An Educator, Parent and Panel Member

Primer on Special Education

Acronyms, Abbreviations, and Definitions

Technical Assistance for Excellence in Special Education (TAESE)
Center for Persons with Disabilities at Utah State University

2018

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TAESE
Technical Assistance for Excellence in Special Education

UtahStateUniversity
CENTER FOR PERSONS WITH DISABILITIES

This document was developed by the Center for Technical Assistance for Excellence in Special Education (TAESE) of the Center for Persons with Disabilities, University Center for Excellence in Developmental Disabilities in the Emma Eccles Jones College of Education and Human Services at Utah State University.

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Greetings!

Welcome to the world of Special Education.

As you participate in the special education process, and/or Special Education Advisory Panel, you will encounter unfamiliar language and acronyms. The discussion often references these acronyms and specialized jargon. It may seem like a foreign language, but it is really just a language of initials. These initials are explained and defined in this booklet.

Often, during meetings, many of these terms and acronyms are used frequently, and it is assumed that everyone is familiar with the meaning. If you are in a meeting and this occurs, feel free to ask, "What does that term mean?"

This booklet has been designed to provide the common terms and acronyms and give the definitions to most of these special education terms. **Remember, some terms and definitions vary from State to State and discipline to discipline.**

Acronyms Quick Reference Guide

A	
ADA	Americans with Disabilities Act
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
APE	Adapted Physical Education
APR	Annual Performance Report
ASHA	American Speech-Language-Hearing Association
ASL	American Sign Language
AT	Assistive Technology
AU	Autism
ASD	Autism Spectrum Disorder
B	
BA	Behavioral Assessment
BD	Behavior Disorders
BIA	Bureau of Indian Affairs
BIE	Bureau of Indian Education
BIP	Behavior Intervention Plan
C	
CEC	Council for Exceptional Children
CEE	Comprehensive Educational Evaluation
CEIS	Coordinated Early Intervening Services
CFR	Code of Federal Regulations
CD	Cognitive Delay or Communication Disorder
CHADD	Children and Adults with Attention-Deficit/Hyperactivity Disorder
COTA	Certified Occupational Therapist Assistant
CP	Cerebral Palsy
CPIR	Center for Parent Information and Resources
CSPD	Comprehensive System of Personnel Development
CrEAG	Critical Elements Analysis Guide
D	
DB	Deaf-Blindness
DD	Developmental Disability
DNR	Do Not Resuscitate

DOE	Department of Education
DOH	Department of Health
DPH	Due Process Hearing
DPHO	Due Process Hearing Officer
DSM-V	Diagnostic and Statistical Manual V
E	
ED	Emotional Disturbance
EI	Early Intervention
EIPA	Educational Interpreter Performance Assessment
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act
ESL	English as a Second Language
ESY	Extended School Year
F	
FAPE	Free Appropriate Public Education
FBA	Functional Behavior Assessment
FERPA	Family Educational Rights and Privacy Act
FY	Fiscal Year
G	
GT	Gifted and Talented
H	
HI	Hearing Impairment
HIPAA	Health Insurance Portability and Accountability Act
HS	Head Start
I	
ICC	Interagency Coordinating Council
IDEA	Individuals with Disabilities Education Act
IEE	Individual Education Evaluation
IEP	Individual Education Program
IFSP	Individual Family Service Plan
IHCP	Individualized Health Care Plan
IQ	Intelligence Quotient
L	
LA	Lead Agency
LD	Learning Disability

LEA	Local Education Agency
LEP	Limited English Proficiency
LoD	Level of Determination
LRE	Least Restrictive Environment
M	
MFS	Maintenance of Financial Support
MOE	Maintenance of Effort
MTSS	Multi-Tiered System of Support
N	
NASDSE	National Association of State Directors of Special Education
NIMAC	National Instructional Materials Access Center
O	
OCR	Office for Civil Rights
ODD	Oppositional Defiant Disorder
OESE	Office of Elementary and Secondary Education
OHI	Other Health Impairment
OI	Orthopedic Impairment
O&M	Orientation and Mobility
OSEP	Office of Special Education Programs
OSERS	Office of Special Education and Rehabilitation Services
OT	Occupational Therapy
P	
P&A	Protection and Advocacy
Part B	Special Education—School-Aged Children
Part C	Special Education—Birth–Two Years Old
PDD	Pervasive Developmental Disorder
PE	Physical Education
PL	Public Law (Federal)
PLAAFP	Present Levels of Academic Achievement and Functional Performance
PT	Physical Therapist
PTAC	Privacy Technical Assistance Center
PTI	Parent Training and Information
R	
RDA	Results Driven Accountability
RTI	Response to Intervention

S	
SE	Special Education
SEA	State Education Agency
SEAC	Special Education Advisory Council
SEAP	State Special Education Advisory Panel
Section 619	Special Education—3–5 Years Old
SiMR	State-identified Measurable Result
SL	Speech Language
SLD	Specific Learning Disability
SLP	Speech Language Pathologist
SPDG	State Personnel Development Grant
SPP	State Performance Plan
SSIP	State Systemic Improvement Plan
STO	Short Term Objective
SW-PBIS	School-Wide Positive Behavior Support
T	
TAESE	Center for Technical Assistance for Excellence in Special Education
TBI	Traumatic Brain Injury
TDD/TTY	Telecommunications Device for the Deaf
U	
USDE	United States Department of Education
V	
VI	Visual Impairment
W	
WIOA	Workforce Investment Act

Common Definitions in Special Education

Listed are some special education definitions. Remember, some definitions vary from state to state and discipline to discipline.

Accommodations: Special academic and/or behavioral adjustments that assist a student to participate in the general education classroom, also known as supplemental aids and services. Accommodations do not change what is being measured or taught, only the way it is delivered. (See modifications.)

Advocate: An individual who represents or speaks on behalf of another person's interests (as in a parent with his/her child).

American Sign Language (ASL): A method of communicating by using hand signs. Each sign represents either one word or a concept that is typically expressed with several spoken words. For words that do not have a sign, finger spelling is used.

American Speech-Language-Hearing Association (ASHA): The national professional association for speech and language therapists and audiologists.

Americans with Disabilities Act (ADA): A civil rights law that prohibits discrimination against persons with disabilities in the areas of accessibility, employment, public services, public accommodations, transportation, and communication.

Annual Performance Report: The report that is submitted by each State to the U.S. Department of Education that provides data and information on compliance and results of special education for children with disabilities.

Aphasia: A communication disorder characterized by difficulty with producing language and/or with under- standing language.

Assessment: The gathering of information by qualified personnel on a child's development and on the needs and priorities of the family. This information about the child and family is used in planning the Individual Family Service Plan (IFSP).

Assistive Technology Device (AT): 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 functional capabilities of individuals with disabilities. Public schools are required to consider the assistive technology needs of students with disabilities.

Attention Deficit Disorder (ADD)/ Attention Deficit Hyperactivity Disorder (ADHD): A neurobiological disorder. Typically, children with ADD have developmentally inappropriate behavior, including poor attention skills and impulsivity. Children with ADHD also demonstrate hyperactivity. These characteristics arise in early childhood, typically before age seven, are chronic, and last at least six months. Children with ADD/ADHD may also experience difficulty in the areas of social skills and self-esteem.

Autism (AU): A developmental disability significantly affecting verbal and non-verbal communication and social interaction.

Autism and Pervasive Developmental Disorder: Developmental disabilities that share many of the same characteristics. Usually evident at age three, autism and PDD are neurological disorders that affect a child's ability to communicate, understand language, play, and relate to others.

Behavioral Assessment (BA): Gathering (through direct observation and by parent report) and analyzing information about a child's behavior. The information may be used to plan ways to help the child change unwanted behaviors. Observations include when a behavior occurs as well as the frequency and duration of the behavior.

Behavior Disorder (BD): A term used by some States for children who exhibit difficulties with social interactions and inappropriate behavior that interferes with learning.

Behavior Intervention Plan (BIP): A plan that is put in place to teach a child proper behavior and social skills. It should be positive in nature, not punitive.

Bureau of Indian Education (BIE): The section of the Department of Interior that oversees and assists in the educational affairs of some Indian children and youth. The BIE operates schools in twenty-three States.

Center for Parent Information and Resources (CPIR): The regional center that works to strengthen the connections between State parent centers and the OSEP Technical Assistance and Dissemination Network and fortifies partnerships between Parent Centers and education systems at local, State, and national levels.

Cerebral Palsy (CP): A disorder of movement and posture control resulting from non-progressive damage to the brain during fetal life, the newborn period, or early childhood. Both genetic and acquired factors may be involved. It may be caused by a lack of normal fetal brain development or by injury to the brain. The extent and location of the brain damage determines the type of cerebral palsy and the associated symptoms.

Certified Occupational Therapist Assistant (COTA): An individual who has received special training and instruction in the area of occupational therapy.

Child Find (CF): A federal requirement that States actively locate children, birth to age twenty-one, with developmental disabilities or who are at risk for developmental disabilities. It particularly focuses on children not enrolled in school programs.

Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD): A national organization that provides information, training, and support for individuals interested and/or impacted by ADD/ADHD.

Code of Federal Regulations (CFR): The reference to the regulations issued by federal agencies that help to interpret, clarify, and expand upon federal statutes.

Cognitive Delay (CD): A disability where a child's intellectual and adaptive behavior is below average and impacts the child's education.

Communication Disorder (CD): Any disorder that affects somebody's ability to communicate. The delays and disorders can range from simple sound substitution to the inability to understand or use one's native language.

Comprehensive Educational Evaluation (CEE): The evaluations and observations done by the school staff to find out if the child has a disability and requires special education and related services. The school's multi-disciplinary team is required to do this evaluation and hold a meeting with the parent to discuss the results. A parent may choose to share any evaluation and assessment information done by the child and family agency or by other qualified persons.

Comprehensive System of Personnel Development (CSPD): A State or school plan to train and provide technical assistance for school staff and parents.

Consent: Written parent permission before initial evaluation and placement in special education.

Coordinated Early Intervening Services (CEIS): A general education responsibility that provides evidence-based strategies for students experiencing academic and behavioral difficulties.

Council for Exceptional Children (CEC): The largest international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted.

Deaf-Blindness (DB): Concomitant hearing and visual impairments that cause severe communication, developmental, and educational needs.

Department of Health (DOH): The government agency whose mission is to promote health and sound health policy, prevent disease and disability, improve health service systems, and ensure that essential public health functions and safety net services are available.

Developmental Disability (DD): Any physical or mental condition that begins before the age of eighteen, causes the child to acquire skills at a slower rate than his/her peers, is expected to continue indefinitely, and impairs the child's ability to function in society.

Diagnostic and Statistical Manual V (DSM-V): The American Psychiatric Association's classification and description of behavioral and emotional disorders.

Disability: A substantially limiting physical or mental impairment that affects basic life activities such as hearing, seeing, speaking, walking, caring for oneself, learning, or working.

Do Not Resuscitate (DNR): Medical order that indicates a patient's wish to not be resuscitated in the event that they are incapacitated.

Due Process: A process for resolving a dispute between the child/family and the family service agency related to the delivery of early intervention services. In special education, due process refers to a process for resolving a dispute between the family and the public school related to the identification, evaluation, or placement of a child with disabilities.

Due Process Hearing (DPH): A legal proceeding, similar to a court proceeding where a hearing officer is presented evidence by disagreeing parties. A verbatim record is taken of the proceedings, and a hearing officer writes a decision that may be appealed to the State education agency, and if desired, to a civil court.

Due Process Hearing Officer (DPHO): The trained and neutral individual who conducts the due process hearing.

Dyslexia: A learning disability in which the child has difficulty with reading due to difficulty distinguishing written symbols. For example, transposing letters and words such as reading "top" as "pot."

Dyspraxia: Difficulty with planning and performing coordinated movements although there is no apparent damage to muscles.

Early Intervention (EI): Specialized services provided to infants and toddlers ages birth to three who are at risk for or are showing signs of developmental delay.

Educational Interpreter Performance Assessment (EIPA): A tool designed to evaluate the voice-to-sign and sign-to-voice interpreting skills of interpreters who work in the elementary and secondary school classroom setting.

Elementary and Secondary Education Act (ESEA): The act most recently reauthorized in 2001 as the No Child Left Behind Act (NCLB). It is the main federal law regarding K12 education. It includes Title 1 (students in poverty) and Title III (English Language Learners). It includes provisions for annual assessments in grades 3-8 and high school, subgroup reporting and accountability, and highly qualified teachers.

Emotional Disturbance (ED): A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects educational performance.

> A) An inability to learn that cannot be explained by intellectual, sensory, or health factors; B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers; C) Inappropriate types of behavior or feelings under normal circumstances; D) A tendency to develop general pervasive mood of unhappiness or depression; or E) A tendency to develop physical symptoms or fears associated with personal or school problems.

English as a Second Language (ESL): The study or learning of English in an environment where English is the predominant language by someone whose first language is not English.

Extended School Year (ESY): The delivery of special education and related services during the summer break or other extended periods when school is not in session. The purpose for ESY is to prevent a child with a disability from losing previously learned skills. The IEP team must consider the need for ESY at each meeting and must describe those services specifically with goals and objectives. Not all special education students require ESY. ESY services must be individually developed to meet the child's unique needs.

Family Educational Rights and Privacy Act (FERPA): A federal law that protects the privacy and transfer of student education records.

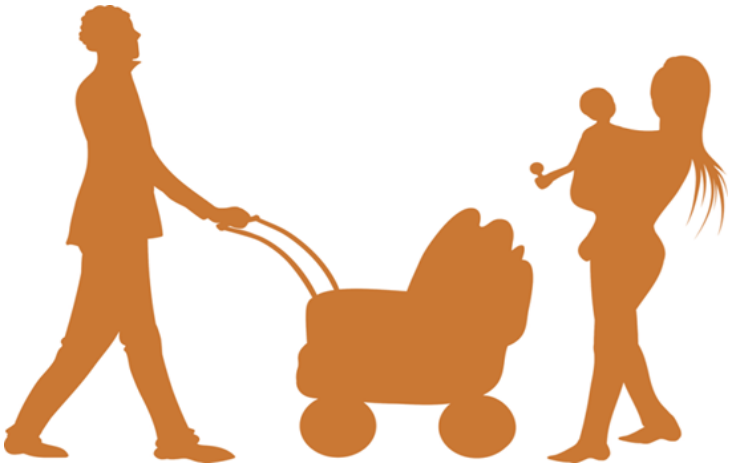
Family Infant Toddler Program (FIT): A program that provides early intervention services to help families who have concerns about the development of their young child (birth to three).

Fidelity: The unfailing fulfillment of one's duties and obligations and strict adherence to vows or promises. Fidelity means to implement a program as it was intended; to ensure that all services are delivered correctly (e.g., that a reading program is implemented correctly).

Fiscal Year (FY): A period used for calculating annual financial statements in organizations. In many jurisdictions, regulatory laws regarding accounting and taxation require such reports once per twelve months, but do not require that the period reported on constitute a calendar year. Fiscal years vary, but are typically from July to June or October to September.

Free Appropriate Public Education (FAPE): An individualized educational program that is designed to meet the child's unique needs, and from which, the child receives educational benefit.

Functional Behaviors: Behaviors (basic skills, such as meal-time skills) the child has mastered, or needs to master, in order to get along as independently as possible in society.



Functional Behavior Assessment (FBA): A process that examines why a child behaves the way he or she does given the nature of the child and what is happening in the environment. It is a process for collecting data to determine the possible causes of problem behaviors and to identify strategies to address the behaviors.

Gifted & Talented (GT): Those students with above average intellectual abilities.

Head Start (HS): A federal program started in 1965 aimed at providing a comprehensive preschool program for children ages three to five from low-income families. Planned activities are designed to address individual needs and to help children attain their potential in mental and physical development before starting school.

Health Insurance Portability and Accountability Act (HIPAA): Federal law that outlines the confidentiality and protection of medical records.

Hearing Impairment (HI): An impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance, but that is not included under the definition of deafness.

Independent Educational Evaluation (IEE): An evaluation conducted by a qualified examiner who is not employed by the school district responsible for the education of the child.

Individual Family Service Plan (IFSP): The written document that defines the early intervention services provided to the child and family. The program is designed to meet the needs of the child and the family, and is based on family-identified priorities.

Individualized Education Program (IEP): A written statement of a child's current level of educational performance and an individualized plan of instruction, including the goals, specific services to be received, the staff who will carry out the services, the standards and timelines for evaluating progress, and the amount and degree to which the child will participate with typically developing peers (Inclusion/Least Restrictive Environment). The IEP is developed by the child's parents and the professionals who evaluated the child and/or are providing the services. It is required by the Individuals with Disabilities Education Act (IDEA) for all children eligible for special education.

Individualized Health Care Plan (IHCP): A plan developed by the school nurse in collaboration with parents and teachers that outlines specific health care procedures to be provided to a student.

Individuals with Disabilities Education Act (IDEA): The federal law that provides the legal authority for early intervention and special educational services for children birth to age twenty-one. Part B outlines services for children ages three to twenty-one. Part C outlines services for children birth to age three.

Interagency Agreement: A document signed by authorized representatives of at least two agencies outlining mutually agreed upon responsibilities to perform certain duties under specified conditions.

Interagency Coordinating Council (ICC): A council established for the purpose of advising and assisting in the development and implementation of quality services for infants and toddlers with disabilities. ICCs are required by IDEA.

Intelligence Quotient (IQ): The score of an intelligence test that is a form of psychological testing of an individual's capacity to learn and deal effectively with his/her environment.

Lead Agency (LA): The state agency, determined by the Governor, responsible for the implementation of IDEA Part C. This is most often the Department of Health, followed by the Department of Education.

Learning Disability (LD): A disorder in one or more of the basic psychological processes involved in understanding or using spoken or written language that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations.

Least Restrictive Environment (LRE): The placement of children with disabilities that is, to the maximum extent appropriate, including children in public or private institutions or other care facilities, where they are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurring only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Level of Determination (LoD): An annual decision based on results and compliance indicators that is made by OSEP in regard to how well a state is implementing IDEA. There are four levels: 1) Meets Requirements, 2) Needs Assistance, 3) Needs Intervention, and 4) Needs Substantial Intervention. States must also make annual determinations of LEAs and EI programs.

Limited English Proficiency (LEP): Children whose primary language is other than English.

Local Education Agency (LEA): The public schools operating in accordance with statutes, regulations, and policies of the State Department of Education.

Modifications: Change or alterations to what is being measured or taught. Modifications create a different standard for children whose disabilities require more intense adjustments. Modifications are also typically included in the IEP. (See accommodations.)

Multi-Tiered System of Support (MTSS): A coherent continuum of evidence based, system-wide practices to support a rapid response to academic and behavioral needs, with frequent data-based monitoring for instructional decision-making to empower each student to achieve high standards.

Music Therapy: A therapeutic service to meet recreational or educational goals. Music therapy includes playing instruments, moving to music, singing, and listening to music. It is used in a variety of applications in schools, hospitals, and private settings through both individual and group approaches, often in conjunction with other types of therapy. Both music education and music therapy contribute to special education by promoting learning and self-growth through enjoyable activities.

National Association of State Directors of Special Education (NASDSE): The national organization for State special education directors, which provides support in the delivery of quality education to children and youth with disabilities throughout the country. *http://www.nasdse.org/*

National Instructional Materials Access Center (NIMAC): A federally-funded, national electronic file repository that makes National Instructional Materials Accessibility Standard (NIMAS) files available for the production of core print instructional materials in specialized formats.

Natural Environment: The natural or everyday settings for the child. These are places where the child would be if they didn't have a special developmental concern (for example, home, childcare, parks, etc.).

Occupational Therapy (OT): Therapy services, provided by a professional, based on engagement in meaningful activities of daily life such as self-care skills, education, recreation, work, or social interaction.

Office for Civil Rights (OCR): The Office for Civil Rights enforces several federal civil rights laws that prohibit discrimination in programs or activities that receive federal financial assistance from the Department of Education.

Office of Elementary and Special Education (OESE): The office at the USDE responsible for implementing and overseeing ESEA.

Office of Special Education and Rehabilitative Services (OSERS): The office at USDE that oversees OSEP and vocational rehabilitation.

Office of Special Education Programs (OSEP): Dedicated to improving results for infants, toddlers, children, and youth with disabilities ages birth through twenty-one by providing oversight, leadership, and financial support to assist States and local districts. OSEP administers the Individuals with Disabilities Education Act (IDEA).

Oppositional Defiant Disorder (ODD): Children who exhibit defiant and anti-social behaviors over a long period of time and environment.

Orientation and Mobility (O&M): Services provided to the blind or visually impaired by qualified personnel to enable a child to safely move in school and other environments.

Orthopedic Impairment (OI): Any orthopedic impairment that adversely affects a child's educational performance.

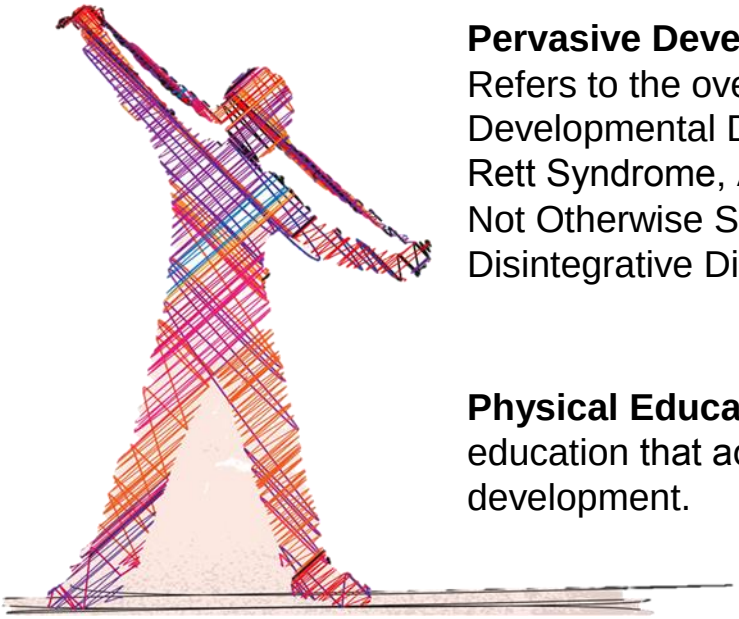
Other Health Impaired (OHI): An educational classification that describes students who have chronic or acute health problems that cause limited strength, vitality, or alertness that adversely affects a child's educational performance.

Parent Training and Information (PTI): Each State has a Parent Training and Information center to assist parents of children with disabilities to

become more knowledgeable about special education and their child's disability.

Part B: The section of the federal special education regulations that addresses pre-school and school-aged children with disabilities.

Part C: The section of the federal special education regulations that addresses children birth through two years.



Pervasive Developmental Disorder (PDD): Refers to the overall category of Pervasive Developmental Disorders that includes autism, Rett Syndrome, Asperger's syndrome, PDD-Not Otherwise Specified (NOS), and Childhood Disintegrative Disorder.

Physical Education (PE): The area of general education that addresses a student's physical development.

Physical Therapist (PT): A professional who is devoted to improving a person's physical abilities through activities that strengthen muscular control and motor coordination.

Preschool Special Education: An educational program that is designed to meet the unique developmental needs of an individual child with a disability who is three, four, or five years of age. It is a child-focused educational effort. Sometimes referred to **Section 619 of the law**.

Present Levels of Academic Achievement and Functional Performance (PLAFFP): Statements written in the IEP that accurately describe the student's strengths, weaknesses, and learning styles.

Prior Written Notice (PWN): Must inform parents of their rights. It is a form that the school must use to tell parents why they're doing what they're doing or why they're not doing what they're not doing—they must tell parents in writing.

Parent Technical Assistance Center (PTAC): USDE funded center to provide guidance and technical assistance related to data privacy.

Protection and Advocacy (P&A): The Protection and Advocacy System is a nonprofit organization that protects and promotes the rights of people with disabilities.

Public Law (PL): A reference used to denote a federal law passed by Congress. Public law governs relationships between individuals and the government, and those relationships between individuals that are of direct concern to society.

Related Services: A service that helps students benefit from special education. Examples are physical therapy, occupational therapy, and school counseling.

Response to Intervention (RTI): A general education process that provides support for students experiencing academic and behavioral difficulties.

Results Driven Accountability (RDA): The process used by OSEP beginning in 2014 to include results indicators in annual state determinations.

School-Wide Positive Behavior Interventions and Supports (SW-PBIS): A systems approach for establishing the social culture and individualized behavioral supports needed for schools to achieve both social and academic success for all students.

Screening: The process of looking at a child's development to find out if there are any areas of concern. It is used to recommend children for more in-depth evaluation.

Section 504 Coordinator: A school employing fifteen or more persons must assign a person to coordinate compliance with Section 504 regulations. It is recommended that all school districts appoint a 504 coordinator. It is recommended that the same individual serve as the Title IV, Title VI, and Americans with Disabilities Coordinator.

Section 504 of the Rehabilitation Act: A federal law that protects the civil rights of individuals with disabilities. This law is closely intertwined with IDEA. Children with disabilities who are not eligible for special education may qualify for accommodations under Section 504 if they meet the 504 eligibility criteria.

Section 619: Authorizing section of Part B of IDEA that requires States to provide preschool services to children with disabilities, ages three to five.

Self-stimulation: Often referred to as stimming, these are abnormal behaviors, such as head banging, watching the fingers wiggle, or rocking side to side, that interfere with the child's ability to "sit still" and pay attention or to participate in meaningful activity.

Short Term Objectives (STO): Part of a child's IEP that breaks down an annual goal into small measurable steps. This is optional except for students taking alternate assessments.

Special Education (SE): Specialized instruction tailor-made to fit the unique learning strengths and needs of students with disabilities. A major goal of SE is to teach the skills and knowledge the child needs to be as independent as possible. SE programs focus on academics and may also include therapy and other related services to help the child overcome difficulties in all areas of development. These services may be provided in a variety of educational settings, but are required by IDEA to be delivered in the least restrictive environment.

Specific Learning Disability (SLD): A disorder that affects the ability to listen, think, speak, read, spell, or do mathematical calculations.

Speech and Language (SL) Disorders: Problems in communication and related areas such as oral motor function. These delays and disorders range from simple sound substitutions to the inability to understand or use language or use the oral-motor mechanism for functional speech and feeding. Some causes of speech and language disorders include hearing loss, neurological disorders, brain injury, mental retardation, drug abuse, physical impairments such as cleft lip or palate, and vocal abuse or misuse. Frequently, however, the cause is unknown.

Speech Language Pathologist (SLP): A trained therapist who provides treatment to help a person develop or improve articulation, communication skills, and oral-motor skills. Also helps children with speech errors and/or those with difficulties in language patterns.

State Department of Education: Oversees all aspects of education in the State.

State Education Agency (SEA): The State Board of Education or other agency responsible for the State supervision of public elementary and secondary schools.

State Performance Plan (SPP): The Individuals with Disabilities Education Act (IDEA) of 2004 requires States to develop a six-year performance plan. This plan (SPP) evaluates the efforts to implement IDEA and describes measurable plans for continuous improvement. OSEP has identified indicators to be included in the SPP and requires States to report progress on targets set by federal and State law to determine compliance.

State Personnel Development Grant (SPDG): A competitive grant offered by the U.S. Department of Education to States. The purpose is to improve special education services in the State.

State Special Education Advisory Panel (SEAP): An advisory panel required by federal law in each State for the purpose of providing policy guidance with respect to special education and related services for children with disabilities in the State. Many States use Special Education Advisory Council (SEAC).

State Systemic Improvement Plan (SSIP): The three phase, comprehensive, multi-year plan that focuses on improving results for infants, toddlers, children, and youth with disabilities.

State-identified Measurable Result (SiMR): A statement of the result(s) the State intends to achieve through the implementation of the SSIP. The SiMR must be aligned to an SPP/APR indicator or a component of an SPP/APR indicator. The State-identified result(s) must be clearly based on the Data and State Infrastructure Analyses and must be a child-level outcome in contrast to a process outcome. The State may select a single result (e.g., increasing the graduation rate for children with disabilities) or a cluster of related results (e.g., increasing the graduation rate and decreasing the dropout rate for children with disabilities).

Tactile Defensiveness: An abnormal sensitivity to touch indicated by avoidance or rejection of touching and handling. The child who has tactile defensiveness may resist touching or being touched by something that is wet, that is an unusual texture, or that is an unfamiliar temperature or pressure.

Telecommunications Device for the Deaf (TDD/TTY): An assistive technology device attached to a telephone to enable individuals who are deaf to communicate with others.

Therapy: A treatment for certain physical or psychological conditions. The most common forms of therapy provided through early intervention and special education include occupational therapy, physical therapy, and speech/ language therapy.

Transition: The movement from one service, location, or program to another. Young children with disabilities transition at age three from early intervention to preschool special education services or to other community settings and services (early intervention and special education). Adolescents transition from school to adult services.

Transportation: A related service. If it is determined that the child needs this service to benefit from their education, the school district must provide the transportation, contract with another agency, or contract with the parents to bring their child to school. Transportation could mean round trip, home to school and school to home services.

Traumatic Brain Injury (TBI): Physical damage to the brain that could result in physical, behavioral, or mental changes depending on which area of the brain is injured. TBI could impact a student's education; special education services might be needed.

United States Department of Education (USDE): Provides guidance, fiscal support, and technical assistance to the States.

Visual Impairment (VI): An impairment in vision that, even with correction, adversely affects a child's educational performance.

Vocational Rehabilitation (VR): A program of rehabilitation through job training focusing on the participant moving toward gainful employment.

Other Acronyms I Encounter

Important Names, Phone Numbers, and E-mails

Remember

Keep the Main Thing the Main Thing
Infants, toddlers, children and
youth with disabilities