

# Acronyms List

<b>504</b>	Section 504 of the Rehabilitation Act of 1973
<b>ABA</b>	Applied Behavioral Analysis
<b>AD/HD</b>	Attention Deficit/Hyperactivity Disorder
<b>ADD</b>	Attention Deficit Disorder
<b>ADA</b>	Americans with Disabilities Act
<b>Adaptive Development/Self-Help</b>	Skills such as feeding and dressing that children develop which allow them to take care of themselves and become independent
<b>AMP</b>	Administrator's Mentoring Program
<b>Advocate</b>	Someone who takes action to help someone else
<b>Annual Review</b>	Annual assessment of the goals and objectives of an Individualized Family Service Plan (IFSP) at which time appropriate revisions are made based on the child's progress and developmental/educational needs
<b>APR</b>	Annual Performance Report
<b>Assessment</b>	Ongoing process used by appropriate, qualified personnel to determine the child's unique needs and capabilities throughout the period of eligibility for early intervention services
<b>Assistive Technology</b>	Design, and training for use, of equipment and devices to help a child overcome or adapt to special needs (e.g., communication devices, walkers, special spoons or bowls)
<b>Atypical Development</b>	Unusual development of behavior or emotional skills, such as unusual ways of interacting with toys or people, not being able to pay attention or becoming easily frustrated
<b>AU</b>	Autism. Refers to a developmental disability significantly affecting verbal or nonverbal communication and social interaction, generally evident before age 3, which adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disability as defined in the document.
<b>Audiology Services</b>	Services related to a person's ability to hear; such services provided by an audiologist may include a hearing evaluation as well as special equipment (e.g., hearing aid)
<b>BD</b>	Behavior Disorder
<b>BSHCN</b>	Bureau of Special Health Care Needs (DOH)
<b>BSS</b>	Blind Skills Specialist
<b>CADRE</b>	National Center of Dispute Resolution in Special Education
<b>CAP</b>	Corrective Action Plan
<b>CASE</b>	Council of Administrators of Special Education
<b>CC</b>	Child Complaint
<b>CCSS</b>	Common Core State Standards
<b>CEC</b>	Council for Exceptional Children
<b>CFO</b>	Central Finance Office
<b>Child Count</b>	Unduplicated count of students receiving special education services; includes students served by the district in their local programs and those students served through contractual agreement with another school district or approved private agency (due in December)
<b>CHIP</b>	Children's Health Insurance Program
<b>CIMP</b>	Continuous Improvement Monitoring Process
<b>CISE</b>	Center for Innovations in Education (formerly Center for Innovations in Special Education)
<b>CMS</b>	Centers for Medicare and Medicaid Services (formerly HCFA, Health Care Financing Administration)
<b>Cognitive Development</b>	Thinking and learning skills a child needs to understand and respond to other

	people, explore and understand the environment, and use objects in a meaningful way
<b>Communication Development</b>	Skills that children develop that allow them to tell others what they think, feel, want, or need; signs and gestures (e.g., looking, pointing) and speaking are means of communication
<b>Comparable Services</b>	Assurance that services provided directly by DESE to students with disabilities are comparable to services provided by local school districts
<b>Concerns</b>	Areas that family members identify as needs, issues, or problems they want to address as part of the IFSP
<b>Confidentiality</b>	A right to limit those who may be allowed to see information and records about a child or family
<b>Consent</b>	Signature of parent/guardian indicating agreement with and approval for initial evaluation and initial placement; always voluntary and may be revoked at any time; one can always choose not to agree to some services and to agree to others; informed consent means that a person has been given all the information needed to make a decision
<b>Counseling</b>	Advice, help or support given by a qualified person (usually someone specially trained to do this)
<b>CP</b>	Cerebral palsy
<b>CQA</b>	Continuous Quality Assurance
<b>CQI</b>	Continuous Quality Improvement
<b>CQI</b>	Continuous Quality Improvement
<b>CSIP</b>	Comprehensive School Improvement Plan/Program
<b>CSPD</b>	Comprehensive System of Personnel Development
<b>DB</b>	Deaf and Blindness.
<b>DD</b>	Developmental delay; developmental disability; see definition
<b>Deaf/Blind</b>	Disability in which visual and hearing impairment occur concomitantly
<b>DESE</b>	Department of Elementary and Secondary Education
<b>Developmental Delay</b>	When a child's growth or skill development is not that of most other children the same age
<b>DFS</b>	Division of Family Services
<b>DHSS</b>	Department of Health and Senior Services
<b>Diagnostic Summary</b>	Written synthesis of information regarding all areas of functioning, as derived from the evaluation and diagnostic staffing conference
<b>Disability</b>	Impairment associated with a person's limitations in everyday activities
<b>DLM</b>	Dynamic Learning Maps
<b>DMH</b>	Department of Mental Health
<b>DOC</b>	Department of Corrections
<b>DP</b>	Due Process
<b>DRDP</b>	Desired Results Developmental Profile
<b>DSE</b>	Division of Special Education
<b>DSS</b>	Department of Social Services
<b>DYS</b>	Division of Youth Services
<b>E&amp;A</b>	Evaluation and Assessment
<b>ECSE</b>	Early Childhood Special Education (Part B services for ages 3 to 5 of IDEA); see definition
<b>ECSE</b>	Early Childhood Special Education
<b>ED</b>	Emotional Disturbance.
<b>EEPCD</b>	U.S. Department of Education's Early Education Program for Children with Disabilities
<b>EI</b>	Early Intervention
<b>EIS</b>	Early Intervention Services
<b>Eligibility Criteria</b>	Standards used to classify a child's disabling condition; criteria are specified for each condition/category
<b>ELL</b>	English Language Learners
<b>Emotional Development</b>	Skills children develop that allow them to interact with others (e.g., playing,

	responding to adults and other children) and to express their emotions (e.g., anger, happiness, joy)
<b>EP</b>	Effective Practices (Section of the MO Division of Special Education at DESE)
<b>ESEA</b>	Elementary and Secondary Education Act
<b>ESL</b>	English as a Second Language
<b>ESOL</b>	English Speakers of Other Languages
<b>ESY</b>	Extended School Year
<b>Evaluation</b>	Implementation of the assessment procedures as specified in the individual evaluation plan and notice for evaluation; determination of a child's current level of functioning
<b>Family Therapist</b>	Specialist trained to provide psychological counseling to families to resolve conflicts or problems they are encountering
<b>Family Training</b>	Includes services provided, as appropriate, by qualified personnel to assist the family of an eligible child in understanding the special needs of the child and enhancing the child's development
<b>FAPE</b>	Free Appropriate Public Education
<b>FAQ</b>	Frequently Asked Questions
<b>FERPA</b>	Family Educational Rights and Privacy Act
<b>FICC</b>	Federal Interagency Coordinating Council
<b>Fine Motor Development</b>	Skills children develop that rely on their small muscles (e.g., holding materials, turning knobs, snapping buttons)
<b>FS</b>	First Steps - ECSE Program for birth 3 year olds
<b>FTE</b>	Full Time Equivalent
<b>FY</b>	Fiscal Year
<b>GALLAUDET</b>	University for Deaf/HOH Students
<b>GED</b>	General Equivalency Diploma
<b>Gross Motor Development</b>	Skills children develop that rely on their large muscles (e.g., crawling, sitting, walking)
<b>Health Services</b>	Service related to the medical field that helps a child benefit from the other early intervention services he/she is receiving
<b>HI</b>	Hearing Impairment.
<b>HIPAA</b>	Health Insurance Portability and Accountability Act
<b>HOH</b>	Hard of Hearing
<b>IAP</b>	Individual Accommodation Plan (usually associated with 504)
<b>IDEA</b>	Individuals with Disabilities Education Act (Includes Part B, ages 3 to 21, and Part C, ages birth to 3, Missouri's First Steps Program); see definition
<b>IEE</b>	Independent Educational Evaluation
<b>IEP</b>	Individualized Education Program (Part B requirement for special education services); see definition
<b>IFB</b>	Invitation for Bid
<b>IFSP</b>	Individualized Family Service Plan (individualized plan required as part of First Steps); for more information, see MO IFSP page
<b>IHE</b>	Institutions of Higher Education
<b>IHP</b>	Individualized Habilitation Plan (individualized plan required for DMR/DD services)
<b>IMACS</b>	Improvement, Monitoring, Accountability and Compliance System
<b>ISC</b>	Independent Service Coordinator
<b>ISS</b>	In-school suspension
<b>JCAR</b>	Joint Committee on Administrative Rules
<b>LA</b>	Language Disability
<b>LD</b>	Specific Learning Disabilities.
<b>LDA</b>	Learning Disabilities Association
<b>LEA</b>	Local Education Agency (local school district)
<b>LEP</b>	Limited English Proficiency
<b>LICC</b>	Local Interagency Coordinating Council
<b>LICC</b>	Local Interagency Coordinating Council

<b>LRE</b>	Least restrictive environment
<b>MAP</b>	Missouri Assessment Program
<b>MAP-A</b>	Missouri Assessment Program-Alternate
<b>MAPE</b>	Missouri Association of Paraprofessionals in Education
<b>MCDHH</b>	Missouri Commission for the Deaf and Hard of Hearing
<b>M-CHAT</b>	Modified Checklist for Autism in Toddlers
<b>MD</b>	Multiple Disabilities.
<b>MDT</b>	Multidisciplinary team
<b>MH</b>	Mental handicap; mentally handicapped
<b>MI</b>	Mental illness
<b>MIM</b>	Missouri Integrated Model
<b>MITT</b>	Missouri Interagency Transition Team
<b>MO- SPAN</b>	Missouri Statewide Parent Advisory Network
<b>MOCASE</b>	Missouri Council of Administrators of Special Education
<b>MOHSAIC</b>	Missouri Health Strategic Architectures and Information Cooperative
<b>Monitoring</b>	On-site verification of the district's compliance with PL 94-42, conducted by the Department of Elementary and Secondary Education (DESE)
<b>MOTAP</b>	Missouri Transition Alliance Partnership
<b>MPACT</b>	Missouri Parents Act (parent training and information organization)
<b>MPP</b>	Missouri Preschool Project
<b>MR</b>	Mental Retardation/Mentally retarded
<b>MR/DD</b>	Mental Retardation and Developmental Disabilities
<b>MSB</b>	Missouri School for the Blind
<b>MSD</b>	Missouri School for the Deaf
<b>MSSD</b>	Missouri Schools for the Severely Disabled
<b>MSIP</b>	Missouri School Improvement Program
<b>MTSS</b>	Multi-Tiered System of Support
<b>NAEYC</b>	National Association for the Education of Young Children
<b>NARRC</b>	North Regional Resource Center
<b>NASDSE</b>	National Association of State Directors of Special Education
<b>Natural Environment</b>	Community setting typical for same- age peers without disabilities; may include, but are not limited to, the child's home, play group, and child care facilities; see "Least Restrictive Environment"
<b>NCCIP</b>	National Center for Clinical Infant Programs/ZERO TO THREE
<b>NCLB</b>	No Child Left Behind
<b>NE</b>	Natural Environment
<b>NECTAC</b>	National Early Childhood Technical Assistance Center
<b>NICU</b>	Neonatal Intensive Care Unit
<b>NISH</b>	National Industries for the Severely Handicapped
<b>Notice/Consent</b>	Written notification provided to parents/guardians regarding a district's intent to evaluate, place, or change placement, and the parental/guardian consent for such action
<b>NPA</b>	No Provider Available
<b>NSDC</b>	National Staff Development Council
<b>Nursing Services</b>	Services that must meet the developmental needs of the child and may not be solely medical in nature
<b>Nutritional Services</b>	Services that address a child's need for an adequate diet of food and drink that promotes good growth and development provided by a registered dietitian
<b>O &amp; M</b>	Orientation and Mobility
<b>OA</b>	Office of Administration (usually state)
<b>Occupational Therapy</b>	Services provided by a qualified occupational therapist that helps children develop fine motor skills; can be provided in a variety of settings and ways
<b>OCR</b>	Office of Civil Rights (U. S. Department of Education)
<b>OSS</b>	Out-of-school suspension
<b>OHI</b>	Other Health Impairment.
<b>OI</b>	Orthopedic Impairment.

<b>On- site Verification</b>	Written evidence of the school district's compliance with regulations; see also Monitoring
<b>OSEDA</b>	Office of Social and Economic Data Analysis
<b>OSEP</b>	Office of Special Education Programs (U. S. Department of Education)
<b>OSEP</b>	Office of Special Education Programs (part of US Dept of Educ)
<b>OSERS</b>	Office of Special Education and Rehabilitative Services
<b>OSS</b>	Out
<b>OT</b>	Occupational Therapy
<b>Outcome</b>	Statement of the changes that family members want to see for their child or themselves
<b>P &amp; A</b>	Missouri Protection and Advocacy Services
<b>P.L. 102-119</b>	Federal Public Law; in 1991, it amended P.L. 99-457
<b>P.L. 94-142</b>	Federal Public Law passed in 1976, mandated free and appropriate education for children ages 5 to 21 who are eligible for special education. Later the law was amended to include children from 3 to 21.
<b>P.L. 99-457</b>	Federal Public Law passed in 1986, provides for birth to 3 early intervention services
<b>PAC</b>	Parent Advisory Council
<b>PARA</b>	Paraprofessionals (classroom instructional assistants, aids)
<b>Part B</b>	Special education for ages 3 to 21
<b>Part C</b>	A component of IDEA that allows states to establish a system of early intervention services for children with special needs from birth to age 3 and their families; First Steps
<b>PAT</b>	Parents-as-Teachers
<b>PBS</b>	Positive Behavior Support
<b>Physical Development</b>	Skills that children develop that rely on their physical abilities (e.g., moving, seeing, hearing)
<b>Physical Therapy</b>	Services provided by qualified physical therapists that help children develop gross motor skills; these services can be provided in a variety of settings
<b>PKU</b>	Phenylketonuria
<b>PLEP</b>	Present Level of Educational Performance
<b>PLC</b>	Professional Learning Communities
<b>PLP</b>	Present Level of Performance
<b>POHI</b>	Physical and Other Health Impairments
<b>Prior Notice</b>	Parents must receive written notice before the public agency or service provider proposes or refuses to initiate or change the identification, evaluation, or placement of a child or the provision of early intervention services to a child and a child's family
<b>Priorities</b>	A family's choice as to what extent early intervention will be in the family's life; what is most important to the family
<b>Procedural Safeguards</b>	Policy established to protect the rights of all parties involved in the education of children with disabilities
<b>Provider</b>	Person who serves a child and who has specific skills and training related to young children with special needs; examples of providers are an agency, one of its employees, a physician, or a therapist
<b>Psychological Services</b>	Services provided by a qualified psychologist who identifies and works with children who need help in developing thinking, learning and memory skills
<b>PT</b>	Physical Therapy
<b>QIRS</b>	Quality Indicators Rating Scale
<b>RCD</b>	Resource Center for the Deaf
<b>Referral</b>	Written compilation of information about a student who is experiencing problems which interfere with learning; summary includes results of screening and attempts to remedy student's difficulties
<b>Related Services</b>	Such developmental, corrective, and other supportive services as are required to assist a student with disabilities to benefit from special education; includes such services as transportation, speech pathology & audiology, psychological services,

	physical & occupational therapies, recreation, early identification and assessment of disabilities, and counseling & medical services for diagnostic or evaluation purposes
<b>RE-M</b>	Regular Education- Modified
<b>Resources</b>	Strengths, abilities and supports that a family can use to meet its needs; may be formal or informal
<b>RFP</b>	Request for Proposal
<b>RFP</b>	Request for Proposal
<b>RICC</b>	Regional Interagency Coordinating Council
<b>RPDC</b>	Regional Professional Development Center
<b>RRC</b>	Regional Resource Centers
<b>RSB</b>	Rehabilitation Services for the Blind
<b>SC</b>	Service Coordinator
<b>Screening</b>	Process of identifying children in the general population, birth through twenty, who may be at risk of educational failure
<b>SEA</b>	State Education Agency
<b>SEAP</b>	Special Education Advisory Panel
<b>Section 619</b>	Part B Special Education for ages 3 to 5
<b>SEMSA</b>	Special Education Monitoring Self- Assessment (3rd Cycle Monitoring)
<b>Service Coordination</b>	Service provided by qualified personnel to assist families in navigating a system, ensure timely delivery of services, and work with families in the development of leadership skills; previously known as "case manager"
<b>SICC</b>	State Interagency Coordinating Council
<b>SIG</b>	State Improvement Grant
<b>SILC</b>	State Independent Living Centers SPOE System Point of Entry
<b>SISEP</b>	State Implementation and Scaling Up of Evidenced Based Practices
<b>SLP</b>	Speech Language Pathology; speech language pathologist
<b>Social Work</b>	Services provided by a social worker or other qualified person that may include coordination of needed services, advocacy, counseling information about and referral to needed resources, and intervention
<b>SOW</b>	Scope of Work
<b>SP</b>	Speech or Language Impairment.
<b>SPDG</b>	State Personnel Development Grant
<b>Special Education</b>	Specifically designed instruction, at no cost to the parent, to meet the unique needs of a child with disabilities, including the following: classroom instruction; instruction in physical education; home instruction; and instruction in hospitals and institutions
<b>Special Instruction</b>	Education and learning services provided in the home or in a center by a specialist trained in the education of those with special developmental or behavioral needs
<b>Speech Disorder</b>	Difficulty with the mechanics of oral speech production observable in voice, articulation, fluency, or any combination of the above
<b>Speech Language Therapy</b>	Services provided by a qualified speech therapist/pathologist who helps identify and work with children to develop communication skills that could affect the child's ability to make sounds; may include swallowing and breathing techniques; these services can be provided in a variety of settings and ways
<b>SPOE</b>	System Point of Entry
<b>SSD</b>	Special School Districts (Special School Districts of St. Louis County and Special School Districts of Pemiscot County)
<b>SSDI</b>	Social Security Disability Insurance
<b>SSI</b>	Supplemental Security Income
<b>SSIP</b>	State Systemic Improvement Plan
<b>STEPS</b>	Sequenced Transition to Education in the Public Schools
<b>Surrogate parent</b>	Persons appointed to act for the parent/guardian of a child with disabilities when the parents are unavailable, unknown, or when the child has been committed to the custody of a public agency or institution

<b>TBI</b>	Traumatic Brain Injury
<b>TECH CENTER</b>	UMKC Technology Center
<b>Transition</b>	To move from one program to another, from hospital to home, from home to a program, to another community or state, from the early intervention system to public school, or out of First Steps; see Transition page
<b>Transportation</b>	Assistance in getting to some of the services listed on the IFSP
<b>UMC</b>	University of Missouri-Columbia
<b>USDOE</b>	U.S. Department of Education
<b>VI</b>	Visual Impairment.
<b>Vision Services</b>	Services related to a person's ability to see; may include evaluation of ability to see and special equipment (e.g., glasses, magnifying tools, large print books)
<b>VR</b>	Vocational Rehabilitation
<b>YCDD</b>	Young Child with a Developmental Delay. Refers to a child initially identified ages 3 through 5 who is experiencing developmental delay, as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development or adaptive development and who needs special education and related services.