Glossary
Transition Skills and Competencies Checklist for Students who are Deaf or Hard of Hearing
5 to 13 Years of Age

504 *(Section 504 of the Rehabilitation Act)*

A 504 plan is a blueprint for how a school will provide supports and remove barriers for a student with a disability. 504 plans are not part of special education. Unlike IEPs (Individualized Education Programs), they typically do not provide individualized instruction but give children with disabilities access to the same education their classmates are getting. One way 504 plans do that is through accommodations, such as extended time on tests or the ability to leave the classroom for short breaks. Some students may also receive related services through a 504 plan, such as speech-language therapy, study skills classes, changes to the environment, changes to instruction, or changes to how curriculum is presented.
References:
What is a 504 Plan?
https://www.understood.org/en/school-learning/special-services/504-plan/understanding-504-plans
Individual Education Plans (IEP) and 504 Plans
www.successforkidswithhearingloss.com/wp-content/uploads/2012/08/IEP_504_Accommodations.pdf
Frequently Asked Questions About Section 504 and the Education of Children with Disabilities
https://www2.ed.gov/about/offices/list/ocr/504faq.html

ADA *(Americans with Disabilities Act)*

The ADA became law in 1990. It is a civil rights law that prohibits discrimination against individuals with disabilities in all areas of public life, including jobs, schools, transportation, and all public and private places that are open to the general public. The purpose of the law is to make sure that people with disabilities have the same rights and opportunities as everyone else. The ADA gives civil rights protections to individuals with disabilities similar to those provided to individuals on the basis of race, color, sex, national origin, age, and religion. It guarantees equal opportunity for individuals with disabilities in public accommodations, employment, transportation, state and local government services, and telecommunications.
References:
Learn About ADA
https://adata.org/learn-about-ada
The ADA
https://www.ada.gov/

ALD/ALS *(Assisted Listening Device/Assisted Listening System)*

Essentially, ALDs are amplifiers that bring sound directly into the ear. They separate the sounds, particularly speech, that a person wants to hear from background noise. They improve what is known as the "speech to noise ratio." They include personal amplifiers, FM systems, infrared systems, or inductive loop technologies and captioned phones.
References:
Listening Systems and Devices
https://www.nad.org/resources/technology/assistive-listening/assistive-listening-systems-and-devices/
Top Five Listening Systems and Devices
https://www.healthyhearing.com/report/52538-Top-five-assistive-listening-devices

ASL *(American Sign Language)*

ASL is a complete, natural language that has the same linguistic properties as spoken languages, with grammar that differs from English. ASL is expressed by movements of the hands and face. There is no universal sign language. Different sign languages are used in different countries or regions. ASL is a language completely separate and distinct from English. It contains all the fundamental features of language, with its own rules for pronunciation, word formation, and word order.
Reference:
[What is ASL?](https://www.nidcd.nih.gov/health/american-sign-language)
https://www.nidcd.nih.gov/health/american-sign-language

Captioned Phones

A captioned telephone is a special telephone that has a built-in screen to display in text (captions) everything the other person on the call says. When Title IV of the Americans with Disabilities Act (ADA) was passed in 1990, the government mandated that relay services be available nationwide giving people with hearing loss the same access to telephone use as others. When a call is made, the captioned phone automatically connects to a Captioned Telephone Service (CTS). When the other person answers the phone, the caller hears whatever they say just like with a traditional telephone call. At the same time, the CTS uses advanced voice recognition technology and specially trained communications assistants to transcribe everything that is said into captions, which appear in almost simultaneously on the phone display.
References:
[Telephone and Relay Services](https://www.nad.org/resources/technology/telephone-and-relay-services/captioned-telephone-service-cts/)
https://www.nad.org/resources/technology/telephone-and-relay-services/captioned-telephone-service-cts/
[Assistive Learning Devices](https://www.healthyhearing.com/help/assistive-listening-devices/captioned-phones)
https://www.healthyhearing.com/help/assistive-listening-devices/captioned-phones

CART *(Communication Access Realtime Translation)*

CART provides instantaneous translation of spoken language into text and is displayed on screens, monitors, computers, and mobile devices. It offers word-for-word translation and is provided by a professional who is skilled and trained in using the stenographic equipment. Many captioning services offer remote CART and internet captioning where the stenographer is not physically present at the event but can listen-in through a telephone line.
References:
[CART Services](https://www.acscaptions.com/services/cart-services-live-captions/)
https://www.acscaptions.com/services/cart-services-live-captions/
[CART Accommodations](https://askjan.org/publications/consultants-corner/vol01iss07.cfm)
https://askjan.org/publications/consultants-corner/vol01iss07.cfm

C-Print

C-Print is a speech-to text captioning technology and service that is used as communication access support for individuals who are deaf and hard of hearing in a classroom or other setting. A trained operator, called a C-Print captionist, produces a meaning-for-meaning representation of the spoken information versus verbatim.
References:
[Considering speech-to- text as a communication access and support service option?](https://www.rit.edu/ntid/cprint/sites/rit.edu.ntid.cprint/files//docs/CPrint%20brochure%202013.pdf)
https://www.rit.edu/ntid/cprint/sites/rit.edu.ntid.cprint/files//docs/CPrint%20brochure%202013.pdf
[Is C-Print the same as CART?](https://www.rit.edu/ntid/cprint/c-print-same-cart)
https://www.rit.edu/ntid/cprint/c-print-same-cart

CI *(Cochlear Implant)*

Cochlear implants allow people with severe or profound hearing loss to receive, and process sounds and speech. They are small electronic devices that help people hear. It is not the same thing as a

hearing aid. A cochlear implant can be useful if the hearing loss is caused by problems with the cochlea (usually damaged hair cells) or where the loss is caused by problems with the middle ear that cannot be corrected. One part of the device is surgically implanted into the bone surrounding the ear (temporal bone). It is made up of a receiver-stimulator, which accepts, decodes, and then sends an electrical signal to the brain. The second part of the cochlear implant is an outside device. This is made up of a microphone/receiver, a speech processor, and an antenna. This part of the implant receives the sound, converts the sound into an electrical signal, and sends it to the inside part of the cochlear implant. These devices do not restore normal hearing. They are tools that allow sound and speech to be processed and sent to the brain.
References:
[Cochlear Implant](http://www.nchearingloss.org/ci.htm)
http://www.nchearingloss.org/ci.htm

Discrimination
Discrimination is the unfair or prejudicial treatment of people and groups based on characteristics such as race, gender, age, or sexual orientation.
References:
[American Psychological Association](https://www.apa.org/topics/racism-bias-discrimination/types-stress)
https://www.apa.org/topics/racism-bias-discrimination/types-stress

DVRS (Division of Vocational Rehabilitation Services)
Individuals with a physical, mental, cognitive, or other form of disability that has a substantial impediment to employment may qualify for services through the New Jersey Division of Vocational Rehabilitation Services (DVRS). Its mission is to enable eligible individuals with disabilities to achieve an employment outcome consistent with their strengths, priorities, needs, abilities, and capabilities. Services include: career counseling, supported employment, evaluations and restorations, financial assessments and planning, job accommodations/equipment vehicle modifications, training opportunities, interpretation services and small business funding. DVRS assists adults as well as pre-employment transition services for students 14-21 and out of school youth 16-24.
Reference:
[Vocational Rehabilitation Services](https://nj.gov/labor/career-services/special-services/individuals-with-disabilities/index.shtml)
https://nj.gov/labor/career-services/special-services/individuals-with-disabilities/index.shtml

Educational Interpreter
An educational interpreter is a professional who facilitates communication an understanding among students who are deaf, the school staff, and hearing students within an educational environment. New Jersey requires educational interpreters to hold appropriate certification.
References:
[EIPA Classroom Interpreting](https://www.classroominterpreting.org/)
https://www.classroominterpreting.org/
[National Association of Interpreters in Education](https://naiedu.org/)
https://naiedu.org/

HATs *Hearing Assistance Technology*
HAT is used in educational settings to improve auditory access to the teacher or talker by mitigating the effects of noise, reverberation, and distance from the talker. HATS can include personal HAT device, such as FM/DM systems, infrared systems, or induction loops and classroom audio distribution systems (CADS).
Reference:
[Hearing Assistance Technology Guide](https://www.edaud.org/position-stat/9-position-03-14.pdf)
https://www.edaud.org/position-stat/9-position-03-14.pdf

IEP *(Individualized Education Program)*

The cornerstone of the Individuals with Disabilities Act (see below) is the entitlement of each eligible child with a disability to a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet the child's unique needs and that prepare the child for further education, employment, and independent living. 20 U.S.C. §1400(d)(1)(A). Under the IDEA, the primary vehicle for providing FAPE is through an appropriately developed IEP that is based on the individual needs of the child.

An IEP must consider a child's present levels of academic achievement and functional performance, and the impact of that child's disability on his or her involvement and progress in the general education curriculum. IEP goals must be aligned with grade-level content standards for all children with disabilities. The child's IEP must be developed, reviewed, and revised in accordance with the requirements outlined in the IDEA in 34 CFR 300.320 through §300.324.
Reference:
New Jersey Department of Education: Special Education Policy and Procedures
https://www.nj.gov/education/specialed/policy/iepdevelopment.shtml

Individuals with Disabilities Act (*IDEA*)
The Individuals with Disabilities Education Act (IDEA) is a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children.
Reference:
U.S. Department of Education
https://sites.ed.gov/idea/about-idea/

Interpreter/Interpreting for an Individual who is Deaf or Hard of Hearing
Interpreter: A person who interprets.
Interpreting: The process of transmitting spoken English into American Sign Language (ASL) and/or gestures for communication between Deaf and hearing individuals; enhances the quality of interaction between the Deaf and hard-of-hearing communities; serves as a tool in bridging communication gaps.
Reference:
Interpreting
https://rid.org/about-rid/about-interpreting/

Legal Rights
Refers to rights according to law. They exist under the rules of a state or federal legal system. See ADA (Americans with Disabilities Act) as example.
Reference:
Legal Rights Definition
https://www.merriam-webster.com/dictionary/legal%20right

N.J.A.C. 6A:14, Special Education
N.J.A.C. 6A:14 is the New Jersey Administrative Code for Special Education that ensures that students with disabilities have available a free, appropriate public education and the requirements of
Reference:
N.J.A.C. 6A:14, Special Education
https://www.state.nj.us/education/code/current/title6a/chap14.pdf

RID/NIC (*Registry of Interpreters for the Deaf/National Interpreter Certification*)
RID strives to advocate for best practices in interpreting, professional development for practitioners and for the highest standards in the provision of interpreting services for diverse users of languages that are signed or spoken.
Holders of NIC Certification have demonstrated general knowledge in the field of interpreting, ethical decision making and interpreting skills. Candidates earn NIC Certification if they demonstrate

professional knowledge and skills that meet or exceed the minimum professional standards necessary to perform in a broad range of interpretation and transliteration assignments. Administered by RID.
References:
[The mission of RID](https://rid.org/about-rid/mission-vision-statements/)
https://rid.org/about-rid/mission-vision-statements/
[What is NIC?](https://rid.org/rid-certification-overview/available-certification/nic-certification/)
https://rid.org/rid-certification-overview/available-certification/nic-certification/

Safety Equipment *(aka, Alerting Technology/Signaling-Notification Systems)*
　　　These can include monitoring and alerting systems to help the deaf and hard of hearing [individuals] stay in touch with the world around them. Deaf technology sends extra loud alarms, flashing lights or vibrating signals. These can let you know when a baby cries, when a smoke/carbon monoxide detector sounds, when a telephone or an alarm clock rings or when a door or window opens.

References:
[Alerting Systems](https://www.lssproducts.com/category/alerting-devices)
https://www.lssproducts.com/category/alerting-devices
[Alerting & Notification Systems](https://www.harriscomm.com/equipment/signaling-systems.html)
https://www.harriscomm.com/equipment/signaling-systems.html

Self-Advocacy
　　　The action of representing oneself or one's views or interests. It is learning how to speak up for yourself, making your own decisions about your own life, learning how to get information so that you can understand things that are of interest to you, finding out who will support you in your journey, knowing your rights and responsibilities, problem solving, listening, and learning, reaching out to others when you need help and friendship, and learning about self-determination. This is one of New Jersey's Social and Emotional Learning Competencies (Self-Awareness and Self-Management) which can be found at
https://www.nj.gov/education/safety/wellness/selearning/#:~:text=Social%20and%20emotional%20learning%20(SEL,establish%20and%20maintain%20supportive%20relationships%2C
References:
[Self-Advocacy for Deaf and Hard of Hearing Students](http://www.handsandvoices.org/needs/advocacy.htm)
http://www.handsandvoices.org/needs/advocacy.htm
[What is Self-Advocacy?](https://www.wrightslaw.com/info/self.advocacy.htm)
https://www.wrightslaw.com/info/self.advocacy.htm
[Best Practices in Self-Advocacy Skill Building](https://www.parentcenterhub.org/priority-selfadvocacy/)
https://www.parentcenterhub.org/priority-selfadvocacy/

Self-Determination
　　　The process by which a person controls their own life. It is believing you can control your own destiny. Self-determination is a combination of attitudes and abilities that lead people to set goals for themselves, and to take the initiative to reach these goals. It is about being in charge but is not necessarily the same thing as self-sufficiency or independence. It means making your own choices, learning to effectively solve problems, and taking control and responsibility for one's life. Practicing self-determination also means one experiences the consequences of making choices. This is one of New Jersey's Social and Emotional Learning Competencies (Self-Awareness, Self-Management, and Responsible Decision-Making) which can be found at
https://www.nj.gov/education/safety/wellness/selearning/#:~:text=Social%20and%20emotional%20learning%20(SEL,establish%20and%20maintain%20supportive%20relationships%2C
Reference:
[What is Self-Determination?](https://www.pacer.org/transition/learning-center/independent-community-living/self-determination.asp)
https://www.pacer.org/transition/learning-center/independent-community-living/self-determination.asp

Skill Set *(aka, Skillset)*

A person's range (collection) of skills or abilities that can be applied to a professional or creative endeavor. It is a particular category of knowledge, abilities, and experience necessary to perform a job. Specific skill set areas [may] include human relations, research and planning, accounting, leadership, management, and computer skills.

References:

[Skill Set Dictionary Definition](https://www.merriam-webster.com/dictionary/skill%20set)
https://www.merriam-webster.com/dictionary/skill%20set

[What is a Skill Set?](https://www.thebalancecareers.com/what-is-a-skill-set-2062103)
https://www.thebalancecareers.com/what-is-a-skill-set-2062103

Social Skills

Skills used to communicate and interact with each other, both verbally and non-verbally, through gestures, body language and personal appearance. They are the abilities necessary to get along with others and to create and maintain satisfying relationships. Understanding and improving social skills will support efforts in every area of life - they are essential in building both personal and professional relationships. Similar to soft skills, these can include basic communication skills (including listening, following directions, refraining from speaking), empathy and rapport skills (to feel what others are feeling and connecting with others), interpersonal skills (including sharing, joining activities, asking for permission, waiting turns), problem solving skills (asking for help, apologizing to others, deciding what to do, accepting consequences), and accountability (accepting blame for problems, dealing with constructive feedback). This is one of New Jersey's Social and Emotional Learning Competencies (Social Awareness) which can be found at
https://www.nj.gov/education/safety/wellness/selearning/#:~:text=Social%20and%20emotional%20learning%20(SEL,establish%20and%20maintain%20supportive%20relationships%2C

Reference:

[Psychology Today: What are Social Skills](https://www.psychologytoday.com/us/blog/growing-friendships/201108/what-are-social-skills)
https://www.psychologytoday.com/us/blog/growing-friendships/201108/what-are-social-skills

VP *(Video Phone)*

A device that simultaneously transmits and receives both audio and video signals over telephone lines. It incorporates a personal video camera and display, a microphone and speaker, and a data-conversion device.

Reference:

[What is a Videophone?](https://www.britannica.com/technology/videophone)
https://www.britannica.com/technology/videophone

VRS *(Video Relay Services)*

Video Relay Service is a form of Telecommunications Relay Service (TRS) that enables persons with hearing disabilities who use American Sign Language to communicate with voice telephone users through video equipment, rather than through typed text.

Reference:

[What are VRS?](https://www.fcc.gov/consumers/guides/video-relay-services)
https://www.fcc.gov/consumers/guides/video-relay-services