













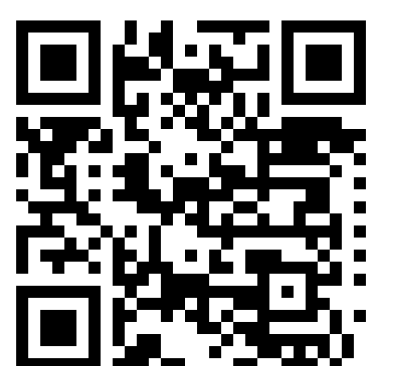


# Acronym Awareness in Special Education

Acronym	Meaning
 <b>PLAAFP</b> Present Levels of Academic Achievement and Functional Performance	 Typically done at the beginning of the IEP meeting. Addresses where child is academically, behaviorally, and socially. It helps establish how they are doing and what support they are receiving, according to the school.
 <b>EOC</b> End of Course Exam	 State exams. In Texas, these are known as STAAR (3-8) and then in high school (9-12) as End of Course Exams.
 <b>AYP</b> Adequate Yearly Progress	 This is used to determine if schools are successfully educating students by comparing current state testing results to prior years. The results are then compared to state AYP standards. This can also be done student by student by comparing growth from the previous year to the current year.
 <b>LRE</b> Least Restrictive Environment	 Least restrictive environment (LRE) is the <b>federal</b> requirement that students with disabilities are educated, to the <i>maximum</i> extent possible, with nondisabled peers. Special education students should <u>not be removed</u> from regular classes unless there has been an effort to add support and services. Only <i>after</i> they are <i>not successful</i> with additional support in general education classes should they be removed.
 <b>IEP Transition Plan</b>	 Required part of a student's IEP at age 16. Involves helping to prepare a plan to assist students in preparing for life after high school.
 <b>Transition Services</b>	 Multi-year plan of strategies/activities that assist students in preparing for post-secondary activities, such as post-secondary education, vocational training, integrated employment













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# Acronym Awareness in Special Education

Acronym	Meaning
 <b>REED</b> Review of Existing Evaluation Data	 Can be done at the time of re-evaluation (or every 3 years). This can be done <i>in place of a full individual evaluation (FIE)</i> . It can also be done to determine if a full evaluation is needed or only testing in specific areas (i.e. learning, behavior, etc.).
 <b>FIE</b> Full Individual Evaluation	 This is a collection of information, based on formal assessments and observations, about a child's needs, strengths, interests, and challenges. It helps to inform you, and the school, if your child has a disability and what services and supports they may need. Each public school must conduct an FIE before providing special education services and offer reevaluation every 3 years.
 <b>BIP</b> Behavior Intervention Plan	 Plan created for a student based on the outcome of a functional behavior assessment (FBA). It should identify what is causing and keeping the difficult behaviors going. The BIP specifies the actions to take to improve the behavior, interventions to use, and how a replacement behavior is taught.
 <b>ABC</b> Antecedent Behavior Consequence	 ABC forms are used as a data collection tool to gather information about challenging behaviors. Done by observing and recording situational factors surrounding a problem behavior. This data should be used to draft or update a BIP (behavioral intervention plan).
 <b>LEA</b> Local Education Agency	 Individuals who represent the school in the IEP meeting. This is typically an administrator (i.e. assistant principal or principal). An individual representing the LEA is required in your IEP/ARD meetings.



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