



The Commonwealth of Massachusetts

Executive Office of Health & Human Services

Department of Developmental Services

Northeast Region

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DDS Northeast Region

Adult Autism Resource Guide

2017

Please submit changes to:

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[The Autism Omnibus Bill](#)

The 2014 **Autism Omnibus Bill** is a landmark bill addressing unmet needs of people with autism spectrum disorder (ASD). This bill reflects the state legislature’s commitment to address the needs of the growing numbers of people with ASD in the Commonwealth.

The bill includes the following key provisions:

- A requirement that MassHealth cover medically necessary treatments for children with ASD who are under 21 years old – including ABA therapies as well as dedicated and non-dedicated AAC devices;
- Extension of Department of Developmental Services (DDS) eligibility to many persons with Autism, Prader Willi Syndrome and Smith-Magenis syndrome;
- The creation of an Autism Endorsement for special education teachers to enable them to voluntarily gain in-depth knowledge about the complexities of educating students with ASD;
- The creation of tax-free saving accounts (called “Achieving a Better Life Experience” or ABLE) to help families cover anticipated disability-related expenses for individuals with ASD and other physical and developmental disabilities;
- Requiring DMH and DDS to develop and implement a plan to provide services to individuals who have both a mental illness and a developmental disabilities; and
- Establishing the **Autism Commission** as a permanent entity. For more information about the **Autism Commission**, visit: <http://www.mass.gov/eohhs/gov/commissions-and-initiatives/autism/>

For more information about the Autism Omnibus Bill visit:

<http://www.mass.gov/eohhs/consumer/disability-services/services-by-type/intellectual-disability/newsroom/dds-autism-omnibus.pdf>

About the Massachusetts Department of Developmental Services (DDS)

www.mass.gov/dds

Massachusetts has a comprehensive system of specialized services and supports to give individuals with intellectual disabilities the opportunities to live the way they choose. The Department is the state agency that manages and oversees this service system. Every day, we provide these specialized services and supports to approximately 37,000 adults with intellectual disabilities and children with developmental disabilities. The types of specialized services and supports include day supports, employment supports, residential supports, family supports, respite, and transportation. We provide these services through facilities and community-based state operated programs and by contracting with 235 private provider agencies.

DDS Adult Autism Eligibility

Adult Autism Eligibility applications may be submitted at age 17, even if the individual is still enrolled in school. DDS adult funded services begin once the individual is out of school or reaches age 22.

Download the DDS Adult Eligibility application here:

English - <http://www.mass.gov/eohhs/docs/dmr/awp/dds-elig-app-child-adult-eng.pdf>

Spanish - <http://www.mass.gov/eohhs/docs/dmr/awp/dds-elig-app-child-adult-span.pdf>

For all applications, copies of the following are needed for the applicant:

1. Birth Certificate
2. Health Insurance Card(s)
3. Social Security Card(s)
4. Proof of Massachusetts domicile (i.e., copy of utility bill, Massachusetts ID, or driver's license)

The following are helpful to include with application and may be requested by the Eligibility Department:

1. Most recent IEP, school records
2. For older adults, we may ask for a release to obtain old school transcripts to see what type of classes the applicant took and if there is an indication of Special Education needs.
3. Available Intelligence/Cognitive Testing (IQ)

If all required paperwork is not received with the application, an "Incomplete Application Letter" is sent to the applicant and/or application contact person. This letter will provide details of what additional paperwork is needed.

Once all paperwork is received and the application is complete, an Eligibility Specialist is assigned and will reach out to the individual and/or application contact to schedule an Intake Interview. During the Intake Interview, the Specialist gathers psychosocial history information and information about the individual's adaptive functioning.

When the Specialist has completed the interview and assessments, the application and materials are sent to the Regional Eligibility Psychologist for clinical review.

Once a determination is made, the applicant and/or contact person will be mailed a packet of information with a letter stating his/her eligibility status. The packet will include information on how to appeal an INELIGIBLE decision, or contact information for his/her local DDS Area Office if found ELIGIBLE.

***For Eligibility Intake Questions in DDS Northeast Region
Call (978) 774-5000 ext. 850***

Eligibility Fact Sheet for Adult Autism Spectrum Disorders

In order to be eligible for supports and services from the Department of Developmental Services a person must:

1. Be domiciled in the Commonwealth of Massachusetts.
2. Have a primary diagnosis of Autism Spectrum Disorder (“ASD”), based on the most recent addition of the Diagnostic and Statistical Manual (DSM V).
3. Provide the Department with an evaluation(s) for Autism Spectrum Disorder, completed by a qualified physician or psychologist, that includes standardized diagnostic instruments such as the Autism Diagnostic and Observation Schedule (ADOS), Autism Diagnostic Interview-Revised (ADI-R) the Childhood Autism Rating Scale, 2nd edition (CARS-2), Gilliam Autism Rating Scale 3rd edition (GARS-3), Gilliam Asperger’s Disorder Scale (GADS). In cases that an evaluation from a standardized diagnostic instrument **is not provided**, a diagnostic assessment provided by a qualified physician or psychologist detailing the reasons for the ASD diagnosis must be provided.
4. Have substantial functional impairment in three or more areas of the seven areas of major life activities as determined by Adaptive Skill Testing administered by DDS. The seven areas are self-care, expressive communication, receptive communication, learning, mobility, capacity for self-direction, economic self-sufficiency. Adaptive Skill tests such as the Scales of Independent Behavior, Revised (SIB-R), Vineland Adaptive Behavior Scales, 3rd edition (Vineland III) and the Adaptive Behavior Assessment Scale (ABAS) assess the individual’s capabilities with respect to daily activities. In some cases, the Department may need additional information to determine if an applicant has substantial functional impairment and may obtain this information by administering an alternative adaptive skill test, the Major Life Activities Questionnaire, and/or require the applicant to attend an in-person interview with the DDS Psychologist.
5. Provide documentation and information that demonstrates that ASD and substantial functional impairment manifested prior to 22 years of age.
6. Provide documentation and information that demonstrate that the developmental disability is likely to continue indefinitely (chronic) and which reflects a need for a combination and sequence of special, interdisciplinary or generic supports or assistance that is lifelong in nature.
7. Provide personal, clinical, psychological, medical/specialty, and educational records that indicate a diagnosis of ASD made through psychological and/or psychiatric evaluations that clearly outline the justification for the differential diagnosis.
8. Provide the reports from previous adaptive assessments.
9. Although IQ is not a relevant determinative factor, providing IQ information is recommended because it helps delineate both the strengths and weaknesses of the individual and assists in support planning.

[Welcome to the Journey! Navigating DDS](#)

You have been determined Eligible for Adult Autism Services. *Now what?*

Once the individual receives an acceptance letter for Adult Autism Eligibility from the Regional Eligibility Office, they are assigned to an **Autism Service Coordinator** at the local Area Office.

Upon notification of the individual's eligibility, the Autism Service Coordinator will contact the individual to set up an Intake Meeting with the individual and family. This meeting can take place either at the DDS Area Office or at the individual's home, as well as during the Supports Intensity Scale (SIS) assessment.

During the Intake Meeting, the Autism Service Coordinator will get to know the individual and his/her family members and will explain DDS services. The Autism Service Coordinator will facilitate the development of services and supports with referrals to provider agencies and other resources in response to the individual's needs. All services and supports are subject to appropriation.

If the individual is enrolled in DDS funded services, Autism Service Coordinator will coordinate and facilitate the development of the (ISP) Individual Service Plan as well as periodic team meetings for individuals on their caseload. The Autism Service Coordinator will also monitor the implementation of these support services and ISP process with provider agencies.

The Autism Service Coordinator monitors the safety and well-being of assigned individuals and provides advocacy in human, civil and legal rights. He or she maintains communication and outreach with community services and other state agencies and coordinates referrals as needed.

In summary, the Autism Service Coordinator provides the following for individuals on his/her caseload:

- Manages the budget allocation for individuals who are allocated DDS funds
- Coordinates referrals to provider agencies and oversees services
- Attends IEP's and Transition Meetings
- Leads ISP Meetings and Team Meetings

Overview of Services Available for Adults with ASD and no ID*:

**Contact your Autism Service Coordinator for more information about these services*

- **Service Coordination/Support Brokerage**
- **Individual Supports**
(e.g., Adult Companion, Individualized Home Supports)

Adult Companion is non-medical care, supervision and socialization provided to an adult. Services may include assistance with meals and basic activities of daily living incidental to the support and supervision of the individual. The service is provided to carry out personal outcomes identified in the individual plan that support the individual to successfully reside in his/her home or in the family home. Providers may also perform light housekeeping tasks that are incidental to the care and supervision of the participant.

Individualized Home Supports consists of limited services and supports in a variety of activities that may be provided regularly and are determined necessary to prevent institutionalization. These services may include teaching and fostering the acquisition, retention or improvement of skills related to personal finance, health, shopping, use of community resources, community safety, and other social and adaptive skills to live in the community as specified in the POC. This service provides the support necessary for the participant to establish, live in and maintain on an on-going basis a household of their choosing, in a personal home or family home to meet their habilitative needs. It may also include training and education in self determination/ self-advocacy to enable the participant to acquire skills to exercise control and responsibility over the services and supports they receive to become more independent, integrated and productive in their communities.

- **Autism Coaching**

Autism Coaching is an individualized one on one service between a DDS eligible adult on the autism spectrum and a qualified profession coach who works for a providers and has both extensive knowledge about individuals with autism spectrum disorders and significant expertise in mental health issues. Coaching is a form of support which is therapeutic in nature based on the strength of the relationship but is not therapy.

- **Referral to Clinical Supports**

(e.g., Behavioral, Psychiatric, Ancillary Services, Assistive Technology)

Behavioral Supports and Consultative services are necessary to improve the individual's independence and integration in their community. This service is available to waiver participants, to unpaid caregivers, and or paid staff in carrying out individual support plans which are designed to remediate identified challenging behaviors or to acquire socially appropriate behaviors. Behavioral supports and consultation are provided by professionals in the fields of psychology, mental health, or special education. The service may include a functional assessment, the development of a home-based behavioral support plan, training and technical assistance to paid and unpaid caregivers, monitoring of the effectiveness of the plan, and the implementation of the plan. The professional(s) will make recommendations to the Support Team. This service is available in the individual's home or in the community.

- **Community Based Day Services (CBDS)**

CBDS is designed to enable an individual to enrich his or her life and enjoy a full range of community activities by providing opportunities for developing, enhancing, and maintaining competency in personal, social and community activities. Services include, but are not limited to, the following service options: career exploration, including assessing interests through volunteer experiences or situational assessments; community integration experiences to support fuller participation in community life; skill development and training; development of activities of daily living and independent living skills; socialization experiences and support to enhance interpersonal skills; and pursuit of personal interests and hobbies.

This service is intended for individuals of working-age who may be on a “pathway” to employment; as a supplemental service for individuals who are employed part-time and need a structured and supervised program of services during the day when they are not working, which may include opportunities for socialization and peer support; and individuals who are of

retirement-age and who need and want to participate in a structured and supervised program of services in a group setting.

- **Employment Supports**

(Individual or Group Supported Employment)

In Individual Supported Employment programs, individuals receive assistance from a provider to obtain a job based on identified needs and interests. Individuals may receive supports at a job in the community or in a self-employed business. Regular or periodic assistance, training and support are provided for the purpose of developing, maintaining and/or improving job skills, and fostering career advancement opportunities. Natural supports are developed by the provider to help increase inclusion and independence of the individual within the community setting. Employees should have regular contact with co-workers, customers, supervisors and individuals without disabilities and have the same opportunities as their non-disabled co-workers. Individuals are generally paid by the employer, but in some circumstances may be paid by the provider agency.

In Group Supported Employment, a small group of individuals, (typically 2 to 8), work in the community under the supervision of a provider agency. Emphasis is on work in an integrated environment, with the opportunity for individuals to have contact with co-workers, customers, supervisors, and others without disabilities. Group Supported Employment may include small groups in industry (enclave); provider businesses/small business model; mobile work crews which allow for integration, and temporary services which may assist in securing an individual position within a business. Most often, the individuals are considered employees of the provider agency and are paid and receive benefits from that agency

- **Family Support Services**

Family support navigation consists of the provision of unbiased expert information and referral supports that are designed to assist families to identify needs and to facilitate and gain access to local generic supports through coordination between family and other service providers. The Family Navigator acts as a guide and resource development expert to insure that families have knowledge and access to a broad array of generic community resources, provides assistance in navigating the system, and recognizes and promotes the value of natural supports. Family Navigators respond to the specific ethnic and linguistic needs of families in the geographic area where they reside and offer timely and relevant information to families regarding available resources in the community. They assist families to identify their strengths and develop individualized family emergency contingency plans. The Family Navigator provides opportunities for families to develop collaborative networks with other families and acts as a resource developer for the family. The Family Navigator manages the access to and use of state funds for respite.

- **Respite Supports**

Respite Services provided in either a) licensed respite facility, b) or in the home of the participant, c) or in the family home, d) or in the home of an individual family provider to waiver participants who are unable to care for themselves. Services are provided on a short-term overnight basis because of either the absence or need for relief of those persons who normally provide care for the participant or due to the needs of the

participant. *Respite facilities are limited in certain geographic areas and some are only available for emergency situations. Contact your Autism Service Coordinator for more information.*

- **DDS Service Delivery Models:**

- **Traditional Model**

The provider agency contracts directly with DDS to deliver a specific range of supports to the individual. The agency has full authority and responsibility for hiring, training, supervising and paying employees. The individuals, families, and service teams develop Individual Service Plans (ISP) and provide input on other day to day decisions. The provider agency manages all aspects of the budget according to federal and state laws and other DDS requirements.

- **Agency With Choice** (*see [Self-Advocacy and Self-Determination](#)*)

Allows individuals and families to select and manage staff and to purchase goods and services, without having to be responsible for regulatory, accounting, legal and technical duties associated with being an employer and purchaser.

- **PDP – Participant Directed Program** (*see [Self-Advocacy and Self-Determination](#)*)

Offers the most flexibility to arrange and customize supports based on the individual's needs and preferences. The individual can hire his/her own staff and make decisions about how to best use their DDS funded allocation. A Support Broker helps the person develop a network of services/supports within the allocated resources.

DDS Northeast Region Area Offices and Towns

DDS NORTHEAST REGION

Hogan Regional Center
450 Maple Street
PO Box A
Hathorne, MA 01937
Main: (978) 774-5000 Fax: (978) 739-0410
Kelly Lawless, Regional Director
Kathy Pearson, Admin. Assistant
Karen McDonald, Community Systems Director
Kevin Sullivan, Regional Operations Manager
Amy Nazaire, Director of Family Support
Scott Kluge, Northeast Residential Services
Lea Hill, Autism Program Coordinator
Bev McGovern, Self Direction Support Manager
Valerie MacKenzie, Director of Eligibility and Risk
Erin Kroll, Regional Eligibility Coordinator

AREA OFFICES - NORTHEASTERN MASS.

DDS – Lowell

325 Chelmsford Street
Lowell, MA 01851
Main: (978) 322-4300
Fax: (978) 970-0468
Tom Marshall, Area Director
Sharon Brown, Asst. Area Director
Laurie El-Boustany, Child, Adoles.

BillERICA•Chelmsford•Dracut•Dunstable•Lowell
Tewksbury•Tyngsboro•Westford

DDS - Metro North

27 Water Street
Wakefield, MA 01880
Main: (781) 338-2300
Fax: (781) 338-2302
Bruce Turransky, Area Director
JoAnn Koni, Asst. Area Director
Orlease Flemmings, Child, Adoles.

Everett•Lynnfield•Malden•Medford•Melrose
North Reading•Reading•Saugus•Stoneham•Wakefield

DDS – Central Middlesex

35 Nagog Park – Suite 2000
Acton, MA 01720
Main: (978) 206-2050
Fax: (978) 206-2062
LynnLee Jordan, Area Director
Kevin McDonough, Asst. Area Director
Ama Jones, Child/Adoles.

Acton•Arlington•Bedford•Boxboro•Burlington•Carlisle•Concord
•Lexington•Lincoln•Littleton•Maynard•Stow•Wilmington•
Winchester•Woburn

DDS – Merrimack

280 Merrimack Street
2nd Fl. (mail), 3rd Fl. (visit)
Lawrence, MA 01843
Main: (978) 521-9432
Fax: (978) 521-9439

Michelle Vercellone, Area Director
Ken Moran, Asst. Area Director
Maria Gomez, Child, Adoles.

Amesbury•Andover•Boxford•Georgetown•Groveland
Haverhill•Lawrence•Merrimack•Methuen•Newbury
Newburyport•North Andover•Rowley
Salisbury•West Newbury

DDS - North Shore

100 Cummings Center, Suite 150 B
181 Eliot Street
Beverly, MA 01915
Main: (978) 927-2727
Fax: (978) 927-9182

Tom Marshall, Acting Area Director
Heller Shoop, Asst. Area Director
Kristi Denley, Child/Adoles.

Beverly•Danvers•Essex•Gloucester•Hamilton•Ipswich
Lynn•Manchester•Marblehead•Middleton•Nahant•Peabody
Rockport•Salem•Swampscott•Topsfield•Wenham

DDS Northeast Region Autism Support Center

- **Northeast Arc/Autism Support Center**

<http://www.ne-arcautismsupportcenter.org>

The Autism Support Center provides an array of information and referral services, resources, and supports to children and adults with autism spectrum disorders. The Center conducts broad outreach and provides services to families from diverse cultural, ethnic and linguistic communities in the geographic area they are serving and creates partnerships with community organizations and other resources in order to provide culturally responsive services.

The array of services and supports to families includes:

- Information and Referral
- Family Clinics and Trainings
- Support Groups
- Access to the latest information on autism
- Parent Networking and Mentoring
- Social/recreational events, among other activities

- **Northeast Arc Autism Support Center**

6 Southside Road, Danvers, MA 01923

(978) 777-9135

Adult Specialist, Phyllis Kizner, 978-624-3747, pkizner@ne-arc.org

Co-Directors, Susan Gilroy, sgilroy@ne-arc.org and Gloria Castillo, gcastillo@ne-arc.org

General Email: asc@ne-arc.org

- **The Spotlight Program**

<http://spotlightprogram.com/>

The Northeast Arc/Autism Support Center Spotlight Program fosters the development of social-emotional competence and confidence. The program provides an array of opportunities and therapeutic services for individuals who struggle to navigate the social world. This includes those with Asperger's Syndrome, PDD-NOS, High Functioning Autism, ADD/ADHD, Anxiety, Mood Disorders and other related diagnoses.

Spotlight utilizes a unique, three-part model to facilitate social growth:

1. Developing trust and alliance between participants and staff to create safe, positive and fun relationships then using those relationships to facilitate social learning.
2. Using drama, theater and improvisation activities to provide a context for experiential social pragmatic learning.
3. Creating strong, intrinsic motivation by incorporating participants' special interests into group activities.

Spotlight Program Director, Carrie Chapman Breaux, 978-624-2334, cbreaux@ne-arc.org

[DDS Northeast Region's Family Support Centers](#) **Autism Support**

Bridgewell

www.bridgewell.org

162 Boston Street
Lynn, MA 01904

Jodi W. Smith, MEd, LMHC

Clinical Director of Autism Services

(978) 656-6965

jsmith@bridgewell.org

Tim Foley

Director of the Family Support Center

(339) 883-1761

tfoley@bridgewell.org

Northeast Arc

www.ne-arc.org

6 Southside Road
Danvers, MA 01923

Phyllis Kizner

Adult Specialist, Autism Support Center

(978) 624-3747

pkizner@ne-arc.org

Susan Gilroy Co-Director, Autism Support Center

(978) 624-2302

sgilroy@ne-arc.org

Gloria Ricardi Castillo Co-Director, Autism Support Center

(978) 624-2301

gcastillo@ne-arc.org

Fidelity House

www.fidelityhhs.org

439 S. Union Street, Suite 401
Lawrence, MA 01843

Melissa Benoit

Adult ASD Specialist Navigator

(978) 332-9186

mboenit@fidelityhhs.org

Susan Lunn

VP of Children and Family Services

(978) 685-9471 x157

slunn@fidelityhhs.org

LifeLinks

www.lifelinksinc.net

285 Mill Road
Chelmsford, MA 01824

Anabel Polanco

Autism Program Coordinator

(978) 349-3043

apolanco@lifelinksinc.net

Christie Cleaver

Director of Family Support Services

(978) 349-3005

ccleaver@lifelinksinc.net

EMARC

www.theemarc.org

26 Princess Street, 3rd Floor
Wakefield, MA 01880

Debra Thompson

Family Support Coordinator

(781) 587-2310

dthompson@theemarc.org

Paula Thompson

Program Specialist

(781) 587-2316

pthompson@theemarc.org

Riverside Community Care

www.riversidecc.org

300 West Cummings Park, Suite 354
Woburn, MA 01801

Ashley Shea

Family Support Assistant Director

(781) 686-7276

ashea@riversidecc.org

Kristen D'Andrea

Family Support Director

(781) 801-5247

kdandrea@riversidecc.org

Ask about bilingual/translation services at your Family Support Center

Department of Mental Health (DMH) Northeast Area Offices

Susan C. Wing, Area Director
 Kenneth Mitchell, M.D., Area Medical Director
 Daniel Breslin, M.D., Area Medical Director
 Linda Simons, Director of Community Services
 Laurie Gobeil, Director of Child & Adolescent Services
 Karin Orr, Area Forensic Director
 365 East Street/P.O. Box 387
 Tewksbury, MA 01876-0387
 Phone (978) 863-5000

DMH Operated Facilities in Area Psychiatric Services, Tewksbury Hospital 365 East Street Tewksbury, MA 01876	Telephone Number (978) 851-7321 x2859 Fax (978) 851-1029	Person in Charge Marilyn Feitelberg Chief Operating Officer
<u>Local Service Sites</u>		
Acton Site Office 35 Nagog Park, 2nd Floor Acton, MA 01720 <i>Acton, Arlington, Bedford, Belmont, Boxborough, Burlington, Carlisle, Concord, Lexington, Lincoln, Littleton, Maynard, Stow, Waltham, Watertown, Wilmington, Winchester, Woburn</i>	Telephone Number (978) 206-2100 Fax (978) 206-2127 TTY (978) 206-2126	Person in Charge Lynne Musto Site Director
Essex North Site Office 280 Merrimack Street, 3rd Floor Lawrence, MA 01843 <i>Amesbury, Andover, Boxford, Byfield, Georgetown, Groveland, Haverhill, Lawrence, Merrimac, Methuen, Newbury, Newburyport, North Andover, Rowley, Salisbury, West Newbury</i>	Telephone Number (978) 738-4500 Fax (978) 738-4559 TTY (978) 738-4558	Person in Charge Steven Noroian Site Director
Lowell Site Office Solomon Mental Health Center 391 Varnum Avenue Lowell, MA 01851 <i>Billerica, Chelmsford, Dracut, Dunstable, Lowell, Tewksbury, Tyngsboro, Westford</i>	Telephone Number (978) 322-5000 Fax (978) 322-5077 TTY (978) 458-6142	Person in Charge Eva Toscano Site Director
Lynn Site Office 330 Lynnway, Suite 201 Lynn, MA 01902 <i>Lynn, Lynnfield, Nahant, Saugus, Swampscott</i>	Telephone Number (781) 477-2070 Fax (781) 477-2071 TTY (781) 477-2075	Person in Charge Dolores (Dee) Ouimette Site Director
Metro North Site Office 27 Water Street, Suite 301 Wakefield, MA 01880 <i>Everett, Malden, Medford, Melrose, North Reading, Reading, Stoneham, Wakefield</i>	Telephone Number (781) 224-7900 Fax (781) 224-7937 TTY (781) 224-7935 *VP Phone (339) 219-6119	Person in Charge Karen Nielsen Interim Site Director
North Shore Site Office 35 Congress Street, Suite 102 Salem, MA 01970 <i>Beverly, Danvers, Essex, Gloucester, Hamilton, Ipswich, Manchester, Marblehead, Middleton, Peabody, Rockport, Salem, Topsfield, Wenham</i>	Telephone Number (978) 741-7300 Fax (978) 741-7340 TTY (978) 741-7360	Person in Charge Fred Hammdorff Site Director

DMH Clinical Criteria for Service Authorization - ADULT Guidelines

From Commonwealth of Massachusetts DMH Interpretive Guidelines for 104 CMR 29.00 Determining Service Authorization for Children Adolescents and Adults, December 2011)

For more information about applying for Mental Health Services:

<http://www.mass.gov/eohhs/consumer/behavioral-health/mental-health/applying-for-mental-health-services.html>

Qualifying diagnoses:

- Schizophrenia, Schizoaffective Disorder, Psychotic Disorder, NOS
- Mood Disorder, NOS, Depressive Disorder, NOS, Major Depressive Disorder, Bipolar Disorder
- Anxiety Disorder, NOS, Generalized Anxiety Disorder, Panic Disorder with or without Agoraphobia, Obsessive Compulsive Disorder, Social Anxiety Disorder, PTSD
- Dissociative Identity Disorder, Delusional Disorder
- Anorexia Nervosa, Bulimia
- On Axis II: Borderline Personality Disorder (the only qualifying Axis II diagnosis)

Non-Qualifying Diagnoses

- Adjustment Disorder, Dysthymia, Cyclothymia
- Schizophreniform Disorder
- ADHD
- Any disorder that is due to a medical condition (i.e. Mood Disorder Due to a Medical Condition, Substance-Induced Mood Disorder, etc.)
- Dementia
- Delirium
- Cognitive Disorder, NOS
- Traumatic Brain Injury or Head Injury
- Mental Retardation
- Learning Disorder, NOS
- Autism Spectrum Disorder
- Pervasive Developmental Disorder
- Asperger's Syndrome
- Any personality disorder other than Borderline

Note: In order to meet clinical criteria for *DMH services*, the applicant must have a qualifying mental disorder that is the primary source for their functional impairment and meets illness duration criteria. If an individual has a non-qualifying diagnosis, they might be found to meet clinical criteria if there is a co-occurring qualifying diagnosis that is determined to be the source of their primary functional impairment.

A Word About Substance Abuse

From Commonwealth of Massachusetts DMH Interpretive Guidelines for 104 CMR 29.00 Determining Service Authorization for Children Adolescents and Adults, December 2009 (Revised December 1, 2011)

An individual with a substance abuse problem is eligible if he or she is determined to have a qualifying mental disorder, meets impairment and duration criteria, requires DMH continuing care services, and has no other means for obtaining them. The qualifying mental disorder must be confirmed before assessing whether the applicant meets duration and functional impairment criteria. Functional impairment will be determined based on the applicant's presentation. It is presumed that the functional impairment in a person with a co-occurring disorder is due to the primary psychiatric diagnosis.

Massachusetts Rehabilitation Commission (MRC)

Area Offices

The Massachusetts Rehabilitation Commission
<http://www.mass.gov/eohhs/gov/departments/mrc/>

Administrative Offices
600 Washington Street
Boston, MA 02111

MRC Main Information numbers: 1-800-245-6543 (Voice/TDD) or (617) 204-3600

MRC Northeast Region Offices

- [Framingham](#)
63 Worcester Road, Suite 305
Framingham, MA 01701-5356
Phone and TDD (508) 370-4700
Fax (508) 370-4799
(Previously the Natick Office)

This Area Office serves the following communities: Ashland, Dover, Framingham, Holliston, Hopkinton, Hudson, Lincoln*, Marlborough, Maynard*, Medfield, Natick, Needham, Newton, Northborough, Sherborn, Southborough, Stow*, Sudbury, Wayland, Wellesley, Westborough, Weston and Westwood.

**These towns coincide with the DDS Northeast Region at the [DDS Central Middlesex Area Office](#) in Acton.*

- [Lawrence](#)
280 Merrimack Street, 3rd Floor
Lawrence, MA 01843
(Voice/TTY) 978 685-1731
(Voice/TTY) 800 332-9722

This Area Office serves the following communities: Amesbury, Andover, Boxford, Bradford, Byfield, Georgetown, Groveland, Haverhill, Lawrence, Merrimac, Methuen, Newbury, Newburyport, North Andover, Rowley, Salisbury, and West Newbury.

- [Lowell](#)
325 Chelmsford Street, #6
Lowell, MA 01851
Voice/TTY: 978-458-4544

This Area Office serves the following communities: Acton, Bedford, Billerica, Boxborough, Burlington, Carlisle, Chelmsford, Concord, Dracut, Dunstable, Littleton, Lowell, Tewksbury, Tyngsborough, and Westford and Wilmington.

- [Malden](#)
157 Pleasant Street
Malden, MA 02148
(781) 324-7160

This Area Office serves the following communities: Everett, Lexington, Lynnfield, Malden, Medford, Melrose, North Reading, Reading, Saugus, Stoneham and Wakefield, Winchester, and Woburn.

- [Salem](#)
45 Congress Street, Suite 4120
Salem, MA 01970
(978) 745-8085

The Salem Office serves the following communities: Beverly, Danvers, Essex, Gloucester, Hamilton, Ipswich, Lynn, Magnolia, Manchester By The Sea, Marblehead, Middleton, Nahant, Peabody, Rockport, Salem, Swampscott, Topsfield, and Wenham.

- [Somerville](#)
5 Middlesex Avenue, 3rd Floor
Somerville, MA 02145
Voice: 617-776-2662 and TTY: 617-776-4242

The Somerville Area Office serves the following communities: Arlington, Belmont, Cambridge, Somerville, Waltham, and Watertown.

Education

- **High Schools**
<http://profiles.doe.mass.edu/>

To find a school near you, click the above link by selecting the organization type (public school, alternative education, special education, etc.) and then hit search. You can also narrow your search by selecting an organization type and also selecting your city/town, or one close to you.

- **Chapter 766**
www.fcsn.org/pti/topics/transition/index.html

Chapter 766 is the Massachusetts law which guarantees the rights of all young people with special needs (age 3-22) to an educational program best suited to their needs. Team evaluations and Annual Reviews are conducted to develop an ongoing individual education plan (IEP) that ensures an appropriate education.

- **Chapter 688**
www.doe.mass.edu/sped/688

For young persons with severe disabilities still in need of services, Chapter 688 serves as a bridge from educational services into the adult human services program. The law provides for a two year transitional process for those young adults who will lose their entitlement to special education upon graduation or reaching the age of 22. It creates a single point of entry into the adult human services system by developing an Individual Transition Plan (ITP) for every person with a severe disability who is found eligible. For more information about Chapter 688, visit the above website or contact whoever is in charge of your IEP at school.

- **Massachusetts Comprehensive Assessment System (MCAS) Testing**
www.doe.mass.edu/mcas/overview.html

To find out more about MCAS, please visit the above link. MCAS Alternate Assessment is also available to students with disabilities who cannot take MCAS even when special accommodations are given. To find out more, visit the above link, and then click on “MCAS Alternate Assessment” along the left-hand side of the page.

To prepare for the MCAS, contact your school to see if they offer any practice or preparation classes, or visit the following link to learn how to better prepare for the test: www.doe.mass.edu/as/pathways

- **HiSET Testing**
<http://www.doe.mass.edu/hse/list.html>

The High School Equivalency Testing Program (formerly the GED®) in Massachusetts is overseen by the Massachusetts Department of Elementary and

Secondary Education's High School Equivalency (HSE) Office. Official test centers operate state-wide to serve the needs of the adult population in need of a high school credential. Test centers are located throughout the state. They are responsible for administering the tests in their area.

- **SAT Testing**

www.sat.collegeboard.com

To sign up for a College Board account go to “My Organizer” along the left hand side of the homepage, and then click “Sign Up.” Once you have an account, you will be able to register for upcoming tests, as well as view and send scores to colleges.

To register for an upcoming test, visit the “Register” section along the top of the homepage. Here, you will find test dates, how to register, etc. Visit the “Students with Disabilities” section to find out information about receiving testing accommodations. To find out more about the SAT, please visit the above link. To practice and prepare for the SAT, visit the “Practice” section.

- **Public Universities and Colleges**

<http://www.mass.edu/system/campusdirectory.asp>

To find a list of public colleges in Massachusetts, click on the link above. You will find a list of community, state, and online colleges, as well as the University of Massachusetts. For more information on a certain school, click on the name, and the link will connect you directly to the school’s website.

Disability Services for Public Colleges in Northeastern MA

- **Middlesex Community College**

978-656-3258(Lowell)

781-280-3630 (Bedford)

<https://www.middlesex.mass.edu/disabilityservices/>

- **North Shore Community College**

978-762-4000 x4373

<http://www.northshore.edu/disability/>

- **Northern Essex Community College**

978-556-3654

<http://www.necc.mass.edu/learningaccommodations/index.php>

- **Salem State University**

978-542-6217

<http://www.salemstate.edu/3719.php>

- **UMass Lowell**

978-934-4574

<http://www.uml.edu/student-services/disability/default.html>

- **MAICEI Massachusetts Inclusive Concurrent Enrollment Initiative**
<http://www.mass.gov/edu/birth-grade-12/higher-education/initiatives-and-special-programs/inclusive-concurrent-enrollment/>

Funded by the Commonwealth since 2007, the Inclusive Concurrent Enrollment Initiative offers grants to college-school partnerships to support eligible public high school students with intellectual disabilities, ages 18-22, to increase their academic and career success by being included in a college or university community of learners.

Students with intellectual disabilities who are eligible for the program must be between the ages of:

- 18 to 22, have not passed MCAS, and are eligible for special education services as documented through an Individualized Education Program (IEP); or
- 20 to 21, have passed MCAS, but still eligible for special education with an Individualized Education Program (IEP) because of significant functional disabilities, transition needs, etc.

Evidence shows that students benefit academically and transition to young adulthood more readily when they have the opportunity to engage in all college-related activities (e.g., establishing new social networks, participating in campus-wide events, learning to use public transportation to and from campus, completing course assignments, obtaining employment) rather than staying at high school. Student participation in this grant program may be incorporated into a student's transition program, as determined through the school district's special education process. Grant activities include transition support to student participants and their families. In addition, public high school personnel involved in the grant program gain valuable knowledge about promising inclusive practices through technical assistance and trainings.

- **Think College**
<http://www.thinkcollege.net/>

Think College is a national organization dedicated to developing, expanding, and improving inclusive higher education options for people with [intellectual disability](#).

The Think College website is a trusted source for information, training, and resources related to inclusive higher education for students with intellectual disability.

The website includes:

- A searchable program directory to learn more about available college options
- A resource library that includes published research as well as field-created tools and resources
- Online learning modules on a variety of topics
- Research to practice briefs, e-newsletters, and journal articles
- Topical information on the critical issues
- A policy and legislation clearinghouse

Employment Resources

- **The Massachusetts Rehabilitation Commission (MRC)**
www.mass.gov/mrc 1-800-245-6543 (Toll-free in MA only)

The Massachusetts Rehabilitation Commission (MRC) helps people with disabilities live and work more independently. There are many people with disabilities in Massachusetts. At the MRC, we provide services, resources, and training to help them. We assist many different kinds of people.

When you visit the MRC, the staff will talk with you about your life and what you want to do. We have lots of experience and know lots of ways to help you achieve your goals. People are often surprised by all the things we can do for them. They had no idea that the MRC can help so much.

Any individual with a disability can inquire about obtaining services. Friends, relatives, and health care providers can also refer an individual to MRC. Services are designed to assist individuals with disabilities to make informed choices about work.

Employment Resource Center Services:

- Internet Job Search
 - Fax Resumes
 - Resume Writing
 - Interviewing Skills
 - General Aptitude Testing (GATB)
 - Interest Testing
 - Career Decision Making
- **Career Centers**
- Careers Centers provide services for job seekers. These services include everything from assistance with searching for a job and career counseling, to holding workshops and job fairs. They are equipped with resources such as computers, reference materials, and unemployment insurance services.

To find a list of Career Centers in Massachusetts, refer to the link

<http://www.mass.gov/lwd/employment-services/career-services/career-center-services/find-a-career-center-near-you-1.html>

- **Preparation Readiness Employment Program (P.R.E.P.)**
<https://ne-arc.org/services/transition-2/preparation-readiness-employment-program/>

The Preparation Readiness Employment Program (P.R.E.P.) is a community-based program funded by the Massachusetts Rehabilitation Commission (MRC). The goal of P.R.E.P. is to provide students the skills, training and experience necessary to gain competitive employment.

One day a week, students participate in employment readiness trainings, group activities, travel training, résumé development and other career planning activities.

P.R.E.P. runs from October until June and includes an 8-week paid internship in the spring. The internship includes job coaching supports and weekly employment support group meetings. The program runs once a week during school hours.

Throughout the program, Northeast Arc will work collaboratively with the MRC Counselors and school staff and will complete monthly progress notes on each of the participating students. Students will have access to space at the Salem MRC office for trainings and computer usage. At completion of the program, all students will be enrolled at the local Career Center and will have Career Portfolios that include copies of their résumés, copy of Interest Inventory & Vocational Assessment, I-9 information, letters of reference and a copy of their P.R.E.P. Certificate of Completion.

To be eligible to participate in P.R.E.P., students must be:

- Eligible for services through MRC
 - Enrolled in high school throughout the duration of the program
 - Able to get themselves to and from the program on their scheduled days
 - Planning to pursue employment after completion of high school
 - Able to participate in classroom training and instruction
 - Able to work independently in an internship after initial job coaching support
 - Able to independently manage personal care and ambulation, and have the ability to self-manage behavioral needs
 - Able to self-administer medication if it is required during program time
- **The Employment Collaboratives**
<http://www.riversidecc.org/adult-services/mental-health/day-programs-employment-services/clubhouses-employment-services/>

The Employment Collaboratives are Riverside led partnerships of provider organizations and state agencies working to improve employment outcomes for individuals with disabilities. These cross disability initiatives focus on a collaborative approach to engage a wide variety of employers within a given region. Our efforts are focused on job development, broadening the types of employers providing opportunities for our consumers, and enhancing access to career-oriented training resources.

Greater Boston Employment Collaborative (GBEC)- serving Metro Boston within Route 128

<http://www.gbeworks.net/>

27 Water Street

Wakefield, MA 01880

Phone: 781-245-1096

Fax: 781-245-3802

Greater Merrimack Valley Employment Collaborative (GMVEC) – serving the Lowell/Lawrence/Haverhill region

<http://www.gmvecworks.net/>

27 Water Street

Wakefield, MA 01880

Phone: 781-245-1096

Fax: 781-245-3802

North Suburban Employment Collaborative (NSEC) – serving Metro North and the North Shore

<http://www.nsecworks.net/>

27 Water Street

Wakefield, MA 01880

Phone: 781-245-1096

Fax: 781-245-3802

- **The Spectrum Careers**

<https://jobs.thespectrumcareers.com/>

The Spectrum Careers is an online jobs portal for people with autism created by [Autism Speaks](#) in partnership with [Rangam Consultants Inc. \(RCI\)](#) and [WebTeam Corporation](#). The site is free to job seekers, employers, and service providers.

[Housing Resources and Agencies](#)

- **Department of Housing and Community Development (DHCD)**

www.mass.gov/hed/eeconomic/eohed/dhcd

100 Cambridge Street, Suite 300 Boston, MA 02114
617-573-1100

DHCD is the state government's affordable housing agency. Its mission is to strengthen cities, towns and neighborhoods to enhance the quality of life of Massachusetts residents. DHCD provides leadership, professional assistance and financial resources to promote safe, decent affordable housing opportunities, economic vitality of communities and sound municipal management.

How to Obtain Housing Assistance:

For information on how to obtain housing assistance, visit the above link. Once on the website, look under "Key Resources" on the left hand side of the page, and then click on the link titled "How to Obtain Housing Assistance." On this page, you will find housing resources including information about state-aided public housing, section 8, the rental voucher program, and homelessness prevention. A list of local housing authorities and regional nonprofit agencies can be found here also.

- **US Department of Housing and Urban Development (HUD)**

www.hud.gov

Thomas P. O'Neill, Jr. Federal Building. 10 Causeway Street, 3rd Floor Boston, MA 02222
617-994-8200

HUD provides grants and other funding to local communities. Its mission is to create strong, sustainable, inclusive communities and quality affordable homes for all. HUD is working to strengthen the housing market to bolster the economy and protect consumers, meet the need for quality affordable rental homes, utilize housing as a platform for improving quality of life, and build inclusive and sustainable communities free from discrimination.

- **Mass Access**

www.massaccesshousingregistry.org

Mass Access is a free online program that matches people with disabilities with vacant, accessible housing. Mass Access catalogs affordable housing information: location of housing by city or town, rent level, number of bedrooms, particular adaptable or accessible features, and vacancy status. Any person who has a disability, family member, or advocate can obtain housing information, regardless of age, income or type of disability.

- **Autism Housing Pathways**

<http://autismhousingpathways.org/>

Autism Housing Pathways (AHP) was created to provide information, support and resources for families who seek to create secure, supported housing for their adult children with disabilities. Autism Housing Pathways seeks to foster education and awareness and disseminate information about the creation of self-directed housing for individuals with autism and other developmental disabilities; to promote and support the formation and maintenance of such housing; and to assist families in creating self-directed housing for their adult children that supports their residential, recreational and community needs.

Autism Housing Pathways supports families in forming a variety of housing models by providing a clearinghouse for information on such topics as governmental funding streams for housing and services; adaptive skills and technology to support independent living; financing; ownership models; housing design and construction; and creating a vision. AHP will also share information about housing groups, developers, lawyers, vendors and consultants that can assist families in creating housing. We are committed to providing a community of engaged and caring families and individuals who will support all of our family members and those who care for them to create and maintain safe, dignified, healthy and respectful living communities. Autism Housing Pathways (AHP) is a 501 (c) 3 tax-exempt non-profit corporation.

- **MassHousing**

www.masshousing.com

One Beacon Street
Boston, MA 02108
617-854-1000

MassHousing, the state's affordable housing finance agency, supports the creation, preservation and long-term viability of affordable homeownership and rental housing. They set aside 3% of affordable units for DMH/DDS clients.

- **Massachusetts Housing Consumer Education Centers**

www.masshousinginfo.org

1-800-224-5124

Housing Consumer Education Centers offer answers to a wide range of questions about all types of housing problems. Tenants, landlords, prospective buyers, and homeowners can access information designed to maximize housing stability, strengthen investments, and minimize disputes. Each of the nine member agencies of the statewide Regional House Network of Massachusetts acts as the Housing Consumer Education Center for its region. These agencies provide rental assistance and support to low- and moderate- income residents of Massachusetts.

- **Independent Living Centers (ILC)**

ILCs provide the services to assist individuals with disabilities to achieve their self-identified goals. These services include peer counseling, advocacy, skills training (to gain skills needed to live independently, such as finding housing and budgeting), and information and referral (provide information and referrals such as where to go for accessible housing, medical providers, and other resources).

The Independent Living Center of the North Shore and Cape Ann, Inc.

www.ilcnsca.org

27 Congress Street, Suite 107 Salem, MA 01970
978-741-0077

Northeast Independent Living Program

www.nilp.org

20 Ballard Road Lawrence, MA 01843
978-687-4288

- **Massachusetts Housing and Shelter Alliance**

www.mhsa.net

The Massachusetts Housing and Shelter Alliance (MHSa) is a non-profit public policy advocacy organization with the singular mission of ending homelessness in the Commonwealth. Founded in 1988 by a dedicated group of “first responders” working with unsheltered adults in Greater Boston, MHSa initiates solutions to move people out of crisis to permanence throughout Massachusetts.

MHSa Young Adult Resource Guide.

<http://mhsa.net/sites/default/files/2012%20YARG%20Final%20Version.pdf>

Some of the topics included are Emergency Shelters, Drop-In Centers, Transitional and Permanent Housing, Services for People with Disabilities, Mental Health Services, Housing Search Services, among many others.

- **Massachusetts Coalition for the Homeless**

www.mahomeless.org

The Massachusetts Coalition for the Homeless is committed to ensuring that everyone has a place to call home. The Coalition's policy work and programs address this issue on three fronts. First, the Coalition provides bridges over short-term crisis, helping homeless and at-risk people to relocate quickly into new housing or avoid homelessness altogether. Second, the Coalition works to ensure adequate and appropriate shelter if homelessness is unavoidable. Third, the Coalition advocates for long-term solutions to the housing crisis, promoting government support for income and housing resources so that all Massachusetts residents can obtain and maintain safe, affordable housing.

- **Bridge Over Troubled Waters**

<http://www.bridgeotw.org/>

47 West St., Boston, MA 02111

617-423-9575

Bridge Over Troubled Waters (Bridge) is Boston's premier organization dedicated to transforming the lives of runaway, homeless, and high-risk youth (ages 14-24) through safe, supportive, and encouraging relationships and effective and innovative services that guide them toward self-sufficiency.

Although Bridge is located in Boston, they serve individuals from any town:

Bridge is located on the corner of Tremont and West Streets—directly across the street from the Visitor Information Center on the Boston Common.

Public transportation:

- Take the Green Line or Red Line to Park Street Station.
- Take the Orange Line to Downtown Crossing.
- Take the Silver Line to Temple Place.
- Take Bus #43 or #55 to Park and Tremont Streets.

- **Massachusetts Families Organizing for Change (MFOFC) Housing Connections**

<http://www.mfofc-hc.org/housingconnections/>

Massachusetts Families Organizing for Change (MFOFC) Housing Connections is designed to help families communicate with other families with similar interests to find or create a home for their loved one with a disability.

Transition Age Youth Services

What is Transition? Transition is the passage of a student receiving special education services from high school to adult life as they exit from high school because the student has either graduated from high school with a high school diploma or has turned 22 years of age, the age when a school district is no longer required to provide special education services.

For more information, download the Family Guide to Transition Services in Massachusetts:

English: http://fcsn.org/transition_guide/english.pdf

Spanish: http://fcsn.org/transition_guide/spanish.pdf

- **Department of Elementary and Secondary Education (DESE) Transition Information**
<http://www.doe.mass.edu/sped/secondary-transition>

For Massachusetts students receiving special education services, Secondary Transition is a time that begins when they turn 14 (or earlier, if the IEP team agrees). From age 14 until they graduate or turn 22, students on IEPs receive transition services from their public school districts. Transition services are defined by federal law (the Individuals with Disabilities Education Act, or IDEA) as a "coordinated set of activities...designed to be within a results oriented process...to facilitate the student's movement from school to post-school activities." Transition services are based on the individual student's needs, taking into account his/her strengths, preferences, and interests. These services help young adults to live, work, participate in the community, and go on to further education or training as independently as possible when they leave high school.

- **Secondary Transition Resources and Materials**
<http://www.doe.mass.edu/sped/secondary-transition/resources-materials.html>

- **Bureau of Transitional Planning**
<http://www.mass.gov/eohhs/consumer/family-services/youth-services/youth-with-disabilities/bureau-of-transitional-planning-.html>

Bureau of Transitional Planning
Executive Office of Health & Human Services
One Ashburton Place, Rm 1109
Boston, MA 02108
617-573-1669

Massachusetts Chapter 688 of the Acts of 1983, also known as the "turning 22" law, stipulates that students receiving special education who will require continued disability related services upon exiting school (by graduating or turning twenty two years of age, whichever ever occurs first) shall be entitled to formal transitional planning. As such, M.G.L.c.71B Sec 12-A-C establishes the Bureau of Transitional Planning (BTP). The primary function of the BTP is to coordinate and monitor implementation of the formal transition planning process.

Guide to Chapter 688 “Turning 22” Law

<http://www.doe.mass.edu/sped/iep/688/>

Chapter 688 Referral - *Why do it?*

Filing a Chapter 688 referral creates a documented need for services and supports for adults with severe disabilities. The primary goal of filing a Chapter 688 referral is to plan for needed adult services for students. In those cases where a student is determined to be eligible and services are not provided due to a lack of funding or program availability, agency personnel can advocate to increase funds in the budget planning process for the next fiscal year in order to provide the needed services.

688 Referral Process - *one referral per student*

In Massachusetts, students with severe disabilities access adult service agencies through the Chapter 688 referral process. Chapter 688 provides a two year coordinated planning process for students whose entitlements to special education services will end when they graduate from school or turn 22 years of age. Contact each agency to find out the eligibility processes specific to each agency as well as the services that are available to adults with disabilities in order to determine the appropriate agency that should receive the Chapter 688 referral for each student.

Eligibility - *students in need of continued services as adults*

Students who receive services in accordance with an IEP and receive SSI/SSDI and/or are on the registry at the Massachusetts Commission for the Blind (MCB) are automatically eligible for Chapter 688. Other students who may be eligible are those students with severe disabilities who are in need of continued services and are unable to work 20 or more hours per week in competitive, non-sheltered, non-supported employment at the time they are ready to leave school. Also, students who receive services from the Department of Youth Services (DYS) or the Department of Social Services (DSS) and are on an IEP or a 504 Plan may be eligible.

Refer 2 Years before Student Graduates or Turns 22 - *filing late jeopardizes service availability*

Only school systems can refer students that they believe may be eligible for adult services through Chapter 688. A referral must be made at least 2 years before the student is expected to graduate from school or turns 22 years of age. This 2 year planning period allows enough time to determine eligibility for adult services and for an agency(ies) to include the anticipated cost of services for the student in the budget request which is submitted to the Massachusetts Legislature each year.

Chapter 688 referrals and supporting documentation are sent directly to the appropriate lead agency and a copy of the 688 referral form is sent to the Bureau of Transitional Planning (BTP). Referrals can be made to the Department of Mental Retardation (DMR), the Department of Mental Health (DMH), the Massachusetts Rehabilitation Commission (MRC), the Massachusetts Commission for the Blind (MCB) or the Massachusetts Commission for the Deaf and Hard of Hearing (MCDHH).

Individual Transition Plan - *a planning document outlining needed adult services*

Special education services provided while a student is in school are entitlements mandated by federal and state law. Chapter 688 is not a continuation of special education services and is not an entitlement to services. If a student meets the Chapter 688 eligibility requirements, an

Individual Transition Plan (ITP) is required and written for each student. The ITP is developed in conjunction with school personnel, parents, students and the appropriate agencies. The delivery of services identified on the ITP is linked to program availability that is dependent on funds allocated in the annual state budget.

- **MRC Turning 22 Program**

<http://www.mass.gov/eohhs/consumer/disability-services/living-supports/turning-22-independent-living-program.html>

(617) 204-3851 or (800) 223 2559

The Massachusetts Rehabilitation Commission's Community Living Services established the Turning 22 (T22) Independent Living Program in 1986 to design and implement transition services for young people who have a severe physical disability with a mobility impairment, and would like to live independently after high school graduation or turning 22.

The program is based on the independent living philosophy that consumers are empowered to make their own decisions about their lives based on informed choice. The T22 program works closely with staff of special education departments to coordinate services for students who will be graduating and needing MRC's independent and supported living services.

- **Parent's Guide to Special Education – A Joint Publication of The Federation for Children with Special Needs and The Massachusetts Department of Education**

- English

http://www.fcsn.org/parents_guide/pgenglish.pdf

- Spanish

http://www.fcsn.org/parents_guide/pgspanish.pdf

- Portuguese

http://www.fcsn.org/parents_guide/pgportuguese.pdf

- **U.S. Department of Education - Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities**

<http://www2.ed.gov/about/offices/list/ocr/transition.html>

- **Federation for Children with Special Needs (FCSN) - Transition**

<http://fcsn.org/linkcenter/getting-started/transition-brochures/>

TIPS: Transition Information for Parents and their Students with IEPs

A series of brochures produced by The LINK Center – a project of the Federation for Children with Special Needs, and the Massachusetts Department of Elementary and Secondary Education (ESE). The transition brochures provide important information that can be found in the Transition Technical Assistance Advisories developed by ESE. The brochures will hopefully provide easy and accessible information that can be readily shared to help explain the secondary transition process, transition assessment and self-determination.

- **The Secondary Transition Planning Process**
http://fcsn.org/linkcenter/wp-content/uploads/sites/25/2016/06/dese_brochure_Vision-FINAL.pdf?pdf=Transition-information

Find information about the secondary transition planning process. Information includes important key transition terms to know, tips about student vision, transition assessment and IEP goal development, and how to work with the IEP Team to develop a strong transition plan with the Transition Planning Form and IEP.

- **Transition Assessment**
http://fcsn.org/linkcenter/wp-content/uploads/sites/25/2016/06/dese_brochure_2.pdf?pdf=Transition-information-2

Find information about transition assessments. Information includes important key terms to know about assessment, how assessment can look different in different settings, strategies to learn how to ask the right questions, knowing when consent is necessary, and examples for how to make sure assessment relates to a student's vision.

- **Self-Determination**
http://fcsn.org/linkcenter/wp-content/uploads/sites/25/2016/06/dese_brochure_3.pdf?pdf=Transition-information-3

Find information about the importance of self-determination. Information includes tips for why self-determination is important, what skills and opportunities can help students to be more self-determined, how to share information with the school, and examples for how to practice self-determination in and out of school.

- **United Teen Equality Center**
<https://www.utec-lowell.org/>
35 Warren Street
Lowell, MA 01852
978- 441-9949

UTEC, founded in 1999 and based in Lowell, was the result of an organizing movement driven by young people to develop their own teen center in response to gang violence. Today, nationally recognized as a model youth development agency, UTEC's mission and promise is to ignite and nurture the ambition of our most disconnected youth to trade violence and poverty for social and economic success. We serve proven-risk youth from both Lowell and Lawrence, MA.

LGBTQ

- **North Shore Alliance of Gay, Lesbian, Bisexual and Transgender Youth**

www.nagly.org

617-927-6088, 781-913-3747

NAGLY is a welcoming and safe place for youth ages 14 – 21 who identify as gay, lesbian, bisexual, and transgender. Their mission is to create, sustain and advocate for programs, policies, and services for the lesbian/gay/bisexual/transgender youth community, particularly including the establishment of regular support meetings, and to defend and enhance the human and civil rights of lesbian, gay, bisexual and transgender youth on the North Shore of Massachusetts. Check the website for meeting times and locations, or call the number above.

- **McVAGLY (Merrimack Valley Alliance of GLBT Youth)**

<http://www.bagly.org/programs/youth-group/mcvagly>

McVAGLY (BAGLY) is a youth-led, adult-supported social support organization committed to social justice, and creating, sustaining and advocating for programs, policies, and services for the GLBT youth community. Merrimack Valley Alliance meetings are held at the North Parish Unitarian Universalist Church, 190 Academy Road, North Andover. Mondays 6:30 – 8:30 PM.

- **LGBT Helpline and Peer Listening Line**

- **LGBT Helpline (25+)**

617-267-9001 or Toll-Free: 888.340.4528

- **Peer Listening Line (25 & Under)**

617-267-2535 or Toll-Free: 800-399-PEER

Help lines are anonymous and confidential phone lines that offer lesbian, gay, bisexual, transgender, queer and questioning adults and young people a “safe place” to call for information, referrals, and support. Trained volunteers can help individuals with coming out as well as locating LGBT groups and services in local areas. Volunteers can also offer support and guidance around common issues including safer sex and relationships and HIV/AIDS.

- **Northeast Region Rainbow Support Group**

Contact Rick Camara: 978-206-2034 or email rick.camara@state.ma.us

Meetings are OPEN for all individuals who identify themselves as Lesbian, Gay, Bisexual, or Transgendered or who just have questions relating to this subject. Share your stories, struggles, and dreams. Supportive staff are always welcome too.

Emergency and Crisis Information

Emergency Hotlines

Domestic Violence: 1-877-785-2020

Sexual Assault: 1-800-841-8371

Running Away From Home: 1-800-RUNAWAY (1-800-786-2929)

Feeling Hopeless: 1-800-784-2433

Mass 211: Dial 2-1-1 or 1-877-211-MASS (6277)

- **Department of Transitional Assistance**

<http://www.mass.gov/eohhs/gov/departments/dta/>

Assistance Line 1-877-382-2363. You can call this line anytime, 24/7 to determine your current case status and benefits, update your contact information, request Income Verification Letters, and find out the date of your next SNAP re-certification. During our business hours from 8:15 a.m. to 4:45 p.m., you can call this line to reach a case manager, finish a SNAP interview, speak to someone about domestic violence assistance, or to reach the fraud hotline, EBT hotline, hearings and appeals division, Fraud Investigation and Data Matching unit, overpayments and recovery, cash case worker, or local offices.

DTA's mission is to assist and empower low-income individuals and families to meet their basic needs, improve their quality of life, and achieve long-term economic self-sufficiency. Located within the Executive Office of Health and Human Services, the Department ensures that the emergency and transitional needs of the individuals and families of the Commonwealth are met through a combination of federal- and state-funded programs. Massachusetts has a comprehensive system of programs and supports to provide to individuals and families in need in order to achieve greater economic self-sufficiency.

- **SNAP: Food Assistance**

<http://www.mass.gov/snap>

More residents of the Commonwealth have been purchasing nutritious food at neighborhood grocery stores by using Supplemental Nutrition Assistance Program/SNAP (formerly the Food Stamps Program). SNAP benefits are provided by the federal government and administered by DTA. Residents of the Commonwealth who participate in SNAP are families with children, elders and disabled. Many are the working poor with limited income or those who are temporarily

unemployed. At the check-out counter, the Electronic Benefit Transfer (EBT) card, which works like a debit card, is used by many more residents to assist them in making ends meet.

- **Mass 211**

<http://mass211.org/>

If you are unable to reach 2-1-1 due to your telephone or cell phone carrier, a toll-free number is available 1-877-211-MASS (6277); Hearing impaired callers can reach us using 508-370-4890 TTY

Mass 211 is an easy to remember telephone number that connects callers to information about critical health and human services available in their community. It serves as a resource for finding government benefits and services, nonprofit organizations, support groups, volunteer opportunities, donation programs, and other local resources. Always a confidential call, Mass 211 maintains the integrity of the 9-1-1 system saving that vital community resource for life and death emergencies. Available 24 hours a day, 7 days a week.

- **Emergency Housing:**


MA Division of Housing Stabilization (DHS)

<http://www.mass.gov/hed/housing/stabilization/emergency-assistance.html>

617-573-1100

Toll free: 877-418-3308

Families facing a housing crisis may be deemed eligible if they meet the following criteria:

- Be a resident of Massachusetts
- Meet the [gross income standards](#)  for Emergency Assistance
- Have needy children under the age of 21, or be pregnant and the reason for homelessness is one of the following:
 - No-fault fire, flood, natural disaster, condemnation, or foreclosure
 - Fleeing domestic violence (current or within past 12 months)
 - No-fault eviction
 - Child(ren) are exposed to a substantial health and safety risk

Emergency Assistance applicants must provide all requested verifications within 30 days.

How to Get Help:

To apply for shelter, call 866-584-0653 and speak with a Homeless Coordinator.

Or apply in person at one of ten locations in Massachusetts.

Office hours are from 8:00 am - 4:00 pm:

- Boston – 1010 Massachusetts Avenue - New Market Square - ****as of Monday October 31st, 2016****
- Brockton – 60 Main Street
- Chelsea – 80 Everett Avenue, 3rd Floor
- Hyannis – 181 North Street
- Lawrence – 280 Merrimack Street
- Lowell – 131 Davidson Street
- New Bedford – 160 West Rodney French Boulevard
- Salem – 45 Congress Street, Suite 1176
- Springfield – 310 State Street
- Worcester – 13 Sudbury Street

Insurance and Benefits

- **ARICA**

<https://disabilityinfo.org/arica/>

ARICA Fact Sheet: <http://www.mass.gov/eohhs/docs/eohhs/autism/arica-factsheet.pdf>

An Act Relative to Insurance Coverage for Autism (ARICA), also known as the Massachusetts Autism Insurance Law, requires health insurers in Massachusetts to provide coverage for the diagnosis and treatment of children and adults on the autism spectrum, which affects one in every 68 individuals. Insurance plans that aren't subject to Massachusetts law may not cover autism treatments. The tool, which was designed to be used by consumers and health care providers, is the only resource of its kind available only for Massachusetts residents.

The tool was developed by the technical team at INDEX, the Shriver Center's Disability Informatics Resource, with funding from the Massachusetts Department of Public Health. The INDEX team spent 18 months developing the tool and testing it with consumers and health care providers before it was released.

- **MassHealth**

<http://www.mass.gov/eohhs/gov/departments/masshealth/>

In Massachusetts, Medicaid and the Children's Health Insurance Program (CHIP) are combined into one program called **MassHealth**. MassHealth members may be able to get doctors visits, prescription drugs, hospital stays, and many other important services at little or no cost.

For those with disabilities, go to the [Apply for Health Coverage page](#). It is important that you check the "disabled" box within the online application.

If you need help with your application, there are several [MassHealth Enrollment Centers](#) that can offer in-person assistance. It is important that you let the assister know that you have a disability.

An application can be taken over the phone by contacting 800-841-2900. You can call 888-665-9993 if you have any questions about your eligibility.

- **Commonwealth Care Alliance's One Care Program (MassHealth and Medicare)**

<http://www.commonwealthonecare.org/>

Call MassHealth Customer Service Center at 1-800-841-2900, Monday through Friday, 8:00 am – 5:00 pm, (TTY: 1-800-497-4648)

Commonwealth Care Alliance's One Care program helps people with disabilities get the full set of services provided by both MassHealth and Medicare together through one plan. With One Care, you get all the services you receive today, delivered through a unique team-based approach that ensures that your individual needs are always met.

All your MassHealth and Medicare benefits and more:

- No out-of-pocket costs
- Dental and vision services
- Behavioral health services
- Transportation for medical, and other approved reasons
- Top hospitals and doctors
- Personal Care Attendant services as needed
- Assistive technologies

If all of the following apply to you, you may be able to sign up for One Care. If they do not, you are not eligible to participate.

- I am between the ages of 21 and 64.
- I have Medicare Parts A and B.
- I qualify for Medicare Part D (drug coverage)
- I have MassHealth Standard or MassHealth CommonHealth.
- I do not have any private health insurance (like health insurance from my job).
- I do not participate in a Home and Community Based Services (HCBS) waiver.
- I live in your [service area](#).

*CommonHealth members may pay a premium to MassHealth. The premium amount is determined by the members family income. **Members must continue to pay this premium after they enroll in One Care.** The payment is made directly to MassHealth. If members have questions regarding their premium or would like to setup a payment plan or apply for a hardship waiver, they should contact MassHealth at 1-800-841-2900.*

- **Massachusetts Health Connector**
<https://www.mahealthconnector.org/>

The Health Connector is a state-based health insurance Marketplace that makes shopping for affordable health and dental coverage easier for Massachusetts individuals, families, and small businesses. We offer plans from the state's leading insurers that have been awarded the state's Seal of Approval, so you can be sure the plan you choose meets both state and national coverage standards.

- **Health Care for All**
www.hcfama.org
Health Care for All Help Line: 1-800-272-4232

Health Care For All (HCFA) is a Massachusetts nonprofit advocacy organization working to create a health care system that provides comprehensive, affordable, accessible, and culturally competent care to everyone, especially the most vulnerable among us.

- **Supplemental Security Income (SSI) and Social Security Disability Income (SSDI)**

<http://www.mass.gov/eohhs/consumer/basic-needs/financial/ssi-ssdi/>

Programs funded by the Social Security Administration that provide benefits to eligible individuals with disabilities. Here is what you need to do to apply for benefits online:

- Print and review the [Adult Disability Checklist](#). It will help you gather the information you need to complete the application.
- Complete the [Disability Benefit Application](#)
- Complete the Medical Release Form



- **BenePLAN**

<http://www.beneplan.org/>

BenePLAN assists individuals with disabilities who receive Social Security Disability Insurance (SSDI) and/or Supplemental Security Income (SSI), who are looking for employment or are currently working, to understand how work earnings or wage increases impact these and/or other public benefits.

- **Project IMPACT**

<http://www.mass.gov/eohhs/consumer/disability-services/vocational-rehab/ses/impact/project-impact.html>

Project IMPACT provides individualized benefit counseling to beneficiaries of Supplemental Security Income (SSI) and/or Social Security Disability Insurance (SSDI), who are employed or seeking employment. The purpose of this service is to assist individuals with disabilities to understand what may happen to their public benefits when they go to work or increase earnings. Project IMPACT provides this resource in Essex, Barnstable, Bristol, Dukes, Nantucket, Norfolk and Suffolk Counties. If you live in Berkshire, Franklin, Hampden, Hampshire, Middlesex or Worcester Counties, you may contact the UMass Medical School's [BenePLAN program](#). For more information on Project IMPACT please contact Joseph Reale at 617-204-3854 or Joseph.Reale@mrc.state.ma.us. You may also submit a [Project IMPACT Referral Form](#)  

Legal and Guardianship Resources

- **The Disability Law Center (DLC)**

<http://www.dlc-ma.org/>

The DLC is the Protection and Advocacy agency for Massachusetts. DLC is a private, non-profit organization responsible for providing protection and advocacy for the rights of Massachusetts residents with disabilities. DLC receives federal, state and private funding but is not part of the state or federal government.

The DLC provides information, referral, technical assistance and representation regarding legal rights and services for people with disabilities. They provide legal services to eligible people and groups whose cases meet [DLC's priorities](#)

- **Court website with information and forms for guardianship:**

<http://www.mass.gov/courts/case-legal-res/law-lib/laws-by-subj/about/guardian.html>

- **General Information on Guardianship:**

<http://www.mass.gov/courts/docs/courts-and-judges/courts/probate-and-family-court/info-sheet-060909.pdf> and <http://www.mass.gov/courts/forms/pfc/pfc-upc-forms-generic.html#1>

- **Handbook for Guardians:**

<http://www.massguardianshipassociation.org/pdf/FINALHandbookforGuardians.pdf>

- **Guide to Rogers Guardianship:**

<http://www.mass.gov/courts/docs/courts-and-judges/courts/probate-and-family-court/rogers-guardianship-booklet.pdf>

- **Instructions for completing a Clinical Team Report**

<http://www.mass.gov/courts/docs/forms/probate-and-family/mpc901-ctr-instructions.pdf>

- **Volunteer Lawyers Project:** Offering assistance with guardianship and weekly clinics for families. The attached link will provide a schedule of clinics per county. (Please note that Essex County does NOT have a guardianship clinic, but often has a “Lawyer for the Day” who assists litigants to complete forms and provides legal advice at the courthouse.)

http://www.vlpnet.org/volunteer/item.6167-Guardianship_Clinics

- **Massachusetts Guardianship Association:** Information regarding guardianship and conservatorship.

<http://www.massguardianshipassociation.org/>

- **Instructions on how to give notice (Guardianship of minor):**

<http://www.mass.gov/courts/docs/forms/probate-and-family/mpc936-petitioner-instruction-guardianship-of-minor.pdf>

- **Instructions to completing the Notice of Intent to Admit to a Nursing Facility**

<http://www.mass.gov/courts/docs/forms/probate-and-family/mpc955-notice-of-intent-to-admit-instructions.pdf>

Transportation

- **Massachusetts Bay Transportation Authority (MBTA)**

www.mbta.com

- To find a bus or subway stop near you, visit the above link, and then click on the “Schedules & Maps” section located at the top of the page.
- To find out more about reduced fares for people with disabilities, visit the following link and scroll down to “Persons with Disabilities”:
www.mbta.com/fares_and_passes/reduced_fare_programs/

- **The RIDE**

www.mbta.com/riding_the_t/accessible_services

To download the Guide To The RIDE:

http://www.mbta.com/uploadedfiles/Riding_the_T/Accessible_Services/The_Ride/RIDEGuidePDF.pdf

The RIDE provides door-to door transportation to eligible people who cannot use general public transportation all or some of the time, because of a physical, cognitive or mental disability. The fare for a one-way trip is \$3.15, regardless of the area traveled.

- **On-Demand Paratransit Pilot Program**

http://www.mbta.com/riding_the_t/accessible_services/default.asp?id=6442456760

THE RIDE customers are invited to participate in an innovative, year-long pilot program with ride-sharing companies Uber and Lyft.

- **Registry of Motor Vehicles**

<http://www.massdot.state.ma.us/RMV/>

- To see a complete listing of RMV branches, please visit the following link:
www.massdot.state.ma.us/rmv/main/BranchInfo/Map.aspx
- Obtaining a Class D Permit and License
www.massrmv.com/rmv/license/5classd.htm
- Booking a Road Test
www.massrmv.com/rmv/roadtests/
- Obtaining a Massachusetts ID
www.massrmv.com/rmv/license/13bMAID.htm
- Voter Registration
www.massrmv.com/rmv/info/voter.htm

- **Adaptive Driving Program**

<http://www.adaptivedrivingprogram.com/index.php>

- Free Consultation. Over-the-phone pre-evaluation conference.
- Comprehensive Evaluation. We have the capability to assess virtually any disability or special need. We can provide consultations with licensed occupational therapists, and we work in conjunction with rehabilitation centers and hospitals. See below for more information on our Safe Driver Evaluations for Senior Citizens.

- Training. In our specially equipped vehicles including specially equipped cars and vans, we create a safe, comfortable environment for our consumers to learn. **We travel to the consumer.**
 - Re-Evaluation. For progressive disabilities and second opinion evaluations, we perform re-evaluations fully respecting the uniqueness of each consumer.
 - Advocacy. We help consumers receive appropriate services while working closely with community resources that serve people with disabilities and special needs.
- **The Massachusetts Reduced Fare Program: Transportation Access Pass (TAP)**

A Transportation Access Pass (TAP) entitles you to reduced fares on all Massachusetts Regional Transit Authority (RTA) buses, trains, rapid transit, trackless trolleys, commuter rail and commuter boats. The TAP CharlieCard is issued to applicants with disabilities who find it moderately or severely difficult to wait for a bus, hear announcements, read signs, understand or follow directions, maintain stamina, function in crowds, walk certain distances, etc. The TAP CharlieCard is not issued based on income level.

TAP CharlieCards are available at the MBTA CharlieCard Store in the underground concourse of the Downtown Crossing station, open Monday through Friday 8:30am - 5:00pm. Medicare card holders are automatically eligible. For more information call **617-222-5976, 617-222-5854 (TTY), or 1-800-543-8287**, or visit the MBTA Website at:

http://www.mbta.com/fares_and_passes/reduced_fare_programs/.

How to Apply

Return a completed application to the provided MBTA address (next page). You must present a current photo ID when picking up an approved pass (MA license, State ID, or Passport). No photocopies or faxes are accepted. You will receive an Application Status Letter in 4 to 6 weeks. Paste the link below into your browser to access the TAP CharlieCard application form (also available at the MBTA link above).

TAP CharlieCard Application:

http://www.mbta.com/uploadedFiles/documents/ACCESS_PASS.pdf

Automatically Eligible Applicants

Applicants who meet the criteria below are automatically eligible for a TAP CharlieCard. If you meet one of these criteria, complete PART A of the application, check off the category that applies to you, and provide the required information or documents.

- ❖ Medicare Card holder
- ❖ Current customer of THE RIDE
- ❖ Client of DMH/Department of Mental Health
- ❖ Client of DDS/Department of Developmental Services
- ❖ Veteran with a disability rating 70% or greater
- ❖ Out-of State/Area reduced fare card holder
- ❖ Seniors (65+)

All Other Applicants

If you do not meet one of the above criteria, complete PART A of the application and have your licensed health care professional complete PART C of the application.

Self-Advocacy and Self-Determination

- **Massachusetts Advocates Standing Strong (MASS)**

<https://ma-advocates.org/>

MASS is a state-wide, self-advocacy organization run for and by people with intellectual and developmental disabilities. The board, presenters, and many staff members are all individuals with disabilities.

- **Self-Advocacy Leadership Series**

<http://www.mass.gov/anf/employment-equal-access-disability/disability-info-and-resources/dev-disabilities-info/citizen-empowerment/self-advocacy-leadership-series.html>

The Self-Advocacy Leadership series is a training that provides education and training support to people with disabilities. This series seeks to help people improve their skills in the areas of decision-making and leadership. This series provides opportunities to connect people with disabilities to self-advocacy networks as well as expand a person's social network.

[Download the SALS Application](#) 

[Download a copy of the SALS Brochure](#) 

- **DDS Self-Directed Services**

- **For those who are DDS Adult Eligible, contact your *Autism Service Coordinator*.**

- ***For all others, contact:***

Bev McGovern

Regional Self Direction Manager – DDS Northeast Region

Beverly.mcgovern@massmail.state.ma.us

(978)774-5000 ext. 302

Based on the Real Lives Law Passed in 2014, individuals determine the course of their lives by designing and directing their own services. This process is called **Self-Direction**.

The two DDS models of Self-Direction are:

1. Agency With Choice (AWC)

Agency With Choice (AWC), the Co-Employment Model, allows individuals and families to purchase services and to choose and supervise their staff and other supports without having to be responsible for all administrative duties associated with being an employer and purchaser of goods and services. The provider agency is responsible for hiring staff and purchasing goods and services.

2. Participant Directed Program (PDP)

The Participant Directed Program (PDP) option offers the individual/family the most flexibility to arrange and customize supports based on the individual's needs and preferences. The individual can hire their own support staff, design their schedule, and make other decisions about how to use their DDS funded allocation.

Other Helpful Resources

- **DDS Statewide Family Support Directory**

<http://www.mass.gov/eohhs/docs/dmr/reports/family-support/family-support-directory.pdf>

The Department of Developmental Services (DDS) provides funding for family support programs and services across the state designed to provide information, assistance, and an array of supportive services to families with children and adults with disabilities who are living at home.

The Department views families as the best natural resource for individuals with disabilities and recognizes the importance of developing strong partnerships with families. Families know their children and their own strengths and needs. The design of the Family Support Services is to supplement and build upon the capacities of families, and should be flexible and respectful of cultural, economic, social, and spiritual differences.

Any family can contact one of the Family Support Centers listed in this Directory for information and referral services. However, to receive other DDS funded family support services, an individual must be found eligible for DDS services and must be living at home with their family. The Regional Eligibility team intake and eligibility process is conducted by a Regional Eligibility Team located at one of the four DDS regional offices listed in this Directory. The process begins by the submission of an Eligibility Application Form. More information about the eligibility process as well as the application forms can be found on the DDS website, www.mass.gov/dds. Eligibility Application Forms can also be obtained at any of the DDS Area or Regional offices.

- **Asperger/Autism Network: AANE**

AANE works with individuals, families, and professionals to help people with [Asperger profiles](#) or similar [autism spectrum profiles](#) build meaningful, connected lives. We do this by providing information, education, community, support, and advocacy--all in an atmosphere of validation and respect.

<http://www.aane.org/>

- **AANE Wallet Card**

<http://www.aane.org/resources/wallet-card/>

A person with an [Asperger profile](#) may want to disclose when interacting with a "first responder." (i.e., a police officer, firefighter, or emergency medical technician.) This kind of disclosure may be especially hard, because the situation may be an emergency, or one in which you feel threatened or unsafe. If you are an adult or teen with an Asperger profile, we suggest that you carry a copy of the card in your wallet at all times, to use in such difficult situations. Be sure to write on the back of the card the names and telephone numbers of two people who know you, and who explicitly agree to serve as emergency contacts for you if you ever find yourself in a difficult situation with a police officer or other first responder.

- **Massachusetts Families Organizing for Change (MFOFC)**

<http://www.mfofc.org/>

MFOFC is a statewide, grassroots coalition of individuals with disabilities and/or chronic illnesses and their families. Members of MFOFC have written and passed legislation to create statewide policy and practice for individual and family support.

MFOFC provides information, leadership training and support to families, and also has regular regional meetings for families and individuals. Each region of Massachusetts has representation at the statewide Steering Committee.

MFOFC Family Leadership Program

The Family Leadership Program at Riverside Community Care

<http://www.riversidefamilysupport.org/>

The Family Leadership Program provides support, training and advocacy for families that include an individual with disabilities. The family leadership programs provide families with valuable opportunities to increase their knowledge about services and supports; to advocate effectively for their family member (as well as influence policy making at the local and state); and to connect families.

There are three core programs:

- **Advocacy Bootcamp** is a training intended for primary caregivers of young children (birth to age 10) with developmental disabilities, chronic illnesses, and/or complex medical needs. The content focuses on building foundational advocacy skills so that participants can empower their children to lead rich and meaningful lives.
- **A Full Life Ahead** is a series of monthly workshops for parents and guardians of young adults living with disability. The series focuses on transition, employment, housing, friendships, and other topics that will lead to independent, full lives in the community for young adults with disabilities.
- **MFOFC Family Leadership Series** empowers families and individuals to live and engage in their communities. Families with children or adult family members of any age with any disability who are eligible for services from the Department of Developmental Services are encouraged to apply. The Family Leadership Series has a three-fold purpose: to offer information about “best practices” for people with disabilities; to assist families in creating a vision for their family member and a process to achieve this vision through leadership and advocacy; and to develop family leaders who will advocate at the local and state level to improve the lives of individuals with disabilities.

MFOFC Northeast Regional Coordinator:

O. Sophia Johansson

48 Central Street – 2nd Fl

Manchester by the Sea, MA 01944

Phone: 617-935-2264

Email: o.sophia.johansson@gmail.com

- **Exceptional Lives**

<http://exceptionallives.org/>

Email: info@exceptionallives.org

Phone: (844) 354-1212

Free, easy-to-use Guides for parents of children with disabilities.

- Information from experts.
- Put into plain language.
- Focused on action steps.
- Tailored to your family.

Each Guide gives parents of children with disabilities a step-by-step walkthrough of the topic, such as:

- How to Create an Effective IEP
- How to Access Special Education
- How to Apply for SSI
- How to Optimize your Health Insurance
- How to Navigate Guardianship

Exceptional Lives is a registered 501(c)3 nonprofit organization.

- **ALEC: Autism Awareness Training for First Responders**

A project of The Family Autism Center at [The Arc of South Norfolk](#)

ALEC training helps foster a deeper understanding of ASD among public safety and law enforcement personnel. Training is available for police officers, firefighters and emergency room and courtroom personnel, using curriculum and videos specific to each group. Basic EMTs, intermediate EMTs and paramedics earn 3 OEMS hours (continuing education hours) for ALEC training.

Download the brochure:

http://www.arcsouthnorfolk.org/uploads/1/7/3/3/17332900/alec_brochure_01.pdf

- **Clubhouses for Persons in Recovery from Mental Health Conditions**

Funded by the Department of Mental Health, clubhouse is a fluid and flexible service that is based in the principles of psychosocial rehabilitation and recovery. Members of the clubhouse are engaged in all aspects of service delivery and empowered to identify, develop, review and revise program operations based on the needs and preferences of the membership. The program offers a restorative environment where each individual can receive supports and services related to employment, education, life skills, housing, health and wellness, social and recreational, and community linkage. Most clubhouses are open six days per week and most holidays.

- **The Massachusetts Clubhouse Coalition (MCC)**
<http://www.massclubs.org/>

Clubhouses in the Northeast Region:

Elmbrook Place (operated by Eliot Community Human Services)

4 A Street 1st floor
Burlington, MA 01803
Director: Carrie Endicott
Phone: 781-202-3478
Email: cendico@eliotchs.org
Website: www.elmbrookplace.org

Haverhill Clubhouse (operated by Vinfen Corporation)

100 Locust Street
Haverhill, MA 01830
Director: Kerry Caracciok
Phone: 978-521-6957
Email: haverclub@gmail.com & Caracciok@vinfen.org
Website: www.Haverhillclub.org

Horizon House (operated by Riverside Community Care)

78 Water Street
Wakefield, MA 01880
Director: Catherine Taatjes
Phone: 781-245-4272
Email: ctaatjes@riversidecc.org

Point After Club (operated by Vinfen Corporation)

15 Union Street Unit 455
Lawrence, MA 01840
Director: Tom Coppinger
Phone: 978-681-7753
Email: coppingerth@vinfen.org

Renaissance Club (operated by Eliot Community Human Services)

176 Walker Street
Lowell, MA 01854
Director: Elaine Walker
Phone: 978-454-7944
Email: renclub@verizon.net
Website: www.renclublowell.org

Harbor Place Clubhouse (operated by Eliot Community Human Services)

71 Linden Street
Lynn, MA
Director: Christina Tinkham
Phone: 781-842-7200
Email: ctinkham@eliotchs.org

Salem Connection Clubhouse (operated by Eliot Community Human Services)

50 Grove St

Salem, MA 01970

Director: Christina Tinkham

Phone: 978-498-4400

Email: ctinkham@eliotchs.org

- **GIFT Training (Gathering Inspiring Future Talent)**

Contact: Kim Bisset, Ed D

(781) 956-4848

Kim@radiatecareers.com

- Strength-based job training
- For young adults building their resiliency with mental health challenges
- Preparation for Peer Mentor careers and other exciting careers

Watch the introductory video:

<https://www.youtube.com/watch?v=vwRkYStJjlc&feature=youtu.be>

- **Speaking of Hope**

<https://www.speakingofhope.org/>

Speaking of Hope is more than a web site, but a canvas for expression and a toolbox of valuable resources. It was created by young adults with lived mental health experience for young adults. It is a place to share helpful tools, inspire confidence, and connect with others in a safe, anonymous way.

- **Access Recreation Boston**

<http://accessrec.org/>

Access Recreation Boston is a coalition of organizations and individuals dedicated to increasing and enhancing recreation opportunities for people with disabilities in the greater Boston area. We accomplish this through building community awareness, sharing professional expertise, and promoting collaboration.

SERVICES:

- Searchable community calendar
- Professional development conferences
- Networking opportunities
- Shared outreach

- **Federation for Children with Special Needs**

<http://fcsn.org/>

The Federation for Children with Special Needs provides information, support, and assistance to parents of children with disabilities, their professional partners, and their communities. We are committed to listening to and learning from families, and encouraging full participation in community life by all people, especially those with disabilities.

- **Mass Family Voices**

<http://fcsn.org/mfv/>

Massachusetts Family Voices @ the Federation is a state chapter of [Family Voices, a national grassroots organization](#) of families, friends and professional partners brought together by a common concern for children and youth with special health care needs. Family Voices aims to achieve family-centered care for all children and youth with special health care needs and/or disabilities. Through our network, we provide families tools to make informed decisions, advocate for improved public and private policies, build partnerships among professionals and families, and serve as a trusted resource on health care.

- **Common Bonds (Yahoo Group)**

commonbonds-owner@yahoogroups.com

Common Bonds is a networking and support group for parents of children with autism and PDD. Membership is not restricted to local (Boston area) families. Anyone is welcome to join so that they may have access to a group of parents with a wide variety of experience navigating the educational, medical, and early intervention systems in Massachusetts. In order to preserve the privacy of group, membership is not intended for medical professionals, therapists, school personnel or solicitors of any kind. Non-members may contact the listowner or moderators with requests to post information (relevant to Common Bonds members) regarding studies, data collection, products, services, agencies or organizations.

- **Partners for Youth with Disabilities (PYD)**

<http://www.pyd.org/>

Partners for Youth with Disabilities (PYD) empowers youth with disabilities to reach their full potential by providing transformative mentoring programs, youth development opportunities, and inclusion expertise. We motivate youth to reach their personal, educational, and career goals, and guide organizations in becoming more inclusive.

- **Parent/Professional Advocacy League (PPAL)**

<http://ppal.net/>

Parent/Professional Advocacy League is a statewide, grassroots family organization that advocates for improved access to mental health services for children, youth and their families. PPAL's goals are to support families, nurture parent leaders and work for systems change. PPAL is the only Massachusetts organization whose work focuses solely on the interests of families whose children have mental health needs. Founded in 1991, PPAL continues to work on behalf of children, youth and families as a critical voice shaping policy and practice.

- **Disability Index**

<https://www.disabilityinfo.org/>

INDEX helps people with disabilities find the information they need. We collect and keep up-to-date information on programs, providers and services in Massachusetts that have something to offer to people with disabilities. INDEX is a project of the [Eunice Kennedy Shriver Center](#) at the [University of Massachusetts Medical School](#).

Glossary

- **ABA**
Applied Behavior Analysis. A discipline devoted to the understanding and improvement of human behavior through skill acquisition and the reduction of problematic behavior in a measurable and accountable manner. Often used interchangeably with behavior modification.
- **ABC Assessment**
Observing behavior (B) and its functional relationship to antecedents (A) and consequences (C).
- **ABI**
Acquired Brain Injury
- **ABS**
Adaptive Behavior Scale. The ABS is one of the best-researched and tested psychological measurement tools for evaluating adaptive behavior (daily functioning).
- **ACA**
Affordable Care Act. Federal statute also known as Obamacare.
- **ACO**
Accountable Care Organizations. Providers that voluntarily meet quality outcome-based thresholds.
- **ADA**
Americans with Disabilities Act of 1990. This comprehensive federal civil rights law makes it unlawful to discriminate in private sector employment against a qualified individual with a disability. The ADA also outlaws discrimination against individuals with disabilities in state and local government services, employment, public accommodations, transportation, and telecommunication.
- **ADD**
Attention Deficit Disorder. A disorder that shows up in the areas of inattention and impulsiveness. It is evidenced by having difficulty organizing and completing tasks correctly, frequent shifting from one activity to another, failure to follow rules. ADD without hyperactivity refers to the disorder without a high degree of atypical motor activity.
- **ADDP**
Association of Developmental Disabilities Providers. ADDP's mission is to promote and ensure strength of community-based providers so provider members can be successful in improving quality, access and value of services in the community. ADDP is committed to enhancing political, financial, and educational health of [member organizations](#) that serve people with disabilities, including intellectual and developmental disabilities and acquired brain injuries. <http://www.addp.org/>
- **ADEA**
Age Discrimination and Enforcement Act
- **ADHD**
Attention Deficit Hyperactivity Disorder. This is similar to ADD but includes gross motor over activity, such as excessive running, talking, or manipulation of objects and excessive fidgeting and restlessness.
- **ADL**
Activities of Daily Living.
- **Adult**
An individual who is 18 years of age and over.
- **Appeal**
A request for a higher level review of a decision in which the involved person disagrees.
- **APSE**

Association for Persons in Supported Employment. APSE is a national membership organization committed to expanding and improving integrated employment opportunities and outcomes for persons with disabilities. <http://apse.org/>

- **Area Director (AD)**
The person who manages and oversees the administration of an Area Office as well as the services and supports this office offers to eligible individuals and families.
- **Area Office (AO)**
One of 23 statewide locally based offices responsible for the organization, coordination, and provision of services or supports to individuals and families who live within the office's service area.
- **ASL**
American Sign Language. A formal method of communication used by people with hearing impairments. It is a system of articulated hand gestures and their placement relative to the upper body as well as facial expression, movements, postures and other non-manual signs that enhance and emphasize the meaning of signs.
- **ASO**
Administrative Service Organization. An non-risk bearing entity that is hired to perform fiscal, legal, and management duties.
- **Accessible**
Easy to approach, enter, operate, participate in or use safely, independently and with dignity by a person with a disability.
- **Accessibility**
Modification of buildings, curbs, and other physical structures to allow easy movement and admittance by a person with a disability. The Americans with Disabilities Act of 1990 mandates accessibility to all public and private facilities. Modifications might include ramps, use of Braille and sound adaptations.
- **Accountability**
Measures to assure that public funds are used to achieve the desired outcomes in a cost-effective manner.
- **Adaptive Behavior**
Adaptive behavior means that the person has overall adaptive behavior which is significantly limited in two or more skill areas (communication, self-care, home living, social skills, community use, self-direction, health and safety, functional academics, leisure, and work), as measured by an instrument which is standardized, appropriate to the person's living environment, and administered and clinically determined by a qualified professional.
- **Adaptive Response**
The way in which an individual responds to what is happening in the environment. How well the individual responds determines whether or not a task has been learned.
- **Adaptive Skills (Functional Skills)**
Those skills used in daily living such as dressing and eating.
- **Adjudicated**
Meaning to go before a judge. This term is used to describe the fact that an individual has had a guardian appointed by the court. The person is no longer deemed competent to make informed decisions independently.
- **Advance Directive**
A document that tells your doctor what kind of care you would like to have in case you become unable to make your own decisions about medical treatment and the provision of health care, when and if you become incapacitated (for example, if you are in a coma).
- **Advocacy**

Parents (or families), organizations or volunteers working on behalf of the rights and interests of others (such as people with disabilities). Parents are the best advocates for their children.

- **Affect**
Emotional aspects of behavior.
- **Affective**
Pertaining to the emotional aspects of behavior.
- **Alternative Care Facility**
A residential facility which provides a package of personal care and homemaker services and protective oversight to eligible persons who meet applicable state and federal requirements, and which is state-certified.
- **Ambulation**
Rolling, crawling, walking, running.
- **Americans with Disabilities Act (ADA) of 1990**
This comprehensive federal civil rights law makes it unlawful to discriminate in private sector employment against a qualified individual with a disability. The ADA also outlaws discrimination against individuals with disabilities in state and local government services, employment, public accommodations, transportation, and telecommunication.
- **Antecedent**
A stimulus that occurs before a behavior. It makes a behavior more or less likely to occur again in the future.
- **Applied Behavior Analysis**
A discipline devoted to the understanding and improvement of human behavior through skill acquisition and the reduction of problematic behavior in a measurable and accountable manner. Often used interchangeably with behavior modification.
- **Apraxia**
Inability/difficulty in initiating or performing purposeful movements.
- **Arc**
An agency which collaboratively provides leadership in addressing the choices and needs of individuals with developmental disabilities and their families.
- **Asperger Syndrome or Disorder**
A developmental disorder characterized by a lack of social skills, impaired social relationships, poor coordination and poor concentration. Children with Asperger Disorder have average to above average intelligence and adequate language skills in the areas of vocabulary and grammar, but they may not understand the subtleties used in conversation such as irony and humor. It is believed that Asperger Disorder has a later onset than Autistic Disorder or at least is generally recognized later.
- **Assessment**
Tools that are used to find an individual's unique strengths and needs.
- **Assistive Technology**
Devices used by people with disabilities to compensate for functional limitations and to enhance and increase learning, independence, mobility, communication, environmental control and choice.
- **Auditory**
Pertaining to hearing.
- **Auditory Memory**
The ability to recall what is heard.
- **Auditory Processing**
Interpretation or the ability to give meaning to the information received through the ears. It is not simply hearing.
- **Augmentative or Alternative Communication**

Non-verbal communication such as sign language, symbol systems (communication boards) or electronic voice output devices.

- **Autism**
A developmental disability significantly affecting verbal and nonverbal communication and social relationships, generally evident before age three, which adversely affects a child's educational performance.
- **Autonomy**
An ethical principle that proposes that all adults are competent until a court decides that incompetence exists. It embodies the concept of self-determination and supports the ability of a person to make decisions for him or herself consistent with the person's beliefs and values. To act autonomously a person, therefore, must have an established set of values by which to measure his or her own interests.
- **Avoidance Behavior**
A behavior which allows an individual to avoid an aversive or unpleasant situation or condition.

- **BCABA**
Board Certified Associate Behavior Analyst. A BCABS holds a bachelor's degree and has passed a national certification exam, among other requirements.
- **BCBA**
Board Certified Behavior Analyst. A BCBA holds a master's degree or Ph.D. and has passed a national certification exam, among other requirements.
- **BI**
Brain Injury.
- **BIP**
Balancing Incentive Program. The Balancing Incentive Program provided financial incentives to States to increase access to non-institutional long-term services and supports (LTSS) in keeping with the integration mandate of the Americans with Disabilities Act (ADA), as required by the *Olmstead* decision and was created by the Affordable Care Act of 2010 (Section 10202). The Balancing Incentive Program authorized grants to serve more people in home and community-based settings, from October 1, 2011 to September 30, 2015. Thirteen States continue to participate in the program by spending the grant funds to increase access to new or expanded services and infrastructure.
- **Baseline, Base Rate, or Operant Level**
The frequency or duration of a behavior before it is changed, modified or before a program is put into effect.
- **Behavior**
Any observable, measurable response or action.
- **Behavior Modification**
Outdated term. Please see Applied Behavior Analysis.
- **Behavior Objective**
A statement that depicts the specific behaviors desired after intervention occurs.
- **Beneficence**
An ethical principle which promotes good and discourages harmful actions towards other human beings. It is historically associated with care giving and doing good for others.

- **CAPTA**

Child Abuse Prevention & Treatment Act. Legislation that provides federal funding to states in support of prevention, assessment, investigation, prosecution and treatment activities.

- **CARF**
Commission on Accreditation of Rehabilitation Facilities. A private, nonprofit organization that establishes standards of quality for services to people with disabilities. Adherence to these standards is then measured through an on-site review of an organization requesting accreditation. CARF is the nationally recognized accrediting authority whose sole concern is to promote quality services for people with disabilities. www.carf.org
- **Case Management**
An active relationship between the Department and individuals and families that provides support, guidance, problem-solving and assistance in accessing a range of supports such as community activities, educational opportunities, and other community resources (e.g. day care, health benefits, and medical supports).
- **Central Office**
The main headquarters of the Department of Developmental Services located at 500 Harrison Avenue in Boston.
- **C-HCBS**
Children's Home and Community Based Services Waiver. Medicaid benefits and case management for children birth to 18 years old with significant functional long-term care needs. Must be deemed medically fragile. Waives SSI income limit for children who meet long-term care criteria.
- **Child**
Individual who is younger than 18 years of age.
- **CMS or CMMS**
Center for Medicaid Services/Center for Medicare Medicaid Services. Federal unit which administers Medicare/Medicaid.
- **CMW**
Children's Medical Waiver. Merged with Health Care Policy & Finance (HCBS) waiver for children effective September 15, 2000.
- **CNA**
Certified Nurse's Aide.
- **Competent**
Means a person is capable of making informed decisions in specific areas regarding the conduct of one's personal and/or financial affairs.
- **CORF**
Comprehensive Outpatient Rehabilitation Facility.
- **CPS**
Child Protective Services.
- **CWA**
Children With Autism Medicaid Waiver. Medicaid benefits and behavioral supports for children birth through five years old with medical diagnosis of autism. Families must apply through their local Community Centered Board.
- **Cognitive**
A broad term that refers to any class of mental "behaviors" such as reasoning or problem solving. Awareness with perception.
- **Community Participation (CP)**
This service offers opportunities for persons with developmental disabilities to experience valued adult roles in the community. These services should enable an individual to access and participate in typical services, supports and activities that any person might enjoy.

- **Comprehensive Services**
Comprehensive Services (Adults) provides 24-hour residential care, employment and other day-type services and transportation. Comprehensive Services is an all-inclusive program that is designed to ensure that all identified needs in a person's Service (Individualized) Plan (SP) are met. A person cannot be living with his/her family and receive Comprehensive Services.
- **Consent**
An informed agreement which is expressed in writing and is freely given.
- **Consequence**
A stimulus that occurs after a behavior. It makes a behavior more or less likely to occur again in the future.
- **CORI**
Criminal Offender Records Information that the Department and other state agencies review to determine appropriateness of present or prospective direct care staff and volunteers to work with our consumers.

- **DDS**
Department of Developmental Services, formerly known as DMR
- **DMR**
Department of Mental Retardation, former name of DDS
- **DPH**
Department of Public Health
- **DPOA**
Durable Power of Attorney.
- **DSP**
Direct Service Professional.
- **DPPC**
Disabled Persons Protection Commission. In cases of suspected physical, emotional and sexual abuse or neglect of a person with a disability, the DPPC: Receives and screens reports of suspected abuse, neglect and deaths through a 24-Hour Hotline; Conducts investigations; Oversees investigations conducted on DPPC's behalf by other state agencies: Department of Developmental Services (DDS), Department of Mental Health (DMH) and the Massachusetts Rehabilitation Commission (MRC); Ensures that the appropriate protective services are provided when abuse has been substantiated or risk is determined; Provides training and education for service providers; law enforcement personnel and the public; Provides assistance to the public in clarifying the presence of abuse and neglect.
<http://www.mass.gov/dppc/>
- **DYS**
Division of Youth Services.
- **Developmental Delay**
Being behind other children of the same age in achieving cognitive, adaptive, physical, and social skills.
- **Developmental Disability**
A disability that occurs before the person reaches 22 years of age, substantially impacts the person's daily life, is caused by an intellectual disability or related conditions (for example: cerebral palsy, autism, epilepsy, Down syndrome, or other neurological conditions) and significantly impairs the person's general intellectual and /or adaptive functioning.
- **Dual Eligible**
DD services and mental health services

- **ED**
Emergency Department.
- **EEOC**
Equal Employment Opportunity Commission
- **EHA (PL 91 230)**
Education of the Handicapped Act of 1970. A federal law that consolidated previous legislation and established a new Title VI, which became known as Part B. This act established a grant program for educational agencies at the local level. Part B was the precursor to the Education for All Handicapped Children Act of 1975 (PL 94-142) which significantly expanded the educational rights and opportunities for children and youth with disabilities. Also see IDEA (Individuals with Disabilities Education Act PL 101-476).
- **ER**
Emergency Room.
- **Empathy**
Ability to understand or feel what another is feeling.
- **Estate Planning**
Process of creating and preserving property during a person's own lifetime and arranging for the transfer of property upon death. In reference to disabilities, the term means advantageous planning of investments, taxes, and trusts that will not sacrifice family security or federal benefits.
- **Expressive Language**
Language which people use to make their thoughts and ideas known to others. It may include written, verbal, gestures, sign language, use of a communication board and other forms of expression.

- **FA**
Functional Assessment. A comprehensive analysis of factors which may influence current behavior.
- **FTE**
Full-Time Employee. A personnel, staffing and budgeting term.
- **Facilitate**
To help bring about.
- **Facilitated Communication**
A technique to enable people with communication impairments to communicate. An example might be where a person without a disability places his or her hands on the hands of the person with a disability and enables that person to move about a keyboard and type responses to a set of questions.
- **Family Support**
A supplemental support service model for families who care for their family member with a disability at home. Family Support is designed to provide a wide array of options to families of individuals with disabilities that enable them to stay together and to be welcomed, and contributing members of their home communities.
- **Family Support Agency/Family Support Provider Agency (FSPA)**
The provider agency with day-to-day- responsibility for the operation of family services and supports pursuant to its contract with us.
- **Family Support Allocation**
The amount of dollars available to a family based on completion of needs assessment, availability of resources and their identified prioritization for funding as determined by the Area Director. The allocation is inclusive of other service costs, such as case management, as well as flexible allocation. This allocation is managed either by the Family Support Provider Agency or by the family.

- **Family Support Plan (FSP)**
This plan includes a listing of supports, goods, and services that have been identified as appropriate to meet the needs of the family during each fiscal year (See Fiscal Year) as well as the associated cost to us. The FSP is signed by the designated provider agency staff, family member, and when appropriate, the individual.
- **Fiscal Year**
The Commonwealth of Massachusetts operates on an annual fiscal budget that runs from July 1 to June 30th of the following year.
- **Flexible Family Support**
A component of the Family Support model that provides funds to families that can be used in a flexible manner to purchase goods and services to support their family member with a disability in the family home and community.
- **Functional Assessment (FA)**
A comprehensive analysis of factors which may influence current behavior.

- **Group Therapy**
Therapy involving several individuals as a group at the same time.
- **Guardian** - A person or entity that has legal guardianship is a natural or adoptive parent, individual or agency that has legal guardianship of persons under the age 18 years. With respect to persons 18 years of age or older, it is the individual, organization or agency, if any, that has been appointed legal guardian of the person by a court of competent jurisdiction.

- **HCA**
Home Care Allowance. Also Home Care Agency.
- **Home and Community Based Waiver (HCBS)**
A federal program authorized by Section 1915 (c) of the Social Security Act. The HCBS waiver for MR/DD is a Medicaid program that covers home and community based services for individuals eligible for our services and meet the Medicaid and HCBS waiver criteria for participation in the waiver.
- **HHS**
Health and Human Services
- **HIPAA**
The Health Insurance Portability And Accountability Act of 1996 (August 21), Public Law 104-191, which amended the Internal Revenue Service Code of 1986. Also known as the Kennedy-Kassebaum Act, the Act includes a section, Title II, entitled Administrative Simplification, requiring:
 1. Improved efficiency in healthcare delivery by standardizing electronic data interchange, and
 2. Protection of confidentiality and security of health data through setting and enforcing standards.
- **Habilitation**
The process by which a person with developmental disabilities is assisted in acquiring and maintaining life skills to cope more effectively with personal and developmental demands, and to increase the level of physical, mental, vocational and social ability through services.
- **Handicap**
A mental or physical impairment which prevents or interferes with normal mental or physical activities and achievement. The preferred term is “disability.”
- **Human Rights Committee (HRC)**
A third-party mechanism to safeguard the legal rights of persons receiving services by participating in the granting of informed consent, monitoring the suspension of rights of persons receiving

services, monitoring behavior development programs in which persons with developmental disabilities are involved, monitoring the use of psychotropic medication by persons with developmental disabilities, and at the committee's option, either providing or ensuring the investigation of allegations of abuse or neglect of persons with developmental disabilities who are receiving services or supports under this article.

- **IDEA**
Individuals with Disabilities Education Act of 1990. See PL 101-476.
- **IDEIA**
Individuals with Disabilities Education Improvement Act of 2004. IDEIA 2004 reauthorizes IDEA and maintains the basic principles of the law, a free appropriate public education for all students with disabilities, in the least restrictive environment; however, there are many changes and modifications to the IEP process and other aspects of the identification and evaluation of students with disabilities.
- **I/DD**
Intellectual and Developmental Disabilities.
- **IEP**
Individualized Education Program. An educational plan for a specific student written by a multidisciplinary team. The plan states learning objectives and steps to meet the objective within a given time frame.
- **IQ**
Intelligence Quotient. A derived score from an intelligence test that provides information as to how an individual's aptitude for learning compares to other individuals of the same age.
- **Individual Support Plan (ISP)**
A written plan of services or supports for an individual over the age of 22 which is developed, implemented, reviewed, and modified according to the requirements of the Department's regulations on individual support plans.
- **ITP**
Individual Transition Plan.
- **Inclusion**
To have the opportunity to participate in all activities available in a community; for example, education in a traditional classroom.
- **Informed Consent**
A decision based on knowledge of the advantages and disadvantages and implications of choosing a particular course of action.
- **Intake**
Activities performed by a resource coordinator to determine a developmental disability. Includes gathering information to start a person in a meaningful program of services.
- **Integration**
Participation in the mainstream of community life. Participation means the person with disabilities maintains social relationships with family, peers and nondisabled people in the community. They may work and live alongside people without disabilities.
- **Intellectual Disability**
The term used to describe a significant impairment of intellectual functioning and adaptive behavior limitations identified prior to age 18.

- **Job Coach**
A person who assists people in integrated employment situations.

- **LCSW**
Licensed Clinical Social Worker
- **LEA**
Local Education Agency.
- **LOC**
Level of Care.
- **LPN**
Licensed Practical Nurse.
- **LSC**
Licensed Social Worker
- **LTC**
Long Term Care.
- **LTSS**
Long Term Services and Supports.
- **Least Restrictive Environment (LRE)**
The most productive environment for an individual in which to address his or her needs. Such placement should range along a continuum of services and can include institutional placement, special schools, special classes, resource rooms or regular classroom placement.

- **MA**
Mental Age.
- **MANE**
Mistreatment, Abuse, Neglect and Exploitation
- **MCO**
Managed Care Organization. This is a risk-bearing entity which receives a fixed payment to assure that a set of consumers get all the services they require as specified in the managed care plan. An MCO does not directly provide services.
- **MI**
Mental Illness
- **MSW**
Masters in Social Work.
- **Mainstreaming**
Term used by educators to refer to the integration of children with disabilities into regular classes for part or all of the school day.
- **Managed Care**
Strategies that seek to maximize the value of services by controlling their cost and use. Quality is promoted and measured to ensure cost effectiveness.
- **Medicaid**
A funding source authorized under Title XIX of the Social Security Act that provides health care assistance to qualified individuals. The program is funded by both federal and state money, but is administered by the state.
- **Medicare**
A federal health insurance program run by the Health Care Financing Administration that includes both hospital and medical insurance.
- **Mental Retardation**

Current terminology is Intellectual Disability. The American Association on Intellectual and Developmental Disabilities defines mental retardation as “a disability characterized by significant limitations both in intellectual functioning and in adaptive behavior as expressed in conceptual, social, and practical adaptive skills. This disability originates before age 18. Five assumptions essential to the application of the definition are: (1) Limitations in present functioning must be considered within the context of community environments typical of the individual's age, peers and culture. (2) Valid assessment considers cultural and linguistic diversity as well as differences in communication, sensory, motor, and behavioral factors. (3) Within an individual, limitations often coexist with strengths. (4) An important purpose of describing limitations is to develop a profile of needed supports. and (5) With appropriate personalized supports over a sustained period, the life functioning of the person with an intellectual disability generally will improve.”

- **Natural Supports**

Supports and resources provided in the community by family, friends, neighbor, and others who are not paid to provide such supports.

- **Negative Reinforcement**

A behavior that results in removing something that the person does not like. Because the behavior allows the individual to stop or remove something that is unwanted, the behavior is likely to occur again. For example, upon hearing loud music, a person turns down the radio to remove the stimulus hurting the person's ears. Next time the person encounters a similar situation, the person is likely to turn the radio down again because it resulted in removing something that the person found aversive.

- **Normalization**

The process of making available to people with disabilities patterns of life which are as close as possible to typical circumstances and ways of life in society.

- **Nuclear Family**

Siblings (brothers and sisters) and parents.

- **OSERS**

The federal Office of Special Education and Rehabilitative Services.

- **Occupational Therapist (OT)**

Therapist who uses purposeful activities to improve movement and coordination, visual perceptual skills, self-help skills, and reading skills. An OT is also trained to adapt equipment.

- **Olmstead Decision**

Supreme Court decision affirming the right of individuals with disabilities to live in their community.

- **PAC**

Parent Advisory Committee. The purpose of the committee is to promote the quality of life for individuals being served in the vocational program through supporting the development of activities that support choices and opportunities for community involvement, vocational training, and employment.

- **PCA**

Personal Care Alternative. A residential program up to three people, designed to meet the unique needs of the individuals.

- **PCP**

Primary Care Physician.

- **PDD**

Pervasive Developmental Disorder. A broad category of disability that involves problems in social interaction and verbal and nonverbal communication. PDD is not a specific diagnosis but an umbrella term for several disorders and syndromes considered to be mental and/or behavioral disorders. Its major diagnosis is autism. PDD not otherwise specified (PDDNOS) refers to children who have autistic characteristics but do not formally qualify for the diagnosis.

- **PL 94-142**

Education for All Handicapped Children Act of 1975. A federal law growing out of and strengthening previous acts. This is the core of federal funding for special education. In 1990 this act was reauthorized and expanded under PL 101-476, the Education of the Handicapped Act Amendments of 1990, and was renamed the Individuals with Disabilities Education Act (IDEA).

- **PL 101-476**

Education of the Handicapped Act Amendments of 1990. Also known as the Individuals with Disabilities Education Act (IDEA). This federal law amended and expanded The Education for All Handicapped Children Act of 1975. The act uses “people-first” language, replacing “handicapped children” with “individuals with disabilities” and the definition of those with disabilities was expanded. The law mandates special education services for children ages three to twenty-one and extends services for infants from birth to age two.

- **PL 108-446**

Individuals with Disabilities Education Improvement Act of 2004. IDEIA 2004 reauthorizes the IDEA and maintains the basic principles of the law, a free appropriate public education for all students with disabilities, in the least restrictive environment; however, there are many changes and modifications to the IEP process and other aspects of the identification and evaluation of students with disabilities.

- **POC**

Plan of Care. Also, Plan of Correction

- **Peer Group**

The group of intellectual, social and/or educational equals with which an individual associates.

- **Perseveration**

A behavior that continues even after the need for it no longer exists and is not appropriate. For example, the child may say, “I go, go, go, go, go, go.”

- **Person Centered Planning**

Designing services and supports specifically around the individual needs and requests and based on what the individual already has in place that is working.

- **Pervasive Developmental Disorder (PDD)**

A broad category of disability that involves problems in social interaction and verbal and nonverbal communication. PDD is not a specific diagnosis but an umbrella term for several disorders and syndromes considered to be mental and/or behavioral disorders. Its major diagnosis is autism. PDD not otherwise specified (PDDNOS) refers to children who have autistic characteristics but do not formally qualify for the diagnosis.

- **Physical Therapist (PT)**

Therapist who works with an individual, generally through exercise, to improve movement patterns.

- **Power of Attorney: Health Care**

Legal document used to appoint someone to make health care decisions for a person who is not able to do so.

- **Power of Attorney: Property**

Legal document used to appoint someone to make property decisions, such as selling property or making important investment decisions for a person who is not able to do so. Power of Attorney is not the same as Guardianship.

- **Prevocational Services**
Prepares a participant for paid community employment. Includes teaching such concepts as attendance, task completion, problem solving and safety needed to obtain employment. The goal of this service is to help the participant obtain paid community employment within five years.
- **Psychotropic Meds**
Drugs which affect mental activity, behavior or perception. Psychotropic drugs include tranquilizers, sedatives, and anti-depressants.

- **Quality Assurance**
An organized set of activities intended to systematically ensure minimal safety of people receiving services and to encourage performance improvements.
- **Quality of Life**
The assessment of an individual's meaningful relationships and activities from the individual's point of view.

- **RN**
Registered Nurse.
- **Rehabilitation**
Process of restoring to useful activity a person who has been ill or who is disabled. Accomplished through education and therapy.
- **Region**
One of four service catchment areas across Massachusetts. The four Regions are: Central West, Northeast, Southeast, and Metro.
- **Regional Family Support Director, Regional Director of Family Support**
Our staff who is administratively responsible for the management and delivery of Family Support Services provided through the Area Offices.
- **Regional Director (RD)**
The staff who oversees the administration and management of supports and the operations of the area offices within the Region.
- **Regional Office**
One of the four offices located within each region where our staff implement the policies and standardization of the services offered by the area offices in the Region.
- **Representative Payee**
A person or organization that is authorized to cash and manage public assistance checks (Social Security, Supplemental Security Income) for a person deemed incapable of doing so.
- **Residential**
Having to do with where people live.
- **Respite**
A period of rest or relief provided for the family in the care and supervision of their family member with a disability.

- **SEPAC**
Special Education Parent Advisory Council. An advisory council of parents to consult on special education issues.
- **[SIS](#)**

Supports Intensity Scale. A psychometric tool created by AAIDD to evaluate practical support requirements of a person with an intellectual disability through a positive and thorough interview process.

- **SLC**
Supported Living Consultant. An SLC assists individuals in getting their needs met through the Supported Living Services program.
- **SSDI**
Social Security Disability Income. Federal benefit program sponsored by the Social Security Administration. Primary factor: disability and/or benefits received from deceased or disabled parent, benefit depends upon money contributed to the Social Security program either by the individual involved and/or the parent involved.
- **SSI**
Supplemental Security Income. Federal financial benefit program sponsored by the Social Security Administration.
- **Self-determination**
Activities which promote or allow for consumer choice and the ability of a consumer or family to use principles of freedom, authority, support and responsibility.
- **Self-directed Supports**
Services funded by government but under the control and direction of the service user.
- **Service Coordinator**
The person designated by the Department to arrange, coordinate, monitor, and remain informed about services or supports we provide, purchases, or arranges for a particular individual.
- **Service Provider Organization (SPO)**
A Service Provider Organization is an individual or any publicly or privately operated program, organization or business providing service or supports for persons with developmental disabilities.
- **Socialization**
The process whereby an individual acquires the knowledge, values, facility with language, social skills and social sensitivity that enables him or her to become integrated into and behave adaptively within a society.
- **Special Needs (or Third Party) Trust**
An individual, discretionary trust prepared for a person who has a disability. This is intended to supplement, not replace government benefits. A trustee must administer the funds; the person with a disability cannot have direct access to the funds. The trust should be irrevocable (cannot be changed) and be written by a lawyer specially trained in elder or Medicaid law.
- **Speech and Language Pathologist or Speech Therapist**
An individual with a Master's Degree and certificate in speech and language pathology. Speech and language pathologists are qualified to diagnose speech, language, voice and fluency (stuttering) disorders and to plan and implement therapy programs.
- **Stipend**
Sum of money that a Family Support Provider Agency pays to an individual or family for the purchase of goods and services.
- **Supports**
Resources and strategies that promote and individual's interests and enable the person to access resources, services, information, and relationships that result in enhanced independence, productivity, community integration and satisfaction.
- **Supported Employment**
Paid employment for adults with developmental disabilities who, without long-term support, are not likely to succeed in a regular job.

- **TBI**
Traumatic Brain Injury. An acquired injury to the brain caused by an external physical force resulting in total or partial functional eligibility of psychosocial impairment, or both, that adversely affects a child's educational performance.
- **TS**
Tourette Syndrome. A neurological disorder characterized by tics - involuntary, rapid, sudden movements or vocalizations that occur repeatedly in the same way.
- **Targeted Case Management**
Case management services which are provided as a Medicaid benefit for a specific target group of Medicaid recipients having a developmental disability and who meet the program eligibility criteria.
- **Tourette Syndrome (TS)**
A neurological disorder characterized by tics - involuntary, rapid, sudden movements or vocalizations that occur repeatedly in the same way.
- **Transition Services**
A coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities including post secondary education, vocational training and education, integrated employment, continuing and adult education, adult services, independent living and community services.

- **Vineland**
Adaptive behavior assessment tool frequently used to determine a developmental disability.
- **Vocational**
Having to do with employment, a job, or one's career path.
- **Vocational Assessment**
Identifies the individual's strengths, skills, interests, abilities and rehabilitation needs. Accomplished through on-site situational assessments at local businesses and in community settings.
- **Vocational Rehabilitation**
Preparing any person with a disability for useful and purposeful employment through on-the-job training and use of rehabilitative equipment.

- **Waiver**
Waivers are a way for individuals to receive services in their home instead of an institution. They are a federal state partnership between the Centers for Medicare and Medicaid Services (CMS) and MassHealth (Medicaid). MassHealth pays for health care and services in the home for individuals living in Massachusetts who have limited income and meet certain eligibility criteria to be enrolled in one of several waivers.

