

Special Education Terminology

The MDE Michigan Administrative Rules for Special Education (MARSE) define eligibility for special education services within thirteen categories of disability.

Autism Spectrum Disorder (ASD) Students with autism spectrum disorder have a lifelong developmental disability that adversely affects educational performance in academic, behavioral, and/or social ways. Students exhibit impairments in reciprocal social interactions; qualitative impairments in communication, and restricted range of interests/repetitive behavior. Unusual or inconsistent responses to sensory stimuli may also be present. [Rule 340.1715]

Cognitive Impairment (CI) Students with cognitive impairment learn at a slower rate than “typical” students. Learning and independence levels vary, and programs will range from teaching academic and vocational skills, teaching daily living and pre-vocational skills, to teaching basic self-help skills. These students’ progress will often be measured with alternate assessments. [Rule 340.1705]

Deaf-Blindness (DB) Students have concomitant hearing and visual impairment, the combination of which causes severe communication and other developmental and educational needs that require special supports. [Rule 340.1717]

Early Childhood Developmental Delay (ECDD) Students eligible under this category are children up to seven (7) years of age whose development is significantly delayed in one or more areas, and who do not qualify under any other special education eligibility. [Rule 340.1711]

Emotional Impairment (EI) Students with emotional impairment demonstrate behavioral problems, related to withdrawal, depression, low self-esteem, anxiety, physical complaints, etc., over an extended period of time that negatively affect their ability to learn. [Rule 340.1706]

Hearing Impairment (HI) Students with any degree of hearing loss that interferes with learning. These persons may have mild or moderate hearing loss or be totally deaf. [Rule 340.1707]

Other Health Impairment (OHI) Students with other health impairments have limited strength, vitality, or alertness which adversely affect the student’s ability to learn. This includes attention deficit disorder, and health problems such as asthma, epilepsy, and diabetes. [Rule 340.1709a]

Physical Impairment (PI) Students with physical impairment have physical challenges which affect their ability to learn and may require adapted and/or special materials or equipment. [Rule 340.1709]

Severe Multiple Impairment (SXI) Students with multiple impairments have more than one disability in intellectual, physical and/or functional abilities. They typically require intensive intervention and supports for activities of daily living. [Rule 340.1714]

Specific Learning Disability (SLD) Students with a specific learning disability have 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. [Rule 340.1713]

Speech and Language Impairment (SLI) Students who have difficulty with understanding or use of language may have speech or language impairment. This may interfere with learning and/or social adjustment in school and elsewhere. Typical symptoms may include poor listening skills, unclear speech, slow vocabulary development, immature grammar, difficulties with conversation, unusual loudness or quality of voice, or stuttering. [Rule 340.1710]

Traumatic Brain Injury (TBI) Students with traumatic brain injury have an acquired injury to the brain that has been caused by external physical force. This results in total or partial functional disability or psychosocial impairment, or both, that adversely affects a student's educational performance. [Rule 340.1716]

Visual Impairment (VI) Students who have severe problems with vision, whether partially sighted or blind, which interferes with development and learning. Characteristics may include visual acuity of 20/70 or less in the better eye, after correction, or a peripheral field of vision restricted to not more than 20 degrees. [Rule 340.1708]

Source: <http://www.michiganallianceforfamilies.org/education/eligibility-categories/>

Additional Resources:

Special Education Glossary: http://www.inclusivechildcare.org/inclusion_glossary.cfm

Special Education Acronyms

AAC	augmentative and alternative communication
ABA	applied behavior analysis
ADA	Americans with Disability Act (P.L. 101-336)
ADL	activities of daily living
APE	adapted physical education
ASD	autism spectrum disorder
ASL	American Sign Language
AT	assistive technology
AUD	Oakland Schools audiologist
BIP	behavior intervention plan
CA	chronological age
CBA	curriculum based assessment
CBI	community-based instruction
CBM	curriculum based measurement
CEC	Council for Exceptional Children
CI	cognitive impairment
DB	deaf-blindness
DD	developmental disability
ECDD	early childhood developmental delay
EI	emotional impairment
ESD	education service district
ESY	extended school year
ECE&FS	Early Childhood Education & Family Services
ECSE	early childhood special education
FAPE	free appropriate public education
FBA	functional behavior assessment
FERPA	Family Educational Rights & Privacy Act (P.L. 93-390)
FTE	full time equivalency
HH	homebound and/or hospitalized
HI	hearing impairment
HIPAA	Health Insurance Portability and Accountability Act
IDEA	Individuals with Disabilities Education Act
IEE	independent education evaluation
IEP	individualized education program (document)
IEPT	Individualized Education Program Team
IFSP	individualized family service plan
ISD	intermediate school district
LEA	local education agency (local school district)
LRE	least restrictive environment
MAP	Mandated Activities Project
MET	multidisciplinary evaluation team

MiBLSi	Michigan's Integrated Behavior and Learning Support Initiative
MICC	Michigan Interagency Collaborative Council
MoCI	moderate cognitive impairment
MOVE	Mobility Opportunities Via Education
MT-BC	music therapist – board certified
MTSS	multi-tiered system of support
OHI	other health impairment
OSE-EIS	Office of Special Education-Early Intervention Services
OT	occupational therapist or occupational therapy
PAC	Parent Advisory Committee
PBIS	Positive Behavioral Intervention and Supports
PECS	picture exchange communication system
PI	physical impairment
PLAAFP	present level of academic achievement and functional performance
PO	performance objective
PT	physical therapist or physical therapy
RESA	regional educational service agency
RtI	Response to Intervention
SEAC	Special Education Advisory Committee
Section 504	The “nondiscrimination on the basis of handicap” portion of the Federal Rehabilitation Act of 1973
SCI	severe cognitive impairment
SLD	specific learning disability
SLI	speech and language impairment
SLP	speech-language pathologist
SSW	school social worker
START	STatewide Autism Resources and Training
SWPBS	School-wide Positive Behavior Supports
SXI	severely multiply impaired
TBI	traumatic brain injury
TC	teacher consultant (From Rochester Schools, Oakland schools for Deaf or HH or Blindness)
TSLI	teacher of the speech and language impaired
VI	visual impairment

Are there abbreviations for the following to fit on the chart above?

General Education Teacher

District Rep/Designee

Special Ed Teacher/Provider

School Psychologist

School Nurse

School Transportation

School Principal

Concetta Lewis, Executive Director of Special Education: Oversees all Special Education services.

Tiffany Gauthier, Supervisor of Secondary Special Education: Oversees all middle school and high school Special Education services this includes resource and basic programs for CI, EI, and SXI. Works in collaboration with the Supervisor of Adult Transition Program Services on ASD middle school and high school basic programs.

Genet Haise, Supervisor of Adult Transition Program Services and K-12 ASD basic programming: Oversees ATPS program and K-12 ASD basic programs. Collaborates with Supervisor of Secondary Special Education for secondary ASD rooms and Supervisor for Birth to Elementary for elementary ASD rooms.

Natashia Smith, Supervisor for Birth to 5 and Elementary: Oversees all early childhood, elementary special education services, resource and basic programs for CI, EI, and SXI. Collaborates with Supervisor of Adult Transition Program Services and K-12 ASD on ASD elementary students in basic programs.