

Appendix A

Acronyms, Abbreviations, and Definitions (Romanczuk's definitions, unless otherwise noted)

504 (or Section 504). The section of the Rehabilitation Act of 1973 (Public Law 93-112, 29 U.S. Code 794) that prohibits discrimination based on handicapping condition by organizations that use federal funding. In education, Section 504 is usually invoked for disabilities not otherwise covered by IDEA (such as diabetes and attention deficit disorder) since the broader equal protection and due process laws apply to all U.S. citizens.

ADA The Americans with Disabilities Act of 1990.

Appropriate placement. By “appropriate,” the laws generally mean that the setting is the right one for the student. However, the total learning environment is also considered. Therefore, if a student is too dangerous or disruptive in a setting, he may be placed in a more restrictive one, even if it is less educationally appropriate for his own needs. “Age appropriateness” is also considered and refers to chronological age only, not some derived “mental age” (Lauer & Bright, 1990, p. 28).

CDC Comprehensive Developmental Classroom. Students with various disabilities, usually the most profoundly disabled, who have limited interactions with the general education population. The staff to student ratios are kept low in such classes.

Continuum of Alternative Placements. The IEP goals must precede any placement decision. The IEP team must start by considering a general education classroom placement for the student at the school he or she would attend if not disabled. However, the team does not have to actually try the GenEd placement if they deem it inappropriate for the student. On the other hand, neither can the IEP team decide on a CDC or other restrictive placement without first considering the less restrictive placements between this and a GenEd placement. Whether or not supplemental aids or services would educationally benefit the student in a less restrictive environment. If so, the more restrictive environment is not allowed.

CSPD Consolidated System of Personnel Development. Many of the U.S. government's special education laws include requirement for continued training of special education staff and initial training/cross training for general education professionals. The main CSPD goal from the SpEd perspective is ensuring that there are always sufficient numbers of personnel with the skills and knowledge necessary to meet the needs of students with disabilities.

Early Intervention (Part H of IDEA laws). Services for infants and toddlers (up to three years old, when they are covered by the usually SpEd laws) aimed at correcting deficit areas early so that the child may not need SpEd services later.

EHA Education of All Handicapped Children Act of 1974, became Public Law 94-142. The first large scale attempt at the federal level to establish and prescribe special education laws.

FAPE Free, Appropriate Public Education. All United States children are entitled to a kindergarten through twelfth grade public education at public expense, that is no direct costs to themselves or their parents and appropriate to their needs and abilities. This education must be

provided regardless of the nature and severity of a student's disability and also include equal access nonacademic, extracurricular activities that are open to any GenEd student.

General Education (GenEd). Kindergarten through twelfth grade public education of students without disabilities. May also be called regular education. A GenEd teacher is one who has no SpEd certifications (whether or not she teaches SpEd students).

IDEA The Individuals with Disabilities Education Act (Public Law 101-476 and 102-119, also 34 CFR Parts 300 and 301). Also IDEA 97 (for the 1997 reauthorization, Public Law 105-17).

IEP Individualized Education Program, the annual listing of present levels of performance, goals, benchmarks, and services for the current year, level of involvement in the general curriculum and activities of the school, and a description of how the student will participate in state-wide assessment. It is a legally binding document and should be considered a legal document, not necessarily an educational one.

IFSP Individual Family Service Plan. The IEP counterpart for children from birth to 3 years old.

Inclusion. Long-term placement in regular classrooms with close special education support. An included child usually has a SpEd homeroom.

Integration. Tends to refer to the total school environment, how integration the SpEd population is with the GenEd population campus wide.

LEA Local Educational Agency. The school district where the student is enrolled.

LRE Least Restrictive Environment. It is the educational setting that combines the most freedom and the best supervision for special education students. It is often used to mean the setting least segregated from the general school population.

Mainstreaming. A long-term placement in general education, with minimal supports and services that are special education. For example, a student who gets only one hour a week of speech therapy and spends the rest of his school time in general education classes is considered mainstreamed. Use of this term has been declining in recent years, with "inclusion" or "included" gaining favor.

OCR The United States Department of Education's Office of Civil Rights.

Related Services. Specialized services such as physical therapy, occupational therapy, vision training, an attendant, etc. that are available to students with disabilities only (and are listed on the IEP).

Reverse Mainstreaming. Bringing GenEd students to an isolated or SpEd only site, such as a hospital or institution. This is different from school campus instances of bringing the student council into the CDC class (for example). One source (CASE and PAI, 2003) calls the latter "artificial integration" (p. 2).

Satisfactory Education. Education laws guarantee only exposure to an adequate educational experience, not the best education possible, or even an education in the regular, GenEd classroom. Academics are not the only measure of educational benefit, though they are the most

important consideration. On the other hand, that a student requires more attention than any of the others in the classroom is not a good enough reason to remove him from the GenEd class.

SDC Social Development Classroom. SDCs are for those students diagnosed with emotional or behavior disorders. They may have students with other disabilities assigned to the SDC class as well, especially if they are prone to verbal or physical outbursts. SDC student populations tend to be almost all boys. Like CDCs, the staff to student ratios are kept low in SDC classes.

Special Education (SpEd). Instruction tailored to the needs of students with disabilities. This instruction can occur in various settings and can also include specialized physical education.

SEA State Educational Agency. The department (bureau, office, etc.) of education for an individual state.