

Special Populations: Overview and Glossary

Special Education (IDEA)	504 (ADA)	Emergent Bilingual (EEOA)
Requires Educational Need for eligibility; specific disabilities qualify	Requires Substantial Limitation for eligibility; can be any disability	Eligibility determined by Home Language Survey and performance on Language Proficiency assessment
Provides for specialized educational supports and services	Provides accommodations (changes to environment) to ensure equal access	Teacher makes content comprehensible through accommodations to written and spoken language
Can modify curriculum-- changes to what the child must learn and know	Student must master grade level curriculum	Student works on grade level curriculum alongside ELPS -- language proficiency level does not determine mastery of content
Staff: Reference EdPlan in the portal for student IEPs	Staff: Reference EdPlan in the portal for student 504 plans	Staff: Reference Ellevation in the portal for language levels, TELPAS scores, accommodations, and monitoring forms
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Glossary

Click Ctrl + F and type in the term you're looking for!

Accommodations

Changes to materials or procedures that enable students with disabilities or English language learners to participate meaningfully in learning and testing.

Attention Deficit Hyperactivity Disorder (ADHD)

A disorder that includes difficulty staying focused and paying attention, difficulty controlling behavior and hyperactivity. Although ADHD is not considered a learning disability, research indicates that from 30-50 percent of children with ADHD also have a specific learning disability, and that the two conditions can interact to make learning extremely challenging. This would be noted as "Other Health Impairment" on a student's IEP.

Behavior Intervention Plan (BIP)

A written plan to address behavioral concerns affecting the student's educational progress, identifying events that predict these behaviors, includes positive interventions to change behaviors, and includes methods of evaluation.

Dyscalculia

Individuals with this type of learning disability demonstrate impaired math calculation skills and difficulty understanding numbers and math facts. Dyscalculia is associated with weaknesses in fundamental number representation and processing, which results in difficulties with quantifying sets without counting, using nonverbal processes to complete simple numerical operations, and estimating relative magnitudes of sets.

Dysgraphia

A learning disability that affects writing abilities. It can manifest itself as difficulties with spelling, poor handwriting and trouble putting thoughts on paper.

Dyslexia

A brain-based type of learning disability that specifically impairs a person's ability to read. These individuals typically read at levels significantly lower than expected despite having normal intelligence. Although the disorder varies from person to person, common characteristics are difficulty with phonological processing, spelling, and/or rapid visual/verbal responding.

Emotional Disturbance (ED)

A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance: an inability to learn that cannot be explained by intellectual, sensory, or health factors; an inability to build or maintain satisfactory interpersonal

relationships with peers and teachers; inappropriate types of behavior or feelings under normal circumstances; a general pervasive mood of unhappiness or depression; and/or a tendency to develop physical symptoms or fears associated with personal or school problems.

English as a Second Language (ESL)

A program of techniques, methodology and special curriculum designed to teach English language learner students English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. ESL instruction is usually in English with little use of native language.

English Learner (EL)

A child whose native language is a language other than English or who comes from an environment where a language other than English is dominant and who has difficulty speaking, reading, writing, or understanding the English language. *Students in Austin ISD are also referred to as Emergent Bilingual (EB).*

Gifted and Talented (GT)

Students who exhibit evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services or activities not ordinarily provided by the school in order to fully develop those capabilities.

Individualized Education Program (IEP)

A written statement for each child with a disability that is developed, reviewed and revised by the admission, review, and dismissal committee, of which parents are active members. The IEP includes the student's present levels of academic achievement and functional performance, participation in state and district-wide assessments, transition services, annual goals, special factors, special education, related services, supplementary aids and services, extended school year services, and least restrictive environment.

Language Proficiency Assessment Committee (LPAC)

The LPAC is charged with reviewing all pertinent information on all identified limited English proficient students upon their initial enrollment and at the end of each school year. The committee monitors student progress, determines appropriate instructional interventions, makes assessment decisions on an individual student basis, functions as a committee to make assessment decisions, and maintains appropriate documentation.

Limited English Proficient (LEP)

A student whose primary language is other than English and whose English language skills are such that the student has difficulty performing ordinary class work in English.

Modifications

A modification is an adjustment to an assignment or a test that changes the standard or what the test or assignment measures. It is a practice or procedure that changes the nature of the task or target skill.

Other Health Impairment (OHI)

Having limited strength, vitality, or alertness, which may include asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and/or Tourette syndrome; and adversely affects a child's education performance.

Response to Intervention (RtI)

A process addressing the needs of all students through a continuum of services which provide high quality instruction and scientific, research-based, tiered intervention strategies aligned with individual student need; frequent monitoring of student progress to make results-based academic or behavioral decisions; data-based school improvement; and the application of student response data to important educational decisions such as those regarding placement, intervention, curriculum, instructional goals and methodologies.

Social Behavior Skills (SBS)

SBS is a service that provides behavioral support and interventions to facilitate the emergence and development of an internal locus of control that equips students to think, decide, and make choices in the self-responsible ways that can lead to success and joy in living.

Social Communication Resources and Services (SCORES)

SCORES is an instructional service that supports students with Autism Spectrum Disorders (ASD) and/or other disabilities demonstrating impairment in social, communication, and behavioral skills.

Specific Learning Disability (SLD)

A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in

the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

Student with Interrupted Formal Education (SIFE)

English Language Learners (ELLs) who have attended schools in the United States for less than twelve month and who, upon initial enrollment in such schools, are two or more years below grade level in literacy in their home language and/or two or more years below grade level in Math due to inconsistent or interrupted schooling prior to arrival in the United States.