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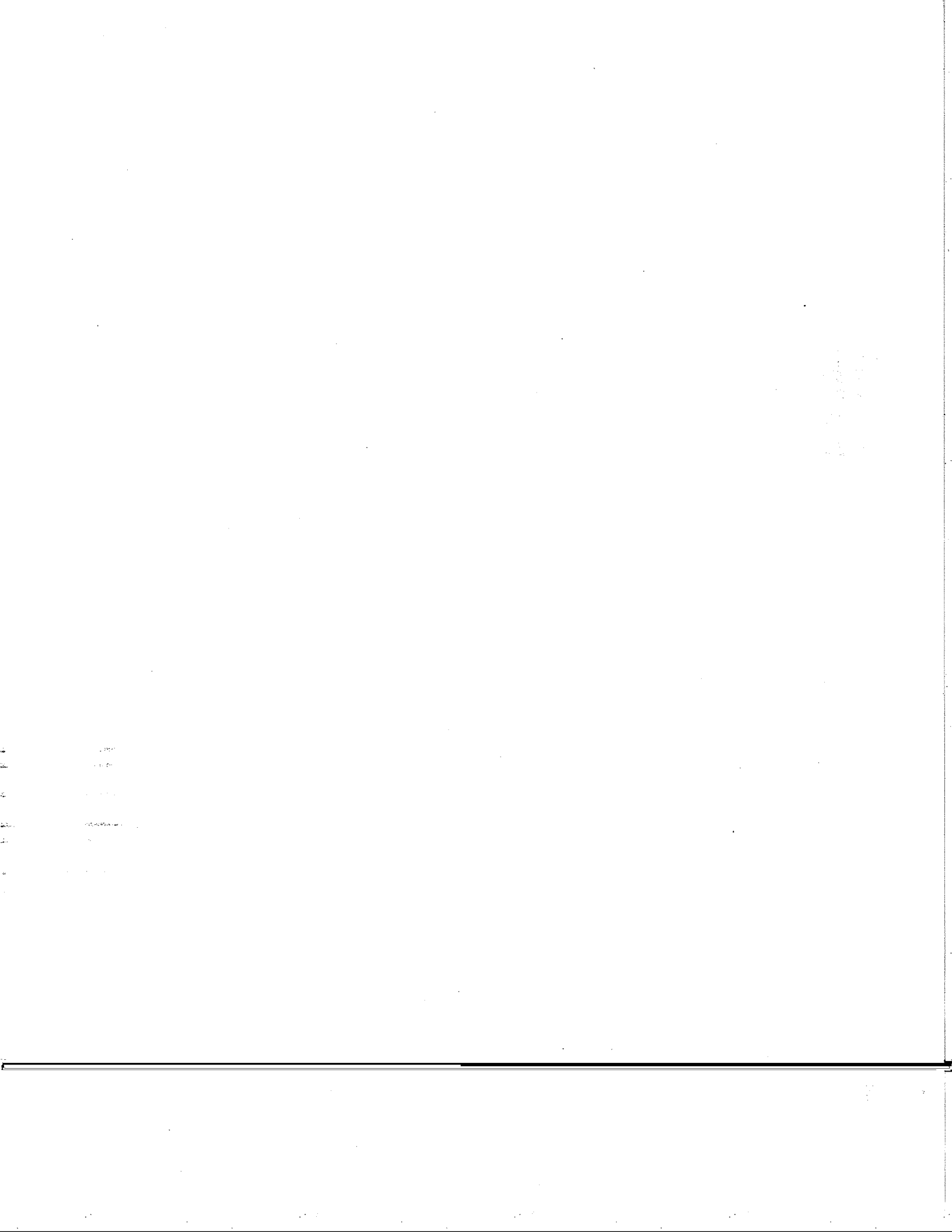


s: (1) a shared understanding of student's EP goals, other learning outcomes beyond content needs); (2) analysis of functions, making adaptations, transferring skills/support to families); (3) use of decision-making definition of related services; (4) conceptual set of educational program components between the related service delivery record; mode of delivery, frequency) and functional program.

al definition of related services which deliver, or corrective services that are "...required from special education..." (Individuals with Disabilities Education Act (IDEA) Code of Federal Regulations (Code of Federal Regulations) (Board of Education of the Hendon School District v. Tatro, 1989; 1990; Giangreco, Cloninger, Giangreco, Edelman, & Dennis, 1991). Step-1 are beyond the scope of this article.!

HOD

s study were members of six different studies including 23 people, participated in pilot study participants were identified through Vermont State Interdisciplinary Team for eligibility to participate if: (a) the student is eligible; (b) the student they served related services (e.g., OT, PT, S/LP); (c) all related student and at least one educator who was program were willing to participate in data collection and intervention; and (e) the team was willing to complete a series of related and discussed them with the team. receiving any number of related services, a to test VISTA under more complex circumstances. The information about the six students each team.

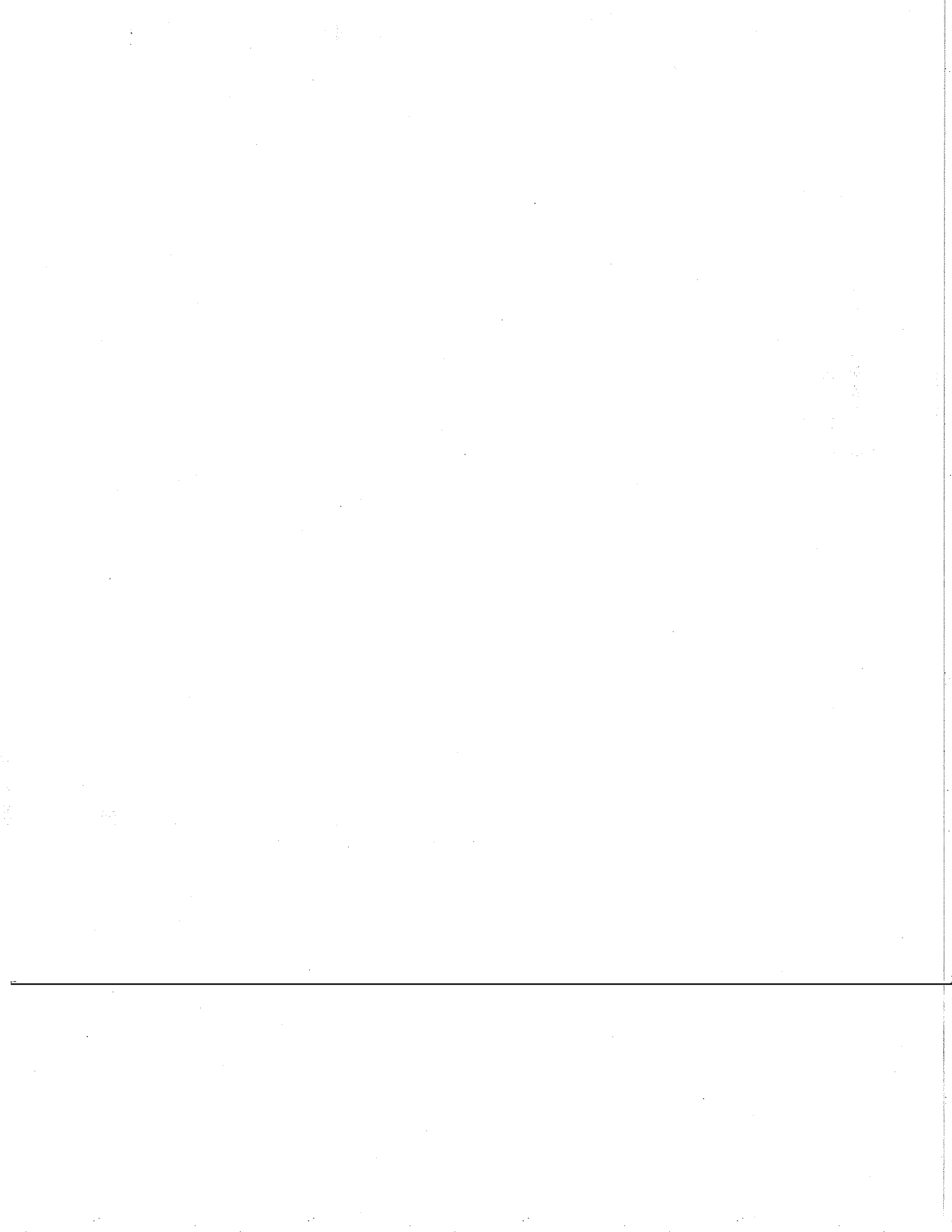


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discipline. They do not address potential overlaps among various disciplines (Giangreco & Eichinger, 1990). Decision-making increases the likelihood of unnecessary services, contradictory recommendations, and confusions.

practices are believed to interfere with the integrated process based on individual professional judgment (e.g., recommendations are often made prior to determining IEP goals and are not shared by the various disciplines) (see Giangreco, Edelman, & Iverson, 1990).

Special-Needs value system (Giangreco & Iverson, 1990) means that specialized services should be provided to support the student's education, based on the student's needs. Such services may have a negative impact on the student's learning.

Education Program

family, agrees on educational program components, which represent discipline-free priorities, are the focus of the program. Less extensively documented, learning outcomes are often not included in the program. Instructional management needs refer to the program that are done to or for the student to support their bowel and bladder management (Giangreco & Iverson, 1990).

Service Providers

service personnel include: (a) making adaptations or modifications to enhance participation and/or prevent regression, deformation; (b) transferring specialized skills and/or information to the student, clinic, assistants, peers; (c) serving as a resource for the student; (d) applying discipline-specific methods or specialized techniques; (e) participating in and/or preventing regression, deformation; (f) other functions as agreed to by the team (Giangreco & Iverson, 1990). Considering a variety of functions can avoid putting a student at risk for remedial deficits (Giangreco, 1989, p. 64).

(a) the need for services to support the educational program; (b) the nature of overlaps and potential interdependencies among services; (c) recommendations and involvement. Other criteria for determining the need for remediation may be used. Some criteria are inappropriate (e.g., level of intellectual functioning, IQ, chronological age, etc.) (Giangreco, 1989, p. 153-158).

Priority

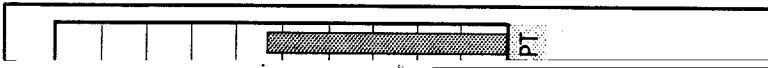
g. reduces individual errors in judgment (Giangreco, 1989, p. 153-158).

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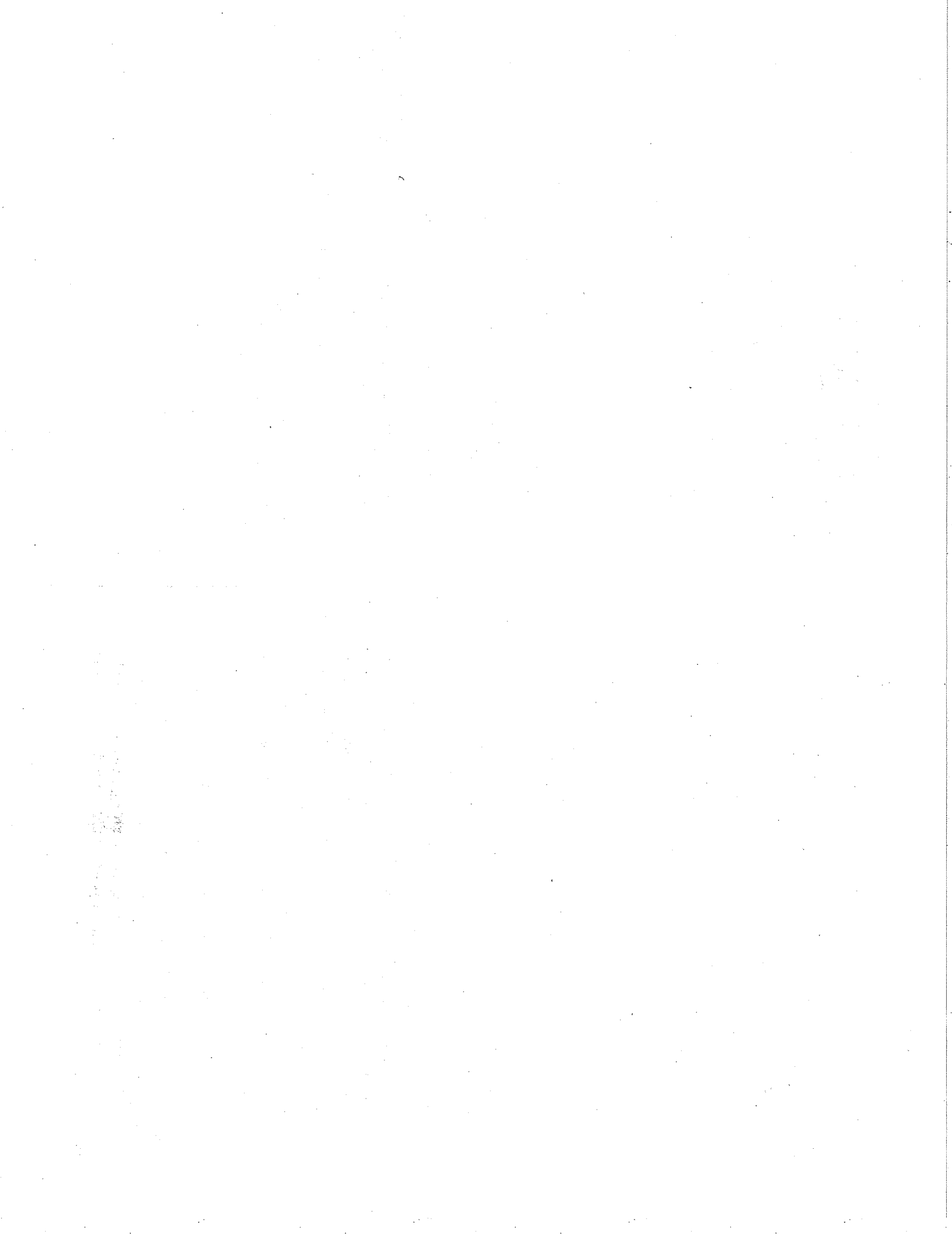
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