SANTA BARBARA COUNTY SELPA

A Family Guide to Postsecondary Transition

From high school to adulthood, for students ages 18 to 22 and their families

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From high school to adulthood, for students ages 18 to 22 and their families · Updated June 20, 2025

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MODULE 1

Introduction and planning timeline

The transition from high school to adulthood: navigating the next chapter.

KEY POINTS

- It's never too early to plan for transition; ideally, start in junior high.
- In California, special education students may be eligible to continue their education through age 22.
- Students should take an active part in their own IEP meetings.

What is transition?

The Merriam-Webster dictionary defines “transition” as a change or shift from one state, subject, or place to another. It can also describe the period during which that change happens.

When it comes to moving from high school to adulthood, young adults (typically ages 18 to 22) and their parents often feel a mix of emotions. This transition marks a pivotal shift in life, and the journey can be both exciting and overwhelming.

For many young adults, leaving high school brings excitement and anticipation. Whether they are preparing for college, the workforce, the military, or independent living, the chance to carve out their own path is a central goal of this stage of life.

Parents, on the other hand, often reflect on the years spent raising their children. They may feel a sense of loss as the familiar world of high school fades, and worry about how their young adult will handle the challenges ahead.

Why plan early

Thoughtful planning, ideally beginning in the teenage years, can ease the transition. It is important to include the student and their parents in discussions about the future: setting goals, identifying dreams, and creating a roadmap for the postsecondary world.

One of the most valuable ways to prepare is to actively involve students in their Individualized Education Program (IEP) meetings, starting in junior high and continuing through high school. Addressing the emotional, practical, and logistical sides of transition early helps students and parents navigate the changes ahead.

Through age 22. In California, students receiving special education services may be eligible to continue their education through age 22, depending on their individual needs and goals. See Module 7 for details on when a student turns 22.

Postsecondary transition planning timeline

7–8

7th or 8th grade: discuss the transition to high school at the annual IEP

Touring the high school and attending open house

A visit helps students learn the campus layout, classrooms, and facilities, and meet teachers and explore clubs.

High school classes and extracurricular activities

Explore courses, electives, and activities that match the student's interests and strengths.

High school supports

Identify the supports and accommodations needed, such as special education services or tutoring.

Transition IEP (amendment to services)

Provides service minutes in transition education, employment, and independent living skills, with goals to track progress.

9+ 9th grade or earlier, every year: the Individual Transition Plan (ITP) at the annual IEP

Employment

Career interests and goals for getting and keeping a job.

Education

Goals for postsecondary education, vocational training, or other learning opportunities.

Independent living

Managing finances, transportation, personal care, and other adult life skills.

Credits and course of study

The credits and courses needed to graduate, and a full plan of the courses the student will take.

Alternate pathway to diploma

For students who may not meet the district's graduation criteria.

Agency involvement

Tri-Counties Regional Center (TCRC) and the Department of Rehabilitation (DOR) take part in planning for the student's future.

18 As the student turns 18, at the annual IEP

Transfer of rights

The student gains legal authority over decisions about education, medical care, finances, and other personal matters.

Decision-making supports

Explore options such as powers of attorney, guardianship, or other arrangements, depending on the student's needs (Module 3).

Agency involvement

Transfer of TCRC and DOR services to the appropriate agencies.

Graduation requirements and exit summary

Review requirements and prepare the IEP summary for the student and family.

12 As graduation approaches, at the transition or annual IEP

Post-graduation plans

Higher education, work, vocational training, or community programs, based on the student's interests and strengths.

Support systems

Vocational rehabilitation or community programs for independent living, employment, or social integration.

Employment opportunities

Job placements, internships, or apprenticeships; pre-employment skills and work-based learning.

Continued education or training

Suitable programs, scholarships, and support services.

Independent living skills

Finances, transportation, maintaining a home, and health and wellness decisions.

MODULE 2

Individual Transition Plan (ITP)

A written plan, part of the IEP, that prepares the student for life after school.

KEY POINTS

- The ITP is built on the student's own needs, strengths, preferences, and interests.
- It must be in place by age 16 (if not sooner) as part of the annual IEP.
- It includes goals, services, and a timeline with the people responsible.

What is the ITP?

The Individual Transition Plan (ITP) is a written plan designed to help prepare students for the passage from school to post-school life. It must reflect the student's own goals. Objectives, timelines, and the people responsible for meeting them should be written into the ITP. Transition planning and development of the ITP are part of the IEP process.

Planning can happen at a combined IEP and ITP meeting or at a separate meeting. A separate meeting can allow more time to focus on the student's wishes and preferences; the ITP is then made part of the IEP.

[20 U.S.C. Sec. 1401(34); Cal. Ed. Code Secs. 56462 & 56345.1]

The Individual Transition Plan Wheel

Santa Barbara County SELPA organizes the ITP into six steps that repeat each year.



STEP 1

Assessment

ITP page 1

- Describe the assessment done each year in education/training *(required)*, employment *(required)*, and independent living *(best practice)*

STEP 2

Postsecondary goals

ITP page 1

- Based on assessments
- The student's plans upon graduation
- One in training/education and one in employment *(required)*
- One in independent living *(best practice)*

STEP 3

Annual goals

Goals page

- Support the postsecondary goals
- At least one in each required area

STEP 4

Activities and community experiences

ITP page 1

- Activities that support the postsecondary and annual goals

STEP 5

Transition services

ITP page 1

- Reflect activities and goals and link to annual goals
- Start and end dates; frequency, duration, and location
- Person responsible

STEP 6

Graduation requirements

Course of study and ITP page 2

- Course of study
- Age of majority
- Outside agencies
- Compliance questions

What the ITP should include

GOALS

Post-high school goals

- **Employment:** getting a job, gaining work experience, or pursuing vocational training.
- **Postsecondary education:** academic preparation, admissions, and accommodations.
- **Independent living:** managing finances, cooking, cleaning, using public transportation.

Goals should be specific, measurable, achievable, relevant, and time-bound (SMART).

SERVICES

Supports to reach the goals

- **Educational programs:** modified coursework, online courses, or specialized tutoring.
- **Community experiences:** volunteering, internships, job shadowing, community service.
- **Inter-agency collaboration:** vocational rehabilitation, community organizations, and state programs.

TIMELINE

When each step happens

- **Assessments:** surveys, checklists, interviews, work-based assessments, and inventories.
- **Short- and long-term goals** broken into tasks with clear deadlines.
- **Critical dates:** applications, training programs, job searches.
- **Regular reviews** to adjust the plan.

MODULE 3

Age of majority and decision-making

What changes at 18 and what options exist to support a young adult.

KEY POINTS

- At 18, decision-making rights over education, medical care, and finances transfer from parents to the student.
- Support options range from least to most restrictive.
- Discuss this at the IEP well before the student turns 18.

What does age of majority mean?

The age of majority is the legal age at which a person is considered an adult and gains full control over their personal and legal decisions. In the United States, this is generally 18. For students with disabilities, this can be a significant change in both educational and legal rights.

It is important to prepare the student for this shift and make sure they understand their new responsibilities.

Support options after age 18

MORE INDEPENDENCE — MORE RESTRICTIVE

LEAST RESTRICTIVE

Supported decision-making

An alternative to guardianship: trusted people or professionals offer guidance and information, while the young adult keeps final authority over their choices. Promotes independence and self-determination.

LEAST RESTRICTIVE

Power of attorney

The student gives someone they trust (usually a parent) authority to make certain decisions on their behalf, such as financial, medical, or legal decisions. Can be limited to specific areas or broader.

COURT PROCESS

Guardianship

A court appoints a guardian to make decisions for someone unable to manage their affairs. Can be full, or limited to areas such as healthcare or finances.

COURT PROCESS

Conservatorship

A court appoints a conservator. **Of the person:** decisions about care, living arrangements, and medical treatment. **Of the estate:** finances and property.

Does the student need to be conserved? It depends on the student's ability to manage their affairs. Conservatorship is a serious legal arrangement that can limit autonomy, so many families first explore less restrictive options such as supported decision-making or a power of attorney.

Key considerations for families and students

- **Legal support:** consult an attorney who specializes in special education or disability law.
- **Individualized approach:** the best solution depends on the student's ability to make informed decisions.
- **Plan early:** discuss age of majority well before the student turns 18, and help them understand their rights and options.

Articles and resources

- Parent Center Hub: Age of Majority
- Parent Center Hub: Age of Majority Parent Guide
- When You Turn 18: A Legal Survival Guide
- Cuando Cumple 18: Una Guía Legal de Supervivencia
- California Legal Ages Laws

MODULE 4

Diploma, alternate pathway, and certificate of completion

The ways to finish high school and what each one means for the future.

KEY POINTS

- A diploma opens the door to college, most jobs, and military service.
- Since 2022-23, the alternate pathway lets CAA-eligible students earn a diploma.
- The certificate of completion is being phased out.

The three pathways compared

Pathway	Who it's for	Requirements	Is it a diploma?
High school diploma	Students meeting state and district requirements, with accommodations or modifications per the IEP	District courses and credits	Yes
Alternate pathway to diploma	Students with significant cognitive disabilities, eligible for the CAA, who entered 9th grade in 2022-23 or later	State standards-aligned courses (listed below)	Yes, and services can continue through age 22
Certificate of completion	Previously given to students who did not meet all diploma requirements	Based on IEP goals; no specific coursework	No. Being phased out

Earning a high school diploma

A diploma certifies that a student completed the required coursework and met the academic standards of their state or district. It typically includes:

- **English/Language Arts:** typically 4 years.
- **Mathematics:** 3 to 4 years in most states, often including Algebra and Geometry.
- **Science:** at least 2 to 3 years, such as Biology, Chemistry, and Physics.

- **Social Studies:** History, Government, and Economics, typically over 3 years.
- **Physical Education/Health:** a year or more.
- **Electives:** arts, world languages, technology, or vocational training.
- **Credits and assessments:** a set number of credits and, in some states, state or district exams.

For special education students, the IEP can adjust the path to graduation with **accommodations** (supports for accessing the curriculum and showing learning) and **modified coursework** (modified tests, assignments, or classroom adjustments).

Course requirements: California, UC, CSU, and the rest of the U.S.

Subject	State graduation	UC	CSU	Rest of U.S.
Math	2 years: Algebra 1	3 years: Algebra 1, Geometry, Algebra 2	3 years: Algebra 1, Geometry, Algebra 2	3 years
Science	2 years: biological and physical science	2 years with labs: biology, chemistry, physics	2 years with labs: biological and physical science	3 years
English	3 years	4 years	4 years	4 years
Social Science	3 years	2 years	2 years	3 years

The alternate pathway to diploma

Education Code 51255.31, through Senate Bill 141 (passed September 13, 2023), allows students with exceptional needs who entered 9th grade in 2022-23 or later to graduate with a diploma by meeting the criteria in their IEP. Previously, most of these students received a certificate of completion.

Students on this pathway can take part in all graduation activities with their class and continue receiving special education services under IDEA through age 22. They only need to be *eligible* for the California Alternate Assessment (CAA); they are not required to take statewide tests.

Required courses

- [ ] Three courses of English

- [ ] Two courses of Math, including one year of Algebra 1
- [ ] Two courses of Science, including biological and physical sciences
- [ ] Three courses of Social Studies: U.S. History and Geography; World History, Culture, and Geography; one semester of American Government and Civics; and one semester of Economics
- [ ] One course of Visual and Performing Arts, World Language, or Career Technical Education
- [ ] Two courses of Physical Education, unless exempted under Education Code Section 51241
- [ ] One semester of Ethnic Studies, starting with students graduating in 2029-30 (Education Code Section 51226.7)

Eligibility overview

1. The student has a significant cognitive disability.
2. The student is in high school in the 2022-23 school year or later.
3. The IEP team has determined the student is eligible to take the CAA.
4. The student is taking standards-aligned coursework to meet statewide diploma requirements.

Diploma Pathway for Students who Qualify for the California Alternate Assessment: A Guidance Document

Alternate pathway to diploma: frequently asked questions

How is a diploma different from a certificate of completion?

A diploma means the student completed specific standards-aligned course requirements for graduation. It can open doors to more jobs, higher earning potential, and further education.

A certificate of completion marks the end of high school and is based on IEP goals. It does not require specific coursework and is not a diploma.

How many years will it take my student to earn a diploma on the alternate pathway?

The intent is for students to complete their course of study in 4 years alongside same-age peers. IEP teams may set a different timeline to meet the student's needs.

Are students who earn a diploma through the alternate pathway still eligible for services?

Yes. The student remains eligible for public school until age 22 or until the IEP team determines they have completed their high school experience. A diploma on this pathway does not end eligibility under IDEA.

Who decides if my student is eligible, and when?

The IEP team, based on state guidance and criteria. Discussions should start early so expressive communication needs are addressed, supporting the student's access to instruction and allowing accurate measurement of academic growth.

Vocational and career readiness programs

Some students pursue vocational programs during high school in fields such as construction, technology, or hospitality. Completing them can lead to industry-recognized certifications that help students get jobs.

Why the diploma matters

Higher education

Usually required for college admission and for scholarships or financial aid.

Employment

Most jobs require one, and it opens the door to higher-paying work.

Military service

Many branches require a diploma or equivalent to enlist.

Life skills

Reflects the ability to meet deadlines, finish tasks, and work through challenges.

MODULE 5

Colleges and postsecondary programs

Local options, specialized programs, and how supports work in college.

KEY POINTS

- Colleges must provide reasonable accommodations, but the student has to request them.
- IEPs and 504 plans are for information only; colleges do not follow them.
- Specialized programs exist for students with intellectual disabilities.

Local schools: disability services

School	Program
Allan Hancock College	Learning Assistance Program (LAP) and Disability Services
Cuesta College	Disability Support Programs and Services
Santa Barbara City College	Disability Services and Programs for Students
SBCC School of Extended Learning	SBCC Career and Academic Pathways
UC Santa Barbara	Disabled Students Program
Cal Poly San Luis Obispo	Disability Resource Center

Two- to four-year college programs for students with developmental disabilities

Wayfinders

Fresno State University

Transition to Independent Living (TIL)

Taft College

Redwood SEED Scholars

UC Davis

Pathway

UCLA Extension

Think College

Nationwide list of colleges with inclusive programs

1. Four-year universities and community colleges

- **Inclusion in standard programs:** many students with disabilities take regular college courses and earn degrees or technical certificates, for example in automotive, landscaping, culinary arts, or health care, with accommodations for their needs.
- **Transition programs:** help students adjust to college life, focusing on academic skills, socialization, and independent living.

Disability Support Services (DSS). The ADA and Section 504 require colleges to provide reasonable accommodations. Enrolling for services requires documentation of disability, such as a doctor's letter, an IEP, or a 504 plan. IEPs and 504 plans are for information only; colleges do not follow them.

Common accommodations

- Accessible housing (when on-campus housing is available)
- Testing accommodations
- Alternative formats for textbooks
- Note taking or recording of lectures
- Assistive technology
- Tutoring or academic coaching

The student must apply for services at their school's office. Doing this early may allow priority registration and accommodations that start at the beginning of the term.

Important considerations

- **Self-advocacy:** the student must advocate for themselves. At 18 they are a legal adult (unless conserved), and the college must keep their information confidential and work mainly with the student.
- **College readiness:** consider whether the student is academically and emotionally ready. A gap year or extra academic support may help.

2. Programs for students with intellectual disabilities

Comprehensive Transition and Postsecondary (CTP) programs let students with intellectual disabilities attend college and build independent living and vocational skills (for example, Taft's TIL or Fresno State's Wayfinders).

- **Eligibility:** students who completed high school but do not meet regular admission requirements.
- **Choosing a program:** consider length (2 or 4 years), entry age, residential or not, and the program's focus.
- **Coursework:** college classes, life skills training, work-based learning, and internships.
- **Degrees/certificates:** certificates or diplomas that recognize the student's learning, even if not a traditional degree.

Some colleges also offer programs for students with autism, ADHD, or learning disabilities, with academic, social, and executive functioning support.

3. Certificate and vocational programs

- **Trade schools:** welding, culinary arts, automotive repair, or cosmetology, with shorter training that leads directly to jobs.
- **Vocational Rehabilitation (VR):** may fund and support training programs, community college, or job readiness.
- **Internships and apprenticeships:** real-world experience and connections with employers.

4. Online or hybrid learning

Offers flexibility, less sensory overload, and the chance to work at one's own pace. Hybrid programs combine online courses with in-person workshops or campus support.

5. Additional supports

- **Assistive technology:** screen readers, speech-to-text, or organizational apps.
- **Supportive communities:** peer mentoring and support groups.

Finding the right fit. There is no one-size-fits-all approach. The right option depends on the student's strengths, challenges, and goals. Families and educators should explore options with the student, starting in at least middle school.

MODULE 6

Agencies and community resources

Santa Barbara County agencies that support young adults with disabilities.

KEY POINTS

- Involve agencies in the IEP, ideally before graduation.
- Many agencies serve both South and North County.
- Ask the SELPA for the Adult Agency Contact List.

Understanding the role of local agencies in the IEP is essential for effective support during the process and beyond. Involving them before graduation helps make sure the student gets the resources they need.

24 Hour Home Care

24hrcares.com

South North

360 Behavioral Health

360behavioralhealth.com/city/santa-maria

North

Achievement House

achievementhouse.org

North

Alpha Resource Center

alphasb.org

South North

Aveanna

aveanna.com

North

Braille Institute Santa Barbara Center

brailleinstitute.org/locations/santa-barbara

South

CenCal Health

cencalhealth.org

South

Challenger Baseball of Santa Barbara County

littleleague.org/play-little-league/challenger/about-challenger

South

Chance, Inc.

chancehousing.org

South

City of Santa Barbara Parks and Recreation

sbparksandrec.santabarbaraca.gov

South

ClearTouch ILS

cleartouchservices.com

South

Community Autism Services: A Stepping Stones Group

thesteppingstonesgroup.com/parents

South

Department of Rehabilitation (DOR)

dor.ca.gov

South North

Devereux Advanced Behavioral Health

devereux.org/site/SPageServer/?pagename=sb_programs

South North

Disability Rights California (includes SSI)

disabilityrightsca.org

South North

Down Syndrome Association of Santa Barbara County

dsasbc.org

South

Easylift

easylift.org

South

Get Safe

getsafeusa.com

South North

Goodwill

gwvsb.org

North

Hayden and Associates

haydenconsultants.org

South

Hidden Wings

hiddenwings.org

South North

Hillside House

hillsidesb.org

South

Hinchee Foundation

hincheehomes.org

South

Housing Authority of the County of Santa Barbara

hasbarco.org

South

Independent Living Institute (ILI)

ililLc.com

South

Independent Living Resource Center

ilrc-trico.org

South North

Just Communities

justcommunities.info

South

Koegel Autism Center (UCSB)

education.ucsb.edu/clinics-centers/koegel-autism-center/general-information-and-resources/welcome

South

Life Steps Foundation, Central Coast Adult Services

lifestepsfoundation.org/what-we-do/adult/central-coast-adult-services.html

South

Lovarc

lovarc.org

North

Mixteco Indigena Community Organizing Project (MICOP)

mixteco.org

North

Momentum 4 Work, Inc.

momentum4work.org

South North

New Directions Travel

newdirectionstravel.org

South

New Heights

newheightsventures.org

North

NurseCore

nursecore.com/locations/california/nursecore-of-santa-barbara

South

Office of Clients' Rights Advocacy

disabilityrightsca.org/what-we-do/programs/office-of-clients-rights-advocacy-ocra

South

Pacific Pride

pacificpridefoundation.org

South

PathPoint

pathpoint.org

South North

Peer Buddies

peerbuddies.com

South

People Creating Success

pcs-services.org

South North

Premier Healthcare/Aveanna

aveannasupportservices.com

South

Puentes Bridges

puentes-pathpoint.org

North

REM / Sevita

locations.sevitahealth.com/united-states/ca/santa-barbara

South

Respite Care

ourcountyourkids.org/respite-care

South

Ritz FMS

ritzfms.com

North

Santa Barbara County Department of Social Services

countyofsb.org/185/Social-Services

South

Santa Barbara County Education Office (SBCEO)

sbceo.org

South

Santa Barbara County Elections

countyofsb.org/164/Elections

South

Santa Barbara County SELPA (SBCSELPA)

sbcselpa.org

South

Santa Barbara MTD

sbmtd.gov

South

Santa Barbara Special Needs Adaptive Programs (sbSNAP)

sbsnap.org

South

Santa Maria Explorers

santamariaexplorers.com

North

SBCC School of Extended Learning / Career Skills Institute

sbcc.edu/extendedlearning

South

SBCC Work Readiness & Program for Students

degree-map.sbcc.edu/academics/interest-clusters/84cff16a-07e9-42bd-b9bc-bb03a0c3bc91/programs/cabc591c-066c-02ef-91d0-8324b74a12a3

South

Self-Determination Program (TCRC)

tri-counties.org/self-determination-program

South North

Social Security Administration

ssa.gov/onlineservices

South

Special Needs Network

snnla.org

South North

Special Olympics

sosc.org/region-1

South North

State Council on Developmental Disabilities

scdd.ca.gov

South

Vocational Training Center Enterprises (VTC)

vtc-sm.org

North

Tri-Counties Regional Center (TCRC)

tri-counties.org

South North

Workforce Development Board

cwdb.ca.gov

South

MODULE 7

Appendix: turning 22 and glossary

Quick reference to use during IEP meetings.

Turning 22

How long a student may continue in special education after turning 22 depends mostly on the month of their birthday. IEP teams should discuss this when preparing for transition.

Birth month	May continue until
January through June	The end of the fiscal year (June 30), plus any extended school year program
July, August, or September (traditional school calendar)	Treated similarly: through the end of the previous fiscal year that ended June 30
October, November, or December	December 31 of the year they turn 22, unless the student would otherwise complete their IEP at the end of that fiscal year

Cal. Ed. Code Sec. 56026(c)(4)

Special education acronyms

Special education professionals often use these letters instead of the full phrase.

Acronym	Meaning
AB	Assembly Bill
ABA	Applied Behavior Analysis
ADHD	Attention Deficit Hyperactivity Disorder
ADI-R	Autism Diagnostic Interview – Revised
ADOS-2	Autism Diagnostic Observation Schedule 2
APE	Adapted Physical Education
ASD	Autism Spectrum Disorder
AT	Assistive Technology

Acronym	Meaning
AUT	Autism
BA	Behavioral Aide
BIP	Behavior Intervention Plan
CAA	California Alternate Assessment
CAC	Community Advisory Committee
CARS	Childhood Autism Rating Scale
CASP	California Association of School Psychologists
CCASP	Central Coast Association of School Psychologists
CCS	California Children's Services
CDE	California Department of Education
CEC	Council for Exceptional Children
CHAT	Checklist for Autism in Toddlers
CTE	Center for Therapeutic Education
CTP	Comprehensive Transition and Postsecondary Program
DHH	Deaf & Hard of Hearing
DIS	Designated Instruction and Services
DMH	Department of Mental Health
DOR	Department of Rehabilitation
DSM-5	Diagnostic & Statistical Manual – Fifth Edition
DSS	Disability Support Services
ED	Emotional Disability
EL	English Learner
ESY	Extended School Year
FAPE	Free Appropriate Public Education
FBA	Functional Behavior Assessment
FERPA	Family Educational Rights & Privacy Act
GROW	Growth Mindset, Resilience, Other Centered, Work Ethic

Acronym	Meaning
HH	Hard of Hearing
HI	Hearing Impaired
IA	Instructional Assistant
ID	Intellectual Disability
IDEA	Individuals with Disabilities Education Act (PL 94-142, 1975)
IDEA 2004	Individuals with Disabilities Education Improvement Act
IEE	Independent Educational Evaluation
IEP	Individualized Education Program
IFSP	Individual Family Service Plan
IPP	Individual Program Plan
ISP	Individualized Services Plan
ITP	Individual Transition Plan
LCI	Licensed Children's Institution
LD	Learning Disability
LEA	Local Education Agency
LEP/NEP	Limited English Proficiency / Non-English Proficiency
LRE	Least Restrictive Environment
LSH	Language, Speech and Hearing
M-CHAT	Modified Checklist for Autism in Toddlers
MH	Multiple Disabilities
NCLB	No Child Left Behind
NPA	Nonpublic Agency
NPS	Nonpublic School
OAH	Office of Administrative Hearings
OCD	Obsessive Compulsive Disorder
OCR	Office for Civil Rights
ODD	Oppositional Defiant Disorder

Acronym	Meaning
OI	Orthopedic Impairment
OHI	Other Health Impairment
OSEP	Office of Special Education Programs
OT	Occupational Therapy
PARA	Paraprofessional (see IA)
PDD	Pervasive Developmental Disorder
PDD-NOS	Pervasive Developmental Disorder Not Otherwise Specified
PECS	Picture Exchange Communication System
PL 94-142	Education for All Handicapped Children Act of 1975
PL 99-457	Early Intervention for Infants/Toddlers with Disabilities
POA	Power of Attorney
PRT	Pivotal Response Treatment
PT	Physical Therapy
PWN	Prior Written Notice
RIS	Requiring Intensive Special Education Services
RSP	Resource Specialist Program
RTI	Response to Intervention
SB	Senate Bill
SBE	State Board of Education
SDC	Special Day Class
SELPA	Special Education Local Plan Area
SI	Speech Impaired
SIRAS	SIRAS Systems online IEP system
SLD	Specific Learning Disability
SLI	Speech and Language Impaired
SLP	Speech/Language Pathologist
SST	Student Study Team / Student Success Team

Acronym	Meaning
STAR	Standardized Testing & Reporting
TBI	Traumatic Brain Injury
TCRC	Tri-Counties Regional Center
TEACCH	Treatment & Education of Autistic and Related Communication Handicapped Children
TLP	Therapeutic Learning Program
USDOE	United States Department of Education
VI	Visually Impaired
VR	Vocational Rehabilitation

Glossary of terms

College readiness
Being ready for college-level coursework without remediation, at two- or four-year institutions leading to a credential, certificate, degree, or license.

Career readiness
A high school graduate has the English and math knowledge and skills needed to qualify for and succeed in the job training or education their chosen career requires.

Work-based learning
Defined in Ed. Code 51760–51769.5 as an approach that uses the workplace or real work to connect school with real-life work and future careers, from career awareness and exploration to preparation and training.

Competitive integrated employment
The optimal outcome: full- or part-time work at minimum wage or higher, with wages and benefits similar to coworkers without disabilities doing the same work, fully integrated. May include customized employment. The goal is for all youth to leave school ready to aim for a family-sustaining wage.

Self-determination
Believing you can control your own destiny: setting goals, taking the initiative to reach them, making your own choices, solving problems, and taking responsibility for your life and the consequences of your choices.

Person-centered planning

Planning built on the individual's interests, skills, strengths, and needs as stated by the individual, with the individual engaged in setting their goals.

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