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Debbie Lee Duckworth

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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
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FOR TEACHERS

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Approved by:

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

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.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABSTRACT</td>
<td>iii</td>
</tr>
<tr>
<td>CHAPTER ONE: REVIEW OF THE LITERATURE</td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Historical Foundation</td>
<td>4</td>
</tr>
<tr>
<td>Defining Transition</td>
<td>9</td>
</tr>
<tr>
<td>Best Practices</td>
<td>10</td>
</tr>
<tr>
<td>Interagency Collaboration</td>
<td>11</td>
</tr>
<tr>
<td>Three Vital Transition Elements</td>
<td>12</td>
</tr>
<tr>
<td>Legal Issues in Transition</td>
<td>16</td>
</tr>
<tr>
<td>Parental/Family Involvement</td>
<td>21</td>
</tr>
<tr>
<td>CHAPTER TWO: TRANSITION RESOURCE GUIDE</td>
<td></td>
</tr>
<tr>
<td>Section One - Transition Information</td>
<td>25</td>
</tr>
<tr>
<td>Transition Laws</td>
<td>25</td>
</tr>
<tr>
<td>The Transition Process</td>
<td>30</td>
</tr>
<tr>
<td>Suggested Participants in the ITP Process</td>
<td>33</td>
</tr>
<tr>
<td>The Role Of the School Transition Facilitator</td>
<td>34</td>
</tr>
<tr>
<td>Transition Domains and Planning Options</td>
<td>36</td>
</tr>
<tr>
<td>Sample Transition Goals (Needs Statements)</td>
<td>41</td>
</tr>
<tr>
<td>Student Transition Questionnaire</td>
<td>47</td>
</tr>
<tr>
<td>Section Two - Transition Resources</td>
<td>50</td>
</tr>
<tr>
<td>Assistive Technology Resources</td>
<td>51</td>
</tr>
<tr>
<td>Career Training Programs</td>
<td>57</td>
</tr>
<tr>
<td>Community Agencies and Programs</td>
<td>78</td>
</tr>
<tr>
<td>Community Resources</td>
<td>90</td>
</tr>
<tr>
<td>Parent Training and Information Centers</td>
<td>95</td>
</tr>
</tbody>
</table>
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 transitioning 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 lifestyle 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, & Heeimovic, 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 Wacher (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. 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. 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. They should always include: (a) instruction, (b) community experiences, and (c) development of employment and other post-school adult living objectives. 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. 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.

(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.

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.


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.

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 (PL 101-392)
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
The Role of the School Transition Facilitator

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 OPTIONS

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
   b. 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 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)  

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)? ________________

49
* 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.
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

demark 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, MultiVoice, 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, L1S 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

WestTest 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 IL
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

COURSE:
Prepare contractors to pass state exam.

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

COURSES:
Nurse Assistant, Certified
Home Health Aide

Apple Valley Adult and Alternative
Education
11837 Navajo Road
Apple Valley, CA 92308
COURSES:
GED, ESL, High School Diploma

Associated Technical College
395 North E Street
San Bernardino, CA 92401

COURSES:
Micro Computer Repair
Plumbing
Telecommunications

Baker Valley Adult Education
P.O. Box 460
Baker, CA 92309-0460

COURSES:
GED, ESL
For other adult courses information, contact district office.

Baldy View ROP
135 South Spring Street
Claremont, CA 91711
909/624-0063

Financial Aid
Program Cost

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

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

Barbizon School Of Modeling
Of San Bernardino
636 East Brier Drive, Suite 150
San Bernardino, CA 92408
909/884-6266

Job Placement
Payment Plans Arranged

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

COURSES:
Personal Development
Professional Modeling
Facilities are handicapped accessible.
Can respond to specific employer training needs.

COURSES:
ABE, GED, ESL

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

Bear Valley Adult Education
4271 Moonridge Road
P.O. Box 1529
Big Bear Lake, CA 92315-1529

COURSES:
ABE, GED, ESL, Adult Diploma Program

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
35 10 Adams Street Financial Aid available
Riverside, CA 90703

COURSES:
Court Reporting - Self-paced program

Career Colleges Of America
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 Assistant
Electronic Technician
Medical Assistant - Front and Back
Pharmacy Technician

Chaffey Adult Education
211 West Fifth Street Job Placement
Ontario, CA 91762-1698 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
Facilities are handicapped accessible.
Can respond to specific employer training needs.

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

Chino Community Adult Education
5130 Riverside Drive
Chino, CA 91710
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
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: Special Education
Landscape-Architect/Construction
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
Warehousing 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
Concorde Career Institute -
United Health Careers Campus
570 West 4th Street
San Bernardino, CA 92401

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
11711 Sand Canyon Road
Yucaipa, CA 92399

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

COURSES:
ABE, GED, ESL

Accounting
Administration of Justice
Business Management
CA Fire Officer Training
Child Development
Clerical Assistant
Computer and Information Science
Emergency Medical Tech I
Paramedic
Fire Academy
Fire Inspection Academy

Legal Secretary
Marketing Management
Medical Secretary
Microapplications Spec
Mobile I/C Nurse
Radiologic Technology
Respiratory Care Tech
Secretary
Supervision
Word/Information Processor

Crest Computer Institute
10630 Town Center Drive, Suite 101
Rancho Cucamonga, CA 91730

Program Cost
Career Assessment/Counseling

COURSES:
Custom Software Training
Data Entry
Micro Computer Operator
Crossroads Vocational Institute, Inc.  
15384 Arrow Route  
Fontana, CA 92335  

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

Fontana Adult Education  
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.  
952 South Mt. Vernon, Suite B  
Colton, CA 92324  
Job Placement  
Career Assessment  

COURSES:  
Nurse Assistant/Aide  
Home Health Aide  
Licensed Vocational Nurse  
Medical Coding, Billing  
Claims Processing  

Health Care Innovations, Inc.  
965 So. Mt. Vernon, Suite A  
Colton, CA 92324  
Job Placement  
Career Assessment/Counseling  

COURSES:  
Medical Coding, Billing  
Claims Processing  

Hesperia Adult Education  
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 Occu./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:
<table>
<thead>
<tr>
<th><strong>Loma Linda University</strong></th>
<th>909/796-3741</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post Office Box 2000</td>
<td>Financial Aid</td>
</tr>
<tr>
<td>Loma Linda, CA 92354</td>
<td>Career Counseling</td>
</tr>
</tbody>
</table>

**COURSES:** (Medical - AS, BS Degrees) Medical Technology

<table>
<thead>
<tr>
<th>Biomedical Sciences Cert. Pgm.</th>
<th>Biomedical Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cardiovascular Perfusion Tech.</td>
<td>Nuclear Medicine</td>
</tr>
<tr>
<td>Cardiovascular Technology</td>
<td>Nursing</td>
</tr>
<tr>
<td>Clinical Nutrition</td>
<td>Nutrition and Dietetics</td>
</tr>
<tr>
<td>Coding Specialist</td>
<td>Occupational Therapy</td>
</tr>
<tr>
<td>Cyrotechnology</td>
<td>Oral Implantology</td>
</tr>
<tr>
<td>Dental Hygiene</td>
<td>Paleontology</td>
</tr>
<tr>
<td>Dentistry/Basic Medical Sciences</td>
<td>Pharmacology</td>
</tr>
<tr>
<td>Dietetic Technology</td>
<td>Physical Therapy &amp; Asst.</td>
</tr>
<tr>
<td>Emergency Medical Care</td>
<td>Public Health Nutrition</td>
</tr>
<tr>
<td>Environmental &amp; Occup. Health</td>
<td>Radiation Technology</td>
</tr>
<tr>
<td>Epidemiology</td>
<td>Radiation Therapy</td>
</tr>
<tr>
<td>Health Information Admin.</td>
<td>Respiratory Therapy</td>
</tr>
<tr>
<td>Marriage and Family Therapy</td>
<td>Special Imaging Technology</td>
</tr>
<tr>
<td>Medical Radiography</td>
<td>Speech-Language</td>
</tr>
<tr>
<td>Medical Science Program</td>
<td>Surgical Technology</td>
</tr>
<tr>
<td>Medical Sonography</td>
<td>Transcription Specialist</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>MTI College</strong></th>
<th>909/424-0123</th>
</tr>
</thead>
<tbody>
<tr>
<td>760 Via Lata, #100</td>
<td>JTPA Funded</td>
</tr>
<tr>
<td>Colton, CA 92324</td>
<td>Financial Aid</td>
</tr>
</tbody>
</table>

**COURSES:**

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

<table>
<thead>
<tr>
<th><strong>Marinello School of Beauty</strong></th>
<th>909/884-8747</th>
</tr>
</thead>
<tbody>
<tr>
<td>721 E. West 2nd Street</td>
<td>Job Placement/Referral</td>
</tr>
<tr>
<td>San Bernardino, CA 92401</td>
<td>Financial Aid/Referral</td>
</tr>
</tbody>
</table>

Facilities are handicapped accessible. Student loans available.

**COURSES:**

- Cosmetology
- Manicurist
Morongo Adult Education
5715 Utah Trail
P.O. Box 1209
Twentynine Palms, CA 92277
  Adult courses offered through ROP classes.

National Education Center -
Skadron College
825 E. Hospitality Lane
San Bernardino, CA 92408
  Job Placement
  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
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
1598 North H Street
San Bernardino, CA 92405
  Job Place. Assist.
  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 Health Technology
520 N. Euclid Avenue
Ontario, CA 91762
  Financial Aid
  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
9521 Business Center Dr., #9
Rancho Cucamonga, CA 91730

COURSES:
Graphic Design
Medical Assistant
Paralegal
Private Industry Council

County of San Bernardino
851 S. Mt. Vernon Avenue
Colton, CA 92324

COURSES:
Job training - low income
Retraining

Professional Career Institute
15065 Palmdale Road, Suite A
Victorville, CA 92392

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

RTP School
114 Airport Drive, Suite 105
San Bernardino, CA 92408

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 909/307-5315
7 West Delaware
Redlands, CA 92374

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
- Licensed Vocational Nurse
- Manicuring
- Medical Office Insurance
- Medical Terminology
- Nurse Assistant/Acute Care
- Nurse Assistant, Certified
- Nurse
- Sign Language
- Typing

Rialto Adult Education (Milor) 909/820-7801
266 W. Randall
Rialto, CA 92376

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 909/882-3735
200 East Highland
San Bernardino, CA 92404

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

COURSE:
High School Diploma

Rosston's School of Men's Hair Design
673 W. Fifth and G Street
San Bernardino, CA 92410

Program Cost
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

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

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

909/337-0842
909/884-2719
909/824-5350
909/798-4033
909/388-6000
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) 909/387-4448

COURSES:
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/
Computer Network Technician Home Health Aide
Construction Occupations Printing/Graphic Arts Occ.
Consumer Electronics Repair Product Prep. and Assy.
Cosmetology Radio Broadcasting
Custodial Occupations Recreation Occupations
Dental Assistant/Radiology Sales and Merchandising
Desktop Publishing Small Business
Diversified Occupations Sports Therapy and Fitness
Electronics Repair  Teacher Aide
Fire fighting Occupations  Technical Illustrator
Floristry  Travel Agent
Food Service Occupations  Welding
Health Care/Hospital Occupations

San Bernardino  909/888-6511
Valley College  x1629
701 South Mt. Vernon  Job Placement
San Bernardino, CA 92410-2798  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  800/700-3143
Training Academy
136 S. Arrowhead Avenue  Job Placement
San Bernardino, CA 92408  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 Handcuffing Techniques
Chemical Agent Loss Prevention
Communication Modified Crowd Control
Courtroom Procedures Powers to Arrest
Defensive Tactics Report Writing
Escalation/De-escalation of Force Sidehandle Baton
Firearms Straight Baton

Silver Valley
Adult Education
35320 Daggett-Yermo Road
P.O. Box 847
Yermo, CA 92398-0847

COURSES:
ABE, GED, ESL, High School Diploma

Spanish Vocational Schools
234 South I Street
San Bernardino, CA 92410

COURSES:
Spanish Vocational Schools
234 South I Street
San Bernardino, CA 92410

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
1330 E. Cooley Drive
Colton, CA 92324

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**
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**
2102-2112 N. Palm Avenue
Highland, CA 92346

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

**Adult Education**
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

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

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 II
Architectural Drafting
Associate Degree, Electronics Engineering Technology
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 Mgmt.
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  Welding
Fire Company Office  Word Processor
Fire Fighter

Washington Adult School  909/876-4196
900 East C Street  Career Counseling
Colton, CA 92324

COURSES:
GED, ESL, GAIN
Computer Classes
Quilting

Yucaipa Adult Education  909/797-0121
12787 Third Street  Job Placement Referrals
Yucaipa, CA 92399  Limited Financial Aid
Program Cost
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
Feldheym 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
GED Hotline  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
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
909/387-7878

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

80
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 causes, 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.
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
Services to assist cancer patients 909/683-6415
and their families. 909/983-2784
Desert 760/-2691

American Diabetes Association
Support group for children with diabetes and their families. 909/343-0304
Association for Children and Adults
With Learning Disabilities (ACLD)
P.O. Box 3334
San Bernardino, CA 92314

California Alliance for the Mentally Ill
700 E. Gilbert St., #5
San Bernardino, CA 92405

Catholic Charities
150 E. Olive
Colton, CA 92324
Child Abuse Hotline
Eves/weekends/holidays

Childhelp USA
(422-4453)
National Child Abuse Hotline

Children's Network
385 N. Arrowhead Ave.
San Bernardino, CA 92415-0121

Community Services Department
Of San Bernardino County
686 E. Mill St.
San Bernardino, CA 92415

Council for Exceptional Children (CEC)
Local Chapter #530
San Bernardino City Schools
777 N. "F" Street
San Bernardino, CA 92410

County Probation Office, Juvenile Division
175 West 5th St., 4th Floor
San Bernardino, CA 92410

Crisis Intervention and Suicide Prevention

Desert Community Mental Health
Blythe

Developmental Disabilities Board
Area 12
1960 Chicago Ave., #E-8
Riverside, CA 92507

Domestic Violence and Alternatives
Violence

909/989-1620
909/387-7055
909/370-0800
909/383-2121
800/4-A-CHILD
909/387-8974
909/387-2351
909/381-1205
909/387-8310
909/945-1066
800/472-4305
760/922-8194
909/824-3533
909/781-0722
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.
Riverside 800/499-2437
Perris /Sun City 909/784-2437
Desert Area 800/245-2013

**Inland Counties Family Learning Center** 760/323-2118
Parenting and child abuse prevention program, counseling.

**Job Corps** 909/783-2330
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
Mental Health, Department of Administrative Office 700 E. Gilbert Street San Bernardino, CA 92415-0920

Narcotics Anonymous Self-help organization for people experiencing problems with drugs. 909/274-7364

Parent of Runaway Children 909/351-0179

Pass Plan Resource Center 760/845-3385 367 West 8th St. Beaumont, CA 92223

Pregnancy Counseling Center 24-Hour Hotline Pregnancy testing and counseling for unplanned or problem pregnancy. 909/825-6656 Business Hours 909/889-4182

Protection and Advocacy, Inc. 800/776-5746 221 Glenoaks Blvd., Suite 220 Glendale, CA 91207

Public Health Clinic 909/885-9962

Rape Crisis and Assault Services 909/885-8884

Redlands Community Hospital 909/335-5500 350 Terracina Blvd. Redlands, CA 92373

Right-to-Life Services Help for problem pregnancies. 909/985-0205

Salvation Army 909/888-1336 746 W. 5th St. San Bernardino, CA 92410

Samaritan Emergency Shelter 909/884-9079 803 W. 8th St. San Bernardino, CA 92410

San Bernardino County Medical Center 909/387-8111 780 E. Gilbert Street San Bernardino, CA 92404

Social Security Administration (MEDICAID) 909/793-1213 461 Tennessee, Suite S P.O. Box 3452 Redlands, CA 92373
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 CENTERS

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
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
The goal of Transition from School to Work, College, Community Life is to help students with disabilities transition into meaningful and independent adult life. The preschool and school years are critical in developing these skills, and appropriate services and supports are provided in order to achieve these goals. The role of school is to support students in building career awareness and planning through individualized instruction, classroom, and community experiences. Non-public and State Special Schools help students develop academic and social skills in preparation for independent living and employment. High School focuses on developing vocational skills, leading to post-secondary goals that can be obtained through employment, independent living, or higher education. Transition plans are developed through collaboration with families and other service providers. The combination of education, employment, and community support services helps students become independent and self-sufficient.
ENDNOTES


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


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).


7Id.

8Id.


12Id.


Merced County Office of Education Transition Training Materials. Merced, CA.

Miller, Caryl. (1986). *Laws and regulations: Career/vocational education for handicapped students.* Orange County Department of Education.


