

# Self-Assessment Glossary

**Assistive Technology:** Assistive technology service means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device (34 CFR §300.6). Assistive technology device means 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 (34 CFR §300.5).

**Behavior:** In the case of the child whose behavior impedes the child’s learning or that of others, the admission, review, and dismissal (ARD) committee must consider the use of positive behavioral interventions and supports; and other strategies to address that behavior (34 CFR §300.324(a)(2)(i)).

**Behavior Intervention Plan (BIP):** A written plan to address behavioral concerns impeding the child’s learning or that of others. It is part of a student’s Individualized Education Program (IEP) that includes positive behavioral interventions and supports and other strategies to address the behavior.

**Child Find:** Child find is the active process of identifying, locating, and evaluating all children suspected of having a disability and who are in need of special education and related services. LEAs are responsible for conducting Child Find and identifying all IDEA-eligible students that reside in their jurisdiction. (34 CFR §300.111)

**Coordinated Early Intervening Services (CEIS):** Coordinated Early Intervening Services are services provided to students in kindergarten through grade 12 (with a particular emphasis on students in kindergarten through grade three) who are not currently identified as needing special education or related services, but who need additional academic and behavioral supports to succeed in a general education environment. CEIS activities may include: (1) professional development for teachers and other school staff to enable such personnel to deliver scientifically based academic and behavioral interventions, including scientifically based literacy instruction, and, where appropriate, instruction on the use of adaptive and instructional software; and (2) providing educational and behavioral evaluations, services, and supports, including scientifically based literacy instruction. (20 U.S.C. § 1413(f)(2)) and (34 CFR § 300.226(b))

**Data Analysis:** Data analysis is an essential component of the ongoing cycle of instructional improvement for students with disabilities at all levels of the educational system. Students must be taught to examine their own data and set their own learning goals; principals must establish a clear vision for schoolwide data use that includes attention to groups of students with disabilities; schools must embrace a data-driven culture; and LEAs must develop and maintain district-wide data systems that allow for analysis of outcomes for students with disabilities.

**Disproportionality:** The over-representation of students from racial and ethnic backgrounds who are misidentified and wrongly placed in special education. Under IDEA, States are required to collect and analyze data to “determine if significant disproportionality based on race is occurring in the state or schools” and to take corrective actions if it is determined that disproportionality exists.

**Dyslexia:** Texas Education Code defines dyslexia as a disorder manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.

**Early Childhood Transition:** Steps taken by the Early Childhood Intervention (ECI) and district teams to ensure a smooth transition from early childhood programs to school-based programs. Each LEA is responsible to ensure an IEP is developed and implemented by eligible students' third birthday, or upon identification for children through age five (34 CFR §300.323).

**Evaluation:** Evaluation is the collection of information to determine whether the student is a child with a disability, and to determine the educational needs of the child. The team that collects or reviews evaluation data, referred to as the group of qualified professionals, must use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information, including information provided by the parent. An evaluation may include giving individual tests, observing the student, looking at educational records, and talking with the student and his/her teachers and parents.

**Evidence-Based Framework:** Multi-tiered systems of support (MTSS) integrate assessment and intervention within a multi-level prevention system to maximize student achievement and reduce behavior problems. With MTSS, schools use data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities or other disabilities. The four essential components of an MTSS framework are screening, progress monitoring, multi-level or multi-tier prevention system, and data-based decision making.

**Family Engagement:** Family engagement is a collaborative and strengths-based process through which early childhood professionals, families, and children build positive and goal-oriented relationships. It is a shared responsibility of families and staff at all levels that requires mutual respect for the roles and strengths each has to offer. Family engagement focuses on culturally- and linguistically-responsive relationship-building with key family members in a child's life.

**Free Appropriate Public Education (FAPE):** Free appropriate public education (FAPE) means special education and related services that—(a) Are provided at public expense, under public supervision and direction, and without charge; (b) Meet the standards of the SEA, including the requirements of this part; (c) Include an appropriate preschool, elementary school, or secondary school education in the State involved; and (d) Are provided in conformity with an individualized education program (IEP) that meets the requirements of 34 CFR §§300.320 through 300.324.

**Graduation:** The successful completion of all curriculum requirements and satisfactory performance on the secondary exit-level assessment instrument; successful completion of an Individualized Education Program (IEP) and meeting the criteria set forth in commissioner's rules in 19 TAC §89.1070; or by no longer meeting the age eligibility requirements and completion of IEP requirements.

**Identification:** In connection with Part B of the IDEA, Identification is the Child Find requirement for states to ensure that all children with disabilities who are in need of special education and related services are identified, located, and evaluated.

**IEP Development:** The admission, review, and dismissal (ARD) committee must provide a statement of the child's present levels of academic achievement and must include in the child's Individualized Education Program (IEP) a statement of measurable annual academic and functional goals designed to meet the child's needs that result from the child's disability to enable the child to be involved in and to make progress in the general education curriculum; and meet each of the child's other educational needs that result from the child's disability (34 C.F.R. §300.324).



**IEP Implementation:** Each public agency must ensure that the child's IEP is accessible to each regular education teacher, special education teacher, related services provider, and any other service provider who is responsible for its implementation; and each teacher and provider is informed of his or her specific responsibilities related to implementing the child's IEP; and the specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP (34 C.F.R. §300.323).

**IEP Supplements:** Supplementary aids and services, special education, and related services must be based on peer-reviewed research to the extent practicable (34 C.F.R. § 300.320(a)(4)).

**Instructional Strategies:** Techniques used by general educators, special educators, and related and instructional service providers to provide instruction that meet the needs of learners with a variety of experiences, skills, backgrounds, interests, and aptitudes.

**Intervention:** An intervention involves skill-building strategies that are designed to move students to more advanced academic levels. LEAs must provide interventions to students who display a need for academic, behavioral, functional, and/or developmental support.

**Least Restrictive Environment:** 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 special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

**Manifestation Determination:** Within ten school days of any decision to change the placement of a child with a disability due to a violation of the code of conduct, the ARD committee must meet and conduct a Manifestation Determination Review (MDR). When conducting an MDR, the ARD committee must review all relevant information in the child's file, including the IEP, any teacher observations, and any relevant information provided by the parents. Parents may present any relevant information at this time for the ARD committee to review when making the determination whether the child's conduct is a manifestation of the child's disability. The Admission, Review and Dismissal (ARD) committee must then answer both of the following questions:

- y Was the conduct in question caused by, or did it have a direct and substantial relationship to the child's disability?
- y Was the conduct in question the direct result of the school district's failure to implement the Individualized Education Program (IEP)?

**Properly Constituted ARD Committee:** A committee composed of a child's parent, the child, when appropriate, and school personnel who are involved with the child. The ARD committee determines a child's eligibility to receive special education services and develops the Individualized Education Program (IEP) of the child. The ARD committee is the IEP team defined in federal law.

**Re-Evaluation:** Must be conducted if the local educational agency (LEA) determines that the educational or related services needs, including improved academic achievement and functional performance, of the child warrant a reevaluation; or if the child's parents or teacher requests a reevaluation. It must be conducted at least once every 3 years, unless the parent and the local educational agency (LEA) agree that a reevaluation is unnecessary. It must not occur more frequently than once a year unless the parent and the LEA agree otherwise.



**School Climate:** School climate refers to the quality and character of school life. Research shows that a positive school climate is associated with academic achievement, effective risk prevention efforts, and positive youth development. Includes major spheres of school life, such as safety, relationships, teaching and learning, the environment, and organizational structures, according to the National School Climate Center.

**Secondary Transition:** A coordinated set of activities for a child with a disability that is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child'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; is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.

**Self-Assessment:** The self-assessment is a tool intended to engage leadership teams through a proactive approach by addressing special education compliance and improving student performance.

**State Assessment Participation:** In general, all children with disabilities are included in all State assessment programs with appropriate accommodations and alternate assessments where necessary and as indicated in their respective IEPs.

**Universal Design for Learning (UDL):** Universal Design for Learning (UDL) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. The UDL framework guides the design of instructional goals, assessments, methods, and materials that can be customized and adjusted to meet individual needs.

