

# Walking the Bridge from School to the Adult World



A TRANSITION GUIDE FOR PARENTS

PARTNERSHIP FOR EXCELLENCE IN EDUCATION

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## **ACKNOWLEDGMENTS**

The concept of an easy to read and useful transition guide, which included specific information for Harford County and Cecil County was developed by a dedicated group of community members and parents of children with disabilities. The challenges faced when trying to plan for the future are numerous and often seem overwhelming. As a parent, student, friend, advocate, teacher or other interested person navigating the transition process can be daunting. We hope that this guide will provide support and assistance along the many planning steps.

Multiple hours by numerous contributors have gone into this project. Our appreciation and thanks go out to each person who devoted their time and energy.

Organizations that have contributed their time, talent and/or financially include:

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## **WALKING THE BRIDGE FROM SCHOOL TO THE ADULT WORLD A TRANSITION GUIDE FOR PARENTS**

This guide is designed for parents of students with disabilities. Partnership for Excellence in Education (PEX) in collaboration with Harford County Public Schools Special Education Citizens Advisory Committee (HC SECAC), Harford County Public Schools Special Education Office, and Cecil County Special Education Citizens Advisory Committee (CC SECAC) developed it. PEX is a powerful partner in seeking solutions and creating meaningful options and outcomes for students with disabilities in Harford County and Cecil County. The membership committee is comprised of community members, educators, and parents of students with disabilities from within both counties.

**Walking the Bridge from School to the Adult World** has been developed to aid parents through the many steps of the transition process. It is a comprehensive guide that will assist parents at the time their youth become transition age. It contains information and resources so parents may meaningfully plan for their youth's transition from school to the adult world. It is designed as a working manual with labeled sections for easy access that is written in a user-friendly format.

The meaning of transitioning and the difference between entitlement and eligibility are defined. Descriptions of the roles Developmental Disabilities Administration (DDA) and Department of Rehabilitation Services (DORS) play in the transition process are included. Information, resources, and contact information on Adult Provider Agencies are listed. A range of specific topics are addressed; such, as the difference between certificate and diploma track in high school, work experience, community and living options, and life planning. Parents will have the information needed to plan in advance for the transitioning process because a failure to plan will lead to a lack of choices.

The goal of PEX and our partners was to provide a guide, which provides parents with information to prepare themselves and students to transition from school to the adult world.

## WHAT IS TRANSITION?

<p><b>What is the definition of transition?</b></p>	<p>Webster’s dictionary defines transition as “an act, process, or instance changing from one state, form, activity to another.” Transition is the movement from one stage of development to another. Here, transition refers to preparing the student to move from school to the adult service world.</p>
<p><b>What are “Transition Services”?</b></p>	<p>U.S.C. 1401 provides changes made by Congress to the legal definition of “Transition Services” in IDEA 2004. The term means a coordinated set of activities for a child with a disability that:</p> <ul style="list-style-type: none"> <li>• is designed to be a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post secondary school activities, including post secondary education, vocational education, integrated employment including supported employment, continuing and adult education, adult services, independent living, or community participation.</li> <li>• is based on the individual child’s needs, taking into account the strengths, preferences, interests; and includes instruction, related services, community experiences, development of employment and other post school objectives.</li> </ul>
<p><b>When do Transition Services begin?</b></p>	<p>Transition Services begin in the school. This would be referred to as Transition Planning. Transition Planning:</p> <ul style="list-style-type: none"> <li>• begins at age 14 in Maryland and continues until the student exits school. (A suggestion is to begin planning for adult life prior to the start of school. It is never too early to plan.)</li> <li>• is a partnership involving students, their families, school staff, local community service providers, and state agency representatives.</li> </ul>

	<ul style="list-style-type: none"> <li>• is a required component of a student’s Individual Education Plan (IEP) and updated on an annual basis or more, if needed.</li> </ul>
<p><b>What is the Governor’s Transitioning Youth Initiative?</b></p>	<p>Governor’s Transitioning Youth Initiative applies to transitioning from school to work or a day program after a student leaves school at age 21. An individual must have developmental delays according to the criteria established by the Maryland Developmental Disabilities Administration (DDA), be in need of supported employment or a day program after leaving school, and have applied prior to exiting school at age 21.</p>
<p><b>Where can I go for more information?</b></p>	<ul style="list-style-type: none"> <li>• Maryland State Department of Education <a href="http://www.msde.state.md.us">www.msde.state.md.us</a></li> <li>• Division of Rehabilitation Services (DORS) <ul style="list-style-type: none"> <li>○ Harford County: <a href="mailto:belair@dors.state.md.us">belair@dors.state.md.us</a></li> <li>○ Cecil County: <a href="mailto:elkton@dors.state.md.us">elkton@dors.state.md.us</a></li> </ul> </li> <li>• National Center on Secondary Education and Transition (NCSET) <a href="http://www.ncset.org">www.ncset.org</a></li> <li>• National Collaborative on Workforce and Disability for Youth (NCWD/Youth) <a href="http://www.ncwd-youth.info">www.ncwd-youth.info</a></li> </ul>

## PLANNING FOR THE FUTURE

<b>What is planning for the future?</b>	It consists of developing a vision of the future for your child, and the specific steps that should be taken to bring your child as near as possible to that vision. This includes where your child will live, what kind of work he/she will do, how he/she might spend his/her leisure time, and their financial resources. It also involves identifying the support that might be necessary to help your child achieve his/her vision for the future.
<b>At what age should I start to think about planning for the future?</b>	The simple answer is, it is never too early to begin planning for your child's future. At a very early age it is helpful to begin looking at activities, interests and skills that may eventually lead to gainful employment and active participation in their community. In general, formal planning should begin at least 5 years before your child plans to exit public education. It will be helpful to discuss your plans for the future at annual IEP meetings. This will help the educational team to develop IEP goals that will support your child in achieving their desired outcomes.
<b>How do I begin?</b>	Make a list of your child's gifts and capabilities. Ask family members and close friends to describe their hopes and dreams for your child. Ask your child to describe his/her best day, dream job, favorite thing to do, etc. You can use this information as a starting point for beginning the planning process.

<p><b>Who in my family, or what agencies should be included in planning meetings and discussions?</b></p>	<p>Any individual who is willing to support your child in achieving positive outcomes should be included in planning meetings and discussions. Also, include individuals who are willing to actively participate in helping your child develop goals and objectives in his/her plan. If your child is able, he/she should decide who would participate. In general, parents or guardians, siblings, extended family, friends, and community members interested in supporting your child should be invited to attend. In addition, any community agency providing supports or services to your family may also be able to help you identify and develop needed supports.</p>
<p><b>What is the best way to include my child?</b></p>	<p>The best way to include your child is to begin by having your child attend and participate in his/her IEP meetings. Have your child involved in every aspect of his/her planning. Include your child in all conversations that relate to his/her future. Even if your child does not communicate verbally he/she should be actively involved. You may use photos, magazine pictures, or icons to help him/her express preferences, and respond to direct questions. Having a variety of photos of your child with people he/she likes, doing things that he/she likes, will help describe your child when he/she are not able. Bringing some of his/her favorite things will allow your child to express interests without words.</p>
<p><b>How do I evaluate our plan?</b></p>	<p>Evaluating your plan will depend somewhat on the goals and objectives you have identified in your planning. The best way to manage progress or lack of progress is to develop a timeline for each goal. This will determine how often you meet to evaluate. A general suggestion would be to look at your progress at least two (2) times per year.</p>

<p><b>What decisions must be made/considered?</b></p>	<p>Although this is determined by the individual, some general areas to consider include: hopes, dreams, fears, strengths, interests, family roles, community roles, employment, friends, relationships, living arrangement, supports, transportation, as well as specific people who will assist.</p>
<p><b>Are their models for doing this type of planning?</b></p>	<p>Yes. There are many models for this type of planning. MAPS and PATH are two examples of widely used planning models. More information about these models can be found at: <a href="http://www.inclusive-solutions.com/pcplanning.asp">www.inclusive-solutions.com/pcplanning.asp</a>.</p> <p><b>MAPS:</b> retells a person's story to remind us of who he/she is, his/her abilities, and dreams. It also looks at barriers to obtaining dreams.</p> <p><b>PATH:</b> sets out a person's dreams, his/her goals, and charts a plan of action to include who will join the person in achieving their goals and dreams.</p>
<p><b>How do I communicate this plan to my child?</b></p>	<p>Have your child involved in the planning process from the beginning and monitor progress toward agreed upon goals and objectives. This is the best way to be reasonably sure that your child will be happy with the result.</p>

# Transition Time Line for Students Graduating at Age 18

**Age 14 or Grade 8**

- Request transition services from school and/or service provider to include student input
- Submit (DDA) Application, if needed
- Identify skills needed for daily living and for work
- Visit high schools (8<sup>th</sup> grade)
- Learn and practice informed decision-making skills
- Complete 4-year course/then update each year

**Age 16 or Grade 10**

- Continue transition planner and participate in developing transition goals
- Take PSAT, SAT/ACT and arrange for accommodations, if necessary
- Determine need for financial support
- Diploma track, request credit review for graduation requirements and HSA requirements
- Participate in career exploration activities/classes, as appropriate
- Begin a resume and update it as needed
- Practice effective communication by developing interview skills, asking for help and identifying accommodations at post-secondary and work environments

**Age 18 or Grade 12**

- Young men register for Selective Service
- Register to vote
- Check eligibility for SSI the month then teen turns 18
- Investigate SSI work incentives, such as Plan for Achieving Self-Support (PASS).
- Contact campus student disability service to request accommodations for youth attending college
- Complete transition plan and participate in developing transition goals, annually
- Participate in work experience/internship/apprenticeship programs and/or enroll in vocation courses, as appropriate
- Take ACT/SAT (fall) and arrange for accommodations before registering
- Request credit check for graduation from counselor, annually
- Complete graduation portfolio, as required
- Obtain paid employment, if appropriate
- Complete college or technical school applications and arrange for accommodations
- Apply for financial aid
- Identify community support services & complete application process, as appropriate
- Finalize health care options and transfer medical care to an adult medical care provider, as appropriate
- Participate in work experience/internship/apprenticeship programs and/or enroll in vocational courses
- Practice effective communication by developing interview skills, asking for help and identifying accommodations at post-secondary and work environments

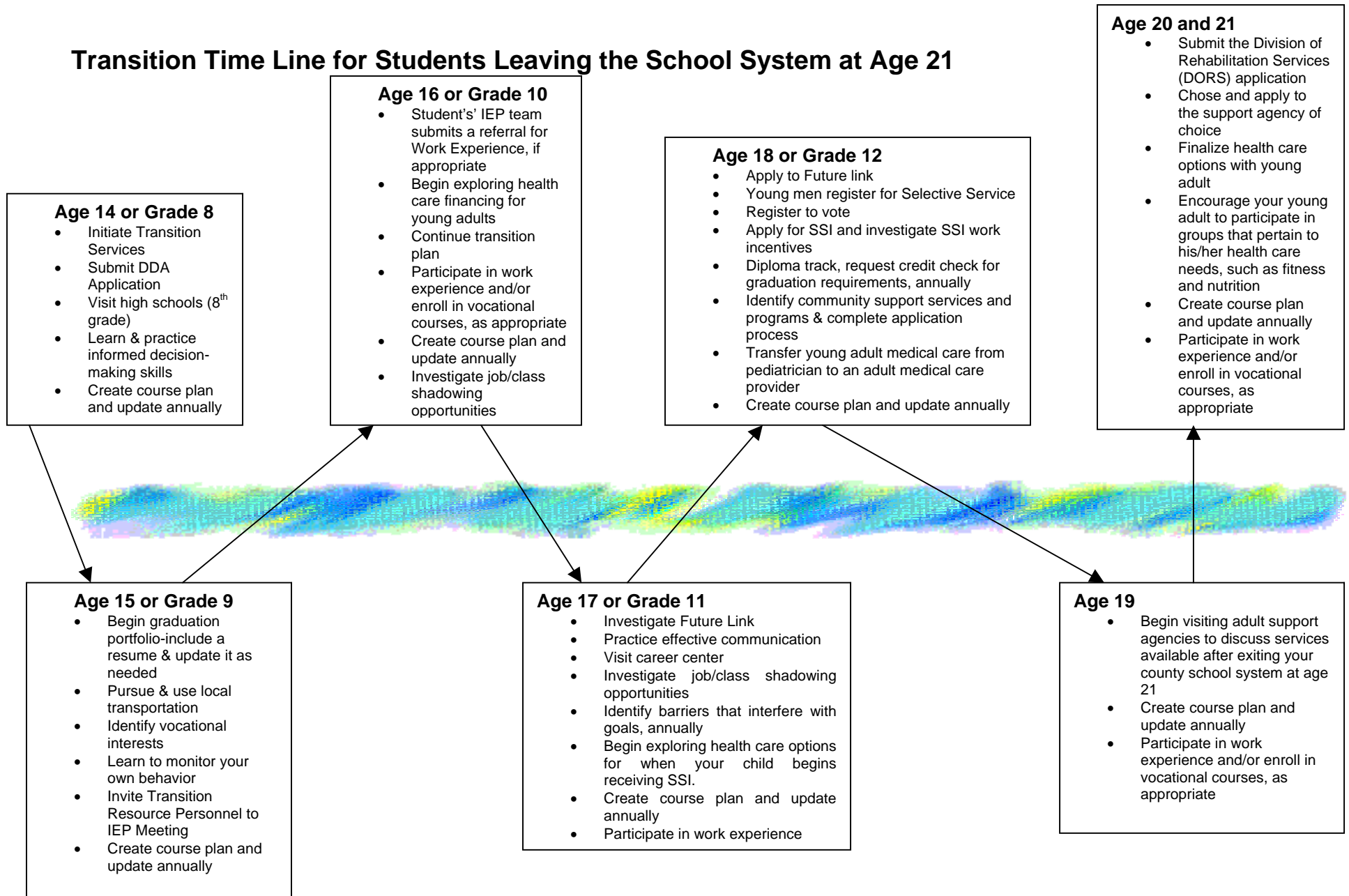
**Age 15 or Grade 9**

- Attend Career Day, if offered
- Learn to communicate interests, preferences, and needs at IEP meeting
- Visit Career Center
- Pursue and use local transportation
- Identify vocational interests, as appropriate
- Participate in transition planning

**Age 17 or Grade 11**

- Notify student of rights that will transfer to him/her on reaching age of majority at least one year before the student reaches the age of majority
- Notify Division of Rehabilitation Services (DORS) for teens with and without IEP's by autumn of the year before they graduate
- Practice effective communication by developing interview skills, asking for help and identifying accommodations at post-secondary and work environments
- Visit college campuses
- Investigate job/class shadowing opportunities
- Identify barriers that interfere with goals and update annually
- Begin to explore health care options, if planning to apply for SSI
- Transition planning
- Review graduation requirements

## Transition Time Line for Students Leaving the School System at Age 21



## ALTERNATIVE ROUTES TO HIGH SCHOOL DIPLOMA

<p><b>How can a Maryland resident earn a High School Diploma if he/she has dropped out of school?</b></p>	<p>In Maryland, there are three ways an adult (person over 16) who has dropped out of school may earn a high school diploma.</p> <ul style="list-style-type: none"> <li>• Complete of the Evening High School Program (Program is not for Harford County Public School students who have dropped out of school.)</li> <li>• Pass the General Educational Development Test (GED)</li> <li>• Complete the Maryland Adult External Diploma Program (EDP) (Program is not available in Harford County.)</li> </ul>
<p><b>What are the requirements to completing the Evening High School Program?</b></p>	<ul style="list-style-type: none"> <li>• For individuals 16 years and older who are not enrolled in regular high school</li> <li>• May earn a high school diploma by completing high school credit classes offered in the evening             <ul style="list-style-type: none"> <li>○ Contact your local Board of Education and ask for more detailed information about the Evening High School Program.</li> </ul> </li> </ul>
<p><b>What are the requirements to earning a GED?</b></p>	<ul style="list-style-type: none"> <li>• For individuals at least 16 years old</li> <li>• <b>NOT</b> a high school graduate</li> <li>• Has been a Maryland resident for at least three months at the time of testing</li> <li>• Has been officially withdrawn from a regular high school program for at least three months (unless granted a waiver by the State Superintendent of Schools)</li> <li>• Has attained a minimal score, on the test, in content areas related to writing skills, social studies, science, literature, the arts, and mathematics</li> </ul>
<p><b>What else do I need to know about the GED?</b></p>	<ul style="list-style-type: none"> <li>• Individuals with, physical or emotional disability, may request special accommodations to take the GED Tests with the approval of the State GED Administrator</li> </ul>

	<ul style="list-style-type: none"> <li>• The test takes approximately 7 hours to complete under standard conditions</li> <li>• The test is in two parts, most of it is multiple choice, includes a Writing Test and Math portion, which includes calculations</li> <li>• For more information contact the Maryland State Department of Education at 410-767-0538 or <a href="mailto:GED@msde.state.md.us">GED@msde.state.md.us</a></li> </ul>
<p><b>What are the requirements to completing the Maryland Adult External Diploma Program (EDP)?</b>  (Program is not available in Harford County.)</p>	<ul style="list-style-type: none"> <li>• For individuals ages 18 years and older</li> <li>• NOT enrolled in regular high school</li> <li>• Can demonstrate essential academic competencies and life skills <ul style="list-style-type: none"> <li>○ Academic skills include: reading, writing, mathematics, oral communication, and critical thinking</li> <li>○ Life skills relate to occupational, self, social, aesthetic, consumer, and scientific awareness.</li> </ul> </li> <li>• This is NOT a class attendance-based program; participants meet with an assessor to develop a portfolio which proves they have the skills to be awarded a Maryland High School diploma.</li> <li>• For more information and to find out whether the local school district in your area offers this program, contact Maryland State Department of Education at 410-767-0334.</li> </ul>

## COLLEGE

<p><b>Why should youth with disabilities consider going to college?</b></p>	<ul style="list-style-type: none"> <li>• Achieve academic potential.</li> <li>• Earn more money than individuals with a high school diploma, GED or certificate.</li> <li>• Prepare for a career path.</li> <li>• Meet people and develop important social contacts.</li> <li>• Everyone else in their family has gone to college.</li> <li>• All of their friends are going on to college.</li> <li>• They want to go, it's important to THEM!</li> </ul>
<p><b>Is the youth ready for college?</b></p>	<ul style="list-style-type: none"> <li>• Use the Websites below to investigate numerous checklists that highlight skills needed to be successful in college.</li> <li>• Ask the youth to consider:             <ul style="list-style-type: none"> <li>○ Do I have a positive attitude?</li> <li>○ Am I a self-advocate?</li> <li>○ Have I taken the right classes in high school to prepare for college classes?</li> <li>○ Can I explain my disability and the academic and other supports I may need to be successful in college?</li> <li>○ Do I understand my rights and the limitations under The Americans with Disabilities Act?</li> <li>○ Do I have a support system in place to help me when I go to college?</li> <li>○ Will I ask for help when I need it?</li> <li>○ Do I have a back-up plan in case college is NOT for me.</li> </ul> </li> </ul>
<p><b>What does the family need to know about the college?</b></p>	<ul style="list-style-type: none"> <li>• Admission Requirements –are there any special admissions programs available?</li> <li>• Orientation or summer programs</li> <li>• Disability Support Services</li> <li>• Contact for accessibility and mobility issues</li> <li>• Contact to discuss documentation of disability, accommodations, assistive technology or</li> </ul>

	<p>adaptive equipment needs (support service/disability office)</p> <ul style="list-style-type: none"> <li>• Housing Information</li> <li>• Student Activities Office</li> <li>• Is priority registration available, or additional assistance offered?</li> </ul>
<p><b>Are there resources that can help youth and parents make an informed decision about college?</b></p>	<ul style="list-style-type: none"> <li>• <u>Website</u> –“Think College” –Great Resource for parents, students and professionals <b><a href="http://www.thinkcollege.net/students/index.php">http://www.thinkcollege.net/students/index.php</a></b></li> <li>• <u>Website</u> – “WNY Collegiate Consortium of Disability Advocates” – almost TOO much information, but take your time and keep at it. Lots of good information and many other links. <b><a href="http://www.ccdanet.org/ecp_index.html">http://www.ccdanet.org/ecp_index.html</a></b></li> <li>• <u>Website</u> – “Article in New Mobility” –The Magazine “Disability-Friendly Colleges” Good Resource <b><a href="http://www.newmobility.com/review_article.cfm?id=122&amp;action=brows">http://www.newmobility.com/review_article.cfm?id=122&amp;action=brows</a></b></li> </ul>

## CAREER AND TECHNICAL EDUCATION (VOCATIONAL EDUCATION)

<p><b>What does Vocational Education &amp; CTE mean?</b></p>	<ul style="list-style-type: none"> <li>• Vocational Education is about preparing learners for careers that are based in manual or practical activities, which were traditionally non-academic and directly related to a specific trade, occupation or vocation.</li> <li>• The term vocational education has been changed to “Career and Technical Education” (CTE) to reflect the increased TECHNICAL side related to the new job market. Many trades/occupations/vocations demand increased academic skill levels along with the manual or practical activities involved.</li> </ul>
<p><b>Where is Career &amp; Technical Education (CTE) offered?</b></p>	<ul style="list-style-type: none"> <li>• CTE is offered in middle schools, high schools, most two-year community colleges, technical colleges and postsecondary schools.</li> </ul>
<p><b>What can I do if I am interested in CTE?</b></p>	<ul style="list-style-type: none"> <li>• Be sure your child is part of the CTE (vocational/shop/the arts) classes that are offered in middle school. Have him/her sign-up for a variety of classes; these classes will give the youth a chance to see if he/she has interest in different areas of career education.</li> <li>• Work with your case manager and the school counselor to pursue interest inventories and career exploration programs with your child.             <ul style="list-style-type: none"> <li>○ THEN, work with the school personnel to set up job shadowing, volunteer and work experience opportunities for your child. ALSO, be sure to sign-up for CTE classes in high school that are related to the youths area of interest.</li> <li>○ NEXT, investigate options for areas of interest after high school.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ DORS – If youth is eligible for DORS services, work with the local representative. They may be able to provide training opportunities through the Workforce Technology Center (WTC) in Baltimore or be able to assist with support for other career/vocational opportunities after high school.</li> <li>○ Work with your case manager and school counselor(s) to find CTE community-college programs and/or other postsecondary programs in your child’s area of interest.</li> </ul>
<p><b>Resources for CTE</b></p>	<ul style="list-style-type: none"> <li>• Maryland State Department of Education (MSDE) – Division of Career Technology and Adult Learning Phone - 410-767-0100 <a href="http://www.marylandpublicschools.org/MSDE/divisions/careertech/">www.marylandpublicschools.org/MSDE/divisions/careertech/</a></li> <li>• MSDE – Division of Rehabilitation Services 2301 Argonne Drive • Baltimore, MD 21218 • 410-554-9385 • 888-554-0334 <a href="http://www.dors.state.md.us/dors">www.dors.state.md.us/dors</a> <a href="http://www.dors.state.md.us/DORS/Career/default.htm">www.dors.state.md.us/DORS/Career/default.htm</a></li> <li>• Career One Stop &amp; InfoNet <a href="http://www.careeronestop.org/">www.careeronestop.org/</a> <a href="http://www.acinet.org/acinet/explore/View.aspx">www.acinet.org/acinet/explore/View.aspx</a></li> <li>• Association of Career Technology Education ACTE Headquarters 1410 King Street, Alexandria, VA 22314 703-683-3111 / 800-826-9972 / <a href="http://www.acteonline.org/">www.acteonline.org/</a></li> </ul>

## CAREER EXPLORATION

<p><b>What is career exploration?</b></p>	<p>Opportunities for students to learn about career options through interest assessments, work experience, and community connections for transition into the adult work force.</p>
<p><b>What skills would a student develop by participating in a career exploration program?</b></p>	<ul style="list-style-type: none"> <li>• Self-determination to include self-advocacy, decision making, and self-awareness</li> <li>• Job search, goal setting, resume writing, and interviewing skills</li> <li>• An understanding of accommodations and specific supports that would be needed to accomplish desired work goals</li> </ul>
<p><b>How can a student obtain career exploration?</b></p>	<ul style="list-style-type: none"> <li>• A student can self-refer by asking a teacher or school counselor for information about service learning, volunteer learning, and/or work experience</li> <li>• The IEP Team (which includes the student beginning the at age 14) will include post-secondary goals in the IEP, as appropriate</li> <li>• The parent by contacting the school, the student’s teacher, and/or school counselor</li> </ul>
<p><b>Where does a student begin in planning career exploration?</b></p>	<ul style="list-style-type: none"> <li>• The student must participate in the development of his/her career goals by taking a look at his/her interests, strengths, and choices</li> <li>• Participate in assessments that could <b>include educational, vocational, career, psychological or medical</b></li> </ul>

<p><b>What should a student expect once career goals are developed?</b></p>	<p>The student could be involved in one or all of the following:</p> <ul style="list-style-type: none"> <li>• Work experience would be a way for students to connect classroom learning to on-the-job learning. The program would help students to clarify career choices, develop positive work attitudes and behaviors, identify work accommodations and supports, learn general workplace readiness, resume writing, and connect with potential employees. Some examples of work experience opportunities could be service learning, school-based work experiences, community based volunteer work experiences, and/or community based paid work experiences</li> </ul>
<p><b>How can the family provide support in career exploration?</b></p>	<ul style="list-style-type: none"> <li>• Know and understand your child’s skills, interests, and accommodations.</li> <li>• Provide opportunities for your child to make choices and practice self-determination.</li> <li>• Make use of community connections and resources to help your child gain information on career choices and to gain experience in the workplace.</li> <li>• Encourage your child to dream and to make a plan for the future.</li> <li>• Work to increase your child’s “Circle of Support” to include his/her peers and/or friends, your friends and/or family, community agencies, and professionals.</li> </ul>
<p><b>Are there resources that can help a student prepare for career exploration?</b></p>	<p>There are many resources out there for both students and parents.</p> <p>Harford County Public Schools  Office of Special Education  102 S. Hickory Avenue  Bel Air, MD 21014  410-588-5246</p>

Cecil County Public Schools  
Office of Special Education  
201 Booth Street  
Elkton, MD 21921  
410-996-5450

Career Net  
[www.careernet.state.md.us](http://www.careernet.state.md.us)

America's Job Bank  
[www.ajb.dni.us](http://www.ajb.dni.us)

Students:  
Youth Rules!  
[www.youthrules.dol.gov](http://www.youthrules.dol.gov)  
Employment Strategies for Youth with Disabilities  
[www.pacer.org](http://www.pacer.org)  
Career One Stop  
[www.careeronestop.org](http://www.careeronestop.org)

Parents:  
Parents DO IT!  
[www.washington.edu/doiit](http://www.washington.edu/doiit)  
National Collaborative on Workforce and Disability /  
Youth  
[www.ncwd-youth.info](http://www.ncwd-youth.info)

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

## COMMUNITY CONNECTIONS

<p><b>How can I get involved in the community beyond school?</b></p>	<p><b>Harford County:</b></p> <ul style="list-style-type: none"><li>• Join a church, synagogue or mosque.</li><li>• Visit the Harford County Public Library in your community. For more information call 410-638-3151 or visit <a href="http://www.hcplonline.org">www.hcplonline.org</a>.</li><li>• Volunteer! Contact the Volunteer Center at 410-638-3333.</li><li>• Take a non-credit community education course at Harford Community College. For information, call 410-836-4376 or visit <a href="http://www.harford.edu/schedule/NONCR_CourseMenu.asp">http://www.harford.edu/schedule/NONCR_CourseMenu.asp</a>.</li><li>• Go birding with the Harford Bird Club, 410-692-5978.</li></ul> <p><b>Attend Public Meetings</b></p> <ul style="list-style-type: none"><li>• Harford County Council: Meets on the first three Tuesdays of each month at 8:00 p.m. (in May the Council meets every Tuesday). For more information, call 410-638-3343.</li><li>• Aberdeen City Council: Meets on the first three Mondays of each month at 6:00 p.m. For more information, call 410-272-1600.</li><li>• Bel Air Town Council: Meets on the first and third Mondays of each month at 7:30 p.m. For more information, call 410-638-4550.</li><li>• Havre de Grace City Council: Meets on the first and third Mondays of each month. These meetings are usually aired on the Harford Cable Network. For more information, call 410-939-1800 ext. 319.</li><li>• Learn about community resources in the Harford County Resource Guide, <a href="http://www.harfordcountymd.gov/services/guide.cfm">www.harfordcountymd.gov/services/guide.cfm</a> .</li><li>• Check out things to do. Call Harford County Tourism at 410-939-6631 or 800-597-2649 or visit their webpage at <a href="http://www.harfordmd.com">http://www.harfordmd.com</a> .</li></ul>
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**Cecil County:**

- Join a church, synagogue or mosque
- Visit the Cecil County Public Library in your community. For more information call 410-996-5600 or visit the Cecil County Public Library at [www.ebranch.cecil.lib.md.us](http://www.ebranch.cecil.lib.md.us)
- Volunteer! Contact the Volunteer Center at 410-638-3333.
- Take a non-credit community education course at Cecil Community College. For information, call 410-287-1000 or visit [www.cecil.edu](http://www.cecil.edu)

**Attend Public Meetings****Information from Cecil County Government**

- Learn about community resources in the Cecil County Resource Guide, [www.ccgov.org/gen\\_services](http://www.ccgov.org/gen_services)
- Check out things to do. Call Cecil County Tourism at 1-800-CECIL 95 or visit their webpage at [www.ccmagazine.org](http://www.ccmagazine.org) or [www.seececil.org](http://www.seececil.org).

**For both Counties:**

Become a self-advocate by joining any or all of these organizations:

- People First, 410-836-7177
- County Commission on Disabilities  
[www.harfordcountymd.gov](http://www.harfordcountymd.gov)  
[www.ccgov.org](http://www.ccgov.org)
- Making Choices for Independent Living (MCIL)  
410-444-1400  
[www.mcil-md.org](http://www.mcil-md.org)
- Youth Empowerment Alliance  
410-767-3670 or 800-395-6441  
[www.md-council.org](http://www.md-council.org)
- Cross Disabilities Rights Coalition  
1-888-272-0621

## HOUSING

<p><b>Where can I find assistance with housing in Harford and Cecil County?</b></p>	<ul style="list-style-type: none"> <li>• <b>Harford County Housing Agency</b> 15 South Main Street, Suite 106 Bel Air, MD 21014 410-638-3045 <a href="http://www.harfordcountymd.gov">www.harfordcountymd.gov</a> Office hours are from 8am – 5pm, Monday through Friday. Evening appointments are available.</li> <li>• <b>Cecil County Housing Agency</b> 129 E. Main Street, Elkton, MD 21921 5 Brown Court, Elkton, MD 21921 410-996-5245 <a href="http://www.ccgov.org">www.ccgov.org</a></li> </ul>
<p><b>What services are provided?</b></p>	<p>The Housing Agency provides opportunities to the citizens of their community to obtain and maintain safe, decent, and sanitary housing suitable for their immediate and long range needs through the following programs and services:</p> <ul style="list-style-type: none"> <li>• Housing Counseling Services</li> <li>• Rental Subsidy Program</li> <li>• Home Rehabilitation Loans</li> <li>• Rental Code Inspections</li> </ul>
<p><b>What issues does housing counseling cover?</b></p>	<p>The Housing Agency is U.S. Department of Housing and Urban Development-certified counseling agency. It provides counseling in the following areas:</p> <ul style="list-style-type: none"> <li>• Homeownership Counseling (Pre-Purchase)</li> <li>• Budget Counseling</li> <li>• Mortgage Default and Delinquency Counseling</li> <li>• Home Equity Conversion Mortgage Counseling</li> <li>• Rental Counseling and Rent Delinquency</li> <li>• Settlement Expense Loan Program (SELP)</li> <li>• Federal Family Self-Sufficiency Program</li> <li>• First Time Home Buyers American Dream Down Payment Initiative Program</li> </ul>

<p><b>How can a Rental Subsidy Program assist renters with disabilities?</b></p>	<p>The Rental Subsidy Program provides rental assistance to income-eligible families to afford a better place to live or assist with paying a portion of the monthly rent where the family is currently living. A family consists of one or more household members. Household income must meet federal income limit guidelines.</p>
<p><b>Can a homeowner get assistance with home rehabilitation?</b></p>	<p>The Housing Agency administers a number of home rehabilitation programs. Limited funding is available. Loans are available at 0 – 7% and are based on income eligibility. For more information, contact the Housing Agency.</p>
<p><b>Are there minimum standards for rental housing?</b></p>	<p>Yes, they are the Minimum Livability Code which establishes:</p> <ul style="list-style-type: none"> <li>• Minimum property maintenance standards for basic equipment and facilities used for light, ventilation, heating, and sanitation for rental housing units and premises and for safe and sanitary maintenance.</li> <li>• Minimum requirements for means of egress, fire protection systems, and other equipment and devices for safety from fire.</li> <li>• The responsibilities of property owners, operators, and tenants of rental housing.</li> <li>• Provisions for administration, enforcement, and penalties of the Code.</li> </ul>

## LEISURE AND RECREATION

<p><b>What does Harford and Cecil County provide?</b></p>	<p>The Harford County Department of Parks and Recreation encourages the involvement and participation of individuals with disabilities in all programs and services. For more information visit their website at <a href="http://www.harfordcountymd.gov/parks_rec">www.harfordcountymd.gov/parks_rec</a> or contact your local Recreation Council.</p> <p>The Cecil County Department of Parks and Recreation encourages the involvement and participation of all individuals. For more information visit their website at <a href="http://www.ccgov.org/dept_parks">www.ccgov.org/dept_parks</a> or contact your local Recreation Council.</p>
<p><b>How can I request assistance for accommodation to participate in a county-sponsored recreation program?</b></p>	<p>Call your local Recreation Council office.</p> <ul style="list-style-type: none"> <li>• In Harford County contact the Therapeutic Recreation Division of the Parks and Recreation Office:             <ul style="list-style-type: none"> <li>○ Mike Watkins, Therapeutic Recreation Coordinator 410-638-4899 <a href="mailto:mdwatkins@harfordcountymd.gov">mdwatkins@harfordcountymd.gov</a></li> </ul> </li> <li>• In Cecil County contact the Office of Parks and Recreation: 17 Wilson Road Rising Sun, MD 21911 410-392-4537 <a href="http://www.ccgov.org/dept_parks">www.ccgov.org/dept_parks</a></li> </ul>
<p><b>Does Parks and Recreation sponsor recreation and leisure programs for individual with disabilities?</b></p>	<p>Although the Department of Parks and Recreation encourages individuals with disabilities to participate in all of its programs and services, there are many recreation and leisure programs designed specifically for adults and youth with disabilities. These programs range from bowling, basketball, and soccer to Special Olympics, arts and crafts, and fun and fitness.</p>

## TRANSPORTATION

<p><b>Does the county that I live in have a public transportation system?</b></p>	<p>Yes, both Harford and Cecil Counties have a public transportation system. They are known as Harford Transit and Cecil Transit Services. Both provide services in accordance with the Americans with Disabilities Act of 1990. All transit vehicles are accessible.</p>
<p><b>What are the services available?</b></p>	<p><b>Fixed Bus Routes:</b></p> <ul style="list-style-type: none"> <li>• Harford Transit Fare is \$1.00 (one way) Person with a disability may qualify for reduced fare (\$.50), but documentation of disability must be provided. For more information and for the bus route schedule call 410-612-1620 or visit the web at <a href="http://www.harfordcountymd.gov/services/transportation">www.harfordcountymd.gov/services/transportation</a></li> <li>• Cecil Transit Fare is \$1.50 (one way), Seniors 60+ is \$.75 (one way), Person with a disability is \$.75 with reduce fare pass. For more information and for the bus route schedule call 410-996-5296 or visit the web at <a href="http://www.ccgov.org">www.ccgov.org</a></li> </ul> <p><b>Paratransit Services:</b></p> <ul style="list-style-type: none"> <li>• <b>Harford County</b> County-wide Paratransit Services are available for senior citizens and persons with disabilities. These services are available Monday through Friday, 8am – 4pm and must be scheduled at least 48 hours in advance. Fare is \$2.00 per one-way trip.</li> </ul> <p><b>Americans with Disabilities Act (ADA) paratransit service</b> is available for individuals who are unable to use accessible fixed-route service because of disability. As required under the ADA, the service is provided within ¾ mile of the fixed bus routes during the same days and hours of</p>

	<p>operations of these routes. Eligibility for this service is determined through an application process. Fare is \$2.00 per one-way trip.</p> <p><b>For more information and/or to schedule paratransit services, contact Harford Transit at 410-612-1621.</b></p>
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## FINANCIAL PLANNING

<p><b>What is financial planning?</b></p>	<ul style="list-style-type: none"> <li>• Financial planning is making financial plans for the support of an individual with disabilities in the future- to include present age through when the individual becomes an aging adult.</li> <li>• Early planning is essential to access services; such as, Social Security Income, Medical Assistance, Medicaid, and/or the Developmental Disabilities Administration. These forms of public benefits depend on funding from the Federal or State Government, which change from year to year.</li> <li>• The individuals and their families must consider other financial resources; such as, parental support, gifts, inheritances, and income from work, along with public benefits.</li> </ul>
<p><b>What is the first step to consider when beginning financial planning?</b></p>	<p>Individuals with disabilities can handle their finances independently, with limited assistance, or with support. Reviewing all options available and determining which method will achieve the most success is a good starting point.</p>
<p><b>What is a special needs trust?</b></p>	<p>A trust that is set up according to government regulations that allow an individual with disabilities to receive proceeds of the trust and still preserve their public benefits.</p>
<p><b>How can a will or direct inheritance affect public benefits?</b></p>	<p>If an individual with a disability is named to receive anything from an estate, it could cause him/her to lose public benefits. It is important to learn about Special Needs Trusts and inheritance regulations through financial planning. By becoming informed, one can learn about how a will or inheritance affects public benefits.</p>

<p><b>How much money can be in an individual's savings and/or checking account before it affects the amount received in public benefits?</b></p>	<p>An individual with a disability should have no more than \$2,000 in a savings and/or checking account. Any amount over that will cause a loss in public benefits.</p>
<p><b>How do I choose an attorney to set up a special needs trust?</b></p>	<ul style="list-style-type: none"> <li>• Begin by asking adult service provider agencies (such as The Arc of Maryland), friends, family, and other parents to suggest lawyers who specialize in Trusts, <b><u>specifically</u></b> Special Needs Trusts.</li> <li>• Ask a financial institution (such as your local bank) or a financial planning company for information on special needs trusts.</li> </ul>
<p><b>Where do I go for additional information?</b></p>	<p>There are a variety of organizations that provide this information. You could access them by internet or by calling them. Below is a listing of some of these organizations.</p> <ul style="list-style-type: none"> <li>• Developmental Disabilities Council (DDC) 300 W. Lexington Street Baltimore, Maryland 21201 800-305-6441 <a href="http://www.md-council.org">www.md-council.org</a></li> <li>• Maryland Disability Law Center (MDLC) 1800 N. Charles Street, Suite 400 Baltimore, Maryland 21201 800-233-7201 <a href="http://www.mdlcbalto.org">www.mdlcbalto.org</a></li> <li>• The Arc of Maryland 49 Old Solomons Island Road Suite 205 Annapolis, MD 21401 <a href="http://www.thearcmd.org">www.thearcmd.org</a></li> <li>• National Down Syndrome Society (NDSS) <a href="http://www.ndss.org">www.ndss.org</a></li> </ul>

## GUARDIANSHIP: DECISIONS YOU AND YOUR CHILD CONSIDER WHEN YOUR CHILD TURNS 18

<p><b>What is Guardianship?</b></p>	<p>A guardian has the power to make decisions about a person and/or his/her property. In Maryland guardianship requires that you have to sue the person to obtain guardianship, even if everyone is in agreement. This system is designed to protect the individual from fraud and abuse. This guardianship process can be expensive and time consuming. Often the guardian is designated in a power of attorney document. The power of attorney could be General (general decisions), Limited (specific decisions), Springing (this would take effect when a certain action occurs), and Health Care (medical decisions).</p>
<p><b>Who will make decisions as to the personal well being of my adult child?</b></p>	<p>Under 18 years of age the parents are considered the natural guardian. They have legal authority to make decisions. Once your child has turned 18 he/she is considered his/her own legal guardian.</p>
<p><b>Should I as the parent of an adult child with developmental disabilities consider guardianship?</b></p>	<p>Each case is individual. Consider all available options; such as, limited guardianship or power of attorney given by the adult to his/her parent or other designee, which enables the person to exercise most of their rights. Always keep in mind what is the least restrictive.</p>
<p><b>Do I need guardianship to make medical decisions?</b></p>	<p>You would have to prove to a judge that your adult child lacks the ability to make or communicate responsible personal decisions about his/her healthcare or safety. However, there are other choices available to the individual assisting the adult child to make sound decisions regarding their well being and safety. These choices would be:</p> <ul style="list-style-type: none"> <li>• advanced directive for healthcare purposes or a</li> <li>• surrogate decision-maker</li> </ul>

<p><b>What does guardianship do?</b></p>	<p>It limits or could even eliminate a person's independence and rights. The guardian makes <u>all</u> decisions about the care and treatment of the person. Today, there are many choices available for setting up supports for an individual to make sound decisions about his/her life; therefore, reducing the need for full guardianship.</p>
<p><b>Where do I go to find in-depth information on guardianship?</b></p>	<p>The internet is an excellent resource. Make sure you type in "Maryland" after "guardianship". The law varies from state to state.</p> <p>The Arc U.S.  <a href="http://www.thearc.org">www.thearc.org</a></p> <p>Maryland Disability Law Center (MDLC)  <a href="http://www.mdlcbalt.org">www.mdlcbalt.org</a></p> <p><a href="http://www.guardianship.org">www.guardianship.org</a></p>

## TRANSITION DOCUMENTATION

As you go through life any transition from one stage of your life to another can be confusing and stressful. Remember what it was like when you first got married or when you moved from one place to another? Your child's transition from school to the adult world is no different. It is an exciting time, because he/she is growing up, but at the same time it is stressful, because he/she is growing up! One of the best ways to help things go smoothly is to be prepared.

This section will help you to be prepared by letting you know what paperwork is important to keep. Each step in the transition process will require you and your child to make choices, answer questions, show proof of some kind, and fill out forms. By keeping copies of your personal documents and other paperwork completed for the school system and other agencies, you can help make the transition process a little easier.

If offered within your school district, your child may be working on developing a **STUDENT PORTFOLIO**, which many of the documents listed on the next page should be in the portfolio. If he/she has not developed a portfolio you can start collecting these documents as soon as possible and have your child create their own portfolio, but please do not wait any longer than the transition from middle to high school. Start collecting the documents/information and keep it up to date.

You will need to obtain a sturdy folder or file box and keep all of the documents in one place. Each subject can be named, placed in a folder, and alphabetized. That way, when you are asked for a document or information, you will know exactly where it is and will not have to search for it!

If you are not sure what some of these documents are or where you can obtain them, contact your transition resource personnel or special educator at school and ask them to assist you. If they don't know where to get them, they should be able to refer to someone to help you.

Remember, **BE PREPARED**; it will make the process less confusing and stressful!

## Transition Documentation

<p><b>What paperwork should be kept concerning <u>Personal Information</u> for transition age youth?</b></p>	<ul style="list-style-type: none"> <li>• Personal Data-Information Sheet</li> <li>• Social Security Information (Refer to SSA Section) <ul style="list-style-type: none"> <li>○ Social security card</li> <li>○ Documentation of Eligibility for SSI or SSDI</li> <li>○ Documentation of PASS Program</li> </ul> </li> <li>• Copy of: <ul style="list-style-type: none"> <li>○ Birth certificate</li> <li>○ Drivers license or State ID</li> <li>○ <b><u>(See section A for more detailed information)</u></b></li> <li>○ School ID</li> <li>○ Work permit</li> </ul> </li> </ul>
<p><b>What paper work should be kept concerning <u>Educational Information</u> for transition age youth?</b></p>	<ul style="list-style-type: none"> <li>• Transition Plan – (Keep ALL Copies, goals with progress notes) <b><u>(see section B for more detailed information)</u></b></li> <li>• Mapping Session Documents - (most recent session—<b><u>also see section B for more detailed information)</u></b></li> <li>• Most Recent IEP – (including Progress Notes)</li> <li>• School Transcript – (from each high school attended)</li> <li>• Letters of Recommendation &amp; Certificates</li> <li>• Most Recent Assessment Data/Reports <ul style="list-style-type: none"> <li>○ Independent Living Assessment (this is usually completed by DORS after high school)</li> <li>○ Mobility/Travel Training</li> <li>○ Physical or Occupational Assessment</li> <li>○ Psychiatric</li> <li>○ Psychological</li> <li>○ School Assessment (formal &amp; informal)</li> <li>○ Speech/Language Assessment</li> </ul> </li> <li>• Exit Document upon completion of public schooling</li> </ul>
<p><b>What paper work should be kept concerning <u>Work-based &amp; Employment Information</u> for transition age youth?</b></p>	<ul style="list-style-type: none"> <li>• Career/Vocational/Transition Assessment (formal &amp; informal)</li> <li>• List of Recommendations &amp; Commendations</li> <li>• Membership in Community Organizations</li> <li>• Positive job evaluations</li> <li>• Record of Work Experience (including job description &amp; responsibilities, internships, apprenticeships, volunteer experiences)</li> <li>• Resume &amp; Cover Letter</li> </ul>

<p><b>What paper work should be kept concerning <u>Applications &amp; Referrals</u> for transition age youth?</b></p>	<ul style="list-style-type: none"><li>• DORS Referral/Application and correspondence</li><li>• DDA Referral/Application and correspondence</li><li>• Housing Referral</li><li>• Day Program Application</li><li>• Residential Program Application</li><li>• Recreation Program Application</li><li>• Adult Service Provider Application</li></ul>
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## Section A -- Additional Details –Personal Information

- **Drivers Licenses or State ID Card** – A photo ID is needed for identification in many circumstances throughout life. If you do not have a driver’s license, a Maryland photo ID card can be obtained at any Maryland Motor Vehicle Administration (MVA) Office. Be sure to check the website or contact an MVA office to insure you understand which SOURCE OF PROOF OR REQUIRED DOCUMENTS will be accepted as proof of age, identify and to show that you are a Maryland resident. (<http://mva.state.md.us> or 1-800-950-1682)
- **Maryland Identification Cards New Identification Card, Please Bring:**

*Proof of age, identity, and Maryland residence. **Please refer to sources of proof for required documentation.** For applicants 16 years of age or older, the ID is valid for 5 years from the date of issuance with a fee of \$15. Under 16 years of age, the ID is valid for 2 years with a fee of \$5.*
- If you are using a name other than your birth name, you must bring the document that initiated the change of name, such as a marriage certificate, divorce decree or court name change order.
- You will be required to disclose your Social Security Number.
- The identification card will be mailed to your address of record.
- Out-of-country applicants for a Maryland identification card are required to schedule an appointment.

## Section B -- Additional Details –Educational Information

- **Transition Plan** – long range planning document(s) that include:
  1. Student Preferences and Interests
  2. Post-Secondary Goals
  3. Course of Study
  4. Projected Category of Exit
  5. Projected Date of Exit
  6. Agency Linkage
  7. Transition Activities
  8. Anticipated Services
  9. Goals/objectives Related to Post-Secondary Goals

*The newly authorized Individuals with Disabilities Education Act states that transition planning should be done for each youth as part of the IEP process the year he/she turns 16; however, Maryland begins the process at 14 years of age.*

- **Mapping Session Documents** – “Mapping” is another more in-depth way to develop long and short-term goals and objectives for each youth with a disability. There are numerous “mapping” strategies that can be used to develop the goals and objectives. (Please see section on Life Planning that discusses a few of the available strategies such as MAPS and/or PATH.) “Mapping” generally involves a large group of individuals who have interaction with the person with the disability. The idea is to involve as many people as possible in the planning process to achieve a more balanced picture of the person for whom the planning is being conducted. The individual with the disability is at the CENTER of the planning process. This is a true ***nothing about me, without me approach*** to developing a life plan.

## DEVELOPMENTAL DISABILITIES ADMINISTRATION (DDA)

<p><b>What is the Developmental Disabilities Administration?</b></p>	<p>DDA is part of the MD Department of Health and Mental Hygiene which provides a coordinated service delivery system for individuals with developmental disabilities, so they will be able to integrate into their communities.</p>
<p><b>Who is eligible for DDA Services?</b></p>	<p>An individual with a severe, chronic disability that:</p> <ul style="list-style-type: none"> <li>• Is due to a physical or mental impairment, other than the sole diagnosis of mental illness, or a combination of mental and physical impairment</li> <li>• Occurred before the individual turned the age of 22</li> <li>• Will be with the individual for life</li> <li>• Prevents the individual from living independently without support or ongoing assistance</li> <li>• Requires a combination of special, interdisciplinary care and treatment that are planned and coordinated for that individual</li> </ul> <p>An individual with a severe chronic disability will be eligible for support services, if the disability:</p> <ul style="list-style-type: none"> <li>• Is due to physical or mental impairment, other than the sole diagnosis of mental illness, or a combination of mental and physical impairment</li> <li>• Will be with the individual for life</li> </ul>
<p><b>How can an individual apply for DDA Services?</b></p>	<p>An individual can call the regional DDA office in which he/she lives or download the application from the DDA website, (be sure to turn it in to your regional office once completed.)</p> <ul style="list-style-type: none"> <li>• Contact a Harford County Public Schools Transition Resource Personnel who will help you complete the application, answer questions, and take the application to DDA.</li> <li>• Harford County: Developmental Disabilities Administration Central Maryland Regional Office Rosewood Lane</li> </ul>

	<p>Owings Mills, MD 21117 410-902-4500 410-363-9430 (TDD)</p> <ul style="list-style-type: none"> <li>• Contact a Cecil County Public Schools Transition Resource Personnel who will help you complete the application, answer questions, and take the application to DDA.</li> <li>• Cecil County Developmental Disabilities Administration Eastern Shore Regional Office 1500 Riverside Drive Salisbury, MD 21801 410-334-6920 1-888-219-0478 1-800-735-2258 (TDD)</li> <li>• <a href="http://www.ddamaryland.org">www.ddamaryland.org</a></li> </ul>
<p><b>What can a student and family expect once the application has been completed and submitted?</b></p>	<ul style="list-style-type: none"> <li>• You will receive a letter from DDA confirming receipt of your application. This does not give the applicant's status.</li> <li>• DDA will assign a representative to conduct an interview with you to ask questions about your application. This representative may be from DDA or a Service Coordinator with another agency.</li> <li>• Once the interview has been completed, the DDA representative will make a recommendation about your application. <ul style="list-style-type: none"> <li>○ Whether or not the applicant is eligible for services</li> <li>○ Which services the applicant is eligible for</li> <li>○ The priority recommended for funding each service, PROVIDED FUNDS ARE AVAILABLE, are as follows: <ul style="list-style-type: none"> <li>▪ Category I – Crisis Resolution</li> <li>▪ Category II – Crisis Prevention</li> <li>▪ Category III – Current Request</li> </ul> </li> <li>○ DDA reviews the recommendations and the application and a decision is made regarding eligibility for services. This decision is forwarded to you and the DDA representative by letter.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ If the decision is not what you wanted or expected, you may file an appeal. If you are found eligible for DDA funding, you will meet with your Service Coordinator to develop a plan of support.</li> <li>○ If your Service Coordinator indicates that you are a priority for services through DDA, you will need to begin your search for provider agencies. Your Service Coordinator will assist you in identifying such agencies. <b><u>Remember to ask questions.</u></b></li> </ul>
<p><b>What programs and services are available to students and their families?</b></p>	<ul style="list-style-type: none"> <li>● Individual Support Services</li> <li>● Transitioning Youth</li> <li>● Day Services</li> <li>● Resource Coordination</li> <li>● Behavioral Support Services</li> <li>● Community Supported Living Arrangements</li> <li>● Summer Programs</li> <li>● Respite Services</li> <li>● Family Support Services</li> <li>● Children’s Services</li> <li>● Residential Services</li> </ul>
<p><b>Who pays for DDA services? (NEED TO QUALIFY)</b></p>	<p>DDA will fund your services as long as you meet the eligibility requirements, have been indicated as a priority for services, and as long as <b>FUNDING IS AVAILABLE</b>. Your selected agency for services will be the fiscal intermediary of your funding.</p>

## DIVISION OF REHABILITATION SERVICES (DORS)

<p><b>What is the Division of Rehabilitation Services?</b></p>	<p>DORS is a part of the Maryland State Department of Education. DORS offers services and programs that provide an individual with a disability the opportunity to become more independent in his/her life through work and the community.</p>
<p><b>Who is eligible for DORS services?</b></p>	<ul style="list-style-type: none"> <li>• Any student who is receiving Supplemental Security Income (SSI) or Social Security Disability Insurance (SSDI).</li> <li>• Any student with a physical, sensory, developmental, emotional, ongoing health condition, and/or learning disability who currently receives special education services and/or modifications and accommodations in either a public or private school setting that would limit him/her from working.</li> </ul>
<p><b>How can a student be referred to DORS?</b></p>	<ul style="list-style-type: none"> <li>• Schools facilitate meetings with DORS by fall of the year prior to exit.</li> <li>• Students with disabilities and/or their families can refer themselves directly to DORS by contacting the local DORS office at <b>410-836-4590 for Harford County</b> and at <b>410-996-0620 for Cecil County</b> or on the web at <a href="http://www.dors.state.md.us">www.dors.state.md.us</a>.</li> </ul>
<p><b>What can a student and family expect once a referral is made?</b></p>	<ul style="list-style-type: none"> <li>• DORS will determine eligibility.</li> <li>• Arrange any testing needed to assess the Student's abilities and interests.</li> <li>• Develop and write an Individualized Plan for Employment with the Student and Family.</li> <li>• Coordinate services with the school system and other programs.</li> <li>• Assist a student in finding a job that matches his/her interests and abilities.</li> </ul>

<p><b>What programs and services are available to eligible students?</b></p>	<ul style="list-style-type: none"> <li>• Career decision-making, counseling, and referral</li> <li>• Vocational training</li> <li>• Job search, placement and job-keeping services</li> <li>• Supported employment/job coaching</li> <li>• Assistive technology</li> <li>• Medical rehabilitation services</li> <li>• Other support services available such as transportation, maintenance, and personal assistance services</li> <li>• Training Programs at the Workforce &amp; Technology Center (WTC)</li> <li>• Independent Living Assessment/Training</li> </ul>
<p><b>Who pays for services? (NEED TO QUALIFY)</b></p>	<ul style="list-style-type: none"> <li>• Services; such as, career guidance, counseling, testing, and job placement require no payment. Other services follow a sliding scale based on a family's income. DORS will assist in identifying other funding sources to aide in payment of the other services. DORS will only pay for services that have been pre-approved and authorized.</li> <li>• Those individuals receiving SSI and/or SSDI are not expected to contribute to the cost of services.</li> </ul>

## SOCIAL SECURITY SUPPLEMENTAL INCOME (SSI)

<p><b>What is SSI?</b></p>	<p>A Federal income supplement program funded by general tax revenues (not Social Security taxes). It is designed to help individuals of any age who are blind or have other disabilities and/or those who are at least 65 years of age, <b>and</b> have limited income. In Maryland, as in most states, SSI beneficiaries are also eligible for Medicaid (medical assistance) to pay for hospital stays, doctor bills, prescription drugs, and other health costs.</p>
<p><b>What is SSI's definition of disability?</b></p>	<ul style="list-style-type: none"> <li>• A child is considered disabled under SSI if: <ul style="list-style-type: none"> <li>○ He or she has a physical or mental condition(s) that very seriously limits his or her activities; and</li> <li>○ The condition(s) has lasted, or is expected to last at least 1 year or is expected to result in death.</li> </ul> </li> <li>• An adult is considered disabled under SSI if: <ul style="list-style-type: none"> <li>○ He or she is unable to do any substantial work because of his or her medical condition(s). For example, in 2004, substantial work means earnings of \$810 or more a month. This amount may go up each year; and</li> <li>○ The condition(s) has lasted, or is expected to last at least 1 year or is expected to result in death.</li> </ul> </li> </ul>
<p><b>How does SSI evaluate the income of applicants less than 18 years of age?</b></p>	<ul style="list-style-type: none"> <li>• If a child is under age 18, not married, and lives at home with parents who do not receive SSI benefits, a portion of the parents' income and/or resources is considered in eligibility determination. This is known as <b>deeming</b>.</li> <li>• Deeming stops when a child reaches age 18 or no longer lives with a parent. For income eligibility purposes, the 18 year old is considered a household of one.</li> </ul>

<p><b>How can an individual apply?</b></p>	<ul style="list-style-type: none"> <li>• Call Social Security at <b>1-800-772-1213 voice or 1-800-325-0778 TTY</b>. Representatives are available Monday through Friday between 7:00 a.m. and 7:00 p.m.</li> <li>• <b>Apply</b> on-line for a <b>child</b> at <a href="http://www.ssa.gov">www.ssa.gov</a></li> <li>• <b>Apply</b> on-line for an <b>adult</b> (over 18) at <a href="http://www.ssa.gov">www.ssa.gov</a>.</li> <li>• In person:  <b>Social Security Office – Harford County</b>  3435-A Box Hill Corporate Center Drive  Abingdon, MD 21009  1-800-772-1213   <b>Social Security Office – Cecil County</b>  300 Big Elk Mall  Elkton, MD 21921  410-398-7396/voice  410-392-6582/TTY</li> </ul>
<p><b>What documentation is required?</b></p>	<p>Initially, when an application for SSI benefits based on disability or blindness is filed, income and resource criteria and other eligibility requirements are evaluated. If these initial criteria are met, applicants will be asked to provide the following:</p> <ul style="list-style-type: none"> <li>• Information about physical and mental disabilities</li> <li>• Names, addresses, and telephone numbers of doctors, hospitals, and any other medical sources seen</li> <li>• Dates of treatment and the kinds of treatment received from doctors, hospitals, and medical sources</li> <li>• Name of each prescription and non-prescription medicine taken and the name of the doctor who prescribed it</li> <li>• The name of a child applicant’s school and teacher and a third party (parent and/or guardian to assist with the claim)</li> <li>• In the case of an adult (age 18 or older), dates, places, and types of work done in the past 15 years</li> </ul>

## SOCIAL SECURITY DISABILITY INSURANCE (SSDI)

<p><b>What is SSDI?</b></p>	<p>Benefits paid to individuals who become disabled.</p>
<p><b>Who qualifies for SSDI?</b></p>	<p>Individuals who have worked in jobs covered by Social Security and have a medical condition that meets Social Security’s definition of disability.</p>
<p><b>What is Social Security’s definition of disability?</b></p>	<ul style="list-style-type: none"> <li>• An individual must be unable to do any substantial work because of medical condition(s). For example, in 2004, substantial work means earning \$810 or more a month. This amount may go up each year; and</li> <li>• The medical condition(s) must have lasted, or be expected to last, at least 1 year, or be expected to result in death.</li> </ul>
<p><b>How long are benefits provided?</b></p>	<ul style="list-style-type: none"> <li>• Benefits are provided until the individual is able to work again on a regular basis. There are a number of special rules, called “work incentives”, that provide continued benefits and health care coverage to help the individual make the transition back to work.</li> <li>• When an individual receiving SSDI reaches full retirement age, the disability benefits automatically convert to retirement benefits, but the amount remains the same.</li> </ul>
<p><b>How can an individual apply?</b></p>	<ul style="list-style-type: none"> <li>• Call <b>Social Security at 1-800-772-1213</b> voice or <b>1-800-325-0778 TTY</b>. Representatives are available Monday through Friday between 7 am and 7 pm</li> <li>• At <a href="http://www.ssa.gov/applyfordisability/adult.htm">www.ssa.gov/applyfordisability/adult.htm</a></li> <li>• In person:             <ul style="list-style-type: none"> <li>○ <b>Social Security Office – Harford County</b> 3435-A Box Hill Corporate Center Drive Abingdon, MD 21009 1-800-772-1213</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ <b>Social Security Office – Cecil County</b> 300 Big Elk Mall Elkton, MD 21921 410-398-7396/voice 410-392-6582/TTY</li> </ul>
<p><b>What documentation is needed for the interview?</b></p>	<p>Have as much of the following information as possible for your interview:</p> <ul style="list-style-type: none"> <li>• An original or certified copy of your birth certificate. If you were born in another country, provide proof of U.S. citizenship or legal residency.</li> <li>• If you were in military service, the original or a certified copy of your military discharge papers (Form DD 214) for all periods of active duty.</li> <li>• Your W-2 Form from last year, or if self-employed, your federal tax return (IRS 1040 and Schedules C and SE).</li> <li>• Workers compensation information, including date of injury, claim number and payment amount.</li> <li>• Social Security Numbers of spouse and children.</li> <li>• Checking and savings account numbers.</li> <li>• Name, address, and phone number of an alternate contact if Social Security needs to get in touch with you.</li> <li>• <b>Medical and job information:</b> <ul style="list-style-type: none"> <li>○ Names, addresses and phone numbers of all doctors and other treating sources</li> <li>○ Dates seen by each treating source</li> <li>○ Names of medicines you are taking</li> <li>○ Medical records in your possession</li> <li>○ Kinds of jobs and dates worked in the 15 years before becoming disabled</li> </ul> </li> </ul>

## PLAN FOR ACHIEVING SELF- SUPPORT (PASS)

<p><b>What is a PASS?</b></p>	<p><b>PASS</b> is a plan that allows the use of income and other assets to achieve work goals to reduce or eliminate the need for benefits provided under both the Social Security and Supplemental Security Income (SSI) programs.</p>
<p><b>Who is eligible for a PASS?</b></p>	<p>An individual who:</p> <ul style="list-style-type: none"> <li>• Wants to work;</li> <li>• Receives SSI (or can qualify for SSI by having a PASS); and</li> <li>• Has other income or resources to get a job or start a business.</li> </ul>
<p><b>How does a PASS help an individual reach his/her work goals?</b></p>	<p>With an approved plan:</p> <ul style="list-style-type: none"> <li>• an individual can use income while receiving SSI to pay for items needed to reach a work goal.</li> <li>• an individual may accumulate assets above the limit of \$2000 for an individual or \$3000 for a couple to pay for items or services to reach a work goal.</li> </ul>
<p><b>What items and services could be considered in a PASS?</b></p>	<p>With an approved plan, money set aside can be used for:</p> <ul style="list-style-type: none"> <li>• Transportation to and from work</li> <li>• Tuition, books, fees and supplies needed for school or training</li> <li>• Child care</li> <li>• Attendant care</li> <li>• Employment services, such as job coaching and resume writing</li> <li>• Supplies to start a business</li> <li>• Equipment and tools to do the job or</li> <li>• Uniforms, special clothing and safety equipment.</li> </ul>
<p><b>How does an individual set up a PASS?</b></p>	<p>The PASS must be completed in writing and approved by Social Security. To start, contact a local Social Security Office and request an application form (Form SSA-545-BK).</p>

	<ul style="list-style-type: none"> <li>• <b>Social Security Office – Harford County</b> 3435-A Box Hill Corporate Center Drive Abingdon, MD 21009 1-800-772-1213 toll free 1-800-325-0778 TTY</li> <li>• <b>Social Security Office – Cecil County</b> 300 Big Elk Mall Elkton, MD 21921 1-800-772-1213 toll free 410-398-7396/voice 410-392-6582/TTY</li> </ul>
<p><b>Who can help an individual to develop and write a PASS?</b></p>	<ul style="list-style-type: none"> <li>• A Division of Rehabilitation Services (DORS) counselor</li> <li>• Other interested third parties</li> <li>• For those whose goal is to start a business: a representative of the Service Corps of Retired Executives (SCORE) at 410-838-2020 or the U.S. Small Business Development Center at 410-836-4237</li> <li>• Social Security will also refer to local organizations for assistance.</li> </ul>

## TICKET-TO-WORK PROGRAM AND YOUTH IN TRANSITION

<p><b>Who is involved?</b></p>	<p>Today there are almost one million youth under the age of 18 receiving Supplemental Security Income (SSI). Approximately 70 percent will receive Tickets from the Ticket-to-Work and Self-Sufficiency Program.</p>
<p><b>Who else does the Ticket to Work Program serve?</b></p>	<p>The Ticket-to-Work Program, which is completely voluntary, serves Social Security Administration (SSA) disability program beneficiaries who are age 18 or older and have not reached 65.</p>
<p><b>What is the purpose of the program?</b></p>	<p>Ticket-to-Work is an SSA program that helps people who receive Social Security Disability Benefits to return to work. It establishes Employment Networks that accept tickets and provide employment services.</p>
<p><b>How can the Ticket to Work Program benefit transitioning youth?</b></p>	<p>The Ticket-to-Work Program can help to offset expenses utilized to provide transition services to beneficiaries receiving SSI or Social Security Disability Income (SSDI).</p>
<p><b>What other benefits are associated with the Ticket?</b></p>	<ul style="list-style-type: none"> <li>• As long as the beneficiary has an assigned Ticket and is actively participating, he/she will not have to go through a Medical Continuing Disability Review (CDR).</li> <li>• The individual <b>may</b> receive services and/or develop skills that lead to a job with health benefits and earnings greater than Social Security benefits.</li> <li>• SSA has established special provisions that make it easier for people to try to work. This includes a way to get back on benefits if, after starting work, an individual is unable to continue due to his/her disability.</li> </ul>

<p><b>What if the individual does not plan to leave school until 21?</b></p>	<p>The individual does not have to assign the Ticket (select an employment network for employment services) immediately, but can wait until he/she leaves the school system at age 21.</p>
<p><b>How can I get more information and/or advocacy assistance about the Ticket to Work Program?</b></p>	<p>Contact:</p> <ul style="list-style-type: none"> <li>• Maximus, the program manager which administers the program for SSA, at its toll-free number, 1-866-968-7842 voice; or 1-866-833-2967 TTY or visit their website at <a href="http://www.yourtickettowork.com">www.yourtickettowork.com</a>.</li> <li>• Making Choices for Independent Living's Benefits Resource Center at 410-444-1400.</li> <li>• Maryland Disability Law Center at 1-800-233-7201.</li> </ul>

## HEALTHCARE

<p><b>At what age should I transition my child from a pediatrician to an adult doctor?</b></p>	<p>Age 14 is an appropriate time to begin the process of health care transition planning. Begin by age 14, but plan over a period of time. Make a plan that is specific to your adolescent and his/her special health care needs.</p>
<p><b>What are the key issues to consider when planning for my child's future adult healthcare needs?</b></p>	<p>There are two main components of health care transition for the adolescent with special health care needs and disabilities:</p> <ul style="list-style-type: none"> <li>• Increased self-management of health care on the part of the adolescent, and</li> <li>• Transfer of care from pediatrician to adult care provider.</li> </ul>
<p><b>What should I do to get my child ready for the transition to an adult doctor?</b></p>	<ul style="list-style-type: none"> <li>• Talk to your adolescent about his/her condition and/or disability in a way that he/she can understand. If your adolescent has developmental disabilities, work with his/her primary care provider to choose the key points and figure out how to make them clear.</li> <li>• Help your adolescent understand the importance of the medication he/she takes.</li> <li>• Encourage your adolescent to make his/her own health care appointments.</li> <li>• Encourage your adolescent to prepare for doctor visits by writing down questions in advance. He/she should also keep his/her own health notes and records.</li> <li>• Begin teaching your adolescent about his/her insurance coverage.</li> <li>• Discuss with the primary care provider when you should consider transferring your adolescent's care to an adult provider.</li> <li>• If you decide that you should work towards a transfer of care, work with your adolescent's primary care provider to find appropriate adult providers.</li> <li>• Talk to other families and young adults with similar special health care needs and disabilities to help you identify an appropriate adult health care</li> </ul>

	<p>provider for your adolescent.</p> <ul style="list-style-type: none"> <li>• Schedule an interview visit with possible adult providers before transferring your adolescent’s care.</li> <li>• Visit with each provider to determine if he/she is a good match for your adolescent.</li> <li>• Ask your primary provider to transfer your adolescent’s medical records prior to transfer of health care to the adult provider.</li> </ul>
<p><b>What are my health care insurance options for my child when he/she reaches the age of majority?</b></p>	<p><b>The two major types of health insurance coverage are group coverage and individual coverage. There are many options for health insurance coverage within group coverage and individual coverage. You will need to take a careful look at each option to see what will work best.</b></p> <p>GROUP COVERAGE:</p> <p><b>OPTION 1: STUDENT STATUS</b>  Dependent can stay on health plan until age 22-24 (depending on policy) as a part-time student with a <u>documented</u> disability, otherwise must be a full-time student (at least 12 credits).</p> <p><b>OPTION 2: AGE OUT</b>  Dependent is over the age of 22-24 (depending on policy) and is no longer a student; you may elect COBRA (Consolidated Omnibus Budget Reconciliation Act) benefit provisions coverage (continuation of same coverage) that can be purchased for 36 months. Must be converted within 60 days of dependent’s 22nd-24th (depending on policy) birthday.</p> <p><b>OPTION 3: ADULT DISABLED DEPENDENT CHILD</b>  Under Maryland Law, if your dependent was already disabled and covered on the health plan before reaching 22-24 (depending on policy), he/she can remain on the plan as long as he/she is unmarried and you provide support.  <b>BEWARE:</b> If you change health plans, you might not be able to cover your disabled dependent.</p>

**OPTION 4: STUDENT HEALTH CARE PLAN**

You may be able to purchase a student healthcare plan through your dependent's college. BEWARE: Most have pre-existing condition clauses and will not pay for expenses for the first year.

**OPTION 5: GROUP PLAN THROUGH EMPLOYER**

Dependent may be eligible to purchase group health coverage from their employer.

**OPTION 6: HEALTH CARE PLAN THROUGH CONSORTIUMS**

Health coverage through religious, fraternal, or business associations maybe an option.

**INDIVIDUAL COVERAGE:**

**OPTION 1: LOW INCOME HEALTH CARE PLAN**

Maryland Health Insurance Plan (MHIP) is a state administered health plan for Maryland residents who do not have access to coverage and:

- are not eligible for group coverage, COBRA, Medicaid (Maryland Medical Assistance), and Children's Health Programs, Medicare or any other government-sponsored program.
- have exhausted all available group coverage or moved to Maryland from another state's high-risk pool.
- have or have been offered coverage that is limited or restricted, or excludes coverage for specific medical condition(s).
- have been refused individual health insurance for medical reasons.
- are receiving Federal Trade Readjustment Allowance or unemployment benefits under the Trade Adjustment Assistance Program or receiving pension payments from the Pension Benefit Guaranty Corporation.

**OPTION 2: PRIVATE INSURANCE**

Most likely will be denied coverage due to pre-existing disability or health condition(s).

	<p><b>OPTION 3: MEDICAID &amp; SSI (Based on parents income)</b>  Dependent receiving Social Security due to disability and Medicaid (Maryland Medical Assistance) will be required to go through an annual re-determination eligibility process starting at age 18.</p> <p><b>OPTION 4: MEDICAID &amp; MEDICAID WAIVER</b>  Dependent receiving Medicaid (Maryland Medical Assistance) due to a waiver program must meet the qualifications on the adult waiver assessment.</p> <p><b>OPTION 5: DEPENDENT INCOME BASED MEDICAID &amp; SSI</b>  Once dependent turns 18 he/she may qualify for Social Security and Medicaid based on his/her income and not yours.</p> <p><b>OPTION 6: MEDICAID &amp; WORKING</b></p>
<p><b>Where do I go to get more information on healthcare planning for my child?</b></p>	<ul style="list-style-type: none"> <li>• For individual health insurance, state continuation coverage, conversion coverage, and fully insured group health insurance:  <b>Maryland Insurance Administration</b>  (800) 492-6116  (410) 468-2000  <a href="http://www.mdinsurance.state.md.us">http://www.mdinsurance.state.md.us</a></li> <li>• For self-insured group health plans, COBRA continual coverage, and Family Medical Leave Act <ul style="list-style-type: none"> <li>○ <b>U.S. Department of Labor, Philadelphia</b>  <i>Regional Office (215) 861-4830, or contact</i></li> <li>○ <i>U.S. Department of Labor, Division of Technical Assistance and Inquiries, Washington, D.C. (202) 219-8776</i></li> <li>○ <i>For Department of Labor publications: (800) 998-7542</i>  <a href="http://www.dol.gov/dol/stats.htm">http://www.dol.gov/dol/stats.htm</a></li> </ul> </li> </ul> <p><a href="http://www.dol.gov/ebsa/publicatons/main.html">http://www.dol.gov/ebsa/publicatons/main.html</a></p>

- For the Maryland Health Insurance Plan  
***Maryland Health Insurance Plan***  
**(866) 780-7150**  
**(410) 576-2055**

<http://www.marylandhealthinsuranceplan.state.md.us>

- For Medicaid  
***Maryland Department of Social Services***  
**(800) 492-5231**  
**(410) 767-5800.**

<http://www.dhmf.state.md.us/mma/>

- For Maryland Children's Health Program (MCHP)  
and MCHP Premium

**Maryland Department of Health and  
Mental**

***Hygiene (800) 456-8900***

<http://www.dhmf.state.md.us/mma/mchp/>

## SUPPORT GROUPS

<p><b>CHESAPEAKE DOWN SYNDROME PARENT'S GROUP</b></p>	<p>P.O. Box 210127          Baltimore, MD 21284-0127          410-321-5434          Email: <a href="mailto:info@cdspg.org">info@cdspg.org</a>          Monthly social events, Newsletter, Welcome New Family Brunch, Girls Club (pre-teen to teen), Circle of Friends Club, Trainings</p>
<p><b>AUTISM SOCIETY OF AMERICA HARFORD COUNTY</b></p>	<p>1315 Vanderbilt Road          Bel Air, MD 21014          410-879-4643          3rd Monday of every month (except December) 7:30-9:30 PM at the McFaul Center  <a href="http://www.harfordcountyautismsociety.com">www.harfordcountyautismsociety.com</a></p>
<p><b>ANGELMAN SYNDROME SOCIETY KIM MARCHMAN</b></p>	<p>1115 Robin Hill Court          Bel Air, MD 21015  <a href="mailto:kmarchman@comcast.net">kmarchman@comcast.net</a></p>
<p><b>THE ARC NORTHERN CHESAPEAKE REGION FOSTER ADOPTIVE PARENT GROUP</b></p>	<p>4513 Philadelphia Road          Aberdeen, MD 21001          410-836-7177  <a href="http://www.arcncr.org">www.arcncr.org</a></p>
<p><b>CHADD OF GREATER BALTIMORE</b></p>	<p>316 Wickersham Way          Cockeysville, MD 21030          410-377-0249  <a href="http://www.chadd-mc.org">www.chadd-mc.org</a></p>
<p><b>THE ARC NORTHERN CHESAPEAKE REGION FAMILY SUPPORT PARENT GROUP HARFORD COUNTY</b></p>	<p>4513 Philadelphia Road          Aberdeen, MD 21001          410-836-7177, ext. 383  <a href="http://www.arcncr.org">www.arcncr.org</a></p>

<p><b>THE ARC NORTHERN CHESAPEAKE REGION FAMILY SUPPORT PARENT GROUP CECIL COUNTY</b></p>	<p>4513 Philadelphia Road Aberdeen, MD 21001 410-836-7177, ext. 322 <a href="http://www.arcncr.org">www.arcncr.org</a></p>
<p><b>KENNEDY KRIEGER INSTITUTE PACT: HELPING CHILDREN WITH SPECIAL NEEDS</b></p>	<p>7000 Tudsbury Rd Baltimore, MD 21244 410-298-7000 <a href="http://www.kennedykrieger.org">www.kennedykrieger.org</a> <a href="http://pact.kennedykrieger.org">http://pact.kennedykrieger.org</a></p>
<p><b>KENNEDY KRIEGER INSTITUTE FAMILY SUPPORT SERVICES</b></p>	<p>7000 Tudstury Road Baltimore, MD 21244 410-298-9286 <a href="http://www.kennedykrieger.org">www.kennedykrieger.org</a> Clinical Programs</p>
<p><b>FAMILIES FOR INTENSIVE AUTISM TREATMENT</b></p>	<p>P.O. Box 341643 Bethesda, MD 208271643 301-419-8037</p>
<p><b>TEENS TOGETHER PARTNERSHIP OF THE YMCA AND THE ARC NCR</b></p>	<p>Contact: 410-836-7177 Email: <a href="http://www.arcncr.org">www.arcncr.org</a> Contact: 410-836-5075 Email: <a href="http://www.ymcamd.org">www.ymcamd.org</a> Meets September – June</p>
<p><b>DEVELOPMENTAL DISABILITIES COUNCIL YOUTH EMPOWERMENT ALLIANCE ANN MARIE LANE</b></p>	<p>217 E. Redwood Street, Suite 1300 Baltimore, MD 21202 410-767-3670 or 800-305-6441 <a href="http://www.md-council.org">www.md-council.org</a></p>
<p><b>DEVELOPMENTAL DISABILITIES COUNCIL FAMILY NETWORKS</b></p>	<p>217 E. Redwood Street, Suite 1300 Baltimore, MD 21202 410-767-3670 <a href="http://www.family-networks.org">www.family-networks.org</a></p>

## PARTNERSHIPS FOR FAMILIES

<p><b>PATHFINDERS FOR AUTISM RESOURCE CENTER</b></p>	<p>120 Alleghany Avenue Towson, MD 21204 410-769-9500 Email: <a href="mailto:info@pathfindersforautism.org">info@pathfindersforautism.org</a> Support, Research, Resource</p>
<p><b>BOYS &amp; GIRLS CLUB</b></p>	<p>100 E. Bel Air Drive Aberdeen, MD 21001 410-272-8233 <a href="http://www.bgcharford.org">www.bgcharford.org</a></p>
<p><b>HARFORD COUNTY PARKS &amp; REC</b></p>	<p>702 N. Tollgate Road Bel Air, MD 21014-2437 410-638-3570 <a href="http://www.harfordcountymd.gov/parks_rec">www.harfordcountymd.gov/parks_rec</a></p>
<p><b>CECIL COUNTY PARKS &amp; REC</b></p>	<p>17 Wilson Street Rising Sun, MD 21911 410-392-4537 Website: <a href="http://www.ccgov.org">www.ccgov.org</a></p>
<p><b>DEL-MAR-VA COUNCIL THE BOY SCOUTS OF AMERICA, INC.</b></p>	<p>801 Washington Street Wilmington, DE 198011597 800-766-7268 <a href="http://www.delmarvacouncil.org">www.delmarvacouncil.org</a></p>
<p><b>NEWARK RESOURCE CENTER GIRL SCOUTS OF THE CHESAPEAKE BAY CECIL COUNTY</b></p>	<p>501 South College Ave Newark, DE 19713 800-341-4007 <a href="http://www.cbgsc.org">www.cbgsc.org</a></p>
<p><b>GIRL SCOUTS OF CENTRAL MD HARFORD COUNTY</b></p>	<p>4806 Seton Drive Baltimore, MD 21215 410-358-9711 Website: <a href="http://www.gscm.org">www.gscm.org</a></p>

<p><b>EXCEPTIONAL FAMILY MEMBER PROGRAM ABERDEEN PROVING GROUND</b></p>	<p>2754 Rodman Road Room 18 APG, MD 21005 410-278-2420/7572</p>
<p><b>CECIL PARTNERSHIP FOR CHILDREN, YOUTH AND FAMILIES</b></p>	<p>PO Box 1484 Elkton, MD 21922 410-620-0762 Email : family@dol.net</p>
<p><b>HARFORD COUNTY FAMILY YMCA WALTER &amp; BETTY WARD CENTER</b></p>	<p>101 Walter Ward Blvd. Abingdon, MD 21009 410-679-9622 <a href="http://www.ymcamd.org">www.ymcamd.org</a></p>
<p><b>CECIL COUNTY YMCA</b></p>	<p>25 YMCA Boulevard Elkton, MD 21921 410-398-2333 <a href="http://www.ymcacecil.org">www.ymcacecil.org</a></p>
<p><b>CENTER FOR AUTISM AND RELATED DISORDERS (CARD)</b></p>	<p>3901 Greenspring Avenue Baltimore, MD 21211 <a href="http://www.kennedykrieger.org">www.kennedykrieger.org</a> (search Autism, CARD) Research studies open to public if qualify</p>
<p><b>HARFORD COUNTY PARTNERSHIP FOR FAMILIES</b></p>	<p>134 Industry Lane Forest Hill, MD 21050 410-638-3166 <a href="http://www.partnershipforfamilies.org">www.partnershipforfamilies.org</a></p>

**PROFESSIONALS/ADVOCATES**  
*Cecil and Harford County*

<p><b>MARYLAND DISABILITY LAW CTR (MDLC)</b></p>	<p>1800 N Charles St ., Ste. 400          Baltimore, MD 21201          800-233-7201 or 410-727-6352  <a href="http://www.mdlcbalto.org">www.mdlcbalto.org</a></p>
<p><b>MD COALITION FOR INCLUSIVE EDUCATION (MCIE)</b></p>	<p>7484 Candlewood Road, Suite R.          Hanover, MD 21076          800-899-8837  <a href="http://www.mcie.rg">www.mcie.rg</a></p>
<p><b>THE ARC OF MARYLAND</b></p>	<p>49 Old Solomons Island Road, Suite 205          Annapolis, MD 21401          410-974-6139  <a href="http://www.thearcmd.org">www.thearcmd.org</a></p>
<p><b>DEVELOPMENTAL DISABILITIES COUNCIL (DDC)</b></p>	<p>300 W. Lexington St          Baltimore, MD 21201          800-305-6441  <a href="http://www.md-council.org">www.md-council.org</a></p>
<p><b>COUNCIL OF PARENT ATTORNEYS AND ADVOCATES, INC. (COPPA)</b></p>	<p>P.O. Box 6767          Towson, MD 21285          443-451-5270  <a href="http://www.copaa.org">www.copaa.org</a>          Promoting excellence in education advocacy nationwide</p>
<p><b>THE SPECIAL KIDS COMPANY</b></p>	<p>115 Bellemore Road          Baltimore, MD 21210          410-418-5590  <a href="http://www.specialkidscompany.com">www.specialkidscompany.com</a></p>

**THE PARENTS PLACE OF  
MARYLAND**

801 Cromwell Park Drive, Suite 103  
Glen Burnie, MD 21061

Website: [www.ppmmd.org](http://www.ppmmd.org)

Email: [info@ppmd.org](mailto:info@ppmd.org)

**SUPPORT SERVICES**  
**CECIL AND HARFORD COUNTY**

<p><b>BAYSIDE COMMUNITY NETWORK, INC. CECIL COUNTY</b></p>	<p>PO Box 9 Elkton, MD 21922 410-398-6394</p>
<p><b>SHOREHAVEN, INC. CECIL COUNTY</b></p>	<p>PO Box 751 Cheapeake City, MD 21802 410-398-9850</p>
<p><b>CHESAPEAKE CARE RESOURCES CECIL COUNTY</b></p>	<p>80 Marysville Rd North East, MD 21901 410-287-5040 Email: <a href="mailto:ccr@iximd.com">ccr@iximd.com</a></p>
<p><b>AUTISM WAVIER HARFORD COUNTY THE COORDINATING CENTER</b></p>	<p>8258 Veterans Hwy Brightview Businesss Ctr St 13 Millersville, MD 21108 410-987-1048</p>
<p><b>UPPER BAY COUNSELING &amp; SUPPORT SERVICES</b></p>	<p>200 Booth Street Elkton, MD 21921 410-996-5104 Adoptive Parents Support Grp, Parenting Classes</p> <p>806 S. Union Ave. Havre de Grace, MD 21078 410-939-8744 <a href="http://www.upperbay.org">www.upperbay.org</a></p>
<p><b>DEVELOPMENTAL DISABILITY ADMINISTRATION (DDA) CENTRAL MARYLAND REGIONAL OFFICE: HARFORD COUNTY</b></p>	<p>Rosewood Center Rosewood Lane Owings Mills, MD 21117 1-877-874-2494 <a href="http://www.ddamaryland.org">www.ddamaryland.org</a></p>

<p><b>DEVELOPMENTAL DISABILITY ADMINISTRATION (DDA) EASTERN SHORE REGIONAL</b></p> <p><b>OFFICE: CECIL COUNTY</b></p>	<p>1500 Riverside Drive Salisbury, MD 21801 410-334-6920</p> <p>1-888-219-0478 <a href="http://www.ddamaryland.org">www.ddamaryland.org</a></p>
<p><b>DIVISION OF REHABILITATION SERVICES (DORS) HARFORD COUNTY</b></p>	<p>2 S. Bond Street Bel Air, MD 21014 410-836-4590 <a href="http://www.dors.state.md.us">www.dors.state.md.us</a></p>
<p><b>DIVISION OF REHABILITATION SERVICES (DORS) CECIL COUNTY</b></p>	<p>103 Chesapeake Blvd. Suite B Elkton, MD 21921 410-996-0620 <a href="http://www.dors.state.md.us">www.dors.state.md.us</a></p>
<p><b>SERVICE COORDINATION</b></p>	<p>121 A Industry Lane Suite 6 Forest Hill, MD 21050 410-893-0393 <a href="http://www.servicecoordinationinc.org">www.servicecoordinationinc.org</a></p>
<p><b>MD COALITION OF FAMILIES FOR CHILDREN'S MENTAL HEALTH</b></p>	<p>10632 Little Patuxent Pkwy #119 Columbia, MD 410-730-8267 Email: <a href="mailto:info@mclcoalition.org">info@mclcoalition.org</a></p>
<p><b>THE ARC NORTHERN CHESAPEAKE REGION INDIVIDUAL AND FAMILY SERVICES ADULT SERVICES</b></p>	<p>4513 Philadelphia Road Aberdeen, MD 21001 410-836-7177 <a href="http://www.arcncr.org">www.arcncr.org</a></p>

**EASTERN SHORE CENTER  
FOR INDEPENDENT LIVING**

9 Sunburst Center  
Cambridge, MD 21613  
410-221-7701  
[www.escil.org](http://www.escil.org)

**GOVERNMENT / EDUCATION SERVICES**  
**HARFORD COUNTY**

<p><b>SPECIAL EDUCATION CITIZENS ADVISORY COMMITTEE (SECAC) HARFORD COUNTY</b></p>	<p>BOE sponsored committee monitoring for improvement of Special Education Services. 410-588-5246 <a href="http://www.hcps.org">www.hcps.org</a></p>
<p><b>PTA OF HARFORD COUNTY</b></p>	<p>P.O. Box 435 Bel Air, MD 21014 Email: <a href="mailto:hccpta@hccpta.org">hccpta@hccpta.org</a> School or County based</p>
<p><b>HARFORD COUNTY INFANTS &amp; TODDLERS</b></p>	<p>100 Thomas Run Rd Bel Air, MD 21015 410-638-3823 <a href="http://www.harfordcounty.gov/health">www.harfordcounty.gov/health</a></p>
<p><b>HARFORD COUNTY PARTNERS FOR SUCCESS RESOURCE CENTER</b></p>	<p>AOEC Building Aberdeen, MD 21001 410-273-5579 Email: <a href="mailto:Partners.Success@hcps.org">Partners.Success@hcps.org</a> Resource center for parents whose children receive Special Education Services.</p>
<p><b>HARFORD COUNTY PUBLIC SCHOOL OFFICE OF SPECIAL EDUCATION</b></p>	<p>102 S. Hickory Ave. Bel Air, MD 21014 410-588-5246 <a href="http://www.hcps.org">www.hcps.org</a></p>
<p><b>FUTURE LINK HARFORD COUNTY PUBLIC SCHOOLS</b></p>	<p>100 Thomas Run Rd Bel Air, MD 21014 410-638-3810 Post-secondary education ages 19-21 <a href="http://www.hcps.org">www.hcps.org</a></p>

<b>HARFORD COUNTY PUBLIC SCHOOLS</b>	102 S. Hickory Ave. Bel Air, MD 21014 410-588- <a href="http://www.hcps.org">www.hcps.org</a>
<b>HARFORD COUNTY DEPARTMENT OF COMMUNITY SERVICES</b>	319 South Main Street Bel Air, MD 21014 410-638-3373 <a href="mailto:disability@harfordcountymd.gov">disability@harfordcountymd.gov</a> Information and Referral, Disability-related projects
<b>COMMISSION ON DISABILITIES</b>	220 South Main Street Bel Air, MD 21014 410-638-3373 Email: <a href="mailto:disability@co.ha.md.us">disability@co.ha.md.us</a> <a href="http://www.harfordcountymd.gov/services/disabilities">www.harfordcountymd.gov/services/disabilities</a>
<b>HARFORD COUNTY GOVERNMENT COUNTY EXECUTIVE</b>	220 S. Main Street Bel Air, MD 21014 410-638-3350 Email: <a href="mailto:county_executive@harfordcountymd.gov">county_executive@harfordcountymd.gov</a>
<b>HARFORD COUNTY GOVERNMENT HARFORD COUNTY COUNCIL</b>	212 South Bond St Bel Air, MD 21014 410-638-3343 <a href="http://www.harfordcountymd.gov">www.harfordcountymd.gov</a>
<b>HARFORD COUNTY HEALTH DEPARTMENT</b>	119 South Hays Street Bel Air, MD 21014 410-879-8322 <a href="http://www.harfordcountymd.gov/health">www.harfordcountymd.gov/health</a>

**CECIL COUNTY**

<p><b>CECIL COUNTY PUBLIC SCHOOLS OFFICE OF SPECIAL EDUCATION</b></p>	<p>201 Booth Street Elkton, MD 21921 410-996-5450 <a href="http://www.ccps.org/specialed">www.ccps.org/specialed</a></p>
<p><b>CECIL COUNTY SPECIAL EDUCATION CITIZENS ADVISORY COMMITTEE (SECAC)</b></p>	<p>Cecil County SECAC C/o Cecil County Public Schools 201 Booth Street Elkton, MD 21921 410-996-5450</p>
<p><b>PTA OF CECIL COUNTY PTO OF CECIL COUNTY</b></p>	<p>To access information or assistance from the PTA/PTO, contact the school which the student attends.</p>
<p><b>CECIL COUNTY PUBLIC SCHOOLS</b></p>	<p>201 Booth Street Elkton, MD 21921 410-996-5400 <a href="http://www.ccps.org">www.ccps.org</a></p>
<p><b>CECIL COUNTY INFANTS &amp; TODDLERS CECIL COUNTY CHILD FIND SERVICES</b></p>	<p>201 Booth Street Elkton, MD 21921 410-996-5444</p>
<p><b>CECIL COUNTY PARTNERS FOR SUCCESS PARENT RESOURCE CTR</b></p>	<p>2535 Singerly Road Elkton, MD 21921 410-996-5637 Resource Center for parents whose children receive Special Education services. Email: <a href="mailto:prcsped@ccps.org">prcsped@ccps.org</a></p>

<p><b>CECIL COUNTY GOVERNMENT</b></p>	<p>County Administrative Building  107 North Street  Elkton, MD 21921  410-996-5203  Email: <a href="http://www.ccgov.org">www.ccgov.org</a></p>
<p><b>CECIL COUNTY GOVERNMENT  COUNTY COMMISSIONERS</b></p>	<p>County Administrative Building  107 North Street  Elkton, MD 21921  410-996-5201  <a href="http://www.ccgov.org">www.ccgov.org</a></p>
<p><b>CECIL COUNTY HEALTH  DEPARTMENT</b></p>	<p>401 Bow Street  Elkton, MD 21921  410-996-5550  <a href="http://www.cecilcountyhealth.org">www.cecilcountyhealth.org</a></p>

## **National Youth Leadership Network**

<http://www.nyih.org>

The National Youth Leadership Network (NYLN) is dedicated to advancing the next generation of disability leaders through promoting leadership development, education, employment, independent living, and health and wellness among young leaders representing the diversity of race, ethnicity and disability in the United States.

## **Kids As Self-Advocates (KASA)**

<http://www.fvkasa.org>

Kids As Self-Advocates (KASA) is an organization created by youth with disabilities for youth to educate society about issues concerning youth with a wide spectrum of disabilities and special health care needs on topics such as health care transition issues, education, employment, and others.

## **National Resource Center of Youth Services**

<http://www.nrcys.ou.edu>

Housed at the University of Oklahoma, the National Resource Center for Youth Services is tasked with enhancing the quality of life of our nation's youth and their families by improving the effectiveness of human services. For more than twenty-five years, NRCYS has been a resource for the youth services community, providing training and technical assistance to programs in Oklahoma and nationally.

## **National Center of Education, Disability, and Juvenile Justice**

<http://edji.org>

EDJJ examines the overrepresentation of youth with disabilities at-risk for contact with the courts or already involved in the juvenile delinquency system. They provide professional development and technical assistance, conduct research and disseminate resources in three areas of national significance: prevention of school failure and delinquency, education and special education for detained and committed youth, and transition services for youth returning to schools and communities.

## **National Post-School Outcomes Center (NPSO)**

<http://psocenter.org>

The National PSO Center develops practical, efficient, cost-effective, and sustainable strategies for collecting and using data to improve secondary, transition, and post-secondary outcomes for youth with disabilities and identifies state needs and provides technical assistance that will result in improved systems for post-school outcome data collection and use.

## **The Innovation Center for Community and Youth Development**

<http://www.theinnovationcenter.org>

The Innovation Center for Community and Youth Development connects thinkers and leaders of all ages to develop fresh ideas, forge new partnerships, and design strategies that engage young people and ideas to create change by turning theoretical knowledge into practical know-how to help innovation programs become strong, sustainable ventures.

## **The Forum for Youth Investment**

<http://www.forumforyouthinvestment.org>

The Forum for Youth Investment (The Forum) is a nonprofit, nonpartisan organization dedicated to helping communities and the nation make sure all young people are Ready by 21— ready for college, work, and life. This goal requires that young people have the supports, opportunities and services needed to prosper and contribute where they live, learn, work, play and make a difference. The Forum provides youth and adult leaders with the information, technical assistance, training, network support and partnership opportunities needed to increase the quality and quantity of youth investment and youth involvement.

## **Other Centers**

### **National center on Workforce and Disability for Adult (NCWD/Adult)**

<http://www.onestops.info>

NCWD/A provides training, technical assistance, policy analysis, and information to improve access for all in the workforce development system through designing access for all, accommodations & assistive technology, developing employer relationships, helping customers find jobs, job-related support, legal requirements & guidelines, partnerships & funding, disability policy, and marketing & outreach.

### **JAN (Job Accommodation Network)**

<http://www.jan.wvu.edu>

JAN is a service of the Office of Disability Employment Policy (ODEP) of the U.S. Department of Labor. JAN's mission is to facilitate the employment and retention of workers with disabilities by providing employers, employment providers, people with disabilities, their family members and other interested parties with information on job accommodations, self-employment and small business opportunities and related subjects.

## **Training and Technical Assistance for Providers (T-TAP)**

<http://www.t-tap.org>

T-TAP is a national technical assistance and training effort designed to increase the capacity of Community Rehabilitation Programs (CRPs) and other community-based service providers that currently operate programs that result in segregated work outcomes and non-work options for people with disabilities in the “Special Minimum Wage” program established under section 14(c) of the Fair Labor Standards Act (FLSA), 29 U.S.C. 214(c).

## **Employer Assistance & Recruiting Network (EARN)**

<http://www.earnworks.com>

EARN is a free service that connects employers looking for quality employees with skilled job candidates. This web site is your one-stop source for disability employment information including recruiting services, tools and resources, employer success stories, and a business case for hiring people with disabilities.

## **Chronic Homelessness Employment Technical Assistance (CHETA)**

<http://www.csh.org>

CHETA aims to strengthen customized employment and permanent housing services so that chronically homeless people with disabilities may live, work, and fully participate in their communities through projects in San Francisco, Indianapolis, Los Angeles, Boston, and Portland.

## **GLOSSARY**

### **Special Education Abbreviations**

ADA	Americans with Disabilities Act
ADHD	Attention Deficit Hyperactivity Disorder
ADL	Activities for Daily Living
ALJ	Administrative Law Judge
Alt-MSA	Alternative Maryland School Assessment
AMO	Annual Measurable Objective
APE	Adaptive Physical Education
Arc	The Arc, national organization for children and adults with Developmental Disabilities
ARD	Admission, Review and Dismissal meeting
ASD	Autism Spectrum Disorder
AT	Assistive Technology
AYP	Annual Yearly Progress
BC	Building Coordinator (plans and conducts IEP meetings)
BIP	Behavioral Intervention Plan
BMP	Behavior Management Plan
CAPD	Central Auditory Processing Disorder
CCA	Child Care Administration, Maryland Dept of Human Resources
CCPS	Cecil County Public Schools
CFR	Code of Federal Regulation
COMAR	Code of Maryland Regulations
CP	Cerebral palsy
DB	Deaf Blind
DD	Developmental Disability or Developmental Delay
DDA	Developmental Disabilities Administration, Maryland State Dept of Health and Mental Hygiene
DDC	Developmental Disabilities Council
DHMH	Maryland Department of Health and Mental Hygiene
DORS	Division of Rehabilitation Services, Maryland State Dept of Education
DSM	Diagnostic and Statistical Manual (used for diagnosis classification)
DSS	Department of Social Services
ED	Emotional Disturbance
EI	Early Intervention
ESY	Extended School Year Services
FAPE	Free Appropriate Public Education
FBA	Functional Behavioral Assessment
FERPA	Family Educational Rights and Privacy Act
FSS	Family Support Services
GAF	Global Assessment of Functioning
HCPS	Harford County Public Schools
HFA	High Functioning Autism

HSA	High School Assessments (Maryland)
IAES	Interim Alternative Educational Setting
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
IFSP	Individualized Family Service Plan
IPE	Individualized Plan for Employment
ISS	Individual Support Services
LCC	Local Coordinating Council
LD	Learning Disabilities
LEP	Limited English Proficiency
LITP	Local Infants and Toddlers Program
LMB	Local Management Board
LRE	Least Restrictive Environment
LSS	Local School System
MA	Medical Assistance
MANSEF	Maryland Association of Nonpublic Special Education Facilities
MCIE	Maryland Coalition for Inclusive Education
MCHP	Maryland Children's Health Program
MCO	Managed Care Organization
MD	Muscular Dystrophy
MDLC	Maryland Disabilities Law Center
MDOD	Maryland Department of Disabilities
MfCI	Monitoring for Continuous Improvement (Committee)
MITP	Maryland Infants and Toddlers Program
M-PAC	Maryland's Parent Advisory Council
MR	Mental Retardation
MSA	Maryland School Assessment
MSDE	Maryland State Department of Education
NAMI	National Alliance on Mental Illness
NCLBA	No Child Left Behind Act of 2001
NICU	Neonatal Intensive Care Unit
NLD or NVLD	Nonverbal Learning Disability
OAH	Office of Administrative Hearings
OCD	Obsessive Compulsive Disorder
OCR	Office of Civil Rights, US Dept of Education
OGCSHCN	Office for Genetics and Children with Special Health Care Needs, Maryland Department of Health and Mental Hygiene
OHI	Other Health Impaired
OSEP	Office of Special Education Programs (federal)
OT	Occupational Therapy
P & A	Protection and Advocacy Agency
PBIS	Positive Behavioral Interventions and Supports
PBS	Positive Behavior Supports
PDD	Pervasive Developmental Disorder

PDD-NOS	Pervasive Developmental Disorder, Not Otherwise Specified
PLOP	Present Level of Performance
PRC	Parent Resource Center
PT	Physical Therapy
RFB&D	Reading for the Blind and Dyslexic
SCC	State Coordinating Council
SEA	State Education Agency
SECAC	Special Education Citizens' Advisory Committee
SEP	Supported Employment Program
SFP	Service Funding Plan
SICC	State Interagency Coordinating Council
SID	Sensory Integration Dysfunction
SIT	School Improvement Team
SLD	Specific Learning Disability
SSA	Social Security Administration
SSDI	Social Security Disability Income
SSI	Supplemental Security Income
SSIS	Special Services Information System
ST	Speech Therapy
TBI	Traumatic Brain Injury
TDD	Telecommunication Device for the Deaf
TTY	Teletypewriter (for the hearing impaired)
TS	Tourette Syndrome

## DISABILITY SENSITIVE EXPRESSIONS FROM PEOPLE FIRST LANGUAGE

### **Say:**

People with disabilities  
He has a cognitive disability  
She has autism  
He has Down syndrome  
She has a learning disability  
He has a physical disability  
She's of short stature./She's a  
little person.  
He has an emotional/mental health disability.  
She uses a wheelchair/mobility chair.  
  
He receives special ed services.  
Typical kids or kids without disabilities.  
Congenital disability.  
Brain injury.  
Accessible parking, hotel room, etc  
  
She needs...or she uses

### **Instead of:**

The handicapped or disabled  
He's mentally retarded  
She's autistic  
He's Down's  
She's learning disabled.  
He's a quadriplegic/crippled.  
  
She's a dwarf/midget.  
He's emotionally disturbed.  
She's wheelchair bound/confined  
to a wheelchair.  
He's in special ed.  
Normal or healthy kids.  
Birth defect.  
Brain damaged.  
Handicapped parking, hotel  
room, etc.  
She has a problem with...