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| **HO # 1** |

**Transition Academy**

**Vocabulary of Terms**

**June 30, 2020**

**Age- Appropriate Transition Assessments\*:** “…ongoing process of collecting data on the individual’s needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal and social environments. Assessment data serve as the common thread in the transition process and form the basis for defining goals and services to be included in the Individualized Education Program (IEP).”

**\*chronological age, NOT developmental age assessments**

**Annual Goals:** are a required component of an IEP. Measurable annual goals are goals written for an individual student, to identify what the IEP team has determined the student can reasonably be expected to to accomplish within a one-year period. Furthermore, “an annual IEP goal aimed to take the specific, time-limited goal aimed to take the student from their current level of performance to a realistic higher level during a preassigned time period, typically 1 year.”CEC, TEACHING EXCEPTIONAL CHILDREN, Pursuing Academic and Functional Advancement, May/June 2020, p. 333-343.

**Assertiveness:** is defined as the ability to express your beliefs, wants or feelings in a self-assured and direct manner while respecting others, even when it is difficult.

**Competencies;** currently, there are 26 competencies on the CCCFramework Wheel. There are four (4) foundational competencies: self-regulation, self-efficacy, assertiveness, and conflict management.

**Conflict Management:** is defined as the ability to navigate problems that arise among and between individuals or groups in order to effectively alleviate tensions or defuse disagreements.

This involves knowing how you usually respond to conflict, the reasons behind specific conflicts, and taking steps to resolve conflicts.

**Functional Goal:** a measurable outcome that is developed by the IEP Team to address a need detailed in the analysis of the student’s functional performance. Functional performance addresses how the child demonstrates skills and behaviors in cognition, communication, motor, adaptive, social/emotional and sensory areas.

**Indicator 13:** “Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.” [20 U.S.C. 1416(a)(3)(B)]​

**Individuals with Disabilities Education Act (IDEA 2004):** the original legislation was written in 1975 guaranteeing students with disabilities a free and appropriate public education FAPE) and the right to be educated with their non-disabled peers. Congress has authorized this federal law. The most recent revision occurred in2004.

**Individualized Education Program (IEP):**  special education term outlined by IDEA to define the written document that states the disabled child’s goals, objectives and services for students receiving special education. The document is developed at an IEP meeting that describes the child’s special education program. It sets the standard by which special education services are determined appropriate for a child with a disability.

**IEP Team:** by law, the team should include parent(s)/guardian(s), general education teacher, special education teacher, special education providers, school district representative, person knowledgeable about evaluating the child’s disability, others invited by the parent or school district, and in some cases, the student.

**Interagency Linkages:** IDEA requires that transition be an interagency process, which includes representatives from agencies and/or private services in addition to the student, school and family. Schools will invite other personnel as the student and family begin to identify outcomes and determine the student’s transition needs and services. At least three factors should be considered to determine which agencies should be included at any meeting at which transition will be addressed. The term agency is used in this section to refer to any potential agency, service or program, public or private, which may be involved in the transition process.

1. Agencies that are currently involved with the student or family.

2. Agencies who could provide needed information to the team.

3. Agencies that are likely to become involved in providing support or services once the student leaves public secondary education and transitions into the community, a job, or post secondary training. These agencies may be responsible for the direct provision of support services or they may be a purchasing agent for support services.

**Least Restrictive Environment (LRE):** the placement of a special needs student in a manner promoting the maximum possible interaction with the general school population. Placement options are offered on a continuum including general education with no support services, general education classroom with support services, special education classes and private special education programs.

**Postsecondary Goals:** are understood to refer to those goals that a child hopes to achieve after leaving high school**.**

**Present Level of Academic Achievement and Functional Performance (PLAFF):** a statement on the IEP that describes what the child knows and can do at this time. It includes how the child’s disability affects the child’s involvement and progress in the general education curriculum (i.e., the same curriculum as for non-disabled peers); or for preschool children, as appropriate, how the disability affects the child’s participation in appropriate activities.

**Related Services:** a special education term meaning transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and includes speech language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of children with disabilities, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services, and medical services for diagnostic or evaluation purposes. Related services also include school health services and school nurse services, social work services in schools, and parent counseling and training. According to the IDEA statute, “the term does not include a medical device that is surgically implanted, or the replacement of such device.”

**Self-Advocacy:** Self-advocacy is the ability to speak-up for yourself and the things that are important to you. Self-advocacy means you are able to ask for what you need and want and tell people about your thoughts and feelings.

Self-advocacy means you know your rights and responsibilities, you speak-up for your rights, and you are able to make choices and decisions that affect your life. (<https://selfadvocatenet.com/what-is-self-advocacy/>)

**Self-Determination:** refers to behaviors such as self-advocacy, goal setting, and self-awareness that allow an individual to serve as the primary causal agent in their own life. (Moore & McNaught, 2014)

The essential core of self-determination include: choice making, decision making, problem solving, goal setting and attainment, self-observation, self-evaluation, self-reinforcement, self-instruction, self-advocacy and leadership, internal locus of control, self-efficacy and outcome expectancy, self-awareness, and self-knowledge (Wehmeyer et al., 1997).

**Self-Efficacy:** refers to perceptions an individual has about his/her capabilities to perform at an expected level, achieve goals, and complete moderately challenging tasks.

**Self-Knowledge:** understanding of oneself or one's own motives or character. ( Oxford Dictionary)

**Self-Regulation**: refers to students’ “metacognitively, motivationally, and behaviorally active participants in their own learning process.” This involves making a plan, monitoring the plan, adjusting the plan, and reflecting on what worked.

**Self-Worth**:the [value](https://dictionary.cambridge.org/us/dictionary/english/value) you give to [your](https://dictionary.cambridge.org/us/dictionary/english/your) [life](https://dictionary.cambridge.org/us/dictionary/english/life) and [achievements](https://dictionary.cambridge.org/us/dictionary/english/achievement) ([**https://dictionary.cambridge.org/us/dictionary/english/self-worth**](https://dictionary.cambridge.org/us/dictionary/english/self-worth))

**SMART Goals:** SMART is a mnemonic device designed to help remember the key features of writing IEP goals that meet the requirements of IDEA.

* **S: Specific**

The goal statements need to clearly describe the knowledge and skills that the student will gain and how the student’s progress will be monitored throughout the year.

* **M: Measurable**

This is simpler than you may think—measurable goals can be counted or observed. This allows you to see how much progress has been made.

* **A: Attainable**

The goal must be realistic for the student and reasonably able to be accomplished within the duration of the IEP.

* **R: Results Oriented**

Annual IEP goals should be results oriented.

* **T: Time Bound**

Annual IEP goals are just that—annual. Each year, reassess why a student may or may not have achieved a goal. If the student hasn’t completed it numerous times, don’t rewrite the same goal again. Instead, reassess the situation and determine what goal might be more realistic, relevant, or measurable for a Standards & Indicators 200.810

**Social and Emotional Learning for All (SELA):** Social and Emotional Learning for All (SELA) helps students learn and expand their intrapersonal and interpersonal competencies through instruction and integration within content-area learning and experiences. Intrapersonal and interpersonal factors are critical for success in jobs and academic performance. Research has shown that teaching these competencies have a direct positive relationship to oboth in-school and post-school success. SELA’s mission and vision is to help you develop socially and emotionally engaged, career-equipped, lifelong learners by enhancing what you are already doing.

**Transition Services:** 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 postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation; and is based on the individual child’s needs, taking into account the child’s strengths, preferences, and interests; and includes--(i) instruction; (ii) related services; (iii) community experiences; (iv) the development of employment and other pst school adult living objectives; and (v) if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.