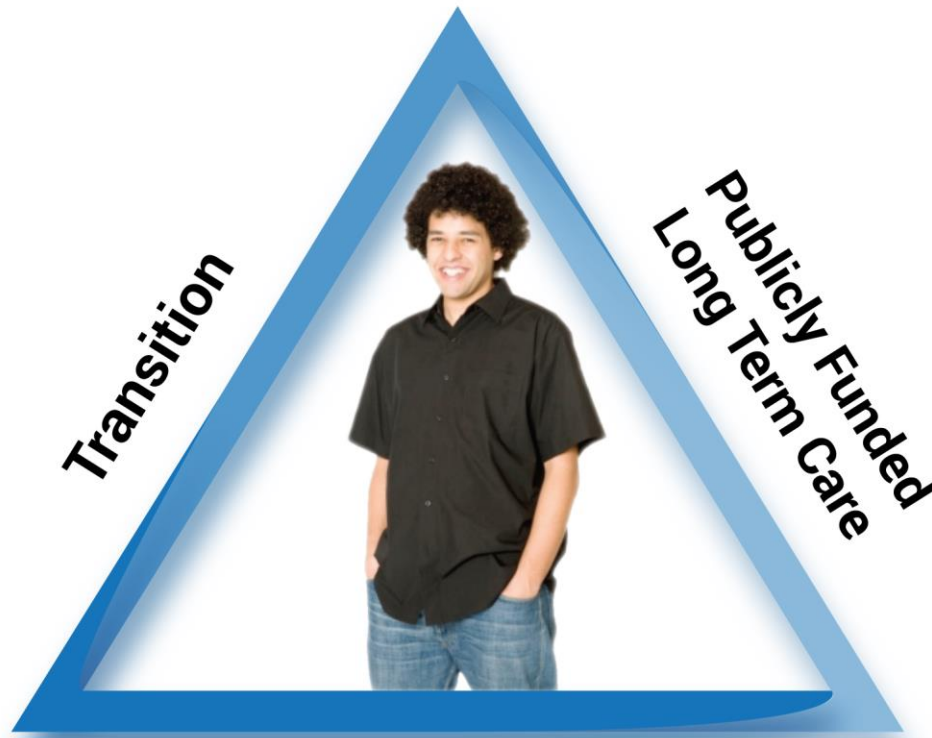


Planning for the Future

Options for Students with Disabilities
Transitioning from High School to Adult Life



Integrated Employment



Serving Crawford, Juneau, Richland and Sauk Counties

www.adrceagle.org

Prairie du Chien
225 N Beaumont Rd., STE 117
Prairie du Chien, WI 53821
608-326-0235

Mauston
220 E La Crosse St.
Mauston, WI 53948
608-847-9371

Richland Center
221 W Seminary St.
Richland Center, WI 53581
608-647-4616

Baraboo
505 Broadway
Baraboo, WI 53913
608-355-3289

Toll Free: 877 - 794 - 2372

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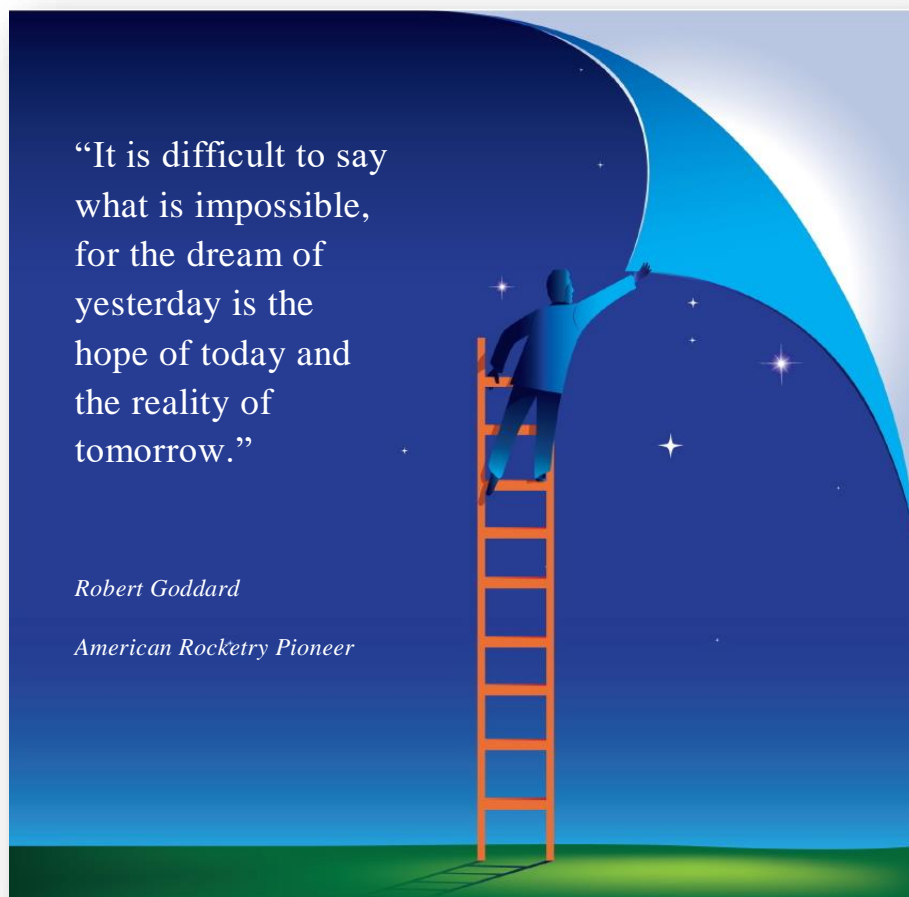
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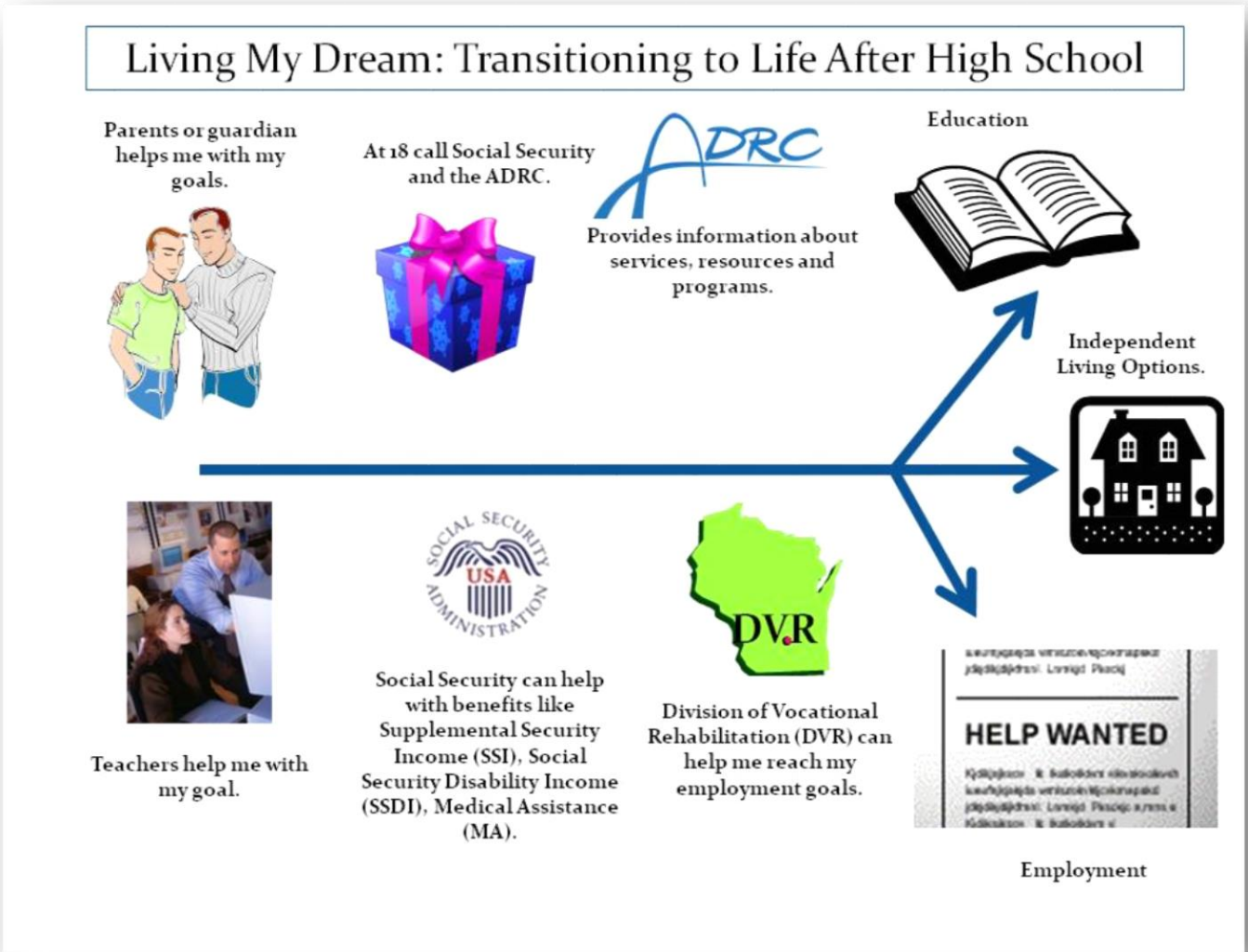
Overview

Transitioning from high school to the adult world is new and different for all students. It can be particularly challenging for students with disabilities and their families as they leave high school and enter the world of adult services. This brings about many changes in their lives.

Successfully navigating this transition requires the answers to several questions: What does good transition planning look like? What are the roles and responsibilities of key entities such as the student, parents, school system, Aging and Disability Resource Center (ADRC), Department of Vocational Rehabilitation (DVR) and Long-Term Care Programs (LTC). This Guide is designed to be a resource for individuals as they work through transition to adult services.



Transition Flowchart



I know my Dreams and Goals!

Understanding the Transition Timeline.....



<i>Age 14 or before</i>	<i>Age 17.5</i>	<i>Age 18</i>	<i>Age 21</i>
<p>Start thinking and talking about transition from children to adult services</p> <hr/> <p>Transition services must be included as part of the IEP</p>	<p>Begin to update your records including educational, medical and psychological, such as IQ testing</p>	<p>You have the right to make all your own decisions</p>	<p>Transition to adult health care providers should be complete unless special provisions are made</p>
<p>You should be part of your IEP transition team</p>	<p>Schools should encourage your enrollment in a driver's education course, if appropriate</p>	<p>Consider having someone else help you make decisions: refer to page 8</p>	<p>If you have not graduated, this is the last year you are entitled to Special Education Services through the school</p>
<p>Consider your interests and preferences for your future education, work and health plans</p>	<p>Consider job shadowing in the community and part-time employment options during summer or after school to gain job experience</p>	<p>Transition to adult health care providers</p> <hr/> <p>Contact private insurance companies about continued coverage</p>	<p>When leaving school they must provide a summary of your academic and functional performance, with recommendations to assist you in meeting your post-secondary(after high school) goals</p>
	<p>Explore available adult services and learn about your eligibility</p>	<p>Apply for SSI, and reapply for Medicaid programs as an adult, if eligible.</p>	<p>Living situation and employment should be secured.</p>
	<p>At 17 years, 6 months get screened for long-term care eligibility, if appropriate</p>	<p>Enroll in adult long-term care (LTC) program, if eligible</p>	<p>Enroll in adult long-term care (LTC) program, if eligible</p>
	<p>Contact the ADRC Ph: 877-794-2371 http://adrcswwi.org</p>	<p>Make decisions about future plans for work, additional schooling, and living situations</p>	
		<p>Register to vote</p>	
		<p>Males need to register with Selective Service</p>	
<p>At any age, continue to develop social skills and interests in community and recreational activities. Also, continue to develop decision making and independent living skills including preparing food, shopping, budgeting, cleaning and managing personal finances.</p>			

What Does Good Transition Planning Look Like?

Good Transition Planning Includes a Role for Everyone!

Transition Services

Special Education services and activities support students with disabilities in reaching their post-secondary (after high school) goals regarding education, training, employment, and independent living

Student Role

- Identify my interests, talents, and passions to pursue after leaving high school.
- Actively participate in the Individualized Education Plan (IEP) process and identify my employment and independent living goals
- Work towards achieving my goals
- Identify supports (people and resources) that can help me achieve my goals
- Stay in school
- Develop self-determination and self-advocacy skills*

Parent Role

- Help my son/daughter identify his/her interests, talents, and passions
- Work with the IEP team to address transition related goals (e.g., employment, independent living, etc.).
- Work with my son/daughter to complete activities toward achieving their post-secondary goals
- Collaborate and communicate with identified support systems (e.g., schools, ADRC, etc.)
- Support my son/daughter in advocating for him/herself*

Teacher Role

- Develop an understanding of the student's abilities, interests, and passions
- Develop and implement transition plan with student and family
- Work with students and families to complete activities toward achieving post-secondary goals
- Collaborate and communicate with identified supports (e.g., families, ADRC, etc.)
- Support the student in advocating for him/herself*



*Why Self-Determination and Self-Advocacy?

- To live life as you choose in accordance with your interests, needs, and abilities

*What is Self-Determination?

- Exercising the right to make choices and direct your own life
- Promoting self-determination includes choice making, decision making and problem solving

*What is Self-Advocacy?

- Knowing and standing up for your rights
- Promoting self-advocacy, includes knowing your strengths, interests, weaknesses, and understanding your disability and the support you need.

The ADRC's Role in Transition Planning



ADRC (Aging & Disability Resource Center)

- Explain options for local resources and supports, so that the students, parents and schools can make informed choices about education options and post-secondary activities
- Collaborate with the schools and other resource agencies to help students and parents prepare for eligibility requirements and how to access public and private supports and services
- Provide options counseling related to long-term care support programs
- Help the student learn about employment, long-term care and living options after turning 18 and/or leaving high school
- Present information sharing and/or training events to communicate with students, parents, educators, and school administrators
- Determine eligibility and/or enrollment for students age 17 yrs and 6 months for Publicly Funded Benefits; Family Care, Partnership or IRIS

Family Care, Partnership or IRIS's Role in Transition

Family Care, Partnership or IRIS (if enrolled)

- Provide students and parents with information about options for services, benefits, and supports and providing/paying for those services.
- Assist students as they explore and develop employment and personal living outcomes
- Attend joint meetings with students and families (i.e. school districts or DVR)
- Develop a strength based assessment for students
- Inform students and families of appeal rights in the event of disagreement with Family Care, Partnership or IRIS staff.

Key Activities in Transition Planning

Knowledge of key activities of transition planning will assist students and parents learn about employment, long-term care, benefits and living options after turning age 18 and/or leaving high school.

I'm planning for my future!



Students benefit from engaging in the following transition activities:

- Staying in school (up to and through age 21) and continuing to learn and build upon basic academic skills (reading, math, writing, and taking college prep courses if appropriate)
- Developing self-determination and self-advocacy skills
- Discovering and identifying interests, passions, and abilities
- Learning about their disability and its impact on their academic development
- Learning how their interests and goals relate to their disability and job/career goals
- Exploring employment options (volunteering, job shadowing, and career exploration)
- Developing strategies for transportation
- Understanding adult rights and responsibilities
- Contacting DVR 4 semesters before graduation
- Participating in school sponsored work activities or in paid community based employment programs



I'm learning skills for my future!



What's So Important About Turning 18?

In Wisconsin, you are considered an adult after turning 18 except for criminal law purposes (age 17) and for purchasing alcohol (age 21)

What does it mean to be an adult?

- You have certain new rights which are associated with being completely independent.
- You also have certain new responsibilities and are held personally accountable for your actions.

What are some of the your rights?

- Vote in national, state and local elections
- Create a will
- Marry without the consent of your parents or guardian
- Obtain medical treatment without your parents' permission
- Apply for credit
- Serve in the armed forces
- Support yourself because your parents are no longer required to support you
- Sign contract and other legal document



If you currently receive Medical Assistance or SSI (under 18 child's benefit), you will need to contact Social Security ph: 800-772-1213 at age 18 to reapply for Medical Assistance or SSI as an adult.

Guardianship and Other Options

When students become age 18, parents no longer automatically exercise legal authority over their *affairs*, such as *medical care, safety, financial areas, personal needs* and decisions, regardless of the nature of their disability.



Things to think about when considering guardianship:

- Acquiring guardianship is a legal process that may take several months and can be started prior to turning age 18.
- Is the student able to understand information related to their *affairs* as listed above and then make decisions?
- Is the proposed guardian an advocate to help the student make these decisions and protect them from exploitation?

Wisconsin law generally encourages that protective supports, including guardianship, be the least restrictive necessary to provide the required protection. Many people with disabilities may not need a guardian. The need for a guardian is established by assessing a person's ability to understand the decisions he or she needs to make.

Less Restrictive Alternatives when Guardianship is not needed:

1. **Power of Attorney for Healthcare*** allows an individual to make healthcare decisions for another person.
2. **Power of Attorney for Finance*** allows an individual to make financial decisions for another person.
3. **Representative Payee** is an individual or organization appointed by the Social Security Administration (SSA) to receive Social Security and/or Supplemental Security Income (SSI) benefits for someone who cannot manage or direct someone else to manage his or her money.
4. **Dual Signature Accounts** allow the person to make out his or her own checks, but requires the individual to get another person's signature before the checks can be used. Both individuals are required to sign a check before it will be paid.
5. **Conservatorship** may be used when the person is competent to understand his or her action, he or she can request the court to appoint a conservator who has exactly the same powers and responsibilities as a guardian of the estate. Conservatorship is different from guardianship in that there is no finding of incompetence and the person can ask the court to end the conservatorship at any time.
6. **Supportive Decision Making.....**
**forms available at your local ADRC*

How Do Services Change After High School?

Entitlement	Eligibility
High School	Adult Service Systems
<ul style="list-style-type: none"> • Special Education Services are free 	<ul style="list-style-type: none"> • Adult resources are based on eligibility and vary by services
<ul style="list-style-type: none"> • Services are based on the Individualized Education Plan (IEP) initiated by the school district 	<ul style="list-style-type: none"> • Services are based on the Individualized Service Plan (ISP) and/or Individualized Plan for Employment (IPE) and developed with the adult consumer
<ul style="list-style-type: none"> • Progress toward IEP goals is monitored and communicated to students and parents 	<ul style="list-style-type: none"> • Progress toward identified goals is monitored by the consumer and requires self-advocacy
<ul style="list-style-type: none"> • Required by Individuals with Disabilities Education Act (IDEA) 	<ul style="list-style-type: none"> • Required by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA)

What Does This Mean for Students?

- Students still in school are entitled to receive services, compared to adult services with eligibility requirements and possible wait lists
- Students can work with ADRCs to find their own adult service providers and determine which services are right for them
- Students need to understand adult rights and responsibilities
- Students need to use self-advocacy and self-determination skills



Employment

Employment Initiatives

Employment initiatives focus on integrated, community-based employment as the preferred outcome for individuals with disabilities.

Employment initiatives highlight the need to raise expectations and implement better practices around employment for individuals with disabilities. Many state initiatives have taken additional steps to define what “employment” means. These steps are designed to ensure the goal of providing integrated jobs in the workforce with competitive wages and benefits.

Employment initiatives center on holding individuals with disabilities to the same employment standards, responsibilities, and sets of expectations as any working-age adult.



Employment Initiatives are about raising expectations!

Funding Resource

Social Security Administration has work incentives such as Plan for Achieving Self Support (PASS) and Ticket to Work that can be used to assist individuals in obtaining and maintaining employment.

Service Resources

Adult Service Providers are agencies run by the government or private individuals that assist individuals with disabilities with employment, housing, recreation, and other skills needed to live as independently as possible.

Job Centers are part of the state Department of Workforce Development which provides assistance to employers and job seekers to strengthen Wisconsin’s workforce.

Funding and Service Resources

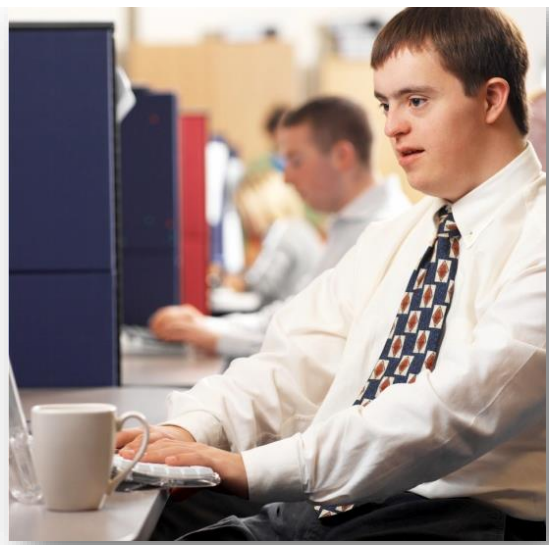
Division of Vocational Rehabilitation (DVR) is a state agency that provides employment and counseling services to individuals with disabilities; provides or arranges services to assist individuals in obtaining and maintaining employment.

Tips for Beginning the Employment Conversation

Integrated Employment is employment for persons with disabilities in a company involving regular interaction with co-workers without disabilities. Employees are paid at least minimum wage with benefits when available.

The following questions may be used with students with disabilities as they begin to explore their employment options:

Questions to Begin Exploring Integrated Employment	
<ul style="list-style-type: none">• What are your goals?• What do you enjoy doing?• What do you think you do well?• Have you thought about a job you'd like to have?• Have you ever had a job or been a volunteer?• Do you need help on the job?• Do you like working with others?	<ul style="list-style-type: none">• Are you interested in being your own boss?• Are you able to ask for help when you need it?• Do you like having a variety of things to do?• Do you like working on one thing at a time?• Would you need a ride to work?



"Real success is finding your lifework in the work that you love."

-David McCullough

Employment Strategies and Options

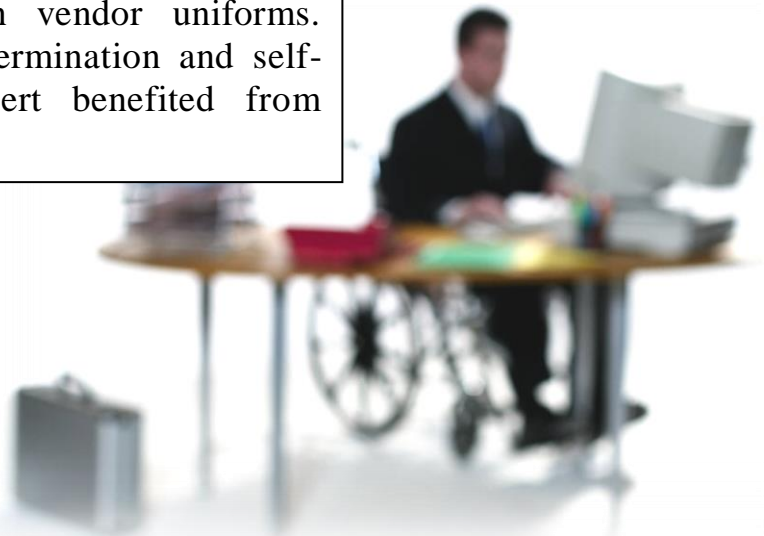
Competitive Employment	Self Employment & Micro Enterprise Competitive Employment
<ul style="list-style-type: none"> • Jobs are obtained with or without the assistance of an adult service provider • Employees are paid at least minimum wage and may receive benefits 	<ul style="list-style-type: none"> • Owning, managing, and/or operating a business to earn money • Provides a chance for people to create their own work based on their talents and interests • More flexible work hours • Micro-Enterprise has 1-5 people running a business • Adult service providers may provide assistance
Supported or Customized Employment	Community Rehabilitation Programs (This is not integrated employment)
<ul style="list-style-type: none"> • Jobs are found in the local community with the assistance of an adult service provider • Jobs are based on person's interests and abilities • Jobs are designed to meet the specific needs of the employee and employer • Employees are paid wages and may receive benefits • Support from a job coach, or co-worker, may be available 	<ul style="list-style-type: none"> • Jobs are in a supervised group setting with co-workers who may or may not have a disability • Jobs are obtained with or without the assistance of an adult service provider • Wages are earned based on piece rate or productivity • Previously known as sheltered workshops

“Disability is a matter of perception. If you can do just one thing well, you're needed by someone.” -Martina Navratilova

Employment Success Stories

Robert's Story

Robert, a person with a developmental disability, dreamed of working for a local professional sports organization. With the assistance of an adult service provider, he was able to get a job with a local health club. He held on to his dream of working for a professional sports organization. One day a member of the local sports franchise joined the club. Robert recognized him and spoke with him about all the team's statistics. This happened every time the player came to the club, despite the cautions of his job coach. Eventually the player helped Robert get a job with the organization, working with vendor uniforms. Robert demonstrated effective self-determination and self-advocacy skills. Additionally, Robert benefited from excellent transition planning.



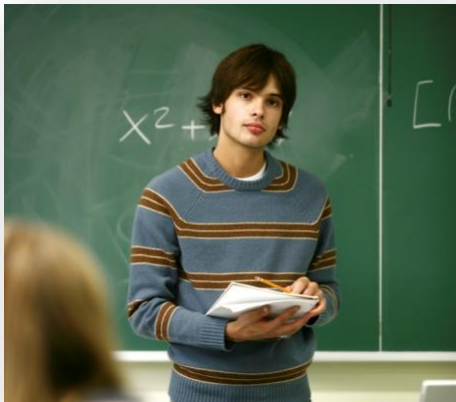
Marvin's Story

Marvin is a young adult with cerebral palsy and limited use of his arms and hands. He uses a battery powered wheelchair for mobility. On a daily basis, Marvin would conveniently recharge his wheelchair batteries at an electronics store in a local strip mall. He would frequently recharge his wheelchair in the car audio and accessory department. Customers, mistaking him for an employee, would approach him with questions. As an electronics enthusiast, Marvin had a significant amount of knowledge in this area. Customers continued to seek and rely on Marvin's advice, despite the challenges of understanding his speech. Eventually the branch manager hired him and now Marvin is the supervisor of this department. He uses his nose to operate a computer keyboard to place installation orders for customers. While Marvin had a tremendous amount of self-determination, he did not have any assistance with transition planning.

Education Options and Resources

Options

- Apprenticeships
 - Instruction in a skilled trade
- Degree and Certification Programs
 - Generally offered at community and technical colleges
- Technical College / Two year college
 - Smaller class size
 - Hands on education
 - Credits often transfer to a four year college
- Four year college
 - Larger class size
 - More academic and less hands on
 - More degree options



Resources

- **Division of Vocational Rehabilitation (DVR)** – may assist qualified students in achieving post-secondary employment goals
- **Disability Service Offices** – provide on campus support at universities or 2 year colleges for students with disabilities
- **Social Security** – offers incentives to save benefit/entitlement money to pursue post-secondary educational options

Things to think about when exploring educational options

- How do you think more education will help you?
- Do you need assistance/accommodations to attend school?
- Are you able to advocate for yourself to get the assistance you may need?
- How are your study habits and time management skills?
- Do you know what kind of support is offered by post-secondary education?
- Where do you plan to live?
- Do you know how to apply for financial aid?
- How will you manage transportation?

Division of Vocational Rehabilitation (DVR)

The role of DVR is to:

- Provide employment services and counseling to people with disabilities
- Provide or arrange for services to enable an individual to go to work
- Provide training and technical assistance to employers regarding disability employment issues

To be eligible for DVR:

- The individual has a physical, developmental and/or mental disability
- The disability makes it difficult for the person to obtain, retain, and/or advance in employment
- The individual requires assistance to achieve an appropriate employment goal

Order of Selection

DVR may not have sufficient resources to provide services to everyone who is eligible. The Rehabilitation Act requires an order of selection; people with the most significant disabilities will be selected first. Once an individual has met the test for the eligibility determination, DVR will assess the significance of the individual's disability. DVR has three categories of severity:

- Most significantly disabled (category 1)
- Significantly disabled (category 2)
- Disabled (category 3)

Services Provided by DVR	
Career Guidance and Counseling	Job Search and Placement Assistance
Information and Referral Services	Transition to Work Services for students with disabilities in high school
Supported Employment Services for persons with severe disabilities; includes time limited on the job supports	Rehabilitation Technology
Vocational and other Training	Disability and Employment Assessment
Transportation	Occupational Licenses, Tools and other Equipment
Assistance in Small Business Plan Development	Interpreter Services

Division of Vocational Rehabilitation (DVR)

Specialized Program and Service Areas

Business Enterprise Program (BEP) is for people who are legally blind to become self employed.

Self-Employment Business Startup Toolkit is designed to assist consumers to pursue their goal of starting a business.

Supported Employment (SE) is for persons with severe disabilities to find a job suited to their specific skills and abilities.

The Wisconsin Telework Loan Program is a statewide program that allows Wisconsin residents with disabilities to purchase computers and other equipment needed to work from home or other remote sites.

Ticket to Work is a voluntary program offered through Social Security for beneficiaries with disabilities to receive employment services.

Transition Services is for students transitioning from high school to post-secondary education, work, and community services.

Local DVR Contact Information

Crawford and Juneau County	Richland County	Sauk County
Division of Vocational Rehabilitation 124 North 6 th Street La Crosse, WI 54601	Division of Vocational Rehabilitation 26220 Executive Lane, Suite A Richland Center, WI 53581	Division of Vocational Rehabilitation Sauk County Job Center 522 South Boulevard Baraboo, WI 53913
(608) 785-9500 (Voice) (866) 392-3090 (TTY) (800) 523-2139 (Toll Free) (608) 785-9494 (Fax)	(608) 604-2076 (Voice) (866) 796-9683 (TTY) (800) 228-2648 (Toll Free) (608) 935-5072 (Fax)	(608) 355-3149 (Voice) (866) 764-6643 (TTY) (800) 422-7138 (Toll Free) (608) 355-3144 (Fax)



Social Security: Things to Know

Social Security Administration (SSA) administers benefits paid through Supplemental Security Income (SSI) and Social Security Disability Insurance (SSDI)

Disability Determination is a finding made by disability examiners and medical professionals that an individual has an illness, injury, or condition that meets the legal definition of disability in the Social Security Act. This may take 60-120 days or longer. Contact the ADRC at age 17 even if this determination process occurred as a child.

Supplemental Security Income (SSI) makes cash assistance payments and medical benefits (Medicaid) available to persons with a disability who have limited income and resources.

Social Security Disability Insurance (SSDI) makes cash assistance payments and medical benefits (Medicare) available based upon an individual's prior work or a family member's prior work contributions to the SSA Trust Fund.

Social Security Employment Supports

These supports help you enter, re-enter, or stay in the workforce by protecting your eligibility for cash payments and/or health care as you move from dependency to independence.

“Ticket to Work” is an innovative program for individuals with disabilities who want to work and participate in planning their employment. A “Ticket” increases your available choices when obtaining employment services, vocational rehabilitation services, and other support services you may need to get or keep a job. It is a free and voluntary service.

Plan to Achieve Self-Support (PASS) is for people receiving SSI, or SSDI and eligible for SSI through this program, who want to set aside money to pursue an employment goal.

SSDI Employment Supports provide help over a long period of time allowing you to test your ability to work, or to continue working, and gradually become self-supporting and independent.

SSI Employment Supports provide ways for you to continue receiving SSI checks and/or Medicaid coverage while you work. Some of these provisions can increase your net income to help cover special expenses.

Student Earned Income Exclusion provides students, age 22 or under, regularly attending high school or college, an exclusion of up to \$1640*/month or up to \$6600*/year of earned income. Social Security determines your SSI payment depending upon your earned income. (*based on 2012 information - verify amount with SS)

For more information, contact the local Social Security office for _____ County at Ph. (800)_____. (see Advocacy and Resource pg 22)

What is Publicly Funded Long Term Care?

Long Term Care (LTC) is any service or support that a person may need as a result of a disability that limits the ability to do the things that people need to do throughout the course of the day. This includes bathing, getting dressed, preparing meals, going to work and paying bills.

Long Term Care Target Groups:

- Adult with physical disabilities
- Adults with developmental disabilities
- Adults with mental health or substance abuse problems if they are also in one of the above target groups
- Adults who meet functional and financial eligibility for Medicaid Assistance (MA)

Eligibility:

- **Financial**
Based on applicant's income
Generally individuals eligible for Medicaid will be financially eligible for publicly funded LTC
- **Functional Screen** – [http://dhs.wisconsin.gov/LTCare/Functional Screen/](http://dhs.wisconsin.gov/LTCare/Functional%20Screen/)
 - Inventory of needs or list of activities that people need to perform, or have performed for them, in the course of everyday life
 - Gathers information about whether a person needs help, and how much help they need, in performing the activities of everyday life

Options/Enrollment Counseling

- Eligible individuals receive counseling about the different options under publicly funded LTC (pg. 21)

Publicly Funded LTC Services May Include But are Not Limited to the Following*	
Adaptive Aids	Adult Day Care
Durable Medical Equipment	Daily Living Skills Training
Financial Management Services	Home Delivered Meals
Personal Emergency Response System Services	Prevocational Services
Respite Care	Skilled Nursing Services
Specialized Medical Equipment and Supplies	Supported Employment
Supportive Home Care	Transportation

*Note: LTC Services can be used to support a flexible approach to employment and other daily activities. This allows for the selection of a blend of activities between employment support and support for other activities such as daily living skills training.

Contact your local ADRC to determine eligibility and, if appropriate, apply for publicly funded Long Term Care (LTC) services. ADRC Ph: 877-794-2372

Long Term Care (LTC) Program Options



**Contact the ADRC for
Access to these Publicly
Funded LTC Programs:**

“Continuous effort – not strength or intelligence – is the key to unlocking your potential”

Winston Churchill

FAMILY CARE

Provides assistance with coordination of services and uses personal Medicare or Medicaid card to pay doctor and prescription drugs

PARTNERSHIP

(where available)

Provides a full range of services that includes all health, medical services, and prescription

MEDICAID (Title 19)

FORWARD CARD used for doctor’s visits and other health services

IRIS

Helps you self-direct all services and uses personal Medicaid and /or Medicare.

Advocacy and Resource Organizations

ABC for Health is a public interest law firm connecting Wisconsin families to health care.

<http://www.safetyweb.org>

ACCESS is a quick and easy way for people in Wisconsin to get answers to questions about health and nutrition programs. Contact the local tribal or county human services. Apply for Medicaid programs online at:

<https://access.wisconsin.gov/access>

Aging and Disability Resource Centers (ADRCs) provide a place for the public to get accurate, unbiased information on all aspects of life related to aging or adults living with a disability.

<http://www.adrceagle.org>

Children and Youth with Special Health Care Needs Program has five centers in Wisconsin that will assist callers with questions and resources.

<http://dhs.wisconsin.gov/health/children>

Client Assistance Program (CAP) can help young adults understand their rights and the policies of DVR. Young adults can appeal to CAP if they disagree with a decision made by their counselor. CAP also offers mediation.

Contact CAP at 1-800-362-1290 or:

<http://dwd.wisconsin.gov/dvr/cap.htm>

Cooperative Educational Service Agency (CESAs) has a designated transition coordinator who works with every school district in its area.

<http://dpi.wi.gov/cesa.html>.

Disability Rights Wisconsin helps people across Wisconsin gain access to services and opportunities through its advocacy and legal expertise.

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

Division of Vocational Rehabilitation (DVR) has embraced the concept of teaming as a way for all staff to work together toward common goals and to achieve the mission: To obtain, maintain and improve employment for people with disabilities by working with Vocational Rehabilitation consumers, employers and other partners. A local DVR office can be located by calling 1-800-442- 3477. A counselor can explain eligibility and how to apply. Visit the DVR website at:

<http://www.dwd.state.wi.us/dvr>

Advocacy and Resource Organizations

Family Care / Partnership are long-term care options for Wisconsin elders, adults with physical disabilities, and adults with developmental disabilities, who are Medicaid eligible.

<http://dhs.wisconsin.gov/LTCare/INDEX.HTM>

<http://dhs.wisconsin.gov/LTCare/Generalinfo/Where.htm>

Family Voices of Wisconsin strongly believes in the strength of parent/provider partnerships and works to advance the knowledge and skills of families as they navigate health care and community supports for children and youth with disabilities and/or special health care needs.

<http://www.wfv.org/fv/index.html>

First Step is a 24-hour public health information and referral hotline for children and adolescents age birth to age 21 with special needs. WI First Step serves families and professionals. Call 800-642-7837 (toll free); online resource database at:

<http://www.mch-hotlines.org>

Great Lakes Intertribal Council's Children and Youth with Special Health Care Needs Project provides information, resources and assistance to Native American families of children with special needs.

<http://www.glitc.org/web-content/pages/cwshcnp.html>

Include, Respect I Self-Direct (IRIS) is a long-term care option for Wisconsin elders, adults with physical disabilities and adults with developmental disabilities who are Medicaid eligible.

<http://wisconsin-iris.com>

Medicaid Plan and program details are available at:

<http://dhs.wisconsin.gov/medicaid>

National Center for Youth Law works to ensure that low-income children have the resources, support, and opportunities they need for a healthy and productive future.

<http://www.youthlaw.org>

Social Security (SS) administers benefits paid through Supplemental Security Income (SSI) and Social Security Disability Insurance (SSDI)

Toll Free Ph #s; Crawford County: 877-405-7841 / Juneau County: 855-686-1468

Richland County: 866-770-2345 / Sauk County: 888-875-1681

<http://www.ssa.gov>

Advocacy and Resource Organizations

Transition Advisory Councils (TAC) work with school districts and community agencies to promote transition services in the local area. On the WSTI web site, use the “Resource Directory” link for your county. There you can find someone to contact in your county who can answer your questions and get you involved in your local TAC.

Waisman Center supports the full inclusion and self-determination of people with developmental disabilities and their families. The Center accomplishes this mission through its research and pre-service training programs, clinical and intervention services, continuing education programs, consultation and technical assistance.

<http://www.waisman.wisc.edu/>

WI FACETS is a nonprofit organization that provides training, information and referral, and individual assistance related to special education and IEPs.

<http://www.wifacets.org>

Wisconsin Assistive Technology Initiative (WATI) can help your IEP team to learn more about devices and matching tools to your needs.

<http://www.wati.org>

Wisconsin Board for People with Developmental Disabilities (WBPDD) helps people with developmental disabilities become independent, productive, and included in all facets of community life.

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

Wisconsin Department of Health Services (DHS) has several programs which support individuals with long-term care needs. For a complete list of benefits available to Wisconsin residents who have a disability and/or mental health needs, visit the DHS website at:

<http://dhs.wisconsin.gov/ddb/index.htm>

Wisconsin Department of Public Instruction (DPI) addresses the needs of students in special education through: Special Education Team, Student Services, Prevention, and Wellness Team, Wisconsin Educational Services Program for the Deaf and Hard of Hearing, Delavan, and Wisconsin Center for the Blind and Visually Impaired.

<http://dpi.wi.gov/dlsea/index.html>

Advocacy and Resource Organizations

Wisconsin Department of Workforce Development (DWD) is a state agency charged with building and strengthening Wisconsin's workforce, include providing job services, training and employment assistance to people looking for work.

<http://dwd.wisconsin.gov>

Wisconsin Family Ties is a statewide not-for-profit organization run by families for families that include children and adolescents who have emotional, behavioral, mental, and substance abuse disorders.

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

Wisconsin Guardianship Support Center is part of the Coalition of Wisconsin Aging Groups, and answers questions about the law in Wisconsin relating to guardianships, protective placements, conservatorships, Powers of Attorney for Health Care and Finance, Living Wills, and DNR orders.

<http://cwag.org/legal/guardian-support>

Wisconsin Interagency Agreement and Transition Action Guide for Post-School is to fulfill the interagency agreement mandates found in the Individuals with Disabilities Education Act and the Rehabilitation Act and to coordinate services for individuals transitioning from education to employment.

http://www.wsti.org/transition_topics.php

Wisconsin Statewide Parent-Educator Initiative (WSPEI) is a service for parents, educators, and others interested in parent-educator partnerships for children with disabilities.

<http://dpi.wi.gov/sped/parent.html>

Wisconsin Statewide Transition Initiative (WSTI), is the local school districts, county social or human service agencies and the medical community supports for students and their families to ensure that the transition from high school to adult life is made smoothly.

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

Glossary of Abbreviations & Acronyms

ADA	Americans with Disabilities Act
ADRC	Aging and Disability Resource Center
CCS	Comprehensive Community Services
CESA	Cooperative Educational Service Agency
CAP	Client Assistance Program
CM	Care Manager / Case Manager
CMO	Care Management Organization (term used to describe a Managed Care Organization (MCO) in Family Care (FC))
CSP	Community Support Programs
CWIC	Community Work Incentive Counselor
CYSHCN	Children and Youth with Special Health Care Needs
DDB	Disability Determination Bureau
DHS	Department of Health Services
DNR	Do-Not-Resuscitate order
DVR	Division of Vocational Rehabilitation
FC	Family Care
FCP	Family Care Partnership
FPL	Federal Poverty Level
HCPOA	Health Care Power of Attorney
HIPAA	The Health Insurance Portability and Accountability Act
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
IM	Income Maintenance (also referred to as Economic Support (ES))
IPE	Individual Plan for Employment
IRIS	Include, Respect, I Self-Direct
ISP	Individualized Service Plan
LTC	Long-Term Care
MA	Medical Assistance (also; Medicaid , Title 19 and Forward Health)
MAPP	Medical Assistance Purchase Plan
MCO	Managed Care Organization (see also CMO)
ORCD	Office for Resource Center Development
PASS	Plan to Achieve Self Support
SDS	Self-Directed Support(s)
SSA	Social Security Administration
SSDAC	Social Security Benefits as a Disabled Adult Child
SSDI	Social Security Disability Insurance
SSI	Supplemental Security Income
TAC	Transition Advisory Council
WATI	Wisconsin Assistive Technology Initiative
WSTI	Wisconsin Statewide Transition Initiative

“What lies behind us and what lies before us
are tiny matters compared to what lies within us.”

-RW Emerson

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