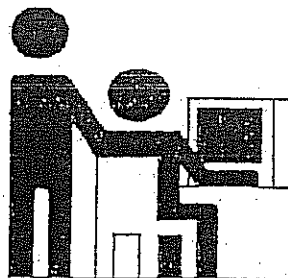


Just for a laugh...

Can you speak Special Ed?

1. The LDTC from the CST discussed the IEP with the teacher and para.
2. When Brian turned 14, his LEA contacted the case manager at the Parks School to arrange for a meeting of the MDT to discuss Brian's ITP.
3. IDEA clearly states that every student with an IEP must receive a FAPE in the LRE.
4. The CST was making a list of students who would be taking the ASK, GEPA, HSPA, or the APA for the next school year.
5. The case manager discussed the possibility of doing an FBA for Johnny, who has ADHD.
6. The DOE states that a student's DOB and CA must appear on all records.
7. Students with OCD or ODD may need individualized behavior management plans.
8. Students with CP are often eligible for services from DDD and DVRS.
9. Because Jack has MD, he receives integrated therapies in the classroom from an OT, PT, and ST.
10. Central High School is advertising for a bilingual paraprofessional to work in their ESL program.



COMMON ACRONYMS AND THEIR MEANINGS

ABA – Applied Behavioral Analysis is a combination of behavior management, systematic instruction, generalization and socialization primarily used in programs for children with autism.

ADA – Americans with Disabilities Act requires businesses, public places, and schools receiving public funds to accommodate individuals with disabilities. Examples, ramps, elevators, doors that open automatically, special doorknobs.

ADD – Attention Deficit Disorder is a condition in which a student has difficulties in directing or maintaining attention to normal tasks of learning, and displays some impulsivity and distractibility.

ADHD – Attention Deficit/Hyperactivity Disorder is marked by excessive activity, fidgetiness and/or restlessness in addition to difficulties in directing or maintaining attention to normal tasks.

APA – Alternate Proficiency Assessments, the Individuals with Disabilities Education Act mandates the participation of all students with disabilities in statewide assessments. State must develop and conduct alternate assessments for students who cannot participate in the general statewide assessments. As a result, the Alternate Proficiency Assessment (APA) is used for students with disabilities in the statewide assessment program.

CA – Chronological Age – often expressed in years and months, i.e., 12.4 = 12 years 4 months

CAI – Computer-Assisted Instruction involves learning through the use of computers and/or multimedia systems.

CP – Cerebral Palsy results from damage to the brain before or during birth – often involving muscle weakness and /or difficulty in muscle control. Brain damage involved in CP may also affect cognitive abilities, but not always.

CCCS – New Jersey Core Curriculum Content Standards in 7 content areas; established by the state to promote standards-based education for all students in N.J, and were developed to define what students, including students with disabilities, should know and be able to do by the time they graduate from high school.

CST – Child Study Team consists of a school psychologist, a learning disabilities teacher/consultant, and a school social worker that are employees of the school district. They are responsible for conducting evaluation to determine eligibility for special education and related services for students with disabilities.

DOB – Date of birth is recorded on all student documents.

DOE – Department of Education is the agency responsible for all educational policies, rules, and procedures in state of N.J.

DVRS – Division of Vocational Rehabilitation Services provides services that enable persons with disabilities to find jobs, and offer assistance to persons with disabilities who are having problems keeping their jobs. DVRS' mission is to enable eligible persons with disabilities to achieve an employment outcome consistent with their strengths, priorities, needs, abilities and capabilities. (800) 922-7233 (in NJ)

DDD – Division of Developmental Disabilities provides a wide variety of services to help people with developmental disabilities live as independently as possible. Services provided include case management, residential services, family support services, day programs, supported employment services, and guardianship. 1-800-832-9173

ESL – English as a Second Language offers programs to students and/or adults with limited English proficiency

FAPE - Free, Appropriate Public Education consists of special education and related services that are provided at public expense under public supervision and direction and without charge, meet state and federal requirements. Include preschool, elementary, or secondary school education, and are provide according to an Individualized Education Plan.

FBA – Functional Behavioral Assessment is a systematic study of behavior that note what happened before the behavior occurred, what the behavior looked like, and what happened after the behavior occurred. FBA's consider time of day, setting, and activity.

GEPA – Grade Eight Proficiency Assessment is used to determine cumulative achievement of the Core Curriculum Content Standards through eighth grade as measured by the statewide assessment system.

HSPA – High School Proficiency Assessment is used to determine cumulative achievement of the Core Curriculum Content Standards through eleventh grade as measured by the statewide assessment system.

IDEA – Individuals with Disabilities Act is a federal law designed to ensure that all children with disabilities receive a free and appropriate education.

IEP – Individualized Education Program is a written plan, which sets forth the present levels of performance, measurable annual goals and objectives, and individually designed instructional activities to meet the special learning needs of a student who qualifies for special education services.

IFSP – Individual Family Service Plan is a plan to meet the special needs of children with disabilities (birth to age three) and their families.

ITP – Individual Transition Plan is a plan is a written plan included in the IEP designed to facilitate a student's move from one setting to another. Beginning at age 14, transition plan must address the following areas - vocational/career exploration , community based activities, self advocacy, independent living skills.

LEA – Local Education Agency is generally the school district in which the student resides. The LEA has the responsibility to identify the needs of the student and to develop strategies to provide service to ensure that all staff members working with the student with disabilities have the skills and knowledge necessary to meet the student's needs.

LDTTC – Learning Disabilities Teacher Consultant works with the classroom teacher to design strategies to help students with learning disabilities to be successful.

LRE – Least Restrictive Environment is any instructional setting most like that of no disabled peers that also meets the educational needs of each student with disabilities.

MD – This abbreviation is usually used for the classification Multiply Disabled. It can also be used to stand for the disability Muscular Dystrophy. This is a chronic disorder characterized by muscle wasting and weakness. Cognitive ability is not usually affected.

MDT – Multidisciplinary Team is a group of individuals who together develop and implement the IEP. The group includes the student (when appropriate), the parents/guardians, the special education teacher, the general education teacher, and a representative of the LEA. Others sometimes included are the school nurse, the school social worker, and therapist, LDTTC, and/or school administrators.

NJASK – New Jersey Assessment of Skills and Knowledge administered in grade 3 and 4.

OCD – Obsessive-Compulsive Disorder is an anxiety disorder that causes a person to have the same disturbing thoughts, ideas, or impulses over and over again. These are known as obsessions, in order to resist the obsessions. A person with OCD may perform compulsions (hand washing, checking repeatedly to be sure a door is locked, etc.) to relieve anxiety and worry and to gain control.

ODD – Oppositional Defiant Disorder – characterized by negative, hostile and defiant behavior, generally strongest at home.

OT – Occupational Therapy – a therapy or treatment provided by an occupational therapist that helps individual development of physical skills that will aid in daily living.; such as dressing, eating with a fork and spoon, writing with a pen or pencil, etc. Given when assessment shows that motor and perceptual difficulties interfere with classroom performance.

PAC – Pupil Assistance Committee is made up of teachers, the school guidance counselor, school nurse and a member of the Child Study Team. This group meets with the parents/guardians to develop strategies and/or accommodations, counseling, or other therapies to assist the student.

PT – Physical Therapy – treatment of (physical) disabilities given by a trained physical therapist (under doctor's orders) that includes the use of massage, exercise, etc. to remediate mobility and gain and to modify strength, balance, tone, and posture and help the person improve the use of bones, muscles, joints, and nerves. Provide assessment when show a discrepancy between gross motor performance and other educational skills.

SAC – Student Assistance Counselor or Substance Awareness Counselor . This acronym is used in two ways.

SLD – Specific Learning Disability – The official term used in federal legislation to refer to difficulty in certain areas of learning, rather than in all areas. Synonymous with learning disabilities.

ST – Speech Therapy – helps children to learn to speak and use language; speech therapy is given by a speech pathologist or a speech and language therapist.

SLP- a Speech Language Pathologist is also known as a speech and language therapist.

PRISE- Parental Rights in Special Education refers to a booklet of rights detailing what a family's rights are in relationship to the school, and the state and federal laws affecting the provision of special education.

ASK- Students in grades three and four take the New Jersey Assessment of Skills and Knowledge (NJ ASK) standardized test, which measures progress in language arts and mathematics.

Acronyms Quick Reference Guide

ADA	Americans with Disabilities Act
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
APE	Adapted Physical Education
APR	Annual Performance Report
ASHA	American Speech-Language-Hearing Association
ASL	American Sign Language
AT	Assistive Technology
AU	Autism
AYP	Adequate Yearly Progress
BD	Behavior Disorders
BIA	Bureau of Indian Affairs
BIP	Behavioral Intervention Plan
CEC	Council on Exceptional Children
CD	Cognitive Delay
CHADD	Children and Adults with Attention-Deficit/ Hyperactivity Disorder
CLFMS	Continuous Improvement and Focused Monitoring System
COTA	Certified Occupational Therapist Assistant
CSPD	Comprehensive System of Personnel Development
CP	Cerebral Palsy

DB	Deaf-Blindness
DD	Developmental Disability
DOH	Department of Health
DPH	Due Process Hearing
DPHO	Due Process Hearing Officer
DSM-IV	Diagnostic and Statistical Manual IV
ED	Emotional Disturbance
EI	Early Intervention
ESY	Extended School Year
FAPE	Free Appropriate Public Education
FBA	Functional Behavior Assessment
FERPA	Family Education Rights and Privacy Act
FM	Focused Monitoring
GT	Gifted and Talented
HIPAA	Health Insurance Portability Accountability Act
ICC	Interagency Coordinating Council
IDEA	Individuals with Disabilities Education Act
IEE	Individual Education Evaluation
IEP	Individual Education Program
IFSP	Individual Family Service Plan
IHCP	Individualized Health Care Plan
IQ	Intelligence Quotient
LA	Lead Agency

PLP Present Levels of Educational Performance
PT Physical Therapist
PTIC Parent Training and Information Center
RRC Regional Resource Center
SA Self-Assessment
SAT Student Assistance Team
SEA State Education Agency
SEAP State Special Education Advisory Panel
Section 619 Special Education—3–5 Years Old
SI Sensory Integration
SIG State Improvement Grant
SLP State Improvement Plan
SL Speech Language
SLP Speech Language Pathologist
STO Short Term Objective
TAT Teacher Assistance Team
TBI Traumatic Brain Injury
TDD/TTY Telecommunications Device for the Deaf
USDE United States Department of Education
VI Visual Impairment
VR Vocational Rehabilitation

LD Learning Disability
LEA Local Education Agency
LEP Limited English Proficiency
LRE Least Restrictive Environment
MPPRRC Mountain Plains Regional Resource Center
NASDSE National Association of State Directors of Special Education
NCLB No Child Left Behind
NECTAC National Early Childhood and Technical Assistance Center
OCR Office for Civil Rights
ODD Oppositional Defiant Disorder
OHI Other Health Impaired
OI Orthopedic Impairment
O&M Orientation and Mobility
OSEP Office of Special Education Programs
OSERS Office of Special Education and Rehabilitation Services
OT Occupational Therapy
P&A Protection and Advocacy
Part B Special Education—School-Aged Children
Part C Special Education—Birth—Two Years Old
PDD Pervasive Development Disorders

A Glossary of Terms

Accommodation – Techniques and materials that allow students to complete school work with greater ease and effectiveness. Examples include spell checkers, tape records, extended time, books on tape.

Adaptation – A change in what students do, or a reshaping of the materials students use.

At – Risk - A term that refers to identifying students who could benefit from some kind of short – term support. They may not be succeeding for a number of different reasons, such as poor academic skills, personal problem situations, or excessive absence from school.



Behavior Contract - An agreement between a student(s) and a teacher or other staff member which outlines the specific actions each person is required to demonstrate, the rewards that will be earned for completing the tasks, and the consequences that will be applied if the student(s) fail to comply.

Case Manager – A certified staff member who is responsible for coordinating, implementing, monitoring, and evaluating a student's special needs program including the necessary paperwork.

Collaborate - Working, planning, and problem solving together with other staff members where everyone involved shares responsibilities and the individual strengths and skills of each person is utilized.

Confidentiality - The privacy of information about students and their families. Only staff who are directly involved with a student have the right to access a student's personal information. Staff are required by law to respect the confidentiality of all information as it relates to the students they work with.

Co – Teaching - An instructional arrangement in which two teachers, usually one general educator and one special educator, are both responsible for planning and instructing and work together to address the needs of all students within the general education classroom.

Inclusion - An educational philosophy which advocates for all students, including students with disabilities, to be educated with their age appropriate peers in general education setting of their home schools. Utilizing any necessary aids, supports, adaptations, and modifications.

Mainstreaming - The practice of providing a student with disabilities with some of his or her education in a general education classroom. Mainstreaming is not necessarily synonymous with inclusion. The word mainstreaming implies that the student with

disabilities is able to handle most of the content and requirements of the course or subject in which they are mainstreamed.

Modification - A change in what students are required to do or a variation of materials students use. Some examples include, reducing the number of problems or questions, having a scribe or reader for student, or allowing the student to do an activity that is different from what the other students are doing.

Paraprofessionals - Educational personnel hired to provide service within a school program. Generally these services include instructional, student support, clerical and student supervision duties within a school or program. Some of the other names used to describe paraprofessionals include teacher aide, teacher assistant, paraeducator, and instructional aide.

Pull-out - Additional services that are provided to students outside of the classroom. These can be instructional, remedial, therapeutic, or enrichment activities.

Related Service Personnel - Special education personnel other than the special education teacher including therapists, psychologists, counselors, and special instructors.

Remedial Instruction - Instruction aimed at improving a student's skill or ability in a subject area. This can be in the form of such things as extra practice, more detailed explanations, or special programs such as an Orton-Gillingham approach for reading.

Regular Classroom - This is also known as the general education class. It is the class that serves students in a particular grade or subject, such as second grade or Biology.

Resource Room - A classroom in which a special education teacher provides support or instruction for special education students for a part of the school day. Students are assigned there for a certain amount of time per day or week.

Self-Contained Class - A classroom in which special education students receive all or most of their instruction or support from special education teachers and staff. Students are usually assigned here instead of being placed in the general education class with their age appropriate peers due to the extent of their disability.

Special Education - A federally mandated program that provides and ensures appropriate education opportunities for students who qualify under the categories of disabilities.

Supplemental Teaching - Provisions provided to students in form of reteaching, reinforcement, and /or alternate curriculum.

Supportive Teaching – Modifications that are made to the classroom curriculum or environment which allows a student to experience success in the general education setting.

Team Teaching - Two teachers working together to develop, plan and teach lessons. In most instances there is a general education teacher and a special education teacher.

Title 1 - A federal program that provides remediation and support to qualifying students in the area of math and reading.

Transition Services - Services, training, skills, support, or instruction provided special education students to enable them to move successfully from a school setting to a post – secondary setting such as work, job training, college, technical school, or independent/semi-independent living.

Visual Discrimination – The ability to distinguish similarities and differences in pictures, words, and symbols



Annual Performance Report: The report that is submitted by each State to the U.S. Department of Education that provides data and information on compliance and results of special education for children with disabilities.

Aphasia: A communication disorder characterized by difficulty with producing language and/or with understanding language.

Assessment: The gathering of information by qualified personnel on a child's development and on the needs and priorities of the family. This information about the child and family is used in planning the Individual Family Service Plan (IFSP).

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

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

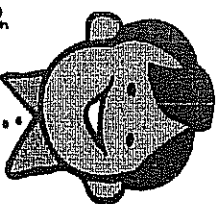
Common Terms and Definitions

Many terms have different meanings across States. The following, to the maximum degree possible, follow federal definitions.

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

Adequate Yearly Progress: The degree of progress for children in academic areas established by the State Education Agency.

Advocate: An individual who represents or speaks on behalf of another person's interests (as in a parent with his/her child).



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

American Speech-Language-Hearing Association (ASHA): The national professional association for speech and language therapists and audiologists.

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

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

Bureau of Indian Affairs (BIA): The government agency that oversees and assists the affairs of the Native Americans. The BIA operates schools in 22 States.

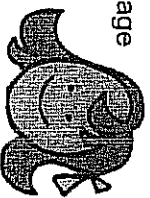
Cerebral Palsy (CP): A disorder of movement and posture control resulting from non-progressive damage to the brain during fetal life, the newborn period, or early childhood. Both genetic and acquired factors may be involved. It may be caused by a lack of normal fetal brain development or by injury to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

Certified Occupational Therapist Assistant (COTA): An individual who has received special training and instruction in the area of occupational therapy.

Child Find (CF): A required federal program that requires States to actively locate children, birth to age 21, with developmental disabilities or who are at risk for developmental disabilities. It particularly focuses on children not enrolled in school programs.

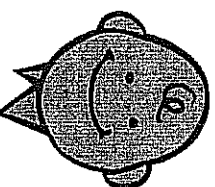
Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD): A national organization that provides information, training and support for individuals interested and/or impacted by ADD/ADHD.

Cognitive Delay (CD): A disability where a child's intellectual and adaptive behavior is below average and impacts the child's education.



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

Autism (AU): A developmental disability significantly affecting verbal and non-verbal communication and social interaction.



Autism and Pervasive Developmental Disorder: Developmental disabilities that share many of the same characteristics. Usually evident at age three, autism and PDD are neurological disorders that affect a child's ability to communicate, understand language, play, and relate to others.

Behavioral Assessment (BA): Gathering (through direct observation and by parent report) and analyzing information about a child's behavior. The information may be used to plan ways to help the child change unwanted behaviors. Observations include when a behavior occurs as well as the frequency and duration of the behavior.

Behavior Disorders (BD): A term used by some States for children who exhibit difficulties with social interactions and inappropriate behavior that interferes with learning.

Continuous Improvement and Focused Monitoring Process (CIFMP): The monitoring process used by the U.S. Department of Education to check compliance and results of special education in States.

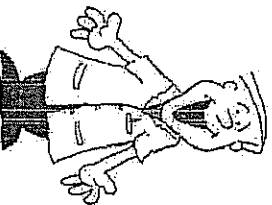
Council on Exceptional Children (CEC): The largest international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted.

Comprehensive Educational Evaluation: The tests and observations done by the school staff to find out if the child has a disability and requires special education and related services. The school's multi-disciplinary team is required to do this evaluation and hold a meeting with the parent to discuss the results. A parent may choose to share any evaluation and assessment information done by the child and family agency or by other qualified persons.

Comprehensive System of Personnel Development (CSPD): A State or school plan to train and provide technical assistance for school staff and parents.

Deaf-Blindness (DB): Concomitant hearing and visual impairments that cause severe communication, developmental, and educational needs.

Department of Health (DOH): The government agency whose mission is to promote health and sound health policy, prevent disease and disability, improve health services systems, and ensure that essential public health functions and safety net services are available.



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

Diagnostic and Statistical Manual IV (DSM-IV): The American Psychiatric Association's classification and description of behavioral and emotional disorders.

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

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

Due Process Hearing: A legal proceeding, similar to a court proceeding, where a hearing officer is presented evidence by disagreeing parties. A verbatim record is taken of the proceedings, and a hearing officer writes a decision that may be appealed to the State education agency, and if desired, to a civil court.

Due Process Hearing Officer: The trained and neutral individual who conducts the due process hearing.

Extended School Year (ESY): The delivery of special education and related services during the summer vacation or other extended periods when school is not in session. The purpose for ESY is to prevent a child with a disability from losing previously learned skills. The IEP team must consider the need for Extended School Year at each meeting and must describe those services specifically with goals and objectives. Not all special education students require an extended school year. Extended school year services must be individually crafted.

Family Infant Toddler Program (FIT): A program that provides early intervention services to help families who have concerns about the development of their young child (birth to three).

Family Education Rights and Privacy Act (FERPA): A federal law that protects the privacy and transfer of student education records.

Free Appropriate Public Education (FAPE): An individualized educational program that is designed to meet the child's unique needs and from which the child receives educational benefit.

Focused Monitorings: A monitoring approach that examines those requirements most closely relating to improving results for children with disabilities and those States most in need of support to improve compliance and performance.

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

Dyslexia: A learning disability in which the child has difficulty with reading due to difficulty distinguishing written symbols. For example, transposing letters and words such as reading "top" as "pot."



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

Early Intervention (EI): Specialized services provided to infants and toddlers ages birth to three who are at risk for or are showing signs of developmental delay.

Educational Assistant (EA): A person who provides assistance to students under the supervision of the teacher.

Emotional Disturbance (ED): A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects educational performance.

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



Functional Behavior Assessment (FBA): A process that examines why a child behaves the way he or she does given the nature of the child and what is happening in the environment. It is a process for collecting data to determine the possible causes of problem behaviors and to identify strategies to address the behaviors.

Gifted & Talented (GT): Those students with above average intellectual abilities.

Head Start: A federal program started in 1965 aimed at providing a comprehensive preschool program for children ages three to five from low-income families. Planned activities are designed to address individual needs and to help children attain their potential in growth and mental and physical development before starting school. Ten percent of enrollment is required to be for children with disabilities.

Health Insurance Portability & Accountability Act (HIPAA): Federal regulation that outlines the confidentiality and protection of medical records.

Independent Educational Evaluation (IEE): An evaluation conducted by a qualified examiner who is not employed by the school district responsible for the education of the child.

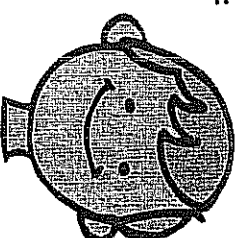
Individuals with Disabilities Education Act (IDEA): The federal law that provides the legal authority for early intervention and special educational services for children birth to age 21. Part B outlines services for children ages three to 21. Part C outlines services for children birth to age three.

Individualized Education Program (IEP): A written statement of a child's current level of educational performance and an individualized plan of instruction, including the goals, specific services to be received, the staff who will carry out the services, the standards and timelines for evaluating progress, and the amount and degree to which the child will participate with typically developing peers (Inclusion/Least Restrictive Environment). The IEP is developed by the child's parents and the professionals who evaluated the child and/or are providing the services. It is required by the Individuals with Disabilities Education Act (IDEA) for all children eligible for special education.

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

Interagency Agreement: A document signed by authorized representatives of at least two agencies outlining mutually agreed upon responsibilities to perform certain duties under specified conditions.

Interagency Coordinating Council: A council established for the purpose of advising and assisting in the development and implementation of quality services for infants and toddlers with disabilities. State councils are required by IDEA.



Individualized Health Care Plan (IHCP): A plan developed by the school nurse in collaboration with parents and teachers that outlines specific health care procedures to be provided to a student.

Intelligence Quotient (IQ): The score of an intelligence test that is a form of psychological testing of an individual's capacity to learn and deal effectively with his/her environment.

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

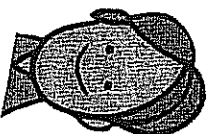
Least Restrictive Environment (LRE): The placement that is as close as possible to the general education environment. This is the educational setting that permits a child to receive the most educational benefit while participating in a regular educational environment to the maximum extent appropriate.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

Limited English Proficiency (LEP): Children whose primary language is other than English.

Local Education Agency (LEA): The public schools operating in accordance with statutes, regulations, and policies of the State Department of Education.

Mountain Plains Regional Resource Center (MPRRC): One of six Regional Resource Centers funded through the Office of Special Education Programs that provides technical assistance services to 10 States in the mountain plains area, as well as the Bureau of Indian Affairs. www.usu.edu/mprrc

Music Therapy: A therapeutic service to meet recreational or educational goals. Music therapy includes playing instruments, moving to music, singing, and listening to music. It is utilized in a variety of applications in schools, hospitals, and private settings through both individual and group approaches, often in conjunction with other types of therapy. Both music education and music therapy contribute to special education by promoting learning and self-growth through enjoyable activities.



National Association of State Directors of Special Education (NASDSE): The national organization for State special education directors, which provides support in the delivery of quality education to children and youth with disabilities throughout the country. <http://www.nasdse.org/>

National Early Childhood and Technical Assistance Center (NECTAC): The organization funded by the U.S. Department of Education that provides technical assistance in the area of early childhood special education.

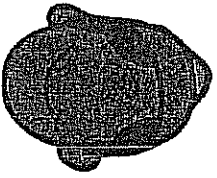
Natural Environment: The natural or everyday settings for your child. These are places where the child would be if they didn't have a special developmental concern. It is where all children would be (for example, home, childcare, parks, etc.).

No Child Left Behind (NCLB): Reauthorized in 2001, the Elementary and Secondary Education Act (ESEA) is the principal federal law affecting education from kindergarten through high school for children "at risk." The NCLB provides opportunities for children to learn and progress.

Occupational Therapist (OT): A professional who provides therapy services based on engagement in meaningful activities of daily life such as self-care skills, education, recreation, work or social interaction.

Office for Civil Rights (OCR): The Office for Civil Rights enforces several federal civil rights laws that prohibit discrimination in programs or activities that receive federal financial assistance from the Department of Education.

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



Oppositional Defiant Disorder (ODD): Children who exhibit defiant and anti-social behaviors over a long period of time and environment.

Orientation and Mobility (O&M): Services provided to the blind or visually impaired by qualified personnel to enable a child to safely move in school and other environments.

Orthopedic Impairment (OI): Any orthopedic impairment that adversely affects a child's educational performance.

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

Pervasive Developmental Disorders (PDD): Refers to the overall category of Pervasive Developmental Disorders that includes autism, Rett Syndrome, Asperger's syndrome, PDD-NOS, and Childhood Disintegrative Disorder.

Part B: The section of the federal special education regulations that address school-aged children.

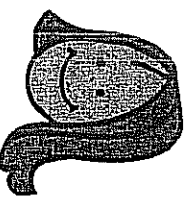
Part C: The section of the federal special education regulations that address children birth through two years.

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



Preschool Special Education: An educational program that is designed to meet the unique developmental needs of an individual child with a disability who is three, four, or five years of age. It is a child-focused educational effort. Sometimes referred to Section 619 of the law.

Present Levels of Educational Performance (PLEP): Statements written in the IEP that accurately describe the student's strengths, weaknesses, and learning styles.



Prior Written Notice (PWN): Must inform parents of their rights. It is a form that the school must use to tell parents why they're doing what they're doing or why they're not doing what they're not doing—they must tell parents in writing.

Protection and Advocacy (P&A): The Protection and Advocacy System is a private, nonprofit organization that protects and promotes the rights of people with disabilities.

PTTC: Each State has a Parent Training and Information Center to assist parents of children with disabilities to become more knowledgeable about special education and their child's disability.

Regional Resource Center (RRC): Funded by the U.S. Department of Education, there are six RRCs that provide technical assistance in special education for State Education Agencies.

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

Section 504 of the Rehabilitation Act: A federal law that protects the civil rights of individuals with disabilities. This law is closely intertwined with IDEA. Children with disabilities who are not eligible for special education may qualify for accommodations under Section 504.



Section 619: Authorizing section of Part B of IDEA that requires States to provide preschool services to children with disabilities, ages three to five.

Self-Assessment (SA): The State Steering Committee uses current and reliable data to analyze how successful the State has been achieving compliance and positive results for children with disabilities.

Self-Stimulation: Often referred to as stemming, these are abnormal behaviors, such as head banging, watching the fingers wiggle, or rocking side to side, that interfere with the child's ability to "sit still" and pay attention or to participate in meaningful activity.

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

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

Short-Term Objectives (STO): Part of a child's IEP that breaks down an annual goal into small measurable steps.

Special Education: Specialized instruction tailor-made to fit the unique learning strengths and needs of students with disabilities. A major goal of special education is to teach the skills and knowledge the child needs to be as independent as possible. Special education programs focus on academics and also include therapy and other related services to help the child overcome difficulties in all areas of development. These services may be provided in a variety of educational settings but are required by IDEA to be delivered in the least restrictive environment.

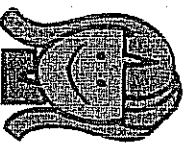
Specific Learning Disability (SLD): A disorder that affects the ability to listen, think, speak, read, spell, or do mathematical calculations.

Speech and Language (SL) Disorders: Problems in communication and related areas such as oral motor function. These delays and disorders range from simple sound substitutions to the inability to understand or use language or use the oral-motor mechanism for functional speech and feeding. Some causes of speech and language disorders include hearing loss, neurological disorders, brain injury, mental retardation, drug abuse, physical impairments such as cleft lip or palate, and vocal abuse or misuse. Frequently, however, the cause is unknown.

Speech Language Pathologist (SLP): A trained therapist who provides treatment to help a person develop or improve articulation, communication skills, and oral-motor skills. Also helps children with speech errors and/or those with difficulties in language patterns.

State Board of Education: Determines public school and vocational education policy and manages and directs all public schools under provisions of applicable laws.

State Department of Education: Oversees all aspects of education in the State.



State Education Agency (SEA): The State Board of Education or other agency responsible for the State supervision of public elementary and secondary schools.



State Improvement Grant (SIG): A competitive grant offered by the U.S. Department of Education to States. The purpose is to improve special education services in the State.

State Improvement Plan (SIP): The State plan that includes improvement strategies to correct areas needing improvement and/or noncompliance issues discovered in the State self-assessment.

State Special Education Advisory Panel (SEAP): An advisory panel required by federal law in each State for the purpose of providing policy guidance with respect to special education and related services for children with disabilities in the State.

Student Assistance Team (SAT): Made up of a variety of educators who provide the teacher with ideas for interventions in the classroom.

Tactile Defensiveness: An abnormal sensitivity to touch indicated by avoidance or rejection of touching and handling. The child who has tactile defensiveness may resist touching or being touched by something that is wet, that is an unusual texture, or that is an unfamiliar temperature or pressure.

Teacher Assistance Team (TAT): A team of general education staff trained to assist school personnel and parents in solving difficult instructional and behavioral challenges. It is also known as a referral team of a school based support team.

Telecommunications Device for the Deaf (TDD/TTY):

An assistive technology device attached to a telephone to enable individuals who are deaf to communicate with others.

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

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

Transportation: A related service. If it is determined that the child needs this service to benefit from their education, the school district must provide the transportation, contract with another agency, or contract with the parents to bring their child to school. Transportation could mean round trip, home to school and school to home, services.



Traumatic Brain Injury (TBI): Physical damage to the brain that could result in physical, behavioral, or mental changes depending on which area of the brain is injured. TBI could impact a student's education; special education services might be needed.

United States Department of Education (USDE):
Provides guidance, fiscal support, and technical assistance to the States.

Visual Impairment (VI): An impairment in visual that, even with correction, adversely affects a child's educational performance.

Vocational Rehabilitation (VR): A program of rehabilitation through job training focusing on the participant moving toward gainful employment.