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ABSTRACT

The 1990 edition of this reference manual deals with parent training about supported employment for persons with disabilities. It comprises an annotated bibliography (approximately 500 items) of journal articles, manuscripts, books, and audiovisual materials, and a listing of some of the parent training projects that have developed workshops and resources. The first section includes resources for parent training, including parent perspective resources, parent training models, national and state projects for parent training information, audiovisual aids, and resources for trainers. The second section lists resources on supported employment, including information on supported employment for persons with developmental disabilities, chronic mental illness, or traumatic brain injury. Also covered are social security and work incentives. Information resources on the transition from school to work and community living are listed in the third section. The last section lists resources on personal futures planning and self-determination. Appendices contain a parent training resource list, a listing of newsletters, a directory of journals, and a bibliographic information form. (DB)

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A Reference Manual

for Parent Training

about Supported Employment

Compiled by the

Supported

Employment

Parent

Training

Technical

Assistance

SEPT/TA

Project

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PACER Center, 4826 Chicago Avenue South, Minneapolis, MN 55417-1055; (612) 827-2966 Voice/TDD,
FAX (612) 827-3065**

The Supported Employment Parent Training Technical Assistance (SEPT/TA) Project is a national project of PACER Center and funded by the U.S. Office of Special Education and Rehabilitative Services. SEPT/TA delivers technical assistance to parent training organizations and state supported employment projects which are developing their capacity to train more parents about supported employment. SEPT/TA facilitates the national exchange of information to promote parent training about supported employment. Parent involvement is essential for the overall success of the supported employment movement in this country.

A Reference Manual for Parent Training About Supported Employment is comprised of an annotated bibliography of journal articles, manuscripts, books, audiovisual materials, and a listing of some of the parent training projects which have developed workshops and resources for parent training about supported employment. Due to frequent changes, specific prices for materials are not listed. Please contact the individual programs for information regarding cost.

It is intended that this manual will provide you, the reader, with current information on developed resources available for parent training about supported employment. The SEPT/TA Project does not endorse the materials listed but encourages you to search out and explore those products that will be helpful for the development of training in your communities.

TABLE OF CONTENTS

Resources for Parent Training

Parent Perspective Resources	3
Parent Training Models	14
National and State Projects for Parent Training Information	21
Audiovisual Aids	33
Resources for Trainers	44

Resources on Supported Employment

General Information on Supported Employment for Persons with Developmental Disabilities	49
General Information on Supported Employment for Persons with Chronic Mental Illness	61
General Information on Supported Employment for Persons with Traumatic Brain Injury	65
Social Security and Work Incentives	69
Additional Bibliographies	72

Resources on Transition

General Information on Transition from School to Work	81
General Information on Community Living	89

Resources on Planning for the Future

General Information on Personal Futures Planning	93
General Information on Self-Determination	98

Appendix

Parent Training Resource List	103
Newsletters	121
Directory of Journals	130
Bibliographic Information Form	133

RESOURCES FOR PARENT TRAINING

PARENT PERSPECTIVE RESOURCES

PARENT TRAINING MODELS

**NATIONAL AND STATE PROJECTS FOR PARENT
TRAINING INFORMATION**

AUDIOVISUAL AIDS

RESOURCES FOR TRAINERS

PARENT PERSPECTIVE RESOURCES

- * Beckett, C. and Fluke, D. (1988, January, February) **Supported Employment Parental Involvement. The Exceptional Parent, 20-26.**

For parents to be effective advocates for their children, they must understand how supported employment works and be able to voice their concerns. This article discusses the development of the Parent Educational Advocacy Training Center (PEATC) model on training parents about supported employment.

- * Blaine, K. (1989) **Advocating for Supported Employment: What Can Parents and Guardians Do? Tacoma, WA: Washington PAVE.**

This article addresses ways in which parents can help ensure supported employment options in their communities.

Copies obtained from:

Washington PAVE
6316 South 12th
Tacoma, WA 98465
(206) 565-2266 (Voice/TDD)

- * Blaine, K. (1989) **What Parents Can Do to Prepare Students with Disabilities for Employment. Tacoma, WA: Washington PAVE.**

This article describes how parents can prepare their sons or daughters with disabilities for the world of work.

Copies obtained from:

Washington PAVE
6316 South 12th
Tacoma, WA 98465
(206) 565-2266 (Voice/TDD)

- * Coudroglou, A. and Poole, D.L. (1984) **Disability, Work, and Social Policy: Models for Social Welfare. Broadway, NY: Springer Publishing Company.**

This text gives an overview of national disability policy from historical developments to current dilemmas. The book examines policies on health care, vocational rehabilitation, income maintenance, and social services.

Copies obtained from:

Springer Publishing Company
536 Broadway
New York, NY 10012-3955

- * Dileo, D. and Nisbet, J. (1989, July) Enhancing the Lives of Adults with Disabilities: An Orientation Manual. Funded and developed by the New Hampshire Division of Mental Health and Developmental Services.

This manual is written for individuals who have chosen a career in working with persons with disabilities. Defines the role of a person who works with people with disabilities in order to enhance opportunities and participation in the community as valued members.

Copies obtained from:

The Institute on Disability
(603) 862-4320

The New Hampshire Division of Mental Health and Developmental Services
(603) 271-5024

- * Everson, J.M., Shafer, M.S., Wehman, P., and Snyder, J.A. (1989) Supported Employment: Emerging Trends From a National Perspective. Richmond, VA: Rehabilitation Research and Training Center (RRTC).

This article looks at the growth of supported employment from 1986-1988, trends, ranges of individuals served and range of supported employment options available.

Copies obtained from:

Rehabilitation Research and Training Center (RRTC)
1314 West Main Street
Richmond, VA 23284-0001
(801) 367-1851

- * Hill, J.W., Seyfarth, J., Banks, D.P., Wehman, P. and Orelove, F. (1987) Parent Attitudes About Working Conditions of Their Adult Mentally Retarded Sons and Daughters. Exceptional Children, 54 (1), 9-23.

Survey conducted with 660 parents/guardians of young adults with disabilities (mild to severe) to assess parent/guardian attitudes on employment opportunities. Article stresses need for development of parent/professional partnerships toward improving vocational services for persons with disabilities.

- * Hubbard, T.S. (1987) What Advocates and Service Providers Should Know About the Effects of Employment on Social Security Disability Insurance and Supplemental Security Income. Eugene, OR: University of Oregon.

Overview of system including definitions, discussions of benefits and tips on applying for benefits.

Hubbard (cont.)

Copies obtained from:

**Specialized Training Program
University of Oregon
College of Education
Eugene, OR 97403-1211
(503) 686-5311**

- * James-Manus, T. (1989) Coming of Age: A Parent's Guide to Supported Employment and Transition from School to Work. Raleigh, NC: Employment Opportunities, Inc.

Parent handbook on supported employment and transition. Roles of parents in transition from school to work and in supported employment are discussed. Information is also provided on guardianship, estate planning, government benefits and community resources available in North Carolina.

For copies:

**Toni James-Manus
Employment Opportunities, Inc.
3509 Haworth Drive, Suite 402
Raleigh, NC 27609
(919) 782-8346**

- * Jamison, S.D. (1989) Letting Go Is Not Easy. SEPT/TA MEMO, 1(2), 3.

A parent of a young woman with autism discusses transition and planning for her daughter's move from home to the community.

For copies:

**SEPT/TA Project
c/o PACER Center
4826 Chicago Ave. So.
Minneapolis, MN 55417
(612) 827-2966 (Voice/TDD)**

- * Kregel, J., Wehman, P., and Shafer, M.S. (Eds.) (1990) Supported Employment for Persons with Severe Disabilities from Research to Practice. Richmond, VA: Virginia Commonwealth University.

The authors discuss supported employment for individuals with traumatic brain injury, long term mental illness, cerebral palsy, and other disabilities. The book also addresses methods of improving the quality of supported employment.

Kregel (cont.)

Copies obtained from:

**Rehabilitation Research and Training Center
School of Education
Virginia Commonwealth University
Richmond, VA 23284
(804) 367-1308**

- * Lane, S.B. (1987, February) **From Workshop to Workshop. The Hartford Advocate.**

Two employers from Massachusetts tell about their success with hiring persons who have developmental disabilities in competitive work situations.

- * **Legal Advocacy for Persons With Developmental Disabilities. (1988) Toward an Improved Quality of Life: A Guide for Parents, Family Members and Advocates. Minneapolis, MN: Author.**

Manual written to correspond to six 3-hour training sessions. Information included enables a parent to carefully review their son's or daughter's residential, work and day programs.

Copies obtained from:

**Legal Advocacy for Persons with Developmental Disabilities
222 Grain Exchange Building
323 Fourth Ave. S.
Minneapolis, MN 55415
(612) 338-0968**

- * Liebert, D.E., Lipski, D.K., Horowitz, M. (1987) **Identification of Parent Needs for Transition Planning.** Study funded in part by a grant from the National Institute of Disability and Rehabilitation Research. Albertson, NY: Employment Research Training Center.

This survey examines the type of information parents of students with disabilities require to be active participants in the transition planning process from school to work.

Copies obtained from:

**Diane Liebert
Employment Research Training Center
Human Resources Center
Albertson, NY 11507
(516) 747-5400**

- * **New Medico Head Injury System. (1990, Fall) Profiles: Brain Injury in the Family. Headlines. 10-11.**

Four families discuss strategies that helped them cope with problems they faced in dealing with a family member's injury.

- * **Moon, S. and Beale, A. (1984, December) Vocational Training - Employment Guidelines for Parents. The Exceptional Parent, 35-38.**

This article gives parents some helpful advice and steps they can take to insure their son's and daughter's vocational training and job placement. Gives time guidelines and suggestions about skills parents can incorporate for vocational training at the elementary school, middle school and high school levels.

- * **National Information Center for Children and Youth with Handicaps. (1987) Transition - The Role of Parents, Students and Professionals. Transition Summary (4).**

Article discusses ways that adolescents with disabilities, their families and professionals can achieve independence at work and in the community. Lists other resources for information, referral and self-advocacy in working toward the achievement of independence goals.

Copies obtained from:

National Information Center for Children
and Youth with Handicaps (NICHCY)
Box 1492
Washington, DC 20013
(800) 999-5599

- * **Nietupski, S., Krajewski, L., and Nietupski, J. (1988) Parent/Professional Partnership in Advocacy: Developing Integrated Options Within Resistive Systems. Journal of the Association for Persons with Severe Handicaps, 13(4), 251-259.**

This article relates how a partnership of parents and professionals can effectively advocate for integrated educational options.

- * **Oklahoma Supported Employment Project. (1987) Supported Employment: A Handbook for Parents in Oklahoma. Oklahoma City, OK: Author.**

Handbook developed for parents about supported employment which gives an overview of supported employment. Includes case studies, questions and answers often posed by parents about competitive employment, social security and what parents and consumers can do to insure the availability of community integrated options, such as supported employment.

Oklahoma (cont.)

Copies obtained from:

**Project Director
Oklahoma Supported Employment Project
5813 South Robinson
Oklahoma City, OK 43109
(405) 631-0433**

- * **PACER Center. (1988) Opportunity Knocking: The Story of Supported Employment. Minneapolis, MN: Author.**

Designed especially for parents, this book explains how supported employment programs work, answers many questions asked by parents and includes directories of adult service agencies.

Copies obtained from:

**SEPT/TA Project
PACER Center
4826 Chicago Ave, So.
Minneapolis, MN 55417-1055
(612) 827-2966 (Voice & TDD)**

- * **PEAK Parent Center. (1990, Winter) How to Prepare a Family Member for Supported Employment. Speak Out, 6-7.**

Article offers suggestions to parents on preparing a family member for supported employment.

Copies obtained from:

**PEAK Parent Center
6055 Lehman Drive, Suite 101
Colorado Springs, CO 80918
(710) 531-9400
ATTN: Mary Jean Nelson**

- * **Pendler, B. (1987, June) My Daughter is Leaving Home. What Do I Do Now? The Exceptional Parent, 14-16.**

A mother confronts her own fears as her daughter with developmental disabilities faces the challenge of living on her own.

Pendler (cont.)

Copies obtained from:

**PACER Center
4826 Chicago Ave. So.
Minneapolis, MN 55417-1055
(612) 827-2966 (Voice & TDD)**

- * **Pendler, B. (1988) Supported Employment: A Time for Parents to Look at the Subject of Sexuality. Speech presented at the Supported Employment Parent Training Technical Assistance (SEPT/TA) Project's National Conference, Williamsburg, VA, May 10-12, 1988.**

Open discussion of some of the sexuality issues that arise for parents of sons and daughters with disabilities. Includes personal anecdotes and up-to-date advice for parents faced with these concerns.

Copies obtained from:

**SEPT/TA Project
PACER Center
4826 Chicago Ave. So.
Minneapolis, MN 55417-1055
(612) 827-2966 (Voice and TDD)**

- * **Petersen, E. (1984) Financial Protection for the Handicapped, Special Perceptions, 8-10.**

Discusses the factors involved in planning important financial considerations for sons and daughters with disabilities.

Copies obtained from:

**PACER Center
4826 Chicago Ave. So.
Minneapolis, MN 55417-1055
(612) 827-2966 (Voice and TDD)**

- * **Phelps, L.A., Chaplin, C., Kelly, A. (1987) A Parent's Guide to Vocational Education. News Digest, (8), 1-11.**

Examines the importance of vocational education for students with disabilities. Suggests how parents can modify and adapt vocational programs and curricula to include those elements which will benefit the student with disabilities. Includes a bibliography and list of organizations to assist in vocational planning.

Phelps (cont.)

Copies obtained from:

**News Digest
National Information Center for
Children and Youth with Handicaps (NICHCY)
Box 1492
Washington, DC 20013
(800) 999-5599**

- * Pressman, Harvey. (1987, February) **New Roles for Parents. The Exceptional Parent, 36-40.**

This article explores the numerous possibilities for parent involvement in securing employment for their sons/daughters with disabilities.

- * **Rehabilitation Research and Training Center at Virginia Commonwealth University and Parent Educational Advocacy Training Center (PEATC). SPECIAL ISSUE Parents and Families: Advocating Vocational Outcomes for Young Adults with Disabilities. RRTC Newsletter, 5(3).**

This newsletter explores various ways parents can support the employment efforts of their sons and daughters.

Copies obtained from:

**Rehabilitation Research and Training Center
Virginia Commonwealth University
1314 West Main Street
Richmond, VA 23284-2011
(804) 367-1851**

- * **Rehabilitation Research and Training Center at Virginia Commonwealth University. (1987) You, Your Child and Competitive Employment. RRTC Newsletter, 1(2).**

Provides information to assist parents in planning for their son's or daughter's career, including common terms used in adult services, community resources and a series of questions most often asked by parents.

Copies obtained from:

**Rehabilitation Research and Training Center
Virginia Commonwealth University
1314 West Main Street
Richmond, VA 23284-2011
(804) 367-1851**

- * **Supported Employment Parent Training/Advocacy Project. (1990) Supported Employment: The Preferred Option-A Handbook for Parents. Lansing, MI: Author.**

A handbook for families about supported employment, what it is and how to access in Michigan for their sons and daughters with disabilities.

Copies obtained from:

ARC/Michigan
333 South Washington Square, Suite 200
Lansing, MI 48933
(517) 487-5426
1-800-292-7851

- * **Schutz, R.P. (1986) Establishing a Parent-Professional Partnership to Facilitate Competitive Employment. Rusch, F.R. (Ed.) Competitive Employment Issues and Strategies (pp. 289-302). Baltimore, MD: Paul H. Brookes Publishing Company.**

Chapter discusses the strategies for forming alliances between parents of adults with disabilities and professionals involved in the vocational process.

Copies obtained from:

Paul H. Brookes Publishing Company
P.O. Box 10624
Baltimore, MD 21285
1-800-638-3775

- * **Styris, J. and Backer, T. (1987) Taking Charge and Letting Go: A Parent's Views of Transition Programs. RRN Fact Sheet #6.**

Parent advocates from across the country discuss the challenges of when to take an active role in their son's or daughter's steps toward independence from school to work and when to let go. Parents not only discuss the problems but some possible solutions as well. Resources and materials are listed in this fact sheet.

Copies obtained from:

Regional Rehabilitation Network (RRN)
1849 Sawtelle Blvd. Suite 102
Los Angeles, CA 90025

- * Tymchuk, A.J. (1985) Effective Decision Making for the Developmentally Disabled. Portland, OR: Ednick Communications, Inc.

A book designed for parents or caregivers to assist persons with developmental disabilities in decision making.

Copies obtained from:

Ednick Communications, Inc.
Box 3612
Portland, OR 97208

- * The Center on Human Policy. (1989, November) Community Living for Adults.

A sixteen page newsletter which describes the experiences of persons with disabilities who have created their own homes and those agencies which support them in individualized ways.

Copies obtained from:

The Center on Human Policy
200 Huntington Hall
Syracuse, NY 13244-2340
(315) 443-3851

- * Vermont Information and Training Network (VITN). (Revised 1989) Becoming Part of the Workforce (I & II).

The purpose of this manual is to provide activities and information designed to help parents develop a personal profile of their sons or daughters and to identify and use community resources.

Copies obtained from:

Vermont Information and Training Network, (VITN)
37 Champlain Mill
One Main Street
Winooski, VT 05404-2230
(802) 655-4016 (Voice/TDD)

- * Watkins, J. (1990, Spring) What Most Parents Don't Know. Parent Network Connections.

This article discusses misconceptions related to what youths with disabilities are entitled to receive and provides helpful information for parents.

Copies obtained from:

Parent Network Center
1443 Main Street
Buffalo, NY 14209
(716) 885-1004

16

* Woods, J.N., Young, P.L., and Singleton, R. (1988) Parents Supporting Independence: A Training Manual for Parents/Guardians/Payers: Supported Employment and Social Security Work Incentives. Jonesboro, AR: FOCUS, Inc.

A handbook for parents about supported employment, SSI work incentives, parent networking, successful job development, job coaching, and support techniques. Parents will discover specific information, helpful strategies, activities and forms to reinforce their learning experience.

Copies obtained from:

FOCUS, Inc.
2917 King Street, Suite C
Jonesboro, AR 72401
(501) 935-2750

PARENT TRAINING MODELS

*** Exceptional Children's Assistance Center**

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

**Connie Hawkins, Executive Director
Pat Hula Transition Specialist**

A group of workshops on Social Security Work Incentives with handouts and manuals for parents, family members, educators, vocational rehabilitation counselors, and other professionals working with consumers experiencing disabilities. The workshops provide detailed information on the kinds of programs available, eligibility for the programs, ways to access and monitor the programs.

The 15-hour professional workshop deals with the following topics: Supplemental Security Income (SSI), Social Security Disability Insurance (SSDI), Blind Work Incentives (BWE), Plan to Achieve Self-Support (PASS), Impairment Related Work Expenses (IRWE), and other related topics. The parents' workshops are divided into 2-4 hour separate workshops dealing with SSI/SSDI, PASS, IRWE, and BWE. Participants in any of the workshops will be able to access their local Social Security Administration and develop a work incentive program(s) for their eligible children/consumers.

*** New Hats, Inc.**

**P.O. Box 57567
Salt Lake City, Utah 84157
(801) 268-9811
(801) 259-6613**

Emilee Curtis, Executive Director

A workshop series with accompanying workbook/journals is available for parents, family members, advocates, educators and other professionals who are investigating future planning for/with persons experiencing disabilities. Participants in New Hats workshops "try on" new ideas, behaviors and skills in their approaches to important decisions of transition, employment, ongoing support and community living. In parent's workshops, a lifetime plan is formulated. In workshops for educators, plans are created for successful transition from student life to adult life. Administrators design strategies for cooperation, collaboration and negotiation in their workshops. Facilitator training is available for the parents' workshops: Future Planning, Letting Go, Employment, New Answers. In addition, the staff of New Hats, Inc., provides film festivals, and consultation/workshops on facilitating groups, curriculum development, assertive communication, anger management, grieving and other topics.

* **Oregon COPE Project, Inc.**
999 Locust Street, NE, Box B
Salem, OR 97303-5299
(503) 373-7477

Cheron J. Mayhall, Executive Director

COPE is a federally funded parent training and information center focused on families of children and youth with disabilities, birth-21 years of age. COPE provides information about transition and supported employment to both parents and professionals through:

- 1) education and skill-building workshops
- 2) information clearinghouse of printed materials
- 3) book and video lending library
- 4) information and referral to other providers/agencies
- 5) individual assistance to families
- 6) bi-monthly newsletter

COPE cooperates with the Parent Graduation Alliance and other programs at the University of Oregon which focus on developmental disabilities and working with the adult service system.

* **PACER Center**
Parent Advocacy Coalition for Educational Rights
4826 Chicago Ave So.
Minneapolis, MN 55417-1055
(612) 827-2966 (Voice & TDD)

Paula Goldberg, Co-Director
Marge Goldberg, Co-Director
Cathleen Urbain, Project Coordinator, MNSEP Project

PACER is a coalition of Minnesota disability organizations and is a currently funded parent training and information center. PACER offers information and advocacy training workshops for parents about supported employment.

Workshop formats are presented in three stages:

1. **Awareness**: a three-hour informational session
2. **Personal advocacy**: a six-hour session
3. **Systems change**: consists of six sessions given on weekends for 20 parents, consumers, and /or advocates

Resources available include:

1. Outline and transparencies for 3-hour informational workshop for parent training on supported employment. (May be purchased separately)
2. **Opportunity Knocking**: (1988) A handbook for parents about the supported employment option for their son or daughter with a disability.

PACER Center (cont.)

3. **Packet of workshop materials including brochure and information on supported employment and related issues such as SSI and SSDI.**
4. **Supported Employment; Questions Parents Ask**
5. **As I See It: Aid for parents in developing a work profile for their son or daughter with a disability.**
6. **Transition Planning Guide: Minnesota Department of Education, June, 1987.**
7. **A handbook about supported employment and how to access at an individual or systems change level: Winter, 1991.**
8. **Ideas to Help Professionals Include Families in the Planning, Monitoring and Development of Supported Employment: (1990) Order #PHP-c13**

Trish Matuszak, Project Coordinator, Transition Project, PACER Center

Transition workshops are designed primarily for parents of secondary school students with disabilities. Workshops consider the route from school to employment - including vocational exploration, preparation, training, education, supported employment, and job placement. The sessions explore the move from a student's childhood residence to the independent living option that provides the most self-sufficient environment possible. The workshops give information about services and agencies that provide income assistance, offer residential alternatives, assist with social/recreational activities, teach independent living skills, and provide vocational training. Written materials have been developed, along with a videotape, "Vocational Rehabilitation and You." In addition, a federally-funded transition project (1989-92) works with a small number of families in specific communities in active planning for transition through networking strategies and practices. The goal for these families is to maximize independence in the community for sons and daughters with disabilities. The Transition Project also produces a newsletter, Transition Link, that is available free of charge.

- * **Parent Education Network (PEN)**
1211 Tech Blvd, Suite 105
Tampa, FL 33619
(813) 623-4088
1-800-TALK-PEN

Janet Jacoby, Executive Director

Parent Education Network (PEN) offers training on supported employment performed by a team with a parent member, provider, and supported employment specialist. The parent trainers are available to answer parents' questions and to provide Supported Employment Opportunities (SEO) information to any group. PEN has a trainer's manual and a parent's manual for participants in training. The project has a newsletter which includes SEO information with material on education rights.

* **Parent Educational Advocacy Training Center (PEATC)**

228 South Pitt Street
Suite 300
Alexandria, VA 22314
(703) 636-2953

Winifred Anderson, Director

PEATC is a federally funded parent training and information center which provides training to families in Virginia, West Virginia, and Maryland. The center maintains an information and referral service for families. Parent training about supported employment is offered in the following formats:

Training sessions: A six-hour course (2 sessions) addressing parents' concerns regarding employment in the community for their son and daughter with disabilities.

Target audience: Parents or guardians of sons and daughters with developmental disabilities ages 18 and older; young adults with developmental disabilities; interested professionals (limited enrollment).

Materials Included: Supported Employment Opportunities. A comprehensive manual complete with worksheets, charts and a listing of local and state supported employment sites. (1987)

Training sessions: Supported Employment Opportunities Team Training. A training course for parent/professional teams. This training is a three-day program which teaches teams to plan, present and evaluate the Supported Employment Opportunities course for families in their community.

Materials Included:

1. Supported Employment Opportunities Trainer's Guide, PEATC, (1987).
2. Supported Employment Opportunities: A participant's manual complete with worksheets & charts, PEATC. (1987)
3. A slide-tape show depicting supported employment sites and workers.
4. Supported Employment: A Formula for Success: A video tape produced by the Maryland Developmental Disabilities Council.

* **Parents Graduation Alliance (PGA)**

c/o Family Transition Planning and Support System
Specialized Training Program
College of Education/University of Oregon
Eugene, OR 97403
(503) 346-2473

Roz Slovic, Project Director

The Parents' Graduation Alliance (PGA) assists parents and others in planning for successful family transitions. The Family Transitions Planning and Support System is a set of planning activities that help individual families to:

PGA (cont.)

1. **Target specific family transition issues for immediate attention and activity;**
2. **Identify informal and formal support strategies that could help resolve those issues;**
3. **Track changes in opportunities and outcomes as the strategies are tried;**
4. **Give families a sense of empowerment to draw independently upon their own array of information, community resources and supports to address future problems as they arise; and**
5. **Share ideas and support with families as part of a family transitions network.**

The Family Transitions Planning and Support System is intended for use by trained parents and advocates on a one-to-one basis with families requesting assistance.

The PGA also provides information, referral, training and advocacy services to parents and professionals who want to improve or develop programs and services for students and young adults with severe disabilities.

Resources available include:

1. Lynch, W.F., Slovic, R., & Bernham, M.H. (1986) Supported Employment: A New Way to Work. 1/2" VHS videotape.
2. Lynch, W.F., Slovic, R., & Gross, G. (1987) Supported Living: New Community Options. 1/2" VHS videotape.
3. McDonnell, J., Sheehan, M., Wilcox, B., & Slovic, R. (1987) Effective Transition from School to Work and Adult Services: A Procedural Handbook for Parents and Teachers.
4. Newton, S.J., Slovic, R., Stoner, S.K. (1989) "Contribution" and Individuals with Disabilities.
5. Slovic, R., Ferguson, D.L., Ferguson, P.M., & Johnson, C. (1986) GUIDES: A Peer Support Program for Severely Handicapped Students in Transition.
6. Slovic, R., Ferguson, P.M., Lynch, W.F., & Wilcox, B. (1988) Parent Primer: Secondary Programs for Students with Severe Disabilities. Eugene: University of Oregon, Specialized Training Program.
7. Slovic, R. and Lynch, W.F. (1989) Recipe for Change: A brief history of the Parents' Graduation Alliance.
8. Slovic, R., Ferguson, P.M. and Lynch, W.F. (1989) Resource Guide (In preparation). Eugene: University of Oregon, Specialized Training Program.
9. Ferguson, P.M., Lynch, W.F. and Slovic, R. Strategies Guide (In preparation). Eugene: University of Oregon, Specialized Training Program.

* Parents Reaching Out in Oklahoma Project (PRO-Oklahoma)
1917 South Harvard Ave.
Oklahoma City, OK 73128
(405) 681-9710 or 1-800-PL 94-142

Sharon Bishop, Program Director

PRO-Oklahoma is a federally funded parent training and information center designed to train and inform parents of children with disabilities about their roles and responsibilities.

PRO-Oklahoma (cont.)

Resources available about supported employment include:

-Supported Employment: A Handbook for Parents in Oklahoma

Handbook designed for parents to give factual in-depth information on supported employment. Includes case studies, placement checklist and glossary of terms. Developed through efforts of Parents Reaching Out in Oklahoma, Oklahoma University Rehabilitation Administration and Management Program and Oklahoma Supported Employment Project (SEP).

-Supported Employment Opportunities Training

A three (3) hour training for parents of young adults with severe disabilities, adults with severe disabilities and professionals. Training addresses parent's concerns about their son/daughter being involved in supported employment; information on what supported employment is; role play with a case study and group activity, benefits of supported employment, SSI/Medicaid information and advocacy. Training participants receive a manual and other resource materials.

* PEAK Parent Center, Inc.
6055 Lehman Drive, Suite 101
Colorado Springs, CO 80918
(719) 531-9400

Barb Buswell, Co-director
Judy Martz, Co-director
Mary Jean Nelson, Project Coordinator

The PEAK Parent Center in Colorado Springs is a federally funded parent training and information center and offers a 2-1/2 hour interactive workshop for family members of adults with severe disabilities. The goal of the workshop is to help family members become aware of supported employment as an option and begin to form a vision of their sons and daughters as active members of their community. The training team consists of team leader, a second trainer, and an adult with a disability from the local community. At least one trainer is a parent of an adult in supported employment. The format of the workshop includes a video and brief lecture about supported employment, an interview with an adult in supported employment, a "testimonial" by a parent of an adult in supported employment, and networking among participants. Each participant receives a packet of relevant information.

- **Vermont Information and Training Network (VITN)**
37 Champlain Mill, 1 Main Street
Winooski, VT 05404
(802) 655-4016 (Voice/TDD)

Connie Curtin, Director

Vermont Information and Training Network (VITN) is a federally funded parent training and information center which offers training, information, and support to parents and families of children with disabilities. VITN provides services to families in several ways including workshops, presentations, individual assistance, information and referral, materials development, use of volunteer network, outreach to rural and minority families, and cooperation with agencies.

Workshops for parents cover such topics as Building Parent-Professional Partnerships, Community Resources, Planning for Your Child's School Transitions, Planning for the Future, and Approaches to Employment.

Materials relevant to supported employment include:

1. **A Parent's Guide to Supported Employment for Individuals with Psychiatric or Emotional Disabilities**
2. **A Parent's Guide to Supported Employment for Individuals with Developmental Disabilities**
3. **Workshop packets containing information about the supported employment process, timelines for transition planning, laws concerning employment, community resources, and SSI.**

NATIONAL AND STATE PROJECTS FOR PARENT TRAINING INFORMATION

*** Arkansas Research and Training Center in Vocational Rehabilitation**

105 Reserve
P.O. Box 1358
Hot Springs, AR 71902
(501) 624-4411

This center conducts training and research which enhances employment opportunities and job skill development for persons with disabilities. Specific projects focus on career development skills, job development, and placement strategies. Information is disseminated nationwide.

*** Association for Persons In Supported Employment (APSE)**

5001 West Broad Street
Suite 34
Richmond, VA 23230
(804) 282-3655
Attn: Wendy Wood, Executive Director

APSE was formed to promote the concept of paid integrated employment and full community participation for all individuals. APSE addresses issues and concerns related to the activity of supported employment with the intent of improving the overall delivery of supported employment services to individuals with severe disabilities. Persons invited for membership in APSE include service recipients, parents, employers, service providers, local, state and national agency representatives with interest in supported employment activities. Annual membership provides members with The Advance, a quarterly newsletter, intermittent notices related to policy and legislation, voting privileges within the association, and reduced conference rates.

*** Association for Retarded Citizens (ARC) of the United States**

National Headquarters
2501 Avenue J
Arlington, TX 76006
(817) 640-0204

The Association for Retarded Citizens (ARC) of the United States is the largest volunteer organization solely devoted to improving the quality of life for all persons with mental retardation, the prevention of disabling conditions and the search for cures.

- * **Beach Center on Families and Disability**
Bureau of Child Research
4138 Haworth Hall
University of Kansas
Lawrence, KS 66045
(913) 864-7600
Attn: Gary Brunk, Assistant Director

The Beach Center on Families and Disability carries out research about families of persons with developmental disabilities and emotional disabilities as well as those who are technology-dependent. The Beach Center is interested in issues that affect family members of all ages and disseminates information to families through a newsletter, published three times a year. The newsletter is free of charge.

- * **Center on Psychiatric Rehabilitation**
730 Commonwealth Avenue
Boston, MA 02215
(617) 353-3550
Attn: William A. Anthony, Ph.D., Director

The Center on Psychiatric Rehabilitation focuses on assisting people with psychiatric disorders to achieve personal goals through the development, demonstration, dissemination, and utilization of new psychiatric rehabilitation knowledge and teaching. Dissemination and utilization activities include an electronic bulletin board, a database service, inservice training for practitioners, and technical assistance to families and consumers.

- * **Commission on Accreditation of Rehabilitation Facilities (CARF)**
101 North Wilmot Road
Suite 500
Tucson, AZ 85711
(602) 748-1212 Voice/TDD

CARF is a nonprofit, nongovernmental, national standard setting, and accrediting body for organizations serving persons with disabilities.

- * **HEATH Resource Center (Higher Education and Adult Training for People with Handicaps)**
One Dupont Circle, Suite 800
Washington, DC 20036-1193
(202) 939-9320 (Voice/TDD)
1-800-544-3284 (Voice/TDD)
Attn: Rhonda C. Hartman, Director

HEATH is a program of The American Council on Education. HEATH operates under legislative mandate to collect and disseminate information nationally about disability issues in post-secondary education. As a national clearinghouse on post-secondary education for individuals with disabilities, HEATH is designed to make known educational and training opportunities for adults with disabilities, promote accommodations, and address strategies which enable adults to pursue education after high school. HEATH publishes a newsletter entitled, Information from HEATH, resource papers, monographs, guides, and the HEATH Resource Directory. Single copies of HEATH publications are free of charge.

• **Helen Keller National Center Parent Network (NPN)**

111 Middleneck
Sands Point, NY 11050
(516) 944-8900
Attn: Laura Thomas

The Helen Keller National Center Parent Network (NPN) is a project for families of individuals who are deaf-blind. The project serves as an information network and support system which promotes the exchange of ideas, resources, and accomplishments of parents. NPN provides training to parents to develop their advocacy skills and disseminates a national newsletter and specialized publications for families.

• **Howard University Research and Training Center for Access to Rehabilitation and Economic Opportunity (HURTC)**

Howard University
2900 Van Ness Street, NW
Washington, DC 20208
(202) 686-6726
Attn: Dr. Sylvia Walker, Director

The Howard University Research and Training Center for Access to Rehabilitation and Economic Opportunity (HURTC) is funded by the National Institute on Disability and Rehabilitation Research and the U.S. Department of Education. HURTC has the philosophy that every individual, no matter how severely disadvantaged or disabled, can benefit from competent, appropriately designed rehabilitation and related services. Accordingly, the mission of the Center is to implement research and training activities which facilitate the attainment of maximum potential by economically disadvantaged and minority persons with disabilities (including African-Americans, Hispanics, Native Americans, and Asian-Americans). Training and dissemination activities include parent advocacy and education, special training workshops and networks, and the development of resource and instructional materials.

• **Institute for Human Resource Development**

78 Eastern Boulevard
Glastonbury, CT 06033
(203) 659-1166
ATTN: Ronald E. Rucker, President

The Institute for Human Resource Development (IHRD), is a private, non-profit organization created by the 1988 merger of the New England Association of Business, Industry and Rehabilitation (NEABIR), and the Corporation for Supported Employment (CSE). Founded to facilitate the development of integrated community based employment opportunities for persons with disabilities throughout the New England regions, the Institute's five divisions include:

1. **Business & Industry:** Serving employers and providers through Projects With Industry contracts, Employment Alert bulletins, consultation and training.
2. **Education:** Developing curricula for parents, employment specialists, job developers, staff developers, middle managers and educators.
3. **Rehabilitation Engineering:** Providing consumers, service providers and allied health professionals with access to assessment and service information, cost analysis of service delivery systems, and mobile repair and fabrication service.
5. **Technical Assistance:** Providing consultation and support services for boards of directors, educators, service providers, consumers, families and employers.

27

- * **Job Accommodation Network (JAN)**
West Virginia University
809 Allen Hall
P.O. Box 6122
Morgantown, West Virginia 26506
1-800-526-7234
ATTN: Barbara T. Judy, Project Manager

Job Accommodation Network (JAN) is an international network and consulting service for employers wanting to hire or retain qualified workers. JAN brings together information from many sources about practical ways of making accommodations for employees and applicants with disabilities. As a service of the President's Committee on Employment of People with Disabilities, JAN is available to any employer, rehabilitation professional, teacher or person with a disability.

- * **National Association of Rehabilitation Facilities (NARF)**
P.O. Box 17675
Washington, DC 20041
(703) 648-9300

The National Association of Rehabilitation Facilities (NARF) is a not-for-profit trade association for vocational, medical, and residential rehabilitation providers. In addition to member services, NARF operates a governmental affairs division, provides technical assistance, offers seminars and conferences, publishes rehabilitation monographs, networks with the rehabilitation community on the behalf of people with disabilities, and conducts research and demonstration projects. NARF has 28 state chapters and the following divisions: governmental affairs, grants and special projects, research, membership, and education/training. NARF currently has demonstration projects with the Department of Labor and the Social Security Administration.

Member services allow individuals to receive publications and attend conferences/seminars at reduced rates. Members receive weekly and monthly newsletters, annual issues briefs, legislative status reports, and voting privileges.

- * **National Center for Youth with Disabilities**
Box 721 University of Minnesota Hospital and Clinic
Harvard Street at East River Road
Minneapolis, MN 55455
1-800-333-6293
(612) 626-2825

The National Center for Youth with Disabilities (NCYD), a collaborative project of the Society for Adolescent Medicine and the University of Minnesota's Adolescent Health Program, is supported by a grant from the Bureau of Maternal and Child Health. Established as an information and resource center focusing on adolescents with chronic illness and disabilities, NCYD is committed to enabling youth with disabilities to become full participants in society. The Center's mission is to raise awareness of the needs of youth with disabilities and foster coordination and collaboration among agencies, professionals, and youth in planning and providing services.

National Center for Youth with Disabilities (cont.)

Programs of the Center include:

- 1. The National Resource Library;**
- 2. Workshops and conferences at state and national levels which support community programs for youth and families;**
- 3. Publication of monographs, bibliographies and Connections, a newsletter, on vital issues (family, health, adolescent development, sexuality, employment, vocational rehabilitation, community and independent living), and data on youth with disabilities; and**
- 4. Technical assistance and consultation.**

*** National Head Injury Foundation**

**333 Turnpike Road
Southboro, MA 01772
(508) 485-9950**

The National Head Injury Foundation (NHIF) is a non-profit advocacy organization dedicated to improving the quality of life for survivors of head injury and their families. NHIF has a Family Help Line at 1-800-444-NHIF and has published the 1989 edition of the National Directory of Head Injury Rehabilitation Services. NHIF provides information and resource service, education, prevention, advocacy, and a network of 44 state chapters with more than 350 support groups.

*** National Information Center for Children and Youth with Handicaps (NICHCY)**

**P.O. Box 1492
Washington, DC 20013
(800) 999-5599**

NICHCY acts as a national clearinghouse of information for parents, advocates, and professionals who are concerned about improving the lives of children and youth with disabilities. Information provided is free of charge.

*** National Parent Network on Disabilities (NPND)**

**1600 Prince Street
Suite 115
Alexandria, VA 22314
(703) 684-6763
Attn: Patricia McGill-Smith**

The National Parent Network on Disabilities (NPND) is a coalition of parent organizations and parents, established to provide a presence and national voice for families. NPND shares information and resources and supports the power of parents to influence and effect policy issues concerning the needs of people with disabilities and their families.

* **National Rehabilitation Information Center (NARIC)**

8455 Colesville Road, Suite 935
Silver Spring, MD 20910-3319
1-800-346-2742
(301) 588-9284

The National Rehabilitation Information Center is a library and information center on disability and rehabilitation. NARIC is funded by the National Institute on Disability and Rehabilitation Research (NIDRR) to collect and disseminate the results of federally funded research projects. The collection also includes commercially published books, journal articles, and audiovisual materials.

* **PEER Regional Network**

Human Resource Center
201 I.U. Willets Road West
Albertson, NY 11507
(516) 747-5400 Ext. 1231
1-800-828-9272
Attn: Sheila Sarrett, Project Director

The PEER Regional Network is a regional information exchange which identifies and promotes exemplary programs in education and rehabilitation with Federal Region II: New York, New Jersey, Puerto Rico, and the U.S. Virgin Islands. PEER strives to identify transition and supported employment programs serving individuals with a variety of disabilities (developmental disabilities, learning disabilities, chronic mental illness, physical disabilities). PEER gives special recognition to those programs utilizing rehabilitation technology and/or offering services in barrier-free environments.

* **President's Committee on Employment of People with Disabilities**

1111 20th Street NW, Suite 636
Washington, DC 20036
(202) 653-5044

Public-private partnership of national and state organizations and individuals working together to improve the lives of people with physical, mental and sensory disabilities by increasing their opportunities for employment. The Committee is currently composed of some 600 members, included among these are: employers, training and rehabilitation specialists, educators, labor leaders, veterans organizations, medical and health professionals, service organizations, community leaders, as well as individuals with disabilities, their organizations and their advocates. Limited free subscriptions to quarterly magazine, Worklife, available on request.

* **President's Committee on Mental Retardation (PCMR)**

Wilbur J. Cohen Federal Building - Room 4723
330 Independence Avenue SW
Washington, DC 20201

PCMR acts in an advisory capacity to the President and the Secretary of Health and Human Services on matters relating to programs and services for persons with mental retardation. The Committee is charged with the responsibility of evaluating the adequacy of current practices and programs for persons with mental retardation.

*** Project WIN**

**Association for Persons in Supported Employment (APSE)
5001 West Broad Street, Suite 34
Richmond, VA 23230
(804) 282-3655**

Project WIN (Work Incentives Network Training Project) is a two year (1989-1991) project awarded to the Association for Persons in Supported Employment by the U.S. Department of Health and Human Services, Social Security Administration. Project WIN trains teams about work incentives in supported employment and has published Work Incentives Network, a training manual.

*** Rehabilitation Research and Training Center on Supported Employment**

**Virginia Commonwealth University
School of Education
1314 West Main Street, VCU 2011
Richmond, VA 23284-2011
(804) 367-1851
Attn: Paul Wehman, Ph.D., Director**

The mission of the Virginia Commonwealth University Rehabilitation Research and Training Center on Supported Employment (VCU-RTTC) is to provide research, training, and leadership related to the supported employment of citizens with developmental and other severe disabilities. The Research Division focuses on training professionals in the implementation of supported employment. The center houses two direct service demonstration projects, one which focuses on supported competitive employment for persons with traumatic brain injury and the other that provides community-based training and placement to young persons with severe disabilities.

*** Rehabilitation Research and Training Center for Psychiatrically Disabled Individuals**

**Albert Einstein College of Medicine
1300 Morris Park Avenue
Nurses Residence 7N23
Bronx, NY 10461
(212) 824-6150
Attn: Peter Stastny, M.D.**

The Rehabilitation Research and Training Center for Psychiatrically Disabled Individuals' focus is to improve the rehabilitation opportunities for individuals with psychiatric disabilities. Research and training are focused on vocational rehabilitation outcomes and rehabilitation interventions in the home, community, and criminal justice system.

*** Rehabilitation Research and Training Center on Community Integration of Persons with Traumatic Brain Injury**

**State University of New York at Buffalo
197 Farber Hall
3435 Main Street
Buffalo, NY 14214
(716) 831-2300
Attn: Barry Willer, Ph.D., Project Director**

The Rehabilitation Research and Training Center on Community Integration of Persons with Traumatic Brain Injury conducts research on community integration for persons with traumatic brain injury. The center attempts to empower consumers, families, and advocacy organizations through training and information dissemination for families and professionals.

*** Research and Training Center for Accessible Housing**

**North Carolina State University
Box 8613
Raleigh, NC 27695-8613
(919) 737-3082**

The center's focus is to improve the availability and affordability of housing and the use of related products for persons with disabilities. The center is building a network of consumers to solicit opinions, test housing, and produce designs.

*** Research and Training Center on Community-Referenced**

**Nonaversive Behavior Management
Specialized Training Program
1791 Alder Street
Eugene, OR 97403
(503) 346-5311
(800) 451-0608**

This project focuses on the usage of nonaversive interventions for behavior management. Staff is available to answer questions on nonaversive interventions and link parents and professionals who have agreed to work with local individuals and programs on developing and implementing nonaversive intervention techniques.

*** Research and Training Center on Family Support and Children's Mental Health**

**Regional Research Institute
Portland State University
P.O. Box 751
Portland, OR 97207-0751**

The goals of the Research and Training Center on Family Support and Children's Mental Health are to improve family-centered and community-based services for families whose children have serious mental, emotional, and behavioral disorders. The center provides a national information clearinghouse which is free for consumers and their family members, 1-800-628-1696.

* **Research and Training Center on Community Living**

110 Pattee Hall
150 Pillsbury Drive, SE
University of Minnesota
Minneapolis, MN 55455
(612) 625-3395
Attn: Robert Bruinicks, Ph.D.

The Research and Training Center on Community Living is focused on improving lifestyle opportunities for persons with mental retardation in their natural communities. Research from the center includes the documentation of exemplary practices in housing, recreations/leisure, service financing, and health. Training and technical assistance activities are provided by national conferences and direct assistance to public and private agencies.

The Institute on Community Integration's mission is to apply their resources to improve the quality of and community orientation of professional services and social support available to persons with developmental disabilities and their families. Efforts are directed at facilitating the independence of citizens with developmental disabilities and their social integration into the main stream of community life. In conjunction with the Research and Training Center on Community Living, the Institute on Community Integration publishes a quarterly newsletter, entitled IMPACT. The Institute on Community Integration is located at 6 Pattee Hall, University of Minnesota, 150 Pillsbury Drive SE, Minneapolis, MN, 55455, (612) 624-4848.

* **Research and Training Center on Independent Living -- University of Kansas**

Research: BCR/3111 Haworth
Lawrence, KS 66045-2930
(913) 864-4095 (Voice/TDD)

Training: AA 207
Bristol Terrace
Lawrence, KS 66044
(913) 842-7692 (Voice/TDD)

The mission of the Research and Training Center on Independent Living is to develop and disseminate practical techniques that enable people with severe disabilities to live more independently. Research and Training Center on Independent Living provides training and technical assistance to independent living centers, state rehabilitation agency personnel, private rehabilitation providers and government/consumer advisory groups such as the Mayor's commissions on disabilities, state and regional independent living advisory councils and state developmental disability councils.

* **Supported Employment Parent Training Technical Assistance (SEPT/TA) Project**

PACER Center
4826 Chicago Ave. So.
Minneapolis, MN 55417-1055
(612) 827-2966 (Voice & TDD)
Attn: Sharman Davis Jamison, Project Coordinator

SEPT/TA is a national project which offers technical assistance to organizations wishing to provide parent training about supported employment. Areas of assistance include: resource materials; on-site consultations or referral to consultants; training and workshop design; the SEPT/TA MEMO newsletter; and a national conference.

*** Technical Assistance for Parent Programs (TAPP)**

Federation for Children with Special Needs

95 Berkeley Street

Suite 104

Boston, MA 02116

(617) 482-2915

Attn: Martha Ziegler, Director

The TAPP Project is funded to provide training to parent groups through four regional offices: Northeast Regional Center, Midwest Regional Center, South Regional Center, and West Regional Center. The regional centers will refer inquiries to the nearest parent information and training center (PTI). They also provide information about parenting youth in transition either from school to work or from school to vocational education/training. The Federation is the central office of TAPP.

For further information contact:

Northeast Regional Center

Parent Information Center

151-A Manchester Street

P.O. Box 1422

Concord, NH 03302

(603) 224-7005

Serving: Connecticut, Delaware, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Puerto Rico, Rhode Island, Vermont, and the District of Columbia.

Midwest Regional Center

PACER Center

4826 Chicago Avenue South

Minneapolis, MN 55417-1055

(612) 827-2966 (Voice /TDD)

Serving: Colorado, Illinois, Iowa, Indiana, Kansas, Kentucky, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin.

South Regional Center

Parents Educating Parents

Georgia ARC

1851 Ram Runway

Suite 102

College Park, GA 30337

(404) 761-2745

Serving: Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Virginia, and West Virginia.

West Regional Center

Washington PAVE

6316 South 12th Street

Tacoma, WA 98465

(206) 565-2266

Serving: Alaska, Arizona, California, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Texas, Utah, Washington, Wyoming, American Territories, and the Department of Defense Dependent Schools.

*** Technical Assistance for Special Populations Program (TASPP)**

**The University of Illinois
Department of Vocational and Technical Education
345 Education Building
1310 South Sixth Street
Champaign, IL 61820
(217) 333-0807
Attn: Dr. Carolyn Maddy-Bernstein, Director**

The Technical Assistance for Special Populations Program (TASPP) is a service function of the National Center for Research in Vocational Education at the University of California, Berkeley. Housed in the University of Illinois site of the National Center, TASPP is designed to assist in the improvement of vocational education programs for youth and adults with special needs. TASPP's direction is guided by a national task force comprised of principal investigators from the various Center institutions as well as national leaders in the field of vocational education for special populations. Some TASPP activities include conducting workshops, publishing a newsletter on critical issues and policy options, and developing appropriate materials for national distribution. TASPP has designed a computerized information base exclusively for practitioners, researchers, and policymakers regarding vocational education programs for special needs populations. Custom designed information searches are made available at no charge on varied topics.

*** The Association for Persons with Severe Disabilities (TASH)**

**7010 Roosevelt Way NE
Seattle, WA 98115
(206) 523-8446 (Voice)
(206) 524-6198 (TDD)**

The Association for Persons with Severe Disabilities (TASH) is an organization of professionals in partnership with persons with disabilities, their families, and others. Members of TASH are dedicated to education, research, and advocacy on behalf of individuals who have severe or profound intellectual disabilities and their families, so that these persons may live, learn, work, and enjoy life and relationships with dignity, respect, and individualized support.

*** The Center on Human Policy**

**Research and Training Center on Community Integration
Syracuse University
200 Huntington Hall, Second Floor
Syracuse, NY 13244-2340
(315) 443-3851**

The Research and Training Center on Community Integration conducts research and provides training, consultation and technical assistance to states and communities on integrating people with disabilities into community life. This project focuses on people with the most severe disabilities including individuals with multiple disabilities, medical involvement or challenging behaviors, and maintains an extensive list of materials and publications for dissemination. Almost all of the Center's materials are available to the general public.

* **The Employment Network, University of Oregon**
135 College of Education
University of Oregon
Eugene, OR 97403-1211
(503) 686-5311

The Employment Network is a project designed to provide technical assistance to state projects and organizations involved in implementing supported employment for persons with severe disabilities. The Network can provide assistance in a number of ways including:

1. Dissemination of information and materials related to employment of people with disabilities;
2. Referral information about consultants or projects relevant to the needs of the inquiries;
3. Telephone support on specific issues; and
4. Specific on-site consultation when appropriate and within fiscal constraints.

* **Transition Institute**
110 Education
College of Education
1310 South Sixth Street
Champaign, IL 61820
(217) 333-2325

The Transition Institute's goal is to improve transition outcomes for persons with disabilities including those with severe disabilities. The project focuses on the evaluation of transition programs and their effectiveness.

* **Vocational Rehabilitation**

Vocational Rehabilitation (VR) is the nationwide federal-state program which assists eligible people with disabilities define employment goals and become employed. Each state capital has a central VR agency and there are local offices throughout each state. Vocational Rehabilitation local phone numbers are located in the telephone directory under "state listings".

* **Young Adult Institute (YAI)**
460 West 34 Street
New York, NY 10001-2382
(212) 563-7474

The Young Adult Institute (YAI) is a nonprofit, nonsectarian agency providing a full range of counseling, training, employment, treatment and residential services to people with developmental disabilities throughout the New York metropolitan area and Westchester County. Their purpose is to assist these individuals in progressing from dependency and isolation to a more productive, self-sufficient and integrated role in society.

AUDIOVISUAL AIDS

*** Beating the Odds (21 Minutes)**

Depicts supported employment services through the work histories of four individuals with chronic mental illness.

Copies obtained from:

**Beth DePoint
RISE
8406 Sunset Road NE
Spring Lake Park, MN 55432
(612) 786-8334**

*** Bridge to Understanding (28 Minutes)**

Discussion of residential options for persons with chronic mental illness in Minnesota. Consumers discuss the type of residence, program options available, and their experiences and feeling. (1989)

Copies obtained from:

**Mental Health Association of Minnesota
328 East Hennepin Avenue
Minneapolis, MN 55414
(612) 331-6840**

*** Choices (11 Minutes)**

Two men move from institutions to supported employment and full participation and integration in their communities. Examines how creative service providers can help people with severe disabilities explore their potentials.

Copies obtained from:

**West Virginia Research and Training Center
One Dunbar Plaza
Dunbar, West Virginia 25064
(304) 348-6340**

*** Community Re-entry Following Brain Injury Parts I & II**

Peter Patrick, Ph.D., discusses post-acute goals and outcomes for persons with traumatic brain injury. He discusses self-care skills, protection skills, vocational outcomes, and social life styles and the impact of consumer preferences on the services.

Copies obtained from:

**Kristie Black
Montana Supported Employment Demonstration Project
Resource Library
P.O. Box 4210
Helena, MT 59604
(406) 444-1914**

*** Employment Network - Supported Employment Videos**

A list of 39 videos giving title, target audience, source and purchase/rental information. Videos listed cover several areas pertaining to supported employment: parent perspective and involvement; effective supported employment models; and marketing supported employment in the community.

Copies obtained from:

**The Employment Network - Supported Employment Videos (12/3/87)
Specialized Training Program
135 College of Education
University of Oregon
Eugene, OR 97403
(503) 686-5311**

*** Everybody Wins: Tips for Supervising the Employee with Mental Retardation (11:33 Minutes)**

National Association of Retarded Citizens (ARC) presentation with manual on how to help persons with mental retardation in obtaining and keeping jobs. For use by transition/supported employment, training - vocational rehabilitation personnel and parents.

Copies obtained from:

**National Association of Retarded Citizens (ARC)
National Headquarters
2501 Avenue J
Arlington, TX 76006
(817) 640-0204**

*** Future Directions: Individual Choices and Community Options (55 Minutes)**

A 12-part series, produced in Canada, gives an overview of community living options for people with disabilities.

Copies obtained from:

**University of Alberta Severe Disabilities Project
Department of Education Psychology
6-102 Education North
University of Alberta
Edmonton Alberta T6G 2G5 Canada
(403) 432-3755**

*** Families Facing Transition (25:40 Minutes)**

Four families discuss issues and concerns about transition. Families relate their own personal concerns and experience on "letting go", community living, and expectations for their sons and daughters.

Copies obtained from:

**Beach Center on Families and Disability
University of Kansas
Bureau of Child Research
4138 Haworth Hall
Lawrence, KS 66045
(913) 864-7600**

*** Home Address: New Life in the Community (15 Minutes)**

Portrays a day in the life of an individual living on his own and also conveys some of the concepts of individualized living for people of all levels of ability.

Copies obtained from:

**Ardmore Inc.
222 West Market Street
Akron, OH 44303
(216) 535-2601**

*** Illinois Supported Employment Program: It's More Than a Job (16:11 Minutes)**

Depicts adults with disabilities in the workplace. Includes comments from consumers, parents, and employers about working and the personal benefits.

Copies obtained from:

**Illinois Supported Employment Project
DORS-SEP Unit
622 E. Adams
Springfield, IL 62794
(217) 524-6100**

*** It's My Job (12 Minutes)**

Interviews with families and their adult children with disabilities and the job coaches involved with these families in supported employment programs. Explains supported employment and gives examples of success stories. This video is suggested for parents, service providers, and individuals with disabilities.

Copies obtained from:

**Parents Reaching Out in Oklahoma (Pro-Oklahoma)
1917 South Harvard Avenue
Oklahoma City, OK 73128
(405) 681-9710**

*** It Works for Kansas (17 Minutes)**

Definition of supported employment and components of the supported employment model are described in detail. Consumers, employers, job coaches and others discuss the value of supported employment, benefits to workers, employers, and the community. Short discussion on the role of rehabilitation engineering for job accommodations at the work site, and integration and social participation at the worksite.

Copies obtained from:

**Carolyn Bayless
SEIK Project
2700 West 6th Street
Topeka, KS 66606
(913) 296-3911**

*** Learning Independence: The Teaching Family Model (23:30 Minutes)**

Consumers and care providers discuss the family model for community living and its advantages. Participants talk about goals and objectives in achieving greater independence and self-governance through skill building and decision making.

Copies obtained from:

Beach Center on Families and Disability
University of Kansas
Bureau of Child Research
4138 Haworth Hall
Lawrence, KS 66045
(913) 864-7600

*** Minnesota Supported Employment: Richard and Donna A Little Bit of Faith (12 Minutes)**

Highlights advantages to employers in hiring persons with severe disabilities. Presents the alternative of job sharing.

Copies obtained from:

Department of Jobs and Training Employment Marketing
390 North Roberts Street
St. Paul, Minnesota 55101
(612) 296-2391

*** More Than Just A Job (25 Minutes)**

A video depicting persons with mental retardation and autism in various work sites. Parent testimonial to services for their son/daughters who are older and were in institutions.

Copies obtained from:

Institute on Disability
Morrill Hall
Durham, NH 03824-3595
(603) 862-4320

*** On Our Own**

A training series, consisting of two manuals and 30 videotapes, that address critical issues in transition and employment. Manuals and tapes are used to conduct training sessions that facilitate parents' participation in their child's transition to adult services and employment. Topics include: 1) Employment: Parent Roles and Concerns; 2) Realities of Employment; 3) Transitioning to Adult Services; and 4) Parents as Transitional Specialists

Copies obtained from:

**Young Adult Institute
460 West 34th Street
New York, NY 10001-2382
(212) 563-7474
Attn: Carolyn Thomas**

*** Part of the Team - People with Disabilities in the Workforce (17 Minutes)**

Produced by the IBM Corporation in cooperation with the National Easter Seal Society and the Work Environment and Technology Committee of the President's Committee on Employment of People with Disabilities. Designed for employers, rehabilitation organizations and others concerned with employment of people with disabilities. This video is about supervising people with disabilities at the workplace. There is also information offered about accommodations.

Copies obtained from:

**Easter Seal Society
Communications Department
70 East Lake Street
Chicago, IL 60601
(312) 726-6200 (Voice)
(312) 726-4258 (TDD)**

*** People with Physical and Multiple Disabilities -- Supported Employment Demonstration (17 Minutes)**

A videotape which depicts persons with severe disabilities in a variety of non-traditional work settings.

Copies obtained from:

**Oregon Research Institute
425 SE 11th
Portland, OR 97215
(503) 232-9154
Attn: Jo-Ann Sowers**

★ **Planning for Transition**

**Produced by C. Hess and J. Horton (1990)
Houston, TX Regional IV Education Service Center**

This video describes several models of transition and developing the individualized transition plan. In addition, there is a discussion of interagency cooperation.

**Copies obtained from:
Life Steps Project
Region IV Education Service Center
P.O. Box 863
Houston, TX 77001
(713) 462-7708**

★ **Regular Lives (28:33 Minutes)**

**Produced by Tom Godwin & Gerardine Wurzburg
State of the Art Productions
Washington, DC
Copyright: Syracuse University (1988)**

Depicts the integration of children and adults with disabilities into the community.

Copies obtained from:

**Department of Special Education and Rehabilitation
Syracuse University
805 So. Crouse Ave.
Syracuse, NY 13244
(315)443-1870**

★ **RRTC Lecture Guide to Supported Competitive Employment**

Eighty (80) picture and word slides for a carousel, includes explanation of job development, consumer assessments, job site training, advocacy and follow-along.

Copies obtained from:

**Rehabilitation Resource and Training Center (RRTC)
Virginia Commonwealth University
1314 West Main St., VCU Box 2011
Richmond, VA 23284-2011
Attn: Resource Dissemination
(804) 367-1851**

*** Self Advocacy: The Road Toward Independence (24 Minutes)**

Filmed during a self-advocacy conference and depicts the concept of self-advocacy through the eyes of conference participants.

Copies obtained from:

Beach Center on Families and Disability
University of Kansas
Bureau of Child Research
4138 Haworth Hall
Lawrence, KS 66045
(913) 864-7600

*** Silent No More: Families Speak Out About Mental Illness (22:08 Minutes)**

A video in which family members discuss their experiences, feelings, and ways of coping with a member who has mental illness. (1990)

Copies obtained from:

Alliance for the Mentally Ill, MN
1595 Selby Avenue, Suite 103
St. Paul, MN 55104
(612) 645-2948

*** Supported Competitive Employment: Implementing the Model (30 Minutes)**

Components of the supported work model are described in detail. The viewer follows an adult with disabilities through job placement and training.

Copies obtained from:

Rehabilitation Research and Training Center
Virginia Commonwealth University
1314 West Main St., VCU Box 2011
Richmond, VA 24284-2011
Attn: Resource Dissemination
(804) 367-1851

*** Supported Employment**

Produced by C. Hess and J. Horton (1990)
Houston, TX Regional IV Education Service Center

Discussion of supported employment as a valuable option for students with severe disabilities. Describes the characteristics of the supported employment model and types of vocational preparation for the successful transition from school to work.

Supported Employment - C. Hess (cont.)

Copies obtained from:

**Life Steps Project
Region IV Education Service Center
P.O. Box 863
Houston, TX 77001
(713) 462-7708**

*** Supported Employment: A New Way to Work (20 Minutes)**

**W.F. Lynch; R. Slovic; M.H. Burnham (1986)
Produced by Parents' Graduation Alliance**

Designed to inform parents about the nature, function and value of supported employment.

Copies obtained from:

**Betsy Patton
Specialized Training Program
135 College of Education
University of Oregon
Eugene, OR 97403
(503) 686-5311**

*** Supported Employment: It's Good Business (10 minutes)**

This tape is focused toward potential employers. The tape provides an overview of what supported employment is and why it is good business practice to hire persons with disabilities. Actual employers are interviewed and share their satisfaction about employee's performance and the level of support by provider agencies.

Copies obtained from:

**Division of Vocational Rehabilitation
Supported Employment Unit
131 West Wilson Street, Suite 1000
P.O. Box 7852
Madison, WI 53707
(608) 267-3382**

*** Supported Employment: It Works**

**National Satellite Telecast
February 2, 1988
West Virginia University Research and Training Center
One Dunbar Plaza
Dunbar, West Virginia 25064**

Video of the national satellite broadcast. Depicts adults with severe disabilities in the workplace and includes comments from employers and persons involved in the placement process.

Copies obtained from:

**The Job Accommodation Network
West Virginia University
809 Allen Hall
Morgantown, West Virginia 26506
(800) 526-7234**

*** Supported Employment: It's Working Out (15 Minutes)**

This video gives an overview of the components of supported employment. There are interviews with employers and service providers who discuss job matching, training, and follow along. Employees are shown at various types of jobs.

Copies obtained from:

**Division of Vocational Rehabilitation
Supported Employment Unit
131 West Wilson Street, Suite 1000
P.O. Box 7852
Madison, WI 53707
(608) 267-3382**

*** Supported Living: New Community Options (21 minutes)**

Video depicts various living options for persons with severe developmental disabilities. Discusses how options were created and the types of supports needed.

Copies obtained from:

**Parents Graduation Alliance
Family Transition Planning and Support System
Specialized Training Program
College of Education
University of Oregon
Eugene, OR 97403
(503) 346-2473**

*** Supported Employment: The Times are Changing (15 Minutes)**

This tape is focused toward parents and special educators and has a two-fold purpose. The first part of the film shows how a school can make a difference in preparing students for employment. The second half shows a young man who is successfully working in the community.

Copies obtained from:

Division of Vocational Rehabilitation
Supported Employment Unit
131 West Wilson Street, Suite 1000
P.O. Box 7852
Madison, WI 53707
(608) 267-3382

*** Vocational Rehabilitation and You (17 Minutes)**

Produced by PACER Center for the Minnesota Division of Rehabilitation Services. Video explaining the services vocational rehabilitation counselors can provide to young adults with disabilities.

Copies obtained from:

PACER Center
4826 Chicago Avenue So.
Minneapolis, MN 55417-1055
(612) 827-2966 (Voice & TDD)

*** Working In Kentucky: Supported Employment (17 minutes)**

Defines and describes the components of supported employment. Depicts adults with various disabilities in different types of work environments.

Copies obtained from:

Project Asset
Kentucky Department of Education
Frankfort, KY 40601
(502) 564-4618

RESOURCES FOR TRAINERS

* **Creative Training Techniques.** Minneapolis, MN: Author

A monthly newsletter of strategies and tips for delivering effective training.

For more information:

Creative Training Techniques
50 South Ninth Street
Minneapolis, MN 55402
1-800-328-4329

- * Dalton, T, Morton, M.V., and Everson, J.M. (1987) **Delivering Inservice Training: Effective Audio-Visual Aids and Room Arrangements.** Everson, J.M., Barcus, M., Moon, S., and Norton, M.V. (Eds.) **Achieving Outcomes: A Guide to Interagency Training in Transition and Supported Employment.** (pp. 91-124). Baltimore, MD: Virginia Commonwealth University.

Chapter offers guidelines for effectively using audiovisual aids and room arrangements during training. Includes a list of other resources to assist trainers in expanding their expertise in delivering workshops.

Copies obtained from:

Rehabilitation Research and Training Center
Virginia Commonwealth University
1314 West Main Street, VCU 2011
Richmond, VA 23284-2011
(804) 367-1851
Attn: Resource Dissemination

- * **Guidelines for Working With Adult Learners.** (1988) **ERIC Digest No. 77.**

This article discusses the characteristics of adult learners, suggestions on creating a learning climate for adults and the evaluation of adult learning. In addition, the article lists other supplemental resources.

Copies obtained from:

Center on Education and Training for Employment
Ohio State University
1900 Kenny Road
Columbus, OH 43210
(614) 292-4353
1-800-848-4815

- * Hoff, R. (1988) I Can See You Naked: A Fearless Guide to Making Great Presentations. Kansas City, MO: Andrew and McNeel; Universal Press Syndicate.

Helpful hints and strategies on making effective presentations.

For more information:

Andrews and McNeel
Universal Press Syndicate Company
4900 Main St.
Kansas City, MO 64112
(816) 932-6700

- * Jones, P. (Ed.) (1989) Adult Learning In Your Classroom. Minneapolis, MN: Lakeland Publications, Inc.

A text on adult learning techniques. Contains sections on understanding adult learners, motivation, and managing learning in the classroom.

For more information:

Lakeland Publications, Inc.
Lakeland Building
50 South Ninth Street
Minneapolis, MN 55402
1-800-328-4329

- * Lakeland Publications, Inc. TRAINING: A Magazine of Human Resources Development.

A monthly magazine which contains tips for developing effective trainings.

For more information:

Lakeland Publications, Inc.
Lakeland Building
50 South Ninth Street
Minneapolis, MN 55402
1-800-328-4329

- * Landsburg, D. and Bailey, L. **Memory Circle: A Retention Technique.** (1982) Innovation Abstracts, 4(1).

The memory circle game assists in creating relationships among trainers and participants. The creation of that relationship can prove helpful in learning retention by participants.

Copies obtained from:

Innovation Abstracts
National Institute for Staff and Organizational Development
EDB 348/The University of Texas at Austin
Austin, TX 78712
(512) 471-7545

- * Newstrom, J.W., Scannell, E.E. (1980) Games Trainers Play: Experimental Learning Exercises. New York City, NY: McGraw Hill Book Company.

A comprehensive listing of brief training aids which are designed to provide illustrations of key points within a lesson. The ideas can be adapted for a variety of audiences.

- * Pike, R. W. (1989) Creative Training Techniques Handbook. Minneapolis, MN: Lakeland Publications, Inc.

A reference guide for delivering trainings and presentations.

For more information:

Lakeland Publications, Inc.
Lakeland Building/50 South Ninth Street
Minneapolis, MN 55402
1-800-328-4329

- * Teaching Adults: Is It Different? ERIC Digest No. 82.

This article examines research that compares differences in teaching styles for adults. Techniques are suggested to improve teaching methods.

Copies obtained from:

Center on Education and Training for Employment
Ohio State University
1900 Kenny Road
Columbus, OH 43210
(614) 292-4353

- * Zembe, R. and Zembe, S. (1981, June) Thirty Things We Know for Sure About Adult Learning. Training Magazine.

Facts about adult learners which can be applied when developing and/or conducting trainings.

**RESOURCES ON SUPPORTED
EMPLOYMENT**

**GENERAL INFORMATION ON SUPPORTED
EMPLOYMENT FOR PERSONS WITH
DEVELOPMENTAL DISABILITIES**

**GENERAL INFORMATION ON SUPPORTED
EMPLOYMENT FOR PERSONS WITH CHRONIC
MENTAL ILLNESS**

**GENERAL INFORMATION ON SUPPORTED
EMPLOYMENT FOR PERSONS WITH TRAUMATIC
BRAIN INJURY**

SOCIAL SECURITY AND WORK INCENTIVES

ADDITIONAL BIBLIOGRAPHIES

GENERAL INFORMATION ON SUPPORTED EMPLOYMENT FOR PERSONS WITH DEVELOPMENTAL DISABILITIES

- * Association for Retarded Citizens. (1987, September) **Employment of People with Mental Retardation. Arifacts: Employment Series.**

This fact sheet answers concerns related to employment for persons with mental retardation

Copies obtained from:

Association for Retarded Citizens
National Headquarters
2501 Avenue J
Arlington, TX 76006
(817) 640-0204

- * Association for Retarded Citizens. (1987, June) **Employment Types, Services and Incentives. Arifacts: Employment Series.**

This fact sheet provides an introduction to the various employment-related models and terms that are currently being used throughout the country.

Copies obtained from:

Association for Retarded Citizens
National Headquarters
2501 Avenue J
Arlington, TX 76006
(817) 640-0204

- * Barcus, M., Griffin, S., Mank, D., Rhodes, L., and Moon, S. (Eds.) (1988) **Supported Employment Implementation Issues.** Richmond, VA: Rehabilitation Research and Training Center.

This manual represents a summary of the May 1988 national forum convened in Williamsburg, VA, on supported employment issues and challenges. Issues summarized include, systems change/conversion, integration and empowerment in the workplace, in-state economic development and marketing, long term funding, and technical assistance and staff development.

Copies obtained from:

Rehabilitation Research and Training Center
Virginia Commonwealth University
1314 West Main St., VCU Box 2011
Richmond, VA 23284-2011
(804) 367-1851
Attn: Resource Dissemination

- * Bellamy, T. G., Rhodes, L. E., Mank, D. M., and Albin, J. M. (1988) Supported Employment: A Community Implementation Guide. Baltimore, MD: Paul H. Brookes Publishing Company.

A practical guide to making supported employment a reality. The book contains advice for developing supported employment programs, initial planning stages, collecting information and data, and the development of program proposals.

Copies obtained from:

Paul H. Brookes Publishing Company
P.O. Box 10624
Baltimore, MD 21285
1-800-638-3775

- * Bradley, V.J. and Blerson, H.A. (Ed.) (1990) Quality Assurance for Individuals with Developmental Disabilities: It's Everybody's Business. Baltimore MD: Paul H. Brookes Publishing Company.

Several authors provide a framework for understanding quality assurance within a decentralized integrated service system.

Copies obtained from:

Paul H. Brookes Publishing Company
P.O. Box 10624
Baltimore, MD 21285
1-800-638-3775

- * Conley, R.W. (1985) Impact of Federal Programs on the Employment of Mentally Retarded People. Lakin, K.C. and Bruininks, R.H. (Eds.) Strategies for Achieving Community Integration for Developmentally Disabled Citizens. F.R. Rusch (Ed.) Baltimore, MD: Paul H. Brookes Publishing Company.

Examines the ways federal programs affect the employment of persons with a disability and the disincentives to their employment. Gives specific examples for the reordering of priorities in the adult service system for persons with mental retardation.

Copies obtained from:

Paul H. Brookes Publishing Company
P.O. Box 10624
Baltimore, MD 21285
1-800-638-3775

- * Cook, A.T. (1986) You Can Do It. Baltimore, MD: Maryland State Planning Council on Developmental Disabilities.

A book about supported employment written for adolescents and adults with developmental disabilities. It describes jobs, housing, transportation, and various adult services. Features include: numerous pictures, large print, and a text written at a third to fourth grade reading level. One copy is available at no charge.

Copies obtained from:

Maryland State Planning Council on Developmental Disabilities
201 West Preston Street
Baltimore, MD 21201
(301) 333-3688

- * Everson, J.M., Barcus, M., Moon, S., and Morton, M.V. (1987) Achieving Outcomes: A Guide to Interagency Training in Transition and Supported Employment. Richmond, VA: Virginia Commonwealth University.

Book is designed for staff trainers who provide interagency training to professionals and parents on community based vocational training, transitional planning and supported employment.

Copies obtained from:

Rehabilitation Research and Training Center
Virginia Commonwealth University
1314 West Main St., VCU Box 2011
Richmond, VA 23284-2011
(801) 367-1851
Attn: Resource Dissemination

- * Flynn, Senator J.E. (1986) Employment: An Ongoing Issue for People with Disabilities. A report from the Senate Select Committee on the Disabled. Washington, D.C.

A report on the issue of employment for persons with disabilities as it relates to job opportunities, underemployment, disincentives and discrimination. This report reviews federal and state statutory guidelines which are currently in place to address these issues and focuses attention on areas which may not be measuring up to the standards set by law.

- * Gardner J., Chapman, M., Donaldson, G., and Jacobson, S. (1988) Towards Supported Employment: A Process Guide for Planned Change. Baltimore, MD: Paul H. Brookes Publishing Company.

This book discusses the process of agency and program change for traditional services to integrated supported employment services. Parental concerns, agency values and change strategies are addressed.

Gardner, J. (cont.)

Copies obtained from:

Paul H. Brookes Publishing Company
P.O. Box 10624
Baltimore, MD 21285
1-800-638-3775

- * Gettings, R.H. and Katz, R.E. (1987) Supported Employment Federal Policies and State Activities Related to Integrated Work Opportunities for Persons with Developmental Disabilities. Alexandria, VA: National Association of State Mental Retardation Program Directors.

This book is the eighth in a series of special reports on federal policies governing the financing of services for persons with developmental disabilities. The aim of this report is to explore in detail the implications of new and emerging federal assistance programs and policies regarding integrated work opportunities.

Copies obtained from:

National Association of State Mental
Retardation Program Directors
113 Oronoco Street
Alexandria, VA 22314
(703) 683-4202

- * Hill, M.L., Wehman, P.H., Kregel, J., Banks, D.P. and Metzler, H. (1987) Employment Outcomes for People with Moderate and Severe Disabilities: An eight-year longitudinal analysis of supported competitive employment. Journal of the Association for Persons with Severe Handicaps, 12(3), 182-189.

An article with data showing financial benefits to clients and taxpayers from supported employment.

- * Jacobsen, S.G. (1987) Supported Employment Conversion Planning Workbook. Baltimore, MD: Maryland Supported Employment Project.

Step by step explanation of the planning and implementation of converting a traditional day program into a supported employment program. Includes an agency readiness checklist, timeline for the steps of development and implementation and a list of resources for each step of the conversion.

Copies obtained from:

Maryland Supported Employment Project
Kennedy Institute
29th East Biddle Street
Baltimore, MD 21213
(301) 522-7500

- * McLaughlin, C.S., Garner, J.B. and Callahan, M. (1987) Getting Employed, Staying Employed: Job Development and Training for Persons with Severe Handicaps. Baltimore MD: Paul H. Brooks Publishing Company.

Resource book with detailed suggestions and guidelines for job development, placement, and training for persons with severe disabilities. Appendices include samples of forms and procedures to assist in job development and training.

Copies obtained from:

Paul H. Brooks Publishing Company
P.O. Box 10624
Baltimore, MD 21285
1-800-638-3775

- * Meyer, L., Peck, C. and Brown, L. (Ed.) (1990) Critical Issues in the Lives of People with Severe Disabilities. Baltimore MD: Paul H. Brooks Publishing Company.

A comprehensive resource that chronicles state of the art and future challenges for serving persons with severe disabilities. Some of the topics covered include testing and diagnosis, recreation and leisure, social relationships, medical treatment, and supported employment.

Copies obtained from:

Paul H. Brooks Publishing Company
P.O. Box 10624
Baltimore, MD 21285
1-800-638-3775

- * Moon, S.W., Inge, K.J., Wehman, P., Brooke, V. and Barcus, M.J. (1990) Helping Persons with Severe Mental Retardation Get and Keep Employment: Supported Employment Issues and Strategies. Baltimore, MD; Paul H. Brookes Publishing Company.

This book provides information for helping people with the most severe disabilities maintain jobs in integrated work settings. The book examines a variety of issues including job placement for students in transition, assessment, and performance outcomes.

Copies obtained from:

Paul H. Brookes Publishing Company
P.O. Box 10624
Baltimore, MD 21285
1-800-638-3775

- * Moseley, C.R. (1988) Job Satisfaction Research: Implications for Supported Employment. Journal of the Association for Persons with Severe Handicaps, 13(3), 211-219.

This article examines the meaning of work for persons with disabilities with reference to job satisfaction, the meaning of pay, the effect of particular job tasks and the impact of the work environment on the behavior of workers.

- * National Council on the Handicapped. (1986) Toward Independence. Washington, DC: Author.

Analysis of federal programs affecting persons with disabilities; i.e. employment, housing, transportation and community based services for independent living.

Copies obtained from:

Superintendent of Documents
US Government Printing Office
Washington, DC 20402
Government Printing Office Stock # 052-003-01022-4

- * Nisbet, J., Ph.D. and Callahan, M.P. (1989) Assessing the Quality of Supported Employment Services. Durham, NH: The Institute on Disability, University of NH.

An assessment tool designed to be used by persons who are in the process of developing and implementing individualized supported employment models.

Copies obtained from:

The Institute on Disability
Morrill Hall
University of New Hampshire, Room 312
Durham, NH 03824
(603) 862-4320

- * Nisbet, J., Ph.D. and Hagner, D. (1988) Natural Supports In the Workplace: A Reexamination of Supported Employment. Journal of the Association for Persons with Severe Handicaps, 13(4), 260-267.

This article discusses the role of agency sponsored job coaches in supporting employees with severe disabilities in integrated work environments.

- * Noble, J.H. Jr., and Conley, R.W. (1987) Accumulating Evidence on the Benefits and Costs of Supported and Transitional Employment for Persons with Severe Disabilities. The Journal of the Association for Persons with Severe Handicaps, 12(3), 163-174.

An article that addresses the concern for good, clear data showing cost analysis of supported employment and transitional employment. In summary, the authors suggest recommendations for advocates of supported employment.

- * **President's Committee on Employment of People with Disabilities. (1988) Fact Sheet: Supported Employment. Washington, D.C.: Author.**

Fact sheet with definitions, features, and approaches to supported employment.

Copies obtained from:

President's Committee on Employment of People with Disabilities
1111 20th Street NW, Suite 636
Washington, D.C. 20036
(202) 653-5044

- * **President's Committee on Employment of People with Disabilities. (1987) Parent/Employer Partnerships: Developing Employment Opportunities for Youth With Disabilities. Report of a National Conference, Alexandria, VA: U.S. Department of Education, National Institute on Disability and Rehabilitative Research. Washington, D.C.: Author.**

Booklet includes quotes from presenters (parents and professionals) at the conference. A resource list includes sources such as clearinghouses about employment in federal government and parent resource projects across the country.

Copies obtained from:

National Information Center for Children
and Youth with Handicaps (NICHCY)
P.O. Box 1492
Washington, DC 20013
(800) 999-5599

- * **Rehabilitation Research and Training Center (RRTC) at Virginia Commonwealth University and the Specialized Training Program at the University of Oregon. Perspectives on Supported Employment, RRTC Newsletter, 2(2).**

An article with definitions of components of supported employment as well as information on various models of supported employment: e.g. workbench model.

Copies obtained from:

Specialized Training
College of Education
University of Oregon
Eugene, OR 97403-1211
(503) 686-5311

- * **Rehabilitation Research and Training Center at Virginia Commonwealth University (VCU-ARTC). (1990, September) The Many "Faces" of Vocational Integration. ARTC.**

The purpose of this newsletter is to help employment professionals and families understand how to recognize quality integration opportunities.

Copies obtained from:

Rehabilitation Resource and Training Center (ARTC)
Virginia Commonwealth University
1314 West Main St., VCU Box 2011
Richmond, VA 23284-2011
Attn: Resource Dissemination
(804) 367-1851

- * **Research and Training Center on Community Integration. (1988) From Being In the Community to Being Part of the Community. Syracuse, NY: Author.**

This report contains proceedings of a Leadership Institute on Community Integration for People with Developmental Disabilities. The report identifies the current state of knowledge and practice in community integration and recommends future efforts in the areas of community living, families, school, and employment.

Copies obtained from:

Research and Training Center on Community Integration
Center on Human Policy
Syracuse University
200 Huntington Hall, Second Floor
Syracuse, NY 13244-2340
(315) 443-3851

- * **Rusch, F.R., Johnson, J.R., and Hughes, C. (1990, Spring) Analysis of Co-Worker Involvement in Relation to Level of Disability versus Placement Approach Among Supported Employment. The Journal of the Association for Persons with Severe Handicaps (JASH), 15(1), 32-39.**

This study describes the patterns of co-worker involvement with a number of supported employees with mental retardation. Employees in mobile work crews experience less involvement with co-workers than those employees in clustered or individual placements, which appears to support that differences in co-worker involvement relates less to disability level than to type of placement.

- * **Rusch, F.R. (1986) Competitive Employment Issues and Strategies. Baltimore, MD: Paul H. Brookes Publishing Company.**

This book describes programs designed to enhance the growth of individuals with disabilities. Several contributors discuss the growth of services and present information on program design and in-service education.

Rusch, F.R. (cont.)

Copies obtained from:

Paul H. Brookes Publishing Company
P.O. Box 10624
Baltimore, MD 21285
1-800-638-3775

- * Sarrett, S., Staniszewski, S., and Rosati, R. (1989) Supported Employment: A Concept that Works. Albertson, NY: Human Resources Center.

This article discusses the concept of supported employment, the assistance of the job coach and job developer in retaining individuals with severe disabilities in paid employment, as well as descriptions of job models.

Copies obtained from:

The PEER Regional Network
Human Resource Center
201 I.U. Willets Road West
Albertson, NY 11507
(516) 747-5400

- * Schloss, P.J., Wolf, C.W., Schloss, C.N. (1987) Financial Implications of Half and Full-Time Employment for Persons with Disabilities. Exceptional Children, 54(3), 272-276.

An article that addresses the concern for financial incentives for employment.

- * Shafer, M.S., Larus-Rice, M., Metzler, H., and Haring, M. (1989) A Survey of Non-Disabled Employees' Attitudes Toward Supported Employees with Mental Retardation. JASH, 4(2), 137-146.

An article that discusses a survey conducted of 212 co-workers of supported employees with mental retardation and implications regarding the delivery of supported employment and the social integration of employees with disabilities.

Copies obtained from:

Michael S. Shafer
Rehabilitation Research and Training Center
Virginia Commonwealth University
Box 2011
Richmond, VA 23284-2011

- * U.S. Department of Education: Office of Special Education and Rehabilitation Service. (August, 1988) (Revised periodically) Summary of Existing Legislation Affecting Persons with Disabilities. #E-88-22014. Washington, DC: Author.

This publication provides a comprehensive summary of 60 relevant federal laws for use by consumers, families, professionals, advocates, and others interested in the legal rights and benefits available to persons with disabilities, specifically persons with developmental and/or physical disabilities.

Copies obtained from:

Clearinghouse on Disability Information (OSERS)
U.S. Department of Education
Switzer Building, Room 3132
Washington, DC 20202-2524
(202) 732-1250 or (202) 732-1241

- * Wehman, P., Kregel, J., and Shafer, M. (Eds.) (1989) Emerging Trends in the National Supported Employment Initiative: A Preliminary Analysis of Twenty-Seven States. Richmond, VA: Rehabilitation Research and Training Center.

This monograph provides current information about the development of supported employment within twenty-seven states, which received systems change model demonstration funds from the Rehabilitation Services Administration in 1986 and 1987. The data for the national investigation includes information on the following aspects of supported employment:

1. Current strategies to promote statewide systems change;
2. Characteristics and outcomes of persons being served;
3. Service delivery characteristics; and
4. Recommendations of the national supported employment initiative.

Copies obtained from:

Rehabilitation Research and Training Center
Virginia Commonwealth University
1314 West Main Street, VCU Box 2011
Richmond, VA 23284-2011
(804) 367-1851

- * Wehman, P. (1986) Supported Competitive Employment for Persons with Severe Disabilities. Journal of Applied Rehabilitation Counseling, 17(4), 26-29.

This article examines the supported competitive employment model as it relates to rehabilitation services. Advantages of a supported employment program are discussed as well as best settings for supported employment.

- * Wehman, P. and Hill, J.W. (1985) Competitive Employment for Persons with Mental Retardation. (Volume I) Richmond, VA: Rehabilitation Research and Training Center.

Discussions on aspects of supported employment as it relates to clients, employers and parents.

Copies obtained from:

Rehabilitation Research and Training Center
Virginia Commonwealth University
1314 West Main Street, VCU Box 2011
Richmond, VA 23284-2011
(804) 367-1851

- * Wehman, P. and Moon, S. (1988) Vocational Rehabilitation and Supported Employment. Baltimore, MD: Paul H. Brookes Publishing Company.

The focus of the book is on supported employment and vocational rehabilitation. Sections I & II address general issues related to supported employment, such as, philosophy, history, and general programmatic concerns. Section III looks at how community based programs are responding to the supported employment challenge. Section IV & V examine the roles of business and government and the needs of persons with various disabilities in supported employment and vocational rehabilitation.

Copies obtained from:

Paul H. Brookes Publishing Company
P.O. Box 10624
Baltimore, MD 21285
1-800-638-3775

- * West Virginia Resource and Training Center. (1988) Supported Employment: It Works. From National Satellite Teleconference, (Feb. 1988). Sponsored by The Office of Special Education and Rehabilitative Services. Morgantown, WV: Author.

Manual with information from nationwide teleconference (February, 1988) discussing federal regulations, funding for supported employment and guidelines for parents. Two hour video accompanies manual.

For resource manual and video:

The Job Accommodation Network (JAN)
West Virginia University
809 Allen Hall
Morgantown, West Virginia 26506
(800) 526-7234

- * White, S. and Johnson, R. (1987) Index of Least Restrictive Employment: An Assessment of the Critical Dimensions in the Transition Process. Great Falls, MT: Great Falls Transition Project.

A vocational assessment index which focuses on areas of job security, opportunity for advancement, job satisfaction and integrated aspects of transition. The index can assist parents/families in looking at the quality of their son's or daughter's school vocational program.

Copies obtained from:

Great Falls Transition Project
2100 16th Ave. S.
Great Falls, MT 59405

- * Whitehead, C.W. (1987, July-September) Supported Employment: Challenge and Opportunity for Sheltered Workshops. Journal of Rehabilitation, 23-27.

This article focuses on the major goals of employment policies for persons with developmental disabilities. Pros and cons of sheltered workshops and the incentives the system is developing for changing to supported employment.

- * Will, M. (1987, October-December) Supported Employment: The Federal Perspective. American Rehabilitation, 2-3.

An article giving a brief overview of supported employment and its progress.

GENERAL INFORMATION ON SUPPORTED EMPLOYMENT FOR PERSONS WITH CHRONIC MENTAL ILLNESS

- * Anthony, W.A., and Blanche, A. (1989) Research on Community Support Services: What Have They Learned. Psychosocial Rehabilitation Journal. 12(3), 55-81.

This article reports the results of a comprehensive review of literature that relates to the components of a community support system.

- * Anthony, W.A., and Blanche, A. (1987, March) Supported Employment for Persons Who are Psychiatrically Disabled: A Historical and Conceptual Perspective. Paper presented at State of the Art Conference on Supported Employment for Chronically Mentally Ill Individuals. Boston, MA: Center for Rehabilitation Research and Training in Mental Health.

Paper discusses the specific issues which must be addressed in order to insure successful supported employment for persons with chronic mental illness. Also includes the distinguishing characteristics between supported employment and transitional employment.

Copies obtained from:

Center for Rehabilitation Research and Training in Mental Health
1019 Commonwealth Ave.
Boston, MA 02215
(617) 353-3549

- * Black, B.J. Work and Mental Illness: Transition to Employment. Baltimore, MD: Johns Hopkins University Press.

This text examines the development and implementation of work opportunities for persons with mental illness. Dr. Black discusses programs he has implemented and work programs in Western Europe and other countries.

Copies obtained from:

Johns Hopkins University Press
701 West 40th Street, Suite 275
Baltimore, MD 21211

- * Cook, J.A., Jonikas, K.A., and Solomon, M.L. Strengthening Skills for Success: A Manual to Help Parents Support Their Psychiatrically Disabled Youth's Community Employment. Chicago, IL: Thresholds National Research and Training Center.

The purpose of the manual is to provide information and suggestions to parents who want to support youth with psychiatric disabilities as they pursue jobs in the community. Topics include job hunting; social skills, stress management, and leaving a job.

Strengthening Skills for Success (cont.)

Copies obtained from:

**Thresholds National Research and Training Center
561 West Diversity Parkway
Suite 210-A
Chicago, IL 60614
(312) 348-5522**

- * **Danley, K.S. and Anthony, W.A. (1987, October-December) The Choose-Get-Keep Model: Serving Severely Psychiatrically Disabled People. American Rehabilitation, 6-9.**

Article discusses supported employment for persons with long-term mental illness and the specific adaptations made from the model of supported employment for persons with developmental disabilities.

- * **Danley, K. and Mellen, V. (1987) Training and Personnel Issues for Supported Employment Programs Which Serve Persons Who Have a Long-Term Mental Illness.**

This paper presents current thinking on staff training in supported employment services for persons with chronic mental illness.

Copies obtained from:

**Karen Danley, Ph.D.
730 Commonwealth Ave.
Boston, MA 02215
(617) 353-3549**

- * **Matrix Research Institute. (1987) Exploring Models of Transitional and Supported Employment. Prepared for RSA Task Force on Rehabilitation Services to the Mentally Ill. Philadelphia, PA: Author.**

Article defines transitional and supported employment as they relate to persons with chronic mental illness. Poses questions families should ask to assess local programs.

Copies obtained from:

**The Matrix Research Institute
Kenilworth 106
2979 Schoolhouse Lane
Philadelphia, PA 19144
(215) 438-8200**

- * National Institute of Mental Health (NIMH). (1980) Definition and Guiding Principles for Community Support Systems. Rockville, MD: Author.

Article describing guidelines of community service system components for persons with chronic mental illness.

Copies obtained from:

Community Support and Rehabilitation Branch
Division of Mental Health
Services Program
National Institute of Mental Health
Rockville, MD 20857

- * Noble, J.H. Jr. (1987) Supported Employment and Chronic Mental Illness: A Look at the System. Presentation at Supported Employment State Project Meeting, June 8, 1987.

Article discusses many aspects of the system of supported employment as it relates to persons with chronic mental illness, including cost effectiveness, societal stereotyping and work disincentives.

Copies obtained from:

John H. Noble, Jr.
State University of NY
Buffalo School of Social Work
191 Alumni Arena
Amherst, NY 14260

- * Prieve, K. and DePoint, B. (1987) Making It Work: Supported Employment for Persons with Severe and Persistent Mental Illness. Funded by Rule 12 Special Projects Training Grant from the Minnesota Department of Human Services. Spring Lake Park, MN: RISE, Inc.

Overview of system development and delivery strategies. Information on managing mental illness in work settings and discussion of financial issues. Book includes a glossary of terms and a bibliography.

Copies obtained from:

RISE, Inc.
Book Orders
8406 Sunset Road NE
Spring Lake Park, MN 55432
(612) 786-8334

- * **Research Management Corporation Meeting Summary: Supported Employment for Chronically Mentally Ill Individuals (May 12-13, 1987). Prepared by Karen Nelson.**

Packet of information including presentations on history, program development, system barriers and personnel issues in supported employment for persons with chronic mental illness.

Copies obtained from:

**Research Management Corporation
7115 Leesburg Pike
Suite 327
Falls Church, VA 22043**

- * **Shroul, B.A. (1989) Community Support Systems for Persons with Long Term Mental Illness: A conceptual framework. Psychosocial Rehabilitation Journal, 12(3), 9-26.**

This article discusses the components which should be included in a community support system, i.e. identification, outreach, health service, housing, etc., and the principles that govern service delivery.

- * **Staniszewski, S. Supported Employment: A New Focus on the Chronically Mentally Ill Albertson, NY: Human Resources Center.**

This article conveys the importance of supported employment for persons with chronic mental illness and defines supported employment in terms of its application to this population.

Copies obtained from:

**The PEER Regional Network
Human Resources Center
201 I.U. Willets Road W.
Albertson, NY 11507
(516) 747-5400**

- * **Thresholds National Research and Training Center. Enhancing Employability: A Curriculum to Prepare Psychiatrically Disabled Youth for Community Employment. Chicago, IL: Author.**

Curriculum was created as a course for youth with psychiatric disabilities who have had little or no work experience.

Copies obtained from:

**Thresholds National Research and Training Center
561 West Diversity Parkway
Suite 210-A
Chicago, IL 60614
(312) 348-5522**

GENERAL INFORMATION ON SUPPORTED EMPLOYMENT FOR PERSONS WITH TRAUMATIC BRAIN INJURY

- * Cooper, A. and Mank, D., Ph.D. (1990, Fall) **Integrated Employment for People with Severe Physical Disabilities: Case Studies and Support Issues.** American Rehabilitation, 16-23

This article describes competitive supported and integrated employment for persons with severe physical disabilities. Support issues at both individual and program levels are discussed.

Copies obtained from:

American Rehabilitation
Rehabilitation Services Administration
Room 3127
300 C Street SW
Washington, DC 20202-2531

- * Grossman, H. P. (1989) **Financial and Legal Resources.** KHIA Resource Journal.

This article was prepared for the Kentucky Head Injury Association. The article gives a general overview of financial resources for persons with head injury and their families. Many of the resources listed are specific to Kentucky, however, other states may have these resources.

Reprints available:

Department of Communications
New Medico Head Injury System
14 Central Avenue
Lynn, MA 01901
1-800-CARE-TBI

- * John, D. M. (Ed.) (1990) **Head Injury: Missouri Head Injury Guide for Survivors, Families and Caregivers.** Jefferson City, MO: Missouri Office of Administration.

This booklet describes what happens when one experiences a head injury and the different phases of rehabilitation. Also includes financial, legal, and family support resources.

Copies obtained from:

Missouri Office of Administration
Division of General Services
Head Injury Section
P.O. Box 809
Jefferson City, MO 65102

- Kahn, N and Kurtz, T. (1989, Fall) **Traumatic Injury: Organizing Programs and Services for School Aged Children.** Counterpoint, pp 12-13. Washington, DC: NASDE

The focus of the article is to acquaint readers with basic information and guidelines for reaching those students who are recovering from significant traumatic brain injury.

Copies obtained from:

Counterpoint
NASDE
2021 K Street NW, Suite 315
Washington, DC 20006
(202) 296-1800

- National Head Injury Foundation. (1989) National Directory of Head Injury Rehabilitation Services. Southboro, MA: Author.

Directory of information on 400 specialized head injury rehabilitation programs across the nation. Sections are referenced by state and program type. A supplemental speciality service section is included.

Copies obtained from:

National Head Injury Foundation
333 Turnpike Road
Southboro, MA 01772
(508) 485-9950

- National Rehabilitation Information Center. (1989, Spring) NARIC Quarterly, 2(1). Silver Spring, MA: Author.

This newsletter features disability and rehabilitation research and resources. Individual sections of this newsletter feature results of studies on persons with traumatic brain injury, reader feedback, a bibliography of projects serving families or persons with traumatic brain injury, a list of Rehabilitation Research and Training Centers on Supported Employment (RRTC's), rehabilitation reviews, and a calendar of events.

Copies obtained from:

National Rehabilitation Information Center (NARIC)
8455 Colesville Road, Suite 935
Silver Spring, MA 20910-3319
1-800-346-2742

- * **New Medico Head Injury System. (1990, Spring) Emotionally Charged. Headlines: The Brain Injury Magazine, 1(1), 2-9. Compiled from interviews with K. Sperling, MD, W. Burke, Ph.D., C. Hagen, Ph.D., D. Russo, Ph.D. and N. Isenberg, LCSW (parent).**

Families and professionals discuss behavioral changes related to severe head injury. The issue discusses several questions and complications that are generated following head injury.

Copies obtained from:

**Headlines: The Brain Injury Magazine
New Medico Publishing
14 Central Ave.
Lynn, MA 01901
(617) 596-2300**

- * **Research and Training Center on Head Trauma and Stroke New York University Medical Center. (1990) Annotated List of Publications. New York, NY: Author.**

This center conducts clinical research on outcomes following brain damage as it relates to recovery and effectiveness of clinical intervention. This publication list includes a sample of resources relevant to head trauma, functional assessment, stroke, and other topics.

Copies obtained from:

**Research and Training Center on Head Trauma and Stroke
Department of Rehabilitation Medicine
New York University Medical Center
400 East 34 Street
New York, NY 10016**

- * **Romano, M.D. (1989) Ethical Issues and Families of Brain Injured Persons. Journal of Head Trauma Rehabilitation, (4)(1), 33-41.**

Discussion of how professionals must recognize the ethical dilemmas faced by families of persons with traumatic brain injury. Author discusses the need to advocate for more community support for persons with disabilities.

- * **Supported Employment Parent Training Technical Assistance (SEPT/TA) Project. (1990, May) Traumatic Brain Injury: Recovery Involves Risk. SEPT/TA MEMO, 2(1).**

This copy of the newsletter discusses traumatic brain injury, lists some references and a letter to employment specialist from a parent.

Copies obtained from:

SEPT/TA Project
c/o PACER Center
4827 Chicago Avenue South
Minneapolis, MN 55417-1055
(612) 827-2966 (Voice/TDD)

- * **Virginia Commonwealth University Rehabilitation Research and Training Centers (RRTC) on Supported Employment and Traumatic Brain Injury and the Supported Competitive Employment Project for Individuals with Traumatic Brain Injury. Return to Work Following Traumatic Brain Injury. RRTC Newsletter, 5(1). Richmond, VA: Authors.**

This special report presents information related to employment services for persons with traumatic brain injury.

Copies obtained from:

Rehabilitation Research and Training Center (RRTC)
Virginia Commonwealth University
1314 West Main Street, VCU Box 2011
Richmond, VA 23284-2011
(804) 376-1851

- * **Wehman, P., Kreutler, J., Wood, W., Morton, M.V., and Sherron, P. (1988, June) Supported Work Models for Persons with Traumatic Brain Injury: Toward Job Placement and Retention. Rehabilitation Counseling Bulletin, (31), 298-312.**

This article describes a supported work model of competitive employment for persons with traumatic brain injury. The authors discuss obtaining a job to maintaining a job and give an overview of the literature on the vocational status of persons with brain injury. A case study describes how the model was effective for an individual who had had difficulty in remaining employed.

SOCIAL SECURITY AND WORK INCENTIVES

Cohen, R., Roth, P.G., and Morris, M. W. (1990) A New Way of Thinking-Getting to Work, Understanding SSI Benefits for People with Disabilities. Washington, DC: United Cerebral Palsy Association, Inc.

This brochure focuses on explaining sections 1619(a) and (b) of the Social Security Act and The Employment Opportunity for Disabled Americans Act. In addition, the brochure identifies Social Security Administration programs that allow people to work without the risk of loss of Supplemental Security Income and/or Medicaid benefits.

Copies obtained from:

**United Cerebral Palsy of Lancaster County
Materials Mailing Center
P.O. Box 10485
Lancaster, PA 17605-0485**

*** Halloran, W.D. (1989, December) Supplemental Security Income (SSI): Benefits and Incentive Provisions to Assist Individuals with Severe Disabilities Toward Goals of Economic Self-Sufficiency.**

This article explains SSI eligibility, the work incentive P.A.S.S., and the implications for education and rehabilitation personnel. Please note: due to changes in Social Security, these figures may not be up-to-date.

For information contact:

**SEPT/TA Project
c/o PACER Center
4826 Chicago Ave. So.
Minneapolis, MN 55417
(612) 827-2966 (Voice/TDD)**

*** Hubbard, T.S. (1987) What Advocates and Service Providers Should Know About the Effects of Employment on Social Security Disability Insurance and Supplemental Security Income. Eugene, OR: Specialized Training Program.**

Overview of system, including definitions, discussions of benefits and tips on applying for benefits.

Copies obtained from:

**Specialized Training Program
College of Education
University of Oregon
Eugene, OR 97403-1211
(503) 686-5311**

- * Juhre, P.D., Jennings, D., and McMill, K. (1986) Maintaining Social Security and Supplemental Security Income if You Are Developmentally Disabled. Manual I. Rockville, MD: Community Services for Autistic Adults and Children.

Explanation of social security. Includes a glossary of terms.

Copies obtained from:

Community Services for Autistic Adults and Children
751 Twinbrook Parkway
Rockville, MD 20851
(301) 762-1650

- * Koehler, F. and Ellis, J. (1990) PROJECT WIN Work Incentives Network Training Manual. Richmond, VA: The Association for Persons in Supported Employment (APSE)

This self study manual describes how to use Social Security Work Incentives.

Copies obtained from:

The Association for Persons in Supported Employment (APSE)
5001 West Broad Street, Suite 34
Richmond, VA 23230

- * Mintzer, K. (1988) Untangling the Maze: How Does Employment Affect Social Security Disability Insurance and Supplemental Security Income. Cleveland, OH: Lutheran Employment Awareness Program.

The purpose of this manual is to help people with disabilities, their families, and service providers understand the effect of employment on SSDI and SSI benefits.

Copies obtained from:

Lutheran Employment Awareness Program
1468 West 25th Street
Cleveland, OH 44113
(216) 696-2716

- * Protection and Advocacy, Inc. (1989, January) SSI and Social Security Disability: Securing and Protecting Your Benefits.

This manual describes SSI eligibility, application process, the appeal process, work incentive programs, and other related resources.

Copies obtained from:

Protection and Advocacy, Inc.
175 West Jackson #A-2103
Chicago, IL 60604
(312) 341-0022

- * Scarborough, D. (1990) PASS: Plans for Achieving Self-Support, A Workshop Trainer's Guide. Arlington, TX: ARC of the United States.

A guide to help families understand the social security system and some of the rules affecting working family members with a disability. This 128 page manual explains the federal PASS work incentive program.

- * Social Security Administration. (1988) A Summary Guide to Social Security and Supplemental Security Income Work Incentives for the Disabled and Blind. SSA Publishers No. 64-030-ICN 436900. Washington, DC: Author.

This publication addresses SSDI and SSI programs including section 1619 (a) and 1619 (b).

Copies obtained from:

Social Security Administration
Regional Offices

- * U.S. Department of Education, Office of Special Education and Rehabilitation Services, Rehabilitation Services Administration. (1989, January) Information Memorandum: Work Incentives for the Disabled Under DI and SSI Programs. Washington, D.C: Author.

A statement developed in collaboration with Social Security Administration which provides information on the work incentive provisions under the Social Security Act and where to obtain publications which will help counselors, families, and applicants apply for benefits under SSDI and SSI programs.

Copies obtained from:

Supported Employment Parent Training Technical Assistance
(SEPT/TA) Project
PACER Center
4826 Chicago Ave. So.
Minneapolis, MN 55417
(612) 827-2966 Voice/TDD

ADDITIONAL BIBLIOGRAPHIES

- * Bateman, D.F. (1990) Annotated Bibliography: Supported Employment with Emphasis on Family Concerns. Lawrence, KS: University of Kansas.

An annotated bibliography for family members. Information includes 60 citations covering topics such as transition to adult life, parental expectations, job development, employment, and vocational training.

Copies obtained from:

Beach Center on Families and Disability
University of Kansas
Bureau of Child Research
4138 Haworth Hall
Lawrence, KS 66045
(913) 864-7600

- * Beach Center on Families and Disabilities. Beach Center on Families and Disabilities 1989 Catalog. Lawrence, KS: Author

Annotated bibliography including articles on adults with disabilities, supported employment, and transition into adulthood.

Copies obtained from:

Beach Center on Families and Disability
University of Kansas
Bureau of Child Research
4138 Haworth Hall
Lawrence, KS 66045
(913) 864-7600

- * Commission on Accreditation of Rehabilitation Facilities (CARF). (1990) CARF 1990 Standards Manual for Organizations Serving People with Disabilities. Tucson, AZ: Author.

This standards manual is designed to fulfill a variety of needs for programs such as means for ongoing self evaluation, improvement of programs, to provide a source of guidelines for planning new programs, and education resources for inservice training of program personnel.

Copies obtained from:

CARF
101 North Wilmont Road, Suite 500
Tucson, AZ 85711
(602) 748-1212 Voice/TDD

- * **Department of Vocational Rehabilitation. Supported Employment: It's Working in Kentucky. Frankfort, KY: Author**

Information about supported employment in Kentucky.

Copies obtained from:

Department of Vocational Rehabilitation
Capitol Plaza Tower, Ninth Floor
Frankfort, KY 40601
(502) 564-4618

- * **Institute on Community Integration, University of Minnesota. (1990) Print and Media Resources for Supported Employment Personnel. Minneapolis, MN: Author**

Resource provides information on content, source, and price of various materials that are available to personnel and other interested individuals about supported employment.

Copies obtained from:

Institute on Community Integration, University of Minnesota
6 Pattee Hall
150 Pillsbury Drive SE
Minneapolis, MN 55455
(612) 624-4512
Attn: Publications Department

- * **Matrix Research Institute. Employer Involvement in Supported Employment and Transition Employment for Persons with Severe and Persistent Mental Illness: An Annotated Bibliography. Philadelphia, PA: Author.**

Print and video materials which are useful to agencies in educating families, professionals and employers about mental illness, its treatment, and supported and transitional employment.

Copies obtained from:

Matrix Research Institute
Keniworth 106
2979 Schoolhouse Lane
Philadelphia, PA 19144
(215) 438-8200

- * **National Association of Rehabilitation Facilities (NARF). (1990) 1990 Supported Employment Resource Guide. Washington, DC: Author.**

This guide lists technical assistance, training, research, and other related resources available on supported employment. Audiovisual resources and bibliographical information includes materials developed within the last five years.

For more information:

**National Association of Rehabilitation Facilities (NARF)
P.O. Box 17675
Washington, D.C. 20041-0675
(703) 648-9300**

- * **Rehabilitation Research and Training Centers on Family and Community Living. Sharing A Vision...Meeting the Challenge.**

A guide to several centers supported by the National Institute on Disability and Rehabilitation Research. These centers provide nationally recognized resources in areas of research, training, and technical informational assistance.

For more information:

**National Institute on Disability and Rehabilitation Research
U.S. Department of Education
330 C Street SW, Switzer Building
Washington, DC 20202-2305**

- * **Research and Training Center on Community Integration. Resources and Reports on Community Integration. Syracuse, NY: Author.**

The Research and Training Center on Community Integration at the Center on Human Policy, has compiled a variety of resources and reports on integration of people with severe disabilities into community life. Includes reports on integration efforts in supported employment, housing and recreation.

Copies obtained from:

**Research and Training Center on Community Integration
Center on Human Policy
Syracuse University
200 Huntington Hall, Second Floor
Syracuse, NY 13244-2340
(315) 443-3851**

- * **Research and Training Center on Head Trauma and Stroke New York University Medical Center.** (1990) Annotated List of Publications. New York, NY: Author.

This center conducts clinical research on outcomes after brain damage as it relates to recovery and effectiveness of clinical intervention. This publication list includes a sample of resources relevant to head trauma, functional assessment, stroke, and other topics.

Copies obtained from:

Research and Training Center on Head Trauma and Stroke
Department of Rehabilitation Medicine
New York University Medical Center
400 East 34 Street
New York, NY 10016

- * **Research and Training Center on Independent Living.** The Research and Training Center on Independent Living - Bibliography. Lawrence, KS: Author.

Numerous books, manuals and newsletters for parents of children with disabilities interested in adult services.

Titles include: 1. Assisting in the Job Search
2. Grassroots Approach to Policymaking

Copies obtained from:

Research and Training Center on Independent Living Training Division
University of Kansas
AA 207 Bristol Terrace
Lawrence, KS 66044
(913) 842-7694

- * **Rocky Mountain Resource and Training Institute.** Avant Garde - A Quarterly Newsletter. Wheatridge, CO: Author.

Selected bibliography and videography for integrated services. Sections of bibliography include journal articles and books on integrated employment, management and transition/education. Video section lists video tapes related to integrated services for persons with disabilities. Purchase and rental information are included if known.

Copies obtained from:

Rocky Mountain Resource and Training Institute
NEWSLETTER
Avant Garde - A Quarterly
Newsletter, Winter/Spring 1987-88
3805 Marshall Street, Suite 202
Wheatridge, CO 80033
(303) 420-2942

- * **Specialized Training Program Materials and Information List** (1987, October) Eugene, OR:
Specialized Training Program. Eugene, OR: Author.

Topics include: 1. Adult Vocational Services
2. Secondary Programs for Severely Handicapped Students
3. Residential Support
4. Families
5. List of videos included

Copies obtained from:

Specialized Training Program
135 College of Education
University of Oregon
Eugene, OR 97403
(503) 686-5311

- * **The National Information Center for Children and Youth with Disabilities.** (1990, May) **A Parent's Guide: Accessing the ERIC Resource Collection**, 1(1).

This publication, compiled by the National Information Center for Children and Youth with Handicaps, provides useful information on ERIC, the Educational Resources Information Center. ERIC is designed to provide individuals with information on schooling, education, and related topics by utilizing a bibliographic database that provides abstracts or descriptions of articles and documents.

Copies obtained from:

The National Information Center for Children and Youth with Handicaps
P.O. Box 1492
Washington, DC 20013
(703) 893-8614 (TDD only)
(800) 999-5599

- * **Traustadohir, R. (Ed.).** (1988) **Annotated Bibliography on Supported Employment**. Syracuse, NY:
Human Policy Press.

An annotated bibliography on supported employment including other subjects such as parental involvement, definitions of supported employment, and integration issues.

Copies obtained from:

Human Policy Press
University Station
P.O. Box 127
Syracuse, NY 13210
(315) 443-3851

- **Wurtz, P. R. (1986) Transitional Employment and Supported Work - A Partial Annotated Bibliography. Menomonie, WI: University of Wisconsin - Stout.**

Articles listed and described from professional journals relating to employing persons with disabilities, models of supported employment, job coaching and discussions of various job sites e.g. fast foods.

Copies obtained from:

Materials Development Center
Stout Vocational Rehabilitation Institute
School of Education and Human Services
University of WI - Stout
Menomonie, WI 54751
(715) 232-1342

RESOURCES ON TRANSITION

**GENERAL INFORMATION ON TRANSITION FROM
SCHOOL TO WORK**

GENERAL INFORMATION ON COMMUNITY LIVING

GENERAL INFORMATION ON TRANSITION FROM SCHOOL TO WORK

- * Anderson, S. (1988) Opening the Doors to Independent Living. Metropolitan Center for Independent Living, Inc.

A 52-page curriculum and resource guide which addresses the variety of issues facing young people with disabilities as they leave school. Areas discussed include attendant care, management, housing, transportation, leisure activities, and self-advocacy.

- * Association for Retarded Citizens. (1986, August) Facts about Transition from School to Work and Community Life. Arctfacts.

Copies obtained from:

Association for Retarded Citizens
National Headquarters
2501 Avenue J
Arlington, TX 76006
(817) 640-0204

- * Bert, S. and McLean, D. (1990, March) Exploring New Territories: Student-Centered Job Development. Transition Briefs. Eugene, OR: University of Oregon Transition Project.

This article explores the development of jobs for persons with severe disabilities while still in school. Gives an example of a job development profile developed for one student.

Copies obtained from:

The Transition Project
University of Oregon
135 Education
Eugene, OR 97403
(503) 346-5311
Attn: Debra McLean/Susan Bert

- * Davie, A.R. (Ed.) HEATH Resource Directory. (1989) Washington, DC: HEATH Resource Center.

The HEATH Resource Directory is designed for anyone who is involved with post-secondary education or the transitional needs of persons with disabilities. The directory includes information on organizations or other source directories which provide information on awareness, disability specific resources, funding, community integration, technology, and legal assistance.

Copies obtained from:

HEATH Resource Center
One Dupont Circle
Suite 800
Washington, DC 20036-1193
Attn: Ann R. Davie, Editor

- * Ferguson, P.M., Ferguson, D.L. and Jones, D. (1988) Generations of Hope: Parental Perspectives on the Transitions of Their Children with Severe Retardation from School to Adult Life. Journal of the Association for Persons with Severe Handicaps, 13(3), 177-187.

This study explores how parents interpret the events and relationships surrounding the transition of their sons or daughters with severe disabilities from school to adult life. Results of the study indicate that parents perceive three distinct types of transition: bureaucratic, family life, and adult status.

- * Gaylord-Ross, R., Gaylord-Ross, C., Hagle, C., Musante, P., Lee, M., Slegel, S., and Jameson, D. (1988, Spring) Considerations and Outcomes in Transitional Supported Employment. Career Development for Exceptional Individuals (CDEI), 11, 42-50.

This article gives a description of the Employment Retention Program, a supported employment program serving youth who have graduated from special education programs. Students were placed on jobs and provided intensive training at work sites with an emphasis on transferring supervision of students to co-workers without disabilities and promotion of social interaction between students and co-workers. The article describes outcomes of the program and issues related to job retention for workers with disabilities.

- * Goodall, P. and Bruder, M.B. (1986, April) Parents and the Transition Process. The Exceptional Parent, 22-28.

This article offers clear guidelines as to how parents can be effective participants in the transition of students with disabilities from school to the adult community. Some guidelines are offered for the transition from school to work.

- * Horton, B., Maddox, M. and Edgar, E. (1984) Adult Transition Model: Planning for Post School Services. Seattle, WA: University of Washington, Child Development and Mental Retardation Center.

A guidebook written to provide direction to local educational agencies, developmental disability agencies, and parents to meet the needs of the secondary age student with disabilities in planning transition to adult life.

Copies obtained from:

University of Washington
Child Development and Mental Retardation Center
WJ 10
Seattle, WA 98195
(206) 543-2100

- * Horton, B.T. (Ed) (1989) Steps Toward Adult Responsibility: Career-Transition Institute Training Manual. Lawrence, KS: University of Kansas.

A training manual that provides an overview of best practices in the transition from school to adult life. Some areas covered include policy, collaboration among community, school, and family and adult lifestyle options.

Copies obtained from:

Beach Center on Families and Disability
University of Kansas
Bureau of Child Research
4138 Haworth Hall
Lawrence, KS 66045
(913) 864-7600

- * Kelker, K. and Hogen, M. (1986) Parents and Transition: A Self Teaching Workbook. Billings, MT: Montana Center for Handicapped Children (MESH).

The workbook is intended to provide parents with information about transition. The book is designed for parents to use on their own or with other parents in workshops or parent support group meetings.

Copies obtained from:

Montana Center for Handicapped Children (MESH)
1500 North 39th
Billings, MT 59101-0298
(406) 657-2312

- * **Kusserow, R. (1984) A Program Inspection on Transition of Developmentally Disabled Young Adults from School to Adult Services. U.S. Department of Health and Human Services (1-20).**

Discusses history and overview of transition issues, successful program models and various government supplements and what they fund as well as laws that relate to supported employment; i.e. SSI, Medicaid, Job Training Partnership Act, P.L. 94-142.

- * **Lehr, S. (1986) After School...Then What? Syracuse, NY: Center on Human Policy and Boston, MA: Federation for Children with Special Needs.**

This manual, prepared for the Technical Assistance for Parent Programs (TAPP) Project, offers parents and young adults with disabilities, information and support as plans are made for transition into the adult world. The manual looks at the issues involved in transition; roles of parents, and what are the challenges and the successes. The appendix covers information on the various acts and amendments affecting vocational rehabilitation, vocational education, and Supplemental Security Income (SSI). Some material in the appendix, particularly the laws, should be read with caution since changes have occurred since 1985. Parent organizations are granted permission to reproduce this publication in whole or in part. Please give full credit.

Copies obtained from:

**Technical Assistance for Parent Programs (TAPP)
95 Berkeley Street, Suite 104
Boston, MA 02116
(617) 482-2915**

- * **Ludlow, B., Turnbull, A.P. and Luckasson, R. (1988) Transitions to Adult Life for People with Mental Retardation: Principles and Practices. Baltimore, MD: Paul H. Brookes Publishing Company.**

This book offers a comprehensive perspective on current service systems and concepts of transition. Information includes identifying programming goals for independent living and for productive employment

Copies obtained from:

**Paul H. Brookes Publishing Company
P.O. Box 10624
Baltimore, MD 21285
1-800-638-3775**

- * Maxim, G., Morris, B., Hesche, S., Souse, M.E., and Twelt, D. (1989) San Diego Transition Guide. San Diego, CA: San Diego State University.

This guidebook examines and defines the roles and responsibilities of students, parents, adult service providers, and schools in the transition process. Tasks are defined and specific timelines are given for each segment of the transition process.

Copies obtained from:

Project Work
6310 Alvarado Court
San Diego, CA 92120
(619) 594-2462

- * Metropolitan Center for Independent Living, Inc. (1988) Opening the Doors for Independent Living. St. Paul, MN: Author

Book includes discussions of many aspects of independent living including examination of who you are, choices, self-advocacy, finances, attendant care management, housing, transportation, and leisure activities. High reading level required. Appropriate information for advocates and persons with developmental disabilities.

Copies obtained from:

Metropolitan Center for Independent Living, Inc.
1619 Dayton, Suite 303
St. Paul, MN 55104

- * Moon, M.S. and Everson, J.M. (1987) Transition Services for Young Adults with Severe Disabilities: Defining Professional and Parental Roles and Responsibilities. Journal of the Association for Persons with Severe Handicaps, 12(2), 87-95.

Article outlines "optimal" roles and responsibilities for parents and professionals in planning transition from school to adult life. Strategies for developing these roles in interagency and transdisciplinary teams are presented. Authors recommend that parents should be active, equal members of these teams.

- * Moore, C. (1988, Winter) Parents and Transition "Make It or Break It". The Pointer, 32(2).

Article written by a parent/professional for parents. Emphasizes important role in planning transition by identifying a student's capabilities. Recognizes that parents need to prepare for transition as well as their son or daughter with disabilities.

- * PACER Center. (1987) A Trainer's Manual: Students in Transition Using Planning. Minneapolis, MN: Author.

Manual designed to increase student awareness of rights and responsibilities in the transition process. Materials include outlines for each session, student activity worksheets, and informational handouts for planning.

Copies obtained from:

PACER Center
4826 Chicago Avenue South
Minneapolis, MN 55417-1055
(612) 827-2966 (Voice/TDD)

- * Sample, P., Spencer, K., and Bean, G. (1990) Transition Planning: Creating Positive Futures for Students with Disabilities. Fort Collins, CO: Colorado State University.

This manual was designed for use by students, parents, teachers, and adult service providers in planning for transition. The manual has readers use a 5-step process in transition planning and the authors include recommended readings, a transition-planning time line, and sample materials for planning and record keeping.

Copies obtained from:

Transition Services
Department of Occupational Therapy
Colorado State University
Fort Collins, CO 80523
(303) 491-5930

- * Schwartz, P. (1987) Rural Transition Strategies That Work. Bellingham, WA: American Council on Rural Special Education.

A manual of strategies developed by rural educators and found to be successful. The strategies described utilize unique rural resources; the close relationships between rural citizen and employer, the sense of community found in small towns, and the urge to "help one's own."

Copies obtained from:

American Council on Rural Special Education
359 Miller Hall
Western Washington University
Bellingham, WA 98225

- * **Technical Assistance for Special Populations Program (TASPP), University of Illinois Office of the National Center for Research in Vocational Education (NCRVE), and the University of California, Berkeley. (1989) Resources to Facilitate the Transition of Learners with Special Needs from School to Work or Postsecondary Education. Champaign, IL: Authors.**

This guide is intended to assist state and local administrators of vocational special needs programs, special needs teachers, counselors, and others interested in strengthening the transition of special needs learners to workplaces and continuing education programs. Materials are listed by the common components of transition: functional school curricula, integrated school services, interagency cooperation, cooperative planning, staff development, community-based instruction, parental involvement, employment, and support services.

Copies obtained from:

National Center for Research in Vocational Education (NCRVE)
University of California, Berkeley
2150 Shattuck Avenue, Suite 600
Berkeley, CA 94704-1306

- * **Turnbull, H.R. and Turnbull, A.P. "Is There Life After High School for Students with Moderate and Severe Disabilities: Great Expectations and Best Practices". (Teleworkshop)**

A 3-session teleworkshop with accompanying handbook from the University of Kansas. This workshop is geared for families, educators, and administrators.

Sessions include: -Great Expectations for Adolescents and Young Adults with Severe Disabilities
-Best Practices in High School Programs for Achieving Great Expectations
-Best Practices in Supported Employment

For information contact:

Harriet Schaffer, Assistant Director for Dissemination and Training
Beach Center on Families and Disability
Bureau of Child Research
3111 Haworth Hall
Lawrence, KS 66045
(913) 864-7600

- * **Wheeler, J.D. (1987) Transitioning Persons with Severe Disabilities from School to Adulthood: What Makes It Work? WI: Materials Development Center**

This 88-page book suggests methods and procedures to reduce the frequency and magnitude of system failures of both public school and adult service systems. Questionnaires, figures, and a case study are provided in this step-by-step guide to applying the transitional process.

- * Wehman, P., Moon, M.S., and McCarthy, P. (1986, January) Transition from School to Adulthood for Youth with Severe Handicaps. Focus on Exceptional Children, 18(5).

This article gives a historical account of transition and the role of federal government, vocational training, and the media in changing earlier perceptions. The authors discuss supported employment and the need for parent education and involvement in the transition years.

- * Wehman, P., Moon, M.S., Eversen, J.M., Wood, W. and Barcus, J.M. (1988) Transition from School to Work: New Challenges for Youth with Severe Disabilities. Baltimore, MD: Paul H. Brookes Publishing Company.

Discusses definition of transition and the U.S. Department of Education's view of transition. Describes the transition process with emphasis on the importance of interagency cooperation. Highlights include a chapter defining professional and parent roles and responsibilities and a chapter discussing transition activities in various states, e.g. Illinois, Florida, Indiana, and Virginia.

Copies obtained from:

Paul H. Brookes Publishing Company
P.O. Box 10624
Baltimore, MD 21285
1-800-638-3775

- * White, S. and Johnson, R. (1987) Index of Least Restrictive Employment: An Assessment of the Critical Dimensions in the Transition Process. Great Falls, MT: Great Falls Transition Project.

A vocational assessment index which focuses on areas of job security, opportunity for advancement, job satisfaction and integrated aspects of transition. The index can assist parents/families in looking at the quality of their son's or daughter's school vocational program.

Copies obtained from:

Great Falls Transition Project
2100 16th Ave. S.
Great Falls, MT 59405

- * Wilcox, B. (1987, September) High School Programs for Students with Disabilities: What Should Parents Expect?. The Exceptional Parent.

A description of a high school program in Oregon which emphasizes four objectives in the transition years. These four objectives are building social skills, networking, competency in coping with demands of community living, and building a work history. Suggestions are included for parent involvement in school programs.

GENERAL INFORMATION ON COMMUNITY LIVING

- * Ford, A., Schnorr, R., Meyer, L., Davern, L., Black, J., and Dempsey, P. (1989) The Syracuse: Community Reference Curriculum Guide for Students with Moderate and Severe Disabilities. Baltimore MD: Paul H. Brookes Publishing Company.

Manual offers teachers and parents a guide to planning and teaching skills needed to live in the community.

Copies obtained from:

Paul H. Brookes Publishing Company
P.O. Box 10624
Baltimore, MD 21285
1-800-638-3775

- * Skarnulis, E. and Lakin, C. (Eds.) (1990, Spring) Feature Issue on Consumer Controlled Housing for Persons with Developmental Disabilities. IMPACT, 3(1).

This issue investigates issues and trends in consumer controlled housing, areas of concern for parents, and challenges and guidelines for service providers. Major federal sources are listed for financing community housing.

Copies obtained from:

Institute on Community Integration
6 Pattee Hall
University of Minnesota
150 Pillsbury Drive SE
Minneapolis, MN 55455
(612) 624-4848

- * The Center on Human Policy. (1989, November) Community Living for Adults.

A sixteen-page newsletter which describes the experiences of persons with disabilities who have created their own homes and those agencies which support them in individualized ways.

Copies obtained from:

The Center on Human Policy
200 Huntington Hall
Syracuse, NY 13244-2340
(315) 443-3851

**RESOURCES ON PLANNING FOR THE
FUTURE**

**GENERAL INFORMATION ON PERSONAL
FUTURES PLANNING**

**GENERAL INFORMATION ON
SELF-DETERMINATION**

GENERAL INFORMATION ON PERSONAL FUTURES PLANNING

- * Allen, W.T., Ph.D. (1989) Read My Lips - It's My Choice. St. Paul, MN: Governor's Planning Council on Developmental Disabilities.

Resource guide looks at five ways to increase choices for persons with developmental disabilities including, assessing needs, planning for services, evaluating services, understanding the service system, and self-advocacy. Various checklists and worksheets available in text to adapt for planning.

Copies obtained from:

Minnesota Bookstore
117 University Avenue
Ford Building, Main Floor
St. Paul, MN 55155
(612) 297-3000

- * Beeman, P., Ducharme, G., and Mount, B. (1989, December) One Candle Power: Building Bridges Into Community Life for People with Disabilities. Northspring Consulting Graphic Futures. Manchester, CT: Communitas, Inc.

A manual describing the process of supporting personal, community, and organizational change for people with disabilities. Based on monographs describing the process of planning futures and building circles of support and bridges for a successful life in the community based on an individual's choices.

Copies obtained from:

Communitas, Inc.
73 Indian Drive
Manchester, CT 06040
(203) 649-9644

- Gibbons, B.N. and Osborne, J. (1981) Every Person's Right: An Introduction to evaluation of services by persons with disabilities. Kansas Center for Mental Retardation and Human Development, University Affiliated Facility, University of Kansas.

Copies obtained from:

Kansas Center for Mental Retardation and Human Development
University Affiliated Facility
University of Kansas

- * Gould, M. (1990, February) **Self Advocates as Board Members: guidelines and strategies for implementation by human service organizations.** TASH Newsletter, 12.

Brief article on benefits of having persons with disabilities on the board of directors of a human services organization.

Copies obtained from:

TASH
7010 Roosevelt Way NE
Seattle, WA 98115
(206) 523-8446

- * Koebnick, R. (1988) **Career Awareness and Decision-making for Special Needs Youth.** St. Paul, MN: Minnesota Department of Education.

A manual that offers a practical approach to career awareness and the development of a career decision-making process for youth with special needs. Includes several useful checklists and illustrations of work environments.

- * Mason, C.Y., Ph.D. (1990, August) **Consumer Choice and Satisfaction.** Washington, DC: National Association of Rehabilitation Facilities (NARF).

Document based on the direct experience of measuring consumer choice for the review of exemplary practices done by NARF in 1989. Information includes the importance of consumer choice and measuring satisfaction while designing services and measuring outcomes.

Copies obtained from:

The National Association of Rehabilitation Facilities
P.O. Box 17675
Washington, DC 20041
(703) 648-9300

- * McLean, D. and Bert, S. (1990, April) **Discovering Opportunities: Advice for Hotwire Artists.** transition briefs.

This brief discusses creative planning and visualizing future options for persons with disabilities.

Copies obtained from:

The Transition Project
University of Oregon
135 Education
Eugene, OR 97403
(503) 346-5311
Attn: Debra McLean/Susan Bert

- * Mount, B., & Zwernik, K. It's Never Too Early, It's Never Too Late. St. Paul, MN: The Metropolitan Council.

This manual for personal futures planning emphasizes coordination of services based on input from an individual's family, friends and professionals. A personal profile characterized by a person's capabilities and strengths is the framework used to formulate goals and objectives and design services. This manual presents a "new way of thinking" about persons with disabilities. Copies obtained from:

Minnesota Bookstore
117 University Avenue
Ford Building, Main Floor
St. Paul, MN 55155
(612) 297-3000

- * Mount, B., Beeman, P. and Ducharme, G. (1988) What Are We Learning About Bridge-Building? Manchester, CT: Communitas, Inc.

A summary of a dialogue between people seeking to build bridges into the community for people with disabilities.

Copies obtained from:

Communitas, Inc.
73 Indian Drive
Manchester, CT 06040
(203) 649-9644

- * Mount, B., Beeman, P. and Ducharme, G. (1988) What Are We Learning About Circles of Support? Manchester, CT: Communitas, Inc.

A collection of tools, ideas, and reflections on facilitating circles of support.

Copies obtained from:

Communitas, Inc.
73 Indian Drive
Manchester, CT 06040
(203) 649-9644

- * National Information Center for Children and Youth with Handicaps. (1988) Self Determination. Transition Summary, Number 5.

The focus of this issue of Transition Summary is to acquaint readers with issues of independence, self sufficiency, and self advocacy for persons with disabilities. The articles written by adults with disabilities offer parents guidelines, insights, and practical advice on helping their children with disabilities acquire some of the skills needed to live more independently as adults.

Copies obtained from:

National Information Center for Children
and Youth with Handicaps (NICHCY)
P.O. Box 1492
Washington, DC 20013
(800) 999-5599

- * Perske, R. (1988) Circle of Friends. Nashville, TN: Abington Press.

A collection of 34 short articles depicting individuals with disabilities in the community. Recommended for parents and professionals.

For more information:

Abington Press
201 8th Avenue South
P.O. Box 801
Nashville, TN 37202
(615) 749-6301

- * Russell, M.L. (1983) Alternatives: A Family Guide to Legal and Financial Planning for the Disabled. Evanston, IL: First Publications, Inc.

Discusses basic elements of estate planning with emphasis on special needs of families with sons or daughters with developmental disabilities or physical disabilities.

Copies obtained from:

L. Mark Russell
First Publications, Inc.
P.O. Box 1832
Evanston, IL 60204
(312) 869-7210

- * Turnbull, H.R., Turnbull, A.P., Bronicki, G.J., Summers, J.A., and Gordon, C.R. (1988) Disability and the Family: A Guide to Decisions for Adulthood. Baltimore, MD: Paul H. Brookes Publishing Company.

A comprehensive text in planning the future of sons and daughters with disabilities. The goal of planning as stated by the authors should be a high quality life that provides opportunities to live, work and play in the community, and to have meaningful personal relationships.

Copies obtained from:

Paul H. Brookes Publishing Company
P.O. Box 10624
Baltimore, MD 21285
1-800-638-3775

GENERAL INFORMATION ON SELF-DETERMINATION

- * Apolloni, T., Ph.D. (1984, November) Self-Advocacy: How to Be a Winner. Information from the National Information Center for Handicapped Children and Youth.

Article describes self-advocacy as a cycle with four stages; targeting, preparing, influencing and following-up.

Copies obtained from:

National Information Center for Handicapped Children and Youth
Box 1492
Washington, DC 20013
1-800-999-5599

- * Gibbons, B.N. and Osborne, J. (1981) How to Work with the System..and Win. Kansas Center for Mental Retardation and Human Development, University Affiliation Facility, University of Kansas. Adapted from Negotiation: a Tool for Change by Steven Taylor, Developmental Disabilities Rights Center, Syracuse, NY.

Written for persons with developmental disabilities to help them learn about self-advocacy.

Copies obtained from:

Developmental Disabilities Rights Center
216 Ostrom Avenue
Syracuse, NY 13210

- * Gould, M., Ed.D. and Taggart, N., J.D. (1988-89, Winter) Self-Advocacy for Transition: Indications of Student Leadership Potential Today. American Rehabilitation.

This article reports the use of self-advocacy skills by students in transition to successfully address a part of their transition needs. Recommendations are offered for student involvement as self-advocates in transition planning and programming.

- * National Information Center for Children and Youth with Handicaps (NICHY). (1988) Self-Determination. Transition Summary. (5).

The focus of this issue is to acquaint readers with issues of independence, self-sufficiency, and self-advocacy for persons with disabilities. The articles written by adults with disabilities offer to parents guidelines, insights, and practical advice on helping their sons/daughters with disabilities acquire some of the skills needed to live more independently as adults.

Self-Determination: Transition Summary (cont.)

Copies obtained from:

**National Information Center for Children and Youth with Handicaps (NICHCY)
P.O. Box 1492
Washington, DC 20013
(800) 999-5599**

- * **University of Minnesota Research and Training. National Conference on Self-Determination (January 9-10, 1989). Supported by the Office of Special Education and Rehabilitative Services (OSERS). Minneapolis, MN: Author.**

Manual contains proceedings from a conference held in January, 1989, sponsored by OSERS. Sixty participants with unusual viewpoints met and recommended directions the agency should take.

For free copies contact:

**Institute on Community Integration
6 Pattee Hall
University of Minnesota
150 Pillsbury Drive SE
Minneapolis, MN 55455
(612) 624-4848**

APPENDIX

PARENT TRAINING RESOURCE LIST

NEWSLETTERS

DIRECTORY OF JOURNALS

BIBLIOGRAPHIC INFORMATION FORM

PARENT TRAINING RESOURCE LIST

**** This is a partial listing of organizations which are developing or implementing parent training about supported employment.**

Alabama

Parent Training Contact:

**Carol Blades, Director
*Special Education Action Committee (SEAC)
P.O. Box 161274
Mobile, AL 36616-2274
(205) 478-1208
1-800-222-7322 (AL only)**

This parent training and information center project has a video about supported employment for families to view. SEAC is in the process of developing a training format for families.

Alaska

State Supported Employment Contact:

**Russell Cusack
Division of Rehabilitation Services
State of Alaska
4100 Spenard
Anchorage, AK 99517
(907) 243-5600**

Parent Training Contact:

**ARC Alaska (ARCA)
2111-A Arca Drive
Anchorage, AK 99508
(907) 277-6677**

ARC Alaska has general resources and materials about supported employment for families.

***Parent Training and Information Centers (PTI's) are non-profit agencies funded by the Office of Special Education and Rehabilitative Services (OSERS) to provide training for parents and others about parents' rights and responsibilities under special education laws. The philosophy of these programs is based on parents training parents.**

Arkansas

State Supported Employment Contact:

**Director, Supported Employment Project
Division of Rehabilitation Services
720 West Third
Little Rock, AR 72201
(501) 371-1685**

Parent Training Contact:

***Arkansas Disability Coalition
10002 West Markham, Suite B-7
Little Rock, AR 72205
(501) 221-1330**

**James N. Woods
*FOCUS, Inc.
2917 King Street, Suite C
Jonesboro, AR 72401
(501) 935-2750**

This project individually meets with families about the options of supported employment. Offers networking opportunities for families. Works with parents to do job development and job coaching.

Arizona

State Supported Employment Contact:

**Lenore Drake
Arizona Supported Employment Project
Rehabilitation Services Administration
1300 W. Washington Ave., Room 105
Phoenix, AZ 85007
(602) 255-3322**

Parent Training Center Contact:

**Mary Slaughter
*Pilot Parents, Inc.
2150 E. Highland Ave. #105
Phoenix, AZ 85016
(602) 468-3001**

This project has printed materials on supported employment and offers individual assistance to families.

California

State Supported Employment Contact:

**Margaret Lamb
Department of Rehabilitation
830 "K" Street, Room 320
Sacramento, CA 95814
(916) 323-0319**

Parent Training Contact:

**Joan Tellefsen, Executive Director
*Team of Advocates for Special Kids, Inc. (TASK)
18685 Santa Ynez
Fountain Valley, CA 92708
(714) 962-6332**

This project has a workshop format and train the trainers on supported employment.

Colorado

State Supported Employment Contact:

**Don St. Louis
Rocky Mountain Resource and Training Institute
3805 Marshall St., Suite 202
Wheatridge, CO 80033
(503) 420-2942**

Parent Training Contact:

**Judy Martz, Co-director
*PEAK
6055 Lehman Drive, Suite 101
Colorado Springs, CO 80908
(719) 531-9400**

This parent center offers workshops on supported employment and transition.

Connecticut

State Supported Employment Contact:

**John Gallette
Division of Vocational Rehabilitation
600 Asylum Ave.
Hartford, CT 06105
(203) 566-2675**

Connecticut (cont.)

Parent Training Contact:

**Jan Hine
*Connecticut Parent Advocacy Center
P.O. Box 579
East Lyme, CT 06333
(203) 739-3089**

This parent center offers workshops about supported employment for parents. The focus of their workshops includes general information about supported employment and how to access programs in their state.

Delaware

State Supported Employment Contact:

**Barbara Bennett
Division of Vocational Rehabilitation
312 E. 11th St., 4th Floor
Delaware-Elwyn Building
Wilmington, DE 19801
(302) 571-3916**

Each year since 1986, this state project has offered a statewide conferences about supported employment which has included special sessions for parents.

Parent Training Contact:

**Director
Delaware ARC
240 North James St., Tower Office Park
Wilmington, DE 19804
(302) 996-9400**

This project offers parent training about supported employment throughout the state.

**Marie-Anne Aghazadian
*Parent Information Center of Delaware, Inc.
700 Barksdale Road, Suite 6
Newark, DE 19711
(302) 366-0152**

This project does workshops, has printed materials, trains trainers, and offers individual assistance to families about supported employment.

Florida

Parent Training Contact:

Janet Jacoby, Executive Director
***Parent Education Network (PEN)**
1211 Tech Blvd, Suite 105
Tampa, FL 33619
(813) 623-4088
1-800-TALK-PEN

Parent Education Network (PEN) offers training on supported employment performed by a team with a parent member, provider, and supported employment specialist. The parent trainers are available to answer parents' questions and to provide information to any group.

Georgia

Parent Training Contact:

Cheryl Knight, Project Director
***Parents Educating Parents (PEP)/Georgia ARC**
185* Ham Runway, Suite 102
College Park, GA 30337
(404) 761-2745

This project has information and materials available for parents about supported employment.

Illinois

State Supported Employment Contact:

Noelle Schofield
Department of Rehabilitation Services
P.O. 19429
623 E. Adams
Springfield, IL 62794-9429
(217) 524-6100

Parent Training Contact:

Ross Grove
Illinois Department of Rehabilitative Services SE Unit
622 East Washington, Third Floor
P.O. Box 19429
Springfield, IL 62794-9429
(217) 524-6100

Since 1986, this project has presented statewide conferences about supported employment which offer special sessions for parents. In Spring 1989, the project began statewide workshops for families about supported employment with a focus on awareness.

Indiana

Parent Training Contact:

Judy Alderton, Project Director
***Task Force on Education for the Handicapped, Inc.**
833 Northside Boulevard
Building #1, Rear
South Bend, IN 46617
(219) 234-7101

This project presents workshops on transition with information on the supported employment option.

Iowa

Parent Training Contact:

Carla Lawson
***Iowa Exceptional Parent Center (IEPC)**
Iowa Pilot Parents
33 North 12th Street
P.O. Box 1151
Fort Dodge, IA 50501
(515) 576-5870

This project has printed materials and gives individual assistance to parents about supported employment.

Kansas

State Supported Employment Contact:

Carolyn Bayless
Department of Rehabilitation Services
2700 W. 6th Street, Second Floor
Biddle Building
Topeka, KS 66606
(913) 296-3911

Parent Training Contact:

Tom Rose
***Families Together**
3715 W. 71st Terrace
Prairie Village, KS 66208
(913) 384-4810

Tom Rose, representing Families Together, Inc., a parent center in Topeka, Kansas began in Summer 1988 to present workshops focused on awareness.

Kentucky

State Supported Employment Contact:

**Carol Hatfield
Project ASSET
Capital Plaza Tower
Ninth Floor
Frankfort, KY 40601
(502) 564-4618**

Parent Training Contact:

**Paulette Logsdon
*Kentucky Special Parents Involvement Network (KY-SPIN)
318 West Kentucky St.
Louisville, KY 40203
(502) 589-5717**

This project is developing materials for families about supported employment.

Louisiana

Parent Training Contact:

**Jim Watts
Supported Employment Project Louisiana
Route 4, Box 1350
Lake Charles, LA 70612
(318) 855-2552**

Since 1989 has presented transition workshops with information about supported employment. In Fall 1989 began to train trainers about supported employment.

Maine

Parent Training Contact:

**Deborah Guimont
*Special Needs Parents Information Network (SPIN)
P.O. Box 2067
Augusta, ME 04338-2067
(207) 582-2504
1-800-325-0220 (ME only)**

This project has printed materials for parents about supported employment.

Maryland

State Supported Employment Contact:

**Bonnie Levy
Kennedy Institute
2911 E. Biddle Street
Baltimore, MD 20213
(301) 522-7500 Ext. 120**

This project offers workshops for parents focused on awareness and individual advocacy.

Michigan

State Supported Employment Contact:

**Pete Griswold
Rehabilitation Services/Supported Employment Project
P.O. Box 30010
Lansing, MI 48909
(517) 373-8597**

Parent Training Center Contact:

**Deb Skaroy
Michigan ARC
313 South Washington Square #310
Lansing, MI 48933
(616) 629-9238**

This project offers workshops about supported employment for parents focused on awareness. This project has published a handbook for parents about supported employment and how to access services in their state.

**Cheryl Chilcote, Executive Director
*Citizen's Alliance to Uphold Special Education (CAUSE)
313 South Washington Square
Suite 040
Lansing, MI 48933
(517) 485-4084
1-800-221-9105 (MI only)**

This project does workshops, provides resource materials and individual assistance to families. CAUSE also trains trainers about supported employment.

Minnesota

State Supported Employment Contact:

**Director
Division of Rehabilitation Services
390 N. Robert St.
Fifth Floor
St. Paul, MN 55101
(612) 297-1873**

Parent Training Contact:

**Cathleen Urbain
*PACER Center
4826 Chicago Ave. So.
Minneapolis, MN 55417-1055
(612) 827-2966 (Voice/TDD)**

This parent center does statewide parent training about supported employment. Workshop formats focus on awareness and system change.

Mississippi

State Supported Employment Contact:

**Mark Smith
Elaine Schaffer
Vocational Rehabilitation Division/MS
P.O. Box 1698
Jackson, MS 39215-1698
(601) 354-7339**

Parent Training Contact:

**Anne Presley, Executive Director
*Association of Developmental Organizations of Mississippi
332 New Market Drive
Jackson, MS 39209
(601) 922-3210**

This project will begin parent training in fall, 1990. They have information and materials available for parents about supported employment.

Missouri

Parent Training Contact:

Marianne Toombs, Co-director
***Missouri Parent Act (MPACT)**
1722W South Glenstone
Suite 125
Springfield, MO 65804
(417) 882-7434 (Voice/TDD)
1-800-666-7228 (MO only)

This project does workshops, provides printed materials, and offers individual assistance to parent about supported employment.

Montana

State Supported Employment Contact:

Director
Montana Supported Employment Demonstration Project
Box 4210
Helena, MT 59604
(406) 444-1914

This project will begin to train parents about supported employment in 1990.

Parent Training Contact:

Katharin Kelker
***Parent Let's Unite for Kids**
150 N. 30th Street
Billings, MT 59101
(406) 657-2055

This parent center is actively involved in parent training about transition. Supported employment information is included in transition workshops. They began parent training about supported employment in April, 1989.

Nebraska

Parent Training Contact:

Dixie Nickel, Project Director
***Nebraska Parent's Information and Training Center**
3610 Dodge Street
Omaha, NE 68131
(402) 346-0525

This project has printed materials and offers individual assistance to parents on supported employment.

New Hampshire

State Supported Employment Contact:

**Rick McAllister
Division of Vocational Rehabilitation
101 Pleasant Street
Concord, NH 03301
(603) 271-3121**

Parent Training Contact:

**Judith Raskin, Executive Director
*Parent Information Center
155 Manchester Street
P.O. Box 1422
Concord, NH 03301
(603) 224-6299**

This parent center does statewide training for parents about supported employment. Their focus is awareness.

New Jersey

Parent Training Contact:

**Diana Cuthbertson
*Statewide Parent Advocacy Network, Inc. (SPAN)
516 North Avenue East
Westfield, NJ 07090
(201) 654-7726
(201) 654-SPAN (Voice/TDD)**

This project has printed materials and provides individual assistance to parents on supported employment.

New Mexico

Parent Training Contact:

**Randi S. Malach, Director
*Education for Parents of Indian Children with Special Needs Project (EPICS Project)
Southwest Communication Resources, Inc.
P.O. Box 788
Bernalillo, NM 87004
(505) 867-3396**

This project provides workshops and printed material to parents about supported employment.

New Mexico (cont.)

**Salle Van Curen
*Parents Reaching Out to Help (PRO) and Project Adobe
1127 University Blvd NE
Albuquerque, NM
(505) 842-9045
1-800-524-5176 (NM only)**

This project has printed materials and provides individual assistance to parents about supported employment.

New York

State Supported Employment Contact:

**Doris Jamison
Office of Vocational Rehabilitation
99 Washington Ave., Room 1913
Albany, NY 12234
(518) 474-7575**

Parent Training Contacts:

**Joan M. Watkins
*Parent Network Center
1443 Main Street
Buffalo, NY 14209
(716) 885-1004**

This parent center is developing materials and training for parents about supported employment.

**Kathy Hayduke
Parents for Positive Futures
8961 Brewerton Road, Route 11
Brewerton, NY 13029
(315)699-5991**

This parent organization is developing an informational awareness training format for families.

North Carolina

State Supported Employment Contact:

**Jo Perkins
Director of Vocational Rehabilitation
P.O. Box 26053
Raleigh, NC 27611
(919) 733-3364**

This projects sponsored a state-regional conference about supported employment for parents in October 1988 and September 1989.

North Carolina (cont.)

Connie K. Hawkins
***Exceptional Children's Assistance Center (ECAC, Inc.)**
P.O. Box 16
Davidson, NC 28036
(704) 892-1321

A group of workshops on Social Security Work Incentives with handouts and manuals for parents, family members, educators, vocational rehabilitation counselors, and other professionals working with consumers experiencing disabilities. The workshops provide detailed information on the kinds of programs available, eligibility for the programs, ways to access and monitor the programs. In addition, ECAC is developing a transition workshop which will include information on supported employment.

North Dakota

State Supported Employment Contact:

Kenneth Van Beek
Supported Employment Program
1605 E. Capitol Ave.
Bismarck, ND 58501
(701) 224-3491

Parent Training Contact:

Kathryn Erickson, Project Director
***Pathfinder Services of ND, Inc.**
Arrowhead Shopping Center
16th Street and Second Avenue SW
Minot, ND 58701
(701) 852-9426

This project is involved in parent training on transition planning with information on supported employment.

Ohio

Parent Training Contact:

Debbie Wetzel
***SOC Information Center**
106 Wellington Place
Suite LL
Cincinnati, OH 45219
(513) 381-2400

This parent center offers workshops for parents about transition, including information on supported employment.

Ohio (cont.)

Rosemary Todd
***Ohio Coalition for the Education of Handicapped Children**
933 High Street, Suite 106
Worthington, OH 43085
(614) 431-1307

In 1990, sponsored a statewide conference on supported employment for families. This project offers individualized assistance to families about supported employment.

Oklahoma

State Supported Employment Contact:

Rebecca Eichhorn
Oklahoma Supported Employment Project
RS #24
2409 N. Kelley, 5th Floor Annex
Oklahoma City, OK 73125
(405) 424-4311 Ext. 2322

Parent Training Contact:

Sharon Bishop, Program Director
***PRO-OKLAHOMA**
1917 S. Harvard Ave.
Oklahoma City, OK 73128
(405) 681-9710

This parent center offers awareness and individual advocacy training for parents about supported employment.

Oregon

SEPT/TA State Supported Employment Contact:

Barbara Fagan-Brent
Oregon Supported Employment Project
Mental Health Division
2575 Bittern St., NE
Salem, OR 97310-0520
(503) 378-2004

Oregon (cont.)

Parent Training Contact:

Roz Slovic
Family Transition Planning and Support System
Specialized Training Program
College of Education/University of Oregon
Eugene, OR 97403
(503) 348-2473

This project has been training parents about transition and supported employment since 1985.

Cheron Mayhall, Ph.D.
*Oregon COPE Project
999 Locust St. NE, #42
Salem, OR 97303
(503) 373-7477

This parent center is developing workshops about supported employment. They presently include information on supported employment in transition training.

Pennsylvania

State Supported Employment Contact:

Vance Coover
Supported Employment Program
1320 Labor and Industry Building
7th and Forster Street.
Harrisburg, PA 17120
(717) 983-2314

Parent Training Contacts:

Janet Hogan
*Parents' Union for Public Schools
401 North Broad St., Room 916
Philadelphia, PA 19108
(215) 574-0337

This project is in the process of developing materials about supported employment.

Gail Walker
*Mentor Parent Program
Route 257, Salina Road
P.O. Box 718
Seneca, PA 16346
(814) 676-8615
1-800-447-1431

This project does workshops, provides printed materials, trains trainers and offers individual assistance to parents about supported employment.

Puerto Rico

Parent Training Contact:

Carmen Selles Villa
***Asociacion de Padres Pro Bienestar de Ninos Impedidos de P.R., Inc.**
Box 21301
Rio Piedras, PR 00928-21301
(809) 765-0345
(809) 763-4665

This parent center offered a four-day country wide conference for parents about supported employment and transition in December 1988. Materials and information about supported employment are available in Spanish.

Texas

Janice Foreman
***Partnerships for Assisting Texans with Handicaps (PATH)**
Partners Resource Network Inc.
6465 Calder, Suite 202
Beaumont, TX 77707
(409) 866-4726
(409) 866-4973 (TDD)
1-800-866-4726

This project has printed materials for parents about supported employment.

Utah

State Supported Employment Contact:

Cathy Chambless, Director
Rehabilitation Services
660 South 200 East, Suite 440
Salt Lake City, UT 84111
(801) 533-6999

Parent Training Contacts:

Emilee Curtis
New Hats, Inc.
P.O. Box 57567
Salt Lake City, UT 84157-7567
(801) 264-1230

This project began training in 1986. Training focus is on awareness, individual advocacy and systems change. Project is also involved in training trainers.

Utah (cont.)

Helen W. Post
*Utah Parent Center (PIC)
2290 East 4500 South, Suite 110
Salt Lake City, Utah 84117
(801) 272-1051

This project is developing materials about supported employment.

Vermont

State Supported Employment Contact:

Michel Beckley
Supported Employment Project
Department of Mental Health
103 S. Main Street
Waterburg, VT 05676
(802) 241-2721

Parent Training Contact:

Connie Curtin, Project Director
*Vermont Information and Training Network
37 Champlain Mill, 1 Main Street
Winooski, VT 05404
(802) 655-4016 (Voice/TDD)

This parent center presents workshops throughout Vermont. They started parent training about supported employment in 1986.

Virginia

State Supported Employment Contact:

Grant Revell
Department of Rehab Services
4901 Fitzhugh Ave
Richmond, VA 23230
(804) 257-0279

Parent Training Contact:

Winifred Anderson, Executive Director
*Parent Education Advocacy Training Center (PEATC)
228 South Pitt St., Room 300
Alexandria, VA 22314
(703) 836-2953

This parent center began parent training about supported employment in 1985. They focus on supported employment opportunities. Program for training trainers is also available.

Washington

State Supported Employment Contact:

**Lee Valenta
Washington Supported Employment Initiative
14900 Interurban Ave. S., Suite 265
Seattle, WA 98166
(206) 872-6348**

Parent Training Contact:

**Kathy Babel, Project Coordinator
*PAVE
6316 South 12th St.
Tacoma, WA 98465
(206) 565-2266**

This parent center began to present awareness workshops for parents about supported employment in 1989.

Wisconsin

State Supported Employment Contact:

**Susan Kidder
Department of Vocational Rehabilitation
P.O. Box 7852
Madison, WI 53707
(608) 267-7364**

Parent Training Contacts:

**Stacy Graff
Wisconsin Supported Employment Project
131 West Wisconsin Street
Suite 1000
Madison, WI 53707
(608) 267-3408**

This project is working with a parent advisory committee to develop parent training about supported employment.

**Deb Stamm, Project Director
*Parent Education Project (PEP)
230 West Wells #502
Milwaukee, WI 53203
(414) 272-4500
(414) 272-1077 (TTY)
1-800-472-5525 (WI only)**

This project has printed materials for parent training about supported employment.

NEWSLETTERS

*** ADVANCE**

**Association for Persons in Supported Employment (APSE)
5001 West Broad Street, Suite 34
Richmond, VA 23230
(804) 282-3655**

The APSE newsletter intends to provide educational support and facilitate communication among persons involved in or supportive of integrated paid employment opportunities for persons with severe disabilities.

*** Advocate**

**PACER Center
4826 Chicago Avenue South
Minneapolis, MN 55417-1055
(612) 827-2966 (Voice/TDD)**

A newsletter for people who are actively involved in special education issues and are interested in current state and federal legislation news.

*** Avant Garde**

**Rocky Mountain Resource and Training Institute
6355 Ward Road, Suite 310
Arvada, CO 80004
(303) 420-2942**

Avant Garde is published quarterly and looks at integrated services for adults with disabilities, including work, recreation/leisure, and housing.

*** Coalition Quarterly**

**Federation for Children With Special Needs
95 Berkeley Street
Suite 104
Boston, MA 02116
(617) 482-2915**

A publication of the Technical Assistance for Parent Programs (TAPP) provides resources, materials and references on a variety of topics.

*** Connections**

**National Center for Youth with Disabilities
University of Minnesota
Box 721-UMHC
Harvard Street @ East River Road
Minneapolis, MN 55455
(612) 626-2825
1-800-333-6293**

The purpose of the newsletter is to provide information on the health and social function of youth with disabilities.

*** Disability Law Briefs**

**American Bar Association
Commission on the Mentally Disabled
1802 M Street, NW
Washington, DC 20036
(202) 331-2240**

Disability Law Briefs, a free quarterly newsletter published by the American Bar Association's Commission on the Mentally Disabled. The newsletter reports on activities, publications, and programs in the area of disability law.

*** Families and Disability**

**Beach Center on Families and Disability
4138 Haworth Hall
University of Kansas
Lawrence, KS 66045
(913) 864-7600
Attn: Julie Sergeant**

A newsletter for families with helpful strategies and suggestions covering a wide range of issues, such as transition, work, and futures planning.

*** Family Support Bulletin**

**UCPA Governmental Activities Office
1522 K Street, NW
Suite 1112
Washington, DC 20005
(202) 842-1266
(800) USA-5UCP**

Family Support Bulletin is published by United Cerebral Palsy Associations, Inc. The newsletter provides educational support, information on best practices and program resources for families.

*** IMPACT**

**Institute on Community Integration
6 Pattee Hall
University of Minnesota
150 Pillsbury Drive SE
Minneapolis, MN 55455
(612) 924-4848**

Newsletter with up-to-date information on a variety of issues and topics about community living.

*** Information from HEATH**

**HEATH Resource Center
One Dupont Circle
Washington, DC 20036
1-800-544-3284 (Voice/TDD)**

Information from HEATH is published twice a year. Information from HEATH covers a wide range of topics and provides information addressing issues about adults with disabilities. Further issues will include retraining for new jobs, and career planning and placement.

*** InterAct Newsletter**

**Theresa Mahoney
Institute for Human Resource Development
78 Eastern Blvd.
Glastonbury, CT 23284-2011
(203) 659-1166**

General information on supported employment, legislative issues and concerns. A newsletter for human service agencies published by the Institute for Human Resource Development.

*** Interchange**

**Secondary Transition Intervention Effectiveness Institute
National Center for Research in Vocational Education
Transition Institute at Illinois
College of Education
University of Illinois at Urbana-Champaign
110 Education Building, 1310 South Sixth Street
Champaign, IL 61820**

A newsletter that addresses issues on transition. Includes an annotated bibliography on resources.

* **Job Coach News Brief**

**Minnesota Technical Assistance Resource Network on Supported Employment
Institute on Community Integration at the University of Minnesota
6 Pattee Hall
150 Pillsbury Drive SE
Minneapolis, MN 55455
(612) 626-7220**

Topics of interest to professionals active in support employment activities.

* **MDC Newsletter**

**Materials Development Center
Stout Vocational Rehabilitation Institute
School of Education and Human Services
University of Wisconsin at Stout
Menomonie, WI 54571**

A newsletter that reviews publications and annotates others relating to pertinent topics in supported employment, i.e. job coach, job analysis.

* **Movin' On**

**New York Association for the Learning Disabled
Wildwood Programs-NYALD
Suite 405A
Latham Circle Mall
Latham, NY 12110
(518) 783-3421
Attn: Christopher Lulzzo, Coordinator Program Development**

Movin' On is published quarterly and is available to parents and students in New York. The newsletter addresses questions about supported employment, adult services, and identifies resources available to families.

* **MSED Quarterly**

**Montana Supported Employment Demonstration Project (MSED)
P.O. Box 4210-111 Sanders
Helena, MT 59604
(406) 444-1915**

A newsletter of the Montana Supported Employment Demonstration Project (MSED). Includes information articles, profiles, supported employment sites and employees, and lists resources available through their program.

* **Newsline**

Federation for Children with Special Needs (FCSN)
95 Berkeley Street
Boston, MA 02116
(617) 482-2915 (Voice/TDD)

A newsletter for and by parents of children with special needs. Covers a wide range of issues in education and legislation.

* **On the Job**

Institute for Human Resource Development
78 Eastern Blvd.
Glastonbury, CT 06033
(203) 659-1166

A newsletter for job coaches from Connecticut.

* **PACESETTER**

PACER Center
4826 Chicago Avenue South
Minneapolis, MN 55417-1055
(612) 827-2966 (Voice/TDD)

PACESETTER is designed to be an ongoing way to educate parents and others about issues and programs concerning children and young adults with disabilities. Articles describe new legislation, educational updates, and current information about important special education topics.

* **Parent Network Connections**

Parent Network
1443 Main Street
Buffalo, NY 14209
(716) 885-1004

The newsletter provides information and resources to families in New York.

* **Performance Communicator**

Institute for Human Resource Development
78 Eastern Blvd.
Glastonbury, CT 06033
(203) 659-1166

A newsletter directed toward the business and industry sector.

- **Policy Research Brief**
Research and Training Center on Community Living
Institute on Community Integration
University of Minnesota
110 Pattee Hall
150 Pillsbury Drive SE
Minneapolis, MN 55455
(612) 625-3390

A summary of research on policy issues affecting persons with developmental disabilities.

- **RRTC Newsletter**
Rehabilitation Research and Training Center
Virginia Commonwealth University
1314 West Main Street, VCU Box 2011
Richmond, VA 23284-2011
(804) 367-1851

Newsletter with up-to-date information and research data on supported employment.

- **RISE Reporter**
RISE Incorporated
8406 Sunset Road NE
Minneapolis, MN 55432
(612) 786-8334

A newsletter for personnel who work with persons with chronic mental illness in employment.

- **SEPT/TA Memo**
Supported Employment Parent Training Technical Assistance Project
PACER Center
4826 Chicago Avenue South
Minneapolis, MN 55417
(612) 827-2966 (Voice/TDD)

The purpose of the SEPT/TA MEMO is to provide information to projects involved in parent training in supported employment. Issues include updates on resources and events related to supported employment parent training and a forum for parental views and concerns.

- **SPEAK-OUT**
PEAK Parent Center, Inc.
6055 Lehman Drive, Suite 101
Colorado Springs, CO 80918
(719) 531-9400

A newsletter published three times a year offering information and resources for families in Colorado.

- * **Supported Employment Infolines
Training Resource Network
20 Beech Street
Keene, NH 03431-3202
(603) 357-1791**

Eight page newsletter written by and for people who support individuals in community jobs. Offers practical information and creative state of the art job placement.

- * **Supported Employment News
California State Department of Rehabilitation
830 K Street Mall
P.O. Box 94422
Sacramento, CA 94244-2220**

This newsletter is intended to share information statewide with programs and individuals interested in supported employment and related issues.

- * **TASH Newsletter
The Association for Persons with Severe Disabilities (TASH)
7010 Roosevelt Way NE
Seattle, WA 98115
(206) 523-8446 (Voice)
(206) 524-6198 (TDD)**

TASH Newsletter aims to disseminate information on aspects of the education of people who have severe disabilities.

- * **TASPP Bulletin
TASPP Office
University of Illinois, Room 345
Education Building
1310 South Sixth Street
Champaign, IL 61820
(217) 333-0807**

TASPP Bulletin addresses current issues, topics, research, resources, and legislation of interest to professionals and parents involved in serving students with special needs in vocational education. The TASPP Bulletin is published biannually.

- * **The Networker**
United Cerebral Palsy Association, inc.
Community Service Division
1522 K Street NW, Suite 112
Washington, DC 20005
1-800-USA 5UCP
1-202-842-1266

The Networker, a quarterly publication, is designed to provide information on best practices and program resources. The Spring Issue, 1990 focused on supported employment for persons with physical disabilities.

- * **The PEATC Press**
Parent Education Advocacy Training Center
228 South Pitt Street
Alexandria, VA 22314
(708) 868-2953

The PEATC Press is the newsletter of the Parent Education Advocacy Training Center. This newsletter is published quarterly and features articles on legislation, regulations, programs, publications, and training opportunities for families in Virginia, Maryland, and West Virginia.

- * **The S.E. Bulletin**
c/o Region Ten CSB
413 East Market, Suite 103
Charlottesville, VA 22901

The S.E. Bulletin is a publication of Virginia Department's of Mental Health, Mental Retardation, and the Department of Rehabilitative Services Office of Supported Employment. The newsletter provides useful information and stimulates thinking about issues vital to the success of supported employment.

- * **The Support Report**
Michigan State University's Technical Assistance Project
B-125 West Fee Hall
Michigan State University
East Lansing, MI 48824-1316
(517) 355-0166

A newsletter which offers technical assistance about supported employment for service providers.

- * **Transition LINK**
PACER Center
4826 Chicago Avenue South
Minneapolis, MN 55417-1055
(612) 827-2966 (Voice/TDD)

Published three times per year focusing on ways for young adults with disabilities to overcome difficulties and improve plans for an active life in the community.

*** What's Working**

**Minnesota Technical Assistance Resource Network on Supported Employment
Institute on Community Integration
University of Minnesota
6 Pattee Hall
150 Pillsbury Drive SE
Minneapolis, MN 55455
(512) 624-0232**

Ideas, strategies, and practices from service providers in Minnesota.

*** Worklife: A Publication on Employment and Persons with Disabilities**

**Worklife Editor
President's Committee on Employment of People with Disabilities
1111 20th Street NW, Suite 636
Washington, DC 20036
(202) 653-5044**

Worklife focuses on employment information for both employers and persons with disabilities.

DIRECTORY OF JOURNALS

The following are names and addresses for journals used in the reference manual.

American Rehabilitation

**U.S. Department of Rehabilitation Services Administration
U.S. Department of Education
Mary S. Switzer Building, Room 3127
330 "C" Street SW
Washington, D.C. 20202-2531
(202) 732-1298**

Career Development for Exceptional Individuals (CDEI)

**The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
(703) 620-3660**

Exceptional Children

**The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
(703) 620-3660**

Exceptional Parent

**1170 Commonwealth Ave., Third Floor
Boston, MA 02134
(617) 536-8961**

Focus on Exceptional Children

**Love Publishing Company
1777 South Bellaire Street
Denver, CO 80222
(303) 757-2579**

Headlines

**New Medico Head Injury System
14 Central Avenue
Lynn, MA 01901-9962
(617) 596-2300**

Journal of the Association for Persons with Severe Handicaps (JASH)
7010 Roosevelt Way, NE
Seattle, WA 28115
(206) 523-8446

Journal of Head Trauma Rehabilitation
Aspen Publishers
7201 McKinney Circle
Frederick, MD 21701
(800) 638-8437

Journal of Rehabilitation
National Rehabilitation Association
633 S. Washington St.
Alexandria, VA 22314
(703) 836-0850

Psychosocial Rehabilitation Journal
Boston University
Center for Psychiatric Rehabilitation
730 Commonwealth Ave.
Boston, MA 02215
(617) 353-3549

SUPPORTED EMPLOYMENT PARENT TRAINING TECHNICAL ASSISTANCE (SEPT/TA) PROJECT

A REFERENCE MANUAL FOR PARENT TRAINING ABOUT SUPPORTED EMPLOYMENT BIBLIOGRAPHIC INFORMATION FORM

If you have information you would like SEPT/TA to include in the next edition of the reference manual, or if you wish to correct or change a citation in the current bibliography, please make a copy of this form for each item to be listed, complete the form, and return it to the SEPT/TA Project. Please include all information that will help SEPT/TA staff locate the material.

DATE _____

PLEASE PRINT OR TYPE

PRINTED MATERIALS
(books, chapters, articles, manuals, conference presentations)

Author(s) _____

Title _____

For a book:

Publication date _____ Publication place (city/state) _____

Publisher _____

If a book chapter, list book editors, title of complete volume, pages _____

For an article (magazines, journals, newspapers):

Publication title _____

Volume/Issue _____ Date _____ Pages _____

For a conference:

Name of conference/sponsor _____

Location _____ Date (mo/yr) _____

Brief description of contents _____

NATIONAL AND STATE ORGANIZATIONS

Organization name _____

Address _____

City/State/Zip Code _____

Contact Person _____ Phone _____

Brief description _____

RESOURCES

Type of resource (audiovisual, training models, curriculum, handouts) _____

Title _____

Brief description of contents _____

Available from (Include zip/phone with area code) _____

Person sending this information form
(name/address/phone) _____

**Please return this form to: SEPT/TA Project, c/o PACER Center, Inc.
4826 Chicago Avenue South, Minneapolis, MN 55417-1055; (612) 827-2966**