Transition Vocabulary Crosswalk

A Reference Tool for Families, Youth and Multi-Agency Teams

EMPLOYMENT FIRST

Realizing Employment First for Youth

One of the most frequently identified barriers to teaming and collaboration is communication!

Words can get in the way! Transition teams consistently identify poor communication as a barrier to collaboration and successful transition planning among multi-agency teams. Agency words and terms can lead to misunderstanding, limit discussions, and prevent collaboration.

A Common Language is Needed!
Agencies and organizations do speak different languages! From agency to agency the same words can have different meanings. Or different words can have the same meaning. Awareness, clarity and creating a "common language" is a priority in transition planning where many agencies and individuals cross paths and share responsibilities. While agencies may not be able to adopt a new vocabulary or create a new language, a collaborative team should be aware of the potential for misunderstanding and proactively explain "agency" vocabulary terms.

Using the "Crosswalk"
The crosswalk is a reference tool, not to be read like a book, but instead to be consulted to clarify confusing vocabulary.

The terms in the far left column of the table in this document are used by one or more agencies. These terms may have similar or diverse meaning based on who is using the term and the agency represented. To provide the team with a broader understanding of what the words may mean, associated vocabulary and information for each agency is provided. The resulting table of multi-agency terms and definitions is called a "crosswalk". This information also helps explain the context in which particular agency personnel might understand the term or the perspective the agency may have when hearing a term.

Preparing for a Meeting
Before distributing the "crosswalk" to team members, the transition coordinator or team leader may wish to review the information and highlight important terms for an upcoming team discussion. Individual team members should then review the table in an effort to become better aware of their agency's "crosswalk terms" that may be confusing to others on the team. Each person may wish to scan the left column for terms that are unfamiliar and review the definitions and information before coming together for transition planning.

During a Meeting
The "crosswalk" can be useful during a meeting as well. As words or terms included in the "crosswalk" surface in discussion, take a moment to assure that each member understands the intent of the words or message by using the "crosswalk" as a point of reference. Be aware of team members that are scanning the table during a discussion and take time to explain what is being suggested or reviewed.

Team members can also identify additional terms, phrases, or other associated language that would help others to understand the context of the information, service, or plan being discussed. Additional terms found to be confusing or that require explanation when working in cross agency groups can be added to the table for future reference

Terms included in the Crosswalk

Below are the terms that are included in the Crosswalk

1. Assessment and Evaluation	11. Enclave	21. Prevocational and Vocational Education / Training
2. Backwards Planning	12. Funding Source	22. Self- Determination
3. Career Awareness	13. Functional Skills	23. Service Coordinator/ Case Manager
4. Career Assessment	14. Independent Living Skills	24. Sheltered Employment
5. Community Employment	15. Individualized Plan	25. Soft Skills
6. Community Experiences or Community Work Experiences	16. Integrated Work Environment	26. Supported Employment (SE)
7. Competitive Employment*	17. Job Coach (Coaching)	27. Transition Assessment
8. Customized Employment (CE)	18. Job Development	28. Waiting List
9. Discovery	19. Job Shadow	29. Work Adjustment (WA)
10. Employable	20. Person-Centered Planning (PCP)	30. Work Study

	Education Words, phrases or definitions that Educational Teams in Educational environments might use. Defines a context in which educators may understand the term	Vocational Rehabilitation Words, phrases or definitions that Vocational Rehabilitation (VR) agencies might use. Defines a context in which VR counselors and providers may understand the term	Developmental Disabilities Words, phrases or definitions that Developmental Disabilities (DD) agencies might use. Defines a context in which DD agencies and providers may understand the term
	Education or Educational Environment means a program, school or environment where the youth receives his/her secondary or high school education. Educators may include teachers, coordinators, administrators, paraprofessionals, related service personnel and others employed by the district to provide or support student learning.	**Vocational Rehabilitation** (VR) in Ohio means the Opportunities for Ohioans with Disabilities Agency (OOD), formerly known as the Rehabilitation Services Commission (RSC). Divisions of VR include the Bureau of Vocational Rehabilitation (BVR) and the Bureau of Services for the Visually Impaired (BSVI)	**Developmental Disabilities (DD)** agencies refers to the Ohio Department of Developmental Disabilities (DODD) and the local County Boards of Developmental Disabilities (CBDD) and other providers of the services that these agencies support.

Assessment and Evaluation **	• **Age Appropriate Transition Assessments (AATA):**
	
	   • An ongoing process of collecting data on the individual's needs, preferences, interests and skills (PINS) as they relate to the demands of current and future working, educational, living, and personal and social environments.
	
	   • Information is referenced to the skill requirements of employment and adulthood rather than school environments
	
	   • Some may use the words **"Transition Assessment"** to mean **"Age Appropriate Transition Assessment".**
	
	• **Career Assessment** in a **Career-Technical Center** means: An individualized process of collecting and studying data to determine the unique abilities, aptitudes, interests and needs of the individual. Career assessment process provides transitional assessment information for academic areas, perceptual and manipulative abilities as well as career-technical aptitudes
	
	• **Career Assessments:** Tools designed to help individuals understand how a person's interests, values, preferences, motivations, aptitudes and skills impact their potential success and satisfaction with different careers and work environments
	
	• **Community Based Assessment:** Assessments that take place in a work environment in the community. Sometimes called a situational assessment. Educators may use these assessments to develop adult goals and transition services for employment, adult education, and community living
	
	• **Vocational Assessment:** Vocational assessment is a systematic, ongoing process designed to help transition teams understand a young person's vocational preferences and potential. Information is gathered to assist in creating a transition plan and identify needed services for future employment success.
	
	• Initial evaluations are necessary to establish eligibility for special education services
	
	   • **Multi-factored Evaluation (MFE):** A process to determine eligibility for special education services in school.
	
	   • **Evaluation Team Report (ETR)** a summary of the student's current performance, strengths and needs and establishes eligibility for special education services in school under one of the special education disability categories
		• **Eligibility Assessment:** Evaluations may be necessary in relation to eligibility for services. Individuals that qualify are those that want to work in the community, are found to have a disability that prevents them from obtaining or keeping a job and need the services from VR to get and keep the job.
		
		• **Community Based Assessments (CBA)** take place in work environments and are utilized to provide information on an individual's aptitudes, abilities, behaviors, and preferences or to determine if a specific employment opportunity would be an acceptable match.
		
		• **Vocational Testing:** To evaluate and identify and individual's vocational strengths, aptitudes, capabilities, interests and academic skill to select a viable employment goal.
		
		• **Comprehensive Assessment**: Provides information on the unique strengths, resources, priorities, concerns, interests, abilities, capabilities, and the potential need for supported employment. The information is used to increase the individual's knowledge of his/her capabilities so appropriate and informed choices can be made during the rehabilitation process. It enables an individual to identify an optimal vocational outcome and to reach their maximum vocational potential.
			• **Assessment and Evaluation** related to impact of the disability on a person's ability to learn, work and live is necessary in order to establish eligibility for DODD services
			
			   • **OEDI:** Ohio Eligibility Determination Instrument (diagnostic) for ages 16 and over. This refers to a test to determine the eligibility of persons for state and county Developmental Disabilities services.
			
			   • **Person Centered Plan:** Person Centered Planning emphasizes the needs and choices of the individual when developing a service plan
			
			   • **Discovery:** A process used to learn more about the individual's strengths and preferences and is often associated with Customized Employment. "Discovery" is also used to describe processes used in other DODD initiatives that are based in person- centeredness.
			
			   • **ODDP:** Ohio Developmental Disabilities Profile is an assessment tool for individuals enrolled on the Individual Options (IO) Home and Community Based Waiver
			
			• Assessment means formal or informal methods to **identify an individual's needs for supports and specialized services.** Evaluation findings form the basis for determining an individual's level of care (LOC), and for writing a person's Individual Service Plan (ISP).
			
			• **Vocational assessment** is a **Supported Employment** service under Medicaid home and community-based waiver. Conducted through formal and informal means for the purpose of developing a vocational profile and employment goals.

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Backwards Planning	• **Backwards Planning** is a strategy for developing a comprehensive single person-centered transition plan with a multi-agency team. Backwards Planning starts with focusing on the youth's adult outcomes, or 'end' result of the plan. A team would then work backwards from there to identify the services, supports, experiences, adult agency linkages and opportunities needed for the youth to be prepared to achieve the adult outcomes	• **Backwards planning** in VR would start at the development of the Individualized Plan for Employment (IPE). It starts with the consumer and counselor agreeing on an employment goal and then planning is done moving "backwards" from the goal to determine the skills needed by the consumer to reach that goal. Backwards planning in VR would also include identifying which services would be needed to help the consumer reach the employment goal.	• **Discovery:** This process involves identifying the uniqueness of an individual and aligning that with an employment goal. Backwards Planning could be a part of this process by then determining the services and supports necessary to achieve the desired goal. • **Path to Employment:** Employment planning where one begins planning by identifying where the person is along the 4 steps of the employment pathway. The team develops a plan to move the person towards the employment goal based on what must happen to move to the next step along the path.
Career Awareness	• **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 and is accomplished in a variety of ways throughout a youth's educational career. • **Career Awareness** is also a term used to describe a transition service	• **Career Exploration:** A service to assist an individual in selecting an employment goal amongst several options to narrow employment goal to a specific vocational outcome.	• **Path to Employment:** Career Awareness is the primary activity in S**tep One and Two** on the Path to Employment. Step One and Two include a great emphasis on career awareness and exploration in order to selected a career goal.
Career Assessment	• **Career assessments** are tools that are designed to help individuals understand how a variety of personal attributes (i.e., interests, values, preferences, motivations, aptitudes and skills), impact their potential success and satisfaction with different career options and work environments. • **Career Assessment** in a **Career-Technical Center** is an individualized process of collecting and studying data to determine the unique abilities, aptitudes, interests and needs of the individual. • Some **career assessments** are measure key characteristics of a person believed to influence an individuals potential success and satisfaction with a career. **Other career assessments** are designed to help individuals clarify their goals and preferences in order to make more informed career decisions.	• **Community Based Assessments (CBA)** take place in community work environments and are utilized to provide information on an individual's aptitudes, abilities, behaviors, and preferences or to determine if a specific employment opportunity would be an acceptable match. • **Comprehensive Assessment** provides information on the unique strengths, resources, priorities, concerns, interests, abilities, capabilities, and the potential need for supported employment. The information is used to increase the individual's knowledge of his/her capabilities so appropriate and informed choices can be made during the rehabilitation process. It enables an individual to identify an optimal vocational outcome and to reach their maximum vocational potential.	• **Person Centered Plan:** Person Centered Planning emphasizes the needs and choices of the individual when developing a service plan • **Discovery:** A process used to learn more about the individual's strengths and preferences and is often the career assessment associated with Customized Employment.
Community Employment*	• Employment which is competitive employment and takes place in an integrated setting*	• Employment which is competitive employment and takes place in an integrated setting*	• Employment which is competitive employment and takes place in an integrated setting*

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Community Experiences or Community Work Experiences	• **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. Community experiences may be referred to as: • **Work Experience** • **Job Try-Outs** • **Job Shadows**	• **Summer Youth Work Experience** is utilized to help teach transitional youth vocational skills and appropriate work behaviors. SY should be provided in a competitive integrated setting but may be provided as a non-competitive environment. • **Job Readiness Training** is designed to provide transitional youth and adults with work experiences while at the same time developing work skills and work behavior. **JRT** provides opportunities for participants to either try multiple jobs within one employer or similar jobs amongst multiple employers. Provider staff will provide the participant with an assessment at the start of the service to develop benchmarks and identify training goals • **Internships** are an exchange of services for experience between the student and an organization. Helps determine if student has an interest in a particular career. Some interns find permanent, paid employment with the organizations with which they interned. Employment in the business at the completion of an internship is not guaranteed.	• **Supported Employment** services are intended to occur in the community to support community employment and therefore may be referred to when discussing community work experiences. • **Vocational Assessment** may use community experience or work experiences to assist in formally or informally identifying vocational goals and service needs. • **Job Development** may include the use of community or work experiences to develop job-seeking skills.
Competitive Employment*	• Full-time or part-time work in the competitive labor market in which payment is at or above the minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by persons who are not disabled*	• Full-time or part-time work in the competitive labor market in which payment is at or above the minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by persons who are not disabled*	• Full-time or part-time work in the competitive labor market in which payment is at or above the minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by persons who are not disabled*
Customized Employment (CE)	• In education, the term, **"customized employment"** may be used as a generic term that defines employment procedures that are individualized or personalized, rather than a specifically defined process to develop employment for an individual. • CE might also be referred to as a well-matched post secondary employment outcome that is specific to the student's preferences, interests, needs, and skills	• **Customized Employment** is a unique job placement service that focuses on identifying the unique characteristics and interests of the job seeker and identifying or creating a position that would best suit the job seeker's profile	• **Customized Employment** means individualizing the employment relationship between employees and employers in ways that meet the needs of both. It is based on an individualized determination of the strengths, needs, and interests of the individual, and is also designed to meet the specific needs of the employer. • **Discovery** is the first stage of CE and often is discussed when CE is being considered.

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Discovery	• Educators may use the following terms to describe activities that result in individualized information about the student called **PINS**-Preferences, Interests, Needs and Skills. This information aligns with Discovery • **Age Appropriate Assessment (AATA)** . An ongoing process of collecting data on the individual's needs, preferences, and interests (PINS) as they relate to the demands of current and future working, educational, living, and personal and social environments. • **Community Based Assessment,** Assessments that take place in a work environment. Sometimes called a situational assessment.	• **Discovery:** A process (part of Customized Employment) that facilitates learning about the individual through a set of structured activities and interviews with the individual and other people of central importance to the job seeker such as teachers, friends, family, community leaders, etc. • **Discovery** is a VR service that is completed by a certified VR provider of Customized Employment services.	• **Component of Customized Employment** –an information gathering process, a guide that suggests questions to ask in order to discover information about an applicant. In addition, the time spent with the applicant and the relationship that is formed provides a facilitator the knowledge and insight into the life experiences and contributions of the applicant. These life experiences and contributions provide direction for employment. This approach differs from traditional assessments in that it doesn't measure anything, and it supports utilizing involvement and interaction with the applicant in natural settings rather than in test settings. • **Person Centered Planning** may be referred to as "Discovery" or "discovering the person"
Employable	The term **"Employable"** may be similar to or suggest meaning such as: • "Transition Ready" • Has skills and abilities that employers value • Has successfully completed vocational education	• The outcome of VR services is to support individuals **to be employable** and for individuals to be employed. • VR may make a decision that a person is not employable **in relation to the set of services they are funded to offer.** This does not mean the person is NOT employable, it means that VR alone is unable to provide all the necessary support. • Having "Job Readiness" skills	• DODD views **all individuals to be "employable"** including individuals with developmental disabilities, (although everyone may not be employed). • Being employable can mean someone is **"on the path" to employment** for an extended period of time • To be "employable" may mean a person needs extensive supports
Enclave	• Students may have a **group work experience** while in school where a group of students served by an IEP travel together to a work site with a teacher or educational aide that monitors/coaches the group during the work experience.	• A small work group which is **integrated among the regular work force** of a single industrial establishment	• Individuals with disabilities who **work as a team, generally at a single worksite** of a host community business or industry, with initial training, supervision, and ongoing support provided by on-site staff.
Funding Source	Generally, in Education funds for transition youth services may include: • Federal **Individuals with Disabilities Education Act (IDEA)** Part B dollars • Funds from the **Ohio Department of Education** • Funds through **local education agency** (local school district) • District specific **Grants** • **VRP3** partnerships with VR agency • **Autism Scholarship or Jon Peterson Scholarship** (if using these cannot access IDEA funding)	Generally, in VR System funds for transition youth and adults services may include: • States receive federal grants from **Rehabilitation Services Administration (RSA)** to operate a comprehensive VR program • RSC partners with other state organizations in what are called **Case Management Contracts** to expand vocational services. Every dollar RSC receives in state or local funding from a partner generates $3.69 in federal money for additional VR services.	In DD System for transition youth and adults (some funds may only be available to one or the other and not both) • Local County Boards may provide services utilizing: • **Medicaid and Medicaid Waiver** dollars accessed through DODD • Local **Levy** dollars • **Grants** • **VRP3** partnerships with VR System (Example: Bridges to Transition)

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Functional Skills	• In the education environment, **functional skills** are skills or activities that are not considered academic or related to a child's academic achievement • May be referred to as **Daily Living Skills, life skills or independent living skills**	• **Personal Adjustment (PA)** • A systematic, time-limited approach to teach individuals life skills which will enhance their employability and independence. Provider staff will assess the needs of the individual and make recommendations to VR staff regarding areas in which the individual may have barriers as well as the individual's strengths. PA may be used to address issues such as: work behavior, interpersonal skills, hygiene and grooming concerns, budgeting, childcare, time management, or other areas identified by the provider or VR staff. The outcome of PA is that the individual will learn new skills and coping mechanisms that will allow them to be successful on the job	• Skills that contribute to the successful, independent functioning of an individual in adulthood (Life Skills or Independent Living Skills) • **Functional skills** are the core of eligibility for DODD services. Skills that are assessed include three categories: 1) Self care 2) Receptive and expressive language 3) Mobility 4) Learning 5) Self direction 6) Capacity for independent living 7) Economic self sufficiency

Independent Living Skills	• **Independent Living** relates to the purpose of special education services to students as identified by IDEA: "To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and tindependent living"
	
	• **Daily Living Skills and Functional Skills**
		• **ADL Training**
		
		  • To teach individuals with disabilities to learn activities of daily living to enhance safety, independence and employability
		
		• **Travel Training (TT)**
		
		  • To teach individuals how to travel independently on public transportation.
			• **Capacity for Independent Living** is one core functional skill area that DODD reviews for eligibly for DD services.
			
			  • Includes such things as: shopping, meal prep, emergency response, housekeeping, laundry, using a phone, accessing transportation
			
			  • Considerations of independence, safety, consistency, effort and time

Individualized Plan	**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. Beginning at age 14, the IEP will include a postsecondary community employment goal and create a transition plan to achieve the identified adult goals.	**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.	**ISP: Individual Service Plan** • Written description of services supports and activities to be provided to an individual through the Department of Developmental Disabilities • The ISP describes all services and supports necessary, regardless of payor source, for a particular individual to maintain health and safety, and avoid institutionalization
Integrated Work Environment*	• A setting typically found in the community where individuals interact with persons who do not have disabilities to the same extent non-disabled persons in comparable positions interact with other persons. This includes employment settings where employees interact with the community via technology*	• A setting typically found in the community where individuals interact with persons who do not have disabilities to the same extent non-disabled persons in comparable positions interact with other persons. This includes employment settings where employees interact with the community via technology*	• A setting typically found in the community where individuals interact with persons who do not have disabilities to the same extent non-disabled persons in comparable positions interact with other persons. This includes employment settings where employees interact with the community via technology*

Job Coach (Coaching)	• A **Job Coach** in school may support a student on a work site in the community, teach/support employability skills development, collect data, assist in the classroom, develop work experience opportunities, provide information and/or direction to students to develop employability skills
	
	• May also be referred to as:
	
	  • **Teaching assistant**
	
	  • **Aide**
	
	  • **Paraprofessional**
		• **Job Coaching** is one-on-one instruction to individuals who have been hired by an employer to help individuals learn job tasks, develop natural and peer supports, and to adjust to the work environment	• **Job Coaching** is a Supported Employment (SE) service
			
			• In SE, the Job Coach provides one-on-one training to an individual on the job, until that individual is able to complete tasks to the employer's satisfaction. As the worker becomes proficient, the Job Coach begins spending less time training the worker. The Job Coach continues to monitor the worker occasionally, and is available when needed to assist with retraining and other support that the worker might need.
			
			• May be referred to as **"Follow Along"**

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Job Development	• **Career Development** • **Transition planning** for post secondary employment goals may include aspects of job development. Connection to adult services that provide ongoing service in job development following high school is an important step in job development. • **Job Development** may be listed as a service in the IEP Transition Plan	• **Job Development** involves a systematic approach to identifying and contacting potential employers who may or may not have a posted position opening. • **Job development** may include the job developer updating the job seeker's resume, sending out cover letters and resumes to potential employers, providing job leads to the job seeker to follow up on, review of the job seekers interview skills, follow up contacts with employers when applications have been submitted or when a job seeker has an interview, discussion of hiring incentives and tax credits with the business, and providing support in requesting and implementing reasonable accommodations • **Job Seeking Skills Training** is designed to assist an individual to successfully identify and respond to potential job opportunities. The service may be provided on an individual basis or in a group setting with the approval of VR staff. The service should at minimum address the following: how to locate job opportunities through the newspaper, online, job boards, and "cold calling" techniques (i.e. telephone script); how to develop a job application template, resume, cover letter; how to follow up with employers after completing an application or interview; how to address potential barriers such as breaks in employment history, criminal convictions, and need for reasonable accommodations; how to handle difficult interview questions. The outcome of the service should be that the individual has the skills and resources to assist in their job search or conduct a new job search if necessary after case closure.	• A **Supported Employment** service. • **Job development and placement** may include many services and activities that could include: • Developing a resume • Training and assisting the individual to develop job-seeking skills • Targeting jobs on behalf of the individual • Assisting the individual to find jobs that are well matched to his or her employment goals • Developing job opportunities on behalf of the individual through direct and indirect promotional strategies and relationship-building with employers • Conducting worksite analyses, including customizing jobs • Increasing potential employers' awareness of available incentives that could result from employment of the individual. • Many more services could fall under the umbrella of Job Development within DODD
Job Shadow	• **Job Shadowing** involves working with another employee who might have a different job in hand, might have something to teach, or can help the person shadowing him or her to learn new aspects related to the job, organization, certain behaviors or competencies.	• **Career Exploration** can involve **job Shadowing** where a person has the opportunity to observe an employee performing the job tasks associated with the identified occupation. If possible, the job seeker should be given an opportunity to attempt actual job tasks as well. • **Job Shadowing** can be used during **Discovery** phase of Customized Employment to develop Vocational Themes.	• **Job shadowing** is a work experience option where individuals learn about a job by walking through the workday as a shadow to a competent worker. The job shadowing work experience is a temporary, unpaid exposure to the workplace in an occupational area of interest to the individual. Job shadowing is limited in that it allows individuals to observe only: direct work experience, responsibility and skills are not acquired.
Person-Centered Planning (PCP)	**IEP and Individualized Transition Planning** • Guided by a student-centered vision for adult life • Involves family input as an important factor in the development of the plan • Created to reflect the preferences, interests, needs and skills (PINS) of the youth. • Transition plan goals are person centered, as well as the types of services and supports provided during the education years and those planned for adult life	**IPE: Individualized Plan for Employment** • Employment goals are based on individual skills, talents and interest • Partners with other organizations and agencies to implement programs that are guided by a PCP process as the foundation for IPE development • VR recognizes and support the use of the Discovery process (which is person centered) as a viable means of goal setting and IPE development	• **ISP: Individual Service Plan** • A written description of services supports and activities to be provided to an individual through the Department of Developmental Disabilities that is intended to be individualized. • DODD identifies PCP as central to DODD planning and services and describes **PCP** as **intended** to emphasize the needs and choices of the individual when planning services. • **Path to Employment** is guided by PCP • **Imagine** – a "powerful movement" that is supported by DODD that focuses on the removal of barriers to a person-centered system. The system is being redesigned to support an innovative, collaborative, common-sense approach to supporting people with developmental disabilities. imagine is entering a pilot phase in 18 counties in the SE Ohio, using Person Centered Thinking (PCT)

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Prevocational and Vocational Education / Training	• **Vocational Education** means 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. Also known as **Career-Technical Education.** • **Transition Programs** prepare students to move from middle school/high school to adult-life, utilizing comprehensive transition planning and education that creates individualized opportunities, services, and supports to help students achieve their post-school goals in education/training, employment, and independent living. • **Job Training Coordinating Program** (previously known as **Option IV**) The JTC Program provides support and assistance to students who require intensive support in order to transition from school to the work environment. Its goal is to help students obtain and maintain competitive or supported employment through individualized and community-based training, collaborating with business partners and developing a support network.	VR agencies may describe vocational preparation in these terms: • **Work Adjustment** is utilized to help teach an individual to improve their vocational skills and improve work behaviors. • **Job Readiness Training Programs** are designed to provide transitional youth and adults with work experiences while at the same time developing work skills and work behavior. JRT programs tend to last longer than traditional WA services. • **Vocational Training** includes: • Job Readiness Training Vocational/Work Adjustment Training, Summer Youth Work Experience, Personal Adjustment Training, Trial Work Experience, Travel Training, Orientation and Mobility, ADL (Self) Training (Rehabilitation Teaching)	DD agencies may relate vocational preparation to these terms in adult services • **Prevocational services** means services that provide learning and work experiences from which an individual can develop general strengths and skills that are not specific to a particular task or job but contribute to employability in community employment, supported work at community-based sites, or self-employment. • **Prevocational services** are a Supported Employment (SE) service and are intended to be time limited. • **Vocational Habilitation services** are a Medicaid Home and Community –based Waiver service and are designed to teach and reinforce habilitation concepts related to work, such as responsibility, attendance, task completion, problem solving, social interaction, motor skill development, and safety.
Self- Determination	• **Self Determination** is the ability to make choices, solve problems, set goals, evaluate options, take initiative to reach one's goals, and accept consequences of one's actions. • Individuals With Disabilities Education Act (IDEA) mandates an emphasis on self-determination practices when transition services for youth with disabilities are developed. And that student' preferences and interests be taken into account when planning for transition services. • Reflected in "21st Century Skills"	• **Element of Rehabilitation Act**: An emphasis on self-determination is evident in legislation. The amendments to the Rehabilitation Act Amendments of 1992 (P.L. 102-569) state that, "Disability is a natural part of the human experience and in no way diminishes the right of individuals to live independently, enjoy self-determination, make choices, contribute to society, pursue meaningful careers, and enjoy full inclusion and integration in the economic, political, social, cultural, and educational mainstream of American society." • Self-determination skills are recognized as important skills for a person to have in order to set and achieve employment goals	• **A DODD Initiative:** An initiative built on the principles of freedom, authority, support, responsibility, and confirmation. Self-Determination gives people with disabilities the freedom to decide how they will live, work and participate in the community; the authority to decide how the money allocated to them will be spent; the supports that will allow that person to lead the life they choose; the responsibility of assuring that the money they are using is spent in a useful and appropriate manner; and confirmation that the person and his or her family are critical to making life decisions and designing the system to help them.

	Education Words, phrases or definitions that Educational Teams in Educational environments might use. Defines a context in which educators may understand the term	Vocational Rehabilitation Words, phrases or definitions that Vocational Rehabilitation (VR) agencies might use. Defines a context in which VR counselors and providers may understand the term	Developmental Disabilities Words, phrases or definitions that Developmental Disabilities (DD) agencies might use. Defines a context in which DD agencies and providers may understand the term

Service Coordinator/ Case Manager	• Titles or positions that may serve the **role of service coordinator or case manager** (or in a similar role) that are associated with the education years:
	
	   • **Transition Coordinator**
	   • **Transition Specialist**
	   • **Transition to Work Specialist (TTW)**
	   • **Intervention Specialist**
	   • **Job Training Coordinator** (Option IV) through Career Technical Education (CTE)
	
	• Coordinator assist the IEP team to jointly plan with other agencies and service providers to ensure that the student's needs are met both during and after the student completes his or her secondary education.
	
	Currently, the extent to which the school-based coordinator is able to independently coordinate services will vary dependent on how many agencies are involved, the extent of the services provided, and the local practices that may have developed in that region.
		• Individuals or positions that may **serve the role of service coordinator or case manager** (or in a similar role) associated VR activities:
		
		   • **VR Counselor**
		   • **Vocational Rehabilitation Counselor**
		   • **Vocational Rehabilitation Coordinator**
		
		VR Counselors generally provide vocational counseling and guidance to students along with managing and coordinating the services and activities that are associated with the VR plan. VR Counselors work in conjunction with other agency coordinators to synchronize activities and service delivery for an individual working with multiple agencies.
			• Individuals or positions that may serve the role of service coordinator or case manager (or in a similar role) associated DODD activities:
			
			   • **Service and Support Administrator (SSA)** works with individuals and providers of services to coordinate services. The SSA provides the family with the resources and support needed to ensure that their family member with a disability receives services that are essential to their well being
			
			   • **"Bridges" Coordinator** – Refers to the Bridges to Transition partnership between DODD and OOD. Some counties in Ohio have access to coordination for transition youth through this program
			
			SSAs generally manage or coordinate the services and activities that are associated with the local county board or DODD. SSAs work in conjunction with other agency coordinators to synchronize activities and service delivery and generally step into the primary coordinating role after the youth leaves high school.

Sheltered Employment	• **Segregated work environments** that provide ongoing support or supervision
	
	• Schools may refer to adult programs that are not in the community as "sheltered". School personnel may refer to segregated vocational and non-vocational program options for individuals with disabilities as one or more of the following:
	
	   • Sheltered workshops or Workshop
	   • Adult activity centers
	   • Work activity centers
	   • Day treatment centers
	   • Day Hab
	
	• Post secondary (adult) goals on the IEP transition plan do not prioritize sheltered employment.
		• Obtaining sheltered employment or entering a sheltered workshop is not the focus of VR services.
		
		• VR services are not provided to a person in order to transition someone TO a sheltered environment.
		
		• VR services can, however, assist in the transition of someone FROM the sheltered employment setting to community employment.
			• **Sheltered Employment** refers to segregated programs designed to help individuals with disabilities that may not be considered able to work in a competitive employment setting for a variety of reasons.
			
			• **Sheltered Employment** may be referred to in many ways and will vary from county to county. Some associated terms might be:
			
			   • Workshops (sometimes named as an "Industry", such as "_name of a county or workshop__ Industries"
			   • Sheltered Workshops
			   • Day Treatment
			   • Activity Centers/Work activity centers
			   • Production Centers
			   • Training Programs

Soft Skills	Skills that are necessary to develop during school years in order to become a successful, independent adult **Interpersonal Skills Self Management Skills** **Organizational Skills Social Skills** **Leadership Skills Communication** **Collaboration**	Employability skills that may not be directly related to the completion of a job task. These skills are valued by employers: **Interpersonal Skills** **Social Skills Work Behaviors** **Coping Skills Communication skills**	Skills that improve a person's ability to learn, work, live as independently as possible **Social Skills Communication Skills** **Functional Skills**

	Education	Vocational Rehabilitation	Developmental Disabilities
	Words, phrases or definitions that Educational Teams in Educational environments might use. Defines a context in which educators may understand the term	Words, phrases or definitions that Vocational Rehabilitation (VR) agencies might use. Defines a context in which VR counselors and providers may understand the term	Words, phrases or definitions that Developmental Disabilities (DD) agencies might use. Defines a context in which DD agencies and providers may understand the term

Supported Employment (SE)	• Educators may view **Supported Employment (SE)** as a generic term that refers to a group of supports and services that a youth may need or use as he/she enters adult employment following school years.	• **Supported Employment (SE)** describes an employment support model.
		
		• SE is competitive work in integrated work settings, or employment in integrated work settings in which individuals are working toward competitive work.
		
		• It is intended for individuals for whom competitive employment has not traditionally occurred, or for whom competitive employment has been interrupted or intermittent as a result of a most significant disability, and who, due to the severity of their disability, are expected to require extended services after the transition in order to maintain employment
			Country Boards of DD may use the term **Supported Employment (SE)** to describe an 1) employment service option or 2) may use SE to define an employment model.
			
			• **Service/Support Option**: SE services may include vocational assessment, job training and coaching, job development and placement, transportation, work site accessibility, and other services related to employment outside a sheltered workshop.
			
			   • **SE –Enclave**: On-site support provided to individuals who work as a team at a single work-site (community business or industry)
			
			   • **SE-Community**: Support provided to individuals who work in an integrated community work setting, alongside employees without disabilities, and performing same or similar tasks
			
			• **Employment Model**. Reflects a model of employment where persons with severe disabilities are in paid employment in community settings with on-going support to perform their work.

Transition Assessment	**Age Appropriate Transition Assessment (AATA)** is how educators may refer to Transition Assessment. AATA means:
	
	   • An 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.
	
	   • Information is interpreted based on the chronological age (not developmental age).
	
	   • Transition Assessments ultimately should answer these questions: 1. Where is the student presently? 2. Where is the student going? 3. How does the student get there?
	
	Transition Assessments may be referred to as:
	
	• **Career Assessments**: Tools designed to help individuals understand how a variety of personal attributes impact their potential success and satisfaction with different career options and work environments
	
	• **Community Based Assessment.** Assessments that take place in a work environment. "Situational assessment".
	
	• **Vocational Assessment:** Vocational assessment is a systematic, ongoing process designed to help transition teams understand a young person's vocational preferences and potential. Information is gathered to assist in creating a transition plan and identify needed services for future employment success.
		Transition Assessments through VR may include:
		
		• **Community Based Assessments (CBA)** are utilized to provide information on an individual's aptitudes, abilities, behaviors, and preferences or to determine if a specific employment opportunity would be an acceptable match.
		
		• **Vocational Testing** – To evaluate and identify and individual's vocational strengths, aptitudes, capabilities, interests and academic skill to select a viable employment goal.
		
		• **Summer Youth Work Experiences** could be used to help assess preferences, interest, needs, skills
			Connection to Transition Assessment processes within the DD agencies include:
			
			• Completing **OEDI** Ohio Eligibility Determination Instrument for DODD eligibility
			
			• **Informing** the transition team of the County Board of DD service system, processes and procedures
			
			• Explaining to the team how Transition Assessment information **may influence DODD processes** such as:
			
			   • **Path to Employment** can begin during school years where one begins by identifying where the person is along the 4 steps of the employment pathway.
			
			   • **Person Centered Plan**: Information from transition assessment can inform the Person Centered Planning process used through DODD.
			
			   • **Discovery**: A process used to learn more about the individual's strengths and preferences and is often associated with Customized Employment. Information from Transition Assessment should be used as foundation for Discovery

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Waiting List	• **Students identified service needs must be met**
	
	• If a student is eligible for special education services, the student must receive the identified services and cannot be placed on a waiting list
	
	• If an agency other than the school district is to provide the IEP service, it must be specified in the student's IEP. If the other agency fails to provide or pay for that service as documented in the IEP, the school district must reconvene the IEP team to determine how to meet the identified need
		• **Order of Selection:** When VR cannot fund services for everyone, they limit their services by placing people eligible for services into categories. VR has three order of selection categories based on significance of disability:
		
		   • People with the most significant disabilities (MSD);
		
		   • People with significant disabilities (SD)
		
		   • Eligible people with disabilities
		
		• Previously, OOD has placed people not in the Most Significant Disability (MSD) category on wait lists. The agency has greatly reduced the number of people on the wait list and anticipates, in the near future, there being no delay in providing services to any eligible individual
			• **County Board of DD Waiting Lists.** Each County Board of Developmental Disabilities establishes a waiting list when there are not enough resources to meet the needs of everyone requesting services. If a person asks for a service that has a waiting list, a county will document the request, along with the date and time it was requested, and place the person's name on the list if the service is desired within the next twelve months

Work Adjustment (WA)	**Transition Programs** prepare students to move from middle school/high school to adult-life, utilizing comprehensive transition planning and education that creates individualized opportunities, services, and supports to help students achieve their post-school goals in education/training, employment, and independent living. Examples of program terms:
	
	Vocational Education Employability skills programs
	
	Work Experiences Work Study Programs
	
	Job Training Coordinating Program ("Option IV")
		• **Work Adjustment (WA)** is a VR service
		
		• WA assist individuals to improve vocational skills and work behaviors. Includes learning work skills, improved work behaviors, communication and interpersonal skills, independent living skills, job seeking skills, or other vocational areas.
		
		• WA includes **Summer Youth Work Experiences and Job Readiness Training**
			• Developmental Disabilities (DD) agencies may not use the words "work adjustment". Instead, DD agencies may refer to other service options that provide pre-employment skill-building with terms such as:
			
			   • **Prevocational services**
			
			   • **Vocational Habilitation**
			
			   • **Job Training Program**

Work Study	**Work Study** is an educational term and is defined as: • 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.	• VR does not provide work study in the traditional sense of the term the way schools do, but VR does provide experiences that prepare transition youth for post school work. • These experiences could occur under the VR activities of Work Adjustment, Job Readiness Training Programs, and Vocational Training.	DD Agencies might refer to a vocational preparation program or service that occurs after the youth leaves high school as: • **Vocational Habilitation (Voc Hab)** • **Prevocational Services** • **Job Training**

General Information
Assessment and Evaluation

The terms assessment and evaluation appear frequently in the process of transition planning, transition services, and agency requirements. Regardless of the term used in is important to understand the intended use of the information gathered. Review the table below for a general description and comparison of the terms assessment and evaluation. Notice that the intended use of the information gathered is the most important distinguishing feature.

Assessment**	Evaluation**
Assessment requires the gathering of evidence of an individual's performance over a period of time **to measure learning and understanding to improve the quality of future performances**	Evaluation **determines the level of quality of a skill** or outcome and **enables decision-making** based on the level of quality demonstrated.
• Ongoing process	• Gauges quality at a predetermined end point
• Focus to improve learning. Focus is on learning, teaching and outcomes.	• Product oriented – What has been learned
• Process Oriented: How effective are the instructional/support methods?	• Judges – scores or grades the performance against a standard or norm
• Diagnostic - Provides feedback on performance, including strengths, areas for improvement, and insights	• Focus is to determine achievement such as skills, knowledge, grades, levels, etc.
• Information can be used to modify the learning environment or services	• May reflect skills and knowledge of a course, or necessary skills to achieve a goal
• Information is shared with students to assist them to make decisions and/or modify their learning plan, as well as to develop self-knowledge about skills and needs	• May reflect both related skills as well as course content mastery (such as level of participation, communication, organization, independence, effort, interpersonal skills, etc.)
• Results are person-centered and informative and are not intended to project limitations or create judgment	• Results determine if a pre-determined standard was met
• *Example: "After three months of on-the-job training and environmental accommodations, John is able to independently complete his job with 75% accuracy. Visual cues are most effective and should be enhanced and expanded to assist John to improve accuracy and independence and ultimately increase speed".*	• *Example: "On Wednesday morning, John was tested on his speed and accuracy at completing the required job tasks. Expected accuracy level for a three month employee is 95% and John' accuracy measured 75%. Expected speed is to complete 8 tasks/hour. John completed 6 in one hour. John will need to improve accuracy to 90% and Speed to 7 tasks/hour by the 5-month review. "*

Formal and Informal Tools

Assessments may be both formal and informal. Both types of assessments are important to use when creating a profile of a student's preferences, interests, needs and skills (PINS) and when planning for the future. Below are some features of each type of assessment and some examples of assessments that may be assigned to each category.

Formal Assessment Tools			Informal Assessment Tools		

What are some features of formal assessments?
 	
• Published and require purchase
• Instructions for administration are standardized
• Scores are normed
• Rated for reliability and validity
• Only used by qualified professionals
• Results represented by a score or scale
• May be referred to as an "evaluation"
			What are some features of informal assessment?
			
			• Lack a formal norming process
			• May be created by the professional, inexpensive, or free
			• Often does not result in a score but describes the skill, knowledge or interest
			• Requires more subjectivity
			• Yields the best data when:
			  – Used on a ongoing basis (compared to baseline data and updated)
			  – Done by more than one person ("inter-rater reliability")		

• Intelligence tests • Adaptive behavior scales • Career development measures • Achievement tests	• Preferences Inventories • Personality assessments • Measures of self-determination	• Independent living assessments • Interest inventories • On the job/training evaluations • Aptitude tests	• Questionnaires • Conversations • Environmental Analysis • Situational assessment • Interviews	• Curriculum based assessments • Functional Skill Inventories • Surveys	• Observations • Checklists • Future planning activities • Learning style assessments • Interest Inventories • Preference assessments