

SPECIAL EDUCATION ACRONYM

QUICK REFERENCE GUIDE



SPECIAL EDUCATION DISABILITY CATEGORIES:

AU	Autism	NCEC	Noncategorical Early Childhood
DB	Deafblind	OI	Orthopedic Impairment
DD	Developmental Delay	OHI	Other Health Impairment
DHH	Deaf or Hard of Hearing	SLD	Specific Learning Disability
ED	Emotional Disability	SI	Speech Impairment
ID	Intellectual Disability	TBI	Traumatic Brain Injury
MD	Multiple Disabilities	VI	Visual Impairment

SPECIAL EDUCATION PROGRAMS, RELATED SERVICES, AND PROVIDERS:

CALT	Certified Academic Language Therapist
CALP	Certified Academic Language Practitioner
COMS	Certified Orientation and Mobility Specialist(s)
DAEP	Disciplinary Alternative Education Programs
ECI	Early Childhood Intervention
ECSE	Early Childhood Special Education
ESY	Extended School Year
IAES	Interim Alternative Educational Setting
IFSP	Individualized Family Service Plan
LDT	Licensed Dyslexia Therapist
LSSP	Licensed Specialist in School Psychology (school psychologist)
MDT	Multidisciplinary Evaluation Team
O&M	Orientation and Mobility
OT	Occupational Therapy
PT	Physical Therapy
SLP	Speech Language Pathologist
SP	School Psychologist
TDB	Teacher of Students who are Deafblind
TED	Transition and Employment Designee
TODHH	Teacher of Students who are Deaf or Hard of Hearing
TVI	Teacher of Students with Visual Impairments
VR	Vocational Rehabilitation

SPECIAL EDUCATION ACRONYM

QUICK REFERENCE GUIDE



COMMONLY USED TERMS:

ARD	Admission, Review, and Dismissal
AT	Assistive Technology
BIP	Behavior Intervention Plan
CTE	Career and Technical Education
EB	Emergent Bilingual
FAPE	Free Appropriate Public Education
FBA	Functional Behavioral Assessment
FIE	Full and Individual Evaluation
FIIE	Full and Individual Initial Evaluation
FERPA	Family Educational Rights and Privacy Act
FVE	Functional Vocational Evaluation
GT	Gifted and Talented
IDEA	Individuals with Disabilities Education Act
IEE	Independent Educational Evaluation
IEP	Individualized Education Program
LPAC	Language Proficiency Assessment Committee
LRE	Least Restrictive Environment
MDR	Manifestation Determination Review
PGP	Personal Graduation Plan
PLAAFP	Present Levels of Academic Achievement and Functional Performance
PWN	Prior Written Notice
REED	Review of Existing Evaluation Data
SOP	Summary of Performance
STAAR	State of Texas Assessments of Academic Readiness
TEKS	Texas Essential Knowledge and Skills



Special Education Services

Goose Creek CISD

Program/Service	Description
ECSE (<u>E</u> arly <u>C</u> hildhood in <u>S</u> pecial <u>E</u> ducation)	Early Childhood in Special Education offers services to children with both mild and severe disabilities. Student services are determined by each child's ARD committee. Classes vary in format and bilingual instruction is an option.
FOCUS (<u>F</u> ocus on <u>C</u> ommunication and <u>U</u> nderstanding <u>S</u> ocial Skills)	FOCUS provides social and/or behavioral services for students who are able to function academically in the general education or resource setting but require social or behavioral support from a specially-trained staff member in order to facilitate the development of socially appropriate behaviors.
REACH (<u>R</u> esponsible <u>A</u> CHievers) (formally known as behavior support services)	REACH is designed to serve special education students who have been identified as having behavior challenges that impede their ability to be successful in their current setting. The purpose of the service is to provide in-depth, intensive and individualized instruction in the area of academics, behavior, social and emotional development in an academic setting. The program is designed for students who are able to participate in group-interactive role play and conversational social skills lessons and can function in the general education and/or resource environment when their behavior is regulated and safe. Their behavior is driven by an emotional imbalance as opposed to a functional communication or cognitive need. Students may have a range of academic skills; however, their behavior affects their ability to experience success in a lesser restricted environment.
Life Skills	Life Skills generally serves students with significant cognitive disabilities who require a curriculum focusing on (1) academic instruction based on prerequisite skills that are aligned to grade level TEKS, (2) communication/social skills, (3) independent living skills, and (4) vocational instruction at the high school level. It should be noted that diagnosis/disability does not drive the programming decision, and the ARD committee ultimately determines placement.
SILC (<u>S</u> tructured <u>I</u> ntegrated <u>L</u> earning <u>C</u> lass)	SILC provides educational services for students who require a highly structured and a visually supported environment. Students with SILC services typically demonstrate significant repetitive stereotypical or challenging behaviors, little to no functional communication skills, high need for visual/physical structure, and the need for "ready to learn" academic and behavioral skills.

Resource	Resource - Resource services are designed to provide direct instruction for students who receive special education services who have been identified as being multiple grade levels behind, and who need extensive modifications and accommodations that could not be provided in the general education classroom.
-----------------	---

In-Class Support	In-Class Support – In-class support is a collaboration between the general education teacher and special education staff to ensure that students in Special Education successfully meet the requirements of the general education curriculum. The general education teacher is the teacher of record and is primarily responsible for providing initial instruction. Both general education and special education staff ensure that accommodations and/or modifications are implemented and appropriately address the student’s academic needs and cognitive abilities.
Program/Service	Description
RDSPD (Deaf Education)	<p>The Tri County East Regional Day School Program for the Deaf’s (TCE RDSPD) mission is to prepare life-long learners with skills to communicate effectively, self-advocate, and become productive, independent members of society. The TCE RDSPD adheres to a Total Communication philosophy which is a philosophy that incorporates appropriate aural, manual, and oral modes of communication. Recognizing that a hearing loss places challenges on language acquisition, the RDSPD’s philosophy includes the provision of educational services through a language-centered learning. For students who are Deaf/Hard of Hearing (DHH), a continuum of services is provided to include:</p> <p>Cluster Site: TCE RDSPD classrooms are designed to educate Deaf/Hard of Hearing (DHH) students who require daily, individualized academic instruction due to their significant language and communication deficits. In-Class support: is provided for DHH students who attend a TCE RDSPD site campus and need assistance in the general education classroom. In accordance with the student’s IEP, a DHH certified teacher may modify the curriculum, implement accommodations, or provide direct instruction to the DHH student.</p> <p>Itinerant Services: Are provided to DHH students receiving regularly scheduled services in their home district. The certified DHH teacher provides direct instruction and support in language-related areas designated to the students’ IEP. This may also include monitoring and instruction in the care and use of amplification. The DHH teacher works closely with classroom teachers and supports personnel in maximizing students’ listening skills and residual hearing.</p> <p>Interpreter Services: Sign language interpreting services are provided to the TCE RDSPD site students for mainstreamed classes, extra-curricular activities, and special events. Interpreters function as facilitators of communication between the DHH student and his/her teachers and hearing peers.</p> <p>Audiological Services: Are provided by the TCE RDSPD to provide assistance with maintenance of assistive listening devices, troubleshooting problems with hearing aids, taking impressions of earmolds, as well as audiological evaluations.</p>