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**INSIGHT FOR TODAY AND TOMORROW....
THE WORLD OF SPECIAL EDUCATION**

A Research Project submitted in partial fulfillment of the requirements

For the degree of

MASTER OF EDUCATION

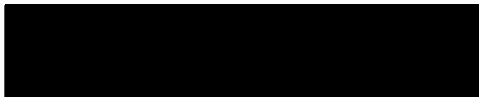
To the faculty of the department of

**EDUCATION
AT
LYNN UNIVERSITY
Boca Raton, Florida**

**By
TARA NIEGO-SALTZMAN**

SUBMITTED

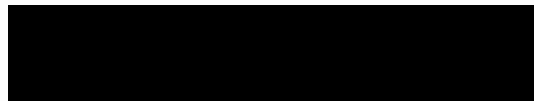
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DATE: *June 5, 2000*



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Acknowledgement

I would like to take this opportunity to thank the many people who offered me guidance, support, love and encouragement and unconditional friendship while I pursued this endeavor. A special thank you to my son, Eric (my super hero) who taught me never to give up no matter how hard it is, to believe that miracles do come true, to be a better listener, more sensitive and to find the good in each day. I'm very grateful to my mother, Marcia for her drive and unconditional love in seeing me through my education. For believing in me, never giving up on me and valuing my education. The success in my life would not be complete without acknowledging Mark who I feel I know my whole life. For standing by me, while I pursued many educational endeavors and always being there to help me through no matter how far apart we are.

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INTRODUCTION

These pages address the origin of disabilities and technologies impact on special education. The future of technology in special education, specific learning disabilities, common disorders, recommended computer software, and a directory of professional job opportunities related to special education will be addressed. With all these things in mind, this will be a guide to shape our perceptions and insights, regarding the world of special education and the exceptional child.

CHAPTER 1

ORIGINS OF DISABILITIES AND EXISTENCE OF SPECIAL EDUCATION

According to the Federal Definition, a "Specific Learning Disability", "means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia", (Lipson Wixon, 1997). A large amount of disabilities result from different sources. Not all disabilities are diagnosed the same way. A developmental disability is any physical or mental condition that can impair or limit a child's skills, or that causes the child to develop language, thinking, personal, social and movement skills more slowly, than other children. (Pueschel, Scola, Weidenman, Bernier, 1995). There is a long list of characteristics students, with learning disabilities, demonstrate. Some of the major characteristics are: motor problems- with tasks that involve fine or gross motor skills, perceptual deficits- problems with auditory and visual perception, attention deficits- difficulty concentrating on tasks, memory disabilities- with long term and short-term problems, language disorders- difficulty with reception, processing and expression of language, social perception- difficulty with social skills, and emotional overlay- learning disabilities can cause emotional issues.

There is no exact reason for the causes of learning disabilities. Two possible causes that often have been cited in professional literature are the central nervous system disorder and genetic factors (McNamara, McNamara, 1995). According to research by Barry and Francine McNamara, nervous system damage may occur during

the birth process because of oxygen deprivation, the type of labor, or any agent that makes birth difficult. Additional research by the McNamara's suggested an association between learning disabilities and genetic factors. Professionals point to cases where learning disabilities run in families. It's also known to be found in cases of twins.

The prevalence of learning disabled students seems to be three to 5 percent of the school-aged population (Ibid). This seems to be a small number. However, learning disabilities are highly publicized in the media. These may be due to the fact that in many school districts the majority of the students classified with any disability are put in the learning disabled category, which may account for 80 percent of all students. Nationally, the percentage of special education students who are classified as learning disabled is around 50 percent (Ibid).

Recent changes in attitudes, care, and services are available to children with developmental disabilities. In the past, children were hidden in institutions. Prior to 1975 when President Ford signed the Education for all Handicapped Children Act (PL94-142) children with disabilities were excluded from public schools. Their educational environments were weak. According to the Individuals with Disabilities Education Act (IDEA), (PL101-476) school districts must educate all children, together, to the maximum extent appropriate. This is based on the legal principle known as Least Restrictive Environment (LRE), which states, those students with disabilities should be educated as closely as possible with students without disabilities. Though in the principle, LRE, and the act, IDEA, gray areas exist. The second part of the LRE, seen in IDEA'S wording, "*maximum extent appropriate*" gives schools the power to overcome this presumptive right of equal education, allowing students to be placed in more

restrictive settings, when the general classroom is found to be insufficient. It would depend on each individual disability and person's reflected needs. The purpose of IDEA is to make sure there is alternative placement for these children. It is also, to make sure that the environment is not too restrictive for their needs. The law does not mandate inclusion however; the law mandates what are the appropriate individual needs of a student. It is rather difficult at times to decide what is the least restrictive setting. One such court case Daniel R.R. vs. State Board of Education (1989) sets guidelines for determining the mainstreaming of a child (McNamara, B, McNamara F, 1995). Now we have insight as into how these children learn and grow, through medical advancement and modern technology. We have many more services, interventions, and treatments.

Most students who are "Special Needs" children learn in a regular classroom setting. They may receive special educational services in a resource center for part of the day. The resource center provides instruction for the children to function in a regular classroom setting. There are three types of educational resource placement programs for students with "Special Needs". The Categorical Resource Room is a program where the child is placed based on his or her specific classification, for example, learning disabled, mentally challenged, or emotionally disturbed. Secondly, there is a Cross-Categorical Resource Room in which students are placed. This program is based on their needs, not on classification. Lastly, there is a Non-Categorical Resource Room program. This program may not be viewed strictly as a special education program, though the teacher is certified in special education. This program may consist of students who are "border line" special education. They may need assistance but are

not eligible for services (Ibid.). We are fortunate today to have so many services and programs available for our children.

Children with many developmental disorders are able to accomplish much more than was ever possible. They not only can participate in family life but they can go to school have friends enjoy recreational activities, and live and work in the community. We have many more insights as to how children learn and grow. Medical advances, recent technology, and ideas about individuals' rights have revolutionized our thinking and approaches to children with special needs.

Learning disabilities exists in these areas:

- 1.) Reading and writing
- 2.) Mathematics
- 3.) Receptive and expressive language

Many professionals also identify motor, memory, and perceptual weaknesses as learning disabilities. (Pueschel, Scola, Weidenman, Bernier, 1995). Depending on a child's individual needs, specialists and professionals in areas of pediatrics, physical therapy, occupational therapy, social work, speech-language therapy, and psychiatry are all an important part of the evaluation team.

Today, special education is part of the curriculum for new teachers. They are receiving masters' degrees and being certified in the fields of special education which include but are not limited to, specific learning disabilities, learning disabilities, emotionally handicapped, mental retardation and what is known as "Varying Exceptionalities". There is a critical shortage of teachers in the field of educating the "exceptional child". With a Masters in Varying Exceptionalities there are many things

one can do in addition to being in classroom. The future of special education will therefore rely on many factors.

The most recent federal legislation on education is the Goals 2000: Educate America Act (PL 103-327). It provides monetary resources to states and communities to assist in the development and implementation of educational reforms related to virtually every aspect of education, including curriculum and textbooks, teaching practices, the user of educational technology, evolution and measurement of student progress and school administration and management. (Heward 1996). How this effect special education is unknown. The bill specifies " all children" and "all students". This is intended to include the special needs student.

This project is devoted to the cure of dysgraphia and dyscalculia in the LD child. It also will present a compilation of employment opportunities for the special education student.

Major court cases that have affected special education and the lives of individuals with disabilities
Pioneers from our past have helped to make these advances possible.

Court Cases

YEAR	COURT CASES
1954	<i>Brown v. Board of Education of Topeka (Kansas)</i> Established the right of all children to an equal opportunity for an education.
1967	<i>Hobson v. Hensen (Washington, D.C.)</i> Declared the track system, which used standardized tests as a basis for special education placement, unconstitutional because it discriminated against African American and poor children
1970	<i>Diana v. State Board of Education (California)</i> Declared that children cannot be placed in special education on the basis of culturally biased tests or tests given in other than the child's native language
1972	<i>Mills v. Board of Education of the District of Columbia</i> Established the right of every child to an equal opportunity of education; declared that lack of funds was not an acceptable excuse for lack of educational opportunity.
1972	<i>Pennsylvania Association for Retarded Citizens v. the Commonwealth of Pennsylvania</i> Class action suit that established the right to free public education for all children with mental retardation.

1972	Wyatt v. Stickney (Alabama) Declared that individuals in state institutions have the right to appropriate treatment within those institutions.
1979	Larry P. v. Riles (California) First brought to court in 1972; ruled the IQ tests cannot be used as the sole basis for placing children in special classes.
1982	Armstrong v. Kline (Pennsylvania) Established the right of some children with severe disabilities to an extension of the 180-day public school year.
1983	Abramson v. Hersbman (Massachusetts) Ruled that residential placement in private school was necessary for a child with multiple disabilities who needed around-the-clock training; required the school district to pay for the private placement.
1982	Department of Education v. Katherine D. (Hawaii) Ruled that homebound instructional program for a child with multiple health impairments did not meet the least restrictive environment standard; called for the child to be placed in a class with children
1984	Irving Independent School District v. Tatro (Texas) Ruled that catheterization was necessary for a child with physical disabilities to remain in school and that it could be performed by a non-physician, thus obligating the school district to provide that service.
1982	Smith v. Robinson (Rhode Island) Ordered the state to pay for the placement of a child with severe disabilities into a residential program and ordered the school district to reimburse the parents' Attorney fees. U.S. Supreme Court later ruled the PL 94-142 did not entitle Parents to recover such fees, but Congress subsequently passed an "Attorney's Fees" bill, leading to enactment of PL 99-372.
1984	Honing v. Doe (California) Ruled that children with disabilities could not be excluded from school for any misbehavior that is "disability-related" (in this case, "aggressive behavior against other students" on the part of two "emotionally handicapped" students) but that educational services could cease if the misbehavior is not related to the Disability.
1989	Timothy W. v. Rochester School District (New Hampshire) A U.S. Appeals Court upheld the literal interpretation that PL 94-142 requires that all children with disabilities be provided with a free, appropriate public education. The three-judge Appeals Court overturned the decision of a District Court judge, who had ruled that the local school district was not obligated to educate a 13 year-old boy with multiple and severe disabilities because he could not "benefit" from special education. (Heward 1996).

CHAPTER 2

TECHNOLOGY'S IMPACT ON SPECIAL EDUCATION SPECIFIC LEARNING DISABILITIES IN PARTICULAR

Technology as it exists today, and expands tomorrow, has, and will have, a major influence on American life. According to President Clinton's message dated November 1997, to the parents of United States, the top priority is to ensure that our children have the best education in the world. Clinton feels the best way to accomplish this is to give every child by the new millennium access to educational technology. It will be the first time in the Nation's history that all children according to Clinton will have access to the same universe of knowledge and will have an opportunity to acquire the skills they need to succeed in the high-tech workplace. Vice President Gore coined the term "information superhighway" more than 17 years ago. This serves as an excellent metaphor because technology like our highways is constantly expanding in different directions connecting more and more people and places. The use of technology, as we enter the new millennium, is exploding on all aspects of our lives, specifically in our recreation and within the fields of science, business and media. We have become an information driven society. According to Richard Riley, Secretary of Education, our high quality of education offers Americans the best path to a rewarding career and a fulfilling quality of life. Technology based instruction is one way to help children achieve that learning success, (US Department of Education, 1997).

All children in our society, in order to enhance educational opportunities, and their overall quality of life, are increasingly using technology. (Holden-Brown and Parette, 1992) On February 15, 1996, President Clinton and Vice President Gore announced the "Technology Literacy Challenge", envisioning a 21st century where all

students are technologically literate. (US Department of Education, 1996) Technological literacy means having both computer skills and the ability to use the computer to improve learning productivity and performance. Technological literacy, as it applies to this paper, has become as important as learning the traditional skills like reading, writing and arithmetic. Technology has come far since our first telephone, cable systems and video recorders. Today, we find such advances as digital cameras, scanners, satellite telephones. It is even possible to send email across the world from one's watch. We are only beginning to touch the surface and understand as we enter the 21st century. Computer technology might be important for all individuals, but it is critical for students with "Special Needs".

In a report to Congress, the National Office of Technology Assessment (1998) described technology as "freedom machines" that provide educational avenues previously not accessible to handicapped or learning disabled students (Eason, 1989). Computer solutions to the problems of visual, hearing, speech and mobility impairments rely primarily on assistive technology. Assistive technology, as defined by the individuals with Disabilities Education Act Amendments of 1997, is "any item, piece of equipment, or product system that is used to increase, maintain, or improve functional capabilities of individuals with disabilities".

The Technology Related Assistance for Individuals with Disabilities Act, "The Tech Act" (PL 100-407), recognizes the need for assisted technology. It focuses on consumer involvement and allocates funds for a maximum of 10 years, to individual states, in order to help overcome any barriers in the way of appropriate selection, acquisition, and usage, and to make assistive technology more accessible to individuals. It provides

access to computerized information on the use of assistive technology. It provides demonstration centers. It provides consultant and referral services, as well as, providing training to individuals with disabilities (Learning Disabilities Association, 1998). The tool most commonly used is the microcomputer, subversion of the common laptop. Due to the computer revolution and its impact on the education of "Special Needs" children, it offers a powerful source of opportunity, information, and multidimensional thinking.

Intervention

Children with "Special Needs" (exceptional children) are those children whose exceptional education needs necessitate an individually planned program of education. Heward goes on to differentiate between Special Education and regular education by its curriculum. Some children with disabilities need intensive, systematic instruction to learn skills that typically developing children acquire naturally. It can be said, that in regular education, the school system dictates the curriculum, but that in special education, the child's individual needs dictate the curriculum. (Leberman, 1997) In most cases this is not happening. Statistics show that many children who need individualized curriculum are being mainstreamed into regular educational settings. In fact, approximately 70 % of children with disabilities are educated in regular classrooms for at least part of the day (Heward, 1996). Therefore, intervention becomes important.

The main goal of intervention, for students of special need, is to eliminate or at least reduce the obstacles that might keep a child or adult, with disabilities, from full and active participation in school society. If these are successful, then the children could be mainstreamed without facing such hardships presented by the curriculum. There are three basic interventions: PREVENTIVE- Keeping possible problems from becoming a serious disability; REMEDIAL- Overcoming the disability through training or education;

COMPENSATORY- Giving the individual new ways to deal with the disability. (Heward, 1996)

Children with special needs, can often benefit from the use of assistive technology to support communication, self-expression and positive social interaction. (US Department of Education, 1997)

Gleason (1990) states there are over 15 million computers in American schools. The number of computers in the classroom will triple in the year 2000. Microcomputers will assist the needs of the exceptional population in learning, communication, mobility and development of job skills. The 1960's brought computer-assisted instruction (CAI) to schools, according to Kirk and Gallagher (1993). The most widely used application of microcomputers, to meet the needs of special students, is CAI. The term CAI refers to learning accomplished with a computer. With the use of CAI, the computer acts as a non-judgmental tutor with limitless patience.

The computer allows a child with special needs to engage in a world all of its own, to feel free and autonomous, to experience the power of being in charge, to build self-esteem, and, at the same time, broaden his horizons. (Curitis, 1987) There are many devices or activities that allow the child this freedom. Computer programs can be tailored to the specific needs and abilities of the child. The computer's flexibility allows it to be a motivator, luring a child in with its music, graphics, symbols, and movement. With adaptive devices it allows the severely handicapped an opportunity to speak, type or move. (Heyward, 1996)

At present the most assistive technology for individuals with learning disabilities is the computer. Assistive Technology Devices are "any times, pieces of equipment, or

product systems that are used to increase, maintain or improve functional capabilities of individuals with disabilities”, (Behrmann, 1995), Most applications incorporate hardware and software targeted at general audiences, rather than products specifically designed for learning disabilities. There are many generic hardware and software technologies, today, which can be adapted to a specific learning disability. A technology good for one disability may by-pass the challenge of another. This assistive technology can help in such areas as organization, note taking, writing assistance, productivity, and access to reference materials, cognitive assistance, and material modification, (Lahm and Morrissette, 1994). As we move into the 21st century, technology provides a wealth of alternative. There is great potential, but we have not yet overcome all the barriers.

With the use of technology we now have an opportunity to open our society to the millions of disabled people in the United States. In addition to the human qualities of love, understanding, compassion, caring, support, and encouragement, the ideal situation for teaching people with learning disabilities includes the “superhuman qualities” of infinite patience, inexhaustible energy, and unlimited availability, (McWilliams, 1984). These are the things that can be provided by personal computers.

No matter how many tries it takes a child to learn, the computer will never become frustrated, angry or impatient. The microcomputer never gets tired and is always available.

The students with Specific Learning Disabilities such as ADD or ADDH are perfect candidates to work, and learn, with computers.

Learning disabilities was defined by Public Law 94-142 and further defined in Federal regulation issued in 1977. The definition of a learning disability is a disorder in

one or more of the basic psychological processes involved in understanding and involved in having an imperfect ability to listen, think, speak, write, spell or to do mathematical calculations. Learning disabilities, as mentioned in chapter 1, include such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and development aphasia. Research shows that of those receiving special services, forty percent of those in special education were in learning disabilities programs, (Kavanagh and Truss, 1998).

The LD student has both academic strengths and weaknesses that impact learning. Lerner (1989) identified the fact that students with problems in academics often exhibit a lack of motivation, frustration, and behavior and attendance problems in school.

Technology and LD child

Mason and Engel (1995), found computers were highly effective, when used, as behavior reinforcement. CAI allows the teacher of LD students to use software to follow each students individual educational program, developed specifically for each student's particular needs and goals. Mastery learning is particularly applicable for learners with disabilities. Computers aid mastery learning by allowing sufficient time and individual practice with feedback to specific objectives. CAI allows the teacher of LD students to use software to follow each student's Individual Education Program.

Research by (Vockell and Mihail 1993) discovered numerous learning principles and techniques that computer assisted instruction offered to mildly handicapped students. Using direct instruction allows the student to master specific skills more efficiently, and automatically allows skills to be reinforced beyond the point of initial mastery. CAI promotes memorization skills to recall factual information to enhance

learning at all levels. It also promotes peer tutoring and cooperative learning by allowing productive group learning. It also provides prerequisite knowledge and skills to instruct lower-level skills before higher-level skills are mastered. CAI offers immediate feedback to each student in a clear, concise manner. LD students learning styles vary; CAI offers numerous modes of learning for student. By applying these computer strategies, teachers of LD students can use computers as a valuable tool.

Education, in formal settings such as schools, has traditionally involved the teacher in providing motivation, stimulus, and communication to his/her students. Although this may be the norm it may not be the most effective for students with special needs. For some learners, autonomy may be the key to cognitive and emotional growth, as Parnell, (1990) states, educational technologies can be powerful tools to improve education as vehicles to extend the learning process, particularly in serving exceptional students. The LD student receives motivation and the feeling of acceptance when using CAI. CAI offers private tutoring to the student without embarrassment or fear of failure before the teacher or peers. The traditional role of teacher as an authoritative expert changes.

When students use CAI, there is a change in the teacher's role; the teacher takes on the role of collaborator. The student tends to initiate questions to the teacher, answered on an individual basis to the specific individual, (Mehring and Colson, 1990). To investigate the effects of technology on the learning process a study was done examining teacher-student interaction in a computer lab, (Sills-Briegel, (1996). The main concern of the study was that computer education would interfere with the personal contact between teacher and student. Quite the contrary was found. Computer Based

instruction (CBI) classrooms were more student-centered and cooperative than regular classrooms and teaching was more, not less, individualized, when computers were involved. In addition students were more motivated and less threatened when learning on computers than when learning in regular classrooms, (Swann and Metrani, 1990). Schofield, (1995) identified that studies, of CAI uses, in special education classes, demonstrate changes in student behavior characterized by an increase in sense of competition and challenge, and by a decrease in fear of being embarrassed in front of his/her peer group. This arose from the reduced necessity to publicly pose a question to the teacher. CAI takes the pressure off the student and learning occurs without fear of failure or rejection. Selecting appropriate computer software is a key component for the success of CAI. The most common and the most criticized form of CAI computers that are used in the classroom is drill and practice. Drill and practice are the most criticized from of CAI. Drill and practice are used often when the student does not know the skill and can lead to frustration. When used appropriately though drill and practice offered the LD student a longer period of time needed for memory and learning.

Tutorials are used to introduce the student to new skills and material. Simulators allow the student to experience real-life situations without any risk of failure. LD students frequently experience deficits in social skills. Simulation programs allow the LD student to experience and decide what actions they should take, without the negative feedback received in real-life scenarios.

Problem-solving activities encourage a higher level of thinking for LD students. The use of problem-solving activities may be very beneficial. The student must work through a difficult problem to find the solution. Word-processing assists

students in learning how to write properly. The LD student often has difficulty with written expression, particularly with spelling. Spell-check and grammar tools facilitate writing skills (Lerner, J. 1989). This is where the success of CAI is most beneficial.

Along with CAI, there is also CBI or computer based Instruction. This differs from computer assisted Instruction in that the human teacher is more involved in CBI. In CBI the teacher is a stronger liaison between the student and the computer.

Students with LD may exhibit attention problems. In a recent study, Roberts, Pratt, and Leach 1991 reported that a group of students with mild disabilities were “off task” nearly twice as often as non-disabled students. The researchers suggest this “off task” behavior, which is related to attention, only adds to the learning problems experienced by students with disabilities, LD students often exhibited short attention span and distractibility, which makes learning very difficult.

Technology & ADD/ADHD Child

Students identified as having an attention deficit disorder (ADD) or attention deficit hyperactivity disorder (ADHD).

Children with attention deficit or hyperactivity may exhibit many of the following seven characteristics of the disorder.

- First, the child is inattentive to the appropriate activity.
- Second, the child is impulsive in social or educational situations.
- Third, the child has difficulty remaining seated.
- Fourth, the child has difficulty organizing and completing work.
- Fifth, the individual has difficulty following instructions.
- Sixth, the student fails to complete tasks.
- Seventh, the child has difficulty following rules

(Smith, Finn & Dowdy, 1993).

Attention deficit and hyperactivity in children have a deviated impact on academic and social growth. Evidence has shown that these students often feel that they are unable to do anything right and a pervasive attitude of not caring begins. Frustration and low

self-confidence takes over and inhibits academic and social growth. Many students often become behavior problems in school, and home, because of this feeling of incompetence, (MacArthur, 1996).

The LD student feels that trying becomes useless, that failure will be the ultimate result of any endeavors. This sense of failure and inadequacy leads many LD students into trouble at school and possibly with the law. The feeling of inadequacy is one of the leading causes of student misbehavior (Magid and Mckelvey, 1988).

The computer is especially effective when working with students with ADD and ADHD. Ford (1994) found the attention of the ADHD children increased when the software 's difficulty level was at their cognitive level. CAI allows these students to learn with the proper computer software. Clarke and Kostoe (1995) in a study involving students discovered CAI increased the pupil's reading comprehension.

Utilizing computers in the classroom appears to have an impact on learning, motivation, and self-esteem. Computer training allows the student to be skilled in the use of technology. These skills may introduce the student to working with computers as a career choice. According to " Florida Industry and Occupational Employment Projections" the majority of future employment in both Dade and Broward County are computer related. Examples of computer related occupations included Computer engineer, System analyst, Data processing, Equipment repairer, and Computer support specialist. There still remains a question to whether learning – regarding CAI or CBI, is more affective when the teacher is in the classroom near the computer as opposed to the child being at the computer on his own, (Miller1998). conducted a study to find out the physical proximity of the classroom to the computer resources. The study proved

there was no difference in learning regarding the proximity. Teachers either worked closely with students, or they did not interact at all, and the results were the same. The effectiveness of a formal traditional educational setting vs. a more autonomous interactive setting with a computer can be broken down into concrete dimensions. Engagement and motivation can be empowered by interactive multimedia technology. This stimulates the child and they (MacArthur , Haynes, Malouf, 1986) stay on task. Effectiveness traditional tests measure learned applications. With technology the child can acquire a skill that he can continuously use.

Research has more effectively shown that computer assisted instruction offers achievement advantages in comparison to traditional instruction. In a study done by MacArthur, Haynes, Malouf (1986), they examined engaged time and interaction patterns with teachers and peers of individual computer assisted drills, practice, and seatwork, in special education classrooms. They found there to be a high engagement rate. Students stayed more on task. Computer related tasks consisted of booting the system, and figuring out how to run a program. Seatwork seemed to consist of getting materials and switching between tasks. Teachers spent about the same amount of time helping students with tasks related activities, such as operating the computer, and understanding the specific software directions.

Technology & Dysgraphia

It is important to look at how Specific Learning Disabilities are related to reading, writing, and mathematics. Many students struggle to produce neat and expressive written work. This is known simply as dysgraphia, a writing disorder (Crosby 1976). Dysgraphia is a Latin word. DYS means "difficulty with" and "GRAPHIA" refers to writing

process. It is one of the many aspects of learning disability or learning difference (Yahoo, 1999). Dysgraphia is not illegible handwriting or penmanship. It is a difficulty in expressing thoughts in writing. It is marked by faulty spelling, inconsistent lettering, mixture of upper/lower case letters or print, irregular letter size and shapes and unfinished letters.

Dysgraphia is not due to observable brain damage, but to developmental problem probably a genetic condition (Spafford, Grosser, 1996). Writing disorders in children are difficult to discuss. They can conceivably occur in several ways and may be of more than one variety (Crosby 1976). In adults neurologists look for lack of neatness, spacing of letters, words, the size of margins and slant of handwriting as a symptom of a disorder of the central nervous system. In children the diagnosis is much more difficult. In general, a child's handwriting may not be neat. Based on their age they may also have trouble formulating letters. The ability improves with maturation, but the rates of development vary with each individual, so that it is hard to decide when untidiness is maturational and when it is evidence of neurological impairment (Crosby, 1976). Variations of dysgraphia are found in children with dyslexia. Dysgraphia is the inability to coordinate hand and arm muscles to write legibly (Jordan, 1972).

In the public school system the term dysgraphia is seldom used. Educational evaluations are done and a strict criterion is always met. Not all students considered dysgraphic are learning disabled. It appears that a child who is dyslexic can easily conceal it, but dysgraphia is much harder to conceal. Children who are dysgraphic form mental images of letters and words. Their disordered writing can aid in recognizing the dyslexic child. Some of the underlying causes of dysgraphia are:

- Sequencing Problems Students have difficulty with sequential, rational information processing. They experience problems with letters and words as they write. In a child there is a fine line between what is dysgraphia, may have multiple struggles at the basic processing levels. Children that are Dyslexia have very poor spelling, which then interferes with their automatic use of writing. A child can be both dyslexia and dysgraphia resulting from a disturbance in the ability to read or learn to read, these children then experience difficulty with the mechanics of writing as well as spelling. (Jones, 1998).
- Attention Deficit Hyperactivity Disorder Students experience difficulty organizing sequencing detailed information.
- Auditory Processing Weakness Students experience difficulty learning and understanding language and language expression.
- Visual Processing Weakness Students experience difficulty with writing spread, clarity due to the lack of visual or perceptual processing.
- Fine Motor Difficulties Students experience difficulty using a writing tool, paper positioning.

As with dyslexia, dysgraphia is believed to be the result of visual or perceptual processing weakness. However, research on the brain has not, as yet, found much evidence to support a visual basis for dysgraphia. In some cases what may appear to be a perceptual problem may be a sequential/rational information-processing problem. For example, a child may reverse letters/numbers, write words backwards or out of order, or just write sloppily. Students who are considered to have Attention Deficit

Hyperactivity Disorder (ADHD) often experience difficulty with writing and penmanship. (Spafford, Grossen, 1996) Attention deficit disorders should not be confused with dyslexia or dysgraphia. Many individuals with dyslexia do not have attention deficits. Most children with learning disabilities who experience attention deficits do not display hyperactivity (the H in ADHD). Attention deficits can be correlated with such disorders as dyslexia/dysgraphia. (Spafford, Grosser, 1996)

Other students experience writing difficulties due to general auditory or language processing weaknesses often associated with dyslexia (Jordan, 1972). Most dysgraphic students do not have visual or perceptual processing problems, but a weakness in their processing. They do, however, have visual processing weaknesses and may experience difficulty with speed and clarity. (Jordan, 1972) Lastly dysgraphia maybe the result of poor fine-motor difficulties because the child is unable to execute, efficiently, the motor movements required to write or copy written letters or forms. Students may be unable to transfer the input of visual information to the output of fine-motor movement; or they may have difficulty in activities requiring motor or special judgments, (Lerner, 1997).

When writing becomes a barrier of learning knowledge then accommodation, modifications, and remediation strategies must be taken. Children with dysgraphia have trouble organizing and processing information. A teacher must evaluate the child's writing deficiency and help that child reach a better approach. By accommodating the child you reduce the impact that writing has on learning or expressing knowledge. In order to modify, remediate the expectations to deal with dysgraphia, the following considerations should be taken: (Jones, 1998)

The following accommodations

1. When considering Rate:

The rate of producing written work, volume of the work to be produced

Allow more time for written tasks including note-taking, copying, and tests, allow students to begin projects or assignments early, encourage learning keyboarding skills to increase the speed and legibility of written work, have the student prepare assignment papers in advance with required headings (Name, Date, etc.)

2. Adjust the volume:

Reduce the copying elements of assignment and test

For example, if the student is to answer three questions that you may have selected, then let them answer the balance of the questions in phrases or words (or drawings). If students are expected to copy definitions, allow the student to shorten them or give him definitions and have him highlight the important phrases and words or write an example or drawing of the word instead of copying the definition. Reduce the length requirements on written assignments – stress quality over quantity.

3. Change the complexity:

The complexity of the writing task

Grade different assignments on individual parts of writing process, so that for some assignments “spelling doesn’t count,” for others, grammar. Develop cooperative writing projects where different students can take on roles such as the ‘brainstormer, organizer of information’, ‘writer’.

4. Change the tools:

Tools used to produce the written product

Allow the student to use cursive or manuscript whichever is most legible. Encourage primary students to use paper with the raised line to keep writing on the line. Allow older students to use the line width of their choice. Keep in mind that some students use small writing to disguise its messiness or spelling, though. Allow student to use graph paper for math, or to turn lined paper sideways to help with lining up columns of numbers. Also allow the student to use the writing instrument that is most comfortable. Using pencil grips can ease hand strain.

5. Change of format:

Format of the product

Offer the student an alternative project such as an oral report or visual project. Establish a rubric to define what you want the student to include. You can evaluate the student's visual or oral presentation of that same information, in the alternative format (Jones,1998).

Benefits of Word Processing

Computer technology offers the greatest support to students with dysgraphia. If emphasis is on application and word-processing, the possibilities are endless. Word processing can provide speech synthesis and a personalized word bank for creativity. The computer can assist in the basic process of transcription and sentence generation, including spelling checkers, word prediction and grammar and style checkers. In terms of application, the computer can support the cognitive process of planning, outlining, semantic mapping and multimedia application.

Word processors have several capabilities that influence the writing process. First, the editing features of the word processor allow writers to make frequent revision without recopying. Students with LD in particular, have a limited conception of revising as being an opportunity to correct error, and then revisions are restricted primarily to minor changes that do not affect the overall meaning or quality of writing (Mac Arthur, Graham, and Schwartz, 1991), simply having access to word processing has little impact on the revising of students with LD. For example, the researchers Mac Arthur and Graham (1987) found no difference in the number or type of nervous mistakes students made using paper and pencil compared to using word processing.

Furthermore, the final drafts of papers, written on a word processor, did not differ from those written by hand, on any of the measures used in the study, including overall quality; length; story structure; vocabulary; syntactic complexity; or errors in spelling, capitalization, and punctuation. Only minor differences were found between handwriting and word processing: More deletions were made with the former; and word processing resulted in more revisions during writing of the first draft, whereas, nearly all revisions with handwriting were made while writing the second draft.

However, instruction in revision, in combination with word processing, can significantly increase the amount and quality of revision by students with LD (Graham & MacArthur, 1998; MacArthur, Schwartz, & Graham, 1991; Stoddard & MacArthur, 1993).

Word processing can give students the power to produce neat, printed work and to correct error without messy erasures. Another feature of the word processor is visibility of the text on the screen, (MacArthur, 1998). The visibility, together with the use of

typing rather than handwriting, can facilitate collaborative writing among peers, and scaffolded interactions, between teacher and student. Finally, since handwriting is typically a barrier for the dysgraphic child, word processing is probably inherently easier.

Another useful tool is the spell checker. It offers the student a way to identify misspelled words. However, a limitation for the SLD student is that spell checkers fail to suggest correct spellings for words severely misspelled. Another problem maybe, that the dysgraphic student may have trouble identifying the correct word choice. However, with synthesized speech and word definition this limitation maybe overcome.

A recent study of middle school students with LD, who had moderate to severe spelling problems, provided data on overall usefulness of spell checkers (MacArthur, Haynes, & Graham, 1994). Twenty-six students wrote stories and revised their spelling using a spell checker. They misspelled 4% to 35% of their words. The spell checker flagged 63% of their errors, missing 37% that were homonyms, or other correct words. The correct spelling was suggested for 58% of the flagged words, or 36% of all errors. Students were able to correct 82% of the errors with correct suggestions, and 23% of errors, when the correct suggestion was not offered. Overall, students corrected 36% of their errors using the spell checker.

Speech synthesis gives the dysgraphic student an advantage. The speech software translates text into speech. Word processors with speech synthesis enables students to hear what they have written, and to read what others have written. This capability may support writing by allowing students with writing problem to use their general language sense, to monitor the accuracy of their writing (Rosegrant, 1986). The only draw back with the adoption of speech synthesis is the quality. Using expensive

hardware is nearly as comprehensible as recorded speech, but less expensive hardware has been found to have serious comprehensibility problems (Mirenda & Beukelman, 1982).

Experienced writers typically devote a substantial portion of writing time to planning activities. They set goals in terms of the intended audience, generate content through memory search and information gathering, and organize their material carefully (Flower & Hayes, 1981). Students with LD may have difficulty with all of these component processes (Englert et al., 1989; Graham et al., 1991). Typically, they begin writing after devoting minimal time to planning. They often have problems generating sufficient appropriate content, and thus, produce short compositions with limited information. They, typically lack awareness of common text structures that could help them in organizing material and generating more content. In addition, limited background knowledge may interfere with both their reading comprehension and their writing (Garner, Alexander, & Hare, 1991). Outlining and semantic webbing are common practices for organizing ideas prior to writing. Early computer programs for semantic webbing were restricted by screen size and limited by graphics.

A sophisticated program for semantic webbing, Inspiration (1994), is available for Macintosh computers. The program permits the creation of semantic webs on the screen with elements that can be easily rearranged for experimentation with different arrangements of ideas. Hidden notes can be attached to the main ideas in the web. The entire web including notes can be automatically converted into an outline prior to writing. Most of the semantic webbing activities that teachers use on paper can be carried out on the computer, using this program. For example, teachers can create blank webs that

model particular text structures (e.g., compare/contrast, description). If a student is both dyslexic and dysgraphic, then mechanical aspects of writing, as well as spelling, are difficult. Technology can enhance the students writing experience. With the use of a computer, spell checker technology can recognize words based on sounds. As seen in this example; a 7th grade student who is both dyslexic and dysgraphic wrote the following writing story (Richard, 1999). It seems almost impossible for him to think about content, at the same time he thinks about spelling and writing mechanics. Because the process of writing is so very laborious for him, he types all of his papers. His first step was to type his ideas, fluently, while they “flowed”. His assignment was “write about a bumpy ride”. He was given no other cues. He typed,

“The way I decided a bumby ride is like wothgan mowtsarts mowsek. Eshe bumby rowd is like a song. Eshe bumb is the a note eche uncon at the same time ste is. That was the mewstere to mowts mowsuk it was vare metereus and uperdeable. So the next time you drive down a bumby theak of mowtsart.”

His next task was to use his Franklin Language Master 6000 and begin to proof and correct the story. Because he has a solid background in phonics, especially multi-sensory techniques, he was able to take the words one at a time, sound them out, and correct their spelling. It was a long process, but the end result is a fine example of the extent of his high level thinking. What is amazing is that he can correct the spelling, but he cannot think of the sounds and the content at the same time. For him, he must separate the two processes. His corrected story is,

“The way I describe a bumpy ride is like Wolfgang Mozart’s music. Each bumpy road is like a song. Each bump in the road is a note. Each bump is uncontrolled at the same time it still is controlled. That was the magic to Mozart’s music. It was very mysterious and unpredictable. So the next time you drive down a bumpy road, think of Mozart.

Regardless of how hard the dysgraphic tries he cannot satisfy the literate world because of his awkwardness in handing the handwritten code. (Jordan, 1972) Yet, it is

not impossible with the aid of technology. Being dysgraphic does not have to limit your writing. Dealing with writing problems is, also, both uncontrollable and controllable. Going slowly, developing skills, and using compensation can create the magic of good creative communication through writing (Richards, 1994). “

Technology and Dyscalculia

Another type of specific Learning Disability that will benefit from technology is dyscalculia. “Dyscalculia” means difficulty performing math calculations. Dyscalculia, a severe disability in learning and using mathematics, is analogous to dyslexia. Dyscalculia is defined as a specific disturbance in learning mathematical, concepts and computation and is associated with a central nervous system dysfunction. (Rourke, 1993 Gordon, 1992, Baroody & Gunsburg, 1991)

Often a child won't perceive shapes and will confuse arithmetic symbols (Wingent, Kantrowitz, 1997). Dyscalculia has no clearly defined criteria for special education. In most cases, when a child is having a severe degree of math difficulty he is labeled as having “dyscalculia”. These students show a visual processing weakness. They are unable to visualize numbers and math situations. Students have trouble sequencing or organizing detailed information. They have difficulty remembering specific facts and formulas.

Computer technology is changing the ways we use mathematics; consequently, the content of mathematics programs, and the methods by which programs and the methods by which math is taught are changing (Van de Walle, 1994).

The revolution in computers has benefited us in many ways, although there are no specifically designed software programs for students with dyscalculia, many mathematical programs are useful. Computer motivates students, and the mathematics

software programs can individualize, provide feedback, and offer repetition. (Bahr, Keith, 1990)

The programs should question the student frequently. Asking the student if he is confident with his answer? They should also provide immediate feedback. To the student, math programs range from drill and practice programs to problem-solving programs. (Lerner, 1997)

Calculators have also revolutionized functional arithmetic (Lerner, 1997). Calculators are suggested for lessons that aim to teach math reasoning, not calculation, per se. With a calculator a student can put their energies into understanding concepts. The calculation is also easily accessible and handy. It is used to calculate basic facts as well as a complicated fact process (Lerner, 1997).

A talking calculator is another option. A talking calculator is simply a calculator with speech synthesizer. When number, symbol, or operation keys are pressed, they are "vocalized/spoken" by a built-in speech synthesizer. In this way, the user receives simultaneous auditory feedback in order to check the accuracy of visual-motor operations. Once calculations are performed this may be problematic, since it takes longer to have operations spoken than displayed. Secondly, some students may experience "stimulus overload," having to contend with both visual and auditory feedback. But the majority of the students will benefit from this dual feedback. These learning disabilities should not render the students helpless. With proper guidance and technology students can develop the necessary skills to find success in everyday life.

CHAPTER 3

SOFTWARE AND CHILDREN WITH SPECIAL NEEDS

Access to computer has allowed the general population the promise of convenience and order to busy cluttered lives. For people with disabilities the potential is much greater. People who previously needed human assistance to read a document, write a letter, or play a game can now do so independently with adaptive aids. These aids were developed to replace or augment input and output devices. Input aids, such as simple switches, which provide easier access to turning computer apparatus on and off; which provide a keyboard template making it easier to guide one's hands; and the sophisticated speech recognition device which provides a way for one to speak to one's computer, have made computers more accessible for many people with physical disabilities. On the out put side, screen reader systems that can speak what the computer displays, have been developed for people with visual impairments (Education Access, 2000).

Computer technology provides an undeniable benefit for special education and the special education classroom environment. It allows children, with varying exceptionalities, the opportunity to learn in a highly interactive setting. The graphical elements of many educational software programs help retain the attention of special education students with comparatively low powers of concentration, and programs are useful in many subjects of learning (Holzberg, 1998). The computer serves as the perfect venue for challenging simulations, problem-solving, and visual stimulus. It motivates the students to think critically and provides the opportunity for decision-making.

The following is an annotated list of beneficial software for Special Education. This list is but a small random sample of suggested computer software for the exceptional child their teachers and caregivers.

Select Mathematics Software for Students with Learning Disabilities

Level:

P= Primary

E=Elementary

S=Secondary

A=Adult

Operating System:

A=Apple II or Apple II Gs

M= Macintosh

I=DOS (IBM or IBM compatible)

W=Windows

Program	Publisher	Level	Operating System	Comments
Early Mathematics Skills				
Early Mathematics Skills	Optimum Resources	P.E	M,W	Available in
Stickybear's Math Town				
Early Math	Sierra	P.E.	M.I	Early math skills
Kids Math Early	Great Wave	P.E.	M,W	Early math skills
Millie's Math House	Edmark	P.E.	M,I	Interactive early math
Math Computation Facts				
Math Computation Facts Whole Numbers, Decimals, and fractions	Gamco	E	A,I	Drill and practice
Basic Mathematical Concepts	EPC	E	M	Practice on Concepts
Mathematical Concepts	Edunetics	E,S	M.I	Correlates with
On-Line Series				
Basic Mathematical Facts	EPC	E	M	Practice in number facts
Math Rabbit	Learning Company	E	M,W	Practice in number facts
Math Munchers Deluxe	MECC	E	M,W	Practice in number facts
A+ LS Mathematics Series	AFC	E,S	M,W	Good management system
Secondary				
Concepts and Time	Intelligent Tutor	S	M,I	Secondary Math Series
Practice and Review	Intelligent Tutor	S	M,I	Secondary Math
Math Trek 7,8,9	Nectar	S	M,W	Secondary math based on
Math Shops Series	Scholastic	E	M,I	Shopping mall setting

Program	Publisher	Level	Operating	Comments
Games				
Math Football Series	Gamco	E,S	A,I	Game format
Word Problem Games	Gamco	E	A,I	Game format
Fractions-Oids 3	Mind Play	E	A,M,W	Games, practice in fractions
Counting on Frank CD	Electronic Arts	E	M,W,CD	game format
Money and Time				
Money	Gamco	E	A,I	Activities with money
Telling Time	Gamco	P	A,I	Arcade style game
Quarter Time Math	Barnum	E	I	Game style automation
Coin Critters	Nordic	E	M,W	Teachers money
Clock	Hartley Courseware	E	W	Teachers time
Spreadsheet/Graphing				
The Cruncher	Davidson	E	M	Teachers spreadsheets
The Graph Club	Tom Snyder Production	E,S	M	Teachers graphing, graphs
Problem Solving				
Math Blaster Mystery	Davidson	E	M	Problem-solving activities
Literacy				
Arthur's Birthday	Living Books	P,E	M	
Arthur's Teacher Trouble	Living Books	P,E	M	
Bookworm	Broderbund	S	CD,I,M	
Explore-a-Classic Series	Wm. K. Bradford	P,E	A,M,I	
Explore-a-Story Series	Wm-K.Bradford	E	A,M,I	
Folktales	Discis	S	CD,M	
Reading Magic Library	Tom Snyder Productions	P,E	A,M,I	
Stickybear's Reading Room	Optimum Resources	P	I,M,W	
Sight Words				
Basic Sight Vocabulary for Beginning Readers	Micro-Ed	E	M	
Edmark Reading Program, Level I and II	Edmark		P,E	
Hint and Hunt	SRA	E,S	A	
Reading Blaster junior	Davidson	P	CD,M Word	
Word Launch	Teachers Support	E,S	I,M	
Word Munchers	MECC	E	A,M,I	

Program	Publisher	Level	Operating	Comments
Word Recognition/Phonics				
Academic Skill Builders	SRA	E,S	A,M,I	
Phonics Prime Time	MECC	E	A	
Reader Rabbit	Learning Co.	P,E	A,M,I	
Word Attack 3	Davidson	E,S,A	I,M	
Vocabulary				
Confusing Words	Poor Richard's Software	S,A	M	
Guided Reading	Taylor	E,S,A	A,I	
Krell's SAT	Krell Software	S,A	A,I	
Multiple Meaning Words	Parrot Software	E,SA	I,W	
Opposites and Similarities	Parrot Software	E,S	W	
Reading Around Words	Taylor	E,S,A	A,I	
Reading Blaster Invasion of Spanish version	Davidson	E	W	
Vocabulary Skill Builders	Edmark	E	A	
Word Order Plus for Windows	Parrott Software	E,S,A	W	
Reading Comprehension				
Cloze-Plus	Taylor	E,S,A	A,I	
Comprehension Connection	Milliken Publishing	E,S,A	A,M, I	
Comprehension Power	Taylor	E,S,A	A,I	
How to Read For Everyday	Educational Activities	S,A	A,I	
Living				
Language Experience Recorder	Tech Support Software	P,E S,A	A,M,I	
Read Along Series by Bertamez	Access Unlimited	P,E	A,I	
Reading Skills Collection	Harley	E	M,I	
Steps to Comprehension	EPC	E	M,I	
Stickybear's Reading Comprehension	Optimum Resources	E	A,I	
Word Webs				
Inspiration	Insiration Software	E,S	I,M	
Reading Rate				
Speed Reader	Davidson	E,S,A	A,I,W	
Public Domain				
Public Domain Software	Colorado Easter Seal	P,E,S	A,M,I	

Curricular

Software Title	Grades	Producer
Reading Reader Rabbit	K-1	Learning Company
The Playroom	K-1	Broderbund Software
Talking Classroom	K-2	Orange Cherry Software
Expanded Books (Series)	All-ages	Voyager Company
Silwa Literature Series	9 +	Quene, Inc
Review of American Literature	10-college	Quene, Inc

Beneficial Software for Special Education

The following programs are but a small random sample of suggested computer software for the exceptional child.

Instructional Software for Teaching Typing or Keyboarding

Name	Publisher	OS
Ultra Key	Bytes of Learning	Mac/Win
All the Right Type	Disatch Software	Mac/DOS
Mavis Beacon Teacher Typing	Mindspace	Mac/DOS/Win
Sticker Typing	Optimum Resources	Apple/DOS
Dynosft Typing Tutor	Maverick	Mac/DOS
Mavis Beacon Teachers	Mindspace	Mac/Dos Win
Typing ! for Kids CD		
Mario Teachers Typing	Interplay	Mac/Win
Typing Tutor 6	Que Software	Dos/Win

(Lerner, 1997)

CHAPTER 4

DIRECTORY OF JOB OPPORTUNITIES REGARDING SPECIAL EDUCATION

Because we want to educate the future teachers of students with Learning Disabilities, Mental and Physical Handicaps, the following directory was compiled to assist those participants in Special Education. It provides a wide array of employment opportunities for students of special education. While achieving a true education can be quite challenging for special education students, the past education years can be equally as challenging, if not more so. A competitive job market can present intimidating barriers and daunting obstacles to students majoring in special education, who are ready for life beyond school. Given all we know, people do not realize how fat growing and diverse the field of special education has become. I felt a model was needed to show what other available opportunities exist. This directory will help to break down these barriers and obstacles by making many of the possible opportunities available.

These opportunities include various local health related services, drug and alcohol psychiatric facilities, state department agencies, various clubs and organizations, schools, and hospitals as well.

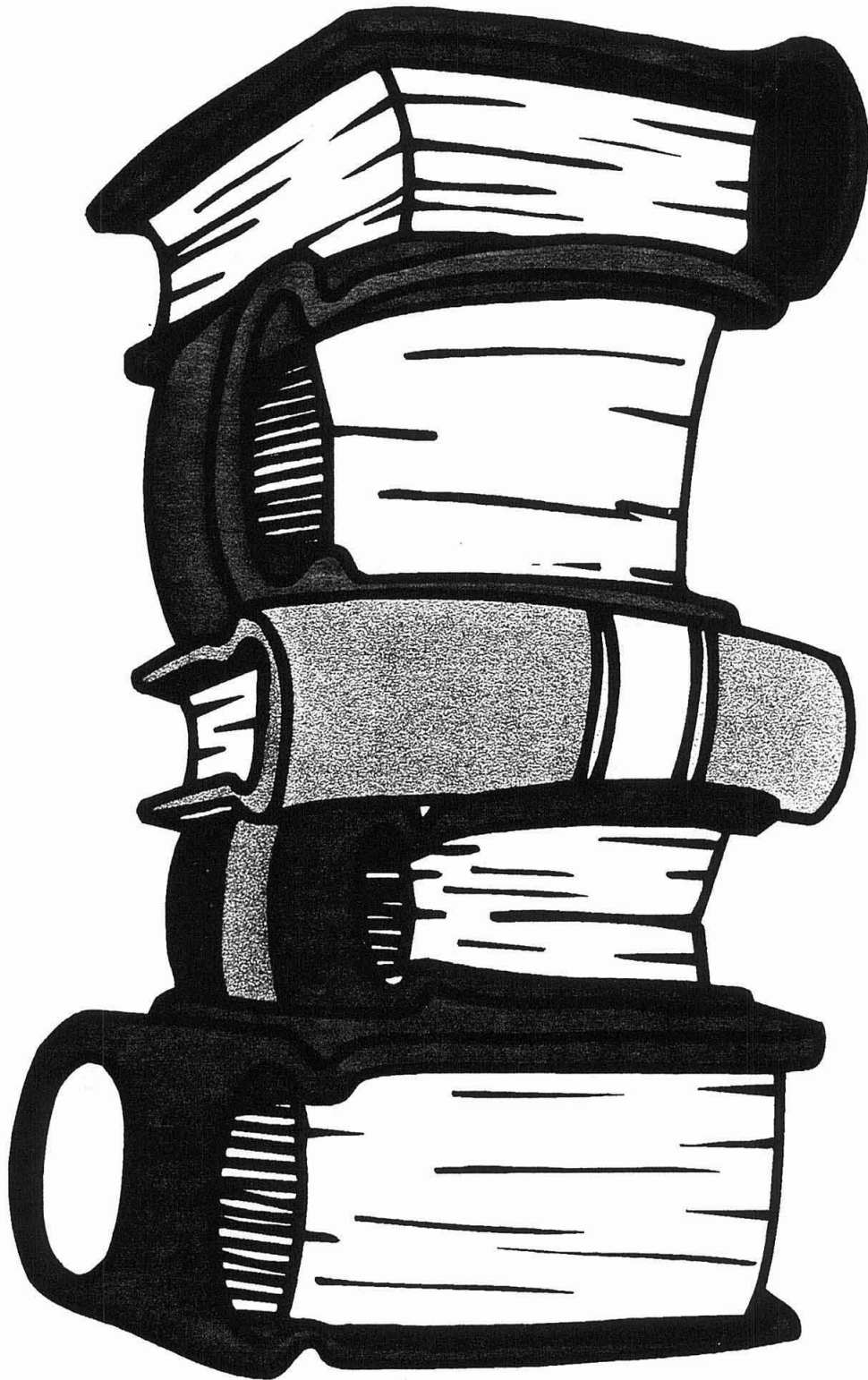
Each entry provides the organizations name, address, local phone number, a brief description of the services provided by the facility, and the qualifications necessary for job applicants.



**The Professionals Directory of Employment
Opportunities in
The Field of “Varying Exceptionalities”.**

1999-2000





**The Professionals Directory of Employment Opportunities in
The Field of "Varying Exceptionalities"**

Education

The following positions/opportunities are in the field of varying exceptionalities and are offered in The Palm Beach and Broward County schools districts.

Exceptional Student Educator – Oversees the daily operations of the E.S.E. program.

Behavioral Specialist – E.S.E Deals specifically with behavioral modification and providing expertise for other staff.

Support Facillitor – Assist both the regular Education teacher and the exceptional student in achieving his/her goals.

Education Evaluators- Psychologists/Social Workers/Special Ed.Teachers who test children.

Table of Contents

Acronyms:

Education:

Health Related Services

- Special Health... Health Physical
- Mental Retardation Development and Disabilities...
- Alcohol & Drugs

Drug\Alcohol Psychiatric Facilities

- Treatment Centers

Florida State

- Dept of Health & Rehabilitative Services...
- Advocacy

Activities

- Clubs & Organizations

Schools/Universities

Hospitals

ACRONYMS

AE – Alternative Education
ARC – Association for Retarded Citizens
EH – Emotionally Handicapped
EMH- Educatable Mentally Handicapped
ESE- Exceptional Student Education
FIRN- Florida Information Resources Network
HI- Hearing Impaired
HRS- Health and Rehabilitative Services
IRT- Intermediate Resource Teacher
LD- Learning Disabled
LLD- Language and Learning Disabled
MR- Mental Retardation
PH- Profoundly Handicapped
PI- Physical Impaired
PMH- Profoundly Mentally Handicapped
PT\OT- Physical \ Occupational Therapy
S E H – Severely Emotionally Handicapped
SLD- Specific Learning Disability
SLI- Special / Language Impaired
TAP- Teachers as Advisors Programs
TMH- Trainable Mentally Handicapped
VE- Varying Exceptionalities
VI- Visually Impaired

The Master of Education M. Ed in Varying
Exceptionalities.

Varying Exceptionalities represents a distinct category of Certification provided by the State of Florida Department of Education. Certification requires completing 36 Credit hours of course work in Varying Exceptionalities, characterizing a diverse group of handicapped students in a K-12 setting. Included in this category are students who may be emotionally handicapped, mentally handicapped or learning disabled.

(Lynn University, Graduate Catalog)

Health Related Services

Provider Name: Alzheimer's Disease and Related Disorders Association, Inc.

Provider Address: 1325 S. Congress, Suite 203
Boca Raton 33487

Provider Phone Number: 740-1180
(800)-681-7826

Present Director: MaryAnn Theurer

Provider Description: Residential School for Children with Multiple Disabilities.

Qualifications: Depending on position and Internships are welcome. Call for an appointment with Director of Patient Family Education Services.

Provider Name: American Cancer Society

Provider Address: 5 Harvard Circle Suite 110
West Palm Beach, FL 33409

Provider Phone Number: (561) 394-7751

Provider Description: Assist cancer patients in research and other related areas.

Qualifications: Depending on position.

Provider Name: Aid to Victims of Domestic Assault, Inc.

Provider Address: PO Box 667
Delray Beach, FL 33447

Provider Phone Number: (561) 265-3797
Fax: (561) 265-2102

Present Director: Jane Wagley

Provider Description: Offers counseling and shelter for battered women and their children.

Qualifications: Depending on Position.

Provider Name: Healthy Mothers/ Healthy Babies of Palm Beach
County

Provider Address: 211 South Federal Hwy
Boynton Beach, Fl

Provider Phone Number: (561) 732-2110
Fax: (561) 735-3325

Present Director: Debbie Simon

Provider Description: Provides access to prenatal care for
uninsured, underserved teens and women.

Qualifications: Depending on Position.

Provider Name: Sexual Assault Program

Provider Address: 205 North Dixie Hwy, Suite 511
West Palm Beach, FL 33401

Provider Phone Number: West Palm: (561) 233-4601
Fax: (561) 233-4604

Provider Description: Provides support through the criminal justice system (police, hospital, and court). Provides sexual abuse education and tips.

Qualifications: Depending on position. Send resume to recruitment and selection department.

Provider Name: Lupus Foundation of America Southeast Florida Chapter

Provider Address: 75 NW 6th Ave.
Delray Beach, Fl 33483

Provider Phone Number: (800) 339-0586
Fax: (561) 279-9772

Present Director: Jack McAllster

Provider Description: Dedicated to improving the quality of life of lupus patients and their loved ones with support, information, education and referral. Also, dedicated to public awareness activities and supporting research efforts.

Qualifications: Depending on Position.

Provider Name: Muscular Dystrophy Association

Provider Address: 8895 North Military Trail Suite 304D
Palm Beach, Fl 33410

Provider Phone Number: (561) 627-4300
Fax: (561) 625-6492

Present Director: Susan Wreitman

Provider Description: Provides care for patients with a physican's diagnosis of one of the 40 neuromuscular disorders.

Qualifications: Depending on Position.

Provider Name: Scoliosis Association of South Florida

Provider Address: 4881 NW 5th Lane
Boca Raton, FL 33431

Provider Phone Number: (561) 994-4435

Provider Description: Assist in school screening offers non-medical advice for family and general public. Handles variety of spinal problems.

Qualifications: Depending on position. Not always hiring call for more information.

Provider Name: Palm Beach County Kidney Association, Inc.

Provider Address: 321 Northlake Blvd. Suite 112
North Palm Beach, Fl 33408

Provider Phone Number: (561) 966-8116
Out of the area: (800) 640-0585

Provider Description: Provides transportation limited emergency financial aid, partial medical costs, loan of medical equipment, camperships for young dialysis patients. Organ donation, blood pressure/urine testing, outreach programs, counseling, Health Fairs, peakers Bureau.

Qualifications: Depending on position. Send your resume by mail to the Program Director Mrs. Hosier. Internships welcome contact Mrs. Scotten.

Provider Name: Crisis Pregnancy Center

Provider Address: 1119 South Flagler Dr.
West Palm Beach, FL 33401

Provider Phone Number: (561) 650-7474

Provider Description: Gives free pregnancy testing, alternative counseling, prenatal development and abortion education.

Qualifications: Depending on position. Internships and Volunteer are welcome call Iris for an appointment.

Provider Name: Deaf Service Center of Palm Beach County

Provider Address: 3111 S Dixie Hwy Suite 237
West Palm Beach, FL 33405

Provider Phone Number: (561) 802-3353
Fax: (561) 802-3356

Present Director: Joan GindlesPerger

Provider Description: Interpreting telephone/TDD relay, client assistance, information and referral.

Qualifications: Depending on Position.

Provider Name: Epilepsy Services of South Florida

Provider Address: 5730 Corporate Way, Suite 220
West Palm Beach, Fl 33407

Provider Phone Number: (561) 478-6515

Provider Description: Provides services for any person suspected of having a seizure disorder or any interested person.

Qualifications: Depending on Position. Call for more information.

Provider Name: Exceptional Student Education
Florida Diagnostic and Learning Resources
System

Provider Address: 600 S.E. 3rd Avenue
Ft. Lauderdale, Fl 33301

Provider Phone Number: (954) 767-8536

Present Director: Karey Asworth

Provider Description: Serving Broward County , is one of the 18 Statewide Network of Federally/ State Funded Centers located though FDLRS/Reach is the entry point for ESE Services for birth to five year old children and families in Broward County. Also provides support and guidance to the family network on disabilities.

Qualifications: Depending on Position.

Provider Name: First Care Pregnancy Center

**Provider Address: 644 Glades Rd
Boca Raton, FL 33431**

Provider Phone Number: (561) 392-3446

Provider Description: Provides emotional, physical and spiritual education. Give assistance to women or teenagers facing a crisis pregnancy.

Qualifications: Depending on Position. Call for more information.

Provider Name: The Haven

Provider Address: 21441 Boca Raton Rio Rd.
Boca Raton, FL 33433

Provider Phone Number: (561) 483-0962

Provider Description: Provides therapeutic group residence for abused & abandoned children.

Qualifications: Depending on Position. Call for more information.

Provider Name: United Cerebral Palsy of Miami, Inc.

Provider Address: 1411 NW 14th Avenue
Miami, Fl 33125

Provider Phone Number: (305) 325-1080
Fax: (305) 325-1044

Provider Description: Provides many services to individuals of all ages with cerebral palsy. Some of the services are education, therapeutic services, medical and social services, transportation, supported employment, vocational and residential services.

Qualifications: Depending on position. Position available are Tech aid, Personal care PCI on call, Home Manger Companion, childcare work, LPN, RN. Call for an appointment.

Provider Name: United Cerebral Palsy of Palm Beach

**Provider Address: 3030 South Dixie Hwy, Suite 5
West Palm Beach, Fl 33409**

**Provider Phone Number: (954) 584-7178
Fax: (954) 584-3151**

Present Director: Jerry Nicastro

Provider Description: Provides referral and advocacy for those with Cerebral Palsy and other development disabilities.

Qualifications: Depending on Position. Mail in resume to

[REDACTED]

Provider Name: United Way of Palm Beach County, Inc

Provider Address: P.O Box 20809
West Palm Beach, Fl 33416

Provider Phone Number: (561) 375-6600

Present Director: Rhonda Sabol

Provider Description: Volunteer organization supporting services for nearly 70 programs providing health and human services to people in Palm Beach.

Qualifications: Depending on Position. Internships welcome call more information. To contact the Program Director call [REDACTED] or Email: [REDACTED] Web Site Unitedway PBC. org

Provider Name: United Ostomy Association, Inc. Palm Beach
County Chapter

Provider Address: 5 Harvard Circle
West Palm Beach, Fl 33409

Provider Phone Number: (561) 616-9370
Fax: (561) 616-9371

Provider Description: Provides aid to Ostomy patients for
rehabilitation and return to normal, productive lives.

Qualifications: Depending on position. Volunteer and Internship
welcome. Call for more information.

Provider Name: Association for Retarded Citizens of Palm Beach County

Provider Address: 500 East Spanish River Blvd.

Provider Phone Number: (561) 391-1504

Present Director: Jackie Rosen

Provider Description: Provides programs and services for the Developmentally Disabled. "Kids on the Block" program for county schools.

Qualifications: CPR and First Aid. Check web site: www.Flinet.com/ARCPB. Call for more information and contact the Program Director at (561) 739-9313.

Health Related Services

Mental Retardation \ Developmental Disabilities

Provider Name: Association for Retarded Citizens of Palm Beach County

Provider Address: 1201 Australian Ave
Riviera Beach, Fl

Provider Phone Number: (561) 842-3213
Boca Raton: (561) 391-1504

Provider Description: Provides programs and services for the Developmentally Disabled. "Kids on the Block" program for county schools.

Qualifications: CPR and First Aid Certifications required. Check website for job listing www.Flinet.com/ARCPB. Students may work part time with children, adults with developmental disabled and infants. Contact Jackie Rosen at (561) 739-9313.

Provider Name: Ann Stork Center

Provider Address: 1790 SW 43rd Way
Ft Lauderdale, Fl 33317

Provider Phone Number: (954) 584-8000

Provider Description: The Ann Stork Center, a local non-profit organization, proudly serves more than 200 children and adults with physical and mental disabilities. From infancy through adulthood, we provide a multitude of services designed to foster learning and self-worth for special needs children and adults as well as their families. The philosophy of “discovering abilities and building independence” is woven into each of our programs.

Which also provides: Developmental Preschool

- * Developmental Training Program
- * Residential Program
- * Pembroke Pines Cluster
- * Specialized Group Homes

Qualifications: Based on Position. Bachelor’s Degree in Special Education Temporary or Permanent Florida Certificate Childcare Training Certificate. Positions are Special Education Teachers, Social Workers, and Behavioral Specialists.

Provider Name: Family Network on Disabilities of Broward County

Provider Address: Media Center/ Broward City Library
100 South Andrews Ave
Ft. Lauderdale, Fl 33301

Provider Phone Number: (954) 765-6722
(954) 765-6962

Provider Description: The Family Network on disabilities is based on the philosophy that parent, who have experienced the joys and frustrations of parenting a special child, can offer other parents understanding and emotional support as well as valuable information on resources available. We provide support, information, and training to parents of children with any sensory, physical, learning, or emotional disability as well as parents of medically involved, at risk, chronically ill, and children who are developmentally delayed. Family Network on Disabilities is a non-profit organization.

Qualifications: Depending on Position. Call for more information.

Provider Name: Exceptional Student Education/ Florida Diagnostic and Learning Resources System.

Provider Address: 600 SE 3rd Ave
Ft. Lauderdale, Fl 33301

Provider Phone Number: (954) 767-8536

Provider Description: Serving Broward County, is one of the 18 statewide Network of federally\ state funded Centers located through FDLRS/ Reach is the entry point for ESE Services for birth to five year old children and families in Broward County. Also provides support and guidance to the family Network on Disabilities.

Qualifications: Depending on position. Contact the Director, Secretary of ESE Karey Ashworth.

Provider Name: ARC Broward Incorporated

Provider Address: 10250 N.W. 53 Street
Sunrise, Fl 33351

Provider Phone Number: (954) 746-9400
Fax: (954) 746-2954

Provider Description: ARC Broward, Inc. is a non-for-profit organization serving individuals with developmental disabilities for over thirty years. ARC Broward offers a continuum of services including parent training, preschool and infant stimulation, adult residential service, vocational training and employment, consumer advocacy , case management and statewide planning. The Board of Directors, clientele, administration and professional staff invite you to join us in a lifelong relationship of growth and caring.

Qualifications: Depending on position. Check the job Hotline at (954) 746-5021.

Provider Name: Jewish Association for Residential Care

**Provider Address: 9901 Donna Klein Blvd.
Boca Raton, Fl 33428**

Provider Phone Number: (561) 852-3174

Provider Description: Provides group homes, programming and social services for adults with developmental disabilities.

Qualifications: Depending on Position. Call for more information.

Provider Name: Habilitation Center

**Provider Address: 22313 Boca Rio Rd.
Boca Raton, FL 33433**

Provider Phone Number: (561) 483-4200

Provider Description: Provides pre-vocational and vocational training programs to developmentally disabled adults.

Qualifications: Depending on Position. Call for more information.

Provider Name: Children with Attention Deficit Disorders

**Provider Address: 13420 SW 128th Street
Miami, Fl 33186**

Provider Phone Number: (305) 270-0550

Provider Description: This is a private non-profit organization which provides teachers and parents with information and support groups. Monthly meetings are held the 2nd Tuesday of each month at 7:30pm. Call for location.

Qualifications: Depending on Position. Call for more information.

Provider Name: Autism Society Therapeutic Recreation, South Florida Chapter

Provider Address: Thomas Jefferson Middle School
Dade County Public Schools System
525 NW 145th Street
Miami, Fl 33168

Provider Phone Number: (305) 937-1416
Fax: (305) 688-5912

Provider Description: This non-profit organization provides autistic and mentally handicapped teenagers with various social activities. Periodical field trips and social gatherings are scheduled. Focusing on providing various services to parents of autistic children. Provides parents with support groups, information, newsletters and membership to Florida International University Library.

Qualifications: Depending on Position. Call to see what is available first.

Provider Name: Autistic Care Inc.

Provider Address: 830 South Lakeside Dr.
Lake Worth, Fl 33460

Provider Phone Number: (561) 582-5739

Provider Description: Provides pre-vocational training for persons with autism or autistic-like characteristics.

Qualifications: Depending on Position. Call for more information.

Provider Name: Miami Shores Community Center

Provider Address: 9617 Park Drive
Miami Shores, Fl 33138

Provider Phone Number: (305) 758-5912

Provider Description: Group meets every 2nd Tuesday of the month at 7 pm. Call for exact location of meeting. Provides support and information for parents with autism.

Qualifications: Depending on Position. Call for more information.

Provider Name: Up with Down's Syndrome Foundation

Provider Address: 9270 SW 150th Avenue #301
Miami Shores, FL 33196

Provider Phone Number: (305) 252-2552
Fax: (305) 252-8353

Provider Description: This is a private non-profit organization providing a variety of special services to children and adults with Down's Syndrome. Some of the services available are: day care, infant stimulation, adult on the job training, and family counseling.

Qualifications: Depending on Position. Call for more information.

Provider Name: Association for retarded Citizens of Dade- ARC

Provider Address: 5555 Biscayne Blvd.

Miami, Fl 33137

Provider Phone Number: (305) 759-8500

Fax: (305) 757-2540

Provider Description: This large non-profit organization provides many services to individuals who are developmentally disabled. They offer a wide variety of services in English, Spanish, French and Creole. Some of the services provided are: citizen advocacy, group homes, guardianship, information and referrals for local state and national resources, intervention therapies (speech, occupational, physical) and independent living skills.

Qualifications: Depending on position. Send your resume to Ms. Ivette Marin .

Provider Name: Broader Opportunities for Learning Disabled

Provider Address: PO BOX 54-6309
Surfside, Fl 33154

Provider Phone Number: (305) 866-3262

Provider Description: This is a private non-profit organization to help provide teachers and parents with a variety of resources for helping children of all ages with learning disabilities. They provide information through seminars and workshops, as well as assisting with private testing to ensure appropriate educational placement.

Qualifications: Depending on Position. Call for more information.

Provider Name: Alcohol and Drugs

Provider Address: West Palm Beach

Provider Phone Number: (561) 478-0335

Provider Description: Offers support to families and friends of alcoholics through group meetings.

Qualifications: Depending on Position. Call for more information.

Provider Name: Alcoholics Anonymous

Provider Address: 2424 North Congress Ave. Suite I
West Palm Beach, FL 33049

Provider Phone Number: (561) 687-8800

Provider Description: Provides alcoholism counseling and mutual support groups.

Qualifications: Depending on position.

Provider Name: Comprehensive Alcoholism Rehabilitation Programs, Inc.

Provider Address: 5400 East Ave
West Palm Beach, FL 33407

Provider Phone Number: (561) 844-6400
Fax: (561) 844-2006

Provider Description: Offers comprehensive Alcohol Drug Treatment Programs.

Qualifications: Depending on position. Please fax resume to Diana or Claudia.

Provider Name: Beachcomber Family Center for Alcoholism

Provider Address: 4493 North Ocean Blvd.
Delray Beach, FL 33483

Provider Phone Number: (561) 734-1818

Provider Description: Provides alcoholism counseling and mutual support groups.

Qualifications: Depending on position.

Provider Name: Palm Beach Institute, The

Provider Address: 1014 N Olive Ave.
West Palm Beach, Fl 33401

Provider Phone Number: (561) 833-7553
Fax: (561) 655-5327

Provider Description: Provides Drug and Alcohol treatment.

Qualifications: Depending on position. Call for more information.
Send your resume to Shelly.

FLORIDA STATE

DEPT. OF HEALTH AND REHABILITATIVE SERVICES

**Provider Name: Drug Abuse Foundation of Palm Beach County,
Inc.**

**Provider Address: 400 South Swinton Ave.
Delray Beach, Fl 33444**

**Provider Phone Number: (561) 732-0800
Fax: (561) 776-8852**

Provider Description: Provides all levels of drug treatment.

Qualifications: Depending on position.

Provider Name: Children Medical Services

Provider Address: West Palm Beach

Provider Phone Number: (561) 881-5040

Provider Description: A clinic that provides medical help.

Qualifications: Depending on Position.

Provider Name: Beachcomber Family Center For Alcoholism

Provider Address: 4493 North Ocean Blvd.
Delray Beach, Fl 33483

Provider Phone Number: (561) 734-1818

Qualifications: Depending on Position. Call for more information.

Provider Name: Alcohol, Drug Abuse & Mental Health

Provider Address: 111 Sapodilla
West Palm Beach, Fl 33401

Provider Phone Number: (561) 837-5800
Fax: (561) 837-5794

Provider Description: Provides support for Alcohol and Drug Abuse families.

Qualifications: Depending on position. Send in your resume to the Human Resources.

Provider Name: Advocacy Center for Persons with Disabilities

Provider Address: 2671 Executive Circle West
Webster Bldg. #100
Tallahassee, Fl 32301

Provider Phone Number: (800) 342-0823
Fax: (904) 488-8640

Provider Description: This is a private non-profit organization focusing on the human and legal rights of people with disabilities. They aim to protect people through the use of information and advocacy.

Qualifications: Depending on position. Calls to see what position are available before applying.

Provider Name: South Florida Association for Disability
Advocacy/ Peer Mentoring & Disability Advocacy.

Provider Address: 501 NE 1st Ave Suite 102
Miami, Fl 33132

Provider Phone Number: (305) 379-6650
Fax: (305) 799-6653

Provider Description: Provides peer support groups, mentoring and advocacy to either individuals or groups. Any child or adult with a disability is eligible for services. Services are available in English, Spanish, Sign Language and TDD.

Qualifications: Depending on position. Calls to see what position are available before applying.

Provider Name: The Pacesetter

Provider Address: 4826 Chicago Avenue South
Minneapolis, MN 55417

Provider Phone Number: (800) 248-0822

Fax: (612) 827-3065

Provider Description: Pacer Center expands opportunities and enhances the quality of life for children and young adults with disabilities and their families.

Qualifications: Depending on position. Check web site for the current position and apply over the internet. The address is: www.pacer.org.

Provider Name: Jewish Community Center of South Palm Beach

Provider Address: Boca Raton

Provider Phone Number: (561) 852-3177

Provider Description: Provides help where every needed in the local community.

Qualifications: Depending on position. Call for more information.

Activities

Clubs & Organizations

Provider Name: Boy's and Girls Clubs of Palm Beach County

Provider Address: 2247 Palm Beach Lakes Blvd.
West Palm Beach, Fl 33409

Provider Phone Number: (561) 683-3287

Fax: (561) 683-1618

Provider Description: Provides after school care camps, tutoring programs and more.

Qualifications: Depending on position.

Provider Name: Big Brothers/Sisters of Greater Miami, Inc.

Provider Address: 100 Almeria Avenue #310
Coral Gables, Fl 33134

Provider Phone Number: (305) 441-9354

Fax: (305) 441-2070

Provider Description: This large non profit organization provides citizens an opportunity to volunteer as a positive role model for children between the ages of 5 and 14 who have either hearing or physical impairments. Services are provided in both English and Spanish.

Qualifications: Depending on position. Volunteers welcome.
Check web site for job listing www.wmentor.org.

Provider Name: Best Buddies International, Inc.

Provider Address: 1 International Place, #1990
Miami, Fl 33131

Provider Phone Number: (305) 374-2233

Fax: (305) 374-5305

Provider Description: This organization provides college students or adults an opportunity to volunteer to become friends with people who are mild to moderately mentally handicapped. Volunteers are encouraged to build a long lasting relationship with their best buddy.

Qualifications: Depending on position. Call for more information.

Provider Name: YMCA of Boca Raton

Provider Address: 6631 Palmetto Circle S
Boca Raton, Fl 33433

Provider Phone Number: (561) 395-9622

Provider Description: Provides activities for youth growth and learning development.

Qualifications: Depending on position. Call for more information.

Provider Name: 4-H Youth Programs

**Provider Address: 559 North Military Trail
West Palm Beach, Fl 33415**

Provider Phone Number: (561) 233-1731

Provider Description: Provide programs to help the youth in growth and development.

Qualifications: Depending on position. Call for more information.

Provider Name: Jewish Federation South PB County

Provider Address: 9901 Donna Klein Blvd
Boca Raton, Fl 33428

Provider Phone Number: (561) 852-3100

Provider Description:

Qualifications: Depending on position. Call the job hotline to check the position available. (954) 852-5051

Provider Name: Girl Scouts-Palm Glades Council

Provider Address: 2728 Lake Worth Rd.
Lake Worth, Fl 33461

Provider Phone Number: (561) 582-5362

Provider Description: Camps and many more activities.

Qualifications: Depending on position.

Provider Name: American Red Cross

Provider Address: 500 NE Spanish River Blvd.
Boca Raton, Fl 33431

Provider Phone Number: (561) 368-6622

Provider Description: Provides help where every needed in the local community.

Qualifications: Depending on position. Volunteers welcome call for more information.



School District of Palm Beach County, Florida

Directory of Charter Schools

1999-2000 School Year

Delray Beach Academy

Contact Person: Joe Green

Address: 1101 NW 2nd Street, Delray Beach, FL 33444

Phone: 278-3500

Fax: 278-3504

Ed Venture

Contact Person: Rosalie Catalano

Address: 115 East Coast Ave., Hypoluxo, FL 33462

Phone: 582-1454

Fax: 582-0692

Joseph Littles-Nguzo Saba

Contact Person: Amefika Geuka

Address: 2105 N. Australian Ave., West Palm Beach, FL 33407

Phone: 683-2044

Fax: 655-0469

Palm Beach Maritime Academy

Contact Person: Martin J. Coyle

Address: 4512 Poinsettia Ave., Suite 305, West Palm Beach, FL 33407

Phone: 842-8202

Fax: 844-1636

Partnership Academy of the Glades

Contact Person: Barbara Litinski

Address: 101 NW Ave. "C", Belle Glade, FL 33430

Phone: 993-5000

Fax: 993-5001

Potentials

Contact Person: Rosie Portera-Vaughn

Address: 1201 Australian Ave., Riviera Beach, FL 33404

Phone: 842-3213

Fax: 863-4352

Renaissance Learning Center

Contact Person: Wanda Taylor

Address: 4077 Holly Drive, Palm Beach Gardens, FL 33410

Phone: 776-0961

Fax: 625-3484

St. Mary's Preschool for Children with Autism

Contact Person: Claudia Clark

Address: 5325 Greenwood Ave., Suites 101 & 201, West Palm Beach, FL 33407

Phone: 881-2822

Fax: 881-0934

Revised: October 1, 1999

Palm Beach Marine Institute

School #: 3005

Address: 13425 Ellison Wilson Rd., Juno Beach, FL 33408

Phone: 624-6941

Fax: 624-6944

Palm Beach Regional Juvenile Detention Ctr.

School #: 3006

Address: 1100 - 45th St., West Palm Beach, FL 33407

Phone: 881-5020

Fax: 848-3889

Palm Beach Youth Ctr.

School #: 3007

Address: 1100 - 45th St., West Palm Beach, FL 33407

Phone: 840-3152

Fax: 840-3156

R.J. Hendley Ctr.

School #: 3012

Address: 2800 Ave. R, Riviera Beach, FL 33404

Phone: 881-9861

Fax: 840-0716

S. County Group Treatment

School #: 3008

Address: 901 N. 8th St., Lantana, FL 33462

Phone: 540-1292

Fax: 540-1290

Sabal Palm

School #: 261

Address: 4400 Australian Ave., West Palm Beach, FL 33407

Phone: 881-4797

Fax:

Stockade

School #: 3009

Address: 673 W. Fairground Rd., West Palm Beach, FL 33411

Phone: 688-4851

Fax:

Truancy Interdiction

School #: 3029

Address: 1199 W. Lantana Rd., Lantana, FL 33462

Phone: 540-8693

Fax: 540-1290

Court School

School #: 3021

Address: 201 Dixie Hwy., West Palm Beach, FL 33401

Phone: 355-3787

Fax: 355-6701

Data House II

School #: 3003

Address: 2636 Westgate Ave., West Palm Beach, FL 33409

Phone: 615-8200

Fax: 615-8592

Distance Learning (On-line High School)

School #: 3025

Address: 70 E. 30th St., Riviera Beach, FL 33404

Phone: 840-3208

Fax: 840-3208

Eagle Academy

School #: 3026

Address: 8800 State Rd. 80, Belle Glade, FL 33430

Phone: 992-1071

Fax: 992-1075

Elementary Education

School #: 3030

Address: 70 E. 30th St., Riviera Beach, FL 33404

Phone: 881-4721

Fax:

Highridge

School #: 3024

Address: 4200 Australian Ave., West Palm Beach, FL 33407

Phone: 840-4540

Fax: 840-4545

PACE

School #: 3010

Address: 601 W. Canal St., Belle Glade, FL 33430

Phone: 996-6008

Fax: 996-6131

Pahokee Youth Correctional Ctr.

School #: 3011

Address: 500 Bay Bottom Rd., Pahokee, FL 33476

Phone: 924-5922

Fax: 924-5966

Palm Beach County Jail

School #: 3002

Address: 3229 Gun Club Rd., West Palm Beach, FL 33406

Phone: 688-3000

Fax:

Palm Beach Halfway House

School #: 3004

Address: 901 North 8th St., Lantana, FL 33462

Phone: 450-1292

Fax: 540-1290



School District of Palm Beach County, Florida
Directory of Alternative Schools
1999-2000 School Year

Alternative Education Schools Office

School #: 3000

Address: 70 E. 30th St., Riviera Beach, FL 33404

Phone: 881-4720

Fax: 881-3724

Area 1 Outreach - Delray Full Service Center

School #: 3016

Address: 40 NW 4th Ave., Delray Beach, FL 33444

Phone: 243-1566

Fax:

Area 2 Outreach - South Area High School

School #: 3017

Address: 1509 Barton Rd., Lake Worth, FL 33460

Phone: 533-6364

Fax: 533-6417

Area 3 Outreach - Roosevelt Service Ctr.

School #: 3018

Address: 1601 Tamarind Ave., West Palm Beach, FL 33407

Phone: 822-0276

Fax: 822-0290

Area 4 Outreach - West Area Admin. Office

School #: 3019

Address: 1901 NW 16th St., Belle Glade, FL 33430

Phone: 996-4900

Fax: 996-4912

Banyan Work Release

School #: 3001

Address: 1199 W. Lantana Rd., Bldg. 3, Lantana, FL 33462

Phone: 540-8693

Fax: 540-1207

Brown School

School #: 3013

Address: 4152 W. Blue Heron Blvd., #105, Riviera Beach, FL 33404

Phone: 863-8485

Fax: 863-8586

Building Trades

School #: 3027

Address: 1119 W. Lantana Rd., Lantana, FL 33462

Phone: 540-1292

Fax:

CARP

School #: 3014

Address: 5400 East Ave., West Palm Beach, FL 33407

Phone: 844-6400

Fax: 844-7575

Revised: October 1, 1999

Whispering Pines Elementary

Area: South-1781

Colors: Blue & White

Grade: K-5

Mascot: Unicorn

Principal: Alan Goldstein

Address: 9090 Spanish Isles Blvd., Boca Raton, FL 33496

Phone: 218-5800 (PX: 55800)

Fax: 218-5805

Web Address:

Directions: 2 blocks N. of Yamato and Lyons; corner of Lyons Rd. and Spanish Isles Blvd.

William T. Dwyer High •

Area: North-2201

Colors: Maroon, Navy Blue & Silver

Grade: 9-12

Mascot: Panther

Principal: Ellen Gray

Address: 13601 N. Military Trail, Palm Beach Gardens, FL 33418

Phone: 625-7800 (PX: 47800)

Fax: 625-7870

Web Address: www.palmbeach.k12.fl.us/WilliamTDwyerHS/

Directions: I-95 to Donald Ross Rd. to Military Trail South.

Woodlands Middle

Area: South/Central-1921

Colors: Navy Blue & Gray

Grade: 6-8

Mascot: Mustang

Principal: Bettye Roth

Address: 5200 Lyons Rd., Lantana, FL 33467

Phone: 357-0300 (PX: 40300)

Fax: 357-0307

Web Address:

Directions: I-95 to Lantana Rd. West 9 miles to Lyons Rd. right.

Wynnebrook Elementary

Area: North/Central-1391

Colors: Green & White

Grade: K-5

Mascot: Wildcat

Principal: Kenneth Swain

Address: 1167 Drexel Rd., West Palm Beach, FL 33417

Phone: 640-5086 (PX: 25086)

Fax: 688-5247

Web Address: www.palmbeach.k12.fl.us/WynnebrookES/

Directions: I-95 to Belvedere Rd. West 4 miles to Drexel Rd. North 2 blocks.

AREA EXECUTIVE DIRECTORS

Area 1 – South

Carol Shetler

Phone: 241-2050 (PX: 22050)

Calusa Elementary School

Area 2 - South-Central

Elizabeth Decker

Phone: 434-3397 (PX: 23397)

Palm Springs Elementary School

Area 3 - North-Central

Beverlyann Barton

Phone: 820-8260 (PX: 28260)

Roosevelt Service Center

Area 4 - West

G. Eugenia Jones

Phone: 996-4900 (PX: 44900)

St. Road 715, Belle Glade, FL 33430

Area 5 - North

Ulysses Smith

Phone: 881-4718 (PX: 24718)

80 E. 30th St., Islands Plaza, Riviera Beach, FL 33404

West Gate Elementary

Area: North/Central-0481

Colors: Green & White

Grade: K-5

Mascot: Gator

Principal: Thais Villanueva

Address: 1545 Loxahatchee Dr., West Palm Beach, FL 33409

Phone: 640-5081 (PX: 25081)

Fax: 688-5292

Web Address:

Directions: I-95 to Okeechobee Blvd. West to Congress Ave. to Westgate Ave. West to Loxahatchee Dr. South.

West Riviera Elementary •

Area: North-1401

Colors: Blue & White

Grade: K-5

Mascot: Mustang

Principal: Pamela Patterson

Address: 1057 W. 6th St., Riviera Beach, FL 33404

Phone: 881-4769 (PX: 24769)

Fax: 840-3215

Web Address: www.palmbeach.k12.fl.us/WestRivieraES/

Directions: I-95 to 45th St. East to Australian Ave. North to 6th St. East.

West Tech. Ed. Center *

Area: West-1591

Colors: Royal Blue & White

Grade: 10-12/Adult

Mascot:

Principal: Cynthia Smith

Address: 2625 State Rd. 715, Belle Glade, FL 33430

Phone: 996-4930 (PX: 44930)

Fax: 996-4993

Web Address: www.palmbeach.k12.fl.us/WestTech/WTEC.htm

Directions: I-95 to Southern Blvd West. SR 441 to Hooker Hwy. until it dead-ends. Turn left. School is located 1/4 mile on left.

Western Pines Middle

Area: West-2451

Colors: Gold & Maroon

Grade: 6-8

Mascot: Tiger

Principal: Peggy Campbell

Address: 5949 140th Ave. N., West Palm Beach, FL 33411

Phone: 792-2500 (PX: 52500)

Fax: 792-2530

Web Address: www.palmbeach.k12.fl.us/WesternPinesMS/

Directions: Turn North onto Royal Palm Beach Blvd. from Okeechobee Blvd. Left on Persimmon to 140th Ave. N. right.

Westward Elementary •

Area: North/Central-0351

Colors: Green & Gold

Grade: K-5

Mascot: Panther

Principal: Deloris Walker

Address: 1101 Golf Ave., West Palm Beach, FL 33401

Phone: 802-2130 (PX: 22130)

Fax: 802-2135

Web Address: www.palmbeach.k12.fl.us/WestwardES/

Directions: I-95 Exit Palm Beach Lakes Blvd. East; turn right after 7th St., follow to Golf Ave. right.

Waters Edge Elementary

Area: South-0031

Colors: Teal, Khaki & Gray

Grade: K-5

Mascot: Owl

Principal: George Sefick

Address: 21601 Shorewind Dr., Boca Raton, FL 33428

Phone: 883-8070 (PX: 28070)

Fax: 883-8068

Web Address: www.watersedge.org

Directions: I-95 to Palmetto Park Rd. West to end. Turn right at Shorewind.

Watson B. Duncan Middle

Area: North-1971

Colors: Forest Green & White

Grade: 6-8

Mascot: Panther

Principal: Wallis Sherman

Address: 5150 117th Ct. N., Palm Beach Gardens, FL 33418

Phone: 776-3500 (PX: 53500)

Fax: 776-3550

Web Address: www.duncanmiddle.com

Directions: I-95 to PGA Blvd. West to Central Blvd. North to 117th Court North. East on 117th Court.

Wellington Elementary

Area: West-1671

Colors: Blue & White

Grade: K-5

Mascot: Wildcat

Principal: Maureen Werner

Address: 13000 Paddock Dr., Wellington, FL 33414

Phone: 795-4969 (PX: 24969)

Fax: 795-4974

Web Address:

Directions: I-95 to Southern Blvd. West. Turn left onto Big Blue Trace and left onto Paddock Dr.

Wellington High *

Area: West-2191

Colors: Royal Blue, Silver & White

Grade: 9-12

Mascot: Wolverine

Principal: Rodney Montgomery

Address: 2101 Greenview Shores Blvd., Wellington, FL 33414

Phone: 795-4900 (PX: 24900)

Fax: 795-4934

Web Address: www.palmbeach.k12.fl.us/WellingtonHS/

Directions: I-95 to Forest Hill Blvd. West to South Shore Blvd. Left. Continue to Greenview Shores Blvd. Right.

Wellington Landings Middle

Area: West-1701

Colors: Orange & Turquoise

Grade: 6-8

Mascot: Gator

Principal: Mario Crocetti

Address: 1100 Aero Club Dr., Wellington, FL 33414

Phone: 795-4975 (PX: 24975)

Fax: 795-4987

Web Address: www.palmbeach.k12.fl.us/WellingtonLandingsMS/

Directions: I-95 to Southern Blvd. West to Big Blue Trace. Right on Paddock Dr. Right on Greenview Shores Blvd.

Suncoast High *

Area: North-0151

Colors: Green & Gold

Grade: 9-12

Mascot: Charger

Principal: Kay Carnes

Address: 600 W. 28th St., Riviera Beach, FL 33404

Phone: 882-3400 (PX: 23400)

Fax: 882-3443

Web Address: www.palmbeach.k12.fl.us/SuncoastHS/

Directions: I-95 to Blue Heron Blvd East. One block past Old Dixie Hwy. North on Avenue "H" west.

Timber Trace Elementary

Area: North-2011

Colors: Gray & Blue

Grade: K-5

Mascot: Tiger

Principal: Victoria Gibson

Address: 5200 117th Ct. N., Palm Beach Gardens, FL 33418

Phone: 775-7226 (PX: 27226)

Fax: 775-7229

Web Address: www.palmbeach.k12.fl.us/TimberTraceES/

Directions: Off PGA Blvd. 2 miles West of I-95 North on Central Blvd. East on 117th Court North.

U.B. Kinsey/Palmview Elementary •

Area: North/Central-0361

Colors: Maroon & White

Grade: K-5

Mascot: Panda

Principal: Gloria Richeson

Address: 800 11th St., West Palm Beach, FL 33401

Phone: 802-2145 (PX: 22145)

Fax: 802-2149

Web Address:

Directions: I-95 to Palm Beach Lakes Blvd. East to Sapodilla Ave. Right 1 block to 11th St. Turn right.

Verde Elementary *

Area: South-1661

Colors: Green & White

Grade: K-5

Mascot: Viking

Principal: Nina Barron

Address: 6590 Verde Trail, Boca Raton, FL 33433

Phone: 218-5840 (PX: 55840)

Fax: 218-5835

Web Address:

Directions: I-95 to Glades Rd. West to Powerline/Jog Rd. South to Verde Trail East.

Washington Elementary •

Area: North-0191

Colors: Blue & Gold

Grade: K-5

Mascot: Shark

Principal: Gloria Crutchfield

Address: 1709 W. 30th St., Riviera Beach, FL 33404

Phone: 881-4665 (PX: 24665)

Fax: 840-3238

Web Address: www.palmbeach.k12.fl.us/WashingtonES/

Directions: I-95 to Exit 55 East to S Ave. Left to 29th St. Left to end.

South Area High

Area: All-0722

Colors: Blue & White

Grade: 9-12

Mascot: Seagulls

Principal: Samuel Watson

Address: 1509 Barton Road, Lake Worth, FL 33460

Phone: 533-6364 (PX: 26364)

Fax: 533-6417

Web Address:

Directions: I-95 to Lantana Rd. East to Andrew Redding Rd. Left to Barton Rd.

South Olive Elementary

Area: North/Central-0572

Colors: Blue & Gold

Grade: K-5

Mascot: Tiger

Principal: Margaret Daniels

Address: 7101 S. Olive Ave., West Palm Beach, FL 33405

Phone: 533-6359 (PX: 26359)

Fax: 533-6418

Web Address:

Directions: 2 blocks South of Forest Hill Blvd. between Dixie Hwy. and South Olive Ave.

South Tech. Ed. Center *

Area: South/Central-1571

Colors: Red, White & Blue

Grade: 10-12/Adult

Mascot:

Principal: James Rasco

Address: 1300 S.W. 30th Ave., Boynton Beach, FL 33426

Phone: 369-7000 (PX: 47000)

Fax: 369-7024

Web Address:

Directions: On SW 30th Ave. off Congress Ave. 1 mile South of Woolbright and 2.5 miles North of Atlantic Ave.

Spanish River High *

Area: South-1681

Colors: Blue, White & Silver

Grade: 9-12

Mascot: Sharks

Principal: Bonnie Fox

Address: 5100 Jog Rd., Boca Raton, FL 33496

Phone: 241-2200 (PX: 22200)

Fax: 241-2236

Web Address: www.palmbeach.k12.fl.us/SpanishRiverHS/

Directions: I-95 to Yamato Rd. West to Jog Rd.

Starlight Cove Elementary

Area: South/Central-0771

Colors: Blue & White

Grade: K-5

Mascot: Train

Principal: Susan Saint John

Address: 6300 Seminole Drive, Lantana, FL 33462

Phone: 357-6100 (PX: 46100)

Fax: 357-6108

Web Address: www.palmbeach.StarlightCoveES/

Directions: I-95 to Lantana Rd. West to Seminole Dr., turn left.

Sabal Palm

Area: All-0261

Colors: Red & White

Grade: 4-12

Mascot: Fox

Principal: Joan Mayo

Address: 4400 Australian Ave., West Palm Beach, FL 33407

Phone: 881-4797 (PX: 24797)

Fax: 840-3284

Web Address:

Directions: SE corner of 45th St. and Australian Ave. behind county nursing home.

Sandpiper Shores Elementary

Area: South-1961

Colors: Maroon & Gray

Grade: K-5

Mascot: Sandpiper

Principal: Reginald Myers

Address: 11201 Glades Rd., Boca Raton, FL 33498

Phone: 470-7051 (PX: 57051)

Fax: 470-7055

Web Address: www.sandpipershores.com

Directions: 1 mile West of SR 441 on Glades Rd.

Santaluces High *

Area: South/Central-1611

Colors: Red, Black & White

Grade: 9-12

Mascot: Chief

Principal: Glenn Heyward

Address: 6880 Lawrence Rd., Lantana, FL 33462

Phone: 642-6200 (PX: 46200)

Fax: 642-6255

Web Address: www.palmbeach.k12.fl.us/SantalucesHS/

Directions: Hypoluxo and Lawrence Rds. West of Congress Ave. and East of Military Trail.

School of Choice

Area: All-1132

Colors: Blue & Gold

Grade: 7-12

Mascot: Bulldog

Principal: Antoine Russell Jr.

Address: 541 Rardin Ave., Pahokee, FL 33476

Phone: 924-6470 (PX: 46470)

Fax: 942-6476

Web Address: www.geocities.com/ResearchTriangle/Node/7747/

Directions: I-95 to Southern Blvd. West to Belle Glade; 441 North to Pahokee 10 miles left on McClure Rd. Right on Rardin Ave.

Seminole Trails Elementary

Area: North/Central-1711

Colors: Black & Red

Grade: K-5

Mascot: Black Panther

Principal: Janie Peters

Address: 4075 Willow Pond Rd., West Palm Beach, FL 33417

Phone: 640-5051 (PX: 25051)

Fax: 688-5223

Web Address:

Directions: I-95 at 45th St. West to Haverhill Rd. South to Roebuck Rd. East to Willow Pond Rd.

Roosevelt Service Center *

Area: All-2441

Colors:

Grade: 0-Adult

Mascot:

Principal: Charles White

Address: 1601 Tamarind Ave., West Palm Beach, FL 33407

Phone: 822-0276 (PX: 20276)

Fax: 822-0290

Web Address:

Directions: I-95 to Palm Beach Lakes Blvd. East to Australian Ave. North to 15th St. East.

Rosenwald Elementary

Area: West-1321

Colors: Orange, Green & White

Grade: K-5

Mascot: Pirate Baby Raiders

Principal: Barbara Terembes

Address: 1321 Martin L. King Jr. Blvd., South Bay, FL 33493

Phone: 993-4058 (PX: 44058)

Fax: 993-4064

Web Address:

Directions: At end of Martin L. King, Jr. Blvd. in South Bay from SR 80.

Royal Palm Beach High *

Area: West-2331

Colors: Teal, Black & Silver

Grade: 9-12

Mascot: Wildcat

Principal: Brenda Montgomery

Address: 10600 Okeechobee Blvd., Royal Palm Beach, FL 33411

Phone: 753-4000 (PX: 24000)

Fax: 753-4015

Web Address: www.palmbeach.k12.fl.us/RoyalPalmBeachHS/

Directions: I-95 to Okeechobee Blvd. West past turnpike and SR 7.

Royal Palm School

Area: South/Central-1801

Colors: Gold & Blue

Grade: K-12 (ESE)

Mascot: Indian Brave

Principal: Revia Lee

Address: 6650 Lawrence Rd., Lantana, FL 33462

Phone: 641-1291 (PX: 21291)

Fax: 642-1017

Web Address:

Directions: I-95 to Hypoluxo West to Lawrence Rd. West.

S.D. Spady Elementary •

Area: South-0881

Colors: Red & White

Grade: PreK-6

Mascot: Cardinal

Principal: Denise Doyle

Address: 321 N.W. 10th Ave., Delray Beach, FL 33444

Phone: 243-1558 (PX: 21558)

Fax: 243-1540

Web Address: www.palmbeach.k12.fl.us/SDSpadyES/

Directions: I-95 to Atlantic Ave. East to NW 10th Ave. North.

Plumosa Elementary

Area: South-0871

Colors: Blue & White

Grade: K-5

Mascot: Eagle

Principal: Eula Mason-Berry

Address: 1712 N.E. 2nd Ave., Delray Beach, FL 33444

Phone: 243-1562 (PX: 21562)

Fax: 279-1701

Web Address:

Directions: I-95 to Woolbright Rd. East; turn South first light on Seacrest 2.1 miles to school on East side.

Poinciana Elementary •

Area: South/Central-0791

Colors: Blue & White

Grade: K-5

Mascot: Panda

Principal: Karen Whetsell

Address: 1203 N. Seacrest Blvd., Boynton Beach, FL 33435

Phone: 369-7094 (PX: 47094)

Fax: 364-7947

Web Address: www.palmbeach.k12.fl.us/PoincianaES/

Directions: West side of Seacrest. South of Gateway Blvd. North of Boynton Beach Blvd. in Boynton Beach.

Rolling Green Elementary

Area: South/Central-0781

Colors: Green & White

Grade: K-5

Mascot: Lion

Principal: Gay Voss

Address: 550 Miner Rd., Boynton Beach, FL 33435

Phone: 533-6390 (PX: 26390)

Fax: 533-6419

Web Address:

Directions: I-95 to Hypoluxo East 1 block to Seacrest Blvd. 1 mile; East on Miner Rd.

Roosevelt Elementary

Area: North/Central-0341

Colors: Yellow & Green

Grade: K-5

Mascot: Rainbow & Stars

Principal: Julia Bullard

Address: 1220 15th St., West Palm Beach, FL 33401

Phone: 820-8200 (PX: 28200)

Fax: 820-8215

Web Address: www.palmbeach.k12.fl.us/RooseveltES/

Directions: North of Palm Beach Lakes Blvd. on East side of Australian Ave.

Roosevelt Middle * •

Area: North/Central-0311

Colors: Maroon & Gray

Grade: 6-8

Mascot: Devil

Principal: Jack Thompson

Address: 1900 N. Australian Ave., West Palm Beach, FL 33407

Phone: 822-0200 (PX: 20200)

Fax: 822-0222

Web Address: www.rooseveltmiddle.com

Directions: I-95 at Palm Beach Lakes Blvd. East to Australian North.

Palm Springs Elementary

Area: South/Central-0651

Colors: Blue & White

Grade: K-5

Mascot: Panther

Principal: Walter Pierce

Address: 101 Davis Road, Lake Worth, FL 33461

Phone: 641-1273 (PX: 21273)

Fax: 642-1020

Web Address:

Directions: I-95 10th Ave. North. Go West to Davis Rd.

Palmetto Elementary

Area: North/Central-0561

Colors: Blue & Gold

Grade: K-5

Mascot: Panther

Principal: Sandra Brown

Address: 835 Palmetto St., West Palm Beach, FL 33405

Phone: 533-6372 (PX: 26372)

Fax: 533-6459

Web Address:

Directions: I-95 to Forest Hill Blvd. East to Parker St. North to school.

Panther Run Elementary

Area: West-2161

Colors: Red, Gray & Black

Grade: K-5

Mascot: Panther

Principal: Sharon Isern

Address: 10775 Lake Worth Road, Lake Worth, FL 33467

Phone: 642-6262 (PX: 46262)

Fax: 642-6265

Web Address: www.out2.com/lakeworth/pantherrun/

Directions: Lake Worth Rd. 1/2 mile West of SR 441.

Pine Grove Elementary •

Area: South-0911

Colors: Green & White

Grade: K-5

Mascot: Dolphin

Principal: Janice Cover

Address: 400 S.W. 10th St., Delray Beach, FL 33444

Phone: 243-1554 (PX: 21554)

Fax: 243-1548

Web Address: www.palmbeach.k12.fl.us/PineGroveES/

Directions: I-95 exit on Linton Blvd. East to 4th Ave. North to school.

Pioneer Park Elementary

Area: West-2371

Colors: Navy Blue, White & Gold

Grade: K-5

Mascot: Sugar Bear

Principal: Ann Turner

Address: 39500 Pioneer Park Rd., Belle Glade, FL 33430

Phone: 993-4480 (PX: 44480)

Fax: 993-4005

Web Address: <http://members.aol.com/cw2whs3928/sugarbear.html>

Directions: Belle Glade off SR 715 behind Glades Central Community High School.

Pahokee Middle/Sr. High

Area: West-1771

Colors: Royal Blue & White

Grade: 7-12

Mascot: Blue Devil

Principal: May Gamble

Address: 900 Larrimore Rd., Pahokee, FL 33476

Phone: 924-6400 (PX: 46400)

Fax: 924-6417

Web Address:

Directions: I-95 to Southern Blvd. West to light at SR 715. North 9 miles to light. Left then right onto Main St. 3/4 mile to Larrimore Rd. right.

Palm Beach Gardens Elementary

Area: North-0111

Colors: Blue & Gold

Grade: K-5

Mascot: Dolphin

Principal: Lori Bonino

Address: 10060 Riverside Dr., Palm Beach Gardens, FL 33410

Phone: 694-7364 (PX: 27364)

Fax: 775-7249

Web Address:

Directions: I-95 to Northlake Blvd. West to Military Trail North to Holly Dr. East.

Palm Beach Gardens High * ●

Area: North-1371

Colors: Blue & Orange

Grade: 9-12

Mascot: Gator

Principal: Paul Houlihan

Address: 4245 Holly Dr., Palm Beach Gardens, FL 33410

Phone: 694-7300 (PX: 27300)

Fax: 691-0515

Web Address: www.pbghs.org

Directions: West of I-95 on Military Trail between PGA Blvd. and Northlake Blvd.

Palm Beach Lakes High * ●

Area: North/Central-1851

Colors: Burgandy & Gray

Grade: 9-12

Mascot: Ram

Principal: Nathan Collins

Address: 3505 Shiloh Dr., West Palm Beach, FL 33407

Phone: 640-5000 (PX: 25000)

Fax: 688-5340

Web Address: www.palmbeach.k12.fl.us/PalmBeachLakesHS/

Directions: 1 block South of 45th St. on Military Trail.

Palm Beach Public

Area: North/Central-0421

Colors: Green & Gold

Grade: K-5

Mascot: Comets

Principal: Marilyn Brady

Address: 240 Cocoanut Row, Palm Beach, FL 33480

Phone: 802-2115 (PX: 22115)

Fax: 802-2120

Web Address:

Directions: I-95 to Okeechobee Blvd. East across Royal Palm Bridge. North at first light.

Okeeheelee Middle

Area: North/Central-2151

Colors: Teal, Royal Blue & White

Grade: 6-8

Mascot: Warriors

Principal: Chuck Shaw

Address: 2200 Pinehurst Drive, West Palm Beach, FL 33413

Phone: 434-3200 (PX: 43200)

Fax: 434-3244

Web Address:

Directions: I-95 to Forest Hill West past Military Trail and Jog Roads. South at Pinehurst School. School is on left.

Olympic Heights High *

Area: South-2181

Colors: Black & Gold

Grade: 9-12

Mascot: Lion

Principal: Francis Giblin

Address: 20101 Lyons Rd., Boca Raton, FL 33434

Phone: 852-6900 (PX: 26900)

Fax: 852-6974

Web Address:

Directions: I-95 to Glades Rd. West to Lyons Rd. North 1/4 mile.

Omni Middle School

Area: South-1991

Colors: Silver & Black

Grade: 6-8

Mascot: Jaguar

Principal: Janet Williams

Address: 5775 Jog Road, Boca Raton, FL 33496

Phone: 989-2800 (PX: 52800)

Fax: 989-2851

Web Address:

Directions: I-95 Yamato Rd. West to Jog Rd. North.

Orchard View Elementary

Area: South-2351

Colors: Hunter Green & White

Grade: K-5

Mascot: Panther

Principal: Debra Johnson

Address: 4050 Germantown Rd., Delray Beach, FL 33445

Phone: 279-1770 (PX: 21770)

Fax: 279-1793

Web Address:

Directions: I-95 to Linton Blvd. West to Old Germantown Rd. South to school.

Pahokee Elementary

Area: West-1101

Colors: Blue & White

Grade: K-6

Mascot: Little Devil

Principal: Bettye Lawson

Address: 560 East Main Place, Pahokee, FL 33476

Phone: 924-6466 (PX: 46466)

Fax: 924-6469

Web Address:

Directions: I-95 to Southern Blvd. West to light at SR 715. North 9 miles to light. Left then right onto Main St. 3/4 mile to Larrimore Rd. right.

North Grade Elementary

Area: South/Central-0681

Colors: Blue & White

Grade: K-5

Mascot: Tiger

Principal: Ian Saltzman

Address: 715 South "K" St., Lake Worth, FL 33460

Phone: 533-6397 (PX: 26397)

Fax: 533-6453

Web Address:

Directions: I-95 to 6th Ave. South. East to "J" Street. South on "J" St. to 8th Ave. South. 8th Ave. South east to "K" Street. North to school.

North Palm Beach Elementary

Area: North-0131

Colors: Green & White

Grade: K-5

Mascot: Dolphin

Principal: Carol Blankenhorn

Address: 401 Anchorage Dr., North Palm Beach, FL 33408

Phone: 881-4747 (PX: 24747)

Fax: 840-3202

Web Address: www.palmbeach.k12.fl.us/NorthPalmBeachES/

Directions: One block North of Northlake Blvd., West on Anchorage Drive.

North Tech. Ed. Center *

Area: North-1461

Colors:

Grade: 10-12/Adult

Mascot:

Principal: Patricia Nugent

Address: 7071 Garden Road, Riviera Beach, FL 33404

Phone: 881-4600 (PX: 24600)

Fax: 881-4668

Web Address:

Directions: Blue Heron Blvd. exit of I-95 East 1/2 mile South on Garden Rd.

Northboro Elementary •

Area: North/Central-0291

Colors: Blue & White

Grade: K-5

Mascot: Mustang

Principal: Edward M. Harris

Address: 400 40th St., West Palm Beach, FL 33407

Phone: 881-4752 (PX: 24752)

Fax: 840-3217

Web Address: www.p-port.com/noboro/

Directions: I-95 to 45th St. East to Poinsettia. South to 40th St.

Northmore Elementary •

Area: North/Central-0271

Colors: Blue & White

Grade: K-5

Mascot: Panther

Principal: Virginia Smith

Address: 4111 N. Terrace Dr., West Palm Beach, FL 33407

Phone: 881-4759 (PX: 24759)

Fax: 840-3200

Web Address:

Directions: I-95 to 45th St. East to North Terrace.

Meadow Park Elementary

Area: North/Central-0591

Colors: Blue & Orange

Grade: K-5

Mascot: Eagle

Principal: Sandra Hume

Address: 956 Fla. Mango Rd., West Palm Beach, FL 33406

Phone: 641-1270 (PX: 21270)

Fax: 642-1022

Web Address:

Directions: I-95 to Forest Hill Blvd. West to Florida Mango Rd. North 1 mile.

Melaleuca Elementary

Area: North/Central-1441

Colors: Red, White & Blue

Grade: K-5

Mascot: Eagle

Principal: Sharon Barwick

Address: 5759 W. Gun Club Rd., West Palm Beach, FL 33415

Phone: 640-5071 (PX: 25071)

Fax: 688-5222

Web Address:

Directions: I-95 to Southern Blvd. West to Military Trail South to Gun Club Rd.

Middle School of the Arts •

Area: North/Central-2511

Colors: Silver & Blue

Grade: 6-8

Mascot: Star

Principal: Elizabeth Perlman

Address: 3701 North Shore Dr., West Palm Beach, FL 33407

Phone: 882-3870 (PX: 23870)

Fax: 882-3879

Web Address: www.palmbeach.k12.fl.us/MiddleSchooloftheArts/

Directions: I-95 to 45th St. East to Northshore Dr. South on the right.

Morikami Park Elementary •

Area: South-1951

Colors: Royal Blue, Hunter Green & Red

Grade: K-5

Mascot:

Principal: Elizabeth Kennedy

Address: 6201 Morikami Park Road, Delray Beach, FL 33484

Phone: 266-0960 (PX: 20960)

Fax: 266-0965

Web Address:

Directions: South of Linton Blvd. on Jog Rd., East on Morikami Park Rd.

New Horizons Elementary

Area: West-2051

Colors: Orange & Yellow

Grade: K-5

Mascot: Conestoga Wagon

Principal: Matthew Shoemaker

Address: 13900 Greenbriar Blvd., Wellington, FL 33414

Phone: 795-4966 (PX: 24966)

Fax: 795-4988

Web Address:

Directions: I-95 to Forest Hill Blvd. West to State Rd. 7. Left at light on South Shore Blvd. Right onto Greenview Shores. Left on Greenbriar Blvd. School on left.

Limestone Creek Elementary

Area: North-2031

Colors: Teal & White

Grade: K-5

Mascot: Cougar

Principal: Paula Nessmith

Address: 6701 Church Street, Jupiter, FL 33458

Phone: 744-7985 (PX: 27985)

Fax: 744-7977

Web Address: www.palmbeach.k12.fl.us/LimestoneCreekES/

Directions: I-95 to Exit 59A East to Central Blvd. North to Church St. West on Church St. to school.

Lincoln Elementary •

Area: North-0211

Colors: Green & Blue

Grade: K-5

Mascot: Bulldogs

Principal: Francina Bain

Address: 1160 W. 10th St., Riviera Beach, FL 33404

Phone: 881-4712 (PX: 24712)

Fax: 840-3227

Web Address:

Directions: East on Blue Heron Blvd. to Austalian Ave. South to 10th St. West on 10th to Avenue N North to school.

Loggers' Run Middle *

Area: South-1751

Colors: Royal Blue & White

Grade: 6-8

Mascot: Lumberjack

Principal: Judith Klinek

Address: 11584 W. Palmetto Pk. Rd., Boca Raton, FL 33428

Phone: 883-8000 (PX: 28000)

Fax: 883-8027

Web Address: www.palmbeach.k12.fl.us/LoggersRunMS/

Directions: I-95 to Palmetto Park Rd. West. School is 1.5 miles West of State Rd. 441.

Loxahatchee Groves Elementary

Area: West-1901

Colors: Yellow & Red

Grade: K-5

Mascot: Indian

Principal: Michael Proctor

Address: 16020 Okeechobee Blvd., Loxahatchee, FL 33470

Phone: 795-4961 (PX: 24961)

Fax: 791-9318

Web Address:

Directions: I-95 to Southern Blvd. West 12 miles to Seminole Pratt Whitney Rd. North to Okeechobee, East to 162nd St.

Manatee Elementary

Area: South/Central-2241

Colors: Teal & Mauve

Grade: K-5

Mascot: Manatee

Principal: T. Neal Trafford

Address: 7001 Charleston Shores Blvd., Lake Worth, FL 33467

Phone: 642-1080 (PX: 21080)

Fax: 642-1082

Web Address:

Directions: South of Hypoluxo Rd., West of Job Rd. in the Lake Charleston development.

Lake Worth Middle

Area: South/Central-2131

Colors: Red, Black & White

Grade: 6-8

Mascot: Indian Warrior

Principal: Sharon Walker

Address: 1300 Barnett Drive, Lake Worth, FL 33461

Phone: 540-5500 (PX: 25500)

Fax: 540-5559

Web Address: www.palmbeach.k12.fl.us/LakeWorthMS/

Directions: I-95 and 10th Ave. North. Go West to Barnett North to end.

Lantana Elementary

Area: South/Central-0751

Colors: Indigo & Fushia

Grade: K-5

Mascot: Tiger

Principal: Patricia Asuncion

Address: 710 W. Ocean Ave., Lantana, FL 33462

Phone: 533-6376 (PX: 26376)

Fax: 533-6413

Web Address: www.palmbeach.k12.fl.us/LantanaES/

Directions: I-95 Lantana Rd. East 1.5 miles to Broadway. South 1 mile.

Lantana Middle *

Area: South/Central-0761

Colors: Blue & White

Grade: 6-8

Mascot: Viking

Principal: John Stevens

Address: 1225 W. Drew St., Lantana, FL 33462

Phone: 540-3400 (PX: 53400)

Fax: 540-3435

Web Address:

Directions: I-95 to Hypoluxo Rd. East to 14th St. turn North to W. Drew St.

Liberty Park Elementary

Area: South/Central-1871

Colors: Red, White & Blue

Grade: K-5

Mascot: Eagle

Principal: Michael Borowski

Address: 6601 Constitution Way, West Palm Beach, FL 33413

Phone: 642-1035 (PX: 21035)

Fax: 642-1046

Web Address: www.palmbeach.k12.fl.us/LibertyParkES/

Directions: Near the intersection of Jog Rd. and 10th Ave. North.

Lighthouse Elementary

Area: North-1931

Colors: Blue & Silver

Grade: K-5

Mascot: Pelican

Principal: Una Hukill

Address: 4750 155 Ln. N., Jupiter, FL 33458

Phone: 745-7261 (PX: 57261)

Fax: 745-7565

Web Address: www.palmbeach.k12.fl.us/LighthouseES/

Directions: I-95 to Donald Ross Rd. East to Military Trail. Turn North to Jupiter Middle School then West onto access road to end.

Jupiter Middle

Area: North-1731

Colors: Royal Blue, Yellow & Kelly Green

Grade: 6-8

Mascot: Mariner

Principal: David Culp

Address: 15245 N. Military Trail, Jupiter, FL 33458

Phone: 745-7200 (PX: 57200)

Fax: 745-7246

Web Address: www.palmbeach.k12.fl.us/JupiterMS/

Directions: I-95 to Donald Ross Rd. East to Military Trail North 1 mile.

K.E. Cunningham/Canal Point Elementary

Area: West-1831

Colors: Blue & White

Grade: K-6

Mascot: Willie the Whale

Principal: Nancy Lucas

Address: 300 Main St., Canal Point, FL 33438

Phone: 924-6460 (PX: 46460)

Fax: 924-6491

Web Address:

Directions: I-95 to Southern Blvd. West for 24 miles. At traffic light turn right on US 98 and go 16 miles to school.

Lake Park Elementary

Area: North-0141

Colors: Blue & Gold

Grade: K-5

Mascot: Lion

Principal: Diana Miller

Address: 410 3rd St., Lake Park, FL 33403

Phone: 881-4707 (PX: 24707)

Fax: 840-3246

Web Address:

Directions: I-95 East from Northlake Blvd. South on 10th St. Alt A1A. Left on Park Ave. and right on 3rd St.

Lake Shore Middle

Area: West-1232

Colors: Red & White

Grade: 6-8

Mascot: Roadrunner

Principal: Helen Rutledge

Address: Martin Luther King Blvd., Belle Glade, FL 33430

Phone: 993-4046 (PX: 44046)

Fax: 993-4051

Web Address:

Directions: Southern Blvd. West to courthouse. Turn right at SW Ave. E go 2.5 miles to SW 10th. School is at 10th and E Sts.

Lake Worth High * ●

Area: South/Central-0691

Colors: Maroon & White

Grade: 9-12

Mascot: Trojan

Principal: Patricia Mandigo

Address: 1701 Lake Worth Rd., Lake Worth, FL 33460

Phone: 533-6300 (PX: 26300)

Fax: 533-6334

Web Address: www.wchs.org

Directions: I-95 to exit 47 East to 6th Ave., South to A St. North on A St. to Lake Worth Rd. turn West.

John F. Kennedy Middle

Area: North-0201

Colors: Green & Gold

Grade: 6-8

Mascot: Viking

Principal: Joseph Powlis

Address: 1901 Avenue "S", Riviera Beach, FL 33404

Phone: 845-4500 (PX: 54500)

Fax: 845-4537

Web Address: www.jfkmiddleschool.com

Directions: I-95 to Blue Heron Blvd. East to Ave. S. South.

John I. Leonard High * ●

Area: South/Central-1361

Colors: Orange & Black

Grade: 9-12

Mascot: Lancer

Principal: Nora Rosensweig

Address: 4701 10th Ave., N., Greenacres, FL 33463

Phone: 641-1200 (PX: 21200)

Fax: 357-1102

Web Address: www.palmbeach.k12.fl.us/JohnILeonardHS/

Directions: I-95 to 10th Ave. North, go West 2.5 miles.

Jupiter Elementary

Area: North-0071

Colors: Green & White

Grade: K-5

Mascot: Indian Brave

Principal: Ann Wark

Address: 200 S. Loxahatchee Dr., Jupiter, FL 33458

Phone: 744-7979 (PX: 27979)

Fax: 743-6006

Web Address:

Directions: I-95 Jupiter East exit to Loxahatchee Dr. South.

Jupiter Farms Elementary

Area: North-2091

Colors: Coral & Beige

Grade: K-5

Mascot: Panther

Principal: Marilyn Weisgerber

Address: 17400 Haynie Lane, Jupiter, FL 33478

Phone: 744-7967 (PX: 27967)

Fax: 744-7972

Web Address: www.palmbeach.k12.fl.us/JupiterFarmsES/

Directions: I-95 to Indiantown West Exit. 6 miles to Alexander Run Intersection South to 174th Ct. N. left and follow road to school.

Jupiter High * ●

Area: North-0081

Colors: Green & Gold

Grade: 9-12

Mascot: Warrior

Principal: Marisol Ferrer

Address: 500 N. Military Trail, Jupiter, FL 33458

Phone: 744-7900 (PX: 27900)

Fax: 744-7978

Web Address: www.palmbeach.k12.fl.us/JupiterHS/

Directions: I-95 to Jupiter/Indiantown Rd. East to Military Trail South 1/8 mile.

Indian Pines Elementary

Area: South/Central-1861

Colors: Aqua & White

Grade: K-5

Mascot: Eagle

Principal: Gail Pasterczyk

Address: 6000 Oak Royal Drive, Lake Worth, FL 33463

Phone: 641-1295 (PX: 21295)

Fax: 642-1049

Web Address:

Directions: I-95 to Lantana Rd. West to Edgecliff Ave. North and West to Oak Royal Dr.

Indian Ridge School

Area: West-2411

Colors:

Grade: Ages 6-21

Mascot:

Principal: Sherle Stevenson

Address: 1950 Benoist Farms Road, West Palm Beach, FL 33411

Phone: 681-0000 (PX: 20000)

Fax: 681-0023

Web Address:

Directions: 1.5 miles West of the turnpike on the corner of Okeechobee Blvd. and Benoist Farms Rd.

J.C. Mitchell Elementary *

Area: South-0931

Colors: Blue & Gold

Grade: K-5

Mascot: Jaguar

Principal: Nancy Owens

Address: 2401 N.W. 3rd Ave., Boca Raton, FL 33431

Phone: 338-1468 (PX: 41468)

Fax: 338-1474

Web Address:

Directions: I-95 to Yamato Rd. East to NW 2nd Ave. South to NW 23rd St. West to NW 3rd Ct.

Jefferson Davis Middle *

Area: North/Central-0611

Colors: Maroon & Gray

Grade: 6-8

Mascot: Hurricanes

Principal: Sandra M. Jinks

Address: 1560 Kirk Rd., West Palm Beach, FL 33406

Phone: 434-3300 (PX: 23300)

Fax: 434-3303

Web Address:

Directions: I-95 to Forest Hill Blvd. West to Kirk Rd.

Jerry Thomas Elementary

Area: North-1651

Colors: Yellow & Red

Grade: K-5

Mascot: Tiger Club

Principal: Michael J. Murgio

Address: 800 Maplewood Dr., Jupiter, FL 33458

Phone: 744-7990 (PX: 27990)

Fax: 743-6015

Web Address: www.palmbeach.k12.fl.us/JerryThomasES/

Directions: I-95 to Jupiter East 1.5 miles to Maplewood Dr. turn right.

H.L. Johnson Elementary

Area: West-1761

Colors: Blue & Gold

Grade: K-5

Mascot: Jaguar

Principal: Penny Lopez

Address: 1000 Crestwood Blvd. N., Royal Palm Beach, FL 33411

Phone: 795-4955 (PX: 24955)

Fax: 795-4937

Web Address:

Directions: School is 1.8 miles North of Okeechobee Blvd. on the corner of Royal Palm Blvd. and Crestwood.

H.L. Watkins Middle

Area: North-0121

Colors: Blue & Orange

Grade: 6-8

Mascot: Seminole

Principal: George Mitchell Jr.

Address: 9480 MacArthur Blvd., Palm Beach Gardens, FL 33403

Phone: 776-3600 (PX: 53600)

Fax: 775-7234

Web Address: www.palmbeach.k12.fl.us/HLWatkinsMS/

Directions: One mile East of I-95 and 1/4 mile North of Northlake Blvd.

Hagen Road Elementary

Area: South/Central-1421

Colors: Green & White

Grade: K-5

Mascot: Roadrunner

Principal: Gary Hagermann

Address: 10439 Hagen Ranch Rd., Boynton Beach, FL 33437

Phone: 369-7052 (PX: 47052)

Fax: 364-7946

Web Address:

Directions: Boynton Beach exit I-95 to Hagen Ranch Rd. South 3/4 mile.

Hammock Pointe Elementary

Area: South-2081

Colors: Blue & White

Grade: K-5

Mascot: Hawk

Principal: Jeanne Mier

Address: 8400 S.W. 8th St., Boca Raton, FL 33433

Phone: 852-6980 (PX: 26980)

Fax: 852-6983

Web Address: www.palmbeach.k12.fl.us/HammockPointeES/

Directions: I-95 to Palmetto Park Rd. West to Lyons Rd. South to SW 8th St. East.

Highland Elementary

Area: South/Central-0671

Colors: Green & White

Grade: K-5

Mascot: Panther

Principal: Richard Hughes

Address: 500 Highland Ave., Lake Worth, FL 33460

Phone: 533-6394 (PX: 26394)

Fax: 533-6466

Web Address:

Directions: Between 6th Ave. South and 10th Avenue North on the East.

Gold Coast Community School

Area: All-1641

Colors: Black & Gold

Grade: 7-12

Mascot: Gladiator

Principal: Dorothy McKinon

Address: 4260 Westgate Ave., West Palm Beach, FL 33409

Phone: 640-5091 (PX: 25091)

Fax: 640-5093

Web Address:

Directions: School is located one block South of Okeechobee Blvd. and one block East of Military Trail.

Golden Grove Elementary *

Area: West-2421

Colors: Green & Gold

Grade: K-5

Mascot: Gator

Principal: Barbara Altman

Address: 5959 140th Ave. N., West Palm Beach, FL 33411

Phone: 792-5200 (PX: 55200)

Fax: 792-5226

Web Address:

Directions: Okeechobee Blvd. West to Royal Palm Bch. Blvd. North to 4th traffic light turn West on Persimmon Blvd. to Avocado Blvd. Turn right on Avocado to 54 Lane N. Left on 54 Lane to 140th Ave. Right on 140th.

Gove Elementary •

Area: West-1241

Colors: Green & Gold

Grade: K-5

Mascot: Cat

Principal: Margarita Pinkos

Address: 900 S.E. Avenue "G", Belle Glade, FL 33430

Phone: 993-4042 (PX: 44042)

Fax: 993-4045

Web Address:

Directions: I-95 to Southern Blvd. West to Belle Glade. Left at stop light on US 441. South for 5 miles to SE Ave. G. Left for 1 mile.

Greenacres Elementary

Area: South/Central-0631

Colors: Green & White

Grade: K-5

Mascot: Bulldog

Principal: Diane Conley

Address: 405 Jackson Ave., Greenacres, FL 33463

Phone: 641-1287 (PX: 21287)

Fax: 642-1039

Web Address: www.palmbeach.k12.fl.us/GreenacresES/

Directions: Off 10th Ave. North 1 block West of Haverhill, South on Jackson.

Grove Park Elementary

Area: North-1411

Colors: Green & Yellow

Grade: K-5

Mascot: Eagle

Principal: Evelyn Miller

Address: 8330 N. Military Trail, Lake Park, FL 33410

Phone: 694-7350 (PX: 27350)

Fax: 775-7259

Web Address: www.palmbeach.k12.fl.us/GroveParkES/

Directions: I-95 to Blue Heron West to Military Trail. North on Military Trail 1/2 mile.

Forest Hill High *

Area: North/Central-0581

Colors: Red, White & Blue

Grade: 9-12

Mascot: Falcon

Principal: Carlos Rosello

Address: 6901 Parker Ave., West Palm Beach, FL 33405

Phone: 540-2400 (PX: 22400)

Fax: 540-2440

Web Address:

Directions: Two blocks east off I-95 and Forest Hill Blvd.

Forest Park Elementary

Area: South-0831

Colors: Green & White

Grade: K-5

Mascot: Tiger

Principal: Ethelene Powell

Address: 1201 S.W. 3rd St., Boynton Beach, FL 33435

Phone: 369-7056 (PX: 47056)

Fax: 364-7905

Web Address:

Directions: I-95 to Woolbright Rd. East to SW 2nd St. Four blocks to SW 11th Ave. West one block.

Galaxy Elementary

Area: South-0821

Colors: Navy Blue & White

Grade: K-5

Mascot: Star

Principal: Sherry Jones

Address: 301 Galaxy Way, Boynton Beach, FL 33435

Phone: 369-7090 (PX: 47090)

Fax: 369-7041

Web Address:

Directions: I-95 intersection with Boynton Beach Blvd. East to Boynton Beach Blvd.

Glade View Elementary

Area: West-1251

Colors: Green & Gold

Grade: K-5

Mascot: Eagle

Principal: Gale Fulford

Address: 1100 S.W. Avenue "G", Belle Glade, FL 33430

Phone: 993-4035 (PX: 44035)

Fax: 994-4039

Web Address:

Directions: I-95 Southern Blvd. West to Belle Glade. Left at stop light. Right onto SW Ave. E. Left onto SW 10th St. & go to end of street.

Glades Central High * ●

Area: West-2301

Colors: Maroon & Gold

Grade: 9-12

Mascot: Raider

Principal: Effie Gear

Address: 1001 S.W. Ave. "M", Belle Glade, FL 33430

Phone: 993-4400 (PX: 44400)

Fax: 993-4414

Web Address:

Directions: I-95 Southern Blvd. West to Belle Glade. Left at dead end to 5th traffic light.

Del Prado Elementary

Area: South-1741

Colors: Blue & Green

Grade: K-5

Mascot: Florida Panthers

Principal: Joyce Swaffield

Address: 7900 Del Prado Circle, Boca Raton, FL 33433

Phone: 338-1490 (PX: 41490)

Fax: 338-1496

Web Address: www.palmbeach.k12.fl.us/DelPradoES/

Directions: I-95 to Palmetto Park Rd. West to Palmetto Park Circle right to Del Prado Circle turn left.

Delray Full Service Center *

Area: All-0904

Colors:

Grade: 0-Adult

Mascot:

Principal: Jay Alligood

Address: 301 S.W. 14th Ave., Delray Beach, FL 33444

Phone: 243-1566 (PX: 21566)

Fax: 243-1591

Web Address:

Directions: I-95 to Atlantic Ave. East. South at first light (SW 12th Ave.) School is 4 blocks on right.

Eagles Landing Middle

Area: South-2461

Colors: Teal & Silver

Grade: 6-8

Mascot: Soaring Eagle

Principal: Ira Margulies

Address: 19500 Coral Ridge Drive, Boca Raton, FL 33498

Phone: 470-7000 (PX: 57000)

Fax: 470-7030

Web Address:

Directions: I-95 to Yamato Rd. West 8.5 miles to Coral Ridge Dr. South .5 mile.

Egret Lake Elementary

Area: North/Central-2101

Colors: Purple & Teal

Grade: K-5

Mascot: Egret

Principal: Amy Sansbury

Address: 5115 47th Place N., West Palm Beach, FL 33498

Phone: 688-5314 (PX: 25314)

Fax: 688-5317

Web Address: www.geocities.com/Athens/Styx/2293/

Directions: On Haverhill Rd. 1 mile South of 45th St.

Forest Hill Elementary

Area: North/Central-0621

Colors: Red, White & Blue

Grade: K-5

Mascot: Owl

Principal: Jack Meeds

Address: 5555 Purdy Lane, West Palm Beach, FL 33415

Phone: 641-1258 (PX: 21258)

Fax: 642-1019

Web Address:

Directions: From Forest Hill Blvd. turn South on Haverhill Rd. and West on Purdy Lane.

Coral Sunset Elementary

Area: South-1811

Grade: K-5

Principal: Mary B. Smith

Address: 22400 Hammock Street, Boca Raton, FL 33428

Phone: 852-6660 (**PX:** 26660)

Colors: Coral & Blue

Mascot: Dolphin

Fax: 852-6664

Web Address:

Directions: I-95 to Palmetto Park Rd. West, Hammock St. is 3 blocks West of S.R. 7 on the left.

Crestwood Middle

Area: West-1691

Grade: 6-8

Principal: Vera Garcia

Address: 64 Sparrow Dr., Royal Palm Beach, FL 33411

Phone: 753-5000 (**PX:** 55000)

Colors: Black, Gold & White

Mascot: Eagle

Fax: 753-5035

Web Address: www.palmbeach.k12.fl.us/CrestwoodMS/

Directions: I-95 to Okeechobee Blvd. West to Military Trail and S.R. 7 to Royal Palm Beach Blvd. South to Sparrow Dr. West 2 blocks.

Crystal Lakes Elementary

Area: South/Central-2121

Grade: K-5

Principal: Sue Slone

Address: 6050 Gateway Blvd., Boynton Beach, FL 33437

Phone: 364-7900 (**PX:** 47900)

Colors: Peach & Teal

Mascot: Bobcat

Fax: 364-7903

Web Address:

Directions: I-95 to Gateway Blvd. West to school.

Cypress Trails Elementary

Area: West-1941

Grade: K-5

Principal: Elizabeth Taylor

Address: 133 Park Road N., Royal Palm Beach, FL 33411

Phone: 795-4950 (**PX:** 24950)

Colors: Turquoise & White

Mascot: Lion

Fax: 791-9305

Web Address:

Directions: I-95 to Okeechobee West to Royal Palm Beach Blvd. left. First right is Sparrow Dr., over large canal turn left on Park Rd. North.

D.D. Eisenhower Elementary

Area: North-1541

Grade: K-5

Principal: Jacqueline Dunn

Address: 2926 Lone Pine Rd., Lake Park, FL 33410

Phone: 694-7359 (**PX:** 27359)

Colors: Red, White & Blue

Mascot: Eagle

Fax: 775-7238

Web Address:

Directions: I-95 to PGA Blvd. East to Alt A1A to Florida Blvd. East 1 mile to school.

Christa McAuliffe Middle

Area: South/Central-1821

Colors: Blue, Green & Silver

Grade: 6-8

Mascot: The Shuttle

Principal: Terry Costa

Address: 6500 Le Chalet Blvd., Boynton Beach, FL 33437

Phone: 374-6600 (PX: 46600)

Fax: 374-6636

Web Address: www.palmbeach.k12.fl.us/ChristaMcAuliffeMS/

Directions: I-95 West to Hypoluxo Rd. Turn Left on Military Trail to LeChalet. Turn right, 1.5 miles.

Citrus Cove Elementary

Area: South/Central-2071

Colors: Peach & Teal

Grade: K-5

Mascot: Panther

Principal: Judith Asbury

Address: 8400 Lawrence Road, Boynton Beach, FL 33436

Phone: 369-7031 (PX: 47031)

Fax: 364-7920

Web Address:

Directions: I-95 to Hypoluxo Rd. West to Lawrence Rd. South.

Congress Middle * ●

Area: South/Central-1581

Colors: Red, White & Blue

Grade: 6-8

Mascot: Cougar

Principal: Kenneth Meltzer

Address: 101 S. Congress Ave., Boynton Beach, FL 33426

Phone: 374-5600 (PX: 55600)

Fax: 374-5642

Web Address: www.palmbeach.k12.fl.us/CongressMS/

Directions: I-95 to Boynton Beach Blvd. West to Congress Ave. South 4 blocks.

Conniston Middle *

Area: North/Central-0541

Colors: Blue & Gold

Grade: 6-8

Mascot: Blue Devil

Principal: Jose Garcia

Address: 673 Conniston Rd., West Palm Beach, FL 33405

Phone: 802-5400 (PX: 55400)

Fax: 802-5409

Web Address: www.conniston.com

Directions: I-95 to Southern Blvd. East to Parker Ave. North 1/2 block.

Coral Reef Elementary

Area: South/Central-2581

Colors: Aqua Blue & Teal

Grade: K-5

Mascot: Dolphin

Principal: Janice Andrews

Address: 6151 Hagen Ranch Rd., Boynton Beach, FL 33467

Phone: 649-6000 (PX: 46000)

Fax: 649-6005

Web Address:

Directions: Go west on Lantana Rd. to Hagen Ranch Rd. Hagen Ranch Rd. is 1 mile west of Jog Rd. Go south on Hagen Ranch Rd. ¼ mile. School is on west side.

Boca Raton High *

Area: South-0961

Colors: Blue & Gold

Grade: 9-12

Mascot: Bobcat

Principal: Diana Harris

Address: 1501 N.W. 15th Ct., Boca Raton, FL 33486

Phone: 338-1400 (PX: 41400)

Fax: 338-1440

Web Address:

Directions: I-95 to Glades Rd. East to NW 15th Ave. South 3 blocks.

Boca Raton Middle *

Area: South-1491

Colors: Green & Gold

Grade: 6-8

Mascot: Cobra

Principal: Burley "Butch" Mondy

Address: 1251 N.W. 8th St., Boca Raton, FL 33486

Phone: 416-8700 (PX: 58700)

Fax: 416-8754

Web Address:

Directions: I-95 exit Palmetto Park Rd. East to NW 12th Ave. North, 8 blocks.

C.O. Taylor/Kirklane Elementary

Area: North/Central-1531

Colors: Red, White & Blue

Grade: K-5

Mascot: Sailing Ship

Principal: Agatha Gragg

Address: 4200 Purdy Lane, Palm Springs, FL 33461

Phone: 641-1263 (PX: 21263)

Fax: 642-1015

Web Address: www.palmbeach.k12.fl.us/COTaylorES/

Directions: Two blocks East of Military Trail.

Calusa Elementary

Area: South-1911

Colors: Pink, White & Blue

Grade: K-5

Mascot: Flamingo

Principal: Steve Blinder

Address: 2051 Clint Moore Rd., Boca Raton, FL 33496

Phone: 241-2255 (PX: 22255)

Fax: 241-2259

Web Address:

Directions: I-95 to Yamato Rd. West to Military Trail. North to Clint Moore Rd. Turn West.
School on right.

Carver Middle * ●

Area: South-2041

Colors: Blue & White

Grade: 6-8

Mascot: Eagle

Principal: Carol Blacharski

Address: 101 Barwick Road, Delray Beach, FL 33445

Phone: 638-2100 (PX: 52100)

Fax: 638-2181

Web Address:

Directions: I-95 to Atlantic Ave. West to Barwick Rd. North to school.

Belle Glade Elementary

Area: West-2401

Colors: Red & White

Grade: K-5

Mascot: Eagle

Principal: Glenda Garrett

Address: 500 N.W. Ave. L, Belle Glade, FL 33430

Phone: 993-4490 (PX: 44490)

Fax: 993-4491

Web Address:

Directions: I-95 to Southern Blvd., West 40 miles to Court House. Left at light on US 441, North for 3 miles to Avenue L.

Belvedere Elementary

Area: North/Central-0531

Colors: Blue & White

Grade: K-5

Mascot: Bees

Principal: Keely Spinelli

Address: 3001 Lake Ave., West Palm Beach, FL 33405

Phone: 802-2100 (PX: 22100)

Fax: 802-2105

Web Address:

Directions: I-95 to Belvedere, East to Lake Ave. South.

Berkshire Elementary

Area: North/Central-0601

Colors: Red & White

Grade: K-5

Mascot: Bulldog

Principal: Lawrence Heiser

Address: 1060 S. Kirk Rd., West Palm Beach, FL 33406

Phone: 641-1266 (PX: 21266)

Fax: 642-1025

Web Address:

Directions: I-95 at Forest Hill Blvd., West to Kirk Rd., North 3/4 mile.

Binks Forest Elementary

Area: West-2561

Colors:

Grade: K-5

Mascot:

Principal: Lynne McGee

Address: 15101 Bent Creek Road, Wellington, FL 33414

Phone: 792-5250 (PX: 55250)

Fax: 792-5255

Web Address:

Directions: I-95 to Southern west. Left onto Binks Forest. First left is Bent Creek Rd.

Boca Raton Elementary

Area: South-0951

Colors: Green & White

Grade: K-5

Mascot: Eagle

Principal: Barbara Zeigler

Address: 103 S.W. 1st Ave., Boca Raton, FL 33432

Phone: 338-1454 (PX: 41454)

Fax: 362-4552

Web Address:

Directions: I-95 to Palmetto Park Rd. East to SW First Ave. School on west side.

Allamanda Elementary

Area: North-0101

Colors: Yellow & Green

Grade: K-5

Mascot: Yellowjacket

Principal: Cynthia Pino

Address: 10300 Allamanda Dr., P.B. Gardens, FL 33410

Phone: 694-7355 (PX: 27355)

Fax: 775-7232

Web Address:

Directions: I-95 to Northlake Blvd., East to Prosperity Farms Rd., then North to Allamanda Lane (left).

Atlantic High * ●

Area: South-0862

Colors: Green & White

Grade: 9-12

Mascot: Eagle

Principal: Kathleen Weigel

Address: 2501 Seacrest Blvd., Delray Beach, FL 33444

Phone: 243-1500 (PX: 21500)

Fax: 243-1532

Web Address: www.atlantichs.org

Directions: Between Atlantic Ave. & Woolbright Rd. I-95 north from Atlantic.

Banyan Creek Elementary

Area: South-1891

Colors: Royal Blue & White

Grade: K-5

Mascot: Bear

Principal: William J. Fay, Jr.

Address: 4243 Sabal Lake Road, Delray Beach, FL 33445

Phone: 638-2151 (PX: 52151)

Fax: 638-2155

Web Address:

Directions: I-95 West to Atlantic Ave. to Barwick Rd., North to Sabal Lakes Rd., East on Sabal Lakes, school on left.

Barton Elementary

Area: South/Central-0741

Colors: Maroon & White

Grade: K-5

Mascot: Charging Bull

Principal: Delorisa Brown

Address: 1700 Barton Rd., Lake Worth, FL 33460

Phone: 540-9100 (PX: 29100)

Fax: 540-9128

Web Address:

Directions: I-95 to Lantana Rd., East to Andrew Redding Rd., North to Barton Rd.

Bear Lakes Middle

Area: North/Central-1981

Colors: Navy Blue & Gold

Grade: 6-8

Mascot: Bruin

Principal: Andrea Peppers

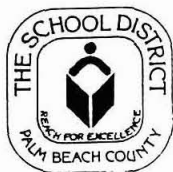
Address: 3505 Shenandoah Blvd., West Palm Beach, FL 33409

Phone: 615-7700 (PX: 27700)

Fax: 615-7756

Web Address:

Directions: I-95 to Okeechobee, West to Military Trail, North 2 miles to Shenandoah Blvd., school on corner.



School District of Palm Beach County, Florida
Directory of Schools & Principals
1999-2000 School Year

Acreage Pines Elementary

Area: West-2141

Colors: Blue, Green & White

Grade: K-5

Mascot: Fox

Principal: Stephen Sills

Address: 14200 Orange Blvd., Loxahatchee, FL 33470

Phone: 795-4994 (PX: 24994)

Fax: 795-4996

Web Address:

Directions: I-95 to Okeechobee Blvd.; west to Royal Palm Beach Blvd.; north to Orange Blvd.; west 2 miles, school is on the left.

Addison Mizner Elementary

Area: South-1451

Colors: Blue & White

Grade: K-5

Mascot: Marlin

Principal: Constance Tuman

Address: 199 S.W. 12th Ave., Boca Raton, FL 33486

Phone: 338-1450 (PX: 41450)

Fax: 338-1453

Web Address: www.miznermarlins.com

Directions: 199 SW 12th Ave. off Palmetto Park Rd., between Palmetto Park & Camino Real.

Adult Ed. Center

Area: North/Central-0331

Colors:

Grade: Adult

Mascot:

Principal: Mona Jensen

Address: 2161 N. Military Trail, West Palm Beach, FL 33409

Phone: 640-5074 (PX: 25074)

Fax: 688-5209

Web Address:

Directions: I-95 at Okeechobee West. Continue west to Military Trail, right.

Alexander W. Dreyfoos., Jr School of the Arts ●

Area: North/Central-0395

Colors: Black, White & Gold

Grade: 9-12

Mascot:

Principal: Amelia Ostrosky

Address: 501 S. Sapodilla Ave., West Palm Beach, FL 33401

Phone: 802-6000 (PX: 56000)

Fax: 802-6059

Web Address:

Directions: I-95 to Okeechobee Blvd., East to Tamarind Ave., North past the school to Fern St., East.

* Community School

● Magnet School

Revised: October 1, 1999
Public Affairs Office

Hospitals

Bethesda Memorial Hospital
2815 South Seacrest Blvd.
Boynton Beach, Fl 33435
Main737-7733
Behavior Medicine...ext 4250
Maternity information...ext4516

Boca Raton Community Hospital
800 Meadows Rd.
Boca Raton , Fl 33486
Main.....395-7100
Physician's Referral...393-4087
Women's Center....362-5000

Columbia Hospital
2201 45 St.
West Palm Beach, Fl 33407
Main.....842-6141
Emergency Room.....863-3900
Psychiatric Pavilion...881-2601

Delray Community Hospital
5352 Linton Blvd.
Delray Bch, Fl 33484....498-4440

Doctor's Hospital
2829 10th Ave North
Lake Worth,FL 33461...967-7800

Good Samaritan Medical Center
1309 N. Flager Dr.
West Palm Beach, Fl 33401
Main.....655-5511

JFK Medical Center
5301 South Congress Ave.
Atlantis, Fl 33462.....965-7300

Jupiter Hospital
1210 South Old Dixie Hwy.
Jupiter, FL.....747-2234
Jupiter Covalescence..744-4444
Salhaven Home743-5060
Ella Mibank Soshay Cancer
Treatment Center.....744-4400

Palm Beach Gardens Medical
3360 Burns Rd.
Palm Beach, FL 33410.622-1411
Emergency Room.....694-7172
Women's Diagnostic ...694-7185
Cardiac Rehab694-7126

Palms West Hospital
13001 Southern Blvd.
(State Rd 80)
Loxahatee, FL 33470.....798-3300

PineCrest Rehabilitation
5360 Linton Blvd.
Delray Beach, Fl 33484
Main.....495-0400

St. Mary's Hospital
901 45 St.
West Palm Beach,Fl 33407
Main.....844-6300
Emergency Room.....881-2900
Physicians Referral.....650-6240

Wellington Regional
10101 Forest Hill Blvd.
West Palm Beach, Fl 33414
Main.....798-8500

West Boca Medical Center
21644 State Rd 7
Boca Raton, Fl 33428...488-8000

CHAPTER 5

CONCLUSION

A LOOK INTO THE FUTURE

As we face the New Millennium with some of the challenges of special education behind us, there are still tomorrow's challenges and the ever-present changes of technology and our society. We are right in the middle of a "digital revolution" (U.S. Department of Education 1996). As the great author Alvin Toffler predicted in 1970 "we are in a collision with the future." This prophecy has become a reality. Toffler's future is our today. There are so many unanswered questions about where we are headed but at least, now, we are far more ready to deal with these issues than when Toffler made his prediction. As a society, we are embracing what is happening to us. Now we have visions of wonderful tomorrows with continued advances in medicine, science and special education. There is no cure for children with Special needs, but we have come to understand and diagnose what is happening and are, therefore, more aware of the student's needs, and willing to adapt our educational system in order to accommodate them. Today more than half of all American households have at least one computer for every six children (Finnigam, 1999). Babies, long before they learn to read write or set foot in a classroom, are learning to point and click and say M-O-U-S-E (White, 1999). Children are taught not just to gather information but also to access it and evaluate it. Technology is an integral part of the revolution of culture (Buckley, 1999).

Vice President Gore in his 1997 Internet Online Summit: focus on Children states that the Internet is not a luxury or a diversion it is an essential tool for children. And its

use is fast becoming an essential skill for adults. He further goes on to say that before the use of computers we had to learn to store information outside of our own brains. Now with the use of the computer and the internet our civilization has made a quantum leap forward, dramatically changing the way we relate to this rapidly growing amount of knowledge that's stored outside the brain and it is now accessible to people all over the world. According, to Vice President Gore in 1997 ten million children were already on the Internet. That's four times as many as in prior years. From this Internet\Online summit the computer was coined an effective, easy-to-use "digital toolbox" of user empowerment tools. This statement is a very powerful one that puts us in the New Millennium in a year where the computer is in the forefront of education. Secretary of Education, Richard Riley, recently stated that the Department of Labor suggests students will have 10 to 14 distinct careers in there lifetime, because their jobs will use technology that hasn't been invented yet, in order to solve problems that we haven't even thought of yet, (Technology and Learning 2000). With the growth of computer technology, children with special needs can conquer many unknown words they might never have had a chance to conquer before.

For those students who cannot leave their beds, or lift a finger, or even learn at the same rate as others, their window to the world sits right in front of them. With technology becoming a fundamental part of our children's lives we still enter a world of unknowns. How do we keep our children safe while protecting the First Amendment and preserving the medium that changes form and content on a daily basis (Summit, 1997)? How can we bridge the gap between our children and their parents? Children are becoming far more technologically advanced and literate than their parents. How does

this affect the future of Special Education? If our children can only communicate most effectively through a digital tool, how do we bridge this gap?

We can only hope, as more in-service teachers train for the diversity of Special Education, that we can accommodate the field and make the opportunities available to them. Directories such as set forth in The Professionals Directory of Employment opportunities can show where effective job placement can occur, and with that, hopefully, our children's needs may be met. The students have the tools, and the computer programs, but technology is not a substitute for teachers and education. It is simply a tool to improve the effectiveness of teaching and learning. Technology is not a substitute for people with skills and experience; it only embraces the abilities of those who are already skilled (Jukes, 1999). Technology doesn't solve the problems of special education, but it does help the students solve their own special needs.

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