

Dictionary of Common Special Education Terms and Acronyms



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A

AA: Area Agency – NH’s regional system providing services to individuals with developmental disabilities and their families

ABA: Applied Behavioral Analysis – one research-based method for supporting/teaching children with certain disabilities, most commonly with children with autism or autism spectrum disorders

ABAS : Adaptive Behavior System, (test)

Ability grouping: the practice of clustering students according to past performance so teachers can instruct them at the same level. *See grouping, tracking*

ABI: *See Acquired Brain Injury*

ABS: Adaptive Behavior Scale – tests that measures an individual’s personal (independence) and social skills

Academic achievement: a student’s level of academic performance when measured against the general curriculum

Academic aptitude: the combination of native and/or acquired abilities needed for doing schoolwork; also called scholastic aptitude

ACCH: Association for the Care of Children’s Health

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

Accountability: refers to federal, state, and school district policies developed to hold districts, school staff, and/or students responsible for academic performance. Test scores are often used as the measure of success or failure.

Achievement/ability discrepancy: a criterion that is sometimes-used to determine whether a child has a learning disability. It asks, “is the child working up to expectations?”

Achievement gap: the difference in academic performance between students of any different groups, such as between children with and without disabilities, or different racial-ethnic groups and income levels

Achievement Test: test that measures competency in a particular area of knowledge or skill; measures mastery or acquisition of skills (generally applies to skills that have been taught)

Acquired Brain Injury (ABI): a brain injury that occurs after birth; includes injury sustained by infection, disease, or lack of oxygen resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child’s educational performance and requiring special education and or related services

Acuity: keenness or sharpness of sight, hearing or touch...how much a child can see or hear

ADA: Americans with Disabilities Act

Adaptive Behavior: a sort of “practical intelligence”; usually measured by scales that identify how well a person manages with independence within his or her own environment. The term includes: communication, community participation, self-direction, health and safety, functional academics, leisure and work.

Adequate Yearly Progress (AYP): AYP is a term used in the Elementary and Secondary Education Act (ESEA). It is the state’s measure of progress toward the goal of 100 percent of students achieving to state academic standards in at least reading/language arts and math, and sets the minimum level of proficiency that the state, its school districts, and schools must achieve each year on annual tests and related academic indicators

ADD / ADHD / Hyperactivity, Inattentive Type or Combined Type: Attention Deficit Disorder with or without hyperactivity; a medical diagnosis

ADL: Activities of Daily Living

Administrative case management: the following activities that are not direct instruction but that are necessary to facilitate a student’s special education:

- (a) Scheduling IEP meetings;
- (b) Coordinating evaluations, and IEP drafting;
- (c) Visiting potential student placement environments;
- (d) Communicating with a parent; and
- (e) Updating progress reports for meeting IEP goals

Administrative due process hearing (also called “due process”): a hearing conducted by a State Department of Education hearing officer to resolve a dispute between parents and a school district regarding special education

ADR: *see Alternative Dispute Resolution*

Adult student: a child with a disability who is 18 years of age or older but less than 21 years of age and not adjudicated incompetent; or an emancipated minor pursuant to state law

Advocate (special education advocate): an individual who may not be an attorney, who assists parents and children to work in collaboration with their school district, regarding their children's special education programs

AE: Age Equivalent – the average age of students who earned the same number of raw score points on a test as did the student being tested

AEM: Accessible Educational Materials or AEM, are print- and technology-based educational materials, including printed and electronic textbooks and related core materials that are designed or converted in a way that makes them usable across the widest range of student variability regardless of format (print, digital, graphic, audio, video). IDEA (the Individuals with Disabilities Education Act) specifically focuses on accessible formats of print instructional materials.

Affect – or – Affective: refers to the demonstration of emotions and attitudes

Alternate achievement standards: standards (or expectations) that differ from those that are set for general education students of the same age or grade

Alternative Assessments: ways other than standardized tests, to get information about what students know and where they may need help For example, oral reports, projects, portfolios or collections of works, demonstrations, performances, and experiments Also refers to the different type of testing that is done when the abilities of a student with a disability prevent him or her from taking part in the regular statewide or districtwide testing that is required by the Elementary and Secondary Education Act

Alternative Dispute Resolution: the following processes that may be used to resolve an issue or issues in dispute:

- (a) LEA mediation
- (b) State mediation and
- (c) A neutral conference [in NH]

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; in NH, annual goals include short-term objectives unless the parent agrees they are not needed for one or more of the child's annual goals

APE: Adaptive Physical Education – physical education that has been adapted or modified to address the individualized needs of children with disabilities, by adapting the curriculum, task, equipment, and/or environment to enable all students to participate in, and benefit from, physical education

Appeal: procedure in which a party seeks to reverse or modify a judgment or final order of a lower court or administrative agency, usually on the grounds that the lower court misinterpreted or misapplied the law, rather than on the grounds that it made an incorrect finding of fact

Approved program: a program of special education that has been approved by the state board of education and that is maintained by a local school district, collaborative program, private provider of special education, public academy, or state institution for the benefit of children with disabilities and includes home instruction

Aptitude Test: test to measure individual's ability to learn in some particular areas such as music or mechanics

Articulation: speaking; most often referring to the clarity or understandability of speech; disorders of articulation are shown in omissions (leaving out sounds), substitutions ("teef" for "teeth"), distortions (lispings), or additions ("runnering" for "running")

ASL: American Sign Language

Asperger's Syndrome: a developmental disorder on the autism spectrum, involving social and communication impairments. Previously included as a DSM diagnosis but as of 2013, it is found included under title of Autism Spectrum Disorder

Assessments: gathering information to find out what students know and can do, and to show teachers and schools areas where they need to improve (can include both formal and informal testing). *See Standardized Tests*

Assistive Technology Device: equipment used to maintain or improve the capabilities of a child with a disability; any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device

Assistive Technology Service: any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. The term includes:

- (a) The evaluation of the needs of a child with a disability, including a functional evaluation of the child in the child's customary environment;
- (b) Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by children with disabilities;
- (c) Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices;
- (d) Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;
- (e) Training or technical assistance for a child with a disability or, if appropriate, that child's family; and
- (f) Training or technical assistance for professionals (including individuals providing education or rehabilitation services), employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of that child

AT: Assistive Technology

Attention: the ability to focus (attend) with eyes and/or ears for a period of time without losing the meaning of what is being said

Audiology: a related service that includes identification, determination of hearing loss, including referral for medical or other professional attention for the habilitation of hearing, provision of habilitative services (such as auditory training, lip-reading, hearing evaluation and speech conservation), creation and administration of programs for prevention of hearing loss, counseling and guidance of parents, children and teachers regarding hearing loss, determination of children's needs for group and individual amplification, selecting and fitting an appropriate aid and evaluating the effectiveness of amplification

Auditory Discrimination: ability to discern likenesses or differences in sound

Autism Spectrum Disorder (ASD): a developmental disability significantly affecting verbal and non-verbal communication and social interaction, generally evident before age three that adversely affects educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. Does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance, and is not limited to children who are identified prior reaching the age of 3. DSM-V now includes PDD/NOS Asperger's under ASD and Childhood Integrative Disorder

AYP: *see Adequate Yearly Progress*

Aversive behavioral interventions: procedures that subject a child with a disability to physical or psychological harm or unsupervised confinement or that deprive the child of basic necessities such as nutrition, clothing, communication, or contact with parents, so as to endanger the child's physical, mental, or emotional health

B

BASC: Behavior Rating Scale for Children (test)

Baseline Measurement: counting and recording how often a certain behavior occurs; generally used as a starting point to which later measures are compared

Basic Skills: skill in academic subjects, such as ~~like~~ reading, writing, spelling and mathematics

BDS: Bureau of Developmental Services

Behavior Intervention Plan (BIP): a plan of positive behavioral interventions in the IEP of a child whose behaviors interfere with his/her learning or that of others; based on data gathered through a functional behavioral assessment

Behavioral Objective: statement of what a person will be able to do, that is written in measurable terms

Benchmark: a standard against which something can be measured; one of breaking down an annual goal into smaller, measurable components

Bilingual Education: services students whose first language is not English or whose English skills are limited

BIP: Behavior Intervention Plan

Blindness – *see vision impairment, including blindness*

Brain Injury: *See Acquired Brain Injury and Traumatic Brain Injury*

BRIEF: Behavior Rating Scale of Executive Functions

KBIT: Kaufmann Brief Intelligence test (screens verbal and nonverbal intelligence)

- **or** – Brief Test of Attention
- **or** – Brief Test of Head Injury
- **or** – behavior Rating Inventory of Executive Functioning

BSMS: NH Bureau of Special Medical Services

Burden of Proof: duty of a party to substantiate its claim against the other party; in civil actions, the weight of proof is usually described as a preponderance of the evidence

Business Day: Monday through Friday, except for federal and national holidays

C

CA: Chronological Age – a person’s actual age, usually stated by year and month

CAP: Client Assistance Program /Community Action Program

CAPD: Central Auditory Processing Disorder

CART: Communication Access Real time Translation- instant conversion of the spoken word into text. The text appears instantly on a computer, monitor or projected onto a large screen.

CASA: Court Appointed Special Advocates

CAT: California Achievement Test

CBA: *see curriculum-based assessment*

CELF: Clinical Evaluation of Language Fundamentals, 4th edition

CF: Cystic Fibrosis

CFR: Code of Federal Regulations

Charter Schools – or – Chartered Public Schools: according to NH’s RSA 194-B, "Chartered public school means an open enrollment public school, operated independent of any school board and managed by a board of trustees. A chartered public school shall operate as a nonprofit secular organization under a charter granted by the state board and in conformance with this chapter."

Child find: the procedures by which local school districts locate, count, evaluate, and if found eligible provide special education services to children with disabilities

Child with a disability: a child who has been evaluated through the special education process and found to have one of the following disabilities: intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in this part as "emotional disturbance"), an orthopedic impairment, autism, traumatic brain injury, acquired brain injury, an other health impairment, a specific learning disability, deaf-blindness, multiple disabilities, or a developmental delay (for children ages 3 through 9 in NH), and who, because of that disability, needs special education and related services [*see definitions for each disability category*]

CHINS: Children in Need of Services (RSA 169-D) –169-D:2 Definitions. – In this chapter: "Child" means a person who is under the age of 18 on the date the petition is filed pursuant to RSA 169-D:5. (a) Who is subject to compulsory school attendance, and who is habitually, willfully, and without good and sufficient cause truant from school; (b) Who habitually runs away from home, or who repeatedly disregards the reasonable and lawful commands of his or her parents, guardian, or custodian and places himself or herself or others in unsafe circumstances; (c) Who has exhibited willful repeated or habitual conduct constituting offenses which would be violations under the criminal code of this state if committed by an adult or, if committed by a person 16 years of age or older, would be violations under the motor vehicle code of this state; or (d) With a diagnosis of severe emotional, cognitive, or other mental health issues who engages in aggressive, fire setting, or sexualized behaviors that pose a danger to the child or others and who is otherwise unable or ineligible to receive services under RSA 169-B or RSA 169-C (abuse and neglect and delinquency statutes); and (e) Is expressly found to be in need of care, guidance, counseling, discipline, supervision, treatment, or rehabilitation. (update from 2013)

CMHC: *see Community Mental Health Centers*

Cognitive: a term, which refers to reasoning or intellectual capacity; thinking and understanding

Common Core Standards: standards, developed through a joint project of the National Governors Association Center for Best Practices and the Council of Chief State School Officers, to define the knowledge and skills students should have in order to graduate from high school ready for college and career

Community-Based: skills are taught at locations in the community rather than in the classroom in order to facilitate generalization and application, or to provide opportunities for learning, and generalization of learned skills, that extend beyond the school setting

Community Mental Health Centers: NH's regional system providing services to individuals with mental health needs and their families

Compensatory education – or – compensatory services: services or education provided to a child to make up for those not provided or for some other deficit found in a child's program. Most often awarded to a child as the result of a state administrative complaint or due process hearing.

Connors Behavior Rating Scale: test of a child's behaviors; may be used to identify factors indicating ADD/ADHD

Consent: requirement that the parent be fully informed (in writing), with the parent's agreement documented in writing, of all information that relates to any action that school wants to take about the child, that parent understands that consent is voluntary and may be revoked at any time. *Also see Procedural Safeguards Notice, Written Prior Notice*

Cooperative learning: an approach through which students learn in small, self-instructing groups and share responsibility for each other's learning

Core academic subjects: under the ESEA, core academic subjects include the following:

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|-------------------------------|----------------------------|------------------|
| (a) English; | (e) Foreign languages; | (i) History; and |
| (b) Reading or language arts; | (f) Civics and government; | (j) Geography |
| (c) Mathematics; | (g) Economics; | |
| (d) Science; | (h) Arts; | |

Core members of the IEP team: members of the IEP team for whom parental consent is required if the member will be absent for all or part of an IEP team meeting; includes:

- (a) not less than one regular education teacher of the child (if the child is, or may be, participating in the regular education environment);
- (b) not less than one special education teacher of the child, or where appropriate, not less than one special education provider of the child;
- (c) a representative of the public agency who is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities; is knowledgeable about the general education curriculum; and is knowledgeable about the availability of resources of the public agency; and
- (d) an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in paragraphs (a)(2) through (a)(6) of this section

COTA: Certified Occupational Therapy Assistant

Counseling services: a related service in special education that means services provided by qualified social workers, psychologists, guidance counselors, or other qualified personnel

CP: Cerebral Palsy

Criterion-Referenced Tests (CRT's): measure how well a student has learned a specific skill or subject. They are not tests that produce a number quotient, but show what a student can or cannot do. These tests compare a child to a set of standards or criteria and not to other children.

CTBS: California Tests of Basic Skills – or – Comprehensive Tests of Basic Skills

CTONI: Comprehensive Test of Nonverbal Intelligence

CTOPP: Comprehensive Test of Phonological Processing

Cumulative file: general file maintained by the school; parent has right to inspect the file and have copies of any information in it (also referred to as a "cume file")

Curriculum: the subject matter that is to be learned; a curriculum is usually described in terms of its scope and sequence; all of the courses and educational opportunities offered by a school district

Curriculum for preschoolers: all of the organized educational activities and/or experiences that are offered within the early childhood program to address all aspects of development and to promote meaningful learning experiences regarding preschoolers, their families and their community

Curriculum-based assessment: direct assessment of a child's academic skills, by measuring and recording the child's progress in the general curriculum at frequent intervals as a basis to make instructional decisions

Curriculum frameworks: guidelines set by the State Department of Education for what children are expected to know and be able to do in a given subject area by certain grade levels

CVLT-C: California Verbal Learning Test (children's version)

DAS: Differential Abilities Scale

DCYF: Division for Children, Youth & Families

DD: Developmental Delay (in NH, applies to children from birth through age 9)

DD: Developmental Disability (applies to all ages)

DDC: Developmental Disabilities Council

Deaf-Blindness: simultaneous hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that a child cannot be accommodated in special education programs solely for children with deafness or children with blindness

Deafness: a hearing impairment that is so severe that a child is impaired in processing linguistic information through hearing, with or without amplification; that adversely affects educational performance

Decode: ability to understand to find meaning for facts, information, experiences which occur in the environment; in schools, means the ability to recognize words, say them aloud correctly, but not necessarily knowing the meaning

Delay: development that does not occur within expected time ranges

Delis-Kaplan Executive Functioning System: test of executive functioning

Delis Rating Scale of Executive Function (D-REF): detects executive function issues based on reported behaviors

Development: stages of growth from birth to adulthood, observable in sequential steps; the approximate ages in which steps in development occur are charted in developmental scales. Development is usually measured in the following areas:

- Fine Motor
- Self-help
- Gross Motor
- Social-emotional
- Cognitive
- Language

Developmental curriculum: curriculum that follows the typical pattern of development for children

Developmental Delay – or – Child with a Developmental Delay: a child who is experiencing developmental delays in one or more of the following areas:

- a. Physical development;
- b. Cognitive development;
- c. Communication development;
- d. Social or emotional development; or
- e. Adaptive development; and who, because of that disability, and based on

appropriate diagnostic testing, has been determined to need special education and related services [*Note: A school district has the option of using this disability category, but if they do not use this category, must still provide special education and related services to the child if he/she is eligible under any other disability category*]

DHHS: Division of Health and Human Services

Diagnostic Test: test that diagnoses or locates an individual's areas of weaknesses or strengths

DIBELS: Dynamic Indicators of Basic Early Literacy (test)

Diploma: a regular high school diploma (does not include a modified or special education diploma or a GED)

Direct Instruction: presents new content and skills in strict order; students practice the content and skill in class exercises and homework and are evaluated by tests similar to practice exercises

Disability: a physical, sensory, cognitive, or affective impairment that restricts an individual's ability to perform some or all of the tasks of daily life; a medical diagnosis; *see also Child with a Disability* (term that specifically applies to children who are eligible for special education)

Discrimination: unfair treatment of a person or group on the basis of prejudice – or – the cognitive process whereby two or more stimuli are distinguished

DOE: Department of Education

Dolch List: List of basic sight words that children are expected to be able to read in specific grades.

DRC: Disability Rights Center – NH (NH's Protection and Advocacy system)

DS: Down syndrome

DSM-5: Diagnostic and Statistical Manual of Mental Disorders, 5th edition

Due Process Hearing – or Due Process Complaint: impartial procedure for resolving disputes that arise between parents and school districts regarding the education of children with disabilities, in which the parties present their case and a hearing officer, makes a determination

Dynamic Learning Maps- alternate statewide assessments provided to students who are unable to demonstrate their knowledge and skill through the Smarter Balanced assessments even with appropriate accommodations

E

Early identification and assessment of disabilities in children: a related service that means the implementation of a formal plan for identifying a disability as early as possible in a child's life

Early intervening services: coordinated services that may be provided to students in kindergarten through grade 12, who are not currently identified as needing special education or related services but who need additional academic and behavior support, with emphasis on services for students in kindergarten through grade, using IDEA funding

Early Intervention (EI): *see Family-centered Early Supports and Services*

ED: *see Emotional Disturbance*

ELL: English Language Learner: *see English as a Second Language*

Emotional disturbance (ED): (previously referred to as serious emotional disturbance) a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance:

1. Inability to learn which cannot be explained by intellectual, sensory, or health factors
2. Inability to build or maintain satisfactory interpersonal relationships with peers and teachers
3. Inappropriate types of behavior or feelings under normal circumstances
4. A general pervasive mood of unhappiness or depression
5. A tendency to develop physical symptoms or fears associated with personal or school problems

The term includes children with schizophrenia, but not children who are socially maladjusted, unless it is determined that they have a serious emotional disturbance, as defined here.

Encode: ability to express ideas in symbols or words (spelling)

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

English immersion: places students with limited English in regular classrooms with English being the only language spoken in the setting

ESEA: Elementary and Secondary Education Act of 1965 (sometimes referred to as "No Child Left Behind") provides for Federal funding to support public (k-12) education emphasizes equal access to education, high standards and accountability; includes requirements for states to receive ESEA funding (Title 1);

ESS: *see Family-centered Early Supports and Services*

ESY: *see Extended School Year*

Etiology: the cause or origin of a condition

EVT: Expressive Vocabulary Test

Executive Functioning: the ability to manage or regulate cognitive processes, including initiating, planning, organizing, and following through on a task; children and adults with executive functioning disorders may struggle with focusing on an activity, completing work on time or at all, organizing themselves and motivation; it can also impact the individual's ability to regulate his/her emotions

Expository Writing: A form of writing used to explain something (essays, news stories, etc.)

Expressive language: ability to communicate by using words, writing or gestures

Extended School Day: a provision for eligible children with disabilities whose IEP teams determine there is a need, to receive instruction for a period longer than the standard day

Extended School Year: a provision for eligible children with disabilities to receive instruction during ordinary school "vacation" periods, or at any time when school is not typically in session; ESY services or programming may focus on all, or only some, of a child's needs that are addressed during the regular school year, depending on the needs of the child; the need for ESY is determined by the IEP team when the IEP is being developed

Extracurricular and nonacademic activities: the activities and services detailed in IDEA (Nonacademic and extracurricular services and activities may include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the public agency, referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by the public agency and assistance in making outside employment available)

F

Facilitated IEP team meeting: process in which the NH Department of Education, Bureau of Special Education provides an impartial, trained facilitator to assist parties to conduct special education meetings

Family centered early supports and services (FCESS): the array of comprehensive supports and services for families who reside in NH with children, birth through age 2, who have developmental delays, are at risk for substantial developmental delays, have established conditions or demonstrate atypical behaviors that are outside the parameters of typical child development.

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

FBA: *see Functional Behavior Assessment*

FERPA (Family Educational Rights and Privacy Act) P.L. 93-380: Federal law that regulates the management of confidential student records and disclosure of information from those records; the act has its own administrative enforcement mechanism

Figure-Ground: ability to distinguish at will, what one wishes to see (figure) from the environment (ground); for example the ability to see a paper clip on a cluttered table

Fine Motor: functions that require tiny muscle movements; for example: writing or typing

FPCO: Family Policy Compliance Office (USDOE): Federal office that advises and investigates issues related to access to school records

Fragile X Syndrome: an inherited abnormality of the X chromosome which causes disabilities ranging from varying degrees of learning problems to intellectual disabilities

Frustration Level: level at which a child is tense, hesitates, makes many errors and lacks confidence

Functional Behavioral Assessment (FBA): an assessment of a student's behavior. An FBA is used when developing positive behavioral interventions for a child with a disability.

Functional performance: how the child demonstrates skills and behaviors in cognition, communication, motor, adaptive, social/emotional and sensory areas

FV: Family Voices (NH Family Voices)

G

GAL: Guardian ad Litem

GE: grade equivalent – the average raw score for all children in the same school grade

GED: General Educational Development now known as HiSet

General Curriculum: curriculum adopted by the LEA or SEA for all children from preschool through high school

Gestalt: The overall view, picture or idea

GLE: *See Grade Level Expectations*

GORT: Gray Oral Reading Test

Grade Equivalent (GE): the average raw score for all children in the same school; the average raw score of all 3rd graders was ten correct on the math test, then, this raw score is converted into a grade equivalent score of 3.0 (meaning grade three, zero months); they provide a very rough estimate of a child's mastery of academic work or capacity to learn

Grade-Level Expectations: level of skills/knowledge that a child is expected to master for each grade; not the full curriculum

Gray Silent Reading Test: test that assess a student's silent reading speed and comprehension

Gross motor: functions that require large muscle movements; for example walking, jumping

GSIL: Granite State Independent Living

H

Hearing Impairment: impairment in hearing, whether permanent or fluctuating, which adversely affects a child's educational performance, but is not included under definition of deafness

HEATH: National Clearinghouse on Postsecondary Education for Individuals with Disabilities

He-M: Health and Human Service Regulations

HI: *see hearing impairment*

Higher order thinking skills: include gathering, evaluating, managing and mixing information to solve problems and reach conclusions; *See critical thinking*

Highly qualified teacher: a teacher who meets the requirements set out in the ESEA and IDEA

HIV: Human Immunodeficiency Virus/ Acquired Immune Deficiency Syndrome

Home Education or Home Schooling: when a parent makes the decision to educate their child at home in accordance with the home education standards established by the state

Home instruction: home-based special education placement made by a child's IEP team; not the same as home schooling

Hyperactivity: habitually unusual and inappropriate amounts of movement in a child when compared to other children of the same age and in the same setting

I

IAES: *See interim alternative educational setting*

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

IEE: *see Independent Educational Evaluation*

IEP: Individualized Educational Program – The document, developed at an IEP team meeting that 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: group responsible for developing the IEP, as well as making other major decisions within the special education process; by law, the team includes the child's parent(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

IFSP: Individualized Family Support Plan: document that outlines the services to be delivered to families of infants and toddlers receiving early supports and services (ESS)

Inclusion or Inclusive Education: providing accommodations and supports to enable all students to receive an appropriate and meaningful education in the same setting, including participation in extracurricular and nonacademic activities; full participation in the general education curriculum

Independent Educational Evaluation: testing done by someone who doesn't work for the school system. Parents may either pay for such an evaluation themselves or ask the school district to pay; the school district can either agree or dispute the need for the IEE by filing for a due process hearing

Independent Level: a way of expressing a child's level of mastery of basic academic skills; at this level, the learner works easily and doesn't have to be under constant direction of the instructor. Example: in reading, the learner will make less than 4 errors in 100 consecutive words and have 90% or better comprehension

Infants and toddlers: children not yet 3 years of age

In-home Interventions: special education services delivered in a child's own home; sometimes done to facilitate generalization for children with cognitive disabilities and to generalize self-control strategies for children with behavioral problems

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

Instructional level: learners' need for teacher's assistance; after instruction, the child can continue independently

Intellectual Disability: significantly sub-average general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a child's educational performance (*replaced the outdated term, "mental retardation"*)

Intelligence: ability to learn from experience and apply it in the future to solve problems and make judgments

Intelligence Quotient (IQ): a way of expressing the results, through a score, of an intelligence test

Interest Inventory: test in which a person records in an organized manner his/her likes and dislikes in a number of situations to assist in planning for secondary transition; does not indicate ability – only preference

Interim Alternative Educational Setting: the setting, as determined by the IEP Team in accordance with the process described in IDEA, in which a child with a disability receives services when removed from placement for disciplinary reasons

Interpreter services: interpreting services provided by an interpreter for the deaf and hard of hearing who is licensed, that are necessary for a parent, surrogate parent, guardian, or adult student to participate in the special education process

Interpreting services: a related service that includes --

- (i) the following, when used with respect to children who are deaf or hard of hearing: oral transliteration services, cued language transliteration services, sign language transliteration and interpreting services, and transcription services, such as communication access real-time translation (CART), C-Print, and TypeWell; and
- (ii) special interpreting services for children who are deaf-blind

IOD: Institute on Disabilities, University Center of Excellence at the University of NH

IPE: Individualized Plan for Employment (a plan written for a person involved with Vocational Rehabilitation)

IQ: *See intelligence quotient*

ISP: Individualized Services Plan - document describing services that an LEA has agreed to provide to a parentally-placed private school child with disabilities (also called a “services plan”)

J

JPPO: Juvenile Probation and Parole Officer

JSO: Juvenile Service Officer

K

KABC : Kaufman Assessment Battery for Children, an individually administered measure of cognitive ability

Katie Beckett: the name of the person who, as an infant/toddler, was required to remain in a hospital setting in order for Medicaid to fund her necessary health care services, even though providing those services at home would be more cost-effective. Now, the Medicaid waiver that allows children with severe disabilities to receive Medicaid without regard to their family’s income is sometimes referred to as the “Katie Beckett waiver”. In NH, a similar program is provided by our Home Care for Children with Severe Disabilities (HCCSD) waiver.

KBIT: Kaufmann Brief Intelligence test (screens verbal and nonverbal intelligence)

- **or** – Brief Test of Attention
- **or** – Brief Test of Head Injury
- **or** – behavior Rating Inventory of Executive Functioning

Key Math Diagnostic Test : a test of mathematics skills/knowledge that can be used for diagnostic, achievement and curriculum assessment purposes

Kinesthetic: ability to learn through body movements; to experience or practice using sight, sound and touch

KTEA : Kaufman Test of Educational Achievement, evaluates reading, math, written language and oral language

L

LD: *see Specific Learning Disability* (also means Learning Disabled)

LDA: Learning Disabilities Association of America

LEA (Local Education Agency): local school district

Learning Disability: *see Specific Learning Disability*

Learning Style: the way a person goes about learning A person’s preferred or most used mode for obtaining information; learning takes place through auditory, visual, verbal, visual-motor, and/or other channels

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

LEP: see *Limited English Proficient*

LICSW: Licensed Independent Clinical Social Worker

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

LRE: see *Least Restrictive Environment*

M

MA: Mental Age

Manifestation Determination Review: a meeting of the IEP team, held within 10 days after a child with a disability violates a school rule and is suspended for 10 or more days; an investigation of whether or not the child's behavior is caused by his/her disability (manifestation of the disability) or is the result of the IEP not being implemented

Mastery: competence in a subject area; an ability to demonstrate an attained skill independently under a variety of conditions and settings

MD: Muscular Dystrophy

MEAD: Medicaid for Employed Adults with Disabilities

Mean: the mathematical average of a set of numbers; the sum of a set of scores divided by the number of test or sub-test scores

Median: the middle of a set of scores arranged from the lowest to highest, with an equal number scores on each side of the median

Mediation: a voluntary dispute resolution process in which an impartial mediator assists the parties in resolving issues in dispute

Medicaid: government health insurance program for people with low incomes or who have disabilities that put them at risk for needing out-of-home care

Mental Age: (MA) - refers to the score a person receives on an intelligence test; compares scores to the results achieved by other children give the same test at the same age; a concept in relation to intelligence expressed as the age at which a child is performing intellectually and may be different than their chronological age in some ways

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

MR: Mental Retardation (outdated term; see *Intellectual Disability*)

MSW: Masters of Social Work

Multi-Sensory: using many senses (seeing, hearing, smelling, tasting and touching)

Multiple disabilities: simultaneous impairments (such as intellectual disability-blindness or intellectual disability-orthopedic impairment), the combination of which causes such severe educational problems that the child cannot be accommodated in a special education program solely for one of the impairments. The term does not include children with deaf-blindness.

N

NAMI: National Alliance for the Mentally Ill

National Instructional Materials Access Center (NIMAC): the center established to assist states in implementing the National Educational Materials Accessibility Standard

National Instructional Materials Accessibility Standard (NIMAS): the standards defined in Federal law to require states and school districts to provide access to instructional materials to persons who are blind or who have print disabilities

Neuropsychology: branch of psychology that studies brain behavior/ relationships

Neuropsychologist: Evaluates cognition, memory, language, emotional and learning disorders of adults and children and studies brain relationships

Neutral conference: one of the alternative dispute resolution options in New Hampshire; involves a "neutral" making a decision after hearing brief input from both parties

New Hampshire Rules for the Education of Children with Disabilities: NH State regulations for the provision of special education and related services to eligible children with disabilities; regulations to the State special education law, RSA 186-C; the NH Rules ensure compliance with the minimum requirements in the Federal special education law, the Individuals with Disabilities Education Improvement Act

New Hampshire Special Education Information System: (NHSEIS) a computer-based special education data base and retrieval system that confidentially maintains personally identifiable data used for program development, monitoring, compliance, and reporting to the state board of education, the New Hampshire legislative bodies, and the US Department of Education

NHFV: New Hampshire Family Voices

NHSEIS: *see New Hampshire Special Education Information System*

NHVR: New Hampshire Vocational Rehabilitation

NLD: *see Nonverbal Learning Disability (NVLD)*

No Child Left Behind Act: (NCLB) – now referred to as the Elementary and Secondary Education Act (ESEA)

Nonacademic activities: *see extracurricular and nonacademic activities*

Nonverbal Learning Disability: a disability that causes difficulty with processing nonverbal information (visual cues, body language, etc.); can affect an individual in the area(s) of motor, social and/or visual/spatial skills

NORD: National Organization for Rare Disorders

Norm: statistical term which describes the performance of some specified group; “Norm” indicates “normal” or usual or average performance; status quo

Norm-referenced tests (NRT’s): compare each student’s score to the scores of students who took the same exam before; questions are usually based on the content of nationally-used textbooks, not what is taught locally, so students may be tested on topics not taught in their local school

NOS: Not Otherwise Specified

NVLD / NLD: *see Nonverbal Learning Disability*

NWEA: North West Evaluation Association – a private non-profit organization working with school districts to use data to improve instruction and student outcomes

O

Observation: watching and recording systematically-facts, data, behavior, time on task, etc

Occupational Therapy: a special education related service which is usually focused upon the development of a student’s fine motor skills and/or the identification of adapted ways of accomplishing activities of daily living when a student’s disabilities preclude doing those tasks in typical ways; service provided by a qualified occupational therapist; and including:

- (A) Improving, developing, or restoring functions impaired or lost through illness, injury, or deprivation;
- (B) Improving ability to perform tasks for independent functioning if functions are impaired or lost; and
- (C) Preventing, through early intervention, initial or further impairment or loss of function

OCD: Obsessive Compulsive Disorder

OCR (US Office for Civil Rights): an agency of the federal government’s executive branch within the Department of Education; charged with enforcing a number of civil rights statutes including Section 504

ODD: Oppositional Defiance Disorder

OHI: *see Other Health Impairment*

On-Task Behavior: expected behavior at that moment on that particular task

Orientation and mobility services: services provided to blind or visually impaired children by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community; includes teaching children the following, as appropriate:

- (A) spatial and environmental concepts and use of information received by the senses (such as sound, temperature and vibrations) to establish, maintain, or regain orientation and line of travel (e.g., using sound at a traffic light to cross the street);
- (B) to use the long cane or a service animal to supplement visual travel skills or as a tool for safely negotiating the environment for children with no available travel vision;
- (C) to understand and use remaining vision and distance low vision aids; and
- (D) other concepts, techniques, and tools

Orthopedic Impairment: severe orthopedic impairment that adversely affects a child’s educational performance; includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures)

OSEP-US Office of Special Education Programs: an office within OSERS charged with assuring that the various states comply with IDEA

OSERS-US Office of Special Education and Rehabilitative Services: agency of the federal government's executive branch within the Department of Education

OT: *see Occupational Therapy*

Other Health Impairment: having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that--

- (i) is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and
- (ii) adversely affects a child's educational performance

P

P & A: Protection and Advocacy system (NAPAS) (the Disability Rights Center – NH in NH) that provides legal representation for children/adults with disabilities (primarily developmental disabilities and emotional disturbance/mental illness)

Paraprofessional: individual who provides direct support to a child, teacher, or other school professional and who works only under the direct supervision of qualified personnel; someone who is not required to meet the highly qualified teacher standards in the ESEA; sometimes referred to as an aide or rehabilitative assistant.

Parent: biological or adoptive parent, educational surrogate parent, or guardian, but not the state if the state has guardianship over the child; when a student becomes an "adult student" all of the rights of the parent transfer to that student

Parent counseling and training: a related service assisting parents in understanding the special needs of their child including by: 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 IFSP

Part B of IDEA: the part of the Individuals with Disabilities Education Improvement Act of 2004 that applies to school age children with disabilities (ages 3 - 21)

Part C of IDEA: the part of the Individuals with Disabilities Education Improvement Act of 2004 that applies to infants and toddlers with disabilities (birth to age 3)

PBIS: *see Positive Behavioral Interventions and Supports*

PDD: Pervasive Developmental Disorder

PDD/NOS: Pervasive Developmental Disorder, Not Otherwise Specified- now re-characterized in the DSM-5 under *Autism* which includes 4 other separate disorders.

PE: Physical Education

Percentile: a score that reflects a comparison of one child's performance with others, taking the same test

Percentile Rank: refers to a point in a distribution of scores; example: if a child scores in the 80th percentile, it means that 80 percent of all children taking that test scored below that level

Personally identifiable: information that includes: the name of the child, the child's parent or other family members; the address of the child or the child's family; a personal identifier, such as the child's social security number, student number, or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who the educational agency or institution reasonably believes knows the identity of the student to whom the education record relates

Phonemic Awareness: hearing and identifying the individual sounds in spoken words

Phonics: knowing the letters of the alphabet and the sounds that connects with each one.

Physical therapy: services provided by a qualified physical therapist

PIC: Parent Information Center – a New Hampshire statewide family organization that strives to achieve positive outcomes for children and youth, with a focus on those with disabilities and special health care needs. This is achieved through its partnerships with families, educators, youth, professionals, and organizations. PIC is committed to the belief that: ~ Families make the difference ~When families, professionals and other partners are well-informed and have a shared commitment to work together, everyone benefits~ As youth move toward adulthood, they have increasing ownership of their future ~ Every child can succeed and contribute as valued members of the community.

PL: Public Law (refers to a Federal law)

Placement: the setting in which a child's special education and/or related service are delivered to the student; it must be derived from the student's IEP, and is determined by the child's IEP team

PPVT : Peabody Picture Vocabulary Test

Present level of academic achievement and functional performance: a statement on the IEP that describes what the child knows and can do at this time; includes how the child's disability affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children); or for preschool children, as appropriate, how the disability affects the child's participation in appropriate activities

Primary language instruction: offers students with LEP grade-level instruction in math, social studies, and other subjects in the student's first language

Prior Written Notice: *see written prior notice*; sometimes used to refer to the invitation to an IEP team meeting. Do not confuse with WPN

Private provider of special education: a private or nondistrict special education program that provides the educational component of a child's IEP and is subject to program approval under the NH Rules for the Education of Children with Disabilities. Private provider of special education does not mean a public charter school or a public academy.

Procedural Safeguards the rights provided to parents and school districts in the special education process; include: written prior notice, mediation, written parental consent, and due process

Procedural Safeguards Notice: the notice that explains the parent's special education rights (*see Procedural Safeguards*); must given at least once each year to the parents by the school district

Proficiency: the ability to do something at grade-level

Projective test: a method of personality testing in which a person responds to and interprets pictures or inkblots or situations. The way a person responds may give the tester clues to the individual's personality.

Pro se: a person not represented by a lawyer in a legal action

PSAT: Preliminary Scholastic Aptitude Test, usually given to juniors in high school who are planning on attending college or other institutes of higher education

Psychological services: a related service that includes--

- (i) administering psychological and educational tests, and other assessment procedures;
- (ii) Interpreting assessment results;
- (iii) obtaining, integrating, and interpreting information about child behavior and conditions relating to learning;
- (iv) consulting with other staff members in planning school programs to meet the special educational needs of children as indicated by psychological tests, interviews, direct observation, and behavioral evaluations;
- (v) planning and managing a program of psychological services, including psychological counseling for children and parents; and
- (vi) assisting in developing positive behavioral intervention strategies

Psychological Test: covers a range of tests used for studying people and how they behave; may include intelligence tests, projective or non-projective tests to study personality or other tests to decide if there may be an organic impairment of functioning

PTAN: Preschool Technical Assistance Network

PT: *see Physical therapy*

PTI: Parent Training & Information Center, a nonprofit parent organization responsible, under IDEA, to provide support, information and training to parents of children with disabilities so that they have the knowledge, skills and resources to actively participate in the special education process for their children with disabilities. Every state has at least one PTI. PIC was one of the first PTIs in the country, and has always been New Hampshire's PTI, serving families of children with disabilities, youth with disabilities and educators/service providers who work with children with disabilities and/or their families for more than 35 years since 1977.

PTSD: Post-traumatic stress disorder

Public School Choice: a program or legislative mandate through which students are not limited to a neighborhood school but may apply to any school in their school district, including specialized, alternative, or charter schools

Pull-Out Programs: removing a child from a regular classroom for part of the school day for remedial services or enrichment

Q

Qualified examiner: a person licensed or certified in the state in which the evaluation is performed, who performs a formal diagnostic assessment in the area of disability in which the person is qualified to perform the assessment as set forth in the NH Rules for the Education of Children with Disabilities

R

RAD: Reactive Attachment Disorder

Raw score: the simple number of points or items correct on a test

Receptive Language: ability to attach meanings to words, gestures, based on experience; understanding what another person is saying

Receiving District: for children who are placed in a home for children, healthcare facility or state institution, and who therefore attend public school in that district, the school district where the child attends school is the receiving district and the school district which is financially responsible for the child's education is the sending school district

Recoupment: amount of time required for a student to regain skills that are lost during an instructional break. *See regression*

Recreation: a related service that can include: assessment of leisure function; therapeutic recreation services; recreation programs in schools and community agencies; and leisure education

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

Regression: the amount of loss of skills a child experiences over an instructional break. *See recoupment*

Rehabilitation counseling services: services provided by qualified personnel in individual or group sessions that focus specifically on career development, employment preparation, achieving independence, and integration in the workplace and community of a student with a disability; the term also includes vocational rehabilitation services provided to a student with a disability by vocational rehabilitation programs funded under the Rehabilitation Act of 1973, as amended

Related Services: 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. According to the IDEA statute, "the term does not include a medical device that is surgically implanted, or the replacement of such device."

Reliability: refers to the consistency of the test. Does the test measure what is set out to measure? Reliability is measured in statistical terms and is a measure of the worth of a standardized test.

Remediation: intervention, usually in addition to regular instruction or treatment, designed to increase skills that are slow in developing

Resource room: a special education placement (must consist of no more than 60% of a child's school day)

Respite Care: a service provided to the families of children with extensive disabilities, often developmental disabilities, to give their parents a break

Response to scientific, research-based intervention – or – Response to instruction: (Rtl) – a multi-step process of providing educational supports and instruction to children who are struggling learners. Individual children's progress is monitored and results are used to make decisions about further instruction and intervention. Rtl is most commonly used in addressing problems with reading and mathematics, but it can also be used in other areas. The Rtl process is flexible and designed by school districts to meet the needs of their students. Rtl may be used as part of an evaluation to identify a child as having a specific learning disability.

Revoking consent: involves a parent "taking back" in writing the consent he or she previously granted; when a parent revokes consent to an activity, the revocation is not retroactive, but stops the activity from continuing

RIT Scale: a curriculum scale that uses individual item difficulty values to estimate student achievement

RSA: Revised Statute Annotated (codifying NH Law)

Rtl: *see Response to scientific, research-based intervention*

Rubrics: guides for grading test or student work; rubrics describe what work must include to be considered excellent or satisfactory; a best practice is for rubrics to be given to students when they are given the work so they know what is expected

S

SAC: State Advisory Committee (required by IDEA and described in RSA 186-C) which advises the NH Department of Education on special education issues and unmet needs in the state; IDEA uses the term, “state advisory panel”

SAIF: Specialist in the Assessment of Intellectual Functioning

SAT: Scholastic Aptitude Test

Satellite program: a classroom operated in another facility

SAU: School Administrative Unit

School health services and school nurse services: a related service meaning health services that are designed to enable a child with a disability to receive FAPE as described in the child's IEP. School nurse services are services provided by a qualified school nurse. School health services are services that may be provided by either a qualified school nurse or other qualified person.

Screening: brief testing, observation or both that gives preliminary information on how a child learns and whether or not more testing is needed

SEA: State Education Agency (in NH, this is the NH Department of Education)

Section 504: provision of the Rehabilitation Act of 1973, which prohibits recipients of federal funds from discriminating against persons with disabilities

Self-contained placement: a setting, apart from the regular educational environment and serving exclusively children with disabilities, where a child with a disability spends more than 60% of his/her school day

Self-Help: capacity for self-care, such as drinking from cup, making choices, being independent

Sending District: for children who are placed in a home for children, healthcare facility or state institution, and who therefore attend public school in that district, the school district where the child attends school is the receiving district and the school district which is financially responsible for the child's education is the sending school district

Sequencing: perceiving, understanding or remembering things in a particular order

Services Plan: (Individualized Services Plan) – document describing services that an LEA has agreed to provide to a parentally-placed private school child with disabilities

Short-Term Objectives: (STOs) – a required component of the IEP that breaks down the measurable annual goal into smaller (more manageable or understandable) steps or parts (Note: IDEA only requires STOs for children who take alternate assessments aligned to alternate achievement standards, while NH requires them for all children with disabilities unless the child's parents agree that STOs are not needed for one or more of their child's annual goals)

SLP: Speech and Language Pathologist

Smarter Balanced Statewide Assessments: assessments given in grades 3, 5 and 8 and 11. At 11th grade, schools may opt to use/ accept the SAT at District expense. Used to comply with the Elementary Schools and Secondary Act (ESSA)

Social-Emotional Status: measuring a child's growth in self-concept and social skills, such as smiling at familiar faces, expressing feelings, making friends

Social Promotion: moves students to the next grade regardless of their academic progress

Social work services in schools: a related service that includes—

- (i) preparing a social or developmental history on a child with a disability;
- (ii) group and individual counseling with the child and family;
- (iii) working in partnership with parents and others on those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school;
- (iv) mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program; and
- (v) assisting in developing positive behavioral intervention strategies

Spatial Relationships: ability of individual to relate self, objects, or parts of self, to the environment in terms of size, position, distance or direction

Special Education: specially designed instruction, provided at no cost to the parents, to meet the unique needs of a child with a disability, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and instruction in physical education; may include travel training and vocational education

Special Education Services: the array of services and supports school districts must provide to students as part of the child's individualized education program

Special factors: the factors that the IEP team shall consider when the team develops each child's IEP

Specific Learning Disability: (also referred to as "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, write, spell or to do mathematical calculations; includes conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia, but does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of an intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage

Speech or Language Impairment: a communication disorder such as stuttering; impaired articulation, language impairment, or a voice impairment which adversely affects a child's educational performance

Speech-language pathology services: a related service that includes--

- (i) Identification of children with speech or language impairments;
- (ii) Diagnosis and appraisal of specific speech or language impairments;
- (iii) Referral for medical or other professional attention necessary for the habilitation of speech or language impairments;
- (iv) Provision of speech and language services for the habilitation or prevention of communicative impairments; and
- (v) Counseling and guidance of parents, children, and teachers regarding speech and language impairments

SSDI: Social Security Disability Income

SSI: Supplemental Security Income

Standardized Tests: test which have norms reflecting a larger population, usually age or grade based norms reflecting the performance of children throughout the country; given under uniform conditions with the same instructions given every time

Standards: define what students are expected to know and be able to do by a certain grade or age; standards should be clear, measurable, and rigorous, but not too detailed

State Education Agency: State Department of Education (SEA)

STO: *See short-term objectives*

Student code of conduct: a written policy of behavioral expectations adopted by a school district or private provider of special education

Study Skills: strategies or activities to help students learn how to study, organize their materials and workspace, conduct research, plan for multiple-step or long-term assignments and take tests

Sub-test: part of a test; the results of a sub-test may be used by itself or in a battery of tests

Supplement Aids and Services: accommodations to enable a child with a disability to profit from instruction in the least restrictive environment

Surrogate Parent: an Educational Surrogate Parent is an individual who has been trained and appointed by the NH Department of Education, and who is responsible to make special education decisions for a child with disabilities who does not have a parent to represent them; a substitute parent

SY: School Year

T

Tactile: ability to discern similarities and differences in objects through feeling

TANF: Temporary Assistance to Needy Families

TBI: *see Traumatic Brain Injury*

Therapeutic Day Program: instructional placement for students with emotional disturbance, in which aspects of treatment for the child's disability are incorporated into the school program

Title I: provides federal funding for schools to help students who are performing below grade level academically or who are "at-risk" of falling behind. Funding is based on the number of low-income children in that school, generally, children who are eligible for free lunch. Schools who are receiving Title I funded schools are required to involve parents in making key decisions. Title I used to be called Chapter One.

TOWL: Test of Written Language

TOWRE: Test of Word Reading Efficiency

Tracking: groups students based on past performance, often described as “ability” grouping

Transition Plan: must be included in the IEP beginning when the student turns 14, or younger if determined appropriate by the IEP team. At age 14, transition planning generally focuses on the courses of study the child will need to achieve his/her adult goals. Transition plans describe how the school will help students prepare for life after high school, in further education, employment and/or independent living. Students have a right under IDEA to be a part of this planning process.

Transition Services: a coordinated set of activities for a child with a disability that is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement 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; and is based on the individual child’s needs, taking into account the child’s strengths, preferences, and interests; and includes--

- (i) Instruction;
- (ii) Related services;
- (iii) Community experiences;
- (iv) The development of employment and other post-school adult living objectives; and
- (v) If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

Transition services for children with disabilities may be special education, if provided as specially designed instruction, or a related service, if required to assist a child with a disability to benefit from special education. Not all transition services are the sole responsibility of the school.

Transportation: a related service in the IEP that includes travel to and from school and between schools; travel in and around school buildings; and specialized equipment (such as special or adapted buses, lifts, and ramps), if required for a child with a disability to benefit from special education

Traumatic Brain Injury (TBI): an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, which adversely affects educational performance; applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech, but does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma

TTD/TTY: Tele-typewriting Device (used by individuals who are deaf, or have a hearing or communication impairment)

U

Universal Design: a concept or philosophy for designing and delivering products and services that are usable by people with the widest possible range of functional capabilities, which include products and services that are directly accessible (without requiring assistive technologies) and products and services that are interoperable with assistive technologies

V

VA: Volunteer Educational Advocate (PIC Volunteer Educational Advocates for Special Education)

Validity: the extent to which an instrument measures effectively, what it is designed to measure

Visual Discrimination: ability to discern likenesses and differences in colors, shapes, objects, words, symbols

Visual Impairment, including Blindness: a visual impairment that, even with correction, adversely affects child’s educational performance; includes both partial sight and blindness

Visual-Motor: ability to coordinate the eyes with the movement of the hands and to process that connection of one to the other

Vocational evaluation: tests a student’s aptitude and interests to provide information to use in designing an appropriate vocational program or transition plan

VR: Vocational Rehabilitation or Bureau of Vocational Rehabilitation

W

WCJ: Woodcock-Johnson test

WAIS: Weschler Adult Intelligence Scale

WIAT: Weschler Individual Achievement Test

WIOA: Workforce Innovation and Opportunity Act (7-22-14)

WISC-IV: Weschler Intelligence Scale for Children, 4th edition

WPN: *see written prior notice*

WRAML: Wide Range Assessment of Memory and Learning

Written Prior Notice (WPN): the document that describes an IEP team's proposal or refusal or an action, or requested action; the WPN must be provided to the parents when school proposes to initiate or change, or refuses to initiate or change, the identification, evaluation or placement of a child; to be given after the decision is made, but before the change is put into effect. The WPN must include the following elements:

1. A description of the action (what) proposed or refused by the Team;
2. An explanation of why the Team proposes or refuses to take the action;
3. A description of any other options that the Team considered and the reasons why those options were rejected;
4. A description of each evaluation procedure, test, record, or report (document) the Team used as a basis for the proposed or refused action;
5. A description of any other factors that are relevant to the Team's proposal or refusal;
6. A statement that the parents of a child with a disability have protection under the procedural safeguards of this part of the regulations and, if this notice is not an initial referral for evaluation, how a copy of a description of the procedural safeguards can be obtained; and
7. Resources parents may contact to get assistance in understanding these procedural safeguards

Y
