

Vital Vernacular—Communication

Clarify—To make something more clear by explaining it in greater detail.

Code of Federal Regulations (CFR)—The compilation of federal rules and regulations that govern procedures and behaviors in particular circumstances or within a particular profession, coded for easier reference.

Communication—The exchange of information between people by means of speaking, writing or using a common system of signs or behavior.

Communication block—An internal or external action or event that interferes with the goal of communicating.

Comprehend—To grasp the meaning, nature or importance of something.

Cue—A signal, prompt or reminder that is often nonverbal, that clarifies the meaning of communication or the cause miscommunication.

Decode—To identify written or spoken words and make sense of them.

Directory information—Personally identifiable information that includes student's name, address, phone listing, date and place of birth, field of study, participation in activities such as sports, weight, height, dates of attendance, degrees and awards received, and name of the most recent previous schools attended by the student.

Disclosure—Access to or the release and/or transfer of personally identifiable information contained in education records to any party.

Disclosure log—A record that lists all personnel who have accessed a student's records. Includes the date and purpose of access.

Due process—A parent's or student's right to access established legal procedures and natural justice.

Educational record—A document directly related to a student, intended for school use and maintained by a local educational agency or institution. An educational record includes personally identifiable data, academic work, level of achievement (grades, standardized achievement test scores), attendance data, scores on standardized intelligence, aptitude, and psychological tests, interest inventory results, health data, family background information, teacher or counselor observations, and verified reports of serious or recurrent behavior patterns.

Effective communication—Communication that adequately meets the needs of each person involved and helps promote trust and respect.

Encode—To convert thoughts into a message (verbal, written or nonverbal).

Family Educational Rights and Privacy Act (FERPA)—Federal law guaranteeing confidentiality of student information.

Feedback—Comments in the form of opinions or reactions about a statement, action, event or process, which are intended to provide useful information for future decisions.

Individuals with Disabilities Education Improvement Act (IDEIA) (formerly Individuals with Disabilities Education Act (IDEA))—The federal law that provides guidelines for serving students with disabilities who are eligible for special education services. Includes confidentiality requirements with regard to disclosure of personal information on students with disabilities.

Inference—A conclusion drawn from evidence or reasoning.

Interpretation—An explanation or establishment of something's meaning based on knowledge, understanding and point of view.

Jargon—Language that is used by a particular group, profession or culture; might not be understood or used by other people.

Memory joggers—Notes that are made by personnel prior to evaluations or IEP meetings that are kept and seen solely by the person who made them and are NOT considered part of an education record.

People First Language (PFL)—The process of using language that puts the person first, before the disability. Promotes dignity and respect.

Record—Information on a student documented in any format.

Slang—Words, expressions, and usages that are casual, vivid, racy, or playful replacements for standard terms. They are often short-lived, and are usually considered unsuitable for formal contexts.

Style—A manner a person uses in communication; may include the use of simple words or highly technical terms.

Tone—The expression of one's attitude about something or someone by the choice of words, phrasing, volume level, and speed of talking.

References and Resources to Consider

Snow, Kathie (2001). *Disability is natural*. Woodland Park, CO: Brave Heart Press.

Mind Tools, <http://www.MindTools.com>—A great resource to further build collaboration and communication skills.