



Autism In Orange County: Autism Resource Kit

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USEFUL TERMS TO KNOW...

<p>504 Plan</p>	<p>Section 504 is a civil rights law that prohibits discrimination against individuals with disabilities; it ensures that children with disabilities have equal access to an education. The child may receive accommodations and modifications. A 504 plan is a legal document that outlines instructional services for students in the general education setting. It is not an Individual Educational Program (IEP).</p>
<p>ABA (Applied Behavioral Analysis)</p>	<p>Definitions vary but ABA is a teaching intervention system that begins with intensive skill training based on a reward system sometimes called "discrete trials". A discrete trial consists of a therapist asking a child for a particular behavior based on his/her individualized assessment. If the child complies, he is given a "reinforcer" or reward. If the child does not comply, he does not receive the reward, and the trial is repeated. More advanced ABA includes practice of skills in a natural setting.</p>
<p>Adaptive Behavior</p>	<p>Adaptive Behavior includes the age-appropriate personal and social behaviors/skills used daily. Examples include communication, grooming, dressing, safety, coping, interpersonal relationships, money management, and motor skills. To measure adaptive skills, professionals use adaptive behavior scales that have been normed on individuals with and without disabilities. Most adaptive behavior scales are completed by interviewing a parent, a teacher, or another individual who are familiar with the person's daily activities.</p>
<p>Adaptive Equipment</p>	<p>This is a term used for any item, product or piece of equipment used to maintain or improve a person's functional abilities, e.g., such as bathtub lifts, transfer boards, modified eating utensils, communication devices, and adapted toys. This term is used in both the educational and developmental disabilities systems.</p>
<p>Auditory Integration Therapy</p>	<p>This is an alternative treatment that seeks to rehabilitate disorders of the auditory system, such as hearing loss or hearing distortion (hypersensitive, hyposensitive, or asymmetrical hearing) based on the premise that distortions in hearing or auditory processing contribute to behavioral or learning disorders. It was designed with the intent of normalizing hearing and the ways in which the brain processes auditory information. Advocates of this method suggest that it helps people with autism receive more balanced sensory input from their environment.</p>
<p>Augmentative Communication</p>	<p>Augmentative or alternative communication is a method of communication used by individuals with severe speech and language disorders. This includes those who are unable to use verbal speech and those with speech that is difficult to understand. Examples of augmentative communication include gestures, communication devices, picture boards and picture cards.</p>



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<p>Biomedical Approach/ Intervention</p>	<p>Some parents and medical professionals advocate for the use of a biomedical approach to address symptoms or behaviors including but not limited to special diets, detoxification protocols, dietary supplements, testing for food allergies, etc. The premise for biomedical intervention is that autism and related disorders are caused by environmental factors effecting the neurological, gastrointestinal, and immune systems.</p>
<p>BOCES</p>	<p>The term “BOCES” stands for Board of Cooperative Educational Services. It is a regional educational service provider in New York State, which functions as an extension of local school districts. The function of a BOCES is to provide shared services to the component school districts in a manner that is cost-effective, efficient, and fosters equity for students. A BOCES helps school districts save money by pooling their resources and sharing costs and help duplication and allows schools to operate more efficiently and cost-effectively. Together, through BOCES, districts can provide a rich variety of experiences for students of all interest and ability levels. Additionally, the State Commissioner of Education has charged the BOCES with providing leadership and support in developing the capacity of local schools to enable students to meet both the performance requirements of the New York State Learning Standards and the new graduation requirements.</p>
<p>Childfind/ICHAP</p>	<p>These programs re part of the Early Intervention Program (EI) designed to identify and monitor those children at risk for developmental delay but who do not qualify for Early Intervention services. Examples of “at risk” include any child who was born prematurely, has been exposed to environmental lead, has a growth or metabolic disorder, history of maternal alcohol or substance abuse, illness or trauma, lack of prenatal or well baby care, homelessness. There is no cost for these services.</p>
<p>Committee on Special Education (CSE) Committee on Preschool Special Education (CPSE)</p>	<p>Every school district has a CPSE and a CSE that decide a child's special education needs and services. The CPSE is responsible for children with disabilities ages three -five. The CSE is responsible for children with disabilities ages 5-21. The parent of a child receiving special education is a member of the Committee that will recommend special education services for their child. Other members of the Committees are people who have a broad range of experiences planning for and/or working with students with disabilities. At least once a year, a CPSE or CSE meeting is convened to review the IEP and make decisions about any necessary changes to the child’s program. This is called an annual review. A parent may request an additional CSE meeting at any time during the year.</p>

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<p>Developmental Disabilities Services</p>	<p>These include non-educational, specialized services and supports to individuals with developmental disabilities of all ages and their families. These services and supports are funded primarily through the NYS Office of Mental Retardation and Developmental Disabilities and/or the Orange County Department of Mental Health/Developmental Disabilities Division.</p>
<p>Developmental Disabilities Services Office (DDSO) Hudson Valley (DDSO)</p>	<p>The DDSO is the local office of the New York State Office of Mental Retardation and Developmental Disabilities (OMRDD). The Office provides, promotes and assures that needed services are available to people affected by developmental disabilities, so individuals may achieve increasing levels of independence, inclusion, individualization and productivity in the community. The Hudson Valley DDSO serves residents of Orange, Sullivan, Rockland and Westchester Counties.</p>
<p>Early Intervention Program</p>	<p>The New York State Early Intervention Program (EIP) is part of the national Early Intervention Program for infants and toddlers with disabilities and their families created by Congress in 1986 under the Individuals with Disabilities Education Act (IDEA). Early Intervention is a voluntary family training program. The program assists families to identify the best way to stimulate their child's development. Referrals can be made directly to EI by parents/family, professionals or physicians. There is no cost for these services.</p>
<p>Environmental Modification</p>	<p>A service that provides assistance to families and individuals with the removal of barriers which limit accessibility in the home, and remodeling to enhance the independent or assisted functioning of individuals with developmental disabilities. The provision of modifications and/or improvements to the living quarters of an individual or family is intended to ensure the health, welfare and safety. It is a term used in both the educational and developmental disabilities systems.</p>
<p>Executive Functioning</p>	<p>Executive functioning is the brain's management and coordination of information for a purpose. It is thought to be involved in processes such as planning, cognitive flexibility, abstract thinking, initiating appropriate actions and inhibiting inappropriate actions, selecting relevant sensory information, and the ability to flexibly switch among problem-solving strategies.</p>



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<p>Expressive Therapy/ Creative Arts</p>	<p>Expressive therapy, also known as creative arts therapy, is the intentional use of the creative arts as a form of therapy. Unlike traditional art expression, the process of creation is emphasized rather than the final aesthetic product. Expressive therapy works under the assumption that through use of imagination and the various forms of creative expression, humans can heal. Most forms of creative expression have an equivalent therapeutic discipline including but not limited to Art, Dance, Music, Drama, Writing and Play therapy. They will assess and then develop an individualized plan of care, tailored to each individual's needs. Usually, being an expressive therapist is a master's level clinician, often coupled with other licensure or certification.</p>
<p>Family Reimbursement</p>	<p>This is a service within the developmental disabilities system that provides flexible funding, cash subsidies for goods, services and financial advocacy.</p>
<p>Family Support Services (FSS)</p>	<p>This is a term used within the developmental disabilities system that refers to OMRDD funded services designed to assist and support families in providing care for their loved ones who live full-time in their family home. Examples include respite or child care, recreation programs, family reimbursement, social skill building groups, educational advocacy.</p>
<p>Floortime</p>	<p>Also known as the Greenspan Method, Floor time is an educational method and a philosophy based on the premise that the child can increase and build a larger circle of interaction with an adult who meets the child at his current developmental level and who builds on the child's particular strengths. It is called Floortime because the parent/teacher gets down on the floor with the child to engage him at his level. The goal is to move the child through basic developmental milestones that must be mastered for emotional and intellectual growth. The adult enters the child's activities, and follows the child's lead while moving the child toward more increasingly complex interactions.</p>
<p>Functional Behavioral Assessment (FBA)</p>	<p>This is a research based approach that incorporates a variety of techniques and strategies to diagnose the causes and to identify likely interventions intended to address problem behaviors. An FBA assessment looks beyond the overt topography of the behavior, and focuses, instead, upon identifying biological, social, affective, and environmental factors that initiate, sustain, or end the behavior in question. This approach is important because it leads the observer beyond the "symptom" (the behavior) to the student's underlying motivation. This term is used by both the education and developmental disabilities systems.</p>

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<p>Home and Community Based Services (HCBS)/ Medicaid Waiver</p>	<p>The HCBS Medicaid waiver is one of several waivers that afford states the flexibility to develop and implement creative alternatives to placing Medicaid-eligible individuals in hospitals, nursing facilities or intermediate care facilities for persons with mental retardation. The creation of the HCBS waiver program was in response to the fact that many individuals at risk of being placed in these facilities can be cared for in their homes and communities, preserving their independence and ties to family and friends at a cost no higher than that of institutional care. Services provided under the HCBS waiver are specialized OMRDD-funded developmental disabilities services including residential habilitation, day habilitation, pre-vocational services, supported employment, in-home respite, adaptive devices, environmental modifications, family education and training, plan of care support and residential services.</p>
<p>Inclusion</p>	<p>This term refers to the education of a child with a disability provided in their home school in a regular classroom with typical children. Additionally, supports are put in place to ensure that the child is able to participate in class activities. Strategies for achieving inclusion will vary based on the need of the student.</p>
<p>Individuals with Disabilities Education Act (IDEA)</p>	<p>The IDEA is a federal law ensuring services to children with disabilities. The IDEA governs how states and public agencies provide early intervention, special education and related services to children with disabilities. Infants and toddlers with disabilities (birth-2) and their families receive early intervention services under IDEA Part C; children and youth (ages 3-21) receive special education and related services under IDEA Part B.</p>
<p>Individual (Educational) Evaluation</p>	<p>After a child is referred for an evaluation for special education, the parent will be asked to give written consent to have their child evaluated. The results of an evaluation help determine if special education services or programs are needed. An evaluation includes various assessment tools and strategies. These tests determine what the child's learning difficulties may be and how those difficulties affect his or her participation and progress in the general education curriculum. This evaluation is at no cost to the family. If a parent feels that an evaluation conducted by the Committee is not appropriate or if they disagree with the results, they can obtain, and request that the school district pay for, an independent educational evaluation (IEE).</p>



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<p>Individual (Educational) Re-evaluation</p>	<p>At least once every three years, the school district will re-evaluate the child. This is called a re-evaluation (formerly called the triennial evaluation). A re-evaluation may also occur if conditions warrant one (for example, when a functional behavioral assessment is needed as a result of disciplinary action) or if either the parent or the child's teacher requests a re-evaluation.</p> <p><i>(Note: If eligibility for services provided through the NYS Office of Mental Retardation and Developmental Disabilities Services is needed immediately or in the future, a comprehensive psychological evaluation or re-evaluation using an OMRDD-acceptable instrument that is current (within three years of application) will be required. It would be appropriate to seek eligibility determination directly following a comprehensive evaluation or re-evaluation even if OMRDD services are not needed at the time.)</i></p>
<p>Individualized Education Program (IEP)</p>	<p>If a child is eligible for special education services and/or programs, the Committee on Special Education (CSE), which includes the parent, must meet to develop a plan to meet the child's unique needs. This plan is called an Individualized Education Program (IEP). Public schools are required under the Individuals with Disabilities Education Act (IDEA) to develop an IEP for every student with a disability who is found to meet the federal and state requirements for special education. The term IEP refers to the educational program to be provided to a child with a disability and to the written document that describes the program. At least once a year, a CSE meeting is convened to review the IEP and make decisions about any necessary changes to the child's program. This is called an annual review.</p>
<p>Individualized Service Plan (ISP)</p>	<p>The Individualized Service Plan is the term used within the developmental disabilities system to describe a written personal plan. The ISP describes the person and summarizes what the person wants and needs and his or her unique network of supports and services. The plan will include valued outcomes, safeguards, the person's profile, specialized services, natural supports and community resources (the people, places, organizational affiliations that are a resource to the person such as family, friends, neighbors, associations, community centers, spiritual groups, school groups, volunteer services, self-help groups, clubs, etc.</p>
<p>Least Restrictive Environment</p>	<p>School districts are required to educate students with disabilities in regular classrooms with their typical peers, in the school they would attend if not disabled, to the extent possible based on the individualized need of the student. An example of the least restrictive educational setting would be an inclusion model. Examples of more restrictive educational settings include a dedicated classroom for students with disabilities in the school the child would attend if not disabled or a placement in a special school that exists solely to educate children with developmental disabilities.</p>



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<p>Medicaid</p>	<p>A U.S. government program, financed by federal, state, and local funds that provides medical assistance for those families and individuals whose medical expenses exceed their income. If an adult has too much income and/or resources and is not eligible for Medicaid, that person may be eligible for: Family Health Plus or Family Planning Benefit Program. If a child has too much income and is not eligible for Medicaid, the child may be eligible for Child Health Plus.</p>
<p>Medicaid Managed Care</p>	<p>Enrollment in a Medicaid Managed Care Program through a Health Maintenance Organization (HMO), offers an alternative to Medicaid and is designed to improve access to quality medical services in a more cost effective manner. Managed Care plans focus on preventive health care and provide enrollees with a medical home for themselves and their families. When you join a managed care program, you will choose a personal doctor who will be responsible for making sure all your health care needs are met. The doctor will send you to someone else if you need more help than the doctor can provide. Once you are eligible for Medicaid, you can join a plan if there is one available and you want to join. However, there are some counties where families will have to join a plan. In these counties there are some individuals who don't have to join including those with developmental disabilities.</p>
<p>Medicaid State Plan Service</p>	<p>These are services any Medicaid recipient may access using their Medicaid card as payment. Services are identified in the plan that New York State submits to the federal government for approval; state plan services are billed directly to Medicaid. In New York, these services include physician, pharmacy, laboratory, acute care, dental, physical therapy, occupational therapy, speech therapy, durable medical equipment, psychiatry, psychology, social work. Additionally for those individuals with a developmental disability, Medicaid Service Coordination.</p>
<p>Neurology</p>	<p>Neurology is a branch of medicine dealing with disorders of the nervous system. Medical Doctors (M.D.s) specializing in the field of neurology are called neurologists; they are trained to diagnose, treat, and manage patients with neurological disorders. Pediatric Neurologists specialize in treating children.</p>



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<p>Neuropsychology</p>	<p>This is a branch of psychology and neurology that aims to understand how the structure and function of the brain relate to specific psychological processes and overt behaviors. Neuropsychologists explore the relationships between brain systems and behavior. They may study the way the brain creates and stores memories, or how various diseases and injuries of the brain affect emotion, perception, and behavior. They will assess and then develop an individualized plan of care, tailored to each individual's needs. They should work closely with the psychiatrist and/or neurologist if medications are involved. Additionally, they may do assessments to measure cognitive and learning abilities and adaptive behavior. A neuropsychologist holds a doctoral degree (Ph.D); a neuropsychologist is not a medical doctor.</p>
<p>Occupational Therapy</p>	<p>An occupational therapist can evaluate a child's skills for play activities, school performance, and activities of daily living and compare them to what is developmentally appropriate for an age group. In addition to dealing with an individual's physical well-being, occupational therapy practitioners address psychological, social, and environmental factors that may hinder an individual's functioning in different ways. Coping skills, fine motor skills, grooming, dressing, sensory integration, play skills, self help skills, and socialization are all targeted areas to be addressed. They will assess and then develop an individualized plan of care, tailored to each individual's needs.</p>
<p>Office of Mental Retardation and Developmental Disabilities (OMRDD)</p>	<p>New York State Office of Mental Retardation and Developmental Disabilities (OMRDD) is a state entity responsible for the provision of services for people with developmental disabilities residing in the state of New York. It does so through a regional system dividing the state into sections that are overseen by Developmental Disabilities Services Offices (DDSOs). Each New York State citizen lives in an area covered by one of the DDSOs.</p>



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<p>Orange County Department of Mental Health (OCDMH)</p>	<p>State-designated entity for the planning, development and coordination of mental health, chemical dependency, and developmental disabilities services within the geographic boundaries of the County of Orange. It exists to ensure that quality services are accessible to all the people of Orange County, that such services are delivered in a cost effective, timely and culturally sensitive manner under the jurisdiction of the Mental Hygiene Law of New York State and provided within the rules, regulations, policies and procedures of the licensing authority of appropriate State Offices.</p>
<p>Person-Centered Planning</p>	<p>Person-Centered Planning is a concept that was developed in the late 1980s designed to assist individuals with disabilities to achieve their dreams and aspirations. Person-Centered Planning differs from typical human service planning that tends to focus on deficits and problems. It is a process built on inclusion and capacities guided by a skilled facilitator who works to ensure that each participant is given an equal opportunity to contribute. There are many models or approaches available including but not limited to Personal Futures Planning and Essential</p>
<p>Physiatrist</p>	<p>This professional is a medical doctor (M.D.) or doctor of osteopathy (D.O.), certified as a specialist in physical and rehabilitation medicine. Physiatrists are certified by the American Board of Physical Medicine and Rehabilitation. The goal of the physiatrist is to help a patient restore function and overcome physical limitations.</p>
<p>Physical Therapy (PT)</p>	<p>Physical therapists are health care professionals who evaluate and manage health conditions for people of all ages. Typically individuals consult a PT for the management of medical problems or other health-related conditions that cause pain, limit their ability to move, and limit the performance of functional activities. Physical Therapists can identify conditions, and develop management plans using treatment techniques that promote the ability to move, reduce pain, restore function, and prevent disability. They will assess and then develop an individualized plan of care, tailored to each individual's needs.</p>



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<p>Picture Exchange System (PECS)</p>	<p>This is a type of augmentative or alternative communication technique where individuals with little or no verbal ability learn to communicate using picture cards of objects that are motivating to the child. Children use these pictures to “vocalize” a desire, observation, or feeling. Initially, the trainer and the caregiver work with the child to help him or her discover that, by handing over the card, they can get the desired object. Gradually, the adult moves farther away from the child when showing the picture, so that the child must actually come and hand over the card. In later phases, children are given more than one image so that they must decide which to use when requesting an item, and throughout the process the number of cards grows along with the child’s vocabulary. It is thought that by allowing children to express themselves non-verbally, the children are less frustrated and non-desirable behavior including tantrums is reduced.</p>
<p>Positive Behavior Supports</p>	<p>This is a research based approach designed to reduce problem behaviors by understanding why the individual engages in the behavior through the development of a functional behavior assessment, preventing the behavior through social or environmental changes; and replacing the behavior with alternative skills that serve the same function for the individual.</p>
<p>Pre-School Special Education</p>	<p>Governed by the federal IDEA, pre-school special education provides specially planned individual or group instructional services or programs for eligible children, from ages three -five years, who have a disability that affects their learning. The child will be evaluated, at no cost to the family, by NYS Department of Education- approved providers. If the child is found to have a disability that may affect his learning, the CPSE will find the child eligible and an Individualized Education Program (IEP) will be written to meet the child’s needs. This may include special education, speech, occupational therapy, assistive technology, parent education and training or counseling.</p>
<p>Profile</p>	<p>This term is used within the developmental disabilities system to describe the narrative about the person including their abilities, skills, preferences, accomplishments, relationships, health, cultural traditions, community service and valued roles, spirituality, career, recreational interests and enjoyment, challenges, needs, pertinent clinical information, or other information that impacts how supports and services will be provided. The profile tells the reader about the person and his/her current needs and wants. It assists those helping the person provide supports and services with an understanding and sensitivity to what is important to the person. This information is contained within the Individualized Service Plan.</p>



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Psychiatry	Psychiatry is a branch of medical science that deals with mental health and emotional issues of concern. Psychiatrists assess and treat patients. Treatment approaches vary but will include counseling and possibly medication. They will assess and then develop an individualized plan of care, tailored to the individual's needs. A licensed psychiatrist is also a medical doctor. A child psychiatrist specializes in the treatment of children.
Psychology	Psychology is one of the behavioral sciences. It attempts to understand the role human behavior plays in social dynamics while incorporating physiological and neurological processes into its conceptions of mental functioning. Psychologists assess and treat mental, emotional, and behavioral disorders. They will assess and then develop an individualized plan of care, tailored to each individual's needs. They should work closely with the psychiatrist and/or neurologist if medications are involved. Additionally, a psychologist may do assessments to measure cognitive and learning abilities and adaptive behavior. A psychologist holds a doctoral degree (Ph.D); a psychologist is not a medical doctor.
Psychopharmacology	Psychopharmacology is the study or use of medication to induce changes in mood, sensation, thinking, symptoms and behavior typically by psychiatrists and neurologists.
Relationship Development Intervention (RDI)	Relationship Development Intervention (RDI) is a treatment that focuses on the core problems of gaining friendships, feeling empathy, expressing love and being able to share experiences with others. It is based on the premise that individuals on the autism spectrum seem to lack certain abilities necessary for success in managing the real life environments that are dynamic and changing. The intervention seeks to address these issues by moving through a series of core areas.
Resource Room	a room that serves the children's needs to learn specific skills within the least restrictive environment for part of the day – need better description.
Respite	This is a service within the developmental disabilities system that provides a "sitter" to allow families time away from taking care of their family member who has a disability. Respite allows the caregiver to go shopping, attend a family function, take vacation, do something special with other family members or to just relax at home. Respite may be provided in the home or at a center based location in the community hourly, daily or overnight. It is not a habilitative service. The staff providing the service is not expected to engage in skill building activities, teaching or behavior modification. Funding for this service is limited and allocated based on state criteria.



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<p>Residential Habilitation (Res Hab)</p>	<p>This is a service within the developmental disabilities system that offers training in and around a person's home and community including but not limited to life safety skills, behavioral management, activities of daily living such as personal grooming and cleanliness, bed making and household chores, eating and the preparation of food, and social skill building. The goal is to provide help in increasing or learning new skills. Funding for this service is limited and allocated based on state criteria.</p>
<p>Safeguards</p>	<p>This is a term used within the developmental disabilities system to describe items and actions that must be listed within the Individualized Service Plan to keep the person safe from harm and to minimize risk.</p>
<p>The SCERTS® Model</p>	<p>The SCERTS® (Social Communication and Emotional Regulation, and implementing Transactional Supports) provides a framework in which practices and strategies from other approaches may be integrated. The model emphasizes the importance of child initiated communication in natural as well as semi-structured activities for a broad range of purposes. Objectives for the child may target both verbal and non-verbal forms of communication.</p>
<p>Sensory Integration Therapy</p>	<p>Sensory Integration is the process through which the brain organizes and interprets external stimuli such as movement, touch, smell, sight and sound. People with autism may exhibit symptoms of Sensory Integration Dysfunction (SID) making it difficult for them to process information brought in through the senses. The goal of Sensory Integration Therapy is to facilitate the development of the nervous system's ability to process sensory input in a more typical way.</p>
<p>Service Coordination</p>	<p>Also known as case management, this service is the key to linkage and access to services within the developmental disabilities system. The service coordinator works for the person in need of services to advocate, assist with planning individualized services, to broker services and maintain records. Medicaid Service Coordination is provided to those that have or are eligible to receive Medicaid. A form of service coordination is available to individuals that are not Medicaid eligible and those that don't want or need a Medicaid Service Coordinator. Services referred to as Non-Medicaid Service Coordination, Family Assistance, Information and Referral, Advocacy provide short term, focused, service coordination-like assistance.</p>

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<p>Service Needs Access Panel (SNAP) of Orange County</p>	<p>The Service Needs Access Panel (SNAP) of Orange County offers a central point of entry into the system of services for county residents with a developmental disability that have been deemed fully eligible for services and their families with unmet needs. Unique to Orange County, the panel was designed to simplify access to services and provide consistent information about all appropriate services available. It also exemplifies the partnership that exists between State and County government, parents and voluntary operated Developmental Disabilities Provider Agencies.</p>
<p>Special Education</p>	<p>Special education means specially designed individualized or group instruction or special services or programs to meet the unique needs of students with disabilities. Special education services and programs are provided at no cost to the parent through their school district and may be delivered by the district in their public schools, by a Board of Cooperative Educational Services (BOCES) in a district building, by a BOCES at their site, by an approved private day or residential school.</p>
<p>Social Stories</p>	<p>A Social Story is a tool for teaching social skills to children on the autism spectrum. They provide a description of a social situation and information about how to respond to situations that he/she may find difficult or confusing. The situation is described in some detail but focus is given to a few key points: the important social cues, the events and reactions the individual might expect to occur in the situation, the actions and reactions that might be expected of him/her. The goal is to help the person develop appropriate behaviors. This may reduce confusion and help the person feel more comfortable.</p>
<p>Special Education Referral</p>	<p>A referral is a written statement asking that the school district evaluate your child to determine if he or she needs special education services. This written statement should be addressed to the chairperson of your school district's Committee on Special Education (CSE) or the school building principal. Referrals can be made by the parent, child's teacher or other professional in child's school, doctors, judicial officers (such as a family court judge or a probation officer) or a designated person in a public agency. For a preschool child, any of the people mentioned above may make a referral to the Committee on Pre-School Education (CPSE). In addition, a referral may also be made by someone from an Early Childhood Direction Center, an approved preschool program or an Early Intervention Program that serves children with disabilities from birth to age three. A student over eighteen and younger than 21 who is an emancipated minor may refer him or herself.</p>



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<p>Speech Therapy</p>	<p>Speech-language pathologists, sometimes called speech therapists, assess, diagnose, treat, and help to prevent speech-related disorders. They work with people who cannot produce speech sounds or cannot produce them clearly; those with speech rhythm and fluency problems; people with voice disorders such as inappropriate pitch or harsh voice; those with problems understanding and producing language; and those with cognitive communication impairments, such as attention, memory, and problem solving disorders. They also work with people who have swallowing difficulties. They will assess and then develop an individualized plan of care, tailored to each individual's needs.</p>
<p>STRIVE (Structured Teaching Reinforced In a Visual Environment)</p>	<p>The STRIVE Program, offered through the Orange-Ulster BOCES, is a program designed for students with Aspergers, Autism and Pervasive Developmental Disorders. The basic format for classrooms is modeled after the TEACCH program in North Carolina. Students are provided with a highly structured setting through the use of individual daily schedules, structured 1:1 teaching and the utilization of an independent work area. In addition, the incorporation of visual strategies assists in building skills in the areas of communication and language, social skills, academics, sensory integration and generalization into the community setting. A major focus of the program is to develop independence in all skill areas. Students work daily on activities of daily living which may include dressing, toileting, hygiene, setting tables, cooking, cutting their food, organizing their belongings or negotiating the school building with minimal supervision. STRIVE classrooms are offered at the BOCES center and some satellite buildings.</p>
<p>Student With A Disability</p>	<p>A student with a disability means a child with a disability, as defined in Education Law; who does not turn 21 before September first; who is entitled to attend public school; who because of mental, physical or emotional reasons, has been identified as having a disability; and who requires special services or programs. Students, ages 5-21, who are identified as having a disability, may have autism, deafness, deaf-blindness, emotional disturbance, hearing impairment, learning disability, mental retardation, multiple disabilities, orthopedic impairment, other health impairment, speech or language impairment, traumatic brain injury or visual impairment (including blindness). These terms, which are the educational classifications are defined in section 200.1(zz) of the Regulations of the Commissioner of Education.</p>

Disclaimer: The sources in this document include federal, state, and local government web-sites, and web-sites of national organizations and those representing a specific technique or approach. Please refer to the links section for those websites and contact local resources for more information.

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Autism In Orange County: Autism Resource Kit

www.orangecountynyddconnection.com

USEFUL TERMS TO KNOW...

<p>Treatment and Education of Autistic and Related Communication Handicapped Children (TEACCH)</p>	<p>This is an educational methodology tailored to the child's individual needs with a focus on structuring the environment to promote organization and learning. Because many children on the spectrum are visual learners, a TEACCH program environment is highly structured with a plan for the physical organization of furniture, clearly delineated activity areas, picture-based schedules and work systems, and instructional clarity. The child is guided through a clear sequence of activities throughout the day and school week. Though TEACCH may not specifically focus on social and communication skills as fully as other therapies it can be used along with such therapies to make them more effective.</p>
<p>Valued Outcomes</p>	<p>This is a term used within the developmental disabilities system to describe the person's chosen life destinations. There must be at least one valued outcome identified in the Individualized Service Plan for each waiver habilitation service (residential habilitation, day habilitation, prevocational services, and supported employment) that a person receives. The Habilitation Service is "authorized" only where the service relates to at least one of a person's valued outcomes.</p>
<p>Verbal Behavior Intervention (VBA)</p>	<p>Verbal Behavior Intervention is a system that is often seen as an adjunct to Applied Behavioral Analysis (ABA). The Verbal Behavior approach focuses on teaching specific components of expressive language first. One of the primary ideas behind Verbal Behavior approach is that the meaning of a word is found in its function and not in the word itself. The intent is not to learn to label or identify objects; the intent is to use the words in a functional way.</p>
<p>Vocational and Educational Services for Individuals with Disabilities (VESID)</p>	<p>The Office of Vocational and Educational Services for Individuals with Disabilities (VESID) is a branch of New York State Government's State Education Department. Its mission is to promote educational equity and excellence for students with disabilities while ensuring that they receive the rights and protection to which they are entitled; assure appropriate continuity between the child and adult services systems; and provide the highest quality vocational rehabilitation and independent living services to all eligible persons as quickly as those services are required to enable them to work and live independent, self-directed lives.</p>