

**MOVING ON:
FROM SCHOOL TO ADULT LIFE
A GUIDE TO TRANSITION
FOR STUDENTS WITH DEVELOPMENTAL
DISABILITIES AND THEIR FAMILIES**

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SECTION I

INTRODUCTION

This Transition Handbook has been prepared for parents as well as teachers, case managers, consumers, agency staff, and anyone else interested in the services that are available to students with developmental disabilities in Contra Costa County who are beginning to plan for the transition from school to adult life. We hope it will demystify the transition process as well as provide practical information on developing an Individual Transition Plan (ITP), which is your blueprint to the future. Thinking about transition to adulthood is an ongoing process that requires thought and advance planning. This planning start with the recognition that students with developmental disabilities will soon live, work, and socialize as adults in the community and must be well-prepared to do so.

If you are a parent, you may be wondering how to begin thinking about transition and developing a solid plan that will help your son or daughter achieve his/her goals.

Here are some tips for parents:

- Help your child to develop good self-help skills and safety awareness
- Emphasize good grooming and social behavior
- Make sure your child is developing basic academic skills
- Support your child's emerging confidence and self-esteem
- Advocate for your child's education in the least restrictive environment
- Help your child to establish and maintain good health and physical fitness
- Think about what you would like to see happen for your child in the future, then work backwards, and **TRY TO START EARLY!**

Some of the skills you, as a parent, will want to develop are:

- **COMMUNICATION!** Keep in close contact with your child's teachers, program administrators, Regional Center case manager, and representatives from any other agency working with your child. Let them know what you need in the way of services for your child.
- **ACTION!** Be actively involved and participate in helping your child to plan for and achieve his/her goals and objectives.
- **PLANNING!** Develop your own plans and timelines for carrying out family activities that will help your child achieve his/her goals.

Remember that you will want to plan several years ahead. Studies have found that with good planning, students experience greater post-school success and independence.

Here are some questions to help you begin thinking and planning for your child's future. Be sure to talk about these questions with your child.

- What would your child like to do in the future? What are his/her dreams?
- What are his/her strengths and needs as they relate to achieving his/her goals?
- How can you help your child explore his/her interests and preferences?
- What skills will s/he need to develop to reach his/her goals?
- Does your child have any behaviors that will interfere with achieving his/her goals?
- What kinds of community activities does your child like to participate in?
- What supports and services will your child need to achieve his/her goals?
- How can you create opportunities for your child to make his/her own decisions?
- Does your child have any health concerns that should be addressed in transition planning?
- What would it take to increase your child's independence?
- What would it take to increase the amount of time your child spends interacting with non-disabled peers and participating in community life?
- What kinds of supports or accommodations will your child need when s/he leaves school?



AN OVERVIEW OF TRANSITION PLANNING

Transition planning is a federal requirement mandated by the Individuals with Disabilities Education Act (IDEA) that must be provided by all schools for students receiving special education services. It results in a transition plan that is a coordinated set of activities designed to prepare your child to move from school to adult life. Opportunities after leaving school may include postsecondary education, vocational training, integrated employment, adult services, independent living, and community participation. What this means, simply, is that your son or daughter, along with your family, has an opportunity to think about what s/he would like to do with his/her life, what kind of job s/he would like to do, where and with whom s/he would like to live, how s/he would like to spend his/her leisure time, and who s/he would like as friends. The role of the transition planning team, then, is to work together to coordinate the available resources to support your child in achieving his/her dreams.

The first and most important thing for you to know is that transition services **MUST** be based on the student's needs and **MUST** take into account his/her preferences and interests. The second most important thing to know is that transition is not a program; it is a **PLAN** that must be individualized based on those needs, preferences, and interests.

Transition services, as outlined in the Individuals with Disabilities Education Act (IDEA) must address the following areas:

- instruction (including courses of study and postsecondary education)
- related services (such as speech therapy, occupational therapy, physical therapy, etc.)
- community experiences
- employment and other adult living objectives
and, if necessary
- daily living skills training and a functional vocational evaluation

Effective transition planning begins with the following activities:

1. Assisting your child to identify his/her interests, preferences, strengths, and abilities.
2. Identifying activities that will help him/her to achieve goals in educational, vocational, and community settings.

3. Developing the accommodations, supports, and services needed.
4. Determining what steps (actions) must be taken to help achieve his/her goals.

Transition planning is an ongoing, dynamic process that requires coordination to ensure positive outcomes for your child. The focus should be on the creation of strong linkages among families, students, schools, and community service providers to develop the needed services and supports. Your child's transition planning team should also clearly state which agencies will provide needed services both during the transition years and in the future. Throughout, the transition planning group should remember that the focus of the plan is on providing **INCLUSIVE** opportunities for your child within the community.



SECTION II

GETTING STARTED – DESIGNING YOUR INDIVIDUAL TRANSITION PLAN

✿ Special Education Services

As the parent of a child with a developmental disability, you already know that the special education services your child receives are guided by the Individualized Education Program (IEP). The IEP is mandated by the Individuals with Disabilities Education Act (IDEA), a federal law which requires local school districts to provide a free and appropriate education to children with disabilities. This law also contains specific requirements related to “transition” or the movement from school to adult life. These requirements are the responsibility of your local school district, whose representatives must work with you to identify a transition planning team to help plan your child’s future.

The transition planning process begins at age 16, when every child’s IEP must include a “Statement of Transition Service Needs”. This means that the IEP team must determine what instruction or other educational experiences the student needs to prepare him/her for adult life, which must be explicitly stated on the IEP.

By age 16, the IEP must include “Needed Transition Services” which might include instruction and related services, community experiences, vocational evaluation, and participation in activities aimed at preparing the student for employment and adult life. Also at this time, a statement of “interagency responsibilities” must be included which will describe how the student will be linked to agencies providing adult services. Implementation of transition services should begin at age 16. For example, perhaps your child will want to explore different kinds of jobs (“job shadowing”). If so, that should be written into the IEP.

In Contra Costa County, the school districts use an Individual Transition Plan (ITP) form to develop and document transition services. Any time transition planning is discussed at a meeting, parents must be invited to attend the meeting. It is important to know that the ITP goals must be integrated into the IEP. A “best practice” method for thinking and planning about transition is to start by using a person-centered planning process to design the ITP. (For information on person-centered planning, consult your RCEB case manager.) Then, once you, your child, and the team have identified the desired “outcomes”, you can begin to discuss the specific services, goals, and objectives that are needed to achieve these outcomes. Those goals and objectives become part of your child’s IEP.

Remember that the purpose of the ITP is to design transition services that will promote your child’s movement from school to adult life, including continuing (postsecondary)

educational opportunities, employment, adult services, independent living, and community participation. These are described below:

- Instruction – the classes or courses of study the student must complete to gain the skills needed to achieve his/her goals;
- Related services - those needed to allow the student to benefit from special education (such as speech therapy or occupational therapy), as well as consideration of what will be needed to support the student in adult life;
- Community experiences – learning to travel independently in the community and use businesses, recreation, and public facilities (stores, banks, restaurants);
- Employment and adult living objectives – career exploration and vocational training, and preparation for independent living.

If needed, the ITP team should also address:

- Daily living skills – practice with everyday activities such as home maintenance and self-care; and
- Functional vocational evaluation – a practical assessment designed to yield information about vocational interests, aptitudes, or skills.

The California Department of Education has produced a guide entitled “Transition to Adult Living: A Guide to Secondary Education” which describes best practices for schools, families, and other participating agencies. They have suggested **three major activities as the foundation for transition planning. These are:**

- ➔ **Helping students and families to think about goals for adult life;**
- ➔ **Designing the school-based experiences which will result in the student gaining skills and competencies to achieve his/her goals; and**
- ➔ **Linking students and families to adult services and supports.**

As a parent, you should ask your ITP team to help you in these activities. Thinking about the future may seem a little frightening, yet exciting as you begin to explore the possibilities for your child. Approaching this next phase in an organized fashion and soliciting support from those around you will help you in designing a meaningful and achievable plan.

As a first step, think about potential ITP team members. Transition team members include parents, students, teachers and administrators, related service providers, and

representatives of other community agencies who will work with the student and family to reach goals. It is especially important to ensure that your RCEB case manager is a part of your ITP team, as this person is the primary linkage to the adult programs your child may want when s/he leaves school. And, it is not only possible, but desirable, to invite representatives from agencies who may provide services to your child in the future, including employment or independent living agencies. If your son or daughter is interested in employment as an outcome, the Department of Rehabilitation should be invited to attend the ITP team meeting. Finally, parents may invite anyone else who has knowledge or expertise regarding the child, or who may be providing support to the child or family.

A special note about your child's participation on the team. The law requires that the student must be invited to participate whenever a transition planning meeting is held. If the student does not attend, schools must take other steps to ensure that the student's preferences and interests are being considered. Moreover, when students reach age 18 educational rights transfer from the parents to the student. You will be formally notified of this one year before your child's 18th birthday. This transfer of rights prompts parents to think about how to prepare their children to speak for themselves and make sound decisions. If your child is unable to exercise this right appropriately, you may want to explore other options for retaining educational rights, including conservatorship (see Section V).

In Contra Costa County, the teaching staffs within each SELPA (Special Education Local Plan Area) and the Contra Costa County Office of Education are responsible for ITP/IEP development. If you have questions, you should contact your child's teacher or the individuals listed below:

◆ **Transition Specialist**
West Contra Costa Unified School District SELPA
510.307.5307
(Kensington, El Cerrito, Richmond, San Pablo, El Sobrante, Pinole, Hercules)

◆ **Transition Specialist**
Mt. Diablo Unified School District SELPA
925.685.7340, #2742
(Concord, Clayton, Pleasant Hill, Bay Point, and parts of Walnut Creek and Martinez)

◆ **Transition Specialist**
Contra Costa SELPA
925.827.0949
(Orinda, Lafayette, Moraga, Alamo, Danville, Brentwood, Oakley, Bethel Island, Byron, Port Costa, Rodeo, parts of Walnut Creek and Martinez, Clyde, Canyon, Pittsburg, Antioch, Crockett, Knightsen, and San Ramon)

◆ **Transition Specialist**
Contra Costa County Office of Education
925.686.9091

(Students enrolled in Contra Costa County Office of Education special education programs.)

⚙️ **Regional Center of the East Bay**

In the previous section, it was stressed that transition planning must involve the participation of representatives from other agencies who will be providing services to your son or daughter. It is especially important to involve your case manager from the Regional Center of the East Bay. S/he can assist you in many different ways, including facilitating a person-centered approach to planning. The case manager can also support the development of self-advocacy skills with your son or daughter. And most importantly, s/he is the critical linkage to the services and supports that your child will need as an adult. Be sure to talk with your case manager about independent living skills training and information about other services such as day activities, supported employment, medical services, and respite. Your case manager can also provide you with valuable information and support and refer you to training opportunities or other services as you begin the transition planning process.

To contact your RCEB case manager, call **925.798.3001**.

⚙️ **California Children Services**

If your child was eligible for services from this program, they may have been reduced or eliminated as your child grew. Eligibility for CCS ends at age 21. If your child will continue to need durable medical equipment, specialized medical care, or rehabilitation services, you will want to contact your CCS nurse case manager and request help in planning for the transition from CCS to adult medical care.

To contact your CCS case manager, call **925.313.6100**.

⚙️ **Department of Rehabilitation**

The Department of Rehabilitation is a state agency whose mandate is to assist disabled residents of California to become gainfully employed. If an individual identifies a realistic vocational goal and additional education is needed, the Department of Rehabilitation can provide the funding. Your child may be eligible for services from this agency if s/he has a physical or mental disability that substantially impedes employment, and if s/he needs vocational rehabilitation services to prepare for, obtain, or retain employment. A wide array of prescriptive services can be provided by **Vocational Rehabilitation**, including personal and social adjustment, skill training, adaptive aids, tools/uniforms needed for work, job placement, job coaching, prosthetic/orthotic

appliances, etc. Services are time-limited until an employment outcome has been reached or someone has demonstrated an inability to benefit from services.

Habilitation services are an entitlement program of the Department of Developmental Services (through the Regional Center system) for adults with developmental disabilities. The primary focus is to help individuals reach and/or maintain themselves at their highest level of vocational functioning. In order to be eligible a person must be a client of the regional center, no longer in school, and interested in work. Habilitation does not provide services directly; instead, it vendorizes non-profit organizations and contracts with those programs to provide work services and supported employment services. Because it is an entitlement program, services are not time-limited. Services can be terminated if an individual chooses to discontinue or demonstrates an inability to benefit from services.

Supported Employment is a jointly funded endeavor involving the two branches of the Department of Rehabilitation: Vocational Rehabilitation (federally funded) and Habilitation services (state funded).

Vocational Rehabilitation is responsible for services such as assessments, job placement, and initial job coaching (until the individual is stabilized in their job). Habilitation provides funding for the ongoing job coaching necessary to retain employment for as long as the individual is employed. To be considered as a candidate for supported employment services a person must be:

- a client of the regional center
- no longer in school
- interested in work as their primary activity, or additional education leading to an employment outcome
- have the support of his/her family, residential placement, or significant others.

In general, a prospective supported employment consumer should meet all or most of the following criteria:

- be genuinely motivated to work and have work as their primary activity
- be eligible for Habilitation services
- possess appropriate social skills behaviors
- be medically and psychologically stable (medical and psychological issues need to be addressed and resolved as much as possible)

- be able to work 20 hours per week
- possess some work history (not mandatory); if the individual has had multiple unsuccessful placements the Department of Rehabilitation will look at what has changed and what it would take to make the placement successful.

REFERRAL PROCESS

- Once your son or daughter has been identified as a potential candidate for supported employment, a visit to one or more supported employment programs should occur. Your RCEB case manager can assist in identifying programs to tour. This process should begin by January or February for individuals leaving their school program in May or June. The Department of Rehabilitation counselor should be involved.
- Once a program has agreed to provide services and the individual has expressed an interest in that program, the RCEB case manager sends a referral packet to the program. At the same time, a second packet along with a DR20 form (your case manager has this form) signed by the individual to be served should be sent to the Habilitation specialist who handles that particular program.
- The supported employment program will facilitate a meeting with the individual, arrange paperwork to open a case with the Department of Rehabilitation, and forward the paperwork and the regional center packet to the appropriate Department of Rehabilitation counselor.
- The counselor will review the packet and make a decision regarding eligibility and appropriateness for referral to supported employment.
- The supported employment program initiates job development, secures a placement, and provides job coaching.
- The program should monitor your child's progress, update the Department of Rehabilitation counselor monthly via reports/meetings, inform the counselor immediately if your son/daughter's job is in jeopardy (poor punctuality, behaviors, or performance), monitor the allocated job coaching hours monthly, and inform the counselor if additional hours are needed. The program should also inform both the RCEB case manager and the Department of Rehabilitation counselor if issues related to residence are adversely impacting work.

For further information, contact:

Department of Rehabilitation
1485 Enea Court, Suite 1100
Concord, CA 94520-5228
925.602.3979
3656 Delta Fair Boulevard
Antioch, CA 94509
925.754.7700

1003 West Cutting Boulevard, #100
Richmond, CA 94804
510.232.7062

Tips to Help You Get Started

- Most parents will say that they wished they had started earlier. It may be hard to think too far into the future, but if you break it down into small steps you can begin to plan ahead.
- Begin by educating and informing yourself. Ask other parents, your child's teacher, the Transition Resource Center, or your RCEB case manager for written information about transition.
- Find out what services and programs are available in your area. Visit them all and ask for information about the programs. You can invite them to attend your ITP meeting. Ask what skills and competencies your child will need to enter their program and be successful, so that you can be certain the need for intensive instruction in basic skills can be incorporated into your child's IEP.
- Ask the adult service agencies if they are accredited. If not, ask how they ensure quality in their programs. Ask to meet or talk with other parents whose children attend the program.
- As you think about each area that must be addressed in an ITP, think about what activities your child should participate in and what skills s/he will need to develop or improve to achieve his/her desired outcomes.
- Make sure that your son or daughter is exposed to many different kinds of environments and activities, and ask him/her what interests him/her the most. Observe what s/he seems to have a talent for.
- Remember that you can change and revise your plan as time goes by so that it always reflects your child's growing and changing interests and needs.
- This is an exciting time! Make the most of it by preparing yourself with knowledge and support.

SECTION III

PROGRAMS FOR ADULTS WITH DEVELOPMENTAL DISABILITIES

In California, the Lanterman Act is the cornerstone for the system of services and supports that are available to help adults with developmental disabilities achieve a life of maximum independence and economic self-sufficiency. The Regional Center of the East Bay provides case management to families and consumers (individuals with developmental disabilities) which results in the development of an Individual Program Plan (IPP), the basis on which services are delivered. Other help may be available through the Department of Rehabilitation. The transition planning you have been engaged in as your son or daughter progresses through the public school system should be done in such a way as to give you a clear direction of the types of services and supports that will help your child to succeed.

It is helpful to consider whether your child will need further training in the area of work skills, independent living skills, or community skills. There are several types of programs available for adults with developmental disabilities. In addition, some school districts offer **Adult Education** programs that include a variety of classes that may be appropriate for your child. Often, these classes are offered “on-site” at the specialized programs available for the adult population. Classes are taught by credentialed instructors.

For students interested in pursuing employment, the following options are possible.

EMPLOYMENT OR TRANSITION WITH NO SERVICES

- ◆ Under this option, students with disabilities will need to rely on their own resources or those generally available to their non-disabled peers to locate and take advantage of work opportunities without using specialized services for persons with disabilities. Accommodations can still be requested and made available, but they are offered within the context of generic services. For example, a student may find an employment opportunity through a family contact and be able to access a job with minimal supports. If this seems to be an option for your child, be sure that the Individual Transition Plan (ITP) focuses on helping him/her develop a resume and prepare for an employment interview.

EMPLOYMENT OR TRANSITION WITH TIME-LIMITED SERVICES

- ◆ Some students will desire initial support to gain entry and adjust to an employment situation when they leave the school system, but will then be able to go forward independently. These students may be provided with vocational rehabilitation services, post-secondary vocational education, or other job training programs that are time-limited. Services are normally terminated when employment objectives are met.

TRANSITION AND EMPLOYMENT WITH ONGOING SERVICES

- ◆ Some students may desire ongoing support to take advantage of work opportunities and maintain employment. This can be accomplished in many ways. For example, an individual might obtain employment in a private business as part of a small team with a full-time work supervisor. This type of employment is referred to as “supported employment”. This can occur in many different types of settings: a small group working together at one job location, dispersed individual placement in the community, a mobile crew that works in community settings, or in a special day program that operates a small business. Different agencies help to manage these ongoing services, including regional centers, and vocational rehabilitation and habilitation.

Below is a listing of many of the programs available for adults from Contra Costa County. Remember to ask your RCEB case manager for more information about these and other programs or call the programs directly for tours.

❖ **A Better Chance Industries (ABC)**

**4075 Lakeside Drive
Richmond, CA 94806
510.758.0433**

Community and site-based program focused on vocational, independent living skills, communication, functional academics, and behavioral self-management. Urban farm. Landscape, janitorial, van pool maintenance and catering enclaves. Operates Monday-Friday, 9:00 – 3:00 year round. (Accredited by CARF.)

❖ **ALIVE East (Futures Explored, Inc.)**

**808 West Third Street
Antioch, CA 94509
925.779.1039**

and

**625 West Fourth Street, #8
Antioch, CA 94509
925.756.0817**

and

**2151 Salvio Street, Suite V (Central)
Concord, CA 94520
925.825.0263**

The goal of the ALIVE program is to increase the quality of life for consumers by providing individualized opportunities that enable them to more fully participate in their community. Consumers receive a variety of services, including skills training and individual assessment of needs. They also obtain instruction and personal assistance that enables them to engage in activities of their own choosing. Operates Monday-Friday, 9:00 – 3:00. (Accredited by CARF.)

❖ **ARC Access (a program of Contra Costa ARC)**

**4615 Clayton Road
Concord, CA 94521
925.685.9742**

A mobile day program bringing enrichment to individuals at home and in the communities of Alameda and Contra Costa Counties. Individually designed activities for those whose needs cannot be met in a traditional day program. Primary hours Monday-Friday, 9:00 – 3:00. Some flexibility in hours based on consumer choice of activities.

❖ **ARC Inroads (a program of Contra Costa ARC)**

**3440B Lone Tree Way
Antioch, CA 94509
925.706.1405**

Community-based services provided in carefully designed groups of three consumers with compatible interests and goals. Consumer-driven activities developed within the person-centered planning process. Range of activities consistent with the program's operating philosophies which focus upon self-advocacy, the development of social and recreational skills and interests, mobility training and independent travel, job exploration, and paid employment. Consumers must be motivated to participate in community-based services and will need the support and encouragement of family and significant others. Must be able to benefit from services provided with a 1:3 staffing ratio and personal care needs must be met within that ratio. Planned expansion to Central and West Contra Costa County. Operates Monday-Friday, 9:00 – 3:00, with some flexibility in hours of operation based upon consumer-driven choice of activities. (Accredited by CARF.)

❖ **C.A.M.P., Inc.**

**6670 Amador Plaza Road, Suite C
Dublin, CA 94568
925.560.0124, Ext. 102**

Adult development day program offering services to individuals in the San Ramon area, including individuals who are non-ambulatory. Operates Monday-Friday, 9:00 – 3:00.

❖ **Center for Adaptive Learning (CAL)**

**3227 Clayton Road, Suite A
Concord, CA 94519
925.827.3863**

Residential training program for people over 18 to build a life of independence and self-reliant living. Services are designed to meet emotional, social, vocational, and functional needs in three main domains: independent living (in apartments), social emotional, and job development and placement. The Center also has an art and drama department. Operates Monday-Friday, 9:00 – 6:30; activities on Saturday or Sunday.

❖ **Cole Vocational Services**

1937 San Pablo Avenue
Pinole, CA 94564
510.724.7190

and

2352 Buchanan Road
Antioch, CA 94509
925.756.7600

An adult day program that takes a holistic approach to look at each person's life goals. They offer classroom training for job development, self-advocacy, life skills assistance, positive behavioral support, and social and recreational services. Operates Monday-Friday, 8:00 – 2:00.

❖ **Commercial Support Services (programs of Contra Costa ARC)**

2505 West Tenth Street
Antioch, CA 94509
925.755.4925

and

185 Mason Circle, Suite F
Concord, CA 94520
925.825.5665

and

1420 Regatta Boulevard
Richmond, CA 94804
510.233.7303

These programs assist individuals with developmental disabilities to achieve their highest level of independence and self-sufficiency in the community. This is accomplished through advocacy at personal, local, state, and national levels and through direct services designed to meet the individual needs of citizens with developmental disabilities. Among the options available: situational assessments, mobility training, personal and social adjustment tutoring, independent living skills training, and job placement. Jobs include community-supported employment for individuals or groups and paid work experience and training at our production center. Operates Monday-Friday, 9:00 – 3:00. (Accredited by CARF.)

❖ **Community Access Programs (CAP) (programs of Contra Costa ARC)**

3640B Lone Tree Way
Antioch, CA 94509
925.706.1921

and

4615 Clayton Road
Concord, CA 94521
925.685.9742

and

2801 Robert H. Miller Drive

**Richmond, CA 94806
510.374.3981**

Day programs serving adults with severe developmental disabilities. The goal is to assist individuals to live, work, and play in the community as independently as possible. Training is offered in the areas of domestic skills, recreational skills, vocational skills, and community awareness. CAP serves individuals who may have personal care needs requiring assistance in the restroom, with eating, or with other basic needs. Individuals must not be a danger to themselves or others. Operates Monday-Friday, 9:00 – 3:00. (Accredited by CARF.)

**❖ Community College Transition Project
(c/o ALIVE – Futures Explored, Inc.)
2151 Salvio Street, Suite V
Concord, CA 94520
925.825.0263**

This project is a package of support services, both intensive and cohesive, aimed at helping young adults with developmental disabilities acquire access to college life. Services include counseling, independent living skills training, mobility training, vocational skills, and employment opportunities. A peer support group meets weekly on the campus of Los Medanos College. This program is for the young adult who wants to attend college classes and is able to participate in the full range of services. Operates Monday-Friday, 8:00 – 5:00.

**❖ Community Integrated Support Services (CISS)
1600 A Street
Antioch, CA 94509
925.382.8818**

Behavior modification program providing individualized services to adults who require specialized support. Community-based work and activity program including education classes and therapy, with emphasis on teaching people to make their own choices.

**❖ Community Integrated Work Program (CIWP)
5327 Jacuzzi, Suite 1A
Richmond, CA 94804
510.528.2287
and
1101 Buchanan Road
Antioch, CA 94509
925.778.2905**

Community-based program providing training in social interpersonal skills, community integration, vocational training, and self-advocacy. Program has a behavioral component providing consultation and assessment. Designed to serve participants with behavioral and developmental challenges, including non-ambulatory consumers. Open to individuals with autism, dual diagnoses, and those who cannot be accommodated in

more traditional settings. Operates Monday-Friday, 7:00 – 4:00 (Richmond) and 7:30 – 4:30 (Antioch).

❖ **CP Center**

**4500 Lincoln Avenue
Oakland, CA 94602
510.531.3323**

The CP Center has two major programs for adults with cerebral palsy and other developmental disabilities. The **Work Activity Center** provides work services for persons whose abilities require a special environment. People accepted into this program earn wages while receiving more intensive training to improve their skills. The **Adult Development Center** provides individually tailored programs for clients who need basic education, training in communication and daily living skills, and assistive technology. Community access is available through a special program in downtown Oakland: **Community Involvement Towards Independence (CITI)**. Operates Monday-Friday, 8:30 – 4:00.

❖ **Creative Growth**

**355 – 24th Street
Oakland, CA 94612
510.836.2340**

Creative art programs, educational and independent living training, counseling, and vocational opportunities for adults. Serves as an advocate and provides services to caretakers and families. Summer scholarship program for high school students. Operates Monday-Friday, 9:30 – 3:30.

❖ **Disabled People’s Recreation Center (DPRC)**

**1900 Barrett Avenue
Richmond, CA 94804
510.620.6814**

Adult morning program for individuals aged 22-60 offering traditional and non-traditional recreation experiences. Promotes communication through art, music, and sports. Enhances self-awareness through movement exploration and aerobics and teaches independence through games and crafts. Operates Monday-Thursday, 9:15 - 12:15.

❖ **Futures Explored, Inc.**

**3547 Wilkinson Lane
Lafayette, CA 94549
925.284.3240**

Social and vocational training for developmentally disabled adults in center-based and community environment. Consumers learn social and work skills creating handmade gift items. Also provides job development and placement, and support for individual and group placement as well as situational assessments and mobility training. Program includes clubs, social gatherings, community integration, and overnight field trips. Operates Monday-Friday, 9:00 – 3:00. (Accredited by CARF.)

❖ **George Miller Centers**
2801 Robert H. Miller Drive
Richmond, CA 94806
510.374.3981

and
3020 Grant Street
Concord, CA 94520
925.646.5710

Adult development, day activity, and senior program which utilizes existing community resources to provide real-life, everyday experiences in natural settings. Functional curriculum that increases the individual's ability to be more independent and make choices. Operates Monday-Friday, 9:30 – 3:30. (Programs managed by Contra Costa ARC.)

❖ **Las Trampas, Inc.**
3460 Lana Lane
Lafayette, CA 94549
925.284.1462

Vocational program provides training and support aimed at teaching skills resulting in meaningful paid work in the community, including work maturity, socialization, and community integration skills. Training in activities of daily living, leisure and recreational skills, and community integration. Vocational program operates Monday-Friday, 9:00 – 3:00.

❖ **Living Skills Center**
2430 Road 20, Apartment B112
San Pablo, CA 94806
510.234.4984

Residential rehabilitation center which teaches blind and visually impaired adults the skills of daily living. Operates Monday-Friday, 9:00 – 4:00.

❖ **Mission Hope Developmental Services**
1826 Verne Roberts Circle
Antioch, CA 94509
925.706.7517

Adult day care serving behaviorally challenged participants. Provides sports and exercise opportunities as well as recreational activities, community integration, and employment opportunities.

❖ **Mt. Diablo Adult Education, Loma Vista Adult Center**
1266 San Carlos Avenue
Concord, CA 94518
925.685.7340, Ext. 2742

Life Skills educational and job training program including community integration, living skills, social skills and personal growth, functional academics, and job training. Open to adults with developmental disabilities aged 18 and up. Operates Monday-Friday, 10–4.

❖ **National Institute of Art and Disabilities (NIAD)**

**551 – 23rd Street
Richmond, CA 94804
510.620.0290**

Innovative arts center dedicated to enabling persons with disabilities to develop their creativity for personal and social growth, and for the enrichment of society. Operates Monday-Friday, 9:00 – 4:00.

❖ **Rehabilitation and Employment of the East Bay, Inc. (RES)**

**706 Main Street, Suite B
Martinez, CA 94553
925.229.8228**

Offers two residential group homes as well as a day program that provides education, music, dance, computer, art, and outings. Operates Monday-Friday, 9:00 – 4:00.

❖ **Pathway to Choices**

**2643 Appian Way, Suite F
Pinole, CA 94564
510.262.0888**

Independent living skills program working with consumers of the Regional Center of the East Bay. Services provided in consumer's home. Training components include social and communication skills, money management, shopping skills, personal care, mobility training, and recreational skills.

❖ **Social Vocational Services of Antioch (SVS)**

**3684 Delta Fair Boulevard
Antioch, CA 94509
925.706.4434
and
4450 San Pablo Avenue
Emeryville, CA 94610
510.594.7756**

Adult development and behavior modification program aimed at helping people maximize the meaning, purpose, and enjoyment of their day-to-day lives. Promotes independence and self-reliance. Offers training in a broad variety of community locations. Operates Monday-Friday, 9:00 – 2:30.

❖ **Toolworks**

1250 Pine Street, Suite 101A
Walnut Creek, CA 94596
415.733.0990

Adult day program providing vocational training.

❖ **Walnut Creek Day Activity Center**

1440 Central Road
Walnut Creek, CA 94596
925.935.9707

Behavioral day program for adults with developmental disabilities. Activities focus on adaptive communication, self-help skills, social skills, domestic skills, and vocational training. Operates Monday-Friday, 8:00 – 4:00.



SECTION IV

RESIDENTIAL SERVICES AND SUPPORTS

As your son or daughter approaches adulthood, your family may be wondering about alternative living arrangements. It may be appropriate or even desirable to explore living arrangements for your adult child outside your home. An alternative living arrangement for an individual with developmental disabilities who is receiving Regional Center services is coordinated through the case manager. Your son or daughter's case manager can work with you to locate an appropriate living option. RCEB conducts two Living Options Workshops each year where information is presented on all aspects of residential services and supports. As part of the workshop, Living Options Tours give individuals and their families the opportunity to visit a number of living options.

There are a number of living arrangements for people with developmental disabilities. These include community care facilities, health care facilities, supported living (their own home or apartment), or a skilled nursing or intermediate care facility. Within the category of community care or health care facilities, there are different levels of care available, ranging from Level 4 that have the most resources to Level 2 or 3. For consumers desiring supported living arrangements, the amount of support can vary from full-time live-in to scheduled or drop-in support.

Below are some brief descriptions of the different types of living arrangements.

Community Care Facility/Board and Care Home

- ◆ A home-like living situation that fosters skill development as a part of typical family living. Staff assists or prompts residents in skills such as dressing, eating, grooming, household maintenance, and positive social behavior. Residents are ambulatory, aged 18 through 59 (an exception can be granted for age), and do not need behavioral management. The size may vary from six residents or less, to larger facilities. These homes are typically licensed by the Department of Social Services, Community Care Licensing.

Community Care Facility/Behavior Management Services

- ◆ A residential facility that provides structured programming to overcome behavioral deficits and/or poor self-care skills. The prospective client is assessed by a Regional Center interdisciplinary team as needing behavioral management services. Residents can be ambulatory or non-ambulatory, aged 18 through 59 (an exception can be granted for age). These homes typically serve up to six residents and are also licensed by the Department of Social Services, Community Care Licensing.

Intermediate Care Facility – Habilitative

- ◆ These facilities serve residents with moderate to severe self-help skill needs or social/emotional deficits who are medically stable and can profit from the provision of intensive training. They must be certified by a physician as not requiring continuous skilled nursing care or observation, and have an Individual Program Plan (IPP) which documents the need for individualized, focused developmental services and nursing care. Intensive programming must be provided in the following areas of need: nursing, self-help, sensory handicap (deaf and blind), mobility, or social and behavioral. These homes typically serve up to six residents and are licensed.

Intermediate Care Facility – Developmental Disability (Nursing)

- ◆ These facilities serve residents with self-help and/or social emotional issues who also have a need for daily but intermittent nursing care. This includes individuals who may require GT feedings, respiratory care, skin care, colostomy care, and other medical procedures. They cannot require continuous nursing care. These homes typically serve up to six residents and are licensed by the California Department of Health Services.

Transitional/Independent Living Skills Training

- ◆ Planning for alternative living arrangements may involve Independent Living Skills (ILS) training for your son or daughter. ILS is comprehensive and is directed toward teaching individuals the skills necessary to live independently in the community with little or no support services provided by specialized agencies. The person is expected to be able to complete the training successfully within two years, must demonstrate an understanding of the goals and expectations of the program, and have the motivation to complete the program. The person must not have any problem that requires continuous supervision that would preclude placement into an independent living situation. ILS services are provided through specialized agencies funded by the regional center. For information on services and programs talk with your RCEB case manager.

For more information on living arrangements, contact:

Housing Consortium of the East Bay, 510.383.1200

www.allenshea.com/plarrangements.html

Finding a Place to Live: A Guide to Community Living Options for Adults with Developmental Disabilities and Their Families. Published by Developmental Disabilities Area Board 10, **818.543.4631.**

Living Options Guide. Published by RCEB.

SECTION V

OTHER SUPPORTS AND BENEFITS

✿ Basic Facts About Supplemental Security Income (SSI)

Supplemental Security Income (SSI) is a monthly federal cash benefit program, to which the State of California adds a State Supplemental Payment (SSP). It provides cash benefit for people with disabilities who have little or no income or resources, and is based on their needs. If your child was not eligible for SSI as a child (under age 18) because your family's income was too high, s/he may qualify at age 18 based on their own income. It is not necessary to have paid into Social Security. There are certain requirements that must be met based on the person's income and assets. The amount of the benefit depends on the person's age, disability, marital status, and living arrangements. Persons who are blind can receive a slightly higher benefit. Assets cannot exceed \$2,000 (or \$3,000 for a couple). To qualify for SSI if you are over the age of 18, you must meet the definition of disability: that you are unable to engage in substantial gainful activity (SGA) because of a medically-determined physical or mental disability which is expected to last 12 months or more. SSI recipients are also eligible for Medi-Cal that provides assistance in meeting their needs for medical care. If you receive SSI, under work incentive provisions, you may still qualify even if you are earning an income. If your son or daughter works and makes \$65 or less each month, the SSI will usually not change. As the money earned from a job goes up, the SSI will go down. However, if there is no other income (money or support), the person can earn up to \$1,598.99 per month and still get at least \$1 in SSI. Students with disabilities under age 22 can earn up to \$1,510 per month, but not more than \$6,100 per year, with no change to the SSI. Under Section 1619(a), a person may earn more than the level of substantial gainful activity (i.e. more than \$900/month for an employee) without being dropped from SSI. Section 1619(b) allows the person's SSI benefits to drop to zero but s/he may still be eligible for Medi-Cal.

For more help in understanding the SSI program, you may contact your RCEB case manager. Or, if you do not agree with a decision or you find a mistake, consult one of the agencies listed in Section VII, Advocacy and Self-Determination.

To apply for SSI, call 800.772.1213.

✿ Basic Facts About Medi-Cal and In-Home Supportive Services

Medi-Cal is California's Medicaid health care program. It pays for a variety of medical services for children and adults with limited income and resources. If you are eligible for SSI/SSP, you are automatically eligible for Medi-Cal. The Social Security administrative office will mail you a Medi-Cal card and no separate application is needed. Families receiving cash assistance under CalWorks are also eligible. Even if you do not receive

cash assistance but fall within certain income guidelines, your child may still qualify. The income guidelines are different for children aged 1 to 6, and children aged 6 to 19. For a child to receive Medi-Cal as a disabled child, s/he must have a severe developmental or physical disability that prevents the child from doing the daily activities that other children can do. For adults, the disability must meet the criteria of lasting at least 12 months and interfere with the ability to work. If your income is more than Medi-Cal limits for your family size, you will have to pay a certain amount in the month you have medical expenses. The amount that you pay is called your share-of-cost. Once you have met the share-of-cost, Medi-Cal will pay the rest of your covered bills for that month. If you are disabled and working, the **250 Percent Working Disabled** program allows you to receive Medi-Cal benefits by paying monthly premiums on a sliding scale based on your monthly income. The Contra Costa County Department of Employment and Human Services manages the Medi-Cal program.

In-Home Supportive Services is a program which helps pay for services which enable individuals to remain safely in their own home instead of entering a nursing home or board and care facility. Children and adults with disabilities may be eligible based on low income. Services include housecleaning, meal preparation, laundry, grocery shopping, and protective supervision. To apply for In-Home Supportive Services, contact the Information & Assistance Unit of the Contra Costa County Department of Employment and Human Services at **800-510-2020**.

The **Personal Care Services Program (PCSP)** portion of In-Home Supportive Services is a benefit available to Medi-Cal recipients under institutional deeming. The personal care services that might be available include: assistance with ambulation, bathing and grooming, assistance with prosthetic devices, bowel and bladder care, skin care, range of motion exercises, transfers, feeding, respiration, medication assistance, and assurance of adequate fluid intake. To qualify, your child must be “institutionally deemed”. This means that your child can be separated from your family income and assets to enable them to qualify for full-scope Medi-Cal. Your child must be under the age of 18, living at home or in foster care, meet the admission requirements for an ICF-MR facility, and be receiving a qualifying Medicaid waiver service from the Regional Center.

For more information or to apply, contact the Department of Employment and Human Services.

Hercules 510.262.7703
Martinez 925.313.7987
Antioch 925.706.4980

Healthy Families is a low-cost health coverage program for children aged birth to 19. It offers low-cost comprehensive health, dental, and vision insurance to children who do not qualify for Medi-Cal. Premiums range from \$4 per child to a maximum of \$27 per family. No co-payment is required for preventive services and a co-payment of \$5 is required for non-preventive services. To apply for Healthy Families, call **800-747-1222**.

🌀 Basic Facts About Section 8 Housing

The Section 8 Housing Assistance Payment Program is a program of the U.S. Department of Housing and Urban Development (HUD) and is administered by the Contra Costa County Housing Authority. It is a rent supplement program that makes it possible for people with developmental disabilities to obtain adequate rental housing while not paying more than 30% of their income for rent. Interested persons may contact the Housing Authority and request an application for rental assistance. The Housing Authority will then verify the person's income to determine their eligibility. The individual will then be issued a certificate of participation.

Once you receive a certificate, you have 60 days to find a suitable rental unit. It must be clean, safe, and sanitary, and the rent must be within the fair market rent as allowed by HUD. Then, if the property owner is willing to participate in the Section 8 program, the property owner and the person must agree on the terms of the rent and lease. The owner may have the prospective tenant sign his/her own lease form in addition to the Housing Authority contract.

Before the tenant can move into the rental unit, it must be inspected by the Housing Authority to verify that it is clean, safe, and sanitary and that the rent is reasonable. Then, a contract is executed between the property owner and the Housing Authority for one year. This will run concurrently with the lease.

The Housing Authority will pay the property owner or manager directly each month for their share of the rent (as specified in the contract). The tenant makes his/her direct payment to the owner or manager for their portion of the monthly rent.

There is also a **Housing Voucher Program** that is a new form of rental assistance for those on a low income. This Program is authorized by Congress under Section 8 of the United States Housing Act of 1937 and is also administered by the Housing Authority of Contra Costa County.

For more information on Section 8 housing, contact one of these Housing Authority offices in Contra Costa County:

Antioch	925.757.2925
North Richmond	510.232.8492
Oakley	925.625.2245
Pittsburg-Bay Point	925.432.3523
Rodeo	510.799.0400
San Pablo	510.215.3081
Application Waiting List Information (San Pablo)	510.231.2400

🌀 Basic Facts About Conservatorship

Conservatorship is a legal proceeding by which an individual or agency (who will be known as the “conservator”) is appointed by a court to be responsible for a person (18 years of age or older) who needs assistance in the activities of daily living, the “conservatee”. A conservator of the person ensures that the conservatee is properly fed, clothed, and housed. A conservator of the estate is responsible for managing the conservatee’s money and other property. One individual may serve as both conservator of the person and conservator of the estate.

Before the court will grant a petition for the appointment of a conservator, it must be shown that the proposed conservatee is unable to provide properly for his/her personal needs for physical health, food, clothing, or shelter. A person who is substantially unable to manage his/her financial resources, or to resist fraud or other undue influence, may have a conservator of the estate appointed.

A limited conservatorship, as provided for in California law, serves to protect adults from abuse or neglect, yet allows the individual to maintain some control and power to care for him/herself and manage his/her financial resources. The need must be clearly demonstrated and the conservator’s authority will be clearly defined. The conservator should be prepared to support the Regional Center client in learning to make good decisions and be available to counsel them in a way that facilitates their maximum participation in decisions concerning their own lives. The conservator must also recognize their duty to ensure that the conservatee has their medical, educational, training, treatment, and habilitation needs met. Thus, the conservator should be very familiar with the individual and their needs, be committed to securing the services necessary to meet those needs, understand the disability service system, and be readily available to the conservatee.

It is possible for a parent to complete and submit the required paperwork for conservatorship without consulting a lawyer. Nolo Press publishes a book describing and explaining the process, which includes samples of the necessary forms. However, you can also consult an attorney for help with this process. Should you request appointment as your child’s conservator, the court will appoint an attorney to represent the interests of your child in this legal proceeding. Your case manager at the Regional Center of the East Bay will also be asked to submit a letter stating whether the Regional Center agrees with your petition.

For more information contact your RCEB case manager or the Developmental Disabilities Council.

SECTION VI

COMMUNITY RESOURCES

This section lists community agencies and programs that you may want to explore. They offer a range of support services, resources, and activities for you and your son or daughter.

† **Asian Community Mental Health Services**

310 – 8th Street, #201

Oakland, CA 94607

510.451.6729 (Oakland) and 510.374.6061 (Richmond)

Case management through contract with RCEB for clients with developmental disabilities. Information and referral, advocacy and education, and bilingual support groups.

† **CARE Parent Network**

1340 Arnold Drive, Suite 115

Martinez, CA 94553

1.800.281.3023

A parent-to-parent support program offering information, support, and training to parents of children with developmental disabilities. Offers the **Transition Resource Center** to parents, educators, and case managers.

† **Center for Accessible Technology**

2547 – 8th Street, #12-A

Berkeley, CA 94710

510.841.3224

Consultation and classes on assistive technology and software. Can evaluate individual technology needs.

† **Community Assistance for the Retarded and Handicapped, Inc. (CARH)**

20513-17 Alameda Street

Castro Valley, CA 94546

510.537.6611

Offers a grant program to assist individuals with specialized needs ranging from equipment to campership funds.

† **Concord Leisure Services, Specialized Recreation**

1950 Parkside Drive, MS11

Concord, CA 94519

925.671.3321

Ongoing services and specialty classes for individuals with developmental disabilities.

† Disabled People’s Recreation Center (DPRC)

**1900 Barrett Avenue
Richmond, CA 94804
510.620.6814**

After-school program for children through age 22 offering recreational activities, art, music, sports, games, and crafts. Operates Monday-Thursday, 2:30 – 5:00.

† Down Syndrome Connection

**117A Town and Country Drive
Danville, CA 94526
925.362.8660**

Support, information and referral, education, and programs for persons with Down Syndrome and their families.

† Epilepsy Foundation of Northern California

**1624 Franklin Street, Suite 900
Oakland, CA 94612
510.893.6272**

Information and referral and support groups for people affected by epilepsy.

† Hawkins Center

**101 Broadway, #1
Richmond, CA 94804
510.232.6611**

Legal advocacy and support services for people with disabilities, specializing in SSI.

† Independent Living Resource

**3200 Clayton Road
Concord, CA 94520
925.363.7293**

and

**101 Broadway
Richmond, CA 94804
510.232.4942**

Provides assistance with matters relating to independent living, benefits, personal attendant care, employment, adaptive equipment, and self-advocacy.

† La Familia Counseling Service

**26081 Mocine Avenue
Hayward, CA 94544
510.881.5921**

Case management through contract with RCEB, advocacy, and training for Latino persons with developmental disabilities and their families.

† **Mt. Diablo Adult Education**

1266 San Carlos Avenue

Concord, CA 94518

925.685.7340, Ext. 2742

Programs, including evening and weekend classes, for adults with developmental disabilities. Offers the Life Skills Day Program that seeks to develop each student's maximum potential and independence. As part of this program, Karen Lingenfelter teaches family life education classes. She can be reached at 925.685.0505, Ext. 2785.

† **Northern California Fragile X Association**

P.O. Box 3812

Walnut Creek, CA 94598

510.864.4268

This organization provides a forum for families of children with Fragile X to meet and share needs, concerns, and support; also promotes public awareness of Fragile X syndrome with special emphasis on educators and health professionals.

† **Pleasant Hill Recreation and Parks**

320 Civic Drive

Pleasant Hill, CA 94523

925.676.5200

Offers a dance the third Friday night of every month September through June.

† **Recreational Activities for the Developmentally Disabled (R.A.D.D.)**

P.O. Box 520

Pleasanton, CA 94566

925.931.3432

Recreational activities for persons with developmental disabilities offered by the Cities of Pleasanton and Danville. Ongoing program as well as special events.

† **Respite Inn**

906 Lee Lane

Concord, CA 94518

925.686.5758

Out-of-home respite in a bed-and-breakfast setting for adults 18 and over with developmental disabilities.

† **San Ramon Parks and Community Services**

P.O. Box 5148

San Ramon, CA 94583

925.973.3250

Activities and programs which promote socialization, independent functioning, and recreational skills.

† **Special Olympics**
3480 Buskirk Avenue, Suite 340
Pleasant Hill, CA 94523
925.944.8801

Year-round sports training for children and adults. Opportunity to experience competition in a wide range of sports.

† **Special Skater Program (Oakland Ice Center)**
519 – 18th Street
Oakland, CA 94612
510.268.9000, Ext. 103

A learn-to-skate program offered with the assistance of volunteer “buddies” which helps to improve balance and coordination and promotes a sense of accomplishment.

† **Walnut Creek Specialized Recreation Program**
1666 North Main Street
Walnut Creek, CA 94596
925.256.3531

Social, leisure, and recreational opportunities for adults including activities on evenings and weekends.

† **Xenophon Therapeutic Riding Center**
60 Delores Way
Orinda, CA 94563
925.377.0174

Therapeutic horseback riding lessons to children with disabilities up to age 17.

Camps

For a listing of residential or day camps, please contact CARE Parent Network or your RCEB case manager.

STATE AND NATIONAL ORGANIZATIONS AND WEB SITES

California Department of Developmental Services

www.dds.ca.gov

Information about services for individuals with developmental disabilities.

California Department of Education Special Education Division

www.cde.ca.gov/spbranch/sed

Download “[Transition to Adult Living: A Guide for Secondary Education](#)”. This is intended to provide information related to appropriate implementation of IDEA transition requirements and provide guidance for students to achieve positive outcomes.

Commission on Accreditation of Rehabilitation Facilities (CARF)

520.325.1044

www.carf.org

Provides information about providers who are accredited by CARF. The web site has a good brochure entitled “[How to Choose a Provider](#)” which you can download.

Cornell University Program on Employment and Disability

www.ilr.cornell.edu/ped/ssa/programs.html

Good information on issues relating to employment. Be sure to look at the [Learning Guide: Understanding SSA Benefit Programs](#) for clear information on SSI.

Indiana Institute on Disability and Community Center on Community Living and Careers

812.855.6508

www.iidc.indiana.edu/cclc

Provides good information on agency collaboration and how IDEA transition planning requirements facilitate students’ lives in the community.

Kentucky Cabinet for Health Services Commission for Children with Special Health Care Needs Youth Transition to Adulthood


www.chs.state.ky.us/commissionkids/transition.htm

Excellent planning tools and teaching sheets for both parents and students.

National Information Center for Children and Youth With Disabilities (NICHCY) 800.695.0285

www.nichcy.org

Offers a number of publications on transition, including an article summarizing travel training. Also has a planning guide developed especially for students.

 **Syracuse University**
Center on Human Policy
800.894.0826

www.soeweb.syr.edu/thechp

Information on community living and inclusion as well as self-determination.

 **University of Minnesota**
National Center on Secondary Education and Transition (NCSET)
612.624.2097

www.ncset.org

Broad information on transition to adult life. Parent Briefs are especially clear and concise.

 **University of Washington**
Adolescent Health Transition Program
206.685.1358

www.depts.washington.edu/healthtr/

Excellent information on facilitating and supporting your adolescent child to learn to take responsibility for management of his/her own health care.

SECTION VII

ADVOCACY AND SELF-DETERMINATION

Planning for a successful transition involves a solid understanding of the laws, systems, agencies, and services that have been established to support you, combined with a focus on supporting your son or daughter to begin to develop and assert control and choice over his/her life. This is referred to as self-determination and would include skills which expand the student's ability to talk about his/her abilities and needs; enhance awareness of any accommodations required; and increase the communication skills necessary to express needs in the workplace, community, and real-life situations. Below are the agencies that can provide systems and personal advocacy for you as a parent, as well as assist your child in learning the skills necessary for self-determination.

Y' Area Board 5

Oakland, CA

510.286.0439

Provides assistance to consumers and families who are clients of the Regional Center of the East Bay. Helps people to understand the Lanterman Act and the regional center system.

Y' Community Alliance for Special Education (CASE)

San Francisco, CA

415.431.2285

CASE is a non-profit organization providing para-legal services, education, and consultation to a multi-county area. They sponsor an annual workshop focused on special education.

Y' Developmental Disabilities Council of Contra Costa County

Martinez, CA 94553

925.313.8638

Advocacy, coordination, and information dissemination for people with developmental disabilities. Provides limited information and referral. Has a monthly Board meeting that is open to the public. The **Transition Task Force** operates as a committee of the Developmental Disabilities Council and offers a networking opportunity as well as training and information to school and agency staff involved with transition programs.

Y' Disability Rights Advocates

Oakland, CA

510.451.8644

Provides legal advice and consultation to protect the rights of persons with disabilities.

Υ Disability Rights Education and Defense Fund (DREDF)
Berkeley, CA
510.644.2555

DREDF is a national law and policy center established in 1979 by people with disabilities and parents of children with disabilities to further the civil rights of people with disabilities. DREDF provides training, education, technical assistance, local and national policy monitoring, and development of legislation, advocacy, and litigation to promote its long-term goal of the full integration of people with disabilities into the mainstream of American life.

Υ Office of Clients' Rights Advocacy
Oakland
866.865.1758

The Clients' Rights Advocate may be consulted about issues regarding the rights of Regional Center clients.

Υ People First
C/o Area Board 5
Oakland
510.286.0439

An organization comprised entirely of people with developmental disabilities who support one another to live more independently, with a focus on self-advocacy.

Υ Protection and Advocacy, Inc. (PAI)
Oakland
510.430.9033

PAI is a non-profit organization established in 1978 to act as the agency in California responsible for the protection of individual rights for persons with developmental disabilities. They provide advocacy services, technical assistance, and possibly direct representation for persons with developmental disabilities.

TIP: The Department of Developmental Services publishes A Consumer's Guide to the Lanterman Act. This guide will help your child to understand their rights and how the Regional Center can help them with the services they need to increase their independence. To obtain your copy call 916.654.1897.