

About the Sherlock Center

The mission of the Sherlock Center is to promote the membership of individuals with disabilities in school, work and the community.

The Sherlock Center, founded at Rhode Island College in 1993, is a University Center for Excellence in Developmental Disabilities (UCEDD). UCEDDs are designed to increase the independence, productivity, and community integration and inclusion of individuals with developmental disabilities. There are 67 UCEDD programs in the United States. This national network is administered through the United States Department of Health and Human Services Administration on Developmental Disabilities.

Rhode Island Initiatives

In Rhode Island, the Sherlock Center partners with state and local government agencies, schools, institutions of higher education, and community providers. Projects and initiatives offer *training, technical assistance, service, research, and information sharing* to promote the membership of individuals with disabilities in school, work and the community.

National Initiatives

The Sherlock Center is a member of the Association of University Centers on Disabilities (www.AUCD.org), a national network of interdisciplinary centers advancing policy and practice for and with individuals with developmental and other disabilities, their families and communities.

The Rhode Island UCEDD is named in honor of the late Paul V. Sherlock, who dedicated his life and career to creating opportunities for people with disabilities and their families. As the first Director of Special Education in the state, a RIC faculty member for more than thirty-five years, and a member of the RI House of Representatives for a quarter century, Paul was a tireless advocate for community inclusion and a leader in all areas of disability policy.

Training Opportunities

The Sherlock Center offers a variety of workshops, courses and conferences to meet the ongoing information and training needs of families, educators and providers.

In partnership with RI College, the Sherlock Center offers undergraduate, graduate and CEU courses at affordable rates.

Interdisciplinary traineeships prepare undergraduates and graduates from various academic disciplines to be future leaders in the disability field.

Internet Resources

SherlockCenter.org offers a convenient and easy way to access disability-related information and resources. Newsletters, guides, fact sheets and other publications designed to help families, educators and providers may be downloaded.

Join a topical electronic mailing list for the latest news on employment, transition and education initiatives.

Current workshops, courses and conferences are listed on the website, as well as links to local and national resources.

Resource Library

The Sherlock Center's Resource Library has over 2,000 resources available for the general public to review or borrow. Visit our website to browse the on-line catalog.

Library Hours:

9:00 a.m. to 4:00 p.m. (Monday - Thursday)*
9:00 a.m. to 3:00 p.m. (Friday)

**Some evening hours available. Check our website or call the Sherlock Center for the current schedule.*

Contacting the Sherlock Center

By Mail:

Paul V. Sherlock Center on Disabilities
Rhode Island College
600 Mount Pleasant Avenue
Providence, RI 02908-1991

On the Internet:

<http://www.sherlockcenter.org>

By Phone:

(401) 456-8072 Voice
(401) 456-8150 Fax (Main)
(401) 456-1979 Fax (Educational Advocate Program)

RI Relay

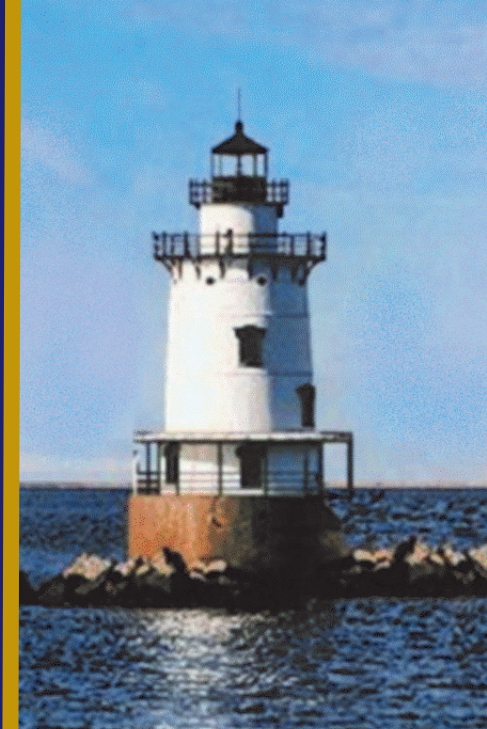
TTY: 711 or 1-800-745-5555
Spanish: 7-1-1 or 1-866-355-9214



*Promoting
membership in
school, work and
the community
since 1993*

**The Sherlock Center is funded by various
federal and state resources.**

Paul V. Sherlock Center on Disabilities
Rhode Island College



*Promoting
Membership
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PAUL V. SHERLOCK CENTER ON DISABILITIES

AREAS OF EMPHASIS

Early Intervention and Education

Transition, Employment and Adult Life

Higher Education

Leadership Development

PROGRAMS AND SERVICES

- ◆ RI Services to Children and Youth with Dual Sensory Impairments
- ◆ Educational Advocate Program
- ◆ Early Intervention Training and Technical Assistance Project
- ◆ RI Vision Education and Services Program
- ◆ Training & Technical Assistance:
 - ⇒ School-wide Positive Behavioral Interventions and Supports
 - ⇒ Multi-Tiered System of Supports

- ◆ Adult Outcomes Project
- ◆ Supported Parenting
- ◆ Community Support Navigators
- ◆ Training & Technical Assistance:
 - ⇒ Adult Services
 - ⇒ Transition
 - ⇒ Employment

- ◆ Special Educator Certification Program - Students with Significant Intellectual Disabilities

- ◆ Leadership Development for Schools and Community Organizations
- ◆ Sentinel Project

PARTNERS

National Organizations:

University Centers for Excellence in Developmental Disabilities; Association of University Centers on Disabilities; Institute for Community Inclusion

Rhode Island State Agencies:

Department of Children, Youth and Families; Department of Education; Department of Health; Department of Human Services; Department of Labor and Training; Department of Behavioral Healthcare, Developmental Disabilities & Hospitals

DD Network:

RI Developmental Disabilities Council; RI Disability Law Center

Institutions of Higher Education:

Brown University; Community College of Rhode Island; Providence College; Rhode Island College; Salve Regina University; UMASS Boston; University of Rhode Island

Community Partners:

RI Parent Information Network; Parent Support Network; Community Provider Network of RI; RI Business Leadership Network; and others

Sherlock Sentinels:

The Sherlock Sentinels are adults with disabilities and family members of children with disabilities who are members of our consumer advisory committee.

GOALS

- ⇒ Children participate more in the general curriculum
- ⇒ Children demonstrate greater proficiency on academic, social and behavioral measures
- ⇒ More adolescents graduate from high school
- ⇒ Transition plans are practical and include real strategies for independent living, employment and community membership
- ⇒ More adults are employed
- ⇒ More children and adults have access to leisure and other community opportunities
- ⇒ There is an adequate number of direct support professionals
- ⇒ More students from diverse backgrounds enter careers connected to the lives of people with disabilities
- ⇒ More students and leaders are trained and continue to work in disability-related fields
- ⇒ More service providers use evidence-based services and supports

ULTIMATE OUTCOMES

Children with disabilities achieve positive developmental, academic and social/emotional outcomes in inclusive educational settings

Adults with disabilities are employed and are members of their communities



PROMOTING MEMBERSHIP IN SCHOOL, WORK AND COMMUNITY

TRAINING

TECHNICAL ASSISTANCE

INFORMATION SHARING

RESEARCH

www.sherlockcenter.org