

## ISBE FACTS Transition Services Needed Upon High School Completion Codes and Explanations

This item should be completed whenever a student reaches age 14 1/2. Based upon the documented needs of the student, enter up to three of the codes listed below for each post-secondary goal area.

- 01 **Vocational Assessment** for determining vocational rehabilitation needs by qualified personnel, including, if appropriate, an assessment by personnel skilled in rehabilitation technology.
- *In vocational assessment, the special education teacher will work closely with the student and family in identifying an individual's needs and areas of interest and in collaboration with the family and other IEP team members, and will work to develop IEP goals for the student. The special education teacher will likely be responsible for planning what vocational assessments are needed, and will collect information formally and anecdotally about the student's academic strengths, employability skills, interpersonal skills and other skills related to career awareness and aptitude.*
  - *The best decisions and choices made by transitioning youth are based on sound information including appropriate assessments that focus on the talents, knowledge, skills, interests, values, and aptitudes of each individual.*  
[http://www.ncwd-youth.info/resources\\_&\\_Publications/assessment.html](http://www.ncwd-youth.info/resources_&_Publications/assessment.html)
- 02 **Counseling and guidance** including, but not necessarily limited to, vocational, rehabilitation, social work, and psychological counseling and referrals necessary to help individuals with disabilities secure needed services from other agencies and to assist individuals in exercising informed choice.
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- 03 **Vocational and other training services** including personal and vocational adjustment training, books, tools, and other training materials.
- *Contact the local Illinois Dept. of Human Service, Office of Rehabilitation Services*  
<http://www.dhs.state.il.us/ors/vr/>
  - *Contact the local office of the Illinois Department of Employment Security/ Illinois Employment and Training Center*  
[www.ides.state.il.us](http://www.ides.state.il.us)
  - *Contact the Illinois Association of Rehabilitation Facilities to find local rehabilitation and vocational training facilities in your area at (217) 753-1190 or <http://www.iarf.org/services.htm>*
- 04 **Transportation**, including necessary travel and related expenses including, subsistence during travel (or per diem payments in lieu of subsistence) in connection with transporting individuals with disabilities and their attendants or escorts for the purpose of employment, post-secondary education and or training, daily living needs, community recreation, and deriving the full benefit of other services being provided.
- *Transportation assistance maybe available through your local Salvation Army, Urban League,*
  - *Contact the local public transit agency (such as Champaign-Urbana Mass Transit District, Chicago Transit Authority, or RIDES Mass Transit District in South Illinois area) See full listing at [http://www.apta.com/links/state\\_local/il.cfm#A2](http://www.apta.com/links/state_local/il.cfm#A2)*
- 05 **Services to family members** when necessary to the rehabilitation of that individual, including, but not limited to, respite care, parent training and information, child care for the children of the individual with a disability, legal advice.
- 06 **Deaf/hard of hearing services** including interpreter services, closed captioning and note- taking services for individuals who are deaf or hard of hearing, including tactile interpreting for individuals who are deaf-blind.
- *Illinois's DRS Services for Persons who are Deaf or Hard of Hearing will help with information on transitioning individuals who are Deaf or Hard of Hearing find jobs, get ready to go to work, or obtain services to meet their needs*  
<http://www.dhs.state.il.us/ors/sdhh/>
- 07 **Blind/visual impairment services** including but not limited to, reader services,

rehabilitation teaching services, note-taking services and orientation and mobility.

- *Illinois's DRS Bureau of Blind Services (BBS) Program is a resource to explore the programs and services available for adults with visual impairments in planning a student's transition into adulthood. (<http://www.dhs.state.il.us/ors/bbs/>)*

08 **Assistive technology** including telecommunication, sensory and other technological aids and devices.

- *Informative websites:*
  - <http://www.abledata.com>
    - *ABLEDATA provides information on assistive technology and rehabilitation equipment*
  - <http://www.cast.org>
    - *Center for Applied Special Technology (CAST)'s mission is to expand the development of technology for students with disabilities*
  - <http://www.vcu.edu/rrtcweb/techlink/index>
    - *Project Tech Link is a good resource for information on best practices and technology products that have been effective in various settings*

09 **Job-related services**, including job search and placement assistance, job retention services, follow-up services, and follow-along services.

10 **Low intensity competitive employ support:** Intermittent and/or time limited job coaching support in full-time or part-time paid community employment.

11 **High intensity competitive employ support:** Daily and/or long term job coaching support in full-time or part-time community employment.

12 **Adult independent living support** provided in the person's home, including but not limited to, services that will assist persons with disabilities to perform daily living activities, home maker services, health care management, self advocacy training and assistance managing finances.

13 **Adult 24 hour residential care** including those services necessary to maintain individuals in residential facilities.

14 **Day Training** a program of day habilitation that focuses on the development of and enhancement of daily adaptive living skills and economic self-sufficiency. Typical activities should be functional and performed at the natural time and in the natural environment, properly sequenced, and be developmentally and age appropriate. Such activities include fine and gross motor development, attention span development, safety, problem solving, grooming, dressing skills, toileting, eating, communications, reduction of maladaptive behavior and promotion of adaptive behavior, quantitative skills, and capacity for independent living. Developmental training also enhances an individual's ability to engage in productive work activities through a focus on professional development, which includes such habilitative goals as cooperation, attendance, productive capacity, and task completion.

15 **Sheltered Employment** provides long-term employment in a sheltered environment for individuals whose functional levels require supervision but are not precluded from future movement into a Supported Employment position or a competitive employment position. Sheltered Employment provides general work supervision, including direction and on-the- job training in such areas as work expectations, workplace behavior, compliance to workplace safety standards, and production and task completion. This program provides the opportunity to participate in productive work and to be compensated for that work in accordance with the Fair Labor Act of 1938 (29 U.S.C. 208).

16 **Military Enlistment**

- *The Armed Forces offer opportunity, challenge, and structure to young adults. Some young adults with LD or AD/HD may be disqualified for military service under current, regulations. For example, the current use of medication to improve or maintain academic skills is disqualifying. (<http://www.add.org/articles/armedforces.html>)*
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17 **Case management**, person centered planning, provision of linkages to needed supports and services, assistance in learning and exercising self-advocacy.

18 **Recreational services** including but not limited to, socialization with peers, YMCA sponsored activities, and park district activities

- *Contact the county parks and recreation department for programs and*

services that could be included in a transition plan

- Ex: Champaign-Urbana Special Recreation <http://www.cuspecialrecreation.com/>

- 19 **Post-secondary education/training supports** such as appropriate disability documentation, DRS status, the student's identified need for: ADL support personnel, accessible transportation, interpreter services, CART or captioning services, readers/scribes, assistive technology, conversion of textual/graphical information to accessible alternative format, social and/or recreational programming supports, a service animal, a manual wheelchair, a motorized wheelchair, priority registration/preferential course scheduling, reduced course load/extended graduation schedule, testing under non-standardized conditions, course substitutions, specific environmental access requirements, AT/IT assessment and/or training, disability management counseling/training, ongoing personal counseling related to the student's disability, improved self-advocacy skills, and improved interpersonal communication skills and strategies.
- 20 **Health and Related Services** of a type or amount beyond that required by young adults generally including an increased frequency of medical appointments, needed supports for medication administration, reminders to take medications, obtaining prescriptions, arranging medical appointments administering daily/weekly/monthly medical treatments (e.g. urinary cauterization, tracheotomy care and suctioning, gastrostomy feedings, respiratory treatments, dialysis, blood transfusions and physical therapy), ventilator support, health care skilled nursing, and health emergency plan.
- 21 **Monetary support for living expenses** such as food, shelter, health care and other subsistence expenses necessary to derive the full benefit of other services. May include income maintenance programs and public assistance.
- 22 **Other** Any other adult or community services that might be needed upon exiting high school.
- 23 **Accessible Environment** Reassignment of classrooms, meetings and/or other college/university sponsored events scheduled to occur in inaccessible spaces.
- 24 **Information Technology Assessment and Training** necessary to ensure proficiency in the use of web-based information technologies.
- 25 **College/University On-campus Aides** to assist students with activities of daily living and/or to facilitate safe, efficient campus travel. Examples of the latter on campus aide need would include a student with severe Asperger's Syndrome who may require an attendant to facilitate safe pedestrian travel around campus; or a student with a cervical spinal injury who may require restroom assistance throughout the day; or a student on a ventilator who requires an attendant to ensure that assistance is immediately available in the event of an emergency.
- 26 **Competitive Employment without Support** Paid employment at a job in the regular business community without any support