Special Education Terms

IEP=Individualized Educational Program meeting—This meeting is to plan the learning program for the student. It tells what will be done to help the child achieve success, what services the child will receive, testing to be done, and other specific things that might be of concern to the parents and student.

MET=Multidisciplinary Evaluation Team meeting—This team decides whether the student is eligible to receive special education services.

Special Education Categories:

SLD=Specific Learning Disabilities—This category includes students with normal or above intelligence who have difficulty learning in at least one major subject such as math, reading or writing. This student cannot be having difficulty in all of these subjects, but must have a strength as well as a weakness.

CI=Cognitive Impairment—This category includes students who have below normal levels of intelligence. These students will have difficulty learning at the same level as students with higher intelligence and many times need adjusted curriculum.

EI=Emotional Impairment—This category includes students who display emotional problems.

SLI=Speech and Language Impairment—This category includes students who have difficulty forming sounds correctly (articulation) and students who are not able to understand or express themselves with the words and sentences of the language.

ASD=Autism Spectrum Disorder—This category includes students who have some characteristics of Autism. There are students who have severe autism and are barely able to function to those who have autism that is barely noticeable.

OHI=Otherwise Health Impaired

ECDD=Early Childhood Developmentally Delayed—This category includes preschool students who are experiencing some type of delay in development.

Accommodations—Accommodations are changes to the general education curriculum to help the child become successful. This may include giving the student different spelling words than the classmates are receiving.

Interventions—Interventions are changes that occur within the curriculum that are to help a student become successful. Examples of interventions are: having the student do a reduced amount of problems for an assignment or having a test read orally.

Alternate Assessments—Students in the 3rd through 9th grades take a test called the MEAP. Sometimes it is determined during an IEP that the student should take a different or alternate test. Both the MI-Access and MEAP-Access are alternate assessments.

Students in 11th grade are given the Michigan Merit Exam. The alternate assessment for that is the MME-Access.

Test Accommodations—A student who takes the MEAP may have test accommodations that would help them in the area of their disability. For example: A student who has a learning disability in reading may have the math, social studies and science test read to them. Other accommodations may be taking the test in a small group setting or having extended time to complete the test.

LRE=Least Restrictive Environment—The law states that students should be provided their education in the least restrictive environment possible. The general education classroom is the least restrictive and being in a categorical classroom for students with similar disabilities is the most restrictive.

FBA=Functional Behavioral Assessment—The Functional Behavioral Assessment is a tool used to try to understand the behavioral problems a student is experiencing and why they are experiencing them.

BIP=Behavior Intervention Plan—The Behavioral Intervention Plan is a plan created form the FBA to help the student be successful with his/her peers and in the school environment.

Procedural Safeguards—The Procedural Safeguards is a length document that tells parents their rights under the special education laws.

Title Services—Title services are provided to students who are experiencing difficulty with the general education curriculum. Usually students will receive Title Services before being referred for Special Education.

Child Study Process—The Child Study Process is a series of meeting where interventions and accommodations are put in place to help a student become successful. If these interventions are not successful the student may be referred for a special education evaluation.

Certificate of Achievement—The Certificate of Achievement is awarded to students who graduate from their personalized program in high school. A diploma can only be awarded if students pass the classes in the Michigan Merit Core. Students who are unable to do this can be placed in an alternative program that prepares them for life after high school.

Michigan Merit Core—The Michigan Merit Core is a set of classes required by the State of Michigan which students must achieve in order to receive a diploma. This includes:
- Algebra I and II, Geometry, and a senior math
- 4 credits of English Language Arts
- 3 Science credits including Biology and Physics or Chemistry
- U. S. History/Geography, World History/Geography, Civics and Economics
- Physical Education and Health
- World Language

Initial Evaluation—An initial Evaluation is the testing that is done to see if a student qualifies for special education services.

Reeval=Reevaluation—Every 3 years a student receiving special education services must be reevaluated to see if those services are still needed.

School Psychologist—The School Psychologist is a person who administers intelligence tests and academic achievement tests.

Speech Pathologist—The Speech Pathologist is a person who teaches articulation and language skills to students.

OT=Occupational Therapist—The Occupational Therapist helps students learn motor skills which help the student learn the curriculum.

Social Worker—The Social Worker helps students with social or emotional issues.

Section 504—Section 504 from the American with Disabilities Act covers students who do not qualify for special education and have a disability that affects a major life activity. For example, a student who is confined to a wheel chair would probably need a 504 to provide accommodations so that he/she can learn the curriculum.