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)
A Reference Manual

for Parent Training

about Supported Employment

Compiled by the

Supported Employment Parent Training Technical Assistance SEPT/TA Project

PACER Center 1990

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY PACER CENTER TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."
PREPARED BY THE SUPPORTED EMPLOYMENT PARENT TRAINING TECHNICAL ASSISTANCE (SEPT/TA) PROJECT

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The Supported Employment Parent Training Technical Assistance (SEPT/TA) Project is a national project of PACER Center. SEPT/TA is funded by the U.S. Office of Special Education and Rehabilitative Services (OSERS), through a subcontract of the Technical Assistance to Parent Programs (TAPP) Project. The views expressed in this publication do not necessarily reflect the opinions of OSERS.

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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.
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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


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 (PDATE) model on training parents about supported employment.


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)


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)


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

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


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


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.


Overview of system including definitions, discussions of benefits and tips on applying for benefits.
Copies obtained from:
Specialized Training Program
University of Oregon
College of Education
Eugene, OR 97403-1211
(503) 686-5311


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


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)


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) 387-1308


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


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


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

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


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.


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 at:

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


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


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


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)


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


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)


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)


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)


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


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


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

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


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


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

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)


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

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) 692-1321

  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.
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 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.
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.


7. A handbook about supported employment and how to access at an individual or systems change level: Winter, 1991.


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)  
226 South Pitt Street  
Suite 300  
Alexandria, VA 22314  
(703) 836-2953

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.

3. A slide-tape show depicting supported employment sites and workers.  

* 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:
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:

   Work. 1/2" VHS videotape.
   1/2" VHS videotape.
   Support Program for Severely Handicapped Students in Transition.
   Programs for Students with Severe Disabilities. Eugene: University of Oregon, Specialized
   Training Program.
   Graduation Alliance.
   Eugene: University of Oregon, Specialized Training Program.
   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.

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Resources available about supported employment include:

-Supported Employment: A Handbook for Parents, 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 parents' 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) 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
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.
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.

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.

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

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) 944-6900  
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.
4. **Technical Assistance**: Providing consultation and support services for boards of directors, educators, service providers, consumers, families and employers.
* 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 affect policy issues concerning the needs of people with disabilities and their families.
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.

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.

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.

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) 285-3655

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) 387-1851
Attn: Paul Wehman, Ph.D., Director

The mission of the Virginia Commonwealth University Rehabilitation Research and Training Center on Supported Employment (VCU-RRTC) 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
(3) 242-6150
Attn: Peter Stasny, 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.
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.

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.

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.
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 transitional 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

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
**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 6th 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 is a 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.
AUDI OVISUAL 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:

Kristle 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 experiences 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 8th 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.

Copied 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
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) 728-6200 (Voice)
(312) 728-4258 (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 23224-2011
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, 1998
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


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

Helpful hints and strategies on making effective presentations.

For more information:

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


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


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
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


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.


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


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


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


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


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, instate 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) 357-1851
Attn: Resource Dissemination

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


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


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

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


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


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.


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 10824
Baltimore, MD 21285
1-800-638-3775


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


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


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
29 East Biddle Street
Baltimore, MD 21213
(301) 522-7500

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


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


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

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.


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


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


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.

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


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-RRTC). (1990, September) The Many "Faces" of Vocational Integration. RRTC.

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 (RRTC)
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


This study describes the patterns of co-worker involvement with a number of supported employees with mental retardation. Employees in mobil 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.


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.

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.


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


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.
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

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

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.

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


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


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

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 18th Ave. S.
Great Falls, MT 59405


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.


An article giving a brief overview of supported employment and its progress.
GENERAL INFORMATION ON SUPPORTED EMPLOYMENT FOR PERSONS WITH CHRONIC MENTAL ILLNESS


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


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


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


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


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.


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


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) 438-6200

Specific 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


Specific 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


Specific book provides an 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

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


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


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


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


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


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

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


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

Copies obtained from:

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


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
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.

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


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.
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) 827-2968 (Voice/TDD)


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


This article describes a supported work model of competitive employment for persons with traumatic brain injury. The authors discuss obtaining a job and 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


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


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)


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

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69
72

**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


**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


**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


**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

A guide to help families understand the social security system and some of the rules affecting working family members with a disability. This 126 page manual explains the federal PASS work incentive program.


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

Copies obtained from:

Social Security Administration
Regional Offices


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


An annotated bibliography for family members. Information includes 80 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


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. (1980) *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


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
Kenilworth 106
2979 Schoolhouse Lane
Philadelphia, PA 19144
(215) 436-8200

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


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

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


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

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


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


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

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


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.


Copies obtained from:

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


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

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


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.


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.


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.

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


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


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) 857-2312

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.


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 1965. 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


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

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


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


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 interdisciplinary teams are presented. Authors recommend that parents should be active, equal members of these teams.


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.

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)


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


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
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

*T 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


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.

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.


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


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


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


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. C. Box 10624
Baltimore, MD 21285
1-800-638-3775


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
GENERAL INFORMATION ON PERSONAL FUTURES PLANNING

GENERAL INFORMATION ON SELF-DETERMINATION
GENERAL INFORMATION ON PERSONAL FUTURES PLANNING


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


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

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


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.


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


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
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


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


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
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 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


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

For more Information:

Abington Press
201 6th Avenue South
P.O. Box 801
Nashville, TN 37202
(615) 749-6301


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


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


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


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


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.


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


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
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 10  
Colorado Springs, CO 80908  
(719) 531-9400

This parent center offers workshops on supported employment and transition.

**Connecticut**

State Supported Employment Contact:

John Galliette  
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-Eiswyn Building  
Wilmington, DE 19801  
(302) 571-3916

Each year since 1986, this state project has offered a statewide conference 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) 966-9400

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* -am 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 Airdon, 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  
380 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 1696  
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 Toombe, Co-director  
*Missouri Parent Act (MPACT)*  
1722 W 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 parents 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:

Randl 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.)

Selie 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 project sponsored a state-regional conference about supported employment for parents in October 1988 and September 1989.
North Carolina (cont.)

Connie K. Hawkins  
*Bcceptional Children's Assistance Center (ECAC, Inc.)  
P.O. Box 16  
Davidson, NC 28036  
(704) 992-1321

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  
108 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 Elchhorn
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 Siovic
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
*Parent's 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 716
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) 785-0345
(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) 868-4973 (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 4600 South, Suite 110  
Salt Lake City, Utah 84117  
(801) 272-1051

This project is developing materials about supported employment.

Vermont

State Supported Employment Contact:

Michiel 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 1985.

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:

Les Valenta
Washington Supported Employment Initiative
14900 Interurban Ave. S., Suite 265
Seattle, WA 98168
(208) 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 Wilshon Street
Suite 1000
Madison, WI 53707
(608) 267-3908

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) 627-2966 (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.
The purpose of the newsletter is to provide information on the health and social function of youth with disabilities.

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.

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 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 Pills 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
Menomonee, WI 54371

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 Luizzo, 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.
**Newline**
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.
A summary of research on policy issues affecting persons with developmental disabilities.

Newsletter with up-to-date information and research data on supported employment.

A newsletter for personnel who work with persons with chronic mental illness in employment.

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.

A newsletter published three times a year offering information and resources for families in Colorado.
* Supported Employment Info lines
  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
  1-202-642-1268

  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
  (703) 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 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 Pattie Hall
  150 Pillsbury Drive SE
  Minneapolis, MN 55455
  (612) 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.
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) 732-1296

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
**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**

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<thead>
<tr>
<th>PRINTED MATERIALS</th>
<th>(books, chapters, articles, manuals, conference presentations)</th>
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**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** ______________________________________________________________________

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**NATIONAL AND STATE ORGANIZATIONS**

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**RESOURCES**

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Please return this form to: SEPT/TA Project, c/o PACER Center, Inc.
4828 Chicago Avenue South, Minneapolis, MN 55417-1055; (612) 827-2966