**VOCABULARY TO KNOW FOR THE PRAXIS**

#### A

**ABC Analysis** A technique to identify the relationship between environmental factors and behavior (antecedent-behavior-consequence).

**Academic Aptitude** Ability needed for schoolwork; likelihood of success in mastering academic work, as estimated from measures of the necessary abilities. (Also called scholastic aptitude.)

**Accessibility** a barrier free environment that allows maximum participation by individuals with disabilities.

**Accommodation** A change in how a student accesses and demonstrates learning, but it does not substantially change the instructional content. Altering existing schemes or creating new ones in response to new information. Accommodations do not change the content being taught or assessed.

**Achievement Age** The average age at which students achieve a particular score. i.e.: if the achievement age corresponding to a score of 36 on a reading test is 10 years, 7 months (10-7), this means that pupils 10 years, 7 months achieve, on the average, a score of 36 on that test.

**Achievement Test** A test that measures a student’s performance in academic areas such as math, reading, and writing. Standardized tests measuring how much students have learned in a given content area.

**Acting Out Behavior** characterized by inappropriate physical and/or verbal responses unacceptable within the environment or setting.

**Acuity Acuteness**, as of hearing.

**ADA (See** [**Americans with Disabilities Act)**](http://ici2.umn.edu/elink/general/glossary_pop.html#ada#ada)

**Adaptive Behavior** The extent to which an individual is able to adjust to and apply new skills to new environments, tasks, objects and people.

**Advance Organizer:** Statement of inclusive concepts to introduce and sum up material that follows.

**Advocate** An individual who represents other people's interests as his or her own, advocating strategies that involve working on behalf of or with other people.

**Affect Emotional** feeling tone or mood.

**Affective** An adjective referring to any variety of feelings, emotional accompaniment.

**Affective Domain:** Objectives focusing on attitudes and feelings.

**Age-Based Norms Norms** for which comparisons are based upon age often used in developmental scales.

**Alphabetic Principle** This principle is characteristic of English and other alphabetic languages (as opposed to languages such as Chinese which uses characters). It refers to the systematic and predictable relationship between letters and spoken sounds.

**Algorithm Step**-by-step procedure used to solve a problem; use of formulas or mathematical shortcuts.

**Ambulation The** art of walking without assistance from others. It may include the use of crutches, canes and other mechanical aids.

**Americans with Disabilities Act (ADA) of 1990** This act speaks especially to the workplace and the rights of individuals with disabilities to access business, industry, transportation, communications systems, and educational settings generally used by the public. It addresses accommodation—the alteration of job settings so that people with disabilities can do work. This law is considered a civil rights law ensuring equal rights for individuals with disabilities. Legislation prohibiting discrimination against persons with disabilities in employment, transportation, public access, local government, and telecommunications.

**American Sign Language (ASL)** A visual/gestural language used by deaf people in the United States and Canada, with semantic, syntactic, morphological and phonological rules that are distinct from English.

**Analogue Assessment** A procedure that involves a contrived set of conditions that are used to test the accuracy of a hypothesis statement. It allows school personnel to show that a relationship exists between specific classroom events and the student's behavior.

**Analytical Mode Or Style** One type of conceptual style based largely on a breakdown and analysis of the smallest component parts, or units, of any problem or idea.

**Anecdotal Report** An objective, descriptive procedure for recording and analyzing observations of a child’s behavior.

**Annual Goals** Statement describing the anticipated growth of a student’s skill and knowledge written into a student’s yearly Individualized Education Program (IEP).

**Anomaly** Some irregularity in development or a deviation from the standard.

**Anorexia** Lack or loss of appetite for food.

**Anoxia** Deficient amount of oxygen in the tissues of a part of the body or in the blood stream supplying such a part.

**Antecedent** A condition, event, or object that precedes a behavior.

**Anthologies** A collection of stories, articles, and other texts.

**Antecedent-Behavior-Consequence (ABC) Chart** A chart used to record information during an antecedent-behavior-consequence (ABC) observation. It allows you to easily organize information about antecedents and consequences of a behavior.

**Anxiety Reaction** An abnormal and overwhelming apprehension and fear often marked by physiological signs (i.e., sweating, increased pulse, breathing difficulty).

**APA** American Psychological Association, American Psychoanalytic Association; American Psychiatric Association.

**Aphasia** Loss of speech functions; also refers to the inability to speak caused by brain trauma.

**Applied Behavior Analysis:** The application of behavioral learning principles to understand and change behavior.

**Apraxia** Loss of the ability to execute simple voluntary acts, especially loss of the ability to perform elementary units of action in the expression of language.

**Aptitude** A combination of abilities and other characteristics, whether innate or acquired, believed to be indicative of an individual's ability to learn in some particular area.

**Aptitude Tests:** Tests meant to predict future performance.

**Arthritis** Inflammation of a joint.

**Articulation** The enunciation of sounds, words, and sentences.

**Art Therapy** Using art as a therapeutic device.

**ASHA** American Speech-Language-Hearing Association; also the name of the monthly journal dealing with news, announcements and professional matters.

**Assessment** The process of collecting information about a student's learning needs through a series of individual tests, observations and interviewing the student, the family and others. Also, the process of obtaining detailed information about an infant or toddler's developmental levels and needs for services. May also be called [evaluation](http://ici2.umn.edu/elink/general/glossary_pop.html#eval#eval).

**Assisted Learning** An approach to teaching, where the teacher guides and directs students through the learning process. This method allows students to acquire information and learning strategies without having to discover them on their own.

**Assistive Technology** Any item, piece of equipment, or product system that is used to increase, maintain, or improve the functional capabilities of a child with a disability.

**Asthma** A chronic respiratory condition characterized by repeated episodes of difficulty breathing and coughing.

**Ataxia** Poor sense of balance and lack of coordination of the voluntary muscles.

**Athetoid Cerebral Palsy** Characterized by difficulty with voluntary movements, especially in controlling those movements in the desired direction (demonstrated by extra or purposeless movements).

**Attention-Deficit/Hyperactivity Disorder:** Current term for disruptive behavior disorders marked by over activity, excessive difficulty sustaining attention, or impulsiveness.

**Attention Span** The length of time an individual can concentrate on a task without being distracted or losing interest.

**Audiogram** A graph on which a person’s ability to hear different pitches (frequencies) at different volumes (intensities) of sound is recorded.

**Audiologist** A person who holds a degree in audiology and is a specialist in testing hearing and providing rehabilitation services to persons with hearing loss.

**Audiology** The study of hearing; it is concerned with the nature of hearing, identification of hearing loss, assessment of hearing loss in the individual, and the rehabilitation of those with hearing loss.

**Auditory Discrimination** The ability to distinguish among different speech sounds.

**Auditory Memory Span** The number of related or unrelated items that can be recalled immediately after hearing them presented.

**Auditory Perception** The ability to understand auditory input.

**Avoidance Behavior** Those responses emitted by the individual with the intent of avoiding or postponing an aversive stimulus.

**Archival records:** Biographical, academic, or other file data available from the college or other agencies and institutions.

**Assessment:** A method for analyzing and evaluating student achievement or program success. Some assessments are not tests. For students, a reading miscue analysis is an assessment, a close observation of student behavior can be an assessment, and a student conference can be an assessment. For programs, a senior exit interview can be an assessment, and an employer survey of satisfaction with graduates can be an assessment. Good assessment requires feedback to those who are being assessed so that they can use that information to make improvements. A good assessment program requires using a variety of assessment instruments each one designed to discover something the other kinds of assessment do not.

**Assessment of individuals:** Uses the individual student, and his/her learning, as the level of analysis. Can be quantitative or qualitative, formative or summative, standards-based or value added, and used for improvement. Would need to be aggregated if used for accountability purposes. Examples: improvement in student knowledge of a subject during a single course; improved ability of a student to build cogent arguments over the course of an undergraduate career.

**Assessment of institution:** Uses the institution as the level of analysis. Can be quantitative or qualitative, formative or summative, standards-based or value added, and used for improvement or for accountability. Ideally, institution-wide goals and objectives would serve as a basis for the assessment. Example: how well students across the institution can work in multi-cultural teams as sophomores and seniors.

**Assessment of programs:** Uses the department or program as the level of analysis. Can be quantitative or qualitative, formative or summative, standards- based or value added, and used for improvement or for accountability. Ideally, program goals and objectives would serve as a basis for the assessment.

**Assessment plan:** A document that outlines the student learning outcomes (for academic programs) or unit outcomes (for support units), the direct and indirect assessment methods used to demonstrate the attainment of each outcome, a brief explanation of the assessment methods, an indication of which outcome(s) is/are addressed by each method, the intervals at which evidence is collected and reviewed, and the individual(s) responsible for the collection/review of evidence.

**Authentic assessment:** An assessment that measures a student’s ability to perform a “real world” task in the way professionals in the field would perform it. An authentic writing task might arise if students had been reading about nutrition and decided to ask the school to provide healthy snacks rather than candy machines; their writing would be assessed in terms of the response it received from the principal and/or school board. An authentic reading task would require assessing a student’s understanding of a book he or she had selected to read without any suggestions or restrictions by the teacher. Obviously opportunities for truly authentic assessment do not occur regularly in most classrooms.

**Authentic performance assessment:** Since regular opportunities for truly authentic tasks come infrequently in most classrooms, this term generally indicates an evaluation of a student’s ability to perform a complex task that is common in the classroom. An authentic performance assessment in a science class would occur when a student is asked to perform an experiment and write a lab report; an authentic writing performance assessment would occur when a student generated a topic, created multiple drafts, sought outside opinions and editorial assistance, and published his or her paper in a classroom magazine or web page. Taking a test over science terms or labeling the parts of a sentence would not be authentic performance assessment. Writing an essay in a limited amount of time in response to a prompt is not an authentic writing assessment either because these circumstances do not match the way writing is usually produced outside of school.

**B**

**Backload (--ed, --ing):** Amount of effort required after the data collection.

**Basals** Basic reading texts that reinforce basic skills in the primary grades.

**Basal Reader Approach** A method of teaching reading in which instruction is given through the use of a series of books. Sequence of skills, content, vocabulary, and activities are determined by the authors of the series. Teacher's manuals and children's activity books accompany the basal reading series.

**Basic Skills:** Clearly structured knowledge that is needed for later learning and that can be taught step by step.

**Basic Skills Test** The Basic Skills Tests essential competencies in reading, mathematics and writing.

**Baseline** A record of the frequency, duration, and rate of intensity with which a behavior occurs over a period of time before the intervention.

**Behavioral Learning Theories:** Explanations of learning that focus on external events as the cause of changes in observable behaviors.

**Behavior Modification:** Systematic application of antecedents and consequences to change behavior.

**Behavioral Objectives:** Instructional objectives stated in terms of observable behaviors.

**Behavioral observations:** Measuring the frequency, duration, topology, etc. of student actions, usually in a natural setting with non-interactive methods, for example, formal or informal observations of a classroom. Observations are most often made by an individual and can be augmented by audio or videotape.

**Behavior Modification** Techniques used to change behavior by applying both educational and psychological interventions.

**Behavior Therapy** A method of behavior modification using such techniques as counterconditioning, reinforcement, and shaping to modify behavior.

**Being Needs:** Maslow's three higher-level needs, sometimes called growth needs.

**Big Books** Story books with simple repetitive language, in a large format so that several children can see the pictures and words as the teacher is reading. A typical big book may be larger than 36” x 36”.

**Bilaterality** From bilateral, meaning to use both sides of the body in a simultaneous and parallel fashion. Especially related to hemispheric functioning and the two sides (right-left) of the body.

**Bilingual** The ability to speak two languages fluently.

**Blind (Legally)** Visual acuity for distance vision of 20/200 or less in the better eye after best correction with conventional lenses; or a visual field of no greater than 20 degrees in the better eye.

**Body Image** The concept and awareness of one's own body as it relates to orientation, movement, and other behavior.

#### C

**Case Study:** Intensive study of one person or one situation.

**Central Nervous System (CNS)** Bodily system which is comprised of the brain and the spinal column; it is the first of the nervous systems to develop in the fetus.

**Cerebral Palsy** Motor impairment caused by brain damage, which is usually acquired during the prenatal period or during birth; ranging from mild to severe, it is neither curable nor progressive.

**Chain Mnemonics:** Memory strategies that associate one element in a series with the next element.

**Channels of Communication** The sensory-motor pathways through which language is transmitted, e.g., auditory-vocal, visual-motor, among other possible combinations.

**Child Find** A state and local program mandated by the Individuals with Disabilities Education Act (IDEA) to identify individuals with disabilities between the ages of birth and 21, and to direct them to appropriate early intervention or educational programs. All public schools must publicly announce the availability of Special Education services to their students. Marketing materials, school brochures, and handbooks are some of the ways to inform the public. Public information, requesting previous school records, and the pre-referral/referral procedures are components of the child find process.

**Choral Reading** A strategy that develops fluency and expression in reading, where the teacher models fluent reading of a passage and the students repeat the reading in unison.

**Chronic** A condition that persists over a long period of time.

**Chronological Age (CA)** Age of a person in terms of years and months.

**Chunking:** Grouping individual bits of data into meaningful larger

**Classroom Management:** Techniques used to maintain a healthy learning environment, relatively free of behavior problems.

**Cleft Palate** A congenital, reparable split in the palate that affects one's articulation and speech.

**Closure** A behavior that signifies pattern completion; the mechanism responsible for the automatic completion of familiar events.

**Cloze Procedure** A procedure for the assessment of reading comprehension that requires the student to complete a sentence by filling in the blank or providing a meaningful word for the blank.

**Coaching** Professional relationship that provides mentoring with demonstration of new strategies, technical feedback, and analysis of application over time to a colleague in need.

**Cognitive Processes** Modes of thought, knowing, and symbolic representation, including comprehension, judgment, memory, imaging, and reasoning.

**Cognitive Style** A person's typical approach to learning activities and problem solving.

**Cognitive Apprenticeship:** A relationship in which a less experienced learner acquires knowledge and skills under the guidance of an expert.

**Cognitive Behavior Modification:** Procedures based on both behavioral and cognitive learning principles for changing your own behavior by using self-talk and self-instruction.

**Cognitive Development:** Gradual, orderly changes by which mental processes become more complex and sophisticated.

**Cognitive Domain:** In Bloom's taxonomy, memory and reasoning objectives.

**Cognitive Evaluation Theory:** Suggests that events affect motivation through the individual's perception of the events as controlling behavior or providing information.

**Cognitive Objectives:** Instructional objectives stated in terms of higher-level thinking operations.

**Cognitive Styles:** Different ways of perceiving and organizing information.

**Cognitive View of Learning:** A general approach that views learning as an active mental process of acquiring, remembering, and using knowledge.

**Collaboration** Voluntary interaction between professionals having a parity of knowledge and skills.

**Collaborative Consultation** An interactive process that enables teams of people with **Commercial, norm-referenced, standardized exams:** Group administered, mostly or entirely multiple-choice, "objective" tests in one or more curricular areas. Scores are based on comparison with a reference or norm group. Typically must be purchased from a private vendor.

**Competency:** Level at which performance is acceptable.

**Compliance** Adherence to state and federal rules.

**Comprehension** Students read to comprehend. Comprehension is the knowledge gained through the act of comprehending/understanding. The teaching of comprehension involves specific strategies students use to identify what they do and do not understand in a text.

**Concept** An abstract idea generalized from particular instances. Involves idea of the existence of objects, processes, or relation of objects, i.e., table, cell, man, raining, family, etc. A general category of ideas, objects, people, or experiences whose members share certain properties.

**Concept Mapping:** Students' diagramming their understanding of a concept.

**Conceptual Style** An approach that characterizes individuals. It may vary from impulsive to reflective, from rational to irrational, or from systematic to disorderly. Also, the manner in which one expresses his ideas.

**Concrete Mode** One of the styles of cognitive functioning that describes the child's approach to problem-solving at a simple, elementary level. Also, the use of tangible objects in instruction, as opposed to purely verbal instruction.

**Conductive Hearing Loss** Loss of hearing due to failure of sounds waves to reach the inner ear through the normal air conduction channels of the outer and middle ear.

**Constructed-Response Format:** Assessment procedures that require the student to create an answer instead of selecting an answer from a set of choices.

**Constructivist Approach:** View that emphasizes the active role of the learner in building understanding and making sense of information.

**Congenital** Any condition that is present at birth.

**Continuous Reinforcement:** Presenting a re-inforcer after every appropriate response.

**Correlation:** Statistical description of how closely two variables are related.

**Conscious** Possession of awareness or mental life or having sensations and feelings. Also, the condition of an organism that is receiving impressions or having experiences.

**Consequence** A behavior, event, or action that results directly from a specific behavior.

**Consonant** A conventional speech sound produced, with or without laryngeal vibration, by certain successive contractions of the articulatory muscles which modify, interrupt, or obstruct the expired air stream to the extent that its pressure is raised.

**Constructivist Approach** An approach focusing on a student’s performance and understanding instead of the measurement of skills and knowledge. This approach uses what a student already knows, and allows the student to incorporate and build on that knowledge in order to build their own learning experience.

**Consultation** Providing information to another teacher about educational strategies.

**Contextual influences** Factors and variables present in a student's environment that influence or affect the student's behavior.

**Contingency** The conditions that must be met if a reinforcer is to be forthcoming. These conditions must be met fully prior to the presentation of the reward by the controlling agent.

diverse expertise to generate creative solutions to mutually defined problems.

**Confounded:** Confused.

**Convergent validity:** General agreement among ratings, gathered independently of one another, where measures should be theoretically related.

**Contingency Management** A contracting system in which the student's successful task completion is consistently rewarded by a free time activity. Receiving a reward is made contingent on task completion.

**Continuous Reinforcement** A schedule by which reinforcement is given after each response; a 1:1 relationship between response and reinforcement.

**Continuum of Services** The range of different educational placement options that a school district can use to serve children with disabilities; range from least restrictive to most restrictive.

**Criterion** A standard by which a test may be judged or evaluated; a set of scores, ratings, etc., that a test is designed to predict or to correlate with. See validity.

**Criterion-referenced:** Criterion-referenced tests determine what test-takers can do and what they know, not how they compare to others. Criterion-referenced tests report on how well students are doing relative to a predetermined performance level on a specified set of educational goals or outcomes included in the curriculum.

**Criterion-Referenced Grading:** Assessment of each student's mastery of course objectives.

**Criterion-Referenced Test** A test that measures abilities in specific tasks rather than tests that compare a student to others in a norm group.

**Criterion-Referenced Testing:** Testing in which scores are compared to a set performance standard.

**Critical Thinking:** Evaluating conclusions by logically and systematically examining the problem, the evidence, and the solution. Solving problems by systematically examining the problem and the evidence and linking it with past knowledge.

**Curriculum-Based Assessment (CBA):** Evaluation method using frequent tests of specific skills and knowledge.

**Cross-Modal** Including more than one sensory modality.

**Culture** The integrated patterns of human behavior that include thought, communications, actions, customs, beliefs, values, and institutions of a community or population.

**Curriculum-based Assessment** Use of assessment materials and procedures that mirror instruction in order to ascertain whether specific instructional objectives have been accomplished and to monitor progress directly in the curriculum being taught.

#### D

**Data Triangulation** A technique for analyzing data collected from an FBA assessment.

**Day Classes** Offering services only during the daytime hours and provide no living accommodations for the students.

**Deaf** A hearing loss so severe that speech cannot be understood aurally, even with a hearing aid; some sounds may still be perceived.

**Deaf-Blind** The combination of hearing and visual impairments, which cause such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for deaf or blind children.

**Deficit** A level of performance that is less than expected for a child.

**Development** Orderly, adaptive changes people go through from conception to death.

**Developmental Reading** Pattern and sequence of normal reading growth and skill development in a child in the learning-to-read process.

**Diagnostic Tests:** Formative tests to determine students' areas of weakness; also individually administered tests to identify special learning problems.

**Diagnostic-Prescriptive Teaching** An approach to instruction of students on an individual basis, with attention to strengths or weaknesses, followed by teaching prescriptives to remediate the weaknesses and develop the strengths.

**Diagnostic Test** A test used to identify specific areas of weakness or strength. It measures components or subparts of a larger body of information or skill. Diagnostic achievement tests are most commonly used for reading, arithmetic, and writing.

**Differential Reinforcement** A procedure in which any behavior except the targeted inappropriate response is reinforced; typically, this results in a reduction of the inappropriate behavior.

**Direct Assessment** Directly observing a behavior and describing the conditions that surround it. Gathers evidence, based on student performance, which demonstrates the learning itself. Can be value added, Examples: most classroom testing for grades is direct assessment (in this instance within the confines of a course), as is the evaluation of a research paper in terms of the discriminating use of sources. The latter example could assess learning accomplished within a single course or, if part of a senior requirement, could also assess cumulative learning. Systematic instruction for mastery of basic skills, facts, and information.

**Direct Teaching** The traditional way to provide instruction. The goal of this method is the students’ mastery of skills. Direct teaching demands that the instructor have a solid understanding of the subject material and present the material in a clear, logical, and sequential way.

**Disability** A disorder that manifests itself in a discrepancy between ability and normal ability in one or more areas of functionality. Examples are learning disabilities, speech impairment, hearing impairment, and visual impairment.

**Discovery Learning:** Bruner's approach, in which students work on their own to discover basic principles.

**Discriminatory Practices** Denying access to programs or resources due to the presence of a disability because of race, color, or national origin.

**Disequilibrium** The confused state present in Piaget’s theory of cognition when a person realizes that their current ways of thinking cannot be used to solve a problem. In Piaget's theory, the "out-of-balance" state that occurs when a person realizes that his or her current ways of thinking are not working to solve a problem or understand a situation

**Distractors:** Wrong answers offered as choices in a multiple-choice item.

**Distractability** The involuntary shifting of a student's attention from the task at hand to sounds, sights, and other stimuli that normally occur in the environment.

**Divergent Questions:** Questions that have no single correct answer.

**Domain-Specific Knowledge:** Information that is useful in a particular situation or that applies only to one specific topic.

**Domain-Specific Strategies:** Consciously applied skills to reach goals in a particular subject or problem area.

**Due Process** Set of legal requirements and proceedings carried out according to established rules and principles which are designed to protect an individual's constitutional and legal rights.

**Dysfunction** Abnormal or imperfect functioning of an organ.

**Dyslexia** A specific learning disability that is neurobiological in origin; characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction.

#### E

**Educational Psychology:** The discipline concerned with teaching and learning processes; applies the methods and theories of psychology and has its own as well.

**Egocentrism** Caring only about one's self and/or centering one's view around one's own needs or desires.

**Embedded Assessment:** A means of gathering information about student learning that is built into and a natural part of the teaching learning process. Often used for assessment purposes in classroom assignments that are evaluated to assign students a grade. Can assess individual student performance or aggregate the information to provide information about the course or program; can be formative or summative, quantitative or qualitative. Example: as part of a course, expecting each senior to complete a research paper that is graded for content and style, but is also assessed for advanced ability to locate and evaluate Web-based information (as part of a college-wide outcome to demonstrate information literacy).

**Empathy** The ability to understand and feel the emotions of another person.

**Enuresis** A lack of bladder control that may also have psychological causes.

**Environmental Factors** Variables that affect how children learn in school such as poverty, racial discrimination, lead exposure, lack of access to health care, and family stress.

**Epilepsy** A condition marked by chronic and repeated seizures, disturbances of movement, sensation, behavior, and/or consciousness caused by abnormal electrical activity in the brain; can usually be controlled with medication, although the drugs may have undesirable side effects.

Petit mal - a mild form in which dizziness or staring into space takes place.

Grand mal - a seizure in which there are severe convulsions and loss of consciousness or coma.

Jacksonian - spasms mainly limited to one side of the body and often to one group of muscles.

Psychomotor - patient performs motor acts which he cannot remember having done.

**Etiology** The cause(s) of a disability, impairment, or disease; may include genetic, physiological, environmental or psychological factors.

**Evaluation:** Depending on the context, evaluation may mean either assessment or test. Many test manufacturers and teachers use these three terms interchangeably which means you have to pay close attention to how the terms are being used and why they are being used that way. For instance, tests that do not provide any immediate, helpful feedback to students and teachers should never be called “assessments,” but many testing companies and some administrators use this term to describe tests that return only score numbers to students and/or teachers. The process of utilizing formal and informal procedures to determine specific areas of a person's strengths, needs, and eligibility for special education services.

**Exit and other interviews:** Asking individuals to share their perceptions of their own attitudes and/or behaviors or those of others, evaluating student reports of their attitudes and/or behaviors in a face-to-face-dialogue.

**External Assessment:** Use of criteria (rubric) or an instrument developed by an individual or organization external to the one being assessed. Usually summative, quantitative, and often high-stakes (see below). Example: GRE exams.

**External examiner:** Using an expert in the field from outside your program, usually from a similar program at another institution to conduct, evaluate, or supplement assessment of your students. Information can be obtained from external evaluators using many methods including surveys, interviews, etc.

**External validity:** External validity refers to the extent to which the results of a study are generalizable or transferable to other settings. Generalizibality is the extent to which assessment findings and conclusions from a study conducted on a sample population can be applied to the population at large. Transferability is the ability to apply the findings in one context to another similar context.

**Externality:** Externality refers to the extent to which the results of the assessment can be generalized to a similar context.

**Expository Teaching:** Ausubel's method: teachers present material in complete, organized form, moving from broadest to more specific concepts.

**Extinction** A procedure in which reinforcement for a previously reinforced behavior is withheld; if the actual reinforcers that are maintaining the behavior are identified and withheld, the behavior will gradually decrease in frequency until it no longer, or seldom, occurs.

**Extrinsic Motivation:** Motivation created by external factors like rewards and punishments.

#### F

**Fading (of Stimulus Control)** A technique for errorless learning whereby the teacher cues the child with multiple stimuli to make the correct response. Gradually, the number of cues are reduced, or "faded," until only one stimulus comes to exert control over the responding.

**Fairness:** Does the assessment or test provide an even playing field for all test takers? Absolute fairness is an impossible goal because all tests privilege some test takers over others; standardized tests provide one kind of fairness while performance tests provide another. The highest degree of fairness can be achieved when students can demonstrate their understanding in a variety of ways.

**Focus groups:** Typically conducted with 7-12 individuals who share certain characteristics that are related to a particular topic related a research or evaluation question. Group discussions are conducted by a **trained** moderator with participants (several times, if possible) to identify trends/patterns in perceptions. Moderator's purpose is to provide direction and set the tone for the group discussion, encourage active participation from all group members, and manage time. Moderator must not allow own biases to enter, verbally or nonverbally. Careful and systematic analysis of the discussions provides information that can be used to evaluate and/or improve the desired outcome.

**Follow-up report:** A report requested by the Academic Planning Council (APC) following program review to address specific issue(s)/concern(s) that result from the council's review of program review documents. The report is submitted within the time frame identified by the council prior to the program's full review by the APC.

**Forced-choice:** The respondent only has a choice among given responses (e.g., very poor, poor, fair, good, very good).

**Formative assessment:** The gathering of information about student learning during the progression of a course or program and usually repeatedly-to improve the learning of those students. Assessment feedback is short term in duration. Example: reading the first lab reports of a class to assess whether some or all students in the group need a lesson on how to make them succinct and informative.

**Frontload (--ed, --ing):** Amount of effort required in the early stage of assessment method development or data collection.

**Familial** Something which occurs among family members.

**Family Educational Rights and Privacy Act (FERPA)** The Family Educational Rights and Privacy Act (FERPA) is a Federal law designed to protect the privacy of a student's education records. The law applies to all schools which receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student, or former student, who has reached the age of 18 or is attending any school beyond the high school level. Students and former students to whom the rights have transferred are called eligible students.

**Family Therapy** A specialized type of group therapy in which the members of a given family make up the group.

**Figure-Ground Perception** The ability to attend to one aspect of the visual field while perceiving it in relation to the rest of the field.

**Fluency** The ability to read a text accurately and quickly with appropriate pauses and emotion.

**Formative Assessment:** Ungraded testing used before or during instruction to aid in planning and diagnosis. Checking the understanding of a learner while or before instruction is being applied.

**Free Appropriate Public Education (FAPE)** Term used in P.L. 94-142 to mean special education and related services that are provided through an IEP and at no cost to the parents.

**Frequency Distribution:** Record showing how many scores fall into set groups.

**Functional Behavior Assessment (FBA)** Functional behavioral assessment is generally considered to be a problem-solving process for addressing challenging student behavior. It relies on a variety of techniques and strategies to identify the purposes of specific behavior and to help IEP teams select interventions to directly address the challenging behavior.

#### G

**Generalization** The use of previously learned knowledge or skills under conditions different from which they were originally learned; stimulus generality occurs when a student performs a behavior in the presence of relevant stimuli other than those that were present originally.

**Generalization (generalizability):** The extent to which assessment findings and conclusions from a study conducted on a sample population can be applied to the population at large.

**Genres** A category of composition that is associated with a particular style such as narratives, arguments, poetry, persuasive essays, etc.

**Goal:** What an individual strives to accomplish.

**Goal-Directed Actions:** Deliberate actions toward a goal.

**Goal-free evaluation:** Goal-free evaluation focuses on actual outcomes rather than intended program outcomes. Evaluation is done without prior knowledge of the goals of the program.

**Goal Structure:** The way students relate to others who are also working toward a particular goal.

**Grammatical** According to the rules of grammar.

**Guided Discovery** Teaching strategy where the learner is given the tools to solve a problem and made responsible to find a solution with minimal instructor intervention.

#### H

**“High stakes” Use of Assessment:** The decision to use the results of assessment to set a hurdle that needs to be cleared for completing a program of study, receiving certification, or moving to the next level. Most often the assessment so used is externally developed, based on set standards, carried out in a secure testing situation, and administered at a single point in time. Examples: at the secondary school level, statewide exams required for graduation; in postgraduate education, the bar exam.

**Habilitation** The process of helping an individual develop specific skills and abilities (i.e., dressing, eating, maneuvering a wheelchair) in order to become as independent and productive as possible.

**Hard-of-Hearing** A hearing loss, whether permanent or fluctuating, which may affect the processing of linguistic information and adversely affect educational performance.

**Hearing Aid** An electronic device that conducts and amplifies sound to the ear.

**Hearing Conservation** Any program undertaken to preserve hearing and to prevent hearing loss through public education, through screening programs to identify persons needing attention, and through reduction of occupational hazards that pose a threat to a worker's hearing.

**Hearing Loss Degrees** Hearing loss was originally defined in medical terms before the development of modern audiology. Today professionals use the consistent, research-based terminology of audiology, as well as less-defined educational and cultural descriptions. The following numerical values are based on the average of the hearing loss at three frequencies 500 Hz, 1,000 Hz, and 2000 Hz, in the better ear without amplification. The numerical values for the seven categories vary from author to author:

Normal hearing (-10 dB to 15 dB)  
Slight loss (16 dB to 25 dB)  
Mild loss (26 dB to 30 dB)  
Moderate loss (31 dB to 50 dB)  
Moderate/Severe (51 dB to 70 dB)  
Severe loss (71 dB to 90 dB)  
Profound loss (91 dB or more)

**Hemophilia** An inherited deficiency in blood-clotting ability, which can cause serious internal bleeding.

**Heredity** Traits acquired from parents as the result of the action of a single gene or a complex of genes.

**Hierarchy of Needs:** Maslow's model of seven levels of human needs, from basic physiological requirements to the need for self-actualization.

**Higher Order Thinking** Thinking that takes place in the higher levels of the hierarchy of cognitive processing beginning from knowledge, comprehension, application, analysis, synthesis, to evaluation.

**High Stakes Tests** High stakes tests are tests that, if not passed, will deny a student graduation until it is passed.

**Hypothesis** An educated guess or theory meant to solve a problem or answer a question. A Hypothesis Statement is a concise summary of information collected during assessment that represents or explains a "best guess" regarding the reason(s) for a behavior. A hypothesis statement should allow the IEP team to spell out a three-fold process-when X occurs, the student does Y in order to achieve Z-and to translate that knowledge into an individualized behavior intervention plan.

**Hz (Hertz)** A unit of sound frequency equal to one cycle per second; used to measure pitch.

#### I

**Idiopathic** Pertains to a pathological condition of spontaneous origin; that is, not the result of some other disorder or injury.

**Immediate antecedents** "Immediate antecedents" refer to that which occurs immediately before an event

**Impulsivity** Reacting to a situation without reflecting on the consequences.

**Inclusion** Ensuring that necessary supports and services are provided so children with disabilities can participate with children who are not disabled in school, community, and recreation activities.

**Incompatible Response** Any combination of responses that cannot occur simultaneously: in seat behavior is incompatible with out-of-seat behavior.

**Indirect Assessment** Gathering information about a student from other sources besides directly observing the student.

**Indirect Assessment of learning:** Gathers reflection about the program helped develop a greater sensitivity to issues of diversity.

**Individuals with Disabilities Education Act (IDEA)** Amendment to PL 94-142. Provides money to educate students who are disabled.

**Individual Education Program (IEP)** A written statement for a child with a disability that is developed, reviewed, and revised in a meeting. Annually revised program for an exceptional student, detailing present achievement level, goals, and strategies, drawn up by teachers, parents, specialists, and (if possible) student.

**Individual Family Service Plan (IFSP)** A written plan for providing services to a pupil and the pupil's family through interagency agreements. Procedural and program requirements for the Individual Education Plan (IEP) also apply to the educational components of the IFSP.

**Information Processing:** Human mind's activity of taking in, storing, and using information.

**Inhibition** Restraint or control exercised over an impulse, drive, or response tendency.

**Innate** Those factors present at birth, plus any mutations, which result from the genetic component inherited from the parents.

**Inquiry-Based Instruction** Teaching by asking puzzling questions in which lead the learner to solve a specific problem.

**Inquiry Learning:** A learning method where students develop solutions to their own questions under the guidance of a teacher. Approach in which the teacher presents a puzzling situation and students solve the problem by gathering data and testing their conclusions.

**Instructional Feedback** Verbal or written information to an individual about his/her performance. Can be objective, descriptive or evaluative.

**Interval Schedules of Reinforcement** Those intermittent schedules of reinforcement in which the contingency is based on the passage of time since the last reinforcement. In general, the overall rate of responding on interval schedules is low compared to ratio schedules.

**Intermittent Reinforcement Schedule:** Presenting a reinforcer after some but not all responses.

**Intervening Variable** A factor, inferred to be present between stimulus and response which accounts for one response rather than another to a certain stimulus. The intervening variable may be inferred without further specification, or it may be given concrete properties and may become an object of investigation.

**Intrinsic Motivation:** Motivation associated with activities that are their own reward.

**Intervention** A planned activity to increase students' skills. May be preventative (keeping possible problems from becoming a serious disability), remedial (increasing skills) or compensatory (giving the individual new ways to deal with the disability).

**Instructional Objective:** The intended educational goal of a lesson, or what a teacher intends a student to learn during a lesson. Clear statement of what students are intended to learn through instruction.

**Instructional Resources** Resources that can be used during instruction.

**Instructional Technology** Technology that is used to enhance the curriculum being taught. That is, the technology actually changes the way the teacher is planning or delivering information to the students.

**Inter-rater reliability:** The degree to which different raters/observers give consistent estimates of the same phenomenon.

**Internal validity:** Internal validity refers to (1) the rigor with which the study was conducted (e.g., the study's design, the care taken to conduct measurements, and decisions concerning what was and wasn't measured) and (2) the extent to which the designers of a study have taken into account alternative explanations for any causal relationships they explore.

**J**

**Job Coach** A person who is responsible for supervision and training of persons with disabilities at specific integrated work-sites.

#### K

**Kinesiology** The study of bodily movement, particularly as it relates to and affects communication.

**Kinesthetic Method** A method of teaching words by using the muscles and motor movement.

#### L

**Language** A system used by a group of people for giving meaning to sounds, words, gestures, and other symbols to enable communication with one another. Languages can use vocal or nonvocal symbols, or use movements and physical symbols instead of sounds.

**Language Pathology** Study of the causes and treatment of disorders of symbolic behavior.

**Learned Helplessness:** The expectation, based on previous experiences with a lack of control, that all one's efforts will lead to failure.

**Learning Disability** A disorder in one or more of the basic psychological processes involved in understanding and using language, spoken and written, that may manifest itself in an imperfect ability to listen, think, speak, write, spell, read, or do mathematical calculations.

**Learning Goal:** A personal intention to improve abilities and understand, no matter how performance suffers.

**Learning Preferences:** Preferred ways of studying and learning, such as using pictures instead of text, working with other people versus alone, learning in structured or in unstructured situations, and so on.

**Learning Strategies** An instructional method that is based on teaching metacognitive strategies in order to learn academic and behavioral skills.

**Learning Styles** Defines how people prefer to receive information according to their senses (auditory, visual, kinesthetic, tactile). Characteristic approaches to learning and studying.

**Least Restrictive Environment (LRE)**A concept inherent in IDEA that requires that to the maximum extent appropriate, pupils with disabilities shall be educated with children who do not have disabilities and shall attend regular classes. A pupil with disabilities shall be removed from a regular educational program only when the nature or severity of the disability is such that education in a regular educational program with the use of supplementary aids and services cannot be accomplished satisfactorily. Furthermore, there must be an indication that the pupil will be better served outside of the regular program. The needs of the pupil shall determine the type and amount of services needed.

**Lecture-Based Instruction** A teaching style in which information is disseminated directly to the class from the instructor.

**Lesion** Any hurt, wound, or local degeneration.

**Lesson Plans** The preplanned information and teaching approach for each class period.

**Lip Reading** The interpretation of lip and mouth movements, facial expressions, gestures, prosodic and melodic aspects of speech, structural charactersitics of language, and topical and contextual clues.  Also called speechreading.

**Local Assessment:** Means and methods that are developed by an institution’s faculty based on their teaching approaches, students, and learning goals. Is an antonym for “external assessment.” Example: one college’s use of nursing students’ writing about the “universal precautions” at multiple points in their undergraduate program as an assessment of the development of writing competence.

**Locally developed exams:** Objective and/or subjective tests designed by faculty of the program or course sequence being evaluated.

**Longitudinal** Lengthwise, running in the direction of the long axis of the body, organ, or part.

**Longitudinal studies:** Data collected from the same population at different points in time.

**Loudness** The intensity factor in sound.

#### M

**Mainstreaming** Least restrictive alternative; maximum integration in the regular classroom, coupled with concrete assistance for the non-special education teacher; see inclusion.

**Maladaptive Behavior** Those behaviors judged as inappropriate or ineffective in a given context, such as the classroom. In general, such behaviors interfere with a child's learning or social interaction and lead to discomfort.

**Manifestation Determination Hearing** Hearings at which a decision must be made as to whether or not a school policy violation by a special education student is related to his/her disability.

**Manipulatives** Tangible items, such as blocks, that allow students to process ideas through concrete movement of items.

**Maturation** The process of maturing or developing mentally, physically, or emotionally.

**Maturational Lag** A slowness in certain specialized aspects of neurological development.

**Mastery Learning:** An approach to teaching and grading that focuses on achieving specific objectives before moving to the next unit or topic. Based on the assumption that every student is capable of achieving most of the objectives if given enough time and proper instruction.

**Mean:** Arithmetical average. The arithmetical average, the sum of all scoresdivided by the number of scores.

**Meaning-based** An instructional approach that focuses on engaging the student in the meaning of what he or she is studying.

**Medical Model** Views the cause of the behavior to be physically based and supports medical intervention for reducing negative behavior. Under this model, behavior is assessed as a symptom of a physical disorder (ie. Chemical imbalance, neurological deficit, etc.) and prescribes treatment of the medical condition.

**Memory** The ability to store and retrieve previously learned information.

**Metacognition:** Knowledge about our own thinking processes.

**Mental Age (M.A.)** An expression of the level of performance obtained on a standardized test, such as the Stanford-Binet, compared with the performance of the average person of a given chronological age. For example: a child with a C.A. of 6-0 who passes all tests at the six-year level would have a M.A. of 6-0, etc.

**Minimum Competency Tests:** Standardized tests meant to determine if students meet minimum requirements to graduate or to proceed in school.

**Mnemonics:** Techniques for remembering; also, the art of memory.

**Mobility Aides** Sighted guide - a sighted person who takes the blind person to a destination.

Dog guide - a specifically trained dog used by a blind person to take him to a destination.

Cane - a white or silver cane often with a red tip used for getting to and from a destination.

Electronic Aides - these are usually more successful when used as a companion with the cane. Two of the more acceptable ones are the Laser Cane and the Kayne Spectacles.

**Mode:** Most frequently occurring score.

**Modality** An avenue of acquiring sensation; the visual, auditory, tactile, kinesthetic, olfactory, and gustatory modalities are the most common sense modalities.

**Modeling:** A procedure for learning in which the individual observes a model perform some task and then imitates the performance of the model. This form of learning accounts for much verbal and motor learning in young children. Changes in behavior, thinking, or emotions that occur through observing another person (model).

**Monitoring** State and federal authorities monitor all agencies which provide any type of special education services Compliance monitors conduct site visits, review files, and investigate complaints to ensure that all federal and state laws are being adhered to.

**Morpheme** A group of letters that convey meaning but cannot be divided into smaller meaningful parts. For example, a word such as man or the part of the word such as ed in stopped.

**Motivation** A stimulus to action; something (a need or desire) that causes one to act.

**Motor** Pertaining to the origin or execution of muscular activity.

**Multiple Intelligences:** In Gardner's theory of intelligence, a person's seven separate abilities: logical-mathematical, verbal, musical, spatial, bodily-kinesthetic, interpersonal, intrapersonal.

**Multisensory** Generally applied to training procedures which simultaneously utilize more than one sense modality.

#### N

**Naturalistic Observation** A type of observation where the observer begins without any preconceived ideas about what will be observed and describes behavior that seems important.

**Negative Correlation:** A relationship between two variables in which a high value on one is associated with a low value on the other. Example: height and distance from top of head to the ceiling.

**Negative Feedback** Communication to the subject that his response was incorrect. It tends to reduce the chances of repetition of the behavior.

**Negative Reinforcement** A procedure for strengthening behavior when the consequence of that behavior is the termination or avoidance of an aversive stimulus. That is, the response is followed by the avoidance or termination of some event noxious to the individual.

**Norm** An average, common, or standard performance under specified conditions, e.g., the average achievement test score of nine-year-old children or the average birth weight of male children.

**Norms** Statistics that describe the test performance of specified groups, such as pupils of various ages or grades in the standardization group for a test. Norms are often assumed to be representative of some larger population, as of pupils in the country as a whole. Norms are descriptive of average, typical, or mediocre performance; they are not to be regarded as standards, or as desirable levels of attainment. Grade, age, and percentile are the most common types of norms.

**Norm (--ative):** A group. large a of achievement median or average the from derived usually development standard set>

**Norming Sample:** Large sample of students serving as a comparison group for scoring standardized tests.

**Norm Group:** A group whose average score serves as a standard for evaluating any student's score on a test.

**Norm-reference:** A norm-referenced test is designed to highlight achievement differences between and among studies to produce a dependable rank order of students across a continuum of achievement from high achievers to low achievers.

**Norm-Referenced Grading:** Assessment of students' achievement in relation to one another.

**Norm-Referenced Testing:** Testing in which scores are compared with the average performance of others.

**Normal Distribution:** The most commonly occurring distribution, in which scores are distributed evenly around the mean.

#### O

**Observer effect:** The degree to which the assessment results are affected by the presence of an observer.

**Objective Observation** Audiotape, videotape, or written notation of behaviors. Can include tallies for frequency, duration, or speed; can be a narrative transcription of the actions and verbalizations observed.

**Ocular** Pertaining to the eye.

**Olfactory** Pertaining to the sense of smell.

**Open-ended:** Assessment questions that are designed to permit spontaneous and unguided responses.

**Open-ended question** Questions that can only be answered with explanations, never with yes or no.

**Operational** Based on empirical and measurable phenomena.

**Operational (--ize):** Defining a term or object so that it can be measured. Generally states the operations or procedures used that distinguish it from others.

**Optician** This person can only grind lenses and fit them in frames.

**Optometrist** A health care provider who specializes in refractive errors, prescribes eyeglasses or contact lenses, and diagnoses and manages conditions of the eye as regulated by state laws. May also perform low vision examinations.

**Oral examination**: An assessment of student knowledge levels through a face-to-face dialogue between the student and examiner-usually faculty.

**Oral Method** Method of teaching communication of language to deaf or hard-of-hearing patients by spoken words.

**Orientations** An individual's use of his remaining senses to establish his position and relationship to objects in his environment.

**Other Health Impaired** Limited strength, vitality or alertness due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes which adversely affects a child's educational performance (94-142).

**Otology** The study and treatment of the ear.

#### P

**Paper-based resources** Resources, such as books, magazines, and other print material.

**Paraplegia** Paralysis of the legs and lower part of the body.

**Paraprofessional** One whose position is either instructional in nature or who delivers other direct services to individuals and/or their parents. Also works under the supervision of a professional staff member who is responsible for the overall management of the program area including the design, implementation, and evaluation of instructional programs and the individual's progress.

**Partially Sighted** A term formally used to indicate visual acuity of 20/70 to 20/200, but also used to describe visual impairment in which usable vision is present.

**Pathology** The study of the nature of disease and its resulting structural and functional changes.

**Pedagogy** Pedagogy describes activities that impart knowledge. However, it is sometimes used to describe the profession of teaching.

**Pediatrics** The study and treatment of children and their care.

**Peg-Type Mnemonics:** Systems of associating items with cue words.

**Percentile Rank:** Percentage of those in the norming sample who scored at or below an individual's score.

**Perception** Receiving and deriving meaning from information received through the senses.

**Perceptual-Motor** A term describing the interaction of the various channels of perception with motor activity. The channels of perception include visual, auditory, tactile, and kinesthetic.

**Performance appraisals:** A competency-based method whereby abilities are measured in most direct, real-world approach. Systematic measurement of overt demonstration of acquired skills.

**Performance assessment**: A method for evaluating how well students use their knowledge and skills in order to do something. Music students performing a new piece of music before a panel of judges are undergoing performance assessment; students who are expected to demonstrate an understanding of basic grammar, spelling, and organizational skills while writing a paper are undergoing performance assessment; business students asked to write a proposal to solve a problem presented in a case study are undergoing performance assessment.

**Performance Goal:** A personal intention to seem competent or perform well in the eyes of others.

**Performance Deficit** An ability to engage in a desired behavior, but failing to do so when specific conditions are present.

**Perseveration** The tendency for one to persist in a specific act or behavior after it is no longer appropriate.

**Petit Mal Seizure** A type of epilepsy that is characterized by short lapses of consciousness and commonly begins in early childhood.

**Phobia** Pathological fear of some specific stimulus or situation.

**Phoneme** The smallest unit of sound that still conveys meaning such as the m of mat and the b of bat.

**Phonemic Awareness** An understanding of phonemes—the smallest phonetic, or sound, unit in a word that still conveys meaning, such as m of mat and the b of bat.

**Phonetic Method** An approach to the treatment of articulation difficulties in which the therapist directs attention to the specific movements and placements of the articulatory structures.

**Phonics** A method of teaching reading and spelling that trains beginners to associate letters with their sound values—the way words sound when spoken.

**Physical Therapy** Helps overcome neuromuscular disability through exercise, massage, heat, water, light and electricity.

**Pitch** The level of a tone or a sound.

**Placement** The environment in which a student's education will take place. Special education services and support are provided on a continuum, with the goal being to provide services in the least restrictive environment, which is one as similar to the regular education setting of his or her peers.

**Portfolios:** Collections of multiple student work samples usually compiled over time and rated using rubrics. The design of a portfolio is dependent upon how the scoring results are going to be used. A collection of products that provide a basis for judging student accomplishment. A collection of the student's work in an area, showing growth, self-reflection, and achievement.

**Positive Correlation:** A relationship between two variables in which the two increase or decrease together. Example: calorie intake and weight gain.

**Positive Feedback** Communication to a student that a response is correct.

**Positive Reinforcement** Any stimulus which, when made contingent upon a particular response, will strengthen that response. The acid test of which stimuli are positively reinforcing to a given individual is whether or not it does strengthen a given response. Strengthening behavior by presenting a desired stimulus after the behavior.

**Postnatal** Occurring after birth.

**PQ4R:** A method for studying text that involves six steps: Preview, Question, Read, Reflect, Recite, Review.

**Prenatal** Existing or occurring prior to birth.

**Presentation Punishment:** Decreasing the chances that a behavior will occur again by presenting an aversive stimulus following the behavior; also called Type I punishment.

**Problem Pathway Analysis** A technique for analyzing data collected from an FBA assessment.

**Procedural Knowledge:** Knowledge that is demonstrated when we perform a task; "knowing how."

**Procedural Memory:** Long-term memory for how to do things.

**Procedures:** Prescribed steps for an activity.

**Prognosis** Prediction or judgment concerning the course, duration, termination, and recovery from a pathological condition.

**Program review:** The administrative (college and provost's staff) and peer (Academic Planning Council) review of academic programs conducted on an eight-year cycle, the results of which are reported to the NIU Board of Trustees and the IBHE. This review includes a comprehensive analysis of the structure, processes, and outcomes of the program. The outcomes reported in the program reviews include program outcomes (e.g. costs, degrees awarded) as well as student learning outcomes (i.e. what students know and can do at the completion of the program).

**Prosthesis** The replacement of a part of the body by an artificial substitute.

**Protocol** The original records of the results of testing.

**Psychomotor** Pertaining to the motor effects of psychological processes. Psychomotor tests are tests of motor skill which depend upon sensory or perceptual motor coordination.

**Psychomotor Domain:** Physical ability and coordination objectives.

**Punishment** A process for weakening behavior that can take one of two forms. First, an aversive or noxious stimulus can be made contingent on the response to be weakened. Second, a positively reinforcing stimulus can be withheld or removed contingent on the response to be weakened. Generally ineffective over a long period of time.

#### Q

**Qualitative Assessment:** Collects data that does not lend itself to quantitative methods but rather to interpretive criteria.

**Quantitative Assessment:** Collects data that can be analyzed using quantitative methods.

**Quadriplegia** Paralysis affecting all four limbs.

#### R

**Range:** Distance between the highest and the lowest score in a group.

**Rapport** A relationship of ease, harmony, and accord between the student and examiner or therapist.

**Rating Scales** An indirect assessment tool that allows you to gather information about a student by having different people (teachers, parents, students) rate a behavior based on different statements about the student's life.

**Ratio Schedule:** Number of responses between reinforcers.

**Readability Level** An indication of the difficulty of reading material in terms of the grade level at which it might be expected to be read successfully.

**Readiness:** An individual ability to proceed to the next level of education or training.

**Readiness Test** A test that measures the extent to which an individual has acquired certain skills needed for a new learning activity. Thus a reading readiness test indicates the extent to which a child has reached a developmental stage where he may profitably begin a formal instructional program in reading.

**Reading Readiness** This refers to those skills and behaviors of emergent readers and writers—young learners who are just on the verge of becoming literate.

**Receptive Language** Language that is spoken or written by others and received by the individual. The receptive language skills are listening and reading.

**Reciprocal Teaching** A four step reading comprehension learning strategy, where the teacher and the students are engaged in reciprocal discussions about the text the students are reading. The intention of these discussions is to summarize, question, clarify and predict various aspects of the text.

**Reflex** A movement performed involuntarily as a result of the stimulation of a sensory nerve which sends an impulse through a connecting nerve to a nerve center and thence to a motor nerve; this functional unit of the nervous system is called a reflex arc.

**Regression** The return to a previous or earlier developmental phase of adaptation, partially or symbolically, of more infantile ways of gratification. Most clearly seen in severe psychoses.

**Rehabilitation Act of 1973** This act guarantees that individuals with disabilities have access to buildings and programs for which federal dollars have been spent and it protects the rights of individuals not to be discriminated against in jobs where federal dollars are being used. This legislation has been instrumental in increasing the accessibility of parks, monuments, museums, schools, universities, and other public buildings for individuals with disabilities. [Section 504](http://ici2.umn.edu/elink/general/glossary_pop.html#504#504) of this law addresses education specifically, and provides for accommodations and related services for students in general education.

**Reinforcer** Any stimulus event that can be used to strengthen a behavior it follows.

**Reliability:** Reliability is the extent to which an experiment, test or any measuring procedure yields the same result on repeated trials.

**Replacement Behaviors** Adaptive, alternative behaviors that achieve the same function as challenging behaviors.

**Reinforcement** A procedure that applies reinforcers to strengthen a behavior.

**Residential School** This school provides a "home-away-from-home" setting for the child, and is primarily used for a child with multiple disabilities or whose school district cannot give him the special help he needs. Such is often the case with small rural schools.

**Resource Teacher** A licensed special education teacher who works with students with disabilities and may also act as a consultant to other teachers, providing materials and methods to help children who are having difficulty within the regular classroom. The resource teacher may work from a centralized resource room within a school where appropriate materials are housed.

**Response** An observable action resulting from a stimulus.

**Rhetorical Structure** A type or mode of language or speech. For example, the rhetorical structure of a political speech is quite different than that of a wedding toast.

**Rigidity** A tendency for the muscles to become very stiff after they have been extended.

**Role Playing** A technique in which an individual enacts a social role other than his/her own.

**Rote Memorization** Remembering information by repetition without necessarily understanding the meaning of the information. Putting information into long-term memory through constant repetition without necessarily comprehending the information.

**Rubrics** Assessment checklists in which numbers are assigned according to proficiency in a specific area. A rubric is a set of categories that define and describe the important components of the work being completed, critiqued or assessed. Each category contains a graduation of levels of completion or competence with a score assigned to each level and a clear description of what criteria need to be met to attain the score at each level.

#### S

**Salience:** A striking point or feature.

**Satiation** The strength of a response can decrease as a result of overuse of a reinforcer.

**Scaffolding** A framework that students can follow to guide them through a process. For example, a set of questions that can be generalized to activities that reflect similar processes. Support for learning and problem solving. The support could be clues, reminders, encouragement, breaking the problem down into steps, providing an example, or anything else that allows the student to grow in independence as a learner.

**Scaffolding Questions** The questions that make the learner think critically about the means to solve a problem used in inquiry-based instruction.

**Schema** A mental framework or diagram of how information is perceived and organized by an individual.

**Schema-Driven Problem Solving:** Recognizing a problem as a "disguised" version of an old problem for which one already has a solution.

**Schemas (singular, Schema):** Basic structures for organizing information; concepts.

**Scoring Rubric:** A general description of different levels of performance, equivalent to different scores or grades.

**Section 504** Prohibits discrimination by entities receiving federal funds against individuals who have a disability.

**Seizures** Occurs when there are excessive electrical discharges released in some nerve cells of the brain. The brain loses control over muscles, consciousness, senses, and thoughts.

**Self-Care Skill** The ability to care for oneself; usually refers to basic habits of dressing, eating, etc.

**Self-Concept** A student's self perception.

**Self-Esteem** The level of a student's self perception.

**Semantic** Pertaining to the meaning and interpretation of words and phrases.

**Sensory-Motor** A term applied to the combination of the input of sensations and the output of motor activity. The motor activity reflects what is happening to the sensory organs such as the visual, auditory, tactual, and kinesthetic sensations.

**Sensory Perception** The direct awareness or acquaintance through the senses.

**Setting events** Environmental events that set the occasion for the performance of an action. Examples are the seating arrangement of a classroom, prior social interactions such as fighting on the bus on the way to school, and physical conditions of the student such as illness, fatigue, or allergies.

**Shaping** A procedure for developing new, or more complex, behavior through the reinforcement of successive approximations to the goal behavior. This procedure uses both positive reinforcement and extinction procedures to develop these closer approximations.

**Sign Language** Sign systems developed for education purposes which use manual signs in English word order that have been invented to represent elements of English visually.

**Simulations:** A competency-based measure where a person's abilities are measured in a situation that approximates a "real world" setting. Simulation is primarily used when it is impractical to observe a person performing a task in a real world situation (e.g. on the job).

**Situated Learning** A learning method that emphasizes the inclusion of learning into every day situations.

**Skills-based** An instructional approach that focuses on the development of the student’s specific skills in an area of study.

**Skill Deficit** An inability to perform an appropriate behavior (ie; Trish does not have the social problem-solving skills to interact appropriately with her peers on the playground).

**Socialization** Shaping of individual characteristics and behavior through the stimuli and reinforcements that the social environment provides.

**Social Perception** The ability to interpret stimuli in the social environment and appropriately relate such interpretations to the social situation.

**Spasm** A convulsive involuntary contraction of a muscle or group of muscles.

**Special Educator** One who is licensed to teach children with disabilities.

**Specific Learning Disability** A condition within the individual affecting learning relative to potential. A specific learning disability is demonstrated by a significant discrepancy between a pupil’s general intellectual ability and academic achievement in one or more of the following areas: oral expression, listening comprehension, mathematical calculations or mathematics reasoning, basic reading skills, reading comprehension, and written expression; demonstrated primarily in academic functioning but may also affect self-esteem, career development, and life adjustment skills.

**Speech Impaired** Communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment, which adversely affects a child's educational performance.

**Speech Pathology** The study and treatment of all aspects of functional and organic speech defects and disorders; often the same as speech correction.

**Splinter Skill** A skill that is not an integral part of the orderly sequential development. It is a skill mastered (usually under pressure) ahead of the usual developmental sequence. OR A child with poor overall motor coordination may be able to skip rope expertly. Rope skipping is in that case a splinter skill.

**Stakeholder:** Anyone who has a vested interest in the outcome of the program/project. In a high stakes standardized test (a graduation requirement, for example), when students’ scores are aggregated and published in the paper by school, the stakeholders include students, teachers, parents, school and district administrators, lawmakers (including the governor), and even real estate agents. It is always interesting to note which stakeholders seem to have the most at risk and which stakeholders seem to have the most power; these groups are seldom the same.

**Staffing** An interdisciplinary conference bringing together several professional experts, each of whom has examined a given patient, for the purpose of combining diagnostic knowledge in order to arrive at a decision concerning the nature, the initiation, or the continuation of treatment; see IEP team

**Standard:** The performance level associated with a particular rating or grade on a test. For instance, 90% may be the standard for an A in a particular course; on a standardized test, a cutting score or cut point is used to determine the difference between one standard and the next.

**Standards:** Widely recognized models of excellence; term commonly used to describe achievement goals. Standards are always prescriptive because they tell us what “should be.”

**Standard Deviation:** Measure of how widely scores vary from the mean.

**Standard Error of Measurement:** Hypothetical estimate of variation in scores if testing were repeated.

**Standard Scores:** Scores based on the standard deviation.

**Standardized** Made uniform, predictable.

**Standardized tests** Tests that use consistent directions, consistent criteria for scoring, and consistent procedures. Tests given, usually nationwide, under uniform conditions and scored according to uniform procedures.

**Stanine Scores:** Whole-number scores from 1 to 9, each representing a wide range of raw scores.

**Status report:** A description of the implementation of the plan's assessment methods, the findings (evidence) from assessment methods, how the findings were used in decisions to maintain or improve student learning (academic programs) or unit outcomes (support units), the results of previous changes to improve outcomes, and the need for additional information and/or resources to implement an approved assessment plan or gather additional evidence.

**Stereotyping** A generalization in which individuals are falsely assigned traits they do not possess based on race, ethnicity, religion, disablity, or gender.

**Stimulus** An external event, act, or influence which causes physiological change in a sense organ.

**Structured observation** A type of observation in which the observer specifies or defines the behaviors to be observed and then counts or otherwise measures the frequency, duration, and/or magnitude of the behaviors.

**Student-Centered Instruction** Teaching methods that put the responsibility of learning directly on the learner.

**Student Teams Achievement Divisions (STAD):** Cooperative learning with heterogeneous groups and elements of competition and reward.

**Stuttering** A disturbance of rhythm and fluency of speech by an intermittent blocking.

**Successive Approximation** The procedure used to teach a behavior. The target behavior is reinforced for successively closer approximations to the desired behavior.

**Summative assessment:** Assessment that is done at the conclusion of a course or some larger instructional period (e.g., at the end of the program). The purpose is to determine success or to what extent the program/project/course met its goals.

**Summative Assessment:** Testing that follows instruction and assesses achievement.

**Symptom** An observable characterstic, including both the physical and psychological aspects.

**Syndrome** A complex of symptoms; a set of symptoms which occur together.

**Syntax** The grammar system of a language. The linguistic rules of word order and the function of words in a sentence.

#### T

**Taxonomy:** Classification system.

**Tactile** Pertaining to the sense of touch.

**Target Behavior** A behavior identified for change that is observable and measurable, defined so that two persons can agree as to its occurrence. This behavior has been identified by professionals and family as being in need of instruction.

**Target Objective** The educational goal a teacher has set for the students to work toward. What a teacher intends the students to learn by the end of the instructional period.

**Task Analysis** The technique of carefully examining a particular task to discover the elements that comprise it and the processes required to perform it.

**Teacher-centered Instruction** A traditional approach of teaching, where the teacher determines the content to be taught, plans for instruction, implements the instructional plan, and evaluates the students’ progress. This method puts the responsibility of learning directly on the instructor.

**Teaching Strategies** Techniques for successfully teaching a concept to a group of students.

**Teams-Games-Tournaments (TGT):** Learning arrangement in which team

members prepare cooperatively, and then meet comparable individuals of competing teams in a tournament game to win points for their team.

**Team-Teaching** Two or more teachers collaborating to present  information to students together.

**Test:** A formal assessment of student achievement. Teacher made tests can take many forms; external tests are always standardized. A portfolio can be used as a test, as can a project or exhibition.

**Theory:** Integrated statement of principles that attempts to explain a phenomenon and make predictions.

**Therapy** The treatment or application of different techniques to improve specific conditions for the cure, allevation, or prevention of disorders.

**Time-out** Time-out is a behavior management strategy that actually refers to “time-out from positive reinforcement.” With time-out, all reinforcement ceases as the student is essentially removed from a situation that is reinforcing.

**Third Party:** Person(s) other than those directly involved in the educational process (e.g., employers, parents, consultants).

**Tinnitus** A noise in the ears, as ringing, buzzing, roaring, clicking, etc.

**Token Reinforcement** Behavioral intervention that uses a token or tangible item as a reward.

**Topology:** Mapping of the relationships among subjects.

**Tracking** Students are grouped on the basis of ability; currently an illegal practice.

**Transition** The period of adjustment from school to working life that encompases a broad array of skills and experiences that lead to employment and/or adult life.

**Transfer:** Influence of previously learned material on new material.

**Trauma** Any experience which inflicts serious emotional , psychological, or physical damage to a person.

**Triangulate (triangulation)>:** The use of a combination of assessment methods in a study. An example of triangulation would be an assessment that incorporated surveys, interviews, and observations.

**Triarchic Theory of Intelligence:** A three-part description of the mental abilities (thinking processes, coping with new experiences, and adapting to context) that lead to more or less intelligent behavior.

**T Score:** Standard score with a mean of 50 and a standard deviation of 10.

technology, such as computers, transparency machines, etc

#### U

**Unilateral** Pertaining to one side of the body.

**Unique Experience** The idea that each student has a unique learning method and experience based on their own knowledge and experiences.

**Utility:** Usefulness of assessment results.

#### V

**Validity:** Validity refers to the degree to which a study accurately reflects or assesses the specific concept that the researcher is attempting to measure. Validity has three components:

relevance - the option measures your educational objective as directly as possible

accuracy - the option measures your educational objective as precisely as possible

utility - the option provides formative and summative results with clear implications for educational program evaluation and improvement. Degree to which a test measures what it is intended to measure The extent to which a test evaluates what it was designed to measure. It is often reported as a measured coefficient.

**Value Added:** The increase in learning that occurs during a course, program, or undergraduate education. Can either focus on the individual student (how much better a student can write, for example, at the end than at the beginning) or on a cohort of students (whether senior papers demonstrate more sophisticated writing skills-in the aggregate-than freshmen papers). Requires a baseline measurement for comparison.

**Variable (variability):** Observable characteristics that vary among individuals responses.

**Verbal Conditioning** Application of conditioning principles of speech. Verbal behavior can be controlled by the systematic application of reinforcement to specific aspects of speech.

**Verbal Expression** Ability to communicate orally. Typically referred to as oral expression.

**Vertigo** A sensation of whirling or dizziness from overstimulation of the semicircular canal receptors; often associated with disease of the ear and deafness.

**Vicarious Learning** The acquisition of response capabilities without practice. Learning by observation of the behavior of others (modeling) is an example of vicarious learning.

**Visual Acuity** The sharpness of vision with respect to the ability to distinguish detail; often measured as the eye’s ability to distinguish the details and shapes of objects at a designated distance; involves central (macular) vision.

**Visually Impaired** Any degree of vision loss that affects an individual’s ability to perform the tasks of daily life; caused by a visual system that is not working properly or not formed correctly.

**Visual-Motor Coordination** The ability to coordinate vision with the movements of the body or parts of the body.

**Visual Perception** The identification, organization, and interpretation of sensory data received by the individual through the eye.

**Vocabulary** Refers to the words we must know to communicate effectively and those words which we use in speaking or recognize in listening or in print.

**Vocational Education** Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a college or advanced degree.

**Vowel** A conventional vocal sound produced by certain positions of the speech organs which offer little obstruction to the air stream and which form a series of resonators above the level of the larynx in the vocal tracts. Distinguished from consonant.

#### W

**WAIS-R (Wechsler Adult Intelligence Scale - Revised)** An intelligence test of general intellectual ability; used primarily to identify key cognitive functions.

**WISC (Wechsler Intelligence Scale for Children IV).** An intelligence test of general intellectual ability that is commonly used in schools; used primarily to identify key cognitive functions.

**Written surveys/questionnaires:** Asking individuals to share their perceptions about the study target-e.g. their own or others skills/attitudes/behavior, or program/course qualities and attributes.

#### Z

**Zone of Proximal Development:** Phase at which a child can master a task if given appropriate help and support.

**Z Score:** Standard score indicating the number of standard deviations above or below the mean.

 