Parent Handbook
for
Individualized Education Program
(English with Chinese Translation)

個別教育計劃家長手冊
（英中對照）

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鄒雲青 著
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Introduction
序言

家中有特殊需要孩子的中國家長們：

這本手冊是專為家裏有3歲到21歲大的殘障孩子的中國父母而寫的。美國聯邦的殘障人士教育法規定，家長有權參與規劃和執行子女的個別教育計劃(IEP)。個別教育計劃是一份特別針對每一個有特殊需要的孩子而設計的教育計劃。作爲一個家長，知道自己孩子的個別教育計劃是很重要的，因為這樣你可以更有效的為你的孩子爭取到合適的教育機會和相關的服務。

家長和老師們共同討論和訂定教育的內容和進度，是個別教育計劃程序中很重要的一部份，為了設計一個最合適於你孩子的個別教育計劃，和老師密切合作，讓老師知道你是很關心你孩子的需要。希望這本手冊能成爲你參與你孩子的教育計劃時的參考資料。

我是一個中英雙語特殊教育老師，同時我也有一個需要特殊教育的孩子，我深深感覺到在文化思想、語言障礙，以及缺乏中文版的特殊教育資訊的情況下，很可能已經嚴重的影響到一些中國家長爲自己的孩子去爭取和利用特殊教育服務的權益。

一個深受傳統中國文化思想影響的人，很可能會相信，如果一個人有精神上，智能上，或是情緒上的問題時，是一個不吉祥的象徵。因此，如果家裏有智障或體障的成員，家人會覺得很難堪；外人也可能會猜想這整家人可能有什麼不對勁。爲了避免尷尬，這個人家很可能會把問題隱藏起來而不去尋求協助。
Introduction

Dear Chinese-speaking parents of children with special needs,

I wrote this handbook especially for you, the parent who has a child with a disability from ages 3 to 21, to be a resource as you participate in your child's education program. The law (Individuals with Disabilities Education Act) states clearly that you have the right to participate in the development and use of an individualized educational program (IEP) for your child. An IEP is essentially a document that shows how to meet an exceptional student's unique needs. You need to know about your child's IEP process so that you can effectively get the best programs and services for your child.

The IEP process gives you and the school staff an opportunity to share decision making. To design the most appropriate program for your child, you need to work closely with professionals and tell them your feelings about your child's needs.

As a bilingual (Chinese/English) special educator and a parent of a child with special needs, I understand that cultural differences, language barriers, and lack of written Chinese special education information may seriously affect your access to, and use of, special education services for your child.

As you know, Chinese culture often imparts the idea that persons with any type of mental or emotional problems are evil or lack self-control. Families, too, may feel shame having a relative with a physical or mental disability. If someone has a child with special needs, some suggest that the whole family caused the disability in some way. As a result, a family may be embarrassed, try to hide their problems, and not ask for help.

Influenced by misconceptions supported by cultural beliefs, parents can experience hopelessness, blame, guilt, confusion, and anger. They may not understand why their children have disabilities. For example, parents might think disability is their or their child's fate. Or some parents may believe that the child has brought bad luck with their birth. Other parents might believe that they did something wrong in their past lives, and now they are being punished in their present lives. Parents might
在這種思想影響下，家長常常會感到無望、自責，罪過感，疑惑或是憤怒。他們很可能不能理解為什麼他們的孩子有缺陷，是他們或是孩子命該如此？或是這個孩子生來命運惡運？或是他們上輩子做了不好的事，而在這輩子得到報應？還有些人覺得老天爺不公平，因為他們從來沒有做過任何對不起良心的事，為什麼會有一個殘障的孩子。這些傳統的思想不只困惑著老一輩的中國人，根據美國特殊教育工作者和社會工作人員針對在美國的中國人所做的調查顯示，現代的中國人，仍然或多或少的相信傳統文化對殘障人士的看法。

不管是智障還是體障，都不是父母或是孩子的錯。科學研究顯示，殘障和道德或命運無關，殘障是由以下幾個因素所造成的：基因的不正常，例如唐氏症，視力障礙；生理系統或是神經系統上的失調，例如情緒困擾和行為的不正常，自閉症，學習障礙；疾病感染，例如視力障礙，聽力障礙；腦部傷害，例如腦性麻痺，眼瞎，耳聾；或是受到有害的生活環境的影響，例如空氣和水的污染會造成智力障礙，神經系統損害和猝發性的抽搐。

有些中國移民很可能有英語溝通上的困難而造成和特殊教育專業人士之間的一些誤解。中國文化教導我們對人要和氣，要忍耐，要給別人面子，所以有一些中國移民即使不了解別人說什麼還是會保持笑容和說"是是"。在這種情況下，家長和專業人士之間很容易產生誤解，家長很可能根本不了解孩子的困難到底在哪裡，也不知道到底孩子需要那些特殊教育和相關服務，更無法參與制定孩子的特殊教育過程，家長就很難為自己的孩子爭取到最適當的特殊教育服務，這是非常可惜的事。
wonder, also, since they have never done anything wrong, why their child has a
disability.

However, disability is not your, nor your child’s fault. Scientific research has
shown disabilities do not result from evil. Instead, several factors, such as genetic
problems (e.g., Down syndrome), biological/neurological disorders (e.g., emo-
tional/behavior disabilities), disease (e.g., hearing problem), brain damage (e.g.,
cerebral palsy, blindness), accidents and/or harmful environmental influence (e.g.,
pollution can cause neurological damage) cause disability.
不要因為你有英語上的困難而退縮，這些困難是可以解決的。殘障人士教育法規定，當你參加你孩子的教育計劃或會議時，你有權要求教育局為你提供翻譯，你也可以找一個有經驗的會說英文的中國家長或是家長互助協會的人幫你預備你孩子的特殊教育會議上的資料和想說的話，他們也可以陪你一起去參加會議。你也可能在當地教育局找一個中英雙語的專業人士幫助你爭取你孩子的教育權利。最重要的是你不要害怕，也不要不好意思開口。

由於文化背景的不同和英語溝通的困難，很可能使一些有殘障孩子的中國家庭不去主動的找尋和使用美國政府提供的服務，例如精神保健，社工服務和特殊教育，所以許多人就認為中國人是沒有這方面的困難和需要。在這種錯誤的想法下，政府為中國家庭提供的中文版特殊教育資訊非常少，遠遠比不上西班牙文，韓文和越文版資訊。

美國政府過去也不重視異常孩子的教育需要。從前，殘障的孩子只能參加一些不定期的特殊教育和學習照顧自己的研習會。大多數的殘障孩童只能整天留在家中或是隔離在教養院中，只有極少數的殘障孩子和正常的同伴在一起。在經過許多家長的爭取下，美國國會在1975年11月29日正式通過了全體殘障孩子教育法，英文的簡稱是EHA。

殘障孩子教育法後來修改過許多次，在1990年，這個法律改名為殘障人士教育法，英文的簡稱是IDEA。殘障人士教育法指引學校系統如何計劃和執行特殊教育和有關的服務事項。
Chinese culture also teaches people to cooperate and keep silent. Most Chinese will smile and say "yes, yes" - even if they don't understand what has been said. This can cause misunderstanding between parents and professionals. For instance, parents might not understand services, treatment, or meetings connected with their child's problem. They also might be frustrated or scared to ask questions in English. As a result, the parents may get special services for their child.

Language difficulties should not be a problem. According to the law, when you attend your child's education program process or meetings, you have the right to ask the school district to provide an interpreter for you. Do not be afraid to ask for help. You can find support from other Chinese speaking parents, parent organizations, or Chinese/English speaking professional in your local school district.

Cultural and English problems also might influence Chinese families of children with disabilities not to seek and use formal special services (e.g., mental health, social services, education services). Their absence is not noted, because many assume that Chinese people do not have problems, nor need help from the government. Under this misconception, the government provides little information on special education information for Chinese families. In fact, more information on special education is translated into Spanish, Korean, and Vietnamese than Chinese.

Chinese-speaking people are not the only ones not using special education services. For the United States government has a long history of neglecting students with disabilities. In the past, some students with disabilities infrequently attended special education program, segregated programs, or sheltered workshops. Or children with disabilities stayed home all day. Few spent time with peers. So, on November 29, 1975, after much parental pressure, the United States Congress passed Public Law 94-142, the Education for All Handicapped Children Act (EHA).

Public Law-94-142 has been amended several times. In 1990, the EHA
聯邦政府資助州和地方教育局執行殘障學生教育計劃，為了拿到聯邦政府的財務資助，州和地方教育機關必須遵照這個聯邦法律來行事。

不論學生是那一類殘障或是殘障程度有多嚴重，殘障人士教育法的目標是提供免費而且合適的公立教育給每一個殘障學生。這個法律包含了以下六項主要的原則。

一、零拒絕：學校提供特殊教育和有關的服務給所有有特殊需要的學生，而且不向家長收費。

二、沒有差別待遇的評估測驗：所有測驗和評估的程序不能因為學生的背景和溝通方式不同而有差別待遇或不利於學生。學生將被評估所有可能影響他學習表現的殘疾，例如健康、視力、聽力、社交和情緒狀況、學業上的表現、語言溝通能力、運動能力等等。

三、合適的教育：一個合適的教育是要透過個別教育計劃來實現。一份個別教育計劃是由父母和一群關心孩子教育的人一起小心仔細策畫的。這份個別教育計劃是孩子在學記錄的一部份，裏面記載了要為這個孩子提供的服務和要達到的目標，這本手冊的附錄裏有一份個別教育計劃的範本，可供你參考。

四、最低約束的教育環境：盡可能的讓殘障生和同年齡的一般學生一起在普通班受教。如果一個學生在使用了增補的輔助物和服務之後還是無法成功的在普通班受教，他會被編在一般學校裏的一個特殊教育班上課。
changed the name of this legislation to the Individuals With Disabilities Education Act, commonly known as IDEA. The IDEA replaces Public Law 94-142 and currently guides school systems in how they design and carry out special education and related services programs.

The government provides state and local education districts with federal funds for education the students with disabilities. To be eligible for federal funds, state and local school districts must comply with the requirements of this federal law.

IDEA's goal is to provide a free appropriate public education for every student, despite the student's disability or severity. The law contains six major principles:

1. **Zero reject.** Schools provide special programs and related services to all students with special needs at no cost to their parents.

2. **Nondiscriminatory assessment.** All testing and assessment procedures are nondiscriminatory and do not penalize anyone because of background or mode of communication. The student will be assessed in areas of performance related to the suspected disability (e.g., vision, hearing, social and emotional, academic performance, motor abilities).

3. **Appropriate education.** An appropriate education will be delivered through an Individualized Education Program (IEP). The IEP is carefully planned by a group of people (including parents) who care about the child with special needs. The IEP is a school record of what services are to be provided and what will be achieved.

4. **Least restrictive environment.** Students with special needs are integrated into general education programs with typical students whenever possible. Sometimes, it may be decided that a student cannot successfully be educated in such programs even with the use of supplementary aids and services. Here, a
五、正當的程序：家長有權抗議任何有關州的或是地方教育局不利於孩子的作法，例如不適當的分班；學校也有權抗議家長的某些行動，例如家長拒絕同意給孩子做第一次測驗。在這些情形下，一個中立的聽證員可以主持一個聽證會來解決學校和家長的紛爭。

六、家長的參與：家長有權和被鼓勵參與決定全部有關自己孩子的教育計劃。

個別教育計劃是這個整個聯邦法的核心，每個有特殊需要的學生必須要有一份專門為他個人而制定的個別教育計劃。作為一個殘障孩子的家長，你的積極參與對於決定你孩子的教育計劃是非常重要的。

這本手冊提供一些資訊，幫助你了解在個別教育計劃進行程序時，你的角色是什麼，以及你應負的責任和應有的權利是什麼。有了這方面的知識，在你孩子接受個別教育計劃的過程中，你將會成為個別教育計劃小組中有效的一員，幫助你的孩子接受一個有意義的特殊教育。希望這份問答形式的手冊能幫助你的孩子在父母和學校協力輔導下得到最大的利益。
student will be educated in a special education classroom at a regular school.
5. Due process. Parents have the right to protest any actions of a state or
local educational district that might adversely affect the student's education
(e.g., inappropriate placement). The school has the right to protest some
actions taken by parents of students with disabilities (e.g., parents refuse
consent on first assessment). In these instances, a hearing can be held with a
neutral hearing officer.
6. Parental participation. Parents should be encouraged to be involved in
decisions about all aspects of their children's education.

So, as a parent of a child with a disability, it is important that you are active in
helping shape decisions regarding your child's educational program. This manual
provides information in understanding your IEP role, responsibility, and rights. With
this knowledge, you will be an effective partner in your child's IEP process and create
a meaningful education program for your child.
Common Questions on IEP
有關 IEP 常見的問題
有關 IEP 常見的問題

1. **IEP 是什麼？**

IEP 的意思是“個別教育計劃”。

2. **個別教育計劃是為誰而設計的？**

個別教育計劃主要是為殘障孩子而設計的。美國聯邦殘障人士教育法規定，州政府必須為每一個有特殊需要的托兒所幼兒和在學年齡（3-21 歲）的兒童和青少年制定一份個別教育計劃。雖然這個聯邦法沒有包括天才兒童教育，但是已有許多州制定了發展天才兒童的個別教育法規。

3. **這個殘障人士教育法規是個很重要的法律嗎？**

是的，殘障人士教育法對你來說是一個非常重要的聯邦法，因爲：

＊它規定每個有特殊需要的孩子都有權接受免費和適當的公立教育。這個教育包含特殊教育以及相關的服務。特殊教育是指特別設計的教學；而相關的服務則包括了早期的評估以確定一個孩子是否有殘疾，聽力測試，與診斷或測驗有關的醫療服務，物理治療，職能治療或語言治療，孩子在學校裏應該得到的醫療服務，社會工作服務和休閒活動，州政府並且應該輔導訓練家長，以及為孩子提供合適的交通工具上下學。特殊教育和這些相關的服務是為了達到這些孩子們的需要。

＊聯邦殘障人士教育法的根本目的在於立法保護有特殊需要的孩子以及他們的家長的權利。
Common IEP Questions

1. **What does "IEP" mean?**
   IEP means "Individualized Education Program (or Plan)."

2. **Who is an IEP for?**
   According to Public Law 101-476, Individuals with Disabilities Education Act, every preschooler and school-age child (ages 3-21) with special needs must have an IEP. Although federal law does not include gifted students, some states have regulations that require IEP development for gifted students.

3. **Is the Individuals with Disabilities Education an important law?**
   Yes. The Individuals with Disabilities Education Act (IDEA) is a significant federal law because it:
   
   Requires that all children with special needs have the right to a free, appropriate public education. This includes special education (specially designed instruction) and related services (e.g., audiology, physical therapy, occupational therapy, speech and language therapy, appropriate transportation, parent counseling and training, medical services for diagnostic or evaluation purpose only, school health services, social work services in school, recreation, early identification and assessment of disabilities in children) designed to meet children's unique needs.
   
   Ensures that the rights of children and youth with special needs and their parents are protected under the law.
   
   Provides regulations and guidelines to help state and local educational agencies deliver education to all children and youth with special needs.
   
   Provides minimum requirements to assess and ensure effective efforts toward the education of children with special needs.
＊這個法律提供條例和指引來幫助州和地方政府教育機構為所有緩障的孩子和青少年提供特殊教育。

＊這個法律也定出最低限度的標準，依據這個標準去評估和確保州和地方教育機構有效的，努力的去教育有特殊需要的孩子。

4. 怎樣着手進行一個個別教育計劃？

個別教育計劃由家長，孩子的老師，和專業人士，例如物理治療師，職能治療師，校長，學校裡的心理專家或是特殊教育指導人一起規劃並把它寫下來。家長也可以邀請親人或朋友參與這個過程。個別教育計劃以一年為一期。制定個別教育計劃的目的是確保你的孩子將會接受有意義的教育以及相關的服務。這個計劃將適合你孩子的學科，社交，說話，運動神經，和職業技能這些方面的需要和能力。

5. 我需要付這些費用嗎？像是交通巴士？

不要。根據殘障人士教育法，你的孩子有權利免費接受這些教育課程和相關的服務。

6. 規劃和執行我孩子的個別教育計劃有那些程序？

每個教育局有它自己的步驟去推展一個個別教育計劃。多數教育局採用下列的程序：

第一步，轉介／知會

如果你，孩子的老師，醫生，護士，心理輔導員，或是社會工作者，其中有人合理的認爲你的孩子需要接受個別特殊教育，可以寫一份書面報告給學校的特殊服務委員會。如果這個特殊服務委員會也認為你的孩子需要接受特殊教育，他們
4. **How does an IEP work?**
The IEP is a written plan prepared by teachers, parents, people invited by the parents, and other professionals (e.g., school psychologist, physical therapist, school principal, or director of special education). The IEP sets out a specific year-long educational program to ensure that your child will receive a meaningful education appropriate to your child’s needs and abilities (e.g., academic, speech and language, motor, vocational, etc.) and related services.

5. **Do I pay for programs or services such as transportation on a special bus?**
   
   **No.** The law says that the programs and related services identified in #3 must be provided for your child at no cost to you.

6. **What are the steps for developing my child’s IEP?**
   Although school districts vary in the specific steps involved in developing an IEP, the following general procedures are common to most districts.

   **Step 1. Referral.** Parents (you), teacher, doctor, nurse, psychologist, or social worker who has reason to believe that your child has a special educational need will provide a written report to the school’s special service committee. If the special services committee agrees with the educational concerns, you will be notified. The school district must obtain your permission for your child’s first evaluation.
會給你一份通知書。在給你孩子進行第一次測驗之前，教育局必須得到你的書面同意。

第二步，第一次測驗
如果你同意，地方教育當局會給你的孩子做第一次性向測驗，用以評估你孩子的表現情況。這個測驗將幫助決定你的孩子是否需要接受特殊教育或是有關的服務。至少要有兩個來自不同領域的專業人士來測驗你的孩子，這些專業人士可能包括學校裏的心理學家、聽力測驗專家、語言治療專家，以及其他專家。他們將測驗你的孩子的能力以及需要。一個測驗很可能包含正式測驗和非正式測驗。正式測驗，例如說話和語言測驗、課業測驗、神經測驗、聽覺測驗和全身檢查。非正式測驗，例如觀察你的孩子如何和別的孩子玩耍和交往，你的孩子如何應用他的運動神經，比如他跑的情況以及運用手指的能力。如果你的孩子正在接受特殊教育服務，那麼他至少要每三年接受一次複驗。

第三步，確定你的孩子是不是需要個別教育計劃
老師以及教育局中的專業人士將分析你孩子的測驗結果，決定你孩子有那些能力需要加強和增進。

第四步，個別教育計劃討論會
如果評估的結果是你們的孩子需要個別教育計劃，學校會為你的孩子舉行一次個別教育計劃會議，在這個會議上，個別計劃小組成員將討論小孩子的分班建議，例如：每天花全部或部份時間和一般同年齡孩子同班學習；整天或部份時間在特殊教育班或學校接受特別指導；整天參與普通班活動，但在合適的活動中接受適當的職能治療；在助理老師的協助下，整天在普通班上課。你孩子的學習目標也將在會議中討論，
Step 2. First evaluation. Before the first evaluation, your school district must get your written consent. The assessment will help decide whether your child needs special education or related services. Your child will be tested by at least two certified experts (e.g., school psychologist, audiologist, speech/language pathologist) from different fields. They will assess your child's strengths and needs. An evaluation can be both formal tests (e.g., speech and language test, educational evaluation, neurological exam, speech and hearing assessment, complete medical evaluation) and informal assessments (e.g., observations of how your child plays and interacts with others, observations of your child's motor skills such as running and using his fingers). If your child is already receiving special education, he or she will be reevaluated at least every three years.

Step 3. Identification and eligibility. Teachers and other school district professionals will analyze your child's tests. The results of the assessments will help the team and you determine your child's strengths to build upon and skills to be improved.

Step 4. IEP conference. School will contact you to set up an IEP conference. The teacher may ask you about your concerns and skills you want developed. The teacher may also explain some things that will take place at the meeting. You can ask the teacher any questions that will help you prepare for the meeting. If the time is not possible for you, ask to reschedule the meeting. During the IEP meeting, all team members, including you, will discuss the best placement for your child. There are a variety of options, such as spending full or part of the day in a general education classroom; all or part of the day in a special education classroom; spending all day in a general education class with an occupational therapist doing therapy during typical activities, or spending all day in a general education class helped by a paraprofessional. The team will also discuss specific learning goals such as "will increase word recognition by 200 words" or "will increase independence in dressing and toileting." Also, special services will be discussed. This could include occupational therapy, physical therapy, speech and language therapy, a bus that lifts wheelchairs, or any other related services (see #3).
例如：一學年中將增加認識兩百個字；增進穿衣和上廁所的獨立能力。需要的特殊服務事項也會被提出討論，例如：職能治療、物理治療、說話和語言治療、可攜式輪椅的巴士、或是其他有關的服務（參考這本手冊中的第6頁第3個問題）。會議的結論將寫在你孩子的個別教育計劃上。你是你孩子的教育計劃小組的成員之一，在會議之前，學校會通知你會議的時間，目的，以及其他的一些事項。如果會議時間對你不合適，你可以要求改時間。你也可以問老師任何你可以幫助你準備參與這個會議的問題。

第五步，執行個別教育計劃
在確定了你孩子的個別教育的內容和進度之後，當地教育局將在適合的場所提供所有包括在個別教育計劃上的課程和相關的服務。每一個參與人，包括你在內，必須觀察你孩子的表現，如果有需要，隨時可以要求召開一次會議來修正這份個別教育計劃。

第六步，評估這個計劃
你孩子的個別教育計劃的小組成員，將每年複檢一次你小孩的個別教育計劃中的年終和短期學習目標，討論孩子進步和分班的情況，並規劃和推展新的計劃。

7. 一個個別教育計劃的時間限制是什麼？
法律上並沒有特別規定整個個別教育計劃過程的期限，但是它規定在確定你的孩子需要個別教育後30天之內要舉行一個個別教育計劃會議。在會議上決定你孩子的個別教育計劃，如果你對這份個別教育計劃沒有任何疑問，你就可以同意執行它，在得到你的同意之後，這份個別教育計劃將盡快的在
Step 5. Implementation. The school district will provide your child all the programs and related services listed in the IEP at an appropriate placement. Each participant (including you) is required to monitor your child's performance and to make any necessary plan changes.

Step 6. Program evaluation. Every year all team members will review your child's IEP. The team will look at the yearly goals and objectives on the IEP and discuss your child's progress and placement. The team may develop new learning goals. Or the team may decide to advance the previous year's goal.

7. What is the timeline for an IEP process?
The federal law does not specify timelines for the whole process of the IEP. However, it requires that the IEP meeting must be held within 30 calendar days after your child has been identified with a special need. You can approve the IEP developed at the initial conference, if you feel it is the best for your child. If you are unsure about some items, discuss your ideas with your child's team, make changes, and sign the IEP later. If you have no questions about the IEP, the plan must be set up as soon as possible following the IEP meeting.

8. When will my child's IEP be developed?
Your child's IEP will be written immediately after his or her testing and evaluation. Once your child's IEP is developed, school personnel must make sure that your child receives all the IEP programs and services listed. The IEP must be reviewed, updated, and revised at least once a year in a formal meeting.

9. Who may initiate IEP meetings?
In general, your child's local school district initiates an IEP meeting. But, if you think your child is not doing as well as he or she could, or there is a problem with the current IEP, you may ask for an IEP meeting anytime.
會議舉行之後執行。但是，如果你不確定這份個別教育計劃的內容是不是最合適於你的孩子，你可以和整個小組討論你的意見和做必要的修改，然後才簽字同意。

8. 我的孩子的個別教育計劃將在什麼時候推展？

在你的孩子完成了評估和測驗之後，他的個別教育計劃將盡快的規劃完成。接下來，學校執行人員必須確定你的孩子接受了所有列在個別教育計劃上的教育計劃和服務。在至少每年一次的正式個別教育計劃會議上，你孩子的個別教育計劃會被複查，補充新資料和做必要的修改。

9. 誰可以發起我孩子的個別教育計劃會議？

一般來講，是由當地的教育局發起一個個別教育計劃會議。但是，如果你覺得你孩子的個別教育計劃執行得不好，或是這個個別教育計劃本身需要修改，你做家長的可以在任何時候要求開一次個別教育計劃討論會。

10. 一個個別教育計劃會議的時間有多長？

法律上沒有明文規定個別教育計劃會議時間的長度，但是教育局必須准許充足的會議時間，讓所有參與會議的人都有機會發表意見，和做一個對你孩子有意義的特殊教育計劃以及相關的服務的結論。假如你的時間不夠，你可以要求另外舉行一次會議完成這份個別教育計劃。

11. 有誰會參與我孩子的個別教育計劃會議？

你的小孩的個別教育計劃由一組人共同負責規劃和修改，這
10. **How long do IEP meetings take?**

The law does not regulate the length of IEP meetings. However, school districts should allow plenty of time at the meetings for all concerned persons to talk and participate in making useful decisions for your child's programs and related services. If you run out of time, request another meeting to finish developing the IEP.

11. **Who will attend my child's IEP meeting?**

Your child's IEP must be developed by a group of people responsible for your child's education. The IEP team must include, but is not limited to:

- Your child's teacher (e.g., special education teacher, general education teacher, and/or speech-language pathologist)
- A school professional responsible for supervising or providing special education (e.g., school principal, director of special education, or other administrative personnel)
- You (if you want to be there)
- Your child (if possible, and appropriate)
- The people doing the evaluation
- Others (e.g., a friend or relative of yours, friends of your child, speech therapist, psychologist, nurse, occupational therapist, physical therapist, physicians) are welcome to come if you or the school district think they would be beneficial.

12. **Why do I need to attend my child's IEP meeting?**

You should attend because:

- You have an opportunity to discuss and make decisions about your child's education program.
- You know your child better than anyone. Your knowledge can help
個個別教育計劃小組的成員包括，但不限於，以下這些人士：

＊ 孩子的老師，例如特殊教育老師、普通科老師、語言治療師；

＊ 你孩子的學校裡負責提供或指導特殊教育的人，例如校長，特殊教育督導或是其他有關的行政人員；

＊ 家長，（如果你要參加）；

＊ 你的孩子，（如果可能或合適的話）；

＊ 為你的孩子做測驗的人；

＊ 其他人，例如你的親戚或朋友、你的孩子的朋友、心理醫師、護士、職能治療師、物理治療師、醫生。如果你或是學校當局認為這些人的參加可以幫助這個會議的話，這些人也會被歡迎參加。

72. 我為什麼需要去參加我孩子的個別教育計劃會議？

你的參與是很重要的，因為：

＊ 在殘障人士教育法的規定下，你是當然參與個別教育計劃的可能人選。參與會議對你很重要，因為在會議上你有機會參與討論和決定你孩子的教育計劃；

＊ 你比任何人都了解你的孩子，只有你可以幫助確定這份個別教育計劃確實能適合你孩子的需要；

＊ 你的出席明白顯示出你關心你孩子的教育，也表示你尊重老師們為你孩子付出的努力；

＊ 你的出席將提高老師的責任感。
improve the quality of your child's education.

You will show that you care about your child's education and appreciate the teachers' efforts.

You will increase teacher accountability.

13. What does the IEP document contain?
(You can see a sample IEP in Appendix A.) IEPs vary greatly in length, detail, scope, and from one school district to another. However, the law specifies that each IEP must include the following elements:

A statement of your child's present levels of educational performance—information about what your child can and cannot do in academic and cognitive skill areas (e.g., math, English, reading, science, problem solving, discrimination) and non-academic areas (e.g., self-care, domestic skills, motor skills, social behavior, community skills, vocational skills, hearing, vision, speech and language) based on the results of the assessment.

Realistic and achievable annual goals for your child's program—brief, written statements of what your child is reasonably expected to do by the school year end. The goals will relate to your child's present levels of educational performance.

Short-term instructional objectives to help your child achieve the annual goals—the specific measurable things your child will learn to meet each annual goal.

The specific type of special education programs and related services will be provided to your child—including service description and the names of the people responsible for providing them.

The amount of time and the extent to which your child will spend in programs and activities with regular education students.
73. 個別計劃教育的文件包含些什麼？

每一個教育局有自己規劃的個別教育計劃的篇幅、細節、範圍和形式。溝通人士教育法特別指明了一份個別教育計劃必須包含下面幾項：

* 一份有關你孩子現在在學校表現的程度報告

根據測驗的結果，報告你的孩子在那些課業上／認知上和非課業上做得到和做不到的地方。課業／認知能力包含數學、英文、閱讀、社會科、自然科學、解決問題、達到目的的方式、或分辨能力。非課業的表現包括了自我照料、家事能力、休閒技能、運動肌肉運用能力、社交行爲表現、融入社區生活的能力、職業技能、聽覺、視力和語言表達能力等。

* 你的孩子的年終目標計劃

個別教育計劃必須依據你孩子現在的表現程度為你的孩子訂出年終目標計劃，這些目標必須符合實際而且是你的孩子可能做得到的。

* 一些短期教育上的小目標

短期的小目標可以幫助你的孩子達成年終目標。這些小目標必須要非常具體而且可以評估。

* 特殊課程和相關的服務

你的孩子的個別教育計劃文件裏會列出提供給你的孩子的特殊教育課程和相關的服務，包括服務的種類和負責人的名字。

* 你的孩子和同年齡一般孩子的相處時間和活動

個別教育計劃裏還包括你的孩子將花多少時間和其他同年齡的普通孩子在一起，以及和他們在一起做那些活動。
The specific date of services and programs will begin and how long (e.g., hours and minutes per day, week, or month) they will be expected to continue.

Appropriate objective evaluation procedures- to determine how (e.g., observations, checklists, formal tests) and when (e.g., daily, weekly, monthly, quarterly, at the end of every unit) your child's progress toward the goals and objectives will be measured.

Transition goals- for the child whose age 14 and older, the goals for his or her post-secondary education or training, employment and community living will be listed in the IEP.

The IEP document also includes the meeting date, attending people, and your child's basic personal information (e.g., name, birth date, language spoken in home, gender, grade, school attended, current placement). A sample IEP of a student with severe disabilities is attached in Appendix A. Goals and short-term objectives are shown in this sample. (Note: Each child has his or her own IEP geared to their individual strengths and needs. Every school district has its own IEP format, so this sample may look different but will still have the same components.)

14. What are the purposes of the written IEP?
The written IEP provides:
Communication between you and professionals

Opportunity for you and school professionals to make decisions in mutual agreement about what most helps your child

A permanent source of information on your child's plan that can be shared with parents, teachers, and other personnel responsible for doing the program

A cumulative database for future program planning
* 每一種課程和服務的時限
個別教育計劃會詳細的規劃你孩子的學習活動和接受相關服務的時間和期限。

* 評估小孩的進度
個別教育計劃不但列出小孩預期達到的目標，還包括如何評估小孩的進度，以及應該多久評估一次，用以了解你的孩子有沒有達到年終和短期目標。例如，用觀察法、核對表、或者正式測驗來評估；或者一天、一週、每月、每四個月評估一次，或是在結束一個課程單元的時候評估一次。

* 轉銜目標
對於14歲以上的孩子，他的個別教育計劃要規劃中學結束以後的教育或訓練，就業計劃，以及融入社區生活的情況。除了以上這些，一份個別教育計劃文件還包括了小孩的個人資料，例如名字、性別、出生日期、在家裏的語言、就讀的學校、年級、現在分班的情況。會議的日期以及參與人的名單也會記錄在計劃裏。
附加一張有一份個別教育計劃的範本，它是針對一個重度殘障孩子而制訂的，這是個別教育計劃中很重要的部份。因爲篇幅有限，這個範本並沒有包含這個孩子所有的年終和短期的目標。

14. 個別教育計劃為什麼要寫下來？
一份書面的個別教育計劃提供了：

* 你和專業人士之間彼此了解的一種溝通工具；
* 你和專業人士一起討論的機會，並共同規劃一份對你孩子最有益的教育計劃；
15. Is it the school's responsibility to guarantee that my child reaches all of the goals in the IEP?

No. The IEP is not a legally-binding contract. It is a guideline. The school's responsibility is providing the instructional services listed in the IEP, in the amounts specified, to meet the goals and objectives in your child's IEP.

16. Should my child's IEP be reviewed or revised?

Yes. It must be reviewed or revised at least once a year by the IEP team. The IEP also can be reviewed or revised by the team when needed, as requested by you or team members.

17. What shall I do when my child transfers from one school district to another?

Before changing school districts, tell the old and new schools when you are moving. And, ask the old school to forward your child's complete special education file to the new school district. (You can ask for a copy that you can take yourself.) Your child's IEP moves with your child and generally must be followed by the new school district. An IEP meeting must be scheduled by the new school district if: 1) your child's current IEP is not available, or 2) you or the new school district believes the IEP is not appropriate.

18. What can I do before, during, and after an IEP meeting?

The following tips might help you:

**Before the meeting:**
Visit your child's class to see how your child is doing.

Look at your child's strengths and weaknesses at home (i.e., behavior, self-help skills, interactions with your family).

Talk with your child about his or her feelings about class and school.
* 一份你孩子的永久的計劃資料，家長，老師和其他有關負責人可依據這份資料去執行這份計劃；

* 一份很好的孩子個別學習資料，將這些一年一份的資料累積起來，可以幫助你和老師更好的策劃你孩子未來的教育。

15. 學校是否有責任保證我的孩子可以達到個別教育計劃上所列出的目標？

學校沒有這個責任。個別教育計劃不是一種具有法律約束力的合約，它只是一個指引。學校的責任是提供列在個別教育計劃上的教學服務，以達到個別教育計劃所列的年終和短期目標。

16. 我的孩子的個別教育計劃是否需要複查或修改？

需要。個別教育計劃小組的成員必須至少一年複查或修改這個計劃一次。除了年度性的修改，當有任何必要時，家長或是小組其他的成員可以要求複查或修改它。

17. 當我的孩子轉學時，我該怎麼辦？

當你搬家和換學區期間，你應該要求原來的學校將你孩子全部的特殊教育資料寄到新的學校去；你也可以要求學校把資料給你，由你自己送到新學校去。你還應該讓新的學校知道你的孩子有一份個別教育計劃。一般來說，新學校必須照著轉過來的個別教育計劃去執行。但是，如果新學校沒有拿到你孩子的個別教育計劃資料，或者如果你或是這個新的教育局認為這份轉過來的個別教育計劃不適合你的孩子，新學校必須儘快為你的孩子開一次個別教育計劃會議。
Talk with teachers and/or therapists

Review your child’s records

Make notes of what you want your child to learn and what you would like to say during your child’s IEP meeting

Ask for a copy of the IEP form to see the components of the IEP

List specific ideas of what is on it

During the meeting:
Listen to school professionals’ recommendations and keep calm when you disagree with them

Take notes on what you hear and ask any questions you have

Ask explanations of the terms if you do not understand them

Talk about your child’s school experiences and personal life

Share the special things you know about your child (i.e., self-care skills, peer interaction in the neighborhood, medication schedule, communication skills)
78. 在開會之前，之後，以及會議進行的時候，我可以做些什么？

下面的一些建議可以幫助你更有效的推展你孩子的個別教育計劃：

在會議之前：

* 去教室看看你的孩子在教室裏的表現如何；
* 在家中觀察你孩子的行爲表現，自我照料能力，以及和家 人交往的情形，留意他在這些方面的長處和短處；
* 和孩子談談他對課業和學校的感受；
* 和老師們以及治療專家們談談，看一看有關你孩子的各種 記錄；
* 寫下你希望你的孩子學到什麼，以及在孩子的個別教育計 劃會議上你想說的事情；
* 要一份個別教育計劃表格，看看表格中的內容；
* 寫下你希望能包括在你孩子的個別教育計劃中的一些具體 的意見。

在會議當中：

* 注意聽教育專業人士們的建議，當你不同意他們的說法時 要保持冷靜；
* 將你所聽到的記下摘要，問你想問的任何問題；
* 如果有不懂的專有名詞，你可以要求解釋；
* 說一說你孩子在學校的經驗和孩子的一些個人生活情形；
* 說一說有關你孩子的一些特別的事情，例如自我照料的能 力，和鄰居孩子們交往的情形，服藥的時間，與人溝通的 能力和技巧等等；
* 告訴參與會議的人那些是你孩子的長處，或是那些方面需
Tell what your child is good at or what he or she needs help with.

Review the content and purpose of the meeting with staff.

Make sure all the goals, objectives, and services are clearly stated on the IEP.

After meeting:
Ask for a copy of your child’s IEP to keep track of your child’s progress toward meeting goals and objectives and to see that services are carried out as outlined on the IEP.

Maintain regular communication with the teacher through telephone calls or daily note books to express concerns, discuss program needs, share observations, and/or share positive responses.

Visit your child’s classroom to see your child’s performance.

Ask the teacher to give you some ideas of how you can continue and expand your child’s school programs at home.

19.

What are my family’s rights related to the IEP?

You have rights to:
Receive a summary of the school’s policies and description of your and your child’s rights under the law.
Be notified in writing: to test your child for the first time, to report initial evaluations results, to change your child’s IEP or placement, or to refuse your request for an evaluation or change of placement. (You may ask school district to translate these notices into Chinese if you want.)
Read your child’s school records.
Have a friend, neighbor or advocate attend meetings and assist you during the meetings.
要加強：
* 和老師再看一看有關會議的內容和目的；
* 確定所有的年終和短期目標很清楚的被寫下來。

在會議之後：
* 要一份你孩子的個別教育計劃，以便追蹤你孩子日後的進展程度是否達到個別教育計劃所列的年終和短期目標；
* 注意學校是否做到列在計劃中的所有服務事項；
* 和老師保持定期連絡，你可用電話和家庭連絡簿的方式來表達你對孩子教育的關心，討論教學需要，告訴老師你的觀察，給老師一些鼓勵和正面的反應；
* 再去孩子的教室，看看你的孩子在教室中的表現；
* 請教老師給你一些如何在家裏補充學校課程的參考意見。

89. 關於個別教育計劃，我和我的孩子有那些權利？

你的權利包括：
* 你有權利接到一份學校的教育政策說明，和一份有關你和你孩子權利的說明書；
* 當學校第一次測驗你的孩子，測驗報告有了結果，學校要改變你孩子的個別教育計劃或分班，或是學校拒絕你關於測驗或是轉換上課班級的要求時，你有權接到一份通知；如有需要，你可以要求教育局把這份通知翻譯成中文；
* 你有權看你的孩子的所有在學校的記錄；
* 你有權帶朋友、鄰居或是在精神和行動上支持你的熱心人士和你一起參加個別教育計劃會議，在會議中他們可以協助你表達意見和爭取權益；
* 如果你不同意學校的測驗結果，你有權找一個校外有資格
Request an independent evaluation report from certified professionals outside the school system if you disagree with the school’s evaluation and have the school district pay for the independent evaluation.

Get your consent if the school would like, for the first time, to evaluate your child or place your child in special education.

Withdraw your consent to test your child and place him or her in special education any time.

Be provided an oral or written notice that tells you the purpose, time, location and names of people who will attend at your child’s IEP conference.

Be informed of the IEP team’s recommendations.

Participate in your child’s IEP meeting.

Have an interpreter at meetings if your native language is not English or you have hearing problems.

Request and receive a copy of your child’s IEP. (You may ask for a copy of translated Chinese IEP when you need one.)

Ask for a due process hearing if you disagree with IEP or placement.

Request a review or revision of your child’s IEP at any time if you feel that your child’s needs have changed and/or the program has not been carried out appropriately.

*Your child has rights to:*
Receive a free and appropriate public education that includes special education and related services.

Be educated to the maximum extent (e.g., lunch, recess, and academic activities) appropriate with children who do not have disabilities.
的專業人士另外測驗你的孩子，你還可以要求教育局付這筆測驗費用；

* 在學校給你的孩子做第一次測驗，或是第一次把你的孩子編入特殊教育名單中時，學校必須得到你的書面同意；你可以在任何時候撤回你的同意書；

* 學校必須口頭或書面告訴你有關你孩子的個別教育計劃會議的詳情，例如會議的目的、時間、地點和參與者的名單，以及個別教育計劃小組的建議；

* 你有權參與你孩子的個別教育計劃會議；

* 如果你需要一個翻譯，你有權要求教育局為你提供翻譯人員；如果你有聽覺障礙，你有權要求教育局為你提供手語人員；

* 你有權接到一份你孩子的個別教育計劃；有必要時，你可以要求教育局或是學校將這份個別教育計劃翻譯成中文；

* 當你不同意個別教育計劃上的規劃或你小孩的分班情況，你可以要求舉行聽證會；

* 任何時候當你覺得你孩子的需要改變了，或是計劃實行的不適當，你有權要求修改你孩子的個別教育計劃。

你的孩子的權利包括：

* 接受免費的合理的公立教育，這個教育包含了特殊教育和相關的服務；

* 他有權在最大可能的時間範圍內和一般的小孩子一起接受教育，例如和一般孩子一起午餐，上下學和從事學科活動；

* 他有權就讀你家附近的學校以及和同年齡的孩子同班就
Be educated in a neighborhood school with classmates of the same age in general education classrooms

Be tested in your child's primary language—Chinese, and, if needed, be provided with a Chinese interpreter during tests when needed

Be tested in other mode of communication (e.g., sign language)

Be assessed in all areas related to the suspected disability (e.g., social behavior, learning problems, learning strengths, educational needs)

Be provided free medical diagnostic services as necessary

Have an individualized education program

Not be removed from school for behavior directly due to your child's disability

Be provided with appropriate and accessible transportation (e.g., lifts, wheelchair-available bus) to and from school programs

20. Can my child be my interpreter in the IEP meeting process?

No. Your child's role is not to act as an interpreter in his or her IEP meeting. Your child is expected to provide input into the various parts of his or her IEPs. The interpreter should be an adult. You can express your preferences for the interpreter. According to the law, when an IEP requires the services of an interpreter, school district must find an appropriate interpreter to serve you and at no cost to you. You have a right to
* 他有權用他的第一語言，例如中文，或是其他溝通方式，例如手語，去接受測驗；

* 他有權接受測驗去了解他所有可能存在的障礙，例如社交行為、學習困難、學習特長、教育上的需要等等；

* 在有必要的情形下，教育局應該提供他免費的健康檢查；

* 他有權有一份個別教育計劃；

* 如果你的孩子在學校有不良的行為而這個不良的行為是因為障礙而造成的，學校不可以要他離校；

* 他有權要求教育當局提供合適的交通工具上下學，例如可以舉起輪椅的巴士。

20. **我的孩子可以在個別教育計劃會議上做我的翻譯嗎？**

不可以。在個別教育計劃上你的孩子的角色不是個翻譯員，你的孩子在會議上的角色是在每一項個別教育計劃的項目裡說出他的想法和需要。翻譯員必須是成年人。你可以選擇一個你所希望的翻譯員。障礙人士教育法清楚的指出，如果在個別教育計劃上需要翻譯，教育局有義務為你提供一個合適的翻譯，而且不可以向你收費。如果在你孩子的個別教育計劃上你需要一位中文翻譯員，你應該向教育局提出這項要求，這是你的權利。

21. **如果我不同意個別教育計劃上的內容，我該怎麼辦？**

如果你不了解列在這個個別教育計劃上的服務事項，學習目標或其他事項，你可以不要簽字同意去執行這個計劃。如果你或是校方有不同意見時，你應該和學校以及專家好好的討論，盡量找出一個學校和你都能同意的計劃。你可以找老
ask the school district to provide a Chinese interpreter for you if you need one.

21. **What can I do if I do not agree with some portion of my child's IEP?**
Do not sign the IEP if you disagree or do not understand the services, goals, or other things listed in your child's IEP. However, in cases where you and the school disagree, you both need to discuss their concerns and
師，諮商人員，校長，教育局的特殊教育指導人，甚至和教育局長一起討論解決難題。
教育局可能會建議你利用磋商協調的方法來解決爭論，協調人員以第三者的立場聆聽雙方的爭議並協助雙方達成協議。因爲殘障人士教育法並沒有規定一定要使用協調會議來解決紛爭，教育局不可以強迫家長使用這個途徑。
如果你和校方實在無法意見相合，你或是學校可以要求舉行一個聽證會，不能因為使用協調會議而延誤或阻止家長或是學校舉行聽證會的要求。無論那一方提出這個要求，教育局應該告訴你何處可以找到免費的或是收費較低的法律服務。

22. 什麼是聽證會？

聽證會是一個正式的程序，由一個有資格的中立的聽證員主持。聽證員通常是大學裏的教育工作者，或是在你學區以外的公私立學校工作者。在聽證會舉行之前，你和學校雙方都要給這個聽證員有關的書面資料，例如成績單和其他的測驗報告；這個聽證員將查閱全部有關你孩子的資料。在聽證會舉行時，聽證員會聽取你和校方的意見。他將根據書面的資料以及聽證會上的證詞做出決定。聽證員會把他的決定告知一份給你和校方。在提出舉行聽證會要求之後的45天內，這個聽證會必須完成和寄出決定書給你和校方。在這期間，你的孩子有權留在原來的班上。

23. 我要如何要求舉行一個聽證會？

你必須寫一封信給當地的教育局長，特殊教育督導，或是一個被指定處理聽證會的校方人員。你的信將會到達聽證員手上，這個聽證員會負責選擇聽證日期，時間和地點。如果你
work out a compromise. You may have discussions with teachers, counselors, the principal, the director of special education, and even the superintendent to compromise. Your school district may suggest you use a negotiation/mediation procedure to find out a solution to the dispute. The mediator is someone who will listen to the arguments and encourage everyone to find a satisfactory solution. Since the federal law does not require mediation as a dispute settlement process, the school district cannot require that parents use this process. If you and the school district cannot make an agreement, you or the school may request a due process hearing. (Mediation may not be used to delay or deny a parent's right to a due process hearing.) The school district will tell you any available free or low-cost legal services of the hearing, despite whom initiates it.

22. **What is a due process hearing?**

A due process hearing is a formal proceeding where the disagreement between you and the school district is shared in front of a qualified, impartial hearing officer. Usually, the hearing officer works at universities or private or public schools outside your school district. Both you and school district give the hearing officer written material (e.g., reports and evaluations). The hearing officer will review all the information about your child. After hearing both your opinions and the school's opinions, the hearing officer will make a reasonable decision based on information presented. The hearing officer will mail you and the school district a written decision after the hearing. The hearing must be completed and a copy of the decision mailed to you and school officials within 45 days after the hearing is requested. While the hearing is being conducted, your child has the right to stay in his or her current educational placement.

23. **How can I request a due process hearing?**

You need to write a letter to the Superintendent of Schools, Special
不知道如何寫這封信，你可以去當地教育局或家長訓練和資訊中心要求他們幫助你。
在附錄二中有一份要求舉行聽證會的信件範本。你可以照著英文本去寫這封信，中文本用來幫助你了解這封信的內容。
在附錄三中有一份全美國各州的家長訓練和資訊中心 (PTI) 通訊處可供你參考。

Education Director, or another designated school official. Your letter will then sent to a selected hearing officer who will be responsible for establishing the date, time, and place of the hearing. If you don't know how to write the letter, you can go to your school district or local Parent Training and Information Center (PTI) for help. A sample letter to request a due process hearing is shown in Appendix B. The address of each state's PTI is listed in Appendix C.

Reference

參閱資料
References


and youth: An introduction (pp. 2-78). Denver: Love.


**Appendix A**

附錄一

個別教育計劃樣本
附錄一

（附錄註：這只是一個個別計劃的範本，每一個孩子或孩子自己的個別教育計劃，
因應每個孩子的需要而有所不同，格式會因各教育局的設計而有所不同。）

個別教育計劃

個別教育計劃類型：『』最初測驗『』複測『』年度複查『』換老師


學生資料

學生姓名：王莉芳 年級：二年級 學號：258741

姓氏 名字 中間名字

性別：女 出生日期：2/23/1998 年齡：7歲 就讀學校：落陽小學

住址：黑森林東路7號，霍倫斯市，堪薩斯州 66044 校長：比爾·史密斯

父親（監護人）：王伯龍 現在教室安置：二年級／和一般孩子同班

母親（監護人）：王怡琴 教師／輔導員：傑米斯·陳／湯瑪斯·白

學生同住人：父母

在家使用語言：中文（標準國語）

計劃小組人員簽名：

以下人士參加了此次會議和幫忙設計了這份個別教育計劃

姓名 頭銜 姓名 頭銜

王伯龍 父親 王怡琴 母親

比爾·史密斯 校長 苏珊·飛利門 二年級老師

傑。陳 重聽特教老師 葛利斯·張 職能治療師

安·摩根 物理治療師 沃克特·笛飛派 合班促進老師

愛利斯·李 语言治療師 林奈地·瑞蒙恩 視力治療師

莎莉·苑 去年輔導員 陳小萍 朋友兼翻譯

珍妮·馬 助理老師

家長和學生的答覆關於是否要來參加個別教育計劃會議

勾選一個：

X 家長／學生的答覆要來參加這次個別教育計劃：X 本人，書信，電話

家庭／學生沒有答覆 已嘗試過邀請他們參加（日期／方式）

給家長一份個別教育計劃

在會議上 交給本人 郵寄方式

父親：p01-35父親 父親_________（日期和姓名的第一個字母）

母親：p01-35母親 母親_________（日期和姓名的第一個字母）

白色：存放檔案

粉紅色：交給父母

黃色：交給老師
Individual Education Program

Type of IEP: __ Initial evaluation __ Reevaluation __ Annual Review __ Restaffing

Date: 10-1-95  Next Review date: 10-1-96  Next 3-year reevaluation date: 10-2-96

Student Information:
Legal Name: Wang Li-Fan  Grade: 2  Student # 238741

Sex: Female  Birthdate: 2/23/88  Age: 7  School: Sunset Elementary School

Address: 7 Blackwood drive, Lawrence, KS 66044  Principal: Bill Smith
Father (Guardian): Po-Lung Wang  Present Placement: 2nd/Inclusion
Mother (Guardian): Yi-Chien Wang  Teacher/Counselor: James Chen
Student lives with: Parents  Thomas White
Language spoken in home: Chinese (Mandarin)

Planning Team Signatures:
The following people were present and helped formulate the Individual Education Program

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Po-Lung Wang</td>
<td>Father</td>
<td>Yi-Chien Wang</td>
<td>Mother</td>
</tr>
<tr>
<td>Bill Smith</td>
<td>Principal</td>
<td>Susan Flemming</td>
<td>2nd grade teacher</td>
</tr>
<tr>
<td>James Chen</td>
<td>SML teacher</td>
<td>Grace Chang</td>
<td>OT</td>
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<tr>
<td>Ann Morgan</td>
<td>PT</td>
<td>Victor Defraze</td>
<td>Inclusion facilitator</td>
</tr>
<tr>
<td>Alice Lee</td>
<td>SLP</td>
<td>Linnet Ridgeway</td>
<td>Vision therapist</td>
</tr>
<tr>
<td>Sally Fan</td>
<td>Former classroom teacher</td>
<td>Hsiao-Ping Chen</td>
<td>friend and Interpreter</td>
</tr>
<tr>
<td>Jean Ma</td>
<td>Paraprofessional</td>
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</tbody>
</table>

Parent Student Response
Check one:
\( \text{x} \) Parent/student response considered in formulating the IEP: \( \text{x} \) in person, by letter, by phone

\( \text{__} \) Parent/student did not respond. Attempts (date/type) to obtain involvement:

Copy to Parents

At meeting: \( \text{__} \) In person: \( \text{__} \) By mail:
Father: 10-4-96  Mother: 10-4-96  (date & initial)
Father: 10-4-96  Mother: 10-4-96  (date & initial)

White: File
Pink: Parent
Yellow: Teacher
學生姓名：
姓氏：
名字：
英文名：
籍貫：

日期：10月1日1995年

班級：
學號：
輔導員：
學校：
校長：

醫療背景資料


视力：
9/4/96 (正常/異常)
視力檢查：
9/4/95 (正常/異常)

現階段的表現能力

資料來源

學習過程／最佳教學法

社會適應力

感覚上和運動神經上的能力

自我照料能力

說話和語言的能力

" appear at the beginning, which is unusual in Chinese. It might be due to a formatting issue or a typo. If it's not intentional, it should be removed.
<table>
<thead>
<tr>
<th>Present Level of Performance</th>
<th>Data Source</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic/Cognitive skills</strong></td>
<td>Reported by classroom teacher, speech therapist, vision therapist</td>
</tr>
<tr>
<td>Anticipates events consistently by keeping quiet &amp; grasping the representative objects; Knows and begins to discriminate the shapes such as circle, square, &amp; triangle.</td>
<td></td>
</tr>
<tr>
<td><strong>Learning styles/Best teaching practice</strong></td>
<td>Observation by parents, teachers, para</td>
</tr>
<tr>
<td>Uses touching, grasping, smelling, tasting to make a choice; responds to voice by heading toward the sound resource.</td>
<td>Daily behavior data: para</td>
</tr>
<tr>
<td>Give her verbal &amp;/or touch cues, enough time &amp; wait for her to respond, she will respond.</td>
<td></td>
</tr>
<tr>
<td><strong>Social/Interaction skills</strong></td>
<td>Reported by speech therapist</td>
</tr>
<tr>
<td>Responds to familiar adults and peers by smiling, making &quot;Ha&quot; sound, leaning forward, and extending arms to the person</td>
<td></td>
</tr>
<tr>
<td>Responds to unfamiliar people by crying and shaking his hands and head.</td>
<td></td>
</tr>
<tr>
<td><strong>Sensory and motor skills</strong></td>
<td>Reported by physical therapist, vision therapist, SMH therapist, parents, para</td>
</tr>
<tr>
<td>When getting more visual input (e.g., color lights), greater range in arms/shoulders. Doing gaze (e.g., shifting to light sources). Able to grasp objects, swallow, drink, and cross both hands over the midline, straight raise her arms</td>
<td></td>
</tr>
<tr>
<td>Has little strength in her left hand and tends to use her right hand in as many situations as possible; moves with a wheelchair (with assistance); with full help to roll, stand up, sit in wheelchair and chair.</td>
<td></td>
</tr>
<tr>
<td><strong>Self-help skills</strong></td>
<td>Reported by parents, occupational therapist, para</td>
</tr>
<tr>
<td>Able to hold spoon with food and toward her mouth.</td>
<td></td>
</tr>
<tr>
<td>Doesn't seem to like to chew and hold cup to drink; food needs to be ground; needs full help for changing, dressing, grooming, and bathing</td>
<td></td>
</tr>
<tr>
<td><strong>Speech and Language Skills</strong></td>
<td>Reported by speech-language pathologist</td>
</tr>
<tr>
<td>Use some vocalizations to express feeling and needs (e.g., &quot;Ha&quot;-happy; crying- sad, mad, hungry, thirsty; &quot;Mei&quot;-eat; &quot;Him&quot;-yes; shaking his head-no; Make a choice by grasping object.</td>
<td>Observation by parents, teachers</td>
</tr>
</tbody>
</table>
學生名字：王莉芳

異常類別：重度殘障

輔導計劃：（適用於八九年級或14歲以上的學生）

依據學生的興趣和需要，小組決定這個輔導期的服務範圍包含了：

( ) 職業計劃  ( ) 中學以上的教育和訓練  ( ) 社交生活與機會
( ) 休閒活動  ( ) 就業工作訓練  ( ) 爭取自己的權益
( ) 住宿安排  ( ) 經濟補助  ( ) 社區參與
( ) 獨立生活  ( ) 身心保健  ( ) 交通工具
( ) 保險  ( ) 個人的生活料理  ( ) 其他服務

教育上的服務：
標明層度和時間長度

諮商

巡迴

輔導室：行為障礙／天才／學習障礙等

特殊教室

X 其他：每天由助理老師協助在一般
教室裡300分鐘

協調人／執行人：傑森．陳／珍妮．馬

有關服務：
標明類型和時間長度

X 說話／語言（分鐘／週）：一週90分鐘

發展運動神經（幼兒生）（分鐘／週）

X 職能治療（分鐘／週）：一週30分鐘

物理治療（分鐘／週）：一週50分鐘

社工服務

心理輔導

受創的體育課

職業訓練（分鐘／週）

可舉放輪椅的巴士／上下學和郊遊

獨特的教學服務和媒介物：一週120

分組，由重障老師輔導

X 其他：一週50分鐘的視力刺激治療

執行人／頭銜：愛麗斯．李／語言治療師

葛瑞斯．張／語言治療師

安．摩根／物理治療師

徐．佑明／交通工具協調人

傑森．陳／重障特教老師

林茶地．瑞聚門／視力治療師
Student name: Li Fan Wang

Exceptionality: Severe Multiply Handicapped

Transition Planning: (for students at 8th grade or age 14 and older)

( ) Based on this student's interests and needs, the team has determined that this individual is in need of specialized transition services and/or support in the following areas:

( ) Career Planning ( ) Postsecondary education/Training ( ) Socialization/Opportunity
( ) Leisure/Recreation ( ) Employment/Job training ( ) Self Advocacy
( ) Living arrangement ( ) Financial Assistance/Support ( ) Community Participation
( ) Independent Living ( ) Physical/mental Health ( ) Transportation
( ) Insurance ( ) Personal Management ( ) Other

Educational Services:
Check level and specify amount: Consultant:

Itinerant:

Resource Room:BD/Gifted/LD Ctr:

Special Class:

x Other: Supported inclusion with paraprofessional support 300 minutes per day

 Coordinator/Implementor

James Chen/Jan Ma

Related Services:
Check type and specify amount

Speech/Language (mins./wk): 90 minutes a week

Developmental Motor (Preschool) (mins./wk):

x Occupational Therapy (mins./wk): 30 minutes a week

x Physical Therapy (mins./wk): 60 minutes a week

Social Work Service:

Counseling:

Modified PE (mins./wk):

Vocational (mins./wk):

Transportation: Lift bus to and from school & field trip

Unique Instructional Services & Media: SMH teacher consultation 120 minutes a week

x Other: Vision stimulation 60 minutes a week

Implementor/Position

Alice Lee/SLP
Grace Cheng/OT
Ann Morgan/PT
Joan Brown/transportation
James Chen/SMH teacher
Lionel Ridgeway/vision therapist
學生名字：王莉芳
日期：10月2日1995年

普通教育的參與：

標明出被推薦的普通教育課程／活動

- X 閱讀 修訂過的
- X 社會科 修訂過的
- X 美術 修訂過的
- X 數學 修訂過的
- X 語 文 修訂過的
- X 音樂 修訂過的
- X 科學 修訂過的
- X 體 育 修訂過的
- X 職業訓練

非學科／課外活動：圖書館、午餐、下課時間、聚會、郊遊

其他：

在普通班的百分率：95%

畢業資料

由已被複查過有關畢業資格規定的個別教育計劃，推薦這個學生達到：

一般畢業資格（確定這個學生從沒有接受過一個修訂過的課程。）

修訂過的畢業資格規定（如果是此項，通知課業輔導協調人）

擬訂畢業日期：

附加的推薦／轉歸期行動：

- 個別教育計劃小組定期的見面商討如何幫助她在一般教室上課
- 避免讓她的眼睛受到陽光直射
- 需要可以磨碎食物的工具，一個可以支撐站立的固定物，一把調適椅
- 繼續使用手臂托板和精密檢查使用的腿夾板
- 為三年級的小朋友開一個認識莉芳的指導活動

日期：

執行日期：10月2日1995年
擬定執行計劃持續時間：一年
Participation in Regular Education:

Check regular education classes/activities recommended:

- [x] Reading Modified
- [x] Social Students Modified
- [x] Art Modified
- [x] Math Modified
- [x] Language Arts Modified
- [x] Music Modified
- [x] Science Modified
- [x] Physical Ed. Modified
- [ ] Vocational
- [x] Non-academic/extracurricular
  - library
  - lunch
  - recess
  - assemblies
  - field trips

Other:

Percent of time in regular education settings: 95%

Graduation Information

Recommendations from previous IEPs regarding graduation requirements have been reviewed. The student is scheduled to meet:

- [ ] regular graduation requirements. (Be certain the student has not been on a modified program previously.)
- [ ] modified graduation requirements. (If checked, notify counseling coordinator.)

Projected Graduation Date: ____________

Additional Recommendations Transition Actions:

- Individual Education Planning team to meet on a regular basis to support placement in regular classroom.

  He needs to keep his eyes shaded/shielded from direct sunlight.

- Needs to have equipment to grind food, a prone stander, alternate chair.

- Continue to use arm splints and explore use of leg splints.

- Awareness/ orientation of Li-Fan to 3rd graders.

Dates:

  Anticipate Implementation: 10-2-1995
  Projected Duration of Program: 1 year
年終和短期目標

學生名字：王莉芳

執行人／頭銜：傑華斯‧陳／重障特教老師；蘇瑤‧飛利門／言教老師

愛麗斯‧李／語言治療師；葛瑞斯‧張／職能治療師

年終目標：莉芳將參與各種不同的課堂活動

短期目標和標準 | 測量方法 | 複查時間 | 實際成就日期
--- | --- | --- | ---
1. 當給莉芳口頭和觸摸東西暗示時，她將用手拍和抓著這樣東西來表示她的需要。在連續五天裏，每十次機會裏她可以做到八次。這個目標適用在數學課、英文課、閱讀、社會科和自然科學課堂裏 | 觀察和核對表 | 11/15/95 | 03/01/96 | 05/13/96 | 09/20/96
2. 當給莉芳口頭和觸摸東西暗示時，她將用手拍打控制錄音機的開關或板以幫助她閱讀發問，或是回答問題。在連續三天裏至少每天給她四次機會做這個練習，而每一次她都能完全做到。這個目標適用於閱讀、社會科，分享時間和自然科學課堂裏。 | 同上 | 同上 | 同上 | 同上
3. 在一個需要用聽的活動裏，莉芳要很安靜，不亂動的聽別人說話。在連續五天裏每五個機會中，莉芳要能做到四次。 | 同上 | 同上 | 同上 | 同上
4. 當莉芳想要和別人交談時，她將用她的聲音引起別人的注意。在連續五天裏，在四個安排過的交談機會裏，莉芳要能做到三次。 | 同上 | 同上 | 同上 | 同上
Annual goals and short term objectives:

Student Name: Li-Fan
Implementor/ Title: James Chen/SMH teacher; Susan Flemming/GenEd teacher; Alice Lee/SLP; Grace Chang/OT

Goal: Li-Fan will increase her participation in a variety of general classroom activities.

<table>
<thead>
<tr>
<th>Objectives &amp; Criteria</th>
<th>Evaluation</th>
<th>Schedule</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. When given verbal and touch cues, Li-Fan will make requests by touching and grasping the object for 8 of 10 opportunities on 5 consecutive days. (in math, English, reading, social studies and science classes).</td>
<td>observation &amp; checklist</td>
<td>11/15/95</td>
<td>3/1/96</td>
</tr>
<tr>
<td>2. When given verbal and touch cues, Li-Fan will turn on/off the tape recorder for reading, asking and/or answering questions by smacking a paddle switch for 100% of at least 4 opportunities per day for 3 consecutive days. (in reading, social studies, sharing time, science).</td>
<td>&quot;</td>
<td>&quot;</td>
<td>&quot;</td>
</tr>
<tr>
<td>3. During a listening activity, Li-Fan will be attentive to the speaker by having a quiet voice and clam body posture for 4 of 5 opportunities for 5 consecutive days.</td>
<td>&quot;</td>
<td>&quot;</td>
<td>&quot;</td>
</tr>
<tr>
<td>4. Li-Fan will use vocalization to get the attention of others when she wants to communicate for at least 3 of 4 planned communication opportunities daily for 5 consecutive days.</td>
<td>&quot;</td>
<td>&quot;</td>
<td>&quot;</td>
</tr>
</tbody>
</table>
年終和短期目標

學生名字：莉芳

執行人／經理：呂呂斯・陳／重障特教老師；蘇瑞・徐利莉／專教老師

收到信／李／語言治療師；葛瑞斯・張／職能治療師

王伯龍／王怡琴／父母

年終目標：莉芳需經由特殊教育、普通教育、家庭和語言治療服務

用提高她的社交，聽話和說話的能力。

<table>
<thead>
<tr>
<th>短期目標和標準</th>
<th>測量方法</th>
<th>複查時間</th>
<th>實際成就日期</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 當給莉芳口頭和觸摸東西的暗示時，她將在兩樣東西中伸手去拿其中一樣。</td>
<td>視察和</td>
<td>11/15/95</td>
<td></td>
</tr>
<tr>
<td>在連續三天中，每一天的六次機會要能做到四次。</td>
<td>核對表</td>
<td>03/01/96</td>
<td>05/13/96</td>
</tr>
<tr>
<td>1). 吃點心/喝水/吃飯時間（一次機會）</td>
<td>同上</td>
<td>同上</td>
<td></td>
</tr>
<tr>
<td>2). 下課/自由時間/穿衣時（二次機會）</td>
<td>同上</td>
<td>同上</td>
<td></td>
</tr>
<tr>
<td>3). 小肌肉運動治療活動時（三次機會）</td>
<td>同上</td>
<td>同上</td>
<td></td>
</tr>
</tbody>
</table>

2. 在教室中自然的情況下，當給莉芳口頭和觸摸東西的暗示時，她將伸手去摸東西來表述她的需要。在五天中有四天，每一天做到十次。

3. 莉芳表現出不高興時，給她一個口頭提醒，她將冷靜下來和輕輕推開東西或別人的手。在五天中有四天，每次發生時她都能做得到，包括在教室和在家裏。

4. 當有人和莉芳打招呼時，她要在十秒鐘內抬起頭來和用嗓音回應。在連續三天裏，每三次機會中要做到三次(在走廊，餐廳，教室，操場，家中和社區裏)。
Annual goals and short term objectives:

Student Name: Li-Fan

Implementor/Title: James Chen/SMH teacher; Alice Lee/SLP; Grace Chang/OT; Susan Flemming/GenEd teacher; Po-Lung & Yi-Chein Wang/parents

Goal: Li-Fan will improve social, receptive language, and expressive language skills through special education, general education, home, and integrated speech/language services.

<table>
<thead>
<tr>
<th>Objectives &amp; Criteria</th>
<th>Evaluation Procedures</th>
<th>Schedule</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. When given verbal and touch cues, Li-Fan will choose 1 of 2 items by reaching the item for 4 out of 6 times daily for 3 consecutive days.</td>
<td>observation &amp; checklist</td>
<td>11/15/95</td>
<td>3/1/96</td>
</tr>
<tr>
<td>a. snack/drink/meal (1 opportunity)</td>
<td></td>
<td></td>
<td>5/13/96</td>
</tr>
<tr>
<td>b. recess/free time/dressing (3 opportunities)</td>
<td></td>
<td></td>
<td>9/20/96</td>
</tr>
<tr>
<td>c. materials for fine motor activity (2 opportunities)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. When given a verbal and touch cues in natural contexts in the classroom, Li-Fan will make request by touching the items representing her wants/needs 10 times daily for 4 out of 5 days.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. When given a verbal reminder, Li-Fan will calm and push her materials or others hands away gently. 1 each instance when she appears frustration 4 out of 5 days. (in classroom, and at home).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. When the person greets Li-Fan, Li-Fan will hold head up and vocalize within 10 seconds for 3 out of 3 opportunities daily for 3 consecutive days (at the hallway, cafeteria, classroom, playground, home, and community).</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
年終和短期目標

學生名字：莉芳
執行人／頭銜：傑母斯．梅／重度特教老師；蘇珊．飛利門／普通老師
安．摩根／物理治療師；王伯龍／王怡琴／父母

年終目標：莉芳將經由普通教育，特殊教育，物理治療和父母一起設計的家庭活動計劃增進她的姿勢穩定性，驅幹和下肢的移動能力。

<table>
<thead>
<tr>
<th>短期目標和標準</th>
<th>測量方法</th>
<th>複查時間</th>
<th>實際成就日期</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 在活動之前給莉芳口頭上的提醒，她將側臥在側臥板上和保持這個姿勢至少三分鐘而不需要另外的口頭提醒。在連續五天裏，三次活動中能做到三次。（在分享時間，自由時間和老師朗讀時間）</td>
<td>觀察和核對表</td>
<td>05/13/96</td>
<td>09/20/96</td>
</tr>
<tr>
<td>2. 當從莉芳背後環抱住她時，告訴她：”莉芳，站起來”，莉芳將站直十秒鐘。在連續五天裏，三個活動中要做到三次（在大肌肉運動治療時間，洗澡時間和換尿布時）</td>
<td>同上</td>
<td>同上</td>
<td>同上</td>
</tr>
<tr>
<td>3. 當你幫助莉芳站好時，告訴她：”莉芳，走”，在十秒鐘之內，她將盡可能提起她的腳。在連續五天裏，三個活動中能做到三次（在大肌肉運動治療活動時間，洗澡時間和換尿布時間）</td>
<td>同上</td>
<td>同上</td>
<td>同上</td>
</tr>
</tbody>
</table>
Annual goals and short term objectives:

Student Name: Li-Fan
Implementor/Title: James Chen/SMH teacher; Susan Flemming/GenEd teacher; Ann Morgan/PT; Po-Lung & Yi-Chein Wang/parents;

Goal: Li-Fan will improve her postural stability, trunk and lower limb mobility through general education, special education, integrated PT, and a home program (designed with family).

<table>
<thead>
<tr>
<th>Objectives &amp; Criteria</th>
<th>Evaluation</th>
<th>Schedule</th>
<th>Date</th>
<th>Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. When given a verbal reminder before activities, Li-Fan will assume a sidesitting position on the sidesitting board, and maintain the position for at least 3 minutes without additional cues, for 3 of 3 activities daily for 5 consecutive days. (during sharing time, free time, and teacher read aloud time).</td>
<td>observation &amp; checklist</td>
<td>11/15/95</td>
<td>3/1/95</td>
<td>5/13/96</td>
</tr>
<tr>
<td>2. When Li-Fan is supported under her arms and told, &quot;Stand up, Li-Fan,&quot; Li-Fan will stand bending at the knees for 10 seconds for 3 out of 3 activities daily for 5 consecutive days. (at gross motor activity time, bath time, and changing time).</td>
<td>&quot;</td>
<td>&quot;</td>
<td>&quot;</td>
<td>&quot;</td>
</tr>
<tr>
<td>3. When Li-Fan is physically assisted to standing position and told, &quot;Li-Fan, walk,&quot; Li-Fan will pick up her feet as much as possible within 10 seconds 3 out of 3 activities daily for 5 consecutive days. (at gross motor activity, bath time, and changing time).</td>
<td>&quot;</td>
<td>&quot;</td>
<td>&quot;</td>
<td>&quot;</td>
</tr>
</tbody>
</table>
年終和短期目標

學生姓名：王莉芳
執行人／頭領：傑士．陳／重職教老師；蘇珊．飛利門／普教老師
安．專利／物理治療師；惠瑞斯．張／照護治療師
王伯傑／王伯琴／父母

年終目標：莉芳將經由普通教育、特殊教育、物理和職能治療，和父母一起設計的家庭活動計劃加強她在尿布、穿衣、咀嚼食物和握住杯子喝東西的獨立能力。

<table>
<thead>
<tr>
<th>短期目標和標準</th>
<th>測量方法</th>
<th>腦查時間</th>
<th>實際成就日期</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 在幫助莉芳的大拇指插入她的褲腰時，她將將下或拉起褲子六次；</td>
<td>視察和</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1). 在家中上廁所時，五天中有四天，四次中有二次能做到</td>
<td>視察</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2). 在學校換尿布時，五天中有四天，三次中有三次能做到</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. 當幫助莉芳使用坐在椅子上給她口頜暗示，她將舉起雙臂讓別人幫助她穿脫衣服，在一個星期中，十次能做到八次。</td>
<td>同上</td>
<td>同上</td>
<td></td>
</tr>
<tr>
<td>1). 在家中和學校外穿脫運動衫或外套時</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2). 在家和學校吃完飯後換掉髒衣服時</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3). 在家洗澡時，七天中要做到五次</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. 當把可以咀嚼的食物橫放在莉芳的牙齒時，莉芳將自動的咀嚼它。在連續五天中，在十次機會裏做到八次。（在家中，學校，或是餐廳中吃點心和吃飯時間）。</td>
<td>同上</td>
<td>同上</td>
<td></td>
</tr>
<tr>
<td>4. 當給莉芳口頭和觸摸東西的暗示時，她會自動的拿起杯子喝東西（杯子中裝入她愛喝的飴果汁）。在連續五天裏，六次機會中能做到五次。（在家，學校和餐廳吃點心或吃飯時）</td>
<td>同上</td>
<td>同上</td>
<td></td>
</tr>
</tbody>
</table>
Annual goals and short term objectives
Student Name: Li-Fan
Implementor/Title: James Chen/SMH teacher; Grace Chang/OT; Ann Morgan/PT
Susan Flemming/GenEd teacher; Po-Lung & Yi-Chien Wang/Parents

Goal: Li-Fan will increase her independence in changing, dressing, chewing food, and holding drinking cup through general education, special education, integrated PT & OT services and a home program (designed with family).

<table>
<thead>
<tr>
<th>Objectives &amp; Criteria</th>
<th>Evaluation</th>
<th>Schedule</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. After assisted to put her thumbs inside her waistband, Li-Fan will push down or pull up her pants for 6 inches for a) 2 out of 4 trips to the bathroom at home, on 4 out of 5 days, b) 3 out of 3 trips to the bathroom at school on 4 out of 5 days.</td>
<td>observation &amp; checklist</td>
<td>11/15/95</td>
<td>3/1/96</td>
</tr>
<tr>
<td>2. When seated on a chair with feet and trunk supported and given verbal cue, Li-Fan will raise her arms and allow someone to remove or put on clothes for 8 out of 10 opportunities during one week. a) to wear sweatshirt or coat outside at home and school, b) to change dirty shirt after lunch at home and school, c) at bath time at home, 5 out of 7 days.</td>
<td>&quot;</td>
<td>5/13/96</td>
<td></td>
</tr>
<tr>
<td>3. When chewable food is laterally placed in Li-Fan’s molar area, she will independently chew the food for 8 out of 10 opportunities daily for 5 consecutive days. (during snack and meal times at home, school and restaurant).</td>
<td>&quot;</td>
<td>9/20/96</td>
<td></td>
</tr>
<tr>
<td>4. When given verbal and touch cues, Li-Fan will independently hold the modified cup with preferred fluid (apple juice) and drink it for 5 out of 6 opportunities daily for 5 consecutive days. (during snack/meal time at home, school, and restaurant).</td>
<td>&quot;</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix B

附錄二
要求聽証會信函
附錄二

寫信的日期（月／日／年）

你的住址

你的工作電話號碼

你家的電話號碼

收信人的名字和頭銜

收信人的地址

（收信人全名），

我寫這封信要求為我的兒子／女兒舉行一個聽證會。我的兒子／女兒____________________________（寫上你孩子的名字），現年____歲，正在____________________________

學校就學。他在________________________（寫上你孩子的班級／特殊教育班）上就讀。

我擔心________________________________

（寫下你所擔心的事，例如孩子在個別教育計劃的分班不能達到孩子的需要）。我已經和________________________（寫下你和誰開過討論會）開會討論和試著解決這個無法同意的問題，但是沒有結果。因此我要求舉行一個聽證會來解決這問題。請盡快通知我聽證會的日期和時間。

我要求這個聽證會公開給其他人／不公開給不相關的人。我的（兒子／女兒）________________________（寫上你孩子的名字）

要來／不要來參加這個聽證會。

________________________（你的全名）

謹上
Appendix B

Date (month/day/year)
Your full return address
Your work phone number
Your home phone number

Name and title of person you write to
Full address

Dear (full name),

I am writing to request a due process hearing for my (son/daughter). My (son/daughter), (your child's full name) is (age) and is currently attending (school's name). He/She is in the (grade/special education classroom).

I am concerned about (list the issue, e.g., the proposed educational placement does not meet my child's needs as set in the IEP). I have met with (names of school personnel involved in your meeting) and tried to solve the disagreement with my child's IEP. But the issue is unable to be solved.

I therefore want a due process hearing to be scheduled in order to have this disagreement settled.

Please contact me as soon as possible to advise me of the date and time of the hearing.

I also request this hearing will be (open/closed) to persons other than those directly involved. My (son/daughter), (your child's full name), (will/will not) attend the hearing.

Sincerely yours,

(Your full name)
Appendix C

附錄三
各卅 PT! 通訊處
附錄三

家長訓練和資訊中心（PTI）

家長訓練和資訊中心成立於1983年，它為美國家中有殘疾孩子的家長們提供了訓練和資訊服務。家長訓練和資訊中心認為，家長在自己孩子的教育過程中和專業人士們是平等的伙伴，而且家長們有足夠的互相援助的能力。家長訓練和資訊中心由聯邦政府資助，每一個州至少有一個，現在，在全美國共有71個這種中心。中心裏有很多工作人員和義工本身是殘障孩子們的父母。

家長訓練和資訊中心爲家長所提供的服務包括：
＊訓練如何教養有殘障的孩子
＊資訊／消息
＊諮詢
＊情緒和精神上的支援

家長訓練和資訊中心幫助家長：
＊更加清楚了解孩子的障礙
＊知道有關的活動，服務和資料
＊提供教育計劃上的追蹤援助
＊有效的和教育單位和專業人士溝通
＊了解州和聯邦的法律
＊全力參與決定孩子的教育
Appendix C

Parent Training and Information Centers (PTI)

The Parent Training and Information Program was established in 1983 to make parent training and information services available to parents of children with special needs across the country. Each PTI views each parent as a full partner with professionals in his or her child's educational process. The PTI emphasizes that parents are able to support and assist each other. The PTI program is funded by the federal government. Each state has at least one PTI. Recently, there are 71 PTIs in 50 states. The majority of the staff and volunteers are parents of children with disabilities.

The PTI Program services include:

* Parent Training
* Information
* Resources
* Consultation
* Emotional support.

The PTI Program helps parents:

* Better understand a child's disability
* Learn about options, programs, services and resources
* Provide follow-up support for educational programs
* Communicate more effectively
* Understand state and federal laws
* Participate fully in educational decision making.
Technical Assistance for Parent Programs (TAPP)
Federation for Children with Special needs
95 Berkeley St, Ste. 104
Boston, MA 02116
(617) 482-2915

**Alabama**
Special Education Action Committee, Inc.
P.O. Box 161274
Mobile, AL 36616-2274
(205) 478-1208
(800)222-7322

SEAC Outreach Office
1100 Jordan Lane Suite G
Huntsville, AL 35816
(205) 536-6599

SEAC Outreach Office
601 Vestavia Parkway Suite 260
Birmingham, AL 35216
(205) 823-9441

**Alaska**
Alaska P.A.R.E.N.T.S Resource Center
(Parents as Resources Engaged in Networking and Training Statewide)
540 International Airport Road, Suite 200
Anchorage, AK 99518
(907) 563-2246
(800) 476-7678

**Arizona**
Pilot Parent Partnerships
2150 East Highland Avenue Suite 105
Phoenix, AZ 85016
(602) 468-3001
(800) 237-3007

**Arkansas**
Arkansas Disability Coalition
10002 W. Markham Suite B 7
Little Rock, AR 72205
(501) 221-1330
FOCUS
603 S. Madison
Jonesboro, AR. 72401
(501) 933-2750

**California**
Team of Advocates for Special Kids (TASK)
100 West Cerritos Avenue
Anaheim, CA 92805
(714) 533-8275
Northern California Parent Training and Information Coalition (NCC)
Parents Helping Parents
2212 Sixth Street
Berkeley, CA 94710
(510) 644-2555

Matrix, Parent Network and Resource Center
555 Northgate Dr. Suite A
San Rafael, CA 94903
(415) 499-3877

Parents Helping Parents (PHP)
The Family Resource Center for Children with Special Needs
535 Race Street, Suite 140
San Jose, CA 95126
(408) 288-5010

Exceptional Parents Unlimited (EPU)
4120 N. First Street
Fresno, CA 93726
(209) 229-2000

Parents Helping Parents-San Francisco (PHP-SF)
1801 Vicente Street
San Francisco, CA 94116
(415) 564-0722

**Colorado**
PEAK Parent Center, Inc.
6055 Lehman Drive, Suite 101
Colorado Springs, CO 80918
(719) 531-9400
(800) 284-0251

**Connecticut**
CT Parent Advocacy Center
5 Church Lane
P.O. Box 579
East Lyme, CT 06333
(203) 739-3089
(800) 445-2722
Delaware
Parent Information Center of Delaware, Inc.
700 Barksdale Road, Suite 6
Newark, DE 19711
(302) 366-0152

District of Columbia
COPE Experimental Parent Center
(Creating Opportunities for Parent Empowerment)
810 Potomac Avenue
Washington, DC 20003
(202) 543-6482
(800) 515-COPE

Florida
Parent Education Network Project
Family Network on Disabilities of Florida, Inc.
5510 Fray Street, Suite 220
Tampa, FL 33609
(813) 289-1122

Georgia
Georgia ARC/Parents Educating Parents (PEP)
2860 East Point Street, Suite 200
East Point, GA 30344
(404) 761-3150

Hawaii
Assisting with Appropriate Rights in Education (AWARE)
Learning Disabilities Association of Hawaii
200 North Vineyard Boulevard,
Suite 310
Honolulu, HI 96817
(808) 536-2280

Idaho
Idaho Parents Unlimited, Inc. (IPUL)
4696 Overland Road, #478
Boise, ID 83705
(208) 342-5884
(800) 242-4785

Illinois
Family Resource Center on Disabilities (FRCD)
20 East Jackson Boulevard
Room 900
Chicago, IL 60604
(312) 939-3513
Designs for Change
6 North Michigan Avenue
Suite 1600
Chicago IL 60602
(312) 857-9292

Indiana
IN'SOURCE
Indiana Resource Center for Families with Special Needs
833 Northside Blvd.,
Building #1, Rear
South Bend, IN 46617
(219) 234-7101

Iowa
Iowa Pilot Parents
33 North 12th Street
P.O. Box 1151
Fort Dodge, IA 50501
(515) 576-5870

Kansas
Families Together, Inc.
501 Jackson, Suite 400
Topeka, KS 66603
(913) 233-4777
(800) 264-6343

Kentucky
Kentucky Special Parent Involvement Network
2210 Goldsmith Lane, Suite 118
Louisville, KY 40218
(502) 456-0923

Louisiana
Project PROMPT
4323 Division Street, Suite 110
Madeira, LA 70002-3179
(504) 888-9111
(800) 766-7736
Maine
Special Needs Parent Information Network (SPIN)
P.O. Box 2067
Augusta, ME 04338-2067
(207) 582-2504

Maryland
The Parents' Place of Maryland
7257 Parkway Drive, Suite 210
Hanover, MD 21076
(410) 712-0900

Massachusetts
Federation for Children with
Special Needs
95 Berkeley St., Suite 104
Boston, MA 02116
(617) 482-2915

Michigan
Citizens Alliance to Uphold Special Education (CAUSE)
313 South Washington Square, Suite 040
Lansing, MI 48933
(517) 485-4084

Parents are Experts/Parents
Training Project
23077 Greenfield Road, Suite 205
Southfield, MI 48075-3744
(313) 557-5070

Minnesota
PACER Center, Inc.
4826 Chicago Avenue South
Minneapolis, MN 55417-1098
(612) 827-2966

Mississippi
Association of Developmental Organizations of Mississippi
332 New Market Drive
Jackson, MS 39209
(601) 922-3210

Missouri
Missouri Parents Act- (MPACT)
1722 W. South Glenstone, Suite 125
Springfield, MO 65804
(417) 882-7434

Missouri Parents Act- MPACT
8631 Delmar. Suite 300
St. Louis, Mo 63124
(314) 361-1660

or
3100 Main St. Suite 303
Kansas City, MO 64111
(816) 531-7070

Montana
Parents, Let's Unite for Kids
EMC/SPED Building
1500 North 30th Street, Room 267
Billings, MT 59101-0298
(406) 657-2055

Nebraska
Nebraska Parent Information Training Center
3610 Dodge Street
Omaha, NE 68131
(402) 346-0525
(800) 284-8520

Nevada
Nevada Parent Connection
3380 S. Arville Blvd. Suite J
Las Vegas, NV 89102
(702) 252-0259

New Hampshire
Parent Information Center
P.O. Box 1422
Concord, NH 03302-1422
(603)224-7005

New Jersey
Statewide Parent Advocacy Network, Inc. (SPAN)
516 North Avenue East Suite 2
Westfield, NJ 07090-1446
(908) 654-7726

New Mexico
EPICS Project
(Education for Parents of Indian Children with Special Needs)
P.O. Box 788
Bernalillo, NM 87004
(505) 867-3396 (800) 765-7320
**New Mexico**
Parents Reaching Out to Help (PRO) and Project ADOBE
1127 University, NE
Albuquerque, NM 87102
(505) 865-3700

**New York**
Parent Network Center (PNC)
1443 Main Street
Buffalo, NY 14209
(716) 885-1004

Advocates for Children of New York, Inc.
24-16 Bridge Plaza South
Long Island City, NY 11101
(718) 729-3866

Resources for Children with Special Needs
200 Park Avenue South, Suite 816
New York, NY 10003
(212) 677-4650

**North Carolina**
Exceptional Children's Assistance Center
P.O. Box 16
Davidson, NC 28036
(704) 892-1321

PARENTS project
(Parents Assisting and Responding to Educators Through Networking and Training in Schools)
300 Enola Road
Morganton, NC 28655
(704) 433-2662

**North Dakota**
Pathfinder Parent Center
16th St. & 2nd Ave., S.W.
Arrowhead Shopping Center
Minot, ND 58701
(701) 852-9426

**Ohio**
Child Advocacy Center
1821 Summit Road, Suite 303
Cincinnati, OH 45237
(513) 821-2400

Ohio Coalition for the Education of Handicapped Children
933 High Street, Suite 106B
Worthington, OH 43085
(614) 431-1307

**Oklahoma**
Parents Reaching Out in Oklahoma Project 1917
South Harvard Avenue
Oklahoma City, OK 73128
(405) 681-9710

**Oregon**
Oregon COPE Project
999 Locust Street, N. E.
Salem, OR 97303
(503) 373-7477

**Palau**
Palau Parent Network
P.O. Box 1583
Koror, Republic of Palau 96740
(680) 488-3513

**Pennsylvania**
Parents Union for Public Schools
311 S. Juniper St., Suite 602
Philadelphia, PA 19107
(215) 546-1166

Mentor Parent Program
Route 257
P.O. Box 718
Seneca, PA 16346
(814) 676-8615

Parent Education Network (PEN)
333 East 7th Avenue
York, PA 17404
(717) 345-9722

**Puerto Rico**
Asociacion De Padres (APNI)
Pro Beiene Star/Ninos Impedidos de PR, Inc.
P.O. Box 21301
Rio Piedras, PR 00928-130
(809) 765-0345
Rhode Island
Rhode Island Parent Information Network, Inc. (RIPIN)
500 Prospect Street
Pawtucket, RI 02860
(401) 727-4144

South Carolina
Parents Reaching Out to Parents of SC
2712 Middleburg Drive, Suite 102
Columbia, SC 29204
(803) 779-3859

South Dakota
South Dakota parent Connection
P. O. Box 84813
Sioux Falls, SD 57118-4813
(605) 335-8844

Tennessee
Support and Training for Exceptional Parents (STEPS)
1805 Hayes Street, Suite 100
Nashville, TN 37203
(615) 639-0125

Texas
Partnerships for Assisting Texans with Handicaps (PATH)
277 North 18th Street, Suite 2
Beaumont, TX 77707
(409) 838-2366

Project PODER
(Partnerships for Opportunity, Development, Education, and Resources)
1226 NW 18th Street, #123
San Antonio, TX 78207
(210) 732-8247

Special Kids, Incorporated (SKI)
P.O. Box 61628
Houston, TX 77208-1628
(713) 643-9576

Utah
Utah Parent Center
2290 East 4500 South, Suite 110
Salt Lake City, UT 84117
(801) 272-1051

Vermont
VT Parent Information Center
Chace Mill
1 Mill Street
Burlington, VT 05401
(802) 658-5315

Virgin Islands
None

Virginia
Parent Education Advocacy Training Center
10340 Democracy Lane, Ste 206
Fairfax, VA 22030
(703) 691-7826

Washington
Washington PAVE
6316 South 12th Street
Tacoma, WA 98465
(206) 565-2266

PAVE/STOMP
Specialized Training of Military Parents
12208 Pacific Highway, SW
Tacoma, WA 98499
(206) 588-1741

Touchstones
6721 51st Ave. S.
Seattle, WA 98118
(206) 721-0867

West Virginia
West Virginia Parent Training and Information
104 E. Main Street
Clarksburg, WV 26301
(304) 624-1436

Wisconsin
Parent Education Project
2001 West Vliet Street
Milwaukee, WI 53205
(414) 937-8380

Wyoming
Parent Information Center
5 North Lobban
Buffalo, WY 82834
(307) 684-2277
附錄四
特殊教育專有名詞
附錄四

一些你可能會聽到或是讀到的特殊教育專有名詞

<table>
<thead>
<tr>
<th>名 詞</th>
<th>解 釋</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABC Model</td>
<td>分析行爲的一種方法，它考慮行爲發生時的三種情況；導因，行爲和後果。</td>
</tr>
<tr>
<td>Acuity</td>
<td>對視覺，聽覺或觸覺的敏銳精確反應。</td>
</tr>
<tr>
<td>American Sign Language (ASL)</td>
<td>在美國某些聽覺有問題的人所使用的一種手語系統。</td>
</tr>
<tr>
<td>Articulation problems</td>
<td>發音不正常。</td>
</tr>
<tr>
<td>Assessment</td>
<td>評估一個孩子所有各方面的測驗結果，分析他的長處和需要。</td>
</tr>
<tr>
<td>Attention deficit disorder (ADD)</td>
<td>缺乏集中注意力的能力；形容孩子表現過動行爲和很難專注在一件事情上的行爲。</td>
</tr>
<tr>
<td>Attention/attending</td>
<td>專心注意；積極的表現出對某些事情一付很有興趣的樣子。</td>
</tr>
<tr>
<td>Audiologist</td>
<td>診斷失聰和聽覺上問題的專家。</td>
</tr>
<tr>
<td>Augmentative communication systems</td>
<td>輔助交談系統：利用一些變通的方式和人交談。例如：交談架板、交談書、手語、電腦處理過的說話聲音。</td>
</tr>
</tbody>
</table>


## Appendix D

### Some Special Education Terminology You Might Hear and/or Read

<table>
<thead>
<tr>
<th>Term</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABC model</td>
<td>An analysis of behavior considering three events: antecedent, behavior, and consequence</td>
</tr>
<tr>
<td>Acuity</td>
<td>Sharpness of response to visual, auditory, or tactile stimuli</td>
</tr>
<tr>
<td>American Sign Language (ASL)</td>
<td>The sign language system used by some people who are hearing impaired in the USA.</td>
</tr>
<tr>
<td>Articulation problems</td>
<td>Abnormal production of speech sounds</td>
</tr>
<tr>
<td>Assessment</td>
<td>Looking at child's tests, strengths, and needs in all areas</td>
</tr>
<tr>
<td>Attention deficit disorder (ADD)</td>
<td>A condition that describes students who display hyperactive behavior and have difficulty staying focused on one thing</td>
</tr>
<tr>
<td>Attention/attending</td>
<td>Showing active interest in something</td>
</tr>
<tr>
<td>Audiologist</td>
<td>Professional trained to diagnose hearing losses and auditory problems</td>
</tr>
<tr>
<td>Augmentative communication systems</td>
<td>Use alternative forms of communicating, such as communication boards, communication books, sign language, and computerized voices</td>
</tr>
</tbody>
</table>
Autism
自閉症；特徵是：極端的不願意和別人來往，認知能力不足，語言表達能力障礙，或做一些自我刺激的行為，例如不停的輕彈手指。

Basic interpersonal communicative skills (BICS)
面對面會話的語言能力。

Behavior management/modification
用有系統的學習原則，例如獎勵和懲罰，來增加良好行為和減少不良行為。

Behavioral disorder (BD)
一種嚴重的無法自我控制的行為。

Bilingual
能用兩種語言溝通。

Blindness
眼瞎；目盲。

Braille
盲人閱讀和書寫時所用的凸體點字系統；盲人用手指頭觸摸著這些凸點來閱讀。

Cerebral palsy (C.P.)
腦性麻痺造成的行動和姿勢的困難。

Cognition/cognitive
思考和認知的能力。
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autism</td>
<td>A condition that be characterized by extreme withdrawal from people,</td>
</tr>
<tr>
<td></td>
<td>cognitive deficits, language disorder, or self-stimulation, such as</td>
</tr>
<tr>
<td></td>
<td>finger flicking</td>
</tr>
<tr>
<td>Basic interpersonal communicative</td>
<td>Face-to-face conversational language skills (BICS)</td>
</tr>
<tr>
<td>Behavior management/ modification</td>
<td>Systematic use of the principles of learning, such as rewards and</td>
</tr>
<tr>
<td></td>
<td>punishment, to increase desired behaviors and decrease undesired</td>
</tr>
<tr>
<td></td>
<td>behaviors</td>
</tr>
<tr>
<td>Behavioral disorder (BD)</td>
<td>A student has extremely self-control problems</td>
</tr>
<tr>
<td>Bilingual</td>
<td>Proficiency in two languages</td>
</tr>
<tr>
<td>Blindness</td>
<td>Not having a functional use of sight</td>
</tr>
<tr>
<td>Braille</td>
<td>A system of reading and writing that uses raised dots; person who has</td>
</tr>
<tr>
<td></td>
<td>visual impairment can read with his fingertips</td>
</tr>
<tr>
<td>Cerebral palsy (C.P.)</td>
<td>A disorder of movement and posture caused by brain damage</td>
</tr>
<tr>
<td>Cognition/cognitive</td>
<td>Thinking; processing information</td>
</tr>
<tr>
<td>Term</td>
<td>Description</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Communication board</td>
<td>和人談話時所用的墊板；將一些文字、圖片、或是一些代表符號放在這墊板上幫助一些發聲有困難的人擴展和別人交談的一種方式。</td>
</tr>
<tr>
<td>Communication symbols</td>
<td>交談符號；利用聲音、字母、或動作來傳達會話內容。</td>
</tr>
<tr>
<td>Community-based instruction (CBI)</td>
<td>以居住的社區為基礎的一種教學法；利用社區環境實地教學學生一些實用的生活技能，例如在地方上的購物店教學生如何買東西。</td>
</tr>
<tr>
<td>Consent</td>
<td>家長同意書；簽字同意讓自己的孩子接受測驗或接受一個特殊教育計劃。</td>
</tr>
<tr>
<td>Developmental disability (DD)</td>
<td>發展障礙；身體發育或智力發展遲緩。</td>
</tr>
<tr>
<td>Diagnostician</td>
<td>診斷專家；測驗和分析一個學生的長處和弱點，以決定這個學生是否需要接受特殊教育，和幫助決定教學目標的專家。</td>
</tr>
<tr>
<td>Direct instruction</td>
<td>面對面的教導；特別專注於教導一些預期的主要行為。</td>
</tr>
<tr>
<td>Discipline</td>
<td>訓育；訓練一些正當的守規行為。</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Communication board</td>
<td>A flat device on which words, pictures, or other symbols are used to expand the verbal interactions of people with limited vocal abilities.</td>
</tr>
<tr>
<td>Communication symbols</td>
<td>Voice, letters of the alphabet, or gestures used to express communication messages.</td>
</tr>
<tr>
<td>Community-based instruction (CBI)</td>
<td>A strategy of teaching functional skills in the environments in which they occur; for example, shopping skills are taught in the local stores.</td>
</tr>
<tr>
<td>Consent</td>
<td>Permission from parents to evaluate a child or place a child in a program.</td>
</tr>
<tr>
<td>Developmental disability (DD)</td>
<td>Delay in the processes of physical and/or mental growth.</td>
</tr>
<tr>
<td>Diagnostician</td>
<td>A professional trained to test and analyze a student's strengths and weaknesses to determine whether an individual is eligible for special services and to help in setting educational goals and plan for instruction.</td>
</tr>
<tr>
<td>Direct instruction</td>
<td>Specifically focusing instruction on the desired, targeted behavior.</td>
</tr>
<tr>
<td>Discipline</td>
<td>Training to follow the rules of proper conduct.</td>
</tr>
<tr>
<td>English</td>
<td>Chinese</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Down syndrome</strong></td>
<td>唐氏症 / 蒙古症；一種由染色體不正常而引起的病症，具有某些明顯的身體外表特徵，例如眼睛歪斜，平面臉；肢體與智力上會發展遲緩。</td>
</tr>
<tr>
<td><strong>Due process hearing</strong></td>
<td>非法庭式的聽證會；當學校和家長無法就一個有關特殊教育的問題達成一致的觀點時，可以由一個站在中立立場的聽證員來主持公道解決難題。</td>
</tr>
<tr>
<td><strong>Early intervention</strong></td>
<td>法律規定了 14 項專為三歲以下有殘疾的孩子和家庭的服務；這 14 項服務包括聽覺測驗、個案處理服務、家庭訓練／輔導／訪問、健康服務、專為診斷的醫療服務、物理治療、職能治療、說話／語言診斷、特殊指導和交通工具。</td>
</tr>
<tr>
<td><strong>Educational placement</strong></td>
<td>教室安排；學生受教的地方，例如輔導教室，一般教室。</td>
</tr>
<tr>
<td><strong>Electroencephalogram (EEG)</strong></td>
<td>腦電波；一種顯示腦部電波搏動的曲線圖。</td>
</tr>
<tr>
<td><strong>English as a second language (ESL)</strong></td>
<td>母語不是英語的學生在普通班上或特殊班上接受英語訓練，直到學生的英語能力達標熟練程度為止。</td>
</tr>
</tbody>
</table>
Down syndrome: A chromosomal problem that caused identifiable physical characteristics (e.g., slanted-appearing eyes, flattened features) and usually causes delays in physical and intellectual development.

Due process hearing: A noncourt proceeding before an impartial hearing officer that can be sued if parents and school personnel disagree on a special education issue.

Early intervention: Fourteen services mandated by law that can be provided to infants and toddlers who have disabilities and their families; the services include audiology, case management services, family training/counseling/home visits, health services, medical services for diagnosis, physical therapy, psychological services, social work services, speech/language pathology, special instruction, and transportation.

Educational placement: The setting (e.g., resource room, regular classroom) in which a student receives educational services.

Electroencephalogram (EGG): A graphic recording of the brain's electrical impulses.

English as a second language (ESL): Students are given English instruction in their classrooms or in special classes until their English proficiency is achieved.
<table>
<thead>
<tr>
<th>English</th>
<th>Chinese</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrichment</td>
<td>爲資優學生增添和加強某些深入課程或專題。</td>
</tr>
<tr>
<td>Epilepsy</td>
<td>癲癇；一種因爲神經系統障礙而造成的自覺或不自覺的運動肌肉或知覺器官的痙攣。</td>
</tr>
<tr>
<td>Evaluation</td>
<td>測驗學生智力上、體能上、感覺上、學習表現上的特徵和能力，以決定是否要提供特殊教育服務。</td>
</tr>
<tr>
<td>Extension</td>
<td>僵直的雙臂、雙腿和身體。</td>
</tr>
<tr>
<td>Fine motor</td>
<td>小肌肉運動，例如捏，折或剪的動作。</td>
</tr>
<tr>
<td>Fingerspelling</td>
<td>手指拼字；用一隻手的手指在另外一隻手上拼寫英文。</td>
</tr>
<tr>
<td>Full inclusion</td>
<td>有特殊需要的學生和同年齡的一般學生在同様班上一起參與所有的學習活動。</td>
</tr>
<tr>
<td>Functional skill</td>
<td>實用的技能；在一般生活環境中可以用得上的技能。</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Enrichment</td>
<td>Adding topics or skills to the traditional curriculum or presenting a particular topic in more depth often done for gifted students</td>
</tr>
<tr>
<td>Epilepsy</td>
<td>A nervous disorder characterized by recurring attacks of motor and/or sensory malfunction with or without unconsciousness or convulsive movement</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Testing of special characteristics such as intelligence, physical abilities, sensory abilities, learning preferences, and achievement to determine whether special services can be provided by school districts</td>
</tr>
<tr>
<td>Extension</td>
<td>Stiff, straight arms, legs, or body</td>
</tr>
<tr>
<td>Fine motor</td>
<td>Small muscle movements, such as pinching, puckering, or cutting with scissors</td>
</tr>
<tr>
<td>Fingerspelling</td>
<td>Spelling the English alphabet by various finger positions on one hand</td>
</tr>
<tr>
<td>Full inclusion</td>
<td>Students with disabilities are full members of general education classrooms and participate in activities with same-age typical peers</td>
</tr>
<tr>
<td>Functional skill</td>
<td>A skill or task that will be used in the individual’s typical environment</td>
</tr>
<tr>
<td>Term</td>
<td>Meaning</td>
</tr>
<tr>
<td>----------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Generalization</td>
<td>領域；把在一些特殊情況下所學到的經驗應用到其他的環境、人、時間、或事情上。</td>
</tr>
<tr>
<td>Gifted</td>
<td>天才；在才智和能力上有優異和突出表現的人。</td>
</tr>
<tr>
<td>Gross motor</td>
<td>大肌肉運動；例如走、跑、跳運動。</td>
</tr>
<tr>
<td>Group home</td>
<td>伙伴家庭；少數有殘疾的人一起住在一般社區裏的公寓或家庭式房子接受一些起居生活上的協助的服務。</td>
</tr>
<tr>
<td>Hearing impairments</td>
<td>聽覺障礙；包含所有不同失聰的程度。</td>
</tr>
<tr>
<td>Hoover cane</td>
<td>Hoover 手杖；一種長的白色的專為幫助盲人走動時所用的手杖。</td>
</tr>
<tr>
<td>Hyperactivity</td>
<td>過動；無法長久坐著或專心。</td>
</tr>
<tr>
<td>Hypertonic</td>
<td>肌肉張力過強而無法彎曲四肢。</td>
</tr>
<tr>
<td>Hypotonic</td>
<td>肌肉張力過弱而無法伸直四肢。</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Generalization</td>
<td>The transfer of learning from particular instances to other environments, people, times, and events</td>
</tr>
<tr>
<td>Gifted</td>
<td>Persons with high levels of intelligence, outstanding abilities, and/or capacity for high performance</td>
</tr>
<tr>
<td>Gross motor</td>
<td>Large muscle movements, such as walking, running, jumping</td>
</tr>
<tr>
<td>Group home</td>
<td>Apartments or homes in which a small number of people with disabilities live together as part of their community with the assistance of service providers</td>
</tr>
<tr>
<td>Hearing impairments</td>
<td>An overall term that includes all levels of hearing loss, both deaf and hard of hearing</td>
</tr>
<tr>
<td>Hoover cane</td>
<td>Long, white cane to help people with visual impairments move from one place to others independently</td>
</tr>
<tr>
<td>Hyperactivity</td>
<td>Impaired ability to sit or concentrate for long periods of time</td>
</tr>
<tr>
<td>Hypertonic</td>
<td>When muscles make arms or legs hard to bend</td>
</tr>
<tr>
<td>Hypotonic</td>
<td>Poor muscle tone; unable to hold arms or legs straight</td>
</tr>
</tbody>
</table>
| Identification | 尋求和指出有障礙的地方。
| Individualized Education Program (IEP) | 個別教育計劃；為一個有特殊需要的學生而編訂的一份教育計劃書。
| Individualized Family Service Plan (IFSP) | 個別家庭服務計劃；標明出一個三歲以下有殘疾的幼兒和家庭應接受的服務的一份書寫的計劃。
| Individualized Transition Plan (ITP) | 個別轉移計劃；這份計劃包含在個別教育計劃中，它是為中學生一旦離開學校後所面臨住所和就業上的計劃。
| Interpreter | 翻譯員；手語員將別人說的話用手語表達給失聰的人，語言翻譯員將說明者的語言翻譯成聽者的語言。
| Learning disabilities (LD) | 學習障礙；具有一般的智力，但是學習上的成就比較遲緩。
| Mainstreaming | 有特殊需要的學生每天花一段時間或所有的時間和普通班學生一起受教。
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification</td>
<td>To seek out and designate children with disabilities</td>
</tr>
<tr>
<td>Individualized Education Program (IEP)</td>
<td>A plan that outlines a free, appropriate public education for a student with special needs</td>
</tr>
<tr>
<td>Individualized Family Service Plan (IFSP)</td>
<td>A written plan that identifies and organizes services and resources for infants and toddlers with special needs who are under the age of three and their families</td>
</tr>
<tr>
<td>Individualized Transition Plan (ITP)</td>
<td>Included as part of the IEP, this plan is developed during secondary school to plan for community adjustment and employment once the student leaves school</td>
</tr>
<tr>
<td>Interpreter</td>
<td>Someone who translates oral speech into sign language for persons who have hearing impairments, or into non-English language for people who are non-English speakers</td>
</tr>
<tr>
<td>Learning disabilities (LD)</td>
<td>A disability in which the individual has average intelligence, but is substantially delayed in academic achievement</td>
</tr>
<tr>
<td>Mainstreaming</td>
<td>Including students with special needs in general education classroom for some or all of their school day</td>
</tr>
<tr>
<td><strong>Mobility</strong></td>
<td>行動能力；能夠安全的和有效率的將自己從一個地方移動到另一個地方。</td>
</tr>
<tr>
<td><strong>Modeling</strong></td>
<td>示範一些動作或行為。</td>
</tr>
<tr>
<td><strong>Motor</strong></td>
<td>肌肉運動。</td>
</tr>
<tr>
<td><strong>Multiple disabilities</strong></td>
<td>多重殘障；多於一種以上的殘障。</td>
</tr>
<tr>
<td><strong>Native language</strong></td>
<td>母語。</td>
</tr>
<tr>
<td><strong>Objectives</strong></td>
<td>爲達到大目標而制定的一些短期小目標。</td>
</tr>
<tr>
<td><strong>Occupational therapist (OT)</strong></td>
<td>職能治療師；指導人做一些動作，例如眼和手的配合動作，來幫助病人改善肌肉運動。</td>
</tr>
<tr>
<td><strong>Ophthalmologist</strong></td>
<td>眼科醫生；診斷和治療眼疾的醫生。</td>
</tr>
<tr>
<td><strong>Optometrist</strong></td>
<td>驗光配鏡專家。</td>
</tr>
<tr>
<td><strong>Oral motor</strong></td>
<td>口腔肌肉的運動。</td>
</tr>
<tr>
<td><strong>Outcomes</strong></td>
<td>結果。</td>
</tr>
<tr>
<td><strong>Physical therapist (PT)</strong></td>
<td>物理治療師；用舒展四肢，運動或是按摩方式幫助肢體殘障的人增進大肌肉運動能力。</td>
</tr>
<tr>
<td>Term</td>
<td>Description</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Mobility</td>
<td>The ability to move safely and efficiently from one place to another</td>
</tr>
<tr>
<td>Modeling</td>
<td>Showing or demonstrating to others how to perform particular behaviors</td>
</tr>
<tr>
<td>Motor</td>
<td>Muscle movement</td>
</tr>
<tr>
<td>Multiple disabilities</td>
<td>Possessing more than one disabling condition</td>
</tr>
<tr>
<td>Native language</td>
<td>The language typically used by a person</td>
</tr>
<tr>
<td>Objectives</td>
<td>Small steps taken to meet goals</td>
</tr>
<tr>
<td>Occupational therapist (OT)</td>
<td>A professional who directs activities that help improve muscular movement</td>
</tr>
<tr>
<td></td>
<td>control, such as how eyes and hands work together</td>
</tr>
<tr>
<td>Ophthalmologist</td>
<td>Eye doctor who specializes in eye disorders</td>
</tr>
<tr>
<td>Optometrist</td>
<td>Professional who measures vision and can prescribe corrective eyeglasses or</td>
</tr>
<tr>
<td></td>
<td>contact lenses</td>
</tr>
<tr>
<td>Oral motor</td>
<td>Tongue and mouth muscles</td>
</tr>
<tr>
<td>Outcomes</td>
<td>The results of decisions</td>
</tr>
<tr>
<td>Physical therapist (PT)</td>
<td>A professional who treats physical disabilities through stretching,</td>
</tr>
<tr>
<td></td>
<td>exercise, or massage</td>
</tr>
<tr>
<td>English Term</td>
<td>Chinese Description</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Portfolio assessment</td>
<td>一種個別性的評估表格；它包含了一個學生所有學業上表現的結果樣本，老師和家長所報告的社交活動能力。</td>
</tr>
<tr>
<td>Postsecondary</td>
<td>高中以上的教育；例如社區學院、技術職業學校、專科、學院、或成人繼續教育。</td>
</tr>
<tr>
<td>Pullout programs</td>
<td>有特殊需要的學生每天花一段時間在特殊級受教。</td>
</tr>
<tr>
<td>Regular class</td>
<td>一般學生上課的教室。</td>
</tr>
<tr>
<td>School psychologist</td>
<td>學校心理專家；專門測驗和評估學生能力的人。</td>
</tr>
<tr>
<td>School social work services</td>
<td>學校社工服務；學校社工人員是老師和家長之間溝通的連絡人。他還提供各種不同的服務，例如協助解釋說明測驗評估報告和提供建議等等。</td>
</tr>
<tr>
<td>Self-injurious behavior (SIB)</td>
<td>自我傷害行爲；例如咬自己、撞頭、或是揪自己的頭髮。</td>
</tr>
<tr>
<td>Self-stimulation/stereotypical behavior (SB)</td>
<td>自我刺激作用行行為／重複動作行行為；不正常的重複動作，例如不停的搖動雙手，搖擺身體、輕彈手指、揉擦眼睛、用手指旋轉頭髮等等。</td>
</tr>
</tbody>
</table>
Portfolio assessment

An alternative form of individualized assessment that includes many samples of the student’s work across all curriculum targets and reports of teachers and parents about that individual’s social skills.

Postsecondary

Education that comes after high school (e.g., community college, technical/vocational school, college, university, continuing education).

Pullout programs

Students with special needs spend part of the school day in a special education setting.

Regular class

A typical classroom designed to serve students without disabilities.

School psychologist

Psychologist trained to test and evaluate a student’s abilities.

School social work services

School social workers provide a major communication link between the school staff and the family, and a variety of services, such as assistance in interpreting evaluation reports and making recommendations.

Self-injurious behavior (SIB)

Persons hurt themselves by biting, banging head, and/or pulling out hair.

Self-stimulation/ stereotypical behavior (SB)

Unusual repeating activities, such as hand flapping, body rocking, finger flicking, eye rubbing, hair twirling.
Seizure

猝發性抽搐；突然的失去意識，通常還伴隨著肌肉抽動。

Self-advocacy

爭取自己的權益；智障的人積極的讓其他的人知道自己的需要，爭取自己的權利，例如選擇住宅，就業，人際關係和法律上的權利。

Speech impairment

說話能力障礙；不能說出流暢的，容易讓人理解的話，或是沒有與人交談的能力。

Speech/language pathologist (SLP)

說話／語言病理學家；診斷和治療說話和語言上的障礙的專家。

Task analysis

將一份作業或工作上的程序分解成許多有連貫性的小步驟。

Total communication

將說話和手語配合在一起用來和失聰的人交談。

Trainable mental retardation (TMR)

可訓練的智障者；智商介於25到50之間，主要接受自我照料和職業技術技能教育。

Vocational education

職業訓練；以預備就業的教育計劃。

Within normal limits

測驗的結果在正常範圍內。
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seizure</td>
<td>A sudden alteration of consciousness, usually accompanied by motor activity and/or sensory phenomena</td>
</tr>
<tr>
<td>Self-advocacy</td>
<td>A social and political movement started by and for people with mental retardation to speak for themselves on important issues, such as housing, employment, legal rights, and personal relationships</td>
</tr>
<tr>
<td>Speech impairment</td>
<td>Abnormal speech that is unintelligible, unpleasant, or interferes with communication</td>
</tr>
<tr>
<td>Speech/language pathologist (SLP)</td>
<td>A professional who diagnoses and treats problems in the area of speech and language development</td>
</tr>
<tr>
<td>Task analysis</td>
<td>Breaking down problems and tasks into smaller, sequenced steps</td>
</tr>
<tr>
<td>Total communication</td>
<td>Blending talking and sign language for students with hearing impairments</td>
</tr>
<tr>
<td>Trainable mental retardation (TMR)</td>
<td>An individual whose IQ is between 25 to 50; the educational emphasis is on self-help and vocational skills</td>
</tr>
<tr>
<td>Vocational education</td>
<td>Designed education programs to prepare students for employment</td>
</tr>
<tr>
<td>Within normal limits</td>
<td>Test results are okay</td>
</tr>
</tbody>
</table>