

DEFINITIONS

The terms defined in this section represent frequently used terms associated with special education processes in PWCS. This is not an exhaustive list. Definitions are sourced from the Federal Regulations which govern the education of students with disabilities, 34 CFR Part 300, the Regulations Governing Special Education Programs for Children with Disabilities in Virginia, January 25, 2010, and PWCS special education manuals.

TERM	DEFINITION
Accommodations	Accommodations are practices and procedures in the areas of presentation, response, setting, and timing/scheduling of instruction which provide equitable access to assessment and/or instruction to students. Accommodations reduce or eliminate the effects of the student's disability, but they do not reduce the learning expectations.
Act	The Individuals with Disabilities Education Improvement Act, P.L. 108-446, December 3, 2004, §1400 et seq. (34 CFR 300.4).
Administrative Designee	Refers to a Division employee who is: <ul style="list-style-type: none"> • Designated by the Special Education Department to act on behalf of the Director of Special Education; • Qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities; • Knowledgeable about the general curriculum; • Knowledgeable about the availability of division resources; • Authorized to commit division resources; • Responsible for the eligibility process; • Responsible for the provision of Free Appropriate Public Education (FAPE); and • Responsible for assuring Least Restrictive Environment (LRE).
Adverse Educational Impact	The term "educational" in adverse educational impact refers to academic, social, emotional, motor, communicative, cognitive, vocational, and/or behavioral impact which is evidenced during the school day. The degree to which the impact of the concern is "adverse" is determined by the eligibility group on a case-by-case basis.
Age of eligibility	All eligible children with disabilities who have not graduated with a standard or advanced studies high school diploma who, because of such disabilities, are in need of special education and related services, and whose second birthday falls on or before September 30, and who have not reached their 22 nd birthday on or before September 30 (two to 21, inclusive) in accordance with the Code of Virginia. A child with a disability whose 22 nd birthday is after September 30 remains eligible for the remainder of the school year (§ 22.1- 213 of the Code of Virginia; 34 CFR 300.101(a) and 34 CFR 300.102(a)(3)(ii)).
Age of majority	The age when the procedural safeguards and other rights afforded to the parent(s) of a student with a disability transfer to the student. In Virginia, the age of majority is 18 (§ 1-204 of the Code of Virginia; 34 CFR 300.520).

TERM	DEFINITION
Agree or Agreement	See the definition for “consent.”
Alternate Assessment	The state assessment program, and any school division-wide assessment to the extent that the school division has one, for measuring student performance against alternate achievement standards for students with significant intellectual disabilities who are unable to participate in statewide Standards of Learning testing, even with accommodations (34 CFR 300.320(a)(2)(ii) and 34 CFR 300.704(b)(4)(x)).
Anecdotal Record	According to the American Association of School Administrators, 1992, <i>The nongraded primary: Making schools fit children</i> . Arlington, VA: an <i>anecdotal record</i> is “a written record kept of a child’s progress based on milestones particular to that child’s social, emotional, physical, aesthetic, and cognitive development.” The teacher observes and then records a child’s actions and work throughout the day while the activities are occurring. The recording is informal and typically is based on notes or a checklist with space for writing comments. It emphasizes “what a child can do and his or her achievements, as opposed to what he or she cannot do”. It is useful for reporting a student’s progress and achievements during parent-teacher conferences.
Antecedent	A “stimulus” or environmental event that precedes a behavior.
Assessment	<p>Educational assessment is the process of documenting, usually in measurable terms, knowledge, skills, attitudes, and beliefs.</p> <p>The term assessment is generally used to refer to ongoing activities that a teacher may utilize to accurately describe a student’s skills and progress. Though the notion of assessment is generally more complicated than the following categories suggest, assessment is often divided for the sake of convenience using the following distinctions:</p> <ol style="list-style-type: none"> 1. formative and summative; 2. objective and subjective; 3. referencing (e.g. criterion-referenced, norm-referenced); and 4. informal and formal.
Assistive Technology Device	Any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability. The term does not include a medical device that is surgically implanted, or the replacement of that device (34 CFR 300.5).

TERM	DEFINITION
Assistive Technology Service	<p>Any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. The term includes: (34 CFR 300.6)</p> <ol style="list-style-type: none"> 1. The evaluation of the needs of a child with a disability, including a functional evaluation of the child in the child's customary environment; 2. Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by children with disabilities; 3. Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices; 4. Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs; 5. Training or technical assistance for a child with a disability or, if appropriate, that child's family; and 6. Training or technical assistance for professionals (including individuals providing education or rehabilitation services), employers, or other individuals who provide services to employ or are otherwise substantially involved in the major life functions of that child.
At no cost	<p>All specially designed instruction is provided without charge but does not preclude incidental fees that are normally charged to students without disabilities or their parent(s) as part of the general education program (34 CFR 300.39(b)(1)).</p>
Audiology	<p>Services provided by a qualified audiologist licensed by the Board of Audiology and Speech-Language Pathology and includes: (Regulations Governing the Practice of Audiology and Speech-Language Pathology, 18VAC30-20; 34 CFR 300.34(c)(1))</p> <ol style="list-style-type: none"> 1. Identification of children with hearing loss; 2. Determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing; 3. Provision of habilitative activities, such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation, and speech conservation; 4. Creation and administration of programs for prevention of hearing loss; 5. Counseling and guidance of children, parents, and teachers regarding hearing loss; and 6. Determination of children's needs for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification.

TERM	DEFINITION
Autism	A developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. Autism does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance. A child who manifests the characteristics of autism after age three could be identified as having autism if the criteria in this definition are satisfied (34 CFR 300.8(c)(1)).
Avoidance	A behavior that prevents an event/stimulus from occurring.
Baseline Data	The occurrence of a behavior before an intervention. It provides comparison data between pre-intervention and post-intervention.
Behavior	Any observable and measurable act of an individual.
Behavior Intervention Plan (BIP)	A plan that utilizes positive behavioral interventions, strategies, and supports to address behavior(s) of concern.
Behavior of Concern (BOC)	A behavior that is socially significant or a safety issue, that the team determines requires changing.
Business Day	Monday through Friday, 12 months of the year, exclusive of federal and state holidays (unless holidays are specifically included in the designation of business days, as in 8VAC20- 81-150 B 4 a (2)), (34 CFR 300.11).
Calendar Day	Consecutive days, inclusive of Saturdays and Sundays. Whenever any period of time fixed by this chapter shall expire on a Saturday, Sunday, or federal or state holiday, the period of time for taking such action under this chapter shall be extended to the next day, not a Saturday, Sunday, or federal or state holiday (34 CFR 300.11).
Career and Technical Education	<p>Organized educational activities that offer a sequence of courses that: (20 USC § 2301 et seq.)</p> <ol style="list-style-type: none"> 1. Provides individuals with the rigorous and challenging academic and technical knowledge and skills the individuals need to prepare for further education and for careers (other than careers requiring a master's or doctoral degree) in current or emerging employment sectors; 2. May include the provision of skills or courses necessary to enroll in a sequence of courses that meet the requirements of this subdivision; or 3. Provides, at the postsecondary level, for a one-year certificate, an associate degree, or industry-recognized credential and includes competency-based applied learning that contributes to the academic knowledge, higher- order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupational-specific skills.

TERM	DEFINITION
Case Manager	The educator who is knowledgeable about the student, is responsible for managing the special education or 504 processes, ensures that accommodations are provided per IEP specifications, and delivers specialized instruction to the students eligible under IDEA and/or qualified under Section 504.
Caseload	The number of students served by special education personnel.
Central Office Eligibility	A special education eligibility meeting which includes staff from the SED along with representatives from the school, as needed. Central office eligibilities may be conducted for a variety of reasons. They are commonly initiated as a result of requests from school administrators or by the SED.
Central Office Review	A local Prince William County procedure which offers parents and school staff an informal method for resolving disputes prior to or after initiating a state mediation or due process appeal.
Change in Identification	A change in the categorical determination of the child's disability by the group that determines eligibility.

TERM	DEFINITION
Change in Placement or Change of Placement	<p>When the local educational agency places the child in a setting that is distinguishable from the educational environment to which the child was previously assigned and includes: (34 CFR 300.102(a)(3)(iii), 34 CFR 300.532(b)(2)(ii) and 34CFR 300.536)</p> <ol style="list-style-type: none"> 1. The child's initial placement from general education to special education and related services; 2. The expulsion or long-term removal of a student with a disability; 3. The placement change that results from a change in the identification of a disability; 4. The change from a public school to a private day, residential, or state-operated program; from a private day, residential, or state-operated program to a public school; or to a placement in a separate facility for educational purposes; 5. Termination of all special education and related services; or 6. Graduation with a standard or advanced studies high school diploma. <p>A "change in placement" also means any change in the educational setting for a child with a disability that does not replicate the elements of the educational program of the child's previous setting.</p> <p><u>For the purposes of discipline, means:</u> (34 CFR 300.536)</p> <ol style="list-style-type: none"> 1. A removal of a student from the student's current educational placement is for more than 10 consecutive school days; or 2. The student is subjected to a series of removals that constitute a pattern because they cumulate to more than 10 school days in a school year, and because of factors such as: <ol style="list-style-type: none"> 1. The length of each removal; 2. The child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; 3. The total amount of time the student is removed; or 4. The proximity of the removals to one another.
Chapter	Refers to the Regulations Governing Special Education Programs for Children with Disabilities in Virginia, effective July 7, 2009.
Charter Schools	Any school meeting the requirements for charter as set forth in the Code of Virginia (§§ 22.1-212.5 through 22.1-212.16 of the Code of Virginia; 34 CFR 300.7).
Child	Any person who shall not have reached his 22nd birthday by September 30 of the current year.

TERM	DEFINITION
Child with a Disability	A child evaluated in accordance with the provisions of this chapter as having an intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disability (referred to in this part as "emotional disability"), an orthopedic impairment, autism, traumatic brain injury, an other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities who, by reason thereof, needs special education and related services. This also includes developmental delay if the local educational agency recognizes this category as a disability in accordance with 8VAC20-81-80 M 3. If it is determined through an appropriate evaluation that a child has one of the disabilities identified but only needs a related service and not special education, the child is not a child with a disability under this part. If the related service required by the child is considered special education rather than a related service under Virginia standards, the child would be determined to be a child with a disability (§ 22.1-213 of the Code of Virginia; 34 CFR 300.8(a)(1) and 34 CFR 300.8(a)(2)(i) and (ii)).
Co-Teaching	A service delivery option with two or more professionals sharing responsibility for a group of students for some or all of the school day in order to combine their expertise to meet student needs.
Cognitive Impairment	See Intellectual Disability, Regulations Governing Special Education Programs for Children with Disabilities in Virginia, January 2010.
Collaboration	Interaction among professionals as they work toward a common goal. Teachers do not necessarily have to engage in co-teaching in order to collaborate.
Complaint	A request that the Virginia Department of Education investigate an alleged violation by a local educational agency of a right of a parent(s) of a child who is eligible or suspected to be eligible for special education and related services based on federal and state law and regulations governing special education or a right of such child. A complaint is a statement of some disagreement with procedures or process regarding any matter relative to the identification, evaluation, or educational placement of the child, or the provision of a free appropriate public education (34 CFR 300.151).
Comprehensive Evaluation	For the purposes of eligibility, the term means an evaluation that assesses all areas of concern regarding a student's academic and/or functional performance, even in areas not typically related to a suspected disability.
Comprehensive Services Act (CSA)	Establishes the collaborative administration and funding system for services for certain at-risk youths and their families (Chapter 52 (§ 2.2-5200 et seq.) of Title 2.2 of the Code of Virginia).
Consensus	An opinion held by all or most of general agreement.

TERM	DEFINITION
Consent	<p>(34 CFR 300.9)</p> <ol style="list-style-type: none"> 1. The parent(s) or eligible student has been fully informed of all information relevant to the activity for which consent is sought in the parent's(s') or eligible student's native language, or other mode of communication; 2. The parent(s) or eligible student understands and agrees, in writing, to the carrying out of the activity for which consent is sought, and the consent describes that activity and lists the records (if any) that will be released and to whom; and 3. The parent(s) or eligible student understands that the granting of consent is voluntary on the part of the parent(s) or eligible student and may be revoked any time. <p>If a parent revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked. Revocation ceases to be relevant after the activity for which consent was obtained was completed.).</p> <p>The meaning of the term "consent" is not the same as the meaning of the term "agree" or "agreement." "Agree" or "agreement" refers to an understanding between the parent and the local educational agency about a particular matter and as required in this chapter. There is no requirement that an agreement be in writing, unless stated in this chapter. The local educational agency and parent(s) should document their agreement.</p>
Consequence	Environmental events/ stimulus presented that occur right after the behavior.
Consult and Monitor	A service delivery option used to describe IEP services other than direct instruction. Consultation and monitoring are inherent in all IEP service delivery options. Consult/monitor means that (a) the special education teacher provides service on the IEP goals through collaborating with other professionals in order to make instructional decisions; and (b) collects data through a variety of methods to document student progress in order to make instructional decisions.
Continuum of Placement Options	From least to most restrictive, includes services delivered in general classes, special classes, special schools, home instruction, and instruction in hospitals and institutions (CFR 300.115).
Controlled Substances	A drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances act in State and Federal Regulations.
Core Academic Subjects	Means English, reading or language arts, mathematics, science, foreign languages, civics, and government, economics, arts, history, and geography (34 CFR 300.10).
Correctional Facility	Any state facility of the Virginia Department of Corrections or the Virginia Department of Juvenile Justice, any regional or local detention home, or any regional or local jail (§§ 16.1-228 and 53.1-1 of the Code of Virginia).

TERM	DEFINITION
Counseling Services	Services provided by qualified visiting teachers, social workers, psychologists, guidance counselors, or other qualified personnel (34 CFR 300.34(c)(2); Licensure Regulations for School Personnel (8VAC20-22)).
Dangerous Weapon	A weapon, device, instrument, material, or substance, animate or inanimate, that is used for or is readily capable of, causing death or bodily injury, except that such term does not include a pocket knife with a blade of less than three inches in length (18 USC § 930(g)(2); § 18.2-308.1 of the Code of Virginia).
Day	Calendar day unless otherwise indicated as business day or school day (34 CFR 300.11).
Deaf-Blindness	Simultaneous hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness (34 CFR 300.8(c)(2)).
Deafness	A hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects the child's educational performance (34 CFR 300.8(c) (3)).
Destruction of Information	Physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable (34 CFR 300.611(a)).
Developmental Delay	<p>A disability affecting a child ages two by September 30 through six, inclusive: (34 CFR 300.8(b); 34 CFR 300.306(b))</p> <ol style="list-style-type: none"> 1. (i) Who is experiencing developmental delays, as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development, or (ii) who has an established physical or mental condition that has a high probability of resulting in developmental delay; 2. The delay(s) is not primarily a result of cultural factors, environmental or economic disadvantage, or limited English proficiency; and <p>The presence of one or more documented characteristics of the delay has an adverse effect on educational performance and makes it necessary for the student to have specially designed instruction to access and make progress in the general educational activities for this age group.</p>
Differential Reinforcement of an Incompatible Behavior (DRI)	A schedule of reinforcement in which a desired behavior is reinforced that is incompatible with the behavior of concern. For example: When out of seat behavior is selected for reduction, then in seat behavior is reinforced as it cannot coexist at the same time as out of seat behavior.
Differential Reinforcement of Other Behavior (DRO)	A schedule of reinforcement for which reinforcement occurs when the behavior of concern does not occur during a specified period of time.

TERM	DEFINITION
Differentiation	An organized yet flexible way of proactively adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to achieve his or her maximum growth. It ensures that what a student learns, how he or she learns it, and how the student demonstrates what he or she has learned is a match for that student's readiness level, interests, and preferred mode of learning.
Direct Functional Behavior Assessment	Documentation of a behavior assessment which collects data on the behavior(s) of concern as they occur.
Direct Instruction	The explicit teaching of a skill-set.
Direct Services	Services provided to a child with a disability directly by the Virginia Department of Education, by contract, or through other arrangements (34 CFR 300.175).
Disability Category	Categories recognized in Virginia are: intellectual disability; deafness, hearing impairment; speech or language impairment; visual impairment; emotional disability; orthopedic impairment; autism; traumatic brain injury; other health impairment; specific learning disability; deaf-blindness; multiple disabilities; developmental delay; or student with a disability.
Discrete Trial	A series of learning opportunities with a definite beginning and end.
Due Process Hearing	An administrative procedure conducted by an impartial special education hearing officer to resolve disagreements regarding the identification, evaluation, educational placement and services, and the provision of a free appropriate public education that arise between a parent(s) and a local educational agency. A due process hearing involves the appointment of an impartial special education hearing officer who conducts the hearing, reviews evidence, and determines what is educationally appropriate for the child with a disability (34 CFR 300.507).
Duration	How long a behavior lasts.
Dyslexia	This term refers to a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.
Early Identification and Assessment of Disabilities	The implementation of a formal plan for identifying a disability as early as possible in a child's life (34 CFR 300.34(c)(3)).

TERM	DEFINITION
Education Record	Those records that are directly related to a student and maintained by an educational agency or institution or by a party acting for the agency or institution. The term also has the same meaning as "scholastic record." In addition to written records, this also includes electronic exchanges between school personnel and parent(s) regarding matters associated with the child's educational program (e.g., scheduling of meetings or notices). This term also includes the type of records covered under the definition of "education record" in the regulations implementing the Family Education Rights and Privacy Act (20 USC § 1232g(a)(3); § 22.1-289 of the Code of Virginia; 34 CFR 300.611(b)).
Educational Performance	A student's academic and non-academic behaviors which are required during the school day. Educational performance can be determined through various measures including grades, non-standardized and standardized test results, classroom observations, and curriculum-based assessments.
Educational Placement	The overall instructional setting in which the student receives his education including the special education and related services provided. Each local educational agency shall ensure that the parents of a child with a disability are members of the group that makes decisions on the educational placement of their child (34 CFR 300.327).
Educational Service Agencies and Other Public Institutions or Agencies	(34 CFR 300.12) <ol style="list-style-type: none"> 1. Regional public multiservice agencies authorized by state law to develop, manage, and provide services or programs to local educational agencies; 2. Recognized as an administrative agency for purposes of the provision of special education and related services provided within public elementary schools and secondary schools of the state; 3. Any other public institution or agency having administrative control and direction over a public elementary school or secondary school; and 4. Entities that meet the definition of intermediate educational unit in § 602(23) of the Act as in effect prior to June 4, 1997.
Eligible Student	A child with a disability who reaches the age of majority and to whom the procedural safeguards and other rights afforded to the parent(s) are transferred.

TERM	DEFINITION
Emotional Disability	<p>This term refers to a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a student's educational performance:</p> <ol style="list-style-type: none"> 1. An inability to learn that cannot be explained by intellectual, sensory, or health factors; 2. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers; 3. Inappropriate types of behaviors or feelings under normal circumstances; 4. A general pervasive mood of unhappiness or depression; or 5. A tendency to develop physical symptoms or fears associated with personal or school problems. <p>Emotional disability includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disability as defined.</p>
Equal Access	Equal opportunity of a qualified person with a disability to participate in or benefit from educational aid, benefits, or services.
Equipment	Machinery, utilities, and built-in equipment, and any necessary enclosures or structures to house machinery, utilities, or equipment and all other items necessary for the functioning of a particular facility as a facility for the provision of educational services, including items such as instructional equipment and necessary furniture, printed, published and audio-visual instructional materials, telecommunications, sensory, and other technological aids and devices and books, periodicals, documents, and other related materials. (34 CFR 300.14)
Escape	A behavior that terminates an event/stimulus.
Evaluation	Procedures used in accordance with this chapter to determine whether a child has a disability and the nature and extent of the special education and related services that the child needs. (34 CFR 300.15)
Excess Costs	<p>Those costs that are in excess of the average annual per-student expenditure in a local educational agency during the preceding school year for an elementary school or secondary school student, as may be appropriate, and that shall be computed after deducting: (34 CFR 300.16)</p> <ol style="list-style-type: none"> 1) Amounts received: <ol style="list-style-type: none"> a) Under Part B of the Act; b) Under Part A of Title I of the ESEA; and c) Under Parts A and B of Title III of the ESEA; and 2) Any state or local funds expended for programs that would qualify for assistance under any of the parts described in subdivision 1a of this definition but excluding any amounts for capital outlay or debt service.

TERM	DEFINITION
Extended School Year Services	Special education and related services that: (34 CFR 300.106(b)) <ol style="list-style-type: none"> 1. Are provided to a child with a disability: <ol style="list-style-type: none"> a. Beyond the normal school year of the local educational agency; b. In accordance with the child's individualized education program; c. At no cost to the parent(s) of the child; and 2. Meet the standards established by the Virginia Department of Education.
Extinction	Withholding the reinforcers that maintain the behavior of concern (BOC) to reduce the occurrence of the behavior of concern.
Fading	Gradually reducing the strength or rate of a prompt or other help or cue.
Federal Financial Assistance	Any grant, loan, contract or any other arrangement by which the U.S. Department of Education provides or otherwise makes available assistance in the form of funds, services of federal personnel, or real and personal property (34 CFR 104.3(h)).
Formal Observation (Direct Observation)	An observation that is personally seen (or heard) by the observer and immediately recorded.
Free Appropriate Public Education (FAPE)	Special education and related services that: (34 CFR 300.17) <ol style="list-style-type: none"> 1. Are provided at public expense, under public supervision and direction, and without charge; 2. Meet the standards of the Virginia Board of Education; 3. Include an appropriate preschool, elementary school, middle school or secondary school education in Virginia; and 4. Are provided in conformity with an individualized education program that meets the requirements of this chapter.
Frequency	The number of times a behavior occurs during an observation period.
Function Based Intervention	Using interventions that are based on “why” a behavior of concern is occurring (decreases the BOC while increasing the replacement behavior).
Function of Behavior	“Why” a behavior is occurring (Gain attention, Gain tangibles/activities, Escape/Avoid, Gain Sensory Stimulation).
Functional Behavior Assessment	A process to determine the underlying cause or functions of a student’s behavior that impede the learning of the student or the learning of the student’s peers.
General Curriculum (“General Education”)	The same curriculum used with children without disabilities adopted by a local educational agency, schools within the local educational agency or, where applicable, the Virginia Department of Education for all children from preschool through secondary school. The term relates to content of the curriculum and not to the setting in which it is taught.
Generalization	Transferring a skill taught in one place, or with one person, to other places and people.
Graphs	Visual display of collected objective information on behavior like frequency, duration, intensity, and latency that allow a team to view the data over time.

TERM	DEFINITION
Hearing Impairment	An impairment in hearing in one or both ears, with or without amplification, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness in this section (34 CFR 300.8(c)(5)).
Highly Qualified Special Education Teacher	A teacher has met the requirements as specified in 34 CFR 300.18 for special education teachers in general, for special education teachers teaching core academic subjects, for special education teachers teaching to alternate achievement standards, or for special education teachers teaching multiple subjects as it applies to their teaching assignment (34 CFR 300.18).
Home-based Instruction	Services that are delivered in the home setting (or other agreed upon setting) in accordance with the child's individualized education program.
Homebound Instruction	Academic instruction provided to students who are confined at home or in a health care facility for periods that would prevent normal school attendance based upon certification of need by a licensed physician or licensed clinical psychologist. For a child with a disability, the IEP team shall determine the delivery of services, including the number of hours of services (Regulations Establishing Standards for Accrediting Public Schools in Virginia, 8VAC20-131-180).
Home Instruction	Instruction of a child or children by a parent(s), guardian or other person having control or charge of such child or children as an alternative to attendance in a public or private school in accordance with the provisions of the Code of Virginia. This instruction may also be termed home schooling (§ 22.1-254.1 of the Code of Virginia).

TERM	DEFINITION
Homeless Children	<p>The term "homeless children and youth" in § 725 (42 USC § 11434a) of the McKinney-Vento Homeless Assistance Act, as amended, 42 USC § 11431 et seq. and listed below: (34 CFR 300.19) The term "homeless children and youth" means individuals who lack a fixed, regular, and adequate nighttime residence within the meaning of § 103(a)(1) of the McKinney-Vento Homeless Assistance Act and includes the following:</p> <ol style="list-style-type: none"> 1. Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to a lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement; 2. Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings within the meaning of § 103(a)(2)(C); 3. Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and 4. Migratory children (as such term is defined in § 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless because the children are living in circumstances described in subdivisions 1 through 3 of this definition. <p>The term "unaccompanied youth" includes a youth not in the physical custody of a parent or guardian.</p>
Home Tutoring	<p>Instruction by a tutor or teacher with qualifications prescribed by the Virginia Board of Education, as an alternative to attendance in a public or private school and approved by the division superintendent in accordance with the provisions of the Code of Virginia. This tutoring is not home instruction as defined in the Code of Virginia (§ 22.1-254 of the Code of Virginia).</p>
Hypothesis	<p>A statement of the relationship of the antecedent(s) to the behavior of concern followed by the given consequence(s) that predicts the function of the behavior.</p>
Illegal Drug	<p>A controlled substance, but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act, 21 USC § 812(c), or under any other provision of federal law (34 CFR 300.530(i)(2)).</p>
Impartial Special Education Hearing Officer	<p>The person, selected from a list maintained by the Office of the Executive Secretary of the Supreme Court of Virginia to conduct a due process hearing.</p>

TERM	DEFINITION
Implementation Plan	The plan developed by the local education agency designed to operationalize the decision of the hearing officer in cases that are fully adjudicated.
Inclusive Practices	Behaviors which welcome every student into the school community and all school activities.
Incompatible Behavior	Behaviors which an individual cannot do at the same time. For example: sitting and standing are incompatible.
Indirect Data Collection	Data collected via records review, interviews, and/or work samples.
Independent Educational Evaluation	An evaluation conducted by a qualified examiner or examiners who are not employed by the local educational agency responsible for the education of the child in question (34 CFR 300.502 (a)(3)(i)).
Individualized Education Program or IEP	A written statement for a child with a disability that is developed, reviewed, and revised in a team meeting in accordance with this chapter. The IEP specifies the individual educational needs of the child and what special education and related services are necessary to meet the child's educational needs (34 CFR 300.22).
Individualized Education Program Team	A group of individuals described in 8VAC20-81-110 that is responsible for developing, reviewing, or revising an IEP for a child with a disability (34 CFR 300.23).
Individualized Family Services Plan (IFSP) under Part C of the Act	A written plan for providing early intervention services to an infant or toddler with a disability eligible under Part C and to the child's family (34 CFR 303.24; 20 USC § 636).
Infant and Toddler with a Disability	<p>A child, ages birth to two, inclusive, whose birthday falls on or before September 30, or who is eligible to receive services in the Part C early intervention system up to age three, and who: (§2.2-5300 of the Code of Virginia; 34 CFR 300.25)</p> <ol style="list-style-type: none"> 1. Has delayed functioning; 2. Manifests atypical development or behavior; 3. Has behavioral disorders that interfere with acquisition of developmental skills; or 4. Has a diagnosed physical or mental condition that has a high probability of resulting in delay, even though no current delay exists.
Informed Parental Consent	See “Consent.”
Initial Placement	The first placement for the child to receive special education and related services in either a local educational agency, other educational service agency, or other public agency or institution for the purpose of providing special education or related services.
Instructional Level	The instructional level is the level at which a student can perform with assistance from a teacher.

TERM	DEFINITION
Intellectual Disability	Significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance (34 CFR 300.8(c)(6)).
Intensity	The force with which a behavior occurs.
Interim Alternative Education Setting	A term for an educational setting and program other than the student's current placement that enables the student to continue to receive educational services according to his or her Individualized Education Program.
Interpreting Services	As used with respect to children who are deaf or hard of hearing, means services provided by personnel who meet the qualifications set forth under 8VAC20-81-40 and includes oral transliteration services, cued speech/language transliteration services, sign language transliteration and interpreting services, and transcription services, such as communication access real-time translation (CART), C-Print, and TypeWell and interpreting services for children who are deaf-blind. A child who is not deaf or hard of hearing, but who has language deficits, may receive interpreting services as directed by the child's Individualized Education Program (Regulations Governing Interpreter Services for the Deaf and Hard of Hearing 22VAC20-30; 34 CFR 300.34(c)(4)(i)).
Intervention	The process used to impose changes.
Intervention Team	Formerly referred to as the Child Study Committee, is a multidisciplinary, problem solving team. This team meets regularly to identify, implement, and make recommendations related to specific student needs.
Latency	Refers to how much time passes between a prompt or initial event of some kind and the occurrence of the behavior.
Least Restrictive Environment (LRE)	To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and that special classes, separate schooling or other removal of children with disabilities from the general educational environment occurs only when the nature or severity of the disability is such that education in general classes with the use of supplementary aids and services cannot be achieved satisfactorily (34 CFR 300.114 through 34 CFR 300.120).
Level I Service	The provision of special education to children with disabilities for less than 50% of their instructional school day (excluding intermission for meals). The time that a child receives special education services is calculated on the basis of special education services described in the individualized education program, rather than the location of services.
Level II Service	The provision of special education and related services to children with disabilities for 50% or more of the instructional school day (excluding intermission for meals). The time that a child receives special education services is calculated on the basis of special education services described in the individualized education program, rather than the location of services.

TERM	DEFINITION
Limited English Proficient	<p>With respect to an individual: (20 USC § 7801(25); 34 CFR 300.27)</p> <ol style="list-style-type: none"> 1. Who is aged 2 through 21; 2. Who is enrolled or preparing to enroll in an elementary school or secondary school; or 3. Who: <ol style="list-style-type: none"> a. Was not born in the United States or whose native language is a language other than English; b. Is a Native American or Alaska Native, or a native resident of the outlying areas, and comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or c. Is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and 4. Whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual: <ol style="list-style-type: none"> a. The ability to meet Virginia's proficient level of achievement on Virginia's assessments; b. The ability to successfully achieve in classrooms where the language of instruction is English; or c. The opportunity to participate fully in society.
Local Educational Agency (LEA)	<p>A local school division governed by a local school board, a state-operated program that is funded and administered by the Commonwealth of Virginia or the Virginia School for the Deaf and the Blind at Staunton. Neither state-operated programs nor the Virginia School for the Deaf and the Blind at Staunton are considered a school division as that term is used in these regulations (§ 22.1-346 C of the Code of Virginia; 34 CFR 300.28).</p>
Long-term Placement	<p>If used in reference to state-operated programs as outlined in 8VAC20-81-30 H, means those hospital placements that are not expected to change in status or condition because of the child's medical needs.</p>
Long-term Removal	<p>Any removal from the current placement by the school administrator for more than 10 consecutive school days in a school year; or, when the student is subjected to a series of removals that constitute a pattern:</p> <ol style="list-style-type: none"> 1. Because they accumulate more than 10 school days in a school year; 2. Because the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in a series of removals; and 3. Because of such additional factors such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another.

TERM	DEFINITION
Manifestation Determination Review (MDR)	A process to examine all relevant information and the relationship between the student's disability and the behavior subject to the disciplinary action.
Mass Screening	Generally, refers to screenings performed on all students. An example would be the mass health screenings required by Virginia regulations to be completed within 60 days of a student entering the public schools or at regular intervals in grades 3, 7, and 10.
Mediation	A process to resolve disputes between parents of a student with a disability and local educational agencies including the identification, evaluation, or educational placement and services of the student, the provision of a free appropriate public education to the student and matters arising prior to the filing of a state complaint or request for a due process hearing. Mediation is available to resolve these issues at any time a joint request is made to the Virginia Department of Education from a school representative and a parent. Detailed information can be found in Regulations Governing Special Education Programs for Children with Disabilities in Virginia, January 2010.
Medical Services	Services provided by a licensed physician or nurse practitioner to determine a child's medically related disability that results in the child's need for special education and related services (§ 22.1-270 of the Code of Virginia; 34 CFR 300.34(c)(5)).
Modifications	Changing (generally to reduce) the curriculum or accompanying assessment expectations. Modifications may result in implications which adversely affect a student throughout his/her educational career (Graduation options may be limited).
Motivator	An item or action that increases the occurrence of the behavior it proceeds.
Multiple Disabilities	Simultaneous impairments (such as intellectual disability with blindness, intellectual disability with orthopedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness (34 CFR 300.8(c)(7)).
National Instructional Materials Center (NIMAC)	<p>The national center established to do the following: (34 CFR 300.172)</p> <ol style="list-style-type: none"> 1. Receive and maintain a catalog of print instructional materials prepared in the NIMAS, as established by the U.S. Secretary of Education, made available to such center by the textbook publishing industry, state educational agencies, and local educational agencies; 2. Provide access to print instructional materials, including textbooks, in accessible media, free of charge, to blind or other persons with print disabilities in elementary schools and secondary schools, in accordance with such terms and procedures as the NIMAC may prescribe; and 3. Develop, adopt and publish procedures to protect against copyright infringement, with respect to print instructional materials provided in accordance with the Act.

TERM	DEFINITION
National Instructional Materials Accessibility Standard (NIMAS)	The standard established by the United States Secretary of Education to be used in the preparation of electronic files suitable and used solely for efficient conversion of print instructional materials into specialized formats (34 CFR 300.172).
Native Language	If used with reference to an individual of limited English proficiency, means the language normally used by that individual, or, in the case of a child, the language normally used by the parent(s) of the child, except in all direct contact with a child (including evaluation of the child), the language normally used by the child in the home or learning environment. For an individual with deafness or blindness, or for an individual with no written language, the mode of communication is that normally used by the individual (such as sign language, Braille, or oral communication) (34 CFR 300.29).
Nonacademic Services and Extracurricular Services	May include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the local educational agency, referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by the local educational agency and assistance in making outside employment available (34 CFR 300.107(b)).
Notice	Written statements in English or in the primary language of the home of the parent(s), or, if the language or other mode of communication of the parent(s) is not a written language, oral communication in the primary language of the home of the parent(s). If an individual is deaf or blind, or has no written language, the mode of communication would be that normally used by the individual (such as sign language, Braille, or oral communication) (34 CFR 300.503(c)).
Observation	May be formal or informal and must be conducted by a qualified individual to gain more information about an individual student.
Occupational Therapy	Services provided by a qualified occupational therapist or services provided under the direction or supervision of a qualified occupational therapist and includes: (Regulations Governing the Licensure of Occupational Therapists (18VAC85-80-10 et seq.); 34 CFR 300.34(c)(6)) <ol style="list-style-type: none"> 1. Improving, developing, or restoring functions impaired or lost through illness, injury, or deprivation; 2. Improving ability to perform tasks for independent functioning if functions are impaired or lost; and Preventing, through early intervention, initial or further impairment or loss of function.
Operant Conditioning	A type of learning in which an individual's behavior is modified by its antecedents and consequences.
Operational Definition	Providing a concrete, specific description of a behavior.

TERM	DEFINITION
Orientation & Mobility	<p>Services provided to students who are blind or visually impaired by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community; and includes travel training instruction, and teaching students the following, as appropriate:</p> <ol style="list-style-type: none"> 1. Spatial and environmental concepts and use of information received by the senses (e.g. sound, temperature, and vibration) to establish, maintain, or regain orientation and line or travel (e.g. using sound at a traffic light to cross the street); 2. To use the long cane or service animal to supplement visual travel skills or as a tool for safely negotiating the environment for students with no available travel vision; 3. To understand and use remaining vision and distance low vision aids; and 4. Other concepts, techniques, and tools.
Orthopedic Impairment	<p>A severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures) (34 CFR 300.8(c)(8)).</p>
Other Health Impairment	<p>Having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia and Tourette syndrome that adversely affects a child's educational performance (34 CFR 300.8(c)(9)).</p>
Paraprofessional	<p>Also known as paraeducator, an appropriately trained employee who assists and is supervised by qualified professional staff in meeting the requirements of this chapter (34 CFR 300.156(b)(2)(iii)).</p>

<p>Parent</p>	<p>As defined by (§ 20-124.6 of the Code of Virginia; 34 CFR 99.4 and 34 CFR 300.30)</p> <ol style="list-style-type: none"> 1. Persons who meet the definition of “parent”; <ol style="list-style-type: none"> a. A biological or adoptive parent of a student; b. A foster parent: <ol style="list-style-type: none"> 1. If the biological parent(s)’ authority to make educational decisions on the student’s behalf has been extinguished under the law 2. The student is in permanent foster care pursuant to the Code of Virginia or comparable law in another state; and 3. The foster parent has an ongoing, long-term parental relationship with the student, is willing to make the educational decisions required of the parent under this chapter, and has no interest that would conflict with the interest of the student; c. A guardian generally authorized to act as the student’s parent, or authorized to make educational decisions for the student (but not guardian ad litem, or the state if the student is a ward of the state); d. An individual acting in the place of a natural or adoptive parent (including a grandparent, step-parent, or other relative) with whom the student lives, or an individual who is legally responsible for the student’s welfare; e. A surrogate parent who has been appointed in accordance with requirements detailed under 8VAC20-81-220; or f. A minor who is emancipated under § 16.1-333 of the Code of Virginia. 2. If a judicial decree or order identifies a specific person(s) under subdivisions 1a through 1e of this subsection to act as the parent of a student or to make educational decisions on behalf of a student, then such person(s) shall be determined to be the parent for purposes of this definition. 3. Parent does not include local or state agencies or their agents, including local departments of social services, even if the student is in the custody of such an agency. 4. The biological or adoptive parent, when attempting to act as the parent under this chapter and when more than one parent is qualified under this section to act as a parent, shall be presumed to be the parent for purposes of this section unless the natural or adoptive parent does not have legal authority to make educational decisions for the student. 5. Noncustodial parents whose parental rights have not been terminated are entitled to all parent rights and responsibilities available under this chapter, including access to their child’s records. 6. Custodial stepparents have the right to access the student’s record. Noncustodial stepparents do not have the right to access the student’s record. 7. A validly married minor who has not pursued emancipation under § 16.1-333 of the code of Virginia may assert implied emancipation
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TERM	DEFINITION
	based on the minor’s marriage record and, thus, assumes responsibilities of “parent” under this chapter.
Parent Counseling and Training	Assisting parents in understanding the special needs of their child, providing parents with information about child development, and helping parents to acquire the necessary skills that will allow them to support the implementation of their child’s IEP or IFSP (34 CFR 300.34(c)(8)).
Participating Agency	A state or local agency (including a Comprehensive Services Act team), other than the local educational agency responsible for a student’s education, that is financially and legally responsible for providing transition services to the student. The term also means any agency or institution that collects, maintains, or uses personally identifiable information, or from which information is obtained under Part B of the Act (34 CFR 300.611(c), 34 CFR 300.324(c) and 34 CFR 300.321(b)(3)).
Pattern	Series of short-term removals that constitute a pattern of removals: <ul style="list-style-type: none"> • Because the removals cumulate to more than 10 school days in a school year; • Because the child’s behavior is substantially similar to the child’s behavior in previous incidents that results in the series of removals; and • Because of such additional factors such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another (8VAC20-81-160).
Pattern of Behavior	A recurrent way of acting by an individual or group toward a given object or in a given situation.
Picture Exchange Communication System (PECS)	A unique augmentative/alternative communication system developed for use with children and adults with autism and other social communication deficits. People using PECS are taught to exchange a picture of a desired item with a “teacher,” who immediately honors the request.
People First Language	Language that puts the person before the disability, and describes what a person has, not who a person is. Students identified with a disability are students first. Examples of people first language: <ul style="list-style-type: none"> • He has a cognitive disability; • She has a developmental delay; • He receives special education services; • He has a diagnosis of Down syndrome; • She communicates with her eyes/device/etc; • She has a learning disability; and, • He has a mental health diagnosis.
Performance Deficit	When a student has the skills to do the appropriate behavior, but either chooses not to do so or, for reasons such as anxiety, anger, frustration, or a medical condition, cannot perform the behavior.

TERM	DEFINITION
Personally Identifiable	Information that contains the following: (34 CFR 300.32) <ol style="list-style-type: none"> 1. The name of the child, the child's parent, or other family member; 2. The address of the child; 3. A personal identifier, such as the child's social security number or student number; or 4. A list of personal characteristics or other information that would make it possible to identify the child with reasonable certainty.
Physical Education	The development of: (34 CFR 300.39(b)(2)) <ol style="list-style-type: none"> 1. Physical and motor fitness; 2. Fundamental motor skills and patterns; and 3. Skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports). The term includes special physical education, adapted physical education, movement education, and motor development.
Physical Therapy	Services provided by a qualified physical therapist or under the direction or supervision of a qualified physical therapist upon medical referral and direction (Regulations Governing the Practice of Physical Therapy, 18VAC112-20; 34 CFR 300.34(c)(9)).
Planned Ignoring	Deliberate withholding of attention, verbal interaction, and physical contact for a short duration.
Positive Behavior Interventions and Supports (PBIS)	A nationally recognized approach to support positive academic and behavioral outcomes for all students. Through focused attention on data collection and analyses, PBIS provides a framework of proactive, evidence-based prevention and intervention behavioral strategies that aid schools in defining, teaching, and supporting appropriate student behaviors in a positive school culture.
Precorrections	Specific behavioral prompts that remind students of the expected actions/behaviors.
Present Level of Academic Achievement and Functional Performance (PLP)	Provides a statement which is required as part of an Individualized Education Program. The statement is the basis for the areas of need and the annual goals that will follow. The PLP describes the student's present level of educational performance and the impact of the student's disability in relation to his/her access and progress in the general curriculum. For preschool students, the PLP describes how the disability affects the student's participation in appropriate activities. The PLP is written in objective, measurable terms using specific data.
Preventions	The action of stopping something from happening or arising.
Prior Written Notice (PWN)	Written information provided to parents when the school division proposes or refuses to initiate a change in the identification, evaluation, or educational placement of a student, or the provision of a free appropriate public education.

TERM	DEFINITION
Private School Children with Disabilities	Children with disabilities enrolled by their parent(s) in private, including religious, schools or facilities that meet the definition of elementary school or secondary school as defined in this section other than children with disabilities who are placed in a private school by a local school division or a Comprehensive Services Act team in accordance with 8VAC20-81-150 (34 CFR 300.130).
Proactive	Creating or controlling a situation by causing something to happen rather than responding to it after it has happened.
Procedural Safeguards	A series of rights under the IDEA set forth at 8VAC20-81-170. See also, document entitled “Your Family’s Special Education Rights in Virginia” which informs parents of their special education rights including how families and schools can resolve problems.
Program	The special education and related services, including accommodations, modifications, supplementary aids and services, as determined by a child's individualized education program.
Prompts	Input that encourages a student to perform a behavior or activity.
Proper Notice	The amount of time and the method by which parents are informed and provided the opportunity to participate in meetings regarding special education decisions relating to their child.
Proximity	Standing or sitting close to student(s) to decrease undesired behavior(s) while increasing desired behavior(s).
Psychological Services	<p>Those services provided by a qualified psychologist or under the direction or supervision of a qualified psychologist, including: (34 CFR 300.34(c)(10))</p> <ol style="list-style-type: none"> 1. Administering psychological and educational tests, and other assessment procedures; 2. Interpreting assessment results; 3. Obtaining, integrating, and interpreting information about child behavior and conditions relating to learning; 4. Consulting with other staff members in planning school programs to meet the special needs of children as indicated by psychological tests, interviews, direct observation, and behavioral evaluations; 5. Planning and managing a program of psychological services, including psychological counseling for children and parents; and 6. Assisting in developing positive behavioral intervention strategies.
Public Expense	The local educational agency either pays for the full cost of the service or evaluation or ensures that the service or evaluation is otherwise provided at no cost to the parent(s) (34 CFR 300.502(a)(3)(ii)).

TERM	DEFINITION
Public Notice	The process by which certain information is made available to the general public. Public notice procedures may include, but not be limited to, newspaper advertisements, radio announcements, television features and announcements, handbills, brochures, electronic means, and other methods that are likely to succeed in providing information to the public.
Qualified Person who has a Disability	A "qualified handicapped person" as defined in the federal regulations implementing the Rehabilitation Act of 1973, as amended (29 USC § 701 et seq.).
Qualify/Eligible	A "qualified handicapped person" as defined in the federal regulations implementing the Rehabilitation Act of 1973, as amended (29 USC § 701 et seq.).
Qualitative Data	Deals with descriptions, it is data that can be observed but not measured (Anecdotal).
Quantitative Data	Data that can be expressed as a number or quantified (Frequency, duration, latency).
Recreation	Includes: (34 CFR 30.34(c)(11)) <ol style="list-style-type: none"> 1. Assessment of leisure function; 2. Therapeutic recreation services; 3. Recreation program in schools and community agencies; and 4. Leisure education.
Redirection	The act of helping a student to re-focus on whatever they are being asked to do at a given point in time.
Reevaluation/ Three Year Reevaluation	A reevaluation must occur at least every three years to determine that a student continues to require specialized instruction. A reevaluation may be requested by the student's parent, teacher, or other authority.
Rehabilitative Counseling Services	Services provided by qualified personnel in individual or group sessions that focus specifically on career development, employment preparation, achieving independence, and integration in the workplace and community of a student with a disability. The term also includes vocational rehabilitation services provided to students with disabilities by vocational rehabilitation programs funded under the Rehabilitation Act of 1973 (29 USC § 701 et seq.), as amended (34 CFR 300.34(c)(12)).
Reinforcer	An event/item/action that increases the occurrence of the behavior it follows.
Reinforcement	An event/item/action which maintains or increases the probability of a behavior.
Reinforcement Inventory/Menu	Also known as preference assessment. A list of action/event/items that the student can choose from for reinforcement. Can also be a historical record of previous reinforcers.

TERM	DEFINITION
Related Services	Transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education and includes speech-language pathology and audiology services; interpreting services; psychological services; physical and occupational therapy; recreation, including therapeutic recreation; early identification and assessment of disabilities in children; counseling services, including rehabilitation counseling; orientation and mobility services; and medical services for diagnostic or evaluation purposes. Related services also include school health services and school nurse services; social work services in schools; and parent counseling and training. Related services do not include a medical device that is surgically implanted including cochlear implants, the optimization of device functioning (e.g., mapping), maintenance of the device, or the replacement of that device. The list of related services is not exhaustive and may include other developmental, corrective, or supportive services (such as artistic and cultural programs, and art, music and dance therapy), if they are required to assist a child with a disability to benefit from special education (§ 22.1-213 of the Code of Virginia; 34 CFR 300.34(a)).
Removal	Excluding the student from the student's current educational placement, generally, due to inappropriate behavior.
Removal from School	When a student is excluded from school by the LEA for any reason. This includes in-school suspension and suspension from the bus.
Replacement Behavior	The replacement of an undesired behavior with a specific desired behavior that meets the same function of the undesired behavior.
Respondent Conditioning	Also known as classical conditioning, a type of learning in which an individual's behavior is consistently elicited by a reflexive or classically conditioned stimulus.
Response to Intervention (RtI)	Refers to a tiered, proactive intervention approach for students experiencing educational challenges in the general curriculum. If the student does not respond to targeted, scientifically-based interventions, the student may be referred to determine special education eligibility using documentation from interventions used from RtI process in the eligibility decision.
School Day	Any day, including a partial day, that children are in attendance at school for instructional purposes. The term has the same meaning for all children in school, including children with and without disabilities (34 CFR 300.11).
School Health Services and School Nurse Services	Health services that are designed to enable a child with a disability to receive FAPE as described in the child's IEP. School nurse services are services provided by a qualified school nurse. School health services are services that may be provided by either a qualified school nurse or other qualified person (§ 54.1-3000 et seq.) of the Code of Virginia; 34 CFR 300.34(c)(13)).

TERM	DEFINITION
Scientifically Based Research	<p>Research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs and includes research that: (20 USC § 9501(18); 34 CFR 300.35)</p> <ol style="list-style-type: none"> 1. Employs systematic, empirical methods that draw on observation or experiment; 2. Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn; 3. Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators; 4. Is evaluated using experimental or quasi- experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random- assignment experiments, or other designs to the extent that those designs contain within- condition or across- condition controls; 5. Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and 6. Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.
Screening	Those processes that are used routinely with all students to identify previously unrecognized needs and that may result in a referral for special education and related services or other referral or intervention.
Section 504	That section of the Rehabilitation Act of 1973, as amended, which is designed to eliminate discrimination on the basis of disability in any program or activity receiving federal financial assistance (29 USC § 701 et seq.).
Separate Incidents of Misconduct	Misconduct occurring at different times.
Serious Bodily Injury	Bodily injury that involves substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ or mental faculty (18 USC § 1365(h)(3); 34 CFR 300.530(i)(3)).
Services Plan	A written statement that describes the special education and related services the local educational agency will provide to a parentally placed child with a disability enrolled in a private school who has been designated to receive services, including the location of the services and any transportation necessary, and is developed and implemented in accordance with 8VAC20-81-150 (34 CFR 300.37).

TERM	DEFINITION
Setting Events	The context in which a behavior occurs, either immediately before the behavior (antecedent/fast trigger), or long in advance of the behavior (distal antecedent/slow trigger).
Severe Disabilities	This term is no longer used. See Intellectual Disability.
Severity	The magnitude or amount of variation in the behavior.
Short-term Removal	<p>A removal for a period up to ten consecutive school days or ten cumulative school days in one school year.</p> <ul style="list-style-type: none"> • School personnel may implement a short-term removal of a student with a disability from the student’s current educational setting to an appropriate interim alternative educational setting, another setting, or suspension, to the extent those alternatives are applied to a student without disabilities. • Additional short-term removals may be given to a student with a disability in a school year for separate incidents of misconduct as long as the removals do not constitute a pattern [of removals]. • If the short-term removals constitute a pattern, the requirements for long-term removals must be implemented. <ul style="list-style-type: none"> ○ PWCS staff determines when isolated, short-term removals for unrelated instances of misconduct are considered a pattern. ○ These removals only constitute a change in placement if PWCS staff determines there is a pattern.
Skill Deficit	When a student does not perform a desired behavior, because the student does not know how.
Small Group Instruction	Refers to a reduced-size group, which enables students to receive more individualized instruction and feedback.
Social Work Services in Schools	<p>Those services provided by a school social worker or qualified visiting teacher, including: (Licensure Regulations for School Personnel, 8VAC20-22-660; 34 CFR 300.34(c)(14))</p> <ol style="list-style-type: none"> 1. Preparing a social or developmental history on a child with a disability; 2. Group and individual counseling with the child and family; 3. Working in partnership with parents and others on those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; 4. Mobilizing school and community resources to enable the child to learn as effectively as possible in the child's educational program; and 5. Assisting in developing positive behavioral intervention strategies for the child. <p>A local educational agency, in its discretion, may expand the role of a school social worker or visiting teacher beyond those services identified in this definition, as long as the expansion is consistent with other state laws and regulations, including licensure.</p>

TERM	DEFINITION
Socially Significant	Behavior that is important for an individual to do (or not do) in order to successfully function within their environment. The extent to which an undesired behavior impacts a student’s functioning/learning and/or that of others.
Special Class	A classroom taught by a special education teacher in which only special education students are enrolled. It is sometimes referred to as a self-contained class.
Special Education	<p>Specially designed instruction, at no cost to the parent(s), to meet the unique needs of a student with a disability, including instruction conducted in a classroom, in the home, in hospitals, in institutions, and in other settings and instruction in physical education. This term includes each of the following if it meets the requirements of the definition of special education: (§ 22.1-213 of the Code of Virginia; 34 CFR 300.39)</p> <ol style="list-style-type: none"> 1. Speech-language pathology services or any other related service, if the service is considered special education rather than a related service under state standards; 2. Vocational education; and 3. Travel training.
Special Education Hearing Officer	The term "impartial hearing officer" as that term is used in the Act and its federal implementing regulations.
Specially Designed Instruction	<p>Adapting, as appropriate to the needs of an eligible child under this chapter, the content, methodology, or delivery of instruction: (34 CFR 300.39(b)(3))</p> <ol style="list-style-type: none"> 1. To address the unique needs of the child that result from the child's disability; and 2. To ensure access of the child to the general curriculum, so that the child can meet the educational standards that apply to all children within the jurisdiction of the local educational agency.
Specific Learning Disability	A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities; of intellectual disabilities; of emotional disabilities; of environmental, cultural, or economic disadvantage. (§ 22.1-213 of the Code of Virginia; 34 CFR 300.8(c)(10))
Speech or Language Impairment	A communication disorder, such as stuttering, impaired articulation, expressive or receptive language impairment, or voice impairment that adversely affects a child's educational performance (34 CFR 300.8(c)(11)).

TERM	DEFINITION
Speech-Language Pathology Services	(34 CFR 300.34(c)(15)) <ol style="list-style-type: none"> 1. Identification of children with speech or language impairments; 2. Diagnosis and appraisal of specific speech or language impairments; 3. Referral for medical or other professional attention necessary for the habilitation of speech or language impairments; 4. Provision of speech and language services for the habilitation or prevention of communicative impairments; and 5. Counseling and guidance of parents, children, and teachers regarding speech and language impairments.
State Assessment Program	The state assessment program in Virginia under the Act that is the component of the state assessment system used for accountability.
State Educational Agency	The Virginia Department of Education (34 CFR 300.41).
State-operated Programs	Programs that provide educational services to children and youth who reside in facilities according to the admissions policies and procedures of those facilities that are the responsibility of state boards, agencies, or institutions (§§ 22.1-7, 22.1-340 and 22.1-345 of the Code of Virginia).
Standards-Based Education	Uses the Standards of Learning curriculum as the basis for designing instruction and assessment. Student performance is used to determine the effectiveness of the instruction for the particular content with a group of learners, as well as necessary adjustments to instruction.
Stay Put Provision	When there is a disagreement between the school division and the parent(s), a student with a disability remains in the current educational placement until the disagreement is resolved, unless the division and parents otherwise agree.
Strategic Instruction	A set of specific steps that leads to a desired outcome. Instructional strategies must be directly taught and modeled by the teacher. Students must be given many opportunities to practice the strategy. Over time, the instructional strategies taught by the teacher become internalized by students as learning strategies. Strategic instruction teaches students to understand a strategy, procedures to use the strategy, and usefulness of the strategy. These are required components when teaching new strategies to students so that they understand when and why to use them.
Supplementary Aids and Services	Aids, services, and other supports that are provided in general education classes or other education-related settings to enable children with disabilities to be educated with children without disabilities to the maximum extent appropriate in accordance with this chapter (34 CFR 300.42).
Surrogate Parent	A person appointed in accordance with procedures set forth in this chapter to ensure that children are afforded the protection of procedural safeguards and the provision of a free appropriate public education (34 CFR 300.519).
Task Analysis	The process of breaking down a complex skill into its component parts.

TERM	DEFINITION
Team Teaching	A teaching method in which two or more teachers teach the same subject/theme. The teachers may alternate teaching the entire group or divide the group into sections or classes that rotate between the teachers. Team teaching involves a group of instructors working purposefully, regularly, and cooperatively to help a group of students of any age learn. Together, teachers set goals for a course, design a syllabus, prepare lesson plans, teach students, and evaluate results.
Termination of Services/No Longer Eligible/ Declassify	Occurs when the eligibility group determines that the student is no longer a student with a disability who needs special education and related services and parental consent for termination has been secured. The local educational agency shall evaluate the student before determining the student is no longer eligible.
Threat Assessment	A PWCS general education process. It is a fact-based process relying primarily on an appraisal of behaviors to identify potentially dangerous or violent situations and address them. When conducted for students with disabilities, the protections of the IDEA must also be maintained.
Time Sampling	An observable recording system in which an observation period is divided into equal intervals to measure the presence/absence of behavior following specified time intervals. Can be partial, whole, or interval sampling.
Timely Manner	If used with reference to the requirement for National Instructional Materials Accessibility Standard, means that the local educational agency shall take all reasonable steps to provide instructional materials in accessible formats to children with disabilities who need those instructional materials at the same time as other children receive instructional materials (34 CFR 300.172(b)(4)).
Transfer from Part C (Early Intervention Program for Infants and Toddlers with Disabilities) Services	Individualized Family Services Plan (IFSP) to be taken to support the transition of the child to: (34 CFR 300.124) <ol style="list-style-type: none"> 1. Early childhood special education to the extent that those services are appropriate; 2. Or other services that may be available, if appropriate.
Transfer Student	A student who moves into the Division from another school division during the same school year is considered a transfer student.
Transition Plan	A coordinated set of activities designed to assist students with disabilities as they transition between education levels. Most commonly used for transition from high school to adulthood, this plan is required to be included in the first IEP to be in effect when the student turns 14 years old and is then updated annually thereafter.

TERM	DEFINITION
Transition Services	<p>“Secondary Transition Services” means a coordinated set of activities for a student with a disability that is designed within a results-oriented process that: (34 CFR 300.43)</p> <ol style="list-style-type: none"> 1. Is focused on improving the academic and functional achievement of the student with a disability to facilitate the student’s movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. 2. Is based on the individual student’s needs, taking into account the student’s strengths, preferences, and interests and includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives and, if appropriate, acquisition of daily living skills and functional vocational evaluation. <p>Transition services for students with disabilities may be special education, if provided as specially designed instruction, or related services, if they are required to assist a student with a disability to benefit from special education.</p>
Transportation	<p>(34 CFR 300.34(c)(16))</p> <ol style="list-style-type: none"> 1. Travel to and from school and between schools; 2. Travel in and around school buildings; and 3. Specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a child with a disability.
Traumatic Brain Injury	<p>An acquired injury to the brain caused by an external physical force or by other medical conditions, including stroke, anoxia, infectious disease, aneurysm, brain tumors, and neurological insults resulting from medical or surgical treatments, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. Traumatic brain injury applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. Traumatic brain injury does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma. (34 CFR 300.8(c)(12)).</p>
Travel Training	<p>Providing instruction, as appropriate, to children with significant cognitive disabilities, and any other children with disabilities who require this instruction, to enable them to: (34 CFR 300.39(b)(4))</p> <ol style="list-style-type: none"> 1. Develop an awareness of the environment in which they live; and 2. Learn the skills necessary to move effectively and safely from place to place within that environment (e.g., in school, in the home, at work, and in the community).

TERM	DEFINITION
Triggers	An antecedent that repeatedly occurs and creates an association which leads to the occurrence of an undesired behavior.
Universal Design	Has the meaning given the term in § 3 of the Assistive Technology Act of 1998, as amended, 29 USC § 3002. The term "universal design" means a concept or philosophy for designing and delivering products and services that are usable by people with the widest possible range of functional capabilities, which include products and services that are directly usable (without requiring assistive technologies) and products and services that are made usable with assistive technologies (34 CFR 300.44).
Virginia Alternative Assessment Program (VAAP)	A multiple-choice assessment designed to evaluate the performance of students with significant cognitive disabilities in grades 3-8 and high school. It is based on academic content standards derived from the Standards of Learning (SOL) in reading, mathematics, and science that have been reduced in depth, breadth, and complexity. These content standards are referred to as the Virginia Essentialized Standards of Learning (VESOL).
Virginia Regulations	Regulations Governing Special Education Programs for Children with Disabilities in Virginia.
Virginia School for the Deaf and Blind (VSDB) at Staunton	The Virginia school under the operational control of the Virginia Board of Education. The Superintendent of Public Instruction shall approve the education programs of this school (§ 22.1-346 of the Code of Virginia).
Visual Impairment including Blindness	An impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness (34 CFR 300.8(c)(13)).
Vocational Education	For the purposes of special education, means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment or for additional preparation for a career not requiring a baccalaureate or advanced degree, and includes career and technical education (34 CFR 300.39(b) (5)).
Ward of the State	A child who, as determined by the state where the child resides is: (34 CFR 300.45) <ol style="list-style-type: none"> 1. A foster child; 2. A ward of the state; or 3. In the custody of a public child welfare agency. "Ward of the state" does not include a foster child who has a foster parent who meets the definition of a "parent".
Weapon	Dangerous weapon under 18 USC § 930(g)(2), (34 CFR 530(i)(4)).

