

Glossary of terms (from Tennessee Department of Education website)

Accommodations - An accommodation is a change in how a student with a disability participates in the educational program. The key distinction between an accommodation and modification is that an accommodation does not alter *what* a student is expected to learn, only how the student participate in the learning activity. IDEA specifically references accommodations made to support participation in state- and district wide assessments (20 U.S.C. 1414 & 615(d)(1)(a) (VI)), but in practice, accommodations necessary to participate in assessments usually are needed for student to participate in the educational program as well. For example, a student may have an accommodation to have tests read aloud to him or her. This accommodation would be used not only during state- and district wide assessments but also in all classroom testing situations (daily quizzes, content-specific tests). Providing preferential seating in the classroom, repeating directions given to the class individually for a student, and allowing extra time to complete assignments, are all accommodations commonly provided students with disabilities.

Accuracy - A correct identification or answer. The number of correct divided by overall questions multiplied by 100 is the **accuracy** percentage for a specifically measured skill.

Adaptive Behavior - Includes the age-appropriate behaviors necessary for people to live independently and to function safely and appropriately in daily life. **Adaptive behaviors** include real life skills such as toileting, grooming, dressing, safety, safe food handling, school rules, mobility within the classroom, ability to work, money management, cleaning, making friends, **social skills**, and personal responsibility.

Advanced Placement (AP) - A program developed by the College Board where high schools offer courses that meet criteria established by institutions of higher education. In many instances, college credit may be earned with the successful completion of an AP exam in specific content areas.

Alternative Keyboard - Alternative keyboards may be different from standard keyboards in size, shape, layout, or function. They offer individuals with special needs greater efficiency, control, and comfort. For example, a traditional QWERTY keyboard may be confusing to a child with a developmental disability and can be replaced with a keyboard that lists letters A-Z in big, bold letters and without a lot of "extra" keys. This makes focusing on spelling and typing words a lot easier.

Amnesia - Lack of memory about events occurring during a particular period of time. See also: anterograde amnesia, retrograde amnesia, post-traumatic amnesia.

Anxiety disorder - A disorder characterized by excessive, uncontrollable worry about everyday things. The chronic worrying can affect daily functioning and cause physical symptoms.

Anxiety in Children - Defined as extreme agitation, filled with tension and dread; is different than fear; children with **anxiety** may or may not qualify for special education; modifications may be achieved through a 504 plan.

Aphasia - Loss of the ability to express oneself and/or to understand language. Caused by damage to brain cells rather than deficits in speech or hearing organs.

Apraxia - Inability to carry out a complex or skilled movement; not due to paralysis, sensory changes, or deficiencies in understanding.

Articulation - Movement of articulators (including lips/tongue/teeth) to produce speech sounds. Articulation is judged through correct placement, manner, and voicing.

Asperger's Syndrome - A type of pervasive developmental disorder (PDD) that involves delays in the development of basic skills, including socializing, coordination and the ability to communicate

Assessment or Evaluation: The testing and diagnostic processes leading up to the development of an appropriate IEP for a student with special education needs.

Assistive Technology Device - An assistive technology (AT) device includes any item, piece of equipment, or product system that is used to increase, maintain, or improve the functioning of individuals with disabilities. It may be purchased commercially off the shelf, modified, or customized. The term does not include a medical device that is surgically implanted, or the replacement of such a device. AT devices range from low tech, such as a magnifying glass to high tech, such as a computer that responds to touch and allows a child to communicate more effectively.

Assistive Technology Interventions - Assistive Technology intervention refers to the use of various types of technology in order make things more accessible to individuals with disabilities as well as help them with various academic tasks. AT interventions can be used to help students access reading, writing, math, and other instructional curriculum.

Assistive Technology Service - An assistive technology service is one that directly assists in the selection, buying, designing, fitting, customizing, maintaining, repairing, replacing, and coordinating of assistive technology devices. It also includes the training of students, teachers, therapists and family members on the use and maintenance of the device.

Asynchronous development - A term explaining discrepancies in differing rates among the social, emotional and intellectual growth found in gifted learners. This is sometimes referred to as uneven growth.

Augmentative (and Alternative) Communication System (AAC) - An AAC system is one that increases or improves the communication abilities of individuals with receptive or expressive communication impairments. The system can include sign language, graphical symbol systems, synthesized speech, dedicated communication devices, and computer applications. AAC technology spans a wide range of products, from low-tech picture boards to high-tech speech recognition programs.

Autism - A developmental disability, which significantly affects verbal and nonverbal communication and **social interaction**, generally evident before age three (3) that adversely

affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experience. The term of Autism also includes students who have been diagnosed with an Autism Spectrum Disorder such as Autism, Pervasive Developmental Disorder—Not Otherwise Specified (PDD-NOS) or Asperger's Syndrome when the child's educational performance is adversely affected. Additionally, it may also include a diagnosis of a Pervasive Developmental Disorder such as Rett's or Childhood Disintegrative Disorder. Autism may exist concurrently with other areas of disability. After age three (3), a child could be diagnosed as having Autism if the child manifests the above characteristics. Children with Autism demonstrate the following characteristics prior to age 3:(1) difficulty relating to others or interacting in a socially appropriate manner;(2) absence, disorder, or delay in verbal and/or nonverbal communication; and (3) one or more of the following:(a) **insistence on sameness** as evidenced by restricted play patterns, repetitive body movements, persistent or unusual preoccupations, and/or resistance to change; (b) unusual or inconsistent responses to sensory stimuli.

Automaticity - (Fluency) is reading words with no noticeable cognitive or mental effort. It is having mastered **word recognition** skills to the point of overlearning. Fundamental skills are so "automatic" that they do not require conscious attention.

Behavior Intervention Plan (BIP) - A plan that includes positive strategies, program modifications, and supplementary aids and supports that address a student's problem behaviors and allows the child to be educated in the least restrictive environment (LRE).

Blending - Combining individual sounds into a word or combining syllables to make words.

Blindness - Condition defined by lacking visual perception due to physiological or neurological factors.

Body Awareness - The mental picture of one's own body parts, where they are, how they interrelate, and how they move.

Brain Injury, Mild - A patient with a mild **traumatic brain injury** is a person who has had a traumatically- induced physiological disruption of brain function, as manifested by at least one of the following: 1) any period of loss of consciousness, 2) any loss of memory for events immediately before or after the accident, 3) any alteration in mental state at the time of the accident (e.g., feeling dazed, disoriented, or confused), 4) focal neurological deficit(s) which may or may not be transient; but where the of the injury does not exceed the following: a) loss of consciousness of approximately 30 minutes or less; b) after 30 minutes, an initial Glasgow **Coma** Scale score of 13-15; c) Post Traumatic **Amnesia** not greater than 24 hours.

Cerebral Palsy - A series of motor problems and physical disorders related to brain injury. CP causes uncontrollable reflex movements and muscle tightness and may cause problems in balance and **depth perception**. Severe cases can result in mental retardation, **seizures** or vision and hearing problems.

Coma - A state of unconsciousness from which the patient cannot be awakened or aroused, even by powerful stimulation; lack of any response to one's environment. Defined clinically as an inability to follow a one-step command consistently; Glasgow Coma Scale score of 8 or less.

Communication - The act or process of using words, sounds, signs, or behaviors to express or exchange information or to express your ideas, thoughts, feelings, etc., to someone else.

Complaint Procedure - A formal complaint filed with the County or State Board of Education if a district violates a legal duty or fails to follow a requirement under the Individuals with Disabilities Education Act. (IDEA).

Contractures - Loss of range of motion in a joint due to abnormal shortening of soft tissues.

Convergent thinking - The process we use to reflect on, assess and judge the assumptions underlying our own and others ideas and actions. Sometimes referred to as **critical thinking**.

Coordinated Set of Activities - A set of activities/strategies that lead toward the achievement of the student's **measurable post-secondary goals** and successful adult living.

Course of Study - A multi-year listing of courses that the student will take in order to enable him or her to reach their postsecondary goals. When preparing the **course of study**/plan of study, graduation requirements should be taken into consideration.

Creative thinking/lateral thinking - The process of developing new, uncommon, or unique ideas. The federal definition of giftedness identifies creativity as a specific component of giftedness. Creative thinking is also referred to as **divergent thinking**.

Criterion referenced testing - An assessment that compares a student's test performance to their mastery of a body of knowledge or specific skill rather than relating their scores to the performance of other students.

Critical thinking - The process we use to reflect on, assess and judge the assumptions underlying our own and others ideas and actions. Sometimes referred to as **convergent thinking**.

Curriculum compacting - After showing a level of proficiency in the basic curriculum, a student can then be allowed to exchange instructional time for other learning experiences.

Deafness - A hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification. **Decoding** - The process of reading letters or letter patterns in a word to determine the meaning of the word; for students, it is a strategy for reading unknown words. **Depression** - A disorder marked especially by sadness, inactivity, difficulty with thinking and concentration, a significant increase or decrease in appetite and time spent sleeping, feelings of dejection and hopelessness and sometimes suicidal thoughts or attempts to commit suicide.

Depth Perception - The ability to see objects in three dimensions and to judge relative distances between objects, or between oneself and objects. **Designated Instruction Services (DIS)** -

Instruction and services not normally provided by regular classes, resource specialist programs or **special day** classes. They include speech therapy and adaptive physical education.

Developmentally Appropriate - Teaching young children in ways that meet children where they are, as individuals and as a group support each child in attaining challenging and achievable goals that contribute to his or her ongoing development and learning.

Divergent thinking - The process of developing new, uncommon, or unique ideas. The federal definition of giftedness identifies creativity as a specific component of giftedness. Creative thinking is also referred to as **creative thinking**.

Due process - A requirement under the [Individuals with Disabilities Education Act](#) (IDEA) that sets forth regulatory basis for a formal set of policies and procedures to be implemented by schools and districts for children in [special education programs](#). Due process is intended to ensure that children with [learning disabilities](#) and other types of disabilities receive a [free appropriate public education](#).

The notice must be given in writing within 30 days. IDEA provides two methods for resolving disputes, mediation or fair hearing.

Dyslexia - Characterized by difficulties with accurate and/or fluent **word recognition** and by poor spelling and **decoding** abilities.

EL (English Learner) - A person who is in the process of acquiring English as an additional language and has a **primary language** other than English. Same as an English Language Learner (ELL) federally the term is **LEP** for limited English proficient.

Emotional Disturbance (ED or SED) - Disability exhibiting one or more of the following characteristics to a marked degree over an extended period of time (during which documentation and informal assessments and interventions are occurring) that adversely affects a child's educational performance: 1) inability to learn which cannot be explained by limited school experience, cultural differences, or intellectual, sensory, or health factors; 2) inability to maintain satisfactory interpersonal relationships with peers and school personnel; 3) inappropriate types of behavior or feelings when no major unusual stressors are evident; 4) general pervasive mood of unhappiness or **depression**; 5) tendency to develop physical symptoms or fears associated with personal or school problems.

Emotional regulation - A child's ability to notice and respond to internal and external **sensory input**, and then adjust his emotions and behavior to the demands of his surroundings.

Enrichment - Activities that add or go beyond the existing curriculum. Activities may occur in the classroom or in a separate setting.

ESL (English as a Second Language) - An academic discipline/program that is designed to teach English language learners social and academic language skills as well as the cultural aspects of the English language necessary to succeed in an academic environment; it involves teaching

listening, speaking, reading and writing at appropriate developmental and proficiency levels with little or no use of the native language.

Evaluation- The procedure used to determine whether a child has a disability and the nature and extent of the special education and related services that the child needs. The term refers to procedures used selectively with an individual child and does not include basic tests administered to, or procedures used with, all children in a school, grade, or class.

Evaluation/Reevaluation Report - A summary of evaluation/reevaluation results obtained in the process of collecting information to determine if the child is a child with a disability or continues to be a child with a disability. The report(s) will vary from student to student, depending upon the type of evaluation completed (i.e., psycho-educational evaluation, occupational or physical therapy evaluation, or speech- language evaluation, etc.). The evaluation/reevaluation report includes a summary of assessments and interpretation of those assessments.

Explicit Instruction - A systematic instructional approach that includes set of delivery and design procedures derived from effective schools research merged with behavior analysis.

Explicit Instruction - Is systematic content. The instruction focuses on critical content, skills, strategies, vocabulary terms, concepts and rules that will empower students. Skills, strategies and concepts are sequenced logically. Easier skills before harder skills, high frequency skills before low frequency skill, and prerequisite skills first. Complex skills and strategies are broken down into smaller

Expressive Language - Ability to communicate one's thoughts, verbally or non-verbally. It includes: morphology (word markers), syntax (word order), semantics (meaning), and **pragmatics** (social language).

Extended School Year Services (ESY) - A component of special education services for students with unique needs who require services in excess of the regular academic year. Extended year often refers to services provided in the summer; however, **extended school year** is not a compensatory program or extension of time but rather, it is an intervention provided to students for whom extended school breaks are determined to be detrimental to a student's progress. ESY is not intended to assist students in making additional progress but instead, it is the prevention of regression in skills, behaviors, and physical strength.

Fine Motor - The skilled use of one's hands. It is the ability to move the hands and fingers in a smooth, precise and controlled manner. **Fine motor** control is essential for efficient handling of classroom tools and materials. It may also be referred to as dexterity.

Fluency - (Automaticity) is reading words with no noticeable cognitive or mental effort. It is having mastered **word recognition** skills to the point of overlearning. Fundamental skills are so "automatic" that they do not require conscious attention.

http://reading.uoregon.edu/big_ideas/flu/flu_what.php

Free Appropriate Public Education (FAPE) - Special education and related services that-- (a) Are provided at public expense, under public supervision and direction, and without charge; (b)

Meet the standards of the SEA, including the requirements of this part; (c) Include an appropriate preschool, elementary school, or secondary school education in the State involved; and (d) Are provided in conformity with an individualized education program (IEP) that meets the requirements of Sec. Sec. 300.320 through 300.324.

Functional Behavior Assessment (FBA) - A problem solving process for gathering information which describes student problem behaviors, looks for the reasons (function) behind the behaviors, and offers interventions that teach new behaviors to replace the undesired ones.

Gestures - A movement of part of the body, especially a hand or the head, to express an idea or meaning without the use of words.

Health and Safety - Skills needed for protect and respond to health, illness, and injury, including following safety rules, using medicines, showing caution, etc.

Hearing Impairment - Full or partial decrease in the ability to detect or understand sounds.

Heightened alertness - A situation where the student's ability to participate and/or be successful in the classroom is adversely impacted by their reaction to environmental stimuli.

Home Living - Skills needed for basic care of a home or living setting, including cleaning, property maintenance and repairs, food preparation, performing chores, etc.

Homebound/Hospital Instruction - Students with verified medical conditions, which prevent them from attending school, may receive services on a temporary basis in the home or hospital with a physician's referral.

Home Language, first language, or primary language - These terms have several possible meanings for ELs: the first language learned, the dominate language, the native language, and/or the language most frequently used.

Homeless- Homeless students are individuals who lack a fixed, regular, and adequate nighttime residence.

Independent Educational Evaluation (IEE) - An evaluation that is conducted by a qualified examiner who is *not employed by the school district*.

Independent study - A self-directed learning strategy where the teacher acts as guide or facilitator and the student plays a more active role in designing and managing his or her own learning.

Individual Education Plan (IEP) - A written statement for a child with a disability that is developed, reviewed, and revised in accordance with Sec. Sec. 300.320 through 300.324.

Individualized Education Program Team - A group of individuals described in Sec. 300.321 that is responsible for developing, reviewing, or revising an IEP for a child with a disability.

Individuals with Disabilities Education Act (IDEA) - A law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education and related services to more than 6.5 million eligible infants, toddlers, children and youth with disabilities.

Insistence on sameness - a rigid adherence to a routine or activity carried out in a specific way, which then becomes a ritual or nonfunctional routine.

Integrated employment – jobs held by people with disabilities in typical workplace settings where the majority of persons employed are not people with disabilities, they earn at least minimum wage, and they are paid directly by the employer.

Intellectual Disability - Characterized by significantly impaired **intellectual functioning**, existing concurrently with deficits in **adaptive behavior** and manifested during the developmental period that adversely affect a child's educational performance.

Intellectual Functioning - Intellectual or cognitive processes by which one becomes aware of, perceives, or comprehends ideas. It involves all aspects of **perception**, thinking, reasoning, and remembering.

Intellectually Disabled (previously referred to as Mental Retardation) - Characterized by significantly impaired **intellectual functioning**, existing concurrently with deficits in **adaptive behavior** and manifested during the developmental period that adversely affect a child's performance.

Learning styles - Preferred way(s) in which individuals interact or process new information across the three domains of learning identified in the taxonomy of educational objectives: cognitive (knowledge), psychomotor (skills), and affective (attitude). An individual's preferred learning style is how he/she learns best.

Least Restrictive Environment (LRE) - The setting in which special education services and supports will be provided to the student. LRE is based on the presumption that the general education setting is the first choice for educating all individuals. LRE refers to a related set of requirements aimed at providing individuals with disabilities: the greatest interaction with children, youth and adults w/o disabilities; the appropriate education; and the special assistance needed for success in the general education setting. LRE **is not** contingent on funding issues.

Limited English Proficient (LEP) - a student who is not fully English proficient, speaks a language other than English at home, and does not demonstrate English language skills of comprehension, speaking, reading, and writing at a level of proficiency

Local Education Agency (LEA) - A public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties as are recognized in a State as an administrative agency for its public elementary schools or secondary schools.

Manifestation Determination - The IEP team review of all relevant information in the student's file to determine if misconduct in question was caused by the child's disability or if the misconduct was a direct result of the school district's failure to implement the child's IEP; must occur within 10 school days of any decision to change the placement of a child with a disability because of violation of school code.

Math Calculation - Computing numbers using a designated process.

Measurable Postsecondary Goals - Goals for the student after they leave high school. These are goals the student is expected to meet within 5 years of graduation or exit from the high school.

Midline - A median line dividing the two halves of the body. Crossing the midline is the ability to use one side or part of the body (hand, foot, or eye) in the space of the other side or part.

Migrant student- A migratory child is a child who is, or whose parent, spouse, or guardian is, a migratory agricultural worker or migratory fisher, and who, in the preceding 36 months, has moved from one school district to another, to obtain or accompany such parent, spouse, or guardian, in order to obtain temporary or seasonal employment in agricultural or fishing work as a principal means of livelihood.

Modifications - Changes made in the educational program that allow a student with a disability to attain measurable annual goals, be involved in and make progress in the general education curriculum, and be educated with other children with disability and without disability (20 U.S.C. 1414 & 614 (d)(1)(a)(i) (IV)).

These changes modify what the student is learning compared with his or her general education peers. For example, a student might receive a modified instructional setting (a reduced student-to-adult ration), a modified instructional objective (learning to write his or her name rather than learning to write sentences), or modified instructional materials (a summarized version highlighting key words of a text as opposed to the entire text).

Motor Planning - The ability to conceive of, organize, sequence, and carry out an unfamiliar and complex body movement in a coordinated manner, a piece of praxis.

Multiple Disabilities - Concomitant impairments (Intellectual Disability-Deafness, Intellectual Disability- Orthopedic Impairment), the combination of which causes such severe educational needs that they cannot be accommodated by addressing only one of the impairments. The term does not include Deaf- Blind.

Occupational Therapists (OT) - Provide consultation and support to staff to improve a student's educational performance related to **fine motor**, gross motor, and **sensory integration** development.

Oral expression - The ability to express what one wants to say in an oral manner.

Organization - The ability to create and maintain systems to keep track of information and materials.

Orthopedic Impairment - A severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments due to the effects of congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments due to the effects of disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., **cerebral palsy**, amputations, and fractures or burns that cause **contractures**)

Other Health Impaired (OHI) - Having limited strength, vitality or alertness, including a **heightened alertness** to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems such as asthma, Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia; and **Tourette's Syndrome** that adversely affects a child's educational performance.

Parallel Curriculum Model (PCM) - A curriculum modification strategy to meet the needs of gifted students in terms of depth, complexity, and novelty. This model has four simultaneous pathways of development: Core or Basic Curriculum, Curriculum of Connections, Curriculum of Practice, and the Curriculum of Identify.

Parental Consent - Parents have been fully informed in native language or other mode of communication of all the information about the action for which they are giving consent and that they understand and agree in writing to that action

Perception - The ability to make sense of what one sees, hears, feels, tastes, or smells.

Phoneme - The smallest unit of a language that conveys meaning. In terms of **phonemic awareness**, a phoneme represents each distinct "mouth move" a child makes in a word. For example, the word "pop" has three distinct phonemes or mouth moves: /p/ /o/ /p/. The word "chop" also has three mouth moves, but the first is made up of two letters: /ch/.

Phonemic awareness - Is defined as the ability to identify, hear, and work with the smallest units of sound known as **phonemes**.

Phonics - The relationship between written language and the sounds of spoken language.

Phonological awareness - Includes the phonemic awareness ability, and it also includes the ability to

hear, identify, and manipulate larger units of sound such as rimes and onsets.

Physical Therapists (PT) - Provide consultation and support to staff to improve a student's educational performance related to functional gross motor development.

Pragmatics - Social rules for using functional spoken language in a meaningful context or conversation.

Present Level of Educational Performance (PLEP) - The **foundation** of IEP. They state how student's current functioning **impacts** them on grade level standards. PLEPs provide the informational basis for generating goals, supports, accommodations, and services that are specifically designed to meet the student's individual needs.

Primary language, first language, or home language - These terms have several possible meanings for **ELs**: the first language learned, the dominate language, the native language, and/or the language most frequently used.

Private School - There are new laws regulating the rights of students with disabilities whose parents place them in private schools. When a student is enrolled in private school and has academic difficulties, the school where the student attends needs to inform the parent and the local public school district of the student's difficulties. The district of residence may assess the student to determine if the student qualifies for special education. If they do qualify, the district of residence is responsible for writing an IEP.

Problem Solving - Ability to consider the probable factors that can influence the outcome of each of various solutions to a problem, and to select the most advantageous solution. Individuals with deficits in this skill may become "immobilized" when faced with a problem. By being unable to think of possible solutions, they may respond by doing nothing.

Prosody - In reading, prosody refers to the expressiveness with which a student reads. It is the intonation, rhythm and emphasis given to words and sentences when reading out loud. Prosody is a key component in reading fluency.

Reading Comprehension - The process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It consists of three elements: the reader, the text, and the activity or purpose for reading.

Receptive Language - The comprehension of language; the ability to understand what is communicated
Reevaluation- A re-determination of a child's eligibility for special education and related services by an IEP team. Reevaluations occur at least once every three (3) years, or more frequently if conditions warrant or if requested by the child's parent or teacher.

Replacement Behavior - A new safer or more socially appropriate behavior that will be taught to use in place of the **target behavior** but that serves the same function for the student.

Response to Instruction and Intervention (RTI) - A three tier integrate, seamless problem solving model that addresses individual student needs. Tier I (general education of all students), Tier II (strategic intervention), and Tier III (intensive remediation).

School Psychologist - Assist in the identification of intellectual, social and emotional needs of students. They provide consultation and support to families and staff regarding behavior and conditions related to learning. They plan programs to meet the special needs of children and often serve as a facilitator during an IEP meeting.

Seizure - An uncontrolled discharge of nerve cells which may spread to other cells nearby or throughout the entire brain. It usually lasts only a few minutes. It may be associated with loss of consciousness, loss of bowel and bladder control and tremors. May also cause aggression or other behavioral change.

Self-Advocacy - Learning how to speak up for yourself, making your own decisions about your own life, learning how to get information so that you can understand things that are of interest to you, finding out who will support you in your journey, knowing your rights and responsibilities, **problem solving**, listening and learning, reaching out to others when you need help and friendship, and learning about **self-determination**.

Self-Determination - A combination of skills, knowledge, and beliefs that enable a person to engage in goal-directed, **self-regulated**, autonomous behavior. An understanding of one's strengths and limitations, together with a belief of oneself as capable and effective are essential to **self-determination**. When acting on the basis of these skills and attitudes, individuals have greater ability to take control of their lives and assume the role of successful adults in our society.

Self-Help Skills - Competence in taking care of one's personal needs, such as bathing, dressing, eating, grooming, and studying. Also referred to as ADL's (Activities of Daily Living).

Self-Monitoring - The ability to monitor and evaluate your own performance, behavior, or skill level. **Self-Regulation** - The ability to control one's activity level and state of alertness, as well as one's

emotional, mental or physical responses to senses; self-organization.

Sensory diet - The multisensory experiences that one normally seeks on a daily basis to satisfy one's sensory appetite; a planned and scheduled activity program that an occupational therapist develops to help a person become more **self-regulated**.

Sensory input - Stimuli that the nervous system receives from the external or internal environment.

Sensory Integration - The normal neurological process taking in information from one's body and environment through the senses, of organizing and unifying this information, and using it to plan and execute adaptive responses to different challenges in order to learn and function smoothly in daily life.

Sensory Modulation - Increasing or reducing neural activity to keep that activity in harmony with all other functions of the nervous system. Maintenance of the arousal state to generate emotional responses, sustain attention, develop appropriate activity level and move skillfully.

Serious Emotional Disturbance (SED) - Disability exhibiting one or more of the following characteristics to a marked degree over an extended period of time (during which documentation and informal assessments and interventions are occurring) that adversely affects a child's educational performance: 1) inability to learn which cannot be explained by limited

school experience, cultural differences, or intellectual, sensory, or health factors; 2) inability to maintain satisfactory interpersonal relationships with peers and school personnel; 3) inappropriate types of behavior or feelings when no major unusual stressors are evident; 4) general pervasive mood of unhappiness or **depression**; 5) tendency to develop physical symptoms or fears associated with personal or school problems.

Social Development - Developing skills that establish and maintain positive relationships and enable communication with others in various settings and situations.

Social emotional learning (SEL) - processes through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Social interaction - The use of nonverbal or verbal behavior to engage in interaction with people. This can involve eye gaze, speech, **gestures**, and facial expressions used to initiate and respond to interactions with others.

Social Skills - Refers to the set of skills people use to interact and communicate with one another.

Social-emotional needs - Process for learning life skills, including how to deal with oneself, others and relationships, and work in an effective manner. In dealing with oneself, SEL helps in recognizing our emotions and learning how to manage those feelings. In dealing with others, SEL helps with developing sympathy and empathy for others, and maintaining positive relationships. SEL also focuses on dealing with a variety of situations in a constructive and ethical manner.

Special Day Class (SDC) - Term used to describe a self-contained special education class which provides services to students with intensive needs that cannot be met by the general education program, RSP or DIS program. Classes consist of more than 50% of the student's day.

Specific Learning Disability - "in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, and that adversely affects a child's educational performance. Such term includes conditions such as perceptual disabilities (e.g., visual processing), brain injury that is not caused by an external physical force, minimal brain dysfunction, **dyslexia**, and developmental **aphasia**. Specific Learning Disability does not include a learning problem that is primarily the result of **Visual Impairment**, Hearing Impairment, Orthopedic Impairment; Intellectual Disability; Emotional Disturbance; Limited English proficiency; environmental or cultural disadvantage.

Speech and Language Impairments - Communication disorder such as stuttering, impaired articulation, a language impairment, or voice impairment that adversely affects a child's educational performance. Speech or Language Impairment includes demonstration of impairments in the areas of language, articulation, voice, or fluency.

Speech and Language Specialists - Assesses students for possible delayed speech and language skills and provides direct services in the area of phonology, morphology, syntax, semantics and **pragmatics**. They are also available regarding hearing impairments and amplification.

Supplemental Security Income (SSI) - Benefits are provided to qualified individuals who cannot engage in substantial gainful work activity because of a disability and who fall below certain assets and income levels.

Supplementary aids and services - Aids, services, and other supports that are provided in regular education classes or other education-related settings to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate in accordance with section 612(a)(5).

Target Behavior - The behavior identified through a **Functional Behavior Assessment (FBA)** that needs to be modified.

Task Initiation - The ability to recognize when it is time to get started on something and begin.

Tourette's Syndrome - Disorder that includes multiple motor and one or more vocal tics, which occur many times per day, nearly daily. If a child has Tourette's syndrome, symptoms tend to appear between the ages of 3-10 years old.

Transition Services - The purpose of Transition Services is to reasonably enable the student to meet the **postsecondary goals (MPSGs)**. It is a **coordinated set of activities**, designed within an outcome-oriented process that promotes movement from school to post school activities.

Traumatic Brain Injury - An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; **problem solving**; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

Vestibular - Pertaining to the vestibular system in the middle ear and the brain which senses movements of the head. Disorders of the vestibular system can lead to dizziness, poor regulation of postural muscle tone and inability to detect quick movements of the head.

Vision Specialists - Provide consultation and support to staff and direct instructional support to students with **visual impairments**. They provide functional vision assessments and curriculum modifications including Braille, large type and aural media.

Visual Impairment – Including blindness means impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

Word recognition - The ability of a reader to recognize written words correctly and virtually effortlessly. It is sometimes referred to as "isolated Word Recognition" because it entails a reader's ability to recognize words individually—from a list, for example—without the benefit of surrounding words for contextual help.

Work Based Learning (WBL) - Opportunities for all students and can be found in a variety of courses, including academic, career and technical education, and special education. In order to offer WBL opportunities, local boards of education must adopt policy establishing a system that provides structured WBL experiences for students.

Working Memory - A system for temporarily storing and managing the information required to carry out complex cognitive tasks such as learning, reasoning, and comprehension. Working memory is involved in the selection, initiation, and termination of information-processing functions such as encoding, storing, and retrieving data.