

## Appendix C: Terminology

## ACRONYMS

Following is a list of acronyms that may be used through this document or that you may find in reading other materials.

504	Section 504 of the Rehabilitation Act of 1973
619	Section 619 of the Individuals with Disabilities Education Act
ADA	Americans with Disabilities Act
ADD/ADHD	Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder
CD	Communication Disorders
CDS	Communication Disorders Specialist
CEC	Council for Exceptional Children
CSPD	Comprehensive System of Personnel Development
DD	Developmentally Disabled/Preschool Developmentally Disabled
DDC	Developmental Disabilities Council
DDD	Division of Developmental Disabilities
DJR	Department of Juvenile Rehabilitation
DSHS	Department of Social and Health Services
DVR	Department of Vocational Rehabilitation
EDGAR	Education Department General Administrative Regulations
EHA	Education for Handicapped Act
ESD	Educational Service District
FAPE	Free Appropriate Public Education
FAS/FAE	Fetal Alcohol Syndrome/Fetal Alcohol Effect
FEPP	Family/Educator Partnership Project

FRC	Family Resources Coordinator
FTE	Full-Time Equivalent
GEPA	General Education Provisions Act
ICC	Interagency Coordinating Council
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
IFSP	Individualized Family Services Plan
ITEIP	Infant Toddler Early Intervention Program
LD/SLD	Learning Disability/Specific Learning Disability
LEA	Local Education Agency
LEP	Limited English Proficient
LRE	Least Restrictive Environment
MAA	Medical Assistance Administration
MR	Mental Retardation
NASDSE	National Association of School Directors of Special Education
NECTAS	National Early Childhood Technical Assistance System
OCR	Office for Civil Rights
OSEP	Office of Special Education Programs
OSERS	Office of Special Education and Rehabilitative Services
OSPI	Office of Superintendent of Public Instruction
OT	Occupational Therapist
PAVE	Training for Parents of Children in Special Education
PT	Physical Therapist

RFP	Request for Proposals
RRC	Regional Resource Center
RSVP	Recruitment/Retention System for Vital Personnel in Washington State
SBD	Serious Behavioral Disability
SAFE	Schools Are For Everyone
SEA	State Educational Agency
SEAC	Special Education Advisory council
SECVS	Special Education Compliance Verification system
SETC	Special Education Technology Center
SIT-UPS	Sensory Impairment Training to Upgrade Professionals Skills
SLP	Speech Language Pathologist
SOP	State-Operated Program
TBI	Traumatic Brain Injury
TRL	Technical Research Laboratory
WAEYC/ NAEYC	Washington/National Association for the Education of Young Children
WASA	Washington Association of School Administrators
WedNet	Washington Education Network
WSD	Washington School for the Deaf
WSSB	Washington State School for the Blind

## **DISABILITY CATEGORIES**

(From OSPI 5<sup>th</sup> Annual Report for Special Education Services in Washington State, December 1997)

*Special Education and related services are provided to students who meet Washington State eligibility criteria under one of the disability categories defined below. Students must meet specific eligibility criteria for one of these disability categories.*

**Preschool Developmental Disability.** Children under first grade age who are developmentally delayed, orthopedically impaired, health impaired, deaf, hard of hearing, visually impaired, or deaf-blind.

**Serious Behavioral Disability.** Students who exhibit one or more of the following characteristics over a long period of time and to a marked degree: inability to learn which cannot be explained by intellectual, sensory, or health factors; inability to build or maintain satisfactory interpersonal relationships with peers and teachers; inappropriate behavior or feelings under normal circumstances; general mood of unhappiness or depression; physical symptoms or fears associated with personal or school problems.

**Communication Disorders.** Students who have a documented communication disorder such as stuttering, voice disorder, language impairment, and/or impaired articulation.

**Orthopedic Impairment.** Students who lack normal function of muscles, joints, or bones due to congenital anomaly, disease, or permanent injury.

**Health Impairment.** Students who have chronic or acute health problems, such as serious congenital heart defect, other congenital syndromes, or other disorders of the cardio- respiratory systems; disorders of the central nervous system, including epilepsy or neurological impairment; or other profound health circumstances of degenerative conditions.

**Specific Learning Disability.** Students who have a disorder in one or more of the basic psychological processes involved in understanding or using spoken or written language. This may include problems in thinking, speaking, or communicating clearly; reading with comprehension; writing legibly and with meaning; and accurately performing mathematical calculation, including those involving reading. A learning disability is indicated by a severe discrepancy between the student's intellectual ability and academic achievement.

**Mental Retardation.** Students demonstrate significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period.

**Multiple Disabilities.** Students who have two or more disabling conditions, each of which is so severe as to warrant a special program were the disabling condition to appear in isolation, and the combination of which causes such severe educational problems that the student requires intensive programming and cannot be accommodated in special education programs solely for one of the impairments.

**Deafness.** Students who have a hearing impairment which is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification.

**Hearing Impairment.** Students who have a permanent or fluctuating hearing impairment which adversely affects their educational performance.

**Visual Impairment.** Students who have a visual impairment, which even with correction adversely affects the student's educational performance. The team includes both partially sighted and blind students.

**Deaf-Blindness.** Students whose hearing and vision impairments, in combination, cause such severe communication and other developmental educational problems that they cannot be accommodated in special education programs solely for deaf or blind students.

**Autism Students.** Who have a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3. Students in this category have a range of intellectual abilities. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The category of autism includes students with pervasive developmental disorders if the students meet eligibility criteria.

**Traumatic Brain Injury.** Students who have acquired injury to the brain caused by an external physical force resulting in total or partial functional disability and/or psychosocial impairment that adversely affects educational performance and results in the need for special education and related services.