

Dictionary of Common Special Education Terms and Acronyms:

Accommodations: changes in how material is taught or a test is administered but does not substantially alter what the test measures; includes changes in presentation format, response format, test setting or test timing

Annual goals: a required component of an IEP. Measurable annual goals are goals that are written for an individual student, to identify what the IEP team has determined the student can reasonably be expected to accomplish within a one-year period of time.

Annual Review of an IEP: An IEP meeting is held at least once a year to discuss a child's progress and write any new goals or services into the IEP.

Assistive Technology: Any item, piece of equipment, product or system, whether acquired commercially "off the shelf," modified or customized, that is used to increase, maintain or improve the functional capabilities of students with disabilities. It does not include medical devices that have been surgically implanted.

BIP: Behavior Intervention Plan

Due process: A due process hearing is designed to be a fair, timely and impartial procedure for resolving disputes that arise between parents and school districts regarding the education of students with disabilities.

English as a Second Language (ESL) or English Language Learners (ELL): Refers to students who are learning English as an additional language. These students need specialized instruction to help them acquire English language skills and to master the required curriculum.

Free Appropriate Public Education (FAPE): education for children with disabilities provided in the least restrictive environment, and at public expense, under public supervision, and without charge, through an IEP.

IDEA: Individuals with Disabilities Education Improvement Act (IDEIA), which is Public Law 108-446 (generally referred to as the Individuals with Disabilities Education Act). IDEA is the Federal special education law that provides a free appropriate public education in the least restrictive environment to all eligible children with disabilities.

IEP: Individualized Educational Program. The document, developed at an IEP meeting that includes the student's parents/guardians and school IEP team, which describes the child's special education program. It sets the standard by which special education services are determined appropriate for a child with a disability.

IEP Team: develops the IEP. By law, the team should include parent(s)/legal guardian(s), regular teacher, special education teacher, special services providers, school district representative, person knowledgeable about evaluating the child's disability, others invited by the parent or school district, and in some cases, the student.

Individual and Small Group Instruction: Instruction delivered one-to-one or in a small group as specified in an IEP enabling the individual(s) to participate effectively in the total school program.

Initial evaluation: determines whether a student is eligible to receive special education services or needs an IEP.

Least Restrictive Environment: To the maximum extent appropriate, educating children with disabilities, including children in public or private institutions or other care facilities, with children who are nondisabled; and removing children with disabilities to special classes, separate schooling, or other settings apart from the regular educational occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Limited English Proficient (LEP): refers to students who are not at grade-level in reading and writing English and for whom English is second language.

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 alternative assignments.

Native language: language normally spoken by child's parents, or the first or primary language of an individual.

Objectives: Benchmarks or steps toward meeting IEP goals. Usually measured two to three times per year depending on the

date of the IEP.

Procedural safeguards notice: are the rights provided to parents and school districts in the special education process. Include: written prior notice, mediation, written parental consent, and due process.

Pull-out programs: remove a child from a regular classroom for part of the school day for remedial services or enrichment

Push-in programs: a teacher joins the regular classroom for part of the school day to provide remedial services or enrichment

Referral: notice to a school district that a child may be in need of special education. A referral sets certain timelines into place, and may be made by a parent, school personnel or others

Related services: a special education term meaning transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and includes speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes. Related services also include school health services and school nurse services, social work services in schools, and parent counseling and training.

Section 504: provision of the rehabilitation act of 1973, which

prohibits recipients of federal funds from discrimination against persons with disabilities.

Thirty-Day IEP: Within 30 calendar days from the date of enrollment, an IEP meeting is held for a student who has an IEP from another school district to ensure their new placement is appropriate.

Triennial IEP: Usually held every three years, a Triennial IEP includes a complete multi-disciplinary assessment along with new IEP goals and accommodations, to provide current data that drives a student's special education services and needs.