



Acronyms, Abbreviations, and Definitions

What Does It All Mean?



Parents Reaching Out

Quick Reference Guide

* Definitions for these terms can be found in the Health Care Access section starting on page 23.

504	Section 504 of the Rehabilitation Act
AAC	Augmentative and Alternative Communication
ACA	Affordable Care Act *
ACCESS	Assessment for English Language Learners
ADA	Americans with Disabilities Act
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
AEPS	Assessment Evaluation and Programming System for Infants and Children
APE	Adapted Physical Education
APR	Annual Performance Review
ARA	Annual Resources Allotment *
ASD	Autism Spectrum Disorder
ASHA	American Speech-Language-Hearing Association
ASL	American Sign Language
AT	Assistive Technology
BIA	Bureau of Indian Affairs
BIE	Bureau of Indian Education
BIP	Behavioral Intervention Plan
BMS	Behavior Management Specialist
CAPTA	Child Abuse Prevention and Treatment Act
CASA	Court Appointed Special Advocates
CBA	Community-Based Assessment
CCI	Continuous Classroom Improvement
CD	Cognitive Delay
CDD	Center for Development and Disability
CFR	Code of Federal Regulations

CHIP	Children's Health Insurance Program *
CME	Comprehensive Multidisciplinary Evaluation
CMS	Children's Medical Services
COTA	Certified Occupational Therapist Assistant
CP	Cerebral Palsy
CPRC	Community Parent Resource Center
CYFD	Children, Youth and Families Department
DBA	District Benchmark Assessment
DD	Developmental Disability
DDC	Developmental Disabilities Council
DDSD	Developmental Disabilities Supports Division *
DHI	Division of Health Improvement *
DIBELS	Dynamic Indicators of Basic Early Learning Skills
DOE	Department of Education
DOH	Department of Health
DRA	Developmental Reading Assessment
DRNM	Disability Rights New Mexico
DS	Development Specialist
DVR	Division of Vocational Rehabilitation
EA	Educational Assistant
EC	Early Childhood
ECECD	Early Childhood Education and Care Department
ECEP	Early Childhood Evaluation Program
ECO	Early Childhood Outcomes
EDT	Education Development Team
EHS	Early Head Start
EI	Early Intervention
ELL	English Language Learner
ELP	English Language Proficiency
ENT	Ear, Nose, Throat

EPICS	Education for Parents of Indigenous Children with Special Needs
EPSDT	Early Periodic Screening, Diagnosis, and Treatment *
ERA	Environmental Risk Assessment Tool
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
ESY	Extended School Year
F2FHIC	Family to Family Health Information Center
FAF	Families as Faculty
FAPE	Free Appropriate Public Education
FBA	Functional Behavior Assessment
FERPA	Family Education Rights and Privacy Act
FIT	Family Infant Toddler Program
FSC	Family Service Coordinator
GATE	Gifted and Talented Education
HI	Hearing Impaired
HIPPA	Health Insurance Portability and Accountability
HS	Head Start
HV	Home Visiting
IDEA	Individuals with Disabilities Education Act
IDT	Interdisciplinary Team *
IEE	Independent Educational Evaluation
IEP	Individualized Education Program
IFSP	Individual Family Service Plan
ISD	Income Support Division *
ISP	Individualized Service Plan
LD	Learning Disability
LEA	Local Education Agency
LEP	Limited English Proficient
LLP	Limited Language Proficiency
LOC	Level of Care

LRE	Least Restrictive Environment
MAD	Medical Assistance Division *
M-CHAT/R	Modified Checklist for Autism in Toddlers/Revised
MDT	Multi-Disciplinary Team
MLSS	Multi-Layered System of Supports
MSA	Motor Skills Acquisition Checklist
NBO	Newborn Behavioral Observations system
NIDCAP	Newborn Individualized Developmental Care and Assessment Program
NS	Nursing Services
OCR	Office for Civil Rights
OHI	Other Health Impaired
OSEP	Office of Special Education Programs
OT	Occupational Therapist
PBIS	Positive Behavior Intervention Supports
PCP	Primary Care Physician *
PDD	Pervasive Developmental Disorders
PDMS-2	Peabody Development Motor Scale
PED	Public Education Department
PIRC	Parent Information Resource Center
PL	Public Law
PLAAFP	Present Levels of Academic Achievement and Functional Performance
PRO	Parents Reaching Out
PT	Physical Therapist
PTA	Parent Teacher Association
PTI	Parent Training and Information Center
PTO	Parent Teacher Organization
PTR	Pupil Teacher Ratio
PWN	Prior Written Notice
REED	Review of Existing Evaluation Data

RS	Respite Services
SAC	School Advisory Council
SAT	Student Assistance Team
SBA	Standards-Based Assessment
SEA	State Education Agency
SED	Special Education Division
SID or SI	Sensory Integration Disorder
SLD	Specific Learning Disability
SLP	Speech Language Pathologist
SPED	Special Education
SSDI	Supplemental Security Disability Income *
SSI	Supplemental Security Income *
SWS	Social Work Services
TA	Technical Assistance
TBI	Traumatic Brain Injury
TDD	Telecommunications Device for the Deaf
TIMP	Test of Infant Motor Performance
TTY	Telecommunication Teletypewriter
USDOE	United States Department of Education
VI	Visually Impaired
VS	Vision Services

ACCESS — New Mexico's assessment of academic English language proficiency for English Language Learners (ELL). It is administered to current English Learners in grades K-12.

Adapted Physical Education (APE) — A component of the educational curriculum in which physical, recreational, and other therapists work with children who exhibit delays in motor development and perceptual motor skills. It is a related service some children might need in addition to or in place of physical education.

Advocate — An individual who represents or speaks out on behalf of another person's interests. A parent speaking out on behalf of his/her child is an advocate.

American Sign Language (ASL) — A method of communicating by using hand signs. Each sign represents either one word or a concept that is typically expressed with several spoken words. For words that do not have a sign, fingerspelling is used.

American Speech-Language-Hearing Association (ASHA)
A national professional and credentialing organization organized for speech-language pathologists and audiologists. As of January 1997 the full name is American Association of Speech-Language Pathology and Audiology.

Americans with Disabilities Act (ADA) — A law that took effect in 1992 that defines "disability" and prohibits discrimination by employers, by any facility open to the general public, and by state and local public agencies that provide such services as transportation. (Public Law 101-336)

Aphasia — A communication disorder that is characterized by partial or total inability to produce and/or understand speech as a result of brain damage due to injury or disease.

Assessment — Information gathered by qualified personnel on a child's development, and on the needs and priorities of the

family when planning the Individual Family Service Plan (IFSP) or Individual Education Program (IEP). It is also a collection of tests that look at the strengths and challenges of children, youth, and adults to determine eligibility for state, local, and federal programs.

Assistive Technology (AT) — Any item, piece of equipment, or product system (acquired commercially off the shelf, modified, or customized) that is used to increase, maintain, or improve the functional capabilities of individuals with disabilities. Public schools are required to consider the assistive technology needs of students with disabilities.

Attention Deficit Disorder (ADD) — A neurobiological disorder. Typically, children with ADD have developmentally inappropriate behavior, including poor attention skills and impulsivity. Characteristics arise in early childhood, typically before age 7, are chronic, and last at least 6 months.

Attention Deficit Hyperactivity Disorder (ADHD) — A neurobiological disorder. Typically, children with ADHD have developmentally inappropriate behavior, including poor attention skills, impulsivity, and hyperactivity. These characteristics often arise in early childhood, typically before age 7, are chronic, and last at least 6 months. Children with ADHD may also experience difficulty in the areas of social skills and self esteem.

Augmentative and Alternative Communication (AAC) — Any method of communicating without speech such as using signs, gestures, picture boards, or electronic or non-electronic devices. These methods can help children who are unable to use speech or who need to supplement their speech to communicate effectively.

Autism Spectrum Disorder (ASD) — a neurological disorder that affects a child's ability to communicate, understand language, play, and relate to others.

Behavior Intervention Plan (BIP) — A plan that is put in place to teach a child appropriate behavior and social skills. It should be positive in nature, not punitive.

Behavior Management Specialist (BMS) — An individual who has knowledge or training in behavioral theory, experience conducting functional analysis of behavior, and experience developing and implementing written positive behavior intervention plans.

Behavioral Assessment — Gathering (by direct observation and parent report) and analyzing information about a child’s behaviors. The frequency and duration of behaviors are noted. This information helps identify the “function” of behavior in order to plan ways to reduce or replace unwanted behaviors.

Bureau of Indian Affairs (BIA) — Government agency that oversees and assists the affairs of Native Americans.

Certified Occupational Therapist Assistant (COTA) — A person who works under the direction of occupational therapists to provide rehabilitative services to persons with mental, physical, emotional, or developmental impairments.

Child Find — A federal program that requires states to actively locate children, ages birth to 21, with developmental disabilities or who are at risk for developmental disabilities. Child Find particularly focuses on children who are not enrolled in school programs.

Children, Youth & Families Department (CYFD) — An agency that is dedicated to enhancing the safety, dignity, and well-being of the children, youth, and families of New Mexico. They protect children and adults from abuse, neglect, and exploitation. They seek to prevent abuse, reduce juvenile crime, promote quality child care, and support healthy families.

Code of Federal Regulations (CFR) — Every time a law is passed by Congress, regulations are developed by the US

Department of Education. These regulations are always assigned a CFR code.

Cognitive Delay (CD) — (Formerly known as mental retardation.) Some common conditions include development from childhood at a below-average rate, and/or difficulty in learning and social adjustments; severity ranges from mild to profound, with the vast majority being mild.

Comprehensive Educational Evaluation — Tests and observations by public school staff to determine if a child has a disability and requires special education and related services. The school's multi-disciplinary team is required to do the evaluation and have a meeting with parents to discuss the results. A parent may share any evaluation and assessment information done by another agency or qualified person.

Council for Exceptional Children (CEC) — International professional organization dedicated to improving educational outcomes for individuals with exceptionalities (students with disabilities, and/or the gifted).

Deaf and Hard of Hearing — Having nonfunctional hearing, with or without amplification, for the ordinary purposes of daily living. An individual formerly referred to as being deaf is now classified as having profound hearing loss.

Deficit-Based Assessment — A system that is based on finding all the things the person cannot do in order to determine eligibility for services. These limitations and challenges must be documented thoroughly as part of the process of applying for and receiving services.

Department of Education (DOE) — The federal agency that promotes student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

Department of Health (DOH) — The government agency that promotes health and sound health policy to prevent disease

and disability, improve health services systems, and assure that essential public health functions and safety net services are available.

Developmental Disabilities Council (DDC) — The New Mexico Developmental Disabilities Council is one of 54 national councils established by federal law. They engage in systemic change, advocacy, and capacity building that contribute to a coordinated system of services that are centered on and directed by persons with developmental disabilities and their families.

Developmental Disability (DD) — Any physical or mental condition that begins before the age of 18 years, causes the child to acquire skills at a slower rate than his/her peers, is expected to continue indefinitely, and impairs the child's ability to function in society.

Developmental Reading Assessment (DRA) — Provides educators an interim assessment evaluating student reading levels in Kindergarten through 8th grade.

Disability — A substantially limiting physical or mental impairment, that affects basic life activities, such as: hearing, seeing, speaking, walking, caring for oneself, learning, or working.

Disability Rights New Mexico (DRNM) — A private, non-profit organization whose mission is to protect, promote, and expand the rights of persons with disabilities.

District Benchmark Assessment (DBA) — Tests that are given several times a year, also called short cycle assessments.

Division of Vocational Rehabilitation (DVR) — Agency that is part of the NM Public Education Department and is supported by state and federal funds. DVR helps people with disabilities achieve suitable employment outcomes. If appropriate for your situation, DVR should be contacted as your child begins the transition to adulthood (as early as age 14

but not later than 16) so that plans can be made in the IEP to meet your child's vocational needs.

Due Process — A legal process for resolving a dispute between the family and the service agency. In special education, Due Process refers to a legal process for resolving a dispute between the family and the public school related to the identification, evaluation, or placement of a child with disabilities.

Dynamic Indicators of Basic Early Learning Skills (DIBELS) — A test to determine essential reading skills, given individually several times during the school year.

Dyslexia — A learning disability in which the child has difficulty with reading due to difficulty distinguishing written symbols. Example: transposing letters and words such as reading “top” as “pot”.

Dyspraxia — Difficulty with planning and performing coordinated movements, although there is no apparent damage to the muscles.

Early Childhood Education and Care Department (ECECD) — The NM Special Education Bureau oversees programs that assist three-to-five-year-old children who have developmental delays, funded by the Individuals with Disabilities Education Act (IDEA) Part B, 619, and the State of NM.

Early Intervention (EI) — Specialized services provided to families of infants and toddlers birth to three, who are at-risk for or are showing signs of developmental delay. Services are provided by the NM Department of Health Family Infant Toddler Program (FIT).

Educational Assistant (EA) — A person hired by the school district that provides assistance to students under the supervision of the classroom teacher.

Emotional Disturbance (ED) — A condition exhibiting one or more of the following characteristics over a long period of time

and to a marked degree that adversely affects educational performance:

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

English as a Secondary Language (ESL) — Instruction in language arts for Limited English Proficient (LEP) students which explicitly teaches listening comprehension, oral expression, pronunciation, reading and writing while supporting the skills and concepts presented in the regular English curriculum.

English Language Learner (ELL) — Refers to students whose first language is not English. This term includes students who are just beginning to learn English and those who have already developed considerable proficiency.

Extended School Year (ESY) — Delivery of special education and related services during the summer vacation in order to prevent significant loss of previously learned skills. The IEP team must consider the need for Extended School Year at each meeting and must describe those services specifically with goals. Not all special education students, nor all special education services in the IEP, require an extended school year. ESY services must be individually crafted.

Family Education Rights & Privacy Act (FERPA) — A federal law that protects the privacy of students' education records and guarantees the parent's right to review their child's files.

Family Infant Toddler Program (FIT) — A program of the NM Department of Health that provides early intervention services

to families who have concerns about the development of their young child (birth to three).

Free Appropriate Public Education (FAPE) — IDEA 2004 requires that agencies provide special education and related services at no cost to the parent so that a child with disabilities may benefit from public education. It requires that an Individualized Education Program (IEP) be developed for each child with a disability with measurable goals based on the child's needs and present levels of educational performance.

Functional Behavior Assessment (FBA) — A process that looks at why a child behaves the way he or she does, given the nature of the child and what is happening in the environment. Data is collected to determine the possible causes of problem behaviors and to identify strategies to address the targeted behaviors.

Functional Behaviors — Behaviors (basic skills, such as meal-time skills) the child has mastered, or needs to master, in order to get along as independently as possible in society.

Gifted — A gifted child is defined as a school-age person whose intellectual ability paired with subject matter aptitude/achievement, creativity/divergent thinking, or problem solving/critical thinking is so outstanding that an Individual Education Plan (IEP) team decides special education services are required to meet the child's educational needs.

Head Start — A federal program focused on providing a comprehensive preschool program for children ages (3-5) of low-income families. Activities address individual needs to help children attain their potential in growth and mental and physical development before starting school. 10% of children enrolled are required to be children with disabilities.

Hearing Impaired (HI) — Loss of auditory ability ranging in degree from slight to profound. Hearing impairments are generally categorized as conductive (involving the middle and outer ear) or sensorineural (involving the inner ear or the

auditory nerve). Hearing impairment can also be classified as congenital (existing at or dating from birth).

Independent Educational Evaluation (IEE) — Evaluation by a qualified examiner who is not employed by the school district which is responsible for the education of the child.

Indicators — There are 20 indicators identified by the Office of Special Education Programs (OSEP) which are included in the State Performance Plan (SPP). OSEP has identified indicators to be included in the SPP and requires States to report progress on targets set by Federal and State law to determine compliance. *Indicators targeted for improvement in New Mexico include:*

Graduation rates; drop out rates; participation and performance on assessments; suspension/expulsion rates; Least Restrictive Environments, preschool placements with typically developing peers; early childhood outcomes; parent involvement; disproportionality (Race/Ethnicity/Disability); evaluation time-lines; preschool transition; high school transition and post high school outcomes.

Individual Family Service Plan (IFSP) — The written document which defines the early intervention services provided to the child and family. The program is designed to meet the needs of the child and the family, and is based on family-identified priorities.

Individualized Education Program (IEP) — A written statement of a child's current level of development and an individualized plan of instruction, including the goals, specific services to be received, the people who will carry out the services, the standards and time lines for evaluating progress, and the amount and degree to which the child will participate with typically developing peers (Inclusion / Least Restrictive Environment). The IEP is developed by the child's parents and the professionals who evaluated the child and/ or are providing the services. IDEA requires an IEP for all children in special education, ages three years through twenty-one.

Individualized Service Plan (ISP) — A plan developed by the individual, their family, their case manager, and other people who know and care about the person receiving services through the NM Home and Community Based Waivers (DD, D&E and Medically Fragile).

Individuals with Disabilities Education Act (IDEA) — The federal law that provides the legal authority for early intervention and special educational services for children birth to age 21.

IDEA Part B — Children and youth (ages 3-21) receive special education and related services under IDEA Part B.

IDEA Part C — Infants and toddlers with disabilities (birth-2) and their families receive early intervention services under IDEA Part C.

Institutions of Higher Education (IHE) — This is the term to describe universities and colleges.

Learning Disability (LD) — A disorder in one or more of the basic psychological processes involved in understanding or using spoken or written language, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations.

Least Restrictive Environment (LRE) — This term means the placement that is as close as possible to the regular education environment. This is the educational setting that permits a child to receive the most educational benefit while participating in a regular educational environment to the maximum extent appropriate. LRE is a requirement under the IDEA law.

Limited English Proficient (LEP) — This term refers to a student whose native language is other than English or who comes from an environment where a language other than English is dominant. The student's difficulties in speaking, reading, writing, or understanding English may be sufficient to deny the individual the ability to meet the state's proficient level

of achievement on state assessments; the ability to achieve in classrooms where the language of instruction is English; or the opportunity to participate fully in society.

Local Education Agency (LEA) — The local school district.

Multi-Disciplinary Team (MDT) — This team generally consists of the principal, the student's general education teacher, parents, special educators, and special services ancillary staff. They arrange for evaluations, consider evaluation results, and make recommendations to the Individualized Education Program Team (IEP Team).

Multi-Layered System of Supports (MLSS) — Improves support systems by removing administrative barriers to providing timely evidence-based supports and focuses on holistic student success through robust family partnerships. Driven by student progress data for grade-level standards, the MLSS works to empower educators with a comprehensive system to make evidence based-decisions that are fluid, timely and meaningful.

Music Therapy — A therapeutic service provided to meet recreational or educational goals for a child. Music therapy includes playing instruments, moving to music, creating music, singing, and listening to music. It is utilized in a variety of applications in schools, hospitals, and private settings through both individual and group approaches, often in conjunction with other types of therapy.

Natural Environment — The natural or everyday settings where your child would be if there wasn't a developmental concern. Some examples are: home, childcare, parks, etc. For youth or adults with disabilities, this would be living in their own home instead of an institution or other setting.

Natural Supports — People and organizations from the community that persons without disabilities might have for support, e.g. friends, family, neighbors, church organizations, club members, sports team members, etc.

Occupational Therapist (OT) — A health and rehabilitation professional that helps people regain, develop, and build skills that are important for independent functioning, health, well-being, and security.

Office for Civil Rights (OCR) — A federal agency that enforces civil rights laws that prohibit discrimination on the basis of age, race, color, national origin, sex, or disability.

Office of Special Education Programs (OSEP) — Federal agency dedicated to improving results for infants, toddlers, children, and youth with disabilities ages birth through 21, by providing leadership and financial support to assist states and local districts. OSEP administers the Individuals with Disabilities Education Act (IDEA).

Other Health Impaired (OHI) — Educational classification that describes students who have chronic or acute health problems which cause limited strength, vitality, or alertness that adversely affects a child's educational performance.

Parent Teacher Association (PTA) — PTA is a national nonprofit organization dedicated to helping parents get involved in their children's education. The PTA is the original parent group in the schools.

Parent Teacher Organization (PTO) — An independent parent group; in other words, any non-PTA group. There are no dues and the organization does not have a national voice. Most PTOs focus on parent involvement, school/teacher/student support, and community-building.

Parent Training and Information Center (PTI) — A project at PRO that serves families of infants, children, and youth with all types of disabilities as well as related professionals. Family Liaisons help families understand the special education system and the Individualized Education Program (IEP) process so they can make informed decisions, understand IDEA 2004, and effectively advocate for their child. The PTI is funded by the US Dept. of Education, Office of Special Ed. Programs (OSEP).

Physical Therapist (PT) — A professional who is devoted to improving a person's physical abilities through activities that strengthen muscular control and motor coordination.

Positive Behavior Intervention Supports (PBIS) — A behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective interventions that improve the environments in which teaching and learning occurs. Strategies focus on school wide, classroom, and individual systems of prevention and support that improve results (personal, health, social, family, work, and recreation) for all children and youth.

Present Levels of Academic Achievement and Functional Performance (PLAAFP) — Statements written in the IEP that accurately describe the student's current academic achievement and functional performance. The statements must describe the impact of the student's disability on his/her educational/functional performance. The student's strengths, weaknesses, and learning styles should also be documented.

Prior Written Notice (PWN) — This is a part of the IEP process requiring Districts to inform parents of their rights. It is a form that the school must use to tell parents why they're doing what they're doing, or why they're not doing what they're not doing. This must be done in writing.

Public Education Department (PED) — State agency that oversees all aspects of education in New Mexico.

Public Law (PL) — This is the term given to laws passed by Congress. They are usually followed by a number designation that indicates the session of Congress and the number of the bill. Example: PL 94-142 indicates the 94th session of Congress - the 142nd bill passed in that session.

Pupil Teacher Ratio (PTR) — Refers to the number of students per teacher in a classroom.

School Advisory Council (SAC) — Per NM House Bill 212 (2003) Section 27, each school is required to create an

advisory council to assist the school principal with school-based decision making and to involve parents in their children's education.

Screening — The process of quickly looking at a child's development to find out if there are any areas of concern. It is used to recommend children for more in-depth evaluation.

Section 504 of the Rehabilitation Act — A law that provides that a percentage of federal funds spent on vocational education must be spent on the cost of special programs, services, and activities for individuals with disabilities. This law is closely intertwined with P.L. 105-17 (IDEA'97). Children with disabilities who are not eligible for special education may qualify for accommodations under Section 504.

Self-Stimulation / "Stimming" — Abnormal behaviors such as: head banging, watching the fingers wiggle, or rocking side to side that interfere with the child's ability to "sit still" and pay attention or to participate in meaningful activity.

Sensory Integration Disorder or Sensory Integration Dysfunction (SID or SI) — The inability to process information received through the senses, causing problems with learning, development, and behavior.

Sensory Integration Treatment (SI) — A technique used in occupational therapy services, which provides playful, meaningful activities that enhance an individual's sensory intake and lead to more adaptive functioning in daily life.

Service Coordinator — A person assigned to coordinate services and supports in the IFSP to ensure timely delivery of *early intervention* services. He/she facilitates IFSP reviews, ensures that a timely transition plan is developed, and facilitates a smooth, effective transition.

Service Providers — The agencies and/or contracted individuals that provide therapies and other services for the person eligible to receive specified services.

Special Education (SPED) — Specialized instruction tailor-made to fit the unique learning strengths and needs of the individual student with disabilities, from age three through high school (to age 22). A major goal of special education is to teach the skills and knowledge the child needs to be as independent as possible. Programs focus on academics and also include therapy or other related services to help the child overcome difficulties in all areas of development. These services are required by IDEA to be delivered in the least restrictive environment.

Specific Learning Disability (SLD) — A disorder that affects the ability to listen, think, speak, read, spell, or do mathematical calculations.

Speech and Language Disorders — Problems in communication and related areas that range from simple sound substitutions to the inability to understand or use language or use the oral-motor mechanism for functional speech and feeding. Some causes of these disorders include hearing loss, neurological disorders, brain injury, mental retardation, drug abuse, physical impairments, and vocal abuse or misuse.

Speech Language Pathologist (SLP) — A therapist who provides treatment to help a child, youth, or adult develop or improve articulation, communication skills, oral-motor skills and speech errors and/or difficulties in language patterns.

Standards Based Assessment (SBA) — The yearly state required testing given in the spring. This test, in part, determines a school's AYP status.

State Education Agency (SEA) — The agency that oversees all aspects of education in a state. In New Mexico, the SEA is the Public Education Department.

Student Assistance Team (SAT) — A school-based group of people whose purpose is to provide additional Tier II (classroom level) support to students who are experiencing difficulties that are preventing them from benefiting from

general education, because they are either performing below or above expectations.

Tactile Defensiveness — A child with tactile defensiveness is hypersensitive to touch. The child may avoid or resist being touched or touching objects that are wet, or of an unfamiliar texture or temperature. The sensitivity is related to the way the nervous system processes touch sensations.

Telecommunications Device for the Deaf (Teletypewriter) (TDD/TTY) — Communication devices used by individuals with hearing impairments to receive and send messages via telephone. The sender types a message that is transmitted via telephone lines to a visual receiver (display screen or machine that types the message).

Therapy — A treatment for certain physical or psychological conditions. The most common forms of therapy provided through early intervention and special education include: occupational, physical, and speech/language therapies.

Transition — The movement from one service, location, or program to another. Young children with disabilities transition at age three from early intervention to preschool special education services or to other community settings and services (early intervention and special education). Adolescents transition from school to adult services.

Transportation — A related service. If it is determined that the child needs this service, the school district must provide the transportation, contract with another agency, or contract with the parents. Transportation means round trip, home to school and school to home services. If a parent has been offered a transportation contract but does not want to transport the child, the school district is still responsible for providing transportation and cannot force the parent to provide transportation.

Traumatic Brain Injury (TBI) — A disability that is the result of sudden, physical damage to the brain that can cause physical, behavioral, or mental changes depending on which area of the brain is injured.

United States Department of Education (USDOE) — Supplements and complements the efforts of states, the local school systems and other instrumentalities of the states, the private sector, public and private nonprofit educational research institutions, community-based organizations, parents, and students to improve the quality of education.

Visually Impaired (VI) — Refers to any condition in which eyesight cannot be corrected to what is considered “normal”.

Health Care Access

The acronyms and definitions in this section will help you navigate the health care system.

Affordable Care Act (ACA) — Passed by Congress and signed into law March 2010, offers comprehensive health insurance reforms. Many provisions in the Affordable Care Act have already been implemented, and other changes will be implemented through 2014 and beyond. Some provisions that have already been implemented include: protection against annual and lifetime limits; protection against insurers unfairly canceling policies; extension of coverage to young adults on their parents' policies until age 26; and providing coverage to Americans who have been uninsured because of a pre-existing condition.

Aging Caregiver — The primary caregiver (who is 65 or over) of someone waiting to receive services on the Central Registry. The person waiting for services is given priority, and may receive DD Waiver services sooner.

Allocation — As money becomes available, persons who are awaiting services on the Central Registry are offered an opportunity to receive services through the Developmental Disabilities Medicaid Waiver. This chance to receive services is called an "allocation." Allocations from the Central Registry are made by registration date. There is an eligibility process.

Allocation Letter for the Medicaid DD Waiver — A letter sent by the DDS Regional Office stating that a position is now available for you or your family member to receive services on the Medicaid DD Waiver. You will need to fill out the enclosed form and take it to the ISD office.

Allocation on Hold — If you are offered an allocation, do not want services yet, but would like to stay on the Central Registry, check the box on the Waiver Refusal form stating that you do not want services right now. Putting your "allocation on hold" saves your place on the waiting list until you decide to be considered for the DD Waiver.

Application/Re-determination of Eligibility for Medical Assistance of Aged, Blind and Disabled Individuals — A fairly lengthy form used to help determine financial eligibility after a funding slot on the DD Waiver becomes available. Complete the form and take it to your appointment with an Income Support Division case worker in your area.

Authorization to Release Confidential Information — Forms you receive in a packet from DDSD after registering. Complete one of these for every professional with documentation of the person's disability, e.g. doctors, schools, work program staff, therapists, etc. This gives permission for the doctor, hospital, school or others to supply the DDSD Regional Office with the necessary information to determine if the individual meets the criteria for developmental disability (DD). Send these directly to the professional you are asking to provide information to DDSD.

Case Manager — The person who works through the Case Management agency you select from the Primary Freedom of Choice form. The DD Waiver case manager will be the one to guide and support you and your family member through the DD Waiver process.

Central Registry — Known informally as the “waiting list,” a computerized list of all individuals who are eligible for the Medicaid DD Waiver services and waiting for services.

Central Registry Match for Services — A form you receive in a packet from DDSD after turning in your Waiver Registration form. Fill out completely and return to the DDSD Regional Office address. This form is used to help determine if the individual meets the criteria for developmental disability (DD) at the time of application.

Children's Health Insurance Program (CHIP) — An extension of the Medicaid program. The program provides health insurance coverage for children up to the age of 19 who live in families with incomes between 185% and 235% of Federal Poverty Guidelines. To be eligible for CHIP, children cannot have other health insurance coverage.

“Close Your Case” — The Developmental Disabilities Supports Division will “close your case,” if you do not complete and return the paperwork that is sent to you within the time they give you. If you would still like to receive services, you would have to start the application process from the beginning again.

Children’s Medical Services (CMS) — A Title V (federal and state funded) program for children with special health care needs requiring specialized medical care in a community-based, family-centered, culturally-sensitive, comprehensive manner. CMS helps families coordinate health care, educational needs, transportation services, etc.

Cerebral Palsy (CP) — A disorder of movement and posture control resulting from non-progressive damage to the brain during fetal life, the newborn period, or early childhood. Both genetic and acquired factors may be involved. It may be caused by a lack of normal fetal brain development or by injury to the brain.

Developmental Disabilities Medicaid Waiver Program (DD Waiver) — Developmental Disabilities Home and Community-Based Medicaid Waiver program. This program helps New Mexicans with developmental disabilities live in their homes. To qualify for services, you or your loved one must have a developmental disability that began before the age of twenty-two, need help with personal care (bathing, dressing, eating, etc), and be a resident of New Mexico.

Developmental Disabilities Supports Division (DDSD) — Formerly the Long Term Services Division. This division in the NM Department of Health provides information and referral services to people with disabilities and their families who are seeking help locating the right resources in their communities. The Division also is responsible for overseeing various Medicaid home- and community-based waiver programs that are designed to help people with disabilities live as independently as possible.

Developmental Disabilities (DD) Waiver Individual Budget Plan — A form used by the DD Waiver case manager to help you develop the annual budget. It tells how much each service will “cost” you, per unit, out of your DD Waiver budget. Different types of therapies and services are paid different amounts.

Division of Health Improvement (DHI) — The division of the Department of Health that investigates incidents and completes provider reviews.

Early Periodic Screening, Diagnosis, and Treatment (EPSDT) — In New Mexico every child under the age of twenty-one and covered by the Medicaid State Plan program is eligible for EPSDT services. These services are required by the federal government and include preventive check-ups, diagnostic tests and direct services, such as therapies. EPSDT services must be medically necessary and are intended to improve or maintain the health of the individual.

Eligibility: Medicaid and/or the DD Waiver Program —The Department of Health, Developmental Disabilities Supports Division (DDSD) will “screen” the applications to be sure the person meets the requirements for DD. After you receive notice that there is an open “funding slot,” or allocation, on the Medicaid DD Waiver, you will be asked to provide documentation showing the individual requires a certain level of care (medical eligibility), and the individual meets the financial requirements (financial eligibility).

Exception — (DD Waiver services) A therapist can ask for more than the standard maximum number of hours. The therapist would develop a report with the justification or reasons for their exception request. The DD Waiver case manager and therapist would submit the paperwork to the DDSD Regional office for approval.

Families as Faculty (FAF) — One of the programs at Parents Reaching Out. The Families as Faculty (FAF) program brings together families of children with disabilities and future educators and health care professionals by providing a

framework for professionals to learn from families.

Family to Family Health Information Center (F2FHIC) — A project at Parents Reaching Out that helps families understand the health care system and make informed choices to access quality health care services that best meet their needs.

Income Support Division (ISD) — This is sometimes called the Medicaid or Welfare office. An **ISD Caseworker** is assigned to you and will collect information to determine financial eligibility. The caseworker will tell you what forms and documents you need to submit.

Interdisciplinary Team (IDT) — This team includes you and/or your family member, your DD Waiver Case Manager, and all of the providers and therapists providing services. The IDT will meet at least twice a year — for an annual meeting and a six-month review meeting.

Keeping in Touch Letter — This is a letter sent by DDSD to people who are waiting on the Central Registry to find out if they are still interested in receiving services when an allocation becomes available. Fill out the forms and return them to DDSD to keep your place on the waiting list.

Letter of Interest — A cover letter sent out with the Primary Freedom of Choice form, asking if you are still interested in receiving services through the DD Waiver. It is usually sent when there is an allocation opportunity available.

Level of Care (LOC) — To determine a Level of Care (LOC), your Case Manager will meet with you to gather information regarding your family member's overall health, developmental disability, and the impact on his/her daily living skills, along with information on the current support system.

Medicaid Card — When a person is allocated to the DD Waiver, they also become eligible for a Medicaid card to use for medical purposes, e.g. doctor visits, hospitalizations, dental work, eye glasses, etc.

Medicaid Utilization Review (UR) Agent — The UR agency is currently Molina Health Care. They will make the determination, given the information packet that the DD Waiver case manager submits, if an individual is eligible for DD Waiver services or not.

Medicaid Waiver Services Registration Form — A one-page registration form from your local Income Support Division (ISD) office used to begin the application process for services on the DD Waiver or the MF Waiver.

Medical Assistance Division (MAD) — The division of ISD that processes your initial registration form, along with any information regarding financial eligibility. Many ISD forms are called MAD with a number after it, e.g. MAD 381 is the blue form.

Medical eligibility — The DD Waiver case manager guides you through the process of completing and compiling assessments for medical eligibility. The Medicaid Utilization Review (UR) agent will make the determination based on the information packet submitted by the case manager.

Medically Fragile Waiver Program (MF Waiver) — Helps New Mexicans with a developmental disability and a medically fragile condition live in their homes. To qualify for services, you or your loved one must: have a medically fragile condition that requires extensive medical treatment and daily skilled nursing care; be at risk for or have a developmental delay or disability that began before the age of twenty-two (22); need help with personal care (bathing, dressing, eating); and be a resident of New Mexico. Application for this program begins with the same Registration form as the DD Waiver.

Notice of Privacy Acknowledgement — A form sent by the DDSD Regional Office stating that they gave you a copy of their Notice of Privacy Practices. Sign and return to DDSD with your Match for Services form.

Personal Vision — An overall, very general goal that is developed for the ISP. All other goals developed should look toward and support this goal.

Physical Therapy Assistant (PTA) — This is a person who has graduated from a two year program and is certified as a PTA. They are qualified to work only under the supervision of a certified Physical Therapist (PT).

Primary Care Physician (PCP) — The doctor you have chosen as your main doctor. When you begin receiving Medicaid, specify who you want your PCP to be or they will assign someone. Most HMOs will only change doctors effective at the beginning of each month. Call the number on your Medicaid card for more information.

Primary Freedom of Choice — The Developmental Disabilities Supports Division (DDSD) regional office will ask you to sign this form when you have been offered an allocation to the DD Waiver. It lists all the case management agencies that offer services in your area. You place an “X” next to the case management agency of your choice.

Provider — An agency or person who provides services to individuals on the DD Waiver and other programs. They work with the family and individual, keep progress notes, develop goals, and work towards ISP goals. To become an approved DD Waiver provider, an agency must fill out a state application package and receive approval.

Receipt Form — A simple form you fill out at ISD when you turn in copies and documents to the ISD office. Your dated copy will serve as a receipt that you turned in paperwork on a certain date. This is important when you need to get a document to them by a specified date. These forms can usually be found at the front desk. They are called by different names, including “Change form” and “Receipt for Proof.” Keep this for your records.

Registration — This is the first step in applying for the Medicaid DD Waiver. Go to your local ISD office, get a one

page Waiver Registration Form, fill it out and turn it in to the ISD office. There is an eligibility process that follows.

Registration Date — When you turn in the Waiver Registration Form to the ISD office, you will ask for them to stamp all copies with the current date, including your receipt copy. As slots on the Medicaid DD Waiver become available, those with the earliest dates are allocated first.

Secondary Freedom of Choice (DD Waiver) — The DD Waiver case manager will give you this form and ask you to select the service provider agencies and therapists from a list of the agencies available in your area. If you need to change agencies, you would fill out another Secondary Freedom of Choice form and sign at the bottom. The case manager will submit it for approval.

State General Funds — Limited assistance from the NM Department of Health Developmental Disabilities Supports Division for eligible persons. State General Funds may have different guidelines than funds that are used to provide DD Waiver services. Individuals waiting for services on the Central Registry may be eligible for certain programs that use State General Funds.

Supplemental Security Disability Income (SSDI) — A cash assistance program for individuals with disabilities, based on medical and financial need. There are limits on what a person can earn while receiving SSDI.

Supplemental Security Income (SSI) — A cash assistance program from Social Security based on medical need and income eligibility which includes a Medicaid Card. It is not part of the Medicaid DD Waiver, but individuals may receive both programs. Earnings are limited while receiving SSI.

Waiting List — Officially known as the “Central Registry,” this is the computerized list of all the individuals who have registered and applied for the DD Waiver. They have met the requirements of a Developmental Disability and are awaiting services.

Waiver Refusal Form — You have the right to refuse an allocation to the DD Waiver when you are offered one. To refuse DD Waiver services, check the box stating that you are refusing services. If you changed your mind at some point, you would need to start at the very beginning again. If you do not want services at this time, but would like to continue waiting on the Central Registry, check the box to put the allocation on hold.



Parents Reaching Out

Parents Reaching Out (PRO) is a statewide non-profit organization that provides support, training, and tools for families and youth with disabilities or complex medical needs.

Our Mission

The mission of Parents Reaching Out is to enhance positive outcomes for families and children in New Mexico through informed decision making, advocacy, education, and resources. Parents Reaching Out provides networking opportunities for families to connect with and support each other. This mission supports *all families* including those who have children with disabilities, and others who are disenfranchised.

Parents Reaching Out achieves this by:

- ♦ Developing family leadership
- ♦ Connecting families to each other
- ♦ Building collaborative partnerships
- ♦ Providing families knowledge and tools to enhance their power

#BeYourOwnBestAdvocate

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