

Special Education Terms And Common Acronyms

ADA	Americans with Disabilities Act
ADD	Attention Deficit Disorder
ADHD	Attention Deficit with Hyperactivity Disorder
ASD	Autism Spectrum Disorder
AT	Assistive Technology
BIP	Behavior Intervention Plan
CBI	Community-Based Instruction
CI	Cognitive Impairment
CP	Cerebral Palsy
DB	Deaf Blindness
DD	Developmental Disability
ECDD	Early Childhood Developmental Delay
ECSE	Early Childhood Special Education
EI	Emotional Impairment
ESEA	Elementary and Secondary Education Act
ESY	Extended School Year
FAPE	Free Appropriate Public Education
FBA	Functional Behavior Assessment
FERPA	Family Educational Rights and Privacy Act
HI	Hearing Impairment
IDEA	Individuals with Disabilities Education Act
IEE	Independent Educational Evaluation
IEP	Individualized Education Program
IEPT	Individualized Education Program Team
IFSP	Individualized Family Service Plan
ISD	Intermediate School District
LD	Learning Disability (means same as SLD)
LEP	Limited English Proficiency
LEA	Local Education Agency
LRE	Least Restrictive Environment
MDE	Michigan Department of Education
MET	Multidisciplinary Evaluation Team
MRS	Michigan Rehabilitation Services (MRS)
O&M	Orientation and Mobility

OCR	Office of Civil Rights
OHI	Other Health Impairment
OSE-EIS	Office of Special Education and Early Intervention Services (state)
OSEP	Office of Special Education Programs (federal)
OT	Occupational Therapy
P&A	Protection and Advocacy
PAC	Parent Advisory Committee
PI	Physical Impairment
PLAAFP	Present Level of Academic Achievement and Functional Performance
PSA	Public School Academy (also known as Charter School)
PT	Physical Therapist
REED	Review of Existing Evaluation Data and Plan
SLD	Specific Learning Disability (means same as LD)
SLI	Speech and Language Impairment
SLP	Speech/Language Pathologist
SSI	Supplemental Security Income
SSW	School Social Worker
SXI	Severe Multiple Impairment
TBI	Traumatic Brain Injury
TC	Teacher Consultant
VI	Visual Impairment

GLOSSARY OF SPECIAL EDUCATION TERMS

Accommodations – Changes in curriculum or instruction that does not substantially modify the requirements of the class or alter the content standards or benchmarks. Accommodations are determined by the IEP Team and are documented in the student IEP Team report.

Adapted Physical Education – A diversified program of developmental activities, games, sports, and rhythms suited to the interests, capabilities and needs of children with disabilities who may not successfully engage in a regular physical education program.

Advocate – A person that works for the rights of and needed services for a disabled individual. The person can be a parent, guardian or a professional.

Age of Majority/Transfer of Rights – When a student with a disability reaches the age of 18, all rights accorded to a parent transfer to the student. The parent and student must be informed of the transfer of rights at least one year prior to the student's 18th birthday.

Americans with Disabilities Act (ADA) – A federal law requiring accommodations for people with disabilities in the community and workplace.

Assessment – Testing or evaluation – including mental, social, psychological, physical, speech, occupational, vocational, or educational – done by school district personnel to gather information about a student.

Assistive Technology Device – Any item, piece of equipment, or product that is used to increase, maintain, or improve the functional capabilities of individuals with disabilities. Assistive technology needs are determined by the IEP Team.

Assistive Technology Service – Any service that helps a student with a disability to select, acquire, or use an assistive technology device. This includes training with the device.

Attention Deficit Hyperactivity Disorder (ADHD) – Persistent pattern of inattention and/or hyperactivity-impulsivity that is more frequent and severe than is typically observed in individuals at a comparable level of development and that interferes with developmentally appropriate social/academic functioning.

Autism – A developmental disability significantly affecting verbal and nonverbal communication and social interaction that adversely affects an individual's educational performance.

Behavior Intervention Plan – A specific, proactive plan for managing behavior that is included in a student's IEP and is primarily for use in the school setting. It is based on a functional assessment of behavior and includes specific, measurable and positive ways to promote more functional, appropriate behavior.

Child Study Team/Student Support Team – A team of various educators in schools that meets to support the needs of students with academic, social, and behavioral concerns. The focus of the team is to provide support to classroom teachers to implement accommodations and modifications so that students can be successful in general education.

Continuum of Service – The range of supports and services that must be provided by a school district that allows students with disabilities to be provided a free appropriate public education.

Due Process – A procedure guaranteed by federal law for resolving disputes regarding special education services.

Early Childhood Special Education (ECSE) – Special education and related services provided to children from birth to age 7.

Extended School Year (ESY) – Special education and related services provided to a qualified student with disabilities beyond the normal school year in accordance with the student's Individualized Education Program and at no cost to the parent of the child. The need for Extended Services is determined by the student's IEP Team.

Free Appropriate Public Education (FAPE) – Special education and related services are provided to students with disabilities by the Local Education Agency (LEA) at public expense and under public supervision and direction at no cost to the student's parents.

Family Educational Rights and Privacy Act (FERPA) – A federal law which gives parents and the student over 18 years of age access to and control over all education records.

Functional Behavior Assessment (FBA) – A method for gathering information to determine what purpose a behavior serves. This is used to determine an appropriate intervention for that behavior. A FBA must include both formal and informal methods of gathering information and should be conducted in a variety of settings over a period of time. This assessment must be performed before a Behavior Intervention Plan (BIP) or behavior goals can be written.

Inclusion - This is the placement of students with disabilities in classrooms with typically developing students of the same age. Full inclusion has two central features. The first is moving students with disabilities into regular education classrooms and the second is sending special education support services into those same classrooms.

Individuals with Disabilities Education Act (IDEA) – The federal law that requires school districts to provide students with disabilities with a free appropriate public education at public expense. The Act provides procedural safeguards, due process rights, as well as specific mandates regarding a free appropriate public education.

Independent Educational Evaluation (IEE) – Education evaluations of a student by an evaluator who does not regularly work for the school district. Parents who are not satisfied with the school district's evaluation can request an IEE at public expense.

Individualized Education Program (IEP) – The written plan that details the special education and related services that must be provided to each student who receives special education services. It must be reviewed and revised every year.

Individualized Family Service Plan (IFSP) – A written plan for providing early intervention services to an eligible individual and to the individual's family.

Local Education Agency (LEA) – The school district or public school academy (charter school) that is directly responsible for providing special education services in a geographical area.

Least Restrictive Environment (LRE) – A federal mandate that states that to the maximum extent appropriate, a child with disabilities must be educated with children who are not disabled.

Mainstreaming – Refers to the placement of children with special needs into educational settings for typically developing children. It differs from inclusion in that the individual is expected to work on and accomplish the same goals as the typical children without using special education teachers or excessive modifications.

Modification – A change in curriculum or instruction that substantially alters the requirements of the class or the content standards and benchmarks.

Multidisciplinary Evaluation Team (MET) – A group of individuals from various professional disciplines, such as educators, psychologists, and physicians that conduct an evaluation or recommendation of a student suspected of having a disability.

No Child Left Behind (NCLB) – January 8, 2002 President Bush signed NCLB into law. It is an education reform plan making changes to the Elementary and Secondary Education Act (ESEA). It is looking for stronger accountability for results, increased flexibility and local control, expanded options for parents and emphasis on teaching methods.

Occupational Therapy (OT) – A related service that focuses on the development of a student's fine motor skills and/or the identification of adapted ways of accomplishing activities of daily living.

Office of Civil Rights (OCR) – An agency within the U.S. Department of Education that enforces Section 504 of the Rehabilitation Act and Title II of the ADA. OCR investigates allegations of discrimination based upon disability.

Parent Advisors for Special Education (PASE) – This is the name of Kent ISD's parent advisory committee (PAC). PASE consists of parents of individuals with disabilities and attempts to maintain membership from at least one parent from each local school district and one parent from a public school academy. PASE may provide advisory input on any matters that the committee deems appropriate to the improvement of special education services within the Intermediate School District.

Related Service – Special education services required to assist an individual with disabilities to benefit from special education, including but not limited to: transportation, OT, PT, Speech, and School Social Work.

School Psychologist – A trained professional who assists in the identification of needs regarding behavioral, social, emotional, educational and vocational functioning of individuals.

School Social Worker (SSW) – A trained professional who supports the educational program of individuals by assisting in identification and assessment of the individual's educational needs including social, emotional, behavioral and adaptive needs; provides intervention services.

Section 504 – A section of the federal law named the Rehabilitation Act of 1973, which prohibits discrimination of people with disabilities by any entity that accepts federal funds.

Special Education – Specifically designed instruction, at no cost to the parents, to meet the unique needs of an eligible individual, includes the specially designed instruction conducted in schools, in the home, in the hospitals and institutions, and in other settings.

Speech-Language Pathologist (SLP) – A trained professional who analyzes speech and language comprehension and production to determine communication competencies and provides intervention strategies and services related to speech and language development as well as disorders of language, voice, articulation, and fluency.

Teacher Consultant (TC) – A certified special education teacher who provides support services to children with disabilities and provides consultation to the regular classroom teacher and parents. The teacher consultant does not grade, give credit or teach a regular or special education course.

Transition Services – A coordinated set of activities that promote movement from school to post school education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living and community participation. Transition goals are determined by the IEP Team usually beginning at age 14 and are based on student and family vision, preferences, and interests.