

Acronyms

ASD	Autism Spectrum Disorder
AT	Assistive Technology
BIP	Behavior Intervention Plan
CST	Child Study Team
D/HH	Deaf and Hard of Hearing
DAPE	Developmental Adaptive Physical Education
DCD	Developmental Cognitive Disability
EBD	Emotional or Behavioral Disorders
ECFE	Early Childhood Family Education
ECSE	Early Childhood Special Education
ER	Evaluation Report
ESY	Extended School Year
FAPE	Free Appropriate Public Education
FBA	Functional Behavior Assessment
IDEA	Individuals with Disabilities Education Act
IEE	Independent Education Evaluation
IEP	Individualized Education Plan
IFSP	Individual Family Service Plan
IIIP	Individual Interagency Intervention Plan
ILP	Individual Learning Plan
LRE	Least Restrictive Environment
MCA	Minnesota Comprehensive Assessments
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 – allows the student to do the same work as the regular education students with a change (i.e. taking tests in a quiet room) that helps them be more successful. This change does not change the rigor of the material being taught.

Adaptations – word used interchangeable with accommodation.

Assistive Technology Device – any item, piece of equipment, or product system, which is used to increase, maintain, or improve the functional capabilities of children with disabilities.

Assistive Technology Service – any service that directly assists a student in the selection, acquisition or use of an assistive technology device.

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 for any issues or concerns that you may have.

Child Study Team – Team that determines if an evaluation is warranted.

Consent – means that you say “yes.” Consent means that you understand and agree in writing to the activity that is being requested, such as an evaluation or an IEP.

Curriculum – the coursework being taught.

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

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

FAPE – Free, appropriate public education.

IDEA-97 – the Individuals with Disabilities Act is the federal special education law that defines the rights of the student.

Inclusion-Full – student that qualifies for special education who spends the entire school day in the general education classroom.

Inclusion-Partial - student that qualifies for special education and spends part of the school day in the general education classroom.

IEE (Independent Educational Evaluation) - This is an evaluation provided by a mutually agreed upon independent professional at no cost to you. The school district is required to give you several choices of qualified professionals to perform the IEE. You can then choose which professional conducts the IEE. To request an IEE, you need to notify, in **writing**, the Director of Student Support Services that you disagree with the district’s evaluation and are requesting an IEE. Keep a copy for yourself as well.

You also have the right to a second opinion at any time at your own expense. The school district must consider this information.

IEP – An Individualized Education Plan is for a student ages 3 up to 21. Services need to begin within 30 calendar days from the date the student was found eligible.

IEP TEAM – the group of people responsible for defining a student’s educational plan. The Team must include:

- A parent.
- A representative of the district who is authorized to assign resources.
- At least one of the student’s special education teachers.
- At least one of the student’s general education teachers.
- Student, if appropriate

There may be more team members as appropriate.

IFSP – an Individual Family Service Plan is for children in Early Childhood Special Education (birth through age 2). The development of the IFSP should be completed within 45 calendar days from the initial referral.

IIIP – Individual Interagency Intervention Plan (IIIP) form is for students from age 3 to 21. The development of the IIIP should be completed within 30 school days from completion of the assessment.

Indirect service – time spent conferring and coming up with ideas to help the student.

LRE (Least Restrictive Environment) – the educational setting that provides an appropriate program, including special supports needed for the student, in as typical a school environment as possible.

Modification – a change that lowers the rigor of the material 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 be more independent at home and in the community.

Positive behavior intervention – a plan to address problem behaviors; it addresses both the source of the behavior and ways to deal with the behavior so the student can behave more appropriately.

Pre-referral interventions - before referring a child for an evaluation the classroom teacher may plan strategies to see if your child’s behavior improves with simple changes in curriculum or environment. These are called “pre-referral interventions”. 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 will help identify more specific ways to help the child learn.

Referral - anyone can make a referral for a special education evaluation. Often, when classroom interventions are not successful the classroom teacher may make a referral for a Child Study Team who will consider whether the child should receive further evaluation. The Team decides the areas to be evaluated and the types of evaluation to be completed.

Related Services – services required to make a child benefit from special education. An example may be transportation or occupational therapy.

Respite Care – care provided for the child so parents can have a break.

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

Special Education – instruction specially designed to meet the unique needs of a student with disabilities, at no cost to parent(s).