

TILES TIPS

TIPS FOR TRANSITION



A project of
Family Network on Disabilities
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Collaborative Communication Techniques

Collaborative Communication in the context of disabilities is a concept that relates to the ability of individuals, families, educators, and other professionals to comfortably share, hear and understand the vital information that each possesses. Collaborative Communication encourages all involved parties to express honest feelings while allowing both discussion and disagreement.

Share Your Unique Knowledge

Individuals and families have vital information to share that no one else will ever know unless you share it.

Create a “Positive Personal Profile”

Completing a Positive Personal Profile may provide others with a better understanding of who you are, what your abilities are, and what your interests are. **(See Additional Resources for further information.)**

Be Aware of Your Non-Verbal Communication

Your posture, facial expressions, and gestures can send very loud messages. Try and maintain a positive posture, make eye contact, smile, and remain calm.

Become an Active Listener

Sometimes we are so busy preparing to respond that we may not be fully listening. Try some of the following techniques:

- Restate back what you thought you heard to confirm your understanding.
- Try to be impartial by not jumping to conclusions.
- Pay attention. At the conclusion of a discussion, paraphrase to confirm that all parties are on the “same page”. Continue the discussion if necessary to clear up any confusion.

Communicate in Writing

At the conclusion of a meeting, follow up with a written summary of what was discussed and any actions to be taken by each party.

Use Strategies that Promote Respectful Collaborative Communication

Avoid assumptions and jargon. Share complete, honest and unbiased information, and respect cultural differences.

Learn the Rules and Procedures

The more you understand how things work, the better prepared you will be to work for the best solution.

Additional Resources

Positive Student Profile

The FND website includes additional information about creating a Positive Student Profile, with specific instructions.

www.fndusa.org

National Dissemination Center for Children with Disabilities (NICHCY)

P.O. Box 1492 • Washington, DC 20013

Phone: 800-695-0285 v/tty • E-mail: nichcy@aed.org

www.nichcy.org

Free helpful information

including the downloadable resource listed below
Communicating with Your Child’s School Through
Letter Writing (PA9)

www.nichcy.org/pubs/parent/PA9.pdf

The Rehabilitation Act

The purpose of the Rehabilitation Act is to help individuals with disabilities to achieve employment, economic self-sufficiency, independence, inclusion, and integration into society.

The Rehabilitation Act is the Federal legislation that authorizes the formula grant programs of vocational rehabilitation, supported employment, independent living, and client assistance. It also authorizes a variety of training and service discretionary grants administered by the **Rehabilitation Services Administration**, including the **TILES Project**.

The Rehabilitation Act includes a variety of provisions focused on rights, advocacy, and protections for individuals with disabilities. It authorizes research activities that are administered by the **National Institute on Disability and Rehabilitation Research (NIDRR)** and the work of the **National Council on Disability**.

Programs Receiving Funded Support Through the Rehabilitation Act Include:

Vocational Rehabilitation Agencies (VR)

State vocational rehabilitation agencies assist individuals with disabilities who are pursuing meaningful careers with training, education, and funding.

For a list of state VR agencies, visit www.jan.wvu.edu/cgi-win/TypeQuery.exe?902

Client Assistance Programs (CAP)

CAP is a nationwide network of congressionally mandated, legally-based disability rights agencies.

For a list of CAP offices, visit www.jan.wvu.edu/cgi-win/TypeQuery.exe?039

State Assistive Technology Projects

These projects can provide technical assistance on assistive technology, consultation, product demonstrations, equipment borrowing, and low-interest loans for individuals with disabilities.

For a list of state AT projects, visit www.jan.wvu.edu/cgi-win/TypeQuery.exe?735

Statewide Independent Living Councils (SILCs)

The SILCs collaborate with the state vocational rehabilitation agency to develop the state independent living plan.

For a list of state SILCs, visit www.ilru.org/html/publications/directory/SILC.html

Parent Information and Training Centers

Parent Information and Training Centers, like the TILES Project, focus on helping families prepare youth with disabilities for employment and independent living. Projects provide information and training on transition planning, the adult service system, and strategies that prepare youth for successful employment, postsecondary education, and independent living outcomes.

For a list of Parent Information and Training Centers, visit www.pacer.org/tatra/rsa.asp

Additional Resources

The Rehabilitation Act

www.ed.gov/policy/speced/reg/narrative.html

A Guide to Disability Rights Laws U.S. Department of Justice

www.usdoj.gov/crt/ada/cguide.htm

Self-Determination

The National Center on Self-Determination

defines self-determination as the ability of individuals to make the choices that allow them to exercise control over their own lives, to achieve the goals to which they aspire, and to acquire the skills and resources necessary to participate fully and meaningfully in society.

Practice Self-Determination Early and Often

Students who demonstrate self-determination skills while in school have a greater chance for achieving positive post-school outcomes than students who do not acquire these skills.

Examples of self determined behaviors include:

- Making one's needs known to others
- Evaluating progress towards meeting one's goals
- Adjusting one's performance based on situations
- Creating new approaches to solve problems

Gain Control of Your Life

Repeated opportunity builds experience, and experience helps develop self-determination skills so a person can learn to gain control over major events in their life. Without strong self-determination skills, individuals with disabilities generally experience much higher levels of unemployment or underemployment.

Promote Self-Determination

If you are a family member/educator/professional, help the individual to understand his/her disability. Explore and share information on ways other people with similar disabilities have been able to meet with success.

Establish Career Goals

Participate in paid and/or non-paid work experience to explore employment options and interests.

Respect the Individual's Opportunities to Act on His/Her Decisions

Cultivate active, meaningful participation opportunities ranging from "what to wear" to developing Transition IEP's.

Identify Supports That May Be Necessary to Learn Self-Determination Skills

For example, many individuals with significant disabilities do not know how to travel around independently. Travel Training could help promote greater independence and self-determination.

(See Additional Resources for more information about Travel Training)

Additional Resources

Easter Seals Project ACTION

The mission is to promote universal access to transportation for people with disabilities under federal law and beyond by partnering with transportation providers, the disability community and others through the provision of training, technical assistance, applied research, outreach and communication.

Phone: 800-659-6428

<http://projectaction.easterseals.com>

Center for Self-Determination

Technical Assistance to individuals and organizations attempting to change their systems of support based upon the principles of self-determination.

35425 Michigan Ave W, Wayne, MI 48184

Phone: 734-722-7092

www.self-determination.com/index.html

NICHCY-Travel Training

www.nichcy.org/pubs/transum/ts9.pdf

Preparing For A Transition IEP Meeting

A clearly communicated vision of the future can help build a common understanding so that the IEP team can work together to help make it happen. The student and family have unique knowledge about the student's interests and preferences as well as the greatest vested interest in the student's future. When the IEP team understands the student's goals for the future, they then provide more focus to education and help build connections that will be critical to future success.

As a Family, Discuss and Explore Questions Like:

- What dreams does your son or daughter have for when he/she leaves school?
- What are their strengths and interests in the areas of independent living, employment, school life, learning, leisure, and recreation?
- What are they currently able to do?
- What type of support or training do they need in order to learn independent living, employment, recreation, and leisure skills?
- Where would they like to live and support would be necessary for that situation to be successful?
- What do they like to do for recreation and enjoyment?
- What are their priority needs at this time?

Draft a "Post-School Outcome Statement"

This statement should address all the domains including post-secondary education, vocational training, adult education, employment, independent living, and community participation.

Review Other Plans

Be familiar with other plans, such as a support plan if on Medicaid Waiver, to help ensure that services are coordinated.

Write Down Questions You Want To Ask Such As:

- Does each Annual Goal address one or more of the needs that have been identified?
- When will each Annual Goal be completed?
- Who will take responsibility for initiating the services?
- Are there any gaps in support that need to be addressed?

Additional Resources

Transition Planning: A Team Effort
www.nichcy.org/pubs/transum/ts10.pdg

Age Appropriate Transition Assessment Guide
www.nsttac.org/pdf/transition_guide/nsttac_tag.pdf

IRIS Online Module: School Counselors:
Facilitating Transitions for Students with Disabilities from High School to Post-School Settings
<http://iris.peabody.vanderbilt.edu/cou2/chalcycle.htm>

Transition: It's All About Me!
This is designed for deaf and hard of hearing students, ages 14 through adult.
www.pepnet.org/itransition.asp

Whose Life Is It Anyway?
How One Teenager, Her Parents, and Her Teacher View the Transition Process for a Young Person with Disabilities
www.waisman.wisc.edu/hrtw/wlia.pdf

Keys To A Successful Transition

Successful transition from school to employment, independence, higher education/training, and community living doesn't "just happen." It requires work, planning, and commitment.

Promote Family Leadership

Transition outcomes are much more successful when the student and the family take the leadership role in the process of transition planning and implementation.

Encourage Self-Determination

Cultivate self-determination within the student by engaging them in the process and using tools such as the "Dare to Dream" booklet. **(See Additional Resources for further information)**

Develop Clear Outcomes

Develop and update a clearly written post-school outcome statement based upon the student's preferences and interests. The statement should address all the domains including post-secondary and adult education, vocational training, community participation, independent living, and employment.

Work Toward a Shared Commitment

Build commitment to the implementation of the Transition Plan within the team.

Maintain Flexibility

Continuously evolve the Transition Plan as the student's interests or preferences change.

Get Connected

Link with community agencies and organizations, making sure that each entity understands their roles and responsibilities.

Move Towards "Get a Job / Get a Life"

Successful integrated employment with appropriate supports can build a connection to the community. The development of an Individual Plan for Employment (IPE) through Vocational Rehabilitation may be necessary to help prepare for, regain, maintain, or advance in employment.

Look at Higher Education/Training

To become successfully employed in a field that the student is interested in, higher education or additional training may be needed. Research any degrees, certificates, or courses that may be necessary and include goals and objectives in the Transition IEP to assist the student in working towards that additional education or training.

Additional Resources

NICHCY

Transition to Adulthood

[www.nichcy.org/EducateChildren/
transition_adulthood/Pages/Default.aspx](http://www.nichcy.org/EducateChildren/transition_adulthood/Pages/Default.aspx)

Dare to Dream-A Guide to Planning Your Future

www.fldoe.org/ese/pdf/dream.pdf

Wrightslaw-Transition

www.wrightslaw.com/info/trans.index.htm

Moving On to High School

www.addresources.org/article_high_school.php

Funding Education Beyond High School: The Guide to Federal Student Aid

[http://studentaid.ed.gov/students/publications/
student_guide/index.html](http://studentaid.ed.gov/students/publications/student_guide/index.html)

Accessing The Division Of VR

Vocational Rehabilitation services are intended to assist individuals with disabilities and help to maximize employability, economic self-sufficiency, independence, and integration into the workplace and the community through comprehensive and coordinated state-of-the-art programs. Once eligibility has been established, a written Individual Plan for Employment (IPE) must be developed in order to activate the identified rehabilitation services.

Know the Purpose of Vocational Rehabilitation

The Division of Vocational Rehabilitation (DVR) provides services for eligible persons with physical or mental impairments. These services are designed to enable a person to prepare for, get, keep, or regain employment.

Apply For Vocational Rehabilitation Services

Eligibility for DVR services is based upon the presence of a physical or mental impairment and a goal of employment. Generally, an eligibility decision will be made within 60 days after you apply for services. If you are receiving Social Security Disability Insurance (SSDI) or Supplemental Security Income (SSI) for your disability, you may be eligible for DVR services if you intend to secure your employment.

Develop Your Individual Plan for Employment (IPE)

An IPE is a written goal for employment and it is critical that it be developed with clearly written employment outcomes. In order for DVR to provide the support necessary to meet each employment goal, the service must be specified on the IPE.

Know What the Vocational Rehabilitation Services Are

DVR offers other services which may be needed to assist in rehabilitation.

Based on the disability and the vocational goal, one or more of the following services may be required:

- Vocational Evaluation
- Career Planning
- Job Placement
- Counseling and Guidance
- Job Coaching
- Assessment of Technology Needs
- Speech and Language Therapy
- Training/Education After High School
- Support Services
- Medical and Psychological Diagnosis
- On-Site Job/Task Analysis & Treatment

Additional Resources

Division of Vocational Rehabilitation Agencies (DVR)

State Vocational Rehabilitation Agencies assist individuals with disabilities who are pursuing meaningful careers with training, education, and funding.

For a list of state DVR Agencies, visit www.jan.wvu.edu/cgi-win/TypeQuery.exe?902

Client Assistance Programs (CAP)

CAP is a nationwide network of congressionally mandated, legally-based disability rights agencies.

For a list of CAP offices, visit www.jan.wvu.edu/cgi-win/TypeQuery.exe?039

What is Order of Selection?

www.ilr.cornell.edu/edi/publications/PPBriefs/PP_23.pdf

Fact Sheet

The State Vocational Rehabilitation Services Program

www.pai-ca.org/pubs/503401.pdf

Developing An IPE

An Individual Plan for Employment (IPE) provides the guidance for activating Vocational Rehabilitation services. The purpose of Vocational Rehabilitation services is to help an individual with a disability to get, maintain, retain or regain employment. Without a clearly developed and detailed IPE, Vocational Rehabilitation is unable to properly assist with making the plan become a reality.

Choose a Specific Employment Outcome

Identify an employment goal based on the individual's unique strengths, concerns, abilities, and interests.

Plan for Services to Be Provided in the Most Integrated Setting

Working in the community dramatically increases the opportunities to be included in and connect to the community. Explore what types of services are necessary to make it work.

Establish a Timeline

Identify when services will start and when each goal is expected to be met.

Identify Specific Entities That Will Provide the VR Services

After determining who will be providing each service, discuss what it will take to make it happen.

Determine How Progress Will Be Evaluated

Discuss and agree how progress will be measured and how everyone involved will know that progress has occurred.

Determine the Responsibilities of VR, the Individual, and the Agency Providing the Services

Establish a clear written understanding of each person's responsibilities for what and how communication will be maintained between all involved parties.

Determine If Supported Employment Will Be Needed

Supported employment can make a dramatic difference for individuals with significant disabilities to be successfully employed in more integrated settings.

Determine If Any Post-Employment Services Will Be Needed

Discuss what types of follow-up supports will be needed in order for an individual to maintain and advance in their career path.

Additional Resources

Social Security Online-The Work Site-Ticket to Work

www.ssa.gov/work/developingIPE.html

Self Employment and an IPE

www.start-up-usa.biz/resources/content.cfm?id=646

State Vocational Rehabilitation Agencies and Their Obligation to Maximize Employment

Published by the National Assistive Technology Advocacy Project

Publication available for download:

www.nls.org/vrbooklt.htm

State Rehabilitation Council

The SRC consists of a diverse membership, appointed by the Governor, who are interested in and representative of individuals with disabilities. The SRC, among other things, works in partnership with the State DVR to review, evaluate and advise the Department regarding its specific and overall performance and effectiveness. Contact your state DVR for more information about their Rehabilitation Council.

Independent Living

Independent Living skills are those skills that are necessary for living in as self-sufficient a manner as possible. No person, with or without a disability, is born with these skills; they must be learned. For individuals with disabilities, some of these skills may be particularly difficult or time-consuming to master, requiring assistive devices and/or extra training and practice to achieve the highest possible level of independence.

Independent Living Skills May Include:

- Home Management
- Budgeting, Banking and Money Management
- Social Skills and Relationships
- Stress Management
- Self-Advocacy and Assertiveness
- Travel and Transportation
- Problem-Solving (legal, family, social)
- Meal Planning / Preparation
- Shopping
- Personal Hygiene
- Mobility
- Personal Health Care
- Accessing Community Resources

Start Teaching Independent Living Skills Early

Involve your son or daughter in the ordinary activities of running a home. Even if physical limitations prevent them from performing the tasks, they may need to know how the process works so that they can tell someone else what to do. For students in school served under IDEA, integrate independent living skills development as part of the Transition IEP. When significant disabilities exist, consider initiating a Transition IEP earlier than the age of 16. Some states start at the age of 14.

Cultivate Your Son's or Daughter's Mind and Talents

Make their studies and school responsibilities (homework, projects) theirs, not yours. Give them the joy of their own success.

Get Connected to Your Local Center for Independent Living (CIL)

CILs are typically non-residential, private nonprofit, consumer controlled, community-based organizations providing services and advocacy by and for persons with all types of disabilities to assist them to achieve their maximum potential. Request assistance from your local CIL to assess Independent Living skills and identify needs for skill development.

Consider the Use of Assistive Technology for Gaining Greater Independence

Utilize a tool such as WATI AT and Transition to help identify areas of independent living that may be aided by assistive technology. **(See Additional Resources for more information about WATI AT and Transition)**

Additional Resources

Statewide Independent Living Councils (SILCs)

The SILCs collaborate with the state vocational rehabilitation agency to develop the state independent living plan.

For a list of state SILCs, visit

www.ilru.org/html/publications/directory/SILC.html

Wisconsin Assistive Technology Initiative (WATI) AT and Transition

A useful document to help identify possible assistive technology opportunities to increase independent living skills.

www.wati.org/pdf/atransitionpacket.pdf

Ten Tips For A Successful Job Interview

It may be your very first job interview or your tenth- it's OK to be nervous. Everyone gets nervous on job interviews. Here are a few tips to help you achieve a successful job interview:

1. Practice makes perfect! Ask your parents or friends to help with role modeling a job interview, make a list of questions you think an employer might ask you and a list of questions you might ask. After you've practiced them, you'll be better prepared and confident for the job interview.
2. You should always look your best on a job interview. Your appearance is important to employers.
3. Get to a job interview early, don't be late! Being late tells the interviewer that you're not serious about the job.
4. Always greet your interviewer with a smile and a handshake. Be yourself. Your pride for who you are and what you can do will shine through. This goes along way for first impressions.
5. Relax, remind yourself that an interview is just a conversation between two or more people getting to know each other.
6. Take a moment and collect your thoughts before you answer a question. Remember to answer questions with full sentences. For example: "Yes, I can file folders in alphabetical order", or "Yes, I can answer phones and take messages". Try not to answer questions with "Yeah" or "Uh-huh".
7. Don't be afraid to take some time to speak for yourself. You're not bragging, you're simply letting the company know that your skills would be an asset to them. Keep personal activities that are not job related out of the conversation unless you are asked to share them.

8. Try to keep eye contact with the interviewer. It may seem difficult, but it tells the interviewer that you're interested in what they are saying.
9. Remember that you can ask questions too. This interview is not just about whether or not this company wants to hire you; it's also about whether or not you wish to work for this company. Questions to ask may include:
 - What salary are you offering?
 - How many hours or days a week will I be working?
 - Do I have an opportunity to be promoted?
 - Do you raise salaries annually or based on merit / job performance?
 - What is your vacation / benefits package? Does it include health insurance, life insurance, short or long term disability, or 401k programs?

This is also the best time to explain and request any special accommodations needed, time off, or anything important that may need to be in place before you begin working.

10. Follow up with a courtesy call. A day or two after the interview, it's a good idea to send a note thanking the interviewer for the opportunity to meet with them. This sends a powerful message to the employers and shows them your dedication and interest in the position.

Important: Make sure to clean up your online presence and use an appropriate e-mail address before submitting your resume or application to a potential employer. Employers will check Facebook, MySpace, Twitter, and other social networking sites for more information about you. Make sure these are set to private or contain only information that you would not mind your future employer knowing about you.

Dress For Success!

When We Look Good, We Feel Good!

It's nice to dress comfortably in sweat pants and a t-shirt while we're relaxing around the house, but would we wear this to a job interview? What about a company meeting? How we look and what we wear says a lot about who we are and how we feel about ourselves. If our hair looks great, our smile is fresh and our clothes are neat, clean and color coordinated, then we're sending an important message to people we meet - especially people we meet at job interviews, company meetings or formal affairs. How we dress speaks for who we are!

Here are some great tips:

Have You Ever Heard Someone Say, "I'm Having a Bad Hair Day?"

- Style and self expression is an individual thing and understood, however, companies and management prefer the conservative look.
- Men: Unusual haircuts (words shaved onto the head or a Mohawk) are not a good idea. Try to keep hair out of your face. When in doubt, short and neat is better.
- Women: Teased hair several inches above your head is not always received as professional. Long hair is nice when it's well groomed and combed.

Personal Hygiene:

This is extremely important! Remembering to shower, wash your hair, apply deodorant, and brush your teeth is critical. In general, people would never hurt other people's feeling by saying it out loud, but if you have bad body odor, or bad breath, people may not wish to be around you or have long conversations with you. This is especially true of the potential employer.

Clothing Choices:

This can be as simple as wearing a pair of black slacks with a nice solid color button down shirt or blouse (solid colors are the easiest to coordinate with black). The color black also says you're conservative and professional.

- Dresses or skirts worn at knee level or lower are the best choice.
- Try not to wear sneakers. Shoes are always the better choice.
- Try not to wear jeans. You want the employer to take you seriously, so dress like you mean business.

Accessories:

If you choose to accessorize, remember not to over-accessorize. Two rings on either hand is more than enough. One bracelet, one watch, and one set of earrings. Simple is safe. Also, if you wear facial jewelry or piercings, try not to wear it on a job interview. Although some companies don't mind, there are still many that do. Why take a chance?

Take a look in the Mirror!

You're all dressed up for the job interview and the mirror is the final test! Ask yourself the following questions:

- Am I comfortable in what I'm wearing?
- Does my outfit match well?
- Is what I'm wearing appropriate for the occasion?
- Do I feel good about how I look?

If you've answered "yes" to all four of the questions, you're ready for your job interview. Good Luck!

Job Accommodations

Job accommodations are adjustments to a job or work environment that will enable a qualified applicant or employee with a disability to perform essential job functions.

Get Help with the Identification of Job Accommodations

The Job Accommodation Network is a free service of the Office of Disability Policy (ODEP) of the US Department of Labor. (Call 800-526-7234 or refer to Additional Resources for additional options.)

Research the Costs and Options

Job Accommodations can be expensive; however, more than half of all accommodations cost less than \$500.

Request Accommodations

Though it is not required by the ADA, it is suggested that employees ask for accommodations in writing. Job accommodations may also be identified as part of an IPE (Individual Plan for Employment).

Know How Job Accommodations are Funded

- Tax incentives available to employers
- Vocational Rehabilitation
- Alternative Finance Program loans from FFAST.org
- Self funded purchases
- Recycled equipment

Know When an Employer Is Not Required to Meet the Required ADA Regulations

Smaller companies may not be required to provide accommodations, but Vocational Rehabilitation can be very helpful in providing assistance with job accommodations as part of implementing an individual's IPE (Individual Plan for Employment).



Additional Resources

Job Accommodation Network (JAN)

A free service that provides employers, employment providers, people with disabilities, their family members, and other interested parties with information on job accommodations, self-employment, small business opportunities, and related subjects.

Accommodations: 800-526-7234

ADA Information: 800-ADA-WORK (800-232-9675)

Email: jan@jan.icdi.wvu.edu

Website: www.jan.wvu.edu

The Job Accommodation Process:

Steps to Collaborative Solutions

<http://www.dol.gov/odep/pubs/misc/job.htm>

Personal Assistance Services in the Workplace

www.dol.gov/odep/pubs/ek97/personal.htm

Supported Employment

The opportunities for individuals with significant disabilities to obtain meaningful employment are expanding as options for Supported Employment are emerging as an alternative to Adult Day Training programs (i.e. sheltered workshops).

Supported Employment is a way for people traditionally denied employment (due to the perceived severity of their disability) to get jobs, advance in their career, increase social interaction, and be provided long-term, ongoing support for as long as needed.

Supported employment provides assistance such as job coaches, transportation, assistive technology, specialized job training, and individually tailored supervision. Supported employment encourages people to work within their communities, social interaction, and integration.

Explore Career Opportunities

Focus on the individual's interests, abilities, and needs through such experiences as vocational education classes, job shadowing, job try-outs, and actual employment.

Create Opportunities to Develop Self-Determination Skills

Actively participate in information gathering, academic and career preparation, and decision-making.

Gain Control of the Resources

Learn how to purchase services and supports. Family members, personal advisors, and other trusted advocates can assist as needed.

Secure Employment Based on the Individual's Desires

Take into consideration the type of work environments, activities, hours, pay, supports, transportation, career advancement opportunities, other similar factors, and how they fit with an individual's desires.

Identify Any Necessary and Appropriate Supports

Utilize job accommodations, assistive technology, and individualized supports before, within, and outside the job. Get connected to Adult Services.



Additional Resources

Overview of Supported Employment

Office of Disability Employment Policy
US Department of Labor
Frances Perkins Building
200 Constitution Ave NW • Washington, DC 20210
Phone: 866-633-7365 • **TTY:** 877-889-5627
www.dol.gov/odep/archives/fact/supported.htm

APSE

APSE Supported Employment Indicators
Publication for download:
Phone: 804-278-9187
www.apse.org/documents/QualityIndicators.pdf

Information And Resources

The following is a partial listing of useful resources related to **employment, transition planning, and related supports**. For more information, please contact TILES at **800-825-5736** or e-mail tiles@fndfl.org. You can also visit www.fndusa.org

National Dissemination Center for Children with Disabilities

P.O. Box 1492
Washington, DC 20013
Phone: 800-695-0285
Fax: 202-884-8441
Email: nichcy@aed.org
Website: www.nichcy.org

National Center on Secondary Education and Transition Institute on Community Integration

University of Minnesota
6 Pattee Hall, 150 Pillsbury Dr. SE
Minneapolis, MN 55455
Phone: 612-624-2097
Email: ncset@umn.edu
Website: www.ncset.org

Technical Assistance on Transition and the Rehabilitation Act

8161 Normandale Blvd.
Minneapolis, MN 55437
Phone: 952-838-9000
TTY: 952-838-0190
Email: Pacer@pacer.org
Website: www.pacer.org/index.asp

Work Incentives Planning and Assistance (WIPA)

The 103 Work Incentives Planning and Assistance (WIPA) projects across the U.S. and the U.S. territories work with SSA beneficiaries with disabilities on job placement, benefits planning, and career development.

To find the WIPA project nearest you please visit:

<https://secure.ssa.gov/apps10/oesp/providers.nsf/bystate>

Office of Disability Employment - US Department of Labor

Frances Perkins Building
200 Constitution Ave. NW
Washington, DC 20210
Phone: 866-633-7365
TTY: 877-889-5627
Website: www.dol.gov/odep/

Project 10: Transition Education Network- University of South Florida

Physical Address: 529 First St. South
Mailing Address: 140 Seventh Ave. South, SVB 112
St. Petersburg, FL 33701
Phone: 727-873-4661
Website: www.project10.info

DO-IT Disabilities, Opportunities, Internetworking, and Technology

University of Washington
Box 354842
Seattle, WA 98195-4842
Phone: 888-972-DOIT (3648)
Fax: 206-221-4171
Website: www.washington.edu/doit/

For more information about TILES and additional programs that FND has to offer, please visit:
<http://fndfl.org/Programs.asp>



TILES PARTNERS

Florida Department of Education/Bureau of
Exceptional Education and Student Services
(850) 245-0505 www.fldoe.org

Florida Department of Education/Division of Vocational Rehabilitation
(800) 451-4327 www.rehabworks.org

Disability Relations Group (DRG)
(727) 523-1000 www.drgglobal.com

Redlands Christian Migrant Association (RCMA)
(941) 658-3560 www.rcma.org

WorkNet Pinellas
(727) 507-4300 www.worknetpinellas.org

The Able Trust
(888) 838-ABLE (2253) www.abletrust.org

Professional Development Partnership
(727) 873-4853 www.stpt.usf.edu

Caring and Sharing Center for Independent Living (CASCIL)
(727) 577-0065 www.cascil.org

Advocacy Center for Persons with Disabilities, Inc.
(813) 233-2920 www.advocacycenter.org

Florida Alliance for Assistive Services and Technology (FAAST)
(850) 487-3278 www.faast.org

VSA Arts of Florida
(813) 975-6972 www.vsaf.org

Florida Coalition for the Education of Individuals
with Developmental Disabilities
(561) 912-1231

disAbility Solutions for Independent Living, Inc.
(386) 671-1960

Collier County Office of Exceptional Student Services
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