

# **SECTION 15**

## **Common Acronyms and Terms**

## **DICTIONARY OF SPECIAL EDUCATION TERMS**

**Accommodation:** Generally, an adaptation or modification that enables a student with a disability to participate in educational programming, for example, complete school work or tests with greater ease and effectiveness, by enabling him or her to participate in the activity, to the extent possible, as if he or she were nondisabled. Does not alter expectations and create a different standard for children with disabilities than for those without disabilities.

**Adaptive behavior:** Behavior that displays an age-appropriate level of self-sufficiency and social responsibility: domains of adaptive behavior include: (a) independent functioning, (b) physical development, (c) economic activity, (d) language development, (e) numbers and time, (f) vocational activity, (g) self-direction, (h) responsibility and (i) socialization.

**Age of Majority:** When a child turns eighteen, he/she is legally considered an adult and is afforded all educational rights previously held by parent unless conserved by court of law.

**Applied Behavioral Analysis (ABA):** A method of analyzing behavior into component parts to determine where a child (or an adult) fails to perform, and therefore permitting extra training to be applied to those specific parts; a method of using simple rewards and reinforcers to help train components of behavior.

**Assessment:** Broader than testing and typically includes gathering and integrating information to determine a student's current level of emotional, behavioral, academic and intellectual functioning, resulting in educational needs and strategies for remediation to promote effective treatment programming. Parent permission required.

**Assistive Technology:** 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 a child with a disability. The term does not include a medical device that is surgically implanted, or the replacement of such device.

**Assistive Technology Service (AT):** Any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device.

**Augmentative and Alternative Communication (AAC):** Communication by means other than speech.

**Augmentative Communication:** Communication through enhanced use of an individual's residual expressive communication skills, e.g., speaking skills, sometimes distinguished from alternative communication, involving no use of speech.

**Augmentative Communication Device:** Computerized communication devices with vocal output used by individuals who cannot communicate readily or at all through speech or writing, typically because of severe cognitive or physical impairments.

**Augmentative Communication System:** Used by individuals unable to communicate readily or at all through speech or writing, typically because of severe cognitive or physical impairments. Types of systems include manual (gestures and sign), communication boards, and high-tech dedicated communication devices.

**Baseline:** The beginning point for measurement, prior to intervention or treatment, necessary to determine in order to measure effectiveness of the intervention or treatment.

**Behavioral Emergency:** Situations involving “unpredictable, spontaneous behavior which poses a clear and present danger of serious physical harm to the individual with exceptional needs, or others, and cannot be immediately prevented by a response less restrictive than the temporary application of a technique use to contain the behavior. (Sec. 42. Section 56521.1) Approved behavioral emergency procedures must be outlined in the special education local planning area (SELPA) local plan.

**Behavioral Emergency Report (BER):** Whenever an emergency intervention is used, or serious property damage occurs, the parents, guardian, or residential care provider shall be notified within **one school day**. It is recommended that notification be made as soon as reasonable possible and before the student arrives home from school on the day of the incident). Immediately following an emergency intervention, or if serious property damage occurs, a Behavioral Emergency Report (BER), must be prepared and maintained in the student’s file. All BERs shall immediately be forwarded to and reviewed by a designated responsible administrator.

Anytime a BER is written regarding an individual with exceptional needs, who does not have a behavioral intervention plan, the designated responsible administrator shall, within **two days**, schedule an IEP team meeting to review the emergency report, to determine the necessity for a functional behavioral assessment, and to determine the necessity for an interim behavioral intervention plan. The IEP team shall document the reasons for not conducting the assessment and/or not developing an interim plan.

Anytime a BER is written regarding an individual who has a behavioral intervention plan, any incident involving a previously unseen serious behavior problem, or where a previously designed intervention is not effective, shall be referred to the IEP team to review and determine if the incident constitutes a need to modify the behavior intervention plan.

Our Special Education Local Plan Area, (SELPA) **annually** collects and maintains record of Behavior Emergency Reports.

**Behavioral Intervention:** The systematic implementation of procedures that result in lasting positive changes in the individual’s behavior.

**Behavioral Intervention Plan (BIP):** A BIP is a plan that is developed if the behavior impedes the learning of the student or others and that other positive behavior intervention strategies have not been successful. The BIP should be developed in conjunction with a Functional Behavior Assessment (FBA). Note: *The U.S. Dept. of Educ. Specifically declined to provide criteria or procedures for considering positive behavioral interventions.* (71 Fed. Reg. 46683 (August 14, 2006). ) The BIP is part of an IEP. This is in CA Ed code and in federal law/regs. Note: *California refers to a BIP under Federal law as a BSP.* See BSP definition for further information.

**Board Certified Behavior Analyst (BCBA):** A BCBA has taken five or more courses in applied behavior analysis, fulfilled supervised field experience, and passed a comprehensive record review and written exam given by the national Behavior Analysis Certification Board. (See: <http://www.bacb.com/>)

**California Alternate Performance Assessment (CAPA):** The alternate assessment revised for children whose IEP teams determine alternate assessment is appropriate for students with significant cognitive disabilities.

**California Assessment of Student Performance and Progress (CAASPP)**

The broad category of state required assessments for all students in California. (See Procedural Manual, Teacher’s Edition, Section 3.)

**California Children’s Services (CCS):** A state program for children under 21 with certain health conditions such as: cerebral palsy; spina bifida; muscular dystrophy; ontogenesis imperfect; rheumatoid arthritis; spinal cord injuries; arthogyroposis; or head injuries, that require specific medically related services or health care.

**California English Language Development Test (CELDT):** A state test of English language proficiency used to identify students who are limited English proficient. The test is given annually until they are reclassified as fluent English proficient.

**California High School Exit Exam (CAHSEE):** As of July 1, 2009, special education and 504 students are no longer required to pass the CAHSEE in order to earn a high school diploma provided they have satisfied all other state and local graduation requirements. However, they are required to take the CAHSEE once in their 10<sup>th</sup> grade year. This shall remain in effect until the State Board of Education approves an alternative assessment process for these pupils.

**California Modified Assessment (CMA):** An assessment option designed to assess students whose disabilities preclude them from achieving grade-level proficiency on content standards with or without accommodations.

**Child Find (Search and Serve):** The requirement that places an affirmative duty on local educational agencies (LEAs) and intermediate educational units (IEUs) to identify, locate and evaluate all children with disabilities within their jurisdictions 3-22. Each statewide system of early intervention services must include a comprehensive child find system that guarantees that infants and toddlers (0-2.11) who are eligible for services are identified, located, and evaluated. A requirement similar to that of the IDEA applying to school districts under Section 504 requires districts to annually “undertake to identify and locate every qualified individual with a disability residing in the district’s jurisdiction who is not receiving a public education.”

**Cochlear Implant:** An electronic auditory device intended to give an individual who is deaf or has a severe hearing loss or profound hearing loss the sensation of sound; made up of external parts worn outside the body and internal parts implanted surgically. External parts include a microphone headset (encased in what looks like a behind-the-ear hearing aid case), external transmitter coil and a speech processor responsible for turning sound into electric current; internal parts include an internal receiver surgically implanted in the mastoid bone behind the ear and magnetically attracted through the skin to the external transmitter.

**Community Based Instruction (CBI):** A model for delivery of instruction in which the IEP goals are met in a “natural” age-appropriate setting. For example, math, sequencing, travel, and social skills may all be developed in the setting of a trip to the grocery store.

**Curriculum-based Measurement (CBM):** Series of incremental assessments of what a student has learned.

**Department of Rehabilitation (DOR):** The California Department of Rehabilitation (DOR) administers the largest vocational rehabilitation program in the country. DOR’s mission is to provide services that assist people with disabilities to live independently become employed and have equality in the communities in which they live and work. DOR provides consultation, counseling and vocational rehabilitation, and works with community partners to assist their clientele.

**Diagnostic and Statistical Manual of Mental Disorders (DSM-V):** The statistical and clinical nomenclature system of the American Psychiatric Association, the fundamental system of medical diagnosis of mental disorders that is the standard in the medical community; categorical classification of mental disorders based on conformance of behavior observed by trained clinician to those identified as elements of a specific classification; diagnoses the presence of a disorder, not its etiology.

**Discrepancy (related to eligibility):** A difference between two tests, measuring intellectual ability and achievement used to determine eligibility for specific learning disability.

**Discrete Trial Training (DTT):** A method of breaking down functions into single steps which are rewarded on a trial-by-trial basis.

**Do Not Report (DNR):** A box that can be checked on an IEP form to indicate a service is listed more than once on an IEP. When a CASEMIS report is run, each service may only be counted once. However, under certain circumstances, a service may be listed more than once to lend clarity to the offer of FAPE. For example, a student may receive Language and Speech services as small group therapy and the LSH may be working individually with the student to develop a communication board. Both services are considered “Language and Speech,” but the IEP team may decide to list them separately to clearly describe each service. In this case, the service with the least amount of time should have the DNR box checked in order to avoid a CASEMIS error.

**Due Process:** The process that either a parent or school district (or similar public agency) may initiate to resolve a disagreement about the identification, evaluation, educational placement, or provision of free appropriate public education (FAPE) for a child with a disability or suspected of being disabled under the IDEA. Each public agency must establish, maintain, and implement procedural safeguards that ensure that due process requirements are met.

**Early Intervention Services:** Specific types of services and supports which infants and toddlers age 0-2.11 with a disability receive.

**English Language Learner (EL):** Students for whom parents indicate a language other than English as primary for student on home language survey and receive confirmation by CELDT assessment.

**Extended School Year (ESY):** Additional instruction beyond the normal school year, conducted during the school breaks. IEP team determines individual need related to regression, recoupment patterns and the need for ESY to ensure FAPE. LRE must be considered when ESY services are discussed.

**Federal Handicap Indicator Code (FHI Code):** Areas of student eligibility for special education (intellectual disability, hard of hearing, deafness, speech or language impairment, visual impairment, emotional disturbance, orthopedic impairment, other health impairment, specific learning disability, deaf-blindness, multiple disability, autism, traumatic brain injury).

**Foster Family Home (FFH):** 24 hour care and supervision in the licensee’s family residence for no more than six children.

**Free Appropriate Public Education (FAPE):** Entitles a public school child with a disability to an educational program and related services to meet his/her unique educational needs at no cost to the parents; based on IEP; under public supervision and meeting state standards.

**Functional Behavioral Assessment (FBA):** An evidence-based, analytical process based on observations, review of records, interviews and data analysis. It strives to determine the immediate and immediate past antecedents and consequences supporting the problem behavior. This assessment is the first step in designing function-based interventions that promote educational success. FBA is necessary prior to identifying a functionally equivalent replacement behavior. The function of a behavior will be to either 1. Get something or 2. Reject something. FBA is required in IDEA 2004 and Federal Regulations in a disciplinary context for students with IEPs, when the behavior has been determined to be a Manifestation of the Disability.

**General Education:** As distinguished from special education, an established curriculum of academic subjects. Also includes extracurricular activities, lunch, recess, etc.

**Generalization:** Ability to apply a skill or behavior learned in one setting to another setting or ability to apply a learned skill or behavior in similar situations.

**Health Assessment:** In connection with school health services, the collection and analysis of information about the health situation of a student with a disability to determine his or her need for health-related supportive services.

**Inclusion:** Generally means integration of a student with a disability in general education with his or her chronological age peers up to 100% of his or her school day.

**Independent Educational Evaluation (IEE):** 1. An evaluation of a child by a non-school district employee that parents may obtain as a right under the IDEA and possibly at district expense. 2. An IEE is conducted by a qualified examiner who is not employed by the public agency responsible for the evaluation of the child in question.

**Individual Program Plan (IPP):** An annual-reviewed record of program and service needs provided by the Regional Center (i.e., respite care, behavior management training, supported employment, living skills etc.)

**Individual Transition Plan (ITP):** A transition plan is the section of the Individual Education Plan (IEP) that outlines student's measurable post secondary goals (mpsg's) and services for the student based on age appropriate assessments and becomes a part of the IEP that will be in effect when the student turns 16. The Individual Transition Plan (ITP) is the template for mapping out long-term adult outcomes (mpsg's) from which annual goals and services are defined. The ITP is updated annually to reflect the student's current preferences, interests and needs.

**Individualized Education Program (IEP):** The cornerstone of the IDEA, a written document, ideally developed in a collaborative and cooperative effort between parents and school personnel that describes the disabled child's abilities and needs and prescribes the placement and services designed to meet the child's unique needs.

**Individualized Family Service Plan (IFSP):** See Early Intervention Program. Also includes services the family will receive. Birth through 2.11 years of age.

**Individuals with Disabilities Education Act (IDEA 2004):** Federal law that provides for special education and related services to eligible children with disabilities.

**Individualized Education Planning (IEP) Meeting:** The IEP meeting was created to provide a decision-making context for educators and parents that would enable them to review a student's identified needs and develop an educational plan to provide special education programs and services that address those needs in an appropriate setting and that provide an "educational benefit".

**Informed Consent:** 1. Generally, consent given after full disclosure of all the information a reasonable person would require to make an intelligent decision. 2. In connection with the IDEA, understood to mean parental consent that meets the requirements set out in Part B regulations at 34 CFR § 300.500(a): “(1) The parent has been fully informed of all information relevant to the activity for which consent is sought, in his or her native language, or other mode of communication (2) The parent understands and agrees in writing [to the carrying out of the activity]...(3) The parent understands that the granting of consent is voluntary...and may be revoked at any time...”

**Job Coach:** An individual who supports and supervises an individual with a disability in supported employment by accompanying the disabled individual to the work site for intensive on-site job skill training, observation and supervision.

**Local Educational Agency (LEA):** District

**Learning Modalities:** The pathways through which students learn - i.e. visual, auditory, kinesthetic [sense] etc.

**Least Restrictive Environment (LRE):** Generally, the appropriate placement for a child with a disability that most closely approximates where the child, if nondisabled, would be educated; not necessarily the regular education classroom and not synonymous with inclusion or mainstreaming. Whenever there is a reasonable likelihood that a student with a disability can be educated appropriately in a regular classroom with the use of supplemental aids and services, then a regular classroom placement should be tried.

**Low Incidence:** Students with more involved disabilities in the areas of hearing, vision, hearing and vision, and hearing, vision and orthopedic disabilities.

**Low Incidence Disability:** A student who has a hearing, visual or severe orthopedic impairment, that even with amplification; correction; or modification respectively, adversely affects educational performance.

**Low Incidence Funds:** Funds that may be accessed through a committee process to purchase specialized equipment/curriculum for students who have a low incidence disability.

**Mainstreaming:** Not a formal term, but common jargon in the educational community typically accepted as meaning the placement of a child with a disability alongside nondisabled children in the regular education setting for a % of total day; less preferred term for inclusion or full inclusion.

**Manifestation Determination:** The evaluation of the relationship between a student’s disability (IDEA or 504) and act of misconduct that must be undertaken when a district proposes to take specified disciplinary actions that may result in a change of placement (See Behavior Intervention Manual).

**Modification:** Changes in the delivery, content, or instructional level of a subject or test which result in altered expectations and create a different standard for children with disabilities than for those without disabilities.

**Monitoring and Compliance:** Office of Special Education Programs (OSEP) (Federal) ongoing assessment of system effectiveness to ensure that state educational agencies (SEA’s) meet their responsibility to ensure that all the requirements of Part B are carried out. At the district level, self reviews and verification reviews are examples of focused monitoring conducted by the state to meet OSEP requirements.

**Natural Environment:** In connection with the provision of early intervention services to children with disabilities under Part C (ages 0-2.11), the type of setting, such as the home, preschool or child care setting, which is natural or normal for the child's age peers who have no disabilities.

**No Child Left Behind Act of 2001 (NCLB):** Legislation reauthorizing the Elementary and Secondary Education Act of 2001 (ESEA), and codified at 20 USC 6301, et seq. In amending ESEA, the No Child Left Behind Act overhauled existing federal efforts to support elementary and secondary education. NCLB was designed around four essential components: accountability for results; an emphasis on scientific research; expanded parental options; and expanded local control and flexibility.

**Non-Public Agency (NPA):** A private business or individual that may be contracted by a district to provide related services necessary for an individual with exceptional needs to benefit educationally from the pupils' educational program pursuant to an individualized education program and that is certified by the California Department of Education. The nonpublic agency shall also meet standards as prescribed by the superintendent and board.

**Non-public School (NPS):** A private school where a child whose needs cannot be served within the special education programs offered within the SELPA may be placed pursuant to an individual educational program. A NPS placement is considered one of the most restrictive placements and must be certified by the CA Department of Education.

**Orientation and Mobility (O&M):** A related service - a child with visual impairments is trained to know where his or her body is in space and to move through space.

**Part B of the IDEA Regulations:** Sets out the state formula grant program that requires each state receiving federal financial assistance under the IDEA to develop a State plan to ensure provision of FAPE to all disabled children residing within the state and contains a series of procedural safeguards designed to protect the interests of children with disabilities 3-22.

**Part C of the IDEA Regulations:** A discretionary program that addresses funding of regional centers to provide consultation, technical assistance and training services, as well as the special needs of particular groups of children with disabilities ages 0-2.11. SELPAs have a requirement of serving a certain number of low-incidence children based on their service level of infants in 1981.

**Picture Communication Symbols (PCS):** PCS are a set of color or black and white drawings originally developed by Mayer-Johnson Company for use in AAC (Alternative/Augmentative Communication) systems from high tech (dynamic screen devices) to low tech communication boards.

**Positive Reinforcement:** Principle used in behavior modification in which a student is motivated to perform a desired target behavior by his or her receipt of a reward after performing the desired behavior.

**Postsecondary Education:** In connection with transition services under the IDEA, a post-school activity that includes: technical trade schools and vocational centers, public community colleges, and four-year colleges and universities.

**Reinforcement:** Reinforcement is when a behavior is increased or maintained by its consequences. Reinforcement may either be positive or negative.



**Related Services:** Those services as defined by Federal and State laws which may be needed by students to make adequate progress per IEP expectations, i.e. transportation, and such developmental, corrective, and other supportive services (including speech pathology and audiology, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, social work services, music therapy, counseling services, including rehabilitation counseling, and medical services, except that such medical services shall be for diagnostic and evaluation purposes only).

**Response to Intervention (RTI):** RTI is a tiered process of instruction that allows schools to identify struggling students early in their education and provide appropriate instructional interventions. Early intervention means increased success and less need for special education services. RTI also address the needs of children who previously did not qualify for special education. This is usually a three-tiered approach in the areas of academics and/or behavior.

**Reverse Mainstreaming:** A program in which typically developing students are brought into a special education classroom at various times to participate in activities with special education students. Such programs allow children with disabilities to remain in familiar, structured surroundings while interacting with typically developing peers. It also increases awareness and acceptance of differences between children.

**Screening:** The first step in the assessment process, a fast, efficient way to identify students who may have disabilities and should undergo further testing. Screening includes “basic tests administered to or procedures used for all children in a school, grade, or class. The mass screenings used in connection with child find activities are not considered evaluations and thus are not subject to the prior parental notice and consent requirements that apply to pre-placement evaluations.

**Services Plan:** Defined by the IDEA regulations as a written statement that describes the special education and related services the LEA will provide to a parentally placed child with a disability enrolled in private school.

**Speech Generating Device (SGD):** Speech aids that provide individuals with severe speech impairments the ability to meet their functional speaking needs, usually digitized (pre-recorded) speech. SGD can be also interchanged with the terms, VOCA (Voice Output Communication Aid), or VOD (Voice Output Device).

**Stand Alone Services:** Once a student is eligible under one of the 13 handicapping conditions a student may receive the following services as a standalone service i.e., speech/language, adaptive p.e., transition or travel training without a base program such as SDC or RSP being in place.

**State Educational Agency (SEA):** California State Department of Education (CDE)  
The agency primarily responsible for the State supervision of public elementary and secondary schools. The state, through its SEA, has the ultimate responsibility for ensuring that eligibility requirements for federal funding are met. As a result, the state’s obligation can extend to actually providing an appropriate placement for a child with a disability when his or her local education agency (LEA) is unable, or unwilling, to do so.

**Summary of Performance (SOP):** The SOP is a summary of a student’s academic achievement and functional performance and must include recommendations on how to assist the student in meeting their postsecondary goals. The school/district is required to give the SOP to any student whose eligibility under special education terminates due to graduation with a regular diploma or due to exceeding the age of eligibility.

**Surrogate Parent:** An individual assigned by a school district (or similar public agency) to assume the rights and responsibilities of a parent under the IDEA when no parent can be identified for a particular child, the public agency cannot determine the parents whereabouts, or the child is a ward of the state or if the educational rights have been removed from the parent by the court.

**Transition:**

30 EC 56345.1 - Definition of "Transition Services"56345.1.

(a) The term "transition services," as defined in Section 1401(34) of Title 20 of the United States Code and as used in subparagraph (B) of paragraph (8) of subdivision (a) of Section 56345, means a coordinated set of activities for an individual with exceptional needs that does all of the following:

(1) Is designed within an results-oriented process, that is focused on improving the academic and functional achievement of the individual with exceptional needs to facilitate the movement of the pupil from school to post school activities, including postsecondary education, vocational education, integrated employment, including supported employment, continuing and adult education, adult services, independent living, or community participation.

(2) Is based upon the individual needs of the pupil, taking into account the strengths, preferences, and interests of the pupil.

(3) Includes instruction, related services, community experiences, the development of employment and other post school adult living objectives, and, if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

**Transition Services Codes (CASEMIS): (for use in annual service box on SEIS)**

- College Awareness (820)
- Vocational Assessment, Counseling, Guidance, Career Assessment (830)
- Career Awareness (840)
- Work Experience Education (850)
- Job Coaching (855)
- Mentoring (860)
- Agency Linkages (referral & placement) (865)
- Travel Training (870)
- Other Transition Services (890)

**Travel Training:** A service provided to a student who is having difficulty getting from one place to another within his/her environment. Primarily focuses on getting around in the individual's community, such as locating grocery stores, laundry facilities, navigating the local bus system, etc.

**Triennial Assessment:** Federal and State laws mandate special education students are assessed no later than every 3 years to determine current needs and continued eligibility. This assessment can be provided by a multi-disciplinary team and is presented to the IEP team including parents and student for consideration for eligibility placement and services.

**Valley Mountain Regional Center (VMRC):** Valley Mountain Regional Center serves children and adults with developmental disabilities in San Joaquin, Stanislaus, Amador, Calaveras and Tuolumne counties. Free diagnosis and assessment services are available to any person suspected of having a developmental disability, such as mental retardation, cerebral palsy, epilepsy, or autism. To qualify for ongoing supports and services, a person must be found to have a developmental disability which began before the age of 18 and is a substantial disability. Early intervention services are offered to infants and toddlers (under age three) who are believed to be at high risk of developmental delay.