

**KLA WHITE PAPER PROJECT
1996
ROAD MAP OF SUPPORT SERVICES:
SCHOOL TO LIFE TRANSITION
Resource Guide for Students with Disabilities**

**by
Marta Hopkins, Stacey Milionis, Judy Reneker, Kathy Singrey**

A majority of students are looking forward to graduation with anticipation and a sense of assurance for a bright future as they either go on to college or enter the workforce.

But, did you know that 85 students with disabilities will be graduating from area high schools this year?

This is the group of parents and students who, although they are breathing a sigh of relief at having made it through school, are also a bit apprehensive...for they are leaving the security of the familiar to strike out into the real world.

Students with disabilities and (their parents) will be making decisions regarding where they will work, where they will live, how they will travel within the community, and what recreational activities will be accessible to them. We take all of these things for granted; but they may loom as roadblocks rather than opportunities to those with disabilities.

An important turning point in the lives of all students is the move from high school into the world of postsecondary education, employment and adult life. This move from school and education providers to adult life and adult services providers is called "transition".

Our white paper project," Road Map of Support Services: School to Life Transition " will provide students with disabilities, their families and schools with a guide through the maze of resources and supports already in place.

As we researched our project we were astounded to discover how many resources already do exist. But the fact of the matter is that parents and families don't know what questions to ask or how to access that information.

The mission of our white paper project "Road Map of Support Services: School to Life Transition" is therefore, threefold.

The first mission is the resource guide's mission statement -- "to (help) coordinate resources and supports that enable students with disabilities to maximize opportunities for school to life transition."

The second mission is to assist in developing an awareness of both the possible roadblocks to young adults with disabilities in the community, as well as to stress the potential of opportunities for them.

The third mission is to provide a source through which to access the many resources and opportunities that are now available.

This source , "Road Map of Support Services" contains relevant information about recent state and federal laws regarding the disabled. It also explains the importance of early planning in the transition process, and identifies key resources...all the more important if there is a need for long term support and financial help.

The transition process is mandated to begin at age 14. This may seem

early-- but waiting lists can be long, and postponing important decisions until graduation can result in lost opportunities. For that reason, our Road Map will be given to the students and (their) parents as they enter Jr. High. This will give them time to do any necessary research before they have to start making decisions. Up until now a little booklet is all that has been given to the students and parents. Our "Road Map of Support Services" is a looseleaf notebook that will be cross referenced and can easily be updated.

Parents who are informed and involved in the transition planning from the beginning are more likely to secure quality services. Each federal, state and local agency that supports young adults with disabilities has a very different set of rules and requirements. All agencies are not mandated to serve all citizens. Access to adult services is based on eligibility and availability of funds and programs. Our Road Map will help the users to identify their need(s) and will point them in the right direction to get assistance.

Our white paper project evolved from an expressed need by Tammy Ummel from North Central Indiana Special Education Cooperative, (N.C.I.).

To research this project we have each personally contacted many organizations that provide support or services to young adults with disabilities. Kathy Singrey and I also attended an all day Strategy Planning Seminar as well as other meetings of the newly formed School to Life Transition Council. These experiences helped us to get a true feel of the needs that exist. They were an invaluable help in determining the content of the resource guide.

Not only did we learn a great deal but our hearts were touched as well.

The council is co-chaired by Mike Tracy of Bowen Center and Tammy Ummel of N.C.I. with input from Marsha Steigerwald, Technical Assistant from Indiana University. The council is made up of members from organizations such as the Bowen Center, Cardinal Center, Goodwill Industries, KABS, Passages and Vocational Rehab, as well as parents and teachers of students with disabilities.

Our Road Map's mission statement is the same as that of the Council for we hope we are helping it reach several of its goals.

One of those goals is to develop a community resource guide. "A Road Map of Support Services: School to Life Transition" fulfills that goal for a resource guide.

The second goal is to expand community awareness of transition council activities .

Through this White Paper, we hope to create an awareness, especially among you...the leaders and future leaders of our community, of the need to provide opportunities for young adults with disabilities as well as to tear down roadblocks in their way.

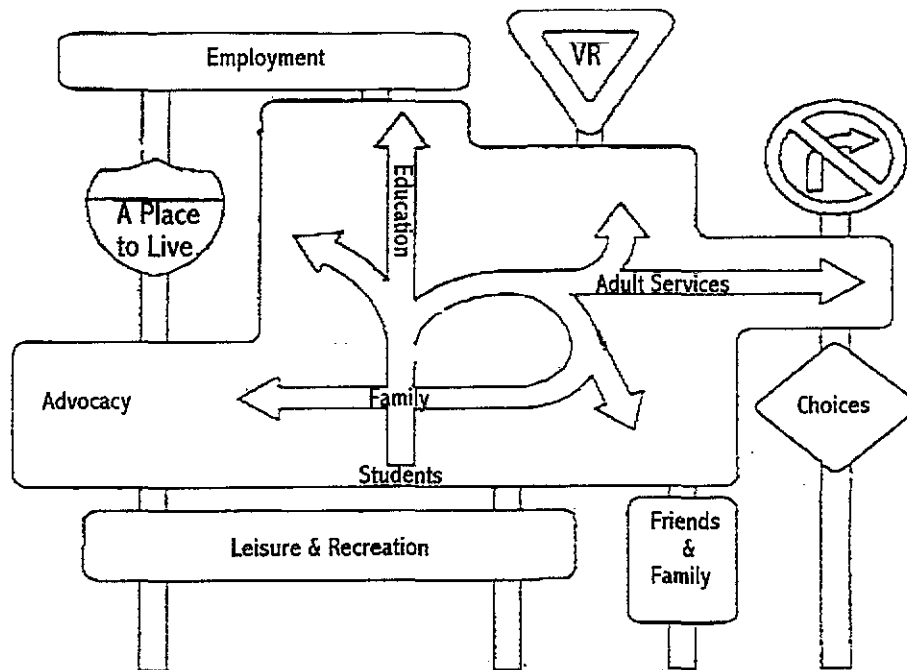
We urge you, in either your position of employment or as a community volunteer, to be aware of the untapped potential of these young people and our hope is that you will share this information with others.

There are a variety of opportunities in the transition process for caring

individuals to get involved. If you are interested we hope you will talk to Marta Hopkins, Stacey Milionis, Kathy Singrey or myself or call one of the names listed on the flyer on the back table.

The transition process is a long journey, but with a Road Map to point the way and with the help of their schools, families, and communities, students with disabilities can navigate the roadways to fulfillment in adulthood.

Road Map of Support Services: School to Life Transition



Resource Guide for Students with Disabilities

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Mission Statement: To coordinate resources and supports that enable students with disabilities to maximize opportunities for school to life transition.

Goals for 1996 School to Life Transition Council:

- Community Resource Guide
- Community Awareness of Transition Council Activities
- Mentor Options with Parents, Students, Schools, and Businesses
- Individual Student Supports

For further information or if interested in becoming involved as a volunteer, please contact Tammy Ummel of North Central Indiana Special Education at 267-2747, Mike Tracy of Bowen Center at 267-7169, or Roger Hyde of COVOH Foundation at 267-6128.

A Family Guide to Transition Planning and Local Resources

Compiled by

THE INDIANA TRANSITION INITIATIVE

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The University Affiliated Program of Indiana
Center for School and Community Integration
Indiana University
2853 East Tenth Street
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In Collaboration with

IN*SOURCE
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And Supported by

The School To Life Transition Council
and
The North Central Indiana Special Education Cooperative
1300 Fisher Avenue
Warsaw, Indiana 46580

THE INDIANA TRANSITION INITIATIVE

The Indiana Transition Initiative (ITI) is a five year statewide systems change grant to increase and improve the quality and availability of transition services for youth with disabilities in Indiana. A primary component of this project is student and family involvement and empowerment in the transition process. This document and the Family Forums being held throughout Indiana represent one of ITI's efforts to provide information, facilitate local networking, and to build local capacity for systems change.

ITI subcontracts with IN*SOURCE to assist students with disabilities and their families to become active participants in transition planning and the design of adult lifestyles. The mission of IN*SOURCE is to provide parents, families and service providers in Indiana the information and training necessary to help assure effective educational programs and appropriate services for children and young adults with disabilities.

Project staff and the IN*SOURCE Family Support Specialists are available to provide assistance and support to Indiana families, school and adult service personnel, and others involved in transition.

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The Center for School and Community Integration (CSCI) is one of three core programs centers supported by the ISDD. An additional four resource centers complement program center activities. The Institute is dedicated to the promotion and maintenance of a seamless system of inclusionary services for individuals with disabilities across the life span. Institute activities include interdisciplinary training, technical assistance, reference information, and applied research.

THE SCHOOL TO LIFE TRANSITION COUNCIL

The School to Life Transition Council is a group of individuals committed to helping young adults with disabilities make a successful transition from the activities of school to the activities of adult living.

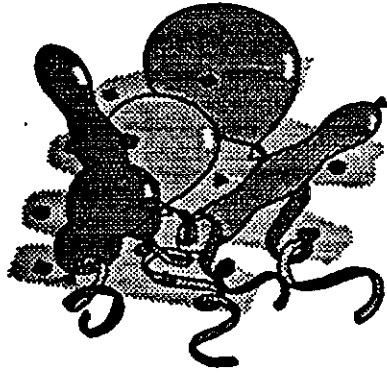
Membership of the council includes students, parents, school personnel, adult service providers, and business and community leaders.

This is a guide for transition services and programming for all students. It may not be a comprehensive manual so please utilize it as a guide for planning the transition process.

A Special Acknowledgment

In the Fall of 1995, three members of the Kosciusko County Community became involved with the School To Life Transition Council. Through the Kosciusko County Leadership Academy, these individuals embraced the vision and goals of the council, by compiling the Local Resources section of this manual. Special thanks is extended to:

Marta Hopkins
Judy Reneker
Kathy Singrey
Stacey Milionis

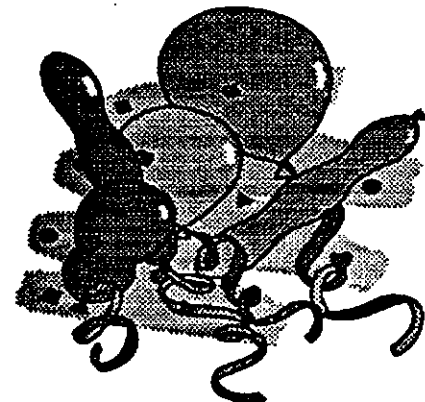


**The future is not something
we enter. The future is
something we create.**

**And creating that future
requires us to make
choices and decisions...**

That all begin with a dream.

Leonard I. Sweet



**Transition
is
more than
an administrative process.**

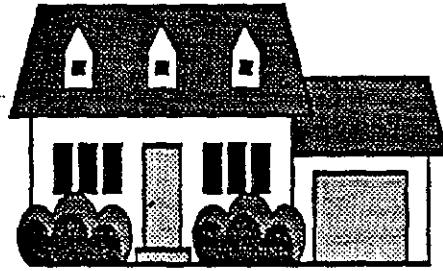
**Rather,
transition is
a value driven approach
to help young people
make a successful entry into life
as full participating adult citizens.**

Daniel Steere (1993)

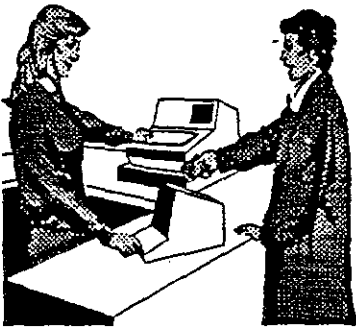
Transition refers to the design of desired lifestyles for youth with disabilities, and the pursuit of desired outcomes through school and non-school experiences. The goal of transition planning is the uninterrupted movement of students with disabilities to post-secondary education and/or community employment, community living, and an integrated adult life. Choice in all of these elements is essential to positive and successful outcomes.

TRANSITION

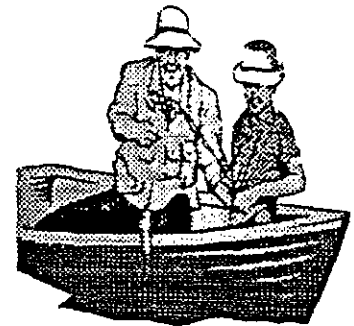
The design of a desired adult lifestyle for students with disabilities. Elements essential to an adult life plan include:



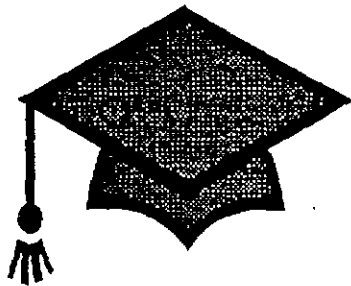
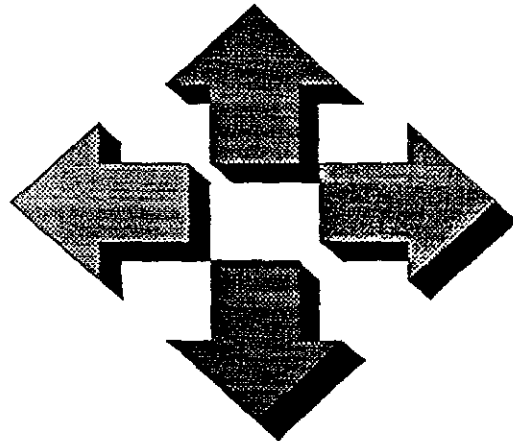
A HOME



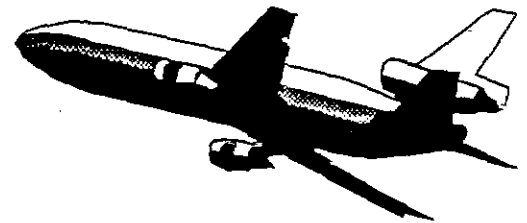
A JOB



FAMILY & FRIENDS



POST-SECONDARY EDUCATION



RECREATION/LEISURE

WHAT ARE SOME TRANSITION REQUIREMENTS?

In order to assist youth with disabilities to achieve their dreams, both students and key support people must begin planning as early as possible. Some legislation recognizes the need for early planning.

In addition to federal legislation (INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA), 101-476), Indiana Law 1789 (effective 7/1/91) directs school corporations and Vocational Rehabilitation Services (VR) to facilitate the movement of students with disabilities from secondary schools to post-secondary education and employment. VR counselors and educators must exchange student information and develop plans for transition beginning the freshman year of high school.

Following is an excerpt from Indiana's Special Education rules detailing when a student must have transition issues addressed in the Individual Education Program (IEP), either as a separated Individual Transition Plan (ITP) or as part of the IEP. The language of this rule is a little confusing, but typically means that the case conference committee should address transition in the plan it designs in the Spring of a student's eighth grade year.

**TITLE 511 INDIANA STATE BOARD OF EDUCATION
ARTICLE 7, RULES 3-16
SPECIAL EDUCATION RULES
EFFECTIVE DATE: MAY 26, 1995**

7-13-4 TRANSITION AND ONGOING ADULT SERVICES Sec.4.(a)

The individual transition plan shall be developed as a part of a student's individualized education program by the case conference committee at the annual case review conducted prior to the year in which nondisabled students of the same chronological age begin to earn credits toward graduation, or earlier if determined appropriate by the case conference committee.

WHEN DOES TRANSITION PLANNING OCCUR?

In light of the rules set out above, transition planning formally begins when the student is in the **eighth grade**. The transition IEP (sometimes referred to as the ITP/IEP) is reviewed and revised annually as part of the IEP process.

Transition planning serves several important functions:

- * Vision of desired outcomes serves as basis for IEP goals and objectives;
- * Introduces the student and family to adult service providers and community resources;
- * Identifies necessary supports for the student to live, work, and recreate in the community;
- * Identifies gaps in the local adult service system; and
- * Provides information to Vocational Rehabilitation and adult service providers about individual needs.

WHO PARTICIPATES IN TRANSITION PLANNING?

The formation of a transition team is part of the transition planning process. The goal of this team is to work together to identify and secure services needed by the student while in high school and post-school. The composition of each student's transition team will vary according to the needs and desires of the student and his or her family.

Families can invite friends and others who know their son or daughter to participate on the transition team. A listing of possible transition team participants includes:

- ◆ STUDENT
- ◆ FAMILY MEMBERS
- ◆ TEACHER(S); ADMINISTRATORS
- ◆ RELATED SERVICE PERSONNEL (e.g., Speech, Occupational, Physical Therapists)
- ◆ VOCATIONAL SPECIALIST; TRANSITION COORDINATOR
- ◆ VOCATIONAL REHABILITATION COUNSELOR
- ◆ GUIDANCE COUNSELOR
- ◆ ADULT SERVICE PROVIDER(S)
- ◆ ADVOCATE(S)
- ◆ PEER(S)

**THE TEAM WORKS TOGETHER TO IDENTIFY AND SECURE SERVICES NEEDED
BY THE STUDENT THAT WILL ENABLE THAT STUDENT TO MAINTAIN
COMMUNITY PRESENCE AND PARTICIPATION AFTER LEAVING HIGH SCHOOL.**

...PARTICIPANTS IN TRANSITION PLANNING...

★STUDENT ★FAMILY ★TEACHER(S)

★TRANSITION SPECIALISTS

★VOCATIONAL SPECIALISTS

★RELATED SERVICES PERSONNEL

★GUIDANCE COUNSELOR

★VOCATIONAL REHABILITATION COUNSELOR

★ADULT SERVICE PROVIDERS

★ADVOCATES ★PEERS

WHAT INFORMATION IS INCLUDED IN A TRANSITION PLAN?

Student success in post-school life should be the focus of the transition plan. Depending on the student's needs, the following issues (while not exhaustive) could be addressed in planning:

- ◆ EMPLOYMENT/VOCATIONAL EDUCATION
- ◆ FRIENDS AND FAMILY RELATIONSHIPS
- ◆ GRADUATION OR SCHOOL EXIT DATE
- ◆ POST-SECONDARY EDUCATION
- ◆ CONNECTIONS WITH MENTAL HEALTH CENTERS
- ◆ TRANSPORTATION
- ◆ INSURANCE
- ◆ MEDICAL NEEDS
- ◆ DRIVER'S EDUCATION TRAINING
- ◆ LEISURE OPPORTUNITIES
- ◆ SELF-DETERMINATION/SELF-ADVOCACY
- ◆ TIME AND STRESS MANAGEMENT
- ◆ MOBILITY/COMMUNICATION NEEDS
- ◆ COMMUNITY LIVING OPTIONS
- ◆ LONG TERM CARE
- ◆ STATE ID CARD
- ◆ INCOME SUPPORT
- ◆ SELECTIVE SERVICE REGISTRATION
- ◆ RELATIONAL ISSUES/PARENTING/SEXUALITY

HOW IS TRANSITION PLANNING CONDUCTED?

While the transition planning process begins informally at a young age (with community participation, household chores responsibilities, etc...), the formal transition planning process generally follows this sequence:

1. **Determine Desired Outcomes** for student using a person-centered planning process (which may include surveys, interviews, interest inventories, circle of support or Personal Futures Planning meetings, etc.) to develop the long-term vision based on the student's dreams for the future.
2. **Define Student's Current Strengths, Interests, and Needs** through profiles, student interviews, interest inventories, former teacher interviews, and family input.
3. **Decide What Activities, Services, and Supports the Student Needs** to achieve his/her goals.
4. **Translate the Vision into Annual IEP Goals and Objectives** which support the student in acquiring the skills, adaptations, resources, information and contacts necessary to achieve the desired outcomes.

The transition team holds transition planning meetings to share information and generate the transition IEP. Generally these meetings are chaired by the student's classroom teacher or a district transition specialist. An even better approach occurs when the student chairs his or her own meeting. A transition IEP meeting agenda might look as follows:

1. Introduce team participants.
2. Review meeting agenda.
3. Review student performance on personal management, leisure, and vocational goals from the previous year's transition IEP.
4. Student/parent(s) indicate preferences for desired transition outcomes. (All recommendations are recorded in a visible manner, preferably on a work sheet designed for this purpose.)
5. Review all locally available adult service options.
6. Make recommendations for the upcoming year's IEP goals and objectives as they relate to the desired transition outcomes.
7. Negotiate student's specific recommendations for services and transition supports.
8. Record recommendations for outcomes, goals and objectives on the transition IEP, designating timelines and responsibilities for each participant.

**“NO ONE HAS A GREATER STAKE IN THE
OUTCOMES OF TRANSITION PLANNING
THAN YOUNG ADULTS WITH
DISABILITIES. THEY SHOULD BE
ACTIVE, PARTICIPATING MEMBERS OF
FORMAL OR INFORMAL TRANSITION
ACTIVITIES AND EFFORTS.”**

*Martin Gould and Nancy McTaggart
Self Advocacy for Transition*



WHAT IS THE ROLE OF THE STUDENT IN THE TRANSITION PROCESS?

- Express opinions and exercise choice.
- Attend transition planning and conference meetings.
- Participate in community transition council activities.
- Take an active role in meetings, such as issuing invitations, facilitating, taking notes, and/or disseminating minutes.
- Listen and be attentive during meetings.
- Be an assertive, tireless self-advocate.
- Participate in self evaluations.
- Be respectful of others in the community, on the job, and at school.
- Gather information about schools and service providers and ask detailed questions along the way.
- Recognize that some jobs, homes, post-secondary education institutions (colleges or universities) and activities are unsatisfactory and not good matches.
- Realize that no job is perfect and that many jobs require some unpleasant work.

From: School to Community Transition: A Planning and Procedure Handbook for Parents and Teachers in LaPorte County 4/92. CSCI



WHAT IS THE ROLE OF THE FAMILY IN THE TRANSITION PROCESS?

- Advocate for functional curriculum that will prepare students for work and community life.
- Include goals for community job training, if related to achieving desired outcomes, in your son/daughter's transition iep.
- Investigate post-secondary education options with your son/daughter and get information about admissions requirements, accessibility, adaptations and supports available to students with disabilities.
- Maintain close communication with teachers throughout the school years.
- Participate in community transition council activities.
- Attend all transition iep conferences.
- Communicate the value of work to your son/daughter.
- Emphasize behaviors that will support employment, post-secondary education and community living.
- Get to know local decision-makers.
- Visit the local rehabilitation center and express preference for good community jobs rather than segregated workshop placements.
- Visit community living providers in the area and express preference for small personalized homes or supported living arrangements.

*From: School to Community Transition: A planning and Procedures Handbook for Parents and Teachers in LaPorte County
1992, CSCI*



TRANSITION PLANNING TIMELINE: STUDENT/FAMILY RESPONSIBILITIES

GENERAL ONGOING PROGRAM DEVELOPMENT RESPONSIBILITIES	TRANSITION IEP MEETING IN SPRING PRIOR TO HIGH SCHOOL	FRESHMAN TRANSITION IEP MEETING	SOPHOMORE TRANSITION IEP MEETING	JUNIOR TRANSITION IEP MEETING	SENIOR TRANSITION IEP MEETING
<ol style="list-style-type: none"> Attend transition workshops/events. Familiarize self with transition topics: community-based programs, work training, vocational training, post-school voc./educational alternatives, supplemental income, adult living options. Complete student/parent transition survey. Plan to attend all Transition IEP meetings and participate in planning and decision making. Sign release of information to Vocational Rehabilitation Services. Ask all questions you have and do not sign what you do not understand. Seek support from friends, advocates, and other parents. 	<ol style="list-style-type: none"> Attend transition orientation/freshman back-to-school night. Complete student/parent survey and bring to Transition IEP conference. Be an active member/decision maker in the Transition IEP. Develop IEP goals and objectives relevant to the transition outcome statements. Select high school courses relevant to the desired transition outcomes. Identify freshman year work training experiences (at least 2), if appropriate. Sign release of information to Vocational Rehabilitation Services. 	<ol style="list-style-type: none"> Attend transition workshops. Obtain and study local transition resource manual (Talk about your vision/dreams with a peer, friend, or adult.) Review and update the transition outcome statements (student's visions/dreams may change). Develop IEP goals and objectives relevant to the transition outcome statements. Select sophomore courses relevant to the desired transition outcomes. Review/select job training suitable to the individual student. 	<ol style="list-style-type: none"> Attend transition workshops. Attend career/college nights to pursue employment or post-secondary options. Visit local community living providers and employment service agencies. Review and update the transition outcome statements (student's vision/dreams may change). Develop IEP goals and objectives relevant to the transition outcome statements. Select Junior courses relevant to the desired transition outcomes. Review/select job training suitable to the individual student. All 18 year old males must register for selective service. At age 18 students are emancipated and their parents are not the legal guardian. At age 18 students may be eligible for SSI on their own income/resources. 	<ol style="list-style-type: none"> Attend transition workshops. Survey post-secondary institutions (explore supports you will need). Access community services. (SSI, Selective Service, support services....) Review/update transition outcome statements. Develop IEP goals and objectives relevant to the transition outcome statements. Select Senior courses relevant to the desired transition outcomes. Identify final job placement and supports. Apply for financial aid for post-secondary school. Request transfer of job support services to employment provider or transfer information to post-secondary school. Set up orientation meeting and make formal application to Vocational Rehabilitation Services. 	<ol style="list-style-type: none"> Make graduation arrangements (i.e. cap, gown, yearbook picture, invitations/announcements). Meet with post-secondary institution representatives and confirm support services. Attend final year/transition exit conference. Assume role as case manager. Respond to graduate follow along surveys conducted by school district.

[Adapted: School to Community Transition Project (1993). Crossroads Rehabilitation Center; Osborn, K. and Wilcox, B. (1992). School to Community Transition Manual]

WHAT IS THE ROLE OF THE SCHOOL IN THE TRANSITION PROCESS?

- Provide integrated education that emphasizes students' involvement with peers without disabilities and focuses on the building of integrated peer support networks.
- Involve students and parents in selecting valued activities for the transition IEP.
- Participate in Community Transition Council activities.
- Provide functional curriculum that emphasizes work, leisure, and personal management activities in a community-based training program.
- Provide curriculum that prepares students with disabilities for post-secondary education.
- Provide a variety of community job training opportunities for all students.
- Develop and disseminate a Transition Manual for students and parents that describes local services.
- Provide parent education and training on current programs and post-high school opportunities.
- Communicate and build ties with the business community.
- Develop individualized student resumes and portfolios.
- Initiate an interagency agreement to establish timelines and responsibility for transition planning activities.
- Ensure that each student graduates with competitive employment or a job that meets supported employment guidelines, if student desires.
- Identify desired transition outcomes and develop a transition plan for each student as part of the IEP process.

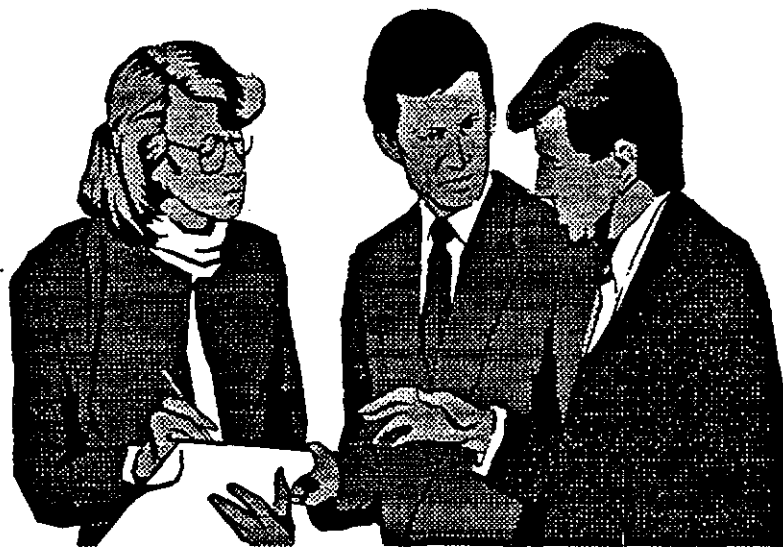
From: School to Community Transition: A Planning and Procedures Handbook for Parents and Teachers in LaPorte County 4/92, CSCI



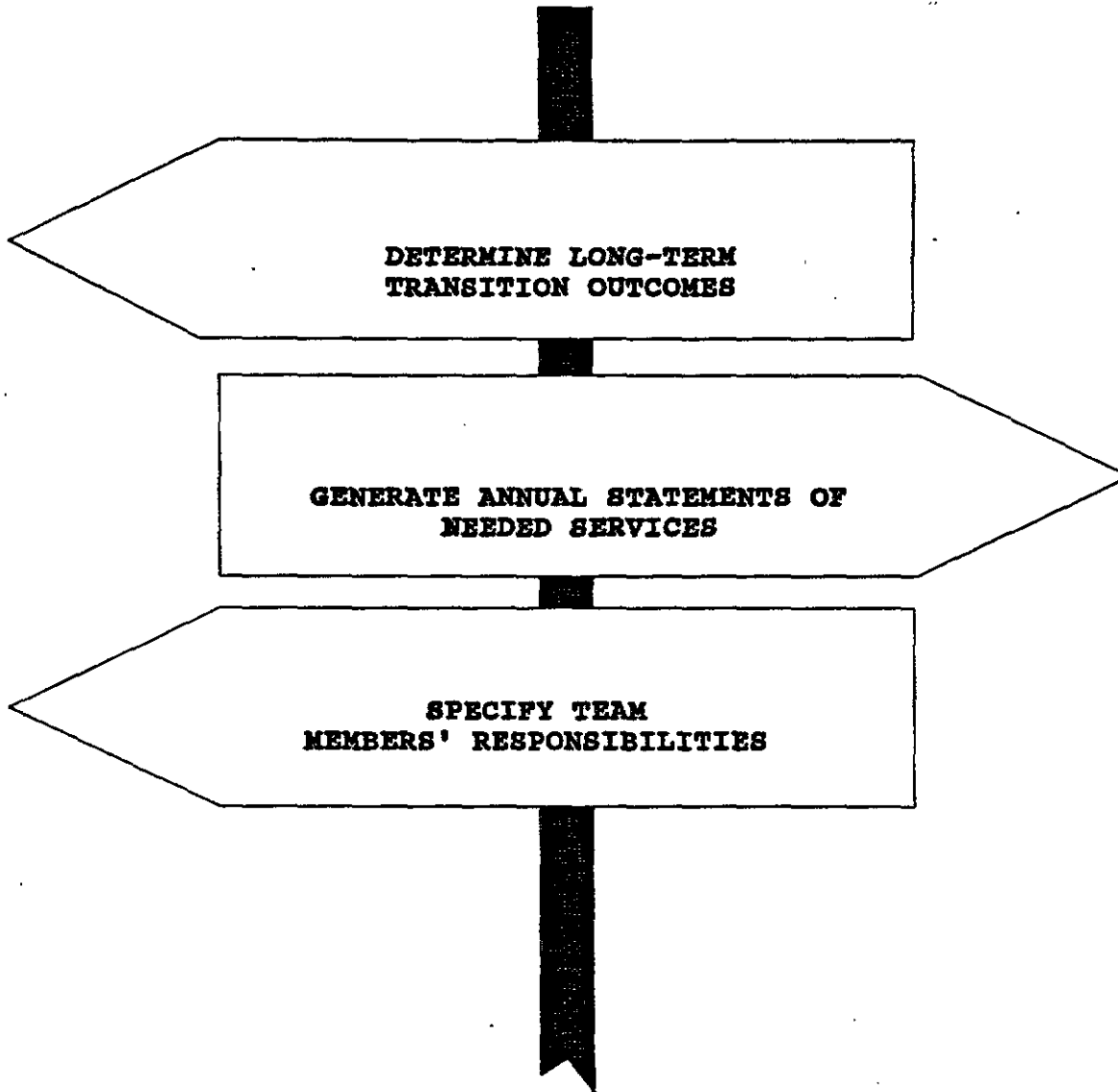
WHAT IS THE ROLE OF ADULT SERVICE PROVIDERS IN THE TRANSITION PROCESS?

- Participate in formal transition planning meetings for high school students; provide requested information and follow through with applications for service.
- Work with school personnel to overlap services during the students' last year.
- Participate in Community Transition Council activities.
- Collect and disseminate information on service recipient outcomes in local services.
- Implement programs that reflect professional best practices and support normalized adult lifestyles for individuals with disabilities. In general, adult service programs should be designed to promote economic self-sufficiency, relationships with non-disabled peers, exercise of choice, development of new skills, and community integration.

From: School to Community Transition: A planning and Procedures Handbook for Parents and Teachers in LaPorte County 4/92. CSCI



TRANSITION PLANNING: THE PROCESS



***VISIONS *NEEDS *STRENGTHS *INTERESTS
*GOALS *SERVICES**

PARENTAL STRATEGIES FOR SUCCESSFUL TRANSITION OUTCOMES

- ☛ See that career planning and/or vocational training is built into your child's transition IEP.**
- ☛ Make sure a transition team is formed to make plans for your child's adult life.**
- ☛ Provide information to the team about your child's interests, skills and dreams (goals).**
- ☛ Encourage school personnel to find, place and train your child in a job (of his/her choice) while in school.**
- ☛ Ask that a Vocational Rehabilitation counselor be present for the transition IEP meeting the year before graduation.**
- ☛ Visit post-secondary colleges and universities with prepared questions regarding admissions requirements, accessibility, accommodations, and available supports.**
- ☛ Visit adult service programs in your area.**
- ☛ Allow your child to be as independent as possible and provide them with opportunities to participate in the community.**
- ☛ Dare to dream and share that dream with the transition planning team.**

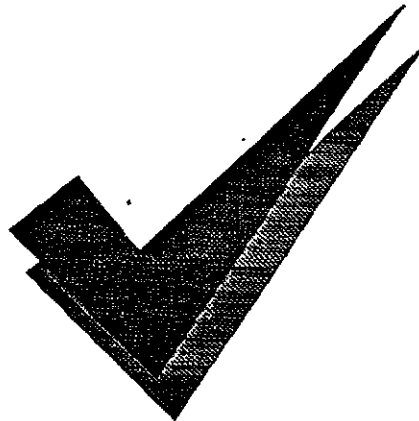
CRITICAL TIMELINES FOR CONNECTIONS WITH LOCAL ADULT SERVICE PROVIDERS

EIGHTH GRADE

Develop Transition IEP
Implement Transition IEP
Determine need for on-going
support(s)

FRESHMAN & SOPHOMORE YEAR:

Update & Implement
Transition IEP



JUNIOR YEAR

Update & Implement
Transition IEP
Invite VRS counselor to case
conference
Apply for VRS services
Transfer information to VRS
Collaborate with adult service
providers

SENIOR YEAR

Update & Implement
Transition IEP
Connect student with adult
service support system
Overlap with adult service
provider in final semester

INDICATORS OF EFFECTIVE TRANSITION PLANNING

- ◆ **Students and parents are primary decision-makers**
- ◆ **Families are actively involved**
- ◆ **There is commitment and involvement of a variety of school staff**
- ◆ **Relevant non-school agencies, services and community resources assist in transition planning**
- ◆ **The transition IEP reflects desired student directed outcomes**
- ◆ **The curriculum offers:**
 - ▶ **Exposure to a variety of career options**
 - ▶ **Post-secondary education preparation**
 - ▶ **Preparation for community living**
 - ▶ **Opportunities to develop friendships with peers**
- ◆ **Students receive instruction in accessing community leisure options and social skills**

ACTIVITIES & EXPERIENCES THAT CAN ASSIST STUDENTS IN ACHIEVING THEIR DESIRED TRANSITION OUTCOMES

COMMUNITY PARTICIPATION

- Become aware of community opportunities
- Develop shopping skills
- Learn to order and dine in a restaurant
- Develop skills to assure personal safety
- Assess vulnerability status
- Learn to use public/alternative transportation
- Obtain a driver's license (if appropriate)
- Obtain a state identification card
- Open and learn to use a bank account
- Learn to schedule appointments
- Identify and learn about adult supports

HOME/COMMUNITY LIVING

- Develop personal care skills
- Develop healthy intimate/sexual behavior
- Develop housekeeping/cooking skills
- Develop budgeting skills
- Identify whom to call and what to do in emergency situations
- Participate in independent living training programs
- Identify persons/services to assist in locating a place to live
- Identify transportation and supports

RECREATION AND LEISURE

- Develop an array of specific skills
- Develop spectator/audience skills
- Identify acceptable dress/behavior
- Identify transportation issues
- Arrange social activities
- Establish exercise routines
- Identify local health/fitness clubs and access them
- Identify possible social supports through family/community
- Identify peers who could become friends & be an escort

JOBS AND JOB TRAINING

- Participate in work/chores at home
- Visit possible employment/job sites
- Become aware of career opportunities
- Develop interpersonal skills for work
- Participate in summer employment
- Identify people/agencies that can assist in a job search
- Apply to vocational rehabilitation
- Identify and arrange for transportation
- Identify and check eligibility requirements for other job supports
- Participate in the vocational education programs available at your school
- Identify skills and supports necessary for choice making regarding jobs

POST-SECONDARY EDUCATION AND TRAINING

- Identify personal learning styles
- Become aware of career interests/options
- Visit colleges/universities/career schools
- Develop a resume and letters of recommendation
- Identify and apply to post-secondary schools
- Identify and determine eligibility requirements for adult support
- Arrange for transportation and housing (if necessary)
- Learn to use a word processing system/computer

GENERAL TRANSITION SKILLS FOR INDEPENDENCE AND SELF-DETERMINATION

- Identify strengths and needs (self-awareness)
- Identify personal learning styles
- Develop self-advocacy skills
- Identify needed accommodations and supports
- develop and review goals annually
- Participate in/chair transition IEP meetings
- Identify adult/community agencies
- Identify laws, policies, and rights
- Ensure high school courses/credits are applicable to desired goals

DATE:

Dear Parents or Guardian,

Enclosed is a copy of a Parent/Guardian Survey which is designed to help you prepare for the initiation or updating of your son's or daughter's Transition IEP.

Transition planning is a critical part of the IEP development at each year's annual case review. In making plans for the future, it is important to consider the student's choices and preferences for adult life. It is recommended that you discuss the issues with your son or daughter when completing this survey.

Please bring this completed survey with you to the annual case review. We look forward to meeting with you!

Sincerely,

E. Where will your son/daughter live immediately after leaving school?

- | | |
|--|--|
| <input type="checkbox"/> parent/relative | <input type="checkbox"/> dorm |
| <input type="checkbox"/> house/apartment independently | <input type="checkbox"/> supervised group home |
| <input type="checkbox"/> house/apartment with support | <input type="checkbox"/> other _____ |

F. Where would you want your son/daughter to be living five years after leaving high school?

- | | |
|--|--|
| <input type="checkbox"/> parent/relative | <input type="checkbox"/> dorm |
| <input type="checkbox"/> house/apartment independently | <input type="checkbox"/> supervised group home |
| <input type="checkbox"/> house/apartment with support | <input type="checkbox"/> other _____ |
| <input type="checkbox"/> skilled nursing group home | |

G. What type of support/help (if any) would be needed for your son/daughter to live where he/she wants?

- | | |
|---|---|
| <input type="checkbox"/> none | <input type="checkbox"/> financial |
| <input type="checkbox"/> full time assistance | <input type="checkbox"/> transportation |
| <input type="checkbox"/> part-time assistance | <input type="checkbox"/> other _____ |
| <input type="checkbox"/> spouse/friend | |
| <input type="checkbox"/> personal aide/equipment (Canine Companion, home modifications) | |

H. After leaving school, what kinds of things would your son/daughter want to do to have fun?

- | | |
|---|--|
| <input type="checkbox"/> travel | <input type="checkbox"/> clubs/organizations |
| <input type="checkbox"/> community recreation | <input type="checkbox"/> health/fitness club |
| <input type="checkbox"/> adult enrichment classes | <input type="checkbox"/> other _____ |

I. What kind of support/help (if any) would be needed for your son/daughter to participate in social activities after leaving school?

- | | |
|--|---|
| <input type="checkbox"/> friend/companion | <input type="checkbox"/> transportation |
| <input type="checkbox"/> special equipment/devices | <input type="checkbox"/> financial |
| <input type="checkbox"/> accessing and planning | |
| <input type="checkbox"/> other (describe) _____ | |

III. Transition Services

A. Agency Involvement

1. Which non-school agencies or services do you feel would be of value in transition planning with your son/daughter?

- | | |
|--|--|
| <input type="checkbox"/> Office of Vocational Rehabilitation | <input type="checkbox"/> advocacy |
| <input type="checkbox"/> Integrated Field Service | <input type="checkbox"/> Social Security |

PARENT/GUARDIAN SURVEY

(To Be Used in Conjunction with Transition Planning and IEP Development)

I. General Information

A. Student: Name _____ Birth date _____
Address: _____

B. Respondent: Name _____ Phone #: _____
Address: _____

II. Desired Outcome

A. When do you plan on your son/daughter finishing high school?
___ 4 Years ___ Age 21 Other (describe) _____

B. What type of employment situation do you think would be best for your son/daughter?
___ work independently ___ work with support
___ other (describe) _____

C. What kind of support/help would be needed by your son/daughter to be employed after leaving high school?
___ career counseling ___ on the job training
___ job placement ___ long term support
___ transportation ___ not sure
___ special equipment/devices (switches, communication boards, computer)

D. Would your son/daughter want to go on to school or further training after leaving high school?
___ yes ___ no ___ not sure

If yes, please indicate:

___ technical school ___ college or university
___ business school ___ adult education classes
___ on the job training experiences ___ other _____

What help (if any) would (s)he need?

___ adapted course work ___ individual tutor
___ career placement/counseling ___ financial assistance
___ equipment/devices (computer, communication board)
___ other (describe) _____

___ service providers: () vocational () residential
___ other (describe) _____

2. With which non-school agencies or community services are you currently in contact?

___ Vocational Rehabilitation ___ advocacy
___ Developmental Disabilities Services ___ Social Security
(Division of Disability, Aging and
Rehabilitative Services)

___ service providers: () vocational () residential
___ other (describe) _____

B. Anticipated Services Needed

1. Of which of the following services are you currently in need?

___ a. employment placement ___ b. income support
___ c. medical services ___ d. transportation
___ e. residential ___ f. guardianship
___ g. other (describe) _____

2. Which of the following services do you anticipate your son/daughter needs after (s)he leaves high school?

___ a. employment placement ___ b. income support
___ c. medical services ___ d. transportation
___ e. residential ___ f. guardianship
___ g. other (describe) _____

C. What are your greatest concerns for your son/daughter after (s)he leaves high school?

IV. Curriculum Priorities

A. Home Skills

1. In what activities does your son/daughter participate at home, and how independent is (s)he in these activities?

<u>Activity</u> (Ex. Makes own bed.)	<u>Independence</u> (Ex. Independent - Needs no help)
_____	_____
_____	_____
_____	_____

2. Check home skills in which your son/daughter needs instruction.
- a. appropriate dressing/clothing choice
 - b. clothing care
 - c. meal preparation
 - d. housekeeping
 - e. hygiene/grooming
 - f. home safety
 - g. leisure
 - h. budgeting
 - I. other (describe) _____

B. Community Skills

1. In what community activities does your son/daughter participate, and how independent is (s)he in these activities?

<u>Activity</u>	<u>Independence</u>
Ex. Shops for groceries)	(Ex. Semi-Ind.-Shops for only 1-2 items)
_____	_____
_____	_____
_____	_____

2. In what community activities do you want your son/daughter to be able to participate?

- a. public transportation
- b. grocery shopping
- c. mall/store shopping
- d. restaurants
- e. street crossing
- f. health services
- g. public recreation facilities
- h. public service agencies (post office, bank, job service, etc.)
- I. other (describe) _____

C. Recreational/Leisure

1. In what recreation/leisure activities does your son/daughter participate, and how independent is (s)he in these activities?

<u>Activity</u>	<u>Independence</u>
(Ex. Plays cards with sister)	(Ex. Semi-Ind.-Cannot shuffle or deal)
_____	_____
_____	_____

2. In what recreation/leisure activities do you want your son/daughter to participate?

- a. attend movies
- b. attend family outings
- c. attend spectator events
- d. participate in sports
- e. use the library
- f. attend concerts/plays
- g. travel
- h. other (describe) _____

D. Mobility

1. How does your son/daughter get around the community, and how independent is (s)he in this area?

2. What forms of transportation would you like to see your son/daughter use to get around the community?

- | | |
|--|--|
| <input type="checkbox"/> a. own car | <input type="checkbox"/> b. family car |
| <input type="checkbox"/> c. friends/family | <input type="checkbox"/> d. city bus |
| <input type="checkbox"/> e. walking | <input type="checkbox"/> f. taxi |
| <input type="checkbox"/> g. car pools | |
| <input type="checkbox"/> h. other (describe) _____ | |

E. Vocational

1. What work demands are being placed on your son/daughter at home. Does (s)he like these jobs, and how independent is (s)he in doing them?

<u>Work Demand</u>	<u>Reaction</u>	<u>Independence</u>
(Ex. Carries out trash)	(Doesn't complain)	(Ind. - Needs no help)

2. What kind of work do you think would be interesting/enjoyable to your son/daughter?

3. What kind of work do you think would be objectionable to your son/daughter?

4. In what kind of work would you object to your son/daughter participating (if any)?

STUDENT TRANSITION SURVEY

This survey is designed to help the school determine what type of education will be needed to help you achieve your goals for life after graduation. It will be used to develop a long-range plan (called an Individual Transition Plan or ITP) which will be discussed at your yearly IEP meeting.

YOUR NAME: _____

TODAY'S DATE: _____ YOUR AGE: _____

YEAR OF GRADUATION/EXIT: _____

CHECK HERE:

_____ DIPLOMA _____ CERTIFICATE OF COMPLETION

1. What kind of work or education do you hope to see yourself in after graduation? (Check all that apply)

full-time part-time

_____ _____ university or college
_____ _____ technical school
_____ _____ vocational training
_____ _____ competitive employment
_____ _____ military service/National Guard
_____ _____ run my own business

2. Would you be willing to postpone leaving high school to get additional education or training?

_____ yes _____ no _____ don't know

3. Is there a particular kind of work or education in which you are currently interested? If so, name:

4. **Where do you hope to ultimately live as an adult?**

_____ renting a home/apartment

_____ in subsidized housing

_____ owning a home/apartment

_____ in a spouse's home

_____ with parents or relatives

_____ in a friend's home

_____ other (describe) _____

5. **Is there a particular neighborhood, city, or locality where you hope to live?**

If so, describe:

6. **What types of community activities do you hope will be available to you as an adult? (Check all that apply or leave blank if you don't know or don't want to answer.)**

Membership in organizations and clubs. Name, if possible

Community recreational activities. Name, if possible

Cultural or religious group memberships. Name, if possible

Participation in continuing education programs. Name if possible

Political participation or voting. Name type of participation if possible

Other (describe) _____

7. Check any of the following services that you feel would be helpful to you in achieving your goals?

A. Career Planning

___ vocational/technical school visit

___ employer meeting

___ college visit

___ military recruiting office presentation

___ job or career shadowing

___ other (describe) _____

B. Academic Instruction

___ English

___ social studies

___ mathematics

___ science

___ college entrance exam

___ military service entrance exam

___ foreign language (as required)

___ other (describe) _____

C. Vocational Instruction

___ on the job training experience (non-paid)

___ technical school

___ business education

___ marketing education

_____ trade school

_____ other _____

D. Work and Community Experiences

_____ in-school work experience

_____ summer job

_____ paid community work experience

_____ volunteer work

_____ public transportation usage

_____ other _____

E. Other Transition Services

_____ vocational interest/ability assessment

_____ assistive tech/adaptive devices (wheelchair, van,
Canine Companion, computer assisted technology)

_____ vocational rehabilitation service

_____ job placement services

_____ post sec. ed. support

_____ social support

_____ post employment support

_____ medical needs/therapies

_____ guardianship/advocacy

_____ residential services

_____ income support

_____ other _____

THE IMPORTANCE OF KEEPING RECORDS

Parents and students often find working with adult service providers a confusing and time-consuming process. Many organizations may have to be contacted before an effective transition plan can be developed and implemented. Whenever possible, this process should begin during a student's high school years and involve the special education staff, who can be of considerable assistance. It is also extremely important for parents and students to develop a record-keeping system to keep track of which organizations have been contacted and what information has been gathered. Following are some suggestions for developing such a system.

Before the youth leaves the public school system, he or she should obtain a record of all high school transcripts, evaluations, tests, and therapists reports. These records may be needed when coordinating adult services. Since schools do not keep student records forever, it is important to have your own copies.

Also keep records of any on-the-job training reports or other work experiences the youth in transition has had. Request letters of recommendation from any previous employers and keep these letters in your files.

Keep accurate notes of all telephone conversations you have with agency personnel and person with whom you spoke. Don't try to rely on your memory.

An example of the type of information you might record is shown on the next page. Use the chart to record your information or you can easily type or write the headings on a sheet of paper and photocopy that sheet many times.

Many people record each conversation on a separate piece of paper. They also file conversations with one agency together, such as putting records of contacts with Vocational Rehabilitation Services personnel in one file folder or three ring binder.

Use file folders to hold any brochures or other handouts you are given by an organization. Organize the folders alphabetically for easy reference.

Always keep a copy of any letters you write to an agency. Keep all letters they write to you.

Periodically go through your records. This will refresh your memory about organizations you still need to call or issues that are pending.

The information is adapted from: NICHCY. Transition Summary, Number 7, September 1991. Options after High School for Youth with Disabilities.

INDIANA STATE RESOURCES

<p>CEREBRAL PALSY United Cerebral Palsy of Central IN. 615 N. Alabama, Room 322 Indianapolis, IN 46204 (317) 632-3561</p>	<p>DEVELOPMENTAL DISABILITIES PLANNING COUNCIL Governor's Planning Council for People with Disabilities 143 West Market Street, Suite 404 Indianapolis, IN 46204 (317) 232-7770</p>
<p>HEAD INJURY Indiana Head Injury Foundation 5506 E. 16th Street, Suite B5 Indianapolis, IN 46218 (317) 356-7722</p>	<p>INDIANA ASSOCIATION FOR PERSONS IN SUPPORTED EMPLOYMENT IN-APSE c/o ISDD 2853 East Tenth Bloomington, Indiana 47408 (812) 855-6508</p>
<p>INDIANA ASSOCIATION OF REHABILITATION FACILITIES IN-ARF 615 N. Alabama Street, Suite 105 Indianapolis, Indiana 46204 (317) 634-4957</p>	<p>INDIANA EASTER SEAL SOCIETY IN Easter Seal Society 8425 Keystone Crossing, Suite 190 Indianapolis, IN 46240 (317) 254-8382</p>
<p>INDIANAPOLIS RESOURCE CENTER FOR INDEPENDENT LIVING IRCL Craig Street, Suite 130 Indianapolis, Indiana 46250 (317) 596-6449</p>	<p>THE INDIANA CHAPTER FOR THE ASSOCIATION OF PERSONS WITH SEVERE HANDICAPS IN-TASH 401 North Park Avenue Indianapolis, Indiana 46202 (317) 638-7759</p>

<p align="center">LEARNING DISABILITIES</p> <p align="center">Learning Disabilities Association of IN P.O. Box 20584 Indianapolis, IN 46220 (317) 898-5751</p>	<p align="center">MENTAL HEALTH [Disability Agency]</p> <p align="center">IN Alliance for the Mentally Ill P.O. Box 22697 Indianapolis, IN 46222 (317) 236-0056</p>
<p align="center">MENTAL HEALTH [Disability Agency]</p> <p align="center">Mental Health Association in Indiana, Inc. 5 Monument Circle, Suite 700 Indianapolis, IN 46204 (317) 638-3501</p>	<p align="center">MENTAL RETARDATION [Disability Agency]</p> <p align="center">ARC of INDIANA 22 East Washington Street, Suite 210 Indianapolis, IN 46204 (317) 632-4387</p>
<p align="center">OFFICE OF STATE COORDINATOR OF VOCATIONAL EDUCATION FOR STUDENTS W/DISABILITIES</p> <p align="center">325 West Washington Street Indianapolis, IN 46204 (317) 232-1829</p>	<p align="center">PARENT TEACHER ASSOCIATION (PTA)</p> <p align="center">Indiana Congress of Parents and Teachers, Inc. 2150 Lafayette Road Indianapolis, IN 46222 (317) 635-1733</p>
<p align="center">PARENT TRAINING & INFORMATION ORGANIZATION IN*SOURCE</p> <p align="center">809 N. Michigan South Bend, IN 46601 (219) 234-7101 (800) 332-4433</p>	<p align="center">PARENT TRAINING & INFORMATION ORGANIZATION</p> <p align="center">Indiana Parent Information Network 4755 Kingsway Drive, Suite 105 Indianapolis, IN 46205 (317) 257-8683</p>
<p align="center">PROGRAMS FOR CHILDREN WITH SPECIAL HEALTH CARE NEEDS</p> <p align="center">Children's Special Health Care Services State Department of Health 1330 West Michigan St, P.O. Box 1964 Indianapolis, IN 46206 (317) 633-0273</p>	<p align="center">PROJECTS FOR PERSONS WITH DISABILITIES, INC.</p> <p align="center">COVOH (Council of Volunteers and Organizations for Hoosiers w/Disabilities) 445 North Pennsylvania Street, Suite 414 Indianapolis, IN 46204 (317) 262-8632 (800) 262-8630</p>

<p>PROTECTION AND ADVOCACY AGENCY Indiana Advocacy Services 850 North Meridian Street, Suite 2-C Indianapolis, IN 46204 (317) 232-1159/0 (800 622-4845 (in IN))</p>	<p>SPEECH AND HEARING [Disability Agency] IN Speech-Language-Hearing Association P.O. Box 520 Zionsville, IN 46077 (317) 873-4680</p>
<p>SPINA BIFIDA DISABILITY AGENCY Spina Bifida Association of IN P. O. Box 1935 South Bend, IN 46634 (219) 234-3240</p>	<p>STATE DEPT. OF EDUCATION: SPECIAL EDUCATION Indiana Division of Special Education State House, Room 229 Indianapolis, IN 46204 (317) 232-0570</p>
<p>STATE MENTAL HEALTH AGENCY Division of Mental Health 402 West Washington St., Room W341 Indianapolis, IN 46204 (317) 232-7845</p>	<p>STATE MENTAL HEALTH REP. FOR CHILDREN AND YOUTH Division of Mental Health 402 West Washington St., Room 353 Indianapolis, IN 46204 (317) 232-7934</p>
<p>STATE MENTAL RETARDATION PROGRAM Bureau of Developmental Disabilities Division of Disability, Aging and Rehabilitative Services 402 West Washington St., P.O. Box 7083 Indianapolis, IN 46204 (317) 232-7832</p>	<p>STATE VOCATIONAL REHABILITATION AGENCY Vocational Rehabilitation Services Division of Disability, Aging and Rehabilitative Services 402 West Washington St., Box 7083 Indianapolis, IN 46204 (317) 232-1319</p>
<p>UNIVERSITY AFFILIATED PROGRAMS Institute for the Study of Developmental Disabilities-Indiana University 2853 East Tenth Street Bloomington, IN 47408 (812) 855-6508 (800) 437-7924</p>	<p>UNIVERSITY AFFILIATED PROGRAMS Riley Child Development Center Indiana Un. School of Medicine James Whitcomb Riley Hospital for Children 702 Barnhill Drive, Room 5837 Indianapolis, IN 46202 (317) 274-8167</p>

Developmental Disability - (Federal Definition P.L. 95-602) Developmental Disability means a severe, chronic disability of a person which is attributed to (1) A mental or physical impairment or to a combination of impairments that is manifested before the age of 22; (2) is likely to continue indefinitely; (3) results in substantial functional limitations of 3 or more life functions in the following areas: self care, language, learning, mobility, self-direction, capacity for independent living, and economic self-sufficiency.

Dexterity - Skills in using fingers, hands, arms, shoulders, sometimes in combination with other body parts.

Diagnostic Test - Test used to locate an individual's specific areas of strength or weakness.

Earned Income - A Social Security term. Refers to money a person with a disability earns for performing work.

Ecological Assessment - Framework for assessment and intervention using actual environments and activities in typical locations.

Employability - Factors that determine whether an individual can be placed on a job and whether the individual can keep the job once placed.

Employment Specialist - Provides individualized one-to-one assistance in job placement, travel training, skill training at the job site, and ongoing support, and long-term assessment (see also Job Coach).

Enclave Model - A small self-contained group of persons (usually six to eight) with disabilities employed in an industry to work beside co-workers without disabilities.

Follow-along/Follow-up - A component of supported employment services that involves ongoing support of a person on and/or off their job site which begins after the worksite training is completed.

Functional Assessment - Used to measure ability, competence, or preference.

Functional Living Skills Assessment - Skills, interests, and values related to functioning in the home and community.

Gainful Employment - Includes employment in one of the following: competitive labor market, supported employment, or homebound work. Work is performed for living wage and typical benefits.

TRANSITION TERMS

Academic Achievement - Results of learning or teaching.

Activities of Daily Living (ADL) - Behavior necessary for daily self-care.

Adaptive Behavior - Use of basic skills in daily life activities.

Admission evaluation - Interview before the individual enters a given program. Purpose is to find out if the individual can benefit from the service.

Adult Service Agency - Federal, state or locally funded agency (with written policies and procedures) that provide services to adults and children. (e.g. Vocational Rehabilitation Services (VRS), Bureau of Developmental Disabilities Services (BDDS), Noble Centers, Inc., etc...).

Aptitude - Talent and ability in a particular area.

Assistive Technology (device) - Any item or piece of equipment that is used to increase, maintain, or improve abilities of individuals with disabilities.

Career Assessment - Information that will help in developing educational goals and skills related to employment and community living.

Case Manager - Individual who arranges, services, ensures that clients progress through the process, completes reviews, and (may) maintains fiscal responsibility.

Community-Based Programs - Programs for individuals with disabilities that are located within the individual's community.

Community Resources - Public or private agencies, schools or programs offering services to people.

Curriculum Based Vocational Assessment (CBVA) - Various test to determine the career development and vocational instruction needs of students based on preferences in course content and curriculum; identification of students' career/vocational strengths and weaknesses.

JTPA - The Job Training Partnership Act of 1982; the human resources and training program for youth and adults which are funded by this law.

Job Tryout - A temporary job placement designed to provide real work experiences and community contacts.

Learning Style - The way in which an individual learns new material. Learning style is usually defined in terms of the sensory modalities (e.g., visual, auditory, tactile, and kinesthetic).

Life Skills Assessment - Person's ability to successfully cope in a number of areas.

Medicaid - A health assistance program to help pay for medical bills for those who cannot afford to buy medical insurance. This program is for income qualified, aged, disabled, blind or members of a family with dependent children.

Medicare - A federal health insurance program administered by the Social Security Administration to help pay for medical bills for those over 65 years of age, regardless of income. Persons with disabilities may be eligible if they have received SSDI benefits for a minimum of 2 years.

Mobile Work Crew - A self-contained employment model in which an individual works in a community-based job site either alone or as part of a small work crew having no more than eight individuals with disabilities. A work supervisor is usually responsible for this small crew.

Natural Supports - The use of coworkers, employers, and other naturally occurring sources of assistance to assist an individual in an integrated, community-based employment setting.

On-The-Job Evaluation - Performance of actual job duties in a real work situation.

On-The-Job Training - Situation in which the individual, under supervision, learns to perform the job tasks.

Personal Futures Planning- A creative process designed to help a group of people craft a life of meaning and contribution for the person who is the focus of planning. It is an ongoing process of mutual education, discovery and adventure that should inspire people to act on behalf of the person with a disability (Beth Mount).

Habilitation - Services provided to individuals with developmental disabilities to assist them in achieving the highest possible level of independence.

Independent Living Skills - Basic skills needed to successfully function to the greatest extent possible, in the least restrictive environment.

Individualized Transition Plan (ITP) - A plan which includes long-term goals and short-term objectives including (a) timelines, (b) measurable expected outcomes, and (c) identification of persons who are responsible for teaching and monitoring the plan to ensure that the goals and objectives are met.

Integrated Work Setting - Community work setting with opportunities for work and non-work interactions with co-workers who are not disabled.

Interest - Preference or curiosity about some activity.

Inventory - A questionnaire or checklist, designed to gather information about an individual.

Job Analysis - Job analysis identifies and describes, (a) what the worker does, (b) how the work is done, (c) results of the work and (d) the workers characteristics.

Job Cluster - Related occupations based on similar job requirements.

Job Coach - Provides individualized one-to-one assistance in job placement, travel training, skill training at the job site, ongoing assessment, and long-term assessment (see also Employment Specialist).

Job Development Specialist - An individual who contacts businesses and industries for the purpose of placing individuals in competitive employment or on-the job training sites.

Job Exploration - Exposure to work experiences and occupational information intended to increase knowledge of the world of work.

Job Matching - Comparing a person's skills to the job requirements.

Job Modification - Job is altered to meet the needs or abilities of a particular worker.

Job Shadowing - Where an individual will observe a worker doing a particular job to better understand and gain information about that job.

Person Centered Planning- A tool or process whereby people supporting an individual (e.g. service providers, educators, family, community members) customize services based on individual interests and needs.

Placement Specialist - Professional who assists in job placement.

Reasonable Accommodation (Employment) - Any change or adjustment that permits a qualified person with a disability to (a) apply for a job, (b) perform the essential functions of a job, (c) enjoy the benefits and privileges of employment equal to employees without disabilities.

Rehabilitation Counselor - A professional who helps persons deal with the personal, social and vocational impact of their disabilities.

Self-Determination - Making decisions according to one's own mind and will.

Sheltered Workshop - Provides transitional and/or long-term employment in a controlled and closed, segregated working environment. Typically, workers are paid at much lower rates than would be received in community jobs. The agency operating a sheltered workshop may also provide vocational evaluation, work adjustment, and supported employment services.

SSI (Supplemental Security Income) - Monthly federal assistance money to children or adults with disabilities to enable them to be more independent. There is eligibility criteria to receive this money.

Supported Employment or Supported Work - Paid employment for individuals with severe disabilities. All supported employment programs take place in integrated work settings, with on-going job site support provided by professional staff and/or work site personnel setting.

Task Analysis - The breakdown of a particular job into its component work activities.

Transition Individualized Education Plan (IEP) - A plan for high school students (or those soon to be high school students) which includes statements of desired transition or post-school outcomes, and goals and objectives to achieve those outcomes. This plan combines what have typically been referred to as the IEP and ITP.

Vocational Assessment - A comprehensive process, with the purpose of identifying the individual characteristics, education, training, placement needs and individual desires that serves as the basis for planning an educational program, and which provides insight into vocational plans.

Vocational Education - Educational programs that prepare for paid employment in occupations requiring other than a baccalaureate or advance degree.

Vocational Training - Acquisition of job-specific skills, in preparation for competitive employment.

Work History - Cumulative paid or unpaid employment experiences, including job titles, job requirements, work environments and specific duties performed by an individual.

TITLE 511 INDIANA STATE BOARD OF EDUCATION
ARTICLE 7, RULES 3-16

SPECIAL EDUCATION RULES
EFFECTIVE DATE: MAY 26, 1995

511 IAC 7-13-3 Secondary programs
511 IAC 7-13-4 Transition and ongoing adult services
511 IAC 7-13-5 Related Services

511 IAC 7-13-3 Secondary programs

- Sec. 3. (a) The chronological age range in programs providing full-time special education instruction at the secondary level cannot exceed eighty-four (84) months, or seven (7) years.
- (b) The length of the instructional day for secondary level special education students must be the same as the instructional day for secondary level general education students in the school building where the program is located, unless the case conference determines otherwise.
- (c) At a student's annual case review prior to the school year in which nondisabled students of the same chronological age begin to earn credits toward high school graduation, the case conference committee shall determine:
- (1) whether the student with disabilities will pursue high school graduation and a diploma by earning credits for academic, special education, or vocational courses; or
 - (2) whether the student would benefit from an educational, vocational, and employment training program which is noncredit in nature.
- (d) Students enrolled in special education shall, provided the minimum credit requirements are met, receive a diploma which is not differentiated from the diploma received by nondisabled students. Students enrolled in special education who are unable to earn credits for a high school diploma shall receive a certificate of achievement upon completion of the public school educational program. If the local school corporation provides a graduation ceremony or service for non-disabled students, students with disabilities shall participate in the same ceremony, unless otherwise indicated by the student's case conference committee.

511 IAC 7-13-4 Transition and ongoing adult services

- Sec. 4. (a) The individualized transition plan shall be developed as a part of a student's individualized education program by the case conference committee at the annual case review conducted prior to the school year in which non-disabled students of the same chronological age begin to earn credits toward high school graduation, or earlier if determined appropriate by the case conference committee. The student shall be invited to participate in the case conference committee meeting and all subsequent case conference committee meetings if the purpose of the meeting is the consideration of transition services. If the student does not attend, the case conference committee shall take other steps to ensure the student's preferences and interests are considered
- (b) The individualized transition plan shall be a part of the individualized education program, shall guide development of the IEP, and shall include a statement of needed transition services that promotes movement from school to post-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, and community participation. The individualized transition plan shall:
- (1) include a coordinated, sequential set of activities, measures of assessment, and exit criteria based on the student's needs, taking into account the student's preferences and interests, and include:
 - (A) instruction;
 - (B) community experiences;
 - (C) the development of employment and other post-school adult living objectives; and
 - (D) if appropriate, acquisition of daily living skills and functional vocational evaluation. If the case conference committee determines that services are not needed or no longer needed in one or more areas specified in (1) (A)-(C) above, the individualized transition plan must include a statement to that effect and the basis upon which the determination was made.
 - (2) indicate whether there is an expectation that the student will need ongoing adult services upon graduation or upon exiting the educational program;

- (3) define and project desired post-school outcomes in postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, and community participation; and
 - (4) include the individuals and agencies responsible for implementing the activities and services, and, if appropriate, a statement of each public agency's responsibilities, or linkages, or both, before the student leaves the school setting.
- (c) Nothing in this rule shall relieve any participation agency, including a State vocational rehabilitation agency, of the responsibility to provide or pay for any transition services that the agency would otherwise provide to students with disabilities who meet the eligibility of that agency.
- (d) The individualized transition plan shall be reviewed and revised as appropriate on at least an annual basis, concurrently with the overall individualized education program.
- (e) If an identified agency, other than the public school corporation, fails to provide agreed upon services, the public school shall convene the case conference committee to identify alternative strategies to meet the transition objectives.
- (f) If the case conference committee, at the annual case review specified in subsection (a), determines a student will likely benefit from ongoing adult services, the case conference committee will at that time:
 - (1) review the adult services available and present information on those services in writing to the parent; and
 - (2) request the parent provide written consent to transfer information from the student's educational record to the office of vocational rehabilitation to be entered into that agency's tracking system.
- (g) Within thirty (30) calendar days after written consent is received or by June 1 of the school year in which the annual case review specified in subsection (a) is conducted, whichever is earlier, the special education planning district shall transmit the following information to the appropriate office of vocational rehabilitation.
 - (1) The student's name, address, county of residence, social security number and birthdate.

- (2) The student's reported disability or disabilities.
 - (3) The student's projected final year in the educational program.
- (h) The following conditions may prevent the case conference committee from complying with the provisions of subsection (a), in which instance the case conference committee shall comply with subsection (a) within thirty (30) days from the date the existence of the condition becomes known. These conditions are as follows:
- (1) the student with disabilities transferred to the school corporation after the year set forth in subsection (a).
 - (2) The student is identified as disabled and enrolled in special education after the year set forth in subsection (a)
 - (3) It is determined by a case conference committee subsequent to the year specified in subsection (a) that the student with disabilities will likely benefit from ongoing services.
- (I) In addition to the case conference committee membership required by 511 IAC 7-12-1 (e), a counselor from the office of vocational rehabilitation shall receive adequate notice of and an invitation to attend the annual case review conducted in the school year prior to the projected final year of school for students who:
- (1) are likely to benefit from ongoing adult services; and
 - (2) live in the county or zip code area served by that area office.
- (j) The invitation to the counselor from the office of vocational rehabilitation shall include the name, address, age, and reported disability of the student for whom the annual case review is scheduled. This information shall serve as an official referral to the office of vocational rehabilitation. The case conference committee shall review orally and in writing the adult services that may be provided and the process to be followed to access those services.
- (k) the requirements of this section apply to students in residential placements.

511 IAC 7-13 Related services

Sec. 5.(a) The public agency shall provide related services to a student identified as disabled under this article if the case conference committee determines the student requires the related services in order to benefit from special education.

(b) Related services include, but are not limited to, the following:

- (1) Audiological services.
- (2) Counseling.
- (3) Early identification.
- (4) Medical services for evaluation.
- (5) Occupational therapy.
- (6) Parent counseling and training.
- (7) Physical therapy.
- (8) Psychological services.
- (9) Recreation.
- (10) School health services.
- (11) Social work services in school.
- (12) Transportation.
- (13) Rehabilitation counseling.
- (14) Other supportive services.

References

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Mount, B. & Zwernik, K. (1988). It's never too early. It's never too late. Metropolitan Council, Mears Centre, 230 East Fifth Street, St. Paul, Minnesota 55101.

Kent State University. (1992). Effective transition planning: A guide for parents and professionals

NICHY. (Sept. 1991). Transition summary. Options after high school for youth with disabilities.

Osborn, K. & Wilcox, B. (1992). School to community transition: A planning and procedures handbook for parents and teachers in LaPorte County. Institute for the Study of Developmental Disabilities. Indiana University, Bloomington, IN.

Panzer, S. & Gajewski, R. (1993). Life after high school: More than just a job. School to Community Transition Project, Crossroads Rehabilitation Center, Indianapolis, IN.

Steere, D. (1993). A training guide to implementing comprehensive transition services for youth with disabilities. Middletown, CT.: Connecticut Department of Education.

KOSCIUSKO COUNTY AREA

RESOURCE LISTING

Ablenet, Inc
Accessing Technology Through Awareness In Indiana (ATTAIN)
Alternative Learning Center
American Heart Association
Anthony Wayne Area Council Boy Scouts of America
Association For Retarded Citizens of Indiana
Autism Services Center
Baker Youth Clubs (Baker Boys' Club and Baker Girls' Clubs - A United Way Agency)
Bearnan Home Shelter (Kosciusko County Shelter for Abuse, Inc.)
Big Brothers Big Sisters of Northeast Indiana
Blind & Physically Handicapped Services Talking Books/Elkhart Public Library
The Bowen Center
Boys Girls Club of Kosciusko County (A United Way Agency)
Cardinal Center, Inc.
Crossroads/Fort Wayne Children's Home
Driver Rehabilitation Services, Inc.
Heartline Pregnancy Center, Inc.
Home Health Care Services of Kosciusko County - A Division of Kosciusko Community Hospital
(A United Way Agency)
Home Health Care Services of Kosciusko County Hospice - A Division of Kosciusko Community
Hospital (A United Way Agency)
Indiana Alliance For The Mentally Ill
Indiana Lakeland Girl Scout Council
Indiana Lakes Area Youth For Christ
Indiana Protection & Advocacy Services
Indiana School For The Deaf
The Indiana Soldiers' and Sailor's Children's Home
Indiana United Methodist Children's Home, Inc.
Indiana University South Bend Dental Education Clinic
Kosciusko County Extension Office
Kosciusko Area Bus Service (KABS)
Kosciusko Community YMCA (A United Way Agency)
Kosciusko County Health Department
Kosciusko County Office of the Division of Family and Children
Learning Disabilities Association of Indiana (LDA-IN)
Legal Services Program
March of Dimes - Northern Indiana Chapter
Mental Health Association
The Muscular Dystrophy Association
National Multiple Sclerosis Society - Indiana State Chapter
New Frontiers, Inc. d/b/a Riverwood Ranch d/b/a Byrer Manor
Oaklawn
Real Services - Area II Agency on Aging

The Salvation Army (A United Way Agency)
Services for Children with Special Health Care Needs
Warsaw Housing Authority
Warsaw City Parks
Women Infants Children (W.I.C.)
Workforce Development Services

ABLENET, INC

ADDRESS: 1081 Tenth Avenue S E
Minneapolis, MN 55414

TELEPHONE: (612) 379-0956
1-800-322-0956

HOURS of SERVICE: 8:00 AM - 5:00 PM CST

SERVICES PROVIDED: ABLENET designs and manufactures products for persons with severe disabilities.

SPECIALIZATION: Catalog available upon request.

FEES: Varies

ELIGIBILITY AND REFERRAL: None given

ADDITIONAL INFORMATION: None given

ACCESSING TECHNOLOGY THROUGH AWARENESS IN INDIANA (ATTAIN)

ADDRESS: 402 W Washington Street, Room W453
P. O. Box 7083
Indianapolis, IN 46207-7083

TELEPHONE: (317) 232-1410 (local)
1-800-688-6790 (in state)
1-800-545-7763 (out of state)

DIRECTOR: None given

HOURS OF SERVICE: None given

SERVICES PROVIDED: *Services include working with public and private agencies to promote systems change activities, assistance in developing appropriate financing for technology, policy review, empowerment and advocacy training and public awareness/outreach activities to rural populations such as rural farmers and individuals with deaf-blindness.*

SPECIALIZATION: The project promotes community-based technology-related services through training and outreach activities, empowerment and advocacy activities, individual case advocacy on funding issues and policy review and position statements.

FEES: None given

ELIGIBILITY AND REFERRAL: None given

ADDITIONAL INFORMATION: ATTAIN offers several outreach affiliates. One of these affiliates is the "Breaking New Ground Rural Outreach Program", the address is: 1164 Agricultural Engineer Building, West Lafayette, IN 47907 - 1146. The phone number is: 1-800-825-4264 or (317)494-5088.
ATTIC'S address is: 3354 Pine Hill Drive, Vincennes, IN 47591. The phone number is 1-800-962-8842 or (812)886-0575.

ALTERNATIVE LEARNING CENTER

ADDRESS: 1802 East Winona Avenue, Warsaw, IN 46580

TELEPHONE: (219) 269-3721

DIRECTOR: David McGuire

HOURS OF SERVICE: 9:00 am - 12 noon, 1:00 PM - 3:30 PM, 6:30 PM - 9:00 PM

SERVICES PROVIDED:: Adult Basic Education
English as a Second Language
Alternative Instructional Methods School Program

SPECIALIZATION: Basics Literacy, GED Certificate Program and learning English as a Second Language.

FEES: None

ELIGIBILITY AND REFERRAL Self-referral. Open entry

ADDITIONAL INFORMATION: Also offer a program for drop out and expelled youths called the AIM School.

AMERICAN HEART ASSOCIATION
(Indiana Affiliate)

ADDRESS: 2290 Provident Court
Warsaw, IN 46580

TELEPHONE: (219) 267-7123

DIRECTOR: John Sadler

HOURS OF SERVICE: None given

SERVICES PROVIDED: The goal of the Heart Association is the reduction of premature death and disability due to heart and blood vessel disease through research, professional education, public health education and community services, including a referral service to help those seeking guidance or referral to community resources or facilities.

ADDITIONAL INFORMATION: Other programs are designed to reduce risks associated with heart attacks, to identify children and adults with potential heart disease through heart screening programs, and to train individuals in the use of cardiopulmonary resuscitation. Literature and films are available on loan to community groups or schools at no cost.

SPECIALIZATION: None given

FEES: Literature and films are available on loan to community groups or schools at no cost.

**ANTHONY WAYNE AREA COUNCIL
BOY SCOUTS OF AMERICA**

ADDRESS: 3635 Portage Boulevard
Fort Wayne, IN

TELEPHONE: (219) 269-2206
1-800-272-2922

DIRECTOR: Jim Molebash

SERVICES PROVIDED: *Tiger Cubs: A family-centered program for first grade boys and their adult partner..
*Cub Scouts:; A neighborhood-centered program for boys in grades 2-5.
*Boy Scouts: A community-centered program for boys 11-18 years old.
*Exploring: A special interest based program for young men and women 14-21 years old.

SPECIALIZATION: Age appropriate leadership; and life-skills training for all ages.

ELIGIBILITY AND REFERRAL: The programs of the Boy Scouts of America are open to all who subscribe to Scouting's principles.

FEES: None

ADDITIONAL INFORMATION: None given

ASSOCIATION FOR RETARDED CITIZENS OF INDIANA

ADDRESS: 22 East Washington Street, Suite 210
Indianapolis, IN 46204

TELEPHONE: (317) 632-4387
1-800-382-9100

DIRECTOR: None given

HOURS OF SERVICE: None given

FEES: None given

**ELIGIBILITY AND
REFERRAL:** None given

**ADDITIONAL
INFORMATION:**

SERVICES PROVIDED: The ARC works to provide persons with mental retardation and other disabilities with services, employment training, education, independent living and the opportunity to reach their greatest level of personal fulfillment and potential. It also helps to ensure that persons with mental retardation's rights as citizens of this country are protected.

SPECIALIZATION:

- *To assist people with mental retardation in realizing their goals of learning, living and working in their community.
- *To assist families in obtaining programs and opportunities for their family member to grow and develop. To provide a support system for families.
- *To support the local and national ARC as a spokesperson to the community at large for persons with mental retardation and their families.

AUTISM SERVICES CENTER

ADDRESS: The Pritchard Building
605 Ninth Street
P. O. Box 507
Huntington, WV 25701

TELEPHONE: (304)525-8014

DIRECTOR: Ruth Christ Sullivan, Ph.D.

HOURS OF SERVICE: 9:00 AM - 5:00 PM EST, M - F

SERVICES PROVIDED: ASC provides developmental disabilities services with a specialty in autism. Services include case management, residential (group homes, supervised apartments, foster care), day programs, personal care, assessments and evaluations, supported employment, independent living and family support.

SPECIALIZATION: The agency serves individuals with developmental disabilities in Cabell, Lincoln, Mason and Wayne Counties in West Virginia.

FEES: Since ASC's services are highly individualized, fees vary with each case. For cost information, call or write at above address.

ELIGIBILITY AND REFERRAL: None given

ADDITIONAL INFORMATION: ASC also operates a National Autism Hotline for parents, educators, students and other individuals interested in receiving information, referral, advocacy and other services relating to the needs of people with autism and other developmental disabilities.

BAKER YOUTH CLUBS (Baker Boys' Club and Baker Girls' Clubs)
A United Way Agency

ADDRESS: Pete Thom Youth Center
800 N Park Avenue
Warsaw, IN 46580

TELEPHONE: (219) 267-8771

DIRECTOR Scott H. Wiley

SERVICES PROVIDED:

*Leesburg: K-6th Grade Girls = Thursdays 5:45-7:45
K-6th Grade Boys = Fridays 5:30-7:30
7-12th Grade Boys = Fridays 7:30-9:30

*Silver Lake: K-6th Grade Girls = Mondays 5:45-7:45
K-6th Grade Boys = Thursdays 5:45-7:45

*Claypool K-6th Grade Boys = Tuesdays 5:45-7:45
7-12th Grade Boys = Thursdays 5:45-7:45

*Warsaw K-6th Grade Boys = Wed-Fri 4:30-6:30
7-12th Grade Boys = Wed-Fri 6:30-9:30
K-12th Grade Boys = Saturday 11:00-4:00
K-12 Grade Boys = Sunday 12:30-2:30
10th-12th Grade Girls = Thursday 3:15-4:30
Special Alumni Hours (over 18 Boys) Wednesday 7:00-9:30
8-10 yr. Old intramural basketball Sat. 9:00-11:00
Summer Day Camp = Daily M-F 12:30 to 5:30

*Atwood: K-6th Grade Boys = Thursdays 3:50-5:30
7th Up Boys = Thursdays 6:00-8:00

*Pierceton: K-5th Grade Girls = Tuesdays 3:00-6:00
K-5th Grade Boys = Wednesdays 3:00-6:00

SERVICES PROVIDED: To provide fun, safe, disciplined environments, free of gender pressure, led by positive role models, where the youth of Kosciusko County can grow mentally, physically, socially and spiritually.

SPECIALIZATION: None given

ELIGIBILITY AND REFERRAL: None given

FEES: None

BEAMAN HOME SHELTER
(Kosciusko County Shelter for Abuse, Inc.)

ADDRESS: P. O. Box 12
Warsaw, IN 46581-0012

TELEPHONE: (219) 267-7701

DIRECTOR: Eugenia G. Campbell

HOURS OF SERVICE: 24 hours, 7 days a week

SERVICES PROVIDED: The Beaman Home Shelter is a non-profit agency which serves members of battered families. The Beaman Home provides protection and respite care for women to come with their minor children to be safe, heal, and make decisions regarding the welfare of their families.

SPECIALIZATION: Battered families

FEES: None

ELIGIBILITY AND REFERRAL: Individual, friend, family, social service organization, law enforcement or any other referral is accepted.
Only eligibility requirement is that the victim must be physically, emotionally or psychologically abused by her spouse or partner.

ADDITIONAL INFORMATION: Other focus off the Beaman Home program is o community education.

BIG BROTHERS BIG SISTERS OF NORTHEAST INDIANA

ADDRESS: 301 North lake Street, Warsaw, IN 46580 (street)
Patrick. O. Box 651 Warsaw, IN 46581 (mailing)

TELEPHONE: (219) 267-2256

DIRECTOR: Amy Goodspeed

HOURS of SERVICE: Volunteers see their "Littles" at least once every other week for 2-4 hours.

SERVICES PROVIDED: Big Brothers Big Sisters works to match children who come from primarily single parent homes with volunteers who make a commitment for one year to spend time on a one-to-one basis with them. The volunteer becomes a role model and special friend to the child. The child and parent or guardian are interviewed to determine the need for service. Then, the professional staff recruits, screens, assigns and supervises the volunteers throughout the duration of the match. If any questions should arise, the caseworker is always there to help. Monthly activities and a newsletter are also provided to all matches and waiting list children.

SPECIALIZATION: First Friends, a special volunteer program to help children on our waiting list, takes interested high school volunteers that are 16 years of age or older. Big Brothers Big Sisters also offers a sexual abuse prevention program training to all children at the time of intake called "EMPOWER".

FEES: None

ELIGIBILITY AND REFERRAL: Volunteers are screened thoroughly and must complete a application, police checks, reference checks, a background and home interview and a personality profile. Children must live in Kosciusko County, be age 7 - 17 years and have a real need for an adult role-model in their life.

ADDITIONAL INFORMATION: Some children from two-parent homes are accepted if their financial and/or emotional needs are not being met. Out-of-County volunteers may apply in Kosciusko County. Our building is not handicapped accessible, but other arrangements can be made for alternative interviewing places.

**BLIND & PHYSICALLY HANDICAPPED SERVICES
TALKING BOOKS - ELKHART PUBLIC LIBRARY**

ADDRESS: 300 S Second Street
Elkhart, IN 46516

DIRECTOR: None given

TELEPHONE: (219) 522-2665 (phone)

DIRECTOR: None given

HOURS of SERVICE 9:00 AM - 5:00 PM, M - F

SERVICES PROVIDED: Talking books is a federally funded program furnishing books on cassette and record to eligible patrons. Record players and cassette machines are supplied to the patron and the books are mailed postage free. The talking book collection consists of best-sellers, classics, "how-to" books, and in general, most books that would be found on the library shelves. The collection also includes children's books and young adults'.

SPECIALIZATION: Talking books recorded on cassette and/or record.

FEES: None

THE BOWEN CENTER

ADDRESS: 850 North Harrison Street
P. O. Box 497.
Warsaw, IN 46580

TELEPHONE: (219) 267-7169
Toll Free: 1-800-342-5653 Emergency Services

DIRECTOR: Kurt Carlson

HOURS of SERVICE: 8:00 AM-5:00:PM Monday, Wednesday & Friday
8:00 AM-8:00 PM Tuesday and Thursday
Emergency and Inpatient Services - 24 hours a day,
7 days a week.

SERVICES PROVIDED: Bowen Center is a comprehensive community mental health center serving Huntington, Kosciusko, Marshall, Wabash and Whitley Counties with a complete range of mental health services including: inpatient care on an intensive basis, outpatient services, partial hospitalization (day treatment), consultation and education programs, emergency care 24 hours a day, residential care, follow-up and aftercare services, judicial aid and court screening services, programs for alcohol and drug abuse, marriage and family counseling, individual and group therapy, psychiatric services for children and youth. A recently added service is an employee assistance program for business and industry.

SPECIALIZATION: See above

FEES: Costs are based on a sliding scale fee basis, taking into consideration a client's income and number of dependents. Insurance is accepted.

ELIGIBILITY AND REFERRAL: Services are made available to anyone requiring/requesting them. The Center serves clients of all ages.

BOYS GIRLS CLUB OF KOSCIUSKO COUNTY
(A United Way Agency)

ADDRESS: 800 N Park Avenue
Warsaw, IN 46580

TELEPHONE: (219) 268-1155

EXECUTIVE DIRECTOR: Cindy Knepper

HOURS OF SERVICE Pete Thorn Youth Center - Monday and Tues. 3:00-9:30 PM
Claypool Elementary School - Wednesday 5:30-7:30 PM
Boggs Addition Fraternal Order of Police Building -
Thursday 5:30 - 8:30 PM

SERVICES PROVIDED: Recreation is not the only opportunity offered. The Club was formed for growth in the total individual. Activities vary with the added attraction of outside events. Quality and trained staff is on hand to aid program assistance, information and supervision. The Positive Place for Kids.

FEES: None

ELIGIBILITY AND REFERRAL: Open to any child 6 - 18 years of age

ADDITIONAL INFORMATION: Kosciusko County Fairgrounds -
Community Garden Project-April - October
Wednesday evenings 5:00 PM
Call for summer calendar.

CARDINAL CENTER, INC

- ADDRESS:** 504 North Bay Drive or 811 South Buffalo Street
Warsaw, IN 46580
- TELEPHONE:** (219) 267-3823 (North Bay Drive)
(219) 267-2451 (Buffalo Street)
- HOURS of SERVICE:** 8:00 AM - 5:00 PM, M - F
- SERVICES:** Cardinal Center, INC is a not-for-profit social service agency which provides community based programs and services for adults and children with developmental disabilities.
- These programs include services for children ages birth to three who have birth defects, mental retardation or are "at risk" of developing a disability or delay due to multiple/premature birth or other environmental factors. We also administer the Kosciusko County Head Start program for disadvantaged pre-schoolers. Programs for young children with developmental disabilities are headquartered in our newly remodeled 811 South Buffalo Street facility. All services are tailored to the families and child's needs and preferences.
- Programs for adults with disabilities are available once the person has left high school. Services available include day training opportunities in personal living skills; job opportunities in our on-site manufacturing facility; job training and community employment through KAPS/Kosciusko Assessment & Placement Services; and community living options which include ten group homes and supported living programs. Application for services is handled through state agencies which provide funding for the requested services. For information about how to contact these state agencies please call Jacque DePlanty at Cardinal Center, 267-3823, ext. 366.
- SPECIALIZATION:** Providing customized services to suit the needs of people with developmental disabilities and their families in a supportive community environment.
- FEES:** None given

CROSSROADS/FORT WAYNE CHILDREN'S HOME

ADDRESS: P. O. Box 5038, Fort Wayne, IN 46895 (mailing)
2525 Lake Avenue, Fort Wayne, IN 46805 (street)

TELEPHONE: (219) 484-4153

DIRECTOR:

HOURS OF SERVICE: 8:30 AM - 5:00 PM, M - F

SERVICES PROVIDED: Residential treatment services in open setting for adolescent boys and girls. Professionally staffed with advanced degreed therapists. Psychiatric consultation available. Specialized on-grounds education as needed. Closed residential setting for girls, providing 30-day psychological and psychiatric evaluations also available. Transitional living apartments are available to 17 year old boys and girls. No racial or religious restrictions. Sponsored by United Church of Christ. Recognized in Indiana as a licensed provider of residential services.
Day treatment program serves students ages 9-21. Services provided include a full school day; individual family and group counseling; and recreation therapy.

FEES: None given

ELIGIBILITY AND REFERRAL: Referrals from juvenile courts, welfare departments, special education cooperatives or other social agencies.

ADDITIONAL INFORMATION: Handicapped accessible, etc.

DRIVER REHABILITATION SERVICES, INC.

ADDRESS: 1718 Fisher Avenue
Warsaw, IN 46580

TELEPHONE: (219) 267-3464 (phone)
(219) 268-1112 (fax)

DIRECTOR: None given

SERVICES PROVIDED: Driver Rehabilitation Services, Inc. is a program that provides comprehensive evaluation and training to allow individuals with a disability to reach the full extent of their driving capabilities. DRS provides services to vocational rehabilitation clients, hospitals, rehabilitation facilities, low vision specialists and neurologists throughout the Midwest.

SPECIALIZATION: **clinical Evaluation** - Applicable testing in the areas of physical functioning, visual/perceptual/cognitive screening.
***Behind the Wheel Driving Evaluation** - Shall include an on-the-road performance assessment of the client in an actual driving environment using equipment similar to that which is being prescribed.
***Driver Education** - Shall include sufficient practice and training to enable the client to operate a motor vehicle with the prescribed equipment at a level that meets the client's needs for a driver's license.
***Vehicle Modification Consultations & Afterchecks** - Complete bid ready VMC prescriptions based on the client's demonstrated performance in an actual driving experience with equipment similar to that which is being prescribed. Afterchecks will include installation and operational assessment of prescribed equipment in his/her vehicle.
***Onsite Evaluation & Training** - All clients will be allowed to receive evaluation & training services at their home, school or job for no additional charge.

ELIGIBILITY AND REFERRAL: None given

ADDITIONAL INFORMATION: For further information or to make a referral, please call Dave Krieger at (800) 738-9967.

HEARTLINE PREGNANCY CENTER, INC.

ADDRESS: 337 N. Buffalo Street, Warsaw, IN 46580
P. O. Box 1201, Warsaw, IN 46581-1201

TELEPHONE: (219) 267-5110 (24 hour Hotline)
(219) 267-5354 (office)

DIRECTOR: Susan D. Raymer

HOURS OF SERVICE: 9:00 AM - 3:00 PM (office hours)
Please note: clients are seen by appointment only.

SERVICES PROVIDED: Heartline Pregnancy Center is designed to offer help in a compassionate setting to women in crisis. We offer guidance and support to individuals facing unplanned or troubled pregnancies. Heartline offers the following services free of charge: 24 hour Hotline, pregnancy tests, information on pregnancy and options, referrals for resources and other agencies, maternity and baby clothes, furniture and baby accessories, childbirth classes and emotional support by helping women plan for the future with hope.

ELIGIBILITY AND REFERRAL: None given

FEES: None

ADDITIONAL INFORMATION: Heartline operates under the direction of a 12 member board and 5 member advisory committee with 2 part-time employees. For more information on our services, or information on volunteering, please call.

HOME HEALTH CARE SERVICES OF KOSCIUSKO COUNTY
A Division of Kosciusko Community Hospital
(A United Way Agency)

ADDRESS: 902 Provident Drive
P. O. Box 1196
Warsaw, IN 46581

TELEPHONE: (219) 267-3683

DIRECTOR: Colleen Nettleton, Executive Director

HOURS OF SERVICE: 8:00 AM - 4:30 PM, M - F

SERVICES PROVIDED: Committed to providing quality home care, on a part-time basis. Our services can 1) enable earlier discharge from or prevent inappropriate admission to a hospital or nursing home; 2) provide professional health service in the home; 3) instruct the family in the care of the patient; 4) assist the patient to maximum functioning and independent living.

ADDITIONAL INFORMATION: Services offered include part-time skilled nursing care by a Registered Nurse, on-call 24 hours a day, 7 days a week; homemaker/home health aides; physical therapy; speech therapy; medical social work; home infusion therapy. We offer extended hours of care by homemakers or home health aides under our Private Duty Services program. We also offer homemaker/home health aide services under the Title XX, CHOICE, and Medicaid Waiver programs.

SPECIALIZATION: Providing medical care to patients in their home.

FEES: Fees vary with the service provided. Fees may be covered by Medicare, Medicaid, private or employer insurance, Veteran's benefits, patient and family. Fee assistance may be arranged for the economically disadvantaged patient.

ELIGIBILITY AND REFERRAL: For admission to the program, the patient must: 1) be a resident of the Kosciusko area; 2) be essentially homebound; 3) be under the care of a physician; and 4) have a medically documented need for and a physician's order for skilled nursing care.

HOME HEALTH CARE SERVICES OF KOSCIUSKO COUNTY
HOSPICE
(A United Way Agency)
A Division of Kosciusko Community Hospital

ADDRESS: 902 Provident Drive
P. O. Box 1196
Warsaw, IN 46580

TELEPHONE: (219) 267-3683

DIRECTOR: Colleen Nettleton,

HOURS of SERVICE: 8:00 AM - 4:30 PM, M - F

SERVICES PROVIDED: Hospice is a concept in caring for the terminally ill, recognizing that the dying and those close to them have special needs. The main concern of Hospice is to affirm life and to make this stage of a person's life as meaningful and as symptom-free as possible. Services provided include skilled care by a Registered Nurse on-call 24 hours a day, 7 days a week; symptom control; trained, volunteer companions; homemaker/home health aides; physical therapy; speech therapy; pastoral counseling; social services and coordination of auxiliary services; and bereavement follow-up.

SPECIALIZATION: Caring for the needs of the terminally ill and their families. Bereavement support group sessions for adults and children are offered throughout the year. These are open to the general public whether or not Hospice was involved. The sessions are held at the agency which is handicapped accessible.

FEES: Service fees may be covered by Medicare, Medicaid, private and employer insurance, Veteran's benefits, patient and family. Fee assistance may be arranged for the economically disadvantaged patient. Care is provided based on medical need rather than ability to pay.

ELIGIBILITY AND REFERRAL: Admission is based on: 1) Kosciusko County area residency, whether in a nursing home, hospital, or own home; 2) a medically confirmed life span of months, weeks or days; 3) patient is under the care of an area physician; 4) patient has someone to care for him/her if he/she wishes to remain at home; 5) the patient and family understand the disease and its outcome. Referrals may be made by a doctor, family and friends.

ADDITIONAL INFORMATION Handicapped accessible

INDIANA ALLIANCE FOR THE MENTALLY ILL

ADDRESS: P. O. Box 22697
Indianapolis, IN 46222-0697

DIRECTOR: None given

TELEPHONE: (317) 236-0056
1-800-677-6442

HOURS of SERVICE: Phones are answered 10:00 AM - 2:00 PM, M - F

SERVICES PROVIDED: Call for detailed listing of services.

SPECIALIZATION: None given

FEES: Affiliate meetings are free and open to everyone. Membership is open to anyone and varies by affiliate.

INDIANA LAKELAND GIRL SCOUT COUNCIL

ADDRESS: 2400 Elkhart Road
Goshen, IN 46526

TELEPHONE: (219) 533-8881

DIRECTOR: Anne K. Reel

SERVICES PROVIDED: With the cooperation of trained adult volunteers, the Girl Scout program is designed to help girls ages 5 through 17 years old to develop to their fullest potential. As an organization serving only girls, adult role models work together with girl members to help these young women develop self-esteem and self-confidence in order to enhance their potential leadership capabilities, to accept responsibility for themselves and their community, and to strive to be the best they can be.

ELIGIBILITY AND REFERRAL: Serving girls, ages 5 through 17 years, regardless of race, creed or national origin, working with trained adult volunteers.

ADDITIONAL INFORMATION: Call or write the office to contact staff personnel residing in each area of the council's jurisdiction.

INDIANA LAKES AREA YOUTH FOR CHRIST

- ADDRESS:** P. O. Box 1221
413 S. Scott Street
Warsaw, IN 46581-1221
- TELEPHONE:** (219) 269-1107
- DIRECTOR:** Kirk Heng, Executive Director; Scott Nieveen, Campus Life Director
- HOURS of SERVICE:** No set hours. Most clubs are in the evening. Staff is available by appointment.
- SERVICES PROVIDED:**
- Youth Guidance Club:** This program targets young people in our community who encounter problems with authority, both at home and at school. The volunteer staff works one-on-one with these troubled teens to provide counseling, recreation, spiritual guidance and help build social skills to help build them into productive members of society. Youths residing county-wide take part in programs provided by various divisions of YFC.
- Campus Life Club:** is a program that strives to meet the mental, physical, social and spiritual needs of any young person. These meetings meet in young people's homes once a week for students grades 9 - 12. Campus Life's volunteer staff seeks to counsel these young people in the many areas in which they experience conflict. Some of these areas include alcohol and drugs, dating, sexual problems, pressures to perform, family tension and many other problems that young people face today. Campus Life involves kids in recreation along with this counseling to help the young person feel at ease.
- Clubhouse de Espanol:** is a new program targeted toward the Hispanic grade school and middle school children in Warsaw. The purpose of the program is to provide a Christ-centered, disciplined environment for children to develop relationships with high school and college teens who are positive role models in various activities. These activities include tutoring, community service, crafts, field trips and others. This program also provides teenagers the opportunity to see the need and joy of service. It provides a practical way that they can use their gifts to help others.
- Parent/Mentor Education Seminars:** These seminars are designed to inform parents and other adults on the issues teenagers are currently dealing with in society and school. These seminars include a discussion on the importance of having adult mentors in teenagers lives. It is the intention of these seminars to better equip men and women in their parenting roles. These seminars are offered free of charge to PTO's, churches, civic organizations, clubs and others.

SPECIALIZATION:

Counseling teenagers.

FEES:

None, except for trips and special events. We help kids raise money to pay expenses. No Dues.

ELIGIBILITY AND REFERRAL:

ALL YOUTH ARE ELIGIBLE. Youth Guidance teens are often referred to us through police, school, friends and social service agencies.

ADDITIONAL INFORMATION:

Not handicapped accessible.

INDIANA PROTECTION AND ADVOCACY SERVICES

ADDRESS: 850 N Meridian Street, Suite 2-C
Indianapolis, IN 46204

TELEPHONE: 1-800-622-4845
(317) 232-1150

HOURS of SERVICE: 8:00 AM - 4:30 PM, M - F
Answering machine is on at all other times

SERVICES PROVIDED: Information, referral, Individual Advocacy & Representation
System Advocacy, Speakers Bureau, Training, Technical
assistance

SPECIALIZATION: Human, legal and civil rights of persons with disabilities

FEES: None

ELIGIBILITY AND REFERRAL: *Generally individuals with disabilities, individuals seeking services from vocational rehabilitation services and individuals with mental illness.*

ADDITIONAL INFORMATION: Operate five federally mandated programs for the state; each has specific criteria as to whom is served.

INDIANA SCHOOL FOR THE DEAF

ADDRESS: 1200 East 42nd Street
Indianapolis, IN 46205

TELEPHONE: (317) 924-4374 TTY/Voice
(317) 923-2853

DIRECTOR: George Stailey, Superintendent

HOURS of SERVICE: 8:00 AM to 4:00 PM

SERVICES PROVIDED: The Indiana School for the Deaf community promotes academic and social excellence for Deaf and Hard of Hearing students through a Bilingual/Bicultural environment.

ADDITIONAL INFORMATION: None given

FEES: Tuition fee

ELIGIBILITY AND REFERRAL: A referral is sent to the school from the Local Education Agent (LEA). An assessment is given on the student. After the reports are written, a case conference is called. The case conference committee decides on the placement of the student.

THE INDIANA SOLDIERS' AND SAILOR'S CHILDREN'S HOME

- ADDRESS:** 10892 N. State Road 140
Knightstown, IN 46148
- DIRECTOR:** David Wood, Superintendent
- HOURS of SERVICE** 8:00 AM - 4:30 PM, M - F (office)
- SERVICES PROVIDED:** The Indiana Soldiers' and Sailors' Children's Home is a residential care facility serving children and adolescents who are at risk in terms of social adjustment, academic and vocational achievement, interpersonal functioning, and personal development. Youth served are relatives of honorable discharged veterans. Group living, educational/vocational, health care, recreational and counseling services are provided. In addition, students have wide opportunities to pursue interests in sports, music, leadership training, JROTC events, religious activities, student government and a variety of clubs and programs.
- FEES:** Parents make payments based on their income and ability to pay. State agencies are not charged for placements.
- ELIGIBILITY AND REFERRAL:** Applications for admission to the Home may be made by the parents, legal guardian, Probation department, or Division of Family and Children office.
- ADDITIONAL INFORMATION:** Children received as residents must meet the following requirements:
1. The child must have a relative who has been a member of the armed forces for not less than 90 days and who has a discharge other than dishonorable.
 2. Parent (s) must have been residents of the state of Indiana for at least one year immediately prior to application or the child must have been physically present within the state for at least one year immediately prior to application.
 3. The child must be between the ages of 3 and 18.
 4. The child must be in need of maintenance and education and be educable.

INDIANA UNITED METHODIST CHILDREN'S HOME, INC.

ADDRESS: 515 West Camp Street
Lebanon, IN 46052

TELEPHONE: (317) 482-5900

DIRECTOR: Gary J. Davis, ACSW Executive Director

HOURS of SERVICE 8:00 AM - 5:30 PM, M- F (office)

SERVICES PROVIDED: Provides care and treatment for emotionally disturbed boys and girls, ages 6-16, of all races and religious backgrounds, who need a group living experience, education and social work services. We will also consider children who are dependent/neglected/abused.

Each child on the basis of age and sex is assigned to one of eight group living units. Living units vary in size, accommodating from six to fourteen per unit. Living units are supervised by child care workers, assisted by their United Supervisor and assigned social worker. Each Living Unit has a living room, activity/dining room, kitchen, ample bedrooms and baths. Most Living Units have both single and double bedrooms.

ELIGIBILITY AND REFERRAL: For information and application, call or write admissions social worker.

ADDITIONAL INFORMATION: Handicapped accessible, etc.

**INDIANA UNIVERSITY SOUTH BEND
DENTAL EDUCATION CLINIC**

ADDRESS: 1700 Mishawaka Avenue
P. O. Box 7111
South Bend, IN 46634

TELEPHONE: (219) 237-4156 (phone)
(219) 237-4854 (fax)

DIRECTOR:

HOURS of SERVICE: September - April
8:00 AM - 5:00 PM, M & W
8:00 AM - 8:00 PM, T & Th
8:00 AM - 12:00 Noon, F

SERVICES PROVIDED: Cleaning, X-rays, and fluoride treatment for less than traditional rates; other services include sealants, oral health care education..

ADDITIONAL INFORMATION: Call for an appointment.

KOSCIUSKO COUNTY EXTENSION OFFICE

ADDRESS: Courthouse
100 W Center Street
Warsaw, IN 46580

DIRECTOR: Joan Younce

TELEPHONE: (219)372-2340

HOURS of SERVICE: 8:00 AM - 4:30 PM

SERVICES PROVIDED: The Cooperative Extension Service is an off-campus educational arm of Purdue University. It provides informal, educational programs and information in the areas of agriculture, home economics, 4-H and youth and community development. A combination of federal, state and county monies make these educational programs available to all people of Kosciusko County.

FEES: Club dues, program fees and some publications

ELIGIBILITY AND REFERRAL: Purdue University is an Affirmative Action/Equal Opportunity Institution.

KOSCIUSKO AREA BUS SERVICE

(KABS)

ADDRESS:

1804 East Winona Avenue

Warsaw, IN 46580

TELEPHONE:

(219) 267-4990

HOURS of SERVICE:

5:30 PM - 5:30 PM Monday through Friday (within Warsaw & Winona Lake city limits)

SERVICES PROVIDED:

KABS provides public transportation for Kosciusko County. We have four county routes that run to several small northern towns.

SPECIALIZATION:

All buses are equipped with wheelchair lifts.

KOSCIUSKO COMMUNITY YMCA
(A United Way Agency)

ADDRESS: 1401 E Smith Street
Warsaw, IN 46580

TELEPHONE: (219) 269-9622 (phone)
(219) 269-1376 (fax)

DIRECTOR: Don Enterline, Executive Director

HOURS of SERVICE: 5:30 AM - 9:00 PM, M - F
8:00 AM - 5:00 PM, Saturday
1:00 PM - 6:30 PM, Sunday, September - April

SPECIALIZATION: Delivers programs that put Christian principles into practice.

SERVICES PROVIDED: Each year, the Y offers dozens of fitness and youth sports programs, gymnastics and aquatics classes, holiday and summer camps. It sponsors teen activities and provides child care services.

FEES: It is the policy of the YMCA that no person be denied the benefit of a membership or program participation due to financial limitations. Membership and program assistance is available through the financial assistance program. Assistance is based on recipient need.

ELIGIBILITY AND REFERRAL: Referrals from social agencies, schools, churches or individuals are accepted.

KOSCIUSKO COUNTY HEALTH DEPARTMENT

ADDRESS: Courthouse,
100 W Center Street
3rd Floor, Room 2
Warsaw, IN 46580

TELEPHONE: (219) 372-2349

DIRECTOR: William L. Remington, Health Officer
Jon M. Cupp, Adm/Chief Sanitarian

HOURS of SERVICE: 8:00 AM - 4:30 PM, M - F

SERVICES PROVIDED: Investigation of health complaints and concerns. Sanitation,
Restaurant Inspection, Birth and Death Certificates, Nursing
Duties:
*Free immunization clinic Tuesdays & Fridays
8:30 AM - 11:15 AM 1:30 PM - 3:45 PM
*School services to local schools
*Free home visits
*Free blood pressure checks
*Consultations when needed

FEES: \$4.00 for Birth Certificates (\$1.00 for each additional)
\$5.00 for Death Certificates (\$2.00 for each additional)

**KOSCIUSKO COUNTY OFFICE OF THE DIVISION
OF FAMILY AND CHILDREN**

- ADDRESS:** 205 North Lake Street
Warsaw, IN 46580
- TELEPHONE:** (219) 267-8108
- HOURS of SERVICE:** 8:00 AM - 4:30 PM, M - F
- SERVICES PROVIDED:** The Department provides financial assistance for low income families. Medical assistance in the form of Medicaid is provided to individuals that have limited income and resources. Medicaid covers hospitalizations, regular physicians services, prescription drugs and limited eye and dental care, plus nursing home care. Medical services can also possibly be provided for individuals with special circumstances for specific hospitalizations, unwed mothers, children with special health needs, pregnant women, unemployed fathers, newborns and children. Participation in this program is determined by financial eligibility.
- The Department is also responsible for the protection of abused and neglected children without regard to financial situation. This service is available 24 hours a day, 365 days a year. The Department also provides food stamps to households that meet the income and resource requirements.
- SPECIALIZATION:** Welfare reform requires clients that are able to work with no children under the age of three to seek employment.
- FEES:** All services except child protection services are based on the clients' income and resources. There are direct charges for service.

**LEARNING DISABILITIES ASSOCIATION OF INDIANA
(LDA-IN)**

ADDRESS: P. O. Box 20584
Indianapolis, IN 46220-0584

TELEPHONE: (317) 898-5751

DIRECTOR: Dawn Lytle

HOURS of SERVICE: Answering machine on 24 hours/day

SERVICES PROVIDED: Answering machine; mailing of free information; referral to Library Director, Liane Wong at (317) 888-8457 for information of greater depth.

SPECIALIZATION: Learning disabilities (attention deficit)

ELIGIBILITY AND REFERRAL: Membership of \$25.00 gets one national and state newsletter and discount on conference fees.

ADDITIONAL INFORMATION: Annual conference

LEGAL SERVICES PROGRAM

ADDRESS:

105 East Jefferson Blvd., Suite 600
South Bend, Indiana 46601

TELEPHONE:

(219) 234-8121 (South Bend)
(219) 239-2174 (TDD Equipment)
1-800-288-8121 (toll free)

MARCH OF DIMES, NORTHERN INDIANA CHAPTER

ADDRESS: 2410 North Coliseum Boulevard
Fort Wayne, IN 46805

TELEPHONE: (219) 482-4201 (phone)
(219) 471-2556 (fax)
1-800-921-9255

DIRECTOR: Pat Spahr

HOURS of SERVICE: 9:00 AM - 5:00 PM

SERVICES PROVIDED: Indiana March of Dimes, Kosciusko County. Prenatal education and care is emphasized. Public health education, professional health education and medical service grants available by application. Area representatives may be contacted through the Fort Wayne office.

SPECIALIZATION: *The March of Dimes provides medical information and referral assistance for children with disabilities directly related to birth defects. Health education information on prevention of birth defects is available.*

FEES: None

MENTAL HEALTH ASSOCIATION

ADDRESS: 2507 E Center Street
P. O. Box 822
Warsaw, IN 46581-0822

TELEPHONE: (219) 269-2102 (phone)
(219) 269-3554 (fax)

DIRECTOR: Sandra Frush, Executive Director

HOURS of SERVICE: 9:00 AM - 2:00 PM, M-Th (office)

SERVICES PROVIDED: Sexual Abuse Prevention Program for Children
Widowed to Widowed Support Program
Public Education
Speakers Bureau
Mental Health Consumer Support
Community Referral and Information Service
Advocacy on Behalf of Persons Affected by Mental Illness

SPECIALIZATION: The Mental Health Association in Kosciusko County is a non-profit agency dedicated to providing education, advocacy and support services which address mental health issues within the community. The goals and objectives of the Association are to:
*Promote Mental "Wellness"
*Provide Mental Health Information and Referral Services
*Serve as advocates for Mental Health consumers and their families.
Work to increase Community Awareness and Understanding
Ensure the availability of adequate care and treatment for individuals affected by mental and emotional illness.
The mission of the Mental Health Association is to "work for the health of all Americans and victory over mental illness."

FEES: None

ELIGIBILITY AND REFERRAL: Contact MHA directly for assistance. Services available to Kosciusko County citizens.

ADDITIONAL INFORMATION: MHA is not affiliated with any clinic, mental health center or treatment facility.
Handicapped accessible.

THE MUSCULAR DYSTROPHY ASSOCIATION

ADDRESS: 4218 Hobson Court, Suite B
Fort Wayne, IN 46815

TELEPHONE: (219) 486-6698 (phone)
(219) 486-3804 (fax)

DIRECTOR: Jana DePrey

HOURS of SERVICE 9:00 AM - 5:00 PM, M - F

SERVICES PROVIDED: MDA offers diagnosis and follow-up care pertaining to 40 neuromuscular disorders. The MDA clinic is located at Lutheran Hospital in Fort Wayne. Appointments should be scheduled through the Program Services Coordinator at the MDA office. Services include, among other things, assistance with wheelchairs, when prescribed by patient's physician. Wheelchairs must be ordered through the Program Services Coordinator at the MDA office if payment by MDA is desired.

SPECIALIZATION: Each year the Muscular Dystrophy Association sponsors local summer camps for patients ages 6 to 21. Individuals interested in volunteering to help with the summer camp program should contact the main office in Fort Wayne for more information.

ADDITIONAL INFORMATION: Appointments should be scheduled through the Program Services Coordinator at the MDA office.

NATIONAL MULTIPLE SCLEROSIS SOCIETY
(Indiana State Chapter)

ADDRESS: 615 N Alabama, #318
Indianapolis, IN 46204

TELEPHONE: (317) 634-8796 (phone)
(317) 686-0617 (fax)
1-800-762-1209 (in state)

DIRECTOR: M. Anne Pinnick

HOURS of SERVICE: 8:30 AM - 5:00 PM

SERVICES PROVIDED: This office serves the entire state of Indiana. Services include:
educational programs and literature, information and referral, self-
help groups throughout the state, and advocacy.

FEES: None

ELIGIBILITY AND REFERRAL: Services are provided to anyone in Indiana who has been
diagnosed as having Multiple Sclerosis.

ADDITIONAL INFORMATION: Other services available: lending library, equipment assistance
program, professional advisory committee, and chapter service
committee.

NEW FRONTIERS, INC
d/b/a Riverwood Ranch
d/b/a Byrer Manor

ADDRESS: P. O. Box 1282
Warsaw, IN 46581

TELEPHONE: (219) 267-5988

DIRECTOR: W. David Horne, Executive Director

HOURS of SERVICE: 24 hours

SERVICES PROVIDED: Independent Living Skills
Emancipated Living Skills
Individual Counseling
Family Counseling
Activity Therapy

SPECIALIZATION: Working with troubled youth.

FEES: \$95.90 per day

ELIGIBILITY AND REFERRAL: Court referrals and Department of Public Welfare
Private placement accepted on individual basis.

ADDITIONAL INFORMATION: Handicapped accessible

OAKLAWN

ADDRESS: 3570 Commerce Drive
Warsaw, IN 46580

TELEPHONE: (219) 267-6646 (phone)
(219) 267-2219 (fax)
1-800-282-0809

DIRECTOR: Lauri Tim

HOURS of SERVICE: 8:00 AM - 8:00 PM, M - TH
8:00 AM - 5:00 PM, T - W-F

SERVICES PROVIDED: Oaklawn is a not-for-profit community mental health center and psychiatric hospital with 28 years experience serving the northern Indiana and southern Michigan area offering a broad range of services for adults, adolescents and children. Services for adolescents and families include:
*Free screening
*Counseling - for individuals and for families
*Assessment for alcohol and drug use
*Adolescent Day Treatment
*Hospital treatment

SPECIALIZATION: Children and Adolescents
Substance Abuse Evaluations
Psychiatric Services Provided by Dr. Tim McFadden.

FEES: \$96.00 per hour; \$72.00 per 45 minutes; private pay insurance and Medicaid accepted.

ELIGIBILITY AND REFERRAL: Call the Warsaw office at 267-6646 to schedule an appointment for initial assessment. After hours or in an emergency, call 1-800-282-0809. There are no eligibility requirements.

ADDITIONAL INFORMATION: The Warsaw office of Oaklawn is a part of Oaklawn Psychiatric Services with offices in Elkhart, Goshen and Nappanee as well as a 78 bed psychiatric hospital in Goshen. Oaklawn offers a full range of mental health services with programs designed to treat the "whole" person - spiritual, emotional and physical. We are a private, not-for-profit agency.

REAL SERVICES/AREA II AGENCY ON AGING

ADDRESS: 600 E Winona Avenue Suite 1
Warsaw, IN 46580

TELEPHONE: (219) 269-1173

DIRECTOR: Katrina Hardin

HOURS of SERVICE: 8:00 AM - 4:30 PM, M - F

SERVICES PROVIDED: Case Management of In-Home Services
Pre-Admission Screening for Nursing Facilities
Advocacy for Government Programs

SPECIALIZATION: Services for the elderly and/or disabled citizens of Kosciusko County.

FEES: None

ELIGIBILITY AND REFERRAL: Clients must be 60 years of age or older OR disabled, and must live in Kosciusko County. Referrals are accepted from any concerned party.

ADDITIONAL INFORMATION: Case Management authorizes the use of state and federal funds to provide in-home services for the elderly/disabled of Kosciusko County.

THE SALVATION ARMY
A United Way Agency

ADDRESS: 501 E Arthur Street
P. O. Box 175
Warsaw, IN 46580

TELEPHONE: (219) 267-5361 (phone)
(219) 269-5461 (after hours emergency hot line)
(219) 267-8520 (fax)

DIRECTOR: Lieutenants Jeffery & Donna Horn

HOURS OF SERVICE: 9:00 A.M. - 4:00 P.M., M - F

SERVICES PROVIDED: The Salvation Army can offer the following services to persons in need: food, emergency utility payments, rent assistance, vision help, prescription help, clothing and household item assistance, emergency overnight lodging. After clients are interviewed, needs will be assessed and the type and amount of assistance will be determined. The Salvation Army offers personal financial management, employment and housing counseling.

SPECIALIZATION: The Salvation Army is an international movement, based on the evangelical part of the Universal Christian Church.

FEES: The Salvation Army follows federal government income guidelines as a basis for providing services in matters of rent, utility, and food/grocery needs.

ELIGIBILITY AND REFERRAL: Clients must have a past due balance in order to receive rent and utility assistance.

ADDITIONAL INFORMATION: If emergency shelter is needed, individuals should contact the after hours emergency hot line. If emergency assistance is needed after hours or on weekends, families or individuals should contact the Warsaw Police Department. The Indiana State Police can provide gas, food or lodging assistance to stranded motorists. The Salvation Army along with state and local law enforcement work together to provide 24 hour emergency assistance, utilizing Salvation Army funds.

**SERVICES FOR CHILDREN
WITH SPECIAL HEALTH CARE NEEDS**

ADDRESS: State: IN State Dept of Health CSHCN
2 North Meridian Street, Suite 700
Indianapolis, IN 46204
Regional: St. Joseph Medical Center
P. O. Box 1935
South Bend, IN 46634

TELEPHONE: (219) 234-6260 (phone)
(219) 234-0331 (fax)
1-800-433-0746 (TDD accessible) IN Family Helpline

DIRECTOR: Care Coordinators:
Emily M. Conway, Medical Social Worker
Carla Bores, Nurse, Consultant

HOURS of SERVICE: 8:15 AM - 4:45 PM, M - F
SERVICES PROVIDED: Medical care, including hospitalization, medicines, medical equipment, therapists, physicians' care for those 0 - 21 years of age with long term medical problems. Diagnostic exams available without financial criteria to determine if medically eligible.

ELIGIBILITY AND REFERRAL: Applications taken at Kosciusko County FCS. Medical and financial eligibility determined in Indianapolis, from locally generated information.
In order to be eligible for Children's Special Health Care Services medical assistance, all four of the following conditions must be met:

1. Must be 0 - 21 years of age
2. Must be living in Indiana
3. Must meet medical eligibility
4. Must meet financial eligibility

A family with a gross income no greater than 250 percent of the federal poverty level (approximately \$37,000 for a family of four) is eligible for the program.

ADDITIONAL INFORMATION: How to apply: Contact the county departments of the Family Social Services Administration (FSSA), Division of Families & Children, or CSHCS administrative offices. CSHCS requires that families applying for the CSHCS Program also apply for the Medicaid Program. These four documents are required when applying:

1. Birth certificate
2. Proof of residence
3. Health insurance information
4. Proof of parent/guardian income

WARSAW HOUSING AUTHORITY

ADDRESS: 220 S Buffalo Street, Suite 2
Warsaw, IN 46580

TELEPHONE: (219) 269-7641

DIRECTOR: Vickie Provine

HOURS of SERVICE: 9:00 AM - 4:00 PM, M - F

SERVICES PROVIDED: Family Self-Sufficiency
Section 8 Rental Assistance
Owner-Occupied Rehabilitation Program

FEES: None

ELIGIBILITY AND REFERRAL: Programs have an application process for eligibility.

ADDITIONAL INFORMATION: Handicapped accessible. TDD phone

WARSAW CITY PARKS

ADDRESS: 117 E Canal Street
Warsaw, IN 46580

TELEPHONE: (219) 372-9554 (phone)
(219) 372-9555 (fax)

HOURS of SERVICE: 7:00 AM to 4:00 PM, M - F

SERVICES PROVIDED: Provides resident and non-resident facilities and recreational activities to enjoy in their leisure time. There are 3 lakes and 18 parks within the city limits. Swimming is available at the two public beaches located at Center Lake and Pike Lake. Public boat ramps at both lakes are available to the boaters and fisherman alike. There is a 10 MPH speed limit on each lake.

The city owns and maintains a campground at Pike Lake with complete hook-ups and clean restrooms with showers.

ADDITIONAL INFORMATION: A park activities brochure is distributed each spring highlighting the various programs scheduled for the season.

WOMEN INFANTS CHILDREN (W.I.C.)

ADDRESS: 600 E Winona Avenue, Suite 11
Warsaw, IN 46580

TELEPHONE: (219) 269-4456 (Call for an appointment anytime)

DIRECTOR: Jenny Schrock, WIC Coordinator

HOURS of SERVICE: Clinic Hours:
Monday 11:00 AM - 7:00 PM
Tuesday 8:00 AM - 4:00 PM
Wednesday 8:00 AM - 4:00 PM
Thursday CLOSED
Friday.....8:00 AM - 5:00 PM

SERVICES PROVIDED: WIC is a supplemental food program for low income pregnant or nursing women, infants and children five years old or younger. Eligible individuals receive nutrition evaluation, nutrition education and free nutritional foods.

FEES: No fees for service if eligible.

ELIGIBILITY AND REFERRAL: Must meet financial eligibility requirements and have a nutritional need as identified by WIC nutritionists.

ADDITIONAL INFORMATION: Arrangements can be made to service clients with disabilities at a handicapped accessible site.

WORKFORCE DEVELOPMENT SERVICES

ADDRESS: 189 E Bell Drive
Warsaw, IN 46580

TELEPHONE: (219) 269-3050 (phone)
(219) 268-2391 (fax)

HOURS of SERVICE: Unemployment Insurance: Tuesday only 9:00 - 3:00
Employment Services Wednesday only 8:00 - 4:00
Job Training M - F 8:00 - 4:30 (appt only)

SERVICES PROVIDED: Workforce Development Service has three basic parts:
Unemployment insurance, Employment Service and Job Training

Unemployment Insurance is an income maintenance program, an insurance payable to unemployed workers. To receive unemployment insurance, a person must be unemployed through no fault of his own, able and willing to work and actively seeking work. Unemployment insurance is designed to help individuals bridge the gap between losing a job and returning to work.

The main function of the Employment Service is to match job applicants and job openings. When jobs are in short supply, ES. interviewers may contact employers in an attempt to locate positions for qualified, available applicants.

Job training assists income eligible individuals meet their educational and employment goals. Individuals can receive training dollars to pursue a technical certificate or an associate degree. Payments for child care and gasoline may also be provided. For more information about eligibility and training, contact your job training counselor at 269-3050.

FEES: None

ADDITIONAL INFORMATION: You are advised to verify days and times for above mentioned agencies before coming in for service.

WARSAW COMMUNITY PUBLIC LIBRARY



3 3034 00188 4170

Kosciusko Leadership
Academy White Papers
1996

K96-108
1996