

# Word FOR Word

## Activities of Daily Living

Everyday skills a person needs to learn to function, such as dressing, bathing, hygiene skills and communication.

## Adapted Physical Education

Physical education that has been modified to meet the needs of children with disabilities.

## Adaptive Equipment

Equipment or additions to equipment that better enhance the ability of an individual with special needs to function. See entry for "Assistive Technology Device."

## Adequate Yearly Progress (AYP)

The minimum levels of improvement, measurable in terms of student performance, that schools must achieve within time frames specified in the No Child Left Behind Act.

## Administrative Law Judge (ALJ)

An impartial hearing officer in Maryland's Office of Administrative Hearings who presides over due process hearings in appeals under the IDEA. May also mediate disagreements under the IDEA when the parties have agreed to mediation.

## Alternate-MSA (ALT-MSA)

The Maryland School Assessment given to students who, because of significant cognitive disabilities, are unable to participate in a traditional MSA, even with accommodations. The ALT-MSA is a portfolio assessment based on an individual student's knowledge and skills in reading and mathematics or critical access skills, the underlying skills students must acquire in order to learn reading and mathematics content standards.

## Americans with Disabilities Act (ADA)

A federal civil rights law that prohibits discrimination against people with disabilities in employment and public services as well as public accommodations.

## Annual Evaluation

The meeting conducted each year to evaluate the Individualized Family Service Plan (IFSP) for a child and the child's family and, as appropriate, to revise its provisions.

## Annual Goal

Statement in an IEP that describes the anticipated measurable progress that the child reasonably can be expected to achieve in one year in each area of identified need.

## Annual Review

Yearly meeting of the IEP team to review a child's progress toward the goals and objectives in the child's current IEP, and to revise the IEP, as appropriate, for the next year.

## Appeal

A written request for a change in a decision or to make such a request.

## Assessment

1. The process of collecting information to be used by an IEP team to determine a child's need for special education and related services.  
2. The procedures used to determine the early intervention services needed by an eligible infant or toddler and the child's family.

## Assistive Technology (AT)

The application of technology, engineering or scientific principles to meet the needs of, and address the barriers confronted by, individuals with special needs.

## Assistive Technology Device

An item, piece of equipment or product system, whether acquired commercially, modified or customized, that is used to increase, maintain or improve functional capabilities of a person with a disability.

## Assistive Technology (AT) Services

A service that directly assists a child with a disability in the selection, acquisition or use of an assistive technology device.

## Behavioral Intervention Plan

A proactive plan developed by the IEP team to address a student's behavior using positive behavioral interventions, strategies and supports.

## Case Manager

The person designated to coordinate all services for a student with an IEP or for an infant or toddler receiving early intervention services and that child's family. Also known as a service coordinator.

## Child Find

A program to identify, locate and evaluate children ages birth through 21 with disabilities in Maryland who are in need of early intervention or special education and related services.

## Code of Federal Regulations (CFR)

The published regulations developed by U.S. governmental agencies under federal statutes such as the IDEA and ADA.

## Code of Maryland Regulations (COMAR)

The published regulations of Maryland state governmental agencies.

## Developmental Delay

The presence of a condition or disability that prevents a child from acquiring or demonstrating skills within the expected age range.

## Developmental Disabilities Administration (DDA)

The agency within the Maryland Department

of Health that plans, develops and directs a statewide system of services for persons with developmental disabilities and their families. Among the services are programs for individuals with developmental delays, cerebral palsy, spina bifida, epilepsy and more.

## Division of Special Education and Early Intervention Services

The division of Maryland State Department of Education (MSDE) that works with families, local early intervention systems and local school systems to ensure all children with disabilities have access to appropriate services and educational opportunities to which they are entitled under federal and state laws.

## Division of Rehabilitation Services (DORS)

The division of MSDE that supports the employment and economic independence of individuals with disabilities. Provides transition services to students with disabilities who are transitioning from school to vocational training, higher education or employment.

## Due Process Hearing

A formal legal proceeding before an administrative law judge who listens to both sides of a dispute involving the IDEA and renders a decision based upon the law, or a similar proceeding before an impartial third party in disputes involving Section 504 (a part of the Rehabilitation Act of 1973 that prohibits discrimination based upon disability.)

## Early Intervention (EI)

A system of services provided by public and private agencies to support eligible children, birth to age 3, and their families, to enhance a child's potential, growth and development.

## Evaluation

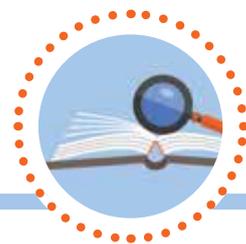
The process of reviewing information from parents, data and assessment results to determine if a child has a disability and the type of early intervention or special education and related services the child needs.

## Extended School Year (ESY) Services

An individualized extension of specific education and related services to a child with a disability that is provided beyond the normal school year at no cost to the parents. These services are determined by the child's IEP team as being needed to provide Free Appropriate Public Education (FAPE).

## Family Education Rights and Privacy Act (FERPA)

A federal law that sets rules about the privacy and confidentiality of educational records, parent access to educational records, parent amendment of educational records and the destruction of educational records.



### Family Support Network

A network of centers in each Maryland county and Baltimore City that provides information to families about community services; refers families to local support groups, workshops and advocacy groups; provides opportunities for families to network and share ideas and experiences; and helps link parents of newly identified children with special needs to parents of children with similar experiences.

### Free Appropriate Public Education (FAPE)

Special education and related services that are provided without charge, under public supervision and direction, including appropriate preschool, kindergarten, elementary and secondary education, that meet the standards of the Maryland State Department of Education and are provided in conformity with a student's IEP.

### Functional Behavioral Assessment

A process that examines a student's behavior and determines how to address the behavior through the development of a specific Behavioral Intervention Plan.

### High School Assessment (HSA)

Academic exams required to be taken by Maryland public high school students. Passing the HSA is a requirement for receiving a Maryland High School Diploma.

### Home and Hospital Teaching

Educational services provided to a child who cannot attend school because of a temporary physical or emotional condition as certified by a physician, psychiatrist or certified school or licensed psychologist.

### IEP Meeting

A prearranged meeting of the IEP team during which members of the team discuss matters related to the identification, evaluation, educational placement and the provision of FAPE for a child with a disability.

### IEP Team

The group of people, which includes a child's caregiver, responsible for identifying and evaluating children ages 3-21 with disabilities; developing, reviewing or revising IEPs and determining the placement of students with a disability in what's called the least restrictive environment (LRE).

### Inclusion

Placing individuals with disabilities in age- or grade-appropriate school or community settings and activities with individuals without disabilities.

### Independent Educational Evaluation

An assessment conducted by a qualified professional who is not employed by the school system responsible for the student's education.

### Individual Accommodation Plan

See Section 504.

### Individualized Education Program (IEP)

A written statement of, and plan for, the special education and related services to be provided to students who have a disability identified under IDEA. Developed by the IEP team, the IEP describes the student's present levels of performance, annual goals with benchmarks or short-term objectives, and describes specific special education and related services and supplementary aids that will be provided. The plan must specifically address the frequency, duration and location of services, and the methods that will be used to measure student progress.

### Individualized Family Service Plan (IFSP)

A written plan for providing early intervention and other services to an eligible infant or toddler and to the child's family.

### Individualized Plan for Employment (IPE)

A written plan outlining the rehabilitation, vocational and employment services needed by a person with a disability or serious health condition to reach an employment goal. This plan is developed by the Department of Rehabilitative Services (DORS) for post-secondary use.

### Individuals with Disabilities Education Act (IDEA)

The federal law requiring states to provide a FAPE to identified students with disabilities in the least restrictive environment. The IDEA also requires states to provide early intervention services to infants and toddlers with disabilities, birth to age 3, and their families.

### Judy Center or Judith P. Hoyer Center Early Learning Hub

Sometimes known as "Judy Centers," Judith P. Hoyer Center Early Learning Hubs combine a variety of early childhood services and resources at a single location.

### Least Restrictive Environment (LRE)

The IDEA requirement to educate students with disabilities to the maximum extent appropriate with peers who do not have disabilities.

### Local Care Team (LCT)

Established in each Maryland county and Baltimore city, LCTs are intended to support families in accessing services and supports. Local Care Teams include representatives of the local and regional child- and family-serving agencies, and serve as a place where families can get information from government agencies to help identify community resources, services or supports for their child.

### Local Lead Agency

The local agency in each county and Baltimore City responsible for the planning, supervision, monitoring and technical assistance for implementing early intervention services for infants and toddlers with disabilities.

### Local Management Board (LMB)

Board in each county and Baltimore City responsible for making decisions about local family and child service needs and implementing an interagency service delivery system to meet those needs.

### Local School System (LSS)

The local public school system responsible for educating a child.

### Manifestation Determination

The IEP or 504 team's decision as to whether there is a connection between a student's disability and any behavior that led to disciplinary action.

### Maryland Infants and Toddlers Program (MITP)

A family-centered system of early intervention services for infants and toddlers, birth to age 3, with developmental delays and disabilities.

### Maryland School Assessment (MSA)

A test of student reading, math and science that replaced the Maryland School Performance Assessment Program (MSPAP). The MSA is designed to meet the requirements of the No Child Left Behind Act.

### Maryland State Department of Education (MSDE)

The state agency responsible for general oversight of local school systems and local lead agencies to ensure these agencies operate in accordance with state and federal laws.

### Mediation

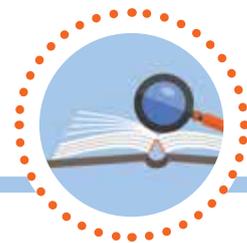
The process of having a trained professional help families and representatives from a local school system or local lead agency reach an agreement about a child's special education or early intervention services.

### Mediator

A qualified individual selected by the Office of Administrative Hearings (OAH) to mediate a disagreement under the IDEA.

### Medical Assistance

Maryland Department of Health programs that provide access to health care services for low-income residents, including the Maryland Medicaid Program.



### Natural Environment

The home or community settings that are natural or typical for a child's peers who have no disability.

### No Child Left Behind Act of 2001 (NCLB)

A federal educational reform law designed to improve student achievement by establishing curriculum content and school performance standards for public school systems.

### Nonpublic Placement

Placement of a student with a disability in an accredited, private, special education school at public expense.

### Nonpublic School

An accredited, private, special education school.

### Office of Administrative Hearings (OAH)

The Maryland state agency responsible for hearing due process appeals in IDEA disputes and for mediating disagreements involving the IDEA when the parties have agreed to mediation.

### Partners for Success: Resource Centers for Families and Schools

Centers established by each local school system, in partnership with MSDE, staffed by a parent-educator team, to assist families, students and educators by providing support, information and resources on community services for people with disabilities and their families.

### Periodic Review

A review of the IFSP conducted every six months, or at another specified interval, or at a family's request.

### Placement

The school services determined appropriate by the IEP team to meet the needs of a student with a disability in the least restrictive environment.

### Preschool Partners

Preschool Partners support families when children transition from the Infants and Toddlers Program (ITP) to the local school system (LSS) preschool special education program or other community-based early childhood setting.

### Procedural Safeguards

Standards and procedures to protect the rights of children, their parents and surrogate parents under the IDEA.

### Protection and Advocacy Agency (P&A)

A nationwide system to protect and advocate for the rights of people with developmental disabilities. In Maryland, the P&A is Disability Rights Maryland.

### Reevaluation

An evaluation conducted after an initial evaluation occurs.

### Referral

The written request asking an IEP team to evaluate a child to determine if the child has a disability and is in need of receiving special education services.

### Related Services

Developmental, corrective or supportive services needed by a student with a disability to benefit from special education.

### Residential Placement

Placement of a child with a disability in an approved, specialized educational program provided in a facility that the child attends 24 hours a day.

### Respite

Temporary child care provided to give a parent or caregiver time away from caregiving.

### Response to Intervention (RTI)

A set of teaching procedures, or processes, used by educators to help students learn a skill or a lesson.

### Screening

Review of existing information about a child to determine if the child has a disability and needs special education services.

### Section 504

Refers to Section 504 of the Rehabilitation Act of 1973, a federal law prohibiting discrimination on the basis of disability in programs and activities, public and private, that receive federal financial assistance. The 504 Plan is a written plan in compliance with Section 504 of the Rehabilitation Act of 1973, specifying the accommodations and modifications necessary to prevent disability-based discrimination by schools, programs or agencies that receive federal funds. Sometimes called an Individual Accommodation Plan.

### Service Coordinator

The individual selected by an early intervention team and designated in an IFSP to coordinate and facilitate early intervention services and integrate the family into the process. Also called a case manager.

### Service Provider

An individual who provides special education or related services to students with disabilities.

### Special Education

Specially designed instruction meeting the unique needs of a child with an educational disability under the IDEA.

### Speech and Language Pathology

Services provided by a speech-language pathologist to improve or correct speech and language or communication disorders. In early

intervention, services to support a child and the family and caregivers for enhancing the child's production of speech and communication skills.

### State Education Agency (SEA)

The state agency responsible for the supervision of public elementary and secondary schools. In Maryland, the SEA is the Maryland State Department of Education.

### State Lead Agency

The state agency responsible for the planning, supervision, monitoring and technical assistance for implementing early intervention services for infants and toddlers with disabilities. In the state of Maryland, the State Lead Agency is MSDE, Division of Special Education and Early Intervention Services.

### Supplementary Aids and Services

Aids, services and other supports provided in regular education classes or other education-related settings to enable a student with a disability to be educated in the least restrictive environment.

### Supplemental Security Income (SSI)

A federal income maintenance program administered by the Social Security Administration for individuals who meet certain financial and income requirements and are age 65 or older, or have a disability.

### Transition

1. For toddlers receiving early intervention services, a collaborative process involving families, the local Infants and Toddlers program, the public school system and, as appropriate, other community-based preschool programs to ensure uninterrupted provision of appropriate services when the child reaches age 3.
2. For students with disabilities, the process of moving from the school setting to post-school life.

### Transition Plan

A statement of the transition services that will be needed by a student with a disability upon leaving the school setting and the responsibilities of the school and other agencies in providing these services to the student.

### Transition Services

For students with disabilities, a coordinated set of services that promote movement from school to post-school life.

### Travel Training

Instruction to enable students with disabilities to navigate the environment in which they live and learn skills necessary to move safely from place to place within that environment. ■