

the **FUTURE**  
starts **now**

a Transition Planning Guide for  
Success in Adult Life for students  
with special needs and their families.



The Parent Information Center of Delaware

**SMARTMOVES**



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Building a Bridge from School to Adult Life for Young Adults with Disabilities in Connecticut (CPAC)

Developmental Disabilities Quality Service and Support Training Series (University of Delaware/Center for Disabilities Studies)

“Transition for Life” (Nebraska Parent Center of Expertise on Transition-School to Work)

Delaware Transition Services Quality Management Project (TQM)



## *On Parenting...*

Your children are not your children.  
They are the sons and daughters of life's longing for itself.  
They come through you but not from you,  
And though they are with you, yet they belong not to you.  
You may give them your love but not your thoughts,  
For they have their own thoughts.  
You may house their bodies but not their souls,  
For their souls dwell in the house of tomorrow,  
Which you cannot visit, not even in your dreams.  
You may strive to be like them, but seek not to make  
them like you,  
For life goes not backward nor tarries with yesterday.  
You are the bows from which your children as living  
arrows are sent forth.  
The archer sees the mark upon the path of the infinite,  
and He bends  
you with His might that His arrows might go swift and far.  
Let your bending in the archer's hand be for gladness;  
For even as He loves the arrow that flies,  
So He loves also the bow that is stable.

*Kahlil Gibran*

The purpose of this handbook is to give **YOU**, a parent of an adolescent with disabilities, information, practical suggestions, and questions to consider as your son or daughter leaves the world of a high school student and moves into the world of an adult.

This handbook is divided into sections, which answer the following questions:

**WHAT IS TRANSITION?**

**WHERE ARE WE GOING?**

**WHO CAN HELP US GET THERE?**

**WHAT CAN YOU DO?**

**WHAT CAN YOUR SON OR DAUGHTER DO?**

What is your role in transition? Your role is **as important as you want it to be**. Educators see it as critical. Your involvement is needed in order to improve post high school employment and living options for adults with disabilities. Sam Kirk, a nationally known special educator, tells how he feels about your importance:

**If I were to give credit to one group in this country for the advancements that have been made in the education of exceptional children, I would place the parent organizations and parent movement in the forefront as a leading force.**

Your involvement at times may be frustrating, stressful, discouraging, and time consuming; but it is always important. You can play a major role on the transition team. This handbook will give you information, suggestions of questions to ask, and tips for you to become (or continue to be) an active member of the transition team.

**Good Luck  
as you and your young adult  
take a journey through the  
transition for life!**

## WHAT IS TRANSITION?

**Be sure to encourage and expect schools, adult service providers, your son/daughter, and yourself to communicate, cooperate, and commit to developing a plan that leads to a meaningful adult life.**

### Transition is...

...according to the dictionary, defined as a “passing from one condition, place to another.” Examples of transition are when your son/daughter moves from junior high to high school and high school to adult life. Job changes and family moves are also examples of transition. Transition requires some advance planning in order to make the move less hectic, more efficient, and successful.

### Transition Facts

Transition is important to you as a parent because as your son/daughter moves from high school into the adult world, a variety of needs may exist. These needs include:

- vocational needs,
- social needs,
- recreational needs, and
- living needs.

Some students will not need any help meeting these needs; others will need services for a short period of time. Students with more severe disabilities may need help on an ongoing basis.

Many young adults with disabilities are having trouble making a successful transition from high school to adult life. The need for planned transition services can be supported by looking at employment rates for workers with disabilities. Unemployment among persons with disabilities is far above the rate for persons who are non-disabled.

**Current figures from the U.S. Commission on Civil Rights and the U.S. Bureau of the Census show that between 50 and 80 percent of adults who report a disability are jobless.**

These figures suggest that young adults with disabilities are not making a successful transition from school to adult life which may be due to lack of student preparation and family involvement.

## TRANSITION AND THE LAW

### Public Law 105-17

#### The Individuals with Disabilities Education Act “IDEA” (1997) § 300.29

The Individuals with Disabilities Education Act defines transition services as:

“...a coordinated set of activities for a student, designed within an outcome oriented process, which promotes movement from school to post school activities including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated activities shall be based on the individual student’s needs, taking into account the student’s preferences and interests, and shall include instruction, community experiences, the development of employment and other post school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.”

**IDEA** also specifies that...

“...the Individualized Education Plan (IEP) for each student, beginning no later than age 14 (and at a younger age if determined appropriate), must include a statement of the needed transition services as defined in §300.29, (above) including, if appropriate, a statement of each public agency’s and each participating agency’s responsibilities or linkages, or both, before the student leaves the school setting.”

Further, according to **IDEA**, the “statement” of needed services in the student’s IEP must include:

- instruction
- community experiences
- development of employment and other post school living objectives

If any of these is omitted, the IEP needs to specify why it is not necessary for the student. Additionally, if needed by the student, the statement or plan needs to address daily living skills, functional vocational evaluation, and linkages with adult service providers.

**IDEA** also calls for the **active participation** of both student and parents in the transition planning process.

### Public Law 102-569

#### The Rehabilitation Act Amendments of 1992

This is an expanded version of the 1973 law which tried to guarantee many civil rights to people with disabilities. While providing funding for Vocational rehabilitation services, this law addresses post school vocational outcomes for young people with disabilities. It emphasizes **competitive employment** in integrated settings in accord with individual choices, abilities, and interests.

## **Public Law 101-336**

### **The Americans with Disabilities Act “ADA” (1990)**

This law mandates that people with disabilities must be given **access to work environments, government services, and public places** with the provision of “reasonable accommodation” that does not create undue hardship (expense) for the employer.

## **Workforce Investment Act**

The Workforce Investment Act of 1998 (**WIA**) requires states to establish procedures under which local workforce investment boards will certify training providers by program. To the extent possible, economically disadvantaged adults and dislocated workers are to be given individual training accounts or vouchers that can be used to procure the training of their choice, from the provider they choose. The provider certification process is intended to ensure that quality training programs are available from which the customers of the workforce development system can make an informed selection. The WIA contains special circumstances under which programs can be offered to groups of participants. These programs must also meet eligibility requirements.

## **Public Law 101-392**

### **Carl D. Perkins Vocational and Applied Technology Act of 1990**

Intended to improve the quality of vocational instruction and to include students with severe disabilities, this law insists that all schools receiving federal funds must notify parents of vocational education opportunities before the services are provided or by the time the student reaches the ninth grade. Further, students with disabilities should receive assessments of interests and abilities, instruction, special services, and necessary accommodations to meet their specific needs.

## **THE PARTICIPANTS IN TRANSITION PLANNING**

### **WHAT IS THE STUDENT’S ROLE?**

As the most important IEP team member, the student should be invited to all planning meetings, though he or she may choose not to attend. The student's desires and preferences should be at the center of all transition planning activities. The student's role includes the following activities:

- Take an active role in all decision making. Identify career and life interests and goals
- Participate in Individualized Education/Transition Plans (IEP/ITP) development
- Participate in evaluations and assessments
- Participate in filling out all necessary forms, applications, and surveys related to transition planning
- Provide feedback to the team on progress, needs, and preferences
- Learn self-advocacy skills; e.g., communication of needs for adapted curriculum or modifications in the classroom

## WHAT IS THE PARENTS' ROLE?

Besides being **critical advocates** and vital **sources of information** about a student, parents can also advance the transition process by reinforcing, at home, skills being taught in school. Parent's many responsibilities in transition include the following:

- Talk to the student often about what kind of future life he or she would like to have
- Be aware of how much assistance he or she will need to achieve as independent a life possible
- Share information with other team members about the student's strengths, needs, and preferences
- Encourage the student's attendance and participation in IEP/ITP meetings
- Assist the student in the development of self-advocacy skills
- Teach and encourage daily living skills at home
- When possible, provide supplemental support for the student, e.g., providing transportation to and from a job site
- Ensure that IEP/ITP goals are being accomplished
- For students bound for postsecondary education, ensure that academic advisement and academic curriculum are provided
- For students not bound for postsecondary education, ensure that their IEP/ITP addresses community based vocational training/mobility and travel training/community based life skill instruction
- Help ensure that needed curriculum adaptations and environmental modifications are made

## WHAT IS THE SCHOOL'S ROLE?

According to the law, the schools have primary responsibility for providing transition services to young people with special needs. Various school personnel, such as teachers, guidance counselors, social workers, and psychologists should participate in the effort to prepare students for adult life. To provide direction and consistency in their transition planning efforts, and to help ensure they remain in compliance with the law, schools or school districts should have written policies or guidelines addressing the development of transition services. In order to result in the most positive outcomes for their students, those guidelines should address the following activities and responsibilities:

- Provide notification to parents or guardians of the initiation of transition services
- Assess the student's interests, preferences, current strengths, areas of need, and learning styles. Assessment activities should include the use of formal instruments (aptitude tests, skill inventories, adaptive behavior scales) observation, conversations with the student, parents and others

- Based on assessment activities and the development of an individualized transition plan, build a “**personal profile**” detailing the student’s interests, past experiences and ambitions for the future. The profile can serve as a blueprint for future planning and decision making
- Include appropriate instruction and course selection, community experiences, and post school living and employment objectives into the student’s annual IEP
- Identify needed modifications to school equipment and facilities for student use
- Share assessment, evaluation, and other information with transition team member as directed by the student and the student’s parents or guardians
- Provide academic advisement and adapted curriculum, as needed for students bound for postsecondary education
- Establish relationships with community businesses and employers, and provide students with a range of exploration experiences in the community
- Initiate contact and partnerships with state agencies, supported employment providers and applicable postsecondary services

### WHAT IS THE ROLE OF THE ADULT SERVICE AGENCY?

State agencies, such as the Division of Vocational Rehabilitation (DVR), play a critical role in transition.

- Share information with schools, students, and parents/guardians concerning available services and eligibility criteria
- Monitor outcomes for individual students; become knowledgeable about individual student needs by attending, at a minimum, annual IEP meetings during student’s last two years in school
- Accept applications for services

## KEY AREAS IN TRANSITION PLANNING

At no later than age 14, statements of needed transition services must be incorporated into the IEP of each student. These statements should include **broad goals** related to identified needs, preferences, and interests of the individual student and his or her family. In addition, statements of needed transition services should specify short term objectives, persons or agencies responsible, and dates for attainment or follow up. This section will survey the general areas that should be considered in transition planning.

## VOCATIONAL TRAINING/EMPLOYMENT

### ASSESSMENT

Vocational assessment, a systematic attempt to understand a student’s employment aptitudes, preferences, strengths, and weaknesses is a critical step in transition planning for many students. Thorough vocational assessment should include some or all of the following steps:

- Student personal profile
- Student/parent interview
- Completion of formal vocational assessments/evaluations
- Completion of formal interest surveys
- School-based work simulations
- Situational assessments in real work environments

### **STUDENT CAREER PORTFOLIO**

**The results of all vocational assessment and employment related transition activities must be documented by the school. A useful format for compiling and maintaining this information is a career portfolio that should include assessment results, a review of sample work experiences, and situational (real work) assessment results. It should also contain information about aptitudes, special needs, strengths, learning styles, work habits, personal and social skills, and if applicable, information about postsecondary education and career options.**

### **GENERAL CONSIDERATIONS**

In addition to the assessment and real work experiences mentioned above, here are some other areas on which employment oriented transition planning might focus.

#### **Career guidance services**

to help a student discover where his or her talents might fit best:

- Counselor services
- Access to computerized career information

#### **Career related courses**

if a student's plans require specific academic preparation:

- Vocational/technical
- College preparation and college search

**Adult service agency** involvement should be explored:

- The Division of Mental Retardation (DMR)
- The Division of Vocational Rehabilitation (DVR)
- The Division for the Visually Impaired (DVI)
- The Division of Services for Aging and Adults with Physical Disabilities (DSAAPD)

## CONSIDERING HOW MUCH SUPPORT A STUDENT NEEDS

### **Competitive Employment**

This is a regular work setting with no agency funding. However, it may involve some monitoring or case management by adult service agencies. Wages are at least at the minimum level or higher and benefits are based on the job or industry.

### **Supported Employment**

Supported employment is paid employment where the individual receives the level of ongoing support he or she needs in an integrated community work setting. Supported employment may involve an individual job placement or a group of individuals working in the same setting. The staff supporting individuals in this setting are called job coaches. They bear the responsibility for ensuring that the job is completed by the individuals with a disability or by the job coaches themselves.

### **Transitional Employment**

This is temporary employment, usually in group settings, in the community. Training emphasizes both skill development and job readiness (e.g., punctuality, ability to take supervision, etc.). Funded by both DMR and DVR, transitional employment typically leads to competitive employment.

### **Sheltered Employment**

(also known as center based): Sheltered workshops usually combine training and employment services that are funded by various state agencies, such as DVR and DMR. Workshops typically offer evaluation, skill training and work adjustment training.

## TEACHING FOR FUTURE EMPLOYMENT

The following work readiness skills should be carefully considered when teaching for vocational success:

- Punctuality
- Dependability
- Ability to take supervision and correction
- Neat and clean appearance
- Communication and appropriate social skills
- Ability to use transportation
- Ability to adapt flexibly to changes in routines or environments

In addition, Murnane & Levy, report that employers identify the following as essential for success in most of today's jobs:

- Functional reading and math
- Ability to work in teams
- Ability to use a computer "Windows"-type software to produce a text or graphics document
- Ability to solve problems by generating a variety of possible strategies and selecting the best one

## **POSTSECONDARY TRAINING AND EDUCATION**

Postsecondary options include university or college, community college, technical trade or business school, the military, or apprenticeship. When considering one or more of these options, besides selecting an appropriate curriculum (either regular or adapted), consider the following pivotal skills:

- Study skills
- Time management skills
- Organizational skills
- Preparation for SAT's, ASVAB (Armed Services Vocational Aptitude Battery) and other tests
- Understanding college requirements
- Ability to identify and describe accommodations the student needs to succeed

## **SKILLS TRAINING NEEDED FOR INDEPENDENT LIVING**

### **Self-advocacy/Self-help Skills**

- An awareness of the student own strengths and weaknesses
- An ability to know and communicate what he/she likes and dislikes
- An understanding of his or her disability and the accommodations he or she needs in order to live with as much independence as possible
- An ability to display appropriate social skills for participation in the adult community
- A basic knowledge of his or her rights under the law
- A basic understanding of community resources that can be of help

### **Basic life skills**

- Cooking
- Cleaning
- Shopping
- Personal hygiene

### **Transportation**

- Driving
- Using public transportation
- Using specialized transportation

## **Medical and support services**

- Access to health services
- Counseling
- Personal care services
- Adaptive and assistive equipment

## **Financial management**

- Managing a bank account
- Eligibility for social security benefits
- Insurance
- Guardianship, wills and trusts

## **COMMUNITY PARTICIPATION**

Too often, adults with disabilities live in the community without really being part of the community. That's why it is important to encourage connections between a student and his or her local community based on his or her interests.

**Leisure and recreation** goals might include:

- Sports and social clubs
- Community programs
- Special interest clubs
- Local libraries/theaters
- Religious groups

**Civic responsibilities** might include:

- Political groups
- Advocacy groups
- Civic/neighborhood groups
- Volunteer opportunities

## OTHER ISSUES TO CONSIDER

### CONSENT AND GUARDIANSHIP

The law presumes that adults\* are competent to make their own decisions, or to give informed consent for things that are happening in their lives. However, this presumption can be set aside in cases where an adult is unable to make reasonable choices. The question of whether an adult is competent may be straight forward in cases of severe or profound cognitive disabilities. When a person's impairments are milder, however, the decision may be difficult. Though there is no absolute formula for determining someone's mental competence, the following questions may provide important insight:

- Has the individual made a variety of informed and successful choices in the past?
- Do the person's choices appear to be rational?
- Can the individual describe in his or her own way, the options, before making the decision?
- Can the individual explain the decision after it is made?

#### Three Types of Consent

**Direct Consent:** This is where the person makes decisions for himself or herself, without intervention or interpretation from others.

**Substitute Consent:** Also called indirect consent, this is where one person makes decisions on behalf of another person. A parent or other guardian may exercise substitute consent over an adult who is legally ruled or adjudicated incompetent.

**Concurrent Consent:** This is a combination of direct and substitute consent. It implies that the individual can make certain decisions alone but needs help in making more complicated decisions or decisions of greater importance. Professionals sometimes seek concurrent consent (e.g. from an individual and also from his or her parents) in decisions which may involve risk to a person's welfare.

**Guardianship** is the legal transfer of consent from one person to another in the case of someone being adjudicated incompetent. In keeping with the principle of due process, the court must be petitioned to consider whether a person is incompetent. A hearing must then be held with the respondent (i.e., the person whose competence is in question) present. Some testimony from a psychologist or other expert may be heard as well. If either the judge or the jury is satisfied that the individual is not competent or is partially competent, guardianship or limited guardianship will be granted, provided the petitioner(s), most often the individual's parents or others relatives, are seen as fit and appropriate.

\* In the State of Delaware, a person (regardless of their disability) is considered an adult at age 18.

**Related to the transition planning, any student deemed to have direct consent may make final decisions about his/her IEP/Transition Plan, and sign the document on his/her own behalf.**

## **SUPPLEMENTAL SECURITY INCOME**

### **WHAT IS SUPPLEMENTAL SECURITY INCOME (SSI)?**

SSI is a federal program, administered by the Social Security Administration, that provides people with developmental disabilities with a minimum monthly income.

### **WHO IS ELIGIBLE FOR SSI?**

Anyone who...

- Is age 65 or older
- Is blind or
- Is a disabled adult or child and
- Is a citizen
- Is a resident
- Has limited income
- Has limited resources (\$2000 or less in asset or income/year)
- Has met other eligibility requirements

### **WHAT ELSE SHOULD I KNOW ABOUT SSI?**

- Anyone interested should apply at the local Social Security Administration office at age 18 (no more than two months before their 18th birthday).
- If a person under age 18 is eligible, the parents' income is used to determine the benefit amount.
- Benefits can be paid directly to the beneficiary or to a designated payee.
- Anyone eligible for SSI is also eligible for Medicaid, the federally funded health insurance program.
- Gainful work, resulting in a certain income over time can effect eligibility for SSI. However, incentives, allowing people to work without losing their eligibility, have been written into the law. (Ask your SSI case manager about Plans for Achieving Self Support—PASS)

## **QUESTIONS TO ASK ABOUT TRANSITION**

### **for High School Programs...**

- What social skills does the team think Kim\* needs to work on?
- What are the career and vocational objectives in Kim's IEP? How were they developed?
- I would like Kim included in more vocational classes. What classes do you suggest?
- Will (s)he be taught functional math and reading?
- What is Kim's Transition Plan going to include?
- Is there an objective on recreational activities and how does it tie in with the Transition Plan?
- If Kim wants to take general education classes, what modifications and accommodations can be made?
- Which school personnel can provide Kim with career guidance?
- What supports are offered to help Kim with standardized tests, including SATs?
- If Kim wants to go to college, what are his/her options?

### **for Post High School Vocational Training or Education Programs...**

- What training programs are offered?
- What is the length and cost of the programs?
- What are the entry requirements for this program?
- If Kim signs up today, how long will it be before (s)he can start the program?
- What support services are available for him/her?
- How and when can financial assistance be obtained?
- What is the name of the contact person for the program?
- What is the application procedure?
- Describe the specific vocational training you are going to provide.
- Do you provide assistance in locating a job when Kim finishes your program?

### **for Adult Service Agencies...**

- What types of disabilities do you serve?
- What programs and services are offered by your agency?
- How do you determine eligibility?

- What services would you provide Kim? What is the cost?
- Can financial assistance be obtained and, if so, whom do I contact?
- For what vocational program is Kim qualified?
- Is there a waiting list for your program? If so, how long?
- Who is the contact person?

### **on Employment...**

- What hours will Kim work?
- What fringe benefits are provided?
- What are the entry requirements for this job or program?
- Will a vocational assessment be completed on Kim?
- Is a job coach provided?
- What is the average annual wage of individuals in the program?
- How will this money affect his/her Supplemental Security Income (SSI)?
- What is the goal of this program (e.g., competitive employment)?

### **about Living Arrangements...**

- What are the qualifications of staff working here?
- How many people live here?
- What type(s) of disability(ies) do the people who live here have?
- How will Kim's privacy and belongings be maintained?
- Is contact with family and friends restricted?
- Who pays for this? Does Kim qualify for financial support (i.e. SSI, Medicaid)?
- How long can Kim live here? What happens then?
- What type of leisure and experiences are available?
- Where is your home located? I would like to take a tour before I decide to let Kim live here.
- If Kim decides to live in your facility, how long will it be before (s)he can move in?

\* or your son/daughter

## TRANSITION TIPS AND TIMELINE

The following is a list of transition activities that you and your son or daughter may wish to consider when preparing transition plans with the IEP team. Your student's skills and interests will determine which items of the checklist are relevant. Use this list to ask yourself whether or not these transition issues should be addressed at IEP transition meetings. The list can also help identify who should be part of the IEP transition team. Responsibility for carrying out the specific transition activities should be determined at the IEP transition meetings.

### FOUR TO FIVE YEARS BEFORE LEAVING THE SCHOOL DISTRICT

- Identify personal learning styles and the necessary accommodations to be a successful learner and worker.
- Identify career interests and skills, complete interest and career inventories, and identify additional education or training requirements.
- Explore options for postsecondary education and admission criteria.
- Identify interests and options for future living arrangements, including supports.
- Learn to communicate effectively your interests, preferences, and needs.
- Be able to explain your disability and the accommodations you need.
- Learn and practice informed decision making skills.
- Investigate assistive technology tools that can increase community involvement and employment opportunities.
- Broaden your experiences with community activities and expand your friendships.
- Pursue and use local transportation options outside of family.
- Investigate money management and identify necessary skills.
- Acquire identification card and the ability to communicate personal information.
- Identify and begin learning skills necessary for independent living.
- Learn and practice personal health care.

### TWO TO THREE YEARS BEFORE LEAVING THE SCHOOL DISTRICT

- Identify community support services and programs (Vocational Rehabilitation, County Services, Center for Independent Living, etc.).
- Invite adult service providers, peers, and others to the IEP transition meeting.
- Match career interests and skills with vocational course work and community work experiences.

- Gather more information on postsecondary programs and the support services offered; and make arrangements for accommodations to taking college entrance exams.
- Identify health care providers and become informed about sexuality and family planning issues.
- Determine the need for financial support (SSI, state financial supplemental programs, Medicare).
- Learn and practice appropriate interpersonal, communication, and social skills for different settings (employment, school, recreation, with peers, etc.).
- Explore legal status with regards to decision making prior to age of majority.
- Begin a resume and update it as needed.
- Practice independent living skills, e.g., budgeting, shopping, cooking, and housekeeping.
- Identify needed personal assistant services, and if appropriate, learn to direct and manage these services.

#### **ONE YEAR BEFORE LEAVING THE SCHOOL DISTRICT**

- Apply for financial support programs. (SSI, Independent Living services, Vocational Rehabilitation, and Personal Assistant Services).
- Identify the postsecondary school you plan to attend and arrange for accommodations.
- Practice effective communication by developing interview skills, asking for help, and identifying necessary accommodations at postsecondary and work environments.
- Specify desired job and obtain paid employment with supports as needed.
- Take responsibility for arriving on time to work, appointments, and social activities.
- Assume responsibility for health care needs (making appointments, filling and taking prescriptions etc.).
- Register to vote and for selective service (if a male).

## RESOURCES—DELAWARE ADULT AGENCIES

(responsible for the provision of services)

### THE DIVISION OF MENTAL RETARDATION (DMR)

Delaware Health and Social Services  
P.O. Box 637  
Dover, Delaware 19903  
(302) 739-4386

**agency objective** Provides residential, vocational, and family support services to individuals with developmental disabilities.

**services available** Case management  
Respite services  
Residential services  
Vocational services

**eligibility** Applicants must have been significantly delayed in developmental years, have a tested full scale IQ of 70 or lower, and must reside primarily in Delaware

### THE DIVISION OF VOCATIONAL REHABILITATION (DVR)

4425 North Market Street  
Wilmington, Delaware 19809  
(302) 761-8275      TTY: (302) 761-8296

**agency objective** Provides vocational training and employment opportunities to students with disabilities.

**services available** Vocational assessment  
Eligibility determination  
Rehabilitation planning  
Counseling and guidance  
Job placement  
Job search via Internet (VCNET)

**eligibility** Any student who has a physical or mental disability that substantially interferes with his or her ability to obtain or maintain employment; and requires vocational rehabilitation to become suitably employed; and is 16 years of age or older

## **DIVISION FOR THE VISUALLY IMPAIRED (DVI)**

Delaware Health and Social Services  
1901 N. DuPont Highway  
New Castle, DE 19720

(302) 577-4730      TTY: (302) 577-4750

**agency objective** To facilitate the independence of individuals with severe visual impairments throughout their lifetimes by providing a continuum of services, including early diagnosis and intervention, education in the least restrictive environment, family/individual counseling, independent living skills, training and equipment, vocational training and job placement, employment opportunities, and low vision evaluation and enhancement.

**services available** Independent living  
Education  
Employment  
Training  
Technology/assistive devices

## **SOCIAL SECURITY ADMINISTRATION**

2 Reads Way  
New Castle Commons  
New Castle, DE 19720

Phone: (302) 323-0304      (800) 772-1213      TTY: (800) 325-0778

## **DIVISION OF SERVICES FOR AGING & ADULTS with PHYSICAL DISABILITIES**

Delaware Health and Social Services  
1901 N. DuPont Highway  
New Castle, DE 19720

(302) 577-4791      TTY: (302) 577-4793

**agency objective** To improve or maintain the quality of life for Delawareans who are at least eighteen years of age with physical disabilities or who are elderly. The Division is committed to the development and delivery of consumer-driven services which maximize independence through individual choice, enable individuals to continue living active and productive lives, and protect those who may be vulnerable and at risk.

**services available** Health/case management services  
Information  
Advocacy  
Personal assistance provider  
Technology/assistive devices/home modification

## DELAWARE INFORMATION ORGANIZATIONS

(that can be of help finding out more about post school options statewide)

### PARENT INFORMATION CENTER OF DELAWARE (PIC/DE)

700 Barksdale Rd., Suite 16  
Newark, DE 19711

(302) 366-0152 Toll-free in Kent/Sussex Counties: 888-547-4412  
[www.picofdel.org](http://www.picofdel.org)

**agency objective** To provide children and young adults with the full range of disabilities or special needs and their families with the information, skills and supports they need to lead independent, productive lives.

**services available** Education Advocacy Training for parents of children with disabilities  
Individual technical assistance for families and professionals  
Information on special education laws and processes  
Information on the rights and entitlements of persons with disabilities  
Information on various disabilities  
Information and training for professionals working with children and youths with disabilities and their families  
disability awareness training and events for schools and community  
Resources include: a website, library of books, articles, and videos, and The LINK, a free quarterly newsletter written by parents for parents containing information and suggestions that are vital to parents and caregivers of children and youths with disabilities.

### CENTER for DISABILITY STUDIES / UNIVERSITY of DELAWARE

(302) 831-6974

To enhance the lives of individuals and families in Delaware through education, prevention, service and research related to disabilities. Promotes independence and productivity so that individuals and families can fully participate in the life of the community.

### DISABILITIES LAW PROGRAM

(302) 575-0660 New Castle County (302) 674-8500 Kent County  
(302) 856-0038 Sussex County

Protects the rights of people with developmental disabilities, mental illness or emotional impairment using medication, individual advocacy and systems advocacy

## **INDEPENDENT RESOURCES, INC.**

Two Foxpoint Centre  
6 Denny Road, Suite 205  
Wilmington, DE 19809

(302) 765-0191      (888) 561-2120

**agency objective** Federally funded, non-profit, non-residential consumer driven organization for persons with disabilities and the communities in which they reside.

**services available** Advocacy-self advocacy and systems advocacy  
Information and referral  
Peer support  
Independent living skills training

## **CLIENT ASSISTANCE PROGRAM (CAP)**

254 E. Camden-Wyoming Avenue  
Camden, DE 19934

(302) 698-9336      (800) 640-9336

**agency objective** CAP is a place to turn with questions or problems about Rehabilitation Programs.

**services available** Information about rehabilitation services  
Information about your rights and responsibilities  
Help with communication  
Assistance resolving concerns.  
Help pursuing appeals and other legal remedies

## **DELAWARE ASSISTIVE TECHNOLOGY INITIATIVE (DATI)**

Applied Science & Engineering Labs  
University of Delaware/A.I. duPont Institute  
1600 Rockland Road, Room 154  
P.O. Box 269 • Wilmington, DE 19899-0269  
(302) 651-6790      TDD: (302) 651-6794  
[www.asel.udel.edu](http://www.asel.udel.edu)

**agency objective** A statewide network of resources to help Delawareans with disabilities identify appropriate assistive technologies. DATI helps people to learn about technology and funding options, and it puts them in touch with promising resources.

**services available** The three Assistive Technology Resource Centers, located statewide provide hands-on access to the latest assistive technologies and information,  
Training and Technical Assistance  
Educational Programs

## NATIONAL CLEARINGHOUSE for MATERIALS & RESOURCES

### HIGHER EDUCATION & TRAINING for PEOPLE with HANDICAPS (HEATH RESOURCE CENTER)

One DuPont Circle  
Washington, DC 20036-1193  
(800) 544-3284  
[www.acenet.edu/about/programs/access&equity/heath/home.html](http://www.acenet.edu/about/programs/access&equity/heath/home.html)

**agency objective** The Heath Resource Center is a national information clearinghouse dedicated to providing information about postsecondary education for people with disabilities. Information regarding support services, policies, procedures, adaptations, and opportunities is available regarding colleges or universities, vocational-technical schools, and adult education programs.

### THE NATIONAL INFORMATION CENTER for CHILDREN and YOUTH with DISABILITIES (NICHY)

P.O. Box 1492  
Washington, DC 20013  
Phone: (800) 695-0285  
[www.nichcy.org](http://www.nichcy.org)

**agency objective** NICHY is a national information clearinghouse providing information and publications for children and youth with disabilities, families, and professionals.

### NATIONAL TRANSITION NETWORK (NTN)

Institute on Community Integration  
University of Minnesota  
103 U-Tech Center  
1313 Fifth Street SE  
Minneapolis, MN 55455  
(612) 627-4008  
<http://ici2.coled.umn.edu/ntn/>

**agency objective** To strengthen the capacity of individual states to effectively improve transition and school-to-work policies programs, and practices as they relate to youth with disabilities.

## **NATIONAL TRANSITION ALLIANCE (NTA)**

Transition Research Institute  
University of Illinois  
113 Children's Research Center  
51 Gerty Drive  
Champaign, IL 61820  
(217) 333-2325  
[www.dssc.org/nta/html/index\\_2.htm](http://www.dssc.org/nta/html/index_2.htm)

**agency objective** To ensure that youth with disabilities, including those with severe disabilities, acquire skills and knowledge, gain experience, and receive services and supports necessary to achieve successful post school results, including secondary education, gainful employment, independent living, community living, social integration, and lifelong learning

## **DELAWARE ADULT SUPPORT and ADVOCACY GROUPS**

### **ASSOCIATION for the RIGHTS of CITIZENS with MENTAL RETARDATION**

1016 Centre Rd., Suite 1  
Wilmington, DE 19805-1234  
(302) 996-9400

**agency objective** To improve and enhance the quality of life for individuals with mental retardation and their families.

**services available** Advocacy  
Education  
Employment  
Housing/residential  
Information/network  
Self-advocacy group: DE People First

### **AUTISM SOCIETY of DELAWARE (ASD)**

P.O. Box 7336  
Wilmington, DE 19803-0336  
(302) 777-7273  
<http://www.wserv.com/delautism>

**agency objective** To improve the lives of people with autism and those of their families through education, advocacy, and public awareness, and to promote lifelong opportunity and acceptance for people with autism in their communities.

## **CHILDREN & ADULTS with ATTENTION DEFICIT /HYPERACTIVITY DISORDER**

Brandywine Valley Chapter (302) 376-0900

Greater Newark Chapter & Middletown Branch (302) 737-5063

**agency objective** To improve and enhance the quality of life for children and adults with attention deficit disorder. Provide support and information for families.

## **NATIONAL ALLIANCE FOR THE MENTALLY ILL IN DELAWARE**

NAMI - DE

2500 West 4th Street, Suite 5

Wilmington, DE 19805

(302) 427-0787

[www.nami.org/about/namide/index.html](http://www.nami.org/about/namide/index.html)

**agency objective** To support, educate, and advocate until there's a cure for serious mental illness.

## **BRAIN INJURY ASSOCIATION**

(302) 378-3035

(800) 411-0505

**agency objective** Advocate for and support individuals with brain injury.

## **DELAWARE CHAPTER AMERICAN SOCIETY FOR DEAF CHILDREN**

(302) 731-4879 (voice and TTY)

**agency objective** To improve and enhance the quality of life for children and youth who are deaf and their families.

## **EASTER SEAL SOCIETY OF DEL-MAR**

(302) 324-4444 New Castle County

(302) 678-3353 Kent County

(302) 856-7364 Sussex County

**agency objective** Medical rehabilitation, independent living services, camping and recreational opportunities, vocational and educational services.

## **PARENTS OF CHILDREN/ADOLESCENTS WITH MENTAL ILLNESS**

(302) 998-7684

**agency objective** Improve the lives of children and adolescents with mental illness and support their families.

## **PARENTS of EMOTIONALLY DISTURBED YOUTH SUPPORT GROUP (PEDY)**

(302) 737-8522

**agency objective** Provides support, referrals, and education to parents of emotionally disturbed youths.

## **GOVERNOR'S ADVISORY COUNCIL for EXCEPTIONAL CHILDREN**

P.O. Box 1401  
21 The Green  
Dover, DE 19901  
(302) 739-4553

**agency objective** Advises the Governor, General Assembly, State Board of Education, and other agencies on the unmet needs or progress of the State in providing education and services to people with disabilities.

## **UNITED CEREBRAL PALSY ASSOCIATION of DE**

700 River Road  
Wilmington, DE 19809-2746  
(302) 764-2400

**agency objective** Offers support, advocacy, and referrals for children with Cerebral Palsy and other disabilities.

## **STATE COUNCIL for PERSONS with DISABILITIES**

Margaret O'Neill Building  
410 Federal Street, Suite 1  
Dover, DE 19901  
(302) 739-3613      TDD: (302) 739-3699

**agency objective** To unite, in one Council, disability advocates and State agency policymakers to ensure that individuals with disabilities are empowered to become fully integrated within the community.

## **TOURETTE SYNDROME SUPPORT GROUP**

(302) 999-1916

**agency objective** Advocate for individuals with Tourette Syndrome and provide family support.

## **DEVELOPMENTAL DISABILITIES COUNCIL**

821 Silver Lake Blvd., Suite 108

Dover, DE 19904

(302) 739-3333

### **agency objective**

The DDC receives accounts for, and dispenses federal grant funds received by the state under P.L. 104-183, the Developmental Disabilities Assistance and Bill of Rights Act and Amendments of 1996.

**For information about other groups contact the  
PARENT INFORMATION CENTER (PIC) at 888-547-4412**

## **GLOSSARY**

### **Accessible**

Activities or places that can be used by people with disabilities; the term is generally used to refer to places where wheelchairs can go but can include such things as recreational activities in which a person with a disability could participate with a non-disabled peer.

### **ADA**

The Americans with Disabilities Act of 1990, the act of Congress which protects the rights of persons with disabilities.

### **Advocacy**

Speaking or acting on behalf of someone to protect his/her rights and needs.

### **Case Manager**

The person who has the responsibility of seeing that an individual with a disability receives any services necessary for his/her well-being. The case manager finds answers to your questions, helps you make any needed referrals to other organizations, and coordinates the services of all the organizations that may be involved.

**Employment Training Specialist:** See Job Coach

### **Functional Education**

Training of skills needed to succeed in real life. Life skills training, on-the-job vocational experience, and social skills taught both in school and in the community.

### **Functional Skills**

Skills that are important for everyday living such as how to shop for groceries, how to talk to one's boss, or how to balance a checkbook with a calculator.

### **Goal**

A final desired outcome, the dream for which your young adult is training and planning. A goal may be general, such as "I would like a job" or specific, such as "I want to live in an apartment on 3rd street with my best friend, Fred."

### **HCBS**

Home and Community Based Services. A program providing in-home services to eligible persons with disabilities.

**IEP:See Individualized Education Program**

### **IDEA**

Individuals with Disabilities Education Act. The law which provides educational services to students with disabilities.

### **IHP**

Individual Habitation Plan. A plan developed for a person receiving services from an adult service agency which reflects long term goals and the training planned to help reach these goals.

### **IPP**

Individual Program Plan. (Same as above).

**Inclusion**

When persons with disabilities are not only in the same place as persons without disabilities, but also participate in the same activities at the same time.

**Independent Living Skills**

Skills that a person needs to be able to live on his/her own or with limited supervision.

**Individualized Education Plan**

A written plan that describes an individual student's goals and objectives for the school year.

**Individualized Education Program—Transition Plan**

A written plan that outlines what training and support a student will need to live, work, and participate in the community as an adult after high school.

**Inclusion**

When persons with disabilities are in the same place as persons without disabilities such as, "regular education" classrooms or job placements at local businesses.

**Job Coach**

A person who trains people with disabilities on-the-job. Job coaches have special training to help them both teach the person with a disability to do the job and to aid him/her to be fully included in the workplace.

**Job Placement**

When an organization helps a person find a job by matching his/her interests and skills with the needs of local employees.

**Objectives**

Specific statements of what a person needs to learn or do to accomplish a goal. They list what a person will learn, where he/she will learn it, and how long the training should take.

**Plan to Achieve Self Support (PASS)**

Expenses a disabled individual needs to maintain a job (i.e. transportation, specialized equipment)

**Residential Options**

Alternative living arrangements for people with disabilities other than living with their own families or in a home of their own. Residential options could include group homes, supported apartment living, or adult family homes.

**Respite Care**

Individuals who have received special training provide temporary care for persons with disabilities in their home or in the home of the person with disabilities.

**Self-Advocacy**

Speaking or acting for oneself in a way to provide protection for one's own rights and needs.

**Special Education**

Educational services for students who have been identified as having a special need for additional supports in order to learn and succeed.

**Spend Down**

If income exceeds the eligibility for Medicaid, a person with a disability may receive benefits after spending a predetermined amount on medical bills. For example: if an individual earns \$600 per month (\$3600 for 6 months) and is determined to need only \$500 per month to meet living needs, he/she will need to spend \$600 over the next 6 months on medical bills, and Medicaid will cover the rest.

**Supplemental Security Income**

A federal program run by the Social Security Administration which provides monthly checks to persons who are elderly, blind, or have disabilities.

**Supported Employment**

Paid employment in integrated settings for people with disabilities who need ongoing support such as a job coach to maintain their employment.

**Supported Living**

Individuals with disabilities share or have their own apartment. A service organization provides support as needed for transportation, skills training, budgeting, shopping, and recreation.

**Transition**

Change, movement from one setting to another. In this manual we are talking about the movement of a young adult from school to adult life.

**Sheltered Workshop**

This is a facility where persons with disabilities can receive training and paid work with other people with disabilities, also known as center-based/employment.

**SMARTMOVES**

700 Barksdale Road, Suite 16 • Newark, DE 19711  
(302) 366-0152