

| Acronym      | Meaning  | Definition   |
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| <b>AAC</b>   | <b>Augmentative or Alternative Communication</b>   | includes all forms of communication (other than oral speech) that are used to express thoughts, needs, wants, and ideas. People with severe speech or language problems rely on AAC to supplement existing speech or replace speech that is not functional. Special augmentative aids, such as picture and symbol communication boards and electronic devices, are available to help people express themselves.                  |
| <b>AACAP</b> | <b>American Academy of Children &amp; Adolescent Psychiatry</b>  | <a href="http://www.aacap.org/">http://www.aacap.org/</a>  |
| <b>AAIDD</b> | <b>American Association on Intellectual and Developmental Disabilities</b> formerly <b>AAMR American Association on Mental Retardation</b> | <a href="http://www.aaidd.org/">http://www.aaidd.org/</a>  |
| <b>ABA</b>   | <b>Applied Behavior Analysis</b> (Behavior Analysis is the scientific study of behavior.)  | Applied Behavior Analysis (ABA) is the application of the principles of learning and motivation from Behavior Analysis, and the procedures and technology derived from those principles, to the solution of problems of social significance. It is most often used in "treatment" of autism.   |
| <b>ABC</b>   | <b>Antecedent, Behavior &amp; Consequence</b> sometimes referred to as an <b>ABC</b> chart of behavior,                                    | is a direct observation tool that can be used to collect information about the events that are occurring within a student's environment. "A" refers to the antecedent, or the event or activity that immediately precedes a problem behavior. The "B" refers to the behavior, and "C" refers to the consequence, or what occurs because of the student's behavior.   |
| <b>ABCD</b>  | <b>Agri-Business Child Development</b> (in New York)   | is a program that provides services to children of migrant farm workers and other income eligible, agricultural workers across the state.  |
| <b>ACC</b>   | <b>Agensis of the Corpus Callosum</b>  | is a birth defect in which the structure that connects the two hemispheres of the brain (the corpus callosum) is partially or completely absent.   |
| <b>ACCES</b> | <b>Adult Career &amp; Continuing Education Services – Vocational Rehabilitation</b> [in New York]  | offers access to a full range of services that may be needed by persons with disabilities through their lives. Through its administration of vocational rehabilitation and independent living programs, VR coordinates policy and services relating to: transition from school to adult services, independent living services and business programs. <a href="http://www.acces.nysed.gov/vr/">http://www.acces.nysed.gov/vr/</a> |
| <b>ACT</b>   | <b>American College Test</b>   | is a college entrance exam. <a href="http://www.actstudent.org/">http://www.actstudent.org/</a>  |
| <b>ADA</b>   | <b>Americans with Disabilities Act</b>   | gives civil rights protections to individuals with disabilities similar to those provided to individuals on the basis of race, color, sex, national origin, age, and religion. It guarantees equal opportunity for individuals with disabilities in public accommodations, employment, transportation, State and local government services, and telecommunications. <a href="http://www.ada.gov/">http://www.ada.gov/</a>        |
| <b>ADA</b>   | <b>Average Daily Attendance</b>  | refers to student attendance over a select time period   |
| <b>ADD</b>   | <b>Attention Deficit Disorder</b>  | is a biologically based condition causing a persistent pattern of difficulties resulting in one or more of the following behaviors: inattention and impulsivity  |
| <b>ADHD</b>  | <b>Attention Deficit Hyperactive Disorder</b>  | is a biologically based condition causing a persistent pattern of difficulties resulting in one or more of the following behaviors: inattention, hyperactivity and impulsivity   |
| <b>ADL</b>   | <b>Activities of Daily Living</b>  | refers to the basic tasks of everyday life, such as eating, bathing, dressing, toileting, and transferring.  |
| <b>ADR</b>   | <b>Alternative Dispute Resolution</b>  | processes are alternative methods of helping people resolve legal problems before going to court that involves an independent third person, called a "neutral," who tries to help resolve or narrow the areas of conflict.   |

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| AE      | <b>Age Equivalent</b>                             | is the chronological age in a population for which a score is the median (middle) score. If children who are 10 years and 6 months old have a median score of 17 on a test, the score 17 has an age equivalent of 10-6.   |
| AFDC    | <b>Aid to Families with Dependent Children</b>    | is a grant program to enable states to provide cash welfare payments for needy children who had been deprived of parental support or care because their father or mother was absent from the home, incapacitated, deceased, or unemployed.  |
| AFO     | <b>Ankle-Foot Orthotic</b>                        | A brace (usually plastic) worn on the lower leg and foot to support the ankle, hold the foot and ankle in the correct position, and correct foot-drop.  |
| AFT     | <b>American Federation of Teachers</b>            | <a href="http://www.aft.org/">http://www.aft.org/</a>   |
| AI      | <b>Auditory Impairment</b>                        | see HI Hearing Impairment   |
| AIP     | <b>Academic Improvement Plan</b>                  | is a document required for students in grades K-12 who have not met district and/or state proficiency levels in reading, writing, science and/or mathematics.   |
| AIS     | <b>Academic Intervention Services</b>             | help students who are struggling to achieve the learning standards in English language arts and mathematics in grades K-12 and social studies and science in grades 4-12.   |
| AIT     | <b>Auditory Integration Training</b>              | is a specific type of music/auditory therapy based upon the work of French otolaryngologists Dr. Alfred Tomatis and Dr. Guy Berard. Berard's auditory integration training consists of twenty half-hour sessions spent listening to musical sounds via a stereophonic system. The music is random, with filtered frequencies, and the person listens through earphones. These sound waves vibrate and exercise structures in the middle ear. This is normally done in sessions twice a day for 10 days. <a href="http://www.aitinstitute.org/">http://www.aitinstitute.org/</a> |
| AMO     | <b>Annual Measurable Objective or Annual Goal</b> | is a statement of reasonable expectation for a student with a disability to accomplish in the next 12 months. These goals are included in the student's IEP and should help to direct the services and instruction the student will receive.  |
| AOS     | <b>Apraxia of Speech</b>                          | also known as verbal apraxia or dyspraxia, is a speech disorder in which a person has trouble saying what he or she wants to say correctly and consistently. It is not due to weakness or paralysis of the speech muscles (the muscles of the face, tongue, and lips) and can range from mild to severe.  |
| AP      | <b>Advanced Placement</b>                         | are classes where high school students can earn college credits prior to graduation,  |
| APA     | <b>American Psychological Association</b>         | <a href="http://www.apa.org/">http://www.apa.org/</a> or <b>American Psychiatric Association</b> <a href="http://www.psych.org/">http://www.psych.org/</a>  |
| APE     | <b>Adaptive Physical Education</b>                | is a specially designed program of developmental activities, games, sports and rhythms suited to the interests, capacities and limitations of students with disabilities who may not safely or successfully engage in unrestricted participation in the activities of the regular physical education program.   |
| AR      | <b>Accelerated Reader</b>                         | <a href="http://www.renlearn.com/ar/">http://www.renlearn.com/ar/</a>   |
| AR      | <b>At Risk</b>                                    | refers to a student who is considered to be in danger of failing in their current educational setting due to any number of issues   |
| ARCH    | <b>Access to Respite Care and Help</b>            | <a href="http://www.archrespite.org/">http://www.archrespite.org/</a>   |
| ARD     | <b>Admission, Review, and Dismissal Committee</b> | makes decisions concerning the educational program of a student referred or placed in special education.  |
| AS      | <b>Angelman Syndrome</b>                          | is a genetic disorder resulting in severe developmental delays, speech impairments, seizures, and problems with movement and balance. They also are often seen to be smiling, laughing, happy and excited. Although there is no cure for Angelman Syndrome, therapies like OT and PT can help kids reach their full potential, and they usually do not regress once skills are learned.   |

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| <b>ASD</b>  | <b>Autism Spectrum Disorder</b> (as defined by IDEA) means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects educational performance. Characteristics often associated with autism are engaging in repetitive activities and stereotyped movements, resistance to changes in daily routines or the environment, and unusual responses to sensory experiences. The term autism does not apply if the child's educational performance is adversely affected primarily because the child has emotional disturbance. A child who shows the characteristics of autism after age 3 could be diagnosed as having autism if the criteria above are satisfied. |            |
| <b>ASHA</b> | <b>American Speech-Language-Hearing Association</b> <a href="http://www.asha.org/">http://www.asha.org/</a>  |            |
| <b>ASL</b>  | <b>American Sign Language</b> is a complete, complex language that employs signs made with the hands and other movements, including facial expressions and postures of the body.   |            |
| <b>AT</b>   | <b>Assistive Technology</b> refers to equipment and services that are used to improve or maintain the abilities of a person to function in such activities as playing, communicating, or eating. This can be a customized eating spoon and bowl or an augmentative communication device.   |            |
| <b>ATR</b>  | <b>Registered Art Therapist</b> is a professional trained in both art and therapy. Art therapy is the therapeutic use of art making, within a professional relationship, by people who experience illness, trauma, or challenges in living, and by people who seek personal development. Through creating art and reflecting on the art products and processes, people can increase awareness of self and others cope with symptoms, stress, and traumatic experiences; enhance cognitive abilities; and enjoy the life-affirming pleasures of making art.   |            |
| <b>AYP</b>  | <b>Adequate Yearly Progress</b> is the measure by which schools, districts, and states are held accountable for student performance under Title I of the No Child Left Behind Act of 2001.   |            |
| <b>B2H</b>  | <b>Bridges to Health</b> is a local Home and Community Based Services Waiver Program which offers services to children up to 21 with Developmental Disabilities and serious emotional disturbances in Foster Care. This program provides opportunities for improving the health and well-being of the children and supports permanency planning. These services are provided in a 1:1 or small group setting. Family and caregiver support is also included in the service plan.   |            |
| <b>BASC</b> | <b>Behavior Assessment System for Children</b> is a coordinated system of instruments that evaluates the behaviors, thoughts, and emotions of children and adolescents. It focuses on assessing both adaptive and maladaptive behaviors.   |            |
| <b>BCM</b>  | <b>Blended Case Management</b> refers to individual intensive or supportive case management for adults with a primary psychiatric diagnosis.   |            |
| <b>BD</b>   | <b>Behavioral Disorder</b> also known as conduct disorders are one of the most common forms of psycho pathology among children and young adults and is the most frequently cited reason for referral to mental health services. Behavioral disorders become apparent when the student displays a repetitive and impact persistent pattern of behavior that results in the significant disruption in other students. Such disturbances may cause significant impairments in academic, social, and or occupational functioning.  |            |
| <b>BDS</b>  | <b>Behavior Dimension Scale</b> is a personality trait inventory completed by teachers and support staff about a student that assists in assessing the special needs of a student with severe behavior problems.   |            |
| <b>BDIS</b> | <b>Behavior Disorder Identification Scale</b> is a personality trait inventory completed by teachers and support staff about a student that assists in assessing the student's special needs.  |            |

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| <b>BIA</b>    | <b>Brief Intellectual Ability</b>   | refers to a section of the Woodcock Johnson cognitive test that only takes 10 – 15 minutes and is especially useful for screenings, re-evaluations that don't require a comprehensive intellectual assessment, or research that needs a short but reliable measure of intelligence.   |
| <b>BIP</b>    | <b>Behavior Intervention Plan</b>   | takes the observations made in an <b>FBA Functional Behavioral Assessment</b> and turns them into a concrete plan of action for managing a student's behavior.  |
| <b>BMD</b>    | <b>Becker Muscular Dystrophy</b>  | is a genetic muscle-weakening disease in which the protein that keeps muscle fiber intact is lacking. It affects mostly boys, and begins in adolescence. It is similar to Duchenne Muscular Dystrophy, but less severe.   |
| <b>BOCES</b>  | <b>Board of Cooperative Educational Services</b>                          | [in New York] <a href="http://www.boces.org/wps/portal/BOCESofNYS">http://www.boces.org/wps/portal/BOCESofNYS</a>   |
| <b>BOE</b>    | <b>Board of Education</b>   | a group of people who have been elected to organize the management of the local school system of a particular area.   |
| <b>BPD</b>    | <b>Borderline Personality Disorder</b>                                    | is a condition in which a person makes impulsive actions, and has an unstable mood and chaotic relationships.   |
| <b>BRIEF</b>  | <b>Behavior Rating Inventory of Executive Functioning</b>                 | is a questionnaire completed by parents and teachers of school-aged children that is designed to provide a better understanding of a child's self-control and problem-solving skills by measuring eight aspects of executive functioning.   |
| <b>C-SSWS</b> | <b>Certified School Social Work Specialist</b>                            | is a social worker who specializes within a school system.  |
| <b>CA</b>     | <b>Chronological Age</b>  | is the number of years and months a person has lived, used especially in psychometrics as a standard against which certain variables, such as behavior and intelligence, are measured.  |
| <b>CADC</b>   | <b>Certified Alcohol &amp; Drug Counselor</b>                             | helps treat clients for addiction to drugs and alcohol through a variety of counseling techniques.  |
| <b>CADRE</b>  | <b>Consortium for Appropriate Dispute Resolution in Special Education</b> | <a href="http://www.directionservice.org/cadre/">http://www.directionservice.org/cadre/</a>   |
| <b>CAI</b>    | <b>Computer-Assisted Instruction</b>                                      | refers to instruction or remediation presented on a computer.   |
| <b>CAP</b>    | <b>Community Alternative Programs</b>                                     | are designed for children or adults with disabilities to allow them to be part of their community while still supported   |
| <b>CAP</b>    | <b>Corrective Action Plan</b>   | is a formal design to ensure systemic change that will create significant improvement in results for students with disabilities and their families.   |
| <b>CAPD</b>   | <b>Central Auditory Processing Disorder</b>                               | is a physical hearing impairment, but one which does not show up as a hearing loss on routine screenings or an audiogram. Instead, it affects the hearing system beyond the ear, whose job it is to separate a meaningful message from non-essential background sound and deliver that information with good clarity to the intellectual centers of the brain (the central nervous system). |
| <b>CAPIS</b>  | <b>Crisis Assessment and Prevention Intervention Services</b>             | refers to information, linkage and crisis intervention prevention services for individuals with developmental disabilities and their families, which provides parent support groups, advocacy, life planning, benefits counseling, newsletter and educational seminars.   |
| <b>CAS</b>    | <b>Childhood Apraxia of Speech</b>  | is a communication disorder in which a child can understand language and formulate words to say, but the brain is unable to move or coordinate the muscles of the mouth to speak those words. It is not a problem with the muscles but with the brain's ability to control them.  |

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| CASL    | <b>Comprehensive Assessment of Spoken Language</b>                           | is an individually and orally administered, research-based, theory-driven oral language assessment battery for ages 3 through 21.   |
| CBCL    | <b>Child Behavior Check List</b>   | is a test designed to address the problem of defining child behavior problems empirically based on a careful review of the literature and carefully conducted empirical studies and designed to assess in a standardized format the behavioral problems and social competencies of children as reported by parents.   |
| CBE     | <b>Community Based Education</b> or <b>CBI Community Based Instruction</b>   | means working together with community businesses, to provide special needs student's hands-on opportunities to acquire knowledge, develop skills for real jobs and learn appropriate social behaviors through interaction with co-workers that occurs naturally in a work setting. The student is not paid nor does he/she provide benefit or advantage to the employer. Students will earn high school credits towards graduation.   |
| CBT     | <b>Cognitive Behavioral Therapy</b>  | is a treatment that focuses on patterns of thinking that are maladaptive and the beliefs that underlie such thinking. For example, a person who is depressed may have the belief, "I'm worthless," and a person with a phobia may have the belief, "I am in danger." While the person in distress likely holds such beliefs with great conviction, with a therapist's help, the individual is encouraged to view such beliefs as hypotheses rather than facts and to test out such beliefs by running experiments. Furthermore, those in distress are encouraged to monitor and log thoughts that pop into their minds (called "automatic thoughts") in order to enable them to determine what patterns of biases in thinking may exist and to develop more adaptive alternatives to their thoughts. People who seek CBT can expect their therapist to be active, problem-focused, and goal-directed. |
| CBVH    | <b>Commission for the Blind and Visually Handicapped</b>                     | [in New York] <a href="http://www.ocfs.state.ny.us/main/cbvh/">http://www.ocfs.state.ny.us/main/cbvh/</a>   |
| CCD     | <b>Consortium for Citizens with Disabilities</b>                             | <a href="http://www.c-c-d.org/">http://www.c-c-d.org/</a>   |
| CCD     | <b>Childhood Disintegrative Disorder</b>                                     | is a condition in which children develop normally through age 3 or 4. Then, over a few months, children lose language, motor, social, and other skills that they already learned.   |
| CD      | <b>Celiac Disease</b>  | is a genetic condition in which damage to the small intestine prevents the absorption of certain nutrients.   |
| CDBG    | <b>The Community Development Block Grant</b>                                 | program is a flexible program that provides communities with resources to address a wide range of unique community development needs. <a href="http://www.hud.gov/offices/cpd/communitydevelopment/programs/">http://www.hud.gov/offices/cpd/communitydevelopment/programs/</a>   |
| CdLS    | <b>Cornelia de Lange Syndrome</b>  | is a congenital condition that causes developmental delays, mild to severe intellectual disabilities, limb abnormalities, excessive hair growth, and distinctive facial features. The syndrome is the result of a gene mutation, but is not generally hereditary.   |
| CDPAS   | <b>Consumer Directed (Self-Directed) Personal Assistance Service program</b> | is a program for people who require personal care assistance to assume a number of the responsibilities generally handled by traditional home health agencies.  |
| CEC     | <b>Council for Exceptional Children</b>                                      | <a href="http://www.cec.sped.org/">http://www.cec.sped.org/</a>   |
| CELF-4  | <b>Clinical Evaluation of Language Fundamentals 4<sup>th</sup> Edition</b>   | is an individually administered language test that evaluates a student's general language ability and determines if a language disorder is present. If a language disorder is identified, further in-depth testing provides information about the nature of the disorder, language strengths and weaknesses, language content, and language modalities.   |
| CELL    | <b>Center for Early Literacy Learning</b>                                    | <a href="http://www.earlyliteracylearning.org/">http://www.earlyliteracylearning.org/</a>   |
| CF      | <b>Cystic Fibrosis</b>   | is an inherited disease that affects the lungs, digestive system, sweat glands, and male fertility. Its name derives from the fibrous scar tissue that develops in the pancreas, one of the principal organs affected by the disease.   |
| CFR     | <b>Code of Federal Regulations</b>   | <a href="http://www.gpoaccess.gov/cfr/">http://www.gpoaccess.gov/cfr/</a>   |



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| CHADD   | <b>Children and Adults with Attention Deficit/Hyperactivity Disorders</b>   | is a support group <a href="http://www.chadd.org/">http://www.chadd.org/</a>   |
| CHARGE  | <b>Coloboma of the eye, heart defects, atresia (blockage or narrowing) of the nasal choanae (passages), retarded growth &amp; or development, genital abnormalities, ear abnormalities</b>  | is a recognizable (genetic) pattern of birth defects which occurs in about one in every 9000 -10,000 births worldwide. It is an extremely complex syndrome, involving extensive medical and physical difficulties that differ from child to child. <a href="http://www.chargesyndrome.org/about-charge.asp">http://www.chargesyndrome.org/about-charge.asp</a> |
| CHAT    | <b>Childhood Autism Test or Checklist for Autism in Toddlers</b>  | is a brief screening instrument that is intended to detect possible autism in toddlers.  |
| CHD     | <b>Congenital Heart Defects</b>   | are problems with the structure of the heart that are present at birth. They occur early in the pregnancy as the heart is being formed. The defects may involve heart valves, blood vessels, the walls between the chambers of the heart, or the development of the heart.   |
| CHP     | <b>Child Health Plus</b> (in New York)  | <a href="http://www.health.state.ny.us/nysdoh/chplus/">http://www.health.state.ny.us/nysdoh/chplus/</a>  |
| CLP     | <b>Cleft Lip and Palate</b>   | are congenital conditions in which the top lip and the roof of the mouth do not fully close. A child can have one or the other, or both.   |
| CMD     | <b>Congenital Muscular Dystrophy</b>  | refers to cases of the genetic muscle-weakening disease that are diagnosed at birth or shortly thereafter.   |
| CML     | <b>Chronic Myelogenous Leukemia</b>   | is a slow-moving cancer that affects the myeloid white blood cells. It is more common in adults than children.   |
| CMT     | <b>Charcot–Marie–Tooth disease (CMT)</b> , known also as <b>Morbus Charcot-Marie-Tooth, Charcot-Marie-Tooth neuropathy, hereditary motor and sensory neuropathy (HMSN), hereditary sensorimotor neuropathy (HSMN), or peroneal muscular atrophy</b> | is an inherited disorder of nerves that takes different forms. It is characterized by loss of muscle tissue and touch sensation, predominantly in the feet and legs but also in the hands and arms in the advanced stages of disease.  |
| COD     | <b>Co-Occurring Disorders</b>   |  |
| COPS    | <b>Capitalization Organization Punctuation Spelling</b>   | is a mnemonic to use for proofreading  |
| COTA    | <b>Certified Occupational Therapy Assistance</b>  | monitors an individual's activities to make sure that they are performed correctly and to provide encouragement. They also record their client's progress for the OTR to review.   |
| CP      | <b>Cerebral Palsy</b>   | is the term used to describe any one of a number of neurological disorders that appear in infancy or early childhood, and permanently affect body movement and muscle coordination.  |
| CPRP    | <b>Community Parent Resource Centers</b>  | provide information about the special education process and parents' rights, up to date disability information and referral to medical, educational, community services, and support groups  |
| CPS     | <b>Child Protective Services</b>  | is a state or county program responsible for responding to allegations of child abuse and neglect and for enforcing state and county child protection laws and statutes. Programs vary by location but many offer prevention and family preservation programs.   |
| CPSE    | <b>Committee on Preschool Special Education</b>   | is a decision-making committee that determines eligibility and the appropriate level of services for children aged three to five years old with disabilities.  |
| CRISS   | <b>Creating Independence through Student-owned Strategies</b>   | is an educational initiative designed to help students of all abilities learn content information across the curriculum and throughout the grade levels. <a href="http://www.projectcriss.com/">http://www.projectcriss.com/</a>   |

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| <b>CSE</b>    | <b>Committee on Special Education</b>                               | is a decision-making committee that determines eligibility and the appropriate level of services for children aged five to 21 years old with disabilities. The CSE is a multidisciplinary team established to conduct meetings to develop, review, or revise the individual education program (IEP) of a student with a disability.   |
| <b>CSHCN</b>  | <b>Children with Special Health Care Needs</b>                      | <a href="http://cshcn.org/">http://cshcn.org/</a>   |
| <b>CSPD</b>   | <b>Comprehensive System of Personnel Development</b>                | is a unified personnel development system that ensures quality educational programs and services for all children and youth.  |
| <b>CST</b>    | <b>Child Study Team</b>   | is made up of a school psychologist, learning disabilities teacher/consultant, and sometimes school social worker, all of whom are employees of the school district. The CST may also include professionals from other disciplines if the child is thought to have or diagnosed with problems in those disciplines (e.g. speech and language, occupational therapy, physical therapy, audiology). The CST is responsible for evaluating a child to determine whether s/he is eligible for special education and related services. |
| <b>CTB</b>    | <b>Competency Testing Battery</b>                                   | refers to a series of tests to determine proficiency in particular subjects.  |
| <b>CTM</b>    | <b>Collaborative Teaching Model</b>                                 | refers to providing special education in regular education classrooms with the teachers using a team approach; also called inclusion and integrated co-teaching.  |
| <b>CTOPP</b>  | <b>Comprehensive Test Of Phonological Processing</b>                | assesses phonological awareness, phonological memory, and rapid naming.   |
| <b>CYBG</b>   | <b>Caught You Being Good</b>  | is a student incentive program for exemplary citizenship  |
| <b>DAP</b>    | <b>Developmentally Appropriate Practice</b>                         | is a framework of principles and guidelines for best practice in the care and education of young children, birth through age 8. It is grounded both in the research on how young children develop and learn and in what is known about education effectiveness. The principles and guidelines outline practice that promotes young children's <i>optimal</i> learning and development.  |
| <b>DARE</b>   | <b>Drug Abuse Resistance Education</b>                              | <a href="http://www.dare.com/home/default.asp">http://www.dare.com/home/default.asp</a>   |
| <b>DART</b>   | <b>Data, Assess, Review and Target</b>                              | is a data analysis system used to study student standardized test scores in order, assess the school needs based on that analysis, review and align the school's standards and target instruction to meet demonstrated areas of need.   |
| <b>DB</b>     | <b>Deaf Blind</b>   | (as defined by IDEA) means concomitant [simultaneous] hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness. See <b>DSI</b>   |
| <b>DD</b>     | <b>Developmental Delay</b>  | 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. A developmental delay can affect a child's physical development, cognitive development, communication development, social or emotional development, or adaptive development. If your child is temporarily lagging behind, that is not called developmental delay.   |
| <b>DD Act</b> | <b>Developmental Disabilities Assistance and Bill of Rights Act</b> | ensures that individuals with developmental disabilities participate fully in their communities through full integration and inclusion in the economic, political, social, cultural, religious and educational sectors of our society   |
| <b>DDSO</b>   | <b>Developmental Disabilities Service Organization</b>              | an agency that provides services to adults with developmental disabilities.   |

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| D/HH    | <b>Deafness/Hard of Hearing</b>   | (as defined by IDEA) means a hearing impairment so severe that a child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child's educational performance.  |
| DIBELS  | <b>Dynamic Indicators of Basic Early Literacy Skills</b>  |  |
| DIR     | <b>Developmental, Individual-difference, Relationship-based model or Floortime</b>                | is a framework that helps clinicians, parents and educators conduct a comprehensive assessment and develop an intervention program tailored to the unique challenges and strengths of children with Autism Spectrum Disorders (ASD) and other developmental challenges. The objectives are to build healthy foundations for social, emotional, and intellectual capacities rather than focusing on skills and isolated behaviors.<br><a href="http://www.icdl.com/dirFloortime/overview/index.shtml">http://www.icdl.com/dirFloortime/overview/index.shtml</a> |
| D-KFES  | <b>Delis-Kaplan Executive Functioning System</b>  | consists of tests to evaluate higher level cognitive functions in both children and adults.  |
| DMD     | <b>Duchenne Muscular Dystrophy</b>  | is a genetic muscle-weakening disease in which the protein that keeps muscle fiber intact is lacking. It affects mostly boys, begins in early childhood, and progresses quickly.   |
| DOB     | <b>Date of Birth</b>  | refers to the actual date the subject was born   |
| DoDDE   | <b>Department of Defense Dependent Education or DoDDS Department of Defense Dependent Schools</b> | a network of schools, both primary and secondary, that serve dependents of United States military - and other non-US - personnel outside the United States.  |
| DOE     | <b>Date of Evaluation</b>   | refers to the date or dates that the testing being reported on was done  |
| DOP     | <b>Drop-Out Prevention</b>  | is a program where remedial courses are taught to students who are at risk of dropping out of school   |
| DPH     | <b>Due Process Hearing or Impartial Hearing</b>   | is a court-like review process governed by administrative laws. A due process hearing is one of the administrative remedies available to parents and school districts to resolve special education disputes. Hearings can be held on behalf of one student or may involve others, as in a class action.  |
| DPS     | <b>Diagnostic Predictive Scale</b>  | a screener for adolescents at risk for suicide and other common mental health disorders  |
| DR      | <b>Dispute Resolution</b>   | refers to methods used by trained neutrals to help people to communicate more clearly, negotiate effectively, develop and evaluate solutions, or resolve conflicts.  |
| DRA2    | <b>Developmental Reading Assessment 2<sup>nd</sup> Edition</b>                                    | is a set of individually administered criterion-referenced reading assessments for students in kindergarten through Grade 8. Modeled after an informal reading inventory, the DRA is intended to be administered, scored, and interpreted by classroom teachers.   |
| DS      | <b>Down Syndrome</b>  | is a condition in which extra genetic material causes delays in the way a child develops, and often leads to mental retardation, heart problems, vision and hearing problems.  |
| DSI     | <b>Dual Sensory Impairment</b>  | formerly Deaf/Blind; having impairment of two or more senses   |
| DSM     | <b>Diagnostic and Statistical Manual of Mental Disorders</b> ,                                    | from the American Psychiatric Association, is the standard classification of mental disorders used by mental health professionals in the United States.  |
| DSW     | <b>Direct Sheltered Workshop</b>  | is a community rehabilitation facility that is part of the overall community vocational rehabilitation program for the people with psychiatric disabilities.   |
| DTR     | <b>Double Trouble in Recovery</b>   | is a Twelve Step fellowship of men and women who share their experience, strength and hope with each other so that they may solve their common problems and help others to recover from their particular addiction(s) and manage their mental disorder(s). <a href="http://www.doubletroubleinrecovery.org/">http://www.doubletroubleinrecovery.org/</a>   |



| Acronym      | Meaning  | Definition  |
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| <b>DTT</b>   | <b>Discrete Trial Teaching</b>                                 | is a method of behavioral teaching that consists of a single cycle of a behaviorally-based instruction routine that is repeated until it is mastered.   |
| <b>DWS</b>   | <b>Dandy-Walker Syndrome</b>                                   | is a congenital condition affecting the cerebellum, an area in the lower back of the brain. Excess fluid in the areas surrounding the cerebellum impairs the brain's ability to control movement, and can also cause hydrocephalus and intracranial pressure. Other common features of the syndrome include an absence of the area between the hemispheres of the cerebellum, and a cyst at the base of the skull. It may be diagnosed at birth due to enlarged head size, or later in infancy or childhood when motor-skill problems appear.   |
| <b>Dx</b>    | <b>Diagnosis</b>   | is the act or process of identifying or determining the nature and cause of a disease or injury through evaluation of patient history, examination, and review of laboratory data   |
| <b>EBP</b>   | <b>Evidence Based Practice</b>                                 | is a thoughtful integration of the best available evidence, coupled with clinical expertise.  |
| <b>ECDC</b>  | <b>Early Childhood Direction Center</b>                        | is an agency to help parents and professionals locate and use community services that are designed for children (age five and under) with special needs or handicaps.   |
| <b>ECE</b>   | <b>Early Childhood Education</b>                               | ensures all children ages birth through age 8 have equal access to comprehensive, high quality program options, and support on a developmental continuum.   |
| <b>ECT</b>   | <b>Electroconvulsive Therapy</b>                               | is a procedure in which electric currents are passed through the brain, deliberately triggering a brief seizure. Electroconvulsive therapy seems to cause changes in brain chemistry that can immediately reverse symptoms of certain mental illnesses. It often works when other treatments are unsuccessful.  |
| <b>ED</b>    | <b>Emotionally Disabled (previously Emotionally Disturbed)</b> | - (as defined by IDEA) means 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: <ul style="list-style-type: none"> <li>• An inability to learn that cannot be explained by intellectual, sensory, or health factors.</li> <li>• An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.</li> <li>• Inappropriate types of behavior or feelings under normal circumstances.</li> <li>• A general pervasive mood of unhappiness or depression.</li> <li>• A tendency to develop physical symptoms or fears associated with personal or school problems.</li> </ul> The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance. |
| <b>EDGAR</b> | <b>Education Department General Administrative Regulations</b> | <a href="http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html">http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html</a>   |
| <b>EDMD</b>  | <b>Emery-Dreifuss Muscular Dystrophy</b>                       | is a genetic muscle-weakening disease that begins in childhood and sometimes involves heart problems.   |
| <b>EDS</b>   | <b>Ehlers-Danlos Syndrome</b>                                  | is a hereditary disorder affecting the body's connective tissue. Symptoms may include loose joints, velvety skin, scoliosis and low muscle tone.  |

| Acronym       | Meaning  | Definition   |
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| <b>EEN</b>    | <b>Exceptional Educational Needs</b>                             | usually gifted and/or special education; also <b>ESE</b>   |
| <b>EFD</b>    | <b>Executive Function Disorder</b>                               | is a disorder disrupting higher level cognitive activities such as awareness of time, abstract thinking, self-regulation, flexibility and planning.  |
| <b>EHA</b>    | <b>Education of the Handicapped Act</b>                          | now <b>IDEA</b>  |
| <b>EI</b>     | <b>Early Intervention</b>  | a collection of services provided by public and private agencies and designed by law to support eligible children and families in enhancing a child's potential for growth and development from birth to age three.  |
| <b>EIP</b>    | <b>Early Intervention Program</b>                                | a collection of services provided by public and private agencies and designed by law to support eligible children and families in enhancing a child's potential for growth and development from birth to age three.  |
| <b>E-MODs</b> | <b>Environmental MODifications</b>                               | are internal and external physical adaptations to the home, which are necessary to ensure the health, welfare and safety of the waiver participant.  |
| <b>EPSDT</b>  | <b>Early Periodic Screening, Diagnosis and Treatment</b>         | is the child health component of Medicaid. It's required in every state and is designed to improve the health of low-income children, by financing appropriate and necessary pediatric services.<br><a href="http://www.hrsa.gov/epsdt/default.htm">http://www.hrsa.gov/epsdt/default.htm</a>                        |
| <b>EQUIP</b>  | <b>Educational QUALity Improvement Profile</b>                   | is a presentation of school and district performance scores used for analysis and comparison.  |
| <b>ERIC</b>   | <b>Education Resources Information Center</b>                    | provides access to education literature and resources <a href="http://www.eric.ed.gov/">http://www.eric.ed.gov/</a>  |
| <b>ESE</b>    | <b>Exceptional Student Education</b>                             | see <b>EEN</b>   |
| <b>ESEA</b>   | <b>Elementary and Secondary Education Act</b>                    | is now known as "Improving America's Schools Act" and is directed at improving education for America's poor and disadvantaged students.  |
| <b>ESL</b>    | <b>English as a Second Language</b>                              | refers to when a student's native language is not English or   |
| <b>ESOL</b>   | <b>English for Speakers of Other Languages</b>                   |  |
| <b>ESY</b>    | <b>Extended School Year</b> or <b>EYS Extended Year Services</b> | refers to the continued services that a student with disabilities might qualify for during the summer vacation. These services are provided at no charge to the family or student and are based on the possibility of significant regression, usually because of a history of regression throughout the school year. |
| <b>FAFSA</b>  | <b>Free Application for Federal Student Aid</b>                  | college tuition assistance application <a href="http://www.fafsa.ed.gov/#">http://www.fafsa.ed.gov/#</a>   |
| <b>FAPE</b>   | <b>Free and Appropriate Public Education</b>                     | Every child with a disability has a right to a public education at no cost to the parent. The child's educational program must be provided in accordance with his/her IEP and appropriate to the child's needs.  |
| <b>FAS</b>    | <b>Fetal Alcohol Syndrome</b>                                    | is a lifelong condition caused by maternal ingestion of alcohol during pregnancy, which results in many physical and mental disabilities.  |
| <b>FBA</b>    | <b>Functional Behavioral Assessment</b>                          | looks beyond the obvious interpretation of behavior as "bad" and determines what function it may be serving for a child. Truly understanding why a child behaves the way he or she does is the first and best step to developing strategies to stop the behavior.  |

| Acronym | Meaning   | Definition  |
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| FBT     | <b>Family-Based Treatment</b>   | is an innovative alternative for children who might otherwise be placed in more restrictive settings, such as residential treatment facilities.   |
| FC      | <b>Facilitated Communication</b>  | is a technique in which a facilitator supports the hand, wrist or arm of a non-verbal person to aid them in typing and communicating responses.   |
| FERPA   | <b>Family Educational Rights and Privacy Act</b>                            | is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.<br><a href="http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html">http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html</a>      |
| FOIA    | <b>Freedom of Information Act</b> or <b>FOIL Freedom of Information Law</b> | is a law that gives you the right to access information from the federal government. <a href="http://www.foia.gov/">http://www.foia.gov/</a>  |
| FSHD    | <b>FacioScapuloHumeral muscular Dystrophy</b>                               | is a genetic muscle-weakening disease that begins in the face, upper arms and lower legs. It is generally diagnosed by late adolescence, and progresses slowly.   |
| FS IQ   | <b>Full Scale Intelligence Quotient</b>                                     | evaluates multiple intellectual abilities. The IQ tests assess a student's ability to reason abstractly given both verbal and visual prompts. The two final aforementioned sections of the IQ tests track a student's short-term auditory and visual memory, along with the time that a student needs to arrive at an answer.       |
| FXS     | <b>Fragile X Syndrome</b>   | is a family of genetic conditions, which can impact individuals and families in various ways. These genetic conditions are related in that they are all caused by gene changes in the same gene, called the FMR1 gene. Support group: <a href="http://www.fragilex.org/html/home.shtml">http://www.fragilex.org/html/home.shtml</a> |
| GAPS    | <b>Grammar And Phonology Screening</b>                                      | is a quick screening test to assess whether pre- and early school entry children have the necessary grammar and pre-reading phonological skills needed for education and social development.  |
| GBS     | <b>Guillain-Barre Syndrome</b>  | is a neurological disorder characterized by muscle weakness, paralysis and trouble breathing. It occurs when the immune system attacks the nervous system, often following an infection, surgery or trauma.   |
| GE      | <b>General Education</b>  | includes subjects comprising the shared intellectual heritage of our diverse culture. It teaches critical thinking and encourages accurate and effective communication. General Education supports the integration, synthesis, and application of knowledge, and includes proficiency in information literacy                       |
| GED     | <b>General Education Developmental tests</b>                                | provide adults who did not complete a formal high school program the opportunity to certify their attainment of high school-level academic knowledge and skills.  |
| GPA     | <b>Grade Point Average</b>  | is calculated by dividing the total amount of grade points earned by the total amount of credit hours attempted.  |
| GREAT   | <b>Gang Resistance Education And Training</b>                               | is a school-based, law enforcement officer-instructed classroom curriculum. With prevention as its primary objective, the program is intended as an immunization against delinquency, youth violence, and gang membership.<br><a href="http://www.great-online.org/">http://www.great-online.org/</a>                               |

| Acronym          | Meaning  | Definition   |
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| <b>GT</b>        | <b>Gifted and Talented</b>                                     | are students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities   |
| <b>HFA</b>       | <b>High Functioning Autism</b>                                 | is at one end of the ASD spectrum. Signs and symptoms are less severe than with other forms of autism. In fact, a person with high-functioning autism usually has average or above average intelligence.   |
| <b>HI</b>        | <b>Hearing Impairment</b>                                      | (as defined by IDEA) means impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but is not included under the definition of "deafness." Sometimes referred to as <b>HOH <u>Hard of Hearing</u></b> , it includes those with deafness in one ear or limited hearing in one or both years.  |
| <b>HIPAA</b>     | <b>Health Insurance Portability Accountability Act</b>         | protects the privacy of individually identifiable health information<br><a href="http://www.hhs.gov/ocr/privacy/">http://www.hhs.gov/ocr/privacy/</a>  |
| <b>HO</b>        | <b>Hearing Officer</b> or <b>IHO Impartial Hearing Officer</b> | is an expert in administrative law who presides over special education due process hearings.   |
| <b>HOH</b>       | <b>Hard of Hearing</b> or <b>HI Hearing Impairment</b>         | (as defined by IDEA) means impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but is not included under the definition of "deafness."   |
| <b>HPE</b>       | <b>HoloProsEncephaly</b>                                       | is a birth defect in which the brain fails to form properly. The most severe form is <i>Alobar Holoprosencephaly</i> , in which the brain does not divide into two hemispheres. These children often have significant facial malformations as well. In <i>Semilobar Holoprosencephaly</i> , the brain is divided in the back but not in the front; in <i>Lobar Holoprosencephaly</i> , the hemispheres are divided but are fused in some areas; and in cases with Middle Interhemispheric Variant, the brain is not well divided in the middle. Mental retardation, epilepsy, microcephaly, hydrocephaly, and malformations in other organs are all associated with holoprosencephaly. |
| <b>HS</b>        | <b>Home</b> or <b>Hospital Schooling</b>                       | occurs when a student with a disability receives education services in their home or while hospitalized.   |
| <b>I &amp; R</b> | <b>Information and Referral</b>                                | connects people with resources in a community that provide help to those in need and accept help from volunteers.  |
| <b>IA</b>        | <b>Instructional Assistant</b>                                 | see <b>TA Teaching Assistant</b>   |
| <b>IAES</b>      | <b>Interim Alternative Educational Setting</b>                 | is a term for an educational setting and program other than the student's current placement that enables the student to continue to receive educational services according to his or her Individualized Education Program, usually during suspension or disciplinary action.   |
| <b>ID</b>        | <b>Intellectually Disability</b>                               | (as defined by IDEA) means significantly sub average general intellectual functioning, existing concurrently [at the same time] with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance.   |

| Acronym      | Meaning  | Definition  |
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| <b>IDEA</b>  | <b>Individuals with Disabilities Education Act</b>           | was first enacted in 1975 as the Education for all Handicapped Children Act. It is a comprehensive law that governs the education of students with disabilities.  |
| <b>IDT</b>   | <b>Intensive Day Treatment</b>                               | is an outpatient program for children and adolescents with serious emotional and psychiatric difficulties. The program generally allows a maximum stay of 30 days per episode of treatment and allows students to transition back to their home school with support.  |
| <b>IEE</b>   | <b>Independent Educational Evaluation</b>                    | means an assessment conducted by a qualified examiner who is not employed by the public agency responsible for the education of the child in question and the public agency either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent.  |
| <b>IEP</b>   | <b>Individual Education Program</b>                          | is an individualized plan that is written for a child to provide the appropriate educational services and modifications to his/her program that are necessary in the least restrictive environment.   |
| <b>IFSP</b>  | <b>Individual Family Service Plan (for EI)</b>               | is a plan that contains information about the services necessary to facilitate a child's development and enhance the family's capacity to facilitate the child's development.   |
| <b>IHE</b>   | <b>Institution of Higher Learning</b>                        | refers to a college or university   |
| <b>IHO</b>   | <b>Impartial Hearing Officer or Hearing Officer HO</b>       | is an expert in administrative law who presides over special education due process hearings.  |
| <b>IQ</b>    | <b>Intelligence Quotient</b>                                 | an intelligence test score that is obtained by dividing mental age, which reflects the age-graded level of performance as derived from population norms, by chronological age and multiplying by 100: a score of 100 thus indicates a performance at exactly the normal level for that age group.   |
| <b>ISAVE</b> | <b>Individual Systematic Assessment of Visual Efficiency</b> | is a functional vision test to use with infants, children and young adults with significant cognitive, neurological, physical and sensory impairments who can't respond reliably to standard measures of visual functioning   |
| <b>ISP</b>   | <b>Individual Service Plan</b>                               | is a comprehensive document that gave a thorough overview of the consumer and the care and training he or she was receiving. The document allowed information to be presented by each member of the interdisciplinary team. It provided for a history of previous care and treatment, the prioritization of goals in the planning process, and the establishment of methods and timelines for implementation.   |
| <b>ISS</b>   | <b>In-School Suspension</b>                                  | occurs when the student is isolated to complete schoolwork for violation of the school discipline code  |
| <b>IST</b>   | <b>Instructional Support Team</b>                            | always includes the building principal, the student's classroom teacher, and the support teacher. The parents are encouraged to participate and the school psychologist, guidance counselor, Chapter I teacher, speech pathologist, school nurse and representatives from community agencies may also serve on the <b>IST</b> , depending on the needs of the student. The group determines what strategies should be implemented to help the student achieve success in the regular classroom. |
| <b>ITP</b>   | <b>Individualized Transition Plan</b>                        | is created in conjunction with students who are 14 – 16 and above. This plan assists in the student's transition from school to adulthood.  |
| <b>JD</b>    | <b>Juvenile Diabetes</b>                                     | also known as <i>Type 1 Diabetes</i> , is a medical condition in which the pancreas does not make any insulin, a hormone which moves sugar from the bloodstream to the cells after digestion, so that it can be used as energy. Since individuals with JD produce no insulin at all, they need to receive injections of it to keep their blood sugar at appropriate levels.   |



| Acronym        | Meaning   | Definition   |
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| <b>JRA</b>     | <b>Juvenile Rheumatoid Arthritis</b>                                | is an autoimmune disease of unknown cause acquired at or before the age of 16. The immune system's attack on the body causes swelling and pain in the joints, and possibly in internal organs as well.   |
| <b>KD</b>      | <b>Kawasaki Disease</b>   | is an illness found most commonly among children under five, particularly those of Japanese and Korean descent. It involves inflammation of the arteries, and symptoms include high fever; peeling skin; swelling of hands, feet, and lymph nodes; and red eyes.   |
| <b>KD</b>      | <b>Krabbe Disease</b>   | is a rare disorder in which the myelin coating on the nerves breaks down, causing brain cells to be destroyed. The inherited disorder is caused by a lack of the enzyme galactocerebrosidase, which is needed for myelin metabolism. Mental and motor development are affected, and muscle weakness, deafness and blindness can also occur. There is currently no cure for the disease, which is most commonly found in infants. These children often die before age 2, but infusions of umbilical cord blood stem cells before onset or bone marrow transplant early in the disease can prolong life.   |
| <b>KTEA-II</b> | <b>Kaufmann Test Educational Achievement 2<sup>nd</sup> Edition</b> | provides composite scores for Grade 1 students and older in reading, math, written language, and oral language covering all IDEA, Reading First, and NCTM achievement areas.   |
| <b>LA</b>      | <b>Language Arts</b>  | is the name for literature, grammar and reading classes formerly called "English" class  |
| <b>LCSW</b>    | <b>Licensed Clinical Social Worker</b>                              | is a social worker trained in psychotherapy who helps individuals deal with a variety of mental health and daily living problems to improve overall functioning.   |
| <b>LD</b>      | <b>Learning Disability</b> or <b>Learning Difference</b>            | (as currently defined by IDEA) the term refers to a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage. |
| <b>LDA</b>     | <b>Learning Disabilities Association</b>                            | <a href="http://www.ldanatl.org/">http://www.ldanatl.org/</a>  |
| <b>LEA</b>     | <b>Local Education Agency</b>                                       | is a commonly used synonym for a school district   |
| <b>LEP</b>     | <b>Limited English Proficiency</b>                                  | refers to individuals who do not speak English as their primary language and who have a limited ability to read, speak, write, or understand English.  |
| <b>LGMD</b>    | <b>Limb-Girdle Muscular Dystrophy</b>                               | is a genetic muscle-weakening disease that starts around the hips and shoulders.   |
| <b>LKS</b>     | <b>Landau-Kleffner Syndrome</b>                                     | is a neurological disorder in which normally developing children lose the ability to speak or understand speech, often suddenly. The syndrome is usually accompanied by epileptic seizures. Children may also have behavior problems, or appear autistic.  |

| Acronym | Meaning  | Definition  |
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| LRE     | <b>Least Restrictive Environment</b>                           | means that placement of students with disabilities in special classes, separate schools, or other removal from the regular educational environment occurs only when the nature or severity of the disability is such that even with the use of supplementary aids and services, education cannot be satisfactorily achieved.  |
| LSD     | <b>Local School District</b>                                   | is an independent special-purpose governments, or dependent school systems, which are under the control of state or local government.   |
| LTC     | <b>Long Term Care</b>  | <a href="http://www.longtermcare.gov/LTC/Main_Site/index.aspx">http://www.longtermcare.gov/LTC/Main_Site/index.aspx</a> refers to the services that people will need, such as <b>ADL's</b> that insurance does not cover after a predetermined amount of time.  |
| MA      | <b>Mental Age</b>  | is the level of intellectual development as measured by an intelligence test.   |
| MAP     | <b>Measure of Academic Progress</b>                            | is a computerized academic program to assess instructional level and measure academic growth.   |
| M-CHAT  | <b>Modified Checklist for Autism in Toddlers</b>               | is designed to screen children aged 16 months to 30 months-old for an autism spectrum disorder with parents answering questions and an evaluator assessing whether the child should be referred to a specialist.  |
| MD      | <b>Multiple Disabilities</b> or <b>MH Multiply Handicapped</b> | (as defined by IDEA) means concomitant [simultaneous] impairments (such as mental retardation-blindness, mental retardation-orthopedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. The term does not include deaf-blindness.  |
| MD      | <b>Muscular Dystrophy</b>                                      | is a group of disorders that involve muscle weakness and loss of muscle tissue that gets worse over time.   |
| MDS     | <b>Mosaic Down Syndrome</b>                                    | is a developmental disability caused by an extra chromosome. The difference is the same as in Down syndrome, except that individuals with Mosaic Down syndrome do not have the extra chromosome on every cell. They have a "mosaic" of affected and unaffected cells. Children with Mosaic Down syndrome may have higher IQs than those with Down syndrome, but many of the health and development issues are the same.                                     |
| MENC    | <b>The National Association for Music Education</b>            | <a href="http://www.menc.org/">http://www.menc.org/</a>   |
| MET     | <b>Multidisciplinary Evaluation Team</b>                       | means a group is made up of qualified people who have different areas of training and experience. Together, they know about children's speech and language skills, physical abilities, hearing and vision, and other important areas of development. They know how to work with children, even very young ones, to discover if a child has a problem or is developing within normal ranges. Group members may evaluate your child together or individually. |
| MH      | <b>Mental Health</b>   | is a term used to describe either a level of cognitive or emotional well-being or an absence of a mental disorder.  |
| MHTA    | <b>Mental Health Therapy Aide</b>                              | works with emotionally disturbed or mentally impaired individuals, usually in psychiatric hospitals or mental health clinics.   |
| MLD     | <b>Metachromatic LeukoDystrophy</b>                            | is a genetic disorder in which the lack of an enzyme - arylsulfatase A - causes a build-up of harmful chemicals in the white matter of the nervous system, damaging the myelin sheaths of nerve cells. This leads to communication failures along the nervous system and, in turn, problems with muscles and organs.  |

| Acronym         | Meaning   | Definition   |
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| <b>MMD</b>      | <b>Myotonic Muscular Dystrophy</b>  | is a genetic muscle-weakening disease that can cause muscle spasms, cataracts, heart problems and learning disabilities. It may be diagnosed in adolescence or adulthood, or a more severe form may be diagnosed at birth. The disease progresses slowly, and can be mild or severe in its disabling effects.                    |
| <b>MMPI-2</b>   | <b>Minnesota Multiphasic Personality Inventory</b>                          | is a clinical testing instrument that is a valuable tool in the diagnosis and treatment of mental illness.   |
| <b>MOD</b>      | <b>Modification</b>   | is an adjustment to the instructional content or performance expectations of students with disabilities from what is expected or taught to students in general education.  |
| <b>MR</b>       | <b>Mental Retardation</b> or <b>Intellectually Disability</b>               | (as defined by IDEA) means significantly sub average general intellectual functioning, existing concurrently [at the same time] with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance.   |
| <b>MS</b>       | <b>Multiple Sclerosis</b>   | is a potentially debilitating disease in which one's body's immune system eats away at the protective sheath that covers the nerves. This interferes with the communication between the brain and the rest of your body. Ultimately, this may result in deterioration of the nerves themselves, a process that's not reversible. |
| <b>MSC</b>      | <b>Medicaid Service Coordinator</b>   | assists people with developmental disabilities/mental retardation throughout their lifetime by providing advocacy and links to services in the community.  |
| <b>MSSW</b>     | <b>Master of Science in Social Work</b> or <b>MSW Master of Social Work</b> | interviews clients and their families and coordinates and plans programs and activities to meet their social and emotional needs. Provides crisis intervention and assists families in understanding the implications and complexities of the medical situation and its impact on lifestyle.                                     |
| <b>NAEA</b>     | <b>National Art Education Association</b>                                   | <a href="http://www.arteducators.org/">http://www.arteducators.org/</a>  |
| <b>NAEYC</b>    | <b>National Association for the Education of Young Children</b>             | is an organization dedicated to improving the well-being of young children, with particular focus on the quality of educational and developmental services for all children from birth through age 8.<br><a href="http://www.naeyc.org/">http://www.naeyc.org/</a>   |
| <b>NAMI</b>     | <b>National Alliance on Mental Illness</b>                                  | is a nonprofit, grassroots, self-help, support and advocacy organization of consumers, families, and friends of people whose lives have been affected by serious mental illness. <a href="http://www.nami.org/">http://www.nami.org/</a>   |
| <b>NCCBH</b>    | <b>National Council for Community Behavioral Healthcare</b>                 | <a href="http://www.thenationalcouncil.org/">http://www.thenationalcouncil.org/</a>  |
| <b>NCLB</b>     | <b>No Child Left Behind</b>   | <a href="http://www2.ed.gov/nclb/landing.jhtml">http://www2.ed.gov/nclb/landing.jhtml</a>  |
| <b>NDT</b>      | <b>Neuro-Developmental Treatment</b>  | is a hands-on treatment approach used by physical therapists, occupational therapists and speech-language pathologists. The approach was developed to enhance the function of adults and children who have difficulties in controlling movement resulting from neurological challenges such as stroke and head injury.           |
| <b>NEPSY-II</b> | <b>NEuroPSYchological Assessment 2<sup>nd</sup> Edition</b>                 | is used to assess both basic and complex aspects of cognition critical to children's ability to learn and be productive in and outside of, school settings. It is designed to test cognitive functions not typically covered by general ability or achievement batteries.  |

| Acronym | Meaning   | Definition  |
|---------|---|---|
| NF      | <b>Neurofibromatosis</b>  | is a genetic disorder in which tumors grow on nerve cells, affecting their growth and development. The skin and bones can also be affected. About half of those with NF inherit the disorder, while other cases are the result of a spontaneous genetic mutation.   |
| NICHCY  | <b>National Information Center for Handicapped Children &amp; Youth</b> | is a national central source of information on disabilities.<br><a href="http://www.nichcy.org/Pages/Home.aspx">http://www.nichcy.org/Pages/Home.aspx</a>   |
| NICU    | <b>Neonatal Intensive Care Unit</b>                                     | combines advanced technology and trained healthcare professionals to provide specialized care for the infants. NICUs may also have intermediate or continuing care areas for babies who are not as sick but do need specialized nursing care.   |
| NLD     | <b>Nonverbal Learning Disability</b>                                    | is almost the opposite of what it seems to mean. People with this disability are actually highly verbal but are challenged when it comes to processing non-verbal information.  |
| NORD    | <b>National Organization for Rare Disorders</b>                         | <a href="http://www.rarediseases.org/">http://www.rarediseases.org/</a>   |
| NOS     | <b>Not Otherwise Specified</b>  | is a term used when a diagnosis appears to fall within the larger category but does not meet the criteria of any specific disorder within that category.  |
| NPD     | <b>Narcissistic Personality Disorder</b>                                | is a personality disorder in which an individual has an unrealistic sense of his own self-importance, expecting special treatment and taking offense when it is not given.  |
| NPP     | <b>Notice of Privacy Practices</b>                                      | refers to what health plans and covered health care providers are required to develop and distribute; a notice that provides a clear explanation of these rights and practices. The notice is intended to focus individuals on privacy issues and concerns, and to prompt them to have discussions with their health plans and health care providers and exercise their rights.   |
| NPRM    | <b>Notice of Proposed Rule Making</b>                                   | is a public notice issued by law when one of the independent agencies of the United States government wishes to add, remove, or change a rule or regulation as part of the rulemaking process.  |
| NT      | <b>Neurotypical</b>   | is a term popularly used by people who have been diagnosed or are believed to fit the criteria for Asperger's Syndrome or Autism. The term refers to society's ideal that some people are considered "normal" and some people are not. A person whom some Autistic or "Aspie" considers "normal" is a Neurotypical.   |
| NYSED   | <b>New York State Education Department</b>                              | <a href="http://www.p12.nysed.gov/specialed/">http://www.p12.nysed.gov/specialed/</a>   |
| O & M   | <b>Orientation and Mobility</b>   | is the educational process that prepares an individual to travel safely and independently in his or her surrounding environment. Orientation uses the remaining senses to establish one's position and relationship to other significant objects in the environment. Mobility is the ability to move from a present position to a desired location or position in another part of the environment in a safe and efficient manner.   |
| OCD     | <b>Obsessive Compulsive Disorder</b>                                    | is currently classified as an anxiety disorder marked by the recurrence of intrusive or disturbing thoughts, impulses, images or ideas (obsessions) accompanied by repeated attempts to suppress these thoughts through the performance of certain irrational and ritualistic behaviors or mental acts (compulsions). The obsessions and compulsions take up large amounts of the patient's time (an hour or longer every day) and usually cause significant emotional distress for the patient and difficulties in his or her relationships with others. |
| OCR     | <b>Office of Civil Rights</b>   | <a href="http://www.hhs.gov/ocr/">http://www.hhs.gov/ocr/</a>   |

| Acronym      | Meaning   | Definition  |
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| <b>ODD</b>   | <b>Oppositional Defiant Disorder</b>                    | is a psychiatric disorder that is characterized by two different sets of problems; aggressiveness and a tendency to purposefully bother and irritate others.  |
| <b>OHI</b>   | <b>Other Health Impairment</b>                          | (as defined by IDEA) means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that (a) is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia; and (b) adversely affects a child's educational performance. |
| <b>OI</b>    | <b>Orthopedic Impairment</b>                            | (as defined by IDEA) means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly (e.g. clubfoot, absence of some member, etc.), impairments caused by disease (e.g. poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).   |
| <b>OI</b>    | <b>Osteogenesis Imperfecta</b>                          | is a genetic disorder in which the body either does not make enough collagen or makes defective collagen. Since collagen provides structure for the bones, children with OI have bones that are less dense than normal and easily broken. OI can be passed on by a parent or can be the result of a spontaneous genetic mutation.   |
| <b>OPWDD</b> | <b>Office of People With Developmental Disabilities</b> | (formerly <b>OMRDD – Office of Mental Retardation and Developmental Disabilities</b> ) [in New York] <a href="http://www.opwdd.ny.gov/">http://www.opwdd.ny.gov/</a>  |
| <b>OSEP</b>  | <b>Office of Special Education Programs</b>             | is a federal agency which looks to improving results for infants, toddlers, children and youth with disabilities ages birth through 21 by providing leadership and financial support to assist states and local districts.  |
| <b>OT</b>    | <b>Occupational Therapy</b>                             | helps children perform all types of activities, from using a computer to caring for daily needs such as dressing, cooking, and eating. Physical exercises may be used to increase strength and dexterity, while other activities may be chosen to improve visual acuity or the ability to discern patterns.   |
| <b>OTR</b>   | <b>Occupational Therapist Registered</b>                | helps children perform all types of activities, from using a computer to caring for daily needs such as dressing, cooking, and eating. Physical exercises may be used to increase strength and dexterity, while other activities may be chosen to improve visual acuity or the ability to discern patterns.   |
| <b>OVAE</b>  | <b>Office of Vocational &amp; Adult Education</b>       | <a href="http://www2.ed.gov/about/offices/list/ovae/index.html">http://www2.ed.gov/about/offices/list/ovae/index.html</a>   |
| <b>OWLS</b>  | <b>Oral and Written Language Scales</b>                 | is a comprehensive sampling of language tasks over a wide age range with three scales: written expression, oral expression, and listening comprehension.  |
| <b>PAAL</b>  | <b>Preparing Adolescents for Adult Life</b>             | is a specialty secondary-educational program for adolescents with moderate to severe autism between the ages of 14 and 21, which establishes a professional collaboration between the educational system, families, and the community-at-large. <a href="http://mecaautism.org/paal.html">http://mecaautism.org/paal.html</a>   |
| <b>PAAT</b>  | <b>Protection and Advocacy for Assistive Technology</b> | <a href="http://www2.ed.gov/programs/paat/index.html">http://www2.ed.gov/programs/paat/index.html</a>   |



| Acronym        | Meaning  | Definition  |
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| <b>PACER</b>   | <b>Parent Advocacy Coalition for Educational Rights</b>                                  | was created by parents of children and youth with disabilities to help other parents and families facing similar challenges. PACER is staffed primarily by parents of children with disabilities and works in coalition with 18 disability organizations. <a href="http://www.pacer.org/">http://www.pacer.org/</a>   |
| <b>PALS</b>    | <b>Peer-Assisted Learning System</b>   | the acquisition of knowledge and skill through active helping and supporting among status equals or matched companions  |
| <b>PASS</b>    | <b>Plan for Achieving Self-Support</b>   | is a written plan of action for getting a particular kind of job or starting a business. In it you identify the job or business, the steps you will take and the things you will need in order to achieve your work goal, the money you will use to pay for these things and a timetable for achieving your goal. <a href="http://www.ssa.gov/disabilityresearch/wi/pass.htm">http://www.ssa.gov/disabilityresearch/wi/pass.htm</a>   |
| <b>PBS</b>     | <b>Positive Behavioral Supports</b>  | is a general term that refers to the application of interventions and systems to achieve socially important behavior change. Positive behavioral support is not a new intervention package, nor a new theory of behavior, but an application of a behaviorally-based systems approach to enhancing the capacity of schools, families, and communities to design effective environments that improve the fit or link between research-based practices and the environments in which teaching and learning occurs.  |
| <b>PCA</b>     | <b>Personal Care Assistant</b>   | is an individual trained to help persons with basic daily routines. A PCA may be able to help you if you have a physical, emotional or mental disability, a chronic illness or an injury.   |
| <b>PCC</b>     | <b>Parent and Child Center</b>   | <a href="http://www.gocpg.org/parent-childcenter">http://www.gocpg.org/parent-childcenter</a>   |
| <b>PCP</b>     | <b>Person Centered Plan</b>  | is an ongoing problem-solving process used to help people with disabilities plan for their future. In person centered planning, groups of people focus on an individual and that person's vision of what they would like to do in the future.   |
| <b>PD</b>      | <b>Physical Disability</b> or <b>PI Physical Impairment</b>                              | refers to a broad range of disabilities which include orthopedic, neuromuscular, cardiovascular and pulmonary disorders. People with these disabilities often must rely upon assistive devices such as wheelchairs, crutches, canes, and artificial limbs to obtain mobility. The physical disability may either be congenital or a result of injury, muscular dystrophy, multiple sclerosis, cerebral palsy, amputation, heart disease, pulmonary disease or more. Some persons may have hidden (invisible) disabilities which include pulmonary disease, respiratory disorders, epilepsy and other limiting conditions. |
| <b>PDA</b>     | <b>Patent Ductus Arteriosus</b>  | is a congenital heart defect in which the <i>ductus arteriosus</i> , a passage between the pulmonary artery and the aorta that normally closes shortly after birth, remains open.   |
| <b>PDD</b>     | <b>Pervasive Developmental Disorder</b>  | refers to a group of disorders characterized by delays in the development of socialization and communication skills.  |
| <b>PDD-NOS</b> | <b>Pervasive Developmental Disorder – Not Otherwise Specified</b>                        | is a condition on the spectrum that has those with it exhibiting some, but not all, of the symptoms associated with classic autism. That can include difficulty socializing with others, repetitive behaviors, and heightened sensitivities to certain stimuli.   |
| <b>PDMS-II</b> | <b>Peabody Developmental Motor Scales – 2<sup>nd</sup> Edition</b>                       | assesses both qualitative and quantitative aspects of gross and fine motor development in young children; recommends specific interventions   |
| <b>PEACCE</b>  | <b>Provide an Education for Autistic and Communication impaired Children Effectively</b> | is a program is to prepare people with autism, and other communication impairments, to live and work more effectively at home, at school and in the community. This program seeks to help students understand their environment while helping them to acquire communication skills that will enable them to relate to other people.   |

| Acronym        | Meaning   | Definition  |
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| <b>PECS</b>    | <b>Picture Exchange Communication System</b>  | is an augmentative communication system that uses pictures instead of words to help children communicate.   |
| <b>PEMDAS</b>  | <b>Parenthesis, Exponents, Multiplication, Division, Addition, Subtraction</b>  | is a mnemonic for the order of operations in math; which is turned into the phrase "Please Excuse My Dear Aunt Sally".  |
| <b>Perkins</b> | <b>Carl Perkins Vocational and Applied Technology Education Act</b>   | authorizes federal funds to support vocational education programs.  |
| <b>PICU</b>    | <b>Pediatric Intensive Care Unit</b>  | is an area of the hospital where a patient, in this case a child, will be monitored closely for a critical medical condition.   |
| <b>PIDD</b>    | <b>Primary Immune Deficiency Disease</b>  | is a genetic disorder in which some part of the immune system does not function properly. There are many different types of PIDD, depending on the particular part of the immune system affected. Primary Immune Deficiency Disease differs from Acquired Immune Deficiency (AIDS) in that the condition is present from birth and involves a part of the immune system being broken. It is not contagious.   |
| <b>PINS</b>    | <b>Person In Need of Supervision</b> [in New York]  | is determined by Family Court to be a child under the age of 18 who does not attend school, or behaves in a way that is dangerous or out of control, or often disobeys his or her parents, guardians or other authorities.  |
| <b>PKD</b>     | <b>Polycystic Kidney Disease</b>  | is an inherited disorder in which fluid-filled cysts form in the kidneys, crowding out actual kidney tissue and making the organs unable to function properly. The eventual result is kidney failure.   |
| <b>PKU</b>     | <b>PhenylKetonUria</b>  | is an inherited disorder in which the body is unable to process phenylalanine, an amino acid found in proteins. Instead of being eliminated from the body, unused phenylalanine builds up in the blood, eventually damaging the brain and causing mental retardation and seizures among other effects.  |
| <b>PLEP</b>    | <b>Present Level of Educational Performance</b> or <b>PLP Present Level of Performance</b>                                  |   |
| <b>PLR</b>     | <b>Prescriptive Learning Resource</b> or <b>Resource Room</b>   | is a part time placement of students with a special education teacher who provides direct teaching services to no more than five special education students at one time. The curriculum is geared at the level of the students in the class.  |
| <b>PP</b>      | <b>Para Professional</b> or <b>TA Teaching Assistant</b> or <b>Teacher's Assistant</b> or <b>IA Instructional Assistant</b> | provide instructional and clerical support for classroom teachers, allowing teachers more time for lesson planning and teaching. They support and assist children in learning class material using the teacher's lesson plans, providing students with individualized attention. Teacher assistants also supervise students in the cafeteria, schoolyard, and hallways, or on field trips; they record grades, set up equipment, and help prepare materials for instruction. Teacher assistants also are called teacher aides or instructional aides. |
| <b>PPS</b>     | <b>Pupil Personnel Services</b>   | usually include school guidance counselors, social workers, nurses, psychologists and mental health services.   |
| <b>PQRST</b>   | <b>Preview, Question, Read, Self-recite, Test</b>   | is a mnemonic to use for learning new materials.  |
| <b>PRT</b>     | <b>Pivotal Response Training</b>  | is a naturalistic behavioral intervention developed to facilitate stimulus and response generalization, increase spontaneity, reduce prompt dependency, and increase motivation while still relying on the principles of applied behavior analysis.   |
| <b>PS</b>      | <b>Preschool</b>  | is for children who are not old enough to attend kindergarten   |
| <b>PS</b>      | <b>Pulmonary stenosis</b>   | is a congenital heart defect in which the valve between the right ventricle of the heart and the pulmonary artery is malformed and doesn't open the way it should.  |
| <b>PSAT</b>    | <b>Preliminary Scholastic Aptitude Test</b>   | see <b>SAT</b>  |

| Acronym | Meaning   | Definition   |
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| PT      | <b>Physical Therapy</b>                                     | is a health care profession that provides treatment to individuals to develop, maintain and restore maximum movement and function throughout life.   |
| PT      | <b>Physical Therapist</b>                                   | works with patients who have impairments, limitations, disabilities or changes in physical function and health status resulting from injury, disease or other causes.  |
| PTA     | <b>Parent Teacher Association</b>                           | <a href="http://www.pta.org/">http://www.pta.org/</a> sometimes <b>PTO Parent Teacher Organization</b> or <b>PTSO Parent Teacher Student Organization</b>  |
| PTA     | <b>Physical Therapy Assistant</b>                           | performs components of physical therapy procedures and related tasks, as directed by a supervising physical therapist (PT).  |
| PTSD    | <b>Post Traumatic Stress Disorder</b>                       | is a type of anxiety disorder that can occur after a person has seen or experienced a traumatic event that involved the threat of injury or death.   |
| PWN     | <b>Prior Written Notice</b>                                 | , when properly written, eliminates all doubts, misunderstandings, and the need for most written minutes. PWN is written following the CSE meeting and must list all recommendations made by any member of the team, and the disposition of those recommendations.   |
| PWS     | <b>Prader-Willi Syndrome</b>                                | is a complex genetic disorder that typically causes low muscle tone, short stature, incomplete sexual development, cognitive disabilities, problem behaviors, and a chronic feeling of hunger that can lead to excessive eating and life-threatening obesity.  |
| QAR     | <b>Question Answer Relationships</b>                        | basically defines itself. It is the relationship between questions and their answers.  |
| QOL     | <b>Quality Of Life</b>                                      | is used in healthcare to refer to an individual's emotional, social and physical wellbeing, including their ability to function in the ordinary tasks of living.   |
| QRI 2   | <b>Qualitative Reading Inventory 2<sup>nd</sup> edition</b> | is an "individually administered, informal reading inventory designed to provide diagnostic information about the conditions under which students can identify words and comprehend text successfully and the conditions that appear to result in unsuccessful word identification, decoding and/or comprehension.   |
| RAD     | <b>Reactive Attachment Disorder</b>                         | is a mental health disorder in which a child is unable to form healthy social relationships, particularly with a primary caregiver. Often children with RAD will seem charming and helpless to outsiders, while waging a campaign of terror within the family. RAD is frequently seen in children who have had inconsistent or abusive care in early childhood, including children adopted from orphanages or foster care. |
| RCAL    | <b>Resource Center for Accessible Living</b>                | <a href="http://www.rcal.org/about/">http://www.rcal.org/about/</a>  |
| RDI     | <b>Relationship Development Intervention</b>                | is a system of behavior modification through positive reinforcement. RDI was developed by Dr. Steven Gutstein as a parent-based treatment using dynamic intelligence.  |
| ROTC    | <b>Reserve Officers Training Corps</b>                      |  |
| RS      | <b>Related Services</b>                                     | means support services such as speech therapy, physical therapy, occupational therapy, psychological services, and counseling services. These services can be delivered in an individual or small group setting.   |

| Acronym      | Meaning   | Definition  |
|--------------|---|---|
| <b>RS</b>    | <b>Rett Syndrome</b>  | is a diagnosis along the autism spectrum.   |
| <b>RTI</b>   | <b>Response Thru Intervention</b>                               | uses testing and intervention within a multi-level prevention system to maximize student achievement. It also identifies students who may need special education services.  |
| <b>Rx</b>    | <b>Prescription</b>   | is a written order, especially by a physician, for the preparation and administration of a medicine or other treatment.   |
| <b>SANE</b>  | <b>Sexual Assault Nurse Examiners</b>                           | perform forensic evidence collection and treatment for adult survivors of rape, sexual assault and incest.  |
| <b>SAC</b>   | <b>School Advisory Council</b>                                  | an advisory body whose purpose is to inform, to encourage, and to provide opportunities for parents and community members to be involved in the planning and evaluation of the school's instructional program and quality improvement processes.  |
| <b>SAS</b>   | <b>Supplementary Aids and Services</b>                          | means aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate.  |
| <b>SAT</b>   | <b>Scholastic Achievement (or Assessment) Test</b>              | is a college entrance exam. <a href="http://www.collegeboard.org/">http://www.collegeboard.org/</a>   |
| <b>SB</b>    | <b>Spina Bifida</b>   | is a neural tube defect; a disorder involving incomplete development of the brain, spinal cord, and/or their protective coverings.  |
| <b>SBS</b>   | <b>Shaken Baby Syndrome</b>                                     | also known as abusive head trauma, shaken impact syndrome, inflicted head injury or infant whiplash syndrome, is a serious brain injury that occurs when an infant or toddler is forcefully shaken. Shaken baby syndrome destroys a child's brain cells and prevents his or her brain from getting enough oxygen. Shaken baby syndrome is a form of child abuse that can result in permanent brain damage or death. |
| <b>SC</b>    | <b>Service Coordinator</b>                                      | also known as a case manager, works for the person with a developmental disability in need of services and is key to accessing services. In Early Intervention, the process begins with an <b>ISC Initial Service Coordinator</b> and is then passed to an <b>OSC Ongoing Service Coordinator</b> .   |
| <b>SCANS</b> | <b>The Secretary's Commission on Achieving Necessary Skills</b> | a commission to determine the skills our young people need to succeed in the world of work.   |
| <b>SCIS</b>  | <b>Special Class Integrated Setting</b>                         | is a preschool class populated with typical students as well as those with special needs.   |
| <b>SCT</b>   | <b>Sluggish Cognitive Tempo</b>                                 | is currently a sub-category of the Inattentive type of ADHD. The diagnosis of Sluggish Cognitive Tempo is made in individuals who process information slowly.   |
| <b>SD</b>    | <b>Standard Deviation</b>                                       | is a measure of the significance of differences between scores in IQ testing.   |
| <b>SE</b>    | <b>Special Education or SPED</b>                                | is specially designed individualized or group instruction or special services or programs and special transportation, provided at no cost to the parent, to meet the unique needs of students with disabilities. This includes, but is not limited to; instruction in classrooms, homes, hospitals, institutions and in other settings and includes specialized physical education.                                 |
| <b>SEAC</b>  | <b>Special Education Advisory Committee</b>                     | is a committee of parents, educators, and community members who are interested in the education of students with disabilities. The purpose of the Advisory Committee is to assist parents, school districts and administrators in   |

| Acronym      | Meaning   | Definition  |
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|              |   | developing quality education programs for students with disabilities, in conjunction with current trends in special education and applicable state and federal law.   |
| <b>SED</b>   | <b>Serious Emotional Disturbance</b> or <b>Disability</b>         | is diagnosed by a psychiatrist, psychologist or other mental health professional. Some common childhood SEDs might include anxiety and mood disorders (depression), attention deficit and disruptive disorders, elimination disorders or eating disorders.  |
| <b>SEIT</b>  | <b>Special Education Itinerant Teacher</b>                        | provides services to a preschooler with a disability in a natural setting such as a daycare, summer camp or the child's home.   |
| <b>SEPTA</b> | <b>Special Education Parent Teacher Association</b>               | a part of the national PTA especially for parents who have children with special needs.   |
| <b>SEQA</b>  | <b>Special Education Quality Assurance</b>                        | [in New York] <a href="http://www.p12.nysed.gov/specialed/contactsega.htm">http://www.p12.nysed.gov/specialed/contactsega.htm</a>   |
| <b>SETRC</b> | <b>Special Education Teacher's Resource Center</b>                | (in New York) is an instructional support system organized to train educators and distribute information to persons involved in the education of students with disabilities.  |
| <b>SI</b>    | <b>Sensory Integration</b> or <b>SP Sensory Processing</b>        | is the ability to process sensory information. A SI deficit is the result of insufficient neurological processing. It can take many forms, including an over or under sensitivity to sensory cues such as taste, smell, touch, sound and sight. Some children may have problems with motor coordination.  |
| <b>SI</b>    | <b>Speech Impairment</b> or <b>SLI Speech Language Impairment</b> | (as defined by IDEA) means a communication disorder such as stuttering, impaired articulation, language impairment, or a voice impairment that adversely affects a child's educational performance.   |
| <b>SIB</b>   | <b>Self-Injurious Behavior</b>                                    | is the act of deliberately harming your own body, such as cutting or burning yourself. It's not meant as a suicide attempt. Rather, self-injury is an unhealthy way to cope with emotional pain, intense anger and frustration.   |
| <b>SIDS</b>  | <b>Sudden Infant Death Syndrome</b>                               | is the abrupt, unexplained death of a child under one year of age.  |
| <b>SIG</b>   | <b>State Improvement Grant</b>                                    | refers to any competitive grant offered by the U.S. Department of Education to States to improve special education services in the State.   |
| <b>SIP</b>   | <b>School Improvement Plan</b>                                    | usually refers to a formal plan submitted by a school district and approved by the Department of Education  |
| <b>SIP</b>   | <b>State Implementation Plan</b>                                  | includes improvement strategies to correct areas needing improvement and/or noncompliance issues discovered in the State self-assessment.   |
| <b>SIPT</b>  | <b>Sensory Integration and Praxis Test</b>                        | measures the sensory integration processes that underlie learning and behavior. By showing how children organize and respond to sensory input, SIPT helps pinpoint specific organic problems associated with learning disabilities, emotional disorders, and minimal brain dysfunction.   |
| <b>SJS</b>   | <b>Stevens–Johnson Syndrome</b>                                   | is a severe allergic reaction to a medication or infection that can result in skin blistering, fever, and eye damage. It is potentially fatal, and can also cause blindness and disfigurement.  |
| <b>SLD</b>   | <b>Specific Learning Disability</b>                               | means a disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or perform mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia The term does not include learning problems that are primarily the result of visual, hearing motor disabilities, cognitive disabilities, emotional disturbance, cultural factors, environmental, or economic disadvantage |
| <b>SLI</b>   | <b>Speech Language Impairment</b> or <b>SI Speech Impairment</b>  | (as defined by IDEA) means a communication disorder such as stuttering, impaired articulation, language impairment, or a voice impairment that adversely affects a child's educational performance.   |



| Acronym         | Meaning  | Definition  |
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| <b>SLP</b>      | <b>Speech Language Pathologist</b>   | assess, diagnose, treat, and help to prevent disorders related to speech, language, cognitive-communication, voice, swallowing, and fluency.  |
| <b>SM</b>       | <b>Selective Mutism</b>  | is an anxiety disorder in which a child who otherwise has no speech impairments is unable to speak in certain settings, frequently school or other social environments. The child generally has no problem speaking at home, and has no developmental or learning disabilities, but in stressful situations is unable to speak.   |
| <b>SNT</b>      | <b>Supplemental Needs Trust</b> or <b>Special Needs Trust</b>                                | is a specialized legal document designed to benefit an individual who has a disability.   |
| <b>SOC</b>      | <b>System Of Care</b>  | is a program that serves youth with social, emotional or behavioral challenges and their families, bringing together community agencies, public and private organizations, in order to improve access to services and supports  |
| <b>SODAs</b>    | <b>S-Situation, O-Options, D-Disadvantages, A-Advantages, S-Solution</b>                     | is a mnemonic for problem solving.  |
| <b>SPAM</b>     | <b>Social, Physical, Academic &amp; Management</b>   | describes the four areas of the IEP where the student's needs and abilities are described.  |
| <b>SPED</b>     | <b>Special Education</b>   | is specially designed individualized or group instruction or special services or programs and special transportation, provided at no cost to the parent, to meet the unique needs of students with disabilities. This includes, but is not limited to; instruction in classrooms, homes, hospitals, institutions and in other settings and includes specialized physical education.   |
| <b>SPOA</b>     | <b>Specific Power of Attorney</b>  | allows you to authorize someone to act on your behalf under specified circumstances.  |
| <b>SSAN</b>     | <b>Statewide Systems Advocacy Network</b>  | (in New York) is a group of individual advocates from various Independent Living Centers throughout the State of New York, determined to bring about positive systemic change.  |
| <b>SSDI</b>     | <b>Social Security Disability Income</b>   | <a href="http://www.ssa.gov/disability/">http://www.ssa.gov/disability/</a>   |
| <b>SSI</b>      | <b>Social Security Income</b>  | <a href="http://www.ssa.gov/ssi/">http://www.ssa.gov/ssi/</a>   |
| <b>SSRI</b>     | <b>Selective Serotonin Reuptake Inhibitors</b>   | is one of the commonly prescribed drugs for treating depression.  |
| <b>SST</b>      | <b>Student Study Team</b> or <b>Student Services Team</b>                                    | is a school site team, which reviews individual student strengths and problem areas. The SST plans strategies and organizes resources for addressing problems and concerns.   |
| <b>S.T.A.R.</b> | <b>Student Test of Achievement in Reading</b>  | is a software program that determines a student's reading skill <a href="http://www.startoolkit.org">http://www.startoolkit.org</a>   |
| <b>STOMP</b>    | <b>Specialized Training Of Military Parents</b>  | <a href="http://www.stompproject.org/">http://www.stompproject.org/</a>   |
| <b>SW</b>       | <b>Social Worker</b>   | is a professional who helps individuals, groups, or communities enhance or restore their capacity for social functioning and creating societal conditions favorable to this goal.   |
| <b>TA</b>       | <b>Teaching Assistant</b> or <b>Teacher's Assistant</b> or <b>IA Instructional Assistant</b> | provide instructional and clerical support for classroom teachers, allowing teachers more time for lesson planning and teaching. They support and assist children in learning class material using the teacher's lesson plans, providing students with individualized attention. Teacher assistants also supervise students in the cafeteria, schoolyard, and hallways, or on field trips; they record grades, set up equipment, and help prepare materials for instruction. Teacher assistants also are called teacher aides or instructional aides. Some assistants refer to themselves as paraprofessionals or para-educators. |
| <b>TA&amp;D</b> | <b>Technical Assistance &amp; Dissemination</b>  | is a network funded by the U.S. Department of Education, Office of Special Education Programs that offer support on special education and disability topics.  |

| Acronym       | Meaning  | Definition   |
|---------------|--|--|
| <b>TAPS-3</b> | <b>Test of Auditory Processing Skills 3<sup>rd</sup> Edition</b>                                 | for ages 4 through 18 years. The TAPS-3 measures what a person does with what is heard, and is intended to be used along with other tests as part of a battery.  |
| <b>TANF</b>   | <b>Temporary Assistance for Needy Families</b>   | <a href="http://www.acf.hhs.gov/programs/ofa/">http://www.acf.hhs.gov/programs/ofa/</a>  |
| <b>TASA</b>   | <b>Teen Age Services Act</b>   | <a href="http://www.nyc.gov/html/acs/html/support_families/preventive_services_tasa.shtml">http://www.nyc.gov/html/acs/html/support_families/preventive_services_tasa.shtml</a>  |
| <b>TASH</b>   | <b>The Association for persons with Severe Handicaps</b>   | <a href="http://tash.org/">http://tash.org/</a>  |
| <b>TB</b>     | <b>Tuberculosis</b>  | is a contagious bacterial infection that mainly involves the lungs, but may spread to other organs.  |
| <b>TBI</b>    | <b>Traumatic Brain Injury</b>  | (as defined by IDEA) means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not include brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma. |
| <b>TBVI</b>   | <b>Teacher of the Blind and Visually Impaired</b> or <b>Teacher of the Visually Impaired TVI</b> | provides direct instruction and consultative special education services within a student's assigned school; from direct instruction and consultative special education services within a student's assigned school to Braille skills.  |
| <b>TCI</b>    | <b>Therapeutic Crisis Intervention</b>   | is a system that assists organizations in preventing crises from occurring, de-escalating potential crises, managing acute physical behavior, reducing potential and actual injury to young people and staff, teaching young people adaptive coping skills, and developing a learning organization   |
| <b>TCS</b>    | <b>Tethered spinal Cord Syndrome</b> or <b>occult spinal dysraphism sequence</b>                 | refers to a group of neurological disorders related to malformations of the spinal cord  |
| <b>TDD</b>    | <b>Telecommunication Devices for the Deaf</b>  | means a teletypewriter or other instrument for telecommunication in which speaking or hearing is not required for communication.   |
| <b>TEACCH</b> | <b>Treatment and Education of Autistic Children and other Communication Handicaps</b>            | is an evidence-based service, training, and research program for individuals of all ages and skill levels with autism spectrum disorders.  |
| <b>TENS</b>   | <b>Toxic Epidermal Necrolysis Syndrome</b>   | is a severe allergic reaction to a medication or infection.  |
| <b>THI</b>    | <b>Teacher of the Hearing Impaired</b> or <b>Teacher of the Deaf</b>                             | <b>TOD</b> provides direct instruction and consultative special education services within a student's assigned school or facilitates the translation of information into <b>American Sign Language ASL</b> .   |
| <b>THS-R</b>  | <b>Test of Handwriting Skills – Revised</b>  | assesses a child's neuro-sensory integration skills in both manuscript and cursive writing -- skills that are often disrupted in students with learning difficulties.  |
| <b>TOD</b>    | <b>Teacher of the Deaf</b> or <b>Teacher of the Hearing Impaired</b>                             | <b>THI</b> provides direct instruction and consultative special education services within a student's assigned school or facilitates the translation of information into <b>American Sign Language ASL</b> .   |
| <b>TOPS</b>   | <b>Test Of Problem Solving</b>   | is a diagnostic test of problem solving and critical thinking that assesses the student's language-based thinking abilities and strategies using logic and experience.   |
| <b>TOSA</b>   | <b>Teacher on Special Assignment</b>   | refers to a teacher who is assigned for a period of at least one year to an administrative or program position   |

| Acronym | Meaning   | Definition   |
|---------|---|--|
| TS      | <b>Tourette Syndrome</b>  | is a neurological disorder characterized by repetitive, stereotyped, involuntary movements and vocalizations called tics.  |
| T-TA    | <b>Training and Technical Assistance</b>  | involves the transfer of knowledge. The most important difference between the terms is that technical assistance often takes place through two colleagues exchanging experience and advice, whereas training and education are planned activities (including the use of teaching materials, exercises, textbooks, timetables, teachers etc.).  |
| TTY     | <b>Teletypewriter (phone system for deaf)</b>   | is a special device that lets people who are deaf, hard of hearing, or speech-impaired use the telephone to communicate, by allowing them to type messages back and forth to one another instead of talking and listening. A TTY is required at both ends of the conversation in order to communicate.   |
| TVI     | <b>Teacher of the Visually Impaired</b> or <b>Teacher of the Blind and Visually Impaired TBVI</b> | provides direct instruction and consultative special education services within a student's assigned school; from direct instruction and consultative special education services within a student's assigned school to Braille skills.  |
| TVPS-3  | <b>Test of Visual-Perceptual Skills 3<sup>rd</sup> Edition</b>                                    | is an assessment to determine an age 4 – 18 year old child's visual perceptual strengths and weaknesses.   |
| TWWIIA  | <b>Ticket to Work and Work Incentives Improvement Act</b>   | provides for two landmark measures that have the potential of enabling millions of Americans with disabilities to join the workforce. The first is the creation of the Ticket to Work Program administered by the SSA. This program modernizes employment-related services offered to Americans with disabilities. Through the Ticket Program, individuals with disabilities will be able to get job-related training and placement assistance from an approved provider of their choice. This provision enables individuals to go to providers whose resources best meet their needs, including going directly to employers. The second measure expands health care coverage so that individuals with disabilities will be able to become employed without fear of losing their health insurance. <a href="http://www.dol.gov/odep/pubs/ek00/ticket.htm">http://www.dol.gov/odep/pubs/ek00/ticket.htm</a> |
| Tx      | <b>Treatment</b>  | is care provided to improve a situation.   |
| T21     | <b>Trisomy 21</b>   | see <b>DS Down Syndrome</b>  |
| UPK     | <b>Universal Pre-Kindergarten</b>   | is a movement to provide quality preschool to all 4 year olds, regardless of income. It is a state funded program as opposed to a federally funded program like Head Start. Each state has individual legislation that sets its mandates for the program.  |
| VABS    | <b>Vineland Adaptive Behavior Scales</b>  | were designed to assess handicapped and non-handicapped persons from birth to adulthood in their personal and social functioning. Following Edgar Doll's original conceptualization of adaptive behavior as multidimensional in structure and his measurement of the behaviors by areas, the VABS is organized around four behavior domains: Communication, Daily Living Skills, Socialization, and Motor Skills.  |

| Acronym         | Meaning  | Definition  |
|-----------------|--|---|
| <b>VB</b>       | <b>Verbal Behavior</b>   | relies on an intensive teaching setting, fast tempo, and a rapid secession of questions from the adult and later the child. In order to reinforce correct answers and decrease frustration verbal behavior methodology urges interspersing easy and hard demands. The therapists will challenge the child in areas of weakness while cutting down frustration by allowing the child to respond to simple tasks. |
| <b>VESID</b>    | <b>Vocational &amp; Education Services for Individuals with Disabilities – now known as ACCES Adult Career &amp; Continuing Education Services – Vocational Rehabilitation</b> | <a href="http://www.acces.nysed.gov/vr/">http://www.acces.nysed.gov/vr/</a>   |
| <b>VI</b>       | <b>Visual Impairment</b>   | (as defined by IDEA) means impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.  |
| <b>VMI</b>      | <b>Visual Motor Integration</b>  | is the ability of the eyes & hands to work together in smooth, efficient patterns. It involves visual perception and eye-hand co-ordination.  |
| <b>VMPAC</b>    | <b>Verbal Motor Production Assessment for Children</b>   | is a test that assesses motor issues that have negative effects on the development of normal speech motor control in three main areas: Global Motor Control, Focal Oromotor Control, and Sequencing—and two supplemental areas—Connected Speech and Language Control and Speech Characteristics.  |
| <b>Voc Ed</b>   | <b>Vocational Education</b>  | provides career and technical education to interested students. These students are prepared as trainees for jobs that are based upon manual or practical fields. Jobs are related to specific trades, occupations, and vocations.   |
| <b>VQ</b>       | <b>Verbal IQ</b>   | measures your capacity to use language in order to express yourself, comprehend stories and understand other people. Verbal abilities include reading, writing and communicating with words.  |
| <b>VR</b>       | <b>Vocational Rehabilitation</b>   | is a set of services offered to individuals with mental or physical disabilities. These services are designed to enable participants to attain skills, resources, attitudes, and expectations needed to compete in the interview process, get a job, and keep a job.  |
| <b>VSD</b>      | <b>Ventricular Septal Defect</b>   | is a congenital heart defect in which there is an opening between the lower chambers of the heart   |
| <b>WAIS-IV</b>  | <b>Wechsler Adult Intelligence Scale – 4<sup>th</sup> Edition</b>  | is an IQ test for ages 16 – 90 with measures of working memory, processing speed, and fluid reasoning   |
| <b>WASI</b>     | <b>Wechsler Abbreviated Scale of Intelligence</b>  | is a quick, reliable measure of intelligence in children in clinical, educational, and research settings.   |
| <b>WIAT-III</b> | <b>Wechsler Individual Achievement Test – 3<sup>rd</sup> Edition</b>   | is a comprehensive yet flexible measurement tool useful for achievement skills assessment, learning disability diagnosis, special education placement, curriculum planning, and clinical appraisal for preschool children through adults.   |
| <b>WIC</b>      | <b>Women, Infants and Children</b>   | <a href="http://www.fns.usda.gov/wic/">http://www.fns.usda.gov/wic/</a>   |
| <b>WIPA</b>     | <b>Work Incentives Planning &amp; Assistance</b>   | programs are authorized to serve all SSA beneficiaries with disabilities, including transition-to-work aged youth, providing benefits planning and assistance services on request and as resources permit.  |
| <b>WISC-III</b> | <b>Wechsler Intelligence Scale for Children – 3<sup>rd</sup> Edition</b>   | is an individual test that does not require reading or writing. Verbal subtests are oral questions without time limits except for Arithmetic. Performance subtests are nonverbal problems, all of which are timed and some of which allow bonus points for extra fast work. One criticism of the WISC-III is that older students must earn speed bonuses to obtain better-                                      |

| Acronym          | Meaning  | Definition   |
|------------------|--|--|
|                  |  | than-average scores. Subtest scores, IQ scores, and factor index scores are based on the scores of the 2,200 children originally tested in a very carefully designed, nationwide sample, but still must be interpreted very cautiously for any individual, especially one who may have somewhat unusual patterns of strengths and weaknesses. As with any test, influences such as anxiety, motivation, fatigue, rapport, and experience may invalidate test scores. |
| <b>WNL</b>       | <b>Within Normal Limits</b>  | is a concept that frames a subset of a population that conforms to the central range of tendency along a distribution of a given parameter. WNL is dependent upon the extent of the range to be included (frequently 68% of the total population). Confidence in WNL relates directly to confidence in the validity of the parameter being used to capture the phenomenon in question. WNL is often used to identify what is "typical".                              |
| <b>WPPSI-III</b> | <b>Wechsler Preschool and Primary Scale in Intelligence – 3<sup>rd</sup> Edition</b> | is a reliable and valid measure of intelligence in young children (from 2.5 – 7 years) that is more age-appropriate and user-friendly  |
| <b>WRAP</b>      | <b>Wellness Recovery Action Plan</b>   | shifts the focus in mental health care from 'symptom control' to prevention and recovery.<br><a href="http://www.mentalhealthrecovery.com/index.php">http://www.mentalhealthrecovery.com/index.php</a>   |

- 504** **Section 504 of the Americans with Disabilities Act** is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education.
- 504 Plan** A formal document created when a student with a disability does not qualify for an IEP but still needs modifications and accommodations.
- 504 Retaliation** The ADA protects individuals with disabilities and their families from being harassed or punished for having advocated for protection.

### Un-Acronymed Disabilities:

**Dyscalculia** is a severe difficulty in understanding and using symbols or functions needed for success in mathematics.

| Acronym | Meaning           | Definition  |
|---------|-------------------|---|
|         | <b>Dysgraphia</b> | is defined as a difficulty in automatically remembering and mastering the sequence of muscle motor movements needed in writing letters or numbers. This difficulty is out of harmony with the person's intelligence, regular teaching instruction, and (in most cases) the use of the pencil in non-learning tasks.     |
|         | <b>Dyslexia</b>   | is a neurologically-based disorder which interferes with the acquisition and processing of language. Varying in degrees of severity, it is manifested by difficulties in receptive and expressive language, including phonological processing, in reading, writing, spelling, handwriting, and sometimes in arithmetic. |
|         | <b>Dysnomia</b>   | is a marked difficulty in remembering names or recalling words needed for oral or written language.   |
|         | <b>Dyspraxia</b>  | is a disorder that impairs a child's ability to plan and carry out sensory and motor tasks. Generally, children with the disorder appear clumsy and uncoordinated.  |

### Un-Acronymed Special Education Terms:

**Accommodations** are services or supports used to help a student to fully access the subject matter and instruction. An accommodation does not change the content of the work or the expectations on the student; instead it is a change in instructional methods.

Accommodations should be specified in a student's IEP. Examples include books on tape, lessening the amount of work on a page, and allowing additional time to take a test.

**Adaptation or Modification** involves a change in the instructional content or performance expectations of students with disabilities from what is expected or taught to students in general education. Adaptations are usually included as part of a student's IEP. Adaptations can include decreasing the number of exercises the student is expected to complete, assignment of different reading materials, or use of a calculator instead of working out problems by hand.

**Classification** is not based only on diagnosis; once all evaluations have been completed and the CSE determines that special education intervention is needed, the team chooses an "appropriate" classification.

**Disfluency** is an interruption in the smooth flow of speech, as by a pause or the repetition of a word or syllable; an extreme of that being stuttering

**Magnet School Program** is a specialized school program that focuses on a particular area of study in combination with the basic curriculum

**Placement** refers to where your child's special education services will be provided.

**Program** refers to the specific special education services your child is receiving or expected to receive.

**Psychological Evaluation** is a process by which a State-certified school psychologist or licensed psychologist uses a variety of psychological and educational techniques and examinations in the student's dominant language, to study and describe a student's developmental, learning, behavioral, and other personality characteristics.

**Rubric** is a descriptive evaluation tool that's used to assess student performance based on a perceived level of mastery



Acronym      Meaning

Definition

**Special transportation** means services and supports necessary for the student to travel to and from school and between schools; in and around school buildings; and includes specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation to a student with a disability. Examples of special transportation include: special seating; vehicle and/or equipment needs; adult supervision; type of transportation; and other accommodations.

**Transition** is the set of activities and services that assist students with disabilities to successfully move from the school environment to the post-school environment, such as employment, post-secondary education, or vocational training. These services can include adult education, independent living, and community participation.