

# GEORGIA TRANSITION MANUAL FOR STUDENTS WITH DISABILITIES



A FRAMEWORK  
FOR  
THE LOCAL DISTRICT

## CONTENTS

Acknowledgements	4
Introduction	5
Principles to Guide the Delivery of Transition Services in Georgia	10
Transition Timeline	14
Self-Determination	19
Student-Directed IEP Meetings	23
Assistive Technology	30
Diploma Options	32
Post-Secondary School Options	39
Post-School Employment Options	49
Post-School Living Opportunities	54
Recreation and Leisure	59
Interagency Linkages	65
Guardianship and Estate Planning	80
APPENDIX A	
Parent Resources	86
Legal Resources	88
Legal Mandates	89
Examples of School Personnel Appropriate for Transition Planning	90
Agencies Appropriate for Transition Planning	91
Preparing Your Child for Post-Secondary School	92
Top 10 Things for Schools to Know About Vocational Rehabilitation	94
Financial Needs Assessment	96
Health Insurance Options for Children	97
Authorized MHDDAD Vendors	98
MHDDAD Regional Offices	100
A Desktop Guide to Social Security and SSI Work Incentives	103
Work Incentives	104

Ticket to Work	105
School and Family-Based Interventions for Self-Determination	108
Georgia Acronyms and Initials	111
<b>APPENDIX B</b>	
A Guide to Georgia's Services for Persons with Mental Retardation and Developmental Disabilities	114
<b>APPENDIX C</b>	
Elementary Transition Planning Checklist	125
Middle School Transition Planning Checklist	128
High School Transition Planning Checklist	132
Transition Legal Requirements Checklist	137
Sample Transition Plan Forms	139

## ACKNOWLEDGEMENTS

The Georgia Transition Manual for Students with Disabilities results from collaboration among state agencies, teachers, transition coordinators, and university personnel. The manual was created as a result of the *Principles to Guide the Delivery of Transition Services* adopted by the Statewide Transition Steering Committee and the *Georgia Action Plan for Transition* that were both developed during the 2003-2004 school year. The purpose of the manual is to provide schools, parents, agencies, and students with a guide to transition services within the state as well as provide information on the transition planning process. We hope this manual will serve as a model for school systems to develop their own resource manuals for parents, students, and professionals to access information on services within their communities.

The committee appreciates the efforts of all individuals dedicated to improving transition planning and services to the children of Georgia.

### **Transition Manual Committee:**

Donna Andrews, Piedmont College, Department of Special Education

Perry Andrews, Georgia Department of Education, Division for Exceptional Students

Jan Cribbs, Georgia Department of Labor, Vocational Rehabilitation Program

Christine Hammond, Georgia Department of Human Resources, Division of Mental Health, Developmental Disabilities, and Addictive Diseases

Deborah Keane, Georgia Department of Education, Division for Exceptional Students

Nancy O'Hara, Georgia Department of Education, Division for Exceptional Students

Denise Oravec, Rockdale County School System

Susan Wright, Hall County School System

**Due to the nature of the field and continual changes in service options, this manual will be updated regularly. The most up-to-date version of the Transition Manual will be available at the Georgia Department of Education website at:**  
[www.doe.k12.ga.us/curriculum/exceptional/index.asp](http://www.doe.k12.ga.us/curriculum/exceptional/index.asp).

# INTRODUCTION



## INTRODUCTION

The completion of high school is the first step toward becoming an adult. There are many choices and decisions that must be made to plan for future outcomes. These decisions may include pursuing vocational instruction or further academic education, getting a job, and living independently. Making these choices may seem complex and overwhelming for students and their families. Therefore, planning for the transition to adulthood must begin years before graduation occurs.

Transition is a process described in the Individuals with Disabilities Education Act (IDEA, 1997, P.L. 105-17), which leads to student and family selected outcomes for students with disabilities once they have completed high school. Transition is the process of planning for a child's passage from early intervention services to school based services. It is also a process of planning for a student's life once s/he graduates from high school. Transition is a process that shapes decision-making about the student's desires for adult life. These post-school choices include where an individual will work, live, study, and integrate into the community. Transition molds decision-making about the course of the student's education in order to meet post-school outcomes.

Transition outcomes for each individual student will vary according to the student's desires, goals, talents, and interests. School systems are responsible for assuring that transition planning becomes a component of the Individualized Education Program (IEP) beginning at age 14; however, it may be necessary to start transition planning much earlier in order to allow the student to achieve meaningful post-school outcomes. The purpose of the transition plan is to outline what the student needs to accomplish in order to achieve his/her goals for future independent living, employment, continued education, and recreational interests. The transition section of the IEP must be reviewed and updated annually. The transition team should include the student, family members, school personnel, adult service providers and anyone else that would represent the student's interests and needs and contribute to the transition plan. At age 14, the IEP team identifies a student's transition service needs. Some of the content or topics that may be included are:

- student preferences, interests and skills that may impact long range plans

- anticipated outcomes or long range plans for the student once she or he leaves school
- current ideas for achieving or working toward desired outcomes
- diploma options within the school system and state
- program of study required for chosen diploma options
- curriculum focus to work toward desired outcomes

Service needs could also include:

- assistive technology
- work experience
- college selection activities
- adult services such as supported work, supported living, or respite care
- rehabilitation counseling
- behavior management
- psychological or mental health counseling

IDEA requires that needed transition services are identified prior to age 16 and must be reviewed and updated annually. In addition, these requirements (as indicated below) must be considered through instruction, community experiences, related services, employment preparation, adult living objectives, and daily living skills.

- **Employment preparation and placement**
  - post-secondary education
  - any other job training during school or outside the school day
- **Post-school community living**
  - identification of where the individual would like to live as an adult
  - supports the individual may need to be independent
- **Independent living skills**
  - skills necessary for the student to become as independent as possible in all aspects of adult life
    - personal care
    - household management

- shopping, menu planning and budgeting
- **Community participation**
  - services or activities that allow the individual to have a personally satisfying adult life and to be active in the community
    - social activities
    - recreational activities
    - civic responsibilities.
- **Transportation**
  - skills and resources that an individual will use to move about his or her community
    - allows access to employment
    - provides access to community activities
    - A variety of transportation modes and skills may be necessary.
- **Social skills**
  - interpersonal skills needed for work and community activities
- **Medical needs**
  - decision-making skills
  - identifying illness
  - using sick leave
  - administering medication
  - accessing emergency services
  - accessing insurance benefits
- **Communication**
  - effective communication skills in order to converse with a number of familiar and non-familiar individuals in variety of settings
- **Government benefits and estate planning\***
  - information about which the family and the student should be aware
  - Social Security benefits
  - Medicaid benefits

- **Advocacy and self-determination\***
  - decision-making ability
  - involvement in future planning
  - self-awareness

**\*These skills must be explicitly taught to many individuals with disabilities.**

# **PRINCIPLES TO GUIDE THE DELIVERY OF TRANSITION SERVICES IN GEORGIA**



# **PRINCIPLES TO GUIDE THE DELIVERY OF TRANSITION SERVICES IN GEORGIA**

Statewide Transition Steering Committee  
Governor's Council on Developmental Disabilities

Transition must be an interagency process, involving all agencies, systems, and individuals in the community who can assist a student with a disability to be successful in the community.

- Organizations responsible for providing transition services to an individual with disabilities will develop a Strategic Interagency Plan outlining the shared mission and set of goals and values used to guide the services they provide to an individual. The role of each service provider in meeting these goals will be clearly defined in the plan.
- Planning and service delivery will be both flexible and collaborative. Agency personnel will continuously communicate information related to service delivery in a common language understood by all involved participants.
- Financial, community, educational, consultative, transportation, and other appropriate agency resources will be shared and allocated for providing transition services for long-term goal achievement.
- Personnel involved in the transition process should be trained and compensated appropriately to ensure the provision of quality services. This could be accomplished through agency-specific or cross agency training.
- Local Education Agencies (LEA) and collaborating partners will share responsibility for developing customized competitive employment opportunities and/or meaningful activities in communities across all agencies responsible for transition.
- Local Education Agencies (LEA) and collaborating partners will share responsibility for health and safety concerns and will practice crisis prevention in all transition environments.
- Information about and access to comprehensive benefits planning will be provided to parents and students throughout the transition process.
- Parents and students will be educated about the resources and rights available to them throughout the transition process.

Transition planning must be student and family driven. Students will become active participants and self-advocates throughout the transition process.

- Students will be provided information about access to self-determination and self-advocacy training.
- Parent involvement will be encouraged and respected by members of the student's transition team.
- Self-determination and advocacy will be integrated into all levels of transition-related services. Providers will continuously encourage students to utilize the principles of self-determination and advocacy.

- Students will be offered sufficient choices and ample opportunities to explore work, continue their education, and participate in community activities (including independent living, extra-curricular, and leisure) throughout the transition process.
- Participation in extra-curricular and community activities will be incorporated into the Transition Plan to increase peer group interaction and to facilitate the attainment of the student's goals.

Transition planning will prepare students for the transition from school to work and beyond by providing information, counseling, support, and experiences throughout the transition process.

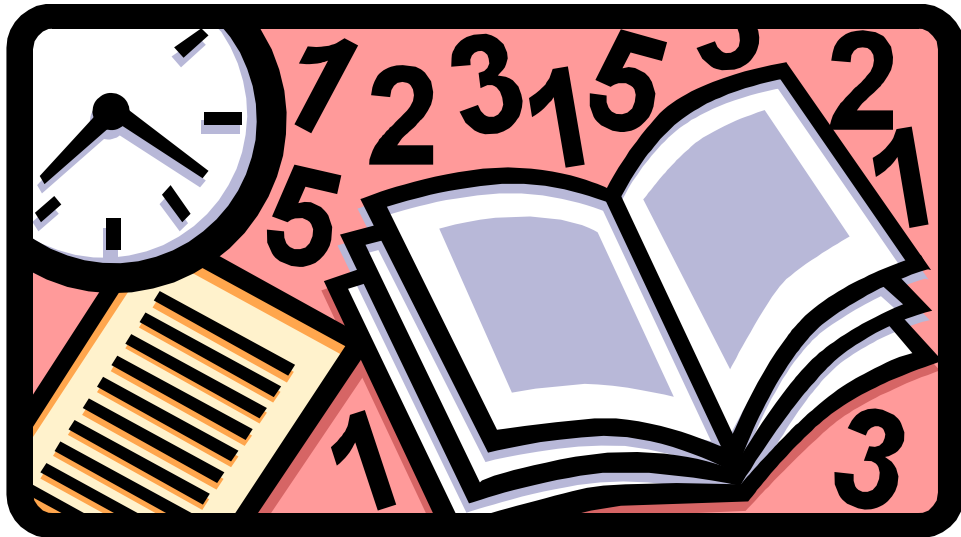
- Students will gain the self-awareness and knowledge necessary for them to have a personal understanding of their disability. Students will then personally assess both their individual strengths and needs in order to develop transition goals for themselves. Students will also identify the appropriate supports/accommodations that will promote their effective participation in the world of work and community life.
- The LEA will provide students with information about the systemic differences between the public education system and the post-secondary school systems to enable them to access the resources available to them.
- Prior to age 14 or entrance into ninth grade, information about diploma options accepted by post-secondary schools will be clearly explained to students and parents. This information will be reviewed annually. In an effort to keep all options open and to ensure access to a variety of diploma and educational choices prior to and including graduation, increased emphasis will be placed on access to the general curriculum as well as the academic achievement of students throughout their school career.
- The LEA will refer parents and students to resources for developmentally and age-appropriate health-related information relevant to the management of the disability within the adult/public health care service systems.
- The LEA will refer parents and students to organizations specific to the disability area(s) that are of concern to them.

Transition Planning strives to develop continuity and stability of services and supports throughout the person's life.

- Understanding that transition is a lifelong process, transition will start being addressed upon the student's entry into the school system and then during each IEP meeting. Transition planning will become more focused as the student transitions from middle school to high school. The formal transition plan will be developed no later than age 14 as specified by the requirements of the Individuals with Disabilities Education Act (IDEA).
- The LEAs will provide information about vocational rehabilitation and other community services to the students and parents as soon as the formal transition plan is developed.

- LEAs will develop, implement, and promote pre-vocational services and career exploration for students with disabilities.
- A single transition plan reflecting the services provided by the school, Vocational Rehabilitation, MHDDAD, and any other appropriate community resources will be developed for the student.
- Collaboration between school personnel and transition service providers is essential for successful transition.
- Transition planning strives to link the person with the community in order to develop purposeful friendships/relationships with individuals who can serve as natural supports and role models.
- Students will be provided opportunities to develop mentor/mentee relationships with individuals with disabilities who are experiencing success in the community.
- Family members, friends, neighbors, co-workers, and other community members should be identified to provide natural supports in the community.

# TRANSITION TIMELINE



Student \_\_\_\_\_ School \_\_\_\_\_

## TRANSITION PLANNING TIMELINE FOR STUDENTS WITH DISABILITIES

Recommended Student Age/Grade Level	Action	Agency/ Person(s) Responsible	Completion Date
Elementary School	<p>Guidance should be given to parents to look toward the future and desired outcomes.</p> <ul style="list-style-type: none"> <li>• Ensure access to the general curriculum as well as the development of functional skills related to the unique needs of the child.</li> <li>• Encourage student attendance/ participation at IEP meetings.</li> <li>• Develop self-determination skills as part of the curriculum.</li> <li>• Student and family begin to define the dream for the future.</li> </ul>	School	Annual IEP meetings and on-going
Entry to Middle School	<p>Share and discuss transition information with student and parent(s)/guardian.</p> <ul style="list-style-type: none"> <li>• Discuss each diploma option and the associated requirements.</li> <li>• Discuss requirements for getting into colleges or technical colleges.</li> <li>• Provide access to the general curriculum and the needed transition skills related to the student's unique needs resulting from the disability.</li> <li>• Instruction may occur in communication, self-care, mobility, independent living, and recreation as well as vocational activities.</li> <li>• Identify post-school dream.</li> </ul>	School	Annual IEP meeting

Middle School	<p>Begin transition portfolio with references, descriptions of acquired skills, work/experience history, and related assessment information:</p> <ul style="list-style-type: none"> <li>• Academic strengths and abilities</li> <li>• Current curriculum assessments that may impact transition such as CRCT or writing assessments</li> <li>• Conduct needed assessments to inform transition</li> <li>• Post-school interests/abilities</li> <li>• Community activities</li> <li>• Independent living skills and strengths</li> </ul>	School	On-going
By age 14	<p>Conduct initial transition planning meeting.</p> <ul style="list-style-type: none"> <li>• Identify course of study and needed transition services.</li> <li>• Provide access to the general curriculum and the needed transition skills related to the student's unique needs resulting from the disability.</li> <li>• Instruction may occur in communication, self-care, mobility, independent living, and recreation as well as vocational activities.</li> </ul>	School, student, and parents	Annual IEP meeting
14-22	<ul style="list-style-type: none"> <li>• Determine appropriate agencies for referral.</li> <li>• Obtain signed releases for information sharing with other agencies.</li> </ul>	School, student, and parents	Prior to the senior year
15	Determine whether the student will work during school.	School/Parents	On-going
16 and on-going	<p>Update transition portfolio with references, descriptions of acquired skills, work/experience history, and related assessment information:</p> <ul style="list-style-type: none"> <li>• Academic strengths and abilities</li> <li>• Current assessments for transition</li> <li>• Post-school interests/abilities</li> <li>• Community activities</li> <li>• Independent living skills and strengths</li> </ul>	School and student	Annual IEP meeting
16	<p>Referral to other agencies as appropriate:</p> <ul style="list-style-type: none"> <li>• Department of Labor, Division of Vocational Rehabilitation (DOL/VR) as appropriate.</li> <li>• Regional Boards for Mental Health, Developmental Disabilities and Addictive Diseases (MHDDAD).</li> <li>• Department of Technical and Adult</li> </ul>	School, parents, and student	After age 16, prior to graduation

	<p>Education College (Technical College) disability counselor.</p> <ul style="list-style-type: none"> <li>• College/University, Disability Services Provider.</li> <li>• Benefits planning assistance.</li> <li>• Other agencies as IEP team determines appropriate.</li> </ul>		
16	<p>Annual transition meetings:</p> <ul style="list-style-type: none"> <li>• Determine evaluation needs (update annually).</li> <li>• Consider re-evaluation needs in terms of establishing eligibility for desired post-school services and supports.</li> <li>• Complete vocational evaluation as necessary.</li> <li>• Determine eligibility and prepare DOL/VR Work Plan (if appropriate).</li> <li>• Identify and update options for community/independent living (i.e. put name on planning lists).</li> </ul>	School, parents, student, other agencies	Annually
High School	<p>Provide and make available a continuum of career development activities that may include:</p> <ul style="list-style-type: none"> <li>• Apprenticeships</li> <li>• Related Vocational Instruction</li> <li>• Career preparation/technology curriculum and coursework</li> <li>• Community-Based Vocation Instruction</li> <li>• Work study</li> <li>• Job shadowing</li> </ul>	School	On-going
17	<p>Annual transition meeting:</p> <ul style="list-style-type: none"> <li>• Consider family issues that involve guardianship, trusts, wills, and related services.</li> <li>• Inform student and parents of educational rights that will transfer at the age of 18.</li> </ul>	School can refer parents to sources	Annually
18	<p>The IEP team may recommend:</p> <ul style="list-style-type: none"> <li>• A comprehensive vocational evaluation</li> <li>• Establishment of a definite graduation date</li> </ul> <p>Identify and update options for:</p> <ul style="list-style-type: none"> <li>• Employment/Vocational options</li> <li>• Community/independent living</li> <li>• Community integration and access</li> </ul>	Student, parents, IEP team, and other agencies	Annually, as appropriate
18	<p>Males register for Draft/Selective Service <a href="http://www.sss.gov">www.sss.gov</a> (click on Register online) Register to vote</p>	Parents/Student	Once

<p><b>Transition Year</b> Last Year in High School</p> <p>Option A Employment Option</p>	<p>Employment (competitive or supported) upon graduation.</p> <ul style="list-style-type: none"> <li>• Job search and placement coordinated by appropriate agencies school, DOL/VR, and/or other adult programs.</li> <li>• Coaching by school staff, rehabilitation services and/or adult programs.</li> <li>• Parent support in competitive job placement.</li> <li>• Develop appropriate plan. <ul style="list-style-type: none"> <li>• ISP (Individualized Service Plan)</li> <li>• ESP (Employment Support Plan) through Community Service Board or other appropriate agency</li> <li>• Other support needed</li> <li>• IPE (Individual Plan for Employment through DOL/VR)</li> <li>• IEP Transition Plan (through school district)</li> <li>• Update community living options</li> <li>• Recreational/leisure activities</li> <li>• Other</li> </ul> </li> </ul>	<p>Student, parents, appropriate agencies, and services providers</p>	<p>Last year in high school</p>
<p><b>Transition Year</b> Last Year in High School</p> <p>Option B Post-secondary education option</p>	<p>Further Training/Educational Programs</p> <ul style="list-style-type: none"> <li>• Enrollment in post-secondary training programs</li> <li>• Apprenticeship programs</li> <li>• Community or college programs</li> <li>• Vocational/technical schools</li> <li>• Transportation</li> <li>• Public services</li> <li>• Recreational/leisure activities</li> </ul>	<p>Student, parents, technical colleges, businesses, and other post-secondary programs</p>	<p>Last year in high school</p>

# SELF-DETERMINATION



## **SELF-DETERMINATION**

Self-determination is the combination of skills, knowledge, and beliefs that enable a person to engage in goal-directed, self-regulated, autonomous behavior. An understanding of one's strengths and limitations together with a belief in oneself as capable and effective are essential to self-determination and to successful transition. When acting on the basis of skills and attitudes, individuals have greater ability to take control of their lives and assume the role of successful adults.

The development of self-determination which emphasizes choice, control, and personally meaningful success is essential to transition planning. In order to become a self-determined adult, an individual must acquire certain skills. These include:

- ability to assess ones skills and abilities
- awareness of the disability
  - impact on life
  - needed accommodations in education
  - needed accommodations for future activities
- knowledge of civil rights
- knowledge of legal rights
  - Individuals with Disabilities Education Act (IDEA)
  - American with Disabilities Act (ADA)
- communication skills needed to
  - advocate appropriately in employment, educational institutions and community settings in order to meet individual needs

## **CHARACTERISTICS OF SELF-DETERMINED PEOPLE**

- awareness of personal preferences, interests, strengths, and limitations
- ability to differentiate between wants and needs
- ability to make choices based on preferences, interests, wants and needs
- ability to consider multiple options and to anticipate consequences for decisions
- ability to initiate and take action when needed
- ability to evaluate a situation based on the outcomes of previous decisions and to revise further decisions accordingly
- ability to set and work toward goals
- problem-solving skills
- pursue independence while recognizing interdependence with others
- self-advocacy skills
- ability to self-regulate behavior
- self-evaluation skills
- independent performance and adjustment skills
- persistence
- ability to use communication skills
- ability to accept personal responsibility
- self-confidence
- pride
- creativity

Students need to be directly taught skills that lead them toward becoming self-determined individuals. Acquiring the characteristics that lead to self-determination is a developmental process that begins in early childhood and continues through adulthood.

## **TRANSFER OF RIGHTS**

IDEA has outlined procedures for the transfer of educational rights from the parent to the student when the student reaches the age of majority (18 under Georgia law). IDEA requires that the student and the parent be notified about the pending transfer of rights one year prior to reaching the age of majority in order to give the family time to consider their options and make decisions regarding the determination of competency. Under Georgia law, unless there has been a court proceeding declaring otherwise, all individuals are considered competent at the age of 18 and all legal rights transfer to the individual. A court decision taking all rights away from a student or listing specific rights taken away, including educational rights, is necessary for the rights to remain with the parent and/or guardian once the student reaches 18 years of age. The IEP must contain a statement that the parent and the student have been notified one year prior to the transfer of rights.

When the student turns 18, the IEP should then contain a statement that the rights have been transferred. Once the rights transfer, the student becomes the person responsible for educational decision-making under IDEA. However, the parents retain their right to notice as long as the student remains eligible under IDEA. Notice should include: IEP meetings, placement and/or service change meetings, notice regarding graduation, or any other required notice information. **For additional legal and legislative mandates affecting transition, refer to the Appendix.**

# **STUDENT-DIRECTED IEP MEETINGS**



## **STUDENT-DIRECTED IEP MEETINGS**

Students frequently know best what they need and want. Not surprisingly, they are often their own best advocates. Student self-advocacy is especially important as IEP teams make decisions about the student's future and transition to post-school activities. Increasingly, students are actively participating in their IEP meetings. Teachers and parents will need to coach and prepare students in order for them to develop the specific advocacy skills that are most relevant to IEP and transition planning. With adequate support from their teachers and families, students with disabilities can make significant contributions to their educational plans. They may assist in drafting their IEPs, present information about themselves at the IEP meetings, and actually lead the IEP meeting.

Teaching students how to participate in their IEPs is one way of helping them become better self-advocates. They learn to apply self-determination, goal setting, and self-evaluation skills. When preparing students to lead their own IEPs, parents and teachers should capitalize on developing skills related to self-advocacy and self-determination. These skills include: making and implementing choices based on personal needs, interests, and values and taking actions in one's own behalf. Students need to learn to accept their disability, understand what skills they need to acquire, and know how to seek assistance.

Two approaches that lead to greater self-determination and self-advocacy for all students are person-centered planning and self-mapping. It is important to start developing these practices during the elementary years in order to get students and parents involved and comfortable with the IEP process at an early age. Person-centered planning assists the family in establishing desires for the future and developing the steps needed to ensure that their goals are achieved.

Mapping is a part of person-centered planning which involves generating visual images of people who can serve as supports for the student within his/her natural community. This is an ideal way for teachers and parents to encourage self-determination at an early age in an ongoing process that will ultimately lead to student-directed IEP meetings.

The Individuals with Disabilities Education Act (IDEA) also encourages the participation of students in their own IEP meetings. One of the requirements is that the public agency invites the child to his/her transition-related meetings at age 14. This provision encourages further involvement of the student in decisions regarding his/her own future and facilitates movement to post-school activities. However, students will need preparation in order to meaningfully participate in their IEP meetings. It is important for students to understand the IEP process, learn skills related to IEP development, and improve communication skills that will foster participation in the IEP meeting.

## **Starting a Student-Directed IEP Program**

Before beginning a student directed IEP program, several steps should be taken:

- Involve administrators
- Ensure confidentiality
- Select students
- Involve parents
- Determine instructional goals
- Plan lessons
- Schedule time

## **Helping Students Understand IEPs**

Students should know why they have an IEP and what it contains. The students should have an understanding of the following information:

- Purpose of the IEP
- Rationale for participation
- Components of the IEP

## **Helping Students Write Components of Their IEPs**

Each student should participate in his/her own IEP to the greatest extent possible since students' ability to write their own IEPs varies widely.

- Students can provide input on their goals and desires for the future.
- Students can provide input on personal strengths and weaknesses.
- Students may be able to complete one or two sections of the IEP on their own for example:
  - Inviting participants
  - Listing appropriate accommodations
- Students may dictate their thoughts about a section.
- Students may provide input on appropriate accommodations.

Adapted from: *Student-led IEPs: A Guide for Student Involvement*, Council for Exceptional Children.

## DEVELOPING EMPLOYMENT PORTFOLIOS

The purpose of a presentational portfolio is to capture student information, negotiate customized jobs, and to explain employer/employee supports. The portfolio presents information about the student identified during discovery. The portfolio depicts the special gifts of the individual that contribute to the needs of employers.

Portfolios provide an alternative to traditional strategies that do not fit the student and represent information about the individual in an employer friendly format.

There are two types of portfolios that can be developed:

- Informational Portfolios
  - Contain a vignette, task inventory, student work experiences
  - Use scrapbooks, zip binders, accordion files, or *Show File*
- Representational Portfolios
  - Used to represent the individual to the employer
  - Uses a *Show File* or other free-standing portfolio binder in landscape design

Why is a portfolio useful?

- Represents a shift from a competitive, labor-market strategy to an individualized strategy.
- Traditional expectations of employers make it difficult for individuals with significant disabilities to benefit from typical strategies.
- Ensures that job developers give consistent information to employers.
- Assists employers in thinking about customization.
- Explains the relationship between natural and school supports.
- Provides avenues for giving additional information to employers about the individual.

Adapted from: Callahan, M. & Garner, J. (1997) *Keys to the workplace*.  
Baltimore: Brooks Publishing.

## **ADDITIONAL RESOURCES**

Alliance for Self-Determination <http://cdrc.ohsu.edu/selfdetermination>  
Oregon Health and Science University

Arc of the United States <http://www.thearc.org>

Center for Self-Determination <http://www.self-determination.com/>

Department of Human Services, Division of Services for People with Disabilities  
[http://www.hsdspd.state.ut.us/general\\_info\\_sd.htm](http://www.hsdspd.state.ut.us/general_info_sd.htm)

Instructional Support Services, School to Career [www.wccusd.k12.ca.us/stc/self/selfadvover.htm](http://www.wccusd.k12.ca.us/stc/self/selfadvover.htm)  
Lesson plans for self-advocacy.

Kids as Self-Advocates <http://www.fvjasa.org>

National Mental Health Consumer's Self-Help Clearinghouse  
<http://www.mhselfhelp.org/freedom/teachers/pdf>

Office on Self-Determination <http://nhdds.org/programs/osd/princ.html>

Post-secondary Education Consortium  
<http://www.jsu.edu/depart/dss/Nuts&Bolts2000/advacy.html>  
College success for deaf and hard of hearing students

Association on Higher Education and Disability (AHEAD)  
<http://ahead.orf/publications>

# ASSISTIVE TECHNOLOGY



## **ASSISTIVE TECHNOLOGY**

Assistive Technology is any equipment or device (purchased directly, modified or customized) used to increase, maintain, improve or replace functional capabilities of individuals with disabilities.

**Assistive Technology in the school setting** can consist of a device or a service. An assistive technology service assists a student with a disability in the selection, acquisition, or use of an assistive technology device. Services may include but are not limited to the following:

- Evaluating the needs of a student with a disability, including a functional technology evaluation of the student in his/her customary environment;
- Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by students with disabilities;
- Selecting, designing, fitting, customizing, adapting, applying, retaining, repairing, or replacing assistive technology devices;
- Coordinating and using other therapies, interventions, or services with assistive technology devices;
- Training or technical assistance for students with a disability or, if appropriate, that child's family; and
- Training or technical assistance for professionals, employers, or other individuals who provide services to employ individuals with disabilities or are otherwise substantially involved in the major life functions of the student with disabilities.

Assistive technology may also be required for the student to participate in state and district-wide assessments. The need for assistive technology should be documented in the appropriate section of the IEP and provided to the student.

If a student with a disability requires school-purchased assistive technology at home or in other settings in order to receive a free appropriate public education (FAPE), the assistive technology must be provided to the student at no cost to the parent. The need for assistive technology in the non-school setting must be documented in the appropriate section of the IEP.

Each IEP Committee will consider whether or not a student requires assistive technology in order to receive FAPE.

**Assistive Technology Work Services** assist individuals with disabilities in the selection, acquisition, or use of any assistive technology.

Assistive Technology Work Services may include, but are not limited to the following:

- Assessing an individual's need for assistive work technology in appropriate settings (clinic, home, work, school).
- Identifying and coordinating other technology related interventions and services.

- Selecting, adapting, designing, applying, repairing or replacing an assistive work technology device(s).
- Purchasing, leasing or obtaining an assistive work technology device(s).
- Training or technical assistance to consumers, professionals and employers.

**Assistive work technologies include:**

- Augmentative communications
- Computer adaptations
- Job accommodation and restructuring
- Cognitive remediation
- Transportation
- Environmental access
- Seating and positioning
- Sensory aids
- Robotics

**Professional Resources for Assistive Technology**

- Rehabilitation engineer
- Occupational therapist
- Physical therapist
- Speech pathologist
- Orthotist and Prosthetist

**Tools for Life**

Georgia DOL/VR/Tools for Life Program  
1700 Century Circle B4  
Atlanta, GA 30345  
(404) 638-0384  
(404) 486-0218 (fax)  
1-800-497-8665  
1-800-497-8666  
1-800-497-8667  
[www.gatfl.org](http://www.gatfl.org)

**Georgia Project for Assistive Technology**

Georgia Department of Education  
528 Forest Parkway  
Forest Park, GA 30297  
(404) 362-2024  
(404) 608-2559 (fax)  
[www.gpat.org](http://www.gpat.org)

Center for Applied Special Technology (CAST) [www.cast.org](http://www.cast.org)

# DIPLOMA OPTIONS



## TYPES OF DIPLOMAS

Students in Georgia can earn one of three types of secondary school credentials:

- The High School Diploma
- The High School Certificate
- The Special Education Diploma

**The High School Diploma** is a document awarded with the appropriate seal to students certifying that they have satisfied attendance requirements, Carnegie unit requirements and state assessment requirements. Upon completion of all requirements, the High School Diploma will be issued with one or more of the following seals: Technology/Career Preparatory or Technology/Career Preparatory with Distinction and/or College Preparatory or College Preparatory with Distinction.

**The High School Certificate** is the document awarded to students who do not complete all of the criteria for a diploma or who have not passed the state assessment requirements as referenced in Rule 160-3-1-.07 Testing Programs – Student Assessment, but who have earned 22 – 24 units depending on the year of entry into high school.

**Special Education Diploma** is the document awarded to students with disabilities assigned to a special education program who have not met the state assessment requirements referenced in Rule 160-3-1-.07 Testing Programs-Student Assessment or who have not completed all of the requirements for a high school diploma, but who have met all goals and objectives and their Transition Plan according to their Individualized Education Program (IEP).

Carnegie Unit Credit for core courses shall be awarded only for courses that include concepts and skills based on the Quality Core Curriculum (QCC) and the revised Georgia Performance Standards for grades 9 – 12. The Individualized Education Program (IEP) shall specify whether core courses taken as part of an IEP shall receive Carnegie Unit Credit. Carnegie Unit Credit may be given only for courses of study based on a minimum of 150 clock-hours of instruction during the regular school year or 120 clock-hours of instruction in the summer. Rules 160-4-2-.46 and 160-4-2-.47 describe the number of units for each area of study related to the type of seal a student wishes to pursue depending on the year the student entered the 9<sup>th</sup> grade.

Students must take and pass the Georgia High School Graduation Tests (GHS GT) in all subject areas: Writing, Language Arts, Mathematics, Social Studies and Science. Students may begin taking the exams in 11<sup>th</sup> grade and may continue to take the exams until they have passed all five sections. Many accommodations are allowed on the exams. If a student requires an accommodation that is not allowed by Georgia rule, then s/he must apply for a waiver. See Rule 160-1-3.09 for more information.

## CURRICULAR PROGRAM OPTIONS

**Technology/Career Preparatory (TC) Program** - a program of study requiring 22 units. A high school diploma with a Technology/Career Preparatory Seal signifies completion of this program.

**Technology/Career Preparatory (TC+) with Distinction Program** - a program of study requiring 24 units and a grade-point average in the core courses of 3.0 or above on a four-point scale or 80 numeric grade-point average or above. A high school diploma with a Technology/Career Preparatory Seal of Distinction signifies completion of this program.

**College Preparatory (CP) Program** – a program of study requiring 22 units. A high school diploma with a College Preparatory Seal signifies completion of this program.

**College Preparatory with Distinction (CP+) Program** – a program of study requiring 24 units and a grade-point average in the core course of 3.0 or above on a 4-point scale or 80 numeric grade-point average or above. A high school diploma with a College Preparatory Seal of Distinction signifies completion of this program.

### ADDITIONAL CURRICULAR OPTIONS FOR STUDENTS WITH DISABILITIES

#### **Special Education Diploma Endorsement**

Many local school boards have approved an endorsement to the special education diploma. These include vocational endorsements, occupational endorsements, or transition endorsements. Local school systems have communicated with businesses and technical colleges in their communities to establish an awareness of the integrity and requirements of these endorsements. Students with disabilities enrolled in these local programs are receiving instruction in the skills they need to seek competitive paid employment while still completing their diploma requirements. Local school systems who seek to develop an endorsement option should obtain local board approval.

#### **Community Based Instruction (CBI)/ Community Based Vocational Instruction (CBVI)**

A CBI Program is available to many students with disabilities. The program teaches students daily living and employment skills in the natural environment by providing training at local business and community sites. The students, according to their IEP, work on developing the following skills: consumer, interpersonal, daily living, prevocational, vocational, leisure/recreational, mobility, safety, and domestic.

CBVI is a component of CBI which partners school systems with local businesses to provide students with disabilities an opportunity to experience instruction in natural work environments. As part of CBVI, students acquire training in a variety of skills necessary for future employment. CBVI is a non-paying training program. Students receive instruction in functional academics, social skills, communication, and work-related behavior in the community settings in order to prepare for future employment.

Teachers and paraprofessionals supervise students on the job sites. The students receive academic credit based upon mastery of short-term objectives. Students rotate through a variety of sites in order to practice and learn skills applicable in a variety of settings within their community, the environment in which they will be ultimately be expected to perform.

### **Related Vocational Instruction (RVI)**

The Related Vocational Instruction Program is a related special education service for students with disabilities enrolled in a secondary vocational education program. It provides equal access to vocational programs, the least restrictive environment, varied instructional strategies, early guidance, vocational assessment, appropriate transitional services, and special support services. The IEP team determines the amount and type of RVI services a student may receive as appropriate to meet the individual needs of the student.

### **Vocational Assessment**

Students with disabilities who participate in vocational programs should receive on-going assessment in a variety of ways including:

- Situational assessment - the student is evaluated on the job setting to determine strengths and weaknesses related to that specific situation so that skills may be remediated and/or developed.
- Interest inventories - students may complete standardized and non-standardized instruments in order to determine their interests in a variety of careers.
- Temperament inventories - students may complete checklists to determine their how their personality suits to a particular job and/or setting.
- Learning style inventories - students may complete standardized and non-standardized inventories to determine how they learn best.
- Curriculum based vocational assessment - focuses on the on the career/vocational needs and strengths of students based on their on-going performance and course content, and also in work experience activities.
- Work samples - situational assessment tool used to assess job-related tasks associated with current jobs in the labor market.
- Direct observation and ecological assessment - may involve a variety of data collection methods used to validate a teacher's observations that facilitate the identification of appropriate target behaviors that are likely to be naturally reinforced and maintained.
- Aptitude instruments - useful for screening vocational/career interests and vocational aptitudes in order for teachers to develop educational/vocational programs.
- Achievement tests - useful in gaining information regarding a student's academic functioning compared to a normative population sample.

**GEORGIA HIGH SCHOOL GRADUATION REQUIREMENTS FOR  
STUDENTS ENROLLING IN THE NINTH GRADE FOR THE FIRST  
TIME IN THE 1997-98 SCHOOL YEAR AND SUBSEQUENT YEARS**

(Rule 160-4-2-.36)

	<b>COLLEGE PREPARATORY</b>	<b>VOCATIONAL</b>
<b>Core Areas of Study</b>		
<b>English</b>	<b>4</b>	<b>4</b>
<b>Mathematics</b>	<b>3</b>	<b>3</b>
<b>Science</b>	<b>3</b>	<b>3</b>
<b>Social Studies</b>	<b>3</b>	<b>3</b>
<b>Health and Physical Education</b>	<b>1</b>	<b>1</b>
<b>Computer Technology and/or Fine Arts and/or Vocational Education and/or Junior ROTC and/or Foreign Language</b>	<b>1</b>	<b>1</b>
<b>Foreign Language</b>	<b>1</b>	<b>0</b>
<b>Vocational Diploma Units</b>	<b>0</b>	<b>4</b>
<b>TOTAL UNITS</b>	<b>21</b>	<b>21</b>

Carnegie unit credit for graduation shall be awarded only for courses that include concepts and skills based on the Quality Core Curriculum (QCC).

Carnegie unit credit for core courses shall be awarded only for courses that include concepts and skills based on the QCC for grades 9 –12. The Individualized Education Program (IEP) shall specify whether core courses taken as part of the IEP shall receive core Carnegie unit credit.

**HIGH SCHOOL GRADUATION REQUIREMENTS FOR STUDENTS  
ENROLLING IN THE NINTH GRADE FOR THE FIRST TIME IN THE  
2002-03 SCHOOL YEAR AND SUBSEQUENT YEARS**

(Rule 160-4-2-.47)

	<b>COLLEGE PREPARATORY (CP)</b>	<b>COLLEGE PREPARATORY WITH DISTINCTION (CP+)</b>	<b>TECHNICAL CAREER PREPARATORY PROGRAM (TC)</b>	<b>TECHNICAL CAREER PREPARATORY WITH DISTINCTION PROGRAM (TC+)</b>
<b>AREAS OF STUDY</b>				
English/ Language Arts*	4	4	4	4
Mathematics*	4	4	3**	3**
Science*	3	3	3	3
Social Studies*	3	3	3	3
Health and Physical Education	1	1	1	1
Computer Technology and/or Fine Arts and/or Technology Career Preparatory and/or Foreign Language	1	1	1	1
Foreign Language*	2	2	0	0**
Technology/ Career- preparatory units *** (From core Technology Career preparatory courses)	0	0	4	4
Locally Required or Elective Units	4	4	3**	4**
<b>TOTAL UNITS</b>	<b>22</b>	<b>24</b>	<b>22</b>	<b>24</b>

\* Core Courses

\*\* Technology/Career preparatory students may want to utilize an elective unit as Foreign Language or as a fourth unit of mathematics depending upon the student's program of study and the student's intentions to enter a University System of Georgia institution or other post-secondary institution. Determination of the appropriate number of mathematics units for each Technology-Career preparatory program of study shall be determined by the local board of education.

\*\*\* Technology/Career preparatory includes Junior Reserve Officer Training Corps (JROTC)

Georgia State Board of Education Rules can be accessed at the Georgia Department of Education website: [www.doe.k12.ga.us](http://www.doe.k12.ga.us).

## **DIPLOMA OPTIONS OUTSIDE OF THE SCHOOL SYSTEM**

### General Education Development Diploma (GED) Guidelines

The GED testing program is jointly administered by the GED Testing Service (GEDTS) of the American Council on Education and the Georgia Department of Technical and Adult Education Office of Adult Literacy. The GED battery of tests is developed by the GEDTS and the same tests are given in all fifty states.

The GED test provides adults at least 16 years of age who are no longer enrolled in a regular high school with an opportunity to earn a high school equivalency diploma. Students with learning disabilities may request a special administration of the test through the GED Administrator. Call 800/626-9433 to locate your local GED Chief Examiner and GED Testing Center.

Department of Technical and Adult Education: <http://www.dtae.tec.ga.us/menu.html>

# POST-SECONDARY SCHOOL OPTIONS



## TRANSITION TO POST-SECONDARY SCHOOL

More high school students with disabilities are beginning to pursue a post-secondary education. This may include attendance at a technical college, or a two or four-year college or university. This stage in the transition process tends to become more difficult because different laws govern the policies and educational practices of these higher institutions. Students and parents should become familiar with these laws to ease the transition to post-secondary education.



If you would like more information about the responsibilities of post-secondary schools to students with disabilities visit the following website and type “Students with Disabilities” into the search section: <http://www.ed.gov/pubs/edpubs.html>



### Primary Differences in High School and Post-Secondary Programs:

High School	Post-Secondary
<ul style="list-style-type: none"> <li>The Individuals with Disabilities Education Act (IDEA) governs services for students.</li> </ul>	Services for students are governed by: <ul style="list-style-type: none"> <li>Section 504 of the Rehabilitation Act of 1973</li> <li>Family Education Rights and Privacy Act (FERPA)</li> <li>Americans with Disabilities Act (ADA)</li> </ul>
<ul style="list-style-type: none"> <li>Schools conduct assessments to determine eligibility at no cost to the student or parents.</li> </ul>	<ul style="list-style-type: none"> <li>The student must pay for or find appropriate funding for assessments which provide documentation to prove his/her disability (more information on this topic further in this document)</li> </ul>
<ul style="list-style-type: none"> <li>Schools provide services and accommodations at no cost to students or parents.</li> </ul>	<ul style="list-style-type: none"> <li>Student (<i>not parent</i>) must identify the office of the Disability Service Provider and register with that office after admission to school</li> </ul>
	<ul style="list-style-type: none"> <li>Student must meet each agency’s requirements</li> </ul>
	<ul style="list-style-type: none"> <li>Student (<i>not parent</i>) must be able to discuss needs and request reasonable accommodations</li> </ul>
	<ul style="list-style-type: none"> <li>Student (<i>not parent</i>) must now apply for services</li> </ul>

# INFORMATION FOR STUDENTS PREPARING FOR POST-SECONDARY SCHOOLS

## I. Ways to Prepare for a Post-Secondary Education:

- Learn to advocate for yourself.
- Learn to self-monitor your progress in classes.
- Take necessary coursework to meet post-secondary institution requirements.
- Explore various schools, their requirements, and the kinds of supports they offer.
- Be involved in your IEP meetings.
- Know which supports and accommodations best meet your needs and be able to voice them.
- Check with your counselor and take all appropriate assessments for entrance into post-secondary institutions. Your high school handbook will usually have a listing, explanation, and timeline for taking these tests.
- Explore and visit post-secondary schools.
- Visit [www.gtrs.org](http://www.gtrs.org). Search for The Georgia Transition Directory: Post-secondary Options. This will provide a listing of post-secondary institutions in Georgia, helpful resources, questions to ask the admissions office and the Disability Services Provider at your school.



## II. Providing Documentation of Your Disability

When you initially apply to school, you *do not* have to disclose your disability. Once you have been accepted, you should contact the Disability Services Provider on campus to meet and discuss procedures if you wish to receive possible accommodations.

Schools may set reasonable standards for documentation. Some may require more than others. Visit the school website or call the Disability Services Provider at your school and ask questions about their individual requirements and/or procedures. (Also see information below on the Regents Center if you plan to attend a 2 or 4-year college or university.)

Your IEP or Section 504 Plan *is not* sufficient documentation. If your documentation does not meet requirements, your school must tell you in a timely manner what additional documentation you need to provide.

## III. Post-Secondary Admissions and/or Placement Testing

Most colleges and universities establish standards for admission that may include: a minimum score on an admissions test, a minimum grade point average (GPA), and a certain program of study throughout high school. Information regarding the admissions requirements are available through each college, university, or vocational school's admissions office and can be obtained by contacting the institution by telephone or online. Placement tests are often

administered in order to assist the school in obtaining information to guide you toward classes that strengthen and build logically upon your current skills and goals.

- **ASSET** - The ASSET (Assessment of Skills for Successful Entry and Transfer) advising, placement, and retention system is a series of short placement tests developed by ACT (American College Testing) that lets you and your school work together to help you succeed in your educational program. ASSET helps you identify your strengths as well as the knowledge and skills you will need in order to succeed in specific subject areas. ASSET also helps your school use this information to guide you toward classes that strengthen and build logically upon your current knowledge and skills.

Most institutions give the ASSET during orientation to incoming freshmen who have already applied and been admitted to the school. Some institutions may require you to take one or more of the ASSET tests before enrolling in a particular program or course.

ACT provides universal testing for the ASSET for students with disabilities who cannot test at university test centers. Nearly 700 schools and community colleges across the United States use the ASSET.

#### Contact Information

ACT  
500 ACT Drive  
P.O. Box 168  
Iowa City, Iowa 52243-0168  
(319) 337-1000  
[www.act.org/asset/](http://www.act.org/asset/)

- **ACT (American College Testing)**

Many post-secondary schools require a minimum score on the ACT for admission. Contact schools in which you are interested in attending to obtain information on scores and particular tests required.

ACT is committed to serving students with disabilities by providing reasonable accommodations appropriate to the student's disability. ACT has established policies regarding documentation of an applicant's disability and the process for requesting accommodations.

#### Contact Information

ACT  
500 ACT Drive, P.O. Box 168  
Iowa City, Iowa 52243-0168  
(319) 337-1000  
[www.act.org/aap/disab/index.html](http://www.act.org/aap/disab/index.html)

**\*The SAT and ACT no longer flag scores achieved with special accommodations when reporting scores to colleges and universities.**

- **PSAT/SAT 1: Reasoning Tests; SAT II: Subject Tests (Preliminary Scholastic Aptitude Test/Scholastic Aptitude Test)**

Many post-secondary schools require a minimum score on the SAT I: Reasoning Tests for admission. Contact schools in which you are interested in attending to obtain information on scores and particular tests required.

A student with a disability may be eligible for accommodations on the College Board test. A *Services for Students with Disabilities (SSD) Student Eligibility Form* must be submitted for each student requesting accommodations. To be eligible, the student must:

- have a disability that necessitates testing accommodations
- have documentation on file at school that supports the need for requested accommodations and meets the Guidelines for Documentation, and
- receive and utilize the requested accommodations, due to the disability for school-based tests.

**\* Only one SSD form needs to be completed for each student. It will cover all noted College Board testing programs for as long as the student remains at his/her school, unless the school indicates that the accommodations have changed.**

Contact Information:

College Board Services for Students with Disabilities  
PO Box 6226  
Princeton, NJ 08541-6226  
(609) 771-7137 (Voice)  
(609) 882-4118 (TTY)  
[www.collegeboard.com/ssd](http://www.collegeboard.com/ssd)

There are a growing number of post-secondary schools that do not use SAT I or ACT scores for admitting a substantial number of students into a bachelor's degree program. Several of these schools are located in Georgia. Information that lists colleges and universities de-emphasizing tests by making admissions decisions about substantial numbers of applicants who recently graduated from high school without using the SAT I or ACT are available through the FairTest list.

Contact Information

FairTest  
The National Center for Fair & Open Testing  
342 Broadway  
Cambridge, MA 02139  
(617) 864-4810 (voice)  
(617) 497-2224 (fax)

[www.FairTest.org](http://www.FairTest.org)  
e-mail: [fairtest@fairtest.org](mailto:fairtest@fairtest.org)

#### IV. Two and Four Year College and Universities

For a complete listing of colleges and universities in the University System of Georgia, visit [www.peachnet.edu](http://www.peachnet.edu). Georgia Learning Resource Systems (GLRS) publishes *The Georgia Transition Directory: Post-Secondary Options* which is available online at [www.glrs.org](http://www.glrs.org).

If you are planning to attend one of Georgia's colleges or universities, The Regents Center for Learning Disorders (RCLD) is an agency that will help you make that transition. There are three RCLD's in Georgia. Each center can help you locate the Disability Services Provider for the specific college or university you wish to attend. These are the contact centers for all University System colleges and universities located in their region.

Regents Center for Learning Disorders at Georgia Southern University Statesboro, GA 30460  912-681-0100  <a href="http://services.gasou.edu/rclid/">http://services.gasou.edu/rclid/</a>	Regents Center for Learning Disorders at Georgia State University Atlanta, GA 30303  404-651-4662  <a href="http://www.gsu.edu/rclid">www.gsu.edu/rclid</a>	Regents Center for Learning Disorders at the University of Georgia Athens, GA 30602  706-542-4589  <a href="http://www.coe.uga.edu/ldcenter/rclid/index.html">http://www.coe.uga.edu/ldcenter/rclid/index.html</a>
--	---	--

#### What does the RCLD do?

- help provide services to students with learning disabilities, attention deficit/hyperactivity disorder, acquired brain injury and related conditions.
- provide specialized evaluations to document disabilities.
- serve as a resource in identifying appropriate accommodations to meet the educational needs of the student.

#### How does the RCLD work?

- to be referred for an evaluation, a student must be currently enrolled in one of the public colleges or universities in Georgia or admitted for enrollment.
- Students are referred to a center by the disability services office at their institution.

Evaluation at an RCLD is not required to receive accommodations. An evaluation performed by any qualified professional can serve as documentation of a disability. However, the institution will review the evaluation in order to insure that it contains the information required by the Board of Regents. For a complete listing of acceptable assessments, see the Suggested Assessment Measures section in the RCLD website.

**REMEMBER: There is a specific procedure for requesting accommodations at the college level. Students do not automatically receive the same accommodations in college that they received in high school.**

For The Official Guide on the RCLD visit the following website:

<http://www.gsu.edu/rclid/BORWEB/introduction.htm>

For information specific to each region, see the websites listed in the chart above. Technical Colleges

## **V. Technical Colleges**

The Georgia Department of Technical and Adult Education (DTAE) oversees the state's system of 34 technical colleges and other programs. For a complete listing of colleges and more in-depth information, visit [www.dtae.tec.ga.us](http://www.dtae.tec.ga.us).

The Georgia Department of Technical and Adult Education provides assurances that individuals who are members of special populations will be provided with equal access to recruitment, enrollment, job placement activities and the full range of technical education programs and activities available.

Contact the technical college of interest to determine any special documentation that you need to provide in order to receive services. Ask for the Disability Services Provider.

Many technical colleges use the ASSET Student Success System, a testing and advising program for placing students into postsecondary institutions. The ASSET helps identify your strengths as well as the knowledge and skills you will need in order to succeed in specific subject areas. There are three tests of basic skills in writing, reading, and numerical reasoning with more advanced tests in algebra and geometry. There is generally not a minimum passing score but one that indicates areas in which you are strong and areas in which you may need help. Ask the Disability Services Provider for specifics on how the scores are interpreted. Visit <http://www.act.org/asset/index/html> and download the *ASSET Student Guide* with test-taking tips and sample questions.

Another test that may be required for admission to technical schools is the COMPASS (Comprehensive Computer Adaptive Testing System). COMPASS is a computerized test that provides important information about individual skills and preparation for college-level courses. It is an untimed, adaptive computer-based test that measures skill in reading, writing and mathematics. Although the COMPASS is not a pass-fail test, it assists colleges in placing students in courses and providing diagnostic information. For more information, contact schools to which you are applying to determine if they require a COMPASS score for admissions. Online information on the COMPASS is available at [www.compass-test.com](http://www.compass-test.com).

## VI. Accommodations at Post-Secondary Schools

### Registering for Accommodations:

- Self-identify to the designated disability services coordinator at the chosen institution.
- Provide adequate documentation of the disorder to the disability services office.
- Complete required registration with the disability services office and sign release form.
- Request accommodations each semester.
- Some institutions may have additional requirements to receive accommodations and services.

### Possible Accommodations:

- Extended time
- A quiet place for taking tests
- Permission to record lectures on tape
- Use of a non-programmable calculator
- Use of computer based technologies for written work
- Textbooks on tape
- Frequent breaks
- Oral testing
- Assistance with identifying note takers in class
- Electronic speller for writing
- Others based on individual need

## VII. Financial Assistance

There are many different sources of financial assistance for post-secondary students, as well as financial assistance specifically for students with disabilities. Here are some recommendations:



- Complete the Free Application for Federal Student Aid (FAFSA) form, which is available online, at <http://www.fafsa.ed.gov>, as well as at any financial aid office. Most high schools also have them available.
- Explore financial aid and grant options. Check with the financial aid offices of the post-secondary institutions being considered. Use free scholarship searches online.
- The Social Security Administration has plans to help students pay school expenses and work while retaining social security benefits. See the SSA web site at <http://www.ssa.gov/disability/> or call 1-800-772-1213.
- Based upon individual needs and eligibility, the state Vocational Rehabilitation Agency may provide financial assistance for fees, books, and other school and work-related expenses. To find the number for the Vocational Rehabilitation office nearest you, look in your phone book in the state government section. State Vocational Rehabilitation Services often have web sites, as well. Search for “vocational rehabilitation” and the name of your state.

For students considering schools in Georgia, obtain a copy of Georgia's Post-Secondary Schools from the Georgia Student Finance Commission at [www.gsfc.com](http://www.gsfc.com) or by phone at (770) 724-9000.

The Georgia Student Finance Commission also has information on the HOPE Scholarship and other grant programs.



## GEORGIA'S POST-SECONDARY SCHOOLS

Georgia has a large network of public and private colleges, universities, technical institutes, and special purpose schools located throughout the state. Together, they offer over 415 different areas of study.

- Post-secondary schools may be classified into four categories: two-year colleges, four-year colleges and research universities, technical institutes, and special purpose schools. Each school rewards some type of recognition of completion: a diploma, certificate, or degree.
- Two-year colleges offer freshmen and sophomore level courses leading to an Associate Degree. There are two types of Associate Degree programs:
  - Career program – the student earns an Associate Degree in Applied Science and is prepared for immediate employment.
  - Transfer program – the student earns an Associate of Arts or Science Degree. This degree is structured to allow the student to transfer earned credits to a four-year college or university.
- Four-year colleges offer undergraduate degree programs. Students earn the traditional Baccalaureate Degree: the Bachelor of Science or Bachelor of Arts. Programs for four years may vary in length; some programs may be completed in four years, others may require additional time.
- Technical institutes offer programs of study that lead directly to employment in over 85 fields, including customer service, cosmetology, auto mechanics, computer programming, and practical nursing. These courses continue for six weeks to years. Students receive a certificate or diploma after completing their studies.
- Special purpose schools offer highly focused studies in selected fields, such as art, technology, medicine, or religious vocations. These schools generally grant a degree when the required courses have been completed.

# **POST-SCHOOL EMPLOYMENT OPTIONS**





COMPETITIVE  
EMPLOYMENT

APPRENTICESHIP  
PROGRAMS

SUPPORTED  
EMPLOYMENT

DAY TRAINING /  
HABILITATION

SHELTERED  
WORKSHOP

INDIVIDUAL  
PLACEMENT  
MODEL

JOB  
SHARING  
MODEL

MOBILE  
WORK  
CREW

ENCLAVE  
MODEL

CUSTOMIZED  
EMPLOYMENT  
MODEL

SMALL  
BUSINESS  
MODEL

## **POST-SCHOOL EMPLOYMENT OPTIONS**

A wide variety of employment outcomes are available for students as they transition from high school into the world of work. In choosing an employment outcome, the work goal should take into account the student's interest and abilities as well as support needs. With this in mind, the student, his or her parents, school staff and community agencies may consider the employment options outlined.

### **Youth Apprenticeship Program**

Apprenticeships are periods of full or part-time paid work experience that may extend from several weeks to a year or more. Often the term apprenticeship is used in connection with learning a specific occupation that requires certification for employment such as plumbing or electrical work. Apprenticeship programs are also closely associated with organized labor (unions) and tend to be concentrated in occupations with a strong organized labor presence. Frequently, the organized labor group for a specific occupation sponsors the apprenticeship program.

### **Competitive Employment**

Competitive employment is simply traditional employment in which the employee is paid at or above the minimum wage and is employed either full or part time in regular work settings or businesses. The person appropriate for competitive employment requires little or no support to maintain the job once it is acquired.

### **Supported Employment**

Supported employment refers to paid work for individuals with severe disabilities in integrated settings, such as regular businesses. The employment is for individuals who would not traditionally be considered employable and who because of their disability will need intensive, long term support. Supported employment placements should be consistent with the strengths, capabilities, and interests and should be the informed choice of the individual. Supported employment can provide assistance in job skills such as job coaching or mentoring, assistive technology usage or even the necessary social skills. Supported employment can also assist in the acquisition of the skills necessary to prepare for the job such as accessing transportation, managing the paycheck, managing medication or other related activities. The goal of supported employment is to gradually reduce the amount of support necessary and to transition some of the direct paid support by an agency to the natural support of co-workers in the business. Supported employment encourages integration of individuals with disabilities into the communities and the natural world of work. Supported employment provides the opportunity for an individual to be paid for meaningful work in real business and contribute to his or her own self-support.

## **MODELS OF SUPPORTED EMPLOYMENT**

### **Individual Placement Model**

A person with a disability is assisted in obtaining a job in a community business that matches his/her abilities and preferences. Training is facilitated or provided on the job site in job skills and work related behaviors, including social skills, by a job coach. As the employee gains skills and confidence, the job coach gradually spends less time at the worksite and may eventually be removed completely. The private or public vocational rehabilitation agency furnishing the job coach is always available to the employer for retraining for new assignments, assisting in dealing with challenging behaviors, supplying periodic consultations with co-workers and employer, giving orientation and training for co-workers. The individual with the disability is paid by the business and is entitled to all the benefits and compensations as all other employees.

### **Job Sharing Model**

Job sharing means that two (or more) workers share the duties of one full-time job, each working part-time, or two or more workers who have unrelated part-time assignments share the same budget line. The benefit of job sharing for individuals with disabilities is that both parties may not have the strength, endurance, or stamina to work full-time, but can work part-time. This model provides more options for a variety of jobs and allows them to obtain employment. Additional benefits of job sharing are said to include increased morale and productivity. Job sharing can also be an attractive way to recruit new employees and retain current ones. In order for job sharing to be successful, however, both individuals must be able to handle the position as efficiently as one person. These individuals are paid by the community business and receive wages and compensation, as do all the employees.

### **Mobile Work Crew**

A small crew of persons with disabilities (up to 6) works as a distinct unit and operates as a self-contained business that generates employment for their crewmembers by selling a service (i.e. custodial, grounds keeping, etc.). The crew works at several locations within the community, under the supervision of a job coach. People with disabilities work with their non-disabled peers in a variety of settings such as offices and apartment buildings. However, these individuals are often paid by the social service agency and may not have access to wages or benefits comparable to employment by the community business.

### **Enclave Model**

A small group of people with disabilities (generally 5-8) is trained and supervised among employees who are not disabled at the host company's work site. Persons in the enclave, work as a team at a single work site in a community business or industry. A specially trained on-site supervisor provides initial training, supervision, and support. The supervisor may work for the host company or the placement agency. A variation of the enclave approach is called the "dispersed enclave." This model is used in service industries (e.g., universities, restaurants, and hotels). Each person works a separate job, and the group is dispersed throughout the company. In this model individuals are most often paid by the social service agency and have limited access to the same wages and benefits as non-disabled employees.

### **Customized Employment Model**

Customized employment means individualizing the employment relationship between employees and employers in ways that meet the needs of both. It is based on an individualized determination of strengths, needs, and interests of the person with a disability, and is designed to meet the specific needs of the employer. It may include employment developed through job carving, self-employment, entrepreneurial initiatives, or other job development strategies. These strategies should result in jobs customized and individually negotiated to fit the needs of the individual with a disability. Customized employment assumes the provision of reasonable accommodations and supports necessary for the individual to perform the functions of a job that is individually negotiated and developed. – Federal Register, June 26,2002, Vol. 67, No. 123 pp.43154-43149.

### **Small Business Model**

Within a small business, there may be up to six employees with disabilities, but not more than the number of employees without disabilities. The small business operates like any business, generating work and paying employees from revenues received. The small business is located within the community.

### **Day Habilitation/Day Supports**

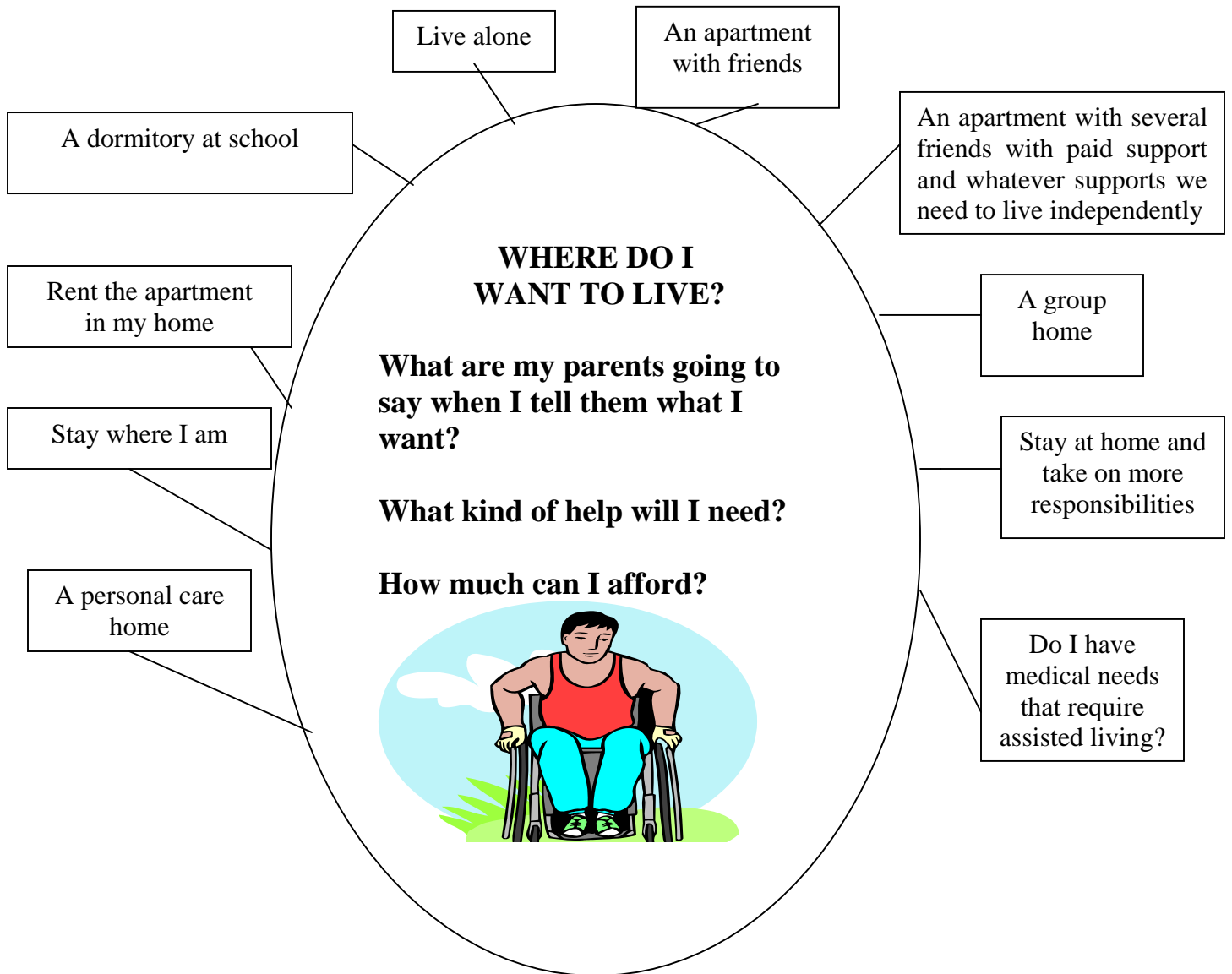
This service is not employment, but provides a variety of activities, which emphasize relationships, therapeutic recreation, training in self-help skills, and prevocational instruction. This option builds personal care skills, enhances development of social and interpersonal skills, and encourages individual interaction with community resources. Intended outcomes include increased competency in activities of daily living, a positive self-image, and enhanced social interactions. This support may be facility-based or may be provided in community settings including the individual's own home.

# **POST-SCHOOL LIVING OPPORTUNITIES**



# POST- SCHOOL LIVING OPPORTUNITIES

## COMMON QUESTIONS / POSSIBLE SOLUTIONS



## **POST-SCHOOL LIVING OPPORTUNITIES**

Graduating from school and facing changing residential options can be frightening for the student and for the family. Traditionally, this fear is well known for all students but particularly so for students with a disability. As individuals with disabilities become more empowered and develop more independence, self-advocacy and self-determination skills, transitioning from high school to adult life is not as overwhelming to the student as it was in previous decades. Students with disabilities are now realizing their hopes and dreams and are becoming increasingly more independent.

### **Options for Community Living Opportunities and Supports**

The agencies which provide support would evaluate the strengths and weaknesses of the student, identify needs and implement a program to remediate deficits, prepare him/her to move to the next higher level of independence, and monitor his /her actions and development. This approach based on assessing readiness would determine when the person would exit one environment and move on to the next. This focus was on a person's development instead of environmental accommodations for access.

### **The Person Centered Approach**

Using the Person Centered Approach to identify community living options provides a refreshing change in the mindset and perception of individuals with disabilities. The agency's role would be to provide a system of supports. Supports would last for as long as they are needed in order to enable the student to successfully live in a home or apartment of his/her own in the community while gaining more competence, control, and confidence with activities in life that are meaningful to him/her. There are many options for living. Whether they include living independently in an apartment, or with friends, choosing to stay at home or living in an apartment in the home, they need to be designed with the student's interests and personal needs in mind.

For individuals receiving supports through MHDDAD (Mental Health, Developmental, Disabilities, and Addictive Diseases) Georgia has recently developed a standardized Individual Support Plan that incorporates person centered planning into the process. The individual and those who know the individual best participate in the planning process. The support plan developed builds on the needs and preferences of the individual with the goal of assisting him/her in living a meaningful and satisfying life. The plan also addresses significant issues regarding a person's health, safety, finances, and behavior. The ISP team considers the risks, aligns the supports to minimize risks, and makes changes as needs change. The plan encompasses many options for living whether they include independence in an apartment, or with friends, choosing to stay at home or living in an apartment in the home. The plan needs to be designed with the person's interests and personal needs in mind. The supports may include the natural support network and paid supports.

## **Centers for Independent Living (CILs)**

Centers for Independent Living (CILs) are nonresidential places of action and coalition, where persons with disabilities learn empowerment and develop the skills necessary to make lifestyle choices. Centers provide services and advocacy to promote the leadership, independence, and productivity of people with disabilities. Centers work with both individuals as well as with local communities to remove barriers to independence and ensure equality of persons with disabilities (Department of Rehabilitative Services, 2003).

Funded by the Rehabilitation Services Administration (RSA), CILs offer a varied combination of independent living services such as:

- referral services
- independent living skills training
- peer counseling
- individual advocacy
- counseling services related to securing housing or shelter
- rehabilitation technology
- mobility training
- life skills training
- interpreter and reader services
- personal assistance services
- consumer information programs
- transportation assistance
- physical rehabilitation
- therapeutic treatment
- prostheses
- individual and group recreational services
- self-employment skills
- advocacy skills
- career options
- services to children
- preventive services
- community awareness programs

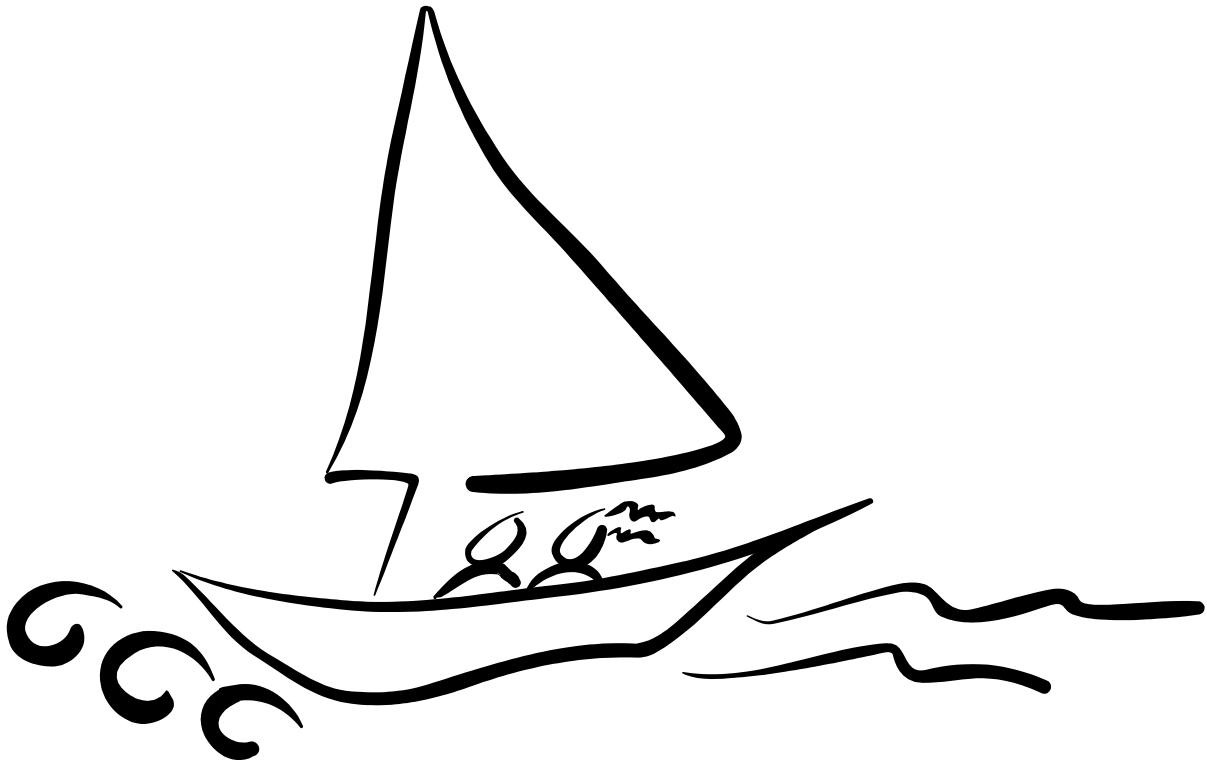
(Pierangelo, Roger, Giuliani, George A., (2004). Transition Services in Special Education. United States: Pearson Education, Inc.

**POST-SCHOOL LIVING OPPORTUNITIES THROUGH THE  
DEPARTMENT OF HUMAN RESOURCES  
(MHDDAD)**

**Residential Services**

1. **Residential Training and Supervision Services (RTS)** - These services include a range of interventions with a particular focus on training and support in one or more of the following areas: eating, drinking, toileting, personal grooming and health care, dressing, communication, interpersonal relationships, mobility, home management, and use of leisure time. Services are offered twenty-four hours a day. Recipients live in small group settings.
  
2. **Personal Support Services (PS)** - These services include a wide range of interventions with a particular focus on training or support in one or more of the following areas: eating, drinking, toileting, personal grooming and health care, dressing, communication, interpersonal relationships, mobility, home management, and use of leisure time. Services are offered on an hourly basis for up to 24-hours each day. Recipients live in their own home, a foster home, or may choose to have one or two housemates.

# RECREATION AND LEISURE



## RECREATION AND LEISURE ACTIVITIES TO PROMOTE POST-SCHOOL COMMUNITY INVOLVEMENT AND SATISFACTION

Integration into the community is a vital component of transition planning for individuals with disabilities. The transition plan should include activities that will prepare the student to have a personally satisfying adult life and to be active in his/her community. These activities may include recreational activities as well as civic responsibilities. Recreation participation in community settings offers the student the opportunity to develop a positive self-concept through successful experiences and satisfying peer relationships. The development of leisure skills may be viewed from a hierarchical perspective. The individual progresses from an awareness of leisure through self-perception and appreciation to the application of leisure through self-determination, decision-making, and knowledge of community resources resulting in increased social interaction. A sample of age-appropriate activities to foster the participation in community recreation and leisure is outlined below.

### School and Extracurricular Activities

<b>Kinder- garten</b>	<b>Primary Grades (ages 6-8)</b>	<b>Intermediate Grades (ages 9-11)</b>	<b>Middle School (ages 12-14)</b>	<b>High School (ages 15-18)</b>	<b>Transition (ages 19-21)</b>
Look at books Play computer games Use crayons Play catch	<b>Same as age 5 +</b>  Make simple crafts	Read books and magazines Play computer games Shoot baskets Take music lessons Take an art class	<b>Same as intermediate</b>  Take an elective class Participate in clubs	<b>Same as middle school +</b> “Hang out” with friends Participate in extra-curricular activities	<b>Same as high school</b>

### Activities to do at Alone at Home and in the Neighborhood

<b>Kinder- garten</b>	<b>Primary Grades</b>	<b>Intermediate</b>	<b>Middle school</b>	<b>High School</b>	<b>Tran- sition</b>
Listen to music Look at books Draw/color Play an instrument	<b>Same as Kinder- garten</b>	<b>Same as primary +</b> Read magazines Write cards/ letters	<b>Same as intermediate +</b> Read newspaper Play musical instrument	<b>Same as middle school +</b> Cook/bake	<b>Same as high school</b>

### Activities to do with Family and Friends at Home and in the Neighborhood

Play card games Play simple board games Use swings, etc.	<b>Same as Kindergarten+</b> Play computer games	<b>Same as primary+</b> Play computer games	<b>Same as intermediate+</b> Shoot baskets Play catch Play computer games	<b>Same as middle school +</b> Play softball Play computer / video games	<b>Same as high school</b>
--	---	--	--	--	----------------------------

### Activities to do with Family and Friends in the Community

Church activities, playgrounds, parks	<b>Same as Kindergarten+</b> YMCA, children's theater, Scouts, art programs, parks and recreation	<b>Same as primary +</b> School sports, after-school programs, go to restaurants, movies with friends and family	<b>Same as elementary</b>	<b>Same as middle school+</b> Go to shopping malls with friends and or family	<b>Same as high school</b>
---------------------------------------	--	---	---------------------------	--	----------------------------

### Physical Fitness

<b>K- Elementary</b> Participate in exercise routine through school, family, parks and recreation, outdoor and playground play	<b>Middle school</b> P.E. class, team sports conditioning, play sports regularly for maintaining fitness	<b>High School</b> <b>Same as middle school +</b> Weight training, aerobic dance and/or exercise class	<b>Transition</b> <b>Same as high school +</b> Adult athletic leagues Join a community gym/YMCA
---	---	--	--

\*Adapted from *The Syracuse Community-Referenced Curriculum Guide*, Baltimore: Paul H. Brooks Publishing Co.

## **AGENCIES AND RESOURCES FOR RECREATION AND LEISURE**

- **Georgia Learning Resources System (GLRS):** The Georgia Learning Resources System is a statewide network of 17 resource centers offering free services to parents and educators of students with disabilities. GLRS publishes an annual guide to summer camps and recreation activities for individuals with disabilities.

[www.glr.org](http://www.glr.org)

- **YMCA** [www.ymcaatl.org](http://www.ymcaatl.org)

- **Special Olympics Georgia**



3772 Pleasantdale Road  
Suite 195  
Atlanta, GA 30340  
1-800-866-4400

[www.specialolympicsga.org](http://www.specialolympicsga.org)

Special Olympics Georgia provides year-round sports training and athletic competitions in 23 sports to children and adults with intellectual disabilities. Our athletes develop physical fitness, experience joy, and participate in the sharing of gifts, skills, and friendship with their families, other Special Olympics athletes, and the community.

- **Atlanta Alliance on Developmental Disabilities (AADD)** provides leisure sports and recreational activities for individuals with developmental disabilities.

1440 Dutch Valley Place, Suite 200  
Atlanta, GA 30324-5302  
404-881-9777

[www.aadd.org](http://www.aadd.org)

- **Local churches in the community**
- **Parks and recreation centers in the community**

### **Statewide Providers for Recreational/Leisure Services**

- **Disability Action Center of Georgia**

246 Sycamore Street, Suite 100  
Decatur, Georgia, 30030  
404-687-8890

Provides work and recreation opportunities for individuals with disabilities.

- **U.S. Army Corps of Engineers:** Provides a list of camping and recreation facilities that are accessible to wheelchairs. (Golden Access Passport -reduces all federal fees by 50% and is available to persons who are certified blind or permanently disabled).  
 Lake Sidney Lanier  
 PO Box 567  
 Buford, GA 30518  
 770-945-9531
- **Atlanta Jewish Community Center**  
 1745 Peachtree Road  
 NE Atlanta, GA 30309  
 404-875-7881
- **ALTA Foundation Wheelchair Tennis**  
 6849 Peachtree Road  
 Dunwoody, GA 30328  
 770-913-9545  
[www.altafoundation.org](http://www.altafoundation.org)
- **American Association of Adapted Sports TM Programs**  
[www.aaasp.org](http://www.aaasp.org)
- **Blaze Sports U.S. Disabled Athletes Fund, Inc.**  
 1775 The Exchange, Suite 540  
 Atlanta, GA 30339  
[www.blazesports.com](http://www.blazesports.com)
- **Chattahoochee Nature Center**  
 9135 Willeo Road  
 Roswell, GA 30075  
 770-992-2055
- **Boys and Girls Clubs of Metro Atlanta**  
 100 Edgewood Ave, NE  
 Atlanta, GA 30303  
 404-527-7100  
[www.bgcma.org](http://www.bgcma.org)
- **Campfire USA Georgia Council Special Education Camp Fire Clubs**  
 100 Edgewood Ave, Suite 528  
 Atlanta, GA 30303  
 404-527-7125  
[www.campfireusaga.org](http://www.campfireusaga.org)

## **Nationwide Providers for Recreation/Leisure Services**

- **Nautilus Tours & Cruises, LTD** provides a newsletter and tour information of interest to travelers with disabilities.  
22567 Ventura Blvd.  
Woodland Hills, CA 91364  
1-800-797-6004  
[www.nautilus@pacificnet.net](mailto:www.nautilus@pacificnet.net)
- **Accessible Journeys**  
35 West Sellers Avenue  
Ridley Park, PA 19078  
Provides group tours and itinerary planning for the slow walker, wheelchair, and traveler with disabilities.
- **National Railroad Passenger Corporation Amtrak Disabled Travelers Discount**  
1-800-USA-RAIL  
[www.amtrak.com](http://www.amtrak.com)
- **National Center on Physical Activity and Disability**  
[www.ncpad.org](http://www.ncpad.org)

# INTERAGENCY LINKAGES



## **INTERAGENCY LINKAGES**

IDEA requires that transition be an interagency process, which includes representatives from agencies and/or private services in addition to the student, school and family. Schools will invite other personnel as the student and family begin to identify outcomes and determine the student's transition needs and services. At least three factors should be considered to determine which agencies should be included at any meeting at which transition will be addressed.

1. Agencies that are currently involved with the student or family.
2. Agencies who could provide needed information to the team.
3. Agencies that are likely to become involved in providing support or services as outcome choices are narrowed and choices are made. These agencies may either be responsible for the direct provision of support services or they may be a purchasing agent for support or service.

### **EXAMPLES OF AGENCIES**

#### **Georgia Department of Education**

The Georgia Department of Education (DOE) is responsible for assuring that local school systems implement federal and state laws related to education, including education for students with disabilities. Within the DOE, the Division for Exceptional Students (DES) works closely with parents, local systems and other agencies to ascertain that all students receive the free and appropriate public education to which they are entitled. Education in Georgia is locally controlled. Local school systems are responsible for developing and implementing their own policies and procedures based on the rules and laws of both the state and the federal government. Regarding transition planning, the role of the state department is to answer questions, provide technical assistance, monitor systems for compliance with the laws and ensure that transition planning and implementation is occurring.

Anyone who has a question about the transition process should first contact the local school system the student attends. If the question or concern cannot be answered at the local level, then the state department may be contacted by calling the DES at (404) 656-3963. Additional information or assistance in providing training on transition may be obtained through the DES. Also in Georgia, the network of 17 Georgia Learning Resources Systems (GLRS [www.glr.org](http://www.glr.org)) can provide information and technical assistance to parents, teachers and other parties.

## **Georgia Department of Education: Division for Exceptional Students**

([www.doe.k12.ga.us](http://www.doe.k12.ga.us))

Georgia Department of Education  
1870 Twin Towers East  
Atlanta, GA 30334  
404-656-3963

## **Office of State Coordinator of Vocational Education for Students with Disabilities**

Department of Education  
1752 Twin Towers East  
Atlanta, GA 30334  
404-657-8324

## **Georgia Department of Labor: Vocational Rehabilitation**

([www.dol.state.ga.us](http://www.dol.state.ga.us))

The Vocational Rehabilitation (VR) program exists to assist people with disabilities to obtain work. As a work program, VR simultaneously generates and conserves tax dollars by providing people with disabilities opportunities to become employed taxpayers. In addition, the VR program provides Georgia businesses with a dependable source of qualified employees. The VR program provides services statewide through 12 regional offices and 54 strategically located local offices. Teams of experts, vocational rehabilitation counselors, account representatives, work preparation technicians, assistive work technology experts, and program assistants staff these “hubs”. An employment manager supervises each hub.

From eligibility determination through assessment, from work plan development to job placement, VR clients have the benefit of a broad range of expertise from service delivery hub teams. Since the teams work on the local level, there is comprehensive knowledge of both the employment community and the support services available to the job seeker.

VR provides only those services necessary for the qualified individual to meet the established work goal. Need for and provision of services varies based upon the completion and outcome of the Work Program Development for each individual client. They may include:

- Counseling and Guidance
- Work Adjustment Training
- College and University Training
- Supported Employment
- Work Readiness Training
- On-the-Job Training
- Vocational and Technical Training
- Job Coaching

Contact Jan Cribbs: [Jan.Cribbs@dol.state.ga.us](mailto:Jan.Cribbs@dol.state.ga.us)

**Georgia Department of Human Resources - Division of Mental Health, Developmental Disabilities, and Addictive Diseases (MHDDAD)**

The Georgia Department of Human Resources (DHR) through its Division of Mental Health, Developmental Disabilities, and Addictive Diseases (MHDDAD) is responsible for publicly funded mental health, developmental disabilities, and addictive diseases services within the state. It is the responsibility of MHDDAD's seven Regional Offices located throughout the state to identify consumer needs and plan, coordinate, monitor, and evaluate services for all publicly supported hospital and community services in the MHDDAD system. There is a single point of entry in each region to assess needs and eligibility for non-educational services.

### **Developmental Disabilities (DD)**

Each of the seven Regional Offices has a single agency responsible for Intake and Assessment of people who have developmental disabilities. **For a person with developmental disabilities to be considered for services, they must go through a screening process conducted by the Regional Office's contracted Intake and Assessment Agency.** Individuals or families seeking services should contact the Intake and Assessment Agency directly. A listing for the Intake and Assessment Agency for each region is included in the Appendix. If an individual or family member has questions, they are encouraged to contact their Regional Office. Although Georgia has experienced significant growth in funding for its developmental disabilities services in the last several years, there are still many more people in Georgia needing services than there are new resources available. When it is determined that people meet the need and eligibility requirements for services, they are placed on either a long-term or short-term Planning List. The Regional Offices maintain the Planning List for their respective regions. A statewide planning list is also maintained. At the beginning of the 2003-2004 school year, the number of individuals on the statewide Planning List was over 3,500. Data is kept on the number of people needing services, the type of services they need, and the circumstances surrounding their needs. As funding becomes available, the Regional Office considers the needs of all individuals on the Planning List and is able to authorize services based on priority need. Consumers and families have choices regarding providers and services, as well as significant input into the planning and delivery of services.

Most of Georgia's developmental disability services are supported by Medicaid Waiver dollars, allowing state funds to be matched with federal funding. However, other funding sources are utilized including client fees and state dollars.

## Examples of Services Contracted or Authorized by Regional Offices

- 1) **Family Support Services** – Family support is an array of goods and services aimed at providing families with the individual support they need to continue to care for a family member with disabilities in the home. Families are only eligible if the person with disabilities is residing in the home or if the funds are to be used to prepare the home and family for the return of the individual to the home from an alternate placement. Eligible families are served by family support within the limits of the funding available. Eligibility does not equate to an entitlement to services. Services may include respite care, personal support, medical support, specialized clothing, recreation, environmental modifications, specialized equipment, therapeutic services, counseling, parent training, supplies, etc.
- 2) **Respite Care Services** – Each region contracts with a provider(s) to provide respite services. Some families access only respite care services. The services are for brief periods of support and may be provided in or outside of the home. The extent and schedule is determined by the families needs.
- 3) **Residential Services** – There is some state funding for residential services but primarily residential services are funded through the Medicaid Waiver. Residential services vary based on individuals needs and range from personal supports in a family’s home to a home that is staffed 24 hours a day. Individuals live with up to three other individuals receiving training and support as outlined in service plans. Training and support may be in self-care skills, communication, mobility, leisure, health care, safety, etc.
- 4) **Day and Employment Services** – Day and employment services are designed to assist the individual with the development, retention, and improvement of skills that create a meaningful day. Activities are routinely provided in community settings to increase access and provide training in a natural setting. Based on an individual’s needs, other training areas may include mobility, money management, socialization, recreational skills, self-care skills, and pre-vocational skills. For other individuals, support to work in real jobs is the primary goal. Therefore, job development, supervision, and training are provided in order to meet this goal.

## **Developmental Disabilities (DD)**

- Family and personal support provide training and a range of in-home services to help people with developmental disabilities continue to live with families or on their own.
- Day programs help people develop work and social skills.
- Residential programs include supervised homes or apartments and substitute families with the support the residents need.
- Respite services offer temporary care during an emergency or when the family needs some time apart from the home.
- Supported employment helps people with developmental disabilities find and keep regular jobs.
- Group homes and other residences offer different levels of supervision.
- Emergency services include short-term medical care and other levels of help during a psychiatric crisis.

## **Emotionally Disturbed**

- Outpatient services include diagnosis, evaluation, counseling for the child and family, and medication when needed.
- In-home crisis teams work with the family and the child in the home during a serious crisis.
- Day treatment programs after school and on weekends help children improve behavior and study skills. Therapeutic foster care and group homes give children and teens a safe place to live and get treatment if they cannot live with their families.
- Respite care gives families and foster families a temporary rest from the strain of caring for a child with severe problems.
- State hospitals located in Atlanta, Milledgeville, Thomasville, and Savannah provide short-term inpatient treatment when needed for extreme emergencies.
- Outdoor therapeutic programs located in Warm Springs and Cleveland help troubled children in a wilderness setting.
- Multi-Agency Teams for Children (MATCH) find residential treatment for a number of limited severely disturbed children and teens.

Each region has a Regional Advisory Board that meets monthly. Within each region, the role of the advisory board is to engage in disability services planning to meet the needs of all persons with disabilities. Families are encouraged to become involved with their Regional Advisory Board to provide input into the planning and delivery of services. This involvement increases the Regional Office's awareness of the need for services to be available to young adults transitioning from the educational system to adult services.

*A Guide to Services for Persons with Mental Retardation and Developmental Disabilities* has been developed to provide consumers and families additional information on eligibility and the intake process. A copy of the guide is included in the Appendix.

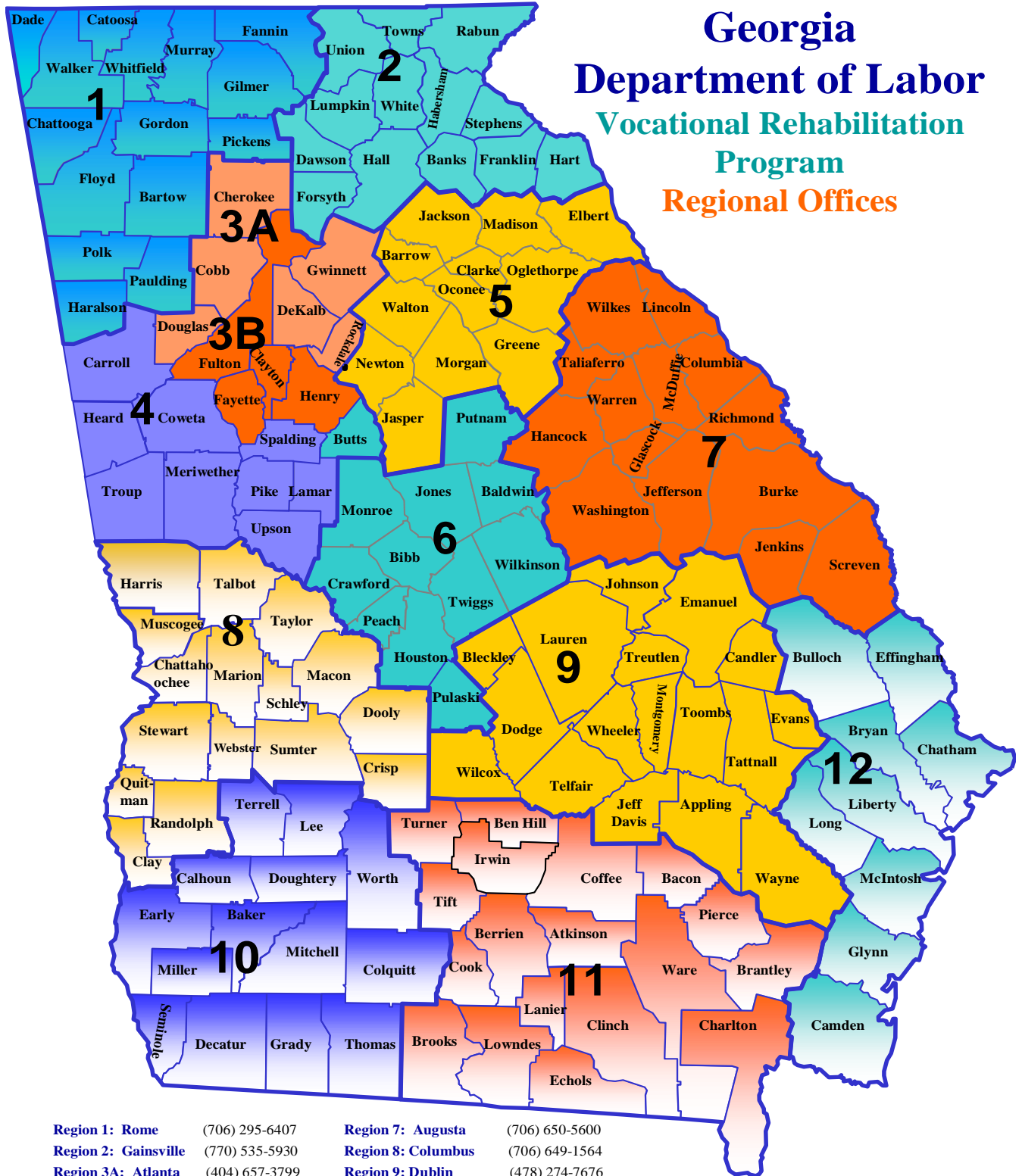
## **MHDDAD**

The regional offices are the contact points for people needing treatment for mental illness or addictive diseases, or substance abuse prevention services. Services are provided across the state through seven regional hospitals, and through contracts with 25 community service boards, boards of health and various private providers. In addition to providing treatment, support and prevention services, contracted community programs screen people for admission to state hospitals and give follow-up care when they are discharged.

MHDDAD's mission is to help build resilience and facilitate recovery for people with or at risk for substance abuse and mental illness. The agency seeks to engage all communities in the provision of effective services by making sure that they have access to the latest information on evidence-based practices and accountability standards.

Programs continue to support and implement goals of Accountability, Capacity, and Effectiveness. Data from Georgia's most recent Substance Abuse Treatment Needs Assessment and other data collected by MHDDAD are relied on by providers and other partners. Our programs are increasing access to and effectiveness of treatment and prevention services. For general information and county specific information call 404-657-2272 or by website: [www.2state.ga.us/Departments/dhr](http://www.2state.ga.us/Departments/dhr).

# Georgia Department of Labor Vocational Rehabilitation Program Regional Offices



Region 1: Rome (706) 295-6407  
 Region 2: Gainesville (770) 535-5930  
 Region 3A: Atlanta (404) 657-3799  
 Region 3B: Atlanta (404) 657-2238  
 Region 4: Newnan (770) 254-7210  
 Region 5: Athens (706) 354-3900  
 Region 6: Macon (478) 751-6257

Region 7: Augusta (706) 650-5600  
 Region 8: Columbus (706) 649-1564  
 Region 9: Dublin (478) 274-7676  
 Region 10: Albany (229) 430-4461  
 Region 11: Valdosta (229) 333-2170  
 Region 12: Savannah (912) 356-2128

## Vocational Rehabilitation Program Regional Directors

### David Bennett

Regional Director - Region 1  
GDOL/VR Program  
450 Riverside Pkwy., Suite 210  
Rome, GA 30161-2942  
Office (706) 295-6407  
FAX (706) 295-6778  
[dabennett@dol.state.ga.us](mailto:dabennett@dol.state.ga.us)

### Barbara Richards

Regional Director - Region 3B  
GDOL/VR Program  
10 Park Place South, Suite 602  
Atlanta, GA 30303-2905  
Office (404) 657-2238  
FAX (404) 657-4731  
[Barbara.Richard@dol.state.ga.us](mailto:Barbara.Richard@dol.state.ga.us)

### Dr. John Williams

Regional Director – Region 6  
GDOL/VR Program  
P. O. Box 7566  
Macon, GA 31209-7566  
Office (478) 751-6272  
FAX (478) 751-6446  
[John.Williams@dol.state.ga.us](mailto:John.Williams@dol.state.ga.us)

### Mike Pruett

Regional Director – Region 9  
GDOL/VR Program  
103-B Mercer Drive  
Dublin, GA 31021  
Office (478) 274-7676  
FAX (478) 274-7658  
[MEP@dol.state.ga.us](mailto:MEP@dol.state.ga.us)

### Allen Beall

Regional Director – Region 12  
GDOL/VR Program  
Oglethorpe Office Park  
410 Mall Blvd, Suite B  
Savannah, GA 31406-4821  
Office (912) 356-2134  
FAX (912) 691-6816  
[yabeall@dol.state.ga.us](mailto:yabeall@dol.state.ga.us)

### Cynthia Hanna

Regional Director - Region 2  
GDOL/VR Program  
311 Green Street, Suite 209  
Gainesville, GA 30501-3364  
Office (770) 535-5930  
FAX (770) 535-5904  
[Cynthia.Hanna@dol.state.ga.us](mailto:Cynthia.Hanna@dol.state.ga.us)

### Trish Cooper

Regional Director – Region 4  
GDOL/VR Program  
1575 East Highway 34, Suite A  
Newnan, GA 30265-1325  
Office (770) 254-7210  
FAX (770) 254-7215  
[pacooper@dol.state.ga.us](mailto:pacooper@dol.state.ga.us)

### Vacant

Regional Director – Region 7  
GDOL/VR Program  
P. O. Box 15747  
Augusta, GA 30919-1747  
Office (706) 650-5600  
FAX (706) 650-5624

### Dianne Davis

Regional Director – Region 10  
GDOL/VR Program  
P. O. Box 1606  
Albany, GA 31702-1606  
Office (229) 430-4461  
FAX (229) 430-4466  
[gddavis@dol.state.ga.us](mailto:gddavis@dol.state.ga.us)

### Cynthia Woodruff, Manager

Georgia Department of Labor  
RWSIR – VR Unit  
P. O. Box 1000  
Warm Springs, GA 31830-0268  
Office (706) 655-5021  
FAX (706) 655-5023  
[Cynthia.Woodruff@dol.state.ga.us](mailto:Cynthia.Woodruff@dol.state.ga.us)

### Jennifer Hudson

Regional Director - Region 3A  
GDOL/VR Program  
10 Park Place South, Suite 602  
Atlanta, GA 30303-2905  
Office (404) 657-3510  
FAX (404) 657-4731  
[Jennifer.Hudson@dol.state.ga.us](mailto:Jennifer.Hudson@dol.state.ga.us)

### Charlotte Tolbert

Regional Director – Region 5  
GDOL/VR Program  
125 Athens West Parkway  
Athens, GA 30606-6942  
Office (706) 354-3900  
FAX (706) 354-3943  
[cgtolbert@dol.state.ga.us](mailto:cgtolbert@dol.state.ga.us)

### Annette McCauley

Regional Director – Region 8  
GDOL/VR Program  
P. O. Box 2863  
Columbus, GA 31902-2863  
Office (706) 649-1560  
FAX (706) 649-1573  
[Annette.McCauley@dol.state.ga.us](mailto:Annette.McCauley@dol.state.ga.us)

### Sid Burden

Regional Director – Region 11  
GDOL/VR Program  
2809 B North Ashley Street  
Valdosta, GA 31602-1806  
Office (229) 333-2170  
FAX (229) 249-2675  
[sjburden@dol.state.ga.us](mailto:sjburden@dol.state.ga.us)

### Joe Holcombe, Ctr. Director

Georgia Department of Labor  
Cave Spring Rehabilitation Center  
7 Georgia Avenue  
P. O. Box 303  
Cave Spring, GA 30124-0303  
Office (706) 777-1770  
FAX (706) 777-1776  
[Jcholcombe@dol.state.ga.us](mailto:Jcholcombe@dol.state.ga.us)

## **SOCIAL SECURITY ADMINISTRATION**

Under the Supplemental Security Income (SSI) program, Social Security can provide benefits to children with disabilities. A child who is eligible for federal SSI cash benefits is also eligible for food stamps and other social services. In Georgia, a child or adult eligible for SSI is also eligible for Medicaid. This support for financial, medical, and rehabilitation needs may enable a child to achieve a level of functioning that gives him or her a significant degree of self support. When this support is coupled with various work incentives provided by the disability program, it could ultimately lead a child to independence so that he or she can leave the disability rolls.

The information contained in this section is general information. Each family should work closely with the Social Security Administration (SSA) to receive current information and appropriate benefits.

### **Supplemental Security Income (SSI)**

**SSI** is considered a welfare program and is for those persons who are impoverished and disabled to the point of being unable to work or, for children, disabled to the point of having marked and severe functional limitations. A person, or the child's family, must have less than \$2000 in assets when applying for SSI and must earn less than \$7,000 per year. A home and one car are excluded from the \$2000 asset maximum. A person cannot accumulate more than \$2000 while on SSI benefits; again this does not include a home and a car. A person receiving an SSI cash benefit also receives Medicaid.

Each year Congress establishes a **Federal Benefit Rate (FBR)**. The dollar amount of the FBR is the maximum amount an individual adult eligible for SSI can receive. This is a monthly figure. An individual's income or the child's family income, both earned and unearned, as well as their living situation, can affect the maximum amount and cause adjustments to that figure. Each situation is considered individually, but the maximum rate cannot be exceeded.

An adult receiving SSI can go to work and may possibly continue to receive reduced benefits. As their income increases, the SSI benefit will be decreased. In general, there is first an exclusion of income, and then for every two dollars gained, SSI will be reduced by one dollar. Even if a person's income increases to the point they become ineligible for any cash benefit, they may still continue to receive Medicaid if they need it in order to continue working.

## **Social Security Disability Insurance (SSDI)**

**SSDI** is the disability insurance program. If an individual is a qualified worker (worked and paid into the Social Security system) and then becomes disabled, he/she will qualify as a disabled worker under SSDI. In addition, there is a program called Social Security for a Disabled Adult Child (**SSDAC**) in which the disabled adult child of a qualified worker can receive benefits. A disabled adult child is a person over 18 who has a disability that occurred prior to age 22 and who is the beneficiary of a qualified worker (usually a parent) who is deceased, retired or disabled. SSDI and SSDAC have the same regulations and rules for eligibility and maintenance of benefits. Persons eligible for SSDI and SSDAC are also eligible for Medicare after a 24-month waiting period. The amount of benefit a person receives as an SSDI recipient is based on earnings and number of quarters worked. It will vary from individual to individual.

## **Plan for Achieving Self-Support (PASS)**

A plan for achieving self-support is a plan for the future of people with disabilities who want to work but need some assistance in getting started. Individuals may need additional education or funds for starting a business.

A PASS allows the individual to use his/her current income and/or other assets to reach work goals. For example, the individual could set aside money to go back to school in order to get specialized training for a job or to start a business.

The job that the individual desires should allow him/her to earn enough to reduce or eliminate the need for benefits provided under both the Social Security and Supplemental Security Income (SSI) programs. A PASS is meant to assist the individual in acquiring the service or skills needed in order to reach the goal of independence.

Contact your local Social Security office to find out whether a PASS can help you get the job you want.

**Social Security Administration:** <http://www.ssa.gov>

**Social Security Guide for School Professionals**

<http://www.ssa.gov/disability/professionals/childhoodssi-pub049.htm>

## **Benefits Planning Assistance & Outreach – Georgia (BPAOG)**

(A ***FREE*** service provided by: Shepherd Center in a cooperative agreement with Disability Link and Disability Connections, Inc.)

Benefits Planning Assistance and Outreach is a program that resulted as part of the Ticket to Work Work Incentives Act (TWWIA) signed in to law by the Clinton Administration in 1999. As part of that legislation, the Social Security Administration requested applications from the States in order to provide Benefits Planning Assistance and Outreach to people between the ages of 14 and 65 who receive Supplemental Security Income (SSI), Social Security Disability Income (SSDI), or both which is based on a medical condition. This service provides

comprehensive benefits counseling in order to assist the recipient or beneficiary in making informed decisions as they pursue economic self-sufficiency.

Shepherd Center in Atlanta in a cooperative agreement with Disability Link in Decatur and Disability Connections, Inc. in Macon applied for and received an opportunity to work cooperatively with the Social Security Administration to provide Benefits Planning Assistance and Outreach to 43 counties in Georgia. For the counties served and additional information you can visit:

[www.bpaoga.com](http://www.bpaoga.com)

**Toll Free 866-SSA-BPOA**

866-772-2726

TTY 404-367-1347

**NOTE:**

The website, [www.bpaoga.com](http://www.bpaoga.com) is registered, owned and maintained by Curtis L. Rodgers, MS, CRC, LPC. All contents on the website, whether posted or gathered, except for materials provided by Yahoo! And Geocities or otherwise noted is the exclusive property of Curtis L. Rodgers, MS, CRC, LPC.

The website is a support service to Shepherd Center and its cooperative partners Disability Link and Disability Connections, Inc. in Benefits Planning Assistance and Outreach as outlined in the Federal Register/Vol. 65, No.105/Wednesday, May 31, 2000/Notices, Announcement No. SSA-OSEP-00-1.

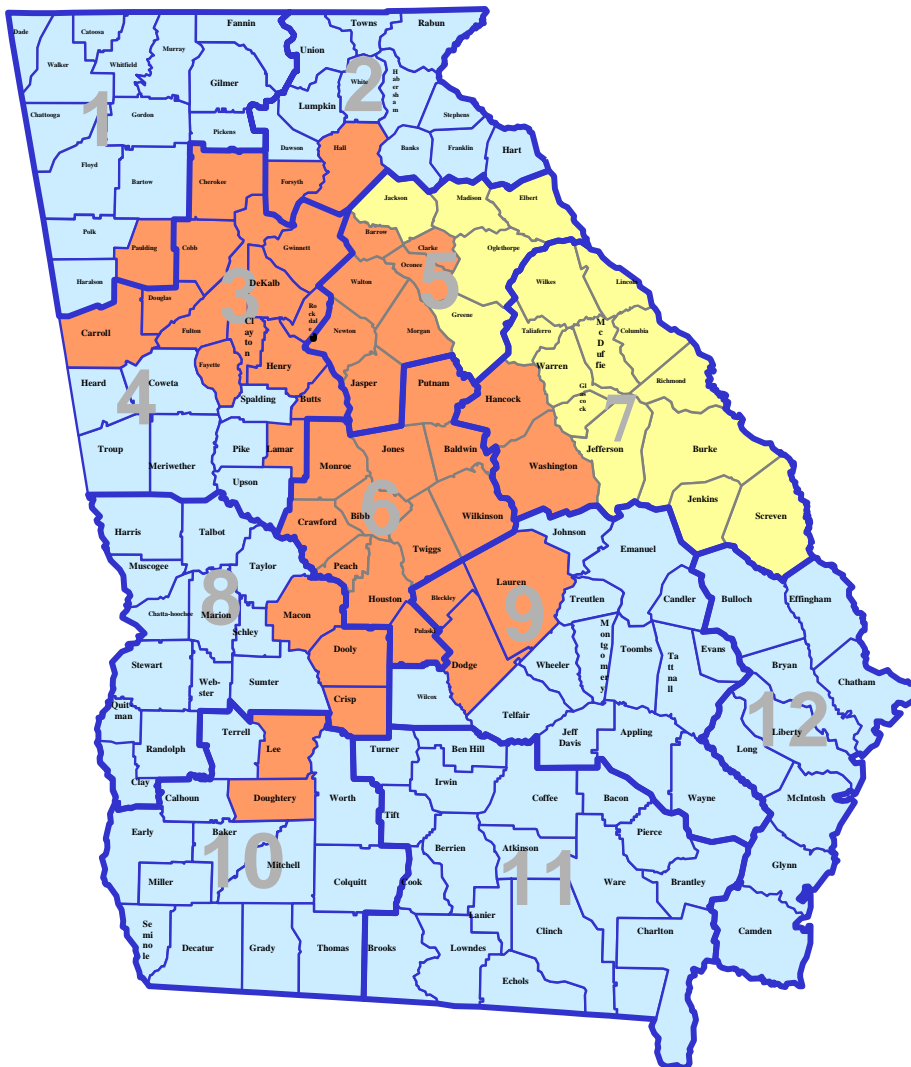
# Social Security Benefits Planning Assistance and Outreach Projects in Georgia

## Contact Information:

Benefits Navigator Project:  
 The Shepherd Center  
 Sally Atwell 404/350-7589  
[Sally\\_Atwell@Shepherd.org](mailto:Sally_Atwell@Shepherd.org)  
 Curtis Rodgers 404/350-7598  
[Curtis\\_Rodgers@Shepherd.org](mailto:Curtis_Rodgers@Shepherd.org)  
 1-866-772-2726  
 TTY 404/367-1347  
 Fax 404/350-7596

Dept. of Labor – VR Program :  
 Georgia Rehabilitation Outreach  
 Project  
 Eleanor Surrency 404/638-0382  
[Elsurrency@dol.state.ga.us](mailto:Esurrency@dol.state.ga.us)  
 Grady Evans 404/638-0375  
[Grevans@dol.state.ga.us](mailto:Grevans@dol.state.ga.us)  
 Fax 404/486-0197

Walton Options for Independent  
 Living:  
 Cyndy Milstead 706/261-0197  
[Cmilstead@waltonoptions.org](mailto:Cmilstead@waltonoptions.org)  
 V/TTY 706/724-6262  
 1-877-821-8400  
 Fax 706/724-6729



## MEDICAID

Children under the age of 18 who are financially ineligible for SSI because of their parents' income, but who meet the SSI disability requirements are financially eligible for Medicaid. Georgia has a **Deeming Waiver** (previously called the Katie Becket Waiver), which allows the state to ignore the income and resources of these parents of children with disabilities for purposes of Medicaid eligibility. In order to apply for the Deeming Waiver the child must meet the following:

- Child must be under eighteen years of age.
- Must meet Social Security Disability criteria.
- Caring for the child at home must be cost effective.
- Child must be ineligible for SSI due to income and/or assets of the family.
- Child must meet the criteria for nursing home placement. This does not mean the child must be placed in a nursing home, simply that he/she meets the nursing home criteria for care.

**To apply for the Deeming Waiver a family needs to contact the local county Department of Family and Children Services (DFCS). Refer to *Health Insurance Options for Children* located in the Appendix.**

In Georgia, the types of Medicaid Services covered include:

- X-rays and lab test
- Examination along with preventative care for children
- Home Health services
- Physical, speech and occupational services
- Mental health services
- Orthotics and prosthetics
- Durable medical equipment (wheelchairs, walkers, etc.)
- Nursing home care
- Dental services for children
- Vision Care
- Hospice care
- Transportation to and from care

### Early and Periodic Screening, Diagnostic, and Treatment (EPSDT)

Federal law mandates that each state offer screening, diagnosis, and treatment services deemed medically necessary to all recipients under the age of 21. Many children with autism may receive the individualized support and wrap-around services in order to remain at home and in their community. All children under the age of 21 and receiving Medicaid are eligible for EPSDT services.

Sources/Resources on Medicaid

**Centers for Medicare and Medicaid Services**

The federal government's official web site on Medicare and Medicaid, which includes information about health services, EPSDT, and waivers

[www.cms.gov](http://www.cms.gov)

**The DESK.INFO**

This helpful site provides information on Medicaid Waivers in various states.

[www.thedesk.info](http://www.thedesk.info)

**Home and Community-based Services Network**

This site provides extensive data on Medicaid state funding for long-term care.

[www.hcbs.org](http://www.hcbs.org)

# GUARDIANSHIP AND ESTATE PLANNING



## **GUARDIANSHIP AND ESTATE PLANNING**

**DISCLAIMER: THIS COMMUNICATION IS INTENDED TO PROVIDE GENERAL INFORMATION AND DOES NOT CONSTITUTE LEGAL ADVICE. THIS INFORMATION IS NOT INTENDED AS A SUBSTITUTE FOR OBTAINING LEGAL ADVICE FROM AN ATTORNEY.**

### **Guardianship**

- Guardianship gives another individual the legal power to care for another person and manage his or her affairs.
- It is a legal determination (not a medical determination) that the individual is unable to make informed decisions regarding his personal or financial responsibilities.
- It involves a court process that results in the determination that the individual is not competent to make decisions independently (declaration of incompetence).
- State specific laws apply (this is critical when moving in or out of state).

#### **Why is guardianship sometimes necessary?**

- If the adult (any person 18 years of age or older) cannot make legal, financial, medical decisions, or daily living decisions.
- Provides protection for adults with disabilities who are incompetent and are vulnerable to others who may take advantage of them.
- Provides a means to gain access to records or other important documentation when the adult who is incompetent may not be able to give consent.
- Ensures that assets are used for their intended purposes (providing medical care, residential services, financial support, etc.).

#### **What are the different types of guardianship?**

##### Guardianship of the Person or Property

*Guardian of the Person* is responsible for decisions regarding personal issues such as where the person will live, with whom and how he or she will spend their time, as well as medical treatment.

- Decisions are made regarding personal issues such as residential care and medical treatment.

*Guardian of the Property* manages financial matters.

- The individual guardian may be ordered to repay any losses incurred by the individual.

- Reports are periodically made to the court regarding the guardian's decisions on behalf of the individual.
- Records must be available to the court and thus must be kept in order.

### Full Guardianship

- Guardianship that covers both personal and estate matters.
- Most widely used method and most restrictive type of guardianship
- The individual retains his/her basic civil rights.
- Often used with adults with severe mental retardation.

### Limited Guardianship

- Promotes self-determination by the individual.
- Applies to specific issues in areas where the individual does not have the capacity to make certain decisions.
- Meets the individual's specific needs.
- Requires future planning to address every possible scenario the individual may encounter.
- Court makes the decision whether guardianship will be full or limited, and of the person, property or both.
- Limitations are preferred by law.

### Temporary Guardianship

- Issued to address specific situations as necessary.
- Continues until the issue is resolved.
- Includes:
  - drug use and rehabilitation
  - short-term illness
  - a recurring debilitating situation caused by the disability

### Public Guardian

- Appropriate when relatives or family friends are unavailable, unqualified, unwilling or unworthy and all other options have been exhausted.
- Services can be provided by non-profit organization.
- Funding usually through state resources

### Power of Attorney

Individuals have the option of assigning power of attorney to a trusted family member or friend. Contact the Georgia Bar Association at [www.gabar.org](http://www.gabar.org) for questions regarding all legal matters.

## **ESTATE PLANNING**

- Secure the services of professionals to assist with planning the medical, residential, financial and legal aspects of maintaining adequate and appropriate care of the individual.
- Inform all family members of the decisions made on behalf of the individual.

## WILLS AND TRUSTS

Financial matters need to be discussed with family members, financial advisors, and attorneys. It is important for families and individuals to consider establishing a will or trust for the disbursement and management of money and property while the individual is alive and when the individual becomes deceased.

### A Few Things to Remember

- Choose the type of guardianship that best meets the family's specific needs.
- Selection of the guardian must be carefully made. Whether choosing an individual or an agency to act as a guardian, investigations must be made in order to protect the interest of the individual with disabilities.
- Estate planning is critical regardless of the economic status of the family. The ultimate concern is the well being of the beneficiary, not the family's financial status.
- Life insurance is another monetary asset, not a substitute for a will. A will is needed to address matters not handled in the trust.
- The Trustee charges a fee. The size of the trust will dictate who acts as Trustee. The person or institution should have a good relationship with the beneficiary or be familiar with the family.
- Someone, chosen by the family to suit the best interest of the beneficiary, should supervise the Trustee. This may be an added expense to managing the trust.
- Estate planning can be expensive depending on the amount of time required to develop the plan and the attorney's hourly rate. Assistance in choosing an attorney is provided by advocacy groups. It is recommended that the family choose an attorney who specializes in Probate Law.
- Each aspect of providing for a disabled dependent has a financial factor, whether it is establishing guardianship, making a will, or preparing a trust.

Information can be found in the Internet at the following website:

[www.TheArc.org/faqs/Guard.htm](http://www.TheArc.org/faqs/Guard.htm)

This website provides resources to assist in future planning and areas of concern.

# **Appendix A**

Parent Resources and Organizations

Legal Resources

Legal Mandates

Examples of School Personnel Appropriate for Transition Planning

Agencies Appropriate for Transition Planning

Preparing Your Child For Post-Secondary School

Top Ten Things for Schools to Know About Vocational Rehabilitation

Financial Needs Assessment

Health Insurance Options

Authorized MHDDAD Vendors

MHDDAD Regional Offices

Desktop Guide to SS and SSI Work Incentives

Ticket to Work

Self-Determination Interventions

Georgia Acronyms

## PARENT RESOURCES AND ORGANIZATIONS

Parent Training and Information Center (PTI)  
Parents Educating Parents and Professionals, Inc. (PEPP,Inc.)  
8957 Hwy 5, Suite B  
Douglasville, GA 30134  
770-577-7771  
[www.pepinc.org](http://www.pepinc.org)

Parent to Parent of Georgia  
[www.parenttoparentofga.org](http://www.parenttoparentofga.org)

Georgia Department Of Education  
Division for Exceptional Students (DES)  
Parent Liaison Office  
404-657-7328  
[www.doe.k12.ga.us](http://www.doe.k12.ga.us)

Parent Mentor Program  
[www.parentmentors.org](http://www.parentmentors.org)

Georgia Learning Resources System (GLRS)  
770-657-9956  
[www.glr.org](http://www.glr.org)

American Foundation for the Blind, National Literacy Center  
100 Peachtree Street  
Atlanta, GA 30303  
404-525-2303  
[www.afb.org](http://www.afb.org)

The Georgia ARC Network, Inc. a support system for persons with developmental disabilities  
and mental retardation  
404-634-5512  
[www.arcga.org](http://www.arcga.org)

Autism Society of America/Greater Georgia Chapter  
770-451-0954  
[www.asaga.com](http://www.asaga.com)

CHADD (Children and Adults with Attention Deficit/Hyperactivity Disorders) (ADD/ADHD)  
770-736-5519  
[www.accessatlanta.com/community/groups/CCCHADDchadd.org](http://www.accessatlanta.com/community/groups/CCCHADDchadd.org)

Georgia ADA Exchange  
770-451-2340  
[www.gaada.info](http://www.gaada.info)

Georgia Parent Support Network  
404-758-5400  
[www.gpsn.org](http://www.gpsn.org)

Governor's Council on Developmental Disabilities  
1-888-275-4233  
[www.ga-ddcouncil.org](http://www.ga-ddcouncil.org)

Georgia Learning Resources System (GLRS)  
[www.glr.org](http://www.glr.org)

Foundation for Medically Fragile Children  
770-951-6111  
[www.care4gakids.org](http://www.care4gakids.org)

Fragile X Association of Georgia  
404-727-9393

Brain Injury Association of Georgia  
404-603-1477  
[www.braininjuryga.org](http://www.braininjuryga.org)

President's Council on Employment of Person's with Disabilities  
<http://www.empowermentzone.com>

National Transition Alliance  
<http://www.dssc.org/nta/>

NICHY- National Information Center for Children and Youth with Disabilities  
**NEW**-National Dissemination Center for Children with Disabilities  
[www.nichy.org](http://www.nichy.org)

PACER- Parent Advocacy Coalition for Educational Rights  
[www.pacer.org](http://www.pacer.org)

ERIC- Educational Resources Information Center  
[www.eric.ed.gov](http://www.eric.ed.gov)  
NEW (formerly AskERIC) Educator's Reference Desk  
[www.eduref.org](http://www.eduref.org)

## **LEGAL RESOURCES**

### **State Mediation Process**

Nancy O'Hara, Coordinator  
Georgia Department of Education  
Division of Exceptional Students  
1870 Twin Towers East  
Atlanta, GA 30334-5060  
(404)-657-9959  
nohara@doe.k12.ga.us

### **State ADA Coordinator**

Georgia State Financing & Investment Commission  
2 MLK Jr. Drive, SE  
East Tower, Room 1554  
Atlanta, GA 30334-5060  
(404)-463-6533  
(404)-657-9993

### **Georgia Legal Services Program**

1100 Spring St., NW  
Suite 200  
Atlanta, GA 30309  
404-206-5175 (voice/tty)  
404-206-5346(fax)  
HNO47@ handsnet.org

### **Shepards Center Advocacy Coordinator**

2020 Peachtree Road  
Atlanta, GA 30309  
404-350-7490

### **Georgia Advocacy Office, Inc.**

The Georgia Advocacy Office (GAO) is a private non-profit corporation. Its mission is to work with and for oppressed and vulnerable individuals in Georgia who are labeled as disabled or mentally ill to secure their protection and advocacy. Congress mandates GAO's work. GAO is designated by Georgia as the agency to implement protection and advocacy within the state.

100 Crescent Center Parkway  
Suite 520  
Tucker, Georgia 30084  
404-885-1234  
WATS/ 1-800-537-2329  
Voice and TTD/ 770-414-2948  
www.thegao.org  
E-mail/info@thegao.org



## LEGAL MANDATES

- **FAIR LABOR STANDARDS ACT**  
[www.opm.gov/flsa/overview.htm](http://www.opm.gov/flsa/overview.htm)
  - **CARL PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT**  
[www.ed.gov/offices/OVAE/CTE/perkins.htm](http://www.ed.gov/offices/OVAE/CTE/perkins.htm)
  - **REHABILITATION ACT (1973) (SECTION 504) AND AMENDMENTS OF 1992 & 1998**  
[www.dndpress.com/doclisting.htm](http://www.dndpress.com/doclisting.htm).
  - **THE TECHNOLOGY RELATED ASSISTANCE FOR INDIVIDUALS WITH DISABILITIES ACT OF 1988**  
[www.resna.org/taproject/library/laws/techact88.htm](http://www.resna.org/taproject/library/laws/techact88.htm).
- or
- [www.nayedu/~ihd/aztap/techact/shtml](http://www.nayedu/~ihd/aztap/techact/shtml)
  - **THE DEVELOPMENTAL DISABILITIES ASSISTANCE BILL OF RIGHTS ACT OF 1990**  
[www.acf.dhhs.gov/programs/add/im922.htm](http://www.acf.dhhs.gov/programs/add/im922.htm)
  - **SCHOOL TO WORK OPPORTUNITIES ACT (1994)**  
[www.ncrel.org/sdrs/issues/envrnmnt/stw/sw0stw94.htm](http://www.ncrel.org/sdrs/issues/envrnmnt/stw/sw0stw94.htm)
  - **THE AMERICAN WITH DISABILITIES ACT**  
[www.usdoj.gov/crt/ada/adahom1.htm](http://www.usdoj.gov/crt/ada/adahom1.htm)
  - **INDIVIDUALS WITH DISABILITIES EDUCATION ACT (1997)**  
[www.ed.gov/offices.OSERS/IDEA/](http://www.ed.gov/offices.OSERS/IDEA/)

**EXAMPLES OF SCHOOL PERSONNEL WHO MAY BE**

## **APPROPRIATE FOR TRANSITION PLANNING**

- Teacher (both regular and special education)
- Paraprofessional
- Guidance counselor
- Special education administrator
- Transition coordinator
- Vocational teachers/coordinator
- RVI coordinator
- Community-based teacher or job coach
- Building level administrator
- Student



## **Agencies or Services Appropriate for Transition Planning**

- Vocational Rehabilitation Program
- Regional Offices for Mental Health, Developmental Disabilities and Addictive Diseases (MHDDAD)
- Community Service Boards
- Mental Health Clinics or Day Programs
- Mental Health Services
- Employment programs through the community
- Department of Juvenile Justice
- Department of Family and Children Service (DFACS)
- Probation officers
- Private agencies
  - Work
  - Residential
  - Day habilitation
- Private agencies for supported employment, residential services
- Disability service directors from post-secondary schools
- Volunteer groups
- Possible student mentors
- Civic organizations
- Business leaders
- Private physicians
- Private counselors
- Chamber of Commerce
- Social Security Administration
- Parks and recreation services

## **PREPARING YOUR CHILD FOR POST-SECONDARY SCHOOL DURING THEIR HIGH SCHOOL YEARS**

Parents, counselors, teachers and students may use this list as an important reminder of important skills and necessary steps to take as a high school student with a disability moves to post-secondary school.

- Make sure psychological evaluations are up-to-date. Post-secondary schools vary on the requirements for evaluations. Many schools require that the evaluation be current within 3 years, but this is not always the case. Check with the institution to determine the requirements.
- Obtain all student records before graduation. Colleges, vocational schools, and vocational rehabilitation offices request these records to assist in providing appropriate services to individuals. Make sure all appropriate release forms have been signed.
- Consider a vocational assessment prior to graduation as a way to amplify present and future goals.
- Make sure the student has a firm foundation in independent study skills. In addition to high school assistance, consider special study skills classes/programs offered at community colleges, private agencies, summer programs, or individual tutoring.
- Consult with the IEP team to obtain a good understanding of how much support or special help the student is receiving. It is important to determine realistically whether minimal accommodations or an extensive disability support program will be needed at the post-secondary level.
- Help students increase their independent living skills by:
  - Managing their own checking account
  - Doing their own laundry
  - Demonstrating responsibility for chores within the home
  - Shopping for and preparing meals
  - Responding appropriately to telephone solicitors
- Encourage students to work at part-time jobs or volunteer positions.
- Make sure students have a good understanding of their disabling condition and have developed self-advocacy skills. Students should know how to articulate their strengths and weaknesses as well as what compensating techniques and accommodations work best for them.
- Help students understand how their disabilities are connected to social expectations with peers, families, and employers.

- Encourage students and provide them with opportunities to be their own advocates. A good first step is to encourage them to discuss their disabilities with their high regular high school teachers, employers, or members of the community.
- Learn about section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Unlike IDEA, *the responsibility is on the individual to initiate the provision of services and accommodations in post-secondary schools or the workplace.*
- Get information on special exam arrangements for the SAT or ACT. Students must complete a Services for Students with Disabilities (SSD) application prior to taking these tests.
- Obtain two copies of all post-secondary school applications (or duplicate the one received) or print a copy of on-line applications. Use one copy as a draft and collect all the information needed. Type the information on the application to be sent.
- Contact the Disability Services Director of any post-secondary school that you may want to apply to. Get information on the types of services and supports that are available, the number of students with disabilities who are attending, if there are any special pre-admission requirements (records, reference letters, etc.) when making application.
- Visit post-secondary schools before making a definite choice. It is also important to also assess the communities in which they are located, determine living arrangements, resources.
- Consider having students begin their post-secondary school experience in the summer semester, rather than the fall. Many post-secondary schools have transition programs for students to have additional preparation for making the transition to post-secondary school.
- Consider an appointment with a dentist, optometrist, medical doctor, etc. in order to determine if there will be any need for additional medical support and to reinforce management of medication.
- Encourage students to become actively involved in adult support organizations for individuals with disabilities.

Adapted from: Sullivan.C. (1987) Heath Resource Center. [www.heath.org](http://www.heath.org)

## **TOP TEN THINGS FOR SCHOOLS TO KNOW ABOUT THE VOCATIONAL REHABILITATION PROGRAM**

(This refers to the Memorandum of Understanding VR has with the DOE in some areas/schools.)

GDOL/VR

Georgia Department of Labor-Vocational Rehabilitation Services

1. Vocational Rehabilitation is an employment program to assist students with disabilities to secure work. VR works with high school students, supplemented with parent and school input, to identify transition needs. Those who apply for services need to be willing and able to work (following the provision of available services). Vocational Rehabilitation is a transition program that coordinates the provision of employment-related services, such as vocational instruction and job placement assistance, to students with disabilities who can eventually be employed.
2. Anyone can apply or refer someone for services at any time. If a student is not ready for vocational services while in school, it should not be viewed as a missed or one time opportunity.
3. VR is available to the school system to assist with transition planning. Students who are referred for services should be referred during their last two years of high school, unless it is agreed that special circumstances exist where the student is at least 16 years old and is at risk of dropping out of school.
4. Students may not be ready for vocational rehabilitation for several reasons:
  - age
  - date of expected exit from school
  - lack of a qualifying impairment
  - medical instability
  - behavior problems that inhibit cooperation in programming

Teachers are encouraged to discuss specific students with the vocational rehabilitation counselor regarding specific referrals.

5. Every referral does not necessarily lead to an application for VR services. Opening a case is dependent on student and/or parent choice.
6. Because VR policy requires individualized services, an assortment of assessments, evaluations, and documentation may be necessary. Although the progression of a case is expected to be timely, it should not be assumed that a referral today would result in services tomorrow.
7. If a student is not ready for VR services, he/she can be referred at a later date. If a student is determined ineligible, application for services may be made if there is a change

in circumstances. If a student's case is closed by VR for any reason, he/she can reapply to get a new case opened. (Some closures may require a 6-month waiting period before reopening.)

8. Although VR does provide a variety of services, these services are matched to the individual and may not be duplicated from one person to the next. VR may pay for a service for one student, but not for another. Services are provided based on need, client choice, individual circumstances, available funds, and desired outcomes. Services are funded based on the unique needs and economic circumstances of the individual, availability of funds, and DOL/VR policies. VR assesses an individual's eligibility for services. This does not translate into entitlement of specific services.
9. VR uses a team approach to provide comprehensive services to students. Each counselor is part of a team of VR staff. Some services require consensus from the team and will be staffed accordingly. Each counselor is also expected to be part of the student's individual team that may be comprised of the student, counselor, teacher, parent, or any other appropriate individual.
10. Each school system has two options for the DOL/VR counselor assignment. The first option is to contract with DOL/VR for a Vocational Rehabilitation Counselor. In this case, the counselor is assigned full-time to the school involved in the contract. The second option is for the school to be incorporated into the general needs of the region. The VR counselor serving the community where the school is located will include that school as part of his/her total assignment. It is important to note that the second option naturally provides counselors with less time to devote to the specific school(s). Each school system is responsible for deciding which option will best meet the needs of its student population.

## **FINANCIAL NEEDS ASSESSMENT**

A financial needs assessment is completed on each case when Vocational Rehabilitation funds will be utilized in providing services for an individual. Financial need is established after program eligibility is determined and prior to the authorization of VR funds for some purchased services.

All personal financial resources available to the individual must be considered when completing the Financial Needs Assessment form. These resources may include those of the spouse and/or anyone legally responsible for the support of the individual. The vocational rehabilitation counselor may ask the individual to provide written documentation such as payroll receipts, tax records, etc. to support his/her economic circumstances.

Individuals who are current recipients of Supplemental Security Income (SSI) and/or Temporary Assistance to Needy Families (TANF) are considered eligible to meet the financial need criteria requirements. Current recipients of Social Security Disability Insurance (SSDI) are considered eligible if they are not spouses or dependents of another person.

**The Financial Needs Assessment is completed during the initial application, or as soon as possible after it is known that VR funds are to be utilized to provide services.**

### **Client Assistance Program (CAP)**

123 North McDonough Street  
Decatur, GA 30030  
800-822-9727 (v/tty GA only); 404-373-2040 (voice/tty)  
404-373-4110 (fax)

## HEALTH INSURANCE OPTIONS FOR CHILDREN

Situation	Insurance Program
All Children, Middle Income Working Families	<u>PeachCare for Kids:</u> Allows income eligible working families to purchase low cost health insurance for any child under age 19. Children under age 6 are covered at no cost to the family. Starting at age 6, premiums are \$10.00 per month for one child and \$20 per month for two or more children.
Child with a Disability, Middle or Higher Income Levels	<u>Deeming Waiver:</u> A Medicaid waiver program for children with significant disabilities. This program is designed to provide Medicaid insurance to children who live in families having income that is too high to qualify for Supplemental Security Income (SSI). The Deeming Waiver Medicaid can be used as either primary insurance or as secondary insurance when a child is covered under a private insurance plan.
Medicaid Recipients who are Eligible for Private Insurance	<u>HIPP (Health Insurance Premium Payment):</u> A program in which the Department of Medical Assistance (DMA) pays for the cost of your private health insurance premiums. It is available to Medicaid eligible recipients (Medicaid, Medicaid with SSI or Deeming Waiver) if the DMA determines it is more “cost-effective” to pay for private insurance instead of having Medicaid pay all the bills. It can benefit the entire family if a family’s insurance plan is found to be more cost-effective.
Child with a Disability, Low Income Level	<u>Medicaid with SSI:</u> For families who are income eligible and who have a child with a disability, it is possible for your children to receive monthly SSI (Supplemental Security Income) payments and, along with that, automatically receive Medicaid insurance.
All Children, Low Income Level	<u>Medicaid without SSI.</u> For families who are income eligible, it is possible for your children to receive medical insurance coverage through Medicaid. This program is available to children up to age 18 whether or not they have a disability.
All Children, When Your Income is Too High for Medicaid and You Have a Lot of Medical Bills	<u>Medically Needy Spend Down Medicaid:</u> If you have a lot of medical bills, but your income is too high to qualify for “regular” Medicaid, you may be eligible for the Medically Needy program.
All Medicaid recipients under the age of 21	<u>Early and Periodic Screening, Diagnostic, and Treatment (EPSDT):</u> Helps families by offering screening, diagnosis, and treatment services determined as medically necessary. May provide individualized support and wrap around services for children to remain at home and in their communities.

**Vendors Authorized to Perform Intake, Evaluation and  
Level of Care Authorization for MHDDAD Regions**  
As of August 25, 2004

**Central Region**

Central Intake and Evaluation Team

**Central State Hospital**

Yarbrough Building, Room 3068

Milledgeville, GA 31062

Office: 478-445-7735

Fax: 478-445-7121

Emergency: Karla Brown – 478-731-4970

**East Central Region**

Columbus Community Services

1058 Claussen Road

Suite 108

Augusta, GA 30907

Phone: 706-736-0401

Fax: 706-736-0403

Emergency: 706-951-8372 or 678-592-4172

**Metro Region**

Columbus Community Services

2300 Henderson Mill Road

Suite 100

Atlanta, GA 30345

Phone: 770-938-5310 (24 hrs.)

Fax: 770-938-7815

**North Region**

North Intake and Evaluation Team

475 Tribble Gap Road

Suite 120

Cumming, GA 30040

Phone: 770-886-3407

Fax: 770-886-8540

Emergency: 678-852-4302

**Southeast Region**

Southeast Intake and Evaluation Team

7001 Chatham Center Drive, Suite 600

Savannah, GA 31405

Phone: 912-651-0964

Fax: 912-651-0968  
1-800-348-3503

**REGIONAL BOARD OF  
MHDDAD  
CONTACT LIST**  
**Mental Health, Developmental Disabilities  
& Addictive Diseases  
Regional Board**

Columbus Community  
235 Roosevelt Ave.,  
Albany, GA 31701-2372  
Phone: 229-435-3212  
FAX: 229-435-3262  
Emergency: 229-291-3587

Services  
Suite 251

**West Central Region**

\*Columbus Community Services  
1501 13<sup>th</sup> Street, Suite E  
Columbus, GA 31901  
Phone: 706-494-5929  
Fax: 706-494-5931  
Emergency: 706-536-1545

\*All Columbus Community Services offices can be reached through Toll Free Number:  
800-579-7609

Region 1	<p>North Regional MHDDAD Office  475 Tribble Gap Road Suite 200  Cumming, GA 30040  Phone: (770) 205-5411  Fax: (770) 205-5410  Toll Free- 800-646-7221</p>	<p>Banks, Bartow, Catoosa, Chattooga,  Cherokee, Cobb, Dade, Dawson, Douglas,  Fannin, Floyd, Forsyth, Franklin, Gilmer,  Gordon, Habersham, Hall, Haralson, Hart,  Lumpkin, Murray, Paulding, Pickens, Polk,  Rabun, Stephens, Towns, Union, Walker,  White, Whitfield</p>
Region 2	<p>Metro MHDDAD Regional Office  Citizens Trust Building  75 Piedmont Avenue, 11<sup>th</sup> Floor  Atlanta, GA 30303-2507  Phone: (404) 463-6367  Fax: (404) 463-6369</p> <p>DeKalb Location:  4329 Memorial Drive, Suite K  Decatur, GA 30032-1236  Phone: (404) 298-4990  Fax: (404) 298-4994</p>	<p>Clayton, DeKalb, Fulton, Gwinnett.  Newton, Rockdale</p>
Region 3	<p>West Central MHDDAD Regional Office  3800 Schatulga Road  Columbus, GA 31907-3118  Phone: (706) 568-5281  Fax: (706) 569-3140</p> <p>Peachtree City Location:  211 Prime Point, Building 1, Suite A  Peachtree City, GA 30269-3334  Phone: (770) 254-7474  Fax: (770) 254-7479</p>	<p>Butts, Carroll, Chattahoochee, Clay,  Coweta, Crisp, Dooly, Fayette, Harris,  Heard, Henry, Lamar, Macon, Marion,  Meriweather, Muscogee, Pike, Quitman,  Randolph, Schley, Spalding, Stewart,  Sumter, Talbot, Taylor, Troup, Upson,  Webster</p>

<b>Region 4</b>	<p>Central MHDDAD Regional  1022 Hillcrest Parkway, Suite B  Dublin, GA 31021  Phone: (478)-274-7912  Fax: (478)-274-7915  Toll Free: 1-888-4139317</p>	<p>Baldwin, Bibb, Bleckley,  Crawford, Dodge, Hancock,  Houston, Jasper, Johnson, Jones,  Laurens, Monroe, Montgomery,  Peach, Pulaski, Putnam, Telfair,  Treutlen, Twiggs, Washington,  Wheeler, Wilcox, Wilkinson</p>
<b>Region 5</b>	<p>East Central MHDDAD Regional Office  1056 Claussen Road, Suite 212  Augusta, GA 30907-0327  Phone: (706)-667-4833  Fax: (706) 667-4840</p> <p>Commerce Location:  236 Industrial Park Drive  Commerce, GA 30529-6642  Phone: (706)-336-6822  Fax: (706)-335-5240</p>	<p>Barrow, Burke, Clarke, Columbia,  Elbert, Emanuel, Glascock, Greene,  Jackson, Jefferson, Jenkins, Lincoln,  Madison, McDuffie, Morgan,  Oconee, Oglethorpe, Richmond,  Screven, Taliaferro, Walton,  Warren, Wilkes</p>
<b>Region 6</b>	<p>Southwest MHDDAD Regional Office  200 West Oglethorpe Boulevard  4th Floor, Box 402  Albany, GA 31701  Phone: (229) 430-3017  Fax: (229) 430-4098</p> <p>Waycross Location:  1123 Church Street Waycross, GA 31501  Phone: (912)-338-5968  Fax: (912) 338-5970  1-800-810-5970</p>	<p>Baker, Ben Hill, Berrien, Brooks,  Calhoun, Colquitt, Cook, Decatur,  Dougherty, Early, Echols, Grady,  Irwin, Lanier, Lee, Lowndes, Miller,  Mitchell, Seminole, Terrell, Tift,  Thomas, Worth</p>

<b>Region 7</b>	Southeast MHDDAD Regional Office Liberty Building 7001 Chatham Center Drive, Suite 600 Savannah, GA 31405 Phone: (912)-651-0950 Fax: (912)-651-0968 Toll Free: 1-800-348-3503	Appling, Atkinson, Bacon, Brantley, Bryan, Bulloch, Camden, Candler, Charlton, Chatham, Clinch, Coffee, Effingham, Evans, Glynn, Jeff Davis, Liberty, Long, McIntosh, Pierce, Tattnal, Toombs, Ware, Wayne
-----------------	---	--

Division of Mental Health,  
Developmental Disabilities  
and Addictive Diseases  
**REGIONAL OFFICES**

**NORTH MHDDAD REGIONAL OFFICE**

*Charles Fetner*, Regional Coordinator  
Sarah Grim, Regional Services Administrator  
475 Tribble Gap Road, Suite 200  
Cumming, GA 30040  
Phone (770) 205-5411  
1-800-646-7721  
FAX (770) 205-5410

**Admin. Asst:** Joan Kennish  
**Exec. Sec:** Mary Lawson  
**Sr. Financial Officer:** Brenda Hester  
**Financial Spec:** Marvin Stover  
**PI/Planning Spec:** Raymer Wilson  
**Consumer Prof. Mgr:** Sara Hopper  
**Consumer Prof. Spec:** Bob Poston  
**Consumer Prof. Spec:** Catherine Register-Riggie  
**Contract Spec:** Tom Logan  
**Operations Analvst:** Anne Bouchard  
**C&A MH/AD Spec:** John Lueken  
**MH/AD Spec:** Mettina Carroll  
**DD Spec:** Judy Walker  
**DD Spec:** Kris Perry  
**Prevention Spec:** Vacant

**METRO MHDDAD REGIONAL OFFICE**

*Earnestine P. Pittman*  
Regional Coordinator  
Lynn Copeland, Acting Regional Services  
Administrator  
Citizens Trust Building  
75 Piedmont Avenue, 11<sup>th</sup> Floor  
Atlanta, GA 30303-2507  
Phone (404) 463-6367  
FAX (404) 463-6369

**Admin. Asst:** Vacant  
**Exec. Sec:** Vacant  
**Sr. Financial Officer:** Beverly Rollins  
**Financial Spec:** Lorraine Brooks  
**PI/Planning Spec:** Ron Turner  
**Consumer Prof. Mgr:** David Leigh  
**Consumer Proto Spec:** Patricia J. Rivers  
**Consumer Proto Spec:** Rose Wilcox  
**Contract Spec:** Ivory Roberson  
**Provider Net. Dev. Mgr:** Lynn Copeland  
**Operations Analvst:** Helen Chandler  
**C&A MH/AD Spec:** Cathy Griffin  
**MH/AD Spec:** Vacant  
**DD Spec:** Ed Pless  
**DD Spec:** Phil Harshaw  
**Prevention Spec:** Doris Thomas

**DeKalb Location:**  
4329 Memorial Drive, Suite K  
Decatur, Georgia 30032-1236  
Phone (404) 298-4990  
Fax (404) 298-4994  
**DD Spec:** Sharon Williamson

**WEST CENTRAL MHDDAD REG. OFFICE**

*Gregory C. Hoyt*, Regional Coordinator  
Michael Swingle, Regional Services Administrator  
3800 Schatulga Road  
Columbus, GA 31907-3118  
Phone (706) 568-5281  
1-800-832-2439  
FAX (706) 569-3140

**Admin. Asst:** Tammy Williams  
**Exec. Sec:** Regina DeStefano  
**Sr. Financial Officer:** Rick Valentine  
**Financial Spec:** Arthur Umeadi  
**PI/Planning Spec:** Hope Edwards  
**Consumer Proto Mgr:** Larry Stephens  
**Consumer Proto Spec:** Jean Holt  
**Consumer Proto Spec:** Tom Carr  
**Contract Spec:** Chuck Davis  
**Operations Analvst:** Donyce Power  
**C&A MH/AD Spec:** Lutricia Rutledge  
**MH/AD Spec:** Sam Page  
**DD Spec:** Jane Moore  
**DD Spec:** Ben Pitts  
**Prevention Spec:** Charlotte Billings

**CENTRAL MHDDAD REGIONAL OFFICE**

*Ralph A. McCuin*, Regional Coordinator  
Arthur Carder, Regional Services Administrator  
  
1022 Hillcrest Parkway, Suite B  
Dublin, GA 31021  
Phone (478) 274-7912  
1-888-413-9317  
FAX (478) 274-7915

**Admin. Asst:** Emily Killingsworth  
**Exec. Sec:** Dionne Reeves  
**Sr. Financial Officer:** Vacant  
**Financial Spec:** Dwella Pope  
**PI/Planning Spec:** Vacant  
**Consumer Prof. Mgr:** Lynne Tollison  
**Consumer Prot. Spec:** Derek Nesmith  
**Consumer Prot Spec:** Hazel Giddens  
**Contract Spec:** Gina Ensley  
**Operations Analvst:** Gina Thomas  
**C&A MH/AD Spec:** Clarlee Morris  
**MH/AD Spec:** Vacant  
**DD Spec:** Rosa Sanders  
**Prevention Spec:** Janet Kilgore

**SOUTHEAST MHDDAD REG. OFFICE**

*Rosa Kamson*, Regional Coordinator  
Catherine E. McRae, Regional Services Administrator  
7001 Chatham Center Drive.  
The Liberty Building, Suite 600 Savannah, GA 31405  
Phone (912) 651-0964  
FAX (912) 651-0968  
1-800-348-3503

**EAST CENTRAL MHDDAD REGIONAL OFFICE**

*M. Andrew McCollum*  
Regional Coordinator  
Vacant, Regional Services Administrator  
1056 Claussen Road, Suite 212  
Augusta, GA 30907-0327  
Phone (706) 667-4833  
1-866-380-4835.  
FAX (706) 667-4840

**Admin. Asst:** Betsy Capers  
**Exec. Sec:** Teresa Thompson  
**Sr. Financial Officer:** Larry Howell  
**Financial Spec:** Ed Rees  
**PI/Planning Spec:** John Warner  
**Consumer Prof. Mgr:** Karen Paschall-Hammond  
**Consumer Prof. Spec:** Stephanie Taylor  
**Consumer Prof Spec:** Vacant  
**Contract Spec:** David Vaughn  
**Operations Analvst:** Kim Jackson  
**C&A MH/AD Spec:** Mark McDonald  
**MH/AD Spec:** Audrey Sumner  
**DD Spec:** Betty Dyches  
**DD Spec:** Janice F. Adams  
**Prevention Spec:** Amy Judson

**SOUTHWEST MHDDAD REGIONAL OFFICE**

*David Sofferin*, Regional Coordinator  
Kenneth R. Brandon, Regional Services Administrator  
200 West Oglethorpe Boulevard  
4th Floor, Suite 402  
Albany, GA 31701  
Phone (229) 430-3017  
FAX (229) 430-4098.

**Admin. Asst:** Anita Alexander  
**Exec. Sec:** Jimmie Brand  
**Sr. Financial Officer:** Carol Williams  
**Financial Spec:** Vacant  
**PI/Planning Spec:** Katrina Green  
**Consumer Prof. Mgr:** Erical Smith  
**Consumer Prof. Spec:** Will Grimes  
**Consumer Prof. Spec:** Stephanie Killens  
**Contract Spec:** Jennifer Dyja  
**Provider Net. Dev. Mgr:** Andre Marria  
**Operations Analvst:** Nancy Rumph  
**C&A MH/AD Spec:** Vacant  
**MH/AD Spec:** Kim Armstrong  
**DD Spec:** Margaret Gooden  
**Prevention Spec:** Joe Troop

**A DESKTOP GUIDE TO SOCIAL SECURITY AND WORK  
INCENTIVES  
SOCIAL SECURITY ADMINISTRATION**

Special rules make it possible for a person with disabilities receiving Social Security or Supplemental Security Income (SSI) to work and still receive monthly payments and Medicare or Medicaid. Social Security calls these employment supports “work incentives”. Following are the rules that apply under each program. For more copies or additional materials on work incentives, contact any Social Security office.

<b>Social Security</b>	<b>Supplemental Security Income (SSI)</b>
<p><b>Trial Work Period</b> – A period of nine months (not necessarily consecutive) during which the earnings of a Social Security beneficiary who is blind or disabled will not affect his or her benefit. (The nine months of work must occur within a 60-month period.)</p> <p><b>Extended Period of Eligibility</b> – For at least three years after a successful trial work period, a Social Security beneficiary who is blind or disabled may receive a disability benefit for any month that his/her earnings are below the substantial gainful activity level (in 2002, \$770 for people who are disabled, \$1,240 for people who are blind).</p> <p><b>Continuation of Medicare</b> – If Social Security disability payments stop because a person has earnings at or above the substantial gainful activity level, but the person is still disabled, Medicare can continue for at least 93 months after the trial work period. After that, the person can buy Medicare coverage by paying a monthly premium.</p> <p><b>Impairment-Related Work Expenses</b> – Certain expenses for things a person with a disability needs because of his/her impairment in order to work may be deducted when counting earnings to determine if the person is performing substantial gainful activity.</p> <p><b>Recovery During Vocational Rehabilitation</b> – If a person recovers while participating in a vocational rehabilitation program that is likely to lead to becoming self-supporting, benefits may continue until the program ends.</p> <p><b>Special Rules for Persons Who Are Blind</b> – Several special rules apply to working beneficiaries who are blind. For example, in 2001, they can earn up to \$1,240 before their benefits are affected.</p>	<p><b>Continuation of SSI</b> – Working SSI recipients who are blind or disabled may continue to receive payments until countable income exceeds SSI limits.</p> <p><b>Continuation of Medicaid Eligibility</b> – Medicaid may continue for SSI recipients who are blind or disabled and earn over the SSI limits if they cannot afford similar medical care and depend on Medicaid in order to work.</p> <p><b>Plan for Achieving Self-Support (PASS)</b>– An SSI recipient who is blind or disabled may set aside income and resources toward an approved plan for achieving self-support</p> <p><b>Impairment Related Work Expenses</b> – Certain expenses for things a person with a disability needs because of his/her impairment in order to work may be deducted when counting earnings to determine if a person is eligible and to figure the payment amount. For working persons who are blind, the work expenses need not be related to the impairment.</p> <p><b>Recovery During Vocational Rehabilitation</b> – If a person recovers while participating in a vocational rehabilitation program that is likely to lead to becoming self-supporting, benefits may continue until the program ends.</p> <p><b>Sheltered Workshop Payments</b> – Pay received in a sheltered workshop is treated as earned income, regardless of whether it is considered wages for other purposes. This enables Social Security to exclude more of the sheltered workshop employee’s earnings when computing his/her SSI payment.</p> <p><b>Students With Disabilities</b> – Tuition, books and other expenses related to getting an education may not be counted as income for recipients who go to school or are in a training program. Student may exclude up to \$1,290 of earnings a month (\$5,200 a year)</p>

## WORK INCENTIVES

There are several types of work incentives that apply to either SSI recipients of SSDI/SSDAC beneficiaries. Some may apply to both types of recipients.

Work incentives are expenses that an individual with a disability incurs during the process of acquiring, going to and from, or performing work. They are expenses that a person with a disability pays directly and are not reimbursable through any other resource. The Social Security Administration allows these eligible expenses to be deducted from the income before figuring the amount of the SSI check or eligibility check for someone on SSDI/SSDAC.

Work Incentives include:

- Impairment Related Work Expenses (IRWE)
- Blind Work Expenses (BWE)
- Student Earned Income Subsidy

For more information contact the Social Security Administration:

1-800-SSA-1213 or 1-800-772-1213

[www.ssa.gov](http://www.ssa.gov)

Publications available by download or by mail include:

- Work Incentives for People with Disabilities (The Red Book)  
Publication Number 64-030
- Working While Disabled  
Publication Number 05-10095
- Social Security Disability Programs  
Publication Number 05-10057
- Supplemental Security Income  
Publication Number 05-11000
- A Desktop Guide to Social Security and SSI Work Incentives  
Publication Number 05-11002

## SOCIAL SECURITY ADMINISTRATION'S TICKET TO WORK PROGRAM

For complete information about the Ticket to Work Program offered by the Social Security Administration, visit the website at [www.yourtickettowork.com](http://www.yourtickettowork.com). Other information on SSA work incentives and the Ticket to Work Program may be found on the Social Security website: [www.ssa.gov/work](http://www.ssa.gov/work).

The goal of the Ticket to Work Program is to help people receiving SSI (Supplemental Security Income) and/or SSDI (Social Security Disability Insurance) benefits become self-supporting. When beneficiaries can earn enough income from working, they will become independent and will no longer need Social Security cash benefits.

To help beneficiaries go to work or, if they are already working, to earn a higher income, Employment Networks (EN) are available to provide employment, vocational, and/or other support services. An EN may be a public and/or private provider approved by SSA to assist beneficiaries in achieving their employment goals. There is no cost to the beneficiary and participation is completely voluntary. (A decision not to use the Ticket will have no impact on Social Security cash benefits.)

Ticket holders may assign their Ticket to any approved EN. For example, a school that provides services to beneficiaries who are 18 years of age or older can apply to become an EN and receive supplemental funding. If a beneficiary receives a Ticket and applies for and receives services from an EN or VR, under a written plan, Social Security requires that the Ticket be assigned to that EN or VR Program. But if a beneficiary stops receiving EN or VR services, or if a beneficiary wants to switch from one EN to another, the Ticket can be reassigned.

The advantages of using the Ticket to Work include, but are not limited to:

- protection from further SSA Continuing Disability Reviews as long as the beneficiary is actively working with an EN towards employment and meeting SSA's Ticket use criteria;
- continued receipt of SSI and/or SSDI benefits, including monthly checks and health coverage, i.e., no loss of benefits until a beneficiary has become self-supporting with an independent income; and
- the use of all appropriate work incentives already offered by SSA, such as the Student Earned Income Exclusion (SEIE), Impairment-Related Work Expenses (IRWE), and the Plan for Achieving Self-Support (PASS) –all while working to become employable, self-supporting, and independent.

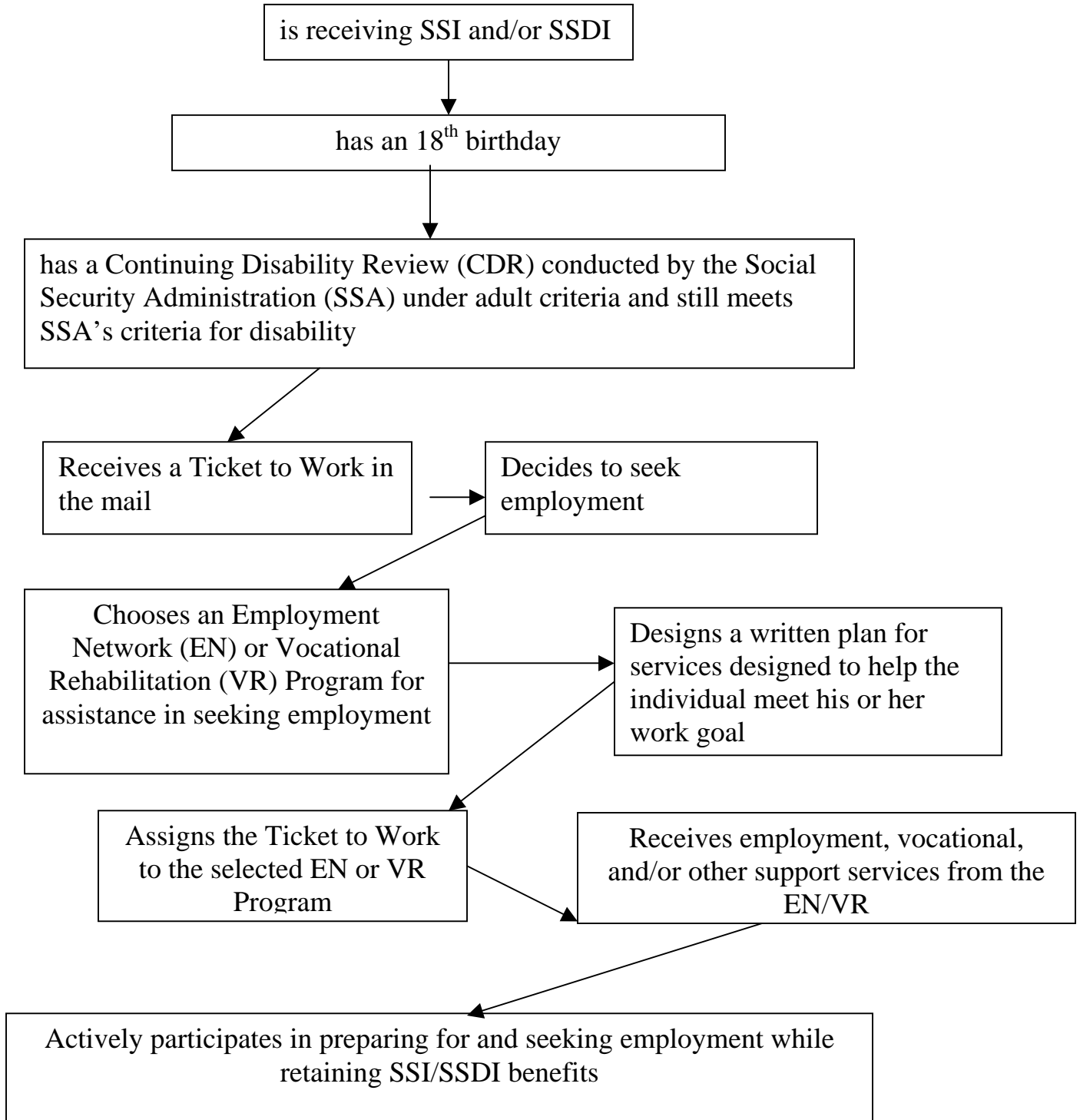
For further information about benefits and assistance in understanding SSA's programs and work incentives, there are three Benefits Planning, Assistance and Outreach (BPAO) projects within Georgia: Benefits Navigator, Project 20/20, and Georgia Rehabilitation Outreach Program (GROUP). Each of the three programs serves a different geographical area. For GROUP information, call Vocational Rehabilitation's Customer Service Center, toll-free, at 1-866-489-0001 (TTY 1-866-373-7778), or visit the following website and follow the directions:

<http://www.ssa.gov/work/ServiceProviders/PBAODirectory.html-Georgia>.

# SOCIAL SECURITY ADMINISTRATION

## TICKET TO WORK

### An Individual



# **School and Family-Based Interventions to Support the Development of Self-Determination**

## **Early Childhood (Ages 2-5)**

- Provide opportunities to make structured decisions, such as, “Do you want to wear the blue shirt or the red shirt?” Extend choices across food, clothing, activity, and other activities.
- Provide opportunities to generate choices that are both positive and negative, such as, “We have 10 more minutes. What could we do?” and “You spilled your milk. What could you do to clean it up?”
- Provide formative and constructive feedback on the consequences of choices made in the recent past, such as, “When you pushed hard on the pencil it broke. What might you want to do the next time?” and “When you used an angry tone, I didn’t do what you wanted. What could you do differently?”
- Provide opportunities for planning activities that are pending, such as, “You need to choose a dress to wear to the wedding,” or “Decide what kind of sandwich you want to take for lunch tomorrow.”
- Provide opportunities for self-evaluative task performance by comparing personal work to a model. Point out similarities, such as, “Look, you used nice colors too, just like this one.” and “Do you see that you both drew the man from the side?”
- Ask directive questions so that the child compares his or her performance to a model, such as, “Are all of your toys in the basket, too?” or “I’ll know you’re ready for the story when you are sitting on your mat with your legs crossed, your hands on your knees, and your eyes on me.”

## **Early Elementary (Ages 6-8)**

- Provide opportunities to choose from among several different strategies for a task, such as, “Will you remember your spelling words better if you write them out, say them to yourself, or test yourself?” or “What is the easiest way for you to figure out what this word means?”
- Ask children to reconsider choices they’ve made in the recent past, and in light of those choices, understand subsequent consequences, such as, “This morning you decided to spend your lunch money on the comic. Now it’s lunchtime and you’re hungry. What decision do you wish you’d made?” or “I remember when you decided to leave your coat in your locker. What happened because you made that decision?”
- Encourage children to “think aloud” while you state the steps that they are taking to complete a task or solve a problem, such as, “Tell me what you’re thinking in your head while you try to figure out what the word means,” or “You’ve lost your house key. What are you thinking to yourself while you decide what to do?”

- Provide opportunities for students to talk about how they learn, such as, “Is it easier for you to tell me what you want by saying it or by writing it down?” or “Do you remember better if you study for a test all at once or a little bit on several different days?” Help students research their answers.
- Provide opportunities for students to systematically evaluate their work, such as, “Here’s a very neat paper, and here’s your paper. What are the differences between this paper and yours? How are they alike?”
- Help students set simple goals for themselves and check to see whether they are reaching them, such as, “You said you want to read two books this week. How much of a book have you read so far?” “Let’s color in your goal sheet so you can see how much you’ve done.”

### **Late Elementary (Ages 9-11)**

- Provide guidance in systematic analyses of decisions: writing the problem at the top of a sheet of paper, listing all possible choices, and sketching out the benefits and cost of each choice.
- Use the same systematic structure to analyze past decisions now that their consequences are evident, such as, “You were angry at Jo for teasing you, and so you punched her in the cheek. Now you have to sit out at recess for a week. What are some other things that you could have done instead? What might have happened then?”
- Provide opportunities for students to commit to personal or academic goals: writing the goal down and storing it in a safe place, revisiting the goal periodically to reflect progress toward it, listing optional steps to take toward the goal, and trying out the steps and reflecting on their success.
- Provide opportunities to systematically analyze adult perspectives, such as the point of view of the volleyball coach when a student is late to every game or the perspective of the librarian when a student returns a book that is dirty and torn. Help the student guess what the adult is thinking and feeling and what might be done as a result.
- Provide opportunities for students to evaluate task performance in effectively ‘safe’ ways: identifying weaknesses and strengths in performance, reflecting ways to improve performance, trying out strategies to improve performance, and reevaluating performance to check for improvement. For example, “You got a lower grade than you wanted on your research paper. What steps did you take to make it a stronger paper? What steps did you leave out? What might you do now to make it even better?”

### **Secondary (Ages 12-18)**

- Provide opportunities for students to make decisions that have an important impact on their daily activities, such as academic goals, careers to explore, schedules to keep, diet and sleep habits, etc.

- Help students relate personal goals with daily decisions that they make, such as, “You made a point of going to bed early last night, and now I see you earned a 95% on today’s quiz. Going to bed on time seems to be helping you meet your goal of higher grades this semester.” or “You’ve set aside half of every paycheck and now you have \$625 in the bank. It won’t be long before you have enough to buy the computer you want.”
- Provide guidance in dividing students’ long-term goals into manageable short-term objectives. Guide students through planning activities to establish the appropriate steps necessary to progress toward these goals. For example, help a student break the goal of a higher math grade into smaller objectives of rechecking math homework before handing it in, practicing the math problems on nights before the test, and asking questions whenever something is not clear.
- Assist the student in realistically recognizing and accepting weaknesses in key skills. You might say, for example, “It’s hard for you to do your math problems without making mistakes in your math facts. What are some parts of math that you’re good at? What could you do to address your difficulty remembering math facts?”
- Assist students in requesting academic and social supports from teachers. For example, “You’d like Mrs. Green to let you have some extra time to complete the weekly quiz. How will you ask her for that?” or “You think you’d do better work if your boss would let you use a note pad to jot down the orders. What can you do to ask for that?”

**Note:** From Sands, D.J., & Wehmeyer, M.L. (Eds.). (1996). *Self-determination across the life span: Independence and choice for people with disabilities*. Baltimore: Paul H Brookes, pp 8-9. Reprinted with permission.

## GEORGIA ACRONYMS AND INITIALS

The following is a list of acronyms or initials often used when dealing with school systems, state and federal agencies. You may hear these initials used and feel lost. This list will help you understand the language of the school system and various agencies.

AADD	Atlanta Alliance on Developmental Disabilities
AFDC	Aid to Families with Dependent Children
ABI	Acquired Brain Injury
APS	Adult Protective Services
ARC	Association for Retarded Citizens
BWE	Blind Work Expenses
C & A	Child and Adolescent Program
CAC	Citizen Advisory Council
CBI	Community Based Instruction
CBVI	Community Based Vocational Instruction
CBVT	Community Based Vocational Training
CDR	Continuing Disability Review
CMI	Chronically Mentally Ill
CSB	Community Service Board
CTR	Center
DCM	Dedicated Case Management
DCT	Diversified Cooperative Training
DD	Developmental Disability
DEC	Developmental Evaluation Clinic
DFACS	Department of Family and Children's Services
D/HH	Deaf/Hard of Hearing
DHR	Department of Human Resources
DMA	Department of Medical Assistance
EBD	Emotional and Behavioral Disorders

EPE	Extended Period of Eligibility- Part of Title II/SSI/SSDAC Benefits
ESP	Employment Support Plan
FBR	Federal Benefit Rate
GDOE	Georgia Department of Education
GLRS	Georgia Learning Resource Systems
GRH	Georgia Regional Hospital
IEP	Individualized Education Program
IPE	Individualized Plan for Employment
IRWE	Impairment Related Work Expense
ISP	Individual Service Plan (MHDDAD)
ITA	Individual Transition Account
ITP	Individual Transition Plan
LB	Legally Blind
LD	Learning Disability
MHDDAD	Mental Health Developmental Disabilities and Addictive Diseases
MID	Mild Intellectual Disability
MOID	Moderate Intellectual Disability
OI	Orthopedic Impairment
PASS	Plan to Achieve Self-Support
PCP	Person Centered Planning
PID	Profound Intellectual Disability
RVI	Related Vocational Instruction
SE	Supported Employment
SED	Severe Emotional Disturbance
SGA	Substantial Gainful Activity- Gross wages of \$700 per month
SID	Severe Intellectual Disability
SSA	Social Security Administration
SSDAC	Social Security for the Disabled Adult Child
SSDI	Social Security Disability Income
SSI	Supplemental Security Income
TWP	Trial Work Period- Part of Title II/SSI/SSDAC Benefits

VI	Visual Impairment
VR/DOL	Vocational Rehabilitation Program- Georgia Department of Labor
WIC	Women, Infants, and Children
WIA	Workforce Investment Act

# **APPENDIX B**

## **A GUIDE TO GEORGIA'S SERVICES FOR PERSONS WITH MENTAL RETARDATION AND DEVELOPMENTAL DISABILITIES**

**Georgia Department of Human Resources**

Division of Mental Health, Developmental Disabilities and Addictive Diseases

2 Peachtree Street, NW

Room 22.470

Atlanta, Georgia 30303

404-657-2260

I. How do I locate public services for people with mental retardation in Georgia?

**The regional office representing Georgia's Division of Mental Health, Developmental Disabilities and Addictive Diseases that includes your county of residence is your first contact point.**

**Regional offices representing the Division of Mental Health, Developmental Disabilities and Addictive Diseases (MHDDAD) plan, coordinate and contract all publicly-supported hospital and community services, and evaluate and monitor those community programs and services. The addresses and phone numbers for each regional MHDDAD office are located at the back of this booklet. You may also contact the Division of Mental Health, Developmental Disabilities and Addictive Diseases Office of Developmental Disabilities @ 404-463-8037. If you have a personal computer, Internet information is available at [www.dhr.state.ga.us](http://www.dhr.state.ga.us); first click on of Division of Mental Health, Developmental Disabilities and Addictive Diseases, then click on the regional office representing your county.**

II. Who is eligible for services?

A. **To be eligible for state-supported developmental disability services, you must have a diagnosis of mental retardation or a developmental disability and meet the criteria for "most in need." People who are "most in need" of services are those with social, emotional, developmental, or physical disabilities resulting from mental retardation/developmental disabilities who without state-supported services, would have significant difficulty or be unable to successfully live day to day. In addition, family support services are available for people with autism and certain other developmental disabilities.**

B. **Most of Georgia's public developmental disability services are supported by Medicaid waiver funds. To receive Medicaid waiver services, you must:**

- **Be Medicaid eligible;**
- **Have mental retardation since birth or before age 18 or another developmental disability since birth or before age 22, which requires services similar to those needed by people with mental retardation;**
- **Live in an institution for people with mental retardation or developmental disabilities; or**

- **Be at risk for going into an institution for people with mental retardation (ICF-MR) if you are not able to get the services you need in the community.**

### III. Will I have to pay for services I receive?

**Your income and ability to pay determine the cost to you for state-supported services. As part of determining eligibility for state-supported developmental disability (DD) services, your ability to pay will be evaluated. If you are eligible for DD services under the waiver, the Mental Retardation waiver pays for most community-based DD services.**

**Any payment for services will be discussed with you before you receive services.**

### IV. How can I apply for Medicaid?

**If you have a disability, you or your representative can apply for Supplemental Security Income (SSI) by contacting your local Social Security office. You may call 1-800-772-1213 to find your closest Social Security office.**

**If you are approved for SSI, you will automatically be eligible for Medicaid.**

### V. What if I receive regular Social Security or receive more benefits than allowed under the MRWP Medicaid waiver?

**You may be eligible for “Medical Assistance Only” (MAO) if your monthly income is higher than the amount a person can receive and be eligible for regular Medicaid, but not high enough for you to pay all of the expenses that would be required for your care.**

**To apply for Medical Assistance Only, contact your county Department of Family and Children Services (DFCS) after your Intake and Evaluation Team has screened you for eligibility for Medicaid waiver services. You will need to show DFCS that you are eligible for MR waiver services. This can be accomplished by bringing a completed “Level of Care” with you to your DFCS appointment. This form will be supplied to you after you are seen by the Intake and Evaluation Team.**

**You may contact DFCS public information at 404-657-7660. If you have a personal computer, internet information is available at [www.dhr.state.ga.us](http://www.dhr.state.ga.us); first click on Family and Children Services, then “E-mail us,” and select “Eligibility: Medicaid, Food Stamps, and/or Temporary.”**

## VI. What services are provided in Georgia?

Georgia offers a variety of services to people with mental retardation or developmental disabilities who are eligible for services. Some services are available through state dollars only, while others are available through Medicaid waiver dollars only. Your specific needs will determine which services are most appropriate for you.

- **Support Coordination** – a required case management service for all individual recipients of MHDDAD funded services that connect people to the services that they need.
- **Consumer and Family Education** – provides instruction, classes and workshops on mental retardation/developmental disabilities.
- **Counseling and Training** – helps people learn social skills and appropriate behavior.
- **Day Programs** - help people develop social, leisure, work-related and daily living skills. These programs include: Day Supports, Day Habilitation and Supported Employment.
- **Personal and Natural Supports** - provide training and in-home assistance to help people with mental retardation/developmental disabilities continue to live with their families or on their own.
- **Family Support** – a broad range of goods and services such as respite, personal living benefits, behavioral supports and specialized clothing or equipment, designed to assist families in supporting a loved one with disabilities who is living in the home.
- **Nursing Assessment and Services** – identifies physical and psychological health needs. Provides health care as required.
- **Physician Assessment and Care** – identifies medical and psychological needs and issues. Provides medical care as required.
- **Respite Care** - offers temporary care during an emergency or when the family or caretaker needs a break.

- **Residential Programs - provide supervised living arrangements in community homes and apartments.**
- **Specialized Medical Supplies and Equipment – covers items such as food supplements, special clothing, communication devices, and equipment such as wheelchairs.**

VII. What steps do I need to take to apply for state-supported or Medicaid waiver MR services?

A. **The regional Intake and Evaluation agency/office that includes your county of residence is your first contact point. Ask them to mail you an application or to tell you where you may pick one up. An application may also be found on some Intake and Evaluation agencies' websites. If websites are available, they are noted on the regional contact list at the back of this booklet.**

**Fill out the application and return it to the Intake and Evaluation agency. You can deliver it in person or send it by mail or fax—whichever is most convenient.**

**When your application is received, it will be stamped with a date.**

B. **When you come in for the screening appointment, please bring the following items:**

- **Copies of any previous evaluations completed by your doctor, a psychologist, the school(s) you (the person needing services) have attended, and any other documents containing information about your skills and abilities that have been done by any other person or agency;**
- **Addresses for your doctor, psychologist, school, and any other evaluating person or agency;**
- **Copies of your Medicaid, Medicare and/or insurance information;**
- **Copies of your (the person needing services) most recent income information such as last year's tax return, a recent pay stub, or your Social Security benefit information. If the person needing services is under age 18, information about family income will also be required.**

**C. You (and your representative, if appropriate) will be notified IN WRITING about the preliminary eligibility determination within seven working days after your screening appointment. At that time, one of the following things will occur:**

- You will be notified that you are not eligible, based on preliminary determination of eligibility (*see appeal process below*) or**
- You will be notified that you are eligible for services needed, based on preliminary determination of eligibility, and that funding is currently available *or***
- You will be notified that you are eligible, based on preliminary determination of eligibility, however funding for services needed is not available at this time.**

**D. If you are notified that you are eligible, however funding for services needed is not available at this time in order to provide you some or all of the services that you need, you will be placed on a planning list that the regional MHDDAD office maintains. Your regional MHDDAD office representative will discuss this further with you and will let you know if any part of the services that you need can immediately be made available to you.**

**When funds become available, individuals on the planning list are provided services based on the urgency of their needs.**

**VIII. What if I disagree with any part of the decision about whether I am eligible for DD services?**

**You have the right to appeal if you are not satisfied with any part of the eligibility decision.**

**A. Where do I send my appeal?**

- 1. If you are NOT Medicaid eligible, your appeal about whether you are eligible for MR/DD services should be directed to the regional office for the Division of MHDDAD.**

**Contact your regional MHDDAD office to ask for a copy of the appeal process.**

**You must submit your appeal to the regional office representing the Division of MHDDAD IN WRITING within 30 working days of the date on the letter telling you about the decision. If you are unable to submit your appeal in writing, contact**

**the regional MHDDAD office. They will assign a staff person to assist you in submitting your appeal.**

2. **If you are Medicaid eligible, your appeal should be directed to the Division of Medical Assistance AND to the Division of MHDDAD. You must submit your concerns IN WRITING within 10 working days of the date of the letter telling you about the eligibility decision.**

**If you are unable to submit your appeal in writing, contact the regional office representing the Division of MHDDAD. They will assign a staff person to assist you in submitting your concerns. Direct your concerns to both of these agencies:**

**Mental Retardation Program Specialist  
DCH Division of Medical Assistance  
Two Peachtree Street, NW, 37<sup>th</sup> Floor  
Atlanta, Georgia 30303**

*And send a copy to:*

**Medicaid Waiver Program Specialist  
DHR Division of MHDDAD,  
Two Peachtree Street, NW, 22nd Floor  
Atlanta, Georgia 30303**

**IX. If I am placed on the region's planning list, how will I know when I can receive the services I need?**

- A. **A representative from your regional Division of MHDDAD office will contact you at least every twelve months to update their information about your current situation. You should contact the regional MHDDAD office any time your situation changes.**

**A representative of the regional MHDDAD office will call or write you (and your representative, if appropriate) if services become available before your next scheduled contact.**

- B. **What information is used to move me from the planning list into the services I need?**

**First, funds must be available to pay for the needed services. Then, your need for services will be carefully reviewed. A number of factors are considered, such as:**

- **Do you have a caretaker?**
- **Can your caretaker continue to provide care?**
- **Do you have any special health or behavior issues that urgently need attention?**

**Staff from your regional office representing the Division of MHDDAD will discuss this with you if you are placed on the planning list.**

**C. What if I have questions that are not answered here?**

**Contact the regional office representing the Division of MHDDAD with any additional questions that you have. The staff of the regional MHDDAD office will help you through this process, answer your questions and make sure your unique situation is understood.**

**X. Will I ever be discharged from MR waiver services?**

**There are several very specific circumstances that could cause you to be discharged from MR waiver services. You would be notified in writing if you were to be discharged from the waiver. Several examples of the specific circumstances that could cause you to be discharged are listed below.**

- **It has been determined that services you were receiving are no longer needed.**
- **The source of funding for the services you have received has been changed**
- **You have moved from Georgia**
- **The level of care you require has changed.**
- **You have requested in writing that your services be terminated**
- **Your Medicaid eligibility has been discontinued**

If one of these circumstances occurs and you disagree with this decision, you may request a fair hearing. You have thirty (30) days from the date of the letter to request a hearing in writing. Send your request to:

Department of Community Health  
Legal Services Section  
**Division of Medical Assistance**  
**Two Peachtree Street, NW, 40th Floor**  
**Atlanta, Georgia 30303-3159**

*And send a copy to:*

**Medicaid Waiver Program Specialist**  
**DHR Division of MHDDAD,**  
**Two Peachtree Street, NW, 22nd Floor**  
**Atlanta, Georgia 30303**

XI. Does the regional office representing the Division of MHDDAD provide services?

**The regional offices representing the Division of MHDDAD do not provide services. Services are provided by agencies under contract with the regional MHDDAD offices. At any time during the application process or while receiving services, if you have questions or concerns, call your regional MHDDAD office for help.**

XII. What are my rights?

**As an applicant and a consumer of services, you have rights. Your rights include:**

- **Getting the care that you need**
- **Being treated with respect and dignity**
- **Having your health and safety protected**
- **Choosing how, when, where and by whom your services will be delivered**
- **Taking part in planning your own treatment**
- **Knowing the benefits and risks of your treatment**
- **Having continuity in the services you receive**
- **Being free of restraints or seclusion, except as a last resort for safety**
- **Being free of physical, sexual or verbal abuse**

- **Being free of neglect or exploitation**
- **Being able to grieve/appeal decisions concerning your care**
- **Exercising your rights without fear of harm**

**You are encouraged to ask questions about your services and your rights. You may talk with any staff member of the agency serving you. Or you may talk with someone outside the agency, such as staff of the regional MHDDAD office. Or if you prefer, you may call or write someone at the Office of Consumer Protection in Atlanta at 404-657-6737. The address is:**

**Office of Consumer Protection  
Division of Mental Health, Developmental Disabilities and Addictive Diseases  
Two Peachtree Street NW  
Suite 22:470  
Atlanta, Georgia 30303**

# **Appendix C**

Elementary Transition Planning Checklist  
Middle School Transition Planning Checklist  
High School Transition Planning Checklist  
Transition Legal Requirements Checklist  
Transition Plan Forms

Name \_\_\_\_\_ School Year: \_\_\_\_\_

## Georgia Action Plan for Transition

### Priority I: Building a Passion for Transition

Goal 1: Every stakeholder will demonstrate a clear understanding of transition requirements as evidenced by transition plans and completion of a transition self-study checklist

### ELEMENTARY TRANSITION PLANNING CHECKLIST

#### Student Centered Planning

The student begins to demonstrate career awareness by explaining:

yes	no	• parents' jobs
yes	no	• community jobs
yes	no	• how skills relate to a job
yes	no	• interest in various jobs
yes	no	• his/her goals/dreams for the future

The student begins to demonstrate knowledge of postsecondary education regarding:

yes	no	• interest in postsecondary education
yes	no	• knowledge of careers that require postsecondary education
yes	no	• emphasis of academic skills required for postsecondary education

The student begins to demonstrate financial awareness:

yes	no	• regarding Social Security benefits received
yes	no	• regarding allowance earned in the home
yes	no	• concerning fiscal responsibility in managing allowance

The student participates in the community

yes	no	• frequents restaurants, movies, the library, etc.
yes	no	• participates in athletics
yes	no	• negotiates his/her neighborhood
yes	no	• participates in secular/religious activities

The student participates in leisure/recreational activities

yes	no	• participates in school activities
yes	no	• participates in Physical Education classes
yes	no	• plays games at home
yes	no	• expresses an interest in recreational activities

The student demonstrates an emerging understanding of transportation needs:

yes	no	<ul style="list-style-type: none"> <li>negotiates his/her way around the school</li> </ul>
yes	no	<ul style="list-style-type: none"> <li>negotiates his/her neighborhood</li> </ul>
Yes	no	<ul style="list-style-type: none"> <li>states various means of transportation</li> </ul>

The student begins to demonstrate self-advocacy skills

yes	no	<ul style="list-style-type: none"> <li>communicates his/her needs effectively</li> </ul>
yes	no	<ul style="list-style-type: none"> <li>requests help when needed</li> </ul>
yes	no	<ul style="list-style-type: none"> <li>participates in his/her own IEP meeting</li> </ul>
yes	no	<ul style="list-style-type: none"> <li>uses communication devices effectively</li> </ul>
yes	no	<ul style="list-style-type: none"> <li>resolves conflicts with other effectively</li> </ul>

The student demonstrates socialization skills

yes	no	<ul style="list-style-type: none"> <li>plays with age-appropriate peers</li> </ul>
yes	no	<ul style="list-style-type: none"> <li>plays with non-disabled peers</li> </ul>
yes	no	<ul style="list-style-type: none"> <li>has opportunities to develop friendships</li> </ul>
yes	no	<ul style="list-style-type: none"> <li>demonstrates ability to be a friend</li> </ul>
yes	no	<ul style="list-style-type: none"> <li>participates in school/community activities with friends</li> </ul>

The student begins to demonstrate self-management

yes	no	<ul style="list-style-type: none"> <li>chooses clothes and dresses self</li> </ul>
yes	no	<ul style="list-style-type: none"> <li>performs personal hygiene tasks</li> </ul>
yes	no	<ul style="list-style-type: none"> <li>follows safety rules</li> </ul>
yes	no	<ul style="list-style-type: none"> <li>completes chores in home</li> </ul>
yes	no	<ul style="list-style-type: none"> <li>manages his/her own time effectively</li> </ul>

The student expresses goals for future living arrangements

yes	no	<ul style="list-style-type: none"> <li>describes various types of living arrangements (homes, duplexes, apartments, nursing homes, family roommates, etc.)</li> </ul>
yes	no	<ul style="list-style-type: none"> <li>the student begins to demonstrate awareness of medical needs</li> </ul>
yes	no	<ul style="list-style-type: none"> <li>describes medical needs</li> </ul>
yes	no	<ul style="list-style-type: none"> <li>takes medications independently</li> </ul>
yes	no	<ul style="list-style-type: none"> <li>states doctor's name</li> </ul>
yes	no	<ul style="list-style-type: none"> <li>understands future medical needs</li> </ul>

The student begins to express knowledge of insurance

yes	no	<ul style="list-style-type: none"> <li>knows whether or not he/she has medical insurance</li> </ul>
yes	no	<ul style="list-style-type: none"> <li>understands options for insurance</li> </ul>

Parent Involvement

yes	no	<ul style="list-style-type: none"> <li>Have parents been involved in the IEP process? Have they been encouraged to include their child in IEP planning? How?</li> </ul>
yes	no	<ul style="list-style-type: none"> <li>Have parents been encouraged to assist their child in setting goals for the</li> </ul>

		future? How?
<b>yes</b>	<b>no</b>	<ul style="list-style-type: none"> <li>• Are parents provided information on local resources and contacts to assist them with planning for achieving future goals?</li> </ul>
<b>yes</b>	<b>no</b>	<ul style="list-style-type: none"> <li>• Have parents been encouraged to develop self-determination skills with their child at home by being provided with strategies and suggestions for developing self-determination?</li> </ul>

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

Name: \_\_\_\_\_

School Year: \_\_\_\_\_

## Georgia Action Plan for Transition

### **Priority I: Building a Passion for Transition**

Goal 1: Every stakeholder will demonstrate a clear understanding of transition requirements as evidenced by transition plans and completion of a transition self-study checklist

### **MIDDLE SCHOOL TRANSITION PLANNING CHECKLIST**

#### **Student Centered Planning**

- Career Planning Options/Employment Options

Does the student:

yes	no	• have opportunities to try out different jobs?
yes	no	• know where to find information on careers?
yes	no	• self-evaluate skills/abilities?
yes	no	• relate skills/abilities to jobs?
yes	no	• have any current work responsibilities?
yes	no	• state likes/dislikes/interest in particular jobs?
yes	no	• make realistic decision in planning for a future job (i.e. designing the 4-year high school plan)?
yes	no	• complete interest and career inventories?
yes	no	• identify assistive technology tools that can increase employment opportunities?

- Post –secondary training

Can the student:

yes	no	• state the appropriate post-secondary training for various careers (i.e. vo-tech, community college, four year college, on-the-job training, etc.)?
yes	no	• express an interest in post-secondary training?
yes	no	• explore options for post-secondary education and training including admission criteria?
yes	no	• develop a school/training plan to reach possible job goals?

- Financial Assistance/Income Support

yes	no	• is the student receiving SSI?
yes	no	• does the student <ul style="list-style-type: none"> <li>• earn an allowance?</li> <li>• earn money from jobs (babysitting, newspaper route, etc.)?</li> <li>• manage money wisely?</li> <li>• make his/her own purchases?</li> </ul>

- Community Participation

Does the student

yes	no	• negotiate his/her neighborhood?
yes	no	• demonstrate an ability to access community recreation and civic sites?
yes	no	• participate in community sports activities?
yes	no	• participate in youth groups?
yes	no	• investigate assistive technology tools that can facilitate community participation?
yes	no	• broaden student experiences with community activities and expand friendships

- Leisure/Recreation

Does the student

yes	no	• identify interest in leisure activities?
yes	no	• participate in an identified area of interest?
yes	no	• know how to access information about leisure activities?
yes	no	• participate in school extracurricular activities?
yes	no	• demonstrate participation in both individual and group leisure activities?

- Transportation

Can the student

yes	no	• negotiate his/her neighborhood?
yes	no	• negotiate the school environment?
yes	no	• identify various modes of transportation?
yes	no	• utilize at least one mode of transportation?
yes	no	• pursue and use local transportation options outside of the family?

- Self-Advocacy

Does the student

yes	no	• identify personal learning styles and the necessary accommodations to be a successful learner and worker?
yes	no	• learn to communicate effectively student interests, preferences, and needs?
yes	no	• learn and practice informed decision-making skills?
yes	no	• be able to explain disabilities and the accommodations he/she needs?

- Personal Management

Does the student

yes	no	• awake independently in the morning?
yes	no	• independently care for hygiene and grooming?
yes	no	• prepare simple meals?
yes	no	• do his/her laundry?
yes	no	• independently complete assigned chores at home?
yes	no	• follow safety rules?
yes	no	• make purchases for personal items?

<b>yes</b>	<b>no</b>	• use time-management techniques?
<b>yes</b>	<b>no</b>	• learn and practice money management?

- Living Arrangements

Does the student

<b>yes</b>	<b>no</b>	• express a desire for a certain type of living arrangement upon graduation?
<b>yes</b>	<b>no</b>	• identify interests and options for future living arrangements, including supports?
<b>yes</b>	<b>no</b>	• demonstrate an understanding of the cost of living/lifestyle planning?

- Medical

Does the student

<b>yes</b>	<b>no</b>	• demonstrate a basic understanding of the different types of medical care (dental, internal medicine, gynecological, etc.)?
<b>yes</b>	<b>no</b>	• realistically express his/her medical needs/limitations?
<b>yes</b>	<b>no</b>	• independently take medication, if prescribed?

<b>yes</b>	<b>no</b>	• demonstrate skills needed to decide when to take over-the counter medications (i.e. aspirin, etc.)?
<b>yes</b>	<b>no</b>	• Will the student require support for maintaining medical needs?

- Insurance

Does the student

<b>yes</b>	<b>no</b>	• demonstrate a basic understanding of the different types of insurance (medical, dental, auto, etc.)?
<b>yes</b>	<b>no</b>	• demonstrate an understanding of how he/she can obtain insurance (work benefits, SSI, etc.)?
<b>yes</b>	<b>no</b>	• Will the student require support in this area?

- Individual Education Program (IEP) meeting

Did the student

<b>yes</b>	<b>no</b>	• attend his/her IEP meeting?
<b>yes</b>	<b>no</b>	• have input on who would be included in his/her IEP meeting?
<b>yes</b>	<b>no</b>	• provide information on goals, interest, and dreams?
<b>yes</b>	<b>no</b>	• provide information on personal strengths and weaknesses?
<b>yes</b>	<b>no</b>	• provide information on needed supports/accommodations/modifications?
<b>yes</b>	<b>no</b>	• acquire an identification card and the ability to communicate personal information?

- IEP Planning

<b>yes</b>	<b>no</b>	<ul style="list-style-type: none"> <li>• The student has been provided instruction on the IEP process.</li> </ul>
<b>yes</b>	<b>no</b>	<ul style="list-style-type: none"> <li>• The student has had input on IEP components including: <ul style="list-style-type: none"> <li>○ meeting participants</li> <li>○ present levels of performance (personal strengths/weaknesses)</li> <li>○ transition plan</li> <li>○ goals and objectives</li> </ul> </li> <li>• The student has been an active participant in his/her own IEP meetings.</li> </ul>

- Parental Involvement

<b>yes</b>	<b>no</b>	<ul style="list-style-type: none"> <li>• Have parents been informed of the legal requirements and procedures involving transition planning?</li> </ul>
<b>yes</b>	<b>no</b>	<ul style="list-style-type: none"> <li>• Parents are provided information on high school diploma types and the academic requirements for each.</li> </ul>
<b>yes</b>	<b>no</b>	<ul style="list-style-type: none"> <li>• Parents are provided information on high school diploma types and the academic requirements for each.</li> </ul>
<b>yes</b>	<b>no</b>	<ul style="list-style-type: none"> <li>• Parents have been provided information on high stakes tests including the Georgia High School Graduation Test (GHS GT), the SAT, and the ACT.</li> </ul>
<b>yes</b>	<b>no</b>	<ul style="list-style-type: none"> <li>• Are parents provided information on local resources (medical, living, financial, etc.) and contacts to assist them with planning for transition?</li> </ul>
<b>yes</b>	<b>no</b>	<ul style="list-style-type: none"> <li>• Have parents been encouraged to develop self-determination skills with their child at home?</li> </ul>
<b>yes</b>	<b>no</b>	<ul style="list-style-type: none"> <li>• Have parents been involved in the IEP process?</li> </ul>

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

Name \_\_\_\_\_ School Year: \_\_\_\_\_

### Georgia Action Plan for Transition

**Priority I: Building a Passion for Transition**

Goal 1: Every stakeholder will demonstrate a clear understanding of transition requirements as evidenced by transition plans and completion of a transition self-study checklist

### HIGH SCHOOL TRANSITION PLANNING CHECKLIST

- Career Planning Options

Does the student:

yes	no	▪ have vocational assessment information in his/her file (include interest, aptitude, situational assessment info, when appropriate)?
yes	no	▪ have a realistic career goal?
yes	no	▪ have a realistic plan to reach the goal?
yes	no	▪ have a community experiences related to the career goal?
yes	no	▪ have parental support for the career goal?
yes	no	▪ plan academic coursework?

- Employment Options

Does the student:

yes	no	▪ demonstrate a basic understanding of his/her employment options?
yes	no	▪ demonstrate the skills, aptitudes, and behaviors to reach his/her goal?
yes	no	▪ learn and practice appropriate interpersonal, communication, and social skills for different settings?
yes	no	▪ demonstrate the ability to complete W2 and/or W4 and income tax forms?
yes	no	▪ have a range of work experiences: explorations, job shadowing, mentoring internships?
yes	no	▪ have a completed resume (and updated, as needed)?
yes	no	▪ have the skills to meet the demands and expectations of the job(s) of interest?
yes	no	▪ need additional related work experience?
yes	no	▪ need assistance finding a job?
yes	no	▪ need assistance keeping a job?
yes	no	▪ Is the student willing to relocate?

- Post-secondary education

Does the student

yes	no	▪ want or need post-secondary training? ▪ what type? career tech? _____ CC _____ 4-YR _____
yes	no	▪ identify a list of supports needed to attend post-secondary school?
yes	no	▪ understand high school course requirements needed for post-secondary admissions?
yes	no	• participate in entrance examinations (SAT/ACT, COMPASS, ASSET, etc.)?

<b>yes</b>	<b>no</b>	• visit the campus prior to selection?
<b>yes</b>	<b>no</b>	• need assistance selecting an institution?
<b>yes</b>	<b>no</b>	• understand entrance requirements?
<b>yes</b>	<b>no</b>	• meet criteria for admissions?
<b>yes</b>	<b>no</b>	• need assistance with application procedures/financial aid forms?

Does the student

<b>yes</b>	<b>no</b>	• have the necessary self-advocacy skills to independently access available supports?
<b>yes</b>	<b>no</b>	• understand the demands and expectations of the educational setting (accessibility, availability of support services, academic rigor, social culture, independent living setting)?
<b>yes</b>	<b>no</b>	• identify natural supports, academic or physical accommodations, and support services?

- Financial Assistance/Income

Does the student

<b>yes</b>	<b>no</b>	• determine the need of financial assistance from an adult agency (MHDDAD, VR, SSI, Pell Grants, Hope Scholarship, etc.)?
<b>yes</b>	<b>no</b>	• receive SSI and understand the various programs available?
<b>yes</b>	<b>no</b>	• know how to access financial resources (SSI, Medicaid, etc.)?
<b>yes</b>	<b>no</b>	• know how to establish and live within a budget appropriate for the level of income?
<b>yes</b>	<b>no</b>	• know how to open and maintain a checking and/or savings account?
<b>yes</b>	<b>no</b>	• require ongoing assistance with financial matters?

- Community Participation

Does the student

<b>yes</b>	<b>no</b>	• demonstrate how to locate and utilize public utility companies, post offices, driver's license office, etc.?
<b>yes</b>	<b>no</b>	• utilize public shopping malls, theaters, grocery stores, etc.?
<b>yes</b>	<b>no</b>	• know how and /or where to register to vote?
<b>yes</b>	<b>no</b>	• know where to take the driving test?
<b>yes</b>	<b>no</b>	• know how and/or where to register for selective service?
<b>yes</b>	<b>no</b>	• know how to access community support services (VR, CILS, etc.)?

- Advocacy/Legal Services

Does the student

<b>yes</b>	<b>no</b>	• demonstrate an understanding of his/her rights and responsibilities as a person with a disability?
<b>yes</b>	<b>no</b>	• need ongoing advocacy support?

<b>yes</b>	<b>no</b>	• Explore legal status about decision making one-year prior the age of majority
------------	-----------	---

		and consider the need for guardianship.
<b>yes</b>	<b>no</b>	• need on going guardian support?

- Leisure/Recreation

Does the student

<b>yes</b>	<b>no</b>	• demonstrate participation in school and/or community activities?
<b>yes</b>	<b>no</b>	• demonstrate participation in both individual and group recreational activities?
<b>yes</b>	<b>no</b>	• demonstrate appropriate communication and social skills in a variety of recreational settings?
<b>yes</b>	<b>no</b>	• demonstrate the ability to seek out information on leisure activities of interest?

- Transportation

Does the student

<b>yes</b>	<b>no</b>	• use various modes of transportation available within his/her community?
<b>yes</b>	<b>no</b>	• know how to access transportation when needed?
<b>yes</b>	<b>no</b>	• have a driver's license?
<b>yes</b>	<b>no</b>	• need special travel arrangements made on a regular basis?
<b>yes</b>	<b>no</b>	• need support to meet transportation needs?

- Self-advocacy

Does the student

<b>yes</b>	<b>no</b>	• demonstrate assertiveness with friends and adults?
<b>yes</b>	<b>no</b>	• invite desired participants to IEP meetings?
<b>yes</b>	<b>no</b>	• participate in IEP planning?
<b>yes</b>	<b>no</b>	• participate in the development of long-range goals?
<b>yes</b>	<b>no</b>	• demonstrate the skills needed to coordinate his/her own IEP meeting?
<b>yes</b>	<b>no</b>	• express opinions and needs appropriately and effectively?
<b>yes</b>	<b>no</b>	• demonstrate the ability to request assistance if needed?
<b>yes</b>	<b>no</b>	• identify needed personal assistant services, and if appropriate, learn to direct and manage these services?
<b>yes</b>	<b>no</b>	• understand and effectively express limitations and/or needs as well as strengths?
<b>yes</b>	<b>no</b>	• have understanding of his/her needed accommodations on the job or in the school and effectively express them to disability service providers?

- Socialization/Friends

Does the student

<b>yes</b>	<b>no</b>	• have age-appropriate friends?
<b>yes</b>	<b>no</b>	• demonstrate different levels of personal relationships (intimate friends, acquaintances)?
<b>yes</b>	<b>no</b>	• have non-disabled friends?
<b>yes</b>	<b>no</b>	• participate in social activities with friends?

- Personal Management

Can the student

yes	no	• wake up independently in the morning?
yes	no	• use good judgment about sleep habits?
yes	no	• practice independent living skills, e.g. shopping, cooking, housekeeping?
yes	no	• manage money effectively?
yes	no	• manage time effectively?
yes	no	• perform routine household maintenance chores (dishes, cleaning, replacing light bulbs, etc.)?
yes	no	• select appropriate clothes for various settings?
yes	no	• maintain appropriate personal grooming and hygiene skills?
yes	no	• access needed natural supports, accommodations, and support services?

- Living Arrangements

Can the student

yes	no	• select a realistic and affordable living environment?
yes	no	• manage the demands and expectations of the adult living environment?
yes	no	• need support to meet the demands and expectations of the adult living environment?
yes	no	• identify potential service providers to assist the individual in meeting the demands and expectations of the adult living environment?

- Medical

Does the student

yes	no	• demonstrate what to do in emergency?
yes	no	• have medical insurance?
yes	no	• demonstrate how to file his/her insurance?
yes	no	• independently take medication?
yes	no	• make a doctor's appointment?
yes	no	• discriminate between serious and minor illnesses?
yes	no	• know how to locate emergency and other medical services?
yes	no	• explain his/her disability to medical personnel?
yes	no	• identify health care providers and become informed about sexuality and family planning issues?
yes	no	• describe family medical history and any allergies to medicine?
yes	no	• Will the student need ongoing assistance in this area?

- Insurance

Does the student

<b>yes</b>	<b>no</b>	• have auto insurance< if needed?
<b>yes</b>	<b>no</b>	• have dental insurance?
<b>yes</b>	<b>no</b>	• know how to complete and file insurance claim forms?
<b>yes</b>	<b>no</b>	• understand the various insurances available (unemployment, medical, dental, car, life, rental, etc.)?
<b>yes</b>	<b>no</b>	• Will the student need ongoing assistance in the area?

**At least one year before the student graduates and/or exits the school system**

- Apply for financial support programs.
- Specify desired job paid employment with supports as needed.
- Register to vote and for selective services (if male).
- Coordinate with adult service providers and ensure that appropriate referrals have been made.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

Name \_\_\_\_\_ School Year: \_\_\_\_\_

Teacher: \_\_\_\_\_

## TRANSITION LEGAL REQUIREMENTS CHECKLIST

The following checklist corresponds with the transition requirements of the Individuals with Disabilities Education Amendments of the 1997 (IDEA 1997). The checklist will be useful for teachers who want to ensure they are practicing the transition requirements mandated by federal law.

### Transition Services Participants

<b>yes</b>	<b>no</b>	<ul style="list-style-type: none"> <li>▪ Is the student invited to the Individualized Education Program (IEP) meeting when transition is the purpose of the meeting?</li> </ul>
<b>yes</b>	<b>no</b>	<ul style="list-style-type: none"> <li>▪ If the student was not in attendance was student input regarding preferences and interests obtained and considered?</li> </ul>
<b>yes</b>	<b>no</b>	<ul style="list-style-type: none"> <li>▪ If an agency that was invited to the meeting but was unable to attend, were other steps taken to obtain participation of the agency in planning transition services?</li> </ul>

### Parent Notice

<b>yes</b>	<b>no</b>	<ul style="list-style-type: none"> <li>• For a student age 14 or older, does the notice indicate that the purpose of the meeting is the development the program of study necessary for appropriate transition services?</li> </ul>
<b>yes</b>	<b>no</b>	<ul style="list-style-type: none"> <li>• For a student age 16 or older, does the notice indicate that the purpose of the meeting is to consider needed transition services?</li> </ul>
<b>yes</b>	<b>no</b>	<ul style="list-style-type: none"> <li>• Indicate that the student, age 14 or older, was invited to attend?</li> </ul>
<b>yes</b>	<b>no</b>	<ul style="list-style-type: none"> <li>• Include a list of all those invited to attend the IEP meeting including outside agency representatives.</li> </ul>
<b>yes</b>	<b>no</b>	<ul style="list-style-type: none"> <li>• Indicate the time and location of the meeting.</li> </ul>
<b>yes</b>	<b>no</b>	<ul style="list-style-type: none"> <li>• Inform the parents that they may invite other individuals who have knowledge or special expertise regarding their child, including related services personnel, as appropriate.</li> </ul>
<b>yes</b>	<b>no</b>	<ul style="list-style-type: none"> <li>• Does the school provide for informed parental involvement?</li> </ul>

## TRANSITION LEGAL REQUIREMENTS CHECKLIST

### Content of the Individualized Education Program (IEP)

- *For a student who is 14 (or younger if the committee concludes transition planning is necessary)*

<b>yes</b>	<b>no</b>	<ul style="list-style-type: none"> <li>• A statement of present levels of performance relating to transition needs</li> </ul>
<b>yes</b>	<b>no</b>	<ul style="list-style-type: none"> <li>• A statement of transition service needs that specifies the course of study that will be meaningful to the student's future and motivate the student to complete his/her education.</li> </ul>

- *For a student who is 16 years (or younger if the committee concludes that transition planning is necessary)*

<b>yes</b>	<b>no</b>	<ul style="list-style-type: none"> <li>• A statement of needed transition services that is a <b>coordinated</b> set of activities and considers:                             <ul style="list-style-type: none"> <li>• Instruction</li> <li>• Related Services</li> <li>• Community Experiences</li> <li>• Development of employment and other post-school living objectives</li> <li>• Acquisition of daily living skills, if appropriate</li> <li>• Functional vocational evaluation, if appropriate</li> </ul> </li> </ul>
<b>yes</b>	<b>no</b>	<ul style="list-style-type: none"> <li>• The activities in the statement of needed transition services are presented as a coordinated set of activities that promote movement from school to desired post-school activities.</li> </ul>
<b>yes</b>	<b>no</b>	<ul style="list-style-type: none"> <li>• A statement of needed transition services that addresses one or more of the following post-school activities:                             <ul style="list-style-type: none"> <li>• Post-secondary education</li> <li>• Vocational training</li> <li>• Integrated employment</li> <li>• Continuing and adult education</li> <li>• Adult services</li> <li>• Independent living</li> <li>• Community participation</li> </ul> </li> </ul>
<b>yes</b>	<b>no</b>	<ul style="list-style-type: none"> <li>• A <b>coordinated</b> set of activities that is based on the individual student's needs, <b>taking into account the student's preferences and interests.</b></li> </ul>
<b>yes</b>	<b>no</b>	<ul style="list-style-type: none"> <li>• A statement of interagency responsibilities or any needed linkages, if appropriate.</li> </ul>
<b>yes</b>	<b>no</b>	<ul style="list-style-type: none"> <li>• Review the transition plan at least annually</li> </ul>

# TRANSITION PLANNING

**Consideration of Course of Study** (at age 14, or younger, if appropriate)

---



---



---



---

## STRENGTHS, CONCERNS, INTERESTS, AND PREFERENCES

**STUDENT'S STRENGTHS:**

**PARENT'S EDUCATIONAL /FUTURE CONCERNS:**

**STUDENT'S PREFERENCES AND INTERESTS:**

**How Preferences and Interests Were Obtained:** (Check all that apply).

Vocational Sampling \_\_\_\_\_

Parent Interview \_\_\_\_\_

Observation \_\_\_\_\_

Interest Inventory \_\_\_\_\_

Student Interview \_\_\_\_\_

Teacher Interview \_\_\_\_\_

Assessment \_\_\_\_\_

Other: \_\_\_\_\_

## TRANSITION SERVICES

(required by age 16, or younger, if appropriate)

Date and Method of Student Invitation:

Student was present at IEP Meeting: YES \_\_\_\_\_ NO \_\_\_\_\_ Projected Date of Graduation: \_\_\_\_\_

**TRANSFER OF RIGHTS** Student was notified on \_\_\_\_\_ that rights would transfer upon turning 18 years of age. The student has reached the age of 18 and rights were transferred on \_\_\_\_\_.

**STUDENT'S FUTURE VISION/DESIRES FOR POST- SCHOOL OUTCOMES** (Consider post-secondary education, vocational instruction, integrated/supported employment continuing/adult education, adult services, independent living, and community participation. To assist in choosing outcomes, use the following target areas: Employment, Post-School Adult Living, Daily Living Skills, Income/Financial Needs, Community Access/Resources, Recreation and Leisure, Transportation, Medical Services, Relationships, Advocacy/Legal).

<b>TRANSITION SERVICES</b> Identify the intermediate action steps to be addresses during this IEP for the student to progress towards his/her desired outcome by the projected graduation date.	<b>STUDENT ACTION STEPS</b>	<b>FAMILY ACTION STEPS</b>	<b>SCHOOL ACTION STEPS</b>	<b>AGENCY ACTION STEPS</b>
Instruction/Related Services:				
Employment and Post-School Adult Living:				
Functional Vocational Evaluation and Daily Living Skills:				
Community Access and Resources:				

When needed, if a participating agency does not attend, document other actions for agency linkages:

---



---