

# Moving On...

From High School to Work/Independent Living



A Guide to Transition

*January 2004*



# Moving On...

## ***A Guide to Transition from High School to Work/Independent Living***

This publication is designed to help students with disabilities transition from secondary school to work and independent living. It will guide students, parents, guardians, teachers, and administrators as they begin planning for completion of middle school and high school requirements and planning for life after high school. Materials may be duplicated for student use or for program planning. Our goal is for students to be “Moving On” smoothly from high school to work/independent living.

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## **Acknowledgements**

Special thanks to Darlene M. Poisson, Southwestern College, Disability Support Services, for production of this guide. In addition, thanks to Kathleen Daigle, Mendocino College, for her assistance in developing this transition concept.

Note:

Editors give permission to copy and distribute this booklet in its entirety.

Rev. 04/04

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## Differences Between K-12\* Education and Career and Technical Training Work/Independent Living

<b>K-12 IDEA '97</b>	<b>K-12 504 Plan</b>	<b>Career and Technical Training, Work and Independent Living</b>
Success more of a right	No guarantee of success	No guarantee of success
District identifies disability	Parent provides documentation of disability	Adult with disability/parent** provides documentation
Free evaluation of disability	Parent responsibility	Responsibility of adult with disability/parent
District develops Individual Education Plan (IEP)	Parent/school develops plan	Adult with disability/parent, and agency develop plan
Entitled to services identified on IEP	<b>Services determined by plan</b>	Services determined by plan
District ensures that the IEP is implemented	District/parent/student responsible	Adult with disability/parent responsible
Teacher advocate	Parent/student advocate	Adult with disability/parent or advocate
Fundamental alterations to program of study permitted as identified on IEP	Fundamental alterations to program of study permitted as identified on 504 plan	None allowed: Accommodation may not alter fundamental nature of training, program or impose an undue financial burden on an agency
Personal services: e.g., transportation, personal attendant, nurse	None provided	Check with program and agency regulations

\*The term K-12 refers to the years in school from kindergarten through the end of high school.

\*\*Parent also includes: Caretaker (refers to foster-parent, person responsible for the adult) or Conservator (an individual who is legally appointed to manage the affairs of another person).

# **Laws that Protect the Rights of Adults with Disabilities**

## **TITLE VI**

### **CIVIL RIGHTS ACT OF 1964:**

Prohibits discrimination based on race, color, or national origin in all employment situations involving programs or activities aided by federal financing.

## **TITLE VII**

### **CIVIL RIGHTS ACT OF 1964:**

Prohibits job discrimination based on race, color, religion, sex or national origin in all employment practices: hiring, firing, promotions, compensation, and in all other terms, conditions and benefits of employment, including vacations, pensions, and seniority.

## **SECTION 504**

### **REHABILITATION ACT OF 1973:**

"No otherwise qualified handicapped individual in the United States shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance...".

## **AMERICANS WITH DISABILITIES ACT OF 1990:**

Extends universal civil rights protections to individuals with disabilities, covering public and private sector employment, public accommodations, transportation, and telephone communications.

## OPTIONS FOR PREPARATION

PROGRAMS	DESCRIPTION
<b><u>Supported Employment</u></b>	Provide work opportunities in business settings using individual placements. One-on-one support by job coach is provided with the goal of independent employment.
<b><u>Conservatorship</u></b>	A legal proceeding in which an individual is appointed to manage the affairs of another person.
<b><u>Independent Living Skills</u></b>	Program where adults receive instruction designed to help assist in development of daily living skills. The goal is independent living.
<b><u>Adult Education</u></b>	Classes are designed to improve basic skills or for personal growth. Examples include adult basic education and English as a Second Language. The classes may be offered on a credit/no credit basis.
<b><u>Regional Occupational Program (ROP)</u></b>	ROP courses are vocational and designed to prepare for employment. Students earn an ROP certificate at the completion of course competencies.
<b><u>Adult Development Centers (ADC)</u></b>	ADC's focus on the development and maintenance of self-care skills and communication for self-advocacy, community integration, and employment.
<b><u>Behavior Management Day Training (BMDT)</u></b>	BMDT is a community based day program that serves adults with behavior disorders, SED, or psychological disabilities. Program offers group counseling and development of social-emotional skills. The goal is to prepare adults to transition behaviorally into less restricted programs, e.g., supported employment, independent living, etc.



## TOWARDS INDEPENDENCE AFTER HIGH SCHOOL

BASIC SKILLS NEEDED	GETTING STARTED
Communication, interpersonal skills, and willingness to learn job duties and transportation.	Contact your selected agency for information, e.g., Department of Rehabilitation (DOR), Habilitation, Able Disabled and Partnership with Industry (PWI).
Knowledge of the responsibilities of a complete or limited conservatorship. An understanding of the advantages and disadvantages of becoming a conservator for a person with a disability.	Contact your Regional Center Case Manager or agency for more information.
Communication skills, listening skills, ability to follow directions, basic math/reading/writing skills, and transportation.	Contact your selected agency e.g., Able Disabled, Department of Rehabilitation (DOR), Partnership with Industry (PWI), Regional Center, Community Options, etc.
Basic math/reading/writing skills, and transportation.	Contact your local Adult Education program.
Basic math/reading/writing skills, and transportation.	ROP programs are offered throughout the San Diego County community. Contact the San Diego County Office of Education 858-292-3500 for more information.
Basic communication skills, listening skills, ability to follow directions and transportation.	Contact your selected agency e.g., Able Disabled, Department of Rehabilitation (DOR), Partnership with Industry (PWI), Regional Center.
Basic coping skills, communication skills, listening skills, ability to follow directions and transportation.	Contact your selected agency e.g., Able Disabled, Department of Rehabilitation (DOR), Partnership with Industry (PWI), Regional Center.

# TRANSITION GOALS CHECKLIST

These are sample IEP or 504 Plan goals for transition from middle school to high school. They are followed by sample goals to help students and parents plan for the transition from high school to work and independent living. Parents or guardians play a critical role in planning and guiding for the transitions. **For some students, parents or guardians will have more responsibility for these goals.** The time to plan is now! The following activities will build confidence while preparing the student to enter high school. The activities are organized in a checklist format and can be used in planning transition goals during the IEP process or when writing 504 plans. Use the Glossary at the back to help you understand the special disability vocabulary you need to learn.

## Middle School Transition Goals Checklist:

### FIND OUT ABOUT YOUR DISABILITY

- Name your disability and describe the weaknesses in learning it causes.
- Identify your strengths in learning, work skills, and daily living skills.
- Identify strategies to develop skills.
  1. Use a planner to remember schedule, homework, appointments, etc...
  2. Learn and practice communication strategies.
  3. Learn basic safety skills at school and in public.

### LEARN HOW TO BE AN ADVOCATE

- Attend all educational planning meetings, e.g. IEP, 504 Plan.
- Learn how to ask for accommodations and help in school.
- Ask questions when you don't understand something and get help.
- Identify current and potential adults to help with problems.
- Begin discussions of caretaker and/or conservatorship with family or guardian if appropriate.

### DEVELOP A PERSONAL INFORMATION FILE

- Obtain current school records including IEP and latest verification of disability, e.g. Psycho-educational Report, and/or doctor's medical report.
- Obtain an official Birth Certificate.
- Obtain Med-Alert bracelet as appropriate.

### INVESTIGATE POSSIBLE JOBS AND DAILY LIVING NEEDS

- Identify possible job interests, independent or supported employment.
- Identify high school classes you need to prepare for your job interests.
- Identify classes you need now to prepare for high school classes.
- Identify why current classes are important to meet your work goals.
- Complete sample applications for jobs, housing, etc.
- Identify goals for development of independent daily living skills.

### DEVELOP PROBLEM SOLVING STRATEGIES

- Identify possible social problems you may have in school and possible solutions.
- Identify possible educational problems in school and possible solutions.
- Name people who can help you solve these problems.

# Transition Goals Checklist High School:

## FRESHMAN

### **FIND OUT ABOUT YOUR DISABILITY (Review these each year of high school)**

- Describe rights under “Section 504” and the “ADA” (see page 11 in this guide).
- Define “disability” and “functional limitations” according to Section 504 and ADA.
- Identify your disability, functional limitations and the accommodations/services you want to request.
- Identify the written verification that will be needed to request services and accommodations as an adult.
- Obtain Med-Alert bracelet for health safety.

### **PLAN YOUR GOALS FOR WORK AND INDEPENDENT LIVING**

- Identify work and independent living goals.
- Identify your goals in high school to meet career and living goals.
- Identify people who can help you solve typical problems you may encounter in school.
- Identify goals to develop daily living skills, e.g., budget money, plan menu, etc.
- Determine whether a conservatorship or some legal action for parents/guardians is appropriate (should a parent/guardian also have rights over student?). If yes, begin process with help of social services.
- Define “Due Process” in school/workplace according to Section 504 and the ADA.
- Attend all educational planning meetings, e.g. IEP, 504 Plan, every year.
- Keep Social Security card, official birth certificate, IEP or 504 Plan organized in a safe place at home.
- Make a file of names, addresses and phone numbers of school and agency contacts.

## SOPHOMORE

### **PLAN GOALS FOR WORK AND INDEDEPENDENT LIVING**

- Identify daily life skills to develop before graduation.
- Identify classes to meet work goals, e.g. basic skills, technical, etc.
- Identify use of mass transit and/or begin studying for driving permit/license.
- Identify where you will live in 5 years, 10 years, 20 years, 40 years.
- Identify where you will get your income as an adult, investigate Social Security and Medical, if appropriate.
- Identify agencies you might use as an adult. Find out about their services and how to obtain them, i.e., Department of Rehabilitation (DOR), Department of Social Services, Regional Center.
- Invite these agencies to your IEP/504 Plan meetings.
- Investigate driver’s license or California ID card.

# **JUNIOR**

- Identify daily life skills to develop before graduation, i.e., skills for living alone.
- If appropriate apply with Department of Rehabilitation for Workability or TPP services.
- Begin work on a resume if appropriate. You can include volunteer work.
- If appropriate have Regional Center at IEP to plan Habilitation Services.
- If appropriate, identify and plan training options in day programs after high school for both work and independent living.

# **SENIOR Transition Goals Checklist:**

## **OBTAIN PERMANENT IDENTIFICATION**

- Make sure you have either a California Identification card from the Department of Motor Vehicles or a California driver's license.
- Make sure you have a Med-Alert bracelet for any medical condition that might result in a seizure, unconsciousness, or unusual behaviors, i.e. diabetes, seizure disorder, Tourette Syndrome, etc.

## **SELECT THE JOB AND/OR AGENCIES TO WHICH YOU WILL APPLY (Fall Semester)**

- Request an application from the job/agency. Fill out the forms, make copies and submit them.
- Provide current written verification of your disability. This must include the name of your disability, functional limitations and accommodations you want to request.
- Safety is important in adult life. Make sure you know how to be safe on the job and in public.

## **APPLY FOR SOCIAL SECURITY IF YOU CAN'T WORK**

- If you can't work because of a disability you may qualify for Social Security and Medical benefits.

## **ONCE YOU'VE BEEN ACCEPTED WITH AN AGENCY OR OFFERED A JOB**

- Make an appointment to meet with a staff member at the agency or job.
  1. Identify accommodations you will request and procedures to obtain them.
  2. Find out how "Due Process" works at the job.
- Arrange for other supports not provided by agency or job.
  1. Arrange housing, attendant care, and transportation as appropriate.
  2. Develop a contact list for equipment repairs, interpreters for work/agency activities, and medical services, as appropriate.
- Make sure you understand acceptable behaviors.
  1. Learn social rules and skills for work or agency activities.

## **INVESTIGATE COMMUNITY AGENCIES SERVING PERSONS WITH DISABILITIES**

- Identify community agencies that provide support to persons with disabilities.
- Contact the Department of Rehabilitation to identify what services it offers.
- Identify your local disability advocacy office. Note the services it offers.
- Update your file of community and agency contacts with names, phone numbers and addresses.

# Checklist for Agency Services After High School

This checklist will assist in the application for disability support services from agencies like Regional Center, Department of Rehabilitation, Partnership with Industry, Able-Disabled Advocacy, etc.

The disability support agency usually develops a plan for service with the adult with a disability and/or their parent. Appropriate goals may be in the following areas: vocational training, job development, and independent living skills, etc.

To apply for the agency's service complete the following steps:

- APPLY TO THE DISABILITY SUPPORT AGENCY**  
Fill out an application for service. Return it to the agency office.
  
- PROVIDE WRITTEN VERIFICATION OF THE DISABILITY**  
If you are graduating from high school you will need to provide:
  1. Current IEP or 504 Plan
  2. Current psycho-educational report and/or medical verification of disability from a professional
  
- SIGN UP FOR AN ORIENTATION IF AVAILABLE**
  
- MAKE AN APPOINTMENT WITH COUNSELOR/CASE MANAGER**  
Make an appointment to meet with your disability support agency counsel/specialist to: complete intake procedures, discuss plan development, accommodations, and transportation.
  
- TO REQUEST EMPLOYMENT ACCOMMODATIONS**
  - Speak with Disability Support Agency to plan request.
  - If recommended by agency, notify Human Resources/A.D.A. Compliance Officer at place of work to make request in writing for accommodation.
    1. Submit verification of disability

# **Verification of Disability**

To request services and/or accommodation, the person with the disability or parent/guardian must apply and submit verification of disability. Verification is written proof that a current disability exists. The disability must cause problems in a daily life activity. A professional in the disability related field must provide the verification. Each agency determines eligibility and if services will be provided.

## **Application Process to Receive Disability Services**

High school students/families frequently think they are automatically eligible for services from disability support agencies. It is important to understand that this is not true. Under Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, you must take the following steps:

1. Complete an application for services.
2. Formally disclose and name your disability.
3. Provide current written verification that:
  - a. names the disability.
  - b. identifies functional limitations or problems that the disability causes in a daily life activity, like work.
  - c. identifies reasonable accommodations.
4. Documentation verifying the disability must be recent and from a professional.
  - a. physical, health and psychological disabilities will require documentation from a physician, psychiatrist or psychologist.
  - b. learning disabilities and speech and language disabilities require a recent assessment that uses adult measures.

**It is recommended that you contact the disability support agency office for assistance with this process.**

## Steps to Self-Advocacy

Self-advocacy is the ability to identify and explain your needs. Adults with disabilities or the parent/guardian need to develop advocacy skills.

- 1<sup>st</sup> step** to self-advocacy is to say to yourself, “I am the one who is responsible for my success or failure in life activities.”
- 2<sup>nd</sup> step** is to ask yourself, “How does my disability affect me? How do I explain my disability to others? What are my abilities and how can I use them to lead me to success in life activities?”
- 3<sup>rd</sup> step** is to develop good communication skills to request agency services. Successful people plan ahead so they can effectively explain their needs.
- 4<sup>th</sup> step** is to recognize when you need help and to ask for it. Have the name and phone number with you at all times of who you can call for assistance at the first sign of a problem.
- 5<sup>th</sup> step** is to be organized. It relieves stress. Here are some helpful hints:
  - ❖ Use a day planner to record appointments and training/work schedules.
  - ❖ Plan time for training/work and recreation.
  - ❖ Have the name and phone number of who to call in an emergency with you at all times.
  - ❖ Arrive on time. Allow time for the unexpected such as traffic jams on the way to training, transportation glitches, or work schedule changes.

Now take some time to think about explaining your disability, needs, and accommodations to a counselor or your boss at work. What would you say? Please fill in the blanks below:

My disability causes the following problems: (e.g., difficulty learning basic skills, learning job skills, learning daily living skills, following 2 or more directions)

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These problems mean I will need: (list the services/accommodations you will request)

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# Protecting Your Rights

## LEGAL RIGHTS FOR ADULTS WITH DISABILITIES

Protection of rights for people with disabilities began with the Civil Rights Act of 1964. Since then, two important laws, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, have been enacted. What do these laws provide to you as an adult with a disability?

- Both laws prohibit discrimination solely on the basis of a disability.
- Both laws require agencies or employer to provide *reasonable accommodations* so that an adult with a disability has *equal opportunity* to take part in job training, daily living skills training, and/or employment.

## RESPONSIBILITIES OF ADULT WITH DISABILITIES OR PARENT/GUARDIAN:

As an adult with a disability you:

- Must identify your disability and present verification of your disability from a qualified professional to either the disability support agency or your employer.
- Must request the accommodations you want from the training program or employer and give them reasonable time to arrange the accommodations.
- Must comply with the agency or employer's code of conduct for behavior. Safety is very important in adult activities. Make sure you know how to be safe on the job and in public activities.
- Must monitor self and ask for help at the first sign of a problem.

## RESPONSIBILITIES OF AGENCY OR EMPLOYER:

The disability support agency or employer:

- Must provide reasonable accommodations based on the problems the disability causes. They may not discriminate against you solely on the basis of your disability.
- Does not have to provide the accommodations you request. The agency or employer does have to negotiate reasonable accommodations. The accommodation may not cause an undue financial burden to the agency or employer.
- Does not have to alter application requirements, or change the basic nature of a training program, or a job. This policy is specifically defined in both Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990.



# Self Quiz

## EVALUATING YOUR READINESS FOR LIFE AFTER HIGH SCHOOL

College involves many new responsibilities, so you should begin now to develop skills for success. How prepared are you? Check your readiness with this list:

- |     | <u>YES</u>               | <u>NO</u>                |   |
|-----|--------------------------|--------------------------|---|
| 1.  | <input type="checkbox"/> | <input type="checkbox"/> | I am self-motivated to work.  |
| 2.  | <input type="checkbox"/> | <input type="checkbox"/> | I need someone to push me to continue working.                                  |
| 3.  | <input type="checkbox"/> | <input type="checkbox"/> | I do not hesitate to ask questions in a work setting.                           |
| 4.  | <input type="checkbox"/> | <input type="checkbox"/> | I hesitate to ask questions when I do not know something.                       |
| 5.  | <input type="checkbox"/> | <input type="checkbox"/> | I arrive to work on time.   |
| 6.  | <input type="checkbox"/> | <input type="checkbox"/> | I put off difficult tasks for last.   |
| 7.  | <input type="checkbox"/> | <input type="checkbox"/> | My room/workstation is clean and organized.                                     |
| 8.  | <input type="checkbox"/> | <input type="checkbox"/> | I am disorganized at work/home.   |
| 9.  | <input type="checkbox"/> | <input type="checkbox"/> | I pay attention even if I am not interested.                                    |
| 10. | <input type="checkbox"/> | <input type="checkbox"/> | I don't listen when something is boring.  |
| 11. | <input type="checkbox"/> | <input type="checkbox"/> | I avoid arguing.  |
| 12. | <input type="checkbox"/> | <input type="checkbox"/> | I do not know the social rules for school or work.                              |
| 13. | <input type="checkbox"/> | <input type="checkbox"/> | I know the social rules for school or work and have no behavior problems.       |
| 14. | <input type="checkbox"/> | <input type="checkbox"/> | I frequently don't plan my time and end up not finishing tasks.                 |
| 15. | <input type="checkbox"/> | <input type="checkbox"/> | I recognize that success or failure is up to me.                                |
| 16. | <input type="checkbox"/> | <input type="checkbox"/> | I believe success is a matter of luck.  |
| 17. | <input type="checkbox"/> | <input type="checkbox"/> | I have good computer/word processing skills.                                    |
| 18. | <input type="checkbox"/> | <input type="checkbox"/> | My computer/word processing skills are weak.                                    |
| 19. | <input type="checkbox"/> | <input type="checkbox"/> | I accept that my disability poses challenges, but I seek ways to overcome them. |
| 20. | <input type="checkbox"/> | <input type="checkbox"/> | I focus on my disability limitations and avoid challenges.                      |
| 21. | <input type="checkbox"/> | <input type="checkbox"/> | I know how to explain my needs.   |
| 22. | <input type="checkbox"/> | <input type="checkbox"/> | I have trouble explaining my needs.   |

Check your responses. Odd number responses reflect important steps you have already taken toward success. Even number responses indicate areas you need to improve. Highlight those that need improvement and start making changes today.

# Glossary

**Accommodations:** Adjustments made in learning or work activities. Alternative ways to participate in school or at work. Accommodations requested must be based on the student's functional limitations.

**ADA: Americans with Disabilities Act of 1990:** A Civil Rights Law for adults that extends the protections of Section 504 to private schools and businesses.

**Daily Living Skills:** Skills needed to care for one's self, ie: health, home, transportation, money management, cooking, cleaning, work.

**Disability:** A structural, physical or psychological difference resulting in functional limitations that cause significant problems with learning or work.

**Disability Verification:** The written proof that a disability exists. It must be signed by a doctor or professional in the field. It names the disability and identifies functional limitations.

**DR: Department of Rehabilitation:** State agency that provides support to adults with disabilities in seeking education/training toward employment. Adult must apply and meet employment-related eligibility requirements. In high school, students with disabilities may participate in pre-job programs like Work Ability I and II, or TPP.

**Due Process:** Legal procedures that determine if a law is being followed. Every school or workplace has a procedure for Due Process. When it is believed that a legal right has been denied to an adult with a disability, the adult has the right to request a review using Due Process.

**Functional Limitation:** Identified area(s) of weakness caused by a disability. Functional limitations are used to identify reasonable accommodations in school/work. Examples of limitations include: hear, see, ability to plan, organize, remember, cope with change, etc.

**IDEA '97: Individuals with Disabilities Education Act of 1997:** Federal legislation that states the civil rights of students with disabilities in K-12. Latest version was passed in 1997.

**IEP: Individual Educational Program:** IDEA 1997 requires an annual IEP meeting to review and plan goals and objectives (Applies to K-12 ONLY).

**K-12:** The term K-12 refers to the years in school from kindergarten through the end of high school.

**Learning Disability:** A persistent condition of neurological dysfunction. The general characteristics include: Average to above average ability, a significant processing problem, and significant difference between ability and achievement in school.

**Psycho-Educational Report:** Reports of psycho-educational assessment results, including names of ability and achievement tests used, scaled and standard scores earned, and a statement of findings with recommendations.

**ROP:** Regional Occupational Program (see Community Resources).

**Self-advocacy:** The ability to identify and explain your needs. Students with disabilities should understand the laws that protect them and help them achieve their goals.

**Section 504:** Part of the Federal Rehabilitation Act passed in 1973 to protect the civil rights of children and adults with disabilities in schools or workplaces that receive Federal financial support.

**504 Plan:** 504 plan is used to outline accommodations and services for students with disabilities in K-12.

**Title VI-Civil Rights Act of 1964:** Prohibits discrimination based on race, color, or national origin in all employment situations involving programs or activities aided by federal funding.

**Title VII-Civil Rights Act Of 1964:** Prohibits job discrimination based on race, color, religion, sex or national origin in all employment practices: hiring, firing, promotions, compensation, and in all other terms, conditions and benefits of employment, including vacations, pensions, and seniority.

**Transition:** Here refers to passage from K-12 to work/independent living.

# Community Resources

The following agencies provide services to adults with disabilities. Phone numbers and addresses change over time. Please check your phone book.

<p><b>Able-Disabled Advocacy</b>                  2850 Sixth Avenue #311                  San Diego, CA 92103                  (619) 231-5990</p>	<p><b>Access Center of San Diego</b>                  1295 University Avenue, Suite 10                  San Diego, CA 92103                  (619) 293-3500</p>
<p><b>Acquired Brain Injury Program</b>                  San Diego Community College District                  (619) 388-6983</p>	<p><b>Adult Education</b>                  Escondido (760) 739-7300                  Grossmont (619) 401-4122                  San Dieguito (760) 753-7073 x 5102                  Vista Adult (760) 758-7122                  San Diego Community College District                  (619) 527-5242</p>
<p><b>Arc of San Diego-Main Office</b>                  9575 Aero Drive                  San Diego, CA 92123                  (858) 571-0881</p>	<p><b>Branch of ARC of San Diego</b>                  Starlight Center                  1280 Nolan Avenue                  Chula Vista, CA 91911                  (619) 427-7524</p>
<p><b>American Diabetes Association</b>                  225 Broadway, Suite 310                  San Diego, CA 92101                  (619) 234-9897</p>	<p><b>Arthritis Foundation Of San Diego</b>                  9089 Clairemont Mesa Blvd.                  San Diego, CA 92123                  (858) 492-1090</p>
<p><b>Blind Community Center</b>                  1805 Upas Street                  San Diego, CA 92103-5213                  (760) 747-4590</p>	<p><b>Braille Institute</b>                  4555 Executive Drive, Suite 100                  San Diego, CA 92121                  (858) 452-1111</p>
<p><b>California Relay Service</b>                  Voice to TTY: 1-800-735-2922                  TTY to voice: 1-800-735-2929</p>	<p><b>Canine Companions For Independence</b>                  P.O. Box 4568                  Oceanside, CA 92052-4568                  (760) 754-3300</p>
<p><b>Children and Adults with Attention Deficit/Hyperactivity Disorder (CHADD)</b>                  8181 Professional Place, Suite 150                  Landover, MD 20785  <a href="http://www.chadd.org">www.chadd.org</a></p>	<p><b>Chula Vista Literacy Team Center</b>                  South Chula Vista Library                  389 Orange Avenue                  Chula Vista, CA 91911                  (619) 585-5757</p>
<p><b>Community Options</b>                  1105 Broadway Suite 301                  Chula Vista, CA 91911                  (619) 476-0809</p>	<p><b>County Medical Services</b>                  P.O. Box 939-016                  San Diego, CA 92193                  (858) 492-4444</p>

<p><b>Deaf Community Services</b>  7851 Mission Center Ct., Suite 310  San Diego, CA 92108  (619) 682-5001  (619) 682-5000 TTY</p>	<p><b>Department Of Rehabilitation</b>  7575 Metropolitan Drive, Suite 107  San Diego, CA 92108  (619) 767-2100</p>
<p><b>DSP&amp;S San Diego State University</b>  5500 Campanile Drive  San Diego, CA 92182  (619) 594-6473</p>	<p><b>East County Career Center</b>  San Diego Workforce Partnership  924 E. Main  El Cajon, CA 92020  (619) 590-3950  (619) 590-3923</p>
<p><b>Epilepsy Society</b>  2055 El Cajon Blvd.  San Diego, CA 92104  (619) 296-0161</p>	<p><b>Goodwill Industries</b>  3663 Rosecrans Ave.  San Diego, CA 92101  (619) 225-2200</p>
<p><b>Heath Resource Center</b>  (800) 544-3284</p>	<p><b>International Dyslexia Association</b>  (800) 222-3123</p>
<p><b>Learning Disabilities Association</b>  4550 Kearny Villa Rd.  San Diego, CA 92123  (858) 467-9158</p>	<p><b>Metro Career Center</b>  8401 Aero Drive  San Diego, CA 92123  (858) 974-7620</p>
<p><b>Mobility Solutions</b>  7895 Convoy Ct. Suite #11  San Diego, CA 92111  (858) 278-0591</p>	<p><b>Mobility Specialists</b>  6635 Flanders Dr # D  San Diego, CA 92121  (858) 450-9589</p>
<p><b>Muscular Dystrophy Association</b>  3914 Murphy Canyon Rd., Suite A170  San Diego, CA 92123  (858) 492-9792</p>	<p><b>National Multiple Sclerosis Society</b>  8840 Complex Dr., Suite 130  San Diego, CA 92123  (858) 974-8640</p>
<p><b>National Resource Center on AD/HD</b>  (800) 233-4050  Business: (301) 306-7070  Fax: (301) 306-9090</p>	<p><b>National Spinal Cord Injury Assoc.</b>  6645 Alvarado Rd.  San Diego, CA 92120  (619) 286-7374</p>
<p><b>Parkinson's Disease Association</b>  8555 Aero Drive St 205  San Diego, CA 92123  (858) 273-6763</p>	<p><b>Professional Community Services</b>  900 N. Cuyamaca  El Cajon, CA 92020  (619) 449-8703</p>
<p><b>Recording for the Blind and Dyslexic</b>  1-800-221-4792</p>	<p><b>Regional Opportunity Program (ROP)</b> Metro Service Center  735 Gifford Way  San Diego, CA 92111  (858) 627-7208</p>

<p><b>San Diego Brain Injury Foundation</b> (619) 294-6541</p>	<p><b>San Diego Center for the Blind and Vision Impaired</b> 5922 El Cajon Blvd. San Diego, CA 92115 <b>(619) 583-1542</b></p>
<p><b>San Diego County Mental Health Services</b> 8799 Balboa Ave., Suite 120 San Diego, CA 92123 (858) 974-9828</p>	<p><b>San Diego Parks And Recreation</b> War Memorial Bldg. MS-33 3325 Zoo Drive, Balboa Park San Diego, CA 92101 (619) 525-8247</p>
<p><b>San Diego Regional Center</b> 4355 Ruffin Rd., Suite 204 San Diego, CA 92123 (858) 576-2996</p>	<p><b>San Diego State University Communications Clinic</b> (619) 594-6477</p>
<p><b>Sharp Rehabilitation Center</b> Vocational Unit Reentry Program 9449 Balboa Ave., Suite 101 San Diego, CA (858) 541-4415</p>	<p><b>Social Security Administration</b> 846 Arnele El Cajon, CA 92020 (619) 440-2943</p>
<p><b>Social Services Department (Family Resource Center)</b> 220 South First St. El Cajon, CA 92019 (866) 262-9881 or (858) 514-6885 TDD (858) 514-6889</p>	<p><b>South County Career Center</b> 1111 Bay Blvd. Suite E Chula Vista, CA 91911 (619) 424-1112</p>
<p><b>Southeast Mental Health Center</b> 3177 Ocean View Blvd. San Diego, CA 92113 (619) 595-4400</p>	<p><b>Speech, Hearing and Neurosensory Center</b> (858) 576-5838 (858) 966-5838</p>
<p><b>Transportation</b> San Diego Transit: (619) 233-3004 Red Cross Wheels: (619) 542-7540 Laidlaw: (619) 440-1215 Lift: (760) 726-1111</p>	<p><b>United Cerebral Palsy</b> 3821 Calle Fortunada San Diego, CA 92123 (858) 571-7803</p>

## Medical Information and Services

<b>AIM (Access for Infants and Mothers)</b> 1 (800) 433-2611	<b>American Diabetes Association</b> (800) 232-3472
<b>Blue Cross Company State Sponsored Program</b> 1 (800) 289-6574	<b>Brain Injuries Association of America Family Help Line</b> (800) 444-6443
<b>California Children Services</b> 1 (619) 528-4000	<b>California Kids</b> 1 (818) 755-9700
<b>Cerebral Palsy</b> (800) 872-5827	<b>Children, Youth and Family Health &amp; Human Services Agency</b> (619) 692-8428 or 1 (800) 675-2229
<b>County Medical Services</b> 1 (619) 492-4444	<b>Depression &amp; Bipolar Support Lines</b> (800) 826-3632
<b>Down's Syndrome Society</b> (800) 221-4602	<b>Epilepsy Foundation</b> (800) 332-1000
<b>Family Planning Referral Services</b> 1(800) 942-1054	<b>Handicapped Easter Seal Society</b> (800) 221-6827
<b>Healthy Families</b> 1 (888) 747-1222	<b>Healthy San Diego</b> 1 (619) 515-6584
<b>Hearing Institute on Deafness &amp; Other Communication Disorders</b> (800) 241-1044 (800) 241-1055 TDD	<b>International Dyslexia Association</b> (800) 222-3123
<b>Kaiser Permanente Cares for Kids Child Health Plan</b> 1 (800) 255-5053	<b>Medi Cal</b> 1 (888) 747-1222
<b>Multiple Sclerosis Society</b> (800) 344-4867	

# Websites and Hotlines

## **Department of Rehabilitation**

<http://www.rehab.cahwnet.gov/>

## **Disabled Hotline**

<http://www.disabledhotline.com/>

## **Resources for the Disabled, Inc.**

<http://www.disabilityresources.org/>

## **Children and Adults with Attention Deficit/Hyperactivity Disorder (CHADD)**

[www.chadd.org](http://www.chadd.org)

## **Challenge 2000**

<http://pblmm.k12.ca.us/>

## **Internet Special Education Resource**

<http://www.iser.com/>

## **Higher Order Thinking Skills Program (H.O.T.S.)**

<http://www.hots.org/>

## **Crisis Line for the Handicapped**

1-800-426-4263

## **Parents Stress Hotline**

1-800-632-8188

## **Youth Crisis Hotline**

1-800-448-4663

## **United Way: Community & Social Services Information**

(800) 204-2803

## **Family Support Network (families and children with special needs)**

(800) TLC-0042

## **United Way Info Line**

(619) 230-0997

## **Mental Health Medi Cal Access Line**

## **San Diego County Suicide Crisis Line**

1 (800) 479- 3339



## Notes

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