

Special Education Acronyms

Siglas Comunes en Inglés para la Educación Especial

English	Acronym/Siglas	Español
Americans with Disabilities Act	ADA	Ley para Americanos con Discapacidades
Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder	ADD/ADHD	Trastorno por déficit de atención/ Trastorno por déficit de atención e hiperactividad
Adapted Physical Education	APE	Educación Física Adaptada
Aphasia	APH	Afasia
Assistant Principal, Secondary Counseling Services	APSCS	Subdirector de Servicios de Orientación a Nivel Secundario
American Sign Language	ASL	Lenguaje Estadounidense de Señas
Assistive Technology	AT	Tecnología Auxiliar
Autism	AUT	Autismo
Behavior Support Plan	BSP	Plan para Apoyar la Conducta
Chronological Age	CA	Edad Cronológica
Community Advisory Committee	CAC	Comité Asesor Comunitario
California Assessment of Student Performance and Progress	CAASP	Exámenes en California para el Desempeño y Progreso Estudiantil
California Longitudinal Pupil Achievement Data System	CALPADS	Sistema de Datos Longitudinal de Rendimiento Académico de California
California Alternate Assessment	CAA	Evaluación Alterna en California
California Science Test	CAST	Examen de Ciencias en California
Community Based Instruction o Instructor	CBI	Instrucción o Instructor Comunitario
California Education Code	CEC	Código de Educación en California
California Code of Regulations	CCR	Código de Disposiciones en California
California Department of Education	CDE	Secretaría de Educación del Estado de California

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Code of Federal Regulations	CFR	Código de Disposiciones Federales
Cerebral Palsy	CP	Parálisis Cerebral
Classroom Team Assessment Report	CTAR	Informe del Equipo de Evaluación de Salones de Clases
Cumulative File	CUM	Expediente Escolar
Deaf Blindness	DB	Sordera y Ceguera
Deafness and/or Hard of Hearing	DHH	Sordera y/o Semisordera
Dynamic Indicators of Basic Early Literacy Skills	DIBELS	Indicadores Dinámicos de las Destrezas Básicas y Tempranas de la Lectoescritura
Designated Instruction and Services (Related Services)	DIS	Instrucción y Servicios Designados (Servicios Afines)
Diagnostic and Statistical Manual of Mental Disorders	DSM	Manual Diagnóstico y Estadístico de Trastornos Mentales
District Validation Review	DVR	Análisis de Verificación por parte del Distrito Escolar
Early Education Center	EEC	Centro de Educación a Temprana Edad
Early Childhood Special Education	ECSE	Educación Especial Preescolar
Emotional Disturbance	ED	Trastorno Emocional
English Learner	EL	Aprendiz del Idioma Inglés
English Language Arts	ELA	Lengua y Literatura en Inglés
English Language Development	ELD	Desarrollo del Idioma Inglés
English Language Proficiency Assessments for California	ELPAC	Pruebas de Suficiencia en el Idioma Inglés de California
Established Medical Disability (3-5 yr olds)	EMD	Discapacidad Médica Establecida (niños de 3 a 5 años de edad)
Extended School Year	ESY	Año Escolar Prolongado
Expanded Transitional Kindergarten	ETK	Kínder de Transición Expandido

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Family Educational Rights and Privacy Act	FERPA	Ley de los Derechos y Privacidad Educativos de la Familia
Section 504 of the Rehabilitation Act of 1973	504	Sección 504 de la Ley de Rehabilitación de 1973
Gifted and Talented Education	GATE	Educación para Estudiantes Dotados y Talentosos
Interim Alternative Educational Setting	IAES	Entorno Interino de Educación Alternativa
Individuals with Disabilities Education Act	IDEA	Ley de Educación para Estudiantes con Discapacidades
Independent Educational Evaluation	IEE	Evaluación Independiente de Educación
Individualized Education Program	IEP	Programa Individualizado de Educación
Individualized Family Service Plan	IFSP	Plan Individualizado de Servicios Familiares
Initially Identified Fluent English-Proficient	IFEP	Inicialmente Identificado como Competente en el Idioma Inglés
Intensive Language Education Afterschool Program (Preschool)	ILEAP	Programa Después del Horario Escolar para la Educación Intensiva del Lenguaje (Preescolar)
Individual Transition Plan	ITP	Plan Individualizado de Transición
Individual with Exceptional Needs	IWEN	Persona con Necesidades Excepcionales
Key Performance Indicator	KPI	Indicador Clave del Desempeño
Language and Speech	LAS	Lenguaje y Habla
Los Angeles Unified School District	LAUSD	Distrito Escolar Unificado de Los Ángeles
Local Education Entity	LEA	Entidad Educativa Local
Least Restrictive Environment	LRE	Entorno de Restricción Mínima
Limited English Proficient	LEP	Dominio Limitado del Idioma Inglés
Long Term English Learner	LTEL	Aprendiz de Inglés a Largo Plazo

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English	Acronym/Siglas	Español
Modified Consent Decree	MCD	Decreto por Consentimiento Modificado
California's Medicaid Program	Medi-Cal	Programa de Seguro Médico en California
Memorandum of Understanding	MOU	Memorándum de Acuerdo
Nonpublic Agency	NPA	Entidad Particular
Nonpublic School	NPS	Escuela Particular Subvencionada
Office of Civil Rights	OCR	Oficina de Derechos Civiles
Other Health Impairment	OHI	Otro Impedimento de Salud
Orthopedic Impairment	OT	Impedimento Ortopédico
Office of Special Education Programs	OSEP	Oficina de los Programas de Educación Especial
Preschool for All Learners Special Day Programs	PALS	Programas Prescolares Diurnos Especiales para Todos los Aprendices
Preschool Collaborative Classroom	PCC	Salón de Clases Colaborativo a Nivel Preescolar
Parent Counseling and Training	PCT	Orientación y Capacitación de Padres de Familia
Physical Education	PE	Educación Física
Preschool/Kindergarten Itinerant Teacher	PKIT	Maestro Itinerante de Nivel Preescolar/Kínder
Preschool Comprehensive Program	PSC	Programa Preescolar Integral
Physical Therapy	PT	Terapia Física
Redesignated Fluent English Proficient	RFEP	Re designado como Competente en el Idioma Inglés
Resource Specialist Program	RSP	Programa de Recurso Didáctico
School Attendance and Review Board	SARB	
Smarter Balanced (Assessments)	SB	<i>Smarter Balanced</i> (Evaluaciones)

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English	Acronym/Siglas	Español
State Education Agency	SEA	Entidad Educativa Estatal
Special Education Local Plan Area	SELPA	Área del Plan Local para la Educación Especial
Special Education Student Activity Coordination (data system)	SESAC	Coordinación de la Actividad Estudiantil en la Educación Especial (base de datos)
Special Day Program	SDP	Programa Diurno Especial
Specific Learning Disability	SLD	Discapacidad Específica en el Aprendizaje
Statewide Student Identifier	SSIS	Número Estatal de Identificación del Estudiante
Student Support and Progress Team	SSPT	Equipo de Apoyo y Progreso Estudiantil
Traumatic Brain Injury	TBI	Lesión Traumática Cerebral
United States Code	USC	Código de los Estado Unidos
Ventura County Comprehensive Alternate Language Proficiency Survey	VCCALPS	Evaluación Integral y Alterna del Dominio Lingüístico del Condado de Ventura
Visual Impairment	VI	Impedimento de la Visión

GLOSSARY

Accommodation: A change in the course; standard; or test preparation, location, timing, scheduling, expectations, student response and/or other attribute which provides access for a student with a disability to participate in a course, standard or test but which does not fundamentally alter or lower the course, standard or test.

Adapted physical education: A modified general physical education program or a specially designed physical education program in a special class, or consultative services provided to students, parents, teachers, or other school personnel for the purpose of identifying supplementary aids and services or modifications necessary for participation in the general physical education program or specially designed physical education program.

Alternate Assessment: The instrument used for students who, due to their severe cognitive delays, are instructed from the Alternate Curriculum.

Alternate Curriculum: A State and/or District adopted curriculum for students who are unable to succeed in the general curriculum.

Americans with Disabilities Act: A Federal statute that prohibits discrimination/harassment on the basis of disability in the areas of employment, public transportation, telecommunications, access to public services programs, and activities of State and local governments, as well as those of commercial facilities, private businesses, and nonprofit service providers.

Annual goals: The individualized education program team's estimate, in measurable terms, of what the student can reasonably be expected to accomplish with special education and related services during the next 12 months based on the student's present levels of performance, potential for learning and rate of development.

Aphasia: See speech or language impairment

Assessment: An individual evaluation of a student in areas of suspected disability and/or educational performance.

Assessment plan: A written statement that delineates how a student will be evaluated.

Assistive technology device: Any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability.

Assistive technology service: Any service that directly assists a child with a disability in the selection, or use of an assistive technology device.

At no cost to the parents: A free appropriate public education is provided without charge, but does not preclude incidental fees that are normally charged to nondisabled students or their parents as part of the general education program.

Audiological services: Aural rehabilitation (auditory training, speech reading, language habilitation, and speech conservation) and habilitation with individual students in the general classroom; monitoring hearing levels, auditory behavior, and amplification for all pupils requiring personal or group

amplification in the instructional setting; planning, organizing, and implementing an audiology program for students with auditory dysfunctions, as specified in the individualized education program; or consultative services regarding test finding, amplification needs and equipment, otological referrals, home training programs, acoustic treatment of rooms, and coordination of educational services to hearing impaired students.

Autism: A student exhibits any combination of the following autistic-like behaviors, to include but not limited to:

- An inability to use oral language for appropriate communication
- A history of extreme withdrawal or relating to people inappropriately and continued impairment in social interaction from infancy through early childhood
- An obsession to maintain sameness
- Extreme preoccupation with objects or inappropriate use of objects, or both
- Extreme resistance to controls
- Displays peculiar motoric mannerisms and mobility patterns
- Self-stimulating, ritualistic behavior

Behavior support plan: A written document developed by an IEP team for any student with a disability experiencing daily behavior challenges in the classroom or school setting which interferes with the student's learning and progress toward mastery of individualized education program goals and objectives. For behaviors not serious enough to warrant a behavioral intervention plan.

Behavioral emergency: The demonstration of a serious behavior problem which has not previously been observed and for which a behavioral intervention plan has not been developed, or for which a previously designed behavioral intervention is not effective.

Behavior intervention: The systematic implementation of procedures that result in lasting positive changes in the individual's behavior including the design, implementation, and evaluation of individual and group instructional and environmental modifications and behavioral instruction. Behavioral interventions do not include procedures which cause pain or trauma.

Behavior intervention case manager: a designated certificated staff member, who has been trained in behavior analysis with an emphasis on positive behavioral interventions.

Behavior intervention plan: A written document which is developed by an individualized education program team, when the student exhibits a serious behavior problem that significantly interferes with the implementation of the goals and objectives of the student's IEP.

Benchmarks: Specific statements of what students should know. They allow for tracking a student's progress through school and help determine if a student's educational program is appropriate.

Blended Services: The special education teacher provides intensive instructional services outside of the general education classroom for identified students, but also co-teaches within the general education classroom for a period of time using the formats described in co-teaching.

Blindness: See visual impairment.

Child (student) with a disability (in general): A student who has a mental or physical disability which limits one or more of the student's major life activities.

Child (student) with a disability (special education): A student, age three through twenty-one, evaluated in accordance with Federal and State policy as having mental retardation, a hearing impairment including deafness, a speech or language impairment, a visual impairment including

blindness, emotional disturbance, an orthopedic impairment, autism, traumatic brain injury, an other health impairment, a specific learning disability, or multiple disabilities, and who, by reason thereof, needs special education and related services.

Collaborative Consultation: A service provided indirectly to the student consisting of regular review of student progress, accommodations and modifications of core material and modeling of instructional practices through collaborative consultation between the special education and general education teachers.

Collaborative Co-teaching: A process by which the general education and special education teachers work together to teach students with/without disabilities in a shared classroom. Both are responsible for instructional planning and delivery, student achievement, assessment, and discipline. Students receive age-appropriate academics, support services, and possibly modified instruction.

Complainant: Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging violations of Federal or State laws or regulations or District policies or procedures.

Consent (parental): Parental approval of an activity once the parent; has been fully informed of all information relevant to the activity for which consent is sought, in his/her native language or other mode of communication; understands and agrees in writing to the carrying out of the activity for which his/her consent is sought, and the consent describes that activity and list the records, if any, that will be released and to whom; and understands that the granting of consent is voluntary on the part of the parent and may be revoked at any time and that revocation of consent is not retroactive.

Content standards: What students are expected to know and be able to do in each subject area and grade level.

Core Curriculum: The basic curriculum utilized by the general education program based on State Standards and aligned to the State Content Area Frameworks.

Days: Calendar days unless otherwise designated.

Deaf: A student has a hearing impairment, whether permanent or fluctuating, which impairs the processing of linguistic information through hearing, even with amplification, and which adversely affects educational performance. Processing information includes speech and language reception and speech and language discrimination.

Deaf-Blindness: A student has concomitant hearing and visual impairments, the combination of which causes severe communication, developmental and educational problems.

Designated instruction and services: See related services.

Dual enrollment: The education of a student with a disability part-time in a nonpublic school and part-time in a public school.

Counseling and guidance: Educational counseling in which the student is assisted in planning and implementing his/her immediate and long-range educational program; career counseling in which the student is assisted in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions; personal counseling in which the student is helped to develop his/her ability to function with social and personal responsibility; or counseling with parents and staff members on learning problems and guidance programs for students.

English Language Development Standards: Designed to supplement the English Language Arts standards to ensure that English learners develop proficiency in both the English language and the concepts and skills contained in the English Language Arts standards.

Emotional disturbance: A student exhibits one or more of the following characteristics over a long period of time and to a marked degree which adversely affect educational performance:

- An inability to learn which cannot be explained by intellectual, sensory, or health factors.
- An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- Inappropriate types of behavior or feelings under normal circumstances exhibited in several situations.
- A general pervasive mood of unhappiness or depression.
- A tendency to develop physical symptoms or fears associated with personal or school problems.

The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.

Established medical disability: A disabling medical condition or congenital syndrome that the individualized education program team determines has a high predictability of requiring special education and related services. Applies only to children ages three through four.

Essential standards: Standards that identify specific content critical to the student's program through curriculum. Essential standards are emphasized in STAR testing.

Extended school year services: Special education and related services provided during the summer/intersession for a student with disabilities that an IEP team determines needs such services to prevent regression of learned skills or behaviors that the student is unlikely to recoup in a reasonable period of time, or for a student with severe disabilities to learn critical skills that are essential to the student's progress and lead to independent functioning and integration with nondisabled individuals.

Family Educational Rights and Privacy Act: A Federal statute giving parents the right to inspect and review their child's educational records, to amend errors or inaccuracies in those records, and to consent to disclosure of records.

Free appropriate public education: Special education and related services that are provided at public expense, under public supervision and direction, and without charge; meet the standards of the California Department of Education and the requirements of the Individuals with Disabilities Education Act; include preschool, elementary or secondary education; and are provided in conformity with an individualized education program.

Functional analysis assessment: A systematic evaluation of a student, for whom an individualized education program team has determined that instructional/behavioral approaches have been ineffective. Conducted by, or under the supervision of a person who has documented training in behavioral analysis with an emphasis on positive behavioral interventions, to provide a description of the targeted behavior(s) in objective and measurable terms; a description of the targeted behavior(s) that includes baseline data and an analysis of the antecedents and consequences that maintain the targeted behavior, and a functional analysis of the behavior across all settings; a description of the rate of alternative behaviors, their antecedents and consequences; and recommendations for consideration by the IEP team.

Hard of hearing: A student has a hearing impairment, whether permanent or fluctuating, which impairs processing of linguistic information through hearing, even with amplification, and which adversely affects educational performance, but the severity of the impairment does not establish eligibility under the definition of deafness. Processing linguistic information includes speech and language reception and speech and language discrimination.

Health or nursing services: Managing the student's health problems on the school site; consulting with students, parents, teachers, and other school personnel; group and individual counseling with parents and students regarding health problems; maintaining communication with health agencies providing care to student's with disabilities; or providing services by qualified personnel.

High stakes test: Tests used in making decisions about whether students will be promoted or retained and/or receive a high school diploma.

Home and hospital services: Instruction delivered to students with disabilities, individually, in small groups, or by teleclass, whose medical condition such as those related to surgery, accidents, short-term illness or medical treatment for a chronic illness prevents the student from attending school.

Inclusion: A service delivery option for students with moderate to severe disabilities that brings specially designed instruction and supports for students with disabilities into the context of regular education settings. Students may be partially or fully included in general education with supports provided by a collaborative team.

Individual with exceptional needs: See child (student) with a disability (special education).

Individuals with Disabilities Education Act: A Federal statute setting substantive and procedural standards for the provision of special education and early intervention to children with disabilities and funding to State and local education agencies. It also supports personnel preparation, research, technical assistance and model programs.

Individualized education program: A written statement for a student with a disability that is developed reviewed and revised in a meeting that meets the requirements of Federal and State policy.

Individualized family service plan: A written plan providing early intervention services to infants or toddlers and their families who have been determined eligible for early intervention services and that meets the requirements of Federal and State policy.

Initially identified fluent English-proficient: Students initially identified through an assessment process as fluent English-proficient at the time of enrollment.

Interagency agreement: A written document negotiated between two or more public agencies which defines each agency's role and responsibilities for providing services to students with disabilities and for facilitating the coordination of these services.

Language and speech: See speech and language impairment.

Language and speech development and remediation: Screening, assessment, individualized education program development and direct speech language services delivered to students with disabilities who demonstrate difficulty understanding or using spoken language to such an extent that it adversely affects their educational performance and cannot be corrected without special education and related services.

Least restrictive environment: That to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and that special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Limited English proficient: Students who speak a language other than English and who are identified through a formal assessment process as having insufficient English academic language skills to participate in an English-only program.

Low incidence disability: A severe disabling condition with an expected incidence rate of less than one percent of the total statewide enrollment in kindergarten through grade 12. Included are hearing impairments, vision impairments and severe orthopedic impairments, or any combination thereof.

Mediation: A problem-solving activity whereby a third party assists the parties to a dispute in resolving the problem.

Mental retardation: A student has significantly below average general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a pupil's educational performance.

Modification: A change in the course; standard; or test preparation, location, timing, scheduling, expectations, student response, and/or other attribute which provides access for a student with a disability to participate in a course, standard or test, but which does not fundamentally alter or lower the standard or expectation of the course, standard or test.

Multiple disabilities: Concomitant impairments, the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. One of the impairments must be hearing, orthopedic or vision. The term does not include deaf-blindness.

Multiple disabilities, hearing: See multiple disabilities.

Multiple disabilities, orthopedic: See multiple disabilities.

Multiple disabilities, vision: See multiple disabilities.

Nonpublic agency: A private establishment or individual that is certified by the California Department of Education and that provides related services necessary to implement a student's individualized education program.

Nonpublic school: A private school, certified by the California Department of Education, that enrolls students with disabilities pursuant to an individualized education program.

Objectives (short term, incremental): Sequential, incremental and measurable written statements, developed by an individualized education program team to mark progress toward attainment of annual goals.

Occupational therapy: The use of various treatment modalities including self-help skills, language and educational techniques as well as sensory or motor integration, physical restoration methods and prevocational exploration to facilitate physical and psychosocial growth and development.

Office of Special Education Programs: The office within the U.S. Department of Education responsible for the administration of the Individuals with Disabilities Education Act.

Orthopedic impairment: A student has a severe orthopedic impairment that adversely affects the student's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by 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 impairment: A student has limited strength, vitality or alertness, due to chronic or acute health problems, including but not limited to a heart condition, cancer, leukemia, rheumatic fever, chronic kidney disease, cystic fibrosis, severe asthma, epilepsy, lead poisoning, tuberculosis and other communicable infectious diseases and hematological disorders such as sickle cell anemia and hemophilia which adversely affects a student's educational performance. This health problem is not temporary in nature.

Orientation and mobility instruction: Specialized instruction for students in orientation and mobility techniques or consultative services to other educators and parents regarding instructional planning and implementation of the individualized education program relative to the development of orientation and mobility skills and independent living.

Out of level testing: A student in one grade is assessed for achievement using a version of a test intended for students in another grade.

Parent (for special education decision making): Includes; a person having legal custody of a child, a person acting in place of a parent, such as a grandparent or stepparent with whom the child lives; an individual designated by the parents to act on behalf of the child; a foster parent if the natural parent's authority to make decisions has been limited by court order and the foster parent has an ongoing long term parental relationship with the child, is willing to assume the role of parent in educational decision making and has no interest that would conflict with the interest of the child, the child, if age 18 or older, for whom no guardian or conservator has been appointed; and a surrogate parent appointed for a student who is a ward of the State or for a child whose parent is unknown or whose whereabouts cannot be determined.

Parent counseling and training: Assisting parents in understanding the special needs of their child and providing parents with information about child development.

Partially sighted: See visual impairment

Performance standards: specific knowledge and skills that students are expected to demonstrate.

Physical education: Development of physical and motor fitness; fundamental motor skills and patterns; and skills in dance, individual and group games and sports; and includes specially designed physical education, adapted physical education, movement education and motor development.

Physical therapy: Administration of active, passive and resistive therapeutic exercises and local or general massage, muscle training and corrective exercises and coordination work; administration of hydrotherapy treatments; assistance in administering various types of electrotherapy including ultraviolet, infrared, diathermy and inductothermy; teaching parents of hospitalized students exercises which are to be continued at home and interpret to them the significance of physical therapy services; and instruction in walking, standing, balance, use of crutches, cane or walker and in the care of braces and artificial limbs.

Present levels of performance: Written statements developed by an individualized education program team of how a student is performing in school including progress in the general curriculum or an alternative curriculum and State standards.

Primary Language: The language normally used by an individual. In all direct contact with a child (including evaluation of the child) the language normally used by the child in the home or learning

environment. For an individual with deafness or blindness or no written language, the mode of communication that is normally used by the individual (such as sign language, Braille, or oral communication).

Psychological counseling: Psychological counseling provided to students with disabilities; consultative services to parents, students, teachers and other school personnel; or planning and implementing a program of psychological counseling for students with disabilities and parents. This term does not include assessment services and the development of the individualized education program.

Pullout Model: A service delivery option where the student is removed from the general education setting to receive specialized instruction from a service provider other than the classroom teacher.

Qualified personnel: Personnel who have met the State of California's approved or recognized certification, licensing, registration or other comparable requirements that apply to the area in which the individuals are providing special education and related services.

Recoupment: The period of time needed for a student to reacquire a skill lost (regression) during the summer/intersession.

Recreation services: Therapeutic recreation and specialized instructional programs designed to assist students to become as independent as possible in leisure activities and when possible and appropriate, facilitate the pupils integration into general recreation programs; recreation programs in schools and the community that emphasize the use of leisure activity in the teaching of academic, social, and daily living skills and the provision of non-academic and extracurricular leisure activities and the utilization of community recreation programs and facilities; or leisure education programs designed to prepare the student for optimum independent participation in appropriate leisure activities, and developing awareness of personal and community leisure resources.

Redesignated fluent English-proficient: Students who acquired English language skills in school and subsequently passed assessments to redesignate to fluent English proficient.

Regression: The significant loss of a skill during the summer/intersession.

Related services: Transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and includes; speech-language pathology and audiology services, physical and occupational therapy, therapeutic recreation, counseling services, rehabilitation counseling, orientation and mobility services, school health services, social work services in schools, and parent counseling and training.

Resource specialist program: Instruction and services for students with disabilities who are assigned to general education teachers for the majority of the school day, including; the provision of information and assistance to students with disabilities and their parents; provision of consultation, resource information, and material regarding students with disabilities to parents and staff; coordination of special education services with the general school programs for each student enrolled in the resource specialist program; monitoring of pupil progress on a regular basis; and at the secondary level emphasis on academic achievement, career and vocational development, and preparation for adult life.

Section 504 of the Rehabilitation Act of 1973: A Federal civil rights statute that prohibits discrimination/harassment on the basis of disability in any program or activity receiving Federal financial assistance.

Social worker services: Individual or group counseling with the student and his/her immediate family; consultation with students, parents, teachers and other personnel, regarding the effects of family and other social factors on the learning and developmental requirements of children with disabilities; or developing a network of community resources, making appropriate referral and maintaining liaison relationships among the school, student, family, and the various agencies providing social income maintenance, employment development, mental health, or other developmental services.

Special day program: Programs that serve students with disabilities with similar and more intensive educational needs. Students can only be placed in special day programs when an individualized education program team determines that education in general education classes with the use of supplementary aids and services, including curriculum modification and behavioral support, cannot be achieved satisfactorily.

Special education: Specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and instruction in physical education; and speech language pathology, travel training and vocational education if they are required to meet the unique needs of the child.

Specialized driver training instruction: Instruction to students with disabilities to supplement the general driver-training program.

Specially designed instruction: Adapting, as appropriate, to the needs of a child with a disability, the content, methodology or means of instruction to address the unique needs of the child that result from the child's disability; and to ensure access of the child to the general curriculum, so that he/she can meet the educational standards that apply to all children.

Specially designed vocational education and career development: Providing prevocational programs and assessing work-related skills, interests, aptitudes, and attitudes; coordinating and modifying the general vocational education program; assisting pupils in developing attitudes, self-confidence, and vocational competencies to locate, secure and retain employment in the community or sheltered environment and to enable such students to become participating members of the community; establishing work training programs within the school and community; assisting in job placement; instructing job trainers and employers as to the unique needs of the student; or coordinating services with the Department of Rehabilitation, the Employment Development Department and other agencies as designated in the individualized education program.

Specific learning disability: A student has a disorder in one or more of the basic psychological process involved in understanding or in using language spoken or written, that may manifest itself in an impaired ability to listen, think, speak, read, spell or do mathematical calculations, and has a severe discrepancy between intellectual ability and achievement in one or more academic areas. The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

Speech or language impairment: A student shall be assessed as having a language or speech disorder which makes him or her eligible for special education and related services when he or she demonstrates difficulty understanding or using spoken language to such an extent that it adversely affects his or her educational performance and cannot be corrected without special education and related services. The disorder is not due to unfamiliarity with English.

Standards: General statements of what students should know or be able to do as the result of education.

Student success team: A formal general education process that helps school site personnel and parents address the learning and/or behavioral needs of individual students.

Supplementary aids and services: Aids, services and other supports that are provided in general education classes or other education-related settings to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate.

Surrogate parent: An individual appointed to assume the role of parent in special education decision making when the student is a ward of the State or the parent is unknown or unavailable.

Transition services: A coordinated set of activities for a student with a disability that is designed within an outcome oriented process; that promotes movement from school to post-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation; is based on the individual student's needs, taking into account the student's preferences and interests; and includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

Traumatic brain injury: An acquired injury to the brain caused by 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.

Travel training: Providing instruction, as appropriate, to children with significant cognitive disabilities, and any other children with disabilities that require this instruction, to enable them to develop an awareness of the environment in which they live; and learn the skills necessary to move effectively and safely from place to place within that environment.

Vision services: Adaptations in curriculum, media, and the environment, as well as instruction in special skills; or consultative services to students, parents, teachers, and other school personnel.

Visual impairment including blindness: A pupil has a visual impairment which, even with correction, adversely affects a student's educational performance. The term includes both partial sight and blindness.

Vocational education: Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

APPENDIX C
CHAPTER 2:

***A*CRONYMS**

ACRONYMS

ADA: Americans with Disabilities Act

ADD/ADHD: Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder

APE: Adapted Physical Education

APEIS: Assistant Principal, Elementary Instructional Services

APH: Aphasia

APSCS: Assistant Principal, Secondary Counseling Services

ASL: American Sign Language

AT: Assistive Technology

AUT: Autism

BICM: Behavior Intervention Case Manager

BSP: Behavior Support Plan

BIP: Behavior Intervention Plan

CA: Chronological age

CAC: Community Advisory Committee

CAHSEE: California High School Exit Exam

CAPA: California Alternate Performance Assessment

CBI: Community Based Instruction or Instructor

CAT: California Achievement Tests

CEC: California Education Code

CCR: California Code of Regulations

CCR: Coordinated Compliance Review

CDE: California Department of Education

CFR: Code of Federal Regulations

CP: Cerebral Palsy

CST: California Standards Test

CUM: Cumulative File

CWST: California Writing Standards Test

DBL: Deaf-Blindness

DD: Developmental Disability

DHH: Deaf and/or Hard of Hearing

DIS: Designated Instruction and Services

DSM: Diagnostic and Statistical Manual of Mental Disorders

DVR: District Validation Review

ED: Emotional Disturbance

ELD: English Language Development

ESY: Extended School Year

FAA: Functional Analysis Assessment

FERPA: Family Educational Rights and Privacy Act

FAPE: Free Appropriate Public Education

504: Section 504 of the Rehabilitation Act of 1973

GATE: Gifted and Talented Education

GED: General Educational Development (Test)

IAES: Interim Alternative Educational Setting

IDEA: Individuals with Disabilities Education Act

IEE: Independent Educational Evaluation

IEP: Individualized Education Program

IFSP: Individualized Family Service Plan:

IFEP: Initially Identified Fluent English-Proficient

IHE: Institution of Higher Education

ILEAP: Intensive Language Education Afterschool Program (Preschool)

ITP: Individual Transition Plan

IWEN: Individual with Exceptional Needs

KPI: Key Performance Indicator

LAS: Language and Speech

LAUSD: Los Angeles Unified School District

LEA: Local Education Agency

LRE: Least Restrictive Environment

LEP: Limited English Proficient

MA: Mental Age

MCD: Modified Consent Decree

Medi-Cal: California's Medicaid Program

MOU: Memorandum of Understanding

MR: Mental Retardation

NPA: Nonpublic Agency

NPS: Nonpublic School

OCR: Office of Civil Rights

OHI: Other Health Impaired

OI: Orthopedic Impairment

OLT: Out of Level Testing

OT: Occupational Therapy

OSEP: Office of Special Education Programs

PCC: Preschool Collaborative Classroom

PE: Physical Education

PKIT: Preschool/Kindergarten Itinerant Teacher

PSI: Preschool Intensive Class

PSM: Preschool Mixed Special Day Program

PT: Physical Therapy

RFEP: Redesignated Fluent English Proficient

RSP: Resource Specialist Program

SABE: Spanish Assessment of Basic Education

SARB: School Attendance and Review Board

SEA: State Education Agency

SELPA: Special Education Local Plan Area

SECEO: Special Education Certificated Employment Office

SESAC: Special Education Student Activity Coordination (data system)

SDP: Special Day Program

SIS: Student Information System (data system)

SLD: Specific Learning Disability

SSIS: Secondary Student Information System (data system)

SST: Student Success Team

STAR: Standardized Testing and Reporting

TBI: Traumatic Brain Injury

USC: United States Code

VI: Visually Impaired