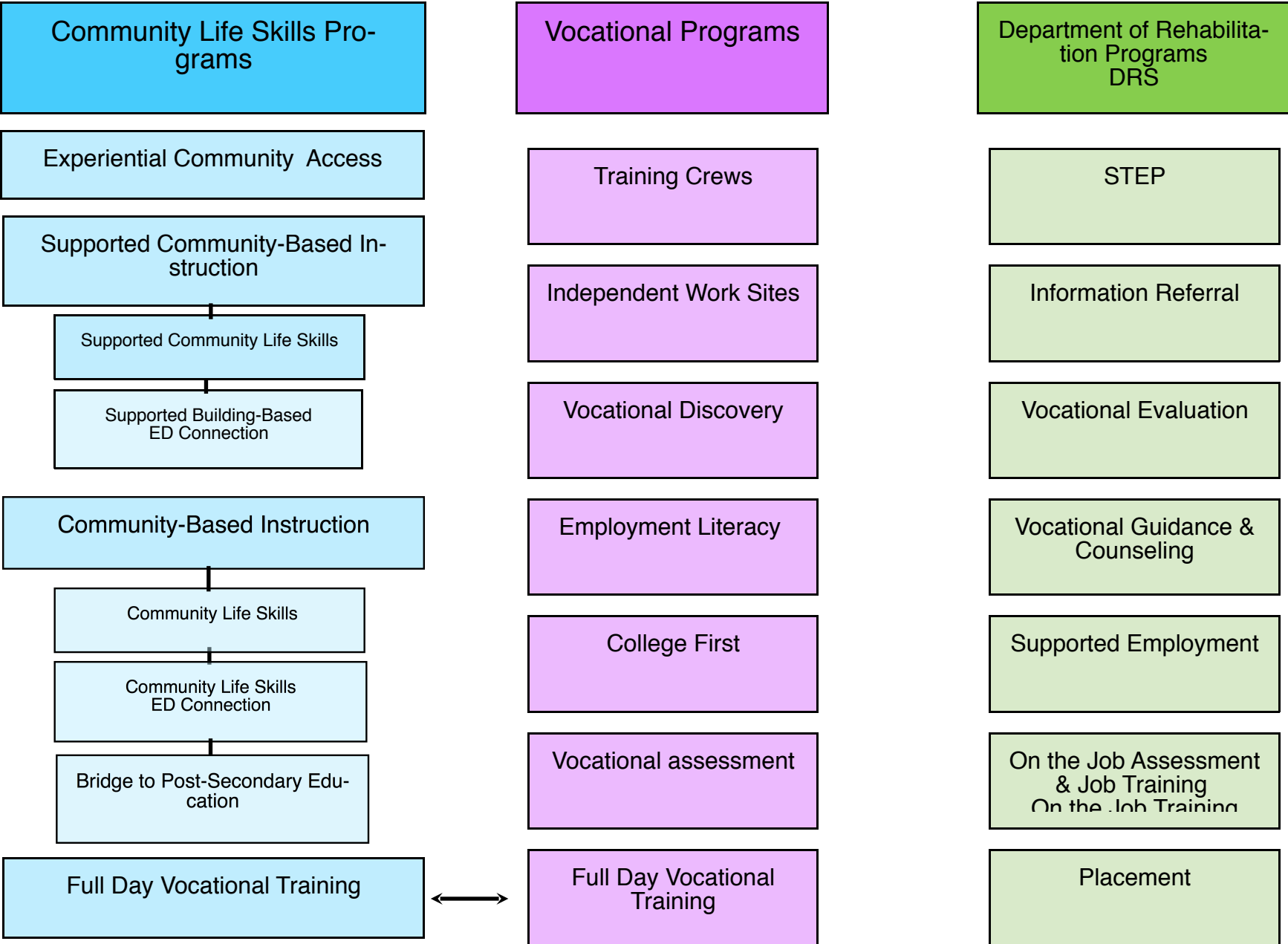


# SEDOL Transition Services Department



## Community Life Skills Programs

**Philosophy:** The Community Life Skills program serves 18 to 21 year olds (after completing four years of High School) as they prepare for adulthood as contributing members of the community. This program is structured to enhance the ongoing development of young adults toward the ultimate goals of independence, productivity, and self-determination. This program is committed to provide a positive learning environment through a cooperative instructional partnership of family, school, and community (specifically with the adult community agencies that will be part of the students' services when they exit the educational environment). This partnership supports the Educational Team as it assists the student and family in transitioning to the chosen post-secondary environment.

## Vocational Programs

**Philosophy:** The Vocational Services Department seeks to provide a series of practical vocational experiences that will allow each student an opportunity to develop to their maximum potential. The objectives for the vocational program are: to develop career awareness; career/work exploration, career/work preparation; career/work placement and experience.

## Department of Rehabilitation Programs DRS

**Philosophy:** The mission of the Department of Human Services Department of Rehabilitation Services is to assist individuals with disabilities in achieving their goals in the areas of employment, education and independent living. Improving the independence of our customers is our only reason for existing. We realize that the skills and abilities of our front line staff are the keys to our success. Embracing, listening to and collaborating with our community partners will sustain our success. DHS/DRS will be a customer-driven organization, with all major decisions based on the needs of our customers. Our staff will be informed and valued, pursuing lifelong learning and striving to improve their professional skills. We will create an environment where customers and staff work in partnership, where customers enjoy working with staff, and staff look forward to coming to work. Finally, we envision an agency where customers feel confident that their goals will be reached.

# Community Life Skills Programs

Program	Descriptions
<b>Community Access</b>	This class is for students who need significant support in order to maintain and acquire life skills. Students learn in a positive, controlled environment and then utilize the community for practicing (generalization and transfer) of life skills. Supervision is constant. Full services are provided based on IEP/ needs.
<b>Supported Community Based Instruction</b>	This class is for students who need support in order to maintain and acquire life skills. However, support can be faded as necessary. Students will learn both through community instruction as well as instruction in the classroom. Supervision is faded as soon as necessary. Community outings are frequent and independent skills are acquired. Full services are provided based on IEP/ needs.
ED (Supported) Connection	This Supported class is for students who need significant supports in the area of mental/emotional health. There is a therapeutic approach to service delivery and resources center around the mental health field. Supervision is faded as soon as necessary. This class follows the same curriculum as all the other classes in the CLS Program. Full services are provided based on IEP/ needs.
<b>Community Based Instruction</b>	This class is for students who have basic independent skills and require intermittent supervision. These students receive instruction in a variety of settings, majority of instruction occurs in the community or with in the natural environment. This class follows the same curriculum as all the other classes in the CLS Program. Full services are provided based on IEP/ needs.
ED (Community Based) Connection	This class is for students who need supports in the area of mental/emotional health. There is a therapeutic approach to service delivery and resources center around the mental health field. These students receive instruction in a variety of settings including the community and they require less supervision as their independent skills set are more developed. This class follows the same curriculum as all the other classes in the CLS Program. Full services are provided based on IEP/ needs.
Bridge to Post-Secondary (The Bridge Service)	This class is for students who have basic independent skills and require intermittent supervision. These students receive instruction in a variety of settings, majority of instruction occurs in the community or with in the natural environment. However, the focus of this class is to prepare and support students as they begin to access the local community college. Full services are provided based on IEP/ needs.
<b>Full Day Vocational Training</b>	This program is a full day work/training program where students work on job skills, soft skills (social/behavior), work ethics and self evaluation. These students have highly developed independent skill sets. The priority is work training and then through the connection with DRS, job placement.

# Vocational Programs

Programs	Descriptions
<b>Training Crews &amp; Independent Work Sites</b>	A training crew provides a small group of students practical experience at a selected community-based site. Supervision is provided by a Transition Coach who observes and instructs on a daily basis. Training crews run approximately 2 hours per day for 18 weeks. Depending on functioning level, a trainee may become independent and be placed at a site without Coach supervision. Independent status occurs only when students are functioning at a high level and all participants are in agreement. Training crew experiences are non-paid.
<b>Vocational Discovery</b>	This program targets students with “Green” skills and “Red” behaviors. Students role-play the perspectives of various vocational scenarios and practice strategies for maintaining positive work relationships. Students analyze various emotional states that contribute to or detract from their ability to solve work-related problems. Students practice negotiation skills that are vital in the workplace, taking the perspectives of both parties into account. In addition, they will learn to recognize the effect of outside influences on personal characteristics that affect their ability to gain and retain employment .
<b>Employment Literacy Program</b>	This pilot project was initiated in 2006 with 4 students to improve literacy skills. The program has expanded and now meets twice weekly for an hour for 50+ hours. The program utilizes the SLANT System for Structured Language Training. Specific teaching sequences featuring pre-determined Letter/Sound relationships are incorporated. Students gain a cumulative progression of skills. They only practice reading words and stories which have sounds/rules which were previously taught. Students sound out words using sounds of speech rather than letter names. They are taught to write and say the sounds simultaneously. It is expected that students will increase in letter-sound correspondence, decoding skills, interest in reading and may achieve an increase in grade level.

# Vocational Programs

Programs	Descriptions
<b>College First</b>	The College First program began in the Spring of 2010. The maximum number of students served each semester is 13. The program is held at the College of Lake County's Grayslake campus. The program helps students understand the difference between entitlement versus equal access. The activities include but are not limited to CLC departments, staff and faculty presentations. Students will complete the entire enrollment process for CLC or other local colleges and universities. They will also apply to the Office for Students with Disabilities and Financial Aid. Overall, the program will provide information, implement strategies and target specific needs indicated in the participants IEP. This program will prepare students for their transition into post-secondary education.
<b>Vocational assessment</b>	SEDOL maintains a vocational assessment capability that can provide a detailed picture of a students strengths and weaknesses, likes and dislikes as well as a profile of important work-related behaviors. The assessment process provided by a vocational evaluator can be adapted to a wide range of student functioning. Upon completion, a copy of the report is distributed to school personnel, the student and the parents. Vocational evaluations can also be arranged at the host high school. The Vocational Facilitator is available to interpret the results.

# Department of Rehabilitation Programs DRS

Programs	Descriptions
<b>STEP</b>	STEP is a training/placement program that prepares students with special needs for transition to employment and community participation during and after high school. The goal is to provide experiences that will effectively prepare young adults for life after high school by developing desirable work habits and realistic career goals, work training experiences, career exploration and on the job placement.
<b>Information &amp; Referral</b>	The customer will be introduced to, learn about, and access services in support of work and other community based activities.
<b>Vocational Evaluation</b>	A service/process by which the customer's work behaviors and work skills are measured. This is to discern their strengths and weaknesses as a worker and to reveal their competitive employment potential.
<b>Vocational Guidance &amp; Counseling</b>	A service offered to assist the customer in determining his vocational goal and the process by which it can be achieved. Moreover, to help the customer develop strategies to compensate for work behavior/work skill deficits.
<b>Supported Employment</b>	A service to support a customer (with a most significant disability) in preparing for and securing employment. This includes job readiness training, job placement, coaching, and retention services. If the customer needs prolonged supportive coaching, ongoing support will be considered.
<b>On The Job Evaluation (OJE)/On The Job Training (OJT)</b>	Paid work experience. OJE is used to evaluate whether the customer can perform the work duties within a specific job title of their interest. OJT is used to train a customer who possesses the ability to perform the work duties associated with a job they have chosen.
<b>Placement</b>	A service necessary to assist the customer in obtaining employment in their chosen occupational area. These services include, but are not limited to: interviewing skills, resume preparation, assistance with applications, follow-up, interview preparation and job development.