



Resource Guide for Transition Age Youth

Center for Children with Special Needs
(CCSN)

TuftsMedicine

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Information is updated regularly but is not comprehensive and subject to change. For the most up to date information, visit the links in this document or our website: www.pathprogramccsn.com



If you are viewing this document electronically, underlined text indicates there is a clickable link.

General Information

CCSN Transition Policy Statement

The CCSN recognized the importance of supporting healthcare transitions from pediatric to adult providers. This includes increasing the capacity of youth to make meaningful healthcare decisions, advocate for health needs, and increase independence in healthcare management.

We help adolescents and their families develop an individualized process based on the level of need and transition goals. This includes discussions with your health care provider, and may also include assessments of transition readiness and referrals to resources that are available in the community.

1. The healthcare provider will initiate transition discussions are 14 years of age. We recognize that transition planning is a process the must begin early to best prepare and support the youth and family in developing skills to gain independence.
2. We will discuss informed consent and confidentiality by age 16. Legal independence occurs at age 18. Healthcare providers will discuss options for how to support medical decision making. We will work with school and community-based providers to complete forms when indicated (e.g., guardianship, healthcare proxy)
3. Your provider will discuss with you the appropriate age to fully transition to adult healthcare. We recognize the individual needs of each youth. Health care transitions can be correlated with other areas of transition. As you gain independence in other areas, healthcare transition should also be happening. Our practice will maintain care for youth with high levels of need until age 23.



EST. 2023

**PATH
Program**

Promoting Adolescent Transition in Healthcare



TRANSITION CHECKLIST

Suggested timeline to transitioning a CCSN adolescent to adult healthcare

Patient's name: _____
DOB: _____ MRN: _____

Age
14

Start the conversation

Transition planning is a process that must start early to best prepare and support youth and family on developing skills to gain independence. Your healthcare provider will begin your discussion by reviewing the transition policy with you and your child, and addressing any initial concerns. The Promoting Adolescent Transitions in Healthcare (PATH) clinic can guide your planning process.

Age
16

Define needs and readiness

We recognize that each youth has individualized needs. Discussions around areas of transition, such as consent and confidentiality will take place. We will work with school and community-based providers to help you complete necessary forms. We will also perform assessments of transition readiness and provided referrals to resources available in your community.

Privacy/Consent

By age 16, your provider will discuss informed consent and confidentiality. They will also discuss options for how to support medical decision-making.

Age
16

Readiness Assessment

We have developed our own Transition to Adulthood (TAP) questionnaires, for both youth and caregivers, to assess transition readiness.

Age
16

Individualized Plan

We help adolescents and their families develop an individualized process based on the level of need and transition goals, which may include a potential referral to PATH clinic.

Age
23

Full Transition to Adult Provider

Your provider will discuss with the appropriate age for each youth to fully transition to adult healthcare; however, our practice will maintain care for youth with high levels of need until the age of 23 years. Healthcare transitions should happen as youth transitions in other areas and gains independence.

Transition Timeline

GENERAL

TRANSITION

HEALTHCARE TRANSITION

GOALS

AGE 14

- Transition Planning Form (TPF) should be added to your child's IEP - goals are focused on training, employment, independent living, and community engagement.
- Start discussing with your child what they might like to do after high school.
- Submit referral for Mass Rehab Commission (MRC) Pre-Employment Transition Services.
 - This is a program designed to help children with disabilities make decisions around their career and provides resources and supports for job exploration and training.
 - Every high school in Massachusetts has an assigned MRC counselor
- Apply for a Massachusetts Identification (ID) card
 - Eligibility requirements:
 - at least 14 years old at the time of application
 - do not hold a valid license in any state
 - resident of Massachusetts
 - Cost: \$25
 - Visit the RMV for more information:
<https://www.mass.gov/hot-to/apply-for-a-massachusetts-identification-card-mass-id>

Suggested Healthcare skills to build on:

- Help your teen learn about their own health conditions, medications, and allergies
- Encourage them to ask their primary care provider questions about their own health
- As appropriate, encourage your teen to spend time alone with their provider for part of the visit
- Explore Assistive Technology devices or services to support the young adult's ability to communicate and support increasing independence
- Speak with your healthcare provider about until what age will they continue to see your child and if they have a process for transitioning/referring to adult health care providers

Possible Goals for this stage:

- Youth will communicate directly with their healthcare provider
- They will prepare for visits by writing down questions before the appointment
- Parents can request health skills to be included in their child's IEP

AGE 16

- Discuss with your child's school team and healthcare providers if your child will graduate at 18 or continue school until age 22.
- Begin to consider and plan for alternatives to a high school diploma, such as a certificate
- Adjust your child's Transition Planning Form in their IEP to meet their needs and build skills for their future.
- Talk with your child's school team about a chapter 688 referral for adult services.
- Begin discussions around privacy and consent with healthcare information.
- Create a Medical Summary Document to share with your adult care providers.
 - The CCSN Transition Program can provide you with a fillable word document.

Suggested Healthcare skills to build on:

- Parent and youth will complete the Got Transition's Transition Readiness Assessment
- Help your teen learn more about their own health and what to do in case of emergency
- Encourage your teen to see their provider alone for part of the visit to help gain independence and practice managing their own health and healthcare

Possible Goals for this stage:

- Teens will be able to summarize their own health history in 3 sentences or less to share with medical providers.
Parent/caregiver can support the youth in this by completing a medical summary form
- Teens will know what medications they take and when they take them
- Teens will know their allergies
- Teens will be comfortable seeing their healthcare provider alone for part of the visit
- Parents can request health skills to be included on the IEP

AGE 18

- Submit applications for:
 - Appropriate legal supports (Guardianship, Healthcare Proxy, Conservatorship)
 - Department of Developmental Services (DDS)
 - Department of Mental Health (DMH), if applicable
 - Social Security Disability Insurance (SSDI), if applicable
 - MassHealth (Medicaid)
- Sign a Healthcare Proxy and/or Release of Information documents and distribute to involved providers during the gap between time young adult turns 18 and guardianship is active
 - This allows healthcare providers to continue speaking with the young adult's trusted adults once the young adult turns 18 while guardianship is in process
- Register to vote
 - Men must register for Selective Service
- Join the waiting list for the Housing Choice Voucher Program (Section 8) or apply for a Rental Voucher
- Talk with your child's IEP team about the Mass Inclusive Concurrent Enrollment Initiative (MAICEI).
 - A statewide grant that supports eligible public high school students with intellectual disability and/or autism spectrum disorder attend college courses and be a part of a college community.

Suggested Healthcare skills to build on:

- Help your young adult understand the changes and responsibilities that come with turning 18. Your child is now viewed as an adult in the eyes of the law and is responsible for making all of their own decisions, including consent, medical decision making, and spending money. There are also confidentiality laws in place regarding information that can be shared between providers and family members.
- Continue to support decision making skills.

Possible Goals for this stage:

- The young adult will carry contact information for medical providers and insurance card in wallet or phone.
- They will enroll, explore, and use the electronic medical record patient portal. (e.g., Tufts - MyTuftsMed or My Chart App)
- They will create My Health Passport
- They should know how to ask questions when you do not understand the provider or when you need clarification
- They should be able to talk to the healthcare provider on their own
- They should be able to know how to find their healthcare provider's phone number
- They should know when and how to get emergency medical care and what to do when a healthcare provider's office is closed.
- They must know how to access medical information, schedule and cancel appointments, refill medications, ask for a referral, etc.

Community Resources

Department of Developmental Services (DDS)

Fact Sheet for Transition Age Youth

ELIGIBILITY Based on the child's diagnosis

- Acquired Brain Injury
- Autism Spectrum Disorder
- Prader-Willi Syndrome
- Smith Magenis Syndrome
- Intellectual Disability

APPLY Complete an application

Available in English, Español, 中文, Português

Or contact your local office for an application:

- Metro region: 781 314 7500
- Southeast region: 508 866 5000
- Central/West region: 413 205 0800
- Northeast region: 978 774 5000

Chapter 688 Referral

Your child's high school will complete this referral to DDS for adult services.

You are still required to submit an application.

- Check with your child's IEP team to make sure they submitted the referral and document when they sent it.
- You will receive a letter in the mail from DDS letting you know they have received the referral from the school. This does not ensure your child's eligibility for adult services. You have to submit an application.

DECISION

You will receive a formal written decision within 60 days of submitting the completed application


Application submitted on: / /

Look up your nearest DDS Area Office:

<https://areaofficelocator.dds.ma.us/Home/LookupByCity>

Family Support Centers

These centers are available to help families identify resources, learn about financial and/or other state services for which the family may be eligible, as well as assist with the eligibility process for DDS services.

-  **Brockton** 60 Main Street 2nd Floor, Brockton, MA 02301
-  **Greater Boston** 65 Sprague Street, Hyde Park, MA 02136
-  **Lowell** 55 Technology Drive, Suite 202, Lowell, MA 01851
-  **Merrimack Valley** 280 Merrimack Street, 2nd Floor, Lawrence, MA 01843
-  **Metro North** 200 Harvard Mill square, Suite 410, Wakefield, MA 01880
-  **Middlesex North** 300 Howard Street, Framingham, MA 01702
-  **North Central** 49 Nursery Lane, Fitchburg, MA 04120
-  **North Shore** 181 Eliot Street, Beverly, MA 01915
-  **South Coastal** 220R Forbes Road, Braintree, MA 02184



Additional locations in:

Acton, Cape Cod
Fall River
Franklin / Hampshire
Holyoke / Chicopee
New Bedford
Pittsfield, Plymouth
Southbridge, Springfield
Walpole, Worcester
Taunton

Family Support Programs

- Family Training
- Service Navigation
- Social / Recreational Activities
- Parent Networking
- Community Connections and Resources
- Family Inspired Programs
- Planned and Emergency Respite
- In-Home and Community Support Services
- Family Leadership Series
- Flexible Funding

Autism Support Centers

These centers are located throughout the state and provide information and support to children and adults with autism spectrum disorder. Autism Support Centers provide information, family clinics, support groups, trainings, parent networking and mentoring, and social events.

Location	<i>Type of Services</i>	Center Information
Bridgewater	<i>for children</i>	Community Autism Resources 120 Main Street, 2nd Floor, Bridgewater, MA 02324 508 807 4930
Danvers	<i>for children and adults</i>	Northeast Arc 6 Southside Road, Danvers, MA 01923 (children) 978 777 9135 (adults) 978 624 2380
Framingham	<i>for children</i>	Advocates, Inc. / Autism Alliance of Metrowest 1881 Worcester Road, Framingham, MA 01701 508.652 9900
Swansea	<i>for children</i>	Community Autism resources 33 James Reynolds Road, Unit C, Swansea, MA 02777 508 379 0371
Worcester	<i>for children and adults</i>	HMEA's Autism Resource Center 712 Plantation Street, Worcester, MA 01605 508 835 4278

DDS Service Coordinator Initiated Services

- 1. Intensive Flexible Family Supports
 - a. Short-term intensive in-home supports for families
 - b. Available for children and young adults up to 22
 - c. Contact your local DDS Area Office for more information
- 2. Medically Complex (children and young adults up to 25 years)
 - a. Provides case management, peer support, and funding

Department of Mental Health (DMH)

Eligibility is based on clinical criteria:

- Adults (20+) must have a mental illness that includes a substantial disorder of thought, mood, perception that impairs judgement, behavior, capacity to recognize reality or ability to meet ordinary demands of life.
 - Mental illness that is not based on symptoms can be primarily caused by developmental, cognitive, or mental disorders
 - For children and adolescents 19 and younger, must have serious emotional disturbance that has lasted at least one year, results in functional impairment, meets DSM-V diagnostic criteria for a mental illness that is not solely caused by developmental, cognitive, or mental disorders

◦

Apply by completing an application online

Available in English, Cape Verdean Creole, Español, 中文, Português, Français, Tiếng Việt, ខ្មែរ, Русский, بېر

Contact information for application questions:

- Metro Boston: 617 626 9200
- Southeast Area: 508 987 2000
- Central Area: 774 420 3140
- Northeast Area: 978 863 5000
- Western Area: 413 587 6200
-

You will receive a receipt of request for services within 7 days of submitting an application. A decision will be made within 90 days of submitting the complete application.

Application submitted on:

____/____/____

Young Adult Access Centers

- Youth Elemento, Chelsea, MA
- The Beyond House, New Bedford, MA
- Impact Center, Springfield, MA
- The Place at Open Sky, Worcester, MA
- YouForward - Vinfen, Lawrence, MA
- YouForward - Vinfen, Everett, MA
- Tempo - Wayside Youth & Family, Framingham, MA
- Children's Services of Roxbury Young Adult Access Center, Roxbury, MA
- YouthQuake - Vinfen, Lowell, MA
- YOUnity Drop-in Center - JRI, Gloucester, MA
- Brockton Young Adult Access Center, Brockton, MA

Services for Transition Age Youth and Young Adults (TAYA)

Wayside Young Adult Services

Community resource centers and supportive living programs for young adults transitioning to adulthood

- Shortstop Transitional Housing Program
 - Twelve Prescott Young Adult Program
 - Tempo Young Adult Resource Center
- <https://www.waysideyouth.org/aboutus/ourservicesoverview/services/young-adult/>

Employment Options, Inc.

Offers many programs with the focus on supporting people with mental illness lead productive, happy lives by giving people opportunities for friendship, employment, housing, and education

<https://www.employmentoptions.org/#Home>

Impact Center Springfield, MA

- Peer-led center for young adults ages 16-24
- Helps connect young adults with resources in the community to support mental health, housing, resume building, and job opportunities
- <https://www.springfieldimpactcenter.org/>

Child, Youth, and Family Services

Child/Adolescent Case Management

Offers comprehensive mental health and family assessments, individual service planning, coordination of DMH funded services, and connection to community supports.

Individual and Family Support Services

- Individual and family flexible supports provide services designed to prevent out-of-home placement, maintain the child with his/her family, help the child function successfully in the community, and assist family in the growth and recovery of the child.
- Services include: respite, home-based family support, individual youth support, youth support groups.

Day Services

Therapeutic after school programs for youth. Supports the youth in accessing recreational and skill building activities as well as clinical services in a structured environment.

Parent and Family Support Services

Provides information and support to families of children with mental health challenges, including supporting referrals, community advocacy, parent support groups, targeted supports, an expedited access to services for adults with mental illness.

Caring Together Services

In home and out of home services for children and families involved with DMC and DCF. Services provide clinically intensive treatment and outreach support to help build, strengthen, and maintain connections to family, home, and community so children and families can live together successfully.

Read more about services offered at:

<https://www.mass.gov/service-details/dmh-child-youth-and-family-services-overview>

Massachusetts Rehabilitation Commission (MRC)

Pre-Employment Transition Services (Pre-ETS)

- Services are available from **age 14** until the youth graduates high school or turns **22**
- Services include: job exploration counseling, work readiness training, work-based learning experiences, counseling in post-secondary education, and support for building self-advocacy.
- Eligibility: the youth intends to achieve employment and is living with an impairment (disability) that impedes employment and requires services to prepare for, secure, retain, advance in, or regain employment.
- To **apply**: talk to your school's MRC liaison or contact your local MRC office
- Read more about the program here:

<https://www.mass.gov/service-details/pre-employment-transition-services-pre-ets-0>

Local MRC Office Phone Number: _____

Local MRC Area Office Liaison: _____

Local MRC Area Pre-ETS Provider(s): _____

High School VR Counselor: _____

Vocational Rehabilitation Services

- Benefits Counseling
- Job Placement
- Job Driven Training
- Job Counseling and Guidance
- Vocational Training
- Post-Secondary Education

Community Living Services

MRC Connect

- Streamlined way to apply to multiple services, including:
 - Vocational Rehabilitation
 - Home Care Assistant Program
 - Supported Living Program
 - Chapter 688
- Support staff are available to help with the application process

Supported Living

- Provides services for young adults graduating high school or turning 22 to live independently in the community.
- Services include: support finding accessible housing, managing Personal Care Attendant (PCA) program, medication, health, finances, household, transportation, requesting adaptive equipment, accessing opportunities, and supporting self-advocacy

Independent Living Centers

- Provide information and referrals, skills training, advocacy, peer counseling, and transition services.
- Offers Transition to Adulthood Program (TAP): a-year-round program to prepare students for life after high school, independence, and adulthood
 - for youth ages 14-22
 - Focuses on advocacy, skills training, and peer counseling
 - Read about the program here: <https://www.mass.gov/service-details/transition-to-adulthood-program-tap>
 - There are 10 Independent Living Centers in the state of Massachusetts
 - visit <https://masilc.org/findacenter/> to find a center near you

Home Care Assistance Program (HCAP)

- Provides homemaking services to adults with disabilities who are at risk of being unable to live in the community without assistance.
- Services include: light housekeeping, meal preparation, medication pick up, laundry, assistance with managing finances
- Eligibility: ages 18+, living alone or with others who are unable to perform tasks, and have a documented disability.
- Learn more about this program at <https://www.mass.gov/home-care-assistance-program-under-60>

Coaching for Autistic Adults & Teens

Assistive Technology for Independent Living with MassMATCH Program

- Provides supports to individuals for assessments, buying and setting-up equipment, and training.

Association for Autism and Neurodevelopment (AANE)



Coaching for Parents

Parent coaching offers one-to-one focused problem-solving and skills-building sessions designed to help parents identify practical strategies they can use to address their family's unique needs at home, school, work, or out in the community.

- Online hour long session - \$125
- Sessions available in English and Spanish
- To schedule click on the buttons below:

For Parents of Adults (23+) Click [HERE](#)

For Parents of Children/teens/young adults (up to 22)
Click [HERE](#)



Coaching for Autistic Adults & Teens

Life coaches help their Autistic and Neurodivergent clients create practical, individualized plans to improve their quality of life. Coaching offers practical assistance by focusing on skill development and setting measurable goals.

[APPLY NOW](#)



College Consultation

AANE partners with Dr. Jan Thierfeld Brown to offer college consultations for your teen and family.

Autistic students often have unique needs for support in areas that colleges are not mandated to provide.

In-depth understanding of a student's strengths and challenges and an institution's ability to support them is essential in facilitating a successful experience.

- They can help you determine strengths and needs to make decisions as a family.
- They can help you prepare your teen for the educational, executive functioning, and social challenges that lie ahead.
- Consultations are available in English and Spanish

Learn more [HERE](#)



**Doug Flutie Jr.
Foundation for Autism**

Grant

Through this foundation, AANE can provide financial assistance for a limited number of individuals and families who need help paying for services and programs.

Including:

- Therapeutic services
- Respite care and health-related expenses not covered by insurance
- Social and recreational activities
- Programs and equipment

The Application Process

1. Complete the application
2. Provide documentation of family income
3. Provide current documentation of diagnosis

Questions about the application process?
email grants@aane.org



Daniel Braun Scholarship Fund

Scholarship fund to support teens and young adults with autism spectrum disorder to participate in recreational activities.

Qualifications:

- Age: 14 or older
- Diagnosis: must have a diagnosis of Autism Spectrum Disorder
- Financial need: this grant is specifically for adults with low to moderate income.

Grants range from \$75 to \$1,500

Funds can support programs and activities related to social and recreational needs, such as group day trip, group travel programs, social events, sleep away camp, social events, fitness programs, and art programs.

Questions about the application process? email grants@aane.org



Artist Collaborative

- Community of artists over 18 years old with ASD
- Members meet regularly to share artistic journeys, explore opportunities for growth, as well as opportunities for exhibiting and selling their work
- Works are displayed in the gallery at AANE's office in Watertown, MA as well as at AANE events. 100% of the proceeds go to the artist.

For more information, go to the Artist Collaborative website: aaneartists.org

To apply for membership to the collaborative, email artistcollaborative@aane.org.



Social Groups & Activities

AANE offers many social activities and events to give Autistic teens, post-high school Autistic adults, and other community members the opportunity to connect in a welcoming environment, have fun, pursue special interests, and build relationships.

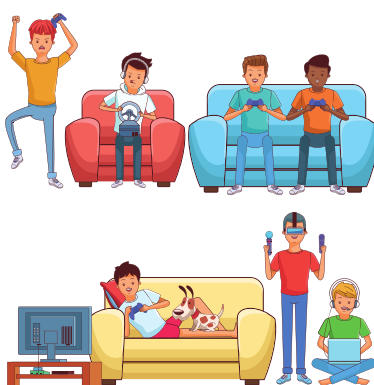
AANE can offer participants reduced and free program registration. For more information, email events@aane.org



Support Groups & Community Connections Sessions

- Online Community Connections Sessions for adults (free)
- Online support groups for adults (free)
- Online support groups for teens (free)

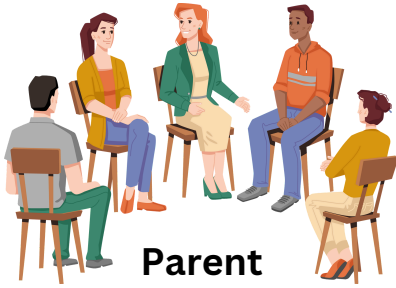
For more information visit: <https://www.aane.org>



Social and Support Groups for Teens

- Online support groups for teens 15-19 years old who have autism spectrum disorder.
- Social groups for teens ages 14-19 with ASD. Specific groups include:
 - trans, non-binary, and gender expansive teens
 - teen artists and makers
 - teen gamers
 - career readiness for teens

For more information visit: <https://www.aane.org>



Parent Support Groups

- Online support groups for parents with children with ASD
 - Parents of young children (<12)
 - Parents of tween boys and girls (4th-9th grade)
 - Parents of high school boys
 - Parents of high school girls
 - Parents of Gender diverse youth (14-18)
 - Parents of Transition Age Youth* (18-22)
 - Parents of Adults

Groups available in English and Spanish



Massachusetts Housing Consultation

- Schedule a meeting/call with Autism Housing Pathways President Cathy Boyle
- Topics to discuss: support in addressing housing needs, housing options, understand responsibilities of living alone, etc.
- Schedule a meeting for support completing the Section 8 voucher application as well as other subsidized housing applications.

For more information, and scheduling meetings visit:
<https://www.aane.org>



This is a private pay, independent living support program for individuals aged 21 and older with ASD. The program provides support for adults regarding everyday tasks and responsibilities, such as executive functioning skills, maintaining a healthy and safe home environment, arranging and keeping healthcare appointments, tending to nutrition, food safety, exercise, hygiene, managing finances, engaging socially, pursuing employment, transportation and travel guidance.

Contact: Jay O'Brien 617 393 3824 ext. 260 -
jay.obrien@aane.org

For more information, visit <https://www.aane.org>

Guardianship

What is Guardianship?

It is a legal way to protect young adults who cannot care for themselves or make decisions in their own best interest.

An appointed guardian has legal authority to make decisions on behalf of the person with disability.

There are different types of guardianship:

Supported Self-Advocacy / Supported Decision Making

- Allows the individual to make their own decisions. The individual has identified supporters who they can turn to for advice and guidance.
- Unlike Guardianship, the individual can select multiple supporters. Appointed supporters can share their opinions but **can not** make a decision on behalf of the individual.
- It is not required to go to court or obtain a lawyer for this type of support.
- The individual can fill out a Supported Decision Making Agreement Form with the identified supporter(s):
 - visit this [LINK](#) to obtain a SDM Form
 - A sample Supported Healthcare Decision Making Agreement can be found on page 5: <https://autisticadvocacy.org/wp-content/uploads/2014/07/ASAN-Supported-Decisionmaking-Model-Legislature.pdf>
 - It is recommended to have the agreement notarized so it is treated as an official document.
- Recommended accompanying documents:
 - Healthcare proxy
 - Power of attorney
 - Release of Information*

Visit The Supported Decision Making Website for more information:

<https://supporteddecisions.org/getting-started-with-supported-decision-making/>

Alternatives that do not involve the Court System

- Healthcare Proxy: an identified individual to make healthcare decisions on the young adult's behalf if they become unable to make decisions (incapacitated).
- Durable Power of Attorney: an identified individual who will make financial, business, and/or legal decisions on the young adult's behalf if they become unable to make decisions
 - this is typically recommended for individuals who own property or have large sums of money
 - it is recommended to seek support from a lawyer if pursuing power of attorney
- Appointment of Advocate

Limited Conservatorship	Details specific areas of financial management where the conservator makes decisions on behalf of the young adult with a disability. All other financial decisions are made by the young adult.
Full Conservatorship	The identified conservator has full control over the young adult's finances. This young adult has restricted decision-making rights regarding their money, but has full decision-making rights regarding other areas of life.
Limited/Partial Guardianship	An appointed guardian makes decisions in specific areas of life on behalf of the young adult with a disability. The specific areas must be identified when applying for limited/partial guardianship. The young adult maintains decision-making rights in all other areas.
Full (Plenary) Guardianship	An appointed guardian has legal authority to make all decisions on behalf of the person with the disability. The individual's decision-making rights are restricted across all areas.
Rogers Guardianship	<p>This guardianship/authority is required if you are pursuing guardianship of a child who takes antipsychotic medication.</p> <p>Common antipsychotic medications include: Risperidone (Risperdal), and Aripiprazole (Abilify).</p> <p>When someone is given Rogers authority by the court, the individual is assigned a Rogers monitor to ensure the individual taking the antipsychotic medication is being medicated following the court-approved treatment plan.</p> <ul style="list-style-type: none"> - the Rogers monitor can be the person filing the Rogers Guardianship (such as a parent) or a different identified individual. <p>The Rogers guardian must submit an annual review. This is in addition to the annual report that must be submitted by the guardian.</p> <p>Download the required documents here: https://www.mass.gov/how-to/file-for-a-rogers-guardianship</p>

Talk with your child's developmental behavioral pediatrician and school team about what might be the best decision for your young adult.



How do I apply for Guardianship?

Applications can be submitted:

- in person at the Probate and Family Court where the child lives
- by mail to the Probate and Family Court in your area/where the child lives
- online through the Court System Website: <http://www.efilema.com>

The State of Massachusetts offers assistance with completing guardianship documentation at the following locations:



Suffolk County Probate & Family Court

24 New Chardon St., Boston, MA, 02114
2nd Floor Brooke Courthouse in Court Service Center
Hours: Tuesdays 9 am - 1 pm



Middlesex County Probate & Family Court

10-U Commerce Way Woburn, MA, 01801
2nd Floor
Hours: Thursdays 10 am - 1 pm

Court Service Centers are located throughout the state of Massachusetts and provide computer access, assistance with filling out forms, and interpreter services



Boston 24 New Chardon Street, 2nd Floor, Boston MA 02114



Brockton 215 Main Street, 1st Floor, Brockton MA 02301



Greenfield 43 Hope Street, Greenfield MA 01301



Lawrence 2 Appleton Street, 2nd Floor, Law Library, Lawrence MA 01840



Lowell 370 Jackson Street, Lowell MA 01852



Springfield 50 State Street, 1st Floor, Springfield MA 01102



Worcester 225 Main Street, 1st Floor, Worcester MA 01608

Read more about the process here:

<https://www.mass.gov/how-to/file-for-guardianship-of-an-incapacitated-person>

Who can become a Guardian?

An adult who is appointed by the Probate and Family Court through the application process.

The court will not appoint any adult who is currently being investigated; has pending charges for committing assault and battery; or is currently being investigated for neglecting the incapacitated person.

It is recommended that **more than one** trusted adult apply for guardianship. This is to ensure that your child is protected in the case that the first appointed guardian is found incapacitated at a later point.

What documents do I need?

1. Petition for Appointment of Guardian for an Incapacitated Person (MPC 120)
 - a. in this document, you will specify whether you are applying for Full (Plenary) or Limited (Partial) Guardianship. If you are filing for Limited (Partial) Guardianship, you must specify which areas of decision making fall under the guardian (look for: Exhibit that lists recommended Limitations to Powers, located on Page 2).
 - b. Download the form: <https://www.mass.gov/info-details/probate-and-family-court-petition-for-appointment-of-guardian-for-an-incapacitated-person-mpc-120>
2. Medical Certificate (MPC 400)
 - a. This document must be signed by a physician, licensed psychologist, certified psychiatric nurse, or clinical specialist **within 30 days** of when the petition is filed.
3. Bond (MPC 180)
 - a. This document confirms that you (the appointed guardian) agree to the jurisdiction of the court that is issuing the Letters of Appointment as guardian.
 - b. Find the form here: <https://www.mass.gov/info-details/probate-and-family-court-bond-mpc-801>

Additional Documentation

May be required depending on your child's circumstances

1. Clinical Team Report (MPC 402)
 - a. Required if the child has a diagnosis of Intellectual Disability (ID)
 - b. The report must be signed by three clinicians: physician, licensed psychologist, and social worker **within 180 days** from when the petition is filed
 - c. Find the form here: <https://www.mass.gov/info-details/probate-and-family-court-clinical-team-report-mpc-402>
2. Rogers Authority
 - a. Required if the child is taking antipsychotic medication
 - b. Read more about this type of guardianship here:
<https://www.mass.gov/rogers-guardianships>

What to expect once you file for Guardianship?

- Appointment of counsel (obtaining a lawyer) is NOT required unless the guardian is seeking authority for psychotropic medication (a Rogers authority). In that case, the court will appoint an attorney paid for by the state.
- A lawyer is appointed if it is requested by the youth or anyone on their behalf, or if the judge believes it is in the best interest of the youth.
- The requested guardian must appear before a judge in court at a scheduled hearing. At this hearing, all of the information is presented to the judge. If no one contests the proceedings, meaning they disagree with the guardianship, the judge will make a decision during the hearing.
- Once you are appointed as the guardian, you must submit a Guardian's Care Plan/report **within 60 days** of being appointed. This report must be filed every year. Find it [HERE](#)

Responsibilities of a Guardian

- The guardian acts in the best interest of the young adult and takes the person's desires and personal values into consideration when making decisions. The guardian acts only as necessary due to the person's limitations and encourages the young adult to participate in decision making.
- The guardian must submit an Initial Guardian Plan Report (MPC 821) **within 60 days** of being appointed.

_____/_____/

- The guardian must submit an Annual Guardian Report (MPC 821) every year on the anniversary of the guardian's appointment.

_____/_____/

- The guardian must inform the court if the young adult or the guardian has a change of address.
- Changes can be made to the guardian's authority by submitting a request to Expand/Modify/Limit the Powers of the Guardian (MPC 220).

Rogers Annual Review Checklist

Administrative Process for Uncontested Annual Rogers Review

There is an “Administrative Process” for annual *Rogers Reviews* if there are no disagreements between those involved in the care of the person under guardianship who is prescribed antipsychotic medication. This process is available beginning one year after entry of the permanent decree of guardianship.

Here is the link to the process and forms:

[File for administrative process for uncontested annual Rogers reviews | Mass.gov](#)

Paper work to be completed & by whom:

by the Rogers attorney:

- Motion to Waive Appearance of Respondent (MPC 391)
- Representations of Respondent’s Counsel (MPC 512)

by the monitor

- Treatment Plan (MPC 825)
- Motion to Extend and/or Amend Treatment Plan (MPC 826)
- Report of Monitor (MPC 404)
- Review Order (MPC 827)
- Guardian’s Care Plan / Report (MPC 821)

Always due on the anniversary date of the original hearing

by the prescribing provider:

- Clinician’s Affidavit and Report for Extension/Amendment (MPC 823) *completed within **60 days** of the expiration of the current Treatment Plan.*

Commonwealth of Massachusetts
The Trial Court
Probate and Family Court Department

_____ Division Docket No. _____

In Re: _____

FINDINGS OF FACT

This matter came for hearing before me on _____, and after notice, hearing the parties, and examining their Exhibits, I make the following Findings of Fact and Conclusions of Law:

1. This matter was brought before the Court by the Petitioner(s),
_____, seeking to be appointed as the permanent legal guardian(s) of the of _____ and requesting a competency and substituted judgment determination regarding _____'s treatment with antipsychotic medication.
2. Counsel for the Petitioner(s) is _____, and appeared in that capacity before the Court.
3. _____ of _____, MA was appointed Counsel for _____ and appeared in that capacity before the Court.
4. _____ was/was not present at the hearing. Petitioner(s) _____ was/was not or were/were not present at the hearing.
5. The following documentary evidence was presented:
 - a. _____ (Clinician's Affidavit as to Competency and Treatment Plan (MPC 800) completed by Dr. _____ and dated ____/____/____. and
 - b. _____ (Clinical Team Report or Medical Certificate) completed by _____ and dated with exam dates ____/____/____, ____/____/____, ____/____/____.
6. _____ is _____ years old, male/female, and resides with _____ at the following address:

He/She attends _____ (school).

COMPETENCY

7. Respondent has been diagnosed with _____

8. His/her disorder(s) is/are characterized by _____

9. Respondent requires the appointment of a permanent legal guardian. His/her parent(s) _____

_____ have agreed to serve in that capacity as monitor(s) of his/her antipsychotic medication treatment plan. The Court finds that _____

_____ are consistent and active participant(s) in _____'s life, have priority of appointment, and are therefore appropriate to serve as guardian(s) of _____ and monitors of the treatment plan.

SUBSTITUTED JUDGMENT

10. It is proposed to treat Respondent with the following anti-psychotic medication:

11. Respondent is currently accepting treatment with antipsychotic medication.

12. Respondent's religion is _____. She has not expressed any religious beliefs that would inhibit compliance with the proposed treatment plan.

13. Respondent's family is involved with and supportive of his/her treatment.

14. Respondent is currently being treated with the proposed anti-psychotic medication and has tolerated it well, with no significant side effects.

15. The proposed anti-psychotic medication may have the following side effects:

16. If treatment is provided, Respondent is expected to:

17. Without treatment, Respondent could _____.

18 I conclude that the presence of witnesses is not necessary because of (a) the clear-cut fact pattern; (b) the adequacy of the Affidavit, exhibits, and representations of counsel; and (c) the adequacy of the investigation by counsel for _____.

There being no contested issues of fact, I find that oral testimony was not required.

19. Taking all of the above factual information into account, the Court finds that the substitute judgment of Respondent, if not incapacitated, would be to consent to and accept treatment with antipsychotic medication.

20. The attached Treatment Plan of _____ dated ____/____/____ is approved and incorporated herein by reference.

21. Respondent's parents, _____, are appointed as monitors of the antipsychotic medication treatment plan.

Date: ____/____/____

JUSTICE OF THE PROBATE AND FAMILY COURT

Transportation Resources for Transition Age Youth & Young Adults



Public Transportation (MBTA)

- Subway Fare: \$2.40
- Local Bus Fare: \$1.70
- Commuter Rail
- Ferry



The RIDE (MBTA)

- Paratransit service that provides door-to-door shared-ride transportation
- Hours of operation: 5 am to 1 am
- People who have a disability that prevents them from using public transit are eligible for this service.
- Apply by contacting the Mobility Center at 617 337 2727



PT-1

(for MassHealth Members only)

- Provides transportation for individuals going for MassHealth-covered services/appointments
- It is a curb-to-curb service
- Ask your primary care provider (PCP) to fill out a PT-1 Form
- You can check eligibility for transportation by calling 800 841 2900

Car & Ride Sharing Programs

- Carsharing
 - EV Good2Go
 - Zipcar
 - Turo
 - Getaround
- Ride sharing
 - [Mass Ride Match](#)
 - [Bay State Commute](#)



Driving Programs

Massachusetts Rehabilitation Commission (MRC)	<p>They offer driving related resources through their vocational rehabilitation services. Talk to your vocational rehabilitation counselor for more information.</p>
Adaptive Driving Programs	<p>Programs to support people with disabilities in learning to drive are available across the state.</p> <p>https://www.mass.gov/info-details/driving-resources-in-massachusetts#drivers-with-disabilities-</p>
CMSC Adaptive Driving Course	<p>Located in Central MA and Cape Cod, they offer adaptive driving courses focused on teaching young adults with developmental disabilities how to drive.</p> <p>https://centralmasafety.com/drivers-ed/adaptive-driving/</p>
Driving with Autism	<p>This is an 8-part online webinar course taught by a live, virtual instructor.</p> <ul style="list-style-type: none">• The Basic Package, which includes the course costs \$399• The Premium Package, which includes the course, resource library and a 60 minute consultation costs \$549
Grand Prix Driving School Hyannis, MA (Cape Cod)	<p>Instructors have specific training in order to best support youth with autism, learning disabilities, and developmental disabilities.</p> <p>https://www.capecoddrivingschool.com/students-with-disabilities</p>
Spaulding Driving Assessment Program	<p>This program partners with occupational therapists to create a plan to help young adults learn to drive and determine if any adaptive equipment would be beneficial</p> <p>https://spauldingrehab.org/conditions-services/driving-assessment</p>
Triad Driving Academy	<p>This academy is focused on conducting a comprehensive driving evaluation by offering clinical assessments, behind-the-wheel-assessments, and recommendations.</p> <p>https://www.triaddriving.com/adaptive_driving_program.phtml</p>

Community Activities for Transition Age Youth

Youth Leadership Forum

Hosted by Partners for Youth with Disabilities (PYD)

This is a free, three-day overnight conference focused on promoting self-advocacy, self-awareness, and life/employment skills to help youth prepare for future employment, higher education, and independent living.

It occurs every year in **June** at Bridgewater State University. There are two positions:

- Peer leader (paid position): ages 18-25, currently out of high school and working and/or taking college classes.
 - Help plan activities and mentor delegates
- Delegate (free to join): ages 16-22, currently in the last 2 years of high school or attending a transition program.

You can read more about the program here:

<https://www.pyd.org/programs/youth%20leadership%20forum/>

Young Leaders Rising

Hosted by Partners for Youth with Disabilities (PYD)

This is an 8 week long youth-led leadership program for high school students ages 14-22 with a disability. It focuses on developing leadership and self-advocacy skills and career readiness.

The 4 themes of the program are:

- 1) disability rights, advocacy, and legislation
- 2) work readiness
- 3) reaching educational goals
- 4) independent living

Read more about the program here:

<https://www.pyd.org/programs/young-leaders-rising/>

Youth Leadership Network (YLN)

Funded by the Massachusetts Rehabilitation Commission (MCR) and supported by Easterseals Community and Disability Services

This is a state-wide network for teens and young adults with disabilities ages 14-26. The network promotes self-advocacy, self-awareness, life/employment skills and opportunities for youth to make friends in their local communities through monthly meetings and events across the state.

Groups and events take place in Boston, Worcester, Springfield, Bridgewater, and virtually.

Read more about the YLN here:

<https://www.easterseals.com/ma/programs-and-services/youth-services/leadership-and-mentoring.html>

Access to Arts (ATA)

Run by Partners for Youth with Disabilities (PYD)

award-winning inclusive arts program for teens and young adults. Its purpose is to develop communication, artistic, and leadership skills, and lasting professional and personal friendships. Programming takes place afterschool, during school breaks, and over the summer in various communities of Greater Boston.

The focus of the program is to explore and develop skills across various artistic mediums. Access to Arts participants will work with various teaching artists across different mediums including, but not limited to drawing, painting, sculpture, theatre, improv, dance, music, textiles, and design. During the summer, participants from different communities will have the opportunity to come together to creatively collaborate on projects and showcase their work.

https://www.pyd.org/programs/access-to-arts/?TRILIBIS_EMULATOR_UA=ulvhbdkubeqb

Aspire Adult Programs - Mass General Hospital

These programs focus on helping young adults develop positive self-awareness, stress management, and social competency skills. The programs include: Internship program, social groups, career coaching, summer program, and employer services.

- Adult social groups occur year-round, once a week, led by Aspire staff.
- Summer programs are six weeks long, everyday for youth ages 14-19 to participate in recreational and social activities, build life skills, and explore the metro Boston area.
- Internship program: provides short-term experience and exposure to the workforce.
- Career coaching: supports young adults in helping them reach their short and long-term professional goals.

Interested youth must submit an application and attend an interview session that takes place in Lexington, MA.

- there is a \$75 application fee
-

Programs require payment, but financial aid is available by application.

Read more about the programs here:

<https://www.massgeneral.org/children/aspire/aspire-works>

Team Verge - Inclusive Athletics

This is a running club for people with social, emotional, intellectual, and learning disabilities. It is for kids 7+, teens, young adults, and families.

They have season in the winter, spring, and fall. They offer camps in the summer.

Locations are in Lexington, Concord, Lincoln, and Woburn.

<https://www.teamverge.org>

Riverside Community Care

- Resources for families
 - **Full Life Ahead Family Leadership Program** - offers a series of workshops for parents and guardians of young adults with disabilities focused on helping young adults live independent, full lives. Topics include transition, employment, housing, and friendships.
 - **Massachusetts Families Organizing for Change Family Leadership series** - individuals with DDS are encouraged to apply. This series focuses on how to best use what DDS offers create a vision for the young adult and build their leadership and advocacy skills.
 - Riverside Family support Center is located at 6 Lincoln Knoll Lane, Suite 103, Burlington, MA 01803
- Resources for Young Adults
 - Clubhouses
 - Provides a safe environment for individuals with mental health conditions to interact with peers, obtain support for housing and education, an access to social activities, and health and wellness activities and supports.
 - Located in Hopedale, Needham, Norwood, and Wakefield.

Learn more here:

<https://www.riversidecc.org/adult-services/developmental-disabilities/>

Education

Graduating High School

To get a high school diploma, a student must:

1. Meet all school district requirements
2. Pass the grade 10 MCAS (Massachusetts Comprehensive Assessment System) and one high school Science and Technology/Engineering (STE) tests

The MCAS is given at different grade levels to measure your child's progress in school. It evaluates the subjects of Math, English and Science.

Students have 3 options when taking the MCAS:

1. Take the standard MCAS
2. Take the MCAS with accommodations
3. Take the MCAS Alternative Assessment (MCAS-Alt) - a collection of the student's work (i.e. portfolio) that shows their academic knowledge and skills

- If the student is not able to meet the state requirements, by passing the grade 10 MCAS or submitting a portfolio, the student is eligible for a Certificate of Attainment, showing they have met the local requirements for graduating high school.
- Students who are on track to receive this Certificate should receive services until the student turns 22 years old.



Chapter 688 Referral

What is it?

It is a referral placed by the child's school to an adult agency that the IEP team thinks will be able to meet your child's needs once they graduate from high school or turn 22 years old.

It is NOT an Application; however, the family is still responsible for completing and submitting an application to the recommended agency.

The school must submit the referral at least 2 years before the child graduates or turns 22.

Who is it for?

This referral benefits a child who has an IEP, that due to their disability, required adult services after they graduate from high school.

A Chapter 688 Referral is NOT required in order to apply to an adult agency.

→ Talk with your child's developmental behavioral pediatrician to determine which agency may be a good fit for your child and their specific needs.



Adult Agencies

- Department of Developmental Services (DDS)
- Massachusetts Rehabilitation Commission (MRC)
- Department of Mental Health (DMH)
- Massachusetts Commission for the Blind (MCB)
- Massachusetts Commission for the Deaf and Hard of Hearing (MCDHH)
- Department of Children and Families (DCF)

COMMONWEALTH OF MASSACHUSETTS / BUREAU OF TRANSITIONAL PLANNING
CHAPTER 688 STUDENT REFERRAL FORM

Directions: 1) Complete only one referral form per student. 2) Clearly print or type information. 3) Mail the original referral form with a current IEP and the most recent assessments to the selected human service agency (see list below). 4) Next, mail only a copy of referral form to the Bureau of Transitional Planning (BTP). It is your agency's responsibility to determine the human service agency that and only then mail original form with required documentation to the BTP. 5) Keep one copy in the student record.

STUDENT INFORMATION: **DATE COMPLETED:** _____

Student Name: _____ DOB: ____/____/____ Sex: M F

Last: _____ First: _____

Language Spoken: _____ S.S.#: ____/____/____ Receives SSI/SSDI: Yes No Unknown

Present Address: _____ Phone: _____

Parent/Guardian Name: _____ Legal Guardian: Yes No
(circle one) Last: _____ First: _____

Address (if different from student): _____ Phone (if different from student): _____

SCHOOL DISTRICT/PROGRAM INFORMATION:

School District (LEA): _____ Final Date of SPED Service: ____/____/____

LEA Address: _____

LEA Contact Person: _____ Name: _____ Role: _____ Phone: _____

Specific Program: _____ Location: _____

Type of Placement: _____ List All Funding Agencies: _____

Please check each area below in which the student demonstrates serious functional limitations.
 Behavioral/Social/Emotional Communication Medical/Physical Cognition Blind Visually Impaired Deaf
 Hard of Hearing Traumatic Head Injury Other (specify): _____

CHAPTER 688 REFERRAL SENT TO: (Choose only one.)

Department of Social Services (DSS) Department of Mental Retardation (DMR) Specify, if applicable, Area Office sent to: _____
 MA Rehabilitation Commission (MRC) Department of Mental Health (DMH)
 Department of Youth Services (DYS) MA Commission for the Blind (MCB)
 MA Commission for the Deaf and Hard of Hearing (MCDHH)

Bureau of Transitional Planning (Send original form and records here only if an appropriate agency could not be determined.)

I hereby authorize the release of all personal information contained in this student's records, including medical and educational evaluations, to the Bureau of Transitional Planning at EDHHS and to any member agencies for the purpose of eligibility determination and transitional planning. I also authorize the release of any other personal information concerning this student that is required during the transitional planning process to any state agency or any other state agency.

Date: _____ Signature of Student 18 or over -or- Legal Guardian (Circle one): _____

Date: _____ Signature of Special Education Director/Designee: _____ Phone Number: _____

More information here:



Massachusetts Department of Elementary and Secondary Education (Ch 688)

College and Post-Secondary Education

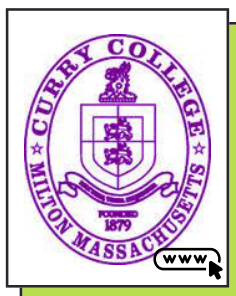
Local Colleges/Universities with Programs for Learners with Developmental Disabilities

Boston University
Strategic Education Services (SES)

These services are available for students with conditions that may affect academic progress on a continuing basis, including ADHD, head injuries, mood disorders, eating disorders, psychotic disorders, personality disorders, and autism spectrum disorders.

- Accommodations are provided on a case-by-case basis depending on the individual's diagnosis and documented needs.
- It is FREE for BU students
- Provides individualized, one-to-one weekly strategy session, where organizational, test taking, advocacy, and interpersonal skills are developed

For more information, click on the logo to visit their website.



Curry College
Program for Advancement of Learning (PAL)

A program designed for college-ready students with language-based learning disabilities, executive functioning challenges, and ADHD.

Offers supports like:

- individual support from a PAL faculty member
- technology supports
- summer at PAL - 4 credit immersive summer program
- Guidance for PAL parents

For more information, click on the logo to visit their website.

Dean College
Arch Learning Community

They support students with diagnosed learning disabilities or differences by offering cohort classroom learning, customized coaching, weekly seminar classes, and specialized advising.

- There is an additional cost to participate in this program

For more information, click on the logo to visit their website.



Landmark College
Putney, Vermont

A college for students with Dyslexia, ADHD, Autism, and Executive Function Challenges. It provides a comprehensive support system that is integrated into the curriculum for all students.

- Tuition may qualify for a medical tax deduction

For more information, click on the logo to visit their website.

Westfield State University
Learning Disabilities Program

This is a comprehensive, individualized support for students with a learning disability or ADHD.

- there is no additional cost to students.

For more information, click on the logo to visit their website.



Massachusetts Inclusive Concurrent Enrollment Initiative (MAICEI)

The MAICEI is a partnership between local school districts and two- and four-year public colleges and universities in Massachusetts, providing young adults with developmental disabilities with the opportunity to have a college experience alongside their peers.

- Eligible students are ages 18-22 who have not passed the MCAS and receive special education services through an IEP; or students 20-21 who passed the MCAS but are still eligible for special education through their IEP.
- Participating students are enrolled in college while receiving special education supports through their school district.

For more information, click this link to visit their website:

<https://www.mass.edu/strategic/maicei.asp>

Participating Colleges/Universities (2024)		
Community Colleges	State Universities	UMass
Northern Essex Community College	Westfield State University	University of Massachusetts Amherst
Middlesex Community College	Bridgewater State University	University of Massachusetts Boston
Bunker Hill Community College	Framingham State University	
MassBay Community College	Massachusetts College of Art & Design	
Holyoke Community College	Salem State University	
Massoit Community College		
Bristol Community College		
Cape Cod Community College		

Out of State Colleges/Universities with Programs for Learners with Developmental Disabilities

Appalachian State University, North Carolina - Scholars with Diverse Abilities Program

Mercyhurst University, Pennsylvania - Autism Initiative Program

Beacon College, Florida

Nova Southeastern University - Access Plus Program

Bellevue College, Washington - Neurodiversity Navigators Program

Rutgers University - College Support Program (CAS) and Rutgers Center for Adult Autism Services (RCAAS)

Bridgewater College - Bridgewater Academic and Social Experience (BASE)

Saint Joseph's University, Pennsylvania - The Kinney Center for Autism Education and Support

Drexel University, Pennsylvania - Autism Support Program

Syracuse University, New York - Lawrence B. Taishoff Center for Inclusive Higher Learning

Eastern Illinois University - Autism Transitional Education Program (STEP)

University of Alabama - ASD College Transition and Support (UA-ACTS) Program

Eastern Michigan University - Supports Program

University of Connecticut - Beyond Access Program

Edinboro University, Pennsylvania - Boro Autism Support Initiative for Success (BASIS) Program

University of Idaho - Ravens Scholar Program

Fairleigh Dickinson University, New Jersey - COMPASS Program

University of Montana - Mentoring, Organization, and Social Support for Autism Inclusion on Campus (MOSSAIC) Program

George Mason University, Virginia - Autism Support Initiative

University of West Florida - Argos for Autism Program

Grand Valley State University, Michigan - Autism Education Center and Statewide Autism Resources and Training Program (START)

Western Kentucky University - Kelly Autism Program

Kent State University, Ohio -Partnering for Achievement and Learning Success (PALS)

Western Michigan University - Autism Services Center

Marshall University, Pennsylvania - Autism Training Program

***Information updated February, 2024 and is subject to change. Lists are not exhaustive.**

Additional College/Post-Secondary Education Resources

- Accredited Online Colleges - Guide for Online Colleges and Disabilities

Information in this guide includes choosing the right program, exploring resources available at schools, defining and documenting disabilities, reasonable accommodations, supports for distance education, and scholarship opportunities.

For more information, visit their website by clicking below:

<https://www.accreditedonlinecolleges.org/resources/accredited-online-colleges-and-disability-education/>

- All Kinds of Minds, Top 10 Steps to College Success for Students with Learning Challenges blog post.

For more information, visit their website by clicking below:

<https://allkindsofminds.org/the-top-10-steps-to-college-success-for-students-with-learning-challenges/>

- College Scholarships for Students with Disabilities

This guide features a list of scholarships for students with disabilities. The scholarships represent only a small sampling of financial aid programs available to students with disabilities such as autism and blindness. The guide also highlights resources, such as federal agencies and advocacy organizations, that students with disabilities may find useful in their search for financial assistance.

For more information, visit their website by clicking below:

<https://www.affordablecollegesonline.org/college-resource-center/affordable-colleges-for-students-with-disabilities/>

- Think College Institute for Community Inclusion at UMass Boston College Search

An online college search directory featuring over 300 colleges and universities that offer post-secondary education programs for students with intellectual disability.

For more information, visit their website by clicking below:

<https://thinkcollege.net/college-search>

- Think College Institute for Community Inclusion at UMass Boston

PDF Guide to help with Conducting a College Search: Questions to Ask College Programs

https://thinkcollege.net/sites/default/files/files/resources/Conducting_College_Search_HTTP1v2.pdf

Finding a Job and Career Support

Additional College/Post-Secondary Education Resources

Massachusetts Rehabilitation Commission (MRC) Pre-Employment Transition Services (Pre-ETSS)

- Services include: job exploration counseling, work readiness training, work-based learning experiences, counseling in post-secondary education, and support for building self-advocacy.
- Eligibility:
 - Youth ages 14 to graduation from high school or age 22
 - Youth intends to achieve employment and requires services to prepare for, secure, retain, advance in, or regain employment.
- To apply: talk to your school's MRC liaison or contact your local MRC office.
- Read more about the program here:

<https://www.mass.gov/info-details/pre-employment-transition-services-pre-ets-0>

Association for Autism and Neurodevelopment (AANE)

- Provides a ten session intensive job interview training program
- The curriculum includes networking, phone interviews, appropriate dress, nonverbal communication skills, and answering questions.
- Participants engage in actual interviews with business professionals who provide structured feedback on the individual's performance and provide coaching to review feedback and prepare for the next interview.
- The goal of this program is to help reduce anxiety around the interview process, build interview skills, and increase confidence.
- To apply, visit their website: <https://lifemap.aane.org/interviewprep>




MassHIRE

This program is run by the Department of Career Services. They work with individuals seeking jobs by providing career guidance, job referrals, and job training.

- There are MassHIRE Career Centers located across the state of Massachusetts.
- They offer free seminars to help individuals in their job search.
- Individuals will complete an Individual Needs Assessment (INA) to develop a Career Action Plan (CAP).
- Career Centers offer workshops on interviewing, networking, resume writing, up-to-date job listings, career planning assistance, as well as access to resources including computers, fax machines, copy machines, etc.
- To learn more visit their website:

<https://www.mass.gov/how-to/register-for-a-career-center-seminar-ccs>

FACT SHEET for Transition Age Youth

01. SUPPLEMENTAL SECURITY DISABILITY INCOME (SSDI)	
SSDI	<p>SSDI provides monthly cash payments to help meet the basic needs of adults who have a disability.</p> <ul style="list-style-type: none"> • Eligible adults have a disability that impacts their ability to do any substantial gainful activity (paid part-time and/or full-time work) resulting in a monthly income of LESS THAN \$1,350 • Learn more about this program and how to apply by visiting: https://www.ssa.gov/disability/disability.html • Individuals with SSDI have access to Benefits counseling through Project Impact: https://www.mass.gov/info-details/benefits-counseling
02. MASSHEALTH / MEDICAID	
	<p>MassHealth is automatic for individuals who apply and qualify for SSI.</p> <ul style="list-style-type: none"> • MassHealth Commonwealth is for people with disabilities <i>regardless</i> of income. MassHealth Standard is based only off income. • MassHealth/Medicaid insurance is secondary to any other insurance the individual has. • It can fund: Day Habilitation Programs, Personal Care Attendant (PCA), Adult Family Care (AFC). • You can apply for Premium Assistance to receive reimbursements on premiums you may pay through the primary insurance, if applicable. • Learn more at: https://www.mass.gov/information-for-masshealth-applicants
03. SUPPLEMENTAL NUTRITION ASSISTANCE PROGRAM (SNAP)	
	<p>SNAP helps individuals expand their food budget.</p> <ul style="list-style-type: none"> • Benefits: monthly funds on an EBT card to buy food, financial incentives to buy local products, free nutrition classes and resources, SNAP Path to Work education and training opportunities, and "Card to Culture" discounted admission to museums and cultural institutions in MA. • Eligibility: an individual with a disability living with an income below the limit (as determined by family size and type of housing) • Apply online: https://www.fns.usda.gov/snap/supplemental-nutrition-assistance-program
04. HOUSING CHOICE VOUCHER PROGRAM, SECTION 8	
	<p>Federal Program assisting people with disabilities to afford housing.</p> <ul style="list-style-type: none"> • Tenants pay up to 30% of their income towards rent and utilities. A housing voucher covers the rest of the housing costs. • Individuals are free to choose any housing that meets the requirements of the program. • <i>Young adults should get on the waiting list at age 18</i> • Learn more about this program and how to apply by visiting their website: https://www.metrohousingboston.org/our-programs/housing-stability/housing-choice-voucher-programs-section-8/housing-choice-voucher-program-section-8-2/
05. STATE SUPPLEMENT PROGRAM (SSP)	
SSP	<ul style="list-style-type: none"> • The state of Massachusetts offers additional supplemental income in addition to what is provided through SSDI. • You must have SSDI in order to qualify for SSP • Read more about eligibility and how to apply here: https://www.mass.gov/info-details/learn-about-massachusetts-state-supplement-program-eligibility-and-payments

Additional SSI Supports

Programs accessible to individuals who receive SSDI

- Plan to Achieve Self Support (PASS): a work incentive program that allows individuals to set aside income to pay for education or training for the purpose of obtaining employment.
- Impairment-Related Work Expenses (IRWE): This program allows individuals who are out of school and looking for employment to exclude certain costs from their gross income in order to maximize their SSI benefit payment amount
-

Find more information here:

<https://www.ssa.gov/redbook/eng/ssdi-and-ssi-employments-supports.htm>

Additional Financial Support Resources

- Car Ownership Programs
 - Funding supports to help individuals afford the costs of buying and maintaining a car: <https://www.mass.gov/info-details/funding-for-community-transportation#funding-for-individuals->
 - Community Action Rides (CARs) Program
 - Program for low-income residents of Berkshire County to acquire cars through low-interest loans and financial literacy coaching. <https://berkshirecap.wp.iescentral.com/lending-programs/>
 - Good News Garage
 - Partnership between MRC and Ascentria Care Alliance that provides refurbished, donated vehicles to MRC members who otherwise could not afford to purchase a car on their own <https://goodnewsgarage.org/programs/all-programs/>

Saving Accounts and Trusts

Attainable Savings Plan (ABLE) Savings Account

- An individual is automatically eligible if they receive SSDI payments
- Allows for tax free savings above the \$2,000 SSI/Medicaid limit
- Can contribute up to \$16,000 per year with a maximum holding range of \$235,000-550,000
- Funds must be used for qualified disability expenses

You can read more about this savings account here:

<https://www.fidelity.com/able/attainable/overview>

Special Needs Trust

- Account is set up by the beneficiary (individual with disability), a parent, grandparent or other adult.
- Funds do not interfere with eligibility for public benefits, such as SSDI, MassHealth, SNAP Benefits or Section 8 Housing.
- Funds are unrestricted with no limitations on what they can be used for
- No annual limit or maximum holding

Read about the different trust options here:

<https://www.ablenrc.org/able-account-special-needs-and-pooled-trust-comparison-chart/>

Housing Supports



Housing Choice Voucher Program, Section 8

Federal program assisting people with disabilities afford housing,

- Tenants pay up to 30% of their income towards rent and utilities. A housing voucher covers the rest of the housing costs.
- Individuals are free to choose any housing that meets the requirements of the program
- **Young adults should get on the waiting list at age 18**
- Learn more about this program and how to apply by visiting:
<https://www.metrohousingboston.org/our-programs/housing-stability/housing-choice-voucher-programs-section-8/housing-choice-voucher-program-section-8-2/>



Roadmap to Housing and Residential Supports

A free, online resource with goals and action steps to help support your young adult's transition to living in the best housing option for them based on their strengths and specific needs.

This resource is divided into information for some, moderate, and intensive support in order to provide you and your family with resources that meet you where you need support.

Visit the roadmap here: <https://docs.autismspeaks.org/housing-roadmap-adults/>



Massachusetts Rehabilitation Commission (MRC) Community Living Services

- Supported Living
 - Provides services for young adults graduating high school or turning 22 to live independently in the community
 - Services include: support in finding accessible housing, managing Personal Care Attendant (PCA) program, medication, health, finances, household, transportation, requesting adaptive equipment, accessing opportunities, and supporting self-advocacy.
- Home Care Assistance Program (HCAP)
 - Provides homemaking services to adults with disabilities who are at risk of being unable to live in the community without assistance,
 - Services include: light housekeeping, meal preparation, medication pick up, laundry, assistance with managing finances.
 - Eligibility: ages 18+, living alone or with others who are unable to perform tasks, and have a documented disability



Massachusetts Housing Consultations

Schedule a meeting with Autism Housing Pathways President Cathy Boyle to discuss topics like support in addressing housing needs, housing options, and understand the responsibilities of living alone.

You can schedule a meeting for support in completing the Section 8 voucher application as well as other subsidized housing applications.

Schedule a call or request an email response by visiting their website:
<https://aane.org/services-programs/one-to-one-services/ma-housing/>

10 WAYS TO BUILD INDEPENDENCE

1 STRENGTHEN COMMUNICATION

- Build communication skills to ensure your child has the right tools to communicate their needs, feelings, and preferences.
- Communication devices may be helpful. Consider using an Alternative Augmentative Communication (AAC) device such as a picture exchange system (PECS) or a speech output device (iPad), or sign language.

2 UTILIZE SCHEDULES

- Visual schedules can help youth transition from one activity to the next with less prompting.
- This helps your child complete tasks with increasing independence, practice decision making, and pursue desired activities.

3 WORK ON SELF-CARE SKILLS

- Begin to introduce self-care activities into your child's daily routines
- Examples: brushing teeth and hair, bathing, getting dressed
- Introducing these skills early allows your child to master them over time and increase their independence
- These activities can be added to your child's visual schedule so they become a part of their daily routine.

4 TEACH YOUR CHILD TO ASK FOR A BREAK

- Make sure your child has a way to ask for a break, either through verbal or non-verbal communication.
- Have an identified area where your child can go when they need to take a break or when they are feeling overwhelmed.
- headphones and other tools may be helpful

5 WORK ON COMPLETING HOUSEHOLD CHORES

- Teaching household chores can give your child responsibility and get them involved in a family routine as well as help them learn valuable skills for when they are older.
- Break down tasks in a way that your child understand and utilize visual schedules as necessary.

10 WAYS TO BUILD INDEPENDENCE

6 PRACTICE MONEY SKILLS

- Consider adding money skills to your child's IEP
- When you are at a store with your child, help them pay for the items. Walk your child through the process in different community settings.

7 TEACH COMMUNITY SAFETY SKILLS

- Teach and practice navigating the community, including pedestrian safety, identifying and understanding signs and safety markers.
- Once your child is 14 or older, you can apply for a Massachusetts Identification card (Mass ID). This is a government issue ID that your child can carry with them.

8 BUILDING LEISURE SKILLS

- Engaging in independent activities for pleasure and recreation is very important
- Help your child find recreational activities that are of interest to them

9 SELF-CARE DURING ADOLESCENCE

- As your child reaches puberty, it is important to introduce hygiene and self-care skills.
- This will help your child become more independent as they get older
- Visual aids are very helpful in teaching your child a personal hygiene daily routine. You may want to create a checklist for your child or keep all necessary items in a "hygiene kit"

10 VOCATIONAL SKILLS

- Starting at age 14, your child should have vocational skills included on their IEP
- They should also have a Transition Planning Form (TPF) on the IEP
- Both of these will help your child strengthen their skills and guide them towards vocational activities they may be interested in

PUBERTY AND SEXUALITY

RESOURCE GUIDE

All resources listed here are FREE
and accessible with internet
access.

Amaze.org

- This is a website focused on taking the awkward out of sex education with fun, animated videos. It is available in multiple languages.
- The topics include: puberty, pregnancy and reproduction, gender identity, period symptoms, abortion, personal safety, and sexual orientation.

Crehan Lab at Tufts University

- Sex Ed Resource List
 - Variety of topics including sexual health, relationships, menstruation
- Sexual orientation, Gender Identity, and Autism Spectrum Disorder Webinar
- Sexuality and Autism Spectrum Disorder Podcast Episode

Dr. Elizabeth Koss Schmidt

- Videos and educational material on sexuality for young adults with Intellectual or Developmental Disabilities (IDD)
- Topics include contraceptives, understanding sexual and gender identity as an individual with IDD, raising a family as an individual with IDD, and puberty.

Healthy Relationships, Sexuality, and Disability Resource Guide

This is a 43 page document with resources covering a variety of topics including puberty, sex education, relationship development, sexual orientation, sexual gender and identity, sexual health, and sexual abuse prevention.

Organizations for Autism Research (OAR) Sex Ed for Self-Advocates Online Resource Guide

- Teaches various topics using both written texts and audio/video
- Topics include public vs, private, puberty, healthy relationships, consent, dating 101, sexual orientation and gender identity, sexual activity, online relationships and safety

Sex Ed for Self-Advocates The birds and the bees

- Free self-paced online curriculums for individuals with autism spectrum disorder and developmental disabilities.
- Curriculums for middle-school and high-school aged individuals, and adults.

Sex Etc. Sex in the States

- This is a website with a clickable map that shares state-specific guidelines around sex education laws and age of consent

Advocates for Youth - Rights, Respect, Responsibility

- Online curriculum for students K-12 available in English and Spanish
- Topics include: Abstinence, advocacy, body image, bullying, consent, gender identity, and more.

PLAY IT SAFE

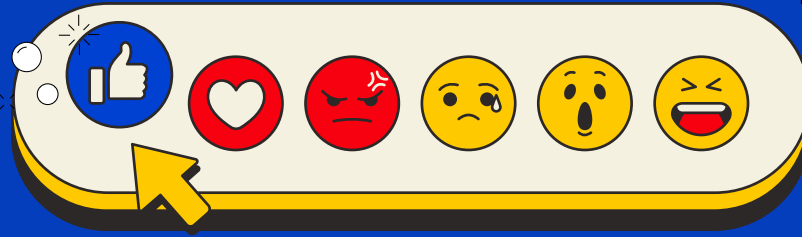
Social Media Use

- P** Personal Information
Don't share it! Never give your full name, address, or where you go to school.
- L** Let a trusted adult know
if anyone asks for your personal information
- A** Attachments
Beware before opening any attachments.
- Y** Your feelings are important.
If something happens that makes you uncomfortable, tell a trusted adult right away.

- I** Information online is not always true.
If unsure, ask an adult.
- T** Take breaks!
Spending too much time on a screen can strain your eyes. Set a timer so you don't spend too much time online.

- S** Spending money
Always ask permission before buying something online.
- A** Act politely
Don't say anything online you would not say to someone in person.
- F** Friends Online Stay Online
Don't meet someone in person who you met online unless it is discussed with an adult.
- E** Enjoy and have fun!

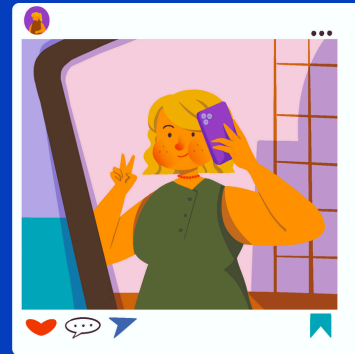
THE RISKS OF SOCIAL MEDIA



AND HOW TO MANAGE THEM

Understand what is appropriate to share

Make sure that the youth has a clear understanding of what is safe to share on their own, what needs to be approved first before sharing, and what information should never be shared.



Discourage engagement with cyberbullies/trolls/bots

- Help youth understand that some individuals online are not who they say they are and may use anonymous platforms to be mean or say harmful things.
- Work with your young adult on ways to ignore and report unsafe and harmful interactions
- Emphasize groups that protect from harmful comments/environments through restrictions and guidelines.
- Discuss ways to help the youth pause when someone upsets them or says something that do not understand



Understanding jokes, sarcasm, lies, and irony

Discuss examples of each of these with your child to help them recognize these online.

Information, once posted, is available forever

Work with your young adult to set appropriate safety controls, such as making accounts private and limiting who can message your child.

SAFE MEDIA USE RESOURCES

Amaze.org

Website with free animated videos. It has a section on Personal Safety with many videos discussing safe internet practices.

Cerebra: Learning Disabilities, Autism, and Internet Safety Guide for Parents

Download the guide using this link:
<https://cerebra.org.uk/download/learning-disabilities-autism-and-internet-safety/>

Idaho Anti-Trafficking Coalition

Website with many free resources including: dangerous apps, trafficking warning signs, and internet privacy and safety tips.

Milestones Autism Research: 16 Rules to Stay Safe Online

National Home Security Alliance: Online Teen Safety Guide

The following guide provides the resources necessary for both parents and their teens to safely utilize the Internet.

NetSmartz

An online safety education program that provides age-appropriate videos and activities to teach youth and young adults how to be safe online as well as education them on the potential risks

Pathfinders for Autism

Online resource with links to websites covering topics of internet safety, cyberbullying, and cyber crimes

The Trevor Project: Protect your space and well-being on Instagram

A safety guide for LGBTQ youth and young adults on keeping Instagram a positive place.



PARENTAL CONTROL PROGRAMS

Bark

Service for content monitoring, screen time management, and website blocking to provide online safety for kids.

Learn more:

<https://www.bark.us/how/>

Norton Family

Subscription service that provides parents with the insights they need to help keep their child safer and focused when online with monitoring content, screen limits, and more.

Learn more:

<https://us.norton.com/products/norton-family>

Qustodio

Parental control tools to keep kids' screen time safe and balanced.

Learn more:

<https://www.qustodio.com/en/>

Google Family Safety Center

Tools to help parents set boundaries and use technologies in a way that is right for their families.

Learn more:

https://safety.google/intl/en_us/families/

Online Resources

- **Department of Developmental Services (DDS) Essential Transition Information**
 - Transition information Face Sheets (available in English and Spanish)
 - School Days to Pay Days
<https://www.mass.gov/lists/essential-dds-transition-information>
- **Department of Developmental Services (DDS) Resource Guide for Transition Aged ASD Youth**
 - Guides are available in English, Spanish, Chinese, Portuguese, Vietnamese, and Haitian Creole
 - They compile information to help families and individuals better understand the types of resources that exist in the Commonwealth, and which may be available to an individual with ASD.
<https://www.mass.gov/lists/resource-guide-for-transition-aged-asd-youth>
- **Facebook groups**
 - Massachusetts Transition to Adulthood
- **Greater Massachusetts Special Needs Events**
 - Website with a list of local and upcoming events and programs in MA for youth and young adults with learning and developmental disabilities.
<https://www.spedchildmass.com>
- **Northeast Arc**
 - Community Calendar
 - Lists local community activities for youth and young adults with developmental disabilities.
 - Examples of activities include: resource fairs, yoga, kick boxing, table top games, bowling, golf, Wii play, carnivals, ropes courses, etc.
<https://nearcrec.recdesk.com/Community/Calendar>
 - Transition Support Group/Life Quest Series for Parents of Individuals 14 to 22 years old
 - Recurring online series with special guests to connect, share, and learn
 - Occur on the second Wednesday of the month at 6:30 pm, it is a virtual group
 - Contact Nancy at nalucier@ne-arc.org for more information

<https://ne-arc.org/event/transition-support-group-life-quest-series-guest-speakers-monthly/2021-11-10/>

- **Courageous Parents Network**

- Organization dedicated to supporting parents, caregivers, grandparents, and siblings of children with a variety of developmental and medical disabilities.
- Resources are free and cover a variety of topics, including shared decision making, travel guide, navigating the hospital, understanding baseline, parent self-care, informed consent, guardianship and medical decision-making.

<https://courageousparentsnetwork.org>

- Specific resources related to transition-age-youth:

- Transition to Adulthood Guide:

<https://courageousparentsnetwork.org/topics/transitioning-to-adulthood-guardianship/>

- Considerations for Guardianship and Medical Decision-Making

<https://courageousparentsnetwork.org/guides/considerations-for-guardianship-medical-decision-making>

- **Got Transition®**

- A federally funded free online resource guide dedicated to supporting youth and young adults and their families transition from pediatric to adult healthcare. There are specific resources for youth and young adults as well as parents and caregivers.

<https://www.gottransition.org>

- **The Arc Letter of Intent, Future Planning Document Template**

- Fillable PDF document for people with intellectual and developmental disabilities.

<https://futureplanning.thearc.org/assets/CFP-LOI-225742be9adf0a44017a713dd7ec0d7c2e79514bb29f592a45e4b446e02a52c4.pdf>

HOW TO FIND AN ADULT HEALTHCARE PROVIDER

A young adult with disability will be provided pediatric care until the age of 22 years old. During the last few years, work with your pediatrician to conduct a warm hand-off to their adult healthcare provider.



1

Contact your PCP or Health Insurance Company

“I am looking for an adult healthcare provider. Do you have a list of providers I can choose from?”



2

Visit the Autism Resource Guide

Providers on this website have been trained by the Crehan Lab at Tufts University in an effort to better support autistic individuals in the healthcare setting.

<https://sites.tufts.edu/crehanlab/health-services/>



3

Contact the Lurie Center for Autism

The Lurie Center offers Adult Primary Care Services and is accepting new patients.

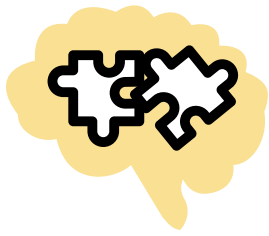
Provider: Dr. James Barth

<https://www.massgeneral.org/children/autism/lurie-center/primary-care-services>



4

Contact your local Autism Resource Center



Finding a Psychiatrist



For MassHealth Members:

- 18+: visit the MassHealth Provider Directory Website
 - Select the behavioral health PDF within your type of MassHealth plan.
 - <https://masshealth.ehs.state.ma.us/providerdirectory/>
- Under 18: Visit the Mass Partnership Website
 - <https://www.masspartnership.com/member/FindBHProvider.aspx>



For Private Insurance Members:

- Contact your insurance company and request a list of child and adolescent psychiatrists or adult psychiatrists.
- Visit your health insurance's website to find a list of psychiatry providers who accept your insurance.
- Tufts Health Public Plan:
https://thppweb.healthsparq.com/healthsparq/public/#/one/city=&state=&postalCode=&country=&insurerCode=THPP_I&brandCode=THPP&alphaPrefix=&bcbsaProductId=?category=SPECIALTY&editCategorySearch=true



Through your Primary Care Provider:

- Discuss with your child's PCP (pediatrician) about utilizing the Massachusetts Child Psychiatry Access Program (MCPAP).
 - Your primary care provider will have to enroll in MCPAP (it is free and easy to do through their website) if not already involved with this program
 - Services are available Monday-Friday from 9am-5pm
 - Boston North Regional Team 855 627 2763
 - Boston South Regional Team 844 636 2727
 - Western/Central Regional Team 844 926 2727
 - Ask your child's PCP for a psychiatry recommendation in your area

Locating Behavioral Health Services

Visit the Network of Care website

<https://massachusetts.networkofcare.org/mh/>



EST. 2023

**PATH
Program**

Promoting Adolescent Transition in Healthcare



**SCAN
ME** 

Schedule an appointment with the PATH Program by calling 617 636 7242

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