



Township High School District 214

TRANSITION RESOURCE DIRECTORY

A PLANNING TOOL FOR
PARENTS AND STUDENTS
WITH SPECIAL NEEDS

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PREFACE

Planning to transition from high school to the adult working community is an exciting process in life that involves considerable time and energy to determine options appropriate to meet the needs of the individual. Deciding, “What will I do after graduation?” can be very unsettling and a confusing period of time. Graduating from high school is a time of change and involves diverse and complex issues. “Where will I work, live or go for additional education or training?” are decisions that require much thought and planning. These issues provide even greater concern to those students and parents who have received special education support services during their high school years.

Becoming equipped with knowledge and information regarding available services and support can greatly decrease feelings of anxiety and frustration. This opens up the way for families and students to move toward maximizing productive independence.

The design and purpose of this handbook is to provide a variety of information in the areas of services that are most essential in becoming a productive, independent member of the community. Following is a listing of included topics:

- Overview of transition, including what it is, who is involved, and when and how planning should occur.
- Roles and responsibilities of key participants
- Tips for activities and experiences that can lead to successful transition outcomes
- An Appendix containing checklists that can be used for information gathering and planning, a description of the laws and regulations that drive transition services, and a list of Illinois and Internet resources.

Upon graduation, students are no longer entitled to the federally mandated services available through the Individuals with Disabilities Education Act of 2004. For this reason parents must make a committed effort to acquire as much knowledge and information regarding services related to their son or daughter’s needs.

PLEASE NOTE:

Being listed in this Resource Guide **DOES NOT** imply endorsement by District 214.
This resource document is an on going listing of resources available in the Northwest Suburbs.
Included information may change without notice.

SECTION I:
TRANSITION PLANNING

As A Parent/Guardian You Are Important

Parents should play a major part in the development of their son or daughter's career education plan. When aiding in charting your child's educational directions, a parent should be mindful that their role could serve as...

- **Providers of lesser-known information:** For example, parents know what motivates and conversely what frustrates their child. Parents also possess insights into their child's traits, interests, and abilities. Such knowledge is too valuable to be ignored in career planning.
- **Role Models:** The way you, the parent, talk and perform your duties within the home and on the job transmits the value of work in and out of the home. You must consciously stress the benefits and responsibilities of work and promote the important assumption that your child will be a working member of society. What kind of message are you sending your student?
- **Case Overseer:** Service providers enter at different times in your child's life. In most cases this is a non-constant influence on your child. The only real consistent resource a child has is you, the parent. The better grasp you have on your child's long range plans for schooling and employment, the less likely important information, deadlines and opportunities will be missed.
- **Risk Takers:** As a parent of a child with special needs, you may often hear others tell you, "just let go." Letting go might mean using public transportation, spending their own money, calling a boy or girl on the telephone, joining a club or attending a special event on their own. Letting go is the most important element to allow for growth and maturity. As a parent, you must not focus on what your child cannot do, but rather on what he or she CAN do.
- **Financial Planners:** Financial planning involves a great deal of time and effort. Being knowledgeable about the different benefit programs and how they link up with one another and also with family assets is a necessity in preventing the needs of one family member from overburdening the rest of the family's well being. Numerous forms must be filled out and submitted on time in order to access the federal, state, school, agency, and special financial supports that are available

After high school, the rules change - Laws and Responsibilities

The following chart describes general differences between being a student in a public high school.

High School	Adult Service System
Individuals with Disabilities Education Act (IDEA); free and appropriate public education (FAPE)	Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA)
School services are an entitlement (from age 3-21 or until regular high school diploma requirements are met).	Adult services are based on eligibility, which may be different for each agency.
School attendance is mandatory.	Consumers apply for services & may be eligible to use adult service agencies to support them in their employment goals.
School districts are required to identify students with disabilities through free evaluation assessment and the individualized education program (IEP) process.	Consumers are responsible for disclosing and providing current (within the last 3 years) documentation of a disability.
Students receive special education and related services to address needs based on identified disability.	Consumers apply for services needed through various adult service agencies. They must be self- advocates (<i>See Opening Doors to Self- Determination Skills</i>).
Services include individually designed instruction, modifications, and accommodations based on IEP.	Services are individually designed through Individual Plans for Employment or a similar individualized plan developed with the consumer.
Progress toward IEP goals is monitored and communicated to the parent(s) and/or student.	Progress toward employment goals are monitored by the consumer and adult service provider. Self- advocacy is a must (<i>See Opening Doors to Self- Determination Skills</i>).
Schools assist in connecting the student with community support agencies if so identified as a transition need according to the IEP.	Consumers must request services needed & identify what agencies would best meet their needs.

**Preparation for a successful transition from school
into the adult community is a step-by-step process involving:**

- Best Guess:** The process begins where the individual is now. Given what is now known about this individual, what is your "best guess" about where he or she is headed after high school? Is this person going to enter the job market after high school or continue with postsecondary education? Will this individual live in a group home, an apartment, a private home?
- Next Step:** From where the individual is now, what is the most likely "next step" in his or her education? What choices are there for the location and style of education he or she might receive? Making choices about whether or not the individual will continue on with academic instruction, begin community-based training, work on life skills or some combination of all three depends on the person's needs, the challenges of the most probable environment after graduation, and the long range goals for the individual. The "next step" should be in the least restrictive environment for that individual; that is, the most normal situation in which the individual can function. In addition, the individual should spend as much time as possible with peers who do not have disabilities.
- Next Environment:** When a student changes classrooms, teachers, school buildings or programs, he or she faces new expectations and demands in the next environment. To prepare the student for those changes, it is necessary to take a look at the next environment and see what the requirements are for functioning there. What are the expectations for students without disabilities? What skills are critical to being able to function in the next environment?
- Make a Match:** Once you have decided what the student's strengths and weaknesses are, you can match his or her skills to what is required in the next environment. Are there skills the student must learn before he or she can take the next step? What training does the student still need?
- Make a Plan:** Planning a student's education becomes easier when you have already considered long-range goals and have made a decision about the next step in the educational program. You can develop an educational plan, which outlines the skills the student needs to learn in order to function in the next environment. Then you can link the goals and objectives in the student's Individualized Education Program (IEP) to predictions you have already made about the student's future.
- Strengths & Limitations:** Where does the student stand right now? How is the student performing in the following areas: academics, social behavior, activities of daily living, communication, personal grooming, habits of work and so forth?

What Are the Steps in Transition Planning?

THE ESSENTIAL TRANSITION PROCESS

EXIT

- Late Adulthood

LINKAGE

- Early Adulthood
- Middle Adulthood

PREPARATION

- Elementary
- Middle/Junior High
- Senior High - Secondary

PLANNING

- Home
- Early Childhood Ed

EXIT

- Employment
- Post-Secondary
- Independent Living
- Community Access and Participation
- Socialization/Friendships
- Sexuality

LINKAGE

- Department of Rehabilitation Services
- Community Agencies
- Post-Secondary
- Employers
- Independent Living
- Public Services and Resources

PREPARATION

- Home Based
- School Based
- Work Based
- Community Based

PLANNING

- Family Engagement and Involvement
- Preferences and Interests
- Goals and Objectives
- Expectations and Priorities

What exactly is a Transition Plan?

As with everything else in special education, the power is in the IEP. The Transition Plan has all of the required elements of an IEP plus information about: employment, training, community-based instruction, vocational education, future placements, independent living, performance criteria expected in future environments, skills in nonacademic domains and annual goals which are linked to future needs.

The form used for a Transition Plan is the same as the traditional IEP except there is a minimum of two additional pages where specific transition issues are addressed. A Transition Plan should emphasize the functional skills that a student needs to learn in order to be prepared for adult living. These functional skills may include: learning strategies and study skills; daily living skills like keeping a checkbook, buying groceries, cooking, and cleaning; and vocational skills like having good work habits on the job, getting along with the boss and other authority figures, having appropriate social skills in the community, learning to communicate needs and so forth. (*See sample IEP.*)

What does Transition Services mean?

Transition services are defined in the individuals with Disabilities Education Act (IDEA), as a coordinated set of activities for a student, which promote movement from school to post-school activities. Post-school activities include post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.

The coordinated set of activities must:

- Be based upon the individual student's needs, taking into account the student's preferences and interests.
- Include instruction related services, community experiences, the development of employment, and other post-school adult living objectives.
- Include, if appropriate, the acquisition of daily living skills and a functional vocational evaluation.

What are Transition Planning meeting or are there several?

Planning for transition will occur *at least annually*. These conversations occur as part of your child's IEP meeting. The transition pages of the IEP will be addressed formally when your child is 14.5, but may be used at an earlier age. Representatives of adult service agencies will be invited to IEP meetings during your child's senior year, though representatives from Independent Living Centers can participate earlier. These representatives may be consulted regarding the transition issues of your child.

What should parents look for in a "Quality" Transition Plan?

- Age-appropriateness of activities
- Activities that are community-referenced
- Functional skills
- Skills that can be generalized (e.g., used in more than one environment or situation)
- Activities that are based on the individual's preferences and choices.

When does transition planning occur?

Transition planning formally begins when the student is fourteen and a half (14.5) years of age, as part of the IEP, and is updated annually. Transition planning serves several important functions:

- Vision of desired outcomes serves as basis for IEP goals and objectives;
- Introduces the student and family to adult service providers and community resources;
- Identifies necessary supports for the student to live, work, and recreate in the community;
- Identifies gaps in the local adult service system; and provides information to Vocational Rehabilitation and adult service providers about individual ne

How long can special education students stay in school?

Students who are not in special education usually graduate from high school at 18 or 19. For students in special education, the IEP team will determine when your child has met graduation requirements and his/her transition goals. Students can remain in school until the day before his/her 22nd birthday. Since the student's right to educational services ends with the receipt of a regular high school diploma, it is important that the team, including the student, is aware of the district's graduation requirements and begin planning graduation as early as possible.

When a transition plan is written for a student, the plan should indicate when the student is expected to graduate. When a student is graduating, there should be a formal meeting to exit the student from special education and the Summary of Performance form completed.

Do special education students have to earn credits toward graduation?

Typical high school students must earn a certain number of credits in order to receive a high school diploma. This is also true for students in special education who plan to attend college after high school or who wish to take standard academic or career/technical courses. In District 214, students are required to earn 21 credits to meet graduation requirements.

Who participates in transition planning?

The usual required members of the IEP team must be present: the parents, an administrator, a special educator, a regular educator, and the student. The student should be given an opportunity to participate in the meeting or to provide information for use at the meeting. During the student's senior year, the meeting may also include, if needed, representatives from agencies that provide adult services. The purpose of involving representatives from adult service agencies is to share information and make concrete plans for involving the student in appropriate adult services. Typical adult agency participants might be a Developmental Disabilities Program Case Manager, a case-worker from an Independent Living Center, a mental health adult case manager, or a Rehabilitation Counselor.

The formation of a transition team is part of the transition planning process. The goal of this team is to work together to identify and secure services needed by the student while in high school and for adult life. The composition of each student's transition team will vary according to the needs and desires of the student and his or her family. Students and families can invite friends and others to participate on the transition team.

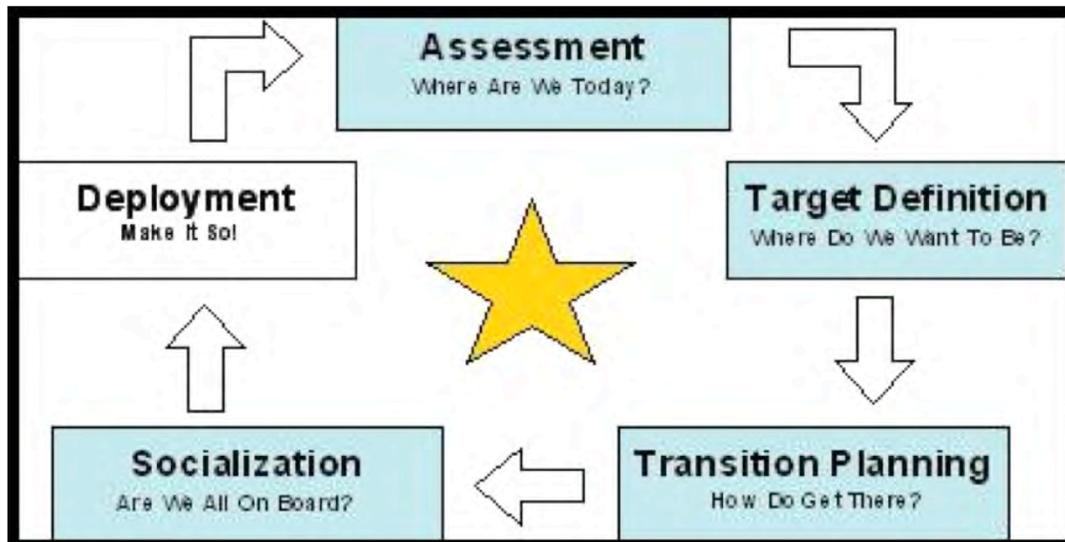
A listing of possible transition team participants includes:

- Student
- Family Members
- Teacher(s)
- Guidance Counselor
- Administrator(s)
- Advocate(s)
- Rehabilitation Counselor
- Adult Service Provider(s) (e.g. rehabilitation agency, mental health agency, independent living facilitator)
- Peer(s)•Related Service Personnel (e.g., Speech, Social Worker, Psychologist, Occupational Therapist, Physical Therapist)
- An Individual who has the authority to commit school resources
- Career/Transition Specialist (e.g. Vocational Evaluator, Transition Coordinator, Job Placement Specialist, Job Coach, etc.

What information is included in a Transition Plan?

Student success in post-school life should be the focus of the transition plan. Depending on the student's needs, the following issues (while not exhaustive) could be addressed in planning:

<p style="text-align: center;"><u>Post-Secondary Employment</u></p> <ul style="list-style-type: none"> •Part-time work experience during high school <ul style="list-style-type: none"> •Volunteer opportunities •Preparation for employment: <ul style="list-style-type: none"> √ Searches √ Resume √ Interview √ Preparation •Levels of employment •Graduation or School Exit Date •Transportation options •Vocational assessment •Situational assessment <p style="text-align: center;"><u>Post-Secondary Education</u></p> <ul style="list-style-type: none"> •College or University •Community College •Adult evening classes •Personal Development Classes <p style="text-align: center;"><u>Post-Secondary Training</u></p> <ul style="list-style-type: none"> •Vocational Training •On-the-job Training •Workforce Investment Act •Division of Rehabilitation Services 	<p style="text-align: center;"><u>Independent Living</u></p> <ul style="list-style-type: none"> •Level of independence •Social – Interpersonal <ul style="list-style-type: none"> •Friends, Family & Relationships •Help carrying out activities of daily living <ul style="list-style-type: none"> •Handling legal responsibilities •Communicating Your Needs •Graduation or School Exit Date •Connections with Mental Health Centers <ul style="list-style-type: none"> •Transportation <ul style="list-style-type: none"> •Driver's Education Training •Drivers License &/or State Identification Card •Mobility instruction & Public transportation options <ul style="list-style-type: none"> •Insurance (Medical/Auto) •Medical Needs/Health Care <ul style="list-style-type: none"> •Leisure Opportunities •Self-Determination/Self-Advocacy <ul style="list-style-type: none"> •Time & Stress Management •Mobility/Communication Needs <ul style="list-style-type: none"> •Community Living Options <ul style="list-style-type: none"> •Long Term Care •Income Support •Selective Service Registration •Relationship Issues/Parenting/Sexuality <ul style="list-style-type: none"> •Guardianship
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When does interagency collaboration happen to assure adequate transition planning?

In order to assist youth with disabilities to achieve their dreams, students and key support people must begin planning as early as possible. Individuals with Disabilities Education Act (IDEA) and Article 7 both address interagency responsibilities and collaboration, emphasizing that they be based on each individual student's needs. However, the school and the transition team need to determine when information should be exchanged between agencies to allow adequate planning and collaboration, based on each individual student's IEP. It is important to remember that, in order to make successful transition from high school to adult services and support, some individuals may require more planning time.

How is transition planning conducted?

While the transition planning process begins informally at a young age (with community participation, household chores, responsibilities, etc.), the formal transition process generally follows this sequence:

- *Determine desired outcomes for students using a person-centered planning process (which may include surveys, interviews, interest inventories, circles of support or Personal Futures Planning meetings, etc.) to develop the long-term vision based on the student's dreams for the future. Parent/guardian and student surveys are included in this directory.*
- *Define student's current strengths, interests, and needs through profiles, student interviews, interest inventories, former teacher interviews, and family input.*
- *Decide what activities, services, and supports the student needs to achieve his or her goals.*
- *Translate the vision into annual IEP goals and objectives, which support the student in acquiring the skills, adaptations, resources, information and contacts necessary to achieve the desired outcomes.*

The student's IEP conference committee meets annually to share information and generate the IEP and Transition Plan. When transition services are being discussed, the student's classroom teacher or a district transition specialist generally chairs these meetings. An even better approach occurs when the student chairs his or her own meeting through a self-advocacy approach as the Self-Directed IEP. The agenda for a meeting when transition services are being discussed might look like the following:

1. Introduce team participants.
2. Review meeting agenda.
3. Review student performance on personal management, leisure, & career/transition goals from previous year's IEP.
4. Student/parent(s) indicate preferences for desired transition outcomes. All recommendations are recorded in a visible manner, preferably on a ISBE document designed for this purpose.
5. Review all local adult service options.
6. Make recommendations for upcoming year's IEP goals & objectives as they relate to desired transition outcomes.
7. Negotiate student's specific recommendations for services and transition supports.
8. Record recommendations for outcomes, goals & objectives on the IEP, designating timelines & responsibilities for each participant.

TRANSITION CHECKLIST

The following is a list of transition guidelines that students, their families, and school personnel may wish to consider when preparing transition plans. All students have individual needs that cannot be categorized by a disability or age. Students and parents are encouraged to review the entire checklist, which is all-inclusive, and choose appropriate items based on the student's skills and interests. Items may not necessarily be limited to the categories in which they are listed. Responsibility for carrying out these plans should be determined as transition goals are discussed in the IEP meeting. Students and their families continue to acquire transition information, and with the assistance of school personnel, select appropriate activities and timelines to meet post-high school goals. Participation in the activities listed will help students explore career interests and skills and prepare for life after high school.

By age 14-15: Freshman Year

1. Attend transition orientation/freshman back to-school night.
2. Develop 4-year course of study/portfolio.
3. Select high school courses relevant to the desired transition outcomes including possible career and technology classes.
4. Review District Curriculum Guide.
5. Review Transition Resource Directory.
6. Review the requirements necessary for high school graduation.
7. Student participates in IEP meeting and brings ideas for post-secondary plan.
8. Student should learn to effectively communicate interests.
9. Student should learn to explain disability, how it impacts learning and the accommodations needed.
10. Review / develop transition plan and document progress timelines and designated responsibilities.
11. Review and develop transition outcome statements (student's vision /dreams may change.)
12. Investigate possibilities of school- based and community-based training work experience and/or career center training.
13. Attend career/college nights to pursue employment or post-secondary options.
14. Attend school sponsored parent nights/ activities.
15. Obtain social security card if applicable.
16. Obtain copy of birth certificate.
17. Obtain an Illinois Identification Card and be able to communicate personal information.
18. Apply for pass /discount card for Pace public transportation.
19. Initiate applications to adult services with lengthy waiting list.

By age 15-16: Sophomore Year

1. Review 4-year course of study/portfolio.
2. Select courses relevant to the desired transition outcomes including career and technology classes.
3. Review District Curriculum Guide.
4. Review Transition Resource Directory.
5. Review academic performance and progress towards graduation requirements.
6. Student participates in IEP meeting and brings ideas for post-secondary plan.
7. Student should learn to effectively communicate interests.
8. Student should learn to explain disability, how it impacts learning and the accommodations needed.
9. Review transition plan & document progress timelines and designated responsibilities.
10. Review and update the transition outcome statements (student's vision/dreams may change).
11. Student will participate in vocational assessment used / as a guide to transition planning.
12. Investigate possibilities of school-based/community-based work experience and/or career center training.
13. Inquire about PSAT tests and accommodations to take tests.
14. Meet with college-career counselor.
15. Check on college entrance exam dates and registration procedures.
16. Apply for SAT/ACT college entrance exams and accommodations, when appropriate.
17. Review EPAS scores to determine alignment of skills with entry-level requirements for college and/or employment.
18. Obtain information about driver's education.
19. Visit colleges and/or training places for future careers.
20. Obtain social security card if applicable.
21. Obtain copy of birth certificate.
22. Obtain an Illinois Identification Card and be able to communicate personal information.
23. Apply for pass /discount card for Pace public transportation.
24. Initiate applications to adult services with lengthy waiting lists
25. IEP team & agency define responsibilities regarding income issues, services, recreation options, social & independence training.
26. School and family members explore adult service provider options.
27. Explore legal status about decision-making prior to the age of majority and consider the need for guardianship.
28. Identify health care providers and become informed about sexuality and family planning issues.
29. Determine the need for financial support (Supplemental Security Income, SSDI, state financial supplemental programs, Medicare).
30. Explore /contact DRS Department of Rehabilitative Services
31. Check on financial aid and scholarship opportunities.
32. Explore degree programs or vocational programs available at local community college.
33. Practice independent living skills (e.g. budgeting, shopping, cooking, housekeeping).

By age 16-17: Junior Year

1. Review 4-year course of study/portfolio.
2. Select senior courses relevant to the desired transition outcomes.
3. Review District Curriculum Guide.
4. Review Transition Resource Directory.
5. Review academic performance and progress towards graduation requirements.
6. Review IEP transition plan and document progress with timelines and designated responsibilities.
7. Review academic performance and progress towards graduation requirements.
8. Student participates in IEP meeting and brings ideas for post-secondary plan.
9. Student should learn to effectively communicate interests.
10. Student should learn to explain disability, how it impacts learning and the accommodations needed.
11. Review transition plan and document progress timelines and designated responsibilities.
12. Review and update the transition outcome statements (student's vision/dreams may change).
13. Contact Disability Service Office at postsecondary school/college and list available support services.
14. Secure and review brochure information regarding vocational rehabilitative services
15. Identify community support services and providers and possible linkages, when appropriate.
16. Apply for pre-vocational rehabilitative services.
17. Obtain summer or part-time employment.
18. Pursue and use local transportation options outside the family.
19. Investigate money management skills.
20. Obtain driver's license (if appropriate)
21. Meet with college-career counselor.
22. Check on college entrance exam dates and registration procedures.
23. Apply for SAT/ACT college entrance exams and accommodations, when appropriate.
24. Review EPAS scores to determine alignment of skills with entry-level requirements for college and/or employment.
25. Survey post-secondary institutions (explore supports you will need).
26. Learn about and access community services.
27. Review/update transition outcome statements.
28. Explore healthcare financing/ services.
29. Conduct/update vocational assessment.
30. Make referral to adult service agencies.
31. Provide signed release statement to school for permission to send reports to adult service agencies.
32. Send current evaluations (i.e. IEP, ophthalmological, psychological, medical, audiological) to the above listed agencies as appropriate.
33. Establish contact with local caseworker in agency or agencies and obtain their name, address, and phone number.
34. Send IEP and progress reports to adult service agencies.
35. Schedule a visit to adult service agency to meet caseworker.
36. Set up orientation meeting and discuss application for Vocational Rehabilitation Services.
37. Find community support services/programs-Vocational Rehabilitation, County Services, Centers for Independent Living.
38. Invite adult service providers, peers, and others to the annual IEP transition meeting.
39. Match career interests and skills with vocational course work and community work experiences.
40. Gather information on post-secondary programs and the support services offered; and make arrangements for accommodations to take college entrance exams.
41. Identify health care providers and become informed about sexuality and family planning issues.
42. Research financial supports such as Supplemental Security Income, state financial supplemental programs, Medicare.
43. Learn and practice appropriate interpersonal, communication, and social skills (soft skills) for a variety of settings such as a workplace/employment, school, recreation, with peers, etc.
44. Explore legal status with regards to decision-making prior to age of majority.
45. Create a resume and update it as needed. Be sure to include references for the potential employer to contact that will verify work ethic, strengths, and knowledge of you personally and/or academically.

By age 17-18: Senior Year

1. Review 4-year course of study/portfolio.
2. Review academic performance and progress towards graduation requirements.
3. Make graduation arrangements (i.e. cap, gown, yearbook picture, invitations/announcements).
4. Investigate possibilities of school-based/community-based work experience and/or career center training.
5. Visit alternate housing (group homes, supported apartments, etc.) (if applicable).
6. Contact Disability Service Office at postsecondary school/college and list available support services.
7. Develop an understanding on the difference between Individuals with Disabilities Act (IDEA) a free and appropriate education (FAPE) and Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA).
8. Become informed about the Transfer of Rights at age 18 (Age of Majority).
9. Conduct/update vocational assessment
10. Apply for financial and support programs (Supplemental Social Security Income, Independent Living Services, Vocational Rehabilitation, and Personal Assistant Services). At age 18 students may be eligible for SSI on their own income/resources.
11. Identify the requirements of post-secondary school or training program you plan to attend and arrange accommodations.
12. Check on financial aid and scholarships.
13. Complete research on costs associated with post-school training and/or living arrangements.
14. Practice effective communication by developing interview skills, asking for help, and identifying necessary accommodations at post-secondary and work environments.
15. Specify desired job and obtain paid employment with supports as needed.
16. Take responsibility for arriving on time to work, appointments and social activities.
17. Assume responsibility for health care needs (making appointments, filling and taking prescriptions, etc.)
18. Register to vote and for selective service.
19. Check on financial aid and scholarships.
20. Learn about the salary and benefits in the career areas of interest.
21. Increase intensity of advocacy to guarantee smooth adjustment to new program.
22. Attend final year/transition exit conference.
23. Respond to graduate/follow along surveys conducted by school district.

Proposed Activities:

24. Maintain an "exit" portfolio including information on your strengths, areas to improve or learn, goals, and choices for accommodations, copies of IEP's, and Summary of Performance plan.
25. Request counselor, teachers and employer to write letters of recommendation about your positive attributes and skills.
26. Complete Community Alternatives application process.
27. Obtain copies of transcript following graduation.

By ages 18-21: 5th to 6th year

1. Age of majority documentation completed.
2. Review transition plan and document progress with timelines and designated responsibilities.
3. Insure follow-up meeting is scheduled at conclusion of each transitional planning meeting.
4. Identify the post-secondary school the student plans to attend and arrange for accommodations.
5. Practice effective communication by developing interview skills, asking for assistance, & identifying accommodations that will be necessary in post-secondary and work environments.
6. Complete school-based/community-based work experiences and/or career training.
7. Secure housing if not living at home.
8. Secure appropriate transportation (own car, car-pooling, bus, cab, etc.)
9. Complete applications for post-secondary school training or apprenticeship and request accommodations, if applicable.
10. Connect with and self-disclose need for accommodations at post-secondary institution, if applicable.
11. Register to vote.
12. Register for Selective Service.

13. Follow-up regarding eligibility determination for vocational rehabilitation services and participate in development of Individual Plan for Employment for services while in school and after exiting school.
14. Explore Medicaid options.
15. Check waiting list status regarding center-based pre-vocational and rehabilitation services.
16. Explore post-secondary training and/or competitive employment opportunities.
17. Apply for financial and support programs (Supplemental Social Security Income, Independent Living Services, Vocational Rehabilitation, and Personal Assistant Services).
18. Learn how employment wages affect SSI and/or SSDI benefits.
19. Practice effective communication by developing interview skills, asking for help, and identifying necessary accommodations for post-secondary and work settings
20. Specify desired job and obtain paid employment with supports as needed.
21. Take responsibility by arriving on time for work, appointments, and social activities.
22. Explore issues of guardianship, if applicable.
23. Understand vocational (i.e. supported work, day activities) and residential options (apartment, CLF, SLA).
24. Invite adult service agencies to yearly IEP and plan to meet with them an hour before to discuss adult planning and/or to observe your student at school.

Proposed Activities:

25. Complete guardian and estate planning.
26. Apply for Medicaid, Medicare and extended family coverage.
27. Establish linkages with post-high school supports (e.g. complete applications, request to be placed on waiting list).

How should students be involved in Transition Planning?

IDEA requires that students be involved in some way in making choices concerning their Transition Plans. Most students with disabilities can attend their own Transition Plan meetings and express their views, but they will need some assistance in understanding the process and knowing how to contribute. While the concept of involving students in developing their own IEPs may seem difficult at first, in fact, students have much to gain from being involved. During the process, they can:

- Learn more about their strengths and skills and be able to tell others what their goal and needs are;*
- Learn more about their disability, including how to talk about it.*

Sometimes parents find it difficult to assist their children with self-determination skills. High school resource teachers or guidance counselors are good resources for teaching these skills. If you would like staff assistance with teaching your child self-determination skills, contact the school and make self-determination skills part of your child's transition IEP.

How can students be involved in their own Transition Plan?

As soon as possible, students with disabilities should begin to attend their own Transition Plan meetings. In advance of the meeting, the student's parents can discuss the Transition Plan meeting format, the issues which will be discussed, and who will be at the meeting.

At first the student may want to attend only part of the meeting and to be present as just an observer. Gradually, over time, the student may feel more ready to be a participant. When the student voices interest in participation, it is sometimes helpful for the student to write down what he or she wants to share. The process of preparing in advance helps the student to sort out thoughts and become more articulate about what is important to him or her.

Some young people will not be able to participate in the full Transition Plan meeting, but these students can sometimes be interviewed separately and their ideas can then be brought to the meeting by parents or the student's teacher. There are specific transition interview questionnaires, which can be used to help students identify their choices and preferences for the future. In any case, it is important for young people to think about their own futures and to be given an opportunity to articulate their hopes and desires for further education, careers, and adult living. When students are involved, they have a greater sense of ownership in the plan and a deeper commitment to working on the goals contained in it.

How Are Self-Determination Skills Best Taught?

Involving students with disabilities in the planning process is not something that occurs automatically. Most young people, whether they have disabilities or not, will need help with learning the skills necessary for self-determination; that is, thinking and planning for themselves. The following are typical self-determination skills:

Personal goal setting.

Goal setting involves answering those difficult questions like: What do I want to do? Where do I want to live? How do I want to go about getting out on my own?

Coming to terms with disability and recognizing strengths and limitations.

Adolescence is a time when young people develop their sense of personal identity. For youth with disabilities, their identities include having a disability. At some level, all young people with disabilities have to come to terms with how their disabilities affect body image, sense of competence, and concepts of personal integrity and independence. Some young people have to struggle with facing a lifetime of personal care assistance from family members or paid assistants; others have to recognize that they will have to use compensatory skills or adaptive equipment in order to conduct their daily lives; still others will have to come to terms with taking medications or enduring treatments that allow them to function and participate as normally as possible in daily life. Often parents have taken some or even all the responsibility for coping with their children's disabilities. As the child reaches the time in life when he or she will be entering the adult world, parents have to let go of some of their support and vigilance while the child takes over more and more personal responsibility. This can be a difficult process both for parents and for their children, but it is a necessary one in order for the child to achieve as much independence as possible.

Taking risks.

Moving into adult living means that young people must make choices and take risks in areas that may not be as safe and nurturing as their home environment with parents. Part of growing up for all children involves venturing out and making mistakes, learning from mistakes, and going on.

Asking for help.

Youth with disabilities have to learn gradually how and when to ask for help. Often for them, this is the hardest part of growing up. Many young people with disabilities want to be fiercely independent. Just like other teenagers, they do not want to look or act different from anyone else. There are, however, times when it is absolutely necessary for young people to face their actual differences from others and ask for help when needed. Asking for help may mean physical assistance with simple things like opening doors or carrying a lunch tray, or it may mean harder things like asking a teacher to shorten an assignment or explaining to a boss that directions need to be repeated.

Using the support services.

More and more support services are available to assist people with disabilities, but these supports are useless if the individual does not take advantage of them. Students with disabilities have to be taught how to use assistive devices and adaptive equipment. They have to learn about where special services (e.g., special transportation, tutoring services, low vision clinics) are located and how to access them. They have to learn how to plan their time so that they can take advantage of support services and still get everything done that is expected of them at school or on the job. Using support services takes practice and a good sense of humor. The high school years are a good time to practice using supports when there are still people around to provide instruction and assist with problem-solving.

Articulating needs.

Sometimes the hardest part about seeking support is being articulate about what is needed. Many young people with disabilities need practice in explaining what they need to peers, adults, employers, teachers, and members of the general public.

Self-advocating for yourself!

As students with disabilities reach adolescence, they need to learn gradually how to be advocates for themselves. As they are able, they must take on the roles of explaining to others their legitimate needs, responding to questions about their disabilities, and asserting their rights.

What is the role of the family in the transition process?

Families can be an active and play a critical role in the student's transition process including, but not limited to:

- Help advocate for curriculum that will prepare students for post-secondary options such as college, vocational training, employment, as well as community life.
- Include goals for community job training, if related to achieving desired outcomes, in your student's IEP
- Investigate post-secondary education options with your student
- Obtain information about various college admissions requirements, accessibility, adaptations, supports, & financial aid options
- Maintain close communication with teachers throughout the school years
- Participate in community transition council activities
- Attend all IEP meetings
- Communicate the value of work to your student
- Encourage activities that will support employment, post-secondary education and community living
- Get to know local decision-makers
- Express a preference for good community jobs
- Visit community living providers in the area
- Express preference for small-personalized homes or supported living accommodation

CRITICAL QUESTIONS THAT SHOULD BE ANSWERED *BEFORE* GRADUATION

1. Where is the student going?
 - a. Vocationally?
 - b. Further training or Education?
 - c. A specific job?
2. Where will the student live and what kind of supports, if any, will be needed?
3. What will be the major form of transportation the student will use?
4. How will the student maintain and increase his/her social life?
5. What leisure time activities will the student be involved in?
6. How will the student meet his/her medical needs?
7. What agencies will help? How will they be contacted and by whom?
8. What roles do parents play in transition process?

Although the student is the most essential player in the transition assessment process, family members should also play a key role in transition assessment, planning activities and the overall process itself. For students with moderate and severe disabilities, family members are often the foundation of transition planning and assessment and should be actively involved.

One of the roles of parents is sharing unique information about their child. They should be asked to provide information about their child's strengths, needs, interests and tolerances. Parent's hopes and dreams for their child may also be considered. It will be important to know whether parent's goals for their child are similar or different than the child's goals.

Parental involvement is key in the transition process. Though there are no specific guidelines for parents to follow, there are several roles for them to play, including: (a) members of the IEP Team, (b) providers of information, (c) sources of values, (d) determiners of priorities, (e) case managers, (f) advocates, (g) role models, and (h) most importantly risk takers.

The most important role that parents have in transition is the gradual process of letting go. When a child has disabilities and has required a great deal of extra care and concern from parents, it is sometimes difficult for parents to let go of their children and allow them to grow up. There is, however, danger in restricting and protecting children with disabilities unnecessarily. Children with disabilities need experience just as other children do. Parents have to be willing to take some risks and allow their children to experience frustration and failure so that they also have the chance to learn from their mistakes and become more competent adults.

Generally speaking, parents have to jump start the transition process and plan ahead so that their children have the training and background they need to take over responsibility for themselves. Parents need to help with daily living skills, sex education, social skills development, and acquisition of good work habits. In order to be effective in planning for their children's transition, parents need to become familiar with the supports and services that adults with disabilities use to assist them in living and working in the community. As with any child, children with disabilities benefit from having parents who assume they will grow up and be on their own some day.

How Can Parents Be Involved in Transition Planning?

Transition planning is an important part of the IEP process, so parents need to give even more thought to the role they play in planning for their child's move from school into the world of work and adult living.

Below are some suggestions of avenues for parent involvement...

- Understand exactly what is meant by the term transition and how your school is addressing this need.
- Participate in & reinforce the transitional activities that is experienced in the classroom & in community-based training.
- Ensure the IEP contains a sufficient number of transition-related objectives, beginning in the elementary years & continuing through junior high and high school.
- Assist in developing good work habits and behaviors and the self-confidence needed to succeed on the job.
- Check to ensure the IEP team is allocating enough time to the transitional needs of your child.
- Encourage local employers to consider providing training sites for students in vocational programs.
- Promote the hiring of individuals with disabilities by local businesses.
- Set an example yourself by hiring persons with disabilities in your business.
- Become well versed in legislation and services that affect transition from high school.
- Volunteer time to work with your child's transition program.
- Join a parent support group that discusses transition issues.
- Promote an understanding of the need for students with disabilities to acquire functional and self-help skills.
- Nurture and promote connections between your child and family members and your adult friends.
- Personal connections often provide the best means for young adults with disabilities to find work in the community.
- Embrace transition planning as a family responsibility and work cooperatively and actively with school staff
- Familiarize yourself with the agencies in the community and the responsibilities of each.
- Participate in the development of the transition plan that identifies employment, post-secondary education and training, independent living, social, recreational, and transportation options at least 3-5 years prior to exit from the school system.
- Monitor that the school and adult agencies are coordinating services and, when appropriate, there is an assigned case manager before the student exits the school system.
- Actively support teachers' efforts to provide academic instruction and job training at school and at community-based sites.
- Work with child at home to promote employment and social skills. Allow him or her to be as independent as possible.
- Provide opportunities for them to explore and enjoy the community.

Are There Aspects of Transition Planning That Only the Family Can Do?

As high school graduation approaches, there are a number of decisions which only families and students can make about aspects of adult living. Educators and social agency personnel can be helpful in informing parents about these issues, but parents and students themselves must be the ones to make the final decisions. It is helpful for families to face these issues head-on and take action, so that plans for transition into adult living can proceed in an orderly way. The following are areas of decision-making, which have to be addressed by parents and children together:

Independence

As students with disabilities approach graduation from school, it is important for them and their families to consider how much independence is realistic to expect that the students will be able to achieve. Sometimes parents of children with disabilities fall into the trap of being more protective of their children and doing more for them than is really necessary. After all, each task that young adults with disabilities can perform for themselves is one less task that someone else may have to be paid one day to do. School personnel can help parents teach their son or daughter skills that lead to independence, but ultimately parents have to decide how much they are willing and able to let go of their parental role and allow their children to be on their own.

Guardianship

It sometimes comes as a stunning surprise to parents when they learn that under Illinois law they have no legal responsibility or control over their child after he or she reaches age 18, unless they apply for guardianship through the District Court. Not having power to act for an incapacitated child can be a problem for a variety of reasons, especially should the occasion arise that the incapacitated individual needs medical treatment and cannot sign the medical release forms. The guardianship issue should be given careful thought and discussions by families in light of a specific student's needs. Guardianships may only be appointed to meet the actual mental and physical limitations of incapacitated persons. The guardianship must be designed to encourage the development of maximum independence of the ward and may be used only to promote and protect the well being of the incapacitated person. *There are three levels of guardianship: full, limited and conservatorship.*

1. Full guardianship carries with it the full rights and responsibilities of parenthood.
2. Limited guardianship allows guardians only those powers and duties specified by the court's order.
3. Conservatorships allow for the management of property or financial benefits on behalf of the incapacitated person.

Sex Education

A young adult who is headed for a more independent life after high school graduation certainly will need the information and skills to deal with sexual maturity. Very few disabilities impair sexual function so parents must assume that their children with disabilities will mature sexually and need help with understanding and managing their sexual functions. Families should consider how much and what kind of sex education would be useful and may also need to deal with issues of birth control or sterilization. Young adults, whether they are disabled or not, are free to marry when they have reached the legal age of 18 years old and have complied with state requirements.

Driving

Whether or not a teenager with disabilities can get a driver's license depends upon the instruction the student receives and the student's level of skill and judgment. In planning the transition from high school, it is important to discuss the realistic possibilities for a student to benefit from driving instruction and pass the driver's test. If drivers' training is offered in the student's high school, students with disabilities are certainly eligible for such instruction and must be accommodated if they have potential for learning to drive. If a student is unlikely to be able to drive or to pass a driving test, then plans should be made to assist the student in learning to use alternative means of transportation like public buses or a bicycle. Staff at a rehabilitation agency can be helpful in assisting young adults with accessing public transportation.

Young adults with physical disabilities can learn to drive with appropriate mechanical modifications of their automobiles. The local vocational rehabilitation office can supply information about hand controls and other such devices. Young people with print impairments (e.g., learning disabilities) can request accommodations for taking the written driver's test. The questions can be read aloud to the applicant.

Who Teaches Self-Determination Skills?

Self-determination skills are usually taught by parents/guardians at home or by counselors or teachers at school. Some high school programs offer courses in self-determination training; others incorporate self-determination skills into coursework. Sometimes parents feel the need to seek assistance from private counselors in working through identity issues with their child. Often it is helpful for the teenager with disabilities to have the assistance of someone other than a parent; an adult friend, clergy person, older sibling; to sort out feelings about independence and self-advocacy.

Parents, too, sometimes need outside help to assist them with issues of letting go. When a child with disabilities is nearing the time for leaving home and becoming less dependent on parents, the parents themselves may suffer some "withdrawal pangs." Taking care of a child with disabilities can be an enormous responsibility. The tendency on the part of parents is to be protective or even over-protective. When letting go must take place, parents may need emotional support themselves to weather this significant change in their lives.

Six tough questions every parent/guardian should think about asking themselves:

1. What kind of grade would I give a school or school district if after leaving school I found out that students...
 - Dropped out because the program simply failed to address their interests or needs.
 - Were mostly unemployed or employed only on a part time basis.
 - Received no health-care benefits from their job.
 - Earned at or below minimum wage.
 - Earned at or below a poverty threshold.
 - Were not eligible for or had not enrolled in postsecondary education.
 - Were involved with the court system.
 - Were either transient, homeless or still living with their parents 5-10 years after leaving school, and
- Could not access or did not know how to use community services.
2. Do I think these outcomes are OK for a child with a disability and if so why?
3. What do I expect for my child when she leaves school and enters adult life?
4. Why should I expect anything less for my child with a disability than I would or my child without a disability?
5. What is my responsibility as the parent/guardian of a child with a disability to make sure they are successful adults?
6. What grade would I give myself?

Questions to consider when thinking about transition education and planning

- What should I be looking for so I know?
- What should be in my child's IEP to promote transition?
- When should these services be delivered?
- What kind of instruction, services and support should my child AND my family be receiving?
- Whether my child's transition will be successful?
- What should I be doing now with my child and family so my child is successful as an adult?

Why Do We Plan for Transition?

Planning for transition involves making decisions about how a student moves from school into the community. Such planning requires asking several important questions:

1. Does the student have the skills necessary to obtain employment?
2. Is the student a candidate for postsecondary education (e.g., college, vocational training, military)?
3. Does the student have special needs for transportation?
4. Does the student have the social skills to behave appropriately on the job and in the community?
5. Where will the student live: With parents? In an apartment/roommate? In their own home? In a group home?
6. Will the student be self-supporting or will he or she require support through government benefits? Family resources?
7. Will the student require supervision for some or all decision-making?
8. Does the student know how to use leisure time?
9. Will the student have friends or make friends in the community?
10. Has the student mastered independent living skills such as: grocery shopping, cleaning, managing bills/expenses, cooking, hygiene, etc.
11. Can the student manage money, pay bills, and maintain a checkbook?
12. Does the student require an attendant to help with personal care needs?

Answers to these kinds of questions provide the basis for transition planning. If a student lacks skills in important areas of adult functioning, then the student can work on those skills while still in school and become better prepared to take on adult responsibilities after graduation from high school.

Begin With The End In Mind...

1. The IEP is **NOT** the starting point for transition planning.
2. The starting point for transition planning is **YOU**, the parent/family.
3. You must develop with your child and your family a vision of the future –what will your child be doing as an adult?
4. You must think about and help your child the day they are born with the following...
 - a. Possibilities and options for the future
 - b. What are your hopes, dreams and aspirations? What are your expectations?
 - c. What are your most important priorities for your child/family?
 - d. Do your attitudes & beliefs about people with disabilities limit or expand the possibilities for your child?
5. How do you talk about and communicate the possibilities, dreams and aspirations to...
 - a. Your child
 - b. Your family
 - c. Teachers and other education personnel
6. How often do you talk about possibilities, dreams, and aspirations?
7. Do you think about your child as an adult and if so, what is he/she doing?
8. Where do you see your child working, living, and playing?
9. Who will their friends be and what will they do together?
10. What will they be doing at work, in the community, and with friends as an adult?
11. Where do you see this actually happening in Chicago or suburbs?
12. Do you know about the things your son/daughter:
 - a. Is/is not interested in?
 - b. Likes/dislikes?
 - c. Chooses to do/not do?

PREPARING YOUR SON OR DAUGHTER FOR ADULTHOOD

The Individuals with Disabilities Education Act, IDEA, requires that planning for transition services be included in the IEP process for students beginning at the age of 14. It is important that the high school experience for each student relates to his or her desired post-secondary school outcomes and that connections are made to the appropriate community agencies before the student leaves the school system.

The other part of preparing for such a transition begins much earlier and takes place in the home, as well as the community. Parents can do many things to help their son or daughter develop good decision-making and self-advocacy skills that will allow them to be as independent as possible.

These are a few suggestions that may get you thinking.

Give your child opportunities to practice decision-making skills.

Children can begin learning decision-making skills when they are very young by giving them simple choices. Many children can indicate if they want a drink of juice or water, plain milk or chocolate milk, choose to wear red socks or blue, or which story they would like read to them. As children get older the opportunities for making choices, and the complexity, can increase. A child can select the topic for a school assignment, or can choose between several chores at home. Eventually, a young adult will need to make choices about educational and employment options. Learning from the positive and negative consequences as we make decisions, can reinforce the positive, build self-confidence and promote independence.

Teach your child about his or her disability.

Having a clear definition and understanding how the disability affects a person helps young adults determine available options and advocate for themselves. Focusing on what the person can do, as well as how different techniques can achieve a desired result, teaches an individual how to ask for accommodations at school or on the job. Practice with successful self-advocacy leads to self-confidence.

Recognize and build on your child's personal strengths.

Regardless of the disability, every person has areas of strength and unique characteristics. It is important for families to help children begin to recognize their positive qualities and build upon them. Thank your son for his helpfulness and praise your daughter for persevering at a task. Comment on your daughter's sense of humor or your son's patience with an elderly relative. Identify strengths that will be beneficial in the adult world such as working well in a group, being organized, following a routine, managing personal materials, or being a self-starter. Understanding personal strengths and characteristics will be very important when it is time to identify potential career and employment options.

Teach your child strategies to do things independently.

Your son or daughter may need to learn alternative ways to accomplish tasks that are difficult because of their disability. For example, if your son has difficulty understanding money, teach him to round up to the nearest dollar rather than count out change for a purchase. Or, make picture cards for your daughter that show the necessary coins for a snack vending machine. Shopping can be a more successful experience with a list using pictures or labels. A picture chart in the bathroom with hygiene steps, sorting instructions by the washing machine, a list by the back door of things to take to school, or a cheat sheet for filling out checks, can ensure that your child can manage tasks more independently. As children become young adults, it is particularly important that they learn strategies that will allow them to be as independent as possible in dressing and personal care, including learning to work with personal care attendants.

Help your child cultivate community participation and support networks.

The more your child is involved in the community, the wider his or her support network and the greater the opportunities for social interaction after high school. Register your child for art or swimming lessons through the recreation center. Take him or her to events at your synagogue, church or other spiritual center. Participate in youth activities such as Girl Scouts or 4-H Volunteer together. Allow people in the community to get to know and appreciate your child. As your child becomes a young adult, they are the ones who may offer future employment and social opportunities.

Encourage your child to participate in developing his/her IEP, including transition goals.

Children and young adults attending, and perhaps eventually facilitating, their IEP meeting learn how to advocate for themselves. They learn about their disabilities and needs, gain skills in negotiating and help to decide their own futures.

Learn about laws that protect adults with disabilities and agencies that provide services.

There are many state and federal laws affecting adults with disabilities related to post-secondary education, training employment, medical care, and housing. Support services in the adult system are provided by a variety of different agencies and can be confusing to access. Understanding the law and adult agencies helps persons with disabilities exercise their rights and access the services that would be most appropriate for them.

Prepare yourself to let go.

Becoming the parent of a young adult, and pushing them from the family nest, is very difficult for most parents. It is especially hard for families whose child has disabilities requiring ongoing supports. As your child becomes a young adult, it may be helpful to begin to think of yourself as a coach rather than a caretaker. Gradually allow your son or daughter to do things independently, or rely on other providers for support, while you act as the coach to practice with them, cheer them on in their efforts, and be the safety net when necessary. The level of independence that your son or daughter may reach will be based on individual strengths and needs, and some may take longer than others. It can be frightening to watch your child become a young adult but parents can do many things to prepare their son or daughter to be as successful and independent as possible. It is never too early to begin, or too late.

**Adapted from: Colorado Department of Education, Special Education Services Unit*

What is the role of the school in the transition process?

- Provide integrated education that emphasizes student's involvement with peers without disabilities and focuses on the building of integrated peer support networks
- Involve student and parents in selecting valued activities for the IEP and transition plan.
- Participate in Community Transition Council activities.
- Provide curriculum that prepares student for post-secondary education and when appropriate functional curriculum that emphasizes work, leisure, and personal management activities in a community-based program.
- Provide a variety of community job-training opportunities when appropriate.
- Develop and disseminate a Transition Resource Directory for students and parents that describe local services.
- Provide parent education and training on current programs and post-high school opportunities.
- Communicate and build ties with the business community.
- Initiate an interagency agreement to establish timelines and responsibility for transition planning activities.
- Identify desired transition outcomes and develop a transition plan for each student as part of the IEP process.

**Adapted from: School to Community Transition: A Planning and Procedure Handbook for Parents & Teachers in LaPorte County, 4/92, CSCI.*

What is the role of adult service providers in the transition process?

- Participate in formal transition meetings for students; provide requested info & follow through with applications for service.
- Work with school personnel to overlap services during the student's last year.
- Participate in Community Transition Council and other interagency council activities.
- Collect and disseminate information on service recipient outcomes in local services.
- Implement programs that reflect professional best practices and support normalized adult lifestyles for individuals with disabilities.
- In general, adult service programs should be designed to promote economic self-sufficiency, relationships with peers, choices, development of new skills, & community integration.

Adapted from: School to Community Transition: A Planning and Procedure Handbook for Parents and Teachers in LaPorte County, 4/92, CSCI

Shopping for Adult Services

When you leave school, your school district no longer has a legal responsibility to provide services. However, there are many sources of assistance available for you as a graduate. This Transition Resource Directory will help you identify those services. When you start to look for an agency or service provider to assist you after you leave school, it is important to get some answers to key questions. Shop around and ask questions so that you can select the services, which will best accommodate your needs.

Questions to Consider:

1. What is the agency's philosophy? What do you think is important and what are their goals?
2. What types of disabilities do they serve and how do they determine eligibility?
3. Are services designated so that they meet your individual needs and interests?
4. What are the costs? Can financial assistance be obtained and if so, whom do you contact?
5. Are services provided for as long a period as necessary to ensure that you will succeed?
6. Will the agency provide you with names of other consumers/families to ask about their services?
7. Do the people in the agency treat you as an adult & value your thoughts about decisions that affect your life?

8. Is there a waiting list for the program? If so, how long?
9. Who is the contact person?

Parental Strategies for Successful Transition Outcomes...

- See that post-secondary education, career planning and/or vocational training is built into our student's IEP.
- Work with your son or daughter and the transition team to make plans for our son/daughter's adult life.
- Provide information to the team about your student's interests, skills, goals and dreams.
- Ask that a Vocational Rehabilitation counselor be present for the case conference committee meeting the year before graduation.
- Visit colleges and universities with prepared questions regarding admissions requirements, accessibility, accommodations & supports.
- Visit adult service programs in your area.
- Prepare your student to be as independent as possible & provide opportunities to participate in the community.
- Dare to dream and share that dream with the case conference committee.

Indicators of Effective Transition Planning

- Students and parents are primary decision-makers.
- Students and families are actively involved
- There is commitment and involvement of a variety of school staff.
- Non-school agencies, services and community resources assist in transition planning.
- The IEP and transition plan reflects desired student outcomes.
- The curriculum offers:
 - o Exposure to a variety of career options,
 - o Post-secondary education preparation,
 - o Preparation for community living, and
 - o Opportunities to develop friendships and explore leisure opportunities

Suggested Activities & Experiences to Assist Students In Achieving Their Desired Transition Outcomes...

Community Participation

- | | |
|---|---|
|]] Become aware of community opportunities |]] Develop shopping skills |
|]] Learn to order and dine in a restaurant |]] Develop skills to assure personal safety |
|]] Learn to use public/alternative transportation |]] Obtain a driver's license (if appropriate) |
|]] Obtain a state identification card |]] Learn to use a bank account |
|]] Identify & learn about community & adult services & supports |]] Learn to schedule appointments |

Home / Community Living

- | | |
|--|--|
|]] Develop personal care skills |]] Understand human sexuality and relationships |
|]] Develop housekeeping/cooking skills |]] Develop budgeting skills |
|]] Identify whom to call & what to do in an emergency |]] Identify transportation options |
|]] Participate in independent living training programs |]] Identify persons/services to assist in locating a place to live |

Recreation and Leisure

- | | |
|--|--|
|]] Develop spectator/audience skills |]] Identify appropriate dress/behavior |
|]] Identify transportation options |]] Arrange social activities |
|]] Establish exercise routines |]] Identify local health/fitness clubs |
|]] Identify social supports through family/community |]] Explore opportunities for friendships |

Jobs and Job Training

- | | |
|---|---------------------------------------|
|]] Identify & check eligibility requirements for other job supports |]] Participate in work/chores at home |
|---|---------------------------------------|

-]] Visit possible employment/job sites
-]] Develop interpersonal skills
-]] Identify people/agencies to assist in job search
-]] Identify and arrange for transportation
-]] Identify skills and supports necessary to make decisions regarding future employment options
-]] Become aware of career opportunities
-]] Participate in summer employment
-]] Apply to vocational rehabilitation agencies
-]] Participate in the career education programs available at your school

Post-Secondary Education and Training

-]] Identify personal learning styles
-]] Visit colleges/universities/career schools
-]] Solicit letters of recommendation
-]] Arrange for transportation and housing (if necessary)
-]] Identify & determine eligibility requirements for community & adult services supports
-]] Become aware of career interests/options
-]] Develop a resume
-]] Identify post-secondary options
-]] Develop computer skills

General Transition Skills for Independence and Self-determination

-]] Identify strengths and needs (self-awareness)
-]] Identify needed accommodations and supports
-]] Participate in/Chair IEP meetings
-]] Understand disability laws, policies, and rights
-]] Develop self-advocacy skills
-]] Develop and review goals annually
-]] Identify adult/community agencies
-]] Ensure HS courses/credits are applicable to desired goals

Adapted from Minnesota Department of Education Manual, 1995

PARENT/GUARDIAN SURVEY

(To Be Used in Conjunction with Transition Planning and IEP Development)

I. General Information

A. Student:

Name: _____ Birth Date: _____
Address: _____

B. Respondent:

Name: _____ Phone#: _____
Address: _____

II. Desired Outcome

- A. When do you plan on your son/daughter finishing high school?
 4 Years Age 21 Other (describe): _____
- B. What type of employment situation do you think would be best for your son/daughter?
 work independently work with support other (describe): _____
- C. What kind of support &/or help would be needed by your son/daughter to be employed after leaving high school?
 career counseling on-the-job training job placement long term support
 transportation services special equipment/devices (switches, communication boards, computers, etc.)
 not sure other: _____
- D. Would your son/daughter want to go on to school or further training after leaving high school? yes no not sure
•If yes, please indicate:
 technical school college or university business school
 adult education classes on-the-job training other: _____
•What help (if any) would (s)he need?
 adapted course work individual tutor financial assistance
 equipment/devices (computer, communication board) career placement/counseling
 other (describe): _____
- E. Where will your son/daughter live immediately after leaving school?
 parent/relative house/apartment independently house/apartment with support
 dorm supervised group home other: _____
- F. Where would you want your son/daughter to be living five years after leaving high school?
 parent/relative house/apartment independently house/apartment with support
 dorm skilled nursing group home supervised group home
 other: _____
- G. What type of support/help (if any) would be needed for your son/daughter to live where he/she wants?
 none part-time assistance full-time assistance transportation spouse/friend
 financial personal aide/equipment (canine companion, home modifications)
 other: _____
- H. After leaving school, what kinds of things would your son/daughter want to do to have fun?
 travel clubs/organizations community recreation
 health/fitness club adult enrichment classes other: _____
- I. What kind of support/help (if any) would be needed for your to participate in social activities after leaving school?
 friend/companion transportation special equipment/devices
 financial accessing and planning other (describe): _____

III. Transition Services

A. Agency Involvement

1. Which non-school agencies or services do you feel would be of value in terms of transition planning with your son/daughter?

Office of Vocational Rehabilitation advocacy service providers: () vocational ()
 Integrated Field Services residential Social Security
 other (describe): _____

2. With which non-school agencies or community services are you currently in contact?

Vocational Rehabilitation advocacy
 Bureau of Developmental Disabilities Services (Division of Disability, Aging and Rehab Services)
 Social Security Administration service providers: () vocational () residential
 other (describe): _____

B. Anticipated Services Needed

1. Which of the following services do you currently need?

___ employment placement ___ income support ___ medical services ___ transportation
___ residential ___ guardianship ___ other (describe): _____

2. Which of the following services do you anticipate your son/daughter will need after (s)he leaves high school?

___ employment placement ___ income support ___ medical services ___ transportation
___ residential ___ guardianship ___ other (describe): _____

C. What are your greatest concerns for your son/daughter after (s)he leaves high school? _____

IV. Curriculum Priorities

A. Home Skills

1. In what activities does your son/daughter participate at home, and how independent is (s)he in these activities?
Activity Independence (e.g., Makes own bed) (e.g., Independent - Needs no help)

2. Check home skills in which your son/daughter needs instruction.

___ appropriate clothing choice ___ meal preparation ___ clothing care ___ leisure
___ hygiene/grooming ___ housekeeping ___ home safety ___ budgeting
___ other (describe): _____

B. Community Skills

1. In what community activities does your son/daughter participate, and how independent is (s)he in these activities?
Activity Independence (e.g., Shops for groceries / Semi-Independent-Shops for only 1-2 items)

2. In what community activities do you want your son/daughter to be able to participate?

___ public transportation ___ grocery shopping ___ shopping ___ restaurants
___ public recreation facilities ___ health services ___ shopping ___ restaurants
___ public service agencies (post office, bank, job service, etc.) ___ other (describe): _____

C. Recreation/Leisure

1. In what recreation/leisure activities does your son/daughter participate, and how independent is (s)he in these activities?
Activity Independence (e.g., Plays cards with sister / Semi-Independent - Cannot shuffle or deal)

2. In what recreation/leisure activities do you want your son/daughter to participate?

___ attend movies ___ attend family outings ___ attend spectator events ___ use the library
___ participate in sports ___ attend concerts/plays travel ___ other (describe): _____

D. Mobility

1. How does your son/daughter get around the community, and how independent is (s)he in this area?

2. What forms of transportation would you like to see your son/daughter use to get around the community?

___ own car ___ family car ___ car pools ___ friends/family ___ city bus ___ taxi
___ walking ___ others (describe): _____

E. Vocational

1. What work demands are being placed on your son/daughter at home. Does (s)he like these jobs, and how independent is (s)he in doing them? Work Demand Reaction Independence? (e.g., Carries out trash, doesn't complain, independent &/or needs no help).

2. What kind of work do you think would be interesting/enjoyable to your son/daughter? _____

3. What kind of work do you think would be objectionable to your son/daughter? _____

4. What kind of work would you find objectionable for your son/daughter? _____

•Adapted from: School to Community Transition Project, 1993. Crossroads Rehabilitation Center; Kent State University, Cooperative Transitional Services Project, 1992.)

STUDENT TRANSITION SURVEY

This survey is designed to help the school determine what type of education will be needed to help you achieve your goals for life after graduation. It will be used to develop a long-range plan, which will be discussed at your yearly IEP meeting.

Your Name: _____

Today's Date: _____ **Your Age:** _____ **Year of Graduation/Exit:** _____

Check One: ___ **Diploma** ___ **Certificate of Completion**

1. What kind of work or education do you hope to do after graduation? (Check all that apply.)

<u>Options</u>	<u>Full-Time</u>	<u>Part-time</u>
4 Year College or University	_____	_____
Community College	_____	_____
Vocational Training	_____	_____
Competitive Employment	_____	_____
Military Service	_____	_____
Run my own business	_____	_____
Other: _____	_____	_____

2. Would you be willing to postpone leaving high school to get additional education or training?

Check One: ___ Yes ___ No ___ I don't know

3. Is there a particular kind of work or education in which you are currently interested? _____

4. Where do you hope to ultimately live as an adult?

___ Renting a home/apartment ___ Living in subsidized housing ___ Owning a home/apartment
 ___ Living with a spouse in our own home ___ Living with my parents or relatives ___ Living in a friend's home
 ___ Other (describe): _____

5. Is there a particular neighborhood, city, or locality where you hope to live? If so, describe: _____

6. What types of community activities do you hope will be available to you as an adult?

- Membership in organizations and clubs: _____
- Community recreational activities: _____
- Participation in continuing education programs: _____
- Political participation (including voting): _____
- Other (describe): _____

7. Which of the following services do you feel would be helpful to you in achieving your goals?

A. Career Planning

___ Vocational/technical school visit ___ Employer meeting
 ___ College visit ___ Military recruiting office visit
 ___ Job or career shadowing ___ Other (describe): _____

B. Academic Instruction:

___ English ___ Social Science ___ Mathematics ___ Science ___ Foreign Language
 ___ College entrance exam (ACT/SAT) ___ Military service entrance exam (ASVAB)
 ___ Other (describe): _____

C. Vocational Instruction

___ On-the-job training (non-paid) ___ Technical school ___ Business education ___ Trade school
 ___ Marketing education ___ Other (describe): _____

**Adapted from: School to Community Transition Project, 1993. Crossroads Rehabilitation Center; Kent State University, Cooperative Transitional Services Project, 1992.*

The Importance of Keeping Records

Parents and students often find working with adult service providers a confusing and time consuming process. Many organizations may have to be contacted before an effective transition plan can be developed and implemented. Whenever possible, this process should begin during a student's high school years and involve the school staff, which can be of considerable assistance. It is also extremely important for parents and students to develop a record-keeping system to keep track of which organizations have been contacted and what information has been gathered. Following are some suggestions for developing such a system:

- Before the student leaves the public school system, he or she should obtain a record of all high school transcripts, evaluations, tests, and therapists' reports. These records may be needed when coordinating adult services. Since schools do not keep student records forever, it is important to have your own copies.
- Also keep records of any on-the-job training reports or other work experiences the student in transition has had. Request letters of recommendation from any previous employers and keep these letters in your files.
- Keep accurate notes of all telephone conversations you have with agency personnel and the person with whom you have spoken. Don't try to rely on your memory.
- An example of the type of information you might record is shown on the next page. Use the chart to record your information, or you can easily type or write the headings on a sheet of paper and photocopy that sheet many times.
- Many people record each conversation on a separate piece of paper. They also file conversations with one agency together, such as putting records with Vocational Rehabilitation Services personnel in one file folder or three ring binders.
- Use file folders to hold any brochures or other handouts you are given by an organization. Organize the folders alphabetically for easy reference.
- Always keep a copy of any letters you write to an agency. Keep all letters they write to you.
- Periodically go through your records. This will refresh your memory about organizations you still need to call or issues that are pending.

**Adapted from: Options after High School for Youth with Disabilities, NICHCY, Transition Summary, Number 7, September 1991.*

RECORD OF CONTACTS

Name of Program	Date Contacted	Contact Person	Services Available, Eligibility Requirements, Referrals & Other Notes

SECTION 2:

**COMMUNITY
LIVING**

Case Management Services

Community Alternatives Unlimited
8765 W. Higgins, Suite 300
Chicago, IL 60631
Phone 773-867-4000
FAX 773-867-4165
<http://www.cau.org>

Community Alternatives Unlimited (CAU), a case management agency, serves the north side of Chicago and the northern suburbs of Cook and Lake Counties. This direct service provides assistance to people with developmental disabilities, which are defined as: Cognitive Disabilities, Autism, Epilepsy, and Cerebral Palsy. The disability must have occurred before the age of 18 years of age.

Linkages to CAU are important if you have a child with a developmental disability because it is the pre-screening agency (PAS) for the northwest suburbs of Chicago. This means if your child needs a Community rehabilitation Program/Affirmative Industries (previously known as sheltered employment), day training or residential program, CAU must pre-approve the placement in order to access state funding. In other words, they are the gatekeepers for Developmental Disability services, programs and funding.

Case management involves a personal, one-to-one relationship between the case manager and the consumer. Case managers develop a comprehensive service plan for each person. The process of case management is assessment of individual needs, development of individualized case management plans, facilitation/implementation/coordination of services, monitoring and evaluation of service outcomes and documentation of activity. This plan identifies any needs or services such as:

- A place to live
- A place to work
- Work skills training
- Medical/diagnostic and learning evaluations
- Professional help in dealing with behavior problems
- Financial assistance and entitlement eligibility through social security, public aid, the Illinois Department of Human Services, or other federal, state, and local agencies
- Crisis intervention services
- After school services
- Recreation and leisure time activities
- Psychotherapy and clinical assistance
- Maternal and child health care management

Supported Living Services

SUPPORTED LIVING SERVICES is a new program developed by the Department of Developmental Disabilities (Illinois Dept. of Human Services) that offers an array of services and supports to adults diagnosed with a developmental disability (D.D). This is defined as mental retardation (IQ must be 69 or lower), cerebral palsy, autism, or epilepsy.

The SLS program is targeting young adults who have exited special education within the past five years. Persons must have aged out of special education services, therefore should be twenty-two or over. The SLS money is designated for individuals with significant disabilities including those who may not be served by the Department of Rehabilitation Services (D.R.S.). It is intended to pay for programs such as developmental training and community rehabilitation programs/affirmative industries (previously known as sheltered workshops). Please see below for services.

Eligibility

Individuals who meet **all** of the following criteria are eligible for SLS:

- Age 18 or older;
- Eligible for Medicaid in Illinois;
- Need an array of services to remain in the home and avoid or delay residential services.
- Determined by the local Pre-Admission Screening agency (PAS) to need continuous supports and services (ICFDD level of care) for the developmental disability; and
- Resident of Illinois living in Illinois;
- Diagnosed as having a developmental disability;

Priority Services

DHS is giving service priority to eligible persons who have been defined as:

- Individuals who are currently not receiving any support services from the Office of DD or the Department of Rehabilitation Services, except respite or federally funded vocational rehabilitation services, and
- Individuals who have exited special education within the last five years, OR
- Individuals who are living with only one caregiver.

Application

Contact the Pre-Admission Screening agency (PAS = Community Alternatives: (773) 867-4000) in your area for more information and applications. If you need help locating your local PAS agency, please contact the Office of the Attorney General /Office of Developmental Disabilities 312/814-6594 in Chicago and DHS Helpline 1-800-843-6154. Capacity is limited, since there are limited available slots within a geographic area.

Community Living Alternatives

Residential services are provided by a variety of state and non-profit agencies. The goal of residential services is to provide homes for individuals. Because we all have individual needs, some people choose to live in a group and others may choose to live independently, with only the assistance of an attendant. Still others may want to live with one other person of their choice. It is important to understand that while individuals may be served under a variety of residential models, funding and eligibility criteria will vary and be the ultimate determinant of the appropriate options. Be prepared to advocate for the services you want for your special needs child.

As a parent you must recognize that due to the shortage of residential facilities in the State of Illinois, there may be an extensive waiting period between the time you initiate contact and the time of actual placement. It is crucial that you investigate opportunities early and place your name on waiting lists you consider appropriate to your situation. Residential facilities are known by many names. These refer to the type of facility and the amount of support services available. Below is a list of the most common types of facilities. To assist in the search for appropriate residential options, it is important to become familiar with these terms.

Independent – Little or no support services

- On own
- With family
- With roommate

Shared Housing – Range of support services

- Mentor Match – Individuals with special needs are matched with non-disabled adults to share a home or apartment.
- HIP (Home/Individual Placement) – refers to living arrangements in which a person is placed with a family in the community.

The Community Integrated Living Arrangements Licensure Act

What Is It?

This is an Illinois law; which establishes minimum standards that must be met by programs that provide supported living arrangements for adults with a mental illness or a developmental disability.

What Is Its Purpose?

To make sure that people participating in these programs receive appropriate care and services to develop independent living skills.

CILA (Community Integrated Living Arrangement): Is a network of support services built upon personalized support and case management. Services may include health, leisure and recreational activities, social services, education, day or vocational services and residential support. (CILA) is a living arrangement in which 8 or fewer people with a mental illness or a developmental disability reside together in a supervised home environment. Clients live in a house or apartment with no live-in staff. These houses or apartments are located within the community to provide greater flexibility for individualized programming. Staff checks in with clients and assists them in planning meals and budgeting. Clients do their own shopping,

cooking, and housekeeping. A CILA may provide different levels of supervision and support, depending on the needs of the residents. The following are some examples of CILA living arrangements:

1. Adult Foster Care. The participant lives in the home of a family to whom he is not related.
2. 24-Hour Care. A group of participants live together in a facility, with constant, on-site supervision.
3. Intermittent Care. A group of participants live together in a facility, with intermittent on-site supervision.

A CILA participant also can remain living in the home of his natural family. In this case, the CILA program does not provide housing, but will provide other services to assist the participant in achieving independence in daily living and economic self-sufficiency.

- **CSLA (Community Supported Living Arrangement)** – is designed to provide supports and services (e.g. in home habilitation and personal assistance), as needed and chosen. These services are intended to assist adults in living successfully in the community with or near their family and friends.
- **Group Homes** – Range of support services
- **ICF (Intermediate Care Facility)** – refers to a program for clients who need assistance and training in daily living and self-care skills. Special attention is given to behavioral control programming. Clients live with several people in dorm-like buildings or small homes on facility grounds. The facility provides 24-hour supervision. Other available services include; speech, social, pre- vocational, and hearing, but does not service clients who require nursing care.
- **CLF (Community Living Facility)** – refers to a program for clients who need training and guidance in most skill areas; social, vocational, daily living and mobility. The emphasis is on training for a more independent setting. The clients usually live in a facility that resembles dorms. Clients share a room with at least one other person. Staff provides skill training and supervision 24 hours a day
- **SLA (Supported Living Arrangement)** – refers to programs similar to the CILA, but usually located within the supervision of a larger support system structure, rather than within the community itself.
- **Skilled Nursing Homes** – Intensive support services
 - ICFDD- Intermediate Care Facility for the Developmentally Disabled: An ICF that includes 24-hr nursing care.
 - Long Term Care Facility.

Eligibility to Participate in a CILA

In order to be eligible to participate in a CILA program, you must:

- Be at least 18 years of age, and
- Have a mental or developmental disability, and
- Be in need of an array of services & a supervised living arrangement.

In addition, you or your guardian must agree to help develop and implement your individual integrated services plan. Participation in a CILA is voluntary; you or your guardian must give your consent to participate in all aspects of the CILA program. In addition to assisting you with safe and stable community integrated housing, a CILA also must help you make progress towards the goal of self-sufficiency and economic independence. The CILA program should provide assistance with the following, depending on your individual needs:

- Locating & obtaining education or vocational training, or employment;
- Obtaining necessary medical attention and rehabilitation services or therapy;
- Locating & participating in leisure, recreation, religion and social activities.
- Developing money management skills;
- Meeting transportation needs;
- Developing independent living skills

It is essential that parents apply for and obtain a Medicaid number prior to applying for SLS services. Please refer to Medicaid.

Description

- Each individual enrolled in this new program may receive an array of services and supports listed below.
- Individuals enrolled in SLS may not receive any other DHS-funded developmental disability services, except Vocational Rehabilitation services from DHS' Department of Rehabilitation Services (DRS). All current and future services received must be included in the SLS array within the SLS dollar cost maximum.

How To Find and Get Into a CILA Program...

You can locate CILA programs and other supported living arrangements in your area by contacting the [*Center for Independent Living \(CIL\)*](#) serving your area. You also can contact the [Illinois Department of Human Services](#). A Center for Independent Living is a not-for-profit program that assists people with disabilities in locating and obtaining a wide array of independent living services.

***Progress Center for Independent Living**

7521 Madison Street
 Forest Park, IL 60130
 Phone: 708-209-1500 TTY Phone: 708-209-1826 Website: <http://www.progresscil.org>

***Illinois Dept. of Human Services (DHS) :** Bureau of Accreditation, Licensure and Certification

<p>Springfield Office 100 South Grand Avenue East Springfield, Illinois 62762 1-800-843-6154 or (217) 557-2134 TTY Hours: 8:30 am - 5:00 pm</p>	<p>Chicago Office 401 South Clinton Street Chicago, Illinois 60607 1-800-843-6154 or (312) 793-2354 TTY Hours: 8:30 am - 5:00 pm</p>
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***DHS Customer Help Line:** (800) 843-6514 (English or Español) **Website:** <http://www.dhs.state.il.us/page.aspx?item=3169>

Community Living Alternatives

Term Descriptions: All residential facilities identify which populations they are designed to serve. Below is a description of the abbreviations, which will often be used.

- MI – Mentally Ill (*Schools may refer to as ED/BD/SED, (Emotional Disability, Behavior Disorder/Social Emotional Disorder), but adult facilities require a psychiatric diagnosis*)
- PH – Physically Handicapped
- MR – Mild Mental Impairment (IQ<70)
- CP – Cerebral Palsy
- VI – Visually Impaired
- LD – Learning Disabled
- PI – Private Insurance
- PA – Public Aid
- DD – Developmentally Disabled
- Autistic/Asperger Syndrome
- Seizure Disorder
- HI – Hearing Impaired
- SSI – Supplemental Security Income
- DMH – Department of Mental Health

QUESTIONS TO ASK WHEN SELECTING A FACILITY	
1. How many people live here?	11. What support and other services are provided other than room and board?
2. What kinds of skills/jobs do other people who live here?	12. What community based leisure activities are available?
3. What is the maximum length of stay?	13. What in-house leisure activities are available? How often are these available?
4. Is there a waiting list? How long is the waiting list?	14. What community resources are available in the immediate neighborhood?
5. What are the requirements to be considered?	15. What assurances are there to guarantee individuals' rights?
6. What is the monthly cost for service?	16. What is the policy for home visits?
7. Do you accept Medicare or Medicaid payments?	17. How can parents/guardians give input on facility or family & friend rights to your programs?
8. What is the staff/resident ratio per shift?	18. Do you provide transportation for personal and social needs, to and from a job, or therapeutic appointments at no additional cost?
9. What specific living arrangements are provided?	19. Can an individual who lives here actively search for or maintain employment?
10. What are each individual's responsibilities in upkeep of the home?	20. Can an individual who lives here have full responsibility for his/her financial affairs?

Residential Services

FACILITY NAME AND ADDRESS	TELEPHONE	DISABILITIES *Must be	AGES	FACILITY TYPE (males only)	FUNDING SUPPORT
Alden Old Town East, 108 South First Street, Bloomingdale, IL 60108	630-671-1703	DD, MR	18-40	ICFDD	PA, SSI, PI
Alden Old Town West, 118 Bloomingdale Road, Bloomingdale, IL 60108	630-671-1660	DD, MR	18-40	ICFDD	PA, SSI, PI
Alden Trails, 273 Army Trail Road, Bloomingdale, IL 60108	630-671-1990	DD, MR	18-40	ICFDD	PA, SSI, PI
American Home Health Group 6201 W Touhy Ave Chicago, IL 60646	773-467-9706				
Anixter Center 2001 N. Clybourn Ave 3 rd Floor Chicago, IL	773-973-7900	BD, HI, MI		Housing	
Anixter Center 6610 N. Clark St. Chicago, IL 60626 www.anixter.org	773-973-7900	DD	18+	CILA	
At Home Realty Group 1324 N Geneva Drive, Palatine, IL 60074	847-358-0521				
Avenues to Independence, 515 Busse Highway, Park Ridge, IL 60068	847-292-0870	*DD	18+	ICF	OMH, SSI, PI
Clearbrook Center, 1835 W Central Road, Arlington Heights, IL 60005	847-870-7711	*DD	18+	ICF, CLA, SLA	PA, SSI, PI
Clearbrook Commons (Lattof), 3201 Campbell Road, Rolling Meadows, IL 60008	847-255-0120	MR	18+	ICFDD	PA, SSI, PI
Trinity Services 2101 Oxford Rd. Des Plaines, IL 60018	847-299-2200	*Autistic	18+	Group Home	OMH, SSI, PI
Concepts Plus 2017 N. Pine Waukegan, IL 60084	847-662-6444				
Fox Hill CILA 560 W Galena Blvd, Aurora, IL 60506	630-892-8417				
Golfview Development Center, 9555 Golf Road, Des Plaines, IL 60016	847-827-6628	*DD	18+	ICF	PA, SSI, PI
Housing Options 1132 Florence Evanston, IL 60202	847-866-6144	MI	18+	Housing	
Independence Center 2025 Washington St, Waukegan, IL 60	847-360-1020	MI	18+	CILA	
Kiley Developmental Center, 1401 W Dugdale Road Waukegan, IL 60085	847-249-0600	MR	18+	ICF	PA, PI
Lakeview Living Center, 7270 South Shore Drive, Chicago, IL 60649	773-721-7700	*MR, Autism,	19+	ICF	PA, SSI
The Lambs, 14245 W. Rockland P.O. Box 520, Libertyville, IL 60048	847-362-4636	MR	18+	ICF, CILA, SLA	PA, SSI, %Resident's income, Parent Contribution
Leyden Developmental Services, 411 W Chicago Avenue, Oak Park, IL 60302	708-524-1050	DD	18+	SLA, CILA	OMH
Little City Foundation, 1760 W. Algonquin Road, Palatine, IL 60067-4799	847-358-5510	*DD	18+	CLF, CILA, SLA	OMH, PA, SSI, Donations
Little Friends, 140 North Wright Street, Naperville, IL 60540	630-355-9858	DD, Autism		CLF, CILA, SLA	
Lutheran Social Services of Illinois (LSSI) Chicago & Sterling, Ill	847-390-1450 773-274-9102	DD, Prader Willi	18+	CILA	
Maine Center for Mental Health 819 Busse Highway Park Ridge, IL 60068	847-696-1570			Assisted Residential	
Meadows, 3250 .S. Plum Grove Road, Rolling Meadows, IL 60008	847-397-0055	DD	18+	ICFDD	Medicaid, PA, SSI, Private
Misericordia/Heart of Mercy, 6300 N Ridge Ave, Chicago, IL 60660	773-973-6300	DD	18+	ICF, SLA	PA, SSI, Donations, Active Parent Participation
Mt. St. Joseph's, 24955 N. US Hwy #12, Lake Zurich, IL 60047	847-438-5050	*MR	18+	ICF	PA, SSI
New Hope, 8450 N Payne, Indianapolis, IN 46268	317-972-4210	DD, PH	18+	ICF	
Orchard Village, 7670 Marmora Manor, Apt 2, Skokie, IL 60077	847-967-1800	*MR	18+	SLA, *ICF	OMH, PA, SSI
Pioneer Court, 4001 Dayton, McHenry, IL 60050	815-344-1230	DD	18+	CLF, SLA	OMH
Ray Graham Association, 420 W Madison, Elmhurst, IL 60126 (Ad Bldg)	630-834-4107	DD	18+	CLF, ICF, ICFDD	PA, SSI, PI
Rimland 1265 Hartrey Ave Evanston, IL 60202	847-328-4090				
Riverside Foundation, 14588 W. Hwy 22, Box 14588, Lincolnshire IL	847-634-3973	*DD	18+	ICF	PA, SSI
St. Coletta's, W4955 Highway 18, Jefferson, WI 53549	414-674-4330	*MR, DD	21+	ICF	OMH, PA, SSI
St. Mary's of Providence, 4200 Austin Avenue, Chicago, IL 60634	773-545-8300	DD	18+	ICFDD	PA, SSI
St. Mary's Square Living Center, 239 S Cherry Street, Galesburg, IL 61401	309-343-7777	DD		ICF	
Sheltered Village, 600 Borden Ln., Woodstock, IL 60098	815-338-6440	*DD	18-60	ICF	PA
Shore Community for Retarded Citizens, 503 Michigan, Evanston, IL 60202	847-328-3755	MR	18+	ICF, CLF	PA, SSI
Shores Community Services Inc. 4232 Dempster St. Skokie, IL 60076	847-982-2030	DD	18+	CILA, SLA & Respite	
Thresholds 2700 N. Lakeview Chicago, IL 60614 www.thresholds.org	773-572-5400	MI	18+	SILA & Indep. Apartments	
Thresholds Young Adult Program 4219 N. Lincoln Chicago, IL 60618	773-435-3502	MI	18+		
Trilogy Behavioral Health 1400 Greenleaf Chicago, IL 60626	773-508-6100	MI MISA		CILA	
Turning Point Behavioral Health 8324 Skokie Blvd Skokie, IL 60077	847-933-0051	MI	18+	CILA	
Vision Network 1760 Birchwood Des Plaines, IL 60018	847-299-2200	*Autistic	18+	*Group Home	OMH, SSI, PI
Willpower 444 Frontage Road Northfield, IL 60093	847-501-4718				
Winning Wheels, 701 E 3rd Street, Prophetstown, IL 61277	815-537-5168	PH	18+	ICF	PA, SSI

Independent Living and Home and Community Based Services

Home and Community Based Services (HCBS) allow many individuals in need of Long Term Care to remain in their own homes or live with their families. This reduces the need for them to be placed in institutional care. HCBS include case management and assessment, home care, housekeeping services, home health aid, personal care, visiting nurse services, adult day care, adult day health, respite care, attendant care, home delivered meals, transportation services and congregate meals.

Case managers conduct quarterly and annual re-assessments to determine the continued need for the services, which may vary (depending on the individual's changing needs and the resources available in their community). Income or assets do not determine eligibility for HCBS. The HCBS program may actually keep individuals from entering into Medicaid programs by providing services that help them maximize their independence at an earlier stage in the need for assistance.

Home-based rehabilitation has evolved in recent years into a viable alternative to in-patient rehabilitation for suitable individuals. This Home Health model provides in home services tailored to the specific needs of the individual. Treatment in the home is truly ideal for a variety of individuals.

Home Based Services Include:

• Case Management	• Counseling Services	• Personal Care Services
• Cognitive Rehabilitation	• Employment Services	• Physical Therapy
• Community Integration	• Occupational Therapy	• Speech Services

Center for Independent Futures 1015 Davis St. Evanston, IL 60202 847-328-2044 847-328-2665 Fax www.Independentfutures.com	Complete Care 715 E. Golf Road Suite 200-A5B Schaumburg, IL 60173 847-885-8151	Griswold Special Care – Lake County 125 W. Park Avenue Libertyville, IL 60048 847-562-59055 www.griswoldspecialcare.com
Independence Center 2025 Washington Waukegan, IL 60085 847-244-4442 www.independencecenter.com	Little City 1760 W. Algonquin Road Palatine, IL 60067 847-358-5510 www.littlecity.org	Lake County Center for Independent Living 377 N. Seymour Ave Mundelein, IL 60060 847-949-4440 Fax: 847-949-4445 TTY: 847-949-0641 www.lccil.org

Resources for Community Living 4300 Lincoln Ave. Suite K Rolling Meadows, IL 60008 847-701-1554 847-701-1560 Fax 847-701-0554 TTY www.rcl2bindependent.org	Department of Human Services Division of Developmental Disabilities 401 S. Clinton Chicago, IL 60607 800-843-6154 www.dbs.state.il.us
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Emergency and Temporary Housing

American Red Cross

Mt Prospect Service Center
544 W. Northwest Highway
Arlington Heights, IL 60004
Phone: (847) 255-0703
Website: www.chicagoredcross.org

- *Emergency housing provided for those involved in natural disasters*

Catholic Charities – Northwest Suburbs

1717 Rand Road
Des Plaines, IL
Phone: (847) 376-2100

- *Temporary housing for families in crisis for up to 6 months*

CEDA Northwest Self-Help Center

1300 W. Northwest Highway
Mount Prospect, IL 60056
Phone: (847) 392-2332

- *Emergency housing provided to families in crisis & affordable housing for the homeless for up to 2 years*

Community Alternatives Unlimited

8765 W. Higgins Road Suite 300
Chicago, IL 60631
Phone: (773) 867-4000

- *Referral to emergency or temporary housing for individuals in crisis with a developmental/mental disability*

The Harbor, Inc.

1440 Renaissance Dr. Suite 240
Park Ridge, IL 60068
Phone: (847) 297-8540

- *Emergency housing for single females ages 12 to 17 (21 day maximum)*
- *Transitional Living Program for single females ages 17 to 21 (6 month maximum)*
- *Independent Living Program for 17 to 21 year old females with a diploma or GED (financial support as well as assistance in finding an apartment)*

Journeys to Road Home- (Formerly Northwest Suburbs PADS)

1140 E. Northwest Hwy
Palatine, IL 60067
Phone: (847) 963-9163

- *Temporary shelter at 23 local churches (rotates nightly) available October 1st through April 30th and NO maximum stay or age limit*

Hope Center (same contact as above)

- *Offers daily access to social service supports, such as social workers, mental health, clothing, medical, and food*

Salvation Army

800 W Lawrence Avenue
Des Plaines, IL. 60016
Phone: (847) 981-9111

- *Shelter provided for families on a transition basis (up to 5 months)*

Shelter, Inc.

1616 N. Arlington Heights Road
Arlington Heights, IL 60004
Phone: (847) 255- 8060

- *Emergency housing for ages 0 to 18*
- *Transitional Living for males, ages 16 to 18 (unlimited stay)*
- *Temporary housing for ages 11 to 17 (21 day maximum)*
- *Foster care for ages 0-18 years old*

SECTION 3:

**Post-Secondary
&
College Planning**

POST HIGH SCHOOL EDUCATION AND TRAINING

College Considerations:

When considering college ask yourself the following questions:

- What are my goals?
- What are my career ambitions?
- Does the college offer a variety of majors if I change my mind?
- Do you need college for the career you are pursuing?
- What learning opportunities do I need?
- Will the college provide accommodations?
- Is there a separate admissions policy for students with disabilities?

Making a College Choice

The following considerations should be addressed depending on your special needs:

- Students should be able to discuss their disabilities and needed accommodations.
- Make sure psychological testing is up to date. (This is a requirement for many support services at the college level).
- Consider how their disability may affect their social interactions or judgments with peers or employers.
- Make contact with the local Department of Rehabilitation Services (DRS) before graduation.
- DRS offers a variety of services to eligible students such as vocational assessment, job placement, and financial assistance.
- Obtain all special testing records before high school graduation.
- Make sure student has good study skills. Consider special study skill classes at the high school, community college or tutoring.
- Consider how much support or help the student is receiving, the overall amount of support is significantly less at the college level.
- Consider a vocational assessment as a way to amplify present and future goals.
- Help students increase independent living skills. (Manage their own checking account, do their own laundry, some cooking, cleaning).
- Encourage part time jobs or volunteer positions to improve socialization skills as well as to give a better understanding of work situations and expectations and responsibility.
- Students should be aware of Section 504 of the Rehabilitation Act, which indicates the types of accommodations that must be provided at a postsecondary institution. This is different than the mandated services at the high school level.
- Get information on special exam arrangements for SAT and/or ACT. Options include extended time, readers or cassettes.
- **MAKE SURE IT IS THE STUDENT'S CHOICE TO ATTEND COLLEGE.** It will require high motivation and a good understanding of their strengths and weaknesses. It may be harder and take more time to manage college level work. No one will be checking for completed homework, attendance, or how he or she is doing.
- Try to visit colleges before making a definite choice. Look also at the communities in which they are located.

For students who are Physically Challenged, Visually Impaired or Hearing Impaired...address the following:

- Make sure PT, OT, Audiology, and Visual assessments are current. Only qualified specialists should administer such evaluations.
- Obtain all special testing records before high school graduation.
- **Make contact with the Division of Rehabilitation before graduation.**
- DRS offers a variety of services to eligible students such as vocational assessment, job placement, and financial assistance.
- Consider a vocational assessment as a way to amplify present and future goals.
- Student should be aware of accommodations needed.
- Students should increase independent living skills: utilize the on campus support services to identify potential sources for personal care attendants, interpreters, mobility instruction, wheelchair repair etc.
- Encourage students to be their own advocates.
- Consult with the high school to get a good understanding of how much support or special help the student is receiving.
- It is important to determine realistically whether minimal support services or an extensive program at the college level is necessary.

Understanding exactly what services are available at the college of your choice is a very important aspect regarding your decision. This involves knowing who the provider is and how that service/support is accessed. In your search, you may want to use the College Comparison Worksheet on the next page.

What Should I Do If My Child with Disabilities Wants to Go to College?

Many students who have been served in special education decide to continue their education past high school. For a student to become successful in postsecondary settings, the high school program can contribute valuable opportunities, such as the following:

- Developing student's study skills and learning strategies.
- Arranging job try-outs allows students opportunities to evaluate different career and vocational options.
- Arranging needed accommodations for college entrance exams. Students are entitled to assessments that do not penalize them for their specific disabilities. These accommodations include extended time, a reader, a scribe, a separate testing area, or shorter test sessions. The important thing is for the students to learn which accommodations work best for them and gain the needed documentation to support their requests for the accommodations in standardized testing, and, later, college classes. For help with documentation, your child can consult with the high school guidance counselor.
- College admission does depend on having at least the minimum qualifications for entrance. Because a student has a disability does not mean that all typical entrance requirements will be waived for him or her. Just like everyone else, students with disabilities can go to college if they have the intellectual capacity and educational background that prepares them to do well. Students who do not meet the minimum entrance requirements can enroll for college courses on a noncredit or pass/fail basis. Such students can audit classes or participate in nonacademic college activities as a way to gain experience or be involved in age appropriate activities.
- Identifying colleges that provide educational programs relevant to career interests. For any student seeking college admission, the planning should begin early in high school. For the student with disabilities, the choice might be more difficult because of issues related to special admissions and ensuring that the needed support services are available. Matching the desired educational program and level of needed support services is an important step in college selection. College directories typically list the types of student supports available. Most campuses have student support centers where eligible students can go to take tests orally, receive assistance with note-taking or reading textbooks. Many campus libraries have screen readers available for blind or print impaired students to use. Computer laboratories will sometimes also have available adapted keyboards and other access devices.
- Identifying the types of accommodations and support services that the student needs because of his or her disability. Colleges do not provide special education, but they do provide support services to assist students with disabilities. Provision of services is based on the individual institution's own choice of models. For this reason, it is very important for a student with disabilities to find out the specific supports offered in any particular postsecondary school. Typical supports include registration priority, note takers, interpreters, tutoring, special classes, liaison with faculty, community liaison, and support groups. To be eligible for these services and accommodations, a student must have proof of disability, such as a recent psycho-educational assessment or special education records.
- Assistance in the application process. Applying to colleges and for financial aid packages can be a daunting task, especially for students with disabilities. High school guidance counselors and resource teachers can be helpful in assisting students with filling out applications and writing the required essays. There are some college scholarships available for students with specific disabilities, especially sensory impairments like blindness or deafness. Directories of college scholarships provide information about disability-related financial aid.
- Assistance in preparing the documentation that the student can carry to the college. The high school setting provides many protections and coordinated services that are greatly reduced, if not eliminated, once the student graduates from high school. Documentation of the history of the disability and effective interventions represents a valuable resource that can guide college administrators and counselors in working effectively with students and reducing the apprehension and frustration they encounter in learning a new system. This documentation should include results of a recent comprehensive evaluation, a summary of previous evaluations, and, most important, information on the type and extent of services that have been provided.

Questions to Ask on Your College Visit - Office for Special Needs Services (OSNS)

Disability Services / Program

1. What is the philosophy of the program?
2. Provide an overview of the special programs and services offered.
3. What are the credentials and/or training of staff?
4. Does a full-time professional staff monitor the program?
5. Has the program been evaluated, and if so, by whom?
6. What are the criteria for a student to receive special services?
7. What are the criteria for a student to be accepted into the program for individuals with special needs?
8. Has the program ever had a 504 complaint filed by a student?
9. Are there any concerns for the program's future?
10. Who counsels students with learning disabilities during registration, orientation, and course selection?
11. What type of student has your program been most successful in assisting in obtaining a degree?
12. Is there priority registration?
13. How many special programs does the university offer?
14. How many students are accepted annually into the program for individuals with special needs?
15. If a student desires to resolve a grievance with a professor how would he/she go about the process?

About Disclosure and Accommodations

1. If a student had an IEP (or 504) all through high school, what documents from the individual do you require in order for the student to receive services and accommodations at your college? (E.g. IEP, 504 Plan, Medical records)
2. Do you require recent academic or psychological testing? How recent?
3. Does the testing need to be through IDEA or ADA or is that not an issue*?
4. How many hours are tutors available? Is there a limit to the number of hours per week per student for tutoring?
5. Is my advisor trained to work with students with disabilities?
6. Does the university/college prepare attendants to address the needs of individuals with physical challenges?
7. Will my advisor help me pre-register?
8. Can I take tests orally, by computer, have extended time, with a reader or any other aid needed such as a scribe, calculator, speech checker, tape recording and so on?
9. Are there distraction-free environments?
10. Are there additional costs for the support and services and accommodations I need?
11. What type of assistive technology is available?
12. Will my professors be notified of my disability and does the student or the program Director do the notification?
13. Is any other assistive technology or human professional help available that I have not already asked you about?
14. How much self-determination is required of the student when interacting with professors?
15. What supports can one receive once registered with the Office for Special Needs Services (OSNS)
16. What type of support is available for students with learning disabilities?
17. How does the school propose to help with the specific disability?
18. Which courses provide tutoring on a regular basis?
19. What kind of tutoring is available, and who does it--peers or staff?
20. Is tutoring automatic, or must the student request assistance?
21. How well do faculty members accept students with disabilities in their classes?
22. Who can parents contact if they have concerns during the academic year?
23. Must a release of information be signed for professors or advisors to communicate with parents?
24. Is there a disability liaison on campus that can help a student qualify for special accommodations, such as changes in seating special equipment for access to computer?

Are the following accommodations or services available?

1. Early registration
2. Orientation to using disability services
3. Assistance with strategic class scheduling to enhance academic success
4. Semester planning for accommodations and services
5. Memos to faculty about disability needs
6. Advocacy relating to disability access issues
7. Information and guidance on academic, social, career, and personal issues
8. Orientation to and use of the Assistive Technology Lab
9. Referral to other university departments and community agencies
10. Liaison with State and Federal rehabilitation agencies

11. Information about specific opportunities for students with disabilities
12. Personal care assistance
13. Personal study assistance
14. Preferential classroom seating
15. Permission to audio record lectures
16. Kurzweil reading machines
17. Books on CD or E-text
18. Access to Dragon Naturally Speaking voice recognition software
19. Access to large screen monitors and screen enlargement
20. Access to Inspiration-software that organizes or outlines by visual mapping to prepare to write papers or essays
21. Loaner equipment
22. CD Players for use with RFB+D audio books
23. Digital recorders
24. Note-taker service
25. Assistance with developing study strategies for specific courses
26. Assistance with organization and time management skills
27. Weekly meetings with professional staff to monitor progress
28. Coaching to deal with AD/HD symptoms
29. Tutor referral
30. Test Accommodations
31. Extended time
32. Low stimulus environment
33. Computer with Spell checker
34. Calculator
35. Screen reader
36. Alternative to scantron or computerized answer sheet

Academics

1. What academic elements are considered in the admissions process, for example: courses, grades, test scores, rank in class, interests, institutional needs, essays, recommendations, and interviews? How important are each of these factors?
2. Is the college/university accredited?
3. How many students return after their freshman year?
4. What percentage of students graduate in four years or less?
5. Which academic programs on campus are the most popular?
6. Does this college offer the major that interests the applicant?
7. How easy is it to change majors?
8. Will your AP/previous college credits transfer?
9. What are the largest classes you could have as a freshman or sophomore?
10. How many large classes can you expect? (Teacher to student ratio)
11. Who teaches the freshman classes? Teaching Assistants? Graduate Assistants?
12. Will you get enough contact with and/or attention from them Teaching or Graduate Assistants?
13. How easy is it to get the courses you want at the times that are convenient for you?
14. Are course substitutions allowed?
15. Is there an Honor Code? How does it operate?
16. Is there an Honors Program for talented students? How does an individual qualify?
17. What percentage of students successfully apply to graduate school??
18. May students with learning disabilities take a lighter load?
19. May students with learning disabilities take more time to graduate?
20. Are courses in study skills or writing skills offered?
21. What computer access will you have? Do you need to bring your own computer?
22. Is there faculty at the school who are highly regarded on a national or international level?
23. Does your particular program have a reputation for graduating students who go on to be successful in their field of study?
24. During a course of study, will there be opportunities for students to work in internship programs or get actual hands-on experience?
25. How many students drop out during their first semester/year?
26. Do all the faculty teaching entry-level courses have a good command of English?
27. What is the typical class size for freshman-level courses?
28. What is the graduation rate?
29. What is the school's level of academic rigor and competitiveness?

30. Is a narrowly prescribed set of courses required for graduation, or do students have relative freedom to build their own program?
31. How accessible are teachers for informal meetings?
32. Is the school on a semester, quarter, or some other system?

About Student Life and Social/Recreational Opportunities

1. What percentage of the students are male/female
2. How diverse is the campus?
3. What percentage of students are commuters?
4. What portion of the student body lives on campus?
5. What portion of the student body remains on campus for the weekends?
6. What activities do students participate in during their free time both on campus (school sponsored) and in the community?
7. Does the campus have a Greek system of fraternities and sororities? If so, what percent of the student body participates in Greek life? Are parties open? How do students who elect not to participate in the Greek system fit in?
8. What are the most popular extracurricular activities?
9. What student organizations are active on campus?
10. What intramural sports are on campus?
11. Where is the central gathering place for students?
12. What transportation options are available to and from campus, both for trips just outside campus and for treks to transportation centers for trips home?
13. Can freshmen have cars on campus? What is the fee for having a car on campus?
14. Is it easy to get around campus? Can you walk to and from classes?
15. Are there parent or sibling events so your family can be a part of your college experience?
16. Is there a club that provides peer support in classes or for mobility around campus?
17. What is the college's religious orientation?

About Auxiliary Services

1. Where do students go if they have a medical emergency?
2. Are the dorms wired for Internet/e-mail services?
3. What is the quality of the library and research facilities?
4. What laundry facilities are available and how accessible are they?
5. What are the safety issues on campus? How are they addressed? Ask for a crime report. Federal law requires schools to provide safety information to students.
6. Are there on-going construction projects around campus? (This is a good thing as it signals good facilities.)
7. Is there a work-study program for students?
8. What kind of career-planning and job placement services is offered?
9. What kinds of internships are available?
10. What does the school do to help graduates find jobs?
11. Does the school provide free job placement services?
12. What percentage of graduates finds jobs within a few months after graduating?
13. What percentage of graduates find jobs in the field they studied for?

About Housing/Food Services

1. Is campus housing guaranteed for all four years?
2. What percent of students live on campus all four years?
3. How much does housing cost?
4. Is it easy to get on-campus housing?
5. What housing options exist? (Honors? Themed? Single sex? Co-ed? Greek?)
6. How hard is it to find off-campus housing?
7. What meal plans are available? Are freshmen required to purchase a specific type of meal plan?
8. Do the meal plans provide menus for special diets (vegetarian, kosher, ethnic, etc.)?
9. What hours may students access food services?
10. Is transportation available from housing to classes?
11. Cost of transportation?

About Paying For It

1. What is the yearly cost of attendance, including books, tuition, fees, housing and meal plans? In other words, what is the all-inclusive cost?

2. Does your ability to pay the full cost of attendance have any impact on the college's decision to admit you?
3. Which financial aid forms are required? (The most common two are the FAFSA and the CSS PROFILE, but some schools have institutional or school-specific forms and some states have special forms.)
4. What percent of entering freshmen receive financial aid?
5. What was the average freshman financial aid package?
6. Is there a way financial aid is packaged, loans first for example?
7. If you are unhappy with your financial aid package, is it negotiable?
8. If you demonstrate need, will the school be able to prepare a financial aid package that will meet 100% of your need?
9. Will outside scholarships affect the amount of aid the school will offer you?
10. What types of payment plans exist for paying the Estimated Family Contribution?
11. How easy is it to find a job on campus? Are there work-study programs available?
12. What kind of refund can you get if you have to suddenly drop out or cancel some of your courses?

Additional Questions to Ask on a Tour

1. Is there a job board on campus or job service office to view part time jobs?
2. Is there a carpooling system available to get home during breaks?
3. Where do students workout/exercise on campus? Is there a pool available?
4. Can I get a student mentor to help me through my first year?
5. What are the library's hours?
6. What are area sites to see including camping, hiking, visiting, and site seeing?
7. What is the campus crime rate, and what on- and off-campus security is available?

Observations to Consider on a Tour

1. How happy do the students look?
2. Is the university like a community?
3. Do the students seem friendly?
4. Does the campus make you feel energized, serious, bored, fast paced, etc?
5. Is there a lot of socialization among the students or lack of it?
6. Do the students look the same? Preppies, Grunge, Alternative, Mix?
7. "Can I see myself thriving in this environment?"

Questions for students

1. How well did the school meet your expectations?
2. What was the biggest surprise or most significant disappointment about campus life?
3. What do you like or dislike most about the school?
4. What would you most like to change?
5. How do they spend a typical weekend evening -- hitting the books or the party scene?
6. Ask a random student for directions and observe how they react to your question

Are Modifications Available for the College Entrance Tests?

Yes, modifications are available for both the two major college entrance tests, the Scholastic Assessment Tests (SATs) and the American College Testing (ACTs).

The SAT: If you took the SAT as a teenager, it might look different to you now. The SAT changed both its name and format. The new test is the SAT I: Reasoning Test, and it is usually offered nationwide in March, May and June. The new test is fundamentally the same as the earlier version, but it features some changes that reflect recommendations from educators throughout the United States. The new SAT is a three-hour test, primarily multiple-choice, that measures verbal and mathematical abilities; however, the composition of the new test differs in some ways.

The SAT I: Reasoning Test consists of:

- a. Two 30-minute sections and one 15-minute section that test vocabulary, verbal reasoning, and critical reading skills.
- b. Two 30-minute sections and one 15-minute section that test ability to solve problems involving arithmetic, algebra, and geometry.
- c. One 30-minute section of either verbal or mathematical questions that are used for equating purposes and does not count toward the student's score.

No Test of Standard Written English (TSWE)

In older versions of the SAT, there was a written essay portion, but the Test of Standard Written English is not part of the SAT I.

Changes to the verbal section include the following:

- a. More emphasis has been placed on reading passages; the proportion of questions related to these passages increased from less than 30% to more than 50%.
- b. Reading passages are 400-850 words compared with the previous range of 200-450 words.
- c. One or more of the test's reading selections consists of a pair of related reading passages, the second of which opposes, supports, or in some other way complements the point of view expressed in the first.
- d. Antonym questions have been eliminated. More total reading time is provided for the verbal sections of the test, even though there are fewer verbal questions.

Changes in the mathematical sections include the following:

- a. A new type of question requires students to produce their own responses, rather than choose from four or five answer choices. Students fill in their answers on special grids on the answer sheet.
- b. The use of calculators is allowed only on the mathematics sections of the SAT I: Reasoning Test, and it is recommended that students take a calculator with them to the test. Four functions, scientific/graphing calculators are acceptable.

For information regarding special SAT accommodations, contact a school guidance counselor or write or call:

Services for Students with Disabilities (SSD)
College Board SSD Program
P.O. Box 8060
Mt. Vernon, Illinois 62864-0060
Phone: (609) 771-7137 FAX: (866) 360-0114
TTY: (609) 882-4118 Email: ssd@info.collegeboard.org

The following accommodations may be requested: large type test booklets; a reader; use of a magnifying glass; an audio cassette version of the test; a person to record answers; extended time. In order for a student to receive SAT accommodations, the student's guidance counselor or other designated professional must certify that the student meets the eligibility requirements as set forth by the Admissions Testing Program (ATP). Requests for special accommodations must be submitted at least six weeks earlier than a regular request for SAT testing. Please note that the SAT test with accommodations may be given at a different time from the usual SAT testing dates.

What Is the Format of the ACT & What Accommodations Are Available for the ACT?

The ACT is similar to the SAT with both verbal and mathematical sections. Requests for special accommodations on the ACT must be made four to six weeks prior to the test date, and a Request for ACT Assessment Special Testing form must be completed and sent with the request.

To be eligible for test accommodations on the ACT, the student must submit a copy of the current IEP and a statement that the student cannot test under standard conditions. There must be a re-diagnosis or reconfirmation of the disability within the last three years that the disability still exists, and a qualified professional whose credentials are appropriate to the disability must do it. An IEP on file at the school within the last three years is generally acceptable reconfirmation. The following accommodations may be requested: extended time; alternate test form; audio cassette edition with regular type copy; four function calculator; a reader; a person to record the answers.

For more information, contact the school counselor, write or call:

ACT Registration Extended Time National Testing

301 ACT Drive PO Box 4068
Iowa City, IA 52243-4068
Phone: 319-337-1851 (extended time questions)
(TDD)
FAX: 319-339-3032

***Contacting ACT: 8:30 a.m. – 5:00 p.m., central time, M–F**

ACT Special Testing

301 ACT Drive PO Box 4028
Iowa City, IA 52243-4028
Phone: 319-337-1332 (Voice)/319-337-1701
FAX: 319-337-1285

What colleges consider in selecting students:

Colleges ARE interested in admitting the best students available. Applicants must be prepared to carry out the academic work of the school at the expected level of performance. Institutional research has determined that the student’s high school record (subjects taken, grades, rank in class) is the best predictor of success in college. Scores on admissions tests and counselor’s recommendations are also helpful in determining whether students will be successful.

**Many colleges prefer to see mainstream courses with lower grades than special education courses or basic courses with higher grades.*

RECOMMENDED GUIDE FOR ACADEMIC PREPARATION

Types of Programs

ACADEMIC AREAS	Community College Career Programs & Vocational Schools	4-Year Colleges /Universities, Community Colleges, Transfer Programs*	Highly Selective Colleges & Universities
ENGLISH	4 years	4 Years: Emphasis of Written & Oral Communications & Literature	4 years
MATHEMATICS	2 years	3 Years: Algebra, Geometry, Algebra 2 & Trigonometry	4 years recommended through Calculus
SCIENCE (Lab Sciences)	1 to 2 years	3 Years Recommended: Core Areas: Biology, Chemistry & Physics	4 years Recommended Core Areas: Biology, Chemistry & Physics
SOCIAL SCIENCE	2 years	2 to 3 Years Emphasis on History & Government (requirements vary)	3 to 4 years
FOREIGN LANGUAGE	None Required	2 years **	2 to 4 years

The chart indicates the recommended course distribution for Illinois public universities; however, some state institutions may permit students to substitute courses in one academic area for deficiencies in another area. Illinois public universities may also accept courses in vocational education (applied technology, art, business or home economics) to meet these requirements.

COLLEGE COMPARISON WORKSHEET

College Knowledge	NAME OF COLLEGE	NAME OF COLLEGE	NAME OF COLLEGE	NAME OF COLLEGE
ADMISSIONS				
Separate Admission to LD Program Requirements?				
Test Required (ACT/SAT)				
GPA/Class Rank				
High School Courses Required for Entrance				
Is there a waiting list? Is there an additional charge for any of these?				
CURRICULUM				
Majors of Interest				
Required Subjects				
CAMPUS LIFE				
Distance from Home				
Housing and Dorm Financial Plans				
College Setting (Size of Town/City)				
COSTS/FINANCIAL AID				
Application Fee				
Tuition				
Room and Board				
Financial Aid Forms Required				
Additional Costs for LD Services				
Additional Costs for Other Services				
OFFICIAL DEADLINES				
Admission Application Deadline				
Financial Aid Forms Required				
Special Program Application Deadlines				
SPECIAL SERVICES				
Tutoring Available				
Recorded Textbooks, Tests				
Time Extension on Tests				
Calculators Allowed in Math				
Oral Essay Tests				
Help with Written Work				
Academic Advising				
Peer Support Groups				
Special Academic Advisory				
Specialized Seating				
LD/PH/VI/HI Specialists on Staff				
Personal Assistants Available (PH)				
Advocacy Services				
Career Counseling				
Additional Fees For Support Counseling				
Can Student Obtain Foreign Language				
Additional Services or Information?				

COLLEGES WITH PROGRAMS FOR PHYSICALLY CHALLENGED STUDENTS

This is not an exhaustive list. It is meant to provide a starting point for college selection...

Arizona State University

Disability Resource: Matthews Center
PO Box 873202
Tempe, AZ 85287
Phone: (480) 965-1234
TDD: 480-965-9000
Email: disability-q@asu.edu

Programs/Services: *The Disability Resource Center (DRC) is the central location for establishing eligibility and obtaining services & accommodations for qualified students with disabilities. The Center serves as an information hub for ASU and the community. Students are encouraged to visit the DRC and make it an integral part of their educational pursuits.*

Illinois State University

Office of Disability Concerns
350 Fell Hall
Normal, IL 61790
(309) 438-5853
Email: ableisu@ilstu.edu

Programs/Services: *Provides a welcoming atmosphere for individuals with disabilities by assisting each in functioning independently within the University community and providing equal access and opportunity in accomplishing educational, professional and personal goals. As a unit of the Student Affairs Division, Disability Concerns is the designated office to provide approved accommodation services for students, faculty, staff, and guests with disabilities. Disability Concerns obtains and maintains documentation of disability, certifies eligibility for services, determines reasonable accommodations, and develops plans for providing such accommodations. This is accomplished in a confidential manner to ensure equal opportunity for participation in all courses, programs, activities and employment offered by Illinois State University.*

Southern Illinois University

Disability Support Services
900 S. Normal Ave
Woody Hall B150
Carbondale, IL
(618) 453-5738

Programs/Services: *Disability Support Services (DSS) provides federally mandated academic and programmatic support services to students with permanent disabilities. Disability services are located throughout the University in integrated settings. DSS provides centralized coordination and referral services.*

University of Illinois

Rehabilitation Education Services
1207 S. Oak St.
Champaign, IL 61820
(217) 333-1970
Email: disability@uiuc.edu

Programs/Services: *Responsible for ensuring that qualified individuals with disabilities are afforded an equal opportunity to participate in and benefit from the curricular, co-curricular and vocational opportunities available at the University of Illinois at Urbana-Champaign.*

University of Wisconsin-Whitewater

Center for Students with Disabilities
800 W. Main Street
Whitewater, WI 53190
(262) 472-4711

Programs/Services: *Students are assigned a "key contact" staff member who will assist with arranging accommodations. These professionals also coordinate with other campus services such as Communicative Disorders, Residence Life, and Health and*

Counseling services. Staff includes rehabilitation counselors who can offer ideas about career choices and act as liaisons to outside providers such as the Division of Vocational Rehabilitation, home health agencies, and employers.

Wright State University

Office of Disability Service
3640 Colonel Glenn Hwy.
Dayton, OH 45435-0001
(937) 775-5680

Email: disability_services@wrightht.edu

Programs/Services: *Physical Support Services are the services of personal assistance with daily hygiene requirements, handicapped parking areas, training in the activities of daily living and the coordination of campus mobility orientation for students who have visual impairments. Academic Support Services are designed to assist students with physical and learning disabilities. Students may receive classroom accommodations such as sign language interpreters, lab assistance, or reader/writer service. The Office of Disability Services can administer exams outside the normal classroom for students needing additional time and/or reading and writing assistance due to disability-related limitations. The Technology Center provides classroom materials in alternative formats that include audio cassette tapes, computer disks, Braille, and image enhancement. Career and Vocational Support Services assist students with physical and/or learning disabilities in making career choices, and in the planning and development of their careers.*

Colleges With Programs for the Hearing Impaired

This is not an exhaustive list. It is meant to provide a starting point for college selection.

Gallaudet University

800 Florida Avenue, NE
Washington, DC 20002
(202) 651-5398 (voice)
TTY: (202)651-5393

Programs/Services: *Gallaudet University is the world leader in liberal education and career development for deaf and hard-of-hearing undergraduate students. The University enjoys an international reputation for the outstanding graduate programs it provides deaf, hard-of-hearing, and hearing students, as well as for the quality of the research it conducts on the history, language, culture, and other topics related to deaf people. In addition, the University's Laurent Cleric National Deaf Education Center serves deaf and hard-of-hearing children at its two demonstration schools and throughout the nation by developing, implementing, and disseminating innovative educational strategies.*

Northern Illinois University

Center for Access and Disability Res.
DeKalb, IL 60115
(815) 753-6503

Programs/Services: *The Program for Hearing Impaired (PHI) is a multi-faceted program, which assists young adults who are deaf or hard of hearing to assess and select viable options for the future. The one-year program incorporates a rehabilitation concept, enabling these young adults to realistically evaluate and improve their academic, vocational, social, personal, and independent living skills, while they explore, select, and establish future goals.*

Rochester Institute of Technology

National Technical Institute for the Deaf
52 Lomb Memorial Dr.
Rochester, NY 14623
(585) 475-6400

Programs/Services: *Rochester Institute of Technology and the National Technical Institute for the Deaf offer you a superior career-based education that's affordable with outstanding support and access services and a rich campus life. The result is an outstanding graduation rate and career success.*

Students With Learning Disabilities

This is not an exhaustive list. It is meant to provide a starting point for college selection.

Brehm Preparatory School, Inc.

1245 E. Grand Ave
Carbondale, IL 62901
618-457-0371

Programs/Services: Post-Secondary Options Program: testing accommodations, readers, counseling, advocacy, training, handicapped accessible.

Cornell College

Registrar's Office
600 First Street SW
Mt Vernon, IA 52314
319-895-4000

Program/Services: Accommodations provided to students who request support through disability services program in the Registrar's Office. Students must complete an application for disability support services and submit appropriate documentation of disability to verify eligibility

Lincoln College

300 Keokuk
Lincoln, IL 62656
800-569-0556

Programs/Services: Supportive Educational services; free tutoring, average class size 15, athletic programs (Division II, NJCAA, and Intramural), fine arts opportunities; no additional cost; includes new services for ADHD.

Parkland College

2400 W. Bradley Ave.
Champaign, IL 61821
217-351-2200

Programs/Services: Learning resource services; testing accommodations, readers, counseling, advocacy training, handicap accessible, assistive technology, no additional cost.

Southern IL University- Edwardsville

Disability Support Services, Student Success Center, Room 1270
Campus Box 1611
Edwardsville, IL 62026
Phone: (618) 650-3726

Programs/Services: Services designed for mobile impairments, vision impairments, hearing impairments, chronic health and other disabilities, learning disabilities, ADD/ADHD, and head injuries. Every effort has been made to eliminate barriers to learning. The Disability Support Services staff will assist you in reaching your educational goals.

St. Ambrose University

Disability Services
518 W. Locust St.
Davenport, Iowa 52803
563-333-6275

Programs/Services: Qualified students with disabilities services or reasonable accommodations intended to reduce the effects that a disability may have on their performance in a traditional academic setting.

Vincennes University

1002 North First St.
Vincennes, IN 47591
800-742-9128

Programs/Services: STEP Program: individualized support offered through professional, peer tutoring and support classes. Coordination and counseling also offered.

Thresholds

4101 N. Ravenswood Ave
Chicago, IL 60613
312-337-4258

www.thresholds.org

Program/Services: *Supported educational model for college bound adults with mental illness. Offers 6 college preparatory classes, an extensive individual tutorial program, a support group, academic and career center, counseling on-site, advocacy and lineage, reading, math, and career assessments. Students must have a psychiatric diagnosis and a referral from a mental health worker.*

OTHER SOURCES FOR FURTHER EDUCATIONAL OPPORTUNITIES:

NOT FOR COLLEGE CREDIT

Community Education District 214

2121 S. Goebbert
Arlington Heights, IL 60005
847-718-7700

Continuing Education District 211

1750 S. Roselle Rd
Palatine, IL 60067
847-755-6820

VOCATIONAL TRAINING

Training for specific occupations is available through a variety of sources: community colleges, private vocational schools, apprenticeships, publicly supported training programs, and on-the-job training. The following pages provide a general introduction to the opportunities in the surrounding area that may be accessed by high school graduates.

The Academy of Dog Grooming Arts

1742 W. Algonquin Rd.
Arlington Heights, IL 60005
800-333-9034
847-454-7300
www.academyofdoggrooming.com

American Health Info Management Assoc.

233 North Michigan Ave Suite 2150
Chicago, IL 60601
312-233-1100
www.ahima.org

Belleville Barber College

329 North Illinois
Belleville, IL 62220
866-399-9518

BIR Training Center

3601 W Devon Ave. Suite 210
Chicago, IL 60659
773-866-0111
www.birtraining.com

Programs: *Computers, Information Technology, Accounting, Billing, Manufacturing.*

Environmental Tech Institute- North Campus (Main School)

1101 W. Thorndale Ave.
Itasca, IL 60143
630-926-7559 or 630-285-9100
www.eticampus.com

Program/Services: Heating, air conditioning, & refrigeration.

The Cooking and Hospitality Institute of Chicago (CHIC)

361 W. Chestnut
Chicago, IL 60610
888-295-7222 www.chic.edu

Programs/Services: Associate of applied science degree in Le Cordon Bleu Culinary Arts, Associate of applied science degree in Patisserie and bakery.

Environmental Technical Institute- South Campus

13010 South Division St.
Blue Island, IL 60406
888-572-9937 www.eticampus.com

Program/Services: Heating, air conditioning, & refrigeration

ITT Technical Institute

1401 Feehanville Dr.
Mount Prospect, IL 60056
847-375-8800 www.itt-tech.edu

Programs/Services: Information Technology, drafting, design, electronics, business, BA & AA options available.

Morrison Institute of Technology

701 Portland Ave
Morrison, IL 61270
815-722-7218 www.morrison.tec.il.us

Programs/Services: Design & Drafting Technology, CAD, Surveying, Building Construction Technology, Highway Construction Technology, and Soil Testing.

Illinois School of Health Careers

11 E. Adams St. Suite 200
Chicago, IL 60604
312-913-1230 www.ishc.edu

Programs/Services: Medical/Clinical Assistant, Dental Assistant, and Massage Therapy.

Gem City College

700 State St.
Quincy, IL 62301 www.gemcitycollege.com

Programs/Services: Horology, including watch and clock repair, engraving, jewelry diamond setting and design, cosmetology, and data entry.

Haskana Institute of Hair Design

341 West Northwest Highway
Palatine, IL 60067
847-934-0190 www.haskana.com

Programs/Services: Basic training, practical chemical application/hair treatment, hair styling/dressing, shop management, esthetics, and nail technology.

Illinois Center for Broadcasting

55 West St.
Lombard, IL 60148

Program/Services: Communications, journalism & related programs, including radio & television.

Institute of Aviation-University of Illinois

1 Airport Rd. Willard Airport Savoy, IL 61874
800-527-8429 www.aviation.uiuc.edu

Programs/Services: Flight training, aviation, & human factors.

The Illinois Institute of Art

350 North Orleans St. Chicago, IL 60654
800-351-3450 www.artinstitutes.edu

Programs/Services: Graphic design, animation, game art and design, fashion design, culinary arts, interactive media design, digital media production, visual effects and motion graphic, and interior design.

International Academy of Design and Technology

1 North State Street Suite 500
Chicago, IL 60602
312-980-9200

and

915 National Parkway
Schaumburg, IL 60173
877-222-3369

www.iadtchicago.com

Programs/Services: Computer graphics, design, interior design, fashion design, web design, and information technology.

Lincoln Technical Institute

8317 W. North Ave
Melrose Park, IL
877-693-8887
708-344-4700 www.lincolntech.com

Programs/Services: Automotive, diesel, HVAC, EST, CAD, electronics, PC support technician, PC systems & Networking, Computer Programming with Web Technology, Medical Assistant, Medical Administrative Assistant, and Pharmacy Technician.

Mac Daniels's Beauty School

1113 Belmont
Chicago, IL 60657
773-883-5100

<http://www.hackcollege.com/school-finder/schools/illinois/mac-daniels-beauty-school/>

Programs/Services: Cosmetology, Nail Technology

Ms. Roberts Academy of Beauty Culture

552 N Mannheim Rd
Hillside, IL 60104
708-649-9088 msroberts-academy.com/index.htm

Programs: Cosmetology, Esthetics

Kendall College

900 N. Branch St.
Chicago, IL 60622

866-667-3344 or 312-752-200 www.kendall.edu

Programs/Services: Culinary Arts, Hospitality Management, Human Services, Early Childhood Education, Business and Technology, Baking & Pastry.

Additional Information: Summer programs for high school students

Naperville Skin Institute

1100 N. Sherman Ave. Suite 111
Naperville, IL 60563

815-786-7266 www.napervilleskininstitute.com

Programs/Services: Esthetics

National Real Estate State

6321 North Avondale Ave. Suite 218
Chicago, IL 60631

773-763-4241

Programs/Services: Real Estate (Must be 21 years of age)

Niles School of Cosmetology

8057 N. Milwaukee Ave
Niles, IL 60648

847-965-8061 www.nilesschoolofcosmetology.com

Pivot Point Beauty School

1560 Sherman Ave.
Evanston, IL 60201

847-866-0500 www.pivot-point.com

Programs/Services: Hair, Esthetics, Nails

Police Training Institute, University of Illinois

1004 South Fourth St.
Champaign, IL 61820
217-333-2337

Programs/Services: Basic Law Enforcement, Basic Correctional Arson Officer, Investigator, Control Tactics, Effective Supervision, Police Firearms Instructor, and more.

Robert Morris University

401 S. State St.
Chicago, IL 60605

and

1000 Tower Lane
Bensenville, IL 60106

800-RMC-5960 www.robertmorris.edu

Programs/Services: Accounting, Business Admin, CAD/Drafting, Culinary Arts, Computer Networking Specialist, Computer Programming, Fitness Specialist, Graphic Arts, Interior Design, Legal Office Assistant, Medical Assistant

Rock Valley College

3301 N. Mulford Rd.
Rockford, IL 61114

815-921-4250 or 815-921-4269 www.rockvalleycollege.edu

Rockford Memorial Hospital of X-ray Technician

2400 North Rockton Ave
Rockford, IL 61103

815-971-5480

Programs/Services: Medical Radiological Technology & Technician

Rosel School of Cosmetology

2444 W. Devon
Chicago, IL 60659

773-508-5600

Spanish Coalition for Jobs, Inc.

2011 W. Pershing Rd.

Chicago, IL 60609

773-247-0707 www.scj-usa.org

Programs/Services: Bilingual Medical Assistant Training Program, Computer & Business courses, Prevocational programming, GED preparation, Financial Literacy.

Sparks College

131 South Morgan St.
Shelbyville, IL 62565

217-774-5112 www.sparkscollege.org

Programs/Services: Court Reporting, Accounting, Accounting Assistant, Medical Transcription, Information Processing, Legal and Medical Secretarial

Star Truck Driving School Inc.

700 Larsen Lane

Bensenville, IL 60106

630-238-0330 www.cdl-star.com

Programs/Services: Short haul pro driver, local pro driver, O.T.R. pro driver, and Class B CDL

The School of the Art Institute of Chicago

37 S. Wabash

Chicago, IL 60603

312-899-5100 or 312-899-5219 www.artic.edu

Programs/Services: College education centered in the visual and related arts. Visual and Critical Studies; Bachelor of Fine Arts in Studio; Bachelor of Fine Arts with emphasis in Art History, Theory, and Criticism. Bachelor of Fine Arts with emphasis in Art Education; Bachelor of Interior Architecture.

Universal Technical Institute, Inc.

601 Regency Dr

Glendale Heights, IL 60139

630-307-9777 or 800-441-4248 www.uticorp.edu

Programs/Services: Automotive, diesel, auto body, marine, motorcycle, technicians. Additional Information: Has support staff to assist students with requesting and obtaining accommodations and financial aid.

VIP Travel Agent

600 N. McClurg Court Suite 304

Chicago, IL 60611

312-266-1484

Program/Services: Fashion merchandising, marketing and management, medical assisting, medical education, travel, business administration, computer training, criminal justice, dental assisting.

Wilton School of Cake Decorating & Confectionary Arts

2240 75th St.
Woodridge, IL 60517
800-794-5866 or 630-963-1515
www.wilton.com

Programs/Services: Various cake decorating & confectionary classes ranging from 3 hr workshops to more advanced courses.

Additional Info: Locations are on the website according to zip code.

Worsham College of Mortuary Science

495 Northgate Parkway
Wheeling, IL 60090
847-808-8444

www.worshamcollege.com

Program: AA degree in Mortuary Science, 12 months

COMMUNITY COLLEGE VOCATIONAL PROGRAMS

This is not an exhaustive list. It is meant to provide a starting point for college selection.

The Community College System in the State of Illinois is an excellent place for the student with special needs to begin post secondary education. There are three basic options available for the individual to utilize:

1. The transfer program provides the first two years of the traditional four-year bachelor's degree with an associate's degree being achieved when requirements are completed.
2. Two year vocationally oriented associate's degree programs are offered in a wide variety of career fields. These occupational areas have been selected based on employment surveys of statewide and local business and industry. Many of these programs may be extended or capped with a related bachelor's degree program.
3. Vocational proficiency certificate programs offer the opportunity to acquire specific career training in a demand occupational area. In these the student takes only those courses related to the specific vocation. While similar in nature to the typical vocational school program, these differ in that a student can later use these course credits as the foundation for additional two or four year degrees; and they usually prove to be substantially lower in cost than private school training.

Because these institutions are publicly endowed, they are eligible for all federal, state and local governmental funding of support services for students with special needs. Students in the northwest suburbs typically attend William Rainey Harper College, our local district institution, for all programs that Harper offers in order to be eligible to pay in-district tuition and fees for their course work.

William Rainey Harper College Access & Disability Services

Attention: Access and Disabilities

1200 W. Algonquin Road

Palatine, IL 60067-7398

(847) 925-6266 • (847) 397-7600 (TTY)

www.harpercollege.edu

Programs/Services: ACES- A case management services offer to all students with disabilities.

**Local Community Colleges
(Also have Vocational Programs)**

This is not an exhaustive list. It is meant to provide a starting point for college selection.

College of DuPage

425 Fawell Blvd.
Glen Ellyn, IL 60137
Special Student Services
(630) 942-2941

Programs/Services: Vocational skills program that assists developmentally challenged students who have difficulty in regular credit college courses. Working in cooperation with a community organization, the college offers basic skills courses in different vocational and occupational fields, which help students obtain entry-level employment. Also emphasizes skills to live independently in a direction that supports their being more sufficient and contributing members of society.

College of Lake County

19351 W. Washington St.
Grayslake, IL 60030
Office for Students with Disabilities
(847) 543-2055 www.clcillinois.edu

Programs/Services: Certificate programs, including: accounting clerk, administrative assistant, automotive oil change technician, automotive refinishing technician, caregiver, CAN, education paraprofessional, marketing, paralegal, and welding.

Elgin Community College

1700 Spartan Drive
Elgin, IL 60123
(847) 214-1000

Harper College

1200 W. Algonquin Avenue
Palatine, IL 60067
847-925-6266

Career Foundations Project: Provides a college experience and job preparation for students with developmental disabilities age 18 and above. It is designed to assist students in developing general entry-level skills to obtain gainful employment.

Oakton Community College

1600 E. Golf Road
Des Plaines, IL 60016
(847) 635-1600
www.oakton.edu

Programs/Services: WIA (Workforce Investment Act) Certified Programs include: basic nursing assistant, accounting associate, residential comfort systems installer certificate, CAD certificate, automotive service excellence certificate, network administration certificate, ECE pre-school (age 3-5) certificate, web graphic-page design certificate, pharmacy technician certificate, medical office billing certificate, and real estate certificate.

Triton College

2000 Fifth Ave
River Grove, IL 60171
708-456-0300
www.triton.edu

Programs/Services: Certificate programs include: Business management, office technology, computer information systems, welding and fabrication, tool and dye maker, personal trainer, nurse assistant, medical transcription, legal office assistant, home inspector, culinary training. **Additional Information:** Summer Bridge Program: five-week intensive college prep experience. Academic support-Academic Success Center: for students with disabilities; assessment of needs, accommodations, coordination of access services, advocacy, referral services.

TECHNICAL/TRADE SCHOOLS PRIVATE VOCATIONAL SCHOOLS

This is not an exhaustive list. It is meant to provide a starting point for college selection.

In the Chicago area and throughout the country, many private vocational schools offer a wide variety of career training programs. Because these schools advertise extensively in the media, some schools have achieved a high level of "name recognition." Programs vary a great deal in quality, thus parents and students should practice good consumer skills when investigating and contracting for vocational education. This is particularly true for those in need of special support services since the additional trained personnel required providing these may incur costs, which are prohibitive to a private school. Each of the area high schools maintains information on vocational schools.

There are over 210 career schools that indicate they provide accommodations for students with disabilities. Those accredited by NATTS, the National Association of Trade and Technical Schools, receive federal assistance and must comply with program accessibility requirements contained in Section 504 of the Rehabilitation Act of 1973. Many schools are training disabled students to meet the changing needs of our country's competitive job market.

VOCATIONAL TRAINING PROGRAMS

A number of schools offer vocational training within specific skill areas. A partial list of area schools can be obtained through the high school guidance department. A comprehensive listing is available through the following guides:

Peterson's Vocational and Technical Schools, 4th ed.
Thomson Learning Inc
www.petersons.com

Chronicle Vocational School Manuel
Chronicle Guidance Publications Inc.
www.chronicleguidance.com

Factors To Consider When Choosing A Technical or Vocational School/Program...

1. What are the specific programs offered by this school? How will this school provide the specific support services or accommodations you need? Can you transfer from one program to another within the school? Can you transfer credits from this school to another?
2. Are you certain you want to go into this vocational field? How will your special needs affect your performance in this career? Does the school provide a testing program to help you find out if you qualify?
3. What kinds of jobs do people obtain when they complete the program? Does the school provide placement services? What is their placement rate? Are these placements audited?
4. Is there a current demand for people in this field in your home area?
5. How can you judge if the school is good or not good?
 - a. Talk to people who have attended the school and to those who are currently enrolled. Seek out those who received support services.
 - b. Visit the school yourself. You can observe such things as composition and age of student body, equipment, and facilities.
 - c. Check with the Illinois State Board of Education-Vocational Schools Certification Division, a professional accrediting agency and with the Better Business Bureau.
 - d. Ask for the names of employers of former students, and check with these employers to see how they regard the school.
6. Be certain to read all papers carefully especially those involving costs. Some schools use contracts that obligate you to pay for the whole course even if you don't complete it. Schools with that type of contract may not have much to offer in their program.
7. Do not sign any contract or agreement without having thoroughly investigated the school and its credentials or without comparing the program with that of the community college as well as other vocational schools.

ILLINOIS DEPARTMENT OF APPRENTICESHIP INFORMATION

What is an apprentice?

An apprentice is a paid worker who enrolled in a special training program administered by an employer together with a labor organization or trade association. Most apprentices work in trades related to construction. Apprenticeship is a formal method of training in a skilled occupation, craft or trade. During the apprenticeship period, the apprentice receives 2,000 hours or more of structured on- the- job training with at least 144 hours of related classroom instruction. Apprenticeship requires a written agreement between the program sponsor (employer) and the apprentice.

•Equal Employment Opportunity: Apprenticeships provide equal employment opportunity: Women and minorities are encouraged to apply. However, admission is highly competitive. To be selected, you must meet the qualifications of the particular trade and program for which you are applying.

•Apprenticeship qualifications vary from one trade to the next, but most require:

- A high school diploma or General Equivalency Diploma (GED)
- Your own transportation
- Physical Fitness
- Ability to work with your hands

Apprenticeship is the best route to a career in a skilled trade. Such careers offer excellent wages and benefits. Moreover, they provide a sense of accomplishment, as the results of work done are there for all to see. During the next ten to fifteen years, the number of construction-related jobs in Illinois is expected to grow at a very healthy pace, with the greatest growth occurring in electrical work, masonry and stonework, plastering, and other specialties.

TRADES OFFERING APPRENTICESHIPS...

Boilmaaker	Electrician	Ornamentntal Ironworker	Precision Metalworker	Rofer	Sheet Mental Worker
Sprinkler Fiter	Structural Ironworker	Bricklayer	Cabinetmaker	Carpenter	Cement
Mason Drywall	Finisher	Millwright	Insulator	Glazier/Patternmaker	Painter/Decorator
Tile Layer	Line Erector	Plumber	Plasterer	Tuck Pointer	Operating Engineer

•Many trades also require:

- Above average math skills
- Ability to work at elevated heights
- Completion of courses such as drafting, industrial arts, applied English and algebra

•Required documentation varies from one trade to the next but most will require:

- Your high school diploma or GED certificate
- The names and addresses of the high schools or vocational schools you attended
- A copy of your birth certificate
- The names, addresses, and telephone numbers of two or three persons who have agreed to serve as personal references
- If you are a veteran, your Certificate of Release or Discharge from Active Duty (Form DD-214)

•IDES can help you get started:

Some offices serve as Apprenticeship Information Centers. There, you can obtain detailed information about apprenticeships. Staff will help you decide which trade would best suit you, and can tell you about entrance requirements and when apprenticeship programs are accepting applications.

Where to apply:

**The IDES Apprenticeship Information Center for the Northwest Suburban
723 W. Algonquin Rd.
Arlington Heights Il.
(847) 981-7400**

APPRENTICESHIP PROGRAMS

Architectural Iron Workers

2523 Lexington
Broadview, IL 60153
708-344-7727

Programs/Services: 4-year apprenticeship; 8,000 hours on the job training. Apprentices attend school twice a week for three hours from September-May. Apprentices also work on the job five days per week. **Additional Information:** 18 yrs. old, high school diploma understand English.

Bricklayers & Allied Craft Workers Local 21

660 N. Industrial Drive
Elmhurst, IL 60126
630-941-2300

Programs/Services: 3-year apprenticeship; 3,600 hours on the job training, begins with 12 weeks of school, Monday-Friday, 7am to 3:30pm.

Additional Information: Must be 17 years old, present a birth certificate, high school diploma, GED, or certified transcript; green card if applicable; DO214 (Armed Services Discharge) if applicable; 3 references; must pass interview, aptitude test (English), physical exam.

Bricklayers Allied Craft Workers 20

2751 West Washington St
Waukegan, IL 60085
847-244-3685

Programs/Services: 3-year apprenticeship; apprentices attend school on Saturdays from October-April.

Additional Information: Must be 17 years old, present a birth certificate, high school diploma, valid driver's license, pass an aptitude test, and speak, write, and read English.

Boilermaker Apprentice Program

5666 W. 95th St
Oak Lawn, IL 60453
708-636-6656

Programs/Services: 4-year apprenticeship; classroom training and on the job training.

Additional Information: 18 years old, high school diploma or GED, yearly drug test, complete 4 year course on personal time.

Cement Masons Union Local 502

739 S. 25th Ave
Bellwood, IL 60104
708-544-9100 - Press #7 - Apprentice School

Programs/Services: 3 years, attend school one day per week for 30 weeks, 6 field courses per year, attend a 10-hour OSHA safety course and American Red Cross First Aid/CPR Training class.

Additional Information: Must be 17 years old, 2 years of high school, must pass a physical exam and drug screening. Must be hired first by a union contractor.

Chicago Area Painting and Decorating

1101 N. Taft Ave
Berkley, IL 60163
708-449-5282

Programs/Services: 3-year apprenticeship; 960 hours of classroom instruction, attend school one day per week.

Additional Information: 18 years old, high school diploma or GED, U.S. citizen or application for citizenship letter of intent to hire from a prospective employer.

Chicagoland Laborers Apprentice & Training Fund

1200 Old Glory Ave
Carol Stream, IL 60188
630-653-0006 ides.state.il.us/apprenticeship

Programs/Services: 2-year apprenticeship; 2,400 hours on the job training. Two weeks of classroom training every six months.

Additional Information: Requirements: 10th grade education, 18 years old; valid driver's license. Can apply for apprenticeship or obtain more information.

Chicago & Northeast IL District Council of Carpenters Apprentice & Training

1256 Estes Ave
Elk Grove, IL 60007
847-640-7373
www.chicap.org

Programs/Services: *Apprenticeship for carpenter, millwright, mill cabinet, & floor layer. 17 years old, social security card, two years high school, pass an aptitude test in vocabulary, arithmetic ability, and reasoning power.*

Additional Information: **Must be recommended by:** 1. Illinois Department of Employment Security Apprenticeship Information Center 2. A local carpenters union or an union contractor.

Construction Industry Service Corp.

2000 Spring Road
Oak Brook, IL 60523
www.cisco.org

Programs/Services: *CISCO is a labor-management association that promotes union construction, union contractors and union apprenticeship programs throughout Northeastern Illinois. CISCO is the leading source for information on the unionized construction industry in Northeastern Illinois.*

Programs/Services: *5-yr apprenticeship; one day per week classroom.*

Additional Information: *18 yrs, H.S. diploma or GED, two photo identifications, birth certificate, drug test & exam.*

Workers Union Local 1

7720 Industrial Drive
Forest Park, IL 60130
708-366-8181

Programs/Services: *3-yr apprenticeship; 700 hours, classroom work. Attend class two nights a week from September-June.*

Plumber's Joint Apprenticeship Comm. Local Union 93 U.A.

1701 Lebaron
Waukegan, IL 60085
847-244-9830

Programs/Services: *5-yr program; minimum 1080 hrs of classroom instruction, on the job training 5 days a wk.*

Additional Information: *Must be 18 years old, must present a high school diploma or GED, a birth certificate, driver's license, must pass an aptitude test and oral interview.*

Sheet Metal Workers Local 265 JATC

205 Alexandra Way
Carol Stream, IL 60188
630-668-7620

Programs/Services: *5-yr apprenticeship, 1,000 hours of classroom instruction.*

Additional Information: *Must be 17 years old, high school diploma and GED, birth certificate, driver's license; must pass an aptitude test, drug exam and physical exam.*

Sprinkler Fitters & Apprentices Union 281

11900 S. Laramie
Alsip, IL 60803
708-597-1800

Programs/Services: *5-yr apprenticeship, 1,080 hours of classroom study, 40 hrs orientation.*

Additional Information: *Must be 18 years old, high school diploma or GED; physical exam, drug test and aptitude test; must pass an aptitude test, drug exam and physical exam.*

THE ILLINOIS EMPLOYMENT AND TRAINING CENTER (IETC)

Web Address: <http://www.commerce.state.il.us>
Network Number: 888-FOR-IETC
Hours: M-F, 8:30 A.M. - 5:00 P.M.
Address Local Center: Northwest Suburban Employment and Training Center
723 West Algonquin Road
Arlington Heights, Illinois 60005
Phone Number: 847-981-7400

The Illinois Employment & Training Center (IETC) Network
is an innovative, customer-driven system designed to provide employment and training services to job seekers and employers, in cooperation with local educational institutions. It is a one-stop source where the public can easily access a broad array of employment, training, educational and related services.

This “One Stop” Career Center is designed for individuals who are:

- Unemployed or employed seeking a new job or a career change
- Students seeking a career direction
- Employers seeking the right person for the job

The center is a partnership of:

- Illinois Department of Employment Security (IDES)
- Northwest Suburban Special Education Organization
- Business & Career Services
- Department of Human Services – Office of Rehabilitation Services

The center offers a variety of services, of which most are free of cost. These include:

- Personal assessments and job referral assistance
- Education and training program enrollment
- Job-specific training
- FAX and Copy Machines
- Computer training
- Multi-media resource centers
- Unemployment Insurance
- Computer/Internet Access
- Resume Service
- Research Library
- Job Listings
- Job Re-training

IETC-Illinois Department of Employment Security (IDES)

Three main services are coordinated through the Illinois Department of Employment Security (IDES):

Web Address: <http://www.ides.state.il.us>

Unemployment Insurance:

This is a state-operated program under which individuals are entitled to benefit payments while unemployed. There are certain legal requirements that must be met before payments will be authorized. Benefits are financed solely by employers’ payroll taxes – not by any deductions from employee wages. Claims for unemployment insurance benefits may be registered with the local IDES office on the first working day after unemployment begins. Registration with Illinois Employment Services is required.

Illinois Employment Services:

Candidates for unemployment, as well as any individual seeking employment, are provided with a variety of resources to find a job through the Illinois Employment Services. Job listings, counseling, and job referral and placement are available. For a job-matching program, please go to [www.illinoiskillsmatch.com](http://www.illinoisskillsmatch.com).

Apprenticeship Information Center:

Detailed information about apprenticeships is available at the IDES center. Staff can assist interested individuals with deciding which trades would best be suitable, and will identify when those trade unions will be accepting applications. Up to three apprenticeship applications may be made right at the IDES center.

IETC-NORTHWEST EDUCATION TO CAREERS PARTNERSHIP (ETC)

The ETC provides students the opportunity to interact with various business and industry professionals in the office, in the store, in the plant, in the field. And to get a much better “feel” about what career is right for them. This personal insight also helps maximize a student’s education. Once they see the connection between academic knowledge and real-world situations, their motivation to learn increases.

The ETC is an opportunity for business to share its professional expertise and experience with students who have the interest and aptitude to succeed. Workplace tours, job shadowing, internships and career fairs go a long way toward reducing the cost of employee recruitment and training while helping to prepare students for productive, lifelong careers. Employers inform school counselor and teachers about current industry standards and help to integrate academic curriculum with workplace requirements.

Opportunities available to students through the ETC include:

- Job-In Sight
- Career Shadowing
- Dual Credit Classes
- Career Treks
- Career Advisors
- Career Expo
- Employer Partners

Job-In-Sight:

This is an opportunity for students to find summer employment and learn job readiness skills. Students can attend a 30- minute workshop to help prepare them for the world of work and have access to hundreds of job openings in the Northwest suburbs. This is free to any student in the Northwest suburbs.

Career Shadowing: High School students explore the world of work through a one-on-one shadowing experience with a local employer.

Career Treks: Career Treks are opportunities for groups of students to learn about careers and the world of work through visits to selected sites in business and industry.

Dual Credit Classes: When there is sufficient interest across the region, the Career Partnership works with member high schools and Harper College to create vocational courses open to students across the region. Classes include high school and college credit. Past offerings included:

- Building Trades
- Heating and Air Conditioning
- Law Enforcement
- Nursing Assistant
- Fire Science
- Cosmetology
- Electronics
- Fashion Merchandising
- Food Service Management
- Graphic Arts

Career Expo: This annual spring event provides opportunities for thousands of area high school and college students to become aware of available careers and to gain information about job availability and desired skills and knowledge.

Employer Partners: Through flyers, brochures, personal contacts, and cooperation with local and regional Chambers of Commerce, the ETC works to recruit employer partners who are willing to:

- Classroom career presentations
- Consult for project-based learning
- Speak at career days/fairs
- Hire teachers for summer work
- Host company facility tours
- Help develop curriculum or skill standards
- Arrange job shadowing experiences
- Provide internships
- Donate equipment
- Be a mentor
- Invite teachers to employee training seminars
- Inform educators about industry & Workplace skill requirements
- Have students use company facilities and/or equipment

Career Advisors: Each high school has a person who is specifically able to help students locate career- shadowing opportunities. The career advisor and the student arrange these experiences with employers. The experiences are unique and are designed to reflect each student’s interests

IETC-Workforce Development: The Workforce Development serves as a facilitator for programs and service provided through partnerships with business, state agencies, local elected officials, the education community and social services organizations. Services available include:

- Job postings and talent banks
- Résumé assistance
- Networking
- Tuition voucher programs
- Layoff assistance
- Transitional employment
- Grant scholarships for graduating seniors
- Summer training and employment

IETC-William Rainey Harper College
(847-758-2372)

- As an IETC partner, Harper College:
 - Provides information about all Harper programs and services
 - Provides assistance with applications, registration and financial aid options
 - Makes referrals to appropriate on-campus services
 - Provides assistance to NAFTA/TRA clients with study plans and contracts
 - Submits and maintains Harper College career programs on WIA State Provider List
 - Makes referrals to other IETC partners for services
 - Makes/maintains contacts with area employers
 - Provides information to clients wishing to pursue self-directed career search
 - Provides informational materials, including books, brochures and videos, on career topics

· Provides free seminars and workshops on career topic

Other Training Opportunities

Chicago Job Corps

3348 S. Kedzie Avenue
Chicago, IL 60623
PH: (773) 890-3100
FX: (773) 847-9823

Job Corps is the nation's oldest and most successful federally funded training program for economically disadvantaged youth. The Chicago Job Corps facility is a new 32.5 acre campus located on the southwest side of Chicago. The Job Corps program is designed to give your son or daughter the training and education to become socially and economically productive adults. The following services are available to eligible individuals:

- Basic educational and GED training.
- Vocational training in bricklaying, business and computer skills, carpentry, electronic assembly, health occupations, hotel/customer service, manufacturing technology, painting and welding.
- Extra curricular activities including arts and crafts, community service, cultural awareness programs, driver education, intramural sports and student government.

Military Career Training Opportunities

(See your local phone directory for listings)

The Military Services provide challenges and offer career-training opportunities for high school graduates. Each high school in District 214 is visited regularly by representatives from the various branches of service. They can provide complete information about the benefits and requirements involved in military enlistment.

Special needs students need to know that entrance into armed forces training is based on rigid standards based on aptitude test scores as well as a physical examination. The Armed Services Vocational Aptitude Battery (ASVAB) is the test that determines admission and eligibility for military training programs. It is offered in most high schools or may be taken through arrangements with a local military recruiter. No special testing provisions are available.

In addition to full-time military service, opportunities exist in reserve units, university reserve officer training corps (ROTC) programs and military academies. A variety of educational benefit programs can help finance college educations for members of the military. While the training and educational and other benefits provided by the military services are excellent, individuals need to be aware that in time of crisis, they may be called to serve on an active duty.

SECTION 4:

**EMPLOYMENT
OPTIONS
&
RESOURCES**

Becoming a Valuable Employee

A major barrier in the transition process for young adults with disabilities is securing and maintaining employment. Most young adults with disabilities want to become employed, but lack skills involved in acquiring the career of their choice. Becoming aware of the types of employment and the rules that govern the workplace may assist young adults in their pursuit of employment.

To assist the young adult in planning for employment, an employment information sheet has been created. Beginning at age 14, the young adult can use this information sheet to gain knowledge of employment issues.

A major focus of education today is to assist students in making a successful transition from school to work. Students need varying degrees of vocational support and guidance both during and after their high school experience. Assistance might be provided during high school in a pre-vocational setting, a student job-training program, or a competitive community job. The educational system can provide extensive support to maximize student potential. However, parental support and involvement are essential in fostering independent skills that can transfer to the work setting.

Here are some ways to help your student become a valuable employee:

1. *Help develop a positive work attitude.*
 - a. Teach your student to feel good about work.
 - b. Show pride in your own job.
 - c. Make your son/daughter a productive part of the household – assign chores.
 - d. Don't accept sloppy work – work with your son/daughter to correct mistakes and improve.
 - e. Emphasize actions and behavior, rather than just the results.
 - f. Demonstrate your awareness that all levels of work are meaningful and important.
2. *Provide encouragement in personal development.*
 - a. Help your son/daughter interpret social situations and get along with others.
 - b. Teach awareness of time.
 - c. Help your son/daughter develop a strong but realistic self-image.
 - d. Help your son/daughter go as far as possible in school.
 - e. Encourage careful career explorations being careful to address disability related limitations.
3. *Support growth through work experience.*
 - a. At the right time for your son/daughter, encourage them to actively look for work.
 - b. Check for good grooming before your son/daughter goes for an interview.
 - c. Help with transportation, if necessary.
 - d. Help your son/daughter learn to balance school and work demands.⁶²
 - e. Use your family/business contacts to help your son/daughter find work.
 - f. Be aware of community resources including government programs.
 - g. Help your son/daughter identify strengths and encourage his abilities.
 - h. Be supportive through encouragement and listening
4. *Ways to Gain Work Experience:*
 - a. Volunteer for community work or school projects
 - b. Work around home or for neighbors or friends
 - c. Ask to watch others at work (job shadowing)
 - d. Observe family during the "Take Your Son/ Daughter to Work" programs in the Spring
 - e. Work part-time jobs for experience and to gain a good work record
 - f. Work jobs during the school year within the community under supervision from a teacher

1. Competitive Employment:

- a. Full-time or Part-time
- b. Above minimum wages
- c. A person with a disability has no more outside assistance beyond reasonable accommodations than a co-worker without a disability

2. Supported Employment:

- a. Full-time or Part-time
- b. Above minimum wages in an integrated setting for a person with a disability
- c. Person with a disability receives outside assistance and support, such as a job coach

3. Community Rehabilitation Programs/Affirmative Industries (previously known as Sheltered Employment):

- a. Structured work place with help to learn and practice work skills
- b. All workers have disabilities
- c. Three Types of Programs:
 1. Community Rehabilitation Programs: Subcontracted work, such as sorting, packaging & is paid on a piece-rate
 2. Work Activity Center - Training in pre-employment, social and vocational skills
 3. Adult Day Facility: Training in daily living skills, social skills, recreational & prevocational skills

4. Ways to Gain Work Experience

- a. Volunteer for community work or school project
- b. Work around home or for neighbors/friends
- c. Ask to watch others at work (job shadowing) or participate in the "Take Your Child To Work Day" program in the Spring
- d. Work a part-time job for experience and to build your resume and gain a good work record
- e. Work jobs during the school year within the community under supervision from a teacher or staff member

5. Reasonable Accommodations:

- a. Making the workplace physically accessible
- b. Purchasing assistive technology or modifying existing equipment
- c. Restructuring the job, modifying work schedules
- d. Making training materials and policies available in accessible format
- e. Providing qualified readers or interpreters

Employment and ADA:

- Employers must have non-discriminatory application procedures
- Employers must have equal opportunity in selection and hiring of qualified applicants
- Employers must make "reasonable accommodations" for applicants and workers with disabilities, unless to do so would cause an undue hardship

Department of Rehabilitation Services (DRS):

This office is a statewide agency that provides employment training and evaluation services to individuals with disabilities. Some of the services provided are:

- Career planning and counseling
- Evaluation and assessment of abilities and skills
- Evaluation and matching a person's interests to types of jobs
- Funding for assistive technology when it is employment related
- Funding for higher education when it leads to employment
- Job placement
- Job training (job coaches)

***Only the DRS counselor can determine if a person is eligible for services. A person must be able to be competitively employed and meet eligibility criteria. To contact the DRS counselor in your area, call your local high school counselor or case manager. If you are receiving DRS assistance and feel you are not being served properly, call the Client Assistance Program: 1-800-843-6154 (Voice) or 1-800-447-6404 (TTY).*

Additional Resources:

- IL Network of Centers for Independent Living (CIL) at 1-800-587-1227
- IL Department of Employment Services at 1-888-224-5631
- IL WorkNet Center (Arlington Heights) 847-981-7400

Resources for Persons Receiving SSI/SSDI:

- Ticket to Work Program at 1-866-968-7842 or 1-800-795-9973

- Plan for Self-Sufficiency Program (PASS) at 1-877-332-1457
- Benefit Counselors (contact local specialist by calling your rehabilitation care coordinator or 1-800-807-6962)

Questions Students Should Ask Their IEP Team Members or Support Network

The following are questions, recommended skills, and steps needed in planning for employment after high school. Check them off as you address each area.

Self Advocacy Skills

- Find ways to explain your disability. (How does your disability affect you at home, on the job, etc.)
- Communicate your strengths related to job skills.
- Explain the best way for you to learn new things.
- Communicate areas you need to improve in related to job skills.
- Explain what accommodations or extra help you need to be successful
- Explain your legal rights (IDEA, ADA, Section 504).
- Be involved in your IEP meetings and share your interests & ideas about employment goals.
- Make sure transition plans are documented in your IEP.

Planning:

- Complete a career interest inventory with your Counselor.
- Identify what types of career areas (Career Clusters) you are interested in.
- Identify jobs/careers and create a list that would assist in leading you throughout your career exploration and focus on one area.
- You may have more than one career area of interest, and that is okay.
- Find information about each interest areas to determine the best career pathway for you!
- Find out how to get the knowledge or information regarding the skills needed for the career(s) in your interest area(s).
- Find out what knowledge & skills are needed for your interests.

VOCATIONAL SUPPORT SERVICES

There are various terms and levels of vocational supports available for individuals with disabilities. The following lists the type of employment, the level of support given and area agencies that offer this service. The list starts with minimal assistance and support to the most extensive intervention.

•Competitive Employment – is employment obtained in the real world of work. These agencies offer direct placement services with some job coaching assistance. Contact the Department of Rehabilitation Services who authorizes services.

•Supported Employment - is obtained and maintained in the real world of work with more extensive assistance of a job coach. This person is usually an employee of a vocational agency receiving funding by the Department of Human Services. The purpose of the job coach is to help the disabled individual obtain and maintain successful employment and provides follow-up for an extended period (usually up to 18 months maximum). The job coach would work intensively in the initial job start-up by providing supervision, feedback, and simple job accommodations for the new employee. It is the expectation of Supported Employment that the disabled individual will be able to successfully maintain employment with minimum job coach intervention after 18 months.

Anixter Center North

1471 E. Business Center Dr
Mount Prospect, IL 60056
847-228- 6180
773- 929-3544 Fax

Supported Employment Associates

P.O.Box 4714
Wheaton, IL 60189
630-653-5662
www.seassociates.org

Countryside Center

21154 W. Shirley Road
Palatine, IL 60074
847-438-8799

Orchard Village

7670 Marmora Ave
Skokie, IL 60077
847-967-1800

Clearbrook

746 S. Vermont
Palatine, IL 60067
847-991-4100

Thresholds Transitions

8050 Monticello
Skokie, IL 60076
773-537-3140

Shore Community Services

4232 Dempster
Skokie, IL 60076
847-982-2030 x25

Search Development Center

1007 N Sycamore Ln
Mount Prospect, IL 60056
847-803-4883
www.seacrdc.org

New Foundation Center

444 Frontage Road
Northfield, IL 60093
847-501-4718 x 32
www.newfoundationcenter.org

Ray Graham Association

2801 Finley Road

Parents Alliance Employment Project

837 S. Westmore-Meyer Rd

Supported Employment

Employment is obtained and maintained in the real world of work with more extensive assistance of a job coach. The employee is usually employed by a vocational agency receiving funding by the Department of Human Services. The job coach helps the disabled individual obtain and maintain successful employment and provides follow-up for an extended period (usually up to 18 months maximum). The job coach would work intensively in the initial job start-up by providing supervision, feedback, and simple job accommodations for the new employee. It is the expectation of Supported Employment that the disabled individual will be able to successfully maintain employment with minimum job coach intervention after 18 months.

Anixter Center North 2001 N. Clybourn Ave #302 Chicago, IL 60614 773-871-6650	Community Resources For Vocational Supports	Department of Human Services (DHS) / (DRS) 715 W. Algonquin Road Arlington Heights, IL 60005 847-758-3483
Jewish Vocational Services 1156 W. Shure Road Arlington Heights, IL 60004 847-392-8205	Chicago Cook Workforce Partnership 69 W Washington, Suite 2860 Chicago, IL 60602 312-603-0200	Countryside Association for the Handicapped 21154 Shirley Road Palatine, IL 60074 847-438-8855 www.countrysideassn.org
Orchard Village 7670 Marmora Avenue Skokie, IL 60077 847-967-1800 http://www.orchardvillage.org	Ability-Links 26 W 171 Roosevelt Road Wheaton, IL 60187 630-909-7443 http://www.abilitylinks.org/	JVS Career Planning Center 300 Revere Drive Northbrook, IL 60062 847-412-4300 www.jvschicago.org
Avenues to Independence 515 Busse Hwy Park Ridge, IL 60068 847-292-0870 www.avenuestoindependence.org	Anixter – Employment Opportunities 2001 N. Clybourn Ave, Floor #4 Chicago, IL 60614 773-871-6650	Bureau of the Blind Services 217-785-3887 www.dhs.state.il.us
Center for Independent Futures 743 Main St. Evanston, IL 60202 847-328-2044 www.independentfutures.com	Chicago Lighthouse for Blind & Visually Impaired 1850 W. Roosevelt Chicago, IL 60608 312-666-1331	College of DuPage Vocational Skills Program 425 Fawell Blvd Glen Ellyn, IL 60137 630-942-2941 www.cod.edu/programs/vocational
Elmhurst College Life Skills Academy 190 Prospect Ave. Elmhurst, IL 60126 630-617-3500 http://public.elmhurst.edu/elsa	Family Resource Center on Disabilities 11 E. Adams #902 Chicago, IL 60603 312-939-3513 www.fred.org	Independence Center 2025 Washington Street Waukegan, IL 60085 847-360-1020 www.icwaukegan.org
Goodwill Industries of Metropolitan Chicago 30 N. Racine Ave Suite 230 Chicago, IL 60607 312-994-1440 www.goodwillchicago.com	Illinois Career Path Institute 222 Merchandise Mart Plaza, Suite 4-124 Chicago, IL 60654 312-346-3662 www.illinoiscareerpath.org	Jewish Vocational Services 216 W. Jackson Blvd, Suite 700 Chicago, IL 60606 312-673-3400 www.jvschicago.org
Kenosha Achievement Center, Inc 1218 79 th Street Kenosha, WI 53143 262-658-9500 www.thekac.com	KESHET 3210 Dundee Rd. Northbrook, IL 60062 847-205-0274 www.keshet.org	Job Center of Lake County 800 Lancer Lane Grayslake, IL 60030 847-543-7400 www.ides.state.il.us
Job Center of Lake County 1 N. Genesee St. #1 Waukegan, IL 60085 847-377-3427 www.ides.state.il.us	Lighthouse Counseling Lake County 505 E Hawley Street Mundelein, IL 60060 847-347-7367	Lambs Farm 14245 W. Rockland Road Libertyville, IL 60048 847-362-4636 www.lambsfarm.org
Little Friends 140 N. Wright Street Naperville, IL 60540 630-355-6533 www.littlefriendsinc.org	McHenry County College 8900 US Highway 14 Crystal Lake, IL 60012 815-455-3700 www.mchenry.edu	Northpointe Resources Inc. 3441 Sheridan Road Zion, IL 60099 847-872-1700 www.northpointeresources.org

Paul Simon Chicago Job Corps 3348 S. Kedzie Avenue Chicago, IL 60623 773-890-3100 paulsimonchicago.jobcorps.gov	Resources for Community Living 4300 Lincoln Avenue Rolling Meadows, IL 60008 847-701-1554 www.rcl2bindependent.org	Riverside Foundation 14588 W. Highway 22 Lincolnshire, IL 60069 847-634-3973 www.riversidefoundation.net
Shore Koenig Training Center 4232 Dempster Street Skokie, IL 60076 847-982-2030 www.shoreinc.org	United Cerebral Palsy Association 547 W. Jackson, Suite 225 Chicago, IL 60661 312-765-0419 www.ucpnet.org	Shepherds Ministries 1805 15 th Avenue Union Grove, WI 53182 262-878-5620 www.shepherdsministries.org
Triton College: Center for Students with Disabilities 2000 Fifth Ave River Grove, IL 60171 708-456-0300	Performance Based Resources P.O. Box 8926 Rolling Meadows, IL 60008 847-902-5855 www.pbrpartners.com	Marriott Foundation/Bridges 901 W. Jackson Blvd. Suite 204 Chicago, IL 60607 312-432-6240 www.marriottfoundation.org
National Able Network Inc. 567 W. Lake Street #1150 Chicago, IL 60661 312-994-4200 www.nationalable.org	Easter Seals 233 S. Wacker Drive Suite 2400 Chicago, IL 60606 312-726-6200 www.easterseals.com	Clearbrook 467 S. Vermont Street Palatine, IL 60067 847-991-4100 www.clearbrook.org
Thresholds Transitions 4101 N. Ravenswood Ave Chicago, IL 60613 773-572-5500 www.thresholds.org	Search Development Center 1007 N. Sycamore Lane Mount Prospect, IL 60056 847-803-4883 www.seacrdc.org	New Foundation Center 444 Frontage Road Northfield, IL 60093 847-501-4718 x32 www.newfoundationcenter.org
Parents Alliance Employment Project 2525 Cabot Drive, Suite 302 Lisle, IL 60532 630-955-2075 www.parents-alliance.org	Ray Graham Association 901 Warrenville Road, Suite 500 Lisle, IL 60532 630-620-2222 www.ray-graham.org	Supported Employment Associates P.O. Box 4714 Wheaton, IL 60189 630-653-5662 www.seassociates.org

Community Rehabilitation Programs/Affirmative Industries (Previously known as Sheltered Workshops)

Community Rehabilitation Programs/Affirmative Industries are programs within a facility that offers vocational services for moderate to severely disabled individuals who are not ready or able to sustain competitive employment. These facilities usually have sub-contracted work with area businesses to do basic work tasks that are routine in nature. Clients are paid an hourly wage on a piece rate basis. (The more work completed, the higher the hourly rate.) Most workshops offer habilitation or developmental training with a focus in increasing independence in daily living skills or community involvement (such activities would include instruction in self care, budgeting, community volunteer work, crafts, etc.)

Workshops receive funding through the Department of Rehabilitation Services. There is a fee for programs that can vary greatly depending on the availability of state funded slots. Some workshops offer limited transportation service for a fee. Most workshops also offer a supported employment program (previously described) where participants are placed in jobs in the community. The DRS provides the funding for Supported Employment therefore individuals must apply for and be accepted into the DRS before starting a Supported Employment program offered at a Community Rehabilitation Programs/Affirmative Industries (previously known as sheltered workshop). The DRS does not pay for participation in a Community Rehabilitation Programs/Affirmative Industries. Families could pay for programs through SSI benefits, Supported Living Services, funding, home-based support services, or their own income.

Questions to Ask Community or Supported Employment Providers

1. What are the eligibility requirements for services and how do I apply for services?
2. Are there ways your agency and local schools can work together to ensure a smooth transition to employment?
3. If I need job accommodations or assistive technology, do you provide these services?
4. How many staff work in your agency?
5. How many clients does each staff member have?
6. How long does it generally take to assist someone in getting a job?
7. Does your agency provide support before 9:00 a.m. and after 5:00 p.m.? On weekends?
8. How does your agency determine what a good job is for clients?
9. Does your agency look at advancement in jobs beyond entry-level work?
10. How do you obtain input & maintain communication with the client and family members? Is there literature, brochures, etc?

Questions to Ask Community Rehabilitation Providers

1. How do I apply to participate?
2. What are the skill requirements (e.g., physical strength, speed of work, & ability to perform the job)?
3. What types of jobs do you provide?
4. Are there a variety of work tasks or duties?
5. Can clients make choices about work tasks or duties? How many hours a day do clients work?
6. What are wages based on (e.g., hourly rate, productivity, quality)? What is an average weekly or bi-weekly pay check?
7. Are there any benefits (e.g., vacation, sick time, etc.)?
8. Do you provide transportation? If yes, what is the transportation (e.g., bus, van)? Are there costs for transportation?
9. Are clients helped to move to community-based supported employment? If yes, how?
10. Can I talk with some individuals with disabilities who have used your services? Do you have literature? Brochure? Website?

VOCATIONAL SERVICES

There are many types of vocational services available from community agencies after graduation from high school. Many may begin providing services prior to a student's actual graduation date to aid in the transition process. Most agencies encourage early contact (a year or two before graduation) so that parents and students are informed about what type of employment assistance is available after high school. **Parents and students should consider the following prior to speaking with agencies offering vocational services:**

1. What kind of employment situation does your child desire and what do you want for your child?
 - a. How much flexibility is available for a work schedule?
 - b. What kind of work environment?
 - c. What skills can be offered to an employer?
 - d. What rate of pay?
 - e. What benefits will be needed (example: insurance)?
2. What kind of support is needed to find and keep a job?
 - a. Help getting a job?
 - b. Help learning a job?
 - c. Help keeping a job?
 - d. Transportation training?
3. What kind of transportation can you provide for your child or what are the public options?
 - a. Self transport?
 - b. Ride from family/friend?
 - c. Taxi?
 - d. Public Transportation?
 - e. Other?
4. How are the services paid for?
5. How long do your services last?
6. What is the process to apply for services? Is there a waiting list?
7. How long can we expect to wait before services are provided?
8. What kind of Transportation Services are available? How are transportation services paid for?
9. Do you provide services other than employment (Ex: social groups, work groups, recreation, case manager)?
10. How are parents involved?

11. What happens if a job change is necessary?

TEMPORARY EMPLOYMENT SERVICES/AGENCIES

Temporary Employment Services provide employees to fill the temporary staffing needs of a variety of local business. Employees with a variety of skills are available on short notice for assignments to departments when regular staff are ill or on vacation, for special projects, during peak workload periods, or to temporarily fill a staff vacancy.

Skills utilized by Temporary Employment Services

- Word processing and keyboarding skills
- Telephone, reception, and filing skills
- Light manufacturing and warehouse assistance
- Ability to quickly learn new procedures
- Work with a variety of personalities
- Excellent spelling, grammar and punctuation skills
- Electronic accounting / payroll skills
- Seasonal labor needs
- Follow instructions

Manpower

444 E. Northwest Highway
Palatine, IL 60074
Phone: 847-358-8711

Aerotek

955 National Parkway
Schaumburg, IL. 60173
Phone: 847-273-7620

THE STATE VOCATIONAL REHABILITATION SERVICES FACT SHEET

State of Illinois Department of Human Services

Description: The Department of Rehabilitation Services (DRS) can be thought of as the port of entry or gatekeeper to a wide range of vocational services for adults with disabilities. Typically, DRS can open a case for a high school student with a disability at age 15 years. The Transitional Specialist (DRS representative) monitors the student's progress in their academic and vocational programs during the last high school years. During the last semester, DRS can begin to purchase vocational services and programs as the student transitions into adult services. The Department of Rehabilitation Services (DRS) and it is designed to assess, plan, develop and provide the Vocational Rehabilitation (VR) services to eligible individuals with disabilities, consistent with their strengths, resources, priorities, concerns, abilities, capabilities, interests and informed choice. By providing services in this way, DHS enables individuals with disabilities to prepare for and engage in gainful employment.

Application For Services: High school staff usually initiates a referral to DRS for high school students perceived as needing vocational support during and after high school. Transition Specialists are often invited to attend the student's annual review and meet with the parents and the student soon after the referral to discuss DRS services and complete the application paperwork. Parents or students can also initiate a referral to DRS as well. DRS should determine eligibility within 60 days of the application. Documentation of the disability(s) is necessary before DRS can open a case and the person can receive services.

Receiving Services: The counselor gathers as much information as possible about the individual's work history, Education and training, abilities and interests, rehabilitation needs, and possible career goals. In gathering the information, the counselor will first look at existing information, so it is important for an individual to bring copies of medical, educational and similar documentation. Based on the information gathered in this assessment phase of the VR process, an Individual Plan for Employment (IPE) that identifies the individual's desired employment outcome is developed. The IPE also lists, among other things, the steps necessary to achieve the individual's employment outcome, the services needed to help the individual achieve that outcome, and criteria used to determine progress toward the employment outcome. DRS may only provide those services listed on the IPE. The State VR counselor provides some services directly to the eligible individual and arranges for other services from providers in the community.

Developing An IPE: Once an individual is determined eligible to receive VR services, he or she must develop an IPE. The individual must be given the opportunity to make an informed choice in selecting, among other things, an employment outcome, needed VR services, and providers of those VR services.

Fees For VR Services: Based on the individual's available financial resources, DRS may require an eligible individual to help pay for services. Family or student income must be within DRS financial guidelines for certain services. For example, DRS can provide financial assistance for college/trade schools only if the person meets financial guidelines and other criteria.

The following services are available to all eligible individuals, regardless of their financial resources without charge:

- Assessments to determine eligibility and VR needs
- Vocational counseling, guidance, and referral services
- Job search and placement services and
- Reasonable accommodations

Eligible Services: VR services are those services that an individual may need in order to achieve his/her employment outcome. These include, but are not limited to, the following:

- An assessment for determining eligibility and VR needs
- Vocational counseling, guidance, and referral services
- Vocational and other training, including on-the-job training
- Maintenance for additional costs incurred while the individual is receiving certain VR services
- Reader services for individuals who are blind
- Services to assist students with disabilities to transition services from school to work
- Personal assistance services (including training in managing, supervising, and directing personal assistance services) while an individual is receiving VR services
- Supported employment services and
- Job placement service

Client Assistance Program (CAP): CAP is available in each State to assist individuals in their relationship with the VR agency (in this case, DRS). If an applicant for, or a recipient of VR services is not satisfied with the services received, or the decisions made by the VR counselor, CAP may be able to help resolve the dispute. Illinois' CAP can be reached by calling 1-800-641-3929 (Voice/TTY), or by writing to the Client Assistance Program, 100 North 1st Street, Springfield, IL 62700

Section 5:

Community Supports & Services

COMMUNITY SUPPORTS
COMMUNITY SERVICES FOR MORE CHALLENGED INDIVIDUALS

Parents and students need to know about the resources such as agencies, organizations, and programs that provide support services to individuals with low incident as well as more severe disabilities. The following community services are listed to assist you in your quest for direction and support in the areas of respite care, mental health, visual impairment, hearing impaired, autism, traumatic brain injury, and transportation. In addition you will find a schedule of hotlines and organizations that you may contact for assistance.

RESPITE SERVICES

Respite provides temporary relief for families of handicapped persons through a trained worker to provide maintenance care or behavior management in the home environment. It also provides training and support services to families of handicapped persons.

Illinois Respite Programs: www.respitelocator.org/istates.htm

Countryside Association for the Handicapped

(Serving Northern Cook & Lake Counties)
21154 W Shirley Road, Palatine, IL 60074
847- 438-8779

Types of Youth Served: Developmental, mental, emotional and physical disabilities. *Primary Services:* Short-term care, all ages.

Glenkirk Respite Care Program

3504 Commercial
Northbrook, IL 60002
847-272-5111

Primary Services: Short-term care for developmentally disabled persons in their home or in facility when their parents or guardians are away.

DuPage Center for Independent Living

739 Roosevelt Rd Building 8 Suite 109
Glen Ellyn, IL 60137

Misericordia/Heart of Mercy

6300 N. Ridge Ave., Chicago, IL 60660
773-973-6300

Primary Services: Short-term respite care. *Available for children with special needs.*

Orchard Village

7670 Marmora Manor
Skokie, IL.
847-967-1800

Primary Services: In-home respite program for developmentally disabled persons. *Ages of Youth Served:* 18 years and over.

Access Living

115 W Chicago Ave
Chicago, IL 60654
312-640-2100
630-469-2300

Specialized Services for Mental Health

A variety of post secondary support services are available for students and their families. These may include individual, family, and group counseling.

Access to Care

2225 Enterprise Drive Suite 2504
Westchester, IL 60154
(708) 531-0680

Fees: Sliding Scale; A family income of less than \$ 30,300 or less for a family of four. Includes Medicare and Public Aid.

Requirements: Live in Township

Alexian Brothers Northwest Mental Health

1616 N. Arlington Heights Road
Arlington Heights, IL 60004
(847) 952-7460
Intake: (847) 392-2047
Fax (Arlington Hts): (847) 259-5771

Alexian Brothers Behavioral Health Hospital

1650 Moonlake Blvd
Hoffman Estates, IL 60194
(800) 432-5005

Services: Inpatient psychiatric units for children, adolescents and adults; outpatient groups for all populations, chemical dependency unit, psychiatric assessment team, substance abuse program, twenty-four hour access.

Anixter Center

2032 N. Clybourn
Chicago, IL 60614
773-929-8200

Services: Advocacy, counseling, educational, emergency, housing, information and referral, transportation and vocational guidance.

Behavioral and Mental Health Services

DuPage County Health Department
421.N. County Farm Road
Wheaton, IL
630-682-7400

The Bridge Youth and Family Services

721 S. Quentin Rd.,
Palatine, IL 60067
847-359-7490

Cornell Interventions / Crossroads

2221 64th St.
Woodridge, IL 60517
630-968-6477

Services Available: residential, alcohol/drug treatment for adolescents and adults age 13-18. Assessment, counseling and peer support.

Elk Grove Township

2400 S. Arlington Heights, Road
Arlington Heights, IL 60005
847-437-0300
Fax 847-437-0434

Family Bridges – HMI Meir Clinics Foundation

2100 Manchester Road Suite 1510
Wheaton, IL 60187
877-412-7434

Family Shelter Services, Inc

605 E. Roosevelt Rd
Wheaton, IL 60187
630-221-8290

Services available: Short-term emergency shelter for adult and child victims of domestic violence. Information and referrals, counseling and support groups.

Jewish Family and Community Services-Northwest Suburban

1156 W Shure Drive
Arlington Heights, IL 60004
(847) 392-8820
Fax: (847) 392-3221

Services Available: Family counseling, individual counseling, crisis intervention, group counseling, and teen discussion groups.

Kenneth W. Young Centers

1001 Rohwling Road
Elk Grove Village, IL 60007
(847) 524-8800
Fax (847) 524-8824

Services Available: A community based agency offering a wide range of group and individual support services.

Payment is on a sliding scale

Northwest Community Hospital

800 W. Central Road
Arlington Hts., IL 60005
(847) 618-1000
TDD: (847) 618-4002
Fax: (847) 618-4139 / Web: www.nch.org

Services available: Inpatient psychiatric services, adolescent and adult outpatient groups. *Requirements:* Medical Insurance.

Omni Youth Services

1111 Lake Cook Rd.
Buffalo Grove, IL 60089
(847) 353-1500
Fax: (847) 541-0228
Web: www.omniyouth.org

Services Available: Individual, family and group counseling; specifically children between 11-18; 24 hour crisis intervention; workshops and speaker's bureau dealing with mental health issues; youth advocate program for teenagers.

Salvation Army (Central Intake)

1616 N. Arlington Hts. Rd.
Arlington Hts., IL 60004
(847) 392-0265
Fax: (847) 392-0274

Services Available: Individual, marital, family counseling; sliding fee scale; concrete information and referral services available. Schaumburg Family Counseling Center

Requirements: Live in Palatine or Wheeling Townships.

Schaumburg Family Counseling Center

217 S. Civic Dr.,
Schaumburg, IL 60193
(847) 524-1505 Fax: (847) 524-2201

Services Available: Marriage and family counseling.

Sober Circle

Adult Counseling and Educational Services
415 E. Golf Road Suite 104
Arlington Heights, IL 60005
877-345-3216

Thresholds

401 N. Ravenswood Ave.
Chicago, IL 60613

Web: www.thresholds.org

Services available: Individual or group therapy, medication monitoring and training, crisis intervention, case management, vocational rehabilitation, job placement, on- and off-site job support, socialization activities and residential programming.

Wheeling Township Office

1616 N. Arlington Heights Road
Arlington Heights, IL 60004
847-259-7730

ASSISTIVE TECHNOLOGY PROGRAMS

The primary focus is on education, employment, community living, information technology and telecommunications. The role of assistive technology is to enable people with disabilities so they can fully participate in all aspects of life. The following resources are available to provide information on technology devices and services for people w/disabilities, as well as direct you to appropriate resources for further information, assessments, or other needs. Some can also provide assessments, recommendations, and/or engineering services. This list is by no means exhaustive.

SEAT Center-IL State University

Fairchild Hall 324
Campus Box 5910
Normal, IL 61790-5910
Phone: (309) 438-7811
E-mail: seat@ilstu.edu
Web: www.seat.ilstu.org

Services: The SEAT Center focuses on teaching preservice and practicing professionals the skills they need to meet the technology needs of people with disabilities through instruction that is practical, "hands-on", and performance-based. Instruction provided at the SEAT Center emphasizes developing competence in both AT and other types of technology (e.g., instructional technology, adaptive equipment) that can improve the education and quality of life for persons with disabilities.

Assistive Tech Industry Association

401 N. Michigan Avenue
Chicago, IL 60611-4267
Toll-Free: 877-OUR-ATIA (687-2842)
Phone: 312-321-5172
Fax: 312-673-6659
E-mail: Info@ATIA.org
www.Atia.org

Services: ATIA speaks with a common voice for the AT industry, and works closely with Electronics & Information Technology (EIT) companies and government, on matters of common interest such as [Section 508 of the Rehabilitation Act](#), Americans with Disabilities Act (ADA), and comparable continuing issues.

Disability & Business Tech Assist Center

UIC/ Disability & Human Development
DBTAC: Great Lakes ADA Center Rm 405
1640 W. Roosevelt Road
Chicago, IL 60608
800- 949-4232 (V/TTY)
312-413-1407 (V/TTY)
312-413-1856 (Fax)

www.adata.org - *Click on find your DBTAC:ADA Center #5*

Services: Great Lakes ADA Center's AIT Initiative, encourages incorporation of accessible information technology in K-12 and post secondary school settings. Accessible Information Technology incorporates the principles of universal design so that people with a wide range of abilities and disabilities can access information disseminated electronically.

IL Assistive Technology Program

1 West Old State Capitol Plaza,
Suite 100
Springfield, IL. 62701
217-522-7985(V) / 217-522-9966 (TTY)
Web: www.iltech.org

Services: (IATP) is a not-for-profit agency that promotes the availability of assistive technology service. Programs include a device loan program, low interest rate cash loans for assistive technology and home based employment, a demo center, and workshops.

Donka, Inc.

400 North County Farm Road
Wheaton, IL 60187
630-665-8169
email: donkainc@aol.com

Services: Donka, Inc. is a not for profit computer training program for persons with physical disabilities and visual impairments
donkainc@aol.com

Impact

2735 E Broadway
Alton, IL 62002
618-462-1411

Services: Impact provides information & advocacy about technology for people w/disabilities and related services. They also market some of the devices most requested to improve access for all.

Northern IL Center for Adaptive Tech.

3615 Louisiana Road
Rockford, IL 61108
815-229-2163

Services: NICAT specializes in computer accessibility and environmental controls. It offers a demonstration center as well as assessment and recommendation services.

Special Education District of Lake County

18160 Gages Lake Road
Gages Lake, IL 60030
847-548-8470

Services: Offers augmentative communication evaluations, computer access and other educationally related assistive technology for 0-21 in Lake County, Waukegan District 60 and North Suburban Special Education District. Has a demonstration and loan center.

Chicago Lighthouse for the Blind

1850 W Roosevelt
Chicago, IL 60608
312-666-1331

Services: The Chicago Lighthouse specializes in technology for individuals who are blind. A technology resource lab demonstrates a variety of adaptive computer equipment.

IL Easter Seal Society Metropolitan Chicago

1939 West 13th Street, Therapeutic School and Center for Autism Research, Suite 300
Chicago, IL 60608-1226
Phone: (312) 491-4110

<http://chicago.easterseals.com>

Services: Various Easter Seals chapters around the State provide information on accessibility issues.

Institute of Physical Medicine & Rehab

6501 N Sheridan
Peoria, IL 61614
309-671-2905

Services: IPMR can provide a variety of assistive technology services.

Rehab Institute of Chicago Technology Center, Room 1543

345 E Superior
Chicago, IL 60611
312-238-2998 / 2-238-6040 fax

Services: RIC offers rehabilitation engineering services, wheelchair & seating assessments. The Institute specializes in augmentative communication.

Will-Grundy Access Technologies

2415A W. Jefferson St
Joliet, Illinois 60435
Area served: Will County
815-729-0162 v
815-729-2085 tty
815-729-3697 fax

wgaccesstech@ameritech.net

Disability Resource Network (Angelfire)

426 W Jefferson
Springfield, IL 62702
800-447-4221

Services: Housed at the Springfield Center for Independent Living, the Disability Research Network links to databases of assistive technology and disability information.

<http://www.angelfire.com/sc/DRN/SCIL-DRN.html>

Tech Connect (IL Assistive Tech Project)

One West Old State Capitol Plaza
Springfield, IL 62701
Phone: 217-522-7985
Fax: 217-522-9966

Services: (Illinois only) The "Tech Project" provides [information and assistance](#) on technology for people with disabilities well as device demonstration and training to service providers.

St. James Medical Center

Assistive Tech Center at Adventurecare
608 N. Ladd Pontiac, IL 61764
815-844-3763

Services: Serves people of all ages in central Illinois. Evaluations: computer access, augmentative communication, environmental controls, seating and mobility, activities of daily living, learning accommodations, job accommodations.

UIC Assistive Technology Unit

University of Illinois at Chicago
1640 W Roosevelt
Chicago, IL 60608
312-413-1555
email: atu@uic.edu

Services: The UIC UAP ATU offers a variety of technology services. Specialties include home accessibility, worksite, communication, computers, wheelchairs &

United Cerebral Palsy of Illinois

122 S Fourth
Springfield, IL 62701
217-528-9681

<http://www.iltech.org/atevalresources.html>

Services: Chapters of United Cerebral Palsy around the State can provide information & referral for a variety of assistive technology services.

Services for the Visually Impaired

Blind Service Association

17 North State, 11th Floor
Chicago, IL 60603-3510

Phone: 312-236-0808 Fax: 312-236-8679

Services: Tape materials for students and professionals, provides face-to-face readers at their site, on the job or at a university.

Blind Service Association

17 North State 11th Floor
Chicago, IL 60603-3501

Phone: (312) 236-0808 Fax: (312) 236-8679

Services: Tapes materials for students and professionals, provides face-to-face readers at their site, on the job or at a university.

Fee: \$.60 per tape if kept/otherwise on loan a year. **Locations:** Chicago, Skokie, Glen Ellyn, and Whitney Young (Chicago)

Bureau of Blind Services - Office of Rehabilitation Services

715 W. Algonquin

Arlington Heights, IL 60005 Phone: 847-758-3483

AND

2901 Finely Road

Downers Grove, IL 60515 Phone: 630-495-0500

Services: Field services consist of vocational counselors who work with adults who are blind or visually impaired in order to provide adjustment training and counseling and/or evaluation and training.

Canine Companions for Independence

P.O. Box 41

Woodstock, IL 60098

847-816-7360 / T.F. 800-572-BARK (2275) Fax: 847-574-7512

Web: www.caninecompanions.org/regions/northcentral/chicago

Services: Provides assistance dogs to those people with developmental or physical disabilities.

Center for Sight and Hearing

8038 MacIntosh Lane

Rockford, IL 61107

815-332-6800 or (800) 545-0080

Chicago Lighthouse for People Who Are Blind or Visually Impaired

1850 W. Roosevelt Rd.

Chicago, IL 60608

(312) 666-1331 (voice) or (312) 666-8874 (TDD)

Fax: (312) 243-8539

Web: www.chicagolighthouse.org

Deicke Center for Visual Rehabilitation

219 E. Cole Ave.

Wheaton, IL 60187

(630) 690-7115 Fax: (630) 690-9037

Web: www.deicke.org

Email: info@deicke.org

Services: Evaluation

Hadley School for the Blind

700 Elm St.

Winnetka, IL 60093

(847) 446-8111 or (800) 323-4238

Fax: (847) 446-9916

Web: www.hadley/school.org

Services Available: Correspondence school provides secondary, post-secondary and leisure-time courses on an international basis.

Catalog available. **Fee:** None

IL Department of Rehab Services–Bureau of Blind Services

1151 S. Wood St.
Chicago, IL 60612
(312) 633-3532
Fax (312) 633-3805

Illinois Eye Institute Low Vision Rehabilitation

3241 S. Michigan Ave.
Chicago, IL 60616
312-949-7255 Fax: 312- 949-7660

Web: www.ico.edu

Services: Evaluation

Illinois Instructional Materials Center

1850 W. Roosevelt Rd.
Chicago, IL 60608
312- 997-3699

Services: Library providing materials to print statewide in Braille for disabled persons or on tape as well as supplying the talking book machines and cassette players on which to play them.

Illinois School for the Visually Impaired

658 E. State Street
Jacksonville, IL 62650
217- 479-4400 or 800- 919-5617

Second Sense – (previously Guild for the Blind)

65 E. Wacker Place
Chicago, IL 60601
(312) 236-8569 Fax: (312) 236-8128

Web: www.guildfortheblind.org

Services Available: The Guild transcribes Braille and job-related small projects, a boutique of aids and appliances; educational and informational seminars; and publishes a monthly newsletter.

Talking Book and Braille Service

401 E. Washington
Springfield, IL 62701
217- 782-9435 / TDD: (800) 665-5576
Fax: 217- 782-8261

Voices of Vision: Talking Book Center

127 S. First St. Geneva, IL 60134
800- 227-0625 Fax: 630- 208-0398

Woodlake Technologies

650 W. Lake St., Suite 320
Chicago, IL 60661
312-655-9200 or 800- 253-4391
Fax: 312- 655-8615

Web: www.woodlaketechnologies.com

Services: Assistive technology & devices services

HEARING IMPAIRED SERVICES

<p><u>Access Living of Metropolitan</u> 115 W. Chicago Ave. Chicago, IL 60610 Phone: 312-640-2100 TTY: 312-640-2102 generalinfo@accesslivingrg</p>	<p><u>Center on Deafness</u> 3444 Dundee Road Northbrook, IL 60062 Phone: 847-559-0110 or TDD: 847-559-9493</p>	<p><u>HITEC Group International</u> 1743 Quincy Ave., Suite 155 Naperville, IL 60540 Phone: 800-288-8303 TTY: 800-536-8890 www.hitec.com</p>	<p><u>National Association of the Deaf</u> National Association of the Deaf 8630 Fenton Street, Suite 820 Silver Spring, MD 20910 TTY: 301.587.1789 Voice/VP: 301-587-1788 or 301-328-1443 http://www.nad.org/</p>
<p><u>Anixter Center</u> 2001 N. Clybourn Ave. Chicago, IL 60614 Phone: 773-248-9121 TDD: 773-248-9174 FAX: 773-248-9176</p>	<p><u>Chicago Area Interpreter Referral Service</u> 17 N. State St., Suite 1650 Chicago, IL 60602 Phone: 312-523-6400</p>	<p><u>Illinois School for the Deaf</u> 125 South Webster St. Jacksonville, IL 62650 Phone: 217-479-4224 www.illinoisdeaf.org</p>	<p><u>Chicago Hearing Society (CHS)</u> 2001 N. Clybourn Ave. 2nd Floor Chicago, IL 60614-4036 773-248-9121 ext. 311 or ext. 312 TTY: 773-248-9174 Web: chsinterp@anixter.org</p>
<p><u>Center for Sight & Hearing</u> 8038 Macintosh Lane Rockford, IL 61107 Phone: 815-332-6800</p>	<p><u>Choices for Parents</u> P.O. Box 806045 Chicago, IL 60680 Phone: 312-523-6400 www.choicesforparents.org</p>	<p><u>Jewish Family & Comm. Services (Multiple Locations)</u> 5150 Golf Road Skokie, IL 60077 Phone: 847-568-5200 TDD: 847-568-5240 www.JCFS.org</p>	<p><u>Maryville Behavioral Health Hospital</u> 555 Wilson Lane Des Plaines, IL 60016 Phone (847) 768-5430 Intake (847) 768-5330 http://www.maryvilleacademy.org/programs/maryville-behavioral-health-hospital/</p>

HEARING IMPAIRED SERVICES-LEGAL

HEARING IMPAIRED SERVICES-CRISIS

<p><u>Cook County Court Interpreters Office</u> 2650 S. California Ave. 4th flr Chicago, IL 60608 Phone: 773-674-2210 TTY: 773-869-3213</p>	<p><u>IL Guardianship & Legal Advocacy Commission</u> 9511 Harrison Ave. #101 Des Plaines, IL 60016 Phone: 847-294-4264 TTY: 312-793-5937</p>	<p><u>Illinois Aids Hotline</u> 800-243-2437 TTY/TDD: 800-782-0423</p>	<p><u>McHenry County Crisis Line</u> (24hours) 800-892-8900 TTY: 800-892-8900</p>
<p><u>Lake Co. Court Interpreters</u> 18 N. County St. Waukegan, IL 60085 Phone: 847-377-3600 TTY: 847-360-2975</p>	<p><u>Equip for Equality</u> 20 N. Michigan Ave. #300 Chicago, IL 60603 Phone: 312-341-0022 or TTY: 800-610-2779 T.F. 800-537-2632</p>	<p><u>Constance Morris House</u> 708-485-5254 Battered Women's Shelter</p>	<p><u>Midwest Center on Law & the Deaf</u> PO Box 804297 Chicago, IL 60680-4104 Phone: 800-894-3653 TTY: 800-894-3654</p>
<p><u>Illinois Attorney General Office Disabled Person Advocacy Div.</u> 500 South 2nd St. Springfield, IL 62706 Phone: 217-524-2660 TDD: 877-844-5461</p>	<p><u>IL Attorney General Office Disabled Person Advocacy Div.</u> 100 W. Randolph Chicago, IL 60601 Phone: 312-841-5684 TDD: 312-814-3212</p>	<p><u>DuPage County Health Department</u> (24hours) 630-682-7400 TDD: 630-932-1447</p>	<p><u>IL Deaf & Hard of Hearing Commission</u> 1630 S. 6th St. Springfield, IL 62703 877-455-3323 TTY: 888-261-2698 http://www2.illinois.gov/idhhc/Pages/default.aspx</p>

MEDICAL REHABILITATION SUPPORTIVE AGENCIES

<p>Rehabilitation Institute of Chicago 345 E. Superior St. Chicago, IL 60611 800-354-7342</p>	<p>MEDICAL REHABILITATION SUPPORTIVE AGENCIES</p>	<p>Rehabilitation Hospital at Alexian Brothers Medical Center 935 Biesner Elk Grove Village, IL 60007 847-640-5600</p>
<p>ResCare Premier Downers Grove 1040 Robey Ave. Downers Grove, IL 60516 630-969-9188</p>	<p>Shriners Hospital 2211 N. Oak Park Ave. Chicago, IL 60707 773-622-5400</p>	<p>Rehabilitation Institute of Chicago North Shore Day Rehab Center 755 Skokie Blvd. Northbrook, IL 60062 847-272-7426</p>
<p>Rehabilitation Achievement Center Mentor Network 1055 175th St. W. Suite 101 Homewood, IL 60430 708-957-8326</p>	<p>Rehabilitation Institute of Chicago Loyola University Health System 2160 S. First Ave. Maywood, IL 60153 708-216-9000 800-354-7342</p>	<p>Rehabilitation Achievement Center Mentor Network 7501 S. Quincy Willowbrook, IL 60527 630-455-5000 312-238-0560</p>
<p>Marianjoy Rehabilitation Hospital 26 W. 171 Roosevelt Rd. PO Box 795 Wheaton, IL 60187 630-909-8000</p>		<p>New Focus – Anixter Center 2032 N. Clybourne Chicago, IL 60614 773-929-8200, ext. 337</p>

AUTISM SUPPORT SERVICES

<p>Autism and Anxiety Consultants 1101 Lake Street, Suite 4058 Oak Park, IL 60301 Phone: (847) 338-2525 Website: www.autismxiety.net</p>	<p>AUTISM SUPPORT SERVICES</p>	<p><u>Autism Society of IL, NW Suburban Chapter</u> Schaumburg Township Meeting Hall 1 Illinois Blvd. Hoffman Estates, IL 60194 Phone: (847) 855-8006 Web: www.autismillinois.com</p>
<p>Autism News PO Box 1255 Crystal Lake, IL 60039-1255 E-mail address: ahebel@owc.net Website: www.illinoispecial.com</p>	<p>Autism Speaks Phone: (888) 288-4762 En Español: (888) 772-9050 Email: familyservices@autismspeaks.org</p>	<p><u>Illinois Center for Autism</u> 548 S. Ruby Lane Fairview Heights, IL 62208-2614 Phone: (618) 398-7500 Fax: (618) 394-986 http://www.illinoiscenterforautism.org/</p>
<p>The Autism Program Central IL Regional Training & Service Center (HICF) 928 South Spring Street Springfield, IL 62704 Phone: (217) 525-8332</p>	<p>Autism Speaks Chicagoland Chapter 2700 S. River Road, Suite 304 Des Plaines, IL 60018 Website: www.autismspeaks.org</p>	<p>The Autism Program of IL (TAP) 5220 S. 6th Street Rd., Suite 1700 Springfield IL 62703 (217) 525-8332 http://www.theautismprogram.org/</p>
<p>Easter Seals Therapeutic School & Center for Autism Research 1939 W. 13th St., Suite 300 Chicago, IL 60608 Phone: (312) 491-4110 Website: eastersealschicago.org</p>	<p>Easter Seals Autism Diagnostic Clinic & Autism Services: DuPage & Fox Valley Region 830 S. Addison Ave. Villa Park, IL 60181 Phone: (630) 620-9433 Website: eastersealsdfyr.org</p>	<p>Hope Institute for Children & Families 15 East Hazel Dell Lane Springfield IL 62712 (217) 585-5437 http://www.thehopeinstitute.us/</p>
<p>Autism Behavioral Therapies Phone: (224) 554-9634 Website: autismbehavioraltherapies.com</p>	<p>Easter Seals Autism Program: Joliet 212 Barney Drive Joliet, IL 60435 Phone: (815) 725-2194 Website: joliet.easterseals.com</p>	<p>Autism Home Support Services 85 Revere Drive, Suite AA Northbrook, IL 60062 Phone: (847) 564-0822 Website: autismhomesupport.com</p>
<p>Chicagoland Autism Connections 1803 W. 95th St. #268 Chicago, IL 60643 Phone: (773) 329-0375 Website: chicagoautism.org</p>	<p>Have Dream – Park Ridge 515 Bussee Highway, Suite 150 Park Ridge, IL 60068 Phone: (847) 685-0250 Website: havedreams.org</p>	<p>Have Dreams – Evanston 2020 Dempster St. Evanston, IL 60202 Phone: (847) 905-0702 Website: havedreams.org</p>
<p>Autism Society of Illinois 2200 S. Main St., Suite 205 Lombard, IL 60148 Hotline: (888) 691-1270 Website: autismillinois.org</p>	<p>The Autism Clinic 1040 W. Roosevelt Road 1st Floor of the DHSP Building Chicago, IL 60608 Phone: (312) 413-1490</p>	<p>Little Friends Inc. 140 N. Wright St. Naperville, IL 60540 (630) 355-6533</p>

TRANSPORTATION

Cook County has several transportation resources for individuals with disabilities. Accessing and utilizing these services have traditionally been quite challenging. However, being prepared with appropriate questions and a good base of information can make the process much simpler. The following are questions or topics that should be considered prior to contacting a transportation provider:

1. Are transportation services needed on a regular basis? a. Daily b. Weekly c. Time Specific
2. What is the approximate distance needed to travel? a. A few miles b. Various miles c. Out of the country
3. What type of advance notice can be provided to the transportation provider? a. A week b. A day c. Unknown
4. Are special accommodations necessary to travel? a. Wheelchair lift b. Door-to-door service c. Personalized assistance

The following are questions to ask the Transportation Provider:

1. What is the targeted age group and/or population served?
2. How much notice is necessary for a reservation?
3. What are your fees and do you offer any special rates?
4. Are there other people in the vehicle?
5. What type of accommodations do you have available for people with disabilities (e.g. wheelchair lifts, etc)?
6. What times and/or days are the transportation services available?
7. Are there any residential or mileage boundaries for your services?
8. Is there a necessary qualifying process to receive the transportation service?

Transportation is a critical part of an individual's independence. It is important to learn all options and how to use them. In school, transportation is arranged for you, but this will not always be the case. Some examples of public transportation are trains, buses, cabs, and special services such as Dial-A-Ride and ADA Para-transit.

Fixed bus route: A bus that travels the same route (s) consistently on the same days and times. There are many fixed routes in Cook County. The RTA Travel Information Center should be contacted to determine if there is a fixed route that is accessible to your situation.

Local & Suburban Transportation: Buses, Taxis, and Train Lines

<p><u>Dial-A-Ride</u> Elk Grove: (847) 299-6212 Schaumburg: (847) 352-8097 Information: 847-364-7223 or 630-584-5353</p>	<p><u>American Taxi</u> 834 E. Rand Rd. Mt. Prospect, IL (847) 253-4411</p>	<p><u>303 Taxi</u> 709 N. Main Mt. Prospect, IL 847-303-0303</p>
<p><u>Pace Government Affairs</u> 550 W. Algonquin Rd. Arlington Heights, IL 60005 (847) 757-7826 www.pacebus.com</p>	<p><u>Pace Northwest</u> 900 E. NW Highway, Box 388 Des Plaines, IL 60016 (847) 297-0135</p>	
<p><u>Chicago Disability Transit</u> 230 East Ohio St. Suite 101 Chicago, IL 60611 312-335-1244 www.chicagodisabilitytransit.com</p>	<p><u>Union Pacific Northwest Lines</u> Arlington Heights (847) 253-6365 Mt. Prospect (847) 253-5839 Palatine (847) 359-0043</p>	

OTHER TRANSPORTATION RECOURSES

- **RTA:** Services Individuals with severe mental or physical disabilities can acquire a **special user pass** for the RTA.

<u>RTA Travel Info Center</u> (630) 836-7000	<u>RTA Travel Info</u> (847) 836-7000	<u>RTA Regional Transportation</u> 312-913-3200	<u>RTA Website Info</u> www.rtachicago.com
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Reduced Fair Permit RTA - 312-917-0734

Reduced Fair Card - 312-836-7000 & TDD: 847-364-5093

SECTION 6:

**LEGAL
FINANCIAL
&
INSURANCE**

GUARDIANSHIP & ADVOCACY

Persons without guardians are legally capable of making their own decisions. The fact that parents are not legal guardians may not cause problems for the family in many circumstances; most adult service providers will naturally include involved family members in decision-making and planning in any case. However, it is important to realize that, without legal guardianship, parents do not have a legal right to enforce their decisions about their adult child.

What is guardianship?

A Guardian is someone legally vested with the power to make decisions on behalf of their ward. The Illinois Probate act defines a "Guardian" as follows: "'Guardian' includes a representative of a minor and a representative of a person under legal disability." 755 ILCS 5/1-2.08. The Illinois Probate system governs guardianships in the State of Illinois. A Guardianship has two separate and distinct forms in Illinois. The Probate Act provides for Guardians for Disabled Adults and Guardians for Minors. In addition, regardless of the ward's status as a minor or a disabled person, a guardian may act in representative capacity over "the person", the "estate of the person" or both. *The Probate Act provides for an "Adjudication of Disability" over a Disabled Person by a Judge in the Probate Section of the Circuit Court of Illinois. Basically, upon petition to the court, a Judge can declare some person to be a representative for a disabled person. The guardian, as stated above, can be of the person, the person's estate or can be a "plenary" guardian, that is, the guardian of both the person and the estate.*

A disabled adult is a person over age 18 with: 1) mental deterioration or physical inability or 2) mental illness or developmental disability removing that person's ability to manage his person or estate. In addition, the probate act allows for a guardianship over persons who 'because of gambling, idleness, debauchery or excessive use of intoxicants or drugs, so spends or wastes his estate as to expose himself or his family to want or suffering", however, a guardianship over such an individual is quite rare.

Guardianship is not automatic.

Many parents of young adults with severe disabilities are surprised to learn that, after their child reaches adulthood (age 18), they (the parents) are no longer legal guardians. Guardianship of minor children by their parents is a given, unless taken away by the court; guardianship of any adult must be granted by the court. Although a young adult who is severely disabled may remain in the family home, for all practical purposes the responsibility of his or her parents, in the eyes of the law he or she is competent until proven otherwise. This is true even in cases where most people would agree that the person is clearly incapable of self-direction.

Persons without guardians are legally capable of making their own decisions...

The fact that parents are not legal guardians may not cause problems for the family in many circumstances; most adult service providers will naturally include involved family members in decision-making and planning in any case. However, it is important to realize that, without legal guardianship, parents do not have a legal right to enforce their decisions about their adult child. Service providers such as hospitals, residential programs, vocational programs, etc. are legally obligated to treat a service recipient as capable of making his or her own decisions unless that person has been adjudicated incompetent.

For the most part, this just means that the young adult will have to sign (or mark) consent forms, releases, etc. himself in order for them to be legally valid. This usually does not pose a problem. If, on the other hand, a young adult who is disabled does not agree with his parents about a decision (for instance, where to live, where to work, with whom to associate, etc.), the service provider has no legal right to over-ride his decision in favor of the parents' wishes. Similarly, a person who has not been declared incompetent has the right to refuse permission for his parents to receive information from service providers.

When parents are divorced, or the family disagrees about important decisions for the young adult with a disability, lack of guardianship can become a volatile issue. Without guardianship, service providers have no legal right to treat one family member as the "official decision-maker" for the person. This can be very frustrating for a parent who has been responsible for this person throughout most of his or her life.

Why obtain guardianship?

If a person is incapable of making or communicating responsible or safe decisions, guardianship puts this decision-making power in the hands of someone more capable.

Types of guardianship

The courts differentiate between guardianship of the person and of the estate.

- **Guardianship of the person** gives the guardian power to make decisions about personal life, such as where the person should live, what medical procedures they should undergo, whether they may marry, etc.
- **Guardianship of the estate** gives the guardian the right to make decisions about the management of the person's property and finances. Plenary guardianship includes both person and estate.
- **Co-guardianship** is also available and encouraged as an option. In that case, more than one person shares the responsibilities of guardian: for instance, a mother and father, or a parent and sibling of the person. For older parents, co-guardianship with a non-disabled sibling can make a lot of sense because it provides a natural way to pass on the guardianship responsibilities upon the event of the parent's death. The court will not automatically award guardianship to other family members if the guardian passes away. If no one petitions the court to become guardian, the person will become a ward of the Office of State Guardian.
- **Limited guardianship** is another option. Limited guardianship is a court order customized to fit the precise needs of the individual with a disability. Every family should consider limited guardianship prior to pursuing plenary, person or estate guardianship.

Who Can Act/Serve As Guardian?

A guardian may be a person, a public agency or not for profit corporation or any corporation qualified to accept and execute trusts in Illinois. A qualified corporation may only be guardian of an estate, while a person or a public agency or not for profit corporation may act as guardian of both the person or estate of the disabled person. Further, the same entity does not have to act as guardian of both the person and the estate. For example, a bank could be made guardian of a disabled person's estate while the disabled person's sister could be the guardian of the person.

An "alternative" to guardianship...

Durable Power of Attorney is an alternative to guardianship. Individuals who are in need of only minimal intervention by a substitute decision maker may be more appropriately protected by use of a Durable Power of Attorney either of the person or of property or both. This does not require a court hearing.

Court Proceedings

The process for appointing a guardian requires that certain interested persons, usually parents, children and siblings and the person who is to be the guardian's ward receive notice of the proceedings. In addition, for a guardianship over a disabled person, a report from a doctor or qualified professional detailing the person's disability and need for a guardian should be obtained and presented to the court. The court may also appoint a guardian ad litem or "GAL" to speak with and review the case and present a report to the court recommending whether or not the proposed ward requires a guardianship. Upon appointment of a guardian of an estate, the court will require inventories, budgets and accountings for the financial estate of the ward. In all types of guardianships, the process does not end with the appointment of the guardian, but is a process closely linked with the courts, which want to retain some control over the guardianship situation.

How someone seeks out guardianship options.

To obtain guardianship, the potential guardian must first petition the court to have the person declared incompetent. Although the term "incompetent" sounds pejorative, all it means in a legal context is that the person is not able to make or communicate responsible and safe decisions unassisted. If the court accepts the petition, a guardian ad litem will be appointed. This is usually an attorney, selected by the court, who is responsible for overseeing the person in question until a permanent guardian is appointed. Usually, the guardian ad litem does little beyond meeting the person and giving the court an opinion as to whether there is any reason to consider the need for guardianship. At the same time, a physician's statement must be obtained certifying that the person is permanently and significantly disabled to the point of being incapable of self-direction.

If these steps support the contention that the person needs guardianship, and no one opposes the petition to have the person declared incompetent, the court will issue a declaration to that effect and award guardianship. Unless there are other parties seeking guardianship, or opposing the award of guardianship to the person who initiated the proceedings, the court will simply give guardianship to the person requesting it.

Where one can find assistance in seeking guardianship?

If the family has a lawyer, it may be easiest to retain him or her to initiate the petition to the court. If the family has no lawyer, or is concerned about cost, they should contact the Office of State Guardian for information about how to proceed. Some legal assistance groups are available to help families obtain guardianship at less than the usual legal cost. Families are encouraged to use an attorney experienced in dealing with persons with disabilities and guardianship.

•Trust: A trust gives a person or corporation (called the trustee) the right to manage or control property for the benefit of another person (called the beneficiary). A parent or guardian may set up a trust to help provide financial security in the future for a person with a disability.

ATTORNEYS EXPERIENCED IN DEALING WITH GUARDIANSHIP

<i>Guardianship & Advocacy Commission</i> P.O Box 7009 Hines, IL 60141 (708) 338-7500 or (866) 274-8023 Web www.gac.state.il.us	<i>Guardianship & Advocacy Commission</i> 9511 Harrison St. Suite W 300 Des Plaines, IL. 60016 (847) 294-2464 Web www.gac.state.il.us	<i>Guardianship & Advocacy Commission-State Guardian Intake</i> P.O. Box 7009 Hines, IL. 60141 (708) 338-7500 Toll Free (866) 274-8023 Web www.gac.state.il.us
<i>Guardianship & Advocacy Commission</i> 160 N. LaSalle Suite S-500 Chicago, IL 60601-3115 (312) 793-5900 Web www.gac.state.il.us	<i>Illinois Disabilities Association</i> 135 S. LaSalle Suite 1925 Chicago, IL. 60603 Telephone (312) 332-4622	<i>Lake County Family Community Resource Center-DHS</i> 3235 W. Belvidere Park City, IL 60085 (847) 336-5212 Toll Free (800) 252-8635 Web www.dhs.state.il.us/
<i>DuPage Center for Independent Living</i> 739 Roosevelt Road Building 8 Suite 109 Glen Ellyn, IL 60137 630-469-2300	<i>UIC-Institute on Disability & Human Development</i> 1640 W. Roosevelt Road Chicago, IL 60608 312-413-7756 Web www.adagreatlakes.org	<i>Life's Plan, Inc.</i> 281 Finley Rd. Downer's Grove, IL 60515 (630) 628-7189 Web www.lifesplaninc.org Email www.lifesplaninc.org

Guardianship and Advocacy Commission (IGAC)

9511 Harrison Room FA-101
Des Plaines, IL 60016
(847) 294-4264

The Illinois Guardianship and Advocacy Commission Director of Office of State Guardian (IGAC)

160 N. LaSalle Suite S-500
Chicago, IL 60601
(312) 793-5900

Service: IGAC is the independent state agency that protects and enforces the rights of adults with developmental disabilities, mental illness, or physical disabilities.

The Office of State Guardian (OSG) is appointed guardian “of last resort” for adults with disabilities who are unable to make or communicate their own personal or financial decisions. If no family member or friend is able to serve as guardian, the court will appoint the OSG.

ESTATE PLANNING FOR PERSONS WITH DISABILITIES

Life and estate planning supported by sound financial and legal planning is one of the most important steps parents and family members can take to help ensure the future welfare of their family members with mental retardation and developmental disabilities (MR/DD).

Taking stock of financial assets...

Life and estate planning will entail taking inventory of your financial assets. Most families are surprised to learn that they have a variety of resources within their reach. Estimate the size of your estate (what you own) if you should pass away within the next year or in ten years. Some of your assets may include:

- Standard government benefits
- Parents' estate
- Investments
- House or home
- Savings
- Inheritances
- Military benefits
- Resources from family & friends
- Family assistance
- Property
- Insurance
- Other

Life Plan and Letter of Intent

A Letter of Intent is a document written by the individual, parents, guardians, or other family members that describes the individual with MR/DD's history, his/her current status, and what you hope for him/her in the future. Although the Letter of Intent is not a legal document, the courts and others can rely upon it for guidance in understanding the needs of your family member with MR/DD. It is a document that can be written today and updated yearly.

Finding a Specialized Attorney

One of the first challenges facing families who begin the life planning process is to locate an attorney who has the necessary skills and experience in working with people with MR/DD. To find the right attorney, talk to other families, interview attorneys, and do your research. This is a team process. Your attorney should be willing to work closely with you, your financial advisers and various social services agencies.

Last Will and Testament

A will distributes your property upon your passing according your instructions, as written in the will. A court, usually called a Probate Court, ensures this is done. Parents of a person with MR/DD can distribute property through a will and name future guardian(s) (although this can also be done in advance of your passing, which is usually preferable). Because many forms of government assistance, including Medicaid, are denied to individuals with substantial assets, your family member must not directly inherit any assets. Instead, your will can indicate alternative ways to benefit your family member, such as a "special needs trust," that will allow your family member to maintain his/her eligibility for benefits. The special needs trust, described below, receives assets for the benefit of your family member with disabilities with expenditures strictly subject to the trust's terms.

Special Needs Trust

The function of the Special Needs Trust (SNT) is to take on the role of a loving parent, family member or other provider in funding supplementary needs. These are needs that go beyond what is provided by government benefits. The SNT can provide funding to buy materials for a hobby, tickets to a movie, a trip, videos, or a television set. The SNT, properly drafted, tells the trustee (the person who steps into the shoes of the parents) how to use proceeds provided by the parents for the family member's unique needs. These proceeds may come from the parent's Will, Living Trust, their life insurance, or other source. Legally, the Special Needs Trust is the owner of these assets, not your family member with MR/DD, which is a critical to assuring continued eligibility for key government benefits, including Medicaid.

The Special Needs Trust (SNT) will not work properly if you have not established the customary Last Will and Testament. The will should say something like; "I hereby leave 50 percent of my estate to the Jane Doe Special Needs Trust." Special Needs Trusts generally end after the death of the person with MR/DD. The trustee provides for the final arrangements and other expenses. The trustee also has the discretion to end the trust if the laws change and government formally challenges it. Upon dissolution of the Special Needs Trust, due to the death of the beneficiary or other condition, any remaining assets can be directed to a non-for-profit organization.

Life insurance policy, investment, or pension plan

In addition to not listing your family member with MR/DD as a direct beneficiary, take caution not to list your family member with MR/DD as a part of a group of beneficiaries (such as "all my children equally") on a life insurance policy, investment, or pension plan. Some families have purchased special life insurance policies for the purpose of taking care of their child. Make sure that the Special Needs Trust is the designated beneficiary and not the person with MR/DD. There are area attorneys and estate planners who are experienced in assisting families with a son or daughter who has a disability to develop comprehensive life plans including: wills, special needs trusts, guardianship, advocacy, balancing private and government benefits.

Age of Majority: Preparing Your Child for Making Good Choices

Parents want their children to have the skills they need to succeed as adults. While this is important for every young person, youth with disabilities often face extra challenges. That's why they need to be actively involved in setting their high school goals and planning for their transition to adulthood well before they reach the age of majority. *In Illinois, the age of majority is 18.*

The Individuals with Disabilities Education Act of 2004 (IDEA) gives states the authority to elect to transfer educational decision-making rights to students at the age of majority, which is 18 yrs in Illinois. Transfers Rights at the age of majority, beginning at least one year before a student reaches the age of majority under Illinois law, the student's individualized education program (IEP) must include a statement that the student has been informed of his or her rights, if any, under Part B of IDEA 2004, that will transfer to the student upon reaching the age of majority. The public agency shall provide any notice required by Part B to both the student and the parents. (This regulation does not apply to students who have been determined to be incompetent under state law.)

In a state that has elected to transfer educational decision-making rights at the age of majority, students become responsible for their educational program. Students, not their parents, are the primary participant in developing their IEP and they become responsible for making other decisions, such as consenting to any changes in placement or requesting mediation or due process hearings to resolve disputes.

Reaching the age of majority can be an exciting time for most students. Transferring rights to young adults who are unable to make informed decisions or take responsibility for their choices, however, carries many risks. *Will students decide to drop out of high school or accept a quick diploma and become ineligible for much-needed transition services?* Many of the decisions young adults make affect their quality of life after high school.

Some states have a legal process to determine if a student who receives special education and has reached the age of majority continues to need help in planning her or his IEP. Students may not necessarily have the ability to provide informed consent to their educational program even though they have not been determined to be incompetent. Such states have a mechanism to determine that a student with a disability, who has reached the age of majority under State law and has not been determined incompetent, still does not have the ability to provide informed consent with respect to his or her educational program. In such cases, the State shall establish procedures for appointing the parent, or, if the parent is not available another appointed individual, to represent the educational interests of the student throughout the student's eligibility under Part B of IDEA.

Helping Your Child Prepare for the Age of Majority

As parents, we can begin to help our children prepare for adulthood by looking at the role we play in their lives. *Do we try too hard to sway our children's decisions? Do we tend to speak for our children instead of letting them speak for themselves? Can we separate our own desires from our children's wishes?* It can be hard to let go of our parental role when we love our children and worry about their future. But we may need to step back and look at our own actions. Our role is to help our children to become comfortable making their own decisions and capable of making good choices. Children develop decision-making skills over time. Young children can practice these skills within the family. Older children can take increasing responsibility for the decisions that affect their lives.

***Age of majority* is the legal age established under state law at which an individual is no longer a minor and, as a young adult, has the right and responsibility to make certain legal choices that adults make.**

Rights that transfer in most states—

In states that transfer educational rights at the age of majority, all of the educational rights provided to the parents transfer to the student when he or she reaches the age of majority. These educational rights may include the right to:

- Receive notice of and attend individual education program (IEP) meetings.
- Consent to reevaluation.
- Consent to change in placement.
- Request for mediation or a due process hearing to resolve a dispute about evaluation, identification, eligibility, IEP, placement, or other aspects of a free appropriate public education (FAPE).

Teaching Young Children How to Make Decisions

- Include your child in purchasing decisions. Does your child help select his or her own clothing and help with grocery shopping and meal planning?
- Discuss important decisions, such as vacation plans and major purchases, as a family. Routinely state your thoughts out loud so your children have a model for good decision making: “We are not ready to decide on that yet, let’s talk about it tomorrow after dinner;” or “Let’s gather more information before we buy this.”
- Practice with your child what he or she should do if lost.

Teaching Older Children How to Make Decisions

- Encourage your child to participate in planning his or her IEP and even leading the IEP meeting.
- Role-play IEP meetings with your child ahead of time to help him or her clarify what he or she wants from the meeting.
- Practice how to step out of the meeting to discuss a decision in private. Ask your child if he or she wants to invite anyone to the meeting for support.

Additional Tips for Helping Your Child Make Informed Decisions

- Help your child develop good working relationships with school personnel and other IEP team members so there is little disruption when he or she reaches the age of majority.
- Do not allow educators to pressure your child into making decisions he or she is not capable of handling.
- *Try to avoid being overprotective.* Do not interfere with your child’s desires when it is not truly necessary.
- *Stay involved* even after you are no longer the primary participant in the development of your child’s IEP. IDEA does not address parents’ attendance at IEP meetings once a student has reached the age of majority. The school or student could, however, invite a parent to attend the meeting as an individual who is knowledgeable about the student’s educational needs and abilities.

ADVOCACY AND LEGAL SERVICES

Autism Society of Illinois

2200 S Main Street Suite 205
Lombard, IL 60148
630-691-1270
www.autismillinois.org

CHADD

6 Harvest Glenn Court
Hawthorn Woods, IL 60047
847-402-3621
www.chadd.org

Coalition of Citizens with Disabilities in IL.-CODI

300 E. Monroe Suite 300
Springfield, IL 62701
217-552-7016
www.codionline.org

Family Resource Center on Disabilities

20 E. Jackson Suite 300
Chicago, IL 60604
(312) 939-3513
Fax: (312) 939-7297
Fees: None
Services Provided: Advocacy training for family members of disabled individuals.

Illinois Life Span – The Arc

18207 A Dixie Highway
Homewood, IL 60430
800-588-7002
www.illinoislifespan.org

Guardianship and Advocacy Commission

160 N. LaSalle St.
Suite S500
Chicago, IL 60601
(312) 793-5900
Fax: (312) 793-4311
Web: www.state.il.us/gac/
Fees: None
Services Provided: Provides advocacy services to developmentally disabled adults and minors and their families who feel they are not receiving the public services to which they are entitled.

NAMI of Lake County

3001 Green Bay Road, Building 5
North Chicago, IL 60064
(847) 249-1515

Special Ed Advocacy Center

2118 Plum Grove Road
Private Mail Box 274
Rolling Meadows, IL 60008
847-736-8286

Work Incentive Planning and Assistance, DRS

2901 Finley Road
Suite 109
Downers Grove, IL 60515
Telephone (630) 456-4271 Toll Free (800) 807-6962

Office of Illinois Attorney General

Disabled Persons Division
State of Illinois Bldg.
100 W. Randolph 10th Floor
Chicago, IL 60601
1-800-382-3000
Fees: None
Services Provided: Investigate consumer complaints primarily related to accessibility for the disabled. Acts as facilitator in obtaining accessibility for the disabled population.

Protection and Advocacy, Inc.

Northeastern Region
20 N. Michigan
Chicago, IL 60604
(312) 341-0022
Fees: None
Services Provided: Assists people with a variety of disability-related problems, such as:

- Abuse, neglect or financial exploitation in the home, in any public or private program or any residential setting.
- Denial of their right to make personal decisions, including opposing appointment of a guardian.
- Disputes about services or benefits from a public or private agency (including vocational rehabilitation, home services, education, treatment or habitation).
- Discrimination based upon disability.
- Provides information on disability rights and referral to all individuals and organization.

Client Assistance Program (CAP)

100 N. 1st. St. 1st. Floor
Springfield, IL 62702
1-800-641-3929
Service Provided: Advocacy services for people, regardless of age, wanting or receiving services under the Federal Rehabilitation Act. CAP offers legal services specific to representing clients with complaints regarding facilities/actions of the Department of Human Services-Office of Rehabilitation Services.

DuPage Center for Independent Living

739 Roosevelt Road
Glen Ellyn, IL 60137
(630) 469-2300
Fax: (630) 469-2606
Services Provided: Focusing on advocacy and empowerment while providing information and referral services, the Center maintains lists of people looking for roommates And/or interested in shared housing. The Center provides a personal assistance program to help the disabled help themselves in their own homes. Services are also offered for the hearing impaired.

Blind Association for Information and Referral

7020 Tahoma, Chicago, IL 60646
(773) 594-9977

P.A.C.T., Inc.

555 E. Butterfield Rd.
Lombard, IL 60148
(630) 960-9700
Fax: (630) 960-9823

Springfield Center for Independent Living

1-800-447-4221
Fax:(217) 523-0427
Web: www.skill.org

Service Provided: An informational and referral service. It conducts computerized searches on disabilities and related equipment. It maintains a list of used equipment that parents can also use to list any equipment they would like to sell.

Illinois Attorney General's Disabled Persons Advocacy Division

(312) 814-3000

Illinois Planning Council On Developmental Disabilities

830 S. Spring St.
Springfield, IL 62704
(217) 782-9696

Illinois Coalition of Citizen's with Disabilities

P.O. Box 5417
Springfield, IL

Illinois House of Representatives Legislative Information

800-252-6300

POST HIGH SCHOOL INSURANCE CONCERNS

Insurance coverage after a student graduates from high school is an important issue for all families to address. For the student with special needs this can be critical if not planned for and dealt with in the proper manner. The State of Illinois Insurance Code provides legal guidance for obtaining possible extended coverage of health insurance. This statute allows parents to explore continued coverage for their young adult's benefits under their family policy beyond the customary age limits. To qualify under this act, the parent must notify their insurance carrier prior to their dependent's reaching the standard age of termination. Eligibility will be determined based on your insurance provider's definition of disability and level of dependency.

No Health Insurance

Two out of five college graduates and one-half of high school graduates who do not go on to college will experience a time without health insurance in the first year after graduation. (Commonwealth Fund 2003)

Dropped From Health Insurance

Young adults are often dropped from their parent's policies or public insurance programs at age 19, or when they graduate from college and struggle to find jobs with health benefits. The study also found that they are far more likely to be uninsured than older adults: four of 10 young adults between the ages of 19 and 29 can expect to be uninsured at sometime during the year-twice the rate of adults ages 30 to 64. (Commonwealth Fund 2003)

Barriers to Get and Keep Health Insurance

"Americans with disabilities face a number of distinct barriers in obtaining, maintaining, and using health insurance and in accessing and using health care services. At the same time, Americans with disabilities also confront the barriers, problems, and frustrations with which most Americans routinely struggle in the insurance and health care systems." (National Council on Disability released its 2001 annual National Disability Policy: A Progress Report, on July 26, 2002.)

You may contact the Department of Insurance by calling or writing at:

Illinois Department of Insurance

320 W. Washington St.
Springfield, IL 62767-0001
Phone (217) 782-4515 & Fax (217) 782-5020
TDD (217) 524-4872
Web: www.ins.state.il.us/ins/mmcchart.htm
Web: www.idfpr.com/doi/default2.asp

OR

Illinois Department of Insurance

100 W. Randolph
9th Floor Suite 9-301
Chicago, IL 60601
Phone (312) 814-2420 & Fax (312) 814-5416
TDD (312) 814-2603

Types of Insurance Plans

Insurance plans can be purchased through an employer, COBRA, self-employed business, individual purchase and State High-Risk Pool.

4 Types of Insurance Plans

1. Indemnity Insurance: Also called *Fee-For-Service*

- Traditional insurance coverage
- Pays for most of your health problems but not the total cost of services/products.
- Doesn't usually pay for preventive care like well visits and physical exams.
- You can see any doctor or hospital you want
- Monthly premium is usually higher than other types of health plans

2. HMO: Health Maintenance Organization

- Covers most of your health care needs, including checkups, immunizations and hospitalization, for a small co-payment typically between \$5 and \$40.
- No claim forms
- Limited to only the doctors and hospitals affiliated in their plan.

3. **PPO: Preferred Provider Organization**

- Covers many of your health care needs for a small per-visit fee if you choose from the list of "preferred providers."
- If you choose to see a doctor who's not on the list, you'll pay more.
- Some PPOs do require claim forms.

4. **POS: Point of Service** - Offers two different choices each time health care services are accessed:

- ***LOWER COST - THEIR DOCTORS AND PRE-AUTHORIZATION*** Use the plan just like an HMO for a nominal co-payment when choosing physicians who are on the list and for obtaining authorizations for certain services and referrals to specialists from your primary provider.
- ***HIGHER COST CHOICE OF DOCTOR.*** Use your health plan just like an indemnity plan by choosing care from either a participating provider or a non-participating provider, without coordinating care through your primary care physician or health plan. You will pay a deductible and a percentage of your bill.

Choosing a Health Insurance Plan

What you should look for. What you need to know before choosing one. And remember, if the plan you select is not as good as you expected, you can always change to another plan during annual open enrollment.

Agency for Healthcare Research and Policy

Choosing between health plans is not as easy as it once was. Although there is no one "best" plan, there are some plans that will be better than others for you and your family's health needs. Plans differ, both in how much you have to pay and how easy it is to get the services you need. Although no plan will pay for all the costs associated with your medical care, some plans will cover more than others. Almost all plans today have ways to reduce unnecessary use of health care and keep down the costs of health care, too. This may affect how easily you get the care you *want*, but should not affect how easily you get the care you *need*.

Web: www.ahrp.gov/consumer/hlthpln1.htm

American Association of Health Plans (AAHP)

The AAHP represents more than 1,000 HMOs, PPOs, UROs and other network based plans. Site links to several health plans web sites then to summaries of benefits.

Web: www.aahp.org

American Association of Family Physicians

Your health insurance policy is an agreement between you and your insurance company. The policy lists a package of medical benefits such as tests, drugs and treatment services. The insurance company agrees to cover the cost of certain benefits listed in your policy. These are called "covered services." Your policy also lists the kinds of services that are not covered by your insurance company. You have to pay for any uncovered medical care that you receive. Keep in mind that a medical necessity is not the same as a medical benefit. A medical necessity is something that your doctor has decided is necessary. A medical benefit is something that your insurance plan has agreed to cover. In some cases, your doctor might decide that you need medical care that is not covered by your insurance policy.

Web: familydoctor.org

Employee Benefits Security Administration (EBSA) e-laws Health Benefits Advisor

An interactive Web site that will serve as a resource to help employees and their families make informed decisions about their health benefits when facing life and work changes. In addition to learning the specific requirements and rights under laws like the Consolidated Omnibus Budget Reconciliation Act (COBRA) and the Health Insurance Portability and Accountability Act (HIPAA), the Web site provides information about the rights and responsibilities of employees and their families under a group health plan upon the occurrence of specific life and work changes -- including marriage, childbirth, death, divorce, job loss, new job, or retirement.

Web: www.dol.gov/elaws/ebsahealth.htm

Families USA The Health Assistance Partnership

HAP is a resource for government-supported and nonprofit consumer health assistance programs (also known as ombudsman). HAP provides at no cost technical assistance, professional development, and training opportunities to consumer health assistance programs around the country. These programs help health care consumers to better understand and secure their health care rights. HAP works with programs serving Medicare, Medicaid, and privately insured consumers as well as with programs working with uninsured clients.

www.healthassistancepartnership.org

Georgetown University Health Policy Institute: A Consumer Guide For Getting & Keeping Health Insurance

These Consumer Guides (for each state and the District of Columbia) are updated periodically as changes in federal and state policy warrant. The Guides summarize consumer protections. Web: www.healthinsuranceinfo.net/

Health Insurance Association of America (HIAA®) HIAA- Guide To Health Insurance

If you have ever been sick or injured, you know how important it is to have health coverage. But if you're confused about what kind is best for you, you're not alone. What types of health coverage are available? If your employer offers you a choice of health plans, what should you know before making a decision? In addition to coverage for medical expenses, do you need some other kind of insurance? What if you are too ill to work? These are questions that today's consumers are asking; and these questions aren't necessarily easy to answer. Web: www.hiaa.org

HIAA- Guides - Various types of insurance

What types of health coverage are available? Most Americans know about the kind of health insurance that pays doctor and hospital bills. However, there are many more choices. HIAA has prepared a series of guides on various types of insurance to help you find the answers you need: health insurance, managed care, long-term care, disability, and a special guide for business owners.

Web: www.hiaa.org

Hepatitis Foundation International - Buying Health Insurance

All health care policies are not created equal. To choose the best plan type for you, you must first understand their differences. Health insurance plans can be broken into two basic categories, the traditional *indemnity plan* (also called "fee-for service") and the *managed-care plan*. Premium costs vary depending on the type of plan, location, benefits offered, deductible, and age and sex of the insured. Generally, the indemnity plan is the most expensive followed in decreasing order by PPO plans, POS plans, and HMO plans.

Web: www.hepfi.org

National Center for Education in Material & Child Health Knowledge Path: Child and Adolescent Health Insurance & Access to Care:

This knowledge path about child and adolescent health insurance and access to care offers a selection of recent, high-quality resources and information tools, many with an emphasis on low-income families and SCHIP. It is aimed at health professionals, program administrators, policymakers, and researchers who are interested in tracking timely information on this issue, and it will be updated periodically. Web: www.mchlibrary.info

Palo Alto Medical Foundation - A Simple Guide to Health Insurance:

Millions of people, smart people, are at a total loss when it comes to understanding the jargon of the health insurance industry. Without that understanding, choosing a good health plan is a shot in the dark. Inside this web-booklet are simple definitions, things you should know and questions you should ask to help you evaluate which health plan is best for you and your family. You're not the only one who doesn't know the difference between an HMO, PPO and Point of Service plan. Web: www.pamf.org

Evaluating a Plan

National Committee for Quality Assurance (NCQA) - Health Plan Report:

NCQA's Health Plan Report Card can help you answer questions about health plans that would be difficult or impossible to answer on your own-Does this health plan provide good customer service? Will I have access to care I need? Does the plan check doctors' qualifications? If I get sick, which plan will take better care of me? NCQA's Health Plan Report Card has results on hundreds of health plans that care for commercially insured individuals and Medicare and Medicaid beneficiaries. You can create a customized Report Card that shows results for the health plan or plans you want to know about. Web: hprc.ncqa.org

eHealth Insurance - What is the best health plan for me? Questions to Ask:

Choosing a health plan can be a confusing experience. Although there is no one "best" plan, there are some plans that will be better than others for you and your family's health needs. We will try to guide you in simple terms. However, rather than just giving you answers, the best thing we can do is to make sure you are equipped with the right questions. There are three major things to consider, each with their own unique set of questions. By considering the questions thoroughly, you will arrive at the right plan for you and your family. Web: www.ehealthinsurance.org

Health Checklist

Health Care Skills

Can Do Already

Need Practice

Plan to Start

Accomplished

Understand Medical Condition:

Describe chronic illness or disability.

Identifies changes/symptoms caused by his/her medical condition.

Understands implications of chronic illness/disability on daily life.

Manage Your Own Health Care Needs:

Makes own medical appointments.

Can tell when changes/symptoms require medical attention.

Refills medications and supplies.

Can tell when to replace durable medical equipment.

Able to hire personal care assistants and is responsible for their supervision.

Responsible for managing daily treatments.

Can name medications, what they're for, or carries information in a wallet/purse.

Can arrange transportation to medical office.

Knows/carries a list of health emergency phone numbers in wallet/purse.

Able to seek help and knows what to do in a medical emergency.

Has identified a physician for adult care.

Discusses role of general health maintenance.

Has considered genetic counseling if appropriate.

OTHER:

OTHER:

OTHER:

Communicates Effectively:

Prepares and asks questions of medical providers.

Responds to their questions.

Accesses information and answers to health related concerns.

Knowledge of Health Insurance:

Is aware of medical coverage numbers or carries information in a wallet/purse.

Can name health care insurance coverage and aware of eligibility requirements.

Carries an insurance card or copy of it.

Resources:

Is aware of income assistance (SSI), other public services and how to access them.

Able to use community transportation when needed.

Is aware of the services he/she should receive through the school to help with transition to adult life.

Is aware of the employment incentives offered by Social Security and how to apply.

Health Records:

Accesses medical records.

Uses a method for keeping track of doctor appointments.

OTHER:

OTHER:

OTHER:

Finding and Using Adult Health Care

As young people grow from childhood into adulthood, many will move from care by pediatricians into adult medicine. Moving to a different town due to school or a change of employment will also create a need to find a new doctor, especially if you happened to grow up with chronic health issues. So, how do you find a doctor who will meet your medical needs, that will be covered by your health plan, and who will give you the care you are looking for?

Before you start looking for a new doctor, think about what do you want:

- Is where the office is located important? Will you need help with transportation? Do you need an office that is wheelchair accessible or do you need other special assistance in the doctor's office? Are the office hours convenient? How do you contact the doctor at other times? What hospital do you want to use, and is this doctor on the staff there?
- Do you want someone who will take time with you during an office visit or are you comfortable being seen by someone who is "good" in his or her field but perhaps does not have the best bedside manner?
- Is it important that this new doctor is knowledgeable about your special health care needs or do you think you can provide that information or connect the new doctor with those who could provide medical insight?

Questions to Ask Potential Adult Care Physicians

Conduct brief telephone interviews to ask questions to give you some basis for selection. You should call the office to first check if the physician is accepting new patients and your insurance coverage. Make a telephone appointment or an office appointment to ask the doctor a few questions.

Ask the physician:

- What percentage of the doctor's patients has a health condition similar to yours?
- Is his/her staff familiar with your health condition?
- Is the office accessible?
- What are the office hours?
- About the doctor's education, specialty training and board certification.
- How much time is usually spent with patients for routine office visits?
- Ask if he/she allows enough time to answer questions.
- If the doctor's treatment plan doesn't help your condition, will he or she be willing to send you to another physician for evaluation and/or treatment
- How can the doctor be reached after hours?
- Does the doctor have a method to communicate with your specialists?
- Will the doctor be able to see you rather than one of his or her partners?
- Would the doctor be willing to discuss your health history and special needs with your pediatric provider?

Since your wellness depends on the medical services you receive, it is important that you are comfortable talking with your new doctor and feel that he or she understands your concerns. Consider scheduling a "get-acquainted" interview before you make a final choice of a new doctor. You will have to pay for this visit, as it is NOT covered by insurance benefits. An ideal interview time is about 15 to 30 minutes and should not waste your time or the doctor's. The best time to see a new physician is when your health condition is stable so you aren't asking for crisis care while seeing if you can develop a working relationship.

Ask Yourself:

- Does the doctor listen to your questions or is he or she constantly interrupting you?
- Is the doctor knowledgeable about your health issues and/or willing to learn from you and from previous doctors?
- Do you like the communication style with the doctor and in the office?
- Are you satisfied with office practices and access during an emergency or in urgent situations?
- Do you have access to hospitals and specialists if you need them?
- Can the doctor communicate clearly without using confusing terminology?
- Is there a family support group or adult disability agency that can be contacted to inquire about physicians?
- Are there adults I know who have health needs similar to mine that I can contact for recommendations?
- Who is my current health insurance company and do they provide a booklet of approved providers?
- Can the local Vocational Rehabilitation or Independent Living Center counselor provide me with recommendations?
- Is there a local university health center (sometimes there are research studies going on which offer free care) that can provide me support services?

Doctors who like to care for children are different from doctors who like to care for adults. For this reason, young adults seeking health care need certain skills:

- Ability and willingness to tell the doctor about your history, current symptoms, lifestyle, and self-care in just a few minutes (including carrying your own records and a summary of your medical history).
- Ability to ask questions about your condition and how it will affect your school, work, recreation, and social life.
- Ability to tell the doctor about your needs for education, technology, and accommodations and how your condition affects or might be affected by these.
- Willingness to follow medical recommendations that have been mutually developed by you and your doctor.
- More independence in following up with referrals and keeping all agencies informed.
- More involvement in keeping yourself well with diet and weight control, limiting risk taking behaviors (such as drinking alcohol, smoking, taking non-prescription drugs, or unsafe sexual practices), and getting help when you feel angry, lonely, or sad for long periods.
- Being more aware of your physical and mental symptoms and health needs before you have a serious medical crisis & know if you cannot (health care surrogate).
- Understanding how the health care benefits/insurance plan you have works for you: when to call for pre-approval, how to get reimbursements, what services are not covered, and how to file an appeal if you do not agree with decisions from the plan.
- Recognizing that as you become more capable in directing your care that you, not your parents, should make medical appointments, be the most knowledgeable about your health needs, know when to seek guidance in solving problems, and demonstrate that you are capable and competent and ready for adulthood!

<p>Health Benefits for Workers with Disabilities</p> <p>http://www.hbwdillinois.com/ 1-800-226-0768 TTY 1-866-675-8440</p> <p>(English & Spanish)</p>	<p><i>PLEASE NOTE:</i> <i>illinoiscaresrx.com expired on 08/11/2013 and is pending renewal or deletion.</i></p>
	<p>Illinois Cares Rx www.illinoiscaresrx.com/ 1-800-226-0768</p>

AMERICANS WITH DISABILITIES ACT

(www.ada.gov)

The purpose of the Americans with Disabilities Act of 1990 (ADA) is to bring individuals who have disabilities in to mainstream American life. Disability is defined as “ physical or mental impairment that substantially limits one or more major life activities of such individual”. Major life activities are things that the average person can perform with little or no difficulty such as walking, seeing, hearing, learning or working, etc. The ADA is broken down into four major areas or titles as follows:

Title I – EMPLOYMENT

Employers with 15 or more employees may not discriminate against qualified individuals with disabilities. Employers must reasonably accommodate the disabilities of qualified applicants or employees, including modifying their workstation and equipment, unless undue hardship would result. The person must have a record of a substantially limiting impairment to be considered disabled under the ADA. He or she must also be able to perform the essential functions of the job, with or without reasonable accommodation. Complaints may be filed with the Equal Opportunity Commission.

Title II – PUBLIC SERVICES

State and local governments may not discriminate against qualified individuals with disabilities. Newly constructed state and local government buildings, including transit facilities must be accessible. Alterations to existing state and local buildings must be done in an accessible manner. Restrooms, drinking fountains and telephones must be accessible as well.

Title III – PUBLIC ACCOMMODATIONS

Privately operated businesses and not for profit facilities open to the public cannot discriminate against a customer on the basis of disability. This includes restaurants, hotels, malls, museums, and other similar places. Physical barriers in existing public accommodations must be removed. If not, alternative methods of providing services must be offered. Complaints may be filed with the U.S. Department of Justice.

Title IV – TELECOMMUNICATIONS

Telephone companies must provide telecommunications relay services 24 hours a day for individuals, who are deaf, heard of hearing and speech impaired. TRS is a telephone service that allows people with hearing or speech disabilities to use the phone. Complaints may be filed with the Federal Communications Commission.

ADDITIONAL ADVOCACY RESOURCES:

Great Lakes Disability and Business Technical Assistance Center

Great Lakes ADA Center provides information, problem solving assistance and referrals for implementing the Americans with Disabilities Act (ADA) and other related laws.

Phone: 1-800-949-4232

Web: www.adagreatlakes.org

Equip for Equality

20 N. Michigan, Suite 300

Chicago, IL 60602

Phone: Voice: 312-341-0022 & TTY: 312-588-0005

Fax: 312-341-0295

T.F. 800-537-2632 & TTY T.F. 800-610-2779

Web: <http://www.equipforequality.org/>

MEDICAID & MEDICARE

What About Health Insurance for Adult Children with Disabilities?

For young adults with disabilities who are not eligible for Medicaid or Medicare, obtaining private health insurance can be very difficult, especially for those who take psychotropic medications or who have psychiatric diagnoses. Parents should check their family health insurance policies and determine whether or not it is possible to continue to cover the adult child with a disability. Some policies will allow a continuation for as long as the child is in school (e.g., college).

It is very important to explore every possible avenue for health insurance before the child turns 18. Basic coverage of catastrophic illness is usually obtainable. Additional coverage can be problematic. If you are having difficulty finding health insurance for your child, contact the Illinois Department of Financial and Professional Regulation – Division of Insurance: WEB: http://www.idfpr.com/dfi/titleinsur/titleinsur_main.asp

What is it?

Medicaid is a state-federal partnership that pays for health and long-term care services to certain low-income individuals, including children, the elderly and people with disabilities. Each state administers its Medicaid program within the general requirements of federal law and regulations. States and the federal government share the cost of the program.

<http://www.medicaid.gov/medicaid-chip-program-information/by-state/illinois.html>

<http://www2.illinois.gov/hfs/Pages/default.aspx>

Section 4733 of the Balanced Budget Act of 1997 (BBA) allows States to provide Medicaid coverage to working individuals with disabilities who, because of their earnings, cannot qualify for Medicaid under other Statutory provisions. Section 4733 allows States to provide Medicaid coverage to these individuals by creating a new optional categorically needy eligibility group.

- Beneficiaries must meet various restrictions (income or medical need).
- Medicaid programs and eligibility varies from state to state.

Who qualifies?

Most states determine whether a person meets the criteria for disability with the Medicaid program according to the standards used by the SSI program, and most states adopt the income and resource disregards used by the SSI program.

<http://www.ssa.gov/pgm/ssi.htm> or <http://www2.illinois.gov/hfs/Pages/default.aspx>

What it covers:

There are certain federally mandated services specified in law, along with a list of optional services for which a Federal match is available. States dictate which other services they will provide and this varies from state to state.

- **Mandated Services** are: inpatient and outpatient hospital services; prenatal care; vaccines for children; physician services; nursing services for persons over 21; family planning; home health care for certain individuals; and early and periodic screening, diagnostic and treatment (EPSDT) services for children under 21.
- **Durable Medical Equipment (DME):** ALL medically necessary and non-experimental DME must be provided; there can be no exclusive list of DME. While a State may have list of pre-approved DME, such a list is only for administrative convenience to eliminate a cumbersome application process for each DME request.
- **Optional Services:** Currently they are about 34 approved services at the state level for which federal funding is available. States can provide as many or as few as they would like. Also, they can provide services to their categorically needy population that they do not provide to other groups. The most common include: diagnostic services; clinic services; rehabilitation and physical therapy services; optometrist services and eyeglasses; intermediate care services for the mentally retarded (ICFs/MR) and home and community based care to certain persons with chronic impairments.
- **Optional Mental Health Services** include: inpatient psychiatric services for patients age 21 and younger; services provided by licensed non-physician practitioners (e.g., psychologists and social workers); case

management, diagnostic, screening, preventive and rehabilitative services; and clinic services furnished under the direction of a physician.

Why is it important?

Once a child leaves high school and is not a full time college student, parent health insurance may not continue to provide coverage. Often if high school graduates are working, it is on a part time basis so they may not receive health insurance benefits.

Typical documents to bring when going to the Medicaid appointment:

- Completed Medicaid application
- Social Security card
- Child support order
- Health insurance policy
- Other sources of money
- Drivers license/photo ID card
- Birth certificate, school records
- SSI check or award letter
- Pay stubs (including school jobs) for the past 2 months

This list is not all-inclusive so you may want to check with the Medicaid office to see what other documents they may require.

Parents should also check with their insurance carrier to see if their child can continue to receive extended coverage as an **adult child with a disability**. If the insurance will not extend coverage and Medicaid becomes the primary insurance, check with the doctor's office to see if they will accept Medicaid. Unfortunately, few doctors in the suburbs accept Medicaid so it is important to research extended coverage for existing insurance policies.

What Is Medicare?

Medicare is a federal health insurance program for people 65 or older, and for people who have been getting social security disability benefits for two years. Because children, even those with disabilities, do not get Social Security disability benefits until they turn 18, no child can get Medicare coverage until he or she is 20 years old.

The only exception to this rule is for children with chronic renal disease who need a kidney transplant or maintenance dialysis. Children in such a situation can get Medicare if a parent is getting Social Security or has worked enough to be covered by Social Security.

The Original Medicare Plan is a fee-for-service plan that is available nationwide. With the Original Medicare Plan, you may go to any doctor, specialist, hospital, or other health care provider that accepts Medicare. Generally, a fee each time is charged each for a service from a provider (set amount out-of pocket co-pays to reach deductible.) Once the deductible is satisfied, Medicare pays its share, and you pay your share (coinsurance or copayment).

Who qualifies?

People 65 and older, **younger people with disabilities** and people with end-stage renal disease. The Social Security Administration (SSA) oversees eligibility and enrollment.

- Upon turning 65, or
- After receiving 24 months of Social Security cash benefits (SSI/SSDI) if under the age of 65 and disabled.
- If an individual is under age 65 and has Lou Gehrig's disease (ALS), the individual receives his or her Medicare benefits the first month he or she receives disability benefits from Social Security or the Railroad Retirement Board, whichever is later.

What it covers

Plan pays for hospitalization charges with some co-pays. May cover the cost of some services—such as **home healthcare and doctors' visits**—provided in such a facility.

Impact for YOUTH

Under Social Security Disability Insurance (SSDI), there is a benefit to adult children with disabilities existing before age 22. When such a person's parent becomes disabled, retires, or dies, a payment based on this parent's earnings becomes payable to the adult child.

1. Adult children are required to apply for this benefit within 30 days of the parent's disability, retirement, or death.
2. SSDI then becomes the new primary income maintenance program for adult children who have previously participated in SSI. The SSDI payment is based on the deceased parent's income. If the SSDI payment is low, an adult child may continue receiving a reduced SSI payment as well.
3. Because SSI is intended to be a program of last resort, individuals must have first applied for all other public assistance to which they may be entitled, and must apply in the future for any to which they become entitled.
4. A person no longer covered by SSI when their primary cash benefit source is switched to SSDI cannot lose Medicaid coverage.

LAW

The Employment for Disabled Americans Act of 1986 (Public Law 99-643) requires states to continue Medicaid coverage when an individual who became disabled before age 22 and received SSI becomes eligible for SSDI or has an increase in SSDI benefits. Such disabled adult children continue to be considered SSI recipients for Medicaid purposes. **Disabled adult children** c. 175 § 108 2(a)(3) c. 176A §8(d); c. 176B § 6(c)

How to Apply

1. Make an appointment with your local state Medicaid/Medicare Office.
2. MEDICARE www.cms.hhs.gov/medicare/
3. MEDICAID www.cms.hhs.gov/medicaid/consumer.asp
4. Call at 1-800-843-6154
5. Visit the Website at: <http://www.dhs.state.il.us/page.aspx?module=12>

DHS Family Community Resource Center in Cook County - Northern

Family Community Resource Center

8020 Saint Louis

Skokie, IL, 6007

(847) 745-3200 & TTY: (866) 321-8261

Fax: (847) 745-3276

Hours: 8:30 a.m. - 5:00 p.m. Monday - Friday (except state holidays)

Youth who are determined to be disabled according to SSA criteria and have no work history will receive SSI Benefits. In non-209 B states this is automatically qualifies for Medicaid. After receiving SSI benefits for 24 months, the individual can qualify for Medicare. If the youth who receives SSI works but does not exceed income limits (Substantial Gainful Activity (SGA) \$800 in 2004, for 40 quarters, SSI converts to SSDI and then qualifies for Medicare.

- After receiving SSI for **24 months of Social Security cash benefits (SSI/SSDI) if under the age of 65 and disabled.**
- If an individual is under age 65 and has Lou Gehrig's disease (ALS), the individual receives his or her Medicare benefits the first month he or she receives disability benefits from Social Security or the Railroad Retirement Board, whichever is later.

Information about Medicaid can be found at <http://www2.illinois.gov/hfs/MedicalPrograms/Pages/default.aspx>

To apply for medical assistance, visit the nearest Illinois Department of Human Services (DHS) office. Staff will help you submit an application. (web site is: www.dhs.state.il.us).

To access the DHS locator, visit: <http://www.dhs.state.il.us/page.aspx?module=12&officetype=7>

Department of Human Services Main Office - Chicago

Administrative Offices

401 S Clinton St

Chicago, IL 60607

Phone: (800) 843-6154

TTY: (800) 447-6404

No direct services provided at this location. **Administrative offices only.**

Department of Human Services Main Office - Springfield

Administrative Offices
100 S Grand Ave E
Springfield, IL 62704
Phone: (800) 843-6154
TTY: (888) 440-8994

No direct services provided at this location. **Administrative office only.**

Arlington Heights DRS Office: Rehabilitation Services

715 W Algonquin Rd
Arlington Heights, IL 60005
Phone: (847) 758-3483

Rehabilitation Services

Rehab services provide assistance for people with disabilities looking for jobs or living independently. If you are unable to go to a DHS office because of health reasons, you may call and ask that an application be mailed to you. After you complete and return the application, the DHS staff will arrange an interview by telephone. Human Services offices in your area or you may call DHS at 1-800-843-6154, TTY 1-800-447-6404.

Applications may also be completed at the time of service at hospitals and clinics.

Pregnant women and children under age 19 may be enrolled by

All Kids Healthcare at <http://www.allkidscovered.com/>

The Illinois Department of Healthcare and Family Services (HFS) is committed to improving the health of Illinois' families by providing access to quality health care. This mission is accomplished through HFS's Medical Programs that pay for a wide range of health services provided by thousands of medical providers throughout Illinois to about two million Illinoisans each year.

The primary medical programs are:

1. **Medical assistance** as authorized under the Illinois Public Aid Code (305 ILCS 5/5 *et seq.*) and Title XIX of the Social Security Act, Medicaid; and
2. **Children's health insurance** as authorized under the Illinois Insurance Code (215 ILCS 106/1 *et seq.*) and Title XXI of the Social Security Act, the State Children's Health Insurance Program (SCHIP).

Necessary medical benefits as well as preventive care for children are covered for eligible persons when provided by an enrolled health care provider. Eligibility requirements vary by program. Most people who enroll are covered for comprehensive services. Some programs, however, cover a limited set of services.

Comprehensive Medical Benefits

HFS provides comprehensive medical benefits to residents of Illinois who are children, parents or caretaker relatives raising children younger than 19, pregnant women, seniors 65 years of age or older and persons who have a disability or blindness.

Eligible persons are covered for a comprehensive array of health services including doctor visits and dental care, well-child care, immunizations for children, specialty medical services, mental health and substance abuse services, hospital care, nursing facility care, emergency services, prescription drugs, family planning and medical equipment and supplies. To be eligible, most persons must also be U.S. citizens or qualified immigrants. This requirement does not apply to pregnant women.

HOME SERVICES PROGRAMS/ SUB-DIVISION OF (DRS)

Description:

The *Home Services Program (HSP)* tailors services to help individuals with the most significant disabilities remain in their homes and live as independently as possible. The mission of HSP is to empower customers to live self-directed lives, be actively involved in their communities, and retain control over the services they receive. The Illinois Department of Human Services accepts applications and selects as many individual and family participants as funding will allow.

The following services can enable individuals with disabilities to remain at home:

- **Personal Assistant (PA)**: Provides assistance with household tasks, personal care and with permission of a doctor, certain health care procedures. PA's are selected, employed and supervised by the individual customer. As part of this service, background checks can be obtained on any PA hired by the customer.
- **Homemaker Services**: Agency based services for personal care and household duties to customers who have difficulty or are unable to self-direct a PA
- **Maintenance Home Health**: CNA, LPN, or RN services prescribed by the physician to meet the health, safety, and medical needs of the customer.
- **Electronic Home Response**: A rented device to provide 24-hour access to emergency personnel.
- **Home Delivered Meals**: Nutritious meals prepared and delivered to customers through a variety of community based service providers.
- **Adult Day Care**: The direct care and supervision of customers in a community based setting for the purpose of promoting social, physical, and emotional well-being.
- **Assistive Equipment**: Devices or equipment purchased, repaired for rented to promote independence, prevent an increase in care, reduce or eliminate another service, or ensure the safety of the customer.
- **Environmental Modifications**: Structural changes within the home environment or exterior for accessibility needs that enhance customer independence, prevent an increase in care, reduce, or eliminate another service.
- **Respite Services**: Temporary care for adults and children with disabilities to relieve stress to families. Respite services may be provided for vacation, rest, errands, and family crisis emergency. Services may include personal assistant, adult day care, homemaker, or home health.
- **Brain Injury**: Behavioral/Cognitive, Habilitation, Pre-Vocational Services, and /or Supported Employment are also available.

Eligibility

To receive services, an individual must meet these eligibility criteria:

- Be under age 60 at the time of application unless in the AIDS or Brain Injury Medicaid Wavier Program
- Have a severe disability lasting 12 months or longer, or for the duration of life.
- Be at imminent risk of nursing home placement
- Have applied, cooperated, and obtained a decision on Medicaid eligibility unless already on Medicaid or spend-down.
- Require services in the home costing the same or less than nursing home costs.
- Be a State of Illinois resident with U.S. Citizenship or show proof of legal entry into the United States
- Have less than \$10,000.00 in non-exempt assets for customer's age 18 or older. Customers under age 18 must have \$30,000.00 or less in family assets.
- Have a physician's approval of the initial plan of care.

Home Services Program staff will:

- Visit the person home to discuss eligibility and available services
- Complete application and conduct financial and non-financial eligibility assessments.
- Obtain needed releases of information for medical documentation and obtain a physician's certification that services are needed and appropriate.
- Obtain a clear and easily identifiable copy of the customer's State of Illinois Photo ID or valid Drivers License.
- Develop a service plan and assist in locating service providers.
- Provide alternative resource information and information on appeal rights if eligibility is not met.
- A Decision on eligibility will be made within 60 days from the date of application.

DIVISION OF SPECIALIZED CARE FOR CHILDREN (DSCC)

Description

This Division (DSCC) is an official agency of the State of Illinois. DSCC is supported by state and federal funds for the purpose of helping children with physical problems to obtain necessary specialized medical care and the other services they may require.

Eligibility

Any child in Illinois from birth to 21 years is eligible for preliminary diagnostic services without charge to the parents if a medically eligible condition is indicated. Please contact the agency for more information about this service.

When a child requires special medical treatment, financial assistance may be provided if:

- The child has a physical defect, disability or chronic illness that is eligible for DSCC, and
- The parents/guardians are legal residents of Illinois, U.S. citizens and are financially eligible according to the policies of DSCC.

Assistance

Services offered include diagnosis and treatment in an office, clinic, hospital or other special treatment areas. If required, braces, hearing aids and other special appliances can be provided upon recommendation of the specialist. The professional staff of DSCC works with various health care groups and the parents in developing the best program for the child.

Under the DSCC program all services need to be provided by approved specialists, hospitals or other facilities. DSCC may direct the parents and child to specialized care, or parents may already have chosen one of the approved specialists, hospitals or other facilities. Financial assistance may be complete or partial depending on the family's income. Some families may be over income for financial assistance.

For more information, contact the DSCC office:

Chicago Northeastern Regional Office
1919 West Taylor
7th Floor, Room 74
Chicago, IL 60612-3772
312-996-7775

SOCIAL SECURITY ADMINISTRATION

(www.ssa.gov)

The Social Security Administration (SSA) manages two major programs that provide cash benefits based on disability or blindness.

SSDI

Social Security Disability Insurance (SSDI) provides benefits to disabled or blind individuals who are "insured" by workers' contributions to the Social Security trust fund. These contributions are known as the Federal Insurance Contributions Act (FICA) social security tax. Title II of the Social Security Act authorizes SSDI benefits. Information and applications can be done online at <http://www.ssa.gov/pgm/disability.htm>

The worker must have worked and paid Social Security taxes for enough years to be covered under Social Security insurance; some of the taxes must have been paid in recent years.

SSI

Most high school students have not worked enough work quarters to be eligible for **SSDI**. The Supplemental Security Income Program (**SSI**) pays monthly benefits to aged, blind, and disabled people (including children under age 18) who have limited income and resources. Supplemental Security Income (SSI) is quite different from SSDI. SSI is a federal income maintenance program that pays monthly stipends to individuals who are aged or disabled and to blind adults and children. Additional information is available online at <http://www.ssa.gov/pgm/ssi.htm>

Resource Limits for SSI

Individuals must have countable resources to qualify for SSI. Couples residing together must have countable resources to qualify as well.

- Social Security excludes many items in determining resource eligibility. Among items that are not counted are:
- The individual's home (so long as he or she resides in it),
- Household goods and personal effects so long as their total equity value does not exceed a set value.
- An automobile
- Other criteria include:
 - Be a U.S. citizen or meet the requirements for non-citizens
 - Be considered medically disabled.

Definition: (Disability for the Children's SSI Program)

The welfare law defines children's disability as follows:

- An individual under the age of 18 shall be considered disabled for purposes of this title if that individual has a medically determinable physical or mental impairment which results in marked and severe functional limitations, and which can be expected to result in death or which has lasted or can be expected to last for a continuous period of not less than 12 months; and
- Notwithstanding clause no individual under the age of 18 who engages in substantial gainful activity ... may be considered medically disabled.
- Initially not be working or working but earning less than the substantial gainful activity level.

Once on the rolls, work activity does not affect a person's continuing eligibility. Work activity does not affect initial or continuing eligibility for a person who is blind.

Application

A person can apply for Supplemental Security Income (SSI) benefits by calling the Social Security Administration's toll-free number, 1-800-772-1213 or apply on line at <http://www.ssa.gov/pgm/ssi.htm>. A representative will schedule an appointment for an application to be taken over the phone or at any local Social Security Administration Office. A person can also go to any local office and ask to file an application for disability benefits. Whichever way a person applies, he or she should KEEP COPIES of all documents and forms submitted to SSA. That way, if SSA loses information, a claimant can easily re-submit it.

***People who are deaf or hard of hearing can call SSA's toll-free TTY number, 1-800-325-0778.
This number operates between 7 a.m. and 7 p.m. on Monday through Friday.***

A person who wants to apply for SSI benefits should take the following documents and information to the initial interview:

- Social Security number for child and parents;
- Birth certificate or other evidence of child's date of birth;
- Checking and savings account information

Names, addresses and phone numbers of any doctors, hospital, clinics, institutions, counselors that have treated child, as well as dates of any treatments;

- Name of child's school, list of teachers and counselors familiar with child's condition, any school records, IEPs, psychological test results, report cards, etc:
- List of current medications;
- Any medical records, lab tests or results, concerning child's condition;
- List of any employment claimant has done in the past 15 years (name and address of employer and type of work performed);
- Copy of W-2 Form (wage and tax statement). Self-employed persons should bring copy of federal tax return for the past yr;
- Proof of income and assets (payroll slips, bank books, insurance policies, car registration, burial fund records, and other information about income and assets)
- Mortgage or lease agreements or other documents showing living arrangement.

SSA usually takes about 60-90 days to process applications for disability benefits.

The local office collects information from the claimant. The file is sent to the Bureau of Disability Determination Services (BDDS) in Springfield, Illinois. Doctors and nurses who contract with BDDS review the medical records and decide whether the claimant's impairments fall within the SSI definition of disability. The SSA local office sends a written decision to the claimant advising him or her that SSA has made a favorable or unfavorable decision.

Often many initial applicants are denied SSI, and will want to submit an appeal.
An appeal must be filed within 60 days.

An excellent source of information is the Social Security Administration website at: www.ssa.gov

Local Offices:

Social Security Administration
705 North Wheeling Road
Prospect Heights, IL 600
(800) 772-1213

Health & Disability Advocate
205 West Monroe Street, 3rd floor
Chicago, IL 60606-5013
(312) 223-9600
www.hdadvocates.org

**IL Dept of Human Services Division
of Rehabilitation Services**
(630) 268-0639
benplan@dhs.state

ILLINOIS STATE I.D. CARD

Secretary of State's Office Driver's License Facility
1227 Golf Road, Schaumburg, IL
847-619-8850
I.D. & SSN

- Fees:** None for disabled people
- Services:** Provides State of Illinois picture id cards
- Requires:** 3 forms of

SELECTIVE SERVICE REGISTRATION

All male students regardless of capability to serve in the military are required to register with the federal Selective Service System within 30 days of their 18th birthday. Young men may visit any U.S. Post Office to fill out a simple registration form asking for name, address, telephone number, social security number and date of birth. When completed, the applicant must show some form of identification to the postal clerk and then sign the card. **Failure to register is a violation of federal law** can result in the loss of federal benefits the applicant may receive or be entitled to in the future. This includes obtaining financial assistance for college.

UNITED STATES CITIZENSHIP

Several factors are required when applying for U.S. citizenship. To apply, for a Lawful Permanent Resident the applicant must be 18 years of age or older and have had their permanent residency for 5 years. If married to a U.S. citizen then they have to be a permanent resident for 3 years and be married to the U.S. citizen spouse for 3 years. The Citizenship Coordinator at Township High School District 214 Community Education Department helps clients fill out the N-400 application for Naturalization, by appointment only, In addition to applying for citizenship, IL. Township High School District 214 offers free citizenship classes at various locations throughout the northwest suburbs. Please contact the number below for additional information.

Citizenship Coordinator

Community Education/ Adult Education Rm A110
2121 Goebbert Road, Arlington
Heights, IL 60005
847-718-7730 or 847-718-6556

RECREATION PROGRAMS FOR SPECIAL NEEDS

The Chicago area has several organizations that provide social/recreational activities. These services are offered to individuals of all ages with special needs including learning disabilities, physical disabilities, hearing or visual limitations, and cognitive disabilities.

PARENTS AND INDIVIDUALS SHOULD CONSIDER THE FOLLOWING PRIOR TO CONTACTING RECREATION ASSOCIATIONS AND PROGRAMS:

Is there a targeted time for recreational activities?

- Summer
- Evenings
- Vacation periods
- Throughout the year

What types of recreational activities are you in search of for your child?

- Large group, small group, and/or individual activities
- Community-based activities
- On-site activities
- Organized activities
- Flexible activities
- Physical activities
- Creative activities
- Integrated activities

What are the goals for joining a recreation program?

- Develop new friendships
- Become involved in the community
- Increase social skills
- Learn new recreational skills

What type of transportation can you provide your child?

- Self transport (child drives)
- Ride from family or friend
- Taxi or public transportation

QUESTIONS TO ASK AGENCIES PROVIDING RECREATION

- What is the targeted age group?
- What is the targeted population (i.e., level of disability)?
- Do you offer types of transportation services? If so, do I need to pay?
- Do you offer integrated programs?
- What are your fees? What do they include? Do you offer financial assistance programs?
- How much supervision is provided at activities?
- Typically, how many participants attend events?
- What times of the day do you offer programs? What times of the year do you offer programs?
- Are there residential boundaries for participants in your programs?
- Can you send me a newsletter or bulletin from your organization regarding incoming events?
- What is the staff to disabled adult ratio?

Following is a list of organizations that offer special recreation activities. They offer a variety of opportunities throughout the school year as well as additional programs during the summer. Contact the agencies listed below for program details.

Northwest Suburban Special Recreation Association

3000 Central Road #205
Rolling Meadows, IL 60008
847-392-2848
www.nwsra.org

Camp Ramah

65 E. Wacker
Chicago, IL 60601
312-606-9316
www.ramahwisconsin.com

Camp Red Leaf

26710 W. Nippersink Road
Ingleside, IL 60041
847-740-5010
www.jcys.org/redleaf

Center on Deafness

3444 Dundee Road
Northbrook, IL
847-559-0110

Community Education

High School District 214
2121 S. Goebbert Road
Arlington Hts., IL 60005
847-718-7700

Continuing Education

Township H.S. District 211
1750 S. Roselle Road
Palatine, IL 60067
847-755-6720

Clearbrook East

3802 Old Wilke Road
Rolling Meadows, IL 60008
847-870-0745

Center for Enriched Living

280 Saunders Road
Riverwoods, IL 60015
847-948-7001

Conquerors Gym and Swim Program

Leaning Tower YMCA
6300 W. Touhy
Niles, IL 60714
847-647-1123 Fax
847-410-5100

Easter Seals

233 S. Wacker Drive Suite 2400
Chicago, IL 60606
Phone: 800-221-6827

Special Olympics

Participation in Special Olympics can occur through local special education programs, private service organizations or through the local Special Recreation Association

Buehler Y.M.C.A.

1400 W. Northwest Hwy.
Palatine, IL 60067
847-359-2400
Fax: 847-359-5098
Web: www.buehlerymca.org

Great Lakes Adaptive Sports Association

400 E. Illinois Road
Lake Forest, IL 60045
847-283-0908
www.glasa.org

Jewish Council for Youth Services

P.O. Box 297
Ingleside, IL 60041
847-740-5010
www.jcys.org

Lattof Y.M.C.A.

300 E. Northwest Hwy.
Des Plaines, IL 60016
847-296-3376
Fax: 847-296-9431
Web: www.lattofymca.org

Northern Illinois Special Recreation Association (NISRA)

285 Memorial Drive
Crystal Lake, IL 60014
815-459-0737
www.nisra.org

Northwest Suburban Special Recreation Association (NSSRA)

3105 Mac Arthur Blvd
Northbrook, IL 60062
847-509-9400

Alfred Campanell Y.M.C.A.

300 W. Wise Road
Schaumburg, IL 60193
847-891-9622
Fax: 847-891-8901
Web: www.campanellymca.org

SECTION 7:

APPENDIX

ORGANIZATIONS

Alcoholics Anonymous

847-359-3311

Al-Anon/Alateen

888-425-2666

American Cancer Society

847-368-1166

American Heart Association

312-346-4675

American Lung Association

312-243-2000

Big Brothers-Big Sisters of Metropolitan Chicago

312-427-0637

Vision – Previously Chicago Association of Citizens

312-346-6230

Coalition of Citizens Disabilities of Illinois

800-433-8848

Cystic Fibrosis Foundation

312-236-4491

Epilepsy Foundation

(Parent network for and by parents of children with epilepsy)

847-433-8960

Illinois Easter Seal Society, Inc.

312-726-6200 / 800-221-6827

Jewish Family and Community Services

847-392-8820

Learning Disabilities Association of Illinois

708-430-7532

March of Dimes

312-435-4007

Muscular Dystrophy Association

312-254-0632

National Dissemination Center for Children with Disabilities

800-695-0285

National Down Syndrome Congress

800-232-6372

National Spinal Cord Injury Association

708-352-6223

The Parent's Resource Network

(Instructional tapes and resource staff)

847-675-3555

Family Resource Center on Disabilities

312-939-3513 (call for info.)

800-952-4199

INTERNET RESOURCES

Disability Information

www.jobaccess.org - Ability Magazine: Promotes acceptance of employees with disabilities
www.ataccess.org - Alliance for Technology Access
www.wheelchairnet.org
www.nichy.org -National Dissemination Center for Children with Disabilities.
http://health.illinois.gov/disability.html - Health & Wellness Person with a Disability
www.skokie.net.org/disabled/index.html - Skokie Directory of Services for Persons with Disabilities
www.wdsc.org/disability - US Dept. of Labor: ETA Disability (Online Employment Resources)
www.ilr.cornell.edu/library/reference/guides/DW - State-by-state guide regarding: Disability & Workplace
www.nectas.unc.edu/ - National Early Childhood Technical Assistance System

Educational Resources

www.cyfernet.org/ - Child, Youth and Families Education and Research Network
www.isbe.state.il.us/etc/ - IL State Board of Ed. (Ed to Careers initiative & links to school-to-work sites)
www.collegeview.com/careers/careercounseling.html

Individual Career Planning

www.careercc.com	www.quintcareers.com	www.resumenet.com/other.html
www.jobsearch.org		www.jobcorps.doleta.gov
www.commerce.state.il.us		www.online.onetcenter.org
www.dictionary-occupationaltitles.net		

College Information

www.kaplan.com	www.weapply.com	www.campustours.com
www.edworks.com		www.finaid.org
www.collegeboard.org		www.fafsa.ed.gov

Transition and Work Experience

The following links are created to assist students and parents to access transition and work experience sources.

Career Inventories/Planning

Occupational Outlook Handbook - US Department of Labor Occupational Outlook Handbook. This page is brought to you by the Kenosha Unified School District No. 1 Transition Steering Committee.

WEB: stats.bls.gov/oco/

Mapping Your Future - The following are links to additional Internet sites with information on careers, schools, & financial aid. We do not endorse any products listed on these sites. They are provided for your information & convenience.

WEB: www.mappingyourfuture.org/middlehighschool/

O*Net - Making occupational information interactive and accessible for all...

WEB: online.onetcenter.org

Career Onestop - America's Career InfoNet can help you identify options and plan your education.

WEB: www.acinet.org

Virtual Job Shadow - **VirtualJobShadow.com** is a highly engaging career exploration tool for students and job seekers.

WEB: www.virtualjobshadow.com

Career Inventories/Assessment

Career Toolbox - To make a good decision about a future career, it helps to know what type of work you enjoy doing.

WEB: www.myfuture.com

Personal Interest Inventory - Discover Careers That Fit You A career is an enjoyable job that challenges you. To find careers that fit you, you need to know what you like to do, what you're good at and what you want to achieve. Once you know your interests, abilities and goals, you can match them with career possibilities.

WEB: facweb.eths.k12.il.us/... AND www.learning4liferesources.com/...

Kiersey Temperment Sorter II -The Keirsey Temperament Sorter II® (KTS®-II) is a powerful 70-question personality instrument that has been used by more than 35 million people in over 120 countries since it was first published in 1978. Designed to help individuals discover their personality type, The KTS-II is based on Dr. David Keirsey's Temperament theory described in his best-selling books, *Please Understand Me* and *Please Understand Me II*, and has helped people worldwide to gain insight into themselves and the people around them.

WEB: www.keirsey.com/aboutkts2.aspx

Zarrow Center for Learning Enrichment -Self Determination assessment tools

WEB: education.ou.edu/zarrow/?p=38&z=3

On-line Career Exploration Resources - Links to career exploration websites and webquest.

WEB: www.madison.k12.ky.us/...

Post-Secondary Education/Training

Career and College Planning Resource - This page provides links for students and guidance counselors including resources to self-assessments, career planning, career development and college planning. Additional career exploration resources for younger students are found on the [Career Guides page](#). For a more complete list of career and technical education resources in each state visit:

WEB: [State Career and Technical Education Resources page](#).

WEB: www.khake.com/page51.html

Disabilities Specialists and Counselors for the Wisconsin Technical College System:

WEB: systemattic.wtcsystem.edu/Studentserv/virtualresource/disabilitiesR.htm

The Student Guide to Financial Aid - The Dept. of Ed's guide to student financial aid

WEB: www.ed.gov/students/

Think College

WEB: www.thinkcollege.net/for-students

*Are you a person with a disability who thinks that college or training beyond high school is not an option?
Think again! There are educational opportunities available for everyone who wants it.*

Understanding Transition Services

Special Education in Plain Language - A site for parents to access info related to sp. ed. regulations, IEP & IDEA

WEB: www.specialed.us/Parents/plainlanguageindex.htm

Transition Coalition - Links and resources for: Assessment, Transition Services and Programs, Self Determination.

WEB: old.transitioncoalition.org/assessing/links.htm

Transition Coalition - Online training modules on transition: Best Practices, Secondary Transition and Cultural Diversity, Transition Assessment: The Big Picture, Working with Families, Transition for Youth with ED/BD.

WEB: www.transitioncoalition.org/transition/module_home.php

Division on Career Development & Transition - The mission of DCDT is to promote national and international efforts to improve the quality of and access to, career/vocational and transition services, increase the participation of education in career development and transition goals and to influence policies affecting career development and transition services for persons with disabilities.

WEB: www.dcdt.org/transitionresources.cfm

Transition Planning

Transition Planning for Success in Adult Life - What Does *Transition Services* Mean? Transition Services are defined in the Individuals with Disabilities Education Act (IDEAS), Section 300.18, as a coordinated set of activities for a student, designed within an outcome-oriented process, that promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment, continuing and adult education, adult services, independent living, or community participation.

WEB: ici2.umn.edu/ntn/pub/briefs/tplanning.html

National Center on Secondary Education and Transition - The National Center on Secondary Education and Transition (NCSET) coordinates national resources, offers technical assistance, and disseminates information related to secondary education and transition for youth with disabilities in order

WEB: www.ncset.org

TRISPED - Dedicated to the development and evaluation of affordable, user-friendly support and training materials.

WEB: www.trisped.org/transition/yesresources.cfm

National Center on Secondary Education and Transition - Creating Opportunities for Youth with Disabilities to Achieve Successful Futures

WEB: www.ncset.org

Bridges-Explore, Plan, Achieve - Education and Career Planning: Create more student success stories with our highly effective education and career planning programs. Middle School: Spark your students' education and career awareness to generate excitement about planning for high school.

WEB: www.bridges.com/us/prodnserv/

Elementary School Transition - A list of resources for helping students in elementary school transition smoothly.

WEB: www.bellaonline.com/articles/art50637.asp

Michigan Transition Resources - Transition materials and resources, including: assessment materials, audio & video, books, & curriculum

WEB: www.cenmi.org/tspmi/materialsresources.asp

Difabilities - Resources for teachers on self-advocacy

WEB: www.difabilities.net/Teachers.htm

Community Links

Transition and the Aging and Disability Resource Center - From the Kenosha County Department of Human Services.

WEB: www.co.kenosha.wi.us

Institute on Community Integration - Publications for persons with disabilities, service providers, families and educators. Includes: Newsletters, Resource Guides, Curricula, Reports, Brochures, Videotapes and miscellaneous.

WEB: ici.umn.edu

DisabilityInfo.gov - A comprehensive Federal web site of disability-related government resources.

WEB: www.disabilityinfo.gov

Student Sites

Youthhood - The website is where childhood meets adulthood and is designed for youth with disabilities to find resources and interact with other teens. It also provides resources for adults.

WEB: <http://www.youthhood.org>

I'm Determined - A website focusing on self-determination resources for students, parents and staff. Think beyond self-advocacy to self-determination.

WEB: <https://php.radford.edu/~imdetermined>

SECTION 8:

~GLOSSARY OF TERMS~

Academic Achievement - Results of learning or teaching.

Accommodation - changes in the learning environment that do not alter curriculum content.

Activities of Daily Living (ADL) - Behavior relating to daily self-care.

Adaptive Behavior - Use of basic skills in daily life activities.

Adaptation - changes in the ways that curriculum content is received or in the types of products that students are required to produce as evidence of understanding the curriculum.

Adult Service Agency - Federal, state, or locally funded agency (with written policies and procedures) that provides services to adults and children [e.g., Vocational Rehabilitation Services (VRS), Bureau of Developmental Disabilities Services (BDDS), Noble Centers, Inc. etc.].

Advocate - To speak in favor of; one who supports or defends a cause.

Age of Majority - “Adult” of full age; at least 18 years old.

Americans with Disabilities Act (ADA) - The ADA of 1990 outlaws discrimination against people with disabilities. This law affects employment, transportation, and services provided by state and local governments; services and accommodations offered by private businesses; and telecommunication access by people with communication difficulties.

Aptitude - Talent and ability in a particular area.

Assistive Technology (device) - Any item or piece of equipment that is used to increase, maintain, or improve abilities of individuals with disabilities.

Assistive Technology Service - Any service that helps an individual with a disability choose, buy, or learn to use an assistive technology device.

Basic Classes -these are academic classes, which offer curriculum that is parallel to the regular developmental curriculum but which is taught at a simpler or lower level. Reading levels of materials may be at a lower level and testing may be focused on mastery of main concepts without expectations for finer detail or more elaborate understanding.

Career Assessment - Information that will help in developing educational goals and skills related to employment and community living.

Career Exploration Resources - Materials that students use to learn about careers.

Carl Perkins Act - The Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990. Federal act addressing youth and vocational educational programs, and also academic and occupational skills, with the goal of making the United States more competitive in the world economy. Also provides for Tech Prep programs.

Case Manager - Individual who arranges services, ensures that client’s progress through the process, completes reviews, and (sometimes) maintains fiscal responsibility.

Collaboration - The ability to work side-by-side in completing a task. Suggests the desire to share information and resources with each other toward a common goal.

Collaborative Class - a regular academic class, which is taught by two teachers, one from regular education and one from special education. The regular education teacher presents the developmental curriculum and the special education teacher assists students who need extra help to understand the curriculum or to respond to assignments.

Community-Based Instruction, vocational or life skills instruction, which is offered in community settings where the skills being taught would normally be performed, rather than in an artificial

Community-Based Programs - Programs for individuals with disabilities that are located within the individual's community.

Community Rehabilitation Programs/Affirmative Industries (previously known as sheltered workshop) - The agency owns and operates an industry that provides work or subcontract work in an industrial setting. Individuals participating in this program do "piece work" and may be paid according to their productivity, sometimes less than minimum wage. This may be the beginning point for many individuals to gain work skills and work behaviors. Motivated individuals may seek other employment opportunities and programs.

Community Residence - A facility in the community providing room, board, and clinical supervision and homelike environment. Two examples are group homes and halfway houses.

Community Resources - Public or private agencies, schools or programs offering services to people.

Competitive Employment - The individual is provided with vocational guidance and job development to provide a good job match. Follow up services are conducted with the individual and the employer to assist in job maintenance or problem solving as needed. These services are typically short-term.

Curriculum Based Vocational Assessment (CBVA) - Various tests to determine the career development and vocational instruction needs of students based on preference in course content and curriculum, and identification of student's career/vocational strengths and weaknesses.

Day Treatment - A planned combination of broad diagnostic, treatment, and rehabilitated services provided during daytime hours while the person with a mental illness lives at home or in the community residence.

Detoxification - The process of restoring physiological functioning after it has been seriously disturbed by alcohol, drugs, or other addictive substances.

Diagnosis (Primary) - The name of the major conditions (physical, developmental, or mental) for which a person is being treated.

Diagnosis (Secondary) - The name of an additional or secondary condition (physical, developmental, or mental) for which a person is being treated.

Developmental Curriculum, the regular education academic curriculum that follows a sequence considered to be the normal pattern for most students.

Developmental Disability - (Federal Definition P.L. 95-602) A severe, chronic disability of a person which is attributed to (1) a mental or physical impairment, or to a combination of impairments that is manifested before the age of 22; (2) is likely to continue indefinitely; (3) results in substantial functional limitations of 3 or more life functions in the following areas: self-care, language, learning, mobility, self-direction, capacity for independent living, and economic self-sufficiency.

Developmental Training - A day program designed for individuals with disabilities that offer instruction and supervision. Developmental training programs focus attention of functional daily living, recreation & leisure opportunities, and various community activities. Paid work opportunities may also be available to individuals.

Dexterity - Skills in using fingers, hands, arms, shoulders, sometimes in combination with other body parts.

Diagnostic Test - Test used to locate an individual's specific areas of strength or weakness.

Day Treatment - A planned combination of broad diagnostic, treatment, and rehabilitated services provided during daytime hours while the person with a mental illness lives at home or in the community residence.

Detoxification - The process of restoring physiological functioning after it has been seriously disturbed by alcohol, drugs, or other addictive substances.

Due Process of Law - a legal term that assures that persons with disabilities have the right to challenge any decision made on their behalf.

Earned Income - A Social Security term. Refers to money a person with a disability earns for performing work.

Educational Surrogate Parent - A person who is appointed to serve as a parent representative to the school, for a student receiving special education services, when parental rights have been terminated or the parents/guardians are unknown or cannot be located.

Emotionally Disabled - Unable to function in a variety of settings due to significant social/emotional or behavioral challenges. See SIED.

Emotional Disturbance - A term that refers to students who have difficulties in school that cannot be explained by intellectual, sensory, or health factors.

Eligibility Program - Programs, which have a set of eligibility requirements to determine if an individual, qualifies for services. There is no guarantee that an individual who does qualify will actually receive services. In many cases the acceptance is based on an individual's potential for success in the program. The availability of services is tied to money, staff resources, and local services available.

Emancipated - Of age, in Indiana at least 18; free from parental control.

Employment - Work, a job.

Employment Specialist - Provides individualized one-to-one assistance in job placement, travel training, skill training, at the job site, ongoing support, and long-term assessment (see also Job Coach).

Empowerment - The act of enabling individuals with disabilities and the families of children with disabilities to exercise control in their lives by becoming the primary participants in decision-making about the services and supports they are to receive, where they will live, where they will work or go to school, etc.

Entitlement Program - Programs in which services are automatically available to all persons who qualify (i.e., education is an entitlement program for all school-aged children). Most adult service programs are not entitlement programs.

Environmental Assessment – Similar to situational assessment, evaluating an environment and then matching a student's skills and interests to that environment and the job tasks required, provides an excellent means for gathering useful information. Often, a student may express interest in a specific career or in a particular type of environment. In looking at other assessment information, it may be determined that the student would not be able to perform the desired career, but may find great success and interest in working in that environment. Other jobs in that environment should be evaluated with the skills of the student in mind. If an apparent match is found, the student should have an opportunity to participate in a situational assessment.

Extended Services - Long-term job coaching services for individuals who are anticipated to require job coaching to maintain employment for an indefinite period of time. Two job-coaching contacts per month is the minimum support provided.

Fair Labor Standards Act - Statute that addresses minimum wage, and wage and over-time pay. It also addresses conditions in which the employer could be permitted to pay sub-minimum wage. "Target Job Tax Credit" provides incentives for employers who hire special individuals.

Family Educational Rights and Privacy Act (FERPA) - A federal law that gives parents of students under the age of 18, and students age 18 and over, the right to examine records kept in the student's personal file.

Free, Appropriate Public Education (FAPE) - Special education and related services that meet the individual needs of a student with a disability and are provided at public expense. (Refer to IDEA C.F.A. 300.13.)

Functional Assessment - Evaluation used to measure ability, competence, or preference.

Functional Curriculum - Educational programs that teaches basic skills needed in everyday life.

Functional Living Skills Assessment - A review of skills, interests, and values related to functioning in the home and community.

Futures Planning - an informal process for identifying a person's assets and community supports and devising a transition plan based upon these assets.

Gainful Employment - Includes employment in one of the following: competitive labor markets, supported employment, or home self-employment. Work is performed for living wage and typical benefits.

Guidance Counselor - a professional educator who is trained to evaluate aptitudes and provide guidance in selecting courses to prepare for going to college, vocational school or into the workforce. These individuals often preside over the Child Study Team and IEP Team meetings for students in special education.

Guardian - One entrusted by law with the person, property, or both, of another who is legally incapable of managing his or her own affairs.

Guardianship - A court proceeding that grants decision-making authority for an adult with a significant cognitive disability to a third party (e.g., parent is granted decision-making power over their child's finances.)

Habilitation - Services provided to individuals with developmental disabilities to assist them in achieving the highest possible level of independence.

Halfway House - A supervised community residence or group home for individuals recovering from mental illness after they have been discharged from the hospital and before they are able to live independently.

Home-based Care - Care provided in the home in which an individual usually lives.

Hospitalization - Placement into a large residential facility, generally operated by a government agency. Usually refers to a developmental center or psychiatric center.

Housing and Shelter Allowances - Cash grants or vouchers to help people provide for housing needs.

Inclusion - Full participation by persons with disabilities in settings and activities with people who do not have disabilities.

Independent Living Skills - Basic skills needed to successfully function to the greatest extent possible, in the least restrictive environment.

Individualized Education Plan (IEP) - A written plan for students with disabilities in educational settings required by IDEA 34 C.F.R. 300.340.

Impairment Related Work Expense (IRWE) - A Social Security Work Incentive Program that allows an individual receiving Social Security Disability Income (SSDI) to deduct from earnings the cost of certain impairment-related items and services in figuring Substantial Gainful Activity (SGA). It also allows an individual receiving Supplemental Security Income (SSI) to recover up to 50% of the cost of these items.

Inclusion - the involvement of a student with disabilities in the typical activities of the school, including placement in regular classes, involvement in extracurricular activities and relationships with age-appropriate peers.

Individualized Plan for Employment (IPE) - An action-oriented plan developed by the individual with a disability, the vocational rehabilitation counselor and others as needed, stating long-term goals and short-term objectives that will enable the individual to be successful in preparing for, obtaining and keeping a job.

Individualized Transition Plan (ITP) - when a special education student reaches the age of 16 (or earlier at age 14 if the student is in special education more than 50% of the time), a plan must be developed to indicate how the student will make the transition from high school into adult living. Transition IEPs should address the skills students need to learn while they are still in high school that prepare them for work and living as independently as possible. The Individualized Transition Plan should indicate when the student will graduate and how he or she will achieve a high school diploma (e.g., earning credits, completing IEP goals).

Individuals with Disabilities Education Act (IDEA-Public Law 105-17) - IDEA, formerly the Education for all the Handicapped Children Act (EHA-Public Law 94-142), is an important federal law that requires a free and appropriate public education. Special education and related services must be available to children and youth with disabilities in mandated age ranges.

Integrated Work Setting - Community work setting with opportunities for work and non-work interactions with co-workers who are not disabled.

Intensive Day Treatment (ITD) - An educational program designed to support children and adolescents who are not currently dangerous and who are experiencing a crisis at home and / or school. The program provides short- term, intensive intervention, treatment, and educational support. The goal of the IDT program is to return the student to the home school within 30 days.

In-Home Respite / Respite Care - Services in the home of the disabled individual to relieve the usual caregiver (parent, spouse, sibling, etc.) of the care of the individual for period of time.

Independent Living - Living in a house or apartment alone or with others, but not with a family member or professional staff.

Independent Living Center (ILC) - Community-based programs that provide assistance to persons with disabilities to insure full participation in community life.

Intensive Case Management (ICM) - Intensive community support for individuals recovering with mental illness.

Intensive Supportive Community Residence - A community residence program for persons recovering from mental illness that provides support through daily staff visits. Skills to be learned include meal preparation, shopping, laundry, and cleaning.

Invisible Disability - A disability with no visible or obvious physical manifestation. A visible disability could include a missing limb or Down's syndrome. An invisible disability could include schizophrenia or dyslexia.

Interagency Agreement - A written statement of cooperation or mutual understanding developed at the state or local level between two or more agencies. The agreement can identify policies, practices and procedures; define terms; identify available resources; define financial responsibilities; outline dispute resolution procedures; and/or set standards for eligibility, referral procedures, sharing, and joint use of evaluations and assessments.

Inventory - A questionnaire or checklist, designed to gather information about an individual.

Job Analysis - Identifies and describes (a) what the worker does, (b) how the work is done, (c) results of the work, and (d) the worker's characteristics.

Job/Vocational Program Tryouts - Tryouts are assessments based on a specific occupation and occur in the actual environment of a job. Students complete a series of hands-on tasks that are required to do a particular job. Tryouts are one of the best ways to assess a student's interest in a particular job and his or her skills to perform the job. The assessor has the opportunity to witness the student's abilities and attitudes about the work while performing various tasks in the actual work environment.

Job Cluster - Related occupations based on similar job requirements.

Job Coach - Provides individualized one-to-one assistance in job placement, travel training, skill training at the job site, ongoing assessment, and long-term assessment (see also Employment Specialist).

Job Carving - The process of analyzing and identifying specific tasks within a given job that might be reassigned to another position.

Job Development Specialist - An individual who contacts businesses and industries for the purpose of placing individuals in competitive employment or on-the-job training sites.

Job Exploration - Exposure to work experiences and occupational information intended to increase knowledge of the world of work.

Job Matching - Comparing a person's skills to the job requirements.

Job Modification - Altering a job to meet the needs or abilities of a particular worker.

Job Shadowing - Procedure whereby an individual will observe a worker doing a particular job to better understand and gain information about the job.

Job Training - Program that prepares people for job opportunities.

Job Tryout - A temporary job placement designed to provide real work experiences and community contact.

Learning Strategies - techniques for learning specific subject matter. Good students develop learning strategies, which help them to organize information, store it in memory, and retrieve it when they need it. Students with learning disabilities often do not develop efficient learning strategies. They tend to operate using trial and error methods, which are inefficient. Such students have to be taught direct strategies, which will help them, study more efficiently and remember what they are learning.

Learning Strategies or Study Skills Class - a class which offers no subject matter content, but which teaches students strategies to help them be more efficient learners in their academic courses. For example, students may not be taught algebra, but would learn strategies for studying algebra more effectively. These classes may also help with accommodations in the student's other classes and may offer oral testing or materials modifications, which are used for other classes. Sometimes individual tutoring in subject matter is also offered in order to help a student catch up with a class or relearn some skills that the student has missed.

Learning Style - The way in which an individual learns new material. Learning style is usually defined in terms of the sensory modalities (e.g., visual, auditory, tactile, and kinesthetic).

Least Restrictive Environment (LRE) - One of the principles of normalization, it requires that people with disabilities receive services and support in environments that do not limit their life activities unnecessarily. For example, students with disabilities should be educated in ways that meet their needs and least limit their opportunities to be near and interact with other students.

Leisure-Time Skills - Generally refers to skills such as developing hobbies, making choices about what recreational or social activities to attend, deciding how to spend free time, and putting the ideas into action.

Life Skills (Functional Skills) - these skills include the activities of daily living, which all adults have to perform in order lead independent lives. Activities may include cooking, washing clothes, mending, house cleaning, personal grooming, budgeting, banking, shopping, driving, using public transportation, making appointments, dealing with agencies, job seeking skills, managing time, daily communication skills, and interpersonal skills.

Life Skills Assessment - Evaluation of a person's ability to successfully cope in a number of life areas.

Medicaid - A health assistance program to help pay medical bills for those who cannot afford to buy medical insurance. This program is for income-qualified, aged, disabled, blind, or members of a family with dependent children.

Medicare - A federal health insurance program administered by the Social Security Administration to help pay medical bills for those over 65 years of age, regardless of income. Persons with disabilities may be eligible if they have received SSDI benefits for a minimum of 2 years.

Modified Curriculum- changes in curriculum content (e.g., amount, concrete or abstract).

Multi-Disciplinary Team - A group of professional and non-professional staff, such as teachers, nurses, social workers, doctors, speech therapist, physical therapists, etc. This team usually includes family members and the student in the planning and decision-making process.

Natural Supports - The use of co-workers, employers, and other naturally occurring sources of assistance to assist an individual in an integrated, community-based employment setting.

On-the-Job Evaluation - Assessment of one's performance of actual job duties in a real work situation.

On-the-Job-Training - Situation in which the individual, under supervision, learns to perform the job tasks.

Outcome-Oriented - Goal of effort is a measurable skill at the end of a set period of training.

Parallel Curriculum- Course of study which covers the same subject matter as the regular curriculum (e.g., mathematics, science, English), but which presents the subject in simplified terms using different methodologies.

Pass Plan: Plan for Achieving Self Support - A work incentive for individuals who receive SSI that allows the individuals to set aside income for achieving a specific life goal in a specified period of time. This set aside income is not included when determining overall assets. As a result, the consumer is not punished with reduced benefits for working.

Peer Tutors - students who are trained to provide instruction to other students who are about their same age.

Person-Centered Planning - A process that assists people to make plans and implement them.

Personal Futures Planning - A creative process designed to help a group of people craft a life of meaning and contribution for the person who is the focus of planning.

Personal Assistance Service - Refers to a wide range of services provided by one or more persons, designed to assist an individual with a disability perform daily living activities on or off the job.

Plan for Achieving Self-Support (PASS) - A Social Security Work Incentive Program that allows an individual receiving SSI to set aside income and/or resources for a specified period of time for a work goal such as education, vocational training or starting a business.

PL 94-142: Public Law 94-142 - Federal law signed in 1975 that mandates that students with disabilities have the right to a free and appropriate public education, instruction in the least restrictive environment, with equal access and due process. Reauthorized as IDEA.

Reasonable Accommodation (Employment) - Any change or adjustment that permits a qualified person to apply for a job, perform the essential functions of a job, and enjoy the benefits and privileges of employment equal to employees without disabilities.

Regular Class - a class, which is part of the regular academic or elective program of the school. Such classes follow the normal developmental curriculum, but may be modified by providing accommodations for the student with disabilities. Accommodations must be spelled out in the IEP.

Rehabilitation Counselor - A professional who helps persons deal with the personal, social and vocational impact of their disabilities.

Rehabilitation Act Amendments of 1998 - The amendments make several functional changes to the way in which rehabilitation services will be provided to Americans with disabilities through the public rehabilitation program (Vocational Rehabilitation). The new law, built on the foundation of the Americans with Disabilities Act (ADA), recognizes competence and choice, and affords individuals with disabilities access to the services and supports they need to live, work, and meaningfully participate in community life.

Related Services - Transportation and other support services that are required to help a student benefit from special education. These might include occupational and physical therapy services, interpreter services, diagnostic or counseling, school health, social work services, rehabilitation counseling, etc.

Replacement Curriculum - Content that is altered significantly from the standard curriculum and taught using specialized methods and materials.

Resource Class - a resource class is a subject matter class (e.g., English, earth science) offered only to students in special education which presents the curriculum at a lower level than would be offered in the regular classroom.

School to Work Opportunities Act of 1993 - Jointly administered by the Department of Education and Labor, this act is meant to bring together partnerships of employers and education to build a system that prepares young people for careers in high-skill, high-wage jobs.

Self-Advocacy - Speaking and acting on one's own behalf through decision making and exercising one's individual rights as a citizen of a community.

Self-Determination - Making decisions according to one's own mind and will.

Section 504 - Provision of the Rehabilitation Act that outlaws discrimination against any individual with a disability by any organization receiving federal funds.

Shall/May - The term "shall" in a law is usually mandatory, while the term "may" is usually not mandatory. The term "may" allows flexibility in a party's actions, including the flexibility not to act at all.

Sheltered Workshop refer to Community Rehabilitation Programs/Affirmative Industries

Situational Assessment - Evaluations that take place in a controlled or semi-controlled work environment in order to evaluate work-related skills and behaviors. A unique strategy for gaining meaningful information about a student's strengths, limitations and interests is to perform an assessment in an actual environment, doing real work tasks. This can be accomplished by defining specific tasks, teaching a student to perform them, and then observing the student completing them. This must be done in the actual work environment.

Social Security Disability Insurance (SSDI) - A disability program directed by the Social Security Administration for individuals who:

- a. Have worked and paid Social Security taxes (F.I.C.A.) for enough years to be covered under Social Security;
- b. Are the son or daughter of a parent who receives SSDI, retirement (Social Security) or is deceased;
- c. Are considered to be disabled;
- d. Are not working; or
- e. Are working but earning less than the Substantial Gainful Activity (SGA) or \$700.00.

Special Education - instruction, which is specially designed to meet the unique needs of the individual student with disabilities. Even though the high school curriculum is laid out so that students acquire credits for taking specific subjects, this process of taking subjects and acquiring credits can be modified in order to provide special education. For special education students, you do not have to follow the regular developmental curriculum. You can skip steps, go around certain activities or do whatever the student needs. Special education is supposed to be uniquely designed. By definition, a special education program should NOT look like the programs that every other student is taking. The methods of teaching may be different. The ways the student responds may be different; the time frame may be different. Any of the components of the teaching/learning process can be modified in order to meet the student's unique needs.

Study Skills - a set of activities, which help students learn how to study different subjects, how to organize materials, how to plan long-range assignments, how to do research, how to read in content areas, how to study for tests, and how to take tests.

Substantial Gainful Activity (SGA) - The performance of significant and productive physical or mental work for pay or profit. The SGA level is equal to the average countable earnings over \$700 per month (July 1999) for non-blind beneficiaries. It applies to SSDI at all times and to SSI during initial eligibility determination.

Supplemental Security Income (SSI) - A disability program directed by Social Security Administration (SSA) for individuals who have little or no income or resources, and are elderly, blind, or have a disability.

Supported Employment - Paid employment in community settings for persons with severe disabilities who need ongoing support to perform their work. Support can include on-the-job training, transportation or supervision. The individual is provided vocational guidance, assessment and job development to ensure a good job match. One-on-one job coaching is usually provided during the acquisition phase and is faded back as the individual becomes independent. Once an individual is performing the job independently, job coaching is reduced to intermittent follow-up and problem solving on an as needed basis.

Supplemental Needs Trust (SNT) - An irrevocable trust that takes effect during a parent's lifetime, generally used to supplement the government benefits.

Supported Apartment - An apartment where a person with disability gets help in order to live as independently as possible.

Supported Employment - A program for persons with substantial disabilities to assist integration into competitive employment.

Task Analysis - The breakdown of a particular job into its component work activities.

Transition - refers to the changes, which occur when a student leaves high school and enters the adult community. This change may involve decisions about further training, college attendance, getting a job, finding a place to live, and becoming a part of the community. For some students, transition involves receiving services from adult social service agencies. Other students make the transition without any particular help from agencies, but with support from family and a network of social acquaintances and friends. Some students will be completely independent after high school, some will need moderate support, and others will need support throughout their lives.

Transition Plan - A plan that is a coordinated set of activities, which is outcome oriented and promotes movement from high school to post-school activities. The transition plan is a part of the individualized education plan beginning at age 14.

Vocational Assessment - A comprehensive process, with the purpose of identifying individual characteristics, education, training, placement needs and individual desires that serves as the basis for planning an educational program, and which provides insight into vocational potential.

Vocational Education - Educational programs to prepare students for paid employment in occupations requiring other than a baccalaureate or advanced degree.

Vocational Training - Acquisition of job-specific skills, in preparation for competitive employment.

Wechsler Adult Intelligence Scale – Revised (WAIS-R) -A test of mental ability for those over age 16.

Work Adjustment Training (WAT) - A DVR sponsored training period to determine an individual's readiness to work.

Wechsler Intelligence Scale for Children (3rd Edition) WISC III - A test of mental ability for children 6 to 16 years at age.

Work History - Cumulative paid or unpaid employment experiences, including job titles, job requirements, work environments and specific duties performed by an individual.

Work Study - on-the-job training at work sites, which provides the student with opportunities to apply work skills learned in the classroom.