

**Driver's Evaluation and Training
For Students with Disabilities**

**A Guide For
Transition Planning**

**Nebraska Department of Education
January 2002**

TABLE OF CONTENTS

Background.....	4
Driver’s Evaluation and Training For Students with Disabilities.....	5
Introduction.....	5
Why must this be addressed?.....	5
What do schools currently provide?.....	5
What does the law require?.....	6
How is the need for driver’s evaluation and training identified?.....	6
What resources are available if a student needs driver’s evaluation and training?.....	7
What if vehicle modifications are needed for the individual?.....	7
Are accommodations available when taking the driver’s license exam?.....	8
Conclusion.....	9
APPENDIX A.....	10
APPENDIX B.....	11
ALEGENT HEALTH.....	12
Contact:.....	12
Program Information:.....	12
Eligibility:.....	12
Assessment:.....	12
Recommendations:.....	13
Driver’s Training:.....	13
Fees:.....	13
CENTER FOR INDEPENDENT LIVING OF CENTRAL NEBRASKA.....	14
Contact:.....	14
Program Information:.....	14
Eligibility:.....	14
Services Available:.....	14
Driver Evaluation:.....	14
Classroom and Driving Instruction:.....	15
Adaptive Equipment Evaluation and Training:.....	15
Recommendations:.....	15
Fees:.....	15
MADONNA REHABILITATION HOSPITAL.....	16
Contact:.....	16
Program Information:.....	16
Eligibility:.....	16
Abilities Assessment:.....	16
Driver Evaluation:.....	17
Adaptive Equipment:.....	17
Driver’s Training:.....	17
Fees:.....	17
UNIVERSITY OF NEBRASKA – KEARNEY.....	18
Contact:.....	18
Eligibility Requirements:.....	18
Evaluation:.....	18
Recommendations:.....	18

Driver's Training:.....	19
Fees:.....	19
APPENDIX C.....	20
Sample IEP Documentation.....	21
Sample #1	21
Transition Areas	21
Present Level of Educational Performance:.....	21
Team Discussion:	21
Sample #2	22
Transition Areas	22
Present Level of Educational Performance:.....	22
Team Discussion:	22
Sample #3	23
Transition Areas	23
Present Level of Educational Performance:.....	23
Team Discussion:	23
APPENDIX D.....	24
Vocational Rehabilitation Services.....	25
Transition Program.....	25
Employment Program.....	25
Eligibility	25
Services.....	25
Payment for Services.....	26
How to Apply.....	26
APPENDIX E.....	27
Assistive Technology Partnership.....	28
Eligibility Requirements.....	28
Services Available.....	28
How to Request Services	28
APPENDIX F	29
Nebraska Educational Assistive Technology	30
Eligibility Requirements.....	30
Services Available.....	30
How to Request Services	30
APPENDIX G.....	31
Vehicle Modifications and Adaptations.....	32
APPENDIX H.....	33
Additional Resources	34

Background

A committee of interested professionals, established by the Nebraska Department of Education Special Populations Office, began work in January 2001 to examine the issues related to driver's evaluation and training for students with disabilities. The committee discussed and researched the roles, responsibilities, and resources available to assist parents, educators, and service providers in obtaining driver's training for students with disabilities. This guide is the result of their work.

Committee members for this project were:

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Louise Dannehl	Nebraska Educational Assistive Technology
Linda Douglas	Lincoln Public Schools
Jack Shepard	Nebraska Department of Education
Rebecca Kling	Tecumseh Public Schools
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Driver's Evaluation and Training For Students with Disabilities

Introduction

Driver's training has traditionally been a standard course offering in most Nebraska high schools. This, however, has changed in recent years. School districts are not required to provide driver's training as part of the regular education curriculum, leaving the decision of whether to offer this up to each individual district. Due to a number of factors, many districts have opted out of providing or sponsoring such training. As a result, obtaining driver's training for students has become a complicated issue.

The issue of driver's evaluation and training for youth with disabilities presents additional challenges beyond those of students without disabilities. The determination of whether the student is a candidate for driver's training and how best to provide the training if it is needed can be a difficult one. While this should be an important consideration when developing the Individual Education Plan (IEP) for students with disabilities, it may be overlooked by the IEP team or the team may not be sure how to address it. This document will examine the questions related to this issue and provide guidance for youth, their families, and educators in determining the need for and feasibility of driver's training for students with disabilities, as well as suggest resources for obtaining needed services.

Why must this be addressed?

Transportation is an important part of daily life. Without adequate transportation, access to employment, educational services, independent living, and community activities is limited. Nebraska is similar to most other states in that it has a limited public transportation system that does not fully meet the needs of its population, particularly those with disabilities. Transportation plays a key role in the success of preparing all youth for adult living. A driver's license represents a passport to new freedoms for youth. While the journey to adulthood for youth with disabilities may be different than that of others, they too need the opportunity to experience these freedoms when possible.

What do schools currently provide?

An informal survey conducted of Nebraska schools indicates that districts are handling the issue of driver's evaluation and training for students with disabilities in a variety of ways. Some districts provide driver's training during the school day for all students as a part of the general curriculum. Accommodations needed for students with disabilities are identified in the IEP and provided, as needed, within the context of the regular driver's education program. Typically, districts do not provide physical accommodations in the form of special equipment for school vehicles, as they feel it is better for the student if the adaptations can be made on their privately owned vehicle.

The survey also showed that there are a number of school districts that do not provide driver's education as part of the general curriculum, but instead provide it for a fee in summer months. In these districts, students with disabilities who wish to participate also take the course in the summer and are required to pay the same fee. Accommodations are made as identified in the IEP. One district surveyed indicated that, if necessary, they purchase evaluation and training from other providers. Other districts offer a site for a third party to provide the training. An additional informal survey of other states was taken and findings were consistent with those of the Nebraska school districts.

What does the law require?

The Nebraska Department of Education has no standards or requirements specific to the provision of driver's evaluation and training for students with disabilities. However, federal law (Individuals with Disabilities Education Act – IDEA) and state regulations (Rule 51 Regulations and Standards for Special Education Programs) require that transition services be provided to prepare the individual for a productive and independent adult life. **It is within this transition plan that the need for driver's evaluation and training should be considered. If the transition plan identifies this as a needed service, the IEP must identify how that need will be met.**

How is the need for driver's evaluation and training identified?

The Present Level of Educational Performance (PLEP) is a summary used by the IEP team to describe the student's current achievement in the areas of need, to specifically address the student's strengths, and to prioritize the specific needs of the student. Beginning at age 14 (or younger if determined appropriate by the IEP team), a transition plan must be developed to identify the supports and services a student needs to achieve his or her desired post-school goals. The transition plan is developed based upon the PLEP and the post-school vision of the student and family of what is to be achieved.

When identifying transition needs, it is important that the IEP team consider the need for transportation in achieving the goals for the student. As previously noted, transportation is necessary for accessing employment, educational services, independent living, and community activities. While there may be a variety of options available to meet a student's transportation need, the least restrictive option is that in which the student provides his/her own transportation by obtaining a driver's license.

To determine the appropriateness and feasibility of a student engaging in driver's evaluation and training, the team should first determine if this fits within the vision for the student as identified by the student and family. Parents will generally be cautious, but realistic, in determining the potential driving ability of their son or daughter. It is important that the team evaluates the physical and cognitive strengths and needs of the student as identified in the Present Level of Educational Performance to determine if driver's training is a reasonable goal. The IEP team may need to review the Nebraska Department of Motor Vehicles' "Rules and Regulations Pertaining to the Vision and

Medical Requirements for Class A and B Licenses, Learner's and School Permits" (Appendix A) to determine if the student will meet the established vision and medical standards. Evaluation by the appropriate medical personnel may be needed in order to make this determination. If necessary, further evaluations may be completed by a Driver Evaluation and Training Center (see Appendix B for listing). The team may determine that the student does not yet possess the requisite skills to participate in a driver's training program, but may develop goals to assist the student in obtaining those skills, with the long term goal of participation in a driver's training program.

Appendix C provides sample documentation from an IEP addressing the need for driver's evaluation and training. Note that this is only a sample and each IEP must be tailored to the individual student.

What resources are available if a student needs driver's evaluation and training?

If the student's IEP identifies driver's evaluation and training as a needed service in order to complete transition goals, consideration will need to be given to any accommodations necessary for the student to participate. Accommodations needed must be documented in the IEP. Examples of accommodations include, but are not limited to, extra hours of classroom or on-the-road instruction, one-on-one instruction, use of driving simulators, assistance with reading materials and test-taking, or vehicle modifications. The IEP team must work with the school district to determine how the service and necessary accommodations will be provided. **This is true regardless of whether or not the district offers driver's training as part of the general curriculum.** A listing of schools with certified Driver's Education programs in Nebraska may be obtained by contacting the Nebraska Department of Motor Vehicles or from their web site at <http://www.nol.org/home/DMV>.

If the district itself does not have the capability of providing the training or cannot provide the necessary accommodations, other resources may be available to assist. The district may be able to contract with a neighboring school district to provide the service. There are a limited number of Driver Evaluation and Training Centers in Nebraska that may be able to provide services (see Appendix B). These centers can evaluate to determine if an individual is capable of driving, determine training needed to obtain or improve driving skills, and recommend modifications or adaptations necessary for the individual to drive. Vocational Rehabilitation (VocRehab) may be able to assist with driver's evaluation and training if the individual is eligible for their Employment Program. Eligibility for this program is further defined in Appendix D.

What if vehicle modifications are needed for the individual?

It is possible that the student will require vehicle modifications in order to drive. In most instances, it would be recommended that modifications be placed on the student's or their family's vehicle so that they are available for long-term use. Since payment for such modifications would not be the responsibility of the school district, the IEP team may need to assist the student and family in locating resources to obtain the modifications.

The Driver Evaluation and Training Centers are able to recommend modifications or adaptations and make referrals to programs that may assist with funding.

Two other agencies provide services in Nebraska that may assist in the area of assessment and funding coordination. The Nebraska Assistive Technology Partnership (ATP) is a statewide agency that, among other services, may provide assessment of needs of individuals and recommend adaptive driving aids and vehicle modifications. ATP also assists in locating and coordinating sources of funding for modifications and needed services. Further information regarding ATP is found in Appendix E. Nebraska Educational Assistive Technology (NEAT) also provides statewide services that include assistance in locating and coordinating funding sources to assist with the cost of evaluation, training, and modifications. Further information regarding NEAT is found in Appendix F.

Funding for modifications may be provided if the individual is eligible for VocRehab's Employment Program and the Individualized Plan for Employment indicates that vehicle modifications are needed to support the employment goal and plan of services. Further information on this service is indicated in Appendix D.

Once it is determined what modifications are needed, there are a number of agencies in Nebraska that are available to provide vehicle modifications and adaptations. A listing of these agencies appears in Appendix G.

Are accommodations available when taking the driver's license exam?

According to the Department of Motor Vehicles, the following accommodations are available for those taking the driver's license exam.

If an individual needs assistance with reading the exam, the following options are available:

1. The exam may be administered by audiotape.
2. The examiner may read the exam questions verbatim to the applicant. This option is available only for those individuals with documentation from a physician or educational psychologist stating the reason for the alternate method.
3. The exam may be read to the applicant by a special education teacher or therapist when the verbatim format is not appropriate. This option is only available for those individuals with documentation from a physician or educational psychologist stating the reason for the alternate method.
4. A special picture test is available, but will require that the individual have a restricted license limited to driving only in specified environments.
5. Exams are available in the English, Spanish, or Vietnamese languages.

All buildings in which testing is completed should be accessible. If not, an alternate site will be provided for testing.

Conclusion

While obtaining a driver's license may not be a realistic goal or priority for all students with disabilities, it should not be overlooked when developing transition plans for those who may benefit. Access to the community is an important part of adult living and the ability to drive may increase and enhance the opportunities available for an individual with a disability. It is hoped that the guidance provided in this document will assist individuals and their teams in addressing this important issue.

APPENDIX A

The referenced Department of Motor Vehicles is not available on this website.

APPENDIX B

ALEGENT HEALTH
Immanuel Rehabilitation Center
6901 N. 72nd St.
Omaha, NE 68122

Contact:

Occupational Therapy Department
402-572-2275

Program Information:

The Driver Rehabilitation Program offers driving assessment in both a clinical setting and a behind-the-wheel evaluation. Candidates for the program include physically challenged individuals learning to use adaptive equipment (i.e., strokes, head injuries, spinal cord injuries, cerebral palsy, other neurological conditions), individuals with learning disabilities who would benefit from a structured one-on-one program, and older adults.

Eligibility:

Physician's referral with documentation of disability is required.
Individual must be at least 15 years of age and meet requirements necessary to obtain state driver's license or permit.
Individual must be seizure free for at least three months prior to entry into program.

Assessment:

A two-part driving assessment is completed for each individual entering the program. The first part of the assessment is performed in the occupational therapy clinic and includes:

- Evaluation of visual skills such as acuity, focus, depth perception, visual memory and visual discrimination
- Visual/perceptual ability
- Reaction time
- Cognitive skills

The second part of the assessment is an evaluation of the individual's driving skills and is completed in the program's driver's education car.

Recommendations:

Following evaluation, one of the following recommendations is made:

1. The individual is safe to drive.
2. The individual needs further training to improve driving skills.
3. The individual is not safe to drive.

Additional recommendations may also be made for vehicle selection, modification and adaptive equipment needs of the individual.

Driver's Training:

If it is determined that the individual needs training in order to drive, the program may provide driver's training.

Fees:

Assessment: \$100/hour – usual completion in 2 hours

Driver's Training: \$48/hour

CENTER FOR INDEPENDENT LIVING OF CENTRAL NEBRASKA
1804 S. Eddy
Grand Island, NE 68801-7114

Contact:

Chuck Leach
308-382-9255 (V/TT)
E-mail: cleach@cilne.org

Program Information:

This program is licensed and instructors are certified by the Nebraska Department of Motor Vehicles. Driver's evaluation and training may be provided on a one-on-one basis, with services geared to the individual's learning style and needs.

Eligibility:

Individual must be age 15 or older with a disability to be eligible for the program.

Individual must have the ability to transfer from a wheelchair so that he/she can use the Center's vehicle, which is equipped to be driven with or without hand controls. In special cases, the individual may use a private vehicle if it is properly licensed and insured.

Referrals may be made by physicians, physical or occupational therapists, or by self-referral.

Individual must have a learner's permit or driver's license prior to on-the-road instruction

Services Available:

Driver Evaluation
Classroom Instruction (minimum of six hours required)
On-the-Road Driving Instruction (minimum of six hours required)
Adaptive Equipment Evaluation and Training

Driver Evaluation:

The purpose of the evaluation is to determine the following:

Is the individual a candidate for driving?
Does the individual need further training before driving?
Should there be restrictions on the individual's driving?
Are adaptive aids needed?

Classroom and Driving Instruction:

If the results of the evaluation indicate that further training is needed to prepare the individual for driving, such training can be provided by the Center. Classroom instruction is tailored to the individual and may include the use of manual review, videos, and interactive computer programs. On-the-road driving instruction is also provided.

Adaptive Equipment Evaluation and Training:

If the results of the evaluation indicate that adaptive equipment is needed, the Center can make recommendations and referrals as appropriate for obtaining the equipment. Training on the use of the equipment may also be provided.

Recommendations:

The Center provides recommendations upon completion of the evaluation and training. If the results indicate that driving restrictions are recommended, the evaluator sends that recommendation to the individual's physician. The physician then passes that information on to the Department of Motor Vehicles.

Fees:

Evaluation - \$40/hour, usual completion in two hours
Training - \$40/hour, minimum of twelve hours required

A sliding fee scale may be utilized for qualified individuals paying privately for the services.

MADONNA REHABILITATION HOSPITAL
Driver Retraining Program
5401 South Street
Lincoln, NE 68506-2134

Contact:

Linda Storz or Lisa Andersen
402-483-9534 or 800-676-5448
Web site: <http://www.madonna.org>

Program Information:

The goal of the Driver Retraining Program is to help individuals maintain or achieve the independence of driving. Candidates for the program include individuals that are physically challenged, learning disabled, and the older adult. The program offers three main components: abilities assessment, driving evaluation, and training. Instructors are registered Occupational Therapists with advanced training in driving assessments, including a Certified Driving Rehab Specialist (CDRS). The program is licensed by the State of Nebraska.

Eligibility:

Individual must be at least 15 years of age and meet requirements necessary to obtain state driver's license or permit.
Physician's referral is required.
Individual must be seizure free for three months.
Adequate insurance coverage is required.

Abilities Assessment:

An abilities assessment is performed to determine if driving is an option for the individual. Basic skills that are evaluated include:

- Reaction time
- Visual accommodation (day and night vision)
- Visual and perceptual skills
- Hand, arm and leg sensation, movement and control
- Ability to get in and out of the vehicle
- Problem-solving and judgment skills
- Basic driving knowledge

Additional assessments by a physical therapist, speech therapist, and psychologist are recommended as needed.

Driver Evaluation:

Based on abilities and limitations, an in-the-car driving evaluation may be recommended. Using Madonna's training car, which is equipped with hand and foot controls, the individual is evaluated on:

- application of basic driving skills and knowledge
- ability to maneuver a vehicle safely
- need for specialized adaptive equipment

Adaptive Equipment:

The program includes evaluation and training with adaptive equipment using either Madonna equipment or that of the individual. Recommendations may be made regarding vehicle selection, modifications, and adaptive equipment needs. The program may work with vendors to ensure proper modification of an individual's personal vehicle.

Driver's Training:

Driver's training can take place in the individual's community in his/her personal vehicle. If an adapted vehicle is required, Madonna therapists can assess driving skills in that vehicle. The number of training sessions is determined by the need of the individual. Training may include:

- learning or relearning basic skills
- reviewing defensive driving techniques
- learning to use and care for specialized equipment

Fees:

Driving evaluation: \$150

*Total time for driving evaluation averages two hours (usually scheduled for a two-hour block Monday-Friday)

Driver's training: \$37.50/15 minutes

Program is an approved provider for Nebraska Special Education reimbursement.
Program is not covered by Medicare or Medicaid.

UNIVERSITY OF NEBRASKA – KEARNEY

**Nebraska Safety Center
905 West 25th
Kearney, NE 68849-0003**

Contact:

Dr. Darrel Jensen, Certified Driver's Rehabilitation Trainer
800-854-7867
Web site: <http://www.unk.edu/offices/safetycenter>

Eligibility Requirements:

Individual must be 15 years of age or older and have a physical, cognitive, visual or hearing impairment which affects driving ability.
Individual must meet the state licensing requirements for visual acuity.
Individual must be seizure free for a period of 6 months prior to enrolling in the program or have a physician's statement that seizures are controlled.
Individual must be eligible to apply for a driver's license or learner's permit.
The program does not accept persons whose licenses are suspended.
Individual's physician must complete the program medical referral form.

Evaluation:

The evaluation is tailored to meet individual needs and includes four general areas of assessment:

1. Driving knowledge assessment with paper/pencil test
2. Understanding traffic situations assessment with use of videotape
3. Psychophysical assessment considering visual perception, strength, use of limbs, flexibility, and reaction time
4. Behind-the-wheel assessment (vehicle may be provided)

Recommendations:

Following the evaluation, a report is written summarizing the results. The report will include recommendations regarding the following:

- Recommended vehicle modifications
- Necessary restrictions
- Individual's potential ability to drive
- Further training needed

Copies of the report are sent to the individual's physician and referral source. The individual will receive a report listing program recommendations. The program does not provide vehicle modifications, but a list of qualified vendors will be provided.

Driver's Training:

If the evaluation determines that the individual needs training in order to drive, the program may provide driver's training.

Fees:

Evaluation - \$75/hour
Usual completion time for evaluations is 2-4 hours.

Full Program - \$225
Full program includes 20-24 hours of classroom time, final state written test, 5 hours simulation driving, 5 hours range driving, and 2 hours on-street driving.

APPENDIX C

Sample IEP Documentation

Sample #1

Transition Areas

Present Level of Educational Performance:

Jennifer is a 16 year-old Junior who has excelled in academic areas. She has explored several career areas, including computer science, math, and teaching. She has been referred to Vocational Rehabilitation for a vocational evaluation to further evaluate her interests and aptitudes and to assess potential vocational barriers due to cerebral palsy. Jennifer experiences minimal speech deficits; however, she has limited range of motion in her extremities. She also experiences fatigue. She has expressed an interest in getting a driver's license to increase her options for employment and community activities now and after graduation. Her parents and VR counselor agree that getting a driver's license is advisable, and that Jennifer can likely drive with training and appropriate vehicle modifications.

Team Discussion:

If it is determined that driving is feasible and appropriate, Jennifer's parents have agreed to purchase a vehicle for her or let her use the family car. If the required vehicle modification is minimal and requires hand controls only, the district driver's training car can be used and training provided by the district's certified instructor. The teacher will see if the district has basic hand controls or if they can be borrowed from another district. If the required modifications are more extensive, other resources will be researched. The VR counselor stated that VR and the Nebraska Assistive Technology Partnership would explore funding for vehicle modification with the family, if necessary. The counselor also stated that VR might be able to help with vehicle modification costs once Jennifer is in the VR Employment Program and a job goal has been determined.

Goal: Jennifer will obtain her driver's license.

Objective 1: Jennifer will participate in a driver and adaptive equipment evaluation at the Center for Independent Living of Central Nebraska in Grand Island.

Objective 2: Jennifer will complete the driver's training course, utilizing adaptations as recommended in her driver's evaluation.

Objective 3: Jennifer will pass the written and driving portions of the driver's license exam.

Sample #2

Transition Areas

Present Level of Educational Performance:

Scott is a 17 year-old Junior and has participated in the district's work experience program, having worked at four different job sites. His work evaluations have been positive as employers report he arrives to work on time, follows directions, and initiates work activities after completing an assigned task. He is interested in working as a car detailer for the local dealership after graduating from school. However, Scott does not have his driver's license, which would be required for that type of employment. Additionally, the team may need to work with the prospective employer to address potential liability issues or concerns. Scott's parents are concerned about his ability to drive due to his reading problems, cognitive limitations, and overall decision-making skills. Scott does have a learner's permit and has driven occasionally with his parents in rural areas only. His lack of a driver's license has also limited his involvement in school and other leisure activities, as he lives ten miles from town.

Team Discussion:

Scott and his parents agree that a driver's license would increase his employability and his opportunities to participate in community events after graduating from school. A driver's evaluation was discussed and the IEP team agreed that should be the next step to determine if getting a driver's license is an appropriate goal for Scott. If it is determined to be an appropriate goal, the team will determine further steps, based upon the recommendations of the evaluation.

Goal: Scott will obtain a driver's evaluation.

Objective 1: Scott will participate in a driver's evaluation at Madonna Rehabilitation Hospital.

Objective 2: Scott will follow the recommendations of the driver's evaluation.

Sample #3

Transition Areas

Present Level of Educational Performance:

John is an 18 year-old Senior who is very excited about going on to school. To better prepare him for this, there are several things he needs to do in the last few months of high school. He needs to look for a regular paid employment situation to earn money for schooling and to get some paid employment experience. He also needs to formally apply and visit the Community College. Finding sources of financial assistance for schooling is imperative for John to be able to attend college. John needs to obtain his driver's license in order to meet his goals of employment and college. Last year at this time, John had passed the written part of his driver's test, but failed to pass the driving section. To date, he has made several attempts at getting his driver's license, but is still without it.

Team Discussion:

The team agrees that it is important that John continue to work toward obtaining a driver's license. The team determined that review of the driver's manual and additional practice behind the wheel is needed to improve John's driving ability and his potential for passing the driver's exam.

Goal: John will obtain his driver's license.

Objective 1: John will review, with assistance as needed, the driver's license manual at least once weekly until he obtains his driver's license.

Objective 2: John will practice driving with a licensed, adult driver at least once weekly until he obtains his driver's license.

Objective 3: John will pass the written and driving portions of the driver's exam.

APPENDIX D

Vocational Rehabilitation Services

The following information relates to the role of Vocational Rehabilitation (VocRehab) in providing services for youth in the area of driver's evaluation, driver's training, and vehicle modifications.

Transition Program

VocRehab's Transition Program serves students with disabilities ages 14-21 enrolled in a secondary education program. Transition services are provided by VocRehab staff and include orientation to transition services, vocational assessment, career counseling, career planning, consultation, and referral. This program does not provide for the purchase of services or goods.

Employment Program

VocRehab's Employment Program serves individuals with disabilities when the disability makes it difficult for the individual to prepare for, obtain, or keep a job and requires VocRehab services.

Eligibility

A VocRehab Specialist determines eligibility for this program and works with the individual to agree upon a vocational goal and plan of services (Individualized Plan for Employment) necessary to achieve the employment goal.

It is unlikely that the younger transition student will have an identified vocational goal and be involved in goal supportive services other than their high school education. Thus, it would be rare that VocRehab would assist with these services as part of an Individualized Plan for Employment (IPE) for younger students. However, students in their last year of high school are more likely to have an identified employment goal and be ready to participate in services with VocRehab.

Services

Students with a goal of employment may apply for VocRehab's Employment Program and, if determined eligible, develop an Individualized Plan for Employment. If driver's evaluation, driver's training and/or vehicle modifications are needed to support the goal and plan of services, it is possible that these may be provided by VocRehab under the IPE.

Payment for Services

Some services may require financial participation on the part of the individual and/or family. The agency's financial participation policy considers income and liquid assets. Whose income and liquid assets are considered depends on the dependent/independent status of the student as defined in the financial participation policy.

VocRehab does not participate in the cost of acquiring a vehicle, but may participate in the cost of accessibility modifications. If an individual is purchasing a vehicle that already has the appropriate modifications, VocRehab may assist with the cost of the existing modifications based on an "age of the vehicle" depreciation scale.

How to Apply

Vocational Rehabilitation Services offices are located across the state. For the nearest location and information on how to apply, call toll free at (877) 637-3422.

APPENDIX E

Assistive Technology Partnership

Eligibility Requirements

Any Nebraska resident, regardless of age, disability, income, or location, is eligible.

Services Available

The Assistive Technology Partnership (ATP) provides a number of services. Services specifically related to driving needs of persons with disabilities include assessment of the individual's needs and recommendations for adaptive driving aids and vehicle modifications. If necessary, assistance may be provided in locating providers to complete the modifications. ATP may also provide assistance in locating and coordinating funding sources to assist with the cost of the modifications.

The Assistive Technology Partnership is a state agency based in Lincoln, with Technology Specialists located in offices across the state to serve all areas of Nebraska.

How to Request Services

Call the Assistive Technology Partnership toll free at (888) 806-6287 or send an e-mail to: atp@atp.state.ne.us.

APPENDIX F

Nebraska Educational Assistive Technology

Eligibility Requirements

Any Nebraska child, birth to twenty-one years of age with a verified disability and assistive technology needs, is eligible.

Services Available

Nebraska Educational Assistive Technology (NEAT) provides a number of services to children with disabilities throughout the state of Nebraska. Services specifically related to driving needs and/or driver's evaluation for students with disabilities consist of assistance in locating and coordinating funding sources to assist with the cost of evaluation, training, and modifications.

How to Request Services

Contact the NEAT Funding Coordinator, Louise Dannehl, toll free at (800) 652-0033 or send an e-mail to ldannehl@esu10.org.

APPENDIX G

Vehicle Modifications and Adaptations

Following is a partial listing of businesses that perform vehicle modifications and adaptations.

Mobility Options

1701 P Street
Lincoln, NE 68508
(402) 441-7871

Knapp Electric

1900 East 4th
North Platte, NE 69101
(308) 532-4840

Medical Equipment Specialties

3802 Avenue B
Scottsbluff, NE 69361
(308) 635-1017

Siebert & Associates

405 Coolidge St.
Glenwood, IA 51534
(712) 527-3888

Mobility Options

5513 Center Street
Omaha, NE 68106
(402) 595-1400

Masters Transportation

6430 Hwy. 30 East
Kearney, NE 68847
(308) 236-6363

Total Access

1726 East 17th
Scottsbluff, NE 69361
(308) 635-1111

Midwest Hydraulic Service

1925 East 4th
Grand Island, NE 68801
(308) 381-8220

APPENDIX H

Additional Resources

AAA Traffic Safety (2000). The Disabled Driver's Mobility Guide.
AAA Nebraska
910 North 96th Street
Omaha, NE 68114
(402) 390-1000

The Association for Driver Rehabilitation Specialists
P.O. Box 49
Edgerton, WI 53534
(608) 884-8833
Website: <http://www.driver-ed.org>

Brown, Carey A. (2000). Study Guide for the Nebraska Driver's License Exam.
Mitchell High School
1819 19th Avenue
Mitchell, NE 69357
(308) 623-2235

Brown, Dale (1999). Helping the Adolescent with Learning Disabilities Learn to Drive. *Learning Disabilities Association of Michigan OUTLOOK, Volume 31, Number 1, July/August 1999.*

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400 Seventh St. SW
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Website: <http://www.nhtsa.dot.gov>

Successful Adult Living Transitions (SALT) Group. The Nebraska Driver's Manual on audiotape. Two recordings of the Nebraska driver's manual, along with five practice tests and answers, available for \$35 from:

SALT Group
201 East 9th
P.O. Box 202
Cozad, NE. 69130
(308) 784-5205
E-mail: sknapp@cozadtel.net