

Transition Terminology

Assistive Technology

Any item, piece of equipment or product system including specialized medical equipment, supplies, devices, controls and appliances which enable the student to better perform activities of daily living, to perceive, control or communicate with his/her environment, or which are necessary to improve functional capabilities for persons with disabilities.

Comprehensive Assessment

An in-depth evaluation of high school students' interests, abilities, and aptitudes which uses a variety of tools including hands-on simulated work tasks, paper and pencil tests, career related inventories, and career exploration activities. The ongoing process collects information on the students' strengths, needs preferences and interests. Data is collected both through informal and formal assessments.

Courses of Study

A multi-year description of coursework necessary to achieve the student's desired post-secondary goals from the student's current to anticipated exit year.

Educational and Career Planning Portfolio

This is a transition planning tool designed to help students and their parents formulate realistic post-secondary goals. By maintaining a record of all academic classes, career related course work, work experiences and extra-curricular activities, and IEP Transition Goal activities, the Career Portfolio guides students to career decisions that reflects both their interests and abilities.

Functional Vocational Assessment

Assessment to determine a student's strengths, abilities, and needs in an actual or simulated work setting or in real work sample experiences: process should occur over time with repeated measures using situational assessments.

PERT Assessment

The Virginia Department of Rehabilitative Services (DRS) offers a comprehensive assessment each year to a limited number of students who are at least 16 years old and 2.5 years from graduation through PERT (Postsecondary Education Rehabilitation Transition.) Students have the opportunity to live in a campus like setting for an initial 7-10 day assessment at Woodrow Wilson Rehabilitation Center in Fishersville, VA. Areas assessed include career interests and abilities, independent living, and leisure skills. Students may return for supplemental follow-up assessments in their final two years as needed.

Postsecondary Goals

This refers to those goals that a student hopes to achieve after leaving secondary school. A postsecondary goal must have a related annual goal for a student 14 years of age or older.

Present Level of Academic Achievement and Functional Performance

Description of current levels of student performance in academic and functional skill areas utilized in developing the individual education program.

Transition Assessment

Ongoing process of collecting data on the student's needs, preferences, and interests as they relate to the demands of current and future working, educational, living and personal and social environments; assessment data serve as the common thread in the transition process and form the basis for defining goals and services to be included in the Individualized Education Program; the process may utilize both formal and informal instruments.

Transition Services

The Individuals with Disabilities Education Improvement Act (IDEA 2004) defines transition services as follows:

A coordinated set of activities for a student with a disability that:

Is designed to be within a results oriented process that is focused on improving the academic and functional achievement of the student with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supportive employment), continuing and adult education, adult services, independent living, or community participation.

Is based upon the child's needs, taking into account the child's strengths, preferences and interests.

Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills and functional vocational evaluation. (Individuals with Disabilities Education Improvement Act of 2004, Public Law No. 108-446, 20U. S.C. 1400 H.R. 1350)

Transition Terminology Compiled from the following resources:

Secondary Transition Terminology (2009). The IDEA Partnerships located at the National Association of State Directors of Special Education, sponsored by the U.S. Dept. of Education Office of Special Education Programs.

Transition Toolkit for Parents (2006). Fairfax County Public Schools, Dept. of Special Services, Office of Special Education, Career and Transition Services Section.