

Acronyms and Key Words

AIMSweb: “AIMSweb is a leading assessment and provides Response To Intervention (RTI) solution. This is a web-based solution for universal screening, progress monitoring, and data management for Grades K-12. It provides guidance to administrators and teachers based on accurate, continuous, and direct student assessment”
(<https://aimsweb222.weebly.com/overview.html>).

CST: Acronym for Child Study Team. This is a specialized fixed team that often includes a learning consultant, a school psychologist, a social worker. Ad hoc members can include: speech and language therapist, occupational therapist and physical therapist.

CTOPP: The Comprehensive Test of Phonological Processing. This test: Identifies individuals who are significantly below their peers in important phonological abilities, determines strengths/weaknesses in developed phonological processes, documents progress in phonological processing due to intervention programs, and serves as a research tool for phonological processing.
(<https://www.stoeltingco.com/comprehensive-test-of-phonological-processing-ctopp.html>)

FAPE: Acronym for Free and Appropriate Public Education.

Foundations: Foundations is part of the Wilson Reading System. “Foundations®’ research-based approach and extensive program materials allow K-3 teachers to present a carefully structured reading and spelling curriculum using multisensory techniques. Foundations thoroughly teaches the foundational skills, and significantly supports reading, writing, speaking, and language standards found in states’ rigorous college- and career-ready standards. The program addresses all five areas of reading instruction with an emphasis on systematic phonics and word structure”
(<https://www.wilsonlanguage.com/professional-learning/individual-teacher-support/foundations-workshops/foundations-workshop-descriptions/>).

IDEA: Individuals with Disabilities Education Act “provides federal funding for the education of children with disabilities and requires, as a condition for the receipt of such funds, the provision of a free appropriate public education (FAPE). IDEA pertains to children infants through age 21 (Jones, 2011). IDEA has been amended several times since its enactment. It is also sometimes referred to as IDEIA (Individuals with Disabilities Education Improvement Act).

IEP: Individualized Education Program is an educational plan created after a child has been through a Child Study Team evaluation and is found to meet the qualifications of being classified for Special Education. This stems from Public Law 94-142 of the Educations for All Handicapped Children Act (Smith, 1990).

I&RS (Intervention and Referral Services): This is a state-mandated system for establishing support for students. In New Jersey, “...each district board of education is required to establish and implement a coordinated system in each school for the planning and delivery of Intervention and Referral Services (I&RS). I&RS is designed to assist students who are experiencing learning, behavior or health difficulties, and to assist staff who have difficulties in addressing students’ learning, behavior or health needs. (NJ Dyslexia Handbook, 2017, pg. 7).

Just Words: This program is part of the Wilson Reading System. “Just Words is a highly explicit, multisensory decoding and spelling program for students in grades 4–12 and adults who have mild to moderate gaps in their decoding and spelling proficiency but do not require intensive intervention. The Just Words curriculum provides a sophisticated study of word structure appropriate for students beyond the elementary grades. It provides direct and explicit teaching of “how English works” for both decoding and spelling automaticity” (<https://www.wilsonlanguage.com/professional-learning/individual-teacher-support/just-words-workshops/just-words-workshop-descriptions/>)

Learning Ally: Learning Ally provides audible text to students to make “ear reading” accessible to students with reading disabilities. (<https://learningally.org/About-Us/Overview>)

MAP: Measure of Academic Progress. “MAP assessments are computer adaptive achievement tests in Mathematics and Reading” <https://www.hcps.org/f/academics/mapfaq.pdf>

Orton-Gillingham: The Orton-Gillingham Approach is a direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way to teach literacy when reading, writing, and spelling does not come easily to individuals, such as those with dyslexia. It is most properly understood and practiced as an approach, not a method, program, or system. In the hands of a well-trained and experienced instructor, it is a powerful tool of exceptional breadth, depth, and flexibility. (<https://www.ortonacademy.org/resources/what-is-the-orton-gillingham-approach/>)

PAST: Phonological Assessment Skills Test. “The PAST test is comprehensive, evaluating 13 aspects of the development of Phonological Awareness. It was designed as an informal, individual assessment, with a total of 84 words on the test. Some of the skills evaluation are typically mastered by Pre-K students, such as sentence segmentation and rhyme while other skills on the test are achieved by first or second grade, such as phoneme deletion or substitution, which makes this test valuable for the early grades in elementary” (<https://assessmentkit.weebly.com/phonological-awareness.html>).

RAN: Rapid Automatized Naming test. “Performance on a RAN test is based on how fast a child can name in order *all* the items presented on the page, compared to other kids her age. Kids with reading issues are frequently slower on RAN tests. So the tests are often used as part of a comprehensive reading evaluation. They’re also used for the early identification of kids who are

at risk for reading problems.”

(<https://www.understood.org/en/school-learning/evaluations/types-of-tests/rapid-automatized-naming-tests-what-you-need-to-know>)

Read 180: Read 180 is an online computerized program used in Grades 4-12 to support students who are reading behind grade level. (<https://www.hmhco.com/programs/read-180-universal>)

RtI (Tier I, Tier II, Tier III): “Response to Intervention is a dynamic problem-solving process in which data are integral in making decisions about what skills struggling readers lack, and whether intervention instruction provided to date has been effective” (Hall, 2008, pg. 17). This is often used as an initial form of support for students who are brought through the I&RS process.

Section 504 of the Rehabilitation Act: Often simply called, “Section 504” differs from IDEA in that there is no age limit or funding connected to this law. Section 504 “prohibits discrimination against an otherwise qualified individual” (Jones, 2011) and allows for a plan with accommodations to be written to provide the individual with equal access to opportunity.

Star Assessment: Star Assessments are short tests that provide teachers with learning data. Star tests are computer adaptive, which means they adjust to each answer your child provides. This helps teachers get the best data to help your child in the shortest amount of testing time (about one-third of the time other tests take). Star assessments are available for early literacy, math, reading, or other subjects of their teacher’s choice. Teachers analyze the data they get from Star Assessments to learn what students already know and what they are ready to learn next, to monitor student growth, and to determine which students may need additional help.

(<https://www.renaissance.com/2016/09/09/parents-guide-star-assessments/>)

SST: Local name for the Student Support Team in one district. This is the same support team used in the I&RS process.

Wilson: “The Wilson Reading System® (WRS) is the flagship program of Wilson Language Training® and the foundation of all other Wilson programs. WRS is an intensive Tier 3 program for students in grades 2-12 and adults with word-level deficits who are not making sufficient progress through their current intervention; have been unable to learn with other teaching strategies and require multisensory language instruction; or who require more intensive structured literacy instruction due to a language-based learning disability, such as dyslexia.” This program requires levels of certification in order to be properly administered.

(<https://www.wilsonlanguage.com/programs/wilson-reading-system/>)

WIST: Word Identification and Spelling Test, is part of the Wilson program. “The WIST can be used to identify students who are having difficulty with fundamental literacy skills, and to isolate specific areas of weakness for struggling readers. It assesses word identification, spelling, and

sound-symbol knowledge, and comes with both an elementary version (grades 2-5) and a secondary version (grades 6-12). It includes both norm-referenced and informal assessments and can be helpful in designing intervention plans for students. The WIST is also helpful for assessing progress on Orton-Gillingham and other phonics programs.”

(<https://www.academictherapy.com/detailATP.tpl?eqskudatarq=DDD-1592>)