

## **Glossary of Key Terms in Special Education**

**Accommodations:** Changes in general curriculum or instructions that do not substantially modify learning requirements or the education standards. The IEP team determines accommodations together, and they are written in the IEP.

**Adapted Physical Education (APE):** APE includes developmental activities, games, sports, and rhythms adapted to the interests, capabilities, and needs of children with disabilities, who may not successfully participate in a regular physical education

**Attention Deficit/Hyperactivity Disorder (ADHD):** ADHD is a disorder characterized by developmentally inappropriate behavior, including poor attention skills, impulsivity, and hyperactivity. A person whose behavior is more inattentive than hyperactive is often referred to as having ADD. If the person's behavior is more hyperactive-impulsive than it is inattentive or if the person has a combination of hyperactivity and inattentiveness, the person is often referred to as having ADHD. The diagnosis of ADHD is a medical diagnosis and not an educational term. A doctor makes the determination of this diagnosis, often with input from parents and teachers.

**Age of majority/transfer of rights:** When a student with a disability reaches age 18, all rights accorded to a parent transfer to the student. The parent and student must be informed of the transfer of rights at least one year prior to the student's eighteenth birthday.

**Agency of Education (AOE):** This is the agency which is charged with providing direction and technical assistance for public elementary and secondary education. It distributes and monitors federal and state monies used for education. It provides guidance on laws and policies regarding public education.

**Assessment:** Processes for obtaining information from tests or other sources that are administered by the state and local school districts. Assessment also refers to the procedures used in determining a child's eligibility for special education.

**Assistive Technology (AT):** AT is any item a child needs to increase, maintain or improve their ability to participate in school. AT includes low-tech and high-tech items, ranging from a calculator to a computer. AT may also include the services a child needs to help choose, obtain or use an item.

**Audiology:** Services that include identification of children with hearing loss; determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention to the habilitation of hearing; provision of habilitation activities, such as language habilitation, auditory training, speech reading (lip reading), hearing evaluation, and speech conservation; creation and administration of programs for prevention of hearing loss; counseling and guidance of children, parents, and teachers regarding hearing loss; and determination of children's needs for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification. Audiology is a related service.

**Autism:** Autism is one of 12 impairments listed in the state rules and regulations. It is a developmental disability that significantly affects a child's social interaction and verbal and non-verbal communication abilities. It generally is evident before age 3 and adversely affects learning and educational performance.

**Autism Spectrum Disorders (ASDs):** ASDs refers to several disorders characterized by varying degrees of impairment in the areas of communication skills, social interactions and restricted, repetitive and/or stereotyped patterns of behavior (e.g., hand-flapping, rocking).

**Behavior Intervention Plan (BIP):** A BIP is a plan, developed and written by the IEP Team for the following purposes:

- to help a child learn new appropriate behaviors
- to help prevent challenging behaviors
- to provide staff with intervention strategies for challenging behaviors

In addition, a BIP is created from the results of a Functional Behavior Assessment.

**Business Day:** This terms refers to the days Monday through Friday, excluding state and federal holidays.

**Case Manager:** The case manager is the special education professional assigned to lead the implementation and coordination of a student's IEP services and IEP meetings.

**Central Auditory Processing Disorder (CAPD):** This disorder is characterized by difficulty understanding speech or auditory instructions in the presence of normal hearing sensitivity. A child with this disorder has normal hearing, but cannot understand oral communication at the same level as other people his/her age.

**Children's Integrated Services (CIS):** Early intervention services for children birth to three with a developmental delay or diagnosed medical condition that will lead to developmental delays. In Vermont, the Agency of Human Services and the Agency of Education administer the program. CIS can provide an array of services to the child and his or her family.

**Consent (permission:)** Parents must be fully informed of all information that relates to any action that the school wants to take about their child. Parental consent is voluntary and may be revoked at any time.

**Core IEP Team:** The core IEP team includes the parent/legal guardian, the general education teacher, special educator or special education services provider and the local education agency representative.

**Counseling Services:** Service provided by qualified social workers, psychologists, guidance counselors, and other qualified personnel. Counseling is a related service.

**Developmental Delay:** Can be either a term to define a delay in fundamental skills, or when a child demonstrates at least a 40% delay in one or more of the fundamental skills: receptive and/or expressive language, adaptive behavior or social skills, gross or fine motor skills, or cognitive skills prior to age six.

**Disability:** Defined in the Individuals with Disabilities Education Act (IDEA) as a child in need of special education and related services due to the presence of one or more disabilities identified through a special education evaluation. The Vermont Special Education Rules and Regulations contains 12 disability categories under which a child may qualify for special education.

**Due Process Hearing:** A procedure used to resolve disputes between parents and schools that are conducted by an impartial hearing officer.

**Emotional Behavioral Disability (EBD):** EBD is one of 12 impairments listed in the state rules and regulations. A student with an EBD demonstrates social emotional or behavioral functioning that so departs from generally accepted, age appropriate, ethnic or cultural norms that it adversely affects a child's academic progress, social relationships, personal adjustment, classroom adjustment, self-care or vocational skills.

**Early Childhood (EC):** This term refers to children from infancy through age 5.

**Essential Early Education (EEE):** Special education and related services provided to children from age three to age five.

**English Language Learner (ELL):** A child whose primary language is not English.

**English as a Second Language (ESL):** ESL is the program that provides services and instruction for students who are learning the English language.

**Evaluation and Planning Team (EPT):** Arranges or conducts evaluations to determine eligibility for special education services. The EPT is made up of school staff, parents, the child, if appropriate, and others.

**Extended School Year (ESY) Services:** Special education and related services provided to a child during the summer and/or beyond the normal school day and year that are based on the child's Individual Education Program (IEP).

**Functional Behavioral Assessment (FBA):** An IEP team conducts an FBA to gain information about a child's behavior before creating and implementing a behavior intervention plan (BIP). During an FBA, the IEP team works to determine why a child exhibits challenging behaviors and what supports are needed to help the child learn new appropriate behaviors.

**Family Educational Rights and Privacy Act (FERPA):** Federal law that protects the confidentiality of, and access, to education records.

**Free Appropriate Public Education (FAPE):** Public schools are required by law to provide special education and related services to qualifying students at no cost to parents, supervised by the school district, meet state special education standards, and are based on the child's IEP. FAPE includes special education and related services that include an appropriate preschool, elementary or secondary school education and transition to post-secondary options and are provided in conformity with an IEP.

**General Education Curriculum:** Instruction that is available to all children from preschool through high school.

**Hearing Impairment (HI):** HI is one of 12 impairments listed in the state rules and regulations. A student identified as having a hearing impairment will have a significant impairment in hearing, with or without amplification, whether permanent or chronically fluctuating, that significantly adversely affects a child's educational performance including academic performance, speech perception and production, or language and communication skills. This includes deafness.

**Individuals with Disabilities Education Act (IDEA):** Federal special education law that guarantees a free appropriate public education to children with disabilities who qualify for services.

**Individualized Education Program (IEP):** A written plan designed to meet the individual educational needs of children ages 3 through 21 years of age who qualify for special education services. The IEP is developed by the child's IEP team that determines the annual goals for the child and specifies the special education and related services the child will receive in the least restrictive setting for him/her.

**Intellectual Disability (ID):** ID is one of 12 impairments listed in the state rules and regulations. A student with an intellectual disability has significantly below average intellectual and adaptive functioning that adversely affects his/her education performance.

**Independent Evaluation:** An educational evaluation of a child conducted by a qualified individual who is not employed by the school district. Parents of children in special education have a right to an independent evaluation if they disagree with the school's evaluation, unless the school can prove through a hearing that its evaluation is appropriate.

**Local Educational Agency Representative (LEA Rep):** The LEA rep. is a person on the IEP team who has knowledge about, and can commit the school's resources to enable the child to receive appropriate IEP services. All IEP meetings must have an LEA rep. present and actively involved.

**Least Restrictive Environment (LRE):** A provision of the IDEA that requires schools to educate children with disabilities to the greatest extent possible with their nondisabled peers and should include typically developing same age/grade peers. This is the environment that the IEP team has determined is the most appropriate educational setting for the child that will enable the child to be involved and make progress in the general education curriculum.

**Local Education Agency (LEA):** A school or school district responsible for supervising special education and related services to children ages 3 through 21 years of age. There is one member on the team that acts as the representative on behalf of the school district.

**Manifestation Determination (MD):** Under IDEA, a manifestation determination is a process conducted by an IEP team to determine whether a specific behavior or cluster of behaviors is related to, or a manifestation of, the student's disability(ies). IDEA requires that before removing a student for disciplinary reasons beyond 10 cumulative (or consecutive) days in a school year, the IEP team must first conduct an MD. If the behavior subject to discipline is related to the student's disability, the student cannot be removed.

**Mapping (Producing a Map):** A method for developing a personal profile for a child or young adult that looks at likes, dislikes, daily activities, friendships, fears, and hopes for the future. Individuals involved in the child's life participate in the mapping and help to identify what the child needs and how the needs will best be addressed.

**Mediation:** A safeguard used to resolve differences between parents and schools. Mediation is voluntary on the part of families and schools, and cannot be used to deny or delay a right to a due process hearing.

**Medical Services:** A service 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. Medical services for diagnostic or evaluation purposes are a related service.

**Modifications:** Major changes to instruction for a student with disabilities that may include revising the level of instruction, content of information and performance expectations. Changes in testing and alternate assessments are also examples of modifications.

**Occupational Therapy:** A service provided by a qualified occupational therapist, including improving, developing, or restoring functions impaired or lost through illness, injury, or deprivation; improving ability to perform tasks for independent functioning if functions are impaired or lost; and preventing, through early intervention, initial or further impairment or loss of function. Occupational therapy is related service.

**Other Health Impairment (OHI):** OHI is one of 12 impairment areas listed in the state rules and regulations. A student identified as OHI would have limited strength, vitality or alertness due to chronic or acute health problems. The term includes but is not limited to: adhd, a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, diabetes, or acquired injuries to the brain caused by internal occurrences or degenerative conditions, which adversely affect a child's educational performance.

**Orthopedic Impairment (OI):** is one of 12 impairment areas listed in the state rules and regulations. A student identified as OI would have a severe orthopedic impairment that adversely affects his/her educational performance. The term includes, but is not limited to:

- impairments caused by congenital anomaly, such as a club foot or absence of a limb
- impairments caused by disease, such as poliomyelitis or bone tuberculosis
- impairments from other causes, such as cerebral palsy, amputations, and fractures or burns that cause contractures.

**Orientation and Mobility Services:** Service provided to blind or visually impaired students by qualified personnel to enable those students to attain systematic orientation to/and safe movement within their environments in school, home, and community, including teaching students, as appropriate, spatial and environmental concepts and use of sensory information (such as sound, temperature, and vibrations) to establish, maintain, or regain orientation and line of travel (for example, using sound at a traffic light to cross the street); use of the long cane to supplement visual travel skills or as a tool for safely negotiating the environment for students with no available travel vision; understanding and use of remaining vision and of distance low vision aids; and other concepts, techniques, and tools. Orientation and mobility services are a related service.

**Parent Counseling and Training:** Assisting parents in understanding the special needs of their child; providing parents with information about child development; and helping parents to acquire the necessary skills that will allow them to support the implementation of their child's IEP or Child's Integrated Service Plan. Parent counseling and training is a related service.

**Physical Therapy:** Services provided by a qualified physical therapist. Physical therapy is a related service.

**Prior written notice:** Required whenever the school purposes to initiate or change or refuses to initiate or change, the identification, evaluation program, or placement of a child regarding special education services.

**Present Level of Educational and Functional Performance:** This term refers to the section of the IEP document where the IEP team describes:

- the child's strengths
- the child's needs
- parent's concerns, and
- the child's abilities relative to language arts and math standards.

The Present Levels of Educational and Functional Performance also includes a discussion of how the child's disability affects his/her ability to participate in the general education curriculum and environment.

**Problem Solving Team (PST):** Provides assistance to any child who is experiencing learning or behavior difficulties in the general education setting. The PST may include a principal, special and regular educator, guidance counselors, school psychologists, and others. Parents may also be members of the team.

**Psychological Services:** Administering psychological and educational tests and other assessment procedures; interpreting assessment results; obtaining, integrating, and interpreting information about child's behavior and conditions relating to learning; consulting with others in planning school programs to meet special needs of children as indicated by psychological tests, interviews, and behavioral evaluations; planning and managing a program of psychological services, including psychological counseling of children and parents; and helping to develop positive behavioral intervention strategies. Psychological service is a related service.

**Recreation:** Assessment of leisure function, therapeutic recreation services, recreation programs in school and community agencies, and leisure education. Recreation is related service.

**Rehabilitation Counseling Services:** A service provided by qualified personnel in individual or group sessions that focus on career development, employment preparation, achieving independence, and integration into the workplace and community of a student with a disability. The term also includes vocational rehabilitation services provided to a student with disabilities by vocational rehabilitation programs funded under the Rehabilitation Act of 1973, as amended. Rehabilitation counseling services is a related service.

**Related Services:** Related Services are developmental, corrective, and other supportive series that are required to assist a child with a disability to benefit from special education. Examples of related services include: transportation, speech-language pathology and audiology services, interpreting 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.

**Response to Intervention (RtI):** This term refers to the practice of providing high-quality instruction and intervention matched to student need and frequent progress monitoring to make data-based decisions about supports, etc., that may improve a child's success at school. In Rutland City this is our Multi-tiered System of Support and is used with students prior to being eligible for special education.

**Developmental Delay (DD):** Children identified as DD are children who are 3, 4, and 5 years of age or below compulsory school attendance age, who are experiencing significant delays in the areas of physical, cognition, communication, social-emotional or adaptive development.

**Special Education:** This is the program that provides specially designed instruction by special education staff to meet the unique needs of a child with a disability.

**Specific Learning Disability (SLD):** SLD is one of 12 impairment areas listed in the state rules and regulations. A student identified as SLD would have a severe learning impairment due to a disorder in one or more of the basic psychological processes involved in acquiring, organizing, or expressing information that manifests itself in school as an impaired ability to listen, reason, speak, read, write, spell or do mathematical calculations, despite appropriate instruction in the general education curriculum.

**Speech & Language Impairment (SLI):** SLI is one of 12 impairment areas listed in the state rules and regulations. A student identified as having a SLI impairment has an impairment of speech or sound production, voice, fluency, and/or language that significantly affects educational performance or social, emotional or vocational development.

**Supplementary Aids & Services:** This term refers to services and supports provided in regular education classes and other settings to enable a child with a disability to meet their IEP goals while being educated with children who do not have disabilities.

**Traumatic Brain Injury (TBI):** TBI is one of 12 impairment areas listed in the state rules and regulations. A student identified as having a TBI has an acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas. It does not apply to brain injuries that are congenital, degenerative or induced by birth trauma.

**Transition:** Transition is the term that applies to preparing a child for life after high school. Transition planning is a required part of every child's IEP starting at age 14. Sometimes transition planning happens when a child moves from one grade to the next, or one school to the next (e.g., preschool to kindergarten, primary to intermediate, intermediate to middle school, middle school to high school). Transition can also mean moving from one class to the next class in school.

**Vermont Alternate Assessment:** This is the assessment that the State requires for children with disabilities who cannot take the regularly required state tests because they are functioning significantly below same age/grade peers.

**Visual Impairment (VI):** VI is one of 12 impairment areas listed in the state rules and regulations. Visual impairment means that, even after correction, a child's visual functioning significantly adversely affects his or her educational performance.