Section P: Definitions
Glossary of Terms

**Adaptation:** The act of making changes in the teaching process, materials, or student products to help students achieve the expected learning outcomes in regular curriculum.

**Appropriate educational programming:** A collaborative school-family community process where school communities create learning environments and provide resources and services that are responsive to the lifelong learning, social and emotional needs of all students.

**Apraxia:** A motor speech disorder (MSD) affecting an individual’s ability to translate conscious speech plans into motor plans which affects volitional (conscious choice) movement patterns. Dyspraxia of speech, verbal dyspraxia of speech, and other terms, usually refer to variants of AOS, or a less severe version of the disorder.

**Articulation:** The physical ability to move the tongue, lips, jaw and palate (known as the articulators) to produce individual speech sounds which we call phonemes.

**Assessment:** The systematic process of gathering information about what a student has knowledge of, is able to do, and is learning to do.

**Assessment for Learning:** Assessment for learning occurs throughout the learning process. It is designed to make each student’s understanding visible, so that teachers can decide what they can do to help students progress. Students learn in individual and individual ways, yet, at the same time, there are predictable patterns of connections and preconceptions that some students may experience as they move along the continuum from emergent to proficient. In assessment for learning, teachers use assessment as an investigative tool to find out as much as they can about what their students know and can do, and what confusions, preconceptions, or gaps they might have. The wide variety of information that teachers collect about their students’ learning processes provides the basis for determining what they need to do next to move student learning forward. It provides the basis for providing descriptive feedback for students and deciding on groupings, instructional strategies, and resources.

**Assessment as Learning:** Assessment as learning focuses on students and emphasizes assessment as a process of metacognition (knowledge of one’s own thought processes) for students. Assessment as learning emerges from the idea that learning is not just a matter of transferring ideas from someone who is knowledgeable to someone who is not, but is an active process of cognitive restructuring that occurs when individuals interact with new ideas. Within this view of learning, students are the critical connectors between assessment and learning. For students to be actively engaged in creating their own understanding, they must learn to be critical assessors who make sense of information, relate it to prior knowledge, and use it for new learning. This is the regulatory process in metacognition;
that is, students become adept at personally monitoring what they are learning, and use what they discover from the monitoring to make adjustments, adaptations, and even major changes in their thinking.

**Assessment of Learning:** Assessment of learning refers to strategies designed to confirm what students know, demonstrate whether or not they have met curriculum outcomes or the goals of their individualized programs, or to certify proficiency and make decisions about students’ future programs or placements. It is designed to provide evidence of achievement to parents, other educators, the students themselves, and sometimes to outside groups (e.g., employers, other educational institutions). Assessment of learning is the assessment that becomes public and results in statements or symbols about how well students are learning. It often contributes to pivotal decisions that will affect students’ futures. It is important, then, that the underlying logic and measurement of assessment of learning be credible and defensible.

**Association for Community Living:** A network of necessary connections with services and funding agencies to support children and adults with disabilities within communities. (provincial government).

**Audiogram:** A graph of hearing threshold levels as measured by an audiometer and plotted for different pure-tone frequencies for each ear.

**Audiologist:** A professional person trained in the use of an audiometer who studies auditory function based on behavioural observations. The audiologist serves in diagnosing hearing losses and in selecting and fitting hearing aids.

**Auditory Training:** Instruction and practice in the development and use of auditory skills to enable an acoustically handicapped person to make maximum use of residual hearing. Auditory training is helpful in the adjustment of an individual to a recently fitted hearing aid.

**At Risk:** Term used to describe students who have characteristics, live in conditions, or have experiences that make them more likely than others to experience failure in schools.

**Behaviour Intervention Plan (BIP):** an intervention plan developed by a team to meet a student’s social/emotional and behavioural needs

**Case Conference:** A meeting of representatives from the professional disciplines working with a handicapped child and the parents, where diagnostic findings are shared and future plans for the child’s education and treatment are made.

**Case Management:** The process of organizing and coordinating services and supports for an individual.
**Collaborative Teamwork:** The process of teaming with one or more persons in the same program or activity. Each team member contributes their unique perspective and expertise. Together, these contributions provide the information to

- Identify strengths and needs
- Analyze performance difficulties
- Design and implement effective curricular and instructional strategies

**Current Level of Performance:** Broad statements of how the student functions presently. Therefore, the current level of performance describes what the student can do and what the student knows now. This information may be collected from a variety of sources (i.e., Inventory of interests, observation, formal or informal assessments, and assignments).

**Diagnostic Assessment:** The gathering of information to determine a student’s strengths and challenges by formal and/or informal methods. Various types of diagnostic assessments (tests, journals, performance-based assessment, etc.) may be used to collect that information.

**Diagnostic Teaching:** Sample lessons and other instructional activities carried out with students experiencing extreme academic or behaviour difficulty to decide upon teaching approach.

**Differentiated Instruction:** Instruction that acknowledges and responds to the diversity among learners. It refers to the wide range of instructional strategies, techniques, and approaches used to support student learning and to help each student achieve high expectations and realize his or her potential. Differentiated instruction is concerned with establishing a supportive environment for all students and with meeting each student’s learning requirements.

**Domain:** Refers to the specific area or areas of development that might be targeted in the IEP. Examples of domains include communication, social, academic, motor, cognitive, self-management (or help), community vocational, and recreation/leisure.

**Dysgraphia:** Difficulty with hand writing. It can interfere with the student's ability to express ideas. It can cause low classroom productivity, incomplete homework assignments, and difficulty in focusing attention. Emotional factors often exacerbate matters.

**Dyslalia:** A speech disorder of articulation caused by abnormal use of external speech organs rather than damage to the central nervous system.

**Dyslexia:** A language based learning disability. It refers to a cluster of symptoms, which result in difficulties with specific language skills, particularly reading, writing and spelling.

**Early identification:** the process used to identify students with exceptional learning needs in preschool, kindergarten, the early years or as early as possible in students’ education before or after their entry into school.

**Employment and Income Assistance:** Provides for those things and services that are essential to the health and well-being including: a basic living allowance, allowance for shelter, rent, room and board or residential care charges. The essential health services as well as funeral upon death are also ensured. (Manitoba Department of Family Services)

**EAL (English Additional Language):** Used in reference to students whose first language is one that is not English and whose English proficiency is insufficient to enable them to perform equally with students for whom English is their first language.

**Evaluation:** The process of making judgments and decisions based on the interpretation of evidence gathered through assessment for the purposes of goal setting and reporting.

**Expressive Language:** the ability to communicate with others using language.

**Exceptional Learners:** Expression used to describe students with disabilities, students who are gifted, and students at risk, all of whom may need adaptations in the classroom in order to learn.

**Formative Assessment:** Ongoing assessment information (what teachers see and hear) gathered during instruction to determine what students know and can do and to provide descriptive feedback to improve learning and inform teaching. Feedback is generally directly connected to student learning goals and referenced to student-generated criteria.

**Functional Curriculum:** Instructional approach in which goals and objectives are based on real-life skills needed for adulthood. Examples of skills addressed in a functional curriculum include shopping and making purchases; reading common signs such as exit, stop, and sale; riding public transportation; and interacting with peers and adults.

**Hard of Hearing:** A condition of reduced auditory acuity to the degree that special services may be required such as hearing aid.

**High Incidence Disability:** Any of the most common disabilities, including learning disabilities, speech or language impairments, mild mental retardation, and serious emotional disturbance – Level I.

**IEP, Individual Education Plan:** The term IEP is a global term referring to a written document developed and implemented by a team, outlining a plan to address the individual learning needs of students.

**Inclusion:** The term differs with mainstreaming in that it emphasizes participation over integration into classrooms with age peers. Participation refers to the concept of placing students in the mainstream if they can achieve certain traditional academic and/or social
outcomes. Inclusion does not mean the full integration into regular curricular activities but is based on the student’s ability to participate meaningfully.

**Inclusion:** is a pairing of philosophy and pedagogical practices that allow each student to feel respected, confident and safe so he or she can learn and develop to his or her full potential.

**Inclusive education:** providing all students with the supports and opportunities they need to become participating members of their school communities.

**Independent Learning Skills:** Skills students need to manage their own learning, including note taking, textbook reading, test-taking, written expressions, and time management.

**Individual health care plan (IHCP):** a written plan of care for a student with special health care needs; a registered nurse facilitates development of the IHCP required for all students who require assistance to perform health care procedures.

**Individualized (I) Programming:** Individualized programming is intended for students whose cognitive disabilities are so significant that they do not benefit from participating in curricula developed or approved by Manitoba Education and Training. It identifies highly individualized learning experiences that are functionally appropriate.

**Individual Transition Plan (ITP):** A coordinated set of activities designed within an outcome oriented process which promotes movement from school to post school activities including: post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living and/or community participation. *(Life Beyond the Classroom, page 13, Dr. Paul Weber, 1996)*

**Integration:** The physical placement of a person with a disability in a general population.

**Job Carving:** The process whereby an employment specialist demonstrates to the employer how the individual with a disability could increase efficiency with the use of his/her unique skills and talents.

**Life Skills:** Development of skills which promote the social, emotional, intellectual and spiritual skills needed to be integrated into the community.

**Least Restrictive Environment:** The concept that disabled persons should be educated or served in the best possible environment for each individual.

**Low-Incidence Exceptionality:** Any of the less common exceptionalities outlined in P.L.101-476, including multiple disabilities, hearing impairments, visual impairments, deaf-blindness, autism, and traumatic brain injury.

**Modification:** Modification refers to the altering of the number, essence and content of the curricular outcomes that the student is expected to meet.
Modified (M) Course Designation: The M course designation is applied to department-developed or approved courses only for those students with special needs who have significant cognitive disabilities that necessitate modifications in curriculum goals and objectives or outcomes of 50 per cent or more to accommodate their special learning requirements.

Most enabling environment: The environment in which the student has the opportunity to participate fully in all aspects of an education (academic, social, emotional) in preparation for school leaving.

Multi-handicapped: Having a physical or sensory handicap plus one or more additional handicaps that inhibit response to education in the regular classroom. Special services usually are required.

Occupational Therapy: A rehabilitative process directed by an occupational therapist in which purposeful activities are employed as a basis for improving muscular control of clients

Parent Support Services: The second level of service delivery refers of the parental support services. Parents are the second level of assistance available to the classroom teacher and are to be seen as an equal partners, with active involvement in assessment and programming planning and helping teachers implement program strategies. Likewise, parents have the right to participate in IEP process and to have access to information about their child.

PATH: Planning for Alternative Tomorrows with Hope is a planning process based on a commitment by a group of individuals to form a network of support to assist an individual for planning a better future.

Performance Objectives (PO): Performance objectives are student-specific outcomes broken down into small, manageable components or steps.

Person Centred Programming: Programming which is based on principles of self-determination of the individual.

Placement: Location in which education will occur for an exceptional student.

Programmed Instruction: learning materials designed to present knowledge and skills to pupils so they can learn independently. The materials may be in the form of books or prepared for use in teaching machines.

Provincial Assessment Program: It supports learning by providing feedback to students, teachers and parents about student learning informing instructional planning and helping to determine the need for changes or student-specific interventions providing system-wide information that assists in identifying trends and making decisions about resources and support providing the public with general information about student achievement to sustain confidence in the education system.
**Psychiatrist:** A medical doctor with specific training in the areas of mental and emotional exceptionalities. Psychiatrists can diagnosis mental and emotional exceptionalities as outlined in the DSM and can also determine the course of pharmacological treatment for an individual. A psychiatrist can also access further medical testing.

**Psychologist:** A person with a master degree or doctorate in psychology. Psychologists can assist with the assessment process, can diagnose specific conditions identified in the DSM and can assist with program planning for people with disabilities.

**Pull-out Programs:** Students leave the regular classroom to receive specialized services from resource, speech therapists, O.T., P.T., counsellors and other supportive personnel.

**Reading Clinician:** specialists in the areas of literacy and learning. A reading clinician can identify diverse learning needs and make specific recommendations to academic instruction.

**Receptive Language:** The comprehension of language – listening and understanding what is communicated.

**Reporting:** The process of summarizing and clearly communicating the information collected through assessment and evaluation to students, parents, and administrators.

**Resource Room:** A specially equipped and managed school setting where a teacher with special training instructs students who are assigned to go there at designated times for assistances in some aspect of learning or guidance.

**Respite Services:** Services for caregivers to give them a break from their care giving responsibilities.

**Response to Intervention:** A multi-tier approach to the early identification and support of students with learning and behaviour needs. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction.

**Screening:** a step taken by school personnel to determine which students are at risk for not meeting grade level standards. Screening can be accomplished by administering an academic screening to all students in a given grade level. Students whose scores fall below a certain cutoff point are identified as needing closer monitoring or intervention.

**Semi-Independent Living:** Cooperative housing programs for adults with disabilities

**Sheltered Workshops:** A facility based organization exclusively for people with disabilities.

**SMART:** Specific, Measurable, Achievable, Relevant, Time-related (Student) will (action) (what/how) (by what criteria) (where) (by what date).
**Special Education:** A broad term covering programs and services for exceptional children who deviate so far physically, mentally, or emotionally, from the normal that they require unique learning experiences, techniques or materials in order to be maintained in the regular classroom and specialized classes and programs if the problems are severe.

**Speech Language Pathologist:** A licensed professional, who screens, identifies, assesses, refers and provides treatment to persons with, or at risk, for speech, voice, language, communication, swallowing, and related disabilities.

**Stakeholder:** A stakeholder is someone who has a stake in an organization or a program. Stakeholders either affect the organization/program or are affected by it.

**Student-Specific Outcome (SSO):** Student-Specific Outcomes are concise descriptions of what an individual student will know and be able to do by the end of the school year.

**Summative Assessment:** The celebration, summary, evaluation, or judgment at the end of a theme, unit, semester, term, or school year based on performance tasks/products and formative assessment data.

**Supportive/Competitive Employment:** Are all services to individuals with disabilities that are directly related to their locating, attaining and or retaining employment. Employment, within the context of this definition, entails at least the equivalent of minimum wage remuneration. (Manitoba Supported Employment Review, 2002)

**Systemic:** Family based practices which incorporate all systems with which the individual is connected.

**Task Analysis:** The process of breaking a task into its component parts or a series of responses for training.

**Transition:** Is the process of moving from one program to another, or from one service delivery model to another (Chandler, 1992)

**Universal Design:** To “simplify life for everyone by making products, communications, and the built environment more usable by as many people as possible at little or no extra cost” (Center for Universal Design, 1997).

**Vocational Rehabilitation Services:** Beginning at age 16, a wide range of employment services to assist adults with disabilities in preparing for, obtaining, and maintaining employment. (Manitoba Department of Family Services)

**Vocational Education:** A wide range of educational programs and services to assist students and trainees in preparation for, obtaining and maintaining employment (Manitoba Transition Support Guidelines/Students with Special Needs, 1999.