

ACRONYMS commonly used in **Special Education**

ABA | Applied Behavioral Analysis

ABC | Antecedent, Behavior, Consequence

ADL | Activities of Daily Living

ASD | Autism Spectrum Disorders

ASL | American Sign Language

AT | Assistive Technology

AYP | Adequate Yearly Progress

BIP | Behavioral Intervention Plan

BSP | Behavior Support Plan

CBM | Curriculum Based Measure

DB | Deaf-Blind

DD | Developmental Delay

ED | Emotional Disability

ELL | English Language Learner

ESL | English as a Second Language

ESY | Extended School Year

FAPE | Free Appropriate Public Education

FBA | Functional Behavioral Assessment

FERPA | Family Educational Rights and Privacy Act

HI | Hearing Impaired

IAES | Interim Alternative Educational Setting

ID | Intellectual Disability

IDEA | Individuals with Disabilities Education Act

IEP | Individualized Education Program

LEA | Local Education Agency

LRE | Least Restrictive Environment

MD | Multiple Disabilities

MDR | Manifestation Determination Review

NCLB | No Child Left Behind Act

OCR | Office of Civil Rights

OHI | Other Health Impairment

OI | Orthopedic Impairment

O & M | Orientation and Mobility

OSEP | Office of Special Education Programs

OT | Occupational Therapy

P & A | Protection & Advocacy

PBIS | Positive Behavioral Interventions and Supports

PLAAFP | Present Level of Academic and Functional Performance

PT | Physical Therapy

RTI | Response to Intervention

§ | This symbol means "Section" as in "§ 300.7 Child with a disability" in the IDEA regulations

SEA | State Education Agency

Section 504 | Section 504 of the Rehabilitation Act

SLD | Specific Learning Disability

SLI | Speech/Language Impairment

TBI | Traumatic Brain Injury

VI | Visual Impairment

VR | Vocational Rehabilitation

DISABILITY CATEGORIES

Autism: A condition that causes severe problems with a child's ability to communicate and relate to others. Typically, children with this disability will have delayed language, poor eye contact, and often do the same thing over and over. They have difficulty dealing with change, and may not want to be touched. It usually starts in very young children, and it interferes with learning.

Deaf and Hard of Hearing: The term "deaf" refers to a hearing difficulty that, even with a hearing aid, interferes with learning. "Hard of hearing" refers to a hearing difficulty that comes and goes but nonetheless interferes with learning.

Deafblindness: A severe disability involving both seeing and hearing. It makes a child fall behind in development and have a hard time learning and communicating.

Developmental Delay: Children aged three through nine experiencing developmental delays include a child who is experiencing delays in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development; and needs special education and related services.

Emotional Disability: An emotional difficulty that has lasted for a long time and interferes with learning. Students with this disability may appear to be unable to learn, but there does not seem to be an intellectual, physical, or health reason for that. They may not be able to "connect" with teachers or other students. In a normal situation, students with this disability may behave or feel very differently from most of the other students. They may often feel unhappy or depressed. They may have severe physical symptoms or fears when dealing with problems at home or school.

Intellectual Disability: A term used when a person has certain limitations in cognitive functioning and in skills such as communicating, taking care of him or herself, and social skills. These limitations will cause a child to learn and develop more slowly than a typical child. Children with intellectual disabilities may take longer to learn to speak, walk, and take care of their personal needs such as dressing or eating. They will learn, but it will take them longer.

Multiple Disabilities: Refers to two or more disabilities that affect the same individual.

Orthopedic Impairment: A severe difficulty with bones, muscles, or joints that interferes with learning. The student may have been born with this condition, or difficulties may have been caused by an accident or illness.

Other Health Impairment: Refers to a health difficulty or medical condition that affects a student's strength or alertness—such as asthma, attention deficit hyperactivity disorder (ADHD), a heart problem, sickle cell anemia, or another condition that interferes with learning.

Specific Learning Disability: Refers to a problem in the way a student can listen, think, speak, write, read, spell, or do math. The problem is caused by the way the student learns and processes information—not by problems in seeing or hearing and not by anything related to their environment, culture, or economic level.

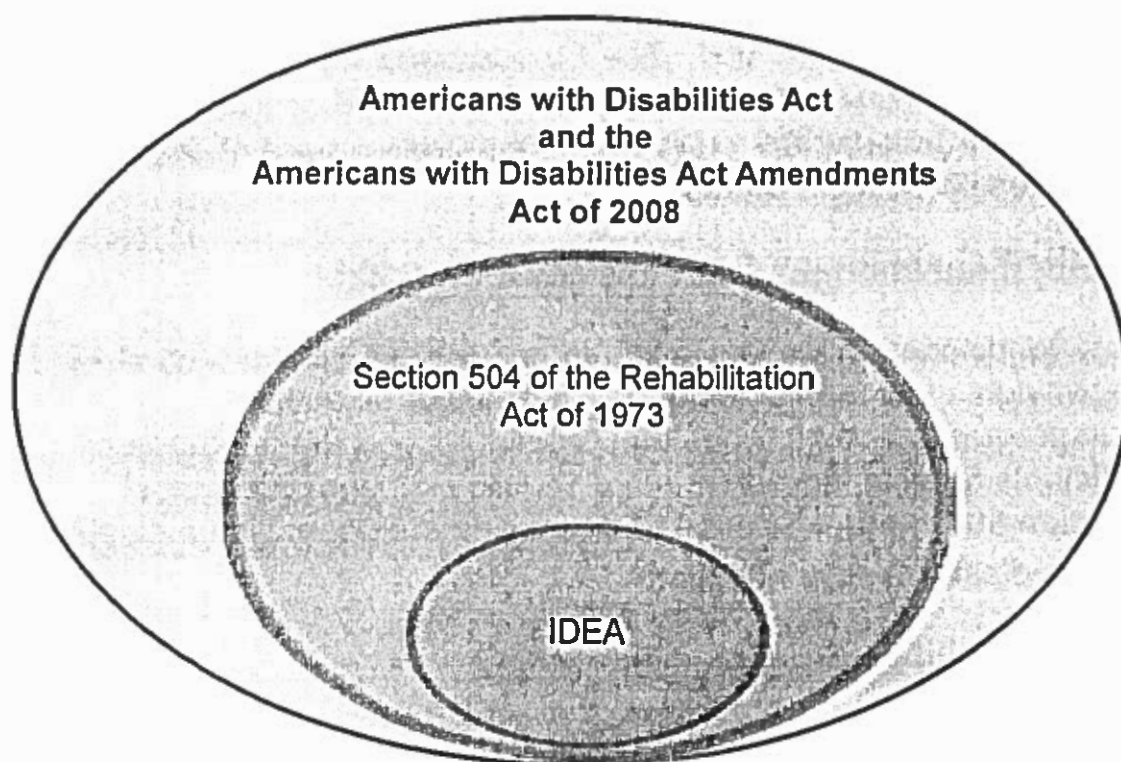
Speech or Language Impairment: A difficulty in communicating that interferes with learning. A student with this impairment may not be able to understand what they hear (even though they do not have a hearing problem), speak in age-appropriate phrases/sentences and use age-appropriate vocabulary, pronounce words accurately, speak fluently or smoothly, or use adequate voice.

Traumatic Brain Injury: A head injury that occurs after birth and that severely interferes with thinking, judgment, physical functions, speech, or other skills needed for learning.

Visual Impairment: A vision problem that interferes with learning, even when the student wears glasses. A visually impaired student may have some sight or may be blind.

Interaction of Relevant Laws

Students with disabilities protected under Section 504 may include students who are eligible for special education services under IDEA. Students who are eligible under IDEA are also in need of specially designed instruction and/or related services as a result of a disability.



RELEVANT LAWS

The purpose of this section is to provide a broad overview of each relevant law and a description of the interactions between them.

Americans with Disabilities Act Amendments Act (ADAAA)

The amendment of the Americans with Disabilities Act was signed into law on September 2008. The Amendments Act not only amended the ADA, but it also included a conforming amendment to the Rehabilitation Act of 1973 that affects the meaning of disability in Section 504. The Amendments Act does not alter the school district's substantive obligations under Section 504 or Title II. Rather, it amends the ADA and Section 504 to broaden the potential class of persons with disabilities protected by the statutes.

Section 504 of the Rehabilitation Act of 1973 (Section 504)

Section 504 is a nondiscrimination law included in the Rehabilitation Act of 1973. It is a Federal civil rights law that is designed to eliminate disability discrimination in programs and activities that receive federal funds. Since all public school districts receive federal funds, all public school districts must comply with Section 504. Under Section 504, denying a student with a disability a FAPE constitutes disability discrimination.

Individuals with Disabilities Education Act (IDEA)

The Individuals with Disabilities Education Act (IDEA) of 2004 is a law ensuring educational services to students with disabilities. IDEA governs how states and public agencies provide special education and related services to children with disabilities.

What to Bring to the Meeting

The purpose of this form is to serve as a reminder of what parents may wish to bring with them to their child's meeting.

- Information regarding your child's strengths and weaknesses (or the Parent Preparation Worksheet).
- Information from others that work with your child outside of the school setting (i.e. tutors, therapists, etc.).
- Your goals for your child now and in the future.
- Any current medical or private evaluations.
- Paper and a pencil to take notes.
- A binder or file to place important documents.
- Spouse, friend or advocate.

Parent Meeting Preparation

The purpose of this worksheet is to provide a place to write down important information to share and questions to be asked and answered at your child's IEP meeting. The reverse side may be used for additional notes.

Strengths:

1. _____
2. _____
3. _____
4. _____

Learning Challenges:

1. _____
2. _____
3. _____
4. _____

Behaviors and Feelings in the Classroom:

1. _____
2. _____
3. _____
4. _____

Things that Help/Information to Share:

1. _____
2. _____
3. _____
4. _____

Questions:

1. _____
2. _____
3. _____
4. _____