### **Handout 1.2: Transition-Related Terms**

**Student with a disability.[[1]](#footnote-1)** Under IDEA, “means a child evaluated in accordance with Sec. 300.304 through 300.311 as

1. [meeting one of the IDEA disability categories] having mental retardation, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in this part as “emotional disturbance”), an orthopedic impairment, autism, traumatic brain injury, another health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof,
2. needs special education and related services.”

**Persons with a disability, Bureau of Labor Statistics.**[[2]](#footnote-2)The Current Population Survey sponsored by the Department of Labor’s Office of Disability Employment Policy classifies persons over the age of 15 as having a disability if there is a response of “yes” to any of these questions.

* Is anyone deaf or does anyone have serious difficulty hearing?
* Is anyone blind or does anyone have serious difficulty seeing even when wearing glasses?
* Because of a physical, mental, or emotional condition, does anyone have serious difficulty concentrating, remembering, or making decisions?
* Does anyone have serious difficulty walking or climbing stairs?
* Does anyone have difficulty dressing or bathing?
* Because of a physical, mental, or emotional condition, does anyone have difficulty doing errands alone such as visiting a doctor’s office or shopping?

**Employed.**[[3]](#footnote-3)Employed persons are all those who, during the survey reference week,

1. did any work at all as paid employees;
2. worked in their own business, profession, or on their own farm; or
3. worked 15 hours or more as unpaid workers in a family member’s business.
4. Persons who were temporarily absent from their jobs because of illness, bad weather, vacation, labor dispute, or another reason also are counted as employed.

**Unemployed.**[[4]](#footnote-4)Unemployed persons are those who

1. had no employment during the reference week,
2. were available for work at that time, and
3. had made specific efforts to find employment sometime during the four-week period ending with the reference week.
4. Persons who were waiting to be recalled to a job from which they had been laid off need not have been looking for work to be classified as unemployed.

### IDEA and Transition Services

[**IDEA Sec. 300.320**](http://idea.ed.gov/explore/view/p/,root,regs,300,D,300.320,b,) **Definition of individualized education program (IEP).**

[(b)](http://idea.ed.gov/explore/view/p/,root,regs,300,D,300.320,b,)Transition services. Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include—

[(1)](http://idea.ed.gov/explore/view/p/,root,regs,300,D,300.320,b,1,)Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related totraining, education, employment, and, where appropriate, independent living skills; and

[(2)](http://idea.ed.gov/explore/view/p/,root,regs,300,D,300.320,b,2,)The transition services (including courses of study) needed to assist the child in reaching those goals.

**IDEA Sec. 300.43 Transition services.**

[(a)](http://idea.ed.gov/explore/view/p/,root,regs,300,A,300.43,a,)Transition services means a coordinated set of activities for a child with a disability that—

[(1)](http://idea.ed.gov/explore/view/p/,root,regs,300,A,300.43,a,1,)Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;

[(2)](http://idea.ed.gov/explore/view/p/,root,regs,300,A,300.43,a,2,)Is based on the individual child’s needs, taking into account the child’s strengths, preferences, and interests; and includes—

[(i)](http://idea.ed.gov/explore/view/p/,root,regs,300,A,300.43,a,2,i,)Instruction;

[(ii)](http://idea.ed.gov/explore/view/p/,root,regs,300,A,300.43,a,2,ii,)Related services;

[(iii)](http://idea.ed.gov/explore/view/p/,root,regs,300,A,300.43,a,2,iii,)Community experiences;

[(iv)](http://idea.ed.gov/explore/view/p/,root,regs,300,A,300.43,a,2,iv,)The development of employment and other post-school adult living objectives; and

[(v)](http://idea.ed.gov/explore/view/p/,root,regs,300,A,300.43,a,2,v,)If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

1. IDEA §300.8(a)(1). [↑](#footnote-ref-1)
2. U.S. Bureau of Labor Statistics. (2014). *Persons with a disability: Labor force characteristics—2014*. Washington, DC: U. S. Department of Labor. Retrieved from <http://www.bls.gov/news.release/disabl.nr0.htm> [↑](#footnote-ref-2)
3. See U.S. Bureau of Labor Statistics, 2014. [↑](#footnote-ref-3)
4. See U.S. Bureau of Labor Statistics, 2014. [↑](#footnote-ref-4)