

**ACALCULIA:** The loss of ability to perform mathematical functions.

**ACCELERATION:** Advancement of a pupil at a rate faster than usual in or from a given grade or course. This may include gifted students identified according to *Bulletin 1508, Pupil Appraisal Handbook*.

**ADAPTED PHYSICAL EDUCATION CLASS:** An alternative setting for delivery of adapted physical education required by an IEP in which all of the following conditions exist:

- Instruction is provided by a certified adapted physical education teacher. Consultative and evaluation services may be provided in addition to case loads indicated below.
- Only exceptional children are enrolled whose need is documented in accordance with criteria for participation in adapted physical education established by the Department.
- Enrollment is in accordance with established pupil/teacher ratios.
- In cases of mixed grouping of exceptionalities, the lower caseload level as listed above shall be used when the majority of the membership is in that lower caseload level. However, the instructional groups shall not be mixed by level of severity.

**AGNOSIA:** The inability to identify familiar objects through a particular sense organ.

**AGRAPHIA:** The inability to recall kinesthetic writing patterns; i.e., cannot relate the mental images of words to the motor movements necessary for writing them.

**APHASIA:** The loss of ability to comprehend, manipulate, or express words in speech, writing, or gesture. Usually associated with injury or disease in brain centers which control these processes.

- *Auditory Aphasia* - inability to comprehend spoken words. The same as word deafness and receptive aphasia.
- *Expressive Aphasia* - inability to remember the pattern of the movement required to speak even though one knows what he wants to say.

**APRAXIA:** The loss of the ability to perform purposeful motor patterns.

**APTITUDE:** The extent to which a person may be expected to succeed in acquiring new skills or knowledge in a particular area.

**ASSISTIVE TECHNOLOGY DEVICE:** Any piece of equipment or product system, acquired commercially off-the-shelf or modified or customized, that is used to increase, maintain, or improve a child's functional capabilities.

**ASSISTIVE TECHNOLOGY SERVICES:** Any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device.

**AUDIOLOGY:**

- The identification of children with a hearing loss.
- The determination of the range, nature, and degree of hearing loss, including referral for medical and other professional attention for the habilitation of hearing.
- The provision of habilitative activities such as language habilitation, auditory training, speech

reading (lip-reading), evaluation, and speech conversation.

- The creation and administration of programs for prevention of hearing loss.
- The counseling and guidance of pupil, parents, and teachers, regarding hearing loss.
- The determination of the child's needs for group and individual amplification, selecting, and fitting an appropriate aid, and evaluating the effectiveness of amplification.

**AUDING:** Listening, recognizing, and interpreting spoken language. More than just hearing and responding to sounds.

**AUDITORY ASSOCIATION:** The ability to relate spoken words in a meaningful way.

**AUDITORY CLOSURE:** The ability to produce a word from an incomplete auditory presentation.

**AUDITORY DISCRIMINATION:** The ability to distinguish one sound from another and to perceive the number and order of sounds in a group of sounds or a spoken syllable. It is critical to reading and spelling success, as well as to acquiring, understanding, and using spoken language.

**AUDITORY MEMORY:** The ability to repeat a sequence of symbols correctly.

**AUDITORY PERCEPTION:** The ability to receive and understand sounds.

**AUDITORY RECEPTION:** The ability to understand the spoken word.

**AUTISM:** A severe development disability that significantly affects verbal and nonverbal communication and social interaction, that is generally evident before age three and that adversely affects educational performance.

**AVERAGE:** Same as measure of central tendency. In more popular usage, same as mean or arithmetic mean.

**AVERAGE DEVIATION:** A measure of variability obtained by finding the arithmetic mean of the absolute values of the deviations of the individual scores from a measure of the central tendency of a distribution. Also called mean deviation.

**BEHAVIOR DISORDER:** A pattern of situationally inappropriate interpersonal or intrapersonal behavior which is exhibited over an extended period of time and to a significant degree, and which cannot be explained by intellectual, sensory, neurological, or general health factors. The term never includes children who are autistic but it may include children who are socially maladjusted if it is determined that they are also behavior disordered.

**BILATERAL:** Pertaining to the use of both sides of the body in a simultaneous and parallel fashion.

**BINOCULAR FUSION:** The ability to integrate simultaneously into a single percept the data received through both eyes when they are aimed at the same position in space.

**BLIND:** The possession of a central visual acuity of 20/200 or less in the better eye with correcting glasses, or a peripheral field of vision so contracted that its widest diameter is less than twenty degrees.

**BODY IMAGE:** Awareness of one's body (including the precise location of its parts in time and space). It includes the impressions one receives from internal signals as well as feedback received from others.

**CLOSURE:** The process of achieving completion in behavior or mental act; the tendency to stabilize or to complete a situation. Closure may occur in any sensory modality.

**COGNITIVE STYLE:** An individual's characteristic approach to problem solving and cognitive tasks. For example, some people tend to be analytical, seeing parts, while others tend to be holistic, seeing things in their entirety with little awareness of components.

**COMPULSIVENESS:** Insistence on performing

or doing things in habitual ways.

**CONCRETISM:** An approach to thinking and behavior in which a person tends to regard each situation as essentially new and unique. Such a person fails to see essential similarities between situations which others accept as similar or even identical.

**CORRELATION:** The relation between two variables; the extent of similarity in direction and degree of variations in corresponding pairs of scores on two variables.

**CORRELATION COEFFICIENT:**

- Same as Pearson product-moment correlation coefficient;
- any measure of relation between two variables
- Also called coefficient of correlation.

**COUNSELING SERVICES:** Services provided by qualified social workers, psychologists, guidance counselors, or otherwise qualified personnel.

**CROSS-VALIDATION:** An attempt to show that relationships inferred from a particular study hold up in a similar study involving different people.

**CROSSING THE MIDLINE:** The movement of the eyes, a hand or forearm, or a foot and leg across the midsection of the body without involving any other part of the body, *i.e.*, without turning the head, twisting or swaying the trunk, or enervating the opposite limb.

**CUMULATIVE FREQUENCY DISTRIBUTION:**

- A table of frequencies of a series of scores; it shows the number of cases in all classes lower than the upper limit of each class interval or
  - the number of cases in all classes higher than the lower limit of each class interval.

**DHHR:** Department of Health and Human Resources.

**DEAF:** A severe hearing impairment with a pure tone average of 500, 1000, 2000 Hz in the better ear of 70 db or more (ANSI) and which results in a deficit in processing linguistic information through hearing, with or without amplification.

**DEAF-BLIND:** Concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for deaf or for blind children.

**DECILE:** A name given to every tenth percentile. The 10th percentile is the first decile, the 20th percentile, the second decile, *etc.*

**THE DEPARTMENT:** The Louisiana State Department of Education.

**DERIVED SCORE:** A score obtained from another score or scores by statistical methods; examples are a percentile score and a standard score. Also called transmuted score.

**DEVIATION:**

- A gross score minus the mean of the distribution;
- a gross score minus any specified measure of central tendency;
- a gross score minus an arbitrary origin. If the deviations so obtained are expressed in terms of the class interval as a unit, they are called step deviations.

**DEVIATION IQ:** A standard score with mean and standard deviation approximating those of the *Stanford-Binet* ratio IQ - usually a mean of 100 and standard deviation of 15 or 16.

**DIAGNOSTIC TEST:** A test designed to reflect fundamental factors of performance which, when known, may suggest specific lines of remedial action.

**DIRECTIONALITY:** Ability to discriminate left-right, up-down, *etc.*, in external space. The

child must develop laterality within his own organism and be aware of the right and left sides of his own body before he is ready to or able to project these directional concepts into external space.

**DISABLED CHILD:** Means an exceptional child whose only exceptionality is not gifted or talented.

**DISABLED EMPLOYEE OR POTENTIAL EMPLOYEE:** Any person employed by any agency or other organization, seeking or interested in such employment, who has a physical or mental impairment which substantially limits one or more major life activity, has a record of such an impairment, or is regarded as having such an impairment. The term includes, but is not limited to, persons who are mentally disabled, hard of hearing, deaf, speech impaired, hospital or homebound, deaf-blind, multidisabled; or who have a learning disability, severe language disorder, or any other mental or psychological disorder or any physiological disorder or condition, cosmetic disfigurement or anatomical loss affecting a major body system.

**DISCRIMINATION:** The ability to differentiate or distinguish quality, intensity, frequency, judgments, abilities, and other characteristics. These differences may be between numbers, letters, sounds of letters, persons, objects, etc. It may refer to one's ability to differentiate essential from nonessential details. The ability to discriminate depends in large measure upon one's relative familiarity with the object.

**DYSGRAPHIA:** The inability to write or to copy letters, words and numbers. The child can see accurately what he wants to write but cannot manage correct writing movements. Usually associated with brain dysfunction.

**DYSNOMIA:** The inability to recall a word at will even though one knows the word and recognizes it when said to him.

**EARLY INTERVENTION PROGRAM (CHILDNET):** Louisiana's total effort to meet the needs of eligible infant/toddlers and their families in our state.

#### **EARLY INTERVENTION SERVICES:**

Services that:

- Are designed to meet the developmental needs of each child eligible for ChildNet and the needs of the family related to enhancing the child's development.
- Are selected in collaboration with the parents.
- Are provided under public supervision by qualified personnel as defined in 34 CFR 303.321, in conformity with an IFSP, at no cost, unless subject to 303.520(b)(3). Federal or State law provides a system of payments by families, including a schedule of sliding fees: and
- Meets the standards of the State.

**EDUCATION RECORDS:** Those records which are directly related to a student and are maintained by an educational agency or institution or by a party acting for the agency or institution. The term does not include those education records listed in 45 CFR 99.3 *Comment:* The definition at 99.3 has an extensive list of what is not included in educational records. The reader is referred to 45 CFR 99.3 for the full text.

**EMOTIONALLY DISTURBED:** A serious pattern of behavior which enables a child to be classified as behavior disordered and which is so severe as to require special education services for the full school day or longer and for which extended individual therapy/counseling or other related services are needed. The term includes children who are schizophrenic.

**EQUIVALENT FORMS:** Two tests that, although not identical, are so similar that they can be used interchangeable. Equivalent forms must test the same functions and yield the same type of score distribution, the same central tendency, and the same dispersion. Also called alternate forms, comparable forms, and parallel forms.

**EVALUATION COORDINATOR:** The pupil appraisal person who in addition to serving as an examiner in the individual evaluation is assigned the responsibilities described in subpart 433 of *Bulletin 1706* for a particular child.

**EXCEPTIONAL CHILD:** A child evaluated in accordance with subparts 430-436 of *Bulletin 1706* who is determined according to *Bulletin 1508* to have an exceptionality which adversely affects educational performance to the extent that special education is needed.

**EXCEPTIONALITY:** Exceptionality is any of the characteristic impairments or conditions which adversely affects the child's educational performance to the extent that the child needs special education.

**EYE-HAND COORDINATION:** Is the use of the eyes and hands together in unified actions, in which visual information guides the motor response of the hand. Eye-hand coordination is involved in many activities such as writing, cutting, catching and throwing a ball, tying a shoelace, etc.

**EYE-HAND COORDINATION SKILL:** This skill consists of the eyes steering the hand(s) accurately and skillfully through the three coordinates of space; right and left, up and down, fore and aft, which are matched with the coordinates of the body or forming the symbols of language. It enables one to make visual discriminations of size, shape texture, and object location. It is dependent upon use, practice, and integration of the eyes and hands as paired learning tools.

**EYE MOVEMENT SKILL (ocular motilities):** This skill consists of the ability to quickly and accurately align both eyes on an object, or to maintain alignment on a moving object. This skill provides a consistent visual input to be matched to other sensory inputs and the experiences of the organism. Inadequate ability in eye movement skills is revealed in head turning instead of eye movement, short attention span, frequent loss of place on the page, omission of words and phrases, confusion of left and right directions, poor orientation, writing or drawing on the page, or stumbling and clumsiness in playground activities.

**FIGURE-GROUND:** The ability to find and focus attention on a given stimulus while other stimuli remain dimly perceived background, and to shift attention appropriately. This skill is needed to focus on one word or symbol on a page and maintain

one's place on a page in reading. In the auditory area (called Focus-Field Discrimination) it involves ability to focus attention on a relevant sound source (such as the teacher's voice) while ignoring sounds from irrelevant sources (hall noises, pencil sharpeners, etc.)

**FINE-MOTOR SKILLS:** Involve small muscles, chiefly those of the wrist and fingers, which are required for success in tool manipulation and handwriting.

**FOLLOWING ORAL DIRECTIONS:** Ability to integrate auditory and visual stimuli received simultaneously when a motor response is needed (dictation).

**FORM CONSTANCY:** Recognizing a word or symbol when seen in different contexts.

**FRUSTRATION LEVEL:** A degree of task difficulty which a child is incapable of performing at a given time.

**GENERALIZATION:** The process of deriving or inducing (a general concept or principle) from particulars. Example: by recognizing many types of chairs as chairs, a child is categorizing objects that are similar and yet different.

**GENERIC CLASS:** Is an instructional setting (self-contained or resource) in which:

- Exceptional children are placed in accordance with the degree of impairment as follows:
- Mild/Moderate class consisting of mildly to moderately impaired who have mental disabilities, learning disabilities, behavioral disabilities, orthopedical disabilities, etc.
- Severe/Profound class consisting of students who have severe to profound impairments who have mental disabilities, serious emotional disturbances, or multihandicaps.
- The instruction as provided by a special education teacher with appropriate generic certification.

- The pupil/teacher ratio are within established standards.
- The Generic Classic meets the other requirements of the categorical self-contained, resource, or itinerant class.

**GESTALT:** A term used to express any unified whole whose properties cannot be derived just by adding the parts and their relationships. More than the sum of its parts.

**GIFTED:** Is possession of demonstrated abilities that give evidence of high performance in academic and intellectual aptitudes.

**GRAMMATIC CLOSURE:** The ability to use the grammatical structure of language automatically.

**GROSS MOTOR ACTIVITY:** An activity or output in which groups of large muscles are used and the factors of rhythm and balance are primary.

**HARD OF HEARING:** A hearing loss, either permanent or fluctuating, ranging from mild to severe unaided (pure tone average of 500, 1000, 2000 Hz, between 25 and 70 db ANSI, in the better ear), which does not significantly impede the learning of speech and language through normal channels.

**HEMISPHERICAL DOMINANCE:** Refers to the fact that one hemisphere of the brain generally leads the other in control of body movement, resulting in the preferred use of left or right.

**HOSPITAL/HOMEBOUND (setting):** Is an alternative setting for the provision of special education according to an IEP or for regular education certified teacher in the student's home environment or in hospital conditions because the student is not able to be moved from the hospital or home environment as a result of physical illness, accident, or the treatment/therapy.

**HYPERACTIVITY:** Excessive activity - the individual seems to have a surplus of energy and is unable to control movements for even a short length of time.

**HYPERKINESIS:** Excessive mobility or motor function or activity.

**HYPOACTIVITY:** Pronounced absence of physical activity.

**HYPOKINESIS:** Reduced motor function or activity often giving the appearance of listlessness.

**IMPERCEPTION:** The inability to interpret sensory information correctly. A cognitive impairment rather than impairment of a sensory organ.

**IMPULSIVENESS:** The tendency to act on impulse. Responding without thinking, which is often explosive behavior where learning disorders exist.

**INDIVIDUAL FAMILY SERVICE PLAN (IFSP):** A written plan for providing early intervention services to an infant/toddler, age 0 - 2, eligible under Part H and his/her family.

**INFANT/TODDLERS WITH DISABILITIES:** The classification assigned infant/toddlers, ages 0 - 2, eligible under Part H.

**INTELLIGENCE:** A hypothetical construct that is most generally defined as the ability to learn and deal with new situations.

**INTELLIGENCE QUOTIENT (IQ):** The ratio of mental age as indicated by some test score to chronological age multiplied by 100. A deviation IQ is a type of standard score; the mean for any age is 100, and the standard deviation is usually about 15 or 16.

**INTERAGENCY AGREEMENT:** An operational statement between two or more parties or agencies which describes a course of action to which the agencies are committed. The statement is drawn up consistent with the mandatory provision of Part 800 of the 754 Regulations.

**INVENTORY:** A term usually applied to interest, attitude, and personality instruments in which there is no "right" answer. The responses are "right" only if they are honestly given and reflect the individual's

own characteristics. Less frequently the term is used to describe a battery of ability or achievement measures designed to reflect a wide variety of skills.

**ITEM ANALYSIS:** Any statistical process of determining the validity of individual test items. Most of the common item-analysis techniques provided more or less close approximations to the item-criterion correlation.

**KINESTHETIC:** The sense that yields knowledge of the movements of the muscles of the body and the positions of the joints.

**KINESTHETIC METHOD:** A method of treating reading disability by having pupils trace the outline of words and numbers or in other ways incorporate muscle movement to supplement visual and auditory stimuli.

**LATERALITY:** Complete motor awareness of both sides of the body. Refers to awareness of left-right, over-under, etc. within one's own body, and the ability to distinguish between body movements on the left and right sides of the body. Awareness of his own body, its parts, and how they work, prepare the child for dealing with his environment. Only after developing the ability to make spatial judgments in relation to his own body is the child able to apply spatial concepts to external objects.

**LEARNING DISABILITY:** Children who have learning disabilities are those

- who have educationally significant discrepancies among their sensory-motor, perceptual, cognitive, academic, or related developmental levels which interfere with the performance of educational tasks;
- who may or may not show demonstrable deviation in central nervous system functioning; and
- whose disabilities are not secondary to general mental retardation, sensory deprivation, or serious emotional disturbance.

**LEAST RESTRICTIVE ENVIRONMENT:**

The educational placement of an exceptional child consistent with the Least Restrictive Rules in subpart 488 of *Bulletin 1706*.

- According to these regulations, at each annual update of a special education student's IEP, **consideration** must be given to placing the student in a lesser restrictive environment than his/her previous placement.

**LEFT TO RIGHT PROGRESSION:** Recognize letters or word sequences correctly; can be disturbed if laterality has not been established.

**MANUAL EXPRESSION:** The ability to express ideas in meaningful gestures.

**MATURATION LAG:** The concept of differential development of areas of the brain and of personality which mature according to recognized patterns. A lag signifies a slow differentiation or irregularity in this pattern without a structural defect, deficiency, or loss.

**MEAN:** The sum of the scores divided by the number of scores; the point or value in a distribution of scores such that the sum of the deviations of the scores above it is equal to the sum of the deviations of the scores below it. Also called arithmetic mean and in more popular usage, average or arithmetic average.

**MEASURE OF CENTRAL TENDENCY:** A value near the center of a frequency distribution that in some way typifies or represents the entire group of scores. Measures of central tendency include the mean, the median, and the mode. Same as average.

**MEDIAN:** The point or score value that divides the cases in a frequency distribution evenly or into an upper and lower 50 percent.

**MEMORY SPAN:** The number of related or unrelated items that can be recalled immediately after presentation.

**MENTAL DISABILITIES:** Significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the development period.

**MINIMUM FOUNDATION REPORT:** The Equalization Data Report - State Equalization Fund Minimum Foundation Program for Public Education.

**MIXED CEREBRAL DOMINANCE:** The theory that hemispheric dominance has not been adequately established and that learning problems may be due wholly or partly to the fact that one cerebral hemisphere does not consistently lead the other in the control of bodily movement.

**MODE:** The score with the highest frequency. Used as a quick but less precise approximation of central tendency than the mean or median.

**MULTIDISABILITIES:** Concomitant impairments (such as mentally retarded-blind, mentally retarded-orthopedically impaired), the combination of which causes such severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blind children.

**NEUROLOGICAL EXAMINATION:** An examination of sensory or motor responses, especially the reflexes, to determine whether or not they are localized impairments of the nervous system.

**NON-READER:** The child who is unable to profit from the best instruction in any of the skill areas; therefore, he is unable to learn to read from conventional methods. The non-reader is generally identified as one who has made scant progress in learning after two or more years of instruction in reading. The number of words he recognizes at sight is negligible, perhaps twenty-five or less. He confuses words and has difficulty in spelling.

**OBJECTIVE TEST:** Any test with a definite key; that is, any test in which the judgment of the person scoring it does not enter into the score earned. Such tests are usually presented in a multiple-choice format.

**OCCUPATIONAL THERAPY:**

- Improving, developing, or restoring functions

impaired or lost through illness, injury, or deprivation.

- Improving ability to perform tasks for independent functioning when functions are impaired or lost.
- Preventing, through early intervention, initial or further impairment or loss of function.

**OPERATIONAL DAY:** Any day on which the Louisiana State Department of Education is open for the conduct of public business. However, if the central office of the school system is officially closed and the Department is open, that day does not count in the calculation of the timelines for that particular school system as mandated in the Regulations.

**ORGANICITY:** Refers to central nervous system impairment.

**ORTHOPEDICALLY DISABILITIES:** A severe orthopedic handicap which adversely affects a child's educational performance. The term includes handicaps caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and handicaps from other causes (e.g., cerebral palsy, amputations, and fractures or burns which cause contractures).

**OTHER HEALTH IMPAIRED:** Limited strength, vitality, or alertness, due to chronic or acute health problems including a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes.

**PARAPROFESSIONAL TRAINING UNIT(PTU):** A setting that may be used for the self-help skill training (toilet training, dressing skills, grooming skills, feeding skills, and preacademic readiness activities) of preschool or severely and profoundly handicapped children. The unit, made up of no more than six paraprofessionals must be supervised directly by a certified special education teacher. Each paraprofessional must have a full quota of students (three) before an additional paraprofessional can be added to the unit.

**PARENT:** A parent; a guardian; a person acting as a parent of a child (this includes relatives of the child or private individuals allowed to act with the explicit or tacit approval of the child's natural parent or guardian); or a surrogate parent who has been appointed in accordance with subpart 507 of the Regulations. The rights and responsibilities of a parent established by the Regulations shall be exercised directly by an exceptional child who attains the age of eighteen unless such child has been interdicted or determined to be in continuing minority by a court of the State of Louisiana.

**PARISH SUPERVISOR:** The supervisor of special education employed by every city/parish school system as required by subpart 448 of the Regulations. In addition, it includes the superintendent of a State Board School and the superintendent of SSD#1.

**PARTIALLY SEEING:** Possessing a central visual acuity no greater than 20/70 in the better eye with correcting glasses.

**PARTS-TO-WHOLE RELATIONSHIPS:** The ability to integrate parts into meaningful wholes, or analyze wholes into component parts. This skill is needed in spelling and reading; written words are made up of letter parts, spoken words are made up of sound units, and sentences are made up of words. In mathematics, perception of parts to whole relationships is basic to understanding the composition of number, number operations, and fractions. Ability to integrate elements into total meaningful whole is involved in all abstract thought processes, concept formation, generalization.

**PERCENTILE:** The point in a frequency distribution below which occur the percentage of the cases indicated by the particular percentile. Thus 62 percent of the cases fall below the 62nd percentile.

**PERCENTILE SCORE:** The percentile that corresponds to a given score in a frequency distribution; a given score expressed as a percentile.

**PERCEPTION:** A combination of many primary skills - implies interpretation of information coming from eyes, ears, and other nerve endings through the

body. Sight is not visual perception; hearing is not auditory perception. Sight and hearing are simply two of the systems through which we receive information. Perception involves the ability to organize that sensory information, receive meaning from it, and use it to make discriminations and judgments about the world. This ability includes not only the receptions of sensory impressions from the outside world and from one's own body, but the capacity to interpret and identify the sensory impressions by correlating them with previous experiences. Perceptual ability is necessary to perform any task, from separating red from blue blocks to solving complex mathematical problems.

**PERCEPTION OF SEQUENCE:** The ability to understand the ordering of visual, verbal, or manipulative materials in meaningful sequences. Sequence is involved in many vital areas. Spelling and reading require coordination of an auditory sequence of sounds with a visual sequence of symbols. In the English language, the relationship of ideas is expressed primarily through word order; if word order is changed, new meaning may result (that girl with Tom is mad; that girl is mad with Tom). Concepts for number and numerical progression are built upon perception of sequence.

**PERCEPTUAL CONSTANCY:** The ability to perceive that an object possesses unchanging properties, such as a specific shape, position, and size, in spite of the variability of the image the object has on the eyes.

**PERCEPTUAL-MOTOR:** The perceptual-motor process includes input (sensory or perceptual activities) and output (motor or muscular activities). A division of the two is impossible, for anything that happens to one area automatically affects the other. Any total activity includes input integration, output and feedback.

**PERCEPTUAL ORGANIZATION:** A more or less systematic arrangement of relatively separate parts into a whole in order to fulfill a function. It involves voluntary attention and the ability to organize and join together in the mind's eye. Perceptual organization includes spatial orientation.

**PERFORMANCE TEST:** Any test in which the

person being tested assumes an active role in solving the problems. In other words, motor skills in addition to verbal or writing skills, are employed in responding appropriately to the test items.

**PERSEVERATION:** The inability to develop a new response to a new or altered stimulus. Continuing to behave or respond in a certain way when it is no longer appropriate.

**PERSONALITY TEST:** A test that measures the traits, attitudes, values, behavior, or characteristic modes of reaction of an individual. Actually, the term applies to any test of a personal nature, but it is usually limited to noncognitive tests.

**PERSONALLY IDENTIFIABLE:** The data or information includes:

- the name of a student, the student's parent, or other family member;
- the address of the student;
- a personal identifier, such as the student's social security number or student number;
- a list of personal characteristics which would make the identify easily traceable; or
- other information which would make the student's identify easily traceable.

**PHYSICAL EDUCATION:** The development of physical and motor fitness; fundamental motor skills and patterns; and skills in aquatics, dance, and individual or group games or sports. In addition to regular physical education, the term includes modified physical education, adapted physical education, movement education, and motor development. Modified physical education is physical education that is specially designed to meet the needs of an exceptional child and may be provided by a special education teacher, a regular education teacher, or a physical education teacher.

**P.L. 89-10, the Elementary and Secondary Education Act of 1965:** Provided a comprehensive plan for readdressing the inequality of educational opportunity for economically underprivileged

children. It became the statutory basis upon which early special education legislation was drafted.

**P. L. 89-313, the Elementary and Secondary Education Act Amendments of 1965:** Authorized grants to state institutions and state-operated schools devoted to the education of children with disabilities. It was the first federal grant program specifically targeted for children and youth with disabilities.

**P. L. 89-750, the Elementary and Secondary Education Amendments of 1966:** This law amended Title VI of P. L. 89-10 and established the first grant program for the education of children and youth with disabilities at the local school level, rather than at state-operated schools or institutions. It established the Bureau of the Disabled and the National Advisory Council (now called the National Council on Disability.)

**P. L. 91-230, the Education of the Disabled Act of 1970:** This law amended Title VI of 89-570 and established a core grant program for local educational agencies. This program is known as Part B. This law also authorized a number of discretionary programs.

**P. L. 93-112, the Rehabilitation Act of 1973:** This law provides a comprehensive plan for providing rehabilitation services to all individuals, regardless of the severity of their disability. It also provided for civil rights enforcement under Section 504. This law was amended by P. L. 98-221 in 1983, and by P. L. 99-506 in 1986.

**P. L. 93-380, the Educational Amendments of 1974:** These amendments to the Elementary and Secondary Education Act contained two important laws. One is the Education of the Disabled Act Amendments of 1974. This law was the first to mention the provision of an appropriate education for all children with disabilities. The second important law, the Family Education Rights and Privacy Act, often called the Buckley Amendment, gives parents and students under the age of 18, and students age 18 and over, the right to examine records in the student's personal file.

**P. L. 94-142, the Education for All Disabled**

**Children of 1975:** This law mandates a free appropriate public education for all children with disabilities, ensures due process rights, mandates education in the least restrictive environment, and mandates Individualized Education Programs, among other things. It is the core of federal funding for special education.

**P. L. 98-199, the Education of the Disabled Act Amendments of 1983:** This law reauthorized the discretionary programs, including the establishment of services to facilitate the transition from school to work for youth with disabilities through research and demonstration projects; the establishment of parent training and information centers; and funding for demonstration projects and research in early intervention and early childhood special education.

**P. L. 98-524, the Carl D. Perkins Vocational Education Act of 1984:** This law authorized funds to support vocational education programs to include youths with disabilities. The law stated that individuals who are members of special populations must be provided with equal access to recruitment, enrollment, and placement activities in vocational education.

**P. L. 99-372, the Disabled Children's Protection Act of 1986:** This law provides for reasonable attorney's fees and costs to parents and guardians who prevail in administrative hearings or court when there is a dispute with a school system concerning their child's right to a free appropriate special education and related services.

**P. L. 99-457, the Education of the Disabled Act Amendments of 1986:** This law mandates services for preschoolers with disabilities and established the Part H program to assist states in the development of a comprehensive, multidisciplinary and statewide system of early intervention services for infants and toddlers (birth to age 3). This law also reauthorized the discretionary programs and expanded transition programs.

**P.L. 100-407, the Technology-Related Assistance for Individuals with Disabilities Act of 1988:** The primary purpose of this law is to assist states in developing comprehensive, consumer-responsive programs of technology-related assistance and to

extend the availability to technology to individuals with disabilities and their families. Assistive technology device is broadly defined in the law to give the states flexibility in the programs to be developed. Assistive technology services under this law include 8 activities related to developing consumer-responsive services with federal funds.

**P. L. 101-127, the Children with Disabilities Temporary Care Reauthorization Act of 1989:** This law is actually a part of a larger federal law, the Children's Justice Act, P. L. 99-401. Title II of this law includes provisions to fund temporary child care (e.g., respite care) for children who have a disability or chronic illness and crisis nurseries for children at risk of abuse or neglect. In 1989, P. L. 101-127 extended and expanded this program for two years and included an increase in funding for these programs from 5 million to 20 million in 1990 and 1991.

**P. L. 101-336, the Americans with Disabilities Act of 1990:** This law, based on the concepts of the Rehabilitation Act of 1973, guarantees equal opportunity for individuals with disabilities in employment, public accommodation, transportation, state and local government services and telecommunications. The ADA is the most significant federal law assuring the full civil rights of all individuals with disabilities.

**P. L. 101-392, the Carl D. Perkins Vocational and Applied Technology Education Act of 1990:** This law amended P. L. 98-524 for the purpose of making the United States more competitive in the work economy. This law is closely interwoven with the Education of the Disabled Act (P. L. 94-142) toward guaranteeing full vocational education opportunity for youth with disabilities.

**P. L. 101-476, the Education of the Disabled Act Amendments of 1990:** This law changed the name of EHA to the Individuals with Disabilities Act (IDEA). This law reauthorized and expanded the discretionary programs, mandated transition services and assistive technology services to be included in a child's or youth's IEP, and added autism and traumatic brain injury to the list of categories of children and youth eligible for special education and related services.

**P. L. 102-119, the Individuals with Disabilities Education Act Amendments of 1991:** This law reauthorized Part H - programs for infants and toddlers- through 1995. The law allows all states to continue to participate in Part H for a least two more years. It also gives states the option to use non-categorical eligibility criteria for preschoolers with disabilities and tries to facilitate the transition of children from Part H infants and toddler programs to preschool programs that operate under Section 619 of the law. The law also updates some of the terminology used in Part H.

**PLACEMENT IN AN APPROVED NON-PUBLIC SCHOOL PROGRAM:** A direct educational placement in an alternative setting operated by an approved nonpublic school program; suggested placement by counseling of an exceptional child or parent of an exceptional child to an approved nonpublic school program; or an enrollment in an approved nonpublic school program which occurs after a failure by a school system, after a determination that the child is an exceptional child by the school system, to give parents full and effective notice of the obligation and willingness of the school system to provide the child with a free appropriate public education.

**POSITION IN SPACE:** Perception of the relationship of an object to the observer. Spatially, at least, a person is always the center of his own world and perceive objects as being behind, before, above, below, or to the side of himself.

**POWER TEST:** A test which has either no time limits or sufficient time limits to permit essentially all test takers to respond to all items. Performance is determined by ability to respond, not by speed of response.

**PROMOTION:** A pupil's placement from a lower to a higher grade based on local and state criteria contained in *Bulletin 1566*.

**PSYCHOLOGICAL SERVICES:**

- Administering psychological and educational tests, and other assessment procedures.
- Interpreting assessment results

- Obtaining, integrating, and interpreting information about child behavior and conditions relating to learning.
- Consulting with other staff members in planning school programs to meet the special needs of children as indicated by psychological tests, interviews, and behavioral evaluations.
- Planning and managing a program of psychological services, including psychological counseling for children and parents.

**PUPIL APPRAISAL PERSONNEL:** Means professional personnel who meet the certification requirements for school personnel for such positions and who are responsible for delivery of pupil appraisal services included in subparts 410-436 of *Bulletin 1706 Regulations*.

**PUPIL PROGRESSION PLAN:** The comprehensive plan developed and adopted by each parish or city school board which shall be based on student performance on the Louisiana Assessment Program with goals and objectives which are compatible with the Louisiana competency-based education program.

**QUARTILE:** Every 25th percentile. The first quartile is the 25th percentile; second quartile, the 50th percentile; third quartile, the 75th percentile. Sometimes, incorrectly, percentiles 1-25 are called the first quartile, 26-50 the second, 51-75 the third, and 75-79 the fourth.

**RATIO IQ:** The ratio of mental age to chronological age times 100, interpreted as the intelligence quotient.

**RAW SCORE:** A test score as originally obtained, before any transmutation or statistical treatment. All raw scores are gross. Also called crude score and obtained score. A group of raw scores is sometimes called raw data or crude data.

**REGULAR PLACEMENT:** The assignment of students to classes, grades, or programs based on a set of criteria established in the pupil progression plan. Placement includes promotion, retention, compensatory programs and/or remediation, and

acceleration.

**RELATED SERVICES:** Transportation and such developmental, corrective, and other supportive services as are required to assist an exceptional child to benefit from special education and includes speech pathology and audiology, psychological services, physical and occupational therapy, recreation, early identification and assessment of disabilities in children, counseling services, and medical services for diagnostic or evaluation purposes. The term also includes school health services, social work services in schools, and parent counseling and training.

**RELIABILITY:** The accuracy with which a measuring device measures what it measures; verifiability of test results after a lapse of time or regardless of the particular items; consistency between results of repeated administrations of the same measuring device to the same individuals. Reliability is usually estimated in terms of the coefficient of reliability or the standard error of measurement.

**REMEDIATION:** That function which re-directs or circumvents an impaired procedure in learning. It implies compensatory methods which facilitate learning rather than cure learning disorders.

**RESOURCE ROOM:** A type of alternative setting for special education and related services designed or adapted as a location where children with exceptionalities may receive all or a part of the special education required by their IEP.

**RETENTION:** Nonpromotion of a pupil from a lower to a higher grade based on local and state criteria contained in *Bulletin 1566*.

**RIGIDITY:** Resistance to undertaking a new kind of response.

**ROTATION OF DESIGN:** The revolving of a visual pattern on its axis, clockwise or counterclockwise. In the *Bender Visual Motor Gestalt Test*, if the rotation of a design is spontaneous, it may be indicative of an emotional disturbance and/or neurological disorder.

**SCALED SCORE:** A score derived from raw

scores, which is designed to reflect certain characteristics not apparent in the raw scores. Examples are stanines, standard scores, and grade equivalents.

**SECTION 504:** Section 504 of the *Rehabilitation Act of 1973*, (P.L. 93-112) 29 U.S.C. 706 and the Regulations issued by the U. S. Department of Education at 45 CFR 84.

**SELF-CONTAINED SPECIAL EDUCATION CLASS:** A type of alternative setting in which the same teacher provides special education instruction for an approved group for at least half the school day.

**SENSORY-MOTOR ABILITY:** The ability to act and perform as directed by the senses; the ability to hear and do things in response to a given stimulus. It is associated with how well a person is coordinated when dealing with the senses of hearing, seeing, tasting, smelling, feeling, and motor ability. The individual becomes aware of the world around him by applying all his sense modalities and movements simultaneously. He becomes aware of himself as being separate from the outside world. He learns to control the skeletal movements, to control the movement of specific parts of the body, and to manipulate objects.

**SEVERE LANGUAGE DISORDER:** A type of speech impairment which results from any physical or mental condition which seriously interferes with the development, formation, and articulation of language of an individual.

**SIGMA:** Theoretically, a measure of the dispersion of scores around the mean of a *population of scores*. Its counterpart, the standard deviation, is the same measure when dealing with a *sample* of scores from the larger population. In practice the two terms are often used interchangeably. Usually, five or six sigmas (or standard deviations) cover the range of scores.

**SIGNIFICANT CHANGE IN EDUCATIONAL PLACEMENT:** A change which consists of moving from one alternative setting to another which is more restrictive and/or transfers jurisdiction (referrals).

**SIGNIFICANT LOSS:** A regression in a skill and a rate of reacquisition of the skill which when compared to the initial rate of acquisition or regressions and reacquisition rates of normal students indicates that the attainment of the long range educational goals of a child will be impossible.

**SOCIAL AND SOCIAL WORK SERVICES:** Preparing a social or development history on an exceptional child; group and individual counseling with the child and family; working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; and mobilizing school and community resources to enable the child to receive maximum benefit from his or her educational program.

**SOUND BLENDING:** The ability to synthesize the separate parts of a word and to produce an integrated whole, to fuse sounds into words.

**SPATIAL RELATIONSHIP:** The ability to perceive the position of two or more objects in relation to one's self and in relationship to one another. The ability to see similarities in shape, size, etc. of two or more objects.

**SPECIAL EDUCATION:** Any program of instruction within the preschool, elementary, and secondary school structure of the state, specifically designed to provide for different learning styles of exceptional children. This instruction shall be in alternative educational settings (s448) which meet the standards of the State Board and are approved by the Department, and implemented according to an Individualized Education Program.

**SPECIFIC LANGUAGE DISABILITY:** Usually the term is applied to those who find learning to read and spell very difficult but who are otherwise intelligent. More recently any language deficiency - oral, visual or auditory - is identified by this term.

**SPEECH IMPAIRED:** A communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, which adversely affects a child's educational performance.

**SPEECH PATHOLOGY:** Speech pathology

means:

- identification of children with speech or language disorders;
- diagnosis and appraisal of specific speech or language disorders;
- referral for medical or other professional attention necessary for the habilitation of speech or language disorders;
- provisions of speech and language services for the habilitation or prevention of communicative disorders; and
- counseling and guidance of parents, children, and teachers regarding speech and language disorders.

**STANDARD DEVIATION:** A measure of variability obtained by determining the square root of the mean of the squares of the deviations of the scores from their mean.

**STANDARD SCORE (z):** A deviation from the mean expressed in terms of the standard deviation of the distribution; a gross score minus the mean, divided by the standard deviation. Also called z-score and sigma score.

**STANDARDIZED TEST:** A test that has undergone a standardization. Its manual usually includes instructions for constant administration; norms for specified populations; relevant scaled scores; and reliability and validity information.

**THE STATE BOARD:** The Louisiana Board of Elementary and Secondary Education.

**STRABISMUS:** That condition wherein the extraocular muscles are not in a state of balance and a dysfunction of fusion is present. As a result, the eyes are out of alignment. Lack of coordination of the eye muscles so that the two eyes do not focus on the same point.

**STRUCTURING:** The act of arranging an activity in a way that is understandable to the child and conducive to performance, or in other words,

arranging the task so that the child is aware of what is expected of him. Once the task is structured, the child should be left to perform without additional cuing.

**SUBJECTIVE TEST:** A test for which the score depends partly on the judgment of the person who scores it.

**TACTUAL-KINESTHETIC:** A combination of the sense of touch and the sense of muscle movement. Both tactual and kinesthetic perceptions can augment and reinforce other sensory perceptions.

**TEMPORAL:** Pertaining to time or time relationships. The ability to recognize the limits of time with understanding.

**TOLERANCE LEVEL:** The level at which the child can perform without any effort and at which he will soon become bored or uninterested.

**TALENTED:** Possession of demonstrated abilities that give evidence of high performance in visual and/or performing arts.

**TRANSITION SERVICES:** A coordinated set of activities for a student, designed within an outcome-oriented process, that promotes movement from school to post-school activities, including, *e.g.*, post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. Services must be based on the student's individual needs and take into account the student's preferences and interests.

**TRANSPORTATION:**

- Travel to and from school and between schools.
- Travel in and around school building.
- Specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a handicapped child.

**TRAUMATIC BRAIN INJURY:** Brain injuries caused by external physical force or by an internal occurrence such as stroke or aneurysm, with resulting impairments that adversely affect education performance. The term includes children with open or closed head injuries but does not include children with brain injuries that are congenital or degenerative caused by birth trauma.

**VALIDITY:** The extent to which a test or other variable measures what it is supposed to measure; the extent to which test scores can be used to predict criterion scores. Validity is often measured by the correlation of the variable with a criterion. Also called diagnostic value and discriminative power.

**VERBAL EXPRESSION:** The ability to express ideas in spoken words.

**VISUAL ASSOCIATION:** The ability to relate visual symbols in a meaningful way.

**VISUAL CLOSURE:** Ability to identify a common object from an incomplete visual presentation.

**VISUAL MEMORY:** The ability to reproduce a sequence of visual stimuli from memory.

**VISUAL-MOTOR ABILITY:** The ability to visualize and to assemble material from life into meaningful wholes; the ability to see and to perform with dexterity and coordination; the ability to control body or hand movements in coordination with visual perception.

**VISUAL RECEPTION:** The ability to comprehend pictures and written words.

**VOCATIONAL EDUCATION:** Organized education programs which are directed related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

**z-SCORE:** Same as a standard score.

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*NICHCY News Digest, Vol. I, No. 1* ; Interstate Research Associates, P. O. Box 1492, Washington, DC; 1991