

## 5 Acronyms Defined

Guess what 5  
acronyms are  
*so* important,  
they made this  
list



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CLICK AGAIN to advance to next slide.

It's time now for the Section 2 of this module—the top 5 acronyms in special education and their definitions under IDEA 2004. Section 2 opens up with two slides intended to set an easy-going mood before the real work with acronyms begins.

The current slide asks audience members to do a little guesswork. What acronyms are *so* important that they've made the list? What special education acronyms has the audience heard or seen that they can recall? Anyone care to share a personal experience with acronyms—first, they're like Greek, and then you start using them yourself!

Jot down suggestions from the audience, as appropriate. Refer back to whatever list they generated throughout Section 2, especially when an acronym on their list comes up on a slide. If there are unmentioned acronyms at the end of the session, you may wish to briefly explain what they mean, for people's future reference.



The slide is titled "5 Acronyms Defined" with a large yellow number "5" and the text "Acronyms Defined" in blue. On the left, there is a photograph of a man in a dark sweater sitting at a table, looking at a document. A person in a white coat is standing next to him, holding a clipboard. The quote "Yes, please bring me the alphabet soup." is written in red text on the right side of the slide.

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CLICK to advance to next slide.

Use this slide to signal the audience that you're bringing on the ALPHABET SOUP.

Where else to start, really, but with acronyms? Special education is loaded with them. It's like a secret language, and not knowing what these acronyms mean can leave you straight out of the conversation, wondering what planet you've unexpectedly descended on. So let's jump in ASAP into the alphabet soup of special education. Here come 5 terms most commonly referred to by their *letters*.



## Acronyms Defined

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*Individuals with Disabilities Education Act*

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Our nation's special education law

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CLICK AGAIN to advance to next slide.

The content portion of Section 2 of this training module is comprised of 14 slides covering 5 acronyms. Many can be moved through rather quickly, because they may be familiar by now to participants. Their meanings, and how IDEA defines the terms, are provided on **Handout A-3**.

The first acronym is: IDEA. Sometimes you'll hear it pronounced as if you were spelling the word *idea*, as in I...D...E...A. But either way, the letters mean the same thing. The Individuals with Disabilities Education Act, our nation's special education law and the exclusive subject of this training package.

Sometimes people append numbers, such as IDEA '97 or IDEA 2004, when they're referring to a specific set of amendments to IDEA. You'll hear a lot about IDEA '97 and IDEA 2004 in these modules, as we talk about the changes IDEA 2004 has brought to IDEA '97.

### Discussing IDEA

If you wish to expand what you say about IDEA beyond what it means, pull from the introduction to this training module, which provides some of IDEA's prestigious background as well as information about how to get a copy of both the statute and the final Part B regulations.

Some additional points of interest include:

**Point 1:** IDEA hasn't always been known as IDEA. It's also been called the EHA (the acronym commonly used for two of its prior titles, the Education of the Handicapped Act and the Education for All Handicapped Children Act). And before that, it was part of ESEA (the Elementary and Secondary Education Act). Oh, acronyms! Aren't they useful? That is, of course, if you understand what they mean...

IDEA became IDEA in the amendments of 1990, where the name was changed to reflect a movement toward people-first language. In its current reauthorized form, IDEA is also referred

to as IDEA 2004 (the year it was reauthorized), with the actual title of the Individuals with Disabilities Education Improvement Act of 2004.

**Point 2:** IDEA authorizes special education and related services in the United States. More than 6.8 million children with disabilities are served under its provisions.

**Point 3:** IDEA also authorizes a wide range of supports to improve the results and outcomes that children with disabilities achieve in our schools and communities. This includes fiscal and programmatic support for research, technical assistance, dissemination of the field's knowledge base (NICHCY! for example), personnel preparation, and much, much more.

**Point 4:** It's a great law—very powerful, thoughtful, detailed, ever evolving, far reaching, with the well-being of children with disabilities at its core. Every year it impacts millions of people's lives. Imagine how many have been impacted over the law's 30-year history!



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—Space for Notes—

## 5 Acronyms Defined



*Free Appropriate Public Education*

What States must make available  
to all eligible children with disabilities

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FAPE. That's not the noise that a bag caught on your foot makes when you try and shake it off. FAPE stands for "free appropriate public education," a very central concept in IDEA and acronym number 2. Six slides will be devoted to discussing FAPE, walking participants through what each of its letters mean, and looking at IDEA's relevant provisions.

### Defining FAPE

IDEA's definition of FAPE (in the box at the right) hasn't changed much over the years. IDEA 2004 changed it not at all. Refer participants to **Handout A-3**, where the definition of FAPE appears.

§300.17 Free appropriate public education.

*Free appropriate public education* or *FAPE* means special education and related services that—

- (a) Are provided at public expense, under public supervision and direction, and without charge;
- (b) Meet the standards of the SEA, including the requirements of this part;
- (c) Include an appropriate preschool, elementary school, or secondary school education in the State involved; and
- (d) Are provided in conformity with an individualized education program (IEP) that meets the requirements of §§300.320 through 300.324.

If you break the definition down, you'll see there are six components. In "common speak" language, FAPE is:

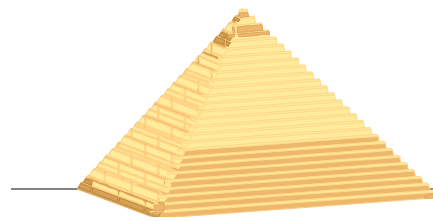
- special education and related services;
- free to families, provided at public expense;
- supervised and directed by a public agency (via State and local educational agencies, e.g., public schools);
- based on the standards of the SEA (e.g., the state's general *and* special education standards and regulations);
- provided in an appropriate preschool, elementary school, or secondary school in the State; and
- provided in accordance with an appropriately developed IEP.

## Understanding FAPE

Alas, IDEA's definition isn't especially helpful in understanding the importance of FAPE in the lives of children with disabilities, educational practice in our schools, or the obligations that States and LEAs have to make FAPE available to eligible children. That's why six slides are devoted to this acronym. Looking at each of its letters-as-words alone (which upcoming slides will do) can be a useful way of understanding what FAPE is.

Module 13, *Content of the IEP*, also contains an extensive and evocative discussion of FAPE you may wish to consult. We've excerpted a bit of that discussion below. Communicating to the audience the centrality of FAPE

in IDEA's principles and provisions is very important, although it's also wise to admit that the concept can be elusive.



## Frame of Reference for FAPE

FAPE is the fundamental core of the IDEA and the IEP. Conceptually, FAPE is both the goal and the path to reaching the goal. FAPE—a free appropriate public education—is an *entitlement* of a child with a disability, as IDEA defines that term, with the IEP serving as a means by which this entitlement is mapped out. In terms of developing or building an IEP, the foundation is FAPE, and the apex is FAPE.

Yes, those are violins in the background.

Joking aside, what is not immediately clear about FAPE, but what is true nonetheless, is that for each child with a disability *FAPE is different*. While each child's education must be free to him or her and while a public agency provides and pays for that education, what is "appropriate" for one child will not necessarily be appropriate for another. Defining what is appropriate for a specific child requires a process of discovery that begins with an individualized evaluation of that child, where his or her areas of strength and weakness are identified in as much detail as possible, and

information is gathered relative to the child's participation in the general curriculum and other factors. It is through evaluation that information is gathered to illuminate the dimensions of an "appropriate" education for a given child.

## State's Obligation to Make FAPE Available

In order to receive federal funding under IDEA, each State must make an assurance to the Department that it has in effect policies and procedures to meet all the requirements of the law. One of these provisions requires that each State make FAPE available to eligible children with disabilities in the State. The IDEA specifies the scope of this obligation at §§300.101 and 300.102 by describing the age range of children for whom FAPE must be made available and exceptions to the State's obligation to make FAPE available. We won't go into all of that here in this introductory module, but much additional information is available in Module 13, *Content of the IEP*.

Here's the opening paragraph at §300.101(a), however, because it illustrates the State's affirmative obligation regarding FAPE's availability to eligible children with disabilities.

§300.101 Free appropriate public education (FAPE).

(a) *General*. A free appropriate public education must be available to all children residing in the State between the ages of 3 and 21, inclusive, including

children with disabilities who have been suspended or expelled from school, as provided for in §300.530(d).

That's powerful stuff.

The exceptions at §300.102 are important to remember (see the trainer note), but the four letters of FAPE hold enormous meaning, which we're going to further explore right now.

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## Trainer Note

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As an example of exceptions to FAPE, consider that FAPE *does not apply to children ages 3, 4, 5, 18, 19, 20, or 21* in a State that does not require the provision of general public education to nondisabled children of these ages.

All the exceptions listed at §300.102 (and the additional aspects of FAPE described at §300.101) are provided in this training package as part of the handouts for **Theme D** (and are specifically discussed in Module 13).

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—Space for Notes—

## 5 Acronyms Defined



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CLICK AGAIN to advance to next slide.

FAPE begins with the letter F for *free*. Free is a vital part of the law's requirement. The education of each child with a disability must be "provided at public expense...and without charge" to the child or the child's parents.



## 5 Acronyms Defined

FAPE

Appropriate



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CLICK AGAIN to advance to next slide.

A...for *appropriate*.

“Appropriate” is a highly influential term in IDEA. You’ll see it a lot, used in different contexts but generally meaning the same thing. It means whatever’s suitable, fitting, or right for a specific child, given that child’s specific needs, specific strengths, established goals, and the supports and services that will be provided to help the child in reaching those goals.

Thus, as has been said, what is an “appropriate” education differs for each child with a disability. Yet each child with a disability is entitled to an education that is “appropriate” for his or her needs. The law specifies in some detail how the public agency and parents are to plan the education that each child receives so that it is appropriate, meaning responsive to the child’s needs.

## 5 Acronyms Defined



FAPE



Public

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P...for *public*.

“Public” generally refers to our public school systems and the use of public funds to pay for education in those schools. Children with disabilities have the right to attend public school just as other children do, regardless of the nature or severity of their disabilities. The public school system must serve children with disabilities, respond to their individual needs, and help them plan for their futures.

The use of the word “public” in FAPE also implies that there are differences for children with disabilities who are placed by their parents in private schools, which is true. These differences are explored in Module 16, *Children with Disabilities Placed by Their Parents in Private Schools*, and will not be discussed further here.

## 5 Acronyms Defined

FAPE



Slide loads completely. No clicks are necessary except to advance to the next slide.

CLICK AGAIN to advance to next slide.

E...for *education*.

“Education” is what the law is all about. IDEA is an *education* act. It guarantees that FAPE is available to eligible children with disabilities. Here, “education” means “special education and related services...provided in conformity with an IEP” that meets requirements specified within the law and is based upon the child’s individual needs.



Slide loads completely. No clicks are necessary except to advance to the next slide.

CLICK AGAIN to advance to next slide.

This concluding slide on FAPE shows just the picture—the promise—of children running to clamor on the school bus. You might say nothing when this picture is displayed, or perhaps summarize with something along the lines of:

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*FAPE is an exciting and important principle of the law. While in practice FAPE differs for each child, in principle it is the same for each child... a guarantee of access to a free appropriate public education that indeed opens the doors to opportunity and learning.*



## 5 Acronyms Defined



### Individualized Education Program

Every public school child with disabilities  
receiving IDEA-funded special education  
must have one

Slide loads completely. No clicks are necessary except to advance to the next slide.

CLICK AGAIN to advance to next slide.

Let's have a new acronym now. IEP, standing for *individualized education program*. The definition of IEP appears on **Handout A-3**.

Considering Section 1 of this training module, participants shouldn't find the acronym "IEP" all that new. Ask for a show of hands. How many in the audience came to the session not knowing what IEP meant? Did they recognize the acronym and its meaning when the slide first came up?

The definition for FAPE includes a direct reference to the IEP, which is a *cornerstone* in the education of each child with disabilities. Cornerstones are very important in holding

buildings up. The IEP is just as important to children with disabilities.

As the slide indicates, under IDEA 2004 (and under its predecessors), each public school child with a disability who receives special education and related services must have an IEP. This requirement also applies to each child with a disability who is placed in, or referred to, a private school or facility by a public agency.

### Discussing the Slide

The three separate modules in Theme D are devoted to the IEP, which is one monster topic. Trainers will have to judge for themselves how much to say about the IEP in this opening module. What was said about IEPs when the subject came up as part of Slides 7 and 8? What do you plan to say on the next two slides coming up, Slides 22 and 23?

Conversely, instead of communicating information, consider soliciting input from the audience, possibly some of their IEP questions, perhaps some IEP stories.

## IDEA's Definition of IEP



View 1

The slide loads "IEP's definition of IEP" and its location in the regulations.


## IDEA's Definition of IEP

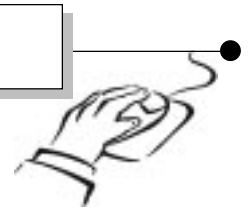


Click 1

Click 1:  
An arrow extends to indicate that IDEA's provisions on the IEP are found at §§300.320-300.324.

CLICK AGAIN to advance to next slide.

(discussion on next page) 



Continuing to look at the IEP, here's Slide 22. Its purpose is to let the audience know *where* and *how* IDEA defines the term and that its definition is very short, not much bigger than the acronym itself. That definition, however, contains a direct reference to IDEA's other provisions about IEPs, and those provisions are quite lengthy and detailed. IDEA is very specific about how a child's IEP is developed, reviewed, and, as appropriate, revised (as covered in Section A of this module, see Slides 5, 6, and 9 in particular).

### Defining IEP

IDEA defines IEP (refer participants to **Handout A-3**) as follows:

§300.22 Individualized education program.

*Individualized education program* or IEP means a written statement for a child with a disability that is developed, reviewed, and revised in accordance with §§300.320 through 300.324.

- When IEPs must be in effect (§300.323)
- Development, review, and revision of IEP (§300.324)

Five key points about the IEP, embodied in the requirements within this span of provisions, are discussed on the next slide.


### The Slide's Design

This slide is designed so that you can easily contrast the brevity of IDEA's definition of IEP with its IEP provisions. When the slide launches, you can cover the definition at §300.22. When you're ready to carry the story forward to the contrast, click and the rest of the slide will display (the §§300.320-300.324 part).

### The Contrast: Doing the IEP Justice

Considering the centrality of the IEP in the process by which students with disabilities receive educational services designed to meet their unique educational needs, it's not surprising that IDEA would flesh out its little IEP definition in provisions from §§300.320-300.324. These provisions are individually entitled:

- Definition of individual education program (§300.320)
- IEP Team (§300.321)
- Parent participation (§300.322)




## 5 Basics about the IEP

- *Individualized*

View 1

Slide loads with Bullet 1.




## 5 Basics about the IEP

- *Individualized*
- Written plan for a child's education
- Written by parents and school staff together
- Lists the special education the child will receive, and more
- Is both a document and a process

Clicks 1-4

Clicks 1-4:  
Bullets 2-5 load,  
one per click.

CLICK AGAIN to advance to next slide.

(discussion on next page) 





The five key points about IEPs appearing on the slide should, by now, be familiar to even the freshest newcomer. Thus, this slide can be handled in dialogue with the audience. For each bullet, talk with the audience about the point being made. Can they add any details to the bare bones of each bullet?

With the last bullet, see if the audience can tell you some of the ways in which the IEP is a *process*, even as it's a concrete, physical document. IDEA does not *say* that the IEP is a process but in the field, hearing people use the term, hearing *how* they

use the term, the notion of "IEP as process" is readily apparent. At each step of an IEP's life (if you'll permit the liberty of looking at it that way), a team is involved: a team to write the document, a team to implement it, a team to revise it. The modules in this training package talk about IEP teams, IEP team meetings, IEP reviews, IEP modifications, and all sorts of IEP things.

And that's a lot of process!

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—Space for Notes—

## 5 Acronyms Defined



### *Least Restrictive Environment*

Children with disabilities are to be educated with children who do not have disabilities, to the maximum extent appropriate

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LRE: Least Restrictive Environment. This is another essential concept under the IDEA. Since the Education for All Handicapped Children Act was passed in 1975, schools have been required to provide children with disabilities with a free appropriate public education—everyone remembers the acronym, right?—in the least restrictive environment possible. But what *is* LRE?

Understanding what LRE is can be as elusive as understanding what FAPE is, so it's no wonder the terms are frequently used in the same sentence. Like FAPE, LRE differs for each child with a disability receiving special education and related services.

It's best to start with what IDEA 2004 has to say about LRE. The central hub of the LRE provisions can be found at §300.114, with additional provisions continuing through §300.120. The *conceptual* core of LRE—where you'll find its heart, soul, and intent—is located at §300.114(a)(2), which appears in the box on the next page and on **Handout A-3**.

So—what does all that mean, and how is it achieved? Basically, a child's LRE is the environment where the child can receive an appropriate education designed to meet his or her special educational needs, while still being educated with nondisabled peers to the maximum extent appropriate.

Appropriate. There's that term again, meaning more or less what it meant on Slide 17, what it means in the acronym FAPE. What's appropriate here, with LRE, will also depend on the *specific child*, given that child's specific needs, specific strengths, established goals, and the supports and services that will be provided to support the child in reaching those goals. Depending on the child's individual needs, the LRE could be, for example:

- the regular classroom, with or without supplementary aids and services;
- a pull-out program for part of the day with the remainder of the day being spent in the regular classroom or in activi-

ties with children who do not have disabilities;

- a special education class within the child's neighborhood school; or even
- a separate school specializing in a certain type of disability.

More will be said about the range of options in a moment (and on the next slide). For now, it's important to grasp that one child's least restrictive environment—where that child can get the education he or she needs while still interacting with nondisabled peers—may be very different from another child's. The determining factor is the child's needs.

### Determining a Child's LRE

IDEA's LRE provisions clearly show the law's strong preference for educating children with disabilities in regular education environments. In fact, the child's placement in the general education classroom is the *first* option the IEP Team must consider.

To decide that question, however, the Team must make an *individualized* inquiry into the possible range of supplementary aids and services that are needed to ensure that the child can be satisfactorily educated in the general education environment. If the IEP Team determines that the child *can* be educated satisfactorily in that environment, then *that* placement is the LRE for that student. (Note: The definition of supplementary aids and services also appears on **Handout A-3**.)

However, the IEP Team may determine that the child cannot be educated satisfactorily in the general education classroom, even when supplementary aids and services are provided. An alternative placement must then be considered. Accordingly, IDEA requires school systems to ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services. This is one of the focal points of the next slide.



### The Conceptual Core of IDEA's LRE Provisions: §300.114(a)(2)

(2) Each public agency must ensure that—

(i) To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and

(ii) Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.



Slide loads completely. No clicks are necessary except to advance to the next slide.

CLICK AGAIN to advance to next slide.

This slide can be used to continue the discussion of the continuum of alternative placements and to summarize the nature of LRE. There are no words on the slide, just pictures of children with disabilities engaged in academic work in a variety of settings.

### A Continuum for Children's Varying Needs

In IDEA, the provisions at §300.115 contain the public agency's obligation to make available a range of alternative placements for children. Those provisions appear in the box at the right.

#### §300.115 Continuum of alternative placements.

(a) Each public agency must ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services.

(b) The continuum required in paragraph (a) of this section must—

(1) Include the alternative placements listed in the definition of special education under §300.38 (instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions); and


(2) Make provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement.

Thus, the continuum of placements that each public agency must make available spans a range of possibilities: instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions. The continuum of alternative placements also reinforces the importance of the individualized inquiry, not-a-one-size-fits-all approach, in determining what placement is the LRE for each child with a disability.

### Placement-Neutral Funding

While it's outside the scope of this module per se, we'd like to mention one additional LRE provision that truly illustrates how IDEA's various provisions weave together to solidify the foundations of the law—LRE being one of those foundations. This information is primarily offered as a trainer's option to share or not to share as appropriate for the audience and time constraints.

IDEA '97 marked a time where LRE provisions included a substantial revision. That reauthorization introduced what's called *placement-neutral funding*, a requirement of law that is maintained in IDEA 2004. Included within the provisions at §300.114 where the conceptual core of LRE is also found (discussed on the last slide), there's an additional requirement that effectively prohibits States from using a funding mechanism that results in placement violating LRE requirements. (See **Handout A-3**.) States also may not use any funding mechanism that distributes funds based on the type of setting in which a child is served...well, best to read the regulations yourself! Here they are:

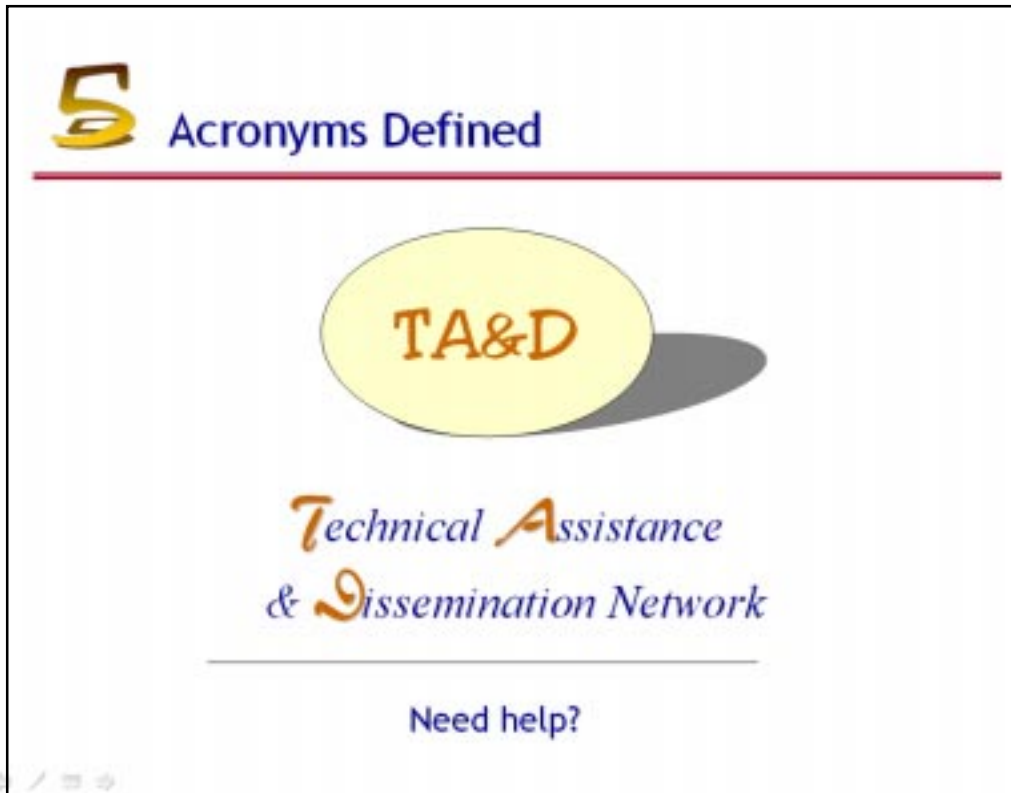


#### Placement-Neutral Funding Provisions: §300.114(b)

(b) *Additional requirement—State funding mechanism—*(1) *General.* (i) A State funding mechanism must not result in placements that violate the requirements of paragraph (a) of this section; and

(ii) A State must not use a funding mechanism by which the State distributes funds on the basis of the type of setting in which a child is served that will result in the failure to provide a child with a disability FAPE according to the unique needs of the child, as described in the child's IEP.

(2) *Assurance.* If the State does not have policies and procedures to ensure compliance with paragraph (b)(1) of this section, the State must provide the Secretary an assurance that the State will revise the funding mechanism as soon as feasible to ensure that the mechanism does not result in placements that violate that paragraph.



Slide loads completely. No clicks are necessary except to advance to the next slide.

CLICK AGAIN to advance to next slide.

We've come to the last acronym in the series: TA&D. Two slides will be devoted to this acronym.

Okay, so we slipped this one in. It's not a term you'll hear overmuch in special education, but you should. TA&D stands for Technical Assistance and Dissemination, and that means there's help and assistance available to implement the IDEA 2004 through services and programs that work.

OSEP, the Office of Special Education Programs at the U.S. Department of Education, is responsible for guiding, supporting, and monitoring the implementation of IDEA on behalf of

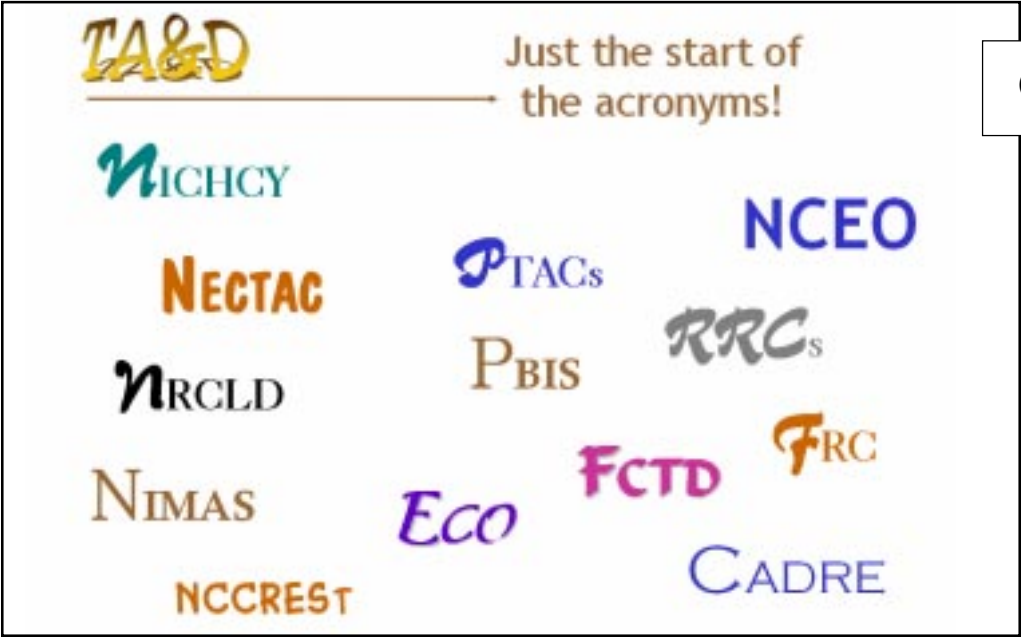
children with disabilities in the nation. As part of that responsibility, OSEP funds what is known as the TA&D network of projects, more than 40 projects with specialized areas of knowledge.

All current TA&D projects are listed on **Handout A-4**, for participants' future reference. If participants need information or assistance in an area of special education, encourage them to take advantage of the TA&D center that addresses that area.



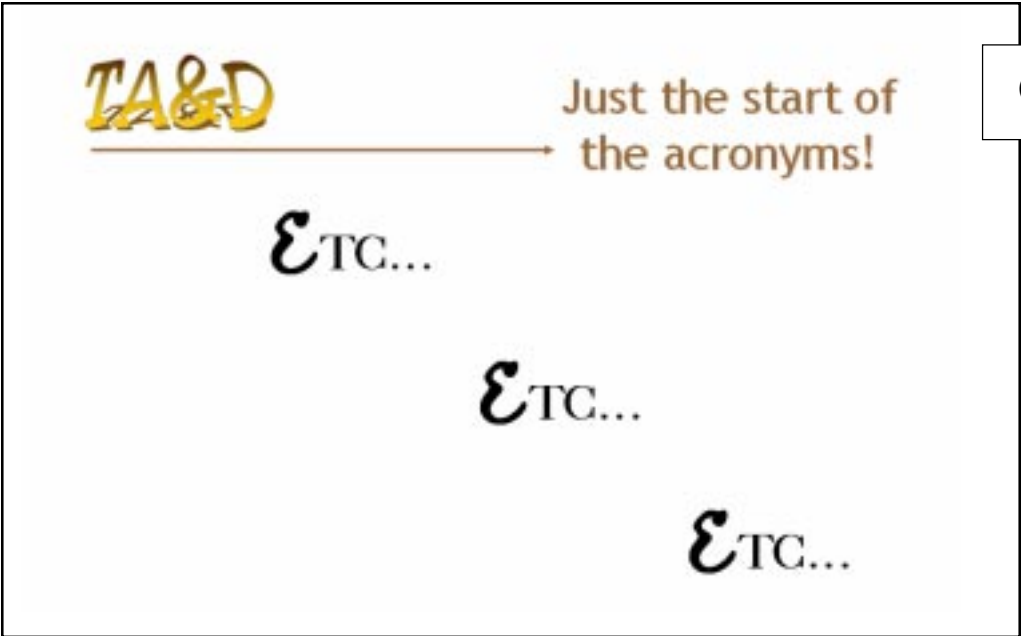
View 1

Slide loads the title, "Just the start of the acronyms!" and "NICHCY."



Click 1

Click 1: One by one, the acronyms of different TA&D centers appear until the screen is full.



Click 2

Click 2: All the acronym-names disappear, and "etc... etc... etc..." appears.



Some examples of TA&D projects? More alphabet soup? Certainly! Coming right up...

As the slide illustrates, the TA&D is a hotbed of letters. NICHCY is the first acronym to appear and stands for the National Dissemination Center for Children with Disabilities. NICHCY has been around, with different names, for more than 25 years as part of the TA&D network. It's the *dissemination* end of the network—getting disability, research, and special education information out to those who need it.

Other centers? **CLICK** once and their acronyms will appear, one by one. There won't be enough time in between each name to say what each set of letters stands for, let alone describe what area of expertise the TA&D

project emphasizes or what type of assistance it provides to the field. Participants may pursue that level of information on their own, using **Handout A-4**. For your convenience, we've deciphered all those appearing on the screen in the list at the bottom of the page, which is organized alphabetically by acronym.

What should be clear is that there is a lot of help available to support implementation of IDEA, including building staff and institutional capacity that will surely impact outcomes for children with disabilities.

What's listed on the slide is all that what would *fit* on the slide—there are still more acronyms and TA&D projects available to the field. The second

**CLICK** you make will erase all the acronyms and bring up "ETC ETC ETC" to indicate that there's more to the TA&D network than what's shown here. Before you make that second **CLICK**, are there any projects listed whose expertise would be well suited to the needs of your particular audience? If so, you may wish to identify them explicitly and describe a bit of what they do and what type of help they can offer.

The TA&D is a great acronym as acronyms go, and OSEP would encourage the audience to access its funded centers of expertise liberally and often.

"Cracking the Code"



**CADRE**—Consortium for Appropriate Dispute Resolution in Special Education

**ECO**—Early Childhood Outcomes Center

**FCTD**—Family Center on Technology and Disability

**FRC**—Federal Resource Center for Special Education

**NCCRESt**—National Center for Culturally Responsive Educational Systems

**NCEO**—National Center on Educational Outcomes

**NECTAC**—National Early Childhood Technical Assistance Center

**NICHCY**—National Dissemination Center for Children with Disabilities

**NIMAS**—National Instructional Materials Accessibility Standard Development and Technical Assistance Centers

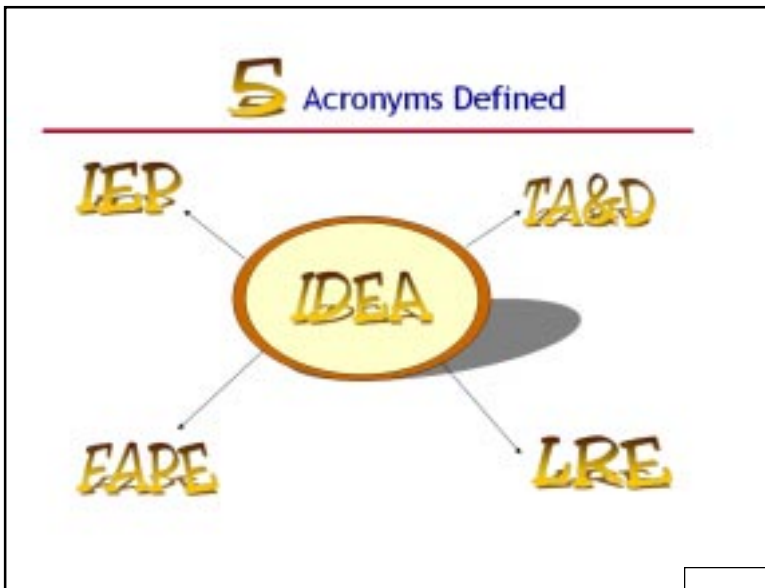
**NRCLD**—National Research Center on Learning Disabilities

**PBIS**—Center on Positive Behavioral Interventions and Supports

**PTACs**—Regional Parent Technical Assistance Centers (there are 6 PTACs)

**RRCs**—Regional Resource Centers (there are 6 RRCs)





Slide loads completely. No clicks are necessary except to END the slide show for Sections 1 and 2 of this module.

*Note:* Section 3 is provided through a separate slide show file (1slideshow-section3.zip), with the trainer guide discussion of its slides available in the file: 1-discussion-section3.pdf

CLICK AGAIN to END this slide show.

Slide 28 shows the full alphabet soup we've consumed—the five acronyms defined in this module. Tasty, wasn't it?

Use this slide as you see fit to review and recap what's been said to date, especially drawing upon audience input and making participants do the recalling. This is the end of Section B of this module.

### Looking Ahead

The third and last section of this module is presented via a separate slide show file (1slideshow-section3.zip). This was done in part to address how gigantic the slide show file would be if all the images and information were included in one file, but the more compelling reason to split the shows into two parts is the nature of what's coming up. The last section of this module looks at five key terms in special education—in much greater detail than what's been used in the

current slide show. The terms examined are IDEA's definitions of:

- child with a disability,
- special education,
- related services,
- supplementary aids and services, and
- transition services.

While a trainer may treat the separate slide show in a summarizing, not-too-detailed fashion, the very centrality of these terms in the understanding and implementation of IDEA begs for a deeper, more comprehensive look at their definitions. Splitting the last section off from the first two sections of this module gives trainers the flexibility to design training appropriate to the needs of specific audiences within the time constraints of different situations. You can stop here. Or you can go on and

jump into the last part. And, if you go there, you can provide the information in overview or in detail. In the upcoming slide discussions (provided in file 1-discussion-section3.pdf), we offer suggestions for how to summarize or expand the information you present.

In any event, you can exit the current slide show. Now's a good time for a break—even a siesta.

### To Continue to Section 3 of This Module

If you decide to continue and present the third and final section of this module, you will need to open the separate slide show file (1B-slideshow.zip) and **double-click the PLAY.bat file** to launch the slide show. The discussion of its slides are provided below. Note that we've started their numbering anew—and just like that, you're back to Slide 1!

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—Space for Notes—