

## **Parent Glossary of Special Education Terms for Northeast Orange County SELPA**

### **APE Adapted Physical Education**

Specially designed physical education program tailored to the needs of students who require developmental or corrective instruction adapted to student need.

### **Assessment/Evaluation**

All functions in the testing and diagnostic process leading to the development of an appropriate, individualized, educational program for an individual with special needs.

### **CAC Community Advisory Committee**

A committee whose membership includes parents of school-age children (a majority must be parents of students with special needs); school personnel; and representatives of public, community, and private agencies. This committee advises school administrators and local school boards regarding the Local Plan for Special Education, assists districts with parent education, and promotes public awareness and understanding of individuals with special needs.

### **Developmental History**

An account taken by a school nurse during a parent interview of how the child has grown or developed in comparison to children of the same age in areas such as walking, talking, dressing, etc. It includes past medical problems. This history is required for every child placed in special education.

### **Differential Standards for Graduation**

Standards for graduation that may be modified for students with exceptional needs when appropriate.

### **Disability**

An identified problem in a basic area of functioning, such as attention and concentration, understanding of language, listening and speaking, understanding words or numbers, etc. which prevent a student from learning to read, write or do math operations as most children do.

### **Extended School Year**

Days over and above the mandatory school year; summer school.

### **Full Inclusion**

Placement of disabled students full time into general education classes, with or without special education support.

### **IEP Individualized Education Program**

Written document stating goals and objectives for students receiving special education services

**IEP Team**

A committee of parent, teacher, administrator, or designee and student, if appropriate. May include psychologist, nurse, and specialists who conduct and review assessments. Purpose is to review the assessment results, determine eligibility, determine the content of the IEP, and make program placement recommendations.

**IFSP Individualized Family Service Plan**

A process of providing early intervention services for children with special needs (age 0-3) and their families. Family-based needs are identified and a written plan is developed with periodic review.

**Integration**

Opportunities to be near non-disabled, age-appropriate peers on general education campuses.

**ISP Instructional Support Program**

Provides special education instruction, materials, and services to students with special needs who are in regular classrooms for the majority of the day.

**ITP Individualized Transition Program**

An orderly plan to prepare a secondary student for passage from school to work, adult training, and community participation, with appropriate support services.

**Learning Disabled**

Those students who display learning disabilities, behavior disorders, educational retardation, or a combination of these.

**Least Restrictive Environment (LRE)**

Students with special needs are educated to the maximum extent appropriate with regular education students. Separate schooling/classes occur when the nature of the disability is such that education in regular classes cannot be achieved satisfactorily.

**Local Plan**

A plan developed by school districts and counties and submitted for State approval which assures and provides delivery of support services to all eligible individuals with special needs living within the geographical boundaries covered by the plan.

**Mainstreaming**

Participation in a general education setting.

**Multidisciplinary assessment**

A team effort by a group of trained or credentialed school personnel, in an attempt to assess the whole child in areas such as academics, language, cognition or intelligence, health, social-emotional behavior, etc.

**Occupational Therapy**

Exercises and activities designed to improve the motor skills of those students who have difficulty performing self-help, play, or school-related activities. See DIS.

**Parent Representative or Designee**

A person chosen by the parent or guardian to accompany him/her to a meeting or represent him/her in their absence (acts on his/her behalf).

**Parent's Rights Form**

Statement of the rights a parent has by law in decisions pertaining to the education of their child.

**Physical Therapy**

Activities for promoting self-sufficiency primarily related to gross motor skills such as walking, sitting, and shifting position. Helps children with special equipment used for mobility such as wheelchairs, braces, and crutches. See DIS.

**Pre-Vocational Skills**

Group of skills necessary to have while at school such as the ability to pay attention, complete work, work in a group, etc., which prepare students for adult life.

**Related Services**

Services which are required to assist a student with special needs to benefit from his/her education program (transportation, DIS).

**Resource Specialist Program (RSP)**

Provides special education instruction, materials and supplemental services to students with disabilities who are assigned to regular classroom teachers for the majority of the school day.

**Special Day Class (SDC)**

Self-contained special education classes to which students are assigned because their instructional plan requires attention in special day classes for a majority of the school day.

**Self-Help Skills**

Skills that deal with growth towards personal independence, from birth to adulthood. At a younger age the activities that are developed are toileting, dressing, and feeding. At an older age, they include grooming, cooking simple foods, making a bed, wearing clean clothes, walking to school independently, etc.

**Special Education Local Plan Area (SELPA)**

A single district providing comprehensive special education services, or several districts combining resources and expertise to provide special education services to a given geographic area.

**Severely Disabled**

Those students who are seriously and emotionally disturbed, trainable mentally retarded, developmentally disabled, or autistic.

**Social-Emotional Development**

Growth towards understanding on self, personal needs and responsibilities, as well as being able to play, work and simply be with peers and adults in a positive way. It includes things like sharing, taking turns, apologizing, handling criticism, being part of a team, helping others, enjoying a field trip, understanding why you don't hit a smaller child, playing sports, etc.

**Speech/Language Therapy**

Remediation provided by a Speech/Language Specialist to facilitate language development, both receptively and expressively, or to correct faulty speech patterns, like stuttering or voice problems.

**SST Student Study Team**

A process which is used to focus on providing modifications and interventions for a student within the regular education program before a referral is made for support services. The team may consist of the parent, student, principal, teacher, psychologist, and other school personnel, as appropriate.

**Student Success Team**

School team made up of administrator and general education teachers who work together to generate interventions to help students who have been referred, to be successful in their general education classroom.

**Triennial Evaluation**

Comprehensive educational evaluation conducted every three years to identify student's continued learning needs.

**Vocational Education**

Organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment.