



# Understanding Commonly Used Part C and Part B Transition Acronyms

## Introduction to Commonly Used Transition Acronyms



In the field of education, acronyms are everywhere. It's important for educators and professionals to understand these terms thoroughly, because they reflect key concepts, legal requirements, and services that directly impact a child's support and success. It is equally as important that educators know when to translate these acronyms into something meaningful and understandable for families. It's about being both knowledgeable and approachable.

## Part C (Early Intervention): Key Acronyms

- **AEPS** – *Assessment, Evaluation, and Programing System for Infants and Children*  
AEPS is an evaluation designed for the early identification of developmental delays and disabilities in infants and young children. This comprehensive framework not only assesses a child's current skills but also lays the groundwork for ongoing evaluations. It incorporates multiple domains of child development, from cognitive and motor skills to social and language capabilities. By using AEPS, professionals can ensure that a child's unique needs are recognized early on so that timely interventions can be planned.



- **DT – Developmental Therapist**  
A DT plays a pivotal role in helping young children develop the skills they need for everyday functioning. These therapists work closely with children across various developmental stages, using creative and individualized therapy sessions. Whether through play-based interactions or targeted exercises, a Developmental Therapist builds essential skills such as communication, motor coordination, and social interaction. This role is especially significant for children requiring early intervention services, as focused therapy can set the foundation for future academic and personal achievements.
- **ED Team – Eligibility Determination Team**  
The Eligibility Determination Team is a multi-disciplinary group charged with assessing a child's eligibility for early intervention services under federal and state guidelines. The ED Team reviews assessment data and observations in order to make informed decisions with a family regarding a child's qualification for support programs. This collaborative process ensures a thorough evaluation and joint decision-making processes.
- **EI – Early Intervention**  
Early Intervention services are critical for addressing developmental delays as soon as they are identified. These services are provided to infants and toddlers, aiming to minimize or prevent future difficulties by introducing interventions at the earliest possible stage. EI services typically include speech therapy, occupational therapy, physical therapy, and other support services tailored to a child's unique developmental profile. The focus on early detection and treatment ensures that children receive the help they need promptly, creating a smoother transition into more structured educational environments later in life.



- **ICD 10 Code –**  
*International Classification of Diseases*

The ICD 10 Code is a standardized system used globally to classify and catalog diseases, disorders, and other health conditions. This coding system is critical for diagnostic accuracy, treatment planning, and healthcare data management. In the

context of educational support services, ICD 10 Codes help ensure that all pertinent medical diagnoses are correctly identified and documented, thereby informing the development of individualized intervention plans. This systematic approach to classification benefits educators and healthcare professionals alike by promoting consistency and clarity in communication. Practitioners will see ICD 10 codes on the Individualized Family Service Plans, progress reports, and Medical Health Summaries.

- **IFSP – Individualized Family Service Plan**

The IFSP is a strategic plan developed for infants and toddlers with disabilities, outlining the services required to support the child's developmental progress. Unlike traditional educational plans, the IFSP also places significant emphasis on family involvement, recognizing that the home environment plays a crucial role in a child's development. The IFSP provides a roadmap that details therapy sessions, parental support, and coordinated services, ensuring that families are actively engaged in the process. With clearly defined goals and timelines, this plan serves as a cornerstone for nurturing the early growth and learning experiences of children with special needs.

- **LPCC – Local Planning Coordinating Council**

The LPCC represents a collective of local stakeholders—educators, administrators, service providers, and community representatives—who come together to coordinate resources and plan for educational support services. This council plays a crucial role in aligning local practices with state and federal guidelines, ensuring that all children receive consistent and equitable services. The LPCC also fosters community engagement by soliciting input from families and local organizations, thereby strengthening the support network around each student. Their strategic planning directly impacts resource allocation and service delivery, making them vital to the success of transition programs.





- **MHS – Medical Health Summary (formerly Physician’s Health Summary)**  
The MHS is a comprehensive document summarizing a student’s health history, current medical needs, and any ongoing treatments. This summary is especially important when partnering with medical personnel in early intervention. A well-prepared MHS ensures that early interventionists are fully informed of any health-related factors that might affect a child’s development. It also assists in planning accommodations, such as modified physical activities or special dietary provisions.
- **OSC/SC – Ongoing Service Coordinator/Service Coordinator**  
The OSC/SC is responsible for managing and monitoring the various support services provided to a family. Operating as a liaison between families and service providers, this coordinator ensures that all elements of a family’s plan are implemented effectively and adapted as necessary. The OSC/SC keeps everyone informed of changes and new developments, making continuous adjustments to interventions in response to the family’s evolving needs. This role is fundamental to maintaining the cohesion and relevance of the individualized support plan.
- **PWN/WPN – Prior Written Notice/Written Prior Notice**  
PWN/WPN is a formal communication process that informs families and service providers about significant decisions affecting the family’s support plan. This notice outlines proposed changes, possible alternatives, and the rationale behind recommendations, ensuring transparency and collaborative decision-making. The PWN/WPN serves as a vital record for both compliance and accountability, keeping all stakeholders informed and engaged in the planning process. It reinforces the importance of shared responsibility and open dialogue in the implementation of individualized support strategies.

## Part B (School): Key Acronyms

In this section, we explore the essential acronyms related to transition services, presented in a clear, bullet-point format. The following list is designed not only to define each term, but also to explain its role and significance in the educational process.

- **511 IAC** – *Indiana Administrative Code, Title 511*  
The “511 IAC” serves as a critical reference for Indiana’s regulations and policies regarding public education. It outlines the statutory framework that guides the implementation of special education services and transition planning. Familiarity with this acronym ensures that educators and administrators are well-informed about state-mandated educational practices, promoting adherence to legal guidelines and consistency across school districts.
- **504 Plan** – *Section 504 of the Rehabilitation Act*  
A “504 Plan” represents a legally binding document that outlines how a school will provide accommodations to students with disabilities. Grounded in the Rehabilitation Act, this plan ensures that all students—even those with various learning or physical impairments—receive equal access and opportunities in the classroom. It emphasizes adjustments in both curriculum and environment, allowing for a tailored approach to educational support that fosters academic success.
- **BIP** – *Behavior Intervention Plan*  
A “BIP” is crafted to address and manage behaviors that interfere with a student’s learning and overall school experience. This plan outlines preventative strategies, intervention techniques, and supports designed to redirect negative behaviors into positive actions. By systematically documenting and monitoring behavioral patterns, educators and support staff can ensure a structured, safe, and productive learning environment that benefits students with challenging behaviors.
- **CCC** – *Case Conference Committee*  
The “CCC” involves a collaborative team of educators, specialists, and parents who come together to discuss and review a student’s progress and evaluate the need for changes in support or services. This committee ensures that all decisions are made with a comprehensive understanding of the student’s individual needs and circumstances. Its inclusive approach is critical for adapting educational strategies, monitoring effectiveness, and planning future interventions.
- **ESY** – *Extended School Year*  
“ESY” refers to instructional services that extend beyond the regular school calendar. It is designed to provide continuity in education for students who may experience significant regression in skills during extended breaks (such as summer vacations). Recognizing the importance of uninterrupted learning, ESY programs help maintain students’ progress and prevent the loss of critical skills, thereby smoothing the transition between academic years and supporting long-term academic outcomes.



- **FAPE – Free and Appropriate Education**  
The concept of “FAPE” is a fundamental educational right enshrined in federal law. It guarantees that all students with disabilities receive schooling that is free of charge and appropriately meets their unique needs. FAPE is the cornerstone of special education, ensuring that every student has access to customized instructional methods, necessary resources, and specialized support services. This commitment upholds fairness and equality in educational opportunities across diverse student populations.
- **IEE – Independent Educational Evaluation**  
“IEE” refers to evaluations conducted by qualified professionals who are not employed by the school district. These evaluations provide an unbiased perspective on a student’s needs and abilities. They play a vital role in situations where there might be disagreements regarding the adequacy of school-conducted assessments. By offering an independent analysis, IEE assessments help inform appropriate educational placements, service implementations, and necessary accommodations in the student’s Individualized Education Program (IEP).
- **IEP – Individualized Education Plan**  
A comprehensive and individualized document, the “IEP” outlines specific educational goals, accommodations, modifications, and services tailored to a student’s needs. Developed collaboratively by an IEP team, this plan is legally binding and regularly updated to reflect the student’s progress. The IEP is critical in ensuring that the educational strategies employed are effective, measurable, and centered on the student’s unique learning profile. It serves as a roadmap for educators to deliver targeted instruction and supportive interventions.

- LEA – Local Education Agency**  
 “LEA” is a term used to describe school districts or other public entities that exercise educational authority over a specific geographic region. LEAs are responsible for implementing state and federal educational regulations, crafting policies, and ensuring that students receive appropriate services. They act as critical intermediaries between national guidelines and local implementation, ensuring that every student’s educational needs are met at the community level.
- LRE – Least Restrictive Environment**  
 The principle of “LRE” ensures that students with disabilities have opportunities to learn alongside their non-disabled peers to the maximum extent appropriate. It emphasizes the importance of providing support in an environment that is as inclusive as possible, striking a balance between necessary assistance and promoting independence. This principle supports social integration, minimizes segregation, and promotes a more equitable and enriching educational experience for all students.
- SEA – State Education Agency**  
 The “SEA” refers to the state-level authority that oversees education across the entire region. In Indiana, as in other states, the SEA is responsible for ensuring that schools adhere to federal and state policies, implementing changes, and directing resources where needed. The agency plays an instrumental role in shaping educational practices, monitoring compliance, and ensuring that both funding and support services are equitably distributed throughout the state.
- STN – Student Tracking Number**  
 The “STN” is a unique identifier assigned to each student, which facilitates the accurate and efficient management of educational records, services, and progress reports. By employing a standardized tracking number, schools and LEAs can easily monitor individual student data, streamline administrative processes, and coordinate support services across various platforms. This system enhances data integrity and improves the overall management of transition planning documentation.







- **SWD** – *Students with Disabilities*

The term “SWD” refers broadly to students who have been identified as having disabilities, encompassing a wide range of diagnoses that affect learning, behavior, physical mobility, and more. Recognizing and understanding the diverse needs of SWD is essential for creating inclusive educational environments. It calls for tailored strategies, specialized resources, and dedicated support systems aimed at fostering academic and personal growth for every student.

- **TOR** – *Teacher of Record*

The “TOR” designates the educator who is primarily responsible for a student’s educational progress and records. This teacher’s role extends beyond classroom instruction, involving close collaboration with parents, support staff, and specialized service providers to implement and review the student’s transition plan. As the point of contact for ongoing progress assessments and adjustments in

instructional strategies, the TOR is a cornerstone of effective individualized education and support implementation.

## Acronyms Used for both Part B and Part C

- **COTA** – *Certified Occupational Therapy Assistant*  
Works under the supervision of an OT to assist children in developing daily living skills.
- **FERPA** – *Family Educational Rights and Privacy Act*  
Protects the privacy of student education records, ensuring confidentiality and informed consent.
- **OT** – *Occupational Therapy(ist)*  
Focuses on enabling children to participate in everyday activities through tailored therapeutic interventions.
- **PT** – *Physical Therapy(ist)*  
Facilitates mobility and physical function in children through specialized exercises and rehabilitation strategies.
- **PTA** – *Physical Therapist Assistant*  
Supports the PT in delivering therapy, helping children improve physical capabilities.



- **SLP** – *Speech and Language Pathologist*  
Offers diagnostic and therapeutic services for children with communication disorders, enhancing their social and academic engagement.
- **ST** – *Speech Therapy(ist)*  
Delivers targeted therapy to improve children’s speech and language skills, essential for effective communication in school settings.