



STATEWIDE SPECIAL EDUCATION TASK FORCE

Glossary of Special Education Terminology

Academics: Refers to subjects such as reading, writing, math, social studies, and science.

Access: A personal inspection and review of a record, an accurate copy of a record, an oral description or communication of a record, or a request to release a copy of an educational record; also entry into a place or opportunity.

Accommodations: Changes in format, response, setting, timing or scheduling to allow for greater accessibility, and that do not alter in any significant way what a test measures or the comparability of scores.

"A Child with a Disability": A term from IDEA to describe a child/student who has been properly evaluated in accordance with regulations and is found to have a disability which results in the need for special education and/or related services.

Adapted Physical Education (APE): This related service is for students with disabilities who require developmental or corrective instruction in the area of physical education.

Adaptive Behavior: The ability of an individual to meet the standards of personal independence as well as social responsibility appropriate for his or her chronological age and cultural group.

Administrative Unit (AU): (same as Responsible Local Agency): A district, county office, or agency identified in any of California's Special Education Local Plans having, among other duties, the responsibility to receive and distribute funds in support of the Local Plan.

Advocate: A person who represents and provides support to parents of children with disabilities and/or to such children.

Affective: Pertains to feelings or emotions.

Age of Majority: The age of 18 in California. Special Education Parental Rights and Procedural Safeguards are transferred from the parent to the student with a disability on the student's 18th birthday. This must be addressed by the IEP team prior to the student reaching age 18.

Alternate Assessment: The alternate assessment is designed for the small number of students with disabilities who cannot participate in the state standardized testing and reporting system. It is a means of including students with the most significant disabilities in the State's assessment and accountability program.

Alternate Curriculum: The alternate curriculum is used for students with more significant disabilities to access the core areas of the California State Frameworks.

Alternative Dispute Resolution (ADR): ADR is an informal process for resolving conflicts between districts and parents of students with disabilities. Different models include, for example, providing professional development, parent training, support for Expanded IEP meetings, Facilitated IEPs, and Resolution and Mediation meetings.

Americans with Disabilities Act (ADA): This act prohibits discrimination of individuals based on disability. It requires public transportation and other services and buildings to be accessible to individuals with disabilities and prohibits discrimination in employment of qualified individuals with disabilities.

Appeal: Part of the due process and complaint procedures. If the party filing a complaint disagrees with the findings, the party may give input at a local board presentation on the findings or request a review of the findings by the State Superintendent of Public Instruction. A parent or district that

disagrees with a due process decision may appeal that decision through the court of appropriate jurisdiction.

Applied Behavior Analysis (ABA): Application of learning principles derived from operant conditioning; used to increase or decrease specific behaviors.

Appropriate Education: “Appropriate Education,” as in “free, appropriate, public education,” is the educational program and/or related service(s) as determined on an individual basis which meets the unique needs of each individual with exceptional needs. Such an educational program and related service(s) are based on assessment results and IEP development in compliance with state and federal laws and regulations.

Aptitude Test: A test which measures someone’s capacity, capability, or talent for learning something.

Assessment/Evaluation: The process of gathering information and identifying a student’s strengths and needs through a variety of instruments and products; data used in making decisions regarding a student’s eligibility for special education and IEP needs.

Assistive Technology: Any item, piece of equipment, or product system that is used to increase, maintain, or improve the functional capabilities of a child with a disability.

At-risk: An infant, child, or youth who has a high probability of exhibiting delays in development or of developing a disability.

Attention Deficit Hyperactivity Disorder (ADHD): A disorder characterized by symptoms of inattention, hyperactivity, and/or impulsivity.

Audiologist: A professional who studies the science of hearing and provides education and treatment for persons with hearing loss.

Auditory Perception: The ability to perceive specific sounds.

Autism Spectrum Disorder: A developmental disorder characterized by abnormal or impaired development in social interaction and communication; restricted repertoire of activities and interests; and/or repetitive patterns of behavior.

Attention Span: The extent to which a person can concentrate on a single task (sometimes measured in length of time).

Behavior Support Plan (BSP)/Behavior Intervention Plan (BIP): A plan collaboratively developed by an IEP team that identifies behaviors that impede a student’s learning or the learning of others, includes the hypothesized function of the behavior, and describes positive changes to the environmental structure, supports and reinforcements to be provided, and instructional strategies and materials to be used to ensure that the student possesses alternative replacement behaviors that support classroom success.

Blind: An impairment in which an individual may have some light or form perception or be totally without sight.

Braille: A communication system utilizing raised presentation of written materials for tactual interpretation; frequently used by blind individuals.

California Alternate Performance Based Assessment (CAPA): This was the alternate assessment for students with more significant disabilities who cannot participate in the standardized testing system. A new alternative is being developed: the California Alternate Assessment.

California Basic Educational Data System (CBEDS): Count required by the State of California each October of all school children and staff.

California Children Services (CCS): Agency which provides medically necessary physical and occupational therapy for students eligible under CCS criteria.

California Code of Regulations (CCR): Contains administrative regulations for the application of Education Code.

California Department of Education (CDE): State agency responsible for educational policies and procedures required by legislation.

California Services for Technical Assistance and Training (CalSTAT): A special project of the CDE Special Education Division that provides grants and training on “Improving Outcomes for Children with Disabilities.”

California Special Education Management Information System (CASEMIS): This is an information and retrieval system in special education, developed by the CDE Special Education Division. The system provides a statewide standard for maintaining a common core of special education data at the local level. The SELPA assists districts with the collection of this data.

Child Find: Mandated by federal law, a function to locate and refer all individuals who might require special education.

Code of Federal Regulations (CFR): Contains administrative regulations for the application of federal law such as the IDEA.

Cognitive Operations: Processes involved in thinking: (1) Cognition – comprehension; (2) Memory – retention and recall of information; (3) Convergent thinking – bringing together of known facts; (4) Divergent thinking – use of knowledge in new ways (creative thinking); and (5) Evaluation – critical thinking

Cognitive Skills: The act or process of knowing; analytical or logical thinking.

Community Advisory Committee (CAC): A committee composed of parents of students with disabilities, school employees, and other interested community members appointed by the local education agency school board. CACs serve in an advisory capacity to SELPAs, in particular on updates to the Local Plan.

Community Based Instruction: A strategy for teaching functional skills in the environment in which they would naturally occur rather than in simulated settings.

Compliance Complaint: Complaint filed with the California Department of Education by a person who feels that a special education law has been violated. Most common would be the failure to implement a service as specified in an IEP.

Conduct Disorder: A psychiatric disorder characterized by disruptive and aggressive behavior or other actions that violate societal rules; not a special education eligibility.

Confidentiality: Assurance that no information contained in school records be released without parental permission, except as provided by law.

Consent: Permission from the parent/student (eighteen years or older) required by law for individualized assessment and/or implementation of an IEP for the provision of special education services.

Contracted Support Services: The initiation of a contract and allocation of funds for service(s) to special education students when local programs must be supplemented through an outside source.

Coordination, Fine-motor: Pertains to usage of small muscle groups (writing, cutting).

Coordination, Gross-motor: Pertains to usage of large muscle groups (jumping, running).

- Bilateral – Ability to move both sides of the body at the same time (jumping).
- Unilateral – Ability to move one side of the body without moving the other (hopping).
- Cross lateral (cross pattern) – Ability to move different parts of the opposite sides of the body together or in different sequences (skipping).

Coordination, Visual-motor: The ability to relate vision with movements of the body or parts of the body.

Core Curriculum: The local education agency (LEA)-defined curriculum. The core curriculum is the range of knowledge and skills which are included in the district-adopted course of study and which must be learned for successful grade promotion and graduation. The curriculum may include academic as well as cultural, social and moral knowledge and skills. IEP goals should reflect knowledge and implementation of the district’s core curriculum as adapted for the student with a disability.

Criterion-referenced Testing (or measurements): Measures which answer the question, “What can this student do?” not “How does this student perform compared to other students?” Individual performance is compared to an accepted standard (criterion) – not to the performance of others as in norm-referenced testing.

Curriculum-based Measurement: Evaluation techniques for monitoring student progress in core academic areas such as reading, writing and arithmetic.

Deafness: Limited or absent hearing for ordinary purposes of daily living.

Deaf Blind: Limited vision and hearing that interferes with visual and auditory tasks, the combination of which causes severe communication and other developmental and educational needs that require special education services.

Disability: An inability or incapacity to perform a task or activity in a normative fashion.

Discrepancy: In regard to learning disabilities, the difference between the student’s actual academic performance and his or her estimated ability.

Due Process: Procedural safeguards to ensure the protection of the rights of the parent/guardian and the student under IDEA and related state and federal laws and regulations.

Early Childhood Education (ECE): Early identification and special education services provided to children ages 3-5.

Emotional Disturbance: A special education eligibility criteria for individuals who exhibit one or more identified characteristics to a marked degree over an extended period of time in a variety of settings that adversely affects a student’s educational performance.

Evaluation: Procedures used by qualified personnel to determine whether a child has a disability and the nature and extent of the special education and/or related services that the child needs.

Expedited Due Process Hearing: Hearing that results in a written decision being mailed to the parties within 45 days of the request for the hearing, without exceptions or extensions.

Expressive Language Skills: Skills required to produce language for communicating with other people. Speaking and writing are expressive language skills.

Extended School Year (ESY): Special education and/or related services provided to a child with a disability beyond the normal school year in accordance with the child's IEP.

Facilitated IEP: A facilitated IEP is an Alternative Dispute Resolution process. A facilitated IEP is developed by a collaborative team whose members share responsibility for the meeting process and results. Decision making is managed through the use of essential facilitation skills.

Family Education Rights and Privacy Act (FERPA): This Act delineates requirements for the protection of privacy of parents and students.

Focused Monitoring (FM): Focused monitoring is a term developed by the CDE. Through it, CDE monitors practices in educational agencies that relate to effective learning for students with disabilities and ensures the enforcement of the protections guaranteed under state and federal law to them and their families.

Focused Monitoring Technical Assistance (FMTA): The CDE Special Education Division assigns consultants to provide FMTA activities for their assigned counties, districts and SELPAs. The consultants provide information and facilitate access to technical assistance related to program monitoring and program implementation.

Formal Assessment: Using published, standardized tests usually for measuring characteristics, such as “intelligence” or “achievement,” rather than skills, such as “tying shoes” or “following directions;” tests which have a standard set of directions for their use and interpretation.

Foster Family Home (FFH): A family residence that is licensed by the state to provide for 24 hour non-medical care and supervision of not more than six foster children, including, but not limited to students with disabilities.

Free Appropriate Public Education (FAPE): Every student with a disability is entitled to special education services in a setting which meets his or her individual needs and the IEP is designed to provide educational benefit.

Functional Academics: The application of life skills as a means for teaching academic tasks; this is the core of many instructional programs for students with more significant disabilities.

Functional Behavioral Assessment (FBA): A functional behavioral assessment may be conducted for any student identified as having a behavior problem serious enough to impact the learning of the child him/herself or others. Written parent consent is required before beginning an assessment. A n FBA report results in the development of a Behavior Support or Intervention Plan.

Grade Equivalent: The score a student obtains on an achievement test, translated into a standard score which allows the individual student’s score to be compared to the typical score for students in his or her grade level. For example, a ”grade equivalent” score of 6.0 means the score that the average beginning sixth grader makes; a “grade equivalent” score of 6.3 means the score that the average student who has been in sixth grade for three months makes.

Group Home: A facility of any capacity which provides 24-hour non-medical care and supervision to children in a structured environment, with such services provided at least in part by staff employed by the licensed care agency.

Hard of Hearing: Less than normal hearing that still allows use of the auditory channel as the primary avenue for oral communication, with or without a hearing aid.

Inclusion: Inclusion is a philosophy and /or practice focused on educating each child with a disability to the maximum extent appropriate, in the school and/or classroom he or she would otherwise attend if he or she did not have a disability. It involves bringing the support services to the child (rather than moving the child to the services).

Independent Educational Evaluation (IEE): An evaluation conducted by a qualified examiner.

Individual Family Service Plan (IFSP): Plan developed by a team that coordinates Part C Early Start special education services for eligible infants and toddlers and their families.

Individual Services Plan (ISP): Plan that describes the special education and/or related services that an LEA will provide to an eligible student who is voluntarily enrolled by his/her parent(s) in a private school setting.

Individual Transition Plan (ITP): Plan included in a student's IEP beginning at age 16 or younger, that addresses transition needs and interagency responsibilities or linkages that are needed for the student to successfully transition from school to adult life.

Individualized Educational Program (IEP): A written detailed plan developed by a team for each student ages 3-21 who receives special education services.

Individualized Educational Program Team (IEPT): Comprised of multidisciplinary staff which includes the parent, guardian or surrogate parent. Other persons charged with care and education of the individual due to being a ward or dependent may also be invited. The team is responsible for determining special education eligibility for individuals referred to special education services, appropriate educational goals, and the decision regarding the offer of FAPE in the least restrictive environment.

Individuals with Disabilities Education Improvement Act (IDEIA): Federal law that ensures that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for employment and independent living.

Individual With Exceptional Needs (IWEN): Term previously used to refer to a student whose educational needs cannot be met by a general education teacher with modifications of the regular school program and who requires special instruction and/or related services to benefit from education. This has been replaced with a “Child (or Student) with a Disability”. Excluded are children whose needs are solely or primarily due to the unfamiliarity with the English language or to cultural differences.

Informal Assessment: Using procedures such as classroom observations, interviewing, or teacher-made tests which have not been tried out with large groups of people and which do not necessarily have a standard set of instructions for their use and interpretation.

Informed Consent: In accordance with 34 Code of Federal Regulations and Education Code, informed consent occurs when: (1) The parent has been fully informed of all information relevant to the activity for which consent is sought, in his/her primary language or other mode of communication; (2) The parent understands and agrees in writing to the carrying out of the activity for which his/her consent is sought, and the consent describes the activity and lists the record (if any) which will be released and to whom; and (3) The parent understands that the granting of consent is voluntary on his/her part and may be revoked at any time.

Intelligence Quotient (IQ): The score obtained on a test of mental ability; it is usually found by relating a person's test score to his or her age.

Intelligence Test: A standardized series of questions and/or tasks designed to measure mental abilities – how a person thinks, reasons, solves problems, remembers, and learns new information. Many intelligence tests rely heavily on the understanding of spoken language but there are options for non-verbal tests as well. Some intelligence tests are designed to be given to one person at a time; others may be given to several persons at once. Both types of intelligence tests are given under controlled conditions involving standard instructions and time limits.

Intellectual Disability: Replaces the term “mental retardation”; means significantly sub- average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child’s educational performance.

Interpreter: A professional who signs, gestures, and/or fingerspells a speaker’s message as it is spoken to enable individuals who are hearing impaired to understand spoken language, and who speaks for a person using sign language to be heard.

Language, Speech and Hearing Specialist: Professional trained to identify, assess, diagnose, and remediate various types of communication disorders.

Least Restrictive Environment (LRE): From IDEA: “To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.”

Licensed Children's Institution (LCI): A residential facility that is licensed by the state, or other public agency, to provide non-medical care to children, including but not limited to students with disabilities.

Local Educational Agency (LEA): Local school district, County Office of Education, or approved independent charter school which has responsibility to provide special education services to eligible students.

Local Plan: The state required plan (EC 56170) that designates how the local education agencies of the special education local plan area (SELPA) will meet both state and federal requirements for educating children with disabilities who reside in the geographical area served by the plan. The local plan must include the governance structure, administrative support, and agency responsibilities. The local plan is revised as required by the Education Code.

Long-range Goals: Global and general “aims statements” which describe what needs to be learned by the student during the upcoming year.

Low Incidence Disability: A hearing impairment, vision impairment, severe orthopedic impairment, or any combination thereof with an expected incidence of less than one percent of the total statewide enrollment.

Mainstreaming: Refers to the selective placement of students with disabilities in one or more general education classes and or extra-curricular activities.

Manifestation Determination: The determination made any time a disciplinary action is taken that involves a removal of student with a disability that constitutes a change in placement. A review must be conducted of the relationship between the child's disability and the behavior subject to the action.

Mediation: A conflict resolution process that can be used to resolve special education issues. Mediation is entered into prior to holding a due process hearing. It is the intent of the legislature that the mediation conference is an intervening, informal process conducted in a non-adversarial atmosphere that allows the parties to create their own solutions rather than having one imposed upon them through the judicial process. When a parent files, the mediation will be scheduled within thirty-five days of state receipt of a hearing request. When a district files, the mediation will be scheduled within fifteen days of state receipt of a hearing request.

Medical Therapy Unit (MTU): Space provided by LEAs for the provision of medically necessary occupational and physical therapy provided by CCS therapists.

Mentally ill: A generic term often used by professionals outside of the field of special education to refer to individuals with emotional or behavioral disorders.

Modality: A way of acquiring sensation; visual, auditory, tactile, kinesthetic, olfactory, and gustatory are the common sense modalities.

Modifications: Changes that alter what curriculum is covered and/or what a test is supposed to measure or the comparability of scores.

Motor Perceptual Tests: Tests of eye and hand coordination.

Multidisciplinary Team: A group of professionals from different disciplines who function as a team but perform their roles independently of one another.

Multiple Disabilities (MD): Students with a combination of disabilities (such as Intellectual Disability and deafness) which cause severe educational problems. Deaf-blind is not included in this category..

Non-Public Agency (NPA): A private, nonsectarian establishment certified by the CDE that provides contracted, related services to students with disabilities.

Non-Public School (NPS): A private, nonsectarian school certified by the CDE that enrolls students with disabilities pursuant to an IEP.

Norms: Information, provided by the test-maker, about “normal” or typical performance on a test. Individual test scores can be compared to the typical score made by other persons in the same age group or grade level.

Occupational Therapist: Person trained in helping students develop daily living skills (e.g., self-care, prevocational skills, etc.).

Occupational Therapy (OT): Services provided by a qualified occupational therapist that includes improving ability to perform tasks for independent functioning.

Office of Administrative Hearings (OAH): The agency that handles due process hearings and conducts mediations when there is a dispute between districts and parents.

Office of Civil Rights (OCR): Agency that ensures equal opportunity and accessibility for users of programs and services that receive federal funding.

Office of Special Education Programs (OSEP): A component of the Office of Special Education and Rehabilitative Services (OSERS) in the U.S. Department of Education. OSEP focuses on the free appropriate public education of children and youth with disabilities from birth through age 21.

Orientation and Mobility: Services provided by qualified personnel to teach students with a visual impairment systematic techniques for planning routes and movements from place to place in the school, home, and/or community.

Orthopedic Impairment (OI): A severe orthopedic impairment that adversely affect’s a student’s educational performance. The term includes impairments caused by congenital anomaly, disease, and other causes.

Other Health Impaired (OHI): Means having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment that is due to chronic or acute health problems, and adversely affects a student’s educational performance.

Parent: The natural or adoptive parent, guardian, or person appointed to act as parent (surrogate parent) for a student; or the student if eighteen years or older.

Personal Management: Refers to feeding, dressing, and other activities necessary for functioning in a family, in school, and in the community.

Prior Written Notice: A written notice that must be given to the parents of a child with a disability a reasonable time before a LEA (a) Proposes to initiate or change the identification, evaluation or educational placement of the child or the provision of FAPE to the child; or (b) Refuses to initiate or change the identification, evaluation or educational placement of a child or the provision of FAPE to the child.

Procedural Safeguards: Also known as Parent Rights; Procedural Safeguards must be given to the parents of child with a disability at a minimum (a) Upon initial referral for evaluation; (b) Upon each notification of an IEP meeting; (c) Upon reevaluation of a child; and (d) Upon receipt of a request for due process.

Program Specialist (PS): A specialist who holds a valid special education credential and has advanced training and related experience in the education of students with disabilities.

Public Law 94 -142 (Education for the Handicapped Act (EHA) of 1975, now entitled IDEIA): The federal legislation governing the education of all students with disabilities. PL 94 -142 mandated that all public schools in the U.S. provide “a free, appropriate public education and related services” to “all handicapped children.” PL stands for Public Law, 94 means it was passed by the 94th Congress, and 142 is the number of the law.

Public Law 101- 476 (Education for the Handicapped Act Amendments): The Federal legislation that created amendments to PL 94 -142, including changing the title of the Act from the “Education for the Handicapped Act” (EHA) to the “Individuals with Disabilities Education Act” (IDEA).

Reading Comprehension: The ability to understand what one has read.

Receptive Language: Receiving and understanding spoken or written communication. The receptive language skills are listening and reading.

Referral: The process of requesting an evaluation for a student who is suspected of having a disability to determine eligibility for special education and/or related services. A referral is official and must be in written form; once it is made, time lines and procedural safeguards ensue.

Regional Center (RC): Regional centers are nonprofit private corporations that have offices throughout California to provide a local resource to help find and access the many services available to individuals with developmental disabilities and their families.

Related Services: Services defined by federal law (i.e., transportation and developmental, corrective, and other supportive services) whose purpose is to assist a student with a disability to derive benefit from special education.

Reliability: The extent to which a test provides precise or accurate measures.

Resolution Meeting: A meeting convened within fifteen days of receiving notice of the due process request from a parent to provide opportunity for the parent to discuss due process hearing issue(s) and the facts that form the basis of a due process request, so the LEA has the opportunity to resolve the dispute. The LEA shall not invite an attorney unless the parent is accompanied by one.

Resource Specialist Program (RSP): Instruction and services provided by a resource specialist or special education specialist for students with disabilities who are assigned to general education classroom teachers for a majority of the school day.

Responsible Local Agency (RLA): (same as Administrative Unit) District, county office, or agency identified in the Local Plan having, among other duties, the responsibility to receive and distribute funds in support of the Local Plan.

Scaled Scores: The translation of “raw scores” (total points earned on a test) into a score which has similar meaning across age levels. If a scale from 0 to 20 is used, then a scaled score of 10 is an average score, regardless of whether it was obtained by a five-year-old or a fifteen-year-old.

School Psychologist: A person trained to give psychological tests, interpret results, and suggest appropriate educational approaches to learning or behavioral problems.

Search and Serve: Active and systematic involvement by the educational community to locate children who may need special education services beyond the regular curriculum and program options, i.e. Child Find.

Section 504: A component of the Rehabilitation Act of 1973. It is a civil rights law that prohibits discrimination on the basis of disability in programs and activities, public and private, that receive federal financial assistance. Any person is protected who (1) has a physical or mental impairment that substantially limits one or more major life activities, (2) has a record of such impairment, or (3) is regarded as having such impairment. Major life activities include walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, and performing manual tasks.

Self-concept: A person’s idea of himself or herself.

Service Provider: Refers to a person or agency providing some type of service to children with a disability and/or their families.

Social Skills Training: Using direct instruction to teach students appropriate social behaviors that increase the individual’s social competency and acceptance.

Special Day Class (SDC): A separate classroom that provides intensive instruction for students with disabilities who require special education instruction for more than 50% of the school day.

Special Education: Specifically designed instruction, at no cost to parents, to meet the unique needs of a child with a disability.

Special Education Local Plan Area (SELPA): Individual district, group of districts, or districts and County Office of Education, which forms a consortium to ensure that a full continuum of special education services is available to all eligible students within its boundaries.

Specialized Academic Instruction (SAI): Adapting, as appropriate to the needs of the child with a disability, the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards that apply to all children.

Specialized Physical Health Care Services: Health services prescribed by the child's licensed physician and/or surgeon which are necessary during the school day to enable the child to attend school and are written into the IEP. Designated providers must be appropriately trained and supervised as defined in Education Code.

Specific Learning Disability (SLD): A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or perform mathematical calculations.

Speech Language Impairment (SLI): Means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a student’s educational performance.

State Operated Programs (SOP): Special schools operated by the California Department of Education for the education of students with disabilities, including individual assessment services and the development of IEPs for students who are deaf and/or blind.

State Performance Plan Indicators (SPPI): Measures of educational benefit developed by the CDE Special Education Division for students with disabilities enrolled in California public schools.

"Stay Put": During the pendency of a hearing a child with a disability must remain in his or her current educational placement unless the parents of the child agree otherwise.

Student Study Team (SST) - Sometimes called a Student Assistance Team: A team of educational personnel including classroom teachers who are responsible for identifying interventions for students who are exhibiting school related problems. Through combining knowledge and brainstorming efforts, the SST may generate solutions that enable students to remain in regular classrooms rather than be referred for special education programs.

Supplementary Aids and Services: Aids, services and other supports that are provided in general education classes or other education-related settings to enable children with disabilities to be educated with typically developing peers to the maximum extent appropriate. These aids and services must be noted on the IEP.

Surrogate Parent: A person appointed by the LEA who acts as a child's parent for the purpose of the IEP process to ensure the rights of the child are protected when no parent can be identified or located, or the child is a ward of the state and the parents do not retain educational rights for the child. The surrogate may represent the child in all matters relating to the identification, evaluation, educational placement and the provision of a free appropriate public education to the child.

Task Analysis: An instructional methodology whereby complex tasks are analyzed and broken down into sequential component parts, with each part taught separately and then as a whole.

Transition: Transition services are a coordinated set of activities for a student, designed within 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. The coordinated set of activities is based upon the individual student's needs, taking into account the student's preference and interests, and as appropriate, includes instruction, community experience, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation. The process begins at sixteen years (or younger) and includes the student, family, education personnel and vocational and adult service providers (i.e., Vocational Rehabilitation, Regional Center, Social Security, etc.). Transitions also occur between Part C to Part B, to kindergarten and elementary school, to middle school, and to high school.

Traumatic Brain Injury: Means 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 student's educational performance. The term applies to open or closed head injuries resulting in impairment but does not apply to brain injuries that are congenital, degenerative or induced by birth trauma.

Triennial Assessment: Every identified student with a disability shall have a complete reassessment every three years. This reassessment may occur sooner if requested by parents or teacher.

Unilateral Placement: When a parent removes their child from a public educational placement into a private placement outside the IEP process.

Validity: The extent to which a test really measures what it is intended to measure.

Visual Discrimination: Using the eyes to discriminate letters and words.

Visual Perception: The identification, organization, and interpretation of data received through the eye.

Visual-Perception Test: A test that requires the person to identify, organize, and interpret information received through the eyes such as finding a simple shape “hidden” in a complex picture.

Visual Impairment (VI): Students who are blind or who have partial sight and who, as a result, experience lowered educational performance.