

CU TPI Website (Grey Boxes) Terminology

Work-Based Learning:

Work Based Learning –

This section includes information regarding Work-Based Learning (WBL) specifics and opportunities. Defined in Ed. Code (51760-51769.5) as an educational approach or instructional methodology that uses the workplace or real work to provide pupils with the knowledge and skills that will help them connect school experiences to real-life work activities and future career opportunities. Work-based learning should be an integral part of a more comprehensive program that integrates academic courses and career technical education. There is an array of work-based learning experiences for career awareness, career exploration, career preparation and career training.

Health and Fitness:

The information contained in this section includes information and resources related to health and fitness suggestions to support healthy life-styles.

ASD:

Autism Spectrum Disorder (ASD)_

This section includes resources, articles and services specific to individuals with ASD as defined as follows...A developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a child's educational performance. Other characteristics often associated with autism are engaging in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term autism does not apply if the individual's educational performance is adversely affected primarily because the individual has an emotional disturbance.

Complex Support Needs:

This section includes information and resources that applies to individuals with "Complex Support Needs", including...

Developmental Disabilities- Developmental disabilities are a group of conditions due to an impairment in physical, learning, language, or behavior areas. These conditions begin during the developmental period, may impact day-to-day functioning, and usually last throughout a person's lifetime and include among others...

- **Intellectual Disability**
- **Cerebral Palsy**
- **Autism Spectrum Disorder.**

Emotional Disturbance – A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance: (a) An inability to learn that cannot be explained by intellectual, sensory, or health factors. (b) An inability to build or maintain satisfactory

interpersonal relationships with peers and teachers. (c) Inappropriate types of behavior or feelings under normal circumstances. (d) A general pervasive mood of unhappiness or depression. (e) A tendency to develop physical symptoms or fears associated with personal or school problems. The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.

Hearing Impairment – An impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but is not included under the definition of "deafness."

Intellectual Disability – A disability characterized by significant limitations in general intellectual functioning, existing concurrently [at the same time] with deficits in adaptive behavior and manifested during the developmental period, that adversely affects an individual's educational performance.

Legal Blindness-Total blindness is the complete lack of light perception and form perception, and is recorded as "NLP," an abbreviation for "no light perception. "Legal blindness" is a definition used by the United States government to determine eligibility for vocational training, [rehabilitation](#), schooling, [disability benefits](#), [low vision devices](#), and tax exemption programs. It's not a *functional low vision definition* and doesn't tell us very much at all about what a person can and cannot see.

- **Part 1** of the U.S. definition of legal blindness states this about *visual acuity*:
A visual acuity of 20/200 or less in the better-seeing eye with best conventional correction (meaning with regular glasses or contact lenses).
This is a 20/200 visual acuity measurement, correlated with the Snellen Eye Chart (pictured above):
- **Update:** In 2007, the Social Security Administration updated the criteria for measuring legal blindness when using [newer low vision test charts](#) with lines that can measure visual acuity between 20/100 and 20/200. Under the new criteria, if a person's visual acuity is measured with one of the newer charts, and they cannot read any of the letters on the 20/100 line, they will qualify as legally blind, based on a visual acuity of 20/200 or less.
- **Part 2** of the U.S. definition of legal blindness states this about *visual field*:
or a visual field (the total area an individual can see without moving the eyes from side to side) of 20 degrees or less (also called tunnel vision) in the better-seeing eye.

Low Vision-Low vision is a condition caused by eye disease, in which visual acuity is 20/70 or poorer in the better-seeing eye and cannot be corrected or improved with regular eyeglasses. (Scheiman, Scheiman, and Whittaker) A functional definition of Low vision is uncorrectable vision loss that interferes with daily activities. It is better defined in terms of function, rather than [numerical] test results. ([Massof](#) and Lidoff)

- In other words, low vision is "not enough vision to do whatever it is you need to do," which can vary from person to person.
- Most eye care professionals prefer to use the term "low vision" to describe permanently reduced vision that cannot be corrected with regular glasses, contact lenses, medicine, or surgery.
- If you have low vision, it is necessary to have a different kind of eye examination that uses different and more detailed tests to determine what you can and cannot see.

AOJ:

Please eliminate this section and place all current materials in the “Equity and Social Justice Section.

Equity and Social Justice:

This section includes information and materials related to Equity and Social Justice. Social justice is the view that everyone deserves equal economic, political/social rights and opportunities. In recent years the term “equity” has become more and more prevalent, and addresses social issues, workplace norms, and education.

Self-Determination:

You will find in this section resources, materials and articles that recognizes the rights and needs of individuals with disabilities to have the opportunity to make their own choices and decisions. Specific capabilities include self-awareness, decision making, choice making, problem solving, conflict resolution, self-management and self-advocacy. These capabilities are most effectively learned through real world experiences which involve taking risks, making mistakes and reflecting on outcomes.

Mental Health and Well Being:

This section addresses resources and services available to individuals with Mental Health needs to support wellness. Care is available from providers such as therapists or counselors for some concerns, which may include depression, neglect, abuse, anxiety, relationships or family issues. This support can be found face-to face in groups, individually or virtually. Specific elements of mental health include...

- Stress Relief
- Nutrition
- Sleep
- Self-Care
- Connection
- Physical Activity
- Seek Help When Needed
- Spirituality

CIE:

Resources and services included in this section addresses specifics regarding Competitive Integrated Employment (CIE). This is defined as employment in a setting typically found in the community in which individuals interact with individuals without disabilities other than those who are providing services to those individuals, to the same extent that individuals without disabilities in comparable positions interact with other persons.

Technology:

This section will include resources, articles and recommendations to support individuals with disabilities that can lower barriers that people encounter in their daily lives and support access to information. Advances in technology have contributed to increased access and success in education, employment & independent living for people with disabilities, this includes technology used by the general population such as computers, watches, phones, websites and virtual learning technologies. Specialized assistive technology supports, when identified specific to an individual can help to compensate for a limitation as follows...

Assistive Technology Devices – Any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of an individual with a disability.

Assistive Technology Services – Any service that directly assists an individual with a disability in the selection, acquisition, or use of an assistive technology device, including: (1) The evaluation of the needs of an individual with a disability, including a functional evaluation of the individual in his or her customary environment; (2) Purchasing, leasing, or otherwise providing for the acquisition by an individual with a disability of an assistive technology device; (3) Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices; (4) Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs; (5) Training or technical assistance for an individual with a disability or, if appropriate, the family members, guardians, advocates, or authorized representatives of the individual; and (6) Training or technical assistance for professionals (including individuals providing education and rehabilitation services), employers, or others who provide services to, employ, or are otherwise substantially involved in the major life functions of individuals with disabilities, to the extent that training or technical assistance is necessary to the achievement of an employment outcome by an individual with a disability.