

Transition Vocabulary Crosswalk

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

Introduction - Transition Vocabulary Crosswalk

WHAT did they say?

Have you ever met with experts or specialists and walked away wondering what was said? All people have likely experienced confusion when speaking with a person in a field not familiar to them, such as a medical professional, an auto mechanic, or an accountant. All jobs have their vocabulary and jargon, which is of high importance for accurate communication with others in the same career or office. For example, imagine the confusion (and mistakes) that could result if dentists and dental hygienists in the same office used different names for tools and equipment.

When students are preparing to leave high school and venture into adult life, the transition years bring together families, youth, educators, agency personnel, and others, often for the first time. When professionals from different fields initially come together sometimes it's hard to remember that not everyone uses the same terminology or vocabulary.

Communication, Connection and Collaboration

Research indicates that team and collaborative processes for transition planning are associated with improved adult outcomes for youth. It is critical to make connections among educators, students, parents, and agency partners. Coming together to successfully and productively work as a team requires everyone to understand each other's terminology.

One of the most frequently identified barriers to teaming and collaboration is communication. Words can get in the way. Agency jargon and terms can lead to misunderstanding, limit discussions, and prevent collaboration if not explained. From agency to agency, the same words can have different meanings. And different terms can actually refer to the same action. Families and youth in particular may not be familiar with any of the vocabulary.

Decoding the Vocabulary

Effective communication among team members is critical in transition planning where many agencies and individuals cross paths and share responsibilities. A multi agency team should be aware of the potential for misunderstanding and proactively explain "agency specific" vocabulary terms.

The Vocabulary Crosswalk provides a 'secret decoder ring' for understanding agency specific terminology associated with transition. Teams can work toward a common understanding of vocabulary and use more 'agency neutral' language in their communications with each other.

Use the Vocabulary Crosswalk as a reference guide. Ensure all team members have access to a copy.

Navigating the "Crosswalk"

The Crosswalk highlights vocabulary from 5 key agencies that might connect with youth during the transition from school to adult life. See the Agency Navigation Tool at www.ohioemploymentfirst.org for additional information about each agency.

The Vocabulary Crosswalk includes Five Sections.

Each Section has 2 pages:

- The first page is a List of Terms selected to be defined for that agency because of their use during the transition years.
- Move to the second page of the Section for the definition and explanation.

An overview for each section follows:

Section One - State Agencies

- First Page - Brief descriptions for each agency that may assist youth in transition from school to adult life, highlighting the agency's role in serving transition youth. Because agency information is updated continually it is a good practice to always check the agency's website.
- Section One is a single page.

Section Two - Case Management

- First Page - Lists the titles of professionals who may have a 'case management' role in the transition process. Included are titles that are widely used. You may encounter different titles as local entities determine their own staff needs and titles.
- Second Page - Describes each professional's role.

Section Three - Individual Plan Documents

- First Page - List of Each agency's individualized document. These are agency-required documents.
- Second Page - Describes information typically included in each

Section Four - Assessment Processes for Transition Planning

- First Page - Lists names of assessments and processes that are widely used.
- Second Page - Briefly explains each assessment process, Transition assessment data and information is stronger when co-planned and co-conducted by a multi agency team.

Section Five - Transition Services

- First Page -Lists the names of services frequently encountered. Transition services are detailed in student's individualized plan documents..
- Second Page -Describes the service, how it is generally provided and the intended goals of the service. When a multi agency team collaboratively plans for transition services, they can be coordinated to occur in an effective sequence that maximizes the benefit to the youth's progress in gaining skills and experiences.

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State Agencies

An Overview of 5 key Agencies that may assist youth in the transition from school to adult life. For additional information, also see the [Agency Navigation Tool](#) at the Employment First website www.ohioemploymentfirst.org.

Ohio Department of Education (ODE) /Office for Exceptional Children (OEC)

Provides leadership, assistance, and oversight to public school districts and other entities that provide education for students with disabilities.

Each public school district has policies and procedures for special education, including post secondary transition, based on the model policies established by ODE.

In Ohio, transition planning must be documented in the IEP in effect when the student will turn age 14

Opportunities for Ohioans with Disabilities (OOD: BVR and BSVI)

Assists Ohioans with disabilities to prepare for, obtain, and maintain community employment. OOD does this through the Bureau of Vocational Rehabilitation (BVR) and Bureau of Services for the Visually Impaired (BSVI).

OOD is the State of Ohio's Vocational Rehabilitation Agency (VR). VR Counselors are located regionally across the state.

OOD can serve eligible and potentially eligible students as early as age 14.

Ohio Department of Developmental Disabilities (DODD)

Provides support for individuals with disabilities to live, work, and participate in their communities. DODD services are accessed at the local level through County Boards of Developmental Disabilities (CBDD)

Each CBDD determines programs and staff based on policy and guidance from DODD

Students can be referred to CBDD at any time. Many CBDD offer specific services and programs for youth still in school and in transition from school to work.

Ohio Department of Mental Health and Addiction Services (OhioMHAS)

OhioMHAS funds evidence-based prevention efforts, quality treatment, and recovery supports in communities statewide.

Mental Health treatment may be indicated for transition youth ages 14-25 with a diagnosable mental illness leading to challenges in life, including housing, education, employment, quality of life and functioning.

A local Mental Health Board in every Ohio county coordinates a network of public and private mental health and addiction recovery services in the area.

Ohio Department of Job and Family Services (ODJFS)

ODJFS offers a vast array of assistance programs to youth and adults. This document highlights one of the workforce development programs - CCMEP (Coordinated Case Management Employment Program).

CCMEP assists youth ages 14-24 with barriers to employment such as poverty or disability, access to training and support to enter a career..

Check the County Directory at the ODJFS website for more information about the lead agency and services in your local area.

A grayscale photograph of a person sitting at a desk, writing in a spiral notebook with a pen. The person is wearing a light-colored sweater and a watch. The background is blurred, showing what appears to be a classroom or office setting. The image is partially obscured by a blue curved shape on the right side.

Case Management

Below are the titles of professionals who may have a 'case management' role in the transition process. Regardless of their title or agency affiliation, these professionals may have some responsibility to ensure that youth are advancing in their post-school goals before and/or after high school graduation. Local entities determine their own staff needs and titles and some professionals serve in multiple roles. Those included here are the titles and roles most frequently encountered.

List of Terms

Ohio Department of Education/Office for Exceptional Children

- Intervention Specialists (IS)
- Job Training Coordinators (JTC)
- Transition Coordinator
- Vocational Special Educator (VOSE) Coordinator
- Work study coordinator (WS)

Opportunities for Ohioans with Disabilities (OOD)

- Vocational Rehabilitation Counselor (VRC)
- Ohio Transition Support Partnership (OTSP) Counselor

Ohio Department of Developmental Disabilities (DODD)

- Employment Navigator (EN)
- Support Services Administrator (SSA)

Ohio Department of Mental Health and Addiction Services (OhioMHAS)

- Clinical psychologist
- Therapist
- Licensed Addiction Counselor (LAC)
- Licensed Clinical Social Worker (LCSW)
- Licensed Marriage and Family Therapist (LMFT)

Ohio Department of Job and Family Services (ODJFS):

- Case Manager

Definitions

ODE/ OEC - School District Personnel

Intervention Specialist (IS) - a teacher licensed to teach students with disabilities. The IS has primary responsibility for developing the transition components of the IEP (Individualized Education Program)

Job Training Coordinator (JTC) -The JTC Program is a Career/Tech program that provides support and assistance to students who require intensive support to transition from school to the work environment. The Job Training Coordinating Program philosophy is based on the knowledge that people with significant disabilities are employable. This occurs through a support network of individualized, on-the job training facilitated through job coaches.

The primary objective is to match a student's abilities and interests with the needs of an employer and provide the necessary supports so that the student can be successful in the work environment. Collaboration with business partners assists to develop a support network.

Transition Coordinator - coordinates appropriate services for students with disabilities in preparing for life after graduation, including linking school staff, families, and youth with agency partners. While not all

school districts will have someone with this title, they must have a person with the knowledge and skills to perform transition coordination functions.

Vocational Special Education Coordinator (VOSE) - All students receiving special education services through an Individualized Education Plan (IEP) or 504 Plan attending a Career Technical School and/or program are eligible to receive the assistance of a Vocational Special Education Coordinator (VOSE). The VOSE serves a number of different functions to help students to transition into the Career Center environment, succeed while attending the Career Center and transition out of the Career Center into the career field or college/technical school setting.

Work Study (WS) Coordinator - a special educator who provides work-related services to transition age students. Services may include instruction for job seeking skills, specific occupational skills, job placement, job coaching and other skills related to working in the community.

Opportunities for Ohioans with Disabilities (OOD)

The Ohio Transition Support Partnership (OTSP) - The partnership between Opportunities for Ohioans with Disabilities (OOD) and Ohio Department of Education (ODE) is designed to improve postsecondary outcomes for students with disabilities. The model supports earlier engagement, beginning at age 14, in the vocational rehabilitation process. Students with disabilities gain skills to prepare for today's in-demand careers in order to achieve high quality employment outcomes.

This partnership funds additional vocational rehabilitation counselors to work exclusively with students with disabilities.

Vocational Rehabilitation Counselor (VRC) - A VRC is a professional counselor who manages the Vocational Rehabilitation (VR) process for eligible youth and adults by coordinating direct, personalized services

to assist them in finding and retaining meaningful work and personal independence. Services are customized for each individual through assessments and one-on-one meetings with the VR Counselor.

The VR counselor's role is to consider all existing information in light of how the youth's functional limitations potentially impact employment.

The VR counselor can gain much information from the youth and family, a review of existing school information, and by participating in transition assessment and planning activities with the student's multi agency team.

The VR counselor should be an active member of the team to contribute to the person-centered planning from an agency-neutral perspective. An 'agency-neutral perspective' means that the counselor participates in the team process with a focus on what the student needs to achieve his/her post school goals, whether that results in a service provided by OOD or another agency. The VR Counselor, alongside other members of the team, should identify the student's unique strengths, resources, priorities, concerns, abilities, capacities, interests and informed choice as they relate to competitive integrated employment.



Ohio Department of Developmental Disabilities (DODD) County Board of Developmental Disabilities (CBDD) Personnel

Service and Support Administrator (SSA) - Service and Support Administrator (SSA) responsibilities include: coordinating assessments, developing a person-centered plan, coordinating funding and service providers and ongoing coordination and monitoring.

Employment Navigator - can assist in the planning, authorizing, and monitoring of employment supports for job-seekers with developmental disabilities in their local communities. Some county boards may have a separate person in the role of Employment Navigator or it may be a function within an SSA's role.

Ohio Department of Mental Health and Addiction Services (OhioMHAS)

Clinical Psychologist -A psychologist is a social scientist who is trained to diagnose disorders or problems in their patients/clients and determine appropriate treatments based on clinical diagnoses and observations. Psychologists are not permitted to prescribe medication, and often work in tandem with a psychiatrist. Psychiatrists are also medical doctors who can evaluate clients and prescribe medication when necessary.

Therapists - A therapist is a broad umbrella term for professionals who are trained—and often licensed—to provide a variety of treatments and rehabilitation for people. A therapist may hold a certificate in fields such as social work, substance abuse, clinical psychology, psychiatry or family counseling Therapists provide support and guidance to patients/clients for making decisions and clarifying feelings.

Licensed Clinical Social Worker (LCSW) - Hold graduate degrees and typically have at least two years of clinical social work experience. LCSWs may provide individual, family, or couples therapy. They often work in schools, public health, medical fields, or other community group settings.


Licensed Addiction Counselor (LAC) - LAC are not typically referred to as therapists, but they may practice alongside therapists. Typically, LACs have a bachelor's degree and will have a minimum of one year of training in addiction counseling.

Licensed Marriage Family Therapist (LMFT) - LMFT, who focus primarily on marriage and family therapy, will have a master's degree and typically must complete an internship before practicing.

Ohio Department of Job and Family Services (ODJFS)

Case Manager - Provides a client-centered, evidence based approach to engage with each program participant in the delivery of services designed to prepare and coordinate comprehensive employment plans, to ensure participants have access to necessary services, supports and referrals to become self-sufficient and employed. Case managers are required to make persistent and reasonable efforts to engage with participants monthly. Individual plans are reviewed and revised as needed. Case Managers assist participants in setting and achieving their goals and breaking them down into easily achievable steps.





Individual Plan Documents

Each agency has its own specific individualized document. These documents contain details about that agency's commitment of resources and services to support individual youth in their transition from school to adult life. For youth served by more than one agency, it is critical that team members collaborate and coordinate to maximize the benefit of services to the student.

List of Terms

Ohio Department of Education/Office for Exceptional Children

- IEP - Individualized Education Program
- 504 Plan

Opportunities for Ohioans with Disabilities (OOD)

- IPE - Individual Plan for Employment

Ohio Department of Developmental Disabilities (DODD)

- ISP - Individual Services Plan

Ohio Department of Mental Health and Addiction Services (OhioMHAS)

- ITP: Individualized Treatment Plan

Ohio Department of Job and Family Services (ODJFS):

- IOP - Individual Opportunity Plan

Definitions

Ohio Department of Education/Office for Exceptional Children

Individualized Education Program (IEP) - Means a written statement for a child with a disability that is developed, reviewed, and revised at least annually and includes Transition services. Transition services must begin not later than the first IEP to be in effect when the child turns 14, or younger if determined appropriate by the IEP team. Transition services include:

- Appropriate measurable postsecondary goals based on age appropriate transition assessments
- Other transition services needed to assist the student achieve postsecondary goals
- Annual goals for skill and knowledge development geared to success in the world beyond school
- Accommodations, modifications and specialized and related services needed to assist the student to achieve annual goals

504 Plan - refers to a section (Section 504) of the Rehabilitation Act of 1973, a federal law protecting qualified individuals from discrimination based on their disability. Section 504 requires that schools provide reasonable accommodations for qualified individuals.

There is no standard 504 plan. Unlike an IEP, a 504 plan doesn't have to be a written document.

A 504 plan generally includes the following:

- Specific accommodations, supports, or services for the child
- Names of who will provide each service
- Name of the person responsible for ensuring the plan is implemented

Because Section 504 is a federal law, the state agency ODE/OEC has no responsibility for oversight or complaints. Questions or concerns about Section 504 and 504 Plans should be directed to the local school district 504 Coordinator and/or the Office for Civil Rights

Opportunities for Ohioans with Disabilities (OOD)

Individual Plan for Employment (IPE) - The IPE is an agreement between an eligible youth and OOD describing services which will be provided according to the youth's choices.

The IPE identifies a vocational goal and the vocational rehabilitation (VR) services needed to reach the goal. Service may include participating in assessments or experiences to help the youth decide if the employment goal is a good match. The VR Counselor may supply information about different employment opportunities and careers.

Ohio Department of Developmental Disabilities (DODD)

Individual Service Plan (ISP) - Youth eligible for CBDD services may have an ISP.

An ISP is developed using person-centered planning. At least annually the ISP is reviewed, and revised to ensure that the individual service plan:

- Reflects results of all assessments conducted
 - Includes services and supports that:
 - o Ensure health and welfare;
 - o Assist the individual to engage in meaningful and productive activities
 - o Support community connections and networking with persons or groups including persons with disabilities and others
 - o Assist the individual to improve self-advocacy skills and increase participation in advocacy activities;
 - o Ensure achievement of outcomes that are important to the individual and outcomes that are important for the individual;
 - o Address identified risks and include supports to prevent or minimize risks;
- Integrates all sources of services and supports, including natural supports and alternative services, available to meet the individual's needs and desired outcomes;
 - Reflects services and supports that are consistent with efficiency, economy, and quality of care
 - Is updated throughout as needed



Ohio Department of Mental Health and Addiction Services (OhioMHAS)

Individualized Treatment Plan (ITP) - a written document that outlines the proposed goals, plan, and methods of therapy. It will be used by youth and therapists to direct the steps to take in treating whatever youth is working to improve. Integration of behavioral and physical health care is essential for better individual outcomes and to achieve lower health care costs.

Ohio Department of Job and Family Services (ODJFS)

Individual Opportunity Plan (IOP) - A service plan developed as part of CCMEP (Coordinated Case Management Employment Program), documenting the Individual Service Strategy (ISS) based on the Comprehensive Assessment. The IOP includes the participant's short and long-term goals, assigned services, and activities. The IOP should include detailed information on the services (including supportive services), activities and any incentives that the youth will receive. The IOP includes goals for education, employment and personal development. The IOP may be modified as the participant's needs or services change.



A young woman with curly hair is shown from the chest up, looking down and writing in a notebook. The image is faded and serves as a background for the title. The title text is overlaid on the left side of the image.

Assessment Process for Transition Planning

Students and youth with disabilities participate in a variety of assessment processes. Assessment important for transition planning is different from assessment for eligibility for special education or for other agencies. Assessment for eligibility is focused on what an individual cannot do or is unable to do without specialized assistance provided by that agency. Assessment for planning transition is strength-based, focused on what an individual does well or enjoys doing, making it useful to identify adult life goals for living, learning and working. Both assessment for eligibility and for transition planning include information important for building a profile of a youth and developing a plan to move from school to adult life.

List of Terms

Ohio Department of Education/Office for Exceptional Children

- Evaluation Process
- Age Appropriate Transition Assessment (AATA)
- Career assessment

Opportunities for Ohioans with Disabilities (OOD: BVR and BSVI)

- Comprehensive Assessment
- Community Based Assessment
- Vocational Assessment

Ohio Department of Developmental Disabilities (DODD) (CBDD at the local level)

- Ohio Eligibility Determination Instrument (OEDI)
- Functional Behavior Assessment

Ohio Department of Mental Health and Addiction Services (OhioMHAS)

(check mental Health services for your county)

- Diagnosis of a mental illness
- Addiction Treatment - Risk assessment
- Physical Exam

Ohio Department of Job and Family Services (ODJFS)

(check for local county services)

- Comprehensive Assessment

Definitions

Ohio Department of Education/Office for Exceptional Children

Evaluation Process - The purpose of the Evaluation Process is to determine if a child has a disability or, if previously found eligible, continues to have a disability. To be considered a student with a disability under federal and state law, the child must require special education and/or related services because of his or her disability in one or more of the disability categories:

- Intellectual disability
- Hearing impairment
- Speech or language impairment
- Visual impairment
- Emotional disturbance
- Autism
- Traumatic brain injury
- Other health impairment
- Specific learning disability
- Deafness
- Orthopedic impairment
- Multiple disabilities
- Deaf-blindness
- Developmental delay

As part of an initial evaluation, and as part of any reevaluation to determine eligibility or continued eligibility, the evaluation team first develops an evaluation plan. The evaluation plan details which areas and what type of information is needed. After the plan is developed, each person on the evaluation team gathers and summarizes the data and information in an individual report. The individual reports are then summarized in an evaluation team report.

The possible areas for evaluation include:

- Review existing evaluation data
- Evaluations and information provided by the parents
- Current classroom-based, local, or state assessments, and classroom-based observations by teachers and related services providers;
- Data about the child's progress in the general curriculum and previous interventions

- Review of current and previous IEPs;

The written evaluation team report includes:

- A summary of information obtained during the evaluation process; and
- The names, titles and signatures of each team member, including the parent

The Evaluation or Reevaluation data and information is also reviewed as a component of transition assessment. It provides important information about the student's academic progress, interventions and accommodations that have been successful in the school and other environments and information about the student's skills and abilities related to his or her unique needs.

Age Appropriate Transition Assessment (AATA) - An ongoing process of collecting data on the student's needs, preferences, interests and skills (known widely as PINS, preferences, interests, needs, skills/strengths) as they relate to the demands of current and future working, educational, living, and personal and social environments. AATA is also referred to as 'transition assessment.' Transition assessment data and information is used to develop the student's goals for adult life as well as a plan for services to achieve them. Transition assessment is different from other types of assessment typically done while the student is in school. For transition assessment, the information is referenced to the skill requirements of employment and adulthood rather than to school environments. The process for AATA uses multiple strength-based assessments across multiple domains (e.g. academics, daily and personal social, occupational, communication, support needs) at different points in time to assist students, their families, school, and agency partners in planning for adult life.

The AATA process includes a cycle of:

- Gathering what is already known about the student's goals for after graduation
- Organizing the information gathered around the student's PINS
- Determining what other questions the team needs to answer to better identify or refine the student's goals, add to or update the student's PINS
- Deciding what variety of tools and methods (formal and informal) will allow the student to show what they know related to answering each assessment question.
- Drawing conclusions from the AATA and PINS related to the match or fit between the student's PINS and post school plans.
- Using the transition assessment data to inform the student's needs for instruction, experiences, referrals to adult serving agencies, other transition services and to inform other components of a student's IEP.
- Developing the information into a plan for the student to move forward in achieving desired post school outcomes in adult environments.

Career Assessment - is designed to help students understand how a person's interests, values, preferences, motivations, aptitudes and skills impact their potential success and satisfaction with different careers.

Career assessment is also possible in a Career-Technical Center. It is an individualized formal process of collecting and analyzing data to determine a student's unique abilities, aptitudes, interests and needs. The Career assessment process provides transition assessment information for academic areas, perceptual and manipulative abilities as well as career-technical aptitudes. It is useful for determining a student's interests and aptitudes for considering a career-tech program as well to add to the student's transition assessment information.



Opportunities for Ohioans with Disabilities (OOD)

Comprehensive Assessment (CA) - The CA process is used to determine the employment outcome and the nature and scope of VR Services to be included in the IPE (Individual Plan for Employment) in order to achieve the employment outcome. The CA process builds upon information obtained during eligibility determination and is focused on gathering additional information necessary to identify the individual's VR needs (e.g., resources, tools), including if there is a need for supported employment. All the information related to VR (Vocational Rehabilitation) needs is documented in the IPE.

Vocational guidance and career exploration activities may be provided directly to the student as part of the comprehensive assessment to assist an individual in selecting a competitive integrated employment outcome. VR staff can provide information about employer partner opportunities, in demand jobs in the region, preparation needed for various types of jobs, expected wages, career path potential and employment projections. All of this is in an effort to provide as much information as possible for the individual to make an informed choice about an occupation, including supported employment. The CA process is geared to set youth up for success in the world of work.

Community Based Assessments (CBA) - Utilized to assess in authentic environments the student's job readiness and/or to provide information about aptitudes, abilities, behaviors, and preferences to determine if a specific employment opportunity would be an appropriate match. CBA is not intended to teach specific work skills, but rather to identify potential gaps that the school and agency partners can address through transition services and instruction.

The outcome of the CBA is to assess the student's job readiness, make recommendations for future services and add the information to the student's PINS profile.

A CBA report provides valuable performance based assessment information about the student. The report includes:

- Information about the work environment and job tasks (job task analysis):

- o Employer or industry accepted performance (quantity and quality) standards
- o Initial assessment of the student's functioning at the beginning of the experience
- o Final assessment to demonstrate the student's progress on critical employability, worker skills and work ethic and attitudes
- Explanation of instructional techniques and interventions that were used by Provider staff or employer to facilitate learning and progress, including the effectiveness of the strategies in achieving desired results;
- Observation of the student's behavioral and job task performance for each date of service;
- Input from the employer on student's performance and potential areas of concern;
- Input from the student on his/her vocational preferences; his/her assessment of his/her physical and mental capabilities to do the job; and his/her concerns;
- Questions posed by VR Staff other members of the youth's multi agency team



Vocational Evaluation (VE) - Is utilized to identify and evaluate a student's current and projected vocational functioning. A VE is conducted by using standardized test batteries and/or work samples to document a student's abilities, interests, capabilities, aptitudes, and level of academic functioning. VE may include interviewing students, family members, and other involved service personnel (e.g. teachers, case managers, etc.). The outcome of the service is to identify and provide supporting data and documentation of viable employment options that the student and VR Staff may discuss as part of the vocational counseling process.

The written VE Report addresses the following areas:

- Summary of the Participant's abilities, interests, capabilities, aptitudes, and level of academic functioning;
- Identification of realistic and viable employment options;
- Justification and explanation of why the identified employment options would be a suitable match based on the testing results as well as the student's unique strengths, resources, capabilities, interests, aptitudes, and informed choice;
- Current local labor market analysis based on Ohio Means Jobs and other labor market resources;
- Identification of potential strengths and barriers, including recommendations for possible accommodations that may mitigate barriers
- And other information as requested by the VR counselor or other team members

Ohio Department of Developmental Disabilities (DODD) County Boards of Developmental Disabilities (CBDD)

Ohio Eligibility Determination Instrument (OEDI) - the Children's Ohio Eligibility Determination Instrument and the Ohio Eligibility Determination Instrument is known collectively as the C/OEDI. The OEDI, records information about a person's abilities and areas in which they need support. This information is used to determine their eligibility for county board of developmental disabilities services. The OEDI captures information about people 16 years old and older, and the COEDI, records information for children 6 to 15 years old. Children determined eligible for services prior to age 16 must be re-assessed to determine eligibility for services from the CBDD as an adult. The C/OEDI assesses youth in the life activity areas of mobility, self care, self-direction, capacity for independent living, learning, economic self-sufficiency, expressive and receptive language.

Functional Behavior Assessment (FBA) - An FBA can help a student and their team understand why they do the things they do. It is meant to help someone who hurts themselves, hurts other people, or damages property, because they feel upset or stressed, or sometimes without knowing why they do it.

An FBA looks at all kinds of things that may influence how someone acts, such as where they live, who they live with, how often they go out, and what medications they take. Then, the assessment is used to make a plan to help someone change behaviors that might be harmful to themselves or others.

A student's service and support administrator, or SSA, will assess them for a need for a Functional Behavioral Assessment. If there is a need, the SSA will include it in the person's individual service plan.

Ohio Department of Mental Health and Addiction Services (ADMHAS)

Mental Health assessment is very specific to the area for which treatment is needed.

Diagnosis of a mental illness - Is a formal process managed by a psychiatrist, psychologist, often working with other professionals such as physicians, clinicians, and the youth and family, who have pertinent information about or experience with the youth. Treatment of the whole person is the goal, leading to sustained recovery.

Addiction Treatment - Risk assessment

OhioMHAS supports access to treatment options known to be effective, while balancing efforts toward prevention and recovery supports with the goal of helping people in recovery to remain healthy

and productive. Integration of behavioral and physical health care is essential for better individual outcomes and to achieve lower health care costs. The transition from adolescence to adulthood is a crucial stage of development in every person's life.

Physical Exam - Integration of behavioral and physical health is essential for better individual outcomes. In the course of creating the Individual Treatment Plan, the mental health team may request a physical wellness exam, lab tests or other information from the youth's primary care physician or a specialist, if needed. Improved physical health, a healthy lifestyle and underlying or co-occurring health challenges can undermine mental health treatment if not addressed.

Ohio Department of Job and Family Services (ODJFS)

Comprehensive Assessment - Eligibility for the Coordinated Case Management Employment Program for youth is both need and income based. The comprehensive assessment process is used to determine needs in the areas of employability, education, skill level and job readiness. The low-income requirement for students with disabilities is based on only the student's income and not that of the family. The Comprehensive Assessment is the process to identify a youth's challenges to employment, their strengths and the services necessary to overcome the challenges. The Comprehensive Assessment includes identifying:

- Employability
- Aptitudes
- Occupational Skills
- Supportive Service Needs
- Prior Work Experience
- Developmental Needs
- Interests
- Strengths

Basic Skills Assessment - measures reading and math skill levels to determine if the youth is basic skills deficient in math and/or reading. The Basic Skills Assessment can also be used to measure skill gains. It is also possible to use a standardized assessment the youth has already taken within the last six months, such as an Ohio standardized test for math or reading or the ACT or SAT. There are several different types of Basic Skills assessments that determine a youth's grade level equivalent or educational functioning level. The approved assessments are:

- TABE - Test of Adult Basic Education
- BEST - Basic English Skills Test
- CASAS - Comprehensive Adult Student Assessment Systems
- GAIN - General Assessment of Instructional Needs
- MAPT - Massachusetts Adult Proficiency Test





Transition Services

Services provided by each agency are determined through internal processes designed to identify adult life outcomes and types/levels of services and supports a youth would need to achieve them. Transition services must be included in the student's IEP. Other agencies that serve transition youth each have their unique requirements for establishing eligibility for services. Eligibility for one agency does not guarantee eligibility for other agencies. When a multi agency team collaboratively plans for transition services, they can be coordinated to occur in an effective sequence that maximizes the benefit to the youth's progress in gaining skills and experiences identified through transition assessments.

List of Terms

Ohio Department of Education/Office for Exceptional Children

- Transition services
 - o Age Appropriate Transition Assessments
 - o Appropriate Measurable Post-Secondary Goals
 - o Community Experiences
 - o Courses of study
 - o Linkages with Other Agencies
 - o Post School Activities
 - o Related Services
 - o Specially Designed Instruction

Opportunities for Ohioans with Disabilities (OOD: BVR and BSVI)

- Pre-Employment Transition Services (Pre-ETS)
 - o Job Exploration and Counseling
 - o Work-Based Learning
 - o Counseling on Post-Secondary Opportunities
 - o Workplace Readiness Training
 - o Instruction in Self-Advocacy
- Summer Youth - Career Exploration
- Summer Youth - Work Experience
- Non Permanent Job Development

Ohio Department of Developmental Disabilities (DODD)

- Waivers
 - o Individual Options Waiver (IO)
 - o Level One Waiver
 - o Self Empowered Life Funding Waiver (SELF)
- Service and Support Coordination (SSA)

Ohio Department of Mental Health and Addiction Services (OhioMHAS)

- Recovery

Ohio Department of Job and Family Services (ODJFS)

(check for local county services)

- OhioMeansJobs (OMJ)
- Coordinated Case Management Program (CCMEP)

Definitions

Ohio Department of Education/Office for Exceptional Children

Transition Services - is a term used to encompass an array of items intended to focus the student's entire educational program on making the transition from school to adult life. Transition Services must be formally documented in the student's IEP no later than age 14. Emphasis for the student's learning and preparation shifts from success in school to success in life.

Transition Services are planned for the student that will assist them to gain the skills, experiences, linkages to adult services, and more, that will equip him or her to assume meaningful adult roles in all areas for the life they desire.

Transition services are based on the individual student's needs, based on the student's strengths, preferences, and interests; and includes instruction, related services and community experiences. It is critically important that the transition plan captures this student's unique needs for navigating the path from student to adulthood and the services, instruction, preparation and planning vital to move forward.

Transition services are focused on the outcome of competitive employment in an integrated environment as well as other post-school adult living outcomes, such as where and how to live independently, navigate the community, use typical community services, and access leisure activities.

The selected terms defined below are those most frequently encountered in transition planning. To review the full definitions of all terms included under the umbrella of Transition Services see Ohio Operating Standards, in the Applicability of Requirements and Definitions section at the beginning of the document. <http://education.ohio.gov/Topics/Special-Education/Federal-and-State-Requirements/Operational-Standards-and-Guidance>

- **Appropriate Measurable Postsecondary Goals** are outcomes developed with the student's teams that are designed to occur after the student leaves high school. Post school outcomes are required to be based on assessment specifically conducted to identify the student's assets and needs related to moving toward living and working as an adult. Post secondary outcomes for employment, training/post secondary education and independent living (when transition assessment data indicate a need) are required to be developed.
- **Community Experiences** means ensuring the student has the opportunity to gain skills and experiences beyond the school environment. Community experiences include class or group visits to commonly used services for shopping, banking, dining, recreation, medical, etc. as well as work experiences, specific individual learning experiences to appropriately and safely use community services, and other skills best learned in authentic sites such as navigating public transportation, pedestrian safety, etc.
- **Courses of Study** refers to the variety of curricular options available to all students in the school such as college prep, business courses, career-technical education classes and programs, work-study and vocational programs, etc.
- **Linkages with Other Agencies** means ensuring the student is connected to adult serving and other community agencies before graduation that will continue to support that student to achieve their desired post school outcomes into adulthood.
- **Post School Activities** include: postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, and community participation.

- **Related Services** refers to developmental, corrective, and other supportive services required to assist a student with a disability to benefit from special education. Assessment data is used to indicate that a student needs a related service in order to learn and gain skills. Related services include speech/language pathology, audiology services, interpreting services, psychological services, physical therapy, occupational therapy, recreation, including therapeutic recreation, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes, school health services, school nurse services, social work services in schools, and parent counseling and training.
- **Specially Designed Instruction** means adapting the content, methodology, or delivery of instruction so that it addresses the unique needs of the student that result from the child’s disability; and to ensure access to the general curriculum.



Opportunities for Ohioans with Disabilities (OOD)

Opportunities for Ohioans with Disabilities (OOD) offers a range of services to help students with disabilities age 14+ prepare for post-secondary education and employment. OOD works together with students, families, schools/colleges, and community partners to provide services that promote successful transitions to careers and adult life. Services are provided to students based on needs identified through transition assessment.

Pre-Employment Transition Services (Pre-ETS) - are available to students with disabilities, beginning at age 14. Pre-ETS are intended to help students to get an early start in exploring career interests. Pre-ETS can assist students to gain a general understanding about employment and/or help to identify their career interests. Students who are potentially eligible (PE) for VR services and students with open VR cases are eligible to participate. Pre-ETS are intended to help with basic

skill development and assist students to discover other abilities and talents necessary to benefit from other OOD services. The five Pre-ETS services are described below

- **Job Exploration Counseling** - Students identify where they are in the career planning process, complete interest inventories and conduct Informational Interviews. They create a “backpack” at OhioMeansJobs.com, differentiate between employment options, and gain knowledge of in-demand jobs. Students will also be able to communicate why employment matters and utilize other planning tools.
- **Work-Based Learning** - Students participate in work-site tours and job shadowing experiences at community businesses obtaining first-hand knowledge of work settings, including: duties, daily expectations on productivity/output, shifts, accommodations, compensation, and unwritten rules of work. In addition, students learn to display

appropriate worksite behaviors and begin applying the knowledge and tools they have learned. They will learn the importance of networking and begin to document resources identified within their networks.

- **Counseling on Post-Secondary Opportunities** - Students learn about varying degrees and industry recognized credentials (e.g. certifications, licensures) obtained through training programs, community colleges and universities. They learn about the application and admissions process, disability-related services, career services and other available resources. Students also learn about financial literacy including information on budgeting, work incentives, and student aid options like the Free Application for Federal Student Aid (FAFSA). Lastly, students learn the differences between secondary and postsecondary support (e.g. interpreting services, service animals, etc.) and complete a self-evaluation to identify their potential needs.
- **Workplace Readiness Training** - Students learn appropriate work behaviors and demonstrate the ability to meet employer expectations, including timeliness and hygiene. They will participate in mock interviews, complete applications and resume templates, and may attend job fairs. Students demonstrate knowledge of the impact of their personal social media profile and other communication (e.g. appropriate email address, voicemail message). In addition, students complete a pre- and post-evaluation to measure skill attainment.
- **Instruction in Self-Advocacy** - Students will have an increased awareness of their rights and responsibilities. They learn leadership skills to support success in the workplace, explore and connect with leadership or peer mentoring groups in their communities to expand networks. In addition, students complete a form identifying their own personal self-advocacy interests and activities needed to build independence and self-advocacy skills.

Transition Specific Services - are designed to help students with disabilities successfully transition from school to work. Other services are available, based on vocational need; however, the following services

are specifically intended to help students build skills necessary to move from dependent to independent work activities leading to competitive integrated employment.

- **Summer Youth - Career Exploration** - designed to help students understand the world of work and various options through experiences like business tours, employer presentations, and job shadowing. Students are introduced to various work-related skills such as budgeting and time management. Students also explore the development of vocational interests and job seeking skills, learn about their own assets and challenges, basic worker skills, appropriate workplace behaviors and to perform work tasks with support. Career Exploration is for students who are at least 15 years old.
- **Summer Youth - Work Experience** - is intended to help the students obtain competitive work skills and prepare for work by participating in community work experiences. Students benefit from this service after they have gained basic worker skills, an understanding about the world of work; and a desire to advance their skills to prepare for competitive integrated employment. Students spend time working over 5 weeks in a variety of jobs. An educational component is included. As a result of participating in Work Experience, students should be able to identify several areas of vocational interest, as well as types of work they do not prefer, understand how to apply for a job, develop a resume, successfully prepare for and engage in a job interview and demonstrate basic employability and worker skills.
- **Non Permanent Job Development** - is intended to help students obtain non-permanent work, such as a seasonal or after-school job, which will provide work experience and build work history while still in high school. Job coaching can be provided if needed. Students who have basic work skills but may still have a need for additional job training prior to getting a permanent job would be candidates for this service. Non-permanent job development may initially occur for up to six (6) months. While receiving this service, the student will earn at least minimum wage paid by the employer.

Ohio Department of Developmental Disabilities (DODD) County Boards of Developmental Disabilities (CBDD)

Services and supports for youth with developmental disabilities are provided at the county level by the local county board of developmental disabilities (CBDD). The CBDD determines eligibility, assesses the youth's needs, and coordinates which services can best support the youth's needs. Resources, programs, funding and services can differ from county to county.

Waivers - Some CBDD services are provided through Medicaid funding, called a waiver, which requires additional assessment to establish eligibility and a level of need. Some service parameters, such as length and amount of service are set by Medicaid rules. The DODD administers three different waivers: the Individual Options Waiver (IO), the Level One Waiver, and Self-Empowered Life Funding (SELF) Waiver. Waivers include a variety of services to support the youth in achieving his/her adult living and working outcomes. An assessment process assists to determine the type of waiver and level of funding for each person. Waiver services include:

- Homemaker/Personal Care
- Participant-Directed Homemaker/Personal Care
- Environmental Accessibility Adaptations
- Adult Day Support
- Vocational Habilitation
- Individual Employment Support
- Remote Support and Equipment
- Career Planning
- Adaptive and Assistive Equipment
- Ohio Shared Living
- Community and Residential Respite
- Waiver Nursing Delegation
- Waiver Nursing
- Nutrition
- Money Management
- Transportation
- Group Employment Support
- Home Delivered Meals
- Non-Medical Transportation



Waiver participants under the age of 18 can have their parents help direct their services. Adults choosing participant-direction can have anyone they want act as their representative, including a friend, family member, or legal guardian.

- **Individual Options Waiver (IO)** - is a comprehensive waiver. It can be a good fit for people who may need a lot of help in their home, or for people who need many different kinds of services. Waiver services are incorporated into each person's service plan based on the needs identified in their assessment.
- **Level One Waiver** - can be a good fit for people who do not need many paid support staff to provide services. The Level One Waiver relies heavily on natural supports. Natural supports are services people provide without being paid for it. Natural supports could be

things like support from a family member who assists with getting ready for work every morning, or getting a ride to work from a coworker.

- **The Self-Empowered Life Funding Waiver** - is usually called the SELF Waiver for short and is a good fit for people who want to be in charge of some of their services. A SELF Waiver, provides for a person to be in charge of hiring and training the people who provide services and to manage a budget for the services desired.

Services and Support Coordination - Each person who is eligible for developmental disabilities services must have an Individual Service Plan (ISP). The person's Support and Service Coordinator (SSA) works with them to provide the following actions to develop and coordinate the ISP.

- **Coordinating Assessments** - Initially, and at least every 12 months thereafter, coordinate assessment of the person with developmental disabilities.
- **Developing the Plan** - Using person-centered planning, develop, review, and revise the individual service plan, known as the ISP.
- **Coordinating Funding** - Establish a recommendation for and obtain approval of the budget for services based on the person's assessed needs and preferred ways of meeting those needs.

- **Coordinating Service Providers** - Through objective facilitation, assist the person in choosing providers. Establish and maintain contact with providers and natural supports as frequently as necessary to ensure that each provider is trained on the individual service plan and has a clear understanding of the expectations and desired outcomes of the supports being provided.
- **Reviewing and Revising the Plan** - Review and revise the plan at least every 12 months, or more often if needed.
- **Ongoing Coordination and Monitoring** - Provide ongoing individual service plan coordination to ensure services and supports are provided in accordance with the plan and to the benefit and satisfaction of the person.
- Working to gain the active participation of the person and members of the team
 - o Focusing on achievement of the desired outcomes of the person
 - o Balancing what is important to the person and what is important for the them
 - o Examining service satisfaction, what is working for the person, and what is not working
 - o Using the plan as the fundamental tool to ensure the health and welfare of the person.



Ohio Department of Mental Health and Addiction Services (ADMHAS)

Recovery - Recovery is the goal of mental health treatment. Highly individualized services are provided to support recovery. Recovery is a process of change through which people improve their health and wellness, live self-directed lives, and strive to reach their full potential.

Transition age youth, ages 14-25 who have a diagnosable mental illness that has led to challenges in life are seeking their own identity and independence, while still partially dependent on the support of family members, caregivers and service providers. Examples of life challenges that may require services include housing, education and employment, quality of life and functioning. Best practices for serving transition-age youth incorporate the principles of recovery, resiliency and cultural competence. In addition, the overall care must be youth-guided and family-driven.

Mental Health and Addiction recovery services are guided by four principles that are embedded in the Youth Individual Treatment Plan. The four major dimensions that support recovery:

- Health—overcoming or managing one’s disease(s) or symptoms and making informed, healthy choices that support physical and emotional well-being.
- Home—having a stable and safe place to live.
- Purpose—conducting meaningful daily activities and having the independence, income, and resources to participate in society.
- Community—having relationships and social networks that provide support, friendship, love, and hope.

Ohio Department of Job and Family Services (ODJFS)

The Ohio Department of Job and Family Services, as an agency, is made up of a number of different departments called ‘Offices’ that offer a wide variety of services to families and children. See the [Agency Navigation Tool](#) and the ODJFS website for information about services from other Offices within ODJFS. This page provides an overview of services specific to transition age youth offered through the Office of Workforce Development (OWD) and/or youth participating in CCMEP (Coordinated Case Management Employment Program) through their county JFS.

Ohio Means Jobs (OMJ) - The Office of Workforce Development, in addition to other services, also assists job seekers through [OhioMeansJobs.com](#), an online job matching system that brings both employers and job seekers to one easy-to-use website.

Ohio Mean Jobs (OMJ) website includes resources for students ages K - 12 on innovative programs that foster leadership, work experience, and literacy to prepare youth for careers. OMJ student resources include a ‘backpack’ to electronically store documents such as career inventories, assessments, career searches, resumes, job experiences, etc. Students can add items to their backpack from resources on the website or upload documents created elsewhere. Students can take a guided tour, watch videos of workers performing typical activities and job duties in a variety of careers, learn about financial literacy, create a career profile, and many more.

OMJ also has resources for staff and professionals to use for classroom instruction and to work with individual students in exploring careers, engaging in interest inventories and other assessments at all grades levels.

Coordinated Case Management Employment Program (CCMEP)

-The Comprehensive Case Management and Employment Program (CCMEP) helps low-income young adults ages 14-24 get the training and supports necessary to enter a career and break the poverty cycle. Most youth with disabilities are eligible for CCMEP, as the family's income is not considered in order to meet the low income requirements. Only the income of the youth with disabilities is considered.

CCMEP offers a wide range of services specifically tailored to each individual. Participants spend about 20 hours a week in CCMEP activities designed to help them achieve goals related to employment in their chosen career, increased earnings and/or obtaining a work certificate or credential. After they achieve these goals, they continue to receive follow-up services. These can include such things as leadership training, help with work-related problems, mentoring and/or work-related peer support groups.

The following are some of the services available, depending on each individual's unique needs:

- Comprehensive guidance and counseling
- Dropout recovery services
- Education and workforce preparation activities
- Entrepreneurial skills training
- Financial literacy education
- Career counseling with labor market and employment information
- Leadership development opportunities
- Mentoring
- Occupational skills training
- Tutoring or study skills training
- Supportive services, including access to drug and alcohol abuse counseling, health care, transportation, child care, housing, uniforms and work-related tools, educational testing, and reasonable accommodations for youth with disabilities.
- Paid and unpaid work experiences, including summer employment opportunities, pre- apprenticeship programs, internships, job shadowing and on-the-job training
- Preparation for post-secondary education and training





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