

GLOSSARY OF TERMS

The definitions used in this glossary were taken from the Americans with Disabilities Act (ADA), EEOC guidelines, and other reference materials. They are commonly used terms and may have various definitions depending on their context.

Access Board — An independent federal agency devoted to accessibility for people with disabilities, the Access Board developed the accessibility guidelines for the ADA and provides technical assistance and training on these guidelines. The agency also is referred to as the Architectural and Transportation Barriers Compliance Board.

Accessible — Refers to a site, facility, work environment, service, or program that is easy for a person with a disability to approach, enter, operate, participate in, and/or use safely and with dignity.

Accommodations — Techniques and materials that allow individuals with learning disability (LD) to complete school or work tasks with greater ease and effectiveness. Examples include spellcheckers, tape recorders, and expanded time for completing assignments.

Accuracy — The ability to recognize words correctly.

Affective Filter — A metaphor that describes a learner's attitudes that affect the relative success of second-language acquisition. Negative feelings such as lack of motivation, lack of self-confidence, and learning anxiety act as filters that hinder and obstruct language learning. This term is associated with linguist Stephen Krashen's *Monitor Model* of second-language learning.

Affirmative Action — A set of positive steps that employers use to promote equal employment opportunity and to eliminate discrimination. It includes expanded outreach, recruitment, mentoring, training, management development, and other programs designed to help employers hire, retain, and advance qualified workers from diverse backgrounds, including persons with disabilities. Affirmative action means inclusion, not exclusion. Affirmative action does not mean quotas and is not mandated by the Americans with Disabilities Act.

Alternative Education Placement (AEP) — Refers to an alternative classroom setting used to improve classroom behavior and address needs that cannot be met in a regular classroom setting.

Americans with Disabilities Act (ADA) — A comprehensive federal law that gives civil rights protection to individuals with disabilities similar to those provided to individuals on the basis of race, color, sex, national origin, age, and religion. It guarantees equal opportunity for and prohibits discrimination against individuals with disabilities in employment, state and local government services and activities, public accommodations, transportation, and

telecommunications.

Americans with Disabilities Act Accessibility Guidelines (ADAAG) – Scoping and technical requirements to be applied during the design, construction, and alteration of buildings and facilities covered by Titles II and III of the ADA to the extent required by regulations issued by federal agencies, including the Department of Justice and the Department of Transportation.

Aphasia – *See Developmental Aphasia.*

Assessment – Assessment is a broad term used to describe the gathering of information about student performance in a particular area. *See also Formative Assessments and Summative Assessments.*

Assistive Technology – Includes equipment that enhances the ability of students and employees to be more efficient and successful.

Attention Deficit Disorder (ADD) – *See ADHD below.* The difference between ADD and ADHD is that the ADD individual does not suffer from hyperactivity.

Attention Deficit/Hyperactivity Disorder (ADHD) – Developmentally inappropriate behavior, including poor attention skills, impulsivity, and hyperactivity. A person can be predominantly inattentive (often referred to as ADD), predominantly hyperactive-impulsive, or a combination of these two.

Auditory Discrimination – Ability to detect differences in sounds: gross ability, such as detecting the differences between the noises made by a cat and dog, or fine ability, such as detecting the differences made by the sounds of the letters "m" and "n."

Auditory Memory – Ability to retain information that has been presented orally: short-term memory, such as recalling information presented several seconds before; long-term memory, such as recalling information presented more than a minute before; or sequential memory, such as recalling a series of information in proper order.

Auditory Processing Disorder (APD) – An inability to accurately process and interpret sound information. Students with APD often do not recognize subtle differences between sounds in words.

Automaticity – A general term that refers to any skilled and complex behavior that can be performed rather easily with little attention, effort, or conscious awareness. These skills become automatic after extended periods of training. With practice and good instruction, students become automatic at word recognition—that is, retrieving words from memory—and are able to focus attention on constructing meaning from the text, rather than decoding.

Auxiliary Aids and Services – Under Titles II and III of the ADA, a wide range of services and devices that promote effective communication or allow access to goods and services are included. Examples of auxiliary aids and services for individuals who are deaf or hard of hearing include qualified interpreters, note-takers, computer-aided transcription services, written materials, telephone handset amplifiers, assistive listening systems, telephones compatible with hearing aids, closed-caption decoders, open and

closed captioning, telecommunications devices for deaf persons (TDDs), videotext displays, and exchange of written notes. Examples for individuals with vision impairments include qualified readers, taped texts, audio recordings, Braille materials, large-print materials, and assistance in locating items. Examples for individuals with speech impairments include TDDs, computer terminals, speech synthesizers, and communication boards.

Central Auditory Processing Disorder (CAPD) — A disorder that occurs when the ear and the brain do not coordinate fully. A CAPD is a physical hearing impairment, but one that does not show up as a hearing loss on routine screenings or an audiogram. Instead, it affects the hearing system beyond the ear, whose job it is to separate a meaningful message from nonessential background sound, and deliver that information with good clarity to the intellectual centers of the brain (the central nervous system).

Civil Rights Act of 1991 — A federal law that capped compensatory and punitive damages under Title I of the ADA for intentional job discrimination. The law also amended the ADA's definition of an employee, adding "with respect to employment in a foreign country, such term includes an individual who is a citizen of the United States."

Cloze Passage — A cloze passage is a reading comprehension exercise in which words have been omitted in a systematic fashion. Students fill in the blanks, and their responses are counted correct if they are exact matches for the missing words. Cloze exercises assess comprehension and background knowledge, and they are also excellent indicators of whether the reading level and language level of the text are appropriate for a given student.

Continuous Assessment — An element of responsive instruction in which the teacher regularly monitors student performance to determine how closely it matches the instructional goal.

Covered Entity — Under the ADA, "covered entity" is an entity that must comply with the law. Under Title I, covered entities include employers, employment agencies, labor organizations, or joint labor-management committees. Under Title II, covered entities include state and local government instrumentalities, the National Railroad Passenger Corporation and other commuter authorities, and public transportation systems. Under Title III, covered entities include public accommodations such as restaurants, hotels, grocery stores, retail stores, etc., as well as privately owned transportation systems.

Curriculum-based Assessment — A type of informal assessment in which the procedures directly assess student performance in learning-targeted content in order to make decisions about how better to address a student's instructional needs.

Decoding — The ability to translate a word from print to speech, usually by employing knowledge of sound-symbol correspondences. It is also the act of deciphering a new word by sounding it out.

Developmental Aphasia — A severe language disorder that is presumed to be due to brain injury rather than because of a developmental delay in the normal acquisition of language.

Direct Threat — A significant risk to the health or safety of others that cannot be eliminated by reasonable accommodation.

Disability — With respect to an individual, a disability is a physical or mental impairment that substantially limits one or more of the major life activities of such individual; a record of such an impairment; or being regarded as having such an impairment.

Dyscalculia — A severe difficulty in understanding and using symbols or functions needed for success in mathematics.

Functional Behavioral Assessment (FBA) — A problem-solving process for addressing students' problem behavior that uses techniques to identify what triggers given behavior(s) and to select interventions that directly address them.

Impairment — A term used in the ADA definition of disability; includes any physiological disorder, or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, hemic and lymphatic, skin, and endocrine; or any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

Individualized Transition Plan (ITP) — A plan developed to help accomplish a student's goals for the transition from high school into adulthood.

Informal Assessment — The process of collecting information to make specific instructional decisions, using procedures largely designed by teachers and based on the current instructional situation.

Intelligence Quotient (IQ) — A measure of someone's intelligence, as indicated by an intelligence test, where an average score is 100. An IQ score is the ratio of a person's mental age to his chronological age multiplied by 100.

Job Analysis — A formal process in which information about a specific job or occupation is collected and analyzed.

Job Description — A detailed summary, usually written, of the major components of a job. A typical job description consists of six major components: essential job functions, knowledge and critical skills, physical demands, environmental factors, the roles of the ADA and other federal laws such as the Occupational Safety Health Act (OSHA), and any explanatory information that may be necessary to clarify job duties or responsibilities.

Job Related and Consistent with Business Necessity — The standard used to determine whether a qualification standard or employment policy concerns an essential aspect of the job and is required to meet the needs of the business.

Language Learning Disability (LLD) — A disorder that may affect the comprehension and use of spoken or written language as well as nonverbal language, such as eye contact and tone of speech, in both adults and children.

Learning Disability (LD) — A disorder that affects people's ability either to interpret what they see and hear or to link information from different parts of the brain. It also may be referred to as a learning disorder or a learning difference.

Light Duty — This phrase has a number of different meanings in the employment setting. Generally, "light duty" refers to temporary or permanent work that is physically or mentally less demanding than normal job duties. Some employers use the term "light duty" to mean simply excusing an employee from performing those job functions that she or he is unable to perform because of an impairment. "Light duty" also may consist of particular positions with duties that are less physically or mentally demanding created specifically for the purpose of providing alternative work for employees who are unable to perform some or all of their normal duties. Further, an employer may refer to any position that is sedentary or is less physically or mentally demanding as "light duty." The term is often associated with workers compensation programs.

Dysgraphia — A severe difficulty in producing handwriting that is legible and written at an age-appropriate speed.

Dyslexia — A language-based disability that affects both oral and written language. It may also be referred to as reading disability, reading difference, or reading disorder.

Dysnomia — A marked difficulty in remembering names or recalling words needed for oral or written language.

Dyspraxia — A severe difficulty in performing drawing, writing, buttoning, and other tasks requiring fine motor skills, or in sequencing the necessary movements.

Employer — A person engaged in an industry affecting commerce who has 15 or more employees for every working day in each of 20 or more calendar weeks in the current or preceding calendar year, and any agent of such person—except that, for two years following the effective date of this subchapter, an employer means a person engaged in an industry affecting commerce who has 25 or more employees for each working day in each of 20 or more calendar weeks in the current or preceding year, and any agent of such person. *Exceptions:* The term "employer" does not include the United States, a corporation wholly owned by the government of the United States, or an Indian tribe, or a bona fide private membership club (other than a labor organization) that is exempt from taxation under section 501(c) of Title 26 [the Internal Revenue Code of 1986].

Equal Employment Opportunity — An opportunity to attain the same level of performance or to enjoy equal benefits and privileges of employment as are available to an average similarly situated employee without a disability.

Equal Employment Opportunity Commission (EEOC) – The federal agency charged with enforcing Title I of the ADA.

Essential Job Functions – The fundamental job duties of the employment position that the individual with a disability holds or desires. The term does not include marginal functions of the position.

Exceptional Students Education (ESE) – Special-education services to students who qualify.

Existing Facility – Refers to buildings that were constructed before the ADA went into effect. A public accommodation building constructed before the effective date of Title III does not have to be fully accessible unless the removal of barriers, including structural ones, is readily achievable.

Expressive Language – The aspect of spoken language that includes speaking and the aspect of written language that includes composing or writing.

Family Educational Right to Privacy Act (FERPA) – A federal law that protects the privacy of student education records. Once a student enters college (age does not matter), FERPA comes into play.

Formal Assessment – The process of gathering information using standardized, published tests or instruments in conjunction with specific administration and interpretation procedures, and used to make general instructional decisions.

Formative Assessments – Assessments designed to evaluate students on a frequent basis so that adjustments can be made in instruction to help them reach target achievement goals.

Limited English Proficient (LEP) — A term that is used by the federal government, most states, and local school districts to identify students who have insufficient English to succeed in English-only classrooms. Increasingly, the terms English language learner (ELL) or English learner (EL) are used in place of LEP.

Literacy Coach — An instructor who works with students to improve reading comprehension and learning.

Local Education Agency (LEA) — A public board of education or other public authority within a state that maintains administrative control of public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a state.

Major Life Activity — A term used in the ADA definition of disability. It refers to activities that an average person can perform with little or no difficulty, such as walking, seeing, speaking, hearing, breathing, learning, performing manual tasks, caring for oneself, and working. These are only examples. Other activities such as sitting, standing, lifting, or reading are also major life activities.

Marginal Job Functions — Functions that are not considered essential to a job. Employers must consider removing marginal job functions as an accommodation under the ADA, but do not have to remove essential functions as an accommodation.

Medical Examination —A procedure or test that seeks information about an individual's physical or mental impairments or health. The following factors should be considered to determine whether a test (or procedure) is a medical examination: (1) whether the test is administered by a healthcare professional; (2) whether the test is interpreted by a healthcare professional; (3) whether the test is designed to reveal an impairment or physical or mental health; (4) whether the test is invasive; (5) whether the test measures an employee's performance of a task or measures his other physiological responses to performing the task; (6) whether the test normally is given in a medical setting; and (7) whether medical equipment is used. In many cases, a combination of factors will be relevant in determining whether a test or procedure is a medical examination. In other cases, one factor may be enough to determine that a test or procedure is medical.

Mitigating Measures — Medical treatments or devices that lessen the effects of an impairment, such as medication, a prosthesis, or a hearing aid. When determining whether a person has a disability under the ADA, the effect of mitigating measures is to be considered.

Metacognition —The process of "thinking about thinking." For example, good readers use metacognition before reading when they clarify their purpose for reading and preview the text.

Multisensory Structured Language Education — An educational approach that uses visual, auditory, and kinesthetic-tactile cues simultaneously to enhance memory and learning. Links are consistently made between the visual (what we see), auditory (what we hear), and kinesthetic-tactile (what we feel) pathways in learning to read and spell.

Nonverbal Learning Disability — A neurological disorder that originates in the right hemisphere of the brain. Reception of nonverbal or performance-based information governed by this hemisphere may be impaired in varying degrees, causing problems with visual-spatial, intuitive, organizational, evaluative, and holistic processing functions.

Norm-referenced Assessment — A type of assessment that compares an individual child's score against the scores of other children who have previously taken the same assessment.

With a norm-referenced assessment, the child's raw score can be converted into a comparative score, such as a percentile rank or a stanine.

Occupational Therapy (OT) — A rehabilitative service for people with mental, physical, emotional, or developmental impairments. Services can include helping a student with pencil grip, physical exercises to increase strength and dexterity, or exercises to improve hand-eye coordination.

Oral Language Difficulties — A person with oral language difficulties may exhibit poor vocabulary, listening comprehension, or grammatical abilities for his or her age.

Other Health Impairments (OHI) — A category of special education services for students with limited strength, vitality, or alertness, due to chronic or acute health problems (such as asthma, ADHD, diabetes, or a heart condition).

Pervasive Developmental Disorder (PDD) — The category of special-education services for students with delays or deviance in their social/language/motor and/or cognitive development.

Physical Therapy (PT) — Instructional support and treatment of physical disabilities, under a doctor's prescription, to help a person improve the use of bones, muscles, joints, and nerves.

Public Accommodations — Entities that must comply with Title III and facilities whose operations affect commerce and fall within at least one of the following 12 categories: places of lodging (e.g., inns, hotels, motels, except for owner-occupied establishments renting fewer than six rooms); establishments serving food or drink (e.g., restaurants and bars); places of exhibition or entertainment (e.g., motion picture houses, theaters, concert halls, stadiums); places of public gathering (e.g., auditoriums, convention centers, lecture halls); sales or rental establishments (e.g., bakeries, grocery stores, hardware stores, shopping centers); service establishments (e.g., laundromats, dry cleaners, banks, barber shops, beauty shops, travel services, shoe repair services, funeral parlors, gas stations, offices of accountants or lawyers, pharmacies, insurance offices, professional offices of healthcare providers, hospitals); public transportation terminals, depots, or stations (not including facilities relating to air transportation); places of public display or collection (e.g., museums, libraries, galleries); places of recreation (e.g., parks, zoos, amusement parks); places of education (e.g., nursery schools, elementary, secondary, undergraduate, or postgraduate private schools); social service center establishments (e.g., day care centers, senior citizen centers, homeless shelters, food banks, adoption agencies); and places of exercise or recreation (e.g., gymnasiums, health spas, bowling alleys, golf courses).

Public Entity — An entity that must comply with Title II and any state or local government; any department, agency, special purpose district, or other instrumentality of a state or local government; or certain commuter authorities as well as Amtrak. It does not include the federal government.

Qualified Individual with a Disability — An individual with a disability who satisfies the requisite skill, experience, education, and other job-related requirements of the employment position the individual holds or desires, and who, with or without reasonable accommodation, can perform the essential functions of that position.

Readily Achievable — An action that is easily accomplishable and able to be carried out without much difficulty or expense. In determining whether something is readily achievable, factors to be considered include nature and cost of the action, overall financial resources and the effect on expenses and resources, legitimate safety requirements, impact on the operation

of a site, and, if applicable, overall financial resources, size, and type of operation of any parent corporation or entity. Under Title III, public accommodations must remove barriers in existing facilities if it is readily achievable to do so.

Reading Coach — See *Literacy Coach*. For more information visit the International Reading Association website.

Reading Disability — Another term for dyslexia, sometimes referred to as reading disorder or reading difference.

Reasonable Accommodation — Under Title I, a modification or adjustment to a job, the work environment, or the way things usually are done that enables a qualified individual with a disability to enjoy an equal employment opportunity. Reasonable accommodation is a key nondiscrimination requirement of the ADA.

Receptive Language — The aspect of spoken language that includes listening, and the aspect of written language that includes reading.

Self-advocacy — The development of specific skills and understandings that enable children and adults to explain their specific learning disabilities to others and cope positively with the attitudes of peers, parents, teachers, and employers.

Self-monitoring — The mental act of knowing when one does and does not understand what one is reading.

Specific Learning Disability (SLD) — The official term used in federal legislation to refer to difficulty in certain areas of learning rather than in all areas of learning. Synonymous with learning disabilities.

Speech Impaired (SI) — A category of special-education services for students who have difficulty with speech sounds in their native language.

Speech Language Pathologist (SLP) — An expert who can help children and adolescents with language disorders to understand and give directions, ask and answer questions, convey ideas, and improve the language skills that lead to better academic performance. An SLP can also counsel individuals and families to understand and deal with speech and language disorders.

Substantially Limits — A comparative term used in the ADA definition of disability. It implies a degree of severity and duration. The primary focus here is on the extent to which an impairment restricts one or more of an individual's major life activities. A secondary factor that may affect the analysis is the duration of the impairment.

Summative Assessments — Summative assessments are generally carried out at the end of a course or project. In an educational setting, summative assessments are typically used to assign students a course grade.

Supplemental Services — Services offered to students from low-income families who are attending schools that have been identified as in need of improvement for two consecutive years. Parents can choose the appropriate services (tutoring, academic assistance, etc.) from a list of approved providers, which are paid for by the school district.

Supplementary Aids & Services — Accommodations that could permit a student to profit from instruction in the least restrictive environment. They are required under the Individuals with Disabilities Education Act (IDEA)

Therapeutic Day Program — An instructional placement for students with serious emotional disturbance in which aspects of treatment for the emotional difficulty are incorporated into the school program. Depending on the theoretical orientation of the school, these services may include psychotherapy, behavior management, positive peer culture, or other types of intervention.

Title V of the Rehabilitation Act of 1973 — This is the title of the law that prohibits discrimination on the basis of a disability by the federal government, federal contractors, by recipients of federal financial assistance, and in federally conducted programs and activities.

Total Communication — An instructional strategy in which teachers instruct children with severe hearing loss both by speaking to them and by using sign language. The theory is that if the children can learn to speak, then the stimulation is being presented. Even if they do not learn to speak, they will still be provided with a language-rich environment.

Transition Plan — This plan refers to a requirement that state and local governments employing 50 or more people plan detailing structural changes necessary to achieve program accessibility.

Traumatic Brain Injury — Commonly referred to as TBI, a sudden physical damage to the brain. The term does not apply to brain injuries that are hereditary, congenital, or degenerative, or to brain injuries induced by birth trauma, toxic substances, or disease-producing organisms.

Undue Burden — With respect to complying with Title II or Title III of the ADA, significant difficulty or expense that is incurred by a covered entity, when considered in light of certain factors. These factors include the nature and cost of the action; the overall financial resources of the site or sites involved; the number of persons employed at the site; the effect on expenses and resources; legitimate safety requirements necessary for safe operation, including crime prevention measures; or any other impact of the action on the operation of the site; the geographic separateness, and the administrative or fiscal relationship of the site or sites in question to any parent corporation or entity; if applicable, the overall financial resources of any parent corporation or entity; the overall size of the parent corporation or entity with respect to the number of its employees; the number, type, and location of its facilities; and if applicable, the type of operation or operations of any parent corporation or entity, including the composition, structure, and functions of the workforce of the parent corporation or entity.

Undue Hardship — With respect to the provision of an accommodation under Title I of the ADA, significant difficulty or expense that is incurred by a covered entity, when considered in light of certain factors. These factors include the nature and cost of the accommodation in relationship to the size, resources, nature, and structure of the employer's operation. Where the facility making the accommodations is part of a larger entity, the structure and overall resources of the larger organization

would be considered, as well as the financial and administrative relationship of the facility to the larger organization. Employers do not have to provide accommodations that cause an undue hardship.

Uniform Federal Accessibility Standards (UFAS) — One of two standards that state and local governments can use to comply with the Title II accessibility requirement for new construction and alterations. The other standard is the ADA Accessibility Guidelines.

U.S. Department of Justice — A federal agency responsible for enforcing Titles II and III of the ADA.

U.S. Department of Transportation — A federal agency that enforces nondiscrimination in public and private transportation. Nondiscrimination includes access to public bus, train, and paratransit, as well as privately operated bus and shuttle transportation. The ADA does not cover air transportation, which is subject to the Air Carrier Access Act.

Visual-motor. Coordination of what is seen with an action. For example, one uses visual-motor coordination when catching a ball