

Metropolitan School District of  
**WAYNE TOWNSHIP**

# Transition Manual

*THRIVE VERSION*  
*(Revised 1/10/2019)*

*"I can't change the direction of the wind, but I can adjust my sails to always reach my destination."*  
Jimmy Dean



**WE ARE WAYNE!**  
GREAT SCHOOLS :: GREAT COMMUNITY

## **TRANSITION: A Results-Oriented Process**

Transition means changing from one thing to another. In this context, we're talking about the transition that occurs when an individual who receives special services exits school and enters adult life. This transition doesn't happen overnight. Individuals have to gradually build skills and confidence to become responsible, productive, and happy adults.

### **LEGAL DEFINITION ACCORDING TO ARTICLE 7:**

511 IAC 7-32-100 "Transition services" defined

- (a) "Transition services" means a coordinated set of activities for a student with a disability that:
- (1) are designed to be within a results-oriented process that is focused on improving the academic and functional achievement of the student with a disability;
  - (2) are incorporated into the student's transition IEP in accordance with 511 IAC 7-43-4; and
  - (3) facilitate movement from school to post school activities, including, but not limited to:
    - (A) postsecondary education;
    - (B) vocational education or training, or both;
    - (C) integrated employment, including supported employment;
    - (D) continuing and adult education;
    - (E) adult services;
    - (F) independent living; or
    - (G) community participation.
- (b) The coordinated set of activities described in subsection (a) must be based on the individual student's needs, taking into account the student's strengths, preferences, and interests, and include the following:
- (1) Instruction.
  - (2) Related services.
  - (3) Community experiences.
  - (4) The development of employment and other post school adult living objectives.
  - (5) If appropriate:
    - (A) acquisition of daily living skills; and
    - (B) provision of a functional vocational evaluation.
- (c) Transition services for students with disabilities may be:
- (1) special education, if provided as specially designed instruction; or
  - (2) a related service, if required to assist a student with a disability to benefit from special education.



*For transition-related questions, please contact:*

**Kurt Frederick**

*Transition Coordinator, MSD of Wayne Township*

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Phone: (317) 988-7047

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## **PARENT/GUARDIAN ROLE IN TRANSITION:**

Parents and guardians can be very influential in the successful transition of their son or daughter. Therefore, those that live and take care for a student with a disability play a variety of important roles in the transition planning process. Here are some critical functions for parents/guardians:

### *1. Providers of Unique Information*

Parents know many things about their children's traits, interests, and abilities. They know what motivates their children, upsets them, or catches and keeps their attention. This information should be shared with appropriate personnel.

### *2. Role Models*

Children get messages about the value of work inside and outside the home from parents. When parents send the message, "There is a world of work out there and you are going to be a part of it," they boost their child's self-image and encourage their interest in work.

### *3. Case Monitors*

Service providers and teachers are very busy and come and go at various points in the student's life. The parent should be aware of the total picture of the child's transition plan so that her or she is better able to make sure that important information, deadlines, and opportunities will not fall through the cracks.

### *4. Risk Takers*

Letting go allows children and young adults to use public transportation, spend their own money, call a boy or girl on the phone, join a sports team, attend the dance alone, etc. Parents know that letting go is necessary for their children's growth and maturity, but letting go is hard to do. Letting go is easier if parents are involved early as answers are found to the question, "Letting go to where?" and, "Are the proper supports in place?"

### *5. Financial Planners*

Young adults with disabilities and their parents face very difficult decisions as they try to find a balance between the rewards of working and the need for immediate and long-term financial security. Policymakers are working to change the laws attached to federal financial assistance programs and more benefits are becoming available to persons participating in supported work programs.

### *6. Advocates for Career Education Programs*

Career education is the process that prepares the student to participate in the world of work, family, and community life. Parents, recognizing the need for a functional, community-based career education program, can become key players in bringing it about for their children and their school system.

# Diploma Type Analysis



**Indiana's Diploma Requirements**  
<http://www.doe.in.gov/ccr/indianas-diploma-requirements>

Diploma Type	Pros	Cons
<b>Core 40 Diploma</b>	<ul style="list-style-type: none"> <li>+ Recognized by employers.</li> <li>+ Accepted by technical schools, community colleges, and four-year colleges if high school course work meets minimum admission requirements.</li> <li>+ Accepted by military, if age requirement and Armed Services Vocational Aptitude Battery (ASVAB) scores are met.</li> </ul>	<ul style="list-style-type: none"> <li>☒ More demanding coursework.</li> <li>☒ More homework.</li> <li>☒ Not as much time available for vocational training, work experiences, or functional life skills.</li> </ul>
<b>General Diploma</b>	<ul style="list-style-type: none"> <li>+ Accepted by technical schools and community colleges if high school coursework meets minimum admission requirement. Students may take community college placement test and be admitted to remedial or credit courses at a state community college, as appropriate.</li> <li>+ May be recognized by employers.</li> <li>+ Accepted by the military, if age requirement and ASVAB scores are met.</li> </ul>	<ul style="list-style-type: none"> <li>☒ Not accepted by four-year colleges or universities.</li> <li>☒ May not be recognized by some employers.</li> <li>☒ Participation in General Diploma coursework may limit time or opportunity to participate in some transition activities.</li> </ul>
<b>Certificate of Completion</b>	<ul style="list-style-type: none"> <li>+ Provides exit document that may be useful for entering postsecondary schooling or gaining employment.</li> <li>+ Provides another exit option for students not meeting the requirements of a Core 40 or General diploma.</li> <li>+ Allows students time to gain hands-on experiences and develop needed skills for life after high school.</li> </ul>	<ul style="list-style-type: none"> <li>☒ Not a high school diploma.</li> <li>☒ Not accepted by four-year colleges.</li> <li>☒ Not accepted by community colleges (may allow provisional enrollment or enrollment in career certificate programs).</li> <li>☒ Not accepted by the military.</li> <li>☒ May not be recognized by employers.</li> </ul>

**DIPLOMA DECISIONS:**

<https://instrc.indiana.edu/family-involvement/diploma-decisions.html>

## CERTIFICATE OF COMPLETION:

<https://www.doe.in.gov/student-services/student-assistance/coc>

### Indiana Certificate of Completion

#### Course of Study

Effective with the students who enter high school in 2018-19 school year (Class of 2022)

The Course of Study for the Certificate of Completion is a framework for aligning curriculum to grade level standards while meeting the individual goals and transition needs stated in the student's Individual Education Plan (IEP).

Minimum total 40 credits/applied units: It is expected that these requirements are met through enrollment in a combination of general education courses for credit, modified general education courses in which non-credit applied units are earned and special education courses in which non-credit applied units are earned.

English/Language Arts	<b>8 credits/applied units</b>
	Including a balance of literature, composition, vocabulary, speech/communication
Mathematics	<b>4 credits/applied units</b>
	Including a balance of number sense, expressions, computation, data analysis, statistics, probability, equations and inequalities and personal finance. Student must take a math or applied math course each year in high school.
Science	<b>4 credits/applied units</b>
	Including a balance of physical, earth/nature, life, engineering and technology
Social Studies	<b>4 credits/applied units</b>
	Including a balance of history, civics and government, geography, economics
Physical Education	<b>2 credits/applied units</b>
Health & Wellness	<b>1 credit/applied unit</b>
Employability	<b>10 credits/applied units</b>
	Job exploration, work- or project-based learning experiences, employability skills (mindsets, self-management, learning strategies, social, workplace), portfolio creation, introduction to post-secondary options
	Investigation into opportunities for enrollment in postsecondary programs, work place readiness training to develop employability and independent living skills and instruction in self-advocacy
Electives	<b>7 credits/applied units</b>

#### Certificate of Completion Transition Portfolio

Students earning a certificate of completion fulfill at least one of the following (aligned with transition goals):

- 1. Career Credential:** Complete an industry-recognized certification, one-year certificate or state-approved alternative
- 2. Career Experience:** Complete project- or work-based learning experience or part time employment
- 3. Work Ethic Certificate:** Earn a Work Ethic Certificate (criteria to be locally determined)
- 4. Other Work Related Activities:** As determined by the case conference committee

#### Assumptions:

- 1) High Expectations for all students is a shared responsibility.
- 2) General Education courses are accessed whenever appropriate to fulfill the Certificate of Completion course of study.
- 3) Students' IEP goals are aligned with grade level standards/content connectors that drive curriculum and instruction.
- 4) Communication skills, reading skills, and problem solving skills are integrated into all courses.
- 5) Courses can be repeated with new goals if appropriate; more than four years may be needed for completion.
- 6) All courses are driven by the Transition IEP and individual goals of each student.

The Transition IEP case conference committee should select a Core 40 or General Diploma, if your child is functioning at grade level with instructional accommodations. The case conference committee should monitor your child's academic and functional performance and progress.

If your child is struggling to earn the needed credits required for graduation, ask yourself the following questions:

- Is my student attending school regularly and trying his/her best to be successful?
- Is he/she receiving appropriate accommodations and assistance in school?
- Is he/she having academic or social problems or failing classes?
- Is he/she needing extensive modifications to learn the curriculum?

If you answered "yes" to all of these questions, the case conference committee may need to consider a Certificate of Completion rather than a diploma course of study.

### **FAQs:**

**Q: Can a student who has graduated with a General Diploma or Certificate of Completion attend college in Indiana?**

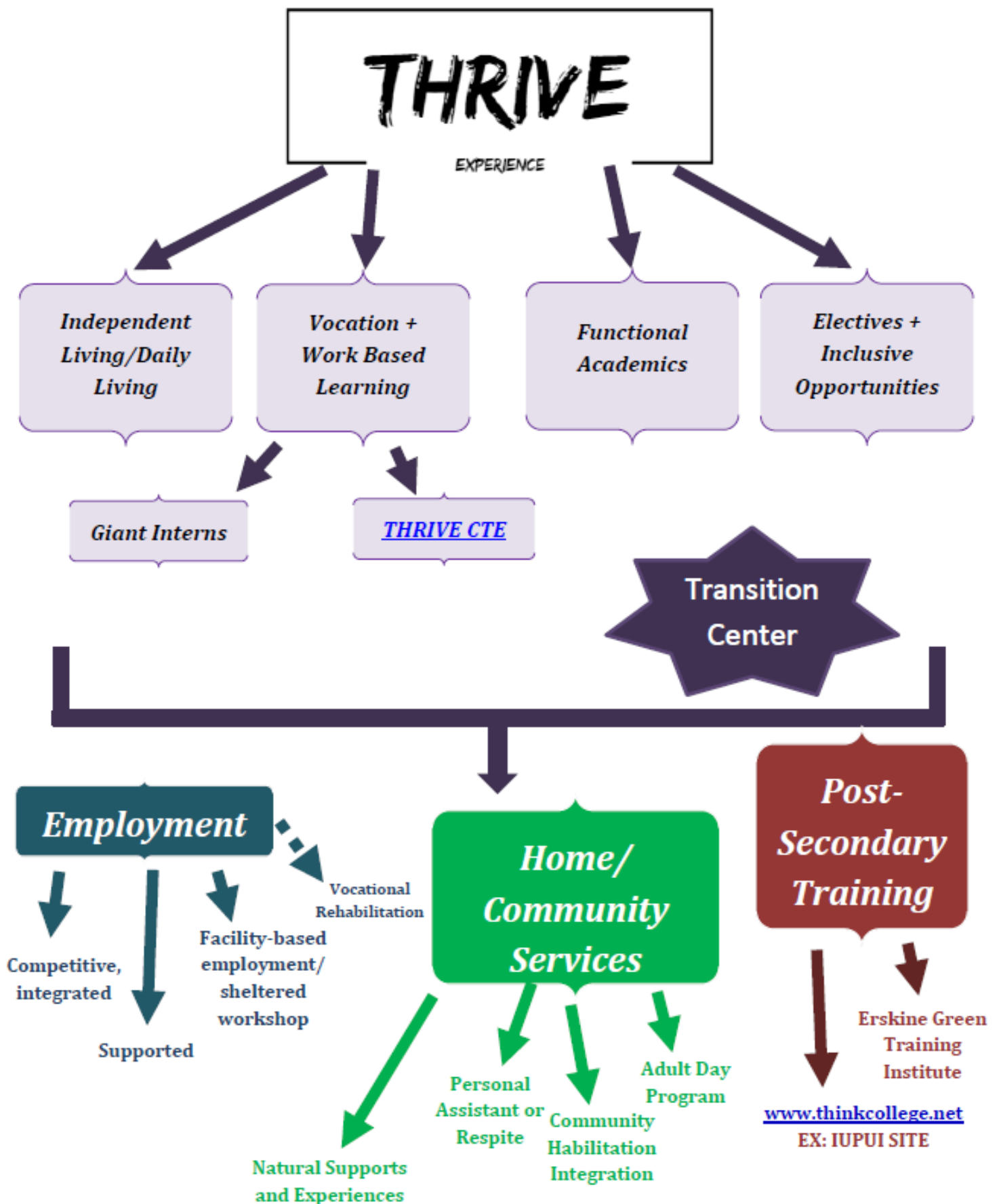
A: Indiana's public four-year colleges and universities now require that students have at least a Core 40 Diploma. Ivy Tech Community College and some private colleges in the state accept student applicants who have graduated with a General Diploma. These community colleges may have additional requirements such as remedial coursework or additional placement exams. Students who do not have a diploma will not qualify for state or federal financial aid. Contact the college admission's office and talk to them about their requirements and entrance criteria. You may also want to talk with the college's office of disability services.

**Q: If a student receives a Certificate of Completion, can he/she return to high school and earn a diploma?**

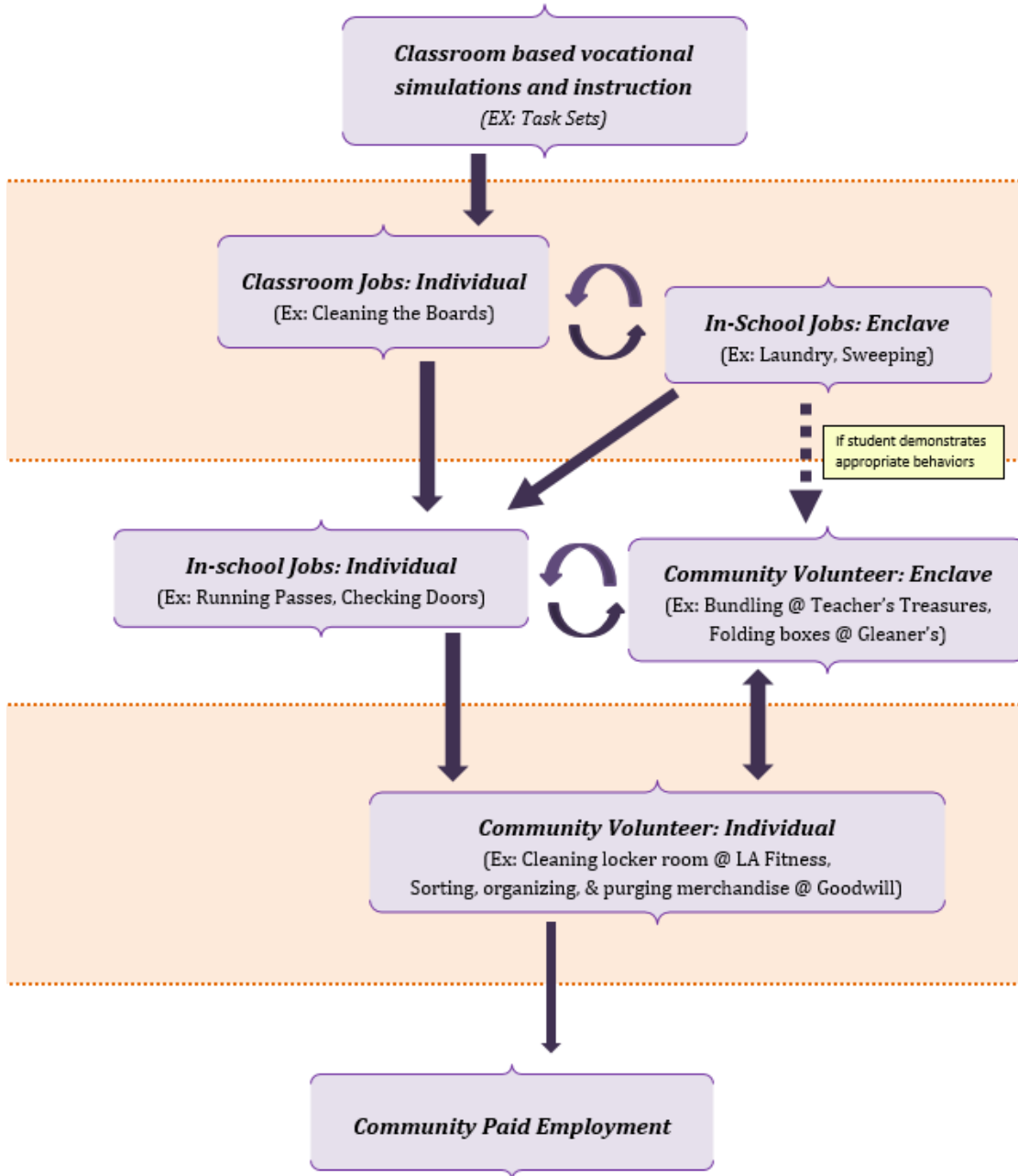
A: Students with IEPs can attend high school until they turn 22 years of age or have earned a high school diploma, whichever occurs first. Students who receive a Certificate of Completion may later decide to return to high school and earn a diploma. Case conference teams would need to consider the number of credits previously earned toward a diploma. For instance, if a 21-year-old student only has 10 credits toward a diploma, it would be extremely difficult for he/she to complete the remaining, required 30 credits in time to earn a General Diploma.

**Q: If a student receives a Certificate of Completion, will they get to participate in graduation with their peers?**

A: Yes. All graduates of Ben Davis High School (regardless of diploma type), will have the opportunity to participate to the maximum extent possible in graduation ceremonies.



# Work-Based Learning Experiences Flow Chart





# TRANSITION PLANNING CHECKLIST:

*The following is a checklist of transition activities that students and parents/guardians should complete and discuss with the Case Conference Committee/IEP team. The student's skills, interests and needs will determine which items on the checklist are relevant.*

- Maintain organized records, including copies of:
  - Birth Certificate
  - Social Security Card & Documents
  - State ID Card or Driver's License
  - Medical Records
  - School Records
  - Completed Applications (e.g. waiver, Voc. Rehab. IPE, etc.)
  
- Create and constantly update a vision for the student's life after high school.
  - Consider and explore options regarding jobs, continuing education/training, recreation, and independent living.
  
- Apply for funding services that may benefit student
  - Supplemental Security Income [SSI]
  - Contact [BDDS](#) to apply for a Home & Community Based Medicaid Waiver [Family Supports Waiver (FSW) or Community Integration and Habilitation Waiver (CIHW)].
  - If applicable, contact CICOA at (317) 254-3660 or (800) 432-4322 to apply for a Medicaid Medical Model Waiver [*Aged and Disabled (A&D) Waiver and the Traumatic Brain Injury (TBI) Waiver*]
    - If student is on waiver wait list, call BDDS to confirm that information is accurate or check web portal.
  
- Attend transition fairs and information meetings regarding services that exist after student exits school.
  
- Ask about Pre-Employment Transition Services (Pre-ETS) through Vocational Rehabilitation and Ben Davis High School.
  - Apply for Vocational Rehabilitation (VR) services (after age 14 or 9<sup>th</sup> grade) for assistance with employment. Typically completed in first semester of exit year.
    - VR services must be coordinated between student, family, school staff, and the VR counselor through the process of VR referral, application, eligibility, development and implementation of services to support the individual.

<p><b>BDDS District 5 Office</b> 2620 Kessler Blvd. E. Dr., Suite 105 Indianapolis, IN 46220-2890 Phone: 317-205-0101 Toll Free: 1-877-218-3530 (V/VRS/711)</p>
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- Explore and discuss course of study as well as possible date of exit.
  - Students may remain in school until the end of the school year during which they turn 22 years of age.
- Investigate guardianship or power of attorney options and procedures.
  - Upon the 18<sup>th</sup> birthday, the student is an emancipated adult, unless guardianship/parental rights have been established through the court of law.
- Investigate assistive technology tools that can increase community involvement and employment opportunities

### **At age 18**

- Re-apply for SSI and Medicaid for the continuation of benefits
- Review health insurance coverage
- Confirm continued access to Medicaid Waiver programs and services
- Register to vote (at Bureau of Motor Vehicles or other government locations)

### **Final Year of School**

- Meet with case manager as a reminder of impending exit from formal K-12 schooling.
- Contact adult service providers and further investigate residential planning, financial/estate planning, and day programming services.
- Request copy of IEP upon exiting school to keep for records



*Find out what advice the Indiana Commission for Higher Education gives to general education peers.*

<http://www.learnmoreindiana.org/students/high-school-students/>

## **TRANSFER OF RIGHTS:**

When a student turns 18 years of age, all the student's special education rights given to the parent(s) under federal and state special education laws transfer to the student unless a court of law has appointed a guardian for the student or the school has appointed an educational representative. If neither a guardian or educational representative has been appointed, the rights are transferred and the student is entitled to make the decisions about his/her education such as consenting to evaluations, requesting and attending CCC meetings, inviting others to attend a CCC meeting, taking action if he/she disagrees with the school's proposed IEP, and requesting mediation or a due process hearing.

## **GUARDIANS AND EDUCATIONAL REPRESENTATIVES:**

There are two ways that the parent(s) can continue to make the educational decisions for a student who is 18 years of age or older.

- By having a court of law appoint the parent(s) as the guardian of the student, or
- Asking the school to appoint an educational representative

A guardian is a person appointed by a court of law to make decisions for and/or manage the affairs of an individual who cannot make decisions or take care of his/her affairs because of a disability or other reasons. A guardian may be able to make more than just educational decisions for the student, depending on the type of guardianship the court orders.

Becoming a Guardian:

1. Retain an attorney to help with the paperwork and guide you through the process.
2. Have a thorough understanding of the protected person's health and finances.
3. If the person is incapacitated by health conditions, obtain a Physician's Report or letter from the person's physician verifying that he or she cannot manage finances or make other personal decisions.
4. File a Petition for Guardianship with a court with probate jurisdiction and notify the allegedly incapacitated person, all close family members, and any person or institution having care or custody of the allegedly incapacitated person during the 60 days preceding filing of guardianship petition.
5. Pay the filing fee.
6. If the allegedly incapacitated person consents to the petition, or is unable to respond to inquiries due to disability, the court will hold a hearing at which witnesses will provide sworn testimony to support the allegations in the petition. If the evidentiary basis is deemed sufficient, the guardian will be appointed.
7. If a guardian is appointed, the judge will issue the guardian legal documents (often called "letters of guardianship") permitting the guardian to act on behalf of the legally incapacitated person. (IC 29-3-7-3)

If a guardian has not been appointed, the school may appoint an educational representative if:

- The student makes a written request for a representative to be appointed, or
- Two qualified individuals examine or interview the student and decide that the student is not able to give informed consent on his/her own behalf

If the student requests an educational representative, the student may ask that the educational representative be removed or replaced at any time. The student's request to no longer have an educational representative must be made in writing to the school.

## LEGAL SERVICE PROVIDERS

<u>Heartland Pro Bono</u> 317-631-9410	<u>Indianapolis Bar Association</u> 317-269-1910	<u>Disability Legal Services of Indiana</u> 317-426-7733
<u>Neighborhood Christian Legal Clinic</u> 317-429-4131	<u>Indianapolis Legal Aid Society</u> 317-635-9538	<u>Indiana Legal Services</u> 844-243-8570 or 317-631-9410

**\* Call 2-1-1 and ask for Free Legal Services**

Guardianship – an adult child can voluntarily appoint a guardian, or parents can seek guardianship. A decision to appoint or terminate guardianship must be made in court, and usually involves a person who is incompetent to manage property or provide self-care. Even for guardianship, a parent can choose the least restrictive form of guardianship for their adult child’s needs (court-appointed).

- Guardian of the Person – makes decisions involving the day-to-day life, except financial decisions, such as food, clothing, living arrangements, medical care, recreation and education.
- Guardian of the Estate – makes all financial decisions
- Guardian of the Person & Estate – combining guardianship of the person and guardianship of the estate, makes nearly all decisions
- Limited Guardianship – makes decisions in only the part of a person’s life where s/he is incompetent and has a need.
- Co-Guardianship – Two people share the guardianship.
- Temporary/Emergency Guardianship – can be ordered by a court for no more than 60 days without a court hearing. Permanent guardianship requires a court hearing and continues for as long as necessary.

### GUARDIANSHIP RESOURCES:

- Guardianship & Alternatives to Guardianship: <http://www.arcind.org/future-planning/guardianship>
- PACER Center Information about Guardianship: <http://www.pacer.org/parent/php/PHP-c63.pdf>
- For more information on the Adult Guardianship Office, contact:

**Erica Costello, Staff Attorney**

30 South Meridian Street, Suite 500, Indianapolis, IN 46204

(317) 234-5562

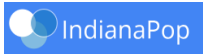
[erica.costello@courts.IN.gov](mailto:erica.costello@courts.IN.gov)

### Alternatives to Guardianship

- **Health Care Representative** – a person selected by the person with special health care needs to handle health care decisions if the person is incapacitated (voluntary written letter/form)
- **Education Decision-Making** – a student’s rights transfer to the student at the age of majority (18), if no guardianship is in place that prevents this. A special rule allows the school to appoint a parent or other person to represent the student’s educational interest if the school determines the student is not competent to do so.
- **Power of Attorney** – an adult child who is competent can appoint someone as her power of attorney voluntarily, as someone who can make decisions for her if she is incapacitated. The adult child can remove or change the power of attorney at any time (voluntary written letter notarized). Again, the above options are provided so that you and your loved one may make an informed choice best suited to your situation. If these options do not meet your family’s needs, varying levels of guardianship may be considered.

# Resource Guide

**Connect2Help:** Dial 2-1-1 to obtain information and referral for health and human services, community-based service providers, and government agencies. Available 24/7. Information and referral available regarding food, housing, health care, employment, support groups, parenting, counseling, education, clothing, shelter, legal aid, and more. [www.connect2help.org](http://www.connect2help.org)



[IndianaPop.org](http://www.indianapop.org) – Disability services directory for Indiana

Mr. Stephen Jackson

*District Social Worker*

Phone: 317-988-7508

[stephen.jackson@wayne.k12.in.us](mailto:stephen.jackson@wayne.k12.in.us)

## About Special Kids Directory:

<http://www.aboutspecialkids.org/directory/search>

## Advocacy Groups & Disability Organizations:

The Arc of Indiana <a href="http://www.arcind.org">www.arcind.org</a>	IN*SOURCE <a href="http://www.insource.org">www.insource.org</a> 800-332-4433
About Special Kids <a href="http://www.aboutspecialkids.org">www.aboutspecialkids.org</a> 800-964-4746	Governor’s Council for People with Disabilities <a href="http://www.in.gov/gpcpd">www.in.gov/gpcpd</a> 317-232-7770
Family Voices <a href="http://www.fvindiana.org">www.fvindiana.org</a> 317-944-8982	Indiana Protection and Advocacy Services Commission 317.722.5555 or 800.622.4845 <a href="http://www.IPAS.IN.gov">www.IPAS.IN.gov</a>
Best Buddies <a href="http://www.bestbuddiesindiana.org">www.bestbuddiesindiana.org</a> 317-436-8440	Autism Society Indiana <a href="http://www.autism-society.org">www.autism-society.org</a> 800-609-8449
Down Syndrome Indiana <a href="http://www.dsindiana.org">www.dsindiana.org</a> 888-989-9255	United Cerebral Palsy Association of Greater Indiana <a href="http://www.ucpaindy.org">www.ucpaindy.org</a> 317-632-3561
Awesome Westside Advocates (317) 443-2898 <a href="mailto:krose1050@gmail.com">krose1050@gmail.com</a>	La Plaza, Inc. (317) 890-3292 <a href="http://www.laplaza-ind.org">www.laplaza-ind.org</a>

## Bureau of Developmental Disabilities Services (BDDS) Advocate

- Matt Rodway, *BDDS State Ombudsman*
  - [matt.rodway@fssa.in.gov](mailto:matt.rodway@fssa.in.gov)
  - 800-622-4484 or 317-503-1217
    - Receives, investigates, and attempts to resolve problems or complaints
    - Answers questions and provides information and referrals about related services, including alternatives and how to choose services.
    - Coordinates efforts with other agencies and organizations
    - Identifies issues and problem areas and recommends needed changes

# INDEPENDENT/DAILY LIVING:

## RESIDENTIAL SERVICES:

Residential services are provided in a variety of settings, from residential programs funded through a Medicaid Waiver, to Medicaid funded group homes, to large congregate facilities – including nursing homes and large Intermediate Care Facilities for the Developmentally Disabled (ICFs/DD). Indiana can be proud that all state institutions for people with developmental disabilities have closed, and former residents have transitioned successfully to small, community based programs.

- **Group Homes**

Group homes, funded by Medicaid, typically serve six to eight people. Contact your local Bureau of Developmental Disability Services office to apply. [Intermediate Care Facility/Individuals with Intellectual Disabilities Directory](http://www.in.gov/isdh/reports/QAMIS/icfdir/index.htm) <http://www.in.gov/isdh/reports/QAMIS/icfdir/index.htm>

- **Large Intermediate Care Facilities**

Large Intermediate Care Facilities (ICFs-ID/DD) are funded by Medicaid and are licensed specifically to care for adults with intellectual and other developmental disabilities. Contact your local Bureau of Developmental Disability Services office to apply.

- **Specialized Childrens' Facilities**

The Division of Family Resources (<http://www.in.gov/fssa/dfr/2999.htm> ) may place children in specialized children's facilities that provide 24-hour care. Placement in these facilities may require a "Child In Need of Service" petition to the court, and/or recommendation for placement through the special education system, if it is determined that the school cannot meet the child's educational needs.

- **Nursing Homes**

People with developmental disabilities need not live in nursing homes unless they have a very serious medical condition. The closure of all of Indiana's state institutions for people with developmental disabilities, and the successful transition of people who once lived in those institutions to community base programs, is strong proof that people need not live in large facilities. If your loved one is currently living in a nursing home, he or she can move to a community-based residential program, funded through the Medicaid Waiver program, with 24 hour supports. If you are considering placing your loved one in a nursing home, or if someone is recommending a nursing home as an option, it is important to explore other residential options. Contact The Arc at 800-382-9100 and ask to speak to a Family Advocate. Watch Moving from a Nursing Facility to a Home in Your Community. Read "A Guide to Transitioning to a Home with Medicaid Waiver Supports in Your Community."

**Supervised Group Living (SGL):** A group home or Supervised Group Living (SGL) is a residential option and alternative to waiver placements for eligible individuals with intellectual/developmental disabilities needing services. There are almost 500 SGL homes in the State of Indiana with a capacity to serve over 3,000 individuals. Homes are licensed and governed by state and federal regulations and have an annual recertification which includes Life Safety (i.e. two annual Indiana State Department of Health recertification surveys one is related to care of individuals residing in the home and the other is Life Safety).

## **Steps to move into a community-based residential program:**

- Staff from the local BDDS office will conduct an evaluation to determine if you are eligible to move to a residential program funded by a Medicaid Waiver.
- A physician will need to sign a Confirmation of Diagnosis form (450B) to aid in determining Medicaid Waiver eligibility.
- After eligibility has been approved a service coordinator from BDDS will provide you with a list of Medicaid Waiver case management companies for you to choose from.
- You will be contacted by a case manager who will begin the process of planning for your services and supports.
- The case manager will work with you and/or your family to choose community providers.
- A support team made up of you, your family and case manager will develop an Individual Support Plan (ISP) based on an established service budget. The ISP defines the number and type of support staff that is needed, as well as the other community-based services.
- The support team will work with you and your family to choose providers and where you will live - typically in an apartment or house with one or two housemates who also receive services from a Medicaid Waiver.
- Once an ISP is established, providers have been selected and a household is established, the move can take place.

## **Choosing Community Providers**

Choosing Community Providers Choosing a provider for community services is important. In addition to providing direct support staff, the provider is responsible for assuring that medical needs are met. This includes locating doctors, dentists and other medical specialists, and arranging for medications with a local pharmacy. The family does not have responsibility for providing these services or locating them.

Deciding what providers you want to use for your community services can be challenging. Following are questions you may want to ask potential providers to help you make a decision.


- What type of staff can you provide?
- Have they worked in this field before?
- What are the job requirements - degree, good driving record, work ethic, etc.
- What type of training do your employees receive? Are they trained to treat people with respect and dignity?
- How do you prepare for crisis intervention and crisis prevention?
- How will you keep my loved one safe?
- Can you provide references?
- How do you ensure that you provide quality care?
- Do you have a quality review board?
- What type of activities will be planned for my loved one?
- How will activities be modified to his or her needs?
- Will you spend the time getting to know my loved one's likes and dislikes?
- Will you listen to me when I tell you about my loved one?
- How long has your company been in operation, and is it financially stable?
- Who do I call if there is a concern or problem?

**Centers for Independent Living (CILs)** are community-based, cross-disability, non-profit organizations that are designed and operated by people with disabilities. CILs are unique in that they operate according to a strict philosophy of consumer control, wherein people with all types of disabilities directly govern and staff the organization. Centers for Independent Living Provide:

Peer Support	Information and Referral	Individual and Systems Advocacy	Independent Living Skills Training	Transition
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- **accessABILITY Center for Independent Living, Inc.** (accessABILITY) is a Center for Independent Living committed to serving people with disabilities who live in Central Indiana (Boone, Johnson, Hamilton, Hancock, Hendricks, Marion, Morgan, and Shelby Counties).

**accessABILITY**

<p><b>Address(es):</b>          5302 East Washington Street          Indianapolis, IN 46219  <a href="http://www.abilityindiana.org/">http://www.abilityindiana.org/</a>          Email: <a href="mailto:info@abilityindiana.org">info@abilityindiana.org</a></p> 	<p><b>Phone Numbers:</b>          Local: (317) 926-1660          Toll-free: (866) 794-7245          Fax: (317) 926-1687          Accessible: (317) 926-1660          Accessible Phone Type: TTY</p>	<p><b>Director:</b>          Name: Tammy Themel          Email: <a href="mailto:tthemel@abilityindiana.org">tthemel@abilityindiana.org</a></p>
<p><b>Counties Served:</b>          Marion, Hendricks, Boone, Hamilton, Hancock, Shelby, Johnson, Morgan, Owen, Bartholomew</p>		

- The [Center for Parent Information and Resources](#): offers information and resources about independent living, including how young people can get help determining their independent living needs.
- The [I'm Determined!](#) website: offers detailed information about independent living and community participation for students and young adults with disabilities. Information is broken up by age range.
- [State Identification Card](#): May be issued to an Indiana resident at any age who does not have a driver's license. <http://www.in.gov/bmv/2358.htm>
- Aging, Disability, & In-Home Solutions ([CICOA](#)): <http://cicoa.org/> Unbiased experts connecting older adults, people with disabilities and family caregivers in Central Indiana with home and community-based services
- Online network of specialized sitters that cater to children who are on the autism spectrum and other intellectual and developmental disabilities (IDD). <http://synapsesitters.com/>



## PERSONAL ASSISTANTS:

- **Personal Assistance Services (PAS)** - <http://www.accessiblesociety.org/topics/persasst/index.htm> : provide people with disabilities help with activities of daily living (ADLs), such as bathing, dressing and cooking, so they can remain independent. People who provide these services are sometimes called personal care attendants. Young people with disabilities who require help with ADLs or currently use PAS should consider how this will impact them as they move into adulthood.
  - [“Making the Move to Managing Your Own Personal Assistance Services \(PAS\): A Toolkit for Youth with Disabilities Transitioning to Adulthood”](#) explains the differences between job-related and personal PAS, helps youth establish transition goals and provides information on how to cover the cost of PAS care.
  - [Spinal Cord Injury Info Sheet](#) provides details about the use of personal care attendants by people with spinal cord injuries.
- **Workplace PAS** (<https://www.dol.gov/odep/topics/PersonalAssistanceServices.htm> ) help employees with disabilities perform their job duties. Examples of workplace PAS include helping an employee with a cognitive disability with making decisions or reading memos to an employee who is blind.
  - Workplace PAS can be considered a “reasonable accommodation” under the Americans with Disabilities Act (ADA).
  - Learn about how to find a [workplace personal assistant](#) or watch a [webinar](#) to find out more about workplace PAS.
  - The [Personal Assistance Services](#) (<https://www.paseap.com/>) website has more information about personal and workplace PAS.

## CAREGIVER SUPPORT SERVICES:

The Caregiver Support services provides temporary assistance to families caring for eligible persons with intellectual and developmental disabilities who are residing with the family or legal guardian. Caregiver Supports are short-term relief period for the primary caregiver. These supports can be provided in the primary caregiver’s and person’s home or a non-private residential setting. Caregiver Support services are furnished on a short-term hourly basis. The service is designed to provide temporary relief of the primary caregiver to the greatest number of eligible families within the available funds.

### **How does someone apply for Caregiver Support Services?**





Applications for Caregiver Support Services may be made online, by mail or in-person. To apply online, please click on the online application link below. To apply by mail or in-person please call or visit your local BDDS District office and request an application.

- [Online Application](#) - <https://ddrsprovider.fssa.in.gov/BDDS/ConsumerInfo/CaregiverSupportRequest.aspx>
- [FAQ](#) [http://www.in.gov/fssa/files/Caregiver\\_Supports\\_FAQ.pdf](http://www.in.gov/fssa/files/Caregiver_Supports_FAQ.pdf)

## HOUSING:

There are government agencies and organizations that can help individuals find an affordable place to live. Additional information available regarding rental assistance programs, assisted living facilities and modifying your home to make it accessible.

- Affordable Apartment Search - <http://www.hud.gov/apps/section8/index.cfm>
- What Is Public Housing & Who Is Eligible for It? - [http://portal.hud.gov/hudportal/HUD?src=/topics/rental\\_assistance/phprog](http://portal.hud.gov/hudportal/HUD?src=/topics/rental_assistance/phprog)
- HUD Housing Locator - <http://www.hud.gov/apps/section8/index.cfm>
- Find Your Local Public Housing Agency - [http://portal.hud.gov/hudportal/HUD?src=/program\\_offices/public\\_indian\\_housing/pha/contacts](http://portal.hud.gov/hudportal/HUD?src=/program_offices/public_indian_housing/pha/contacts)

IN017	<b>Indianapolis Housing Agency</b> Phone: (317)261-7200  Fax: (317)261-7176 	1919 North Meridian Street <b>Indianapolis</b> IN 46202	Both
IN901	<b>Ihcda</b> Phone: (317)232-7777  Fax: (317)232-7778 	30 S. Meridian St. Suite 1000 <b>Indianapolis</b> IN 46204	Section 8

- Local Homeless Assistance Programs - <http://portal.hud.gov/hudportal/HUD?src=/states/indiana/homeless>
- Get Advice on Buying a Home, Renting, Foreclosures & Credit Issues - <http://www.hud.gov/offices/hsg/sfh/hcc/hcs.cfm>
- Find Rental Help in Your State - [http://portal.hud.gov/hudportal/HUD?src=/topics/rental\\_assistance/local](http://portal.hud.gov/hudportal/HUD?src=/topics/rental_assistance/local)
- Home Modifications & How to Pay for Them - [http://www.eldercare.gov/Eldercare.NET/Public/Resources/Factsheets/Home\\_Modifications.aspx](http://www.eldercare.gov/Eldercare.NET/Public/Resources/Factsheets/Home_Modifications.aspx)

**Disability.gov's [Housing](#)** section provides a broad range of information about housing-related topics. Click to connect to programs, services, government agencies and organizations that provide rental and home buying assistance and other financial help.

## TRANSPORTATION:

Young people with disabilities need to explore options for getting to school, work and participating in the community. Transportation services are offered through transportation providers, state and local government agencies and nonprofit organizations, such as Independent Living Centers. Easter Seals Project ACTION's guide, "[Travel Training for Student Success: The Route to Achieving Post-Secondary Student Outcomes](#)," provides resources to support young adults' needs for public transportation through travel training.

- IndyGo's paratransit service, Open Door - <http://www.indygo.net/open-door/>
  - Applications are available through IndyGo Customer Service at 317-635-3344 or [online](#).
- IndyGo Late Night Flex Taxi Voucher Program
  - \$5 taxi vouchers for travel between 11 p.m. and 6 a.m..
  - Employers sell taxi vouchers to employees.
- All Day Rides
  - 317-345-0001
  - [https://alldayrides-caregive.clickbook.net/sub/alldayrides-caregive#.V\\_zryfkrJQI](https://alldayrides-caregive.clickbook.net/sub/alldayrides-caregive#.V_zryfkrJQI)
- Lug
  - 317-241-1402 or 765-749-9949
  - [lugmedicals@yaho.com](mailto:lugmedicals@yaho.com)
  - \$1/day (Only available to and from Day Programs)
- LCP Transportation
  - Office: 317-291-9318
  - Toll free: 800-508-7230
  - [www.lcptransportation.com](http://www.lcptransportation.com)
- MV Transportation
  - 317-248-8115
- Reign Transportation
  - 345-2693
- Sweet Chariot
  - 755-2744
- We Care Transportation
  - 710-5413
- Door2Door Transportation
  - 284-1273
- Mid-North Shepherd's Center
  - 317-924-0959
  - Volunteer Driver Program
- Foster Transportation
  - 317-966-7287
- UBER - <https://accessibility.uber.com/>



Indiana Driver's License and Learner's Permit Information - <http://www.in.gov/bmv/2332.htm>

- Easter Seals Crossroads: <http://www.eastersealscrossroads.org/driver-evaluation-and-training>
- Theapeutic Mobility Services, Inc.: [www.therapeuticmobility.net](http://www.therapeuticmobility.net) or 260-417-8399

Read **Disability.gov's** "[Guide to Transportation](#)" for more information about transportation options.

## SELF-ADVOCACY:

As people with disabilities move into adulthood, there will be more and more instances where they will have to express their needs and wants, and perhaps stand up for their rights, in order to get services and assistance. Self-advocacy helps people with disabilities learn how to do this.

- [“Taking Action: A Step by Step Guide to Self-Advocacy”](#) is a guide from the [United Spinal Association](#) that provides information to help people with disabilities become effective self-advocates and get the services, accommodations and information they need and want. The guide includes a section about filing complaints if a person feels his or her rights have been violated.
- The [Self-Advocacy Online](#) website has informational videos, listings of self-advocacy groups by state and stories from people who have overcome bullying, gone to college and improved their lives using self-advocacy.
- The [National Gateway to Self-Determination](#) website has resources, training and information about self-determination and self-advocacy for people with intellectual and developmental disabilities.
- The Arc’s [Self-Determination Scale](#) helps young adults with cognitive disabilities determine their strengths and interests.
- The I’m Determined! website offers additional information, divided by age range, on [self-determination](#).
- For more information, visit the [Advocating for Yourself](#) section of [Disability.gov](#).

## ASSISTIVE TECHNOLOGY (AT): [Beth Moss](#), [elizabeth.moss@wayne.k12.in.us](mailto:elizabeth.moss@wayne.k12.in.us)

AT is any device or service that can help a person with a disability perform a task that would otherwise be difficult or not possible. AT can be low tech, like a magnifying glass, or high tech, like computer software.

Before a child graduates from high school, [school districts](#) have the responsibility of supplying any necessary AT they may need. However, this is not the case in college or the workforce. Some employers may provide AT as a [“reasonable accommodation,”](#) but depending on the situation, college students and some employees may have to look for other sources for finding and paying for AT. The following resources can help youth with disabilities find and pay for work or school-related AT:

- [State AT Programs](#) help people with disabilities learn about and find funding for AT for the classroom, workplace and everyday living.
- [State AT Financial Loan Programs](#) help people with disabilities pay for AT through low or no interest loans.
- The Center on Technology and Disability’s [“Family Information Guide to AT and Transition Planning”](#) offers advice to transition age youth and their parents about how to transition AT from high school to college or the workplace.
- [“Funding for Assistive Technology – Transitioning from Secondary School to Vocational Rehabilitation & Work”](#) explains how AT can follow people with disabilities from high school to college, trade school and [employment](#).
- [“Work, Assistive Technology and Transition-Aged Youth”](#) has information on paying for AT through programs like [Medicaid](#), Medicare and [vocational rehabilitation](#).
- The [National Assistive Technology Project](#) and the [BridgingApps Funding Directory](#) can help you learn about other ways to pay for AT, such as [charities and grant programs](#).

## SOCIAL OPPORTUNITIES:

- Best Buddies Citizens Program - <https://bestbuddies.org/faq-module/>
  - The Citizens program matches an adult with intellectual and developmental disabilities (IDD) in a one to one friendship with a peer without a disability. This buddy pair develops a friendship like any other and promotes a more inclusive world for adults with and without disabilities. All participants must be 18 or older.
    - *Membership Application* – all participants (peer buddy, buddy, and sponsor) must complete a membership application on [Best Buddies Online](#).
    - *Background Check* – all peer buddies and buddies must consent to a background check.
    - *Phone Screening* – the program manager will conduct a phone screening to get to know the participant and determine if they are appropriate for involvement in the Citizens program.
    - *Home Interview* – the program manager will go to the potential participant’s home to conduct an in person interview and provide an introductory training. \*Sponsors should be present at the home interview for buddies.
    - *Match Meeting* – once the program manager has found a peer buddy and a buddy who will make a good match, they will host a match meeting to introduce the buddy pair to one another. If both parties feel comfortable with the match, this meeting marks the beginning of their friendship!
- Sunshine Social Club – [www.sunshinesocialclub.org](http://www.sunshinesocialclub.org)
  - [thesunshinesociety@outlook.com](mailto:thesunshinesociety@outlook.com)
  - 317-657-1327
- Awesome Westside Advocates – email [krose1050@gmail.com](mailto:krose1050@gmail.com)
- GiGi’s Playhouse - <https://gigisplayhouse.org/indianapolis/programs/>
  - **Fantastic Friends** – Our Fantastic Friends program supports the development of social skills and language through peer to peer interaction in a casual fun setting. Along with their peers without Down syndrome, adult participants participate in the planning of activities so that group activities are based on personal interests. During Fantastic Friends, the group may participate in active games, dancing or exploring their local community by participating in outings and events. Fantastic Friends is recommended for ages 18 years and older.
- Summer Camps - <https://www.iidc.indiana.edu/pages/summer-camps-and-programs>
- Library Events - <http://www.indypl.org/locations/>

## RECREATION OPPORTUNITIES:

Special Olympics Indiana <a href="http://www.soindiana.org">www.soindiana.org</a>	Summer Camps <a href="https://www.iidc.indiana.edu/pages/summer-camps-and-programs">https://www.iidc.indiana.edu/pages/summer-camps-and-programs</a>
School Clubs/extracurricular Activities <a href="http://bdhs.wayne.k12.in.us/clubs/student-leadership-organizations/">http://bdhs.wayne.k12.in.us/clubs/student-leadership-organizations/</a>	YMCA of Greater Indianapolis <a href="http://www.indymca.org/">http://www.indymca.org/</a>
Parks and Recreation Programs <a href="http://www.indy.gov/eGov/City/DPR/Pages/IndyParksHome.aspx">http://www.indy.gov/eGov/City/DPR/Pages/IndyParksHome.aspx</a>	Agape Therapeutic Riding - <a href="https://agaperiding.org/programs/#therapeutic-riding">https://agaperiding.org/programs/#therapeutic-riding</a>
Joseph Maley Foundation <a href="http://www.josephmaley.org/programs/jmfitness/">http://www.josephmaley.org/programs/jmfitness/</a>	SonRise Bible Study – Faith Lutheran Church (Avon) Janice Simmons (317-407-7729 or chaos0561@yahoo.com)

# EMPLOYMENT:

**Vocational rehabilitation (VR) agencies:** federally-funded agencies located in every state that provide job training and placement services for people with disabilities. VR professionals work with people with disabilities to help them find and keep jobs that fit their abilities and interests, provide information about job accommodations and supports. Some states have separate VR programs for people who are blind or visually impaired or deaf or hard of hearing. VR agencies may help pay for certain job-related things, such as schooling, job training, text books and other supplies. The services available from VR agencies vary from state to state, so contact your [state VR agency](#) for information about the programs they offer, eligibility and applying for services. Take the HEATH Resource Center’s online training, “[Vocational Rehabilitation Services: Can It Help You?](#)” to learn more.

Areas 15 & 16 - Indianapolis West & South  
Vocational Rehabilitation Services  
6640 Parkdale Place, Suite L  
Indianapolis, IN 46254  
Phone: 317-270-1005  
Toll Free: 1-877-876-2864 (V/VRS/711)  
Toll Free Fax: 1-855-344-0001

## CHOOSING AN EMPLOYMENT PROVIDER:

[Marion County ‘Pick List’ - http://www.in.gov/fssa/files/Pick\\_List\\_-\\_Marion\\_County.pdf](http://www.in.gov/fssa/files/Pick_List_-_Marion_County.pdf)

When found eligible for VR services, you have the opportunity to select an employment provider. This document VR lists employment service providers located throughout the state. These providers will help you achieve your goals by giving you the supports and services you need—things like help with writing a resume, filling out applications, or on-the-job coaching. You can call them, set up a meeting, or send an email. Tell them you are a VR client and you would like to talk with them about the services they offer. Take notes so you can compare providers and choose the one that’s right for you. It’s important to select the provider you feel most comfortable working with and the one that you think can best help you meet your goals. Once you’ve chosen an employment provider, tell your VR counselor.



<https://www.workoneindy.org/getstarted/index.html>

3400 Lafayette Rd.  
Indianapolis, IN

<http://www.in.gov/DWD>

Phone: (317) 246-5400

Hours: Mon-Wed & Fri, 8 am-4:30 pm  
Thu, 10 am-4:30 pm

- Full range of jobseeker and employer services.
  - o Labor Exchange, Unemployment Insurance, Training Services, Workshops, Counseling, Case Management, Support Services, Partner Services.
  - o Free internet and resume writer access.

**AbilityOne:** This program has a network of more than 600 community-based nonprofit agencies that provide job training and employment opportunities for people with disabilities.

[http://www.abilityone.gov/abilityone\\_network/employment.html](http://www.abilityone.gov/abilityone_network/employment.html)

<b>Stone Belt ARC, Inc.</b>	Bloomington	IN	Indiana 9th District
<b>Anthony Wayne Rehabilitation Ctr for Handicapped and Blind, Inc.</b>	Fort Wayne	IN	Indiana 3rd District
<b>The Arc of Northeast Indiana, Inc.</b>	Fort Wayne	IN	Indiana 3rd District
<b>TradeWinds Services, Inc.</b>	Gary	IN	Indiana 1st District
<b>Bosma Industries for the Blind, Inc.</b>	Indianapolis	IN	Indiana 5th District
<b>Crossroads Rehabilitation Center, Inc.</b>	Indianapolis	IN	Indiana 7th District
<b>GW Commercial Services, Inc.</b>	Indianapolis	IN	Indiana 7th District
<b>Bona Vista Programs, Inc.</b>	Kokomo	IN	Indiana 4th District
<b>Wabash Center, Inc.</b>	Lafayette	IN	Indiana 4th District
<b>Four Rivers Resource Services, Inc.</b>	Linton	IN	Indiana 8th District
<b>Rauch, Inc.</b>	New Albany	IN	Indiana 9th District
<b>Orange County Rehabilitative and Developmental Services, Inc.</b>	Paoli	IN	Indiana 9th District
<b>Child-Adult Resource Services, Inc.</b>	Rockville	IN	Indiana 8th District
<b>Shares, Inc.</b>	Shelbyville	IN	Indiana 6th District
<b>Knox County Association for Retarded Citizens, Inc.</b>	Vincennes	IN	Indiana 8th District

**Goodwill Industries:** Many Goodwill Centers offer employment services that enable people with disabilities to find jobs in their communities. Employment specialists offer training for jobs in healthcare, IT, retail sales and management, food services, banking, manufacturing and more. <http://www.goodwill.org/find-jobs-and-services/>

**Job Banks:** These websites, sometimes called “job boards”, let you search for and apply for job openings online. Here are a few different types of job banks:

- [Indiana Job Bank](#): These sites have lists of regularly updated job openings in individual states
  - <https://www.indianacareerconnect.com/vosnet/Default.aspx>

Here are some job sites are specifically for people with disabilities and employers who want to hire them:

- [Ability Jobs](#)
- [DisabledPerson.com](#)
- [GettingHired.com](#)
- [Careers with Vision/National Industries for the Blind](#)
- [RecruitDisability.org](#)
- [Think Beyond the Label Jobs Board](#)

**Easter Seals Workforce Development Services:** Easter Seals helps people with disabilities learn skills to successfully enter the workforce, or to return to work after an illness or injury. Contact an Easter Seals [chapter near you](#) for more information.

## WHAT ARE MY LEGAL RIGHTS AS AN EMPLOYEE OR JOBSEEKER WITH A DISABILITY?

[Title I](#) of the Americans with Disabilities Act (ADA) prohibits private employers, state and local governments, employment agencies and labor unions from [discriminating](#) against qualified job applicants or employees with disabilities. It covers areas such as [job application procedures](#), hiring and firing, promotions, wages and compensation and job training. The ADA also covers things like what [questions employers can](#) ask about your disability or medical condition during an interview and what pre-employment medical tests they can require you to take.

One of the key aspects of Title I is the legal requirement to provide [reasonable accommodations](#) for [employees](#) and jobseekers with disabilities. Accommodations make it possible for a person with a disability to perform their job, but they must not create an “[undue hardship](#)” for the employer, in other words cause too much difficulty or expense to implement. What are some examples of reasonable accommodations that may be needed during the hiring process? They can take many forms, including providing written materials in accessible formats, such as large print, Braille or audiotape and providing readers or sign language interpreters.

[Title I](#) also prohibits employers from [retaliating](#) against someone who objects to employment practices that discriminate based on disability, or for filing a discrimination charge under the ADA. This section of the ADA is enforced by the [U.S. Equal Employment Opportunity Commission](#) (EEOC), and it applies to employers with 15 or more employees, including state and local governments. The EEOC website has fact sheets about how the ADA applies to employees with certain types of medical conditions, such as [cancer](#), [diabetes](#) and [epilepsy](#).

 Job Accommodation Network - <https://askjan.org/>

### **Ticket to Work (TTW)**

The goal of the Ticket to Work Program is to help Social Security beneficiaries’ with disabilities transition to financial independence through employment, while maintaining health coverage. Jobseekers can “assign their tickets” to a designated Employment Network in their area for assistance and support. For more information, visit <https://yourtickettowork.com/web/ttw/home> or call the Ticket Call Center at 1-866-968-7842 and 1-866-833-2967 (TTY/TDD).

Click to conduct your own search of the [Employment Network/TTW Directory](#) (search by zip, city, or state).

Read the Abilities Fund’s “[Home-Based, Not Home Bound](#)”. Working from home is ideal for many people with disabilities, making it easier to work around the effects of a disability. Transportation barriers, for example, disappear when the commute is across the hall rather than across town. A home-based entrepreneur also has added flexibility to manage medical routines and coordinate personal attendant care services.

### **SSI & Work:**

With SSI, recipients continue to receive benefits while working until their pay and any other income exceed the income limits for SSI. In Indiana, this is \$2,000 per month for an individual or \$3,000 a month for a couple. Even if your SSI payments stop, your Medicaid can stay in place if you are eligible for Medicaid under a waiver plan. If your only income is from SSI and a job, SSI won’t count your first \$85 of work income. After that, your SSI benefit will drop 50 cents for every dollar you make over \$85 a month. (For instance, if you make \$185 in a month, your benefit will drop \$50—half the amount of income after \$85.) If you lose a job or earn less than normal in any month, be sure to let the Social Security Administration know so your benefits can be restored.



## RESUMES:

For help writing your resume, visit the [CareerOneStop website](#) to resume templates and tips on writing cover letters. The [GetMyFuture](#) website offers resume writing tips for young people. More help can be found in the Department of Labor's [Return-to-Work Toolkit](#). The Workforce Recruitment Program's (WRP) video, [Effective Resumes](#), also contains helpful tips. For more information read the Disability.Blog post "[Résumés: Opening Doors, Creating Results!](#)"

## INTERVIEWS:

Interviews can be stressful. The best way to prepare for one is to practice. The Job Accommodation Network (JAN) offers [interview tips for people with disabilities](#), as does this blog post from NWJobs.com.

Many people with disabilities are not sure how much to say about their disability during a job interview. Whether to disclose your disability or not is a personal choice. You can read more about this subject in JAN's "[Disability Disclosure and Interviewing Techniques for Persons with Disabilities](#)." The publication, "[The 411 on Disability Disclosure](#)," is geared toward young adults with disabilities, but provides helpful hints on the topic for people of all ages. The Department of Labor's fact sheets, "[Youth, Disclosure and the Workplace](#)" and "[Advising Youth with Disabilities on Disclosure](#)," offer additional advice.

**PORTFOLIO:** <https://indiana.kuder.com/landing-page>



# POST-SECONDARY EDUCATION:

Many high school graduates with disabilities choose to continue their education by attending a post-secondary education institution or receiving additional training or certifications. The following resources can help begin the planning process for individuals who exit with a certificate of completion:

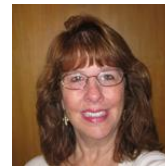
- [Think College](#) offers additional college planning resources for people with intellectual disabilities and their [parents](#). Use the site's [college search tool](#) to find college programs for students with intellectual disabilities. The [student section](#) offers [advice from college students](#) about how college is different from high school, tips for success and information about [financial aid options](#), including scholarships, grants and loans.

- Indiana Examples:

- IUPUI SITE

- <http://www.thinkcollege.net/component/programsdatabase/program/220>

Gwen Chesterfield  
IUPUI SITE Project Coordinator  
317-695-5045  
[jschest@aol.com](mailto:jschest@aol.com)



Maggie Brown  
IUPUI-SITE Teacher  
[brownmg@myips.org](mailto:brownmg@myips.org)  
317-679-3293 (cell)

Laura Miller  
IUPUI SITE Teacher  
[millln@myips.org](mailto:millln@myips.org)  
317-946-4641 (cell)



- Huntington University ABLE (Achieving Balance in Life through Education)
  - <http://www.thinkcollege.net/component/programsdatabase/program/543>
- Franklin College INSPIRE
  - <http://www.thinkcollege.net/component/programsdatabase/program/540>
- Vincennes University AIM (Advocacy, Independence, Mastery)
  - <http://www.thinkcollege.net/component/programsdatabase/program/542>
- Indiana Wesleyan University GWA (Giant Wildcat Academy)
  - <http://www.thinkcollege.net/component/programsdatabase/program/541>

- There are also college programs specifically for students with [autism spectrum disorders](#).

- Use the Career OneStop [online tool](#) to learn about education and training programs that offer certificates or diplomas in a variety of fields, or browse programs by occupation.

- <https://www.careeronestop.org/toolkit/training/find-local-training.aspx>

For additional information and resources, visit Disability.gov's [Getting Ready for College](#) section.

## **Erskine Green Training Institute (EGTI)**

Located in Muncie, IN, EGTI's primary goal is to provide postsecondary vocational training opportunities that successfully prepares individuals with disabilities for employment in the hospitality, food service and healthcare support industries.

EGTI's programming is designed for individuals whose academic, social, communication and adaptive skills are affected due to a disability. Most applicants would have received special education services in the K-12 setting and exited their secondary school with a diploma, GED or certificate of completion. EGTI is a certificate program (not an accredited college degree program). Participants may also earn additional industry recognized certifications depending upon the program selected.

**Website:** <https://www.erskingreeninstitute.org/>

**Video:** <https://vimeo.com/185577546>

## **HANDSmade™ Program**

The HANDSmade™ program is an initiative within the HANDS in Autism® Center that provides a structured work environment for individuals on the autism spectrum or with other social, communication, or behavioral challenges. Opportunities within the HANDSmade™ program not only provide assessment, teaching, and monitoring of outcomes related to employment and training, community participation, and living skills but also creates an environment for occupational growth, skill acquirement, and support leading to higher quality of life for participants as measure through individualized transition goals and outcomes. HANDSmade™ participants work independently and alongside or with the support of HANDS in Autism® staff on a wide variety of projects ranging from hospitality to data entry, filing, material assembly, and more.

Individuals can benefit from services through Vocational Rehabilitation, Pre-Employment Transition Services (Pre-ETS), scholarships, or private pay.

Located on IUPUI's campus in collaboration with Riley Hospital for Children at Indiana University Health Fesler Hall (IUPUI Campus)

1130 W. Michigan St., Ste. 302

Indianapolis, IN 46202

**Website:** <https://handsinautism.iupui.edu/handsMade.html>

**Application:** <https://www.surveygizmo.com/s3/1709581/HANDSmade-Application>

# BENEFITS & WAIVERS:

For information on disability benefits read “[Disability.gov’s Guide to Disability Benefits.](#)”

## Social Security Disability Benefits

### Before You Apply

- Use SSA’s [Benefits Eligibility Screening Tool \(BEST\)](#) to find out if you may be eligible for Social Security benefits.
- Read the [Child Disability Starter Kit](#). This kit answers common questions about applying for Supplemental Security Income (SSI) benefits for children, and includes a worksheet that will help you gather the information you need. Or, read the [Adult Disability Starter Kit](#) fact sheet to learn about the application process and what you need to know before you apply for Social Security disability benefits.
- Watch SSA’s [video series](#) on applying for disability benefits. It addresses topics such as SSA’s definition of “disabled,” medical evidence required to apply, and the appeals process.
- Learn more about the medical evidence required to apply for disability benefits by reading “[Disability Evaluation Under Social Security: Evidentiary Requirements](#)” or visiting Disability.gov’s “[Medical Documentation for Social Security Disability Applications](#)” section.

Gross monthly income <b>BELOW</b> the dollar amounts shown means a disabled child may be eligible for SSI benefits.				
Amounts given are general guidelines only.				
Number of ineligible children in household	All income is <b>earned</b>		All income is <b>unearned</b>	
	One parent in household	Two parents in household	One parent in household	Two parents in household
0	\$3,065	\$3,801	\$1,510	\$1,878
1	\$3,433	\$4,169	\$1,878	\$2,246
2	\$3,801	\$4,537	\$2,246	\$2,614
3	\$4,169	\$4,905	\$2,601	\$2,982
4	\$4,537	\$5,272	\$2,982	\$3,350
5	\$4,905	\$5,641	\$3,350	\$3,718
6	\$5,273	\$6,009	\$3,718	\$4,086

### When You Apply

- If the results from BEST show that you may be eligible for Social Security benefits, you can apply [online](#). Before you begin, review the [Adult Disability Checklist](#).
- You will need to fill out the [Disability Benefit Application](#) and [Adult Disability Report](#); then, complete the [Authorization to Disclose Information Form \(SSA-827\)](#). This form can be completed electronically as part of the Adult Disability Report.
- If you don’t want to apply online or if you have questions about the process, call SSA at **1-800-772-1213** (TTY: 1-800-325-0778), Monday through Friday from 7 a.m. – 7 p.m. Eastern Time to make an appointment to apply for benefits. Y

### Social Security Office Information

Address: 6745 NETWORK PL  
INDIANAPOLIS, IN 46278

### Quick Links:

- [How Does the Disability Benefits Application Process Work?](#)
- [How Do I Check on the Status of My Social Security Disability Benefits Application?](#)
- [How Do I Appeal SSA’s Decision to Deny My Benefits Claim?](#)
- Disability.gov’s [Applying for Social Security Disability Benefits](#)

**Where does the money go?** If a child under age 18 is awarded SSI, his parent or legal guardian will be responsible for receiving the money as a “representative payee,” and using the money only for the child’s needs. If an adult age 18 or over is awarded SSI, the money will go to the adult unless the adult designates someone else as his or her “representative payee,” or unless he or she has a legal guardian who takes on the role of “representative payee.” (Parents who wish to be their adult child’s guardian must go through a legal process. See FVI fact sheets on Guardianship and Guardianship Alternatives.) Just as with children, an adult or his/her representative payee must make sure the money is used for the recipient’s needs, and should keep detailed records of the expenses for which the money is used. These records must be turned in regularly. More information about the representative payee’s responsibilities is available in the SSI representative payee booklet at <https://www.ssa.gov/pubs/EN-05-10076.pdf>.

**How to handle the money** It’s recommended to keep the recipient’s money in a separate bank account so as not to confuse the funds with other household money. That account must include the recipient’s name (and the representative payee’s) and must hold no more than \$2,000. Amounts over \$2,000 in the recipient’s bank account will disqualify him or her from SSI and other government benefits such as Medicaid, which is not available to adults with disabilities who have a bank account with a balance more than \$2,000. Food and shelter (such as rent) must be paid first from the monthly SSI stipend, then other medical and personal needs of the recipient may be paid. Any money that would put the recipient in jeopardy of having more than \$2,000 in their account must either be spent or placed in a special needs trust that will not count as a resource for the recipient.

A special needs trust should be set up with the advice of an attorney familiar with estate, elder and family law to be sure it will protect an individual receiving SSI and/or Medicaid from losing his or her benefits. Special needs trusts are available from The Arc of Indiana, MetLife, and other financial organizations. Able accounts, made possible through the 2014 Able Act, would allow individuals with disabilities keep a much larger amount of funds available without fear of losing benefits.

**Record keeping** As your own or your adult child’s representative payee, you’ll be required to maintain detailed records of how SSI money is spent, and provide this to the Social Security Administration (SSA) regularly. Records may include: • Receipts • Bank statements • Leases (rental agreements) • Cancelled checks (including electronic versions) • Bills • Invoices • Statements signed by the claimant confirming receipt of funds for personal use

NOTE: A payee must save records for at least two years and make them available to SSA upon request.

#### The Deeming Eligibility Chart for Children does not apply when:

- The parent(s) receives both earned income (for example, wages or net earnings from self-employment) and unearned income (for example, Social Security benefits, pensions, unemployment compensation, interest income, and State disability).
- The parent(s) receives a public income maintenance payment such as Temporary Assistance for Needy Families (TANF), or a needs-based pension from the Department of Veterans Affairs. See [SSI AND ELIGIBILITY FOR OTHER GOVERNMENT AND STATE PROGRAMS](#) for more information on TANF.
- The parent pays court-ordered support payments.
- The child has income of his or her own.
- Any ineligible child has income of his or her own, marries, or leaves the home.
- There is more than one disabled child applying for or receiving SSI benefits.
- Your State supplements the Federal benefit.

## HOME & COMMUNITY-BASED MEDICAID WAIVERS:

**Community Integration and Habilitation Waiver (CIHW):** This waiver provides Medicaid Home and Community-Based Services (HCBS) to participants in a range of community settings as an alternative to care in an intermediate care facility for individuals with developmental disabilities(ICF/IDD) or related conditions. The waiver serves persons with a developmental disability, intellectual disability or autism and who have substantial functional limitations, as defined under the paragraph for “Persons with related conditions” in 42 CFR 435.1010. Participants may choose to live in their own home, family home, or community setting appropriate to their needs. Participants develop an Individualized Support Plan (ISP) using a person centered planning process guided by an Individualized Support Team (IST). The goal of the CIH Waiver is to provide access to meaningful and necessary home and community-based services and supports, seeks to implement services and supports in a manner that respects the participant’s personal beliefs and customs, ensures that services are cost-effective, facilitates the participant’s involvement in the community where he/she lives and works, facilitates the participant’s development of social relationships in his/her home and work communities, and facilitates the participants independent living. [Community Integration and Habilitation Waiver \(CIH\)](#) Effective July 1, 2015.

**Family Supports Waiver (FSW):** This waiver provides Medicaid HCBS waiver services to participants in a range of community settings as an alternative to care in an intermediate care facility individuals with developmental disabilities(ICF/IDD) or related conditions. The waiver serves persons with a developmental disability, intellectual disability or autism and who have substantial functional limitations, as defined under “Persons with related conditions” in 42 CFR 435.1010. Participants may choose to live in their own home, family home, or community setting appropriate to their needs. Participants develop an Individualized Support Plan (ISP) using a person centered planning process guided by an Individual Support Team (IST). The IST includes the participant, their case manager and anyone else of the participant’s choosing but typically family and/or friends. The participant, with the Team selects services, identifies service providers of their choice and develops a plan of care and is subject to an annual waiver services cap of \$16,545. The FSW provides access to meaningful and necessary home and community-based services and supports, implements services and supports in a manner that respects the participant’s personal beliefs and customs, ensures that services are cost-effective, facilitates the participant’s involvement in the community where he/she lives and works, facilitates the participant’s development of social relationships in his/her home and work communities, and facilitates the participant’s independent living. [Family Supports Waiver \(FSW\)](#) Application Effective April 1, 2015.

### Below are all services that are approved under Indiana’s Family Supports Waiver (July 2015):

<ul style="list-style-type: none"><li>• Adult Day Services</li><li>• Behavioral Support Services</li><li>• Case Management</li><li>• Community-Based Habilitation – Group and Individual</li><li>• Extended Services (ongoing employment support services)</li><li>• Facility-Based Habilitation – Group and Individual</li><li>• Facility-Based Support Services</li><li>• Family and Caregiver Training</li><li>• Intensive Behavioral Intervention</li><li>• Music Therapy (Group and Individual)</li><li>• Occupational Therapy***</li></ul>	<ul style="list-style-type: none"><li>• Participant Assistance and Care (Group and Individual)</li><li>• Personal Emergency Response System</li><li>• Physical Therapy***</li><li>• Prevocational Services</li><li>• Psychological Therapy***</li><li>• Recreational Therapy (Group and Individual)</li><li>• Respite</li><li>• Specialized Medical Equipment and Supplies</li><li>• Speech/Language Therapy***</li><li>• Transportation</li><li>• Workplace Assistance</li></ul>
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## MEDICAID MEDICAL MODEL WAIVERS:

### *Aged and Disabled (A&D) Waiver and the Traumatic Brain Injury (TBI) Waiver*

To be eligible for the A&D or TBI Waiver an individual must need Nursing Facility level of care, meaning the person would be at risk of being placed in a nursing facility without the services provided by the waiver.

To apply for a waiver, Central Indiana residents need to contact CICOA's Aging and Disability Resource Center at (317) 254-3660 or (800) 432-4322. A CICOA phone options counselor will ask about the individual's needs, the type of assistance needed for daily living, medical history and other information. If it appears that the person is eligible for a waiver, a field options counselor will schedule a home visit to conduct an initial assessment.

Once the Medicaid Waiver intake process is complete, ongoing case management can be provided through CICOA or handed off to an independent case manager if the client chooses. Clients must meet eligibility requirements each year to continue receiving Medicaid waiver services.

For further help in understanding Indiana's Medicaid Waivers for children and adults with developmental disabilities, and/or assistance in applying, contact an advocacy organization.

- **Family Voices Indiana** is one such organization. To check on Waiver changes posted by FV, visit their website at <http://www.fvindiana.org> or call 317-944-8982 for assistance.
- **Arc of Indiana** (<http://www.arcind.org/>) can also be helpful with these types of questions and information. For further help in understanding Indiana's Medicaid Waivers and/or assistance in applying for the Family Supports Medicaid Waiver, contact the Arc of Indiana at 800-382-9100 and ask to speak with a Family Advocate.
- **About Special Kids**, <http://www.aboutspecialkids.org/>, or 1-800-964-4746 offers professionals and families with special needs access to information and resources about a variety of topics such as health insurance, special education, community resources and medical homes.

### BDDS Waiver Journey -

<http://www.in.gov/fssa/ddrs/4307.htm>

- How to get started
- What happens after an application is submitted
- When waiver services will begin

#### **Kate McGill**

Service Coordinator – District 5

Bureau of Developmental Disabilities Services

[2620 Kessler Boulevard East Drive, Suite 105](#)

[Indianapolis, IN 46220](#)

Phone: 317-205-0102

Fax: 855-525-9373

For the current Division of Disability and Rehabilitative Services, frequently asked questions page see:

<http://www.in.gov/fssa/ddrs/4245.htm>. If you have additional questions that cannot be answered by these

sources, you can also contact the Bureau of Developmental Disabilities Helpline:

[BDDSHelp.BDDSHelp@fssa.IN.gov](mailto:BDDSHelp.BDDSHelp@fssa.IN.gov).

# MEDICAID APPLICATION CHECKLIST

This checklist may be used as a tool to assist an individual applying to be placed on the Medicaid Waiver waiting list.

...see instructions, attached

- complete **Application for Developmental Disability Services** form

...to be filled out for the individual seeking Medicaid Waiver services

- Have a physician sign the **Confirmation of Diagnosis** form
- complete **Authorization for Disclosure of Personal & Health Information** form

...fill out completely; parent/guardian signature required if individual is a minor

- gather **Supporting Documents**

...include copies of information that explains/substantiates an individual's limitations due to their disability diagnosis (ex. psychological evaluations, school IEP, case conference notes, physician reports, other professional reports)

- Keep copies of paperwork for your records
- Mail completed & signed paperwork, along with any supporting documents, to the individual's local BDDS office.

<p><b>BDDS District 5 Office</b> 2620 Kessler Blvd. E. Dr., Suite 105 Indianapolis, IN 46220-2890 Phone: 317-205-0101 Toll Free: 1-877-218-3530 (V/VRS/711)</p>
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**Medicaid Provider Search:** <http://www.indianamedicaid.com/ihcp/ProviderServices/ProviderSearch.aspx>

## General Topics to Discuss with Service Providers:

- 1) Discuss all areas of service that are requirements for you/your family member such as: medications always given out on time, direct supervision, sign language training, etc.
- 2) What makes you/your family member happy and how will the provider maximize those opportunities? What causes pain and how will the provider reduce or eliminate those instances?
- 3) What things do you/your family member want to have happen? Find employment? Become a member of a church or local group? How many housemates? Living within a half hour drive of family? Anything else? Are these wishes or requirements?
- 4) What are the risks for you/your family member? For example, daily seizures; no street safety skills; does not talk or use sign language; forgetful; hits others when angry, etc. How will the provider deal with those risks?

**DDRS Home** (<http://www.in.gov/fssa/2328.htm>)

The Division of Disability and Rehabilitative Services (DDRS) manages the delivery of services to children and adults with intellectual and developmental disabilities.





# APPLICATION FOR DEVELOPMENTAL DISABILITY SERVICES

Print Form

State Form 55068 (8-12)  
Indiana Family and Social Services Administration (IFSSA)  
Division of Disability and Rehabilitative Services  
Bureau of Developmental Disability Services

\*THIS STATE AGENCY IS REQUIRING DISCLOSURE OF YOUR SOCIAL SECURITY NUMBER PER IC 4-1-8-1. THE INFORMATION OBTAINED ON THIS FORM IS CONFIDENTIAL UNDER STATE AND FEDERAL REGULATIONS. THIS INFORMATION WILL NOT BE RELEASED EXCEPT AS PERMITTED OR REQUIRED BY LAW OR WITH THE CONSENT OF THE APPLICANT.

Note: An electronic version of this form may be found on the Division of Disability and Rehabilitative Services' website at [www.IN.Gov/fssa/2328.htm](http://www.IN.Gov/fssa/2328.htm). This document may be located at "DDRS" and then under "APPLY FOR SERVICES".

Please complete the form, print, sign and return to the local BDDS office.

## APPLICANT INFORMATION

Last Name  First Name  Middle Name

Street Address  County of Residence

City  State  ZIP Code

Telephone with Area Code  E-mail Address

Gender  Social Security Number  Date of Birth

Medicaid Number  Medicare  Yes  No

Marital Status  Single  Married  Divorced  Other

Ethnicity  White  Native American  Asian (specify: )  African American  
 Hispanic (specify: )  Multiracial  Other (specify: )

Highest Level of Education  8th Grade or less  Grades 9 - 11  High School  
 Technical or Trade School  Other

Applicant's Housing Situation  Family Home  Foster Home  Group Home  Correctional Facility  Nursing Home  
 Own Home, rent, subleased  Own Home with others  Psychiatric Facility  Other (explain: )

## GUARDIAN INFORMATION

Does the applicant have a legal guardian?  Yes  No Name of Guardian, if applicable

Telephone  Address  E-mail Address

Relationship Type/Role  Lives with applicant  Yes  No

## DESCRIBE HOW YOUR DISABILITY AFFECTS YOUR LIFE:

Age first Disabled

Have you ever been assessed by Vocational Rehabilitation Services?  Yes  No

## SIGNATURE

Signature of Applicant \_\_\_\_\_ Date

Signature of Guardian \_\_\_\_\_ Date



# CONFIRMATION OF DIAGNOSIS

State Form 54727 (11-11) / 450B  
Indiana Family and Social Services Administration (IFSSA)  
Division of Disability and Rehabilitative Services

Print Form

CONFIDENTIAL

*Physician Note: An electronic version of this form may be found on the Division of Disability and Rehabilitative Services' website at [www.IN.Gov/fssa/2328.htm](http://www.IN.Gov/fssa/2328.htm).*

*This document may be located at "About DDRS" and then under "FORMS".*

*Please complete the form, print, sign and return to the consumer to take to his/her local BDDS office.*

## I - CONSUMER INFORMATION

Last Name  First Name  Initial

Street Address  City

State  ZIP Code  County of Residence

Date of Birth  Sex  Telephone Number  Last 4 digits of Social Security

## II - DD DIAGNOSIS

*Federal and state regulations require a physician's confirmation that the individual's developmental disability/intellectual disability (DD/ID) condition manifested before the age of twenty-two 22.*

Primary Diagnosis  Date of Primary Diagnosis

Other Conditions (excluding Mental Illness)

Secondary Diagnosis  Date of Secondary Diagnosis

Tertiary Diagnosis  Date of Tertiary Diagnosis

Signature of Physician  Date Signed

Name of Physician  Telephone Number

Street Address  City  State  Zip Code

## III - FOR OFFICE USE ONLY

Signature of BDDS Staff  Name of BDDS Staff  Date

Comments



# AUTHORIZATION FOR DISCLOSURE OF PERSONAL AND HEALTH INFORMATION - DDRS

State Form 54584 (2-11)

FAMILY AND SOCIAL SERVICES ADMINISTRATION / DIVISION OF DISABILITY AND REHABILITATIVE SERVICES



## Purpose

For you to authorize the disclosure of your personal information, which may include health information, to persons or organizations outside of the Division of Disability & Rehabilitative Services (DDRS). Your privacy is protected by state and federal privacy laws. As such, we need your explicit permission to make the requested disclosure. Please complete each section of this form.

## Your Name and Identification Information

Name			
Address			
City	State	ZIP Code	
Telephone ( )	E-mail Address		
Date of Birth	Last 4 Digits of Social Security #		

## What personal information, including health information, are we to disclose?

Please describe the type of information we are allowed to disclose; for example, your contact information, your benefits status, your medical condition, your healthcare payment status and history, or "as requested by the authorized person/organization."<sup>1</sup>

contact information, benefit status, medical needs & history, and other information as requested by the authorized person/organization

## What is the purpose of the requested disclosure of your personal information?

Please describe the purpose for the disclosure (e.g., assistance with obtaining or using DDRS benefits/services, legal assistance, the person is involved in my use of DDRS benefits/services, or simply "at my request").

obtaining DDRS benefits/services and at my request

## To whom are we authorized to disclose your personal information?

Please state the names of the individuals or organizations, including contact information.

(school, agency(ies), medical professionals, service provider(s), parent(s)/guardian(s), etc.)

<sup>1</sup> If the personal information to be disclosed is identified "as requested by the authorized person/organization", then we will rely on them to identify what information is to be disclosed when receiving their request for disclosure; we will also rely on them to specify the minimum amount of personal information, including health information, that is reasonably necessary to accomplish the purpose of the request.

## Which DDRS program areas are you authorizing to disclose your personal information?

Bureau of Child Development Services (BCDS)

Bureau of Developmental Disabilities Services (BDDS)

Bureau of Quality Improvement Services (BQIS)

Other \_\_\_\_\_

## Expiration Date or Event

This authorization will automatically expire sixty (60) calendar days from the date you sign it. You may specify an earlier or later expiration date, or you may specify an event upon which this authorization will expire (e.g., "when my concern has been addressed"). Please select one of the following three:

Allow to automatically expire in sixty (60) calendar days     Expire on this date (month, day and year): \_\_\_\_\_

Expire on this event: **when my concern has been addressed** \_\_\_\_\_

## Right to Revoke

You have the right to revoke this authorization at any time. You may revoke this authorization by giving written notice, including e-mail notice, to the DDRS contact below. Any disclosures of your personal information, including health information, which we may have made under this authorization prior to revocation will not be affected (they were made while this authorization was still in effect).

## Further Disclosure

Once we disclose your personal information, including health information, to the above persons/organizations, the information may no longer be protected under state or federal privacy laws. We cannot control what these persons/organizations do with your information.

## Signature

Having had full opportunity to read and consider the contents of this authorization, including my rights and the risks of further disclosure as described above, I am authorizing DDRS to disclose my personal information, including health information, to the persons or organizations I have identified above. I understand DDRS will disclose only that information which is necessary to accomplish the stated purpose of the disclosure. The information disclosed will be limited to the minimum necessary. I also understand that I am under no obligation to sign this authorization. I also understand that the services and benefits provided to me by or through DDRS will not be affected whether or not I sign this form.

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

*If this authorization is signed by an individual's personal representative on behalf of the individual, please complete the following:*

Personal Representative's Name	_____
Contact Information (include telephone no.)	_____
Relationship to the Individual	_____

*It is the policy of DDRS to verify that an individual's authorized representative is identified as such in our files prior to acting on this authorization.*

**You will be provided with a copy of this authorization after you sign it.**

## Contact Information

For questions about this authorization or to revoke this authorization prior to the expiration date or event, contact:

The Division of Disability and Rehabilitative Services

402 W. Washington, Room W451, MS26

Indianapolis, IN 46207-7083

Toll Free: 1-800-545-7763 or E-mail: BDDSHelp@fssa.IN.gov



## How to Check the Medicaid Waiver Waiting List Status

Step 1

Go to: <http://www.in.gov/fssa/ddrs/4328.htm>

Step 2

Click on: [BDDS Waitlist Web Portal](#)

Family and Social Services Administration  
BDDS Waitlist Portal

**FSSA HOME**

- FSSA Home
- DDRS Home
- DFR Home
- Medicaid Policy Home
- Bureau of Child Care Home
- Aging Home
- Paths to QUALITY Home
- First Steps Home

**BDDS WAITLIST WEB PORTAL**

To better serve consumers on the Family Supports Waiver waiting lists, DDRS has developed the BDDS Waitlist Web Portal. The Portal will allow for consumers or their guardians to review and update contact information and waiver application dates the Bureau of Developmental Disabilities Services has on record.

To access the information please click on [BDDS Waitlist Web Portal](#) and provide the following information:

- Last four digits of Social Security Number or Dart -ID
- First and Last Name
- Date of Birth
- Requestor's name if not the Consumer

Step 3

- Enter the last 4 digits of the person's social security number and other requested information.
- Click on '**Perform Info Search**' to learn about the Medicaid Waiver Waiting List Status.

**Consumer Information**  
Note: You may enter either the (partial) SSN of the consumer OR their Dart-ID (if known) in the first line. In addition, the First Name, Last Name and DOB values of the consumer are ALL required.

SSN (last 4 digits):  Dart-ID:

First Name:  Last Name:

DOB(mm/dd/yyyy):

Requested By:

Requestor First Name:  Requestor Last Name:

# FINANCES:

In addition to Social Security disability benefits, there are many government and nonprofit organizations that help low-income individuals and families pay for their basic needs, such as food, housing, electricity and medications. To find out which government benefits you may be eligible to receive, use the [Benefit Finder](#) on [Benefits.gov](#).

Disability.gov's [Benefits](#) section provides a broad range of resources to help low-income individuals and families. In addition, we have developed this guide to connect you to programs, services, government agencies and organizations that can help you find financial assistance in your community.

- [Find Your Local Community Action Agency](#)

Community Action of Greater Indianapolis, Inc.

Edgar N. Tipton, President  
3266 North Meridian Street  
Indianapolis, IN 46208

Telephone: (317) 396-1800  
Email: [etipton@cagi-in.org](mailto:etipton@cagi-in.org)  
URL: <http://www.cagi-in.org/>

- **Special Needs Trust** - <http://www.thearctrust.org/>

The purpose of a Special Needs Trust is to provide a person receiving government assistance with the highest possible quality of life without jeopardizing his or her eligibility for those benefits. Special Needs Trusts are used to supplement a person's lifestyle by providing the extras in life, above and beyond the basic needs that government assistance programs provide. A Special Needs Trust can either be a single, privately drafted trust or a pooled trust and must be used for the beneficiary's sole benefit.



Indiana has officially launched INvestABLE Indiana, allowing people with disabilities and their families to open savings accounts under the Achieving a Better Life Experience Act. Visit [in.savewithable.com](http://in.savewithable.com)

## **For more information about getting financial assistance to help pay for prescription drugs, groceries and other basic needs check out the following sections of this guide:**

- [Food/Groceries](https://www.disability.gov/how-do-i-get-help-paying-for-food/) - <https://www.disability.gov/how-do-i-get-help-paying-for-food/>
- Heating or Cooling My Home
  - **Ms. Gina Kerr**, Community Programs Manager
    - Indiana Housing and Community Development Authority
    - 30 South Meridian Street, Suite 1000
    - Indianapolis, **Indiana** 46204
    - PUBLIC INQUIRIES: 1-800-872-0371
    - (317) 234-5303
    - [GiKerr@ihcda.in.gov](mailto:GiKerr@ihcda.in.gov)
    - [www.ihcda.in.gov](http://www.ihcda.in.gov)
- [Housing Assistance](#) (help paying for rent or home repairs and avoiding foreclosure)
- [Internet Service or a Computer](https://www.disability.gov/how-do-i-get-help-paying-for-the-internet/) - <https://www.disability.gov/how-do-i-get-help-paying-for-the-internet/>
- [Phone Bill](https://www.disability.gov/get-help-paying-phone/) - <https://www.disability.gov/get-help-paying-phone/>
- [Temporary Assistance for Needy Families \(TANF\) program](#) that helps low-income families care for children and achieve self-sufficiency. <http://www.acf.hhs.gov/ofa/help>
- Nonprofit Database - <http://www.stats.indiana.edu/topic/nonprofits.asp>

# ABLE Accounts

## What is the ABLE Act?

ABLE (A.B.L.E.) is an acronym for Achieving a Better Life Experience. The ABLE Act was passed in December 2014, and it allows people with disabilities and their families to set up a tax-free savings account that can be used to pay for expenses related to the person's disability. Funds in the account are generally not counted for the purposes of federally means-tested programs, such as Social Security (SSI and SSDI) and Medicaid.

## Who is Eligible for an ABLE Account?

An individual who becomes disabled before age 26 and receives SSI or SSDI, or is otherwise deemed "severely disabled" as documented by a physician, is eligible to open an ABLE Account.

An ABLE account may be opened by the person with a disability, or a family member or guardian of a person with a disability, as long as the participant meets the criteria for eligibility. An account may be opened for anyone of any age. An individual may have only one ABLE account in his/her name. Anyone can contribute to the account.

## How Can I Open an ABLE Account?

Several states have established ABLE accounts, and some states allow non-residents to participate in their ABLE program. Non-residents should consider tax and other implications of investing in out-of-state plans. In late July 2017, Indiana announced the state's new plan: *INvestABLE*. Consumers can open an account by going to the website: <https://savewithable.com/in/home.html> or by calling (888) 609-3457. Indiana allows non-residents to participate in the state's ABLE plan.

No more than the annual gift-tax exemption (currently \$14,000) may be contributed to an individual's ABLE account yearly.

## What are the Advantages of an ABLE Account?

An ABLE account allows families to save for costs related to everyday needs, special and common activities, and for "qualify of life" expenses. Other than basic living expenses, expenditures related to education, health and wellness, housing, transportation, legal fees, financial management, employment, assistive technology, personal support, and funeral and burial expenses also qualify.

Withdrawals from an ABLE account for qualified disability expenses, as well as any monies earned through the account, are tax-free.

Individuals eligible for Social Security and Medicaid benefits are still able to receive these benefits. For accounts that reach \$100,000, SSI benefits may be affected.

# HEALTH & WELLNESS:

<p>Medicaid  <a href="http://www.in.gov/fssa/2408.htm">www.in.gov/fssa/2408.htm</a>            800-457-8283</p>	<p>Children’s Special Health Care Services (CSHCS)  <a href="http://www.in.gov/isdh/19613.htm">www.in.gov/isdh/19613.htm</a></p>	<p>CHOICE/State funded home and community based supports  <a href="http://www.in.gov/fssa/da/3508.htm">www.in.gov/fssa/da/3508.htm</a>            888-673-0002</p>
<p>Healthy Indiana Plan  <a href="http://www.in.gov/fssa/hip">www.in.gov/fssa/hip</a></p>	<p>Indiana Comprehensive Health Insurance Association (ICHIA)  <a href="http://www.onlinehealthplan.com">www.onlinehealthplan.com</a>            800-552-7921</p>	<p>Indiana Women, Infants, and Children Program (WIC)  <a href="http://www.in.gov/isdh/19691.htm">www.in.gov/isdh/19691.htm</a>            800-522-0874</p>

Whether you already have health insurance or are in the process of applying for it, [finding quality, affordable health care](#) is not always easy. In addition to a [network of community health centers](#) around the country that provide free or low-cost care, there are also a number of [online tools](#) you can use to find and compare doctors, hospitals, home health care and other health care services. Visit [your state Department of Health’s website](#) and Disability.gov’s section on [Finding Health Care](#) to begin your search for health care near you.

- **Health Care:** When young people graduate from high school, they often move from being covered by their parents’ health insurance to needing coverage of their own. Although the [Affordable Care Act](#) (ACA) now requires health insurance companies that offer dependent coverage to make that coverage available until an adult child reaches the age of 26, there are still many issues to consider about health care when making the move from school to higher education or the workforce.
  - [“Transition to Adulthood: A Health Care Guide for Youth & Families”](#) includes information on helping young adults make health care decisions, figuring out health care insurance options, and finding a doctor.
  - The [Youthhood](#) website has information on health care options and related issues, such as self-advocacy.
  - HealthNet free clinic: <http://www.indyhealthnet.org/> or 317-957-2550
  - Citizen’s Health Center: [www.hhcorp.org/adv\\_where.htm](http://www.hhcorp.org/adv_where.htm) or 317-924-6351
  - Genesaret Free Clinic: [www.genesaret.org](http://www.genesaret.org) or 317-639-5645
  - Eskenazi Health Advantage: 1.855.202.1053  
<http://www.eskenazihealth.edu/patients-and-visitors/health-advantage>
- Vital Records: Marion County Public Health Department – (317) 221-2400 – [www.vitalcheck.com](http://www.vitalcheck.com)

[Center for Youth & Adults with Conditions of Childhood \(CYACC\)](#): A program of IU Health that seeks to steer youth with special health care needs toward a successful adult life. The CYACC team consists of physicians, nurses, a social worker, and other staff—many of whom have personal experience in the management of chronic conditions and developmental delay—to support the transition to adulthood.

- Phone: 317-948-0061
- Toll Free: 866-551-0093
- Email: [cyacc@iupui.edu](mailto:cyacc@iupui.edu)
- Website: <http://www.eskenazihealth.edu/health-services/cyacc>



**ESKENAZI**  
HEALTH

[Hoosier Healthwise \(HHW\)](#) is the State of Indiana's health care program for children and pregnant women with low income. Based on family income, children up to age 19 may be eligible for coverage. HHW covers medical care like doctor visits, prescription medicine, mental health care, dental care, hospitalizations, surgeries and family planning at little or no cost to the member or the member's family.



# FUTURE PLANNING:

<https://futureplanning.thearc.org/>

Future Planning is creating a guide for a person with an intellectual or developmental disability (I/DD) to lead a good life as independently as possible. A plan is important throughout all stages of life and especially in the future after the parent or caregiver is no longer able to provide support.

A person-centered future plan should reflect the wishes of the person with I/DD, as well as his or her parents, family members and friends, and other important people in his or her life. The plan should include information about all aspects of a person's life including:

- Daily routines, needs and supports
- Living arrangements
- Finances, including the family and person's public benefits, assets, incomes, trusts, insurance policies
- Doctors' contact information and information about the person's medical history (including any medications and food allergies)
- Decision-making support
- Education history
- Details about the person's employment, leisure activities, religious beliefs, behaviors, interests, friendships, and other important relationships

To help guide your planning, first ask: "During a life transition, what would the person need so his or her daily routine is maintained?" Next, create a vision for the person's life after the transition. It is important to use a team approach when discussing and creating the plan and always to keep the person with I/DD's interests, preferences, and skills as the main focus.

## Future Planning: It's Possible and Necessary

Future planning is important for all families. Thinking about the future can be challenging and emotional. However, experience shows that adults with I/DD make a better transition from the family home when a future plan is in place.

Some families might feel that planning is not available to them because they don't have any money to leave to an adult son or daughter with I/DD or can't afford a lawyer or estate planner. This is not true. There are many aspects of the planning process that aren't related to money. It is also important that families with limited resources learn about what public benefits may be available and take steps to enroll their family member in available programs.

[\*Start with a Letter of Intent\*](#)  
[\*Letter of Intent Form Intent\*](#)

## Additional Resources:

- Eskenazi Health Financial Counseling
  - <http://www.eskenazihealth.edu/our-services/financial-counseling>
  - 1-888-202-1053
- The Arc Master Trust
  - Jill Ginn – Assistant Trust Director
  - 317-977-2375 or [jginn@arcind.org](mailto:jginn@arcind.org)