

# Glossary

*Revised*

## **Special Education Terms; Oregon**

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Revision resources to the original content are cited on the last page.

# A

- ❖ **AAC format (Advanced Audio Coding)**
  - Audio coding standard for digital audio compression (reducing the amount of data while still retaining a good sound quality). It was designed to be the successor of the MP3 audio format. AAC format generally achieves better sound quality than MP3 while using a similar rate of processing.
- ❖ **ABA - Applied Behavior Analysis**
  - A discipline devoted to understanding and improving human behavior by focusing on defined, observable behaviors of social significance and demonstrating a reliable relationship between the procedures employed and the resulting behavioral change.
- ❖ **ABC Data Chart**
  - Antecedent-Behavior-Consequence. An assessment tool used to gather information about what happens immediately before and after an interfering behavior occurs.
- ❖ **Abstract**
  - Existing as an idea but not having a physical existence
- ❖ **Access**
  - A means of approaching or entering a place. Also, to obtain, examine or retrieve information. (Search, n.d.)
- ❖ **Accessible**
  - Capable of being reached, used, seen, understood, or appreciated.
- ❖ **Accessible Environments**
  - The environment supports the independence of students with vision, hearing, motor, or cognitive disabilities and is designed to be usable and barrier-free to the widest range of student variability.
- ❖ **Accessible Instructional Materials (AIM)**
  - Accessible instructional materials or AIM are materials that are designed or converted in a way that makes them usable across the widest range of student variability regardless of format (print, digital, graphic, audio, video). IDEA specifically focuses on accessible formats of print instructional materials. In relation to IDEA, the term AIM refers to print instructional materials that have been transformed into the specialized formats of braille, large print, audio, or digital text.
- ❖ **Accessible Media Producers (AMPs)**
  - Accessible media producers (AMPs) use a variety of means to transform print materials into specialized formats such as braille, audio, digital text, or large print formats exclusively for use by blind or other persons with print disabilities. States may assign source files from the NIMAC to AMPs for conversion to student-ready specialized formats. States may also designate an AMP as an authorized user (AU) so that the AMP can download files directly from the NIMAC as an agent of the state. Major AMPs supported by the U.S. Department of Education and involved in NIMAS work include the American Printing House for the Blind (APH), Bookshare, and Learning Ally (formerly RFB&D).
- ❖ **Accommodate**
  - To provide something needed or suited. To adapt.

- ❖ **Accommodations**
  - Adjusting for differences; supplying a need or want; In education, "accommodations" provide equal access to learning, do not substantially change the instructional level or content, are based on individual strengths and needs and may vary in intensity or degree.
- ❖ **Acquisition**
  - To gain possession of; to learn or develop a skill.
- ❖ **Activity Matrix**
  - An activity matrix displays learning goals and strategies to be implemented during daily routines and activities. The activity matrix contains information about classroom schedule(s) as well as the goals and teaching strategies that are planned.
- ❖ **Activity Reinforcers**
  - Learners are allowed to participate in a preferred activity after using the target skill correctly.
- ❖ **Adaptability**
  - Capacity to adjust oneself to different conditions or environments
- ❖ **Adaptive keyboard**
  - An alternative to a standard keyboard, whose features make it easier to use, such as larger, high-contrast, or programmable keys.
- ❖ **Adherence**
  - Steady support or attachment
- ❖ **AEM**
  - Accessible educational materials, or AEM, are materials that are designed or converted in a way that makes them usable across the widest range of student variability regardless of format (print, digital, graphical, audio, video). IDEA (the Individuals with Disabilities Education Act) specifically focuses on accessible formats of print educational materials. In relation to IDEA, the term AEM refers to print educational materials that have been transformed into the specialized formats of Braille, large print, audio, or digital text.
- ❖ **Aggression**
  - A forceful action or procedure; hostile, injurious, or destructive behavior or outlook especially when caused by frustration.
- ❖ **Aided Systems**
  - Alternative and augmentative communication (AAC) systems that require something other than the person's body to implement (e.g., pictures for PECS, a voice output device, a communication notebook)
- ❖ **Alternative Certificate**
  - Awarded to students who do not satisfy the requirements for a high school diploma, a modified diploma or an extended diploma. (Alternative Certificate, 2009)
- ❖ **Ambivalence**
  - simultaneous conflicting feelings
- ❖ **American Academy of Pediatrics (AAP)**
  - The American Academy of Pediatrics (AAP) is an American professional association of pediatricians.

- ❖ **Americans with Disabilities Act (ADA)**
  - The Americans with Disabilities Act of 1990 (ADA) prohibits employers from discriminating against people with disabilities and makes such discrimination a civil rights violation. Providers of public services, schools, public buildings, and public transportation services also must provide accessibility to people with disabilities.
- ❖ **Anatomy**
  - The science of the shape and structure of organisms and their parts.
- ❖ **Anecdotal Record**
  - Brief, written account of events or incidents.
- ❖ **Anecdotal Reports**
  - Written continuous data recording that provides as much information about the behavior and environment surrounding as possible. The events contained in the report are then sequenced, identifying each behavior, its antecedent, and its consequence.
- ❖ **Antecedent Control**
  - Stimulus preceding the response of interest acquires the ability to control the particular response because it has been associated with certain consequences in the past.
- ❖ **Antecedent Stimulus**
  - A cue or prompt that is given to a learner to perform a target behavior.
- ❖ **Antecedent-Based Intervention (ABI)**
  - Manipulating environmental factors to prevent or reduce the occurrence of interfering behaviors and to increase on-task behavior (stimulus control).
- ❖ **Antecedents**
  - Events that happen right before a behavior occurs.
- ❖ **Anxiety**
  - An abnormal and overwhelming sense of apprehension and fear often marked by physiological signs (e.g., sweating, tension, and increased pulse), by doubt concerning the reality and nature of the threat, and by self-doubt about one's capacity to cope with it.
- ❖ **Apathy**
  - Lack of interest in or concern for things that others find moving or exciting
- ❖ **Applied Behavior Analysis (ABA)**
  - A discipline devoted to understanding and improving human behavior by focusing on defined, observable behaviors of social significance and demonstrating a reliable relationship between the procedures employed and the resulting behavioral change.
- ❖ **Appropriate Behavior**
  - Especially suitable or compatible behavior.
- ❖ **Approximations**
  - Any behavior that resembles the target skill.
- ❖ **Articulating**
  - A movable joint between rigid parts.
- ❖ **ASD**
  - Autistic spectrum, autism spectrum, autistic spectrum disorders, autism spectrum disorders and ASD are all synonymous designations for the more official terminology in DSM-IV and ICD-10, where the term Pervasive Developmental Disorders, (PDD) is being used.
- ❖ **Asperger Syndrome, Asperger's Disorder**
  - A condition marked by impaired social interactions and limited repetitive patterns of behavior; motor milestones may be delayed

- ❖ **Assess**
  - To evaluate or estimate the nature, ability, or quality of.
- ❖ **Assessment.**
  - The evaluation or estimation of the nature, quality, or ability of someone or something.
- ❖ **Assets**
  - A useful or valuable thing, person, or quality
- ❖ **Assistive Technology (AT)**
  - identified in the IDEA 2004 as "Any item, piece of equipment or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of children with disabilities. The term does not include a medical device that is surgically implanted, or the replacement of such device." **Assistive Technology Device**
- ❖ **Assistive Technology Act of 1998**
  - The Assistive Technology Act is intended to improve the provision of assistive technology to individuals with disabilities through comprehensive statewide programs of technology-related assistance.
- ❖ **Assistive Technology Assessment**
  - According to IDEA (§300.6 Assistive Technology Services), assistive technology assessment is a process during which information is gathered in order to make assistive technology/service decisions.
- ❖ **Assistive Technology Consideration**
  - A brief conversation that the IEP team must have for each student with a disability that answers the question: Could this student benefit from the use of assistive technology? Teams must take into account the student's current performance, preferences, and previous assistive technology interactions.
- ❖ **Assistive Technology Framework**
  - Underlying system or process for making AT decisions. **Assistive Technology Guide**
- ❖ **Assistive Technology Implementation**
  - The process of putting into effect the functional use of assistive technology devices.
- ❖ **Assistive Technology Service**
  - Any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. The term includes:
    - The evaluation of the needs of a child with a disability, including a functional evaluation of the child in the child's customary environment;
    - Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by children with disabilities;
    - Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices;
    - Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;
    - Training or technical assistance for a child with a disability or, if appropriate, that child's family; and
    - Training or technical assistance for professionals (including individuals providing education or rehabilitation services), employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of that child. (Education, n.d.)
- ❖ **Assistive Technology Specialist**
  - Assesses student needs and uses this information to identify, procure, and integrate technology into the daily routine of the student. This individual is usually the expert on

AT and provides the IEP team with recommendations after completion of the AT assessment.

❖ **Assistive Technology Team**

- A group of individuals who work collectively to assess student needs. The team works together to identify technology solutions that will help the student in the academic setting. The AT team makes recommendations to the IEP team after the completion of the AT assessment.

❖ **Assistive Technology Tools**

- A technology device that enables an individual to complete a task that would otherwise be difficult or impossible to accomplish if the tool was not available.

❖ **Asymmetrical**

- Lacking symmetry between two or more like parts; not symmetrical.

❖ **Asynchronous**

- Not occurring at the same time.

❖ **AT**

- Assistive Technology.

❖ **AT Competence: Functional Skills**

- The ability to use the device functionally to accomplish the tasks for which it was intended.

❖ **AT Competence: Operational Skills**

- Mastery of the technical skills to operate the device.

❖ **AT Competence: Social Skills**

- The ability to use assistive technology appropriately with other people and in a way that is compatible with the environment.

❖ **AT Competence: Strategic Skills**

- The ability to know when to use an assistive technology device or strategy and when not to.

❖ **AT Consideration**

- A team process of determining if a child needs assistive technology.

❖ **At-risk**

- A term that refers to a child who needs early intervention services in order to halt or prevent a delay in typical development.

❖ **Ataxia**

- The loss of full control of bodily movements (Search, n.d.)

❖ **Ataxic**

- The inability to voluntarily coordinate muscle movements especially of the extremities

❖ **Attention Deficit Hyperactivity Disorder**

- A chronic, neurological, developmental disorder characterized by a continual pattern of inattention and/or hyperactivity, as well as impulsivity, distractibility, and forgetfulness.

❖ **Atypical**

- Not conforming to the type; irregular

❖ **Audio Format**

- Audio specialized formats render content as speech to which a student listens. Audio formats include recorded human voice and synthesized electronic speech.

❖ **Auditory**

- Of or relating to the sense of hearing

❖ **Auditory Cue**

- Anything serving as a signal to do something that is presented for the student or individual to hear.

- ❖ **Auditory Processing**
  - What happens when your brain recognizes and interprets the sounds around you
- ❖ **Augmentative and Alternative Communication (AAC)**
  - An integrated network of symbols, techniques, aids, strategies, and skills used with individuals for whom traditional or typical forms of communication (e.g., spoken language) are difficult or unavailable.
- ❖ **Autism Spectrum**
  - A group of disorders characterized by impairments in social interaction, imaginative activity, verbal and nonverbal communication skills, and a limited number of interests and activities that tend to be repetitive. Includes Asperger's syndrome and autism.
- ❖ **Autism Spectrum Disorder**
  - A range/variety of psychological conditions characterized by widespread abnormalities of social interactions and communication, as well as severely restricted interests and highly repetitive behavior.
- ❖ **Autistic Leading**
  - An individual with autism takes adults or peers by the hand and leads them to a desired object.
- ❖ **Automatic Speech Recognition (ASR)**
  - The technology that converts the spoken word to text. Also known as voice recognition, speech recognition, or speech-to-text.
- ❖ **Averse**
  - Having a strong dislike or feeling of opposition; opposed
- ❖ **Aversives**
  - Unpleasant stimuli that induce changes in behavior through punishment by applying an aversive immediately following a behavior thereby causing a reduction of the behavior occurring in the future. Aversives are known to have a negative long term impact on people. (Search, n.d.)

B

- ❖ **Backup Reinforcers**
  - The reinforcers that learners purchase after acquiring a certain number of tokens.
- ❖ **Backward Chaining**
  - An instructional process in which the steps of a task are identified and written sequentially. The teacher then prompts all steps in the task up to the last one. Once the learner achieves that step, the teacher goes backward in the chain of steps to prompt up to the step prior to the one at which the learner is proficient. In this manner, the learner is prompted/supported to complete the task and work toward independence as the teacher withdraws prompts sequentially.
- ❖ **Baseline**
  - An observation of the learner's current behavior prior to beginning the intervention program.
- ❖ **Baseline Data**
  - An observation of the learner's behavior prior to beginning the intervention program.
- ❖ **Baseline Phase**
  - The period of time prior to introducing the intervention program in which data are gathered on the problem or interfering behavior.

- ❖ **Behavior**
    - The interfering behavior. [The way in which one acts or conducts oneself, especially toward others. The way in which an animal or person acts in response to a particular situation or stimulus.]
  - ❖ **Behavioral Momentum**
    - Momentum towards completion of tasks at hand. Follow-thru, perseverance.
  - ❖ **Behavioral Principles**
    - Application of behavioral theory to learning situations, including prompting and reinforcing desired behavior.
  - ❖ **Behavioral Rehearsal**
    - Parents performing the intervention strategy with a child or adult to practice and perfect the intervention prior to implementing with their own child. Behavioral rehearsal is preferably combined with feedback and coaching.
  - ❖ **Behavioral Support**
    - A behavioral support is an intervention that assists an individual in learning an appropriate skill while accommodating for certain behavioral difficulties.
  - ❖ **Black Box Warnings**
    - Warnings that appear on the bottle or package of a prescription medication indicating any serious side effects associated with taking the drug.
  - ❖ **Boardmaker (TM)**
    - A software program that provides symbols and pictures for many words and activities that can be used to produce overlays for communication devices.
  - ❖ **Boards**
    - A single page with more than one symbol that can be used with an SGD (an overlay for a static screen device).
  - ❖ **Braille**
    - Braille is a tactile system of reading and writing made up of raised dot patterns for letters, numbers, and punctuation marks. Braille may be either embossed (a permanent printed document) or refreshable (electronically generated and accessed via a braille display device).
  - ❖ **Break Area**
    - An area in the home, school, or community solely used for relaxation activities; Designed for people who get too upset or overstimulated and need a break; they can access this space to help them calm down and successfully return to the task.
- C
- ❖ **Career Development**
    - The process of identifying and implementing career activities that cause change for the purpose of growth
  - ❖ **Cartooning**
    - The use of visual symbols/drawings to enhance understanding of language concepts, social information, emotions and feelings.
  - ❖ **Central Transition Area**
    - Defined space within the classroom, home, or work setting where an individual can go to check their schedule for the next task in their daily sequence of activities.



- ❖ **Cerebral palsy (CP)**
  - A group of permanent movement disorders that appear in early childhood. Signs and symptoms vary between people. Often, symptoms include poor coordination, stiff muscles, weak muscles, and tremors. (Unknown, n.d.)
- ❖ **Chained Behavior**
  - Behaviors or tasks that involve a series of steps (e.g., brushing teeth, getting coat on, and washing dishes) **Chained Skill, Chained Task, Chain of Behaviors**
- ❖ **Chaining**
  - A sequence of behavior taught in temporal order. In forward chaining, reinforcement is delivered when the predetermined criterion for the first behavior in the sequence. Thereafter, reinforcement is delivered for criterion completion of the second behavior (and so forth) in the sequence. In backward chaining, reinforcement is delivered when the final behavior in the sequence is performed at the predetermined criterion. Thereafter, reinforcement is delivered when both the last and the next-to-last behaviors in the sequence are performed to criterion.
- ❖ **Challenging Behavior**
  - Behavior that an individual may exhibit that detracts from the task at hand. This might include acting-out, aggressive behavior, rigidity, refusal to follow-directions, self-injurious behavior, withdrawn behavior, etc. The behavior can be as unique and diverse as the individual exhibiting it.
- ❖ **[Check for Understanding]**
  - Immediately after the content is presented to determine if the learner comprehended the meaning of the lesson and understands what to do. Ask the learner questions or have them perform a task regarding content of a lesson or direction. Gives opportunity for feedback and misconception correction. Part of *Formative Assessment*.
- ❖ **Child / Adolescent Psychologist**
  - A medical doctor specializing in the prescription of psychotropic medication to children and adolescents.
- ❖ **Choice Board**
  - Typically uses picture symbols, objects, or text representing activity choices or rewards that can be selected as a motivator, leisure options, or simply to provide the student options throughout the day.
- ❖ **Circle of Friends**
  - A program where socially challenged individuals are paired with a group of socially competent peers. During the group meeting time social skills are addressed and practiced.
- ❖ **[Classified Staff]**
  - Classified staff are any personnel that do not hold a teaching certificate, administrative license, or other specialized license or certificate for the position they are presently working. See also Educational Assistant, Para professional. Sometimes called Instructional assistants.
- ❖ **Co-Occurring Condition/Comorbid Condition**
  - To indicate a medical condition existing simultaneously but independently with another condition in a patient. Co-morbidity
- ❖ **Coaching**
  - Direct input provided to the parents by the practitioner regarding how to perform the intervention correctly. Feedback on correct and incorrect implementation is provided during or soon after the parents carry out the intervention with their child. Corrective strategies are outlined, allowing parents to change and improve the intervention as they go along.

- ❖ **Cognition**
  - Mental activities such as thinking, understanding, learning and remembering [awareness]cc
- ❖ **Cognitive**
  - Relating to the process of acquiring knowledge through thought, experience, and the senses.
- ❖ **Collaborative**
  - [Work jointly on an activity, especially to produce or create something.]
- ❖ **Collateral**
  - Secondary; additional
- ❖ **Color-Coding**
  - Using color to organize the environment or specific tasks.
- ❖ **Comic Strip Conversations (TM)**
  - A conversation between two or more people that incorporates simple drawing to enhance understanding and comprehension of what is being communicated. (Gray, 1994).
- ❖ **Command and Control**
  - Command and Control is also known as embedded speech recognition that only responds to a fixed set of commands. Typical applications include environmental control via spoken commands to devices (like mobile phones, wheelchairs, household appliances, and door/window openers). Command and Control is also used for control of mouse movements and other navigation movements for hands-free operation of computers.
- ❖ **Common Core**
  - A state led initiative to establish guidelines for consistency and real world learning goals to encourage college and career readiness for all students in the United States regardless of where they live. (ccssso, 2015) Is not curricula. See curriculum.
- ❖ **Communication**
  - An interactive exchange between two or more people to convey needs, feelings, and ideas
- ❖ **Communicative Attempts**
  - Any behavior that may serve a communicative function, through any modality (e.g., verbalization, gesture, facial expression, vocalization). Communicative Exchange.
- ❖ **Communicative Functions**
  - Basic functions of communication (verbal and nonverbal; formal and informal). They include labeling/answering, requesting, protesting, and social/greetings. In PECS, the focus is on the functions of requesting and labeling/answering.
- ❖ **Communicative Intent**
  - The purposeful meaning of a behavior. [indicative of the desire to communicate]
- ❖ **Communicative Partner**
  - The person to whom communication is [initiated or directed toward].
- ❖ **Community Setting**
  - A community setting is any place outside of the home. Department stores, recreational complexes, restaurants, parks, libraries, and grocery stores, are examples of community settings.

- ❖ **Complementary and Alternative Medicine (CAM)**
  - Any unproven practice that is used in place of, or in conjunction with, a treatment that has been proven through scientific research.
- ❖ **Compliance**
  - Conformity with a desire, demand, request or proposal.
- ❖ **Comprehension**
  - Capacity of the mind to perceive and understand; power to grasp ideas; ability to know
- ❖ **Comprehension Level**
  - The level at which an individual demonstrates an ability to understand the meaning or importance of something (or the knowledge acquired as a result).
- ❖ **Comprehensive**
  - [Complete.]Including all or nearly all elements or aspects of something
- ❖ **Compressing**
  - To press together
- ❖ **Computer Access**
  - Input and output devices (voice, Braille), alternate access aids (head sticks, light pointers), modified or alternate keyboards, switches, special software, etc., that enable persons with disabilities to use a computer. This category includes speech recognition software.
- ❖ **Computer-Aided Instruction (CAI)**
  - The use of (personal) computers for education and training.
- ❖ **Concrete Cues**
  - An object, item, or visual prompt that signals performance is needed. An initiating cue is a signal to begin performing a task or task performance step. A terminating cue signals the end to an activity or task.
- ❖ **Concrete Learner**
  - A concrete learner is a learner that takes exact meaning from what is shared or said. They might have difficulty tying previous learning to current information being presented. They tend to take the information exactly as presented, in the moment it is presented, and not apply or interpret it outside of the current situation.
- ❖ **Conditional Discrimination**
  - Tasks in which reinforcement is available contingent upon responding to a combination of cues and not available to the individual components.
- ❖ **Consequence-Based Strategy**
  - An action (e.g., reinforcement or punishment) that is delivered immediately following a behavior.
- ❖ **Consequences**
  - Events that happen immediately or soon after a behavior occurs. For example, with prompting, the consequence is the feedback learners receive for using, or not using, the target skill correctly. The consequence is either (a) delivering reinforcement for using the target skill correctly, (b) ignoring the incorrect use of the target skill, or (c) applying a correction procedure.
- ❖ **Consistent**
  - Marked by regularity or steady continuity: free from variation or contradiction.
- ❖ **Consortium**
  - An association, typically of several businesses
  -
- ❖ **Constant Time Delay (CTD)**
  - A response prompting procedure that is used to teach new skills. With CTD, teachers/practitioners use a fixed interval (i.e., 3-5 seconds) between the cue and the

controlling prompt. This wait time gives learners opportunities to use the skill independently before teachers/practitioners deliver controlling prompts to teach appropriate use of skills.

- ❖ **Context Blindness**
  - A deficit in the ability to use context spontaneously and subconsciously to determine meanings.
- ❖ **Contextual**
  - Pertaining to the set of circumstances or facts that surround a particular event, situation, etc.
- ❖ **Contextual display**
  - A picture-based interface for a communication device where words or phrases are organized based upon the context where they are typically used (e.g., the word "stove" is accessed by going to the picture of a kitchen and pressing the stove).
- ❖ **Continuous Schedule of Reinforcement**
  - Reinforcement is immediately provided each time the learner uses the target skill.
- ❖ **Continuous Speech**
  - Speech recognition that accepts a string of words or phrases as input to be converted to text.
- ❖ **Contracting**
  - To draw parts together
- ❖ **Controlling Prompt**
  - Least restrictive prompt needed by a learner to use a target skill correctly.
- ❖ **Conversational Speech**
  - The way we talk to one another when engaged in everyday speech.
- ❖ **Coordinated Set of Activities**
  - A set of activities developed for a child with a disability that focuses on improving the child's academic and functional achievement to facilitate post-school activities.
- ❖ **Core Vocabulary**
  - Important and/or frequently used vocabulary words that are present on every board/overlay.
- ❖ **Correction Procedure**
  - Feedback provided to learners with ASD when they do not use the target skill correctly (e.g., interrupting learners as they begin to use the target skill incorrectly, repeating or stopping a trial).
- ❖ **Correspondence Check**
  - A correspondence check is a process by which one can assess that a learner understands the connection between what they are saying and/or doing and the object(s) with which they are interacting. In requesting, this is done by having the learner identify by pointing or picking up the item that s/he has referred to in their communication.
- ❖ **Countdown Tool**
  - A numbered or colored object used to count down the remaining items to be completed to finish an activity.
- ❖ **Cue**
  - Something in the environment selected to signal learners to use a target skill.
- ❖ **Cueing**
  - The process of providing cues, prompts, hints, and other meaningful information, direction, or instruction to aid a person who is experiencing difficulty in areas such as moving to the next task, or completing steps within the current task.

- ❖ **Cues**
  - Prompts that are given to encourage SGD use (e.g., pointing, verbal directions, hand-over-hand assistance).
- ❖ **Curriculum** (*pl. Curricula*)
  - The materials and methods used to teach a subject. Materials and methods students can learn, interact with, and refer to. Typical subjects in public schools include, language arts, mathematics, science, history, health, and the arts. Not the same as Common Core. The Common Core guides the nationwide standards for some subjects but does not provide materials or teaching strategies. See Common core.
- ❖ **Curriculum Modifications**
  - Curriculum modifications include altering content, conceptual difficulty, educational goals, and instructional methods to promote learner engagement and on-task behavior.
- ❖ **Curriculum-Based Measurements (CBM)**
  - Curriculum-Based Measurement (CBM) is one way that students' academic performance can be assessed. Specifically, CBM is a method teachers use to find out how students are progressing in basic academic areas such as math, reading, writing, and spelling.
- ❖ **Customized Employment (CE)**
  - Customized employment is a "negotiation" between the job seeker, his/her representative, and the employer. It is not a program, but a set of principles and strategies that seek positive community employment outcomes for people with complex challenges.

## D

- ❖ **DAISY**
  - DAISY (Digital Accessible Information System) refers to a technical standard for producing accessible and navigable multimedia documents. In current practice, these documents are Digital Talking Books (DTBs), digital text books, or a combination of synchronized audio and text books.
- ❖ **DAISY (Digital Accessible Information System)**
  - A technical standard for digital audiobooks, periodicals and computerized text. DAISY is designed to be a complete audio substitute for print material and is specifically designed for use by people with print disabilities.
- ❖ **Data Collection**
  - Data collection is collecting specific information about a student's academic or behavioral performance. Collecting data helps an instructor determine a program's effectiveness.
- ❖ **Delay Interval**
  - The amount of time between the initial cue and the controlling prompt. With both time delay procedures, teachers/practitioners use a 0-second delay when initially teaching a skill. The delay interval is increased according to the guidelines associated with each time delay procedure. With constant time delay (CTD), a fixed interval of 3 to 5 seconds is used. With progressive time delay (PTD), the delay interval is gradually increased as learners become more proficient at using target skills.
- ❖ **Delayed Echolalia**
  - Individuals repeat words or phrases that they have heard previously.
- ❖ **Delayed Reinforcement**
  - Providing a consequence after an initial period of time has elapsed from the occurrence of a behavior.

- ❖ **Denied Access**
  - Removing or preventing access to a reinforcing item or activity following a target behavior
- ❖ **Deprivation**
  - Deprivation describes the process of systematically withdrawing the use of reinforcement.
- ❖ **Developmental Coordination Disorder (DCD)**
  - Diagnostic criteria for DCD include performance in daily activities that require motor coordination that is substantially below that expected, given the person's chronological age and measured intelligence, and interferes with academic achievement or activities of daily living and is not due to a general medical condition.
- ❖ **Developmental Delays**
  - A chronological delay in the appearance of normal developmental milestones achieved during infancy and early childhood.
- ❖ **Developmental Milestone**
  - Stages of a child's maturation, usually marked by the accomplishment of a motor, language or cognitive skill.
- ❖ **Developmental Pediatrician**
  - A medical doctor who has specialized in the diagnosis and management of children with a variety of developmental disorders.
- ❖ **Developmental Screening**
  - Developmental screening typically involves a brief assessment to determine if a child has basic skills similar to same age peers or if he is experiencing delays that should be addressed.
- ❖ **Dexterity**
  - Motor skill in performing tasks with the hands and fingers.
- ❖ **Diagnosis**
  - Identification of disorders such as Autistic Disorder; Pervasive Developmental Disorders - Not Otherwise Specified, and Asperger's Disorder. Diagnosis in the United States is most often based on the current edition of Diagnostic and Statistical Manual (DSM-IV-TR).
- ❖ **Dictation**
  - Speech recognition for text entry into word processors, email, blogs, and or any other destination that accepts text. Usually requires some training and an individual voice file for highest accuracy.
- ❖ **Didactic**
  - Intended to instruct or teach.
- ❖ **Differential Reinforcement**
  - Teachers/practitioners reinforce a learner's use of an appropriate, alternative behavior while ignoring the interfering behavior.
- ❖ **Differential Reinforcement of Alternative Behavior (DRA)**
  - Delivers reinforcement upon the occurrence of a behavior that is an alternative to the behavior selected for reduction but not necessary topographically dissimilar to the inappropriate behavior.
- ❖ **Differential Reinforcement of Incompatible Behavior (DRI)**
  - Delivers reinforcement upon the occurrence of a behavior that is incompatible with or cannot be exhibited at the same time as the inappropriate behavior.
- ❖ **Differential Reinforcement of Low Rates of Responding (DRL)**
  - Integrates a schedule of reinforcement to yield low rates of responding.

- ❖ **Differential Reinforcement of Other Behavior (DRO)**
  - Delivers reinforcement contingently whenever an undesirable behavior is not emitted during a specific period of time.
- ❖ **Differential Reinforcement Procedure**
  - The application of reinforcement designed to reduce the occurrence of interfering behaviors (e.g., tantrums, aggression, self-injury, perhaps stereotypic behavior), resulting in a positive and humane teaching environment to facilitate learning.
- ❖ **Digital Speech**
  - Speech that is recorded and stored in a digital format, and then reproduced by a computer.
- ❖ **Digital Text**
  - Digital text is an electronic format that can be delivered via a computer or another device. Digital text is malleable or flexible and can be easily transformed in many different ways depending upon student needs and the technology being used to display the content. To accommodate the needs and preferences of a user, various features of the technology which control how the content is presented can be manipulated such as size, fonts, colors, contrast, highlighting, and text-to-speech. The digital text format may contain both audio and visual output depending upon the way the content is developed and the technology that is being used.
- ❖ **Diploma Track**
  - The level of credit acquisition a student has toward meeting the requirements for a standard diploma or one of the other diploma or certificate options. Options include Standard, Modified, Extended, Certificate of Attainment, and GED. Requirements are set by state and federal laws.
- ❖ **Direct Instruction**
  - A teacher-led instructional procedure that provides students with specific instructions on a task, teacher-led practice, independent practice, and immediate corrective feedback.
- ❖ **Direct Selection**
  - The process of choosing a word or phrase on an SGD by touching an icon or button.
- ❖ **Disclose**
  - To reveal or share information.
- ❖ **Discovery**
  - Discovery is a process by which one gains a realistic and thorough understanding of the individual and is the foundation upon which all customization of employment rests.
- ❖ **Discrete Skill**
  - A skill or task that involves only one step (e.g., requesting more, identifying a letter, saying "Hello" to a friend).
- ❖ **Discrete Speech**
  - Speech recognition method that required users to pronounce one word at a time, each clearly separated by a small pause. This was the method of input for early versions of Dragon products. It was replaced in 1997 by Dragon Naturally Speaking, which uses continuous speech.
- ❖ **Discrete Task**
  - A task that involves only one step (e.g., requesting more, identifying a letter, saying "Hello" to a friend).
- ❖ **Discrete Trial**
  - A specific method of teaching that uses repeated presentations of a skill and positive reinforcement for correct answers

- ❖ **Discrete Trial Training (DTT)**
  - A method based on the principle of breaking behavior down into small (discrete) steps that have a clear beginning, middle and end. This is called a discrete trial training unit.
- ❖ **Discriminate**
  - The process of behaving one way in one situation and another way in a different situation as deemed appropriate by prevailing circumstances. In PECS, this is the ability to effectively choose between two or more symbols by paying attention to specific details as they relate to the desired outcome.
- ❖ **Discrimination Teaching**
  - A procedure that is used to teach learners with ASD how to discriminate between two different stimuli. With self-management, learners are taught how to tell the difference between correct and incorrect use of the target behavior.
- ❖ **Discriminative Stimulus**
  - An event (teacher, prompt, environmental condition that sets the occasion for the behavior) that signals to the learner with ASD that a response should occur (and usually will be followed by a reinforcer).
- ❖ **Dysregulation**
  - The inability to organize information from the senses and react in an appropriate way
- ❖ **Disruptive**
  - Tending to interrupt by causing a problem
- ❖ **Distractibility**
  - Inability to sustain one's attention, which is rapidly diverted from one topic to another
- ❖ **Dorsiflexed**
  - In reference to joint position of the ankle, the ankle flexed with the toe moving up and off the flat surface.
- ❖ **Down Time**
  - A time of reduced activity
- ❖ **Drives**
  - A computer component that reads and often writes data onto a storage medium such as a floppy disk, CD (compact disk) or a memory stick/device via the USB port.
- ❖ **DSM, DSM-V**
  - The *Diagnostic and Statistical Manual of Mental Disorders (DSM)* is the standard classification of mental disorders used by mental health professionals in the United States. It is intended to be applicable in a wide array of contexts and used by clinicians and researchers of many different orientations (e.g., biological, psychodynamic, cognitive, behavioral, interpersonal, family/systems).
  - The DSM is now in its 5th edition.
- ❖ **Due Process**
  - A right provided to parents through IDEA that allows them to pursue due process to ensure their child's access to a free, appropriate, public education.
- ❖ **Duration**
  - The amount of time a particular target behavior lasts.
- ❖ **Duration Data**
  - Duration data are used to record how long a learner engages in a particular behavior.
- ❖ **Duration-Based Preference Assessments**
  - A type of assessment used to determine how long an individual learner with ASD engages with a variety of items. Data from the assessment are used to identify learner preferences.
- ❖ **Dynamic**
  - Relating to energy or to objects in motion.



- ❖ **Dynamic Screen Devices**
    - Speech generating devices with touch screens that link to a main menu.
  - ❖ **Dysarthria**
    - A condition that results in distorted speech. The cause is difficulty controlling or coordinating the muscles used when speaking, or weakness of those muscles. Dysarthria often is characterized by slurred or slow speech that can be difficult to understand (Mayo Clinic Definition).
  - ❖ **Dyspraxia**
    - Inability to perform complex motor movements; impaired oral-motor abilities that result in poor speech production
- E**
- ❖ **Early Intervention**
    - Programs for young children with special needs, from birth until the child turns three; early intervention services are authorized under IDEA Part C and may include speech therapy, occupational therapy, physical therapy, or other appropriate interventions which are typically provided in the child's home or a community setting.
  - ❖ **Easy-Hard Sequence**
    - Presenting tasks in a sequence that allows the individual to complete an easier task, achieving success, and prior to being given more difficult tasks.
  - ❖ **Echolalic or Echolalia**
    - Repeating what others say. Immediate echolalia occurs when individuals repeat words or phrases immediately after they hear them. Delayed echolalia occurs when individuals repeat words or phrases that they have heard possibly days or weeks later.
  - ❖ **Electronic Math Processing Software**
    - Computer-based software that allows for completion of higher-level math problems in the electronic format.
  - ❖ **Eligibility**
    - A term used in federal legislation for special education in the United States. The term is used in the public school system. It indicates that a student has a disability and an educational need for special education supports and services.
  - ❖ **Emotional Readiness**
    - The feeling of being prepared ability to cope with life issues in a way that does not disrupt overall functioning.
  - ❖ **Employment Specialist**
    - A person hired by a vocational program, agency, or school to help individuals with disabilities find work and careers in the community. Other similar terms: employment consultant, job developer, and transition specialist.
  - ❖ **Encompassing**
    - To include
  - ❖ **Engagement**
    - A learner's active participation in the learning environment and activities.
  - ❖ **Environmental Control Systems**
    - Primarily electronic systems that enable someone with limited mobility to control various appliances, electronic aids, security systems, etc., in their room, home or other surroundings.
  - ❖ **Environmental Cue**
    - Environmental cues are those signals or prompts that come from the environment and often instruct or guide future actions or responses.
  - ❖ **Environmental Demands**
    - Any external input which the child is to respond to or process.

- ❖ **Environmental Factors**
  - Aspects of the individual's experiences or surroundings such as noise, temperature, sleep schedules, light, etc.
- ❖ **Environmental Modifications**
  - Adaptations to the learning environment that promote learners' active participation in classroom routines and activities and prevent/reduce the occurrence of interfering behaviors.
- ❖ **Environments**
  - Refers to the various school, home, and community settings in which students function and may need to use assistive technology to improve functional capabilities.
- ❖ **ePub (electronic publication)**
  - A format standard for digital publications and documents based on web standards.
- ❖ **Ergonomic**
  - Intended to provide optimum comfort and to avoid stress or injury
- ❖ **Errorless Learning/Teaching**
  - Teaching procedures that limit learners' mistakes as they acquire new skills. Constant time delay and progressive time delay are examples of errorless learning procedures, because (a) expectations during teaching activities are clearly identified through the use of cues, (b) intervals are gradually increased to reduce learners' errors, and (c) reinforcement is provided immediately following learners' responses.
- ❖ **Escape Extinction**
  - Preventing avoidance or escape from an aversive task, situation, or stimuli following a target behavior
- ❖ **Evaluate**
  - Determine the meaning of an action or behavior, or determine progress on a task or skill.
- ❖ **Evaluation**
  - A nondiscriminatory, multidisciplinary, multifaceted assessment required by IDEA prior to classifying a child as having a disability and providing special education services to that child.
- ❖ **Evaluation of Effectiveness**
  - Evaluation of effectiveness of the assistive technology devices and services includes data collection, documentation, and analysis to monitor changes in student performance resulting from implementation of assistive technology devices and services.
- ❖ **Event Sampling**
  - A data collection process that is used to record each occurrence of a particular behavior (also known as frequency data).
- ❖ **Evidence-Based Professional Practices**
  - Evidence-based practices are those supported through research in peer-reviewed journals.
- ❖ **Executive Function (EF)**
  - Mental processes such as working memory, behavior inhibition, mental flexibility, planning, task initiation, performance monitoring, and self-regulation.
- ❖ **Expanding**
  - The process of adding words onto a verbalization made by a learner. For example, if the learner says, "Go," one might expand this statement with, "Go, car! Fast!"
- ❖ **Expectation**
  - Considered reasonable, due, or necessary.

- ❖ **Expressive Communication**
    - Communication that an individual uses, in any format, such as sign language, oral language, gestures, or through an SGD.
  - ❖ **Expressive Language**
    - Communicating by writing or talking with another person. Using symbols or words to express oneself.
  - ❖ **Extended**
    - In reference to joint position, this is the straightening of the joint from a flexed or bent position.
  - ❖ **Extended Assessment (Oregon)**
    - Alternate assessments designed specifically for students with the most significant cognitive disabilities. Alternate achievement standards. Must be agreed upon by the IEP team before administering. (Testing-Student Assessment, n.d.)
  - ❖ **Extended Diploma**
    - A variation of a diploma. Awarded to students who meet specific eligibility requirements, rules of the OAR and who have demonstrated the inability to meet the full set of academic content standards for a high school diploma with reasonable modifications and accommodations. (OAR 581-022-1133 Extended Diploma, 2012)
  - ❖ **Extensions**
    - Small software programs that can modify and enhance the functionality of the browser page. They generally enhance the options of the specific web page. An example of an extension is one that provides TTS (text-to-speech) to read the text on the web page.
  - ❖ **Extensions**
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  - ❖ **Extinction**
    - A procedure used in applied behavior in which reinforcement of a previously reinforced behavior is discontinued.
  - ❖ **Extinction Burst**
    - An increase in the frequency, duration, and/or intensity of the behavior as a result of the learner attempting to gain access to the reinforcer previously provided to the interfering behavior.
  - ❖ **Extinction Burst Safety Plan**
    - A sequence of steps on how to proceed with an intervention should the interfering behavior undergo an extinction burst, or intensify in response to the extinction procedure.
  - ❖ **Extinction Trial**
    - The cycle of when a target behavior occurs and an extinction procedure is used to prevent it from occurring again.
  - ❖ **Extra-Stimulus Prompting**
    - Prompting that involves additional assistance from the teacher to correct the response from the learner.
- F**
- ❖ **Facilitate**
    - To make easier, to help bring about.
  - ❖ **Fade or Fading**
    - The systematic process of gradually reducing or eliminating an instructional prompt.

- ❖ **Family-Centered Planning**
  - Collaborations between families and professionals that help make decisions that will provide for the best development of the child and address concerns and priorities of families. When using family-centered planning, parents are not only involved in the process, but are also empowered to make meaningful decisions.
- ❖ **Feedback**
  - Feedback is provided to learners with ASD when they use target skills correctly (i.e., reinforcement) or incorrectly (e.g., ignoring response, repeating/stopping trial).
- ❖ **Fidelity**
  - Implementation of the intervention strategy or intervention plan accurately and as designed.
- ❖ **Field**
  - Symbols that are presented together on a board/overlay.
- ❖ **Finished Box**
  - A box, or specified place for the individual to place completed work jobs or tasks.
- ❖ **First-Then Sequence**
  - A visual sequence that outlines tasks for an individual. An initial task, usually a less preferred, or non-preferred task is specified, and following completion of that task, usually a preferred task is presented for completion.
- ❖ **Fixed DRO Schedule of Reinforcement**
  - The interval of time remains the same across trials for delivering reinforcement.
- ❖ **Fixed Schedule of Reinforcement**
  - Reinforcement is provided after a specified number of correct responses or amount of time.
- ❖ **Flexed**
  - In reference to joint position, the bending of the joint from a straight or extended position.
- ❖ **Focal Child**
  - Child with ASD who is the focus for the intervention.
- ❖ **Food and Drug Administration (FDA)**
  - An organization responsible for protecting public safety and health by regulating and supervising the use of prescription medications, and other products.
- ❖ **Formal Assessment**
  - A systematic process used to collect information to aid with decision-making. This type of assessment often involves standardized protocols and/or interpretation procedures.
- ❖ **[Formative Assessment]**
  - teachers identify learning goals, provide students feedback, and then plan instruction based on students' errors and misconceptions (Frey, 2007)
- ❖ **Forward Chaining**
  - Teaching a behavior in order from the first step, then continuing on until the task is complete.
- ❖ **Framework**
  - "A basic structure underlying a system, concept, or text" (Dictionary.com)

- ❖ **Free Appropriate Public Education (FAPE)**
  - Refers to the concept that children with disabilities are entitled to a free and appropriate public education that meets the unique needs of the student and may occur with children who do not have disabilities or within special education classrooms.
  - Under the IDEA, FAPE is defined as an educational program that is individualized to a specific child, designed to meet that child's unique needs, provides access to the general curriculum, meets the grade-level standards established by the state, and from which the child receives educational benefit.
  - *Section 504 of the Rehabilitation Act of 1973, Washington, D.C., 2010.*
- ❖ **Frequency**
  - The number of occurrences of the target behavior within a specified period.
- ❖ **Frequency Criterion**
  - Criterion used when learners with ASD are trying to increase the number of times they use target behaviors. For instance, a learner with ASD may be trying to increase the number of times he initiates with peers during small-group instruction. The frequency criterion is the benchmark used to determine whether the learner is using the target skill (e.g., initiate interactions with peers three times during three separate small group activities) frequently or not frequently (if the target behavior is an interfering behavior) enough.
- ❖ **Frequency Data**
  - A data collection process that is used to record each occurrence of a particular behavior (also known as event sampling).
- ❖ **Frequency Log**
  - A data collection process that is used to record each occurrence of a particular behavior (also known as event sampling).
- ❖ **Frequency System**
  - With this type of system, learners with ASD record each instance of the target behavior.
- ❖ **Frustration**
  - A deep, chronic sense or state of insecurity and dissatisfaction arising from unresolved problems or unfulfilled needs.
- ❖ **Functional Behavioral Assessment (FBA)**
  - FBA is a process for addressing interfering behaviors exhibited by learners with ASD. FBA relies on a variety of techniques and strategies to identify the purposes of a specific behavior and to help teachers and other practitioners select interventions that directly address the interfering behavior.
- ❖ **Functional Communication Training (FCT)**
  - A systematic practice used to help learners with ASD replace inappropriate behavior or subtle communicative acts with more appropriate and effective communicative behaviors or skills.
- ❖ **Functional Performance**
  - Generally, refers to everyday life skills that are not considered academic.
- ❖ **Functional Vocational Evaluation**
  - During a functional vocational evaluation, a professional watches a student as he/she performs a job, gathering information and data to determine if the work is a good match for the student's interests and abilities. Information from a functional vocational evaluation is used to refine educational experiences, courses of study, and employment activities/strategies prior to the transition.

- ❖ **Functionally Equivalent**
  - A communicative act that is used to describe behaviors that serve the same purpose as an interfering behavior. For example, grabbing cookies and asking for cookies (which are immediately given) are functionally equivalent.
- ❖ **Future's Planning**
  - A person-centered approach to planning a student's program based upon his or her individual short and long-term needs, desires, and interests.

## G

- ❖ **GED**
  - General Educational Development. Test designed for people who for various reasons did not graduate from high school but want a certificate equivalent to a high school diploma. (Search, n.d.)
- ❖ **Generalization**
  - An individual's response in settings where no treatment or intervention has taken place. *Stimulus generalization* refers to performance under conditions (e.g., in other settings, with other persons) other than those that were present during the initial learning. That is, the learned behaviors are demonstrated in untrained settings. *Response generalization* refers to changes in behavior similar to those directly treated. The learned behaviors appear in other related behaviors.
- ❖ **Generative Spelling**
  - The ability to spell novel words, based on the elements learned from known words.
- ❖ **Gestural Prompt**
  - Give learners with ASD information about how to complete target skills or tasks by using gestures.
- ❖ **Gestures**
  - A hand or body movement that has communicative intent, but is not part of a formal language system (e.g., pointing).
- ❖ **Goal**
  - A result that one is attempting to achieve.
- ❖ **Graduated Guidance**
  - Graduated guidance is a process in which the amount and types of prompts needed to help the learner with ASD complete the target skill are provided, and then are immediately faded (reduced) as the learner begins to acquire the skill.
- ❖ **Graphed**
  - Represented by a picture diagram to show a relationship, such as between a behavior improving or not improving
- ❖ **Graphic Organizer**
  - An instructional tool used to illustrate content information. Examples of graphic organizers include: outlines, timelines, tables, charts, webs, lists, pictorial representations, etc.
- ❖ **Graphic Symbols**
  - Pictures that are used to represent words or phrases, which may vary in degree of abstractness.
- ❖ **Group Area**
  - Area of classroom or space designated for group activities.

- ❖ **Group Response Systems**
  - Systems that allow students to respond to questions via remote hand-held input systems. Teachers are provided data on student responses in real time.
- ❖ **Group Schedule**
  - Display of planned group activities in the order in which they will occur using symbols, words, pictures, photograph, icons, or actual objects. Educators might use schedules throughout the day to orient the students to the day's activities. These group schedules might also include mini-schedules that provide a group of students with a sequenced list of tasks to complete for an individual activity.
- ❖ **Gustatory**
  - Of or pertaining to the sense of taste or tasting.

## H

- ❖ **Habituation**
  - Instances where the learner does not respond to or stops responding to a reinforcer.
- ❖ **Hand-Over-Hand**
  - A cue in which adults take learners' hands in their own to help them activate the SGD.
- ❖ **Hand-Over-Hand Assistance**
  - This is a level of full physical prompting in which the teacher guides the hands of the learner with his or her own. This level of prompting is often used in the initial stages of training physical tasks.
- ❖ **Heterogeneous**
  - Including a diverse number into a group
- ❖ **Hidden Curriculum**
  - The unwritten social expectations that everyone knows but that are never directly taught (e.g., not telling an off-color joke in front of the principal). These expectations must usually be specifically taught to children with ASD (Myles, Trautman, & Schelvan, 2004).
- ❖ **High Probability Intervention**
  - Involves quickly presenting several easy high-probability requests prior to presenting a more difficult or low-probability directive.
- ❖ **High Probability Requests**
  - A familiar request that is easy for the child to perform and thus is associated with a higher probability of completion.
- ❖ **High-Functioning Autism**
  - Individual is autistic with an ability to communicate, has some social impairments, and usually an average or even high IQ
- ❖ **Home/Worksite Modifications**
  - Structural adaptations, fabrications in the home, worksite or other area (ramps, lifts, bathroom changes) that remove or reduce physical barriers for an individual with a disability.
- ❖ **Human Activity Assistive Technology Model (HAAT)**
  - Developed by Albert Cook and Susan Hussey (1995), this assessment model is based on a human performance model (Bailey, 1989) and recognizes that context influences the interactions between the human, activity, and assistive technology.
- ❖ **Hyperactivity**
  - The condition of being highly or excessively active
- ❖ **Hypersensitive**
  - High level of sensitivity to physical (sound, sight, touch, or smell) and/or emotional stimuli.

- ❖ **Hyposensitive**
  - A lack of sensitivity to and awareness of environmental stimuli.
- ❖ **Hypothesis Statement**
  - A tentative *statement* that outlines a possible explanation for why a learner with ASD may be engaging in a particular interfering behavior.
- ❖ **Icon**
  - A sign (as a word or graphic symbol) whose form suggests its meaning; a usually pictorial representation.
- ❖ **Icon Sequencing**
  - Selecting multiple icons in a specific order to indicate a single word; process is designed to speed word access from a large vocabulary.
- ❖ **IDEA**
  - Individuals with Disabilities Education Act.
- ❖ **IDEA 2004**
  - The 2004 Reauthorization of the Individuals with Disabilities Education Act and the federal legislation for special education in the United States.
- ❖ **Immediate Echolalia**
  - Individuals repeat words or phrases immediately after they hear them.
- ❖ **Impairment**
  - The condition of being unable to perform as a consequence of physical or mental unfitness
- ❖ **Implementation**
  - To put into effect by means of a definite plan or procedure.
- ❖ **In Vivo**
  - In real life conditions
- ❖ **Incidental Teaching**
  - Involves structuring and sequencing educational objectives so that they occur within ongoing, typical activities and take advantage of student interests and motivation
- ❖ **Incorporating**
  - To include as part of the whole
- ❖ **Increment**
  - A defined scope or proportion of data or amount of time presented to the individual to assist in gaging what needs to be completed, or how long prior to the beginning or until the end of an activity.
- ❖ **Independent Level**
  - The independent level is the first level of a prompt hierarchy. At the independent level, learners use the target skill without additional assistance.
- ❖ **Independent Living**
  - Independent living is a philosophy and movement of people with disabilities who work for self-determination, equal opportunities and self-respect. It does not imply wanting to do everything for one's self, but demands the same choices and control in everyday life as non-disabled peers.
- ❖ **Individual Schedule**
  - A sequential list of activities designed for specific purposes and specific individuals. The format for these schedules will vary across age and situation, as well as the materials used to construct them such as pictures, words, symbols, or objects. Individual schedules can be used in the home, school, work, and community environment. They can encompass an entire day or a short activity.



- ❖ **Individual Work Area**
  - An area of the home, school, or work environment specifically allocated to the tasks of a single individual.
- ❖ **Individualize**
  - To adapt to the needs or special circumstances of an individual.
- ❖ **Individualized Education Program (IEP)**
  - The Individualized Education Program is a legal document that describes the student's strengths and needs, goals and objectives, placement, and measures of the student's progress toward achieving annual goals.
  - Each public school child who receives special education and related services must have an individualized education program (IEP). The IEP should be a truly individualized document and should include such information as present levels of functioning, future goals, and services to be provided. By law, the IEP process must consider the need for assistive technology.
- ❖ **Individualized Family Service Plan (IFSP)**
  - Stands for Individualized Family Service Plan. This legal document is used in early intervention to guides process for children with disabilities and their families. Preschool.
- ❖ **Individuals with Disabilities Education Act (IDEA)**
  - The Individuals with Disabilities Education Act (IDEA) is a law ensuring services to children with disabilities throughout the nation.
  - The law was initially passed in 1975 as P.L. 94-142. That law, known as the Education for All Handicapped Children Act, or the EHA, guaranteed that eligible children and youth with disabilities would have a free and appropriate public education (FAPE) available to them, designed to meet their unique educational needs. P.L. 94-142 has been amended many times since passing in 1975, most recently in 2004.
- ❖ **Infer**
  - To derive by reasoning; to guess or speculate
- ❖ **Informal Assessment**
  - Evaluation methods that do not utilize standardized procedures, this type of assessment is casual, determined by the evaluator, and is usually created to fit the context of a given situation.
- ❖ **Informational Interview**
  - An informational interview is a meeting in which a job seeker asks for career and industry advice rather than employment. The job seeker uses the interview to gather information about the field, and to find employment leads and expand their professional network.
- ❖ **Inhibition**
  - Blocking or holding back of
- ❖ **Initial Criterion**
  - The first benchmark against which a learner's progress is evaluated. With self-management systems, the initial criterion is set low enough so that learners experience success with little effort.
- ❖ **Instructional Sessions**
  - When using simultaneous prompting, instructional sessions are implemented to teach learners with ASD target skills. During instructional sessions, teachers/practitioners provide the cue/task direction and controlling prompt at the same time.

- ❖ **Instructional Technology**
  - "The theory and practice of design, development, utilization, management, and evaluation of processes and resources for learning".
- ❖ **Integrating**
  - To bring together or incorporate parts into a whole; to unite or combine
- ❖ **Intelligence Tests**
  - A standardized test, also commonly referred to as an IQ test that is used to establish an intelligence level by measuring the examinee's ability to form concepts, solve problems, acquire information, store information, reason, and perform other intellectual operations.
- ❖ **Intelligibility**
  - The degree to which an individual's speech can be understood by a listener.
- ❖ **Intensity**
  - The magnitude or strength of the behavior.
- ❖ **Interaction**
  - A mutual interaction between people
- ❖ **Interdependent Relationships**
  - Depending on another for survival; a partnership or connection with another person.
- ❖ **Interdisciplinary**
  - Professionals from varied disciplines working in a collaborative manner to integrate information for diagnostic and programming decisions.
- ❖ **Interdisciplinary Team**
  - A group of professionals from varied disciplines working in a collaborative manner to integrate information for diagnostic and programming decisions.
- ❖ **Interfering Behaviors**
  - Any aggressive, stereotypic, or developmentally inappropriate behavior that interferes with the student's ability to attend to and engage in the environment.
- ❖ **Intermittent Reinforcement**
  - A schedule in which reinforcement is provided after a specific number of correct behaviors (e.g., reinforcement for every three correct behaviors) or after a specific period of time in which correct behaviors occur. This is in contrast to a continuous schedule of reinforcement in which every occurrence of the behavior is reinforced.
- ❖ **Intermittent Schedule of Reinforcement**
  - A schedule of reinforcement in which only some occurrences of the behavior are reinforced.
- ❖ **Internal Motivation**
  - The desire to attend to and engage in the social world.
- ❖ **Internalize**
  - Make attitudes or behavior part of one's nature by learning
- ❖ **Internship**
  - A student or trainee who works at a trade or occupation in order to gain work experience
- ❖ **Interpretive**
  - Information that is explanatory or provides interpretation of content.
- ❖ **Interspersing Maintenance Trials with Acquisition Trials**
  - Acquisition trials (tasks that are new or currently being learned) combined with maintenance tasks (previously mastered items) to promote learning.

- ❖ **Interval**
    - For interval-based self-management systems, the period of time during which learners are required to self-monitor their behavior. At the end of this interval, learners should be able to accurately self-record whether or not they correctly demonstrated the target behavior for the entire length of the interval. For instance, a learner may record whether or not he is on task with his work every five minutes. Therefore, this learner must stay on task for a five-minute interval in order to accurately self-record that he/she was on-task. If this learner was off-task at any point during the five-minute interval, he/she should self-record that the target behavior was not correctly demonstrated. Initially, intervals are set low enough so that learners experience success easily.
  - ❖ **Interval Data**
    - A data collection process that is used to record the occurrence of a particular behavior at specific time intervals (e.g., every 15 seconds, every 30 seconds).
  - ❖ **Interval DRL**
    - Divides the total amount of time or session into equal intervals of time, and reinforcement is provided after each interval if responding during the interval was equal to or below a criterion limit.
  - ❖ **Interval Schedule of Reinforcement**
    - Reinforcement occurs following a specific length of time and the occurrence of an appropriate response.
  - ❖ **Interval System**
    - System used to record high-frequency behaviors such as staying on task, staying seated, and conversing with peers. With this type of system, learners self-record their engagement or non-engagement in the target behavior (if it is a behavior that teachers/practitioners are trying to decrease) after a certain period of time (i.e., an interval). An interval can be seconds or minutes long; however, learners with ASD most often record their behavior after a certain number of minutes.
  - ❖ **Intervention Plan**
    - A detailed plan that provides step-by-step directions for addressing the child, parent, and family goals. The intervention plan includes (a) the instructional strategy, (b) how to provide instruction, (c) frequency and duration of instruction, and (d) when and where to provide instruction.
  - ❖ **Interventions**
    - Specific services, activities or products developed and implemented to change or improve program participants' knowledge, attitudes, behavior or awareness.
  - ❖ **iOS**
    - The Operating System of any of Apple's mobile devices (iPad, iPhone, iPad mini, iPod Touch). The iOS is generally updated several times a year. A notification of the new or updated iOS availability is automatically sent to the device. The user can choose to update or ignore the update. iOS updates do not occur unless the user initiates the process in the "General Settings" menu.
- J**
- ❖ **Job Carving**
    - A process whereby a job description is created by modifying an existing job description. The carved job description contains one or more, but not all, of the tasks from the original job description.
  - ❖ **Job Coach**
    - Any person who provides on the job training to disabled people and helps them adjust to the work environment

- ❖ **Job Creation**
    - A newly created job description negotiated based on unmet workplace needs.
  - ❖ **Joint Attention**
    - The ability of a learner to engage another's attention to share enjoyment of objects or events.
  - ❖ **Joint Attention Skills**
    - The ability of a learner to engage another's attention to share enjoyment of objects or events.
- L
- ❖ **Label**
    - A visual tool that can help to organize the environment for an individual with ASD. Labels are used to identify important features in the environment.
    - Also used to categorize the nature of a person's physical or learning [difficulties] or qualities
  - ❖ **Language Assessment**
    - An assessment method frequently used to analyze the complexity of an individuals' spontaneous language use
  - ❖ **Language Sample/Sampling**
    - A listing of the exact words of an interaction between learners and a partner. An assessment method frequently used to analyze the complexity of an individuals' spontaneous language use.
  - ❖ **Large Print**
    - Large print is paper based and is generally defined as print that is larger than the print sizes commonly used by the general population (8 to 12 points in size). Some use a guideline for defining large print as 18 point or larger. A document rendered in large print format usually has more white space and may or may not look like the original document but contains the same information. Large print may be printed on pages that are the same size as a standard textbook page or on pages of a larger size.
  - ❖ **Lateral**
    - On the outside of a body segment.
  - ❖ **LEA**
    - Local Education Agency
  - ❖ **Leadership**
    - The purpose of leadership is the improvement of instructional practice and performance, regardless of role.
  - ❖ **Learner Response**
    - Learner response is essentially the target skill that teachers/practitioners want learners with ASD to acquire. Learner responses can be either correct or incorrect.
  - ❖ **Learner-Initiated/Directed**
    - The learner begins and chooses the learning experience.
  - ❖ **Learning Environments**
    - [Refers to the diverse physical locations, contexts, and cultures in which students learn]. (The glossary of education reform, 2014)
  - ❖ **Least Intrusive Prompt**
    - The prompt that provides the least amount of assistance for the learner, while still resulting in the learner's use of the desired behavior.

- ❖ **Least Restrictive Environment (LRE)**
    - Refers to the concept that children with disabilities should be educated, to the maximum extent possible, with children who do not have disabilities while meeting all their learning needs and physical requirements. The type of setting is stipulated in a child's IEP.
  - ❖ **Least Restrictive Prompt**
    - The prompt which provides the least amount of assistance for the learner, while still resulting in the learner's use of the desired behavior.
  - ❖ **Least-to-Most Prompt Procedure**
    - With least-to-most prompting, a prompt hierarchy is used to provide increasing amounts of assistance to learners with ASD when teaching target skills. Also referred to as the system of least prompts or increasing assistance.
  - ❖ **Leisure Skill**
    - Activities done during free time for enjoyment
  - ❖ **Liaison**
    - A person who acts as a link to assist communication or cooperation between people or organizations
  - ❖ **Linguistic**
    - Communication that is symbolic (e.g., words, signs)
  - ❖ **Local Education Agency (LEA)**
    - The school district that is legally responsible for the student's program of specially designed instruction.
  - ❖ **Locator**
    - A visual tool that indicates where a person or object resides.
  - ❖ **[Low Incidence Disabilities]**
    - Means a severe disabling condition with an expected incidence rate of less than one percent of the total statewide enrollment in kindergarten through grade 12. Sometimes referred to as Severe and Profound and requiring a small number of staff to be specifically trained to assist the student. (The glossary of education reform, 2014)
  - ❖ **Low-Probability Directive or Request**
    - Directives or questions that an individual is not likely to follow or respond to appropriately. An unfamiliar or difficult request for the child to perform and thus associated with a lower probability of completion.
- M**
- ❖ **Maintenance**
    - The ability to use a newly acquired social or other skill (e.g., exchanging materials, initiating interaction) after formal intervention has ended. The learner continues to engage in the desired behavior after active teaching of the skill has ended.
  - ❖ **Maintenance Trial**
    - A trial that is used to determine learners' use of target skills after they have already been mastered; most often used when implementing discrete trial training.
  - ❖ **Malleable**
    - Easily modified for use in a variety of ways.
  - ❖ **Mand**
    - A word used as a demand to receive an item or activity. Request.
  - ❖ **Mand-model**
    - Mand-model procedures incorporate a question, choice, or direction (mand) into the activity prior to initiating a modeling procedure.

- ❖ **Mandated**
  - Required to be done
- ❖ **Manipulatives**
  - Objects that children can use to learn concepts through hands-on experience and exploration.
- ❖ **Mannerisms**
  - An exaggerated habit
- ❖ **Map**
  - Representation, usually on a flat surface of the whole or a part of an area.
- ❖ **Massed Trial**
  - Repeated use of the same learning trial several times in a row, ensuring that the learner is successful multiple times at whatever step of the skill is being taught.
- ❖ **Medial**
  - On the inside of a body segment.
- ❖ **Meltdown**
  - When a student reaches the point of losing control and acts impulsively, emotionally, and sometimes explosively. Behaviors observed during a meltdown may include kicking, hitting, biting, screaming, pinching, destroying property, self-injury, as well as completely withdrawing, or becoming incapable of speaking. [Different than a tantrum in that the student doesn't seek or check for an audience.]
- ❖ **Mentor**
  - An experienced person in a company, college, or school who trains and counsels new employees or students
- ❖ **Meta-analysis**
  - Quantitative statistical analysis that is applied to separate but similar experiments of different and usually independent researchers and that involves pooling the data and using the pooled data to test the effectiveness of the results report
- ❖ **Microenterprise**
  - A microenterprise is a small business that employs only a few employees. For example, a microenterprise usually operates with fewer than 10 people and is started with a small amount of capital.
- ❖ **Milieu Teaching**
  - A form of teaching in which the teacher takes advantage of the learner's interest in the things around him, the 'milieu', to provide learning opportunities for the learner. Prompting and questioning are used to encourage the learner's interest
- ❖ **Mind blindness**
  - Difficulty understanding the thoughts, feelings, and beliefs of others. [Lack of perspective taking.]
- ❖ **Mini-Schedule**
  - A visual schedule used to guide individuals through short segments of their day such as steps for brushing teeth, steps for completing a worksheet, activities for the speech lesson, etc.
- ❖ **Mobility**
  - The ability to move physically.
- ❖ **Model or Modeling**
  - Demonstrating an action for a learner or to produce a representation or simulation of.
- ❖ **Model Prompt**
  - With model prompts, teachers/practitioners demonstrate how to use or complete the target skill/task.

- ❖ **Modified diploma**
  - A high school diploma option awarded to students who demonstrate the inability to meet the full set of academic content standards (credits) of a regular high school diploma even with reasonable modifications and accommodations but who fulfill all state requirements and local school district requirements and meet the edibility criteria outlined in the rule. (OAR 581-022-1134 Modified Diploma, 2009)
- ❖ **Modifications**
  - Changes in the form or quality; amendments
- ❖ **Modulate**
  - To regulate or adjust to the circumstances
- ❖ **Motor Planning**
  - The ability to plan and execute skilled non-habitual tasks.
- ❖ **Motor Stereotypy**
  - A repetitive or ritualistic movement or posture (e.g., hand flapping, body rocking).
- ❖ **Multi-Sensory Approaches**
  - Instructional strategies that incorporate the use of multiple sensory organs such as visual, olfactory, tactile, and auditory.
- ❖ **Multi-Step Direction**
  - A direction presented in a series of steps that either scaffold on one another, or are completely separate in scope. The key is that the directions are all delivered to the individual at the same time.
- ❖ **Multidisciplinary**
  - Professionals from varied disciplines working separately. The results are compiled and decisions are made with little collaboration.
- ❖ **Multiple Cue Discrimination Training**
  - Tasks in which learners respond to additional cues, such as color, size, type and/or location, of a single stimulus.

## N

- ❖ **Narration**
  - The act of giving an account describing incidents or a course of events.
- ❖ **Narrative**
  - A story or account of events or experiences
- ❖ **National Secondary Transition Technical Assistance Center (NSTTAC) <http://nstattac.org/>**
  - A national technical assistance and dissemination center funded by OSEP that provides extensive information and resources related to secondary transition services.
- ❖ **Natural Communication Opportunities**
  - Daily routines and activities where learners can communicate.
- ❖ **Natural Environment**
  - Home or community setting (such as a child care program) in which the child spends the majority of his or her time. This is a typical setting in which children without disabilities also participate.
- ❖ **Natural Reinforcers/Reinforcement**
  - Positive consequences that routinely occur during typical routines and environments when a learner uses a particular skill (e.g., receiving more food after asking for it, increased attention from the teacher when learner raises hand rather than shouting out in class).

- ❖ **Natural Routine**
  - An environment that is close to its natural state and not artificially structured or contrived. The natural environment for parent-implemented intervention is the typical daily routines and activities of the home environment.
- ❖ **Natural Supports**
  - A system of supports embedded in the workplace, as opposed to supports provided by a job coach. Natural supports are permanent parts of the workplace and allow a person with autism to safely anchor routines upon them. When the job coach leaves, the natural supports remain.
- ❖ **Naturalistic Intervention**
  - A collection of practices that create the best possibility for children to produce target behaviors including environmental arrangement, interaction techniques, and behavioral strategies. Naturalistic intervention builds upon learner's interests and abilities to produce behaviors that are naturally reinforcing and appropriate to the interaction.
- ❖ **Naturalistic Observation**
  - Observing and recording a child's behavior in real life social situations
- ❖ **Naturalistic Teaching Strategies**
  - Any spontaneous, individualized instruction that occurs when a learner and an adult verbally interact during a naturally occurring activity.
- ❖ **Negative Reinforcement**
  - The removal of a stimulus immediately following a behavior increases the likelihood that the behavior will occur again under similar stimulus conditions.
- ❖ **Negotiation**
  - A formal discussion between people who are trying to reach an agreement: an act of negotiating.
- ❖ **Network**
  - An interconnected group of people, such as friends.
- ❖ **Neurology**
  - Branch of medicine that deals with and treats disorders of the nervous system.
- ❖ **Neurotypical**
  - "Normal". People whose neurological development is consistent with what most people would perceive as normal in terms of the ability to process language information and social cues; originally coined among the autistic community as a label for non-autistic persons
- ❖ **Neutral**
  - In reference to joint position, neutral is neither flexed nor extended.
- ❖ **Neutral Stimulus**
  - A stimulus that produces no specific response other than focusing attention
- ❖ **NIMAC**
  - The National Instructional Materials Access Center (NIMAC) is a central national repository established at the American Printing House for the Blind (APH) to store and to maintain NIMAS file sets. <http://www.nimac.us/>
- ❖ **NIMAS**
  - NIMAS is the National Instructional Materials Accessibility Standard specified in IDEA. It is a technical standard used by publishers to produce source files that may be used to develop multiple specialized formats (such as braille, large print, audio or digital text) for students with print disabilities.



- ❖ **Noise Canceling Microphone**
  - A microphone that is designed to filter out ambient (room) noise as much as possible. When using ASR software, accuracy is improved by working in a quiet environment and using a high-quality, noise-canceling microphone to limit the amount of background noise. Headset microphones are preferred because they can be placed a consistent distance from the user's mouth. Desktop and other types of microphones may also be used, but the input volume may vary, which would affect accuracy.
- ❖ **Non-contextual**
  - A behavior that is not compatible with, or does not appear to match the environment or activity.
- ❖ **Non-contingent Reinforcement**
  - Non-contingent reinforcement is a procedure often used when trying to reduce or eliminate interfering behaviors. With non-contingent reinforcement, teachers/practitioners get rid of the functional relationship between an interfering behavior and its consequence by delivering the reinforcers for the behavior periodically across the day, usually at specific time intervals.
- ❖ **Nonverbal Communication**
  - Those aspects of communication, such as gestures and facial expressions, that do not involve verbal communication but which may include nonverbal aspects of speech itself. [Paralanguage, body language]
- ❖ **Nonverbal Prompt**
  - Any prompt that does not utilize verbal communication. Examples include gestural or physical prompts.
- ❖ **Novel Activity**
  - An activity being introduced to the individual for the first time.
- ❖ **Nurse Practitioner**
  - A registered nurse who has completed additional training and is considered to be an advanced practitioner.

## O

- ❖ **Object Board**
  - Part of a communication board, it typically utilizes miniature objects (e.g., a toy car) to represent a taught association (e.g., toy car = ride in the car). It is one of several types of symbol sets (photographs, line drawings, etc.) that may be used in communication boards.
- ❖ **Objective**
  - Interpretation that is free of opinions and feelings, based on data and facts.
  - goal
- ❖ **Obsession**
  - A compulsive preoccupation with something or someone
- ❖ **Obsessive-Compulsive Disorder**
  - A psychiatric anxiety disorder characterized by intrusive thoughts and the completion of related rituals in effort to counteract the obsessions.
- ❖ **Occurrence Data**
  - Documentation of whether a target behavior occurred or did not occur during a specified interval of time.

- ❖ **OCR (Optical Character Recognition)**
    - The conversion of an image of text characters into malleable printed text characters by a software program or app. This involves the program photo scanning the text character-by-character, analyzing the scanned-in image, and then translating the character image.
  - ❖ **Off-label Medication Use**
    - Prescription of a medication in a way that has not been approved by the FDA. This can include prescription to an unapproved age group, for an unapproved use, or an unapproved dosage level.
  - ❖ **Off-Task Behavior**
    - A student engages in a behavior that is unrelated to the learning environment and task at hand.
  - ❖ **Olfactory**
    - Of or pertaining to the sense of smell
  - ❖ **On-Task Behavior**
    - When a learner is engaged in or working on a specific task or activity.
  - ❖ **Operating Systems (OS)**
    - The infrastructure component of a computer system that is responsible for the management and coordination of activities and resources on the computer, and enables software to be run on the computer [Most school computers operate with some version of Windows (PC) or Mac OS (Apple)].
  - ❖ **Oral Motor Functioning**
    - The area of assessment which looks at normal and abnormal patterns of the lips, tongue, jaw, and cheeks for eating, drinking, facial expression and speech to determine which functional skills a person has to build on, and which abnormal patterns need to be inhibited or for which compensation is needed. Oral - motor functioning is the area of assessment which looks at normal and abnormal patterns of the lips, tongue, jaw, and cheeks for eating, drinking, facial expression and speech to determine which functional skills a client has to build on, and which abnormal patterns need to be inhibited or for which compensation is needed.
  - ❖ **Organization System**
    - A system designed to structure or provide order for an individual with an autism spectrum disorder.
  - ❖ **OSEP**
    - Office of Special Education Programs, United States
  - ❖ **Outcomes**
    - Something that happens as a result of an activity or process.
  - ❖ **Overlays**
    - Customized and programed thin sheets or 'boards' that are developed to lay over the surface for static screen devices.
- P**
- ❖ **Page fluffer**
    - A simple, low-tech modification to the pages of a book that makes pages easier to grasp and turn.
  - ❖ **Pairing**
    - Delivering two types of reinforcement simultaneously (e.g., smile with a sticker).
  - ❖ **Paleontologist**
    - A person who specializes in the study of forms of life existing in prehistoric times

- ❖ **Paper-based computer pen**
  - A pen that captures audio and writing simultaneously. These pens use a camera and specially designed paper to convert written notes and audio files into PDF documents. The user can then review the notes via the audio from the pen or can download the file to a computer and watch as the notes are written in conjunction with the audio. These videos are known as pencasts.
- ❖ **Para educator**
  - An assistant to the educator in the classroom. Also referred to as instructional assistant (IA), paraprofessional, and Educational assistant (EA)
- ❖ **Parallel Play**
  - A form of play where children play adjacent to each other, but do not try to influence one another's behavior. Parallel play usually involves two or more children in the same room. The children are interested in the same toys and both see the toy as belonging to them. The children do not play together, but alongside each other simply because they are in the same room.
- ❖ **Paraprofessional**
  - People who work alongside professionals to implement individualized education programs (IEPs). Paraprofessionals are sometimes referred to as para educators.
- ❖ **Parent-Implemented Intervention**
  - Parents are taught to use individualized intervention practices with their child to increase skills or to decrease interfering behaviors associated with autism spectrum disorder.
- ❖ **Part B of IDEA**
  - Part B of IDEA governs how special education and related services are provided to school-aged children with disabilities.
- ❖ **Part C of IDEA**
  - Part C of IDEA regulates early intervention (EI) services to children aged birth to three with developmental delays or a medical condition.
- ❖ **PDD-NOS**
  - Pervasive Developmental Disorder - Not Otherwise Specified
- ❖ **Peer**
  - Typically developing child.
- ❖ **Peer Social Network**
  - A peer-mediated approach that can be used with older children and adolescents. With this approach, peers are taught to provide ongoing social support (e.g., initiating interactions, maintaining physical proximity) throughout the day to students with ASD.
- ❖ **Peer-Initiation Training**
  - A peer-mediated approach that can be used with young children ages 3 to 8 years. With this intervention, peers are taught specific skills (e.g., organizing play, sharing) that they use to engage children with ASD in social interactions.
- ❖ **Peer-Mediated Instruction and Intervention (PMII)**
  - Instructional strategies that involve training typically developing peers to direct and respond to the social behaviors of children with ASD.
- ❖ **Performance Criteria**
  - A description of the characteristics that will be considered when a performance task is judged are called performance criteria. Performance criteria are often defined in a rubric or scoring guide.
- ❖ **Performance Deficit**
  - Skill or behavior that is present, but not demonstrated or performed

- ❖ **Perseverative**
  - The repetition of a particular response, such as a word, phrase, or gesture, despite the absence of a clearly observed reinforcing consequence; usually caused by an organic brain disorder.
- ❖ **Persistence**
  - The act of continuing to seek a desired outcome or not giving up. In PECS, the goal is to equip the learner with the strategies and skills to use the exchange in a persistent and generalized manner.
- ❖ **Persistent**
  - Constantly repeated and continued
- ❖ **Person-Centered Planning**
  - The person-centered planning process assists the student, the student's family, educators, and advocates chosen by the student to identify dreams, goals, and concerns for the future.
- ❖ **Pervasive**
  - To become spread throughout all parts of
- ❖ **Pervasive Developmental Disorder - NOS**
  - Pervasive developmental disorder is the umbrella category used in the DSM IV for autism, Asperger's disorder, and a few others. For individuals who seem to have some type of autism but do not quite fit the exact diagnostic formula, the DSM IV uses PDD-NOS (Not Otherwise Specified). A person with PDD NOS is not necessarily "lower functioning" than someone with a formal autism diagnosis.
- ❖ **Physical Blocking**
  - Physically preventing a learner with ASD from engaging in an interfering behavior (e.g., placing hand in front of learner's mouth to prevent hand mouthing).
- ❖ **Physical Organization**
  - The use of visual supports such as furniture, labels, icons, etc., to make environments comprehensible and manageable.
- ❖ **Physical Prompt**
  - Physical prompts are used when teaching motor skills and may include guiding a learner through the task (e.g., hand-over-hand) or providing minimal physical assistance (e.g., taps, nudges, light pushes).
- ❖ **Physician Assistant**
  - A licensed medical professional who works with a physician in the medical field. Responsibilities may include physical examinations, medication management and diagnostics.
- ❖ **Pica**
  - Pica is the persistent craving and compulsive eating of nonfood substances. The Diagnostic and Statistical Manual of Mental Disorders, fourth edition, classifies it as a feeding and eating disorder of childhood. (The Gale Group, 2008)
- ❖ **Picture Cue**
  - Picture cues are used to prompt social behavior for transition to various tasks on a schedule, make requests, or teaching interactions through the use of pictures of children interacting. Picture cues are often portable and available to peers throughout the peer social network activity.
- ❖ **Picture Exchange**
  - Unaided assistive/augmentative communication system involving a learner handing over a picture to a communicative partner.

- ❖ **Picture Exchange Communication System (PECS)**
  - A low-tech aided AAC system in which individuals hand pictures to their communicative partners (Frost & Bondy, 2002).
- ❖ **Picture Supported Text**
  - Text that is accompanied with pictures/symbols. Picture supported text provides accessibility to text.
- ❖ **Pivotal Behaviors**
  - Behaviors that, when targeted, lead to large collateral changes in other, often untargeted, areas of functioning and responding.
- ❖ **Pivotal Response Training (PRT)**
  - A method of systematically applying the scientific principles of applied behavior analysis (ABA) to teach learners with autism spectrum disorders (ASD). For more information, please access the AIM module on PRT.
- ❖ **Planned Ignoring**
  - Withholding all forms of reinforcing attention following a target behavior (e.g., no eye contact, no verbal interaction, no physical interaction, no emotional reaction)
- ❖ **Play Area**
  - An area in the home, school, or community solely used for play activities.
- ❖ **Play Organizer**
  - Initiations in which the peer organizes the play activity by telling other children including the focal child to do specific behaviors (e.g., "Build a road"), how to use materials (e.g., "Put the block on top of this one"), or roles (e.g., "You're the mommy. I'm the baby.").
- ❖ **Positive Reductive Procedures**
  - Techniques using reinforcement to decrease or eliminate disruptive behaviors rather than reducing opportunities for additional reinforcement, removing already acquired reinforcers, or embedding punishment procedures in response to unwanted behavior.
- ❖ **Positive Reinforcement**
  - The presentation of a stimulus immediately following a behavior that increases the likelihood that the behavior will occur again under similar conditions.
- ❖ **Positive Routines**
  - Routines that support what should happen in a task, transition, etc. With these set in place, the individual will learn what is expected, prior to engaging in less acceptable behaviors.
- ❖ **Postsecondary**
  - After the completion of secondary (high) school programs.
- ❖ **Potential**
  - Capable of being or becoming
- ❖ **Power Cards**
  - A visual aid that utilizes an individual's special interest, character or hero to teach an important social behavior. (Gagnon, 2001).
- ❖ **Powered mobility**
  - A motorized device used by someone who is unable to walk, allowing the person to move from one location to another.
- ❖ **Predict**
  - The skill of explaining new events based on observations or information.
- ❖ **Predictability**
  - The extent to which future tasks, activities, etc. may be predicted based on knowledge of current and past task, activities, etc. This appears to provide a sense of control and comfort to individuals with ASD.

- ❖ **Preference Assessment**
  - An observation-based assessment used to identify highly-preferred items and activities for individual learners with ASD.
- ❖ **Prelinguistic**
  - The time from when an infant first utters sounds until the first word is spoken. Communication that is presymbolic (e.g., gestures, vocalizations).
- ❖ **Premack**
  - A person will perform a less desirable activity to get to a more desirable activity. [Premack's principal]
- ❖ **Preoccupation**
  - The absorption of attention or intellect
- ❖ **Prerequisite Skill**
  - Skills that a learner must already have in their repertoire before a given task can be taught successfully.
- ❖ **Preschool**
  - Programs for children aged 3-5 years; special education services for preschool-aged children are authorized under IDEA Part B and are typically provided in a public school setting.
- ❖ **Primary Modality**
  - The preferred modality for learning or "taking in" essential information.
- ❖ **Primary Reinforcer**
  - Items or activities that meet basic physiological needs (e.g., food, drink, sleep).
- ❖ **Priming**
  - To provide (a person) with information and answers before they are presented with a stimulus.
- ❖ **Priming through Print**
  - Preparing individuals for transitions to novel events, or change in expected routines through the use of written stories.
- ❖ **Proactive**
  - Controlling a situation by causing something to happen rather than waiting to respond to it after it happens.
- ❖ **Probe**
  - When using simultaneous prompting, probe sessions are implemented to evaluate learners' acquisition of target skills. During probe sessions, teachers/ practitioners provide the cue/task direction and then wait for the learner to respond.
- ❖ **Probe Sessions**
  - When using simultaneous prompting, probe sessions are implemented to evaluate learners' acquisition of target skills. During probe sessions, teachers/practitioners provide the cue/task direction and then wait for the learner to respond.
- ❖ **Progress Monitoring**
  - A scientifically based practice that is used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class. (OSEP, 2011)
- ❖ **Progressive Time Delay (PTD)**
  - Gradual increase of the wait time between the initial cue and the controlling prompt using 1-second intervals until the delay is faded out completely (usually when a 5- or 6-second interval has been reached).

- ❖ **Prompt**
  - Prompts are any help given to learners that assist them in using specific skills. Prompts are generally given by an adult or peer *before* or *as* a learner attempts to use a skill. Prompts can be verbal, gestural, or physical in nature.
- ❖ **Prompt Dependence**
  - Prompt dependence limits a learner's ability to generalize the use of skills to new situations, activities, and with a variety of individuals. When learners become dependent on prompts, they may not use target behaviors unless a specific prompt is used.
- ❖ **Prompt Hierarchy**
  - Prompt hierarchies are comprised of at least three levels. The first level provides the learner with the opportunity to respond independently. Subsequent levels provide increasing amounts of assistance as needed by the learner to use the target skill correctly.
- ❖ **Prompt Types**
  - Model, visual, verbal, gesture, Used within the prompting procedures to provide assistance to learners with ASD to use target skills correctly.
- ❖ **Prompting**
  - Techniques for providing instruction on how to perform a specific behavior.
- ❖ **Prompting Procedures**
  - Used to teach a variety of skills and include any help given to learners with ASD to use target skills correctly.
- ❖ **Prone**
  - Having the front or ventral part downward; lying face downward.
- ❖ **Proprioception**
  - Proprioception provides information about our position in space and general body awareness. [Proprioceptive input (sensations from joints, muscles and connective tissues that lead to body awareness) can be obtained by lifting, pushing, and pulling heavy objects, including one's own weight.] (Peske, not listed)
- ❖ **Prosocial**
  - One of the functions of communication; to express "acts of kindness" when interacting with others; for example, please or thank you
- ❖ **Prosthetics and Orthotics**
  - The science and practice of evaluating, measuring, designing, fabricating, assembling, fitting, adjusting, or servicing an orthosis under a prescription from a licensed physician, chiropractor, or podiatrist to correct or alleviate neuromuscular or musculoskeletal dysfunction, disease, injury, or deformity. (Westcoast Brace & Limb, 2011)
- ❖ **Proximity**
  - Nearness in place, time, or order
- ❖ **Psychiatry**
  - Branch of medicine that deals with and treats mental disorders.
- ❖ **Psychotropic Medication**
  - A type of medication that affects the central nervous system and influences brain function.
- ❖ **Punishment**
  - A consequence that decreases the probability of subsequent occurrence of the behavior it follows.
- ❖ **Pursuit**
  - An activity, such as a hobby, engaged in regularly

- ❖ **QIAT**
  - Quality Indicators for Assistive Technology.
- ❖ **R Ratio Schedule of Reinforcement**
  - Reinforcement is provided based upon a specific number of correct or appropriate responses, or after a specified amount of time.
- ❖ **Re-SETT**
  - Re-SETTing means revisiting the information collected during the consideration and evaluation process using the **SETT Framework** to discover what actions need to be taken during implementation. It does not mean starting over but adding to the body of information about a student.
- ❖ **Receptive Communication**
  - The ability to listen and understand language. What we hear and understand [and therefore can perform or build knowledge] Different than Expressive Language. (SERVE Center, n.d.)
- ❖ **Receptive Language**
  - The ability to understand another person's wants, needs, thoughts, ideas, or beliefs when they are presented in symbolic language form. Symbolic language may be spoken, sign language, graphic icons, or in written form.
- ❖ **Reciprocal**
  - Given, felt, or done in return
- ❖ **Reciprocity**
  - Reciprocity refers to responding to a positive action with another positive action, and responding to a negative action with another negative one.
- ❖ **Recline**
  - In reference to seating in a wheelchair, the recline feature allows the back support to pivot posteriorly, increasing the seat to back support angle.
- ❖ **Recurrence**
  - To happen again
- ❖ **Redirection**
  - Prompting a learner with ASD to engage in a more appropriate, alternative behavior rather than the interfering behavior.
- ❖ **Referral**
  - When an educator or parent submits a formal written request to conduct a full nondiscriminatory evaluation on a child who is having academic challenges and may be suspected of having a disability; referral is not required by IDEA but is a common best practice.
- ❖ **Refreshable Braille**
  - Refreshable braille is provided by a braille display device which raises dots or pins through holes in a flat surface. Generally, 40 to 80 braille cells are displayed at one time.
- ❖ **Regulation**
  - A neurological function that allows the senses to work together to form a composite picture that tells who we are, where we are, and what is going on around us
- ❖ **Regulations**
  - The rules or procedures codified in the Code of Federal Regulations (CFR) and determined by the government agency authorized to enact and enforce a statute.



- ❖ **Reinforce**
  - The process by which a consequence (in the form of an item, activity, or event) is delivered immediately after a behavior and increases the likelihood that the behavior will occur in the future.
- ❖ **Reinforcement**
  - The process by which a consequence (in the form of an item, activity, or event) is delivered immediately after a behavior and increases the likelihood that the behavior will occur in the future.
- ❖ **Reinforcement Schedules**
  - Also called schedules of reinforcement. A protocol (i.e., schedule) for determining when responses or behaviors should be reinforced, ranging from continuous to intermittent reinforcement, is used to fade reinforcement with learners with ASD.
- ❖ **Reinforcer**
  - Any event following the occurrence of behavior that increases the likelihood of that behavior being repeated in the future.
- ❖ **Reinforcer Assessment**
  - A procedure for allowing learners to come into contact with potential reinforcers and for teachers to determine which reinforcers are likely to be effective with individual learners.
- ❖ **Reinforcer Menu**
  - A list of age-appropriate reinforcers that a student has expressed interest in. The student is given the opportunity to choose from the list when they perform a target behavior or skill.
- ❖ **Reinforcer or Reinforcers**
  - Reinforcers are particular items, activities, or events that are used for reinforcement. Typically, preferred items, activities, and events are effective reinforcers.
  - Any event following the occurrence of behavior that increases the likelihood of that behavior being repeated in the future.
- ❖ **Reinforcer Sampling**
  - A procedure for allowing learners to come into contact with potential reinforcers and for teachers to determine which reinforcers are likely to be effective with individual learners.
- ❖ **Reinforcing**
  - Process in which a behavior is strengthened; increasing the probability that a response will occur by either presenting a contingent positive event or removing a negative event.
- ❖ **Related Services**
  - As defined by IDEA 2004 (§ 602.26) consist of transportation and developmental, corrective, and other supportive services, including:
    - Speech-language pathology and audiology services
    - Interpreting services
    - Psychological services
    - Physical and occupational therapy
    - Recreation, including therapeutic recreation
    - Social work services
    - School nurse services designed to enable a child with a disability to receive a free, appropriate public education as described in the child's IEP
    - Counseling services, including rehabilitation counseling
    - Orientation and mobility services

- Medical services, except that such medical services shall be for diagnostic and evaluation purposes only) as may be required to assist a child with a disability to benefit from special education; includes the early identification and assessment of disabling conditions in children.
- ❖ **Repetition**
  - The recurrence or repeating of an action or event
- ❖ **Repetitive Behavior**
  - A type of interfering behavior in which a learner with ASD engages in the same behavior repeatedly, often to the point where it prevents the learner from participating fully in classroom routines and activities. Repetitive behaviors often include: hand flapping, finger flicking, body rocking, and nail biting.
- ❖ **Replacement Behavior**
  - An alternative behavior serving a functionally equivalent response to the function of a problematic behavior.
- ❖ **Resistance**
  - The act of opposing something you disagree with
- ❖ **Resistance to Extinction**
  - A phenomenon in which the behavior does not respond to the extinction and continues to occur.
- ❖ **Resource Ownership**
  - A mutually beneficial process of acquiring materials, equipment, or skills that, when matched to a job seeker's interests and customer needs, generates profits for the employer and wages for the employee.
- ❖ **Response Blocking**
  - Preventing the learner with ASD from using the interfering behavior.
- ❖ **Response Class**
  - A group of behaviors that all serve the same function.
- ❖ **Response Independent Schedule**
  - A response independent schedule is most often used in conjunction with non-contingent reinforcement. This schedule of reinforcement often is used to reduce or eliminate interfering behaviors by providing reinforcement for the behaviors periodically across the day, often at specific time intervals.
- ❖ **Response Interruption**
  - Preventing the learner with ASD from using the interfering behavior.
- ❖ **Response Interruption/Redirection**
  - Response interruption/redirection (RIR) is an evidence-based practice used to decrease interfering behaviors, predominantly those that are repetitive, stereotypical, and/or self-injurious. RIR is particularly useful with persistent interfering behaviors that occur in the absence of other people, in a number of different settings, and during a variety of tasks.
- ❖ **Response Interval**
  - The interval of time between the delivery of a cue/task direction and a prompt.
- ❖ **Response Latency**
  - Elapsed time between the onset of a stimulus and the initiation of the behavior.
- ❖ **Response Prompting Procedure**
  - Prompts are provided before learners use the target skill and then are systematically faded so that learners begin to use target skills independently.
- ❖ **Response to Intervention (RTI)**
  - A three-tiered approach to identifying and supporting students with learning and behavioral needs.

- ❖ **Response-Reinforcer Contingency**
  - The occurrence of a consequence is dependent upon a particular response; thus, the response must be emitted before the consequence will occur.
- ❖ **Restrictive Patterns of Behavior**
  - Behaviors that may cause an individual to have difficulty transitioning from one activity to the next, or to have difficulty dealing with unexpected changes in routines.
- ❖ **Ritual**
  - A pattern of behavior regularly performed in a set manner
- ❖ **Ritualistic**
  - Restricted, repetitive, and stereotypic patterns of behavior that include, but are not limited to, motor mannerisms, object use, language use, and adherence to nonfunctional routines
- ❖ **Role Playing**
  - Parents performing the intervention strategy with a child or adult in an effort to practice and perfect the intervention prior to implementing with their child. Role playing is preferably combined with feedback and coaching.
- ❖ **Routine**
  - A regular course or procedure.
- ❖ **Routines**
  - Routines can be defined as regular or customary procedures. Routines, in combination with visual schedules, assist individuals in understanding the environment and in becoming more flexible (Swanson, 2005).
- ❖ **Rubric**
  - A set of guidelines about behaviors; a well-established custom or tradition that provides rules for conduct.
- ❖ **Rules**
  - Rules are statements defining behavior that are permissible or not permissible in given situations or environments. Rules should be short, observable, stated positively and easily generalized.

## S

- ❖ **Salient**
  - "Important" or "relevant" or "receiving the focus of attention."
- ❖ **Sampling**
  - A small selection that is thought to represent the whole.
- ❖ **Satiation**
  - Used to describe a situation in which a selected reinforcer is no longer motivating to a learner with ASD.
- ❖ **Savant**
  - An intellectually disabled person with an exceptional skill or talent in a special field
- ❖ **Savantism**
  - Remarkable talents or cognitive strengths.
- ❖ **Scaffold**
  - Supports are provided to facilitate a learner's development.
- ❖ **Scaffolding**
  - Instructional supports that can help a child move progressively toward better understanding, independence and mastery.

- ❖ **Scanning Techniques**
  - Process of selecting a word or phrase from an SGD by listening to lists of word options and activating a switch to indicate a choice.
- ❖ **Scatterplot**
  - A scatterplot is a chart or grid on which an observer records single events (e.g., number of times learner yells) or a series of events (e.g., teacher requests and learner yells) that occur within a given context (e.g., during teacher-led reading instruction, at lunch, on the playground). The purpose of a scatterplot is to identify patterns of behavior that relate to specific contextual conditions.
- ❖ **Schedule**
  - A procedural plan that indicates the time and sequence of each operation.
- ❖ **Schedule of Reinforcement**
  - The rate at which reinforcement is delivered following the occurrence of the behavior.
- ❖ **Schedule Within A Schedule**
  - A visual schedule used to guide individuals through short segments of their day such as: steps for brushing teeth, steps for completing a worksheet, activities for the speech lesson, etc.
- ❖ **Screening**
  - The assessment of individuals to determine those may who have an undiagnosed developmental delay or disability.
- ❖ **Script**
  - Used during peer social network training to help peers problem-solve ways to interact with the focal child. The scripts that are generated during the initial training sessions can be placed in the structured intervention activities to provide prompts for interacting with the student with ASD.
- ❖ **SEA**
  - State Education Agency
- ❖ **Seating and Positioning**
  - Accommodations to a wheelchair or other seating system to provide greater body stability, trunk/head support and an upright posture, and reduction of pressure on the skin surface (cushions, contour seats, lumbar).
- ❖ **Secondary Reinforcer**
  - Operant conditioning where the stimulus reinforces the behavior after it has been associated with a primary reinforcer. Reinforcers that are learned through experience (e.g., social, tangible).
- ❖ **Section 504**
  - [A provision that provides students with appropriate accommodations/modifications without implementing and IEP. It is separate from an IEP and funded differently.]
  - Section 504 of the Rehabilitation Act of 1973 is part of a civil rights law that prohibits discrimination against qualified individuals with disabilities. Section 504 regulations require a school district to provide a free appropriate public education (FAPE) to each qualified student with a disability, regardless of the nature or severity of the disability. A written 504 plan is developed to guide the provision of instructional services, including accommodations and modifications, designed to meet a student's individual educational needs as adequately as the needs of nondisabled students are met.
- ❖ **Section 508 of the Rehabilitation Act**
  - (29 U.S.C. § 794d) Section 508 of the Rehabilitation Act requires that all electronic and information technologies developed and used by any Federal government agency must be accessible to people with disabilities. This includes websites, video and audio tapes,

electronic books, televised programs, and other such media. Individuals with disabilities may still have to use special hardware and/or software to access.

- ❖ **Sedentary**
  - Remaining in one area; sitting
- ❖ **Self Determination**
  - Gives people with disabilities the freedom to decide how they will live, work and participate in the community
- ❖ **Self-Monitoring**
  - To be aware of and regulate one's own thoughts, feelings, and behaviors
- ❖ **Self-Advocacy**
  - Self-advocacy refers to the ability to effectively communicate about and negotiate for one's own interests, desires, needs and rights.
- ❖ **Self-Injurious Behavior**
  - Behaviors that learners with ASD engage in that cause physical bodily harm to themselves.
- ❖ **Self-Injury**
  - Any behavior that causes physical harm to oneself.
- ❖ **Self-Management**
  - Methods, skills, and strategies (e.g., goal setting, planning, and self-evaluation) used by learners with ASD to help them achieve goals and objectives (e.g., raising hand in class, initiating interactions with peers).
- ❖ **Self-Recording Device**
  - Devices used to monitor behaviors. These types of devices include checklists or charts, token boards, alarm clocks, or wristwatches with beeping alarms.
- ❖ **Self-Regulation**
  - The ability to control one's level of arousal and activity state, as well as response to sensory input without external support (e.g., teacher support, prompting).
- ❖ **Self-Stimulation**
  - To provoke oneself to activity as a result of one's own behavior.
- ❖ **Self-Stimulatory Behavior**
  - A behavior that is persistent, nonpurposeful, and repetitive and is maintained with sensory consequences (e.g. hand flapping, finger flicking, head banging).
- ❖ **Self-Verbalization Technique**
  - Technique taught to individuals that assist them in working through the steps in a task, the steps in a calming strategy, or the steps in a social activity.
- ❖ **Semantics**
  - Study of one of the structural aspects of language; that is, how meaning develops from the relationships between words, phrases and sentences
- ❖ **Sensory**
  - Of or pertaining to the senses or sensation
- ❖ **Sensory Activities**
  - Planned and well-thought out interventions that satisfy one's visual, auditory, tactile, gustatory, olfactory, vestibular, and/or proprioceptive needs. [Sensory Diet] (Penske)
- ❖ **Sensory Extinction**
  - With sensory extinction, teachers/practitioners identify a sensory consequence that may be maintaining an interfering behavior (e.g., bright lights, strong smell, and loud noise) and remove or mask it to reduce or eliminate the occurrence of the interfering behavior.

- ❖ **Sensory Over-Responsive**
  - Individuals who are over-responsive are hypersensitive to sensory stimuli and often react negatively to sensory stimuli. These individuals may interpret sensory stimuli as painful or overwhelming, often resulting in meltdowns.
- ❖ **Sensory Overload**
  - a condition of receiving too much information or stimulation via visual or audio sources; overstimulation of one or more senses
- ❖ **Sensory Processing**
  - Sensory processing refers to the ability to take in the information we receive from our senses, both external and internal, and then use that information to function effectively.
- ❖ **Sensory Processing Disorder**
  - Sensory processing disorder refers to the inability to modulate, discriminate, coordinate, or organize sensations effectively.
- ❖ **Sensory Reinforcement**
  - Reinforcement that provides a pleasant sensation for learners with ASD when they engage in certain interfering behaviors (e.g., head banging, hand flapping).
- ❖ **Sensory Reinforcer**
  - Used with learners who are motivated by sensory input.
- ❖ **Sensory Under-Responsive**
  - Individuals who are under-responsive are hyposensitive to sensory stimuli and often do not react to sensory stimuli. These individuals may not even notice sensory stimuli occurring around them.
- ❖ **Sensory-Maintained Behavior**
  - Interfering behaviors that continue to occur because they provide a pleasant sensation for the learner with ASD.
- ❖ **Sequence**
  - Serial arrangement in which things follow in logical order or a recurrent pattern.
- ❖ **Sequential message communication aid**
  - A simple voice-output communication aid that plays a series of recorded messages in order; each time the switch is activated, the next message plays.
- ❖ **Serif**
  - A small line, generally attached at the bottom of letters in some fonts. Typography is generally listed as serif or sans (without) serif. Times New Roman font is a serif font.
- ❖ **SETT Framework**
  - A concerns-identification and solution-seeking model that helps collaborative teams consider, identify, and develop student-centered, environmentally useful, and task-focused systems of tools that support student independence, participation, and achievement.
- ❖ **Setting Event**
  - Anything that increases the likelihood that an interfering behavior will occur (e.g., not getting enough sleep, working with a particular person, noisy activity, too bright lights).
- ❖ **Shadowing**
  - Holding your hands near the learner's hands so you can immediately guide the learner to complete the task.
- ❖ **Shaping**
  - A process of systematically and differentially reinforcing successive approximations to the whole behavior.
- ❖ **Shared Attention**
  - The ability of a learner to engage another's attention to share enjoyment of objects or events.

- ❖ **Shift Attention**
  - Move attention from one task to another.
- ❖ **Sign Language**
  - A manually coded language system, such as American Sign Language.
- ❖ **Signs**
  - Words represented by hand movements that are part of a formal language system, frequently taken from American Sign Language.
- ❖ **Simultaneous Prompting Procedure**
  - With the simultaneous prompting procedure, two types of sessions are needed: instructional sessions and probe sessions. In the instructional sessions, the task direction or cue (i.e., a signal to learner to use target skill) and controlling prompt (i.e., prompt that ensures that the learner will do the target skill successfully) are delivered simultaneously. In the probe sessions, the cue or task direction is delivered without the prompts. The probe sessions are used to determine whether learning is actually occurring.
- ❖ **Single-message communication aid**
  - A simple voice-output communication aid that plays the same message each time it is activated.
- ❖ **S.I.T.**
  - Student Intervention Team. A group which consists of general education teachers, administrator, special education staff, other building level support staff, and parents. Teachers bring student cases to the SIT team to gain insight and guidance about how to help struggling students. The team monitors building level interventions and makes determinations whether to pursue special education or 504 supports.
- ❖ **Skill Acquisition**
  - Absence of a particular skill or behavior
- ❖ **Skill development**
  - A service approach that focuses on teaching the child to do things in the same manner as their peers (e.g., learning to speak words or to hold a pencil).
- ❖ **Small Business Development Center (SBDC)**
  - Small Business Development Centers (SBDCs) offer one-stop assistance to individuals and small businesses by providing a wide variety of information and guidance in central and easily accessible branch locations.
- ❖ **Smarter Balanced**
  - Smarter Balanced is a public agency currently supported by 15 states, the U.S. Virgin Islands, and the Bureau of Indian Education. Through the work of thousands of educators, we created an online assessment system aligned to the Common Core State Standards (CCSS), as well as tools for educators to improve teaching and learning. Smarter Balanced is housed at UCLA's Graduate School of Education & Information Studies (GSE&IS). (California, n.d.)
- ❖ **Smartphone**
  - A cellular phone that allows the user to connect to the Internet, store data, and install programs.
- ❖ **SOCSS**
  - Situation, Options, Consequences, Choices, Strategies, Simulation: SOCCSS is a strategy developed to help individuals with social disabilities understand social situations and develop problem solving skill. (Myles & Adreon, 2001)

- ❖ **Social Accommodations**
  - Social accommodation involves modifying the physical or social environment to promote positive social interactions. Examples of social accommodations include training peer mentors and conducting autism awareness training.
- ❖ **Social Assimilation**
  - Social assimilation refers to instruction that facilitates skill development or fundamental changes in the child that allows the child to be more successful in social interactions. Examples of social assimilation include social skill intervention strategies that are child specific, such as video modeling, social narratives, and self-monitoring.
- ❖ **Social Autopsy**
  - The working definition of a social skill autopsy is "the examination and analysis of a social error to determine the cause of the error, the amount of damage that occurred, and to learn about the causal factor (s) in order to prevent reoccurrence in the future." The basic principle is to assist the child in analyzing actual social errors that she has made and to discuss the behavioral options that the child could have utilized in order to have improved the situation.
- ❖ **Social Cognition**
  - Generally, social cognition refers to the manner in which you process social information; more specifically it involves understanding the thoughts, intentions, motives, and behaviors of ourselves and others.
- ❖ **Social Competence**
  - The ability to relate to other people
- ❖ **Social Initiation**
  - To begin a social interaction
- ❖ **Social Interaction**
  - An exchange between two or more persons for the purpose of enjoying the companionship of each other.
- ❖ **Social Narrative**
  - Social narratives are visually represented stories or narratives that describe social situations and socially appropriate responses or behaviors. Social narratives may help the individual with ASD gain information on the thoughts and feelings of others, as well as contextual information they may have missed. Overall, social narratives can be an effective, inexpensive strategy that aids in enhanced social and behavioral understanding.
- ❖ **Social Networking**
  - A peer-mediated approach that can be used with older children and adolescents. With this approach, peers are taught to provide ongoing social support (e.g., initiating interactions, maintaining physical proximity) throughout the day to children with ASD.
- ❖ **Social Problem Solving**
  - Use of social reasoning activities to understand social behaviors and social rules
- ❖ **Social Reinforcement**
  - Consequences characterized by social praise and attention following the occurrence of a positive behavior.
- ❖ **Social Reinforcers**
  - Reinforcers that are socially mediated by teachers, parents, peers, and other adults (e.g., praise, written approval, thumbs-up, pat on the back).
- ❖ **Social Scripts**
  - Visual information such as words or pictures that help define the context of the situation. Social scripts can be used to practice what to say and how to act in a given social situation.



- ❖ **Social Skills**
  - Social skills are those communication, problem-solving, decision making, self-management, and peer relations abilities that allow one to initiate and maintain positive social relationships with others.
- ❖ **Social Skills Groups**
  - Groups designed for the purpose of teaching and enhancing the social skills of individuals with social deficits.
- ❖ **Social Stories(TM)**
  - A Social Story(TM) is a story written to describe a situation, skill, or concept. Designed to provide relevant social cues, perspectives and common responses, it is written in a specifically designed format and style (Gray, 1994). It may be used during peer social network training to provide peers with information about specific social behaviors. Social stories(TM) also help peers problem-solve ways to interact with the student with ASD.
- ❖ **Social Supports**
  - Supports put in place to assist individuals gain understanding of social rules, nuances, norms, and so on. Social supports also help provide relevant social information to individuals who struggle with social understanding.
- ❖ **Social Validity**
  - Social validity is the social significance of the treatment objectives and intervention strategies, as well as the social importance of the intervention results.
- ❖ **Socially-Reinforced Behavior**
  - An interfering behavior that is reinforced by another person or by something that is happening in the environment.
- ❖ **Software**
  - A general term used to describe various computer programs, procedures, and documentation.
- ❖ **Spaced-responding DRL**
  - Delivers reinforcement after a period of time elapses from one behavior to the next. The amount of time that separates the two behaviors or responses is referred to as inter-response time (IRT) and is functionally related to rates of responding.
- ❖ **Spasticity**
  - Tightness in the muscles that cannot be controlled voluntarily; usually the result of a neurologic impairment.
- ❖ **Speakable Items**
  - This term is specific to the speech recognition option in the Macintosh OS X operating system. Speakable Items refer to spoken commands to control menus, menu items, and buttons.
- ❖ **Special Education**
  - Specially designed instruction regardless of the location; thus, special education is not a place or type of classroom but rather the process of ensuring that instruction is individualized.
- ❖ **Special Instructional Factors**
  - A portion of the IEP that requires the team to consider the student's needs in the following areas: behavior, English proficiency, visual impairment, communication, assistive technology devices or services and physical education.
- ❖ **Specialized Formats**
  - Specialized formats of print-based materials include braille, large print, audio, and digital text. A specialized format provides exactly the same content as the printed

material. Only the way in which the content is presented to the student is different. The specialized format neither adds nor changes any information.

- ❖ **Speech and Language Pathologist (SLP)**
  - Speech and language pathologists provide a wide range of services, mainly on an individual basis, but also as in small group settings. Speech services typically begin with an initial screening for communication, speech, and/or swallowing disorders. SLPs then typically continue with assessment and diagnosis, consultation for the provision of advice regarding management as well as providing on-going intervention and treatment.
- ❖ **Speech Generating Device (SGD)**
  - An aided assistive/augmentative communication system that produces speech when activated by a learner.
- ❖ **Speech Recognition**
  - The process in which the human voice is used for control, command, or text entry on computers and other electronic items (phones, computers, environmental controls, etc.). This term is often used as an abbreviated description of automatic speech recognition (ASR).
- ❖ **Speech-to-Text**
  - Speech-to-Text refers to software that converts spoken words into typewritten text. It is a term commonly used for ASR.
- ❖ **Spontaneity**
  - An act of free will. In PECS, the goal is for learners to use the exchange in a spontaneous manner, meaning that it is initiated by them and not prompted by others.
- ❖ **Spontaneous Recovery**
  - A phenomenon associated with extinction in which the behavior reappears even though it has not been reinforced.
- ❖ **Stability**
  - The condition of being stable or resistant to change.
- ❖ **Standard Diploma**
  - A regular high school diploma. Beginning Grade 9, the student successfully meets proficiency standards and earns required credits for all required coursework and state and school district graduation requirements. (The Oregon Diploma, 2011)
- ❖ **Static Screen Devices**
  - A speech generating device that has buttons which, when activated, reproduce a pre-recorded message (these devices generally require overlays).
- ❖ **Statute**
  - A law enacted by Congress, the legislative branch of the United States.
- ❖ **Stereotyped**
  - A fixed structure or pattern
- ❖ **Stereotypical Behavior**
  - Stereotypical behavior has been categorized as repetitive motor and vocal responses, possibly serving no function, or automatically reinforced by the sensory consequences it produces.
- ❖ **Stereotypy**
  - Repetitive, mechanical and frequent occurrences of speech, movement or postures,
- ❖ **Stimulus**
  - A term used to describe specific aspects of the environment that can be differentiated from one another. In a study, the term refers to an environmental variable that is controlled or manipulated to determine its influence on the behavior under investigation.

- ❖ **Stimulus Control**
  - A collection of practices used to decrease interfering behaviors and increase on-task behaviors by using environmental and curriculum modifications.
- ❖ **Stimulus Over-Selectivity**
  - Response to an inappropriately narrow range of stimuli or an overly narrow range of components within a stimulus.
- ❖ **Strategies**
  - Groups of activities carried out to produce outputs required to achieve planned outcomes. Strategies usually comprise several activities and outputs.
- ❖ **Structured Environments**
  - Refers to the planning and organization of a setting to emphasize clear boundaries, expectations, and order.
- ❖ **Structured Observation**
  - These observations involve observing social behavior in a structured play group or structured social group setting
- ❖ **Structured Play Group or Activity**
  - In PMII, structured play groups or activities follow the initial dyadic instruction provided to peers. In contrast to the training group in which only the peers participate, both the peers and the focal child are included to practice new social skills.
- ❖ **Structured Teaching**
  - A visually based approach for creating highly structured environments that support individuals with autism in a variety of educational, community, and home/living settings.
- ❖ **Student, Environments, Tasks, Tools (SETT)**
  - Developed by Joy Zabala (1995) and widely used in school settings, SETT guides the team through the AT decision-making process by using a four-part model.
- ❖ **Study Carrel**
  - A table or desk with three sides extending above the writing surface to serve as partitions, designed for individual study
- ❖ **Student Intervention Team (SIT)**
  - The Student Intervention Team (SIT) is a general education problem-solving committee made up of school personnel and parents. The purpose of the SIT is to recommend appropriate interventions for students who are experiencing difficulty in school. If school level interventions do not meet the needs of the student a special education referral may be considered. The intention is the SIT process is initiated before considering special education or 504 referral unless there are compelling data or circumstances indicating specially designed instruction or specific accommodations are needed. (Allen Independent School District, 2012)
- ❖ **Subjective**
  - Interpretation that is based on thoughts, feelings, or opinions.
- ❖ **Summary of Performance (SOP)**
  - The student's academic achievement and functional performance and recommendations on how to assist the student in meeting postsecondary goals.
- ❖ **Supplemental Reinforcer**
  - A reinforcer that is in addition to a final reinforcer that increases the likelihood of that behavior being repeated in the future.
- ❖ **Supplementary aids and services**
  - Aids, services, and other supports that are provided in general education classes or other education-related settings to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate Individuals with Disabilities Education Act of 2004 § 602.33 (2004).

- ❖ **Supported Employment**
    - Person with a disability receives ongoing support, supervision, training, and transportation to secure and maintain a paid job in a competitive work environment
  - ❖ **Supports**
    - Visuals, objects, auditory cues, printed text, videos, etc. that are put in place to assist the individual with ASD in completion of a task, transition within their day, communication, social interactions, or comprehension of directions.
  - ❖ **Switch**
    - A device that is used to activate another (used during scanning techniques).
  - ❖ **Switch-accessible toy**
    - A toy that can be turned on and off or controlled using a switch.
  - ❖ **Symbol**
    - Something that stands for or suggests something else by means of relationship or association. Also a representation of a word or phrase (varying in degrees of abstractness).
  - ❖ **Symmetrical**
    - Affecting both sides of the body or corresponding parts, such as both legs.
  - ❖ **Syntax**
    - Study of one of the structural aspects of language; that is, how to formulate words into a meaningful sentence; the grammar of a particular language
  - ❖ **Synthetic Speech**
    - Computer-generated speech.
- T**
- ❖ **Tactile**
    - Of or connected with the sense of touch
  - ❖ **Tagboard**
    - A strong paper-based material suitable for making posters or other heavy duty uses. Also called oaktag and paperboard.
  - ❖ **Talking Book**
    - An audio book that is usually accessed by computer or media player; may use either human or digitized (computer) speech.
  - ❖ **Tangible**
    - Able to be understood by touch
  - ❖ **Tangible Reinforcers**
    - Include edibles, toys, and other objects.
  - ❖ **Target Behavior/Skill**
    - A skill or behavior that needs to be increased or decreased and is the focus of the intervention.
  - ❖ **Target Stimulus**
    - The "thing" or "situation" to which teachers/practitioners want the learner to respond by performing the target skill.
  - ❖ **Targeted Screening**
    - Targeted screening focuses on a specific group of children, such as high risk children or those who may be showing differences in their development and behavior.
  - ❖ **Task**
    - An activity or set of activities that might be defined as part of a process or job.

- ❖ **Task Analysis**
  - The process of breaking down a skill into small incremental steps that can be taught step-by-step.
- ❖ **Task Demand Interventions**
  - Interventions designed to remove obstacles to success within the task itself.
- ❖ **Task Direction**
  - Tells learners the skills or behaviors they should be using.
- ❖ **TEACCH**
  - Developed in the early 1970s by Eric Schopler at the University of North Carolina, Chapel Hill, the Treatment and Education of Autistic and related Communication-handicapped Children (TEACCH) approach includes a focus on the person with autism and the development of a program around this person's skills, interests, and needs. The major priorities include centering on the individual, understanding autism, adopting appropriate adaptations, and a broadly based intervention strategy building on existing skills and interests.
- ❖ **Teacher, Practitioner, or Team Member**
  - The person to whom communication is addressed
- ❖ **Teacher-Directed**
  - The teacher decides the content and direction of the learning experience
- ❖ **Techniques**
  - A method of accomplishing a desired aim.
- ❖ **Templates**
  - Anything that serves as a pattern; a model. Also can be an empty board or overlay designed to fit with certain speech generating device.
- ❖ **Temporal Environment**
  - Takes into account timing for transitions, routines, and activities and includes a balance of quiet and active, group and individual, and indoor and outdoor activities.
- ❖ **Terminal Reinforcer**
  - Reinforcement applied at the end of a chain of tasks.
- ❖ **Text reader**
  - Commonly referred to as text-to-speech, a text reader reads text that is in a digital format out loud using speech synthesis.
- ❖ **Text-to-Speech (TTS)**
  - Text-to-speech or speech synthesis is the artificial production of human speech and is generally accomplished with special software and/or hardware. The quality of various speech generation engines can vary considerably. Some voices sound almost human while others sound more primitive and robotic. The robotic-sounding voices are considered desirable for achieving high rates of "reading" speed.
- ❖ **The Cloud**
  - Cloud computing allows for internet enabled devices (any platform) to run software applications and provide storage for documents and other media files utilizing internet based servers. Using "the cloud" allows multiple users to access the same files (if shared), download the same files (e-text) to different users and are generally accessible from any location as long as the device can connect to the internet.
- ❖ **Theory of Mind (ToM)**
  - The ability to attribute mental states including beliefs, intents, desires, knowledge, and so on, to oneself, and to understand that others have beliefs, intents, desires, knowledge, and so on, that are different from one's own.

- ❖ **Three-Term Contingency**
  - The three parts of the discrete trial. Each of the three parts are contingent on each other.
- ❖ **Time Delay**
  - Time delay is a response prompting procedure that focuses on fading the use of prompts during instruction activities by gradually increasing the response interval between the time the response occurs and when the reinforcement is delivered.
- ❖ **Time Sampling**
  - Data on a particular behavior are collected after a certain amount of time. If a learner is engaging in the behavior at that time, then teachers/practitioners record this on the data sheet. This sampling technique is best used to monitor high frequency behaviors such as engagement and parallel play.
- ❖ **Time Timer, LLC**
  - A specific timer that provides a visual "red" countdown to allow individuals to see how much time is left in a task or activity.
- ❖ **Time-Out**
  - A non-punitive, unlocked area, as well as a period of time, which provides an individual with the opportunity to regain control of behavior or attitude.
- ❖ **Timeline**
  - A sequence of related events in chronological order.
- ❖ **Token Economy Program**
  - Involves awarding tokens, chips, stickers, or other items to learners who use target skills identified by the teacher that may be exchanged periodically for items or activities.
- ❖ **Topography**
  - What a behavior looks like to an observer
- ❖ **Total Task Presentation**
  - When a task is presented, a learner attempts all the steps from the beginning to the end and continues with attempting each step with reinforcement afterwards until all steps are mastered.
- ❖ **Tourette Syndrome**
  - An inherited neurological disorder accompanied by multiple motor tics and at least one vocal tic.
- ❖ **Toxic Stress**
  - Continuous stress that can have adverse long-term effects, especially for very young children.
- ❖ **Trade books**
  - Trade books are not textbooks but can be either fiction or non-fiction books.
- ❖ **Training Group**
  - A training group is the first step in implementing PMII. During these groups, only peers participate in the dyadic instruction led by an adult trainer. During the training groups, peers receive instruction about various social behaviors and role play with the adult trainer and other peers.
- ❖ **Trait**
  - Distinguishing quality or characteristic
- ❖ **Transition**
  - In the education context, transition refers from a child's adaptation from school life to adult life. The Individuals with Disabilities Education Act (IDEA 2004), designates the time for this process, for students receiving special education services, as age 16. Transition also refers to the change within the day that occurs when an individual moves from one activity to the next.

- It is also, the period of time when a student exits the school system and is no longer eligible for school-based services. The student enters the "real world" where he may qualify for adult services. At this point in time, some students enter the workforce, others continue their education, and some pursue other interests.
- ❖ **Transition**
  - Movement or change from one position, subject or location to another.
- ❖ **Transition Activities**
  - Transition activities are times throughout the day where a transition is expected, such as moving from classroom to classroom, coming in from the playground, going to the cafeteria, putting personal items in designated locations like lockers or cubbies, and gathering needed materials to start working, etc.
- ❖ **Transition Area**
  - An area of the home, school, or work setting specifically designed for checking schedules when activities are finished and the individual with ASD needs to transition to the next activity.
- ❖ **Transition Assessment**
  - The ongoing process of collecting data on the individual's strengths, needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal, and social environments.
- ❖ **Transition Cue**
  - Any visual cue used to alert the individual with ASD of an upcoming transition. Transition cues can include objects such as a pajama top to signal it is time for bed, a toothbrush to signal time to brush teeth, a stop sign card for ending an activity, a visual picture of the computer to signal that is the next activity. These cues should be designed to support the specific needs of the individual.
- ❖ **Transition Plan**
  - Plan for a coordinated set of activities that will assist the student in a transition from one educational program to another or from school to postsecondary environments.
- ❖ **Transition Process**
  - Process of moving from one task or activity to the next.
- ❖ **Transition Services**
  - Transition services are defined in the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) as a coordinated set of activities that are focused on improving the academic and functional achievement that are based on the individual child's needs. These services may be provided as special education or related services.
- ❖ **Transition Strategies**
  - Activities, supports, cues, or prompts put in place to assist the individual as they move through the transition process. These strategies may include visual, verbal, written, or video format.
- ❖ **Transition/Transitioning**
  - The coordinated process of assisting children with special needs to move smoothly from an early intervention program to a preschool program; this process requires planning as well as the participation of the student's support team and family.
- ❖ **Trauma**
  - A serious injury or shock to the body, as from an event or situation that causes great distress and disruption. Trauma also refers to the lasting neurological and psychological effects of experiencing the threat of physical or emotional death or annihilation. Research has also showed that a series of smaller, continuous traumatic events, such as sustained bullying, anxiety or neglect can affect a person in the same way as a single significant event.

- ❖ **Treatment Fidelity**
  - Treatment fidelity refers to the degree to which the intervention was implemented as intended.
- ❖ **Triad**
  - A group of three
- ❖ **Trial**
  - In time delay, a trial is made up of the delivery of a cue, a learner's response (or use of the target skill), and teacher/practitioner feedback based upon the learner's response (i.e., positive reinforcement, corrective feedback).
- ❖ **Trigger**
  - something that sets off or initiates a process or a reaction

## U

- ❖ **Unaided Systems**
  - Augmentative and alternative communication (AAC) systems that do not require anything external from the user (e.g., sign language).
- ❖ **Under responsive**
  - Observed in individuals that have sensory processing disorders, the body does not respond to stimuli as quickly, or as intensely, as it would in a typically developing individual.
- ❖ **Universal Design**
  - A process of creating spaces, activities and products that are accessible to all people, including those with disabilities.
- ❖ **Universal Design for Learning (UDL)**
  - UDL is an educational approach to teaching, learning and assessment, drawing on new brain research and new media technologies to respond to individual learner differences. It is an approach to designing course instruction and materials.
- ❖ **Universal Screening**
  - Universal screening is a type of assessment that is characterized by the administration of quick, low-cost, repeatable testing of age-appropriate skills to all students.
- ❖ **Unplanned Activity**
  - An activity that occurs during the day that is not on the visual schedule for the individual with ASD.
- ❖ **Utterance**
  - Used in the analysis of spontaneous language, an utterance is a single thought expressed by a speaker. An utterance may be a single word, a phrase, a grammatically incorrect sentence or a complete sentence.

## V

- ❖ **Variable DRO Schedule of Reinforcement**
  - The interval of time is set to vary across trials for delivering reinforcement.
- ❖ **Variable Schedule of Reinforcement**
  - Learner is reinforced after an average number of correct responses or amount of time.
- ❖ **Vehicle Modifications**
  - Adaptive driving aids, hand controls, wheelchair and other lifts, modified vans, or other motor vehicles used for personal transportation.



- ❖ **Verbal**
  - Expressed in spoken words
- ❖ **Verbal Advance Warning**
  - A warning provided to the individual as an auditory cue alerting them to an upcoming change or transition. This can be delivered at a certain time (e.g., 5 minutes prior to the completion of the activity or the time to transition).
- ❖ **Verbal Blocking**
  - Preventing learners with ASD from engaging in vocal stereotypes by prompting them to use more appropriate, alternative language or vocalizations.
- ❖ **Verbal Cue**
  - A statement or vocalization provided by an adult or peer working with the individual with ASD that cues him or her to the next step in a task, social response, or appropriate behavior.
- ❖ **Verbal Directives**
  - Direction given in a verbal format.
- ❖ **Verbal Prompt**
  - Any verbal assistance given to learners with ASD to use target skills correctly.
- ❖ **Verbalizations**
  - Oral words.
- ❖ **Vestibular System**
  - The vestibular system gives us information about where we are in space, as well as how fast and in what direction we are moving. It also contributes to our posture and overall muscle tone. [Vestibular input (the sense of movement, centered in the inner ear). Any type of movement will stimulate the vestibular receptors, but spinning, swinging, and hanging upside down provide the most intense, longest lasting input]
- ❖ **Video Analogy**
  - A video model of the intervention that allows parents to observe the strategy being implemented correctly.
- ❖ **Video Analysis**
  - Review of a video clip of one or both parents implementing the intervention with feedback provided by the practitioner regarding accuracy of intervention implementation. Feedback includes both aspects implemented correctly as well as those in need of improvement. Corrective strategies are outlined, allowing parents to change and improve implementation.
- ❖ **Video Modeling**
  - Video modeling is a strategy that allows information captured on video to be presented to an individual as a model of the appropriate behavior, reaction, etc. It uses a medium that is visually interesting to motivate and direct attention to a model of appropriateness.
- ❖ **Video Priming**
  - Videotaped instruction used to prepare individuals for upcoming transitions.
- ❖ **Visual**
  - Of or relating to seeing or sight
- ❖ **Visual Boundary**
  - A visual boundary can be created through a variety of means including furniture arrangement, labels, and color coding. It visually defines a section of the room, providing visual organization for the student/individual with an autism spectrum disorder.

- ❖ **Visual Countdown**
  - A system or tool used to provide visual cuing for counting down time left in an activity or task. Timer, “Time Timer™”, digital count down
- ❖ **Visual Cue**
  - A visual cue is a picture, graphic representation, or word used to prompt a student regarding a rule, routine, task, or social response.
- ❖ **Visual Perception**
  - Visual perception is the ability to interpret information and surroundings from the effects of visible light reaching the eye.
- ❖ **Visual Prompt**
  - Any type of visual assistance that provide learners with information about how to use target skills correctly (e.g., checklists, pictures/photographs, schedules, written instructions).
- ❖ **Visual Representation**
  - A model that shows a likeness of something.
- ❖ **Visual Schedule**
  - A procedural plan that indicates the time and sequence of each operation presented in a visual format.
- ❖ **Visual Strategies**
  - Visual strategies include accommodations to support individuals in less structured situations, assist them as they access curriculum, or scripts for social situations.
- ❖ **Visual Supports**
  - Visual supports are any tool presented visually that supports the individual as he or she moves through the day. Visual supports might include, but are not limited to, visual boundaries, schedules, maps, labels, organization systems, timelines, and scripts. They are utilized across settings to support individuals with ASD.
- ❖ **Visual Symbols**
  - The term *visual symbol* is used interchangeably with the term *visual tool* or *visual support*. Visual symbols are visual representations of people, places, or objects designed to assist individuals with ASD in better understanding the expectations within their environment.
- ❖ **Visual Tool**
  - The term visual tool is used interchangeably with the term visual symbol or visual support. Visual tools are visual representations of people, places, or objects designed to assist individuals with ASD in better understanding the expectations within their environment.
- ❖ **Visually Defined**
  - A visually defined space is one where the boundaries are clearly outlined through the placement of furniture or the use of color. The visually defined space provides the individual with an autism spectrum disorder specific boundaries.
- ❖ **Visually Structured Tasks**
  - Visually structured tasks are tasks that are highly organized and incorporate visual instructions.
- ❖ **Vocal Output Communication Aids (VOCA)**
  - Aided communication devices that produce verbal output.
- ❖ **Vocal Stereotypy**
  - A repetitive or ritualistic use of language or vocalizations (e.g., repeating words/phrases, moaning).

- ❖ **Vocalizations**
  - Oral sounds, such as crying, whining, or grunting.
- ❖ **Vocation**
  - A particular occupation, especially one for which a person is particularly suited or qualified
- ❖ **Vocational**
  - Work-related; pertaining to one's job.
- ❖ **Voice File**
  - A computer file that registers an individual's voice characteristics, which is usually established during the training process. This file changes constantly to increase the accuracy of voice recognition in given speech recognition software and systems.
- ❖ **Voice Recognition**
  - Refers to speech recognition systems that must be trained to a particular speaker. The terms automatic speech recognition (ASR) and voice recognition are often used interchangeably although voice recognition is a more specific term. Voice recognition is a type of ASR.

## W

- ❖ **Wait Time**
  - Periods of silence after a teacher asks a question that allows the child to think about an answer
- ❖ **Waiver**
  - An exception to the federal Medicaid law that provides alternatives to long-term institutional care. Medicaid waivers are funded through the Department of Job and Family Services.
- ❖ **Weak Central Coherence (WCC)**
  - The tendency to focus on details and miss the big picture.
- ❖ **Wheelchairs/Mobility Aids**
  - Manual and electric wheelchairs, mobile bases for custom chairs, walkers, three-wheel scooters and other utility vehicles for increasing personal mobility.
- ❖ **Wisconsin Assistive Technology Initiative (WATI)**
  - Previously funded by the Wisconsin Department of Public Instruction (1992-2009), WATI is currently a volunteer network of AT consultants who provide AT training and support across the state of Wisconsin.
- ❖ **Within-Stimulus Prompting**
  - Prompting that involves exaggerating or over-emphasizing the feature that differentiates between two presented stimuli.
- ❖ **Work Area**
  - An area in the home, school, or community solely used for work activities.
- ❖ **Work System**
  - Visually structured sequences that provide opportunities to practice previously taught skills, concepts, or activities (Schopler, 1995).
- ❖ **Written-Text Cue**
  - Written-text cues are used to prompt peer social behavior through the use of short phrases written at the peers' reading and vocabulary level. Written-text cues often are written on note cards making them portable and available to peers throughout the peer social network activity.

## X

### ❖ XML

- XML is a universal format for structured documents and data. It is a set of rules, guidelines, and conventions for designing text formats for data in a way that produces files that are easy to generate and read (by a computer), are unambiguous, and avoid common pitfalls such as lack of extensibility, lack of support for internationalization/localization, and platform-dependency. Like HTML, XML makes use of elements and attributes, but while HTML specifies what each means (and often how content will display in a browser), XML uses elements, attributes, etc., only to delimit pieces of data and leaves the interpretation of that data completely to the application that reads it. The separation of content and its presentation is a primary advantage of XML.

## Z

### ❖ Zero-Second Delay

- The initial level of time delay used in fading prompts. With a zero-second delay the prompt is provided immediately. Over time, a pause or delay is provided. It is the goal of instruction that during the pause, the learner will beat the prompt by responding appropriately.

### ❖ Zone Assignment

- Students are assigned areas in the room where they will work on specific skills

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