

ABBREVIATION	DEFINITION
Annual Review	Individual yearly progress report review of all students who have an Individualized Education Plan (IEP). The student's teacher attends this meeting.
APE	Adaptive Physical Education. A specially designed physical education program for students who have difficulty meeting with success in the regular physical education program.
Cognitive	Intellectual Functioning. How a student reasons and processes information.
CPSE	Committee on Preschool Special Education (ages 3-5).
CSE	Committee on Special Education (ages 6-21).
Discrepancy	Comparison of scores a student obtains on individualized testing. The differences between scores are analyzed and large discrepancies may suggest learning difficulties.
IEP	Individualized Education Plan. A written comprehensive outline that describes the special education and related service needs of the child, what services will be provided, where and how to meet those needs.
IST	Instructional Support Team--building level teacher assistance team.
LRE	Least Restrictive Environment. Committees on Special Education are required to make program recommendations that assure, to the extent appropriate, that children with disabilities are educated with children who are not disabled.
OT	Occupational Therapy. Focuses on delays in fine motor areas.
Progress Deficits	A significant weakness in the area of mental processing.
PT	Physical Therapy. Focuses on significant delays in gross motor skills.
Referral	A referral to the CSE due to suspicion of an educational disability, which is interfering with a child's ability to learn.
Related Educational Services	Transportation, development corrections, and other supportive services that are required to assist a handicapped child in benefiting from education.
Related Service	One or more possible support services, which a student needs in order to benefit from his/her special educational program.
Test Modifications	Changes in testing procedures or formats, which provide students with disabilities an equal opportunity to participate in test situations and to demonstrate their knowledge and abilities.
Triennial Review	Complete review of student progress. Comes up once every three years.
WAIS-III	Wechsler Adult Intelligence Scale--Revised. Administered to students over the age of 16.
WISC-III	Wechsler Intelligence Scale for Children--3rd Edition. Administered to students from ages 6 to 16.

Glossary of Some Medical Special-Education Terms

The following is intended only as a layman's aid, and should not be assumed to be medically accurate.

ABBREVIATION	DEFINITION
Attention Deficit Hyperactivity Disorder (ADHD)	A continued and sustained inability to concentrate or focus attention on a fixed subject for any consistent period of time.
Agnosia	Inability to recognize the meaning of sensory stimuli.
Aphasia	Inability to understand or express language whether written or spoken
Auditory Association	Ability to relate spoken words in a meaningful way.
Auditory Closure	Ability to accurately conceptualize in complete and meaningful form words or sounds which are perceived in incomplete form.
Auditory Discrimination	Ability to discriminate between sounds of different characteristic frequencies.
Auditory Perception	Ability to understand a stimulus that is received by the auditory system resulting in recognition.
Auditory Reception	Ability to understand the spoken word.

Cognitive Style	An individual's characteristic approach to problem solving and cognitive tasks.
Directionality	Projecting of all directions from the body into space.
Distractibility	Ready and rapid shifting of attention through a series of unimportant stimuli.
Dysarthria	Defective articulation.
Dyscalculia	Calculation disability.
Dysgraphia	Inability to express ideas in writing.
Dyslexia	Partial, or complete, inability to read or to understand what one reads, either silently or aloud.
Dysnomia	Word-finding ability.
Expressive Language	Ability to recall relevant words and sentences to develop those ideas into a meaningful sequence for the motoric act of speech.
Grammar Closure	Ability which permits one to predict future linguistic events from past experiences.
Hyperactivity	Excessive motor function or motility.
Hypoactivity	Pronounced absence of motor activity.
Imperception	Inability to interpret sensory information correctly.
Kinesthetic	Sense that yields knowledge from the movements of the muscles of the body.
Laterality	Complete motor awareness of both sides of the body.
Perception	Process by which the Central Nervous System organizes sensory data.
Perseveration	Persistence of previous responses in spite of their lack of application to the present situation.
Selective Attention	Allows one to focus purposefully, and for an appropriate length of time, on incoming data that will lead to productive learning.
Soft Signs	Refers to minimal behavioral deviations in a person, reported by a neurologist, where the traditional neurological examination shows no clear signs of brain damage or dysfunction.
Spatial-Temporal	Ability to translate a simultaneous relationship in space into a serial relationship in time or vice versa.
Temporal-Sequential Organization	Development of time and sequencing. (visual and auditory sequences affect short and intermediary memory.)
Visual Association	Ability to related visual symbols in a meaningful way.
Visual Closure	Measures the perceptual interpretation of any visual object or thing when only a part of it is shown.
Visual Discrimination	The ability to see likenesses and differences between visual patterns.
Visual Perception	Phenomenon of understanding a stimulus that is received by the visual system resulting in cognition.
Visual-Spatial Orientation	Learning of spatial relationships by moving bodies and obtaining feedback from visual, kinesthetic, tactile pathways.