



# *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

# 2021

*Please submit changes to:*

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*The Adult Autism Resource Guide is maintained to enhance public access to information about specific resources available to residents of the MA Northshore. While every effort is made to ensure the accuracy of the information, we make no guarantees, nor does the guide include an exhaustive list of resources. The inclusion of an organization or service does not imply an endorsement of the organization or service, nor does exclusion imply disapproval.*

## **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 Augmentative and Alternative Communication (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 disability; and
- Establishing the **Autism Commission** as a permanent entity. For more information about the **Autism Commission**, visit <https://www.mass.gov/orgs/autism-commission>  
**Visit the Autism Commission’s Resources for Families:**  
<https://www.mass.gov/autism-resources-for-families>  
**Resources for 14-22 Years Old:**  
<https://www.mass.gov/service-details/secondary-transition>  
**Printable Transition Guide (Available in Six Languages):**  
<https://www.mass.gov/files/documents/2018/02/15/resource-guide-transition-aged-youth-and-young-adults-14-22-years-with-autism-spectrum-disorder.pdf>  
**Resources for Adults:**  
<https://www.mass.gov/service-details/adult-services>  
**Additional Resources for Families:**  
<https://www.mass.gov/service-details/resources-for-families-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)**

<https://www.mass.gov/orgs/departement-of-developmental-services>

DDS creates, in partnership with others, innovative and genuine opportunities for individuals with intellectual and developmental disabilities to participate fully and meaningfully in, and contribute to, their communities as valued members.

## **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:**

<https://www.mass.gov/lists/dds-eligibility-forms>

- Available in English, Spanish, Portuguese and Chinese

**Your Guide to the DDS Eligibility Process:**

[Guide to the DDS Eligibility Process \(ddsmass.github.io\)](https://ddsmass.github.io)

- This Guide will provide you with helpful information on the DDS Eligibility process, criteria and regional eligibility offices.

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.

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 DDS 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.

\* **Note:** The DDS Northeast Region is currently piloting the Life Plan, which is being developed as a service planning process that is aligned with the needs and desires of the adult ASD population.

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.

- **Coaching and Pre-engagement**

Coaching is an individualized one on one service between a DDS eligible adult on the autism spectrum and a qualified professional 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.

- Pre-engagement services target individuals with severe social isolation due to mental illness that impacts their ability to engage in their community. Not every individual referred to pre-engagement/coaching will need the pre-engagement component of this service nor will everyone who is enrolled in pre-engagement services transition to coaching services. Agencies will work with area offices to determine which aspect of this service will best serve the individual referred.

- **College Navigation**

The College Navigation program is designed for DDS eligible individuals who are enrolled in a post-secondary college program. This service is an individualized one-to-one service between the student and the Navigator. Depending on the support needs identified, the service may be provided by individual support workers or more skilled “clinical” support workers who have experience working with adults with autism and a recent familiarity with the college experience both academic and social.

Support services address executive functioning challenges that interfere with academic skills, assist the student to navigate the college social and residential experience, address any issues with ADL’s, health and wellness, and explores available support for career planning.

The Navigator is not a tutor; instead they support the student to access academic success through advocacy and communication. This service is designed to be provided on-campus and may be provided to assist the individual with preparing for college prior to the start of the first year. If appropriate, there may be times when classes are not in session for Navigators to be able to work on carryover of skills related to academic progress.

Examples of types of assistance the college navigator may offer include but are not limited to:

- help to address executive functioning challenges that interfere with academic skills
  - assist student to navigate social and residential experiences
  - connect student to available student resources including mental health and academic support
  - helping student navigate campus and access available transportation
  - helping students navigate online learning and communication
- **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.

- **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. 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

- **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.*

## **Service Delivery Choices**

DDS offers three models of service delivery that allow people receiving services to have choices about how their services are provided

1. **The Traditional Model** – A Qualified Provider Agency contracts directly with DDS to deliver a specific range of supports (i.e.- Shared Living, group homes, employment, day programs) to the individual. The Agency has full authority and responsibility for hiring and supervising staff. The individual provides input around their goals and preferences through their Individual Service Plan.
2. **Agency with Choice Model**- The individual/ family designs customized supports based on a vision and need and directs their services in partnership with a qualified Provider Agency. The individual/ family selects their Support staff and set works hours and terms of employment. The Agency provides Human Resource, Payroll and administrative supports. The Agency and Individual/ family share in training and evaluating employees.
3. **The Participant Directed Program Model**- The individual/ family designs customized supports, directs their services and hires and manages support workers. The individual contracts directly with these workers or for other goods and services with support from DDS Service Coordinators/ Brokers, family and friends. A fiscal intermediary provides payroll services based on the participant’s individual budget, and provides financial monitoring and reporting based on regulation and requirements.

# 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  
*Jennifer McGonagle*, Regional Operations Manager  
*Amy Nazaire*, Director of Family Support  
*Scott Kluge*, Northeast Residential Services  
*Lea Hill*, Autism Program Coordinator  
(vacant), Self Direction Support Manager  
*Cindy O'Donnell*, Director of Eligibility and Risk  
*Erin Krol*, Regional Eligibility Coordinator

## **AREA OFFICES - NORTHEASTERN MASS.**

### **DDS – Lowell**

55 Technology Drive - Suite 202  
Lowell, MA 01851  
Main: (978) 322-4300  
Fax: (978) 970-0468  
*Tom Marshall*, Area Director  
[tom.marshall@mass.gov](mailto:tom.marshall@mass.gov)  
*Bev McGovern*, Asst. Area Director  
[beverly.mcgovern@mass.gov](mailto:beverly.mcgovern@mass.gov)

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

### **DDS - Metro North**

178 Albion Street  
Wakefield, MA 01880  
Main: (781) 338-2300  
Fax: (781) 338-2302  
*Bonnie Hungler*, Area Director  
[bonnie.j.hungler@mass.gov](mailto:bonnie.j.hungler@mass.gov)  
*JoAnn Koni*, Asst. Area Director  
[joann.koni@mass.gov](mailto:joann.koni@mass.gov)

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  
[lynnlee.jordan@mass.gov](mailto:lynnlee.jordan@mass.gov)  
*Ken Underwood*, Asst. Area Director  
[ken.underwood@mass.gov](mailto:ken.underwood@mass.gov)

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

### **DDS – Merrimack**

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

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*Ann Lorenzo*, Asst. Area Director  
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Amesbury•Andover•Boxford•Georgetown•Groveland  
Haverhill•Lawrence•Merrimac•Methuen•Newbury  
Newburyport•North Andover•Rowley  
Salisbury•West Newbury

### **DDS - North Shore**

100 Cummings Center - Suite 419 E  
181 Eliot Street  
Beverly, MA 01915  
Main: (978) 927-2727  
Fax: (978) 927-9182

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

# DDS Northeast Region Adult Autism Support Center

- **Northeast Arc**

100 Independence Way, Suite D3, Liberty Tree Mall, Danvers

Website: [Northeast Arc Adult Autism Support Center](http://Northeast Arc Adult Autism Support Center)

Email: [adultautism@ne-arc.org](mailto:adultautism@ne-arc.org)

Phone: (978) 624-2603

Northeast Arc’s Adult Autism Support Center assists adults with Autism ages 18 and older, enabling them to flourish in their everyday lives. The Center is a resource for navigation, community events, educational workshops and trainings, as well as support groups for individuals and families. This creates an environment that encourages personal growth, social inclusion, and self-advocacy. An Advisory Council ensures that the Center is providing the appropriate support and resources our community may need.

The Adult Autism Support Center is funded by the Department of Developmental Services for adults 18 and older with Autism Spectrum Disorder who are independent within the community. The Center serves individuals living in the Central Middlesex area, Lowell area, Merrimack Valley, Metro North, and North Shore.

The array of services and supports to individuals and families includes:

- Information & Referral Services
- Family Trainings
- Parent Networking
- Community Connections & Resources
- Service Navigation
- Social & Recreation Events

**Adult Autism Services Regional Contacts:**

<b>Central Middlesex:</b>	<a href="mailto:dthompson@ne-arc.org">dthompson@ne-arc.org</a>	<b>Merrimack Valley:</b>	<a href="mailto:hburgess@ne-arc.org">hburgess@ne-arc.org</a>
	Daphne Thompson		Heather Burgess
<b>Lowell:</b>	<a href="mailto:lraymond@ne-arc.org">lraymond@ne-arc.org</a>	<b>Metro North:</b>	<a href="mailto:marruda@ne-arc.org">marruda@ne-arc.org</a>
	Lara Raymond		Macarena Arruda
<b>North Shore</b>	<a href="mailto:kcallahan@ne-arc.org">kcallahan@ne-arc.org</a>	<b>Program Director</b>	<a href="mailto:swilsey@ne-arc.org">swilsey@ne-arc.org</a>
	Kathy Callahan		Sarah Wilsey
	<a href="mailto:pkizner@ne-arc.org">pkizner@ne-arc.org</a>	<b>Program Email:</b>	<a href="mailto:adultautism@ne-arc.org">adultautism@ne-arc.org</a>
	Phyllis Kizner	<b>Program Phone Number:</b>	978-624-2603

# Department of Mental Health (DMH) Northeast Area Offices

**Susan C. Wing, Area 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

<b>DMH Operated Facilities in Area</b> Psychiatric Services, Tewksbury Hospital 365 East Street Tewksbury, MA 01876	<b>Telephone Number</b> (978) 851-7321 x2859 Fax (978) 851-1029	<b>Person in Charge</b> Marilyn Feitelberg Chief Operating Officer
<b><u>Local Service Sites</u></b>		
<b>Acton Site Office</b> <b>35 Nagog Park, 2<sup>nd</sup> Floor</b> <b>Acton, MA 01720</b> <i>Acton, Arlington, Bedford, Belmont, Boxborough, Burlington, Carlisle, Concord, Lexington, Lincoln, Littleton, Maynard, Stow, Waltham, Watertown, Wilmington, Winchester, Woburn</i>	<b>Telephone Number</b> (978) 206-2100 Fax (978) 206-2127 TTY (978) 206-2126	<b>Person in Charge</b> Lynne Musto Site Director
<b>Essex North Site Office</b> <b>280 Merrimack Street, 3<sup>rd</sup> Floor</b> <b>Lawrence, MA 01843</b> <i>Amesbury, Andover, Boxford, Byfield, Georgetown, Groveland, Haverhill, Lawrence, Merrimac, Methuen, Newbury, Newburyport, North Andover, Rowley, Salisbury, West Newbury</i>	<b>Telephone Number</b> (978) 738-4500 Fax (978) 738-4559 TTY (978) 738-4558	<b>Person in Charge</b> Steven Noroian Site Director
<b>Lowell Site Office</b> <b>55 Technology Drive, 2<sup>nd</sup> Floor</b> <b>Lowell, MA 01851</b> <i>Billerica, Chelmsford, Dracut, Dunstable, Lowell, Tewksbury, Tyngsboro, Westford</i>	<b>Telephone Number</b> (978) 322-5000 Fax (978) 322-5077 TTY (978) 458-6142	<b>Person in Charge</b> Gerard Frater Site Director
<b>Lynn Site Office</b> <b>330 Lynnway, Suite 201</b> <b>Lynn, MA 01902</b> <i>Lynn, Lynnfield, Nahant, Saugus, Swampscott</i>	<b>Telephone Number</b> (781) 477-2070 Fax (781) 477-2071 TTY (781) 477-2075	<b>Person in Charge</b> Dolores (Dee) Ouimette Site Director
<b>Metro North Site Office</b> <b>178 Albion Street, Suite 410</b> <b>Wakefield, MA 01880</b> <i>Everett, Malden, Medford, Melrose, North Reading, Reading, Stoneham, Wakefield</i>	<b>Telephone Number</b> (781) 224-7900 Fax (781) 224-7937 TTY (781) 224-7935	<b>Person in Charge</b> Edward Henrichs Site Director
<b>North Shore Site Office</b> <b>45 Congress Street, Suite 4120</b> <b>Salem, MA 01970</b> <i>Beverly, Danvers, Essex, Gloucester, Hamilton, Ipswich, Manchester, Marblehead, Middleton, Peabody, Rockport, Salem, Topsfield, Wenham</i>	<b>Telephone Number</b> (978) 741-7300 Fax (978) 741-7340 TTY (978) 741-7360	<b>Person in Charge</b> Sean McKinnon 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:**

[Apply for DMH Services | Mass.gov](#)

#### **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
- Intellectual Disability
- 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)

The Massachusetts Rehabilitation Commission (MRC) helps individuals with disabilities to live and work independently. MRC is responsible for Vocational Rehabilitation, Community Living and eligibility determination for the Social Security Disability Insurance (SSDI) and Supplemental Security Income (SSI) federal benefits programs. (See also [MRC Employment resources on Page 21](#))

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

## **North District Office**

Jessica Cimini, North District Director  
5 Middlesex Ave. Suite 302  
Somerville, MA 02145  
**Main** (617) 776-1181

## **MRC North District Area Offices**

- [Fitchburg](#)  
49 Nursery Lane  
Fitchburg, MA 01420  
Phone: (978) 345-1713

This Area Office serves the following communities: Ashburnham, Ashby, Ayer, Barre, Berlin, Bolton, Clinton, Fitchburg, Gardner, Gilbertville, Groton, Hardwick, Harvard, Hubbardston, Lancaster, Leominster, Lunenburg, New Braintree, Oakham, Pepperell, Princeton, Rutland, Shirley, Sterling, Templeton, Townsend, Westminster and Winchendon.

- [Framingham](#)  
463 Worcester Road, Suite 305  
Framingham, MA 01701  
Phone: (508) 370-4700

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, 3<sup>rd</sup> Floor  
Lawrence, MA 01843  
Phone: (978) 685-1731

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](#)  
55 Technology Drive, 2<sup>nd</sup> Floor  
Lowell, MA 01851  
Phone: (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.

- [Salem](#)  
45 Congress Street, Suite 4120  
Salem, MA 01970  
Phone: (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, 3<sup>rd</sup> Floor  
Somerville, MA 02145  
Phone: (617) 776-2662

The Somerville Area Office serves the following communities: Arlington, Belmont, Cambridge, Everett, Malden, Medford, Melrose, Somerville, Stoneham, Waltham, Wakefield, Watertown and Winchester.

## 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**

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**  
<http://www.doe.mass.edu/sped/iep/688/brochure.pdf#search=%22chapter%20688%22>

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**  
<http://www.doe.mass.edu/mcas/admin.html>

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.

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

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](http://www.sat.collegeboard.com)

The SAT Suite of Assessments is an integrated system made up of these tests:  
SAT, PSAT/NMSQT and PSAT 10, PSAT 8/9

The tests measure the same skills and knowledge in ways that make sense for different grade levels, so it's easier for students, parents, and educators to monitor student progress.

- **Public Universities and Colleges**  
<http://www.mass.edu/system/campusdirectory.asp>

A list of Public Higher Education campuses. 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.edu/strategic/read\\_maicei.asp](http://www.mass.edu/strategic/read_maicei.asp)

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.

- **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 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

- **UMass Lowell – Center for Autism Research & Education (CARE)**

<https://www.uml.edu/Research/Autism/>

CARE conducts research that improves our understanding of autism spectrum disorder (ASD) across children, adolescents and adults. Research is conducted in many areas including education, language, learning, development, and adult outcomes.

Autism Services at UMass Lowell:

- *The Network* - A monthly social networking program for adolescents and young adults on the “high-functioning” end of the autism spectrum aged between 16-30 years. A companion parent group meets at the same time and place.
- *Student-To-Student Mentoring* - The Office of Student Disability Services and the Department of Psychology work together to provide this mentoring program aimed at easing the transition of UMass Lowell Freshmen registered with Student Disability Services.
- *Connections* - A group for UMass Lowell students who have autism spectrum disorder (ASD). It provides an opportunity to meet other students on the spectrum, share information and provide support that may increase your success at the university.

## [Employment Resources](#)

- **The Massachusetts Rehabilitation Commission (MRC)**  
[www.mass.gov/mrc](http://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. 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. See [Page 15](#) for a list of MRC offices.

### **Employment Resource Center Services:**

- Internet Job Search
  - Fax Resumes
  - Resume Writing
  - Interviewing Skills
  - General Aptitude Testing (GATB)
  - Interest Testing
  - Career Decision Making
- **MRC Statewide Employment Services (SES)**  
<https://www.mass.gov/service-details/statewide-employment-services>  
Statewide Employment Services (SES) programs provide support to help people with the most severe disabilities choose, get and keep a job. Long-term support can help people get paid fairly to work in a job that matches their skills and interests.

### **Project IMPACT**

Project IMPACT provides personal benefit counseling to people that get Supplemental Security Income (SSI) and/or Social Security Disability Insurance (SSDI) and are employed or looking for a job. This can help individuals with disabilities understand what may happen when they go to work or increase earnings.

Project IMPACT provides this resource in Essex, Barnstable, Bristol, Dukes, Nantucket, Norfolk, Plymouth and Suffolk Counties. If you live in Berkshire, Franklin, Hampden, Hampshire, Middlesex or Worcester Counties, you may contact the UMass Medical School's Work Without Limits Benefits Counseling. Their new website is located at [www.workwithoutlimits.org/benefitscounseling](http://www.workwithoutlimits.org/benefitscounseling)

Project IMPACT Referral Form:

<https://www.mass.gov/files/documents/2016/07/ne/impact-referral-form-2016.pdf>

- **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>

- **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 Rte 128

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

**Northeast Employment Collaborative (NEEC)** – serving Essex County and Northern Middlesex County

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

- **Work Without Limits**

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

Work Without Limits, an initiative of the University of Massachusetts Medical School, has a mission to create solutions that maximize employment opportunities and improve the health and well-being of people with disabilities served by public programs.

Work Without Limits provides [training, consulting and capacity building services to employers and businesses](#) as well as employment service providers and state agencies.

The [Work Without Limits Benefits Counseling Team](#) supports individuals with disabilities to move toward their employment goals by providing information on how working and earning or increasing wages will affect public benefits such as SSI or SSDI, Medicaid and Medicare, subsidized housing, TANF, SNAP and others.

The [Work Without Limits Administrative Employment Network](#) partners with community based organizations to help the individuals they serve achieve and maintain their employment goals.

**For Job seekers** – Visit [www.JobsWithoutLimits.org](http://www.JobsWithoutLimits.org) and check out thousands of positions that are listed on the site. To begin your job search, create a profile and upload your resume and you will be on your way to your next employment opportunity!

- **Employment First MA**

<https://employmentfirstma.org/>

At Employment First MA, you will find resources about community work, including practical guidelines, an overview of employment history, and stories of people with disabilities who are thriving in community-based careers. We have a variety of trainings, tools, videos, webinars, briefs, and other resources for employment specialists, job coaches, advocates, self-advocates, and others who work to promote inclusive employment for individuals with developmental disabilities.

- **Massachusetts Partnership for Transition to Employment**

<https://employmentfirstma.org/mpte/>

MPTE is a systems-change project of the MA Department of Developmental Services. The project is designed to improve employment outcomes for individuals with intellectual and developmental disabilities transitioning from school to adult life.

The broad-based MPTE Consortium guides and supports the goals and objectives of MPTE across MPTE's 4 focus areas, which research has shown are critical to the transition process:

1. **Cross Systems Collaboration**. Cross-agency, cross-program, and cross-disciplinary collaborative efforts using a tiered approach at the state, local, and individual level.
2. **Work Experiences**. Youth and young adults with intellectual and developmental disabilities having work experiences and paid employment in integrated settings similar to their peers without disabilities, and within these efforts, building capacity for access to postsecondary education and training that positively impacts employment outcomes.
3. **Family Engagement**. Consistent family engagement in supporting competitive integrated employment.
4. **Self-Determination and Self-Advocacy**. Systematic development of self-determination and self-advocacy skills for youth with intellectual and developmental disabilities, with a focus on employment.

Through its activities, MPTE is identifying best practices in each of these areas, and how they can be fully implemented, integrated, and sustained within Massachusetts. The project is advancing these best practices through development of policy and guidance documents, development and dissemination of materials for a wide range of stakeholders, and training and technical assistance.

# [Housing Resources and Agencies](#)

- **A Guide to Obtaining Housing Assistance**

<https://www.mass.gov/guides/a-guide-to-obtaining-housing-assistance>

This reference guide, provided by the Massachusetts Department of Housing and Community Development (DHCD) is for Massachusetts residents seeking information on housing for low and moderate income families and individuals. Most housing in Massachusetts is rented or sold through the private real estate market. However, there are numerous agencies and organizations that provide lower cost, subsidized housing for those who cannot afford market rate rents or home prices.

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[State Aided Public Housing](#)

[Rental Assistance](#)

[Homelessness Prevention Resources](#)

[Housing Resources for Victims of Domestic Violence](#)

[Homeownership Opportunities](#)

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

[www.hud.gov](http://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](http://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.

- **MRC Adult Supported Living (ASL)**

<https://www.mass.gov/service-details/mrc-supported-living-programs>

The Adult Supported Living (ASL) Program provides ongoing services for adults to live independently in the community. The program is designed to support people living with severe

physical disabilities in combination with a secondary disability. MRC contracts with agencies statewide to provide case coordination.

Consumers choose the agency they want to work with based on availability in their area. The case coordinator meets with the consumer at their home, centered on their jointly developed supported living service plan. Services vary according to the consumer's need. The consumer will have access to a 24 hour on-call number for emergencies and unforeseen problems.

Services include:

- finding accessible housing
- managing:
  - PCA program
  - medication
  - health
  - finances
  - household
  - transportation
- requesting adaptive equipment
- accessing educational, vocational, social & recreational opportunities
- self-advocacy

The program is rooted in the independent living philosophy which empowers consumers to make their own decisions about their lives, based on informed choice. This includes the right to take risks and perhaps even fail at times.

Who is eligible? An adult living with:

1. A severe physical disability
2. A secondary (sensory, cognitive, or emotional) disability which significantly impede on the individual's ability to manage their day-to-day life.

Potential applicants need to have a) Massachusetts residency, b) the ability to handle the emotional stresses of community living with reasonable supports and c) be their own guardian. Consumers receiving comparable services through another state agency or MRC Community Based Services (Waiver or SHIP) are not eligible.

*Please note:*

- There is no financial need criterion
- The program does not include the provision of companionship or supervision. Consumers must possess the cognitive and psychological abilities to make safe decisions on a moment-to-moment basis.

- **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 family members 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 family members 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.

- **18?Section8!**

<http://18section8.org/>

A website provided by Autism Housing Pathways (AHP) with information and resources regarding Section 8 vouchers.

***What is Section 8?***

Sec. 8 is a program of the U.S. Dept. of Housing and Urban Development (HUD). HUD gives vouchers to hundreds of local housing authorities and non-profit organizations across the country. Those housing authorities and non-profits then issue the vouchers to [low-income individuals and families](#). A person with a Sec. 8 housing voucher pays 30% of his or her income in rent. The rest of the rent is paid to the landlord by the organization that issued the voucher, using money from HUD.

There are two kinds of Sec. 8 housing vouchers: portable vouchers (sometimes called “tenant-based” or “mobile” vouchers) and project-based. Project-based vouchers can only be used in a Sec. 8 public housing project. Portable vouchers can be used with any landlord willing to take them. And after the first year a portable voucher holder has a voucher, it can be used anywhere in the United States. **This website is all about portable vouchers.**



The wait to get a portable Sec. 8 voucher in Mass. can be up to 12 years long. This is why **it is crucial for your family member with a disability to apply for Sec. 8 as soon as he/she turns 18**. An interesting point is that people who have lived in a Sec. 8 public housing project for a year can convert their project-based voucher into a portable voucher, basically skipping most of the wait. **There are multiple Sec. 8 waiting lists, and it is important to get on as many lists as possible.**

- **MassHousing**  
[www.masshousing.com](http://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.

- **MassHousing Rental Housing List**  
[https://www.masshousing.com/portal/server.pt?open=514&objID=422&parentname=CommunityPage&parentid=3&mode=2&in\\_hi\\_userid=2&cached=true](https://www.masshousing.com/portal/server.pt?open=514&objID=422&parentname=CommunityPage&parentid=3&mode=2&in_hi_userid=2&cached=true)

MassHousing provides oversight and support for hundreds of affordable and mixed-income rental communities across the Commonwealth.

**Renters:**

MassHousing finances the construction and preservation of affordable rental housing throughout Massachusetts. Property Managers at each of the developments we support are responsible for the placement of tenants into available apartments. *MassHousing does not deal with the actual placement of people into apartments.*

**Residents of MassHousing Developments:**

Residents of developments financed and/or overseen by MassHousing may submit complaints, comments or concerns via email to [rentalmgmt@masshousing.com](mailto:rentalmgmt@masshousing.com); please include the name of the property in the email.

**MassHousing Housing List:**

Complete the Online Form for a list of MassHousing-financed properties by development name or city/town. Contact the site office or management company to inquire about unit availability and the application process.

- **Massachusetts Housing Consumer Education Centers**  
[www.masshousinginfo.org](http://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).

**Guide to Finding Housing**

<https://disabilityrc.org/il-resources/guide-to-finding-housing>

At times the housing search process is confusing and overwhelming. There are many types of housing and housing subsidies, and each type has specific eligibility criteria and steps to follow when applying. It is helpful to know what is necessary to share with housing providers when applying for or living in public or assisted housing. The Disability Resource Center hopes this guide will make it easier for consumers to understand how to acquire Affordable, Accessible and Available (AAA) housing and how to obtain reasonable accommodations when necessary.

DRC's Guide to Finding Housing was developed to provide guidance and direction to consumers with disabilities who are searching for housing, both subsidized and non-subsidized. This guide contains referral resources for various types of housing on the North Shore and Cape Ann as well as housing subsidy application opportunities. It also contains listings of temporary shelters in Northeastern Massachusetts. DRC promotes use of MassAccess- The Accessible Housing Registry (<http://www.massaccesshousingregistry.org/>) a website that catalogs every accessible or adaptable unit in the state and maintains information about availability.

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

[www.ilcnsca.org](http://www.ilcnsca.org)

27 Congress Street, Suite 107 Salem, MA 01970

978-741-0077

**Northeast Independent Living Program**

[www.nilp.org](http://www.nilp.org)

20 Ballard Road Lawrence, MA 01843 and 35 John Street, 2<sup>nd</sup> Fl., Lowell, MA 01852

978-687-4288

- **Massachusetts Housing and Shelter Alliance**

[www.mhsa.net](http://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](http://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.

**Residential Assistance for Families in Transition (RAFT) Homelessness Prevention Program**

<http://mahomeless.org/homelessness-prevention-for-families>

If you and your household are at imminent risk of homelessness, you may be eligible for Residential Assistance for Families in Transition (RAFT), a state-funded homelessness prevention program administered by the Massachusetts Department of Housing and Community Development (DHCD).

RAFT is administered by a network of eleven regional providers.

\*\* Please contact them directly to apply for benefits.\*\*

*In the Northeast Region:*

[Community Teamwork, Inc.](#) (Lowell)

[Lynn Housing Authority and Neighborhood Development](#) (Lynn)

- **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.

- **HousingWorks For Everyone**

<https://www.housingworks.net/>

The HousingWorks website and database provides information on affordable housing that is housing for low-income households available throughout Massachusetts as well as other housing resources to consumers and their housing advocates. The goal is to reduce or eliminate barriers to subsidized, affordable and special needs housing. In addition, providers of affordable housing can use the tool to advertise available units. The initiative is based on a model that places state and federal oversight agencies, forprofit management companies, housing authorities, housing advocates, and the homeless in a position to render each other indispensable services.

# [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.

- **Essential DDS Transition Information**

<https://www.mass.gov/lists/essential-dds-transition-information>

### **Transition Information Fact Sheets**

English: <https://www.mass.gov/files/documents/2018/10/23/dds-transition-sheets-english-oct2018.pdf>

Spanish: [https://www.mass.gov/files/documents/2017/11/10/dds-transition-sheets-span-2015\\_0.pdf](https://www.mass.gov/files/documents/2017/11/10/dds-transition-sheets-span-2015_0.pdf)

**School Days to Pay Days - An Employment Planning Guide for Families of Young Adults with Intellectual Disabilities**

<https://www.mass.gov/files/documents/2017/11/10/dds-ici-schooldays.pdf>

- **The Autism Commission's Transition Resources**

<https://www.mass.gov/service-details/secondary-transition>

Includes information about Secondary Transition, Printable Guides, and Quick Links to Resources

- **Printable Transition Guide (Available in Six Languages):**

<https://www.mass.gov/files/documents/2018/02/15/resource-guide-transition-aged-youth-and-young-adults-14-22-years-with-autism-spectrum-disorder.pdf>

This brochure is intended 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.

- **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.

- **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>

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 Mass “Turning 22 Law” Brochure](#) [Chapter 688 Referral Guide for School Departments](#)

NEW – Electronic Chapter 688 filing system:

As of September 1, 2017, the Bureau of Transitional Planning (BTP) will no longer accept Chapter 688 paper referrals on behalf of students with disabilities. This includes submissions directly to human service agencies as well as to the BTP. All referrals should be submitted using the new T22/Chapter 688 referral application which is accessed through the EOHHS Virtual Gateway.

#### *Chapter 688 Referral - Why do it?*

The primary goal of filing a Chapter 688 referral is to plan for needed adult services for students with severe disabilities. Filing a Chapter 688 referral creates documentation that students with severe disabilities will need adult services and supports. This documentation alerts Transition Agencies (e.g., the Department of Developmental Disabilities, the Massachusetts Rehabilitation Commission, the Department of Mental Health) and the state legislature regarding the future needs of these students. In cases where a student is determined to be eligible for agency services, yet 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.

Filing a Chapter 688 referral sets in motion a two-year planning process for students whose entitlements to special education services will end when they graduate from school or turn 22 years of age. This planning results in the creation of an Individual Transition Plan (ITP) that describes how the student will connect with needed supports and services after exit from school. This planning process can be particularly important if the student is not deemed eligible for state agency services, if agency services are limited because of lack of funding or program availability, or if formal coordination of services is required among more than one state agency.

Transition Agencies typically ask that the student complete an eligibility application concurrent with the 688 planning process. This is beneficial, because if a student's eligibility for services is established, the ITP can include more specificity with respect to the programmatic and fiscal planning required to provide services.

#### *688 Referral Process - Appropriate for which students?*

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 entitled to a Chapter 688 referral. Other students who may be appropriate for Chapter 688 referral 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.

Questions about a student's appropriateness for a Chapter 688 referral should be directed to the Disability Determination Division of the Massachusetts Rehabilitation Commission (MRC), 1-800-422-7200. MRC has published a [one-pager](#) describing the difference between Chapter 688 referrals and direct referrals to MRC.

Only school systems can submit a Chapter 688 referral. A referral must be made at least 2 years before the student is expected to graduate from school or turns 22 years of age.

*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 has been referred under Chapter 688, an Individual Transition Plan (ITP) is required and written for each student.

The receiving Transition Agency case worker or service coordinator convenes and chairs a meeting which includes the student's education team, the student and/or guardian or family members, treating clinicians where applicable, and any other party the student sees as helpful to the transition planning discussion. The product of this meeting is a fully drafted Individual Transition Plan (ITP), which contains a description of the student's disability-related needs which will require support after exiting school, the agency or entity responsible for the provision of such services, the location at which such services will be provided, and the expected duration for the provision of services. According to the Chapter 688 law, ITPs must be developed no later than six months prior to the date the student exits school.

Appeals of Individual Transition Plans are made to the Bureau of Transition Planning (BTP). For more information, call BTP at 617-573-1600.

- **MRC Pre-Employment Transition Services (Pre-ETS)**

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

Before you finish high school, pre-employment transition services (Pre-ETS) can help you get ready for a job. These services include:

- Job exploration counseling
- Work readiness training
- Work-based learning experiences
- Counseling in post-secondary education
- Self-advocacy

Pre-employment transition services can start at age 14 and are available until you graduate high school or turn 22. You do not need to apply for Vocational Rehabilitation, instead you can connect directly to a pre-ETS community provider while still in high school and benefit from the five pre-ETS services. MRC recommends that students take part in at least one pre-ETS service *before* applying for VR services.

Students should apply for VR eligibility two years before graduation through a [Chapter 688 referral or a direct referral](#), or they can apply earlier if they need more individualized supports to participate in pre-ETS.

Pre-Employment Transition Services (Pre-ETS) Website Links:

[Types of Referrals to MRC for Students and Youth](#)

[What Is Vocational Rehabilitation?](#)

[MRC Pre-ETS Enrollment Form](#) (DOCX 80.09 KB)

[MRC Pre-Employment Transition Services Flyer](#) (PDF 494.85 KB)

- **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](http://www.fcsn.org/parents_guide/pgenglish.pdf)

Spanish: [http://www.fcsn.org/parents\\_guide/pgspanish.pdf](http://www.fcsn.org/parents_guide/pgspanish.pdf)

Portuguese: [http://www.fcsn.org/parents\\_guide/pgportuguese.pdf](http://www.fcsn.org/parents_guide/pgportuguese.pdf)

- **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 Secondary Transition Planning Process**  
[http://fcsn.org/linkcenter/wp-content/uploads/sites/25/2016/06/dese\\_brochure\\_Vision-FINAL.pdf?pdf=Transition-information](http://fcsn.org/linkcenter/wp-content/uploads/sites/25/2016/06/dese_brochure_Vision-FINAL.pdf?pdf=Transition-information)

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

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?\\_=Transition-information-3](http://fcsn.org/linkcenter/wp-content/uploads/sites/25/2016/06/dese_brochure_3.pdf?_=Transition-information-3)

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'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.

- **Adolescent Autonomy Checklist**

<http://www.aacpp.com/pdf/parents/English/Teens/Adolescent-Autonomy-Checklist.pdf>

The Adolescent Autonomy Checklist from the Youth in Transition Project (1984-1987) at the University of Washington, Division of Adolescent Medicine is an easy and practical way to assess independent living skills and plan for skill development.

- **Autism Speaks Transition Tool Kit**

<https://www.autismspeaks.org/family-services/tool-kits/transition-tool-kit>

The Autism Speaks Transition Tool Kit was created to serve as a guide to assist families on the journey from adolescence to adulthood. This kit will provide you with suggestions and options for you to consider as you set out on this journey toward finding your child's own unique path to adulthood.

Download the *Transition to Adulthood Tool Kit*:

[https://www.autismspeaks.org/docs/family\\_services\\_docs/transition.pdf](https://www.autismspeaks.org/docs/family_services_docs/transition.pdf)

Download the Autism Speaks *Transition Information for Massachusetts*:

<https://www.autismspeaks.org/sites/default/files/docs/massachusetts.pdf>

- **ThinkCollege Transition Team Checklist for Inclusive Postsecondary Education Participation**

[https://thinkcollege.net/sites/default/files/files/resources/transition\\_team\\_checklist\\_MPet.pdf](https://thinkcollege.net/sites/default/files/files/resources/transition_team_checklist_MPet.pdf)

This table provides recommended transition activities and outlines the role of the student, family, transition teacher and special education administrator for each activity to assist students to prepare for transition into college.

## LGBTQ

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

[www.nagly.org](http://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://devcopy.bagly.org.s149667.gridserver.com/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](mailto: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

**National Suicide Prevention Lifeline:** 1-800-273-8255

*New Texting Response:* 741741

**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 is the centralized hub for comprehensive information about and referral to the complete spectrum of community services in Massachusetts:**

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

**If you or someone you know is facing a mental health crisis, call Massachusetts Emergency Services Program/Mobile Crisis Intervention help line:**

1-877-382-1609

**To report suspected abuse or neglect against a person with a disability, please call the Disabled Persons Protection Commission (DPPC)**

24-Hour Hotline: 1-800-426-9009 (TTY: 1-888-822-0350)

- **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. 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>

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.

- **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.

- **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:

- Lawrence – 280 Merrimack Street
- Lowell – 131 Davidson Street
- Salem – 45 Congress Street, Suite 1176

# Insurance and Benefits

- **Autism Insurance Resource Center (AIRC)**

[www.massairc.org](http://www.massairc.org)

E-mail [info@disabilityinfo.org](mailto:info@disabilityinfo.org)

Telephone 774-455-4056 or 800-642-0249.

Part of UMass Medical School's Shriver Center, the AIRC offers bi-monthly webinars, has staff available to answer your questions, provides individual technical assistance, and troubleshoots issues related to accessing insurance coverage for autism treatment, including MassHealth questions and issues. Staff are also available to provide in-person trainings to consumers, providers, clinicians, case managers, educators, employers and others. The Autism Insurance Resource Center is open from Mon - Fri, 8 am – 3 pm. For more information, visit: [www.massairc.org](http://www.massairc.org) or call 800- 642-0249 and Press 2.

Resources include:

### **Am I Covered?**

[Am I Covered](#) is an easy-to-use screening tool that determines if a person's insurance is subject to the Massachusetts Autism Insurance Law (aka ARICA)

Events: Webinars, Trainings, Exhibits, Fairs

- [Upcoming webinars and trainings](#)

### **Information About The Massachusetts Insurance Law**

- [FAQs about ARICA](#)
  - [AIRC FAQs en Español \(PDF\)](#)
  - [AIRC FAQs bằng tiếng Việt \(PDF\)](#)
- [Healthcare Coverage for Adults with ASD – Frequently Asked Questions for Parents](#)
- [Information for Employers and Individuals covered by Self-Funded \(ERISA\) Plans](#)
- [Insurance Denials and Appeals – Frequently Asked Questions \(pdf\)](#)

### **MassHealth Autism Insurance FAQs**

- [Information about MassHealth ABA Coverage – Frequently Asked Questions](#)
  - [MassHealth ABA Coverage FAQs en Español \(PDF\)](#)
  - [MassHealth ABA Coverage FAQs bằng tiếng Việt \(PDF\)](#)
- [MassHealth CommonHealth Fact Sheet \(PDF\)](#)
- [MassHealth Coverage of Augmentative and Alternative Communication \(AAC\) FAQ sheet \(PDF\)](#)

- **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.

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](http://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

- **Work Without Limits Benefits Counseling**

<http://www.workwithoutlimits.org/bc-getservices>

If you are in need of benefits counseling in Massachusetts, there are two programs of certified Benefits Counselors to assist in understanding how work earnings may impact Social Security and other public benefits. The two programs are Work Without Limits Benefits Counseling Services and Project IMPACT.

Services include:

- One-on-one counseling
- Benefits Summary and Analysis
- Action plan
- Follow-up contact
- Resources
- Problem resolution

To find the program that serves your area, click [here](#).

**Get The Facts:**

<http://www.workwithoutlimits.org/bc-facts>

If you are receiving Social Security Disability Insurance (SSDI) and/or Supplemental Security Income (SSI), you probably have wondered the following when thinking about work:

- What are Social Security's disability programs?
  - SSI and SSDI
- How can I verify my benefits?
  - It depends. Click [here](#).
- How can work impact my cash benefits and how can work incentives help me?

- It depends. Click [here](#) if you get SSI or [here](#) if you get SSDI.
- Can I work and keep my health insurance?
  - It depends. If you get SSI/MassHealth, click [here](#). If you get SSDI/Medicare, click [here](#).
- Are there special programs that can help me achieve my career goals?
  - Yes. Click [here](#).
- Can I get my benefits back if my case ever closes?
  - It depends. Click [here](#).
- How can work impact my other public benefits?
  - It depends. Click [here](#).
- What must I do when I work?
  - Report work activity and wages. Click [here](#).
- Where can I get free benefits counseling?
  - Click [here](#).

For more information:

- [Work & Social Security Disability Benefits: You Can Make It Work!](#) A fun, self-paced e-learning module

- **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** (*See also Employment , Page 20*)

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

Project IMPACT provides personal benefit counseling to people that get Supplemental Security Income (SSI) and/or Social Security Disability Insurance (SSDI) and are employed or looking for a job. This can help individuals with disabilities understand what may happen when they go to work or increase earnings.

Project IMPACT provides this resource in Essex, Barnstable, Bristol, Dukes, Nantucket, Norfolk, Plymouth and Suffolk Counties. If you live in Berkshire, Franklin, Hampden, Hampshire, Middlesex or Worcester Counties, you may contact the UMass Medical School's Work Without Limits Benefits Counseling. Their new website is located at [www.workwithoutlimits.org/benefitscounseling](http://www.workwithoutlimits.org/benefitscounseling)

- **SHINE (Serving the Health Information Needs for Everyone)**

<http://www.masslegalhelp.org/health/medicare/where-can-i-get-more-information>

1-800-243-4636, press 3

The SHINE (Serving the Health Information Needs of Everyone) Program provides health insurance counseling services to elderly and disabled adults.



## [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](#)

- **Mass Legal Help**

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

Massachusetts legal aid programs put together this website to help you find practical information about your legal rights in Massachusetts. To see if free legal representation for your civil legal problem is available, use the [Massachusetts Legal Resource Finder](#).

- **Health Law Advocates**

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

Health Law Advocates (HLA) is a 501(c)(3) public interest law firm whose mission is to provide pro bono legal representation to low-income residents experiencing difficulty accessing or paying for needed medical services. HLA is committed to ensuring universal access to quality health care in Massachusetts, particularly for those who are most at risk due to such factors as race, gender, disability, age, or geographic location. With its partner organization, Health Care For All, HLA combines legal expertise with grassroots organizing and policy reform to advance the statewide movement for universal health care access.

- **Medicare Advocacy Project (MAP)**

<http://www.masslegalhelp.org/health/medicare/where-can-i-get-more-information>

The Medicare Advocacy Project (MAP) helps both elderly and disabled people who may have been unfairly denied Medicare. MAP can give you the information you need to learn more and get the help you need. MAP can advise you and sometimes represent you for free.

Contact MAP via your local legal services office: **Greater Boston Legal Services**  
Serving Essex, Middlesex, Norfolk, and Suffolk Counties: 800-323-3205; 866-778-0939

- **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](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

- **MassMobility**

<https://www.mass.gov/orgs/massmobility>

MassMobility is an initiative to increase mobility for seniors, people with disabilities, veterans, low-income commuters, and others who lack transportation access in Massachusetts. Click "[I'm looking for transportation](#)" to reach additional links on topics such as: Getting Help Finding a Ride; Healthcare Transportation; Public Transit; Carpooling; RideSharing; Travel Training, and more.

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

[www.mbta.com](http://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/](http://www.mbta.com/fares_and_passes/reduced_fare_programs/)

- **The RIDE**

[www.mbta.com/riding\\_the\\_t/accessible\\_services](http://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](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.

- **On-Demand Paratransit Pilot Program**

[http://www.mbta.com/riding\\_the\\_t/accessible\\_services/default.asp?id=6442456760](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**

<https://www.mass.gov/orgs/massachusetts-registry-of-motor-vehicles>

Visit the RMV's Online Service Center for over 30 transactions that can be completed online and skip the trip to the RMV. If you need to visit the RMV, Get Ready Online first. Choose from a range of license and ID services to help make your next visit to the RMV your best visit.

My RMV: Online Service Center:

[https://atlas-myrmv.massdot.state.ma.us/myrmv/\\_/](https://atlas-myrmv.massdot.state.ma.us/myrmv/_/)

Massachusetts Identification (ID) Requirements:

<https://www.mass.gov/guides/massachusetts-identification-id-requirements>

To get a learner's permit, driver's license, or Mass ID in Massachusetts, you'll need to provide proof of citizenship or lawful presence, a Social Security number, and Massachusetts residency.

You'll also need to decide between a Standard driver's license/ID and a REAL ID driver's license/ID.

REAL ID is a federal ID that you can use, beginning October 2020, to fly within the United States or

enter federal buildings. To get one, you'll need to provide additional documentation and come into an RMV service center.

- **Adaptive Driving Program**

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

- Free Consultation. Over-the-phone pre-evaluation conference.
- Comprehensive Evaluation.
- Training. Specially equipped vehicles including specially equipped cars and vans.
- Re-Evaluation. For progressive disabilities and second opinion evaluations.
- Advocacy. Helping 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)**

[http://www.mbta.com/fares\\_and\\_passes/reduced\\_fare\\_programs/](http://www.mbta.com/fares_and_passes/reduced_fare_programs/)

Call: 617-222-5976 or 1-800-543-8287

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 CharlieCard Application:**

[http://www.mbta.com/uploadedFiles/documents/ACCESS\\_PASS.pdf](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 statewide, self-advocacy organization run for and by people with intellectual and developmental disabilities.

- **Autistic Self Advocacy Network (ASAN)**

<http://autisticadvocacy.org/>

ASAN is a 501(c)(3) nonprofit organization run by and for autistic people. Staff work to educate communities, support self-advocacy in all its forms, and improve public perceptions of autism.

- **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.

- **DDS Self-Directed Services**

<https://www.mass.gov/dds-self-directed-services>

DDS helps an individual to have more control in their life and to make decisions about services based on their vision, path, preferences, beliefs and abilities.

- **For those who are DDS Adult Eligible, contact your *Service Coordinator*.**
- **For all others**, contact the Regional Self Direction Manager at (978)774-5000

## The two DDS models of Self-Direction are:

1. **Agency with Choice Model**- The individual/ family designs customized supports based on a vision and need and directs their services in partnership with a qualified Provider Agency. The individual/ family selects their Support staff and set works hours and terms of employment. The Agency provides Human Resource, Payroll and administrative supports. The Agency and Individual/ family share in training and evaluating employees.
2. **The Participant Directed Program Model**- The individual/ family designs customized supports, directs their services and hires and manages support workers. The individual contracts directly with these workers or for other goods and services with support from DDS Service Coordinators/ Brokers, family and friends. A fiscal intermediary provides payroll services based on the participant's individual budget, and provides financial monitoring and reporting based on regulation and requirements.

## Other Helpful Resources

- **DDS Family Support Services**

<https://www.mass.gov/lists/dds-family-support-services-information>

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.

- **MassOptions** – Connections to services for elders and individuals with disabilities.

<https://massoptions.org/massoptions/>

Call: 844-422-6277

Trained staff will connect you to our statewide network of local partners and agencies that have expertise in working with people with disabilities, elders, and caregivers.

- **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.

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

- **AANE Adult Services**

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

Offering many options for learning, community building, and problem solving to individuals with [Asperger profiles](#) who are over 18 and post-high school, and their families.

- **AANE LifeNet Independent Living Support Program**

<https://www.aane.org/LifeNet/>

LifeNet is a private pay, independent living support program for adults with [Asperger or similar autism spectrum profiles](#). LifeNet is designed to offer peace of mind that an adult on the spectrum will be supported as they navigate adulthood by a devoted team from the trusted AANE non-profit organization.

- **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.

- **AANE Artist Collaborative**

<http://aaneartists.org/>

The Collaborative consists of adult artists with Asperger Syndrome (AS) and related profiles, whose art gives us a unique lens through which to see their world.

- **AANE Forms Clinic**

<http://www.aane.org/about-us/programs-and-services/adult-programs-and-services/>

For help completing applications for a variety of programs and services like, SSI, SSDI, DMH, DDS, SNAP, vocational services, or health insurance.

- **The Arc of Massachusetts**

<http://thearcofmass.org/>

The mission of The Arc of Massachusetts is to enhance the lives of people with intellectual and developmental disabilities, including autism, and their families. We fulfill this through advocacy for community supports and services that foster social inclusion, self-determination, and equity across all aspects of society.

- **Advocates for Autism of Massachusetts (AFAM)**

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

The organization provides an important arena for mobilizing those of us who deal with ASD in our day-to-day lives as the most eloquent and persuasive spokespeople for our concerns. Our efforts focus not only on the State House but also on towns and city halls that also have responsibility for service delivery and funding.

- **Massachusetts Advocates for Children (MAC) Autism Center**

<https://massadvocates.org/autism/>

MAC's Autism Center is a pioneering voice in autism advocacy. Launched in 2002, The Autism Center works with elected officials and partners to create laws and regulations to ensure that children and young adults with autism spectrum disorder (ASD) have access to the services and resources they need in order to reach their full potential.

- **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.

- **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.

- **Common Bonds** (Yahoo Group)  
[commonbonds-owner@yahoogroups.com](mailto: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.

- **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.

- **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.

- **Disability Index**  
<https://www.disabilityinfo.org/>

INDEX helps people with disabilities finding up-to-date information on programs, providers and services in Massachusetts.

- **MassFamilies**  
<https://massfamilies.org/>

MassFamilies is a statewide, grassroots coalition of individuals with disabilities and/or chronic illnesses and their families. MassFamilies provides information, leadership training and support to families, and also has regular regional meetings for families and individuals.

### **MFOFC Family Leadership Program**

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.
- **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.

**MassFamilies Northeast Regional Coordinator:**

Maryann Welch, email: [mwelch@massfamilies.org](mailto:mwelch@massfamilies.org)

- **Exceptional Lives**  
<http://exceptionallives.org/>

Find resources and easy-to-read information for parents and caregivers of children and young adults with disabilities.

Personalized How-To Guides

**The Guides show you what to do and how to apply for benefits, services and support.**

- Early Intervention
- Special Education and IEPs
- Guardianship and adult decision-making
- Health Insurance and Medicaid
- Transition to Adulthood, Employment, and more!

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

- **Autism Society**  
<http://www.autism-society.org/>

The Autism Society is the nation's leading grassroots autism organization. We work to increase public awareness about the day-to-day issues about people across the spectrum, advocate for appropriate services for individuals of every age, and provide the latest information regarding treatment, education, research, and advocacy.

- **Doug Flutie, Jr. Foundation for Autism**  
<http://www.flutiefoundation.org/>

The goal of the Flutie Foundation is to help families affected by autism live life to the fullest.

Through programs and partnerships, they help people with autism get access to care; lead more active lifestyles; and grow toward adult independence.

- **Institute for Community Inclusion (ICI) of UMass Boston**

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

ICI offers training, clinical, and employment services, conducts research, and provides assistance to organizations to promote inclusion of people with disabilities in school, work, and community activities.

- **Easter Seals Massachusetts**

<http://www.easterseals.com/ma/>

- **Easter Seals Massachusetts Autism (ASD) Services**

<http://www.easterseals.com/ma/our-programs/autism-asd-services/>

Easter Seals Massachusetts has been providing services that address the needs of those with autism at home, school, work and the community for years. As the needs of this growing population are more thoroughly defined, we continue to offer programs to meet those needs.

[Assistive Technology](#)

Recognized nationally as a leader in assistive technology, our services are an excellent resource for children and adults with disabilities who need high and low technology solutions for home, work or school in order to increase their independence.

[Assistive Technology Regional Center \(ATRC\)](#)

People with disabilities can see, touch and borrow assistive technology devices to make more informed decisions regarding the technology that will meet their needs.

[Employment and Training Services](#)

Easter Seals MA helps students and adults with disabilities develop the skills they need to get and keep jobs in today's competitive workplace. The program offers individualized vocational rehabilitation, computer skills training, placement and employment services.

[Rehabilitation Therapy](#)

Easter Seals MA personalized approach delivers dependable and cost-effective rehabilitation services to infants, children, teens, adults and seniors. Therapy services include evaluation, treatment and consultation with Speech, Physical and Occupational Therapy.

[The Massachusetts AT Loan and Mini-grant program](#)

The AT Loan program is an Alternative Financing Program. This program provides access to low interest cash loans for the purchase of assistive devices and services to improve the quality of life for people with disabilities. The mini-grant program assists with the procurement of AT devices costing under \$500.

[Transition Services](#)

Skills-based transition planning and assessment to assist students with disabilities to reach their post-secondary goals. Consultation and training for educators help ensure that schools meet the requirements of transition planning.

### Youth Leadership

The Easter Seals MA Youth Leadership Program provides opportunities for young people with disabilities, ages 13 to 25, to develop their abilities and expand the possibilities they see for themselves.

- **Massachusetts General Hospital (MGH) Lurie Center for Autism**

<http://www.massgeneral.org/children/services/treatmentprograms.aspx?id=1614>

Lurie Center for Autism

1 Maguire Road

Lexington, MA 02421

Phone: 781-860-1700

Email: [luriecenter@partners.org](mailto:luriecenter@partners.org)

The Lurie Center for Autism is an integrated and multidisciplinary clinical, research, training and advocacy program dedicated to treating individuals with autism spectrum disorder and other developmental disorders.

- **MGH Aspire: Year-Round Autism & Asperger's Programs**

<https://www.massgeneral.org/aspire/>

MGH Aspire

1 Maguire Rd

Lexington, Massachusetts 02421

Phone: 781-860-1900

Email: [mghaspire@partners.org](mailto:mghaspire@partners.org)

MGH Aspire offers fall, spring and summer programs to help children, teens, and adults with high cognitive autism spectrum disorder or a related social profile make social connections and develop independence.

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

A project of The Family Autism Center at [The Arc of South Norfolk](http://www.arcsouthnorfolk.org)

<http://www.arcsouthnorfolk.org/alec-first-responder-training/>

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.

- **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.

- **The Massachusetts Clubhouse Coalition (MCC)**

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

## Clubhouses in the Northeast Region:

### **Elm Brook Place (operated by Eliot Community Human Services)**

4 A Street 1st floor, Burlington, MA 01803

Phone: 781-202-3478

Website: [www.elmbrookplace.org](http://www.elmbrookplace.org)

### **Haverhill Clubhouse (operated by Vinfen Corporation)**

100 Locust Street

Haverhill, MA 01830

Phone: 978-521-6957

Website: [www.Haverhillclub.org](http://www.Haverhillclub.org)

### **Horizon House (operated by Riverside Community Care)**

78 Water Street

Wakefield, MA 01880

Phone: 781-245-4272

Website: <http://www.horizonhouseclubhouse.org/>

### **Point After Club (operated by Vinfen Corporation)**

15 Union Street Unit 455

Lawrence, MA 01840

Phone: 978-681-7753

Website: <http://www.pointafterclub.org/>

### **Renaissance Club (operated by Eliot Community Human Services)**

176 Walker Street

Lowell, MA 01854

Phone: 978-454-7944

Website: <https://www.renaissanceclublowell.org/>

### **Harbor Place Clubhouse (operated by Eliot Community Human Services)**

71 Linden Street

Lynn, MA

Phone: 781-842-7200

### **Salem Connection Clubhouse (operated by Eliot Community Human Services)**

50 Grove St

Salem, MA 01970

Phone: 978-498-4400

- **YouForward**

<http://youforward.org/>

YouForward supports young adults ages 16 to 25 in Lawrence and Haverhill who are experiencing mental health challenges.

- **Drop-In Centers:**

Visit a Drop-In Center to hang out, meet other young adults and work with a mentor in a safe, welcoming environment.

**Lawrence Drop-In Center:**

15 Union St., Suite 80, Entrance B

Hours: Monday, Tuesday, and Wednesday from 1:00-6:00pm.

**Haverhill Drop-In Center:**

81 Winter St., Haverhill

Hours: Thursdays from 2:00-5:00pm

- **YOUnity Drop-In Center**

[YOUnity Drop-In Center | Justice Resource Institute \(jri.org\)](http://www.younity.org)

YOUnity provides an array of services to transition-aged youth (ages 16-25) who are looking for social, psychological, and group supports.

This service is for:

Population: Transition-aged youth, including male, female, transgender, and gender non-conforming individuals; as well as those with disabilities and co-occurring barriers.

Age: 16-25

Location: 6 Elm Street, Gloucester, MA

The drop-in is open from 2:00-6:00 from Wednesday to Friday. As-needed case management meetings are reserved for Tuesdays.

- **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.

- **Open Door Theater**

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

Acton, MA

A non-profit, family-oriented, accessible community theater company that has been creating learning experiences through theater for adults, children, and people with special needs.

- **Purple Table Reservations**

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

<https://www.purpletables.us/> - To find a restaurant near you that is offering Purple Table Reservations.

The Purple Table Reservation flag and restaurant training program are designed for those who are living with Dementia/Alzheimer's Disease, Autism, PTSD, TBI, a hearing or vision impairment, or other physical or cognitive condition that may benefit from a more predictable environment and additional accommodations when dining out.

- **Autism Speaks**

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

- **Autism Speaks Challenging Behaviors Tool Kit**

<https://www.autismspeaks.org/family-services/tool-kits/challenging-behaviors-tool-kit>

Autism Speaks has created this Challenging Behaviors Tool Kit to provide you with strategies and resources to address challenging behaviors, and to help support you and your loved one with autism during these difficult situations.

Click here to download the *Challenging Behaviors Tool Kit*:

[http://www.autismspeaks.org/sites/default/files/challenging\\_behaviors\\_tool\\_kit.pdf](http://www.autismspeaks.org/sites/default/files/challenging_behaviors_tool_kit.pdf)

- **Autism Speaks Transition Tool Kit**

<https://www.autismspeaks.org/family-services/tool-kits/transition-tool-kit>

The Autism Speaks Transition Tool Kit was created to serve as a guide to assist families on the journey from adolescence to adulthood.

Click here to download the *Transition to Adulthood Tool Kit*:

[https://www.autismspeaks.org/docs/family\\_services\\_docs/transition.pdf](https://www.autismspeaks.org/docs/family_services_docs/transition.pdf)

- **Wrong Planet**

<http://wrongplanet.net/>

Wrong Planet is the web community designed for individuals (and parents / professionals of those) with Autism, Asperger's Syndrome, ADHD, PDDs, and other neurological differences.

- **The Soul Food Project**

<https://soulfoodproject.org/>

The Soul Food Project is dedicated to serving the spiritual needs of people with intellectual and developmental disabilities regardless of religious affiliation. They provide interfaith resources, training and consulting services to caregivers and faith communities in the [Northeast Region](#) seeking to honor the human need for meaning and connection.

The following three (3) pages are materials developed by the [Autism Commission](#)'s **Adult Autism Sub-Committee** in an effort to provide First Responders and Hospital Staff with pertinent information regarding an individual with Autism and/or intellectual disabilities.

## **Emergency Department Information Form Pages 56-57**

This form can be printed on one page (double-sided) and may be completed by individuals, family, providers, and/or practitioners.

The purpose of the form is to provide quick and easy reference for Emergency Department Staff to assist in the determination of whether the crisis is attributed to medical, psychiatric, or behavioral issues.

This form may be partially completed with information that does not change and kept in a secure place. If an individual is being referred to the Emergency Department, additional relevant information can be completed to provide further description of the presenting problem or behavior.

*Note:* This form does not replace the regulatory Health Care Record that is required from direct care providers.

## **Emergency Wallet Card for Individuals with Autism Page 58**

This form can be printed on one page and may be completed by individuals, family, providers, and/or practitioners.

The purpose of the Wallet Card is to provide quick and easy reference for First Responders and Emergency Department Staff to assist an individual with Autism in the most safe and effective way.

The Wallet Card may be completed and kept in the individual's wallet or pocket and presented to First Responders in the event of an emergency.

*Help us maximize the benefits of these forms. Email your suggestions to: [ASDER@Massmail.state.ma.us](mailto:ASDER@Massmail.state.ma.us)*

Department of Developmental Services (DDS)

This form does not replace the regulatory Health Care Record.

Emergency Department Information Form

This form may be used to provide quick and easy reference for hospital staff to assist in the determination of whether the crisis is attributed to medical, psychiatric, or behavioral issues. This form may be completed by individuals, family, providers, and/or practitioners.

DATE: \_\_\_\_\_ TIME: \_\_\_\_\_

PATIENT: Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Gender: \_\_\_ Male \_\_\_ Female

REFERRED BY: Name: \_\_\_\_\_ Phone: \_\_\_\_\_ Relationship: \_\_\_ Staff \_\_\_ Family \_\_\_ Other Primary Language of the Family \_\_\_\_\_

DDS SERVICE COORDINATOR: \_\_\_\_\_

PHONE: \_\_\_\_\_

FAMILY/GUARDIAN:

Does this individual have a court-appointed legal or medical guardian? \_\_\_ Yes \_\_\_ No

Family/Guardian Name: \_\_\_\_\_ Relationship: \_\_\_\_\_

Phone: \_\_\_\_\_

INSURANCE: \_\_\_\_\_ No Insurance

\_\_\_ Mass Health: ID # \_\_\_\_\_ Group # \_\_\_\_\_ Managed Care ID# \_\_\_\_\_

\_\_\_ Private Insurance: Name \_\_\_\_\_ ID # \_\_\_\_\_ Group # \_\_\_\_\_

DIAGNOSES: \_\_\_ AUTISM \_\_\_ OTHER (List): \_\_\_\_\_

KNOWN ALLERGIES: \_\_\_\_\_

1. REASON(S) FOR THIS E.D. REFERRAL(What is the presenting problem or behavior?):

\_\_\_\_\_

a. To your knowledge, has this happened before? \_\_\_ Yes \_\_\_ No

2. APPROACH (How should this individual be approached? Ex. Speak slowly and clearly):

\_\_\_\_\_

a. Should diagnosis/treatment be discussed in front of this individual? \_\_\_ Yes \_\_\_ No

3. COMMUNICATION (What is the individual's preferred method of communication? Ex. Uses device to communicate): \_\_\_\_\_ Primary Language: \_\_\_\_\_

a. This individual is: \_\_\_ Verbal \_\_\_ Non-Verbal \_\_\_ Has Limited Verbal Capabilities

b. Can this individual express pain? \_\_\_ Yes If Yes, how? \_\_\_\_\_ \_\_\_ No

c. Can this individual describe pain? \_\_\_ Yes \_\_\_ No

4. TRIGGERS (Known triggers to behavioral outbursts. Ex. The color red, whistling, waiting in line):

\_\_\_\_\_

a. Can this individual tolerate injection/bloodwork? \_\_\_ Yes \_\_\_ No

5. LIKES/DISLIKES/FEARS (Ex. Special interest in Star Wars, dislikes drinking water, scared of dogs): \_\_\_\_\_





**MEDICAL HISTORY:**

Prescribing Physician: \_\_\_\_\_

Medical Diagnoses: \_\_\_\_\_

History of Major Illness and Surgeries: \_\_\_\_\_

History of Seizure Disorder:  Yes  No

**PSYCHIATRIC HISTORY:**

Prescribing Physician: \_\_\_\_\_

History of Psychiatric Hospitalizations:  Yes  No

History of Suicidal Ideation:  Yes  No with ideation intent plan means

History of Homicidal Ideation:  Yes  No with ideation intent plan means

**MEDICATIONS:** \_\_\_\_\_

**HOW DOES THE INDIVIDUAL TAKE MEDICATION?** *Ex. Crushed, whole, in applesauce* \_\_\_\_\_

**RECENT CHANGES IN MEDICATIONS/SUPPLEMENTS:**

**New Medication/date began** \_\_\_\_\_

**Discontinued medication/date ended** \_\_\_\_\_

**Dosage Change/date of change** \_\_\_\_\_

**Missed Dose(s)/date** \_\_\_\_\_

**CURRENT LIVING SITUATION: How many people in household?** \_\_\_\_\_

**Lives with family**  **Lives alone**  **Has roommates**  **Shared living**  **Group home**  **Homeless**

**SCHOOL DISTRICT** (if applicable) \_\_\_\_\_

Please check yes if applicable and indicate if occurrence was with within the past twenty-four hours.	Yes	Within 24 Hours
1. Recent aggression toward others or environment? <i>Ex. Hitting, kicking, spitting, throwing or destructing objects with or without intention of making contact with another person</i>		
2. Recent mouthing/biting? <i>Ex. Chewing, gnawing, gumming objects or self</i>		
3. Possible ingestion of non-edibles? <i>Ex. Eating or swallowing toothpaste, paper, dirt etc.</i>		
4. Recent changes in eating habits and/or available or unavailable food? <i>Ex. Eating less or more than usual, not having access to favorite foods, change in brand or type of usual foods</i>		
5. Recent changes in sleep pattern? <i>Ex. Needing to wake up earlier than usual, unable to sleep, sleeping more than usual</i>		
6. New self-care, cleaning, or household products? <i>Ex. Change in deodorant, laundry detergent, cleaning spray, new rug in bedroom</i>		
7. New demands/expectations recently placed on individual <i>Ex. Having to wake up earlier than usual, new chores, started taking a class, started a job</i>		
8. New restrictions recently placed on individual? <i>Ex. Loss of iPad or TV privileges, started new diet</i>		
9. Newly discovered dislikes? <i>Ex. Found that individual doesn't like new staff, lunch options, last year's winter coat</i>		
10. Recent changes to routine/environment/ people? <i>Ex. Neighbor moved away, newly hired librarian at local library where individual spends a lot of time</i>		
11. Recent changes in frequency of communication? <i>Ex. Individual is communicating more, less, or differently than usual</i>		
12. Recent hormonal changes? <i>Ex. Changes in menstrual cycle</i>		

*The purpose of this checklist is to provide hospital staff with preliminary information regarding recent changes experienced by the individual that may be impacting their health and well-being.*

**Comments:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Emergency Wallet Card for individuals with Autism

Present this *Wallet Card* to First Responders and Emergency Department Staff to provide necessary information in the event of an emergency.

## Instructions:

1. Complete *Wallet Card* and Cut along dotted line.
2. Fold vertically down the center with print on the outside.
3. Then, fold horizontally to the size of a business card so you can read:  
To: First Responders & Hospital Staff  
My name is \_\_\_\_\_.
4. Keep the *Wallet Card* in your wallet or pocket.

<p>My name is _____ I have Autism. I wear a Medical Alert ID ___ Yes ___ No I Do ___ Do Not ___ tolerate bloodwork and injections. The best way to approach me is (ex. <i>Speak slowly and clearly</i>) _____ I might exhibit signs of stress and panic if triggered by: _____</p>	<p>My primary language is _____ I Communicate: ___ Verbally ___ Non-Verbally ___ with Limited Verbal Capabilities ___ with (ASL) American Sign Language ___ with an Augmentative Communication Device I Can Express Pain: ___ Yes ___ No I Can Describe Pain: ___ Yes ___ No I like to talk about _____</p>
<p>Emergency Contact: Name _____ Phone _____ Relationship to me: _____ I have a court-appointed legal or medical guardian: ___ Yes ___ No</p>	<p>I need specific help with (ex. Walking, eating, standing, dressing): _____ The best way to assist me (with the above) is: _____ Other important things you should know about me: _____</p>

Help us maximize the benefits of this form. Email your suggestions to: [ASDER@Massmail.state.ma.us](mailto:ASDER@Massmail.state.ma.us)

# 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.
- **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.
- **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 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 BCABA 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](http://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. <https://www.cms.gov/>
- **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.
- **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.
  
- **DCF**  
Department of Children and Families. The Department of Children and Families (DCF) works in partnership with families and communities to keep children safe from abuse and neglect. In most cases, DCF is able to provide supports and services to keep children safe with parents or family members. When necessary, DCF provides foster care or finds new permanent families for children through kinship, guardianship or adoption.  
<https://www.mass.gov/orgs/massachusetts-department-of-children-families>
- **DDS**  
Department of Developmental Services, formerly known as DMR. DDS creates, in partnership with others, innovative and genuine opportunities for individuals with intellectual and developmental disabilities to participate fully and meaningfully in, and contribute to, their communities as valued members.  
<https://www.mass.gov/orgs/department-of-developmental-services>
- **DMH**  
Department of Mental Health. The Department of Mental Health, as the State Mental Health Authority, assures and provides access to services and supports to meet the mental health needs of individuals of all ages; enabling them to live, work and participate in their communities.  
<https://www.mass.gov/orgs/massachusetts-department-of-mental-health>
- **DMR**  
Department of Mental Retardation, former name of DDS
- **DPH**  
Department of Public Health. DPH promotes the health and well-being of all residents by ensuring access to high-quality public health and healthcare services, and by focusing on prevention, wellness and health equity in all people.  
<https://www.mass.gov/orgs/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.

If you suspect that an adult (ages 18-59) with disabilities (intellectual disability or physical disabilities which cause the person to require assistance with daily living needs) is suffering from abuse or neglect, contact the DPPC Hotline immediately.

*24-hour Hotline to the DPPC: (800) 426-9009*

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

- **DYS**

Department of Youth Services. As the Juvenile Justice agency for the Commonwealth of Massachusetts, the Department of Youth Services promotes positive change in the youth in our care and custody.

<https://www.mass.gov/orgs/department-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

- **Empathy**

Ability to understand or feel what another is feeling.

- **EOHHS**

Executive Office of Health and Human Services. EOHHS is the largest secretariat in state government and is comprised of 12 state agencies, in addition to the 2 soldiers' homes and the MassHealth insurance program. Our efforts are focused on the health, resilience, and independence of those we serve. Some of our public health programs touch every community in the Commonwealth.

<https://www.mass.gov/orgs/executive-office-of-health-and-human-services>

Related organizations:

- [Board of Registration in Medicine](#)
- [Massachusetts Department of Children & Families](#)
- [Department of Developmental Services](#)
- [Executive Office of Elder Affairs](#)
- [Massachusetts Department of Mental Health](#)
- [Department of Public Health](#)
- [Department of Transitional Assistance](#)
- [Department of Veterans' Services](#)

- [Massachusetts Commission for the Blind](#)
- [Massachusetts Commission for the Deaf and Hard of Hearing](#)
- [MassHealth](#)
- [Office for Refugees and Immigrants](#)
- [Soldiers' Home in Chelsea](#)
- [Soldiers' Home in Holyoke](#)
- **ER**  
Emergency Room.
- **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 [U.S. Department of Education](https://ed.gov/about/offices/list/osers/index.html)’s Office of Special Education and Rehabilitative Services (OSERS) develops and implements policy and legislation that directly impact individuals with disabilities and their families. OSERS also plays a critical role in monitoring these laws and regulations.

<https://ed.gov/about/offices/list/osers/index.html>

- **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 and Psychiatric Medications**  
A psychoactive drug, psychopharmaceutical, or **psychotropic** is a [chemical substance](#) that changes brain function and results in alterations in [perception](#), [mood](#), [consciousness](#) or [behavior](#). A **psychiatric** medication is a licensed psychoactive drug taken to exert an effect on the chemical makeup of the [brain](#) and nervous system. Thus, these medications are used to treat [mental illnesses](#). Click here for a [Quick Reference Guide to Psychiatric Medications](#).
- **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.
- **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. <https://www.ssa.gov/disability/>
- **SSI**  
Supplemental Security Income. Federal financial benefit program sponsored by the Social Security Administration. <https://www.ssa.gov/>
- **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.
- **Stipend**  
Sum of money that a Family Support Provider Agency pays to an individual or family for the purchase of goods and services.

- **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.

