Academic Success Center Resources

Acronyms

- **AB**
  Assembly Bill (California State Assembly)
- **ABIC**
  Adaptive Behavior Inventory for Children
- **ABS**
  Adaptive Behavior Scales
- **AAMR**
  American Association of Mentally Retarded
- **ADA**
  Americans with Disabilities Act (1990)
- **ADD/ADHD**
  Attention Deficit / Hyperactivity Disorder
- **AIDS**
  Acquired Immune Deficiency Disorder
- **AHEAD**
  Association on Higher Education and Disability
- **ALT**
  Academic learning time = time on task that, at which, you're succeeding at a high rate
- **APA**
  American Psychological Association
- **AS**
  Asperger's Syndrome
- **ALB**
  Autistic-like behaviors
- **BIP/BSP**
  Behavior intervention or support plan
- **C CTC**
  California Commission on Teacher Credentialing
- **CAA**
  Chronologically age appropriate
- **CASE**
  California Alliance for Special Education
- **CAC**
  Community Advisory Committee / Council on Special Education
- **CASP**
  Court appointed surrogate parent
- **CBI**
  Curriculum based instruction (or community based)
- **CBM**
  Cognitive behavior modification or curriculum based measurement
- **CCR**
  California Code of Regulations
- **CCS**
  California Children's Services
- **CD**
  Conduct disorder
- **CDC**
  Child development Center
- **CDE**
  California Department of Education
- **Cal. Ed. Code**
  California Education Code
- **CEC**
  Council for Exceptional Children (largest Prof. Org. for SPED)
- **CFR**
  California Code of Federal Regulations
- **Cir.**
  Circuit (9th Cir. = Ninth Circuit Court of Appeals)

- **CMH**
  Community Mental Health
- **DHS**
  Department of Mental Health
- **DIS**
  Designated instructional service = what resource specialist used to be called
- **DISTAR**
  SRA teaching method (direct instruction)
- **DOE**
  Department of Education - CDE at California level
- **DR**
  Department of Rehabilitation
- **DRC**
  Disability resource center
- **DRO**
  Differential reinforcement other behavior - to get rid of the undesired behavior
- **DSM (IV)**
  diagnostic and statistical manual
- **DSS**
  Disabled Student Services / Department of Social Services
- **EBD**
  emotional behavioral disorders
- **ECE**
  Early childhood education
- **ED**
  the new SED = emotionally disturbed
- **HER**
  Education for the Handicapped Law Reporter
- **ELL**
  English language learners
- **EMR**
  educable mentally retarded Now called: MMR - mild mental retardation
- **EP**
  Individualized education plan
- **ETR**
  Education Transition Center
- **ESY**
  Extended school year
- **F.**
  Federal Reporter (F2nd = Federal Reporter Second)
- **F/LEP**
  Full/Limited English Proficiency
- **FAPE**
  free appropriate public education
- **FAQ**
  Frequently asked questions
- **FBA**
  Functional behavior assessment
- **FEP**
  Fluent English Proficiency
- **GE**
  Grade equivalent, AE - age equivalent
- **H+VI**
  hearing and visually impaired
- **HI**
  hearing impairment
- **HSEE**
  High school exit exam
- **IDEA**
  Individual with learning disabilities education act (1997)
- **IDELR**
  Individuals with Disabilities Education Law Reporter

- **IEP**
  Indiviualized Education Program (School District)
- **IFSP**
  Individualized Family Service Plan
- **IPP**
  Individual Program Plan (Regional Center)
- **IQ**
  intelligence quotient
- **ITP**
  Individualized Transition Programs
- **LCSW**
  Licensed Clinical Social Worker
- **LEA**
  Local Education Agency
- **LH**
  Learning handicapped
- **LIH**
  Limited Intellectual Function
- **LRE**
  Least restrictive environment
- **MA, CA**
  Mental age, Chron. Age
- **MBD**
  Minimally brain damaged/dysfunction - seen in L.D's
- **MFCC**
  Marriage, Family, and Child Counselor (now MFT - Marriage & Family Therapist)
- **MI**
  Multiple intelligence
- **MH**
  Multiple Handicapped
- **MMR**
  Mild mental retardation
- **MR**
  Mental Retardation
- **NAEYC**
  National Association for the Education of young children
- **NIMH**
  National institute of Mental Health, NIH: National institute of health
- **NJCLS**
  National Joint Commission on LD's
- **NPS**
  Non-public school for non-public placement
- **OAH**
  Office of Administrative Hearings
- **OCR**
  Office of Civil Rights
- **ODD**
  Oppositional defiant disorder
- **OHI**
  other health impaired
- **OI**
  Orthopedic Impairment
- **OSEP**
  Office of Special Education Programs - Federal
- **OSERS**
  Office of Special Education and Rehabilitation Services - Federal
- **OT / PT**
  Occupational Therapy and Physical Therapy
- **PAI**
  Protection and Advocacy, Inc.
- **PDD**
  pervasive developmental delay
- **PDR**
  Physicians Desk Reference

- **PEERS**
  Providing Education for Everyone in Regular Schools
- **PIAT**
  Peabody Individual Achievement Test
- **PL**
  Public Law
- **PVVT - R**
  Peabody Picture Vocabulary Test - Revised
- **RS**
  Resource Specialist
- **RSP**
  Resource specialist program
- **SB**
  Senate Bill (California State Senate)
- **S-B IV**
  Stanford-Binet Intelligence Test: 4th Edition
- **SD**
  Standard deviation
- **SDC**
  Special day class
- **Sec. 504**
  of the Rehabilitation Act of 1973
- **SELPA**
  Special Education Local Planning Area
- **SEM**
  Standard error of measurement +/-
- **SH**
  Severely Handicapped
- **SIB - R**
  Scales of Independent Behavior - Revised
- **SLD**
  specific learning disability
- **SLI**
  speech and language impaired
- **SLP**
  Speech, language pathologist or program
- **SOI**
  severe orthopedic impairment
- **SRA**
  Science Resource Association - for direct instruction
- **SS**
  Standard or scaled scores
- **SST**
  Student study team
- **CST**
  child study team
- **TACS**
  Technical Assistance and Clarification Statement
- **TBI**
  traumatic brain injury
- **TPP**
  Transition Partnership Project
- **U.S.C.**
  United States Code
- **VABS**
  Vineland Adaptive Behavior Scales
- **VI**
  visually impaired
- **WISC - III**
  Wechsler Intelligence Scale for Children - III
- **WJEP - R**
  Woodcock-Johnson Psychoeducational Battery - Revised
- **WPPSI - R**
  Wechsler Pre-School and Primary Scale of Intelligence - Revised
- **WRAT 3**
  Wide Range Achievement Test - Revision 3

Definitions of Terms

Accommodation

Adjustments made in course materials or instructional methodology, which do not change the essential nature, or academic and technical standards of the course.

Adjustments made in the physical attributes of a classroom such as provision of tables and or chairs, which do not disrupt the essential activities of the class or program.

Assistive technology made available to persons with disabilities in College Learning Labs, the Library, Test Center or Classroom.

Documentation

Verifying documents which verify a person's mental or physical impairment and which describe the impairment adequately for the College to be able to determine the degree of resulting limitation on a major life activity to aid in the design of reasonable accommodations.

The student must provide documentation. All disabilities must be verified with documentation; a very few can be "documented" by the Academic Resources Centers based upon observation in the office or on campus, in which case that observation will be recorded as documentation in the student's file.

Disability

Section 504 of the Rehabilitation Act and the Americans with Disabilities Act protects and considers a person disabled if he or she meets one of the following criteria:

- has a mental or physical impairment that substantially limits one or more of the major life activities of that person
- has a record of such impairment
- while not actually disabled, is regarded as having such impairment
- has a record of being discriminated against because of being regarded as disabled
- has a person with a disability dependent on him or her (associated with a person who has a disability)

Essential Nature of a Course

This is language from applicable case law; ref. the Davis decision. Colleges need to identify the essential elements of each course requirement and curriculum program; elements that are identified as "essential" after a student with disabilities has challenged or raised a question about the element will not stand program review. Colleges are not required to waive or substitute essential elements of programs.

Learning Disability

The term "Learning Disability" is a general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing reasoning, or mathematical abilities. These disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction, and may occur across the life span. Problems in self-regulatory behaviors, social perception, and social interaction may exist with learning disabilities but do not by themselves constitute a learning disability. Although learning disabilities may occur concomitantly with other handicapping conditions (for example, sensory impairment, mental

retardation, serious emotional disturbance) or with extrinsic influences (such as cultural differences, insufficient or inappropriate instruction), they are not the result of those conditions or influences. (National Joint Committee on Learning Disabilities, 1988).

Reasonable

Reasonable is a term central to disability services and the design of accommodations. Colleges must provide reasonable accommodations to assure reasonable access to persons with disabilities for all institutional programs and services.

A request for an accommodation which would waive an essential element of a course would be determined to be unreasonable. However, the Department of Education Office of Civil Rights has yet to accept financial burden or cost as a reason for not providing a reasonable accommodation. Public post secondary education institutions, with the resources of a state behind them, have not succeeded in claiming that cost factors have made accommodations unreasonable.

A request for accommodations that would put the requesting student or others in danger, would be considered an unreasonable accommodation.

A request to provide SIGN interpretation, provide books on tape, multi-media resource materials or extended time for pencil and paper testing situations, would most likely be considered a reasonable accommodation request, if supported by verifying documentation.

The staff of the Academic Resources Center and Students With Disabilities Program maintains binders that include guidelines and Office of Civil Rights (OCR) or court decisions that aid in determining the reasonableness of accommodation requests and services.

Substantial Impairment

Rather than specifying particular disabilities, the Americans with Disabilities Act and Section 504 of the Rehabilitation Act set the criteria for an individual's protections at the threshold of a "mental or physical impairment" that substantially limits any major life activity. It is terminology that is one central aspect of the process of determining whether a person has a civil right to accommodations for a disability. It is central language to watch for in reading rulings by the Office of Civil Rights and court decisions related to disability services.

In most cases, there is little dispute regarding whether an individual student has a "substantial" limitation or impairment. There is a large body of adjudication to aid colleges in deciding individual cases, as decisions made under the 1973 Rehabilitation Act in most cases reflect the same statutory language as included in the Americans with Disabilities Act.

Verification

That aspect of the documentation that is collected in a student's file which verifies the existence of a disability. (See also definition of "documentation" above.)

The student must provide verification.

Books

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I Can Learn, 1994, CDEP — order both of the above through: Bureau of Rehabilitation Sales Unit, P.O. Box 271, Sacramento, CA 95812-0271.

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Kay Kiesa (Editor), Uniquely Gifted : Identifying and Meeting the Needs of the Twice Exceptional Student. Avocus Advocacy in Education, July 2000.

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Kochhar, A. & West, L. Handbook for Successful Inclusion. Aspen Publishers, 1996.

Judith Loseff Lavin. Special Kids Need Special Parents: A Resource for Parents: Berkeley Publishing Group, 2001.

Janet Lerner. Learning Disabilities — see LD online

_____. Learning Disabilities: Theories, Diagnosis, and Teaching Strategies, January 2000.

Melvin D. Levine. All Kinds of Minds: A Young Student's Book About Learning Abilities and Learning Disorders. Educ. Pub. Service, 1992.

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http://www.usnews.com/usnews/edu/college/gpacalc/gpacalc.html - GPA calculator

http://www.add.org/gp98.htm - Guiding Principles for the Diagnosis and Treatment of Attention Deficit Hyperactivity Disorder presented by The Attention Deficit Disorder Association (ADDA)

http://www.add.org/content/research/causes.htm - possible causes of ADD

http://www.add.org/content/stories1.htm - personal stories about ADD

http://www.add.org/content/abc1.htm - the ABC's of ADD

http://chadd.org - an organization for children and adults with Attention-Deficit / Hyperactivity Disorder, also publishes Attention Magazine

http://www.nea.org - teacher's ideas, list serv

http://home.nea.org/books - link: free books online — IDEA survival guide

http://seriweb.com - (SPED Resources on the Internet)

http://www.schwablearning.org

http://www.harvard.edu - School of Education

http://www.cde.ca.gov - composite of CA SPED laws (click on special, alt., + cont. ed.; click on SPED division, click SPED programs, a composite of laws, then insert sec. #)

http://www.PAI-CA.ORG - publication #16: SPED

http://www.aamr.org - American Association of the Mentally Retarded

http://www.calteach.com

http://www.thearch.org

http://www.ed.gov/ocr.504faq.html - Office of Civil Rights

http://ldonline.org

http://www.aacap.org/web/aacap

http://www.autocom.org - autism

http://www.dralegal.org/cases

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http://www.add.org

http://www.specialed.about.com

http://www.ldantal.org

http://www.ncld.org - National enter for the Learning Disabled

http://www.interdys.org/bk/ablec.html - online bulletin board

http://education.arlaw.com

http://www.sfc.dmis@aol.com

http://www.cec.sped.org/bk/abtec.html -journal called Teaching Exceptional Children

http://www.sagepub.co.uk -issue on neurology and genetics of learning

http://www.blarg.nef/~building/news/archive.html - newsletter & monthly articles on SPED

http://www.wrightslaw.com -SPED litigation stuff

http://www.quasar.ualberta.ca/ddc/incl/resource.htm

http://www.edweek.com

http://www.projectchoices.org/faq.htm

http://www.edjj.org - National Organization of Juvenile Justice

http://www.readinglady.com

http://www.ala.org

http://www.tttpress.com - math games

http://www.ncte.org - National Council for Teachers of English

http://www.essentialschools.org

http://www.ncld.org/tips/tips21.html

http://www.ku-crl.org/html!files/core.html

http://www.rfbd.org - Recordings for the Blind and Dyslexic

http://www.chc.org

http://www.schwablearning.org

http://www.ed.gov/offices/OSERS/OSEP/products/factsheets.html

http://www.ldonline.org/ld-indepth/behavior/behavior_modification.html

http://www.cicc4kids.org

http://ericec.org/faq/statistics.html

http://www.nectas.unc.edu

http://www.klis.com/chandler