

BRIEF GLOSSARY OF SPECIAL EDUCATION TERMS

ADAPTED FROM *THE LANGUAGE OF SPECIAL EDUCATION: A GLOSSARY FOR PARENTS AND EDUCATORS* (PaTTAN Publication)

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA): Provides the legal authority for early intervention and special education for children from birth to age 21. Part B outlines services for children age 3-21. Part C outlines services for birth-age 3.

LEAST RESTRICTIVE ENVIRONMENT (LRE): An IDEA requirement indicating that children with disabilities must be educated with children who are not disabled, to the maximum extent possible. LRE implies more than just physical proximity between students with and without disabilities.

INCLUSIVE EDUCATION: The successful education of students with disabilities in the Least Restrictive Environment, with the appropriate supports and services to participate in and benefit from general classroom settings and other natural environments.

ASSESSMENT: The gathering of information by qualified personnel about a child's development and the needs and priorities of his/her family. This information is used in planning the child's Individualized Education Plan (IEP).

INDIVIDUALIZED EDUCATION PROGRAM (IEP): A written statement of a child's current level of educational performance, and the child's individualized plan of instruction, including the goals, specific services to be received, the staff members who will carry out the services, the standards and timelines for evaluating progress, and the amount and time the child will participate with typically developing peers. The IEP is developed by the child's parents and the professionals who evaluated the child and/or who are providing the services. It is required by the Individuals with Disabilities Act (IDEA) for all children who are in need of special education services.

- **PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (PLAAFP):** Statements written into an IEP that describe a child's current functioning, including strengths, weaknesses, and learning styles. Includes information regarding classroom performance and the results of any academic achievement or functional performance assessments that have been administered. Information contained in this section provides baseline data for developing the IEP and writing measurable annual goals.
- **MEASURABLE ANNUAL GOAL (MAG):** Statements in measurable terms that describe what reasonable expectations can be accomplished within a twelve-month period. A measurable goal must contain: condition, student's name, clearly defined behavior, and performance criteria.
 - **CONDITION:** The situation, setting, or given material under which the behavior is to be performed.

- **PERFORMANCE CRITERIA:** The level the student must demonstrate for mastery, the number of times the student must demonstrate the skill for mastery, and how frequently the teacher assesses the student's mastery of the skill.
- **SHORT TERM OBJECTIVES (STO):** Part of a Measurable Annual Goal that breaks the goal into smaller, measurable steps. Required in the IEPs of students who take the Pennsylvania Alternate System of Assessment (PASA).

PROGRESS MONITORING: Measures the student's progress toward meeting the Measurable Annual Goals. The IEP team decides how progress will be measured, including formal or informal assessment tools. Progress monitoring is linked to the day-to-day instructional and assessment process.

SPECIALLY DESIGNED INSTRUCTION (SDI): Specialized instruction tailored to meet the unique learning strengths and needs of students with disabilities, and listed as part of the IEP. Includes adapting, as appropriate, the content, methodology, or delivery of instruction to address the unique needs of the student that result from the student's disability and to ensure access of the student to the general education curriculum so that he or she can meet the educational standards.

SUPPLEMENTARY AIDS AND SERVICES: Aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate.

CHAPTER 14: The section of Pennsylvania State Education Law that provides special education regulations in compliance with Federal education law, namely IDEA 2004.

CHAPTER 711: The section of Pennsylvania State Education Law that provides special education regulations in compliance with Federal education law, and specifically pertains to students with disabilities who are enrolled in charter, cyber charter, or regional charter schools.

FUNCTIONAL BEHAVIORAL ASSESSMENT (FBA): An assessment used to identify the reason for, or purpose of, a child's problem behavior(s); to develop and implement a plan to change the things that maintain the behavior; and to teach the child appropriate replacement behaviors.

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.

INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP): A written document that defines the Early Intervention services that will be provided to a child and the child's family based on family-identified priorities.

Note: The entire Glossary can be downloaded from the PaTTAN website:

www.pattan.net/Resources/Parents