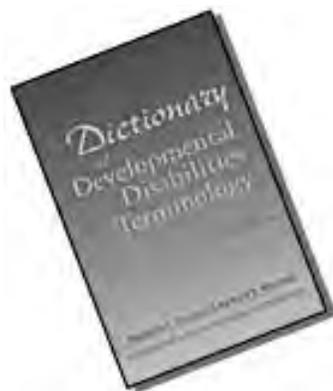


What You Need to Know: Special Education Terms



The CSC Operations Team would like to thank to thank Brookings Publishing for sending us a copy of their Dictionary of Developmental Disabilities Terminology and allowing us to print definitions of the following special education terms as they appear in the book.

Accommodation

An adaptation made to an environment, facility, or task to enhance the performance of an individual with a disability.

Adaptive education

A general term referring to education with modified instructional methods, materials, or expectations to address students' individual differences.

Advocacy

Action or intervention in the service system on behalf of a child to assure or obtain the best possible services for that child, including appropriate educational services.

Assessment

Information gathering aimed at: evaluating previous performance; describing current behavior and predicting future behaviors. A comprehensive assessment synthesizes past records, evaluations, interviews with significant people, observations of current behavior, results of standardized tests, and other special procedures.

Assistive Technology Device

An item, piece of (re)habilitation equipment, or product system used to increase, maintain, or improve the functional capabilities of individuals with disabilities. Examples of such devices are orthotics, wheelchairs, and adaptive seating.

Case management

A procedure for coordinating services to a client or client system. Case management is most effective for clients who need multiple services, long-term service, or both.

Child Find

Organized efforts to locate children with developmental disabilities or children who are at risk for developmental disabilities. This mandate particularly focuses on children not yet enrolled in school programs in order to facilitate an accurate child count for planning intervention programs and to document the need for additional early intervention programs.

Direct Services

System of providing related services in the school system in which the therapist sees the child personally in order to provide therapy. The therapist has primary responsibility for those services.

Due process hearing

A procedure described in the Individuals with Disabilities Education Act (IDEA) Amendments of 1997 (PL 105-17) for settling disputes between parents of a child with disabilities and the school system. The hearing is similar to a legal trial in that it includes rules of evidence and other legal procedures, with the decision based on the evidence presented.

Early Screening Profiles (ESP)

A comprehensive screening instrument for children ages 2-0 to 6-11 years. The ESP yields screening indexes or standard scores in cognitive/language, motor, or self-help/social areas to identify children at risk or gifted children (those who have superior general intellectual ability).

Educational Evaluation

A diagnostic procedure by which students are assessed with regard to their eligibility and specific needs for special education services. Federal law requires parents' consent for any initial preplacement evaluation.

Extended School Year (ESY)

Continuation of special education and related support services through the summer vacation so as to maintain skill level progress and avoid regression.

Family Educational Rights and Privacy Act (FERPA) of 1974 (PL 93-380)

Protects the privacy of student education records and gives parents certain rights with respect to their children's education records. The act grants four specific rights: 1) the right to see the information that the institution is keeping on the student; 2) the right to seek amendment to or to append a statement to those records; 3) the right to consent to disclosure of his or her records; 4) the right to file a complaint with the FERPA office in Washington D.C.

Free Appropriate Public Education (FAPE)

Special education and related services that are provided at public expense, under public supervision and direction, without charge, and meeting the standards of the state education agency and the requirements of IDEA 1997, are in the least restrictive environment needed by that child and are as close as possible to the child's home.

Individualized Education Program (IEP)

A written statement for the education of a child, based upon the child's individual needs, developed at an (IEP) meeting. Those who should attend include: a representative of the local school system, the child's teacher, one or both of the child's parents, a professional who participated in or is knowledgeable about the evaluation, the child (when appropriate), and anyone else the parent would like to have involved. The content of the IEP

should include: a statement of the child's present level of performance; a statement of long-term goals and short-term objectives; a description of services including placement, related services, and the extent to which the child will participate in general programs; a statement regarding the initiation and duration of services; and appropriate objective criteria and evaluation procedures for determining whether goals and objectives are met. The IEP must be reviewed at least once a year. The child's program cannot be changed without another IEP meeting to which parents must be invited.

Inclusion

An educational model in which students with disabilities receive their education in a general educational setting with collaboration between general and special education teachers. Implementation may be through the total reorganization and redefinition of general and special education roles or as one option in a continuum of available services.

Individualized Family Service Plan (IFSP)

For children birth to three years, a statement of child and family needs, outcomes to be achieved, and a plan of services necessary to meet these needs, including frequency, intensity, location, method of delivery, and payment arrangements.

Interagency Coordinating Council (ICC)

A state council made up of parents and representatives from local, state, and federal agencies that provide early intervention services.

Learning Disability (LD)

A disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written; the disorder may manifest itself in imperfect ability to listen, think, speak,

read, write, spell, or do mathematical calculations. Learning disabilities include such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia (loss of language skills).

Least Restrictive Environment (LRE)

An environment that allows the child to participate in general education programs as much as possible while meeting his or her special needs. Used appropriately, the term stresses the need to find an optimal placement for each child within a continuum of services.

Modification

Any change that improves functioning for people with disabilities in community environments. Sometimes the strict procedures for administering a test are modified to allow for a person's disability. Classroom and daily living accommodations for various disabilities are typically employed modifications in some contexts.

Placement

Referral to a classroom, program, and/or therapy that is deemed most appropriate for a student based on diagnostic outcomes and support needs.

Pull-out Therapy

The term used to identify the structure used during therapy sessions of removing a child from classroom to provide therapy services outside of the classroom.

Related Services

As originally defined in the Education for All Handicapped Children Act of 1975 (PL 94-142), related services are "transportation, and such developmental, corrective, and other supportive services ... as may be required to assist a handicapped child to benefit from special education." Among services specifically included are speech pathology and audiology, psychological services, medical

services (for diagnostic and evaluation purposes only), physical therapy (PT), occupational therapy (OT), recreation, and counseling.

Resource Services

One set of services in a continuum of educational placement alternatives. Assistance can be provided to the student for some portion of the school day in a resource room; the rest of the day is spent in the general classroom. The resource services provided are listed in terms of goals and objectives in the student's individualized education program (IEP).

Spectrum Concept

The possibility that several differently classified disorders may be the result of the same general genetic pattern. These disorders are then considered to be genetically related (e.g., attention deficit/hyperactivity disorder [ADHD], conduct disorder and central auditory processing disorder [CAPD]).

Title I of the Elementary and Secondary Education Act (ESEA) of 1965 (PL 89-10)

The federal government's first effort to provide compensatory education services for educationally disadvantaged and low-income students.

Transition Services

Programs that are mandated by the Individuals with Disabilities Education Act of (IDEA) 1990 (PL 101-476) and all subsequent updates, including the Individuals with Disabilities Education Act (IDEA) Amendments of 1997 (PL 105-17), to address the needs of students to prepare them for adult roles. These might include skills for continuing their education, job and volunteer skills, skills for living in the community, and relationship skills.

For more information about special education terms or other common terms associated with disabilities, the Brookes Publishing website has a feature which allows a search of more than 3,500 disability related terms. www.brookespublishing.com/index

To purchase the *Dictionary of Developmental Disabilities Terminology* or other books about disabilities, contact Brookes Publishing at 800-638-3775 or www.brookespublishing.com

