

IEP TIP SHEET #1
GLOSSARY FOR KEY WORDS IN SPECIAL EDUCATION

IDEA: Individuals with Disabilities Act (the law that creates the right for special education)

IEP: Individualized Educational Plan. (The document that contains the description of the child's needs and the plan for the educational team to support him.)

LEA: Lead Educational Agency. (The agency that represents the school, this changes depending on the county you live in and the child's age.)

SEL: Special Educational Lead (the person at a child's LEA who is responsible for the IDEA paperwork, often it is the Service Coordinator or a school's psychologist.)

PTE/R: Permission to Evaluate or Re-Evaluate (The legal form that a parent or guardian signs which authorizes the LEA to move forward with an educational evaluation for a child, the MDE.)

MDE: Multidisciplinary Evaluation (The evaluation of a child's current level of functioning conducted by a professional education team with input from parents.)

ER: Evaluation Report (The written report of the findings of the MDE including medical or any other needs or evaluations.)

LRE: Least Restrictive Environment (The educational setting where a child can be effectively educated with as much interaction and exposure to typically developing peers; a child may have more than one setting.)

FAPE: Fair and Appropriate Public Education (The legal terms for a child's IEP/NOREP)

NOREP/ P: Notice of Recommended Educational Placement/Prior Written Notice (The legal form that parents sign to agree or disagree with the LEA about the IEP)

FBA: Functional Behavioral Assessment (A special type of evaluation to better understand why a child may behave a certain way in a specific situation. The information from an FBA can be useful to the IEP team and family. For example: "WHY does the child do _____.")

BIP: Behavior Intervention Plan (These are strategies and a plan of what to DO with the behavior that is identified in the FBA. For example: "WHAT do we do when the child does _____.")

AT: Assistive Technology (any sort of support, tool or device that is used to help a child communicate)

ESL/ELL : English as a Second Language /English Language Learners

SDI: Specially Designed Instructions (Any adaptations, techniques and supports that the child will require to be successful in meeting their needs at school.)

ESY: Extended School Year (Educational supports in the summer or during breaks)

Developmental Areas

Cognitive: thinking, learning, focusing, remembering, following directions

Expressive Language: how someone tells you something (not always with words)

Receptive Language: how someone understands and follow what is said or expressed, (not always with words)

Social-Emotional: managing moods, feelings and relating to others, awareness of safety and variations in relationships

Self-Help: independence and helping skills (jobs, dressing, toileting)

Gross Motor: Large body coordination (on a playground)

Fine Motor: Smaller body coordination (holding and feeding oneself, using drawing or building tools, learning to use buttons or zippers)

Goals: Written statements that identify progress in a specific area(s) of development for a child. (Example: Joe will increase his use of social language skills during his class circle time.)

Benchmarks: Behaviors that a child can demonstrate that are steps which make up a goal. (Example: Joe can use three new ways to interact in a positive manner with fellow students after 5 minutes in circle time 4 out of 5 days each week.)