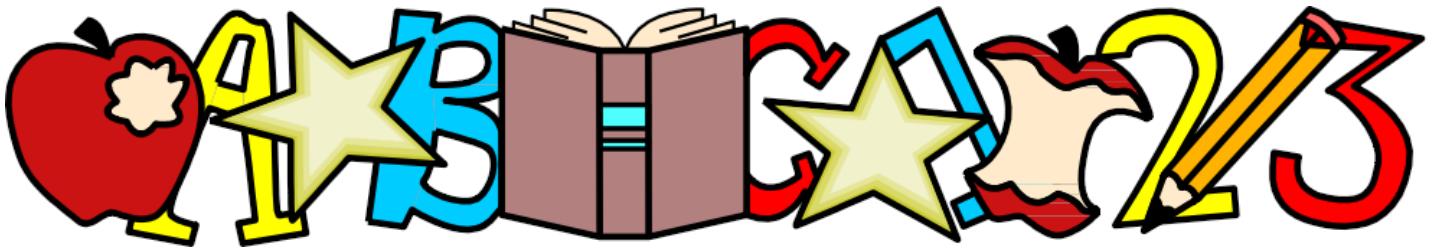




MONTANA ACRONYMS AND DEFINITIONS

“IN A GENTLE WAY, YOU CAN
SHAKE THE WORLD.”

-MAHATMA GANDHI



Montana
An Educator and Parent
Primer on
Special Education, Early Childhood and Vocational
Rehabilitation
Acronyms, Abbreviations,
and Definitions



Montana Office of Public Education
2013



Greetings!

And welcome to the world of Special Education, Early Childhood and/or vocational rehabilitation.

As you participate in the special education, early childhood and vocational rehabilitation process, you will encounter unfamiliar language and acronyms. The language is often referred to as "acronyms." It may seem like a foreign language, but it is really just a language of initials. These initials are explained and in some cases defined in this booklet.

Often, during meetings, many of these terms and acronyms are used frequently, and it is assumed that everyone is familiar with the meaning. If you are in a meeting and this occurs, feel free to ask, "what does that term mean?"

This booklet has been designed to provide the common terms/definitions and acronyms and give some definitions of these special education, early childhood and vocational rehabilitation terms.



Montana & National Acronyms Reference Guide

<u>Acronym</u>	<u>Description</u>
A	
AAA	American Academy of Audiology
AAC	Augmentative & Alternative Communication
ABA	Applied Behavior Analysis
AAP	American Academy of Pediatrics
ABR	Auditory Brainstem Response
ACF	Administration for Children & Families
ADA	Americans with Disabilities Act
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
AI-ANPB	American Indian-Alaskan Native Program Branch (Head Start)
ALD	Assistive Listening Device
AOTA	American Occupational Therapy Association
APE	Adapted Physical Education
APR	Annual Performance Report
APTA	American Physical Therapy Association
ARD	Admission Review and Dismissal
ARM	Administrative Rules of Montana

ARC	Attachment Self-Regulation & Competency
ASD	Autism Spectrum Disorder
ASHA	American Speech-Language-Hearing Association
ASL	American Sign Language
ASQ	Ages and Stages Questionnaire
ASQ-SE	Ages and Stages Questionnaire –Social Emotional
AT	Assistive Technology
AU	Autism
AUD	Audiology
AVT	Auditory Verbal Training
AVI	Auditory Verbal International
A/V	Auditory Verbal Therapy
B	
BAS	Business Administration Scale
BB	Best Beginnings
BBAC	Best Beginnings Advisory Council (Montana)
BD	Behavior Disorders
BIA	Bureau of Indian Affairs
BBER	Bureau of Business & Economic Research (University of MT, Kids Count housed in BBER)
BEST	Bringing Early Success to Providers (Montana Childcare training)
BI/BI	Bilingual-Bicultural
BIE	Bureau of Indian Education
BIP	Behavioral Intervention Plan

BIR Behavior Incident Report

C

CACFP Child & Adult Care Food Program

CADRE Consortium for Appropriate Dispute Resolution in Special Education

CAP Community Action Program

CAPS Child & Adult Protective Services

CAPTA Child Abuse Prevention and Treatment Act

CAW Childhood Autism Waiver

CCC Certified in Clinical Competence

CCDBG Child Care Development Block Grant (same as CCDF-see below)

CCDF Child Care Development Fund \

CCR&R Child Care Resource & Referral

CCUBS Child Care Under the Big Sky (MT early care & educhild care computer system)

CDA Child Development Associate Credential

CD Cognitive Delay

CDC Center for Disease Control

CDC Child Development Center (Headquartered in Missoula)

CDF Children's Defense Fund

CDBG Community Development Block Grant

CEC Council for Exceptional Children

CELL Center for Early Literacy Learning

CFR Code of Federal Regulations

CHADD Children and Adults with Attention Deficit/Hyperactivity Disorder

CLASS Classroom Assessment Scoring System

CM	Case Management
CMS	Center for Medicare & Medicaid Services
CoP	Community of Practice
COPSSE	Center on Personal Studies in Special Education
COTA	Certified Occupational Therapist Assistant
CP	Cerebral Palsy
CQI	Continuous Quality Improvement
CPRC	Community Parent Resource Centers
CSED	Child Support Enforcement Division
CSEFEL	Center on the Social Emotional Foundations of Early Learning
CSHCN	Children with Special Health Care Needs
CSPD	Comprehensive System of Personnel Development
CTF	Children's Trust Fund

D

DAP	Developmentally Appropriate Practice
DB	Deaf-Blindness
DD	Developmental Disability
DDP	Developmental Disability Program (Montana)
DEAP	Developmental Educational Assistance Program (Montana)
DEC	Division of Early Childhood (Of the CEC)
DIBELS	Dynamic Indicators of Basic Early Literacy Skills
DLL	Dual Language Learners
DHHS	Department of Health and Human Services

DNR	Do Not Resuscitate
DOH	Department of Health
DPH	Due Process Hearing
DPHHS	Department of Public Health and Human Services (Montana)
DPHO	Due Process Hearing Officer
DSM-V	Diagnostic and Statistical Manual V

E

EC	Early Childhood
ECC	Early Childhood Coalition
ECCS	Early Childhood Comprehensive System
ECE	Early Childhood Education
ECI	Early Childhood Intervention
ECLKC	Early Childhood Learning and Knowledge Center
ECPPD	Early Childhood Partnership for Professional Development (Montana)
EC PSC	Early Childhood Permissive Special Competency(Montana)
ECERS-R	Early Childhood Environmental Rating Scale-Revised
ECP	The Early Childhood Project (Montana State University)
ECO	Early Childhood Outcome Center
ECSB	Early Childhood Services Bureau (DPHHS Montana)
ECSE	Early Childhood Special Education
ED	Emotional Disturbance
EDGAR	Education Department General Administration Regulations
EHDI	Early Hearing Detection & Intervention
EHS	Early Head Start
EI	Early Intervening

EIPA	Education Interpreter Performance Assessment
ELE	Essential Learning Expectation
ELL	English Language Learners
ELLCO	Early Literacy & Language Classroom Observation
ELO	Extra Learning Opportunity
EPSDT	Early Periodic Screening, Diagnosis and Treatment
ER	Evaluation Report
ERIC	Educational Resource Information Center
ERF	Early Reading First
ESEA	Elementary & Secondary Education Act
ESL	English as a Second Language
ESY	Extended School Year

F

FAE	Fetal Alcohol Effect
FAPE	Free Appropriate Public Education
FAS	Fetal Alcohol Syndrome
FBA	Functional Behavior Assessment
FCCERS-R	Family Child Care Environmental Rating Scale- R
FERPA	Family Education Rights and Privacy Act
FFN	Family, Friend and Neighbor Care
FSS	Family Support Specialist
FSSAC	Family Support Service Advisory Council (Montana)
FWP	Fish Wildlife & Parks (Montana)
FY	Fiscal Year

G

GATE	Gifted and Talented Education
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GRPA	Government Performance & Results Act
GS	General Supervision
GSEG	General Supervision Education Grant
GT	Gifted and Talented

H

HELP	Hawaii Early Learning Profile
HHS	US Department of Health & Human Services
HI	Hearing Impaired
HIPAA	Health Insurance Portability Accountability Act
HMK	Healthy Montana Kids
HRDC	Human Resource Development Council
HSSCO	Head Start State Collaboration Office
HQT	Highly Qualified Teacher

I

ICC	Interagency Coordinating Council (Montana Part C)
IDEA	Individuals with Disabilities Education Act
IEE	Individual Education Evaluation
IEFA	Indian Education for All
IEP	Individual Education Program
IERS	Institute for Educational Research & Service
IES	Institute of Educational Services
IFSP	Individual Family Service Plan
IHCP	Individualized Health Care Plan
IHE	Institute of Higher Education
IHS	Indian Health Services

IQ	Intelligence Quotient
ISC	Individual Support Coordinator
ITERS-R	Infant/Toddler Environmental Rating Scale-Revised

L

LA	Lead Agency (Part C)
LAP	Learning Accomplishment Profile
LCP/LCI	Legally Certified Provider/ Legally Certified In-home Provider (Child Care- Montana)
LD	Learning Disability
LEA	Local Education Agency
LEP	Limited English Proficiency
LICC	Local Interagency Coordinating Council
LRE	Least Restrictive Environment

M

MAC	Montana Advocates for Children
MAEP	Montana Adaptive Equipment Program
MAEP	Montana Autism Education Project
MBI	Montana Behavior Initiative
MCCR&R	Montana Child Care Resource and Referral Network
MCD	Montana Council on Disabilities
MCDC	Montana Community Development Corporation
MCE	Manual Codes for English
MCEC	Montana Council for Exceptional Children
MCH	Maternal & Child Health
MECAP	Montana Early Childhood Apprenticeship Program
MIECHV	Maternal, Infant, & Early Childhood Home

	Visiting Program
MOU	Memorandum of Understanding
MPRRC	Mountain Plains Regional Resource Center
MSDB	Montana School for the Deaf and Blind
MSHA	Montana Speech & Hearing Association
MSIP	Monitoring & State Improvement Planning of OSEP (Office of Special Education Programs)
MSRP	Montana Striving Readers Project
MSRRC	Mid- South Regional Resource Center
MtAEYC	Montana Association for the Education of Young Children
MtCCA	Montana Child Care Association
MT CTF	Montana Children's Trust Fund
MTHSA	Montana Head Start Association
MTPEL	Montana Partnership for Early Literacy
MT PIRC	Montana Parent Information and Resource Center
MTSS	Multi-Tiered System of Support
N	
NAECS/SDE	National Association of Early Childhood Specialists in State Departments of Education
NAEYC	National Association for the Education of Young Children
NAFCC	National Association of Family Child Care
NASBE	National Association of State Boards of Education
NASDSE	National Association of State Directors of Special Education
NCLB	No Child Left Behind
NCRECE	National Center for Research in Early Childhood Education
NCRRC	North Central Regional Resource Center

NCQTL	National Center on Quality Teaching and Learning (Head Start)
NECTAC	National Early Childhood Technical Assistance Center
NECTC	National Early Childhood Transition Center
NEILS	National Early Childhood Intervention Longitudinal Study
NERRC	Northeast Regional Resource Center
NIMAC	National Instructional Materials Access Center
NHSA	National Head Start Association
NICHCY	National Information Center for Children and Youth with Disabilities
NICU	Neonatal Intensive Care Unit
NIH	National Institute of Health
NPDCI	National Professional Development Center on Inclusion
NPRM	Notice of Proposed Rule Making

O

OAE	Otoacoustic Emissions
OCR	Office for Civil Rights
ODD	Oppositional Defiant Disorder
OERI	Office of Educational Research and Improvement
OHI	Other Health Impaired
OHS	Office of Head Start
OI	Orthopedic Impairment
O&M	Orientation and Mobility
OMB	Office of Management and Budget
OPA	Office of Public Assistance
OPI	Office of Public Instruction (Montana)

OSEP	Office of Special Education Programs
OSERS	Office of Special Education and Rehabilitation Services
OT	Occupational Therapy

P

P21	Partnership for 21 st Century
P&A	Protection and Advocacy
PACER	Parent Advocacy Coalition for Educational Rights
PART	Program Assessment Rating Tool
Part B	Special Education—School-Aged Children
Part C	Special Education—Birth–Two Years Old
PAS	Program Administration Scale (Child Care Center)
PAT	Parents as Teachers
PBIS	Positive Behavioral Interventions and Supports
PBS	Positive Behavioral Supports
PDD	Pervasive Development Disorders
PDD-NOS	Pervasive Developmental Delay-Not Otherwise Specified
PE	Physical Education
PECS	Picture Exchange Communication System
PEELS	Pre-elementary Education Longitudinal Study
PERPS	Professional Educator Preparation Program Standards
PHI	Personal Health Information
PIR	Program Information Report (Head Start Data)
PL	Public Law (Federal)
PLAAFP	Present Levels of Academic Achievement and Functional Performance

PLUK	Parents Lets Unite for Kids
Project	Project Responsive Education for All REAL Learners
PRT	Pivotal Response Training
PT	Physical Therapist
PT	Physical Therapy
PTAC	Parent Technical Assistance Center
PTI	Parent Training and Information

Q

QAD	Quality Assurance Division (Montana)
QLC	Quality Life Concepts (Montana)

R

RBEI	Routines-Based Early Intervention
RBI	Research Based Intervention
RDA	Results Driven Accountability
RFP	Request for Proposal
R&R	Resource and Referral (Child Care Resource &Referral)
RRC	Regional Resource Center
RTI	Responsiveness to Intervention

S

SAM	School Administrators of Montana
SEA	State Education Agency (Part B)
SEAP	State Special Education Advisory Panel Section 619 Special Education—3–5 Years Old
SEE	Signing Exact English
SHHH	Self Help for Hard of Hearing People
SI	Sensory Integration
SL	Speech Language

SLP	Speech Language Pathologist
SNAP	Supplemental Nutrition Assistance Program
SOC	Systems of Care
SPDG	State Personnel Development Grant
SPED	Special Education
SPP	State Performance Plan
SRT	Speech Reception Threshold
SSHSI	Safe Schools/Healthy Students Initiative
SSIP	State Systemic Improvement Plan
STO	Short Term Objective

T

TA	Technical Assistance
TACSEI	Technical Assistance Center on Social Emotional Interventions
TAESE	Center for Technical Assistance for Excellence in Special Education
TANF	Temporary Assistance for Needy Families
TASK-12	Training and Assessment of School Interpreters (K-12)
TC	Total Communication
T/TA	Training and Technical assistance
TBI	Traumatic Brain Injury
TDD/TTY	Telecommunications Device for the Deaf
TOD	Teacher of the Deaf
TQRIS	Tiered Quality Rating Improvement System
TSA	The Sponsor Agency

U

USDA	United States Department of Agriculture
USDE	United States Department of Education

V

- VI Visual Impairment
- VR Vocational Rehabilitation
- VRA Visual Reinforcement Audiometry

W

- WIC Women, Infants & Children
- WEEL Working for Equality and Economic Liberation

Common Terms and Definitions

The following are some definitions for some of the foreground concepts in special education.

Accommodations: Special academic and/or behavioral adjustments that assist a student to participate in the general education classroom, also known as supplemental aids and services. Accommodations do not change what is being measured or taught, only the way it is delivered. (See modifications.)

Adapted Physical Education (APE): A component of the educational curriculum in which physical, recreational, and other therapists work with children who exhibit delays in motor development and perceptual motor skills. It is a related service some children might need in addition to or in place of physical education.

Adequate Yearly Progress: The degree of progress for children in academic areas established by the State Education Agency.

Advocate: An individual who represents or speaks on behalf of another person's interests (as in a parent with his/her child).

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

American Speech-Language-Hearing Association (ASHA): The national professional association for speech and language therapists and audiologists.

Americans with Disabilities Act (ADA): A civil rights law that prohibits discrimination against persons with disabilities in the areas of accessibility, employment, public services, public accommodations, transportation, and communication.

Annual Performance Report: The report that is submitted by each State to the U.S. Department of Education that provides data and information on compliance and results of special education for children with disabilities.

Aphasia: A communication disorder characterized by difficulty with producing language and/or with understanding language.

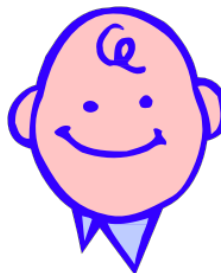
Assessment: The gathering of information by qualified personnel on a child's development and on the needs and priorities of the family. This information about the child and family is used in planning the Individual Family Service Plan (IFSP).

Assistive Technology Device (AT): Any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of individuals with disabilities. Public schools are required to consider the assistive technology needs of students with disabilities.

Attention Deficit Disorder (ADD): A neurobiological disorder. Typically, children with ADD have developmentally inappropriate behavior, including poor attention skills and impulsivity. These characteristics arise in early childhood, typically before age seven, are chronic, and last at least six months. Children with ADD may also experience difficulty in the areas of social skills and self-esteem.

Attention Deficit Hyperactivity Disorder (ADHD): A neurobiological disorder. Typically, children with ADHD have developmentally inappropriate behavior, including poor attention skills, impulsivity, and hyperactivity. These characteristics arise early in childhood, typically before age seven, are chronic, and last at least six months. Children with ADHD may also experience difficulty in the areas of social skills and self-esteem.

Autism (AU): A developmental disability significantly affecting verbal and non-verbal communication and social interaction.



Autism and Pervasive Developmental Disorder:

Developmental disabilities that share many of the same characteristics. Usually evident at age three, autism and PDD are neurological disorders that affect a child's ability to communicate, understand language, play, and relate to others.

Behavioral Assessment (BA): Gathering (through direct observation and by parent report) and analyzing information about a child's behavior. The information may be used to plan ways to help the child change unwanted behaviors. Observations include when a behavior occurs as well as the frequency and duration of the behavior.

Behavior Disorders (BD): A term used by some States for children who exhibit difficulties with social interactions and inappropriate behavior that interferes with learning.

Behavior Intervention Plan (BIP): A plan that is put in place to teach a child proper behavior and social skills. It should be positive in nature, not punitive.

Bureau of Indian Education (BIE): The government agency that oversees and assists in the educational affairs of the Native Americans. The BIE operates schools in 23 States.

Cerebral Palsy (CP): A disorder of movement and posture control resulting from non-progressive damage to the brain during fetal life, the newborn period, or early childhood. Both genetic and acquired factors may be involved. It may be caused by a lack of normal fetal brain development or by injury to the brain. The extent and location of the brain damage determine the type of cerebral palsy and the associated symptoms.

Certified Occupational Therapist Assistant (COTA): An individual who has received special training and instruction in the area of occupational therapy.

Child Find (CF): A required federal program that requires States to actively locate children, birth to age 21, with developmental disabilities or who are a risk for developmental disabilities. It particularly focuses on children not enrolled in school programs.



Children and Adults with Attention- Deficit/Hyperactivity Disorder (CHADD): A national organization that provides information, training and support for individuals interested and/or impacted by ADD/ADHD.

Cognitive Delay (CD): A disability where a child's intellectual and adaptive behavior is below average and impacts the child's education.

Consent: Written parent permission before initial evaluation and placement in special education

Council for Exceptional Children (CEC): The largest international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted.

Comprehensive Educational Evaluation: The evaluations and observations done by the school staff to find out if the child has a disability and requires special education and related services. The school's multi-disciplinary team is required to do this evaluation and hold a meeting with the parent to discuss the results. A parent may choose to share any evaluation and assessment information done by the child and family agency or by other qualified persons.

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

Deaf-Blindness (DB): Concomitant hearing and visual impairments that cause severe communication, developmental, and educational needs.

Department of Health (DOH): The government agency whose mission is to promote health and sound health policy, prevent disease and disability, improve health services systems, and ensure that essential public health functions and safety net services are available.



Developmental Disability (DD): Any physical or mental condition that begins before the age of 18 years, causes the child to acquire skills at a slower rate than his/her peers, is expected to continue indefinitely, and impairs the child's ability to function in society.

Diagnostic and Statistical Manual IV (DSM- IV): The American Psychiatric Association's classification and description of behavioral and emotional disorders.

Disability: A substantially limiting physical or mental impairment that affects basic life activities such as hearing, seeing, speaking, walking, caring for oneself, learning, or working.

Due Process: A process for resolving a dispute between the family and the child and family service agency related to the delivery of early intervention services. In special education, due process refers to a process for resolving a dispute between the family and the public school related to the identification, evaluation, or placement of a child with disabilities.

Due Process Hearing: A legal proceeding, similar to a court proceeding where a hearing officer is presented evidence by disagreeing parties. A verbatim record is taken of the proceedings, and a hearing officer writes a decision that may be appealed to the State education agency, and if desired, to a civil court.

Due Process Hearing Officer: The trained and neutral individual who conducts the due process hearing.

Dyslexia: A learning disability in which the child has difficulty with reading due to difficulty distinguishing written symbols. For example, transposing letters and words such as reading “top” as “pot.”



Dyspraxia: Difficulty with planning and performing coordinated movements although there is no apparent damage to muscles.

Early Intervening: A general education responsibility, providing evidence-based strategies for students experiencing academic and behavioral difficulties.

Early Intervention: Specialized services provided to infants and toddlers ages birth to three who are at risk for or are showing signs of developmental delay.

Educational Assistant (Paraeducator) (EA): A person who provides assistance to students under the supervision of the teacher.

Emotional Disturbance (ED): A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects educational performance.

A) An inability to learn that cannot be explained by intellectual, sensory, or health factors; B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers; C) Inappropriate types of behavior or feelings under normal circumstances; D) A tendency to develop general pervasive mood of unhappiness or depression; or E) A tendency to develop physical symptoms or fears associated with personal or school problems.

Extended School Year (ESY): The delivery of special education and related services during the summer vacation or other extended periods when school is not in session. The purpose for ESY is to prevent a child with a disability from losing previously learned skills. The IEP team must consider the need

for Extended School Year at each meeting and must describe those services specifically with goals and objectives. Not all special education students require an extended school year. Extended school year services must be individually developed to meet the child's unique needs.

Family Education Rights and Privacy Act (FERPA): A federal law that protects the privacy and transfer of student education records.

Family Infant Toddler Program (FIT): A program that provides early intervention services to help families who have concerns about the development of their young child (birth to three).

Fidelity: The unfailing fulfillment of one's duties and obligations and strict adherence to vows or promises. Fidelity means to implement a program as it was intended; to ensure that all services are delivered correctly (e.g., that a reading program is implemented correctly).

Free Appropriate Public Education (FAPE): An individualized educational program that is designed to meet the child's unique needs and from which the child receives educational benefit.

Functional Behaviors: Behaviors (basic skills, such as meal-time skills) the child has mastered, or needs to master, in order to get along as independently as possible in society.

Functional Behavior Assessment (FBA): A process that examines why a child behaves the way he or she does given the nature of the child and what is happening in the environment. It is a process for collecting data to determine the possible causes of problem behaviors and to identify strategies to address the behaviors.



Gifted & Talented (GT): Those students with above average intellectual abilities.

Head Start: A federal program started in 1965 aimed at providing a comprehensive preschool program for children ages three to five from low-income families. Planned activities are designed to address individual needs and to help children attain their potential in growth and mental and physical development before starting school.

Health Insurance Portability Accountability Act (HIPAA): Federal law that outlines the confidentiality and protection of medical records.

Independent Educational Evaluation (IEE): An evaluation conducted by a qualified examiner who is not employed by the school district responsible for the education of the child.

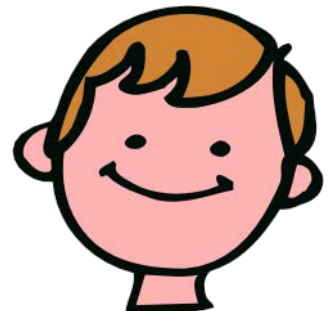
Individuals with Disabilities Education Act (IDEA): The federal law that provides the legal authority for early intervention and special educational services for children birth to age 21. Part B outlines services for children ages three to 21. Part C outlines services for children birth to age three.

Individualized Education Program (IEP): A written statement of a child's current level of educational performance and an individualized plan of instruction, including the goals, specific services to be received, the staff who will carry out the services, the standards and timelines for evaluating progress, and the amount and degree to which the child will participate with typically developing peers (Inclusion/Least Restrictive Environment). The IEP is developed by the child's parents and the professionals who evaluated the child and/or are providing the services. It is required by the Individuals with Disabilities Education Act (IDEA) for all children eligible for special education.

Individual Family Service Plan (IFSP): The written document that defines the early intervention services provided to the child and family. The program is designed to meet the needs of the child and the family, and is based on family-identified priorities.

Interagency Agreement: A document signed by authorized representatives of at least two agencies outlining mutually agreed upon responsibilities to perform certain duties under specified conditions.

Interagency Coordinating Council: A council established for the purpose of advising and assisting in the development and implementation of quality services for infants and toddlers with disabilities. State councils are required by IDEA.



Individualized Health Care Plan (IHCP): A plan developed by the school nurse in collaboration with parents and teachers that outlines specific health care procedures to be provided to a student.

Intelligence Quotient (IQ): The score of an intelligence test that is a form of psychological testing of an individual's capacity to learn and deal effectively with his/her environment.

Learning Disability (LD): A disorder in one or more of the basic psychological processes involved in understanding or using spoken or written language that may manifest itself in an imperfect ability to listen, think, speak, read, write, or spell or to do mathematical calculations.

Least Restrictive Environment (LRE): The placement for children with disabilities that is, to the maximum extent appropriate, including children in public or private institutions or other care facilities, where they are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Limited English Proficiency (LEP): Children whose primary language is other than English.

Local Education Agency (LEA): The public schools operating in accordance with statutes, regulations, and policies of the State Department of Education.

Modifications: Change or alterations to what is being measured or taught. Modifications create a different standard for children whose disabilities require more intense adjustments. Modifications are also typically included in the IEP. (See accommodations.)

Music Therapy: A therapeutic service to meet recreational or educational goals. Music therapy includes playing instruments, moving to music, singing, and listening to music. It is used in a variety of applications in schools, hospitals, and private settings through both individual and group approaches, often in conjunction with other types of therapy. Both music education and music therapy contribute to special education by promoting learning and self-growth through enjoyable activities.

National Association of State Directors of Special Education (NASDSE): The national organization for State special education directors, which provides support in the delivery of quality education to children and youth with disabilities throughout the country. <http://www.nasdse.org/>

National Early Childhood and Technical Assistance Center (NECTAC):

The organization funded by the U.S. Department of Education that provides technical assistance in the area of early childhood special education.

Natural Environment: The natural or everyday settings for your child. These are places where the child would be if they didn't have a special developmental concern. It is where all children would be (for example, home, childcare, parks, etc.).

Occupational Therapist (OT): A professional who provides therapy services based on engagement in meaningful activities of daily life such as self-care skills, education, recreation, work or social interaction.

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

Office of Special Education Programs (OSEP): Dedicated to improving results for infants, toddlers, children, and youth with disabilities ages birth through 21 by providing oversight, leadership, and financial support to assist States and local districts. OSEP administers the Individuals with Disabilities Education Act (IDEA).

Oppositional Defiant Disorder (ODD): Children who exhibit defiant and anti-social behaviors over a long period of time and environment.

Orientation and Mobility (O&M): Services provided to the blind or visually impaired by qualified personnel to enable a child to safely move in school and other environments.

Orthopedic Impairment (OI): Any orthopedic impairment that adversely affects a child's educational performance.

Other Health Impaired (OHI): An educational classification that describes students who have chronic or acute health problems that cause limited strength, vitality, or alertness that adversely affects a child's educational performance.

Pervasive Developmental Disorders (PDD): Refers to the overall category of Pervasive Developmental Disorders that includes autism, Rett Syndrome, Asperger's syndrome, PDD-NOS, and Childhood Disintegrative Disorder.

Part B: The section of the federal special education regulations that addresses school-aged children with disabilities.



Part C: The section of the federal special education regulations that addresses children birth through two years.

Physical Education (PE): The area of general education that addresses a student's physical development.

Physical Therapist (PT): A professional who is devoted to improving a person's physical abilities through activities that strengthen muscular control and motor coordination.

Preschool Special Education: An educational program that is designed to meet the unique developmental needs of an individual child with a disability who is three, four, or five years of age. It is a child-focused educational effort. Sometimes referred to Section 619 of the law.

Present Levels of Academic Achievement and Functional Performance (PLAFFF): Statements written in the IEP that accurately describe the student's strengths, weaknesses, and learning styles.

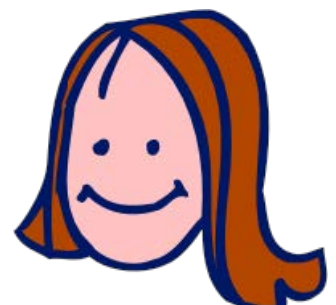
Prior Written Notice (PWN): Must inform parents of their rights. It is a form that the school must use to tell parents why they're doing what they're doing or why they're not doing what they're not doing—they must tell parents in writing.

Protection and Advocacy (P&A): The Protection and Advocacy System is a private, nonprofit organization that protects and promotes the rights of people with disabilities.

Parent Technical Assistance Center (PTAC): The regional center that works to strengthen the connections between State parent centers and the OSEP Technical Assistance and Dissemination Network and fortify partnerships between Parent Centers and education systems at local, State, and national levels.

Parent Training and Information (PTI): Each State has a Parent Training and Information center to assist parents of children with disabilities to become more knowledgeable about special education and their child's disability.

Regional Resource Center (RRC): Funded by the U.S.



Department of Education, there are six RRCs that provide technical assistance in special education for State Education Agencies.

Related Services: A service that assists a student to benefit from special education. Examples are physical therapy, occupational therapy and school counseling.

Responsiveness to Intervention (RTI): A general education process that provides support for students experiencing academic and behavioral difficulties.

Screening: The process of looking at a child's development to find out if there are any areas of concern. It is used to recommend children for more in-depth evaluation.

Section 504 Coordinator: A school employing 15 or more persons must assign a person to coordinate compliance with Section 504 regulations. It is recommended that all school districts appoint a 504 coordinator. It is recommended that the same individual serve as the Title VI, Title IV, and Americans with Disabilities Coordinator.



Section 504 of the Rehabilitation Act: A federal law that protects the civil rights of individuals with disabilities. This law is closely intertwined with IDEA. Children with disabilities who are not eligible for special education may qualify for accommodations under Section 504 if they meet the 504 eligibility criteria.

Section 619: Authorizing section of Part B of IDEA that requires States to provide preschool services to children with disabilities, ages three to five.

Self-stimulation: Often referred to as stimming, these are abnormal behaviors, such as head banging, watching the fingers wiggle, or rocking side to side, that interfere with the child's ability to "sit still" and pay attention or to participate in meaningful activity.

Sensory Integration Disorder (SID or SI): Also known as Sensory Integration Dysfunction—The inability to process information received through the senses, causing problems with learning, development, and behavior.

Sensory Integration Treatment (SI): A technique of occupational therapy that provides playful, meaningful activities that enhance an individual's sensory intake and lead to more adaptive functioning in daily life.

Short Term Objectives (STO): Part of a child's IEP that breaks down an annual goal into small measurable steps. Optional except for students taking alternate assessments.

Special Education: Specialized instruction tailor- made to fit the unique learning strengths and needs of students with disabilities. A major goal of special education is to teach the skills and knowledge the child needs to be as independent as possible. Special education programs focus on academics and also include therapy and other related services to help the child overcome difficulties in all areas of development. These services may be provided in a variety of educational settings but are required by IDEA to be delivered in the least restrictive environment.

Specific Learning Disability (SLD): A disorder that affects the ability to listen, think, speak, read, spell, or do mathematical calculations.

Speech and Language (SL) Disorders: Problems in communication and related areas such as oral motor function. These delays and disorders range from simple sound substitutions to the inability to understand or use language or use the oral-motor mechanism for functional speech and feeding. Some causes of speech and language disorders include hearing loss, neurological disorders, brain injury, mental retardation, drug abuse, physical impairments such as cleft lip or palate, and vocal abuse or misuse. Frequently, however, the cause is unknown.

Speech Language Pathologist (SLP): A trained therapist who provides treatment to help a person develop or improve articulation, communication skills, and oral-motor skills. Also helps children with speech errors and/or those with difficulties in language patterns.

State Board of Education: Determines public school and vocational education policy and manages and directs all public schools under provisions of applicable laws.

State Department of Education: Oversees all aspects of education in the State.

State Education Agency (SEA): The State Board of Education or other agency responsible for the State supervision of public elementary and secondary schools.



State Performance Plan (SPP): The Individuals with Disabilities Education Act (IDEA) of 2004 requires States to develop a six-year performance plan. This plan (SPP) evaluates the efforts to implement IDEA and describes measurable plans for continuous improvement. OSEP has identified indicators to be included in the SPP and requires States to report progress on targets set by federal and State law to determine compliance.

State Personnel Development Grant (SPDG):

A competitive grant offered by the U.S. Department of Education to States. The purpose is to improve special education services in the State.

State Special Education Advisory Panel (SEAP): An advisory panel required by federal law in each State for the purpose of providing policy guidance with respect to special education and related services for children with disabilities in the State.

Tactile Defensiveness: An abnormal sensitivity to touch indicated by avoidance or rejection of touching and handling. The child who has tactile defensiveness may resist touching or being touched by something that is wet, that is an unusual texture, or that is an unfamiliar temperature or pressure.

Telecommunications Device for the Deaf (TDD/TTY): An assistive technology device attached to a telephone to enable individuals who are deaf to communicate with others.

Therapy: A treatment for certain physical or psychological conditions. The most common forms of therapy provided through early intervention and special education include occupational therapy, physical therapy, and speech/ language therapy.

Transition: The movement from one service, location, or program to another. Young children with disabilities transition at age three from early intervention to preschool special education services or to other community settings and services (early intervention and special education). Adolescents transition from school to adult services.

Transportation: A related service. If it is determined that the child needs this service to benefit from their education, the school district must provide the transportation, contract with another agency, or contract with the parents

to bring their child to school. Transportation could mean round trip, home to school and school to home, services.

Traumatic Brain Injury (TBI): Physical damage to the brain that could result in physical, behavioral, or mental change depending on which area of the brain is injured. TBI could impact a student's education; special education services might be needed.

United States Department of Education (USDE): Provides guidance, fiscal support, and technical assistance to the States.

Visual Impairment (VI): An impairment in vision that, even with correction, adversely affects a child's educational performance.

Vocational Rehabilitation (VR): A program of rehabilitation through job training focusing on the participant moving toward gainful employment.

New Acronyms Since 2001

APR: Annual Performance Report

COP: Communities of Practice

CSI: Center for Systemic Improvement

DSM V: Diagnostic and Statistical Manual of Mental Disorders (5th edition)

HQT: Highly Qualified Teachers

MOE: Maintenance of Effort

MTSS: Multi-Tiered System of Supports

RDA: Results Driven Accountability

RTI: Response to Intervention

SIMR: State Identified Measurable Result

SPP: State Performance Plan

SSIP: State Systemic Improvement Plan

Do these new issues impact
the current Montana CSPD
Vision and Mission?



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