

Acronyms & Glossary

<p>ABA</p>	<p>Applied Behavioural Analysis is the science of systematically applying the principles of learning to meaningfully improve social behaviours. The uses of ABA are broad: not only in autism, but also education, the workplace, treatment of addictions, and in sports performance, to name just a few.</p> <p>A key characteristic of ABA is that it is based on science. ABA based interventions are supported by research and are published in peer reviewed, scientific journals. For children with autism, ABA may be used to understand under what circumstances a behaviour occurs, as well as to teach new skills and reduce inappropriate behaviours, or both. The changes in a child's behaviour are carefully tracked by collecting different types of information about that behaviour (for example, how often it occurs) and the child's treatment may be adjusted based on this.</p>
<p>ABI</p>	<p>Acquired Brain Injury is damage to the brain caused by:</p> <ul style="list-style-type: none"> - a traumatic event, such as a car accident, a fall, an assault or a sports injury - a medical problem or disease, such as a tumour, a brain aneurysm, as infection or stroke. <p>Neurodegenerative disorders and congenital birth disorders are not considered ABIs.</p>
<p>ADD</p>	<p>Attention Deficit Disorder (eMental Health Link) Everyone has trouble paying attention from time to time, especially during activities that are boring or not enjoyable. But for children and youth with ADHD/ADD, the problems with paying attention and getting distracted are so severe that youth can have problems with school, work and relationships.</p>
<p>ADHD</p>	<p>Attention Deficit Hyperactivity Disorder (eMental Health Link) Everyone has trouble paying attention from time to time, especially during activities that are boring or not enjoyable. But for children and youth with ADHD/ADD, the problems with paying attention and getting distracted are so severe that youth can have problems with school, work and relationships.</p>
<p>APD</p>	<p>Auditory Processing Disorder (eMental Health Link) Auditory processing disorder (APD) is a condition which affects how people hear the sounds around them. APD makes it more difficult to hear and understand others, especially in noisy situations, even when a hearing test is normal. It can even resemble other conditions such as attention-deficit hyperactivity disorder (ADHD), and cause troubles with learning. It can lead to stress and troubles functioning at school, work and home. Because it is not very well known, many people with APD struggle silently with it. The good news is that there are professionals and interventions that can be done to help APD and function better.</p>
<p>ASD</p>	<p>Autism Spectrum Disorder (eMental Health Link) Autism Spectrum Disorders (ASDs) refers to a spectrum of disorders where individuals have problems with social communication and interaction as well as restricted and repetitive patterns of behaviour. Some people who are on the spectrum may be very high functioning in some areas (e.g. be very good at school at some subject, sport, skill or hobby), yet at the same time, have problems seeing things from other's perspective, that thus can lead to severe problems interacting socially with other people, leading to problems at school, work and relationships. Previously known as Pervasive Developmental Disorder (PDD NOS) or Asperger's Syndrome.</p>
<p>AST</p>	<p>Area Support Teacher is a special education teacher assigned to several schools. They help in program strategies and may work directly with students.</p>
<p>Ax</p>	<p>Anxiety (eMental Health Link) It is natural for children to have various fears, but when those fears become so excessive that it starts causing physical symptoms and getting in the way of school and relationships, then it may be an anxiety problem.</p>
<p>CYC</p>	<p>Child and Youth Counsellors (formerly known as Child and Youth Workers, CYW) observe and identify needs of children and youth in a variety of settings such as schools, day or live-in treatment programs. Their role is to develop behaviour management programs or other interventions to address issues as they arise such as friendship difficulties, classroom</p>

	expectations, routines, emotional dysregulation and inappropriate behaviour within a variety of environments. They also assist children/youth in the acquisition and maintenance of academic, communication, social and personal management skills, through the use of group and individual short term goal-oriented intervention/conflict resolution counselling.
CBT	Cognitive Behavioural Therapy is a “psychological intervention” and is concerned with how people think and react in certain situations. It is not a “talking therapy” like counselling, rather a series of practical exercises to be worked through with or without a psychologist as a guide. CBT is particularly useful as a treatment for depression or anxiety.
DBT	Dialectical Behavioural Therapy (CAMH Link) Dialectical means "the existence of opposites." In DBT, people are taught two seemingly opposite strategies: acceptance (i.e., that their experiences and behaviours are valid), and change (i.e., that they have to make positive changes to manage emotions and move forward)
DMDD	Disruptive Mood Dysregulation Disorder (eMental Health Link) Everyone gets angry from time to time, but when one's anger is so severe that it causes problems in life, it may be a condition known as disruptive mood dysregulation disorder (DMDD). Some people are simply wired differently, and it is harder for their brains to self-regulate than others. It is important to recognize when a child is having problems with dysregulation, as there are many ways to support such a child to be more successful at home and school.
DSM	Diagnostic and Statistical Manual of Mental Disorders is intended as a guide to assist clinicians diagnose and treat mental disorders.
BDD	Body Dysmorphic Disorder (eMental Health Link) Body Dysmorphic Disorder (BDD) is a condition where the person is excessively worried about a body part, fearing that there is something wrong with it, even despite the views of doctors and family to the contrary.
BPD	Borderline Personality Disorder is a longer-term disturbance in personality function which typically includes a pervasive instability in mood and unstable interpersonal relationships, self-image, identity and behaviour.
CAS	Children's Aid Society helps to protect infants, children and youth who are experiencing abuse or are at risk of experiencing abuse, physically, sexually, emotionally or through neglect or abandonment. They also provide help to families who want some extra support and assistance. Great emphasis is placed on ensuring that children can stay with their families and be safe and thrive.
CYFSA	Child, Youth and Family Services Act The paramount purpose of this Act is to promote the best interests, protection and well being of children.
EA	An Educational Assistant provides support to students with special needs who are either physically/ developmentally challenged or who have identified behavioural difficulties. They work with these children with special needs in a classroom setting, either in a regular classroom or in a “contained” classroom.
EMDR	Eye Movement Desensitization and Reprocessing is a psychotherapy treatment that is used in trauma therapy and managing anxiety.
FASD	Fetal Alcohol Spectrum Disorders (eMental Health Link) is an umbrella term that describes a wide range of effects that can occur in a child whose mother drank alcohol during pregnancy. Prenatal alcohol exposure can cause significant brain damage. The effects of FASD typically include physical, mental, and learning disabilities as well as behavioral deficits and problems with socialization.
IBI	Intensive Behavioural Intervention is not the same as ABA, but rather, it is an intervention based on the principles of ABA. Like ABA, IBI is also based on science. While correctly using ABA can be beneficial for everyone on the spectrum, research shows that IBI is not effective for everyone. It is an intervention that has been demonstrated to improve skills in some children with autism, but not all.
IEP	Individual Education Plan is a written plan describing the special education program and/or services required by a particular student, based on a thorough assessment of the student's

strengths and needs – that is, the strengths and needs that affect the student’s ability to learn and to demonstrate learning.

Accommodated only refers to the special teaching and assessment strategies, human supports, and/or individualized equipment required to enable a student to learn and to demonstrate learning. Accommodations do not alter the provincial curriculum expectations for the grade. Accommodated only (AC) is the term used on the IEP form to identify subjects or courses from the Ontario curriculum in which the student requires accommodations alone in order to work towards achieving the regular grade expectations.

Modified Modifications are changes made in the age-appropriate grade-level expectations for a subject or course in order to meet a student’s learning needs. Modified (MOD) is the term used on the IEP form to identify subjects or courses from the Ontario curriculum in which the student requires modified expectations – expectations that differ in some way from the regular grade expectations. The student may also require certain accommodations to help him or her achieve the learning expectations in subjects or courses with modified expectations.

Alternative - Alternative expectations are developed to help students acquire knowledge and skills that are not represented in the Ontario curriculum. Because they are not part of a subject or course outlined in the provincial curriculum documents, alternative expectations are considered to constitute alternative programs or alternative courses (secondary school courses). Alternative programs are provided in both the elementary and the secondary school panels. Alternative courses, at the secondary school level, are non-credit courses. The course expectations in an alternative course are individualized for the student and generally focus on preparing the student for daily living.

[Identification, Place & Review Committee](#) is a formal committee that meets and decides if a student should be identified as exceptional and, if so, the placement that will best meet the student’s needs. All school boards must establish one or more IPRCs. An IPRC is composed of at least three persons, one of whom must be a principal or supervisory officer of the board. A school board trustee may not be a member of an IPRC.

The purpose of the IPRC meeting is to understand the student’s learning strengths. Parents (and students over 16 years of age) are encouraged to attend and take part in the discussion, although an IPRC may proceed if the parents are not present.

Other participants include:

- An administrator from the referring school;
- The teacher or teachers who know the student best and can share information on their strengths and needs, which programs are relevant and how they’re being assessed;
- Additional resource people if needed, arranged by the school principal or parents;
- An interpreter (when needed), arranged by the referring school principal or parents.
- An advocate, if invited by the parents, to provide support or speak on their behalf.

A school-based IPRC holds an annual review for each exceptional student to determine if the support is still needed. Parents can also request a review any time after a student has been in a special education program for three months. It is expected that discussion of the student’s progress will be based on the child’s Individual Education Plan (IEP - see above). The child’s most recent report card and any other professional or classroom assessments are taken into consideration.

Parents can consult with the school principal or special education staff to clarify decisions of the IPRC. If this does not resolve the issue, parents can launch a formal appeal. The appeal process is outlined in the [Guide to Special Education](#) for parents. For the appeals to be honoured, they need to be made within the proper timelines.

IPRC

LGBTQI2S	Lesbian, Gay, Bisexual, Trans, Queer, Questioning, Intersex, and Two Spirit . This acronym is often used as an umbrella term to encompass a much wider range of identities and experiences related to sex, gender and attraction that fall outside the dominant norms of heterosexual and cisgender.
LRT/LST	Learning Resource Teacher or Learning Support Teacher - see SERT for the role description. School boards across the province may use different job titles for the same role
NOS	<i>Not Otherwise Specified</i>
OCD	Obsessive Compulsive Disorder (eMental Health Link) Obsessive Compulsive Disorder (OCD) is a condition marked by having obsessions (distressing thoughts that you can't get off your mind) and/or compulsions (distressing habits, rituals or behaviours that you feel compelled to do over and over again).
ODD	<i>Oppositional Defiant Disorder</i> behaviours are when a child/youth has troubles following expectations from others (i.e. being disobedient) and can be hostile to adults. While some oppositionality and independence is normal for all children, when it is severe and causes problems, it may be a sign of oppositional defiant disorder (ODD).
OSR	Ontario School Record is the record of a student's educational progress through schools in Ontario. The Education Act requires that the principal of a school collect information "for inclusion in a record in respect of each pupil enrolled in the school and to establish, maintain, retain, transfer and dispose of the record". The act also regulates access to an OSR and states that the OSR is "privileged for the information and use of supervisory officers and the principal and teachers of the school for the improvement of instruction" of the student. Each student and the guardian/parent(s) of a student who is not an adult (that is, a student who is under the age of eighteen) must be made aware of the purpose and content of, and have access to, all of the information contained in the OSR.
PTSD	Post Traumatic Stress Disorder (eMental Health Link) is an anxiety disorder that can develop after exposure to traumatic events where one was exposed to or witnessed danger, such as with violence or disasters. With PTSD, the brain's alarm system is triggered by the trauma, leading to symptoms such as being hyper vigilant (i.e. constantly on alert).
SEA	Special Equipment Amount provides funding to school boards to assist with the costs of equipment essential to support students with special education needs. This equipment is to provide students with accommodations that are directly required and essential for one or more of the following: attending school, accessing the Ontario curriculum, supporting or augmenting a board-determined alternative program and/or course.
SEAC	Special Education Advisory Committee The Education Act and regulations set out various duties which include establishing policies and committees regarding the provision of special education programs and services. School boards are responsible for establishing Special Education Advisory Committees (SEACs) and the regulation made under the Education Act sets out the requirements for that committee.
SERT/SET	<i>Special Education Resource Teacher/Special Education Teacher</i> a teacher who has education and qualifications in special education programs and services, based in a school or a field office, providing support for regional and school-based programs. SERTs also look after IPRC preparation; arrange in-school review committees (ISRC) and case conferences; assist in ongoing assessment, evaluation and reporting; facilitate placements; and liaise with external service agencies.
SIB	<i>Self-Injurious Behaviour</i> can be defined as any type of direct bodily harm or disfigurement that is deliberately inflicted on oneself that is not considered to be socially acceptable, such as cutting, head banging, hair pulling, and ligature use.
SIP	Special Incidence Portion School boards may apply for SIP funding on behalf of students who require more than two full-time equivalent board-paid staff providing intensive support for the health and/or safety of the applicant student, other students and/or staff.

<p>SST</p>	<p>A <i>Student Success Teacher</i> works collaboratively with all members of the learning community to promote well-being and enhance student learning and achievement. By co-creating rich, equitable and inclusive school and classroom environments as well as providing interventions that are responsive to students' strengths and needs.</p>
<p>VTRA</p>	<p><i>Violence Threat Risk Assessment</i> protocols aim to reduce violence, manage threats of violence and promote individual, school and community safety through early intervention, support and the sharing of information. Every school board in Ontario is required to have a VTRA protocol supports collaborative planning among schools, community partners, families, children and youth, and the development of safe, caring and restorative approaches. Specifically, they promote the immediate sharing of information about a child or youth who pose a risk of violence to himself or herself or to others.</p> <p>The foundation upon which the VTRA Protocol rests, is that schools, police, health and community agencies will work together and identify/develop strategies to mitigate potential threats of violence. While information sharing practices vary between communities, in most circumstances formal information sharing protocols are signed between partners in order to facilitate the process.</p>