

1. affect isolation	child does not respond to the usual signs of affection such as smiles and hugs
2. The Americans with Disabilities Act (ADA)	This law signed by President Bush in 1990 extends the Vocation Rehabilitation Act of 1973 by protecting all individuals with disabilities from discrimination and requires employers to make reasonable accommodations for employees with disabilities. While this law does not deal directly with education, it does clarify the civil rights of all people with disabilities and ensures that buildings, transportation, and other public places (including schools) are accessible to people with disabilities.
3. Anecdotal records	notes recorded by the teacher concerning an area of interest or concern with a particular student. focus on observable behaviors and should be descriptive
4. Assessment of All Students	Historically students receiving special education services were not included in state, district, or school-wide assessment of student performance. IDEA 97 corrected this by requiring that by July, 2000, each state must assess the academic progress of students who have IEPs by including them in the standardized assessments other students take or by using an alternative assessment process. Students who need appropriate adaptations such as extended time or large print during assessments are entitled to these adaptations.
5. Autism	A developmental disability significantly affecting verbal and non-verbal communication and social interaction, generally evident before age three, that adversely affects educational performance.
6. Backward chaining	begins with a target task, works backwards to prerequisite sub-skills teaching to dress oneself, self help skills, etc
7. Baseline	collecting data about a target behavior before certain interventions are implemented
8. Behavior modification	a systematic approach toward the modification of behavior. Has effect of strengthening, maintaining, or weakening target behaviors.
9. Characteristics of Autism	sensory deficit, severe affect isolation, self stimulation, self-injurious behavior, echolalia, severe deficits in behavior and self-care skills
10. Characteristics of ED students	lower academic performance, social skill deficits, disruptive classroom behavior, aggressive behavior, delinquency, withdrawn behavior
11. Characteristics of ID	IQ of 70 or below, limited cognitive ability, memory deficits, adaptive behavior deficits
12. Characteristics of LD	hyperactivity, perceptual difficulties, perceptual-motor difficulties, disorders of memory and thinking, impulsiveness, academic problems
13. Characteristics of mild learning, intellectual, and behavioral disabilities	lack of interest in schoolwork, prefer concrete rather than abstract lessons, weak listening skills, low achievement, respond better to active learning tasks, prefer help in regular classroom, higher dropout rate,
14. Criterion referenced test	individual's performance is measured against mastery of curriculum criteria rather than to other students
15. Curriculum-Based assessment	assessment of an individual's performance of objectives of a curriculum, such as a reading or math program.
16. Deaf-Blindness	Simultaneous hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that a child cannot be accommodated in special education programs solely for children with deafness or children with blindness.
17. Deafness	A hearing impairment which is so severe that a child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects educational performance.

18. Discipline	IDEA 97 provides that if needed, the IEP must include strategies for addressing student behavior issues. A behavior plan must be developed, if a student is suspended or placed in an alternative interim placement. If a student with disabilities brings a weapon or drugs to school, the school now has the option to place the student in an alternative placement for up to 45 days; and that placement must provide continued special education services.
19. Due Process	Procedures which protect students with disabilities and their parents in all special education affairs. Specifically, if a disagreement regarding a student's eligibility for special education, no changes can be made in the student's services until an impartial hearing, and if necessary, the appropriate court resolves the issue. School personnel are also protected if they disagree with parents' requests for services; they also may use due process procedures to resolve the dispute.
20. Duration Recording	Measuring the length of time a behavior lasts ex: tantrums, time out of class, crying
21. echolalia	parrot talk. repeated what is played on television, what others say, etc
22. Error analysis	Mistakes on a student's test are noted and categorized by type.
23. Evaluation and Eligibility	IDEA 97 clarifies that when parents consent to have their child evaluated, they are not consenting to possible future special education placement. Students cannot be made eligible for special education because of past poor instruction or because of language differences. Previous requirements that a comprehensive reevaluation occurs every three years can be modified if the family desires; already existing information can be used rather than repeated administration of standardized tests.
24. Event recording	The number of times a target behavior occurs during an observation period
25. Expressive writing	poetic- requires knowledge of formal literary style
26. Factors that affect student learning	the way students learn, how learning is presented, and the background knowledge a student possesses
27. Formal assessment	standardized tests have specific procedures for administration, norming, scoring, and interpretations. Include intelligence and achievement tests.
28. Formative assessment	provides on going feedback student progress and the success of instructional methods and materials
29. Forward chaining	instruction is initiated on the first sub-skill of a task sequence. Once mastery is reaching, instruction continues to next sub-skill
30. Free and Appropriate Education (FAPE)	Students with disabilities are entitled to attend public schools and to receive the educational services they need at no cost to parents.
31. Frequency	The number of times a behavior occurs in a time interval
32. General Education Teacher Involvement	IDEA 97 stipulates that at least one general educator must participate as a member of a student's IEP team. The IEP also must directly address the student's participation in general education and must justify placements that are not in general education.
33. Generalization	the occurrence of a learned behavior in the presence of a stimulus other than the one that produced the initial response. ex: child knows sound "b" and "d" and word "dad" will probably be able to pronounce "bad" when presented it
34. Hearing Impairment	An impairment in hearing, whether permanent or fluctuating, which adversely affects a child's educational performance but which is not included under the definition of "deafness."

35. How is sub-average intellectual functioning determined	two or more standard deviations below the mean on a standardized test of intelligence
36. IDEA 97	The second reauthorization of P.L. 94-142 provided seven significant changes which greatly affect schools, teachers, and educational and assessment practices. Those changes include: 1) General Education Teacher Involvement; 2) Evaluation and Eligibility; 3) Assessment of All Students; 4) Discipline; 5) Transition; 6) Paraprofessionals; and 7) Mediation.
37. IDEA's Early Intervention Program	Intervention directed to the needs of children, from birth to age three, who need early intervention because they: 1) are experiencing developmental delays in one or more of the following areas: cognitive, physical, language/speech, psychosocial, or self-help skills; 2) have a physical or mental condition that has a high probability of resulting in delay, such as Down's syndrome, cerebral palsy, etc.; or 3) at the state's discretion, are at risk medically or environmentally for substantial development delays if early intervention is not provided.
38. Important skills during infancy/early childhood	sensory motor, self-help, communication, and socialization
39. Important skills during late adolescence/adulthood	vocational skills and social responsibilities
40. Important skills during middle childhood/early adolescence	abilities involving learning processes and interpersonal social skills
41. Individualized Education Program (IEP)	Services for students with disabilities must be tailored for each student, which is accomplished by annually developing or revising this document, to include a statement of the student's current performance levels, a set of goals and accompanying short-term benchmarks or objectives for achieving the goals. This document clearly specifies who is responsible for delivering various aspects of the student's education instruction, how progress will be evaluated, and where and how long services will be provided.
42. Individuals with Disabilities Education Act (IDEA)	The 1990 reauthorization of P.L. 94-142 (EHA) provided more suitable person-first language and replaces the unfavorable labeling language of "the handicapped" in the title of the legislation. This law added significantly to providing education to very young children with disabilities and preparing older students for transition to post-secondary life. Two new categories of disability - autism and traumatic brain injury - were added to the already existing categories of learning disabilities, speech/language impairments, intellectual disability (mental retardation), emotional disturbance, hearing impairments, visual impairments, deaf-blindness, orthopedic impairments, multiple disabilities, and other health impairments. The reauthorization also funded projects to promote the inclusion of students with severe disabilities in general education.
43. an individual with SLD exhibits a discrepancy between	achievement and potential
44. Informal assessment	non-standardized tests such as criterion referenced tests and teacher-prepared tests.
45. Intellectual Disability (formerly known as Mental Retardation)	Significantly sub-average general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a child's educational performance.
46. Intensity	the degree of a behavior as measured by its frequency and duration

47. Interval recording	involves breaking the observation into an equal number of time intervals, such as ten-second intervals during a 5-minute period. At the end of each interval, the observer notes the presence or absence of the target behavior. Works well with long lasting behaviors like pencil tapping, day dreaming, etc
48. Latency	the length of time that elapses between presentation of a stimulus(question) and the response (answer)
49. Least Restrictive Environment (LRE)	Students with disabilities must be educated in the least restrictive environment in which they can succeed with support. For most students, this environment is the general education classroom.
50. Mediation	According to IDEA 97 and as part of due process procedural rights, each state must make mediation available to parents as an early and informal strategy for resolving disputes over a student with disabilities' identification, placement, or services. The State bears the cost of mediation, parents do not have to mediate, and mediation may not delay a possible due process hearing.
51. Modeling	teacher gives positive reinforcement to students who exhibit desirable behaviors.
52. Momentary time sampling	measures behaviors of a group of individuals or several behaviors of the same individual. Usually brief, can be conducted at fixed or variable intervals
53. Multiple Baseline Design	May be used to test effectiveness of an intervention Collect initial baseline data, remove intervention for a period of time, and collect data again. second baseline- remove intervention and collect data again.
54. Multiple Disabilities	Simultaneous impairments (combination of two or more), the combination of which causes such severe educational problems that the child cannot be accommodated in a special education program solely for one of the impairments, excluding children with deaf-blindness.
55. Nondiscriminatory Evaluation	Instruments used in accessing students that do not discriminate on the basis of race, culture, or disability. In considering eligibility for special education, students must be accessed by a multidisciplinary team in their native language using tests that directly relate to the are(s) of concern for which the child was referred.
56. Norm reference test	Individual's performance is compared to the group that was used to calculate the performance standards on a standardized test
57. Operational Definition	the description of the behavior and its measurable components
58. Orthopedic Impairment	A severe impairment which adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly (e.g. clubfoot, absence of limb, etc.), impairments causes by disease (e.g. poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g. cerebral palsy, amputations, and fractures or burns which causes contractures).
59. Other Health Impairment	Having limited strength, vitality, or alertness, due to chronic or acute health problems, such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes, which adversely affects a child's educational performance. Note: Office of Special Education and Rehabilitative Services clarified definition 09/16/1991 to include children with attention deficit disorder (ADD/ADHD).
60. Paraprofessionals	IDEA 97 states paraprofessionals, teaching assistants, aides, and like personnel must be trained for their jobs and appropriately supervised.
61. Phonology	system of rules about sounds and sound combinations
62. Piaget's stages of development	sensory motor (birth-2) pre-operatinon (2-7) concrete operational (7-11) formal operational (7-15)
63. Possible reasons for social skills deficits	lack of suitable role models, lack of opportunity to observe and practice skills, lack of previous instruction in certain skills, and cultural differences which may create conflicts (differences in personal space boundaries)

64. Public Law 94-142, known as the Education for the Handicapped Act of 1975 (EHA)	This law set federal guidelines for special education services. It translated early court decisions into civil rights principles for students with disabilities and mandated the six concepts that have guided special education practice.
65. Reliability	The consistency (stability) of a test over time to measure what it is supposed to measure
66. Section 504 of the Vocational Rehabilitation Act of 1973	A civil rights law that prevents discrimination against all persons with disabilities in programs that receive federal funds. It ensures equal opportunity for students' participation in the full range of school activities. Also, through this law, some students who are not eligible for special education services may receive accommodations to assist them to be successful in school.
67. Serious Emotional Disturbance	<p>A condition exhibiting one or more of the following characteristics over an extended period of time and to a marked degree, which adversely affects educational performance:</p> <ul style="list-style-type: none"> a) an inability to learn which cannot be explained by intellectual, sensory, or health factors; b) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; c) inappropriate types of behavior or feelings under normal circumstances; d) a general pervasive mood of unhappiness or depression; e) a tendency to develop physical symptoms or fears associated with personal or school problems. <p>The term includes children who have schizophrenia, but does not include children who are socially maladjusted, unless it is determined that they have a serious emotional disturbance.</p>
68. Six principles mandated by P.L. 94-142, Education for the Handicapped Act of 1975	<ul style="list-style-type: none"> 1) Free and Appropriate Public Education (FAPE) 2) Least Restrictive Environment (LRE) 3) Individualized Education Program (IEP) 4) Nondiscriminatory Evaluation 5) Due Process 6) Zero Reject and Child Find
69. Specific Learning Disability	A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing, or motor disabilities, of intellectual disability (mental retardation), of emotional disturbance, or of environmental, cultural, or economic disadvantage.
70. Speech or Language Impairment	A communication disorders such as stuttering, impaired articulation, a language impairment, or a voice impairment, which adversely affects a child's educational performance.
71. Summative assessment	defines student accomplishment with the intent to determine the degree of student mastery or learning that has taken place
72. Transactional writing	expository, descriptive, or persuasive writing
73. Transition	According to IDEA 97, beginning at age 14, IEPs must address the transition to post-secondary needs of students eligible for special education. These needs must be updated annually, with increasing detail each year as to the school and outside services (e.g. community vocational education) the student will access.
74. Traumatic Brain Injury (TBI)	An acquired injury to the brain caused by external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, which adversely affects educational performance. The term does not include brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma.
75. Validity	the degree to which a test measures what it claims to measure, such as reading-readiness

76. Visual Impairment including Blindness	A visual impairment which, even with correction, adversely affects a child's educational performance. The term includes both children with partial sight and those with blindness
77. Which intervention should be tried first?	remedial intervention in regular classroom
78. Zero Reject and Child Find	A civil rights principle which states no student may be excluded from public education as a result of their disability and indicates each state must take action to locate children who may be entitled to special education services.