

Definitions
State Board Rule 160-4-7-.21
Glossary of Common Terminology used in Special Education Programming

Access Program for Students with Intellectual Disabilities: The special education program for high school students with disabilities who are significantly cognitively disabled and are in Mild, Moderate or Severe and Profound classes. Students require a significantly modified, integrated curriculum based on functional life skills instead of the general education curriculum with/without support. They earn Carnegie Units/Access credits which along with other requirements lead to a regular education diploma.

Accommodation: A change in instruction or setting that enables students to demonstrate their abilities in the classroom or an assessment/test setting. Accommodations are designed to provide equity, not advantage, for students with disabilities. Accommodations include assistive technology as well as alterations to presentation, response, scheduling, or settings. When used appropriately, they reduce or even eliminate the effects of a student's disability but do not reduce or lower the standards or expectations for content. Accommodations that are allowed and appropriate for assessments do not invalidate assessment results.

Adapted Physical Education: Adapted PE is physical education that has been modified so that students with disabilities who are unable to participate in regular PE can participate in a modified or adapted PE.

Alternative Teaching: A special education co-teaching model used where one teacher takes responsibility for a large group while the other teacher works with the smaller group.

Applied Behavior Analysis (ABA): ABA is a scientifically designed teaching method that utilizes rewards to teach specific behaviors and skills and reduce unwanted behaviors.

Assistive Technology (AT): The systematic application of technology, engineering methodologies, or scientific principles to meet the needs of, and address the barriers confronted by persons with developmental disabilities in areas including education, employment, supported employment, transportation, independent living, and other community living arrangements.

Assistive Technology Device: 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 the functional capabilities of students with disabilities. Low and high technology devices may be purchased, constructed or modified to meet the student's needs. Examples of commonly used devices are a pencil grip, Boardmaker, specialized software, or low or high voice output devices.

Attention Deficit Hyperactivity Disorder (ADHD): A condition in which a child exhibits signs of developmentally inappropriate hyperactivity, impulsivity, and inattention. These characteristics are usually present before the age of seven. ADHD is similar to “Attention Deficit Disorder” except emphasis is placed on hyperactivity. The appropriate terms are ADHD-predominately inattentive type or ADHD- predominately hyperactivity type.

Autism (AU): A developmental disability caused by a physical disorder of the brain appearing during the first three years of life. Symptoms include disturbances in physical, social and language skills; lack of eye contact; abnormal sensory responses; and abnormal ways of relating to people, objects and events; unusually high or low activity levels; insistence that the environment and routine remain unchanged; little imaginative play, and repetitive movements such as rocking and spinning, head banging, and hand twisting.

Autism Spectrum Disorders (ASD): Students with ASD exhibit evidence of delay, arrests or inconsistencies in developmental rates and sequences in motor, sensory, social cognitive or communication skills. Difficulties may also exist in social interaction and participation, and the use of verbal/nonverbal language, especially for social communication and lack of eye contact. Unconventional, unusual, or repetitive responses to sensory stimuli may also be evident. The student may display stress over changes and/or engagement in repetitive activities.

Behavior Checklists: Objective protocols that permit an observer to count or check for the existence or absence of a given behavior or set of behaviors through direct observation of the student being evaluated.

Behavior Intervention Plan (BIP): An individual plan for a student with disabilities exhibiting behavioral difficulties. The Behavior Intervention Plan is based upon the results of a Functional Behavioral Assessment and should have positive interventions, supports and other strategies to address challenging behaviors and enables the student to learn socially appropriate and responsible behavior in school.

Behavior Management/Modification: To develop, strengthen, maintain, decrease or eliminate behaviors in a planned or systematic way.

Community Based Instruction (CBI): Community-Based Instruction is an instructional model that provides students with intellectual disabilities an opportunity to learn and practice functional skills across a variety of community settings. It allows educators to present curriculum content in natural settings while addressing deficits in generalization. All objectives and activities selected for instruction in the community are coordinated with classroom instruction. This allows for skills to be taught simultaneously, both in the classroom and the community, thereby giving multiple opportunities for practicing and generalizing functional skills.

Confidentiality: The process of keeping records for students with disabilities private and confidential. Parents and school district representatives with a “legitimate educational interest” are entitled to access a student’s records.

Continuum of Service: The range of placements required to be available, as appropriate, for the education of students with disabilities including regular classroom; regular classroom with direct service: consultative, co-teaching, or collaborative; small group classes; special classes within a school or center location; home based instruction; and instruction in a hospital or residential setting.

Consultative: Students with disabilities receive their instruction with accommodations or modifications as required in their IEPs from the General Education Teacher in a regular education class. Special Education provides direct support by consulting with the General Education Teacher and the student for a minimum of one segment per month.

Co-Teaching classes: An instructional delivery model in which the special education teacher and general education teacher share responsibility for planning, delivery, and assessment of the instruction for all students in the class.

Deaf/Hard of Hearing (D/HH): A category of disability describing a hearing loss sufficient to cause difficulty hearing and understanding language and so impacting educational access and learning. Students who are deaf/hard of hearing may require the services of the DHH teacher.

Differentiation: Differentiated instruction occurs when the teacher proactively plans varied approaches and methods to what students need to learn, how they will learn it, and how the students will present what they have learned. Differentiation increases the possibility that each student will learn as efficiently as possible and achieve to the maximum of their potential.

Due Process Hearing: A formal legal proceeding presided over by an impartial public official who listens to both sides of the dispute and renders a decision based upon the law. A parent of a student with a disability who disagrees with the school system must put his/her request for a due process hearing in writing to the office of Special Student Services.

Emotional and Behavior Disorder (EBD): A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree which disrupts the child’s or adolescent’s educational, academic, or developmental performance: An inability to learn which cannot be explained by intellectual, sensory, or health factors; an inability to build or maintain satisfactory interpersonal relationships with peers or teachers; a general pervasive mood of unhappiness or depression; or a tendency to develop physical symptoms or fears associated with personal or school problems.

Eligibility Team: The educational professionals who determine a student’s eligibility for special education services, including a school psychologist, special educator, general educator, related support staff and parents. Other professionals may be included as needed.

Evaluation: The collection of information (includes testing, observations, and parental input) about a student's learning needs, strengths, and interests. The evaluation is part of the process of determining whether a student qualifies for special education programs and services.

Extended School Year Services (ESY): A term referring to the school program for students with disabilities that extends beyond the regular school year. An IEP committee reviews data which indicates progress on goals/objectives and determines if ESY services are required as part of the student's Free and Appropriate Public Education (FAPE). The intent of ESY is to prevent significant regression which compromises the student's ability to make meaningful progress on the IEP, therefore, not providing the student with FAPE. ESY is not provided to guarantee mastery of goals/objectives.

FM Amplification System: A system in which the teacher wears a microphone and an FM Transmitter that broadcasts his/her voice to receivers used by students. The receiver may be either attached directly to a hearing aid, other personal amplification device, or in a desktop device with speakers. These devices allow students amplified access to the teacher's voice.

Free Appropriate Public Education (FAPE): A key requirement of federal legislation (IDEA) which requires that special education and related services be provided to all students with disabilities. The following requirements must be met: (a) Are provided at public expense, under public supervision and direction, and without charge; (b) Meet the standards of the state board of education and the laws pertaining thereto; (c) Include preschool, kindergarten, elementary school, and secondary school education; and (d) Are provided in conformity with an individualized educational program (IEP).

Functional Behavioral Assessment (FBA): An assessment to determine the function of a student's disruptive behavior through an analysis of the antecedents and consequences surrounding the behavior. Specific functions of behavior could include escape (i.e., getting out of an assignment) or attention (either peer or adult). A Functional Behavioral Assessment is the initial step in the development of a Behavior Intervention Plan.

Functional Curriculum: A curriculum model for students with mild, moderate and severe intellectual disabilities. Content is selected based on identified skills needed for functioning in current and future integrated community, residential, and vocational environments.

Georgia Alternate Assessment (GAA): A portfolio assessment for students with significant cognitive disabilities under the Individuals with Disabilities Education Act (IDEA) whose IEP team has determined they are unable to reasonably participate in the regular assessment program. The purpose of the GAA is to ensure all students, including students with significant cognitive disabilities, are provided access to the state curriculum and given the opportunity to demonstrate progress toward achievement of the state standards.

Georgia Network for Educational and Therapeutic Support (GNETS): The GNETS program supports local school systems' continuum of services by providing comprehensive special

education and therapeutic support for students whose behavior severely impedes their learning.

Hard of Hearing: A term to describe individuals who have some amount of hearing loss, but still rely on hearing and listening to communicate and learn.

Home Based Services (HB): Instructional services provided by a Special Education Home Based teacher to students with disabilities who are unable to attend school because of extensive suspensions or the student's medical condition is a part of or related to his/her eligibility. The IEP team determines that the student should receive educational services, then further determination is made for either Hospital/Homebound or Home Based services. The Special Education Director **MUST** be contacted when services are required.

Hospital/Homebound (HHB): Instructional services made available to students who are able to participate in educational instruction but who are medically unable to attend school for a minimum of ten consecutive days or equivalent on a modified calendar, or intermittent periods of time throughout the school year. If the student's medical condition is not a part of or related to his/her eligibility, then services would be provided through Hospital/Homebound services.

Inclusion: The process of educating students with disabilities in the general education setting with their nondisabled peers. Students receive specialized instructional services through a consultative, collaborative or co-teaching model.

Individualized Educational Program (IEP): A written plan for each student with a disability that is developed by a team of professionals (teachers, therapists, psychologist, etc.) and the child's parents.

IEP Team: The team of professional educators and parents/guardians who develop and monitor a student's Individualized Educational Program. The team is required by state law to include members who have the role of a special education teacher, general education teacher, evaluator, Local Education Agency (LEA) representative, and parent/guardian. Other specialists and the student should be included as appropriate.

Individuals with Disabilities Education Act (IDEA): The federal law that was enacted to ensure that all students with disabilities have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for employment and independent living; to ensure that the rights of students with disabilities and their parents are protected; to assist states, localities, educational service agencies, and federal agencies in providing for the education of students with disabilities; and to assess and ensure the effectiveness of efforts to educate students with disabilities.

Intellectual Disability (ID): Intellectual functioning based on multiple sources of information documenting IQ scores below 70. There is evidence of significant limitations in the child's

effectiveness in meeting standards of maturation, learning, personal independence or social responsibility, and especially school performance. The student's adaptive behavior in school and home is significantly below average.

Interim Alternative Education Setting (IAES): An educational placement designated by the IEP team for a special education student after involvement in a weapons or illicit substance violation at school. The IAES can be determined from a number of options including alternative school placement or after-school program placement and have a duration of 45 calendar days.

Least Restrictive Environment (LRE): The policy mandated by IDEA that students with disabilities be educated in the general school environment with their nondisabled peers to the greatest extent possible.

Local Education Agency/ LEA Representative: The law defines LEA Representative as a representative of the local educational agency who:

- is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities
- is knowledgeable about the general education curriculum; and
- is knowledgeable about the availability of resources of the local educational agency;

Manifestation Determination Review (MDR): School personnel may remove a student with a disability who violates the district code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting or suspension, for not more than 10 days in a school year. After the student has been removed for 10 days in the school year and the student again violates the code of student conduct, a Manifestation Determination meeting must be held to determine if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability or if the conduct was the direct result of the LEA's failure to implement the student's IEP.

Mediation: An informal process for resolving disputes between parents and schools. Mediation sessions are conducted by an impartial neutral third party at no cost to parents or school districts.

Mild Intellectual Disability (MID): A mild intellectual disability is defined by the GADOE as intellectual functioning ranging between an upper IQ limit of approximately 70 to a lower IQ limit of approximately 55; deficits in adaptive behavior that significantly limit a child's effectiveness in meeting the standards of maturation, learning, personal independence or social responsibility, and especially school performance that is expected of the individual's age level and cultural group.

Moderate Intellectual Disability (MOID): A moderate intellectual disability is intellectual functioning ranging from an upper IQ limit of approximately 55 to a lower IQ limit of approximately 40; with deficits in adaptive behavior that significantly limit a child's effectiveness in meeting the standards of maturation, learning, personal independence or social

responsibility, and especially school performance that is expected of the individual's age-level and cultural group.

Modifications: Refers to alterations in curriculum that change, lower, or reduce learning expectations and outcome. Modifications can increase the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level. Consistent use of modifications could adversely affect students throughout their educational career. Modifications in Statewide assessments may invalidate the results. The use of modifications exposes the student to the entire curriculum, but only partial mastery is expected.

Occupational Therapy (OT): Occupational Therapists in the school setting address skills which may interfere with a student's educational performance such as hand function, oral motor function, visual motor and perceptual skills, sensory awareness/processing, self-care and prevocational tasks. These areas can be addressed through a variety of interventions and strategies, which may include direct therapy with the child, consultation with the teacher, modification of the environment, provision of adaptive equipment, and staff training.

Orientation & Mobility (O&M): This term refers to the teaching and training of skills to a blind/visually impaired student that will familiarize him/her with surroundings and enable him/her to travel safely and independently throughout the environment.

Orthopedic Impairment (OI): Disorders that are caused by congenital anomalies such as deformity/absence of limb, disease such as muscular dystrophy, etc, or other causes such as cerebral palsy, amputations, etc. Evidence of deficits in academic functioning, emotional development, adaptive behavior, motor, or communication skills may exist.

Other Health Impaired (OHI): Chronic or acute health problems documented with a medical report that indicates limited strength, vitality or alertness which adversely affect a student's educational performance. Evidence of deficits in academic functioning, adaptive behavior, social/emotional development, motor or communication, motor skills or emotional development exists.

Parallel Teaching: A co-teaching model in which the general education teacher and special education teacher are teaching the same content to different groups, but present the instruction in a different way depending on student needs. Flexible grouping allows simultaneous teaching.

Paraprofessional/Para: Support personnel assigned to support students with disabilities under the leadership of a special education teacher.

Pervasive Developmental Disorder (PDD): The umbrella term used in DSM-IV which includes subcategories of Autism Spectrum Disorders, i.e. ,Childhood Autism, Asperger's Syndrome, Rett Syndrome, Childhood Disintegrative Disorder, and Pervasive Developmental Disorder-Not Otherwise Specified.

Physical Therapy (PT): School-based physical therapists assist students with disabilities to access their education. This includes activities of a school day such as moving throughout school grounds, sitting, standing in line or at the board, moving in class or through the building. Interventions may include adaptations to school environments, working with a student on motor skills, assistance with identifying and obtaining special equipment, collaboration with other professionals, and training school staff.

Psychological Report: A written report of the results of an evaluation conducted by a school psychologist that identifies student strengths and weaknesses and offers recommendations the student may need to be successful.

Related Services: Services required for a student to benefit from special education. Related Services may include transportation and supportive services such as speech, audiology, psychological services, physical and occupational therapy, and interpreters for persons with hearing impairments.

Response to Intervention (RtI): A tiered intervention process which is a problem-solving model that organizes school intervention services for students who are not meeting academic or behavioral expectations. The model provides high quality instruction and intervention matched to individual student needs, monitors progress frequently, and applies student response data to educational decisions. The RTI process progresses from universal to intensive interventions. This process also helps to identify which students respond favorably to the interventions and which students may need referral for consideration of special education.

Revocation of Parental Consent for Placement: The parent of a child with a disability has the right to revoke consent for services. The amendment does not allow a parent to revoke consent for part of the services provided by the IEP and keep specific services. Revocation of Consent means the removal of all special education services outlined in the IEP.

School Psychologist: An individual who is trained in both psychology and education and provides consultation, assessment, intervention and training for students with learning, social, emotional, or developmental problems.

Severe Emotional and Behavior Disorder (SEBD): When a child or adolescent exhibits behavioral, emotional and/or social impairment that consequently disrupts their academic and/or developmental progress, family and/or interpersonal relationships, and has impaired functioning that has continued for at least one year, or has an impairment of short duration and high severity.

Severe and Profound Intellectual Disabilities (SID/PID): A generic classification of disorders which involves physical, sensory, intellectual, social-interpersonal performance deficits significantly below average. These deficits are not limited to any given setting, but are evident in all environmental settings and often involve deficits in several areas of performance. A

student with severe intellectual functioning ranges from an upper IQ limit of approximately 40 to a lower IQ limit of approximately 25 and profound disabilities as intellectual functioning below approximately 25; with deficits in adaptive behavior that significantly limit a child's effectiveness in meeting the standards of maturation, learning, personal independence or social responsibility and especially school performance that is expected of the individual's age-level and cultural group.

Significant Developmental Delay (SDD): The term refers to a delay in a child's development in adaptive behavior, cognition, communication, motor skills or emotional development to the extent that, if not provided with special intervention, the delay may adversely affect a child's educational performance in age-appropriate activities. Initial eligibility must be established on or before the child's seventh birthday. A categorical eligibility must be established by the end of the school year in which the child turns nine years old.

Self-contained: A special education class for students with disabilities who require specialized instruction taught by a special education teacher. The model of service required in a subject area when a student's disability is so severe that he/she cannot benefit from a less restrictive placement. Students are usually functioning at least two to three grade levels below average in the subject area or may require an alternative curriculum or modifications that are too extensive to be delivered in a general education class. Students receive specialized instruction on grade level standards as well as remediation for deficit skills.

Special Education Programs/Services: Programs or services which provide specially designed instruction (offered at no cost to families) for children 3 years old through age 21 with special needs who are found eligible for such services. These include specialized learning methods or materials in the regular classroom and special classes and programs if the learning or physical disabilities are more severe.

Special Needs Preschool: The special education program for young children ages 3 – 5 with disabilities. Preschool children with disabilities may be served through home-based, community-based, or facility-based (elementary school) model, or unique combinations of these models.

Specific Learning Disability (SLD): A disorder in understanding or using spoken or written language, characterized by imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. A primary deficit in basic psychological processes is identified. There is evidence of underachievement in one or more of the following areas: oral expression, listening comprehension, written expression, basic reading skills, reading comprehension, reading fluency, mathematical calculation, or mathematical problem solving. Achievement in the classroom indicates a pattern of strengths and weaknesses. The achievement deficiencies are directly related to a pervasive processing deficit and correlates to the child's response to scientific, research-based interventions. The term does not include students who have learning problems which are primarily the result of visual, hearing, or motor disabilities; intellectual disabilities or environment, cultural or economic disadvantage.

Specialized Instruction: The use of research-based strategies designed to meet the individual needs of students with disabilities in a collaborative, co-teaching, or small group class. Instruction includes the adaptation of the content, methodology, and/or instructional delivery that addresses the unique needs of the student that result from the student's disability, and ensures access to the general curriculum.

Speech/Language Impairment (SI): An impairment in the areas of articulation, fluency, voice, or language that adversely affects a student's educational performance. Speech-Language Pathologists (SLPs) assess students, plan interventions, and provide speech and language support for students who are eligible for speech/language services.

Station Teaching: A co-teaching model in which the general education teacher and special education teacher divide content and students. Each teacher presents the content to one group and subsequently repeats the instruction to the other group. If appropriate, a third "station" could require students to work independently.

Students with a Disability (SWD): A child who is determined by a school multidisciplinary eligibility team to have a disability according to state rules and regulations and who by reason of that disability requires special education and related services.

Team Teaching: A co-teaching model in which the general education teacher and special education teacher deliver the same instruction at the same time using a whole group approach.

Traumatic Brain Injury (TBI): A form of acquired brain injury that occurs when a sudden trauma causes damage to the brain. Symptoms of a TBI can be mild, moderate, or severe, depending on the extent of the damage to the brain. Deficits in cognitive, social, or motor skills due to acquired injury adversely impact educational performance.

Visually Impaired (VI): A category of disability describing a student whose best corrected visual acuity in the better eye is 20/70 or worse. Students may require the services of a teacher of Visually Impaired students.