

## Common Terms and Abbreviations

**Accommodations:** Changes made to instruction and/or assessment intended to help students fully access the general education curriculum without changing the instructional content. These changes provide equitable instruction and assessment for students by reducing or eliminating the effects of a student's disability.

**Annual Review:** By law, a student's IEP is reviewed annually at the annual review meeting. At this meeting, student progress is reviewed and the IEP is rewritten to reflect the student's current level of performance.

**Assistive Technology:** A term used to describe devices that are selected to increase, maintain, or improve functional capabilities of a child with a disability.

**Case Manager:** A case manager is the supervisor of a child's special education program. The case manager coordinates all aspects of the student's Individualized Educational Program (IEP) and communicates with parents and service providers.

**Co-Taught:** Co-taught teaching involves two or more educators sharing instructional responsibility for a group of students.

*The Nuts and Bolts of Co-Teaching:*

- Co-teaching is a proactive approach to education;
- Co-teaching pairs general and special educators;
- Co-teaching takes place in heterogeneous, integrated settings;
- Co-teachers are simultaneously present in the classroom setting;
- Co-teachers maintain joint responsibility for classroom instruction;
- Co-teachers work in a coactive and coordinated fashion;
- Co-teachers design instruction to meet the needs of all students in the class.

**Curriculum Based Measurement (CBM):** An assessment tool given to students to monitor academic progress and make instructional adjustments as needed in areas such as reading, writing, and math.

**Direct Instruction:** Research-based curriculum in the areas of reading, writing, and math that is highly structured, scripted, and consistent.

**Domain Meeting:** This is a meeting where a team of staff members such as the special education teacher, school psychologist, general education teacher, and other related service providers meet with a child's parent/guardian to determine what types of evaluations are necessary to determine a student's needs and eligibility for special education services. A domain meeting is held for the purpose of an initial special education evaluation or three year reevaluation.

**Eligibility Determination:** Eligibility determination refers to the process of determining whether a student is a child with a disability as defined by The Individuals with Disabilities Education Act (IDEA). IDEA identifies 13 disabilities categories used to determine eligibility.

**ESY:** Extended School Year services is special education programming that extends beyond the traditional school year. The IEP team must consider whether or not a child needs ESY services in order to receive a free appropriate public education. Typically, eligibility for ESY is determined through a regression-recoupment analysis.

**FBA:** A Functional Behavioral Assessment is a problem-solving method used to examine a student's behavioral difficulties that get in the way of their learning or the learning of others. It relies on a variety of techniques and strategies to identify the purpose of the behavior to help the IEP team develop effective strategies to address the problematic behavior.

**504 plan:** Section 504 of the Rehabilitation Act of 1973, prohibits recipients of federal financial assistance, including public schools, from discriminating against otherwise qualified individuals with disabilities solely on that basis. Under Section 504, a student who has a documented disability that substantially limits one or more major life activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working is entitled to accommodations and/or modifications to allow for equal access within the classroom setting.

**Goals:** Goals are written to address areas of need that have been identified for a child with an IEP. A child's progress is monitored regularly and communicated to parents.

**IDEA:** The Individuals with Disabilities Education Act is a federal legislation that requires states to provide all children with disabilities with a free and appropriate public education.

**IEP:** An Individualized Education Program is a written document developed in a collaborative effort between parents and school personnel that describes the abilities and needs of a child with a disability and prescribes the placement and services designed to meet the child's unique needs.

**LRE (Least Restrictive Environment):** Children should be educated in the least restrictive environment, or with their non-disabled peers, to the greatest extent possible. Students should be educated within the general education environment to the greatest extent possible except when they cannot achieve satisfactorily in a general education classroom even with supplementary aids and support.

**Modifications:** Alterations made to instruction and/or assessment that change, lower, or reduce learning or assessment expectations.

**OT (Occupational Therapist):** OTs provide consultative and direct services to students to address fine motor skill development and sensory processing.

**PT (Physical Therapist):** PTs provide consultative and direct services to students to address gross motor skill development.

**Progress Monitoring:** Teachers collect progress monitoring data using Curriculum Based Measurement tools in the areas of reading, writing, and math. Teachers use this data to ensure student progress and to help determine whether instructional changes are needed.

**Reevaluation:** A reevaluation occurs every three years from the time of a student's initial evaluations/initial eligibility for special education services in order to determine a student's continued eligibility and need for special education services.

**Related Services:** Related services refer to services required to assist a child with a disability to benefit from special education services. Examples of related services including speech, occupational or physical therapy, and counseling.

**School Psychologist:** A school psychologist is an educational professional whose function includes assessment, intervention, and data-based problem solving to support academic, social, and emotional growth of students.

**SLP (Speech and Language Pathologist):** Professional who studies normal speech and language and provides a program of diagnosis and remediation to individuals with speech or language impairments.

**Social Worker:** A social worker serves students whose social/emotional difficulties interfere with his or her capacity to function adequately in the school environment. The social worker may support the student through consultation, individual, or group support.