Appendix C:
Glossary

**Academic language**: the complex components of the English language that is required for success in academic settings such as speeches, workplace discussions, debates, comprehension of content, as well as writing in the content areas.

**Achievement/ability discrepancy**: Difference between a student's academic performance and intellectual (IQ) potential.

**Academic achievement gap**: Significant difference in academic performance and attainment when results of performance between American Indian and African American students are compared to their White peers.

**Acculturation**: A process of cultural change that occurs in individuals when two cultures meet; leading individuals to adopt elements of another culture, such as values and social behaviors.

**Adequate Yearly Progress (AYP)**: set of standards used to assess schools and districts to comply with the federal No Child Left Behind Act.

**Advocate**: A person who helps parents and children in their communication with school districts about services.

**Assessment**: means of gathering data to make informed decisions about strategies, services, or interventions to benefit the individual student, or to support caregivers and families. Assessment includes screening, focused problem solving observations, use of standardized testing, and progress monitoring.

**Attention**: the control of focus (visual, auditory or combined) in a selective manner.

**Basic psychological processing**: Also known as information processing, involves perception, thinking, reasoning, problem solving, learning, storage and retrieval of information.

**Behavior rating scale**: a checklist of behaviors or symptoms usually completed by a caregiver and teacher to identify concerns about a student or describe the student’s performance in different settings.
**Bias in testing:** there are many areas where bias can influence the appropriateness of using standardized tests with diverse, minority populations. Examples include

1. *Inappropriate content.* Tests are geared to majority experiences and values or are scored arbitrarily according to majority values. Correct responses or solution methods depend on material that is unfamiliar to minority individuals.
2. *Inappropriate standardization samples.* Minorities’ representation in norming samples is proportionate but insufficient to allow them any influence over test development.
3. *Examiners’ and language bias.* White examiners who speak standard English intimidate minority examinees and communicate inaccurately with them, spuriously lowering their test scores.
4. *Inequitable social consequences.* Ethnic minority individuals, already disadvantaged because of stereotyping and past discrimination, are denied employment or relegated to dead-end educational tracks. Labeling effects are another example of invalidity of this type.
5. *Measurement of different constructs.* Tests largely based on majority culture are measuring different characteristics altogether for members of minority groups, rendering them invalid for these groups.
6. *Differential predictive validity.* Standardized tests accurately predict many outcomes for majority group members, but they do not predict any relevant behavior for their minority counterparts. In addition, the criteria that tests are designed to predict, such as achievement in White, middle-class schools, may themselves be biased against minority examinees.
7. *Qualitatively distinct aptitude and personality.* This position seems to suggest that minority and majority ethnic groups possess characteristics of different types, so that test development must begin with different definitions for majority and minority groups.\(^1\)

**Bidialectal:** using two dialects of the same language.

**BICS (Basic Interpersonal Communication Skills):** Basic interpersonal skills are language skills used doing social interactions in a meaningful social context, such as at a party, talking with friends, or gaining directions.

**CALP (Cognitive Academic Language Proficiency):** CALP is defined as the ability to comprehend and communicate thoughts and ideas with clarity and efficiency, and to carry on advanced interpersonal conversations. This ability takes approximately 5 to 7 years to develop and is required for academic success. CALP is commonly used in referencing the level of language acquisition of an English Language Learner.

**Caregiver involvement:** A broad term inclusive of several types of participation to support their child.

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**Categorical placement**: Federally recognized special education programs where students are placed based on meeting specific criteria. Alternative models include non-categorical placement and cross-categorical placement.

**Cognitive ability**: referring to reasoning or intellectual capacity.

**Confirmatory bias**: prematurely developing a label for a problem and considering information that only supports the label, other factors that may argue against the label are not considered or given equal weight.

**Continuum of services**: A range of services available to students of a school district so that they may be served in the least restrictive environment.

**Conference**: Generic term that may refer to a special education determination meeting, annual review of a student's progress, or other type of meeting.

**Cooperative**: Association of school districts that work together to provide special education services using a shared administrative structure.

**Cross-Battery Assessment (XBA)**: The process of using information from multiple tools to evaluate cognitive processing.

**Cultural competence**: a set of behaviors, attitudes, and policies within a system, agency, or among professionals, to enable those involved to work effectively in cross-cultural situations.

**Curriculum**: The subject matter that is to be learned by students. A curriculum described in terms of its scope (what it covers) and sequence (the order in which domains are covered).

**Curriculum-based assessment**: A method of evaluating a child's progress by developing tests from their curriculum and measuring the student's skill development, usually done at frequent intervals.

**Curriculum-based measures (CBM)**: CBM is a method for assessing the growth of basic academic skills. CBM involves the use of standardized assessment procedures that are technically adequate and have specific rules about what skills to measure, and how to measure those skills. CBMs are developed from the student’s curriculum and directly sample skills and knowledge and under timed conditions. CBMs have many equivalent forms to allow for repeated measurement, are very brief, and are easy to teach and use.²

**Delay**: Child or student is behind with development of skills when compared to others his or her age. Delays can be global (multiple areas), or specific (only in speech for example).

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**Developmental Cognitive Disabilities (DCD):** significant impairment in intellectual functioning combined with delays in adaptive behavior (self-care), occurring in the developmental period (birth through 21).

**Developmentally appropriate instruction:** Developmentally appropriate instruction and practice involves the consideration of age expectations, individual needs, and cultural factors when preparing classroom settings, designing instruction, or conducting assessments.

**Disability:** A physical, sensory, cognitive, or affective impairment that causes the student to need special education to assist in their growth and development.

**Due process:** Legal safeguards for caregivers and parents, including elements of proper notice of meetings, opportunity to be heard, and standards for completing assessments in a timely manner. Due process involves federally defined procedures and safeguards that protect the rights of individuals with disabilities.

**Emotional/behavioral disorders (EBD)³:** An established pattern of one or more of the following emotional or behavioral responses: (A) withdrawal or anxiety, depression, problems with moods, or feelings of self-worth; (B) disordered thought processes with unusual behavior patterns and atypical communication styles; (C) aggression, hyperactivity, or impulsivity. The pattern must adversely affect education or developmental performance, including intrapersonal, academic, vocational, or social skills. The concern must be consistently exhibited in at least three different settings, two of which must be educational settings one other setting either the home child, care or community.

**Executive functioning:** Executive functioning involves mental processes to plan, organize and develop strategies to solve problems and respond to demands.

**Extended school day:** A provision for a special education student to receive instruction for a period longer than the standard school day.

**Extended school year:** A provision for a special education student to receive instruction during ordinary school break periods.

**Evidenced-based interventions:** Interventions that are based on or informed by research, but do not meet the technical standards of scientific research-based interventions. See the definition of scientific research-based intervention for the technical standards.

**Fair Assessment Practices:** service delivery practices in education that recognize the significance of cultural factors in the design of intervention programs, and through the assessment of individual students.

**FERPA: Family Educational Rights and Privacy Act.** A federal law that regulates the management of student records and disclosure of information from those records. Records of students should only be seen by those who have a legitimate need to review records.

³ [https://www.revisor.leg.state.mn.us/rules/?id=3525.1329](https://www.revisor.leg.state.mn.us/rules/?id=3525.1329)
FAPE: free appropriate public education

Fidelity: refers to the concept that interventions are implemented as designed without alterations that may lessen the quality of the intervention.

Functional Behavioral Assessment (FBA): A FBA is a process involving the use of a variety of data collection methods and sources to lead to the development of hypotheses and summary statements to explain behavioral patterns of learners, and which leads to the development of supportive interventions.

A good FBA process should include:

1. A description of the concerns in terms that can be measured.
2. Identification of events, times, and situations that predict the occurrence and nonoccurrence of the concern.
3. Identification of triggers (antecedents) occurring slightly before but not immediately before the target behavior (distal), and triggers occurring immediately prior to the target behavior (proximal).
4. Description of reinforcers that maintain the behavior.
5. Hypothesis for functions of the concern (what does the behavior gain for the student?)
6. Description of positive alternative behaviors or replacement behaviors that lead to more successful interactions for the student.

Functional curriculum: A curriculum focused on practical life skills that promote independent living.

Heterogeneous grouping: An educational practice in which students of diverse abilities are placed within the same instructional groups. This practice is helpful in the integration and full inclusion of children with disabilities.

Homogeneous grouping: An educational practice in which students of similar abilities are placed within the same instructional groups.

IEP (Individualized education program): the document developed at an IEP meeting which sets the goals and objectives for the student to achieve when they become involved in special education services. The IPE describes the educational program designed to meet the student’s unique needs and must contain specific information about the child or student such as present level of academic achievement and functional performance that lead to statement of needs. Goals and accompanying objectives are developed based on the student’s assessed needs. An IEP is written for a 12-month period and must be reviewed annually.

IEP meeting: A gathering required at least annually under IDEA in which an IEP is developed or reviewed for a student receiving special education.

Implicit bias: refers to bias or attitudes about others that a person may not be aware of, sometimes referred to as hidden bias.
Individuals with Disabilities Education Act (IDEA): Federal law that ensures services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education and related services to eligible students. It also includes a description of parent rights and procedural safeguards which support compliance with the law.

IFSP: Individual Family Service Plan. A document that outlines the services to be delivered to families of infants and toddlers receiving special services.

In-home interventions: Services delivered in a child's own home.

Joint agreement: Also called a "cooperative." A joint agreement is a voluntary association of school districts who join together to provide special education services.

LEA: local educational agency. i.e., a local public school district.

Microaggressions: a theory that suggests that within interactions across some people of different races, cultures, gender, or sexual orientation, subtle interactions that communicate non-acceptance of difference happen. The communication of rejection can be through non-verbal means, such as ignoring the person or profiling the person based on their appearance.

OCR: US Office for Civil Rights. An agency of the federal government's executive branch within the Department of Education. It enforces a number of civil rights statutes including Section 504.

Office of Special Education Programs (OSEP): an office within the U.S. Department of Education, under the Office of Special Education and Rehabilitative Services (OSERS), and oversees, supports, and monitors implementation of the IDEA.

Other health disabilities (OHD): conditions that a student may have that significantly interferes with their ability to meet academic standards.

Permanent record: a document containing information about the student and outcomes of assessment. Permanent records may include history of grade performance, performance on benchmark testing, or information such as office discipline referrals.

Present levels of educational performance: assessment data and information about a student's school performance (including strengths and needs) across developmental, educational, and functional domains, and used to develop the student’s IEP.

Race: The U.S. Census Bureau adheres to the 1997 Office of Management and Budget (OMB) standards on race and ethnicity that classifies written responses to questions about racial identification. The racial categories are:

- White – A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
- Black or African American – A person having origins in any of the Black racial groups of Africa.
American Indian or Alaska Native – A person having origins in any of the original peoples of North and South America (including Central America) and who maintains tribal affiliation or community attachment.

Asian – A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Native Hawaiian or Other Pacific Islander – A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

**Referral**: initiation of the process to determine if a child is in need of special education services.

**Related services**: services provided in conjunction with a student’s special education, based upon documented needs and recorded in the IEP. Examples include physical therapy, occupational therapy, speech therapy, counseling, or transportation.

**Reliability**: from repeated measures, consistent results are obtained. Information gained from the assessment device is consistent from one time to another.

**Response to Intervention (RtI)**: Response to Intervention is an example of a scientific research-based intervention (SRBI) framework for building a school-wide process for delivering high-quality instruction and interventions and ensuring they are matched to the needs of students requiring additional academic and behavioral supports.

**School–Wide Information System (SWIS)**: a web-based information system designed to collect and use student behavior data for decision making within a positive behavioral interventions and supports (PBIS) framework. Developed by the University of Oregon, Educational and Community Supports research unit and available from https://www.pbisapps.org/Applications/Pages/SWIS-Suite.aspx

**School climate**: the quality of experience in the school setting involving interpersonal experiences, learning practices, and organizational structure; the nature of the interrelationships among the people in the school physically, emotionally, and intellectually; how the people within the school treat one another (adult to adult interactions, adult and student interactions and student to student interactions) through their verbal and nonverbal exchanges, tone of voice and the use/abuse of inherent power advantages.
Scientific Research-based Intervention (SRBI): a method for developing interventions or strategies to improve student learning, behavior, and progress. Response to Intervention (RtI) is an example of a scientific research-based intervention. Research methods include:

- the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs;
- systematic, empirical methods and draws upon observation or experiment;
- rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
- reliance on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators.

Section 504: provision of the Rehabilitation Act of 1973 that prohibits recipients of federal funds from discrimination against persons with disabilities.

Slope: educator analysis of a student’s rate of progress against predetermined aim line, goals, or decision rules. If a student’s growth is below what is desired or expected, action is taken to accelerate growth (knowledge or skill development). If growth exceeds aim line, the goals and aim line for the learner are adjusted upward.

Sovereignty or Sovereign Nation: Status of American Indian and Alaska Native tribes that provides right to self-determination and development and implementation of government within their tribes.

Specific learning disability (SLD): A disorder on one or more of the psychological processes involved in understanding or using spoken or written language. Difficulties with listening, thinking, speaking, reading, writing, spelling or performing math calculations can be found.

Standardized tests: tests that have norms reflecting performance of a large sample population of children throughout the country; usually these tests use age or grade-based comparisons.

Stereotype threat: risk factor where a student conforms to negative expectations about their race, gender or other factor (Reducing Stereotype Threat)

Technically adequate assessment: refers to tests and procedures for which recognized professional standards of construction, validity, reliability, and use have been met.

Test: any standardized procedure used for measuring a sample of academic skills, intellect, or behavior using a variety of methods (e.g., observations, student-constructed responses, rating scales, checklists, curriculum-based measures).

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4 Blum, R., McNeely, C. and Rinehart, P. Improving the Odds: The Untapped Power of Schools to Improve the Health of Teens MN: Center for Adolescent Health and Development, University of Minnesota, 2002.
5 http://education.state.mn.us/MDE/EdExc/SpecEdClass/DisabCateg/SpecLearnDisab/
6 http://reducingstereotypethreat.org/definition.html
Testing of limits: altering standardized assessment procedures selectively in order to gain additional qualitative information about a student's abilities and problem-solving strategies.

Trend: the direction of a student’s rate of growth across time.

Tribal identity: affiliation with a tribe through ancestry, while maintaining the customs, language, dress and traditions of the tribe.

Validity: the assessment device accurately measures the defined variable or concept it is intended to measure, rather than measuring inaccurately, unknown or different factors.

Zone of Proximal Development: a concept attributed to psychologist, Lev Vygotsky, based on the belief that learning occurs best when it is within an area of challenge that is not so easy that it becomes boring or uninteresting, yet not so difficult that it creates frustration. Within the zone of proximal development the learner retains curiosity and interest in the task, and is better able to learn.
Appendix D:
OSEP’s Technical Assistance and Dissemination Network

The Technical Assistance and Dissemination Network (TA&D Network) is a network of approximately 45 Centers (this number fluctuates as old projects end or new ones begin) funded by the Office of Special Education Programs (OSEP). These projects provide information and technical assistance to states, schools, educational professionals and families on topics such as autism, deafness, disproportionate representation, dispute resolution, learning disabilities, parenting children with special needs, positive behavior support and transition.

Early Childhood

CONNECT: The Center to Mobilize Early Childhood Knowledge
FPG Child Development Institute
University of North Carolina at Chapel Hill
Campus Box 8185
Chapel Hill, NC 27599-8185
(919) 843-5553
(919) 843-5784 • fax
connect@unc.edu
www.connect.fpg.unc.edu
http://www.nectac.org/

Early Childhood Technical Assistance (ECTA) Center
University of North Carolina at Chapel Hill
Campus Box 8040
Chapel Hill, NC 27599-8040
(919) 962-2001
(919) 966-7463 • fax
ectacenter@unc.edu
lynne.kahn@unc.edu
christina.kasprzak@unc.edu
www.ectacenter.org
http://www.ectacenter.org/http://dev.npdci.fpg.unc.edu/blog

Outcomes
http://www.the-eco-center.org/
National Center on Educational Outcomes (NCEO)
University of Minnesota
207 Pattee Hall
150 Pillsbury Drive SE
Minneapolis, MN 55455
(612) 626-1530
(612) 624-0879 • fax
chri1010@umn.edu
www.nceo.info
http://www.nceo.info/
National Post-School Outcomes Center (NPSO)
University of Oregon
5260 University of Oregon
Eugene, OR 97403-5260
(541) 346-1424
(541) 346-1411 • fax
(541) 346-0367 • tty
dkunruh@uoregon.edu
www.psocenter.org

Secondary/Postsecondary

National Dropout Prevention Center for Students with Disabilities (NDPC-SD)
Clemson University
209 Martin Street
Clemson, SC 29631-1555
(864) 656-1734
(864) 656-0136 • fax
lbost@clemson.edu
www.ndpc-sd.org
http://www.ndpc-sd.org/

National Postsecondary Education Programs Network (pn2)
National Center on Deafness
California State University, Northridge
18111 Nordhoff St.
Northridge, CA 91330-8267
(414) 892-7044
help@pepnet.org
www.pepnet.org
Facebook
Twitter

National Secondary Transition Technical Assistance Center (NSTTAC)
University of North Carolina at Charlotte
9201 University City Boulevard
Charlotte, NC 28223-0001
(704) 687-8606
(704) 687-1625 • fax
(704) 687-6327 • tty
nsttac@nsttacmail.org
www.nsttac.org

Dispute Resolution

Center for Appropriate Dispute Resolution in Special Education (CADRE)
Direction Service, Inc.
P.O. Box 51360
Eugene, OR 97405-0906
(541) 686-5060
(541) 686-5063 • fax
cadre@directionservice.org
www.directionservice.org/cadre

Deaf-Blind

National Center on Deaf-Blindness (NCDB)
Center on Sensory Disabilities - Teaching Research Institute
Western Oregon University
345 North Monmouth Avenue
Monmouth, OR 97361
(503) 838-8808
(503) 838-8150 • fax
(800) 854-7013 • tty
info@nationaldb.org
www.nationaldb.org

Professional Development/Personnel

Early Childhood Personnel Center (ECPC)
University of Connecticut Center on Disabilities
263 Farmington Avenue - Mail Code 6222
Farmington, CT 06030-6222
(860) 679-1500
(860) 679-1571 • fax
ecpcta@uchc.edu
www.ecpcta.org

The IRIS Center
Vanderbilt University
Peabody College, Box 275
Nashville, TN 37203
(800) 831-6134
iris@vanderbilt.edu
iris.peabody.vanderbilt.edu/

Monarch Center II: National Outreach and Technical Assistance Center on Discretionary Awards for Minority Institutions
University of Illinois at Chicago
M/C 947
1640 West Roosevelt Road, Room 650
Chicago, IL 60608
(866) 323-7648
(312) 996-1427 • fax
monarch@uic.edu
www.monarchcenter.org

National Center to Inform Policy and Practice in Special Education Professional Development (NCIPP)
College of Education - Special Education
University of Florida
1403 Norman Hall
P.O. Box 117050
Gainesville, FL 32611
(352) 273-4275
ncipp@coe.ufl.edu
www.ncipp.org
http://www.ncipp.org/
Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR)
College of Education - Special Education
University of Florida
1403 Norman Hall
P.O. Box 117050
Gainesville, FL 32611
(352) 273-4275
CEEDARCenter@coe.ufl.edu
www.ceedar.org
http://ceedar.org/
National Professional Development Center on Autism Spectrum Disorders
FPG Child Development Institute
University of North Carolina at Chapel Hill
Campus Box 8040
Chapel Hill, NC 27599-8040
(888) 718-7303
(919) 966-1786 • fax
autismpdc@unc.edu
autismpdc.fpg.unc.edu/

Technology

Center on Technology and Disability (CTD)
FHI360
1825 Connecticut Avenue NW
Washington, DC 20009
(202) 884-8588
Ctd@fhi360.org
ctdinstitute.org/

National Center on Accessible Instructional Materials (AIM Center)
CAST, Inc.
40 Harvard Mills Square, Suite 3
Wakefield, MA 01880-3233
(781) 245-2212
(781) 245-5212 • fax
(781) 245-9320 • tty
chitchcock@cast.org
www.aim.cast.org
http://aim.cast.org/

Instruction/Behavior/School-wide Reform

Center on Positive Behavioral Interventions and Supports (PBIS)
University of Oregon
1235 University of Oregon (mailing address)
National Center on Intensive Intervention (NCII)
American Institutes for Research (AIR)
1000 Thomas Jefferson Street, NW
Washington, DC 20007
(866) 577-5787
NCII@air.org
www.intensiveintervention.org
http://www.intensiveintervention.org/

The National Center on School-Wide Inclusive School Reform
School-Wide Integrated Framework for Transformation (SWIFT)
Wakarusa Research Facility, University of Kansas
1315 Wakarusa Drive, Room 208
Lawrence, KS 66049
(785) 864-6844
(785) 864-7605 • fax
swift@ku.edu
www.swiftschools.org

Leadership

State Implementation and Scaling-up of Evidence-based Practices (SISEP)
FPG Child Development Institute
University of North Carolina at Chapel Hill
521 S. Greensboro St.
Carrboro, NC 27510
(919) 966-7326
(919) 843-5784
cindy.reid@unc.edu
sisep.fpg.unc.edu/
http://sisep.fpg.unc.edu/
IDEA Partnership
National Association of State Directors of Special Education (NASDSE)
225 Reinekers Lane, Suite 420
Alexandria, VA 22314
(877) IDEAINFO or (703) 519-3800
(703) 519-3808 • fax
partnership@nasdse.org
www.ideapartnership.org
Community of Practice:
National and Regional Parent Technical Assistance Centers

Center for Parent Information and Resources (CPIR)
Statewide Parent Advocacy Network (SPAN)
35 Halsey Street, 4th Floor
Newark, NJ 07102
(973) 642-8100, ext. 106 or 115
info@parentcenterhub.org
www.parentcenterhub.org/

Region 1 Parent Technical Assistance Center (PTAC) - NE-PACT
Statewide Parent Advocacy Network (SPAN)
35 Halsey Street, 4th Floor
Newark, NJ 07102
(973) 642-8100
(973) 642-8080 • fax
NEPTAC@spannj.org
www.parentcenterhub.org/region1

Region 2 PTAC - Exceptional Children’s Assistance Center (ECAC)
907 Barra Row, Suites 102/103
Davidson, NC 28036
(800) 962-6817
(704) 892-5028 • fax
reg2ta@ecacmail.org
www.parentcenterhub.org/region2
http://www.ecac-parentcenter.org/

Region 3 PTAC - Parent to Parent of Georgia (P2PGA)
3070 Presidential Parkway, Suite 130
Atlanta, GA 30340
(800) 229-2038
r3ptac@p2pga.org
www.parentcenterhub.org/region3

Region 4 PTAC - Wisconsin Family Assistance Center for Education Training & Support (WI FACETS)
600 W. Virginia Street, Suite 501
Milwaukee, WI 53204
(877) 374-0511
(414) 374-4645
(414) 374-4655 • fax
region4ta@wifacets.org
www.parentcenterhub.org/region4

Region 5 PTAC - PEAK Parent Center
611 North Weber, Suite 200
Colorado Springs, CO 80903
(719) 531-9400
(800) 284-0251
(719) 531-9452 • fax
region5ptac@peakparent.org
www.parentcenterhub.org/region5

Region 6 PTAC - Matrix Parent Network
94 Galli Drive, Suite C
Novato, CA 94949
(415) 884-3535
(415) 884-3555 • fax
region6@matrixparents.org
www.parentcenterhub.org/region6

Native American PTAC - EPICS
(Education for Parents of Indian Children with Special Needs)
1600 San Pedro Dr. NE
Albuquerque, NM 87110
(505) 767-6630 ext 305
(888) 499-2070 (toll-free)
asandoval@epicsnm.org
www.parentcenterhub.org/nativeamerican