

Appendix 14: Frequently Used Terminology

Adaptive Physical Education (APE)

A specially designed physical education program for a child with developmental disabilities. Traditional exercise forms, assessment techniques, and training protocols are adapted to meet the specific needs of a person with developmental delays or disabilities.

Adult Services

Refers to the many agencies and programs that are provided to adults with specific needs such as disability, health, and income.

Americans with Disabilities Act (ADA)

An equal opportunity, civil rights law to protect any person who has an impairment that substantially limits major life activities.

American Sign Language (ASL)

A method of communicating by using hand signs. Each sign represents either one word or concept that is typically expressed with several spoken words. For words that do not have a sign, finger-spelling is used. (Coleman, 1993)

Antecedent Behavior

What happens in or to the environment right before a behavior occurs. This includes verbal, gestural or physical prompts, cues, materials, language, and environmental factors (sensory input: noise, light, smell, taste, touch), either naturally occurring or intentionally manipulated to affect a behavior.

Applied Behavior Analysis (ABA)

The science in which procedures derived from the principles of behavior are systematically applied to improve socially significant behavior to a meaningful degree and to demonstrate experimentally that the procedures employed were responsible for the improvement in behavior. (Cooper, Heron & Heward, 1987)

Asperger Disorder

One of the five Autistic Spectrum Disorders; “similar in most areas to Autism Disorder, except: no clinically significant delay in language; no clinically significant delay in cognitive development, self-help skills, adaptive skills, and curiosity about environment” (from the DSM-IV criteria).

Attention Deficit Disorder (ADD)

A term previously used to describe an individual with significant attention problems and minimal hyperactivity. This term is now represented by Attention Deficit Hyperactivity Disorder (ADHD)-inattentive type.

Attention Deficit Hyperactivity Disorder (ADHD)

The core components are a short attention span for mental age, impulsivity (acting without consideration of consequences), distractibility (inability to maintain focus due to irrelevant external or internal stimuli) and motor overactivity that ranges from fidgetiness to continuous movement. Although all children with this disorder have difficulty with attention span, not all have significant hyperactivity. Therefore, these features have been categorized into a combined type (both inattention and hyperactivity-impulsivity), an inattention type and a hyperactivity-impulsivity type. ADHD must be differentiated from other disorders that affect attention, such as anxiety disorders, depression, learning disabilities and seizures.

Auditory Integration Training (AIT)

A technique used to attempt to desensitize children with autism spectrum disorder (ASD)/pervasive developmental disorder (PDD) to certain frequencies of sound(s) that they show sensitivity. (Rimland & Edelson, 1995)

Autism

As defined in the Diagnostic and Statistical Manual of Mental Disorders (DSM IV, 2000):

- I. A total of six (or more) items from (A), (B), and (C), with at least two from (A), and one each from (B) and (C)
 - A. Qualitative impairment in social interaction, as manifested by at least two of the following:
 1. Marked impairments in the use of multiple nonverbal behaviors such as eye-to-eye gaze, facial expression, body posture, and gestures to regulate social interaction.
 2. Failure to develop peer relationships appropriate to developmental level.
 3. A lack of spontaneous seeking to share enjoyment, interests, or achievements with other people, (e.g., by a lack of showing, bringing, or pointing out objects of interest to other people).
 4. A lack of social or emotional reciprocity (note: in the description, it gives the following as examples: not actively participating in simple social play or games, preferring solitary activities, or involving others in activities only as tools or “mechanical” aids).
 - B. Qualitative impairments in communication as manifested by at least one of the following:
 1. Delay in, or total lack of, the development of spoken language (not accompanied by an attempt to compensate through alternative modes of communication such as gesture or mime).
 2. In individuals with adequate speech, marked impairment in the ability to initiate or sustain a conversation with others.
 3. Stereotyped and repetitive use of language or idiosyncratic language
 4. Lack of varied, spontaneous make-believe play or social imitative play appropriate to developmental level.
 - C. Restricted repetitive and stereotyped patterns of behavior, interests and activities, as manifested by at least two of the following:
 1. Encompassing preoccupation with one or more stereotyped and restricted patterns of interest that is abnormal either in intensity or focus.
 2. Apparently inflexible adherence to specific, nonfunctional routines or rituals.
 3. Stereotyped and repetitive motor mannerisms (e.g hand or finger flapping or twisting, or complex whole-body movements)
 4. persistent preoccupation with parts of objects.

- II. Delays or abnormal functioning in at least one of the following areas, with onset prior to age 3 years:
 - A. Social interaction
 - B. Language as used in social communication
 - C. Symbolic or imaginative play
- III. The disturbance is not better accounted for by Rett's Disorder or Childhood Disintegrative Disorder

Autism Behavior Checklist (ABC)

One of five independent subtests of the Autism Screening Instrument for Educational Planning.

Autism Diagnostic Interview (ADI)

A semi-structured investigator-based interview(s) for the caregivers of children and adults for whom autism or pervasive developmental disorders is a possible diagnosis. Training in this instrument should be done by qualified staff.

Autism Diagnostic Observation Schedule (ADOS)

A structured observation schedule for the diagnosis of Autism Spectrum Disorder (ASD)/Pervasive Developmental Disorder (PDD). It uses a standardized group of social contexts and attempts to encourage interactions between the individual and the interviewer. While the original ADOS can only be used with higher functioning individuals, a newer instrument is available for use with younger and nonverbal individuals. Its validity depends on the expertise of the interviewer who should be trained in its use by qualified staff.

Autistic Disorder

The presence of markedly abnormal or impaired development in social interaction and communication and markedly restricted repertoire of activity and interests. Delays with onset occur prior to age three. Manifestations of the disorder vary greatly depending on developmental level and chronological age of the individual.

Autism Spectrum Disorder (ASD)

ASDs include autistic disorder, pervasive developmental disorder - not otherwise specified (PDD-NOS, including atypical autism), and Asperger syndrome. These conditions all have some of the same symptoms, but they differ in terms of when the symptoms start, how severe they are, and the exact nature of the symptoms. The three conditions, along with Rett's syndrome and childhood disintegrative disorder, make up the broad diagnosis category of pervasive developmental disorders.

Backward Planning

A step-wise planning process that starts with desired goals and plans backward to the current level of functioning and support.

Coequal

Equal with one another, as in rank or size; of equal importance.

Comorbid/Co-existing/Co-occurring

Existing simultaneously with and usually independently (though not necessarily) of another medical condition.

Developmental Disability (DD)

Under Washington State RCW 71A.10.020(3) the definition in law of a developmental disability is a disability attributable to:

- ◆ Mental Retardation
- ◆ Cerebral Palsy
- ◆ Epilepsy
- ◆ Autism

OR

- ◆ Another neurological or other condition closely related to mental retardation or that requires treatment similar to that required for individuals with mental retardation.

Which:

- ◆ Originated before the individual attained age eighteen;
- ◆ Continued or can be expected to continue indefinitely, and
- ◆ Results in substantial limitations to an individual's intellectual and/or adaptive functioning.

The criteria for eligibility are further defined in the Washington Administrative Code, WAC 388-823 effective July 5, 2005 and may be reviewed at the following link www.dshs.wa.gov/ddd/eligible.shtml.

Diagnostic and Statistical Manual for Mental Disorders (DSM-IV)

American Psychiatric Association, 2000 (see Appendices for Diagnostic Criteria for Autistic Disorder); a classification system used by mental health professional to classify mental disorders.

Discrete Trial Training (DTT)

A training regimen in which a discrete trial is the basic teaching unit. In general, a discrete trial consists of a single instructional exchange between the instructor and the child which includes a verbal directive (e.g., "say da"), a child's response, (e.g., "da") and the instructor's feedback to the child (e.g., "Good"). DTT most often involves drills consisting of several reinforced trials. It is utilized to teach a variety of skills.

Due Process

Legal safeguards to which a person is entitled in order to protect his or her rights.

Early Intervention (EI)

Specialized services provided to infants and toddlers who are at-risk for or are showing signs of developmental delay.

Echolalia

The repetition of words. Immediate echolalia causes the immediate repetition of a word or phrase. In some autistic and Asperger's cases it may be a method of buying time to help process language. If a child with autism is asked, "Do you want dinner?" the child echoes back "Do you want dinner?" followed by a pause and then a response, "Yes. What's for dinner?" In delayed echolalia, a phrase is repeated after a delay, such as a person with autism who repeats TV commercials, favorite movie scripts, or parental reprimands.

Employment Networks (EN)

An employment network of providers participating in the Social Security Administration's Ticket to Work Program. The EN provides or coordinates employment, vocational rehabilitation, and support services to SSA beneficiaries using their tickets to work. In return, SSA pays the EN for employment outcomes achieved by the beneficiaries assigning their tickets to the EN.

Employment Specialist/Professional

Refers to and individuals that assist people with disabilities to find and keep a job. This includes job marketing/development; individual planning or discovery of an individual's interests, skills and challenges; job coaching or teaching the skills necessary to do the job; and maintenance or follow along support to help the person retain the job.

Enclave

A form of supportive employment where a group of no more than eight persons with disabilities work in an integrated employment setting often with professional supervision.

Epidemiology

The study of factors affecting the health and illness of populations, and serves as the foundation and logic of interventions made in the interest of public health and preventive medicine.

Free and Appropriate Public Education (FAPE)

Special education and related services that:

- 1) Have been provided at public expense, under public supervision and direction, and without charge;
- 2) Meet the standards of the State educational agency;
- 3) Include appropriate preschool, elementary, or secondary school education in the State involved;
- 4) Are provided in conformity with the individualized education program required by PL 105-17, Section 614(d).

Follow-Along-Services

In Supported Employment, this term refers to services and supports provided to a worker with a disability after job training is completed.

Functional Behavior Assessment

Provides hypotheses about the relationships between specific environmental events and behaviors; the function of a behavior can be thought of as the purpose a behavior serves for a person.

Impairment Related Work Expense

Expenses related to the items a person with a disability needs because of his/her impairment in order to work; may be deducted during the eligibility process for SSDI or SSI.

Individual Earned Income Exclusion

Income that can be excluded for a individual under age 22 in calculating SSI benefits.

Individualized Education Program (IEP)

A written statement for each child with a disability that is developed and reviewed in accordance with PL 105-17 (see appendices).

Individuals with Disabilities Education Act (IDEA)

The federal law that mandates public education for children who have disabilities.

Individualized Family Service Plan (IFSP)

A written plan providing early intervention services to an eligible child birth through two years of age and his or her family.

Incidental Teaching

A teaching method in which child-directed, natural occurring activities are used to provide instruction to the child.

Inclusion

The practice of providing a child with disabilities an education within the general education program with non-disabled peers. Supports and accommodations may be needed to assure educational success in this environment.

Job Analysis

The process of analyzing a job in terms of essential elements, skills needed, and characteristics to aid in job matching and training.

Job Carving

A technique in advanced supportive employment programs where a job is divided into components that can be done by a person with a severe disability (taking a single task away from multiple “doers” and giving it to a single doer).

Job Shadowing

The practice of allowing an individual to observe a real work setting to determine their interest and to acquaint them with the requirements of the job.

Least Restrictive Environment (LRE)

The educational setting that permits a child with disabilities to derive the most educational benefit while participating in a regular educational environment to the maximum extent possible. (Coleman, 1993)

Local Education Agency (LEA)

A public board of education or other public authority legally constituted within a state of either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision.

Mental Retardation (MR)

A condition characterized by limitations in performance that result from significant impairments in measured intelligence and adaptive behavior.

Milieu Teaching

Planned teaching environment in which everyday events and interactions are therapeutically designed for the purpose of enhancing social skills and building confidence.

Natural Environment (NE)

The place where events or activities usually occur for children who are typically developing.

Natural Supports: Refers to the use of person, practices, and things that naturally occur in the environment to meet the support needs of the individual.

People First: People first language is a way of describing someone which puts the person ahead of his or her medical label. Using “people first” language, for example, an individual would be described as “a person with a disability” rather than “a disabled person” or “the disabled”.

Pervasive Developmental Disorder (PDD)

A group of conditions with a common dysfunction in the domains of socialization and communication. This category includes:

- ◆ Autistic Disorder
- ◆ Asperger Syndrome
- ◆ Pervasive Developmental Disorder-Not Otherwise Specified
- ◆ Rett’s Syndrome
- ◆ Childhood Disintegrative Disorder

The “classic” form of PDD is autistic disorder. The core components are qualitative impairments in socialization, communication and imaginative play and repetitive behaviors/restricted interests with onset by age 3 years.

Plan for Achieving Self Support (PASS)

A savings account that can be excluded from income and assets of persons with disabilities to allow them to save up for something that would make them self sufficient (e.g., college fund). A person who is eligible for Social Security Insurance (SSI) gets a chance at PASS.

Procedural Safeguards

Legal protections (including mechanisms or procedures) available to children, their parents and their advocates to protect their rights in dealing with agencies and providers of early intervention services.

School to Work Programs

These programs refer to general education secondary programs developed under the School-to-Work Opportunity Act of 1994 which include career education, work-based instruction experiences, and efforts to connect individuals with vocational and post-school programs.

Self-Advocacy

People with disabilities speaking up for themselves are considered self-advocates. It means that a person with a disability is entitled to be in control of their own life, their belongings and how they are used. It is about having the right to make decisions about their own life without being controlled by others.

Self-Contained Classroom

The special class/learning center shall serve children whose handicapping conditions are so severe that it requires removal from a regular education program to provide part-time or full-time educational services in this program option. Not all children assigned to a special class/learning center will necessarily remain with the special education teacher on a full-time basis. Special class/learning center program option shall include placement in a special class/learning center program located in a public school building; separate school in the school district; public school program located in a separate facility; county board of mental retardation and developmental disabilities facility; state residential school for the deaf or for the blind; or a state institution.

Sensory Integration (SI)

Therapy that is directed toward improving how an individual’s senses process stimulation and work together to respond appropriately.

Sensory Motor Processing

The process by which a person takes in information from environment (through sensory receptors), interprets/integrates the information to form some meaningful concept (not necessarily conscious thought), and then uses that sensory information in a meaningful way through a motor output (action).

Social Security Disability Income (SSDI)

An income support payment administered by the Social Security Administration that is provided to wage earners who are no longer able to work because of their disability or to the unmarried adult child of a wage earner who is disabled, retired, or deceased.

Special Education

Specialized instruction designed for the unique learning strengths and needs of the individual with disabilities, from age 3 through 22.

Substantial Gainful Employment (SGA)

The amount of income a person can make after a trial work period and still receive SSI payments.

Supplemental Security Income (SSI)

An income support payment administered by the Social Security Administration that is provided to children with disabilities and adults who are disabled and whose income and assets fall below a prescribed level after accounting for social security work incentives.

Supported Employment

A form of employment where training is done at the job site and ongoing supports are provided to maintain employment. Supported Employment is meant for persons with the most severe disabilities. Supported Employment jobs are in integrated settings and may consist of individual placement, mobile work crews, or enclaves.

Transition (early intervention)

Young children who are developmentally delayed and in Part C programs for Early Intervention move from one program to the next.

Transition (adolescence)

The process of moving from adolescent to adult roles where the child reconciles their needs, interests, and preferences with adult norms and roles.

Transition Planning

An plan that focuses on individual skills, interests, and support needs in the areas of employment, future education, daily living, leisure activity, community participation, health, self-determination, communication, interpersonal relationships.

Transition from School to Work

A process of preparing a person with ASD/PDD, beginning at an early age (approximately six years of age) for a successful temporal passage of full integration into the community in terms of work, recreation, and residence.

Waiver

An exception to a rule or regulation.

Work Incentives

A number of Social Security Work Incentives that allow a person to exclude a part of their income to maintain eligibility for SSI or SSDI. Includes PASS, IRWEs, Individual Earned Income Exclusion, and extended eligibility for Medicaid.

Work Study

Jobs developed by the high school where the individual receives credit.