

## Special Education Dictionary

ADD	attention deficit disorder
ADHD	attention-deficit/hyperactivity disorder
AYP	adequate yearly progress
academic achievement	A student's level of performance in basic school subjects, measured either formally or informally
accessible	Generally, programs or buildings that are readily usable or equally convenient for students with physical, mental or sensory impairments. Section 504 of the Rehabilitation Act of 1973 (29 USC 794) establishes its accessibility requirement as: "No otherwise qualified individual with a disability in the United States, . . . , shall, solely by reason of her or his disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance. . . ."
accommodation	Generally, an adaptation or modification that enables a student with a disability to participate in educational programming, for example, complete school work or tests with greater ease and effectiveness, by enabling him or her to participate in the activity, to the extent possible, as if he or she were nondisabled. See also reasonable accommodation.
achievement test	A test that objectively measures educationally relevant skills or knowledge; a test that measures mastery of content in a subject matter area. As opposed to an intelligence test.
acquired aphasia	Disorder caused by focal lesion of the central nervous system (CNS) occurring in children who have already acquired some language skills. See also developmental aphasia.
acquisition	In connection with learning, the learning of new information or a new skill.
acting-out behavior	Inappropriate, usually destructive or aggressive behavior such as fighting or tantrums, that is considered more serious than minor misbehavior.
adaptive behavior	Behavior that displays an age-appropriate level of self-sufficiency and social responsibility; domains of adaptive behavior include: (a) independent functioning, (b) physical development, (c) economic activity, (d) language development, (e) numbers and time, (f) vocational activity, (g) self-direction, (h) responsibility and (i) socialization.
adaptive functioning	How effectively an individual copes with common life demands and meets age-appropriate personal independence standards.
additional services	Related services that traditionally have not been provided under Part B of the IDEA, such as nutrition services or case management, but are required under Part C. As distinguished from overlap services. See also birth-mandate state.
age appropriate	In connection with special education, achievement consistent with a disabled student's developmental level and chronological age.
age-equivalent score	A student's raw score or standard score for a test, expressed in the years and months of the chronological age of students for whom that grade is the average. Also called mental age or test age.
age norms	Values representing typical or average performance of individuals with a specific chronological age on a test or in an activity.
age range	In connection with eligibility for Part B, set out at 20 USC 1412(a)(1)(B)(i)-(ii) and in some states' laws as starting at age of 3 and ending when the youth reaches age 22, unless he or she has graduated prior to attaining that age. See also age-out, timelines for free appropriate public education. An exception is when a youth is entitled to compensatory education that extends his or her eligibility beyond the maximum age.
alternative communication	Communication through means other than an individual's own expressive skills, however enhanced; sometimes used to distinguish from augmentative communication and, in that context, more rarely needed or encountered.
alternative school	Generally, public school placement option that may be utilized for students who are not

	<p>succeeding in the traditional school environment, but may benefit by modified curriculum or flexible programming.</p> <p>Students with behavioral difficulties may benefit from instruction in alternative school programming for new and socially appropriate behavior, provided that, when the student is disabled, placement provides an appropriate education for the student in his or her least restrictive environment (LRE).</p>
Americans with Disabilities Act (ADA)	Federal legislation enacted in 1990 to prohibit discrimination on the basis of disability in employment (Title I), public services (Title II) and public accommodations (Title III) that makes access to public facilities, employment and transportation services by persons with disabilities an entitlement; applies to elementary schools and secondary schools; codified at 42 USC 12101-12213.
ancillary services	In a generic sense, supplementary support or assistance; also sometimes used synonymously with the term related services. As distinguished from auxiliary aids and services.
antecedent	In connection with behavior management and behavior modification, a stimulus that occurs prior to a behavior and sets the occasion for the behavior to occur.
aphasia	A receptive language disorder or, more commonly, expressive language disorder in children with normal intelligence and adequate sensory and motor skills; two basic types relate the onset to acquisition of language: acquired aphasia and developmental aphasia.
applied behavioral analysis (ABA)	<p>A method of analyzing behavior into component parts to determine where a child (or an adult) fails to perform, and therefore permitting extra training to be applied to those specific parts; a method of using simple rewards and reinforcers to help train components of behavior. See also discrete trial training.</p> <p>Applied behavioral analysis is the foundation of the Lovaas program for early intervention with autistic students.</p>
appropriate	<p>In connection with education for children with disabilities: 1. The entitlement provided to children with disabilities under Part B of the IDEA at 20 USC 1412(a)(1)(A) and 34 CFR 300.300. 2. The entitlement provided to children with disabilities under Section 504 as described in Section 504 regulations at 34 CFR 104.33(b)(1): "the provision of an appropriate education is the provision of regular or special education and related aids and services that . . . are designed to meet individual educational needs of handicapped persons as adequately as the needs of nonhandicapped persons are met." See also de minimus educational benefit; passing from grade to grade; potential maximizing standard.</p> <p>There is no statutory or regulatory definition of "appropriate" in connection with the IDEA because the contours of an appropriate education must be decided on a case-by-case basis, based on consideration of the unique needs of each individual eligible student. In Board of Education of Hendrick Hudson Central School District v. Rowley, 553 IDELR 656 (1981-82 EHLR 553:656) (1982) the U.S. Supreme Court elucidated the following two-part analysis for judicial evaluation of appropriateness: "First, has the State complied with the procedures set forth in the [IDEA]? And second, is the individualized educational program developed through the [IDEA's] procedures reasonably calculated to enable the child to receive educational benefits? If this two-part analysis is met, the State has complied with the obligation imposed by Congress and the courts can require no more."</p>
apraxia	Inability to speak purposefully that is not the result of a motor impairment.
articulation	Using different movements of the jaws, lips, tongue and soft palate to make essential speech sounds.
Asperger's disorder	<p>1. A neurological disorder involving severe and sustained impairments in social interaction and characterized by autistic behaviors such as literal thinking, excellent memory and social eccentricity; individuals with this disorder sometimes referred to as "high functioning" autistic individuals. Also referred to as Asperger's syndrome. 2. A neurological disorder the diagnostic criteria for which is defined in the DSM-IV as: "A. Qualitative impairment in social interaction, as manifested by at least two of the following: (1) marked impairments in the use of multiple nonverbal behaviors such as eye-to-eye gaze, facial expression, body postures and ability to regulate social interaction; (2) failure to develop peer relationships appropriate to developmental level; (3) a lack of spontaneous seeking to share enjoyment, interests, or achievements with other people (e.g., by a lack of showing, bringing, or pointing out objects of interest to other people); (4) lack of social or emotional reciprocity. B. Restricted repetitive and</p>

	stereotyped patterns of behavior, interests and activities, as manifested by at least one of the following: (1) encompassing preoccupation with one or more stereotyped and restricted patterns of interest that is abnormal either in intensity or focus; (2) apparently inflexible adherence to specific, nonfunctional routines or rituals; (3) stereotyped and repetitive motor mannerisms (e.g., hand or finger flapping or twisting, or complex whole-body movements); (4) persistent preoccupation with parts of objects. C. The disturbance causes clinically significant impairments in or other important areas of functioning. D. There is no clinically significant delay in cognitive development or in the development of age-appropriate self-help skills, adaptive behavior (other than social interaction), and curiosity about the environment in childhood. F. Criteria are not met for another specific Pervasive Developmental Disorder or schizophrenia."
assessment	1. Broader than testing and typically includes gathering and integrating information to determine a student's current level of emotional, behavioral, academic and intellectual functioning, resulting educational needs and strategies for remediation to promote effective treatment; common assessment methods include standardized tests, interviews, behavioral assessments, rating scales, apperception tests and neurophysical tests. 2. In connection with Part C, defined, as a term of art, in Part C regulations at 34 CFR 303.322(b)(2) as: "the ongoing procedures used by appropriate qualified personnel throughout the period of a child's eligibility under this part to identify---(i) The child's unique strengths and needs and the services appropriate to meet those needs; and (ii) the resources, priorities, and concerns of the family and the supports and services necessary to enhance the family's capacity to meet the developmental needs of their infant or toddler with a disability. " 3. Under the No Child Left Behind Act of 2001 (NCLB), assessments are aligned with academic standards. Beginning in the 2002-03 school year, schools must administer tests in each of three grade spans: grades 3-5, grades 6-9, and grades 10-12 in all schools. Beginning in the 2005-06 school year, tests must be administered every year in grades 3 through 8 in math and reading. Beginning in the 2007-08 school year, science achievement must also be tested.
assistive technology device	1. Generally, a device used by individuals with disabilities to compensate for functional limitations and to increase autonomy and learning; used to support students with disabilities in 3 main areas: (a) communication aid for nonverbal individuals, (b) sensory aid, or (c) an aid to enable multi-physically disabled students to control their environment. 2. Defined, as a term of art, in the IDEA at 20 USC 1401(1) as: "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 the functional capabilities of individuals with disabilities." 3. Similarly defined in the Developmental Disabilities Assistance and Bill of Rights Act at 42 USC 15002(3). See also assistive technology service.
at no cost	Defined, as a term of art, in IDEA regulations at 34 CFR 300.26(b)(1) as meaning that: "all specially designed instruction is provided without charge, but does not preclude incidental fees that are normally charged to nondisabled students or their parents as part of the regular education program."
at-risk infant or toddler	Defined, as a term of art, under the IDEA Part C at 20 USC 1432(1) as "an individual under 3 years of age who would be at risk of experiencing a substantial developmental delay if early intervention services were not provided to the individual."
audiologist	A licensed health care professional who diagnoses hearing loss and selects and fits hearing aids.
augmentative communication	Communication through enhanced use of an individual's residual expressive communication skills, e.g., speaking skills, sometimes distinguished from alternative communication, involving no use of speech.
aural	Relating to spoken language and also including other words and sounds, organically or mechanically produced. See also oral/aural method.
autism	1. A pervasive developmental disorder characterized by significant deficiencies in communication skills, social interaction and motor control; not the same as, but may be associated with, mental retardation. 2. Defined, as a term of art, in IDEA regulations at 34 CFR 300.7(c)(1)(i) as: "a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 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 experiences." 3. Referred to in the DSM-IV as autistic disorder.
aversive	A behavior technique that involves the planned presentation of adverse stimuli immediately following an instance of inappropriate conduct. The intent is to rapidly stop that particular behavior and reduce the likelihood of future occurrences. In theory, an aversive is not a punishment, but rather a therapeutic technique employed to enable students to benefit from their educational program.
baseline	The beginning point for measurement, prior to intervention or treatment, necessary to determine in order to measure effectiveness of the intervention or treatment. See also behavior management.
basic reading level	As defined by the National Assessment of Education Progress, able to understand "uncomplicated narratives and high-interest informative texts."
basic skills	Generally understood as the skills taught by explicit instruction in the first years of elementary schooling, includes learning the alphabet, how to sound out words, spelling, counting and arithmetic operations.
battery	In connection with educational evaluation, a group of tests.
behavior disorder (BD)	Terminology used in place of "seriously emotionally disturbed" in some state educational codes; usually indicates that a student is acting in inappropriate or disruptive ways that interfere with his or her own education or that of others and that are causally connected to a disability.
behavior management	Educational programming intended to change or control undesired behaviors; the goal is for a student to learn to include in his or her repertoire of behaviors appropriate responses to social situations and to use those new behaviors at appropriate times. See also intervention; target behaviors.
behavior management plan	Identifies potential unacceptable behaviors that may be caused by a student's disability and possible strategies for preventing and controlling them. See behavioral intervention plan. According to the Office of Special Education Programs (OSEP) in Letter to Hefner, 23 IDELR 1072 (OSEP 1995), Part B does not mandate the inclusion of a behavior management plan in the IEP of a student with a disability whose program has behavioral components. However, nothing in Part B precludes its inclusion, and it is considered good practice to include a behavior management plan in a student's IEP when behavioral problems have been apparent in the past or are anticipated in the future.
behavioral assessment	As defined by educators R.O. Nelson and S.C. Hayes: "the identification of meaningful response units and controlling variables (both current, environmental and organismic) for the purpose of understanding and altering. . . behavior."
behavioral intervention plan (BIP)	Undefined by the IDEA, the term can be generally defined as a component of a child's IEP that describes positive behavioral interventions and other strategies that the district must implement to prevent and control unacceptable behaviors. The term is frequently used interchangeably with behavior management plan. The term makes its only appearance in the IDEA at 20 USC 1415(k)(1)(B). That section requires that, not later than 10 days after deciding to take certain disciplinary actions (identified in 20 USC 1415(k)(1)(A)), a district must review the student's BIP and revise it to the extent necessary to address the behavior. If the student does not have a BIP, the district must develop one.
behavioral rating scales	Written instruments that lists specific observable behaviors that, when filled out by parents, teachers or other professionals to indicate which the child performs, assess the severity of the child's emotional or behavior problems.
block scheduling	1. In connection with itinerant services such as speech pathology, programming in which the specialist spends a longer amount of time at one location and makes fewer moves in the course of one school year so that students may receive more intensive services. 2. In connection with regular education, division of at least part of daily schedule in larger than usual blocks of time (more than 60 minutes); advocates believe it permits flexibility for a diversity of instructional activities.
borderline intellectual functioning	Generally understood as an IQ score range slightly higher than 70 to 75, one of the criteria for mental retardation under the DSM-IV.

brain injury	<p>"Insult to the brain" resulting in impairment of brain function; categorized types, depending on cause and extent of injury as acquired, closed, and mild.</p> <p>acquired brain injury---not congenital closed brain injury---resulting from impact of violent collision with a foreign object, typically causing diffuse tissue damage mild brain injury---traumatic brain injury resulting in temporary disruption of functioning, such as losing consciousness for 30 minutes or less.</p>
carrel	<p>A study booth or cubicle that minimizes external distractions. See also discipline; time-out.</p> <p>In <i>Honig v. Doe</i>, 559 IDELR 231 (1987-88 EHLR 559:231) (U.S. 1988), the U.S. Supreme Court identified study carrels as a "normal" disciplinary procedure, use of which in connection with students with disabilities does not implicate the procedural safeguards of the IDEA.</p>
case management	<p>1. Generally, services that help people arrange appropriate and available services and supports.</p> <p>2. In connection with Part C of the IDEA, activities conducted by a service coordinator (the term that replaced case manager in the regulations) to assist a Part-C eligible child and his or her family to receive the rights, procedural safeguards and services available under the state's early intervention program, defined, as a term of art, in Part C regulations at 34 CFR 303.23 as: "activities carried out by a service coordinator to assist and enable a child eligible under this part and the child's family to receive the rights, procedural safeguards, and services that are authorized to be provided under the State's early intervention program" that include the seven specific service coordination activities set out in 34 CFR 303.23(b)(1)-(7).</p>
case manager	<p>1. Generally, the professional who organizes and coordinates services and supports for the client being served. 2. Now known as a service coordinator, the professional responsible under Part C for: (a) coordinating all services across agency lines and (b) serving as the single point of contact in helping parents to obtain the services and assistance they need, as specified in Part C regulations at 34 CFR 300.23(a)(2).</p>
ceiling	<p>In connection with educational tests, the upper level or maximum degree of ability or achievement that can be measured, resulting in uniform scores for all students whose ability or achievement level exceeds the ceiling.</p>
cerebral palsy (CP)	<p>Nonprogressive disease of the central nervous system that results in abnormal alterations in or limitations of voluntary movement, speech disorders or unintelligible speech, and behavior disorders; children with cerebral palsy typically have normal intelligence but sensory or emotional disorders resulting from motor deficiencies; five types, classified according to particular way movement is affected: (a) spasticity, (b) athetosis, (c) rigidity, (d) ataxia and (e) mixed.</p>
certification	<p>Part of the requirements of the No Child Left Behind Act of 2001 (NCLB), which mandates state certification as a component of the highly qualified teacher requirement for teachers hired to teach core academic subjects in an ESEA-supported program.</p>
chaining	<p>A procedure in which desired behaviors are reinforced in sequence to enable the child to perform more complex behaviors.</p>
challenging behaviors	<p>Generally refers to disruptive or antisocial conduct.</p>
change in educational placement	<p>Under IDEA regulations at 34 CFR 300.503(a), one of the triggers for the requirement of prior written notice to parents imposed on school districts under the IDEA. Also termed change in placement. See also significant change in placement.</p> <p>There is no comprehensive statutory or regulatory definition, but generally proposed modifications of the program or services set out in a student's individualized educational program (IEP), including a cessation of services for 10 or more days, is considered a change in educational placement. According to the 5th U.S. Circuit Court of Appeals: "A change in placement occurs where there is a fundamental change in a basic element of the educational program." <i>Sherry A.D. v. Kirby</i>, 19 IDELR 339 (5th Cir. 1992). Conversely, a change in the location at which a student with a disability's educational program is provided, without a concurrent change in the student's IEP, is generally not considered a change in educational placement. However, the Office of Special Education Programs (OSEP) has opined in policy letters (e.g., Letter to Green, 22 IDELR 639 (OSEP 1995)) that a change in location should be considered a change in educational placement, for purposes of triggering procedural safeguards, if it substantially or materially alters a student's program or his or her opportunities for interactions with nondisabled peers.</p>
charter school	<p>Public school created by a formal agreement---charter---between an individual or group of</p>

	<p>individuals and a local school district, state or independent governing board; generally exempt from most state education regulations and local school district rules in exchange for agreeing to meet certain accountability requirements.</p> <p>While charter schools are not exempt from the IDEA or Section 504 (or the Americans with Disabilities Act (ADA), how these laws apply is now a matter of debate. Charter schools are public schools and no state has the authority to grant waivers of the IDEA or federal antidiscrimination statutes such as Section 504 to any public school. However, the extent of a charter school's obligations under those statutes turns, in part, on whether the school is considered an individual public school within the school district in which it is situated or a school district local educational agency (LEA) itself. These definitional issues remain unsettled in many states.</p>
child find	<p>1. In connection with Part B of the IDEA, the requirement set out in the statute at 20 USC 1412(a)(3) requiring states to ensure that all children with disabilities who are in need of special education and related services are identified, located and evaluated. The regulations at 34 CFR 300.128 further define child find responsibilities.2. Under Part C, each statewide system of early intervention services must include a comprehensive child find system that is consistent with Part B regulations at 34 CFR 300.128. 3. A requirement similar to that of the IDEA applying to school districts under Section 504 as set out in Section 504 regulations at 34 CFR 104.32, requiring districts to annually "undertake to identify and locate every qualified [individual with a disability] residing in [the district's] jurisdiction who is not receiving a public education."</p> <p>The child find requirements of Part B of the IDEA are applicable to all children from birth through age 21, regardless of: the severity of the disability (Letter to Anonymous, 21 IDELR 65 (OSEP 1994)); whether enrolled in private or public schools (Letter to Peters, 19 IDELR 974 (OSERS 1993)) or an in-patient of a public or psychiatric hospital (Letter to Lane, 16 IDELR 959 (OSERS 1990)); or whether the parent has failed to request an evaluation (Letter to Harris, 1 ECLPR 123 (OSEP 1991)).</p>
Childhood Disintegrative Disorder	<p>1. Marked regression in multiple areas of functioning following a period of at least two years of apparently normal development, followed by onset of symptoms that mimic those of autism; 2. A developmental disorder the diagnostic criteria for which is defined in the DSM-IV as: "A. Apparently normal development for at least the first two years after birth as manifested by the presence of age appropriate verbal and nonverbal communication, social relationships, play and adaptive behavior; B. Clinically significant loss of previously acquired skills (before age 10) in at least two of the following areas: (1) expressive or receptive language, (2) social skills or adaptive behavior, (3) bowel or bladder control, (4) play, (5) motor skills; C. Abnormalities of functioning in at least two of the following areas: (1) qualitative impairment in social interaction (e.g., impairment in nonverbal behaviors, failure to develop peer relationships, lack of social or emotional reciprocity), (2) qualitative impairments in communication (e.g., delay or lack of the development of spoken language, inability to initiate or sustain a conversation, stereotyped and repetitive use of language, lack of verbal make-believe play), (3) restricted repetitive and stereotyped patterns of behavior, interests and activities, including motor stereotypes and mannerisms; D. The disturbance is not better accounted for by another specific Pervasive Development Disorder or by Schizophrenia." As distinguished from autism; Rett's Disorder.</p>
child with a disability	<p>A term of art identifying those children eligible to receive special education and related services under Part B of the IDEA; defined in the statute at 20 USC 1401(3) as: "(A) . . . a child . . . with mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and who, by reason thereof, need special education and related services; (B) . . . for children aged 3 to 9, may at the discretion of the state and the local educational agency, include a child experiencing developmental delays, as defined by the State and as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development, and, who, by reason thereof, need special education and related services." The No Child Left Behind Act of 2001 (NCLB) incorporates this definition at 20 USC 7801(5).</p> <p>Essentially, to qualify for special education and related services under Part B of the IDEA, a child must be within the age range specified in the statute and satisfy both parts of the definition</p>

	of a child with a disability. First, he or she must have one or more of the 13 categories of disabling conditions specified in the statute. Second, he or she must need both special education and related services as a result. The Office of Special Education Program (OSEP) has made it clear that the identification of the disabling conditions in the statute is exhaustive, not illustrative. See, e.g., Letter to Fazio, 21 IDELR 572 (OSEP 1994). However, the list of specific impairments included within the regulatory definitions at 34 CFR 300.7(a) is not intended to be exhaustive.
chunking	Cognitive strategies that enable individuals to process and mentally organize large amounts of information. For example, in connection with short-term memory, a seven-digit phone number can be remembered more easily if the first three numbers are grouped together, with a pause before grouping the next four.
Cloze method	Formula for estimating text difficulty and readability level.
cochlear implant	An electronic auditory device intended to give an individual age 2 or over who is deaf or has a severe hearing loss or profound hearing loss the sensation of sound; made up of external parts worn outside the body and internal parts implanted surgically. External parts include a microphone headset (encased in what looks like a behind-the-ear hearing aid case), external transmitter coil and a speech processor responsible for turning sound into electric current; internal parts include an internal receiver surgically implanted in the mastoid bone behind the ear and magnetically attracted through the skin to the external transmitter. As more younger children are receiving cochlear implants, recent disputes have addressed appropriate educational programming, including the Fifth Circuit Court of Appeals' decision in <i>Bonnie F. v. Calallen School District</i> , 2 ECLPR 98 (5th Cir. 1994). All agree that appropriate programming for children learning to communicate with the implant includes intensive 1:1 speech and language therapy and therapy to learn how to understand and process the auditory information. Additionally, the court in <i>Stratham School District v. Beth and David P.</i> , 38 IDELR 121 (D.N.H. 2003) determined that the mapping of a cochlear implant was a related service for a preschooler.
cognition	Thinking processes in the brain, both conscious and unconscious, as opposed to emotions and simpler reflex actions; involves mental activities such as paying attention, perceiving, learning, making decisions, problem solving, and memory.
cognitive ability	"Involves reasoning and problem solving and is measured by most tests of general intelligence, particularly those with tasks involving reasoning, problem solving, concept formation, verbal and figural analogies, number series, and matrices." J. M. Sattler, <i>Assessment of Children</i> (3d Ed.) (1988), p. 52.
cognitive deficit	An impairment in some aspect of cognition, any deviation from what was expected for or from that individual, even those that may be related to genetics or developmental problems.
cognitive style	Specific pattern of approaches an individual uses to approach a problem, for example, some people may back up and try to examine alternatives, while others may hope for an intuitive solution and begin to think about a problem only if their intuition seems to fail.
collaborative learning	Instructional method in which small groups of students with varying levels of skills or interests work together on a project.
communication board	A non-electronic augmentative communication system; a board with pictures or symbols that allows an individual who cannot speak or speak readily to communicate by pointing or gazing.
communication disorder	When used in the broadest sense, a wide variety of disabilities affecting ability to use or benefit from meaningful symbolic communication in speech, language or hearing, including articulation disorder, language disorder, and voice disorder.
co-morbidity	Different diseases or disorders existing together. For example, it is fairly common for a child to be diagnosed as having attention deficit hyperactivity disorder (ADHD) and a conduct disorder.
consent	1. In connection with procedural safeguards, generally the approval of a parent for a recommendation for evaluation, programming or placement of child with a disability, or suspected of having a disability, that is made after being fully informed of all information reasonably pertinent to agreement to proceed as recommended. 2. Defined, as a term of art, in IDEA Part B and Part C regulations at 34 CFR 300.500(b)(1) and 34 CFR 303.401(a).

	respectively, as meaning that: "(1) The parent has been fully informed of all information relevant to the activity for which consent is sought, in his or her native language, or other mode of communication; (2) The Parent understands and agrees in writing to the carrying out of the activity for which his or her consent is sought, and the consent described that activity and lists the records (if any) that will be released and to whom; and (3) The parent understands that the granting of consent is voluntary on the part of the parent and may be revoked at any time."
consequences	In connection with behavior management and behavior modification, the stimulus following a behavior that may result in an increase or decrease in that behavior in the future.
consulting teacher	A teacher who provides guidance and support about educating disabled students to other teachers rather than providing direct services to students.
contingency	1. In connection with behavior modification, the relationship between a behavior and subsequent events. 2. The action or event that follows the target behavior. See also consequences.
contingency contract	In connection with behavior modification, a written agreement that states the consequences, or reinforcers, that will occur given the student's performance of specified appropriate behaviors and/or completion of academic tasks.
correlation	The extent to which the score on a test varies with the score on another test, when compared across individuals or within the same individual.
Cornelia de Lange syndrome	A genetic disorder characterized by multiple severe impairments and chronic health problems.
counseling services	1. Generally, services or activities that apply therapeutic processes to personal, family or situational problems in order to bring about a positive resolution of the problem or improved individual or family functioning or circumstances. 2. As a term of art, a related service defined in IDEA regulations at 34 CFR 300.24(b)(2) as "services provided by qualified social workers, psychologists, guidance counselors, or other qualified personnel." Courts and administrative decision makers have held that psychological counseling may be a related service if it is required to assist a child to benefit from special education, even if the counseling is not primarily for educational purposes. Thus, in resolving claims involving psychological counseling, courts often wrestle with whether the nexus between the need for the services and the resulting educational benefit is too tenuous to make the school district financially liable for their provision.
cri du chat syndrome	Extremely rare chromosomal abnormality resulting in severe mental retardation or profound mental retardation and markedly delayed motor development. Cri du chat syndrome arises from the absence of a particular portion of chromosome 5. Children born with this deletion in chromosome 5 have a characteristic mewing cry as newborns that is thought to be caused by abnormal development of the larynx (the organ containing the vocal chords). For this reason, the disorder is called cri du chat (or cat's cry) syndrome. One of the several judicial decisions in 1995 holding in favor of a more restrictive placement for a student with severe mental retardation was Kari H. v. Franklin Special School District, 23 IDELR 538 (M.D. Tenn. 1995). The court, ruling on the basis of the Roncker portability test, held that the least restrictive environment (LRE) for a 14-year-old girl with cri du chat syndrome was a special education classroom with partial mainstreaming for non-academic subjects. The previous year the student had a fully inclusive placement in a 4th grade class. While the parents believed placement in 5th grade was appropriate, the court held that the student's gains in her inclusive setting were marginal, far outweighed by the gains she could realize in a special education classroom with a smaller teacher-student ratio and peers with whom she could communicate.
criterion-referenced test (CRT)	Measures a student's absolute level of mastery of a particular skill, often developed locally to reflect the content of the school district's curriculum; does not measure a student's level of mastery against that of other students. As opposed to norm-referenced test.
cued speech	A method to clarify communication with deaf individuals in which, while the deaf individual is reading lips, an interpreter is using hand signals near his or her mouth to supplement and clarify the lip reading by helping to distinguish between homophones.
cumulative record	The entire record of an individual child's educational experience over time that is kept by the schools he or she attends.
current educational placement	In connection with the stay-put provision of the IDEA, the placement in which the child must remain during the pendency of any administrative or judicial proceedings, as specified in Part B



	regulations at 34 CFR 300.514. While the regulations do not define "current educational placement," according to the Office of Special Education and Rehabilitative Services (OSERS), it is generally understood to mean the program of special education and related services being provided in accordance with the most recently approved individualized education program (IEP). Letter to Baugh, 211 IDELR 481 (OSERS 1987).
curriculum	Broadly, content of program of instruction detailing what students should learn, when they should learn it and how they should be taught.
curriculum-based measurement	Series of incremental assessments of what a student has learned.
curriculum in early childhood education	Generally addresses developmental areas critical to later school success such as motor, cognitive, language, social and self-help skills.
curriculum for students with mild disabilities	Generally, the regular education curriculum, but taught with modifications and provision of accommodations.
curriculum for students with severe disabilities	Generally consists of survival skills, functional curriculum designed to optimize independence and ability to function responsibly in society.
daily living skills	Skills needed for personal self-care, on the lowest level include toileting, feeding and dressing.
day treatment	In connection with mental health services for children and adolescents, a program lasting at least four hours a day that includes crisis intervention, special education, counseling, and parent training.
Deaf	When capitalized, understood to mean an individual who communicates through American Sign Language (ASL) rather than signed or spoken English and who self-identifies as a member of the Deaf community and a participant in Deaf culture.
deaf education	Five methods that relate to the chosen method of alternative communication in the absence of both hearing and speech: (a) auditory training, (b) oral/aural [method], (c) oral/aural plus cued speech or other supportive modes of communications, (d) speech and sign language, and (e) visual only (gestural communication or sign language).
deafness	1. A hearing loss so extensive that one cannot understand speech, even with a hearing aid, usually considered a loss of 70 decibels or greater. 2. Defined, as a term of art, in IDEA regulations at 34 CFR 300.7(c)(3) as: "a hearing impairment so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child's educational performance."
decibel(db)	Unit for measuring sound volume.
decoding skills	The receptive language skills that allow a child to understand and make use of auditory or visual information; in connection with reading, the ability to recognize words one has previously learned and discern the meanings of new words from sound or context.
deficit	A lag in a student's skill or ability level, so that he or she is behind his or her age peers.
derived score	Raw score that has been converted into a score for meaningful interpretation of a child's performance on a norm-referenced test.
developmental delay	1. Generally, a delay in the areas of cognition, socialization, independent functioning, communication or motor skills resulting in a child having slower and more difficult skills acquisition than his or her typically developing age peers. 2. As a category for eligibility under either Part B (34 CFR 300.7(b)) or Part C (34 CFR 303.300), as defined by state law or regulation. The IDEA empowers states to define a qualifying developmental delay by designating the levels of functioning that will determine eligibility. Wyoming, for example, defines a developmental delay as a 25% or more delay in development compared to his or her age peers. Although determination of the level of functioning is thus left up to the states, insofar as Part C is concerned, federal regulations (at 34 CFR 303.16) require evaluators to consider all five of the specified developmental areas of functioning (cognitive development; physical development, including vision and hearing; communication development; social or emotional development; and adaptive development) and to deem children eligible when they fall below the designated level of functioning in any one or more of the areas. Part B similarly requires consideration of development in the areas of physical development, cognitive development, communication development, social or emotional development or adaptive development and eligibility for a

	child with a delay in any of those areas.
developmental disability	1. Generic term for a substantial continuing disability that starts in childhood and is not subject to rehabilitation, such as mental retardation, cerebral palsy and autism. 2. Defined, as a term of art, in the federal Developmental Disabilities Assistance and Bill of Rights Act at 42 USC 15002(8) as "a severe, chronic disability of an individual 5 years of age or older that---(A) is attributable to a mental or physical impairment or combination of mental or physical impairments; (B) is manifested before the individual attains age 22; (C) is likely to continue indefinitely; (D) results in substantial function limitations in three of more of the following major life activities---(i) self-care; (ii) receptive [language] and expressive language; (iii) learning; (iv) mobility; (v) self-direction; (vi) capacity for independent living; and (vii) economic self-sufficiency; and (E) reflects the individual's need for a combination and sequence of special, interdisciplinary, or generic services, supports, or other assistance that is of lifelong or extended duration and is individually planned and coordinated.. . ."
developmental dyslexia	Severe reading disorder which has no known etiology and is associated with individuals with high intelligence.
developmental reading	Reading to learn how to read, in the past part of the curriculum for lower elementary grades only, but becoming part of curriculum for older students, particularly those with learning disabilities relating to reading. See also basal reading program; phonics; whole language.
diabetes	A metabolic disorder relating to a failure to secrete sufficient amounts of insulin or to properly absorb insulin; in more severe cases can result in water and electrolyte loss; may be an "other health impairment" under the IDEA and may entitle the student to school health services under either the IDEA or Section 504. See also blood glucose monitoring; insulin pump.
diagnosis	In connection with special education programming, taking information about a student that has been obtained from an assessment and classifying that information based on an accepted diagnostic system
diagnostic test	An instrument to measure an individual student's strengths and weakness in a specific area and how his or her resulting educational needs can be met through regular instruction or remediation.
didactic method	Instructional method based on use of practical materials.
differential reinforcement	A behavior management technique involving reinforcement of one class of one behavior, but not another, or reinforcement of the same behavior only when it is performed under one condition, but not another.
direct instruction	Active teaching or explicit instruction which includes explaining to students exactly what they are expected to learn, demonstrating the steps needed to accomplish a task and providing opportunities for practice and feedback; suitable for large-group instruction, but does not easily accommodate open-ended questions or higher-order thinking. Also called traditional instruction.
Direct Instruction	An instructional method for teaching students with learning disabilities to read based on phonics and involving an interactive, drill-based scripted method of teaching.
direct services	In connection with a state's use and distribution of IDEA funds, defined, as a term of art, in IDEA regulations at 34 CFR 300.370(b)(1) as: "services provided to a child with a disability by the State directly, by contract, or through other arrangements."
disability	Limitation in performance resulting from a physiological (physical or mental) abnormality; as a matter of preferred terminology, an "individual with a disability" should be used, rather than a "disabled individual." May also be referred to as an impairment. See also handicap.
disaggregated	To separate a whole into its parts. When used in the No Child Left Behind Act of 2001 (NCLB), the term "disaggregated data" means that test results are sorted into groups of students who are economically disadvantaged, from racial and ethnic minority groups, have disabilities, or have limited English fluency. This practice allows parents and teachers to see more than just the average score for their child's school. Instead, parents and teachers can see how each student group is performing.
discipline	A school's system designed to minimize disruption and promote positive social interaction; a broad category of techniques for behavior management and control including intervention plans that encompass motivational techniques, such as positive reinforcement, social skills training, and development of problem-solving and decision-making skills, as well as punishment.

disclosure	In connection with education records, regulated by the Family Educational Rights and Privacy Act (FERPA) and defined, as a term of art, in FERPA regulations at 34 CFR 99.3 as "access to or the release, transfer, or other communication of education records, or the personally identifiable information contained in these records. . . by any means, including oral, written, or electronic means."
discrete trial training	A method of breaking down functions into single steps which are rewarded on a trial-by-trial basis; also referred to as the Lovaas program in connection with use of the method with preschoolers with autism. See also applied behavioral analysis (ABA). As an example of discrete trial training, the desired goal of having a child learn how to drink from a cup might be broken down into the following series of discrete steps: having the child learn to recognize the cup as containing something he or she wants; teaching the child to reach for the cup; teaching the child to pick up the cup; teaching the child to put down the cup. Each of these steps would be identified and trained separately and then gradually all chained together.
disorder of written expression	1. May present as particularly poor handwriting, copying ability, or inability to remember letter sequences in commonly written words. 2. A learning disorder the diagnostic criteria for which is defined in the DSM-IV as: "A. Writing skills, as measured by individually administered standardized tests. . . , is substantially below that expected given the person's chronological age, measured intelligence and age-appropriate education. B. The disturbance in Criterion A significantly interferes with academic achievement or activities of daily living that require writing skills. C. If a sensory deficit is present, the. . . difficulties are in excess of those usually associated with it."
distance learning	Defined, as a term of art, in the No Child Left Behind Act of 2001 (NCLB) as the transmission of educational or instructional programming to geographically dispersed individuals and groups via telecommunications. 20 USC 7801(16).
distractibility	Generally, a child's attention to or interest in things other than what he or she should be concentrating on, responsiveness to irrelevant stimulation; high distractibility a characteristic of attention-deficit hyperactivity disorder (ADHD) or attention deficit disorder (ADD).
divergent thinking	Formulation of new ideas on the basis of previously learned information; demonstrated by varied and insightful responses to open-ended questions or task assignments; colloquially put, "thinking outside the box"; related to, but subtly different from, intelligence. As opposed to convergent thinking.
Down syndrome	A congenital condition consisting of an extra 21st chromosome and resulting in some degree of mental retardation. Often (incorrectly) referred to as Down's syndrome. Children with Down syndrome often have the following physical characteristics, giving them the distinctive appearance associated with the condition: epicanthal folds over the eyes, eyes slightly slanted, somewhat smaller nose and ears, nasal bridge slightly depressed, and a single palmar crease, occasionally referred to as minor physical abnormalities. See also clinical type appearance.
Duchenne disease	Childhood form of muscular dystrophy usually manifesting itself between ages 2 to 6. One of the first published judicial opinions concerning a school district's obligations to provide transition services involved a 22-year-old man with Duchenne disease who used a wheelchair, had virtually no hand or motor function and required deep tracheal suctioning every 50 minutes and ventilator assistance 45 minutes per day. In that case, <i>Chuchran v. Walled Lake Consolidated Schools</i> , 20 IDELR 1035 (E.D. Mich. 1993), <i>aff'd</i> , 22 IDELR 450 (6th Cir. 1995), the court rejected the student's argument that the school district was required to continue to provide him with transportation, nursing services, occupational therapy and physical therapy while attending college as a remedy for failing to prepare a formal written transition plan.
due process hearing	The process that either a parent or school district (or similar public agency) may initiate to resolve a disagreement about the identification, evaluation, educational placement, or provision of free appropriate public education (FAPE) for a child with a disability or suspected of being disabled under the IDEA, as established in the IDEA at 20 USC 1415(f) and described as: Identification---Whether or not a child has a disability under the IDEA and, if identified as having a disability, decisions about its nature or severity. Evaluation---The type of assessment instruments used to determine the performance of the child, the appropriateness of the evaluation procedures used, parental agreement with the resulting evaluation and parental opportunity for an independent evaluation. Educational placement---The type of school

	environment most appropriate to the child and which school or facility closest to the child's home provides the necessary resources and changes in placement, including changes as a result of discipline and, when pertinent, a manifestation determination. Provision of FAPE---Special education and related services designed to meet the child's unique needs.
dyscalculia	Specific learning disability in mathematics, such that an individual's performance of some or all aspects of mathematical computation and reasoning is significantly below the performance expected of a student with his or her level of intelligence who has no sensory deficits, absent environmental or motivational influences.
dysfluency	Hesitations or repetitions that disrupt normal speech, such as stuttering.
dysgraphia	Specific learning disability in written language, such that an individual's performance of some or all aspects of written language skills or general adequacy of written communication is significantly below the performance expected of a student with his or her level of intelligence who has no sensory deficits, absent environmental or motivational influences; does not present as poor handwriting.
dyslexia	1. Receptive disorder in written language typically resulting in reading disabilities experienced by children of otherwise normal intellectual capacity who have received adequate instruction. 2. Identified in IDEA regulations at 34 CFR 300.7(c)(10) as a "specific learning disability." A child with dyslexia may have difficulty pronouncing new words, distinguishing similarities and differences in words, discriminating differences in letter sounds, and applying what has been read to social or learning situations. Other problems may include reversing words and letters and incorrectly ordering words.
dysphasia	Global deficit in oral and written language and reading marked by compromised ability to analyze words into phonemes.
dysphonia	A voice disorder characterized by faulty resonance, phonation or pitch.
dyspraxia	An inability to coordinate body movements.
dystonia	A rare muscle disease of young children resulting in loss of muscle tone and usability.
ESY	extended school year programming
early childhood	Age range generally considered to begin at birth through age 2 and end at ages 6 through 8, although there is no one uniformly agreed range.
early childhood education	Instruction or intervention that precedes traditional schooling to aid the educational success of children who have been identified as having a disability or being at-risk.
early identification and assessment of disabling conditions in children	Defined, as a term of art, as a related service in IDEA regulations at 34 CFR 300.24(b)(3) as: "the implementation of a formal plan for identifying a disability as early as possible in a child's life," as distinguished from child find and early intervention services provided under Part C.
early intervention activities	Defined, as a term of art, in the federal Developmental Disabilities Assistance and Bill of Rights Act at 42 USC 15002(9), as "advocacy, capacity building, and systemic change activities provided to [infants, young children and their families] to enhance the development of the individuals to maximize their potential and the capacity of families to meet the special needs of the individuals."
echolalia	A complex vocal tic involving involuntary repetition of the words of others, associated with children with severe mental retardation, autism or Tourette's disorder.
ecological approach	Changing the environment of a behavioral disordered child as a way of modifying the child's behavior. See also behavior management.
educational performance	In connection with Part B, what must be adversely affected to establish eligibility for special education and related services; undefined in either the statute or regulations, but it is generally agreed to encompass more than academic achievement. See also passing from grade to grade. According to the district court for the Northern District of Illinois, "'Educational performance' means more than a child's ability to meet academic criteria. It must also include reference to the child's development of communication skills, social skills, and personality, as the [IDEA] itself, requires." Mary P. v. Illinois State Board of Education, 23 IDELR 1064, 1068 (N.D. Ill. 1996).
Education for All Handicapped Children Act (EAHCA)	A former title of the federal law whose title was changed to the Individuals with Disabilities Education Act (IDEA) by federal legislation enacted in 1990; in addition, the entire language of the IDEA was changed to incorporate person-first language and use of the term "disability"

	instead of "handicap" (e.g., child with a disability).
education records	Defined, as a term of art, in the regulations implementing the Family Educational Rights and Privacy Act (FERPA) at 34 CFR 99.3 as: "those records that are: directly related to a student; and maintained by an educational agency or institution or by a party acting for the agency or institution" (but are not within the five exceptions set forth in the regulation).
emotional disorder	In connection with educational programming needs, generally understood as a school-related emotional problem, such as withdrawal, depression, low self-esteem, excessive anxiety, and somatic complaints impacting interpersonal and social skills. Educators and psychologists postulate that students with emotional disorders that do not result in disruptive behavior are "underdiagnosed" as being eligible for special education and related services.
emotional disturbance (ED)	A disability that establishes eligibility under the IDEA, defined, as a term of art, in IDEA regulations at 34 CFR 300.7(c)(4) 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." ED is purely a legal term of art created by regulators in connection with IDEA-eligibility criteria, with no DSM or other medical model equivalent. Further, there is no clear, unambiguous understanding of the regulatory definition that has universal agreement. Instead, educators and administrative and judicial decisionmakers wrestle with distinguishing eligible children and youth from those who are socially maladjusted or have unfortunate family or personal circumstances. Additionally, there is no consensus about whether being diagnosed as having a conduct disorder or an oppositional defiant disorder makes a child or youth per se eligible, ineligible or neither. Most educational definitions suggest that both the disorder and the student's behavior patterns which cause academic problems for the student and his or her peers are important. There are many published administrative decisions concerning whether a student has an emotional disturbance, but few authoritative judicial decisions.
encoding	1. In connection with augmentative communication systems, an interfacing technique in which the individual with a disability activates a switch with a symbol in order to input more complex information, such as a preprogrammed sentence; most often used with students who have severe physical disabilities but intact cognition and memory. 2. Process of transferring information for transition from short-term memory to long-term memory.
epilepsy	Common neurological disease characterized by brief recurrent seizures; resulting loss of consciousness presents a safety hazard in a school environment. Also called a seizure disorder. Overly broad restrictions on participation in school activities by students with epilepsy violate Section 504, notwithstanding the concern for safety that motivates the restrictions. For example, in New Rochelle (NY) City School District, 353 IDELR 354 (EHLR 353:354) (OCR 1989), the Office for Civil Rights (OCR) found that the school district's guideline requiring students with epilepsy to be seizure-free for 1 year before being allowed to participate in swimming was not supported by adequate medical documentation and thus had the effect of denying otherwise qualified individuals with disabilities access to a program or activity.
etiology	Cause of disease or disability.
evaluation	1. Generally, an assessment conducted to determine eligibility and programming requirements for a child with a disability. 2. In connection with Part B of the IDEA, defined, as a term of art, in Part B regulations at 34 CFR 300.500(b) as: "procedures used in accordance with [34 CFR 300.530-300.536] to determine whether a child has a disability and the nature and extent of the special education and related services that the child needs." 3. In connection with Part C of the IDEA, defined, as a term of art, in Part C regulations at 34 CFR 303.322(b)(1) as: "the procedures used by appropriate qualified personnel to determine a child's initial and continuing eligibility under this part, consistent with the definition of 'infants and toddlers with handicaps' in S[ection] 303.16, including determining the status of the child in each of the developmental

	areas in paragraph (c)(3)(ii) of this section." As distinguished from screening.
exceptional	1. In connection with children, a term used to indicate both students with disabilities and students who are considered gifted or talented. 2. Children whose mental, emotional, physical, social or sensory needs are sufficiently different from most of their chronological peers to require special services to benefit from education.
expressive language	An individual's written, oral or symbolic communication.
expressive language disorder	A language disorder the diagnostic criteria for which is defined in the DSM-IV as: "A. The scores obtained from standardized individually administered measures of individual expressive language development are substantially below those obtained from standardized measures of both nonverbal intellectual capacity and receptive language development. The disturbance may be manifest clinically by symptoms that include having a markedly limited vocabulary, making errors in tense, or having difficulty recalling words or producing sentences with developmentally appropriate length or complexity; B. The difficulties with expressive language interfere with academic or occupational achievement or social communication; C. Criteria are not met for Mixed Receptive-Expressive Language Disorder or a Pervasive Developmental Disorder; D. If mental retardation, a speech-motor or sensory deficit, or environmental deprivation is present, the language difficulties are in excess of those usually associated with these problems."
expulsion	Generally, a complete termination of educational services for an extended period of time; state laws generally specify grounds for which a school board may expel a student and set a legal and procedural framework for making the determination. As distinguished from suspension.
extended school year (ESY) programming	Special education programming that extends beyond the 180 days of the traditional school year. Under settled authoritative case law, school districts are required to provide ESY programming to IDEA-eligible students for whom it is appropriate, even if the school district does not ordinarily provide summer school or other educational services outside the regular school year. Generally a regression-recoupment analysis [regression-recoupment problem] must be performed to determine whether a student with a disability requires ESY programming to receive free appropriate public education (FAPE). In addition, at least one court---the 10th Circuit in <i>Johnson v. Independent School District</i> , 17 IDELR 170 (10th Cir. 1990)---has identified a range of factors, in addition to regression-recoupment analysis, that may need to be considered when evaluating whether a student with a disability should receive ESY programming. However, the 4th Circuit has adopted a "significantly jeopardized" standard for determining the appropriateness of ESY services. <i>MM v. School Dist. of Greenville County</i> , 37 IDELR 183 (4th Cir. 2002); <i>JH by JD and SS v. Henrico County Sch. Bd.</i> , 38 IDELR 261 (4th Cir. 2003). ESY is sufficient if the amount of services offered are enough to prevent the gains made by the child during the school year from being significantly jeopardized. The mere fact of likely regress is not enough to warrant ESY because all students "may regress to some extent during lengthy breaks from school." <i>MM</i> , supra.
FAS	fetal alcohol syndrome
FERPA	Family Educational Rights and Privacy Act
facilitated communication	A technique used for certain nonverbal individuals, such as those with autism, in which the disabled individual's hand, wrist, elbow or shoulder is held by another as he or she spells out messages by pointing to or typing the appropriate letters on a keyboard or an alphabet display board.  The theory marshaled in support of this technique is that only the communications skills of the disabled individual are impaired, his or her cognitive ability and other receptive skills are substantially intact, thus the individual has information to impart. The validity of facilitated communication is an open issue in the educational field. Many agree with the Virginia review officer's opinion that it is "almost certainly bogus." <i>Loudoun County Public School</i> , 22 IDELR 833, 834 (SEA VA 1995).
failure to thrive	When a child is not putting on the appropriate amount of weight or is not gaining weight appropriately (in terms of muscle, bone and tissue weight, as opposed to fluid weight).
family assessment	In connection with Part C, an assessment to determine the strengths and needs of the family as they relate to enhancing the development of the child.
Family Educational Rights	1. Federal law protecting the privacy of students and parents by mandating that personally

and Privacy Act (FERPA)	identifiable information about a student contained in education records generally must be kept confidential in the absence of written parental consent to their release and that school districts keep a record of all organizations to whom it releases education records; enacted as part of the General Education Provisions Act (GEPA) and codified at 20 USC 1232g; also sometimes referred to as the Buckley Amendment 2. Substantially incorporated into the IDEA, which contains similar confidentiality provisions and gives parents and eligible students the right to access education records from any educational institution that receives funds from the United States Department of Education (ED).
family literacy services	Defined, as a term of art, in the No Child Left Behind Act of 2001 (codified at 20 USC 7801(20)), as services provided to participants on a voluntary basis that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that integrate all of the following activities: (A) Interactive literacy activities between parents and their children. (B) Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children. (C) Parent literacy training that leads to economic self-sufficiency. (D) An age-appropriate education to prepare children for success in school and life experiences.
family training, counseling and home visits	An early intervention service under Part C, defined at 34 CFR 303.12(d)(3) as: "services provided, as appropriate, by social workers, psychologists, and other qualified personnel to assist the family of a child eligible under this part in understanding the special needs of the child and enhancing the child's development."
field of vision	The entire area one can see without shifting one's gaze; normal is considered 160 to 180 degrees on the horizontal plane and 120 degrees on the vertical plane.
fine motor skills	Ability to use and manipulate the small muscle groups, primarily in the hands; involved in activities such as drawing and writing. As distinguished from gross motor skills. Occupational therapy is a related service typically provided to children with disabilities who have deficits with their fine motor skills.
fissure	An opening or failure to close, as in, for example, a cleft palate.
flaccid	In connection with muscle tone, lacking normal degree of tension. Abnormal muscle tone is a distinguishing characteristic of cerebral palsy and related problems. When muscle tone is too low it is too flaccid to fix posture. When it is too high, it interferes with mobility. In either case, physical therapy to normalize tonic reflex patterns may be a related service. For example, the multidisabled student in Polk v. Central Susquehanna Intermediate Unit 16, 441 IDELR 130 (1988-89 EHLR 441:130) (3d Cir. 1988), received physical therapy because he needed to learn to use his muscles properly in order to learn basic skills.
floppy infant	An infant who is droopy and does not seem to have the normal degree of muscle tone or resistance to movements; in the extreme such an infant acts like a rag doll, as compared to the normal infant who remains relatively stiff or at least firmly resistant to unwanted movements and can keep his or her head up.
fluency problem	A speech impairment such as a stuttering.
FM trainer	A device that amplifies and transmits voices to earphones worn by an individual with a hearing impairment who is able to benefit from wearing a hearing aid.
formal assessment	Evaluation using standardized norm-referenced test. As distinguished from informal assessment.
foster care services	Governmental provision of services or activities involving providing alternative family life experience for abused, neglected or dependent children; may involve placement of a child in a private individual or group home to take the place of the parental home usually for a temporary period; not synonymous with adoption. See also foster parent; protective services.
foster parent	Generally an individual with whom a governmental unit places a child under its custody or control for care, usually on a temporary basis and in exchange for remuneration. See also foster care services; parent; person acting as a parent of a child; surrogate parent. Part B regulations at 34 CFR 300.20(b) provides that unless state law prohibits a foster parent from acting as a parent, a state may allow a foster parent to act as a parent if: (1) The natural parents' authority to make educational decisions on the child's behalf has been extinguished under state law; and (2) The foster parent has an ongoing, long-term parental relationship with the child. is willing to

	make the educational decisions required of parents under Part B and has no interests that would conflict with the interest of the child.
Fragile X syndrome	Chromosomal abnormalities more frequently found in males and associated with mental retardation, speech and language impairments and behavioral dysfunctions; typical appearance of an individual with this condition includes a large head, large ears and elongated features.
free appropriate public education (FAPE)	<p>1. The entitlement of every child with a disability under both the IDEA and Section 504. 2. Defined, as a term of art, in the IDEA at 20 USC 1401(8) as: "special education and related services that---(A) have been provided at public expense, under public supervision and direction, and without charge; (B) meet the standards of the State educational agency; (C) include an appropriate preschool, elementary, or secondary school education in the State involved, and; (D) are provided in conformity with the individualized education program required under [20 USC 1414(d)]." 3. Undefined in Section 504, although the concept of "appropriate" is given a regulatory definition. See also special education, six basic principles of. 4. Defined as "free public education," as a term of art, in the NCLB at 20 USC 7801(21) as meaning "education that is provided - (A) at public expense, under public supervision and direction, and without tuition charge; and (B) as elementary school or secondary school education as determined under applicable State law, except that the term does not include any education provided beyond grade 12."</p> <p>There are 5 common basic principles of FAPE under both the IDEA and Section 504:</p> <p>(1) FAPE is available to all children without regard to severity of disability (zero reject principle).</p> <p>(2) FAPE is provided without cost to parents.</p> <p>(3) FAPE consists of individualized programming and related services.</p> <p>(4) FAPE provides an education that is appropriate, but not the best possible.</p> <p>(5) FAPE provided in the least restrictive environment (LRE).</p>
frequency and intensity	<p>In connection with early intervention services under Part C, descriptors of the services to be provided that must be included in the child's Individualized Family Service Plan (IFSP); defined, as a term of art, in Part C regulations at 34 CFR 303.344(d)(2)(i) as: "the number of days or sessions that a service will be provided, the length of time the service is provided at each session, and whether the service is provided on an individual or group basis."</p> <p>Compare the above to the different requirement for individualized education plans (IEPs) under Part B. According to the Office of Special Education Programs (OSEP), school districts are not required to specify in the IEP the amount of services to be provided in terms of hours and minutes. However, when the nature of the service lends itself to such description, precise daily allotments of services is preferred. Letter to Copenhagen, 21 IDELR 1183 (OSEP 1994).</p>
frustration tolerance	Ability to complete a task in the face of past failure or threat of failure.
full inclusion	Generally means integration of a student with a disability in regular education classrooms for 100% of his or her school day. See also inclusion; integration and inclusion; mainstreaming.
full scale IQ	<p>Norm-referenced composite of verbal scale and performance scale IQ scores used to measure intelligence, in a global sense.</p> <p>A significant disparity between an individual's performance and verbal IQ scores may be indicative of a learning disability, although it does not establish eligibility under the IDEA. See severe discrepancy between achievement and intellectual ability. Blending divergent scores can give a misleading assessment of performance. See Wechsler Verbal-Performance Scale discrepancies.</p>
functional curriculum	Programming for educable mentally retarded students that emphasizes successful living in the community.
functional language	Communication skills used by an individual with a severe disability to make needs known.
functional skills	Generally considered skills for self-care, social skills, domestic maintenance (housekeeping), employment or vocational skills and recreation. Also called independent living skills.
gastrostomy tube feeding	<p>Provides liquid nutrients or medication through a tube extending through the abdomen to the stomach; used when a child with a disability is unable to ingest nutrition orally. Also called jejunostomy. See also Gastro Button; nasogastric tube feeding; school health services.</p> <p>Gastrostomy tube feeding generally is considered to be in the class of health-related services, also including clean intermittent catheterization, tracheotomy care, changing of dressings or ostomy collection bags. that are related services under the IDEA and Section 504. See. e.g.</p>



	Letter to Del Polito, 211 IDELR 392 (EHLR 211:392)(OSEP 1986).
general education	As distinguished from special education, an established curriculum of academic subjects offered in essentially the same fashion for all children and youth. The term frequently is used interchangeably with regular education.
generalization	<p>Ability to apply a skill or behavior learned in one setting to another setting or ability to apply a learned skill or behavior in similar situations.</p> <p>Some children with disabilities are not able to easily or automatically transfer skills learned in the classroom to other environments, such as the home, under differing stimuli and differing distractions. Thus, such a child with a disability may have learned something in the classroom, yet not know it in any other environment. If no generalization of learning occurs, then a child with a disability will show no benefit from his or her education upon leaving school.</p> <p>An issue that rises repeatedly in special education litigation concerning children with disabilities such as autism or severe mental retardation is whether a student who has not carried over into the home setting the behavioral gains made in the school environment has received an educational benefit from his or her program. Typically parents argue that without generalization of learned behavior across settings, there was no education. School districts, on the other hand, maintain that their responsibility to provide free appropriate public education (FAPE) does not extend into matters such as behavior at home, over which it has no control. Courts generally agree with the school districts, although this is by no means unanimous. Two well-reasoned judicial decisions that discuss the role of generalization in the provision of FAPE are <i>M.C. v. Central Regional School District</i>, 22 IDELR 1036 (D.N.J. 1995), <i>aff'd</i>, 23 IDELR 1181 (3d Cir. 1996) and <i>Rebecca S. v. Clarke County School District</i>, 22 IDELR 884 (M.D. Ga. 1995).</p>
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gifted and learning disabled	Students identified as exhibiting remarkable talents or strengths in some areas and disabling deficits in others; as a general matter historically grouped into three subcategories based on previous identification by the school: (a) identified gifted students with unidentified subtle learning disabilities; (b) unidentified students whose gifts and disabilities are both masked by average academic achievement; and (c) identified students with learning disabilities whose giftedness has not been identified.
grapheme	Visual shape of a letter of the alphabet
gross motor skills	Ability to use and manipulate the large muscle groups involved in activities such as running and throwing; implicates body control, balance and coordination. As distinguished from fine motor skills.
group home	Living arrangement to promote independence of disabled individuals who cannot live at their family home; a residential environment within the community in which about 10 adults or adolescents with mental or physical disabilities who are elsewhere during the day live with appropriate amount of assistance and supervision; can be a permanent or transitional situation.
guardian	In connection with children, a person not a parent who is appointed by a court as legally responsible for the child's care, management of his or her finances, or both.

	As made clear in Part B IDEA regulations at 34 CFR 300.20, a guardian is a "parent" for purposes of the IDEA. This is also the case for Part C, as specified in Part C regulations at 34 CFR 303.19. But under Part B, a guardian may not include the state if the child is a ward of the state. 34 CFR 300.20(a)(2).
halo effect	In connection with systematic observation of behavior, when the observer's general favorable impression of the child compromises his or her ability to observe and record behavior objectively.
hand-eye coordination	The ability of an individual to combine and coordinate the function of one's eyes and hands to use one's hands for manipulative activities. Successful performance of manipulative activities also requires adequate fine motor skills.
handicap	Not a currently accepted synonym for "disability" or "impairment." Both the Rehabilitation Act of 1973 and the IDEA included the terms "handicap" and "handicapped" when originally enacted, with the terminology of the IDEA being updated in 1990 and the Rehabilitation Act in 1992.
handicapped	Not a currently accepted descriptor for individuals who have disabilities.
hard of hearing	Nonscientific term understood as meaning that one has a hearing impairment that usually makes it difficult, but not impossible, to understand speech (usually between 35-69 decibels).
harelip	Congenital split or opening of the upper lip often associated with a cleft palate.
Head Start	Federal program enacted in 1965 providing comprehensive health, educational, nutritional, social and other services to "economically disadvantaged" preschool children and their families to help better the chances for success in school; codified at 42 USC 9831 et seq. The Head Start legislation mandates enrollment opportunities for eligible children with disabilities. Under Part C's child find obligation (at 34 CFR 303.321(c)) the Part C lead agency must coordinate the child find system with all available federal programs ,including the Head Start program.
health assessment	In connection with school health services, the collection and analysis of information about the health situation of a student with a disability to determine his or her need for health-related supportive services.
health impairment	Generally, a disease or other health condition that compromises functional ability or health.
health services	An early intervention service defined, as a term of art, in Part C regulations at 34 CFR 303.13 34 C.F.R. § 303.13 as: "services necessary to enable a child to benefit from the other early intervention services under this part during the time that the child is receiving the other early intervention services. The term includes such services as clean intermittent catheterization, tracheotomy care, tube feeding, the changing of dressings or ostomy collection bags, and other health services; and consultation by physicians with other service providers concerning the special health care needs of eligible children that will need to be addressed in the course of providing other early intervention services. The term does not include services that are surgical in nature (such as cleft palate surgery, surgery for clubfoot, or the shunting of hydrocephalus); or purely medical in nature (such as hospitalization for management of congenital heart ailments, or the prescribing of medicine or drugs for any purpose), devices necessary to control or treat a medical condition, or medical-health services (such as immunizations and regular 'well-baby' care) that are routinely recommended for all children."
hearing impairment	1. Generally includes partial hearing resulting from hearing loss and deafness. 2. Defined, as a term of art, more restrictively in IDEA regulations at 34 CFR 300.7(c)(5) as: "an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance, but that is not included under the definition of deafness in this section."
hearing loss	Four types, defined based on etiology as follows: (a) conductive hearing loss resulting from diseases or obstructions in the outer or middle ear; (b) sensorineural loss resulting from damage to the sensory hair cells in the inner ear; (c) mixed hearing loss resulting from damage to both the inner and outer ear; (d) central hearing loss resulting from damage to the nerves or brain.
hemophilia	A blood disease, usually hereditary, resulting in failure of the blood to clot normally; causes profuse bleeding and requires modifications in transportation, mobility and physical education. Hemophilia may be an "other health impairment" for purposes of IDEA eligibility if the disease results in limited strength, vitality or alertness that adversely affects a child's educational performance (Part B regulations at 34 CFR 300.7(c)(9). Otherwise a student with hemophilia

	<p>may be eligible for support under Section 504. The case of <i>Maurits v. Board of Education</i>, 555 IDELR 364 (1983-84 EHLR 555:364)(D. Md. 1983), shows how that determination makes a difference. In that case, the student with hemophilia was not IDEA-eligible because his educational performance was not adversely affected by his condition, although he did meet the eligibility criteria of Section 504. Thus, he was not entitled to receive physical therapy as a related service because he would benefit from his physical education program in the absence of such therapy. He was, however, entitled to receive a program of specialized physical education instruction under Section 504.</p>
hepatitis	<p>An inflammation of the liver; of the several types the most common among children is infectious hepatitis.</p> <p>Although school districts are legitimately concerned with controlling the spread of contagious diseases in the school environment, OCR has held Hepatitis B carriers are protected individuals with disabilities under Section 504 and unwarranted exclusion from school is a denial of free appropriate public education (FAPE). See, e.g., <i>Clare-Godwin (MI) Intermediate School District</i>, 16 IDELR 105 (OCR 1989).</p>
heterogeneous grouping	<p>In regular education, placement of students of varying skill or ability levels in the same classroom, as opposed to ability grouping.</p>
highly qualified (teacher)	<p>"Highly qualified" is defined, as a term of art, in the No Child Left Behind Act of 2001 (NCLB) and codified at 20 USC 7801(23) in connection with teaching standards imposed by the NCLB on SEAs and LEAs. The NCLB requires teachers hired to teach core academic subjects beginning with the first day of the 2002-03 school year to be highly qualified</p> <p>When used with respect to any public elementary school or secondary school teacher teaching in a state, the teacher is highly qualified when: "(i) the teacher has obtained full State certification as a teacher (including certification obtained through alternative routes to certification) or passed the State teacher licensing examination, and holds a license to teach in such State, except that when used with respect to any teacher teaching in a public charter school, the term means that the teacher meets the requirements set forth in the State's public charter school law; and (ii) the teacher has not had certification or licensure requirements waived on an emergency, temporary, or provisional basis. 20 USC 7801(23)(A).</p> <p>When used with respect to an elementary school teacher who is new to the profession, the teacher is highly qualified when "the teacher (i) holds at least a bachelor's degree; and (ii) has demonstrated, by passing a rigorous State test, subject knowledge and teaching skills in reading, writing, mathematics, and other areas of the basic elementary school curriculum (which may consist of passing a State-required certification or licensing test or tests in reading, writing, mathematics, and other areas of the basic elementary school curriculum). 20 USC 7801(23)(B)(i).</p> <p>When used with respect to a middle school teacher who is new to the profession, the teacher is highly qualified if "the teacher holds at least a bachelor's degree and has demonstrated a high level of competency in each of the academic subjects in which the teacher teaches by - (i) passing a rigorous State academic subject test in each of the academic subjects in which the teacher teaches (which may consist of a passing level of performance on a State-required certification or licensing test or tests in each of the academic subjects in which the teacher teaches); or (ii) successful completion, in each of the academic subjects in which the teacher teaches, of an academic major, a graduate degree, coursework equivalent to an undergraduate academic major, or advanced certification or credentialing. 20 USC 7801(23)(B)(ii).</p> <p>When used with respect to an elementary, middle or secondary school teacher who is not new to the profession, the teacher is highly qualified when "the teacher holds at least a bachelor's degree and - (i) has met the applicable standard [for teachers new to the profession], which includes an option for a test; or (ii) demonstrates competence in all the academic subjects in which the teacher teaches based on a high objective uniform State standard of evaluation that- (I) is set by the State for both grade appropriate academic subject matter knowledge and teaching skills; (II) is aligned with challenging State academic content and student academic achievement standards and developed in consultation with core content specialists, teachers, principals, and school administrators; (III) provides objective, coherent information about the teacher's attainment of core content knowledge in the academic subjects in which a teacher teaches; (IV) is applied uniformly to all teachers in the same academic subject and the same grade level throughout the State; (V) takes into consideration, but not be based primarily on, the time the teacher has been teaching in the academic subject: (VI) is made available to the public</p>

	<p>upon request; and (VII) may involve multiple, objective measures of teacher competency. 20 USC 7801(23)(C).</p> <p>By 2005-06, all teachers in core academic subjects, regardless of their date of hire, must have attained highly qualified status. See also, certification; alternative routes to certification.</p>
hippotherapy	<p>The term, taken from the Greek word "hippos" for horse, literally means treatment with the help of the horse. An individual receiving hippotherapy works with a specially trained occupational, physical or speech therapist, who uses the horse as a mobile therapeutic tool. See equine therapy.</p> <p>Many experts contend that the action of the horse, coupled with traditional therapy, influences muscle tone, activates muscle action and improves balance.</p>
home schooling	<p>Election of parents to educate their children at home; generally state laws establish standards for instruction by parents that permit relief from the otherwise applicable compulsory school attendance law.</p> <p>The United States Department of Education interprets the IDEA as permitting home schooling of children with disabilities (Letter to Farris, 213 IDELR 142 (EHLR 213:142)(ED 1988)), provided state law so allows. State law further determines whether home-schooled children with disabilities are considered private school children with disabilities entitled to services under § 300.403 of the IDEA regulations. Letter to Anonymous, 20 IDELR 177 (OSEP 1993). However, OCR has stated that home-schooled students are not entitled to Section 504 services. Letter to Veir, 20 IDELR 864 (OCR 1993).</p>
homebound instruction	<p>One of the most restrictive educational placements for children of school age, only appropriate when a disabled student's physical or mental condition makes placement with other students prohibitive; instruction provided by an itinerant teacher. As distinguished from home schooling. See also continuum of alternative placements.</p> <p>According to the Office of Special Education Programs (OSEP), the IDEA does not preclude other than homebound instruction for properly excluded students with disabilities. Rather, educational services may be provided in the student's home, in an alternative school or in another setting. OSEP Memorandum 95-16, 22 IDELR 531 (OSEP 1995).</p>
Huntington chorea	<p>A hereditary, progressive degenerative disease of the central nervous system resulting in physical and communicative impairments and characterized by jerky, involuntary movements and/or rigidity. Also known as Huntington disease.</p>
hypoactivity	<p>An attention deficit disorder marked by insufficient motor activity and an inability to focus and sustain attention, causing the student to present as lethargic, unmotivated and quiet.</p>
hypoglycemia	<p>Physical disorder involving an abnormally low concentration of glucose in the blood, which may lead to symptoms such as headaches and irritability and, in the most dire instances, convulsions and coma; linked to ingestion of high amounts of sugar.</p> <p>Section 504 services for children with hypoglycemia may include on-going nutritional management and monitoring and emergency management planning.</p>
IDEA	Individuals with Disabilities Education Act
IEP	individualized education program
IFSP	individualized family service plan
IEP meeting	<p>The forum in which parents and the school district jointly determine the disabled student's needs and develop a program that will provide him or her with an appropriate education; intended by Congress to make parents and school districts operate as equal participants in decisions regarding the disabled student's educational plan.</p>
IEP meeting participants	<p>Must consist of at least the following: the child's parents or guardians; a representative of the district or other public agency charged with providing FAPE to the child; a regular education teacher; and a special education teacher or service provider. If none of the above is able to interpret the instructional implications of the student's evaluation, the another individual who is able to do so must be included as an IEP team member. Participants may also include other individuals invited by the district and/or parents. 34 CFR 300.344(a).</p>
impairment	<p>As a matter of appropriate usage, generally used to mean a physiological abnormality or deficiency.</p>
impartial hearing officer	<p>The individual appointed by the school district (or similar public agency) to conduct due process hearings under the IDEA: according to IDEA regulations at 34 CFR 300.508 the official</p>

	may neither be employed by the state educational agency (SEA) or local educational agency (LEA) involved in the education or care of the child nor have a personal or professional interest that would conflict with his or her objectivity in the hearing.
impulsivity	An approach to problem-solving associated with attention deficit hyperactivity disorder (ADHD); responding abruptly without consideration of consequences or alternatives.
inclusion	Generally understood as the placement of a child with a disability with his or her chronological age peers in a regular education class; undefined in the IDEA itself or by the United States Department of Education (ED) (in OSEP Memorandum 95-9, 21 IDELR 1152 (OSEP 1995), OSEP refused to define); mainstreaming is a less preferred term. As distinguished from the least restrictive environment (LRE) mandate of the IDEA. When a child with a disability is placed in a regular education classroom, he or she is expected to achieve at a level commensurate with his or her ability and IEP requirements, with the assistance of appropriate special education and related services. The child is not necessarily expected to keep pace with the nondisabled children in the class nor to achieve all the regular education requirements in order to be placed in the next grade level. Rather, he or she is expected to move on to the next grade level upon achieving success in the classroom, as measured against his or her own individualized education program (IEP).
independent educational evaluation (IEE)	1. An evaluation of a child by a non-school district employee that parents may obtain as a right under the IDEA. 2. Defined, as a term of art, in IDEA regulations at 34 CFR 300.502(a)(3)(i) as: "an evaluation conducted by a qualified examiner who is not employed by the public agency responsible for the evaluation of the child in question." Whenever parents obtain an IEE, the school district or other public agency must consider that evaluation when making any decision regarding provision of free appropriate public education (FAPE). The most significant practical issue, and one that has generated a fair bit of litigation at the administrative and judicial level, addresses who must bear the cost of obtaining the evaluation---the public agency or the parents. According to Part B regulations at 34 C.F.R. § 300.503(b): "[a] parent has the right to an independent educational evaluation at public expense if the parent disagrees with an evaluation obtained by the public agency. The public agency may initiate a [due process] hearing. . .to show that its evaluation is appropriate or ensure that an IEE is provided at public expense, unless the agency demonstrates at the hearing that the evaluation obtained by the parent did not meet agency criteria. If the final decision is that the agency's evaluation is appropriate, the parent still has the right to an independent educational evaluation, but not at public expense."
individualized education program (IEP)	1. The cornerstone of the IDEA, a written document, ideally developed in a collaborative and cooperative effort between parents and school personnel, that describes the disabled child's abilities and needs and prescribes the placement and services designed to meet the child's unique needs. 2. Defined, as a term of art, in the IDEA at 20 USC 1401(10) as: "a written statement for each child with a disability that is developed, reviewed and revised in accordance with [20 USC 1414(d)."
individualized family service plan (IFSP)	1. A written plan for early intervention services to an infant or toddler with a disability and his or her family that must meet the procedural and substantive of Part C. 2. Defined, as a term of art, in Part C regulations at 34 C.F.R. § 303.340(b) as: "a written plan for providing early intervention services to a child eligible under this part and the child's family. The plan must--- (1) Be developed in accordance with [34 CFR 303.342 and 34 CFR 303.343]; (2) Be based on the evaluation and assessment described in [34 CFR 303.322]; and (3) Include the matters specified in [34 CFR 303.344]."
individualized instruction	Instruction specifically selected in contemplation of the specific educational strengths, weaknesses and objectives of a student with a disability; distinguished from 1-on-1 instruction, individualized instruction can take place in a group setting.
Individuals with Disabilities in Education Act (IDEA)	Federal legislation that requires states to provide all children with disabilities with a free appropriate public education; enacted in 1975 to address the failure of state education systems to meet the educational needs of children with disabilities; formerly known as the Education of All Handicapped Children Act (EAHCA) and codified at 20 USC 1400, et seq.
infants and toddlers with disabilities	1. Children eligible for services under Part CH. 2. Defined, as a term of art, at 20 USC 1432(5) and 34 CFR 303.16 as: "individuals from birth through age 2 who need early intervention services because they---(A) are experiencing delays. as measured by appropriate diagnostic

	instruments and procedures in one or more of the following areas: cognitive development, physical development (including vision and hearing), communication development; social or emotional development; or adaptive development; or (B) have a diagnosed physical or mental condition which has a high probability of resulting in developmental delay. Such term may include, at a State's discretion, individuals from birth to age 2, inclusive, who are at risk of having substantial developmental delays if early intervention services are not provided."
informal assessment	Appraisal by other than standardized normed instruments; alternative assessment that may include anecdotal records, personality inventories, skill probe sheets, interviews and observation.
informal reading inventory	Non-norm-referenced reading materials used to assess a student's reading level and provide a basis for beginning reading instruction.
informed consent	1. Generally, consent given after full disclosure of all the information a reasonable person would require to make an intelligent decision. 2. In connection with the IDEA, understood to mean parental consent that meets the requirements set out in Part B regulations at 34 C.F.R. § 300.500(a): "(1) The parent has been fully informed of all information relevant to the activity for which consent is sought, in his or her native language, or other mode of communication (2) The parent understands and agrees in writing [to the carrying out of the activity]. . . (3) The parent understands that the granting of consent is voluntary. . . and may be revoked at any time. . ."
in-home support	In connection with mental health services for children and adolescents, help provided in a family's home, including parent counseling and training, and working with family members to identify, find or provide other needed support; intended to avert the need for residential treatment.
in loco parentis	(Latin) In the place of a parent or charged with the parent's rights, duties and responsibilities.
inpatient hospitalization	In connection with mental health services for children and adolescents, treatment in a hospital setting 24 hours a day; generally indicated when either short-term treatment is needed for a child who is in crisis and possibly a danger to himself or herself or others, or diagnosis or treatment in an outpatient facility is not appropriate. Courts have differed about whether placement in a psychiatric hospital may ever be considered a residential placement for educational purposes. Because one category of IDEA eligibility is based on the student having a serious emotional disturbance, some courts have held that a psychiatric hospital placement may, in appropriate cases, be considered an educational placement, making the school district liable for the costs. See, e.g., Babb v. Knox County School System, 18 IDELR 1030 (6th Cir. 1992). Others have denied funding for treatment at a psychiatric hospital as a residential placement under the IDEA. The leading case taking this position is Clovis Unified School District v. California Office of Administrative Hearings, 16 IDELR 944 (9th Cir. 1990).
in-school suspension (ISS)	A disciplinary technique that involves excluding the student from the regular classroom and assigning him or her to a classroom that is somewhat like a detention hall where students work and receive a minimum amount of privileges. See also long-term suspension; suspension. ISS is considered a less restrictive alternative to sending a student home. In addition, it permits better supervision. Generally, in-school suspensions are considered neither an exclusion nor a significant change in placement, provided the student's program while in ISS is comparable in nature and quality to the program customarily provided to the student. Thus, imposition of an ISS generally does not trigger procedural safeguards under the IDEA or Section 504.
instructional staff	Defined, as a term of art, in the Reading First component of the No Child Left Behind Act of 2001 to mean "individuals who have responsibility for teaching children to read; and (B) includes principals, teachers, supervisors of instruction, librarians, library school media specialists, teachers of academic subjects other than reading, and other individuals who have responsibility for assisting children to learn to read." 20 USC 6368(4).
instrument	In connection with assessment, a particular test or method of evaluation
intelligence test (IQ test)	Norm-reference test designed to measure learning ability or intellectual capacity by measuring cognitive behaviors associated with mental ability, such as discrimination, generalization, vocabulary, comprehension, abstract thinking or reasoning, memory and sequencing; includes Wechsler Intelligence Scales for Children-III (WISC-III). Stanford-Binet Intelligence Scale or

	<p>Kaufman Assessment Battery for Children.</p> <p>Factors other than learning ability or intellectual capacity that may limit test performance include sociocultural background, primary language other than English or associated communication, motor or sensory disabilities. See also racially or culturally discriminatory testing and evaluation materials.</p>
interim IEP	<p>Temporary placement of an IDEA-eligible child in a program before his or her individualized education program (IEP) is finalized. See also preparatory individualized education program (IEP).</p> <p>Generally, an IEP must be in effect before special education and related services are provided to a child with a disability. Accordingly, interim IEPs usually will not meet the requirements of the IDEA. However, a Notice of Interpretation (Appendix A to Part 300 of the IDEA regulations, Question 14) acknowledges that districts are not precluded from temporarily placing an eligible child with a disability in a program as part of the evaluation process -- before an IEP is finalized -- to assist the district in determining the student's appropriate placement. However, the temporary placement may not become the final placement before the IEP is finalized.</p>
interpreter	<p>In connection with deaf individuals, an individual who facilitates communication between a deaf person and a speaking individual by translating spoken language to a manual language (American Sign Language (ASL) or otherwise) and vice-versa; ability to interpret effectively, accurately and impartially is essential.</p> <p>In its first, and arguably most important, case interpreting the IDEA---Board of Education of Hendrick Hudson Central School District v. Rowley, 553 IDELR 656 (1981-82 EHLR 553:656)(U.S. 1982)---the U.S. Supreme Court decided whether the school district was required to provide an in-class interpreter for 1st-grade Amy, a deaf student with minimal residual hearing and excellent lip-reading skills. It was not, because the IEP was reasonably calculated to provide educational benefit without the services of an interpreter.</p>
intervention	<p>Planned attempts to overcome a student's deficit or unproductive behavior and promote his or her welfare; conceptually 3 types of interventions: (a) preventive, (b) remedial [remediation], and (c) compensatory [compensation strategies].</p>
inventory	<p>Questionnaire or checklist used to find out about a student's skills, abilities or the like in certain areas.</p>
IQ score	<p>A test score intended to provide information about an individual's thinking abilities that may be derived from performance on a variety of standardized individually administered intelligence testing instruments now accepted and in use. Also called a cognitive skills index.</p> <p>Scores for students are sometimes categorized as follows:</p> <p>85-99 lower normal (intelligence)</p> <p>100-114 upper normal (intelligence)</p> <p>115-129 bright</p> <p>130-144 gifted</p> <p>145-159 highly gifted</p> <p>160-above profoundly gifted.</p>
itinerant services	<p>Resource services, such as physical therapy, offered at various locations. See also block scheduling.</p>
itinerant teacher	<p>Teacher who provides services to students in out-of-school settings, such as homebound students. See also homebound instruction.</p>
job coach	<p>An individual who supports and supervises an individual with a severe disability in supported employment by accompanying the disabled individual to the work site for intensive on-site job skill training, observation and supervision.</p>
juvenile delinquency	<p>Offenses that violate a state's juvenile code; generally two types: (a) conduct that is criminal no matter the age of the offender, such as robbery; and (b) conduct that is criminal only because it has been committed by a juvenile, such as truancy.</p>
keyboard for an individual with a disability	<p>Special keyboards designed for computer user who is unable to use or use comfortably the regular keyboard as an input device, including expanded keyboard, membrane keyboard and miniature keyboard.</p>
Kurzweil Reading machine	<p>An assistive technology device that optically scans print and translates it into synthetic speech.</p>
LRE	<p>least restrictive environment</p>

labeling	<p>Classifying or categorizing children on the basis of their disability, disfavored because of perceived misuse and stigmatizing effect.</p> <p>While the IDEA, in effect, requires identification of disability for the purposes of evaluation and determining eligibility, the Office of Special Education Programs (OSEP) has stated that the IDEA does not require the use of labels for any purpose other than reporting data to OSEP. Letter to Richards, 211 IDELR 440 (EHLR 211:440)(OSEP 1987). Further, any use by a state of labels that publicly identify a child as "being" a particular disability is contrary to the policy values sanctioned in the IDEA. Letter to Stainback, 211 IDELR 389 (EHLR 211:440)(OSERS 1986).</p>
Landau-Kleffner syndrome	<p>A severe form of communication disorder characterized by aphasia, or loss of language skills; presents between the ages of 3 and 7 in children who have otherwise had normal expressive language and receptive language development, but upon onset first lose receptive speech and then expressive speech; may be either gradual or sudden and may be accompanied by characteristics of autism, such as perseverative behaviors and poor eye contact.</p> <p>In <i>River Forest School District No. 90 v. Illinois State Board of Education</i>, 24 IDELR 34 (N.D. Ill. 1996), the federal district court required the school district to fund out-patient cognitive rehabilitation services following corrective surgery and in-patient rehabilitation services for a 9-year-old boy diagnosed as having Landau-Kleffner Syndrome. While the surgery and in-patient rehabilitation were excluded medical services, the court found the outpatient rehabilitation to be educational services because they focused on developing expressive and receptive language skills.</p>
language delay	<p>Significant chronological delay in language acquisition characterized by delay in first sound productions, poor articulation and absence of grammar, occurring in children with normal intelligence, generally resolving itself by age 5. As distinguished from a language disorder.</p>
language disorder	<p>Inability or decreased ability to use language for meaningful communication; three major subcategories of compromised functionality---expressive language disorder, receptive language disorder, and deficits in both; 3 types, in terms of etiology: (a) specific language deficiencies associated with impairments of the central nervous system; (b) non-specific deficiencies associated with impairments of the central nervous system; and (c) speech or language deficiencies associated with motor or sensory deficits.</p>
learned helplessness	<p>In connection with students with learning disabilities, low self-esteem resulting from attributing one's history of academic failure to lack of competence and causing one to quit a task when it becomes difficult or to hesitate starting new tasks.</p>
learning disability (LD)	<p>1. Generally speaking, a disability that results in a student being unable to achieve in a specific learning area on the same level as other students with the same or comparable mental ability (intelligence) and educational opportunities. 2. As defined by the National Joint Committee on Learning Disabilities: "a generic term for a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning or mathematical abilities. These disorders are presumed to be due to central nervous system dysfunction. Even though a learning disability may occur concomitantly with other handicapping conditions (e.g., sensory impairment, mental retardation, social and emotional disturbance) or environmental influences (e.g., cultural differences, insufficient/inappropriate instruction, psychogenic factors), it is not the direct result of those conditions or influences." Termed a learning disorder in the DSM-IV. See also specific learning disability.</p>
learning strategies	<p>Instructional methods used to help students acquire and remember content of instruction; generally includes: (a) stimulus response, (b) chaining, (c) verbal association, (d) discrimination, (e) concept and (f) problem-solving.</p>
learning style	<p>The way in which a student attends to, processes and retains new information.</p> <p>Two basic types of considerations go into determining the 2 aspects of a student's learning style: sensory (his or her preferred learning modality) and cognitive (e.g., sequential, literal, observational or experiential). Because the learning style of a child with a disability is considered to be unique, a learning style assessment is a required part of an evaluation for students with disabilities because it is an integral part of the assessment of the student's strengths and weaknesses. An appropriate individualized education program (IEP) must articulate the student's learning style and take it into account in program design, including accommodations and learning strategies.</p> <p>The opinion in the due process hearing in <i>Brunswick School District</i>, 22 IDELR 1004 (SEA ME</p>



	1994), concerning an autistic child, illustrates the interrelation between assessment of learning style and design of special education programming: "[the student's] learning style is described as sequential, visual, associative, and literal. . . Learning occurs in a highly structured environment breaking down into small steps each task and then linking concepts and systematically introducing variables, like a new location or person."
least restrictive environment (LRE)	Generally, the appropriate placement for a child with a disability that most closely approximates where the child, if nondisabled, would be educated; not necessarily the regular education classroom and not synonymous with inclusion or mainstreaming.
legally blind	Either central visual acuity of 20/200 or less in the better eye, as corrected, or visual acuity greater than 20/200 in the better eye, but a horizontal field of vision limited to no more than 20 degrees at the widest diameter.
Lennox-Gestaut syndrome	A severe form of epilepsy that usually develops in children between 1 and 8 years old and is characterized by several types of seizures, developmental delay, and behavioral disturbances such as poor social skills and attention-seeking behavior.
Lesch-Nyhan syndrome	Serious genetic disorder characterized by at least some degree of impairment in cognition, spasticity and renal disease; associated with intractable self-injurious behavior.
leukemia	Cancer of the white blood cells resulting in dysfunction of bone marrow, lymph nodes, kidney, liver, spleen, lungs and skin; acute type predominant in children treated so that remissions and longer survival are possible, although long-term prognosis remains poor; identified as a health problem that could be an "other health impairment" for purposes of IDEA eligibility in Part B regulations at 34 CFR 300.7(c)(9).
lip reading	Technique used by deaf or hearing-impaired individuals to comprehend spoken speech by perception of movement of the speaker's lips and facial muscles and other visual cues such as facial expression and context; not all hearing-impaired or deaf individuals can master the technique, and it has limitations even for those who can because of homophenes. Also known as speech reading.
long-term memory	System that preserves information for more than a few seconds or minutes. Also termed permanent memory. See also short-term memory.
long-term suspension	Generally, any suspension in excess of 10 school days. In <i>Doe v. Honig</i> , 559 IDELR 231 (1987-88 EHLR 559:231) (1988), the U.S. Supreme Court ruled that a suspension from school for more than 10 school days of a child with a disability (one eligible for programming under the IDEA) triggers procedural safeguards. In <i>Suspension of Handicapped Students- Deciding Whether Misbehavior Is Caused by a Child's Handicapping Condition</i> (OCR Memorandum Nov. 1989), the Office for Civil Rights (OCR) stated that the same protections available to students classified as disabled under the IDEA are generally available to students classified as disabled under Section 504.
Lovaas program	Program for preschool-aged children with autism, variously referred to as treatment, therapy, or educational methodology, premised on applied behavioral analysis (ABA). The Lovaas program typically consists of discrete trial training in a home setting in a 1-on-1 format for 35 to 40 hours per week. The training is provided by properly trained, although not necessarily degreed, professionals, with family members as active participants. The program's objective is successful integration with nondisabled children upon completion of the training (2 to 3 years). The Lovaas program is based on the research of Dr. O. Ivar Lovaas, a recognized expert in the use of ABA, and his team at the University of California at Los Angeles. In a 1987 study conducted by Dr. Lovaas, 47% of the autistic children in his study "recovered" with use of comprehensive therapy for 2 years, with recovery defined as needing no special support services or aids when placed in a regular 1st-grade classroom. While some researchers question the study, the possibility of a "cure" for autism is causing parents of children with autism to demand public funding of the Lovaas program, under either Part B or Part C, depending on the age of the child, in ever-increasing numbers. Due process brings mixed results. No decisionmaker has held that public agencies must always fund the Lovaas program under either Part B or Part C, although districts have been ordered to so fund or provide when they have not offered an alternative program held to be appropriate.
Lowe's syndrome	Genetic disorder resulting in diseases or conditions such as impaired functioning of the brain, muscles, kidneys, bones and teeth and cataracts that cause visual impairments or blindness:

	affects only males.
low-incidence disability	In connection with special education, a disability that affects relatively few of the total number of children with disabilities who are receiving special services; blindness, deafness and mental retardation are examples of low-incidence disabilities.
low vision aids	Optical aids that include: (a) magnifier stand for reading small print, (b) monocular telescope for seeing the blackboard, (c) light transmission devices such as absorptive lenses, filters and lens coatings to reduce glare, (d) reflection control devices such as visors and sideshields; linear magnification aids such as large print books and assistive technology devices to produce audio alternatives to visual materials.
mainstreaming	Not a formal term, but common jargon in the educational community typically accepted as meaning the placement of a child with a disability alongside nondisabled children in the regular education setting; less preferred term for inclusion or full inclusion. A mainstreamed placement is not synonymous with least restrictive environment, although the LRE mandate of the IDEA is the legal support for mainstreaming as an educational philosophy. As explained by the Tenth Circuit Court of Appeals in its influential LRE decision, <i>Murray v. Montrose County School District</i> RE-1J, 22 IDELR 558, 564 n.10 (10th Cir. 1995): "The term 'mainstreaming' is also frequently used, often interchangeably, with the term LRE. In fact, they are different. 'Mainstreaming' means placing disabled children in regular classrooms, with non-disabled children. The IDEA does not require mainstreaming in all cases. . . . The term 'inclusion' is increasingly favored over the term 'mainstreaming' because 'mainstreaming' connotes the shuttling of the disabled child in and out of the regular class without altering the class to accommodate the child [citation omitted]."
maintenance	Student's ability to maintain performance of a skill after acquisition training is completed, but prior to and independent of generalization of that skill. Maintenance ability is essential for students with disabilities who have difficulty with either acquisition or generalization.
major life activities	1. In connection with eligibility for the protections of Section 504, defined, as a term of art, in Section 504 regulations at 34 CFR 104.3(j)(2)(ii) as: "functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working."
maladaptive behavior	Behavior that interferes with an individual's ability to function in society; maladaptive behavior domains generally include: (a) violent and destructive behavior, (b) antisocial behavior, (c) rebelliousness, (d) untrustworthiness, (e) withdrawal, (f) stereotypic behaviors, (g) odd mannerisms, (h) inappropriate social behavior and (i) self-abusive behavior.
manifestation determination	In connection with the discipline of students with disabilities, a determination whether or not the misconduct at issue was either a manifestation of the disability or the result of an inappropriate placement. See also nexus inquiry. The Office of Special Education Programs (OSEP) interprets the U.S. Supreme Court's decision in <i>Honig v. Doe</i> , 559 IDELR 231 (1987-88 EHLR 559:231) (1988), as requiring a school to conduct a manifestation determination before it may consider a suspension of more than 10 school days [long-term suspension]. Similarly, with respect to Section 504, the Office for Civil Rights (OCR) requires that before any significant change in placement is implemented, a student with a disability must be reevaluated.
manipulative	A physical object used as a model in an instructional program. For example, coins can be a manipulative for math instruction.
mapping	A process that involves programming the speech processing component of a cochlear implant to assist a child in developing proper language skills. Mapping was held to be a related service for a child whose educational methodology contained in his IEP included the use of a cochlear implant as a necessary component of FAPE. <i>Stratham Sch. Dist. v. Beth and David P.</i> , 38 IDELR 121 (D.N.H. 2003).
mastery learning	1. Generally, an approach to individualized instruction in which students are allowed the time necessary to master a unit of the curriculum before proceeding to the next learning unit. 2. In connection with special education programming, breaking down a program of instruction into its smallest units and sequencing those units in hierarchical order from least difficult to most difficult or advanced, and teaching each unit to mastery before moving on the next unit; the instructional procedures implicit in the individualized education program (IEP) mandate of the IDEA. See also individualized instruction; short-term objectives.

mediation	An informal process in which parents and school districts resolve differences about the identification, programming or placement for a student with a disability without conducting a due process hearing. The IDEA requires states to ensure that they establish procedures to allow parties to resolve disputes through a mediation process. Those procedures must ensure that mediation is voluntary on the part of the parties; is not used to deny or delay a parent's right to a due process hearing or other rights; and is conducted by a qualified and impartial mediator who is trained in effective mediation techniques. 20 USC 1415(e)(2).
medically fragile	1. Generally, requiring intensive and prolonged health care as a result of a catastrophic medical event or congenital condition. 2. In connection with special education, having extreme medical needs that require specific procedures to be provided or available during the day in order for the student to attend school, thus complicating provision of a program designed to meet educational needs; sometimes also referred to as technologically-dependent. See also excluded medical services; school health services. The administrative decision in Cedar Rapids Community School District, 22 IDELR 278 (SEA IA 1994), concerned a 12-year-old student identified as medically fragile. He was paralyzed from the neck down and depended on use of a ventilator for life support [ventilator-dependent]. For the student to attend school during the day he needed catheterization [catheter], suctioning of his tracheotomy tube, monitoring of his ventilator, Ambu bagging, and assistance with eating, drinking and positioning.
meningitis	Inflammation or infection of the membranes surrounding the brain and spinal cord. Children recovering from meningitis may have residual mental functioning impairments.
mental retardation	1. One of the 13 disabilities for eligibility under the IDEA, defined, as a term of art, in 34 CFR 300.7(c)(6) as: "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." 2. As defined by the American Association on Mental Retardation (AAMR), an individual is considered to have mental retardation if: (a) the intellectual functioning level (IQ score) is below 70 to 75; (b) there are significant limitations in 2 or more adaptive skill areas (students with IQs under 50 have serious limitations in functioning); and (c) these conditions present themselves during childhood. 3. A disorder the diagnostic criteria for which is defined in the DSM-IV as: "A. Significantly subaverage intellectual functioning: an IQ of approximately 70 or below on an individually administered IQ test (for infants, a clinical judgment of significantly subaverage intellectual functioning); B. Concurrent deficits or impairments in present adaptive functioning (i.e., the person's effectiveness in meeting the standards expected for his or her age by his or her cultural group) in at least two of the following areas: communication, self-care, home living, social/interpersonal skills, use of community resources, self-direction, functional academic skills, work, leisure, health and safety; C. The onset is before age 18 years, and categorized as mild, moderate, severe or profound, based upon the severity of intellectual impairment (IQ score).
mentoring	Defined, as a term of art, in the No Child Left Behind Act of 2001, codified at 20 USC 7801(26), as "a process by which a responsible adult, postsecondary student, or secondary school student works with a child to provide a positive role model for the child, to establish a supportive relationship with the child, and to provide the child with academic assistance and exposure to new experiences and examples of opportunity that enhance the ability of the child to become a responsible adult.
metacognitive approach	Instructional approach encouraging a student to become aware of his or her own thinking processes and to use that awareness to self-regulate his or her own academic achievement by facilitating use of his or her cognitive abilities and preferred learning styles.
mild disability	Imprecise term generally understood to include students with mild mental retardation, learning disabilities or emotional disturbances who spend the larger part of the school day in the regular classroom. See also severe disability.
mild hearing loss	Difficulty hearing faint sounds.
milieu therapy	Method for teaching language and social skills to children with autism or other children whose disabilities impair communicative or social skills.
minimal brain dysfunction	1. Generally, a once common term in medical or scientific literature describing an occurrence of impaired attention and memory and resulting learning problems without a known insult to the

	<p>brain. 2. Identified in IDEA regulations at 34 CFR 300.7(c)(10)(i) as a "specific learning disability," but not further defined.</p> <p>The inquirer in Letter to Latham, 21 IDELR 1179 (OSEP 1994), argued that medical literature supports defining a minimal brain dysfunction as what we now more commonly refer to as attention deficit disorder (ADD) or attention deficit hyperactivity disorder (ADHD). Accordingly, the inquirer advocated the explicit identification of those 2 disorders as specific learning disabilities for purposes of establishing IDEA-eligibility. The Office of Special Education Programs (OSEP) declined, responding that "[t]he Department [of Education] does not believe that the clarification you are seeking will either alter the eligibility of, or enhance services and programs for, children with ADD who need special education and related services."</p>
misconduct	In connection with school discipline, generally understood to be student behavior that is unacceptable to school officials but does not violate criminal statutes, including absenteeism, tardiness, bullying and inappropriate language.
mixed receptive-expressive language disorder	A language disorder the diagnostic criteria for which is defined in the DSM-IV as: "A. The scores obtained from a battery of standardized individually administered measures of both receptive [language] and expressive language development are substantially below those obtained from standardized measures of nonverbal intellectual capacity. Symptoms include those for Expressive Language Disorder as well as difficulty understanding words, sentences, or specific types of words, such as spatial terms; B. The difficulties with expressive language and receptive language interfere with academic or occupational achievement or social communication; C. Criteria are not met for a Pervasive Developmental Disorder; D. If mental retardation, a speech-motor or sensory deficit, or environmental deprivation is present, the language difficulties are in excess of those usually associated with these problems."
mobility instruction	Integration of specific daily living skills into the educational program of a child with a moderate or severe mental disability to assist him or her to navigate safely in the community. As distinguished from mobility training.
mobility specialist	A professional with formal training evidenced by a bachelor's or master's degree who provides mobility training, including orientation, to blind individuals.
mobility training	<p>Techniques to help blind individuals move safely and independently within the community, including orientation and using a cane. As distinguished from mobility instruction. See also orientation.</p> <p>In its Policy Guidance on Educating Blind and Visually Impaired Students, 23 IDELR 377 (OSEP 1995), the Office of Special Education Programs (OSEP) opined that educational programming for blind and visually impaired students should address their unique needs, including orientation and mobility.</p>
modality	A specific physical therapy treatment, such as hot packs or whirlpool baths.
modeling	<p>Imitation by a child of desired behaviors performed by peers or teachers, even in the absence of either positive reinforcement for so performing or negative reinforcement for performing behavior inconsistent with the desired behavior.</p> <p>When considering inclusion of students with mental retardation in regular education classrooms, courts have made it clear that academic progress is not the only consideration. The possible development of social and communication skills, as well as improved self-esteem, through peer association and role modeling, have all been identified as benefits of inclusion. See, e.g., <i>Oberti v. Board of Education of Borough of Clementon School District</i>, 19 IDELR 908 (3d Cir. 1992) and <i>Daniel R.R. v. State Board of Education</i>, 441 IDELR 433 (1988-89 EHLR 441:433) (5th Cir. 1989).</p>
mode of communication	As explained in 34 CFR 300.19 defining native language, in connection with an individual who is deaf, blind or has no written language, how that individual normally communicates, such as sign language, Braille, or oral communication.
moderate hearing loss	Involves retention of residual hearing but probably requires a hearing aid.
multidisciplinary team (MDT)	<p>1. Generally, a functioning unit of individuals with varied professional training that coordinates services for a child with a disability, also called an interdisciplinary team. 2. The group of persons who conduct the evaluation and determine the placement of a child with a disability under the IDEA and Section 504.</p> <p>When the child is being evaluated for a suspected specific learning disability (SLD), the MDT</p>

	<p>must include the specific individuals further identified at 34 CFR 300.540. According to the Office of Special Education Programs (OSEP), with the exception of the requirements in 34 CFR 300.540 concerning SLDs, there are no further federal standards for determining the composition of the MDT. The state educational agency (SEA) is responsible for establishing qualifications for team members. Letter to Cohen, 213 IDELR 105 (EHLR 213:105) (OSERS 1987).</p> <p>Section 504 regulations at 34 CFR 104.35(c) are similarly broad, stating that "placement decisions be made by a group of persons, including persons knowledgeable about the child, the meaning of the evaluation data, and the placement options."</p>
multiple disabilities	1. Generally, a combination of 2 or more disabilities that result in the individual with the disabilities having significant difficulties in functional living. 2. Defined, as a term of art, in IDEA regulations at 34 CFR 300.7(c)(7) as: "concomitant impairments (such as mental retardation-blindness, mental retardation-orthopedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness."
multiple intelligences	Howard Gardner's theory of intelligence, popular among educators, in which he claims there are several relatively independent intelligences: logical-mathematical, linguistic, musical, spatial, bodily-kinesthetic, interpersonal and intrapersonal.
multisensory approach	In connection with reading instruction, use of visual, auditory and tactile or kinesthetic [kinesthesia] pathways to present instructional content. See also Lindamood-Bell "Auditory Discrimination in Depth Program"; Project Read.
muscle tone	The resistance of muscle tissues to being stretched; when deficient, tone may be either flaccid or spastic.
muscular dystrophy (MD)	An hereditary disease for which there is no cure in which muscle tissue is replaced by fatty tissue, resulting in weakness and wasting away of muscle tissues; progressive deterioration of functioning and a loss of vitality; several different types, including Duchenne disease, myasthenia gravis and progressive atrophy.
NCLB	No Child Left Behind Act of 2001
natural environment	<p>In connection with the provision of early intervention services to children with disabilities under Part C, the type of setting, such as the home, preschool or child care setting, which is natural or normal for the child's age peers who have no disabilities.</p> <p>Part C regulations at 34 CFR 303.12(b) require that "to the maximum extent appropriate to the needs of the child, early intervention services must be provided in the natural environments, including the home and community settings in which children with disabilities participate."</p>
negative reinforcement	A behavior modification principle in which a student is motivated to perform a desired behavior in the future because he or she wishes to avoid an undesired event that was contingent upon past performance of the undesired behavior, such as avoiding a reprimand. As opposed to positive reinforcement.
nephritis	Disease involving inflammation of the kidney; identified as a health problem that could be an "other health impairment" for purposes of IDEA eligibility in Part B regulations at 34 CFR 300.7(c)(9).
neurasthenia	A syndrome of tiredness, headache, weakness, lack of initiative and similar symptoms that are not the result of an identifiable organic cause, but may be indicative of a depressive disorder.
neurofibromatosis	A genetic disorder of the nervous system that causes tumors to form on the nerves anywhere in the body at any time.
neurological assessment	An examination that specifically focuses on mental status, cranial nerves, motor functions, deep tendon reflexes, sensation and gait abilities; when used more in a psychiatric context, also refers to an examination of an individual's thinking ability, such as whether there are hallucinations or delusions and mood state. See also neuropsychological assessment.
No Child Left Behind Act of 2001	Legislation reauthorizing the Elementary and Secondary Education Act of 2001, and codified at 20 USC 6301, et seq. In amending ESEA, the No Child Left Behind Act overhauled existing federal efforts to support elementary and secondary education. NCLB was designed around four essential components: accountability for results; an emphasis on scientific research; expanded parental options; and expanded local control and flexibility.

non-sheltered employment	The range of employment opportunities for graduates of special education programs who can function in workplaces other than sheltered employment situations, including competitive work, enclaves within industry, mobile work crews and supported employment.
normal curve	In connection with a standardized test, the typical distribution of how scores deviate from the mean. Also called a bell curve or bell-shaped curve.
normal curve equivalent	In connection with a standardized test, statistical operations that score an examinee's test results in relationship to the performance of other examinees, either nationally or locally, on an equal-interval bell curve scale. See also standard score.
normal in-school disciplinary proceedings	Includes use of study carrel, time-out, detention or restriction of privileges. According to the U.S. Supreme Court in <i>Honig v. Doe</i> , 559 IDELR 231 (1987-88 EHLR 559:231) (1988), imposition of such discipline with students with disabilities does not trigger the procedural safeguards of the IDEA.
norm group	The defined group of test-takers whose scores are used to compute individual test-taker's scores on norm-referenced tests; typically a large group of students, generally a national age or grade group.
norm-referenced test (NRT)	Comparison of one student's performance, as measured by the test score, with the performance of the norm allowing fine distinctions among students and identification of where a student stands in relation to that group; typically developed by commercial test companies. When compared to criterion-referenced tests, norm-referenced tests are almost always broader in content and most typically used to test aptitude and interest and assess personality, although, like criterion-referenced tests, they may be used for achievement testing as well.
norms	Performance standards established by a reference group to describe average or typical performance; usually determined by testing a representative group and then calculating the group's test performance.
nursing services	An early intervention service under Part C defined, as a term of art, in Part C regulations at 34 CFR 303.12(d)(6) as including: "(i) the assessment of health status for the purpose of providing nursing care, including the identification of patterns of human response to actual or potential health problems; (ii) provision of nursing care to prevent health problems, restore or improve functioning, and promote optimal health and development; and (iii) administration of medications, treatments, and regimens prescribed by a licensed physician."
nystagmus	involving rapid involuntary movement of the eyeballs that affects fine motor skills and may cause difficulty in reading. See also soft signs.
OCR	Office for Civil Rights
OSEP	Office of Special Education Programs
OSERS	Office of Special Education and Rehabilitative Services
OT	occupational therapy
observation	1. As a method of assessment generally, see systematic observation of behavior. 2. In connection with determining whether a student has a specific learning disability, a required part of an evaluation under Part B regulations at 34 CFR 300.542. While Section 300.542(a) states that "[a]t least one team member other than the child's regular teacher shall observe the child's academic performance in the regular classroom setting" the regulations do not specify a required amount of observation time or when the observation must take place.
obsessive-compulsive disorder (OCD)	An anxiety disorder characterized by recurrent thoughts that the individual does not wish to think about (obsessions) or repetitive ritualistic behavior that the individual feels compelled to perform (compulsions) or both; individuals recognize that the thoughts or actions are not productive, but are unable to exert rational control to stop them. A student with an OCD may be eligible for special education and related services as seriously emotionally disturbed when the disorder compromises educational performance by interfering with normal thinking and making it difficult for students to attend to school work. OCD usually presents in adolescence or early adult years, but also has been observed in children. The 17-year-old student in <i>Sanger v. Montgomery County Board of Education</i> , 23 IDELR 955 (D. Md. 1996), for instance, had displayed a variety of obsessive-compulsive symptoms on a continuous basis since infancy. Typically, OCD presents in children or youth as a co-morbid [co-morbiditv]

	disorder. For example, the 2nd grade boy in <i>W.B. v. Matula</i> , 23 IDELR 411 (3d Cir. 1993), had Tourette's syndrome, attention deficit hyperactivity disorder and a severe form of obsessive-compulsive disorder.
occupational therapy (OT)	1. In connection with services for children with disabilities generally, the improvement of sensory integration, handling of objects, posturing of one's body and increasing daily living functioning. 2. A related service under Part B of the IDEA defined, as a term of art, in IDEA regulations at 34 CFR 300.24(b)(5) as including: "(i) Improving, developing or restoring functions impaired or lost through illness, injury, or deprivation; (ii) Improving ability to perform tasks for independent functioning when functions are impaired or lost; and (iii) Preventing, through early intervention, initial or further impairment or loss of function." (3) An early intervention service under Part C of the IDEA defined, as a term of art, in Part C regulations at 34 CFR 303.12(d)(8) as including: "services to address the functional needs of a child related to adaptive development, adaptive behavior and play, and sensory, motor, and postural development [that include] (i) identification, assessment and intervention; (ii) adaptation of the environment, and selection, design and fabrication of assistive and orthotic devices to facilitate development and promote the acquisition of functional skills; and (iii) prevention or minimization of the impact of initial or future impairment, delay in development, or loss of functional ability."
Office for Civil Rights (OCR)	The office within the United States Department of Education (ED) charged with assuring compliance with federal statutes that prohibit discrimination based on race, color, national origin, sex, age or disability. OCR responds to a complaint with an investigation and issues a letter of findings (LOF) as a result of the investigations. It is empowered to conduct administrative hearings that may result in suspension, termination or refusal to grant federal financial assistance to public agencies.
Office of Special Education and Rehabilitative Services (OSERS)	The office within the United States Department of Education that supports programs to assist in the education of children with disabilities and the rehabilitation of youths and adults with disabilities; contains 3 offices: Office of Special Education Programs (OSEP), the Rehabilitation Services Administration (RSA), and the National Institute on Disability and Rehabilitation Research (NIDRR).
Office of Special Education Programs (OSEP)	The branch of the Office of Special Education and Rehabilitative Services (OSERS) responsible for administering programs relating to the free appropriate public education to all eligible beneficiaries, including interpreting the requirements of the IDEA statute and regulations and issuing policy letters. See also Office of Special Education Programs Policy Letter. OSEP oversees programs to expand and improve special education, administers grants to state educational agencies to help state and local districts serve children with disabilities and monitors state programs to ensure that students with disabilities receive appropriate education and that their rights and those of their parents or guardians are protected.
on-task behavior	In connection with the systematic observation of behavior, a child behaving appropriately for the situation; e.g., when a child is in the classroom, raising his or her hand to signal a desire to speak rather than calling out. As distinguished from off-task behavior.
disorder (ODD)	1. Generally, a disruptive behavioral disorder that often is an antecedent to a conduct disorder, equally prevalent among boys and girls after the onset of adolescence. 2. A disruptive behavioral disorder meeting the diagnostic criteria of the DSM-IV defined as: "A. A pattern of negativistic, hostile, and defiant behavior lasting at least 6 months, during which four (or more) of the following are present: (1) often loses temper; (2) often argues with adults; (3) often actively defies or refuses to comply with adults' requests or rules; (4) often deliberately annoys people; (5) often blames others for his or her mistakes or misbehavior; (6) is often touchy or easily annoyed by others; (7) is often angry and resentful; (8) is often spiteful or vindictive. B. The disturbance in behavior causes clinically significant impairment in social, academic or occupational functioning. C. The behaviors do not occur exclusively during the course of a psychotic or mood disorder. D. Criteria are not met for Conduct Disorder and, if the individual is age 18 years or older, criteria are not met for Antisocial Personality Disorder."
oral/aural method	Communication method for deaf individuals involving speaking, lip reading, listening (to extent residual hearing can be amplified) and writing, but excluding sign language or finger spelling
orientation	1. The method by which a blind individual uses his or her remaining senses to determine where in the environment he or she is situated. See also mobility training. 2. Component of signs in

	sign language involving the relation of the individual's hand to his or her body.
orthopedic impairment	<p>1. Generally, a disability that limits mobility and ambulation. 2. Defined, as a term of art, in IDEA regulations at 34 CFR 300.7(c)(8) as: "a severe orthopedic impairment that adversely affects a child'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)."</p> <p>Children with orthopedic impairments usually require educational programming that includes physical therapy and occupational therapy and mobility and/or communication aids. Because some students with orthopedic impairments may not have accompanying intellectual, learning or psychological disabilities, there may be questions about their eligibility for special education and related services under the IDEA. This was the case in the federal district court case of Yankton School District v. Schramm, 23 IDELR 42 (D.S.D. 1995). While the school district maintained that an adolescent with cerebral palsy who had achieved excellent overall success in school was not entitled to transition services under the IDEA, the court held otherwise. Finding that the reduced homework to accommodate for writing slowness and instruction in modified keyboarding techniques constituted special education the student needed as a result of the disability, the court held the student to be IDEA-eligible.</p>
other health impairment (OHI)	<p>1. Defined, as a term of art, in IDEA regulations at 34 CFR 300.7(c)(9) as: "having limited strength, vitality or alertness, 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 or sickle cell anemia that adversely affects a child's educational performance."</p> <p>Neither the IDEA nor the regulations define "limited alertness." According to OSEP, a child with attention deficit disorder may be eligible on the basis of having limited alertness despite his or her heightened alertness to environmental stimuli generally if that results in limited alertness to academic tasks. Letter to Cohen, 20 IDELR 73 (OSERS 1993).</p>
overcorrection	A behavior management technique in which a child who performs an inappropriate behavior is required to do a corresponding or related appropriate behavior several times; a punishment.
PECS	Picture Exchange Communication System
paraprofessional	<p>1. In connection with special education, a staff member other than a teacher engaged in education in the classroom who is, under state law, typically required to have specific training and meet state-mandated qualification standards. 2. Defined, as a term of art, in the No Child Left Behind Act of 2001 as "an individual who provides instructional support." 34 CFR 200.58(a)(2)(i). The term does not include individuals who have only noninstructional duties (such as providing technical support for computers, providing personal care services, or performing clerical tasks). 34 CFR 200.58(a)(2)(ii). Under 34 CFR 200.59, paraprofessionals may perform the following duties: one-on-one tutoring for eligible students if the tutoring is scheduled at a time when the student would not otherwise receive instruction from a teacher; assisting in classroom management; assisting in computer instruction; conducting parent involvement activities; providing instructional support at a library or media center; acting as a translator; or providing instructional support services (under the direction of a qualified teacher).</p> <p>Paraprofessionals may be assigned to provide 1:1 assistance to students with cognitive disabilities who are placed in a regular education classroom. However, as was illustrated in the 6th U.S. Circuit Court of Appeals' decision in Hudson v. Bloomfield Hills Public Schools, 23 IDELR 612 (E.D. Mich. 1995), too much assistance can be counterproductive. In that case, the paraprofessional assigned to a trainably mentally retarded 14-year-old girl who lacked age appropriate conversational skills and had difficulty with peer relationships was the only person with whom the student would really talk. When the staff tried to put a little distance between them, the student rebelled by slamming her book shut or by fidgeting with the pages to draw her paraprofessional's attention.</p>
parental involvement	<p>Defined, as a term of art, in the No Child Left Behind Act of 2001 (codified at 20 USC 7801 (32)) as "the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring - (A) that parents play an integral role in assisting their child's learning; (B) that parents are encouraged to</p>



	be actively involved in their child's education at school; (C) that parents are full partners in their child's education and are included, as appropriate, in decisionmaking and on advisory committees to assist in the education of their child; (D) the carrying out of other activities, such as those described in [20 USC 6318].
passive-aggressive	Expressing hostility by uncooperative behavior, such as, in the school environment, failing to complete work, working slowly or ignoring assigned responsibilities.
perseverate	Continuing to perform a behavior beyond its normal endpoint and having difficulty switching tasks; associated with children with autism and severe mental retardation. As distinguished from compulsive behavior exhibited by an individual with an obsessive-compulsive disorder.
personality assessment	Systematic description and measurement of an individual's characteristics; four kinds of assessment methodologies: (a) interview, (b) objective (with standardized tests and self-reported tests), (c) projective (e.g., Rorschach test) and (d) behavioral (systematic observation of behavior).
personally identifiable information	1. In connection with information contained in education records, that information to which students and parents have a protectable privacy interest under the Family Educational Rights and Privacy Act (FERPA) and privacy and access rights under Part B and Part C of the IDEA. 2. Defined, as a term of art, in FERPA regulations at 34 CFR 99.3 as including, but not limited to: "(a) The student's name; (b) The name of the student's parent or other family member; (c) The address of the student or the student's family; (d) A personal identifier, such as the student's social security number or student number; (e) A list of personal characteristics that would make the student's identity easily traceable; or (f) Other information that would make the student's identity easily traceable." 3. Defined, as a term of art, slightly differently in Part B regulations at 34 CFR 300.500(b)(3) as including: "(1) The name of the child, the child's parent, or other family member; (2) The address of the child; (3) A personal identifier, such as the child's social security number or student number; or (4) A list of personal characteristics or other information that would make it possible to identify the child with reasonable certainty." As distinguished from directory information. See also Buckley Amendment.
pervasive developmental disorder (PDD)	The general description of the class of disorders described in the DSM-IV as "characterized by severe deficits and pervasive impairment in multiple areas of development. . .including impairment in reciprocal social interaction, impairment in communication, and the presence of stereotyped behavior, interests or activities"; specific pervasive developmental disorders are: autistic disorder (autism); Asperger's disorder; Childhood Disintegrative Disorder; and Rett's disorder.
phenylketonuria (PKU)	A hereditary metabolic disorder thought to be a common cause of mental retardation.
phonemic awareness	Ability to recognize phonemes and put their sounds together to form words and phrases quickly, accurately and automatically; essential for decoding. See also decoding skills; phonological awareness. Phonemic awareness is the foundation for all higher level reading skills. The majority of children with reading disorders cannot master this skill without special instruction.
phonics	The relationship of speech sounds to their written symbols; an instructional method for teaching reading by helping students recognize words by sounding them out; as opposed to the whole language method of reading instruction. See also balanced approach; Orton-Gillingham method; Project Read.
phonological awareness	Awareness of how words sound and how they are represented in written language or print; ability to identify and manipulate the sounds of language. Many children with learning disabilities cannot readily learn how to relate letters of the alphabet to the sounds of language. These students must be explicitly taught the process of phonological awareness.
phonological disorder	A learning disorder the diagnostic criteria for which is defined in the DSM-IV as: "A. Failure to use developmentally expected speech sounds that are appropriate for age and dialect (e.g., errors in sound production, use, representation, or organization such as, but not limited to, substitutions of one sound for another. . .or omissions of sounds such as final consonants). B. The difficulties in speech sound production interfere with academic or occupational achievement or with social communication. C. If mental retardation, a speech-motor or sensory deficit or environmental deprivation is present, the speech difficulties are in excess of those usually associated with these problems."

	Generally, a phonological disorder is a learning disorder resulting in difficulty making use of phonological information when processing written and oral language. Severity can range from little impact on intelligibility to completely unintelligibility. Major components involve deficits in phonemic awareness, sound-symbol relations, storage [of phonological information] and retrieval of phonological information from long-term memory.
physical restraint	May be an appropriate aversive intervention when a child with a disability cannot be stopped from injuring himself or herself, others or property in a less restrictive way; typically involves some type of wrestling hold, but specific method will depend on the child's size, strength and then-emotional state. When the need for physical restraint is reasonably predictable, the child should have a protocol describing the conditions under which such restraint will be used included in his or her behavior management plan.
physical therapy	1. Generally, use of equipment and modalities, such as heat packs and hydrotherapy, and exercise to restore physical functioning, rehabilitate muscles and improve coordination. 2. A related service defined, as a term of art, in Part B regulations at 34 CFR 300.24(b)(8) as "services provided by a qualified physical therapist." 3. An early intervention service defined, as a term of art, in Part C regulations at 34 CFR 303.12(d)(9) as including: "(i) screening, evaluation and assessment of infants and toddlers to identify movement dysfunction; (ii) obtaining, interpreting, and integrating information appropriate to program planning, to prevent, alleviate or compensate for movement dysfunction and related functional problems; and (iii) providing services to prevent, alleviate or compensate for movement dysfunction and related functional problems." The Third Circuit Court of Appeals' decision in <i>Polk v. Central Susquehanna Intermediate Unit 16</i> , 441 IDELR 130 (1988-89 EHLR 441:130) (3d Cir. 1988), widely known for its formulation of the "more than de minimus educational benefit" standard for determinations of free appropriate public education (FAPE), concerned whether direct or consultative physical therapy was appropriate programming for a 14-year-old student with severe physical disabilities and the mental capacity of a toddler. The court explained the significant role physical therapy plays in the special education programming for students with severe disabilities: "For children like [the student] with severe disabilities, related services serve a dual purpose. First, because these children have extensive physical disabilities that often interfere with development in other areas, physical therapy is an essential prerequisite to education. For example, development of motor abilities is often the first step in overall educational development. . . . Second, the physical therapy itself may form the core of a severely disabled child's special education. . . . In [the student's] case, physical therapy is not merely a conduit to his education but constitutes, in and of itself, a major portion of his special education, teaching him basic skills such as toileting, feeding, ambulation, inter alia."
pica behavior	The persistent craving and compulsive eating of non-food substances, frequently dirt, clay, or starch, but may include many other substances, such as ashes, hair, paint chips and paper. Often associated with students with autism or mental retardation.
Picture Exchange Communication System (PECS)	A functional communication training approach to teaching children with autism to communicate needs by emphasizing use of pictures.
positioning devices	Devices that help provide support for body stability, the trunk and head, and upright posture; reduce pressure on the skin surface for an individual with a physical disability, or arrange instructional or play materials for maximum performance efficiency.
positive reinforcement	Principle used in behavior modification in which a student is motivated to perform a desired target behavior by his or her receipt of a reward after performing the desired behavior.
Prader-Willi syndrome	Genetic disorder resulting in insatiable appetite, central nervous system (CNS) dysfunction and abnormal growth and development; associated with mental retardation.
pragmatics linguistic system	Concerned with functional language use, including the ability to engage in a conversation through appropriate use of nonverbal behaviors such as maintaining eye contact and taking turns speaking and listening to others. An individualized education program (IEP) objective for pragmatics could include the ability to perform each of these functions: requesting, discussion of effect, expression of need, initiation of communication, question asking, greetings, taking conversational turns and describing.

praxis planning	Ability to plan and execute tasks requiring motor skills. Also called motor planning.
prereferral intervention	Intervention in the regular education classroom tried before a student suspected of possibly having a disability is formally referred for a special education preplacement evaluation; 2 common approaches include teacher assistance teams (TATs) and collaborative consultation.
preschool	The educational level from a child's birth until the time he or she is entitled to receive elementary education under state law.
preschool screening	Generally, brief inexpensive examinations of children ages 3 to 5, performed to identify those who may be at-risk for difficulties with academic achievement or social adjustment later on.
prevention activities	Defined, as a term of art, in the Developmental Disabilities Assistance and Bill of Rights Act at 42 USC 15002(20) as "activities that address the causes of developmental disabilities and the exacerbation of functional limitation, such as activities that - (A) eliminate or reduce the factors that cause or predispose individuals to developmental disabilities or that increase the prevalence of developmental disabilities; (B) increase the early identification of problems to eliminate circumstances that create or increase functional limitations; and (C) mitigate against the effects of developmental disabilities throughout the lifespan of an individual."
private school	Generally, a school that is not under federal or state control or supervision. Private schools that receive federal funds must comply with Section 504. Even if a private school does not receive federal financial assistance, it still may be subject to Section 504 if it is considered an indirect recipient of federal funding. See, e.g., Bangor (ME) Public School District, 20 IDELR 278 (OCR 1993). Further, IDEA regulations at 34 CFR 300.401 require each state educational agency (SEA) to ensure that a child with a disability who is placed in or referred to a private school or facility by a public agency is provided with special education and related services in accordance with an IEP and at no cost to the parents.
procedural safeguards	1. The collective term used to refer to the formality requirements of Part B of the IDEA that are designed to allow parents to participate meaningfully in decisions concerning the appropriate educational program for their children; includes: (a) providing parents with a copy of the procedural safeguards available to them, at a minimum, upon initial referral for evaluation; upon each notification of an IEP meeting; upon reevaluation of the child; and upon receipt of a request for due process (34 CFR 300.504(a)); (b) obtaining informed parental consent before conducting an initial evaluation or reevaluation and the initial provision of special education and related services (34 CFR 300.505); (c) ensuring procedures are established and implemented to allow parties to resolve disputes through mediation (34 CFR 300.506); (d) affording parents an opportunity to challenge a school district action concerning the identification, evaluation or educational placement of a child with a disability or the provision of FAPE to him or her in a due process hearing (34 CFR 300.507); (e) giving parents the right to inspect and review all education records concerning the issues identified above (34 CFR 300.501); (f) providing parents with the right to obtain an independent educational evaluation (34 CFR 300.502); and (g) furnishing parents with prior written notice a reasonable time before the public agency proposes or refuses to initiate or change the identification, evaluation or educational placement of the child or the provision of FAPE to the child (34 CFR 300.503(a)). The principal guidance provided by the U.S. Supreme Court in the seminal Board of Education of Hendrick Hudson Central School District v. Rowley, 553 IDELR 656 (1981-82 EHLR 553:656) (1982), is the instruction that a court's role in an IDEA lawsuit is to make a twofold inquiry, the first part of which is: "[H]as the State complied with the procedures set forth in the [IDEA]?" This first inquiry imposes a procedural litmus test. The Court perceived a congressional conviction that adequate compliance with procedural safeguards would, in most situations, assure substantive compliance with the intent of the IDEA.
Project Read	An instructional method to teach reading which incorporates the principles of the Orton Gillingham method by using visual, auditory, tactile and kinesthetic [kinesthesia] sensory approaches, but also addresses reading comprehension and writing.
prompting	Instructional technique in which a cue---visual, auditory or physical---is presented in order to facilitate successful completion of a task or performance of a behavior.
properly proposed settlement offer	In connection with the award of attorney's fees to prevailing parties under the IDEA, a written settlement offer made by the local school district (or similar public agency) in accordance with the time frames set out in 20 USC 1415(i)(3)(D)(i).

prosthesis	Device that replaces a missing or malfunctioning body part or function, such as a communication prosthesis for an individual who lacks adequate speaking or writing ability.
prosocial behaviors	In connection with instruction in social skills for students who have conduct disorders or behavioral disorders, includes: taking turns, working with others and following directions, displaying appropriate behavior towards peers and adults, showing interest and caring, settling conflicts without fighting, and presenting appropriate affect.
prosody	The rhythm of speech that helps give oral communication meaning.
protocol	A plan for using individual tests in combination to adequately test for the diagnosis that is suspected or for alternative diagnosis; e.g., a protocol for assessing individuals suspected of having specific learning disabilities.
psychoeducational assessment	Evaluation of a student's learning behavior for the purpose of designing an educational program and designating placement.
psychological assessment	An evaluation of a child's unique affective characteristics that includes, but is not limited to, the administration and interpretation of psychological testing. As distinguished from a neuropsychological assessment.
psychological services	1. A related service under Part B of the IDEA defined, as a term of art, in Part B regulations at 34 CFR 300.24(b)(9) as including: "(i) administering psychological and educational, and other assessment procedures; (ii) interpreting assessment results; (iii) obtaining tests, integrating, and interpreting information about child behavior and conditions relating to learning; (iv) consulting with other staff members in planning school programs to meet the special needs of children as indicated by psychological tests, interviews, and behavioral evaluations; (v) planning and managing a program of psychological services, including psychological counseling for children and parents; and (vi) assisting in developing positive behavioral intervention strategies." 2. An early intervention service under Part C of the IDEA defined, as a term of art, in Part C regulations at 34 CFR 300.12(d)(10) as including: "(i) administering psychological and developmental tests, and other assessment procedures; (ii) interpreting assessment results; (iii) obtaining, integrating, and interpreting information about child behavior, and child and family conditions related to learning, mental health, and development; and (iv) planning, and managing a program of psychological services, including psychological counseling for children and parents, family counseling, consultation on child development, parent training, and educational programs."
psychomotor	Behavior domain involving neurological control of muscle activity. As distinguished from cognitive and affective functioning.
public school choice	An option available to a student under the No Child Left Behind Act of 2001 (NCLB) when the student's school has been identified for improvement, for corrective action, or for restructuring. Under 34 CFR 200.44(a), the district must provide all students enrolled in the failing school with the option to transfer to another public school within its jurisdiction. It must offer the option no later than the first day of the school year following the year in which it administered the assessments that resulted in its identification of the school for improvement, corrective action or restructuring. Public school choice also applies to schools identified as persistently dangerous by the state.
quadriplegia	Type of spasticity (cerebral palsy) affecting all four limbs.
qualified individual with a disability	In connection with the provision of education services under Section 504 in elementary school and secondary school, defined, as a term of art, in Section 504 regulations at 34 CFR 104.3(l)(2) as including an individual with a disability (as defined by Section 504): "(i) of an age during which nonhandicapped persons are provided such services, (ii) of any age during which it is mandatory under state law to provide such services to handicapped persons; or (iii) to whom a state is required to provide a free appropriate public education under [the IDEA]."
rating scale	Subjective assessment made on predetermined criteria in the form of a scale.
reading	Meaningful receptive communication from printed materials. Defined, as a term of art, in the Reading First component of the No Child Left Behind Act of 2001 to mean "a complex system of deriving meaning from print that requires all of the following: (A) The skills and knowledge to understand how phonemes, or speech sounds, are connected to print. (B) The ability to decode unfamiliar words. (C) The ability to read fluently. (D) Sufficient background information and vocabulary to foster reading comprehension. (E) The development of

	<p>appropriate active strategies to construct meaning from print.</p> <p>(F) The development and maintenance of a motivation to read." 20 USC 6368(5).</p> <p>Reading is a complex cognitive process that requires many cognitive abilities and skills, such as attention, memory, associative connections between sensory modalities, phonological awareness, rapid decoding and general intelligence. For educational purposes, there are generally considered to be four distinct types of reading activities: (a) developmental reading; (b) study, or reading to learn content and achieve mastery of a subject; (c) functional reading; and (d) recreational reading or reading as a leisure-time activity.</p>
reading disorder	<p>1. Generally, the result of a deficit in any of the cognitive skills required to comprehend what one has read. 2. A learning disorder the diagnostic criteria for which is defined in the DSM-IV as: "A. Reading achievement, as measured by individually administered standardized tests of reading accuracy or comprehension, is substantially below that expected given the person's chronological age, measured intelligence and age-appropriate education. B. The disturbance in Criterion A significantly interferes with academic achievement or activities of daily living that require reading skills. C. If a sensory deficit is present, the reading difficulties are in excess of those usually associated with it."</p>
reading vocabulary	<p>The range of words one recognizes in print and understands in context; over time one's reading vocabulary exceeds one's hearing vocabulary and speaking vocabulary.</p>
reasonable accommodation	<p>Generally, the requirement under Section 504 that a recipient of federal financial assistance provide accommodations or modifications that do not alter the fundamental nature of the program or service to individuals with disabilities when such accommodations make the individual qualified to participate in the program or benefit from the service.</p> <p>Experts in the field question whether the reasonable accommodation principle is applicable when the issue is the provision of an appropriate education to a student with a disability. OCR has taken the position that Section 504 regulations covering elementary and secondary education establishes the right to a free appropriate public education (FAPE) that cannot be limited or undercut by the reasonable accommodation concept. See, e.g., Letter to Zirkel, 20 IDELR 134 (OCR 1993).</p>
reauthorization	<p>Reauthorization of a law is required when Congress established discretionary programs that will expire at a certain set date. Because the IDEA is a law that has a combination of both permanent and discretionary authority, it must be periodically reauthorized.</p>
receptive language	<p>Understanding communication from others. As distinguished from expressive language.</p>
receptive language disorder	<p>Presents as an inability to understand spoken or written language that may affect reading, writing and problem-solving in arithmetic.</p>
record	<p>In connection with education records, defined, as a term of art, in Family Educational Rights and Privacy Act (FERPA) regulations at 34 CFR 99.3 as: "any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm and microfiche."</p>
reevaluation	<p>1. Periodic evaluation of a student already identified as eligible for services under either Section 504 or the IDEA. 2. In connection with the IDEA, regulations at 34 CFR 300.536 require that a reevaluation must be conducted if conditions warrant, or upon request by the child's parent or teacher, but at least once every three years. 3. In connection with Section 504, districts are required to establish proper procedures for "periodic reevaluation" of students who have been provided with special education and related services. 34 CFR 104.35(d).</p>
referral	<p>Identification for individual evaluation or treatment, made either individually or through systemic screening.</p>
regression-recoupment problem	<p>Loss of learned skills during the summer resulting in the need to relearn at the start of the new school year.</p> <p>All children experience regression during extended school breaks. When a child with a disability has a sufficiently severe regression-recoupment problem, extended school year (ESY) services are a component of his or her appropriate educational program. Regression-recoupment problems triggering the need for ESY services occur when: (a) a child suffers an inordinate or disproportionate degree of regression during that portion of the year in which the customary 180-day school year is not in session, and (b) it takes an inordinate or unacceptable length of time for the child to recoup those skills (academic, emotional or behavioral) that have been lost upon returning to school.</p>

regular education	As distinguished from special education, an established curriculum of academic subjects offered in essentially the same fashion for all children and youth. The term frequently is used interchangeably with general education.
regulation	Rules issued by executive branch of government to clarify, interpret or further enforcement of statutes that, when properly adopted, have the force of law; when the IDEA is concerned, the Department of Education is charged with issuing regulations, when federal law is concerned, it is codified in the Code of Federal Regulations (CFR).
reinforcer	A reward that, when following a behavior, increases the probability that the behavior will be repeated in the future.
related services	1. Generally, services required to assist a child with a disability to benefit from special education. 2. Defined, as a term of art, in the IDEA at 20 USC 1401(22) as: "transportation, and such developmental, corrective, and other supportive services (including speech-language pathology and audiology services, psychological services, physical [therapy] and occupational therapy, recreation, including therapeutic recreation, social work services, counseling services, including rehabilitation counseling orientation and mobility services, and medical services, except that such medical services shall be for diagnostic and evaluation purposes only) as may be required to assist a child with a disability to benefit from special education, and includes the early identification and assessment of disabling conditions in children." 3. Undefined in Section 504, although identified as a component of an appropriate education in Section 504 regulations at 34 CFR 104.33(b). IDEA regulations at 34 C.F.R. § 300.16 also identify as related services parent counseling and training and school health services, but make it clear that the listing provided in the regulations is not exhaustive. Because the same term---related services---is used under both the IDEA and Section 504, commentators reason that the interpretations and principles that have evolved regarding related services under the IDEA should be applicable to those that should be provided under Section 504.
remedial reading	Corrective instruction for a student who is not making adequate progress with regular reading instruction.
remediation	Actions or instruction designed to correct or resolve a student's identified deficiencies so that he or she can perform closer to his or her age or ability level; as an intervention strategy, the opposite of compensation strategies; types of remediation strategies include skills remediation and process remediation.
residential placement	In connection with special education, a placement for educational purposes in which a student with a disability receives residential treatment in a residential treatment facility. IDEA regulations at 34 CFR 300.302 require a school district to fund a residential placement---including room and board and nonmedical care---whenever such placement is "necessary to provide special education and related services to a child with a disability." There is no explicit provision elucidating when and under what circumstances a residential placement is "necessary." In <i>North v. District of Columbia Board of Education</i> , 551 IDELR 557 (1979-80 EHLR 551:557) (D.C. Cir. 1979), the court made the first authoritative statement of the principal that, if the educational and noneducational needs of a student with a disability are intertwined, the school district is responsible for providing free residential placement rather than funding just those services that meet educational needs. When a student with a serious emotional disturbance is residentially placed, programming involves constant supervision and may include individual, group and family therapy, behavior therapy, and psychiatric services.
residential treatment	Residential care and comprehensive treatment and services 24-hours per day for individuals, including children with disabilities, whose problems are so severe or otherwise such that they cannot be addressed while the individual remains at home or receives services in the community; component services may include substance abuse services, individual, group and family counseling; family therapy; supervised recreational and social activities; training in activities of daily living; and vocational or pre-vocational training.
resource room	A specially equipped and staffed classroom in a regular school in which a student with a mild disability or one who is gifted spends part of his or her day receiving individualized instruction or skills remediation, with the balance of the day spent in a regular classroom; sessions are usually 20 to 45 minutes, and instruction may be given either individually or in small groups.
resource room teacher	Specialty trained teacher who provides direct instruction to students in the resource room and

	consultative services to the students' regular classroom teachers.
respite care	In connection with children with disabilities, child care services, nonmedical in nature, designed to temporarily relieve the family of stress resulting from continuous management and supervision or to meet a sudden family crisis; may be provided in or out of the home. Respite care is not considered a related service under Part B of the IDEA. See, e.g., <i>Rebecca S. v. Clarke County School District</i> , 22 IDELR 884 (M.D. Ga. 1995). However, it may be a covered service under state programming for individuals with developmental disabilities or Medical Assistance (Medicaid). Further, the Office of Special Education Programs (OSEP) identified it as a Part H (now Part C) early intervention service. See, e.g., OSEP Policy Memorandum 92-2, 18 IDELR 246 (1991).
Rett's disorder	1. A neurological disorder, occurring only in girls, that presents initially as some symptoms of autism after a period of normal development, typically associated with severe mental retardation or profound mental retardation. 2. A developmental disorder the diagnostic criteria for which is defined in the DSM-IV as: "A. All of the following: (1) apparently normal prenatal and postnatal development; (2) apparently normal psychomotor development; (3) normal head circumference at birth. B. Onset of all of the following after a period of normal development: (1) deceleration of head growth between ages 5 and 48 months; (2) loss of previously acquired purposeful hand skills between ages 5 and 30 months with subsequent development of stereotyped hand movements (e.g., hand wringing or hand washing); (3) loss of social engagement early in the course (although social interaction often develops later); (4) appearance of poorly coordinated gait or trunk movements; (5) severely impaired expressive [language] and receptive language development with severe psychomotor retardation." Also referred to as Rett's syndrome. While hand-wringing is common among children who have Rett's disorder, biting and spitting are not. Nonetheless, when a student with Rett's disorder did exhibit such behaviors uncontrollably, the school district did not discriminate against her on the basis of her disability when it required her to wear a shielding device consisting of a clear plastic sheet suspended from a tennis visor to prevent her from spitting on others. <i>LaCrosse (WI) Public School District</i> , 18 IDELR 189 (OCR 1992).
Reye's syndrome	An acute, often fatal, childhood illness causally linked to ingestion of aspirin during a viral illness; survivors often have mental impairments.
Ritalin	Pharmaceutical brand name of methylphenidate, a stimulant that has become a treatment of choice for ameliorating poor attention, social misbehavior and other manifestations of attention deficit hyperactivity disorder (ADHD) or attention deficit disorder (ADD), despite questions concerning its long-term benefits and questionable impact on academic success. There is little controversy about the legal aspects of Ritalin use in schools. Schools cannot condition the receipt of special education and related services on parents' agreeing to the administration of Ritalin to their child. <i>Valerie J. v. Derry Cooperative School District</i> , 17 IDELR 1095 (D.N.H. 1991). If a physician does prescribe Ritalin for a student and dosage during school hours is required, then administration is a related service under Section 504. <i>Response to Mentink</i> , 19 IDELR 1127 (OCR 1993). Even if Ritalin is prescribed solely to help a student concentrate in school, the medication itself is not a related service, and a school district is not responsible for its costs. <i>Somerville Public Schools</i> , 23 IDELR 932 (SEA MA 1996).
rubric	In connection with performance assessment, guidelines for evaluating a student's work that: (a) describe what is to be assessed; (b) establish a scale for scoring; and (c) set criteria for grading the assessed task on the scale.
running record	In connection with the systematic observation of behavior, the observation technique that involves the narrative recording that results from recording behavior as it occurs, rather than retrospectively.
scanning	In connection with augmentative communication devices, access method in which the individual scans or reviews the universe of possible inputs, shown in rows and columns, and activates a switch when he or she reaches the desired item. Scanning devices are used by an individual with a disability who lacks sufficient motor ability to use direct selection. Timesaving variations permit group scanning or predictive scanning.
schizophrenia	1. Mental disorder resulting in pervasive deterioration in functioning. with onset typically in

	adolescence or early adulthood; characterized by: (a) disturbances in thought processes, (b) delusions and other disturbances in thought content, (c) flat or inappropriate affect, (d) bizarre behavior, (e) distorted sense of self and relationship to other people or environment and (e) hallucinations and other disturbances in perception (hearing voices). 2. Specifically identified as an emotional disturbance (ED) under IDEA regulations at 34 CFR 300.7(c)(4).
school choice	A program that may be adopted by a state in its education law under which parents are permitted to select the public school which their children will attend.
school psychologist	Educational professional whose function includes assessment, intervention and counseling services, with particular expertise in the learning process
screening	The first step in the assessment process, a fast, efficient way to identify students who may have disabilities and should undergo further testing. According to the Office of Special Education Programs (OSEP) the mass screenings used in connection with child find activities are not considered evaluations and thus are not subject to the prior parental notice and consent requirements that apply to preplacement evaluations. Letter to Holmes, 19 IDELR 350 (OSEP 1995).
seating and positioning	Selecting and adapting a mobility or seating system to meet the needs of an individual with a mobility impairment, taking into account needs related to body stability, trunk/head support and the objective of maintaining an upright posture.
Section 504 of the Rehabilitation Act of 1973 (Section 504)	Federal legislation that prohibits recipients of federal financial assistance, including public schools, from discriminating against otherwise qualified individuals with disabilities solely on that basis; codified at 29 USC 794. Section 504 provides that "No otherwise qualified individual with a disability in the United States. . .shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance or under any program or activity conducted by any Executive agency. . ."
seizure	As commonly used, may refer to either abnormal electrical activity in the brain, which tends to be rhythmic, or the motor or other changes produced by such electrical activity. See also epilepsy. Seizures may cause, for example, uncontrollable muscle spasms and loss of consciousness (a grand mal seizure).
selective mutism	A disorder identified in the DSM-IV as characterized by a consistent failure to speak in specific social situations despite being willing and able to speak in others. Also referred to as elective mutism or voluntary mutism.
self-care skills	Activities in the domain of adaptive behavior, such as toileting, eating, grooming, bathing, shopping or housekeeping. For a youngster with very severe disabilities, an appropriate education requires addressing the skills that will assist him or her to function as well as is reasonably possible in an independent fashion. For example, a federal district court ruled in 1990 that the education program for a 21-year-old brain-injured young adult was appropriate because it addressed her behavior problems, social skills and self-care skills. Brown v. Wilson County School Board, 16 IDELR 718 (M.D. Tenn. 1990). See also special education.
self-contained class or program	Located within a regular education school, a full-day or mostly full-day class or program for children with disabilities, usually composed of children in the same categorical grouping who cannot be educated appropriately in a regular classroom; characterized by highly individualized, closely supervised specialized instruction.
self-injurious behavior	Self-stimulation consisting of repetitively performing a behavior, such as eye-gouging, head banging, self-biting or face slapping, that injures oneself; typically presents in children with autism or severe mental retardation. See also self-injurious behavior inhibiting system (SIBIS). Some experts in autism postulate that self-injurious behavior is related to deficits in sensory integration or sensory impairment. See also sensory extinction.
self-monitoring	In connection with students who have attention deficit disorder (ADD), using such things as an audio tone or random beep to cue the student and allow him or her to determine how well he or she is attending to a task and then recording on a check-off sheet whether he or she was exhibiting on-task behavior or off-task behavior.



self-stimulatory behavior	Repeated nonfunctional and nonresponsive movements such as: (a) rocking to and fro, (b) arm or hand flapping, (c) eye rubbing, (d) adopting unusual postures or (e) toe walking; associated with students with autism, severe mental retardation or blindness. See also stereotypic behaviors.
semantics	Linguistic system concerned with the rules of language governing the meanings of words in sentences. See also phonics; syntax.
sensory integration therapy (SIT)	A treatment program, usually designed and provided by occupational therapists, to help a child perceived to have or having a sensory integration dysfunction modulate sensory input and process and respond to that input in a more purposeful manner. SIT is provided in the context of play in order to motivate the child to work on skills that build muscle tone, perception, attention and coordination. When the child is hypersensitive to light touch and movement, therapy initially consists of providing firm touch and pressure through firm pillows and suspended equipment to help calm the child. While SIT is neither age- nor disability-specific treatment, it has become highly sought after by parents of preschool-age children with autism, who request that it be provided as occupational therapy, a related service under the IDEA (Part C and Part B).
serious emotional disturbance (SED)	A disability that established eligibility under the IDEA, the term was changed by the 1999 Regulations to emotional disturbance.
severe disability	Generally, extensive mental, physical and/or behavioral impairment or a combination of multiple impairments likely to be permanent in nature and greatly compromising an individual's ability to function independently in the community, perform self-care and obtain employment. Also called severe/profound impairments or multiple disabilities. See also individual with a severe disability.
shaping	Behavior modification technique involving reinforcement [reinforcers] of approximations of desired target behaviors; as distinguished from modeling. 1:1 discrete trial training for children with autism uses both shaping and chaining procedures to increase performance of desired behaviors such as eye contact, use of expressive language and social skills.
sheltered employment	Employment in a workplace, such as a sheltered workshop, in which disabled individuals work in a self-contained unit without integration with nondisabled workers. As distinguished from competitive work. Sheltered employment is not specifically identified as a post-school activity in the IDEA in connection with transition services. Nonetheless, it may be a suitable option for some students with more significant disabilities.
sheltered workshop	A facility engaged in production or service for the primary purpose of providing gainful employment as an interim step for those individuals with disabilities who cannot be readily absorbed in the competitive labor market; exempted from minimum wage requirements of Fair Labor Standards Act. Also called a work activity center. See also sheltered employment.
shunt	Surgically implanted tube that drains excess fluid from the brain, used in connection with, e.g., children with hydrocephalus. See also shunt management.
shunt management	A specialized health care need that consists of observing a student with a shunt for signs and symptoms of malfunctioning; can be provided by an aide; may be a school health service.
sickle cell anemia	A genetic blood disorder, generally prevalent among African-Americans, that causes low vitality and pain; identified as a condition that may result in IDEA-eligibility under the category of "other health impairment" under regulations at 34 CFR 300.7(c)(9).
sight vocabulary	In connection with students with limited reading ability, basic words the student can recognize as whole words, without requiring understanding of word formation or general reading decoding skills.
significant change in placement	A trigger for imposition of the obligation of a school district to conduct a reevaluation under Section 504 (34 CFR 104.35(a)). See also serial suspensions. The term is not defined in the regulations, but the 9th U.S. Circuit Court of Appeals aptly defined it as "a significant change in program or services." Doe by Gonzales v. Maher, 557 IDELR 353 (1985-86 EHLR 557:353) (9th Cir. 1986).
sign language	A visual-gestural system of language for deaf or hearing-impaired individuals involving facial expressions, handshanes, body movements and gestures; components of signs in sign

	<p>communication are: (a) tabula, (b) designator (hand shape), (c) signation, (d) orientation, (e) lexicon and (f) unique syntax. See also American Sign Language (ASL).</p> <p>A hotly disputed issue in the educational community and between parents and school districts has been whether deaf students should be taught exclusively in sign language, or using oral methods of communication.</p>
skills	<p>In connection with the annual goals and statement of annual goals, including short-term objectives, of an individual education program (IEP) generally understood to be the intended outcomes of special education instruction and support services; the planned or calculated benefits of the educational program of a child with a disability. Allamakee Community School District and Keystone AEA 1, 24 IDELR 516 (SEA IA 1996).</p>
slow learner	<p>A nonspecific term generally understood to be a student whose global academic abilities are delayed in comparison to his age peers, resulting in overall slower academic progress. Slow learners usually are children with lower than average intelligence, rather than children with at least average intelligence who have specific learning disabilities. Thus, slow learners are not eligible for special education services on this basis because their performance is consistent with their intellectual abilities.</p>
social competence	<p>1. Globally, an individual's ability to both positively engage in socially appropriate behavior and refrain from behaving inappropriately such that he or she is able to deal effectively on an everyday basis with his or her environment and responsibilities. 2. Narrowly, the complex set of verbal and nonverbal behaviors from which an individual selects appropriate responses in a specific interpersonal situation.</p>
socialization	<p>Acquisition of complex set of skills required to interact effectively with others; educational programming for some disabled students includes direct training for same. See also social skills; social skills, educational programming for acquisition of.</p>
socially maladjusted	<p>In connection with determining eligibility for special education and related services under the IDEA, students whose behaviors are very similar to those exhibited by students considered to have an emotional disturbance for purposes of IDEA eligibility, but who are nonetheless specifically excluded from eligibility on the basis of their behavior in accordance with Part B regulations at 34 CFR 300.7(c)(4)(ii). See also conduct disorder; oppositional defiant disorder. "Socially maladjusted" is not defined in the IDEA and has no widely accepted definition in any professional field. Further, few courts or administrative decisionmakers have provided help on this issue. Published cases that do exist seem to be fact-specific and extremely difficult to use as guidance. The federal district court case of Doe v. Sequoia Union High School, 555 IDELR 263 (EHLR 555:263) (D. Vt. 1983), e.g., held that a student was socially maladjusted rather than seriously emotionally disturbed. The young woman had numerous trancies and deteriorating grades, was allegedly using drugs and had joined a "punk" subculture. Central to the court's decision was the student's generally acceptable level of achievement in regular education when she was not under the influence of drugs and alcohol.</p>
social skills	<p>Ability to respond to situations involving others in ways that tend to result in positive results, such as forming and maintaining friendships and being socially accepted.</p> <p>While nondisabled students typically acquire social skills gradually through experience, some children with disabilities require purposeful instruction. Thus, social skills building may be part--sometimes a critical part--of the curriculum for some children with disabilities, such as students with autism or behavioral disorders.</p>
social work services in schools	<p>1. Generally, individual, group and family casework and community liaison services. 2. A related service, defined, as a term of art, in Part B regulations at 34 CFR 300.24(b)(13) as including "(i) Preparing a social or developmental history on a child with a disability; (ii) Group and individual counseling with the child and family; (iii) Working in partnership with parents and others on those problems in a child's living situation (home, school and community) that affect the child's adjustment in school; (iv) Mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program; and (v) Assisting in developing positive behavior intervention strategies."</p> <p>A school social worker's competencies must include counseling, crisis intervention, knowledge and communication of special education programs and rights and working with parents of disabled children to help them continue educational programming at home.</p>
Soto's syndrome	<p>A rare genetic disorder characterized by excessive physical growth during the first 2 to 3 years</p>

	of life. The disorder may be accompanied by mild mental retardation, delayed motor, cognitive, and social development, hypotonia (low muscle tone), and speech impairments.
spasticity	Type of cerebral palsy characterized by tight limb muscles and resulting lack of muscle control, characterized in terms of how many limbs are affected and intensity as: mild spasticity, moderate spasticity, monoplegia, triplegia, quadriplegia, and hemiplegia.
special education	1. Generally, public education for a student with a disability consisting of other than the regular curriculum, although regular education placement or materials also may qualify as special education if it meets the individual needs of the child. 2. Defined, as a term of the art, in the IDEA at 20 USC 1401(25) as: "specially designed instruction, at no cost to the parents or guardians, to meet the unique needs of a child with a disability, including (A) instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and (B) instruction in physical education." 3. Undefined in Section 504, although it is presumed by commentators that the term has the same meaning as it does in the IDEA. Special education is not limited to a typical school environment. Rather, under both the IDEA and Section 504, it must be provided in a variety of other settings, such as institutions and hospitals to the extent necessary to provide a free appropriate public education (FAPE) to all eligible children with disabilities. Because the IDEA is premised on the uniqueness of the educational needs of each child with a disability, it is conceptually difficult to further define just which curricula, methods, materials and resources comprise special education. Arguably, special education can most usefully be defined in terms of what it is not---educational programs designed and implemented without regard to the individual circumstances of any one particular student.
special instruction	An early intervention service under Part C of the IDEA defined, as a term of art, in Part C regulations at 34 CFR 300.12(d)(13) as including: "(i) the design of learning environments and activities that promote the child's acquisition of skills in a variety of developmental areas, including cognitive processes and social interaction; (ii) curriculum planning, including the planned interaction of personnel, materials, and time and space, that leads to achieving the outcomes in the child's individualized family service plan; (iii) providing families with information, skills, and support related to enhancing the skill development of the child; and (iv) working with the child to enhance the child's development."
speech disorder	A communication disorder involving impairments in articulation, language, voice or fluency such that the impairment interferes with an individual's ability to communicate, calls unfavorable attention to the individual, or otherwise causes a social problem for him or her.
speech-language pathologist	Professional who studies normal speech and language and provides a program of diagnosis and remediation to individuals with speech disorders.
staffing	See IEP meeting.
stammer	A speech disorder resulting in jerky speech characterized by involuntary stops and repetitions. As distinguished from stuttering.
standardized test	A form of measurement in which the test questions, instructions and test conditions are always the same; usually commercially developed, widely disseminated and machine-scored. Standardized tests may be normed against a specific population by administering the test to that population and then calculating means, standard deviations, standardized scores, and percentiles. Standardized tests may also be criterion-based. See also criterion-referenced test.
Steinart's disease	Presents as varying degrees of mental retardation, poor muscle development, bilateral facial paralysis and general muscle weakness; typical symptoms in younger children include muscle weakness, psychomotor delay, drooping eyelids and open drooling mouths. Also called myotonic dystrophy.
stimming	Colloquial term for engaging in self-stimulatory behavior(s).
structured recess	Systematic recess intervention program for students who require a high level of structure during the recess period; involves instruction in specific game rules and appropriate play behavior.
study skills	Techniques and approaches to assist students to become effective learners. Assistance to help improve study skills often is provided as special instruction in a resource room setting to children with learning disabilities.
stuttering	A speech disorder resulting in both blocking and repetition of single sounds, with secondary behaviors including blinking, head-jerking or facial grimaces. As distinguished from stammer.

support services	In connection with a state's use and distribution of IDEA funds, defined, as a term of art, in IDEA regulations at 34 CFR 370(b)(2) as including: "implementing the comprehensive system of personnel development of [34 CFR 300.381-300.382], recruitment and training of mediators, hearing officers and surrogate parents, and public information and parent training activities relating to FAPE for children with disabilities."
surrogate parent	An individual assigned by a school district (or similar public agency) to assume the rights and responsibilities of a parent under the IDEA when no parent can be identified for a particular child, the public agency cannot determine the parents whereabouts, or the child is a ward of the state, as set out in IDEA regulations at 34 CFR 300.515. Although the IDEA itself does not require appointment of a surrogate parent when a parent whose whereabouts are known acts in a manner inconsistent with the best interests of the child with a disability, insofar as his or her educational needs are concerned the law permits states to allow the appointment of surrogate parents in such circumstances, according to the Office of Special Education Programs (OSEP). Letter to Isham, 211 IDELR 445 (OSEP 1987).
switch	In connection with an assistive technology device, an on/off mechanism functioning as an input control on electronic and assistive devices, such as augmentative communication devices, and computers. A switch can be activated in the manner in which the user has the best and most consistent movement, such as by use of a finger, hand, arm, head, mouth, eyelid, eye-gaze, knee, foot, headstick or mouthstick.
syntax	Linguistic system concerned with the rules of language governing the arrangement of words in sentences.
TEACCH	Treatment and Education of Autistic and Related Communication Handicapped Children
tactile defensiveness	Extreme sensitivity to touch; associated with some children with autism. See also sensory impairment; sensory integration therapy (SIT).
task analysis	A teaching strategy in which goals are broken down into smaller concrete elements and sequenced; in connection with special education, the basis for sequential instruction tailored to each child's pace of learning.
Student-teacher assistance team (STAT)	Prereferral intervention involving creation of a team of four teachers, including the referring teacher, in which the teachers brainstorm ideas for teaching or managing a student who is having problems in the regular classroom.
telecommunications device for the deaf (TDD)	Machine which functions as a telephone for deaf individuals by employing graphic communications in the transmission of coded signals through the nationwide telecommunications system; uses video or print to display communications transmitted over telephone lines and a modem to type out a message displayed on the other end either on a monitor or on paper. Now referred to as text telephone (TT).
telescoping	In connection with programming for gifted students, covering the same material in the regular curriculum in less time.
ten-day rule	As enunciated by the U.S. Supreme Court in Honig v. Doe, 559 IDELR 231 (1987-88 EHLR 559:231) (1988), the authority school officials have under the IDEA to temporarily suspend [suspension] a student with a disability for up to 10 school days without triggering procedural safeguards.
thought disorder	Dysfunction that results in deviations from the logical progression of thought and a steady comprehensible manner of speech; types of deviations include: circumstantiality, clang associations, flight of ideas, perseverative behaviors, and pressure of speech.
tic	Recurrent, rapid and abrupt movement or vocalization caused by contraction of small muscles, such as eye blinking or grunting; generally 4 types: simple motor tic, complex motor tic, simple vocal tic and complex vocal tic.
tic disorder	Characterized by vocal and/or motor tics (simple or complex) that are not the result of one's general medical condition or a medication side effect; three DSM-IV-identified specific tic disorders: transient tic disorder, chronic motor tic disorder, and Tourette's disorder (syndrome). When an individual has a tic disorder the tics are involuntary, in the sense that the movements can be controlled briefly, but the effort to restrain results in a build-up of tension that can be released only by ceasing the effort to control. See also complex motor tic; complex vocal tic; simple motor tic; simple vocal tic.

time-out	Behavior management technique involving the contingent removal of a student from an activity through isolation from the group or from the environmental stimulus which has prompted the misbehavior; continuum of time-out alternatives includes time-out area in the classroom, time-out chair, carrel; and/or removal to another room or time-out room.
tinnitus	Persistent ringing in the ears.
token economy system	A method for management of classroom misbehavior in which students are given a mark, or token, for rewards redeemable at a later time as a method to reinforce identified target behavior(s).
Total Communication	An approach for teaching deaf children involving the simultaneous use of signing and other manual forms of communication, along with speech and lip reading; usually does not include American Sign Language. See also educational methodology.
Tourette's disorder	1. Congenital neurological disorder with typical symptoms and associated behaviors including tics and involuntary and repeated rapid and sudden movements or vocalizations, sometimes obscene [coprolalia]. 2. Classified in the DSM-IV as a tic disorder characterized by multiple motor tics and one or more facial tics performed many times daily; associated with obsessive-compulsive disorders, attention deficit hyperactivity disorder (ADHD), learning disabilities, behavior disorders or conduct disorders. Also called Tourette's syndrome. In its much-discussed decision in <i>Clyde K. ex. rel. Ryan K. v. Puyallup School District</i> , 21 IDELR 664 (9th Cir. 1994), the Ninth Circuit ruled that removal from the regular classroom environment may be appropriate when the classroom behavior of a student with a disability is so disruptive it becomes unmanageable. In that case, the 15-year-old young man had Tourette's disorder and ADHD. As a result of these disabilities, he frequently disrupted class by, among other things, taunting other students with name-calling and profanity, insulting teachers with vulgar comments, and directing sexually explicit remarks at female students.
transition	In connection with special education, the change from secondary education to postsecondary programs, work and independent living. See also post-school activities; transition services.
transition activities that promote movement to postsecondary education	In connection with transition services, includes identifying or visiting appropriate institutions, taking the Scholastic Aptitude Test, investigating financial aid options, applying to schools, identifying needed accommodations at particular institutions and contacting the Disabled Student Services offices at individual campuses.
transition services	Defined, as a term of art, in the IDEA at 20 USC 1401(30) as: "a coordinated set of activities for a student with a disability that is designed with an outcome-oriented process, which promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation; is based upon 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, when appropriate, acquisition of daily living skills and functional vocational evaluation. The term is similarly defined in the Vocational Rehabilitation and Other Rehabilitation Services Act at 29 U.S.C. § 705(37) As a result of amendments to the IDEA in 1990, school districts are required to provide transition services to IDEA-eligible students with disabilities. Essentially, the IDEA requires that individualized education programs (IEPs) for older students include a coordinated set of activities designed to move special education students successfully from school to post-school settings, such as colleges, vocational training, independent living and employment. This mandate was created due to Congressional concern that high-school-age students in special education were at risk of dropping out of school or otherwise leaving the school setting unprepared for adult life and responsibility. The aspiration was that the future prospects for a student with a disability would be brighter if the school district took responsibility for determining what services he or she needed to assist in the attainment of post-school goals.
transportation	1. A related service under Part B of the IDEA defined, as a term of art, in Part B regulations at 34 CFR 300.24(b)(15) as including: "(i) Travel to and from school and between schools; and (ii) Travel in and around school buildings; and (iii) Specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a child with a disability." 2. An early intervention service under Part C of the IDEA, defined, as a term of art, in Part C regulations at 34 CFR 300.12(d)(15) as including: "the cost of travel (e.g., mileage, or

	travel by taxi, common carrier, or other means) and related costs (e.g., tolls and parking expenses) that are necessary to enable a child eligible under this part and the child's family to receive early intervention services."
traumatic brain injury (TBI)	1. Damage to brain tissue caused by an external, mechanical force and resulting in disabling conditions that may impair orthopedic, visual, neurological, cognitive or emotional functioning and could include long-term comatose state [coma]. 2. 1 of the 13 disabilities for eligibility under the IDEA, defined, as a term of art, in 34 CFR 300.7(c)(12) as: "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 [head injuries] 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 brain injuries induced by birth trauma."
Treatment and Education of Autistic and Related Handicapped Children (TEACCH)	Intensive intervention program for young children with autism and related conditions developed at the University of North Carolina in Chapel Hill and offered by public agencies throughout the country, that incorporates strategies and modifications in self-contained classes with low teacher-student ratios; often supplemented by similar strategies provided by parents in the home setting. Increasingly, parents are resorting to due process under either Part B or Part C to dispute whether TEACCH provides free appropriate public education (FAPE) or adequate early intervention services for preschoolers with autism. For a variety of reasons, parents are contending that the Lovaas program, involving intensive 1:1 services in the home setting is the only adequate programming for their children. Education and medical professionals have, in effect, divided into 2 camps: those who support TEACCH and those who advocate Lovaas. Without making an argument for one or the other, we note that because the TEACCH program includes classroom instruction it is less expensive than Lovaas, which typically calls for 30 to 40 hours per week of 1:1 instruction in the home. Administrative opinions that explain the salient features of TEACCH and compare it to Lovaas from a legal perspective include Pitt County Board of Education, 2 ECLPR 247 (SEA NC 1994) and Board of Education of the Ann Arbor Public School, 24 IDELR 621 (SEA MI 1996).
trial training	In connection with educational programming for autistic children, each attempt in a series of repeated attempts to teach a desired skill.
tube feeding	Administration of nutrients through either gastrotomy tube feeding or nasogastric tube feeding; generally considered a school health service.
tuberculosis	Airborne infectious disease compromising respiratory functioning and other bodily systems; identified as a health problem that be an "other health impairment" for purposes of IDEA eligibility in Part B regulations at 34 CFR 300.7(c)(9). The leading case addressing whether an individual with a contagious disease has a physical or mental impairment within the meaning of Section 504 is School Board of Nassau County v. Arline, 558 IDELR 228 (1986-87 EHLR 558:228) (1987), in which the U.S. Supreme Court held that an employee with tuberculosis could allege that her discharge, if the result of discrimination on the basis of her disease, violated Section 504.
unsafe school choice option	A provision of the No Child Left Behind Act of 2001, codified at 20 USC 7912, under which each state receiving funds under Title I of the Elementary and Secondary Education Act (ESEA) must "establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State in consultation with a representative sample of local educational agencies, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary school or secondary school within the local educational agency, including a public charter school."
verbal scale IQ	Standard score with a mean of 100 and a standard deviation of 15 derived from a combination of five of the six subtests that comprise the verbal scale of the Weschler Intelligence Scales for Children-III (WISC-III). See also full scale IQ; performance scale IQ. The verbal orientation of most school training makes this score a good predictor of likely level

	of academic success. This same orientation, however, exposes it to criticism as being racially or culturally discriminatory.
vision therapy	Assists a child with low vision to develop residual vision, use low vision aids effectively and enhance auditory skills.
visual impairment	1. Impairment, including myopia, hypopia, astigmatism, and visual field defect, that limits either visual acuity or field of vision. 2. One of the 13 disabling conditions for IDEA eligibility defined, as a term of art, in 34 CFR 300.7(c)(13) as: "an impairment in vision [including partial sight and blindness] that, even with correction, adversely affects a child's educational performance."
visual memory	Memory that holds visual information.
visual-motor integration	Ability to relate visual stimuli to motor responses in an accurate and appropriate manner; impaired ability associated with learning disabilities.
visual-motor integration therapy	Remediation in the areas of general coordination, balance, hand-eye coordination, eye movement, form recognition and visual memory.
visual perception and discrimination	Ability to recognize visual stimuli and to differentiate among them. Most academic activities, including mathematics and reading, require good visual-perception skills.
visual-spatial deficit	Reading disorder involving difficulty linking letters together to form whole words.
visual tracking impairment	Inability to follow a moving object.
visual training	Therapy to enhance visual efficiency and remediate visual impairments that emphasizes development of smooth eye movement skills such as fixation ability, saccadic movement, eye focusing, eye-aiming, binocular vision, hand-eye coordination, visualization and visual memory.
vocational rehabilitation services	The range of job-readiness and job training services, both individual services and group services, that may be required for individuals with disabilities under the Vocational Rehabilitation and Other Rehabilitation Services Act, as specifically identified in 29 USC 723. The long list of services closely resembles the list of special education and related services under Part B of the IDEA: evaluation, personal assistance services, individualized instruction, assistive technology devices, treatment for mental disorder and emotional disorder, interpreters, readers, transportation, and transition services.
vocational skills	Abilities and competencies needed to obtain and maintain employment in an area and at a level consistent with one's maximum capability and interests.
voice disorder	A communication disorder presenting as inappropriate voice quality, pitch or loudness.
voice recognition system	In connection with assistive technology devices, a system to replace the keyboard as a computer input device
WISC-IV	Wechsler Intelligence Scales for Children-4 <sup>th</sup> Edition
WPPSI	Wechsler Preschool and Primary Scales of Intelligence
Wechsler Intelligence Scales for Children-III (WISC-IV)	An individually administered instrument given by a school psychologist or other clinical examiner as part of a clinical, psychoeducational or neuropsychological test battery. It measures intelligence of children.
Wechsler Preschool and Primary Scales of Intelligence (WPPSI)	An individually administered instrument given by a school psychologist or other clinical examiner to children between the ages of 4 to 6 1/2; consists of two scales---verbal scale and performance scale---consisting of 11 subtests: (a) information, (b) vocabulary, (c) arithmetic, (d) similarities, (e) comprehension, (f) picture completion, (g) mazes, (h) block design, (i) sentences, (j) animal house and (k) geometric design; can be used in the assessment of children who have or may have specific language disabilities, brain damage or developmental immaturity.
Wernicke's aphasia	Pattern of speech impairment due to an acquired brain lesion, with impaired comprehension of speech and production of fluent, grammatical speech; characterized by speech which is notable for impoverished vocabulary, abnormally pronounced words and neologisms.
whole language method	Method of reading instruction in which children learn to read by reading for content, with learning of the alphabetic code and phonemes deemphasized; program elements include opportunities to write and exposure to good literature. See also balanced reading approach:

	<p>phonics.</p> <p>The debate between advocates of whole language and phonics rages on, particularly with regard to reading instruction for students with reading difficulties. As assessed by the Council for Exceptional Children: "[T]he body of research [by the United States Department of Education and the National Institute of Child Health and Human Development (NICHD)] suggests that the relatively recent swing away from phonics instruction to a singular whole language approach is making it more difficult to lift children with learning disabilities out of the downward learning spiral and, in fact, may impede the progress of many students in learning to read with ease." (Reading, The First Chapter in Education, 1996.)</p>
Williams syndrome	Rare genetic disorder causing mild mental retardation accompanied frequently by autistic behaviors such as perseveration [perseveration], language delay and hypersensitivity to sound, as well as possible heart and kidney malfunction.
Woodcock-Johnson Psychoeducational Battery	<p>A battery of 27 standardized tests measuring cognitive ability, scholastic aptitude or interest and achievement level.</p> <p>The cognitive ability section has 12 subtests arranged to form 11 clusters of two or more subtests (some subtests are in more than one cluster); the achievement section contains 10 subtests in five clusters. The aptitudes or interest section contains five subtests in two clusters; designed for children ages 3 years through adulthood, although not all subtests are administered at every age level.</p>
Woodcock-Johnson Psychoeducational Battery, achievement subtests	10 subtests grouped into five clusters (some subtests are in more than 1 cluster) to measure: letter-word identification, word attack skills, passage comprehension, calculation, applied problems, dictation, proofing, science, social studies and humanities.
word attack skills	Ability to use word identification strategies to analyze unfamiliar words and arrive at pronunciation and possibly meaning without using clues from context; commonly identified deficit in children with learning disabilities, such as dyslexia.
zero inference	The principle grounding educational programming for children with severe cognitive disabilities; suspension of the assumption typically made in regular education that a child has the basic communication and personal skills, social skills and adaptive behavior skills to learn in a nonnatural setting and use generalization to apply what he or she has learned to other situations and in other settings.
zero reject principle	<p>The principle that is the premise of the IDEA: All children with disabilities, regardless of severity, are entitled to receive a free appropriate public education (FAPE).</p> <p>The zero reject principle was first fully addressed by the courts in the First Circuit Court of Appeals' 1989 decision in Timothy W. v. Rochester, New Hampshire School District, 441 IDELR 393 (EHLR 441:393) (1st Cir. 1989). In that case, the court reversed a lower court finding that the child, Timothy, was unable to benefit from special education. In its opinion, the court described Timothy as multidisabled and profoundly retarded, having, among other things, spastic quadriplegia, cerebral palsy, seizure disorder (epilepsy) and cortical blindness. Nevertheless, the court found from the evidence that Timothy was aware of his surroundings, recognized and responded to familiar voices and noises, and attempted purposeful communication. Thus, he was entitled to a program of special education designed to enhance, to the extent possible, his receptive abilities and ability to communicate.</p> <p>The court left open the question of whether a child who is so disabled as to be unaware of his or her circumstances, e.g., a child in a coma, is eligible for special education and related services. While there has been no published case addressing this precise issue, an administrative hearing officer did find that a student in a persistent vegetative state (distinguished from a coma by medical professionals) was entitled to educational services. Weston Public School, 509 IDELR 154 (SEA MA 1987).</p>