

## Division of Vocational Rehabilitation Secondary Transition Referral Guidance

This tool is intended to provide guidance for referring transition age students to the Division of Vocational Rehabilitation (DVR).

DVR's goal is to assist a student to successfully transition from school into integrated, unsubsidized employment or viable self-employment. Services, based upon the student's needs, preferences and interests, could include supported employment, postsecondary education/ vocational training, community participation and referral to independent living.

This form may be used to guide the IEP team's discussion regarding the need of DVR services at the present time or to identify transition goals to increase the appropriateness of a referral in the future. The DVR counselor may begin the transition planning process within the individual's last two years of high school, depending on the student's individual circumstances and needs, and need for services to help him/her move from school to competitive employment and successful integration into the community.

1. Has the student been identified as having or is suspected of having a condition, or multiple conditions that result in a disability that could be a barrier to getting or keeping a job?  **Yes**  **No** ("Yes" response required for DVR services.)
  
2. Does the student have a current IEP or 504 plan in place?  **Yes**  **No** (If "Yes" the student may be a good referral for DVR services.)
  
3. Is the student's goal to get a job or pursue post- secondary education or vocational training towards a career?  **Yes**  **No** (If "Yes" the student may be a good referral for DVR services.)
  
4. Do you anticipate the student will need assistance identifying a career, an accommodation, assistive technology or other services to overcome barriers to employment or schooling?  **Yes**  **No** (If "Yes" the student may be a good referral for DVR services.)
  
5. Is the student available to participate in services through DVR?  **Yes**  **No** (If "Yes" the student may be a good referral for DVR services.)

A "Yes" answer to most of the above questions is an indication of a good referral for DVR services.

Based on the above guidance, if the student appears appropriate for services, a referral should be made to the DVR office serving his/her school. The DVR Referral Form and contact information for the office serving your school see "Transition Tools for Teachers" at [www.labor.alaska.gov/dvr/transition.htm](http://www.labor.alaska.gov/dvr/transition.htm)

Is appropriate for DVR referral

Is not appropriate\* for DVR referral at this time

\*"Not appropriate" applies to the student's CURRENT functioning level. This referral may be appropriate in the future if this changes.

## Secondary Transition Referral Guidance Instructions

The Secondary Transition Referral Guidance tool is intended to provide a framework for the IEP team contemplating the appropriateness of a student's referral to the Division of Vocational Rehabilitation (DVR). Each of the questions contained in the guidance tool covers an important characteristic of an appropriate referral. The answers to these questions should paint a compelling picture of a student who would benefit from DVR services. The following instructions provide a more in-depth understanding of the tool:

1. ***Has the student been identified as having or is suspected of having a condition, or multiple conditions that result in a disability, that could be a barrier to getting or keeping a job?***

A DVR client must have trouble getting or keeping a job because of a mental or physical condition. A diagnosis substantiates the condition, but lack of a formal diagnosis does not exclude someone from DVR services. If you have reason to believe a condition exists and that condition will interfere with work, you should consider a "YES" answer. DVR can find someone to assess the disability, and also pay for the assessment.

2. ***Does the student have a current IEP or 504 plan in place?***

While the existence of an IEP does not automatically make someone eligible for DVR services it does document the disability and the need for special education. The IEP and accompanying school records may be all DVR needs to determine eligibility.

Likewise, the 504 plan documents a disability. Students with conditions such as learning disabilities, diabetes, poor hearing or chronic illness may continue to have difficulty when they leave school. There is a good chance that whatever accommodations the school provides under the 504 plan will be needed for work or post-secondary education.

DVR services may also be needed for students without an IEP or 504 plan. A student may have a hidden condition or one that does not meet the level of severity required of an IEP or a 504 plan, but with the rigors or requirements of work, be a barrier to employment.

3. ***Is the student's goal to get a job or pursue post-secondary education / vocational training towards a career?***

DVR's mission is to assist individuals with disabilities to obtain and maintain employment. A student is more likely to benefit from vocational programming when their focus has started to shift from school to employment.

4. ***Do you anticipate the student will need assistance identifying a career, an accommodation, assistive technology or other service to overcome barriers to employment or schooling?***

The student and the DVR counselor will work together to develop a plan for employment. The plan will identify the services the student "needs" to go to work and could include:

- Help choosing the job goal that's right for the student.
- Tests and other tools to better understand the student's talents and skills.
- Interpreter, reader, and tutoring services; and/or
- Assistive Technology

5. ***Is the student available to participate in services through DVR?***

The optimum time for DVR to begin working with a student with a disability is when he or she is ready, and available, to engage in the activities necessary to participate in DVR services. Does the student's school schedule allow for work requirements? Are there transportation constraints, residential home restrictions, or time consuming hobbies that limit their schedule?