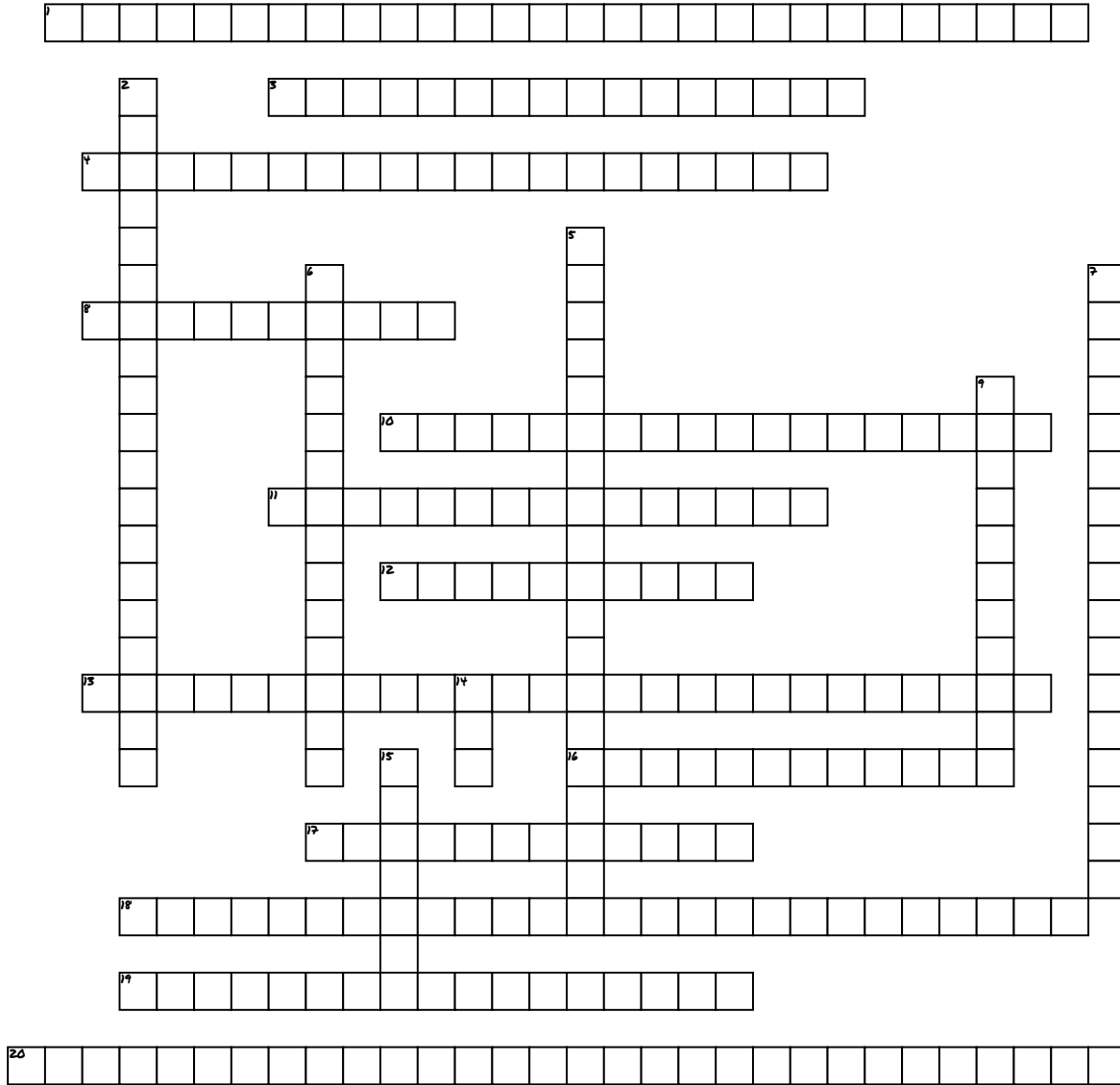


SPECIAL EDUCATION GLOSSARY



ACROSS

- 1. CONSISTS OF ADAPTATIONS TO THE CONTENT, METHODOLOGY (PEDAGOGICAL APPROACHES TO INSTRUCTION), OR THE DELIVERY OF INSTRUCTION TO ADDRESS THE UNIQUE NEEDS THAT RESULT FROM THE CHILD'S DISABILITY. THE PURPOSE IS TO ENSURE THE STUDENT HAS ACCESS TO THE GENERAL CURRICULUM AND IS ABLE TO MEET THE EDUCATIONAL STANDARDS OF THE SCHOOL DISTRICT THAT APPLY TO ALL STUDENTS.
- 3. STUDENTS WHO NO LONGER NEED SPECIAL EDUCATION SERVICES ARE DECLASSIFIED BY THE IEP TEAM AFTER A REEVALUATION.
- 4. AN OBSERVATION OF A STUDENT IN HIS/HER PRIMARY EDUCATIONAL SETTING TO SEE HOW THE STUDENT LEARNS AND WHAT BEHAVIORS THEY EXHIBIT.
- 8. PROCEDURES THAT, BY LAW, ARE USED TO ENSURE YOUR CHILD'S RIGHTS TO A FREE APPROPRIATE PUBLIC EDUCATION (FAPE) AND YOUR RIGHTS TO BE INVOLVED AND HAVE A FULL UNDERSTANDING OF THAT PROCESS.
- 10. A TEMPORARY SERVICE PROVIDED WHEN A STUDENT'S BILINGUAL ICT OR SPECIAL CLASS IS NOT AVAILABLE. IT IS IS A MONOLINGUAL ICT OR SPECIAL CLASS, WITH A PARAPROFESSIONAL WHO IS BILINGUAL IN THE RECOMMENDED LANGUAGE OF INSTRUCTION OF THE STUDENT(S) AWAITING A BILINGUAL CLASS.
- 11. THE OBLIGATION OF THE DOE TO MAINTAIN THE STUDENT'S SPECIAL EDUCATION RECORDS IN A MANNER THAT ENSURES THAT ONLY APPROPRIATE STAFF HAS ACCESS.

- 12. THE PROCESS OF COLLECTING INFORMATION ABOUT A STUDENT'S STRENGTHS AND WEAKNESSES TO IMPROVE HIS OR HER EDUCATIONAL PROGRAM. THE INFORMATION COLLECTED THROUGH ASSESSMENTS, OBSERVATIONS, AND INTERVIEWS WILL ASSIST THE TEAM IN DETERMINING THE CHILD'S PRESENT LEVELS OF FUNCTIONING AND EDUCATIONAL NEEDS.
- 13. A PLAN THAT IS BASED ON THE RESULTS OF A FUNCTIONAL BEHAVIORAL ASSESSMENT (FBA) TO ADDRESS PROBLEM BEHAVIOR.
- 16. ALL STUDENTS IN A SPECIAL CLASS HAVE IEP'S THAT IDENTIFY NEEDS THAT CANNOT BE MET IN A GENERAL EDUCATION CLASSROOM. SPECIAL CLASSES ARE TAUGHT BY SPECIAL EDUCATION TEACHERS, PROVIDING SPECIALIZED INSTRUCTION.
- 17. AFTER YOUR CHILD HAS RECEIVED SPECIAL EDUCATION SERVICES, AN IEP MEETING IS HELD AT LEAST ONCE EACH YEAR TO REVIEW YOUR CHILD'S PROGRESS.
- 18. THE BODY OF KNOWLEDGE AND RANGE OF SKILLS THAT ALL STUDENTS, INCLUDING STUDENTS WITH DISABILITIES, ARE EXPECTED TO MASTER.
- 19. THE EI PROGRAM, UNDER THE NEW YORK CITY DEPARTMENT OF HEALTH AND MENTAL HYGIENE (DOHMH), SUPPORTS FAMILIES WITH CHILDREN AGES BIRTH TO 3 WHO HAVE A DISABILITIES OR DEVELOPMENTAL DELAYS.
- 20. WHEN A STUDENT ENGAGES IN PROBLEM BEHAVIORS THAT MAY INTERFERE WITH HIS OR HER LEARNING OR THE LEARNING OF OTHERS, OR THAT PLACE THE STUDENT OR OTHERS AT RISK OF HARM OR INJURY, A FUNCTIONAL BEHAVIORAL ASSESSMENT MAY BE CONDUCTED.

DOWN

- 2. AN EVALUATION CONDUCTED IN BOTH ENGLISH AND A CHILD'S HOME OR NATIVE LANGUAGE.
- 5. USED TO EVALUATE THE PERFORMANCE AND PROGRESS OF STUDENTS WITH SEVERE COGNITIVE DISABILITIES WHO ARE UNABLE TO TAKE PART IN STANDARD ASSESSMENTS, EVEN WITH TESTING ACCOMMODATIONS.
- 6. TOOLS AND PROCEDURES THAT GIVE STUDENTS WITH DISABILITIES EQUAL ACCESS TO INSTRUCTION AND ASSESSMENT. THEY ARE DESIGNED TO LEVEL THE PLAYING FIELD FOR STUDENTS WITH DISABILITIES.
- 7. DURING THE IEP MEETING, THERE MAY BE A DISCUSSION REGARDING WHETHER THE RECOMMENDED SPECIAL EDUCATION SERVICES SHOULD BEGIN IMMEDIATELY, OR, INSTEAD, WHETHER THE SERVICES SHOULD BEGIN AT THE BEGINNING OF THE NEXT TERM OR SCHOOL YEAR.
- 9. SPECIFIC, MEASURABLE GOALS WRITTEN ON THE IEP THAT DESCRIBE WHAT THE STUDENT IS EXPECTED TO ACHIEVE IN THE DISABILITY-RELATED AREA(S) OVER A ONE-YEAR PERIOD.
- 14. DOCUMENTS A CHILD'S ELIGIBILITY FOR SPECIAL EDUCATION SERVICES AND FORMALIZES THE PLAN TO PROVIDE SPECIAL EDUCATION PROGRAMS AND SERVICES THAT ARE APPROPRIATE FOR THE CHILD'S UNIQUE NEEDS. IT CONTAINS SPECIFIC INFORMATION ABOUT A CHILD AND THE EDUCATION PROGRAM DESIGNED TO MEET THESE NEEDS.
- 15. THERE ARE INSTANCES WHEN YOU WILL BE ASKED TO PROVIDE YOUR CONSENT DURING THE SPECIAL EDUCATION REFERRAL, EVALUATION, AND PLACEMENT PROCESS.