

Appendix C: Glossary

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ADAPTATION: The act of making changes in the teaching process, materials, or student products to help students achieve the expected learning outcomes (e.g., providing additional time for test writing).

ALCOHOL-AFFECTED CHILDREN: A term used to describe a broad spectrum or continuum of birth defects in children and adults caused by prenatal exposure to alcohol and drugs.

ALCOHOL-RELATED BIRTH DEFECTS: A term that refers to a child who displays specific physical anomalies resulting from confirmed maternal alcohol exposure. This may include heart, skeletal, vision, hearing, and fine/gross motor problems.

ALCOHOL-RELATED NEURODEVELOPMENTAL DISORDER (ARND): This term refers to a child with a confirmed history of prenatal alcohol exposure who exhibits central nervous system damage (e.g., learning difficulties, poor impulse control, poor social skills, problems with memory, attention, judgement).

ANGER MANAGEMENT: Methods for teaching socially appropriate ways to deal with students who have deficits in anger control.

ASSESSMENT: A comprehensive and systematic process of collecting, analyzing, and interpreting information about learning or performance that can be used to make judgements about progress or achievement.

ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD): This disorder is a condition which affects attention to tasks, activity level, and impulse controls in children and adults.

BEHAVIOUR INTERVENTION PLAN (BIP): A written document developed and implemented by a team of individuals, outlining a plan to address the individual behaviour needs of a student. The plan typically addresses behavioural issues including programming needs, interventions, program supports, and outcomes.

CODE OF CONDUCT: A document developed by a school with input from staff, students, parents, and the community outlining the expectations, responsibilities, and consequences for student behaviour.

COOPERATIVE LEARNING:

A formal approach to collaborative learning in which students are placed into small groups or teams, based on the teacher's criteria, which work together at various times to achieve common learning goals.

CLASSROOM CULTURE:

The whole pattern of implicit and explicit values, norms, attitudes, behaviours, and mutual understanding that underlies and informs interaction in the classroom.

DIFFERENTIATED INSTRUCTION:

Instruction that acknowledges and responds to the diversity among learners. It refers to the wide range of instructional strategies, techniques, and approaches used to support student learning and to help each student achieve high expectations and realize his or her potential. Differentiated instruction is concerned with establishing a supportive learning environment for all students and with meeting each student's learning needs.

DISCIPLINE:

A rule or system of rules that governs the behaviour or conduct of individuals. Discipline usually involves training or instruction that corrects or moulds character.

DOMAIN:

Refers to the specific area or areas of development that might be targeted in the IEP. Examples of domains include communication, social, academic, motor, cognitive, self-management (or help), community, vocational, and recreation/leisure.

EBD PROTOCOL:

The 1995 Interdepartmental Protocol Agreement for Children/Adolescents with Severe to Profound Emotional/Behavioural Disorders between the Ministers of Education and Training, Family Services, Health and Justice mandates a shared interdepartmental/multi-system case management approach to deliver services to high-risk children/adolescents and their caregivers.

ENVIRONMENTAL SCAN:

Formal and informal assessment tools used to examine the environment surrounding a student. The results of the scan allow professionals to adjust the environment in order to meet student needs.

EVALUATION: The process of making judgements and decisions based on the interpretation of evidence gathered through assessment for the purpose of goal setting and reporting.

FETAL ALCOHOL EFFECTS (FAE):

This term was often used to describe a lesser form of FAS. Since 1996, the term FAE has been replaced by three other terms: Partial Fetal Alcohol Syndrome, Alcohol-Related Birth Defects, and Alcohol-Related Neurodevelopmental Disorder.

FETAL ALCOHOL SYNDROME (FAS):

Fetal Alcohol Syndrome is a combination of physical and neurological birth defects caused by a prenatal exposure to alcohol and drugs. To be diagnosed with FAS, children must be diagnosed by a trained physician and exhibit three main characteristics:

- evidence of facial abnormalities
- evidence of growth retardation both in size and weight
- evidence of central nervous system damage

INDIVIDUALIZED (I) PROGRAMMING DESIGNATION:

Individualized programming designation is intended for students whose cognitive disabilities are so significant that they do not benefit from participating in curricula developed or approved by Manitoba Education, Training and Youth. It identifies highly individualized learning experiences that are functionally appropriate.

LEARNING DISABILITY:

A generic term referring to a heterogeneous group of disorders due to identifiable or inferred central nervous system dysfunction. Such disorders may be manifested by delays in early development and/or difficulties in any of the following areas: attention, memory, reasoning, coordination, communication, reading, writing, spelling, calculation, social competence, and emotional maturation.

LEARNING STRATEGY: A technique that a learner uses to make meaning of new material, organize it, and connect it with what he or she already knows; a tool by which a learner processes information.

LEARNING STYLE, LEARNING MODALITY:

The theory that individuals differ in the ways (modalities) they prefer to learn and/or learn most easily or effectively. Examples include preference for auditory, visual, tactile, or kinesthetic learning experiences.

MAPS: The McGill Action Planning System is a planning process used by a student's support group as they develop a plan for the future.

MODIFICATION: Modification refers to the altering of the number, essence, and content of the curricular outcomes that the student is expected to meet.

MODIFIED (M) COURSE DESIGNATION:

The M course designation is applied to department-developed or department-approved courses for students with special needs who have significant cognitive disabilities that necessitate modifications in curriculum goals and objectives or outcomes of 50 per cent or more to accommodate their special learning requirements.

MULTI-SYSTEM PLANNING:

A method of planning utilized to develop a Behavioural Intervention Plan for a child with very severe emotional/behavioural disorders. The planning process involves a team of individuals from various agencies or systems who work together to develop a 24-hour plan.

OUTCOMES: Outcomes are concise descriptions of the knowledge and skills that students are expected to learn in a course or grade level in a subject area. In some jurisdictions, outcomes are referred to as content standards.

PARTIAL FETAL ALCOHOL SYNDROME (PFAS):

This term applies to a child who exhibits some, but not all of the physical signs of FAS, and also shows learning and behavioural issues which imply central nervous system damage.

PATH: Planning for Alternative Tomorrows with Hope is a planning process based on a commitment by a group of individuals to form a network of support to assist an individual for planning a better future.

PERFORMANCE OBJECTIVE:

Performance objectives are student-specific outcomes broken down into small, manageable components or steps.

POSITIVE SCHOOL CLIMATE:

A school climate that is characterized by a supportive caring environment in which interventions build on a student's strengths rather than weaknesses.

SCHOOL PROGRAM: A school program is a set of courses leading to one of four specific school program diplomas (English, French Immersion, Français, and Senior Years Technology Education). Attaining one of the four school program diplomas requires satisfactory completion of the compulsory core subject areas plus selections from the complementary and supplementary courses.

SKILLS: The process of demonstrating or applying knowledge within the context of a discipline or subject area. It refers to what students are expected to be able to do in a discipline or subject area.

STUDENT-SPECIFIC OUTCOME (SSO): Student-specific outcomes are concise descriptions of what an individual student will know and be able to do by the end of the school year/semester/course.

STUDENT SUPPORT SERVICES: A range of services provided in a school to meet a variety of student needs that are not usually provided by the regular curriculum or regular classroom teacher. These services are provided by a variety of staff that may include resource teachers, counsellors, clinicians, paraprofessionals, and special education teachers.

TASK ANALYSIS: The process of breaking a task into its component parts or a series of responses for training.

URIS: The Unified Referral and Intake System is a government initiative involving the Departments of Education, Training and Youth, Health, and Family Services and Housing. It was created to support children with special health care needs to live safely at home and to participate in community life to the fullest extent possible.

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