

Guide to Frequently Used Educational Terms and Acronyms

Accommodations: Techniques and materials that don't change the basic curriculum but do make learning easier or help students communicate what they know.

Achievement Tests: Measures of acquired knowledge in academic skills, such as reading, math, writing, science

Adaptive Physical Education (APE): Adapting, modifying, and/or changing a physical activity so it is as appropriate for the person with a disability as it is for a person without a disability.

Adequate Yearly Progress (AYP): A method to measure a school's performance in meeting target goals as required by **No Child Left Behind (NCLB)**.

Americans with Disabilities Act (ADA): Prohibits discriminating against qualified individuals with disabilities in job application procedures, hiring, firing, advancement, compensation, job training, and other terms, conditions and privileges of employment

Asperger's Syndrome (AS): A type of **PDD** characterized by severe and sustained impairment in social interaction combined with restricted, repetitive and stereotyped patterns of behavior, interests and activities

Assessment: Process of identifying strengths and needs to assist in educational planning

Assistive Technology (AT): Any item, piece of equipment or system that helps students with disabilities bypass, work around or compensate for specific learning deficits.

Attention-Deficit/Hyperactivity Disorder (AD/HD): Neurobehavioral disorder that causes one to be inattentive or hyperactive/impulsive or

to display a combination of those symptoms.

Auditory Discrimination: Ability to identify differences between words and sounds that are similar.

Auditory Processing: Ability to understand spoken language in kids with normal hearing.

Augmentative Communication Devices : (AUG COM devices) help individuals in producing and/or understanding speech. The technology can range from a board with pictures representing a student's daily needs to sophisticated electronic speech synthesizers. Speech output devices may be simply devices for storing and playing back prerecorded speech or may be true speech synthesizers that use segments of words, called diphones, to produce words. Computers can be equipped with speech synthesizers, and there are portable electronic devices that can produce speech.

Autism (AU): A type of **PDD** characterized by impairment in social interaction, impairment in communication, and restricted, and repetitive and stereotypical patterns of behavior, interests and activities.

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.

Behaviorally/Emotionally Disabled (BED): One who after receiving specially designed educational support services and intervention strategies in the regular educational setting, still exhibit patterns of situationally inappropriate interpersonal and intrapersonal behavior of such frequency, duration, and intensity as to interfere consistently with the student's own learning process.

Behavioral Support Assistant (BSA): provides individual supervision for a physically and/or behaviorally disabled student. Employee accompanies the student for the entire school day, maintaining the safety of the student and assisting with all physical tasks and/or behavioral management needs.

Central Auditory Processing Disorder(CAPD): Auditory processing is the term used to describe what happens when your brain recognizes and interprets the sounds around you. Humans hear when energy that we recognize as sound travels through the ear and is changed into electrical information that can be interpreted by the brain. The "disorder" part of auditory processing disorder (APD) means that something is adversely affecting the processing or interpretation of information. APD goes by many other names and often is referred to as central auditory processing disorder (CAPD).

Continuum of Services: EC Services are provided in all educational settings in Guilford County Schools.

- Regular Education Setting or classroom (**REG**): 80% or more of the day with non-disabled peers.
- Inclusion/Co-Teaching: Child receives special education services in the regular classroom as opposed to pull-out services. These services are provided through collaboration between the EC and Regular education teachers.
- Resource Room (**RES**): 40% to 79% of the day with non-disabled peers.
- Separate Setting Classroom (**SEP**): 39% or less of the day with non-disabled peers.
- Public Separate Setting (**PSS**): Separate School for disabled students.
- Home/Hospital Program: (**H/H**): A short-term service that provides tutorial/instructional services so that the student can return to school with skills to maintain their previous level of academic performance.

Crisis Prevention Institute(CPI): CPI was established in 1980 for human service professionals to address the need for training in safe, respectful, noninvasive methods for managing disruptive and assaultive behavior that are compatible with the staff's duty to provide the best possible care.

Deaf-Blind (DB): Students having both hearing and visual impairments, causing such severe communication, developmental and educational problems that they cannot be accommodated in special education programs for deaf or blind children.

Developmentally Delayed (DD): Three, four, and five-year-olds who are ineligible for kindergarten and whose development and/or behavior is so delayed or atypical that special education and related services are required

Discrepancy: Difference between 2 tests, such as between measures of intellectual ability and academic achievement.

Dysarthria: Fine motor disorder affecting ability to pronounce words correctly.

Dyscalculia: Disorder impacting the ability to perform basic math skills; trouble calculating.

Dysgraphia: Disorder that impacts the ability to transform information into written format.

Dyslexia: Language-based learning disability that affects reading, but can also involve difficulty with writing, spelling, listening, speaking and math.

Dysnomia: Difficulty remembering names or recalling specific words; word-finding problems.

Dyspraxia: Difficulty performing or sequencing fine motor movements, such as buttoning or speaking.

Educable Mentally Disabled (EMD): One who is mildly below average in general cognitive functioning and has a reduced rate of learning.

End of Course (EOC): Tests to assess competencies set by the North Carolina Standard Course of Study in 10 high school courses.

End of Grade (EOG): Reading and math tests taken by grade 3-8 students the last 3 weeks of the school year.

English as Second Language (ESL): Program model that delivers specialized instruction to students who are learning English as a new language.

Exceptional Children (EC): Describes those with special problems related to physical disabilities, sensory impairments, emotional disturbances, learning disabilities, and mental retardation.

Free Appropriate Public Education: Entitles a public school child with a disability to an educational program and related services to meet child's unique educational needs at no cost to parents; base on **IEP**, under public supervision and meets state standards.

Hearing Impaired (HI): Having a hearing loss (partial or total) that requires special assistance or educational modifications

High School Diploma Tracks: There are four tracks for student to acquire a North Carolina high school diploma:

- Career Prep
- College Tech Prep
- College/University Prep
- Occupational Course of Study (**OCS**)

Parents and students should learn the requirements of each track and start preparing for the appropriate track in middle school. Contact your middle school guidance counselor for more information.

Inclusion: Practice of educating children with special needs in regular education classrooms in neighborhood schools.

Individual Transition Plan (ITP): Section of **IEP** that helps identify and develop goals which need to be accomplished for the student to meet post-high school goals.

Individualized Education Plan (IEP): Required written plan to meet the unique educational needs of a child with a disability who requires special education services to benefit from the general education program.

Individuals with Disabilities Education Act (IDEA): Federal law requiring alternate assessments for students with disabilities for whom the standard assessment program is not appropriate.

Informed Consent: Requirement that the parent be fully informed 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.

Learning Disability (LD): Neurobiological disorder that affects the way a person of average or above average intelligence receives processes or expresses information. LD impacts one's ability to learn the basic skills of reading, writing or math.

Least Restrictive Environment (LRE): Requirement to educate special needs children with children who are not disabled to the maximum extent possible.

Limited English Proficient (LEP): Students whose first language is other than English and who need language assistance to fully participate in the regular curriculum.

Local Education Agency (LEA): board of education in control of local public schools.

Manifestation Determination Review. If child with disability engages in behavior or breaks a rule or code of conduct that applies to nondisabled children and the school proposes to remove the child, the school must hold a hearing to determine if the child's behavior was caused by the disability.

Modification: 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 alternate assessments.

Multihandicapped (MU): Having 2 or more impairments (such as mentally retarded-blind, mentally retarded-orthopedically impaired, etc.), the combination of which causes such severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments.

NCEXTEND1: An alternate assessment designed to measure the performance of students with significant cognitive disabilities using alternate achievement standards

NCEXTEND2: An alternate assessment designed to measure grade-level competencies of students with disabilities using modified achievement standards in a simplified multiple-choice format.

No Child Left Behind (NCLB): Federal law requiring every school to be at 100% proficiency by 2013-14 as measured by state tests and every child to be taught by a "Highly Qualified" teacher.

North Carolina Checklist of Academic Standards (NCCLAS): An alternate assessment designed to measure grade-level competencies of LEP students and some students with disabilities.

Obsessive Compulsive Disorder (OCD): an anxiety disorder that is characterized by recurrent, unwanted thoughts and/or repetitive behaviors.

Occupational Course of Study (OCS): A North Carolina diploma tract for students with mild to moderate intellectual impairment. It is a curriculum that prepares students to be competent, dependable employees and prepares them to be independent, responsible adults.

Occupational Therapist (OT): Specialist who works with individuals to help them maximize their independence in work, leisure and self-care.

Orthopedically Impaired (OI): One who has a severe congenital or acquired orthopedic impairment that adversely affects educational performance.

Other Health Impaired (OHI): Having limited strength, endurance, vitality, or alertness, including a heightened or diminished alertness to environmental stimuli, with respect to the educational environment that is due to a broad range of medically diagnosed chronic or acute health conditions that adversely affect a pupil's educational performance.

Parent Teacher Association (PTA): A national organization with state and local units. Members promote welfare of children and youth in home, community, and place of worship. PTA acts to raise the standards of home life, secure adequate laws for the care and protection of children and youth, establish close and effective relationships between school and home, and works to promote a high standard to physical, mental, social and spiritual education within the school community.

Personalized Education Plan (PEP): Plans specifically designed to improve a student's performance to grade-level proficiency

Personal Care Assistant (PCA): provides individual supervision for a physically and/or behaviorally disabled student. Employee accompanies the student for the entire school day, maintaining the safety of the student and assisting with all physical tasks and/or behavioral management needs.

Pervasive Developmental Disorders (PDD): Category of disorders consisting of extreme developmental abnormalities that begin in the first three years of life. Characteristic features are severe and pervasive impairment in reciprocal social interaction; severe and pervasive impairment in communication skills; and presence of stereotyped behavior, interests and activities.

Physical Therapist (PT): Specialist who assists in the development and maintenance of the physical potential of a child with a disability for independence in all educationally related activities.

Positive Behavioral Supports (PBS): PBS is systematic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior with all students.

Remediation: Process by which an individual receives instruction and practice in skills that are weak or nonexistent in an effort to develop/strengthen these skills.

Response to Intervention (RTI): A Problem-Solving Model that is a four level system that provides increasing levels of support for greater levels of need. A problem-solving process occurs within each level of the system. It is a collaborative process in which all faculty and staff collect and share data to increase student learning.

Section 504: of Rehabilitation Act requires school programs and buildings to be accessible to children with disabilities; protects students with disabilities from discrimination.

Sensory Processing / Integration: A term that refers to the way the nervous system receives sensory messages and turns them into responses.

Sensory Processing Disorder (SPD): Children with SPD experience touch, taste, sound, smell, movement and other sensations differently from typical children. It exists when sensory signals do not get organized into appropriate responses and a child's daily routines and activities are disrupted as a result.

Severe/Profoundly Mentally Disabled (SP): One who is significantly below average in general cognitive functioning and reduced rate of learning.

Specific Learning Disabled (SLD): One who, after receiving instructional intervention in the regular education setting, has substantial discrepancy between ability and achievement. (See learning disability)

Speech/Language Impaired (S/L I): One who has a developmental or acquired disorder in articulation, language, voice and/or fluency; may range from mild to severe

Speech/Language Program (S/LP): Includes identification and diagnosis of speech or language impairments, speech or language therapy, counseling and guidance.

Staff Student Support Team (SSST): Guilford County Schools select a team of teachers (usually special ed and experienced regular ed teachers) & staff, (staff may vary according to child's needs/problems). It is a first line of defense when a referral is being considered. The team will observe, talk to child's teacher, parents review records, and devise and implement strategies/plan that may help the child. After a period of time, the team will reevaluate the effectiveness of the plan. If the student is not responding positively after a period of time, the team will recommend a comprehensive evaluation.

Surrogate Parent: An individual designated by the school district to assist in making decisions on behalf of a student. These individuals are trained and expected to function independent of the district.

Title I: Federal funding program to help students who are academically or at risk of falling behind.

Title III: Section of **NCLB** that deals with funding, English language acquisition, and standards and accountability requirements for **LEP** students.

Trainable Mentally Disabled (TMD): One who is moderately below average in general cognitive functioning with a reduced rate of learning.

Traumatic Brain Injured (TBI): An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance.

Visual Processing: Ability to interpret visual information in those with normal sight.

Visually Impaired (VI): Students who have so little remaining vision that they must use Braille or who have a loss of vision but are able to use regular or large type as their reading medium.

Vocational Rehabilitation (Voc Rehab): The goal of the Vocational Rehabilitation Program is employment. Vocational rehabilitation counselors work with business and community agencies to help them prepare their worksites to accommodate employees who have physical or mental disabilities. The division also provides services that encourage and reinforce independent living for the disabled, through two main components: the Vocational Rehabilitation Program and the Independent Living Services Program.