

## SPECIAL ED. ACRONYMS

Acronyms are used frequently in both general and special education. Listed below are most of the commonly used.

ABA	Applied Behavior Analysis
ADA	Americans with Disabilities Act
ADHD	Attention Deficit-Hyperactivity Disorder
APE	Adapted Physical Education
API	Academic Performance Index
AYP	Adequate Yearly Progress
AUT	Autism
BIP	Behavioral Intervention Plan
CAC	Community Advisory Committee
CATS	Career and Transition Services
CBI	Community-Based Instruction
CCS	California Children's Services (A state agency that provides physical and occupational therapy for eligible students.)
CDE	California Department of Education
CH	Communicatively Handicapped
CMH	County Mental Health
CP	Cerebral Palsy
D/B	Deaf/Blind
DD	Developmental Disability
DDS	California Department of Developmental Services
DHH	Deaf and Hard of Hearing
DI	Direct Instruction
DIS	Designated Instruction and Services (Educational programs and services not normally provided in a regular classroom, special class, or resource specialist program.)
DOR	Department of Rehabilitation
EC	California Education Code
ECE	Early Childhood Education
ED	Emotionally Disturbed (Previously SED)
ESL	English as a Second Language
ESY	Extended School Year (Summer School)
FAPE	Free Appropriate Public Education
FC	Facilitated Communication
HH	Hard of Hearing
HI	Hearing Impaired
IA	Instructional Assistant
IBT	Instructional/Behavioral Technician

IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
IFSP	Individualized Family Service Plan
ISGI	Individual and Small Group Instruction
ITP	Individual Transition Program
LD	Learning Disabled
LEA	Local Education Agency
LEP	Limited-English Proficient
LH	Learning Handicapped
LRE	Least Restrictive Environment (An educational placement which permits a pupil to participate as fully as possible with normal peers providing both he/she and they can still be successful.)
LSH	Language, Speech and Hearing (specialists)
MH	Multi-handicapped
MM	Mild/Moderate
MR	Mentally Retarded
NPS/NPA	Nonpublic School/Nonpublic Agency
O&M	Orientation and Mobility
OCR	Office of Civil Rights
OH	Orthopedically Handicapped
OHI	Other Health Impaired
OSEP	Office of Special Education Programs
OT	Occupational Therapy/Therapist
PEC	Picture Exchange Communication
PH	Physically Handicapped
PIAT	Peabody Individual Achievement Test
PS	Program Specialist
PT	Physical Therapy/Therapist
ROP	Regional Occupational Program
RS	Resource Specialist
RSP	Resource Specialist Program
RST	Resource Specialist Teacher
SCC	Self Contained Classroom
SDC	Special Day Class (Instructional settings in which the student receives special instruction more than 50% of the day.)
SDL	Severe Disorders of Language
SED	Seriously Emotionally Disturbed (Now called ED)
SELPA	Special Education Local Plan Area
SET	Special Education Technician
SH	Severely Handicapped
SLD	Specific Learning Disability

SLI	Speech and Language Impaired
SLP	Speech and Language Pathologist
SST	Student Study Term
TBI	Traumatic Brain Injury
TDD	Telecommunications Device for the Deaf
VH	Visually Handicapped
VI	Visually Impaired
VR	Vocational Rehabilitation
WA	Work Ability
WISC	Weschler Intelligence Scale for Children
WRAT	Wide Range Achievement Test
WJ-R	Woodcock-Johnson Test

### **Special Terms used at the SELPA**

Appropriate Placement	A school placement in which the Individualized Education Program (IEP) of a student can be implemented.
C-Beds Count	A count required by the State of California each October of all school children and staff – provides a basis for determining the percentage of special education students to be served.
Complaint	This may be filed with the State Department of Education any time anyone feels that a law or rule is being violated; an investigation will ensue.
Due Process	All procedural safeguards of IDEA and related laws and regulations from the federal and state governments.
Local Plans	A plan developed by the SELPA & participating districts for delivery of programs & services to meet the educational needs of all eligible individuals with exceptional needs in that area.
Low Incidence	The conditions are hearing impairments, vision impairments, severe orthopedic impairments, or any combination thereof.
Nonpublic schools	School which meets standards to allow private placement of students for whom there is no appropriate public school placement available.
Related Services	Education services which are necessary to meet the needs of a handicapped individual and which are identified in the IEP.
Title 5 Regulations	The administrative regulations that amplify and interpret the Education Code sections dealing with special education.

## Commons Terms and Acronyms Used in Special Education

**ADA Allowances: Average Daily Allowances:** the state of California pays districts based on the total ADA for all students.

**ADD/ADHD:** Attention Deficit Disorder (ADD) and Attention Deficit/Hyperactivity Disorder (ADHD): diagnoses applied to individuals who consistently display certain common behaviors which fall into three categories: inattention, hyperactivity, impulsivity. If these students don't qualify for special education services, a 504 plan may be appropriate.

**Aphasia:** a weakening or loss of the ability to send and/or receive verbal and/or written messages; not connected with diseases of the vocal cords, eyes, or ears.

**Academic Performance Index (API):** measures the academic performance and growth of schools on a variety of academic measures.

**Appropriate Placement:** a school placement in which the IEP of a student can be implemented.

**Aptitude Test:** a test which measures someone's capacity to learn something.

**Assessment/Evaluation:** testing and diagnostic process leading up to a development of an appropriate, individualized educational program and placement for a student with exceptional needs.

**Assistive Technology:** any item, piece of equipment, product or system, whether acquired commercially, modified or customized, that is used to increase, maintain or improve the functional capabilities of students with disabilities.

**Audiological Exam:** a test of a person's hearing ability.

**Auditory Comprehension:** the ability to understand what one hears.

**Auditory Discrimination:** the ability to detect subtle differences between sounds (cap-cup, tap-tup).

**Auditory Memory:** the ability to remember what is heard (words, numbers, and stories).

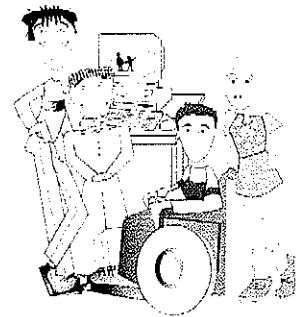
**Autism:** a neuro-developmental disability which significantly affects verbal and nonverbal communication and social interaction.

**Behavior Intervention:** positive behavior support strategies that do not cause pain or trauma and which respect the student's individual needs and dignity.

**Behavioral Objectives:** objectives which are written to describe what a child will be able to do as a result of some planned instructions. Behavioral objectives are usually interpreted as objectives that can be measured in some definitive or quantitative way. e.g. "Given a list of ten three letter words, Johnny will orally read eight of the ten words correctly within 90 seconds."

**Community Based Instruction (CBI):** instruction in the skills needed to function in community settings. Instruction takes place both in the community and in the classroom.

**Cognitive:** the act or process of knowing. Analytical or logical thinking.



**Communicatively Handicapped (CH), Communicatively Impaired (CI):** includes students who are deaf, hard of hearing (HOH), aphasic, severely language impaired, or who have other speech and/or communication disorders.

**Community Advisory Committee (CAC):** a group of parents, community members and school staff that advises the local education agency (school district or county) in the development and implementation of the Local Plan for special education. It also assists in parent education, review of programs, etc..

**Coordination, Fine Motor:** pertains to usage of small muscle groups (writing, cutting, etc.).

**Coordination, Gross Motor:** pertains to usage of large muscle groups (jumping, running, etc.).

**Coordination, Visual Motor:** the ability to relate vision with movements of the body or parts of the body.

**Clinical Observations:** opinions about, or interpretations of behavior, made by the person assessing the student, which are based on professional experience and expertise. The interpretations may relate to behaviors not tested directly during the assessment--such as "fear of failure," or "desire to please."

**Culturally Appropriate Assessment:** assessment tools and methods which are "fair" to the student in the sense that they are given in his native language; given and interpreted with reference to the child's age, socioeconomic, and cultural background; given by trained persons; and appropriate, even if the child had a physical, mental, speech, or sensory disability.

**Deaf:** a student with a hearing loss so severe that it inhibits language processing and affects education performance.

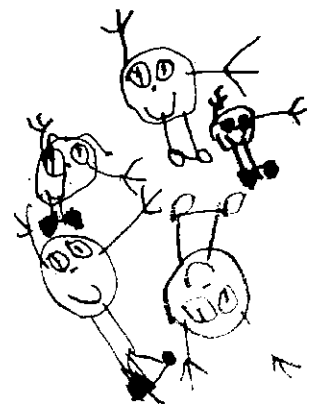
**Decoding:** ability to change sounds or symbols into ideas.

**Developmental Delay:** difference between a person's development and behavior and the typical development and behavior expected of people of the same age. Developmental delay is a preferable term to "mentally retarded".

**Differentiated Instruction:** teaching strategy that addresses the needs of individual students rather than "one size fits all".

**Designated Instruction and Services (DIS) (Also known as Related Services):** services provided by specialists that are necessary for the student to benefit from the curriculum. These services may include, but should not be limited to:

- Language/speech assessment, development, and remediation
- Audiological services
- Aural rehabilitation, including auditory training and speech reading
- Mobility instruction
- Instruction for the visually handicapped
- Instruction in the home or hospital
- Adaptive physical education
- Coordination and/or provision of physical therapy and occupational therapy
- Specialized driver training instruction
- Career preparation, work-study, occupational training
- Counseling and guidance, behavior management
- Parent education
- Transportation



**Due Process:** the legal procedural safeguards of (IDEA) assuring parental informed consent regarding special education programs offered; provides for mediation and state hearings to resolve major disagreements.

**ELL (English Language Learner):** limited English proficient students acquiring English and speakers of non-mainstream language forms acquiring mainstream English.

**Emotionally Disturbed (ED):** describes students who display one or more of the following characteristics over a long period of time:

- Inability to learn which cannot be explained by ability, health, vision, or hearing deficits
- Problems in relating to other children and adults
- Inappropriate behaviors or feelings (e.g. extreme anger reactions)
- Severe depression or unhappiness
- Tendency to develop physical symptoms or fears about personal or school problems

**Evaluation, Psychological:** an assessment to determine the level of functioning through the use of group and/or individual tests. The tests determine the level of functioning in three areas:

- Cognitive -- how much one knows in certain areas, how one thinks
- Affective -- pertains to feelings or emotions
- Perceptual-motor-control -- control, coordination, and appropriate responses from all parts of the body

**Expressive Language Skills:** skills required to produce language for communicating with other people such as speaking and writing.

**FAPE (Free Appropriate Public Education):** by federal law, every disabled child is entitled to an education which meets his individual needs, whether in a public school setting or in a private school at public expense, if a public program is not available or appropriate.

**Fine Motor Coordination:** development & control of small muscles such as those used to cut, hold a pencil, etc.

**Goals and Objectives, IEP:** step by step plan built into the IEP which sets out specific skills the team believes the student should attain and the strategic steps to attaining those goals.

**Grade Equivalent:** the score a student obtains on an achievement test, translated into a standard score which allows the individual student's score to be compared to the typical score for students in his grade level. A "grade equivalent" score of 6.0 means the score that the average beginning sixth-grader makes; a "grade equivalent" score of 6.3 means the score that the average student who has been in sixth grade for three months makes.

**Gross Motor Coordination:** the development and awareness of large muscle activity. Coordination of large muscles in a purposeful manner such as walking or jumping.

**Health Impaired:** students who have persistent medical or health problems which adversely affect their educational performance.

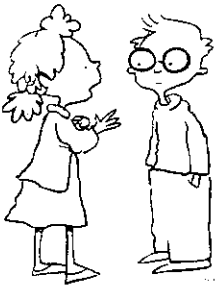
**Hughes Bill:** state legislation regarding management of serious behavior problems of disabled students.

**IEP (Individualized Educational Program):** a written statement, developed by the IEP team (school administrator, child's special education teacher, child's general education teacher(s), parent(s), child's DIS professional(s), and child), which provides a practical plan for instruction and delivery of services. The IEP is a written agreement between the parents and the school about what the child needs and what will be done to address

those needs. The IEPs must be drawn up by the educational team for the exceptional child and must include the following:

- ✓ The student's present levels of academic performance,
- ✓ Annual goals for the student,
- ✓ Short-term instructional objectives related to the annual goals,
- ✓ The special education and related services that will be provided,
- ✓ The extent to which the child will **not** participate in regular education programs,
- ✓ Plans for starting the services and the anticipated duration of services,
- ✓ Plans for evaluating, at least annually, whether the goals and objectives are being achieved,
- ✓ Transition planning for older students (16-22 years).

**ITP (Individualized Transition Plan):** a yearly plan designed for every child receiving special education services from age 16 and is centered on the child and his desires for the future. Routinely addressed in the ITP: vocational interests, educational plans, and cultural and social concerns.



**Inclusion:** participation by students in a general education classroom for specified amounts of time during the school day. Also known as "mainstreaming" or "integration".

**Informal Assessment:** assessment procedures such as classroom observations, interviewing, or teacher-made tests.

**Integrated Program:** See "Inclusion"

**Interim Placement:** placement of a student in a special education program or service comparable to one he/she attended in the last school of residence. An IEP meeting must be held within 30 days to develop new goals and objectives or recommend a different setting.

**Intelligence Test:** a standardized series of questions and/or tasks designed to measure mental abilities - how a person thinks, reasons, solves problems, remembers and learns new information. Many intelligence tests rely heavily on the use or understanding of spoken language.

**I.Q. -- Intelligence Quotient:** the score obtained on a test of mental ability; it is usually found by relating a person's test score to his age.

**Language, Expressive:** speaking and writing.

**Language, Receptive:** listening and reading.

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

**Least Restrictive Environment (LRE):** a learning environment that most closely approximates the learning environment of non-disabled peers (general education classrooms) AND provides for the most appropriate educational opportunities for the disabled child.

**Local Plan:** each Special Education Local Plan Area (SELPA) develops a plan for delivery of programs and services to meet the educational needs of all eligible students with exceptional needs in that area.

**Low Incidence Disability:** includes the diagnoses of hearing impairment, vision impairment, severe orthopedic impairment or a combination thereof.

**Mainstreaming:** See "Inclusion"

**MR (Mental Retardation):** based on three criteria: intellectual functioning level (IQ) is below 70-75; significant limitations exist in two or more adaptive skill areas; and the condition is present from childhood (defined as age 18 or less). (The term "developmentally delayed" is preferable to "MR" or "mental retardation".)

**Neurological Examination:** tests to determine disease of, or damage to, the nervous system.

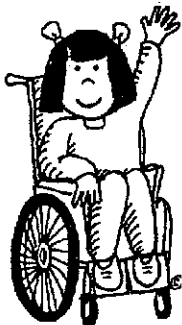
**Norms:** information, provided by the test-maker, about "normal" or typical performance on the test. Individual test scores can be compared to the typical score made by other persons in the same age group or grade level.

**Objectives and Goals, IEP:** refers to the step by step plan built into the IEP which sets out specific skills the team believes the student should attain and the strategic steps to attaining those goals.

**Occupational Therapy (OT):** provided by a therapist acting on a physician's prescription, trained in helping develop (usually) fine motor skills needed for activities of daily living (ADL). O.T.s also provide therapy to help students who have sensory integration dysfunction.

**Operations:** processes involved in thinking:

- Cognition -- comprehension or understanding
- Memory -- retention and recall of information
- Convergent thinking -- bringing together of known facts
- Divergent thinking -- use of knowledge in new ways
- Evaluation -- critical thinking



**Orthopedically Handicapped (OH) or Orthopedically Impaired (OI):** physical impairments resulting from disease, conditions such as cerebral palsy, or from amputations or birth defects which are so severe as to interfere with their educational performance.

**Perceptual-Motor Test:** a test that requires the person to use his skill in receiving and interpreting sensory information for tasks that require actions such as drawing a line between two given lines, copying a circle, etc.

**Perseveration:** Difficulty in shifting from one task to another. Frequently used to describe a phrase or word that is repeated over and over.

**Positive Behavior Support, Positive Behavior Support Plan (PBSP):** support that is specified in a behavior intervention plan that is developed by the IEP team to help a student who has serious behavior problems to change undesirable behavior that interfere with learning. The PBSP relies on data obtained from a functional analysis assessment.

**Physical Therapy:** treatment of disorders of bones, joints, muscles under the direction of a physician.

**Phonetics:** study of all the speech sounds in the language and how these sounds are produced.

**Phonics:** use of phonetics in the teaching of reading. Relating the sound (phoneme) of the language with the equivalent written symbol.



**Psychomotor:** refers to muscle responses including development of fine-motor small muscles (cutting, etc.) and large muscles (walking, jumping, etc.)

**Receptive Language:** receiving and understanding spoken or written communication. The receptive language skills are listening and reading.

**Re-evaluation:** a comprehensive assessment conducted every three years or sooner if a parent or teacher requests, for each student receiving special education.

**Rehabilitation Act of 1973:** Section 504 requires that schools make their programs accessible to disabled persons. Schools that do not comply with 504 can lose federal funds.

**Related Services:** See "Designated Instructional Services"

**Resource Specialist Teacher (RST):** a credentialed teacher with advanced training in special education. The RST provides educational assessment of students, does individual and small group instruction, develops instructional materials and teaching techniques for the classroom teacher, assesses pupil progress, and coordinates recommendations in the student's IEP with parents and teachers.



**Resource Specialist Program (RSP):** a special education setting including a credentialed teacher (and frequently an instructional aide), who provide instruction and services to special education students, consultation and materials to regular education teachers and parents and coordination of special education services with regular school programs for special education students. Students are placed in a RSP by the IEP team for less than 50% of their day.

**Response to Intervention (RtI):** general education process to help student who is struggling using scientific, research based strategies..

**School Psychologist:** a person trained to give psychological tests, interpret results, and suggest appropriate educational approaches to students with learning or behavioral problems.

**Sensory Processing ("sensory integration" or SI):** refers to the way the nervous system receives messages from the senses and turns them into appropriate motor and behavioral responses.

**Sensory Processing Disorder (SPD, "sensory integration dysfunction"):** exists when sensory signals *don't* get organized into appropriate responses.

**SH (Severely Handicapped):** those students who require intensive instruction and training such as developmentally disabled, autistic, emotionally disturbed.

**Short-term Objective:** included on the student's IEP as a means of measuring progress toward a goal. It includes a series of intermediate steps or training activities designed to take the student from his or her current level of functioning to progress on annual goals.

**Special Education Local Plan:** a plan, developed by schools and the community, which describes how the responsible local agency will implement the California Master Plan for Special Education.

**Special Day Class (SDC):** program for students with similar needs and more intensive educational needs than students in the Resource Specialist Program. SDCs most commonly serve students who are severely disabled, or communicatively disabled. Students are placed in this program by the IEP team for more than 50% of their day. Also called Self Contained Classroom (SCC).

**Special Education:** A set of education programs and/or services designed to meet the individual needs of exceptional individuals whose needs cannot be met in the regular classroom without some support.

**Specific Learning Disability (SLD):** refers to problems in academic functioning, such as writing, spelling, doing math, or reading, which cannot be explained by ability, vision, hearing, or health impairments.

**Speech Pathologist or Speech Therapist:** persons trained to provide analysis, diagnosis, and therapy for speech and language disturbances.

**Standardized Achievement Test:** a test designed to measure facts and information a student has learned in school. Some achievement tests are given to one person at a time and are called Individual Achievement Tests; others (Group Tests) may be given to several students at once.

**SST (Student Study Team):** a team of school personnel who assess a child who is experiencing difficulties in school. Referral can be made by any professional at the school, the child's parent, or an outside professional connected to the child.

**Surrogate Parent:** a person who is appointed by the LEA or SELPA to act as a child's parent in all matters related to special education. A surrogate is appointed when a child is a dependent or ward of the court and the court has limited the rights of the parent/guardian to make educational decisions or when a parent cannot be identified or located.

**Test of Auditory Perception:** a test that tells how well a student perceives or hears specific sounds.

**Test of Visual Acuity:** an eye examination which tells how well a child can see and recognize symbols in comparison to other children.

**Validity:** the extent to which a test really measures what it is intended to measure.

**Visual Perception:** the identification, organization, and interpretation of data received through the eye.

**Visually Handicapped:** students who are blind or who have partial sight and who, as a result, experience lowered educational performance.

**Vocational Aptitude (or interest) Test:** a test designed to give an indication of a person's potential to succeed in a particular job or career. The test is usually a questionnaire which asks the individual to describe his own characteristics and preferences.

**Word Attack Skills:** the ability to analyze words.