

IEP TIPS #1 :
GLOSSARY FOR KEY WORDS

IDEA: Individuals with Disabilities Act (the law that creates the right for special education)

IEP: Individualized Educational Plan. (The document that contains the description of the child's needs and the plan for the educational team to support him.)

LEA: Lead Educational Agency. (The agency that represents the school, this changes depending on the county you live in and the child's age.)

SEL: Special Educational Lead (the person at a child's LEA who is responsible for the IDEA paperwork, often it is the Service Coordinator or a school's psychologist.)

PTE/R: Permission to Evaluate or Re-Evaluate (The legal form that a parent or guardian signs which authorizes the LEA to move forward with an educational evaluation for a child, the MDE.)

MDE: Multidisciplinary Evaluation (The evaluation of a child's current level of functioning conducted by a professional education team with input from parents.)

ER: Evaluation Report (The written report of the findings of the MDE including medical or any other needs or evaluations.)

LRE: Least Restrictive Environment (The educational setting where a child can be effectively educated with as much interaction and exposure to typically developing peers; a child may have more than one setting.)

FAPE: Fair and Appropriate Public Education (The legal terms for a child's IEP/NOREP)

NOREP/ P: Notice of Recommended Educational Placement/Prior Written Notice (The legal form that parents sign to agree or disagree with the LEA about the IEP)

FBA: Functional Behavioral Assessment (A special type of evaluation to better understand why a child may behave a certain way in a specific situation. The information from an FBA can be useful to the IEP team and family. For example: "WHY does the child do _____.")

BIP: Behavior Intervention Plan (These are strategies and a plan of what to DO with the behavior that is identified in the FBA. For example: "WHAT do we do when the child does _____.")

AT: Assistive Technology (any sort of support, tool or device that is used to help a child communicate)

ESL/ELL : English as a Second Language /English Language Learners

SDI: Specially Designed Instructions (Any adaptations, techniques and supports that the child will require to be successful in meeting their needs at school.)

ESY: Extended School Year (Educational supports in the summer or during breaks)

Developmental Areas

Cognitive: thinking, learning, focusing, remembering, following directions

Expressive Language: how someone tells you something (not always with words)

Receptive Language: how someone understands and follow what is said or expressed, (not always with words)

Social-Emotional: managing moods, feelings and relating to others, awareness of safety and variations in relationships

Self-Help: independence and helping skills (jobs, dressing, toileting)

Gross Motor: Large body coordination (on a playground)

Fine Motor: Smaller body coordination (holding and feeding oneself, using drawing or building tools, learning to use buttons or zippers)

Goals: Written statements that identify progress in a specific area(s) of development for a child. (Example: Joe will increase his use of social language skills during his class circle time.)

Benchmarks: Behaviors that a child can demonstrate that are steps which make up a goal. (Example: Joe can use three new ways to interact in a positive manner with fellow students after 5 minutes in circle time 4 out of 5 days each week.)

个性化教育计划 (IEP) 建议: 关键词词汇表

《残障人士教育法》(IDEA): 残疾人法案 (为特殊教育创造平等权利的法律)

IEP: 个性化教育计划。(包含小孩需求以及支持他的教育团队计划内容的文件。)

LEA: 引导教育署。(代表学校的教育署, 随着您所居住的国家 and 您孩子的年龄决定。)

SEL: 特殊教育引导【孩子的引导教育署 (SEL) 负责《残障人士教育法》(IDEA) 文书工作的人, 通常是服务协调员或者学校的心理学家。】

PTE/R: 评估许可或重新评估【孩子父母或监护人签署的以授权引导教育署 (LEA) 对孩子进行教育评估的法律形式, 即 MDE。】

MDE: 多学科评估 (在父母提供信息的条件下由专业教育团队进行的孩子当下功能水平的评估。)

ER: 评估报告 (包括医疗或其他需求或评估在内的书面结果报告。)

LRE: 最少限制环境 (可以通过尽可能多地与正常发育的同龄人进行互动与接触以对孩子进行最高效教育的教育环境; 一个孩子可能有不止一个环境。)

FAPE: 公平且适宜的公立教育 (FAPE) 【孩子个性化教育计划 (IEP)/《推荐的教育更换通知》(NOREP) 的法律术语】

NOREP/ P: 《推荐的教育安置通知》(NOREP) /事先书面通知【父母签署的以用来表示支持或反对引导教育署 (LEA) 的个性化教育计划 (IEP) 的法律形式】

FBA: 功能性行为评估 (为了更好地了解在特定情况下, 孩子为何如此表现的特殊评估种类。) 功能性行为评估 (FBA) 的信息可对个性化教育计划 (IEP) 团队和家庭产生帮助。例如:“为何孩子做_____。”

BIP: 行为干预计划【如何应对功能性行为评估 (FBA) 中标出行为的策略和计划。】例如:“当孩子_____的时候我们该怎么做。”

AT: 辅助性技术 (用来帮助孩子沟通的任何形式的支持、工具或设备)

ESL/ELL : 英语作为第二语言/英语语言学习者

SDI: 特别设计指示 (任何孩子在学校圆满满足需求的调整、技巧以及支持。)

ESY:延长的学年（暑假或假期期间的教育支持）

发育方面

认知能力: 思考、学习、专注、记忆、听从指示

表达性语言: 其他人如何向你表达（不总是使用语言）

接受性语言: 其他人如何理解并听从别人所说或所表达的内容（不总是使用语言）

社会情绪: 管理心情、感受以及与他人产生情感共鸣、安全意识以及关系多样化

自助: 独立性以及帮助技巧（工作、穿衣、如厕）

大幅运动: 大的身体协调性（在运动场上）

精细运动: 较小的身体协调性（保持姿势以及自己吃饭、使用绘画或建造工具、学习使用按钮或拉链）

目标: 孩子在某项（多个）特定领域发育进展情况书面陈述。（例如：Joe 将会在自己班级循环交流时间提升自己社交语言技巧的使用。）

基准: 一个孩子的行为是建立目标的步骤。（例如：在每周 5 天中的 4 天中进行 5 分钟的循环交流后，Joe 可以使用三种新的方式与同龄学生进行积极的互动。）