

## Parental Absence Module Glossary

**504 Plan:** Section 504 of the Rehabilitation Act protects individuals with disabilities from discrimination due to disability by recipients of federal financial assistance.<sup>1</sup>

**Active Duty Service member:** Full-time duty status in the Active uniformed Service of the United States, including members of the National Guard and Reserve on Active Duty orders.<sup>2</sup>

**Children of military families:** A school-aged child(ren), enrolled in kindergarten through 12th grade, in the household of an Active Duty member.<sup>2</sup>

**Combat deployment:** An absence in which the parent is away, serving in an area of conflict or war.<sup>3</sup>

**Deployment:** The period one (1) month prior to Service members' departure from their home station on military orders through six (6) months after return to their home station.<sup>2</sup>

**DoD/DoDEA school:** The Department of Defense Education Activity (DoDEA) is a civilian agency of the United States Department of Defense that manages all schools for military children in the United States and at American military installations worldwide.<sup>4</sup>

**Dual-military family:** Families in which a military member in one branch of Service is married to a military member in the same or different branch of Service.<sup>5</sup>

**During deployment:** The time when Service members are engaged in either combat or non-combat missions.<sup>3</sup>

**Externalizing behaviors:** Externalizing behaviors are a broad class of emotional difficulties with accompanying outwardly directed behaviors, including defiance, impulsivity, disruptiveness and over-activity.<sup>6</sup>

**Family Care Plan:** A document specifying the terms for who will care for a Service member's children in his or her absence, where they will live, and how resources will be obtained.<sup>7</sup>

**Individualized Education Program (IEP):** A written instructional plan for students with disabilities designated as special education students under the Individuals with Disabilities Education Act (IDEA, Part B). Each plan includes a (1) statement of the child's present levels of educational performance, (2) statement of measurable annual goals, including academic and functional goals, (3) for children with disabilities who take alternate assessments aligned to alternate achievement standards, description of benchmarks or short term objectives; (4) statement of the

special education and related services and supplementary aids and services; and (5) statement of any individual accommodations that are necessary to measure the academic achievement and functional performance of the child on State and districtwide assessment; and if the IEP Team determines that the child must take an alternate assessment instead of a particular regular State or districtwide assessment of student achievement, a statement of why the child cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the child.<sup>8</sup>

**Individuals with Disabilities Education Improvement Act (IDEA):** Legislation that ensures children with disabilities have the opportunity to receive a free appropriate public education (FAPE).<sup>9</sup>

**Installation:** A base, camp, post, station, yard, center, homeport facility for any ship, or other activity under the jurisdiction of the Department of Defense.<sup>2</sup>

**Internalizing behaviors:** A broad class of emotional difficulties that include depression, separation anxiety, general over-anxiety, fearfulness and withdrawal.<sup>10, 11, 12</sup>

**Leave from deployment:** An Active Duty member of the uniformed Services, as defined by the Compact, who has been called to duty for, is on leave from, or immediately returned from deployment to a combat zone or combat support posting.<sup>2</sup>

**Local education agency:** A public authority legally constituted by the state as an administrative agency to provide control of and direction for kindergarten through 12th grade public educational institutions.<sup>2</sup>

**Mediation:** Procedural safeguard to resolve disputes between parents and schools; must be voluntary, cannot be used to deny or delay right to a due process hearing; must be conducted by a qualified and impartial mediator who is trained in effective mediation techniques.<sup>1</sup>

**Military Interstate Children's Compact Commission (MIC3):** The governmental agency that oversaw the creation and implementation of the Compact at a national level.<sup>13</sup>

**Military-connected student/child:** Children with at least one parent serving in the U.S. military.<sup>5</sup>

**Modifications:** Substantial changes in what the student is expected to demonstrate; includes changes in instructional level, content, and performance criteria, may include changes in test form or format; includes alternate assessments.<sup>1</sup>

**National Guard Service member:** See Reserve Service member definition.

**Non-combat deployment:** An absence in which the parent is away, serving in a peacekeeping, humanitarian, or disaster response mission.<sup>3</sup>

**Officer:** Military commissioned officers hold the highest military ranks. They must possess a bachelor's degree and often pursue a master's degree as well. The primary role of commissioned officers is to provide general leadership, administration and management in their area of responsibility.<sup>14</sup>

**Official academic records:** Official records, files, and data directly related to a student and maintained by the school or local education agency (LEA), including but not limited to records encompassing all the material kept in the student's cumulative folder such as general identifying data, records of attendance and of academic work completed, records of achievement and results of evaluative tests, health data, disciplinary status, test protocols, and individualized education programs.<sup>2</sup>

**Orders to deploy:** A planning directive from the Secretary of Defense, issued by the Chairman of the Joint Chiefs of Staff, that authorizes and directs the transfer of forces between combatant commands by reassignment or attachment.<sup>15</sup>

**Parental absence:** Parental absence refers to a number of situations in which a parent is temporarily out of the home. These absences can range from days to years and include: 1) divorce; 2) separation, and custody arrangements; 3) Incarceration; and 4) civilian and military occupational absence, which includes: a) business or work trips; b) military combat and non-combat deployments, and c) other absences, such as a parent being out of the home to provide care to another member of the family.<sup>3</sup>

**Permanent change of station (PCS):** A relocation of a Service member's work affiliation from one unit or duty station to another; Service members may request their duty preference, but the assignment is determined by the needs of the branch of Service.<sup>5</sup>

**Post-deployment:** The time when Service members return home from a deployment. This time encompasses reintegration.<sup>3</sup>

**Power of attorney:** A power of attorney is accepted in all states, but the rules and requirements differ from state to state. A power of attorney gives one or more persons the power to act on your behalf as your agent. The power may be limited to a particular activity, such as closing the sale of your home, or be general in its application. The power may give temporary or permanent authority to act on your behalf. The power may take effect immediately, or only upon the occurrence of a future event, usually a determination that you are unable to act for yourself due to mental or physical disability.<sup>16</sup>

**Pre-deployment:** The time when reservists and Active Duty Service members ramp up, or gear up for a deployment, which may require Service members spend weeks or months receiving additional training.<sup>3</sup>

**Protective factors:** Protective factors are conditions or attributes in individuals, families, communities, or the larger society that, when present, mitigate or eliminate risk in families and communities that, when present, increase the health and well-being of children and families.<sup>17</sup>

**Psychological presence:** The degree to which a child feels a parent is present in his or her life, despite a geographical distance.<sup>3</sup>

**Psychosomatic symptoms:** Physical conditions that are attributed to internal, emotional, or psychological causes.<sup>30</sup>

**Reevaluation:** At least every three years a child must be reevaluated. This evaluation is sometimes called a “triennial.” Its purpose is to find out if the child continues to be a child with a disability, as defined by IDEA, and what the child’s educational needs are. However, the child must be reevaluated more often if conditions warrant or if the child’s parent or teacher asks for a new evaluation.<sup>18</sup>

**Reintegration:** Reintegration is the stage of the deployment cycle (pre-deployment, deployment, post-deployment or reintegration) characterized by the Service member’s reentry into his or her daily life as experienced prior to deployment, or into a new civilian life, including the domains of work, family, and personal experiences.<sup>19</sup>

**Remote tour:** A remote tour is a special type of temporary duty assignment. A remote tour, or unaccompanied tour, refers to orders for a Service member to be stationed at an installation where family members are not permitted.<sup>3</sup>

**Reserve Service member:** Members of the uniformed Services who are not in Active Service, but who are subject to call to Active Duty. The Armed Forces of the United States Reserve Component consists of the Army National Guard of the United States, the Army Reserve, the Navy Reserve, the Marine Corps Reserve, the Air National Guard of the United States, the Air Force Reserve, and the Coast Guard Reserve. Also called RC.<sup>15</sup>

**Resilience:** Achieving positive outcomes despite challenging or threatening circumstances, coping successfully with traumatic experiences, and avoiding negative paths linked with risks. An essential requirement of resilience is the presence of risk and protective factors helping to promote positive outcomes or reduce negative outcomes.<sup>20, 21, 22, 23, 24, 25, 26</sup>

**Response to Intervention (RTI):** An instructional framework through which schools can provide early intervention for students experiencing academic and behavioral

difficulties. It is also promoted as an alternative to the IQ discrepancy model for identifying students with learning disabilities.<sup>27</sup>

**Risk factors:** A characteristic at the biological, psychological, family, community, or cultural level that precedes and is associated with a higher likelihood of problem outcomes.<sup>28</sup>

**Remote tours:** See the definition for unaccompanied tours.

**School Liaison Officer (SLO):** Serves as a resource between the military community and schools and districts around the installation.<sup>29</sup>

**Service member:** A member serving in a branch of the Armed Forces of the United States, established by act of Congress, which are: the Army, Marine Corps, Navy, Air Force, and Coast Guard.<sup>15</sup>

**Special education services:** Specially designed instruction, at no cost to the parents or guardians of the child, to meet the unique needs of a child with a disability.<sup>1</sup>

**Stressor:** An internal or external event or stimulus that induces stress.<sup>30</sup>

**Temporary duty (TDY):** An absence in which the parent is away for training purposes. Temporary duty assignments are usually associated with shorter absences, similar to a civilian work trip.<sup>3</sup>

**Tier II:** Students not making adequate progress in the core curriculum are provided with increasingly intensive group instruction matched to their needs on the basis of levels of performance and rates of progress.<sup>31</sup>

**Title II Plan:** The specific interventions a student will receive under Tier II services.<sup>32</sup>

**TRICARE:** The health care program for almost 9.5 million beneficiaries worldwide—including Active Duty Service members, National Guard and Reserve members, retirees, their families, survivors, certain former spouses and others registered in the Defense Enrollment Eligibility Reporting System (DEERS).<sup>3333</sup>

**Unaccompanied tours:** Orders for a Service member to be stationed at an installation where his or her family is not permitted to go.<sup>3</sup>

**Uniformed Services:** The Army, Navy, Air Force, Marine Corps, Coast Guard, National Oceanic and Atmospheric Administration, and Public Health Services.<sup>15</sup>

**Unofficial academic records:** All records, files, and data directly related to a student and maintained by the school or local education agency (LEA), including but not limited to records encompassing all the material kept in the student's cumulative folder such as general identifying data, records of attendance and of academic work

completed, records of achievement and results of evaluative tests, health data, disciplinary status, test protocols, and individualized education programs.<sup>2</sup>

**Veterans:** A person who served in the uniformed Services and who was discharged or released under conditions other than dishonorable.<sup>2</sup>

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<sup>1</sup> Wright, P., & Wright, P. (2009, August 4). *Glossary of special education and legal terms*. Retrieved from <http://www.wrightslaw.com/links/glossary.sped.legal.htm>

<sup>2</sup> Military Interstate Children's Compact Commission. (2012). *Interstate Compact on Educational Opportunity for Military Children: Compact rules desk reference*. Lexington, KY: MIC3.

<sup>3</sup> Culler, E. C., Ferrara, A. M., & Hamilton, M. D. (2015). *Parental absence: An interactive online learning course for military-connected school personnel*. The Pennsylvania State University: Clearinghouse for Military Family Readiness.

<sup>4</sup> U.S. Department of Defense Education Activity. (n.d.). *About DoDEA*. Retrieved from <http://dodea.edu/aboutDoDEA/index.cfm>

<sup>5</sup> Blaisure, K. R., Saathoff-Wells, T., Pereira, A., MacDermid Wadsworth, S., & Dombro, A. L. (2015). *Serving military families: Theories, research, and application*. New York, NY: Routledge.

<sup>6</sup> Achenbach, T. M., & Edelbrock, C.S. (1978). The classification of child psychopathology: A review and analysis of empirical efforts. *Psychological Bulletin*, 85(6), 1275-1301. doi:10.1037/0033-2909.85.6.1275

<sup>7</sup> Department of Defense. (2010, May 7). *Department of Defense Instruction*. Retrieved from <http://dtic.mil/whs/directives/corres/pdf/134219p.pdf>

<sup>8</sup> National Center for Education Statistics. (n.d.). *School and district glossary*. Retrieved from <https://nces.ed.gov/ccd/commonfiles/glossary.asp>

<sup>9</sup> Center for Parent Information and Resources. (2014, May). *IDEA - The Individuals with Disabilities Education Act*. Retrieved from <http://www.parentcenterhub.org/repository/idea/>

<sup>10</sup> Amato, P.R. (2001). Children of divorce in the 1990s: An update of the Amato and Keith (1991) meta-analysis. *Journal of Family Psychology*, 15(3), 355-370. doi:10.1037/0893-3200.15.3.355.

<sup>11</sup> Amato, P.R., & Keith, B. (1991). Parental divorce and the well-being of children: A meta-analysis. *Psychological Bulletin*, 110(1), 26-46. doi:10.1037/0033-2909.110.1.26

<sup>12</sup> Stadelmann, S., Perren, S., Groeben, M., & von Klitzing, K. (2010). Parental separation and children's behavioral/emotional problems: The impact of parental representations and family conflict. *Family Process*, 49(1), 92-108. doi:10.1111/j.1545-5300.2010.01310.x

<sup>13</sup> Military Interstate Children's Compact Commission. (2013). *About MIC3*. Retrieved from

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<http://mic3.net/pages/About/about.aspx>

<sup>14</sup> Military OneSource. (n.d.). *What are those stripes and bars?* Retrieved from [http://www.militaryonesource.mil/phases-guard-and-reserve?content\\_id=267514](http://www.militaryonesource.mil/phases-guard-and-reserve?content_id=267514)

<sup>15</sup> Department of Defense. (2015, November 15). Joint Publication 1-02: Department of Defense dictionary of military and associated terms. *Defense Technical Information Center*. Retrieved from [http://www.dtic.mil/doctrine/new\\_pubs/jp1\\_02.pdf](http://www.dtic.mil/doctrine/new_pubs/jp1_02.pdf)

<sup>16</sup> American Bar Association. (n.d.). *Power of Attorney*. Retrieved from [http://www.americanbar.org/groups/real\\_property\\_trust\\_estate/resources/estate\\_planning/power\\_of\\_attorney.html](http://www.americanbar.org/groups/real_property_trust_estate/resources/estate_planning/power_of_attorney.html)

<sup>17</sup> Child Welfare Information Gateway. (n.d.). *Protective factors to promote wellbeing*. Retrieved from <https://www.childwelfare.gov/topics/preventing/promoting/protectfactors/>

<sup>18</sup> Center for Parent Information and Resources. (2014, April). *10 basic steps in special education*. Retrieved from <http://www.parentcenterhub.org/repository/steps/>

<sup>19</sup> Marek, L. I., Hollingsworth, W. G., D'Aniello, C., O'Rourke, K., Brock, D. J. P., Moore, L., Butler, J. L., Zhang, J., & Wiles, B. (n.d.). Returning home: What we know about the reintegration of deployed Service members into their families and communities. *National Council on Family Relations*. Retrieved from <https://www.ncfr.org/ncfr-report/focus/military-families/returning-home>

<sup>20</sup> Brooks, J. E. (2006). Strengthening resilience in children and youths: Maximizing opportunities through the schools. *Children & Schools*, 28(2), 69-76. doi:10.1093/cs/28.2.69

<sup>21</sup> Fergus, S., & Zimmerman, M. A. (2005). Adolescent resilience: A framework for understanding healthy development in the face of risk. *Annual Review of Public Health*, 26(1), 399-419. doi:10.1146/annurev.publhealth.26.021304.144357

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<sup>25</sup> Masten, A. S., Best, K. M., & Garmezy, N. (1990). Resilience and development: Contributions from the study of children who overcome adversity. *Development and Psychopathology*, 2(4), 425-444. doi:10.1017/s0954579400005812

<sup>26</sup> Werner, E. E. (1992). The children of Kauai: Resiliency and recovery in adolescence and adulthood. *Journal of Adolescent Health*, 13(4), 262-268. doi:10.1016/1054-139x(92)90157-7

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<sup>27</sup> Hughes, C. A., & Dexter, D., D. (2011). Response to intervention: A researched- based summary. *Theory Into Practice*, 50(1), 4-11. doi:10.1080/00405841.2011.534909

<sup>28</sup> youth.gov. (n.d.). *Risk and protective factors*. Retrieved from <http://youth.gov/youth-topics/youth-mental-health/risk-and-protective-factors-youth>

<sup>29</sup> U.S. Department of Defense Education Activity. (n.d.). School liaison officers. Retrieved from <http://www.dodea.edu/Partnership/schoolLiaisonOfficers.cfm>

<sup>30</sup> Gerrig, R. J., & Zimbardo, P. G. (2002). *Glossary of psychological terms*. Retrieved from <http://www.apa.org/research/action/glossary.aspx>

<sup>31</sup> RTI Action Network. (n.d.). *Tiered instruction/intervention*. Retrieved from <http://www.rtinetwork.org/essential/tieredinstruction>

<sup>32</sup> United States Department of Justice Civil Rights Division. (n.d.). *State and local governments (Title II)*. Retrieved from [http://www.ada.gov/ada\\_title\\_II.htm](http://www.ada.gov/ada_title_II.htm)

<sup>33</sup> TRICARE. (n.d.). *Welcome*. Retrieved from <http://tricare.mil/Welcome.aspx>