

# Section VII — Glossary & Acronyms

Glossary of SSD, Special Education & Disability-Related Words And Phrases

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## **Parent Handbook**

**Parent Education & Diversity Awareness  
Special School District of St. Louis County**

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## **Glossary of SSD, Special Education & Disability-Related Words And Phrases**

**Ability Awareness:** Positive portrayal of people with disabilities that emphasizes abilities rather than disabilities; similarities rather than differences.

**Academic Achievement Standards:** Expected performance of students on measures of academic achievement; for instance, "all students will score at least 76% correct on the district-developed performance-based assessment." Also known as performance standards.

**Accessibility:** Architectural and environmental criteria that involves the modification of buildings, curbs and other structures to allow unrestricted movement by persons with limited mobility.

**Accommodations:** Techniques and materials that allow individuals with disabilities to complete school or work tasks with greater ease and effectiveness. Examples: tape recorders, spell checkers, expanded time.

**Accountability:** refers to federal, state, and school district policies developed to hold districts, school staff, and/or students responsible for academic performance.

**Acoustic:** Pertaining to the perception of sound.

**Action Plan:** A written document that serves to record a planning team's work regarding what services and supports are deemed most appropriate and of highest priority to help a person achieve their preferred lifestyle.

**Activities of Daily Living (ADL):** Basic tasks of everyday life, such as eating, bathing, dressing, toileting, and transferring.

**Adaptations and Modifications:** Changes made in the general classroom curriculum and learning environment that allow each child to actively participate at his or her own level and meet his or her individual goals.

**Adaptive Behavior:** Ability to function in non-academic skills areas (self-help, social, etc.)

**Adaptive Equipment:** Equipment that allows a child to access educational opportunities (slant board, pencil grasps)

**Adaptive Foot Orthotic (AFO):** Brace- or splint-like objects that help correct or prevent deformities.

**Adaptive Physical Education (APE):** Specialized instruction and support to the physical education staff in a general education setting. Support is provided through adaptations and modifications to the physical education curriculum to enhance a student's ability to participate in individual and group games, activities and sports.

**Adequate Yearly Progress (AYP):** An individual state's measure of yearly progress toward achieving state academic standards. "Adequate Yearly Progress" is the minimum level of improvement that states, school districts and schools must achieve each year.

**Adjustment Disorders:** The development of emotional or behavioral symptoms in response to an identifiable stressor occurring within 3 mos. of the onset of the stressor.

**Administrative Review:** An informal hearing conducted by the superintendent or someone designated by him where parents are given an opportunity to ask questions and provide information related to an area of disagreement.

**Adult Services:** Services provided to an individual after they reach the age of majority (18).

They are governed and administrated by different laws and agencies and generally are not considered to be entitlements but based on need and availability of resources.

**Advocacy:** Intervention on behalf of another, with permission, when the other person is unable to act optimally in his or her own behalf. Under the Developmental Disabilities Act, advocacy is a system, independent of service providers, to protect persons through the use of legal, administrative and other remedies.

**Affective:** Having to do with emotions, feelings or attitudes.

**Affective Disorders:** A group of disorders characterized by primary disturbance of mood, such as depression or elation.

**Age Appropriate:** Achievement consistent with a child's developmental level and chronological age.

**Age of Majority:** The age of majority is the legal age established under state law at which an individual is no longer considered a minor and, therefore, has the right and responsibility to make the legal choices that adults make. In most states, the age of majority is 18. However, the parents/guardians of youth with certain levels and types of disability may apply to delay the transfer of decision-making authority.

**Akathisia:** A side effect of neuroleptic or antipsychotic medication that results in a state of uncontrollable motor restlessness.

**Alternate Assessment:** Form of state assessment for students with moderate to more severe cognitive disabilities.

**Alternate Formats:** Formats usable by people with disabilities. These may include, but are not limited to, Braille, ASCII text, large print, and recorded audio.

**Alternate Methods:** Different means of providing information, including product documentation, to people with disabilities. Alternate methods may include, but are not limited to, voice, fax, relay service, TTY, Internet posting, captioning, text-to-speech synthesis, and audio description.

**Alternative Assessment:** Any form of measuring what students know and are able to do other than traditional tests; may include portfolios, performance-based assessments and other means of testing students.

**Alternative Intervention Strategies:** Modifications made to accommodate individual student needs in the regular classroom prior to any special education intervention.

**Ambulatory:** Ability to walk or move about independently.

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

**Americans With Disabilities Act (ADA):** Extends to individuals with disabilities civil rights protections similar to those provided to individuals on the basis of race, sex, national origin and religion; guarantees equal opportunity in employment, public accommodation, transportation, state and local government services and telecommunications.

**Amplification Device:** Any device that increases the volume of sound.

**Analogy-Based Phonics:** In this approach, students are taught to use parts of words they have already learned to read and decode words they don't know.

**Analytic Phonics:** In this approach, students learn to analyze letter-sound relationships in previously learned words. They do not pronounce sounds in isolation.

**Anecdotal Record:** A written account of a child's behavior; an objective narrative

description.

**Annual Goals:** Broad statements of expected educational accomplishments to be completed within one year (see also IEP).

**Annual Measurable Achievement Objectives (AMAO):** Indicate how much English language proficiency (reading, writing, speaking, listening, and comprehension) children served with Title III funds are expected to gain each year.

**Anorexia Nervosa:** An eating disorder, in which the person refuses to maintain minimal body weight, is intensely afraid of gaining weight and has significant misperceptions of body image.

**Antecedent:** An event or activity that immediately precedes a behavior.

**Antisocial Behavior:** An individual who engages in problem behaviors that are quantitatively and qualitatively more severe and extended when compared to minor rule breaking and; and who tends to violate social norms and principles on which his or her social culture is constituted.

**Anxiety Disorders:** Disorders that cause intense feelings of anxiety and tension when there is no real danger; symptoms cause significant distress and interfere with daily activities.

**Aphasia:** The defect or loss of ability to understand, manipulate or express ideas with language.

**Applied Behavior Analysis (ABA):** A systematic process based on a series of observations for identifying the purpose of behaviors and their communicative intent.

**Applied Technology Services:** Provides secondary students with academic coursework and training in technical programs (such as applied health, carpentry, electrical trades, food preparations and service, hospitality, plumbing and more). Career exploration and job readiness are part of the curriculum.

**Apraxia:** Difficulty making or planning movements when desired.

**Articulation:** The product of distinct language sounds by the vocal cords.

**Asperger Syndrome:** Mild form of autism characterized by difficulty understanding and responding to social situations; and some repetitive and stereotyped patterns of behavior, interests and activities.

**Assessment:** The process of testing and observing the child in order to understand the nature, personality, learning style and areas of strengths and needs of the child to help make decisions about the kind of educational programming required. (See also Diagnostic and Evaluation)

**Assistive Technology Device:** An assistive technology (AT) device includes any item, piece of equipment, or product system that is used to increase, maintain, or improve the functioning of individuals with disabilities. AT devices range from low tech, such as a magnifying glass to high tech, such as a computer that responds to touch and allows a child to communicate more effectively.

**Assistive Technology Service:** An assistive technology service is one that directly assists in the selection, buying, designing, fitting, customizing, maintaining, repairing, replacing, and coordinating of assistive technology devices. It also includes the training of students, teachers, therapists and family members on the use and maintenance of the device.

**Ataxic:** Pertains to the loss or lack of muscular coordination.

**At-risk Students:** Identified as academically and/or economically disadvantaged and may have health, social and family problems that impair their ability to succeed in school.

**Attention Deficit Disorders (ADD):** Biological disorders characterized by a short attention

span, distractibility and impulsivity. If accompanied by hyperactivity, disorder is referred to Attention Deficit Hyperactivity Disorder.

**Attention Span:** Ability to concentrate over a length of time.

**Audiology:** Includes not only testing to determine the nature of the loss and usable range of hearing, but also considerations for language developing greater use and knowledge of language habilitation, speech reading, counseling and guidance of students, parents and teachers about specific needs and the determination of a child's need for appropriate aids.

**Auditory Comprehension:** Understanding of what is heard.

**Auditory Discrimination:** Ability to distinguish subtle difference between similar sounds.

**Auditory Figure-Ground:** Ability to attend to one sound against a background of sound (e.g., hearing the teacher's voice against classroom noise).

**Auditory Integration Training:** An experimental procedure for reducing painful hypersensitivity to sound that has been beneficial for some people with autism and other neuropsychiatric disorders.

**Auditory Memory:** Ability to remember what is heard.

**Auditory Perceptual Disabilities:** Difficulty distinguishing between the subtle differences in sounds; trouble picking out sounds from the rest of the background (auditory figure ground); or may not be able to process what is heard as fast as most people can (auditory lag).

**Auditory Processing:** Ability to take information that is heard and understand it. (Also know as central auditory processing).

**Auditory Processing Disorder:** An inability to accurately process and interpret sound information. Students often do not recognize subtle differences between sounds in words.

**Auditory Training:** Therapy for individuals who are oversensitive or hypersensitive to sound that involves listening to a variety of different sound frequencies coordinated to their level of impairment.

**Augmentative and Alternative Communication (AAC) System:** An AAC system increases or improves the communication abilities of individuals with receptive or expressive communication impairments. The system can include sign language, graphical symbol systems, synthesized speech, dedicated communication devices, and computer applications. AAC technology spans a wide range of products, from low-tech picture boards to high-tech speech recognition programs.

**Autism:** Developmental disability that appears during infancy or childhood and is behaviorally defined to include disturbances in: developmental rates; responses to sensory stimuli; speech, language and cognitive capacities; and capacities to relate to people, events and objects.

**Autism Spectrum Disorder:** Refers to a broad definition of autism that includes the classical form of the disorder as well as closely related disabilities that share many of the core characteristics of impairment in communication skills, social interactions, and restricted, repetitive and stereotyped patterns of behavior: Pervasive Developmental Disorder—Not Otherwise Specified (PDD-NOS), Rett syndrome, Asperger syndrome and Childhood Disintegrative Disorder.

**Automatic Reinforcer or Automatic Reinforcement:** Reinforcement that occurs from within the individual in which there is no identifiable social reinforcer. Sometimes these are referred to as sensory or self-stimulatory reinforcers, but it is often not clear what exactly is serving as reinforcement for these behaviors.

**Auxiliary Aids and Services:** Devices or services that accommodate a functional limitation of a person with a communication-related disability.

**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.

**Aversive Stimulus:** A stimulus that is presented or removed contingent on the occurrence of a behavior. When the stimulus is presented contingent on behavior and decreases the future likelihood of that behavior, it is called a punisher. When the aversive stimulus is removed contingent on behavior and increases the likelihood of that behavior, it is called a negative reinforcer.

**Avoidance Behavior:** A behavior that prevents the occurrence of an aversive event.

**Balanced literacy:** Generally, an approach to reading that incorporates both whole language and phonics instruction.

**Barrier Free:** Building, facility or area that is completely accessible to persons having mobility problems.

**Baseline:** Performance level/data taken before an intervention or training.

**Basic Interpersonal Communication Skills (BICS):** The basic language ability required for face-to-face communication where linguistic interactions are embedded in a situational context called context-embedded language.

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

**Behavioral Correlates:** Characteristics that might be observed in a student who has deficits in the areas of reading skill, reading comprehension, written expression, mathematics calculation, mathematics reasoning listening comprehension or oral expression.

**Behavioral Disinhibition:** When a medication causes behaviors to change in an unintended way so that behavior that was previously not seen or occurred at a low level, now occurs at a high level.

**Behavior Disorder/Emotionally Disturbed:** Educational disability characterized by problems in behavior that extends over a period of time and to a level that is not typical for students of that age, along with difficulties in learning that cannot be explained by cultural, intellectual, sensory or other health factors. Problem behaviors may be found in areas such as difficulties in building and maintaining relationships with others, a general overall mood of unhappiness or depression, and a tendency to develop physical symptoms, pains or fears associated with personal or social problems.

**Behavioral Intervention Plan (BIP):** The positive strategies, programs or curricular modifications in addition to the supplementary aids and supports required to address the behaviors of concern.

**Bipolar Disorder:** Serious mood disorder that involves extreme mood swings of highs (mania) and lows (depression); sometimes called manic-depressive psychosis.

**Blind/Visually Impaired:** The terms partially sighted, low vision, legally blind and totally blind used to describe students who even with correction are affected adversely in their educational performance.

**Body Language:** Information about a person's thoughts or feelings that is unconsciously conveyed through physical mannerisms.

**Break:** Planned place or opportunity for a student to select when s/he feels overwhelmed, frustrated or unable to perform.

**Carl D. Perkins Vocational and Applied Technology Education Act of 1990:** Provides federal funding for vocational education and imposes requirements for making vocational education programs accessible to all students.

**Case Manager:** Service coordinator for families through Missouri Department of Mental Health; also IEP chairperson at SSD

**Center for Independent Living:** A non-profit organization that promotes activities and provides services that enable people with disabilities to lead independent, self-directed lives to as great an extent as possible.

**Central Auditory Processing Disorder (CAPD):** A condition in which there is an inability to differentiate, recognize or understand sounds while both the hearing and intelligence are normal.

**Cerebral Palsy (CP):** A group of conditions due to brain damage usually occurring before or during birth or during the developmental years and can cause paralysis, speech difficulties, weakness, lack of coordination, learning problems, developmental disabilities, etc.

**Challenging Behaviors:** Behavior that conflicts with the living or learning of others or is in violation of social norms, such as aggression, self-injury, property destruction, apathy, disruption, and screaming.

**Child Complaint:** Complaint filed with the Missouri Department of Elementary and Secondary Education if a person or organization believes a responsible public agency has violated a state or federal regulation implementing the Individuals with Disabilities Education Act (IDEA).

**Child Find:** Local districts must identify, locate and evaluate all children residing in the district with disabilities that need special education and related services.

**Childhood Depression:** Mood disorder among children. Children may appear persistently sad, no longer enjoy activities, appear agitated, hyper or irritable, complain of physical problems, and appear bored or low in energy.

**Children With Disabilities:** Those children who through an educational evaluation meet the state requirements as having mental retardation, hearing disabilities including deafness, visual disabilities including blindness, serious emotional disturbance, orthopedic disabilities, autism, traumatic brain injury, other health disabilities, specific learning disabilities, and who because of those disabilities need special education and related services.

**Circle of Friends:** A group of students who agree to meet on a regular basis to help a student with a disability develop relationships and friendships.

**Circle Of Support:** A group of persons who come together for person-centered planning. These individuals should know the individual and their preferences well, and make along-term commitment to participate in the development and evaluation of a person-centered plan.

**Class Within A Class:** See Collaborative Learning.

**Cochlea:** The spiral-shaped structure of the inner ear containing the end organs of the auditory nerve.

**Coercive Interaction:** Coercive interactions develop between two people when one person engages in a negative behavior to achieve a social outcome and the other person responds in an equally negative fashion.

**Cognition:** The act or process of knowing. Cognitive skills include reasoning, concept formation, and analytical or logical thinking.

**Collaboration:** A process in which the special and general education teachers plan and work together to help students be successful in the regular classroom.

**Collaborative Learning:** A service delivery model in which identified students with disabilities are served in the regular classroom by the special education teacher who plans, works and teaches collaboratively with the regular education teacher.

**Collaborative Teaming:** Parents, school staff, students and others working together to plan an individual student's support needs and assuming responsibility cooperatively for instruction, making accommodations or adaptations, and evaluation of the student's progress.

**Community-Based Instruction:** Instruction that takes place outside of the classroom; where IEP goals are met in a natural, age-appropriate setting.

**Community-Based Program:** Provides job exploration through volunteer work training as well as functional instruction for students with disabilities ages 17 to 20.

**Communication Board/Book:** A book or board of photographs, pictures, line drawings, words or any combination to which a person might point in order to communicate.  
Comprehensive System of Personnel Development

**Communication disorder:** Stuttering, impaired articulation, language or voice impairment that adversely affects a child's educational performance.

**Communicative Intent:** Refers to the purpose or function of a message.

**Community of Practice (CoP):** Concept referring to the process of social learning that occurs when people who have a common interest in some subject or problem collaborate over an extended period to share ideas, find solutions, and build innovations.

**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 an administrative complaint or due process hearing.

**Competency:** Evidence of expected skill.

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

**Compliance Plan:** Plan submitted to the state department of elementary and secondary education by public education school districts that outlines the ways the district will meet the mandates of P.L. 94-142 in providing a free and appropriate education for all students with disabilities. It must be submitted and approved before a district may receive federal funding to help provide the outlined services.

**Compulsion:** A persistent, repetitive act that the individual cannot consciously control.

**Comprehension Strategies:** Techniques to teach reading comprehension, including summarization, prediction, and inferring word meanings from context.

**Conduct Disorder:** Persistent pattern of verbal and physical aggression that involves violation of the rights of others.

**Confidentiality/Access Rights:** Parent/students' rights regarding information collected and maintained by school districts. Refers to the care that a person other than the student's parent must take in not giving out information about a specific student to someone who is not directly involved with the student.

**Congenital:** Existing at birth.

**Connected Instruction:** A way of teaching systematically in which the teacher continually

shows and discusses with the students the relationship between what has been learned, what is being learned, and what will be learned.

**Consent:** Refers to being fully informed and agreeing to proposed plan of educational evaluation and/or placement. Parental consent in education has three parts: the parent is fully informed, the parent agrees in writing, and consent is given voluntarily.

**Consequence:** The stimulus or event that occurs immediately following a behavior.

**Consultative Services:** A special education teacher consults with a regular education teacher relative to a student's progress.

**Content Area:** Content areas are academic subjects like math, science, English/language arts, reading, and social sciences.

**Contingency:** The relationship that develops between a behavior and a consequence. If a consequence is presented after a behavior occurs, the consequence is said to be contingent on the behavior.

**Continuous Assessment:** An element of responsive instruction in which the teacher regularly monitors student performance to determine how closely it matches the instructional goal.

**Continuous Reinforcement:** When reinforcement is delivered each time a behavior occurs, it is said to be on a schedule of continuous reinforcement.

**Continuum:** Used to describe a full range.

**Cooperative Occupational Education:** A state approved program in which students can begin a supervised work experience program while still enrolled in high school. Students are paid by the employer and also receive high school credit.

**Cooperative Learning:** Brings students of various achievement and intellectual levels together in a positive way to assist one another with various learning tasks, while at the same time allows each student to work at his or her own individual level and pace.

**Core Curriculum:** The course of study deemed critical and usually made mandatory for all students of a school or school system.

**Co-Teaching/Collaborative Teaming:** A means of bringing the strengths of two teachers with varied expertise together to enhance and increase instructional options for all students.

**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.

**Cross Categorical:** A service delivery model characterized by grouping of students for instructional purposes on the basis of similar functional needs; the model focuses on the teaching and learning needs common to various categories and not the students' special education diagnosis.

**Crossing the Midline:** Refers to skill and performance in crossing the vertical midline of the body.

**Curriculum:** A program of study. A planned appropriate course of study based on student's ability to achieve. Curriculum is the body of knowledge that is taught.

**Data-Based Decision Making:** Decisions based on systematically-collected data to help create the ideal learning conditions for students and to assist in planning, decision making, and reporting activities.

**Deaf:** A hearing loss so severe that it inhibits language processing and affects educational performance.

**Deaf/Blind:** Disability classification in which visual and hearing impairment occur together.

**Decoding:** Ability to arrange sounds or symbols into ideas.

**Department of Elementary and Secondary Education (DESE):** Agency responsible for education in Missouri.

**Depression:** Mood disorder that involves disturbances in emotion, cognition and body function; symptoms extend into many parts of an individual's life.

**Descriptors:** Phrases that aid in defining and outlining the expected behavior for a particular criterion.

**Developmental:** Successive changes during that process of natural growth.

**Developmental Aphasia:** A severe language disorder that is presumed to be due to brain injury rather than because of a developmental delay in the normal acquisition of language.

**Developmental Apraxia of Speech:** A severe speech disorder characterized by inability to speak, or a severe struggle to speak clearly. Apraxia of speech occurs when the oral- motor muscles do not or cannot obey commands from the brain, or when the brain cannot reliably send those commands.

**Developmental Behavioral Pediatrician:** A physician who specializes in childhood behavioral problems, such as AD/HD and aggressive behavior, as well as difficulties at school.

**Developmental Delay:** Occurs when a child's development progresses at a slower rate than most children. This is often seen as a delayed achievement of one or more of a child's milestones.

**Developmental Disability:** A disability attributed to mental retardation, cerebral palsy, epilepsy, autism, or other neurological disabling conditions. Such disability originates before age 18, continues, or can be expected to continue, indefinitely, and constitutes a substantial disability for such individual.

**Diagnostic Conference:** A meeting of individuals who have significant information to contribute about a student's functioning; purpose of the meeting is to identify the student's strengths and needs and to determine the presence of a disability using approved eligibility criteria. (See also Assessment and Evaluation)

**Diagnostic and Statistical Manual of Mental Disorders, 4th Edition (DSM-IV):** A publication of the American Psychiatric Association that is used to diagnose psychiatric disorders.

**Diagnostic Tests:** Tests that diagnose or identify areas of needs and strengths. There are diagnostic achievement tests that are used for skill subjects like reading, math and spelling.

**Differential Reinforcement:** A procedure that involves systematically reinforcing specific desirable behaviors while not reinforcing other behaviors.

**Differentiated Instruction:** A process to approach teaching and learning for students of differing abilities in the same class to maximize each student's growth and individual success by meeting each student where he or she is, and assisting in the learning process.

**Dignity of Risk:** Refers to the right of people with disabilities to fully participate and learn from consequences.

**Direct Instruction:** An instructional approach to academic subjects that emphasizes the use of carefully sequenced steps that include demonstration, modeling, guided practice, and independent application.

**Disability and Technical Assistance Centers (DBTAC):** Ten regional centers established by the National Institute on Disability and Rehabilitation Research that provide information, training, and technical assistance to employers, people with disabilities and others on their rights and responsibilities under the Americans with Disabilities Act.

**Discrepancy Formula:** Used by the state to determine the existence of an educational disability based on a significant difference between achievement and intellectual ability

**Dissociative Disorders:** A group of disorders characterized by alterations of the normally integrated functions of consciousness or identity.

**Down Syndrome:** The most common and readily identifiable chromosomal condition associated with mental retardation.

**Dual Diagnosis:** A person with both the diagnosis of a psychiatric disorder such as a mood disorder, and the diagnosis of mental retardation.

**Due Process:** Procedures to safeguard the rights of parents, children and educational agencies in the education process. Parents have specific due process rights, including the right to be notified and give consent, and the right to a due process hearing when an agreement cannot be reached between the parent and the school.

**Due Process Hearing:** More formal than an administrative review, this hearing is conducted by a three-person panel that will render findings and recommendations to you and to the Special School District Board of Education.

**Dyscalculia:** Severe difficulty in understanding and using symbols or functions needed for success in mathematics.

**Dysfluency:** Professional term for stuttering.

**Dysgraphia:** Severe difficulty in producing handwriting that is legible and written at an age-appropriate speed.

**Dyslexia:** Describes a condition in individuals who may exhibit: severe difficulty in learning and remembering the printed word, reversals of letters or improper letter sequencing, bizarre spelling errors, illegible handwriting or poorly written composition.

**Dysnomia:** Marked difficulty in remembering names or recalling words needed for oral or written language.

**Dyspraxia:** Severe difficulty in performing drawing, writing, buttoning and other tasks requiring fine motor skill, or in sequencing the necessary movements.

**Early Childhood Special Education:** Programs designed for children who are diagnosed as disabled and are 3 years old and within two years of eligibility for kindergarten.

**Early Intervention:** Programs and services provided to infants and children with disabilities during the period of most rapid growth and development (the years from birth to 5).

**Eating Disorders:** A group of disorders in which there are significant disturbances in eating. Two common examples are Anorexia Nervosa, a refusal to maintain an acceptable body weight for one's age and height: and Bulimia, uncontrollable binge eating which may be followed by purging the food through self-induced vomiting, laxatives or diuretics.

**Echolalia:** A pattern of responding to questions or comments by repeating what was heard or the last part of it.

**Educational Advocate:** A professional who works with families to secure appropriate educational placement or services for children with AD/HD or LD.

**Educational Psychologist:** Administers and interprets psychological tests, interprets

behavior and consults with parents around educational issues.

**Effective Practice Specialist (EPS):** SSD countywide staff with specialized expertise in technical areas such as OT/PT/APE, speech/language, transition, social-emotional and diagnostics.

**Electroconvulsive Therapy (ECT):** Is used to treat depression and other psychiatric conditions. ECT is a safe and effective treatment that involves the use of electricity while the patient is under general anesthesia and induces a seizure. This is done in a controlled setting which lasts about 30 seconds.

**Embedded Phonics:** In this approach, students learn vocabulary through explicit instruction on the letter-sound relationships during the reading of connected text.

**Emergent Literacy:** The view that literacy learning begins at birth and is encouraged through participation with adults in meaningful reading and writing activities.

**Emotional Disorder/Emotional Disturbance:** Defined under IDEA as a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance: (a) an inability to learn that cannot be explained by intellectual, sensory, or health factors, (b) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers, (c) inappropriate types of behavior or feelings under normal circumstances, (d) a general pervasive mood of unhappiness or depression, (e) a tendency to develop physical symptoms or fears associated with personal or school problems.

**Emotional Regulation:** Control of emotions, stabilization, ability to recognize your emotional state and make changes as necessary.

**Empathy:** The ability to understand how another person feels or what he/she may be thinking; sometimes referred to as "putting yourself in another person's shoes." Sometimes referred to as theory of mind.

**Empirically Supportive Intervention:** Educational practices/instructional strategies supported by relevant scientific research studies or research-based "best practice."

**Encode:** Ability to change ideas into words or written expression.

**English as a Second Language (ESL)/English for Speakers of Other Languages (ESOL):** English language training for individuals whose first language is not English

**Epilepsy:** Disorder of the central nervous system marked by sudden and periodic lapses of consciousness, and distinctive, usually measurable disturbances in the electrical discharges within the brain.

**Equal Employment Opportunity Commission (EEOC):** Federal agency responsible for overseeing and enforcing nondiscrimination in hiring, firing, compensation, promotion, recruitment, training, and other terms and conditions of employment regardless of race, color, sex, age, religion, national origin or disability.

**Essential Job Functions:** Fundamental job duties of an employment position that an individual with a disability holds or desires.

**Evaluation:** The implementation of the assessment procedures as specified in the individual evaluation plan and notice for evaluation; determination of a student's current level of functioning. An evaluation consists of a variety of tests, observations and background information and is done by a team. (See also Assessment and Diagnostic)

**Evidence-Based Practice:** Educational practices and instructional strategies that are supported by scientific research studies.

**EXCEL Program:** Language-based program for students ages 12 to 16 that consists of functional academics and job exploration.

**Exceptional:** In education, a word used to describe a child whose abilities or intelligence are unusually high or low.

**Executive Function:** The ability to organize cognitive processes. This includes the ability to plan ahead, prioritize, stop and start activities, shift from one activity to another activity, and to monitor one's own behavior.

**Expressive Language:** Speaking, gesturing or writing skills for communication with other people.

**Expressive Vocabulary:** The collection of words a person uses when speaking.

**Extended School Year (ESY):** Education provided for students with disabilities beyond the minimum days required; summer school.

**Extension:** Action of straightening the neck, back, arms and legs.

**Eye Gaze Board:** A clear Plexiglas board that is used as a simple communication device. Pictures are mounted at strategic areas on the board and the user communicates by looking at a selected picture.

**Eye/Motor Coordination:** The ability to relate vision with movements of parts of the body.

**Facilitated Communication:** A method of communication for people with disabilities that involves hand over hand or arm support that allows individuals to point to letters, attempting to construct words, phrases and/or sentences.

**Facilitators:** People who serve as leaders in a person-centered planning process, making sure that the goals of the process are met, and that the person's preferred lifestyle is articulated and pursued.

**Fading:** Decreasing the level of assistance needed to complete a task or activity.

**Family Educational Rights and Privacy Act (FERPA):** A federal law that establishes guidelines for handling personally identifiable information for all students and allows parents to access their minor children's educational records.

**Fetal Alcohol Syndrome/Fetal Alcohol Effects (FAS/FAE):** Conditions that affects the children of mothers who consume quantities of alcohol during pregnancy; can involve cognitive delays, attentional difficulties and physical and emotional disability.

**Fine Motor Skills:** Pertains to usage of small muscles, such as finger and wrist movements and eye-hand coordination (drawing, cutting, writing, buttoning, etc.).

**First Steps:** Missouri's early intervention program for children with disabilities birth to age 3. First Steps is designed to help families improve their child's development, learning and participation in family and community life.

**Flexion:** The act of bending or pulling in a part of the body.

**Fluency:** The ability to read a text accurately, quickly, and with proper expression and comprehension.

**FM System:** An electronic device that helps children who are hearing-impaired or distractible to focus on the teacher's voice. Consists of lapel-sized microphone clipped to the teacher's collar, which is wired to a small transistor-sized box worn on a belt. The child receives the teacher's voice through a loop, headphones or attachment to a hearing aid, which is also wired to a similar box worn on a belt.

**Formal Assessment:** A school-based evaluation of a student's learning difficulties using

standardized tests and other tools. A team of school professionals uses the assessment to determine a child's eligibility for special education and related services.

**Formative Assessment:** Designed to evaluate students on a frequent basis so that adjustments can be made in instruction to help them reach target achievement goals.

**Free Appropriate Public Education (FAPE):** Under IDEA (see below), public schools are required to provide disabled students with appropriate educational services at no cost to the parents.

**Fragile X Syndrome:** A defect of the X chromosome. Fragile X is one of the more common genetic causes of mental retardation; especially in males.

**Free Appropriate Public Education (FAPE):** Special education and related services that are provided at public expense, under public supervision and direction, and meet the standards of the state educational agencies.

**Functional Behavioral Assessment:** A process for gathering broad and specific information about a student's behavior in order to identify the function or purpose that the behavior serves.

**Functional Communication:** The ability to receive or to convey a message, regardless of the mode, to communicate effectively and independently in a given environment.

**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 Skills:** Uses real-life experiences to plan a curriculum that meets the student's present and future needs.

**Functional Vocational Assessment:** This is an assessment of a person's ability and desire to do a job by observing his or her performance on various tasks in a variety of job settings.

**Futures Planning:** Planning process used most often for young adults and adults with disabilities that focuses on developing and maintaining opportunity for their presence and participation in the home, at work and in the general community.

**Gait Pattern:** Description of walking pattern.

**Gateway Regional Advisory Council (RAC):** One of 11 regional advisory councils throughout Missouri funded by the Missouri Planning Council to advocate for quality improvement in access, the delivery system, and services for individuals with developmental disabilities and their families to enhance the quality of life.

**Generalization:** Ability to apply a skill or behavior learned in one setting to another setting, or to apply a learned skill or behavior in similar situations.

**Governing Council:** An oversight board for SSD made up of a Board of Education member from each of the 23 partner school districts in St. Louis County.

**Graphic organizer:** Strategy for graphically representing concepts and providing links among concepts

**Gross Motor Skills:** Pertains to usage of large muscles (balance, jumping, running).

**Guardianship:** A legal status that provides protection, care and management of a person considered incapable of managing his or her own affairs.

**Hand-Eye Coordination:** The ability to combine and coordinate the function of the eyes and hands to use the hands for manipulative activities.

**Hearing Disorders:** Any type or degree of hearing loss that causes an educational problem; includes deaf and hard of hearing.

**Homebound Services:** Instruction provided in a student's home, a hospital setting or other site of confinement because the student is physically or emotionally unable to receive instruction at the school.

**Hyperactivity:** Behavior condition characterized by easy distractibility, impulsiveness and attention-demanding behaviors.

**Hyperlexia:** Syndrome with a constellation of symptoms that include precocious reading skills accompanied by significant problems in language, learning and social skills.

**Hypertonicity:** Increased muscle tone.

**Hypotonicity:** Decreased muscle tone.

**Identification:** Process of locating and identifying children who need special education services.

**Inclusion/Inclusive Education:** Educating all students in age-appropriate general education classrooms in their neighborhood schools, with the appropriate support.

**Inclusion/Least Restrictive Environment (LRE) Facilitators:** Individuals who are a direct resource and provide consultation and training services to staff to support students who are being included in general education classes.

**Independent Education Evaluation:** If a parent or guardian disagrees with any or all of an SSD evaluation they may request an independent educational evaluation (IEE) at public expense. The district does have the option of requesting a due process hearing to "defend" its diagnostic decision instead of granting the IEE.

**Independent Living Centers:** Centers funded to provide training and assistance to adults with disabilities and promote full access to housing, transportation, employment, recreation, and other support services.

**Independent Living Skills:** Appropriate behavior necessary for living in a non-institutional setting. Skills include arranging transportation, maintenance of clothes and living quarters, personal hygiene, money handling, group living and recreation.

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

**Individual Accommodation Plan:** Also known as a 504 Plan.

**Individual Transition Plan (ITP):** A plan developed by the student's Individual Transition Team to prepare the student to enter adult life. The plan addresses not only the student's vocational future, but can also address future plans for living in the community, friendships and recreational activities, transportation needs, and financial concerns.

**Individualized Education Program (IEP):** A plan developed annually as required by law for students identified to have educational disabilities. Plan includes present level of performance, long term goals and short term objectives, criteria for measuring achievement, amount and type of special education and participation in general education, dates of initiation and duration of services.

**Individualized Family Service Plan (IFSP):** Written plan developed by a multidisciplinary team that includes the family; based on family concerns, priorities, resources, and the child's present level of functioning.

**Individuals with Disabilities Education Act (IDEA):** The revision and amendment of the Education of the Handicapped Act of 1975. Comprehensive law supports a free appropriate public education, which includes special education and related services, for children and youth

with disabilities.

**Industry-Based Program:** Provides work maturity skill training through paid employment in a not-for-profit setting.

**Informal Assessment:** The process of collecting information to make specific instructional decisions, using procedures largely designed by teachers and based on the current instructional situation.

**Informal Supports:** Provisions for a person's preferred lifestyle that are not part of a formal service network or provider. These might include family members, clergy, or friends.

**Informal Resolution Conference:** Optional step in due process used to resolve disagreements between parents and schools about the special education a student with a disability.

**Integrated Employment:** This is a category of employment in which a person with disabilities works alongside people without disabilities without major systemic supports.

**Integration Disabilities:** Difficulty putting together or processing the information that has come in through the senses. Three parts: sequencing, abstraction and organization.

**Intellectual Disability:** A group of conditions that refers to an individual's level of intellectual functioning, as well as social adjustment and adaptive abilities, which are significantly delayed compared to age level peers.

**Intelligence Quotient (IQ):** A score, based on one's chronological age and performance on a test designed to measure mental ability, used to predict school success.

**Intensive Intervention:** Intensive academic and/or behavioral interventions are characterized by their increased focus for students who fail to respond to less intensive forms of instruction.

**Interdisciplinary Team:** A group of people from different fields and those who are close to the individual with whom the team supports. Examples of possible team members include the focus individual, parents or other family members, teachers, therapists, job coaches, speech therapists, psychiatrists, psychologists, or nursing personnel.

**Intervention:** Specialized activities that target students' individual needs to develop their knowledge or skills in their area of weakness.

**Itinerant Teacher:** A special education teacher who usually travels between schools and works with students with disabilities enrolled in regular education classrooms.

**Job Coach/Coaching:** The person who provides, or the process of providing training to a new employee with disabilities at their job site.

**Joint attention:** Consciously focusing one's attention on the same event or object as another person.

**Kinesthesia:** Sensation of movement arising from muscles, joints and inner ears.

**Language Disorder:** Reduced ability to comprehend or express ideas through spoken, written or gestured language; disorders of form, content and/or function of language.

**Language Learning Disability (LLD):** A language learning disability is a disorder that may affect the comprehension and use of spoken or written language as well as nonverbal language, such as eye contact and tone of speech, in both adults and children.

**Lateralization:** The tendency for certain processes to be handled more efficiently on one side of the brain than the other.

**Learning Disabilities (LD):** An educational disability classification characterized by a disorder in one or more of the basic processes involved in the understanding or use of language, spoken or written, which may cause an imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations. Historically the term includes perceptual disorder, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. Specific learning disability is a chronic condition of presumed neurological origin that selectively interferes with the development, integration and/or demonstration of verbal and/or nonverbal abilities.

**Learning Modalities:** Approaches to assessment or instruction stressing the auditory, visual or tactile avenues that provide the best opportunity for students to learn and/or demonstrate knowledge.

**Learning Strategies:** Techniques taught by special education teachers that enable a learner to solve problems and complete tasks independently. Students receive credit for these classes in some school districts.

**Learning Styles:** Approaches to assessment or instruction emphasizing the variations in temperament, attitude and preferred manner of tackling a task. Typically considered are styles along the active/passive, reflective/impulsive or verbal/spatial dimensions.

**Least Restrictive Environment (LRE):** Provision of Public Law 94-142 (IDEA) that states that children with disabilities must be educated with their non-disabled peers to the maximum extent possible.

**Legally Blind:** Less than a corrected vision of 20/200 in the better eye or visual field contraction of 20 degrees or less.

**Linguistic:** Related to language.

**Listening Comprehension:** Understanding speech.

**Literacy:** Reading, writing, and the creative and analytical acts involved in producing and comprehending texts.

**Literacy Coach:** A reading specialist who focuses on providing professional development for teachers by providing them with the additional support needed to implement various instructional programs and practices.

**Local Education Agency (LEA):** A public board of education or other public authority within a state that maintains administrative control of public elementary or secondary schools in a city, county, township, school district or other political subdivision of a state.

**Long-Term Suspension:** A suspension or removal of more than ten school days in a row. Separate suspensions totaling over ten days that create a “pattern of suspensions” are also considered a long-term suspension. A long-term suspension is considered a change in placement.

**Lovaas Method:** Also referred to as discrete trial training under the philosophy of Applied Behavior Analysis (ABA). Intense, one-on-one instruction applied to young children for 20-to-50 hours a week over potentially a 1-to-3-year period by specially trained persons and parents. Each "trial" presents a task, behavior, or stimulus to the child, elicits a response from the child, then reinforces (rewards) the child for responding appropriately.

**Low Incidence Disability:** A disability that affects relatively few of the total number of students with disabilities who receive special education services.

**Mainstreaming:** Participation in a regular education program.

**Mandible:** Lower jaw.

**Manifestation Determination:** A meeting to decide whether a student's misconduct is caused by or related to the student's disability.

**MAPS Process (McGill Action Planning System):** Process a team uses to gain a collective vision of a child's life. The responses to seven questions are applied to realize the vision in the included school setting.

**Maxilla:** Upper jaw.

**Mediation:** A meeting held when parents and school district personnel cannot agree on a child's educational program; this step comes before a due process hearing.

**Medicaid:** A federally funded program to provide medical care for low-income persons and additional support service to low-income persons with disabilities.

**Medically Fragile:** When the medical condition is such that the child may die. Often these children depend on equipment to keep them alive.

**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 Health:** "A state of successful performance of mental function, resulting in productive activities, fulfilling relationships with people, and the ability to adapt to change and cope with adversity" (U.S. Department of Health and Human Services, 1999,). Mental health is not merely the absence of mental illness but the presence of something positive.

**Mental Illness:** A disorder of the brain that results in a disruption in a person's thinking, feeling, moods, and ability to relate to others

**Mental Retardation:** see Intellectual Disability

**Mentoring:** Mentoring is a process through which an individual with experience in a certain area provides information and insight to a less experienced person.

**Metacognition:** The process of "thinking about thinking."

**Missouri Assessment Program (MAP) (MAP-A):** Statewide testing program with subject-area assessments or alternate assessments.

**Missouri Planning Council for Developmental Disabilities:** Federally-funded consumer-driven council mandated to plan, advocate for, and give advice concerning programs and services for persons with developmental disabilities to increase their opportunities for independence, productivity, and integration into communities.

**Missouri School Improvement Program (MSIP):** Has the responsibility of reviewing and accrediting the 524 school districts in the state within a 5-year review cycle.

**Mobility Training:** Techniques to assist individuals who are blind to move safely and independently with the community.

**Modality:** A way of acquiring sensation — visual (sight), auditory (hearing), tactile (touch), olfactory (hearing), gustatory (taste) and kinesthetic (movement).

**Modeling:** Teaching appropriate skills by having students observe and imitate others.

**Modification:** An adjustment in the curriculum that creates a different standard for students with disabilities, as compared to others in the class.

**Modulation:** Brain's regulation of its own activity.

**Morpheme:** Refers to the smallest, meaningful unit of speech.

**Motor Disabilities:** Involves coordination of the large muscles (gross motor) and small muscles (fine motor).

**MPACT:** Missouri's Parent Training and Information Center.

**Multidisciplinary Goals:** Brings a number of different professionals together to the IEP to share information about the student in an effort to plan an appropriate educational program.

**Multidisciplinary Team:** A group of people who work together to develop and review a child's IEP. The team might include the child's classroom and special-education teachers, school administrator, school psychologist, therapist, educational advocate, and parents.

**Multiple Intelligences:** Howard Gardner's theory that humans possess seven different types of intelligence (visual/spatial, verbal/linguistic, logical/mathematical, bodily/kinesthetic, musical/rhythmic, interpersonal, and intrapersonal), spanning three domains (the physical, cognitive and affective domains).

**Multiple Literacies:** Multiple literacies reach beyond a traditional 'reading and writing' definition of literacy to include the ability to process and interpret information presented through various media.

**Multiply Disabled:** Physical and/or sensory disability occurring along with other disabling conditions.

**Multisensory Learning:** Instructional approach that combines auditory, visual and tactile elements into a learning task.

**Music Therapy:** Uses a variety of music experiences as a method to relieve anxiety and/or develop social, receptive/expressive language, academic or physical development skills.

**Natural Reinforcers:** Reinforcers that are logically related to the task at hand.

**Natural Supports:** An approach in both school programs and adult services that utilizes existing services and staff to operate a program as opposed to bringing in new or additional staff to operate the program.

**Neighborhood School:** The school to which the student would ordinarily be assigned (i.e., if he/she did not have a disability).

**Neurobiological Disorder:** Refers to problems stemming from brain malfunction and malformations that can be proven and demonstrated.

**Neurologist:** Medical doctor who assesses for potential damage to the brain and may provide medication to assist in enhancing brain function.

**Neurofibromatosis:** Genetic disorder that causes tumors to grow along various types of nerves, and in addition, can affect the development of non-nervous tissues such as bones and skin. Can affect cognitive, hearing, vision, emotional and behavioral abilities.

**Neuropsychologist:** A psychologist who specializes in the relationship between brain function and behavior.

**Neurotransmitters:** Chemical substances that convey nerve impulses across the synapse. Neurotransmitters send nerve impulses from one nerve cell to another.

**No Child Left Behind (NCLB):** Most recent authorization of the Elementary and Secondary Education Act that strives to improve the performance of America's primary and secondary schools by increasing the standards of accountability for states, school districts, and schools.

**Non-Aversive Behavior Techniques:** Places an emphasis on understanding behavior and what it is communicating. Focuses on developing positive plans to address behavioral issues and teach behavioral skills rather than focusing on consequences as a means to change behavior.

**Non-categorical:** A service delivery model characterized by grouping of students with different types of disabilities for instructional purposes.

**Nonverbal:** Unable to communicate with the spoken word. Many people who are non-verbal

communicate using sign language, communication boards and computers.

**Nonverbal Learning Disability (NLD):** Strong verbal skills and rote memory skills but very weak motor, social, sensory, and visual-spatial abilities.

**Normalization:** A philosophy or set of principles that focuses on making available to persons with disabilities everyday life conditions that are as close as possible to the norms of society.

**Norm-Referenced Tests:** Tests that compare a student's performance to the performance of other students when using the same measure.

**Notice of Action/Consent:** Written notification provided to parents/guardians regarding a district's intent to evaluate, place or change placement and the parental/guardian written consent for such action.

**Nystagmus:** A series of automatic, back-and-forth eye movements.

**Objectives:** Small, measurable steps of learning that help a student reach a goal.

**Obsessive-Compulsive Disorder (OCD):** An anxiety disorder where people experience recurring unwanted thoughts that are difficult to stop, and rituals of checking behavior or repetitive actions that are carried out in an attempt to relieve the thought.

**Occupational Therapy (OT):** Concerned with fine or small muscle movement, such as the use of hands and fingers, to help a person learn or re-learn how to perform daily tasks such as eating and work that requires hand and eye coordination.

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

**Office of Special Education Programs (OSEP):** OSEP administers the Individuals With Disabilities Education Act (IDEA) for the U.S. Department of Education.

**Oppositional Defiant Disorder (ODD):** Disorder of childhood whereby the children defy rules, are angry and often lose their tempers beyond what is typical or acceptable.

**Oral Language Difficulties:** A person with oral language difficulties may exhibit poor vocabulary, listening comprehension, or grammatical abilities for his or her age.

**Oral-Motor Skills:** The ability to perform certain functions and movements with the tongue, lips, cheeks and other muscles of the mouth area.

**Orientation and Mobility:** A related service; a child with visual impairments is trained to know where his or her body is in space and to move through space.

**Orthopedic Disabilities:** A physical condition that affects mobility and development of motor skills.

**Other Health Impairments:** Having limited strength, vitality or alertness due to chronic or acute health problems (heart condition, tuberculosis, rheumatic fever, asthma, attention deficit disorder, epilepsy, diabetes and others) that adversely affects a child's educational performance.

**Outcomes:** The results of an intervention.

**Panic Disorders:** At least three panic attacks within a 3 week period in circumstances other than during marked physical exertion or in a life-threatening situation. These attacks are accompanied by unexplained physical symptoms.

**Paraeducator/Paraprofessional:** A person hired and trained by the school district who has

the responsibility of assisting one or more professionals and assisting a particular student or group of students.

**Paraplegia:** Paralysis of the lower half of the body with involvement of both legs.

**Parent:** Parent, guardian, person acting as a parent of a child or a surrogate parent who has been appointed by the court.

**Parent Advisory Council (PAC):** A standing committee or council of individuals interested in improving special education services in their district.

**Parents as Teachers (PAT):** An international early childhood parent education and family support program serving families throughout pregnancy until their child enters kindergarten.

**Parent Training:** Planned teaching for parents to help them interact with, teach and advocate for their child with a disability.

**Parent-to-Parent Support:** Parents of children with disabilities provide information and one-on-one support to other parents, especially of children who have been just diagnosed as disabled.

**Part B of the Individuals with Disabilities Education Act:** The section of the federal special education regulations that address school-aged children.

**Part C:** The section that addresses early intervention services for ages birth to 3 (Missouri First Steps).

**Partners in Policymaking:** advocacy training by Missouri Planning council

**PECS – Picture Exchange Communication System:** Printed symbols that are used to assist student with schedule, understanding requests, or expressing needs

**Peer network:** A group of peers that includes an individual with ASD and is structured around a specific purpose such as tutoring or play.

**Perceptual-Motor Disorder:** A sensory perception deficiency receiving, processing or responding to sensory information about the environment that causes problems with comprehension, memory and perceptual motor skills.

**Performance-Based Assessment:** Requires students to show their knowledge and skills in an active way; usually requires completion of a complex task, often involving creation of a product.

**Perseveration:** Continuing to behave or respond in a certain way when it is no longer appropriate; difficulty in shifting from one task to another.

**Personal Care Assistant:** Provides services to children who need help with day-to-day activities to allow them be more independent.

**Personal Futures Planning:** A process for planning the transition from school to adult life or other significant changes in an individual's life.

**Personality Disorders:** Refers to habitual ways of seeing and relating to self and the environment that are so fixed and rigid as to cause a significant degree of personal distress, and limits the individual's ability to effectively cope with the day-to-day demands of life's situations.

**Person-Centered Planning:** An assortment of strategies that are a values-based approach to life planning that focuses on a person's choices, vision and support circle.

**Pervasive Developmental Disorder (PDD):** Disorder of the brain that affects communication ability, relating to others and learning of all kinds. When a child displays fewer than 8 of the 16 symptoms relating to the diagnosis of autism, he or she may be diagnosed with PDD.

**Pervasive Developmental Disorder – Not Otherwise Specified (PDD-NOS):** Diagnosis

where there is marked impairment of social interaction, communication, and/or stereotyped behavior patterns, but full features of autism or another explicitly defined PDD are not met.

**Phenylketonuria (PKU):** An inherited, metabolic disorder that can result in mental retardation and other neurological problems

**Phobias:** Intense, [persistent fear of specific things or situations that lead to avoidance of such things.

**Phonics:** An instructional strategy used to teach letter-sound relationships to beginning readers by having them "sound out" words.

**Phonology:** Refers to the subsystem of language that governs the structure, distribution and sequencing of sounds or phonemes.

**Physical Prompt:** A type of prompt in which the trainer physically assists the learner to engage in the correct behavior. Physical prompts often involve hand-over-hand guidance of the behavior.

**Physical Therapy (PT):** Activities for promoting self-sufficiency primarily related to gross motor skills such as walking, sitting and shifting position. Helps students with adaptive equipment such as wheelchairs, prone standers and braces.

**Physically Disabled:** A medically diagnosed condition that causes educationally related problems and requires specific material modification, special adaptations, equipment, therapies and/or instruction.

**Picture Exchange Communication System (PECS):** Printed symbols that are used to assist student with schedule, understanding requests, or expressing needs.

**Pivotal Response Treatment:** Uses natural learning opportunities to target and modify key behaviors in children with autism.

**Placement:** Designation of the special education service delivery model through which a student will receive special education services, e. g. itinerant services, resource services, self-contained classroom in a general education school, self-contained classroom in a special education school, etc.

**Positioning:** Ways of placing an individual that will help normalize postural tone and facilitate normal patterns of movement; may involve the use of adaptive equipment.

**Positive Behavior Support:** Teaches the skills necessary to replace inappropriate behavior with acceptable ways of acting and reacting so the child can learn better ways to make his or her feelings and needs known to teachers or parents. It includes a functional assessment of the behavior, organizing the environment, teaching skills, rewarding positive behaviors, anticipating situations and monitoring the effect of interventions and redesigning as necessary.

**Positive Behavior Intervention and Supports (PBIS):** A behaviorally based systems approach based on research regarding behavior in the context of the settings where it occurs. Schools, families and communities design effective environmental interventions to make problem behavior less effective, efficient and relevant and desired behavior more functional. The use of culturally appropriate interventions is emphasized.

**Positive Reinforcement:** A type of reinforcement in which the occurrence of the behavior is followed by the presentation of a stimulus that increases the future probability of that behavior.

**Postsecondary Education:** Postsecondary education is formal education that a child with disabilities can pursue after completing high school.

**Post Traumatic Stress Disorder (PTSD):** Psychological and emotional distress which develops following a stressful, traumatic event or series of events (war, rape, natural disaster).

**Prosthetic and Orthotics:** Prosthetic and orthotics include replacement, substitution or augmentation of missing or malfunctioning body parts with artificial limbs or other orthotic aids.

**Prader-Willi Syndrome:** Features of the disorder include an obsession with food, compact body build, underdeveloped sexual characteristics, poor muscle tone and mild mental retardation.

**Praxis:** Ability of the brain to conceive of, organize and carry out a sequence of unfamiliar actions.

**Prereferral Process:** Procedure in which a group of special and general education teachers, counselors, and/or administrators develop trial strategies to help a student showing difficulty in learning in the general education classroom.

**Present Level of Academic Achievement and Functional Performance:** Part of the IEP document stating the child's current educational strengths and needs based on evaluation; provides the basis for the development of individual goals.

**Preventative Strategies:** Behavioral support plans that are implemented before problem behavior has a chance to occur. Preventative strategies involve redesigning the environment and teaching new skills.

**Primary Level of Intervention:** Primary intervention is the universal core program that all students receive.

**Prior written notice:** Required written notice to parents when school proposes to initiate or change, or refuses to initiate or change, the identification, evaluation, or educational placement of the child.

**Problem Behavior:** Behavior such as aggression, self-injury, property destruction, apathy, disruption, and screaming, which impede the learning of a child or adult, and has a negative impact on the quality of life for both the individual and those closest to him or her.

**Problem-Solving Model:** In this model, school psychologists, in collaboration with general and special educators, seek to resolve student difficulties within general education by applying evidence-based interventions and systematic monitoring of student progress. Screening and assessment emphasize skills rather than classifications.

**Procedural Safeguards:** The steps taken to insure that a person's legal rights are not denied.

**Progress Monitoring:** Progress monitoring is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction.

**Prompts:** Supplemental support to elicit the target behavior.

**Prone:** Horizontal body position with the face and stomach facing downward.

**Prone Stander:** A piece of adaptive equipment that assists a student in standing, by providing support on the chest.

**Prompting:** Instructional technique in which a cue (visual, auditory or physical) is presented to facilitate successful completion of a task or performance of a behavior.

**Protection & Advocacy:** System created by the Developmental Disabilities Assistance and Bill of Rights Act to protect the individual rights of persons with developmental disabilities.

**Psychological Evaluation:** The part of the student's overall special education evaluation that tests general aptitudes and abilities, social skills, emotional development and thinking skills.

**Psychomotor:** Refers to muscle responses including development of fine-motor small muscles (cutting) and gross-motor large muscles (walking).

**Public Agency:** Includes state educational agencies, local educational agencies, intermediate educational units and any other political subdivisions of the state that are responsible for

providing education to children with disabilities.

**Public Law 94-142 (changed in 1990 to Individuals With Disabilities Education Act or IDEA):** Ensures due process rights and mandates, among other things, a free appropriate public education (FAPE) for all children with disabilities, education in the least restrictive environment (LRE) and individualized education programs (IEPs).

**Purchase Of Service:** When the district is unable to meet a student's individualized need, programming is offered through a private, state-approved agency.

**Quality of Life:** A variety of elements in a person's life including predictability, environmental stability, level of social belonging, empowerment and control, well being and satisfaction.

**Range Of Motion:** The span of flexibility in each joint and muscle group that a person has.

**Reactive Attachment Disorder (RAD):** An inability to form normal relationships with others, especially the caretaker, that begins before age 5 and requires marked pathogenic neglect in the first three years of life.

**Reasonable Accommodation:** Modification or adjustment to the job application process and work environment that would enable an employee with a disability to enjoy the same benefits and privileges of employment as similarly situated employees without disabilities.

**Receptive Language:** Recognition and/or understanding of what is seen or heard.

**Reciprocal interactions/conversation:** Social situations that involve give-and-take or back-and-forth exchanges.

**Re-evaluation:** Multidisciplinary assessment, required every three years for students with disabilities who receive special education services, to determine if special education and related services continue to be required in order for the student to benefit from their educational program.

**Referral:** A request for an evaluation, based on educational problems identified through the screening process, which includes information about the concerns and attempts to correct the concerns.

**Regression:** A child appears to develop typically but then begins to lose speech and social skills, typically between the ages of 15 and 30 months, and is subsequently diagnosed with autism.

**Regression-Recoupment:** Loss of learned skills during the summer resulting in the need to relearn those skills at the start of the year.

**Rehabilitation:** The process of helping a person who has a disability learn or re-learn the skills needed for daily living and work activities.

**Rehabilitation Act of 1973:** Civil rights statute designed to protect individuals with disabilities from discrimination with the purpose to maximize employment, economic self-sufficiency, independence, inclusion and integration into society.

**Regional Center:** Responsible for determining that a person believed to have a developmental disability and/or mental retardation is eligible for state services and for assigning a case manager/service coordinator to guide the person through the service system.

**Reinforcement:** The process in which a consequence immediately following a behavior increases the future probability of that behavior.

**Related Services:** Developmental, corrective and supportive services provided by specialists

that are not normally provided by regular and special education teachers such as speech therapy, audiology, occupational therapy, physical therapy and adapted physical education.

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

**Replacement Behaviors:** Positive social and communication behaviors that serve the same function as the problem behavior and are usually the best targets for the basis of an intervention.

**Residential Facility:** A facility or residential program that provides housing and appropriate supervision for individuals requiring developmental or behavioral assistance on a 24-hour basis outside the individual's home.

**Resolution Conference:** An informal conference conducted by the superintendent or someone designated by the superintendent where you and the district present, review, and explain pertinent information about your child. A decision is rendered within ten days of the receipt of your request for the conference.

**Resource Classroom:** A special education placement for students who are enrolled in general education classrooms for most of the school day; yet require special education instruction in specific areas. This resource room is designed to support academic instruction and facilitate integration with peers during the school day.

**Respite Care:** Providing temporary care for an individual with a disability and therefore relief to the family, thus enabling a family to care for a member with a disability in their own home.

**Response To Intervention (RTI):** Response to intervention integrates assessment and intervention within a 3-tier prevention system to maximize student achievement and reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities.

**Rett Syndrome:** Progressive neurological disorder in females that causes the brain to lose what it has previously learned.

**Ritalin:** A drug that stimulates the nervous system so the student is better able to control impulses, activity or attention.

**Role-playing:** Acting out a situation in order to practice skills in a structured, positive environment.

**Rubrics:** Guides for grading test or student work. Rubrics describe what work must include to be considered excellent or satisfactory.

**Scaffolding:** A way of teaching in which the teacher provides support in the form of modeling, prompts, direct explanations, and targeted questions — offering a teacher-guided approach at first. As students begin to acquire mastery of targeted objectives, direct supports are reduced and the learning becomes more student-guided.

**Schizoaffective Disorder:** Schizoaffective disorder is a condition in which a person experiences a combination of schizophrenia symptoms — such as hallucinations or delusions — and of mood disorder symptoms, such as mania or depression.

**Schizophrenia Disorders:** A group of mental illnesses characterized by delusions (bizarre, somatic, grandiose, persecutory), hallucinations (imagined voices), and thinking disturbances (incoherence, markedly illogical thinking).

**School Psychologist:** administers and interprets psychological and educational tests; assists with behavior management; provides counseling; consults with parents, staff and community agencies about educational issues.

**Screen Reader:** A software program that uses synthesized speech to “speak” graphics and text aloud. This type of program is used by people with limited vision or blindness or with a print disability, such as dyslexia.

**Screening:** A program for all children designed to identify suspected physical, sensory, behavioral/emotional, or other problems that may significantly interfere with a student’s educational success. Screening is required for vision, hearing, health/motor, cognitive (including adaptive behavior), academic (including readiness and prevocational/vocational), speech/language and social/emotional/behavioral.

**Section 504 of the Rehabilitation Act of 1973:** Provides individuals with disabilities with basic civil rights protection against discrimination in federally funded programs including schools.

**Section 508:** Section of the amended Rehabilitation Act requiring all federal agencies to make their electronic and information technologies available to people with disabilities.

**Self-Advocacy:** The development of specific skills and understandings that enable children and adults to explain their specific learning disabilities to others and cope positively with the attitudes of peers, parents, teachers and employers.

**Self-Contained Classroom:** A special education placement where students receive the majority of their instruction from a special education teacher.

**Self-Contained Building:** A special education building where students receive their special education services in self-contained classrooms.

**Self-Determination:** Having control and voice in key personal decisions that affect an individual’s life.

**Self-Injurious Behavior:** Any behavior that can cause tissue damage such as head-banging, hand-biting and excessive scratching or rubbing.

**Self-Monitoring:** The ability to observe yourself and know when you are doing an activity act according to a standard.

**Self-Regulation:** In sensory processing, an individual’s method of responding to sensory input.

**Self-Stimulatory Behaviors:** Repetitive body movements or repetitive movement of objects that may provide sensory stimulation or a calming effect.

**Self-Talk:** Audible commentary by the student describing what he or she is doing, perceiving or feeling.

**Semantics:** The rules of language governing the meaning of words in sentences.

**Semantic-Pragmatic Disorder:** Problem understanding the meaning of what other people say, the ability to express intended meaning and how to use language appropriately in a social context.

**Senate Bill 40 Board:** Administers county property taxes for services for people with developmental disabilities (in St. Louis County, the Productive Living Board).

**Sensory Diet** –A planned availability of a variety of items or settings to assist a student in “regulating” his or her self in order to be ready to learn.

**Sensory Input:** The neural impulses that flow from the sense receptors in the body to the spinal cord and the brain.

**Sensory Integration:** The process by which the nervous system receives, organizes, files and integrates sensory information in order to make an appropriate response.

**Sensory Integration Disorder** (also known as Sensory Integration Dysfunction): The inability to process information received through the senses, causing problems with learning, development, and behavior.

**Sensory-Integrative Therapy:** Training designed to assist the student to integrate and organize information obtained from the various senses (such as vision and hearing) in order to perform a complex response (like reading).

**Sensory-Motor:** Using the sensory perception (what one sees, hears, feels, tastes or smells) with movement.

**Sensory Processing:** A person's way of noticing & responding to sensory messages from their body and the environment.

**Sequencing Disability:** Difficulty organizing information into an order that makes sense.

**Serotonin:** A neurotransmitter that plays a part in the regulation of mood, sleep, learning and the constriction of blood vessels. A low level of serotonin in the space between nerve cells is linked to depression and anxiety. SSRI's (see medication section above) are designed to help people retain higher levels of Serotonin as a treatment for depression.

**Service Coordination:** (also called Case Management). Process of coordinating all services to meet the needs of the child and family.

**Severe Disabilities:** Those disabilities that impact on a child's performance to such an extent that there are significant limitations on their ability to perform.

**Shaping:** Development of a new target behavior by the reinforcement of closer approximations the target behavior.

**Sheltered Workshop:** A work setting that provides transitional and/or long-term employment in a controlled and protected working environment for those who are perceived to be unable either to compete or to function in the open job market due to their physical or developmental disabilities.

**Short-term suspension:** A student can be removed from their regular school placement for up to ten school days and more than once in a school year for separate incidents of misconduct. This would not be considered a change of placement.

**Sight Words:** Words that a reader recognizes without having to sound them out.

**Social Cognition/Social Thinking:** How a person processes and interprets information about other people and their interactions.

**Social Emotional Learning (SEL):** Social emotional learning is the process of teaching children and youth skills needed to handle ourselves effectively in everyday life and establish meaningful relationships. These skills include recognizing and managing emotions, developing caring and positive relationships, making responsible decisions and handling life challenges effectively.

**Social Interaction:** Dynamic, changing sequence of social actions between individuals or groups who modify their behavior in response to one another.

**Social Network:** A web of interconnected people who directly or indirectly interact with or influence the student and family.

**Social Skills:** The ability to exhibit behaviors that consistently produce satisfying reactions from others and the inhibition of responses that are likely to produce unpleasant reactions.

**Social Stories:** A strategy used to improve social behavior that presents short stories to teach

socially appropriate behaviors.

**Social Thinking:** How a person processes and interprets information about other people and their interactions.

**Social Worker:** A professional who works as a link between home, school and the community by providing direct interventions, consultation and advocacy regarding the special needs of students.

**Sonant:** A voiced sound.

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

**Special Education:** Specially designed instruction, at no cost to the parent, to meet the unique needs of a child with disabilities.

**Special Education Support Center:** Provides an alternative educational program and/or GED training for students with disabilities who have dropped out of school.

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

**Special Non-Public Access Program:** Services offered to students in private/parochial schools who need special education programs.

**Specific Language Disability:** A severe difficulty in some aspect of listening, speaking, reading, writing, or spelling, while skills in the other areas are age-appropriate.

**Specific Learning Disability:** The official term used in federal legislation to refer to difficulty in certain areas of learning, rather than in all areas of learning.

**Speech Disorder:** Difficulty with the mechanics of oral speech production observable in voice, articulation, fluency, or any combination.

**Speech-Language Pathologist:** The specialist who evaluates and provides treatment for speech, language and listening disorders.

**Speech/Language Therapy:** The process of correcting speech and/or language problems or working to improve a person's ability to use speech or language.

**Speech Recognition Programs:** These software applications convert words that are spoken aloud to text. Speech recognition is designed to respond to a wide range of voices, without prior "training" of the software. Voice or speaker recognition involves the training of a device to recognize a specific individual's voice.

**Spina Bifida:** A congenital disability caused by failure of the spine to close completely before birth. This can cause varying degrees of paralysis in the lower part of the body.

**Splints:** Adaptive devices that help prevent physical deformities or that aid a student in accessing educational environments.

**Stakeholder:** Anyone affected by or invested in the implementation and outcomes of a process or activity. For example, teachers, students, administrators, and families are all stakeholders in education

**Standard Deviation:** A set, defined difference from the typical average score. Used to describe to what degree a student is performing above or below the average. A standard deviation of -2.0 or more signifies a deficit on a particular skill tested.

**Standard Protocol Intervention:** Standard protocol intervention relies on the same, empirically validated intervention for all students with similar academic or behavioral needs.

**State Plan:** A plan developed in each state that tells how federal requirements are to be met and how special education services are to be provided in that state in compliance to IDEA before

receiving federal funding.

**Stay Put:** During the time a due process hearing is pending and until the due process is concluded, a student will remain in her or his current educational placement unless the parent/guardian and the school district agree otherwise.

**Stigma:** is a very real problem for people who have a mental illness. Based on stereotypes, stigma is a negative judgment based on a personal trait — in this case, having a mental health condition. It was once a common perception that having a mental illness was due to some kind of personal weakness. We now know that mental health disorders have a biological basis and can be treated like any other health condition.

**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.

**Summary of Performance:** An overview of a student's academic achievement and functional abilities. It includes recommendations to help the student meet his or her postsecondary goals.

**Summative Assessment:** Summative assessment is a form of evaluation used to describe the effectiveness of an instruction program or intervention, that is, whether the intervention had the desired effect.

**Supine:** Horizontal body position with the face and stomach facing upward.

**Supine Board:** A piece of adaptive equipment that assists a student in standing, by providing support on the back.

**Supplemental Aids and Services:** Aids, services and other supports that are provided in general education classes or other education-related settings to enable children with disabilities to be educated with non-disabled children to the maximum extent appropriate.

**Supported Employment:** Paid, competitive employment of people with disabilities that occurs in community settings with ongoing support such as job coaching, psychosocial and other services.

**Support Network:** A group of people who provide the necessary emotional, physical, educational, and financial assistance and encouragement so that a person can pursue their preferred lifestyle.

**Supported Living:** A way of approaching services and housing that is centered on consumer choice, normal housing, flexible supports and community integration.

**Surrogate Parent:** A person assigned by the Department of Elementary and Secondary Education to substitute for the natural parents when a student's parents are not known, are not available, or when the student is a ward of the state.

**Suspensions:** A temporary cessation of educational services.

**Systemic Change:** Large encompassing changes, where a system of any kind alters its policies and procedures.

**System Point of Entry (SPOE):** A singular contact point for referrals and intakes of children with developmental delays or at-risk of developmental delays.

**Syntax:** The grammatical structure of language.

**Tactile Defensiveness:** Overly sensitive to touch, often withdrawing when touched or avoiding certain textures of clothes, foods or objects.

**Team Teaching:** Two or more teachers, who sometimes have different areas of expertise,

cooperatively teaching a class or unit.

**Telecommunication Devices for the Deaf (TDD):** An electronic device used for telephone communications by persons who are deaf or who have other hearing difficulties.

**Teletypewriter Technology (TTY):** Typewriter keyboards that allow users to type their conversations over the phone lines. The conversation is read on a lighted screen display or a paper printout.

**Text to Speech Programs:** Converts written text into audio files that play on a computer, CD-ROM player, MP3 device or other digital audio playback equipment. Developed for individuals with low vision or blindness, text to speech technology has improved greatly, with natural sounding voices, greater conversion speed, and improved ease of use.

**Theory of Mind:** An inability to realize that other people have their own unique point of view about the world. Perceiving social situations only from one's own perspective and only as how it impacts oneself; not having the social skills to know what is real.

**Ticket-to-Work:** Social Security Administration (SSA) program designed to help individuals with disabilities who are receiving SSA benefits find and maintain employment.

**Title I (formerly Chapter I):** Federally funded program that provides instruction in reading and/or math to poor and disadvantaged children with and without disabilities.

**Tone:** Firmness of muscles.

**Total Communication:** The combined use of sign language, speech and lip reading to communicate with persons who have a hearing disability.

**Tourette Syndrome:** Neurobiological disorder characterized by tics, which are involuntary, rapid, sudden movements and/or vocal outbursts that occur repeatedly.

**Transportation:** A related special education service for students with a disability who require special transportation to, from and between schools.

**Transdisciplinary:** Service delivery model that is jointly planned and implemented; child-centered rather than discipline-centered.

**Transition:** Any environmental change, such as a change of location, activity, or support personnel 1) Transitions can be minor, such as changing activities within the classroom, or major, such as moving from elementary school to middle school. 2) The change from school to post-school life.

**Transition Planning:** Transition planning is very important to prepare students with disabilities for the next level of their schooling and especially to prepare students for entry into adult life.

**Transition Services:** Refers to a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation.

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

**Triennial Re-evaluation:** Assessment required every three years to determine if a student still has a disability that requires special education services and if there is adequate information to provide an appropriate program. May or may not require formal testing.

**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.

**Vestibular System:** Sensory system that responds to the position of the head in relation to gravity and movement; integrated neck, eye and body adjustments to movement.

**Vision Therapy:** A process that helps a child with low vision develop residual vision, use low vision aids and enhance auditory skills.

**Visual Discrimination:** Using the eyes to identify differences in letters, words and/or pictures.

**Visual Perceptual Disability:** Having difficulty organizing the position and shape of what is seen. The child may: reverse or rotate letters, numbers, words or sentences when reading, writing or copying; have difficulty with figure-ground that may cause him to be unable to track or to skip around; or misjudge distance or depth or position in space.

**Visual Schedule:** A visual schedule will tell the student what activities will occur and in what sequence.

**Visual Supports:** Tools that are used to increase the understanding of language, environmental expectations, and to provide structure and support.

**Vocational Assessment:** There are two types of vocational assessment: functional and ecological. A functional vocational assessment is an evaluation of a person's ability and desire to do a job by observing her performance on various tasks in a variety of job settings. An ecological vocational assessment focuses on particular employment tasks within a designated job site to determine whether the person with disabilities can perform those specific tasks and if so, with what accommodations and supports.

**Vocational Education:** An educational program that provides training in daily living skills, occupational skills for paid or unpaid employment and/or career preparation for students in post-secondary programs.

**Vocational Rehabilitation:** A program of services designed to enable people with disabilities to become or remain employed.

**Vocational Skills Program:** The mission of the SSD transition program is to provide a continuum of supports and services to students and families to assist the students in gaining skills needed to achieve realistic and meaningful post-secondary goals.

**Voice Disorder:** Includes abnormalities in pitch, quality, loudness, or resonance of the voice

**Voluntary Mutism:** Refusal to speak.

**Whole Language Instruction:** Where teachers and teams individualize instruction to match students' needs, interests and learning styles; reading, writing, speaking and listening are not taught in isolated lessons but are viewed as interconnected and a part of every lesson.

**Williams Syndrome:** Genetic disorder characterized by mild mental retardation, developmental and language delays, problems in gross motor skills, hypersensitivity to sounds and pixie-like facial features.

**Word Prediction Programs:** Allow the user to select a desired word from an on-screen list located in a prediction window. The computer-generated list predicts words based on the first or

second letter(s) typed by the user. The word may then be selected from the list and inserted into the text by typing a number, clicking the mouse, or scanning with a switch.

**Work Experience Center:** Provides work adjustment training and develops independent living skills in a structured environment.

**Working Memory:** The ability to store and manage information in one's mind for a short period of time.

*Resources used for this glossary include: Right To Be Proud Speakers' Bureau Glossary from Productive Living Board of St. Louis County; MPACT (Missouri Parents Act); Missouri Department of Elementary & Secondary Education; ERIC Clearinghouse; Missouri Surrogate Parent Program, All Together Now, Early On Michigan, and Individuals with Disabilities Education Act (IDEA), ADDitude Magazine, Family Center on Technology and Disability, Kansas Institute for Positive Behavior Support, Reading Rockets, The Access Center.*

## **Acronyms Used in Special Education and at Special School District**

AAC: Augmentative & Assistive Communication  
AAMR: American Association on Mental Retardation  
ABA: Applied Behavioral Analysis  
ABP: Applied Behavior Principles  
ABC: Antecedent-Behavior-Consequence  
ABE: Adult Basic Education  
ABLES:  
ABS: Adaptive Behavior Scale  
ACT: American College Testing  
AD: Attachment Disorder  
ADA: Americans with Disabilities Act  
ADA: Average Daily Attendance  
ADC: Adult Day Care  
ADD: Attention Deficit Disorder  
ADDAM: Attention Deficit Disorder Association of Missouri  
ADHC: Adult Day Health Care  
ADHD: Attention Deficit Hyperactivity Disorder  
ADL: Activities of Daily Living  
AES: Alternative Education Setting  
AFB: American Federation of the Blind  
AFO: Adaptive Foot Orthotics  
AGLE: Alternate Grade Level Expectations  
AHEAD: Association on Higher Education & Disability

AIS: Alternative Intervention Strategies  
AIT: Agency for Instructional Training  
AIT: Auditory Integration Training  
AMI: Alliance for the Mentally Ill  
APD: Auditory Processing Disorder  
APE: Adaptive Physical Education  
APR: Annual Performance Report  
APSE: Association for Persons in Supported Employment  
ARC: Association for Retarded Citizens  
ARCH: Assistance with Respite Care in the Home  
AS: Asperger Syndrome  
ASA: Autism Society of America  
ASD: Autism Spectrum Disorder  
ASHA: American Speech-Language-Hearing Association  
ASL: American Sign Language  
AT: Assistive Technology  
AU: Autism  
AYP: Annual Yearly Progress

BD: Behavior Disorder  
BI: Brain Injury  
BIA: Brain Injury Association  
BIP: Behavioral Intervention Plan  
BL: Blind  
BOE: Board of Education  
BSHCN: Bureau of Special Health Care Needs

CA: Chronological Age  
CAP: Client Assistance Program  
CAP: Career Awareness Prevocation Program  
CAP: Criteria for Acceptable Progress  
CAPD: Central Auditory Processing Disorder  
CASA: Court-Appointed Special Advocate  
CASE: Council for Administrators of Special Education  
CBI: Community-based Instruction  
CBM: Curriculum-based Measurement  
CBTS: Community-based Transition Services  
CBVI: Community-based Vocational Instruction  
CD: Conduct Disorder  
CDC: Center for Disease Control  
CEC: Council for Exceptional Children  
CETA: Comprehensive Employment and Training Act  
CF: Cystic Fibrosis  
CFR: Code of Federal Regulations  
CHADD: Children with Attention Deficit Disorder

CI: Cochlear Implant  
CI: Community Integration  
CID: Central Institute for the Deaf  
CIL: Center for Independent Living  
CMHC: Community Mental Health Center  
CMS: Centers for Medicare and Medicaid Services  
CO: Central Office  
COACH: Cayuga-Onondaga Assessment of Children with Handicaps  
COLA: Cost of living adjustment  
COOP: Cooperative Work-Experience  
COTA: Certified Occupational Therapist Assistant  
CP: Cerebral Palsy  
CSIP: Comprehensive School Improvement Program  
CSPD: Comprehensive System of Personnel Development  
CTP: Career Training Program  
CWC: Class Within A Class (Collaborative Learning)

**DAS:** Developmental Apraxia of Speech  
**DB:** Deaf/Blind  
**DD:** Developmental Disability/Developmental Delay  
**DDTC:** Developmental Disabilities Treatment Center  
**DESE:** Department of Elementary and Secondary Education  
**DF:** Deaf  
**DFS:** Division of Family Services  
**DHH:** Deaf or Hard of Hearing  
**DHSS:** Department of Health and Senior Services  
**DJO:** Deputy Juvenile Officer  
**DMH:** Department of Mental Health  
**DNR:** Do Not Resuscitate  
**DOH:** Department of Health  
**DOJ:** Department of Justice  
**DP:** Diagnostic Placement  
**DREDF:** Disability Rights Education and Defense Fund  
**DSA:** Down Syndrome Association  
**DSM:** Diagnostic and Statistical Manual  
**DSS:** Department of Social Services  
**DTT:** Discreet Trial Training  
**DVR:** Division of Vocational Rehabilitation

**ECSE:** Early Childhood Special Education  
**ED:** Emotional Disorder/Emotional Disturbance  
**EHA:** Education of All Handicapped Children Act (now IDEA)  
**EI:** Early Intervention  
**ELL:** English Language Learner  
**EMT:** Express Medical Transporters

EPS: Effective Practice Specialist  
EPSDT: Medicaid Early Periodic Screening, Diagnosis and Treatment Program  
ERIC: Educational Resources Information Center  
ESEA: Elementary & Secondary Education Act  
ESL: English as a Second Language  
ESOL: English for Speakers of Other Languages  
ESY: Extended School Year

FA: Functional Assessment  
FABIP: Functional Analysis Behavior Intervention Plan  
FAS/FAE: Fetal Alcohol Syndrome/Fetal Alcohol Effects  
FAPE: Free Appropriate Public Education  
FBA: Functional Behavioral Assessment  
FC: Facilitated Communication  
FEAT: Families for Early Autism Treatment (MO-FEAT in Missouri)  
FERPA: Family Educational Rights and Privacy Act (Student School Records Act)  
FLA: Family Living Arrangement  
FRAXA: Fragile X Syndrome  
FS: First Steps  
FTE: Full Time Equivalent  
FY: Fiscal Year

GC: Governing Council  
GE: Grade Equivalent  
GED: General Educational Development Diploma  
GPA: Grade Point Average

HB: House Bill  
HCBS: Home and Community-Based Services  
HCY: Healthy Children and Youth Services  
HEATH: Higher Education and Adult Training (National Clearinghouse on Postsecondary Education for Individuals with Disabilities)  
HI: Hearing Impaired  
HMO: Health Maintenance Organization  
HOH: Hard of Hearing  
HOYO: Home of Your Own  
HT: Home Teaching  
HS: High School

I & R: Information & Referral  
IAP: Individual Accommodation Plan  
ICC: Interagency Coordinating Council  
ID: Intellectual Disability  
IDEA: Individuals with Disabilities Education Act  
IEE: Independent Education Evaluation

IEP: Individualized Education Program  
IFSP: Individualized Family Services Plan  
IQ: Intelligence Quotient  
ILA: Independent Living Arrangement  
ILC: Independent Living Center  
IPAC: Interdistrict Parent Advisory Committee  
IPE: Individualized Plan for Employment  
IRC: Instructional Resource Center  
IRWE: Impairment-related Work Experience  
ISL: Independent Supported Living  
ISLA: Independent Supported Living Arrangement  
ISS: In School Suspension  
ITP: Individualized Treatment Plan

JDC: Juvenile Detention Center  
JESS: Job Employment Services  
JTPA: Job Training Partnership Act

**K-12:** Kindergarten through Grade Twelve

LCSW: Licensed Clinical Social Worker  
LD: Learning Disability  
LDA: Learning Disabilities Association  
LEA: Local Education Agency  
LEP: Limited English Proficiency  
LICC: Local Interagency Coordinating Council  
LPC: Licensed Professional Counselor  
LPTA: Licensed Physical Therapy Assistant  
LRE: Least Restrictive Environment

MA: Mental Age  
MACDDS: Missouri Association of County Developmental Disabilities Services  
MAP: Missouri Assessment Program  
MAP-A: Missouri Assessment Program - Alternate  
MAPS: McGill Action Planning System/Making Action Plans  
MAP-TAC: Missouri Assessment Program - Technical Advisory Committee  
MCHR: Missouri Commission on Human Rights  
MD: Muscular Dystrophy  
MHA: Mental Health Association  
MHIA: Missouri Head Injury Association  
MI: Mental Illness  
MI: Multiple Intelligences  
MIS: Management Information Systems  
MO Healthnet: formerly Missouri's Medicaid program  
MOA: Memorandum of Agreement

MOCABI: Missouri Critical Adaptive Behaviors Inventory  
MOCDD: Missouri Children with Developmental Disabilities Waiver  
MoP&A or MPAS: Missouri Protection and Advocacy Services  
MO-SPAN: Missouri Statewide Parent Advisory Network  
MPACT: Missouri Parents Act  
MPC: Missouri Planning Council  
MR: Mental Retardation  
MR/DD: Mental Retardation and Developmental Disabilities  
MSIP: Missouri School Improvement Program  
MSW: Masters of Social Work Degree  
MU: Multiply Disabled

NAEYC: National Association for the Education of Young Children  
NAEP: National Assessment of Educational Progress  
NAMI: National Alliance for the Mentally Ill  
NASBE: National Association State Boards of Education  
NASDE: National Association of State Directors of Special Education  
NBD: Neurobiological Disorders  
NCLB: No Child Left Behind  
NCLD: National Center for Learning Disabilities  
NEC\*TAS: National Early Childhood Technical Assistance System  
NEXT Program: Networking and Exploration for Transition  
NFP: Not for Profit  
NH: Non-Disabled  
NIH: National Institutes of Health  
NIMH: National Institute of Mental Health  
NLD: Nonverbal Learning Disability  
NORD: National Organization for Rare Disorders  
NOS: Not Otherwise Specified  
NSDC: National Staff Development Council

OA: Office of Administration  
OATS: Older Adults Transportation System  
O&M: Orientation and Mobility  
OBE: Outcome Based Education  
OCD: Obsessive-Compulsive Disorder  
OCR: Office of Civil Rights  
ODD: Oppositional Defiant Disorder  
OERI: Office of Educational Research and Improvement  
OH: Orthopedic Disabilities  
OHI: Other Health Impairments  
OJT: On-the-Job Training  
OSEP: Office of Special Education Programs  
OSERS: Office of Special Education and Rehabilitative Services  
OSS: Out-of-School Suspension

OT: Occupational Therapy

PAC: Parent Advisory Council

P & A: Protection & Advocacy

PAS: Personal Assistance Service

PASS: Plan for Achieving Self-Support

PAT: Parents As Teachers

PBS: Positive Behavior Support

PBIS: Positive Behavior Intervention and Supports

PCA: Personal Care Assistant

PCP: Person Centered Plan

PDC: Professional Development Committee

PDD: Pervasive Developmental Disorder

PDD-NOS: Pervasive Developmental Disorder - Not Otherwise Specified

PDR: Physician's Desk Reference

PECS: Picture Exchange Communication System

PI: Physically Impaired

PICS: Picture Interest Career Inventory

PKU: Phenylketonuria

PL: Public Law

PLAAF: Present Level of Academic Achievement and Functional Performance

PLB: Productive Living Board

PLEP: Present Level of Educational Performance

POS: Purchase of Service

PRT: Pivotal Response Treatment

PS: Partially Sighted

PT: Physical Therapy

PTI: Parent Training and Information Center

PTSD: Post Traumatic Stress Disorder

RAC: Regional Advisory Council

RAD: Reactive Attachment Disorder

R&D: Research & Development

RBI: Research-Based Instruction

RC: Regional Center

RDI: Relationship Development Intervention

RFP: Request for Proposal

ROM: Range of Motion

RP: Responsible Party

RPDC: Regional Professional Development Center

RSB: Rehabilitation Services for the Blind

RSMo: Revised Statutes of Missouri

RTC: Residential Treatment Center

RTI: Response to Intervention

SAT: Scholastic Aptitude Test  
SB: Senate Bill  
SD: Standard Deviation  
SDD: Severe Developmental Disabilities  
SEA: State Educational Agency  
SED: Severe Emotional Disturbance  
SES: Supplemental Educational Services  
SH: Severely Disabled  
SHCN: Special Health Care Needs  
SI: Sensory Integration  
SIB: Self-Injurious Behavior  
SIS: Supports Intensity Scale  
SLD: Specific Learning Disability  
SLP: Speech-Language Pathologist  
SLRO: St. Louis Regional Office  
SNAP: Special Non-public After-school Project  
SOP: Summary of Performance  
SP: Speech Impaired  
SPD: Semantic Pragmatic Disorder  
SPED: Special Education  
SPOE: System Point of Entry  
SSA: Social Security Administration/Act  
SSD: Special School District of St. Louis County  
SSDI: Social Security Disability Insurance  
SSI: Supplemental Security Income  
SWEP: Summer Work Experience Program

TA: Technical Assistance  
TA: Teaching Assistant  
TAPP: Technical Assistance to Parent Program  
TASH: The Association for Persons with Severe Disabilities  
TBI: Traumatic Brain Injury  
TDD: Telecommunication Devices for the Deaf  
TEACCH: Treatment and Education of Autistic and Related Communication Disorders  
TIP: Therapeutic Intervention Program  
TL: Time Line  
TOM: Theory of Mind  
TPT: Transition Planning Inventory  
TS: Tourette Syndrome  
TT: Text Telephone  
TTY: Teletypewriter

UAF/UAP: University Affiliated Facility/Program  
UD: Universal Design  
UCE: University Center for Excellence (formerly UAP)

UCPA: United Cerebral Palsy Association  
UR: Utilization Review

VI: Visual Impairment  
VOC-ED: Vocational Education  
VR: Vocational Rehabilitation  
VRC: Vocational Rehabilitation Counselor  
VSA: Very Special Arts  
VSP: Vocational Skills Program

WAC: Work Activities Center  
WEC: Work Experience Coordinator  
WIA: Work Investment Act

YES: Youth Employment Services

## It's People First

Because language is so powerful and conveys our attitudes, it is important to take a close look at the way we talk and write about people. Generally, people do not want to be identified by characteristics, so when referring to someone with a disability, think "**People First.**" Refer to the person first, then if necessary, his or her disability — i.e., "child who has a disability" instead of "disabled child."

A **disability** is a functional limitation that interferes with a person's ability to do certain things; a **handicap** describes a situation or barrier imposed by society, the environment or oneself. Try to emphasize a person's **abilities** instead of **limitations**... "uses a computer to communicate" instead of "nonverbal." Don't portray people with disabilities as inspirational or courageous; don't patronize.

What is the proper way to speak to or about someone who has a disability? Consider how you would introduce someone who doesn't have a disability. You would give her name, where she lives, what she does or is interested in — she likes swimming, or eating Mexican food or watching movies.

Why say it differently for a person with disabilities? Every person is made up of many characteristics — mental as well as physical — and few want to be identified only by their ability to play tennis or love for fried onions or by the mole that's on their face. Those are just parts of us.

In speaking or writing, remember that children or adults with disabilities are like everyone else — except that they happen to have a disability.

People first language communicates acceptance and dignity for all individuals, therefore, here are a few tips for improving your language:

1. Speak of the person first, then the disability.
2. Emphasize abilities, not limitations.
3. Do not label people as part of a disability group — don't say "the disabled"; say "people with disabilities."
4. Don't give excessive praise or attention to a person with a disability: don't patronize them.
5. Choice and independence are important; let the person do or speak for himself as much as possible. If addressing an adult, say "Bill" instead of "Billy."

## **It's the person first — then the disability**

### Say...

### Instead of:

Child with a disability	Disabled or handicapped child
Child with Down syndrome	Down's kid
Child who has a learning disability	LD kid, slow learner
Child who has a behavior disorder	BD kid
Person with cerebral palsy	Palsied, or C.P. or spastic
Person who has...	Afflicted, suffers from, victim
Man who has autism	Is autistic
Without speech, nonverbal	Mute, or dumb
Developmental delay	Slow
Person with an emotional disorder or mental illness	Crazy, insane, mentally ill

Deaf, hearing impaired, communicates with sign	Deaf and dumb
Uses a wheelchair	Confined to a wheelchair or wheelchair bound
Person with mental retardation	Retarded
With Down syndrome	Mongoloid
Has a learning disability	Is learning disabled
Non disabled	Normal, healthy
Has a physical disability	Crippled, lame
Congenital disability	Birth defect
Condition	Disease (unless it is)
Seizures	Fits
Cleft lip	Hare lip
Mobility impaired	Lame
Medically involved or has chronic illness	Sickly
Paralyzed	Invalid or paralytic
Has hemiplegia (paralysis of both arms and legs)	Hemiplegic
Has quadriplegia (paralysis of both arms and legs)	Quadriplegic
Has paraplegia (loss of function in lower body only)	Paraplegic
Of short stature	Dwarf or midget
Person without a disability	Normal, healthy

Other terms that should be avoided because they have negative connotations and tend to invoke pity:

abnormal	disfigured
palsied	spastic
burden	incapacitated
pathetic	stricken with
condition	imbecile
physically challenged	suffer
deformed	maimed
pitiful	tragedy
differently abled	moron
poor	unfortunate

*Information for the above was collected from Pacer Center, Paraquad and parents.*

## Disability Etiquette

### Basic guidelines:

- Make reference to the person first, then the disability. Say "a person with a disability" rather than "a disabled person."
- The term "handicapped" comes from the image of a person standing on the corner with a cap in hand, begging for money. People with disabilities do not want to be the recipients of charity or pity. They want to participate equally with the rest of the community. A disability is a functional limitation that interferes with a person's ability to walk, hear, talk, learn, etc. Use "handicap" to describe a situation or barrier imposed by society, the environment or oneself.
- If the disability isn't germane to the story of the conversation, don't mention it.
- Remember, a person who has a disability isn't necessarily chronically sick or unhealthy. He or she is often just disabled.
- A person is not a condition, so avoid describing a person as such. Don't present someone as "an epileptic" or "a post polio." Instead, say "a person with epilepsy" or "a person who has had polio."

### Common Courtesies:

- Don't feel obligated to act as a caregiver to people with disabilities. Offer assistance, but wait until your offer is accepted before you help. Listen to any instructions the person may give.
- Leaning on a person's wheelchair is similar to leaning or hanging on a person. It is considered annoying and rude. The chair is a part of one's personal body space. Don't hang on it!
- Share the same social courtesies with people with disabilities that you would share with someone else. If you shake hands with people you met, offer your hand regardless of disability. If the person is unable to shake your hand, he or she will tell you.
- When offering assistance to a person with a visual impairment, allow that person to take your arm. This will enable you to guide, rather than propel or lead the person. Use specific directions, such as "left 100 feet" or "right two yards," when directing a person with a visual impairment.
- When planning events that involve persons with disabilities, consider their needs before choosing a location. Even if people with disabilities will not attend, select an accessible spot.

You wouldn't think of holding an event where other minorities could not attend, so don't exclude people with disabilities.

**Conversation:**

- When speaking about people with disabilities, emphasize achievements, abilities and individual qualities. Portray them as they are in real life: as parents, employees, business owners, etc.
- When talking to a person who has a physical disability, speak to that person, not through a companion. For people who communicate through sign language, speak to them, not to the interpreter.
- Relax. Don't be embarrassed if you use common expressions such as "see you later" or "gotta run."
- To get the attention of a person who has a hearing loss, tap them on the shoulder or wave. Look directly at the person and speak clearly, slowly and expressively to establish if they read lips. Not all people with hearing loss can read lips. Those who do rely on facial expressions and body language for understanding. Stay in the light and keep food, hands and other objects away from your mouth. Shouting won't help. Written notes will. Use an interpreter if possible.
- When talking to a person in a wheelchair for more than a few minutes, place yourself at eye level with that person. This will spare both of you a sore neck.
- When greeting a person with severe loss of vision, always identify yourself and others. For example, say, "On my right is John Smith." Remember to identify persons to whom you are speaking. Speak in a normal tone of voice and indicate when the conversation is over. Let them know when you move from one place to another.

*From Paraquad*