Specialized Instructional Support Personnel / Services

Key Terms

Accommodation
Change in instructional strategies that enable children to demonstrate their abilities in the classroom or assessment/testing setting; designed to provide equity, not advantage, for children with disabilities

Adaptations
Alterations made to activities, tests, materials, and/or specialized equipment to meet the unique learning needs of a student

Activity-based intervention:
Interventions that provide structured practice and repetition of IEP team identified functional skills directed toward learning motor tasks that will facilitate the student’s ability to participate in meaningful routines and activities

Appropriate
Considered typical for that particular aged student in terms of activities and routines; may be applied, but not limited to the following: education in regular classroom, instruction within regular classrooms with the use of related aids and services, special education and related service provider instruction within classroom or in separate room for all or portions of a school day

Assessment
The process of measuring, usually in numerical terms, knowledge, skills, attitudes, and beliefs; measurement of student growth; assessment tool choice is dependent on the purpose and use of measurement results; See also Authentic Assessment
Criterion-Referenced Test (CRT)
Curriculum-Based Assessment (CBA)
Curriculum-Based Measurement (CBM)
Norm-Referenced Test (NRT)
Diagnostic Assessment
Formative Assessment/Evaluation
Functional Assessment
Standardized Assessment
Summative Assessment/Evaluation

Assistive technology
Means any device or service that is used to increase, maintain, or improve the functional capabilities of a child with a disability

Authentic Assessment
Tasks that require students to apply knowledge and skills; often such tasks are connected to real-world situations/challenges; the tool usually used to assess progress is a rubric with well-articulated descriptions of quality performance/product
Caseload
The number of students with IEPs a special educator or specialized education support personnel supports with services or the number of cases being handled per provider

Children and youth - birth through age 21
Those children and students who are age eligible to receive IDEA services when eligibility requirements are satisfied

Collaboration (as an instructional improvement strategy)
A collegial process wherein two or more colleagues share expertise with each other; to implement instructional or behavior strategies to benefit student learning

Consultation (as an instructional improvement strategy)
A collegial process wherein a colleague shares expertise with another to address an identified issue

Criterion-Referenced Test (CRT)
Measures what a student understands, knows, or can accomplish in relation to a specific performance objective; typically used to identify a student’s specific strengths and weaknesses in relation to an age or grade level standard; does not compare students to other students

Curriculum Based Assessment (CBA)
Measures a student's performance in alignment with the local curriculum; occurring frequently; used as a basis to make instructional decisions

Curriculum Based Measurement (CBM)
Tools for measuring student competency and progress in the basic skill areas of reading fluency, spelling, mathematics and written language; signals the teacher/school to revise strategies/program; CBM is a distinctive form of CBA because of two additional properties: (1) Each CBM test is an alternate form of equivalent difficulty; and (2) CBM is standardized, with its reliability and validity well documented

Developmental Assessment
A comprehensive evaluation of a child’s physical, cognitive, language, emotional, motor and social development. It is usually conducted if a child is experiencing a problem in one of these areas. A developmental assessment may be conducted by pediatricians, developmental specialists, or by a team of evaluation specialists in the public schools. An evaluation team may include psychologists, diagnosticians, speech therapists, audiologists, occupational therapists, physical therapists, special education teachers and others.

Diagnostic Assessment
Process of measuring discrete skills in a particular area; usually administered individually
Early Intervening Services (EIS)
Early intervening services are the preventative components of federal education statutes; implemented to benefit students who manifest risk for poor learning outcomes but have not been identified as needing special education or related services.

Early intervention
A collection of services provided by a public or private agency and designed by law (IDEA Part C) to support eligible children and their families in enhancing the child’s potential growth and development from birth to age 3.

Emergency Care Plan (ECP)
The ECP is a documented plan of emergency care developed by the student’s school nurse that provides specific steps for school personnel to follow when the child has a medical emergency.

Eligibility
Based on federal law, the Individuals with Disabilities Education Act (IDEA), this term refers to a process that determines whether a student meets criteria to receive special education services in the public school system. This determination must be made by a team of professionals and includes the student’s parents.

Evaluation
Systematic measurement of value or worth in relation to a set of criteria or a specific standard/expectation; See also Summative Assessment.

Evidence-based Practice
Educational practices/instructional strategies supported by relevant scientific research studies.

Evidence based service delivery model
Based on evidence showing effective results from professional literature and resources, evaluated for validity and applicability, combined with child/student data and professional experience to make informed decisions.

Fine motor
Coordination of small muscle movements which allows one to perform skills such as writing, drawing, buttoning.

Free Appropriate Public Education (FAPE)
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 §§ 300.320 through 300.324. [IDEA 2004 Part B Regulations, §300.17]

Formative Assessment/Evaluation
Classroom/curriculum measures of student progress; monitors progress made towards achieving learning outcomes; informs instructional decision-making.
Functional Assessment

*Behaviors:* Process to identify the problem, determine the function or purpose of the behavior; in order to develop interventions to teach acceptable alternatives to the behavior; also referred to as FBA

*Academics:* Process to identify the skill gap, strategies that have and have not been effective; in order to develop interventions to teach the necessary skill(s)

Goal

Team written statement in a student’s individual education plan (IEP) that is chronologically age appropriate, specific to a curricular or functional need and is achievable, measurable and meaningful for the student’s current and future environments

Gross motor

Coordination of large muscle movements of the body which allows for walking, running, etc.

Individualized education program (IEP)

Written statement for a child with a disability that is developed, reviewed, and revised in accordance with §§ 300.320 through 300.324 [IDEA 2004 Part B Regulations, §300.22]

Individual Family Service Plan (IFSP)

Family-centered coordinated plan developed by a multidisciplinary team, including the parents.

Individualized Healthcare Plan (IHP)

Documented plan of nursing care developed by a school nurse in collaboration with the student, family, educators, and healthcare providers for a student whose healthcare needs affect or have the potential to affect safe and optimal school attendance and academic performance

Integrated services

Services that are delivered to a student in natural environments, including the classroom

Interdisciplinary model

A collaborative process where team members of different disciplines work closely together bringing their individual expertise, skill set and attributes to enhance the contribution and attributes of each other team member.

Intervention

Research-based strategy to address student need (academic, social, behavioral)

Learning environment

Can apply to any environment where activity focused interventions can be applied and a student can be taught skills, such as the classroom, community and/or home setting
Least restrictive environment (LRE)
   (i) 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
       nondisabled; and (ii) Special classes, separate schooling, or other removal of children
       with disabilities from the regular educational environment occurs only if the nature or
       severity of the disability is such that education in regular classes with the use of
       supplementary aids and services cannot be achieved satisfactorily [IDEA 2004 Part B
       Regulations, §300.114]

Local demographics
   Taking into consideration the ethnic, financial, cultural and social factions in this
   community

Modification
   Alterations that change, lower, or reduce learning expectations; can increase gap
   between the achievement of students with disabilities and expectations for proficiency at
   a particular grade level

Multidisciplinary model
   A group of professionals and family members with expertise from different disciplines
   that share information in the decision making process

Norm-Referenced Test (NRT)
   Norm-referenced assessment compares a student's performance to that of an
   appropriate peer group

Objective
   Measurable intermediate steps between present level of performance and the stated
   goal; basis for developing a detailed instructional plan

Participation
   Engagement in typical activities available to and/or expected of peers in meaningful
   contexts

Pupil services
   “…services provided by pupil services personnel.” [Elementary and Secondary Act of
   2001, title IX, Part A, Section 9101]

Pupil services personnel
   “…school counselors, school social workers, school psychologists, and other qualified
   professional personnel involved in providing assessment, diagnosis, counseling,
   educational, therapeutic, and other necessary services (including related services as
   that term is defined in section 602 of the Individuals with Disabilities Education Act) as
   part of a comprehensive program to meet student needs” [Elementary and Secondary
   Act of 2001, title IX, Part A, Section 9101]

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 [IDEA
   2004 Part B Regulations, §300.34(a)]
School employed / contracted

School-employee: salaried employee of a local school system
Contracted: employee hired by a school district to fill a specific need often due to vacancies; is paid by the contracted agency not the school system. The contractor is often paid only for providing specific services

Screening

See Universal screening

Specialized instructional support personnel (SISP)

Specialists who provide services to support students so that they can access education; roles and services provided by a variety of SISP are located at: http://www.personnelcenter.org/choose.cfm

Specialized Instructional Support Services (SISS)

Services provided by specialized instructional support personnel that assist students in being successful in school

Standardized Assessment

Tests administered to large groups of students, using the same administrative procedures, for the purpose of measuring academic achievement and/or comparing growth of learning in relation to students at the same grade or age range

Summative Assessment/Evaluation

Comprehensive in nature, provides accountability and is used to check the level of learning at the point of expected mastery; measures growth in relation to a specific set of criteria or standard/expectation

Transdisciplinary model

Characterized by the sharing and/or transferring of information and skills across typical discipline specific boundaries. There is a high degree of collaboration and joint decision making among the instructional team members

Transition

Any environmental change, such as a change of location, activity, or support personnel
1) Transitions can be minor, such as changing activities within the classroom, or major, such as moving from elementary school to middle school. 2) The change from school to post-school life.

Transition services

Coordinated set of activities for a student with a disability that:
1. is designed to be within a results-oriented process, 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;
2. is based on the individual child’s needs, taking into account their strengths, preferences, and interests;
3. 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.


Universal Design for Learning (UDL)
Process of designing instruction that is accessible by all students; UDL includes multiple means of representation, multiple means of expression, and multiple means of engagement; the focus in creation of UDL curricula is on technology and materials

Universal Screening
Usually conducted as a first stage within a screening process, to identify or predict students who may be at risk for poor learning outcomes; typically brief; conducted with all students at a grade level; followed by additional testing or short-term progress monitoring to corroborate students’ risk status

Workload
All activities required and performed by a person due to his/her roles and responsibilities

The following stakeholders from among the 55 member organizations of the IDEA Partnership worked together to create this glossary of terms:

- Higher Education
  - Colorado
- Family Member/Higher Education
  - South Carolina

- Teacher
  - District of Columbia
- IDEA Partnership Staff
  - Virginia

- Family Members
  - New York
- Special Education Administrator
  - Virginia

- General Education Administrator
  - Pennsylvania
- Teacher
  - Virginia

Specialized Instructional Support Personnel
District of Columbia, Indiana, Maryland, Minnesota, New Jersey, Virginia, Washington, Wisconsin