

Glossary of Key Terms

504 Plan

See Academic adjustments

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]

Academic content standards

Statements of what all students should know and be able to do in subject areas; No Child Left Behind Act requires academic content standards specify what all students are expected to know and be able to do, contain coherent and rigorous content, and encourage the teaching of advanced skills

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

College and career readiness 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.

Aging out

Term applying to a student who is nearing the end of his/her school career based on chronological age

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.

At-Risk

At risk describes learners associated with an increased probability of school failure and dropping out.

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

Career / Vocational assessment

Global term used to designate any and all types of evaluation or measurement of vocational functioning; may include both formal and informal methodologies

Child with a disability

IDEIA TITLE I / A / 602 / 3

(3) Child with a disability.--

(A) In general.--The term `child with a disability' means a child--

(i) with mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance (referred to in this title as `emotional disturbance'), orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and (ii) who, by reason thereof, needs special education and related services.

Collaboration

Collegial process wherein two or more colleagues share expertise with each other; to implement instructional or behavior strategies to benefit student/young adult learning

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

Common Core State Standards Initiative

A state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers

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

Community of practice

Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.

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

Council for Exceptional Children (CEC)

The Council for Exceptional Children (CEC) is the largest international professional organization dedicated to improving the educational success of individuals with disabilities and/or gifts and talents

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

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

Dialogue Guides

The IDEA Partnership defines Dialogue Guides as models for conducting interactive discussions across stakeholders in States and districts

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

Division on Career Development and Transition

A Division of the Council for Exceptional Children (CEC), the Division on Career Development and Transition (DCDT) focuses on the career development of individuals with disabilities and/or who are gifted and their transition from school to adult life.

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

Employment

See competitive employment

Essential Elements

The characteristics that define an entity, practice or program. These are tasks/elements that are fundamental and necessary. Community of Practice on Transition Essential Elements is a document that describes the characteristics that define a community of practice (CoP) on Secondary Transition.

Evidence-based practice

Educational practices/strategies supported by rigorous educational intervention research; have yielded evidence of positive results for students

Externship

An externship is an opportunity for a student to engage in practice based learning, by actively participating in a field of interest. It is very similar to an internship, but is generally of a shorter duration and focuses on giving someone a taste of a potential career. Unlike an internship, there is less focus on job training. Students may or may not receive academic credit for an externship, depending on the institution they attend.

Fair Labor Standards Act (FSLA)

Applies to employees engaged in interstate commerce or employed by an enterprise engaged in commerce or in the production of goods for commerce, unless the employer can claim an exemption from coverage; established a national minimum wage, guaranteed time and a half for overtime in certain jobs, and prohibited most employment of minors

Fidelity of implementation

The concept of implementation fidelity, sometimes called adherence or integrity, is a determination of how well a program, process or intervention is being implemented in comparison with the original design. Evidence-based programs are developed and tested over time using theory to build the program components. It is implementation of these program components that is expected to influence program outcomes. Fidelity is the faithful implementation of the program components.

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

Grounding assumptions

The Grounding Assumptions of the Community of Practice on Secondary Transition describes the fundamental assumptions that ground the implementation of the Secondary Transition requirements in federal law (NCLB SEC. 1001 (2)) and IDEA 2004 [34 CFR 300.1 (a)] [20 U.S.C. 1400(d)(1)(A)]

Guiding principles

The unifying beliefs that are the foundation for the collaborative efforts of the Community of Practice on Secondary Transition

IDEA Partnership

The IDEA Partnership is dedicated to improving outcomes for students and youth with disabilities by joining state agencies and stakeholders through shared work and learning

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

Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004)

Latest reauthorization of PL 94-192; Federal regulations that govern educational entitlement services for children with disabilities through age 22 or exiting high school

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

Internship

Expanding and connecting classroom learning in a full-time/part-time supervised work-based setting

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

Least restrictive environment (LRE)

(i) To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and (ii) Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily [IDEA 2004 Part B Regulations, §300.114]

Life skills

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

Medicaid

Federal health program for individuals and families with low incomes and resources; an entitlement program jointly funded by the states and federal government, managed by the states; low-income parents, children, seniors, and people with disabilities may be served

Medicare

Federal health insurance program mainly for persons aged 65 or older; some limited benefits for younger persons eligible for Social Security disability benefits for more than two years

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

National Collaborative on Workforce and Disability for Youth, (NCWD-Y)

The National Collaborative on Workforce and Disability for Youth (NCWD-Y) is a comprehensive technical assistance resource to assist the workforce development community to address issues affecting the employment of youth with disabilities

National Dropout Prevention Center (NDPC)

A national technical assistance center funded by the Office of Special Education Programs (OSEP) to provide knowledge and promote networking for researchers, practitioners, policymakers, and families to increase opportunities for youth in at-risk situations to receive the quality education and services necessary to successfully graduate from high school (NDPC, 2009).

National Post School Outcomes Center (NPSO)

A national technical assistance center funded by the Office of Special Education Programs (OSEP) to help state education agencies establish practical and rigorous data collection systems that will measure and profile the post-school experiences of youth with disabilities (i.e., Indicator 14). The results will be used for national, state, and local reporting and-most importantly-to guide and improve transition services to this

population (The National Post School Outcomes Center, 2009, retrieved from <http://www.psocenter.org>).

National Secondary Transition Technical Assistance Center (NSTTAC)

A national technical assistance center funded by the Office of Special Education Programs (OSEP) to assist states with collecting and using SPP Indicator 13 data. Additionally, NSTTAC generates knowledge that provides an evidence-based foundation for secondary transition practices, builds capacity of states and local education agencies to implement effective secondary transition services, disseminates information to state personnel, practitioners, researchers, parents, and students regarding effective secondary transition services (National Secondary Transition Technical Assistance Center, 2009, retrieved from <http://www.nsttac.org>).

No Child Left Behind Act of 2001 (NCLB)

Reauthorization of the Elementary and Secondary Education Act; applies to all public schools

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

P-16

A P-16 system integrates a student's education beginning in preschool (as early as 3 years old) through a four-year college degree

Paid employment

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

Paraprofessional (paraeducator, instructional assistant)

Paraprofessionals assist special education teachers with providing special education and related services to students with disabilities

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 than those who do not receive mentorship

Personal care assistant

Provides personal health care related needs to individuals with disabilities, including promoting self-care, independent living, personal health, mobility, and personal finance skills

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

Portfolio

Collection of evidence representing a person's academic and/or work performance; e.g., papers, pictures, descriptions, recommendations, summary of performance

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

Pre-service training

Initial teacher training in higher education

Pre-vocational

Preparation for a job; includes teaching job-related skills

Promising practice

Promising practices have a limited degree of success, but not yet evidence-based. Educators should use with caution and following the literature to ensure the practices develop into research-based or evidence-based

Psychological evaluation

Evaluation of performance and capabilities which uses psychological assessments to guide the establishment of appropriate interventions

Psycho-social evaluation

Assessment of an individual's thoughts, emotions, and interactions with others

Public Law 94-142

First federal education law to serve students with disabilities in public schools; signed in 1975; after several reauthorizations, now the Individuals with Disabilities Education Improvement Act of 2004

Referral

Sending a youth or young adult to another source or provider for advice, treatment, support services, etc.

Rehabilitation Act of 1973

The federal act that ensures rehabilitation services [see 504 Plan]

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

Related services

...transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education [IDEA 2004 Part B Regulations, §300.34(a)]

Research-based practice

Research-based practice refers to applying research to guide program development and implementation. Practices based on published/peer reviewed research supporting effectiveness of specific strategies

School to Work Opportunities Act (1994)

Federal act that provides funding for systemic change; includes work-based, school-based and connecting activities to create quality opportunities for all students

Screen

Quick, inexpensive assessment/evaluation to determine if further investigation is needed

Secondary school redesign (High school redesign)

Secondary school redesign is based on the concept that providing students with rigorous and relevant instruction can reduce student achievement gaps, increase graduation rates, decrease drop-out rates, and improve post-school outcomes for students with disabilities.

Section 504 (Sec. 504)

[See Rehabilitation Act of 1973]

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-Advocacy Strategy

The *Self-Advocacy Strategy* is a motivation and self-determination strategy designed to prepare students to participate in education or transition planning conferences. The strategy consists of 5 steps which are taught over a series of seven acquisition and generalization stages. The five steps are presented using the acronym "I PLAN" to help cue students to remember the steps for the strategy (National Secondary Transition Technical Assistance Center, 2009).

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

Self-Directed IEP

The *Self-Directed IEP* lesson package is divided into four instructional units, including students leading meeting, reporting interests, reporting skills, and reporting options. It is a multimedia package designed to teach students the skills needed to manage their own IEP meetings. It includes a teacher manual, a student workbook, and two videos that present 11 steps necessary for students to lead their own IEP meetings (National Secondary Transition Technical Assistance Center, 2009).

Self-help skills

[See Daily living skills]

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.

Shared leadership

Shared leadership refers to a group functioning more effectively when all members accept responsibility as a group, including administrators, teachers, families, service providers, and students willing to work together and take equal responsibility

Sheltered employment

Sheltered employment refers to “an accredited occupationally-oriented facility, including a work activities center, operated by a private nonprofit agency, which, except for its administrative and support staff, employs disabled persons certified under special provisions of federal minimum wage laws by the Wage and Hour Division, U.S. Department of Labor” (65 Del. Laws, c. 74, § 1.).

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

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)]

Specially designed instruction

Specially designed instruction means adapting, as appropriate to the needs of an eligible child under this part, the content, methodology, or delivery of instruction-to address the unique needs of the child that result from the child's disability; and to ensure access of the child to the general curriculum, so that the child can meet the

educational standards within the jurisdiction of the public agency that apply to all children (20 U.S.C. § 1401 sec. 300 [39]).

Stakeholders

All those who are concerned with secondary transition, e.g., youth and families, school personnel, representatives of the business community, adult service organizations and agencies, and higher education representatives

Structured leisure participation

Ensure that children with disabilities have equal access with other children to participation in play, recreation and leisure and sporting activities, including those activities in the school system;

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)]

Taxonomy (Kohler’s Taxonomy for Transition Programming)

Kohler’s Taxonomy for Transition Programming is a model for planning, organizing, and evaluating secondary transition programs for students with disabilities. The model includes 5 areas related to transition planning, which are student-focused planning, student development, family involvement, program structure, and interagency collaboration

Transition

Period of time when adolescents are moving into adulthood and often concerned with planning for postsecondary education or careers; usually encompasses the ages 14 to 25 and moves from the school environment to the workforce environment

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 assessment (see Age-Appropriate Transition Assessment)**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 (revisit within context of career development)

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 Adjustment Training (WAT)

Individualized series of techniques, methods, and processes utilized to enable an individual to achieve harmony between self and work environment; primary aspects of work adjustment include:

1. the process of adjusting to work verses the outcome of adjusting to work
2. internal (individual) verses external (support) points of view
3. short-term (daily) verses long-term (lifetime) commitments
4. simple (locating a job) verses complex (making use of one's abilities) criteria that are needed for job satisfaction

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)

Youth

Period in life between childhood and maturity, known as adolescence; given different program requirements, the age range for youth is between 14 and 25; may extend as low as 12 and as high as 29; youth can be both in and out of school.

Youth development

Youth development is the on-going growth process that involves transition into adult life ensuring that youth are engaged in opportunities to meet personal and social needs while building skills and competencies to become engaged and contributing members in their daily lives (Center for Youth Development and Policy, 2009).



Youth leadership

Empowering youth with meaningful opportunities to effect change within their community and within any institutions or systems that concern them; requires skill development in the form of communication, advocacy, and awareness; requires that institutions make a sustained commitment to creating meaningful leadership opportunities for youth

The terms and definitions included in this secondary transition glossary come from a variety of sources including statute and regulations, the National Secondary Transition and Technical Assistance Center, the National Center on Secondary Education and Transition, Regional Resource Centers, and various state departments of education, as well as the cross-stakeholder Partnership workgroup.

The following stakeholders worked together within the IDEA Partnership to create this document:

Role: State Education Agency Location: Arizona	Role: State Education Agency Location: New York
Role: Teacher Location: California	Role: Federal Technical Assistance Center Location: North Carolina
Role: Teacher Location: Colorado	Role: Federal Technical Assistance Provider Location: Oregon
Role: Family Member Location: Delaware	Role: Federal Technical Assistance Provider Location: Oregon
Role: Related Service Provider Location: Delaware	Role: Teacher Location: Oregon
Role: Youth Location: Delaware	Role: Consultant Location: Pennsylvania
Role: Family Member Location: Florida	Role: Regional Technical Assistance Provider Location: Pennsylvania
Role: Special Education Administrator Location: Illinois	Role: General Education Administrator Location: Pennsylvania
Role: General Education Administrator Location: Montana	Role: Higher Education Location: Pennsylvania
Role: Consultant Location: New Hampshire	Role: Teacher Location: Pennsylvania
Role: State Education Agency Location: New Hampshire	Role: Adult with a Disability Location: Washington DC
Role: Special Education Administrator Location: Wisconsin	