

Cultural Experiences for Students in Transition

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Overview:

Special Education has become one of the “most important symbols of American compassion, inclusion, and educational opportunity...” However, it must be revitalized to produce better learning outcomes in the children it serves, according to a published report by President George Bush’s Commission on Special Education (Torgeson, 2004)

The unit follows the history of special education within the United States to its present levels. I will discuss the varying levels of support offered to students identified with special needs, the testing used to identify these students, and the laws that protect them. I will use the Individuals with Disabilities Education Act (IDEA) as a guide and will discuss its importance as a guide for both the federal government and the states in the development and implementation of services. I will explore the transition services available to all students and the process under which a student identified as having special needs begins to transition out of the school setting and into the work force.

The unit will focus on reaching those students identified as having mental retardation, as defined by the state of Pennsylvania. It will discuss how Pennsylvania dictates this definition and meets the needs of this specific group of individuals. I will look at how school districts and school boards have dealt with the roughly *six million* students classified as needing special education services, and how it protects the rights afforded to them (Pardini).

The teachable curriculum was written as a three-year program that is separated into three year-long elective classes for high school students. The first year

is an introduction to the community and the experiences available to students in the area surrounding the school. Students are guided by the teacher and will be able to enjoy a great variety of events and experiences. The second year is still guided by the teacher, but the students begin to develop the curriculum along with the educator. Interest inventories will assist the teacher in learning more about individual interests. Students will take those interests and research and plan various trips outside of the immediate school area to participate in community events and activities. Art festivals, music festivals, trips to museums, and galleries will be selected and planned by the students. The class will participate as a whole and will thus be able to experience different cultural events and diverse ideas of life.

Rationale:

The reason that I am creating this curriculum unit is to fill in a space in the Life Skills Curriculum where we are not meeting a need of our students. The program at Langley High School currently lacks enough electives for special education Life Skills Students to experience a diverse array of classes over their four year career. The current class schedule has students taking a variety of art, horticulture and physical education classes throughout their four-year or five-year high school career. Some of the students take two art classes in one semester, due to scheduling conflicts. This is not presenting our students with a well-rounded educational base. Nor is it supporting the transition curriculum that is in place at Langley High School, and at other area Life Skills Support programs.

This unit is in fact a new curriculum that will be used as a base for a 3 year elective program within the Langley curriculum for this population. Each part of the unit will meet the needs of the students while allowing them to become more involved members of the school community and the community at large. The standards for the students in this program are listed in the Appendix. Students are expected to meet high expectations and show growth in functional life skills throughout the program. The Individualized Education Program (IEP) is the guide that will lead students to a high degree of learning and experience.

The Life Skills Program is a program designed to meet the needs of those students who are identified as having mental retardation. This is a measurable full scale IQ of less than 70, which is measured prior to the age of 22. Most students enter the program their freshman year and begin a course load that is designed to help them grow into independent, functional adults. The students attend the program for four years, like a traditional high school. Upon graduation, most of the students continue their education at another Pittsburgh area program until their twenty-first birthday. The transition experience is an integral part of the educational programming here at Langley, and other area high schools. Students need to be job trained, learn appropriate social skills, taught functional and consumer math skills, and learn

occupational adequacies which will prepare them for the workplace and the retention of those jobs.

Life Skills Supports (LSS) are designed to address the specific learning characteristics and needs of students with significant cognitive disabilities. These services focus in a functional curriculum, one based on the development of daily life skills, particularly those skills needed to function as independently as possible in the home and community. In Pittsburgh Public Schools, The Life Skills Support programming centers around the functional curriculum and addresses such areas as communication, self-help, functional academics, social skills, vocational training, time management, money recognition and management, general community functioning (such as traffic safety, map reading, and weather preparedness), and recreation skills. Often times, students who receive Life Skills Support services also qualify for other support or related services; needed supports are decided upon by the Individualized Education Program (IEP) team. This team is composed of family members and school personnel. The IEP team bases its decisions on a document called a CER, a Comprehensive Evaluation Report. The CER is developed by the multidisciplinary team, another group made up of family members, school personnel, therapists, etc. This group summarizes a series of evaluations within the CER and makes recommendations to the IEP team regarding the types and frequency of needed support services.

Any student with significant cognitive disabilities who is of school age and resides in the city of Pittsburgh may be eligible for Life Skills Support services. Referrals are made by teachers, family members, or other professionals who work with the child and family. Services are offered in a wide range of locations across all educational levels. Based on the IEP team's decision, a program can be designed and implemented in the student's home school, on a Life Skills Support classroom housed in a regular education building, or in one of the district's special education centers, or in a more restrictive environment. High school students receiving LSS services may spend part of their school day out in the community as part of their Community-Based Instruction or Vocational Training.

The idea of schools for individuals with special needs began in the late nineteenth-century under the title of supplementary schools. These were schools for the blind, deaf, mentally handicapped or the delinquent and unmanageable. These institutions began under philanthropic or religious auspices and became part of the state and public school systems during the 1870s and 1880s. As better methods of diagnosis and treatment became available, and as the assumption spread that "handicapped and deficient children" were educable and had a right to an education, and as state financing became more generous and reliable, the schools expanded in number.

Many of the schools were residential and hence costly; many were not supported at the level that would have been required to offer a first-class education; some were hellish places where children were ignored or abused by untrained personnel.

Even with such problems, the number of special schools climbed steadily until the 1960s and 1970s, when there was a dramatic shift in opinion among educators of exceptional children. Reflecting the more general movement of the era toward “deinstitutionalization” of the deviant and the handicapped, those educators “began to hold that the policy of isolating handicapped and delinquent children in special classes and special facilities, even when punitively done for their own good, was morally wrong and educationally undesirable and that such children would do better if they were placed more in the mainstream of education and then given additional special services.”

The shift of opinion was written into federal legislation in the Education for All Handicapped Children Act of 1975, which extended and expanded a series of federal programs for improving the education of handicapped children. At the same time it asserted their right to an education in the least restrictive environment appropriate to their needs. Congress never really appropriated the amounts of money that would have been required to realize the ideals in the act, but the effect of the legislation, when joined to state court rulings confirming the policy of least restrictive environment, was to slow the development of new special schools for education the handicapped and to hasten the closing of some of the existing ones (Cremin, 550).

The sweep of civil rights legislation was extended to children with disabilities, nearly 3.7 million in 1976. It wasn't enough to treat everyone equally. Schools had to provide resources and training to make learning possible. The changes were often costly and controversial but nonetheless widely implemented. “Efforts to achieve equal education for children with disabilities were based heavily on Brown and the common school idea,” notes legal expert Jay Huebert. “Disabled students who had been excluded said “Separate is inherently unequal and we deserve to be included in the same schools and classrooms as non-disabled students.” The courts accepted that argument and moreover Congress accepted that arguments and enacted legislation that provided a great deal of support for judicial legislation that provided a great deal of support for the judicial decisions in question. And in part because there is that legislative support, “the rights of students with disabilities in many ways are stronger and better enforced today than the rights of any other groups” (Bernard, 162).

Students who were identified as having special needs are now given services to move them from the classroom to the work force. This process became known as transition programming. Transitioning goes hand in hand with the IEP, and it is a road map for teachers, students and families to follow. The plan clearly states what

students are interested in learning, what they have tried, and what they see in their future. Transition Services are defined in the Individuals with Disabilities Education Act (IDEA), Section 300.18, as a coordinated set of activities for a student, designed within an outcome-oriented process, that promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.

The coordinated set of activities must—

- (1) be based upon the individual student's needs taking into account the student's preferences and interests; and
- (2) include instruction, community experiences, the development of employment and other post-school adult living objectives, and if appropriate, the acquisition of daily living skills and functional evaluation. (IDEA: Section 300.8).

The IEP for each student, beginning no later than age 16, must include a statement of needed transition services. Federal law permits the provision of transition services for some students at age 14 or younger, particularly for those at risk of dropping out of school before age 16. These decisions are made by the IEP team. Transition is an all-inclusive process that focuses on improving a student's employment outcomes, housing options, and social networks after leaving school. The transition plan provides the framework for identifying, planning, and carrying out activities that will help a student make a successful transition to adult life. It identifies the type of skills to be learned; and which transition services will be provided, when they will be provided, and the party responsible for providing them. Involving a team of people drawn from different parts of the student's school and community life, the transition planning process focuses on the unique needs and goals of the student. The goal of the unit is that members of the community could become members of the IEP team when applicable, and help guide a student towards more meaningful learning and employment opportunities.

Objective:

The objective of this paper is for students to become more fully engaged in their communities. This will be accomplished by using the Life Skills program and curricula as guided practice. Students will attend performances around the school community... library visits, art galleries, music pieces. After these initial school directed trips to community events, students will fill out an interest inventory with the teacher and decide which type of events interested them personally the most, and why. Do they like the bright colors of an art exhibit? Did they love the jamming sounds at an outdoor concert? From this point, the students will engage in more personal experiences in the community. They will develop outings for the group with teacher assistance, and individual outings for themselves. The students will follow

through by participating in community events. They will learn to arrange transportation and figure costs and other variables.

I seek for my students to become fully incorporated members of their communities at large. I want to see people with disabilities enjoying arts exhibitions, museums, and the theater. If we as teachers give them the base of knowledge to enjoy these events, the students themselves have a greater opportunity to enjoy them as adults. In order to meet this objective of independence, the students will meet the standards in place in the Life Skills Program. They will explore the community in a safe way, and become familiar with people and events in the places where they live.

Students should be given the same opportunities outside of the classroom that their general education peers have. Attending concerts and cultural events is part of being a teenager. Our students with special needs are kept sheltered and away from these events that occur outside of the classroom. We as educators attempt to include students with special needs in as many classes or experiences with the general education peers as we can during school hours. However, after the school bell rings, there is little in common that our students can participate in with their peers. Teachers are not available, parents are frightened for the safety of their child, and the students are unable to express their desire to be with peers.

Hopefully, these integral social outings will create a bond between students and their community. A student may meet a community member who can help them toward post secondary employment or volunteer opportunities that will be fulfilling to both the student and the membership of that organization at large. Community members might be willing to take active roles in the transition planning and IEP process of students who show an aptitude toward a certain activity.

There must be a way to have a continuum of services that will be enjoyable for our students as well as for the general population. In order to erase the stigma attached to people with disabilities, we must allow them to become members of the community. These students should be with their peers in a safe way. And in turn, in order for acceptance of others to grow in our teenage population, we must not ignore the presence of people with special needs. We should not prejudge the moral character of our young leaders. They should be given the opportunity to show the strength of character we teach in schools by enabling them to care for their fellow human beings. If we hide our students with special needs from the general population, we are only increasing the mistrust and misunderstanding that is paramount in our society.

Strategies:

1. Students will take a class developed and run by the teacher. Students will attend several different cultural and community based events that are located within the school building or around the school community. Students will use local transportation when needed, but most events will be within walking distance. Some choices include library trips to hear speakers/authors read aloud and perform, attending music concerts within the school, attending the school play, going to local parks to see performance artists, travel to a local art gallery, travel to a neighboring senior community center and participate in crafts and art projects with the residents.

Students will take this class as an elective during their freshman year of school. The life Skills Support program focuses on creating community based experiences that will be relevant to the students. This elective will focus on involving students in the community by introducing them to various experiences available to them in and around their school.

2. Students will then take a year long class during which they begin to share in the responsibility of planning and developing curricula with the teacher. Student input will be taken based on past community and creative arts experiences. The students will complete a cumulative survey on their interests. This will assist the teacher in guiding the curriculum for the year. Students will select experiences that they enjoyed and would like to see more of. They will plan the trip for the class as a whole to attend an outing in the community. The student will arrange transportation and the teacher will assist in all aspects of the developed curricula.

During this class, the students will also begin to attend events that are outside of the immediate school area. The teacher will assist in creating experiences that the students can travel to as a class. Some of these outings will include trips to the cultural district of downtown Pittsburgh to see different performances, outings to the Carnegie Museum of Art, and others.

This part of the experience will occur during the students' second or sophomore year. This program will grow as the students become more independent and mature members of the community. They will be travel trained if they aren't already, and will develop skills to travel in the community with adults and individually.

For students who express an interest in a particular cultural or community event, the teacher will attempt to make a connection between the student and a community member, or a person who is immersed within that art event. These interested community volunteers may wish to take a more active interest in teaching

what they know about an art form to the student. This could be the beginning of the graduation project that all students must complete in order to graduate from Pittsburgh Public Schools.

3. The final year of the program will be taken by juniors or seniors. Some students may take this portion as a two-year course as needed to graduate per student schedule. The students will be planning alongside the teacher. Each student will focus on planning one class outing. The student will be able to use this project as a graduation project, and present their trip to the graduation panel in fulfillment of the graduation project requirements. The student will pick *one* cultural event to plan from start of finish. The student will be required to choose the topic, research why it is important, and the history of this cultural event in Pittsburgh. The student will find out where and when the event takes place. The student will also find out how much it costs. The student will discover what kind of rate the site may offer to groups, and will gather permission slip and money from other students, as well as permission from the Principal. The student will be responsible for finding the route and planning the bus trip to and from the event.

In this capacity, the teacher is only a guide and resource for the student to use as assistance. If at this point the student has chosen a community leader and has forged a relationship with that person from the previous school year, it will be up to the student to continue that relationship and learning process, or to look for new experiences outside of that art form.

Students will present their background information, and project to the graduation panel at the end of their junior year. In case a students in unable to complete the project after one year, or has failed to meet the graduation project requirements, he/she will be able to present their project the following year as a senior.

Classroom Activities:

The following activities are examples of lessons that may be used during the first year of the program. The unit is designed as a three year curriculum program but to detail all activities would be overwhelming and also not appropriate based on the population. Teachers will have to adjust and monitor the underlying curriculum based on the individual student interests and student ability levels.

Semester One, Week One:

The class will begin at the start of the school year, with students completing a pre-test on interests. This will work as a “getting to know you” activity for the

teachers as well as the students, as the students will all be incoming freshman, and unknown to each other at this point of their high school careers. The inventories will be reviewed together as a class and the students will discuss their personal interests as well as academic interests. Because these students are identified as having special needs, this process may take a few days to complete. The conversations may need to be more or less teacher directed depending on the ability level and communication level of the student population in the class.

We will complete posters using magazine pictures and written words to create visual interpretations of self. The posters will be the first in a series of student created art pieces that represent personal interest and self. These posters will go hand-in-hand with the completed interest inventories to depict the student attitudes and experiences.

Students will get to know each other by presenting their posters to the class. The student will describe what their pictures and words represent, and why he/she felt it important to include in the poster. This part of the experience will allow other students to see and hear about the interests and experiences of fellow classmates.

Semester One, Week Three and Four:

After the completion of the poster presentations and interest inventories, the teacher now has a base of knowledge about the students. The educator can see the ability levels of these incoming freshmen and also what their personal interests and past experiences have been. This is the jumping off point for the rest of the curricula. The students will now undergo a process of social and community experience within the classroom. The teacher will be the guide within the room and will be watching for and learning more about individual needs and possible anxieties. The students will use audio tapes and compact discs to listen to and critique music selections not made by them. I expect the students to not necessarily hear their favorite music during this portion of the class. The teacher is looking for how the students react to different stimuli. Does the student keep an open mind? Does the student become rude or aggressive when presented with unfamiliar experiences?

During this week, the computer labs will be used to view art online. Students will be asked to critique various art works and pieces a variety of ways. Students will be asked to draw their favorite picture from those viewed. Students may be asked to orally explain why they like a particular picture, or students may be asked to write a story about the picture they viewed. Some sites that have pictures to look at include: www.matress.org, this is the site of contemporary art at The Mattress Factory. <http://frickart.org>, is the sight for the Frick Art and Historical Center. www.cmoa.org is the site dedicated to the Carnegie Museum of Art. There are many other museums in Pittsburgh that are available without ever leaving the classroom! They are all

available online, and by doing a *Google* search of Art Museums in Pittsburgh, all educators should be able to discover pieces that are appropriate for their learners.

Annotated Bibliography/Resources:

Below you will find resources that are appropriate for parents and educators alike. Teachers will find a wealth of information that can be adapted into curriculum and lesson plans. Parents will use these books and websites as a jumping off point for open discussion about the interests and transition goals of their young adult with special needs.

Articles

Gentry, Marcia. *Project High Hopes Summer Institute: Curriculum for Developing Talent in Students with Special Needs*. Roeper Review, 1998.

McCoy, JO. *An Educational Enhancement Program for High School Students with Special Needs Enrolled in a Special Education Program*. Physical Therapy, May 2000.

Phelps, L. Allen. *School-to-Work Transitions for Youth with Disabilities: A Review of Outcomes and Practices*. Review of Educational Research, 1997.

Books

For Teachers:

Bernard, Sheila C. and Sarah Mondale *School: The Story of American Public Education*. Boston, 2001. Based on a PBS documentary, this book covers the educational system of the United States. The book has many good pictures.

Cremin, Lawrence A. *American Education: The Metropolitan Experience 1876-1980*. New York, 1988. A comprehensive history of education in the United States from 1876 until the 1980s.

Lewis, Barbara A. *Kids Guide to Service Projects*. Minneapolis, MN, 1995. Ideas for service projects, from animals, community development to environment and friendship.

For Students:

Isler, Claudia. *Volunteering to Help Animals*. New York, 2000. This is a children's book with minimal writing. Nice pictures, easy read and lots of information for students. First of three in series: see below.

Isler, Claudia. *Volunteering to Help in Your Neighborhood*. New York, 2000. This is a children's picture book with minimal writing. Good pictures and easy to read for lower readers. Second of three in series: see prior and next entry.

Black, Michael A. *Volunteering to Help Kids*. New York, 2000. This is a children's book with minimal writing. Nice pictures, easy read and lots of information for students. Third in series of books, see above two selections.

Websites

www.parentpals.com This is a site with lower ability level games and activities for students of all ages. Includes links to articles in various topics across the special education spectrum.

www.funbrain.com Among other games, this student centered site has a fun array of music and art interactive games for students of all levels.

www.africanaculture.org The African American Cultural Center presents the art, culture, and history of African Americans in Pittsburgh and of people of African descent throughout the world.

www.clpgh.org The Carnegie Library site, hosts many links to cultural institutions throughout Pittsburgh.

www.cns.gov/learn/index.html. Corporation for National Service: Learn and Serve America! Learn about service-learning programs in schools and community organizations across the country. You also find out about honors and scholarships for student volunteers.

www.ncpc.org National Crime Prevention Council explains what young people can do to take action in their neighborhoods.

www.servenet.org Youth Service America promotes service programs and offers financial assistance. Helps find service opportunities in your area, and offers advice to volunteers under age 18.

<http://ici2.umn.edu/ntn/default.html> The National Transition Network (NTN) was funded by the US Department of Education, Office of Special Education Programs until September 30, 2001. NTN provided technical assistance and evaluation services to states with grants for Transition Systems Change and School-to-Work. Although NTN is no longer active, the Web site offers online publications, transcripts, workshop information and reports, state contacts, and more.

<http://www.ncset.org/> The National Center on Secondary Education and Transition (NCSET) coordinates national resources, offers technical assistance, and disseminates information related to secondary education and transition for youth with disabilities in order to create opportunities for youth to achieve successful futures. An excellent site with many links and much research information.

<http://www.youthhood.org/youthhood/index.asp> It's a welcoming community for all youth where they can start thinking about what they want to do with the rest of their life. This Web site was built to help youth plan for the future. The site was designed to be used with a teacher, a mentor, a parent or solo. Also has wonderful teacher resources and lesson plans.

Transition Checklist

Excerpted from the National Transition Network, Parent Brief – Winter 1996.

Available online at <http://ici2.umn.edu/ntn/>

The following is a checklist of transition activities that you and your son or daughter may wish to consider when preparing transition plans with the IEP team. Your student's skills and interests will determine which items on the checklist are relevant. Use this checklist to ask yourself whether or not these transition issues should be addressed at IEP transition meetings. The checklist can also help identify who should be part of the IEP transition team. Responsibility for carrying out the specific transition activities should be determined at the IEP transition meetings.

Four to Five Years Before Leaving the School District

- Identify personal learning styles and the necessary accommodations to be a successful learner and worker.
- Identify career interests and skills, complete interest and career inventories, and identify additional education or training requirements.
- Explore options for post- secondary education and admission criteria.
- Identify interests and options for future living arrangements, including supports.
- Learn to communicate effectively your interests, preferences, and needs .
- Be able to explain your disability and the accommodations you need.
- Learn and practice informed decision making skills.
- Investigate assistive technology tools that can increase community involvement and employment opportunities.
- Broaden your experiences with community activities and expand your friendships.
- Pursue and use local transportation options *outside of family*.
- Investigate money management and identify necessary skills.
- Acquire identification card and the ability to communicate personal information.
- Identify and begin learning skills necessary for independent living.

- Learn and practice personal health care.

Two to Three Years Before Leaving the School District

- Identify community support services and programs (Vocational Rehabilitation, County Services, Centers for Independent Living, etc.)
- Invite adult service providers, peers, and others to the IEP transition meeting.
- Match career interests and skills with vocational course work and community work experiences.
- Gather more information on post secondary programs and the support services offered; and make arrangements for accommodations to take college entrance exams.
- Identify health care providers and become informed about sexuality and family planning issues.
- Determine the need for financial support (Supplemental Security Income, state financial supplemental programs, medicare).
- Learn and practice appropriate interpersonal, communication, and social skills for different settings (employment, school, recreation, with peers, etc.).
- Explore legal status with regards to decision making prior to age of majority.
- Begin a resume and update it as needed.
- Practice independent living skills, e.g., budgeting, shopping, cooking, and housekeeping.
- Identify needed personal assistant services, and if appropriate, learn to direct and manage these services.

One Year Before Leaving the School District

- Apply for financial support programs. (Supplemental Security Income, Independent Living Services, Vocational Rehabilitation, and Personal Assistant Services).
- Identify the post-secondary school you plan to attend and arrange for accommodations.

- Practice effective communication by developing interview skills, asking for help, and identifying necessary accommodations at post secondary and work environments.
- Specify desired job and obtain paid employment with supports as needed.
- Take responsibility for arriving on time to work, appointments, and social activities.
- Assume responsibility for health care needs (making appointments, filling and taking prescriptions etc.).
- Register to vote and for selective service (if a male).

Name _____

Date _____

Student Interest Inventory

Answer the following questions about yourself.

1. Circle the all of the following activities you enjoy *watching*:

Play musical rap concert soft music concert

painting sculpture installation art drums

sports events movies other: _____

2. Circle the following activities you enjoy *participating in*:

Play musical rap concert soft music concert

painting sculpture installation art drums

sports events movies other _____

3. *What* is your favorite movie?

4. *Why* is it your favorite movie?

5. *What* is your favorite type of music?

6. *Why* is it your favorite type of music?

7. *What* is your favorite thing to do on the weekends?

8. *Why* is it your favorite thing to do on the weekends?

Appendices-Standards:

These are the standards developed by the Board of Education for students in the Life Skills Programs in the Pittsburgh Public Schools. These are specific standards that will be touched on during the course work of curriculum. Students should be able to meet the goals set forth in these standards in order to achieve a passing grade in the class, and be able to demonstrate their abilities toward higher understanding of the standards, as well as show further reflection of the goal and overall achievements. This will be demonstrated individually by each student through various assessments and teacher made materials; it could also be represented in the final Graduation Project.

- Mathematics:
1. Use money to purchase food, drink and supplies.
 2. Use the calendar to get information.
- Communications:
- frustration.
1. Use my word to express anger, happiness and
 2. Ask for help then I do not understand something.
 3. I use manners to say please thank-you.
- Arts and Humanities:
1. I listen to different types of music.
 2. I draw pictures to show things in my life.
 3. I act out what I am feeling.
- Environment and Ecology:
1. I identify the seasons, and changes that happen in each one.
- Citizenship:
1. I share my ideas and listen to the ideas of others.
 2. I explore my community and its workers.
 3. I am a part of the community and can learn a job.
- Science and Technology:
1. I use my senses to discover things around me.
 2. I use the computer to practice skills and get information.
- Career Education:
1. I role-play different types of workers.
 2. I understand that I can contribute to my community in a special way.
- Wellness and Fitness:
1. I can tell you healthy foods to eat.

Transition Resources:

Program for Students with Exceptionalities: Pittsburgh Public Schools	412.323.3950
The Allegheny County Departments of Human Services Office of Mental Retardation/Developmental Disabilities	412.350.7285
Medical Assistance Transportation Program (MATP)	1.888.547.6287
County Assistance Office	412.565.2146
Three Rivers Centre for Independent Living	412.371.7700
Social Security Office	800.772.1213
Office of Vocational Rehabilitation	412.392.4950
Blindness & Visual Services	412.565.5240
Education Law Center	412.391.5225
Disabilities Law Project	412.391.5225
Community College of Allegheny County	412.237.2723
PA Training and Technical Assistance Network	800.446.5607 www.pattan.k12.pa.us
Education Publications Center	www.edpubs.org

Independent Supports Coordination Units:

Independent Supports Coordination at UPMC	412.622.4500
Mon Valley Supports Coordination Services	412.464.1545
Family Links	412.343.7166
Family Links Satellite Office (McKeesport)	412.664.7144
Staunton Clinic	412.928.8687