

GLOSSARY

OF COMMONLY USED TERMS

SECTIONS

SECTION 1 ❖ [DEFINITIONS](#)

SECTION 2 ❖ [ACRONYMS AND ABBREVIATIONS](#)

SECTION 1 ❖ DEFINITIONS

Accommodations - As used in testing, accommodations are alterations in how a test is presented to the test taker or how the test taker responds. Accommodations include a variety of alterations in presentation format, response format, setting in which the test is taken, timing, or scheduling. The alterations do not substantially change level, content, or performance criteria. The changes are made in order to "level the playing field;" that is, to provide equal opportunity to demonstrate what is known.

Adaptations - Any adjustments or modifications in environment, instruction, or materials used for learning that enhance the student's performance or allow participation in an activity.
Adaptive Behavior - The effectiveness with which the individual meets the standards of personal independence and social responsibility expected of his or her age and cultural group. An assessment of a child's adaptive behavior is a required component of the cognitive impairment eligibility category.

Adult services - Includes health, social, housing, transportation and/or employment opportunities normally provided for persons age 18 or older through public, non-public, community-based agencies.

Age of majority - The age of majority in Alaska is 18 years. One year before the date of the student's 18th birthday, the District must provide notice to the student and the parents of the transfer of rights.

Alternate Achievement Standards – Expectations of performance that differ in complexity from grade-level achievement standards.

Alternate Assessment - An assessment used with significantly cognitively disabled students, that measures the student's proficiency on the general curriculum against alternate achievement standards. Students taking the Alternate Assessment are on the non-diploma track.

GLOSSARY OF COMMONLY USED TERMS

4. Creation and administration of programs for prevention of hearing loss.
5. Counseling and guidance of pupils, parents, and teachers regarding hearing loss.
6. Determination of the child's need for group and individual simplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification.

Behavior Intervention Plan (BIP) - A behavior intervention plan is comprised of practical and specific strategies designed to increase or reduce a definable set or pattern of behaviors. These strategies address preventive techniques, teaching replacement behaviors, and how to react to the behavior of concern. The BIP is often developed in conjunction with a functional behavioral assessment (FBA).

Benchmarks - Term that can be used interchangeably with short term objectives in the goal section of the IEP. Benchmarks are used for broad life skills to be acquired rather than discrete academic tasks. Benchmarks are measurable and must be linked to the measurable annual goal.

Benchmark exam - A statewide assessment given to students in grades 3, 6, and 8 to determine level of achievement in math, reading, and writing.

Child - A person between birth and 21 years of age who has a disability, or is suspected of having a disability, whether or not enrolled in a public or private education program. The term also includes children not yet enrolled in school but for whom an educational record has been created.

Child with a disability - A child demonstrating one or more of the following: autism, deaf-blindness, cognitive impairment, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), emotional disturbance, orthopedic impairments, other health impairments, early childhood developmental delay, traumatic brain injury, or specific learning disabilities; and who by reason thereof, needs special education and related services.

Competency/Incompetency - Competency is a legal concept that refers both to a person's right and ability to manage his/her own affairs and make life decisions. A competent person is entitled to make decisions; an incompetent person has a legal representative, or "guardian," who makes decisions on behalf of the person determined to be incompetent. Adults are presumed competent while minors are presumed incompetent. The presumed incompetence of a minor can be overcome by "emancipation" or can be modified by laws pertaining to certain proceedings. The presumed competence of an adult can be overcome by special judicial proceedings to declare the person incompetent, proceedings for "interdiction", or for a "continuing tutorship". Without clear proof, adults are considered competent and able to make their own decisions.

Content standards - These have been adopted into regulation by the State Board of Education & Early Development in twelve core subject areas: English/language arts, mathematics, science, geography, government & citizenship, history, skills for a healthy life, arts, world languages, technology, employability and library/information. Content standards are broad statements of what students should know and be able to do as a result of their twelve years of public schooling.