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## ABSTRACT

This guide contains a selection of national resources to assist adults who suspect they may have a learning disability. The guide begins with information on assessing learning disabilities, recommendations for locating a qualified professional to conduct assessments appropriate for adults, and a list of questions to ask qualified professionals. A learning disability checklist is included that identifies characteristics of a person with a learning disability. The guide then includes a collection of organizations, publications, and programs relevant to learning disabilities. Only organizations that operate on a national level and can put inquirers in contact with regional or local resources have been selected. A short description of each organization's activities is provided to assist in identifying which resources are best suited to individual needs and concerns. Publications listed in the guide provide general information for adults with learning disabilities. Programs listed not only provide the learning component but also offer residential housing. Resources are divided into the following categories: (1) national resource centers (14); (2) general education (9); (3) learning disability organizations (7); (4) attention deficit disorder organizations (5); (5) employment (4); (6) technology (6); (7) life management (14); (8) publications (17); and (9) toll-free numbers (24). (CR)



# NATIONAL RESOURCES FOR ADULTS WITH LEARNING DISABILITIES



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*Academy for Educational Development*

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# F o r e w o r d

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Learning disabilities are real; they affect adults as well as children. They often are referred to as the “invisible handicap” because they frequently go undetected. The term “learning disabilities” encompasses a wide variety of disorders in the domains of listening, thinking, speaking, reading, writing, reading comprehension, and mathematics calculating and reasoning--skills that adults must use every day in fulfilling their roles as family members, citizens, and workers. These disabilities are unexpected, given’s the individual’s general level of ability, and may interfere with the ability to store, process, or produce information. In addition, learning disabilities may co-occur and be complicated by problems in attention and social skills.

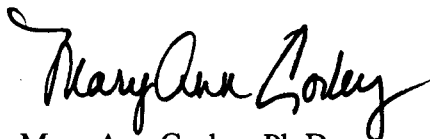
In recent years, literacy practitioners have expressed a growing interest in understanding the needs of adults with learning disabilities and in providing educational services which are both effective and responsive to the needs of these adults. This increasing focus is a result, in part, of the passage of such legislation as the Americans with Disabilities Act of 1990 (PL 101-336); the emergence of adult literacy as a national priority; and the recognition that a significant number of adults enrolled in literacy programs may have learning disabilities. Literacy programs which effectively serve adults with learning disabilities successfully integrate instruction in basic academic skills with instruction in goal setting, problem solving, social skills development, and self-advocacy. Many of these programs also provide counseling, information, and referral services to students.

**National Resources for Adults with Learning Disabilities** is a publication for adults who either suspect or know that they have a learning disability. It also is for family members, friends, and educators who wish to help direct adults with learning disabilities to appropriate resources. This publication is the result of a collaborative effort between the National Adult Literacy and Learning Disabilities Center, a program of the Academy for Educational Development, and the HEATH Resource Center, a

program of the American Council on Education. It provides information on assessing the problem, a learning disabilities checklist, and a selection of resources. It is intended to be a starting point for gaining information that can lead to obtaining services at the state or local level.

There are countless examples of adults with learning disabilities who have met with success in fulfilling their life roles of family member, citizen, and worker. They have been able to succeed because, with the support of various individuals, agencies, and programs, they have improved their basic skills, increased their self-esteem, learned strategies for setting and meeting goals, and learned to advocate for their specific needs. We hope that this resource guide will provide information and support for countless others who need a starting point in their search for a better life.

We extend our appreciation to the many persons who helped make this guide a reality, including **Eve Robins** of the National ALLD Center and **Vickie Barr** of the HEATH Resource Center for providing oversight to the project; **Belinda Bates** and **Adrienne Riviere** of the National ALLD Center for coordinating the editing, layout, and proofreading of text; and members of the HEATH Advisory Board and Resource Panel as well as members of the National ALLD Center Advisory Board at the Academy for Educational Development.



Mary Ann Corley, Ph.D.  
Director  
National Adult Literacy and  
Learning Disabilities Center

# I ntroduction

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When adults suspect they have a learning disability, or that someone they care about does, they need information. They often have questions such as, “What can I do?” “Whom can I call?” “How can I obtain information?” “Where are available services?” **National Resources for Adults with Learning Disabilities** provides a starting point in the search for answers. This publication is designed to help adults who suspect they have a learning disability collect enough information to be able to set realistic goals, attain them, and live productive lives.

This guide contains a selection of national resources to assist individuals who suspect they may have a learning disability. It is not a comprehensive list of resources but rather a collection of organizations, publications, and programs. Only organizations that operate on a national level and can put inquirers in contact with regional or local resources have been selected. A short description of each organization’s activities is provided to help readers identify which resources are best suited to their needs and concerns. Publications listed in this guide provide general information for adults with learning disabilities. Programs listed not only provide the learning component but also offer residential housing.

# A ssessing the Problem

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Those adults who suspect they may have a learning disability can begin to find assistance by having an assessment conducted by **qualified professionals**. Qualified professionals are individuals trained to conduct assessments. Often the professionals have been certified to select, administer, and interpret a variety of neurological, psychological, educational, and vocational assessment instruments. Different assessment procedures may be appropriate in various settings such as community colleges, adult basic education programs, and vocational rehabilitation agencies. It is important for the adult not only to be actively involved in the assessment process but also to have confidence in the professional with whom he or she is working.

An **assessment** refers to the gathering of relevant information that can be used to help an adult make decisions and provides a means for assisting an adult to live more fully. An adult is assessed because of problems in employment, education, and/or life situations. An assessment involves more than just taking tests. An assessment includes an **evaluation**, a **diagnosis**, and **recommendations**.

The first stage of an **evaluation** usually is a screening. Screening tools use abbreviated, informal methods to determine if an individual is “at risk” for a learning disability. Examples of informal methods include, but are not limited to, an interview; reviews of medical, school, or employment histories; written answers to a few questions; or a brief test.

It is important to understand, however, that being screened for a learning disability is different from undergoing a thorough evaluation. When conducting a thorough evaluation, qualified professionals first may refer to the results of the screening in order to plan which tests to administer. Such tests may include, but are not limited to, those that provide information on intelligence, aptitude, achievement, and vocational interest. During the evaluation stage of the assessment process, all relevant information about an individual should be gathered.



A **diagnosis** is a statement of the specific type of learning disability that an individual may have, based on an interpretation of the information gathered during the evaluation. A diagnosis serves a useful purpose if it explains an individual's particular strengths and weaknesses as well as determines eligibility for resources or support services that have not been available otherwise. Through a careful examination and analysis of all the information gathered during the evaluation, qualified professionals use the diagnostic stage of the assessment process to explain the information gathered and to offer recommendations.

**Recommendations** should provide direction in employment, education, and daily living. Specific recommendations may be made regarding the instructional strategies which an individual will find most successful as well as other ways to compensate for and/or overcome some of the effects of the disability. Based on specific strengths and areas for development identified during the evaluation and diagnostic stages of the assessment process, recommendations also should suggest possible accommodations that an individual can use to be more successful and to feel less frustrated in everyday life.

Adults should be assessed according to their age, experience, and career objectives. This is the only way that appropriate, helpful, and conclusive information can be provided to adults. As a result of an assessment, adults will have new information that can help them plan how to obtain the assistance they need. Regardless of their diagnosis, individuals will know more about themselves, have a greater understanding of their strengths and weaknesses, and feel better about themselves.

## Locating a Qualified Professional

In addition to the resources listed in this publication, there are agencies in most areas that can refer inquirers to diagnosticians or professionals qualified to conduct assessments appropriate for adults.

Check your telephone directory for the following:

- adult education in the public school system;
- adult literacy programs or literacy councils;
- community mental health agencies;
- counseling or study skills center at a local college or university;
- educational therapists or learning specialists in private practice;
- guidance counselors in high schools;
- Learning Disability Association of America, Inc., often listed with the name of the city or county first;
- Orton Dyslexia Society;

- private schools or institutions specializing in learning disabilities;
- special education department and/or disability support service offices in colleges or universities;
- State Vocational Rehabilitation Agency; and
- university-affiliated hospitals.

### Questions to Ask Qualified Professionals

- Have you tested many adults with learning disabilities?
- How long will the assessment take?
- What will the assessment cover?
- Will there be a *written* and an *oral* report of the assessment?
- Will our discussion give me more information regarding why I am having trouble with my job or job training, school, or daily life?
- Will you also give me ideas on how to improve my skills and how to compensate for my disability?
- Will the report make recommendations about where to go for immediate help?
- What is the cost? What does the cost cover?
- What are possibilities and cost for additional consultation?
- Can insurance cover the costs? Are there other funding sources? Can a payment plan be worked out?

# A Learning Disabilities Checklist

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A checklist is a guide. It is a list of characteristics. It is difficult to provide a checklist of typical characteristics of adults with learning disabilities because their most common characteristics are their unique differences. In addition, most adults exhibit or have exhibited some of these characteristics. In other words, a “yes” response to any one item on this checklist does not mean that the individual has a learning disability. Even if a number of the following items seems to apply, the individual in question does not necessarily have a learning disability. However, if the person says “that’s me” for most of the items, and if he or she experiences these difficulties to such a degree that they cause problems in employment, education, and/or daily living, it might be useful for the person to obtain an assessment by qualified professionals experienced in working with adults with learning disabilities.

There are many worthwhile checklists available from a number of organizations. The following checklist was adapted from lists of learning disabilities’ characteristics developed by the following organizations:

- Learning Disabilities Association of America, Inc., *For Employers...A Look at Learning Disabilities*, 1990;
- ERIC Clearinghouse on Disabilities and Gifted Education, *Examples of Learning Disability Characteristics*, 1991;
- The Orton Dyslexia Society’s *Annals of Dyslexia*, Volume XLIII, 1993; and
- The Council for Learning Disabilities, *Infosheet*, October 1993.

Although individuals with learning disabilities demonstrate intellectual strengths in some areas, their specific learning disabilities may prevent them from excelling in certain life situations at the same level as their peers. Areas in which learning disabilities may affect adults include employment, education, social interaction, and independent living.

Identified characteristics are as follows:

- May perform similar tasks differently from day to day;

- May read well but not write well, or write well but not read well;
- May be able to learn information presented in one way, but not in another;
- May have a short attention span, be impulsive, and/or be easily distracted;
- May have difficulty telling or understanding jokes;
- May misinterpret language, have poor comprehension of what is said;
- May have difficulty with social skills, may misinterpret social cues;
- May find it difficult to memorize information;
- May have difficulty following a schedule, being on time, or meeting deadlines;
- May get lost easily, either driving and/or in large buildings;
- May have trouble reading maps;
- May often misread or miscopy;
- May confuse similar letters or numbers, reverse them, or confuse their order;
- May have difficulty reading the newspaper, following small print, and/or following columns;
- May be able to explain things orally, but not in writing;
- May have difficulty writing ideas on paper;
- May reverse or omit letters, words, or phrases when writing;
- May have difficulty completing job applications correctly;
- May have persistent problems with sentence structure, writing mechanics, and organizing written work;
- May experience continuous problems with spelling the same word differently in one document;
- May have trouble dialing phone numbers and reading addresses;
- May have difficulty with math, math language, and math concepts;
- May reverse numbers in checkbook and have difficulty balancing a checkbook;
- May confuse right and left, up and down;
- May have difficulty following directions, especially multiple directions;
- May be poorly coordinated;
- May be unable to tell you what has just been said; and
- May hear sounds, words, or sentences imperfectly or incorrectly.

As mentioned previously, an adult with learning disabilities may exhibit some of these characteristics but not necessarily all of them. If an individual exhibits several or many of these characteristics to such a degree that they cause problems in work, school, or everyday life, he or she might benefit from an assessment by qualified professionals.

# RESOURCES

## National Resource Centers

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### **American Association for Adult and Continuing Education (AAACE)**

1200 19th Street, N. W.  
Suite 300  
Washington, DC 20036  
202-429-5131  
202-223-4579 (fax)  
E-mail: [drew\\_allbritten@sba.com](mailto:drew_allbritten@sba.com)

AAACE is a professional association for practitioners concerned with enhancing the quality of adult learning. The organization fosters the development and sharing of information, theory, research, and best practices with its members.

### **Association on Higher Education And Disability (AHEAD)**

P. O. Box 21192  
Columbus, OH 43221  
614-488-4972  
614-488-1174 (fax)  
E-mail: [ahead@postbox.acs.ohio-state.edu](mailto:ahead@postbox.acs.ohio-state.edu)

Association on Higher Education and Disability (AHEAD) is an international, multicultural organization of professionals committed to full participation in higher education for persons with disabilities. The Association has numerous training programs, workshops, publications, and conferences.

### **Career College Association (CCA)**

750 First Street, NE  
Suite 900  
Washington, DC 20002-4242  
202-336-6700  
202-336-6828 (fax)

CCA is an educational association with approximately 600 members for independent, non-profit, and taxpaying colleges/schools. All of these accredited institutions prepare people for careers in business. CCA publishes an annual *Directory of Private Accredited Career Schools and Colleges of Technology*, which provides general information about accredited institutions in a variety of business career fields.

### **Distance Education and Training Council (DETC)**

1601 18th Street, N. W.  
Washington, DC 20009  
202-234-5100  
202-332-1386 (fax)  
E-mail: [detc@detc.org](mailto:detc@detc.org)  
Website: <http://www.detc.org>

Distance Education and Training Council sets the standard for distance education accreditation and has a comprehensive listing of accredited institutions and distance education courses. Students who enroll and study courses with a distance educational institution are provided with lesson materials. When each lesson is completed, the student makes it available to the school for grading and guidance by qualified instructors. Many courses provide complete vocational training, and several courses lead to an academic degree.

**Division of Adult Education and Literacy Clearinghouse**

U.S. Department of Education  
600 Independence Avenue, S. W.  
Washington, DC 20202-7240

202-205-9996

202-205-8973 (fax)

E-mail: Tammy\_Fortune@ed.gov

Web Site: <http://www.ed.gov/offices/OVAE/>

This clearinghouse links the adult education community with existing resources in adult education and provides information which deals with programs funded under the Adult Education Act (P.L. 100-297). The clearinghouse provides a number of free publications, fact sheets, bibliographies, directories, abstracts, etc., available for the adult with special learning needs. Documents are available through FactsLine, an automated document reprint line. Call (202) 401-9570 to request an index.

**ERIC Clearinghouse on Adult, Career and Vocational Education**

Ohio State University  
1900 Kenny Road  
Columbus, OH 43210-1090

614-292-4353

800-848-4815

614-292-1260 (fax)

E-mail: [ericacve@magnus.acs.ohio\\_state.edu](mailto:ericacve@magnus.acs.ohio_state.edu)

Part of the ERIC System, this clearinghouse offers publications, information, and referrals to those interested in all aspects of adult literacy. It does not provide direct services, but it disseminates materials through the ERIC database and clearinghouse publications.

**HEATH Resource Center**

National Clearinghouse on Postsecondary Education for Individuals with Disabilities  
American Council on Education  
One Dupont Circle, N. W., Suite 800  
Washington, DC 20036-1193  
202-939-9320

202-833-4760 (fax)

E-mail: [heath@ace.nche.edu](mailto:heath@ace.nche.edu)

HEATH Resource Center operates the National Clearinghouse on Postsecondary Education for Individuals With Disabilities. A program of the American Council on Education, HEATH serves as an information exchange for the educational support services, policies, procedures, adaptations, and opportunities of American campuses, vocational-technical schools, adult education programs, and other training entities after high school. The Center collects and disseminates this information so that people with disabilities can develop their full potential through postsecondary education and training.

**National Adult Literacy and Learning Disabilities Center (National ALLD Center)**

Academy for Educational Development  
1875 Connecticut Avenue, N. W.  
Suite 800

Washington, DC 20009-1202

202-884-8185

800-953-2553

202-884-8422 (fax)

E-mail: [info@nalldc.aed.org](mailto:info@nalldc.aed.org)

The Center is a national resource for information exchange regarding learning disabilities and their impact on the provision of literacy services. Funded by the National Institute for Literacy, the Center provides technical assistance in current best practices in learning disabilities to literacy providers and practitioners. In addition to sharing information, the Center develops and refines knowledge on effective practices for serving adults with learning disabilities.

**National Association for Adults with Special Learning Needs (NAASLN)**

808 17th Street, N.W.  
Suite 200

Washington, DC 20006

202-223-9669

202-223-9569 (fax)  
E-mail: 75250.1273@compuserv.com

NAASLN in a non-profit organization designed to organize, establish, and promote an effective national and international coalition of professionals, advocates, and consumers of lifelong learning for the purpose of educating adults with special learning needs.

**National Association of Vocational Education Special Needs Personnel (NAVESNP)**

Special Needs Division  
American Vocational Association  
614 Pennridge Road  
Pittsburgh, PA 15211-1420

NAVESNP is an independent association which serves to unite all personnel interested in or responsible for the vocational education of learners with special needs at the secondary and postsecondary levels. NAVESNP serves as an affiliate of the American Vocational Association (AVA) Special Needs Division and promotes active leadership in vocational education for special needs learners. NAVESNP addresses national legislative mandates to insure that the needs of the student with special needs are met. NAVESNP also publishes *The Journal for Vocational Special Needs Education*, newsletters, and topical papers.

**National Center for Research in Vocational Education (NCRVE)**

University of California at Berkeley  
2030 Addison Street  
Suite 500  
Berkeley, CA 94720-1674  
510-642-4004  
800-762-4093  
510-642-2124 (fax)  
E-mail: askNCRVE@ncrve.berkeley.edu

The Center provides a wide range of materials for professionals about curriculum development technical education, career planning, and preparation for employment.

**National Clearinghouse for ESL Literacy Education (NCLE)**

1118 22nd Street, N. W.  
Washington, DC 20037-1214  
202-429-9292 ext. 200  
202-659-5641 (fax)  
E-mail: ncle@cal.org  
Web Site: <http://www.cal.org/ncle>

NCLE's objective is to provide timely information to practitioners and others interested in adult ESL literacy education.

**National Library Services for the Blind and Physically Handicapped (NLS)**

1291 Taylor Street, NW  
Washington, DC 20542  
202-707-5100  
202-707-0744 (TTY)  
202-707-0712 (fax)  
E-mail: nls@loc.gov

National Library Services for the Blind and Physically Handicapped (NLS), a service of the Library of Congress, provides braille and recorded books and magazines on free loan to anyone who cannot read standard print because of visual or physical disabilities.

**Recording for the Blind and Dyslexic (RFB&D)**

20 Roszel Road  
Princeton, NJ 08540  
609-452-0606  
800-221-4792 (Book Orders Only)  
609-987-8116 (fax)  
E-mail: [info@rfgbd.org](mailto:info@rfgbd.org)

RFB&D is a national non-profit organization that provides taped educational books on loan, books on diskette, library services, and other educational and professional resources to individuals who cannot read standard print because of a visual, physical, or perceptual disability. There is a registration fee.

# G

# eneral Education

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## **Contact Center, Inc.**

National Institute for Literacy Hotline

P. O. Box 81826

Lincoln, NE

1-800-228-8813

402-464-5961 (fax)

This national toll-free hotline refers callers to literacy programs in their local areas.

## **General Educational Development Testing Service (GEDTS)**

Center for Adult Learning and Educational Credentials

American Council on Education

One Dupont Circle

Washington, DC 20036

202-939-9490

800-626-9433

202-775-8578 (fax)

E-mail: [ged@ace.nche.edu](mailto:ged@ace.nche.edu)

GEDTS administers the GED Tests and provides information on disability-related adaptations/accommodations for the GED Tests to prospective examinees and instructors. Successful GED test-takers earn a high school equivalency diploma. The tests are available in audio, braille and large print editions. GEDTS also publishes *GED Items*, a bi-monthly newsletter for examiners and adult education instructors.

## **Institute for the Study of Adult Literacy (ISAL)**

The Pennsylvania State University

College of Education

102 Rackley Building

University Park, PA 16802-3202

814-863-3777

814-863-6108 (fax)

This organization creates high-technology learning tools such as computer-aided instruction in adult basic education, workplace literacy, and family literacy.

## **Laubauch Literacy Action (LLA)**

P. O. Box 131

Syracuse, NY 13210

315-422-9121

315-422-6369 (fax)

Laubauch Literacy Action, the U. S. program division of Laubauch Literacy, is the nation's largest network of adult literacy programs providing basic literacy and ESL instruction through trained volunteers. LLA affiliates in the United States serve more than 900 literacy programs in 46 states.

## **Learning Resource Network**

1550 Hayes Dr.

Manhattan, KS 66502

913-539-5376

913-539-7766 (fax)

E-mail: [hq@lern.com](mailto:hq@lern.com)

This network for educators provides resources to adult education and adult basic education service providers.



**Literacy Volunteers of America (LVA)**

635 James Street  
Syracuse, NY 13203  
315-472-0001  
315-472-0002 (fax)  
E-mail: LVANAT@aol.com

LVA is a national non-profit organization with more than 400 affiliate programs in 44 states.

LVA is the exclusive distributor of PULL: Project for Unique Learners in Literacy. It was developed to answer questions on teaching adult learners who appear to have the ability to learn to read but who may not be experiencing success with the traditional methods.

**National Center on Adult Literacy (NCAL)**

University of Pennsylvania  
3910 Chesnut Street  
Philadelphia, PA 19104-3111  
215-898-2100  
215-898-9804 (fax)

E-mail: ncal@literacy.upenn.edu  
Web Site: [www:http://ncal.literacy.upenn.edu/](http://ncal.literacy.upenn.edu/)

The mission of NCAL addresses three primary challenges: to enhance the knowledge base about adult literacy; to improve the quality of research and development in the field; and to ensure a strong, two-way relationship between research and practice. Dissemination efforts include a newsletter, publication of reports on a broad range of topics relevant to adult literacy, Internet usage, and more.

**National Institute for Literacy (NIFL)**

800 Connecticut Avenue, N. W.  
Suite 200  
Washington, DC 20202-7560  
202-632-1500  
202-632-1529 (TTY)  
202-632-1512 (fax)  
Website: <http://novel.nifl.gov>

The Institute's work focuses on four key priorities: providing leadership in the literacy field through national and state advocacy activities; creating and gathering knowledge and information that can improve the quality of literacy services; collaborating to build national, state, and local capacity for effective service delivery; and facilitating communication in the literacy community through a national information and communication system.

**Rural Clearinghouse for Lifelong Education and Development**

Kansas State University  
327 Bluemont Hall  
1100 Mid-Campus Drive  
Manhattan, KS 66506-5306  
913-532-5530  
913-532-7304 (fax)  
E-mail: [rcled@ksu.edu](mailto:rcled@ksu.edu)

Rural Clearinghouse for Lifelong Education and Development is a national effort to improve rural access to continuing education. The Clearinghouse serves the complete range of educational providers including colleges and universities, community colleges, cooperative extension programs, libraries, community-based organizations, and community/economic development corporations in a variety of ways.

# Learning Disability Organizations

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## **Council for Learning Disabilities (CLD)**

P. O. Box 40303  
Overland Park, KS 66204  
913-492-8755  
913-492-2546 (fax)

CLD is a national professional organization dedicated solely to professionals working with individuals who have learning disabilities. Mission: Committed to enhance the education and life span development of individuals with learning disabilities. CLD establishes standards of excellence and promotes innovative strategies on research and practice through interdisciplinary collegiality, collaboration and advocacy. CLD's publication, *Learning Disability Quarterly*, focuses on the latest research in the field of learning disabilities with an applied focus. Another publication, *LD Forum*, is more practitioner-oriented.

## **Learning Disabilities Association of America (LDA)**

4156 Library Road  
Pittsburgh, PA 15234-1349  
412-341-1515  
412-344-0224 (fax)  
E-mail: ldanatl@usaor.net

LDA (formerly ACLD), a non-profit volunteer advocacy organization, provides information and referral for parents, professionals, and consumers involved with or in search of support groups and networking opportunities through local LDA Youth and Adult Section Chapters. A publications list is available. The Association also prints *LDA Newsbriefs*, a bi-monthly newsletter for parents, professionals, and adults with LD. Available for \$13.50/year by contacting LDA.

## **The Learning Disabilities Network**

72 Sharp Street  
Suite A-2  
Hingham, MA 02043  
617-340-5605  
617-340-5603 (fax)

Founded in 1983, The Learning Disabilities Network is a nonprofit, charitable organization dedicated to unlocking the potential of those with learning disabilities. They provide educational and support services to LD individuals, their families, and the professionals from various disciplines who work on their behalf, one-on-one educational therapy, and professional development services. They also publish a semi-annual magazine entitled *The Network Exchange*.

## **National Center for Law and Learning Disabilities (NCLLD)**

P. O. Box 368  
Cabin John, MD 20818  
301-469-8308  
301-469-9466 (fax)

National Center for Law and Learning Disabilities (NCLLD) provides information and education concerning the law and learning disabilities, attention deficit disorder, and related conditions. NCLLD currently has available eleven pamphlets and one book covering relevant legal issues.

**National Center for Learning Disabilities  
(NCLD)**

381 Park Avenue South  
Suite 1420

New York, NY 10016

212-545-7510

888-575-7373

212-545-9665 (fax)

Website: <http://www.nclld.org>

NCLD is an organization committed to improving the lives of those affected by learning disabilities. NCLD provides services and conducts programs nationwide, benefitting children and adults with LD, their families, teachers, and other professionals. NCLD provides the latest information on learning disabilities and local resources to parents, professionals, employers, and others dealing with learning disabilities. NCLD's annual publication is *Their World*.

**The Orton Dyslexia Society (ODS)**

The Chester Building

8600 LaSalle Road

Suite 382

Baltimore, MD 21286-2044

410-296-0232

800-222-3123

410-321-5069 (fax)

E-mail: [info@ods.org](mailto:info@ods.org)

The Society is an international scientific and educational association concerned about dyslexia. Local and state branches serve as literacy resources for dyslexic adults and those who teach or advise them. Many branches offer conferences, seminars, and support groups.

ODS's website contains free information: <http://ods.org>

**Rebus Institute**

1499 Bayshore Blvd.

Suite 146

Burlingame, CA 94010

415-697-7424

415-697-3734 (fax)

Rebus Institute is a national non-profit organization devoted to the study and dissemination of information on adult issues related to Specific Learning Disabilities and Attention Deficit Disorders. It publishes a quarterly newsletter and conducts an annual conference on adult issues. Its goal is to promote public awareness of the abilities, strengths, and methods that lead to success for adults with LD/ADD.

# A t t e n t i o n   D e f i c i t   D i s o r d e r O r g a n i z a t i o n s

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Adults with learning disabilities and adults with attention deficit disorder (ADD) often share some of the same characteristics. An adult with a learning disability may also have an attention deficit disorder. Information about national organizations that serve individuals with attention deficit disorder is provided for those adults who have both a learning disability and an attention deficit disorder, as determined by qualified professionals.

## **ADDult Support Network**

2620 Ivy Place  
Toledo, OH 43613  
419-472-7323 (fax)  
E-mail: MJJ4ADD@AOL.COM

ADDult Support Network is a volunteer organization affiliated with the National Attention Deficit Disorder Association (ADDA). The Network publishes a quarterly newsletter, *ADDult News* (\$15.00/year), as well as other adult ADD materials. For subscription information and general information on adult ADD, write to the above address and request the ADDult ADD brochure.

## **ADHD Challenge**

P. O. Box 2277  
West Peabody, MA 01960-7277  
508-535-3366  
1-888-239-4737 (Information)  
508-535-3276 (fax)

Provides referrals to parent support groups nationally. Responds to information requests and refers appropriate requests to professional advisors. Also, produces a bi-monthly news report on ADHD issues.

## **The Attention Deficit Information Network, Inc. (AD-IN)**

475 Hillside Avenue  
Needham, MA 02194  
617-455-9895  
617-444-5466 (fax)  
E-mail: adin@gis.net

The Attention Deficit Information Network, Inc. (AD-IN) is a non-profit volunteer organization that offers support and information to families of children with attention deficit disorder, adults with ADD, and professionals through a network of AD-IN chapters. AD-IN is a community resource for information on training programs and speakers for those who work with individuals with ADD.

## **Children and Adults with Attention Deficit Disorders (CHADD)**

499 Northwest 70th Avenue, Suite 101  
Plantation, FL 33317  
954-587-3700  
1-800-233-4050  
954-587-4599 (fax)

CHADD is a non-profit, parent-based organization that disseminates information on ADD and coordinates more than 600 parent support groups. It also publishes a quarterly magazine, *ATTENTION!*, and a quarterly newsletter, *Chadderbox*.

**National Attention Deficit Disorder Association (ADDA)**

9930 Johnnycake Ridge Road

Suite 3E

Mentor, OH 44060

216-350-9595

800-487-2282

216-350-0223 (fax)

E-mail: [natladda@aol.com](mailto:natladda@aol.com)

Website: <http://www.add.org>

National Attention Deficit Disorder Association (ADDA) provides information and support on workplace, education, relationship, and parenting issues for individuals with ADD and their families, as well as professionals, educators, and counselors. In addition to its fax-on-demand system, the organization sponsors an annual conference and has audio tapes of conference sessions for sale. ADDA membership is \$35, and includes its quarterly newsletter *FOCUS* and a number of other benefits.

# E mployment

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## **The Dole Foundation for the Employment of People with Disabilities**

1819 H Street, N. W.  
Washington, DC 20006-3603  
202-457-0318 (V/TTY)  
202-457-0473 (fax)

The Dole Foundation is the nation's leading grant maker in the field of employment for people with disabilities. Grant funds of \$25,000 to \$100,000 are available to non-profit organizations conducting innovative or best practices projects related to employment and disability. Foundation funding priorities include underserved populations, minorities, women, rural programs, older workers, career advancement, and programs stressing placement with small employers.

## **Job Accommodation Network (JAN)**

West Virginia University  
918 Chestnut Ridge Road  
P. O. Box 6080  
Morgantown, WV 26506  
304-293-7186 (V/TTY)  
800-232-9675(V/TTY)  
800-526-7234  
304-293-5407  
E-mail: [jan@jan.icdi.wvu.edu](mailto:jan@jan.icdi.wvu.edu)  
Web Site: <http://janweb.icdi.wvu.edu>

JAN is an international information network and consulting resource that provides information about employment issues to employers, rehabilitation professionals, and persons with disabilities. Callers should be prepared to explain their specific problem and job circumstances. Sponsored by the President's Committee on Employment of People with Disabilities, the Network is operated by West Virginia University's Rehabilitation Research and

Training Center. Brochures and printed materials are available free of charge.

## **Mainstream, Inc.**

3 Bethesda Metro Center  
Suite 830  
Bethesda, MD 20814  
301-654-2400 (V/TTY)  
301-654-2403 (fax)

Established in 1975, this non-profit organization works with employers and service providers around the country to increase employment opportunities for persons with disabilities. Mainstream produces publications and videos and provides in-house training, seminars, and technical assistance on compliance with the Americans with Disabilities Act (ADA). Mainstream operates its own placement program, Project LINK, in Washington, DC and Dallas, Texas.

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

1331 F Street, N. W.  
Washington, DC 20004-1107  
202-376-6200  
202-376-6205 (TTY)  
202-376-6219 (fax)

President's Committee on Employment of People with Disabilities is an independent federal agency. The committee's mission is to facilitate the communication, coordination, and promotion of public and private efforts to empower Americans with disabilities through employment. The committee offers several publications that address aspects of employment for LD adults including *Pathways to Employment for People with Learning Disabilities* and *Employment Considerations for Learning Disabled Adults*. Both are free.

# T echnology

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## **ABLEDATA**

NARIC and ABLEDATA  
8455 Colesville Road  
Suite 935  
Silver Spring, MD 20910-3319  
301-588-9284  
301-588-9284, x22 (TTY)  
800-227-0216  
800-227-0216, x22 (TTY)  
301-587-1967 (fax)

ABLEDATA database contains descriptions of more than 17,000 commercially available products for rehabilitation and independent living.

## **Alliance for Technology Access (ATA)**

2175 East Francisco Blvd.  
Suite L  
San Rafael, CA 94901  
415-455-4575 or 415-455-0491 (TTY)  
415-455-0654 (fax)  
E-mail: [atainfo@ataccess.org](mailto:atainfo@ataccess.org)

Alliance for Technology Access is a national organization dedicated to providing access to technology for people with disabilities through its coalition of 40 community-based resource centers in 28 states and the Virgin Islands. Each center provides information, awareness, and training for professionals and provides guided problem solving and technical assistance for individuals with disabilities and family members.

## **Job Accommodation Network (JAN)**

(See Employment, p. 24)

## **National Library Services for the Blind and Physically Handicapped (NLS)**

(See National Resource Centers, p. 17)

## **Recording for the Blind and Dyslexic (RFB&D)**

(See National Resource Centers, p. 17)

## **RESNA Technical Assistance Project**

1700 North Moore Street  
Suite 1540  
Arlington, VA 22209  
703-524-6686 or 703-524-6639 (TTY)  
703-524-6630 (fax)  
E-mail: [ifloyd@resna.org](mailto:ifloyd@resna.org)

Provides technical assistance to states on the development and implementation of consumer-responsive statewide programs of technology-related assistance under the Technology-Related Assistance for Individuals with Disabilities Act of 1988, as amended.

# L ife Management

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In the Life Management section, programs have been selected that provide not only postsecondary training but also residential housing for their enrolled students.

## **The Berkshire Center**

18 Park Street

Box 160

Lee, MA 01238

413-243-2576

413-243-3351 (fax)

A postsecondary program for young adults with learning disabilities, ages 18-26. Half of the students attend Berkshire Community College part-time while the others go directly into the world of work. Services include Vocational/Academic preparation, tutoring, college liaison, life skills instruction, driver's education, money management, psychotherapy and more. The program is year-round with two years being the average stay.

## **Center for Adaptive Learning**

3350 Clayton Road

Suite A

Concord, CA 94519

510-827-3863

510-827-4080 (fax)

Adults 18-40 years of age learn the essentials of independent living in a program that offers residential living, social skills training, sensory motor training, counseling, roommate peer counseling, art exploration and training, and job placement. Students either work or attend local community colleges, and job coaching and tutoring are available. Tutoring using the Wilson Reading System for non-readers is available for an additional fee. Most of the apartments available in the community are reserved for clients of Vocational Rehabilitation.

## **Chapel Haven, Inc.**

1040 Whalley Ave.

New Haven, CT 06515

203-397-1714 ext. 113

203-397-8004 (fax)

Chapel Haven is an individualized, year-round, transitional independent living program for adults 18 years of age or older with a wide range of learning disabilities. The program includes life skills training in an apartment setting, pre-vocational training, vocational placement, counseling and job coaching, social/recreational activities, and practical academics. Participants learn all of the skills necessary to make a smooth entry into independent community living. Comprehensive support services are available to "graduates" living in the community. These include life skills, employment services and job coaching, social/recreational programs, and adult education classes, as well as benefits coordination.

## **Creative Community Services (CCS)**

49B Lennox Pointe

Atlanta, GA 30324

404-814-1775

404-814-2020

Serving adults age 20 and older, this organization creates living arrangements for people with a range of learning disabilities who want to lead adult lifestyles but still need some support and assistance. CCS helps locate housing; provides a live-in counselor, if needed; helps develop a plan for each participant's future development; provides one-to-one training in necessary areas; and offers ongoing support for participants and their families.



**Getting Ready for the Outside World**  
Riverview School  
551 Route 6A  
East Sandwich, MA 02537  
508-888-0489  
508-888-1315 (fax)

This is a transitional program for high school graduates with diagnosed learning disabilities who would like to continue in an academically based postsecondary school but who need to develop academic skills or independent living skills.

#### **Horizons Program**

University of Alabama at Birmingham  
Education Building, Room 248  
901 South 13th Street  
Birmingham, AL 35294-1250  
205-975-6770  
800-822-6242  
205-975-6764 (fax)

E-mail: [EDU5139@uabdpo.dpo.uab.edu](mailto:EDU5139@uabdpo.dpo.uab.edu)

Horizons Program is a college-based, non-degree program for students with specific learning disabilities and other mild learning problems. The focus of the course work is on life skills, social skills, and careers.

#### **Independence Center**

3640 S. Sepulveda Boulevard  
#102  
Los Angeles, CA 90034  
310-202-7102  
310-202-7180 (fax)

Independence Center provides a supportive program in which young adults with learning disabilities learn the skills necessary to live independently. These include job skills, apartment care, social skills, and adult decision making. Vocational training is accomplished through apprenticeships and/or enrollment in vocational schools or community college programs.

**Life Development Institute**  
P. O. Box 15112  
Phoenix, AZ 85060  
602-254-0822  
602-253-6878 (fax)

Life Development Institute conducts a variety of programs designed to enable participants to obtain employment and independent living status commensurate with individual capabilities. Vocational assessment and training is provided through community based programs or direct job placements.

#### **National Council on Independent Living Programs (NCIL)**

2111 Wilson Blvd.  
Suite 405  
Arlington, VA 22201  
703-525-3406  
703-525-3409 (fax)  
E-mail: [ncil@tsbbs02.tmet.com](mailto:ncil@tsbbs02.tmet.com)

NCIL is the national membership association of local not-for-profit corporations known as Independent Living Centers (ILC). NCIL is the only cross-disability grassroots national organization run by and for people with disabilities. NCIL promotes a national advocacy agenda that advances the full integration and participation of persons with disabilities in society and the development, improvement, and expansion of centers for independent living. NCIL provides technical assistance and leadership to its membership.

#### **New Lifestyles, Inc.**

1210 Gateway  
Suite 12  
Lake Park, FL 33403  
561-848-5537  
954-797-2813 (fax)  
E-mail: [theoptions@aol.com](mailto:theoptions@aol.com)

New Lifestyles provides comprehensive life management services including assessment, programming, and residential placement at various locations in Palm Beach County, Florida and Winchester, Virginia. Unique and

individualized Life Coaching programs focus on issues such as self-esteem, interpersonal skills and adjustments, vocational placement, independent living, time management, organizational skills, and decision-making skills.

**Professional Assistant Center for Education (PACE)**

National-Louis University  
2840 Sheridan Road  
Evanston, IL 60201-1796  
847-475-1100 ext. 2670  
847-256-5190 (fax)

PACE is a non-credit, two-year postsecondary, transition-type program for students with multiple learning disabilities. The program prepares young adults for a variety of careers in areas such as early childhood, business, human services, and recreation. In addition to professional preparation course work, the curriculum also focuses on social skills and independent living skills. Students receive a certificate of completion at the conclusion of the program. College residential life is an integral part of the program.

**Threshold Program**

Lesley College  
29 Everett Street  
Cambridge, MA 02138  
617-349-8181  
800-999-1959  
617-349-8189 (fax)  
E-mail: pscarfo@mail.lesley.edu

Threshold is a two- to three-year non-degree, college-based program that helps young adults develop the academic, vocational, social and independent living skills necessary for independence. Students prepare for paraprofessional roles in offices, early childhood settings, or settings that serve elderly or disabled consumers. Most graduates participate in Threshold's third-year Transition Program, which provides support as they venture into apartment living and paid employment.

**VISTA of Westbrook, Inc.**

1356 Old Clinton Road  
Westbrook, CT 06498  
860-399-8080  
860-399-3103 (fax)

VISTA offers an individualized program for young adults in transition to work and independent living. Through work experiences, individual and group counseling, seminars, and course work, students develop skills and behaviors necessary for success in adulthood. Among the skills addressed are interpersonal relationships, positive self-esteem, and time management. A continuum of lifelong supports is offered.

**Vocational Independence Program (VIP)**

New York Institute of Technology  
Independence Hall  
Central Islip, NY 11722  
516-348-3354  
516-348-0437 (fax)

The Vocational Independence Program at New York Institute of Technology is a three-year certificate program for students with moderate to severe learning disabilities. The VIP curriculum emphasizes independent living, social and vocational skills, as well as individual academic support.

# P ublications

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## **ADHD Challenge**

P. O. Box 2277  
West Peabody, MA 01960-7277  
800-233-2322 (subscription)  
888-239-4737 (information)  
508-535-3276 (fax)

*ADHD Challenge* newsreport focuses on Attention Deficit Disorder. Subscriptions cost \$25 for individuals, \$45 for professionals, and \$50 for institutions.

## **Centegram**

Center on Education and Training for Employment  
Ohio State University  
1900 Kenny Road  
Columbus, OH 43210-1090  
800-848-4815  
614-292-1260 (fax)  
E-mail: viml@osu.edu

*Centegram* provides information on education and training issues. Published annually, it is available free of charge.

## **Closing The Gap (CTG)**

P. O. Box 68  
Henderson, MN 56044  
507-248-3294  
507-248-3810 (fax)  
E-mail: info@closingthegap.com

*Closing The Gap* publishes a bi-monthly newsletter on the use of computer technology in special education and rehabilitation. Subscriptions cost \$29/year. It also sponsors an annual international conference.

## **College Students with Learning Disabilities: A Handbook, Sixth Edition (1997)**

Susan A. Vogel  
LDA Bookstore  
4156 Library Road  
Pittsburgh, PA 15234  
412-341-1515

This publication is designed for students with learning disabilities, admissions officers, faculty and staff, and/or administrators. The handbook discusses Section 504 in regard to college admission, program accessibility, teaching and testing accommodations, test taking, and self-confidence building strategies.

## **For You: Adults with Learning Disabilities (1991)**

Cathy Smith  
Learning Disabilities Association of Canada  
323 Chapel  
Suite 200  
Ottawa, Ontario K1N 7Z2  
613-238-5721  
613-235-5391 (fax)  
E-mail: ldactaac@fox.nstn.ca

The goal of this book is to help the reader gain a better understanding of learning disabilities and, if he/she is learning disabled, provide some help in living comfortably with one's learning disability. It was developed by a group of adults who are learning disabled. The book is divided into four sections: 1) symptoms of learning disabilities, 2) explanation of learning disabilities, 3) information on testing, and 4) some advice concerning whether, when, and how to talk about your learning disability to other people.

**K & W Guide to Colleges for the Learning Disabled (1992)**

Marybeth Kravets, and Imy Wax  
Harper Perennial  
HarperCollins Publishers, Inc.  
10 East 53rd Street  
New York, NY 10002  
800-331-3761

This guide offers information on support services for learning disabled college students. More than 150 schools nationwide are profiled. Information includes learning disability services available, programs offered, college graduation requirements, admissions policies, costs, housing, tutorial help, learning resource centers, and athletics.

**Learning (dis)Abilities**

Learning Disabilities Consultants  
6 East Eagle Road  
Havertown, PA 19083  
610-446-6126  
800-869-8336  
610-446-6129 (fax)

*Learning (dis)Abilities* contains both local and national news and resources. Available for \$10/year.

**Learning Disabilities in Adulthood: Persisting Problems and Evolving Issues (1994)**

Paul J. Gerber and Henry B. Reiff  
Pro-Ed  
8700 Shoal Creek Blvd.  
Austin, TX 78757  
800-897-3202  
800-397-7633 (fax)

This book provides a multifaceted view of learning disabilities in adulthood. The focus spans from young to late adulthood. This text represents the efforts of many contributors who offer a diversity of perceptions and expertise. The topic areas are education, social/emotional and daily living, and vocational. There also is a chapter dealing with ADA (Americans with Disabilities Act).

**Living with a Learning Disability, Second Edition (1991)**

Barbara Cordoni  
Southern Illinois University Press  
Carbondale and Edwardsville  
P. O. Box 3697  
Carbondale, IL 62902-3697  
800-346-2680  
618-453-2281  
800-346-2681 (fax)

This second edition expands on the needs of people who have a learning disability outside of the school. It presents the kinds of adaptations needed for educating, communicating with, and parenting the child, the adolescent, and the young adult with learning disabilities. The book has eleven chapters and deals with such issues as relationships, the legal process, implications for the professional, juvenile delinquency, and the future.

**Peterson's Colleges with Programs for Learning Disabled Students, Fourth Edition (1994)**

Charles T. Mangrum II, Ed.D. and Stephen S. Strichart, Ph.D.  
Book Ordering Department  
P. O. Box 2123  
Princeton, NJ 08543-2123  
800-338-3282  
609-452-0966 (fax)  
E-mail: [custsvc@pgi.petersons.com](mailto:custsvc@pgi.petersons.com)

*Peterson's Colleges with Programs for Learning Disabled Students* is a comprehensive guide to more than 800 two- and four-year colleges and universities offering special services for students with dyslexia and other learning disabilities. The fifth edition will be available in Fall 1997.

**PIP College "HELPS"**

Partners in Publishing (PIP)  
3332 East Fourth St.  
Tulsa, OK 74112  
(918) 835-8258

PIP has available a wide variety of materials and publications on adults with learning disabilities. *PIP College "HELPS"* is a publication of Partners in Publishing. Written for adults with learning disabilities, parents, and service providers, it includes information and "first person" articles. Available for \$33/year.

**Postsecondary Disability Network News**

University of Connecticut  
U-64, 249 Glenbrook Road  
Storrs, CT 06269-2064  
860-486-0273

860-486-5037 (fax)

Web Site: <http://www.ucc.uconn.edu/~wwwpcse/pedu.htm>

*Postsecondary Disability Network News* is published three times a year. It focuses on a variety of topics concerning adults with learning disabilities, service delivery, legal issues, and resources in the field. Subscriptions are \$30/year for individuals, and \$45/year for schools. Contact Pat Anderson.

**Promoting Postsecondary Education for Students with Learning Disabilities - A Handbook for Practitioners (1993)**

Loring C. Brinkerhoff, Stan F. Shaw, and Joan M. McGuire  
PRO-ED

8700 Shoal Creek Boulevard  
Austin, TX 78757  
512-451-3246  
800-897-3202  
800-397-7633 (fax)

This handbook is made up of comprehensive and practical chapters designed for the service provider. The handbook also contains an extensive reference section as well as 18 useful appendices.

**Schoolsearch Guide to Colleges with Programs and Services for Students with Learning Disabilities, Second Edition (1993)**

Midge Lipkin, Ph. D.  
Schoolsearch Press  
127 Marsh Street  
Belmont, MA 02178  
617-489-5785  
617-489-5641 (fax)

This guide lists more than 600 colleges and universities that offer programs and services to high school graduates with learning disabilities.

**Succeeding Against The Odds: Strategies and Insights from the Learning Disabled (1991)**

Sally L. Smith  
Sales Department  
Putnam Publishing Group  
200 Madison Avenue  
New York, NY 10016  
800-847-5515

*Succeeding Against the Odds* is filled with information on adults with learning disabilities. The author discusses the hidden handicaps, defines learning disabilities, and provides characteristics of individuals with learning disabilities. The book looks at the responsibility of preparing for adulthood. It also includes information for parents and teachers.

**Unlocking Potential: College and Other Choices for Learning Disabled People: A Step by Step Guide (Currently out of print)**

Barbara Schieber and Jeanne Talpers  
Adler & Adler  
Woodbine House  
5615 Fishers Lane  
Rockville, MD 20852  
800-843-7323

*Unlocking Potential* is a comprehensive resource for considering, locating, and selecting postsecondary resources. This award-winning book teaches and assists readers throughout the entire postsecondary selection process. **Although it currently is out of print, a new edition should be available in 1998.**

**You Don't Outgrow It: Living with Learning Disabilities (1993)**

Marnell L. Hayes

Academic Therapy Publications

20 Commercial Boulevard

Novato, CA 94949-6191

800-422-7249

415-883-3314

415-883-3720 (fax)

This is a practical, hands-on book for the adult who has a learning disability. It addresses such issues as after high school, what?, jobs, surviving and accepting, marriage and family responsibility, and household management.

# Toll-Free Numbers

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<b>ABLEDATA</b> .....	<b>(800) 227-0216</b>
<b>ADHD Challenge</b> .....	<b>(888) 239-4737</b>
<b>Alliance for Technology Access (ATA)</b> .....	<b>(800) 455-7970</b>
<b>American Association for Vocational Instructional Materials</b> .....	<b>(800) 228-4689</b>
<b>Americans with Disabilities Act (ADA) Hotline</b> .....	<b>(800) 949-4232</b>
<b>Attention Deficit Disorder Association (ADDA)</b> .....	<b>(800) 487-2282</b>
<b>Children and Adults with Attention Deficit Disorders (CHADD)</b> .....	<b>(800) 233-4050</b>
<b>Contact Center, Inc.</b> .....	<b>(800) 228-8813</b>
<b>ERIC Clearinghouse on Adult, Career, and Vocational Education</b> .....	<b>(800) 848-4815</b>
<b>Equal Employment Opportunity Commission (EEOC)</b> .....	<b>(800) 669-3362</b>
<b>Federal Student Aid Hotline</b> .....	<b>(800) 433-3243</b>
<b>General Educational Development (GED) Hotline</b> .....	<b>(800) 626-9433</b>
<b>Horizons</b> .....	<b>(800) 822-6242</b>
<b>Job Accommodation Network (JAN)</b> .....	<b>(800) 526-7234</b>
<b>Learning Resources Network (LERN)</b> .....	<b>(800) 678-5376</b>
<b>National Adult Literacy and Learning Disabilities Center</b> .....	<b>(800) 953-2553</b>
<b>National Center for Learning Disabilities (NCLD)</b> .....	<b>(888) 575-7373</b>
<b>National Center for Research in Vocational Education (NCRVE)</b> .....	<b>(800) 762-4093</b>
<b>National Library Services for the Blind and Physically Handicapped</b> .....	<b>(800) 424-8567</b>
<b>Orton Dyslexia Society (ODS)</b> .....	<b>(800) 222-3123</b>
<b>Recording for the Blind and Dyslexic, Inc. (RFB&amp;D)</b> .....	<b>(800) 221-4792</b>
<b>Social Security Administration</b> .....	<b>(800) 772-1213</b>
<b>Threshold Program</b> .....	<b>(800) 999-1959</b>
<b>U.S. Office of Educational Research and Improvement (OERI)</b> .....	<b>(800) 424-1616</b>

# Sponsors

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**National ALLD Center**  
Academy for Educational Development  
1875 Connecticut Avenue, N. W.  
Washington, DC 20009-1202  
(202) 884-8185; (800) 953-ALLD

**The National Adult Literacy and Learning Disabilities** (National ALLD Center) is funded by the National Institute for Literacy under a cooperative agreement with the Academy for Educational Development in collaboration with the University of Kansas Institute for Research in Learning Disabilities. The National ALLD Center promotes awareness about the relationship between adult literacy and learning disabilities, builds the capacity of literacy practitioners to help identify and serve adult students with suspected or diagnosed learning disabilities, and produces and refines materials that enhance the knowledge base for adult literacy and learning disabilities. The Center's ultimate goal is to help literacy practitioners, researchers, and policymakers better meet the needs of adults with learning disabilities.

**HEATH Resource Center**  
One Dupont Circle, Suite 800  
Washington, DC 20036  
(202) 939-9320 (Voice/TTY)

**The HEATH Resource Center** operates the national clearinghouse on postsecondary education for individuals with disabilities as a program of the American Council on Education. Support from the United States Department of Education enables the Center, a program of the American Council on Education, to serve as an information exchange on educational support services; policies and procedures; adaptations; and opportunities at American campuses, vocational-technical schools, adult education programs, independent living centers, and other postsecondary training entities. This information assists people with disabilities in developing their full potential through postsecondary education and training.



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*Academy for Educational Development*  
*National ALLD Center*  
*1875 Connecticut Avenue, NW*  
*Washington, DC 20009-1202*



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