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TRANSITION RESOURCE GUIDE
FOR TEACHERS

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Interdisciplinary Studies

by
Debbie Lee Duckworth

June 1998

TRANSITION RESOURCE GUIDE

FOR TEACHERS


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Approved by:



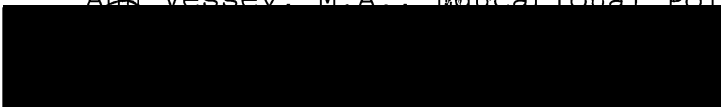
(Jeff) McNair, Ph.D., Chair, Educational Policy and
Research

6/9/98

Date



Ann Vessey, M.A., Educational Policy and Research



Joseph Turpin, Ph.D., Educational Policy and Research

ABSTRACT

This resource guide is designed for San Bernardino County teachers and professionals facing the facilitation of transition services for their students with disabilities. It is meant to fulfill the Individuals with Disabilities Education Act (Public Law 101-476) mandates of: 1) increasing teacher familiarization and knowledge of post-school opportunities for their students with disabilities, and 2) providing a resource base for teachers to share with parents for the purpose of empowerment and support. Section one covers transition laws, the transition process, transition domains and planning options, sample transition goals (needs statements), and a student transition questionnaire. Section two is a resource list of assistive technology resources, career training programs, community agencies, and parent training and information centers. The areas addressed include options for post-secondary education, vocational training, adult education, adult services, independent living, and community participation as specified in the IDEA.

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CHAPTER ONE

REVIEW OF THE LITERATURE

INTRODUCTION

A significant amount of the literature indicates that young adults with disabilities frequently experience significant difficulty making the transition into adult life (Blackorby & Wagner, 1996; Edgar, 1991; Halpern & Benz, 1987; Love & Malian, 1997; Wagner, Newman, D'Amico, Jay, Butler-Nalin, Marder, & Cox, 1991). These youth remain unemployed or underemployed, and experience a quality of life remarkably different from their non-disabled peers (Hasazi, Gordon, & Roe, 1985; Mithaug, Horiuchi, & Fanning, 1985; McNair & Rusch, 1990; Neel, Meadows, Levine, & Edgar, 1988; Wagner, 1989, 1991a). Studies have found that students with disabilities who receive transition planning and services are more likely to stay in school, to attend college, and to be employed than those who do not receive such planning and services (Wagner, 1988-1993). Similarly, Wagner adds, students with disabilities who received job-specific vocational education performed better in school and at work, had significantly lower absenteeism, and were significantly less likely to have dropped out of school (1991b).

The literature also indicates that a variety of support systems are essential in the successful school-to-work transition of these students. Many school and community

agencies have been developed to provide various kinds of support. A critical component of career and transition planning (Harrington, 1982), whether it be searching, exploring, or implementing a desired goal, is information and resources. An important step in program planning, he states, is identifying suitable resources within the organization and community that would be of value. Once the appropriate agencies and resources have been identified, planning and programming via collaborative agency efforts can occur. Harrington (1982) defines the steps in the planning process as assessing local needs, prioritizing the needs and setting objectives, assessing the available resources, developing delivery strategies and programming, implementing, evaluating, and following up. He adds that planning seldom occurs in an unbreakable lock-step procedure, it is a dynamic process that involves revision and change as feedback occurs along the way.

The responsibility for education, training, placing, and supervising students in a transition and work-training program cannot be taken lightly. It is an endeavor that collectively involves a host of participants in order to facilitate positive outcomes for students with disabilities. Parents, advocates, school staff, and adult service providers need to work collaboratively (Everson & Moon, 1987) to develop and maintain services and to assist in the smooth transitioning of the student to the next support

system (Szymanski, Hanley-Maxwell, & Asselin, 1990).

However, if persons with disabilities are to benefit from the collaboration, then their welfare must supercede the convenience of the agencies.

What is the motivation behind this tremendous investment of time, effort, patience, training, and support in facilitating the successful transitioning of students with disabilities? Clark and Kolstoe (1995) provide the answer to this inquiry:

To regard people with disabilities as a potentially valuable resource requires a commitment of faith and a recognition that potential must be discovered, nurtured and developed. It requires a tremendous investment...with substantial returns. All participants benefit because they are converting dependents on tax dollars into tax payers, and providing anxious parents with emotional strength, employers with able workers, and people who have disabilities with unparalleled feelings of self-worth. A labor that is of considerable value (p.2).

The field of transition is a complex and vast enterprise involving a plethora of educators, students, parents, services providers, community, and agency personnel. Thousands of articles and books have been contributed to the literature. As a result, the focus of this review of the literature will be confined to the historical foundation of transition, the definition of transition, policies and legislation that have affected it, and one component vital to successful transitioning: parental/family involvement.

HISTORICAL FOUNDATION

Historically, employment opportunities for persons with disabilities have never been abundant. A search for evidence of the general value placed by society on people with disabilities as members of the work force does not uncover any systematic efforts to help them secure respected places as working, contributing adults (Kolstoe & Frey, 1965; Sloan, 1963). Existing records indicate that the only training that occurred in the distant past focused primarily on persons with mental retardation. People with other disabilities were not included in this endeavor.

In the Middle Ages and before, people with disabilities did not receive much consideration. However, as long as they could perform some useful task that contributed to the hard labor of their agrarian society, they were tolerated.

Not until the events leading to the signing of the Magna Carta in 1215 A.D. were civil rights of much concern. Subsequently, the revolt of the British colonies in America in 1776 and the French Revolution of 1793 were expressions of a rising awareness of the lack of individual freedoms.

Education in the United States was highly valued from the earliest days of the American colonies but it wasn't until the early 1900's that education in a school setting for children, in general, began to develop. Programs for students with disabilities were developed a decade after World War II and over the next twenty five years. From the

earliest efforts, it was recognized that educational curricula used with students without disabilities did not provide the kind of content that would help students with disabilities learn to become independent adults. This led to placement in special classes where the emphasis was on self-development and work skills. Special educators rejected academic criteria and concentrated their efforts on preparing students for work. Unfortunately, during this time period, much confusion resulted as to what these programs were actually accomplishing. Program effectiveness could not be ascertained because there was no consensus on what was supposed to be accomplished.

A goal did emerge during the civil rights movement of the 1960's: the principle of normalization whose purpose was to ensure a normal existence for persons with disabilities. Wolf Wolfensberger, having observed this principle in effect in Scandinavian countries, introduced it to the United States in a 1972 publication that described normalization as the "utilization of means which are as culturally normative as possible in order to establish and/or maintain personal behaviors and characteristics which are as culturally normative as possible" (p.28). Interpretation and meaning of the normalization principle was surrounded by controversy (Roos, 1970; Throne, 1975). Despite these problems, this principle established the goal for all people with

disabilities to have the right to as normal an existence as possible using the most normal means possible. Many educators, however, viewed the traditional academic program as the most normalizing environment available. Thus, academic achievement became the criterion for success. After countless hours were spent attempting to achieve academic equality between students with disabilities and their non-disabled peers, it was discovered that these endeavors resulted in little success. Consequently, the focus changed again to the developing of vocational skills. As a result, experimentation with various programs to assist youth with disabilities to train for and find jobs occurred. In conjunction with work training, assistance was offered to advise these youth in other aspects of life that proved troublesome for them.

At this point in time, work training programs were established primarily for students with mental retardation. These programs analyzed community jobs into their component skills and then incorporated those skills into a curriculum. In addition to the job performance skills, personal and social skills deemed important to leading a satisfying life style were also recognized. These were presented in the book A High School Work Study Program for Mentally Subnormal Students (Kolstoe & Frey, 1965). Even though the needs of students with mental retardation were specifically addressed, the curriculum and techniques were presented as

being applicable to a much broader range of persons with disabilities. Thus, training efforts were increased to include youth with all types of disabilities which led to the vocational education movement of the 1970's.

Two main areas of criticism about vocational education programs emerged. First, Brolin and Kolstoe (1978) cited that the training efforts were viewed as being restricted to only a few jobs in each area of exceptionality and the levels of training were so low that they precluded people with disabilities from all but the most menial jobs.

Second, it was of major concern that special educators taught not only the academic areas but also the vocational and independent living skills. In addition, they did job placement and follow-up supervision. Few, if any, college training programs provided opportunities for would-be teachers to learn all of those skills, and those programs that did address those skills did so minimally (Clark & Oliverson, 1973).

Following this period, additional program adaptations occurred leading to the career education movement. Sidney Marland first presented the concept of career education in a speech to school administrators in Houston, Texas in 1971. He described the concept in these words:

I do not speak of career education solely in the sense of job training, as important as it is. I prefer to use career in a much broader connotation, as a stream of continued growth and progress. Career education must go beyond

occupational skills addressing effectively the matter of living, touching on all its pragmatic, theoretical, and moral aspects.

Thus, Marland defined career education in its' broadest terms, not only as a preparation to earn a living but also as a way to learn about living itself.

Hoyt (1977) defined career education as an effort at refocusing American education and the actions of the broader community in ways that will help individuals acquire and utilize the knowledge, skills, and attitudes necessary for each to make work a meaningful, productive, and satisfying part of his or her way of living (p.5).

Students with mild disabilities experience higher unemployment rates than the general population, both during and after high school (Edgar, 1988; National Transition Longitudinal Study, 1994; Wehman, 1993). Consequently, employability skills must be taught during the high school years to assure student success in the adult world. In addition, self-advocacy training, systematic referral to adult agencies, family involvement, and immediate and ongoing job support to obtain and maintain employment over time (Clark, 1994; Edgar, 1988; Meers, 1992; National Transition Longitudinal Study, 1994; Wehman, 1993) needs to be included in the curriculum. Professionals and students alike have been found to perceive a significant need for instruction during high school in job placement, job maintenance skills, self-advocacy, job-related social

skills, transportation skills, and other transition services (Karge, Patton, & de le Garza, 1992). As a result, special educators have continuously evaluated their efforts, changing, adding, and discarding elements, materials, and practices as they seek better ways to help young people with disabilities become better prepared to work and live in a complex and changing society. These efforts have evolved into the transition movement championed in 1984 by Madeline Will, Director of the Office of Special Education and Rehabilitation Services.

DEFINING TRANSITION

Transition is generally defined as a purposeful, organized, outcome-oriented process designed to help at-risk students move from school to employment and a quality adult life. Madeline Will (1984) suggested that transition should be "...a bridge between the security and structure offered by the school and the opportunities and risks of adult life" (p.2). This broad view of transition focused primarily on the movement from school to work using three bridges which represented the diverse paths students may take to attain employment (Halpern, 1992). Supporting this view, Rusch and Phelps (1987) added that transition was an intermediate phase of the school-to-work continuum (p. 490). Berkell and Gaylord-Ross (1989) and Wehman, Kregel and Barcus (1985) identified transition as a systematic process that

ultimately led to employment. Halpern (1985) expanded transition to include non-vocational dimensions such as residential living and social and interpersonal networks with the focus on successful community adjustment.

Expected student outcomes in a successful transition program include meaningful employment, further education, and participation in the community, which all contribute to a quality adult life.

The California educational system is responsible for providing quality educational opportunities and for coordinating with other service delivery systems to provide a broad array of services and activities to help at risk students progress smoothly to a successful adult life. How do we identify these students "at risk?" They are generally defined as those who experience barriers to successful completion of school including individuals with exceptional needs. Frymier and Gansneder (1989) found two major indicators that can help identify students who are potential dropouts: (a) students who are retained at least one year during their school career, and (b) students who fail specific classes.

Best Practices

Based on a review of transition literature, Kohler, DeStefano, Wermuth, Grayson, and McGinty (1992) identified various best-practices in transition. These included: (a)

vocational training, (b) parent involvement, (c) interagency collaboration, (d) individualized plans/planning, (e) paid work experience, (f) social skills training, (g) community-based instruction, (h) community-referenced curriculum, (i) follow-up employment services, (j) integration, and (k) vocational assessment. Kohler (1992) also recommended nine other practices which included: (a) interdisciplinary teaming, (b) employer input, (c) identification of specific transition outcomes, (d) inclusion of career goals and objectives in the IEP, (e) career education curriculum, (f) daily living training, (g) academic skills training, (h) early transition planning, and (I) interagency agreements.

Interagency Collaboration

In communities across the United States, scores of organizations and agencies provide services to youth with disabilities. Public, private, or semi-public, they may be local in nature, branches of state offices, or arms of federal agencies. Making sense out of this complex service delivery system can best be handled by coordination efforts at the local level through interagency collaboration, more commonly known as linkages or coalitions (Steere, Pancsofar, Wood, & Heemovic, 1990). Transition is not only a process (Edgar, 1987) but also a multidimensional service delivery system (Halpern, 1985). The linkages may take place between school discipline areas, community agencies, or combinations of the above, but they share the common goal of improved

support services. Interagency agreements have been described by Getzel, Salin, and Wachter (1986) as developing because: (a) different agencies may provide the same or similar services, (b) there is a scarcity of funds or resources, (c) there is a chance to offer higher quality services, and (d) services under such agreements increase in efficiency. Such reciprocal or working relationships among agencies have an important bearing on the effectiveness with which services can be provided to students with disabilities. Ideally, these agencies should be able to coordinate their services so that these youth will receive all of the services they need regardless of which agency initially identified and began to provide services to them (see Appendix).

Three Vital Transition Elements

Transition for students with disabilities involves preparation in the secondary school, support at the point of leaving school, and the securing of opportunities and services needed in adult life. It is, therefore, important to consider three transition elements: (a) the sending agency, (b) the actual hand-off process, and (c) the receiving agency (Edgar, 1988).

The sending agency has primary responsibility for the student before transition. In the case of graduating special education students, the schools are the sending

agency (Edgar, 1988). The sending agency can improve transitions by modifying programs so that students with disabilities will have the skills necessary to access the adult services that are available to them (McDonnell, Wilcox, Boles, & Bellamy, 1985; Thornton & Zigmond, 1988). In addition, according to Halpern (1992), curriculum content should not focus its' primary concern with remedial academics but rather on the development of functional skill attainment. Furthermore, add Clark & Kolstoe (1995), the course of study should include life-career competency development. They define it as involving values, attitudes, habits, human relationships, occupational information, and acquisition of job and daily living skills (p.56).

The hand-off involves the process and procedures that are used to move the student from one agency to another. The hand-off includes planning for the new placement, communicating with parents, exchanging records, and choosing a new placement. Planning and accomplishing an effective hand-off may begin two or three years before the actual student transfer. This advance planning serves to ease the student into adult service systems over a period of time and has the potential to lessen the emotional impact of an already stressful situation for the student (Szymanski, Hanley-Maxwell, & Asselin, 1990).

In the article, "MANEUVERING THROUGH THE MAZE, TRANSITION PLANNING FOR HUMAN SERVICE AGENCY CLIENTS", (1984), there are six identified issues in the hand-off process that agencies need to address in their interagency collaboration. These issues are:

1. Awareness. Sending and receiving agencies need to know about one another's programs.
2. Eligibility Criteria. Planning for new placements requires the consideration of several possible destinations. Sending agencies need a basic understanding of eligibility criteria to make valid and realistic referrals.
3. Exchange of Information. In order to prepare for their new clients before their arrival, receiving agencies need information about them. Names, service needs and history, and assessment results can be exchanged between agencies with parent permission.
4. Program Planning Before Transition. Assuming that every student or client has a service history and a service future helps agencies to make transition planning a routine rather than random event. Pre-placement planning can be accomplished jointly by sending and receiving agencies before transition, thus preventing a gap in service and promoting continuity.
5. Feedback After Transition. Receiving feedback about what happened to a former student or client serves many purposes for the sending agency. Information on client outcomes in new environments provides important data for program evaluation and alteration.
6. Written procedures: Formal procedures are needed to ensure that important transition hand-off activities take place. Even single events such as an exchange of pertinent information between agencies need to be systemized lest they be neglected. Part of this process is documentation. Formal written procedures improve client transitions into new services in a number of ways. When procedures are in writing, they are not easily overlooked or forgotten. A particular staff member may know unwritten procedures well, but when this person leaves the agency the procedures are lost. Written procedures are

easier to evaluate and modify. They also document responsibilities and provide a vehicle for negotiations between agencies (p.1-2).

The receiving agency will assume primary service responsibility for a student from another agency. Receiving agencies can improve transition by modifying programs and services to build upon the student's previous program, communicating with the school about the student, and managing the transition process at that point in time. Rusch & Phelps (1987) cite case management and communication between agencies as the bridge of the successful transition. Service agencies such as the Department of Rehabilitation, Habilitation, and Inland Regional Center are most likely to be the receiving agencies to be involved with students with disabilities who are transitioning from school to adult life (Haring & Lovett, 1990). As the receiving agencies, they should be involved before the hand-off so that when the transition occurs, there will have been communication between the senders and the receivers (Everson & Moon, 1987). Pre-transition involvement facilitates a smoother student segueing from one service delivery system to the next (Hasazi, Gordon, & Roe, 1985).

The federal government has mandated that transition planning must begin well before the student with special needs exits the school program (Public Law 99-457). In addition, the new definition of "individualized education

program" in the IDEA formalizes the concept of interagency and community linkages by making it a part of the IEP process (20 U.S.C. Chapter 33, Section 1401(e)(1)(D): A statement of the needed transition services for students beginning no later than age 16 and annually thereafter (and, when determined appropriate for the individual, beginning at age 14 or younger) including, when appropriate, a statement of the interagency responsibilities or linkages (or both) before the student leaves the school setting. The IDEA clearly establishes the expectation that the delivery of transition services is not solely a school responsibility (Aune & Johnson, 1992). It also charges the school with ensuring that linkages with non-school agencies occur, rather than waiting for those agencies to initiate an activity. Because the educational system does not have the total resources required to provide all of the related services mandated in Public Law 94-142, it is forced to establish relationships with other agencies and organizations to provide such comprehensive care.

LEGAL ISSUES IN TRANSITION

The transition of students with disabilities from high school to adult life is a process that is governed by a number of state and federal laws. Special educators, transition specialists, families, and every other party involved should be familiar with the variety of laws which

impact the transition process. Successful transition depends on ongoing collaboration, communication, and mutual understanding of the laws in transition between a variety of persons and agencies.

One of the most important pieces of transition legislation is the Education for All Handicapped Children Act of 1975 (Public Law 94-142). This law requires that public schools provide free, appropriate, public education for students with disabilities between the ages of three and twenty-one. This education includes special education, related services, regular education, and vocational education, specifically designed to meet the unique needs of students with disabilities. Several years after the passage of this law, professionals in the field such as Madeline Will (1984) and Eugene Edgar (1987) began to question the degree to which special education students were being successfully transitioned from school to post-school activities. Although the Education for All Handicapped Children Act (EAHCA) made public education available to all children with disabilities, concerns were expressed as to post-school outcomes for these students. Studies showed that special education students had high dropout rates, and that many who remained until graduation were unemployed or underemployed shortly thereafter (Wagner, 1988-1993). Johnson and Rusch (1993) cited that students with disabilities were twice as likely to drop out of school than

most students. However, depending on the type and severity of the disability (e.g., serious emotional disturbance) some students with disabilities were over six times more likely to drop out of school than the total school-age population.

Although special educators were providing activities designed to transition students to post-school success, the EAHCA contained no specific guidelines as to how the transition process should be implemented or documented or to what goal it was intended to achieve.

Consequently, in 1990 Congress passed amendments to the Act, now known as the Individuals with Disabilities Education Act (IDEA), requiring that transition planning and services become an integral part of the special education process.¹ The amendments became effective in 1991. The final U.S. Department of Education regulations were published in the Federal register on September 29, 1992, and went into effect forty five days later, on November 13, 1992.² By passing this legislation, Congress recognized the critical role of special education in transitioning special education students from high school to post-school adult life.

Transition services are defined in IDEA (Section 300.18) as:

A coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities, including post-secondary

education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities must (i) be based upon the individual's needs; (ii) take into account the student's preferences and interests; and (iii) include instruction, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, the acquisition of daily living skills and functional vocational evaluation.

The key phrases of (a) a coordinated set of activities for a student, (b) designed within an outcome-oriented process, (c) which promotes movement from school to (d) post-school activities, are of extreme importance in transition plan content. As a result, they will be examined in more detail.

(a) Coordinated Set of Activities

The coordinated set of activities that must be included in the IEP are to be based upon the individual student's needs, taking into account the student's preferences and interests.³ They should always include: (a) instruction, (b) community experiences, and (c) development of employment and other post-school adult living objectives.⁴ If the IEP team determines that services are not needed in any of the three main areas above, it must include a statement to that effect in the IEP. The IEP team must also state the basis upon which the determination was made.⁵ When appropriate, the coordinated set of activities should also include the

acquisition of daily living skills and functional vocational evaluation.⁶

(b) Outcome-oriented Process

Transition plans must be designed within an outcome-oriented process.⁷ A stated post-secondary outcome which is based on the student's preference and interests could be defined through such descriptors as: employment, post-secondary vocational training or college, independent living, supportive employment work sites, as well as many other options.

(c) Promoting Movement

The coordinated set of activities in a special education student's IEP must promote movement from school to post-school activities.⁸ The House Report on the transition amendments provides guidance as to the school's role in promoting movement from school to post-school activities.

The report states in part:

The Committee wishes to emphasize that the schools are not being asked to do what they are not intended to do. For instance, the schools are not expected to become job placement centers. However, there are many employment and employment-related activities which are appropriately provided by and funded through the education agency. In addition, the schools should facilitate linkage with other public agencies in the transition to independent living, job training preparation, vocational rehabilitation, and secondary education. That is why the Committee has taken great care in its choice of the words, "which promotes movement" in the definition of transition services. The Committee expects schools to familiarize themselves with the post-

school opportunities and services available for students with disabilities in their communities and the State, and make use of this information in the transition planning for individual students. By doing so, schools can facilitate linkage with agencies when needed by students, can ascertain requirements for access to, and participation in, the opportunities offered by these agencies, and can thus effectively communicate this information to students and their families, and identify ways in which they can prepare students with disabilities to take advantage of these opportunities.⁹

(d) Post-school Activities

The post-school activities specifically identified in IDEA include: post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, and community participation.¹⁰

In summary, this section was intended to provide an overview of relevant statutes which affect transition. Special educators, transition specialists, agency personnel, and families should be familiar with the various state and federal laws which impact the transition process. Mutual understanding of these laws is an important aspect of effective communication and collaboration.

PARENTAL/FAMILY INVOLVEMENT

The role of family and parents in the transition process is pivotal to the success of transition planning. It is the family who takes the student into adulthood and advocates for services for the rest of the student's life

(Asselin, Todd-Allen, & deFur, 1998). Numerous studies have addressed the potential roles and responsibilities of parents and families of students with disabilities involved in transition (e.g. Anderson, 1987; Everson & Moon, 1987; Gillet, 1987; Wehman, Wood, Everson, Marchant, & Walker, 1987). For example, Brotherson, et al. (1988) assessed the needs identified by parents related to the transition of their children to adulthood. McNair and Rusch (1991) evaluated parents' expectations for their children after exiting school, their level of involvement in transition planning for their children, and the degree to which parents were willing to be involved in such planning. Halpern (1992) suggested that the lack of parent participation and involvement may be detrimental to the achievement of successful transition outcomes.

Families with a disabled member are much like families without a disabled member. They come in a variety of sizes, shapes, and colors. They hold the same hopes for their children as do other parents. They want their children to be as independent and self-sufficient as possible when they reach adulthood (Mercer & Chavex, 1990). One main difference in families with a disabled member is that problems associated with life transitions are often intensified (Buscaglia, 1975; Featherstone, 1980; Heisler, 1972). So it is a critical stage in the family's life cycle

when the time comes to launch one of its' members toward autonomous functioning outside the family (Duvall, 1971).

Research has shown that parents assume one of three roles in the transition process: facilitator, minimal participant-non participant, or obstructer (McNair & Rusch, 1987). Promoting the parental role of facilitator is vital since the family operates as the mediating unit between the individual and society (Okun & Rappaport, 1980). Parents must be active participants and work with their child in the determination of the child's needs, preferences, and interests.

It has been argued that although parents have intimate knowledge about their child, they cannot be expected to be knowledgeable in all of the critical areas vital to a successful transition for their child (Ferguson, Ferguson, & Jones, 1988; McDonnell, Wilcox, Boles, and Bellamy, 1985; McNair & Rusch, 1987). As a result, it is highly advisable to assist and train parents to be effective advocates for and consumers of services. This concept is further expounded upon in the article "MANEUVERING THROUGH THE MAZE: TRANSITION PLANNING FOR HUMAN SERVICE AGENCY CLIENTS" (1984) where it is cited that in many cases, parents may play the role of the transition case manager, where transition must be planned for and they may have to initiate planning and communication with other agencies as they maneuver through

the maze of services. In fact, adds Arnold (1988), the greatest resource for assisting students with disabilities to lead lives which are as fulfilling and productive as possible is a well-advised and supported family.

Hegarty (1992) identified three fundamental conditions necessary to assist parents in assuming a major role in their child's education and transition. These are:

- 1) Empowering parents. If parents are to play an effective part in their children's education, they must be enabled to do so. This entails sharing information with them on their child's condition, program and on the services available. Teachers and other professionals must value what parents do and take steps to build up their confidence.
- 2) Changing the roles of professionals. None of the above can happen without major changes in the role perceptions of professionals. If parents are to be truly empowered, professionals have to be convinced of the need to demystify their professional domains. They must be willing to share their skills, or at least to deploy their skills through less expert hands. This in turn calls for new skills on their part: skills of dialogue, collaboration, team building, and review.
- 3) Working toward community participation. Community-based approaches provide a natural content for parental involvement in special educational provision. Parents and family are part of a community, and a holistic involvement of the former also enrolls the wider community in support and responsibility.

CHAPTER TWO

TRANSITION RESOURCE GUIDE FOR TEACHERS

SECTION ONE: TRANSITION INFORMATION

In order to facilitate effective transition strategies, there are a number of issues of which special educators should be familiar. These issues include transition laws, the transition process, ITP participants, the teacher role as the school transition facilitator, transition domains and planning options, transition goals, and assisting the student and family to prepare in advance for the transition meeting. This section will provide ideas and suggestions in all of the above areas to ease the facilitation of this process.

TRANSITION LAWS

It is imperative for those involved in the transition of students with disabilities to keep abreast of state and federal laws which impact transition. Effective collaboration and communication between all transition participants is dependent upon mutual understanding of these laws. An overview of federal and state legislation that pertains to the successful transitioning of these youth will now follow.

1. Public Law 94-142: The Education For All Handicapped Children Act of 1975. Requires that public schools provide free, appropriate, public education for students with

disabilities between the ages of three and twenty-one. This includes special education, related services, regular education, and specially designed vocational education, if appropriate. Vocational education is included in the definition of special education if it consists of specially designed instruction to meet the unique needs of a student with a disability.

2. Public Law 98-199 of 1983: contains amendments to The Education For All Handicapped Children Act. It provides grant competitions for secondary education and transition services for youth with disabilities between ages 12 and 21.

3. California Education Code, Part 30: Assessment: Chapter 4, Article 2, Section 56320(f) requires that students are assessed in all areas related to the suspected disability including, where appropriate, career and vocational abilities and interests.

Individualized Education Program (IEP) Vocational Component: Chapter 4, Article 3, Section 56345(b) requires that when appropriate, the individualized education program shall also include, but not be limited to, all of the following:

- a) Prevocational career education for students in kindergarten and grades 1 to 6, inclusive, or pupils of comparable chronological age.
- b) Vocational education, career education or work experience education, or any combination thereof, in

preparation for remunerative employment, including independent living skill training for students in grades 7 to 12, inclusive, or comparable chronological age, which require differential proficiency standards pursuant to Section 51215.

Resource Specialist Duties: Chapter 4, Article 4, Section 56362(a) requires that the resource specialist program shall provide, but not be limited to, emphasis at the secondary school level on academic achievement, career and vocational development, and preparation for adult life. Designated Instruction and Services: Chapter 4, Article 4, Section 56362(a) requires that these services may include, but not be limited to, specially designed vocational education and career development.

4. Public Law 94-524, The Carl D. Perkins Vocational Educational Act of 1984. Mandates that every student with disabilities and his/her parents be informed of vocational education opportunities available in school one year before such services are provided, but no later than the beginning of ninth grade. P.L. 98-524 emphasizes that students with disabilities must have equal access to vocational education services when appropriate, as indicated in the IEP. These services may include: vocational assessment, special services with adapted curriculum to meet needs, guidance counseling and career development, staff and counseling services to facilitate transition.

5. California Administrative Code, Title 5, Section 3051.14, Specially Designed Vocational Education and Career

Development. Requires that specially designed vocational education and career development for individuals with exceptional needs regardless of severity of disability may include:

- a) Providing prevocational programs and assessing work-related skills, interests, aptitudes, and attitudes.
- b) Coordinating and modifying the regular vocational education program for an individual with exceptional needs.
- c) Assisting individuals to develop attitudes, self-confidence, and vocational competencies to locate, secure, and retain employment in the community or sheltered environment, and to enable such individuals to become participating members of the community.
- d) Establishing work training programs within the school and community.
- e) Assisting in job placement.
- f) Instructing job trainers and employers as to the unique needs of the students.
- g) Maintaining regular scheduled contact with all work stations and job site trainers.
- h) Coordinating services with the Department of Rehabilitation and other agencies as designated in the individualized education program.

6. Public Law 101-476: Individuals with Disabilities

Education Act of 1991. Adds "transition services" which means: A coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities, including:

- a) Post-secondary education,
- b) Vocational training,
- c) Integrated employment (including supported employment),
- d) Continuing and adult education,
- e) Adult services,
- f) Independent living,
- g) Community participation.

The coordinated set of activities must be based upon the individual student's needs, taking into account the student's preferences and interests, and shall include needed activities in the areas of:

- a) Instruction,
- b) Community experiences,
- c) Development of employment and other post-school adult living objectives,
- d) When appropriate, acquisition of daily living skills and functional vocational evaluation.

7. Reauthorization of IDEA of 1997. Requires that transition services begin at age fourteen.

Additional relevant transition legislation as cited in
The Special Edge (1995) includes:

- 1973: Rehabilitation Act (PL 94-112)
- 1978: Rehabilitation, Comprehensive Services, and
Developmental Disabilities Amendments (PL
95-602)
- 1981: Workability I
- 1982: Job Training Partnership Act (PL 97-300)
- 1983: Education For All Handicapped Children Act
Amendments (PL 98-199)
- 1985: Workability II
- 1985: Workability III
- 1986: Education For All Handicapped Children Act
Amendments (PL 99-457)
- 1986: Rehabilitation Act Amendments (PL 99-506)
- 1986: Supplemental Security Income Improvement Act
(PL 99-643)
- 1987: Transition Partnership Program
- 1990: Carl D. Perkins Vocational Applied
Technology and Education Act Amendments
(PL101-392)
- 1990: Rehabilitation Act Amendments
- 1990: Americans With Disabilities Act (PL 101-336)
- 1991: School-to-Work Interagency Transition
Partnership Project
- 1992: Carl D. Perkins Act Amendments
- 1992: Job Training Partnership Act Amendments
- 1992: Rehabilitation Act Amendments
- 1992: Workability IV
- 1994: School-to-Work Opportunities Act (PL 103-
239)
- 1994: Goals 2000 Educate America Act (PL 103-227)

THE TRANSITION PROCESS

The transition planning process consists of six components. These are: 1) educational programs, 2) assessment, 3) an initial transition plan, 4) a transition plan review, 5) an exit meeting and plan, and 6) post-school facilitation. Each of these components will now be discussed.

1. Educational Program:

A student's educational program is designed to meet the requirements outlined in the Individualized Education Program (IEP), the student's individual needs, and graduation requirements. The emphasis for the learning disabled student is on academic skills development, specific vocational skills training, and career awareness. Community work experience is an important option considered on an individual basis. The student begins to build an employment history, acquires skills to consider living on his/her own, and uses practical application of academic skills.

2. Assessment:

A series of standardized interest inventories (i.e.: Cops, Caps, Copes, Janus, etc.) is administered to help the student determine appropriate school/training programs, as well as appropriate community work placements. These assessments are used in conjunction with academic achievement tests to give the student more clarity in his/her vocational potential. Informal assessments may include teacher observation and evaluations, employer evaluations, and vocational education performance records.

3. Initial Transition Plan:

The first written plan for a student's transition from school to adult life is completed at the IEP review meeting that is at or near the student's sixteenth birthday. The school transition facilitator, usually the special education

teacher, begins a transition file on each student, and works with the student, parents, and teachers to act on the recommendations outlined in the initial plan. Prior to the meeting a notice must be sent to the family stating that transition services will be discussed. In addition, the student must attend the transition meeting in order to represent his/her interests and to achieve student ownership in the total transition planning process.

4. Transition Plan Review:

The transition plan is reviewed, modified, or rewritten annually at the student's IEP review. The transition facilitator coordinates the review that may include the student, parents, and representative(s) from any adult service providers that will be involved in the student's transition. The facilitator maintains the student's transition records to track transition recommendations and see that they are accomplished.

5. Exit Meeting and Plan:

A final review of a student's transition plan is done during the second semester of his/her senior year at the annual IEP review or at a separate transition meeting. The adult service provider begins to take the leadership role in the transition activities at this point of the transition process.

6. Post-school:

Upon graduation, the transition facilitator forwards all transition documents to the appropriate adult service providers who will be working with the student after his/her school experience has ended. The adult service providers assume the facilitator role. A student leaving school without the need of a community agency will act independently on transition plan recommendations.

Suggested Participants In The ITP Process

It is highly recommended that the transition facilitator (special education teacher) connect with the student and family prior to the transition meeting and send home information about the options for future placements and concerns about the student's transition (refer to Student Transition Questionnaire).

When the transition meeting is conducted, those individuals vital to the determination of needed services and plan development should be participants. They are:

- * Parents/guardian, and significant family members
- * Student
- * Transition facilitator
- * Administrator designee
- * Adult service providers
- * Other teachers involved with the student
- * Department of Rehabilitation counselor

- * Department of Mental Health caseworker
- * Department of Social Services caseworker
- * ROP specialist
- * Disabled Student Services counselor from
local community college or university

The Role of the School Transition Facilitator¹¹

The transition requirements of IDEA and emerging trends in special education program delivery have created a new role for special education professionals, that of coordinating transition services. As a result, the special educator has now become the school transition facilitator for his/her students with disabilities. Although specific responsibilities vary from school to school and district to district, there are basic components of transition service delivery that are essential to effective program outcomes. The following list of job responsibilities is meant to provide clarification for special educators in the facilitation of this role.

1. Develop formal contacts between the school and community agencies.
2. Provide students and families with transition information.
3. Assess transition needs and write transition plan.
4. Develop a school data base of transition students in the years prior to graduation and exchange data with

community services.

5. Develop and review annually the actual mechanics of transition services with relevant agencies.
6. Provide in-service information to other school personnel, families, and community agencies.
7. Assist students and families as they make transition linkages with employers and agencies.
8. Implement a comprehensive curriculum focusing on vocational/occupational training, personal management, and recreation/leisure skills for all students with disabilities.
9. Follow-up school graduates for program effectiveness or referral for other transition needs.
10. Provide a supportive environment for the student and family to exchange or acquire transition information that leads to successful outcomes.
11. Empower students and families in making individualized transition decisions.
12. Document the process through the IEP/ITP (Individualized Education Program/Individualized Transition Plan).
13. Provide on-going assessment of functioning level related to transition (i.e.: work behaviors, social skills, independent living, and vocational skills).
14. Teach students the needed skills for successful transition.

TRANSITION DOMAINS and PLANNING OPTIONS¹²

To simplify the transition needs of a student, it is helpful to think in terms of specific domain areas in life that are essential for any human being to achieve happiness, a healthy self-esteem, and a sense of productively contributing to society. These domain areas include education, work, housing, leisure time and social activities, personal management, and transportation. Each of these domains is a necessary component for a quality adult life and each should be addressed at some point in the transition planning process.

This section will address various domain areas and will provide some suggestions in planning options.

The IEP team must address, at a minimum, the following three activities:

- 1) Instruction: the use of formal techniques to impart knowledge provided in the schools (i.e.: general education classes, academic instruction, tutoring arrangements, etc.)
- 2) Community experiences: those services provided outside of the school building, in community settings (i.e.: community-based work experiences, job-site training programs, banking, shopping, transportation, recreational services, etc.)
- 3) Development of employment and other post-school objectives: those services that lead to a job or career and important adult activities that are done occasionally (i.e.: registering to vote, doing taxes, renting a home,

accessing medical services, etc.)

Daily living skills should also be addressed when appropriate. These are activities that adults do every day (i.e.: preparing meals, budgeting, maintaining a home, paying bills, caring for clothes, grooming, etc.). The above activities can be addressed through the following seven domains which encompass all of the post-school activities as designated by the Individuals With Disabilities Education Act. These seven domains are:

- 1) Employment
- 2) Training and Education
- 3) Financial and Economic
- 4) Residential
- 5) Recreation and Leisure
- 6) Social Relationships
- 7) Independent Living

Determining Domain Options

Domain Area - Employment Options:

- 1) Competitive employment
 - a. Full-time
 - b. Part-time
- 2) Supported employment
 - a. Individual supported employment
 - b. Enclave
 - c. Mobile work crew

- 3) Volunteer placement
 - a. Full-time
 - b. Part-time

Domain Area - Training and Education Options:

- 1) College
 - a. Universities
 - a. State colleges
 - b. Community colleges
- 2) Adult Education
- 3) Trade or technical school apprenticeship
- 4) Specific vocational training
 - a. ROP classes
 - b. Workability
 - c. JTPA
 - d. Transition partnership (TPP)
 - e. Work experience education
 - f. Vocational education
- 5) Community-based adult day programs
 - a. Adult development center
 - b. Day training activity center
 - c. Behavior management program
 - d. Work activity and sheltered workshop

Domain Area - Financial/Economic Options:

- 1) Insurance
- 2) Benefits - Social Security Income (SSI)
- 3) Wages

- a. Regular wage scales
- b. Sub-minimum wage
- 4) Draft registration
- 5) Supplemental security income
- 6) Medi-Cal
- 7) Guardianship
- 8) Food stamps
- 9) Money management - Short or long-range financial planning
- 10) Plan for achieving self support (PASS)
- 11) Consumer skills

Domain Area - Residential Options:

- 1) Family residence - with parent, relative or Guardian
- 2) Independent living with in-home support services
- 3) Group home with board and care
- 4) Residential care facility - staffed apartment or house

Domain Area - Recreation/Leisure Options:

- 1) Possible activities
 - a. Specialized recreation/social activities (Special Olympics)
 - b. Sports or social clubs (YMCA, YWCA, Scouts)
 - c. Independent activities (bowling, tennis)
 - d. Community center program
 - e. Community colleges (craft, art, music classes)

- f. Park and recreation programs
 - g. Hobby clubs
 - h. Church groups
 - i. Socializing with friends at home, school, or
in the community
- 2) Possible sites
- a. Home
 - b. Church
 - c. Neighborhood
 - d. Local community

Domain Area - Social Relationships Options:

- 1) Co-workers - daily, weekly, or monthly
- 2) Friends
- 3) Family.
- 4) Counselors
- 5) Advocates who provide support for activities.

Domain Area - Independent Living Options:

- 1) Transportation
 - a. Independent (own car, bicycle)
 - b. Public (bus, taxi, dial-a-ride)
 - c. Specialized (wheelchair)
 - d. Travel with assistance (family, friends)
 - e. Mobility training
- 2) Domestic activities
- 3) Socialization and sexuality
- 4) Medical and dental needs

- 5) Personal care services
- 6) Safety
- 7) Parenting skills
- 8) Self-protection skills
- 9) Telephone use
- 10) Emergency communication.

Additional Areas of Consideration for Service Access:

- 1) California Children's Services
- 2) Employment Development Department
- 3) Habilitation Services
- 4) Inland Regional Center
- 5) Mental Health Department
- 6) Public Social Services Department
- 7) Rehabilitation Department.

SAMPLE TRANSITION GOALS (NEEDS STATEMENTS)¹³

Transition planning is intended to facilitate movement from school to a variety of post-school activities. The IEP team must address, at a minimum, the following three activities: 1) instruction, 2) community experience, and 3) the development of employment. Below is a list of sample transition activities in these three areas. Because each individual student is different, care should be taken to select only those activities that are appropriate for the individual student.

Instruction

These activities are formal techniques that are provided in the school or in other locations that impart knowledge. Sample activities now follow.

The student will:

- * Fulfill graduation requirements to earn a diploma.
- * Practice balancing checkbook.
- * Complete ROP course.
- * Read bus schedules/maps.
- * Practice completing job applications.
- * Read newspaper for job search, housing, major purchases, sales.
- * Prepare a budget through simulations.
- * Read a college class schedule.
- * Read a phone book to learn how to access information.
- * Read a college text to see if post-secondary goals are reasonable.
- * Read cooking recipes.
- * Read menus and picture menus.
- * Use calculator to assist with budgeting.
- * Learn to follow 3-step directions.
- * Complete financial aid and college application.
- * Participate in peer tutoring program.
- * Explore tech prep/academy pathway.
- * Visit Employment Development Department.
- * Take study skills class.

- * Study, take and pass SAT/PSAT.
- * Take course in nutrition, health, decision making, self-esteem, and child care and parenting.
- * Participate in career assessments.
- * Practice telephone skills.
- * Learn and identify own learning style.
- * Learn to read paycheck (deductions, etc.).
- * Complete 1040EZ tax form.

Community Experience

These are services provided outside of the school setting in the local community. Sample activities now follow.

The student will:

- * Volunteer for community service.
- * Visit mall stores.
- * Go to Department of Motor Vehicles for identification.
- * Visit Planned Parenthood.
- * Visit Community Agency offices (Social Security, EDD, Etc.)
- * Job shadow a variety of occupations.
- * Do banking.
- * Participate in a JTPA or Workability I training program.
- * Learn to read bus route.
- * Ride public bus.
- * Practice test-taking to obtain a drivers License.

- * Participate in safety awareness.
- * Learn safety procedures for road crossing and functioning in community.
- * Join a health club.
- * Define recreational interests and articulate.
- * Participate in a community activity.
- * Join an on-campus club of choice.
- * List teen activities available in the community.
- * Use phone book to access community services.
- * Call bus company for route information.
- * Use a map to identify routes to work/community resources.
- * Learn a bus route and travel to and from a designated location.
- * Plan route/excursions, using map, to specific community locations (gas company, electric company, Dept. of Rehabilitation office, etc.)
- * Take drivers training.
- * Go to a restaurant and order from the menu.
- * Make and keep a doctor's appointment.
- * Participate in supervised simulated apartment living.
- * Research and identify community cultural resources.
- * Attend a cultural activity.
- * Read local section of newspaper.
- * Participate in mentoring program (i.e., employer/mental health.)

- * Participate in Big Brother Program.
- * Buy a used car.
- * Follow community rules and laws.
- * Visit a museum.
- * Establish support for self (groups, family, etc.)

Employment

These are services that lead to a job or career.

Sample activities now follow.

The student will:

- * Take a job-readiness class.
- * Work in school cafeteria.
- * Look at want ads.
- * Go to job club.
- * Pick up job applications.
- * Fill out applications.
- * Make resume/portfolio.
- * Roll play interview.
- * Practice appropriate dress.
- * Register for Employment Development Department.
- * Volunteer at work site close to home.
- * Participate in student internship program.
- * Increase home responsibilities.
- * Apply for Work Experience or Workability II.
- * Participate in Job Shadowing.
- * Obtain a part-time job in off-school hours.

- * Call prospective employers about job openings.
- * Make follow-up call after interview.
- * Practice interview skills.
- * Identify specific career choice.
- * Research careers.
- * Identify specific qualifications for jobs.
- * Take a vocational assessment.
- * Take an aptitude assessment.
- * Research volunteer opportunities which could lead to employment.
- * Participate in on-campus work programs.
- * Learn ways to keep a job.
- * Learn how to leave a job appropriately (give two weeks notice)
- * Learn how to negotiate for a raise.
- * Learn to read pay stub job benefits package.
- * Learn to network to find a job.
- * Participate in career fair.
- * Determine training/education needed for job of choice.
- * Join Transition Partnership Project at high school.
- * Utilize career centers at high school.
- * Familiarize self with Work Experience.
- * Listen to school bulletin.
- * Check local bulletin boards in community for job openings.
- * Maintain daily school attendance.

- * Develop methods of resolving conflicts.
- * Obtain letters of recommendation from two adults who like you.
- * Start a job lead log to keep track of businesses where you have applied.
- * Contact and apply for a job at three businesses.
- * Check with school career center for job openings.

STUDENT TRANSITION QUESTIONNAIRE

It is highly recommended that communication regarding proposed transition options occur between the special educator and the student's family prior to the transition meeting. A sample student questionnaire is provided below. This can be sent home with the student in advance of the meeting to provide the family with various issues and option ideas that are relevant to successful transition planning for their child.

Dear Student (and Parents),

This year at your IEP (Individualized Education Program) meeting you will be asked about your plans and goals for the years after you leave high school. You will be asked to identify your plans for your life in five general areas: employment, training and education, living arrangements, financial considerations, and independent living needs. You and your team will then be able to choose which areas need action right now to assist you to reach

your goals. These actions will be recorded on your ITP (Individualized Transition Plan).

The following questions will help you bring together your thoughts about your hopes and plans for the future.

Student Name: _____ Date: _____

Directions: Circle the star for the line of your choice and fill in the blank line.

Employment

- * I want a full-time job as a _____.
- * I want a part-time job as a _____.
- * I think it would be helpful to have a job coach to teach me the skills for a job.
- * I won't need a job right away because I will be attending school full-time.
- * I haven't decided yet, but I'm thinking about it.

Education

- * I want to go to college full-time at _____.
- * I want to go to college part-time at _____.
- * In college I want to study to be a _____.
- * I want to go to vocational school to learn a job or trade. The job or trade I want to learn is _____.
- * I want to take adult education classes. The classes I want to take are _____.
- * I don't want to go to school because I'll be working at _____.

a job.

- * I haven't decided yet, but I'm thinking about it.

Living Arrangements

- * I want to live on my own in a house or apartment.
- * I want to continue to live with my parents or relatives.
- * I want to live in my own place, but I will need support from someone who can help me live on my own.

Financial Considerations

- * Where will your money to pay for your living expenses come from? _____
- * Have you applied for Social Security? _____
- * Have you applied to Department of Rehabilitation? _____
- * If so, have you completed the intake process? _____

Independent Living Needs

- * What kind of transportation will you use? _____
- * How will you take care of health problems? _____

- * How will you take care of your household chores (i.e.: laundry, cooking, cleaning, shopping, budgeting)?

- * What would you like to do outside of school and work (i.e.: movies, bowling, eating out, hobbies, sports, clubs)?

* What new or different things would you like to do?

* How would you meet people and make new friends?

* Who would you like to be at your transition meeting to help you plan for the future? _____

* Are there any other concerns you would like to be discussed at your transition meeting? _____

SECTION TWO: TRANSITION RESOURCES

In order to promote positive transition outcomes, special educators are responsible for facilitating linkages with agencies within the community. To best accommodate these linkages, teachers must become familiar with post-school opportunities and available services. This section is intended to provide a base of resources for special education professionals. These resources include assistive technology sources, career training programs, community agencies, and parent information centers.

ASSISTIVE TECHNOLOGY RESOURCES

The following are equipment and technology sources that can assist students with enhanced communication, mobility, educational abilities, and recreational pursuits that ultimately contribute to increased independence.

Centers:

California State University-Northridge (CSUN)

Offices of Disabled Student Services
18111 Nordhoff Street
Northridge, CA 91330
818/885-2684 (fax, 818/885-4929)
Can provide information regarding technology resources
and funding sources

CART

Rancho Los Amigos Hospital
7601 East Imperial Highway
Downey, CA 90242
310/940-6800

Center for Accessible Technology

2547 8th Street, 12-A
Berkeley, CA 94710-2572
510/841-3224

Computer Access Center

1807 Wilshire Blvd., # 202
Santa Monica, CA 90403
310/829-6395

High Tech Center Training Unit

21050 McClellan Road
Cupertino, CA 95014
408/996-4636

National Association for the Visually Handicapped

3201 Balboa Street
San Francisco, CA 94121
415/221-3201

Rehabilitation Engineering Center

Children's Hospital at Stanford
725 Welch Road.

Palo Alto, CA 94304
415/497-8199

Sacramento Center for Assistive Technology

4370 Mather School Road
Mather, CA 95655-0301
916/361-0553

Special Awareness Computer Center

Rehab Unit North
2975 North Sycamore Drive
Simi Valley, CA 93065
805/582-1881

Special Technology Center

590 Castro Street
Mountain View, CA 94041
415/961-6789

Team of Advocates for Special Kids

100 West Cerritos Ave.
Anaheim, CA 92805-6546
714/533-8275

Vendors:

AbleNet, Inc.

1081 Tenth Avenue, S.E.
Minneapolis, MN 55414
612/379-0956

Products include simple technology systems and related materials that allow users to actively participate in daily activities at home, work, school and in the community. Support services include workshops that provide information and training on the appropriate selection and functional use of simple technology tools.

ACS Technologies

1400 Lee Drive
Coraopolis, PA 15108
800/227-2922

Bodypoint Designs, Inc.

Suite 303
80 South Washington Street
Seattle, WA 98104
206/621-9648

Products include a complete line of professional wheelchair seating products, such as hip belts and shoulder support systems.

Cascade Designs/Varilite

4000 First Avenue
Seattle, WA 98134
206/583-0583
Varilite Modular Seating Systems.

Don Johnston, Inc.

1000 N. Rand Road, Bldg. 115
Wauconda, IL 60084
800/999-4660

Dragon Systems

320 Nevada Street
Newton, MA 02160
800/825-5897

Edmark Corporation

6727 185th Avenue NE
Redmond, WA 98073
800/426-0856

GUS Communications

3838 West King Edward Avenue
Vancouver, BC, V6S 1N1
Canada
604/224-6699

HumanWare, Inc.

6245 King Road
Loomis, CA 95650
916/652-7253

IntelliTools

5221 Central Avenue, Suite 205
Richmond, CA 94804
800/899-6687

Madenta Communications

9411A-20th Avenue
Edmonton, AB T6N 1E5
Canada
800/661-8406

Mayer-Johnson Company

P.O. Box 1579
Solana Beach, CA 92075
619/481-2489
3880 Cypress Drive
Petaluma, CA 94954
800/227-0735

Pointer Systems, Inc.

1 Mill Street
Burlington, VT 05401
802/658-3260

Adaptive Computing and Augmentative Communication Systems for persons with physical disabilities (e.g., FreeWheel, Cordless Headpointer, FreeBoard, Trackball, Joystick, SpeedScan, One or Two Switches, OneKey. Other systems available for speech (e.g., PopComm, MutliVoice, RealVoice, SmoothTalker, Infovox.

Prentke Romich Company

1022 Heyl Road
Wooster, OH 44691
216/262-1984

High performance speech output. Augmentative Communication systems, environmental control and computer access systems. Exclusive source for Minspeak and the Liberator.

Safko International, Inc.

3140 N. Arizona Ave., Ste. 111
Chandler, AZ 85224
602/497-1987

Designer of "Sensei", a fully integrated computer system based on the Apple MacIntosh computer, which allows users to control their environment, produce professional documents, answer and place telephone calls and more.

TASH, Inc.

Suite 1
91 Station Street
Ajax, Ontario, L4S 3H2
Canada
416/686-4129 or 800/463-5685

A variety of switches, computer keyboards and environmental controls

Telesensory Corporation

North Bernard Ave.
Mountain View, CA 94043
800/227-8418

Sells OCR, Braille, screen-magnification and speech products through catalogs and regional sales representatives

WesTest Engineering Corporation

1470 North Main Street
Bountiful, UT 84010
801/298-7100

Willow Pond Tools, Inc.

Adaptive Division
P.O. Box 544
Pembroke, NH 03275
603/485-2321

Adaptive and ergonomic seating for industry, office, home and schools, including adjustable computer tables, worktable and workbenches.

Words+, Inc.

40015 Sierra Highway, Bldg. 13145
Palmdale, CA 93550
800/869-8521

Zygo Industries, Inc.

P.O. Box 1008
Portland, OR 97207-1008
800/234-6006
Communication system products, such as the Macaw II
Computer access equipment and speech synthesizers.

Additional Resources:

ADA Hotline

800/949-4ADA
Hotline established to respond to inquiries regarding the
Americans with Disabilities Act

Apple Computers, Inc.

Office of Worldwide Disability Solutions
20525 Mariani Avenue
Cupertino, CA 95014
408/974-7910
Two publications featuring adaptive devices for MacIntosh
and other Apple computer products

AT&T

Special Needs Center
Suite 310
2001 Route 46
Parsippany, NJ 07054
800/233-1222
Directory of commercially-available products and
services

California Assistive Technology System (CATS)

Department of Rehabilitation
830 K Street
Sacramento, CA 95814

916/324-3062 Voice/TDD

A state-wide initiative funded by a grant from the National Institute on Disability Rehabilitation Research. The California Department of Rehabilitation is the lead agency.

Direct Link for the Disabled

P.O. Box 1036
Solvang, CA 93464
805/688-1603
Direct Connection (800) 982-2824?

Hyper Able-Data Trace Research and Development Center

S-151 Waisman Center
1500 Highland Avenue
Madison, WI 53705
608/262-6966, TDD: 608/263-5408; FAX: 608/262-8848
Resource list of products, companies and employment access information. Currently available as 7th Edition of the Co-Net CD-ROM with new data for Hyper-ABLEDATA and DOS-ABLEDATA.

IBM

National Support Center for Persons with Disabilities
P.O. Box 1328
Boca Raton, FL 33429-1328
800/426-2133 (V) 800/284-9482 (TDD)
Publishes a resource guide and listing of support organizations free of charge. Clearinghouse for information on technology that offers greater opportunity and independence for persons with disabilities in home, school or workplace.

Job Accommodation Network

West Virginia University
P.O. Box 6080
Morgantown, WV 26506-6080
800/526-7234
The job Accommodation Network (JAN) is a free service provided by the President's Committee on Employment for people with Disabilities. People with disabilities, employers, and service providers can access information regarding assistive technology and other types of job accommodations.

Lifespace Access

P.O. Box 2355
Sebastopol, CA 95473
707/829-9654
Design and construction of customized devices; staff development and in-service training

National Cristina Foundation

Pelham Manor, NY 10803 800/274-7846
Asking companies nationwide to donate used computers that
are then being used by people with disabilities for
training in computer skills

National Rehabilitation Information Center

800/346-2742
Directory of national information sources on disabilities
and organizations for specific disability areas
Phone-TTY Incorporated
202 Lexington Ave.
Hackensack, NJ 07601
201/489-7889 (V) 201/489-7890 (TDD)

RESNA

RESNA Press
1700 North Moore Street, Suite 1540
Arlington, VA 22209-1903
703/524-6686
703/524-6630 FAX
703/524-6639 TTY
Rehabilitation Engineering Society of North America

Sensory Access Foundation

399 Sherman Avenue, Suite 12
Palo Alto, CA 94306
415/329-0430

CAREER TRAINING PROGRAMS

The following entries provide information on career
training programs in San Bernardino County. Each includes a
list of career course offerings and a contact phone number.
In addition, information is provided on ABE (Adult Basic
Education), GED (General Educational Development)
alternative to high school diploma and ESL (English as a
Second Language).

ASA Learning Center

407 E. Gilbert, Suite 5
San Bernardino, CA 92404

909/388-1255

Job Placement
Career Assessment/Counseling

COURSES:

GED
Accounting
Accounting Technician
Bookkeeping
Computer Skills
General Office
Waiter and Waitress Class
Word Processing

All American Contractors
License School Of Colton
580 E. Valley Blvd.
Colton, CA 92324

909/825-4840

COURSE:

Prepare contractors to pass state exam.

American Red Cross
202 W. Rialto Avenue
San Bernardino, CA 92408

909/888-1481

COURSES:

Nurse Assistant, Certified
Home Health Aide

Apple Valley Adult and Alternative
Education

11837 Navajo Road
Apple Valley, CA 92308

760/247-7206

COURSES:

GED, ESL, High School Diploma

Associated Technical College

395 North E Street
San Bernardino, CA 92401
Program Cost

909/885-1888

Job Placement Assistance
Financial Aid

Facilities are handicapped accessible.

COURSES:

Micro Computer Repair
Plumbing
Telecommunications

Baker Valley Adult Education

P.O. Box 460
Baker, CA 92309-0460

760/733-4567

COURSES:

GED, ESL

For other adult courses information, contact district office.

Baldy View ROP
135 South Spring Street
Claremont, CA 91711
Program Cost

909/624-0063
Job Placement/EDD
Financial Aid

Facilities are handicapped accessible.
Can respond to specific employer training needs.

COURSES:

Airbrush/Sign Painting	Financial Occupations
Animal Health Care	Floral Design and Sales
Auto Body Paint/Repair	Graphic Reproduction
Automotive and Autotronics	Home Health Aide
Auto Parts Sales	Hospital Services
Aviation Occupations	Hotel Operations
Building Engineering Services	Landscape Maintenance
Business Management/Ownership	Law Enforcement
Cabinetmaking and Cabinet Pre-Apprentice	Manicurist
Child Care	Marketing/Merchandising
Computer Applications/Advanced	Medical Assistant
Computer App./Desktop Pub.	Medical Records
Computer Technician/Advanced	Micro Computer Service
Construction-Commercial, Tech.	Nursing Assistant
Cosmetician	Photography
Cosmetology	Police Science
Dental Assistant	Small Engine Repair
Distribution/Warehouse	Sports Medicine
Drafting Technology	Sports Vehicle Maintenance
Electronics Technology	Travel Agency and Advanced
Emergency Medical Technician	Video Production
Fashion Merchandising	Wiring
Fire Technology	Word Processing/Desktop

Barbizon School Of Modeling
Of San Bernardino

636 East Brier Drive, Suite 150 Job Placement
San Bernardino, CA 92408 Payment Plans Arranged

909/884-6266

Facilities are handicapped accessible; can respond to specific employer training needs.

COURSES:

Personal Development
Professional Modeling

Barstow College
2700 Barstow Road
Barstow, CA 92311-6699

Job Placement
Financial Aid

760/252-2411

Facilities are handicapped accessible.
Can respond to specific employer training needs.

COURSES:

ABE, GED, ESL

Accounting	Fire Tech. - Certificate
Admin. of Justice/Law Enforcement	Health Careers
Agriculture	Home Economics
Art Industrial Management	
Automotive Technician	Labor Management/Relations
Biology	Languages
Business Administration	Library Technician
Business Technology	Medical Assistant-Cert.
Chemistry	Military Accounting
Clerical - Certificate	Music
Communications	Photography - Certificate
Computer Science - Certificate	Physical Education
Computer Science Technician	Political Science
Cosmetology - Certificate	Psychology
Diesel - Certificate	Real Estate - Certificate
Drafting - Certificate	Secretarial - Certificate
Early Childhood Education	System Analysis/Programmer
Electronics - Certificate	Welding - Certificate
Emergency Medical Tech.	Work Experience

Bear Valley Adult Education
42271 Moonridge Road
P.O. Box 1529
Big Bear Lake, CA 92315-1529

909/585-2521

COURSES:

ABE, GED, ESL, Adult Diploma Program

CET Training Center
1099 W. La Cadena
Riverside, CA 92501

Job Placement
Financial Aid - JTPA

909/680-0238

Facilities are handicapped accessible.
Can respond to employer specific training needs.

COURSES:

GED, ESL, Citizen classes
Automated Office Skills
Building Maintenance
Machine Shop/Drill Press (CNC)

Medical Assistant
Shipping and Receiving
Welding

California School Of
Court Reporting

909/359-0293

35 10 Adams Street
Riverside, CA 90703

Financial Aid available

COURSES:

Court Reporting - Self-paced program

Career Colleges Of America

909/876-0919

184 W. Club Center Drive, Suite IJob Placement
San Bernardino, CA 92408

COURSES:

Auto Diagnostic Technician, W/Smog
Auto Mechanic-Fuel Injection, Carburetor
Computerized Accounting Clerk
Computerized Office Assistant
Computer Systems Repair Technician
Electronic Assembler, Repair Asstistant
Electronic Technician
Medical Assistant - Front and Back
Pharmacy Technician

Chaffey Adult Education

909/983-2010

211 West Fifth Street
Ontario, CA 91762-1698

Job Placement
Financial Aid

Facilities are handicapped accessible.

COURSES:

ABE, GED, ESL are available
Accounting
Apprenticeship Training
Bench Carpenter (woodworking)
Bookkeeper
Clerk Typist
Computer Software Applied
Cosmetology
Instructional Aide Test Preparation
Insurance Clerk-Medical
Machine Tool Operator - General
Medical Secretary - Terminology
Micro Computer Class
Tax Preparation and Review
Tune-up Mechanic
Typing, Beginning/Review
Typing, Intermediate

Chaffey Community College
5885 Haven Avenue
Rancho Cucamonga, CA 91737

909/987-1737x243
Job Placement
Financial Aid

Facilities are handicapped accessible.
Can respond to specific employer training needs.

COURSES:

ABE, GED, ESL	
Accounting	Geography
Aeronautics	Geology
Anthropology	Gerontology
Arts Guidance	
Astronomy	Health Science
Auto body Repair	History
Automotive Basic Skills	Hotel and Food Service
Automotive Technology	Humanities
Biology	Interior Design
Broadcasting	Journalism
Business and Office Technology	Languages-Eng., Fr., Gr.,
Chemistry	Management
Child Development	Mathematics
Communication Studies	Music
Computer Information Systems	Nursing: A.D.N., V.N.
Computer Science	Philosophy
Consumer Studies	Photography
Cooperative Education	Physical Education
Correctional Science	Physics
Dental Assisting	Political Science
Drafting	Psychology
Earth Science	Radiologic Tech.: X-Ray
Economics	Reading
Electricity	Real Estate
Electronics	Social Science
Engineering	Sociology
Environmental Technology	Statistics
Fashion Design/Merchandising	Theater Arts: Dance
Food Service Management	Welding

Chino Community Adult Education

5130 Riverside Drive
Chino, CA 91710

909/628-1201
Financial Aid
Program Cost

Facilities are handicapped accessible.
Can respond to specific employer training needs.

COURSES:

ABE, GED, ESL
Florist Technique
Lotus, DOS
Medical Insurance Billing
Micro Computers

Office Technology
Typing/Office Skills
Word Processing

Colton Adult Education

909/876-4196

900 East C Street
Colton, CA 92324

Facilities are handicapped accessible.
Can respond to specific employer training needs.

COURSES:

ABE, GED, ESL
Citizenship
Keyboarding/Computer Literacy
Learning Lab
Word Processing

Colton-Redlands-Yucaipa ROP

909/793-3115

Regional Occupational Program
1214 Indiana Court
Redlands, CA 92374

Placement Information
No Tuition - No Fees

Facilities are handicapped accessible.
Can respond to specific employer training needs.

COURSES:

Animal Care Occupations
Automobile Repair/Refinishing
Business Office Technology
Cabinetmaking
Cashiering
Child Care Occupations
Commercial Florist
Commercial Photography
Computer Aided Drafting
Computerized Accounting
Computerized Business
Construction Technology
Cosmetology
Electronics Technician
Fashion Design and Sewing
Fashion Merchandising
Financial Occupations (Loans)
Health Service Occupations
Instructional Aide: Sp. Ed.

Landscape-Archit/Constr
Law Enforcement
Manicuring
Medical Assistant: Front
and Clerical Back Office
Medical Asst. Dental
Medical Clerk Core
Medical Office Insurance
Medical Transcriptionist
Nurse Assistant
Physical Therapy Aide
Printing/Graphic Arts
Retail Merchandising
Small Business

TV - Video Production
Warehouse Occupations
Welding Occupations
Word Processing

Computer Era Business School

909/799-1105

24688 Redlands Blvd.
San Bernardino, CA 92408

Job Placement
Career Assessment/Counseling

COURSES:

General Office/Clerical/Typing Science

Lotus Spreadsheets
Novell Netware - Troubleshooting, Repair

Concorde Career Institute - 909/884-8891
United Health Careers Campus
570 West 4th Street Job Placement
San Bernardino, CA 92401 Financial Aid
Program Cost
Facilities are handicapped accessible.
Can respond to specific employer training needs.

COURSES:

GED
Dental Assisting
Medical Assisting
Medical Office Management
Vocational Nursing
Crafton Hills College 909/794-2161
11711 Sand Canyon Road Job Placement Info.
Yucaipa, CA 92399 Financial Aid
Facilities are handicapped accessible.
Can respond to specific employer training needs.

COURSES:

ABE, GED, ESL

Accounting	Legal Secretary
Administration of Justice	Marketing Management
Business Management	Medical Secretary
CA Fire Officer Training	Microapplications Spec
Child Development	Mobile I/C Nurse
Clerical Assistant	Radiologic Technology
Computer and Information Science	Respiratory Care Tech
Emergency Medical Tech I	Secretary
Paramedic	Supervision
Fire Academy	Word/Information Processor
Fire Inspection Academy	

Crest Computer Institute 909/989-9123
10630 Town Center Drive, Suite 101 Financial Aid
Rancho Cucamonga, CA 91730 Job Placement
Career Assessment/Counseling

COURSES:

Custom Software Training
Data Entry
Micro Computer Operator

Crossroads Vocational
Institute, Inc.

909/355-2930

15384 Arrow Route
Fontana, CA 92335

COURSES:

Business Computers
Certified Nurse Assistant
Home Health Aide
Office Occupations/Word Proc.
Warehousing Program

Fontana Adult Education

909/357-5555

9453 Citrus Avenue
Fontana, CA 92335

Job Placement
Financial Aid

Facilities are handicapped accessible.

COURSES:

ABE, GED, ESL
Accounting
Computer (Beginning)
Cosmetology/Manicurist
Crafts: woodwork, quilt, silversm.
Drafting
Internet
Medical Office Assistant
Microsoft Works/Word
Nurse Assistant, Certified
Office Training
Parenting Education
Shorthand
Sign Language
Spanish
Typing-Beginning/Adv.
Welding (Beginning)
Word Processing

Four-D Success Academy, Inc.

909/783-9331

952 South Mt. Vernon, Suite B
Colton, CA 92324

Job Placement
Career Assessment

COURSES:

Nurse Assistant/Aide
Home Health Aide
Licensed Vocational Nurse
Health Care Innovations, Inc.

909/824-1565

965 So. Mt. Vernon, Suite A
Colton, CA 92324

Job Placement
Career Assessment/Counseling

COURSES:

Medical Coding, Billing
Claims Processing

Hesperia Adult Education

760/244-1771

16527 Lemon Street
Hesperia, CA 92345

Facilities are handicapped accessible.
Can respond to specific employer training needs.

COURSES:

GED, ESL, Adult High School Diploma Work Experience

Inland Empire Job Corps Center

909/335-0378

1795-A Orange Tree Lane Financial Aid
Redlands, CA 92374 Job Placement
Career Assessment/Counseling

COURSES:

Health Care Administration Services
Health Information Tech./Medical Records
Medical Assistant

Inland Empire Job Corps Center

909/887-6305x233

3173 Kerry Federally Funded
San Bernardino, CA 92405 Job Placement
Age Restrictions 16-24

Facilities are handicapped accessible.
Can respond to specific employer training needs.

COURSES:

GED, ESL
Building/Apartment Maintenance Opticianary
Carpentry Surveying
Clerical Occup./Word Processing Tile Setting
Electrician Welding
Food Services Word Processing
Landscaping

International Air Academy, Inc.

909/989-5222

2980 Inland Empire Blvd. Admissions: Job Placement
Ontario, CA 91764 Financial Aid
Program Cost

Facilities are handicapped accessible. Can respond to
specific employer training needs.

COURSES:

Airline/Travel Specialist - Professional Certification:
Customer Service Representative
Gate and Ramp Attendant
Reservation Agent
Ticket Clerk
Travel Agent

ITT Technical Institute

909/889-3800

630 E. Brier Drive, Suite 150 Degree Programs - AS
San Bernardino, CA 92408 Job Placement Assistance

COURSES:

Computer Aided Drafting Technology
Electronic Engineering Technology

Loma Linda University
Post Office Box 2000
Loma Linda, CA 92354

909/796-3741

Financial Aid
Career Counseling

COURSES: (Medical - AS, BS Degrees)
Biomedical Sciences Cert. Pgm. Microbiology
Cardiovascular Perfusion Tech. Nuclear Medicine
Cardiovascular Technology Nursing
Clinical Nutrition Nutrition and Dietetics
Coding Specialist Occupational Therapy
Cyrotechnology Oral Implantology
Dental Hygiene Paleontology
Dentistry/Basic Medical Sciences Pharmacology
Dietetic Technology Physical Therapy & Asst.
Emergency Medical Care Public Health Nutrition
Environmental & Occup. Health Radiation Technology
Epidemiology Radiation Therapy
Health Information Admin. Respiratory Therapy
Marriage and Family Therapy Special Imaging Technology
Medical Radiography Speech-Language
Medical Science Program Surgical Technology
Medical Sonography Transcription Specialist

MTI College
760 Via Lata, #100
Colton, CA 92324

909/424-0123

JTPA Funded
Financial Aid

COURSES:
AutoCAD
Computer Operations
Computer Aided Drafting
Computerized Accounting
Hospitality
Professional Paralegal Studies
Travel

Marinello School of Beauty

909/884-8747

721 E. West 2nd Street
San Bernardino, CA 92401

Job Placement/Referral
Financial Aid/Referral

Facilities are handicapped accessible. Student loans available.

COURSES:
Cosmetology
Manicurist

Morongo Adult Education 760/367-9191
5715 Utah Trail x262
P.O. Box 1209
Twentynine Palms, CA 92277
Adult courses offered through ROP classes.

National Education Center - 909/885-3896
Skadron College
825 E. Hospitality Lane Job Placement
San Bernardino, CA 92408 Financial Aid

Facilities are handicapped accessible. 6-8 Month Programs
Can respond to specific employer training needs.

COURSES:

Business Operations
Computerized Accounting
Medical Administrative Assistant
Medical Assistant
Medical Office Management
Ophthalmic Technician
Patient Care Assistant
Retail Opth. Dispenser

Needles Adult Education 760/326-2191
1900 Erin Drive
Needles, CA 92363-2699

Other adult courses arranged per individual needs.
Contact main office for information (619) 326-3891.

COURSES:

GED, ESL

North American Training Center 909/889-0546
1598 North H Street Job Place. Assist.
San Bernardino, CA 92405 Financial Aid
Can respond to specific employer training needs.

COURSES:

Air Conditioning - Equipment
Basic Electricity - AC, DC, Magnetism
Electrical Controls
Heating - Air Management
Refrigeration - Equipment

Nova Institute of 909/984-5027
Health Technology
520 N. Euclid Avenue Financial Aid
Ontario, CA 91762 Job Placement

Career Counseling

COURSES:

Dental Assistant, Registered
Massage Therapist
Medical Assistant
Medical Insurance Billing Spec.
Medical Office Management
Medical Radiologic Tech./Technician
Nurse Assistant, Certified

Platt College

909/989-1187

9521 Business Center Dr., #9
Rancho Cucamonga, CA 91730

COURSES:

Graphic Design
Medical Assistant
Paralegal
Private Industry council

800/451-5627

County of San Bernardino

851 S. Mt. Vernon Avenue
Colton, CA 92324

COURSES:

Job training - low income
Retraining

Professional Career Institute

760/951-5245

15065 Palmdale Road, Suite A
Victorville, CA 92392

Placement Assistance

COURSES:

Administrative Assistant
Automated Office Specialist
General Bookkeeping
General Office
Medical Billing
Medical Front Office
Paralegal Studies

RTP School

909/889-0261

114 Airport Drive, Suite 105
San Bernardino, CA 92408
Financial Aid Assistance

Job Placement
Career Assessment

COURSES:

Auto Diagnostic Tech.
Automotive, Light
Computerized Office Clerk
Computerized Accounting and Office Clerk
Computer Repair Technician

Electronic - TV, VCR Repair
Electronics and Electrical Assembly

Redlands Adult Education
7 West Delaware
Redlands, CA 92374

909/307-5315

Facilities are handicapped accessible.
Can respond to specific employer training needs.

COURSES:

ABE, GED, ESL

Business Applications
Calligraphy
Computer Classes
Computer Operator
Microsoft Word,

Dental Assistant
Driver Education
Floral Design
Home Health Aide
Intravenous Therapy,
Languages- Norwegian and Spanish

Rialto Adult Education (Milor)
266 W. Randall
Rialto, CA 92376

Licensed Vocational Nurse
Manicuring
Medical Office Insurance
Medical Terminology

Nurse Assistant/Acute Care
Nurse Assistant, Certified
Nurse.
Sign Language
Typing

909/820-7801

Job Placement Assistance

Facilities are handicapped accessible.
Can respond to specific employer training needs.

COURSES:

ABE, GED, ESL, Diploma
Citizenship classes Driver's Training

All vocational courses are through the San Bernardino County
ROP.

Richard's Beauty College
200 East Highland
San Bernardino, CA 92404

909/882-3735

Job Placement
Financial Aid

Facilities are handicapped accessible.
Can respond to specific employer training needs.

COURSES:

Cosmetology
Instructor Training
Manicurist

Rim of the World Adult Education
27400 Highway 18
P.O. Box 430
Lake Arrowhead, CA 92352-0430

909/337-0842

COURSE:
High School Diploma

Rosston's School of
Men's Hair Design

909/884-2719

673 W. Fifth and G Street
San Bernardino, CA 924 10
Program Cost

Job Placement
Financial Aid

Facilities are handicapped accessible.
Can respond to specific employer training needs.

COURSE:
Barber

Shu Business Education Institute
(Somos Hermanas Unidas)
254 East E Street
Colton, CA 92324

909/824-5350

Project Redirect
No Tuition

1548 N. Orange Street
Redlands, CA 92374

909/798-4033

Facilities are handicapped accessible.
Can respond to specific employer training needs.

COURSES:
ESL, Citizenship classes, (GAIN - Redlands) Advanced
Computers Secretarial Science

San Bernardino County
Adult Education
1200 North E Street
San Bernardino, CA 92405

909/388-6000

Registration Partial Fee Based

Facilities are handicapped accessible.

COURSES.

ABE, GED, ESL
Business Skills Center
Computer Lab/Literacy
Cosmetology
Desktop Publishing
Exceptional Adult Programs
Floral Designing (Fee)

Introduction to
Microcomputers
Disk Operating
Modern Office Skills
Medical Office Training
Nurse Assistant/CNA
Typing

Health Care Occupations
Intro. to Microcomputers

Welding
Word Processing

San Bernardino County
Superintendent of Schools
601 North E Street
San Bernardino, CA 92410-3093

909/387-4448
Regional Occupational Program
(ROP)

Facilities are handicapped accessible.
Can respond to specific employer training needs.

The courses listed below are located throughout San Bernardino County. For enrollment and information on classes, please contact your local school district listed below or on the following page.

Apple Valley	760/247-7206	Needles	760/326-1285
Baker	760/733-4387	Rialto	909/820-7801
Barstow	760/255-6101	Rim	909/336-0222
Bear Valley	909/585-1616	San Bernardino	909/381-1260
Fontana	909/357-5113	Silver Valley	760/254-2952
Hesperia	760/244-1771	Snowline	760/868-3222
Lucerne Valley	760/248-2124	Trona	760/372-4065
Morongo	760/367-9191	Victor Valley	760/955-3269

SAN BERNARDINO COUNTY (ROP)
COURSES:

909/387-4448

Advertising/Graphic Design	Hospitality Occupations
Animal Health Care/Veterinarian	Information Processing
Auto Body Repair	Landscaping Maint./Design
Auto Mechanic	Law Enforcement
Automotive Specialist: ABC	Medical Asst./Recep./Mgmt.
Auto Parts Counterperson	Medical Terminology
Aviation Occupations	Medical Transcription
Bakery Occupations	Metal Machine Occupations
Banking and Finance	Micro Computer Operator
Business Skills Lab	Micro Computer Repair
Cabinetmaking	Moldmaking
Child Care/Aide Occupations	Num. Control Machinist,
Clerical Occupations	Nurse Assistant, Certified
Commun. & Broadcasting-TV/Video	Nurse Assistant, Acute
Computer Assisted Drafting	Nurse Asst. CNA/ Home Health Aide
Computer Network Technician	Printing/Graphic Arts Occ.
Construction Occupations	Product Prep. and Assy.
Consumer Electronics Repair	Radio Broadcasting
Cosmetology	Recreation Occupations
Custodial Occupations	Sales and Merchandising
Dental Assistant/Radiology	Small Business
Desktop Publishing	Sports Therapy and Fitness
Diversified Occupations	

Electronics Repair
Fire fighting Occupations
Floristry
Food Service Occupations
Health Care/Hospital Occupations

Teacher Aide
Technical Illustrator
Travel Agent
Welding

San Bernardino
Valley College

909/888-6511
x1629

701 South Mt. Vernon
San Bernardino, CA 92410-2798

Job Placement
Financial Aid

Facilities are handicapped accessible.
Can respond to specific employer training needs.

COURSES:

ABE, GED, ESL
Accounting
Administration of Justice
Administrative Assistant
Alcohol/Drug Studies
Architectural Drafting
Athletic Training
Automatic Transmission
Automotive Body and Paint
Automotive Technician
Aviation Maintenance
Career Specialist
Child Development
Clerk Typist/Receptionist
Clothing Construction
Numerical CAD/CAM
Commercial Art
Computer Engineering Technology
Computer Programming
Consolidated Welding
Construction Engineering
Diesel Technician
Dietetic Aide
Reclamation
Dining Room Service
Electronics Communications
Electronics Engineering
Electronics Technician
Employees Assistance Program
Engineering Drafting Assistant

Engineering Drafting Tech.
Fashion Merchandising
Flight Attendant
Flight Operations
Food Preparation
Food Service
Human Service
Inspection Technology
Legal Administration
Legal Secretary
Library Technology
Machinist Standard
Medical Receptionist
PC Computer Applications
Photography
Psychiatric Technology
Public Administration
Real Estate/Escrow
Refrigeration
Restaurant Management
Tool and Die
Water Supply and

Engineering Technology
Welding
Wheel Alignment and Brakes
Word Processing

Security Officers
Training Academy

800/700-3143

136 S. Arrowhead Avenue
San Bernardino, CA 92408

Job Placement
Program Cost Varies

Able to respond to employer specific needs as they pertain to training.

Facility is handicapped accessible.

COURSES:

Security Officer Training:

CPR First Aid

Career Enhancement

Chemical Agent

Communication

Courtroom Procedures

Defensive Tactics

Escalation/De-escalation of Force

Firearms

Handcuffing Techniques

Loss Prevention

Modified Crowd Control

Powers to Arrest

Report Writing

Sidehandle Baton

Straight Baton

Silver Valley

760/254-2952

Adult Education

35320 Daggett-Yermo Road

P.O. Box 847

Yermo, CA 92398-0847

COURSES:

ABE, GED, ESL, High School Diploma

Spanish Vocational Schools

909/384-1090

234 South I Street

San Bernardino, CA 924 10

Financial Aid

Program Cost

Facilities are handicapped accessible.

Mono Lingual Teachers

COURSES:

ESL

Computer Repair

Diagnostic Technician

Electronics

Fashion Design

Floral Design

Light Auto Mechanic

Office Tech./Word

Summit Career College

909/422-8950

1330 E. Cooley Drive

Colton, CA 92324

Financial Aid

Job Placement

Career Assessment/Counseling COURSES:

Administration Accounting Asst.

Applied Multi Media Design

Business Office Operations

Electronic Medical Claims Processing

Licensed Vocational Nurse

Medical Assisting - Administrative
Medical Assisting - Clinical Medical Office Operations
Medical Transcription
Multi-Media Production Specialist
Receptionist/Clerk Sales and Customer Service

Trona Adult Education

760/372-5511

83600 Trona Road
Trona, CA 93562

COURSES:

Adult Education and GED preparation courses are arranged per individual needs - contact Adult Ed. office for information.

Universal Training Center

909/864-1918

2102-2112 N. Palm Avenue
Highland, CA 92346

Job Placement
Career Assessment/Counseling

COURSES:

Auto Repair Technician
Business Management
Business Management/Office Skills
Computer Accounting
Computer Operator
Computer Repair
Law Enforcement/Security

Adult Education

909/985-1864
x268

390 N. Euclid Avenue
Upland, CA 91786

COURSES:

ABE, GED, ESL, Adult School Diploma
Biology
Citizenship Classes
Community Service Classes
Computer Classes
Economics
Employment Skills Classes
(School Bus Driver Training)
English 1-4
Foreign Language Classes
Government
History - US and World
Math
Parent Education Classes
Physical Science
Visual Art

Victor Valley
Adult Education
16350 Mojave Drive
Victorville, CA 92392

760/955-3270

Facilities are handicapped accessible.

COURSES:

ABE, GED, ESL, High School classes/Adult Diploma
Hospital/Health Care Occupations-ROP
Medical Assistant-ROP
Medical Terminology-ROP

Victor Valley College
18422 Bear Valley Road
Victorville, CA 92392

760/245-4271
Job Placement x205
Community College Fee

Facilities are handicapped accessible.
Can respond to specific employer training needs.

COURSES:

ABE, GED, ESL
Administration of Justice
Administrative Assistant
Advanced Business Real Estate
Applications Development
Programmer I and H
Architectural Drafting
Associate Degree, Electronics
Engineering Technology
Mgmt.
Associate Degree, Nursing
Automotive Specialist I and II
Automotive Technician
Basic Business Real Estate
Building Construction
Building Inspection
Business Management
Communication, Electronic
Computer Aided Drafting
Computer Systems I and II
Computer Technology
Construction Management
Corrections
Data Entry Operator
Data Typist
Digital Electronics
Early Childhood Development
Electronics Technology
Emergency Medical Technician I
Fire Prevention Officer
Floral Design
Forensic Specialist
Interior Landscape
Landscape Installation
Specialist/Nursery Tech.
Landscape Irrigation
Landscape and Nursery
Legal Office
Mechanical Drafting
Medical Assistant
Medical Office
Nurse Asst./Home Health
Nursing License
Office Services
Paramedic
Police Technician
Police Reserve
Productivity Software
Property Management
Public Works
Real Estate Appraiser
Real Estate Escrow
Real Estate Marketing
Real Estate Secretarial
Respiratory Therapy
Spreadsheet Processor

Escrow Secretarial Services
Fire Company Office
Fire Fighter

Welding
Word Processor

Washington Adult School
900 East C Street
Colton, CA 92324

909/876-4196
Career Counseling

COURSES:

GED, ESL, GAIN
Computer Classes
Quilting

Yucaipa Adult Education
12787 Third Street
Yucaipa, CA 92399
Program Cost

909/797-0121
Job Placement Referrals
Limited Financial Aid

Facilities are handicapped accessible.
Can respond to specific employer training needs.

COURSES:

ABE, GED, ESL
Automobile Mechanic
Automotive Shop
Keyboarding
Medical Billing and Coding
Medical Terminology
Office Occupations
Other GED Resources and Programs

ASA Learning Center	909/388-1255
Feldheim Library - GED/Literacy	909/381-8201
Greater Avenues for Independence (GAIN)	909/387-8956
Job Corps, GED, Voc Training, Job Placement	909/887-6305
Jobs, Employment Services Department (JTPA)	909/422-0488
PAL Center	909/887-7002
San Bernardino County JTPA Program	909/876-3950
San Bernardino Co. - ROP, GED	909/387-3133
San Bernardino Employment Training Agency	909/888-7881
San Bernardino YWCA	909/889-9536

GED Testing Centers

<u>GED Hotline</u>	800/626-9433
Mission Education Center: GED Testing Facility	909/478-5780
San Bernardino City Adult School	909/388-6000

Supportive Services and Programs

Child Care Subsidized Programs: (financial aid)	
San Bernardino County Schools	909/478-5745

Citizen Classes:

CET Training Center 909/680-0238
Colton Adult School 909/876-4196

Department of Rehabilitation: Job Training and Placement

Fontana 909/357-0544
San Bernardino 909/383-4401
Upland 909/931-1572

Exceptional Adult Programs:

Chaffey Community College 909/628-1201
San Bernardino City Adult School 909/388-6000

TEEN PARENT HIGH SCHOOL DIPLOMA PROGRAMS

Rialto Pregnant Minor 909/874-1330
Tri-City Pregnant Minor 760/947-3000
Barstow Pregnant Minor 760/256-5848
Fontana TPP 909/357-5076
Chino TPP 909/628-1201x7923
Colton SAPID 909/876-4183
Chaffey Pregnant Minor 909/985-0966
San Bernardino YWCA 909/889-9536
Redlands 909/307/5380
San Bernardino City Schools 909/388-6046

COMMUNITY AGENCIES AND PROGRAMS

These agencies and programs provide a broad array of services and activities that assist students with disabilities. The following list includes both public and private agencies and organizations.

Adult Education

Adult education programs are provided throughout Riverside and San Bernardino Counties for persons 18 years and older. Programs cover a wide variety of subjects which may include English As A Second Language, Math, and classes for preparation of the General Education Development (G.E.D.) test as well as enrichment programs.

Contact the following districts for specific information

and programs:

Alvord Unified	909/351-9367
Banning Unified	909/922-0201
Barstow Adult Education	619/256-0626
Chino Community Adult School	909/628-1201
Claremont Adult School	909/624-6402
Coachella Valley	619/398-6302
College of the Desert	619/346-8041
Colton Adult Education	909/876-4227
Corona-Norco Unified	909/736-3325
Elsinore Union High	909/674-3194
Fontana Adult Center	909/357-5555
Hemet Unified	909/765-5100
Jurupa Unified	909/222-7711
Moreno Valley Adult Education	909/485-5650
Needles Adult Education	619/326-2092
Palm Springs Unified	619/778-0406
Pomona Unified	909/629-2551 or 397-4700
Perris Community Adult School	909/657-7357
Provisional Education Services	909/887-7002
Redlands Adult School	909/307-5315
Rialto Adult School	909/421-7565
Riverside Education Services	909/788-7185
Rubidoux Adult Education	909/222-7711
San Bernardino Adult School	909/388-6000
Sierra Sands Adult School	619/446-5872
Twin Palms High School	619/922-4884
Yucaipa Adult School	909/797-0121

California Children Services (CCS)

California Children Services (CCS) is a statewide, tax-supported program of specialized medical care and rehabilitation for physically handicapped children whose families are unable to provide for such services. For further information, contact California Children Services at 320 North E Street, #400, San Bernardino 92415, 909/388-4150.

Department of Public Social Services (DPSS)

DPSS provides a wide variety of social services for

children and families. These services are in the following area:

- 1) Protective Services for Children and Adults,
- 2) Out-of-Home Care Services for Children and Adults,
- 3) In-Home Supportive Services,
- 4) Health-Related Services,
- 5) Employment-Related Services,
- 6) Family Planning,
- 7) Child Day Care Services,
- 8) Licensing-Day Care Foster Care and Adult Homes,
- 9) Adoption.

For further information, please contact the local district office nearest you:

BARSTOW
1300 Mt. View Avenue
Barstow, CA 92311
619/256-3546

SAN BERNARDINO
494 North E Street
San Bernardino, CA 92401
909/387-5040

FONTANA
7977 Sierra Avenue
Fontana, CA 92335
909/356-3150
909/387-7878

SAN BERNARDINO MED-CAL
HOSPITAL UNIT
780 E. Gilbert Street
San Bernardino, CA 92401

NEEDLES
1111 Bailey Street
Market St.
Needles, CA 92362
619/326-2431

TRONA
P.O. Box 14 - 13205
Trona, CA 93562
619/372-4061

ONTARIO
P.O. Box 3279
320 E. 'D' Street
Ontario, CA 91764
909/391-7668

VICTORVILLE
16505 Mojave Drive
Victorville, CA 92392
619/245-3741

RANCHO CUCAMONGA
P.O. Box 1088 - 9638 7th Street
Rancho Cucamonga, CA 91730
909/989-6323 (Childrens Services)
909/989-2312 (Adult Services)

YUCCA VALLEY
56311 Pima Trail
Yucca Valley, CA 92283
619/365-8344

REDLANDS
515 Orange Street
Redlands, CA 92374, 909/335-3300

Department of Rehabilitation

A referral can be made during the student's last year of high school by a parent, teacher, or a student who is 18 years or older. Any student with a documented disability is eligible for services from this department. However, state funding requirements change periodically based on the severity of the disability which can impact the service delivery abilities of the local agency. Services provided by the department may include on-the-job training, tuition for training programs, counseling, equipment purchases, and other related services. Contact the Department of Rehabilitation, 303 North Third Street, Room 300, San Bernardino, 909/383-4401.

Easter Seal Society

The Easter Seal Society provides evaluation, training, information, referral, speech therapy, equipment loan service, social services, transportation for medical appointments, and residential day recreational camps for individuals with physical disabilities.

The Easter Seal Society serves Riverside, San Bernardino and Imperial Counties. Cost is based upon ability to pay. For further information, contact Easter Seal Society, 241 East Ninth Street, San Bernardino, CA 92401, or 909/888-4125, 800/922-7325.

Employment Development Department

The Employment Development Department, also known as the Unemployment Office (EDD), provides information on local job openings, job-seeking skills training and unemployment insurance payments. Check your local phone directory for the address and phone number nearest you, or contact EDD, 480 North Mt. View, San Bernardino 92401, 909/383-4064.

Epilepsy Society of the Inland Communities

The Epilepsy Society offers the following programs for epileptic individuals: evaluation and referrals for vocational training, assistance for tutoring and college-related expenses, counseling on employment and personal problems, referrals for medical diagnosis and care, medical assistance through public and private insurance plans and, in cases of financial need, through Epilepsy Society funds, and public education programs on Epilepsy. For further information, contact Epilepsy Society of the Inland Communities, 2060 University Avenue, Riverside, CA 92507, 909/686-9183.

Goodwill Industries of the Inland Counties, Inc.

Goodwill provides work adjustment, work experience, sheltered employment, job readiness, and placement service for individuals with any handicapping conditions, ages 16 and older. There are no fees. For further information,

contact Goodwill Industries, 8120 Palm Lane, P.O. Box 760, San Bernardino, CA 92402, 909 /885-3831.

Habilitation Services

Habilitation services means those community-based services purchased or provided for adults with developmental disabilities including supported employment or competitive employment, to prepare and maintain them at their highest level of vocational functioning, or to prepare them for referral to vocational rehabilitation services. In order to receive habilitation services, clients must be at least 18 years old and a client of Regional Center. For further information, call 909/825-1310.

Inland Regional Center

The Inland Regional Center provides a wide range of services for persons with developmental disabilities. The following are eligibility requirements regarding the developmental disability: 1) it must have occurred prior to the student's eighteenth birthday, 2) it must be expected to continue indefinitely, 3) it must present a significant impediment to a normal lifestyle, 4) it must be a result of one of the following conditions: mental retardation, cerebral palsy, epilepsy, autism, a disabling condition closely related to mental retardation, or a disability that requires similar treatment as mental retardation.

Services may include case management for the life of the student, genetic counseling, advocacy, parent training, counseling, assessment, referrals for out-of-home placement, and referrals for vocational training.

For further information contact the Inland Regional Center (IRC) at 674 Brier Drive, San Bernardino 92408, 909/890-3000.

Job Training Partnership Act (JTPA)

The Job Training Partnership Act (JTPA) program services students (ages 14-21) and will include both a classroom component and a work experience component. The classroom component includes pre-employment work maturity and life skills training and basic skills training. Also, individualized tutoring in basic skills and counseling on an individualized or group basis is also provided.

Students selected for the program need to be determined JTPA eligible by the Private Industry Council. Students eligible will be based on economic criteria as set forth in JTPA guidelines. In addition, students will meet the following criteria: a. Deficiencies in academic course credits, (i.e., language arts and math), recorded academic achievement tests scores of less than 70% using PIC approved test batteries, and b. Displayed low self-esteem, poor or sporadic attendance, dropout and other high-risk factors.

For further information, contact the San Bernardino County JTPA at 909/387-4545.

Post Secondary

The following campuses provide post-secondary education at the community college level:

Barstow Community College	619/252-2411	x225
Chaffey Community College	909/941-2100	
College of the Desert	619/346-8041	
Crafton Hills College	909/794-2161	
Mt. San Jacinto Community College	909/654-8011	
Palo Verde Community College	619/922-6168	
Riverside Community College	909/222-8000	
San Bernardino Valley College	909/888-6511	

The following campuses provide post-secondary education at the university level:

Loma Linda University	909/824-4300
University of California, Riverside	909/787-1012
California Baptist College	909/689-5771
Cal State, San Bernardino	909/880-5002

Private Industry Council (PIC) of San Bernardino County or San Bernardino City

The Private Industry Council of San Bernardino County provides vocational classroom training, on-the-job training, customized training, and youth program to assist individuals in finding stable employment opportunities. For further information, contact the San Bernardino County PIC, 646 N. Sierra Way, San Bernardino, 909/887-7881.

Regional Occupational Program

The Regional Occupational Program (R.O.P.), a unit of the San Bernardino County Superintendent of Schools Office,

provides job training to the residents of San Bernardino County age 16 years and older. The training falls into three categories:

1. Entry level job training - preparation for immediate employment upon completion of the training.
2. Upgrading of skills to keep pace with changing technology.
3. Preparation for advanced training at the technical school or college level. R.O.P. currently offers training in approximately 40 career areas.

Because one of the goals of R.O.P. is to prepare students for immediate employment, training is offered in those career areas determined to have need for current employment opportunities.

Information and registration, class descriptions, and locations can be obtained at the R.O.P. office located at 601 North E Street, San Bernardino or by call 909/387-4439. Or you may contact the Regional Occupation Program, 1214 Indiana Court, Redlands, 92374, 909/793-3115 or 909/825-8060.

San Bernardino Mental Health Services

Mental Health Services covers a range of program and services for the treatment, rehabilitation, and prevention of mental health problems, including hospital care, day care, out-patient services both in clinics and in the

community, and emergency services. Prevention efforts include consultation and education services available to the general public.

For further information, contact San Bernardino Mental Health Services, 700 E. Gilbert Street, San Bernardino, 909/387-7171.

Social Security

Every person is required by law to acquire a social security number. A social security number and card can be obtained through your local security office which will be listed in your local telephone directory.

Social security also provides Supplemental Security Income (SSI) for persons of any age with disabilities. To qualify for SSI benefits, you must be disabled, a legal resident of the United States, and have a low income with limited resources. SSI provides monthly income as well as Medi-Cal insurance.

Upon reaching the age of 18, persons with disabilities, who were previously denied SSI benefits due to parental income, can reapply as independent head of household. Parental income is then no longer used as eligibility requirements for SSI benefits.

If you need help applying for or understanding these benefits, please call 1-800-772-1213 or call your local Social Security office, or Social Security, 550 West Fourth

Street, San Bernardino, CA 92401, or P.O. Box 1550, San Bernardino, CA 92402.

Transition Partnership Project

The Transition Partnership Project helps prepare junior and senior special education students to secure and maintain employment. Student success is promoted through coordinated services including educational assessment, life skill courses, job training and employment, as well as follow-up and evaluation. For further information, contact the East Valley SELPA office, 164 W Hospitality Lane, Suite 3, San Bernardino 92408, 909 890-1300.

United Cerebral Palsy - Inland Empire

United Cerebral Palsy provides support services to persons with cerebral palsy and their families living in Riverside and San Bernardino counties. For further information, contact United Cerebral Palsy, 2060 University Avenue, Suite 101, Riverside, CA 92507, 909/788-2544.

WorkAbility I

WorkAbility I promotes independent living and provides comprehensive pre-employment, employment, work site training, and follow-up services for students in special education (ages 16-21) who are making the transition from school to work, post-secondary education or training. For further information, contact the CRY/ROP, WorkAbility I,

1214 Indiana Court, Redlands 92374, 909 / 793-3115 or San Bernardino County, Workability I, 601 North E St., San Bdn, CA 92410, 909/387-4443.

Workability II

Workability II provides vocational services to adults and out-of-school youth (dropouts) who meet the Department of Rehabilitation eligibility requirements via adult school. Services may include assessment, career guidance, job skills training, employment preparation, and personal counseling. For participating sites contact Ted Noren, 1116 9th St., Lower Level, Sacramento, CA 95814, 916/323-2500.

Workability III

Workability III provides vocational services to community college students who meet the Department of Rehabilitation eligibility requirements. Services may include assessment, career development, work experience, job search and placement, transition assistance into employment, and support services.

For participating sites contact Ted Noren, 1116 9th St., Lower Level, Sacramento, CA 95814, 916/323-9892.

Workability IV

Workability IV provides vocational services to California State University students who meet the Department of Rehabilitation eligibility requirements. Services may

include job development and placement, work experience, internship and volunteer placements, job search skills, and career guidance. For participating sites contact Ted Noren, 1116 9th St., Lower Level, Sacramento, CA 95814, 916/322-9892.

COMMUNITY RESOURCES

Abuse Services Center 909/985-2785
414 E. 9th St.
Upland, CA 91712

Adult Children of Alcoholics
Inland Empire Intergroup 909/360-1836
Sun City 909/780-1756
San Jacinto/Hemet 909/780-1756

AIDS Hotline - 24 Hour Information 213/976-4700

Al-Anon Family Groups
For families and friends of problem
Drinkers. 909/824-1516

Alcoholics Anonymous
Inland Empire Central Office 909/825-4700
Palm Springs 760/324-4880
Spanish 760/-1740

Alternatives to Domestic Violence
Domestic Violence Crisis Line 909/683-0829
24-Hour Hotline 800/752-7233

Alzheimer's Family Support Group
San Bernardino 909/862-8220

American Cancer Society 909/683-6415
Services to assist cancer patients
and their families. 909/683-6415
Desert 909/983-2784
760/-2691

American Diabetes Association
Support group for children with diabetes
and their families. 909/343-0304

<u>Association for Children and Adults With Learning Disabilities (ACLD)</u> P.O. Box 3334 San Bernardino, CA 92314	909/989-1620
<u>California Alliance for the Mentally Ill</u> 700 E. Gilbert St., #5 San Bernardino, CA 92405	909/387-7055
<u>Catholic Charities</u> 150 E. Olive Colton, CA 92324	909/370-0800
<u>Child Abuse Hotline</u> Eves/weekends/holidays	909/383-2121 909/387-5373
<u>Childhelp USA</u> (422-4453) National Child Abuse Hotline	800/4-A-CHILD
<u>Children's Network</u> 385 N. Arrowhead Ave. San Bernardino, CA 92415-0121	909/387-8974
<u>Community Services Department Of San Bernardino County</u> 686 E. Mill St. San Bernardino, CA 92415	909/387-2351
<u>Council for Exceptional Children (CEC)</u> Local Chapter #530 San Bernardino City Schools 777 N. "F" Street San Bernardino, CA 92410	909/381-1205
<u>County Probation Office, Juvenile Division</u> 175 West 5 th St., 4 th Floor San Bernardino, CA 92410	909/387-8310
<u>Crisis Intervention and Suicide Prevention</u>	909/945-1066
<u>Desert Community Mental Health</u> Blythe	800/472-4305 760/922-8194
<u>Developmental Disabilities Board</u> Area 12 1960 Chicago Ave., #E-8 Riverside, CA 92507	909/824-3533 909/781-0722
<u>Domestic Violence and Alternatives Violence</u>	800/752-7233 909/683-0829

Assistance for battered spouses.

Epilepsy Society of the Inland Communities 909/686-9183
Provides services, counseling, and advocacy.

Head Start 909/387-2363
250 S. Lena Road
San Bernardino, CA 92410

Family Center 909/824-9681
For people concerned about drug abuse by a
relative or friend.

Family Counseling Center 909/866-5721

Family Planning Association 909/885-0282
San Bernardino

Family Service Association 909/793-2673
Provides services for individuals who
are eligible for welfare.

Inland AIDS Project Information, referral and
direct services regarding AIDS. 800/499-2437
Riverside 909/784-2437
Perris /Sun City 800/245-2013
Desert Area 760/323-2118

Inland Counties Family Learning Center
Parenting and child abuse prevention
program, counseling. 909/783-2330

Job Corps 909/887-6305
3173 Kerry St.
San Bernardino, CA 92410

Lawyer Referral Service 909/888-6791
150 West 5th St., #104
San Bernardino, CA 92410

Lighthouse for the Blind 909/884-3121
762 Sierra Way
San Bernardino, CA 92410

Loma Linda Community Hospital 909/796-0167
25333 Barton Road
Loma Linda, CA 92354

Loma Linda University Medical Center 909/796-3741
11370 Anderson
Loma Linda, CA 92354

<u>Mental Health, Department of</u> Administrative Office 700 E. Gilbert Street San Bernardino, CA 92415-0920	909/387-7171
<u>Narcotics Anonymous</u> Self-help organization for people experiencing problems with drugs.	909/274-7364
<u>Parent of Runaway Children</u>	909/351-0179
<u>Pass Plan Resource Center</u> 367 West 8 th St. Beaumont, CA 92223	760/845-3385
<u>Pregnancy Counseling Center</u> Pregnancy testing and counseling for unplanned or problem pregnancy.	24-Hour Hotline 909/825-6656 Business Hours 909/889-4182 800/776-5746
<u>Protection and Advocacy, Inc.</u> 221 Glenoaks Blvd., Suite 220 Glendale, CA 91207	
<u>Public Health Clinic</u>	909/885-9962
<u>Rape Crisis and Assault Services</u>	909/885-8884
<u>Redlands Community Hospital</u> 350 Terracina Blvd. Redlands, CA 92373	909/335-5500
<u>Right-to-Life Services</u> Help for problem pregnancies.	909/985-0205
<u>Salvation Army</u> 746 W. 5 th St. San Bernardino, CA 92410	909/888-1336
<u>Samaritan Emergency Shelter</u> 803 W. 8 th St. San Bernardino, CA 92410	909/884-9079
<u>San Bernardino County Medical Center</u> 780 E. Gilbert Street San Bernardino, CA 92404	909/387-8111
<u>Social Security Administration (MEDICAID)</u> 461 Tennessee, Suite S P.O. Box 3452 Redlands, CA 92373	909/793-1213

Stepping Stone Alcoholic Program 818/967-2677
Residential recovery home for women.

Suicide and Crisis Intervention Service 909/886-4889

Sun City Information, Referral
Outreach M/F, 8 am - 5 pm 909/679-2374

Tel-Law
Free, taped legal information. 909/824-2300

Tel-Med 909/825-7000
San Bernardino County Medical Society
666 Fairway Drive
San Bernardino, CA 92408

Victims-Witness Assistance Program 909/387-6540

Victims of Crime Resource Center 800/777-9229
legal referrals and information

YMCA 909/885-3268

YWCA 909/889-9536

National Toll-free Resource Numbers

Alcohol Assistance Help line 24-hour Counseling
and Referral Services of Humanistic Mental
Health Foundation 800-333-4444

AMC Cancer Information Center 800-422-6237

AMC Cancer Research Center 800-525-3777

Center for Ed Training and Employment 800-848-4815

Cottage Program International 800-752-6100

Cystic Fibrosis Foundation 800-344-4823

Down Syndrome Congress, National 800-232-NDSC

Down Syndrome Society, National 800-221-4602

Easter Seal Society 800-221-6827

Foster Grandparent Program 800-424-8580

International Shriners' Headquarters 800-237-5055

Kidney Fund, American	800-638-8299
Legislative Coalition for Handicapped	800-888-4058
Medic Alert Foundation	800-344-3226
National Committee for Citizens In Education	800-638-9675 800-NETWORK
National Information Center for Education Media	800-421-8711
Parents Anonymous	800-421-0353
Poison Control Center	800-456-7707
Runaway Hotline, National	800-231-6946
Shriners International	800-237-5055
Spina Bifida, National	800-621-3141
Social Security Administration	800-772-1213
Suicide Assistance Help line 24 Hour Counseling and Referral Services of Humanistic Mental Health Foundation	800-333-4444

PARENT TRAINING AND INFORMATION CENTERS¹⁵

The Individuals with Disabilities Education Act established a grant program to support organized parent-to-parent efforts designed to meet the information and training needs of parents of children with special needs. This section of the guide lists projects funded by the Division of Personnel Preparation, Office of Special Education Programs (OSEP). These projects help parents to: 1) better understand the nature and needs of the disabling condition of their child, 2) provide follow-up support for the educational programs of their child, 3) communicate more

effectively with special and general education personnel, and other relevant professionals, 4) participate in educational decision-making processes, and 5) obtain information about the programs, services, and resources available to their child with a disability.

DREDF

2212 Sixth Street
Berkeley, CA 94710
(510)644-2555

Heath Resource Center: A clearinghouse which operates under a Congressional legislative mandate to collect and disseminate information nationally about disability issues in post-secondary educational support services, policies, and procedures related to educating or training people with disabilities.

Contact: Heath

One Dupont Circle, Suite 800
Washington, DC 20036
(800)544-3284

Matrix: A Parent Network and Resource Center

P.O. Box 6541
San Rafael, CA 94903
(415)499-3877

Parents Helping Parents

535 Race Street, #220
San Jose, CA 95126
(408)288-5010

TASK

100 W. Cerritos Ave.
Anaheim, CA 92805-6546
(714)533-8275

Technical Assistance for Special Populations Project: A program of the National Center for Research in Vocational Education at the University of California, Berkeley. It uses a database of resources, publications, and organizations focusing on transition and training. It can provide technical assistance and information via telephone or letter and can conduct free database searches.)

Contact: TASPP at the University of Illinois
Champaign-Urbana

Office of Education, Vocational and Technical Education
1310 South Sixth Street
Champaign, IL 61820
(217)333-0803

The Exceptional Children's Assistance Center: Provides a variety of resource materials and a lending library containing materials and publications on areas such as transition after high school, and how to obtain guardianship.

P.O. Box 16
Davidson, NC 28036
(704)892-1321

The Idaho Transition Project: Has guides for parents and teachers on transition planning, interagency collaboration, training and employment options, medical and financial benefits, and recreation and leisure options.

Contact: Sharon Pond, Consultant
Idaho Department of Education, Special Education Division
Len B. Jordan Building
650 W. State Street
Boise, ID 83720
(208)334-3940

The Institute on Community Integration: Has numerous research studies, newsletters, transition-related software, training manuals, and transition resource guides available for a fee.

Contact: Sandy Thompson
Institute on Community Integration, Room 6
Pattee Hall
150 Pillsbury Drive
Minneapolis, MN 55455
(612)625-3863

The Minnesota Department of Education Office of Interagency Transition Services: Has developed a variety of transition packets for parents, educators, and anyone involved in the transition process.

Contact: The Interagency Office on Transition
Minnesota Department on Transition Services
Minnesota Department of Education, Room 828
Capitol Square Bldg.
550 Cedar Street
St. Paul, MN 55101
(612) 296-0312

The Parent Education, Advocacy, and Training Center: A parent advocacy organization that provides training and

assistance to parents, teachers, and adult service providers to assist in transition success.

Contact: Linda McKelvey, State Transition Grant Coordinator
PEATC

318 Morning Glory Road
Mechanicsville, VA 23111
(804)559-4871

The Social Security Administration in Conjunction with the National Parents' Network on Disability: Has established an SSI outreach program that encourages parents and young adults aged 16 to 21 to apply for SSI. The Network will match parents or applicants with a Parent Mentor who will send a referral to the SSA.

Contact: Patricia McGill Smith
Director, National Parents' Network on Disabilities
1600 Prince Street, Suite 115
Alexandria, VA 22314
(703) 684-6763

The Work Environment and Technology Committee of the President's Committee on Employment of People with Disabilities: Has developed several manuals and training packages for working with people with disabilities which focus on conversational and communication skills. The package includes a cassette tape, cue cards, skill response cards, and an instructor's manual. Cost is \$37.00

Contact: Media and Publications Section
Hot Springs Rehabilitation Center
P.O. Box 1358
Hot Springs, AR 71902

Transition From School to Work, College, Community Life

The goals of Transition are that all students with disabilities secure meaningful employment and enjoy a quality adult life. These post-school goals include integrated community living and employment (including supported employment). Schools can support these goals by providing specialized instruction, community experiences, development of employment and appropriate interagency linkages. The path to attain these goals for all students with disabilities involves coordinating the services of schools and other agencies through a collaborative planning process.

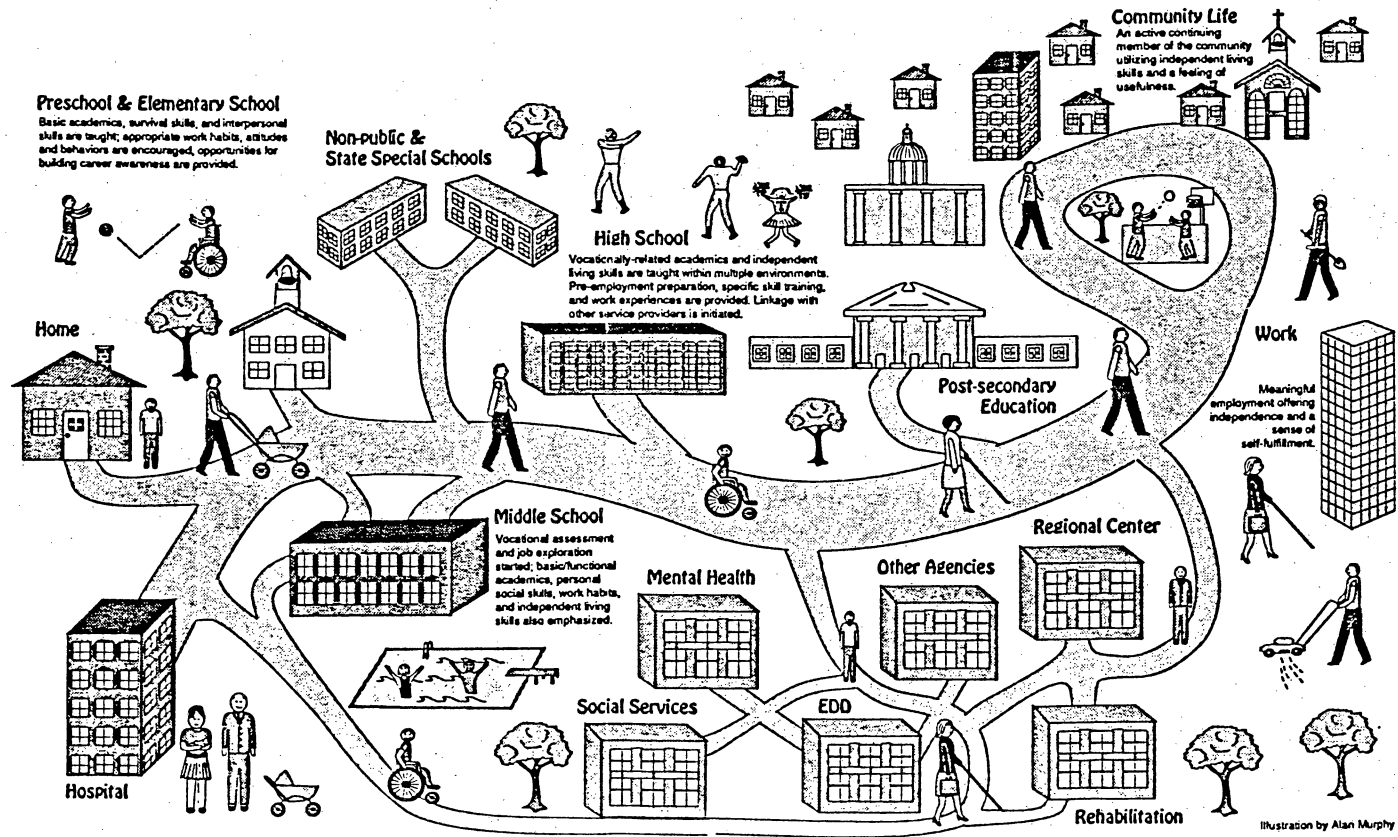


Illustration by Alan Murphy

ENDNOTES

¹20 U.S.C. Section 1401(a)(19), (20) (Supp. 1995).

²34 C.F.R. Section 300.18, .344(c), .345(b)(2), .346(b), .347 (1994).

³20 U.S.C. Section 1401(a)(19) (Supp.1995).

⁴Id.

⁵34 C.F.R. Section 300.346(b)(2) (1994); Letter to Cernosia, 19 IDELR 933 (OSEP 1993); Mason City(10) Community Sch. Dist., 21 IDELR 241 (1994).

⁶20 U.S.C. Section 1401(a)(19) (Supp. 1995).

⁷Id.

⁸Id.

⁹H.R. Rep. No.544, 101st Cong. (1990), reprinted in 1990 U.S.C.C.A.N. at 1733.

¹⁰20 U.S.C. Section 1401(a)(19) (Supp. 1995).

¹¹Campbell, P., & Dougan, P. (1991). Adapted from Transition services language survival guide for California. Sacramento, CA: Department of Education, Special Education Division.

¹²Id.

¹³Koleszar, C. (1996). Adapted from Who's the system for? Transition services training. Moreno Valley, CA.

¹⁴Dutton, D., Johnson, P., Sax, C. (1994). Assistive technology resources. A collaboration of The Computer Access Center: Santa Monica, McLaren Graduate School of Business: San Francisco, & Internak Institute: San Diego.

¹⁵Spiers, E., & Samberg, L. (1992), Transition resource guide. Washington DC: Health Resource Center, 16-23.

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