

Decoding Special Education Acronyms and Definitions

Accommodations: Changes that allow a person with a disability access to the activity. Examples include, extended time, different test format, and alterations to a classroom.

Assessment or Evaluation Team: Term used to describe the testing and diagnostic processes leading up to the development of an appropriate IEP for a student with special education needs. Generally this includes a special educator, general education teacher, school psychologist, administrator and parents.

Behavior Intervention Plan (BIP): Term used to describe the written plan used to address problem behavior that includes positive behavioral interventions, strategies and support. May include program modifications and supplementary aids and services

Due Process: Term used to describe the process where parents may disagree with the program recommendations of the school district. The notice must be given in writing within 30 days as outlined in the Procedural Safeguards Handbook. IDEA provides two methods for resolving disputes, mediation or fair hearing.

Early Intervention (EI): Programs for developmentally delayed infants and toddlers through 35 months of age; designed to help prevent problems as the child matures.

Extended School Year (ESY): An extended school year is a component of special education services for students with unique needs who require services beyond the regular academic year.

Family Education Rights Privacy Act (FERPA): School district personnel are required to have your consent as parent or legal guardian, except in response to a situation which a school employee reasonably believes to be an emergency, or as authorized under Title 62A, Chapter 4a, Part 4, Child Abuse or Neglect Reporting Act, or by order of a court, if information is sought from your child concerning identified issues. Under Utah law(UCA 53A-13-302) can also allow the parent to waive the two-week waiting period for a psychological evaluation.

Functional Behavior Assessment (FUBA): A systematic process to identify problem behaviors and implement behavior support and an intervention plan.

Free and Appropriate Public Education (FAPE): A coordinated set of Special Education and related services based on the individual needs of the student to provide educational benefit at public expense without charge to parent.

Inclusion: Term used to describe services that place students with disabilities in general education classrooms with appropriate support services. Students with disabilities receive instruction from both a general education and special education teacher.

Individual Education Plan/Program (IEP): A written document that states the student disability, goals, objectives, and services a student is receiving in special education.

Individual Education Program Team (IEPT): A committee of parents, teachers, administration, school personnel, and other professionals that reviews assessment results and data determines goals and objectives and program placement based on the needs of a student with disabilities.

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Individual Family Service Plan (IFSP): A plan for providing early intervention services for children ages 0-3. Family-based needs are identified and a written plan is developed and reviewed.

Limited English Proficient (LEP) or English Learner (EL): Refers to a student who has limited skills in speaking, writing, and/or reading English.

Least Restrictive Environment (LRE): The placement of a student with disabilities in a manner promoting the maximum possible interaction with his/her same-age peers.

Local Education Agency (LEA): A term used to describe Utah school districts. This term may also apply to the building principal.

Manifestation Determination: Within 10 school days of a decision to change a placement of a child with a disability because of violation of school code, the IEP team must review all relevant information to determine if the conduct in question was caused by the child's disability or if the conduct was a direct result of the school district's failure to implement the child's IEP.

Modification: When an educational program is changed in terms of goals, expectations, level of performance or content.

Post-High Transition Services: Coordinated set of activities for a student with a disability that focuses on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment.

Section 504 Plan: Spells out the modifications and accommodations that will be needed for these students to have an opportunity perform at the same level as their peers, and might include such things as wheelchair ramps, blood sugar monitoring, an extra set of textbooks, a peanut-free lunch environment, home instruction, or a tape recorder or keyboard for taking notes.

Utah Parent Center (UPC): The UPC is founded on the philosophy that parents are full partners in the decision-making processes that direct their child's care and programs and, as such, can provide significant support to other parents in similar circumstances.

Vocational Rehabilitation: The Utah State of Office Rehabilitation provides transition services to eligible students with transition from school to adult life.