

特殊教育服务

术语及定义

下列词汇包括学校及制定学生个人学习计划过程中经常使用的特殊教育术语、定义及术语首字母缩写。

Adapted Physical Education (APE)/调整过的体育教育：经过特别设计的体育教育课程。该课程使用为满足（特教）学生在身心发育或纠正性体育教育等方面的特殊需求而设计的各项照顾性措施。Specially designed physical education program, using accommodations designed to fit the needs of students who require developmental or corrective instruction in physical education.

Accommodations/照顾性措施：指有助于残疾学生全面参与某项活动所作的变通措施。例如：延长活动时间、使用不同的测试形式以及改变教室环境等。Changes that allow a person with a disability to participate fully in an activity. Examples include extended time, different test format, and alterations to a classroom environment.

Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD)/注意力缺乏症 (ADD) 及注意力缺乏与多动症 (ADHD) 是两种病症，患儿的症状为无法集中精力，同时伴有行为冲动以及/或者缺乏注意力并且多动。注意力缺乏症及注意力缺乏与多动症属医学术语，而不是教育学术语。患有注意力缺乏/注意力缺乏与多动症的学生有资格接受属于“其它类健康问题 (Other Health Impairment /OHI)”范围内的特殊教育服务项目。**Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD)** are medical conditions characterized by a child's inability to focus, while possessing impulsivity and/or inattention and hyperactivity. ADD and ADHD are medical not educational terms. They may qualify a student for special education services under the heading of **Other Health Impairment (OHI)**.

Assessment or Evaluation/测试或评估：该术语用于描述在为（特教）学生制定一份适合其特殊情况的个人教育计划（IEP）之前进行的所有测试或诊断评估步骤。Term used to describe all of the testing and diagnostic processes leading up to the development of an appropriate **Individualized Education Plan (IEP)** for a student with special education needs.

Asperger's Syndrome/阿斯伯格综合症：一种广泛性发育障碍（**Pervasive Developmental Disorder/PDD**），其主要特征为社会交往极其困难，刻板而重复的行为、兴趣及活动。A type of **Pervasive Developmental Disorder (PDD)** characterized by severe impairment in social interaction and the development of limited, repetitive patterns of behavior, interests, and activities.

Autism /自闭症: 一种大脑发育障碍, 其主要症状包括社会交往障碍、沟通困难、刻板而重复的行为、兴趣及活动。儿童在 3 岁前开始出现症状。A brain development disorder characterized by impaired social interaction, communication and by restricted and repetitive behavior, interests, and activities. Signs begin before a child is 3 years old.

Behavior Intervention Plan (BIP)/行为校正措施计划: 此特殊教育术语指一种旨在纠正学生不良行为书面计划, 其内容包括利用良好行为校正不良行为、校正不良行为的各种策略及辅助措施等。该文件还可能包括对现行项目所作的调整及补充性辅助措施及各项服务。Special education term used to describe the written plan used to address problem behavior that includes positive behavioral interventions, strategies and support. May include program modifications and supplementary aids and services.

Blindness/失明: 由于生理或神经因素导致的视觉功能丧失。Condition of lacking visual perception due to physiological or neurological factors.

Cerebral Palsy (CP)/大脑性瘫痪: 由于大脑受损导致的一系列运动障碍及躯体异常。大脑性瘫痪 (CP) 会导致痉挛性运动障碍和肌肉紧张, 也可能导致患者平衡感和视觉立体感失常。重症大脑性瘫痪可导致患儿智力低下, 癫痫或视听能力受损。A series of motor problems and physical disorders related to brain injury. Cerebral Palsy (CP) causes uncontrollable reflex movements and muscle tightness and may cause problems in balance and depth perception. Severe cases can result in intellectual disability, seizures or vision and hearing problems.

Cumulative File/累积档案: 当地教育局为在其所属学校就读的所有学生保存的档案。该档案可能包括有关学生残疾状况评估及课程班级特殊就学安排方面的信息。同时也包含学生的学习成绩及统考分数。家长有权利随时查阅这些档案。The records maintained by the local school district for any child enrolled in school. The file may contain evaluations and information about a child's disability and placement. It also contains grades and results of standardized assessments. Parents have the right to inspect these files at any time.

Deafness/失聪: 影响学生理解及处理通过口头言语传达之信息的听力障碍。Hearing impairment that affects a child's ability to comprehend and process verbally presented information.

Disability/残疾: 严重限制患者从事生活中一种或多种重要活动的生理或精神障碍。Physical or mental impairment that substantially limits one or more major life activities.

Due Process/ 法定程序: 此特殊教育术语指一种特定程序, 通过此程序, 家长可以就教育局向子女推荐的教育项目或对未能对学生提供事先商定好的服务提出异

议。如果双方无法通过其它方式达成谅解，**残疾人教育法 (Individuals with Disabilities Education Act /IDEA)** 提供两种解决争端的办法：调解或无偏袒听证会。Special education term used to describe the process where parents may disagree with the program recommendations of the school district or the lack of provision of agreed upon services. **Individuals with Disabilities Education Act (IDEA)** provides two methods for resolving disputes if agreement cannot be reached in any other way, mediation or fair hearing.

Early Intervention/早期校正项目：为发育滞后的学龄前婴儿及会走路的幼儿在入学前设置的教育项目；其目的是帮助避免此类儿童在生长发育过程中出现各类问题。Programs for developmentally delayed infants and toddlers prior to school-age entry; designed to help prevent problems as the child matures.

Emotional Disturbance (ED)/情绪困扰：此特殊教育术语指一种可被诊断的、对学业能产生负面影响的、表现程度严重且持续时间长久的心理、行为或情感障碍。Term used to describe a diagnosable mental, behavioral or emotional disorder that adversely affects academic performance and is evident to a marked degree and over a long period of time.

Extended School Year Services (ESY)/延长学年服务：延长学年服务是一种特别教育服务项目。该项目向除正常学年期间的服务之外需要更多服务的有特殊需求的学生提供。参加该项目的学生必须证明，如果没有延长学年服务，其所获得的技能将退化，并需要很长时间才能弥补该损失。Extended school year is special education services for students with unique needs who require services in excess of the regular academic year. Students have to demonstrate that without the ESY services there would be a regression of skills and the time required to recoup those losses would be significant.

Free Appropriate Public Education (FAPE)/ 免费适当的公立教育：指那些能够帮助（特教）儿童获得教育服务而必须提供的免费特殊教育及各项相关服务。Special education and related services required by a child to enable them to access the educational program and which are provided without charge to the parents.

Functional Behavioral Assessment (FBA)/功能性行为评估：一种通过观察某学生行为以确定导致该学生特定行为的各种因素以及那些使该行为得以持续的各种后果的评估方法。A way of looking at student behavior to determine the factors that contribute to the behavior and the outcomes that maintain the behavior.

Hearing Impairment/听力障碍：完全或部分失去辨别或理解声音的能力。Full or partial decrease in the ability to detect or understand sounds.

Inclusion/包容性服务: 指通过提供适当的辅助性服务将残疾学生安置在普通教学班学习的服务。Term used to describe service that places students with disabilities in general education classrooms with appropriate support services.

Individuals with Disabilities Education Act (IDEA) of 2004/2004 年残疾人教育法: 由国会通过对特殊教育服务各项条款进行定义并保证其实施的法案。The law passed by Congress which defines and guarantees the provisions of special education services.

Individualized Education Plan (IEP)/ 残疾人教育法 (IDEA) 中所使用的特殊教育术语, 指为接受特殊教育之学生明确教育目的、目标及为其提供的服务项目制定的书面文件。Special education term used by **Individuals with Disabilities Education Act (IDEA)** to define the written document that states goals, objectives and services for students receiving special education.

Independent Educational Evaluation (IEE)/ 第三方所作的独立的教育评估: 法律要求教育局对符合资格获得特殊教育的学生进行各种评估。如果家长对教育局对其子女的评估结果持有异议,他们有权要求第三方机构对其子女进行一次独立的教育评估。教育局必须将如何获得**第三方所作的独立的教育评估报告 (IEE)**的有关信息通知家长。独立的教育评估指由与教育局没有雇佣关系的合格的评估机构对学生实施的评估。A school district is required by law to conduct assessments for students who may be eligible for special education. If the parent disagrees with the results of a school district's evaluation conducted on their child, they have the right to request an independent educational evaluation. The district must provide information about how to obtain an **Independent Educational Evaluation (IEE)**. An independent educational evaluation means an evaluation conducted by a qualified examiner who is not employed by the school district.

Individualized Family Service Plan: (IFSP)/个人家庭服务计划: 为有特殊需求的0至3岁(特教)幼儿提供的各类早期校正服务项目的程序。有关人员将确定家庭需要,制定书面计划并定期对其进行评估修正。A process of providing early intervention services for children ages 0-3 with special needs. Family based needs are identified and a written plan is developed and reviewed periodically.

Individualized Transition Plan (ITP)/ 个人过渡计划: 学生年满14岁时开始制定该计划,该计划涉及范围包括课后活动、中学毕业后教育、受雇、社区体验及日常生活技能培养。This plan starts at age 14 and addresses areas of post-school activities, post secondary education, employment, community experiences and daily living skills.

Intellectual Disability (ID)/智力障碍: 用于描述智力以及日常生活中适应技能低于正常水平的学生。Term used to describe students who have subaverage intelligence and adaptive skills of daily living.

Least Restrictive Environment (LRE)/ 限制最少的环境: 指学校尽可能地安排有特殊要求的（特教）学生与普通学生一起学习和生活的安置方法。向学生提供的安置环境为一个连续性的过渡状态：从不设任何辅助服务的普通教室到设有辅助服务的普通教室，到特定教学服务教室，到特别日间教室及个别特殊教育课程等不同程度。The placement of a special needs student in a manner promoting the maximum possible interaction with the general school population. Placement options are offered on a continuum including regular classroom with no support services, regular classroom with support services, designated instruction services, special day classes and private special education programs.

Mainstreaming/归入普通教学班: 指上学日的部分时间内将有特殊需求的（特教）学生归入普通班级接受教育。上学日其余时间内这些学生在特殊教育班级内接受教育。Term used to describe the integration of children with special needs into regular classrooms for part of the school day. The remainder of the day is in a special education classroom.

Manifestation Determination/违纪行为定性: 在决定对违反《学生行为守则须知》条令的残疾学生作出另行就学安置的 10 个学习日之内，**个人教育计划 (IEP)** 团队必须对该学生的学生档案中的相关信息重新进行审核，以确定该学生的违纪行为是由于学生残疾所致还是由于教育局未能实施学生的 **个人教育计划 (IEP)** 中的各项措施直接导致的。Within 10 school days of any decision to change the placement of a child with a disability because of violation of school code, the **Individualized Education Plan (IEP)** team must review all relevant information in the student's file to determine if the conduct in question was caused by the child's disability or if the conduct was a direct result of the school district's failure to implement the child's **Individualized Education Plan (IEP)**.

Occupational Therapists/职业治疗师: （这些专业人员）就如何改善与学生精细动作、大动作以及感知功能发育状况有关的学业表现为教职员提供咨询及辅助。Provide consultation and support to staff to improve a student's educational performance related to fine motor, gross motor and sensory integration development.

Oppositional Defiant Disorder (ODD)/对立违抗性障碍: 儿童通过不服从、顶嘴、争论或敌对的方式反抗权威，其程度与其他同龄儿童相比更为严重，而且其表现持续时间长达 6 个月以上。A condition in which a child defies authority by disobeying, talking back, arguing or being hostile in a way that is excessive, compared to other children of the same age and this pattern continues for more than six months.

Orthopedic Impairment/骨科畸形: 指由于先天原因、各种疾病或其它原因造成的骨骼或肌肉畸形所造成的各种障碍。Term used to define impairments caused by congenital anomaly, impairments by diseases and impairments by other causes that affect the bones and muscles of individuals.

Other Health Impaired/其它类健康问题: 指体力、活力或警觉性有限的状况, 该状况会导致学生在教育环境中学习能力降低。这种健康问题可能是各种慢性疾病导致的, 诸如: 哮喘、注意力缺乏症、癫痫、心脏问题、血友病、白血病、肾炎、风湿热及镰状细胞性贫血等。Term used to describe limited strength, vitality and alertness that results in decreased ability in the educational environment. Impairment could be a result of chronic health problems such as asthma, attention deficit disorder, epilepsy, heart condition, hemophilia, leukemia, nephritis, rheumatic fever and sickle cell anemia.

Parent Consent/家长同意: 残疾人教育法 (IDEA) 中使用的特殊教育术语。指有关方面已经使用了您的母语或其它沟通方式将需要征得您同意的措施相关的所有信息全部向您告知, 您理解并书面同意有关方面采取该措施。Special education term used by **Individuals with Disabilities Education Act (IDEA)** that states you have been fully informed in your native language or other mode of communication of all the information about the action for which you are giving consent and that you understand and agree in writing to that action.

Physical Therapists/物理治疗师: (这些专业人员) 就如何改善与学生大动作功能发育状况有关的学业表现为教职员提供咨询及辅助。Provide consultation and support to staff to improve a student's educational performance related to functional gross motor development.

Residential and Private Placements/住宿及私立学校安置: 如果教育局已为您身患残疾的子女提供了免费、适当的公立教育, 但您仍然选择让子女在私立学校或机构就读, 残疾人教育法 (IDEA) B 部分规定, 教育局没有支付您子女就读私立学校或机构所需费用之义务。Part B of **Individuals with Disabilities Education Act (IDEA)** does not require a school district to pay for the cost of education for your disabled child at a private school or facility if the school district made free appropriate public education available to your child and you chose to place your child in private placement.

School Psychologist/学校心理学家: (这些专业人员) 在确认学生在智力、社交及情感发展方面需求的过程中提供帮助。他们会就与学习相关的行为及各种状况向学生家庭及教职员提供咨询及辅助。他们为满足(特教)学生的特殊需求规划课程活动, 并常常担任个人教育计划(IEP)会议的主持人。Assist in the identification of intellectual, social and emotional needs of students. They provide consultation and support to families and staff regarding behavior and conditions related to learning. They plan programs to meet the special needs of children and often serve as a facilitator during an **Individualized Education Plan (IEP)** meeting.

Specific Learning Disability/特定学习障碍: 此特殊教育术语指在一种或数种涉及理解或使用口头或书面语言的基本心理过程中出现的障碍, 其可能的表现形式为

在听、思考、说话、阅读、写作、书写或计算功能方面存在缺陷。Special education term used to define a disorder in one or more of the basic psychological processes involved in understanding or using language spoken or written that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical computations.

Speech and Language Impairments/言语及语言障碍: 言语交流障碍, 如口吃、口齿不清、语言或语音障碍。Communication disorders such as stuttering, impaired articulation, language impairment or voice impairment.

Speech and Language Specialists/言语及语言专家: (这些专业人员) 对学生可能出现的言语及语言技能发展滞后现象进行评估, 并在语音、词法、句法、语义学及语用学领域提供直接的服务。他们也会在听力障碍及听力助听方面提供帮助。Assesses students for possible delayed speech and language skills and provides direct services in the area of phonology, morphology, syntax, semantics and pragmatics. They are also available regarding hearing impairments and amplification.

Tourette's Syndrome/多发性抽动症: 多种运动痉挛及一种或者多种声音痉挛 (vocal tics) 疾病, 患者几乎每天都会发病, 每天数次发作。如果儿童患有多发性抽动症, 症状一般在 3 至 10 岁期间显现。Disorder that includes multiple motor and one or more vocal tics, which occur many times per day, nearly daily. If a child has Tourette's syndrome, symptoms tend to appear between the ages of 3-10 years old.

Traumatic Brain Injury/创伤性脑损伤: 由于外力造成的脑部损伤, 脑部损伤可以导致全部或部分功能性残疾或生理及社交功能障碍。以上定义同时适用于开放性或闭合性脑损伤。An acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment. Applies to open or closed head injuries.

Visual Impairment/视力障碍: 即使经过纠正仍然会对学生的学业造成负面影响的视力障碍。Impairment in vision that even with correction adversely affects a child's educational performance.

Vision Specialists/视力专家: (这些专业人员) 为教职员工提供的咨询及支持, 以及为视力受损的学生提供直接的教学辅助。他们为学生提供视力评估, 并利用盲文、大号印刷字体及听觉媒介为学生提供课程教育。Provide consultation and support to staff and direct instructional support to students with visual impairments. They provide functional vision assessments and curriculum modifications including Braille, large type and aural media.

504 service plan/504 服务计划: 如果学生患有残障但不需要接受特别设计的教学项目, 他们可以接受 504 服务计划规定的、他们所需要的修正性或照顾性教育

服务，以便帮助他们有机会取得与同龄人相同的教育水平。 例如：轮椅通道、血糖检测、多提供一套教材,在不含有花生食品的就餐环境就餐，或者上课期间用纸笔以外的其它方式记笔记。 A student who has a defined disability but does not require specially designed instruction, may have the modifications and accommodations they will need in order for them to have an opportunity perform at the same level as their peers, defined in a **504 service plan**. Some examples of services might include such things as wheelchair ramps, blood sugar monitoring, an extra set of textbooks, a peanut-free lunch environment, or alternate ways of taking notes in class.