

STUDENT AND FAMILY SECTION

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NOTES

ESSENTIAL LIFE SKILLS FOR ALL TEENS



Essential Life Skills for All Teens

Independent Living Skills

At Home Skills

- Locate Housing options
- Arrange Rent, Utilities, Phone
- Basic Routine Maintenance
- Clean, Vacuum, Dust
- Find a Circuit Breaker/use it
- Locate, use Water Furnace Shut-off
- Fix Basic Plumbing

Financial Literacy

- Understand Gross/Net pay, Deductions
- Make a Budget -- stick to it
- Use a Bank and/or ATM/ On-Line Banking
- Open, Use, Balance Checking Account
- Apply for Credit Card, use wisely
- Benefits Planning
- Saving Account,
- Keep track of documents file taxes

Citizenship

- Register to Vote, Vote
- Comply with Laws, Regulations
- Be Environmentally Responsible
- Participate in Community Activities
- Volunteer

Use Technology at Work, Home, Socially

- Use Social Media Responsibly
- Know Cyber Presence
- Cell Phone Message & Ringtone should Leave a Good Impression
- Validate Sources of Information
- Maintain Safe Identity
- Maintain Current Knowledge of Technology/Applications

Food Skills

- Plan, shop for Healthy Diet
- Prepare, Store Food
- Cook Balanced Meal
- Use Kitchen Appliances

Personal Appearance Skills

- Basic Clothing Repair (buttons, hems)
- Iron Garments
- Fold, put away Clothes
- Laundry -- Follow care labels, treat stains
- Maintain Personal Appearance

Health and Wellness

- Basic First Aid
- Maintain Healthy Diet
- Use Medication Safely
- Routine Exercise
- Make Healthy Lifestyle Choices
- Maintain Hygiene/Grooming
- Be aware of Personal Safety

Self Determination & Self Management

- Know Yourself -- Your Strengths, Limitations
- Manage Your Time
- Set Priorities
- Monitor Your Performance
- Balance Your Responsibilities and Priorities.
- Adapt and Accept Change
- Advocate for Yourself to Meet Your Needs
- Learn from Mistakes

Believe in Yourself

Transportation Community Access

Drive/Maintain Car & Driver's License

- Buy Car, Buy Insurance
- Registration
- Pump gas
- Maintain Vehicle Oil, Fluids
- Maintain, Change Tires,
- Follow Traffic Laws/Safety

Use Public Transportation

- Know Schedules
- Know Routes, Pick-up Points
- Know Options (Bus, Taxi, On-demand)

Community Access

- Know Options
- Read a Map/ Use GPS
- Know Landmarks
- Community Orientation

Social / Recreation

- Explore Social/Recreational Opportunities
- Pursue Hobbies, Recreational Interests
- Develop, Maintain Healthy Friendships
- Develop, Maintain Healthy Family Relationships

Postsecondary Options

- Explore Options -- Job Center, Web Postings
- Explore Postsecondary Education Options
- Apply Decision-Making Skills
- Use Labor Market Info. to guide choices
- Develop Resume
- Submit Applications/Resume on-line
- Interview skills

Employability Skills

- Communication Skills (Listen, Speak, Customer Service)
- Interpersonal Skills (Leadership, Social Skills, Teamwork)
- Personal Qualities / Work Ethic
- Thinking Skills (Analyze, Prioritize, Visualize, Problem Solve)
- Application of Core Academic Skills
- Use of Technology
- Manage Resources, Time
- Understand Value of Lifelong Learning
- Be Adaptable

Be A Lifelong Learner: Be curious & interested to learn new things or apply old info in new ways

- Seek Opportunities to Learn -- in Classroom, with Computers, with Books, with People
- Learn From and With Others -- Share what you Learn -- Recognize You are Not "The Expert"
- Take in Information -- Analyze it, join it with other Information, then apply it



TOP TIPS FOR SUCCESSFUL TRANSITION

Expect Success—High expectations lead to greater outcomes!

Start Early—Eligibility for transition services begins the year the student turns 16. It is important for families to consider beginning as early as possible to learn about options and help their student. Schools can help put adult supports and services in place while your student is in school.

Focus on the Student—Promote independence and build on strengths. Some students may need extra assistance, so it's important for the parent or guardian to assist when needed. Make sure that his or her preferences, interests and needs are at the center of the plan.

Waiting Lists—Apply early for agency services, waivers, housing, etc., as there may be waiting lists.

Network—Connect with other parents, team members, community supports.

Learn All You Can—Build on knowledge and skills through research and attending workshops and conferences.

Work Cooperatively—Your student's well-being is vitally important. The best way to advocate for your student is to be cooperative while voicing your concerns respectfully. Best practice is collaboration.

Put it in writing—You will have many conversations, with many different people during the course of transition planning. Keep copies of any documents about your student. This will help you stay on top of your student's plan.

Continuum—Transition checklist, grids, timelines, etc. may be designated by age or grade, however, some students may need more time to master skills in a skill area or may be ready to move to the next skill level.

Ask Lots of Questions—Know what's available, who to contact, and how to get needed services. Call FACT (Family and Community Together) for support and information to help you with the transition process, see page 88 for additional information.

CAREER INTEREST INVENTORY SAMPLES

Shasta 21st Century Career Connections (www.shastacareerconnections.net)

Career Interest Inventory

Learning about yourself is the most important step in your search for a job or career. A Career Interest Inventory helps you relate your interests and abilities to career choices. The following survey will link your career interests to related high school courses.

Step 1: Mark the items within each category that describe you. **Step 2:** Total the number of items checked for each category.

Realistic			Total -- R
Are You:	Can You:	Like To:	
Handy	Fix things	Build things	
Active, enjoy sports	Read a drawing	Work outdoors	
Good with Animals	Play a sport	Work with Tools	
Good with Tools	Put up a Tent	Use your hands	
Investigative			Total -- I
Are You:	Can You:	Like To:	
Interested in Learning	Use facts to answer questions	Find things	
One who asks questions	Think	Use computers	
Alert	Solve math problems	Work alone	
One who likes Science	Use a microscope	Read magazines about computers	
Artistic			Total -- A
Are You:	Can You:	Like To:	
Artistic	Sketch, draw, paint	Attend concerts, art exhibits	
Able to Imagine new things	Play a musical instrument	Read	
Able to Think of new ideas	Write stories, sing, act, dance	Work on crafts, make things	
Yoursself	Decorate your room	Take pictures	
Social			Total -- S
Are You:	Can You:	Like To:	
Friendly	Teach a Child	Work with other people	
Helpful	Tell people what you need	Help people	
A people person	Cooperate with others	Play team sports	
Kind	Plan an Activity	Participate in meetings	
Enterprising			Total -- E
Are You:	Can You:	Like To:	
Confident	Sell things	Make decisions	
Able to be firm	Talk to people	Plan get-togethers with friends	
Active	Organize Activities	Meet important people	
Able to Argue	Start Projects	Win an Award	
Conventional			Total -- C
Are You:	Can You:	Like To:	
Nest and Clean	Follow school rules	Use computers	
Accurate	Keep records	Work with numbers	
Careful to be neat	Write letters	Be exact with words, numbers	
Careful to do things right	Use a computer	Follow directions	

by Shasta Twenty-first Century Career Connections

Career Interest Inventory -- Pictorial Version

Learning about yourself is the most important step in your search for a job or career. A Career Interest Inventory helps you relate your interests and abilities to career choices. The following survey will link your career interests to related high school courses.

Step 1: Mark the items within each category that describe you. **Step 2:** Total the number of items checked for each category.

Realistic: The Doer



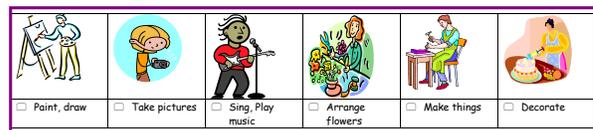
Total Checked _____

Investigative: The Thinker



Total Checked _____

Artistic: The Creator



Total Checked _____

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Career Interest Inventory

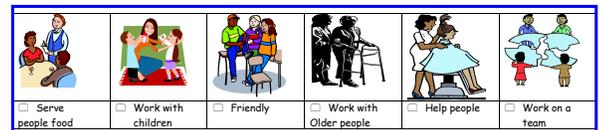
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Step 1: Mark the items within each category that describe you. **Step 2:** Total the number of items checked for each category.

Realistic			Total -- R
Are You:	Can You:	Like To:	
Practical	Solve mechanical problems	Build things	
Athletic	Read a blueprint	Work outdoors	
A nature lover	Play a sport	Tinker with mechanics	
Mechanically inclined	Pitch a tent	Use your hands	
Investigative			Total -- I
Are You:	Can You:	Like To:	
Inquisitive	Analyze data	Explore ideas	
Analytical	Think abstractly	Use computers	
Observant	Solve math problems	Work independently	
Scientific	Use a microscope	Read technical magazines	
Artistic			Total -- A
Are You:	Can You:	Like To:	
Creative	Sketch, draw, paint	Attend concerts, art exhibits	
Imaginative	Play a musical instrument	Read fiction, plays, poetry	
Innovative	Write stories, sing, act, dance	Work on crafts	
An individualist	Design fashions or interiors	Take photographs	
Social			Total -- S
Are You:	Can You:	Like To:	
Friendly	Teach/Train others	Work in groups	
Helpful	Express yourself clearly	Help people with problems	
Outgoing	Cooperate well with others	Play team sports	
Understanding	Plan and supervise an activity	Participate in meetings	
Enterprising			Total -- E
Are You:	Can You:	Like To:	
Self-confident	Sell things or promote ideas	Make decisions affecting others	
Assertive	Give talks or speeches	Start your own political campaign	
Energetic	Organize activities and events	Meet important people	
Persuasive	Initiate projects	Win a leadership or sales award	
Conventional			Total -- C
Are You:	Can You:	Like To:	
Well groomed	Work well within a system	Use data processing equipment	
Accurate	Keep accurate records	Work with numbers	
Methodical	Write effective business letters	Be responsible for details	
Conscientious	Use a computer	Follow defined procedures	

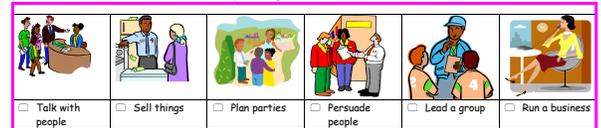
by Shasta Twenty-first Century Career Connections

Social: The Helper



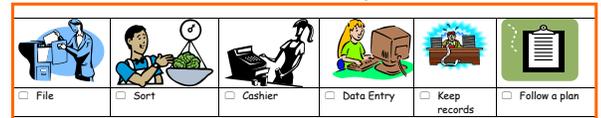
Total Checked _____

Enterprising: The Persuader



Total Checked _____

Conventional: The Organizer



Total Checked _____

Which set of pictures do you enjoy the most?

<input type="checkbox"/> Realistic - the Doer	<input type="checkbox"/> Social - The Helper
<input type="checkbox"/> Investigative - the Thinker	<input type="checkbox"/> Enterprising - the Persuader
<input type="checkbox"/> Artistic - the Creator	<input type="checkbox"/> Conventional - the Organizer

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ITOP Futures Project

TIPS FOR SUCCESS GUIDE TO TRANSITION

Name _____
Address _____
Phone _____
E-Mail _____

Emergency Contact Information:

Name _____
Relationship _____
Phone _____

POSTSECONDARY EDUCATION / TRAINING DOCUMENTS

EDUCATIONAL HISTORY

High School _____
Year Graduated _____
 Diploma GED Other

My school records may be requested at:

Location of Evaluations / Test Results

HEALTH HISTORY:

Allergies _____
Medications _____
(Some medications affect drug tests)
Injuries _____
Illness _____

AGENCIES I AM CONNECTED WITH:

- Vocational Rehabilitation
- County/Brokerage Service
- ODDS
- College
- FACT
- _____
- _____

DISABILITY INFORMATION

If you have a disability that creates challenges for you, the disability may qualify you for assistance from a variety of agencies. It is up to you to decide to tell anyone about your disability. If you choose to talk about it, some information that would be helpful is:

What is your disability?

How does your disability create barriers to overcome at work or in the classroom?

Where are records that document your disability?

Help that you need (Accommodations):

DIRECT YOUR OWN LIFE: KNOW YOURSELF MY GOALS: MY PLANS FOR MY FUTURE

MY INTERESTS:

- Realistic:** Active, use Tools, Equipment
- Investigative:** Analyze, Study, Research
- Artistic:** Creative, use Imagination
- Social:** Help People
- Enterprising:** Lead, Persuade, Sell
- Conventional:** Organized, like Routine

OPTIONS I AM CONSIDERING TO ACHIEVE MY GOALS

(go to Work at, get Training at, attend a specific College, etc.)

DEFINE YOUR STRENGTHS:

Types of Learning Styles:

- Auditory:** Learn by hearing, listening
- Visual:** Learn by seeing, reading, using graphs, maps
- Kinesthetic:** Learn by feeling, using all senses.
- Independent:** Prefer to work alone, with no distractions
- Group:** Prefer to work with a group, learn from each other.

MY Learning Style is: _____

UNIQUE TALENTS I HAVE:

- Body Smart** Coordinated, Athletic
- Self Smart** Like to Study, Concentrate, Work Alone
- Interpersonal** Social, Friendly
- Nature Smart** Enjoy Outdoors, Nature
- Picture Smart** Use images, Visualize,
- Music Smart** Think in Music, Sounds, Rhythms, Patterns
- Number Smart** Learn through Numbers, Problem-Solving
- Word Smart** Learn by Reading & Listening, Like Writing

SKILLS EMPLOYERS & TEACHERS

VALUE:

- Interpersonal Skills** People Skills, Teamwork, Leader
- Customer Service Skills** Greet, Assist Customers
- Communication Skills** Speak, Listen, Like People
- Thinking Skills** Make Decisions, Visualize, Prioritize
- Basic Skills** Math, Reading, Writing
- Problem-Solving** Analyze Problems, Develop Solutions
- Technology Skills** Use Computer, Knowledge of Programs
- Technical Skills** Have Skills Specific to a Career/Occupation.

SKILLS / ATTRIBUTES

I HAVE THAT LEAD TO SUCCESS IN THE CLASSROOM & THE WORKPLACE:

TRAITS EMPLOYERS & TEACHERS

LIKE

- | | |
|----------------------|------------------|
| Hardworking | Honesty |
| Reliable | Organized |
| Confident | Enthusiastic |
| Flexible | Willing to Learn |
| Clean Driving Record | Drug Free |

INFO FOR JOB SEARCH

CAREER CLASSES

- Agriculture ROP _____
- Business _____
- Family Life Science _____
- Industrial Technology Other _____
- Computer Science _____

EXTRACURRICULAR ACTIVITIES

- Art Athletics / Sports _____
- Drama _____
- Music _____
- School Newspaper Student Clubs _____
- School Yearbook _____

VOLUNTEER / COMMUNITY SERVICE EXPERIENCES

AWARDS / RECOGNITIONS EARNED

WORK HISTORY

Employer _____
Address _____
Job title _____
From _____ to _____
Phone _____
Supervisor _____

Employer _____
Address _____
Job title _____
From _____ to _____
Phone _____
Supervisor _____

REFERENCES

Name _____
Phone Number _____
Address _____

Name _____
Phone Number _____
Address _____

Name _____
Phone Number _____
Address _____

EMPLOYERS SAY:

*"I like to interview people who are prepared.
It tells me they are interested in working!"*

TIPS FOR FINDING A JOB

TOP FIVE WAYS TO FIND JOB LEADS:

- Friends / Family Members
- School Career Center
- Smart One-Stop Career Center
- Knock on Doors -- drop in to apply
- Cal Jobs or Web-Based Resume Services

GET READY TO SEARCH FOR A JOB

Always **DRESS** like you are ready to go to work immediately when you are looking for a job.

Employment Documents that all employers are required to see:

- SS Card / # _____
- Birth Certificate _____
- Driver's License / DMV Picture ID # _____

TOOLS TO SELL THE EMPLOYER ON HIRING YOU

Have a current **Resume** to attach to your job application. Use the information you have compiled on this form.

Write a **Cover Letter** that helps the employer know you are interested in the job and are the best person to hire for the position.

Be prepared to complete a **Job Application** either on a computer or by hand when you are contacting employers. Make sure all information is current. Use this document as a master file.

Read the Job Announcement carefully. Make sure you put the minimum qualifications and skills listed on the announcement on your application and resume.

GET READY FOR THE INTERVIEW

Get a good night sleep

Dress neatly & appropriately -- Avoid strong colognes

Plan ahead -- Arrive 15 minutes early

Make sure you have the Address & Phone Number

Research the Services/Products the Business provides

Be Enthusiastic

Review your Qualifications for the job

Don't smoke or chew gum.

Send a **Thank You Letter** the next day following your interview. This will let the employer know you are sincerely interested in the job.

INTERVIEW HINTS

REMEMBER TO: Shake Hands -- Make Eye Contact -- Sit Attentively with Good Posture!

EMPLOYERS WANT TO MAKE SURE YOU ARE THE BEST PERSON FOR THE JOB -- BE

PREPARED TO:

Talk about your work history (paid and unpaid) -- Remember babysitting, chores, lawn mowing, volunteering count.

Talk about why you would make a terrific employee --

Review the attributes & skills listed on this document.

Discuss what you liked about your last job & why you left --

If this is your first job, talk about why you want to work.

SOME COMMON QUESTIONS EMPLOYERS ASK:

Tell me about yourself. **TIP:** They want to learn about your experience & your skills related to the job.

Why would you like to work here? **TIP:** Know something about the business/company & the job & what you would do.

SOME QUESTIONS YOU MAY WANT TO ASK:

What hours would you expect me to work? What do you look for in an employee?

Do you offer any training? What is your dress code?

Will there be any opportunities to advance? Please describe a typical day & specific tasks I would do?

Family and Community Together (FACT)

FACT is a family leadership organization based in Oregon for individuals and their families experiencing disability, working collaboratively to facilitate positive change in policies, systems, and attitudes, through family support, advocacy, and partnerships.

FACT strives to:

- * Strengthen the voice of Oregon families raising children experiencing disability
- * Connect families to families
- * Provide and promote peer-delivered family support
- * Create opportunities for meaningful collaboration

CONTACT FACT

www.factoregon.org

info@factoregon.org

503-786-6082

888-988-3228



TIPS

Family Advocacy Network Recommends

- Be Prepared: Gain insights into how to be the best advocate you can by participating in an advocacy training.
- Get Involved: Serve on budget committees and work groups; attend forums and information sessions.
- Connect: Identify other families and pull your energy together to form a stronger alliance.
- Be Heard: Tell your story; share at board meetings, meet with stakeholders and decision-makers.

INDIVIDUAL PLANNING TERMS

IEP: *Individualized Education Program* 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 at age 14, 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.

IPE: *Individualized Plan for Employment* 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

ISP: *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".

Person-centered Planning A timely and formal or informal process that is directed by the individual with I/DD in which the participants gather and organize information to help the individual: Determine and describe choices about personal employment goals, activities, services, providers, and lifestyle preferences; and Design strategies and networks of support to achieve goals and a preferred lifestyle using individual strengths, relationships, and resources; and Identify, use, and strengthen naturally occurring opportunities for support at home and in the community. The methods for gathering information vary, but all are consistent with the individual's cultural considerations, needs, and preferences. Self-determination refers to a characteristic of a person that leads them to make choices and decisions based on their own preferences and interests, to monitor and regulate their own actions, and to be goal-oriented and self-directing.

DEVELOPMENTAL DISABILITIES DEFINED

Intellectual Disability Established by Law ORS 427	Other Developmental Disabilities Established by Federal definition State of Oregon develops guide-lines for interpretation.
<ol style="list-style-type: none"> 1. History of an intellectual disability must be in place by the 18th birthdate 2. IQ of 75 is cap for clearly defining intellectual disability 3. IQ 66-75 <i>may be</i> eligible as a person with an intellectual disability if there is a significant impairment in adaptive behavior that is <i>directly</i> related to the intellectual disability. 4. The adaptive behavior cannot be <i>primarily</i> attributed to other conditions, including by not limited to mental or emotional disorders, sensory impairments, substance abuse, personality disorder, learning disability, or ADHD 	<ol style="list-style-type: none"> 1. History of the other developmental disability must be in place by the 22nd birthdate 2. IQ scores are not used in verifying the presence of non-intellectual disability developmental disability 3. There must be either a <i>medical or clinical diagnosis</i> of the neurological disability and significant impairments in adaptive behavior that are <i>directly</i> related to the other developmental disability. 4. The neurological condition must originate and directly affect the brain 5. The significant impairments in adaptive behavior <i>cannot</i> be primarily attributed to other conditions, including but not limited to mental or emotional disorders, sensory impairments, substance abuse, personality disorder, learning disability, or ADHD 6. There must be training and support needs that are similar to an individual with an intellectual disability
<p>Most frequent other developmental disabilities</p> <p>Cerebral palsy, Down syndrome, Prader Willi, Autism spectrum disorders, Fragile X syndrome, Fetal neurological disorders (alcohol, lead, drugs, disease) Klinefelter, Traumatic/acquired brain injuries</p>	

TERMINOLOGY

It is important to be aware legislation and reform initiatives that are being developed 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 they 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.

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- 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.

Acronyms

504	Requires a school district to provide a “free appropriate public education” (FAPE) to each qualified person with a disability who is in the school district’s jurisdiction, regardless of the nature or severity of the person’s disability.
AA	Authentic Assessment for children who are deaf-blind
ACT	American College Testing or Oregon Advisory Committee on Transition
ADA	American with Disabilities Act
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
ANA	Adult Needs Assessment
AT	Assistive Technology
BASIS	Basic Adult Skills Inventory System
CA	Career Awareness
CAI	Computer-Assisted Instruction
CBI	Computer-Based Instruction
CBWA	Community Based Work Activity
CDDP	Community Developmental Disability Program
CDP	Career Development Plan
CE	Community Experiences
CE	Customized Employment
CEI	Computer-Enriched Instruction
CFR	Code of Federal Regulations
CIS	Oregon Career Information System
CMI	Computer-Managed Instruction
CNA	Child Needs Assessment
CAP	Client Assistance Program
CTE	Career and Technical Education
DD	Developmental Disability
DHS	Department of Human Services
DOE	Department of Education
EBP	Evidenced Based Practices
ED	Emotionally Disturbed
Employment First	A framework for systems change that is centered on the premise that all citizens, including individuals with significant disabilities, are capable of full participation in integrated employment and community life.
FACT	Families and Communities Together
FAPE	Free Appropriate Public Education
GED	General Educational Development (high school-equivalency credential)
ID	Intellectual Disability
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
IGA	Intergovernmental Agreement
ILS	Integrated Learning System
IPE	Individualized Plan for Employment
ISP	Individual Support Plan
LEA	Local Education Agency (usually the local school district)
LRE	Least Restrictive Environment

MAP	Measures of Academic Progress
MAPS	Measures of Academic Progress Scores
MOU	Memorandum of Understanding
NCLB	No Child Left Behind
NDBEDP	National Deaf-Blind Equipment Distribution Program
NPSO	National Post-School Outcomes Center
NSTTAC	National Secondary Transition Technical Assistance Center
NTACT	National Technical Assistance Center on Transition
OAR	Oregon Administrative Rules
OAVSNP	Oregon Association of Vocational Special Needs Personnel
OCB	Oregon Commission for the Blind
ODDS	Oregon Developmental Disability Services
ODE	Oregon Department of Education
ODEP	Office of Disability Employment Policy
OSEP	Office of Special Education Programs
OSERS	Office of Special Education and Rehabilitative Services
OVRs	Oregon Vocational Rehabilitation Services
PA	Personal Agent
PATH	Planning Alternative Tomorrows with Hope
PETS	Pre-Employment Transition Services
PCP	Person Centered Planning
PE	Physical Education
PINS	Preferences, Interests, Needs, and Strengths
PSGs	Post-Secondary Goals
PSO	Post School Outcomes
PSW	Personal Support Worker
PTI	Parent Training and Information Center
SAS	Self-Advocacy Strategy
SC	Service Coordinators
SD IEP	Self-directed Individualized Education Program
SIS	Support Intensity Scale
SMART goals	Specific, Measurable, Attainable, Relevant, Time-Specific
SNAP	Support Needs Assessment Profile
SOP	Summary of Academic Achievement and Functional Performance
SSA	Social Security Administration
SSDI	Social Security for Disability Insurance
SSDAC	Social Security for Disabled Adult Child
SSP	Support Service Providers
SSI	Supplemental Security Income
TAGG	Transition Assessment and Goal Generator
TAP	Technical Assistance Provider
TBI	Traumatic Brain Injury
TCN	Transition Community Network
TNF	Transition Network Facilitator
TPA	Third Party Administrator
TTAN	Transition Technical Assistance Network
TVA	Targeted Vocational Assessment
VR	Vocational Rehabilitation
VRC	Vocational Rehabilitation Counselors
WIOA	Workforce Innovation and Opportunity Act
YMCA	Young Men's Christian Association
YTP	Youth Transition Program