

## GLOSSARY OF SPECIAL EDUCATION TERMS

### A

**Accommodations.** Changes in how test is administered that do not substantially alter what the test measures; includes changes in presentation format, response format, test setting or test timing. Appropriate accommodations are made to level the playing field, i.e., to provide equal opportunity to demonstrate knowledge.

**Achievement test.** Test that measures competency in a particular area of knowledge or skill; measures mastery or acquisition of skills.

**Alternate Portfolio Assessment,** Designed to include students with significant challenges in the statewide school accountability system as required by the Kentucky Education Reform Act of 1990 and IDEA 97. The KY Alternate Portfolio Assessment measures student progress towards achievement. It also measures the degree to which schools and programs implement the researched-based, effective practice instructional strategies deemed important for students with disabilities.

**Americans with Disabilities Act of 1990 (ADA).** Legislation enacted to prohibit discrimination based on disability.

**Assistive Technology.** Refers to the use of various types of services and devices

**Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder (ADD/ADHD).** Child with ADD or ADHD may be eligible for special education under other health impairment, specific learning disability, and/or emotional disturbance categories if ADD/ADHD condition adversely affects educational performance.

**Appeal.** Procedure in which a party seeks to reverse or modify a judgment or final order of a lower court or administrative agency, usually on grounds that lower court misinterpreted or misapplied the law, rather than on the grounds that it made an incorrect finding of fact.

**Assessment.** Systematic method of obtaining information from tests or other sources; procedures used to determine child's eligibility, identify the child's strengths and needs, and services child needs to meet these needs. See also evaluations.

**Assistive technology.** Refers to the use of various types of services and devices designed to help people with disabilities function within the environment. AT can assist with learning, make the environment more accessible, enable persons to compete in the workplace, enhance independence, and improve quality of life. Includes mechanical, electronic, and micro-processor-based equipment nonmechanical and nonelectric aids, specialized instructional materials, services, and strategies. Examples include communication aids, alternative computer keyboards, adaptive switched and services such as speech-language.

**Assistive Technology Device.** 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 the functional capabilities of individuals with disabilities.

**Assistive Technology Services.** Any service that directly assists an individual with a disability in the selection, acquisition, or use of an assistive technology device; a) A functional evaluation of the individual's customary environment, b) Purchasing and/or leasing, c) Personal health insurance, special ed funds, Medicaid, d) Selecting, designing, fitting, e) Coordinating and using other therapies or intervention, f) Training or technical assistance for an individual with disabilities or the family, and g) Training or technical assistance for a professional.

**Audiology.** Related service; includes identification, determination of hearing loss, and referral for habilitation of hearing.

**Autism.** Developmental disability that affects communication and social interaction, adversely affects educational performance, is generally evident before age 3. Children with autism often engage in repetitive activities and stereotyped movements, resist environmental change or change in daily routines, and have unusual responses to sensory experiences.

## **B**

**Basic skills.** Skills in subjects like reading, writing, spelling, and mathematics.

**Behavior disorder (BD).** See emotional disturbance.

**Behavior intervention plan.** A plan of positive behavioral interventions in the IEP of a child whose behaviors interfere with his/her learning or that of others.

**Business day.** Means Monday through Friday, except for federal and state holidays.

## **C**

**Child find.** Requirement that states ensure that all children with disabilities are identified, located and evaluated, and determine which children are receiving special education and related services.

**Community Based Instruction (CBI).** Involves teaching students systematic and directly in community contexts, such as banks, work, stores, and recreation centers. Community Based Instruction prepares students to generalize skills to environments beyond the school, to different peers, and to diverse materials. Students also learn to respond to natural cues and consequences that will enable them to participate in activities more fully and with less assistance from others.

**Confidential file.** File maintained by the school that contains evaluations conducted to determine whether child is handicapped, other information related to special education placement; parents have a right to inspect the file and have copies of any information contained in it.

**Consent.** Requirement that the parent be fully informed of all information that relates to any action that school wants to take about the child, that parent understands that consent is voluntary and may be revoked at any time. See also Procedural safeguards notice and prior written notice.

**Constant Time Delay.** A response prompting procedure characterized by inserting a fixed amount of time between cue/directions to perform a task and the presentation of a prompt that will help the student respond correctly. For example, teacher asks the student to read the sight word, "What word?", the teacher waits 4 seconds (the time delay depends on the student), if the student did not respond or starts to make an incorrect response, the teacher provides a prompt that will help that student respond correctly.

**Counseling services.** Related service; includes services provided by social workers, psychologists, guidance counselors, or other qualified personnel.

**Cumulative file.** General file maintained by the school; parent has right to inspect the file and have copies of any information contained in it.

## **D**

**Deaf-blindness.** IDEA disability category; includes hearing and visual impairments that cause severe communication, developmental and educational problems that adversely affects educational performance.

**Deafness.** IDEA disability category; impairment in processing information through hearing that adversely affects educational performance

**Disability.** In Section 504 and ADA, defined as impairment that substantially affects one or more major life activities; an individual who has a record of having such impairment, or is regarded as having such an impairment.

**Due process hearing (impartial due process hearing).** Procedure to resolve disputes between parents and schools; administrative hearing before an impartial hearing officer or administrative law judge.

## **E**

**Early intervention (EI).** Special education and related services provided to children under age of 5.

**Education records.** All records about the student that are maintained by an educational agency or institution; includes instructional materials, teacher's manuals, films, tapes, test materials and protocols.

**Educational consultant/diagnostician.** An individual who may be familiar with school curriculum and requirements at various grade levels; may or may not have a background in learning disabilities; may conduct educational evaluations.

**Emotional disturbance (ED).** Disability category under IDEA; includes depression, fears, schizophrenia; adversely affects educational performance.

**ESY.** Extended school year services.

## **F**

**FERPA.** Family Educational Rights and Privacy Act; statute about confidentiality and access to education records.

**FAPE.** Free appropriate public education; special education and related services provided in conformity with an IEP; are without charge; and meets standards of the SEA.

## **G**

**General curriculum.** Curriculum adopted by LEA or SEA for all children from preschool through high school.

**Generalization.** When individuals can apply skills in different environments or situations or under different circumstances than those in which they were initially learned. Appropriate responding in untrained situations, such as different persons, different objects or materials, different settings & stimuli, different reinforcers, & different times of the day.

**Guardian ad litem.** Person appointed by the court to represent the rights of minors.

## **H**

**Hearing impairment.** Disability category under IDEA; permanent or fluctuating impairment in hearing that adversely affects educational performance.

## **I**

**IDEA.** The Individuals with Disabilities Education Act of 1997. Public Law 101-476. Amended the Education for All Handicapped Children Act (EAHCA), Public Law 94-142. The Act ensures that all children with disabilities have available to them a free appropriate public education that includes special education and related services designed to meet their unique needs.

**IEE.** Independent educational evaluation

**IEP,** Individualized Educational Plan. A written statement for a child with a disability that is developed, reviewed and revised in a meeting in accordance with the provisions of IDEA.

**IFSP.** Individualized family service plan

**Inclusion.** Practice of educating children with special needs in regular education classrooms in neighborhood schools. See also mainstreaming and least restrictive environment.

**ITP.** Individual Transition Plan

## **L**

**Learning disability.** See specific learning disability (SLD).

**LRE.** Least restrictive environment; requirement to educate special needs children with children who are not disabled to the maximum extent possible.

**LEA.** Local education agency or school district

## **M**

**Mainstreaming.** Practice of placing special needs children in regular classrooms for at least a part of the children's educational program. See also least restrictive environment and inclusion.

**Manifestation determination review.** If child with disability engages in behavior or breaks a rule or code of conduct that applies to nondisabled children and the school proposes to remove the child, the school must hold a hearing to determine if the child's behavior was caused by the disability.

**Maintenance.** When students can use skills at times beyond the point that they were originally learned. A behavior or skill continuing to occur for as long as it is needed without having to be taught again

**Mediation.** Procedural safeguard to resolve disputes between parents and schools; must be voluntary, cannot be used to deny or delay right to a due process hearing; must be conducted by a qualified and impartial mediator who is trained in effective mediation techniques.

**Medical services.** Related service; includes services provided by a licensed physician to determine a child's medically related disability that results in the child's need for special education and related services.

**Mental retardation.** Disability category under IDEA; refers to significantly sub-average general intellectual functioning with deficits in adaptive behavior that adversely affects educational performance.

**Modifications.** Substantial changes in what the student is expected to demonstrate; includes changes in instructional level, content, and performance criteria, may include changes in test form or format; includes alternate assessments.

**Most to Least Prompts.** A response prompting instructional procedure that progressively fades assistance from the most amount of help needed to ensure correct responding to no help or independent level, of the target behavior, prompt levels may be full physical, partial physical, model, verbal, and independent.

**Multiple disabilities.** Disability category under IDEA; concomitant impairments (such as mental retardation-blindness, mental retardation-orthopedic impairment, etc.) that cause such severe educational problems that problems cannot be accommodated in special education programs solely for one of the impairments; does not include deaf-blindness.

## N

**National Institute on Disability and Rehabilitation Research (NIDRR).** One of three components of OSERS at the U.S. Department of Education. NIDRR generates, disseminates, and promotes new knowledge to improve the options available to individuals with disabilities. It conducts programs of research to maximize the full inclusion, social integration, employment and independent living of individuals with disabilities. NIDRR's focus includes research in areas such as employment; health and function; technology for access and function; and independent living and community integration. <http://www.ed.gov/offices/OSERS/NIDRR/>.

**Native language.** Language normally used by the child's parents.

**No Child Left Behind Act (NCLB).** Public Law 107-110. President Bush signed the *No Child Left Behind Act* into law on January 8, 2002. The Act is the most sweeping reform of the Elementary and Secondary Education Act (ESEA) since ESEA was enacted in 1965. It redefines the federal role in K-12 education and will help close the achievement gap between disadvantaged and minority students and their peers. It is based on four basic principles: stronger accountability for results, increased flexibility and local control, expanded options for parents and an emphasis on teaching methods that have been proven to work.

## O

**OCR.** Office of Civil Rights

**Occupational therapy.** Related service; includes therapy to remediate fine motor skills

**Orientation and mobility services.** Related service; includes services to visually impaired students that enable students to move safely at home, school, and community

**Orthopedic impairment.** Disability category under IDEA; orthopedic impairment that adversely affects child's educational performance

**Office of Special Education and Rehabilitative Services (OSERS).** The program office within the U.S. Department of Education focused on improving results and outcomes for people with disabilities of all ages. OSERS supports parents, individuals, school districts and states in three main areas in three offices: special education (OSEP), vocational rehabilitation (RSA) and research (NIDRR). OSERS also provides funds to programs that offer information and technical assistance to parents of children with disabilities, as well as members of the learning community who serve these individuals.  
<http://www.ed.gov/offices/OSERS/>.

**Office of Special Education Programs (OSEP).** One of three components within OSERS at the U.S. Department of Education. OSEP is dedicated to improving results for infants, toddlers, children and youth with disabilities, ages birth through 21, by providing leadership and financial support to assist states and, through them, local school districts. OSEP administers IDEA. <http://www.ed.gov/offices/OSERS/OSEP/>.

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**Orthopedic Impairment (OI).** A severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.) and impairments from other causes (e.g., cerebral palsy, amputations and fractures or burns that cause contractures) (34 CFR 300.7(c)(8)).

**Other health impairment.** Disability category under IDEA; refers to limited strength, vitality or alertness due to chronic or acute health problems that adversely affects educational performance.

**P**

**Parent.** Parent, guardian, or surrogate parent; may include grandparent or stepparent with whom a child lives, and foster parent.

**Part B.** Part of the Individuals with Disabilities Education Act providing formula grant assistance to state education agencies for the education of children with disabilities, ages three through 21.

**Part C.** Part of the Individuals with Disabilities Education Act providing funds to state lead agencies to assist in the provision of early intervention services to infants and toddlers with disabilities, ages birth through two.

**Part D.** Part of the Individuals with Disabilities Education Act that assists SEAs and others in reforming and improving their systems for providing educational, early intervention and transitional services, including systems for professional development, technical assistance and dissemination of knowledge about best practices, to improve results for children with disabilities.

**Physical therapy.** Related service; includes therapy to remediate gross motor skills.

**Prior written notice.** Required written notice to parents when school proposes to initiate or change, or refuses to initiate or change, the identification, evaluation, or educational placement of the child.

**Prompt.** Any form of verbal, nonverbal, or physical cue to structure, pace, or signal a response to be made by the student. Examples include verbalisms like "continue," "next," "now what," or reminders of each step. Physical guidance is another example of a prompt.

**Psychological services.** Related service; includes administering psychological and educational tests, interpreting test results, interpreting child behavior related to learning.

**Public Law (P.L.) 94-142.** The Education for All Handicapped Children Act; enacted into law in 1975

## **R**

**Reasonable accommodation.** Adoption of a facility or program that can be accomplished without undue administrative or financial burden.

**Recreation.** Related service; includes therapeutic recreation services, recreation programs, and leisure education.

**Rehabilitation Act of 1973.** Civil rights statute designed to protect individuals with disabilities from discrimination; purposes are to maximize employment, economic self-sufficiency, independence, inclusion and integration into society.

**Rehabilitation counseling services.** Related service; includes career development, preparation for employment, vocational rehabilitation services funded under the Rehabilitation Act of 1973.

**Related services.** Services that are necessary for child to benefit from special education; includes speech-language pathology and audiology services, psychological services, physical and occupational therapy, recreation, early identification and assessment, counseling, rehabilitation counseling, orientation and mobility services, school health services, social work services, parent counseling and training.

## S

**School health services.** Related service; services provided by a qualified school nurse or other qualified person.

**Section 504.** Section 504 of the Rehabilitation Act protects individuals with disabilities from discrimination due to disability by recipients of federal financial assistance.

**Special education.** Specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability.

**Specific learning disability (SLD).** Disability category under IDEA; includes disorders that affect the ability to understand or use spoken or written language; may manifest in difficulties with listening, thinking, speaking, reading, writing, spelling, and doing mathematical calculations; includes minimal brain dysfunction, dyslexia, and developmental aphasia.

**Speech-language pathology services.** Related service; includes identification and diagnosis of speech or language impairments, speech or language therapy, counseling and guidance.

**Speech or language impairment.** Disability category under IDEA; includes communication disorders, language impairments, voice impairments that adversely educational performance.

**Standardized test.** Norm-referenced test that compares child's performance with the performance of a large group of similar children (usually children who are the same age).

**State education agency (SEA).** State departments of education.

**Supplementary aids and services.** Means aids, services, and supports that are provided in regular education classes that enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate.

**Systematic Instruction.** There are 4 steps to systematic instruction; 1) define the skills (responses) to be acquired, 2) define the specific method to use in instructing the skills 3) implement the systematic instruction plan daily, and 4) review student progress

**System of Least Prompts.** A response prompting procedure that delivers assistance based on the student responding in order of the least amount of help to the maximum amount of assistance needed to ensure correct performance of the targeted behavior, prompt level may include, independent, verbal, model, and physical prompt.

## **T**

**Task analysis** - the process of breaking down a complex behavior into teachable steps, such as, washing hands, multiplication problems, filling out a job application, making a snack, work tasks

**Transition services.** IEP requirement; designed to facilitate movement from school to the workplace or to higher education.

**Transportation.** Related service about travel; includes specialized equipment (i.e., special or adapted buses, lifts, and ramps) if required to provide special transportation for a child with a disability.

**Traumatic brain injury.** Disability category under IDEA; includes acquired injury caused by external physical force and open or closed head injuries that result in impairments; does not include congenital or degenerative brain injuries or brain injuries caused by birth trauma.

## **U**

**U.S.C.** United States Code

## **V**

**Visual impairment including blindness.** Disability category under IDEA; impaired vision that adversely affects educational performance.

## **W**

## **Z**