



## **HWDSB GLOSSARY SPECIAL EDUCATION/STUDENT SERVICES**

### **AAC**

Augmentative Alternative Communication

### **ADD**

Attention Deficit Disorder

### **ADHD**

Attention Deficit Hyperactive Disorder

### **ASD**

Autism Spectrum Disorder (see Autism)

### **ASL**

American Sign Language

### **Accommodation**

teaching strategies, supports, and/or services that provide students with access to the curriculum and enable them to demonstrate learning

### **Alternative Expectations**

expectations that outline learning related to skill development in areas not represented in the Ontario curriculum policy documents

### **Autism**

- an identified exceptionality according to Ministry of Education criteria
- a severe learning disorder that is characterized by:
  - a. disturbances in:
    - rate of educational development;



- ability to relate to the environment;
- mobility;
- perception, speech, and language;
- b. lack of the representational symbolic behaviour that precedes language.
  - one of five disorders coming under Pervasive Developmental Disorders (PDD), including Autistic Disorder, Asperger's Disorder, Childhood Disintegrative Disorder (CDD), Rett's Disorder, and PDD Not Otherwise Specified (PDD-NOS)

## **Behaviour**

- an identified exceptionality according to Ministry of Education criteria
- a learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance, and that may be accompanied by one or more of the following:
  - an inability to build or to maintain interpersonal relationships;
  - excessive fears or anxieties;
  - a tendency to compulsive reaction;
  - an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof.

## **Blind and Low Vision**

- an identified exceptionality according to Ministry of Education criteria
- a condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.

## **CAS**

Children's Aid Society – [www.hamiltoncas.com](http://www.hamiltoncas.com)

## **CCAC**

- Community Care Access Centre
- the point of access to community-based health care services, including in-home care and long-term care homes – [www.hamiltonccac.ca](http://www.hamiltonccac.ca)

## **CCAS**

- Catholic Children's Aid Society – [www.hamiltonccas.on.ca](http://www.hamiltonccas.on.ca)



## **CNIB**

- Canadian National Institute of the Blind  
[www.neurosuvival.ca/LocalResources/resources/CNIB.htm](http://www.neurosuvival.ca/LocalResources/resources/CNIB.htm)

## **CPRI**

- Child and Parent Resource Centre – [www.cpri.thehealthline.ca/](http://www.cpri.thehealthline.ca/)

## **Contact Hamilton**

- an entry point to services for children and youth with emotional, behavioural or developmental concerns and adults with developmental disabilities
- provides information about available services, intake, and referrals
- administration of Passport, an initiative for individuals who have a developmental disability and who have left school and are seeking community participation supports – [www.contacthamilton.ca](http://www.contacthamilton.ca)

## **Deaf and Hard-of-Hearing**

- an identified exceptionality according to Ministry of Education criteria
- an impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound

## **Developmental Disability**

- an identified exceptionality according to Ministry of Education criteria
- a severe learning disorder characterized by:
  - an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development;
  - an ability to profit from a special education program that is designed to accommodate slow intellectual development;
  - a limited potential for academic learning, independent social adjustment, and economic self-support

## **EA**

Educational Assistant

## **ECE**



Early Childhood Educator

## **Exceptional Pupil**

a pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a special education program.

## **Giftedness**

- an identified exceptionality according to Ministry of Education criteria
- an unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of education potential indicated.

## **Interpreter**

A person who interprets/facilitates communication on behalf of a deaf or hard of hearing student

## **Intervenor**

A person who helps interpret the world on behalf of a deaf/blind student

## **LDAO**

Learning Disabilities Association of Ontario

## **LRT**

- Learning Resource Teacher
- a special education teacher assigned to each school to provide special education resource support

## **Language Impairment**

- an identified exceptionality according to Ministry of Education criteria
- a learning disorder characterized by an impairment in comprehension and/or the use of verbal communication or the written or other symbol system of communication, which may be associated with neurological, psychological, physical, or sensory factors, and which may:



- involve one or more of the form, content, and function of language in communication; and
- include one or more of the following:
  - language delay;
  - dysfluency;
  - voice and articulation development, which may or may not be organically or functionally based.

## **Learning Disability**

- an identified exceptionality according to Ministry of Education criteria
- a learning disorder evident in both academic and social situations that involves one or more of the processes necessary for the proper use of spoken language or the symbols of communication, and that is characterized by a condition that:
  - is not primarily the result of:
    - impairment of vision;
    - impairment of hearing;
    - physical disability;
    - developmental disability;
    - primary emotional disturbance;
    - cultural difference;
  - results in a significant discrepancy between academic achievement and assessed intellectual ability, with deficits in one or more of the following:
    - receptive language (listening, reading);
    - language processing (thinking, conceptualizing, integrating);
    - expressive language (talking, spelling, writing);
    - mathematical computations; and
  - may be associated with one or more conditions diagnosed
    - a perceptual handicap;
    - a brain injury;
    - minimal brain dysfunction;
    - dyslexia;
    - developmental aphasia.

## **Mild Intellectual Disability**

- an identified exceptionality according to Ministry of Education criteria
- a learning disorder characterized by:
  - an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service;
  - an inability to profit educationally within a regular class because of slow intellectual development;



- a potential for academic learning, independent social adjustment, and economic self-support.

## **Modification**

changes made to the grade-level curriculum expectations for a subject or course to meet the needs of the student

## **Multiple Disabilities**

- an identified exceptionality according to Ministry of Education criteria
- a combination of learning or other disorders, impairments, or physical disabilities that is of such a nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or disabilities.

## **OT**

Occupational Therapist

## **PDD**

Pervasive Developmental Disorder (see Autism)

## **PT**

Physiotherapist

## **Physical Disability**

- an identified exceptionality according to Ministry of Education criteria
- a condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of pupils without exceptionalities who are of the same age or developmental level.

## **SLP**

Speech/Language Pathologist



## **Special Education Placement**

- the place where the special education program will occur and/or the special education services will be provided
- placement may be in regular class with appropriate special education services (the most common placement and first to be considered) or in a special education class

## **Special Education Program**

an educational program that is based on and modified by the results of continuous assessment and evaluation and that includes a plan containing specific objectives and an outline of educational services that meet the needs of the exceptional pupil.

## **Special Education Services**

facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program

## **Speech Impairment**

- an identified exceptionality according to Ministry of Education criteria
- a disorder in language formation that may be associated with neurological, psychological, physical, or sensory factors; that involves perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress.

## **Transition Plan**

A plan for transition to appropriate post-secondary activities, such as work, further education, and/or community living, for exceptional students 14 years of age or older (except for those identified as exceptional solely as gifted) that is part of their Individual Education Plan (IEP).