

Special Education Glossary

504 Accommodation Team: The 504 Accommodation Team is a general education function, not a special education function. The team's primary purpose is to develop a plan that outlines reasonable accommodations that allow access to educational programs and associated activities to the same extent as students without disabilities. For further information refer to: <http://www.dodea.edu/StudentServices/accommodations.cfm>

Accommodations: Changes that allow a person with a disability to participate fully in an activity. Examples may include extended time, different test format, and alterations to a classroom. The CSC determines what accommodations are required and once an accommodation is on an IEP, they are not optional. Accommodations are reviewed annually and will need to be modified on an annual basis.

Adapted Physical Education (APE): Specially designed physical education program, using accommodations designed to fit the needs of students who require developmental or corrective instruction in PE. DoDEA does not offer APE but CSCs can develop accommodations to implement by the PE Teacher or by a para.

Assessment or Evaluation: Term used to describe the testing and diagnostic processes leading up to the development of an appropriate IEP for a student with disabilities.

Behavior Intervention Plan (BIP): A proactive plan that utilizes positive behavioral interventions and supports to address behaviors that interfere with the learning of a student, the learning of others, or require disciplinary action. A BIP is usually preceded by a Functional Behavioral Assessment (FBA).

Case Study Committee (CSC): A multidisciplinary team that is responsible for all activities directly related to the special education process from referral through Individual Education Program (IEP). The school administrator has the ultimate responsibility for the functioning of the CSC. The team consists of special Educators, regular educators, related services personnel, administrators, and parents where appropriate.

Due Process: Due process procedures in special education refer to those legal procedures and safeguards created to ensure that the student, the parents, and the school are afforded their rights, under the law. Parents have the opportunity to obtain mediation, due process hearings, administrative appeals, and civil judicial proceedings in order to resolve disagreements related to the identification, evaluation, and provision of a free and appropriate education for their student.

Educational and Developmental Intervention Services (EDIS): The standard name for the separate programs operated by the Military Services that provide early intervention services to infants and toddlers (birth through 35 months) and medically related services for school age children located in DoD schools overseas.

Extended School Year Services (ESY): An extended school year is a component of special education services for students with unique needs who require services in excess of the regular academic year. The primary purposes of the extended instructional year are to: (1) prevent serious regression of previously learned skills, (2) prevent the interruption of a major breakthrough in learning, and (3) maintenance of skills for students with significant educational needs.

Free Appropriate Public Education (FAPE): an educational right of children with disabilities guaranteed by the [Individuals with Disabilities Education Act](#) (IDEA). FAPE is defined as an educational program that is individualized to a specific child, designed to meet that child's unique needs, provides access to the general curriculum, meets the grade-level standards established by the school system, and from which the child receives educational benefit.

Functional Behavioral Assessment (FBA): The systematic process of gathering information to guide the development of a positive, effective, and efficient behavioral intervention plan for problem behavior. A BIP should follow an FBA.

Inclusion: Term used to describe services that place students with disabilities in general education classrooms with appropriate support services that may include supplementary aids and services and/or instructional accommodations. Student may receive instruction from both a general education teacher and a special educator.

Independent Educational Evaluation (IEE): A school district is required by law to conduct assessments for students who may be eligible for special education. If the parent disagrees with the results of a school district's evaluation conducted on their child, they have the right to request an independent educational evaluation. The district must provide parents with information about how to obtain an IEE. An independent educational evaluation means an evaluation conducted by a qualified examiner who is not employed by the school district. Public expense means the school district pays for the full cost of the evaluation and that it is provided at no cost to the parent.

Individuals with Disabilities Education Act (IDEA 2004): The original legislation was written in 1975 guaranteeing students with disabilities a free and appropriate public education and the right to be educated with their non-disabled peers. Congress has reauthorized this federal law. The most recent revision occurred in 2004.

Individualized Education Plan (IEP): Education plan provided to all students with a disability that have been found eligible for special education services and it is a written plan that specifies the individual educational needs of the student and what special education and related services are necessary to meet the student's unique instructional needs.

Individualized Family Service Plan (IFSP): a process of providing early intervention services for children ages 0-3 with special needs. Family based needs are identified and a written plan is developed and reviewed periodically.

Individualized Transition Plan (ITP): This plan starts at age 16 and includes a statement about transition out of public education. This plan consists of goals that address areas of post-school activities, post-secondary education, employment, community experiences and daily living skills. The plan includes services needed to achieve these goals.

Least Restrictive Environment (LRE): The placement of a special needs student in a manner promoting the maximum possible interaction with the general school population. Placement options are offered on a continuum including regular classroom with no support services, regular classroom with support services, designated instruction services, special day classes and private special education programs.

Manifestation Determination: a CSC meeting which must be held within 10 school days of any decision to change the student's placement because of misconduct. A decision to change student's placement is made once school personnel determine that there is a pattern of misbehavior (suspensions).

Parent Consent: Special education term used by IDEA that states you have been fully informed in your native language or other mode of communication of all the information about the action for which you are giving consent and that you understand and agree in writing to that action.

Preschool Services for Children with Disabilities (PSCD): Specialized services for children who are between the ages of 3 and 5 who are identified as disabled.

Students with Disabilities: Students who are evaluated as those who need special education and/or related services because of those conditions as defined in DoD Instruction 1342.12 (Reference (a)).

*All listing of special education eligibility categories can be found in the "Special Education Procedural Guide" Chapter 5 which is posted on the DoDEA Special Education Web page: <http://hqcomspota2.hq.ds.dodea.edu/Curriculum/specialEduc/pubs.cfm>

Student Support Team (SST): The Student Support Team's primary function is routine, structured problem solving in conjunction with teachers requesting assistance, and the resolution of student-centered problems. Teams work effectively with other teachers and staff members, analyze student problems, and design interventions powerful enough to effect the desired change. The functions and services the teams provide vary with the needs of the individual schools. The SST is a general education function, not a special education function.

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