

Questionnaires
&
Checklists

Checklist for Documents

Here is a list of important records and papers that you should keep together in a folder. Remember to document everything which would include phone calls: date, time, person spoken to and the information received.

Personal records including:

- Birth certificate
- Social Security Card (original)
- Family information (who to contact in an emergency)
- Records from agencies who provide services to you

Medical records including:

- Medical Insurance card
- Names & Addresses of doctors, dentists and therapists
- Immunization record
- Dates and results of any surgeries or medical procedures
- Specialist and therapist reports

Education records including:

- Copies of IEP
- Educational reports
- Psychological and Social Developmental Reports
- Specialist reports: ie. Speech and Language, Reading, Vision
- School progress reports and report cards

Vocational information including:

- Reports from vocational assessments
- Vocational courses taken
- Work record including dates, contact persons & phone numbers
- Letters of reference
- Your resume
- Job portfolio

Student Self - Assessment

Please take a few minutes to think about yourself and answer these questions.

1. I am good at:
2. I am not so very good at:
3. If I need help, I can ask these people:
4. My disability is:
5. I have these questions about my disability:
6. I need these accommodations:
7. I learn best by:
8. I can succeed when:
9. I like to spend my free time: ___alone, ___with family ___with friends
___with organized groups
10. I will need help participating in activities? Yes NO

The kind of help I will need:

What are my interests?

- | | |
|---------------------|-------------------------------|
| ___visit friends | ___watch sports |
| ___go to the movies | ___talk on the phone |
| ___play sports | ___spend time on the computer |
| ___watch tv | |

STUDENT INTERVIEW

Work Readiness

Name_____

Date_____

Year in school_____

School_____

Home Phone_____

Expected date of Graduation_____

Summarize work history

1. List three part time jobs you would like to work at during high school.

A.

B.

C.

2. What are you considering after graduation?

____Work ____Trade school ____Two year college

____Four Year school ____Military ____Other

3. What are my transportation choices?

____public transportation ____family supported

____drive myself ____alternative (walk/blke)

4. What will I need help with?

____Finding a job ____Interviewing for the job

____Learning the job ____Keeping the job

5. Are there any adaptive devices that I will need on the job?

6. Would I like to work:

____with things ____with people

____with equipment ____with information

7. Do I have any training that will help me get ready for work?

Student Work Survey

Name _____ Date _____

1. I like to work ... Alone with a few people with lots of people

2. I would like to work... indoors outdoors

3. I like to be... seated active

4. I would like to work during the.... Day Night
 weekends weekdays

5. Do I know what kind of work I would like to DO? Yes NO
Explain:

6. Why would I like to do this?

7. Do I have any skills I can use on this job?

Parent Questionnaires

As transition planning begins, parents have numerous questions about the process, the responsibilities of each team member, and the guidelines for achieving the final outcome. Enclosed in this book will be a few examples of parent surveys and questionnaires that can assist with asking the right questions to assist with transition issues.

Some commonly asked questions include:

1. What will happen after school placement ends?
2. What will our child be doing in 10-20 years from now?
3. What choices do we have?
4. Must we apply for guardianship or power of attorney?
5. Who will participate in transition planning?
6. What resources are available after graduation?
7. When and how can we contact agencies for needed services?
8. Will my child receive related services after graduation?
9. When will transition occur?
10. How will the transition process occur?
11. Who will decide the final transition goals and objectives?
12. Can we change the plan if it is not working?
13. Who carries out the transition plan after school services end?

Areas that should be discussed and considered since they need to be addressed by the transition team.

Communication: How does your child communicate his/her needs?
Medical/Health: Does your child have any medical or health problems that restrict his participation in community activities?

Graduation: When will your child finish high school?

Employment: 1. What type of employment situation do you think would be best for your child? 2. What kind of support or help would be needed to employ your child after leaving high school?

Training: Does your child want to go on to school for further training after leaving high school? What help will be needed?

Residential: 1. Where will your child live immediately after leaving high school? 2. Where do you want your child to live five years after leaving high school? 3. What kind of support will your child need in his living arrangement?

Social/Leisure: What does your child like to do for fun? How can they participate in these activities and what level of support will they need?

Parent/Guardian Survey

Anticipated Service Needs: Which of the following services is your child currently needing?

- a. Employment placement _____
- b. Income support _____
- c. Medical services _____
- d. Transportation _____
- e. Case management _____
- f. Guardianship _____
- g. Other _____

Which of the following services will your child need after leaving high school?

- a. Employment placement _____
- b. Income support _____
- c. Medical services _____
- d. Transportation _____
- e. Case management _____
- f. Guardianship _____
- g. Other _____

Concerns: What are your greatest concerns about the program that your child is currently in?

What are your greatest concerns about the program that your child will be in after high school?

Things to Think About....

Please mark all areas of interest or concern.

LIFE SKILLS

- Using basic appliances & tools
- Maintaining house and grounds
- Fitness/wellness/nutrition
- Appropriate dress
- Personal hygiene/grooming
- Social Skills
- Safety
- Sex education
- Marriage, children, parenting
- Preparing & consuming food
- Care of clothing
- Laundering of clothing
- Household cleaning
- Shopping
- Money Management
- Care of medical condition
- Other_____

SOCIAL SKILLS

- Handling praise & criticism
- Knowledge of physical self
- Self-confidence
- Aware of emotions
- Respect for others
- Respect for authority
- Appropriate behavior in public
- Honesty
- Developing Friendships
- Listening & responding
- Other_____

HOUSING OPTIONS

- Live Alone
- Live with roommate
- Live with existing family
- Live with other family member
- Apartment
- House
- Supervised apartment/house
- Host home
- Group Home
- Other_____

CAREER/EMPLOYMENT

- Full/Part-time regular job
(Competitive Employment)
- Full/Part-time
(Supported Employment)
- Self Employment
- Volunteer Work
- Sheltered Workshop
- Military Service
- Other_____

EMPLOYMENT DEVELOPMENT

- Awareness of job possibilities
- Understanding personal strengths
& Areas I need to work on
- Being mindful of work habits
- Appropriate behaviors
- Finding & keeping a job
- Knowing appropriate dress
- Other_____

LEISURE/RECREATION

- Community Center
- recreational programs
- Community education classes
- Clubs
- Team sports
- Hobby clubs
- Church groups
- Friendship circles
- Choosing & planning activities
- Independent recreational activities (Bowling, tennis, etc.)
- Other_____

TRANSPORTATION

- Driver's license/access to car
- Walk/ride bike
- Ride bus/taxi/train
- Specialized service
- Finding way around community
- Knowledge of traffic rules
- Other_____

EDUCATION

- College or university
- Community college
- Technical college
- Vocational training
- On-the-job training
- Other_____

COMMUNITY PARTICIPATION

- Voting
- Obeying laws
- Locate and use local businesses,

- stores, banks, restaurants,
- theaters, and libraries
- Volunteer work
- Other_____

FINANCIAL/LEGAL CONCERNS

- Earned income
- Insurance
- Wills/trusts
- Social Security Benefits
- Supplemental Security Income (SSI)
- Guardianship
- Bank account
- Budgeting
- Understanding credit
- Paying bills
- Self-advocacy
- State Identification (ID)
- Other_____

MEDICAL/SUPPORT SERVICES

- Seeking medical/dental care
- Counseling
- Managing personal medications
- Personal care services (haircuts, etc)
- Assistive technology
- Other_____

Financial Management

When reviewing financial concerns for a student with disabilities it is best to review information regarding two areas:

- A. Family responsibility
- B. Personal responsibility

Many of these issues may need to be shared with a Lawyer when guardianship is an issue.

Enclosed we have some checklists/ questionnaires for the family or the client to review while discussing financial needs and concerns.

FINANCIAL MANAGEMENT Questionnaire for Parents

1. Do you have a written plan to let others know what you want for your disabled child?
2. Have you asked someone to serve as guardian for your child?
3. Have you set aside funds so that your child will have a sufficient income?
4. Have you prepared written instructions for your child's financial arrangements?
5. Do you and/ or your spouse have current wills which exclude your child's name?
6. Do you have Special Needs Trust to manage your child's resources?
7. Have you met with relatives and friends and let them know your plans?
8. Have you reviewed your plan in the last year?
9. Do you feel that you have done everything possible for your child's future?
10. Do you have questions related to Social Security and SSI benefits for children with disabilities?

FINANCIAL MANAGEMENT

Client Questionnaire

Being Independent takes Money!!

I need a Plan!

How much money will I need each month for:

Rent	_____	Recreation	_____
Food	_____	Transportation	_____
Clothing	_____	Health Care	_____
Utilities	_____	Other	_____

Where will I get the money I need?

- Job
- Family
- State or Federal Support
- SSI Supplemental Security Income
- SDI Supplemental Security Disability Insurance
- Other financial assistance _____

Do I know how to do these things?

- Make change
- Write a Check
- Pay Bills
- Balance a check book
- Budget Money
- Save Money
- Open a Bank Account

Budget Information

Clients may need to have assistance in developing money management skills by developing budgeting skills. Clients need to learn how to prioritize the items that must be paid for first when spending their paycheck. These topics will be adjusted to match the clients abilities. The clients need to understand income and expenses to assist with good decision making skills. Categories included in a basic budget should include:

- Food
- Clothing
- Transportation
- Household Expenses
- Work expenses (uniforms, tools)
- Savings
- Church/Charity
- Utilities: Phone, Electric etc.
- Medical/Dental
- Recreation
- Credit

ESTIMATE OF EMERGENCY FUND

Amount to be out into emergency fund each week..... Enter on Balance Sheet below.

This fund will be allowed to accumulate until it reaches \$ _____
 Pay in just enough to keep it at that level.

ESTIMATE OF WEEKLY LIVING EXPENSES

How much a week?

FOOD AND BEVERAGES.....

At Home.....
 Away from home.....

PERSONAL ALLOWANCES

(magazines, books, records, movies, gifts, snacks, incidentals)

HOUSEHOLD COSTS.....

Operation (e.g. utilities).....
 Maintenance (e.g. upkeep).....
 Laundry, dry cleaning.....

Name _____

Total (enter here)

TRANSPORTATION.....

Trains, buses.....
 Private car.....
 Operation.....
 Maintenance.....

OTHER WEEKLY EXPENSES

RECREATION, ENTERTAINMENT.....

CLOTHING.....

ROUTINE MEDICAL, DENTAL.....

TOTAL (Enter here)

Total (enter here)

TOTAL ESTIMATE OF ALL WEEKLY LIVING EXPENSES..... \$

BALANCE SHEET

STEP 1. Weekly Income..... \$

STEP 2. Weekly Set Aside for Fixed Expenses.....

STEP 3. Weekly Contribution to Emergency Fund.....

STEP 4. Weekly Living Expenses..... \$

Total of Steps 1, 2, 3, and 4..... \$

Subtract total of expenditures from income. If there is money left over this amount can be added to your savings for a special goal..... \$

HOUSING COSTS BUDGET WORKSHEET:

I.

A. Cost if I continue to live at home (monthly estimates):

Rent _____

Food _____

Other _____

Total _____

B. Responsibilities my parents will expect me to fulfill (chores, employment, etc.):

II.

A. cost if I live on my own (monthly estimates):

Rent _____

Gas & Electric _____

Water _____

Phone _____

Cable TV _____

Other _____

Total _____

B. Responsibilities I will have:

Health Care Questionnaire

The following checklist would be helpful in identifying personal health care concerns of an individual.

Health Care Skills	Can do already	Needs Practice	Plan to start	Accomplished
Takes medication				
Knows side effects				
Gets regular check-ups				
Deals safely with sexual matters				
Knows about own disability				
Identifies changes/symptoms caused by medical concerns				
Makes own appointments				
Refills medications and supplies				
Responsible for managing daily treatments				
Knows medications, what for and carries information in a wallet				
Knows health emergency phone numbers or carries information in wallet.				

Residential Living checklists

There are different options for residential support. The family and client must be realistic in looking at these options. They must prepare for the future and learn independent living skills while still in the school system and with the family. The more independent a client can become, will better prepare them for their future. Below are listed some beginning questions to assist with this process.

As an adult, I would like to someday live:

Alone with my family with a husband or wife

with friends or a roommate with other relatives

in a safe home with some one to care for me

Will I need some supports (help) to live? Yes No

What kinds of independent living skills do I have now?

Personal care _____

Cooking _____

Cleaning _____

Shopping _____

Laundry _____

What kind of living skills do I need to learn? (in areas listed above)

How will I find a place to live?

Will I need help doing this? Yes No

Will I need any accommodations to the place where I will live? Yes No

If yes what are they:

Residential Living Survey

YES

NO

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Do I know what I want to do in the future? |
| <input type="checkbox"/> | <input type="checkbox"/> | Do I understand my disability? |
| <input type="checkbox"/> | <input type="checkbox"/> | Can I solve problems myself? |
| <input type="checkbox"/> | <input type="checkbox"/> | Do I feel good about myself? |
| <input type="checkbox"/> | <input type="checkbox"/> | Have I prioritized tasks to do? |
| <input type="checkbox"/> | <input type="checkbox"/> | Do I have my appointments written down? |
| <input type="checkbox"/> | <input type="checkbox"/> | Have I ever scheduled an appointment with someone? |
|
 | | |
| <input type="checkbox"/> | <input type="checkbox"/> | Do I use crosswalks? |
| <input type="checkbox"/> | <input type="checkbox"/> | Do I use street light signals to walk across the street? |
| <input type="checkbox"/> | <input type="checkbox"/> | Have I ever ridden a bus by myself? |
| <input type="checkbox"/> | <input type="checkbox"/> | Have I ever called the bus station to find a bus route? |
| <input type="checkbox"/> | <input type="checkbox"/> | Have I ever used a bus schedule? |
| <input type="checkbox"/> | <input type="checkbox"/> | Have I ever gone somewhere unfamiliar on the bus? |
| <input type="checkbox"/> | <input type="checkbox"/> | Have I ever used a bus stop sign to find a bus stop? |
|
 | | |
| <input type="checkbox"/> | <input type="checkbox"/> | Have I ever gone to a park? |
| <input type="checkbox"/> | <input type="checkbox"/> | Have I ever ordered the food at a restaurant? |
| <input type="checkbox"/> | <input type="checkbox"/> | Have I ever gone to a movie by myself? |
| <input type="checkbox"/> | <input type="checkbox"/> | Have I ever gone to a mall by myself? |
| <input type="checkbox"/> | <input type="checkbox"/> | Do I have a sport I like to play? |
| <input type="checkbox"/> | <input type="checkbox"/> | Have I ever planned an outing? |
|
 | | |
| <input type="checkbox"/> | <input type="checkbox"/> | Do I have 5 friends? |
| <input type="checkbox"/> | <input type="checkbox"/> | Do I have one close friend, other than a boy/girl friend? |
| <input type="checkbox"/> | <input type="checkbox"/> | Have I ever gone out with a friend? |
| <input type="checkbox"/> | <input type="checkbox"/> | Do I ever ask friends to go somewhere with me? |
| <input type="checkbox"/> | <input type="checkbox"/> | Have I ever gone on a date? |
| <input type="checkbox"/> | <input type="checkbox"/> | Have I ever asked someone out on a date? |
| <input type="checkbox"/> | <input type="checkbox"/> | Do I know how babies are made? |
|
 | | |
| <input type="checkbox"/> | <input type="checkbox"/> | Have I answered the phone? |
| <input type="checkbox"/> | <input type="checkbox"/> | Have I ever called someone on the phone? |
| <input type="checkbox"/> | <input type="checkbox"/> | Do I keep a personal address book? |
| <input type="checkbox"/> | <input type="checkbox"/> | Have I ever looked up a phone number in the white pages? |
| <input type="checkbox"/> | <input type="checkbox"/> | Have I ever looked up a phone number in the yellow pages? |
| <input type="checkbox"/> | <input type="checkbox"/> | Do I know how to use pay phone? |
| <input type="checkbox"/> | <input type="checkbox"/> | Have I ever used 411 to get a phone number? |

YES NO

- Have I ever gone shopping alone?
- Have I ever waited for change?
- Have I ever looked for a cheaper price at the store?
- Have I ever shopped for more than 20 items?
- Have I ever tried on my clothes?
- Have I ever planned a shopping list?

- Have I ever used a money order?
- Do I have a savings account?
- Have I ever deposited money in a savings account?
- Have I ever written a check?
- Have I ever paid a bill?
- Can I budget my money for a month?

- Do I want a job to earn money?
- Have I ever looked for a job in the newspaper?
- Have I ever interviewed for a job?
- Have I been hired for a job I applied for?
- Have I ever stayed on a job for more than six months?
- Have I ever accepted criticism from an employer?
- Have I ever done work I liked?

- Can I give my full name, address, and my phone number?
- Do I have four character references from persons to whom I am not related? (Include address and phone numbers)

- Do I have my complete medical history?
- Have I ever asked for a job application?
- If I can't fill out a form, do I know how to get help?

- Do I have the information about my education, including all the dates and addresses?

- Have I ever filled out an application asking for my social security number, birth date, and previous employers, including time employed, addresses, and phone numbers?

*If you cannot do these alone, can you do these things with the help of your aide, roommate or friend?

ACCOMODATIONS FOR STUDENTS WITH DISABILITIES

Post-Secondary Education

Special needs services are available to a wide range of students for a variety of reasons. The bottom line is that Special Needs Programs can work with you on an one-to-one basis to help you do your best in your classes.

1. Classroom accommodations
 - a. priority or preferential seating
 - b. notetakers or permission to tape lectures
 - c. large screen monitors
 - d. interpreters, FM receivers, open captioning
 - e. books in alternate format

2. Testing accommodations
 - a. reduced distraction
 - b. extended time
 - c. dictated testing
 - d. scribe assistance
 - e. calculators when appropriate

3. Academic advising
 - a. course selection
 - b. career exploration
 - c. priority registration
 - d. liaison /faculty for accommodation requests

Tutoring usually available for all students and students with disabilities may have priority to some services.

Transportation

Transportation is a very difficult issue in most areas. There is limited options available through adult service agencies. Most transportation is the responsibility of the client and family. Considerations about transportation:

Will the client have?

- Driver's license
- Access to a car
- Ability to walk to the job
- Ability to ride a bike to the job
- Use a bus or taxi service
- Use specialized service
- Ability to find their way around the community
- Have the ability to maneuver safely in the community
- Have knowledge of traffic rules

Contact your Local PACE or RTA office for application for public transportation.

Applications are to be filled out and sent to the local office which will determine the level of support the client needs. Training is available through the public transportation system.

To apply for ADA Paratransit Services
call 1-312-917-4357 or TTY: 1-312-917-1338

Job Shadowing

Job shadowing is a method of learning about a job by walking through the day, or a portion of the day, as a “shadow” of an experienced worker. It is most beneficial for students with limited exposure to the world of work. Job shadowing provides opportunities for students to observe and interview workers engaged in career areas of interest. They may have some opportunities to “try out” some job tasks, and evaluate whether they enjoy jobs after performing some actual job functions.

Preparation worksheet

1. When I think about work I think about these jobs...

a.

b.

c.

2. These are things I would prefer to do on a job...

a.

b.

c.

3. These are things I would prefer not to do on a job...

a.

b.

c.

4. If I had to choose three jobs I would like to watch and learn more about, they would be...

a.

b.

c.

5. What questions would I like to ask my host during my job experience?

a.

b.

Evaluation of Shadowing Experience

Name _____ School _____

Name of Company Visited: _____

Name and Title of Work Site Mentor: _____

Date that you shadowed: _____

What kinds of work did you find out about today?

Which jobs were of the most interest to you and why?

Please check the factors listed below that were discussed while you shadowed:

___ Amount of education/training required

___ Working conditions (clean, dirty, outdoors, noisy, quiet, stressful etc.)

___ Personal Characteristics required (e.g. outgoing, organized, precise..)

___ Job Outlook (Will this job be needed in the future?)

___ The salary range

___ Duties (What is the person required to do?)

___ Subjects you can take in school to prepare for this job.

___ Benefits (insurance, tuition reimbursement, uniforms etc.)

Has this experience helped in planning for your future? If so, in what way?

Student Work Evaluation

Clients who are employed in sheltered, supportive, and competitive settings will be evaluated by their supervisors usually on a quarterly basis. Often the evaluations are forwarded to the Office of Rehabilitation Services adult counselor. Areas that may be addressed by these evaluations may include:

- quality of work
- speed of work
- use of time
- ability to learn new tasks
- showing initiative
- attendance
- attitude
- personal appearance
- accepting criticism
- safety on the job
- communication
- self care
- work tolerance
- mobility
- work rate
- independence
- problem solving skills
- adjust to changes in routine
- interpersonal skills
- punctuality

INSITE TRAINING SYSTEMS COMMUNITY BASED ASSESSMENT

Name _____ Job Title _____

Evaluation _____ Date Covered _____

Assessment Site _____ Total Hours of Assessment _____

Accommodation _____ Assistive Devices _____

(3) Strengths (2) Average (1)* Challenges (NA) Not Applicable

DOMAIN	RATING	COMMENTS
WORK SKILLS		
Ability to learn jobs	3 2 1 NA	
Retains directions	3 2 1 NA	
Monitors for errors	3 2 1 NA	
Incorporates correction	3 2 1 NA	
Flexibility	3 2 1 NA	
Production rate	3 2 1 NA	
Improves rate with practice	3 2 1 NA	
Remaining on task	3 2 1 NA	
Safety conscious	3 2 1 NA	
ADVANCED WORK SKILLS		
Ability to follow directions	3 2 1 NA	
Ability to follow established rules	3 2 1 NA	
Overall Judgement Skills	3 2 1 NA	
Systemizes and organizes	3 2 1 NA	
SELF DIRECTION		
Motivation	3 2 1 NA	
Initiative	3 2 1 NA	
Independence	3 2 1 NA	
Attendance	3 2 1 NA	
Punctuality	3 2 1 NA	
Assertiveness	3 2 1 NA	
INTERPERSONAL SKILLS		
Accepts correction	3 2 1 NA	
Supervisory relations	3 2 1 NA	
Co-worker relations	3 2 1 NA	
Lunch/Break Behavior	3 2 1 NA	
Social participation	3 2 1 NA	

* Must comment if challenges

Name _____

Job
Description: _____

Additional Comments: _____

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10. **AUTHORITY AND CRITICISM**

____ Accepts correction and always improves

____ Accepts correction, but fails to improve

____ Accepts correction and usually improves

____ Reacts negatively, unable/unwilling to recognize problem

11. **SAFETY OF WORK**

____ Always careful

____ Frequently careless

____ Usually careful

____ Always careless

12. **OVERALL RATING**

Since your employee's last evaluation, has he/she:

____ Improved

____ Stayed the same

____ Become lax

THE MOST POSITIVE THING THIS EMPLOYEE DOES IS:

THIS EMPLOYEE NEEDS THE MOST HELP WITH:

COMMENTS:

Employee Signature

Date

Supervisor Signature

Date

Vocational Coordinator Signature

Date

Interview Questions: Service Providers

You will need to search and learn what services are available in your community. If you have questions, call to find the answers. These organizations are there to serve you and welcome your call. If they can't help, they may direct you to someone who can.

Here are some questions you may want to ask:

Name of Community Organization _____

Address _____

Telephone _____

Who do I contact? _____

What services are offered? _____

Who can use these services? _____

How much do these services cost? _____

Eligibility Criteria? _____

Service Area _____

Do you know of other organizations who offer similar services?

What do I need to do to begin services? _____

College Checklist and Services

Services Available

Many post secondary schools and training programs routinely provide auxiliary aids, accommodations and services which enhance access to persons with disabilities. Federal legislation such as the Vocational Rehabilitation Act of 1973 (section 504) and the Vocational Education Act and amendments and the Americans with Disabilities Act provide assurance that qualified disabled students can participate. Request the accommodations from the Dean of Students, Disability Support Services Officer or whomever is responsible for services to students with disabilities.

Special Help for Students with Learning Disabilities.

Schools generally provide assistance to students with learning disabilities in one of three ways: some allow use of recorded texts, extended time for tests, notetakers, etc. other schools have study centers where any student who needs help with math, reading or study skills can go for tutoring. Some schools offer comprehensive learning disabilities program which include diagnostic testing, individualized education plans, and tutoring by specialists in education of students with specific learning disabilities.

If you have specific learning disabilities, you must think very seriously about what kind of academic help you need and evaluate the type of services offered at schools you are considering. Know your strengths and weaknesses, and how your learning styles meshes with the requirements of your proposed course of study.

Planning for Education after High School

What Does This Student Need?

Actions the High School Transition Team May Reccommend

ASSESSMENT that identifies strengths, needs, interests, preferences for post secondary education

- ✓ Assess student's self-advocacy skills, academic preparation, and college bound test scores
- ✓ Assess student's technical skills, social skills, independent living skills.
- ✓ Interview youth regarding educational setting interests and preferences: size, setting, programs. (Use other methods to assess interests and preferences if student is nonverbal)
- ✓ Identify youth's long-term career goals
- ✓ Develop a list of supports student needs to achieve post secondary education goals
- ✓ Discuss health care issues that may impact student in post secondary setting
- ✓ Identify needed natural supports, academic or physical accommodations, and support services

DEVELOPMENT of post secondary education options

- ✓ Visit Campuses
- ✓ Participate in college night
- ✓ Have college students with disabilities talk to youth
- ✓ Research colleges and universities that offer special services to students with disabilities
- ✓ Discuss financial issues
- ✓ Discuss preferred location of college

MATCHING of student and post secondary education setting

- ✓ Analyze the demands and expectations of the post secondary education setting-accessibility, support services availability, academic rigor, social culture, Independent living setting
- ✓ Match the student's assessment and list of needed supports to the demands of the post secondary education setting

PREPARATION for post secondary education

- ✓ Provide developmental academic support and coursework needed to prepare for post secondary education goals
- ✓ Assist youth with applications, interviews, and test preparation
- ✓ Identify potential service providers
- ✓ Develop natural supports
- ✓ Provide self-advocacy training

PLACEMENT and FOLLOW-UP

- ✓ Monitor progress in the post secondary setting
- ✓ Monitor changing need for natural supports
- ✓ Monitor changing need for services
- ✓ Advocate for changes and adjustments, as needed

COLLEGE COMPARISON WORKSHEET:

NAME OF COLLEGE				
Admission				
Seperate Admission to LD Program				
Test Required (ACT/SAT)				
GPA/Class Rank				
High School Courses Required				
Is there a Waiting List				
Curriculum				
Majors of Interest				
Required Subject				
Campus Life				
Distance From Home				
Housing/Dorm Financial Plans				
College Setting				
Cost/Financial Aid				
Application Fee				
Tuition				
Room & Board				
FinancialAid Forms Required				
Additional Costs for LD Services				
Additional Costs for Other Services				
Office Deadlines				
Admissions Application Deadline				
Special Programs Application Deadline				

Special Services				
Tutoring Available				
Recorded Textbooks and Tests				
Time Extension on Tests				
Calculators Allowed on Math				
Oral Essay Tests				
Help With Written Work				
Academic Advising				
Additional Services				
Peer Support Groups				
Interpreter				
Classroom Accommodations				
Note Takers				

Compiled by: Supported Employment Network

Post Secondary Support Services

The auxiliary aids, accommodations and services can be readily available to you in most post secondary settings. It is your responsibility as the student with a disability, however to request those that are necessary. Most campuses require that a student present to the appropriate office the documentation of disability in order to receive services. A medical report, educational assessment, ORS plan are examples of such documentation. Once you present your documentation to the appropriate person, you should indicate the particular accommodations you need to participate in the academic and campus life.

Points to consider before continuing education past high school...

1. Do you experience difficulties processing what others say?
2. Do you tape record classroom presentations?
3. Where do you sit in the classroom for best understanding?
4. Do you review notes to understand ideas expressed in the lecture?
5. Do you have adequate study skills?
6. Do you organize your study time well?
7. Do you have good notetaking and outlining skills?
8. Do you know how to use reference materials?
9. Can you effectively use libraries and multi-media materials?
10. Are your overall study skills appropriate for college level work?

Upon reviewing these questions the student can then outline what types of support services that may be helpful in a college setting.

Realize that college programs require college level performance. This means reading and mathematics in the 10th-13th grade level.

Leisure Questionnaire

1. What do you do in your leisure time?

2. Is there anywhere you have ever dreamed of going to visit or would like to visit again? Yes, _____ NO.

2. Do you belong to any organizations?

YES _____ No

	LIKE	DISLIKE	UNSURE
Arts & Crafts (drawing, models, ceramics, sewing)			
Community Events (parks, church, dances, field trips, shopping, eating out, movies & plays)			
Drama Activities (fairs, musicals & plays)			
Games (Bingo, cards, video)			
Individual Sports (exercising, golf, skating)			
Outdoor Activities (gardening, biking, boating, camping)			
Read, Play an Instrument, Sing			
Socialize			
Team Sports (baseball, soccer, basketball)			

Glossary

Adaptive Behavior - The effectiveness or degree with which an individual meets the standards of personal independence and social responsibility expected of his/her age and culture group. Three aspects of this behavior are maturation, learning and social adjustment.

Beneficiary - One who is lawfully entitled to the proceeds of property, the title to which is vested in another, such as executor or trustee. A beneficiary has a "beneficial interest" in property.

Centers For Independent Living - A consumer controlled organization that provides the following functions: 1) direct services to consumers which offers choices to institutionalization and are flexible to encourage consumers to make their own decisions about how they will live; 2) systems advocacy to help eliminate environmental, civil and human rights and communications barriers; and 3) public education to dispel myths about disability, people with disabilities and to promote people with disabilities in leadership roles on boards and commissions.

Competitive Employment - Entering or retaining a full or part-time job in the integrated labor market with only natural supporters.

Developmental Disability - Any severe, chronic disability which is attributable to a mental or physical impairment; manifesting itself prior to age 22; will likely continue indefinitely; results in substantial functional limitations in three or more of the seven major life activities: 1) self-care, 2) receptive and expressive language, 3) learning, 4) mobility, 5) self-direction, 6) capacity for independent living, 7) economic self-sufficiency, and reflects the individual's need for a combination and sequence of special services which are neither of extended or life long duration and which are individually planned and coordinated.

Developmental Training - A postsecondary day program in which skills for independent living are developed and enhanced through repetitive learning activities. Programs include motor development, dressing and grooming, toileting, eating, language, reading, writing, quantitative skill development, independent living, reduction of maladaptive behavior and vocational preparation.

Disabled Adult (For SSI/SSDI Programs) - An individual who is unable to perform substantial gainful employment due to a physical, mental or combination of conditions. The condition has to be expected to remain disabling for at least one year.

Disabled Child (For SSI/SSDI Programs) - Similar to disabled adult, except the decision is based on comparing the current effects to how the condition would affect the child if he/she were an adult.

DHS/ORS Certification - Process of referral, interview and certification making clients eligible for particular services/resources available through the Department of Human Services/Office of Rehabilitation Services.

Earned Income - Wages of self-employment income.

Estate Planning - Estate planning is the process of creating and preserving one's property during one's lifetime and arranging for its transfer at one's death. Most frequently, the term is associated with advantageous investment and tax planning that does not sacrifice personal/family security and welfare.

Guardian - A person appointed by the court to control and manage another person's affairs and/or property. Most typically, a guardian is appointed to manage the affairs of a minor or of an adult who is incapable of looking after his/her own affairs.

Guardian-Testamentary - A person designated as guardian by the last will and testament of a natural guardian.

Home Based Support Service Program - Services to help individuals stay in their homes and become independent (formerly SLS/Supported Living Services).

Impairment-Related Work Expense (IRWE) - Anything bought that is required for a person with a disability to work.

Inclusion - Incorporating persons with disabilities to their greatest possible benefits in all life activities.

Independent Living - A residence of an individual's choice where he/she lives without support or assistance.

Independent Living With Support - A residence of an individual's choice where he/she lives with support services as needed, such as assistance with budgeting, shopping, cleaning, etc.

Individualized Education Program (IEP) - An individualized program of specially designed instruction for a student with a disability that affects educational performance.

Irrevocable Trust - A trust that cannot be set aside by its creator.

Intermediate Care Facility for the Developmentally Disabled (ICFDD) - A licensed group residence with close supervision. Training and supervision are provided to achieve adequate social and daily living skills.

Intermediate Care Facility for the Developmentally Disabled (ICFDD) 15 or Fewer - A licensed group residence with close supervision. Training and supervision are provided to achieve adequate social and daily living skills. Resident must work or attend a day program.

Job Training Partnership Act (JTPA) - A federal program administered by a local government body which provides funding for vocational skills development and job placement.

Least Restrictive Environment - A legal concept contained in federal laws which has the basic requirements that to the maximum extent appropriate, students with disabilities must be educated with non-disabled students.

Living Trust - A legal arrangement by which property is managed and held for the good or benefit of a person, to take effect before the death of the creator.

Long Term Support - Assistance needed for an indefinite period in order to find or keep employment.

Medicaid - A state-administered medical assistance program for those individuals who are 65 years or older, blind or disabled and eligible for Supplemental Security Income (SSI), or a recipient of Aid to Families with Dependent Children (AFDC).

Medicare - A federally administered medical assistance program for those individuals who are 65 years or older, blind or receiving Social Security retirement or disability benefits.

Mental Retardation (also known as Cognitive Delayed) - Rate of learning is sufficiently slow to cause a student's performance to fall at or below 2.0 standard deviations in basic skills and aptitude, and the student shows concurrent significant deficiencies in adaptive behavior, including social adjustment inside and outside of school. (Classified as Educable Mentally Handicapped, Trainable Mentally Handicapped, and Severe/Profound).

Natural Supports - Work assistance provided by a co-worker.

Next Steps - A parental training program sponsored by the Office of Rehabilitation Services (ORS) directed toward improving parent advocacy skills and knowledge of resources available during transition years. Next Steps is designed to assist parents in accessing needed services during their child's school years and to inform them of available postsecondary options.

Plan to Achieve Self-Support (PASS) - A work incentive program approved by the Supplemental Security Income (SSI) program. Under a PASS, a person is permitted to design a plan to set aside income and/or resources over a period of time in order to obtain occupational training or education, purchase occupational equipment or establish a business.

Power of Attorney - An individual gives another person the right to make decisions for him/her. Two types: POA for health care or POA for property.

Rehabilitation Technology - Equipment used to overcome barriers posed by the limitations of a disability. Also referred to as assistive devices and services.

Respite Care - A service, which provides support for families of the disabled person. It provides temporary care and is designed to provide relief (on a short-term basis) for the primary caregiver of a disabled individual.

Revocable Trust - A trust that can be changed or terminated at the discretion of or under certain conditions by its creator.

Secondary Transitional Experience Program (STEP) - A cooperative work/training program provided for high school-age students with disabilities in conjunction with the Office of Rehabilitation Services (ORS).

Sheltered Employment Program - A program that trains and/or employs individuals who are not capable of working in competitive employment.

Short-Term Trust - A trust established to be irrevocable for a period of at least ten years. Also known as a "Clifford" trust.

Social Security Disability Income (SSDI) - Social Security benefits payable to an individual with a work history, or their family, in the event the individual becomes disabled.

Substantial Gainful Employment (For SSI/SSDI Programs) - Any paid work experience that an individual is capable of performing and earning a minimum income specified by Social Security.

Supplemental Security Income (SSI) - A Social Security benefit designed to provide financial assistance to persons with a disability.

Supported Employment - Competitive work in integrated work settings for individuals with the most severe disabilities for whom competitive employment has not traditionally occurred.

Supported Living Arrangement (SLA) - A group residence where an individual lives with supervision from paid staff members. Residents are expected to self-administer medications, to have basic social and daily living skills, to function independently in the community, and to work or attend a day program.

Transition - An outcome-oriented, process involving a partnership of students with disabilities and families, school-aged services, post-school services and local communities which results in maximum levels of employment, independent living, and community participation. Community participation includes, but is not limited to, access to health, leisure, legal and social services, transportation, adult education and social integration.

Transitional Employment - Full or part-time work which pays wages, offers opportunities for integration and provides initial support. Time-limited services are provided such as vocational evaluation, work adjustment, job placement and skills training for individuals with a disability.

Transition Planning Guide (TLP) - A planning document developed by the Illinois Transition Project to stimulate discussions regarding post-school goals and to assist schools in coordinating longitudinal transition planning and school/post-school services.

Trust - Property held and managed by a person or institution (the trustee) for the benefit of those persons or institutions for whom the trust was created (the beneficiaries). The creator of the trust is commonly referred to as the settler, grantor or trustier.

Unearned Income - Income from any source that is not earned.

Will - A legal document by which an individual can direct to whom his/her property will pass after death.

Workshop - See Sheltered Employment Programs.

Glossary Abbreviations and Acronyms

- AAMR** *American Association for Mental Retardation-* An organization concerned with the welfare, education and habilitation with persons with mental retardation and closely related developmental disabilities. Membership includes family members, physicians, nurses, psychologists, special educators, social workers and other mental retardation professionals.
- ACCH** *Association for the Care of Children's Health*
- ACD** *Accreditation Council on Developmental Disabilities-* Develops standards: surveys agencies to assess compliance with the standards for the provision of quality services: provides accreditation, training, technical assistance and publication of materials to supplement the standards of service.
- ADA** *The Americans with Disabilities act of 1990-* Guarantees equal opportunity for individuals with disabilities in employment, public accommodations, transportation, state and local government services and telecommunications.
- ADP** *Alternative Disposition Plan-* Developed to extend the allowable time frame for placement of individuals in nursing homes into more appropriate settings where required.
- AMI** *Alliance for the Mentally Ill*
- ARR** *Annual Resident Review*
- ARC** *Association for Retarded Citizens-* An organization that works on local, state and national levels to promote services, research, public understanding and legislation for people with mental retardation and their families.
- C & A** *Children and Adolescents-* Individuals from birth to age 17
- CARF** *Commissions on Accreditation of Rehabilitation Facilities-* A national, non-profit organization that carries out quality control intermediary functions. The organization establishes and maintains a nationwide set of standards of quality developed in a participatory fashion. Membership on the Commission includes, but is not limited to, Goodwill Industries of America; National Association of Rehabilitation Facilities; National Easter Seal Society; United Cerebral Palsy Association; Association of Mental Health Administrators; and the National Association of Social Workers.
- CCA** *Child Care Association-* Statewide association for child care institutions.
- CCU** *Case Coordination Unit-* Agencies that provide coordination of services including assessment of service need, development of individualized service plan, arrangement for service delivery, coordination, advocacy with service provider(s), analysis of service network and follow -up for persons with developmental disabilities.

- CD** *Community Development
Cognitive Delay
Communication Disorder*
- CDB** *Capital Development Board- Responsible for all construction, repair and renovation of state buildings and facilities.*
- CEC** *Council for Exceptional Children- Parent and teacher organization supported through the Illinois Board of Education (ISBE).*
- CF** *Cystic Fibrosis*
- CILA** *Community Integrated Living Arrangement- A flexible service arrangement for persons with developmental disabilities or chronic mental illness which focuses on the needs of the individual in his/her home.*
- CLA** *Community Living Arrangement*
- CLF** *Community Living Facility- A facility geared to assist persons with developmental disabilities to develop adequate social skills, vocational skills and other skills needed in preparation for independent living.*
- CON** *Certification of Need- Permit granted by the Health Facilities Planning Board (HFPB) for acquisition of major medical equipment or the construction or modification of health care facilities.*
- CP** *Cerebral Palsy- A condition caused by damage to the brain, which results in impairment or lack of muscle control and coordination. Other difficulties may also be apparent such as speech deficits, visual disorders, hearing deficits, mental retardation, learning disabilities, seizures, or perceptual and behavior disorders. These problems may occur singly or together. CP is considered a developmental disability.*
- CRS** *Community Reimbursement System- A new computer database designed to process billings for services, record service delivery and generate Medicaid claims for all community providers except those receiving traditional grants.*
- CSL** *Community Systems Liaison*
- CTT** *Community Treatment Team*
- DD** *Developmental Disability- A disability which is attributed to mental retardation, cerebral palsy, epilepsy, autism or any other condition or impairment similar to mental retardation, which originated before age 18 and is expected to continue indefinitely and which constitutes a substantial handicap.*
- DHS** *Department of Human Services*

- DLA** *Discharge, Linkage and Aftercare*
- DMHDD** *Department of Mental Health and Developmental Disabilities*
- DOJ** *Department of Justice*
- DOL** *Department of Labor-* State agency responsible for enforcing the Illinois labor laws.
- DPA** Department of Public Aid- Administers programs to encourage independence and self-support to the state's underprivileged citizens; also responsible for administering the federal medical program (Title XIX) and other federal and state public assistance programs.
- DPH** *Department of Public Health-* State agency responsible for maternal and child health services that protect and improve the health and well being of Illinois citizens.
- DOA** *Department of Aging-* State agency responsible for planning and coordinating state resources for the elderly.
- DSM** *Diagnostic and Statistical Manual of Mental Disorders-* The classification system adopted by the American Psychiatric Association for use by mental health clinicians and researchers for communicating about various mental disorders.
- DT** *Developmental Training-* A program to prepare adults to live and function in integrated social settings; and promote independence in daily living and economic self-sufficiency for persons with developmental disabilities.
- EFA** *Epilepsy Foundation of America-* Supports programs of information, referral, public and professional education, employment assistance, advocacy, and self-help. It also supports medical research, works with government agencies and Congress, speaks out on behalf of people with epilepsy and operates a National Epilepsy Library.
- EHA** *Education of the Handicapped Act (federal)-* Changed to Individuals with Disabilities Education Act, October 30, 1990.
- EPS** *Emergency Psychiatric Services*
- EPSDT** *Early and Periodic Screening, Diagnosis and Treatment-* Department of Public Aid funded program that provides complete health exams, dental care, laboratory tests, x-rays and immunizations for children.
- FASP** Family Assistance Support Program- Direct staff support on an intermittent basis to allow an adult to maintain residence in the family home.

- FFT** *Federal Financial Participation-* Refers to the federal matching payment that is received through the Medicaid program. In Illinois, FFT is usually 50% of the total cost of each Medicaid-claimable service with the state paying the remaining 50%.
- FHAA** *Fair Housing Amendments Act*
- FHM** *Family Home Maintenance-* Direct staff support on an intermittent basis to allow an adult to maintain residence in the family home.
- GAC** *Guardian and Advocacy Commissions*
- HBSS** *Home Based Support Services Program-* Program funds home-based and community based services for adults with mental disabilities in order to provide alternatives to institutionalization and to permit persons to remain in their own homes. Services are based on the individual needs of the adults and their families participating in the program.
- HB 69** *House Bill 69-* Refers to the initial proposal, which created the FAP and HBSs programs. It was later adopted as PA 86-921.
- HCBS** *Home and Community Based Services-* Medicaid-funded community-based habilitation services and support designed as alternatives to placement in institutional settings for persons with developmental disabilities.
- HCFA** *Health Care Financing Authority (Federal)-* The federal agency with responsibility for administering the federal Medicaid and Medicare programs.
- HHS** *Health and Human Services (Federal)*
- IACMHA** *Illinois Association of Community Mental Health Associations*
- IARF** *Illinois Association of Rehabilitation Facilities*
- ICF** *Intermediate Care Facility-* A facility which provides basic nursing care and other restorative services under periodic medical direction.
- ICF/DD** *ICF for People with Developmental Disabilities-* A facility of three or more persons, or a distinct part thereof, providing active treatment to residents who are developmentally disabled.
- ICF/MI** *ICF for People with Mental Illness*
- IDT** *Interdisciplinary Team-* A group of persons professionally qualified in various fields that identify the service needs of an individual with developmental disabilities and devises ways to meet those needs.

- IHFPB** *Illinois Health Facilities Planning Board-* Responsible for reviewing applications and approving permits for the acquisition of major medical equipment and the construction or modification of health care facilities for persons with developmental disabilities.
- IHP** *Individual Habilitation Plan-* A comprehensive written plan of services for an individual, including services provided by all service providing agencies.
- IOC** *Inspection of Care*
- IPCDD** *Illinois Planning Council on Developmental Disabilities-* Serves as an advocate for all persons with developmental disabilities to assure that they receive the services, other assistance and opportunities necessary to enable them to achieve their maximum potential through increased independence, productivity and integration into the community.
- IPP** *Individual Program Plan*
- ITP** *Individual Treatment Plan*
- ITASH** *Illinois Teacher's Association for the Severely Handicapped*
- JCAHO** *Joint Commission on Accreditation of Health Care Organizations*
- JCAR** *Joint Commission on Administrative Rules-* Responsible for analyzing proposed rules, reviewing existing rules and administering the complaint review program in order to promote adequate and proper rules by agencies.
- LAC** *Local Advisory Council*
- LAN** *Local Area Network*
- LTC** *Long Term Care*
- MCO** *Medical Clinic Option*
- MD** *Muscular Dystrophy*
- MHAGC** *Mental Health Association of Greater Chicago*
- MHAI** *Mental Health Association of Illinois*
- NHSIP** *Mental Health Statistics Improvement Project*
- MI** *Mental Illness*
- MI/DD** *Mental Illness and Developmental Disabilities (Dual Diagnosis)*
- MI/SA** *Mental Illness and Substance Abuse (Dual Diagnosis)*

MS *Multiple Sclerosis*

NADDC *National Association of Developmental Disabilities Councils*- Promotes cooperation and communication among federal agencies, state governments, volunteer groups, individual state and territorial councils, and other organizations. Represents the views of state developmental disabilities councils in Washington.

NAMI *National Alliance for the Mentally Ill*

NASM/HPD *National Association of State Mental Health Program Directors*

NAASM/RPD *National Association of State Mental Retardation Program Directors, Inc.*- Monitors and reports on administrative, legislative, and judicial activities that affect programs concerning mental retardation. Provides technical assistance services. Membership is comprised of state directors or their designees.

NGRI *Not Guilty by Reason of Insanity*

NIMH *National Institute of Mental Health*

NRA *National Rehabilitation Association*

OBRA *Omnibus Budget Reconciliation Act (Federal)*- A federal law which included changes in the requirements that must be met for states to receive reimbursement under Titles XVIII and XIX of the Social Security Act (Medicare and Medicaid).

OIF *Osteogenesis Imperfecta Association*

OIG *Office of the Inspector General*

ORS *Office of Rehabilitation Services*- The state agency responsible for providing services that will allow individuals with disabilities to become more independent through vocational training, independent living, home services, etc.

OT *Occupational Therapy*

P & A *Protection and Advocacy*

PAS *Pre-Admission Testing*

PCMR *President's Committee on Mental Retardation*

PD *Policy and Procedure Directive*

PPO *Preferred Provider Organization*- Agencies authorized through the DMHDD to provide CILA services to individuals with developmental or mental illness.

PT *Physical Therapy*

QA *Quality Assurance-* Assuring that individuals with disabilities and their families who receive department-funded services are receiving the services as described and as intended in statute, regulation or policy.

QMHP *Qualified Mental Health Professional*

QMRP *Qualified Mental Retardation Professional-* A QMRP must have at least one year of experience working directly with individuals with mental retardation or other developmental disabilities and be one of the following:

- * A doctor of medicine or osteopathy licensed pursuant to the Medical Practice Act of 1987
- * A registered nurse licensed pursuant to the Illinois Nursing Act of 1987
- * An occupational therapist or occupational therapist assistant certified by the American Occupational Therapy Association or other comparable body (Illinois Physical Therapy Act)
- * A physical therapist certified by the American Physical Therapy Association or other comparable body (Illinois Physical Therapy Act)
- * A physical therapist assistant certified by the American Physical Therapy Association or a graduate of a two-year college level program approved by the American Physical Therapy Association or comparable body
- * A psychologist with at least a master's degree in psychology from an accredited school (Clinical Psychologist Licensing Act)
- * A social worker with a bachelor's degree from a college or university or graduate degree from a school of social work accredited or approved by the Council on Social Work Education or another comparable body (The Clinical Social Work and Social Work Practice Act)
- * A speech/language pathologist or audiologist with a certificate of Clinical Competence in Speech/Language or Audiology granted by the American Speech Language Hearing Association or comparable body or meet the education requirements for licensure and be in the process of accumulating the supervised experience required for licensure. (The Illinois Speech/Language Pathology and Audiology Practice Act)
- * A professional recreation staff person with a bachelor's degree in recreation or in a special area such as art, dance, music or physical therapy
- * A professional dietician registered by the American Dietetics Association
- * A human services professional with a bachelor's degree in a human services field, including, but not limited to, sociology, special education, rehabilitation counseling or psychology.

RDB *Resource Design Bureau*

- SBE** *State Board of Education-* The state agency responsible for setting policies and guidelines for public and private schools, as well as for adult and vocational education, for students 3 to 21 years of age.
- SAC** *State Advisory Council on Special Education-* State council that reports to the Governor and General Assembly on issues relating to special education needs for children through age 21.
- SAM** *Service Area Meeting*
- SASS** *Screening, Assessment and Support Services*
- SHP** *Special Home Placement-* A home expected to provide an appropriate environment, adequately meeting physical, social and intellectual needs of an individual with developmental disabilities.
- SICEI** *State Interagency Council on Early Intervention-* A council established to advise and assist ISBE (Illinois State Board of Education) in the performance of responsibilities under Part H PL 99-457.
- SLA** *Supported Living Arrangement-* Semi-independent residential arrangement with 24-hour staff presence, but less intensive supervision than CRA, HIP, or CLF for individuals with developmental disabilities.
- SNF** *Skilled Nursing Facility-* A facility which provides skilled nursing care, continuous skilled nursing observations, restorative nursing and other services under professional direction with frequent medical supervision.
- SOF** *State-Operated Facility*
- UA** *Unauthorized Absence*
- UAP** *University Affiliated Program-* Educates government policy makers through applied research, information dissemination, and technical assistance. Has developed and model programs and community training and has major UAP initiatives in: family studies and services, preservice and outreach training for graduate students and community service organizations, model assistive technology services, and public policy analysis. Also supports extensive publication in journal articles, books, book chapters and special reports on developmental disabilities.
- UCPA** *United Cerebral Palsy Association-* Seeks to ensure the rights and entitlements of people with disabilities. Helps equip and enable individuals with cerebral palsy and other severe disabilities to attain the fullest possible employment, productivity and participation in an integrated community. Provides factual material for awareness and understanding on the part of all segments of the public. Mobilizes human and financial resources to accomplish these goals.
- UST** *Unfit to Stand Trial*
- VR** *Vocational Rehabilitation*

Additional Terms Glossary

Accessible: activities or places that can be used by people with disabilities; the term is generally used to refer to places where wheelchairs can go but can include such things as recreational activities in which a person with a disability could participate with a non-disabled buddy.

Advocacy: Speaking or acting on behalf of someone to protect his/her rights and needs

Assistive Technology: includes both devices and services. Devices include items or products used to maintain or improve a person's ability to function. Services are where a service provider helps a person select or obtain or use an assistive technology device.

Centers for Independent Living: A consumer controlled organization that provides the following functions: 1. Direct services to assist with various levels of independent living 2. Systems advocacy to help eliminate environmental economic, civil and human rights and communication barriers, 3. Public education to dispel myths about disability and people with disabilities.

Community-based care: focuses on providing services in the community. This approach allows a person with a disability to participate as fully as possible in all aspects of family and community life.

Functional skills: Skills that are important for everyday living such as how to shop for groceries, how to talk to one's boss, or how to balance a checkbook with a calculator.

IDEA: Individuals with Disabilities Education Act. The law that ensures that eligible children with disabilities have available to them a free appropriate education.

Job Coach: A person who trains persons with disabilities on-the-job. Job Coaches have special training to help them both teach the person with disability to the job and to aid him to be fully included in the workplace.

Job Placement: When an organization helps a person find a job by matching his interests and skills with the needs of local employers.