Moving On ~ Transition to Adult Living for Young Adults with Special Needs

WarmLine Family Resource Center

Serving Families and Professionals Involved with Children with Special Needs since 1993 in Sacramento, Placer, Yolo, Nevada, El Dorado and Alpine Counties

By Cid Van Koersel

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What Is WarmLine Family Resource Center?

• “My teen with special needs is leaving high school and I don’t know where he’ll live or what kind of work he’ll be able to get. Do you know who I can call?”

• “My two year old needs a daycare program. No one I’ve talked with will even consider her because she has special needs. Can you help?”

• “My daughter is pregnant with our first grandchild and just found out that the baby will be born with Down syndrome. Can you give us some information and tell us where to find support?”

• “I have a client whose two year old has recently been diagnosed with a developmental delay. They really need to connect with another family. The stress of dealing with this is really hard on them.”

WarmLine is an information and support center for parents and professionals involved with children with special health care or developmental needs. We receive calls from both parents and professionals regarding a wide variety of issues, needs and services such as health care, child care and special education.

WarmLine Family Resource Center can make a difference in the lives of families we serve. Family time may be hampered by the stress and demands of locating appropriate services. We link callers with resources - often saving them hours of research and frustration.

Our services include:
    ♥ Linking families with services through information and referral.
    ♥ Providing family support through playgroups, family activities and parent education.
    ♥ Strengthening parents’ knowledge and decision-making abilities.
    ♥ Training parents and professionals about child development.
    ♥ A resource library and publications available from WarmLine or on our website.
    ♥ Community Resource Parents — Local representatives in each county.
    ♥ Increasing public awareness of disabilities and available services through outreach activities.

Information is empowering. People going into a situation well prepared have a better chance of knowing that they have given it their best. WarmLine seeks to inform and support parents and professionals in any way we can.

Sacramento: 916-922-9276 / 800-660-7995 (Spanish: 916-922-1490)
Placer County: 916-632-2100
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From the author…

This booklet is broken up into two sections. The first section focuses self-advocacy, special education requirements, programs, services and resources for teens and young adults.

The second section contains a check list to help parents and teens identify the skills needed for independence, questions to ask when touring day programs and group homes and guidelines to help teens participate in their IEPs and IPPs.

For convenience, the pronouns; he/she, etc. have been used interchangeably.

The term “service partners” has been used rather than “service providers” because everyone who works with our children should think of themselves as partners with parents and the children in the goal of encouraging a meaningful life and independence.

Deepest thanks to the many parents and professionals who contributed to this booklet. Your input has been invaluable!

Thanks most of all to our children...you’re the lights of our lives and our fondest wish for you is that you are able to spread your wings and fly!

CVK
Introduction – A Note to Parents and Guardians

Many parents of young adults with special needs say, “If I only knew then what I know now…” This booklet contains information that some of those parents say they wish they had known.

Transition involves moving from one place, stage or relationship to another. Transitions happen throughout every person’s lifetime. Change can be stressful, but with preparation, support, information, and planning, transition to adult programs and services can be made easier for you and your teen.

Children with special needs (and their families) may experience more frequent and some times more challenging transitions than do typical families such as changes of teachers, therapists, case managers, etc. who might have been involved with the family for years and who might seem part of the family. You, the parent, are the constant in your child’s life and provide the link between your teen and all of the various services, programs, and people who have provided those services in the past and who will provide those services in the future. Your knowledge of the needs of your family and teen can help her transition(s) to be successful and we hope you use this workbook as a tool for that success.

“One of the most striking (and most stressful) aspects of transition for families of children with exceptional needs is that it focuses on relationships: beginning and ending them, leaving a comfortable situation and starting all over again.”
Brekken & Knowlton, Transition Issues: A Model for Early Childhood Special Education

This booklet has been prepared for you by WarmLine Family Resource Center to help you and your teen prepare for transition from high school into the adult world. Students receiving special education generally face several changes in their programs between the age of 18 and 22 and most parents who have been through the process agree that the earlier you and your teen start exploring options, the better.

The passage of your teen into adulthood is an exciting time, but can also be worrisome as you face a range of options, services and providers that are new to you. “Moving On” does not contain every resource possible, but was written to give you as much information in a “one stop” format as possible. Good luck to you and your teen as you travel this wonderful road of growth and discovery into adulthood.

This booklet was made possible through a generous grant from CVS Caremark.
Section One
“My son is now 21 years old and I feel as though I’ve been in denial about what types of programs I should have been looking for when he was a teen. I wish that when he was younger I had known what questions to ask. Now I feel like I’m playing “catch up”.

Preparing for the Future

Preparing for your teen’s transition to the adult world should not be put off until age 16, when it must be addressed in the IEP or at 18, when he has become an adult. Talking and thinking about future plans should start when all children are very young.

When typically developing children are young, as parent we ask them what they “want to be when they grow up”. We expect their goals to change and evolve over time. We know that it’s O.K. for a five year old child to want to be an astronaut, at ten a chef and at 15, a veterinarian. Unfortunately, children with disabilities are not asked this question as frequently...they’re not as likely to be urged to have dreams because we may not feel comfortable encouraging them. Why? Perhaps because when our children are young no one teaches us about options available to them as adults.

As parents, we need to know that our children with disabilities deserve to have dreams for what their lives will be like when they are adults. The young man with Intellectual Disability (ID) who wants to be a train engineer and who struggles to read at 4th grade level will not actually drive a train. However, with imagination and commitment on the part of parents and service partners, he may choose to volunteer at the train museum and be fulfilled.

People with Intellectual or physical disabilities have the right to make their own decisions about where they will live, work and spend their leisure time. Our job as parents is to support them to learn to make their own decisions – to self-advocate.

Self-Determination and Self-Advocacy

Self-determination and self-advocacy are terms, sometimes applied inter changeably, that are used frequently by professionals when discussing adults with disabilities, but rarely defined for parents. Generally, self-determination means that a person has decided what he would like to do and has set goals. Self-advocacy is his ability to make those goals known and institute them.

Decisions

Promoting Self-Determination in Youth with Disabilities

- Promote choice making;
- Identify strengths, interests, and learning styles;
- Provide choices about clothing, social activities, family events, and methods of learning new information;
- Hold high expectations for youth;
• Involve children and youth in self-determination/self-advocacy opportunities in school, home, and community;
• Prepare children and youth for school meetings;
• Speak directly to children and youth;
• Involve children and youth in educational, medical, and family decisions;
• Allow for mistakes and natural consequences;
• Listen often to children and youth;

Encourage Exploration of Possibilities
• Promote exploration of the world every day;
• Use personal, tactile, visual, and auditory methods for exploration;
• Identify young adult mentors with similar disabilities;
• Talk about future jobs, hobbies, and family lifestyles;
• Develop personal collages/scrap books based on interests and goals;
• Involve children and youth in service learning (4H, AmeriCorps, local volunteering).

Promote Reasonable Risk Taking
• Make choice maps listing risks, benefits, and consequences of choice;
• Build safety nets through family members, friends, schools, and others;
• Develop skills in problem solving;
• Develop skills in evaluating consequences.

Encourage Problem Solving
• Teach problem solving skills;
• Allow ownership of challenges and problems;
• Accept problems as part of healthy development;
• Hold family meetings to identify problems at home and in the community;
• Allow children and youth to develop a list of self-identified consequences.

Promote Self Advocacy
• Encourage communication and self-representation;
• Praise all efforts of assertiveness and problem solving;
• Develop opportunities at home and in school for self-advocacy;
• Provide opportunities for leadership roles at home and in school;
• Teach about appropriate accommodation needs;
• Practice ways to disclose disability and accommodation needs;
• Create opportunities to speak about the disability in school, home, church, business and community.

Facilitate Development of Self-Esteem
• Create a sense of belonging within schools and communities;
• Provide experiences for children and youth to use their talents; Provide opportunities to youth for contributing to their families, schools, and communities;
• Provide opportunities for individuality and independence;
• Identify caring adult mentors at home, school, church, or in the community;
• Model a sense of self-esteem and self-confidence.

Develop Goal Setting and Planning
• Teach children and youth family values, priorities, and goals;
• Make posters that reflect values and that are age-appropriate;
• Define what a goal is and demonstrate the steps to reach a goal;
• Make a “road map” to mark the short-term identifiers as they work toward a goal;
• Support children and youth in developing values and goals;
• Discuss family history and culture--make a family tree;
• Be flexible in supporting youth to reach their goals; some days they may need much motivation and help; other days they may want to try alone.

Help Youth Understand Their Disabilities
• Develop a process that is directed by youth for self-identity: Who are you? What do you want? What are your challenges and barriers? What supports do you need?
• Direct children and youth to write an autobiography;
• Talk about the youth's disability;
• Involve children and youth in their IEP;
• Use good learning style inventories and transition assessments;
• Identify and utilize support systems for all people.

Excerpted from “Self-Determination: Supporting Successful Transition”
By Christine D. Bremer, Mera Kachgal, and Kris Schoeller, April 2003
National Center on Secondary Education and Transition (NCSET)

Transition Services in High School

When a student who has an Individualized Education Plan (IEP) enters high school, the IEP is required to indicate whether he will graduate with a diploma (which will end special education services), or leave high school with a certificate of completion, which will allow special education services to continue until the teen reaches the age of 22. (As of 2011, Alta California Regional Center will no longer provide services such as access to day programs for students who leave school before age 22 without a diploma.)

School districts are required to begin transition planning when the student is 16. However, most parents who have had teens with special needs agree that the earlier you start thinking and working on transition issues, the better prepared your teen (and you) will be for adulthood. Ideally, the planning for transition from school should start on the first day of high school!
Transition services should be based upon the student’s own goals for the future, are included with an Individual Transition Plan (ITP) and include:

- (If the student will be eligible to graduate with a diploma), a plan to obtain the needed units necessary and to take the California High School Exit Exam (CAHEE),
- The plan to obtain a waiver to the CAHEE, if necessary,
- The student’s plans to attend a post-secondary school and/or obtain vocational training,
- Adult goals with measurable outcomes identified; including making choices and decisions, problem solving, goal setting and attainment, self-advocacy, involvement and participation in IEP, self-awareness and self-management,
- Goals/outcomes that identify what instruction will be provided at school and in the community,
- Instruction directly related to adult goals/outcomes in areas of curriculum based on the student’s preferences, interests and priorities,
- A range of educational opportunities that are sufficient to encourage the development of the student’s choices, interests, preferences and options for the future,
- The opportunity for paid work experience,
- The opportunity for both academic and community based/independent living skills curriculum,
- The opportunity for the student to be included with non-disabled peers,
- Statement(s) of transition services needed,
- Identification of other agencies involved with transition, i.e., Alta California Regional Center, Department of Rehabilitation.

By law, the student must be given the opportunity to participate in the transition IEP process!

Student-Led IEP

The “student-led” IEP is a process in which the student takes an active role in the planning and implementation of his IEP. (“Student-directed” IEP may be a more descriptive term.) Studies have shown that when students are involved in crafting their own IEPs, they take increased responsibility for the outcomes and are more engaged in the learning process as they work toward their goals.

In the student-directed IEP, the student is involved in the process and knows:

- The name of his disability and how it affects his ability to learn,
- Who is required to attend the IEP meeting,
- Additional people he would like to invite to the meeting,
- The content of his current IEP,
• His present levels of performance,
• His educational goals for the coming year (and has participated in the writing of the goals),
• What path(s) he would like to pursue after school is over.

The second section of this booklet contains materials to help guide students when planning their own IEPs.

Vocational/Employment Programs

“My daughter thoroughly enjoyed the training at a bakery that she received though the (vocational education) program at her high school. I encourage families to consider those opportunities in high school in their resource options.”

You and your teen should include transition team members in the discussion about what type of vocational training interests her. While in high school, the district’s transition or vocational training specialist can help arrange for your teen to be trained in any number of jobs that might interest her. Other members of the team while your teen is still in high school might include her Alta California Regional Center service coordinator and a representative from the California Department of Rehabilitation. Remember – you can invite anyone to planning meetings who you think will be helpful to the process.

For the student who has finished high school with a certificate of completion (rather than a diploma), the school district can still provide vocational education and job opportunities until age 22 through the Workability and/or the transition program. Both you and your teen should discuss those options with the transition or Workability specialist who is on the IEP team.

For the student who has completed high school with a diploma or certificate of completion, Alta can assist the consumer, through the IPP, to obtain employment and/or employment skills.

California High School Exit Exam (CAHSEE)

California requires that in order to graduate high school with a diploma, students must pass the California High School Exit Exam (CAHSEE). California requires that even students who receive special education services complete the mandatory number of units to graduate, although local school district boards of education are required to adopt alternative means for students to complete their prescribed course of study.

Beginning in the 2009–10 school year, California Education Code Section 60852.3 provides an exemption from meeting the CAHSEE requirement as a condition of receiving a diploma of graduation for eligible students with disabilities who have an individualized education program (IEP) or a Section 504 plan. The IEP or Section 504 plans must state
that the student is scheduled to receive a high school diploma, and has satisfied or will satisfy all other state and local requirements for high school graduation, on or after July 1, 2009. The exemption from meeting the CAHSEE requirement ended June 30, 2012 and an extension has been approved.

As of the writing of this booklet, it is unclear what the requirements will ultimately be for students who have IEPs. To find current information on the CAHSEE, contact your Special Education Local Plan Area (SELPA):

- Elk Grove Unified School District: 916-686-7780
- Folsom Cordova Unified School District: 916-294-9007
- San Juan Unified School District: 916-971-7525
- Sacramento City Unified School District: 916-643-9163
- If the student does not live within one of these school districts, call: Sacramento County Office of Education: 916-228-2229

- Placer County: 530-889-8020
- Yolo County: 530-668-3787
- El Dorado County: 530-295-2462
- Nevada County: 530-263-0611
- Alpine County: 530-694-2230

If the student leaves high school with a certificate of completion, it is important that you and your teen continue to work closely with the IEP team to identify the goals that will help support as much independence as possible as he faces transition out of special education services at age 22. (Please see section two for worksheets to help students be involved in the IEP process.)

As of 2011, Alta California Regional Center will no longer provide services such as access to day programs for students who leave school before age 22 without a diploma.

Alta California Regional Center ("Alta")

The Regional Center system in California serves individuals with developmental disabilities. In the Sacramento area, the Regional Center is the Alta California Regional Center. “Alta” contracts with agencies and individuals who provide a wide variety of services, including developmental services, respite, supported employment to people with developmental disabilities. To view the list of services for which Alta contracts, go to www.altaregional.org

According to the Lanterman Developmental Disabilities Act (AB 846), “developmental disability” means a disability attributable to; mental retardation, cerebral palsy, epilepsy, autism, or other handicapping conditions found to be closely related to mental retardation or to require treatment similar to that required for mentally retarded individuals. Such a disability originates before an individual reaches age 18, continues or can be expected to continue indefinitely, and
constitutes a substantial handicap for such individuals. (“Substantial handicap” means a condition that results in major impairment of cognitive and/or social functioning.)”

To read more about the Lanterman Act, go to [www.disabilityrightsca.org](http://www.disabilityrightsca.org) and go to “Rights under the Lanterman Act”.

The Lanterman Developmental Disabilities Act requires that a person over three years old who receives services from a regional center have an Individual Program Plan (IPP). The IPP is updated every three years by the consumer’s service coordinator using person-centered planning. Person-centered planning is about listening to consumers (and their families) about things such as where they want to live; how they want to spend their day; who they want to spend time with; and their hopes and dreams for their future. It is about supporting people in the choices they make about their lives and giving people the information they need to make those choices. After the service coordinator helps write the IPP, he looks for services and supports when needed, and makes sure that the services that the consumer gets are the ones needed and wanted.

If your teen is not already a consumer of the Alta California Regional Center, you can call 916-978-6400 and ask for “Intake Services” for help determining if she qualifies for Alta services.

A booklet titled, “Your IPP – It’s Not Just a Piece of Paper! A Self-Advocacy Manual for People Who Get Services from Regional Centers” which is available on the Disability Rights California website at [www.disabilityrightsca.org/pubs/503801.pdf](http://www.disabilityrightsca.org/pubs/503801.pdf) contains valuable information about the IPP process and how to prepare for the IPP meeting. (See second section of this booklet for an “IPP Meeting Planner”)

**16 Tips for Getting Quality Regional Center Services for Yourself or Your Child**

**BEFORE THE MEETING:**

**Plan what you will ask for.** - Use the IPP Planner (in the second section of this booklet) to help you figure out what services and supports you want and need from the regional center. Talk to family, friends, and advocates to help you fill out the planner or make your own list.

**Send a letter asking for an IPP meeting within 30 days.** - It is important to let the regional center know before the meeting what you will ask for. That way, the regional center can be ready to decide *at the meeting* whether it will give you the services and supports you ask for. Once you ask for a meeting, the regional center must hold one within 30 days of when it receives your letter.

**Request and confirm that a decision maker be there.** - The law says that decisions about your services and supports must be made at the meeting by the planning team. This means that someone from the regional center who has authority to say “yes” or “no” to your requests (a “decision maker”) must be at the meeting. A decision maker may not attend unless you ask for it.
AT THE MEETING

Bring a friend, advocate, or someone who knows you. - You can invite anyone you want to your IPP. It is a good idea to have someone with you who can help you advocate. You can invite someone from your living arrangement, your day program, your child's school or any other service partner. Some people start “buddy” programs where they each agree to go to the other’s IPP meeting for support.

Make sure a “decision maker” is present. If not, you have a right to reschedule the meeting. - Sometimes, a planning team may only “recommend funding” for services and supports, or the regional center may say that the right people are not at the meeting to make a decision. Or, the regional center may say that its “POS committee” or another committee has to approve your request. This is against the law and may mean that you will not get the services and supports that your team agrees you should get. As soon as the meeting begins, make sure that one of the people from the regional center is a “decision maker” and that you can come to a final decision about the services and supports you request at the meeting.

Make sure the meeting is “person-centered.” - Person-centered means that you are an active participant in the meeting and that it is your choices, preferences and needs which drive the discussion and planning -- not what services happen to be available or are the ones “usually” provided for people. There should be a discussion of your likes and dislikes, support needs and non-negotiable items to be included in the IPP. Everyone should speak in words that you understand. It is often good to have the notes taken on big pieces of paper that are put up on the walls so everyone can follow the discussion. The people at the meeting should work as a team to come up with creative ways of meeting your goals and dreams. Don’t be afraid to ask questions -- no question is too simple.

Make sure you understand what is being said, even if you don’t speak English. - The IPP meeting is about you (or your child). It is very important that you understand what is being said. If you do not speak English very well, the regional center must have an interpreter there and should translate important documents for you.

Take notes to document the agreements (and disagreements). - Before the meeting ends, you will want to go over the things you have agreed and disagreed on. So that you do not forget, you or someone you bring with you should take notes. At the end of the meeting, you should read the list to the team and make sure that everyone agrees with what you have written.

Complete the IPP document. - Make sure to write down: (1) what services and supports will be provided (the type and amount); (2) who is going to provide the services; and (3) when the services will start. If the services cannot start right away because there are additional steps needed (for example, there is no available provider) the IPP must state what steps will be taken, who is responsible to do each step and the timelines for completing each step and then providing the support required by the IPP. The law says that these must be included in the IPP.

Sign the IPP (or a list of the agreements reached) at the meeting. - DO NOT SIGN A PAPER THAT JUST INDICATES AGREEMENT WITH A “PROPOSED PLAN.” The IPP you sign should list the specific goals and objectives and the services to be provided. If the regional center will not write the entire IPP at the meeting, make a handwritten list of the agreements so that everyone
can sign and take a copy home. The regional center can then type up the document on the form it uses and send it to you. Remember that you can agree to part of the IPP while still noting that you do not agree with other parts of the IPP document or with a refusal to put requested services in the IPP.

If a final decision cannot be reached on any issue(s), you can schedule another meeting within 15 days or file an appeal. - The law says that if the team cannot come to a final agreement at the meeting, you must schedule another meeting within 15 days. This means that, at the end of the meeting, the service coordinator cannot say that he or she will go to a committee or supervisor and let you know the decision. You should be able to speak to the decision maker face to face at the second meeting. If the answer at the first meeting is “no,” then you do not have to go to a second meeting, but you can ask for a written notice and how to appeal.

Get a written notice of any denial. - If the regional center says “no” to any new service request, the law says that you must get a written notice of the denial within 5 days. If the regional center says it wants to change or end a service you are already getting, it must give you written notice 30 days in advance of the change or cut-off. You will need to say very clearly that you disagree with the decision and that you want a written notice. The notice should also include an appeal form that you can fill out if you choose to appeal.

IF THINGS DON’T WORK OUT

- If there is disagreement, promptly file an appeal if you choose to challenge the denial of services. You must file the appeal within 10 days if you want current services to be continued during the appeal process. This is called “aid paid pending.” If it is a denial of a new service or you do not need aid paid pending, then you have 30 days to appeal.
- If you do not receive a denial letter, contact the case manager. If you still do not receive it, file an administrative complaint (a “4731 complaint”) and a letter of appeal, if you choose to appeal.
- If agreed-upon services are not provided, file an administrative complaint.
- If the regional center delays making a decision, insist on a decision or treat the delay as a denial and file an appeal.

Helping Your Teen to Independence

“The more independent our students are, even in small ways, the better care they will get.”
Tom Neary, Special Education Program Specialist

The job of parents is to help their child become as independent as possible. Your teen with special needs will need to learn many self-help skills in order to function in the adult world. Many of these are skills that we take for granted and may not think about the process of teaching them to our children with special needs. It’s never too early to start working on these skills with your child.

Section two of this booklet contains a checklist which is meant as a guideline for you to use to give yourself a better idea of skills your teen currently has or needs to work on. Not all of the skills listed will be mastered by the person with a disability. The checklist covers a variety of topics, skills and resources your teen will need for the future. Your teen may already be working
on many of these skills in school. If you aren’t sure how to go about helping your teen learn a skill, talk with her teacher to get some tips. (Don’t forget that other parents may have great suggestions for teaching independent living skills. Other parents can sometimes be your best resource.)

Exploring Options for the Future

Transition to adult services means major changes in both your teen’s and your life. The people who currently work with him should assist you in planning for transition to adult services. Teachers, counselors, CCS therapists, Alta California Regional Center staff, agencies such as Department of Rehabilitation and others can help you to plan for the future by providing you with resources about available services.

Many school districts offer “Transition Fairs” which give you the opportunity to talk with agencies which provide a variety of services to adults with disabilities. Plan to attend these fairs and learn as much as possible about possible options. This can be both an exciting and anxious time as your child takes the next step toward independence and the more information you have, the less stressful it will be.

This section will cover some of these options in a general way. For information on specific programs, talk with your transition team.

General Transition Resources

- Alta California Regional Center: 916-978-6400
- Area Board III: 916-263-3085
- Disability Right California: 916-504-5800
- Office of Client’s Rights Advocacy (OCRA): 800-390-7032
- People First of California: 916-552-6625
- Resources for Independent Living: 916-446-3074
- WarmLine Family Resource Center: (Sacramento) 916-922-9276 / 800-660-7995

Choices to Discuss with Your Teen/Young Adult

Please see the second section of this booklet for worksheets you can fill out with your teen to help make decisions about available adult programs. Remember that making a choice as a teen does not mean that your child with have the same interests and choices as she gets older. Also, she may need to try out more than one program or options before finding a good fit.

Things to consider:
- What will he do during the day?
- Where will she live?
- What financial supports are available?
- What medical supports are available?
- Are there social programs for him?
• Will she need help making legal decisions as an adult?
• Who will provide medical care and coverage?

Secondary Education

“My daughter has severe cerebral palsy and just graduated from U.C. Berkeley. She’s so bright – but she needed the support that she received from DSPS there.”

Even students with Intellectual Disability can go to college! Depending upon the school and the course of study, a student may earn a typical college degree or a specialized degree or certificate issued by the school. For more information, visit www.thinkcollege.net.

Disabled Students’ Programs and Services (DSPS)

Students with special needs who continue on to higher education have a number of services available to them. Upon admission to college, the student should contact the DSPS office which will refer the student for services. Every public and private community college, college, and university has a DSPS office.

Possible Services:
• Priority scheduling
• Registration assistance
• Classroom accommodations
• Alternate course assignments
• Large type print
• Learning disability services
• Mobility services
• Note-taking

Eligibility:

Students with a disability must submit verification when registering with the DSPS office. Criteria used to verify the diagnosis will depend on the diagnosis. It may helpful to have copies of medical records and previous IEPs to prove eligibility.

How to Apply:

Ideally, students will self-refer to the DSPS office of the campus they wish to attend. Students transitioning from public school districts should be provided assistance as part of their IEP.

DSPS Departments:

• American River College: 916-484-8382
• Cosumnes River College: 916-688-7275
• Folsom Lake College: (Folsom: 916-608-6611)
  (El Dorado Ctr.: 530-642-5630)
Day Programs

There are six categories of day programs:
(Excerpted from “Navigation Guide for Adult Day and Work Services” Alta California Regional Center

- **Activity Center:** An adult day program that serves adults who generally have acquired most basic self-care skills, have some ability to interact with others, are able to make their needs known, and respond to instructions. Activity center programs focus on the development and maintenance of the functional skills required for self-advocacy, community integration and employment. Typically one primary type of activity, like art centers, some look like workshops, social/recreational day programs, etc. Typical staff ratio is 1:6.

- **Adult Development Center:** Serves adults who are in the process of acquiring self-help skills. Participants generally need sustained support and direction in developing the ability to interact with others, to make their needs known, and to respond to instructions. Adult development center programs focus on the development and maintenance of the functional skills required for self-advocacy, community integration, employment, and self-care. Typical staff ratio is 1:4.

- **Behavior Management Program:** A community-based (not held at a central site) program that serves adults with severe behavior disorders and/or dual diagnosis who, because of their behavior problems, are not eligible or acceptable in any other community-based day program. Typical staff ratio is 1:3.

- **Community Integration Training Program:** Programs with a variety of training outcomes and support ratios. These programs can be specialized work preparation, intensive behavior support, mental health focused. Ratio may be 1:1. Programs vary in target populations and approaches.

- **Community Activities Supported Services:** Typically a variable ratio, time limited, community based adult service that may have a program emphasis on serving consumers with very specialized needs. CASS programs may or may not be structured to provide adult day program services, for example, transitional housing programs, wraparound services, etc.

- **Work Activity Programs:** If (the consumer) is not quite ready for supported employment or competitive work, there are vocational or job-training services that are offered to prepare him for supported employment. The work assignments offered in these programs are based on contracts made between employers in the community and the vocational agency. This type of work is done in a workshop setting and is designed to teach vocational skills.
For a worksheet containing questions to ask when choosing a program, please go section two of this booklet.

Paid Employment

The Work Services Program addresses the employment needs of persons with developmental disabilities. The Work Services Program provides work and community integration opportunities through Supported Employment Programs (SEPs) and Work Activity Programs (WAPs). These programs are available to persons who are Regional Center clients.

Supported Employment:

Supported employment takes place in a community setting such as a private business or a public agency. The consumer receives ongoing support services from a supported employment agency which are provided at the job site by a job coach. The amount and type of services vary depending upon the type of support needed.

Support services may include helping the person find a job by matching his interests and abilities with different types of jobs and on-the-job training. Jobs may be individual or group settings.

Supported employment may also take place in an “enclave” where 5 or 6 consumers share one job coach, but work in an integrated setting in the community.

Employment/Vocational Resources:
- Alta California Regional Center: 916-978-6400
- California Department of Rehabilitation: 916-324-1313
- Resources for Independent Living: 916-446-3074

LIVING OPTIONS

“I was so happy to learn that there are different options for living arrangements for my son when he is ready to move out on his own.”

As a parent thinking about living options for your young adult, you might benefit from “The Five Principles of Community Living” (from California Supported Living Network):

A Home of One’s Own

- Individuals live in homes that they own, lease or rent like other members of their community.
- They choose where they live and with whom, and they control what happens in their home.
• Individuals are secure in their homes and do not have to move if their needs, their services or their service agency changes.
• Individuals are safe in their home and neighborhood.

Choice and Self-Directed

• An Individual makes his or her own every day choices.
• Individuals plan for their futures.
• They direct the services they receive and have a choice of agencies and staff.
• Individuals are supported (e.g. technology, communication devices, behavioral support) to communicate the preferences, choices and needs.
• Individuals are satisfied with the services they receive.

Relationships

• An individual has family, friends and neighbors who support him or her in regular ways or as paid help.
• The individual and his or her circle of support work together as a team with the supported living agency and others to share responsibility for his or her well-being.

Community Membership

• An Individual full participates in the mainstream of community life.
• Individuals have opportunities to join clubs, groups, and churches.
• Individuals use local community resources and generic services.

Flexible, Tailored Services and Supports

• An Individual has a service plan, which is developed through a person-centered planning process.
• The plan reflects the support that the individual wants and needs.
• Services are provided in the person's home and community at times when they are preferred.
• Services offer the individual opportunities to increase competence, confidence and quality of life.

Family Home

Some adults choose to remain at home with their parents. The parents and teen should talk with the Alta Service Coordinator to determine what types of supports may be necessary in order for that to be possible.
Independent Living (Including living with roommate)

Independent living means that the person has his own home or apartment. Independent Living Services (ILS) provided instruction in areas such as cooking, cleaning, shopping, money management, etc. in order to live independently.

The intent of ILS is to provide ongoing, minimal supports which will allow an individual to live independently in the community.

Supported Living Services (SLS)

Supported living services are provided to people living in their own home or apartment, but who need more support and supervision than what is provided by ILS.

Family Home Agency

An organization recruits, certifies, trains and provides professional support to people who provide a home to an adult who requires the level of care of a group home, but allows only 2 consumers to live there.

Community Care Facilities (CCFs) – “Group Home”

Community Care Facilities (CCFs) are licensed to provide 24-hour residential care to adults with developmental disabilities who are in need of personal services, supervision, and/or assistance essential for self-protection or sustaining the activities of daily living. Based upon the types of services provided and the persons served, each CCF vendored by a regional center is designated one of the following service levels:

- SERVICE LEVEL 1: Limited care and supervision for persons with self-care skills and no behavior problems.
- SERVICE LEVEL 2: Care, supervision, and incidental training for persons with some self-care skills and no major behavior problems.
- SERVICE LEVEL 3: Care, supervision, and ongoing training for persons with significant deficits in self-help skills, and/or some limitations in physical coordination and mobility, and/or disruptive or self-injurious behavior.
- SERVICE LEVEL 4: Care, supervision, and professionally supervised training for persons with deficits in self-help skills, and/or severe impairment in physical coordination and mobility, and/or severely disruptive or self-injurious behavior. Service Level 4 is subdivided into Levels 4A through 4I, in which staffing levels are increased to correspond to the escalating severity of disability levels.
FINANCIAL ASSISTANCE

Supplemental Security Income (SSI)

SSI is a monthly cash benefit program administered by the Social Security Administration. The State of California adds a State Supplemental Payment (SSP). It is not necessary to have paid into Social Security, but if the child is under 18 years old, he must meet medical eligibility and the applicants (parents) must meet financial eligibility criteria. Children who were not eligible under age 18 because the family income was too high may qualify on their own and should reapply after age 18. SSI recipients are automatically eligible for Medi-Cal.

SSI and Employment

A person can work and still get SSI unless his income gets so high that he is no longer financially eligible. SSI has generous income counting rules. One half of the earned income is not counted in figuring the amount of the SSI payment. A person can also reduce countable income and thus increase the amount of the SSI payment through Impairment Related Work Expense (IRWE) deductions. These are the expenses the recipient pays out of pocket for assistance and treatment related to the disability and for the extra expenses someone has because of working and having a disability. For example, if a person lives in a group home which provides care and supervision in addition to room and board, the value of these services can be deducted from any earned income as an Impairment Related Work Expense.

PASS Plan

With a “Plan for Achieving Self Support” or PASS, income or an excess resource can be sheltered and not counted in determining eligibility for SSI. The income or resources sheltered can be used to pay for tuition, equipment needed to work, etc. Persons interested in seeing whether a PASS would assist them, and particularly persons not now eligible for SSI, should be referred to someone with expertise in writing and implementing Plans for Achieving Self Support.

How to Apply:  Call 800-772-1213 and ask for a “PASS Specialist”  Web site:  www.ssa.gov

Other Resources:

© Disability Rights California: 916-504-5800  
www.disabilityrightsca.org/issues/socialsecurity_pubs.html
® Resources for Independent Living:  916-446-3074

Other Resources:

- Alta California Regional Center: 916-978-6400
- California Supported Living Network: www.supportedliving.com
- California Dept. of Developmental Services: www.dds.ca.gov
- Disability Rights California: 916-504-5800
- Resources for Independent Living: 916-446-3074
In Home Support Service (IHSS)

IHSS is a county program designed to keep people in their homes who might otherwise be institutionalized. It provides payment to a care provider who can be a family member or someone hired specifically to help care for the person with special needs. The number of hours for which someone can be paid is based upon the time it takes for the provider to do the tasks that have been authorized. No time will be authorized for services that are solely for the “comfort” of the IHSS recipient.

The county has a formula for determining “time for task”. In order to prepare for the application/evaluation, it is recommended that you keep a log of the amount of time it takes to do each task with which the recipient requires help in order to make sure that you allot enough time for each task. People often do not realize all of the tasks involved in care and the length of time they take. For instance, if there are bathroom accidents, the clean-up time is not just the time for cleaning the person, but also the time it takes to take out the cleaning supplies and put them away again. Also, the time involved in certain tasks may vary from day to day. For instance, it may take twice as long one day to dress a person with spastic quadriplegia cerebral palsy as it does the next day because of differences in limb flexibility. The IHSS authorization will be based on an average time, so it is important to know the range of time a task may take.

In addition to paying someone to help with tasks for the consumer, IHSS may also pay for “protective supervision”. Protective supervision is watching people with severe mental impairments so they don’t hurt themselves at home. An IHSS provider may be paid to watch a disabled person to prevent injuries or accident when the person needs 24 hour supervision and can remain safely at home if it is provided.
For more information on IHSS:

Disability Rights California: 916-504-5800
www.disabilityrightsca.org/issues/inhome_pubs.html

County IHSS:
• Sacramento County IHSS: 916-874-9471
• Placer County IHSS: 916-787-8860
• Yolo County IHSS: 916-375-6239
• El Dorado County IHSS: 530-642-4800
• Nevada County IHSS: 530-274-5601
• Alpine County IHSS: 530-694-2235

TRANSITIONING TO ADULT MEDICAL CARE

“My daughter is 15 years old and has lots of medical needs. I worry about where to find doctors who understand her medical issues, can work with someone who is developmentally delayed…and who are accepting new Medi-Cal patients.”

When your child is between 18 and 21, most medical payers will require that he switch to adult medical providers. There are some things that parents can do in advance to make the tran-
• Find out the policies regarding age and service limits for your teen’s current doctors.
• Check with your insurer regarding the age limit of services under pediatric/adolescent care.
• Begin discussing transition with your child and health care providers at the age of 16.
• Ask your pediatric/adolescent medical provider to recommend an adult provider who is sensitive and knowledgeable about special health care needs and disabilities.
• Find out how your insurer handles referrals and consultations for transition to adult health care.
• Check with your insurance on how long they will cover your child. The policy may have age limitations.
• Check into Medi-Cal if your teen does not currently have private health insurance.
• Teach your teen to take charge of her health care services to the extent she is able.

If your child does not already have a medical alert bracelet, consider ordering one so that emergency personnel can readily access health information. (This is also a useful tool in case the person becomes lost or disoriented.)

If your child has extensive medical needs, you might want to explore your state’s legal requirements about limited conservatorship. This will allow you to make health care decision if he is unable to do so independently.

How to Help Your Teen be a Good Health Advocate

Teens with developmental disabilities may not be able to manage their health care independently; however, the goal is to make them as independent as possible by helping them to acquire as many self-advocacy skills as they can.

In order to be a good health advocate, your teen should:
• Know as much as possible about his diagnosis,
• Learn warning signs that mean emergency help is needed,
• Know who to call in an emergency,
• Keep track of appointments, be on time and be prepared,
• Write down questions for doctors before going to the appointment,
• If your teen doesn’t understand something that health care partners say, ask them to put it into terms that he can understand,
• Ask for copies of medical tests or reports for home medical file,
• Carry copies of his insurance card and other health care information,
• Know the medication(s) that she takes, the name(s) of the medicines, why they are taken, how much to take and when they should be taken,
• Keep a list of phone numbers and addresses of all doctors, clinics and hospitals,
• You and your teen should meet and talk with the new adult care doctor before switching so you can find someone with whom you are both comfortable.

Questions to Ask a New Health Provider

Before your teen becomes a patient of a new health care partner, you may want to set up an appointment to meet and ask questions. Write down your questions and take them with you.

You may want to include some of the following questions:

• Have you ever had a patient with special health care needs similar to my teen’s?
• Are you comfortable providing care for my teen that has special health care and/or developmental needs?
• Are you able/willing to talk with my teen’s pediatrician/adolescent health care provider to gain an understanding of his/her unique health issues?
• Do office visits include a time to talk with you about any concerns?
• Is your office accessible to someone who uses adaptive equipment?

Helping Your Teen Schedule & Keep Medical Appointments

Parents can help their teens learn to schedule and keep appointments by encouraging them to do it themselves. If your teen is able to use the phone, teach him how to look up the phone number of the person he needs to call. You may want to put frequently used numbers into the phone’s memory, or post them in an accessible place near the phone.

When scheduling an appointment, teach your teen to:

• Give his name and tell why he is calling, “My name is John Smith. I have a sore throat and I need an appointment to see the doctor”.
• Make sure that he has any information such as a medical record number or insurance number before calling.
• Write down the appointment date and time on a calendar.

If your teen is unable to use a phone but can use a computer, find out if the doctor or other provider has an e-mail address and will make appointments that way.

Help your teen to keep track of appointments with a smart phone, calendar or even notes tacked up around the house. You may also use a large day planner posted in an accessible place and use different colored markers or stickers so that he can tell at a glance what needs to be done that day.

Planning ahead for the appointment:

• How will she get to the doctor’s? Get a ride from parents? Public transportation or Paratransit or get a ride from a friend?
• What time will she need to leave in order to arrive at the appointment on time?
• What will she need to bring? Bus fare? Cell phone? Medical ID card? Money or other payment options?

**Medical Record Keeping**

Parents know the importance of keeping good records. Many teens with special needs can learn to keep records that they will maintain as adults. Teach your teen to save receipts, medical reports and financial information. Even if it is just handing you a receipt to file, your young adult is learning that it is important to keep track of these items.

The personal medical file and diagnosis information that your teen maintains can be in the form of a file, a binder or kept on a smart phone or computer.

Include:
• Medications taken, the dosage, how often and what for. Also include any precautions such as, “this medicine cannot be taken with pineapple juice”,
• Medical insurance information or coverage, including the name of the health care plan, medical record number or card number,
• A list of doctors’ names and contact numbers,
• Contact names and numbers for durable medical equipment vendors and a list of equipment or supplies,
• Social Security number,
• Diagnosis information,
• Copies of medical records.

“My daughter will not be able to maintain her extensive medical records by herself. Is there help with this?

Medic Alert, the company that provides bracelets and medallions that can be worn to alert emergency personnel and healthcare providers of a medical condition, also offers programs for tracking and managing a person’s medical records. For more information, contact Medic Alert at 888-633-4298 (http://www.medicalert.org)

**Resources for Health Care Services**

**Access for Infants and Mothers (AIM):**

Health coverage for pregnant women. (Newborn may be covered under Healthy Families). Designed for middle-income families who lack health insurance and whose income is too high to qualify for no-cost Medi-Cal. AIM is also available to those with health insurance if the maternity-only deductible of co-payment is more than $500.

✓ Services:
• Physician visits
• Hospital newborn nursery services
• Prescriptions
• Diagnostic testing
• Medical equipment
• Emergency services
• Mental health services, including alcohol and drug treatment
• Family Planning

Eligibility:
• Pregnant women (not more than 30 weeks)
• California resident for the last 6 months
• Not on Medi-Cal or Medicare
• Cannot have maternity benefits through private insurance
• Monthly income within guidelines

How to Apply:
The application is completed and sent in by mail. To request an application call 800-433-2611.
Web site: www.aim.ca.gov

California Children’s Services (CCS):

A county-administered program that pays for specialty health care for children birth to 21 with eligible medical condition(s). Services are provided by health care professionals who are approved by the State CCS program at Special Care Centers and Medical Therapy Program sites located on public school campuses.

Services:
• Diagnostic evaluations if a CCS - eligible diagnosis is suspected
• Treatment services
• Consultation, equipment, supplies, medications, orthodontics
• Therapy (Occupational and/or Physical)

Eligibility:
• Must be under age 21
• Be California resident
• No income eligibility for therapy or diagnostic evaluation, but for treatment services, must be enrolled in Medi-Cal or Healthy Families, have an annual family income of less than $40,000 or will expend more than 20% of annual family income on treatment of the CCS condition.
• Have a CCS-eligible condition: Go to www.dhcs.ca.gov/services/ccs

CCS Offices:
• Sacramento County: 916-875-9900
• Placer County: 530-886-8630
• Yolo County: 530-666-8333
• El Dorado County: 530-621-6231
• Nevada County: 530-265-1450
• Alpine County: 530-208-5970

There is an appeal process if eligibility is denied. Website: www.dhcs.ca.gov/services/ccs
Genetically Handicapped Persons Program (GHPP):

State program which provides medical case management and covers medical costs of individuals 21 years and over who have genetic diseases including cystic fibrosis, hemophilia, sickle cell disease, and other neurological and metabolic diseases.

✓ Services:
• Medical treatment and case management
✓ Eligibility:
• Individuals age 21 and over with genetic conditions who are partially or wholly unable to pay for care
• People under 21 with eligible conditions who are financially ineligible for CCS
✓ How to Apply:
Call 800-639-0597 or 916-327-0470.

Medi-Cal

California’s “Medicaid” program provides health insurance for low-income families and children who lack health insurance. Services may be obtained from any physician, clinic, or hospital that is a state-approved Medi-Cal provider.

✓ How to Apply:
Automatically eligible if receiving SSI/SSP. Assistance is provided by an eligibility worker who will collect documentation to verify income and other information. Applicants are notified of their status within 45 days of application. (If the applicant is disabled, the process may take up to 90 days.

County Medi-Cal Programs:
• Sacramento County: 916-874-2256
• Placer County: (Rocklin) 916-784-6000
  (North Lake Tahoe) 530-546-190
• Yolo County: (Woodland) 530-661-2750
  (West Sacramento) 916-375-6200
• El Dorado County: 530-642-7300
• Nevada County: 530-265-1340
• Alpine County: 530-694-2235 ext. 241

Dental Health Services

Provided through several programs in California (depending upon qualification), including CHDP, Medi-Cal, CCS, Healthy Families, and Alta California Regional Center.

CHDP (Child Health & Disability Prevention Program): Children up to the age of 20 who are eligible may receive free dental screening. If care is required, they will be referred to a dentist.
CHDP Programs:
- Sacramento County: 916-875-7151
- Placer County: 530-886-3620
- Yolo County: 530-666-8249
- El Dorado County: 530-621-6110
- Nevada County: 530-265-1462
- Alpine County: 530-694-2146

**Denti-Cal:** Children and young adults who are eligible for Medi-Cal or CHDP may receive dental services from a provider who participates in Denti-Cal. Services include annual preventive dental care for eligible people three years of age and older. Call 800-322-6384 to apply.

County Denti-Cal Programs:
- Sacramento County: 916-875-9900
- Placer County: 530-886-8630
- Yolo County: 530-666-8333
- El Dorado County: 530-621-6231
- Nevada County: 530-265-1450
- Alpine County: 530-208-5970

**CCS:** (For children who do not have Medi-Cal) Dental and orthodontic services may be provided if they are related to the treatment of the CCS-eligible condition or if the CCS-eligible condition would complicate routine dental care. Services include preventive and restorative services and general anesthesia when administered in a CCS-approved facility. Contact the case manager if the child already has CCS services.

**Schools of Dentistry:** Most dental schools will see children and adults with special health care needs in their general pediatric or advanced general dentistry clinics. Services are covered through Denti-Cal, third party payers, or fee-for-service (usually reduced fees).
- School of Dentistry, University of California, San Francisco
  415-476-1891  website: www.dentistry.ucsf.edu/
- School of Dentistry, University of the Pacific (Specialty Care Clinic)
  415-929-6675  website: www.dental.uop.edu/

**Alta California Regional Center:** Regional Center eligible consumers who have no access to dental care may be funded for care, including general anesthesia or orthodontics if the need is related to the developmental disability. Contact the consumer’s service coordinator for more information at 916-978-6400.

**Carrington College of California:** (Dental Hygiene Clinic) Provides free dental cleanings, X-rays, dental sealants, fluoride applications and home care instruction by dental hygiene students. Work is supervised by licensed dentists and dental hygienists. Patients must be at least 3 years old. Appointments required. Call 916-361-5168.
Sacramento City College Dental Clinic: Free or reduces fees for examinations, fillings and x-rays. Call 916-558-2303

Hearing Aids

The Better Hearing Institute (www.betterhearing.org ) lists numerous programs which provide free or low cost hearing aids to people who qualify.

Eye Glasses

The California Vision Project provides low or no cost vision care to eligible people. Go to www.californiavision.org or call 800-877-5738 for an application.

Mental Health Services

• Minors – Access Mental Health Services
  • Sacramento County: 916-875-9980
  • Placer County: 916-872-6549
  • Yolo County: 530-666-8630
  • El Dorado County:
    (Placerville): 530-621-6290
    (South Lake Tahoe): 530-573-7970
  • Nevada County: 530-470-2736
  • Alpine County: 530-694-1816

• Adults -Medi-Cal Managed Care: Mental health services are available through a managed care plan. The referral must be made by the patient’s primary care provider.
  • Sacramento County: 916-875-1055
  • Placer County: 916-787-8800
  • Yolo County: 530-666-8630
  • El Dorado County:
    (Placerville): 530-621-6290
    (South Lake Tahoe): 530-573-7970
  • Nevada County:
    (Grass Valley): 530-265-1437
    (Truckee): 530-582-7803
  • Alpine County: 530-694-1816

Planned Parenthood

Provides family planning and primary care information and services including birth control, pregnancy testing and options counseling. HIV testing, cancer screening, testing and treatment for sexually transmitted infection for men and women, prenatal and postpartum care, child and adult immunizations.
Contact:
  Sacramento County: 916-325-1730
  Placer County: 916-781-3310
  Yolo County: 530-662-4646
  Alpine County: 800-230-7526

County Primary Health Services:

- Sacramento County: 916-874-9670
- Placer County:
  (Auburn): 530-889-7215; Dental: 530-887-2800
  (Roseville): 916-784-6444
  (Kings Beach): 530-546-1970
- Yolo County:
  (Woodland): 530-666-8960; Dental: 530-666-8954
  (West Sac.): 916-403-2900; Dental: 916-403-2960
  (Davis): 530-758-2060; Dental: 530-757-4667
- El Dorado County: 530-621-7700
- Nevada County: 530-582-7814/530-265-1450
- Alpine County: 800-754-8889

Medication Assistance

Large pharmacy chains such as Wal-Mart and Target offer monthly generic prescriptions for as low as $4 per refill.

Other Resources:
- Needy Meds - www.needymeds.com
- Prescription Assistance Program – www.pparx.org
  (888-477-2669)
- RxAssist – Patient Assistance Programs – www.rxassist.org
- Patient Medication Assistance, Inc. –
  www.patientmedicationassistance.com
  (866-353-9377)

OTHER SERVICES AND SUPPORTS

Safety Skills

People with disabilities can be more vulnerable to abuse then other populations. As your teen spends less time with you and more time in the community you will want to be sure that she is prepared to deal with people who may be unscrupulous. Your SELPA or Alta may offer a program to help with safety skills.
Safety Tips:

- Consider purchasing a self-defense device for your teen, such as a personal alarm or whistle.
- Make sure he or she knows how to call for help (In some counties, if you call 911 on a cell phone you get the Highway Patrol and may be put on hold. You can program your teen’s cell phone with your local police department emergency number.
- Medic Alert bracelets can be purchased for people who have cognitive needs in addition to those who have medical needs. Your teen should be taught that in case of getting lost, she can show the bracelet to a “safe person” and ask him or her to call the phone number on it.

Teach your teen:

- How to identify a “safe person” if lost or if someone is following him. A “safe person” might be someone wearing uniform. An easily identifiable “safe person” might be a woman who has children with her.
- Not to be alone in an isolated place and what to do if someone is following her.
- About inappropriate touching or actions and who to tell.
- To only take safe routes to and from busses or stores.
- To use the buddy system when traveling
- That it is okay to question someone who is in an authority position if he does not feel right about being told to do something.

Sexuality

Excerpted from www.advocacyforyouth.org

Why Should Parents Be Concerned about Sex Education for Their Disabled Children?

Parents are, or should be, their children’s primary sex educators, but parents may be afraid to talk to their children (disabled or not) about sex. Parents often fear that: 1) talking about sex will encourage sexual experimentation; 2) they (the parents) don’t know enough to handle questions appropriately; and 3) their children already know too much or too little. In addition, parents of children who are living with disabilities may feel that their children are potential targets for sexual abuse or exploitation. Or the parents may fear that their children may be unable to appropriately express their sexual feelings.

In short, parents often fear that talking about sex may cause problems. But, parents need to assist any child—regardless of her/his abilities—to develop life skills. For example, without appropriate social skills, young people may have difficulty making and keeping friends and feel lonely and ‘different’. Without important sexual health knowledge, young people may make unwise decisions and/or take sexual health risks.

Parents have an important role in educating their disabled children about sex. Parents have the best knowledge of their children’s capabilities and of the values the parents want to emphasize.
General Guidelines for Parents

1. Acknowledge that everyone, including your child, is sexual—and has sexuality related emotions and desires.
2. Before you start a conversation with your child, make sure you know your own values and beliefs. Be honest with yourself.
3. Be ready to assert your personal privacy boundaries. For example, feel comfortable saying, if asked, that you will not discuss your own private sexual behavior.
4. Start talking with your children about sexuality while they are very young. Do not wait until they reach puberty (or later) for these conversations!
5. Use accurate language for body parts and bodily functions. Research shows that when a child has accurate language for private body parts, she is more likely to report abuse, if it occurs, than when the child lacks appropriate language.
6. Identify times to talk and communication strategies that work best for you and your child. For example, the best time might be Saturday morning on the way to a sports event or after school while you share a snack.
7. Avoid times and strategies that do not work well for your children and your situation. For example, you may be unable to carry on a coherent conversation while driving.
8. Be clear when discussing relationships. For example, calling your spouse ’Mommy’ or ‘Daddy’ can confuse a child and send confusing messages about family relationships and about sexuality; instead explain the relationship. “Your Mommy is my wife, so I call her Sarah, not Mommy.” Or you might say, “Your Uncle Leroy is my brother, like Jason is your brother. Leroy is your uncle, because he is my brother. When you have kids, Jason will be their uncle.”
9. Use photos, pictures, and other visual materials as often as possible. Showing family photos may help your child to understand different types of families and relationships.
10. Use ‘teachable moments’ that arise in daily life. For example, talk about a neighbor’s new pregnancy or a friend’s upcoming marriage, divorce, etc.
11. Be honest when your child asks questions. If you don’t know the answer, say so. Say you will find the answer and then do so. Be sure to get back to your child with the answer to his question.
12. Always acknowledge and value your child’s feelings and experience. Offer praise and support. Remember that minimizing how she feels is not a good way to build trust when talking about sensitive subjects. For example, “That’s a good question, and it is one I have had in the past, too.” Or, “I’m glad you feel happy when we talk. I feel happy, too.”
13. Be willing to repeat information over time. Don’t be impatient or expect your child to remember everything you said or to have entirely understood it.

Use all the reliable sources of information available to you—other parents whom you trust, educators, the public library, reliable Web sites, local bookstores, and health care providers. Information may be particularly useful to you when it comes from reputable organizations that deal with disabilities and/or sexuality. Be wary of relying on material that is negative about sexuality as such materials can limit your ability to be your child’s primary sex educator.
Friends & Relationships / Recreation

Just because your teen has a disability doesn’t mean he or she won’t be interested in having a boyfriend or girlfriend. It may mean, however, that you have to be more vigilant in communicating with your child what is appropriate social behavior. It may also mean that you may be involved in facilitating dates by providing transportation, attendant services etc. depending on your teen’s capabilities. Relationships are an important part of life - help your teen to maintain contact with friends he has made in school. Find new social activities that your teen may enjoy. There are community recreation programs for adults with developmental disabilities, as well as travel opportunities for persons with disabilities. Your SELPA or Alta may be able to provide a list of programs to help with social/recreational skills and opportunities.

Social/Recreational Programs (Park departments with adaptive programs are listed. You are also encouraged to take advantage of any inclusive programs that are of interest.):

- Access Leisure: 916-808-3809
- Cordova Recreation & Park Dept.: 916-362-1841
- Davis, City of, Adaptive Recreation: 530-757-5694
- Disabled Sports USA (Farwest): 916-722-6447
  Environmental Traveling Companions: 415-474-7662 (Wilderness access for people with special needs - includes river rafting and skiing.)
- New Directions: 805-967-2841 (Provides vacations for people with disabilities - weekend and international trips.)
- Placer ARC “On the Go” Program: 916-532-3495
- Roseville, City of, Adaptive Recreation: 916-774-5200
- Special Olympics: 916-375-1930
- Therapeutic Recreation Services: 916-381-0255
- West Sacramento, City of, SPARKS Program: 916-617-4620

Service Dogs

Service dogs are specially trained dogs that are matched with an individual’s special needs. The dogs can do things such as open and close drawers, pick up dropped items from the floor and assist individuals with disabilities in many other ways such as helping those who are blind, hearing impaired or who have seizures. The dogs are allowed by law to go anywhere the person with a disability goes, including restaurants. Families or individuals must go through an application and training process before being matched with a dog.
Northern California Assistance Dog Programs:

- Assistance Dog Institute: 707-545-3647
- Canine Companions for Independence: 866-224-3647
- Dogs 4 Diabetics: 925-246-5785
- Discovery Dogs: 916-295-1828
- Guide Dogs for the Blind: 415-499-4000
- Pet Partners: 425-679-5500
- San Francisco SPCA Hearing Dog Program: 415-554-3000

If you have a service dog, you can apply to the State Department of Social Services at (916) 657-2628 for a $50.00 per month stipend to help pay for its care.

Conservatorship

When your teen turns 18 years old, she is legally an adult in the eyes of the law. Conservatorship is a legal process some parents choose if their adult child has a developmental disability that affects her ability to make decisions. Whether or not to apply for conservatorship is a personal decision on the part of the family and the consumer. There are no right or wrong answers about whether to conserve an adult child. Some families chose to do so as soon as their teen turns 18, some chose to do so later, and some chose not to do it at all.

The following information is excerpted from "Conservatorship, Trusts and Wills for People with Developmental or Other Disabilities - A Guide for Families" by Sterling L. Ross, Jr., Attorney at Law. It should not be considered a substitute for legal advice from an attorney who is experienced with conservatorship. You should consult an attorney familiar with conservatorship to get advice on your individual situation. (The complete guide can be found at www.disabilityrightsca.org/pubs/500501.pdf.)

What Is Conservatorship?

Conservatorship is a legal proceeding in which an individual or agency (to be known as the "conservator") is appointed by a court to be responsible for a person who needs assistance in activities of daily living (the "conservatee"). A conservator of the person must ensure that the conservatee is properly fed, clothed and housed. A conservator of the estate is responsible for managing the conservatee's money and other property.

Before the court will grant a petition for the appointment of a personal conservator, it must be shown that the proposed conservatee is unable to provide properly for his or her personal needs for physical health, food, clothing or shelter. A conservator of the estate may be appointed for a person who is substantially unable to manage his or her own financial resources, or to resist fraud or undue influence.

What Is Limited Conservatorship?

Limited conservatorship is a form of conservatorship and applies only to adults who are "developmentally disabled" as defined in state law, and who are, or could be, clients of Califor-
nia's regional centers serving developmentally disabled citizens. This protective legal arrangement is "limited" because the adult with developmental disabilities retains the power to care for himself and/or to manage his financial resources commensurate with his ability to do so, as determined by the court. A limited conservatorship is used to promote and protect the well-being of the individual and is designed to encourage the development of maximum self-reliance and independence.

**Why Is Conservatorship Important?**

If you are the parent of an adult child who is developmentally disabled, conservatorship may provide you with the authority to speak on behalf of your son or daughter, or to play a role in his or her care, which you would not otherwise have. When your child reaches the age of majority (18), he or she becomes emancipated from parental control. The law presumes that the individual, regardless of handicapping condition, is capable of exercising the rights of an adult... Conservatorship would enable the parent to act on behalf of the person subject to periodic reviews by the court.

Conservatorship is most important when consent is required for a particular act, and a person with ... developmental disability is unable to give it. For example, the "informed consent" of a patient is required before an operation can be performed. If the patient is an adult with... developmental disability, parental consent frequently is not accepted unless the parent is also the patient's conservator. Without requesting a conservatorship, a parent may petition a court for authorization to give consent to medical treatment. Additionally, in some situations, the director of a regional center may consent to medical treatment for a regional center client.

The powers and duties of the conservator will be set forth in the order of appointment and statutory law. A clear understanding of the effect of these powers and duties is important when dealing with public agencies and managers of residential and day programs. For instance, the parent conservator may have to be notified of and approve proposed changes in residence, education or habilitation services.

**How Can I Determine If a Conservatorship Is Necessary?**

Some questions you should ask to determine whether a conservatorship is necessary are:

1. What decisions affecting the financial well-being of the individual with developmental disabilities is he unable to make? Can these decisions be made effectively through means other than the creation of a conservatorship? For example, if the individual's income is limited to SSI, money management may be accomplished through a representative payee.

2. Is the adult who is...developmentally disabled able to provide properly for his or her own personal needs for physical health, food, clothing or shelter?

3. Will a doctor continue to accept parental consent for medical treatment for a child who is...developmentally disabled, even though that child is an adult?
4. Does the regional center serving the developmentally disabled person recommend conservatorship?

**How Is Conservatorship Established?**

The conservatorship proceeding begins by filing a petition…usually the Superior Court of the county in which the proposed conservatee resides. Notices of hearing and a copy of the petition must be mailed to certain persons and agencies at least 15 days before the hearing and a document, known as a citation, must be personally presented to the proposed conservatee.

The proposed conservatee must attend the hearing unless she is (1) out of the state when served, (2) certified as medically unable to do so or, (3) unwilling to attend and does not oppose the petition…a court investigator must interview the proposed conservatee and, among other things, inform her of the nature of the proceedings and determine whether the individual is able to attend the hearing, wishes to contest the conservatorship, objects to the proposed conservator, or wishes to be represented by legal counsel.

Once established, a probate conservatorship…continues until the death of the conservatee or until otherwise terminated by order of the court. The death of a limited conservator terminates the relationship of limited conservator/limited conservatee. To fill the vacancy, a petition for appointment of a successor limited conservator must be filed.

…the court investigator must interview the conservatee again on or about the anniversary of the establishment of the conservatorship and every other year thereafter. The purpose of the interview is…to determine whether the conservatorship continues to be necessary and whether the conservator is acting in the best interests of the conservatee. The investigator’s report is forwarded to the court with a copy to the conservator or to her attorney. The investigator may visit persons other than the conservatee to determine whether the conservator is acting in the conservatee’s best interests. Conservatees are charged the cost to the county of the initial investigation and all subsequent periodic investigations. However, if the conservatee does not have sufficient funds to pay this cost, or if it would pose a hardship, the court will waive this charge.

**Who May Act as Conservator?**

Any individual who is an adult may be a conservator if the court is convinced that the person would act in the best interests of the conservatee. Private professional conservators may also serve in this capacity, as long as they file a background statement annually about the person(s) who perform the conservatorship services.

Two or more persons may serve as joint conservators….The advantage of having more than one conservator is that, if one should die, the other may continue to act without the necessity of filing another petition for the appointment of a new conservator.

**At What Point Should I Consider Conservatorship?**

Parents may wish to seek the advice of an attorney regarding conservatorship on two occasions: (1) when the child who is developmentally disabled has reached (or is nearing) 18 years of age, and (2) when the parents are writing their wills.
Conservatorship planning as a child reaches the age of 18 is important for the reasons already discussed. When drafting wills, one should consider conservatorship in the event that the person who is disabled will require supervision after the parents have died. If so, the will may be used to nominate a conservator to be appointed upon the death of both parents.

**How Do I Find an Attorney Knowledgeable in this Field?**

Contact local agencies that support people with developmental disabilities (including WarmLine Family Resource Center). Most associations are familiar with the attorneys in their area who have had experience in advising parents with children who are developmentally disabled. If you are still unsuccessful, many municipal and county bar associations have a lawyer referral panel.

**LIMITED CONSERVATORSHIP**

**What Powers Are Limited?**

Like a general conservator, a limited conservator has the care, custody and control of the limited conservatee except that, unless specifically requested in the petition and granted in the court's order, a limited conservator does not have any of the following powers or controls:

1. To determine the limited conservatee's place of residence;
2. To have access to the limited conservatee's confidential records;
3. To control the limited conservatee's right to marry;
4. To control the limited conservatee's right to contract;
5. To give consent for the limited conservatee's medical treatment;
6. To control the limited conservatee's social and sexual contacts and relations;
7. To make decisions concerning the limited conservatee's education.

However, each limited conservator is required to secure for the limited conservatee such habilitation or treatment, training, education, medical and psychological services, and social and vocational opportunity as appropriate and as will assist the limited conservatee in the development of maximum self-reliance and independence.

Any time a conservatorship petition alleges that the proposed conservatee lacks the capacity to give informed consent to medical treatment and asks that the court give the proposed conservator exclusive power in that domain, the petition must be accompanied by a medical doctor's declaration which states that the proposed conservatee lacks the capacity to give informed consent to any form of medical treatment. In addition, a limited conservator of the estate has authority to manage only those assets of the limited conservatee which are listed in the order of appointment.

**What Role Does the Regional Center Play in Limited Conservatorships?**

In every conservatorship involving a person who is developmentally disabled (subject to the consent of the proposed limited conservatee) the appropriate regional center must perform an assessment of the proposed conservatee and submit a report to the court. The report must specify the nature and degree of the proposed conservatee's disability and the areas in which the
proposed conservatee may need assistance. The costs of these assessments will be borne by the regional center. At least five days before the hearing, a copy of the regional center's report must also be sent to the proposed conservatee and to the petitioner and/or to any attorneys representing the parties.

**May a General Conservator, Rather than a Limited Conservator, Be Appointed for a Person Who Is Developmentally Disabled?**

If the cause of the incapacity requiring conservatorship involves a developmental disability, the petitioner must file a petition for a limited conservatorship. At the hearing on that petition, if the court finds that the proposed conservatee lacks the capacity to perform all of the tasks necessary to provide properly for his own personal needs for physical health, food, clothing, or shelter, the court has the authority to establish either a limited or a general conservatorship.

**GENERAL CONSERVATORSHIP**

1. Consent to Treatment -- ... a conservator does not have the power to consent to medical treatment on behalf of the conservatee unless a court order is obtained which authorizes substituted consent. The exception...is that consent may be given without a court order if the conservatee does not object to the proposed treatment.

   The order authorizing substituted consent may...find the conservatee incapable of giving consent to any form of treatment and transfers the sole power of consent to the conservator...If the conservatee is capable of consenting to some forms of treatment but not others, then the conservator must wait until treatment is required and obtain an order relating to the specific form of treatment proposed.

Under the Due Process Incompetence Determinations Act...a person has the capacity to give informed consent to medical treatment if the person is able to do all of the following:

(a) Respond knowingly and intelligently to questions about medical treatment.
(b) Understand the nature and seriousness of the illness that the person has.
(c) Understand the nature of the medical treatment that is being recommended by the health care provider.
(d) Understand the probable degree and duration of any benefits and risks of the medical treatment that is being recommended and the consequences of lack of treatment.
(e) Understand the nature, risks and benefits of any reasonable alternatives.

... Also, the law prohibits either a conservator or a court from authorizing electro-shock therapy, psycho surgery, or the administration of certain experimental drugs. Sterilization may occur in the context of a limited conservatorship but only under certain narrow circumstances. Sterilization cannot occur in any instance where it is determined that the individual knowingly opposes sterilization. Even absent this opposition, for a sterilization to occur, a special procedure must be followed which involves many protections for the limited conservatee. These protections include: mandatory appointment of counsel for the limited conservatee, appointment of a "facilitator" to assist the limited conservatee, assembly of a special panel of experts to personally interview the limited conservatee and make a recommendation to the court, and investigation by the appropriate regional center.
2. Contractual Capacity -- …a conservatee cannot enter into contracts or other financial transactions in excess of necessary expenses for food and clothing.

If you need to establish conservatorship for someone who will soon be 18, it is a good idea to start the process more than 3 months before the person’s 18th birthday. However, you do not have to establish conservatorship of your child with a disability when he or she becomes an adult if you do not want to. If you change your mind, you can apply for conservatorship at a later time.

For more general information on conservatorship, go to: www.courts.ca.gov/selfhelp-conservatorship.htm

It is possible to file for conservatorship without the help of a lawyer, but using an attorney who is experienced with conservatorship and estate planning is preferable. For information about the necessary forms, go to: www.saccourt.ca.gov/probate/conservatorship.aspx. For more general information on conservatorship, go to: www.courts.ca.gov/selfhelp-conservatorship.htm


**Power of Attorney**

An alternative to conservatorship may be for the teen to execute durable power of attorney and name a parent or other responsible adult as the agent. Obtaining durable power of attorney should be discussed with an experienced lawyer to determine if it is an appropriate option, since the person must be considered “competent” in order execute the request.

For more information, contact:

- Resources for Independent Living: 916-446-3074

**Estate Planning**

**Special Needs Trust**

When you have a teen or young adult with a disability, estate planning can be quite tricky. Because many adult children with developmental disabilities will rely on public benefits for medical and living expenses, it is important to protect these assets. A special needs trust allows a person with developmental disabilities to inherit money or assets without jeopardizing those benefits. Parents leave resources to the trust which is then managed by a trustee on behalf of the adult child. Even if you don’t think you have enough assets now to set up a special needs trust, consider talking with an estate planning attorney about possible options, including how other people such as grandparents, aunts or uncles may also leave gifts to the special needs trust for your teen or adult child.
A helpful resource is: “Conservatorship, Trusts & Wills for People with Developmental or Other Disabilities – A Guide for Families” available from Disability Rights California: 916-504-5800 or at www.disabilityrightsca.org/pubs/500501.pdf

Adapting Your Home for an Adult with a Disability

Your teen may already have outgrown you, in size and weight. If she plans on continuing to live at home as an adult and has mobility issues, you should start early to plan for what type of assistance and adaptive equipment she will need as an adult, especially if she is currently a client of California Children’s Services (CCS) since CCS covers children only up until age 21.

There are contractors who specialize in adapting homes. When you talk with a contractor, ask what experience she has had with this type of project.

For more resources online, go to: www.disabilityresources.org/architecture.html

Housing Resources:

Sacramento County:
- Sacramento County CCS: 916-875-9900
- Housing Now: 916-549-1044
- Rebuilding Together: 916-455-1880
- Resources for Independent Living: 916-446-3074

Placer County:
- Placer County CCS: 530-886-8630
- Placer Independent Resource Services (Placer County): (530) 885-6100
- Placer County Redevelopment Agency (rehabilitation loans): 530-889-2436
- Roseville Handyman Repair Program: 916-782-6247

Yolo County:
- Yolo County CCS: 530-666-8333

El Dorado County:
- El Dorado County CCS: 530-621-6231

Nevada County:
- Nevada County CCS: 530-265-1450

Alpine County:
- Alpine County CCS: 530-208-5970
Voter Registration

“My son just voted for the first time, even though he has cerebral palsy. He took the process very seriously and is so proud of his knowledge of the issues!”

Anyone, including people with a disability can vote as long as he meets certain conditions.

The person must:

• Be a United States citizen,
• Live in California,
• Be at least 18 years old,
• Not be in prison or on parole for a felony,
• Not have been told by a court that he or she cannot register to vote.

To register to vote, a person can obtain a voter registration card from the Secretary of State’s office [http://www.sos.ca.gov/elections/elections_vr.htm](http://www.sos.ca.gov/elections/elections_vr.htm) (800-345-8683)

For more information, including information on Alta’s role in voter registration, contact Disability Rights California (916-504-5800) or [www.disabilityrightsca.org/issues/voting_pubs.htm](http://www.disabilityrightsca.org/issues/voting_pubs.htm).

Selective Service Registration

All male U.S. citizens born after December 31, 1959, who are 18 but not yet 26 years old, including those who are “handicapped physically or mentally and able to function in public with or without assistance” must register for selective service. Among those not required to register are those who are “handicapped physically or mentally and who are continually confined to a residence, hospital or institution.”

The easiest and fastest way for a man to register is to register online. A young man can also fill out a registration card and send it to the Selective Service System.

Here are some places to register:

• On-line with Selective Service at [www.sss.gov](http://www.sss.gov)
• At the post office – Fill out the Selective Service registration
• At high school – Many high schools have a staff member appointed as a Selective Service Registrar.
Department of Motor Vehicles

Disabled Parking Placard

A person can be certified disabled by a physician if he has limited mobility or one of the following conditions:

- Heart or circulatory disease,
- Lung disease,
- A disease or disorder that significantly limits the use or mobility of lower extremities,
- Specific visual problems, including low vision, partial-sightedness, or blindness,
- The loss, or loss of the use, of one or both lower extremities or both hands.

Disabled license plates are available only to those with permanent disabilities. There is no fee for the plates other than the normal annual vehicle registration fee.

Both permanent and temporary disabled parking placards require a doctor’s certification unless the person has lost a lower extremity or both hands, and goes in person to the local DMV office to obtain a placard or already has a California disabled person (DP) or disabled veteran (DV) license plates.

To Apply for a Disabled Placard or License Plate:

- Fill out a copy of the “Application for Disabled Person Placard or Plates” form from www.dmv.ca.gov/forms/reg/reg195.pdf,
- Have a doctor sign the disability certification,
- Mail the completed application to the address indicated on the form. For a temporary placard, include a $6 fee. Permanent placards and license plates are free,
- Or, make an appointment at a local DMV office to deliver the application in person.

The placard or plates will be received within three weeks after the DMV receives the application.

Renewals:

Placards for permanently disabled persons are automatically renewed by the DMV.

Parking privileges for DP placard, DP plates or DV plates:

- In parking spaces with the International Symbol of Access (wheelchair symbol),
- Next to a blue curb authorized for handicap parking,
- Next to a green curb for as long as you wish,
- In an on-street metered parking space at no charge,
- In an area that indicates it requires a resident or merchant permit,
In addition to parking privileges, service stations must refuel a disabled person’s vehicle at self-service rates unless the service facility has only one employee on duty.

**Driver’s License**

People who have special needs can obtain a driver’s license. Under the Americans with Disabilities Act (ADA), drivers training companies must make “reasonable accommodations” to people with disabilities. After drivers training, the person must also pass both a driver’s test and a written (with accommodations, as necessary) test with the Department of Motor Vehicles (DMV). Check local phone books to find drivers training programs in the area.

The Association for Driver Rehabilitation Specialists (ADED) supports professionals working in the field of driver education/driver training and transportation equipment modifications for persons with disabilities. The ADED is the primary professional organization in this specialized area and it supports and encourages equipment development to maximize the transportation options for persons with disabilities.

Contact:  
To locate a professional in your area, call 866-672-9466 or [www.driver-ed.org](http://www.driver-ed.org)

**California Identification (ID) Card**

DMV issues ID cards to persons of any age. The ID card looks like a driver license, but is used for identification purposes only. A regular ID card is valid for six years, and a senior citizen ID card is valid for 10 years. To qualify for a senior citizen ID card, the person must be age 62 or older.

To apply for an ID card:

- **Visit a DMV office** (make an appointment for faster service) and complete an application form. (An original form must be submitted. Copies will not be accepted.),  
- **Give a thumb print**,  
- **Have a picture taken**,  
- **Provide a social security number.** (It will be verified with the Social Security Administration),  
- **Verify birth date with birth certificate**,  
- **Pay the application fee.** (No fee for a senior citizen ID card.)

Verify the address on the application before leaving DMV and tell the DMV representative if the address is incorrect. The new ID will be mailed within 60 days. If the card has not been received after 60 days, call 800-777-0133 to check the status. Have the receipt and/or old ID card available to provide information when requested.
DMV will exchange a valid license for a no-fee ID card to drivers who are no longer able to drive safely because of a physical or mental condition. Please call the local DMV for additional information.

To renew an ID card:

- Visit a DMV office (make an appointment for faster service) and complete an application form. (An original form must be submitted. Copies will not be accepted.),
- Give a thumb print,
- Have a picture taken,
- Provide a social security number. (It will be verified with the Social Security Administration),
- Verify birth date with birth certificate,
- Pay the application fee. (No fee for a senior citizen ID card.)

Verify the address on the application before leaving DMV and tell the DMV representative if the address is incorrect. The new ID will be mailed within 60 days. If the card has not been received after 60 days, call 800-777-0133 to check the status. Have the receipt and/or old ID card available to provide information when requested.

Public Transportation

How to use public transportation with support or independently is an appropriate IEP goal for a student who is transitioning and should be discussed by the team. It is an extremely important skill for teens/young adults with disabilities.

Every area has some version of alternatives to fixed route public transportation for people with disabilities who cannot use regular public transportation. These programs, however, require that the rider qualifies as disabled. Each agency listed can give you more information about their requirements and the areas they serve.

Sacramento County:
- Folsom Dial-a-Ride: 916-355-8347
- Elk Grove E-Van: 916-683-8726
- Paratransit: 916-429-2744

Placer County:
- Dial-a-Ride: 916-745-7560 or 530-745-7560

Yolo County:
- Davis Community Transit Dial-a-Ride: 530-757-4408
- Med-Star: 916-669-0550
- Yolobuss Dial-a-Ride:
  - (Davis/Woodland): 530-666-2877; (West Sacramento): 916-371-2877

El Dorado County:
- El Dorado Transit Dial-a-Ride: 530-642-3696 or 916-933-7766
Nevada County:
- Dial-a-Ride: 530-477-0103

Alpine County:
- Dial-a-Ride: 530-694-9301

Utilities

Both Sacramento Municipal Utility District (SMUD) (electrical service) and P.G.&E. (gas) have discounted rates for people with special healthcare needs who meet their requirements.

Sacramento Municipal Utility District (SMUD)

The Medical Equipment Discount (MED) Rate discount program is designed to help customers who have higher electricity costs from running certain energy-intensive medical equipment. To qualify for the $15 monthly MED Rate discount, a full-time resident of the household must have a medical requirement certified by a licensed physician.

The MED Rate covers:

- In-home dialysis cycler
- Electric wheelchair
- Oxygen concentrator
- Extraordinary heating or air-conditioning needs for people with conditions such as paraplegia, quadriplegia or multiple sclerosis.

or call 916-742-7370

SMUD also offers assistance to low income customers. For more information, go to www.smud.org or call 888-742-7683

P.G. & E.:

Pacific Gas and Electric Company’s Medical Baseline Program provides additional quantities of energy at the lowest (baseline) price to residential customers with certain medical conditions.

Customers dependent on life-support equipment and those with special heating or cooling needs may be eligible to receive a standard medical baseline rate.

If the customer notifies P.G. & E. (and applies for medical baseline) that a full-time resident in the home is dependent on life-support equipment, P.G. & E. will attempt to notify customers if ser-
vice will be interrupted due to planned maintenance, repair or construction. They will also at-
tempt to notify life-support customers in the event of rolling blackouts.

To print out the application, call 800-743-5000 or go to:

http://www.pge.com/includes/docs/pdfs/myhome/customerservice/financialassistance/medicalbas
eine/lifesupport/howtoapply/16pt_Eng_Application.pdf

Sacramento County: Community Resource Project (CRP)

CRP provides services to people living on limited incomes or with disabilities.

Services:
• Home Energy Assistance Program (HEAP) to off-set the costs of heating and/or
  cooling. Call 916-567-5200
• Weatherization Program assists in providing attic insulation and venting,
  replacement of broken glass, door weather stripping, low flow showerheads.
  Call 916-567-5220 ext. 2201
• WIC (Women’s, Infants, and Children) nutritional assistance program.
  Call 916-326-5830

California Telephone Access Program

Provides equipment and/or service free of charge to people with special needs to help
them use telephone services more effectively.

Services/Equipment:

• Speed dial
• Operator assisted dialing
• Amplifiers
• Headsets
• Switches
• TTYs
• Three way calling
• Directory assistance exemption
• Braille TTYs
• Ring signal devices
• Special telephones
• Accessories

To be eligible, a person must:

• Live in California
• Have telephone service at residence
• Be certified in one or more of the following disabilities - either temporarily or permanently:
  • Deaf/deafened
  • Hard of hearing
  • Cognitive disability
  • Mobility/manipulation problems
  • Blind/low vision
  • Speech difficulty
To Apply: Complete application form that is available from call center at 800-806-1191 Website: http://ddtp.cpuc.ca.gov/homepage.aspx

California LifeLine Program

The California LifeLine Program provides discounted home phone service to qualified households.

There are two ways to qualify; program based, including Medi-Cal and SSI and income based – with annual income of $24,000 to two household members and $34,000 for four household members.

To apply:
1. Contact your local home phone company and ask for the California LifeLine discounts.
2. Your local phone company will review the eligibility rules with you.
3. Your application with your PIN will be mailed to you.
4. Submit your application online at www.californialifeline.com or by mail with the required documentation.
5. The California LifeLine administrator will send you a letter informing you whether your application was approved.
Section Two

This section contains checklists that parents and teens/young adults may find useful when planning for transition to adult services. It includes:

- A Student’s Guide to Participating in the IEP Meeting
- “My Transition Goals”
- Independent Living Skills
- Guide to IPP
- Questions to Ask When Touring Day Programs
- Questions to Ask When Touring Group Homes
- My Social Support System
- Resources for Parents…
A Student's Guide to Participating in the IEP Meeting


Introduction

Welcome to learning to participate in your IEP. Being a part of the team that writes your IEP is an important thing to do. It's your education and your future – you should have input into how it looks. Participating in your IEP is not hard once you’ve had some practice. Your first time, you’ll probably need quite a bit of help from your parents and/or teachers, but after that, it will be much easier.

What is an IEP?

IEP stands for Individualized Education Program (IEP). The IEP is a document that describes the educational plan for you, a student with a disability. Your IEP includes information about your disability, what skills you currently have and what skills you’ll need to work on over the next year. It also tells what services the school will be provided and where.

Why Do Students With Disabilities Need an IEP?

The Individuals with Disabilities Education Act (IDEA) requires each student with disabilities who receives special education services to have an IEP. The IEP helps the school meet your special needs. It also helps you plan educational goals for yourself.

What is the Purpose of an IEP?

The purpose of the IEP is to make sure that everyone - you, your family, and school staff knows what your educational program will be this year. It is a legal document and the school must follow what is written in it.

Where is the IEP Developed?

The IEP is developed during an IEP meeting.

Who Comes to the IEP Meeting?

There is a team of professionals who will help your write your IEP. Not everyone is required to attend the IEP meeting. The people who are required are in bold below. You are not required to attend, but learning as early as possible how the IEP process works will help you learn self-advocacy skills which will be needed and helpful your whole life.

- You
- Your parents
- At least one of your regular education teachers, if you are (or may be) taking part in regular education
- At least one of your special education teachers (or special education providers)
• **Someone who can talk about your evaluation results** and what they mean, especially what kind of instruction you need
• **Someone from the school system** who knows about special education services and educating students with disabilities and who can talk about what resources the school system has. This person may be your principal, a school counselor, or someone else from the school system
• People from transition service agencies (such as vocational rehabilitation), if you're going to be talking about what you plan to do after leaving high school and what you need to do now to get ready
• Other people who know you your strengths and needs very well and who can help you plan your educational program

**How often is the IEP Meeting Held?**

The law requires that your IEP is reviewed at least once a year. However, you, your parents, or the school can ask for more IEP meetings, if any of you think that it’s necessary.

**Why Should I Participate in the IEP Meeting?**

It’s your educational program everyone will be discussing in the meeting. Your opinions are an important part of this discussion. Also, it is never too early to learn important self-advocacy skills.

**How Do I Help Develop my IEP?**

There are five basic steps:

1. Talk to your parents and teachers.
2. Review last year’s IEP.
3. Think about your strengths and needs in school.
4. Write your goals for this school year.
5. Practice what you want to say at the meeting.

**What to Do Before the IEP Meeting**

1. Tell your family and teachers that you are interested in participating in your next IEP meeting. Ask your parents or teachers when your next IEP is due to be reviewed. Write the date below.

   Next IEP Date: ____________________________

2. Ask your parents or teachers for a copy of your current IEP.
3. Read your IEP carefully. The IEP has different sections which are listed below.
4. Ask your parents or teachers to explain what is written in your IEP, section-by-section. Ask questions. Make sure you understand the sections and information in your IEP.
Sections of the IEP

Your IEP must include certain information. This information is usually organized into the sections listed below. Your new IEP will also have these sections or information.

- **Present levels of educational performance**: This section includes information about how you are doing in school and sometimes in other aspects of your life.
- **Goals for the year**, broken down into short-term objectives or benchmarks,
- **What special education and related services the school will provide to you**,
- An explanation of how much of your school day (if any) you will spend not participating with children without disabilities in the regular class and other school activities,
- The **modifications** you will need when state or district-wide tests are given, or an explanation of why taking these tests is not appropriate for you; if you won't be taking these tests, then your IEP must say how you will be tested instead,
- **When and where the school will start providing services to you, how often the services will be provided, and how long the services are expected to last**,
- **How the school will measure your progress toward your goals and how the school will tell your parents about your progress**,
- The **transition services you need** to get ready for life after finishing high school.

One final note about what's on your IEP:

- If your state transfers rights to young people when they (turn 18), then at least one year before that time your IEP must state that you have been told about any rights that will transfer to you.

Writing Your IEP

You can fill in the blanks on the pages below or write your answers on a separate paper. You may also use a tape recorder to dictate your answers to someone who can write them down for you.

What is your disability called?

How does your disability affect you in school and at home? (For example, what things in school are harder because of your disability?)
What do you think is important for others to know about your disability?

Look at your old IEP goals. Do you think you have met those goals and objectives/benchmarks? (This means you can do the things listed there.) Put a check next to the goals and objectives you have met.

What goals and objectives/benchmarks have you NOT met? You may need to ask your parents and teacher(s) about this.

Make a list of:

- Each class,
- Which classes are easy or hard and why,
- What are your strengths in each class (ask your teacher for help, if needed),
- What are your needs in each class (ask your teacher for help, if needed),
- What accommodations would make you more successful? (There is a list of accommodations below)
- Develop new goals for this year, using the list of strengths and needs you and your parents and teachers developed.

Below is what your list will look like. Make a list on another piece of paper for each one of your classes.
<table>
<thead>
<tr>
<th>Class:</th>
<th>□ Hard □ Easy</th>
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</thead>
<tbody>
<tr>
<td>Why?</td>
<td></td>
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<tr>
<td>Strength:</td>
<td></td>
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<tr>
<td>Need:</td>
<td></td>
</tr>
<tr>
<td>Accommodations:</td>
<td></td>
</tr>
<tr>
<td>Goals:</td>
<td></td>
</tr>
</tbody>
</table>

What I want to do after I finish high school (for example: college, job, etc.):

What I need to do this year go get ready for what I want to do after high school

Work with your parents and teachers to write a draft IEP document that includes all the information above. Make copies for everyone who will be at the meeting.

**List of Accommodations**

Accommodations are things the school or your teacher can do to make it easier for you to learn by adapting or adjusting what you're learning or how they're teaching. Some common accommodations schools make for students with disabilities are listed below.

**Note-taking Accommodations**

- Use a tape recorder in the classroom
- Use another student's notes
- Have a note taker in the class
- Use teacher's notes
- Use computer or typewriter
Test Taking Accommodations

- Extended time on test
- Take test in quiet area
- Have test read to you
- Take test orally

Additional Accommodations

- Use textbooks-on-tape
- Have extra set of books for home and school
- Restroom use (medical accommodations)
- Use a calculator or dictionary in class
- Have additional time to get from class to class
- Have seating in front of class
- Have extended time to take standardized tests

Getting Ready for the IEP Meeting

1. Talk to your special education teacher or regular education teacher about setting a time, date, and place for the IEP meeting. Make a list of who should be there.
2. Once the meeting is set, send everyone on your list an invitation like the example below:

   Please come to my IEP meeting and share your ideas.

   Date: Wednesday, October 2, 2012
   Time: 2:30 p.m.
   Place: Meeting Room 4

   If you cannot attend this meeting, please let me know when we can meet to talk about my IEP. Thank you.

   Signed,
   Your name

To get ready for your IEP meeting, think about and then practice with your parents or teacher about what you want to say. Things for you to talk about at the meeting:

- Describe your disability and how it affects your learning,
- Talk about your strengths and needs,
- Describe your learning style (how you learn best and what gets in the way of your learning),
- Tell team members the accommodations you need and why,
- List your educational goals and talk about your transition plans for the future.
Participating in Your IEP Meeting

1. Make sure everyone knows each other. You may introduce them or have them introduce themselves when the meeting starts.
2. Speak up and maintain good eye contact.
3. Talk about the things you practiced (see above):
4. Ask for additional suggestions and comments on your IEP content. Be sure everyone has a chance to talk and share their ideas.
5. Listen to ideas and suggestions from the other IEP team members. **If you don't understand something, ask for an explanation.**
6. Share your feelings about the goals and objectives the other team member suggest. Try to come to agreement about what goals and objectives are important to list in your IEP. (If you cannot finish in the time you have, set a time and date for another meeting.)
7. Write down (or have someone else write down) everything that’s been decided, so that a final IEP can be written.
8. When the meeting is over, thank everyone for attending.
9. Get a copy of the IEP for your records.

After the IEP Meeting

1. Go over your copy of the IEP and make sure you understand what it says.
2. Keep this copy of the IEP, so you can look over it whenever you need to.
3. Work to accomplish the goals and objectives/benchmarks in your IEP.
4. Review your IEP throughout the year. If anything needs to be changed for example, you've met goals in a class and want to write new goals, or you need more help with a subject ask your special education teacher, your regular education teacher, or your parents to schedule another IEP meeting.
My Transition Plans/Goals

The following is a guide for helping you form a plan and goals for what you would like to do after you leave school. The plans you make today may not be the plans you have in the future. That’s O.K.! This is a way to start you thinking about what you want for your future. You can change it as often as you like!

You can also use this list to help you plan for your Individualized Program Plan (IPP) meeting with your Alta service coordinator.

My Disability:

How my disability affects me:

Things I need help/support with:

Where I want to live in the future:

☐ My parents’ home
☐ Small family home
☐ Group home
☐ My own home or apartment ☐ With roommate ☐ Without roommate

Support/help I’ll need to live where I want:

☐ Money
☐ Help finding a place to live
☐ Training with independent living skills, such as:
☐ Regular (daily) support and help with independent living skills

What do you currently do during the day?

☐ High school at:
☐ Transition program at:
☐ Day program at:
☐ Job (type):
☐ College (study):
What is your goal?

- High school at:
- Transition program at:
- Day program at:
- Job (type):
- College (study):

What services do you need to help you work?

- A job coach or aide at the job
- Training in a workshop
- Other training
- More education
- Access to workplace – ramps, etc.
- Transportation
- Other:

Support you need with medical care:

- I don’t need support at this time
- I need help getting medical insurance
- I need help finding a doctor
- I need help finding a dentist
- I need help finding a pharmacy to fill my prescriptions

What do you like to do for fun?

- Visit friends
- Go to movies
- Go out to eat
- Attend organized social events
- Listen to music at home
- Go to concerts
- Watch TV
- Play sports
- Other:

What services do you need to help you do the things you want to do?

- Training
- Attendant / Facilitator
- Transportation
- Set up a circle of friends
- Job Coach
- Other
What other things do you think you need help with?

☐ Cooking for myself
☐ Shopping for things I need
☐ Personal Care (For example: IHSS)
☐ Cleaning my place
☐ Managing my money
☐ Meeting more people/making friends
☐ Riding the bus or other transportation
☐ Learning about personal/sexual relationships
☐ Getting along better with people
☐ Self advocacy and knowing my legal rights
☐ Problems with Social Security, SSI, or other assistance programs
☐ Learning about self-defense
☐ Other

What other services do you need to help with these things?

☐ An attendant
☐ An assistant to help with chores
☐ Just someone to ask questions to
☐ Help setting up a circle of friends
☐ An advocate or lawyer
☐ A service coordinator to help me plan for and get services I need
☐ Training. What type?
☐ Other

Excerpted from “Your IPP, It’s Not Just a Piece of Paper! A Self-Advocacy Manual for People Who Get Services from Regional Centers”
Capitol People First & Protection and Advocacy, Inc. Peer Advocacy Project, Revised 2003
Questions to Ask When Visiting a Day Program

Program Name:

Address: Phone:

Contact Person/Director:

Does the program offer:

☐ Community integrated activities
☐ Site-based activities
☐ Employment training
☐ Paid employment
☐ Support for participants who have various levels of developmental disabilities
☐ Activities during the day which enhance participants’ independent living skills
☐ Other:

What communities does the program serve?

How long has the program been in business?

Are there other sites? Ratio of participants to staff?

What are the qualifications/experience of the director/manager?

What are the qualifications/experience of the staff?

How is new staff trained?

Is there on-going (regular) staff training?
What are the attendance requirements?  

What are the hours of the program?

Does the program provide transportation?

Average age of the participants in the program?

How many participants currently attend this program?

How does the program communicate with parents or caregivers?

Is the program completely accessible?

What types of communication are used?  Does all staff know how to communicate with non-verbal participants?

What self-care abilities are required of the participants?

Does the program administer medications during program hours?

How is medication administration documented?

What documentation does the program require from the doctor?
Does the program collect money for activities? □ Yes □ No

How will the money be accounted for?

Who decides what activities will be offered?

Do participants take part in decisions about activities and training?

What activities are offered in a typical week/month?

Are the participants provided with a weekly/monthly schedule of upcoming activities?

How are the participants grouped together?

Does staff work with the same participants regularly?

Does the time spent traveling to and from program count as part of the program hours?

What are the attendance requirements?

What are the program’s hours?
If this is an employment program, what are the employer’s expectations?

How does this program evaluate its own performance?

Will this program use my feedback and input?

What behavior interventions/programs are used?

How are participants’ rights taught and built into the program?
Are the rights and grievance procedures posted in a place where everyone can see them?
# Questions When Touring a Group Home

**Name of home:**  
**Date:**

**Address:**  
**Phone:**

**Contact person:**

**How many homes does company own?**

**Do owners live there?**

**Number of residents?**  
**Are they verbal, ambulatory, etc.?**

**Average level of independence with ADL, etc.**

## Staff
1. **Experience of staff?**  
2. **Staff training/continuing training?**
3. **Staff to resident ratio?**

## Weekend/pm activities:
1. **Who decides what to do?**
2. **Do residents take turns deciding?**
3. **Can resident opt out of activities?**
4. **Can residents go out independently?**
5. **What about errands, such as clothes shopping and haircuts?**

## Individual or shared bedrooms?
1. **Cable?**
2. **Internet?**
3. **Phone?**

**How many people per bedroom?**
Bathroom
1. Is bathroom time i.e., showering scheduled? 1.

Laundry
1. Do residents wash own clothes? 1.
3. Are changes negotiable? 3.

Chores
1. Are residents responsible for helping? 1.

Meals
3. Do residents have input into menus? 3.
5. Set meal times? 5.

Medication
1. Does staff administer medications? 1.
2. How is it documented? 2.

1. Do they have house meetings? 1.
2. What is discussed? 2.

What is visitation policy for family?
Friends?
Questions to Ask a Supported Living Agency
From Disability Rights California, “Rights Under the Lanterman Act”

How to Interview a Supported Living Agency

A supported living agency can give you the services you need to live independently. Before you choose an agency, make sure they understand what you need, and that they can provide the services you need to live on your own.

You can start by saying, “I would like to know more about your agency. Can we set up a time so I can call or visit and ask you some questions.”

You can use this paper to ask them questions and make notes about their answers.

Sample Questions

1. What services can you provide to help me live on my own?
   ____________________________________________________________

2. How can you help me become active in community activities?
   ____________________________________________________________

3. I would like to live in __________________________. How can you help me live there?
   ____________________________________________________________

4. I like to ____________________ (for example: dance, have pets). How can you help me do this?
   ____________________________________________________________

5. How soon could you start working with me?
   ____________________________________________________________

6. Please tell me about the staff people who would help me?
   ____________________________________________________________

7. Can I pick the staff person I want to work with me?
   ____________________________________________________________

8. Who would I call if I need help at night or on the weekend?
   ____________________________________________________________
9. Have you ever stopped someone’s support services? Why? ________________________________

10. What do you expect from me? ________________________________

11. What is your agency’s philosophy or “mission statement”? ________________________________

12. How many other people does your agency help? ________________________________

13. Is there anything else you want me to know about your agency? ________________________________

14. Can you give me the names and phone numbers of other people you have helped so I can speak to them? ________________________________

(Editor’s addition)

15. If I choose, will my family (parents, siblings, grandparents) be able to come and go in my house whenever they want? ________________________________

After you talk to the agency, ask yourself these questions. This may help you to decide which agency is best for you.

What did you like about the agency? ________________________________

What did you dislike or feel worried about? ________________________________

Do you have other questions you would like to ask them? If so, you can write them here:

____________________________________________________________
## Independent Living Skills

<table>
<thead>
<tr>
<th>Skill</th>
<th>Can Do Independently</th>
<th>Can Do W/ Help</th>
<th>Needs Someone To Do This</th>
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<tbody>
<tr>
<td><strong>Medical Care/Health Skills</strong></td>
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<tr>
<td>Describe her medical condition(s)</td>
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<tr>
<td>Understands how his special need affects daily life</td>
<td></td>
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<tr>
<td>Can prepare and ask questions of health care providers</td>
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<tr>
<td>Knows:</td>
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<tr>
<td>1. The medications he takes</td>
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<tr>
<td>2. When to take them</td>
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<td>3. What they are for</td>
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<tr>
<td>4. How to refill them</td>
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<tr>
<td>Can perform own treatments, therapy or exercises</td>
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<tr>
<td>Can manage own (special) diet</td>
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<tr>
<td>Can call or go on-line to make appointments for medical or dental care</td>
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<tr>
<td>Can recognize signs &amp; symptoms which require a doctor or dentist visit, such as infection, breathing problems, skin breakdown, urinary tract infection, high fever, allergic reaction, toothache</td>
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<tr>
<td>Can recognize signs &amp; symptoms of medical emergency and can activate EMS (Emergency Medical System)</td>
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<tr>
<td>Knows what equipment she uses, what is does and who to contact for repairs</td>
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<tr>
<td>Understands basic sexuality concepts</td>
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<td>Other:</td>
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<td>Other:</td>
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<tr>
<td><strong>Insurance</strong></td>
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<tr>
<td>Knows insurance plan name, address, case manager contact information and is responsible for insurance ID card</td>
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<td>Other:</td>
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<tr>
<td>Other:</td>
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<tr>
<td><strong>Providers</strong></td>
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<tr>
<td>Knows names of primary care providers (dentist, specialists) and how to contact</td>
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<tr>
<td>Knows how to make medical appointments</td>
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<tr>
<td>Knows how to order medications from pharmacy, equipment from providers, etc.</td>
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<tr>
<td>Keeps summary medical file</td>
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<td>Other:</td>
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<td>Other:</td>
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<tr>
<td>Skill</td>
<td>Can Do Independently</td>
<td>Can Do W/ Help</td>
<td>Needs Someone To Do This</td>
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<td>----------------------------------------------------------------------</td>
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<tr>
<td>Interview, hire, instruct, evaluate, terminate attendant/helper</td>
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<tr>
<td>Has appropriate social skills</td>
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<tr>
<td>Understands about inappropriate touching or actions and who to tell if it happens</td>
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<tr>
<td>Has driver’s license or state ID card</td>
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<tr>
<td>Able to pay for item(s) in store or restaurant</td>
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<td>Able to use public transportation</td>
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<td>Has safe, affordable housing</td>
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<tr>
<td>Can budget money and pay bills</td>
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<tr>
<td>Make bed</td>
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<tr>
<td>Uses telephone</td>
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<td></td>
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<tr>
<td>Launder clothes</td>
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<tr>
<td>Wash dishes</td>
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<tr>
<td>Shop for food</td>
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<td></td>
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<tr>
<td>Cook food</td>
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<tr>
<td>Feed self</td>
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<tr>
<td>Dress self</td>
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<tr>
<td>Choose appropriate clothing for occasion or weather</td>
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<tr>
<td>Other:</td>
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<td>Other:</td>
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</table>

### Self-Care
- Use toilet (clean, intermittent catheterization or bowel program)
- Shower or bathe
- Brush teeth
- Brush hair
- Inspect skin for breakdown
- Other:
- Other:

### Mobility
- Ambulate independently
- Ambulate with use of aids
- Use wheelchair independently
- Transfer
- Other:
- Other:
<table>
<thead>
<tr>
<th>Skill</th>
<th>Can Do Independently</th>
<th>Can Do W/ Help</th>
<th>Needs Someone To Do This</th>
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</thead>
<tbody>
<tr>
<td>Can use a computer, search the internet, word process</td>
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<tr>
<td>Can advocate for self, regarding accommodations needed in school, work, community or home</td>
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<td>Has a resume</td>
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<tr>
<td>Can complete a job application and can interview for a job</td>
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<tr>
<td>Has obtained vocational training or performed volunteer service</td>
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<tr>
<td>Has developed the interpersonal skills necessary to maintain employment</td>
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<tr>
<td>Knows how to apply and register for college</td>
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<tr>
<td>Knows how to access disability support and counseling services</td>
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<td>Other:</td>
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<td>Other:</td>
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### Recreation & Leisure

<table>
<thead>
<tr>
<th>Skill</th>
<th>Can Do Independently</th>
<th>Can Do W/ Help</th>
<th>Needs Someone To Do This</th>
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<tbody>
<tr>
<td>Has developed a variety of recreation &amp; leisure skills</td>
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<tr>
<td>Has spectator or audience member skills</td>
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<tr>
<td>Can identify affordable recreation &amp; leisure activities</td>
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<tr>
<td>Can arrange social activities</td>
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<tr>
<td>Has identified social supports through family, peer group, mentors, community resources</td>
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<td>Other:</td>
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<td>Other:</td>
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## My Social Support System

### My Family Members

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### My Friends

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### My Service Partners

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### My Doctors/Dentist

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### Other Support People

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Resources for Parents of Teens with Special Needs

Information/Advocacy

→ Area Board 3 (Advocates on behalf of people w/ disabilities in California.)
  www.areaboard3.org  916-263-3085

→ AT Network (Expanding the accessibility of tools, resources and technology that will help increase independence, improve personal productivity and enhance the quality of life for all Californians)
  www.atnet.org/  800-390-2699

→ The ARC (Nat’l organization of and for people w/ intellectual & related disabilities.)
  www.thearc.org  800-433-5255

→ Beach Center of Families & Disability (Works to enhance the quality of life of families, their partnerships with professionals, the support they receive during early childhood years, and their transition to adulthood to increase great expectations for the future.)
  www.beachcenter.org  785-864-7600

→ California Association of Family Empowerment Centers (Provide information, resources, technical assistance, and systems change advocacy for a statewide network of local FECs which provide family education, empowerment, and parent-professional collaborative activities for families of children with disabilities ages 3-22 years old.)
  www.cafec.org  916-285-1800

→ Disability Resources on The Internet
  www.disabilityresources.org

→ Disability Rights California (Numerous helpful publications regarding legal rights of disabled people including special education, regional centers, IHSS and SSI.)
  www.disabilityrightsca.org/index.htm  916-504-5800

→ Disability Rights Education & Defense Fund (DREDF) (The mission is to advance the civil and human rights of people with disabilities through legal advocacy, training, education, and public policy and legislative development.)
  www.dredf.org  510-644-2555

→ Family Village (For children & adults w/ disabilities & their families, their friends & allies.)
  www.familyvillage.wisc.edu

→ Family Voices of California (Grass roots family advocacy group focusing on health care related issues.)
  www.familyvoicesofca.org  888-835-5669

→ Make-A-Wish Foundation (Grants wishes to children w/ life threatening medical conditions)
  www.sacnortheast.wish.org  916-437-0206
Matrix (Parent Training & Information Ctr. Located in Fairfield and Novato)
www.matrixparents.org  800-578-2592

MIND Institute / Center for Excellence in Developmental Disabilities
www.ucdmc.ucdavic.edu/mindinstitute  916-703-0280

National Information Ctr. For Children & Youth w/ Disabilities (NICHCY) (Information on
disabilities in infants, toddlers, children, and youth. Excellent information on transition.)
www.nichcy.org  800-695-0285

People First of California (Self-Advocates Training Self-Advocates "We are people first, our
disability is second!")
www.peoplefirstca.org  916-552-6625

Rowell Family Empowerment Center (Parent Training & Information / Family Empowerment
Center for Northern California
www.rfec.org  530-226-5129

Sibling Support Project (Dedicated to the life-long concerns of brothers and sisters of people who
have special needs.)
www.siblingsupport.org  206-297-6368

WarmLine Family Resource Ctr (Support for families of children with special needs 0-22 years)
www.warmlinefrc.org  916-922-9276

Transition Specific Information

National Information Ctr. For Children & Youth w/ Disabilities (NICHCY) (Information on
disabilities in infants, toddlers, children, and youth. Excellent information on transition.)
www.nichcy.org  800-695-0285

University of Minnesota Nat’l Ctr. on Secondary Education & Training (Information on
transition to adult life. Parent briefs are clear & concise.)
www.ncset.org

University of Washington Adolescent Health Transition Program (Information for adolescents to
learn to manage their own health care.)
www.depts.washington.edu/healthtr/  206-685-1358

Health Services

California Children’s Services (CCS) (Health care for children who qualify and who have an
eligible diagnosis)
www.dhcs.ca.gov/services/ccs/Pages/default.aspx

My Friends Pediatric Day Healthcare Center (Respite care for medically fragile children up to age
21.)
www.myfriendsonline.org  916-987-8632
Needy Meds (Medication assistance)
www.needymeds.com

Prescription Assistance Program (Medication assistance)
www.pparx.org 888-477-2669

RxAssist – Patient Assistance Programs (Medication assistance)
www.rxassist.org

Patient Medication Assistance, Inc (Medication assistance)
www.patientmedicationassistance.com 866-353-9377

Developmental Disabilities

Alta California Regional Center (ACRC) (Serves individuals with developmental disabilities and their families.)
www.altaregional.org 916-978-6400

California Department of Developmental Services (DDS)
www.dds.ca.gov/ (Consumer’s Corner)
www.dds.ca.gov/ConsumerCorner/Home.cfm

Education

AT Network (Expanding the accessibility of tools, resources and technology that will help increase independence, improve personal productivity and enhance the quality of life for all Californians)
www.atnet.org/ 800-390-2699

California Services for Technical Assistance and Training (CalSTAT) (Supports and develops partnerships with schools and families by providing training, technical assistance and resources to both special education and general education.
www.calstat.org
www.calstat.org/pdf/transition_guide_request.pdf  Transition Guide

California Department of Education, Special Education Division (State agency which oversees both general and special education programs)
www.cde.ca.gov/sp/se/ 916-319-0800

Disability Rights California (“Special Education Rights & Responsibilities” – Chapter 10: Transition IEPs)
www.disabilityrightsca.org/pubs/504001SERR.htm 916-504-5800

Think College (For students with intellectual disabilities)
www.thinkcollege.net
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WarmLine Family Resource Center

Sacramento:
2025 Hurley Way, Suite 100
Sacramento, CA  95825
916-922-9276/800-660-7995 ♦ Spanish 916-922-1490 ♦
Fax 916-922-9341
www.warmlinefrc.org   email:  warmline@warmlinefrc.org

Placer County:
6960 Destiny Dr., Suite 106
Rocklin, CA  95677
916-632-2100 ♦ Spanish 916-922-1490 ♦
Fax 916-632-2103
www.warmlinefrc.org   email:  warmline@warmlinefrc.org

“Serving Families and Professionals Involved with Children with Special Needs Since 1993.”

2012