

The PPT Process: What it is and how do I best support my child

Vocabulary Terms

Birth to 3	<p>The Connecticut Birth to Three System was created by state legislation and federal legislation known as the Individuals With Disabilities Education Act (IDEA). Part C of IDEA is a program that assists states in operating a comprehensive statewide program of early intervention services for the families of infants and toddlers, ages birth up to age 3.</p>
SRBI Scientific Research Based Intervention	<p>Scientific Research-Based Interventions (SRBI) emphasize successful instruction for all students through high-quality core general education practices, as well as targeted interventions for students. experiencing learning, social-emotional or behavioral difficulties.</p>
RTI Response to Intervention	<p>Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. ... Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning.</p>
FAPE Free and Appropriate Public Education	<p>Special education and related services are provided to students with disabilities at public expense and under public supervision and direction at no cost to the student's parents.</p>
Child Find	<p>Child Find is a component of the Individuals with Disabilities Education Improvement Act (IDEA) 2004 that requires States and Local Education Agencies (school districts and charter schools) to identify, locate, and evaluate all children with disabilities residing in the State, regardless of the severity of their disabilities and who are in need of special education services.</p>
Achievement Tests	<p>Achievement tests directly assess students' skill development in academic areas such as reading, math, and written language. They measure the extent to which a student has profited from schooling and/or life experiences compared to others of the same age or grade. Achievement tests provide a global index of academic skill development and may be used to identify individual students for whom educational intervention is necessary. Achievement tests are used most often to assess students in an effort to identify those who demonstrate relatively low -level, average, or high - level skills in comparison to their peers</p>
Cognitive Tests	<p>Cognitive tests are usually administered for the purpose of identifying processing strengths and weaknesses relative to learning. Cognitive testing assesses verbal and nonverbal reasoning, perceptual skills, attention, and memory. Cognitive assessments are often called intelligence tests. Individually administered intelligence tests are often used for making educational placement decisions.</p>
Marked or Adverse Impact	<p>An adverse impact on educational performance can incorporate all aspects of the child's functioning at school, including educational performance as measured by grades or achievement test scores. It can also be manifested through behavioral difficulties at school; and impaired or inappropriate social relations; impaired work skills, such as being disorganized, tardy, having trouble getting to work on time and difficulty with following the rules. Schools are required to address the effects of a child's disability in all areas of functioning, including academic, social/emotional, cognitive, communication, vocational and independent living skills.</p>

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Relative Weakness	When a scaled or standard score is compared with another scaled or standard score, the phrases 'relative strength' and 'relative weakness' are used to describe statistically significant differences when comparing performance on one score in relation to another.
LRE Least Restrictive Environment	A federal mandate stipulating that, to the maximum extent possible, students with disabilities be educated with their non-disabled peers.
Supplemental Aids and Services	Supplementary aids and services means aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate in accordance with §§300.114 through 300.116.
Related Services	Services required to assist an individual with disabilities to benefit from special education, including but not limited to: transportation, occupational therapy, physical therapy, speech and language therapy, mental health services, and medical care.
Prior Written Notice	A notice supplied to the other party that includes a description of the action proposed or refused by the school district or by the parent.