

## AMERICAN SIGN LANGUAGE (ASL) GLOSSARY

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**504 Plan 00:06,973**

A plan developed under Section 504 of the Rehabilitation Act to provide accommodations for students with disabilities who don't qualify for special education under IDEA.

**Accommodations 00:35,896**

Changes that remove barriers and provide equal access to learning without altering the curriculum or standards.

**Accommodations 00:58,856**

Adjustments to the learning environment or task that do not change the expectations (e.g., extra time on a test, preferential seating).

**Adaptive Assessment 01:28,293**

An assessment that evaluates a person's adaptive behaviors, which are critical in determining the level and types of support needed by individuals with disabilities.

**Adaptive Functioning 01:59,706**

Refers to an individual's ability to adapt to and manage one's own environment with regards to personal and social sufficiency. The areas typically evaluated include conceptual, social, and practical skills.

**Adaptive Skills 02:32,006**

Skills needed for daily life and include domains such as conceptual, social, and practical skills that allow an individual to function in everyday life.

**Alternate Academic Achievement Standards 02:57,736**

Academic standards that are modified in breadth, depth, and complexity to accommodate students with the most significant cognitive disabilities.

**Alternate Framework 03:34,196**

A specialized educational structure designed for a small percentage of students with significant cognitive disabilities. It encompasses modified academic standards and assessments that are less complex than the general curriculum.

**Alternate Assessment 04:15,606**

An evaluation aligned with the alternate academic achievement standards, intended for students whose cognitive disabilities prevent them from participating in standard assessments, even with accommodations.

**Assessment Accessibility 04:49,040**

Refers to the practice and policies that ensure assessments are designed and implemented so all students, including those with disabilities, can participate in an equitable and meaningful assessment process.

**Assistive Technology (AT) 05:20,836**

Any device, tool, or equipment that helps a student with a disability access and participate in their education more effectively.

**Attention-Deficit Hyperactivity Disorder (ADHD) 05:48,552**

A neurodevelopmental disorder characterized by difficulty concentrating, hyperactivity, and impulsivity.

**Autism Spectrum Disorder (ASD) 06:23,011**

A developmental disability affecting communication and social interaction patterns.

**Behavior Intervention Plan (BIP) 06:49,345**

A specialized plan designed to address challenging behaviors and teach positive replacement behaviors.

**Behavioral Observations 07:17,834**

Observations made during assessments that note the behaviors, responses, and interactions of an individual, which are used to provide context to the test scores and help in diagnosing conditions like intellectual disability.

**Child Find 08:03,612**

The process districts use to locate and identify children suspected of having a disability and needing special education services.

**Cognitive Assessment 08:28,769**

An evaluation tool or procedure used to measure an individual's mental functions, particularly with a focus on intellectual capabilities.

**Cognitive Disability 08:55,559**

Refers to a disability category that significantly impacts an individual's intellectual functioning and adaptive behavior, covering many everyday social and practical skills.

**Conceptual Skills 09:36,912**

Related to mental activities involving learning, problem-solving, memory, and decision-making, important for intellectual disability assessments.

**Developmental Delay 10:10,980**

A term used to describe when a young child's development lags behind established normal ranges for his or her age.

**Due Process 10:44,547**

Formal procedures protecting parents' and the student's rights during special education decisions.

**Educational Performance 11:09,980**

In special education, this refers to how well a student meets the academic expectations and requirements of school, assessed through both formal and informal methods.

**Eligibility Criteria 11:46,469**

The specific requirements and conditions under which a student qualifies for special education services, including intellectual disabilities, as defined by law or educational standards.

**Emotional Disability 12:24,770**

A behavioral or emotional condition (e.g., anxiety, depression, bipolar disorder) that negatively impacts educational performance.

**Evaluation 12:59,325**

The process of gathering information using assessments and other sources to determine if a student is eligible for special education services.

**Expressive/Receptive Language 13:30,103**

Expressive language refers to the ability to use words, sentences, gestures, and writing to convey meaning and messages to others. Receptive language refers to the ability to understand information received from others, either verbally or through reading.

**Free and Appropriate Public Education (FAPE) 14:27,456**

Education provided at public expense—under public supervision and direction—meeting standards of the state educational agency. Students with disabilities are entitled to FAPE regardless of the severity of their disability.

**Functional Behavioral Assessment (FBA) 15:08,282**

A process to understand the purpose of a student's challenging behavior and plan interventions.

**IEP Team 15:44,012**

A group of individuals including educators, parents, and specialists who are responsible for developing, reviewing, and revising an Individualized Education Program (IEP) for a student with disabilities.

**Inclusion 16:17,334**

Educating students with disabilities alongside their non-disabled peers to the maximum extent appropriate.

**Individualized Education Program (IEP) 16:38,411**

A customized educational plan developed for each public school child who needs special education, outlining specific educational goals and the services to be provided.

**Initial Evaluation 17:12,556**

The first comprehensive assessment conducted to determine if a child qualifies for special education services under specific disability categories.

**Intellectual Disability (ID) 17:41,156**

A disability characterized by significant limitations both in intellectual functioning and in adaptive behavior, which covers many everyday social and practical skills. This term is defined in the context of special education eligibility.

**Job Responsibilities 18:30,011**

Practical adaptive skills related to the workplace, which may include following directions, completing tasks, and interacting appropriately with coworkers and supervisors.

**Least Restrictive Environment (LRE) 19:06,600**

The educational setting that meets a student's needs while offering the most integration with non-disabled peers as appropriate.

**Mainstreaming 19:40,279**

An older term referring to the practice of placing students with disabilities in general education classrooms for specific times during the day.

**Manifestation Determination 20:12,745**

A meeting to determine if a student's misbehavior is a manifestation of their disability. This has implications for disciplinary actions.

**Maryland College and Career Ready Standards 20:58,844**

Educational standards adopted by Maryland to prepare students, including those with disabilities, for college and career readiness.

**Modifications 21:36,946**

Alterations to what a student is expected to learn, typically by changing or reducing learning expectations or outcomes.

**Multilingual Learner 22:00,979**

Students who are learning English in addition to their native language, often referred to in educational contexts concerning language support services.

**Other Health Impairment (OHI) 22:30,846**

A chronic or acute health condition that adversely affects educational performance.

**Positive Behavioral Interventions and Supports (PBIS) 23:02,180**

A proactive system for schools to encourage positive behaviors and prevent problem behaviors.

**Practical Skills (Daily Living Skills) 23:41,912**

Skills that are used to manage daily life functions such as personal care, job responsibilities, money management, and recreation.

**Present Levels of Academic Achievement and Functional Performance (PLAAFP) 24:20,813**

A detailed description of the student's current abilities and skills, serving as a baseline for creating IEP goals.

**Prior Written Notice (PWN) 25:18,780**

A legal document schools must provide to parents explaining any proposed actions (or refusals to take action) regarding the child's special education program.

**Procedural Safeguards 25:59,678**

A document outlining the rights of parents and students throughout the special education process.

**Reevaluation 26:33,445**

Assessment to determine if a student continues to need special education services. Occurs every three years, or more frequently as needed.

**Related Services 27:01,079**

Supportive services (like speech therapy, occupational therapy, transportation) necessary for a student to benefit from their special education program.

**Response to Intervention (RTI) 27:29,379**

A multi-tiered approach used to identify and provide early support for students who are struggling academically or behaviorally.

**School Task Organization 28:03,413**

This involves a student's ability to organize, prioritize, and execute tasks associated with schoolwork, which is critical for educational success and often assessed in students with learning difficulties.

**Self-Management of Behavior 28:43,600**

Refers to an individual's ability to regulate and control their behaviors in various settings, a critical skill often evaluated in special education settings.

**Significant Cognitive Disability 29:21,699**

A designation for students with substantial limitations in intellectual functioning and considerable deficits in adaptive behavior, affecting educational performance.

**Significantly Subaverage General Intellectual Functioning 30:05,933**

Defined as intellectual functioning that is well below average, usually measured by standardized tests as two standard deviations or more below the mean for the population.

**Social Judgment 31:04,046**

The ability to understand social cues and to apply these understandings to navigate social situations effectively, an aspect assessed under social adaptive functioning.

**Social Skills (Socialization) 31:39,279**

Skills that allow individuals to interact and communicate with others effectively. It's an area assessed when evaluating adaptive behaviors.

**Special Education 32:10,646**

Specially designed instruction, services, and supports tailored to meet the unique needs of a student with a disability.

**Specially Designed Instruction 32:34,313**

Tailored instruction to meet the unique needs of a child with a disability, which may include modifications in the curriculum, materials, or teaching methods.



**Specific Learning Disability (SLD) 33:13,013**

Disorders affecting reading (dyslexia), math (dyscalculia), or writing (dysgraphia).

**Supplementary Aids and Services 33:56,613**

Additional supports, accommodations, or modifications within the general education classroom to help the student access the curriculum.

**Transition Services 34:30,779**

Support for students as they move from school to postsecondary education or work.