



## Special Education Lingo

**Accommodations:** Tools or changes made to your child's learning experience. Your child still is expected to meet the same standards as peers.

**Annual goals:** Goals created by the IEP team that work towards a child's future education, employment and independent living. Goals are always based on data.

**Assistive technology (AT):** Any device that helps your child communicate better. AT ranges from simple tools (like highlighters) to high-tech software (like apps that read text aloud).

**Behavior Intervention Plan (BIP):** A unique plan created to teach and reward wanted behavior.

**Due process:** A formal process to resolve disagreements with a school about special education.

**Extended School Year services (ESY):** Special education services provided to a child outside of the regular school day. It is often given when a child loses skills during a school break.

**Free Appropriate Public Education (FAPE):** All children have the right to education. Students with disabilities are no different-they have the right to be educated for free in an appropriate environment and by certified teachers.

**Functional Behavior Assessment (FBA):** Data collected by observing your child to see when challenging behavior occurs. It identifies what happens before and after the behavior. This information is used to create a BIP.

**Individuals with Disabilities Education Act (IDEA):** A federal law that guarantees all children with disabilities have a free and appropriate education.

**Individual Education Program (IEP):** A plan created by a child's teachers, parents, and other school staff. It helps a child grow and prepare for further education, employment, and independent living.

**IEP Team:** The group of people that writes and implements an IEP. Those on the team include general education teachers, special education teachers, parents, school district representatives (IEP coordinator or administrator), and support providers.

**Least restrictive environment (LRE):** The place your child learns should be with their peers as much as possible. A disability should never stop a child from being with their peers. The amount of time spent with peers is based on the abilities and challenges of each child.

**Modification:** A change in what a student is expected to learn and demonstrate.

**Parent report:** A document written by a parent. The report includes your child's strengths and challenges faced at school, home, and in the community.

**Progress Monitoring (PM):** How a school will report progress made on IEP goals.

**Present level of performance (PLOP, PLP, PLAF, PLAAF):** A snapshot of how your child is doing right now. PLOP describes your child's academic skills (such as reading level) and functional skills (talking with others or writing with a pencil). The school prepares this report for the IEP meeting. This information (data) is used to create annual IEP goals.

**Special education:** Teaching methods to meet the unique needs of your child. It should be designed to give her access to the general education curriculum.

**Supplementary aids and services:** Supports to help your child learn in the general education classroom. They can include equipment, assistive technology, or training for staff to work with your child.

**Related services:** Any support services your child needs. They include speech/language therapy, occupational therapy, physical therapy, counseling, transportation, etc.

**Transition plan:** Part of the IEP written no later than age 16. It focuses on life after high school. Your teen and the IEP team create the plan together. Goals in the transition plan go beyond school to practical life skills and job training.

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