



Adult Transition Program

The Adult Transition Program (ATP) is a special education program serving students with mild and moderate cognitive impairments who have met the requirements to receive a high school diploma, yet need to continue developing vocational, life skills, community, and leisure skills up to their 22nd birthday. Students are found eligible for this program through the IEP process. The program focuses on the global goals of developing greater independence in the areas of community functioning, integrated vocational and life skills development, and opportunities with a schedule focused tightly on the day the students would live after they depart the program and enter adult life. Township High School District 211 provides ATP programs connected to the Palatine High School and Hoffman Estates High School campuses.

The general outcome goal of the program is to provide a seamless transition into adult services upon completion of the program. Based on the transition goals of the student, linkages are further developed with Community Alternatives Unlimited (CAU), Division of Rehabilitation Services (DRS)/Department of Human Services (DHS), area day programs for adults with developmental disabilities, volunteer community placements, supported work placements and/or competitive employment opportunities.

Students whose behaviors prevent them or others from learning may require behavioral interventions. Every effort is made to provide supportive and non-restrictive interventions prior to using more restrictive interventions and techniques. A student may be considered for a behavioral intervention plan if the student's behavior presents a regular pattern of disruption, negative impact on the learning environment or need for support, supervision or removal.

In order for the services provided in the Adult Transition Program to be effective, the student's participation and determination are essential. The following behaviors increase the chances that a student will be successful:

Take part in understanding the IEP, particularly the goals and objectives.

Help the teacher to identify and understand strengths, weaknesses and areas that need assistance.

Be prepared for the day by having any money and/or supplies (uniform, clothing) for vocational and/or community experiences.

Communicate with teachers and teacher assistants.

Assume responsibility for his or her own performance and behavior.

The Adult Transition Program can be successful if the student exhibits the behaviors described above.