

## Dictionary of Common Special Education Terms and Acronyms

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### A

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**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 II:** Adaptive Behavior System, 2<sup>nd</sup> edition (test)

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

**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 often used to determine whether a child has a learning disability. It asks, “is the child working up to expectations?”

**Achievement gap:** is 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)

**Acuity:** Keeness 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.” It is 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.

**ADC:** Awaiting Disposition of the Court.

**ADD:** Attention Deficit Disorder *See ADHD* (sometimes used to mean ADHD without hyperactivity)

**Adequate Yearly Progress (AYP):** AYP is a term used in the No Child Left Behind Act. 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.

**ADHD:** Attention Deficit Hyperactivity Disorder: a medical diagnosis; may also be referred to as ADD.

**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.

**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.

**ADR:** *see Alternative Dispute Resolution*

**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.

**Affect – or – Affective:** a term, which refers to emotions and attitudes

**AIDS:** Acquired Immune Deficiency Syndrome

**Alignment:** is the process of making contents standards, performance standards, assessment and instruction consistent so they are most effective in helping students reach state standards.

**Alternate achievement standards:** standards (or expectations) that differ from those that are set for other 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 No Child Left Behind law

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

- (a) A facilitated IEP meeting [in NH];
- (b) LEA mediation;
- (c) State mediation; and
- (d) 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.

**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.

**APTD:** Aid to the Permanently and Totally Disabled

**Aptitude Test:** test to measure individual's ability (native or acquired) to learn in some particular areas such as music or mechanics.

**Articulation:** Speaking; most often referring to the clarity or understandability of a student's speech. Disorders of articulation are shown in omissions (leaving out sounds), substitutions ("teef" for "teeth"), distortions (lispings), or additions ("runnering" for "running").

**AS:** Asperger's Syndrome or Autism Spectrum

**ASD:** Autism Spectrum Disorders, including Autism, Asperger's Syndrome, and Pervasive Developmental Disorders

**ASL:** American Sign Language

**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. 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.

**Association:** ability to categorize visually relationships that go together; ability to understand relationships, auditorally

**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:** 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.

**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.

**Awareness:** Having knowledge of something through observing or interpreting what one sees, hears, or feels.

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## B

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**Baseline Measurement:** counting and recording how often a certain behavior occurs.

**BASC:** Behavior Rating Scale for Children (test)

**Basic Skills:** skill in subjects like reading, writing, spelling and mathematics

**BDS:** Bureau of Developmental Services

**Behavior Disorder (BD):** *See emotional disturbance*

**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 in measurable terms

**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*

**BMCH:** Bureau of Maternal and Child Health

**Brief:** 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

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## C

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

**CAP:** Client Assistance Program

**CAPD:** Central Auditory Processing Disorder

**CASA:** Court Appointed Special Advocates

**CAT:** California Achievement Test

**Categorical Placement:** Special education programs in which students are grouped on the basis of their IDEA eligibility category. Alternative models include “non categorical” placement and “cross-categorical” placement

**CBA:** *see curriculum-based assessment*

**CELF:** Clinical Evaluation of Language Fundamentals, 4<sup>th</sup> edition

**CF:** Cystic Fibrosis

**CFR:** Code of Federal Regulations

**CHADD:** Children with Attention Deficit Disorders

**Charter Schools:** independent public schools that receive money from a school district or a state department of education but are not governed by the local school board and do not have to meet the requirements.

**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: mental retardation, 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, 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.

**Child eligible for special education but not currently receiving services:** a child who has been evaluated and determined to be child with a disability who is not currently receiving special education services due to one or more of the following factors: (a) Being younger than 3 years of age.  
(b) Having limited physical or emotional stamina.  
(c) Having services refused.  
(d) Dropping out of school.

**CHINS:** Children in Need of Services (RSA 169-D)

**Cloze:** A technique of testing reading comprehension by asking the student to supply missing words

**CMHC:** *see Community Mental Health Centers*

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

**Collaborative program:** the cooperative agreements that school districts or school administrative units, or both, may enter into under the NH special education law.

**Committed juvenile student:** an individual who is committed to the Youth Development Center pursuant to court order and who has been or is determined to be a child with a disability.

**Community-Based:** Skills are taught at varied locations in the community rather than in the classroom in order to facilitate generalization and application.

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

**Community organizing:** mobilizes people and resources to find ways to improve their lives.

**Compensate:** to make up for (example: when a person is born blind, the person may learn to use his/her other learning channels, such as hearing or touch, more effectively).

**Compensatory education:** 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.*

**Content Standards:** are in the information, ideas, and facts that students are supposed to learn in a particular grade.

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

**Coordination:** Ability to use one part of the body in combination with one or more other parts to accomplish a single purpose.

**Core academic subjects:** Under the No Child Left Behind law, core academic subjects include the following:

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

**Correlation:** relationship between two scores or measures. For example, students who score well on mechanical aptitude tests may also (but not necessarily) show aptitude for fixing cars.

**COTA:** Certified Occupational Therapy Assistant

**Court:** a court of competent jurisdiction.

**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.

**Critical thinking:** is the ability to find information and use it to reach a logical conclusion or solve a problem.

**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 in a given subject area by certain grade levels.

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

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## D

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**DAS:** Differential Abilities Scale

**Day:** a calendar day, including weekends and school vacations, unless otherwise stated.

**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, which 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

**Demographics:** describes the makeup of a student population, and may include information on enrollment, attendance, ethnicity, gender, parent's education, family income and structure, and language.

**Development:** Stages of growth from babyhood on up, 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
- Gross Motor
- Cognitive
- Self-help
- Social-emotional
- Language

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

**Developmental Delay:** a delay in the appearance of some steps or phases of growth in any of the above areas

**DHHS: Division of Health and Human Services**

**Diagnostic Test:** test that diagnosis or locates the 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 causes the student to need 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

**Disinterested party:** in the special education regulations, a party who has no personal or professional interest in the outcome of a conflict in which they mediate.

**District-wide reform:** *see Whole school reform*

**DOE:** Department of Education

**DRC:** Disabilities Rights Center of NH (NH's Protection and Advocacy system, providing legal representation for children/adults with disabilities)

**DS:** Down syndrome

**DSM-IV:** Diagnostic and Statistical Manual of Mental Disorders, 4<sup>th</sup> edition

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

**Durable Medical Equipment:** Wheelchairs and other non-disposable equipment that may be covered as part of some health insurance programs

**DYDS:** Department of Youth Development Services

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## E

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**Early and Periodic Screening, Diagnosis and Treatment:** Part of a state's Medicaid program, providing preventive health care to Medicaid-eligible children.

**Early Childhood Education:** Usually covers children from birth to eight years of age. The best programs address physical, emotional, social and intellectual development by focusing on school readiness, health and nutrition.

**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*

**EDGAR:** Education Department General Administration Regulation

**Educational Goal:** the level of educational achievement accepted as reasonable and desirable for a specific child at a specific time and at a specific rate of speed.

**EH:** Emotional Handicap (now referred to as emotional disturbance)

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

**EIN:** Early Intervention Network

**ELL:** *see English as a Second Language (may also be referred to as English Language Learner)*

**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.

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

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

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

**EPSDT:** *See Early and Periodic Screening, Diagnosis and Treatment*

**Equitable education:** students and schools in poor neighborhoods or rural areas have as much opportunity to succeed as those in wealthy suburbs.

**Equity in Education:** *See equitable education*

**ESEA:** Elementary and Secondary Education Act of 1965 (reauthorization is called “No Child Left Behind”).

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

**ESY:** *see Extended School Year*

**ESYP:** Extended School Year Programming - *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 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 child’s ability to regulate his/her emotions.

**Expressive language:** Ability to communicate by using words, writing or gestures.

**Extended School Day:** A provision for a special education student to receive instruction for a period longer than the standard day.

**Extended School Year:** A provision for special education students 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 IEP team determines whether a child needs ESY services as part of the IEP process.



**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).

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**F**

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**Facilitated IEP meeting:** the alternative dispute resolution process in which the department provides an impartial, trained facilitator to assist parties to conduct special education meetings.”

**Family centered early supports and services (FC-ES&S):** 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, and/or have established conditions.

**FBA:** *see Functional Behavior Assessment*

**FERPA (Family Educational Rights and Privacy Act):** A 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.

**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.

**FAS:** Fetal Alcohol Syndrome

**Fine Motor:** functions that require tiny muscle movements. For example: writing or typing

**Figure-Ground:** ability to distinguish at will, what one wishes to see (figure) from the environment (ground)

**Frustration Level:** the 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 goal:** a measurable outcome that is developed by the IEP Team to address a need detailed in the analysis of the student’s functional performance.

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

**Functional Curriculum:** A curriculum focused on practical life skills, and usually taught in the community-based setting, with concrete materials that are a regular part of everyday life. The purpose of this type of instruction is to maximize the student’s generalization to real life use of his/her skills.

**FV:** Family Voices (NH Family Voices)

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**G**

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**GAL:** Guardian ad Litem

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

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

**GLE:** Grade Level Expectations

**GORT-4:** Gray Oral Reading Test, 4<sup>th</sup> edition

**Grade Equivalent:** The average raw score for all children in the same school; the average raw score of all 3<sup>rd</sup> 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.

**Gross motor:** functions that require large muscle movements. For example walking, jumping.

**Grouping:** puts students together for a specific reason and amount of time. *See Tracking*

**GSIL:** Granite State Independent Living

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## H

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**Haptic Perception:** *see tactile and kinesthetic*

**HCCSD waiver:** Home Care for Children with Severe Disabilities waiver – NH’s Medicaid waiver that provides needed Medicaid-funded services to children with severe disabilities, without regard to their family’s income.

**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

**Heterogeneous Grouping:** An educational practice in which students of diverse abilities are placed within the same instructional groups.

**HI:** *see hearing impairment*

**High-stakes tests:** determine what may happen to a student. For example, a test score may decide promotions, tracking, graduation, or entrance into special programs or higher education. Many activists and educators believe scores alone do not provide enough information to make such important educational decisions.

**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 No Child Left Behind and IDEA.

**HIV:** Human Immunodeficiency Virus

**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:** a home-based special education placement made by a child’s IEP team. This is not the same as home schooling.

**Homogeneous Grouping:** An educational practice in which students of similar abilities are placed within the same instructional groups. This practice usually serves as a barrier to the integration of children with disabilities.

**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.

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## I

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**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.

**IDELR:** Individuals with Disabilities Law Reporter

**IEE:** *see Independent Educational Evaluation*

**IEP:** Individualized Educational Program. The document, developed at an IEP 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:** develops the IEP. By law, the team should include 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.** The 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 I.E.E. 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. This is 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.

**Input:** any information coming in through the ears, eyes, touching, through body movement, through the nose, or through tasting. The amount, the rate of speed and the sequence of input may determine success or failure in school.

**Instruction:** refers to the methods teachers use. Common methods of instruction are lecture, discussion, exercise, experiment, role play, small group, and writing assignments. *see methodology*

**Instructional level:** learners' need for teacher's assistance. After instruction, the child can continue independently.

**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

**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")

**ITP:** Individualized Transition Plan. *see Transition Plan.*

**IWRP:** Individualized Written Rehabilitation Plan

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## J

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**Joint Agreement:** also called "cooperative". A voluntary association between school districts and other agencies whose purpose is to provide special education services.

**JPPO:** Juvenile Probation and Parole Officer

**JSO:** Juvenile Service Officer

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## K

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**KABC:** Kaufman Assessment Battery for Children

**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 needed 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.

**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

**KTEA:** Kaufman Test of Educational Achievement

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## L

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

**LDA:** Learning Disabilities Association of America

**LEA (Local Education Agency):** local school district

**Learning Characteristics:** physical factors, attention factors, preferred input channel, preferred response channel, level of cognitive development, capacity to work independently or not

**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 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*

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

**Localization:** ability to locate the source and direction of sound

**LRE:** *see Least Restrictive Environment*

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## M

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**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. It is an investigation of whether or not the behavior is caused by his/her disability (manifestation of the disability) or is the result of the IEP not being implemented.

**Maintenance programs:** Term sometimes used to refer to ESY programs. Maintenance programs also are to help bilingual students continue developing their native language after becoming fluent in English. The goal is for students to be fully literate in both languages.

**Manual expression:** using the hands and/or other body parts to show the use of an object.

**Mastery:** Competence in a subject area; an ability to demonstrate an attained skill independently under a variety of conditions.

**MAT/CMAT:** Comprehensive Mathematics Abilities Test

**MD:** Muscular Dystrophy

**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.

**Measure of central tendency:** statistical ways of stating where the middle point or average score is located in a group of scores or numbers.

**Measures of variability:** the way scores are grouped around the mean (or median or mode). Two of the common kinds are:

- Range: numerical difference between high and low scores
- Standard deviation: statistical way of indicating variation within a set of scores.

**Medial services:** *See remedial*

**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:** Health insurance program for people with low incomes or who have disabilities that put them at risk for needing out-of-home care.

**Medical services:** services provided by a licensed physician to determine a child's medically related disability that results in the child's need for special education and related services.

**Memory Sequence:** ability to remember, in order, what has been seen

**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.

**Mental Retardation:** 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.

**Methodology:** an operating procedure, routine or technique. As it applies to learning, it means reliable, established instructional approaches such as remedial reading systems and behavioral methods that provide repeated opportunities for students to practice a task; following prescribed steps or techniques. The teaching method(s) consider the student's needs, environment and learning goals.

**MICE:** Multi-sensory Intervention through Consultation and Education

**Modality:** channels of input

**Mode:** the score that occurs most frequently in a group of scores or numbers.

**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

**Multi-Cultural Education:** began as a way to celebrate diversity in school. Those who started it believed schools could start with dances, dress, dialect, dinners, and other cultural expression and develop understanding among difference cultural groups.

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

**Multiple disabilities:** simultaneous impairments, 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.

**NAEP:** National Assessment of Educational Performance

**NAMI:** National Alliance for the Mentally Ill

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

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

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

**NCLB:** *see No Child Left Behind*

**Negotiation:** an informal process at which no neutral or third party is present. The parties, with or without their advisors, meet and discuss their differences. Options are examined and compromises are discussed until either a resolution is reached or the negotiations are stopped and some other method of resolving the dispute is found.

**NECAP:** New England Common Assessment Program; the statewide assessment used to comply with NCLB

**NECAP Alt.:** the alternate statewide assessment provided to students with disabilities who are unable to take the NECAP, even with appropriate accommodations.

**NERRC:** Northeast Regional Resource Center

**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 U.S. Department of Education

**NHESSI:** NH Educational Services for the Sensory Impaired

**NHFV:** New Hampshire Family Voices

**NHSEIS:** *see New Hampshire Special Education Information System*

**NICHCY:** National Dissemination Center for Children and Youth with Disabilities

**NIMAC:** *see National Instructional Materials Access Center*

**NIMAS:** *see National Instructional Materials Accessibility Standard*

**NLD:** *see NVLD*

**No Child Left Behind Act:** (NCLB) – the Federal law reauthorizing the Elementary and Secondary Education Act. The law requires each state to set higher standards for what children should know and be able to do in grades 3-8. NCLB includes incentives and consequences for school districts who do or do not show adequate yearly progress towards the standards established in the law.

**Nonacademic activities:** *see extracurricular and nonacademic activities*

**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.

**Norm Curve or distribution:** graphic representation of the way scores or measures distribute themselves, by chance, above and below the mean or average.

**NOS:** Not Otherwise Specified

**NPND:** National Parent Network on Disabilities

**NVLD:** Non-Verbal 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.

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## O

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**Objective Tests:** tests in which a single answer key is used-scores have no option as to rightness or wrongness of the answer (examples: multiple choice or true/false tests).

**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.

**Occupational therapy:** related 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. It is charged with enforcing a number of civil rights statutes including Section 504.

**ODD:** Oppositional Defiance Disorder

**OHI:** *see Other Health Impairment*

**Ombudsman:** a person who acts as fact-finder during an investigation carried out by an independent, neutral third party.

**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:** a severe orthopedic impairment which adversely affects a child's educational performance. The term 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:** An agency of the federal government's executive branch within the Department of Education

**OT:** *see Occupational Therapy*

**Other Health Impaired:** 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.

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## P

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**P & A:** Protection and Advocacy system (DRC 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. Not required to meet the highly qualified teacher standards in NCLB.

**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).

**PASS:** Plan for Achieving Self-Sufficiency

**PBIS:** *see Positive Behavioral Interventions and Supports*

**Personally identifiable:** information that includes: the name of the child, the child's parent, or other family member; the address of the child; a personal identifier, such as the child's social security number or student number; or a list of personal characteristics or other information that would make it possible to identify the child with reasonable certainty.

**PDD:** Pervasive Developmental disorder

**PDD/NOS:** Pervasive Developmental Disorder, Not Otherwise Specified

**Pedagogy:** is an approach to, or view of teaching, that influences how teachers teach. *See instruction*

**PE:** Physical education

**Peer tutor:** students who have mastered certain skills or information and then help others at the same grade level learn those same skills.

**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

**Perception:** mental ability to grasp or understand objects by means of the senses  
**Percentile:** A score which 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 80<sup>th</sup> percentile, it means that 80 percent of all children taking that test scored below that level.



**Perception:** Mental ability to grasp or understand objects or qualities by means of the senses (hearing, seeing, smelling, touching, tasting). Some different types of perception:

- *Visual perception* –

- association: ability to categorize visually those relationships that go together Example: tree goes with plants – not with food
- closure: ability to form a whole word or puzzle from some of its separate parts
- constancy: ability to see that objects are the same when they are seen from different angles.
- figure-ground: ability of learner to distinguish at will what one wishes to see (figure) from the environment (ground).
- memory sequence: ability to remember in order what has been seen – for long and short periods of time.
- spatial relationships: ability of the individual to relate self or objects or parts of self to the environment in terms of size, position, distance or direction.
- visual discrimination: ability to discern likenesses and differences in colors, shapes, objects, words (symbols).
- visual motor: ability to coordinate the eyes with the movement of the hands and the process of thinking. These three processes must be able to work together in order to write.

- *Auditory perception* –

- association: ability to understand (or process) relationships, auditorially. Example: boat goes with water – not with sky or ground.
- auditory discrimination: ability to discern likenesses and differences in sound.
- closure: ability to form a whole word from some of its parts
- constancy: ability to know that sounds are the same when heard in different ways.
- figure-ground: ability to pick out a sound (figure) from a number of sounds together (ground) Example: pick the sound of a flute in an orchestral piece
- localization: ability to locate the source and direction of sound.
- memory sequencing: ability to remember in order what has been heard from long or short periods of time.

- *Haptic perception* –

- tactile: ability to discern likenesses and differences in object through feeling. Example: can identify a spoon by feel (not seeing it).
- kinesthetic: ability to learn through body movement.

**Performance Standards:** what a student is supposed to be able to do by the end of a particular grade. For example: at the end of third grade students are expected to know how to multiply numbers

**Performance Test:** test in which requires learner to manipulate objects rather than use paper and pencil

**Permanent Record:** a brief document upon which essential information is entered and preserved

**Physical therapy:** services provided by a qualified physical therapist.

**PIC:** Parent Information Center – *PIC's mission is to guide and encourage families in supporting the unique learning potential of their children.*

**PIRC:** Parental Information and Resource Center

**PL:** Public Law (refers to a Federal law)

**Placement:** the setting in which the special education service is delivered to the student. It must be derived from the student's IEP.

**PPVT:** Peabody Picture Vocabulary Test

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

**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. It 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.

**Prior Written Notice:** *see written prior notice*

**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. Private provider of special education does not mean a public charter school or a public academy.

**Privatization:** is the effort to bring the marketplace into public education. Some school districts are experimenting with hiring private companies to run particular schools and programs.

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

**Proficiency:** the ability to do something at grade-level

**Profile:** a graphic representation of the results of several comparable tests. A profile is useful in identifying general areas of strength or those needing reinforcement.

**Projective technique:** 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.

**PSAT:** Preliminary Scholastic Aptitude Test

**Psychometric:** technique generally used on norm-referenced tests or criterion-referenced tests

**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, the agency which is 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 a 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 30 years.

**PTSD:** Post-traumatic stress disorder

**Public School Choice:** students are not limited to a neighborhood school but may apply to any district school including specialized, alternative, or charter schools.

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

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## 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.

**RAD:** Reactive Attachment Disorder

**Range:** the differences between the lowest and the highest scores on a particular test taken by a particular group

**Raw score:** The simple number of points or items correct on a test.

**Readiness Test:** test that ascertains whether a learner is “ready” for certain school tasks, such as adequate basic skills and maturity to enter first grade.

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

**Receiving district:** the school district in which a home for children, healthcare facility or state institution is located if a child who is placed therein attends a public school in that district or receives educational services from that district.

**Reconstitution:** replacing all or most of the staff in a school or district. Most often this action is taken by a district or state due to a failure to raise student achievement.

**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.

**Redesignation:** is the process used to document that a student has mastered enough English to be successful in his/her grade level.

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

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

**Resource room:** *See resource placement.*

**Resource services:** Services provided in a resource room, as an adjunct to the general curriculum.

**Respite Care:** a service provided to the families of children who require extraordinary forms of care so that the family can take vacation, handle business affairs, and have some relief from the duties of caring for their child.

**Response to scientific, research-based intervention:** (RtI) – 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. RtI is most commonly used in addressing problems with reading and mathematics, but it can also be used in other areas. The RtI process is flexible and designed by school districts to meet the needs of their students. RtI may be used as part of an evaluation to identify a child as having a specific learning disability.

**Retention:** the ability to remember, keep or hold onto something; keeping a student in one grade instead of promoting them to the next.

**RSA:** Revised Statute Annotated (codifying NH Law)

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

**Rubrics:** are guides for grading test or student work. Rubrics describe what work must include to be considered excellent or satisfactory. Rubrics should be given to students when they being the work so they know what is expected.

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## S

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**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.

**SAIF:** Specialist in the Assessment of Intellectual Functioning

**SAT:** Scholastic Aptitude Test

**Satellite program:** a classroom operated in another facility.

**SAU:** School Administrative Unit

**Scaled score (ss):** A form of standard score

**Scholastic aptitude:** *See academic aptitude*

**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.

**School Reform:** describes efforts to improve schools by making fundamental or sweeping changes. These changes include teacher training, increasing parent involvement, adopting new approaches or philosophies, and more.

**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 discrimination against persons with disabilities.

**Section 504 hearing:** an administrative procedure to resolve disputes between parents and school districts about services, accommodations or modifications to services provided under Section 504. School districts must make a Section 504 hearing available but the process need not be the same as the IDEA hearing mechanism.

**Self-contained placement:** a setting, apart from the regular educational environment, 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

**Sequencing:** Perceiving, understanding or remembering things in a particular order.

**SERESC:** Southeastern Regional Education Service Center

**Serious Emotional Disturbance:** *now referred to as emotional disturbance – see emotional disturbance*

**SES:** Supplemental Educational Services

**Short-Term Objectives: (STOs)** – a requirement of the IEP that breaks down the measurable annual goal into smaller (more manageable or understandable) components. (Note: IDEA only requires STOs for children who take alternate assessments aligned to alternate achievement standards.)

**SLP:** Speech and Language Pathologist

**Social-Emotional:** growth in self-concept and social skills...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 Services:** are supports school districts must provide to students with IEPs.

**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 math calculations. The term includes conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, 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.

**SS:** Scaled score or Standard score

**Screening:** Brief testing, observation, or both that gives preliminary information on how a child learns and if more testing is needed.

**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.

**SSDI:** Social Security Disability Income

**SSI:** Supplemental Security Income  
**Standard error of measurement:** The standard deviation of all the scores that a hypothetical student might receive in taking a test an infinite number of times.

**Standard score:** A score defined by the number of standard deviation units that it lies away from the mean of the distribution scores.

**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. They should be clear, measurable, and rigorous, but not too detailed.

**Stanines:** a way of relating “raw scores” to the performance of other children in the same grade, etc. Stanine scores range from 1-9, with the average being 5. The point of figuring out where the child fits on this line is to see where the child stands in comparison with others in the same grade level in a given geographical area.

**State Education Agency:** State Department of Education

**STO:** *See short-term objectives*

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

**Student mobility:** refers to the number or percentage of students in a district who move to another school during the school year.

**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

**Subjective test:** Test in which different scorers may rate the answers differently. No set answer key – in contrast to objective test. Example: essay test.

**Sub-test:** Many tests are broken down into parts; the results of a sub-test may be used by itself or in a battery of tests.

**Supplement Aids and Services:** Accommodations that could permit a student to profit from instruction in the least restrictive environment.

**Surrogate Parent:** an Educational Surrogate Parent is an individual 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

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## T

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**Tactile:** ability to discern likenesses and differences in objects through feeling

**TBI:** *see Traumatic Brain Injury*

**Teacher mobility:** usually refers to the number or percentage of teachers who leave a school or district during a school year.

**Therapeutic Day Program:** an instructional placement for students with serious emotional disturbance, in which aspects of treatment for the emotional difficulty are incorporated into the school program

**Title I:** provides federal funding for schools to help students who are behind academically or “at-risk” of falling behind. Funding is based on the number of low-income children in that school, generally, those 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-3:** Test of Written Language, 3<sup>rd</sup> edition

**TOWRE:** Test of Word Reading Efficiency

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

**Transition Plans:** must be included in the IEP beginning by the first IEP when the student turns 14. Transition plans describe how the school will help students prepare for life after high school, in college, employment and/or independent living. Students have a right under IDEA to be a part of this plan.

**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.

**Transportation:** a related service 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 to provide special transportation for a child with a disability.

**Traumatic Brain Injury:** 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. Traumatic brain injury 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. Traumatic brain injury 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 who have communication impairments)

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U

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**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.

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V

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**VA:** Volunteer Advocate (PIC Volunteer 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 the process to thinking

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

**VR:** Bureau of Vocational Rehabilitation

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W

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**W-J-III:** Woodcock-Johnson test, 3<sup>rd</sup> edition. This test has 2 parts, achievement and cognitive.

**WAIS:** Weschler Adult Intelligence Scale

**WIAT:** Weschler Individual Achievement Test

**WISC-IV:** Weschler Intelligence Scale for Children, 4<sup>th</sup> edition

**WPN:** *see written prior notice*

**WRAML:** Wide Range Assessment of Memory and Learning

**Written Prior Notice:** 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. It is 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.

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**Y**

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**YDC:** Youth Development Center; a residential treatment center operated by the department of youth development services for adjudicated children ages 11 to16.

**YSDC:** Youth Services Detention Center

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**Sources:**

Council for Disability Rights, A parent's guide to special ed. / glossary of terms: URL:

[www.disabilityrights.org/glossary.htm](http://www.disabilityrights.org/glossary.htm)

NCEA, Ed-Speak: URL: [frbs@aol.com](mailto:frbs@aol.com)

NH Rules for the Education of Children with Disabilities, NH Department of Education

NICHCY, URL: <http://www.nichcy.org>

Parent Training and Information Project of the Parent Information Center, PO Box 2405, Concord, NH 03302-2405

Special Education Survival Guide, Pam and Peter Wright, URL: [www.fetaweb.com/06/glossary.sped.legal.htm](http://www.fetaweb.com/06/glossary.sped.legal.htm)