

## TERMS

**Abnormal behavior** General classification of behavior that is unusual to the degree that it exceeds what society views as normal.

**Adaptive behavior** Classification of behavior that reflects the individual's ability to be socially appropriate and personally responsible

**American Sign Language (ASL)** Type of sign language in which signs represent whole words and complete thoughts rather than single letters; commonly used by people with hearing impairments

**Americans with Disabilities Act.** States that "A person with a disability has a physical or mental impairment that substantially limits the person in some major life activity. The person has a history that this physical or mental impairment results in discrimination."

**Anencephaly** Condition characterized by partial or complete absence of cerebral tissue.

**Anxiety disorders** Conditions characterized by difficulty in anxiety-provoking situations (e.g., child's fear of separation from parents, unrealistic worries about the future or achievement, constant need for reassurance).

**Aphasia** Condition characterized by complete or partial impairment of language comprehension, formulation, and use; caused by brain damage.

**Articulation disorders** Speech problems such as omissions, substitutions, additions, and distortions.

**Assistive technology** Any item, piece of equipment or product that is used to maintain or improve the capabilities of people with disabilities. This includes everything from wheelchairs to

computers.

**Astigmatism** Condition characterized by a refractive visual disorder that occurs when the surface of the cornea is uneven or structurally defective, preventing light rays from converging at one point; blurred vision.

**Ataxia** Condition characterized by extreme difficulty in controlling fine and gross motor movements.

**Ataxic** Used to describe an effect of cerebral palsy in which balance, coordination and depth perception are impaired.

**Athetoid** Used to describe an effect of cerebral palsy in which muscle movement is involuntary, or uncontrolled and constant. Characteristics of athetoid CP may include: facial grimaces, drooling, slow, irregular twisting movements and floppy, relaxed muscles due to low muscle tone.

**Athetosis** Condition characterized by constant, contorted twisting motions in the wrists and fingers.

**Attention Deficit hyperactivity disorder (ADHD)** Condition in children characterized by difficulty maintaining attention because of limited ability to concentrate; also exhibit impulsive actions and hyperactive behavior. (See also Undifferentiated Attention-deficit Disorder)

**Attention Deficit Disorder (ADD)** Characterized by symptoms of inattention, impulsivity, and sometimes, hyperactivity which have an onset before age seven and which persist for at least six months undifferentiated -- primary characteristic is significant inattentiveness without signs of hyperactivity

**Auditory memory** Ability to recall verbally presented information.

**Auditory Discrimination** Ability to blend the

parts of words into integrated wholes when speaking.

**Auditory association** Ability to associate verbally presented ideas or information.

**Autism** Condition characterized by extreme withdrawal, self-stimulation, intellectual deficits, and language disorders; age of onset usually prior to 36 months. The autistic child appears to have a limited ability to understand, communicate, learn, and relate in social relationships.

**Basic-skills approach.** Instructional approach in which the groundwork is laid for further development and higher levels of functioning.

**Behavior disorder** Conditions in which the emotional or behavioral responses of individuals in various environments are significantly different from their peer, ethnic, and cultural groups. These responses seriously affect their social relationships, personal adjustment, schooling, and employment.

**Behavioral contract.** Agreement, written or oral, between people stating that, if one behaves in a certain manner (e.g., student completes homework), the other (i.e., teacher, parent) will give him or her a specific reward.

**Blind** Describes an individual whose central visual acuity does not exceed 20/200 in the best eye with correcting lenses or whose visual acuity, if better than 20/200, is limited in the central field of vision. (See also Visual acuity)

**Buphthalmos** Condition characterized by abnormal distention and enlargement of the eyeball.

**Cataract** Condition characterized by the eye lens becoming opaque and cloudy; results in distorted vision or total blindness.

**Categorical descriptors** Descriptors that

classify learning and behavior disabilities according to traditional categories (e.g., mental retardation, behavior disorders, and learning disabilities). (See also Cross-categorical definitions.)

**Cerebral palsy** Condition characterized by motor problems, general physical weakness, lack of coordination, and speech disorders; neurological in origin; results from brain damage before or during birth.

**Character education** Deliberate instruction in basic virtues or morals, as opposed to weaving these values into every lesson. A national movement is underway to include character education in school curricula as one means of alleviating the current deficit in school-children's values by strengthening their moral fiber.

**Child neglect** Situation in which a child is not adequately cared for by parents or care givers; involves neglect of physical and/or emotional needs.

**Child abuse.** Situation in which a child is the victim of inflicted, nonaccidental, sexual, physical, and/or psychological trauma and/or injury. (See also Child neglect; Sexual abuse.)

**Cleft palate.** Condition characterized by a gap in the soft palate and roof of the mouth, sometimes extending through the upper lip.

**Cognition** Act of thinking, knowing, or processing information

**Cognitive-behavioral training.** Instructional approach in which the individual is taught to use internalized speech strategies to respond to problematic situations.

**Conditioning.** Process in which new objects or situations elicit responses that were previously elicited by other stimuli

**Continuum of placements.** Range of educational placements required by

IDEA to meet the least restrictive environmental mandate for students with disabilities; extends from regular classrooms with support services to homebound and hospital programs.

**Cooperative learning** A method of instruction that encourages students to work in small groups, learning material then presenting what they have learned to other small groups. In doing so, they take responsibility for their own learning as well as their classmates.

**Criterion-referenced assessment.**

Assessment in which an individual's performance is compared to an established standard or goal (i.e., a criterion); individual performance is not compared with that of others; sometimes associated with intraindividual differences. (See also Categorical descriptors.)

**Cued speech** Communication method that combines hand signals with speech reading; gestures provide additional information regarding sounds not identifiable by lipreading; used by people with hearing impairments. (See also Speech reading.)

**Cultural-familial retardation.** Condition in which retardation may be attributable to both sociocultural and genetic factors.

**Curriculum specialist.** Educator who provides consultive support services to classroom teachers in developing curriculum design and implementation strategies.

**Cystic fibrosis (CF).** Condition characterized by a disorder of the secretion glands; affects the lungs, pancreas, and sweat glands; begins at conception and is usually diagnosed in childhood.

**Cytomegalic inclusion.** Condition in newborns due to infection by cytomegalovirus (CMV);

characterized by jaundice, mental retardation, and hearing impairment.

**Deaf** Describes the individual who has a hearing loss greater than 75 to 80 db and cannot understand speech through the ear; vision is his/her primary means of input.

**Deaf-blind.** Describes the condition of or individual having simultaneous vision and hearing deficiencies. (Also described as Deaf and Dumb.)

**Delayed speech.** Condition characterized by delay in the acquisition of speech skills; individual performs like someone much younger.

**Denasality.** Condition characterized by too little voice resonance from the nasal passages (i.e., sounds like the individual has a cold)

**Developmental approach.** Labeling approach based on deviations from what is considered normal growth.

**Developmental disorders.** Conditions characterized by severe delays in the acquisition of cognitive, language, motor, and social skills.

**Developmental disability** any mental and/or physical disability which begins before age 22 and continues indefinitely. It limits one or more major life activities such as self-care, language, learning, mobility, self-direction, independent living, and economic self-sufficiency. The term pertains to conditions such as: cerebral palsy, autism, epilepsy, sensory impairments, mental retardation, congenital (since birth) disabilities, traumatic accidents, or conditions caused by disease. May involve multiple disabilities.

**Deviant.** Describes the behavior of individuals who are unable to adapt to social roles or establish appropriate interpersonal relationships.

**Diabetes.** Condition characterized by

inadequate utilization of insulin; results in disordered metabolism of carbohydrates, fats, and proteins; developmental or heredity.

**Differentiated education.** Instructional approach in which learning activities are uniquely and predominantly suited to capacities and interests of students who are gifted.

**Disability** General term for a physical, mental, emotional or sensory condition that interferes with a person's ability to walk, lift, hear, see, learn or perform any task involved in daily living. Condition characterized by a loss of physical functioning or difficulty in learning and social adjustment that significantly interfere with normal growth and development; as defined by the Americans with Disabilities Act .

**Disorder.** Condition characterized by general malfunctioning of mental, physical, or psychological processes.

**Disruptive behavior disorders.** Conditions characterized by unique physical characteristics and varying degrees of mental retardation; results from chromosomal abnormality; historically described as "mongolism", a term no longer acceptable.

**Dyslexia.** Condition characterized by severe impairment of the ability to read.

**Early intervention** Programs that offer a number of coordinated services for children (ages birth to three) with disabilities including: occupational therapy, physical therapy, speech/language therapy, education and family support.

**Echolalia.** Condition characterized by meaningless repetition or imitation of speech.

**Ecological approach.** Psychological approach that attributes abnormal behavior primarily to the interaction of

an individual with the environment rather than disease.

**Educable Mentally Handicapped (EMH)** students who are considered capable of learning the basic academics and of becoming occupationally and socially competent.

**Electroacoustic aids.** Electronic devices that assist an individual in hearing; types include body and behind-the-ear aids.

**Elimination disorders.** Conditions characterized by soiling and wetting behaviors in older children that are not attributable to inherent physical problems.

**Emotional disturbance.** Condition characterized by difficulty expressing or dealing with emotions produced from normal family-, school-, or work-related experiences; behavior problems that are frequently internal in nature. (See Behavior disorders.)

**Emotionally Handicapped (EH)** Student behavior is consistently inappropriate in many situations (e.g., aggressive, withdrawn, unusual, unresponsive).

**Emotionally disturbed.** Describes the condition of or individual having emotional disturbance. (See Emotional disturbances.)

**Emphysema.** Condition characterized by distention of tissues (i.e., expanded space between) and damage to walls in lungs; effects include shortness of breath.

**Enrichment.** Instructional approach in which experiences are provided for students who are gifted to enhance thinking skills and extend knowledge.

**Epilepsy.** Condition characterized by cerebral dysfunction; effects include different types of recurrent seizures. (See also Seizures.)

**Epiphora.** Condition characterized by overflow of tears from obstruction of lacrimal ducts.

**Exceptional.** Describes the condition of or individual having physical, mental, or behavioral performance that deviates substantially from the average (higher or lower).

**Expressive language disorders.** Conditions characterized by difficulty in language production or formulating and using spoken language.

**Feeble-minded.** Describes the condition of or individual having mental incompetence; roughly means "of weak mind"; term is outdated.

**Fetal alcohol syndrome.** Condition characterized by damage to fetus due to the mother's consumption of alcohol during pregnancy; effects include facial deformities and various degrees of mental retardation.

**Figure-ground discrimination.** Ability to distinguish an object from its background.

**Fluency disorder.** Condition characterized by repeated interruptions, hesitations, or repetitions that interrupt the flow and rhythm of speech.

**Full inclusion.** Instructional approach in which students who are disabled or at risk receive all instruction in a regular classroom setting; support services come to the students.

**Functional life/compensatory approach.** Instructional approach in which only those practical skills are taught that will facilitate a student's accommodation to the natural setting, whether the classroom, home, or neighborhood (e.g., self-care, personal social skills, and occupational/vocation skills).

**Functional articulation disorders.** Conditions characterized by articulation problems that are not due to structural defects or neurological problems but likely result from environmental or psychological

influences.

**Gifted** students who have superior intellectual development and who are capable of high performance.

**Glaucoma.** Condition characterized by high pressure inside the eyeball.

**Handicap.** Limitation imposed on an individual by the environment and his or her capacity to cope with that limitation. (outdated terminology.)

**Haptic.** Describes the sensation of touch and the information transmitted through body movements and/or positions.

**Health disorders.** Conditions characterized by limited strength, vitality, and alertness; may interfere with an individual's functioning but do not necessarily or initially impact the ability to move about independently in various settings.

**Hearing Impaired (HI)** students who have a loss of some or most of their hearing.

**Hemiplegia.** Condition characterized by paralysis of one side of the body.

**Hydrocephalus.** Condition characterized by accumulation of cerebrospinal fluid in the skull; often results in head enlargement with pressure on the brain; may cause mental retardation.

**Hyperkinetic behavior.** Behavior that is excessive in inappropriate circumstances.

**Hypotonia.** Condition characterized by poor muscle tone.

**Idiot.** Individual characterized by extreme mental deficiency. (Outdated term.)

**Individualized Education Program (IEP)** A plan (required by law), much like the IFSP, that spells out a child's needs and any services his or her school district must provide, such as counseling, transportation, speech/language therapy, occupational or physical therapy, etc.

**Individualized family service plan (IFSP).** Intervention plan for preschool-age

children similar in content to an IEP; includes statements regarding the child's present development level, family's strengths and needs, major outcomes expected, delineation of specific interventions and delivery systems needed, dates of initiation and duration of services, and plan for transition into public schools. (See also Individualized education program (IEP)).

**Individualized education program (IEP).**

Instructional program based on multidisciplinary assessment and designed to meet the individual needs of a student with disabilities; as required by IDEA, the program developed and implemented must account for the student's present level of performance and provide for annual goals, short-term instructional objectives, related services, percentage of time in regular education, time line for special education services, and annual evaluation.

**Individualized Family Service Plan (IFSP)**

A plan created by an early intervention team that describes the types of services (speech, occupational, physical, educational) and/or assistive technology a child needs.

**Individuals with disabilities Education Act (IDEA) (1990, PL 101-476).**

New name for PL 94-142 (Part B of the Education for the Handicapped Act); added two new categories of disability; autism and traumatic brain injury. (See also Public Law 94-142).

**Information processing.** Model used to study the way individuals acquire, remember, and manipulate information.

**Interdisciplinary.** Describes team approach to intervention; during assessment, team members conduct independent

assessments; program planning involves collaboration across disciplines; beyond planning, collaboration often ceases.

**Itinerant teacher.** Educator who moves from place to place (e.g., school to school, school to hospital, home to home) to provide instruction and support to students with special needs.

**Kinesthetic.** Describes the sensation of body position, presence, or movement resulting chiefly from stimulation of sensory nerve endings in the muscles, tendons and joints.

**Kurzweil Personal Readers.** Reading devices for individuals who are blind; convert printed material into synthetic speech.

**Laser cane.** Mobility device for individuals who are blind; converts infrared light into sound as light beams strike objects.

**Learning disorders.** Conditions characterized by significantly below-average learning performance.

**Learning disabilities** Conditions characterized by serious disruption of the language-development process.

**Least restrictive environment (LRE).** Environment as similar as possible to that of the regular classroom setting (i.e., with fewest restrictions) in which an individual with a disability can be educated; IDEA required that students with disabilities be educated with their nondisabled peers to the maximum extent appropriate.

**Mainstreaming** Allowing people with disabilities in regular schools, jobs and in the community. Instructional approach in which students with disabilities are integrated into general education classes with their nondisabled peers; refers to both instructional and social integration.

**Mental age.** Concept used in psychological

assessment that relates to the general mental ability possessed by an individual of a given chronological age.

**Mental retardation.** Condition characterized by significantly sub-average general intellectual functioning existing concurrently with deficits in adaptive behavior; manifested during the developmental period (birth to age 18).

**Metacognitive processes.** Processes employed by an individual in problem solving, monitoring, and evaluation.

**Mild learning and behavior disabilities.** Conditions characterized by academic and/or social-interpersonal performance deficits that range from one to two standard deviations below the inter-individual and or intraindividual mean on the measures being recorded; a cross-categorical classification disabilities; generally become evident in school-related settings and necessitate support services beyond those typically offered.

**Mirror writing.** Writing backward from right to left; letters appear as ordinary writing seen in a mirror.

**Modeling.** Instruction approach in which the instructor demonstrates the appropriate behavior or skill to be learned.

**Moderate learning and behavior disabilities.** Conditions characterized by intellectual, academic and/or social-interpersonal performance deficits that range from two to three standard deviations below the interindividual and/or intraindividual mean on the measures being recorded; a cross-categorical classification of disabilities; cause may be identified in some cases but typically cannot; performance deficits are not limited to

any given setting; individuals require substantially altered patterns of service and treatment

**Multiple handicaps.** Conditions characterized by the presence of multiple disabling conditions that impair an individual's physical and mental development.

**Muscular dystrophy.** Condition characterized by deterioration and weakening of the voluntary skeletal muscles; includes a group of inherited, chronic disorders.

**Negativism.** Condition characterized by an individual withdrawing and refusing to speak in response to demands that exceed his or her performance level (e.g., child in response to parents' expectations).

**Neurofibromatosis.** Condition characterized by tumors of the skin and other tissue (e.g., the brain); causes mental retardation in 10 percent of cases; hereditary.

**Neuroses.** Conditions characterized by partial disorganization and involving combinations of anxieties, compulsions, obsessions, and phobias.

**Nondiscriminatory and multidisciplinary assessment.** Assessment done in an individual's native or primary language; as required by IDEA, testing procedures must be selected and administered to prevent cultural or racial discrimination, assessment tools must be validated for the purpose they are being used, and multidisciplinary teams must use several pieces of information to formulate placement decisions.

**Norm-referenced assessment.** Assessment in which a person's performance is compared with that of others, such as age-mates (i.e., a norm.)

**Normalization.** Concept of making available to individuals with disabilities the

patterns and conditions that are as close as possible to those of everyday life in mainstream society.

**Nystagmus.** Condition characterized by uncontrolled rapid eye movements.

**Occupational therapist.** Professional who performs occupational therapy.

**Occupational therapy.** Treatment approach that involves the design and delivery of instruction related to potential work-related activities.

**Optacon Scanner.** Tactile scanner that reads printed material and reproduces it on a fingerpad through a series of vibrating pins; used by people who are blind and do not use braille.

**Paraplegia.** Condition characterized by paralysis of the lower body and both legs.

#### **Pathways Awareness Foundation**

**Peer and cross-age tutoring.** Instructional approach that uses a cooperative learning situation in which one or more peers provide instruction to other students to achieve instructional goals; includes students of different ages tutoring each other.

**Peer-mediated instruction.** Instructional approach that uses structured interactions between two or more students that are designed by school personnel to achieve instructional goals.

**Perceptual disorders** Conditions characterized by an ability to use one or more of the senses.

**Performance feedback.** Information regarding performance given to students by teachers or therapists.

**Pervasive developmental disorder.** Condition characterized by qualitative impairment in the development of social interaction abilities and communication skills; term used by the American Psychiatric Association in DSM-III-R referring to a general

class of psychological disorders.

**Phenylketonuria (PKU).** Condition characterized by an infant's inability to process phenylalanine; may cause mental retardation if left untreated; genetic in origin.

**Physical disorders.** Conditions characterized by bodily impairments that interfere with an individual's mobility, coordination, communication, learning, and/or personal adjustment.

**Physically Impaired** student who has a physically disabling condition or other health impairment which requires an adaptation to the student's school environment or curriculum.

**Postlingual disorders.** Conditions characterized by hearing impairment that occurs at any age following speech development.

**Precision teaching.** Instructional approach in which the skills to be taught are specifically designated, the initial performance level of those skills is measured, goals and objectives for improvements are stated, and evaluation is done on a daily basis in order to alter the program design if progress is not sufficient.

**Profoundly Mentally Handicapped (PMNH)** students who are considered dependent for most of their day-to-day needs.

**Prosthetic.** Describes a device that replaces or supports a missing or malfunctioning part of the body (e.g., an arm, joint, teeth).

**Pseudoglioma.** Condition characterized by a nonmalignant intraocular disturbance resulting from detachment of the retina.

**Psychodynamic.** Describes an approach to psychological disorders that attributes causation to unconscious conflicts and anxieties (e.g., family interaction.)

**Psychosis.** Condition characterized by serious

behavior disorders resulting in loss of contact with reality; effects include delusions, hallucinations, and illusions.

**Public Law 94-142 (1975).** Part B of the Education of the Handicapped Act (EHA), mandating that all eligible students, regardless of the extent or type of disability, are to receive at public expense the special education services necessary to meet their individual needs. (See also Individuals with Disabilities Education Act).

**Public Law 99-147 (1986).** U.S. legislation that extended the rights and protections of IDEA (formerly PL 94-142) to preschool-age children (ages 3 through 5); also established a program for infants and toddlers with disabilities. (See also Individuals with Disabilities Education Act; Public Law 94-142)

**Quadriplegia.** Condition characterized by paralysis of all four extremities and usually the trunk.

**Receptive language disorders.** Conditions characterized by difficulties in comprehending speech.

**Reinforcement.** Process in which rewards are given to build, strengthen, or maintain specific adaptive behaviors.

**Resource Room.** Educational placement option for students with disabilities involving specialized instruction in a separate location for a specific period, depending on students' needs (most of the day is spent in the regular classroom, however); specialized assistance reinforces and supplements regular class instruction.

**Respite care.** Assistance provided by individuals outside the immediate family that allows parents and siblings time away from the child with a disability (e.g., for a recreational

event, vacation, etc.).

**Rigidity.** Condition characterized by continuous and diffuse tension as the limbs are extended.

**Role-playing.** Instructional approach in which individuals practice behaviors they are to learn; often used to teach social behaviors.

**Savant.** Individual with highly proficient knowledge or ability, often in highly specific topics or skills.

**Schoolwide assistance teams (SWATs).** Groups of professionals, students, and parents working together toward the common goal of providing instructional support; employ strategies to assist school personnel in making referrals for students at risk of failure.

**Section 501 vocational Rehabilitation Act (PL 93-12).** Federal civil rights provision that states handicapped individuals cannot be excluded from participation in, denied benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

**Seizure disorders.** Conditions characterized by recurrent seizures; effects include sudden altering of the individual's consciousness, accompanied by uncontrolled jerking and motor activity; includes a number of disorders, including epilepsy. (See also Seizure.)

**Seizure.** Condition characterized by abnormal neurochemical activity in the brain; cluster of effects include altered consciousness and characteristic motor patterns.

**Selective attention.** Attending that often does not focus on centrally important tasks or information.

**Self-fulfilling prophecy.** Theory that an individual will become what he or she is described (labeled) as being.

**Semantics.** Components of language concerned with meaning.

**Sensorineural.** Describes hearing loss due to an abnormal sense organ (inner ear) and damaged auditory nerve.

**Sensory disorders.** Conditions characterized by differences in vision and hearing that affect individual performance.

**Severe and profound/multiple disabilities.** Conditions characterized by physical, sensory, intellectual, and/or social-interpersonal performance deficits that range beyond three standard deviations below the interindividual and/or intraindividual mean on the measures being recorded; a cross-categorical classification; deficits are not limited to any given setting but are evident in all environmental settings and often involve several areas of performance; causation is more identifiable at this level of functioning but not exact in many cases

**Severely Emotionally disturbed (SED)** students who are considered emotionally handicapped, the severity of which results in the need for a program for the full school week and requires extensive support services.

**Sheltered Workshop.** Segregated vocational training and employment setting for people with disabilities.

**Short attention span.** Condition characterized by an inability to focus attention on a task for a sustained period (i.e., more than a few seconds or minutes).

**Sign systems.** Communication forms that attempt to produce visual equivalents of oral language through manual gestures; different from sign language. (See American Sign Language.)

**Six-hour retardate.** Term that evolved from observations that certain students appeared retarded only during the six hours that they were in school.

**Snellen test.** Test of visual acuity.

**Social maladjustment.** Condition characterized by an individual's inability or unwillingness to conform to social values or expectations; often used to describe individuals, particularly youth who break the law.

**Socialized aggression.** Condition characterized by aggressive attitudes and behaviors toward society; often used to describe youth who belong to gangs and participate in delinquent subcultures.

**Spastic** Used to describe an effect of cerebral palsy in which muscle movement is stiff and difficult. Persons with spastic CP have very high muscle tone. Spastic CP is the most common type of CP.

**Spasticity.** Condition characterized by involuntary contractions of various muscle groups.

**Special Education.** Specially designed instruction provided to students with disabilities in all settings (e.g., the classroom, physical education, at home, in the hospital (as defined in IDEA).

**Special schools.** Educational placement option for students with disabilities in which they attend separate schools (i.e., away from nondisabled peers) that have been designed specifically to address individual students' needs.

**Special education classroom.** Educational placement option for students with disabilities in which they are removed to separate classroom settings and taught under the supervision of qualified special educators for most of the day; integration is provided as appropriate for the student; individual needs are addressed through specialized instruction.

**Specific Learning Disabled (SLD)** Student whose performance academically is

significantly below their ability level. This difficulty is not associated with the presence of mental retardation, emotional handicaps, or any sensory or motor impairment.

**Speech and Language (S/L)** students who have problems in speaking and listening so that they can be understood, share ideas, express needs, or understand what others are saying.

**Spina bifida.** Condition characterized by a developmental defect of the spinal column; congenital.

**Spinal cord injury.** Condition characterized by traumatization or severance of the spinal cord.

**Standard deviation.** Statistical measure of the amount an individual score deviates from average.

**Strabismus.** Condition characterized by eyes that look inward (internal, "crossed eyes" ) or outward (external).

**Students at risk.** Students who have not been identified as disabled but are described as vulnerable to failure and need specialized instruction and/or support (e.g., those who drop out of school, live in poverty or are homeless, have no medical care, are abused and/or neglected, etc.); some definitions include students with disabilities.

**Stuttering.** Condition characterized by abnormal repetitions, blockages, or prolongations during speech.

**TDD Systems.** Telecommunication devices for people who are deaf (thusw the acronym TDD) that send, receive, and print messages between stations at distant locations.

**Tic disorders.** Conditions characterized by stereotypical movements or vocalizations that are involuntary, rapid, and recurrent.

**Tinnitus.** Condition characterized by high-pitched throbbing or ringing sounds;

associated with disease of the inner ear.

**Trainable Mentally Handicapped (TMH)**

Students who are thought to be capable of mastering functional tasks.

**Transdisciplinary.** Describes the team approach using a primary therapist or teacher; team members cooperate during assessment and program planning; implementation of instruction is usually carried out by one t4eam member with collaboration and support from others.

**Traumatic brain injury (TBI).** Condition characterized by direct injuries to the brain, either generalized (closed head) or focal (open head) (e.g., tearing of nerve fibers, bruising of brain tissue against the skull, brain stem trauma, swelling).

**Triplegia.** Condition characterized by paralysis of three appendanges, usually both legs and one arm.

**Tuberous sclerosis.** Condition characterized by tumors on many organs and related to mental retardation in aout 66 percent of all cases.

**Tunnel vision.** condition characterized by a restricted field of vision that is 20 degrees or less at its widest angle.

**Undifferentiated attention-deficit disorder (UADD).** Condition characterized by a child's difficulty in maintaining attnetion because of limited ability to concentrate; exhibit impulsive actions but not hyperactive behavior. See also Attention-deficit hyperactivity disorder.

**Verbalism** condition characterized by the excessive use of speech (wordiness) in which individuals use words that have little meaning to them.

**Vermis.** Cerebellum portion of the brain that appears to be underdeveloped in individuals with autism.

**Visual impairment.** Condition characterized

by loss of sight; includes conditions in which individuals are partially sighted and also blind.

**Visually Impaired (VI)** Students with a visual impairment, resulting in reduced visual acuity that cannot be corrected or a reduced visual field. This includes students who are blind or partially sighted.