

**CLASS DISCUSSION/ INDEPENDENT**  
**ALPHABET SOUP: SCHOOL LEADERS OVERWHELMED BY ACRONYMS!**  
**ESTIMATED TIME: 40-60 MINUTES**

## LEARNING OBJECTIVE

1. To understand selected acronyms used in the field of special education.
2. To identify available resources for explaining frequently used special education acronyms.

## OVERVIEW

In an attempt to communicate more efficiently, the use of acronyms has increasingly become incorporated into the oral and written language used by educators. As we seek to build a unified system where all educational leaders share the responsibility for educating students with disabilities, it is important that leaders are able to interact effectively. One area that needs to be addressed is the meaning of frequently used acronyms. While some terms are universally accepted, there are still regional differences in the meanings attached to some acronyms.

## ACTIVITY

1. Without using any resources, complete the attached table by filling in the correct terms for each acronym.
2. Use one of the following websites to assist with those you were unable to identify:
  - a. National Dissemination Center for Children with Disabilities (NICHCY)  
<http://www.nichcy.org/InformationResources/Pages/Acronyms.aspx>
  - b. NECTAC's Wonderful Acronym List 2007  
<http://www.nectac.org/chouse/acronyms.asp>
  - c. Acronyms and the Law, TA Alliance  
<http://www.taalliance.org/publications/pdfs/all49.pdf>
  - d. Acronyms and Agencies, TA Alliance  
<http://www.taalliance.org/publications/pdfs/all48.pdf>

## QUESTIONS/ DISCUSSION TOPICS

1. How many acronyms were you able to identify without assistance? Did you have difficulty identifying all of them? Which were the most difficult for you to identify? Compare your answers to those of your classmates. What are the similarities/ differences?
2. What did you learn from this activity?
3. From your experience, to what extent does the use of acronyms present a challenge for general and special educators who seek to collaborate on behalf of students with disabilities?
4. Based on this activity, what should you remember when communicating with parents during IEP meetings or in other situations?

## Acronyms Activity

|            |             |             |              |             |
|------------|-------------|-------------|--------------|-------------|
| <b>LRE</b> | <b>ADHD</b> | <b>FBA</b>  | <b>CEC</b>   | <b>DD</b>   |
| <b>EBD</b> | <b>EIS</b>  | <b>FAPE</b> | <b>IDEA</b>  | <b>SLD</b>  |
| <b>SLP</b> | <b>AT</b>   | <b>IAES</b> | <b>OHI</b>   | <b>OSEP</b> |
| <b>LEA</b> | <b>OT</b>   | <b>PT</b>   | <b>IEP</b>   | <b>TBI</b>  |
| <b>CLD</b> | <b>SLI</b>  | <b>SEA</b>  | <b>TDD</b>   | <b>VI</b>   |
| <b>ASD</b> | <b>ADA</b>  | <b>RTI</b>  | <b>CADRE</b> | <b>PBIS</b> |