

Terms	Definition
3:1 learning	(3:1 model) A service delivery model where 3 weeks out of each month are designated for direct intervention with students and one week is set aside for indirect services, such as meeting with teachers, parents, and other specialists, developing treatment materials and completing paperwork. Reverse 3:1 model is 3 weeks of indirect services and 1 week of direct services.
504 plan	A legal document falling under the provisions of the Rehabilitation Act of 1973. It is designed to plan a program of instructional services to assist students with special needs who are in a regular education setting. A 504 plan is not an Individualized Education Program (IEP) as a required for special education students.
Accommodation	Supports or services provided to help a student access the general education curriculum and validly demonstration learning.
Activities of Daily Living (ADL's)	The term ADL is the basic tasks necessary to perform daily activities. Examples are: eating, toileting, bathing, grooming, dressing, transferring, and mobility.
Adaptive behavior	The ability to react age appropriately and purposefully to changing circumstances. An action or thought in response to social and environmental situations.
ADHD (Attention Deficit Hyperactivity Disorder)	Attention-Deficit/Hyperactivity Disorder (AD/HD) is a neurobiological disorder. It is a persistent pattern of inattention and/ or hyperactivity - impulsivity that is more frequent and severe that is typically observed in individuals at a comparable level of development.
Alpha Smart	A portable assistive technology device that allows one to edit and enter text, then send it to a computer for formatting or send directly to a printer.
Ancillary services	Services specially designed to meet the unique needs of persons with disabilities through age 25. These services include the following: audio, medical, psychiatric, psychological, speech and language, or educational evaluations; occupational, physical,

	recreational, music, art, or other therapy; accommodations and modifications; assistive technology devices and services; mobility and orientation services; transportation; school psychological; schools social work; and instruction provided by special education teachers designed to assist regular education students who are homebound, hospitalized, placed in juvenile detention facilities, or early childhood aged children.
Anxiety	Emotional disturbance with apprehension or worry as the more prominent component.
Approximation	Successive approximation principle: to teach a child to act in a manner in which they have seldom or never before behaved; then reward successive steps to the final behavior.
Apraxia	Apraxia (also referred to as Apraxia of speech, verbal Apraxia, or Dyspraxia) is a motor speech disorder caused by damage to the parts of the nervous system. A disruption in the ability to transmit or express a motor response along a specific modality: involves disruption of voluntary or purposeful programming of muscular movements while involuntary movement remain intact; characterized by difficulty in articulation of speech, formation of letters in writing, or in movements of gesture and pantomime.
ARC of Livingston	The Arc of Livingston is a non-profit membership organization advocating for people with disabilities and their families in Livingston County. The Arc provides advocacy support within educational, mental health, social welfare and community systems. http://www.arclivingston.org
Arousal	Level of alertness appropriate to a situation and/or task.
ASD (Autism Spectrum Disorder)	Autism Spectrum Disorder (ASD) is considered a lifelong developmental disability that adversely affects a student's educational performance, in one or more of the following performance areas: Autism Spectrum Disorder (ASD) is considered a lifelong developmental disability that adversely affects a student's educational performance, in one or more of the following performance areas: (a) Academic. (b) Behavioral.

	<p>(c) Social.</p> <p>ASD is typically manifested before 36 months of age; a child who first manifests the characteristics after age 3 may also meet criteria. Autism Spectrum Disorder is characterized by qualitative impairments in reciprocal social interactions, qualitative impairments in communication, and restricted range of interests/repetitive behavior.</p>
ASD Consultation	An ancillary support service available to the staff and the parents servicing the students with ASD.
Asperger's Syndrome	A developmental disorder on the autism spectrum defined by impairments in communication and social development and by repetitive interests and behaviors. Unlike typical Autism, individuals with Asperger's Syndromes do not have significant delay in language and cognitive development.
AT (Assistive Technology) Device	The term '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 functional capabilities of a person with a disability.
AT (Assistive Technology) Service	<p>The term 'assistive technology service' means any service that directly assists a person with a disability in the selection, acquisition, or use of an assistive technology device. Such term includes—</p> <p>“(A) the evaluation of the needs of such child, including a functional evaluation of the child in the child’s customary environment; “(B) purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by such child;</p> <p>“(C) selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices; “(D) coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs; “(E) training or technical assistance for such child, or, where appropriate, the family of such child; and “(F) training or technical assistance for professionals (including individuals providing education and rehabilitation services), employers, or other individuals who provide services to, employ, or are</p>

	otherwise substantially involved in the major life functions of such child.
Auditory perception	The ability to receive, identify, discriminate, understand, and respond to sounds. Children with impaired auditory perception may not be able to filter sound adequately and may be either hypersensitive or hyposensitive to auditory stimuli or may misinterpret the sounds.
Augmentative communication*	Total communication designed to support enhance or supplement the communication of individuals who are not independent verbal communicators in all situations.
Autism Society of America*	A broad, diverse group of parents, family members, special education teachers, administrators, medical doctors, therapists, nurses and aides, as well as countless other personnel involved in the education, care, treatment and support of individuals with autism. Recognizing and respecting the diverse range of opinions, needs and desires of this group, ASA embraces an overall philosophy which chooses to empower individuals with autism and their parents or caregivers, to make choices best suited to the needs of the person with autism.
Autism Society of Michigan	A United Way agency and a chapter of the Autism Society of America (ASA) whose mission is to assure full participation and self-determination in every aspect of life for each individual. This mission is carried out through education, systems change activities, family support, and fund raising.
Behavior plan	A plan developed by a team to address situations when behavior problems begin interfering with learning.
Boardmaker	Boardmaker is a graphics database containing over 3,500 Picture Communication Symbols (PCS) that can be used to create a variety of communication materials.
Break card	Visual cue indicating a break from activity is needed.
Calming center	A center created with strategies and/or activities that are calming to the student. Can be used as part of a student's "sensory diet" and/or sensory break station.

Central auditory processing disorder	A Central auditory processing disorder can be defined as the reduced or impaired ability to discriminate, recognize, comprehend, organize or use higher order auditory information. It will be more pronounced when auditory information is compromised by interference, intensity, or content. It is not always the cause of learning problems, but it can co-exist with other behaviors and educational disorders.
Centralized Evaluation Team (CET)	A format used in some districts to evaluate students who may or may not have ASD. The team utilized is typically not the persons who service the building in which the child attends school.
Childhood Disintegrative Disorder	Characterized by marked regression in multiple areas of functioning following a period of at least 2 years of apparently normal development. Individuals with this disorder exhibit the social and communicative deficits and behavioral features generally observed in ASD.
Choice board	A board or sheet that is used to visually (objects, printed words or pictures) display options of items a person can select from for a specific opportunity)
CMH (Community Mental Health)	Community Mental Health Services of Livingston County is a mental health authority located in Livingston County, Michigan, between Detroit and Lansing. They provide emergency services, assessment, health and medication services, client services management, individual and group therapy, assertive community treatment, older adult services, respite, substance abuse services, community supported living, wraparound and psychosocial rehabilitation. http://www.cmhliv.org
Cognitive Impairment	This term "cognitive impairment" consolidates the formerly used terms severe mental impairment, trainable mental impairment, and educable mental impairment into a single eligibility. Rule 340.1705 of the Michigan Department of Education's Revised Administrative Rules for Special Education (November 2002) states that "cognitive impairment" shall be manifested during the development period and be determined through the demonstration of all of the following behavioral characteristics: 1. Development at a rate at or below approximately two standard deviations below the mean as determined through intellectual

	<p>assessment.</p> <ol style="list-style-type: none"> 2. Scores approximately within the lowest six percentiles on a standardized test in reading and arithmetic. 3. Lack of development primarily in the cognitive domain. 4. Impairment of adaptive behavior. 5. Adversely affects a student's educational performance.
Community Living Supports (CLS)	Services that facilitate an individual's independence and promote integration into the community. Services often entail reminding, observing, guiding, training, assistance, and/or support.
Developmental Coordination Disorder (DCD)	Developmental Coordination Disorder. Significant motor coordination deficit which interfere with development and the performance of daily life activities.
Developmental Delay	An ongoing major delay in the process of development. Delay can occur in one or many areas - for example, motor, language, social, or thinking skills.
Diagnosis	Identification of a disease, abnormality, or disorder, by analysis of the symptoms presented; may include a study of the origin and development of the symptoms.
Differential diagnosis	Differentiating one disorder from another disorder through systematic, data-based evaluation procedures.
Dysarthria	Term for a collection of speech disorders due to impairment originating in the central or peripheral nervous system. Respiration, articulation, phonation, resonance, and/or prosody may be affected.
Dyspraxia	Difficulty in planning, sequencing, and carrying out unfamiliar actions in a skillful manner. Poor motor planning is a result of Dyspraxia.
ECDD (Early Childhood Developmental Delay)	Evidence of an impairment in one or more areas of development equal to or greater than one-half of the expected development of chronological age; single impairment that cannot be differentiated through existing criteria for other impairment areas (for students less than eight years of age).

Echolalia	The repetition of a word or phrase which may be functional or nonfunctional, and is usually considered to be involuntary. Echolalia occurs naturally between 18 and 24 months of age.
Edmark	One of the largest producers of educational software specific to students with special needs.
Epilepsy	A neurological disorder in which there are repeated instances of seizures; can often be controlled with medications. Sometimes children with autism also may have epilepsy.
Evaluation review	A review of existing evaluation data used to determine what, if any additional data/ evaluations are needed in order to establish/ re-establish eligibility for special education.
Evaluation	Assessments that may include appraisal of the student's level of development in cognitive, social, communication, academic achievement, sensory-motor processing and motor areas as appropriate to determine eligibility for special education services.
Evidenced based practice	Techniques and strategies based on current scientific research.
Expressive language	The ability to express oneself. This usually refers to language expression through speech, but it also includes gestures, sign language, use of a communication board, and other forms of expression.
Facilitated Communication	Facilitated communication refers to the interactive and interdependent exchange in which a facilitation partner supports a communicator. A facilitation partner provides both physical and emotional support as the person with the communication disability tries to point at pictures or letters in order to communicate.
Fidgets	Objects a student holds in his/her hand to increase ability to focus.
Floor time	A technique from the DIR model (Developmental, Individual-difference, Relationship-based) designed to help a child elaborate

	and expand on interactions with others through gestures, words, and pretend play.
Food jags	A condition that exists when a child will only eat limited food items meal after meal. Food jags can include fear of new foods, aversions to color, temperature, texture, scent and refusal to eat what is served.
Functional Behavior Assessment (FUBA)	An assessment that identifies significant, pupil specific social, effective, cognitive and/or environmental factors associated with the occurrences (and non-occurrences) of specific behaviors.
Functional Independence	The level at which a student can participate in activities throughout their school day and the community using age appropriate life skills.
GADS (Gilliam Asperger Disorder Scale)	An assessment tool which provides information which may be used in determining whether a child meets the diagnostic criteria for Asperger Disorder.
GARS (Gilliam Autism Rating Scale)	An assessment tool which provides information which may be used in determining whether a child meets the diagnostic criteria for Autism Spectrum Disorders.
Greenspan	Developed floor time treatment approach to ASD.
Gustatory System	The Gustatory system distinguishes tastes.
Hand flapping	Repetitive motor movement involving hands and arms which may be used to express excitement, frustration or sensory input.
Heavy work	Activities that help to perceive joint and body movements as well as position of the body. Heavy work provides input to the proprioceptors which is calming for the nervous system.
High functioning ASD	Students with high functioning ASD refers to the cognitive ability of the individual. Higher functioning persons with ASD have mental abilities in the average to above average range.
Hyper sensitive	Oversensitivity to sensory stimuli, characterized by a tendency to be either fearful and cautious, or negative and defiant also known as: Hyper-responsive.

Hyperlexia	A precocious ability to read words far above what would be expected at their chronological age or an intense fascination with letters or numbers. There can be significant difficulty in understanding verbal language.
Hypo sensitive	Under sensitivity to sensory stimuli, characterized by a tendency either to crave intense sensations or to withdraw and be difficult to engage also known as: Hypo--responsive.
IDEIA (Individuals with Disabilities Education Improvement Act)	The Individuals with Disabilities Education Improvement Act of 2004 (IDEA) aligns IDEA closely to the No Child Left Behind Act (NCLB), helping to ensure equity, accountability and excellence in education for children with disabilities. While regulations implementing the IDEA 2004 are being prepared, the regulations implementing the 1997 law remain in effect, to the extent that they are consistent with the IDEA 2004 statute.
Idiosyncratic Speech	The use of particular speech patterns or utterances that are apparently non-communicative but whose meaning is clear to those are familiar with the individual
IEP (Individualized Education Program) Manual	Individualized Educational Program (IEP) Team (IEP Team) Manual (Manual) is provided by the Office of Special Education and Early Intervention Services to assist in compliance with state and federal laws relating to programs and services for students with disabilities. The Manual will assist in the completion of forms developed by the IEP Team. This Manual addresses five functions of the IEP Team: (1) Development of the IEP for students with disabilities; (2) IEP Addendum; (3) Evaluation Review; (4) Manifestation Determination Review; (5) Interim Alternative Educational Setting. Available online at the Michigan Department of Education website http://www.michigan.gov/documents/7-28-05IEPManual_132278_7.doc
IEP (Individualized Education Program)	A specially designed instruction program developed by the IEPT, that describes the student's eligibility, the student's present level of performance, annual goals and short term objectives, specific educational and related services, amount of time spent in general education, the least restrictive environment, the reasons why the IEP is accepted or rejected, transition services, and the dates and

	frequency of services- as specific as possible. The IEP must be reviewed annually or more often as needed.
IFSP (Individual Family Service Plan)	An Individualized Family Service Plan (IFSP) documents and guides the early intervention process for children with disabilities and their families. The IFSP is the vehicle through which effective early intervention is implemented in accordance with Part C of the Individuals with Disabilities Education Act (IDEA). It contains information about the services necessary to facilitate a child's development and enhance the family's capacity to facilitate the child's development. Through the IFSP process, family members and service providers work as a team to plan, implement, and evaluate services tailored to the family's unique concerns, priorities, and resources.
Instrumental Activities of Daily Living (IADL's)	A functional task performed daily for independent living. Examples: taking medication, meal preparation, shopping for food, laundry, and housework.
Joint attention	The ability to use eye contact and pointing for the social purpose of sharing experiences with others.
Language learning disorder	Impaired comprehension and/or use of spoken, written and/or other symbol systems. The disorder may involve (1) the form of language (phonology, morphology, syntax), (2) the content of language (semantics), and/or (3) the function of language in communication (pragmatics) in any combination.
LEAN (Livingston Educational Autism Network)	The Livingston Educational Autism Network (LEAN) is a regional collaborative network that provides sustainable and systematic training, supports for effective practices, and resources for local school districts, the ESA, families and community partners serving students with Autism Spectrum Disorder, thereby benefiting the community as a whole.
Learned helplessness	Withdrawal, unwillingness, to approach new tasks, and a lack of persistence as a result of continual exposure to academic failure.
LESA (Livingston Education Services Agency)	Livingston Educational Service Agency (LESA) is a regional educational service agency that provides a wide variety of services to school districts, children, families, and the community.

	Together with the school districts of Brighton, Fowlerville, Hartland, Howell, Pinckney, public school academies, and private schools, LESA coordinates and delivers services and programs designed to improve education in Livingston County.
Low tech AT	Simple or basic technology used to promote learning such as pencil grips, PECS, adaptations and devices without batteries.
LRE (Least Restrictive Environment)	Educational setting where a child with disabilities can receive a free and appropriate education (FAPE) designed to meet his or her education need while being with peers in the regular education environment to the maximum extent appropriate.
Meltdowns	An informal term for a behavioral communicative response which impacts student's ability to interact appropriately with others or throughout the school day. (Related to stress, stimulation, sensory difficulties, etc.)
MET (Multi-disciplinary Evaluation Team)	Two or more professionals from separate disciplines (such as: psychologist(s), teacher(s), social worker(s), speech/language therapist(s), etc.) and the parent(s), who share responsibility for conducting a comprehensive evaluation of a student suspected of having a disability or re-evaluating a person with a disability.
Mini-schedules	A small schedule typically 3-4 steps that explains what a child will do in an environment, location, or within a task or activity.
Mobility	The ability to move safely and efficiently from one point to another in an environment.
Modification	Individualized changes made to the content and standard-based performance expectations for students.
Modulation	The brain's regulation of its own activity level. Activity level refers to mental, physical, and emotional behavior.
Motor planning	The ability to conceive of, organize, sequence, and carry out an unfamiliar and complex body movement in a coordinated manner.

Nonverbal Learning Disability	Typically characterized by an average or above average verbal ability and a significantly below average nonverbal ability as measured by a standardized cognitive assessment. This disability is currently not one of the specific learning disabilities listed under IDEIA.
Norms	A set of scores that describes the performance of a specific group of pupils, usually a national sample at a particular grade level, on a task or test. These scores are used to interpret scores of other pupils who perform the same task or take the same test.
Obsessive Compulsive Behavior	Recurrent obsessions or compulsions that are severe enough to be time consuming (more than 1 hour per day) or cause marked distress or significant impairment. Obsessions are persistent ideas, thoughts, impulses, or images that are experienced as intrusive and inappropriate and that cause marked anxiety or distress. Compulsions are repetitive behaviors (hand washing, checking, etc.) or mental acts (praying, counting, etc.) the goal of which is to prevent or reduce anxiety or distress, not to provide pleasure or gratification.
Olfactory	The olfactory system allows for discrimination and association of odors. The Gustatory system distinguishes tastes.
One to One correspondence	Example: identifying that the number three corresponds with three objects.
Oral motor	Refers to movement and muscle control of the mouth (lips, cheeks, and tongue).
Orientation and mobility specialist	An individual specializing in orientation and mobility training of the visually impaired.
Orientation	The process of using the remaining senses to establish one's position and relationship to all other significant objects in one's environment.
OT (Occupational Therapist)	A professional who evaluates and determines purposeful activities to facilitate improvement of a student's physical, fine motor, sensory motor, and self-care functioning.

Over flow	When one part of the body moves, the other body part moves as well. This is due to an immature neurological system. Example: overflow movement to the opposite hand when one hand is engaged.
Over stimulation	An unpleasant state in which too much information comes in through the senses at once for the brain to process. This may cause pain, nausea, shutdown, meltdown, or inability to comprehend further information.
P.L.A.Y. Project	Stands for "Play and Language for Autistic Youngsters."
PAC (Parent Advisory Committee)	The PAC is an organization of parents with children with disabilities. PAC members are available to assist parents in understanding the special education process and the IEP process. PAC represents the five local school districts in Livingston County and the LESA classroom programs. Members are recommended by their local school districts for appointment by the LESA School Board. Care is given in the process to assure that, to the extent possible, the PAC membership also represents the various impairments of students in enrolled in programs across the county. Parent Advisory Committee members advise the LESA School Board on matters related to special education programs and services. The PAC also take an active role in the development of the Livingston Educational Service Agency (LESA) Special Education Mandatory Plan, a document which describes the delivery of special education in Livingston County. The group meets monthly during the school year and meetings are open.
Parallel play	Plays independently, but beside and not with others.
Para Educator, teacher assistants, student support person	Trained assistants who are directed by the classroom teacher and/or teacher consultant, to help provide accommodations for students with disabilities.
Passport	A specialized packet on an individual student that provides information on strengths/ weaknesses, likes/ dislikes, current academic functioning, relevant medical information, and copies of effective strategies to assist new staff in being proactive and

	ensuring a smooth transition when changing staff, classrooms, or buildings.
Picture Exchange Communication Systems (PECS)	Augmentative communication training package developed for use with young children with ASD and other social - communication deficits Training package may include objects, pictures, and words to facilitate the development of language skills.
Pedantic speech	Overly formal speech characterized by limited and literal interpretations of words.
Peer support	Typical, same age directed interaction or associative participation in a structured and/or unstructured environment to promote typical developing behavior.
Percentile	Value on a scale of 100 that indicates the percent of a distribution that is equal to or below it.
Perseveration	Tendency to continue an activity, motor or mental, once it has been started and to be unable to modify or stop the activity even though it is acknowledged to have become inappropriate.
Person Centered Planning (PCP)	An ongoing process that ensures you make the decision on the services you want and need. Person Centered Planning assists you in planning your future, and the best way to achieve your hopes and desires. It is about one's strengths, not weaknesses. It's about building relationships with your family, friends, and the community.
Personal Care (PC)	Assisting a consumer when they are unable to care for themselves often (but not always) due to physical limitations. This service is more "hands on" care.
Pervasive Developmental Disorder (PDD)	A disorder characterized by severe and pervasive impairment in several areas of development: reciprocal social interaction skills, communication skills, or the presence of stereotyped behavior, interests, and activities. PDD includes ASD, Rhetts, Childhood disintegrative Disorder, Asperger Disorder, and PDDNOS.

Picture symbol	Computer generated, drawing, or photograph representing a person, place, thing, feeling, movement, etc.
PLAAFP (Present Levels of Academic Achievement and Functional Performance)	The present level determines approaches for ensuring involvement in, or adaptations or modifications to the general education curriculum. Each area of identified educational need identified in the PLAAFP must be addressed in at least one section of the form: annual goals, supplementary aids/services/supports, special education programs and services, or secondary transition services. The PLAAFP should accurately describe the student's performance in all areas of education that are affected by the student's disability. For preschool children, the PLAAFP should describe how the disability affects the child's participation in appropriate activities. It is helpful to consider the key role of the PLAAFP in the overall development of the IEP. PLAAFP information supports the IEP Teams determination of supplementary aids/ services/ personnel supports, annual goals and short term objectives, and state- and district-wide assessment of the IEP. The PLAAFP statement(s) should include a narrative summary of the baseline data, baseline data, a statement of how the disability impacts the student's involvement/ progress in the general education curriculum and a description of area(s) of educational need.
Planner	Support system used by students with ASD to organize and increase independence.
Positive Behavior Support	Positive Behavior Support is a broad-based set of proactive approaches integrated within comprehensive, school wide systems. These systems may include parents, school personnel, students and appropriate community agency personnel. PBS is a data-based effort that concentrates on adjusting the system that support the students.
Pragmatics	Language development in the context and environment in which it is generated. It includes such factors as intention in communication; sensory motor actions preceding, accompanying, and following the utterance; knowledge shared in the

	communicative dyad; and the elements in the environment surrounding the message
Priming	Priming is a method of previewing information or activities that a student is likely to have difficulty with before the student is engaged in the challenging situation. A student previews future events such as a fire drill, substitute teacher, field trip, or rainy-day schedule, so they become more predictable. Priming has been used effectively in academic instruction and social interaction, and has recently been used in preparing students for novel settings or changes in routine.
Processing time	The time it takes the brain to interpret incoming information (this includes the five senses), prior to formulating a response.
Proprioception	Refers to the sensory system responsible for perception of joint and body movement as well as position of the body in space. Proprioceptors located within the muscles and joints of the body.
Psychologists	A school psychologist helps children and youth succeed academically, socially and emotionally. They work with students, staff, and parents regarding effective teaching and learning strategies, effective techniques to manage behavior, students with disabilities or special talents, and preventing and managing crisis. School psychologists may provide services through consultation, evaluation, intervention, prevention or research and planning.
PT (Physical Therapist)	A health professional devoted to improving one's physical abilities through activities that strengthen muscular and motor coordination.
Pull out	A service delivery model that entails pulling a child or children out of the classroom for a specified amount of time to provide special education services.
Push in	A service delivery model that entails the service provider (speech, occupational/ physical therapist, social worker, resource teacher, etc) going into the student's classroom environment to provide special services.

RCN (Regional Collaborative Network)	Livingston county's RCN is the Livingston Educational Autism Network (LEAN). The group consists of school personnel, parents, and community members. The purpose of the RCN is to bring groups of people together to have sustainability and increased accessibility for resources. Each RCN has individual goals. There are several RCNs across the state of Michigan.
Receptive language	The ability to understand or comprehend language. It usually refers to the ability to understand verbal expression, but it also includes the ability to understand sign language, writing, Braille and other forms of language.
Reciprocity	A related and important variable for understanding why relationships develop and maintain. The essence of reciprocity is that each of the 2 individuals contributes in some manner to an interaction or a series of interactions.
Reinforcement menu	Multiple high interest choices offered to the student upon achieving appropriate behaviors or tasks.
Repetitive behavior	Movements, routines, play, and/or speech that individuals with autism use over and over. These non-functional behaviors interfere with the individuals functioning in multiple environments (home, school, community), serve no socially acceptable purpose, and are often associated with anxiety and /or tantrums.
Retts disorder	A disorder characterized by the development of multiple specific deficits following a period of normal functioning after birth with the loss of previously acquired purposeful hand skills resembling hand-wringing or hand washing, diminished interest in social environment, problems in coordination of gait or trunk movement, and impairment of expressive and receptive language development.
Rote counting	Counting out loud without objects being presented.
Schedule	A written picture or an object for day, week, month, etc. used to predict upcoming events.
Scripting	Written prompt to help children with ASD learn what to say in a variety of situations. For example, if a student with ASD has difficulty with other students during lunch, school staff members

	might help him/her develop a script for beginning a conversation and then bring a list of things to talk about.
Self - stimulating behavior	Repetitive movement behaviors (I.e., hand flapping, finger flicking, spinning) that are socially inappropriate and whose sole purpose is to stimulate the senses.
Self-regulation	Self-regulation is the nervous system's ability to attain, maintain, and change level of arousal or alertness. These levels may change depending on the needs of specific situations, environmental stimuli, and/or activities.
Self-injurious behaviors	Self-injurious behaviors are those that people intentionally engage in that cause bodily harm to themselves. Self-harm is often carried out when individuals attempt to deal with difficult or overwhelming emotions, and are unsure of how to more effectively manage their emotions. Examples are mutilation and head banging.
Sensory defensiveness	Avoidance to sensations; emotional behavior that is unpredictable and may result when forced to participate.
Sensory diet	The multisensory experiences that one normally seeks on a daily basis to satisfy one's sensory appetite; a planned and scheduled activity program that an occupational therapist develops to help a person become more self-regulated.
Sensory integration	The neurological process of taking in information from one's body and environment through the senses, organizing this information, and using it to plan and execute an adaptive response to different challenges in order to learn and function smoothly in daily life.
Sensory profile	Standardized caregiver questionnaire that can help identify sensory integration deficits.
Shadowing	To follow a person in order to keep watch over his or her behavior and assist the child in achieving age appropriate behavior. This process is repeated until favorable results are achieved.
Shaping behavior	Shaping behavior is the aspect of behavior analysis that is the "teaching of behaviors that are not in the student's existing

	repertoire". It involves clearly defining a behavioral objective with a target behavior, delivering or withholding reinforcement at the appropriate time, and thus being able to shape the student into "gradual successive approximations of the target behavior".
Sight words	Reading skill in which the reader can recognize common words by sight.
Social skills training	A form of behavior therapy used by teachers, therapists, and trainers to help persons who have difficulties relating to other people.
Social stories	A technique developed by Carol Gray that is used to help individuals with autism "read" and understand social situations. This technique presents appropriate social behaviors in the form of a story, which can be told through words and/ or pictures.
Socialization	The act of meeting for social purposes.
Speaking spell checker	Voice output spelling device.
Special Education*	As defined in Public Law 92-142, the term "special education" means specially designed instruction, at no cost to the parent, to meet the unique needs of a handicapped child. This may include classroom instruction, physical education, home instruction, and instruction in hospitals and institutions.
Spectrum*	Relative to education, a complete range of varying abilities in relation to Autism Spectrum Disorder.
Speech and Language Therapist	A specially trained individual who provides services for the remediation or rehabilitation of individuals with communication disorders.
SSW (School Social Worker)	A person trained in insight into human motivation and behavior in the treatment of emotional or social problems as they relate to educational performance. A specialized area of practice within the broad field of the social work profession.
Standard score	Derived score which uses as its unit the standard deviation of the population upon which the test was standardized. SS describes

	how a student performed on a test compared to a representative samples of students of the same age from the general population.
START (Statewide Autism Resources and Training)	Statewide Autism Resources and Training, Grand Valley State University, Grand Rapids, MI. Giving professionals and parents the knowledge and skills to support individuals with Autism Spectrum Disorder in reaching their greatest potential. http://www.gvsu.edu/autismcenter
Stereotypical behavior	Classified in relation to Autism Spectrum Disorder, as repetition of a uniform sequence of behaviors. Examples of stereotypical behaviors are hand flapping, tapping ears, scratching, rocking, or other such behaviors.
Stimming	An informal term for self-stimulating behavior.
Structured observation	The planned watching and recording of behaviors as they occur within a controlled environment.
Student Assistance Team	SAT - A group of people meeting to discuss specific academic concerns and or behaviors of general ed students and exhaust all possible general ed and resources interventions prior to referring a student for consideration of special ed eligibility.
Support groups	A group that provides for or maintains the needs of family with ASD members.
Supported independence	Michigan Alternative State Assessment intended to evaluate students who have, or function as if they have, moderate cognitive impairments.
Survival bag	A bag of tools a student might utilize to promote success in the educational setting. The bag contains high interest items used to occupy free time so activities are functional in nature and age appropriate.
Tactile defensiveness	A disorder in which a child interprets tactile stimulation or kinds of touch in an unusual manner, such as complaining that light touch hurts that a firm touch tickles. The child might try to avoid hugging, hand holding, different textures of food.

Tactile	The sense of touch. Receptors in the skin that allow this sensory system to perceive sensations of pressure, vibration, movement, temperature and pain.
Task analysis	Breaking down a job into a specific step by step process.
TEACCH	The Treatment and Education of Autistic and related Communication handicapped Children, a division of the Department of Psychiatry of the School of Medicine at the University of North Carolina-Chapel Hill. TEACCH is an approach that focuses on the development of a program around the individual's skills, interests, and needs.
Theory of mind	The ability to predict relationships between external states of affairs and internal states of mind.
Time out	Removal from positive reinforcement (rewarding experiences) It is a procedure used to decrease undesirable behaviors. The main principle of this procedure is to ensure that the individual in time out is not able to receive any reinforcement for a particular period of time.
Token strip	Visual positive behavior support used with students to reinforce appropriate and/or eliminate inappropriate behavior.
Touch points	(Tactile) Information from receptors in our skin. Touch sensations can be felt as pressure, vibration, movement, temperature, and pain.
Transition binder	An organizational support system that uses pictures, symbols, or objects (i.e., planner) to assist a student with ASD in transitions.
Transition object	An item used to assist a student with ASD with change in environment and/or activities.
Transition	A change in environment (I.e., middle to high school) and/or activity (work to play).
Unstructured observation	Unplanned informal watching and recording of behaviors as they occur in the natural environment.

Vestibular	Refers to the sensory system responsible for interpreting movement of the body in space. Vestibular receptors are located within the inner ear.
Visual cues	Visual gesture, posture, and/or facial expression used to aid communication.
Visual strategy	Visual strategies are helpful for students with communication or behavior challenges. Visual strategies include visual support to help remember and understand. Schedules and calendars are the most common visual tools used to give students information.
Visual	The system that allows us to interpret information about our environment through various types of perception (depth, spatial orientation, etc.); also serves to reinforce other types of sensory input.
Vocational	Relating to providing, or undergoing training in a special skill to be pursued as a trade.
Work station	An area outfitted with equipment and furnishings for completing educational/ vocational tasks.