

TERMINOLOGY

It is important to be aware of legislation and reform initiatives that are being developed that impact transition for all youth, including students with disabilities. Here is a list of "buzz words" with their definitions.

Authentic Assessment involves obtaining information about children in their everyday environments during normal activities. It provides a way to learn what children know and can do, as well as the types of situations and settings that encourage them to learn. It emphasizes identifying a child's strengths, which serve as building blocks for further development and skill acquisition. Source <http://documents.nationaldb.org/products/AuthAssessment.pdf>

An **accommodation** is defined as a support or service that is provided to help a student fully access the general education curriculum or subject matter. For example, students with impaired spelling or handwriting skills, may be accommodated by a note taker or given permission to take class notes on a laptop. An accommodation does not change the content of what is being taught.

Assistive technology (AT) is defined as any device that helps a student with a disability function in a given environment. An AT device does not have to be limited to "high-tech" or costly options. Assistive technology can also include simple devices such as laminated pictures for communication, removable highlighter tapes, Velcro and other "low-tech" devices.

Career Awareness is learning about opportunities, education and skills needed in various occupational pathways to choose a career that matches one's strengths and interests. Source: Extracted from Predictor Implementation Self-Assessment (NPSO & NSTTAC, 2013)

Career Readiness means a high school graduate has the English and math knowledge and skills needed to qualify for and succeed in the post-secondary job training and/or education necessary for their chosen career (i.e. community college, university, technical/vocational program, apprenticeship, or significant on-the-job training). Source <http://www.achieve.org/college-and-career-readiness>

College Readiness is most commonly defined as being ready for college level coursework without remediation. It means more than pursuing any post-secondary experience, including two and four year institutions leading to a credential, certificate, degree or license. Research tells us that there are numerous factors that indicate that we are actually college ready, including independence, self-determination, social and emotional skills and attitudes (e.g., maturity, resiliency, self-management, self-advocacy, and interpersonal relations), college knowledge (e.g., finding the right post-secondary education match, understanding the college application process, and applying for financial aid), critical thinking, lifelong learning, and employment skills. Source: College & Career Readiness & Success Center at American Institutes for Research

Community experiences are activities occurring outside of the school setting, supported with in-class instruction, where students apply academic, social, and/or general work behaviors and skills. Source: Extracted from Predictor Implementation Self-Assessment (NPSO & NSTTAC, 2013)

Competitive Integrated Employment: The word "integrated" means having people with and without disabilities working together. "Competitive employment" means having a job where you are earning at least minimum wage, which is a competitive wage. CIE refers to a workplace where a person with a disability earns at least minimum wage, works with people without disabilities, and has the same pay, benefits, and opportunities for promotion as workers without disabilities. Source: <http://www.disabilityrightsca.org/pubs/553901.pdf>

Customized Employment: Customized Employment for an individual with a significant disability is based on an individualized determination of the strengths, needs, and interests of the individual with a significant disability and the business needs of the employer and carried out "through flexible strategies." Source: <http://www.dol.gov/odep/pdf/2011cecm.pdf>

Diploma status is achieved by completing the requirement of the state awarding the diploma including the completion of necessary core curriculum credits. Source: Extracted from Predictor Implementation Self-Assessment (NPSO & NSTTAC, 2013)

Exit exams are standardized state tests, assessing single content area (e.g., Algebra, English) or multiple skill areas, with specified levels of proficiency that students must pass in order to obtain a high school diploma. Source: Extracted from Predictor Implementation Self-Assessment (NPSO & NSTTAC, 2013)

Family expectations include a family planning and articulating an expectation that their child will participate in post-secondary education and be employed in the community after high school.

Family involvement means parents/families/guardians are active and knowledgeable participants in all aspects of transition planning (e.g., decision-making, providing support, attending meetings, and advocating for their child).

Inclusion in general education requires students with disabilities to have access to general education curriculum and be engaged in regular education classes with peers without disabilities to the greatest extent possible. Source: Extracted from Predictor Implementation Self-Assessment (NPSO & NSTTAC, 2013)

Interagency Collaboration is a clear, purposeful, and carefully designed process that promotes cross agency, cross program, and cross disciplinary collaborative efforts leading to tangible transition outcomes for youth. Source: Extracted from Predictor Implementation Self-Assessment (NPSO & NSTTAC, 2013)

Individualized Education Program (IEP) is a written document that includes the special educational services a child identified with a disability will receive as part of his/her Free and Appropriate Public Education (FAPE). The student, their family, school staff and invited professional will participate in the writing of the IEP. Beginning the year the student turns 16; the IEP will include a post-secondary community employment goal and create a transition plan to achieve the identified adult goals. A 504 team generally includes the school counselor (case manager), general education teachers, and other specialists. The development of the IEP or 504 is a person centered planning process in that it includes formal and informal information gathered about the student's academic and functional performance. This information is then used to develop a plan of service that includes instructional goals, accommodations, modifications, specialized support services, transportation, and where the student will be served throughout the day including the percentage of time spent in the general education environment.

Individualized Plan for Employment (IPE) is a plan to reach the agreed upon work goal. The IPE outlines the vocational rehabilitation services needed to achieve the employment outcome. Each person is unique and therefore requires an individualized approach to reach their employment goals. Individuals, their VR counselor, with assistance from their SC/PA, will work together to establish their goal and identify the services that are necessary for the participant to achieve and maintain their goal. At the meeting, the participant, their team and guests will talk about things like: • Experiences they've had that have given them skills to use at work • Their strengths, gifts, capacities and abilities • Specific information on what they need to be successful at work • Challenges and support strategies • Resources • What work settings fit them • Names of people who can assist with the employment process

Individual Support Plan: The **ISP** outlines when individuals need support services, what kind of paid or natural supports are needed, and where those supports are to be given. There are many people who may be involved in helping to create the ISP, including family, close friends, Personal Agents, Service Coordinators, teachers and others that the individual may choose. A Career Development Plan is part of an ISP or Annual Plan regarding DD Services. It identifies the individual's employment goals and objectives, the services and supports needed to achieve those goals and objectives, the persons, agencies, and providers assigned to assist the person to attain those goals, the obstacles to the individual working in Competitive Integrated Employment, and the services and supports necessary to overcome those obstacles. Person Centered Planning: Throughout individual's participation in the DD system, staff will spend time getting to know the individual by guiding them through a process called "Person-Centered Planning".

A **modification** is defined as a change to the general education curriculum or other material being taught. Teaching strategies, for example, can be modified so that the material is presented differently and/or the expectations of what the student will master are changed.

Occupational Courses are individual courses that support career awareness, allow or enable students to explore various career pathways, develop occupational specific skills through instruction, and experiences focused on their desired employment goals. Source: Extracted from Predictor Implementation Self-Assessment (NPSO & NSTTAC, 2013)

Paid employment can include existing standard jobs in a company or organization or customized work assignments negotiated with the employer, but these activities always feature competitive pay (e.g., minimum wage) paid directly to the student by the employer. Source: Extracted from

Predictor Implementation Self-Assessment (NPSO & NSTTAC, 2013)

Program of study is an individualized set of courses, experiences and curriculum designed to develop students' academic and functional achievement to support the attainment of students' desired post-school goals. Source: Extracted from Predictor Implementation Self-Assessment (NPSO & NSTTAC, 2013)

Self-care/independent living skills are skills necessary for management of one's personal self-care and daily independent living, including the personal management skills needed to interact with others, daily living skills, financial management skills and the self-management of healthcare/wellness needs. Source: Extracted from Predictor Implementation Self-Assessment (NPSO & NSTTAC, 2013)

Self-determination is believing you can control your own destiny. Self-determination is a combination of attitudes and abilities that lead people to set goals for themselves, and to take the initiative to reach these goals. It is about being in charge, but is not necessarily the same thing as self-sufficiency or independence. It means making your own choices, learning to effectively solve problems, and taking control and responsibility for one's life. Practicing self-determination also means one experiences the consequences of making choices. Source: Pacer Center at www.pacer.org

Social skills are behaviors and attitudes that facilitate communication and cooperation (e.g., social conventions, social problem-solving when engaged in a social interaction, body language, speaking, listening, responding, verbal and written communication). Source: Extracted from Predictor Implementation Self-Assessment (NPSO & NSTTAC, 2013)

Student support is a network of people (e.g., family, friends, educators, and adult service providers) who provide services and resources in multiple environments to prepare students to obtain post-secondary goals aligned with their preferences, interests, and needs. Source: Extracted from Predictor Implementation Self-Assessment (NPSO & NSTTAC, 2013)

Transition Program prepares students to move from high school to adult-life, utilizing comprehensive transition planning that creates individualized opportunities, services, and supports to help students achieve their post-school goals in education or training, employment, and independent living. Source: Extracted from Predictor Implementation Self-Assessment (NPSO & NSTTAC, 2013)

Transition Services mean a coordinated set of activities for a student with a disability that is designed to be within a results-oriented process. It is focused on improving the academic and functional achievement of the student to facilitate the student's movement from school to post-school activities. These may include post-secondary education, vocational education, integrated employment, continuing and adult education, adult services, independent living, or community participation. Transition is a process that helps individuals to define goals that will take them from high school to adulthood. It includes planning through the Individualized Education Program (IEP) and should document all the supports and services they need to make a smooth and productive transition out of school.

Vocational education is a sequence of courses that prepares students for a specific job or career at various levels from trade or craft positions to technical, business, or professional careers. Source: Extracted from Predictor Implementation Self-Assessment (NPSO & NSTTAC, 2013)

Work experience is any activity that places the student in an authentic workplace, and could include: work sampling, job shadowing, internships, apprenticeships, and paid employment. Source: Extracted from Predictor Implementation Self-Assessment (NPSO & NSTTAC, 2013)

Work study program is a specified sequence of work skills instruction and experiences designed to develop students' work attitudes and general work behaviors by providing students with mutually supportive and integrated academic and vocational instruction. Source: Extracted from Predictor Implementation Self-Assessment (NPSO & NSTTAC, 2013)

Work-Based Learning is defined as an educational approach or instructional methodology that uses the workplace or real work to provide pupils with the knowledge and skills that will help them connect school experiences to real-life work activities and future career opportunities. Work-based learning should be an integral part of a more comprehensive program that integrates academic courses and career technical education. There are an array of work-based learning experiences for career awareness, career exploration, career preparation and career training.