
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.

Assessment: The systematic process of gathering information about what a student knows, is able to do, and is learning to do.

Collaborative teamwork: The process of teaming with one or more persons in the same program or activity. Each team member contributes their unique perspective and expertise. Together, these contributions provide the information to

- identify strengths and needs
- analyze performance difficulties
- design and implement effective curricular and instructional strategies

Current Level of Performance: Broad statements of how the student functions presently. Therefore, the current level of performance describes what the student can do and what the student knows now. This information may be collected from a variety of sources (e.g., inventory of interests, observation, formal or informal assessments, and assignments).

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 Service, Health and Justice mandates a shared interdepartmental/multi-system case management approach to deliver services to high-risk children/adolescents and their caregivers.

ESL (English as a Second Language): Used in reference to students whose first language is one that is not English and whose English proficiency is insufficient to enable them to perform equally with students for whom English is their first language.

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

IEP, Individual Education Plan: The term IEP is a global term referring to a written document developed and implemented by a team, outlining a plan to address the individual learning needs of students.

Individualized (I) programming: Individualized programming 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 and Training. It identifies highly individualized learning experiences that are functionally appropriate.

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 -approved courses only for those students with special needs who have significant cognitive disabilities that necessitate modifications in curriculum goals and objectives or outcomes of 50 percent or more to accommodate their special learning requirements.

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 Objectives (PO): Performance objectives are student specific outcomes broken down into small, manageable components or steps.

Reporting: The process of summarizing and clearly communicating the information collected through assessment and evaluation to students, parents, and administrators.

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.

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

URIS: The Unified and Referral Intake System is a government initiative involving the Departments of Education and Training, Health, and Family Services. 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.

SUGGESTED READINGS

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