

EARLY CHILDHOOD SPECIAL EDUCATION TERMS

Adaptive Behavior – Skills that are necessary for appropriate social interactions and for performing self-help tasks (i.e. toileting, dressing, feeding).

Adaptive Equipment – Similar to an assistive technology device, adaptive equipment is an item, piece of equipment, or change made to an already existing product that allows a child to participate to the maximum extent possible in everyday routines and activities. Adaptive equipment examples are wheelchairs, crutches, picture schedules, pencil grips, communication devices, a straw in a cup, a grip pad under a bowl to prevent slipping, etc.

Aerosol Treatment or Aerosol Therapy – Most commonly used with children with asthma, aerosol treatment or therapy is giving the child medication or humidity through aerosol to relieve asthmatic symptoms. An aerosol machine administers the medication or humidity to the child. The therapy is given on a regular basis at scheduled times, not only when problems arise with breathing due to the asthma.

Americans with Disabilities Act (ADA) – see page 23

Apnea Monitor – A piece of equipment used to detect when an infant or child has stopped breathing. Apnea is when a child stops breathing for short amounts of time, and an apnea monitor checks the breathing of the child to detect when the breathing has stopped.

Assessment – Assessment is observing and testing a child in a given area of development, and then evaluating the child based upon the results. The final evaluation and the overall assessment outcome may qualify the child to receive services such as special education, physical therapy, speech therapy, etc.

Assistive Technology Device – According to the federal law IDEA, an assistive technology device is any type of tool used to increase participation and independence in children with special needs. Assistive technology devices can range from low tech to high tech. Low tech devices are very simple. Examples of low tech devices are a piece of foam wrapped around a paintbrush for better grip or a picture of a backpack hanging by the entrance to let the child know what to do first when he/she arrives at the child care (hang up backpack). High tech devices are more complex. Examples of high tech devices are a computerized communication device for children who are nonverbal or voice activated keyboard/computer for children who have difficulty using their fingers and hands to work a computer.

Developmentally Appropriate Practice (DAP) – Developmentally appropriate practice is written under the National Association for the Education of Young Children (NAEYC). Practices and programs in early childhood that are developmentally appropriate ensure that all experiences in schools, child care settings, and community settings are: planned for the age level being served, respectful of each child's individual strengths and needs, and sensitive to the various cultural and social backgrounds of every family and child.

Disability – Disability refers to an *identified* physical or mental delay, underdeveloped behavior or social skills, or difficulty in learning and doing tasks that results in not performing in school or social situations at the same pace as peers of the same age.

Early Childhood Special Education (ECSE) – ECSE refers to special education and related (therapies, etc.) services provided to children age three to eight who have a special need and a written IEP.

Exceptionality Appropriate Practice (EAP) – Development proceeds in a sequence that builds on top of skills already acquired. The rate of development varies for every child based on their individual strengths and needs. EAP bases practices and programs in early childhood on the varying rate of development of each child, and on the individual strengths and needs of each child. EAP allows for modifications and adaptations to be made within lessons, activities, room set-up, etc. as often and as extensive as required to meet the child's needs.

Expressive Language – Expressive language is the output given to others. It is telling another person something. When a child has difficulty with expressive language, she/he may not be able to convey the whole meaning and intent of what she/he is trying to say to the other person. Speech therapists or communication specialists are professionals who work with children who have difficulty with expressive language.

Family-Centered Practice – Educational and related (therapies, etc.) services, goals, and interventions are the priorities of the parents, family, and child. Teachers, therapists, and other professionals include and support the family in all decision-making situations.

Fine Motor – Fine motor deals with small muscle movements in the hands and fingers. Difficulties with holding scissors correctly or with picking up small items or using an improper writing grasp are examples of fine motor problems. Occupational therapists are professionals who work with children with fine motor difficulties.

Gross Motor –Gross motor deals with large muscle movements in bigger muscles in the body such as the arms and legs. Gross motor difficulties can include not being able to walk up a flight of stairs or not being able to roll over onto the stomach. Physical therapists are professionals who work with children with gross motor difficulties.

Inclusion – Every person has the right to be included and given the same opportunities as everyone else. Inclusion upholds this right and involves all children learning and playing together regardless of special need. Inclusion works best when all persons working with the child with special needs collaborate and support one another across all settings.

Individuals with Disabilities Education Act (IDEA) – IDEA is a federal law that advocates for all children with special needs. It ensures that all children receive a free and appropriate education, ensures that all children with special needs are supported through special education and services that meet their individual needs, and assists various agencies in providing education and services to all children with special needs. IDEA originated in 1975 and was amended in 1997 to become IDEA '97. IDEA may also be referred to by its law number, P.L. 105-17.

IDEA is a federal law, and each state may have additional laws and regulations.

While the goals for the child, and the accommodations to be made for each child, as written in the IEP are geared more for the school setting, it may be helpful to the child care provider and the child to make the same accommodations in the child care setting.

Individualized Education Plan (IEP) – see page 29

Individual Family Service Plan (IFSP) – see page 27

Least Restrictive Environment (LRE) – According to IDEA, children identified with a special need must be served in the least restrictive environment (LRE). The federal definition of LRE states that children with disabilities are to be educated with children who are non-disabled. The individual needs and goals of the child are taken into consideration when placing him/her in a LRE. Inclusive programs are legally mandatory according to the LRE and as written in the IEP.

Local Education Agency (LEA) – LEA refers to the public agency that is responsible for providing special education and related (therapies, etc.) services to the child with special needs on an IEP. The LEA most often is the local school district, but may vary from region to region.

Natural Environments – According to IDEA, early intervention services to infants and toddlers age birth to three and their families must occur in their natural environment. Natural environments are places, resources, or routines that are found in the home or community regardless of whether a person has a special

need. It is referred to in IDEA as settings that are normal for the child's age peers who have no disabilities. In some instances, the term "natural settings" may be used in place of the term "natural environments."

Oral Motor – Oral motor refers to the mouth, tongue, and throat area. Problems with oral motor function can include swallowing, producing sounds for speech, mouth closure, tongue thrusting, or a sensitivity to certain textures that touch the mouth area. Speech/language pathologists, communication specialists, and occupational therapists are professionals who work with children with oral motor difficulties.

Person-First Language – A person is first a person, and is not defined by his/her disability or special need. The person comes first and the disability or special need follows second. Examples of appropriate and inappropriate language:

<u>Appropriate</u>	<u>Inappropriate</u>
Sarah has Down syndrome	Sarah, the Down syndrome kid
Child with a special need	Special need child
Persons with disabilities	Disabled people
Tom who uses a wheelchair	Wheelchair-bound Tom
Girl who is blind	Blind Girl

For more information on person-first language and other information regarding disability awareness, contact : Axis

Center for Public Awareness of People with Disabilities
4550 Indianola Ave.
Columbus, OH 43214

Prone – Prone is a type of position referring to the child being placed on his/her stomach.

Receptive Language – Receptive language is the input received from others. It is understanding and comprehending what someone is saying. If there is a difficulty with receptive language, the child may not fully understand what someone is telling them. Speech therapists or communication specialists are professionals who work with children with receptive language difficulties.

Section 504 – Section 504 is a civil rights act that protects the rights of people with disabilities against discrimination because of their disability from public preschool, elementary, and secondary school services. It differs from IDEA in that there are no specific categories of disabilities that the child must be eligible for (although they must have record of or be regarded as having a special need) and it does not require a written IEP. A Section 504 plan is written for individuals to allow for accommodations and modifications in the school setting to be made for them. It may be helpful for child care providers and the child if the same accommodations are also implemented and carried out within the child care setting.