



## Special Education Alphabet Soup

**ABA- Applied Behavioral Analysis-** An analysis by isolating behavior into specific parts – the antecedent-behavior and consequence. Allows for targeting the cause of the behavior and using a system of simple rewards and reinforcers, implements discrete trial training.

**ACCESS- Academic, Community & Career Environment for Student Success-**This instructional setting prepares students with significant disabilities to participate as independently as possible in critical natural environments. ACCESS provides instruction in the areas of academics, social, self-help, communication, and independent living skills. The goal is to achieve the highest level of independence when accessing community, domestic, recreational, and vocational activities.

**ALC- Active Learning Class-**This instructional setting offers specifically designed instruction for children with low incidence disabilities. These students have significant developmental delays, often exhibiting physical/sensory disabilities. Students may also have medical fragility. The primary emphasis is to increase the students' receptive and expressive communication, their ability to interact with the environment in meaningful ways, and enhancement of their physical abilities. These services are currently provided from preschool through high school.

**ARD- Admission, Review & Dismissal-** The ARD is Texas's name for an IEP. A minimum of 1 annual educational meeting is held, and plans are created, individualized to maximize student's growth through the public school years.

**APE- Adapted Physical Education-**is a program for students with disabilities from birth through 21 years of age. APE is a diversified program of developmental activities, games, sports, aquatics, and rhythmical movements suited to the interests, capacities, limitations of students with disabilities who may or may not safely or successfully engage in the activities of a general physical education program. The IEP committee determines the need for the service.

**ASD- Autism Spectrum Disorder** is an umbrella term for a developmental disorder that typically affects a child's skills in communication, processing social cues and at the time affects behavior.

**AT- Assistive Technology-** is any item, piece of equipment, software or product system that is used to increase, maintain or improve the functional capabilities of individuals with disabilities. AT provides access to curriculum, allows for independence and enables students to participate in their education actively.

**BIP- Behavior Intervention Plan-** A BIP should identify problematic behaviors, replacement behaviors, the positive interventions, strategies and supports to address the behaviors. The BIP should also outline the function of the behavior and consequences of the behavior(s). The plan should illustrate the expected response of teachers and school when a behavior occurs. A BIP intends to provide a plan for preventing and responding to behaviors that affect a student's access to education.

**CM- Content Mastery-**At the elementary level: special education services may be provided in a special education setting to augment classroom instruction. Support is provided in this setting by special education teachers and paraprofessionals. It is typically a quiet setting where students' individual support and learning styles can be accommodated.

**ECI- Early Childhood Intervention-**Services designed to meet the - Physical development; Cognitive development; Communication development; Social or emotional development; or Adaptive development of an infant or toddler identified as having a deficit in 1 or more of these areas as determined by the IFSP

**ECS- Early Childhood School-**The Frisco ISD Early Childhood School serves three and four-year-old students throughout our school district in a high-quality preschool program. Our facility provides both an environment and faculty focused on the pre-academic, language, social, emotional and physical needs of young children. Our developmentally appropriate curriculum and child-centered classrooms follow the Texas Prekindergarten

Guidelines and provide a language and literacy enriched environment where children have hands-on opportunities to learn. Students are served in three-hour sessions determined by where the student lives in the district.

State and federal eligibility criteria determine enrollment for one of the following programs: Head Start, Pre-Kindergarten and Preschool Program for Children with Disabilities. The school also enrolls a limited number of Pre-Kindergarten students in a tuition-supported program who would not otherwise qualify to attend.

**ED- Emotional Disturbance**-Defined under IDEA 34 CFR 300.8 as "(i) ... a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance -- (A) An inability to learn that cannot be explained by intellectual, sensory, or health factors; (B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (C) Inappropriate types of behavior or feelings under normal circumstances; (D) A general pervasive mood of unhappiness or depression; or (E) A tendency to develop physical symptoms or fears associated with personal or school problems. (ii) The term includes schizophrenia. The term does not apply to children who are socially maladjusted unless it is determined that they have an emotional disturbance." However, there is not a legal consensus as to the exact eligibility indicators-rather a joint effort by evaluators, educators and stakeholders determine whether the disorder is affecting educational access to the child or peers helps drive identification.

**EPM- Evaluation Planning Meeting**-A meeting held before re-evaluation (see **FIE**) to determine the tools to be used for evaluation. During the meeting, concerns will be address and how the FIE will address the concerns during evaluation. The same individuals invited to the ARD meeting are invited to participate in the planning meeting. However, participation is not mandated by law.

**ESY- Extended School Year**-A federal program which provides the student with additional instruction during the summer months in order to maintain acquired skills. ESY participation is determined by the ARD committee based upon regression and recoupment data accumulated after extended breaks.

**FA- Functional Academics**-This instructional setting provides educational services primarily to students with cognitive impairments who access the general education curriculum through prerequisite skills. An individually paced curriculum is developed for each student, focusing on reading, writing, and math with a strong emphasis on pre-vocational skills. Instruction meets the needs of students requiring alternate assessment. Students are typically able to participate in some activities and classes with their non-disabled peers. These services are provided from elementary through high school.

**FAPE- Free & Appropriate Public Education**-specialized instruction, services and supports provided at the cost of the public(school). Education meets standards and is appropriately within the public school environment per IEP.

**FBA- Functional Behavior Assessment**-Typically a problem-solving process to determine the function and provide information about challenging behavior. Usually coordinated by a behavior specialist, the target behavior is defined, and the function of the behavior(s) identified, antecedent and consequence data are gathered (ABC data) Observation across environments occur and data gathered. A hypothesis is created, and intervention implemented to prove the hypothesis and determine the effectiveness of the behaviors.

**FERPA- Family Educational Rights & Privacy Act**- A federal law which protects the privacy of student educational records. The law applies to all agencies receiving federal funds.

**FIE- Full Individual Evaluation**-In order to determine eligibility under IDEA, evaluation(s) must be conducted into the areas of possible qualifying disability(ies). The processes and results are compiled into a report the Full Individual Evaluation. If eligibility is determined and an individual is served under IDEA, a re-evaluation must be conducted at a minimum every three years to determine continued eligibility.

**GT- Gifted and Talented**- Gifted and Talented students are those who perform at or show the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment. Moreover, may exhibit high-performance capability in an intellectual, creative, or artistic area, possess a usual capacity for leadership, and/or excel in a specific academic field. Gifted and Talented students are also defined as those who excel in their ability to think, reason, judge, invent, or create to the degree that they need special facilities and/or educational services in order that they may have the opportunity to achieve their potential while making increased meaningful contributions to society. Students shall be identified through the use of multiple criteria as specified by the Frisco Independent School District. The District recognizes that students identified as gifted and talented can come from all races, socio-economic groups, geographical locales, and environments.

**HIPAA-Health Insurance Portability and Accountability Act** of 1996-Ensure privacy of medical records and information.

**ID- Intellectual Disability-** "significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance."( 34 CFR 300.8 (c)(6))

**IDEA- Individuals with Disabilities Education Act-** Federal Law which outlines the responsibilities of educational entities and their representatives and the rights of stakeholders in the education of all individuals between the ages of birth and 21 identified with qualifying eligibility.

**IEP- Individualized Education Program-** a written plan for each child/student with a disability. The plan is reviewed and revised at a minimum of annually by the IEP team(i.e., parent, gen ed teacher, special ed teacher, administrator, diagnostician, and various related services or instructional services personnel as appropriate) to ensure FAPE.

**IFSP- Individualized Family Service Plan-** Same as above (IEP) with an infant or toddler with a disability.

**IHPT- In-Home/Parent Training-** A related service which provides parents with strategies and interventions to use at home in order to support academics, functional and developmental success of the student in all environments

**ITP- Individual Transition Plan-**A coordinated plan between outside agencies, school, and family, incorporated in the student's IEP that examines a student's individual strengths, preferences, or interests in order to determine and map a process bridging school to post-secondary settings. Should contain goals which lead to the success of the student and post-secondary goals to monitor progress after graduation or completion of public school.

**LD/SLD- Learning Disability/Specific Learning Disability-**covers a broad area of learning disabilities which affect the child's ability to reason, process, read, write or do the math.

**LRE- Least Restrictive Environment-** the student is educated to the greatest extent possible as typically developing peers-including environment and supports.

**LSSP- Licensed Specialist in School Psychology-**uniquely qualified members of school teams that support students' ability to learn and teachers' ability to teach. They apply expertise in mental health, learning, and behavior to help children and youth succeed academically, socially, behaviorally, and emotionally. Services include general and special education consultation, special education evaluation, and special education indirect and direct counseling services

**LSC-Life Skills-**This instructional setting prepares students with significant disabilities to participate as independently as possible in critical natural environments. The goal is to achieve the highest level of academic progress possible while participating with maximum independence in integrated community, domestic, recreational and vocational activities. Life Skills provides educational services to students who require specialized assistance in the areas of academics, social, self-help, communication, and independent living skills. Students are typically able to participate in some activities and classes with their non-disabled peers. These services are currently provided from elementary through middle school.

**MT- Music Therapy-**established health profession in which music is used within a therapeutic relationship to address physical, emotional, cognitive, and social needs of individuals." (AMTA, 2015). Music Therapists create unique and original songs and strategies to fit the different needs of individuals with whom they work. Using preferred and/or age appropriate music can aid in enhancing mood, attention span, concentration, and appropriate/desired behaviors in students.

**OHI- Other Health Impairment-** an issue not listed in the other categories that affect the child's strength, attention, energy resulting in the inability to benefit from the typical educational environment. ADHD is one example.

**O and M-Orientation and Mobility-** a related service which enhances a student with a visual impairment understanding of essential body awareness through skills to navigate their environment efficiently, effectively, and safely. It supports the development of a student's understanding of where he is in space and where he wants to go (orientation). It also helps him carry out the plan to there (mobility).

**OT- Occupational Therapy-** to enhance the special education student's ability to adapt to and physically function within an educational environment. The role of the occupational therapist is to facilitate a student's functioning in the school setting. The goal of educationally relevant therapy is to minimize the effects of the student's disability on his or her ability to participate in the educational process.

**PLAAFP- Present Levels of Academic Achievement & Functional Performance-**A statement within the student IEP that explains and documents through assessments, observation and other means of measurement, the

student's strengths, weaknesses, and current abilities levels as well as the predicted growth of the child through calculated goals and/or objectives.

**PPCD- Preschool Program for Children with Disabilities**-Children between three and five years of age with an identified disability and need for special education services are served at the Frisco ISD Early Childhood School. Students can begin as early as their third birthday. Parents are encouraged to be active participants in all phases of the educational process. Instruction is based on an individual education plan (IEP) that is determined after evaluation has been completed. There may be several instructional personnel working together for the benefit of the student. These staff members may include but are not limited to, an educational diagnostician, speech pathologist, nurse, special education teacher, instructional aide, occupational and/or physical therapist. PPCD placement is based on evaluation, eligibility and the student's IEP.

**PT- Physical Therapy**-educationally based (school-based) physical therapy, provided as a related service, should be directed towards achievement of the functional tasks required to participate and benefit from special education placement. School-based physical therapy is provided to minimize the effects of the student's disability on his or her ability to participate in the educational process.

**RTI- Response to Intervention**-the use of a process based on the child's response to scientific, research-based intervention. Typically a three-tiered system- Tier 1 typical supports-Tier 2 more intensive interventions, Tier 3 the most intensive and can indicate a need for evaluation for specialized instruction. For each tier of implementation, data is analyzed, and determinations are made to maintain or increase interventions dependent on student progress.

**SAGE- Special and Gifted Education Parent Group**-resource to PTA parents who may have children in various programs offered through the Special Education Department at Frisco ISD or the Gifted and Talented program. SAGE works within the existing PTA. It is aimed at increasing overall awareness of unique and gifted education issues. SAGE requires no additional dues beyond standard PTA dues.

**SAIL- Social and Interpersonal Learning**-This instructional setting provides services for students with characteristics similar to individuals with high functioning autism spectrum disorder. SAIL students require a highly specialized learning environment due to meaningful communication, social, and behavioral needs. This classroom setting includes intensive social skill instruction, behavior modification strategies, and concentrated academic instruction based on the individual needs of students. These services are offered from elementary through high school.

**SBS- Specialized Behavior Support**-Students accessing this instructional setting demonstrate significant behavioral and emotional challenges that require intensive support after all other efforts have been unsuccessful. This program addresses students' academic and behavioral needs with highly individualized approaches, and positive behavior supports. Social skills instruction is a critical curriculum component in SBS. Students have opportunities to interact with their typical peers to the fullest extent possible to reinforce the generalization of acquired skills. These services are offered from elementary through high school.

**SEARCH-Project SEARCH** is a one-year internship for students with disabilities, in their last year of public schooling. The program targets the students for which the goal is competitive employment. The program will partner with Embassy Suites Dallas-Frisco Hotel, Convention Center, and Spa, where total immersion in the workplace facilitates the teaching and learning process as well as the acquisition of employability and marketable work skills. Students participate in three internships to explore a variety of career paths. The students work with a team that includes their family supports, a special education teacher and rehabilitation services administration to create an employment goal and support the student during this critical transition from school to work. The students selected for this program will attend 8 hours per day, five days per week.

**SI- Speech Impairment**- A communication disorder, it can manifest as stuttering or articulation or as a language impairment as in receptive and expressive processing of language which impeded a student's education progress.

**SLC- Structured Language Class**-This instructional setting offers specially designed instruction for children with autism and/or other communication disorders who require support to build functional language and communication skills. The primary emphasis is on language/communication and behavioral needs at the preschool level with increased emphasis on academic support and functional routines at the elementary and middle school levels. The classroom environment is highly structured and incorporates positive behavior supports and instructional strategies in alignment with the principles of Applied Behavior Analysis. Students participate in activities with their non-disabled peers, as appropriate, to help generalize skills learned in the SLC classroom. These services are currently provided at preschool, elementary & middle school levels.



**SLP- Speech Language Pathologist-** Instructional service provider as it pertains to academic proficiency/attainment in the area of a language disorder or articulation

**STAAR-Alt 2-State of Texas Assessment of Academic Readiness- Alternative-** an alternate assessment based on academic standards and is designed for students with significant cognitive disabilities receiving special education services. Additionally, the students must meet participation requirements.

**TEA- Texas Education Agency-**is the state agency that oversees primary and secondary public education. The commissioner of education heads it. The mission of TEA is to provide leadership, guidance, and resources to help schools meet the educational needs of all students.

**TEKS- Texas Essential Knowledge & Skills-**Texas standards each child is expected to master at each grade level for school subjects. TEKS are aligned vertically for critical processing standards.

**VI-Visual Impairment-** Disability category per IDEA. Visual impairment, that even with correction impacts a child's education.

**VI-teacher-**certified teachers provide services to students who are blind or have an impaired vision that cannot be corrected with prescription lenses to 20/70 in the better eye, or who may have a progressive condition that will result in no vision.

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References:

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