

## GLOSSARY

### **accessibility**

Removing physical or other barriers or obstacles to ensure access to buildings, facilities, media, materials, electronic systems, and environments, and to ensure equality for all individuals.

### **adaptation**

A change made in the teaching process, materials, assignments, or pupil products to help a pupil achieve the expected learning outcomes.

### **appropriate educational programming (AEP)**

A collaborative school-family-community process through which school communities create learning environments and provide resources and services that are responsive to the lifelong learning, social, and emotional needs of all students.

### **assessment**

A process of gathering information about what, and how, a student has learned, in order to make decisions about what to do next to continue the learning.

### **assistive technology**

Any item, piece of equipment, product, or system that is used to increase, maintain, or improve the functional capability of individuals with disabilities.

### **behaviour intervention plan (BIP)**

An individual education plan (IEP) developed by a team to meet a student's social/emotional and behavioural needs.

### **clinician**

An individual who is trained in the provision of support services within the school setting and who provides services for students with exceptional

learning needs and consultative services for school personnel and parents; and certified under Manitoba's *Teaching Certificates and Qualifications Regulation 515/1988* as a speech-language pathologist, school psychologist, school social worker, occupational therapist, physiotherapist, or reading clinician.

### **continuum of supports and services**

A range of programming and services designed to support students with exceptional needs.

### **core team**

A team that consists of the student, the student's parent(s), and the student's teacher(s).

### **curriculum**

The curriculum prescribed or approved by the Minister.

### **daily plan**

A plan that outlines how a student's individual education plan will be carried out each day and provides a daily timetable for a student and the outcomes to be worked on.

### **differentiated instruction**

A method of instruction or assessment that alters the presentation of the curriculum for the purpose of responding to the learning diversity, interests, and strengths of pupils.

### **dispute resolution**

A variety of informal and formal procedures used to identify issues and find meaningful solutions to the issues in dispute (e.g., problem solving, negotiation, conciliation, mediation, arbitration).

**early identification**

The process used to identify students with exceptional learning needs in preschool, Kindergarten, the Early Years, or as early as possible in students' education before or after their entry into school.

**educational assistant**

A person hired by the school division to provide support for teachers and/or students and supervised by a teacher.

**expected learning outcomes**

The learning outcomes consistent with the curriculum.

**inclusion**

A way of thinking and acting that allows every individual to feel accepted, valued, and safe.

**inclusive education**

Providing all students with the supports and opportunities they need to become participating members of their school communities.

**individual education plan (IEP)**

A global term referring to a written document developed and implemented by a team, outlining a plan to address the unique learning needs of a student. The written IEP may range in length from one page documenting student-specific adaptations developed by a student's teacher(s) in consultation with the parent(s), to a lengthier documentation of a student's programming outlining student-specific outcomes developed by a larger team that may also include resource, clinical, and other student services supports. The term *IEP* is inclusive of other acronyms such as individual transition plan (ITP), behaviour intervention plan (BIP), assisted learning plan (ALP), and so on.

**individual health care plan (IHCP)**

A written plan of care for a student with special health-care needs; a registered nurse facilitates development of the IHCP.

**individualized programming**

Programming intended for students whose cognitive disabilities are so severe or profound that they do not benefit from participating in curricula developed or approved by Manitoba Education and Advanced Learning. The IEP outlines highly individualized learning experiences that are functionally appropriate. In high school, the individualized (I) programming designation is not course specific, but identifies a full year of individualized programming. Students do not receive marks; their progress is documented through the IEP process.

**individual transition plan (ITP)**

A formal plan developed to help a student with exceptional learning needs as the student prepares to exit the school system; the plan is developed by a student's IEP team and is reviewed annually.

**informed consent**

An individual's voluntary consent to participate in an activity (assessment, intervention, program) after first being fully advised of the benefits and the risks; can be withdrawn at any time.

**in-school team**

A team that consists of the core team (student, parents, teachers) and other school staff, such as the resource teacher and/or school counsellor; the key decision makers in the student-specific planning process.

**legal guardian**

Court-appointed legal guardian or guardianship established through a provision of *The Child and Family Services Act* or *The Court of Queen's Bench Surrogate Practice Act* (Manitoba).

**modification**

Changes in the number or the content of the learning outcomes a student with a significant cognitive disability is expected to meet in the provincial curriculum, as determined by the student support team.

**occupational therapist (OT) (clinician)**

A professional trained to help people improve their ability to do activities related to their daily living, such as self-care, work, and leisure; provides student-specific assessment, suggests student-specific adaptations and modifications to classroom equipment, and provides training of staff to help students participate as fully as possible in school programming and activities; often works in conjunction with physiotherapists. The purpose of occupational therapy is to promote and maintain performance and health.

**performance objectives (POs)**

Student-specific outcomes broken down into small, manageable components or steps.

**personalized transportation plan (PTP)**

A written document recording the individual student's exceptional needs and the requirements for transportation services as part of a student's IEP.

**physiotherapist (PT) (clinician)**

A professional concerned with the assessment, maintenance, and improvement of physical function and performance of the body; often works with students who have difficulties with movement, coordination, or balance; provides student-specific assessment, recommendations, and staff training to meet a student's physical needs; often works in conjunction with occupational therapists.

**print disability**

A situation caused by a sensory, physical, or neural disability that

results in a student being unable to use print materials effectively.

**professional learning community (PLC)**

An extended learning opportunity intended to foster collaborative learning among colleagues within a particular work environment or field; often used in schools as a way to organize teachers into working groups.

**psychologist, school (clinician)**

A specialist in psychology and education. School psychologists are qualified mental health professionals in the areas of psycho-educational assessment, childhood development, behavioural management, individual/group counselling, and consultation.

**pupil file**

A record or a collection of records respecting a pupil's attendance, academic achievement, and other related matters in the possession or control of a school board.

**record**

A record of information in any form (e.g., paper/print, photographs, audio and video recordings, electronic media).

**resource teacher**

A teacher whose primary role is to support teachers and students in the implementation of appropriate educational programming within an inclusive learning environment; secondary roles may include leadership, management, and other resource duties. Resource teachers may include, but are not exclusive to, student services teachers, learning support teachers, special education teachers, and others.

**school support team**

A team that consists of the in-school team and additional personnel, such as clinicians and consultants, who consult and collaborate with the in-school team to support student-specific planning and educational programming.

**social story**

A story written for individual students according to specific needs that describes appropriate social cues and student responses in specific situations.

**social worker (clinician)**

A school social worker provides a link between home, school, and community; provides individual and group counselling, consultation to teachers, and other services that help students cope with their disabilities; collaborates with community agencies and provides support for students and families requiring multiple services.

**specialized assessment**

Individualized assessment conducted by qualified practitioners across a variety of domains and specific learning contexts to provide additional information on the exceptional learning needs of students; includes assessment of exceptional learning, social/emotional, behavioural, sensory, physical, cognitive/intellectual, and adaptive, communication, academic, or special health-care needs relevant to students' learning and performance.

**speech-language pathologist (clinician)**

A professional who supports the school team by providing specialized knowledge and skills in the area of communication development and difficulties, and their impact on curriculum and social outcomes for students; provides assessment, makes recommendations, provides therapy, and suggests modifications or adaptations in the area of communication.

**student services administrator (or coordinator, principal, director, consultant, or assistant superintendent of student services)**

A teacher with special education certification hired by the school

division to coordinate and support the student services needs in schools.

**student-specific outcome (SSO)**

A concise description of what a student will know and be able to do by the end of the school year.

**student support team**

A team that consists of the core team, the in-school team, and the school support team.

**student with exceptional learning needs**

A student who requires specialized services or programming when deemed necessary by the in-school team because of exceptional learning, social/emotional, behavioural, sensory, physical, cognitive/intellectual, communication, academic, or special health-care needs that affect his or her ability to meet learning outcomes.

**transition**

Moving a student from one environment to another at key points in his or her development from childhood to adulthood (e.g., entry into Kindergarten, transition from the Early to Middle Years, from one grade to the next, or from school to post-secondary education or employment).

**universal design**

The process of creating systems, environments, materials, and devices that are directly and repeatedly usable by people with the widest range of abilities operating within the largest variety of situations.

**wraparound process**

A process for meeting the complex needs of children and youth and their caregivers that involves the integration of multiple systems and the development of individualized plans of care.