

# Common Special Education Acronyms in Arizona

**Definitions are brief and should be looked up for more details, or to see how they apply to your state.**

**504** – is for services and supports in the general education classroom developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment.

**AAC**- Arizona Administrative Code (state regulations)

**AAPSEC**- Arizona Association of Private Schools for Exceptional Children

**AAS**- Arizona Academic Standards

**ADD**- Attention Deficit Disorder

**ADE**- Arizona Department of Education

**ADHD**- Attention Deficit Hyperactivity Disorder – Doctor prescribed disorder. ADHD is a chronic condition that affects millions of children and often continues into adulthood. ADHD includes a combination of persistent problems, such as difficulty sustaining attention, hyperactivity and impulsive behavior.

**AHCCS**- Arizona Health Care Cost Containment System

**A.R.S.** - Arizona Revised Statutes

**ASDB**- Arizona State Schools for the Deaf and the Blind

**AT**- Assistive Technology - Whether students have physical impairments, dyslexia or cognitive problems, assistive technology can help them to function within the classroom. Visuals, electronic speaking devices, switches and buttons to adapt how a student accesses material, and mobility aids, are a few examples.

**Aut or A**- Autism - A developmental disability that significantly affects verbal and nonverbal communication and social interaction and that adversely affects educational performance.

**AzEIP**- Arizona Early Intervention Program - Statewide interagency system of early intervention services for families of children birth to three with disabilities or developmental delays and governed by Part C of IDEA.

**BD**- Behavioral Disorder

**BHS**- Behavioral Health Services

**BIP**- Behavior Intervention Plan - Behavior intervention plans can help prevent behavior problems by addressing their cause. An IEP or 504 plan should include strategies to help the child learn alternative behaviors to help him succeed. Interventions can take many forms, including rewards for good behavior.

**CASA**- Court Appointed Special Advocate

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**CASE-** Council for Administrators in Special Education

**CEC-** Council for Exceptional Children

**COPD-** Community Outreach Program for the Deaf

**CP-** Cerebral Palsy

**CPS-** Child Protective Services

**CST-** Child Study Team

**DD-** Developmental Disability or Developmental Delay - measures at least one and one-half, but not more than three, standard deviations below the mean for children of the same chronological age in two or more of the following areas: • Cognitive development • Physical development • Communication development • Social or emotional development • Adaptive development

**DDD-** Division of Developmental Disabilities

**DES-** Department of Economic Security

**DHS-** Department of Health Services

**ED-** Emotional Disability – Specific characteristics over time and to a marked degree that adversely affects the child’s performance in education. i.e. inappropriate behavior or feelings, inability to learn that isn’t intellectual or sensory, inability to build or maintain relationships with peers or teachers.

**ELL-** English Language Learners – English is not the first language learned.

**ESS-** Exceptional Student Services - The unit within the ADE that provides a system of supports that wraps around educators to improve student outcomes—academically, behaviorally, functionally.

**ESY-** Extended School Year - intended to prevent significant regression, to recoup critical lost skills, or to maintain a designated level of educational performance; and are not designed to maximize a child’s abilities or confer additional education benefits to an otherwise appropriate IEP.

**FAPE-** Free Appropriate Public Education

**FBA-** Functional Behavior Assessment

**FERPA-** Family Educational Rights and Privacy Act - A federal law that gives parents access to their child’s educational records, an opportunity to seek to have records amended, and some control over the disclosure of information from the records.

**HI-** Hearing Impairment – interferes with a child’s educational performance and requires the provision of special education services.

**IDEA-** Individuals with Disabilities Education Improvement Act of 2004, PL 108-446

**IEP-** Individualized Educational Program - Legal document mandated by IDEA that defines the individualized goals of a child who has been found to have a disability, as defined by federal regulations.

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**IFSP**- Individualized Family Service Program

**ISP** – Individualized Service Plan

**ISS**- In-School Suspension

**IQ**- Intelligence Quotient

**LDA**- Learning Disabilities Association

**LRE**- Least Restrictive Environment - The opportunity for students with disabilities to be educated with non-disabled peers to the greatest extent appropriate that provides access to the general curriculum or any other program that nondisabled peers would be able to access.

**MD**- Multiple Disabilities

**MET**- Multidisciplinary Evaluation Team - a group of individuals from multiple disciplines who meet to pursue a common goal, such as evaluating a student for placement in special education or creating an individualized education program (IEP) for a student.

**MID**- Mild Intellectual Disability – School age (Kindergarten and up)

**MIPS**- Medicaid in the Public Schools

**MOID**- Moderate Intellectual Disability – school age (Kindergarten and up).

**NCLB**- No Child Left Behind/Replaced by – Every Student Succeeds Act by Obama. “high standards, accountability and closing the achievement gap. Premise is that every child can and are expected to learn, proven by testing to show the learning.

**OI**- Orthopedic Impairment - One or more severe orthopedic impairments and includes those that are caused by congenital anomaly, disease and other causes, such as amputation or cerebral palsy, and that adversely affects a child’s performance in the educational environment.

**OHI**- Other Health Impairment - Limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, due to chronic or acute health problems that adversely affect a pupil’s educational performance.

**O and M**- Orientation and Mobility

**OSEP**- Office of Special Education Programs

**OT**- Occupational Therapy – Primarily fine motor, upper body therapy - Provides the following services to students with disabilities: • improving, developing, or restoring functions impaired or lost through illness, injury, or deprivation; • improving ability to perform tasks for independent functioning, if functions are impaired or lost; and • preventing, through early intervention, initial or further impairment or loss of function. Typically fine motor, upper body.

**PDSD**- Phoenix Day School for the Deaf

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**PLAAFP**- Present Level of Academic Achievement and Functional Performance

**PSD**- Preschool Severe Delay - Performance by a preschool child on a norm-referenced test that measures **more than three standard deviations below the mean** for children of the same chronological age in one or more of the following areas: a) Cognitive development, b) Physical development, c) Communication development, d) Social or emotional development, e) Adaptive development

**PSL**- Preschool Speech/Language – changes to SLI from Kindergarten and up.

**PT**- Physical Therapy-Primarily gross motor therapy - providing individual and group services or treatment to prevent, alleviate, or compensate for movement dysfunction and related functional problems. Typically gross motor, lower body.

**PTE**–Permission to Evaluate form, what the school sends you to get your permission to evaluate your child, though they can do it without your consent..

**PWN/NOP**-Prior Written Notice/Notice of Placement

**RTI** - Response to Intervention

**SLD** - Specific Learning Disability – School age (Kindergarten and up)

**SLI** Speech/Language Impairment – tests measure at least one and one-half standard deviations below the mean for children of the same chronological age or whose speech, out of context, is unintelligible to a listener who is unfamiliar with the child. Includes stuttering, a voice impairment or impaired articulation that adversely affects a child’s educational performance. A communication disorder.

**SLP** – Speech Language Pathologist – provides identification, diagnosis, services and counseling of specific speech or language impairments. Licensed and hold a certificate from ADE.

**SLPA** – Speech Language Pathology Assistant - Performs tasks as prescribed, directed, and supervised by an SLP. In Arizona, SLPAs have a license from the Department of Health Services, but do not hold a certificate from the ADE.

**SID** - Severe Intellectual Disability - Performance on standard measures of intellectual and adaptive behavior **measures at least four standard deviations below the mean** for children of the same age. [A.R.S. § 15-761(29)]

**SPED** – Special Education - Education programs for students with disabilities.

**SSDI** Supplemental Security Disability Income

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**SST** Student Study Team (Also, Child Study Team or TAP – Team Approach Process) Some challenges that students experience are resolved with assistance from this team who meet after referral from teacher that there are concerns and the team might be able to suggest ideas and/or assistance.

# Common Special Education Acronyms in Arizona

**TBI** Traumatic Brain Injury - An acquired injury to the brain that is caused by an external physical force and that results in total or partial functional disability or impairment, or both, that adversely affects educational performance.

**VI** Visual Impairment - An impairment in vision that, even with correction, adversely affects a child's educational performance; includes both partial sight and blindness. [34 C.F.R. § 300.8]

## **COMMON TESTS SEEN ON EVALUATIONS FOR SPECIAL EDUCATION DETERMINATION**

WAIS—III Weschler Adult Intelligence Scale—Third Edition

WIAT—II Weschler Individual Achievement Test—Second Edition

WISC—III Weschler Intelligence Scale for Children—Third Edition

WJ—R Woodcock-Johnson Psychoeducational Battery—Revised

WPPSI—R Weschler Preschool & Primary Scale of Intelligence—Revised

WRAT—3 Wide Range Achievement Test—Third Edition

WRMT—R Woodcock Reading Mastery Test—Revised

DIBELS-Dynamic Indicator of Basic Early Literacy Skills, an early reading assessment.