



Glossary of Key Transition Terms

Academic adjustments

Such modifications to the academic requirements as are necessary to ensure that such requirements do not discriminate or have the effect of discriminating, on the basis of [disability] against a qualified ... applicant or student [with a disability]. Modifications may include changes in the length of time permitted for the completion of degree requirements, substitution of specific courses required for the completion of degree requirements, and adaptation of the manner in which specific courses are conducted. [34 C.F.R. § 104.44(a) Section 504 of the Rehabilitation Act]

Accommodation

Service or support related to a student's disability that allows full access to a given subject matter and to accurate demonstration of knowledge without requiring a fundamental alteration to the standard or expectation of the task

Adaptive behavior

An individual's manner of dealing with the demands of daily life, including self-care skills, organizational skills, basic interpersonal skills, and conformance to community standards (obeying rules, taking responsibility, etc.)

Adult services

Services needed for people when they reach adulthood; often including, but not limited to, assistance in finding a job, assistance in the home, assistance at work, employment-related supports such as housing and transportation, and provision of various therapies or medications

Age-appropriate transition assessment

Ongoing process of collecting data on the individual's needs, preferences, and interests as they relate to the demands of current and future work, education, living, and personal and social environments

Age of majority

The legally defined age at which a person is considered an adult, with all the attendant rights and responsibilities of adulthood, 18 years old in Arizona

Aging out

Term applying to a student who is nearing the end of his/her school career based on chronological age, 22 years old in Arizona



Americans with Disabilities Act (ADA) (Americans with Disabilities Amendment Act 2008)

Federal disability antidiscrimination legislation passed in 1990 to guarantee basic civil rights to people with disabilities; similar to those provided to individuals on the basis of race, sex, national origin and religion; guarantees equal opportunities for individuals with disabilities in areas of employment, transportation, government services, telecommunications, etc.

Apprenticeships

An apprenticeship program combines on-the-job training with academic instruction for those entering the workforce. Also called dual-training programs because of the combined occupational and in-class components, apprenticeships help individuals put their academic skills to practical use in various careers

Assistive technology (AT) device

Any item, piece of equipment, or product system, whether acquired commercially, modified or customized, that increases, maintains, or improves functional capabilities of individuals with disabilities

Assistive technology (AT) service

As defined by the IDEA, any service that directly assists a learner with a disability in the selection, acquisition, or use of an assistive technology device.

Authentic environment

Authentic environments provide a realistic context to an authentic task; is the actual environment in which a task is performed.

Career and technical education

Sequence of courses that provide opportunities for students to become proficient in relevant technical knowledge and skills as well as the core academic standards

Career exploration

Process during which students with disabilities begin to explore their career options. Ideally, they should begin to do so as early as middle school. In high school, students may job shadow, participate in vocational assessments, and explore employment options. Counselors can help students and families to process these experiences and to use them to influence further decisions

College and Career Ready

Refers to the content knowledge, skills, and habits that students must possess to be successful in postsecondary education or training that leads to a sustaining career

College exploration

Activities to help students and their families to prepare for and select an institution of higher learning



Community-based instruction

Integrating students into their community as part of their educational curriculum and instruction

Community-based services

Services provided in a community setting; preferably in the individual's home community

Competitive employment

Working either full- or part-time, for at least minimum wage or an equivalent payment after leaving high school in:

- a. an integrated competitive employment setting
- b. the military
- c. a community-based supported employment setting
- d. family business (e.g., farm)
- e. self-employment

Counseling

Advice or guidance provided by a trained, licensed professional such as a psychiatrist, psychologist, or a social worker; e.g., rehabilitative counseling, career counseling, guidance counseling, mental health counseling, peer counseling

Courses of study

A multi-year description of coursework necessary to achieve the student's desired post- school goals, from the student's current to anticipated exit year

Cradle to College and Career

A system of integrated services and professional development, both public and private, which begins in the early years and leads to appropriate post-secondary success for all students that includes academic, occupational, and independent living that benefits the individual and community as a whole

Daily living skills (Activities of Daily Living – ADLs)

Areas of development integral to everyday routines; i.e., eating, dressing, washing, taking care of hygiene, toileting

Disability

... a physical or mental impairment that substantially limits one or more of the major life activities of such individual; a record of such an impairment; or being regarded as having such impairment [Americans with Disabilities Act Sec. 12102(2)]; forms the basis of civil rights of people with disabilities and is used as the core definition of disability for all federal government legal and regulatory compliance responsibilities as it relates to both physical and programmatic access



Employability skills

To be empowered for the 21st century, our students need to be able to ... Think critically, solve problems, be creative, be innovative, communicate, collaborate, use technology and media, self-direct, lead, be ethical, be adaptable, be versatile, have a great work ethic, be passionate, be curious, and learn for a lifetime

Free Appropriate Public Education (FAPE)

Special education and related services that—

(a) Are provided at public expense, under public supervision and direction, and without charge; (b) Meet the standards of the SEA, including the requirements of this part; (c) Include an appropriate preschool, elementary school, or secondary school education in the State involved; and (d) Are provided in conformity with an individualized education program (IEP) that meets the requirements of §§ 300.320 through 300.324. [IDEA 2004 Part B Regulations, §300.17]

Functional life skills

Skills required for participation in typical life spaces of adults in our society: vocational, educational (post-secondary educational environments), domestic, recreational, and community environments

Functional vocational assessment

Assessment to determine a student's strengths, abilities, and needs in an actual or simulated work setting or in real work sample experiences; process should occur over time with repeated measures using situational assessments

Independent living skills

Skills or tasks that contribute to the successful independent functioning of an individual in adulthood; may address leisure recreation, home maintenance and personal care, and community participation

Individualized education program (IEP)

Written statement for a child with a disability that is developed, reviewed, and revised in accordance with §§ 300.320 through 300.324 [IDEA 2004 Part B Regulations, §300.22]

Individualized education program (IEP) team

... group of individuals ... responsible for developing, reviewing, or revising an IEP for a child with a disability. [IDEA 2004 Part B Regulations, §300.23(a)]

Individualized plan for employment (IPE)

Legal document outlining a plan leading a person with a disability to competitive employment; utilized by Vocational Rehabilitation

Informed consent

The parent has been fully informed of all information relevant to the activity for which consent is sought, in his or her native language or other mode of communication. The parent understands and



agrees in writing to the carrying out of the activity for which his or her consent is sought and the consent describes that activity.

Integrated employment (or supported)

An employment setting in which an individual with a disability receives the support necessary to learn and maintain his or her job

Interest inventory

Self-assessment tool used in career planning that matches a person's interests, likes, and dislikes with activities and possible career options

Job analysis

Identification of the specific tasks and subtasks involved in completing a specific job

Job coach

Person providing assistance to an individual to learn or maintain a job; can include training and support at the job site

Job sampling/work

Giving those with disabilities the opportunity to "try their hand" at a variety of jobs to determine those that might be a good fit given the individuals skills and interests

Job shadowing

Exploring different occupations and types of work environments by following and watching people actually performing the jobs

Life skills

Generally speaking, any of those skills used to manage a home, cook, shop, manage finances, and organize personal living environments.

Mentoring

A supportive relationship between a youth or young adult and someone more senior in age and experience, who offers support, guidance, and concrete assistance

Mobility skills

Ability to travel safely and efficiently from one location to another; any means an individual with a motor impairment ambulates; e.g., walking, wheelchair, using a cane

Modification

Service or support related to a child's disability that helps him or her to access subject matter and demonstrate knowledge; modifications fundamentally alter the standard or expectation of the task



Office of Civil Rights (OCR)

The Office for Civil Rights ensures equal access to education and to promote educational excellence throughout the nation

On-the-job-training

Knowledge and skills a person acquires while in the workplace, doing some activities related to an existing position description

Paid employment

A person working for another person or a business firm for pay

Peer Mentoring

Peer mentoring takes place in learning environments such as schools, usually between an older more experienced student and a new student. Peer mentors appear mainly in secondary schools where students moving up from primary schools may need assistance in settling into the whole new schedule and lifestyle of secondary school life. Peer mentoring is also used in the workplace as a means of orienting new employees. New employees who are paired with a peer mentor are twice as likely to remain in their job as those who do not receive mentorship

Person-centered planning

Person-centered Planning (PCP) is a process that assists people with disabilities and their families to plan for the future to enable the individual with a disability to be active and contributing members of the community through structured exercises focusing on the individual's strengths and preferences

Postsecondary education/training

In-school years: type of instruction, related service, community experience, development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills, and provision of a functional vocational evaluation, listed in association with meeting the post-secondary goal(s).

Post-school years: enrolled full- or part-time for at least 1 complete term or training program at any time since leaving high school in:

- a. post-high school completion program (e.g., GED) or adult basic education program (e.g., independent living training)
- b. short-term education or employment training program (e.g., WIA, Job Corps, certificate program)
- c. vocational-technical school
- d. community college
- e. college/university



Postsecondary goal

...generally understood to refer to those goals that a child hopes to achieve after leaving secondary school; i.e., high school [IDEA 2004 Part B Regulations, §300.320(b), discussion of Final Rule p. 46,668]; a postsecondary goal must have a related annual goal for a student 16 years of age or older, or younger if the state has determined

Postsecondary outcomes

Participation in postsecondary education or competitive employment one year after exiting high school is a goal or measurement of success

Present level of academic achievement and functional performance

Description of current levels of student performance in academic and functional skill areas utilized in developing the individualized education program

Rehabilitation counselors

Rehabilitation counselors work with various state departments and community programs to provide (a) services to persons with disabilities, (b) information to employers about the Americans with Disabilities Act, and (c) collaborate with adult service agencies to provide employment for persons with disabilities

Self-advocacy

Understanding one's disability, being aware of the strengths and weaknesses resulting from the limitations imposed by the disability, and being able to articulate reasonable need for accommodation; advocacy is the ability of a person to speak for him or herself and stand up for his or her individual rights

Self-awareness

Conscious knowledge of one's own character, feelings, motives, and desires

Self-determination

Right and ability of a person to direct his or her own life, as well as the responsibility to accept the consequences of his or her choices; capacity to make decisions, choose preferences, practice self-advocacy, and manage one's own affairs

Service coordinator

Designated individual to assist and support youth and families in accessing available service systems in an integrated way

Service learning

A method of teaching, learning and reflecting that combines academic classroom curriculum with meaningful youth service throughout the community. As a teaching methodology, it falls under the category of experiential education. More specifically, it integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, encourage lifelong civic engagement, and strengthen communities.



Social communication skills

The ability to understand social situations, respond to others appropriately, and interact with other people (remove appropriately)

Social Security Disability Income (SSDI)

Benefits to workers or certain members of a worker's family, who may qualify, based on an impairment severe enough to prevent working for a year or more, or which is expected to result in death; benefits continue as long as the person is medically disabled and not engaged in substantial gainful employment

Soft skills

A term often associated with a person's "EQ" (Emotional Intelligence Quotient), the cluster of personality traits, social graces, communication, language, personal habits, friendliness, and optimism that characterize relationships with other people

Special Education

Specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability, including instruction conducted in the classrooms, homes, hospitals, institutions, and in other settings; to ensure that all children with disabilities have ... special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living [IDEA 2004 Part B Regulations, §300.1(a)]

Study skills

Techniques of scheduling time, finding a quiet place, remembering, reviewing, deciding what material is important, and taking notes

Summary of Performance (SOP)

The 2004 reauthorization of the Individuals with Disabilities Education Improvement Act (IDEIA) requires that "a public agency must provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals...when a child graduates with a regular diploma or exceeds the age eligibility under State law" [300.305 (e) (3)].

Supplemental Security Income (SSI)

Monthly disability income for those who meet social security rules for disability and who have limited income and resources

Supported employment

Competitive work in integrated work settings, or employment in integrated work settings in which individuals are working toward competitive work, consistent with the strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice of the individuals, for individuals with the most significant disabilities for whom competitive employment has not traditionally occurred; or for



whom competitive employment has been interrupted or intermittent as a result of a significant disability; and who, because of the nature and severity of their disability, need intensive supported employment services [Rehabilitation Act of 1973 Section 7(35)(a)]

Transition (IDEA 2004)

A coordinated set of activities for a child with a disability that is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation; is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and when appropriate, acquisition of daily living skills and functional vocational evaluation (20 U.S.C. § 1401 sec. 602 [34]).

Transition services

A coordinated set of activities for a student with a disability that:

1. is designed to be within a results-oriented process, focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education; vocational education; integrated employment (including supported employment); continuing and adult education; adult services; independent living or community participation;
2. is based on the individual child's needs, taking into account their strengths, preferences, and interests;
3. includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives and, when appropriate, acquisition of daily living skills and functional vocational evaluation.

[Individuals with Disabilities Education Improvement Act of 2004, Public Law No. 108- 446, 20 U. S. C. 1400, H. R. 1350]

Vocational/career assessment

Systematic collection of information about the student's vocational aptitudes, abilities, expressed interests, and occupational awareness used in planning a transition from secondary school to competitive employment or postsecondary education

Vocational evaluation

Comprehensive and systematic process that uses work (real or simulated) to assess the vocational potential of individuals; incorporates other data such as a test score, medical data, information on education and work experience and the needs and interests of the individual in setting vocational goal and service requirements



Vocational Rehabilitation (VR) Services Program

Program to assist States in operating a comprehensive, coordinated, effective, efficient, and accountable program of vocational rehabilitation that is an integral part of a statewide workforce investment system; and designed to assess, plan, develop, and provide vocational rehabilitation services for individuals with disabilities, consistent with their strengths resources, priorities, concerns, abilities, and capabilities, interests and informed choice, so that individuals may prepare for and engage in gainful employment. [Rehabilitation Act of 1973 Title I Section 100(a)(2)]

Work-based learning

Meaningful and engaging educational opportunities connecting classroom learning to learning on job sites in the community; support youth to make career decisions, network with potential employers, select courses of study, and develop job skills relevant to future employment

Work-Readiness Skills

Ability to make the educational and vocational decisions and perform the kinds of educational and vocational tasks that are expected by school and the workplace; include soft skills, computer literacy, and job seeking skills

Wrap-around services

Wrap-around services are individualized, community-based mental health services for children that support them at home and in school (Furman & Jackson, 2002)