feet.	2½ years
Child chooses own outfit.....	3 years
Child unbuttons clothes.	3 years
Child puts on clothing in the correct direction.	3½ years
Child dresses and undresses with supervision (not including shoe laces and so on).....	4 years
Child buttons front buttons on clothing.	52-56 months
Child zips up and down and snaps simple snaps.	5 years
Child ties shoes with bows.....	5½ years
Child unlaces bow on shoes.	5½ years
Child dresses self completely.....	5½ years

DEVELOPMENTAL MILESTONES

Milestones for Grooming

Activity	Approximate age
Child holds on to side of tub and cries when removed.....	5 months
Child splashes water with hands and feet.	6 months
Child grimaces when face is washed with cloth.....	6 months
Child exhibits resistance to washing face.....	8 months
Child opens and pulls out drawers.....	1½ years
Child washes hands and face by self, but not well.....	2 years
Child washes front of body while in bath.	2 years
Child runs a brush through hair.....	2½ years
Child brushes teeth with assistance.....	3½ years
Child washes and dries face with towel by self.....	4 years
Child brushes teeth with no assistance.	4 years
Child puts away own toys by self with supervision.....	4 years
Child hangs up coat by self on hook.....	4 years
Child brushes hair independently.....	5 years
Child hangs up own clothes without supervision.....	5 years
Child washes self alone.....	6 years

Milestones for Toileting

Activity	Approximate age
Child has about four bowel movements a day associated with waking up.....	1 month
Child has two bowel movements a day, either at waking or after being fed.....	2 months
Child shows some delay between feeding and elimination.	4 months
Child stays dry for one to two hour intervals.	7 months
Child may awaken at night and cry to be changed.....	1½ years
Child may indicate wet pants.....	1½ year
Child has an occasional accident.....	22 months
Child uses same word for both functions of elimination.....	22 months
Child begins to differentiate between elimination functions.....	2 years
Child climbs onto toilet by self.....	2½ years
Child can control bladder for up to 5 hours.....	2½ years
Child begins to develop a routine for elimination.....	3 years
Child attempts to wipe self but not successful.....	3½ years
Child stays dry at night.....	4 years
Child toilets self without assistance.....	5 years
Child washes and dries own hands after toileting.....	5 years
Child has bowel movement a day.....	5 years

Your first experience with trying to navigate through the Special Education process can make you feel like
“A deer in the headlights.”



Glossary of Key Terms in Special Education

Accommodations Changes in curriculum or instructions that do not substantially modify learning requirements or the education standards. The IEP team determines accommodations, and they are written in the IEP.

Adapted physical education (APE) APE includes developmental activities, games, sports, and rhythms adapted to the interests, capabilities, and needs of children with disabilities, who may not successfully participate in a regular physical education

Age of majority/transfer of rights when a student with a disability reaches age 18, all rights accorded to a parent transfer to the student. The parent and student must be informed of the transfer of rights at least one year prior to the student's eighteenth birthday.

Assessment Processes for obtaining information from tests or other sources that are administered by the state and local school districts. Assessment also refers to the procedures used in determining a child's eligibility for special education. See also **Evaluation and Planning Team (EPT)**

Assessment of disabilities in children (See **early identification**).

Audiology Services that include identification of children with hearing loss; determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention to the habilitation of hearing; provision of habilitation activities, such as language habilitation, auditory training, speech reading (lip reading), hearing evaluation, and speech conservation; creation and administration of programs for prevention of hearing loss; counseling and guidance of children, parents, and teachers regarding hearing loss; and determination of children's needs for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification. Audiology is a related service.

Consent (permission) Parents must be fully informed of all information that relates to any action that the school wants to take about their child. Parental consent is voluntary and may be revoked any time before the school completes new tests and measures to evaluate a child or before special education services first begin.

Counseling Services Service provided by qualified social workers, psychologists, guidance counselors, and other qualified personnel. Counseling is related service.

Developmental Delay When a child demonstrates at least a 40% delay in one or more of the fundamental skills – receptive and/or expressive language, adaptive behavior or social skills, gross of fine motor skills, or cognitive skills.

Disability Defined in the Individuals with Disabilities Education Act (IDEA) as a child in need of special education and related services due to the presence of one or more disabilities identified through a special education evaluation. The IDEA contains 13 disability categories under which a child may qualify for special education.

Due process hearing a procedure used to resolve disputes between parents and schools that are conducted by an impartial hearing officer.

Early identification and assessment of disabilities in children. Implementation of a formal plan for identifying a disability as early as possible in a child's life. Early identification and assessment is related service.

Essential Early Education (EEE) Special education and related services provided to children three to age 5.

Education Support Team (EST) Provides assistance to any child who is experiencing learning or behavior difficulties in school. The EST may include a principal, special and regular educator, guidance counselors, school psychologists, and others. Parents may also be members of the team, depending on school district procedures. Each school in Vermont should have guidelines that describe how its EST functions.

Evaluation and Planning Team (EPT) Arranges or conducts evaluations to determine eligibility for special education services. The EPT is made up of school staff, parents, the child, if appropriate, and others.

Extended School Year (ESY) Services Special education and related services provided to a child during the summer and /or beyond the normal school day and year that are based on the child's Individual Education Program (IEP) or Section 504 plan.

Family Educational Rights and Privacy Act (FERPA) Federal law that protects the confidentiality of and access to education records.

Family, Infant, and Toddler Program (FITP) Early intervention services for children birth to three with a developmental delay or diagnosed medical condition that will lead to developmental delays. In Vermont, the Agency of Human Services and the Department of Education administer the program. FITP can provide an array of services to the child and his or her family.

Free Appropriate Public Education (FAPE) Special education and related services that are provided at not cost to parents, supervised by the school district, meet state special education standards, and are based on the child's IEP.

General Curriculum Instruction that is available to all children from preschool through high school.

Individuals and Disabilities Education Act (IDEA) Federal special education law that guarantees a free appropriate public education to children with disabilities who qualify for services.

Individualized Education Program (IEP) A written plan designed to meet the individual educational needs of children ages three through 21 who qualify for special education services.

Independent Evaluation An educational evaluation of child conducted by a qualified individual who is not employed by the school district. Parents of children in special education have a right to an independent evaluation if they disagree with the schools evaluation, unless the school can prove through a hearing that its evaluation is appropriate.

Least Restrictive Environment (LRE) A provision of the IDEA that requires schools to educate children with disabilities to the greatest extent possible with their non-disabled peers.

Local Education Agency (LEA) A school or school district responsible for proving and supervising special education and related services to children ages three through 21

Manifestation Determination The process of determining whether a child's misbehavior is related to his disability. The manifestation determination must occur no later than 10 school days after the school decides to suspend a child.

Mapping A method for developing a personal profile for a child or young adult that looks at likes, dislikes, daily activities, friendships, fears, and hopes for the future. Individuals involved in the child's life participate in the mapping and help to identify what the child needs and how the needs will best be addressed.

Mediation A safeguard used to resolve differences between parents and schools. Mediation is voluntary on the part of families and schools and cannot be used to deny or delay right to due process hearing.

Medical Services Service provided by a licensed physician to determine a child's medically related disability that results in the child's need for special education and related services. Medical services for diagnostic or evaluation purposes are a related service.

Modifications Major changes to instruction for a student with disabilities that may include revising the level of instruction, content of information and performance expectations. Changes in testing and alternate assessments are also examples of modifications.

Occupational Therapy Service provided a qualified occupational therapist, including improving, developing, or restoring functions impaired or lost through illness, injury, or deprivation; improving ability to perform tasks for independent functioning if functions are impaired or lost; and preventing, through early intervention, initial or further impairment or loss of function. Occupational therapy is related service.

Orientation and Mobility Services Service provided to blind or visually impaired students by qualified personnel to enable those students to attain systematic orientation to and safe movement with in their environments in school, home, and community, including teaching students, as appropriate, spatial and environmental concepts and use of sensory information (such as sound, temperature, and vibrations) to establish maintain, or regain orientation and line of travel (for example, using sound at a traffic light to cross the street); use of the long cane to supplement visual travel skills or as a tool for safely negotiating the environment for students with no available travel vision; understanding and use of remaining vision and of distance low vision aids; and other concepts, techniques, and tools. Orientation and mobility services are a related service.

Parent Counseling and Training Assisting parents in understanding the special needs of their child; providing parents with information about child development; and helping parents to acquire the necessary skills that will allow them to support the implementation of their child's IEP or Individualized Family Service Plan. Parent counseling and training is a related service.

Physical Therapy Services provided by a qualified physical therapist. Physical therapy is a related service.

Prior written notice Required whenever the school purposes to initiate or change or refuses to initiate or change, the identification, evaluation program, or placement of a child regarding special education services.

Psychological Services Administering psychological and education tests and other assessment procedures; interpreting assessment results; obtaining, integrating, and interpreting information about child behavior and conditions relating to learning; consulting with others in planning school programs to meet special needs of children as indicated by psychological tests, interviews, and behavioral evaluations' planning and managing a program of psychological services, including psychological counseling or children and parents; and helping to develop positive behavioral intervention strategies. Psychological service is related service.

Recreation Assessment of leisure function, therapeutic recreation services, recreation programs in school and community agencies, and leisure education. Recreation is related service.

Rehabilitation Counseling Services Service provided by qualified personnel in individual or group sessions that focus on career development, employment preparation, achieving independence, and integration into the workplace and community of a student with a disability. The term also includes vocational rehabilitation services provided to a student with disabilities by vocational rehabilitation programs funded under the Rehabilitation Act of 1973, as amended. Rehabilitation counseling services is a related service.

Related Services Service that enable a child to benefit from special education including speech-language pathology and audiology services, psychological services, physical and occupational therapy, recreation, early identification and assessment counseling, rehabilitation counseling, orientation and mobility services, school health services, social work services, parent counseling and training.

The Evaluation Process

Early Intervention is Key

Early intervention is the keys to helping children make up ground if they appear to be lagging behind. Parents and or school personnel (if school age) can refer the child to the local Educational Support Team if the child doesn't seem to be progressing as expected or as typical age/grade peers.

The team which will consist of parents/guardians, teachers, guidance, Principal in some cases, 504/157 Coordinator, special educator and other invited participants that may have specific knowledge of the student and particular concern, (i.e. speech pathologist or behavioral consultant), and also any other person that the parent wants to invite as their guest.

Following will be a visual representation (**see page 13 & 14**) of the Educational Support team and what it hopes to accomplish for your child and others that may be at risk of failing, or falling behind.

If the early interventions and suggested strategies don't appear to make a difference after a period of time for your child, then the team or the parent can make a direct referral to special education for an evaluation of a suspected disability. (See appendix for sample parent letter to request special education evaluation)

Referral for Special Education Evaluation

Once a referral is made the school will respond by setting up an Evaluation and Planning Team (EPT, (many of the same people from the earlier EST may also be on this team). The EPT must consist of the parent/guardian, the child's regular education teacher, a special educator, LEA (Local Education Agency), any other relevant faculty and/or invited guest of parent.

What is the Evaluation Going to Tell Us

The evaluation is designed to ask and answer the following questions:

- Does your child have a disability?
- Does your child's disability have a negative (adverse) effect on his/her learning?
- Does your child need specialized instruction in order to learn?

Preschool special education is called Early Essential Education (EEE) and has unique requirements. Only the first and third bulleted questions need to be asked and answered for preschool special education evaluations. To qualify for preschool special education, a child between the ages of 3 through 5 must have:

- A developmental delay or a diagnosed medical condition, which will result in a significant delay by the time the child, turns 5.
- Show at least a 40% in one or more of the following skill areas; Communication, adaptive behavior such as social or self care skills, gross or fine motor skills or thinking, such as perception, memory, processing or reasoning.

Prior To An Evaluation

Before your child's evaluation takes place the school must provide and review with you your parental rights in special education and they must obtain your written permission for an initial evaluation in special education. This written permission indicates that you have given consent to the testing measures that will be used to evaluate your child.

The meeting should be scheduled at a time convenient to the team members. You will receive a notice before the meeting with the scheduled time and location, as well the notice will indicate who is scheduled to attend the meeting.

In conducting or arranging the evaluation the following requirements will be met:

- The evaluation will be conducted by individuals who are trained and knowledgeable.
- The evaluation includes all areas related to your child's suspected disability and include more then one measure
- If the team suspects your child has a learning disability, and evaluator must also observe your child
- The evaluation is conducted in your child's native language, unless it is not possible to do so.

The Evaluation Plan is Finalized

The team has met to discuss the questions they are seeking answers to, the special educator in charge will finalize the evaluation plan in terms of adding any additional questions that might have been requested by the team. The special educator will then forward the evaluation plan to all relevant evaluators for carrying out the plan. The RSWSU contracts with School Psychologists to complete the necessary cognitive and social/emotional/behavioral and /or other testing required, while the special educator conducts the achievement testing and any observations that are needed. Parental input is key. (See appendix for parental report forms).

After The Evaluation is Completed

The team comes back together to see and hear the results of the evaluations, (evaluations are meant to be conducted within 60 days, which begins on the day consent was received). After reviewing the results, the team makes a determination if the child has a disability, adverse effect and whether or not they are in need of special education. You as a parent will have a role in this decision-making based on the results of the evaluation. If the team doesn't agree, the LEA or (Local Education Agency representative) makes the final decision.

If Child Is Not Found Eligible

If your child is not found to have a disability or to meet all three gates of special education, (disability, adverse effect, need for specialized instruction), then he/she will be referred back to the Educational Support Team for a 504 Plan if no need for specialized instruction, but evidence of a disability; or the I57 Team for further monitoring and possible introduction of needed accommodations and modifications.

If you as a parent disagree with the school's evaluation, you have the right to request an independent evaluation of your child at no cost to you. (See sample letter in appendix). The process of obtaining an independent evaluation is explained in detail in the Parental Rights given to you and will be explained to you again should you decide to pursue such an evaluation.

If Child Is Found Eligible For Special Education

If your child is found to have a disability the next step is to develop an Individualized Education Plan (IEP) for your child that takes into account all the information that we have just gathered through the evaluation process. We have just learned your child's strengths and challenges as well as his/her learning style and a very specific plan will be developed to support your child with all this information

Developing the IEP

Once again you will be notified through written notice of the need to come together (within 30 days of completion of the evaluation plan) to develop an Individualized Education Plan. A plan of how we will help your individual child maximize his/her potential based on all that we have learned about them through the evaluation process. The IEP should be built around your child's strengths and how he/she learns best. The intent of the IEP is to address the areas of deficiency identified through the evaluation.

IEP Participants

The IEP team will also consist of you as parents/guardians, your child's regular education teacher, LEA, special educator and any related service providers that may be need to be invited as well as others requested by parent and or school, the child if appropriate, and when team is discussing transition service (for students I4 and older), other agency representative that would be knowledgeable about transitions from school to adult life as the planning for such should begin early on.

What Is An IEP?

The individualized education program (IEP) is a written plan for the special education of a student with a disability. It describes the special education and related services specifically designed to meet the unique educational needs of the student with a disability. It contains goals and objectives based on the student's present level of performance. It specifies educational placement and setting, and describes the related services and supports necessary to reach the goals and objectives.

The IEP describes what your child needs to learn to access the general education curriculum. It lists the supports, services, and accommodations that your child will need in order to make progress in the least restrictive environment. Parents need to give initial consent for an IEP to begin. IEP must be reviewed and rewritten at least once per year, but the IEP team can reconvene at any time to review and revise the document, should there be a concern on the part of any team member, including the parents.

The IEP: What It Is Not:

The IEP is not a daily lesson plan. It is a long-term plan and thus will not tell you everything that a teacher will do with your child. It won't take the place of the plans that teachers write for a day or a week.

The IEP is not a contract. The IEP describes things that you and the school have agreed to do for your child, but it is not a guarantee that the interventions will work. If, however, you review the IEP and feel that the interventions are not being successful, you need to reconvene the IEP team. Express your concerns, and discuss alternative strategies. Remember that an IEP team can be reconvened at any time.

The IEP is a fluid document. As your child grows, learns and changes, the IEP will need to change. It must be reviewed at least once each year, but it may be changed as often as you and the school agree that it needs to be changed.

Information for Parents of Special Education Children

Possible Accommodations/Modifications to be considered in the IEP

Pacing

- Adjust deadlines
- Vary activity often
- Omit assignments requiring timed copying
- Adjust amount of work necessary to meet requirements
- Provide home set of text/material for preview/review
- Other

Environment

- Plan seating strategically: Bus, classroom, lunchroom, and auditorium.
- Alter physical room arrangement
- Define areas concretely
- Reduce distractions: Visual, Auditory, Spatial, Movement
- Teach positive rules for use of space
- Other

Assignments

- Give directions in small distinct steps (written, picture, verbal)
- Provide print copy for oral directions
- Reduce difficulty level
- Shorten assignments
- Reduce paper and pencil tasks
- Read or tape record directions
- Give extra cues or prompts
- Allow student to record or type assignments
- Adapt worksheets, packets
- Provide alternative assignment/strategy when demands of class conflict with student capabilities.
- Limit penalizing for errors that reflect student's disability
- Provide samples of what an "A" assignment looks like
- Other

Materials

- Arrangements of material on page
- Note-taking assistance/carbonless or Xerox copy of lecture notes
- Use supplementary materials
- Taped text and/or other class materials
- Typed copy of teacher materials
- Electronic typewriter, calculator, computer, video recorder, telephone adaptations, tape recorder
- augmentative communication device
- Other

Self-Management/Follow Through

- Follow visual daily schedule
- Use calendars
- Check often for understanding/review
- Request parent reinforcement
- Have student repeat directions
- Teach study skills
- Use study sheets to organize material
- Design/write/use long-term assignment time lines
- Review and practice real situations
- Plan for generalization
- Teacher skill in several settings/environments
- Other

Testing Adaptations

- Oral responses (taped)
- Application in real setting (read test to student)
- Preview of test language (extended time frame)
- Short answer (multiple choice)
- Modified format (shortened questions)
- Administered by resource person

Presentation of Subject matter

- Teach to student's learning style: Visual, Auditory, Tactile, Experiential
- Use individual/small group instruction

Home/School Communication

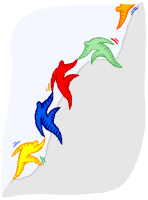
- Team meeting, daily journal
- Other

Motivation and Reinforcement

- Verbal
- Non verbal
- Positive reinforcement
- Tap strengths/interests
- Behavior management
- Other

Social Interactions Support

- Peer advocacy, greetings
- Sharing, peer tutoring
- Partial participation, negotiation
- Focus on social process rather than activity/end product
- Structured shared experiences in school extracurricular
- Cooperative learning groups
- Use of multiple/rotating peers
- Teach friendship skills/sharing/negotiations
- Teach social communications skills
- Conversational turn taking
- Structured activities to create opportunities for social interaction
- Other



It's a Team Effort

Your child's Evaluation and Planning Team (EPT) is responsible for planning and conducting the evaluation and deciding whether your child qualifies for special education.

Members of this team include:

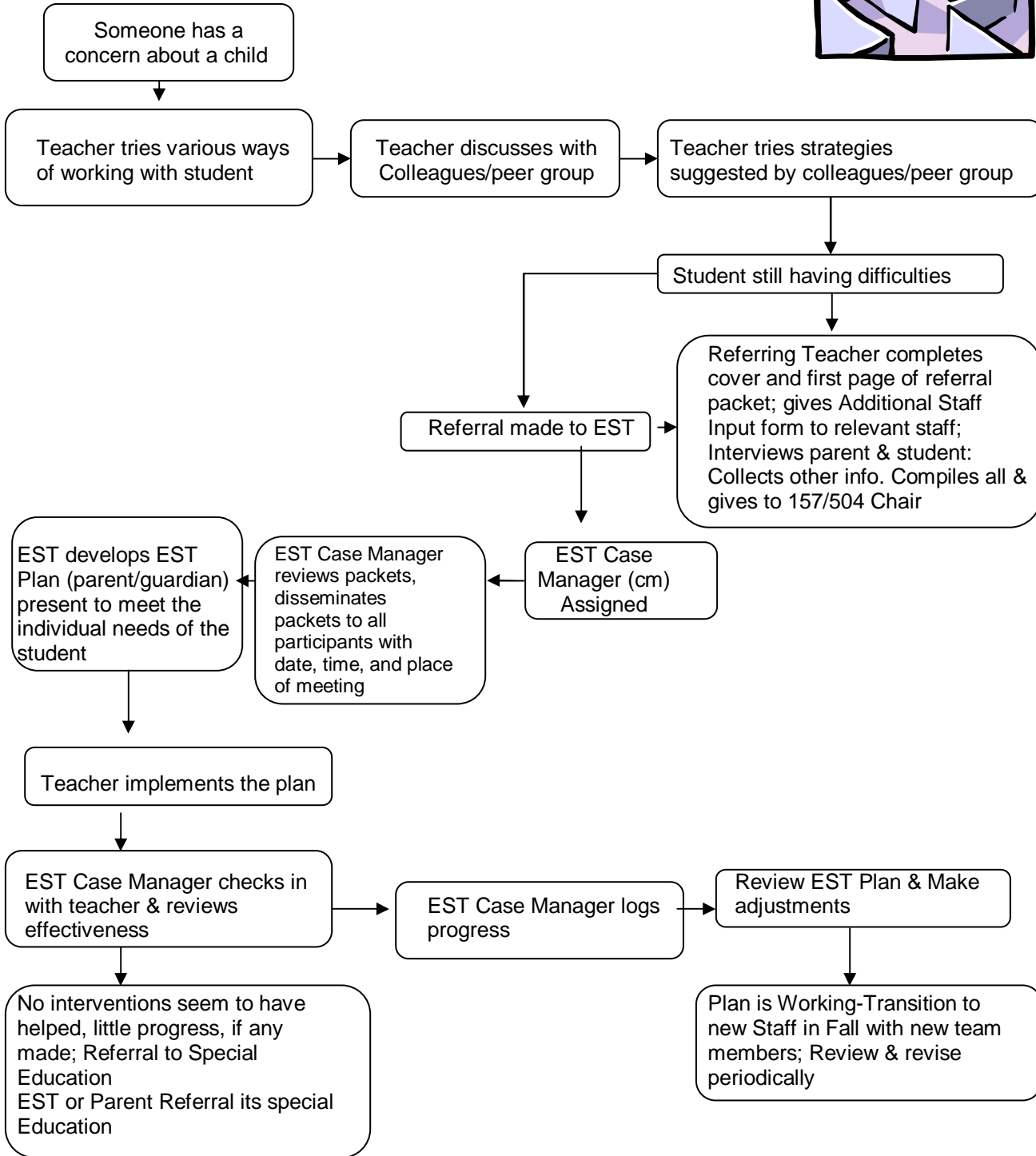
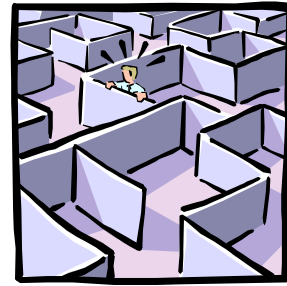
- Parent(s), guardian, or educational surrogate parent
- The child/student, if appropriate and when the transition from high school is being considered, and other agencies likely to provide transition services
- A local education agency representative (LEA)
- A special educator
- A regular educator (if the child is or may be participating in regular education)
- Other at the request of the parents or the school
- An individual who can explain evaluation results (unless another team member can fill this role)
- A preschool or regular education teacher and a person qualified to do diagnostic testing, such as a school psychologist or speech-language pathologist, if the child is being evaluated for a specific learning disability

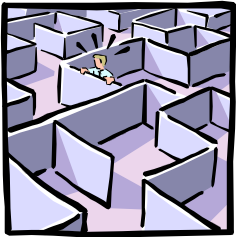
During school meetings, parents often find themselves sitting at the table with several educators. For some parents, this experience can be uncomfortable, especially if it's their first meeting. Communicating effectively with educators takes practice.

Here are some things that have worked for other parents:

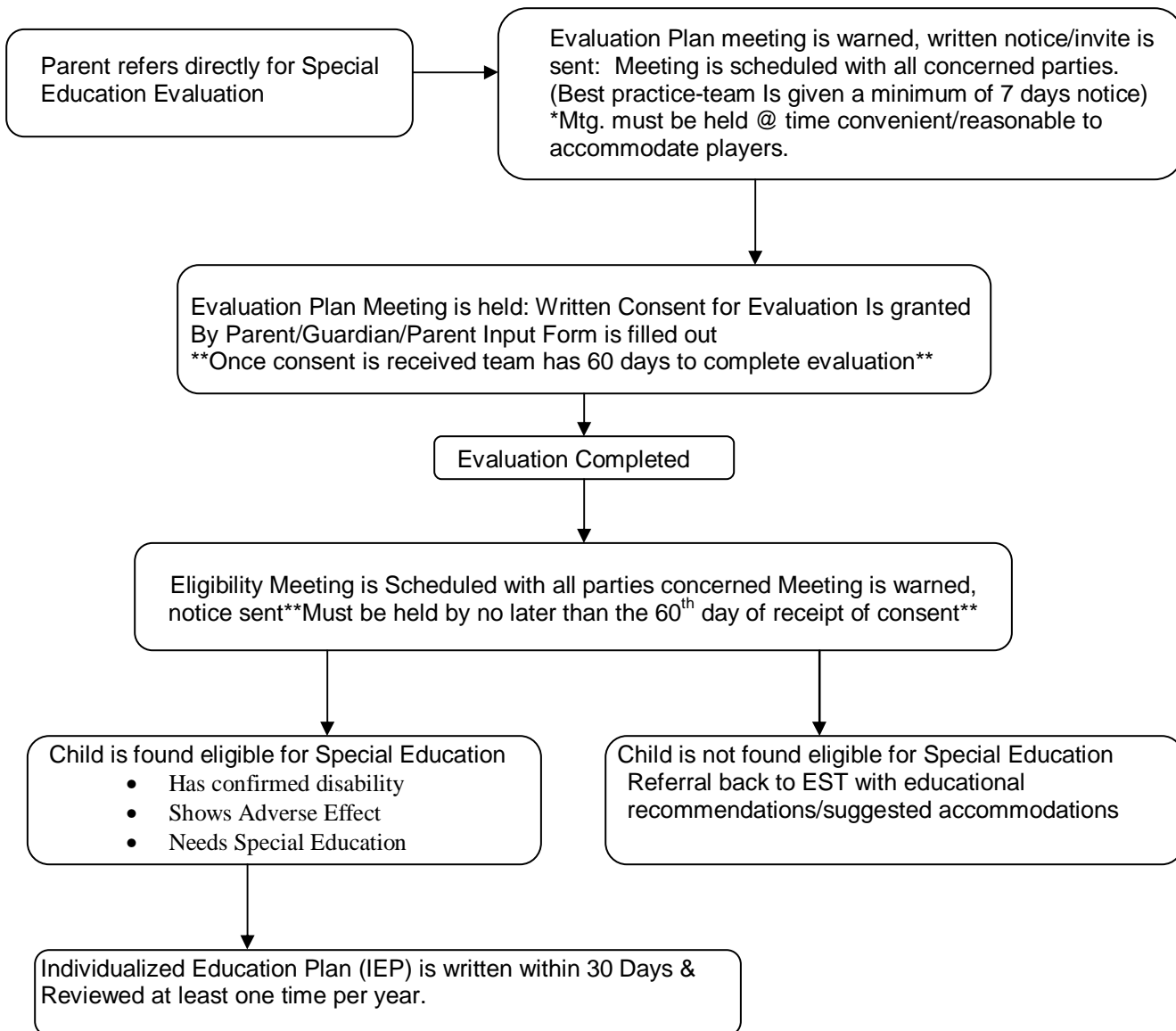
- Attend all meetings having to do with your child's education.
- Stay in close contact with your child's teachers and encourage them to contact you regularly.
- Listen carefully to what teachers have to say. It's important to understand how others see your child.

Rutland Southwest Supervisory Union Referral to Educational Support Team (EST)





Rutland Southwest Supervisory Union Referral to Special Education Department



A Summary of Good Communication Skills and Steps in the Decision-Making and Problem-Solving Process

- Assume honorable intentions
- Get or make an agenda
- Find out how much time will be allocated to the meeting
- Stay focused and stick to the agenda
- Organize your thought and concerns
- Leave “old baggage” behind
- Take someone with you to the meeting
- Ask questions
- Use active listening skills
- Take notes
- Follow up your meeting with a letter
- Sign any documents with which you feel comfortable; do not sign any documents with which you do not feel comfortable or about which you have questions
- Help school staff members understand your culture and your cultural values
- End the meeting and agree on a date to reconvene if necessary

Should you fail to reach agreement with the School staff:

- Accept the feelings of others about the issue
- Identify what is important or valued; focus on your child’s needs and your concerns, not your position
- Realize that people’s perceptions differ
- Accept that some people have emotional commitments to their positions
- Realize that people may come to a meeting with different expectations
- Know that some people may lack complete knowledge about the issue
- Understand the procedures and limitations of the system

When you cannot seem to agree on a solution to an issue or concern:

- Agree on a problem statement
- Brainstorm possible solutions
- Clarify and discuss each possible solution
- Brainstorm possible consequences
- Clarify and discuss each of the possible consequences
- Develop a plan and implement it
- Evaluate progress and revise the plan if necessary
- Schedule a date to reconvene the meeting and evaluate the results

AUTISM SPECTRUM DISORDERS

Autistic Disorder: Autistic Disorder, sometimes referred to as early infantile autism or childhood autism, is four times more common in boys than in girls. Children with Autistic Disorder have a moderate to severe range of communication, socialization, and behavior problems. Many children with autistic disorder have little or no interest in making friends or establishing relationships and often seem more interested in objects than in people. Some children also tend to engage in rigid routines or rituals and repetitive, stereotyped motor mannerisms such as hand flapping or rocking. Some may demonstrate low cognitive abilities.

Rett's Disorder: Rett's Disorder is a rare genetic disorder that occurs almost exclusively in females. In children with Rett's Disorder, development proceeds in an apparently normal fashion over the first 6 to 18 months at which point parents notice a change in their child's behavior and some regression or loss of abilities, especially in gross motor skills such as walking and moving. This is followed by an obvious loss in abilities such as speech, reasoning, and hand use. The repetition of certain meaningless gestures or movement is an important clue to diagnosing Rett's Disorder. These gestures typically consist of constant hand wringing or hand washing.

Childhood Disintegrative Disorder: Childhood Disintegrative Disorder, is an extremely rare disorder occurring more often in boys, is a clearly apparent regression in multiple areas of functioning (such as ability to move, bladder and bowel control, and social language skills) following a period of at least 2 years of apparently normal development. By definition, Childhood Disintegrative Disorder can only be diagnosed if the symptoms are preceded by at least 2 years of normal development and the onset of decline is prior to age 10

Asperger's Disorder: Asperger's Disorder is a developmental disorder characterized by lack of social skills; difficulty with social relationships; poor coordination and poor concentration; and a restricted range of interests, but average to above average intelligence and adequate language skills in the areas of vocabulary and grammar. An individual with Asperger's Disorder does not possess a significant delay in language development, however, he or she may have difficulties understanding the subtleties used in conversation, such as sarcasm and humor. Like other Autism Spectrum Disorders, Asperger's is more common in boys than girls, with a ratio of 15:1. Early signs can include an obsessive interest in a specific topic and memorization of facts related to the topic, often in a rote-like fashion without any actual understanding; no show of empathy; monotonous, inappropriate, or unusual use of speech and language; little or no interest in playing with other children; an inability to engage in a two-way conversation; uncoordinated motor movements and odd posture and difficulty understanding nonliteral expressions.

Pervasive Developmental Disorder, Not Otherwise Specified (PDD-NOS): Children with PDD-NOS either (a) do not fully meet the criteria of symptoms clinicians use to diagnose any of the four specific types of PDD above, and/or (b) do not have the degree of impairment described in any of the above 4 PDD specific types. According to the DSM-IV, this category should be used "when non-verbal communications skills, or when stereotyped behavior, interests and activities are present, but the criteria are not met for a specific Pervasive Developmental Disorder, Schizophrenia, Schizotypal Personality Disorder, or Avoidant Disorder." (American Psychiatric Association)

EARLY SYMPTOMS OF AUTISM

NEWBORN TO 6 MONTHS

- May be "too good"
- May be irritable, easily distressed
- Does not reach to be picked up
- Does not babble
- Lack of social smile
- Lack of eye contact
- Motor development may appear normal

6 Months to 12 months

- Does not cuddle, may be limp or rigid when held
- Relative indifference toward parents
- Does not play simple social games (Peek-a boo, Bye-bye)
- Does not begin to use words
- May be fascinated with own hands
- Uneven or delayed motor development
- May not chew or accept solid foods

2 Years to 3 years

- Interpersonal interest remains limited: may show some improvement
- Uses other people to "tools"
- Limited eye contact
- May sniff or lick objects
- Does not cuddle, may be limp or rigid when held
- Relative indifference toward parents

4 Years to 5 Years

- If speech develops may be echolalic (Repeats in rote fashion what others say: either immediately or later)
- Odd voice quality (for example, high pitched or monotone)
- Very upset by changes in routine
- Eye contact still limited, although may show some improvement
- Gradual increase in affection, but still limited
- Tantrums and aggression continue, but may gradually improve
- Self-injury
- Self-stimulation

Parent to Parent NEWS

Funding Information / New additions to Library

Parent to Parent of Vermont Funding

Many families have benefited from funding assistance made available through Parent to Parent.

The following is a description of the various funds:

Family Support Fund: This fund is used by families who self-identify a need related to their child's diagnosis. It can be used for equipment, therapies, emergency childcare, camp, or any other need as it relates to the child's diagnosis and is not otherwise covered by insurance or Medicaid. The Family Support Fund is primarily composed of resources from: Brookes Baker Trust, Tom Sustic Fund, Doug Flutie Foundation, and the Vermont Department of Children and Families.

Conference Fund: Parents may request funds from Parent to Parent to attend conferences relating to their child's disability or special need. The Conference Fund is made up of resources from the State Department of Education and the Kelsey Trust.

Support Group Fund: This fund is designed to assist parents with the start-up costs of launching a support group in a specific geographic area or by diagnosis. One-time funding of \$200.00 is available for advertising, speakers, refreshments, space rental, etc. The Support Group Fund is made possible by the VT Dept. of Health

Respite Fund: Parent to Parent has a grant from the Agency of Human Services for flexible respite funding through the Prevention Committee of Children and Family Council for Prevention Programs.

For Parent to Parent Funding information & opportunities, call Family Support at 764-5290 or (800) 800-4005. ♥



161 books were added to our Lending Library this year!

The Family Support team has been busy ordering new books and reorganizing the topics for easier browsing* -- check it out!

*We are now organizing our bookshelves by topics instead of by author! We can supply to you bibliographies sorted by topic OR by author. <http://www.partoparvt.org/05FallP2PNews.html>

Find newly added books of interest to you under the following new categories: click on:

ADD/ADHD
Adoption/Foster Care
Autism
Cerebral Palsy
Communication
CSHN
Diabetes
Down Syndrome
Education

Families with CSHN
Food/Diet/Allergy
Friendship/Recreation
Future Planning
General Parenting
Grief
Hospital-Baird 5 location
Inspiration
Learning Disabilities

Mental Health
Misc. – diagnosis
Neurological Disorders
Physical Disabilities
Prematurely
Sensory Impairment
Siblings

or: Type 'control' + 'F', then type in keyword to search

ADD/ADHD

- A.D.D. & Romance, Halverstadt

Foster Care

- Attaching in Adoption: Practical Tools for Today's Parents, Gray
- Adopting the Hurt Child: Hope for Families with Special-Needs Kids: A Guide for Parents and Professionals, Keck
- Fostering Health in the Foster Care Maze A Guide for Social Service Professionals, Healy

Autism

- Teach Me Language, Freeman, Ph.D.
- The Essential Difference, Baron-Cohen (Brain Science)
- Thinking in Pictures: and Other Reports from My Life with Autism, Grandin
- Songs of the Gorilla Nation, Prince Hughrs, Ph.D.

ASD

- Activity Schedules for Children with Autism/Teaching Independent Behavior, McClannahan, Ph.D.
- Asperger's Huh? A Child's Perspective, Schnurr, Ph.D.
- Asperger Syndrome and Adolescence/helping preteens and teens get ready for the real world, Bolick, Ph.D.
- Asperger Syndrome and Difficult Moments, Myles

Cerebral Palsy

- Cerebral Palsy: A complete Guide for Care giving (A Johns Hopkins Press Health Book), Miller
- My Perfect Son Has Cerebral Palsy: A Mother's Guide of Helpful Hints, Kennedy
- Nathan's Wish: A story About Cerebral Palsy, Lears
- Rolling Along: The Story of Taylor and His Wheelchair, Heelan
- The Official Parent's Sourcebook on Cerebral Palsy, Parker, MD

Deaf/Hard of Hearing

- Signing for Kids, Flodin
- Signing Time, Volume 1, First Signs (Ages 0-5), DVD
- Signing Time, Volume 2 Playtime Signs, DVD

Speech and Language

- Teach Me How to Say it Right: Helping Your Child with Articulation Problems, Dougherty
- Does My Child Have a Speech Problem, Martin

CSHN

- Caregivers and Personal Assistants: How to Find, Hire and Manage the People Who Help You (or Your Loved One) (Revised 3rd Edition), Degraff
- The Child with Special Needs:
- Encouraging Intellectual and Emotional Growth, Greenspan, M.D.

Diabetes

- Cooking Up Fun for Kids with Diabetes:
- Recipes, Crafts, games and More, Geil
- Getting a Grip on Diabetes, Loy
- Management of Diabetes for Children in School, VT Dept of Health, Diabetes Control Program
- Real Life Parenting of Kids with Diabetes, Loy

Down Syndrome

Adoption/

- Adventures in the Mainstream: Coming of Age with Down Syndrome, Palmer
- A Parent's Guide to Down Syndrome (Newly Revised and Updated), Puesche!
- Choosing Naia: A Family's Journey, Zuckoff
- Down Syndrome: The First 18 Months, Schermerhorn
- Expecting Adam: A True Story of Birth Reirth, and Everyday Magic, Beck
- Russ and the Firehouse (Day with Russ), Rickert
- We'll Paint the Octopus Red, Stuve-Bodeen

Education

- A Smile as Big as the Moon: A Special Education Teacher, His Class, and Their Inspiring Journey Through U.S. Space Camp, Kersjer
- Achieving Learning Goals Through Play Teaching Young Children with Special Need (Second Edition), Winderstrom
- How to Compromise With Your School District Without Compromising Your Child: A Field Guide for Getting Effective Services for Children with Special Needs, Mayerson
- How to Get Services by Being Assertive, Des Jardins
- Promoting Social Success A Curriculum for Children with Special Needs, Siperstein
- Surviving Due Process: When Parents and the School Board Disagree, Stephen Jeffers V. School Board, Wright
- The School-Savvy Parent: 365 Insider Tips to Help You Help Your Child, Clark
- Transition Trek, Pacer Center (Game)
- You, Your Child, and "Special" Education, Cutler

Families with Children with Special Needs

- If you've ever wanted to crawl in the closet with an OREO Tips for parenting a child with special needs, Downey
- Playing the Hand That's Dealt to You: A Guide for Parents of Children with Special Needs, More!
- The Parent to Parent Handbook/Connecting families of Children with Special Needs, Santelli

Food/Diet/Allergy

- Control Your Child's Asthma, Farber, MD
- The Complete Kid's Allergy and Asthma Guide: The Parent's Handbook for Children of all Ages, Gold

Friendship/Recreation

- Adapted Games & Activities: From Tag to Team Buildings, Rouse
- Adapt My World: Homemade Adoptions for People with Disabilities, Plaxen
- Life Skills Activities for Special Children, Coloroso
- The Calico A Buffalo, Stapleton

Future Planning

- The ABC's of Special Needs Planning Made Easy, Stevens
- Special Needs Trust Administration Manual A Guide for Trustees, Jackins, Esq.
- Special Needs Trusts: Protect Your Child's Financial Future, Ellas

General Parenting

- Child of Mine: Feeding with Love and Good Sense, Satter
- Grandparents as Parents: A Survival Guide for Raising a Second Family, deToledo
- How to Take the Grrr Out of Anger, Verdick
- How to Talk so Kids Will Listen & Listen So Kids will Talk, Faber
- It is Just a Phase, Anderson Swedo
- Parenting with Dignity, Bledoe
- Purrfect Parenting, Guhl
- Raising Your Spirited Child: A Guide for Parents Whose Child Is More Intense, Sensitive, Perceptive, Persistent, Energetic, Kurcinka

Grief

- On Children and Death, Kubler-Ross
- Recovering from the Loss of a Child, Donnelly
- Sad Isn't Bad, Mundy
- Shelter from the Storm, Hilden, MD
- When Dinosaurs Die A Guide to Understanding Death, Brown

Hospital-Baird 5 location

- Celebrating and Caring for Your Baby with Special Needs, Craver
- Chicken Soup for the Teenage Soul on Tough Stuff, Canfield
- Childhood Leukemia A Guide for Families, Friends & Caregivers, Keene
- Clifford Visits the Hospital, Bidwell
- Henry and the White Wolf, Karu
- I'll Carry the Fork (recovering a life after brain injury), Swanson
- Living Well with Autoimmune Disease, Shomon
- My Body is Private, Girard

Inspiration

- A Child Called "it": One Child's Courage to Survive, Pelzer
- From the Heart On Being the Mother of a Child with Special Needs, Marsh, D.B. ed.

Learning Disabilities

- Many Ways to Learn: Young People's Guide to Learning Disabilities, Stern
- Nonverbal Learning Disabilities at Home: A Parent's Guide, Tanguay
- Raising NLD Superstars: When Families with Nonverbal Learning Disabilities Need to Know about Nurturing Confident, Competent Kids, Rubinstien

Mental Health

- Adolescent Depression: A Guide for Parents, Mondimore
- Secret Scars Uncovering and Understanding the Addiction of Self-Injury, Turner
- Straight Talk about Psychological Testing for Kids, Braaten, Ph.D.
- The Essential Guide to Mental Health, Gorman, MD
- He Explosive Child: A New approach for Understanding and Parenting Easily Frustrated, Chronically Inflexible Children, Greene
- The Worried Child: Recognizing Anxiety in Children and Helping Them Heal, Foxman, Ph.D.
- Understanding Teenage Depression: A Guide to Diagnosis Treatment, and Management, Empfied
- When Love is Not Enough: A Guide to Parenting Children with RAD – Reactive Attachment Disorder, Thomas
- Your Anxious Child How Parents and Teachers Can Relieve Anxiety in Children, Dacey

Bipolar

- If Your Child is Bipolar: The Parent to Parent Guide to Living with and Loving a Bipolar Child, Singer

- The Bipolar Child: The Definitive and Reassuring Guide to Childhood's Most Misunderstood Disorder (Revised and Expanded Edition), Demitir, MD

Neurological Disorders

- Becky the Brave: A Story about Epilepsy, Lears
- Growing Up with Epilepsy: A Practical Guide for Parents, Blackburn, Ph.D.
- Journey of Love, Muscular Dystrophy Association, Tucson, AZ
- The Ketogenic Diet: A Treatment for Epilepsy, 3rd Edition, Freeman

Prematurely

- Alex: The Fathering of a Premie, Stimpson
- An Innocent abroad, Leary
- Parenting Your Premature Baby and Child: The Emotional Journey, Davis, Ph.D.
- The Premature Baby Book: Everything You Need To know about Your Premature Baby from Birth to Age One (Sears, William, Sears Parenting Library), Sears

Physical Disabilities

- Children with Visual Impairments: A Parent's Guide, Holbrook Ph.D.
- Growing Up with Scoliosis, Spray
- Ileitis, Colitis, Crohn's Disease, Inflammatory Bowel Disease
- It's Not Just Growing Pains: A Guide to Childhood Muscle, Bone and Joint Pain, Rheumatic Diseases and the Latest Treatments, Lehman
- Kids on Wheels A guide to Wheelchair Lifestyle for Parents, Teachers and Professionals, Dobbs
- Management of Patients with Neuromuscular Disease, Bach, MD
- Moonrise: One Family, Genetic Identity, and Muscular Dystrophy, Wolfson
- Partial Seizure Disorders, Walz
- Taking Seizure Disorders to School, Gosselin
- The Heart of a Child What Families Need to Know about Heart Disorders in Children (2nd Edition), Neill, MD
- The New Eating Right For a Bad Gut, Scala, Ph.D>
- Your Child with Arthritis-A Family Guide for Caregivers

Sensory Impairment

- Dad and Me in the Morning, Lakin

Siblings

- Being the Only One: Growing Up with a Brother or Sister Who Has Special Needs, Strohm
- The Sibling Slam Book: What It's Really Like to Have A Brother or Sister With Special Needs, Meyer (Editor)
- What About Me? When Brothers and Sisters Get Sick, Peterkin, MD

Contact Clare (800) 800-4005 x11 to check out books, for a personalized bibliography, or for more information. ♥

Appendix

SAMPLE LETTER
Requesting a Special Education Evaluation

(YOUR MAILING ADDRESS)

(YOUR CITY, STATE, ZIP CODE)

(DATE)

Mrs. Bonnie Lenihan
Director of Student Support Services
Rutland Southwest Supervisory Union
168 York Street
Poultney, VT 05764

Dear Mrs. Bonnie Lenihan:

I am the parent of who is enrolled at
(CHILD'S FIRST AND LAST NAME) (NAME OF SCHOOL)

I feel that may have a disability that interferes with learning. I would like to
(CHILD'S FIRST NAME) (HIS OR HER)
you to arrange a special education evaluation as soon as possible.

Thank you. I look forward to hearing from you soon.

Sincerely,

(Your Signature)

(Your Name)

cc: (NAME(S) OF APPROPRIATE SCHOOL PERSONNEL OR SPECIAL EDUCATOR(S) TO WHOM YOU ARE SENDING A COPY OF YOUR LETTER)

SAMPLE LETTER
Requesting a Special Education Evaluation

(YOUR MAILING ADDRESS)

(YOUR CITY, STATE, ZIP CODE)

(DATE)

Mrs. Bonnie Lenihan
Director of Student Support Services
Rutland Southwest Supervisory Union
168 York Street
Poultney, VT 05764

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you to arrange a special education evaluation as soon as possible.

Thank you. I look forward to hearing from you soon.

Sincerely,

(Your Signature)

(Your Name)

cc: (NAME(S) OF APPROPRIATE SCHOOL PERSONNEL OR SPECIAL EDUCATOR(S) TO WHOM YOU ARE SENDING A COPY OF YOUR LETTER)

SAMPLE LETTER
Requesting a Copy of Your Child's
Education Records

(YOUR MAILING ADDRESS)

(YOUR CITY, STATE, ZIP CODE)

(DATE)

Mrs. Bonnie Lenihan
Director of Student Support Services
Rutland Southwest Supervisory Union
168 York Street
Poultney, VT 05764

Dear Mrs. Bonnie Lenihan:

I am the parent of , who is enrolled at
(CHILD'S FIRST AND LAST NAME) (NAME OF SCHOOL)

I would like to look at my complete education record as soon as possible. I will be calling you soon to make an appointment to do this.

Sincerely,

(Your Signature)

(Your Name)

SAMPLE LETTER
Requesting a Copy of Your Child's
Education Records

(YOUR MAILING ADDRESS)

(YOUR CITY, STATE, ZIP CODE)

(DATE)

Mrs. Bonnie Lenihan
Director of Student Support Services
Rutland Southwest Supervisory Union
168 York Street
Poultney, VT 05764

Dear Mrs. Bonnie Lenihan:

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(CHILD'S FIRST AND LAST NAME) (NAME OF SCHOOL)

I would like to look at my complete education record as soon as possible. I will be calling you soon to make an appointment to do this.

Sincerely,

(Your Signature)

(Your Name)

SAMPLE LETTER
Requesting an independent Evaluation

[REDACTED]

(YOUR MAILING ADDRESS)

[REDACTED]

(YOUR CITY, STATE, ZIP CODE)

[REDACTED]

(DATE)

Mrs. Bonnie Lenihan
Director of Student Support Services
Rutland Southwest Supervisory Union
168 York Street
Poultney, VT 05764

Dear Mrs. Bonnie Lenihan:

I am the parent of [REDACTED] of [REDACTED], who is enrolled at
[PARENT/GUARDIAN] (CHILD'S FIRST AND LAST NAME),

of who is enrolled at [REDACTED]
(NAME OF SCHOOL)

I have read the Evaluation and Planning Team's Report and disagree with your evaluation of [REDACTED]
(CHILD'S FIRST NAME)

for the following reason(s): **FOR EXAMPLE, YOU MIGHT DISAGREE WITH THE SCHOOL'S OPINION ABOUT YOUR CHILD'S SPECIFIC DISABILITY, THEIR RECOMMENDATIONS FOR SERVICES, QUALIFICATIONS OF THE EVALUATOR, PARTICULAR AREAS EVALUATED, OR EVALUATED MEASURES USED.** I am requesting

and independent evaluation of [REDACTED] at public expense.

Thank you. I look forward to hearing from you soon.

Sincerely,

[REDACTED]

(YOUR SIGNATURE)

[REDACTED]

(YOUR NAME)

cc: (NAME(S) OF APPROPRIATE SCHOOL PERSONNEL OR SPECIAL EDUCATOR(S) TO WHOM YOU ARE SENDING A COPY OF YOUR LETTER)

Forms:

Meeting Agenda

Date of Meeting: _____
Time Frame for Meeting: _____

Recap of last meeting dated: _____

Actions to have been completed by: _____

Comments/Questions regarding follow-up to last meeting:

Next Meeting Date Set for: _____

Next Step to include:

Action to be taken:	Who is responsible?	Expected Completion Date:

Key People to be in attendance at next meeting:

Name: _____ Position: _____
Name: _____ Position: _____
Name: _____ Position: _____
Name: _____ Position: _____
Others: _____

KEY PEOPLE TO INVITE

POSITION	NAME	E-MAIL	PHONE

- Case Manager _____
- Principal _____
- School Aide or Nurse _____
- Guidance Counselor _____
- Psychologist _____
- Social Worker _____
- Central Office, Special Education _____
- VPIC _____
- Vermont Parent Information Center _____

Other Information:

MY PERSONAL DIRECTORY

YOUR CHILD'S ELIGIBILITY FOR SPECIAL EDUCATION/DISABILITY IS: _____

School: _____

Building	_____	Phone:	_____
Principal	_____	Counselor:	_____
Teacher	_____	Phone:	_____
Speech Therapist	_____	Phone:	_____
Occupational Therapist	_____	Phone:	_____
Physical Therapist	_____	Phone:	_____
Social Worker	_____	Phone:	_____
Teacher Consultant	_____	Phone:	_____

MY CHILD'S BUS DRIVER IS: _____

Bus garage number is: _____

Special Transportation: _____

Other names, numbers, and addresses that are important to me include:

Name:	_____	Phone:	_____	e-mail:	_____
Name:	_____	Phone:	_____	e-mail:	_____
Name:	_____	Phone:	_____	e-mail:	_____
Name:	_____	Phone:	_____	e-mail:	_____
Name:	_____	Phone:	_____	e-mail:	_____
Name:	_____	Phone:	_____	e-mail:	_____
Name:	_____	Phone:	_____	e-mail:	_____

STUDENT SCHEDULE

School Year: _____

FIRST SEMESTER		
SUBJECT	Room	Teacher

SECOND SEMESTER		
SUBJECT	Room	Teacher

STUDENT PROFILE-PARENT FORM

Child's Name: _____ Date of Birth: _____

School: _____ Phone: _____ Grade Level: _____

Date Completed: _____

1. What my child is interested in:

2. Things my child is ready to learn:

3. My child is best at:

4. My child needs the most help with:

5. Help my child has received in the past:

6. Strengths of my child's current program:

7. Problems with my child's current program:

8. Possible alternative and /or additions to my child's current program:

9. Services that my child needs:

10. Special concerns I have about my child:

11. Suggestions I have about working with my child:

STUDENT PROFILE-PARENT FORM cont...

12. Strengths my child has in the area of:

Academics

Speech

Motor

Social and Behavior Skills

Vocational or Prevocational Skills

Self-Help Skills

Self-Advocacy Skills

Other (music, art, etc.)

13. Concerns I have for my child in the following areas:

Academics

Social and Behavior Skills

Vocational or Pre-Vocational Skills

Self-Help Skills

Self-Advocacy Skills

Other (music, art, etc.)

14. When my child leave high school as a young adult, I expect:

STUDENT PROFILE-STUDENT FORM

Name: _____ Date of Birth: _____

School: _____ Phone: _____ Grade Level: _____

Date Completed _____

1. What am I interested in:

2. Things I want to learn:

3. I am best at:

4. I need the most help with:

5. Help I have received in the past:

6. Strengths with my current program:

7. Problems with my current program:

8. Possible alternative and /or additions to my current program:

9. Services that my I needs:

10. Special concerns I have:

11. Suggestions I have about working with me:

STUDENT PROFILE-STUDENT FORM cont...

12. Strengths I has in the area of:

Academics

Speech

Motor

Social and Behavior Skills

Vocational or Prevocational Skills

Self-Help Skills

Self-Advocacy Skills

Other (music, art, etc.)

13. Concerns I have in the following areas:

Academics

Social and Behavior Skills

Vocational or Pre-Vocational Skills

Self-Help Skills

Self-Advocacy Skills

Other (music, art, etc.)

14. When I leave high school as a young adult, I expect:

To be comprehensive, the evaluation plan should address any areas that may be affecting your child's learning and development. Use this checklist as a tool to help you identify areas in which you feel your child should be assessed. Discuss this information with other members of the Evaluation and Planning Team (EPT)

Physical characteristics

- Vision
- Hearing
- Motor Skills
- Medical needs and health

Social, emotional characteristics

- Gets along with others
- Behaves appropriately in a variety of settings
- Self esteem and confidence
- Self control and direction
- Expresses anger
- Seems depressed or withdrawn

Self-help and coping skills

- Has self-care skills, such as dressing, eating, washing
- Has independence skills
- Has coping skills
- Cooperates with others
- Plays

Speech, communication, language skills

- Communicates own needs and wants
- Follows two or three-part directions
- Writes legibly
- Is easily understood (articulation)
- Forms sentences
- Writes and uses punctuation
- Demonstrates listening comprehension

Thinking skills

- Can learn
- Can reason

Learning style

- Visual learner
- Hands-on learner
- Auditory learner
- Learns best in small groups
- Learns best with individualized instruction

Transition, vocational skills

- Job-related skills
- Job interests
- Recreation and leisure skills
- Independent living skills
- Post-secondary needs

Assertive technology needs

- Adaptive software
- Adaptive hardware

Examples of questions to ask as part of and evaluation plan

- Does my child have friends in school?
- Does my child have difficulty with handwriting?
- Is my child able to pay attention when his peers or teachers speak to him?

This checklist will help you keep track of whether your child's team is considering all the services and accommodations you believe your child needs. The IDEA requires IEP teams to consider the following needs of the child as they develop the IEP:

- Communication needs
- Need for an adaptive physical education program if the child can't participate in a regular physical education program
- The related services that will help the child benefit from special education
- The accommodation that will allow the student to participate in district assessments that are given to all students
- Need for an alternate assessment if the child will not participate in district-wide assessments
- Positive behavior supports, such as social skills, that will help the child learn appropriate behavior skills
- Need for language support because of limited English proficiency

Related services refer to developmental, corrective, and other support services required to help a child with a disability benefit from special education. Related services include:

- Speech-language pathology services
- Audiology services
- Psychological services
- Physical and occupational therapy
- Recreation, including therapeutic recreation
- Early identification and assessment of disabilities in children
- Counseling services, including rehabilitation counseling
- Orientation and mobility services
- Medical services for diagnostic or evaluation purposes
- School health services

- Need for instruction and materials in Braille
- Language and Communication needs of students who are deaf or hard of hearing
- How assistive technology can benefit the child's learning and development
- Notice of transfer of rights at age 17 from parent to student
- Whether the child needs extended school year (ESY) or summer service and, if so what those services will include
- Any support school personnel need in order to implement the child's IEP
- Methods for informing parents about the child's progress toward IEP goals, objectives, and accommodations

- Social work services in schools
- Transportation
- Parent counseling and training

**This document is provided as a
convenient reference and should not be
construed as a list of “approved” vendors,
or publications**

Rutland Southwest Supervisory Union

Presents

A Parental Guide to Special Education Resources and Information



Resources

RESOURCES

Consultants:	Area	Contact	Phone/Email
Occupational Therapist		Chris Knippenberg Expertise in TEACCH model Lots of experience in autism	802-436-1711
	Consults along I-91	Linda Mulley Special Educator (unsure of her availability) Lots of experience in autism	
		Terry Starkey consults for emotional disturbance	860-456-9833
Washington County Mental Health	Washington County	Ed Sbardellatti consults on behavior and autism	476-1480
SD Associates	Ira	David Powsner consults on behavior and autism	235-2467
Washington County Autism Program (not sure they have the time to consult)		Cath Burns	476-1480
Briard Autism Program (not sure they have the time to consult)		Amy Ducker	660-0157
Evaluators:	Area	Contact	Phone/Email
Otter Creek Associates	Burlington	Nancy Cotton, Psychologist	802-865-3450
Cedar Brook Associates	Williston	John Donnelly, Ph.D.	802-89-5333
Stern Center	Williston	Stern Center	802-878-2332
Otter Creek Associates	Burlington	Leslie Conroy, MD	802-865-3450
Child Development Clinic	Burlington	Steve Contampasis	802-863-7315
Maple Leaf Clinic	Wallingford	Dean Mooney	802-446-3601
AAWARE of Central Vermont	Washington County & online support group	Claudia Pringles Jessica Levy www.aaware.org	229-4665 249-7961 info@aaware.org
Asperger's Parent Support Group	Chittenden	Monica Devino	865-0399 info@aane-vt.net
Autism Support	All counties of Vermont- online support. Meetings in Williston, New Haven and Hyde Park	Laurey Tedeschi Lynn George	660-7240 www.autismsupportdaily.com
Parents with children with Autism	Caledonia (Lyndonville)	Crystal Sicard	626-5855
Parents Supporting Our Children	Bennington	Wendy Ballou Jennifer Gallipeau	447-5716 442-5632
Shadows of the Moon	Franklin	Cheryl Laura	868-3658 849-2817
	Area	Contact	Phone/Email
AAWARE NEK	Lyndonville	Lauren Ware	533-2472 laware@gmail.com
AAWARE Lamoille Valley	Lamoille	Terry Holden	888-3430 644-2759 Hourseinvt@vmlink.net
Asperger's Association of New England- Southern Vt. Chapter	Southern VT	Philippa Marriner	775-5422
Exceptional Parents Exceptional Children	Rutland County, but all are welcome	Stephanie Taran	287-2266
ARCH of Upper Valley	Upper Valley in VT & NH	Kirsten Murphy	649-2720 ARCH@valley.net Kirsten.Murphy@valley.net
Resources:	Area	Contact	Phone/Email
Family Infant Toddler Program	Rutland County	Gail Dorman - Coordinator	802-747-5039 ext. 104 1-800-974-2034
Rutland Parent Child Center	Rutland County	Nan Josephson - Director	1-802-775-9711
Host Agency for <ul style="list-style-type: none"> • Family Infant Toddler • Reach up • Teen Parenting 			

RESOURCES cont....

Name	Address	Phone Number Fax Number	E-Mail
Kris Benway Special Education Coordinator Addison Rutland S.U.	49 Main St Fair Haven, Vt 05743		
Judith M. Adams, Asst. Supt. For Student Services Bennington Rutland S.U.	PO Box 2288 Manchester Center, VT 05255- 2288		
Pamela J. Reed Special Education Coordinator Rutland Central S.U.	257 S. Main St Rutland, Vt. 05701-4913		
Eloise McGarry Coordinator of Support Services Rutland City S.U.	6 Church St Rutland Vt. 05701		
Marsha Bruce Special Services Co-Director Secondary	49 Court Dr. Brandon, VT 05733		
Michelle LaRouche Special Services Co-Director Elementary	49 Court Dr. Brandon, VT 05733		
Carol Geery Director of Special Services Rutland South S.U.	64 Grange Hall Rd N Clarendon, VT 05759		
Beth Merrill Education Director Vermont Achievement Center	PO Box 6283 Rutland, VT 05702-6283		
Deb Marro Vermont Achievement Center	PO Box 6283 Rutland, VT 05702-6283		
Craig Shappy –Building Based LEA MRUSH	PO Box 6 N Clarendon, VT 05759		
Nate Traynor MRUSH	PO Box 6 N Clarendon, VT 05759		
Georgianna Thomas MRUSH	PO Box 6 N Clarendon, VT 05759		
Claire Austin MRUSH	PO Box 6 N Clarendon, VT 05759		
Penny Macheski MRUSH	PO Box 6 N Clarendon, VT 05759		
Robin Turner West Rutland School	713 Main St W Rutland, VT 05777		
Beth Coughlin West Rutland School	713 Main St W Rutland, VT 05777		
Joy Hart West Rutland School	713 Main St W Rutland, VT 05777		
Colleen Mayhew Rutland Intermediate School	63-65 Library Ave Rutland, VT 05701		
Amy Mach Granville District School	4157 VT Rte 100 Granville, NY 05747		
Mary Murphy Bennington School, Inc.	192 Fairview St Bennington, VT 05201		
Cindy Trevino Rutland Intermediate School	63-65 Library Ave Rutland, VT 05701		
Phyl T. Macomber, Inc. Assistive Technology Consulting	789 Hammond Hill Rd. West Windsor, VT 05089	(802) 484-3537 Phone (802) 484-5558 Fax	ptmacomberine@aol.com
Lea Billing OT therapists Dimensions		(802)c287-2284	
Mark J. Detzer, PhD Deer Creek Psychological Associates	PO Box 266 East Thetford, VT 05043-0266	(802) 785-2903 Phone (802) 785-2631 Fax	www.deercreekpsych.com
Anna Hutton, PsyD Deer Creek Psychological Associates	PO Box 266 East Thetford, VT 05043-0266	(802) 785-2903 Phone (802) 785-2631 Fax	www.deercreekpsych.com

VERMONT CENTER FOR DEAF AND HARD OF HEARING, INC.

Consultants for the Deaf and Hard of Hearing – 2006/2007

Regional Programs

Name	Address	Phone Number Fax Number	E-Mail
Jane Amis Central Vermont	395 Paine Turnpike No. Suite 2 Berlin, VT 05602	229-5415 (w) 229-5086 (Fax)	jamis@austine.pvt.k12.vt.us
Cathy Metz Central Vermont	395 Paine Turnpike No. Suite 2 Berlin, VT 05602	229-5415 (w) 229-5086 (Fax)	cmetz@austine.pvt.k12.vt.us
Amy Bove Chittenden North Addison	147 Knight Lane Suite 101 Williston, VT 05495	879-4787 x257 (w) 879-7/64 (fax)	above@austine.pvt.k12.vt.us
Jody Crosby Chittenden North Addison	147 Knight Lane Suite 101 Williston, VT 05495	879-4787 x257 (w) 879-7/64 (fax)	jody@austine.pvt.k12.vt.us
Paige Russell Chittenden North Addison	147 Knight Lane Suite 101 Williston, VT 05495	879-4787 x257 (w) 879-7/64 (fax)	paige@austine.pvt.k12.vt.us
Laurel Scannell Chittenden North Addison	147 Knight Lane Suite 101 Williston, VT 05495	879-4787 x257 (w) 879-7/64 (fax)	laurel@austine.pvt.k12.vt.us
Alina Mills Chittenden North Addison	147 Knight Lane Suite 101 Williston, VT 05495	879-4787 x257 (w) 879-7/64 (fax)	amills@austine.pvt.k12.vt.us
Camilla Strauss Northeast	395 Paine Turnpike No. Suite 2 Berlin, VT 05602	229-4649 (w) 229-5086 (fax)	cstrauss@austine.pvt.k12.vt.us
Hope Moulton Northeast	395 Paine Turnpike No. Suite 2 Berlin, VT 05602	229-4649 (w) 229-5086 (fax)	hmoulton@austine.pvt.k12.vt.us
Meena Tondravi Northeast	395 Paine Turnpike No. Suite 2 Berlin, VT 05602	229-4649 (w) 229-5086 (fax)	mtondravi@austine.pvt.k12.vt.us
Virginia Nola Northwest	114 Upper Welden St. St. Albans, VT 05478	517-8254 (w) 524-9565 (fax)	vnola@austine.pvt.k12.vt.us
Carol Peltier Southeast	Vermont Center 130 Austine Drive Brattleboro, VT 05301	258-9579 (w) 258-9574 (fax)	cpeltier@austine.pvt.k12.vt.us
Maureen Pearl Southwest	25 East Prospect Street Brandon, VT 05733	247-2883 (w)	mpearl@austine.pvt.k12.vt.us
Alicia Ayles Southwest	128 Merchants Row, Suite 305 Rutland, VT 05702	774-7750 (w) 774-7750 (fax)	aayles@austine.pvt.k12.vt.us
Tami Trowell Family Sign Language Mentor Program	130 Austine Drive Brattleboro, VT 05301	258-9502 (w) 258-9574 (fax)	tami@austine.pvt.k12.vt.us
Terry Keegan Vermont Parent Infant Program	VT PIP 130 Austine Drive Brattleboro, VT 05301	254-3929 (v/tty) 258-9574 (fax)	vtpip@austine.pvt.k12.vt.us
President Vermont Center	209 Austine Drive Suite #310 Brattleboro, VT 05301 147 Knight Lane Williston, VT 05495	258-9530 (v/tty) 879-4787 (v/tty)	
Alicia Hanrahan Special Education Consultant (State Dept. of Ed.)	Student Support Team VT Department of Education 120 State St Montpelier, VT 05620-2501	828-3142 (v) 828-2755 (v/tty) 828-0573 (fax)	Alicia.hanrahan@state.vt.us

<p>Richard Smith, M.D. Organization Name: Mid-Vermont ENT, P.C. Service Description: Evaluation and Management/Consultation: Otolaryngology; audiometric testing; ENT; head and neck surgery</p> <p>Fees: Contact C. O. for fees Address: 69 Allen St. Suite 4 Rutland, VT 05701 Business Phone: (802) 775-3314 E-Mail: midvtent@aol.com Fax: (802) 775-9617</p>	Audiologist
<p>Mitchell Kramer, Ph.D. Organization Name: Mid-Vermont ENT, P.C. Service Description: Evaluation and Management/Consultation: Otolaryngology; audiometric testing; ENT; head and neck surgery</p> <p>Fees: Contact C. O. for fees Address: 69 Allen St. Suite 4 Rutland, VT 05701 Business Phone: (802) 775-3314 E-Mail: midvtent@aol.com Fax: (802) 775-9617</p>	Audiologist
<p>Katherine Jensen, MA Organization Name: Mid-Vermont ENT, P.C. Service Description: Evaluation and Management/Consultation: Otolaryngology; audiometric testing; ENT; head and neck surgery</p> <p>Fees: Contact C. O. for fees Address: 69 Allen St. Suite 4 Rutland, VT 05701 Business Phone: (802) 775-3314 E-Mail: midvtent@aol.com Fax: (802) 775-9617</p>	Audiologist
<p>Claudia Ellis Organization Name: Mettowee Valley Speech Services Service Description: Speech and Language Services: Evaluations; therapy: consultation; in-service education</p> <p>Fees: Individual therapy \$33/30 minutes session \$48/45 minute session; Evaluations \$60/hour; School Consultation \$60/hour; In-service training determined by content</p> <p>Address: 88 Mettowee St. Granville, NY 12832 Business Phone: (518) 642-3942 E-Mail: spchtchr@aol.com Fax: (518) 642-9408</p>	SLP
<p>Organization Name: Eleanor M. Luse Center Service Description: Audiological services, hearing aids, evaluations</p> <p>Fees: Audiological evaluation \$90 per hour, ear impression \$40 per ear, CIC impression \$50 per ear, hearing aid selection and order \$120, hearing aid fitting and follow-up \$250 - \$550 in-service workshops \$75 per hour, travel \$45 per hour and \$.31 per mile.</p> <p>Address: 489 Main St., Pomeroy Hall Burlington, VT 05405-0130 Business Phone: (802) 656-3861 Fax: (802) 656-2528</p>	Audiologist

<p>Organization Name: Rutland County Head Start Service Description: A federally funded comprehensive child development program for low-income preschool aged children and their families. Offers both center based and home based options Address: 78 Meadow St. Rutland, VT 05701 Business Phone: (802) 775-8225</p>	State/Child and Family Community Services
<p>Allison Hall, M.D. Organization Name: Otter Creek Associates Service Description: Practice emphasizes comprehensive assessment, multi-model treatment and consultation to schools and agencies. Her particular areas of interest include the treatment of anxiety and mood disorders and working with children and families coping with physical illness. Address: 100 State St., Suite 244 Montpelier, VT 05620 Business Phone: (802) 229-0310 E-Mail: alisia@burlingtonvt.net Fax: (802) 860-5001</p>	Psychiatrist
<p>Neil Senior, M.D. Organization Name: Otter Creek Associates Service Description: Has a broad range of professional and clinical interests, which include inpatient, residential, day treatment and outpatient psychiatry. Also interested in psychopharmacology with particular interest in child and adolescent psychiatry. Fees: Address: 167 Main St., Suite 103 Brattleboro, VT 05301 Business Phone: (802) 254-2291 E-Mail: alisia@burlingtonvt.net Fax: (802) 860-5001</p>	Psychiatrist
<p>Barbara Kirk Service Description: Hearing tests, evaluations, hearing aids Fees: Hearing test (basic) \$22, Play audiometry \$40, comprehensive evaluation \$60, Tympanometry \$25., earmolds \$45, Hearing aids \$45003100 Address: 88 Park St. P.O. Box 6283 Rutland, VT 05702 Business Phone: (802) 775-2395 E-Mail: bbjetke@sover.net Fax: (802) 773-9656</p>	Audiologist
<p>Charles R. Myers, Ph.D. Organization Name: Otter Creek Associates Service Description: Has had extensive training in neuropsychological assessments of children, adolescents, adults and geriatric patients. Particular interest in ADHD, epilepsy, memory disorders (e.g. dementia), traumatic brain injury and neuro-oncology. Is available for comprehensive evaluations, disability assessments and school and forensic consultation Address: 86 Lake St. Burlington, VT 05401 Business Phone: (802) 865-3450 E-Mail: alisia@burlingtonvt.net Fax: (802) 860-5001</p>	
<p>Jennifer Schoenfeld, Ph.D. Organization Name: Otter Creek Associates Service Description: Has had extensive training in neuropsychological assessments of children, adolescents, adults and geriatric patients. Particular interest in ADHD, epilepsy, memory disorders (e.g. dementia), traumatic brain injury and neuro-oncology. Is available for comprehensive evaluations, disability assessments and school and forensic Address: 86 Lake St. Burlington, VT 05401 Business Phone: (802) 865-3450 E-Mail: alisia@burlingtonvt.net Fax: (802) 860-5001</p>	Neuropsychologist

<p>William Farrell, Ph.D. Organization Name: Otter Creek Associates Service Description: Areas of expertise include the treatment of adolescents, adults, and couples with particular emphasis on anxiety disorders, depression and relationship issues. Also conducts psychological assessments including forensic and neuropsychological evaluations.</p> <p>Address: 86 Lake St. Burlington, VT. 05401 Business Phone: (802) 864-9040 E-Mail: alisia@burlingtonvt.net Fax: (802) 860-5001</p>	Psychiatrist
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<p>Robert Keith, Ph.D. Organization Name: Otter Creek Associates Service Description: Clinical interests include behavioral medicine, e.g. individual and family coping with chronic illnesses such as diabetes, cancer and heart diseases, hypnosis and biofeedback, stress management, sexual orientation issues, men's issues, blended family issues, and process-oriented group psychotherapy.</p> <p>Address: 86 Lake St. Burlington, VT 05401 Business Phone: (802) 865-3450 E-Mail: alisia@burlingtonvt.net Fax: (802) 860-5001</p>	Psychiatrist
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<p>Penny Koburger, Ph.D. Organization Name: Otter Creek Associates Service Description: Trained to provide play therapy for young children, cognitive/behavioral techniques, psychotherapy and family therapy. She has a broad rang of clinical interests including anxiety, depression, PTSD, ADHD, conduct disorders, loss divorce and attachment problems. She has extensive experience teaching parent education, social skills, conflict resolution skills and stress management to children and families. She is available to provide therapy, supervision, consultation or emotional/behavioral evaluations.</p> <p>Address: 166 Battery St. Burlington, VT. 05401 Business Phone: (802) 865-3450 E-Mail: alisia@burlingtonvt.net Fax: (802) 860-5001</p>	Psychiatrist
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<p>Kraig Labstag, Ed. D. Organization Name: Otter Creek Associates Service Description: Practice emphasizes the treatment of adolescents, adults and couples. His clinical interests include anger management, group dynamics, and the psychology of self-esteem.</p> <p>Address: 86 Lake St. Burlington, VT 05401 Business Phone: (802) 865-3450 E-Mail: alisia@burlingtonvt.net Fax: (802) 860-5001</p>	Psychiatrist
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<p>David Fassler, Ph.D. Organization Name: Otter Creek Associates Service Description: Provides a wide range of clinical services and consultations. He has particular interest in the areas of children's response to divorce and remarriage, childhood depression and the impact of chronic illness on children and families.</p> <p>Address: 86 Lake St. Burlington, VT 05401 Business Phone: (802) 865-3450 E-Mail: alisia@burlingtonvt.net Fax: (802) 860-5001</p>	Psychiatrist
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<p>Paul Foxman, Ph.D. Organization Name: Otter Creek Associates Service Description: Specializing in the treatment of anxiety disorders, stress , and relationship problems. Address: 86 Lake St. Burlington, VT 05401 Business Phone: (802) 865-3450 E-Mail: alisa@burlingtonvt.net Fax: (802) 860-5001</p>	Psychiatrist
<p>Jane Grayson, Ph.D. Organization Name: Otter Creek Associates Service Description: Main areas of clinical interest include relationship issues such as separation and divorce, sexual dysfunction, and problems with intimacy and parenting. She enjoys working with women's issues such as self-esteem and food preoccupation. Address: 86 Lake St. Burlington, VT 05401 Business Phone: (802) 865-3450 E-Mail: alisa@burlingtonvt.net Fax: (802) 860-5001</p>	Psychiatrist
<p>Hollie Hurewitz, MACP Organization Name: Otter Creek Associates Service Description: Her areas of expertise include work with adults and teens coping with the effect of trauma, loss or abuse. Address: 86 Lake St. Burlington, VT 05401 Business Phone: (802) 865-3450 E-Mail: alisa@burlingtonvt.net Fax: (802) 860-5001</p>	Psychiatrist
<p>William L. Cunningham, Ph.D. Organization Name: VT Education and Support Association Service Description: Psychological/psycho-educational/psychosexual/trauma assessments Family, individual and couples therapy, Clinical supervision, Consultation, Adolescents with sexual behavioral problems, children (6-12), Treatment for victims of maltreatment, School psychological services. Fees: \$75 per hour, \$500 - \$700 assessments, Medicaid accepted for non-assessments, call for others Address: 1085A US Route 4 East, East Ridge Professional Building Rutland, VT. 05701 Business Phone: (802) 775-6331 Home Phone: (802) 775-0745 Fax: (802) 775-6373</p>	Psychiatrist
<p>Leslie Contoy, M.D. Organization Name: Otter Creek Associates Service Description: Psychopharmacology, school and community consultation, and psychiatric problems of children and adults with developmental disabilities. Address: 86 Lake St. Burlington, VT 05401 Business Phone: (802) 865-3450 E-Mail: alisa@burlingtonvt.net Fax: (802) 860-5001</p>	Psychiatrist
<p>Nancy S. Cotton, Ph.D. Organization Name: Otter Creek Associates Service Description: Clinical practice emphasizes the evaluation and treatment of young children and their families across the system of care. Including consultation to and treatment of children/adolescents with autism spectrum disorders and attention, emotional, and psychological problems in adjustment. She works with therapeutic play, behavioral plans, parent guidance an insight-oriented psychotherapy. Also provides consultation services regarding treatment plans, placement decisions and individualized educational programs. Address: 86 Lake St. Burlington, VT 05401 Business Phone: (802) 865-3450 E-Mail: alisa@burlingtonvt.net Fax: (802) 860-5001</p>	Psychiatrist

<p>Organization Name: Douglas Andrews, M.S. Service Description: Out patient psychotherapy – individual child, adolescent, adult, family and couples. Consultation to school via IEP team for students in therapy Fees:\$80 per hour, no charge for travel to school for meetings. Address:73 Center St. Rutland, VT. 05701 Business Phone:(802) 775-6509 E-Mail:ddrews1@aol.com Fax: (802) 747-0006</p>	Psychiatrist
<p>Vicki Hemenway Organization Name: Shared Ventures Service Description: Parent Education Classes – from toddler to adolescent Workshops – variety of topic – family dynamics, developing healthy relationships In-Services – cooperative classrooms, dealing with difficult individuals, developing social interests Fees:\$1,500 – 3,000 – all programs fall into this fee scale \$45/person - \$70/family – parent education Address:P.O. Box 1297 Rutland, VT 05701 Business Phone:(802) 773-0093 E-Mail:sharven@together.net Fax: (802) 773-0093</p>	Training
<p>Peggy Lucci Organization Name: Shared Ventures Service Description: Parent Education Classes – from toddler to adolescent Workshops – variety of topics – family dynamics, developing healthy relationships In-Services – cooperative classrooms, dealing with difficult individuals, developing social interests. Peer mentoring Program – student directed “By the Students – for the Students” Fees:\$1,500 – 3,000 – all programs fall into this fee scale \$45/person - \$70/family – parent education Address:P.O. Box 1297 Rutland, VT. 05701 Business Phone:(802) 773-0093 E-Mail:sharven@together.net Fax: (802) 773-0093</p>	Training
<p>Thomas Gamble, Ph.D. Organization Name: Deer Creek Psychological Associates Service Description: Specializes in the treatment of children and adolescents who have attention, performance and conduct problems. He has special interests in psycho educational and forensic evaluations, effective disorders, issues of loss, trauma and divorce. Fees:School rat \$85 per hour, travel \$85 per hour Address:P.O. Box 266 E. Thetford, VT 05043-0266 Business Phone:(802) 785-2903 E-Mail:kqbonnett@valley.net Fax: (802) 785-2631</p>	Psychiatrist
<p>Claudia Cavagnaro Gibson, MD Organization Name: Deer Creek Psychological Associates Service Description: Special interests are children with neurobehavioral disorders related to genetic, traumatic, or other causes and children with autism of communication disorders. Fees:Evaluation at W. Lebanon office \$600.00 flat rate Evaluation at school – hourly rate \$150, travel \$50 per hour Address:P.O. Box 266 E. Thetford, VT 05043-0266 Business Phone:(802) 785-2903 E-Mail:kqbonnett@valley.net Fax: (802) 785-2631</p>	Child Neurologist

<p>Mary J. Schneider, Ph.D. Organization Name: Deer Creek Psychological Associates Service Description: Specializes in the treatment of children and adults with anxiety disorders, mood disorder, self-esteem problems and relationship difficulties. Her clinical skills include cognitive-behavioral, behavioral and play therapy. Fees: School rate - \$85 per hour, travel \$85 per hour Address: P.O. Box 266 E. Thetford, VT 05043-0266 Business Phone: (802) 785-2903 E-Mail: kgonnet@valley.net Fax: (802) 785-2631</p>	Psychiatrist
<p>Organization Name: Dorrie Rapp, Ph.D. Service Description: Neuropsychological evaluations, especially children with recent or past Traumatic Brain Injuries (TBI) and related neurological disorders (e.g. seizures, hydrocephalus, Tourette's etc.) Does not do achievement, projective, CBC or Achenbach's Fees: \$150 per hour. After she receives records and discuss student with referring staff. She produces a specific test list and estimates cost for each case. Payment due within 30 days of receipt of report. Report in 2 -3 weeks. Address: 527 Neal Rd. White river Jct., VT 05001 Business Phone: (802) 295-1763 Home Phone: (802) 295-1090 E-Mail: drdrapp@aol.com Fax: (802) 295-1704</p>	Neuropsychologist
<p>Raymond J. Chin Ph.D., MFA Organization Name: Deer Creek Psychological Associates Service Description: Specializing in pediatric behavioral medicine. His areas of interest include stress and anxiety disorders, ADHD, aggressive disorders, medically related disorders, and team building within systems. Fees: School rate - \$85 per hour, travel \$85 per hour Address: P.O. Box 266 E. Thetford, VT 05043-0266 Business Phone: (802) 785-2903 E-Mail: kgonnet@valley.net Fax: (802) 785-2631</p>	Psychiatrist
<p>David Drazin, Ph.D. Organization Name: Deer Creek Psychological Associates Service Description: Provides evaluations and treatment of children, adolescents and adults. He specializes in school consultations, ADHD, learning disabilities, family therapy, and issues related to self-esteem. Fees: School rate - \$85 per hour, travel \$85 per hour Address: P.O. Box 266 E. Thetford, VT 05043-0266 Business Phone: (802) 785-2903 E-Mail: kgonnet@valley.net Fax: (802) 785-2631</p>	Psychiatrist
<p>Vermont Department of Health Organization Name: Children with special Health Needs (Child Development Clinic) Service Description: Provides specialized medical and diagnostic services, family support and care management services to Vermont children (up to age 21) who have disabilities or chronic medical conditions. We offer specialty clinic with medical teams around the state. Fees: All medical services are billed to family's health insurance or Medicaid programs before CSHN funds are used. There are no fees to families for the program's services. Some families depending on income are asked to cover some of their child's medical bills as and annual deductible before CSHN funds can pay bill for them. Address: 108 Cherry St. P.O. Box, Burlington, VT 05402 Business Phone: (802) 863-7338 Fax: (802) 863-7635</p>	

<p>Otto Marx, MD Service Description: Psychiatric evaluations of adolescents and psychiatric treatment: Psycho Pharmacology and Psycho Therapy. Fees: \$125 per hour and \$85 per ½ hour Address: 14 Park Place Brattleboro, VT 05301-6796 Business Phone: (802) 257-0114</p>	Psychiatrist
<p>Chantal McCullough, MA, CCC-A Organization Name: Hearing Outreach Project Service Description: Hearing assessments provided to children from birth through seven years of age. The hearing test is provided using DPOAE equipment and is administered by a certified audiologist. Tympanometry, which measures middle ear function, is also utilized when necessary Testing is quick (1-2 minutes), easy and painless. HOP has a monthly clinic @ Rutland Regional medical Center Fees: DPOAE \$85, Tympanometry \$32 Address: P.O. Box 70, 108 Cherry St. Burlington, VT 05402 Business Phone: (802) 537-0076 E-Mail: cmccell@vdn.state.vt.us Fax: (802) 651-1634</p>	

<p>Organization Name: Therapeutic Case management Program Service Description: Coordinates extensive individualized services to severely emotionally disturbed children. Case managers may also provide counseling social skill training, and in-home parent education and training Business Phone: (802) 747-7696</p>	State/Child and Family Community Services
<p>Organization Name: Parent Educator Program Service Description: Provides in-home assistance with parenting and home organization skills to clients due to concerns about abuse or neglect. Business Phone: (802) 747-7696</p>	State/Child and Family Community Services
<p>Organization Name: Wrap Around Services Service Description: Designed to address the specific treatment needs of children in their homes and community. Wrap around treatment plans are typically built from Business Phone: (802) 747-7696</p>	State/Child and Family Community Services
<p>Organization Name: Intensive Family-Based Program Service Description: Provides in-home family treatment when a child is at risk of removal from the home or is returning from placement. Business Phone: (802) 747-7696</p>	State/Child and Family Community Services
<p>Organization Name: School Based Services Service Description: Place clinicians in school to serve students and families in need Parents and children may request services through the school Business Phone: (802) 747-7696</p>	State/Child and Family Community Services

<p>Shona Marston, M Ed. Organization Name: S D Associates Service Description: Comprehensive behavioral consultation services and systems. Consultation services including;</p> <ul style="list-style-type: none"> • Functional Behavioral assessment, Ecological Assessment, individual and group intervention development and follow-up. • Program (systems) development/planning. Comprehensive proposal/program description, policy and procedure – development process facilitation and writing. • Staff training – behavioral skills, crisis management skills, and special education applications for students with a wide range of challenges. • Comprehensive Applied Behavior Analysis applications for children and youths in the autism spectrum. <p>Fees: \$85 per hour Address: 202 Scotts Rd. Ira, VT 05777 Business Phone: (802) 236-5758 E-Mail: debwal@sover.net</p>	
<p>Patricia O'Regan Organization Name: O'Regan A.P. E. Consulting Service Description: A.P.E. is creative teaching, which modifies the curriculum, task and environment so that all students can fully participate in Physical Education. This program is developmentally age appropriate and gives students the opportunities to improve motor and social skills through physical activities.</p> <p>Address: 230 Sherwood Dr. Montpelier, VT 05602 Business Phone: (802) 223-0515 E-Mail: tricia03@hotmail.com</p>	
<p>Lisa M. Stephen, Ph.D. PC Service Description: Specialization in older child, family and adolescent treatment, much experience working with educators regarding individual cases – team approach when necessary, specialization in adult treatment but not couples counseling.</p> <p>Fees: \$100 per session with discounts for those without insurance who pay on the date of service Address: 92 Allen St., Suite 8 Rutland, VT 05701-4562 Business Phone: (802) 773-9550</p>	
<p>David Powsner, M. Ed. Organization Name: S D Associates Service Description: Comprehensive behavioral consultation services and systems Consultation services including:</p> <ul style="list-style-type: none"> • Functional Behavioral Assessment, Ecological Assessment, individual and group intervention development and follow-up • Program (systems) development/planning. Comprehensive proposal/program description, policy and procedure – development process facilitation and writing. • Staff training – behavioral skills, crisis management skills, and special education applications for students wit a wide range of challenges. • Comprehensive Applied Behavior Analysis applications for children and youths in the autism spectrum. <p>Fees: \$85 per hour Address: 202 Scotts Rd. Ira, VT 05777 Business Phone: (802) 235-9322 E-Mail: powsnerd@aol.com</p>	