



Easing the Transition to Adulthood for Children with Development Disabilities

A Toolkit for Caregivers





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Puberty and Sexuality

A guide for caregivers

Introduction

Why do I need to teach my child with DD about puberty and sexuality?

Children with developmental delays (DD) usually go through puberty at the same age as their typical peers. This is **as early as 11 for boys**, and **as early as 9 for girls**.

But because your child may have delays in other areas such as thinking, learning, and social emotional functioning, **they will likely take longer to:**

- understand bodily changes,
- gain self-care/hygiene skills,
- manage appropriate public and private behaviors,
- and learn about sex/sexuality including safe and unsafe touch.

All of these topics are very important for your child to understand in order to function at their best as adults.

What topic do I start with?

Start by teaching your child the appropriate names for body parts. This prevents confusion and gives your child words to use later when learning about puberty, cleanliness, and reproduction.

Puberty and Sexuality

A guide for caregivers

Body Changes and Puberty

How do I teach my child with DD about puberty and sexuality?

You will need to teach your child about puberty and sexuality the same way that you teach about other important topics. For example, if your child learns best with repetition, break information down into simple facts and review them often. If he learns best with pictures, try using visual supports (pictures). Visual support makes hard-to-understand topics clearer.

When do I talk to my child about the bodily changes that come with puberty?

This talk should start early, **before** major body changes occur.

How do I start the conversation about body changes that come with puberty?

- For verbal children:
 - *"Let's talk about body changes. Body changes happen to everyone when they grow up. My body changed, and yours will too. It happens differently for everyone, and that's okay. The important thing is that you know you can ask me questions whenever you want."*
- For nonverbal children:
 - Adjust language and information to the level of the child and add visual support.
 - Start saying something like: *"Your body looks different when you become a grown up. Your body is going to change like this (using pictures). You will start to look more like a grown-up body like me (or another person)."*

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A guide for caregivers

Visual Support 1.

Girls: <https://vkc.vumc.org/healthybodies/files/HealthyBodiesAppendix-Girls.pdf>

Boys: <https://vkc.vumc.org/healthybodies/files/HealthyBodies-Boys-web.pdf>

Hygiene

Why does my child need to learn about hygiene?

Just like for any child, learning good hygiene is important in order to help your child develop healthier life skills. It is also helpful for them, so they rely less on others for help with taking care of their own bodies.

What is a good way to teach my child about hygiene?

The amount of information you provide depends on your child's reading level, vocabulary, and memory. A picture schedule is a good start. Include pictures of supplies needed (for example, specific body wash, deodorant, razor), and a visual picture schedule of the steps to use them.

See the following page for a picture schedule for showering.

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- Courtesy of Vanderbilt Healthy Bodies Toolkit.
- Other examples can be found at: <https://vkc.vumc.org/healthybodies/>

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Appropriate and Non-Appropriate Behaviors

Why does my child need to learn the difference between appropriate and non-appropriate behaviors?

Children who know the difference between appropriate and inappropriate public behavior are less likely to get in trouble with the school or police as they get older. Using socially appropriate behaviors will also help your child fit in with their peers and reduce the chances of being bullied or abused.

What are appropriate vs. non-appropriate behaviors?

These are behaviors that are okay to do in public and what is okay to do only in private.

Private behaviors include things like going to the bathroom, passing gas, touching private parts for any reason, and changing clothes, just to name a few.

There are also behaviors that were once appropriate to do with peers and adults outside the family but are no longer given your child's older age. For example, hugging others.

What do I do when a private behavior becomes public?

Redirect your child quickly. Tell your child where to go to perform private behaviors using simple words or pictures. For example, say something like: *"You can do that in your (bedroom, bathroom)." Or show him a visual labeled "Private."*

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What do I do when a private behavior cannot be private?

Some children will need help with private tasks, such as getting dressed, bathing, or toileting. Teach your child how and who to ask for help with these private behaviors when he is in public places, such as a school or a restaurant. This could include teaching him to plan ahead, ask quietly, or use picture cards or gestures.

What are some guidelines on talking to my child about this?

Start the conversation early. Talk about public and private behaviors as a family and set some ground rules. Example: *"We are only naked in the bathroom or in our own bedroom with the door closed."*

Use visuals: Examples can be found at: <https://vkc.vumc.org/healthybodies/>

Sex Education/Abuse Prevention

Why should I teach my child with DD about sexuality?

Individuals with disabilities are more vulnerable to sexual abuse because of dependence on others for intimate care, increased exposure to a large number of caregivers and settings, inappropriate social skills, poor judgment, inability to seek help or report abuse, and lack of strategies to defend themselves against abuse.

When sexual questions and behaviors of individuals are freely discussed within a family, healthy sexual development is promoted. Some may fear that talking about sexuality will promote sexual behavior. In fact, it is lack of education that poses greater risks for abuse and exploitation. Child abuse happens, but informed children are less likely to be abused.

Puberty and Sexuality

A guide for caregivers

What are some lessons I might teach my child?

Teach your child that they are the “boss” of their body.

Let them know that they are in control of who touches their bodies and how they are touched. This can be taught in the following ways:

- Model the behavior for them: *“I don’t want you to pull on my hand right now. Please stop.”*
- Immediately respect their request to not be touched in certain ways: *“Okay, it looks like you don’t want me to hug you/pick you up right now.”*
- When monitoring play, make it clear that tickling or roughhousing needs to stop immediately if a child says *“Stop!”*
- Do not insist on children giving/receiving hugs/kisses from relatives or family friends if they do not wish to. Alleviate offense by telling relatives and friends that you are teaching “safe touching” to your child by allowing them to be “bosses of their bodies.”

Note: An adult caregiver should always be present at doctor’s appointment examination, until they are older (usually 12 years old).

Teach your child that others are the bosses of their bodies, too!

The rules go both ways! Teach your child to ask before touching, to listen to what others have to say, and to think about what others are feeling.

Empower your child to report and refuse sexual abuse.

Connect and build trust in everyday moments so your child feels comfortable coming to you openly if they have questions or have experienced abuse. Teach your child simple, age-appropriate body safety rules. Keep conversations simple, be specific, and continue to review safety tips over time.

Puberty and Sexuality

A guide for caregivers

Call to Action!

Thinking about what your child needs to know about sexuality and puberty

What kind of conversations can you start having with your child about puberty and sexuality? Sometimes these talks can be simple, such as naming body parts, or telling them that *“private parts are the parts of your body that your underwear covers.”*

Jot down some thoughts here:

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Websites/Toolkits:

- Vanderbilt Kennedy Center Health and Development
 - <https://vkc.vumc.org/vkc/resources/healthdevelopment/>
- Vanderbilt Kennedy Center Healthy Bodies Toolkit
 - <https://vkc.vumc.org/healthybodies/>
- Parent Center Hub
 - <https://www.parentcenterhub.org/sexed/#materials>
- Committee for Children Hot Chocolate Talk® Campaign
 - <https://www.cfchildren.org/resources/child-abuse-prevention/>
- Organization for Autism Research
 - <https://researchautism.org/self-advocates/sex-ed-for-self-advocates>

Books:

- *You-ology: A Puberty Guide for Every Body* by Trish Hutchison, M.D. and Kathryn Lowe M.D.
- *The Care and Keeping of You: The Body Book for Girls* by Valorie Schaefer and Josee Masse
- *Guy Stuff: The Body Book for Boys* by Cara Natterson

Healthcare Transition

A guide for caregivers

What is the difference between a pediatric and adult approach to health care?

The main difference between a pediatric and an adult approach to health care is that your child is now the primary person communicating with the doctor about their health. This change usually comes when your child turns 18, even if they are still seeing their pediatric doctor.

Can I make medical decisions for my child when they turn 18?

At age 18, your child is lawfully in charge of their own communications with their doctor. At age 18, they are also the only one privy to their medical records. This is, unless, they have provided you with permission via a signed release of information (ROI) form. If they sign an ROI form, this allows you to communicate with medical professionals on their behalf when they need you to, and can provide you with some access to their medical records as needed. You may also have been granted the legal authority to view records, make medical decisions, and communicate on their behalf if you were elected as their legal guardian or have been elected as their medical Power of Attorney.

How can I facilitate successful healthcare transition for my child?

Assess Readiness:

- <https://www.gottransition.org/parents-caregivers/hct-quiz.cfm>

Practice Healthcare Autonomy as early as possible:

- When able, allow your child to practice communicating with the doctors themselves about their healthcare needs and concerns.

Healthcare Transition

A guide for caregivers

- Help your child create a “healthcare passport.” This is a document that they carry which lists their healthcare diagnoses, medications, allergies, and other needs. This can be a manual document they carry with them in a wallet or digitally stored on a phone app such as MyChart® or MyID®.
- As soon as your child turns 15, you can ask your child’s doctor what your child’s healthcare transition plan will look like. Specifically, what providers will take over your child’s medical care after they turn 18?

Call to Action!

Considering your child’s path to adult health care

What are some of the ways your child can prepare for the world of adult medical care? Do they know what diagnoses they have? Do they know what medications they take? Have you asked your child’s pediatric provider for a transition plan?

Jot down how you can facilitate your child’s autonomy when it comes to their future adult medical care:

Healthcare Transition

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Resources:

- Got Transition
 - <https://www.gottransition.org/parents-caregivers/>
- The Explaining Brains Blog by Dr. Liz Angoff
 - <https://explainingbrains.com/blog/>



My Health Passport

 If you are a health care professional who will be helping me, **PLEASE READ THIS** 
before you try to help me with my care or treatment.

My full name is: _____ I like to be called: _____ Date of birth: ____ / ____ / ____ My primary care physician: _____ Physician's phone number: _____	 Attach your picture here!
---	--

This passport has important information so you can better support me when I visit/stay in your hospital or clinic.

Please keep this with my other notes, and where it may be easily referenced.

My signature: _____

Date completed: ____ / ____ / ____

You can talk to this person about my health: _____

Phone number: _____

Relationship: _____



I communicate using: (e.g. speech, preferred language, sign language, communication devices or aids, non-verbal sounds, also state if extra time/support is needed)



My brief medical history: (include other conditions (e.g. visual impairment, hearing impairment, diabetes, epilepsy) past operations, illnesses, and other medical issues)



My current medications are:

- ---
- ---
- ---
- ---
- ---
- ---



When I take my medication, I prefer to take it: (e.g. with water, with food)



I am allergic to: (list medications or foods, e.g. penicillin, peanuts)



If I am in pain, I show it by: (also note if I have a low/high pain tolerance)



If I get upset or distressed, the best way you can help is by: (e.g. play my favorite music)



How I cope with medical procedures: (e.g. how I usually react to injections, IV's, physical examinations, x-rays, oxygen therapy—also note procedures never experienced before or in recent years)



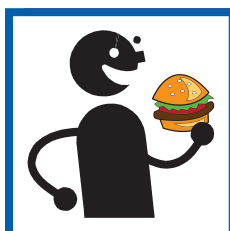
My mobility needs are:
(e.g. whether I can transfer independently, devices I use, pressure relief needed)



When getting washed and dressed, you may assist me by:



When drinking, you may assist me by:



When eating, you may assist me by:



My favorite foods and drinks are:



I do not like to eat or drink the following:



I am very sensitive to: (specific sights, sounds, odors, textures/fabric, etc. that I really dislike, e.g. fluorescent lights, thunderstorms, bleach, air freshener)



Things I like to do that will help pass the time:



How to make future/follow-up appointments easier for me:
(e.g. give me the first/last appointment of the day, allow extra time for the appointment, let me visit before my appointment, give information to my caregiver, etc.)

Mental Health

A guide for caregivers

How do I identify signs of anxiety and depression in my child?

Importantly, youth may not report symptoms of anxiety or depression. It is important that your child goes to their annual well-child checks so that your pediatrician can screen for these concerns. If no mental health screening is completed at the well-visit, ask for one.

Two common signs of anxiety and depression in youth are **avoidance** and engaging in **safety-seeking behaviors**. Additional signs of anxiety may be frequent **somatic complaints**:

- headaches,
- stomachaches,
- heart palpitations,
- and/or difficulty breathing.

Signs of depression may include:

- sadness,
- withdrawal,
- irritability,
- loss of interest in activities once enjoyed,
- and changes in sleep and/or appetite.

For children with developmental disabilities (DD) who may have less insight into how they are feeling, mental health problems may not be as obvious. In addition to some of the symptoms listed above, they may engage in more **self-soothing behaviors**, they may **regress** in skills, they may act out more **aggressively** toward themselves or others, and they may refuse to engage in activities they used to enjoy.

Mental Health

A guide for caregivers

Supporting Management of Mental Health Disorders

Research has shown that behavioral therapies as well as cognitive-behavioral therapies are an effective treatment for anxiety disorders and depression. If seeking treatment for your child, ask whether a mental health clinician provides this type of intervention and has experience working with youth with developmental disorders. It is appropriate for caregivers to be involved in this type of therapy to the extent that they learn how to support and reinforce use of coping skills, social skills, and adaptive behavior.

Strengthening the Family

It is important to foster **positive parent-child interaction** at an early age. Communicate openly, honestly, and respectfully with all family members. Some families find benefit in scheduling a weekly or biweekly meeting to discuss both individual and family successes, as well as to problem solve any challenges.

Siblings should be given age-appropriate psychoeducation on developmental disorders. Siblings can often serve as advocates. They may also benefit from receiving individual support. This may come in the form of participation in support groups and/or counseling.

To promote **sibling harmony**, identify individual time that can be spent with each child. Taking a healthy perspective and discussing positive aspects of parenting a child with ASD helps model prosocial interactions.

Mental Health

A guide for caregivers

Self-Care for Caregivers

Caregivers need to take time to engage in self-care. Strategies for **stress management** include regular physical activity, adequate sleep, daily relaxation (for example, mindfulness), time with friends, and acceptance of experiencing a range of emotions and that there will be some challenging days. It is important to have individual hobbies and to maintain a multidimensional identity.

Some caregivers find support groups or discussion forums to be helpful. National support options include:

- Nancy's House
 - <https://nancys-house.org/>
- Complex Child E magazine
 - <https://complexchild.org/>
- Caregiver Action Network
 - <https://www.caregiveraction.org/family-caregiver-toolbox>

Just as we recommend that your child go to annual well-child checks, so should you! It is important to take time for yourself to maintain positive physical and mental health.

Research has shown that there are commonalities in **resilient caregivers**. Some of these characteristics include:

- viewing the child with unique needs as a source of joy,
- having a sense of accomplishment for providing the child with the best care,
- deepening of perspective on what is important in life,
- and an increased sense of spirituality.

Mental Health

A guide for caregivers

Call to Action!

Your child's mental health

How does your child act when they are happy? What are some healthy things that your child can engage in daily to promote their happiness? Jot down some thoughts here:

How does your child act when they are sad or depressed? What kinds of warning signs should you and others who are in your child's life be aware of? Jot down some thoughts here:

Mental Health

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Make a list of professionals you can speak to if you are worried about your child's mental health (such as pediatrician, school educator, etc.) here:

Your mental health

What makes you happy and content? What kinds of self-care can you engage in every day (even if just for two minutes) that can promote your happiness and well-being? Jot down some thoughts here:

Who can you talk to if you are in distress or need some support?

Make a list here:



How is my Child Doing? (*Older Children*)

Please assess your child's behavior currently compared to previously and note how long the change has been present. Bring this to your child's doctor or health professional at their next appointment.

Behavior	Less	Same	More	Unknown or Not Applicable	How Long Has the Change Been Present? (Days/Weeks/Months)
Lost interest in activities previously enjoyed					
Low energy					
Spending more time alone/avoiding friends and family					
Dieting or exercising excessively					
Fear/concern about gaining weight					
Sleeping too much/ sleeping during day					
Sleeping too little					
Self-harm behaviors (cutting, burning, pulling/plucking hair)					
Smoking/vaping/ chewing tobacco					
Drinking alcohol					
Using illicit drugs (marijuana, cocaine, meth, heroin, etc.)					
Struggling at school/ declining grades					
Drinking multiple energy drinks per day					
Engaging in risky/ destructive behavior with or without friends)					
Thoughts of suicide					

Adapted from the National Institute of Mental Health "Children and Mental Health: Is This Just a Stage?" 2021. <https://www.nimh.nih.gov/sites/default/files/documents/health/publications/children-and-mental-health/children-and-mental-health-is-this-just-a-stage.pdf>



How is my Child Doing? (Younger Children)

Please assess your child's behavior currently compared to previously and note how long the change has been present. Bring this to your child's doctor or health professional at their next appointment.

Behavior	Less	Same	More	Unknown or Not Applicable	How Long Has the Change Been Present? (Days/Weeks/Months)
Tantrums					
Irritability					
Talk about fears/worries					
Always moving/cannot sit quietly (except when watching a screen or playing video game)					
Sleeping too much/ during day					
Sleeping too little					
Frequent nightmares					
Not interested in other children/difficulty making friends					
Struggling at school/ declining grades					
Repeated actions or checking repeatedly out of fear					

Adapted from the National Institute of Mental Health "Children and Mental Health: Is This Just a Stage?" 2021. <https://www.nimh.nih.gov/sites/default/files/documents/health/publications/children-and-mental-health/children-and-mental-health-is-this-just-a-stage.pdf>



Special Education

A guide for caregivers

At what age does my child with developmental disabilities have to leave school?

Any child with an IEP has a right to a free and appropriate public education until they turn 22. A child without an IEP (or any disability) can attend an Ohio school until they turn 22. However, if the child has met the requirements of their diploma earlier, a school can graduate the child.

Can I still make decisions on my child's IEP or 504 plan after they turn 18?

A child becomes their own decision maker on their Individualized Education Program (IEP) or 504 plan at 18 years old. A year before they turn 18, the school should tell your child that they will be the decision maker at 18. You can use that year to help your child know their IEP or 504 plan and how to make decisions. You can continue to help them after 18, but they will have the final say. If a probate court makes you your adult child's guardian, you can keep on making decisions about their IEP or 504 plan.

What should the school do to help my child prepare for life after high school?

At the IEP review before your child turns 14 years old and every once-a-year review after, an IEP should include a **transition plan**. The transition plan should be based on assessments of the child's interests, strengths, and needs. It should include your child's goals for after high school such as more education or working. It may also include learning life skills for being on their own. It should explain what the school will do to help the child with their goals and take steps to reach them.

A 504 plan does not have to have a transition plan. But you can ask what services they provide to help your child think about the future. There may also be services outside the school.

Special Education

A guide for caregivers

How do I know if the goals on my child's IEP transition plan are appropriate?

It is not uncommon for IEP transition plan goals to be too broad or fail to acknowledge your child's strengths and weaknesses appropriately. If this is the case, talk with your IEP team about your concerns and sit down with them to write out SMART goals (Specific, Measurable, Action-oriented, Realistic, and Time limited). Revisit your child's progress on these goals and revise as often as needed. Ask your child's school what resources you can utilize outside of the school to improve their progress towards postsecondary goals (Board of DD, OOD/BVR, etc.) More resources on transition planning are available in the resources section below.

What types of training are there for adults with disabilities?

Your local Board of Developmental Disabilities may have education and training for your child with a disability. To get Board of Developmental Disabilities services you need to show that your child had a developmental disability before the age of 22.

To find your local Board of Developmental Disabilities go to: www.oacbddd.org.

The Ohio Bureau of Vocational Rehabilitation may also provide work choices and job training. Go to: <https://ood.ohio.gov/individuals-with-disabilities/services/vocational-rehabilitation> for more information and how to apply.

The local Board of Developmental Disabilities and the Bureau of Vocational Rehabilitation provide services to youth before they turn 18 to help with the transition. They may work with your child's school to help with their transition plan.

Special Education

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Can my child have a disability plan in college?

IEP plans are not continued in college. However, a college student with disabilities can ask a college for something like a 504 plan that will provide accommodation for their disabilities. Accommodation is one or more changes to the program that help the student but do not change what is being taught. Every college that receives money from the United States government must make reasonable accommodation for a student's disabilities. The student should go to the school's disability coordinator or accessibility office for more information on how to get a plan and make sure the accommodation happens. It would be helpful for the student to give the college a copy of the plan they had in high school. A college student does not automatically get the accommodation they did before college and will not get special education services in college.

Call to Action!

Creating a community of support within and without the school system

1. Start to talk with your child about their preferences for post-secondary education and/or work experience. What are their interests/goals? Jot down your notes here:

Special Education

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2. Speak with your child's education team about what grade level they are functioning at, and whether you may need to explore the option of keeping them in school longer or setting them on a vocational track. Jot down your notes here:

3. Sometimes the schools cannot provide the experiences your child wants or needs, and you will have to **explore other options**.

- What other experiences can you give your child when it comes to work or educational experiences?
- Are there volunteer opportunities at local community centers or churches that may interest your child?
- Are there job opportunities in your neighborhood or with local businesses?
- Are there local college programs with transition prep courses for high school students with disabilities?
- Can your local Board of DD or BVR work more with your child's educational team to provide additional services and experiences?
- Jot down some thoughts here:

Special Education

A guide for caregivers

Resources

- The Ohio Coalition for the Education of Children with Disabilities
 - <https://www.ocecd.org/>
- The Legal Aid Society of Cleveland
 - <https://lasclv.org/>
- Ohio Department of Education
 - <https://education.ohio.gov/Topics/Special-Education>
- Opportunities for Ohioans with Disabilities
 - <https://ood.ohio.gov/home>
- A Day in Our Shoes
 - <https://adayinourshoes.com/>
- Wrightslaw: Special Education Law
 - <https://www.wrightslaw.com/>



Adult Decision Making

A guide for caregivers

Do I automatically become my adult disabled child's guardian when they turn 18?

No. It is assumed a person can make their own decision at age 18, regardless of their previous or current disability status. This means that you no longer have a legal right to make any decisions for your child once they turn 18 unless additional safeguards are put in place.

What are the most common areas that my adult disabled child may need help with when it comes to decision making?

Three of the areas an adult disabled child may need help with are managing money, personal decision making, and health care related decisions. To begin, it is good to think of what type of decisions for your child you are worried about and then ask: Can they do it alone? Can they do it with support? Or do they need someone else to do it for them?

How can I help my adult disabled child with decision making?

The goal is for you and your child to become a team in the decision-making process as much as possible. Your child's ability to make (or help to make) their own life decisions is important for their sense of self-worth and well-being.

In any team, there is often a leader with the most influence, but the other team members have to contribute as well. You have to decide what role your child has on this team:

- Are they capable of being mostly independent and be the team leader?
- Or do you need to take the primary leadership role because they may not be cognitively able to protect themselves otherwise?
- Or maybe a little of both?

Adult Decision Making

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My child can take care of themselves well and can manage money okay. I think they will only need help with health care decision making as an adult. What can they do to allow me to help with that?

If your child is able to understand they would be giving your permission to see records, your child can fill out a HIPPA release giving you access to their medical chart and information. You can ask your child's doctor for their form. If your child understands that they would be giving you authority to actually make health care decisions on their behalf, they could make you their Health Care Power of Attorney.

What is guardianship?

Guardianship is one of the protective services available under Ohio law. It can be used when one is completely unable to care for one's own personal care needs, budgets, or medical issues. Using the team example, this would mean your child requires you (or another appointed guardian) to be their team leader at all times when they become an adult because they cannot otherwise make important decisions and independently care for themselves on their own.

How is a guardian chosen?

A guardian is legally appointed by a probate court. You can apply to become a guardian with that court, or someone else can be appointed by the probate court if necessary. The guardian cares for the "helpless adult," who is called a ward. Wards are the subject of the guardianship. The guardian cares for their safety and makes all decisions related to their care.

Adult Decision Making

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What does the guardianship process look like?

You apply for guardianship when your child turns 18 through the probate court. To apply for guardianship, you must prove the need for this using a Statement of Expert Evaluation prepared by a medical professional. This document is provided to you by the court. The process also includes a court hearing that the family attends, with or without the disabled individual present.

What are alternatives to guardianship?

Maybe your child is capable of making some decisions and caring for themselves, but they could use some support and protection as well. In this team scenario, your child can be a leader and influencer sometimes, but they need help with decisions, especially when things get complicated, and they may be vulnerable if left completely on their own. Alternatives to guardianship are used in these situations. These may include the following:

Power of Attorney (POA)

This is a form in which an able adult gives someone else like a parent the right to act for them. A POA can be set up so that the POA makes all choices about the adult or may just have specific decision-making power, such as medical decision making or financial decision making (see Financial Power of Attorney on a separate handout). Depending on how it is drafted, the adult may be able to end the power of attorney relationship at any time, and the probate court may have no control over a power of attorney. But, if a guardian is assigned, the guardian or court may take away the power of attorney.

Many State Bar associations have downloadable forms available on their sites. It may be beneficial to have legal guidance, and attorneys generally charge a minimal fee for overseeing a POA process.

Adult Decision Making

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Conservatorship

This allows an adult who is disabled, known as the petitioner, to voluntarily petition the probate court to allow someone else, known as the conservator, to handle his affairs. A petitioner or court can define the powers of a conservator. The petitioner may decide to end the conservatorship at any time. A court may put an end to conservatorship if it decides the petitioner is unfit.

Call to Action!

Visualizing your child's decision-making team

Start to think about what kind of help your child will need when they turn 18. What does their decision-making team look like? Will they be the team leader, or will they need help at all times? Maybe their role can change, and they will only need help with some things? What do they think? Jot down some thoughts here:

Adult Decision Making

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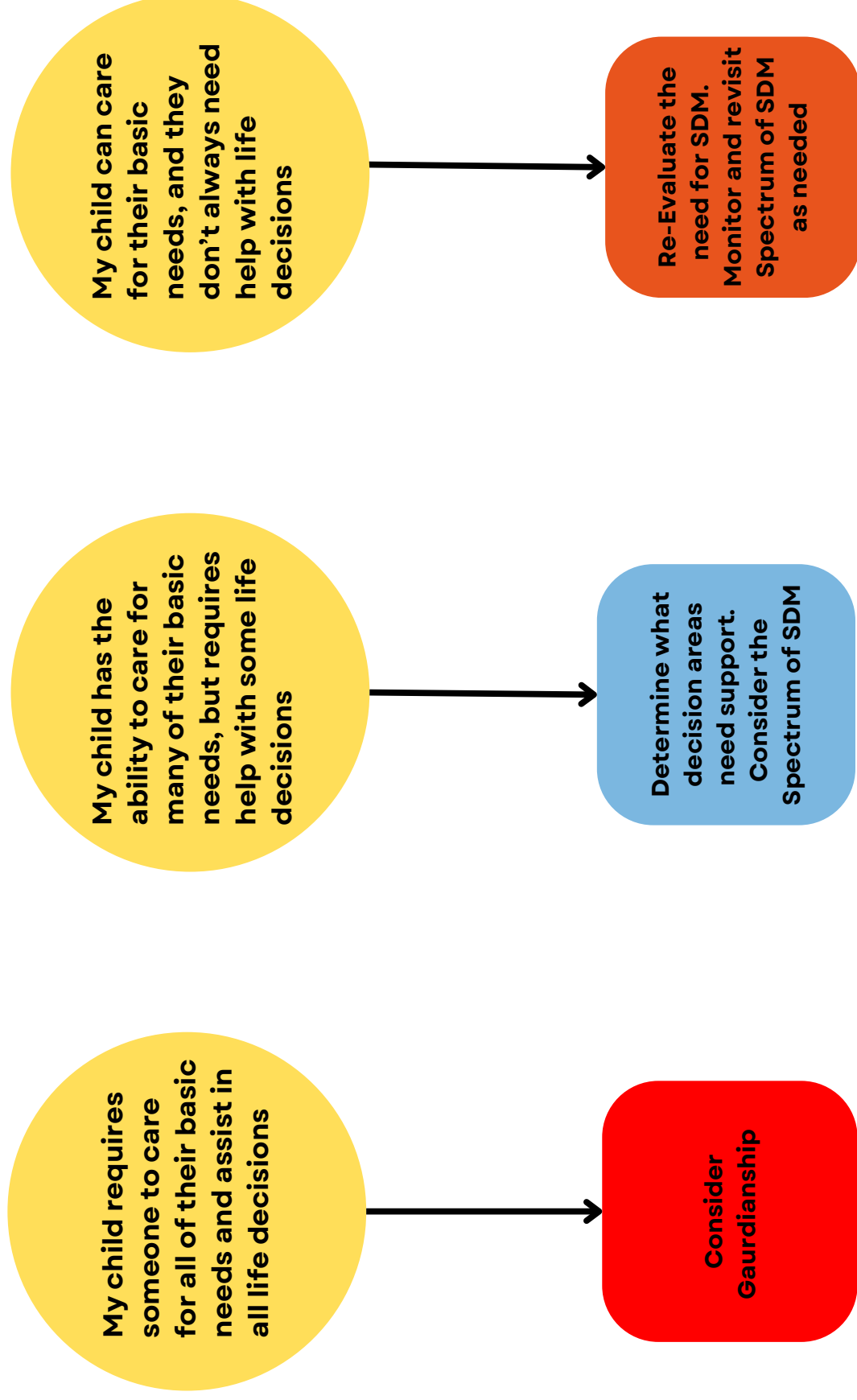
Resources:

- The Legal Aid Society of Cleveland
 - <https://lasclev.org/>
- Disability Rights Ohio
 - <https://www.disabilityrightsohio.org/>
- Ohio Developmental Disabilities Counsel
 - <https://ddc.ohio.gov/static/guardianship-revised-2018.pdf>



Supported Decision-Making

Flowchart for Caregivers





Financial Planning

A guide for caregivers

How can I assist my adult disabled child with decisions involving money?

The following are a variety of ways you may be able to help your child with financial decision making:

Banking arrangements

You may be afraid of someone causing your child to make poor decisions such as opening credit cards or running up large bills.

Automatic deposits keep cash from going directly to your child. Automatic payments can be set up for regular expenses like utilities.

Your child's bank may have other options that allow you to help your child. Your child could allow you to have a "view only" status on their bank accounts and have the bank send you alerts about activity on the account. You could also be an approved signer on your child's accounts, allowing you to make transactions yourself.

Your child's bank account can be set up as a joint account with you, but this option may affect your credit if there is a problem and might cause conflict with your child.

SSI Representative Payee

If your child is unable to budget and responsibly manage their money and the only income your child will get is a monthly SSI benefit, you or someone else can be assigned to be the SSI representative payee. In this case the SSI payments will be made to the payee and that person can pay bills and distribute money to and for your child.

Financial Planning

A guide for caregivers

Financial Power of Attorney

If your child can understand giving you power to make decisions for them, they can complete a financial power of attorney. A financial power of attorney gives someone else the authority to manage their money matters. The power of attorney can monitor bank accounts or debit card transactions and close accounts if necessary.

Special savings accounts

STABLE Accounts

A STABLE account is a bank account that can help you save money without losing benefits and pay less taxes. The money in a STABLE account must be used on certain expenses for the person with disabilities like daily expenses, education, housing, transportation, health care, assistive technology, and other approved expenses.

PASS Accounts

Social Security's Plan to Achieve Self-Support (PASS) program lets people who get SSI earn more money and save that money in a special type of account. There are two main benefits:

- you can save money without losing your SSI benefits and,
- the income you put into your PASS won't be counted as income by SSI, so it won't make your benefits amount go down.

The money in your PASS account that you save must be used for a work-related goal you choose, such as: the cost of school or training; starting a business; or paying for equipment, support services, and other expenses related to your goals.

Financial Planning

A guide for caregivers

Trusts

A trust called a Special Needs Trust can be set up to hold assets for a person with a disability. When in a Special Needs Trust, assets do not affect the person's eligibility for programs like Supplemental Security Income (SSI), Medicaid, and housing assistance programs. A trustee would oversee distributing the money to the person with disabilities.

Guardianship of the Estate

If a person with a disability cannot take care of their property with the other options discussed above, a person can ask the probate court for guardianship of the estate. The person the guardian cares for is called a ward. Guardianship of the estate appoints someone to control and protect the property of the ward. Guardianship of the estate gives the guardian the authority to make all money related decisions for the ward.

Financial Planning

A guide for caregivers

Call to Action!

Financial planning for now and in the future

What are some of the things your child will need help with when it comes to finances? Maybe they just need some help with paying bills, or maybe they need someone to be in charge of all of their money and how they spend it. Maybe it is somewhere in between. Jot down some thoughts here:

Think about what support you want when planning for your child's financial future. Do you need legal help from a lawyer? Are there family or friends who can help? Jot down some thoughts here:

Financial Planning

A guide for caregivers

What kinds of activities can you do with your child now to help them become more independent with their money? Can you assign chores for money? Can they walk the neighbor's dog or mow grass? Can they start their own bank account now? Can they start to learn how to budget and make their own purchases? Can they help you go to the store and purchase groceries? Jot down some thoughts here:

[illegible]

Resources:

- The Legal Aid Society of Cleveland
 - <https://lasclev.org/>
- Disability Rights Ohio
 - <https://www.disabilityrightsohio.org/>



Supplemental Security Income

A guide for caregivers

What Is Supplemental Security Income (SSI)?

SSI is money provided every month to disabled children and disabled adults who have low income and resources. Your disabled child is eligible for SSI before age 18 if your household meets limited income and resources requirements.

If your child got benefits based on their own disability, they got SSI, and this is to continue for them as an adult. Contact Social Security (SS) if your child's benefit was based on the disability of someone else, as that means they may have to apply again as an adult.

How do I make sure that SSI continues for my child into adulthood?

Social Security should contact you during the year before your child turns 18 to get information about your child. If they do not contact you at least 2 months before your child will turn 18, you should contact them.

You can help your child apply for SSI by visiting the Social Security "Apply Online for Disability Benefits" website. Or you can call Social Security at 1-800-772-1213 (or TTY 1-800-325-0778 if you are deaf or hard of hearing). Another option is to call your local Social Security office to schedule a telephone appointment.

Social Security will decide whether your child can get adult SSI benefits based on the disability rules for adults. These rules are different than the rules for children. This review is called an "age-18 redetermination." About one in three children who got SSI lose their SSI when they turn 18.

Supplemental Security Income

A guide for caregivers

When preparing for the Age-18 redetermination, what information should I have available?

Names of any medicines	Work activity
Hospital stays and surgeries	Counseling and therapy services
Visits to doctors and clinics	Schools and special classes or tutoring
Diagnostic evaluation reports	Teachers and counselors who know about your child's condition

What happens if my child is found to not be able to get adult SSI at redetermination?

If Social Security denies your child SSI at the redetermination, your child has the right to appeal. You must send your written appeal by 60 days from when you got the denial.

How does my income affect my child's SSI amount?

SSI rules about family income are not the same for children and adults. Some children were not able to get Child SSI due to family resources. Some of these children may be able to get adult SSI. Your child does not need to move out of your home to get SSI once they become an adult. Your child's SSI benefits may be reduced if you provide food and shelter for your child.

Supplemental Security Income

A guide for caregivers

Can my child earn income and receive SSI?

Your child can work and still receive monthly payments. It is very important that your child tells Social Security if they plan on working. They need to routinely tell Social Security about their earnings. As their earnings go up, their SSI will go down and eventually may stop.

Can I still manage my child's SSI benefits once they are an adult?

Yes, if necessary. If your child can budget and spend funds for daily needs well, they will get their SSI directly. If your child cannot budget and spend funds for daily needs, a representative payee needs to be assigned. A representative payee can be a person or an organization. An organization will take a monthly fee out of the check. A person who is payee will be screened by SS. If a representative payee is needed, SSI benefits will not be paid until they are assigned.

My child did not receive SSI when they were under 18 because I made too much income. Now that they are 18. Can they qualify as an adult?

Yes. If your disabled child is 18 and over, your income is no longer used to determine their eligibility. They will be eligible for SSI if they meet a limited income requirement.

Can someone help me apply for or appeal an SSI decision?

You may want to get a lawyer to help you appeal. You can get a referral to a lawyer by calling the National Association of Disability Representatives at 1-800-747-6131, or the National Organization of Social Security Claimants' Representatives at 845-682-1881.

Supplemental Security Income

A guide for caregivers

Resources:

- Social Security Federal Website
 - <https://www.ssa.gov/>
- The Legal Aid Society of Cleveland
 - <https://lasclev.org/>
- Disability Rights Ohio
 - <https://www.disabilityrightsohio.org/>

Teaching Self-Help Skills

A guide for caregivers

What are self-help skills and why are they important?

Self-help skills are the skills required to live independently. These typically fall into the following three categories:

- **Daily Living Skills**
 - basic personal hygiene, dressing, toileting, eating, maintaining a clean living space, preparing meals, transportation
- **Communication**
 - expressing needs, requesting help, reciprocating in conversation, advocating, written communication
- **Socialization**
 - initiating and maintaining interpersonal relationships, participating in play and leisure time, using good coping skills

Many of these skills are important for independence in school functions, recreational activities, community integration, and eventual independent living and work involvement. Other skills, like dressing and good personal hygiene, are important for peer acceptance.

Many of these skills are not second nature to individuals with developmental disabilities (DD), and, therefore, they take much longer to learn!

Why are self-help skills difficult for children with DD to learn?

To gain any self-help skill, it has to be practiced first and then reinforced over time until mastered. Some children learn self-help skills by imitation of adults or being shown what to do only a few times. They master the skill because it is reinforced over time naturally with either positive reinforcement (such as being praised for finally brushing their teeth by themselves) or through natural consequences (for example, being made fun of for having stinky breath).

Teaching Self-Help Skills

A guide for caregivers

Children with developmental disabilities (DD), however, have more difficulties learning self-help skills in this way. They need tasks broken down into **much smaller steps** and practiced regularly as part of a **routine**. Moreover, once they do learn a skill, they are less likely to maintain it even if reinforced in traditional ways. This makes it so much harder for caregivers!

How do I teach self-help skills to my child with DD?

Teaching self-help skills requires four initial elements:

1. Establishing a clear goal

- Brush teeth independently twice a day.

2. Breaking the task down into small steps

- Take out toothbrush and toothpaste,
- rinse toothbrush with water,
- put toothpaste on toothbrush, etc.

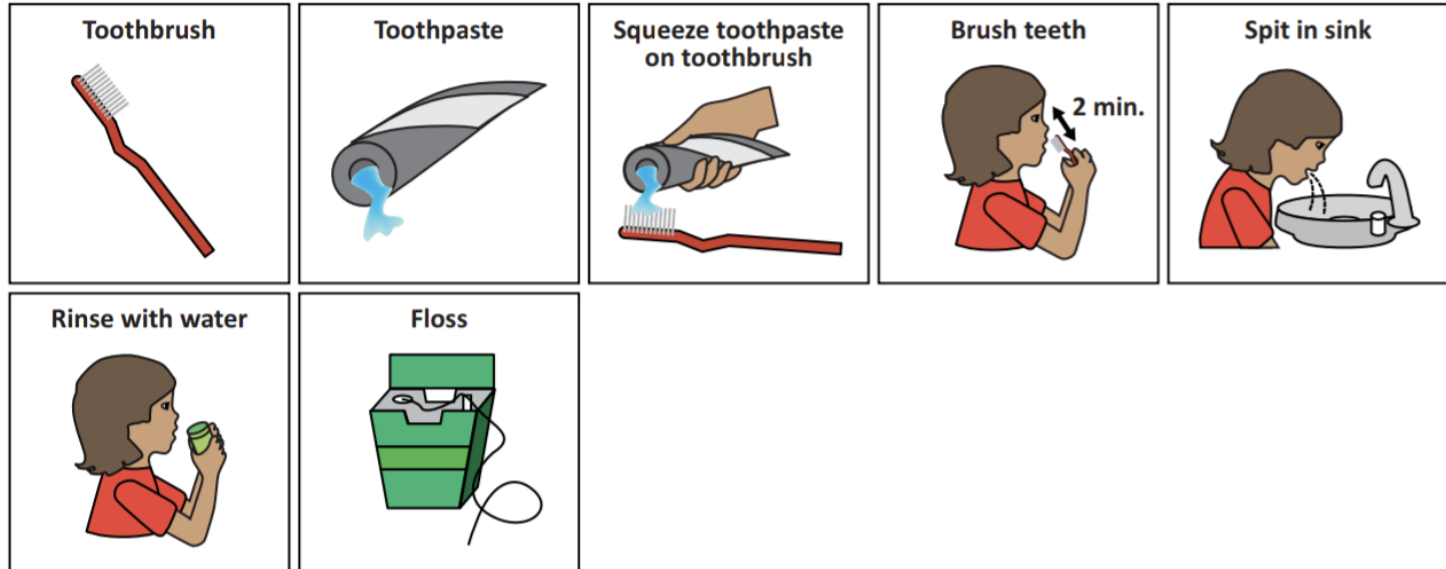
3. Routine performance

- Teach the skill in the same manner at the same time every day.

4. Visual aids

- Use checklists and/or picture schedules.
- See the toothbrushing picture schedule on the next page.
- Other examples can be found at: <https://vkc.vumc.org/healthybodies/>

Teaching Self-Help Skills A guide for caregivers



Make alterations to the routine as needed. You may find that your child can only master one step of the goal at a time. Work on that step first until it is mastered, and then try for two steps! If one of the steps seems too hard, it may need to be broken down even more.

Keep track of days your child is successful and not successful. This helps you remember what worked and what did not work.

Ask for help. Other caregivers of children with DD, professionals, and other community/online support groups will have resources to help you. A list of references is provided at the end of this handout.

Teaching Self-Help Skills

A guide for caregivers

How do I encourage my child to stay motivated to learn these skills?

In order to keep your child interested in learning skills they need to be **reinforced over and over again!**

Reinforcers are rewards given when a behavior occurs to keep a child motivated. The more interested the child is in the reinforcer, the more likely they will stay motivated while learning a new skill.

There are all kinds of reinforcers, and some work better in some children than others. The simplest reinforcer is praise. Other reinforcers include tokens or stickers, which can be used to reinforce steps toward a larger goal. For example, tokens can be earned for every time a child brushes their teeth on their own. Once a certain number of tokens are earned for a given behavior, a larger reward is given (e.g., If he brushes their teeth for five days in a row on their own, they get extra time with favorite toy/game).

What should I do once my child starts to “master” skills at home?

There are two major steps to take once a skill is mastered:

“Fading” rewards

This refers to cutting down the number of times you have to reward or reinforce a behavior. You want a new behavior to become automatic without having to reward it every time it happens. For example, instead of earning a token every time your child finishes a task, give them a token every three times, then every five times, etc.

Teaching Self-Help Skills

A guide for caregivers

Generalize the skill to other situations

Once your child has mastered the skill at home, it is important to generalize the skill to other situations. To do this it is necessary to encourage your child to complete the task under different conditions/circumstances than they are used to. For example, if you child has mastered washing hands at home after using the bathroom, now have them practice doing it in the community.

Call to Action!

Fill out the **transition skill checklist** included in this toolkit.

What are your child's strengths, such as what seems to come easier to them? Why do you think these tasks are easier for your child?

[illegible]

Teaching Self-Help Skills

A guide for caregivers

What are your child's areas of weakness?

What makes these tasks harder? Are there too many steps? Is there no consistency? Are they not reinforced enough?

Pick two self-care tasks that your child can practice mastering over the following several months. Pick a time of day to work on these and break the task down into very small parts as needed. Jot down some thoughts on how you will work on these skills here:

Teaching Self-Help Skills

A guide for caregivers

Who can give you and your child support and advice on how to work on self-help skills and improve overall independence? This can be a speech therapist, occupational therapist, school counselor, Board of DD contact, special education teacher, pediatrician, or psychologist.

What kinds of activities can you and your child do together to help foster their independence? Think of things like grocery or clothes shopping, going to the bank, paying bills, cooking, and cleaning. They may only be able to participate in minimal ways at first, and then gradually they can do more. For example, when grocery shopping, maybe they simply accompany you at first while you talk them through the process. Then when they are more comfortable you can assign them small tasks like helping you find an item on your grocery list. Then you can have them practice giving the money to the clerk or bagging the groceries. Jot down your own ideas here:

Teaching Self-Help Skills

A guide for caregivers

Who can give your child opportunities to practice independence inside and/or outside of the home? Think of people such as family members, local businesses, friends and neighbors, community centers, and churches.

How can I learn more about teaching self-help skills to my child?

Books:

- *Life Skills Workbook for Teens with Autism and Special Needs: Activities to help develop Independence, Self-Advocacy and Self-Care* by Susan Jules
- *Life Skill Activities for Secondary Students with Special Needs* by Darlene Mannix
- *How to Teach Life Skills to Kids with Autism or Asperger's* by Jennifer McIlwee Myers. Future Horizons, Inc. Arlington, TX
- *Self-help Skills for People with Autism: A Systematic Teaching Approach* by: Stephen R. Anderson, Ph.D., BCBA, Amy L. Jablonski, Psy.D., Marcus L. Thomeer, Ph.D., and Vicki Madaus Knapp, Ph.D., BCBA. Woodbine House, Bethesda, MD

Teaching Self-Help Skills

A guide for caregivers

Other Resources:

- Ohio Center for Autism and Low Incidence (OCALI) Resource Gallery
 - https://www.ocali.org/project/resource_gallery_of_interventions
- A Day in Our Shoes
 - <https://adayinourshoes.com/free-printable-visual-schedules-for-home-and-daily-routines/>
- Do2Learn visual aids
 - <https://do2learn.com/picturecards/VisualSchedules/index.htm>
- Ohio Department of Developmental Disabilities My Health Passport
 - <https://dodd.ohio.gov/your-family/all-family-resources/health-passport-form>



Self-Help Skills Checklist

Child's Name: _____

Date Completed: _____

Completed by: _____

Instructions

Please indicate the ability level for your child with each of the activities in the following tables.

1 = Totally Independent

0 = Needs coaching/reminders

X = Needs total assistance to complete task

Example

- If your child can use a public restroom without any assistance, mark "1" for "Totally Independent."
- If your child can brush their teeth independently, but needs reminders to do it, choose "0" for "Needs coaching/reminders."



Dress	Ability Level	Eating / Food Preparation	Ability Level	Grooming / Hygiene	Ability Level	Cleaning / Laundry	Ability Level
Picks out "weather-appropriate" clothing		Can use utensils properly (including knives)		Brushes teeth on own		Puts dirty clothes in hamper	
Picks out clean / wrinkle free clothing		Pours liquids from a container into own cup without spilling		Takes a shower of bath on regular basis		Puts clean clothes away in proper place (folds, put in drawer, hangs clothes up)	
Picks out clothing appropriate for the situation (casual vs. work)		Can make simple "no-cook" meals (e.g., sandwich)		Blows / wipes nose with tissue or handkerchief		Can use a washing machine and dryer	
Puts on undergarments correctly		Can use a microwave safely		Cleans hands regularly (e.g., after using restroom)		Returns things to their proper place after using them (e.g., dishes after meals)	
Puts on pants and shirts correctly		Can use small appliances safely (e.g., can opener, toaster)		Uses toilet and wipes self		Picks up and throws away trash at home	
Zips zippers without help		Can use a stove top / oven safely		Uses public restroom		Wipes up spills at home	
Button buttons without help		Takes proper precautions handling food (e.g., cleaning hands)		Cleans or brushes self off if muddy or dirty		Washes dishes by hand or with dishwasher	
Puts on shoes (no tying)		Can tell when foods are expired / spoiled		Combs hair regularly		Cleans room or living quarters regularly (e.g., dusts, vacuums)	
Ties shoes		Follows a recipe		Uses deodorant		Takes out trash when trash is full	

Please indicate the ability level for your child with each of the activities in the following tables.

I = Totally Independent

0 = Needs coaching/reminders

X = Needs total assistance to complete task

Community		Ability Level	Safety / Health		Ability Level	Transportation		Ability Level	Social / Leisure		Ability Level
Looks both ways before crossing the street			Uses electrical outlets safely and carefully			Follows another person's directions to find a nearby location			Play with toys or games with others		
			Uses proper precautions around hot or dangerous items			Uses digital or printed map to find desired locations			Invites others to play		
Knows own address and phone number by memory			Carries breakable objects safely			Can travel in the community (e.g., bike, bus, walking)			Engages in a variety of activities instead of only one or two		
			Calls for help if someone or self is hurt at home			Obeys traffic laws when traveling on foot or on a bicycle			Follows the rules in games and activities		
Carries personalized identification when traveling in the community			Cares for own minor injuries			Buckles seatbelt on own			Waits his or her turn in games / activities		
			Obeys requests from others only if they know and trust them			Uses helmet as needed			Is polite when interacting with others (e.g., says please, thank you)		
Orders own meals when eating out			Avoids people who will take advantage of them			Knows how to ask for directions if lost			Respects persons of authority		
			Knows how to contact 911 or emergency services			Can use a bus route			Shows good judgment when selecting friends		
Locates correct area in store to get needs met (e.g., frozen food aisle in grocery store)											
Can make their own purchases											
Thinks about their need for an item and cost of an item before making a purchase											
Uses ATM											

Please indicate the ability level for your child with each of the activities in the following tables.

I = Totally Independent
0 = Needs coaching/reminders
X = Needs total assistance to complete task

Transition to Employment

Agency Navigation Tool

Overview of Agency Assistance and Support

Planning for Ongoing Support Needs

The School's Role

Before High School the youth's world exists primarily in the scope of school-age activities where services focus primarily on school life and are documented in the youth's IEP or 504 Plan. However, as the youth approaches the High School years, the focus becomes the transition to adult living and working. This document is intended to assist transition team partners to have a better understanding of the variety of agencies that might be involved at the time of transition. The Agency Navigation Tool includes an Ohio Department of Education page that focuses on the transition years; however, for information about other aspects of the school's role contact:

- Your school team
- State Support Team (<http://education.ohio.gov/Topics/School-Improvement/State-Support-Teams>)
- Ohio Department of Education (<https://education.ohio.gov/Parents>)
- Parent's Guide to IDEA (<http://education.ohio.gov/Topics/Special-Education/A-Guide-to-Parent-Rights-in-Special-Education>)
- Tools for Team Transition Planning: Ohio Employment First Resources (www.ohioemploymentfirst.org/view.php?nav_id=193)

Look Ahead to Plan for Support

Many youth with disabilities will continue to need some type of support after they leave high school to find a job, to live on their own and to take part in activities and services in their community. Some of these youth will be eligible for services from various types of agencies. The supports that are available vary from agency to agency and are dependent on the youth meeting eligibility requirements to receive service for any specific agency.

Learn about Agency Requirements

This can be a confusing time for a youth and his or her family. Adult eligibility for agency services is determined based on different standards than those used by schools when providing student services. It is important for youth and their families to begin to understand the adult world requirements as they plan for the future. Families and their teams can use the information in this document to begin to explore agencies through an 'adult lens'. The youth's transition team can contact agencies of interest to ask further questions about the eligibility process and invite agency representatives to meetings.

Connect Early

Make connections with agencies while youth are still in school. Agency representatives can then get to know the youth, contribute to the youth's future planning, and gain awareness of the types of supports and services they might need, as well as advise about the potential for eligibility for various agencies.

How to Use This Document

This document was created as a resource to provide basic information about key agencies.

This document contains:

- A list and description of the types of information that agencies often request. Families may wish to talk to team members about this information to help them to understand how to prepare applications and interviews.
- A brief overview of key agencies that includes information or resources about topics such as: eligibility requirements, intake procedures, and possible services
- Contact information and helpful websites for each state or federal agency
- Space to add local contact information for each agency
- A space for families/teams to record the information about the youth or family that is often requested by agencies

Planning for Ongoing Support Needs

Be Proactive

Youth, families, and transition teams should explore a variety of partner agencies to determine which agencies can offer support, services, and resources that will assist to move the youth along the path to employment. In most cases the agencies that can offer a youth service or resources will be determined by the agencies' eligibility criteria, available services, and the youth's adult life goals. It is important to keep these criteria in mind in order to be prepared to provide the needed information.

The information in this document may assist in the initial discussions and questions regarding agency eligibility and extent of service. Being prepared to offer needed information, as well as thinking ahead to questions to ask, will assist to navigate the individual agencies that can help a youth transition to adulthood and beyond.

Gather Information

Discuss and collect the following types of information to help agencies determine the services and supports a youth may be eligible to receive as an adult. Some information is easily provided. Other information will require some consideration.

Age: Services may only be available to those of a certain age. Some may start while a youth is in school (age 14 or older). Some require the person to be age 18 or older.

- 1. Disability:** Some agencies require a formal diagnosis of a disability AND that the identified disability be one that the agency is able to serve.
- 2. Challenges and Limitations:** Agency may require documentation of challenges caused by the disability and how those challenges impact the youth's ability to learn, work, be safe, care for personal needs, and/or participate in daily life.
- 3. Level of Need:** Agencies may have limited resources and will prioritize those individuals considered to have the greatest need to receive support and service before those whose needs are determined to be less critical.
- 4. Type of Need:** The type of service needed by a youth may only be available through certain agencies or providers. Example: Employment supports, Community living support, Transportation.
- 5. Financial:** Some resources are only available to people with limited income. In some cases, a youth may not be eligible for resources or supports because their or their family's income is above the allowed limit.
- 6. Availability:** Some services or resources may be limited and require individuals to be placed on waiting lists for specific services/resources.
- 7. Residence:** Agency service providers may only serve specific geographic areas of the state.
- 8. Youth Goals:** The youth's outcome or adult goal can help determine which agency should provide services or if an agency should provide a service. When contacting agencies, it is most important to have goals and outcomes that drive a request for service.

Who are the Agencies?

Many agencies and organizations may be a part of the youth's current and future plans, however the agencies listed below are highlighted throughout this tool.

Ohio Department of Education/Office for Exceptional Children

Opportunities for Ohioans with Disabilities (OOD: BVR and BSVI)

Ohio Department of Medicaid (ODM)

Ohio Department of Developmental Disabilities (DODD)

Social Security Administration (SSA)

Ohio Department of Mental Health and Addiction Services (OhioMHAS)

Ohio Department of Job and Family Services (ODJFS)

These agencies work with many community service providers and organizations in order to support individuals with disabilities to successful employment and community living. Find out more about each of these agencies in the following pages.

What Does This Agency Do?

The function and purpose is described for each agency.

Who Is Eligible for Services?

Youth and adults must qualify for services before they can begin receiving the service. State agency mission, policies and purpose of services assist to define the requirements for the various programs. A general overview of who might be eligible for an agency's services is provided for each agency

What Services Are Available?

Ohio agencies offer many services that assist citizens to find and keep a job, afford food and shelter, receive health care, and access training and education. However, not every option is available to every person. Not every option is available all the time. And not every person needs every option! Navigating the maze of agencies and services can seem quite overwhelming at first glance! A broad description of the types of services potentially available is included for each agency.

NOTE: Due to the fluid nature of the activity reflected in this document, program and resource details may change periodically. It is recommended that the user contact local agencies to confirm the specific information relevant to their future planning.

Ohio Department of Education/Office for Exceptional Children

Ohio Department of Education/Office for Exceptional Children provides leadership, assistance and oversight to school districts and other entities that provide differentiated instruction for students with disabilities and gifted students. The Department also coordinates 16 regional state support teams that assist district efforts in the areas of school improvement, preschool and special education. There is no cost to use these services.

Who is Eligible?

Children between the ages of three and twenty-one with a disability that adversely affects their educational performance may be eligible for specialized instruction and support (special education and related services).

Not every child or youth with a learning challenge or a disability is eligible for special education services. If a disability is suspected the school must determine:

- If the disability meets the criteria of one of the 13 disability categories defined in the Individuals with Disability Education Act (IDEA)
- If the child demonstrates an educational need that requires specially designed instruction.
- That the disability is not the result of a lack of basic instruction in reading or math or the child's limited English proficiency.

IDEA requires that school teams complete an evaluation process to determine if the student is eligible for services. This is the Evaluation Team Report or ETR. This evaluation may consist of both formal and informal assessments, records review, and observation. Results of the ETR are reviewed to determine eligibility.

Service Overview

If found eligible for special education services, the team then must develop the special education plan that identifies the needed specialized instruction, services and supports that will assist the student to progress in the general curriculum. This is the Individualized Education Program or IEP.

Services identified in IDEA that a student may be eligible for as part of the IEP include:

- Specially designed instruction
- Assistive technology
- Modifications
- Accommodations
- Supplementary aids and services
- Related services (*Including, but not limited to, services such as speech-language therapy, and occupational or physical therapy. There are exceptions to what can be provided. All IEP related inquiries should be discussed at the IEP planning meetings and are ultimately an IEP team decision.*)

At age 14, or younger, if appropriate, the student served by an IEP must also have in place Postsecondary Transition Goals (adult life goals) identified by transition assessments that are then linked to needed transition services. These services are documented on the Transition Section of the IEP and inform the focus of the other aspects of the IEP as the student moves towards graduation and adult life.

Transition services are:

- A coordinated set of activities.
- That promote movement from school to such post-school activities as post-secondary education, vocational training, employment, adult services, independent living and community participation.
- Based on the individual student's needs, taking into account his or her preferences and interests.
- Transition services include instruction, community experiences, and development of competitive, integrated employment, adult education and independent living goals or outcomes.

Ohio Department of Education/ Office for Exceptional Children

Agency Document Name:

IEP: Individualized Education Program

Website Information

ODE/OEC webpage

<http://education.ohio.gov/Topics/Special-Education>

<http://education.ohio.gov/Topics/Special-Education/Office-of-Exceptional-Children-Contact-Information>

ODE/OEC Secondary Transition and Workforce Development

<http://education.ohio.gov/Topics/Special-Education/Federal-and-State-Requirements/Secondary-Transition-and-Workforce-Development>

Ohio Transition Support Partnership

<http://education.ohio.gov/Topics/Special-Education/Federal-and-State-Requirements/Secondary-Transition-and-Workforce-Development/Ohio-Transition-Support-Partnership>

National Technical Assistance center on Transition (NTACT)

<http://transitionta.org>

Opportunities for Ohioans with Disabilities (OOD: BVR and BSVI)

Opportunities for Ohioans with Disabilities (OOD) is the state agency that assists Ohioans with disabilities to prepare for, obtain, and maintain community employment. OOD does this through two areas: Bureau of Vocational Rehabilitation (BVR) and Bureau of Services for the Visually Impaired (BSVI).

Who is Eligible?

Transition age students (age 14 and older) and adults with disabilities may be eligible for employment services and supports through OOD.

To be eligible for OOD services:

- The individual has a physical, cognitive and/or mental impairment
- The impairment results in a substantial impediment to employment,
- The individual can benefit from the services OOD provides in terms of an employment outcome, and
- The individual requires vocational services in order to get or keep a job

Individual questions of eligibility, are best answered by contacting the agency directly and completing the application process.

Service Overview

Services from OOD:

- Are focused on community employment
- Help people with disabilities to find and keep jobs
- Include Vocational Rehabilitation (VR) counselors working with a person and their team to identify a meaningful employment goal.
- Often use 'vendors' to provide services
- Are time limited

Types of services provided by OOD may include: Vocational evaluation or assessment, Vocational guidance, planning and training, assistance to attend an educational program, therapies, equipment and adaptive technology, Work Incentives Counseling, job development and placement and coaching

Pre-Employment Transition Services (Pre-ETS). Pre-ETS can be provided to students with disabilities (ages 14 through age 21) who have been determined eligible or are potentially eligible for VR services and who have an identified need for Pre-Employment Transition Services.

Types of Pre-ETS Services include:

- Job Exploration Counseling
- Work Based Learning
- Counseling on Opportunities for Enrollment in Post-Secondary Education
- Workplace Readiness Training
- Instruction in Self Advocacy.

OOD also works in partnerships with other agencies to provide these services. Examples include:

- Ohio Transition Support Partnership where Vocational Rehabilitation Counselors are assigned to schools and Career-Technical Centers to work with transition youth and their teams.
- OOD-DODD Employment First Partnership. VR Counselors assist individuals (primarily adults) with developmental disabilities to transition from facility-based to community employment.

Opportunities for Ohioans with Disabilities (OOD) (BVR and BSVI)

Agency Document Names

IPE: Individualized Plan for Employment

Website Information

OOD

<http://www.ood.ohio.gov/>

OOD Regional Offices

<https://ood.ohio.gov/wps/portal/gov/ood/about-us/our-divisions/>

Ohio Transition Support Partnership

<https://ood.ohio.gov/wps/portal/gov/ood/individuals-with-disabilities/services/students-14-plus>

Pre-Employment Transition Services

<https://ood.ohio.gov/wps/portal/gov/ood/individuals-with-disabilities/services/students-14-plus>

Ohio Employment First Partnership

<https://ood.ohio.gov/wps/portal/gov/ood/about-us/programs-and-partnerships/employment-first>

OOD Apply for Services

<https://www.oodworks.com/>

Ohio Department of Medicaid (ODM)

Ohio Department of Medicaid is the Medicaid agency in Ohio responsible for overseeing all Medicaid programs in Ohio. Medicaid programs provide health care coverage to individuals that meet eligibility requirements.

Who is Eligible?

Ohio Department of Medicaid provides many health care programs for different populations, including individuals with disabilities. Basic eligibility requirements for Medicaid include:

- Being an Ohio Resident
- Being a US citizen or meet Medicaid citizenship requirements
- Having or getting a social security number
- Meeting certain financial eligibility requirements. Financial guidelines are impacted by individual circumstances and information.

Medicaid programs will have additional eligibility requirements specific to the program target population. Two programs for people with disabilities are Medicaid for Older Adults and People with Disabilities (ABD) and Medicaid Buy In for Workers with Disabilities (MBI)

Medicaid for Older Adults and People with Disabilities (ABD)

Ohio Medicaid offers a span of programs for older adults and people with disabilities to assist with medical expenses. In addition to the basic Medicaid eligibility requirements, to be eligible for ABD a person must be age 65 or older, OR legally blind, OR have a disability as classified by Social Security Administration.

Medicaid Buy In for Workers with Disabilities (MBI)

MBI can provide health care coverage to working Ohioans with disabilities between the ages of 16 and 64 whose income may exceed established limits set for Medicaid eligibility. Financial eligibility guidelines are updated annually.

Individual questions of eligibility, are best answered by contacting the agency directly and completing the application process.

Service Overview

Ohio Medicaid programs provide a comprehensive package of services that includes preventive care for consumers that meet eligibility requirements. Contact the local county department of Job and Family Services for specific questions about services.

Home and Community Based (HCBS) Waivers allow for extended support services, beyond basic Medicaid. Services provided through waivers may assist the person to achieve community living and employment. The Medicaid waivers intended to support people with developmental disabilities are administered by the Ohio Department of Developmental Disabilities (DODD) through County Boards of Developmental Disabilities (CBDD).

These waivers include:

- Level One Waiver
- Individual Options (IO) Waiver
- SELF (Self-Empowered-Life- Funding) Waiver

Individuals must be eligible for Medicaid to obtain one of these waivers and also have an established service or assistance need that meets the waiver guidelines. The local CBDD can assist in better understanding the level of care guidelines for the Medicaid waivers listed above.

Home and community-based waivers provide opportunities for individuals to receive additional long-term services in their own home or community. Ohio Medicaid offers a wide variety of home and community-based services and programs for individuals with long-term care needs. Long-term services are defined by each waiver and are selected by the individual based on need.

Ohio Department of Medicaid (ODM)

Website Information

Ohio Department of Medicaid (ODM)
medicaid.ohio.gov

ODJFS County Directory
https://jfs.ohio.gov/county/County_Directory.pdf

Ohio Medicaid Eligibility
<https://medicaid.ohio.gov/wps/portal/gov/medicaid/families-and-individuals/coverage/who-qualifies/who-qualifies>

Ohio Medicaid Programs
<https://medicaid.ohio.gov/wps/portal/gov/medicaid/families-and-individuals/srvcs/medicaid-programs>

Ohio Medicaid Covered Services
<https://medicaid.ohio.gov/wps/portal/gov/medicaid/families-and-individuals/srvcs/services>

Medicaid Buy-in for Workers with Disabilities
<https://medicaid.ohio.gov/wps/portal/gov/medicaid/families-and-individuals/citizen-programs-and-initiatives/medicaid-buy-in-for-workers-with-disabilities>

Ohio Benefits Long-Term Services and Supports
<https://www.ohiohelps.org/>

Overview of Medicaid Waivers through DODD
<http://dodd.ohio.gov/IndividualFamilies/ServiceFunding/Pages/WaiverTypes.aspx>

Ohio Department of Developmental Disabilities (DODD)

Ohio Department of Developmental Disabilities (DODD) provides support for individuals with disabilities to live, work and participate in their communities. DODD services are accessed through County Boards of Developmental Disabilities (CBDD).

Who is Eligible?

To be eligible for DODD services, the individual:

- Has a developmental disability/delay
- Disability occurs before age 22
- Disability results in functional limitations

“Functional” refers to essential skills to learn, work, play, and be a part of the community

Eligibility for youth and adults is determined by use of COEDI and OEDI assessment tools.

The amount of support that an individual is eligible to receive is determined using a variety of planning and assessment methods. A CBDD case manager or service and support administrator facilitates the process to be individualized and person-centered.

Some identified supports require the individual to be eligible for Medicaid.

Individual questions of eligibility, are best answered by contacting the agency directly and completing the application process.

Service Overview

The amount of support that eligible individuals receive is determined using a variety of assessment methods. [HB1] Supports and services are provided based on the needs and goals of each person. A CBDD case manager or service and support administrator (SSA) facilitates this process to be individualized and person-centered. Services focus on ensuring health and safety, supporting access to community participation, and increasing opportunities for meaningful employment.

Services frequently discussed and included in transition planning for adulthood include:

- Employment or Vocational Supports, including:
 - Career Discovery
 - Job Training and Career Exploration
 - Supports to Help Find a Job
 - Job coaching (long and short term support)
- Community Engagement Supports (includes residential support)
- Supportive Technology
- Therapies
- Transportation
- Respite
- Behavior Supports
- Benefits Education and Analysis

Services are paid for in a variety of ways, such as Medicaid (Medicaid and Medicaid Waivers) and Local County levy dollars or General Revenue funds.

CBDD may only be a provider if there are no other available providers for the service. Some CBDD are direct service providers while others work with community agencies to provide the needed services.

Ohio Department of Developmental Disabilities (DODD)

Agency Document Names

ISP: Individualized Service Plan

IP: Individualized Plan

Website Information

DODD

dodd.ohio.gov

DODD Family Web Page

<https://dodd.ohio.gov/wps/portal/gov/dodd/yourfamily>

DODD Eligibility Tools

<https://dodd.ohio.gov/wps/portal/gov/dodd/county-boards/assessments/assessments-coedi>

Overview of Medicaid Waivers and Services through DODD

<https://dodd.ohio.gov/wps/portal/gov/dodd/waivers-and-services>

Disability Benefits 101- DB101

<https://oh.db101.org>

Ohio Employment First

[Ohioemploymentfirst.org](https://ohioemploymentfirst.org)

Ohio Employment First Transition Framework

https://ohioemploymentfirst.org/view.php?nav_id=451

Community Life Guide

[Jobguide.ohioemploymentfirst.org](https://ohioemploymentfirst.org)

Loop Ohio

[Loopohio.org](https://loopohio.org)

Social Security Administration (SSA)

Social Security Administration (SSA) delivers a broad range of Social Security services to meet needs of diverse populations, including many youth and adults with disabilities.

Who is Eligible?

Social Security Administration pays disability benefits to people who:

- Cannot work because of a medical condition
- The condition is expected to last at least one year or result in death
- Cannot perform substantial gainful activity (SGA)

In order to qualify for disability benefits through the Social Security Administration, an individual age 18+ must be unable to perform Substantial Gainful Activity (SGA) due to the identified medical condition or impairment (physical, cognitive, mental). This means the person is unable to earn more than the SGA.

The Substantial Gainful Activity (SGA) in 2021 is:

- Non-blind individuals - Below \$1310/month
- Blind individuals - Below \$2190/month

Social Security administers 2 disability programs:

1. Supplemental Security Income (SSI), and
2. Social Security Disability Insurance (SSDI/SSDI)

Social Security Disability Insurance (SSDI)

Pays benefits to individuals and certain family members based on working and paying Social Security taxes. An adult child (age 18+) may qualify for benefits on a parent's earnings record if the child has a disability that started before age 22. The amount of SSDI depends on the wages of the worker, and is not based on income/assets.

Supplemental Security Income (SSI)

To be eligible for financial support through SSI, an individual age 18+ must have low income and assets. People age 65+ may receive SSI based on age alone. All others must have a disability. Parental income and assets are included in the financial determination for SSI until age 18 (as long as the parents live with the child).

Note: for children under 18, the impairment must result in marked, severe impairment in at least 2 functional areas.

Individual questions of eligibility, are best answered by contacting Social Security.

Service Overview

Benefits Overview

Supplemental Security Income (SSI)

- SSI includes a monthly financial allocation that may be as much as \$794/month for an individual and \$1191/month for a couple in 2021, depending on other income, resources, and living situation.
- SSI leads to automatic Medicaid through the Ohio Department of Job and Family Services.
- Social Security Disability Insurance (SSDI)
- The amount of SSDI depends on the earnings of the individual, or his/her parents.
- Those on SSDI will receive Medicare Parts A/B after 24 months of SSDI benefits.

How to Apply

- Apply online if possible at www.ssa.gov/disabilityonline. Indicate "Yes" to the question "Do you intend to file for SSI?"
- An appointment to file for SSI/SSDI may be scheduled by calling SSA at 1-800-772-1213.
- Note: The earliest a child can apply for SSI without including parental income and assets is in the month the individual turns age 18.

Working and Benefits

Work Incentive Programs. These programs offered by SSA provide important options that allow individuals to work and maintain their benefits.

Work Incentives Planning and Assistance (WIPA). SSA supports benefits counseling through WIPA Agencies to help individuals understand the various SSA programs as they transition into employment.

Social Security Administration (SSA)

Website Information

SSA National Website
www.ssa.gov

Local SSA Office Finder
<http://www.ssa.gov/locator>

What You Need To Know About Your Supplemental Security Income (SSI) When You Turn 18
<https://www.ssa.gov/pubs/EN-05-11005.pdf>

Ticket to Work program
www.choosework.net

Online Application for Disability Benefits
www.socialsecurity.gov/disabilityonline

Create a mySocialSecurity Account
<http://www.ssa.gov/myaccount>

Work Incentive Programs
<https://choosework.ssa.gov/wise>

Work Incentives Planning and Assistance (WIPA)
<https://www.ssa.gov/work/WIPA.html>

STABLE Account
www.stableaccount.com

Ohio Department of Mental Health and Addiction Services (OhioMHAS)

Through a behavioral health system of county boards and local providers, OhioMHAS funds evidence-based prevention efforts, quality treatment and recovery supports in communities statewide.

Who is Eligible?

Eligibility for services from a community behavioral health provider will depend on the type of service or program, as well as other factors, such as:

- Type of need
- Level of income
- Age group (e.g., transition-age youth)
- County of residence
- Type of Insurance

Individual questions of eligibility, are best answered by contacting the agency directly and completing the application process.

Funding for community mental health services comes from federal block grants, state general revenue funds and local sources. Federal and state funds are passed on to 51 community Alcohol, Drug Addiction and Mental Health Services (ADAMHS) boards through OhioMHAS. Some boards also receive funding through local levies.

Service Overview

OhioMHAS provides funding and support in three focus areas: Prevention, Treatment and Recovery Supports

PREVENTION of:

- Substance use and addiction
- Problem gambling
- Family disruption
- Suicide

TREATMENT through:

- Six state-run regional psychiatric hospitals
- Providing life-saving drug to reverse overdose
- Support of Trauma Informed Care approaches and practices
- Support for criminal justice involved projects
- Support and assistance to drug courts and other specialized docket programs
- First Episode Psychosis
- Multi-system collaboration/system of care
- Crisis intervention-mobile response stabilization (MRSS)
- Peer and family support
- Family Engagement

RECOVERY support through:

- Supportive housing
- Peer support
- Employment support services (e.g. Individual Placement and Support (IPS))
- Transition services for youth

Ohio Department of Mental Health and Addiction Services (OhioMHAS)

Agency Document Names

DA: Diagnostic Assessment

ISP: Individualized Service Plan/Treatment Plan

Website Information

OhioMHAS

<http://mha.ohio.gov/>

Ohio Association of County Behavioral Health Authorities

<https://www.oacbha.org/mappage.php>

Employment & Work Incentives and Benefit Planning

<https://mha.ohio.gov/Schools-and-Communities/Employment>

IPS Employment Center

<https://ipsworks.org/>

Hey I'm Here: Youth community conversation on mental wellness

<https://heyimhere.org/>

WraparoundOhio: Mobile Response Stabilization Service (MRSS)

<https://wraparoundohio.org/mobile-crisis-response-and-stabilization-services/>

Wingspan: Ohio's Healthy Transition Project for Transition Age Youth (TAY)

<https://www.wingspancg.org/Ohio-Healthy-Transitions-Project>

Ohio Department of Job and Family Services (ODJFS): Family Assistance

The Ohio Department of Job and Family Services offers a wide range of assistance including workforce development, unemployment compensation, cash assistance, food assistance, childcare, child and adult protective services, adoption, and child support.

Who is Eligible?

The mission of Family Assistance programs and services is to improve the well-being of Ohio's workforce and families by promoting self-sufficiency.

Eligibility requirements vary depending on the program. The following factors may be taken into consideration:

- Type of need
- Level of Income
- Disability and type of disability
- Age
- Living Arrangement
- Employment Status

Individual eligibility questions are best answered by contacting the appropriate county JFS agency and completing the application process.

Service Overview

Food Assistance – Formerly called food stamps and known nationally as the Supplemental Nutrition Assistance Program (SNAP), this program helps eligible low-income Ohioans stretch their food budgets and buy healthy food.

Ohio Works First – This is the financial assistance portion of the state's Temporary Assistance to Needy Families program, which provides cash benefits to eligible low-income families for up to 36 months.

Comprehensive Case Management and Employment Program (CCMEP) – Provides career services to eligible 14- to 24-year-olds to help them build career paths, find employment and break the cycle of poverty.

Child Care Assistance – Offers financial assistance to eligible low-income parents to help them with child care costs while they engage in work, education or job training.

Child Care Licensing – Ensures that minimum health and safety standards are met at all licensed child care settings in Ohio, from large child care centers to family child care homes.

Step Up To Quality – Ohio's quality rating system for child care; designed to increase the number of high-quality programs, recognize and support programs that achieve higher quality standards, and help parents make more informed choices on behalf of their children.

Ohio Department of Job and Family Services (ODJFS) Family Assistance

Agency Document Names

Program recipients can view their benefit history through the [odjfsbenefits.ohio.gov self-service portal](http://odjfsbenefits.ohio.gov/self-service-portal).

Website Information

ODJFS

<http://jfs.ohio.gov/>

ODJFS Benefits Self Service Portal

https://ssp.benefits.ohio.gov/apssp/indexOHLanding.jsp#wlp_applyForBenefits14

ODJFS County Directory

<http://jfs.ohio.gov/County/index.stm>

Ohio Benefits

<https://benefits.ohio.gov/>

Child Care

<http://jfs.ohio.gov/cdc/index.stm>

Step Up To Quality

<https://boldbeginning.ohio.gov>

Ohio Department of Job and Family Services (ODJFS): Workforce Development

The Ohio Department of Job and Family Services offers a wide range of assistance, including workforce development, unemployment compensation, cash assistance, food assistance, child and adult protective services, child care, adoption, and child support.

Who is Eligible?

Workforce development services are available to any Ohioan planning for or seeking employment, including students, youth, adults, displaced workers and people with disabilities. Some services are designed for people with specific needs or situations. Priority of service is given to U.S. veterans.

Eligibility for specific services may depend on some of the following:

- Level of Income
- Disability
- Type of Need
- Age

Individual questions of eligibility are best answered by contacting the agency directly and completing the application process.

Service Overview

Access to Ohio's workforce development resources and services is available in person at local OhioMeansJobs centers and at OhioMeansJobs.com.

OhioMeansJobs.com offers free online career development and employment tools. These include:

- A K-12 portal to help middle and high school students, parents and teachers
- Assessments of career interests, job values and job skills
- Training to build skills or help with specific subjects and classes
- A budget calculator to find jobs that meet income needs
- Information about in-demand jobs
- A career planner to help set and reach career goals
- Information about training, apprenticeships, co-ops, internships and scholarships
- Help with job searching, resume writing and interviewing

The Comprehensive Case Management and Employment Program (CCMEP) provides career services to eligible 14- to 24-year-olds to help them build career paths, find employment and break the cycle of poverty. These include:

- Assessments, career guidance and planning, and job market information
- Financial literacy education and budgeting
- Education and workforce preparation
- Pre-employment and occupational skills training
- Paid and unpaid work experiences, including job shadowing, summer jobs and pre-apprenticeships
- Supportive services, including transportation and reasonable accommodations for individuals with disabilities
- Job matching, placement and support

Visit OhioMeansJobs.com or an OhioMeansJobs center for more information.

Ohio Department of Job and Family Services (ODJFS) Workforce Development

Agency Document Names

CCMEP IOP: Individual Opportunity Plan Website Information

ODJFS

<http://dfs.ohio.gov/>

OhioMeansJobs (OMJ)

OhioMeansJobs.com

Local OMJ Centers

<http://dfs.ohio.gov/owd/WIOA/map.stm>

CCMEP Contacts

<http://dfs.ohio.gov/owd/CCMEP/index.stm>

ODJFS County Directory

<http://dfs.ohio.gov/county>

Individuals with Disabilities and Employment

<http://dfs.ohio.gov/owd/WorkforceProf/Disabilities-Job-Seekers.stm>

Ohio Department of Education/Office for Exceptional Children	Opportunities for Ohioans with Disabilities (OOD) (BVR and BSVI)	Ohio Department of Medicaid (ODM)	Ohio Department of Developmental Disabilities (DODD)
ODE/OEC Phone: Address: Website: Contact Name: Position: Phone: Email: Notes:	OOD Regional Office Phone: Address: Website: Contact Name: Position: Phone: Email: Notes:	Local Medicaid Office (Local ODJFS Office) Phone: Address: Website: Contact Name: Position: Phone: Email: Notes:	County Board of DD Phone: Address: Website: Contact Name: Position: Phone: Email: Notes:

Social Security Administration (SSA)	Ohio Department of Mental Health and Addiction Services (OhioMHAS)	Ohio Department of Job and Family Services (ODJFS): Family Assistance	Ohio Department of Job and Family Services (ODJFS): Office of Workforce Development (OWD)
Local SSA Office Phone: Address: Website: Contact Name: Position: Phone: Email: Notes:	Local ODMHAS Board Phone: Address: Website: Contact Name: Position: Phone: Email: Notes:	Local ODJFS Center Phone: Address: Website: Contact Name: Position: Phone: Email: Notes:	Local OMJ Office Phone: Address: Website: Contact Name: Position: Phone: Email: Notes:

Prepare for Agency Contact and Communication

Before approaching agencies for assistance, it is helpful to the agency and can quicken the necessary processes if information is readily available. Use the questions below to facilitate gathering information and documentation.

Age Services may only be available to a certain age group	When is youth's birthday?	
Residence Agency may only serve specific geographic areas of the state	Where does the youth live?	
Disability Some agencies require a formal diagnosis of a disability AND that the identified disability be one that the agency is able to serve.	What is the disability? Make available documentation of the diagnosis and assist the agency to recognize how the youth's diagnosis is one that the agency could serve.	
Challenges and Limitations Agency may require documentation of challenges caused by the disability and how those challenges impact the youth's ability to learn, work, be safe, self-care, and participate in daily life.	Document how the diagnosis or documented disability makes employment, learning, living, etc. difficult for the youth.	
Level of Need Agencies may prioritize those individuals considered to have the greatest need to receive support and service before those whose needs are determined to be less critical.	Explain how the challenges that the youth faces create barriers that the youth is not likely to overcome if support is not available.	
Type of Need The type of service needed by a youth may only be available through certain agencies or providers.	Detail the type of support / service that is needed and align the request for service with the type of service the agency offers.	
Financial Some resources are only available to people with limited income. Youth may not be eligible for resources or supports because their or their family's income is above the allowed limit.	Document the income and assets of the youth and family (under 18 years of age), including savings. Document expenses that the youth or family incur in order that the youth can live or work as these may be helpful when qualifying for a variety of assistance.	
Availability Some services or resources may be limited and require individuals to be placed on waiting lists for specific services/ resources.	Identify the types of service of support one may need long term, as an adult, to work, live and participate in the community. Ask to be placed on waiting lists for these services, even if the need seems to be years in the future.	
Youth Goals The youth's outcome or adult goal can help determine which agency should provide services or if an agency should provide a service. When contacting agencies, it is most important to have goals and outcomes that drive a request for service.	Detail the adult outcomes that the youth seeks to achieve. Specially discuss employment, adult learning, living (residence) and other community participation. Explain how the requested services/supports are needed to achieve the desired adult goals.	



This toolkit was made possible by:

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