

# Special Ed Acronyms and Document Types

Last Modified on 10/21/2024 8:21 am CDT

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## Common Special Education Acronyms

The following list describes acronyms sometimes used in Special Education:

Acronym	Description	Document Type
<b>IEP</b>	Individualized Education Plan	Plan
<b>PLP</b>	Personal Learning Plan	Plan
<b>GT</b>	Gifted and Talented	Plan
<b>OMP</b>	Outcome Measures Plan	Plan
<b>SOP</b>	Summary of Performance Plan	Plan
<b>IIIP</b>	Individual Interagency Intervention Plan (Part C)	Plan
<b>IFSP</b>	Individualized Family Service Plan (Part C)	Plan
<b>PSP</b>	Personal Service Plan	Plan
<b>SP</b>	Service Plan	Plan
<b>ISP</b>	Individualized Service Plan	Plan
<b>PPN</b>	Parental Prior Written Notice	Plan
<b>PWN</b>	Prior Written Notice	Plan
<b>ILP</b>	Individualized Literacy Plan	Plan
<b>PLAAFP</b>	Present Levels of Academic Achievement and Functional Performance	Plan
<b>PBSP</b>	Positive Behavior Support Plan	Plan
<b>BIP</b>	Behavior Intervention Plan	Plan
<b>FBA</b>	Functional Behavior Assessment	Plan
<b>SDI</b>	Specially Designed Instruction	Plan
<b>ESY</b>	Extended School Year	Plan

Acronym	Description	Document Type
<b>ESR</b>	Evaluation Summary Report	Evaluation
<b>Eval</b>	Evaluation	Evaluation
<b>ETR</b>	Evaluation Team Report	Evaluation
<b>CSR</b>	Conference Summary Report	Evaluation
<b>MDTE</b>	Multi-Disciplinary Team Evaluation	Evaluation

## Special Education Documents Types

The following table lists types of special education documents that are available for Campus users as complex, editor-based documents, depending on state needs. Other documents described in the table above may be available as Custom Forms.

The content of documents varies widely based on state regulations.

Document Type	Acronym	Description
<b>Conference Summary</b>	CSR	The Conference Summary Referral - Initial is used to document the referral or initial ARC meeting. The Conference Summary applies to all other purposes of an ARC meeting.
<b>Evaluation</b>	ESR, Eval, ETR	Evaluations are conducted after a student has been referred to special education. The goal of an evaluation is to determine if the student is eligible to receive special education services based on a disability that interferes with participation in regular education.
<b>Individualized Education Plan</b>	IEP	An IEP often results from an Evaluation in which the student was determined to have a disability that in some way interferes with the student's educational progress. Plans usually summarize the accommodations and modifications made to the student's education, services provided to the student related to special education, and goals reached with the student and parents' input regarding the student's progress and post-secondary plans.
<b>Individualized Family Service Plan</b>	IFSP	An IFSP describes the special services provided to young children, usually under 3 years of age, who have developmental delays. Such plans often describe the child's current level of development, details of services provided to the child and family, and the goals of the service. IFSPs differ from IEPs because services are not centralized in an educational institution, but in the family.

Document Type	Acronym	Description
<b>Multi-Disciplinary Team Evaluation</b>	MDTE	An MDTE extends the scope of a traditional evaluation to consider other factors of the student's experience, such as health and behavioral issues.
<b>Outcome Measures Plan</b>	OMP	An OMP functions in conjunction with a plan and measures incremental progress towards plan goals.
<b>Personal Service Plan</b>	PSP, SP, ISP	Services Plans are plans for private schools and are not state reported.

## Other Definitions

Term	Definition
<b>504 Plan</b>	A 504 plan is used to record accommodations made for a student who was determined to not require Special Education services.
<b>Part B</b>	Plans designated as Part B are typically used for students in grades K-12, although some states use them for 3-5 year olds.
<b>Part C</b>	Plans designated as Part C are typically used for students ages 3-5, considered Early Childhood. Some states use these forms for those aged birth-2 years.