

Acronyms

ASD	Autism Spectrum Disorder
AT	Assistive Technology
BIP/BSP	Behavior Intervention Plan/Behavior Support Plan
CST	Child Study Team
D/HH	Deaf or Hard of Hearing
DAPE	Developmental Adaptive Physical Education
DCD	Developmental Cognitive Disability
E/BD	Emotional or Behavioral Disorders
ECFE	Early Childhood Family Education (general education)
ECSE	Early Childhood Special Education
ER/ESR	Evaluation Report/Evaluation Summary Report
ESY	Extended School Year
FAPE	Free Appropriate Public Education
FBA	Functional Behavior Assessment
IDEA	Individuals with Disabilities Act
IEE	Individual Education Evaluation
IEP	Individualized Education Plan
LRE	Least Restrictive Environment
MCA	Minnesota Comprehensive Assessment
MDE	Minnesota Department of Education
OHD	Other Health Disabilities
PCA	Personal Care Attendant
PI	Physically Impaired
S/L	Speech or Language Impairment
SEAC	Special Education Advisory Council
SLD	Specific Learning Disability
SMI	Severely Multiply Impaired
TBI	Traumatic Brain Injury
VI	Visually Impaired

Frequently Used Terms

Accommodation: provides the student access to do the same work as regular education students with a change (e.g. taking tests in a quiet room), that helps the student be more successful. Accommodations do not change the rigor of the instruction or material being taught.

Adaptations: a word used interchangeably with accommodation.

Assistive technology: anything that helps you do something that you couldn't do otherwise. A device, software or service that is used to increase, maintain, or improve the independent, functional abilities of children with disabilities.

Behavior Support Plan/Behavior Intervention Plan: A plan to address problem behaviors, which includes the source of the behavior, proactive strategies to support the use of appropriate behaviors, reactive strategies when behaviors arise, and alternative behaviors the student will learn to replace problem behaviors.

Child Study Team: this Team determines if an educational evaluation is warranted.

Consent: consent means that you give your permission, or say "yes". Consent means that you understand and agree in writing to the district's proposal, such as an evaluation or IEP.

Curriculum: the coursework or content being taught in the classroom to the student.

Direct service: service provided directly to the student from the professional.

Evaluation: testing, observations, and input used to determine the eligibility of the student for special education services.

FAPE: Free appropriate public education.

IDEA: The Individuals with Disabilities Act is the federal special education law that requires public schools to serve the educational needs of students with disabilities.

IEP: An Individualized Education Plan is for students ages 3 to 21.

IEP Manager: the person who coordinates a student's IEP and sees that it is carried out. This person is the first point of contact at the school for special education related issues or concerns you have.

IEP Team: The group of people responsible for developing a student's IEP. The IEP Team must include:

- A parent (or adult student)
- A representative of the district who is authorized to assign resources (administrative designee)
- At least one of the student's special education teachers
- At least one of the student's general education teachers
- Student, if appropriate

The IEP team may include other individuals such as related service providers or community service providers who work with the student.

Indirect service: Time spent conferring and developing ideas and materials to serve the student.

Modification: provides the student access to the regular education materials by reducing the rigor of the materials, and changes what a test or assignment measures.

PCA (Personal Care Attendant): A person hired to help a child learn skills so he or she can increase independence at home, in school, or in the community.

Pre-referral interventions: Before referring a child for an evaluation the classroom teacher may plan strategies to determine if your child's academic and/or behavioral difficulty improves with simple changes in curriculum or environment. At least two pre-referral interventions must be tried and documented. If the child's performance improves, an evaluation may not be needed. If problems continue, an evaluation with help to identify the student's needs and effective instructional strategies.

Referral: a parent or school staff can make a referral for a special education evaluation. If classroom interventions are not successful, the classroom teacher may make a referral to the Child Study Team, who will consider the referral and determine whether the child should receive further evaluation. The Team determines the areas to be evaluated and the types of assessments that will be completed.

Related Services: services required so that the child will benefit from special education (e.g. occupational therapy, social work, transportation).

Resource room: a student may receive his or her special education and related services in the special education classroom, rather than a regular education classroom.

Special Education: specialized instruction and related services designed to meet the unique needs of a student with a disability, at no cost to the parent.