



**The Arc**

*Jacksonville*

# The PATH

2023 Update

The Path is compiled and produced by ASK at The Arc Jacksonville  
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Dedicated to the Charlas, Jasons and Jays of the world, their families and circles of support who need information, and, especially to The Arc Jacksonville Board, who had the vision to make the ASK program possible, and, to Charlotte Temple and Denise Torres, who are committed to provide information to those in need.

## Advocacy, Support & Knowledge

Advocacy, Support and Knowledge (ASK) are the keys to living with a disability. The ASK Program at The Arc Jacksonville offers individuals with disabilities, their families and circles of support help in obtaining the information that they seek.

**PLEASE NOTE:** Information provided in this publication is for information purposes only and is not intended for legal advice. Information provided on the programs and services described in this publication is subject to change; any information about eligibility, information needed to apply, sample applications provided, phone numbers, addresses, the actual programs, agencies that administer the programs, etc. may change at any time. Always request the latest application before applying for a service, confirm eligibility requirements and current services provided. Information provided in this publication was based on information available at the time this publication was printed and is subject to change. Sources of the information provided in this publication include brochures, web pages, publications and other readily available public information sources.

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# The Advocacy, Support and Knowledge (ASK), ASK Program at The Arc Jacksonville

ASK at The Arc Jacksonville  
1050 N. Davis Street  
Jacksonville, Florida 32209

Phone (904) 358-1200  
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[www.arcjacksonville.org](http://www.arcjacksonville.org)

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## **Vision**

The VISION of the ASK program is a community that provides Advocacy, Support and Knowledge for individuals with developmental disabilities, their families and circles of support.

## **Mission**

The MISSION of the ASK program is to provide advocacy, support and knowledge so that individuals with developmental disabilities have full access to the community and have the opportunity to live enriched lives.

## **Funding**

Funding for the ASK program is provided through The Arc Jacksonville, Jim Moran Foundation, Private Donations and The City of Jacksonville Community Development Block Grant.

## **Services**

### **Information and Referral**

ASK provides information on disability related topics throughout the lifespan. Individual assistance is provided by phone, fax, e-mail, or in person. If ASK does not readily have the information available, the staff will research the topic and provide it to you. This is an important ally for individuals with disabilities, their families, and their circles of support. Training, workshops and conferences are scheduled throughout the year to provide information on topics of general interest.

Presentations to groups or organizations are available upon request:

- Education:  
Section 504-Eligibility-504 Plan; IDEA-Evaluation-Eligibility-Individual Education Plan-Accommodations and Modifications-Assistive Technology-Collaborative Communication-Diploma Options-Transition-Behavior-Procedural Safeguards; No Child Left Behind; Florida A+ Plan-Sunshine State Standards-Third Grade Retention
- Disability Interest Topics:  
Government Benefit Programs-Developmental Disabilities Programs-Social Security-Medicare-Medicaid; Legal Ways of Protecting Rights-Guardian/Guardian Advocate; Estate Planning; Housing; Personal Future Planning; Life Planning; Coping; Emotions; Self-Advocacy; Abuse; Prevention of Disabilities; Fetal Alcohol Syndrome; Disability Awareness and other topics.

**Self-Advocacy**

The ASK Program provides specific training opportunities for individuals with disabilities to improve their self-advocacy skills. The ASK Program provides support for self-advocates; Advocates Reaching Community. The groups provide networking, advocacy, support, and leadership opportunities. The groups meet on a monthly and bi-monthly schedule and are recognized local chapters of the Florida Self Advocates Network on Disabilities (FL SAND) and the National Self Advocates Becoming Empowered (SABE).

**Prevention**

Many developmental disabilities are preventable. The ASK Program provides information to help raise awareness and provide the information necessary to prevent some developmental disabilities.

**Guardianship**

The ASK Program has been helping individuals with disabilities who need a guardian advocate or a guardian to help them with decision making in one or more areas of their life obtain the legal services necessary.

**Medical/Dental**

Working to bring awareness about the barriers to routine medical/dental care the ASK program provides training to the community, and advocacy to remove the barriers. Training is also being provided to caregivers to assist with oral health care for those who cannot care for their own oral health without assistance.

**Supplemental Special Needs Trusts**

The ASK Program assist individuals with information about supplemental special needs trusts and The Arc Jacksonville Supplemental Special Needs Pooled Trust.

**Resource Library**

The ASK resource library has an extensive collection of the publications, books, manuals, video tapes, training materials, CDs and DVDs on disability related topics. The library is open to the community. Most items are available for check-out.

# Phone Directory

## Local Parent Support Groups

ADHD Parent Support Group (Children’s Home Society)	(904) 493-7749
Asperger’s Syndrome Support Group	(904) 513-9472
Autism Society of Greater Jax	(904) 399-4490
BASCA, Inc.   <a href="http://www.bascainc.org">http://www.bascainc.org</a>	(904) 541-1742
Brain and Spinal Cord Injury Support Group	(904) 244-4427
Brooks Rehabilitation Support Group	(904) 345-7314
Center for Autism & Related Disabilities (CARD)	(904) 633-0760
Down Syndrome Association of Jax (DSAJ)	(904) 353-6300
Early Steps (Infants & Toddlers) <a href="http://www.pediatrics.med.jax.ufl.edu/early-steps/">http://www.pediatrics.med.jax.ufl.edu/early-steps/</a>	(904) 244-8346 (904) 244-3056
Gateway Community Services (Drug/Alcohol & related MH Issues) <a href="http://www.gatewaycommunity.com">http://www.gatewaycommunity.com</a>	(904) 387-4661
Leukemia Lymphoma Society of Jacksonville <a href="http://www.lls.org">http://www.lls.org</a>	(904) 332-6414
March of Dimes   <a href="http://www.marchoftimes.org">http://www.marchoftimes.org</a>	(904) 398-2821
Multiple Sclerosis Society <a href="http://www.nationalmssociety.org">http://www.nationalmssociety.org</a>	(904) 332-6810 (800) 344-4867
NAMI (National Alliance on Mental Illness) of Jacksonville   <a href="http://www.namijax.org">http://www.namijax.org</a>	(904) 724-7782
NAMI - POWER	(904) 724-7782
Nemours Children’s Clinic/Wolfsan’s Children’s Hospital(Support Groups)	(904) 697-3600
Nemours (Children are undergoing chemotherapy)	(904) 697-3600
Nemours/Circle of Sharing (Children who have lost a sibling to cancer)	(904) 697-3600
Nemours/Kindred Spirits (Parents who have lost a child to cancer)	(904) 697-3600
Nemours/Teens who are undergoing chemotherapy	(904) 697-3600
OCD Family Support Group for Parents and Others <a href="http://www.ocdjacksonville.com">http://www.ocdjacksonville.com</a>	(904) 233-6515
Ronald McDonald House/Parent Net	(904) 807-4663
Spina Bifida Association	(904) 699-9886

## Northeast Florida Resources

Agency for Persons with Disabilities (APD)   <a href="http://www.apd.myflorida.com">http://www.apd.myflorida.com</a>	(844) 766-7517 (904) 992-2433
American Red Cross of NE Florida	(904) 358-8091
Angelwood (Servicing those with Developmental Disabilities)	(904) 288-7259
Arc Jacksonville   <a href="http://www.arcjacksonville.org">http://www.arcjacksonville.org</a>	(904) 355-0155
Autism Society of Florida   <a href="http://www.autismfl.org">http://www.autismfl.org</a>	(407) 207-3388 (888) 288-4762
Autism Speaks	(407) 478-6330
Basics and Team Up at Hope Haven	(904) 346-5100
Catholic Charities	(904) 354-4846
Center for Autism and Related Disabilities (CARD)	(904) 633-0760
Child Care Resource and Referral (Early Learning Coalition of Duval)	(904) 208-2044
Children's Home Society (CHS)   <a href="http://www.chsfl.org">http://www.chsfl.org</a>	(904) 493-7744
Community Hospice of NE Florida   <a href="http://www.communityhospice.com">http://www.communityhospice.com</a>	(904) 268-5200
Council for Exceptional Children (Duval County Public Schools - ESE)	(904) 390-2000
Cerebral Palsy of NE Florida - See New Heights of NE Florida	(904) 396-1462
Cornerstone (Special Education Alliance)	(904) 570-9776
Cystic Fibrosis Foundation (CFF)	(904) 733-3560
Department of Children and Families	(904) 723-2000
Down Syndrome Association of Jacksonville (DSAJ)	(904) 353-6300
Early Steps (Early Intervention)	(904) 244-8346
Exceptional Family Member Program Liaison (Naval Hospital)	(904) 542-7348
Exceptional Family Member Program Liaison (NS Mayport)	(904) 270-6600 x 1713
Exceptional Family Member Program Liaison (NAS Jacksonville)	(904) 542-5196
Family Care Council   <a href="https://www.fccflorida.org/area-4-fcc.html">https://www.fccflorida.org/area-4-fcc.html</a>	(800) 470-8101
Family Network on Disabilities NE FL.	(800) 825-5736
Family Nurturing Center (Foster care/temp separated families)	(904) 389-4244
FDLRS - University of Florida Diagnostic & Learning Resources System	(904) 633-0770
Exchange Club Family Center (Child Abuse Prevention Agency)	(904) 306-9318
Florida Alliance on Assistive Technology (FAAST) at CIL Jacksonville	(904) 399-8484 X 303
Florida HATS (Graduating from Pediatric to Adult Healthcare)	(904) 244-9233
Gateway Community Services (Drug addiction/recovery services)	(904) 387-4661
Goodwill (Lennox Ave)	(904) 458-5877
HEAL (Healing Every Autistic Life)	(904) 716-4198
Healthy Start	(904) 723-5422
Hope Haven Children's Clinic & Family Center	(904) 346-5100
Hope Signs (Deaf and Hard of Hearing Specialist)	(904) 699-0348
Center of Independent Living Jacksonville (CIL) <a href="http://www.ciljacksonville.org">http://www.ciljacksonville.org</a>	(904) 399-8484
Jacksonville School for Autism (JSA)	(904) 732-4343
Jax Area Legal Aid	(904) 356-8371
Jax HATS (Health and Transition Services)	(904) 244-9233
UF Health 16-25 Jax Program for Adults with Intellectual/Developmental Disabilities (Adult Health) (PAIDD)	(904) 383-1003
Jericho School (Autism & Related Disorders)	(904) 744-5110



JTA Connexion Para Transit - Jacksonville Transportation Authority	(904) 265-6001
JTA Connexion Para Transit - Reservations	(904) 265-6999
JTA Travel Training - On The Move Regional Travel Training	(904) 265-8940
Kid Care (Birth to age 18 health insurance)	(888) 540-5437
Learn to Read (Family Literacy) Literary Alliance of NE FL	(904) 238-9000
Lighthouse Learning Center	(904) 264-7392
Lutheran Social Services	(904) 448-5995
Making Strides for Autism	(904) 862-6040
Mayor's Disability Council - Disabled Services	(904) 255-5466
Mental Health America of NE FL (MHA)	(904) 738-8420
NEFL Healthy Start Coalition	(904) 723-5422
North Florida School of Special Education (NFSSE)	(904) 724-8323
Nemours Children's Clinic	(904) 697-3600
New Heights of NE Florida (formerly CP of NE Florida)	(904) 396-1462
Northwest Behavioral Health Services, Inc.	(904) 781-0600
OCD (Obsessive-compulsive) Foundation of Jacksonville, Inc.	(904) 290-8005
Special Olympics Florida - Duval County	(754) 264-9158
Social Security Administration - National Number	(800) 772-1213
Social Security Administration - Bonneval Road	(877) 409-8424
Social Security Administration - Dunn Avenue	(866) 635-0789
Step up for Students (Scholarships for Students with Financial Need or Gardiner Scholarship for Special needs students) <a href="http://www.stepupforstudents.org">http://www.stepupforstudents.org</a>	(904) 352-2250
Vocational Rehabilitation (Clay)	(904) 573-3910
Vocational Rehabilitation (Duval)	(904) 301-3660
Youth Crisis Center - (Shelter for Teens ages 10-17)	(904) 725-6662

### Baker County Resources

Baker County Adult Education	(904) 259-0403
Baker Community Counseling Service - River Region	(904) 259-0264
Baker County ESE Advisory Committee	(904) 259-7825
Baker County Health Department	(904) 259-6291
Baker County Healthy Start	(904) 259-6291
Baker County Housing Assistance Program	(904) 259-3287
Career Source (Employment)	(904) 259-9309
Child Guidance Center	(904) 259-1137
DCF Family Liaison (Stark)	(866) 762-2237
Family Service Center (Multi service)	(904) 259-7871 (904) 346-4601
FDLRS - NEFEC	(386) 329-3811
Florida First Start	(904) 259-7871
Hubbard House	(904) 354-0076

### Clay County Resources

BASCA, Inc.   <a href="http://www.bascainc.org">http://www.bascainc.org</a>	(904) 541-1742
Challenge Enterprises	(904) 284-9859
Clay County Adult Education	(904) 336-4450

Clay County Behavioral Health	(904) 291-5561
Clay County ESE Advisory Committee	(904) 336-6866
Clay County Head Start (Green Cove Springs)	(904) 529-1150
Clay County Health Department	(904) 272-3177
Clay County KIDSNET	(904) 278-5644
Clay County Healthy Families	(904) 278-2065
Clay County Pre-K (School Board)	(904) 272-8100
Clay County Exceptional Student Program	(904) 336-6866
Clay County Sheriff's Office	(904) 264-6512
ESE Parent Liaison	(904) 336-6500
FDLRS - Crown, Parent Services/Child Find	(904) 346-4601
Quigley House (Domestic Violence and Sexual Assault Center)	(904) 284-0061
Salvation Army	(904) 276-6677

### Duval County Resources

Adult Protective Services   <a href="https://reportabuse.dcf.state.fl.us/">https://reportabuse.dcf.state.fl.us/</a>	(800) 962-2873
Arc Jacksonville	(904) 355-0155
Angelwood	(904) 288-7259
ASK at Arc Jacksonville   <a href="mailto:ask@arcjacksonville.org">ask@arcjacksonville.org</a>	(904) 358-1200
Ben's Place	(904) 721-5662
Best Buddies	(904) 296-0510
Bethesda Park	(904) 764-5531
Brooks Adaptive Sports	(904) 345-7314
Builders Care	(904) 727-3443
CareerSource	(904) 798-9229
Child Guidance Center	(904) 448-4700
Church of Eleven22	(904) 685-6722
CIL Brooks Temporary Loan Closet	(904) 399-8484
Club Arc East and West	(904) 355-0155
Cultivate Behavioral Health and Education	(904) 544-5276
Daniel "I need help for a child"	(904) 296-1055
DLC Nurse & Learn	(904) 387-0370
Division of Blind Services	(904) 348-2730
Duval County Health Dept. (Vital Statistics)	(904) 253-1000
Early Learning Coalition of Duval	(904) 208-2044
Elder Source	(904) 391-6600
EmployU	(407) 598-0202
Exceptional Student Education Advisory Committee (ESEAC)	(904) 346-7800
Exceptional Student Education	(904) 348-7800
Exceptional Family Member Program	(904) 542-7300
FDLRS - Crown, Parent Services/Child Find	(904) 346-4601 X 119
Head Start	(904) 745-5768
Horse Sense and Sensibility	(904) 257-6612
Hubbard House	(904) 354-3114
I.M. Sulzbacher Center (Homeless Shelter)	(904) 359-0457
Jacksonville Area Legal Aid, Inc.	(904) 356-8285
Jacksonville Housing Authority (HUD Vouchers)	(904) 630-3810

Rent Café   <a href="https://www.jaxha.org/rent-cafe">https://www.jaxha.org/rent-cafe</a>	
Jacksonville Public Library	(904) 255-2665
Jacksonville School for Autism	(904) 732-4343
L'Arche Harbor House	(904) 721-5992
Making Strides for Autism	(904) 862-6040
Mainspring Academy	(904) 503-0344
Maxim Healthcare Services	(904) 396-2199
Mission House	(904) 241-6767
NoCal Behavioral Services	(904) 638-6388
Northwest Behavioral Health Services	(904) 781-7797
Partnership for Child Health	(904) 798-4166
Positive Behavior Support Corps	(855) 832-6727
PossAbilities Plus, Inc.	(904) 595-5381
Pine Castle	(904) 733-2650
Reach Academy	(904) 268-9111
Ruby Beach Behavioral Pediatrics	(904) 415-1609
Sensory Towne	(904) 551-6443
Shades of Autism	(904) 209-4876
Spina Bifida of Jacksonville	(904) 697-3686
The Bridge of Northeast Florida	(904) 354-7799
Three Rivers Legal Services, Inc.	(904) 394-7450
United Way of Northeast Florida	(904) 390-3200
University of North Florida-Disability Resource Center	(904) 620-2769

### Nassau County Resources

Arc of Nassau County	(904) 225-9355
FDLRS - Crown, Parent Services/Child Find	(904) 348-4601
Nassau County Health Department	(904) 875-6100
Nassau County Healthy Start	(904) 557-9125
Starting Point Behavioral Health (formerly Sutton Place)	(904) 225-8280

### St John's County Resources

Arc of St. Johns County	(904) 824-7249
Betty Griffin House (Shelter)	(904) 824-1555
FDLRS - NEFEC	(386) 329-3811
St. Johns County ESE Advisory Committee	(904) 547-7500
St. Johns County Health Department	(904) 506-6081
St. Johns County Healthy Families (Children's Home Society)	(904) 794-0268
St. Johns County Mental Health	(904) 209-6200
St. Johns County Schools	(904) 547-7500

### Resource Directories

City of Jacksonville - Disabled Services   <a href="http://www.coj.net">http://www.coj.net</a>	(904) 630-4940
Children's Medical Services - NEF   <a href="http://www.cms-kids.com">http://www.cms-kids.com</a>	(904) 360-7070
Directory of Services for Clay County   <a href="http://www.reinholdcorp.org">http://www.reinholdcorp.org</a>	
Agency for Persons with Disabilities - APD Cares <a href="http://apd.myflorida.com">http://apd.myflorida.com</a>	(904) 992-2440

First Call: United Way of Northeast Florida   <a href="http://www.nefl211.org">http://www.nefl211.org</a>	(904) 390-3200
FLAIRS - Florida Alliance of Information and Referral Services <a href="http://www.flairs.org">http://www.flairs.org</a>	

## National Resources

Able/Net Assistive Technology/Devices	(800) 322-0956
Arc/US	(800) 433-5255
Center for Parent Information and Resources (formerly NICHCY Resources) <a href="http://www.parentcenterhub.org">http://www.parentcenterhub.org</a>	
Challenger Baseball	(314) 822-2518
ERIC (Education Resources Information Center)   <a href="http://www.eric.ed.gov">http://www.eric.ed.gov</a>	(800) 328-0272
Exceptional Parent Resource Directory   <a href="http://eparent.com/special-needs-resource-directory-2/">http://eparent.com/special-needs-resource-directory-2/</a>	
Federal Resource Center for Special Education	(202) 884-8215
International Obsessive Compulsive Foundation <a href="http://www.ocfoundation.org">http://www.ocfoundation.org</a>	(617) 973-5801
Job Accommodations Network	(800) 526-7234
National Alliance for Mentally Ill Hotline (NAMI)	(800) 950-6264
National Autism Society of America	(800) 328-8476
National Center for Learning Disabilities (NCLD)	(301) 966-2234
National Down Syndrome Congress   <a href="http://www.ndsccenter.org">http://www.ndsccenter.org</a>	
National Down Syndrome Society   <a href="http://www.ndss.org">http://www.ndss.org</a>	
National Rehabilitation Information Center   <a href="http://www.naric.com">http://www.naric.com</a>	(800) 346-2742
Office of Special Ed. & Rehab. Services (OSERS)	(202) 245-7468
Progressive Abilities Support Services	(888) 588-4818
Spina Bifida Association of America	(202) 944-3285
United Cerebral Palsy	(202) 776-0406

## Florida Resources

AAA Scholarship Fund   <a href="https://www.aaascholarships.org/">https://www.aaascholarships.org/</a>	(888) 707-2465
ABLE Trust	(850) 224-4493
ABLE United (Savings Account)	(888) 524-2253
Agency for Persons with Disabilities (APD) <a href="https://apd.myflorida.com/">https://apd.myflorida.com/</a>	(800) 342-0823
Arc Florida   <a href="https://www.arcflorida.org/">https://www.arcflorida.org/</a>	(800) 226-1155
Autism Society of Florida	(407) 207-3388
Disability Rights Florida   <a href="https://disabilityrightsflorida.org/">https://disabilityrightsflorida.org/</a>	(850) 342-0823
Family Empowerment Scholarship for Students with Unique Abilities (FES-UA) <a href="https://www.stepupforstudents.org/for-parents/special-needs/how-the-scholarship-works/">https://www.stepupforstudents.org/for-parents/special-needs/how-the-scholarship-works/</a>	
Family Network on Disabilities of FL   <a href="http://www.fndusa.org">http://www.fndusa.org</a>	(727) 523-1130
Florida ABUSE Hot Line	(800) 962-2873 (800) 96ABUSE
Florida Alliance for Assistive Services and Technology	(850) 487-3278
Florida Dept. of Education: Bureau of Exceptional Ed. & Student Services	(850) 245-0505
Florida Inclusion Network (FIN) East Region	(800) 645-7593

Florida Transition Services - FLHATS   <a href="http://www.floridahats.org">http://www.floridahats.org</a>	(904) 244-9233
Florida Developmental Disabilities Council   <a href="https://www.fddc.org/">https://www.fddc.org/</a>	(800) 488-4180
Florida Kid Care	(888) 540-5437
Rish Recreational Park	(850) 227-1876

## Government Programs

that may be of benefit to persons with disabilities:

PLEASE NOTE: Information provided on the programs described in this publication is subject to change; any information about eligibility, information needed to apply, sample applications provided, phone numbers, addresses, the actual programs, agencies that administer the programs, etc. may change at any time. Always request the latest application before applying for a service, confirm eligibility requirements and current services provided. Information provided in this publication was based on information available at the time this publication was printed and is subject to change.

## Social Security Administration

Contact Information for Social Security and Supplemental Security Income:

### Social Security Administration Program Office

7185 Bentley Road, Suite 1  
Jacksonville, Florida 32256  
(800) 772-1213 | (877) 409-8424  
Fax: (833) 554-0369

Northside Office  
1685 Dunn Avenue  
Jacksonville, Florida 32218  
(866) 635-0789

### Social Security Administration Headquarters

Office of Public Inquiries  
1100 West High Rise  
6401 Security Boulevard  
Baltimore, MD 21235  
1-800-772-1213 | [www.ssa.gov](http://www.ssa.gov)

The federal government operates several benefit programs through the Social Security Administration. Most of the programs operated through Social Security are for workers who pay into the Social Security System and earn credits. A credit is earned by working one quarter of the year earning a minimum amount and paying into the Social Security System for that quarter. A person can earn up to 4 credits per year. The amount of earnings required for a credit increases each year as general wage levels increase.

### Retirement Benefits

Most people are familiar with the Social Security retirement benefits. These are benefits paid to individuals who have worked at least 40 quarters (earned 40 credits) and paid into the Social Security system. A person is eligible to retire with reduced benefits at age 62. For full benefit payment the age is at least age 65 and in 2007 was raised to age 67 to receive full benefits. When an individual retires and collects Social Security benefits if they have a spouse, dependent minor children or disabled adult children these dependents may also receive Dependent benefits.

- **Disability Benefits:** When someone who has been working and contributing to the Social Security system becomes disabled they may qualify for Disability Benefits if they have the required number of work credits. When an individual becomes disabled and receives Social Security Disability Income (SSDI) if they have a spouse, dependent minor children or disabled adult children these dependents may also receive Social Security benefit payments.

- o **Before age 24** - You must have worked at least one and a half years in the three-year period before disability (or have earned 6 credits in the last three years).
- o **Age 24 - 31** - The person may qualify if they have worked at least half the time since turning 21. For example, if you are 29, you must have worked at least four years out of the last eight years (or have earned 16 credits in the last eight years).
- o **Age 31 or older** - Generally the person must have worked at least 5 of the last 10 years to pass the recent work test. Put another way, you will need to have earned 20 credits (one quarter of work equals one credit) in the 10 years immediately before you became disabled. The requirements for individuals who are blind may differ.

*The Social Security Administration defines "disability" differently than other programs. Disability is defined by Social Security as a person's inability to work. For the person to be considered disabled they have to have a severe mental or physical condition and cannot do the work that they did before and the condition is expected to last at least one year or result in death. Qualifying conditions are described in the Social Security "Listings" or "Blue Book" publication. This publication can be accessed on the Social Security web site: <http://www.ssa.gov/disability/professionals/bluebook/>*

**Dependents:** Upon retiring or becoming disabled a worker's benefits also may include benefits for their spouse age 62 or older, minor children as well as *children 18 or older who are severely disabled*.

### Survivors Benefits

When a worker dies, survivors benefits are paid to certain family members. Persons who can receive survivor's benefits are;

- o A widow/widower age 60 or older
- o A widow/widower age 50 or older and disabled
- o A widow/widower caring for a child under age 16 or a disabled child
- o An unmarried child
- o A disabled child of any age who was disabled before age 22 and remains disabled
- o Parents who are dependent upon the deceased for at least half of their support.

To inquire about your current credits and the benefits you and your dependent(s) would receive, call the Social Security Administration at 1-800-772-1213 and ask for a form called "Request for Earnings and Benefits Statement." You can also obtain this form from the Social Security Administration Web site [www.ssa.gov](http://www.ssa.gov) and either print it out or fill it out online and submit the form online. Within approximately six weeks they will advise you what your estimated benefits will be.

### Supplemental Security Income (SSI)

Supplemental Security Income (SSI) is a federal program that is based upon a person's financial need. It pays monthly checks to persons who are 65 or older, blind, or **have a disability**, and who meet the financial eligibility test for resources and income. Minors who are blind or **disabled** may also be eligible based on his or her family's resources and income. For a child to be considered disabled Social Security looks at how his or her disability affects everyday life. Qualifying conditions are described in the Social Security "Listing of Childhood Impairments" or "Blue Book" publication. Persons who receive SSI are also eligible for Medicaid and often are eligible for other federal programs such as food stamps.

### Eligibility

- 65 or older
- Blind
- Disabled and meet income and asset requirements
  - Income
    - o Exclusions
      - first \$20 of most income received in a month
      - first \$65 a month earned from working and half the amount over \$65

- Shelter you get from private nonprofit organizations
- Food stamps
- most home energy assistance
- for students - some wages and scholarships may not count
- if disabled - wages used to pay for work related items needed because of the disability
- Assets generally no more than: \$2,000 for an individual, \$3,000 for a couple
  - Exclusions
    - home (including land) where individual lives
    - life insurance with a face value of \$1,500 or less
    - personal and household goods
    - one vehicle usually does not count
    - burial plots
    - up to \$1,500 in burial funds for the person and up to \$1,500 for a spouse
    - if you are blind or disabled some items may not count if you plan to use them to work or earn extra income

If a person is applying for or receiving SSI they may be eligible for Social Security or other benefits, he or she must apply for them. A person can get Social Security and SSI if he or she is eligible for both.

When a person with a disability turns 18 years of age, parents' income and assets are no longer taken into consideration for eligibility.

If an adult (18 years of age or older) is applying for SSI and is still living at home with his/her family, the individual's family may charge the individual for his/her *fair share* of the expenses of the household. If the individual lives there at no cost, then the benefit of the costs of living in the home with his or her family is considered income and the amount of the SSI benefit may be reduced accordingly. (In-kind Maintenance and Support)

If a person receives Social Security payments that are less than the maximum amount they would be entitled to receive under SSI they may be able to receive both Social Security benefits and SSI.

There are nationwide base payments for SSI, one for individuals who are disabled and one for individuals who are blind. Some states do add additional money to this base payment. Florida is not currently one of these states.

## Application Information

### General Guidelines

- Medical Condition is expected to last at least 12 months at a severe level or result in death
- Complete names/addresses/phone numbers for medical sources and dates of treatment/hospitalization are needed
- You DO NOT have to get your medical records for Social Security
- Have available payroll slips, bank books, insurance policies, car registration, burial fund records and any other information about income and things owned
- Application can be completed by telephone
- Appointments to file can be scheduled from 7 am to 7 pm at 1-800-772-1213
- You can complete the medical questionnaire or Disability Report - Adult Form SSA-3368-BK on-line at: [www.socialsecurity.gov/onlineservices](http://www.socialsecurity.gov/onlineservices)

### Guidelines for Determining Disability

- The Social Security Administration publishes *The Blue Book* that explains the lists of impairments and medical criteria for determining whether a person can receive disability benefits.



- The guidelines for determining disability are found in the “Listings of Impairments.” There are Adult Listings (Part A) and Childhood Listings (Part B).
- For more information on the Adult Listings visit the website <https://www.ssa.gov/disability/professionals/bluebook/AdultListings.htm>
- For more information on the Childhood Listings, ages 17 and under, visit the website <https://www.ssa.gov/disability/professionals/bluebook/ChildhoodListings.htm>

#### **For Supplementary Security Income:**

- Income and resources must be below set limits. These include income and assets held by parents of minor children and spouse of married individuals.
- Children can be eligible based on disability prior to age 18 if income/resource limits are not exceeded.
- Medicaid is provided by the state if approved.
- For individuals who will be 18 and are disabled, parental income/assets stop counting the month after their birth month. Claims for SSI as an adult can be filed no earlier the month before their 18<sup>th</sup> birthday. Benefits can begin no earlier the 2<sup>nd</sup> month after the 18<sup>th</sup> birthday.
- Checks can be paid back to the month after the month you can contact SSA to file.

### **Medical Review Requirements**

All cases MUST be reviewed medically from time-to-time. They may be reviewed in 12 months, 3 years, 5 years or 7 years, depending on the kind of disability that is established.

Birth - 18 years	May apply for SSI for a child with a disability beginning at birth
17 years 11 months	Can apply for ADULT SSI one month before 18 <sup>th</sup> birthday
18 years 1 month	Parental Income and assets no longer counted
18 years 2 months	Earliest eligible for adult SSI benefit payment to begin

Note also the change at 18 years of age in the focus of determining a disability. Some children who qualified as a child will not meet the different eligibility criteria as an adult.

### **Appeals**

Anyone denied eligibility for Social Security benefits or SSI has the right to appeal. On the back of the notice of denial that he or she received are the instructions for filing an appeal.

### **Social Security Administration Publications**

(Many can be accessed on the web site: [www.ssa.gov](http://www.ssa.gov))

- Benefits for Children with Disabilities
- Working While Disabled - How We Can Help
- Social Security -Understanding the Benefits
- Social Security- Disability Benefits
- What You Need to Know When You Get Disability Benefits
- How Workers' Compensation and Other Disability Payments May Affect Your Benefits
- The Appeals Process
- Your Right to Representation
- Representative Payee

### **Work Incentive Programs**

The Social Security Administration provides incentives to individuals with disabilities who receive SSI and want to go to work. With these work incentives come special rules that provide cash benefits and Medicare or Medicaid while the individual attempts to enter the workforce. It is important to be

familiar with the work incentive programs and the special rules that apply to carefully plan his or her entry/re-entry into the workforce.

- Plan for Achieving Self Support (PASS)
- Ticket to Work
- Impairment Related Work Expense (IRWE)

Each year the Social Security Administration publishes *The Red Book* that explains the current work incentive programs.

The Federal Government funds the Center for Independent Living Jacksonville through its Work Incentives Planning and Assistance Team to meet with individuals with disabilities who are receiving SSI to help them understand their benefits and how they will be affected when they go to work. Some work incentive plans may need to be written and approved prior to going to work. It is best to learn about the programs and develop a plan for going to work that will allow the individual to maximize their benefits to support their transition into the workforce.

Independent Living Resource Center of Northeast Florida,  
Work Incentives Planning and Assistance Team  
(904) 399-8484  
2709 Art Museum Drive, Jacksonville, Florida 32207  
<http://ciljacksonville.org>

# Vocational Rehabilitation

Florida Division of Vocational Rehabilitation -  
7451 103<sup>rd</sup> Street, Suite 11  
Jacksonville, Florida 32210-6788  
Phone: (904) 573-3910  
Fax: (904) 573-3931  
**Counties: Baker, Clay, Duval, Nassau and Putnam**

Florida Division of Vocational Rehabilitation -  
2050 Art Museum Drive, Suite 101 or Suite 205  
Jacksonville, Florida 32207  
Phone: (904) 348-2770  
Fax: (904) 348-2769  
**Counties: Duval**

Vocational Rehabilitation Division  
921 N. Davis St.  
Jacksonville, FL 32209-6804  
Phone: (904) 301-3660  
Fax: (904) 301-3667  
**Counties: Duval**

Vocational Rehabilitation Division  
2255 Dunn Avenue, Suite 609  
Jacksonville, FL 32218-4742  
Phone: (904) 696-5920  
Fax: (904) 696-5927  
**Counties: Baker, Duval and Nassau**

Vocational Rehabilitation Division  
25 Deltona Blvd., Suite 3  
St. Augustine, FL 32086-4204  
Phone: (904) 797-6250  
Fax: (904) 797-7666  
**Counties: Putnam and St. Johns**

Division of Vocational Rehabilitation Headquarters Office  
4070 Esplanade Way  
Tallahassee, Florida 32399-7016  
(800)-451-4327 (toll free Florida only)  
<http://www.rehabworks.org/>

The Division of Vocational Rehabilitation (DVR) serves eligible people with physical or mental disabilities. These services help people to prepare *to get a job, keep their job or go back to work.* (For individuals who do not have SSI or SSDI there may be a shared cost for services)

## Eligibility

Anyone who has a physical or mental impairment **AND a goal of employment:**

- The person lives in Florida.
- The physical or mental impairment creates a substantial impediment for them getting or keeping a job.

# Vocational Rehabilitation

- The person's employment outcome will be improved with vocational rehabilitation services.
- The person needs vocational rehabilitation services to prepare for, to get, to keep, or to get their job back.
- Students younger than 16 may apply prior to their 16<sup>th</sup> birthday if they are at risk of dropping out.
- Services are limited in most cases to guidance and counseling, advocacy, and evaluations while a student is in high school.

If a person is receiving Social Security Disability Insurance or Supplemental Security Income for a disability, he or she is eligible for Vocational Rehabilitation Services.

## Services

**Before** an individual meets with a Vocational Rehabilitation Counselor it is best to give a good deal of thought to what his or her goals are for employment. Personal Futures planning, career planning or some form of plan needs to be developed before you approach Vocational Rehabilitation to insure that the services that are offered by DVR help the individual reach the goals that they have for employment. Note that Vocational Rehabilitation also helps individuals to become self-employed, if that is the individual's goal. The individual will meet with a rehabilitation counselor. The counselor will work to help determine barriers to the individual obtaining employment. This will help to determine what may be necessary to support the individual's effort to obtain work. Vocational Rehabilitation provides funding to community agencies who provide services. Ask for the list of available agencies. Contact various agencies and review the services they offer before making this choice. After eligibility has been determined the counselor will work with the individual to develop an **INDIVIDUAL PLAN FOR EMPLOYMENT (IPE)**. This is a written plan for employment and should have clearly written employment outcomes. Supports needed to meet each employment goal must be specified on the IPE. This plan will be agreed to and signed by the individual and the counselor. Vocational Rehabilitation Services can provide services to help overcome or manage a disability while improving the person's ability to get and keep a job. When the individual is ready for employment the VR Services will assist with finding job openings in the community. After obtaining employment VR Services will work with you and your employer to determine if other services are needed to help keep the individual employed. After the individual has been working at least 90 days, VR Services will discuss ending the counselor's active participation in the rehabilitation. VR may charge for services, and they may have a waiting list. Be sure to keep all appointments, or reschedule. VR will close a case for non-compliance if you do not maintain contact with your designated contact in a timely manner.

### Services may include:

- Medical, psychological or vocational assessments
- Medical and psychological restoration
- Vocational or career planning
- Counseling and Guidance
- Counseling to support the exercise of informed choice in the development of the Individual Plan for Employment (IPE)
- Transportation and vehicle modification  
(The most economical modes of transportation will be used) Career Planning
- Assessment of Technology Needs
- Training and Education After High School
- Books, occupational tools, equipment, and other training material
- Occupational licenses
- Rehabilitation technology to assist with evaluation, rehabilitation, and employment goals
- Rehabilitation Engineering Services
- Speech and Language Therapy
- Maintenance to cover additional costs incurred during the rehabilitation process
- Interpreter services, telecommunications & other technological aids

- Referral to appropriate community services
- Job Placement
- VR Counselor
- On-Site Job Training/Task Analysis and Treatment
- Support Services

Individuals with developmental disabilities who receive services from Developmental Disabilities Program Services should coordinate their Vocational Rehabilitation Services through their Support Coordinator.

### Pre-Employment Transition Services

- Pre-Employment Transition Services (Pre-ETS) offer students with disabilities an early start at career exploration and preparation for adult life.
- Under the Workforce Innovation and Opportunities Act (WIOA), every student (ages 14-21) with a disability can participate in Pre-Employment Transition Services (Pre-ETS).
- Students who do not wish to apply to or go through the VR eligibility process receive limited Pre-Employment Transition Services by having school personnel make a Pre-ETS Referral through the Student Transition Activities Record (STAR) portal.
- The PreETS Referral Form is available on the website [https://www.rehabworks.org/stw\\_star.shtml](https://www.rehabworks.org/stw_star.shtml)

### Youth Transition Services

- VR Transition Youth Services help students with disabilities, ages 14-21, train for a job, continue their education, or find a job after high school.
- Under this program, every youth has the opportunity to participate in sponsored career counseling, work readiness training, and fully integrated work experiences in the community.
- While in high school, students receive assistance in medical & psychological assessment, vocational evaluation & planning, career counseling & guidance, work readiness training, and work experiences.
- After exiting high school, students receive assistance in workplace accommodations, job placement, job coaching, on-the-job training, supported employment, assistive technology & devices, time-limited medical and/or psychological treatment, and postsecondary education/training.
- More information is available on the website: <https://www.rehabworks.org/stw.shtml>

### Appeals

Any decision made by Vocational Rehabilitation can be appealed within 21 days after receiving written notification. The appeal should be made in writing to the Vocational Rehabilitation Administrative Office, Attn: Area Director: 2050 Art Museum Drive, Suite 205, Jacksonville, FL 32207 to request an **Administrative Review**. If not satisfied with the Administrative Review, or if you want to skip this step in the appeals process a Fair Hearing with an Administrative Law Judge may be requested within 21 days of a decision made by Vocational Rehabilitation.

To request a Fair Hearing write to:

**State Director**  
**Division of Vocational Rehabilitation**  
**4070 Esplanade Way**  
**Tallahassee, Florida 32399**

When writing for an Administrative Review or Fair Hearing, you should:

1. Attach a copy of the counselor's decision letter with which you disagree, and
2. Include what remedy you seek to resolve the problem.

If you request a Fair Hearing, mediation may be available. If you wish to attempt to resolve your Fair Hearing through mediation, please say so in your letter requesting a Fair Hearing. If the mediation is not successful, the Fair Hearing process will continue. If you need advice, assistance, or an explanation of your rights, you may contact the Client Assistance Program at 800-342-0823 through Disability Rights Florida.

## **Resources**

Client Assistance Program  
Disability Rights Florida, Suite 102  
Tallahassee, FL 32301  
(800) 342-0823 (voice)  
(800) 346-4127 (TTY)  
(850) 488-9071  
[www.disabilityrightsflorida.org](http://www.disabilityrightsflorida.org)

## **VR Publications**

Handbook of Services  
<http://www.rehabworks.org/docs/HandbookofServices.pdf>

# Jacksonville Transportation

## Jacksonville Transportation Authority (JTA)

JTA has fixed route services that are accessible throughout Jacksonville. In addition a number of areas of town are served by Community Shuttle services. Contact JTA for information about routes and schedules. (904)630-3100

### ADA and Transportation Disadvantaged Services

JTA's Connexion paratransit is a shared ride, door to door (ground level), and non-emergency transportation service available in Jacksonville. For information on eligibility, contact JTA at (904-254-6001, option 2. If you have questions regarding the service, contact the Connexion Customer Service at (904) 265-8928. There is a riders guide available online at [www.jtafla.com/schedules/paratransit/](http://www.jtafla.com/schedules/paratransit/)

JTA Connexion Paratransit service provides complimentary ground level, door-to-door, non-emergency transportation services for customers with disabilities who are not able to use the regular bus service. Each person who applies for transportation on paratransit must be certified as "Eligible" under the guidelines of the Americans with Disabilities Act (ADA) or Transportation Disadvantaged Program (TD).

You may need to qualify for both ADA Service and Transportation Disadvantage Service so you can use either for your specific transportation need.

- ADA Service - ADA customers are not required to state the purpose of each trip. ADA Customers may travel anywhere within a three-quarter (3/4) mile radius from a Fixed-Route or Skyway station. To apply for ADA Eligibility Certification you must call 904-265-6001, option 7 and make an ADA certification appointment. You will have a phone interview before an application is mailed out to you. Once you have completed the application, call for an appointment for an eligibility interview at 904-265-6001, option 7.
- Transportation Disadvantaged Service (TD) If you are traveling beyond the three-quarter (3/4) mile boundary, you will no longer qualify under ADA guidelines. You may then qualify for the Transportation Disadvantaged Non-Sponsored program. The TD Non-Sponsored program is separate.

For TD an eligibility process has been established for Duval County residents and riders are required to re-certifying every 5 years.

1. You may qualify if you do not qualify for services sponsored by another program or agency.
2. You have no other means of transportation available and are unable to ride the fixed bus route.

### JTA Connexions Plus

Any certified Connexion customer is eligible.

- Call Connexion Plus to schedule your reservation: (904) 404-0848
- Supply the following information:
  - Name

## **JTA Connexions Plus**

Any certified Connexion customer is eligible.

- Call Connexion Plus to schedule your reservation:  
(904) 404-0848
- Supply the following information:
  - Name
  - Date
  - Time of pick-up
  - Pick-up and drop-off addresses
  - Number of passengers
  - Any accommodations needed, such as a wheelchair lift
  
- Call at least two hours in advance of your requested pick-up time
- Look for the “Connexion Plus” sign in the front window of the vehicle
- Credit, Debit and, Pre-paid cards are accepted

For Connexion/Connexion Plus Customer Service call (904) 265-8928  
Florida Relay: (800) 955-8771 (voice) or 711 (TTY)

## **Medicaid Transportation**

If you have Medicaid, and need transportation to doctor visits or any other Medicaid funded provider visits you must seek transportation through your Medicaid provider



## Agency for Persons with Disabilities

### State Office

Agency for Persons with Disabilities (APD)  
4030 Esplanade Way, Suite 380  
Tallahassee, Florida 32399-0950  
Phone: (850) 488-4257  
Toll-Free: 1-866-APD-CARES (1-866-273-2273)  
Fax: (850) 922-6456  
Email: [APD.Info@apdcares.org](mailto:APD.Info@apdcares.org)

### Northeast Region Office

Agency for Persons with Disabilities District 4 Office  
3631 Hodges Boulevard  
Jacksonville, Florida 32224  
Phone: (844) 766-7517 or (904) 992-2440  
Fax: 904-992-2442  
Website: [www.apd.myflorida.com/area/4/](http://www.apd.myflorida.com/area/4/)

### Apply for Services in the Northeast Region

Contact: Jennifer Fennell  
Agency for Persons with Disabilities  
1621 NE Waldo Road, Building 1  
Gainesville, Florida 32609  
Phone: (352) 955-6199  
Fax: (352) 955-5787  
[Northeast.Eligibility@apdcares.org](mailto:Northeast.Eligibility@apdcares.org)

### Eligibility

In order to be eligible for services, an individual must have a developmental disability which occurs prior to age 18. Disabilities served include Intellectual Disability, Autism, Spina Bifida, Cerebral Palsy, Prader-Willi syndrome, Down syndrome, Phelan-McDermid syndrome or individuals between the ages of 3-5 at high risk for a developmental disability. As part of the application process, APD will request proof of a developmental disability diagnoses as described below. If you have the proof of eligibility that you can provide with your application, it will streamline the eligibility review process. Otherwise, APD will assist you in obtaining the information. Documentation of a developmental disability may include, but is not limited to school records, testing or medical records. Any records must have been done before the age of 18.

**Intellectual Disability:** Individuals with intellectual disabilities have significantly sub average general intellectual functioning existing concurrently with deficits in adaptive behavior which manifest before the age of 18 and can reasonably be expected to continue indefinitely. This is evidenced by IQ scores below 70, along with severe deficits in adaptive functioning as measured on standardized tests. Intellectual disabilities are determined by licensed psychologists.

**Autism:** Autism means a pervasive, neurologically based developmental disability of extended duration which causes severe learning, communication, and behavior disorders with age of onset during infancy or childhood. Individuals with autism exhibit impairment in reciprocal social interaction, impairment in verbal and nonverbal communications and imaginative ability, and a markedly restricted repertoire of activities and interests. A diagnosis of autism may be made by licensed psychiatrist, psychologists, neurologists, or developmental pediatricians who have specific training and experience in making such diagnosis.

**Spina Bifida:** Individuals with Spina Bifida have a medical diagnosis of spina bifida cystic or myelomeningocele. Diagnosis is confirmed by written documentation from either a medical doctor, doctor of osteopathy, or medical records that document a diagnosis of spina bifida cystica or myelomeningocele before the age of 18.

**Cerebral Palsy:** Cerebral Palsy means a group of disabling symptoms of extended duration which results from damage to the developing brain that may occur before, during, or after birth and results in the loss of impairment of control over voluntary muscles. For the purposes of this definition, cerebral palsy does not include those symptoms or impairments resulting solely from a stroke. Diagnosis is confirmed by written documentation from either a medical doctor, doctor of osteopathy, or other medical records documenting a diagnosis of cerebral palsy before the age of 18.

**Prader-Willi syndrome:** Prader-Willi syndrome means an inherited condition typified by neonatal hypotonia with failure to thrive, hyperphagia or an excessive drive to eat which leads to obesity usually at 18 to 36 months of age, mild to moderate intellectual disability, hypogonadism, short stature, mild facial dysmorphism, and a characteristic neurobehavior. Diagnosis is confirmed by written documentation from either a medical doctor, doctor of osteopathy, medical records that document a diagnosis of Prader-Willi syndrome before the age of 18.

**Down syndrome:** Down syndrome means a disorder caused by the presence of an extra chromosome 21. Evidence under this category requires medical records documenting a chromosome analysis (also referred to as a karyotype) finding the individual has an extra genetic material on their number 21 chromosome.

**Phelan-McDermid syndrome:** Phelan-McDermid syndrome is a rare disability. Children are born with a specific chromosomal abnormality (22q13-long arm deletions). Although the range and severity of symptoms may vary, Phelan-McDermid syndrome is generally characterized by low muscle tone, absent to severely delayed speech, moderate to profound intellectual disability, minor malformed or misshapen features, symptoms of autism spectrum disorder, motor delays and epilepsy. Medical records providing diagnosis of Pelan-McDermid syndrome.

**High Risk:** Individuals considered high risk are **children ages 3 to 5 years** old with either a developmental delay in cognition, language, or physical development, a child surviving a catastrophic infectious or traumatic illness known to be associated with developmental delay, child with a parent or guardian with developmental disabilities who requires assistance in meeting the child's developmental needs, or a child who has a physical or genetic anomaly associated with developmental disability.

It is important to note that this program has a different definition than many other agencies or programs that serve individuals with disabilities. It also differs from the definition that other states use for the provision of the same type of services in their states. If you are planning to move from one state to another it is best to check with the state that you are considering moving to before you finalize your plans. Eligibility differences, waiting lists and other differences from state to state may mean that the individual with a developmental disability may have to do without needed services if they relocate. The Agency for Persons with Disabilities is the primary source of state-funded services for persons with developmental disabilities in Florida. Application for services can be initiated over the telephone. The number for the local district office is (904) 992-2433. To be eligible for the program an individual with a disability has to be in need of at least two services provided by Developmental Disabilities Programs.

## Waiting List - Priority Categories

- The Agency for Persons with Disabilities (APD) waiting list categories are listed from the highest priority to the lowest. Category 1 is the highest priority. Category 7 is the lowest priority.
- This information is provided under the document <https://apd.myflorida.com/customers/waitlist/docs/WAITING%20LIST%20PRIORITY%20CATEGORIES.pdf>
- The website includes a Waitlist Prioritization Tool which assists applicants in determining their priority in the waitlist. This tool uses the Questionnaire for Situational Information to determine the priority. More information is available on the website: <https://apd.myflorida.com/customers/waitlist/>
- To obtain crisis or category change...

## Medicaid Waivers

- **Available to Eligible Individuals with Agency for Persons with Disabilities**

Eligibility for Medicaid Waiver through the Agency for Persons with Disabilities:

The individual must be a Client of The Agency for Persons with Disabilities, eligible for Medicaid, choose Waiver services, and require one or more services to avoid institutional care. Also, to be added to the Waiver, a person must meet one of the following:

- a) The person's primary disability is intellectual disability with an IQ of 59 or less.
- b) The person's primary disability is intellectual disability with an IQ of 60-69 inclusive and the person has at least one of the following:
  - 1) ambulation deficit
  - 2) sensory deficits
  - 3) chronic health problems
  - 4) behavior problems
  - 5) Autism
  - 6) Cerebral Palsy
  - 7) Down syndrome
  - 8) Epilepsy
  - 9) Spina Bifida
  - 10) Prader-Willi syndrome
  - 11) Phelan-McDermid syndrome

**OR**

The person's primary disability is intellectual disability with an IQ of 60-69 inclusive and the individual has severe functional limitations in at least three of the major life activities:

- 1) self-care
  - 2) understanding and the use of language
  - 3) learning mobility
  - 4) self-direction
  - 5) capacity for independent living
- c) The individual is eligible under the category of autism, cerebral palsy, spina bifida, Phelan-McDermid syndrome, Down syndrome or Prader-Willi syndrome, and the individual has severe functional limitations in at least three of the major life activities mentioned in (b).

## iBudget Florida

iBudget Florida is a way for APD to better manage the waiver system, while giving customers more flexibility. Individuals will get an allocation of funds, or iBudget, at the beginning of the service plan year. The individual will be assisted by their waiver support coordinator (WSC), who will enter information into the iBudget electronic application. When individuals and WSCs use the iBudget application to develop and review cost plans, the review process for approval of the services will be much quicker than in the current waiver system. Customers will have flexibility to use the funding for necessary services as long as their health and safety needs are covered. Each individual, with the help of the WSC, will need to budget the funding to last for the entire fiscal year (12 months).

### Services

APD offers a wide range of social, medical, residential, and behavioral services. The following is a list of services offered. Services provided are based on need and coverage criteria; therefore, not all individuals receive all services. The iBudget Florida waiver administered by APD offers supports and services to assist individuals with developmental disabilities to live in their community. Services are provided based on need, so all individuals do not receive all services. The primary categories are listed below.

- Adult Dental
- Behavior Analysis
- Behavior Assistant
- Life Skills Development 1- Companion
- Life Skills Development 2- Supported Employment
- Life Skills Development 3- Adult Day Training
- Therapies: Dietician, Occupational, Speech, Physical, Respiratory, Specialized Mental Health Counseling
- Environmental Accessibility Adaptations
- Durable Medical Equipment
- Consumable Medical Supplies
- Personal Supports
- Supported Living Coaching
- Support Coordination
- Transportation
- Nursing
- Residential Habilitation
- Respite
- Special Medical Home Care
- In-Home Subsidies
- Family Care
- Recreation
- Assessments and Medical Evaluations
- Support Planning
- Psychological Evaluations
- Interpreter Services
- Parent Training
- Competency Training
- Personal Emergency Response Systems

The services are divided into eight broad categories called service families, and may be referred to by their group numbers. Additional information is available through your APD regional office (Area 4) or waiver support coordinator. Some services require a professional assessment to determine the scope of treatment.

### **Group 1 - LIFE SKILLS DEVELOPMENT**

**Life Skills Development Level 1** This service was formerly known as companion services. It includes nonmedical care, supervision and socialization activities provided to an adult on a one-to-one basis or in groups of up to three recipients. This service will help the individual increase his or her ability to access the community independently.

**Life Skills Development Level 2** This service encompasses the service formerly known as supported employment for both individual and group models. It helps the individual to find and keep a job in his or her community, or to develop and operate a small business.

**Life Skills Development Level 3** This service, formerly known as adult day training, helps the individual participate in valued experiences in the community, including volunteering, job exploration, accessing community resources, and self-advocacy in work-like settings that are age and culturally appropriate.

**Life Skills Development Level 4** This service provides learning and work experiences, including volunteer work, where the individual can develop general, non-job-task-specific strengths and skills that contribute to employability in paid employment and integrated community settings.

### **Group 2 - SUPPLIES AND EQUIPMENT**

**Consumable Medical Supplies** This service provides specific nondurable supplies and items that assist individuals to perform activities of daily living. These supplies are not available through the Medicaid State Plan. Examples include incontinence supplies for individuals 21 and older, wipes, and under pads.

**Durable Medical Equipment and Supplies** This service provides equipment prescribed by a licensed professional that enables an individual to live as comfortable as possible, and is not covered by the Medicaid State Plan. Examples include lap trays, grab bars, adaptive switches or door openers, and individualized positioning equipment.

**Environmental Accessibility Adaptations** This service provides physical adaptations to the home that are required by the individual's support plan and are medically necessary to avoid institutional placement of the individual and enable the person to function with greater independence in the home.

**Personal Emergency Response Systems (Unit and Services)** This service provides the equipment and monitoring that enables an individual who lives alone for extended periods of time to secure help in the event of an emergency. The individual may wear a portable "help" button that allows for mobility while at home or in the community.

### **Group 3 - PERSONAL SUPPORTS**

**Personal Supports** This combines the services formerly known as respite care, companion, in-home supports, and personal care assistance. This service provides assistance and training in activities of daily living such as eating, bathing, dressing, personal hygiene, and preparation of meals. If specified in the support plan, this service may provide housekeeping chores. This service also includes nonmedical care and socialization, and may provide access to community-based activities that have therapeutic benefits. This service is for customers 21 and older who live in their own home or family home. It is also available to individuals at least 18 who live in their own home.

**Respite Care** This service provides supportive care and supervision to individuals living in the family home when the primary caregiver is unavailable due to a brief planned or emergency absence, or when the primary caregiver is temporarily physically unable to provide care.

#### **Group 4 - RESIDENTIAL SERVICES**

**Residential Habilitation** These services provide supervision and training that help the individual acquire, maintain, and improve skills related to activities of daily living. The services focus on personal hygiene skills such as bathing and oral hygiene; homemaking skills such as food preparation, vacuuming, and laundry; and social and adaptive skills that enable the individual to reside in the community.

**Standard Residential Habilitation** This service provides supervision and specific training activities that assist the recipient to acquire, maintain, or improve skills related to activities of daily living.

**Behavior-Focused and Intensive Behavior Residential Habilitation** Provide training and supervision to assist individuals whose behaviors are of exceptional intensity, duration or frequency.

**Specialized Medical Home Care** This service provides up to 24-hours-a-day nursing services and medical supervision to residents of licensed group homes that serve individuals with complex medical conditions.

**Supported Living Coaching** This service provides training and assistance in a wide variety of activities to support individuals who live and maintain homes or apartments of their own.

#### **Group 5 - SUPPORT COORDINATION**

**Support Coordination** This service provides a waiver support coordinator (WSC) to identify, develop, coordinate, and access supports and services on the person's behalf, regardless of the funding source, in the most cost-effective manner possible.

**There are three types of support coordination:**

**Limited Support Coordination** This service is intended to be less intense than full support coordination. Limited support coordination is billed at a reduced rate and has reduced contact requirements.

**Full Support Coordination** This service provides significant support to ensure the recipient's health, safety, and well-being. The WSC can share tasks with the recipient and the recipient's family, or other support people, but ultimately the WSC is responsible for performing all tasks required to locate, select, and coordinate services and supports, whether paid with waiver funds or through other resources. Full support coordination is required for recipients age 21 and older during the first three months of waiver enrollment and for children in the foster care system who have been enrolled on a waiver and for up to three months after their transfer out of the foster care system, or who are in supported living, residential placement, or residing in an assisted living facility.

**Enhanced Support Coordination** This service consists of activities that assist the recipient in transitioning from a nursing facility or intermediate care facility for the developmentally disabled (ICF/DD) to the community or for assisting recipients who have a circumstance that necessitates a more intensive level of support coordination.

#### **Group 6 - THERAPEUTIC SUPPORTS AND WELLNESS**

**Behavior Analysis Services** These services include the analysis, development, modification, and monitoring of behavior for the purpose of changing an individual's behavior.

**Behavior Assistant Services** These services are provided for a limited time, under the supervision of a behavior analyst, to train paid or unpaid support persons in how to assist the individual in functioning more independently.

**Specialized Mental Health Counseling** This service is provided to individuals with a developmental disability and a confirmed mental health diagnosis to restore the person to the best possible functional level.

The following **GROUP 6 services** require a prescription by a physician, ARNP or physician assistant and are only available for individuals 21 years of age and older:

**Private Duty Nursing** This service is for those requiring individual, continuous care by registered or licensed practical nurses as prescribed.

**Residential Nursing** This service consists of continuous care provided by registered or licensed practical nurses to individuals in residential facilities, group homes or foster homes.

**Skilled Nursing** This service is prescribed and consists of part-time or intermittent care provided by registered or licensed practical nurses.

**Dietician Services** These services are prescribed as being necessary to maintain or improve the overall physical health of an individual. They include assessing nutritional status and needs, recommending an appropriate diet, and providing counseling and education.

**Respiratory Therapy** This service treats the impairment of respiratory function and other deficiencies of the cardiopulmonary system.

**Speech Therapy** This service is prescribed when necessary to produce specific functional outcomes in the communication skills of an individual with a speech, hearing, or language disability.

**Occupational Therapy** This service is prescribed with the goal of producing specific functional outcomes in self-help, adaptive, and sensory motor skill areas, and assisting the individual to control and maneuver within the environment.

**Physical Therapy** This service produces specific functional outcomes in ambulation, muscle control, and postural development and prevents or reduces further physical disability.

#### **Group 7 - TRANSPORTATION**

**Transportation** This service provides rides between the individual's home and community-based waiver services, enabling the person to receive the supports and services identified on both the support plan and approved cost plan, when such services cannot be accessed through natural (unpaid) supports.

#### **Group 8 - DENTAL SERVICES**

**Adult Dental Services** These services provide dental treatments and procedures for individuals 21 and older who are not otherwise covered by Medicaid State Plan.

**Complete definitions, provider qualifications, service limitations, and documentation requirements can be found in the Developmental Disabilities Waiver Services Coverage and Limitations Handbook, which is available by pasting the following link into your browser:**  
[http://apd.myflorida.com/ibudget/docs/DD\\_iBudget\\_Rule%2059G-13.070Adoption.pdf](http://apd.myflorida.com/ibudget/docs/DD_iBudget_Rule%2059G-13.070Adoption.pdf)

**The preceding information was copied from APD's "Guide to iBudget Florida Waiver Services" Serving Floridians with Developmental Disabilities as well as other APD informational resources.**

Agency for Persons with Disabilities offers another option for receiving services within Florida's Medicaid waivers for people with developmental disabilities. Consumer-Directed Care Plus (CDC+) is based on the principles of self-determination and person-centered planning. CDC+ provides the opportunity to improve your quality of life by giving you the power to make choices about the kinds of supports and services you need. A trained CDC+ Consultant helps you plan your own supports. You can decide to appoint a representative to assist in managing your budget plan and making decisions regarding your care, or you can choose to manage the program yourself. APD provides additional support to help you manage your

budget and ensure that you get the most of the program. To be eligible for CDC+, you must already receive services from APD through one of the four Medicaid waiver tiers.

## **CDC+ Consumer-Directed Care Plus**

### **Eligibility**

To be eligible for CDC+, you must choose a waiver support coordinator, who is also a waiver support consultant for CDC+, and be enrolled in the APD Medicaid Waiver. You are able to represent yourself or select a representative on your behalf. The person will go through training to become a representative. Enrollment in CDC+ is limited.

### **What is CDC+?**

Florida's Agency for Persons with Disabilities (APD) offers an alternative to the traditional Home and Community-Based Services (HCBS) Medicaid waiver for people with developmental disabilities. It is called Consumer-Directed Care Plus (CDC+). CDC+ gives you the option to choose your service provider.

It could be a family member, friend, or anyone you decide. CDC+ gives you control over your services and life like never before. A trained CDC+ consultant is always there to help guide you as you choose your supports. You can also decide to appoint a representative to assist in managing your budget and making decisions regarding your care, or you can choose to manage the program yourself.

### **How it works**

CDC+ participants exchange the total budget of their current approved Medicaid waiver cost plan for a smaller budget that has greater flexibility. The budget is reduced because a discount is taken out to make the program cost-neutral. APD charges a small fee to handle your payroll responsibilities such as accounting, check writing, and tax withholding. You can use the monthly budget to pay for the services and supports you choose, including:

- Purchasing services from a provider at a rate that you negotiate
- Hiring an individual to work for you
- Purchasing consumable medical supplies from a vendor or store of your choice
- Modifying your home to increase independence, such as adding a chair lift or ramp
- Purchasing assessable equipment, appliances, or other assistive technology

### **Benefits**

There are many benefits associated with participating in CDC+. Some of them are:

- Increased satisfaction from supports and services that help you achieve your goals
- The ability to choose your providers
- More self-determination and independence
- More options in areas where Medicaid-enrolled providers are scarce
- The ability to save for special purchases

CDC+ participants decide how to use the services they are approved for - like personal care, respite, or transportation-and who they want to provide those services. You get to hire the employees and tell them how you want the job done. You are in charge! If you are not satisfied with a provider, you can hire someone else at any time. CDC+ provides you with the opportunity to make your own decisions.

### **Families matter!**

Family caregivers provide millions of hours of care every year, sometimes risking their own emotional health. Exhaustion and burnout are often a result from juggling work, family responsibilities, and care giving. In addition, many caregivers must reduce their work hours or even give up their jobs entirely so that they can take care of their loved ones. This program allows the participant to make decision regarding the kinds of services purchased and who provides them. By allowing the individual to choose the services most important to them, CDC+ helps relieve some of the stress of caring for a family member with a developmental disability.



**Program integrity**

APD conducts quality assurance reviews to determine ways to continuously improve the CDC+ program. This process includes input from a Quality Assurance Committee, annual satisfaction surveys, a toll-free helpline, consultant monitoring, and a program self-assessment tool to determine whether CDC+ meets performance standards.

**Does CDC+ Work?**

Based upon participant feedback on the program's success, the answer is an overwhelming, "YES!" Allowing people to control their own lives, as opposed to being dependent on someone else, has proven to be extremely effective for both the individual and the state.

**For additional information about services provided please consult the CDC+ Participant Notebook (Current Version 3.0)**

**The Developmental Disabilities Home and Community-Based Waiver Coverage and Limitations Directory:**  
[http://www.apd.myflorida.com/cdcplus/docs/CDC\\_Plus\\_Program\\_Handbook\\_2015.pdf](http://www.apd.myflorida.com/cdcplus/docs/CDC_Plus_Program_Handbook_2015.pdf)

**If you are interested in more information about CDC+ you can choose to visit the Agency for Persons with Disabilities at <http://www.apd.myflorida.com>**

***Some sample questions to ask a potential Waiver Support Coordinator:***

How familiar is the SC with services in the community; community agencies and individual waiver providers?

What hours do they work?

How often do they make contact with the person with a disability?

How often do they make contact with the guardian/guardian advocate?

What is their procedure for handling an emergency at night?

What is their procedure for back up when they are on vacation?

What is their philosophy?

How did they do on their last monitoring?

Check references from other clients...

**You have the right to request a change in Waiver Support Coordinators at any time. Call the Support Coordinator Liaison at the district office at (844) 766-7517 to request a change.**

The individual with disabilities will then get to choose Med-Waiver providers to provide their needed services. The Support Coordinator will assist with providing the individuals with a list of providers in the community and assist with helping them to choose the providers who best meet their needs. If you wish to change providers contact your Support Coordinator.

***Some sample questions to ask of Med-Waiver providers:***

How long have they been in business serving people with disabilities?

Are they for-profit or non-profit?

What hours do they work? Which days of the year do they provide services?

How often do they have contact with you?

What is their procedure for handling an emergency?

What is their procedure for back up when they are on vacation?

What is their philosophy?

Do they get monitored and how did they do on their last monitoring?

Are they accredited? If so, by whom?

Check references from other clients...

You have the right to appeal any decision made by the Agency for Persons with Disabilities. You can request the information from The Agency for Persons with Disabilities, The Advocacy Center for Persons with Disabilities @ 1.800.342.0823 or for more information contact ASK at Arc Jacksonville.

# Medical Coverage

## The Official US Government Site For People with Medicare

Toll-Free 1-800-MEDICARE or 1-800-633-4227

Web site: [www.medicare.gov](http://www.medicare.gov)

## Centers for Medicare and Medicaid Services

7500 Security Boulevard

Baltimore, MD 21244-1850

Toll-Free 800-633-4227 TTY 877-486-2048

Web site: [www.cms.gov](http://www.cms.gov)

**Centers for Medicare and Medicaid Services** The Centers for Medicare and Medicaid Services (CMS) is a federal agency within the U. S. Department of Health and Human Services. CMS runs the Medicare and Medicaid programs - two national health care programs that benefit about 75 million Americans. And with the Health Resources and Services Administration, CMS runs the State Children's Health Insurance Program (SCHIP), a program that is expected to cover many of the approximately 10 million uninsured children in the United States.

## CMS TO-Centers for Medicare and Medicaid Services Regional Office

*This is who to contact for information on local seminars and health fairs on Medicare health plan choices, or to report a complaint directly to CMS.*

CMS, Atlanta Regional Office: 404-562-7500 or email: [PartDComplaints\\_R04@cms.hh.gov](mailto:PartDComplaints_R04@cms.hh.gov)

## RBR-Railroad Retirement Board

Local District Office: 1-877-772-5772

Website: <http://www.rrb.gov>

*This is who to contact if you are covered by Rail Road Retirement Benefits. (For Railroad Retirement beneficiaries only) - RRB benefits, lost RRB Medicare card, address change, and enrolling in Medicare.*

## SHIP-State Health Insurance Assistance Program

Phone: 800-963-5337 TDD: 800-955-8770 Toll-Free 800-96-ELDER

Email: [information@elderaffairs.org](mailto:information@elderaffairs.org)

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

*Personalized health insurance counseling. This is who to contact for information about Medigap policies, long-term care insurance, Medicare health plan choices, Medicare rights and protections, and help with filing an appeal.*

## SSA-Social Security Administration

Toll-Free 1-800-772-1213 TTY: 1-800-325-0778 Link: <http://www.ssa.gov/>

*This is who to contact to change your address, Medicare Part A or Part B, lost Medicare card, and Social Security benefits.*

## Florida Office Of Insurance Regulation

Phone: 850-413-3100 TTD 800-640-0886 Toll-Free 800-342-2762

Website: <http://www.floir.com/>

Email Address: [Consumer.Services@myfloridacfo.com](mailto:Consumer.Services@myfloridacfo.com)

*This is who to contact for information about Medicare policies available in your area and insurance questions.*

## Medicare

is a Federal Medical Insurance Program. An individual is eligible to apply for Medicare when they retire with social security benefits or two years after they become disabled and receive social security disability benefits. Individuals with disabilities who receive survivor's benefits or social security disability benefits for dependents may also be eligible to receive Medicare. Medicare coverage has different parts:

- **Part A** is the Hospital Insurance. Part A covers inpatient hospital services, skilled nursing facility services, home health services, and hospice services. Everyone receiving Medicare will be enrolled in Part A coverage.
- **Part B** is the Medical Insurance program that pays for doctor's services, outpatient services, etc. If an individual chooses to enroll in Part B services there is a monthly premium that is usually deducted from the Social Security monthly benefit. There are co-pays, and deductibles that must be met under both Part A and Part B.
- **Part C** is the Medicare Advantage plan program that combines part A and part B through different providers each with different monthly premiums, co-pays, and deductibles. Some plans have no additional premium over the required part B premium.
- **Part D** is the Prescription Drug Insurance program that pays for prescribed medication. This coverage is available through different providers each with different monthly premiums, co-pays, deductibles, and covered drugs.

**Medicare Supplement Insurance aka Medigap plans** are available to provide coverage in addition to Medicare coverage. Medigap plans will assist with deductibles, out-of-pocket expenses and other non-Medicaid covered services. For information about **Medigap/Supplemental Insurance Plans** contact the **State Insurance Health Insurance Assistance Program (SHIP) 1-800-963-5337**  
TTY: 1-800-955-8770 or visit: <http://www.floridashine.org/>

In each local community options to standard Medicare may be made available to the individual. These plans may be Medicare Managed Care Plans, or Private Fee-for-Services Plans, these are offered by private insurance companies. Check with [www.medicare.gov](http://www.medicare.gov) or call 1-800-MEDICARE (1-800-633-4227) for a listing of options available in a given geographical area.

## Medicaid

### Agency for Health Care Administration (ACHA)

Deputy Secretary for Medicaid  
2727 Mahan Drive  
Mail Stop #8  
Tallahassee, FL 32308  
Phone: (850) 412-4000

### Area 4 Medicaid Office

#### Agency for Health Care Administration

921 North Davis Street #160A  
Jacksonville, FL 32209  
904-798-4200 or 904-353-2100  
<https://ahca.myflorida.com/Medicaid/index.shtml>

### 1-888-419-3456 Info Hotline

State of Florida, Department of Children and Families Automated Community Connection to Economic Self Sufficiency (ACCESS)

## For Benefits & Health Plans in the Statewide Managed Care Program

Visit the following website <https://ahca.myflorida.com/Medicaid/index.shtml> which includes information on:

- Standard MMA benefits, Standard LTC benefits, and Specialty Plans
- An updated list of Health Plans under Medicaid

## For Medicaid & Food Stamps (SNAPS)

ACCESS Florida Information Line: 1-866-762-2237

Northeast Region: <http://www.myflfamilies.com/contact-us/region/northeast>

### Local Office:

- Gateway Service Center  
5000-1 Norwood Avenue Jacksonville, FL 32208  
Fax (866) 619-5720 Alt Fax: (904) 723-2079

To find your Service Center: <https://www.dcf.state.fl.us/programs/access/map.shtml>

## Florida Discount Drug Card Program

<http://www.floridadiscountdrugcard.com/>

Call the participant help desk at 1-866-341-8894

TTY Users dial 711

The Florida Discount Drug Card can:

- Give participants a discount on virtually all drugs
- Be used at all participating pharmacies

## Medicaid in Florida

**Florida Medicaid is offered through Statewide Medicaid Managed Care (SMMC) through Managed Medical Assistance (MMA) Providers and Florida State Plan Medicaid.**

Medicaid is a Federal Medical Program that is administered by the state. It is funded and administered with a state and federal partnership. It is designed to help *people with low income and little or no resources who also meet other eligibility criteria*. It is not the same as Medicare, and it is not a part of Medicare. The federal government funds a portion on the costs of Medicaid and there are broad federal requirements for a state to participate in the program. Each state has a degree of flexibility to set its own rules on who is eligible for this health coverage and what services will be covered. If a person is receiving Medicaid it is very important that they understand that if they relocate to another state they may not receive the same services in another state.

### Eligibility for Medicaid:

Individuals may be eligible if they receive at least one dollar of Supplemental Security Income. Individuals may be eligible if they are low-income and are blind or disabled; certain low-income families with children; certain low-income pregnant women and children; and some people who have very high medical bills.

When eligibility is determined the individual will have the opportunity to choose a MMA. For information about the Florida Medicaid MMA providers in your county and how to compare and choose a provider visit the Medicaid web site: [www.flmedicaidmanagedcare.com](http://www.flmedicaidmanagedcare.com)

**Individuals with Developmental Disabilities who do not participate at this time in a MMA:**

- If the individual with developmental disabilities is in an Intermediate Care Facilities/Developmental Disabled (ICF-DD)
- If the individual also has other creditable health-care coverage (excluding Medicare)

**Individuals with Developmental Disabilities on the APD Medicaid Waiver or who are on the waiting list can voluntarily enroll in a Medicaid MMA or choose to use the Florida State Plan.**

If a person with a developmental disability joins one of the Medicaid MMA health care plans they will be considered a “voluntary beneficiary”. As a “voluntary beneficiary” they will not be locked into a plan. The individual with Developmental Disabilities can enroll, un-enroll or make changes at any time.

### **Home and Community-Based Services (HCBS) Medicaid Waivers**

Home and Community Based Services Waiver programs are the federally approved Medicaid programs authorized by Title XIX of the Social Security Act, Section 1915(c) that provide services in the home and community for persons who would otherwise require institutional care in a hospital, nursing facility, or intermediate care facility. Working individuals enrolled in the Home and Community-Based Services have an additional eligibility criteria that allow a higher income and asset thresholds. When accessing these eligibility guidelines it impacts the social security benefits.

Current HCBS Waiver Programs in Florida:

- Familial Dysautonomia (FD) Waiver
- iBudget Waiver
- Model Waiver
- The Cystic Fibrosis (CF) Waiver
- Statewide Medicaid Managed Care, Long-Term Care (SMMC LTC) Waiver

#### **Familial Dysautonomia (FD)**

For individuals diagnosed with FD syndrome who would otherwise require hospitalization if not receiving special services

Contact AHCA to initiate the waiver request.

More information is available at: [https://ahca.myflorida.com/Medicaid/hcbs\\_waivers/fd.shtml](https://ahca.myflorida.com/Medicaid/hcbs_waivers/fd.shtml)

#### **iBudget**

For individuals with a developmental disability to live in the community as assessed by the Agency for Persons with Disabilities (APD).

More information is available at: <http://www.apd.myflorida.com/>

#### **Model Waiver**

Formerly known as the Katie Beckett Waiver, provides services to individuals with degenerative spinocerebellar disease.

Contact AHCA to initiate the waiver request. More information is available at:

[https://ahca.myflorida.com/Medicaid/hcbs\\_waivers/model.shtml](https://ahca.myflorida.com/Medicaid/hcbs_waivers/model.shtml).

#### **Statewide Medicaid Managed Care, Long-Term Care (SMMC LTC) Waiver**

Contact their local Aging and Disability Resource Center (ADRC) to be screened for services.

Provides services for adults with Cystic Fibrosis (CF), Traumatic Brain and Spinal Cord Injury (TBI) and HIV/AIDS. DOEA is the contact for SMMC LTC Waiver for adults.

Individuals, their caregivers, and community providers should contact DOEA for more information:

Email: [Medwaiver@elderaffairs.org](mailto:Medwaiver@elderaffairs.org)

Phone: (866) 232-3733

Fax: (850) 414-2310

To find your local ADRC, call the Elder Helpline at 1-800-96-ELDER (800-963-5337)

Department of Elder Affairs website at: <http://elderaffairs.state.fl.us/does/arc.php>

For more info regarding SSI-Related Programs:

<http://www.myflfamilies.com/service-programs/access/docs/ssifactsheet.pdf>

If a person is receiving a Medicaid waiver it is very important that they understand that if they relocate to another state they may not receive the same services in another state.

Each state's Medicaid waiver programs are different and eligibility has to be established in the state of residency. Many states have waiting lists for Medicaid waiver services.

To apply on-line for Medicaid, Food Stamps, & Cash Assistance through DCF's Automated Community Connection to Economic Self-Sufficiency go to <http://www.myflorida.com/accessflorida/>

## Consent and Legal Rights

### Legally assisting adults, who have Developmental Disabilities, to make decisions:

In the state of Florida everyone becomes an adult, with all of the rights and responsibilities of a citizen of the United States of America and the State of Florida at eighteen years of age. There is no consideration of whether or not the person has a disability that may impair his or her ability to make decisions. Most individuals with disabilities need no assistance to make decisions, own property and manage money, but some will need some assistance in one or more areas. There are a number of ways to assist a person with decision making, should they need assistance.

#### Financial Matters (property)

- A **representative payee** is assigned to receive government benefit checks if the government believes that the individual with a disability cannot manage the money. The representative will manage the money and report at least yearly on the financial affairs of the individual with the disability.
- The government benefit and social service programs are sometimes complicated and difficult to navigate. Some individuals may need assistance learning about these programs and may need assistance to apply for the programs that may be needed to assist them.
- There are a number of individuals who can make decisions about basic purchases and can manage a limited amount of spending money. However they may need some assistance to manage household expenses and major purchases. One way to influence major purchases and see that bills are paid is to have a **joint bank account** that requires two signatures.

#### Personal Decisions

- Where to live, who to live with, type of work, and what to do for recreation are all areas of decision making that many individuals with disabilities can handle on their own. If not, a family member or friend may assist with those decisions.
- Consent for health and dental treatment can only be given by someone capable of giving informed consent or a legal representative of the individual.

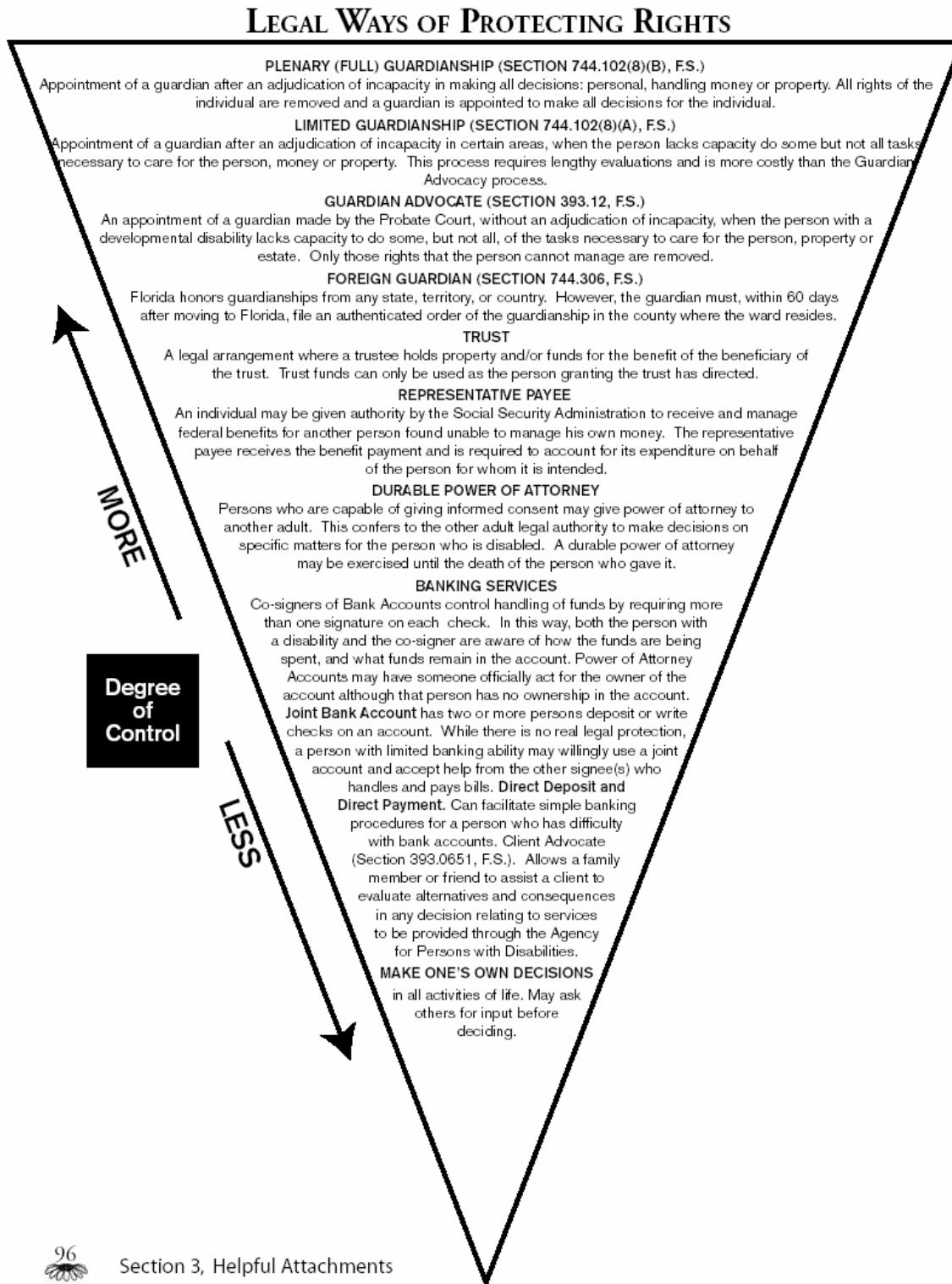
While an individual is competent to make decisions about handling money, owning property, personal and medical/dental he or she can have legal papers written that gives another person the ability to make these decisions for them in the event that they become incapacitated at some point in their life. These papers are called **durable power of attorney**.

However, if the individual has a disability that was diagnosed before he or she turned eighteen years of age that left him or her incapable of making decisions in any one of these areas it may be necessary to have a guardian or guardian advocate appointed by the court. Florida statutes allow for individuals to have a guardian or guardian advocate appointed by the court to make decisions in just the area that he or she needs assistance. This is called a limited guardian or guardian advocate. Should an individual need someone to make all of their decisions Florida statutes provide for a full or plenary guardianship or guardian advocate to be appointed by the court.

### Guardian

Florida State Statute 744 provides for the appointment of a limited guardian or a plenary guardian for someone whom the court determines is incompetent to make decisions in one or more areas of his or her life. Someone petitions the court to determine the competency of the individual and to be appointed Guardian if the person is determined to be incompetent. An attorney is appointed to represent the individual. A committee is then formed to examine the individual and make recommendations to the court as to the person's competency. The Judge will then make a determination of whether the person is competent to make any decisions about his or her life. The court will then adjudicate the person incompetent in any area that the court determines that he or she cannot make decisions, and, appoint someone to be Guardian of the individual in any areas that In the state of Florida everyone becomes an they are determined to be incompetent. The Guardian will then be responsible to make decisions in the areas that the court assigned to him or her. The Guardian of an adult is not responsible for providing a place in his or her home for the person with a

disability to live. The Guardian is not personally responsible for providing for the individual. However, they are responsible for making the decisions in the area that the court awarded to him or her. The Guardian is required to annually report to the court a plan for the coming year how they will oversee the care of the individual. The Guardian will have to have an attorney to represent them each time they report to the court or get court approval for any decisions that may require court approval.





Chapter 744: Guardianship	Chapter 393: Guardian Advocate
<p><b><u>Petition to determine incapacity:</u></b> Petitioner alleges person to be incapacitated, specifying information on which belief is based; states which rights enumerated in statute is incapable of exercising. The petition for appointment of a guardian must be filed WITH this petition.</p>	<p><b><u>Petition to determine incapacity:</u></b> NONE</p>
<p><b><u>Examining Committee to determine incapacity:</u></b> Three members - <b>One</b> must be psychiatrist or other physician; <b>one</b> may be a psychologist, gerontologist, another psychiatrist or other physician, a registered nurse, nurse practitioner or licensed social worker; <b>one</b> may be any of the above. <b>One</b> member of the committee must have knowledge of the alleged disability. Members of the committee may not be related to or associated with one another or with the petitioner or alleged incapacitated person. Petitioner or family physician MAY NOT be on committee. However, if the family physician is available, the committee MUST consult with him/her.</p>	<p><b><u>Examining Committee:</u></b> NONE  (Existing evaluations that have been performed by the appropriate professionals for the alleged disability are used, as well as any other existing evaluations and support plans that exhibit the need for appointment of a guardian. These are usually evaluations that have been used to determine eligibility for services in the Developmental Disabilities Program and plans identifying which services are needed.)</p>
<p><b><u>Adjudicatory hearing to determine incapacity:</u></b> Alleged incapacitated person must be present unless waived by him/her. Partial or total incapacity must be established by clear and convincing evidence.</p>	<p><b><u>Adjudicatory hearing to determine incapacity:</u></b> NONE</p>
<p><b><u>Petition for appointment of guardian:</u></b>  Must be filed with petition to determine incapacity.</p>	<p><b><u>Petition for appointment of guardian advocate:</u></b> Must state name, age, address of petitioner and relationship to person with DD, specify why person needs a guardian advocate and areas of incapacity; state name of proposed Guardian Advocate.</p>
<p><b><u>Removal of rights:</u></b> Rights the committee has identified as those the individual cannot perform are removed and given to the appointed guardian advocate.</p>	<p><b><u>Removal of rights:</u></b> Only those rights that evaluations and testimony of witnesses have identified are delegated to the appointed guardian advocate.</p>
<p><b><u>Fees:</u></b> Examining committee and attorney appointed are paid from general fund of the county and county has a creditor's claim against guardianship property.</p>	<p><b><u>Fees:</u></b> NONE (If person with the developmental disability cannot afford counsel, the court shall appoint one to represent the person.)</p>
<p><b><u>Hearing for appointment of guardian advocate:</u></b> Is held as soon as practicable after petition is filed, but reasonable delay for investigation, discovery, or procuring counsel or witnesses shall be appointed.</p>	<p><b><u>Hearing for appointment of guardian:</u></b> May be held at conclusion of hearing on incapacity.  <i>Reprinted with permission from the Florida Developmental Disabilities Council from the Planning Ahead Publication</i></p>

## Guardian Advocate

Florida State Statute Section 393.12 provides for the court to appoint a Guardian Advocate for a person with a developmental disability. The procedures for the appointment of a Guardian Advocate are slightly different than for a Guardian. When a person petitions the court to be appointed Guardian Advocate he or she provides the court medical, school and other records that show the person's abilities. The court appoints an attorney to represent the individual with a developmental disability. Chapter 393 does not require a committee to examine the individual with a developmental disability. The Judge then considers

the information provided and determines the areas that the individual with a disability may need assistance with decisions. The court then removes those rights that the individual cannot exercise and gives them to the Guardian Advocate. The Guardian Advocate then makes decisions with the individual with developmental disabilities in those areas that he or she needs assistance. The court may waive the annual reporting required by a Guardian Advocate. The process of becoming a Guardian Advocate of the person does not always require the hiring of an attorney. If there is property involved, other than social security benefits or other government payee programs, the person seeking to become a Guardian Advocate of the person and the property must hire an attorney. These property rights include, but are not limited to: a pending law suit, estate matter, or other income or property right coming to the person with a developmental disability. The Court can expand the description of property rights by Petition and Order. For further information about becoming a Guardian Advocate without the assistance of an attorney go to: <http://www.ninthcircuit.org/about/divisions/probate/>

Generally, the costs associated with becoming a Guardian Advocate are less than those associated with becoming guardian. If you plan to hire an attorney, choosing someone who is knowledgeable about Chapter 393 of the Florida State Statutes is important. Usually attorneys who practice **Elder Law** will have the experience necessary. For more information go to: [www.turning18.org](http://www.turning18.org)

Questions to ask an attorney before hiring them that may save you money:

- Do you utilize a committee to determine competency? for Guardian Advocacy?
- Do you get the annual reporting to the court waived?

## **Bill of Rights of Persons with Developmental Disabilities**

**F.S. 393.13(3)**

Even if a person who is developmentally disabled is declared incapacitated by the court, there are still certain rights that he/she is entitled to under the law - the same rights as any citizen of Florida or the United States.

These include:

- The right to dignity, privacy and humane care;
- The right to religious freedom, with nothing restricting or infringing on a person's right to religious preference and practice;
- The right to receive services, within available resources, which protect the personal liberty of the individual and which are provided in the least restrictive conditions necessary to achieve the purpose of treatment;
- The right to participate in an appropriate program of quality education and training services, within available resources, regardless of chronological age or degree of disability. These services may include instruction in sex education, marriage and family planning;
- The right to social interaction and participation in community activities;
- The right to physical exercise and recreational opportunities;
- The right to be free from harm, including unnecessary physical, chemical or mechanical restraint, isolation, excessive medication, abuse or neglect;
- The right to consent to or refuse treatment, subject to certain provisions in the law;

- The right to vote;
- The right to be free from discrimination in any programs or activities that receive public funds.

# Asset Building

Many individuals with disabilities live in poverty with little hope of building assets to better their future. They are concerned with maintaining eligibility for Supplemental Security Income (SSI), Medicaid and Medicaid-waivers. The fear of losing benefits and services, and not having access to information maintains the poverty. They find themselves making poor money decisions just to keep money spent down below the \$2,000 asset limit. Most often, they are not informed of options that are available for them to build assets. For more information:

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

Various allowable ways to build assets are listed below.

**Home ownership** - Individuals with disabilities are allowed to own a home and maintain eligibility for Supplemental Security Income, Medicaid and Medicaid-waivers. Building equity in a home is one way to build assets, Sometimes there are programs that promote homeownership for individuals with disabilities. Check with Housing and Urban Development (HUD) for programs available locally.

**Business Ownership** - Starting a business or micro-enterprise may also be a means to building assets. Vocational Rehabilitation, Social Security work incentives and Individual Development Accounts may be able to assist. Florida resources for individuals with disabilities:

<http://www.fyitransition.org/1selfemp/BusinessResources.html>

**Plan for Achieving Self-Sufficiency (PASS)** - Social Security offers a work incentive called a PASS Plan. This plan allows an individual to save money for very specific goals: education, items or technology to allow them to be for independent or successful with work or equipment/tools to start their own business. For more information go to:

<http://www.socialsecurity.gov/redbook/>

**Individual Development Accounts (IDA)** - Federal IDA accounts do not count as assets for SI or Medicaid. These accounts are available to people whose earnings are under certain limits. Money can be saved in an IDA account for a down payment on a home, education, or to start a business. Usually a person can save up to one thousand dollars per year for two years in an IDA account. IDA account savings are matched two dollars for every dollar saved. There is usually a requirement to attend some educational sessions to participate in the IDA matched savings accounts. Contact United Way at 211 for information on the agencies who are offering IDA accounts. Additional information can be found at Real Sense: <http://www.realsensejax.org/> <<http://www.realsensejax.org/>>

**Supplemental Special Needs Trusts** - Money deposited into a Supplemental Special Needs trust is not counted as an asset for eligibility for Supplemental Security Income, Medicaid or Medicaid-waiver. Disbursements from the trust can only be made to provide for goods or services not provided by a government benefit program. Funds in these trusts can only be used for the benefit of the beneficiary during their lifetime. These trusts can be used to save money for vacations, furniture, home maintenance, cable, and much more that can improve quality of life. Money deposited into a Supplemental Special Needs Trust can be earned income, earned income tax credit, Social Security back payment, insurance settlement, inheritance, SSI, SSDI, or other non-earned income. Trust documents need to be written by an attorney. Attorneys who practice Elder Law are generally more familiar with Supplemental Special Needs Trusts. Another Supplemental Special Needs Trust option is a pooled trust. The Arc Jacksonville offers a Supplemental Special Needs Pooled Trust. The Arc Jacksonville Pooled Trust offers professional trust management and a low joinder fee that includes the documents needed to

join the trust. For more information about The Arc Jacksonville Pooled Trust:  
[http://www.arcjacksonville.org/ask\\_pooled.php](http://www.arcjacksonville.org/ask_pooled.php)

**Able United-** Like a Roth IRA or a 529 college savings plan, an ABLE United account is a 529 plan that grows tax-free for your future. The individual with a disability owns the account, but an authorized person may establish and help oversee the account. You may contribute up to \$16,000. Per year, Family and friends may contribute to the Able account, you may save without impacting Medicaid. Save up to \$100,000 without impacting SSI.

**Eligibility:**

- Florida Resident
- Qualifying disability
- Onset prior to age 26

**Advantages**

- Save tax-free for future expenses
- Save while maintaining federal benefits
- Save on fees - ABLE United offers the best value for Florida residents

Phone 888-524-ABLE (2253)  
[www.ableunited.com](http://www.ableunited.com)  
[customerservice@ableunited.com](mailto:customerservice@ableunited.com)

Comparing Accounts, Trusts that are not counted as a Resource/Asset by Supplemental Security Income, Medicaid, or Florida Medicaid Waiver:

	<b>Supplemental Special Needs Trust – Third Party</b>	<b>Supplemental Special Needs Trust – First Party</b>	<b>Supplemental Special Needs Trust – Pooled Trust</b>	<b>ABLE Accounts</b>	<b>Individual Development Accounts (IDA)</b>	<b>Plan to Achieve Self Support (PASS)</b>
<b>Tools to compare different plans</b>	Each trust is usually created individually by an attorney  The Arc Jacksonville offers a Third Party Trust Option.	Each trust is created individually by an attorney	Master Trust and Joinder agreements created for each Pooled Trust. Must go to each Pooled Trust to obtain information to compare with others available. Each is operated by a non-profit organization.  The Arc Jacksonville offers a Pooled Trust	<a href="http://ablenrc.org/state_compare">http://ablenrc.org/state_compare</a>  The National ABLE resource center provides information about ABLE Accounts open in various states and a tool to compare basic components.  The Florida ABLE Account is ABLE United through Florida ABLE, Inc.	Usually there may only be one account available to residents in a community. Many communities do not have an account available.  In Jacksonville call 211 for a referral to the agency currently providing IDA accounts	This plan is written individually and approved by Social Security. It is one of the work incentives available to individuals receiving Supplemental Security Income.  <a href="http://www.ssa.gov">www.ssa.gov</a>
<b>Deposits</b>	Deposits into this type of trust can only come from persons/sources other than the person with a disability for whom the trust benefits. No resources or funds that belong to the individual with a disability can be deposited into this account.	Deposits into this type of trust are made with resources/funds that belong to the person with a disability.	Funds deposited into this type of trust can be from any source.	Funds deposited into this type of account can be deposited from any source.	Earned Income	Earned Income or Government Benefit

Cont'd	Supplemental Special Needs Trust – Third Party	Supplemental Special Needs Trust – First Party	Supplemental Special Needs Trust – Pooled Trust	ABLE Accounts	Individual Development Accounts	Plan to Achieve Self Support
Maximum amount allowed Without impacting benefits	None	None	None	After \$100,000 in account – Supplemental Security Income check will be suspended until balance drops below \$100,000 Medicaid, Medicaid-waivers not impacted by amount in account Each state has a maximum amount that can be in the account	None But maximum account balance is established in each community	None But maximum account balance is established by individual approved plan
Cost to establish account	Attorney Fees vary from \$1,500 up, may be bundled in estate documents The Arc Jacksonville Third Party Trust option fee is \$750	Attorney Fees vary from \$1,500 up	Amount varied per each Pooled Trust The Arc Jacksonville Pooled Trust Joinder Fee is \$750	Generally no cost to establish account, some have a minimum balance to open. ABLE United does not have an initial minimum contribution.	May have to participate in some classes to be eligible, and pay a fee.	None
Tax Advantage	None	None	None	Grows Tax Free	None	None
Investment Options	Can be depending upon the trustees	Can be depending upon the trustees	No – Determined by the Trustees	Yes	No	No
Pre-paid Purchasing Card/Debit Card	Possible depending on how the trust is set up. Yes this is available for The Arc Jacksonville option (fee associated)	Possible depending on how the trust is set up with the attorney and the trustees.	Maybe, this depends upon each Pooled Trust. Yes, this option is available with The Arc Jacksonville Pooled Trust (fee associated)	Some states have this option available Florida - Yes	No	No

Cont'd	Supplemental Special Needs Trust – Third Party	Supplemental Special Needs Trust – First Party	Supplemental Special Needs Trust – Pooled Trust	ABLE Accounts	Individual Development Accounts	Plan to Achieve Self Support
<b>Fees</b>	<p>Costs to maintain trust may include trustee fees, attorney fees to maintain trust integrity, money management fees, investment fees, etc.</p> <p>The Arc Jacksonville Third Party Trust option has an annual maintenance fee of 1.5% that includes trustee fees, attorney fees to maintain trust integrity, money management fees, investment fees, etc.</p>	<p>Costs to maintain trust may include trustee fees, attorney fees to maintain trust integrity, money management fees, investment fees, etc.</p>	<p>Compare trust fees, generally included in the Joinder Agreement</p> <p>The Arc Jacksonville Pooled Trust Annual Fee is 3.15% for the trustee fees , attorney fees to maintain trust integrity, money management fees, investment fees, etc.</p>	<p>Fees vary use National ABLE Resource Center for information on fees</p>	<p>None</p>	<p>None</p>
<b>Use of Funds</b>	<p>Can be used for anything not provided by a government benefit program. Only for the benefit of the individual with a disability</p>	<p>Can be used for anything not provided by a government benefit program. Only for the benefit of the individual with a disability</p>	<p>Can be used for anything not provided by a government benefit program. Only for the benefit of the individual with a disability</p>	<p>For Disability related expenses, education, and a number of other expenses refer to individual plans or the ABLE resource center for more information.</p>	<p>Down payment on a home, education, or to start a business</p>	<p>Work related goal as defined in the individual approved plan</p>



Cont'd	Supplemental Special Needs Trust – Third Party	Supplemental Special Needs Trust – First Party	Supplemental Special Needs Trust – Pooled Trust	ABLE Accounts	Individual Development Accounts	Plan to Achieve Self Support
<p><b>Dollars remaining in account upon death of beneficiary</b></p>	<p>Remainder dollars are distributed according to the trust documents. Can go to other siblings, charity, etc., as designated by the person who set up the trust.</p>	<p>Any state in which the beneficiary lived may file a claim to all or a portion of the funds in the account equal to the amount in which the state spent on the beneficiary through their state Medicaid program. This is commonly known as the "Medicaid Pay-Back" provision.</p>	<p>Remaining dollars can stay in the community to serve others with disabilities who need services, and do not have funding. Or, the Trustees could pay the state back for Medicaid provided services.</p>	<p>Any state in which the beneficiary lived may file a claim to all or a portion of the funds in the account equal to the amount in which the state spent on the beneficiary through their state Medicaid program. This is commonly known as the "Medicaid Pay-Back" provision and the claim could recoup Medicaid related expenses from the time the account was open.</p> <p>In Florida remainder funds will be turned over to the individual's estate. Medicaid may file a claim against the estate for "payback"</p>		

# ASK Resource Library

The Resource Library was created to provide assistance to persons with Developmental Disabilities, their families, friends, and the community. These materials are offered in various media forms such as CD's, Videos, DVDs, Books, and Manuals. The Resource Library carries an array of information on various topics that are informative, educational, as well as fun easy reading.

ASK at Arc Jacksonville encourages everyone to take advantage of the resources that are available. If there is a specific topic that may not be available, please contact a resource representative so we can obtain that information for you. Our hours of operations are 9am-4pm Monday thru Friday, or contact us to schedule a personal appointment.

Here at the ASK program at Arc Jacksonville, our job is to help empower you with knowledge.

## Advocacy

- Advocacy: The Act of Pleading for or Supporting
- Answers to Frequently asked Questions: Fla. DOE
- Effective Advocacy
- For Parents of Florida's Students with Disabilities
- Free Appropriate Public Education
- From Emotions to Advocacy
- Practical Tips to Increase Media Coverage
- Questions Parents Ask About Schools
- The Scales of Justice Legal Advocacy in Florida
- Understanding Exceptional Student Education
- Negotiating the Special Education Maze
- PEER Resource Manual
- Planning Ahead

## Aging

- A Guide to Building Community Membership for Older Adults with Disabilities
- Aging, Rights, and Quality of Life
- Community Supports for Aging Adults
- Lessons in Grief & Death
- Moving on without Parents
- Women with Disabilities Aging Well

## Assessments

- Alternate Assessment
- Alternate Assessment in Science
- Alternate Assessment: Measuring Outcomes and Supports for Students
- Alternative Assessment Brief
- Assessing One and All
- CBVA in Florida
- Discover the Hidden Talents of Your Children
- Florida's Self-Assessment ESE 2000
- Principles and Recommendations for Early Childhood Assessment
- Q & A Assessment
- Self-Scoring Emotional Intelligence Tests

- Self-Scoring IQ Tests
- Self-Scoring IQ Tests for Children
- Self-Scoring Personality Tests
- Curriculum and Assessment for Students - Moderate and Severe
- A Guide to Test Instruments for Entry and Exit
- Consideration of What May Influence Student Outcomes on Alternate Assessments
- Issues in the Application of Functional Assessments
- Kentucky Alternative Assessment - Validation
- Study of Indicators
- Socially Valid Systematic Preference Assessments

## Assistive Technology

- ATEN Assistive Technology
- Access for All Students - Assistive Technologies
- Assistive Technology
- Assistive Technology & Work
- Assistive Technology Consideration
- Assistive Technology Resources
- Assistive Technology Technical Assistance Paper
- Auxiliary Aids & Services for Postsecondary Students with Disabilities
- Believe You Can
- Computer Tech/Clinical Psychology Services for People with MR
- Evaluated Software for Pre-Kindergarten - 12 Grade Curriculum
- Exploring Inspiration
- Funding of Assistive Technology to Make Work a Reality
- Hey! Can I Try That
- Homemade Battery Powered Toys & Educational
- Devices for Severely Handicapped Children
- Kids Online
- Kidspiration

- PVC - Assistive Technology Supports Training Materials
- Stages Sampler
- Technology Tools for Struggling Students
- The AT Continuum and Low, Mid and High Tech
- Schools for Students W/ Special Needs
- The Public School's Special Education System as an Assistive Technology
- The Role of Technology in Preparing Youth with Disabilities for Post-secondary Education
- Training Tutorial and Resource CD
- Transition Programs: Demonstration Disc
- Utilization of Computer Technology to Facilitate Money
- Management with MR Individuals

### Behavior

- 1-2-3 Magic: Book
- 1-2-3 Magic: VHS
- ADD and Other Handicapping Conditions
- ADD/ADHD: Behavior Change Resource Kit
- Addressing Student Problem Behavior
- Alcohol and Other Drug Abuse Prevention for People with Disabilities
- Antecedent Control: PBS
- Applied Behavior Analysis
- ARIES Project - Description and Evaluation
- Attention Deficit Disorder
- Attention Deficit Disorder and Hyperactivity: What is ADD? The Dx of ADD
- Be Cool: Coping with Anger
- Behavior Support Training Outcomes: Agency, Residential and Vocational
- BEHAVIOR: Collection of Info
- Behavioral Health / Specialty Care Network
- Behavioral Intervention: Principles, Models, and Practices
- Behavioral Interventions Creating a Safe Environment in our Schools
- Beyond Behavior Instructional and Curricular Recommendations I
- Beyond Behavior Instructional and Curricular Recommendations II
- Beyond Freedom & Dignity
- Challenging Behaviors in early childhood settings
- Concepts and Principals of Behavior Analysis
- Discipline - Resource List
- Don't Shoot the Dog! The New Art of Teaching & Training
- Educational Quality Assurance Standards for JJ Detention Centers
- Educational Quality Assurance Standards for Residential JJ Commitment
- Ethical & Professional Standards in Applied Behavior Analysis
- Emotional Disabilities Resource Manual Volume II-E
- Facilitator's Guide Positive Behavioral Support (1999)
- Families and Positive Behavior Support-Problem Behavior in Family Contexts
- FBA: Policy Development in Light of Emerging Research & Practice
- Functional Assessment & Program Development for Problem Behavior
- Group Counseling -YAI
- Helping Kids Handle Conflict
- Helping Your Hyperactive/ADD Child
- How to Cope with Anger and Teasing
- I Hate You-don't leave me... Understanding Borderline Personality Disorders
- Improve Social Behavior of Youth with Mild Intellectual disability
- Integrated Mental Health and Education Services
- It's Nobody's Fault
- Juvenile Justice Detention Centers: QA Standards 2001
- Loving the Active Child: 20 Behavior Strategies
- Managing the Defiant Child
- Maximizing Family Involvement in the PBS Process
- Measuring Adaptive Behavior Information for Parents
- Medication Fact Sheets: Behavior Med Reference Guide
- Mental Health Services for Your Child
- Mommy I Can't Sit Still! Coping with Hyperactive/Aggressive Behavior
- More 1-2-3 Magic
- Parent - Professional Partnerships/ Behavior PBS
- PBS for Adults with Severe Challenging Behaviors
- Positive Support to Enhance Behaviors of Children with MR/Challenging Behaviors
- Positive Behavior Support - Community
- Positive Behavioral Support
- Positive Discipline: A Pocketful of Ideas
- Preference-Based Teaching: Helping People w/DD
- Enjoy Learning...
- Preschool Social Skills
- Prevention Strategies That Work
- Psychotropic Medication - Severe Disabilities and Behavior
- Reducing Aggression in Children w/ Autism Toward Young Siblings
- Residential JJ Commitment Programs
- Ritalin is Not the Answer
- Ritalin is Not the Answer - Action Guide
- Safeguarding our Children: Action Guide
- Shift Happens: Making the Shift to Proactive Behavior Management
- Solving Behavior Problems in Autism

- STARS (St. Andrew Reinforcement System)
- Strategies for the Future
- Suspending Disbelief: Promote Effective Interventions...
- Teaching and Working with Children - Emotional and Behavior Challenges
- The ADD Hyperactivity Handbook for Schools
- The Navigator: A Guide for Families of Children ED or Mental Illness
- Unique Challenges, Hopeful Responses
- Which Came First: School wide Discipline or Culture...
- Why Johnny Doesn't Behave: 20 Tips and Measurable
- BIPs

### Communication

- Common Expressions #1
- Common Expressions #2
- Communication Skills in Children with Down Syndrome
- Concerns Regarding Application/Restrictive
- "Eligibility" for Individuals need Communication
- Day to Day Life Skills - Speaking
- Day to Day Life Skills - Writing
- Early Social-Communicative Skills - Autism
- Effectiveness of Peer Prompting Teaching Community
- Signs to DD Students
- Exemplary Practices for Beginning Communicators
- Functional Literacy System
- Functional Living Skills and Behavioral Rules
- Hyper Sign, Jr
- Language for Thinking: SRA
- Language I: Teaching Tool
- More Picture Words
- Nonverbal Narratives: Listening to People with Severe Intellectual Disabilities
- Occupation Cards
- Parts of Speech/Bingo
- Picture This - Professional Edition
- Picture This...3.0
- Picture Words
- Sight Word Vol. 1
- Sight Word Vol. 2
- Sight Words/Bingo
- Sign Language Sentence Builders
- Signing by Toddlers with & without Disabilities:
  - Inclusive Settings
- Signing with Sight Words
- Simple Hand Movement Responses/Optic Micro
  - Switches
- Social Communication Children with Autism
- Teaching Children Language - High-Probability
  - Requests
- Teamwork - A Game to Teach Cooperative Skills
- The Big Book of Team Building Games
- The Birthday Party

- The Pocket Dictionary of Signing
- Survival Signs and Words - The Functional Literacy System

### Developmental Disabilities

- A Workbook for Making Informed Choices
- Adult Agency Services
- Annual Report / Vocational Rehabilitation Works Blue Ribbon Task Report
- Choosing and Planning: Supports & Services for Individuals w/DD
- Choosing and Planning: Your Supports & Services
- Community Placement: Cognitive Challenges-Outcome Analysis
- Community Presence to Sense of Place
- Continuing to Describe the Natural Support Process
- Coordinating Care for Individuals with Developmental Disabilities
- Costs and Outcomes
- Developmental Services Waiver Services Handbook Dictionary of Developmental Disabilities Terminology
- Developmental Services Waiver Services
- Education Programs for Adults with Disabilities
- Meaningful Day Activities for Adults
- Program Options for Students w/ Disabilities
- Service & Support Agreement
- Social Security Administration Benefits
- Statewide Telephone Directory
- Supplementary Departmental Materials
- Supports Intensity Scale and Interview & Profile Form
- Terminology and Reference Guide to Developmental Disabilities
- The Benefits Navigator
- Working with a Support Coordinator
- Yellow Notebook

### Early Childhood

- A New Star - Family Guide to Navigating the EI Program
- Accessing Infants and Preschoolers w/Special Needs
- Babies with Down Syndrome
- Baby Bumblebee - Action Words Volume 1
- Baby Bumblebee - Action Words Volume 2
- Baby Bumblebee - Action Words Volume 3
- Baby Bumblebee - Classical Music
- Baby Bumblebee - My First Mozart
- Baby Bumblebee Vocabulary Builder 1
- Baby Bumblebee Vocabulary Builder 2
- Baby Bumblebee Vocabulary Builder 3
- Baby Bumblebee Vocabulary Builder 4
- Baby Bumblebee Vocabulary Builder 5
- Beginning the Journey Trainer Manual

- Body Skills: A Motor Development Curriculum for Children
- Book Review-Building Blocks for Teaching Preschoolers with Special Needs
- Born to Read: How to Nurture a Baby's Love of Learning
- Bumblebee Kids - Alphabet Phonics and Fun
- Bumblebee Kids - Crazy for Colors
- Bumblebee Kids - Opposites and More
- Bumblebee's 123's
- Early Intervention Outreach CD
- Early Intervention Services for Your Young Children with Special Needs
- Engaging with Toys in 2 year old Children with Autism
- First Steps for Parents of Children w Developmental Disabilities
- From Crib to Kindergarten
- Health Care: Infection Control, Med Administration, & Seizure Management
- Help: Hawaii Early Learning Profile: Activity Guide
- The Education & Care Giving Environment Grow to 5
- Motor Development: What You Need to Know
- Nutrition and Feeding Practices - Grow to 5
- On The Move: A Handbook for Exploring Creative Movement with Children
- Social Story Interventions for Young Children with Autism Spectrum Disorders
- Ten Things Every Child Needs
- The Early Intervention Dictionary
- The Education and Caring Environment: Planning an Effective Program
- The First Years Last Forever
- Training Preschool Staff /Promote Cooperative Partnerships Young Children w/Severe Disabilities
- Annotated Bibliography Educating Students-Gifted
- Annotated Bibliography Educating Students-Hearing Impairments
- Annotated Bibliography Educating Students-Learning Disabilities
- Annotated Bibliography Educating Students-Medically Complex
- Annotated Bibliography Educating Students-Mental Handicaps
- Annotated Bibliography Educating Students-Speech Language Impairments
- Annotated Bibliography Educating Students-Traumatic Brain Injury
- Annotated Bibliography of Inclusion of Students with Special Needs
- Annotated Bibliography Spanish Language Materials
- Annotated Bibliography Health Education Instruction Materials
- Annotated Bibliography Tobacco
- Avoiding Cruel Choices
- Balance Model
- Biennial Performance Report Bright Futures - Quality Conditions for Teaching and Learning
- Can Students w/ Intellectual disability Teach their Peers?
- Catalogue of Videotapes - Florida Dept of Ed Clearinghouse
- CEC Special Education Advocacy Handbook
- Challenge Grant for the Gifted
- Child Abuse Source Book: FL School Personnel: Prevention & Intervention Tool
- Closing the Achievement Gap
- Comprehensive Teaching in ERIN
- Co-Teacher Relationship - Applications for Professional Development
- Creating Schools for Florida's Future - ESE
- Developing Family Support Plans
- Differences Between H S Students - Peer Interaction Program
- Different Ways of Knowing
- DOE Exit Evaluation Data
- Dropout Prevention - Resource List
- Educating Children with Multiple Disabilities - Transdisciplinary
- Educating Students who have Visual Impairments with Other Disabilities
- Educating Students with Brain Injury: Re-entry Program
- Education 2000: Integrated Curriculum & Planning Guide
- Education and Training in Developmental Disabilities
- Enhancing Quality: Standards and Indicators of Quality Care
- ESE/FEFP Revised Funding Model
- Florida DOE Monitoring Work papers for Parents of Florida's Exceptional Students

## Education

- A Preliminary Survey of Professional & Student Opinion of Special Education/Russia
- Accountability System - Kentucky
- Addressing Over-Representation of African American Students in ESE
- Administrators' Management Meeting - Sourcebook
- Adult Education
- An Educators Manual: What Educators Need to Know About Students w/TBI
- An Introduction to Gifted Education
- Annotated Bibliography - Differentiated Instruction
- Annotated Bibliography Assistive Technology
- Annotated Bibliography Educating Students-Autism
- Annotated Bibliography Educating Students-Emotional Disabilities

- Getting Excited about Data
- Head Trauma: Strategies for Educational Reintegration
- Helping Your Child Learn Science
- Human Growth and Development Module 1 Paraprofessional Training
- IDEA Future Outlook
- IDEA Requirements for Preschoolers with Disabilities Challenging Behavior
- Infusing Real-Life Topics into Existing Curricula
- Innovations: Teaching Problem Solving to Students w/MR
- Learning About the Americans with Disabilities Act & Title II
- Learning Disabilities
- Let's Organize Today! Cognitive-Communication Activities: TBI
- Life Centered Career- Education Activity Book 1
- Literacy Learning Abilities of Children with DD
- Matrix of Services Handbook 2004
- McKay Scholarships for Students with Disabilities
- Multi-Media Instruction Teaching Grocery Word Associations & Store Location
- Noticing the Differences Between Secondary and Postsecondary Ed
- OSEP SAC Primer
- Our Earth: Activities, Experiments & Demonstrations
- Paraprofessional Delivery Models
- Paraprofessionals
- Partners for Student Success - National Summit Pass Model
- Performance Objectives for Elementary Students Special Diploma
- Postsecondary Education & Support Services-A Guide for Students with Disabilities
- Preparing Teachers of Students with Severe Disabilities
- Qualitative Research in Education: Intro to Theory and Methods
- Redefining Florida's Approach to Personnel Preparation
- Redefining Florida's Approach to Personnel Preparation - Action Plan
- Redefining Florida's Approach to Personnel Preparation - Data book
- Redefining Florida's Approach to Personnel Preparation - Faculty Team Approach
- Research and Practice for Persons with Severe Disabilities
- State Improvement Plan
- State Special Education Advisory Panels
- State Training Manuals
- Student Access-A Resource Guide for Educators
- Student Performance Standards
- Student Performance Standards - Tracking Form

- Student Performance Standards for Special Diploma
- Student Placement Settings 1995-96
- Student Progression Plan
- Students with Acquired Brain Injury: The School's Response
- Sunshine State Standards for Special Diploma
- Sunshine State Standards Grades 3-5
- Sunshine State Standards Grades 6-8
- Sunshine State Standards-What Parents Need to Know Technical Assistance Paper: Non-Paid: Community Based Vocational Education Programs
- The Clinical & Educational Systems: Differences & Similarities
- The Kids' College Almanac
- Traumatic Brain Injuries: Guidelines Paper (1991)
- What We Know About Educating Students with TBI
- Working Together for Children Guide for Parents and Teachers
- You Have to Learn Who Comes with the Disability/Students
- Learning Experience
- Use of the ESE Matrix of Services

#### **Education: Accommodations**

- Accommodations
- Accommodations - Assisting Students w/ Disabilities
- Accommodations and Modifications for Students w/DD
- Accommodations and Modifications in Vocational Education and Adult General Education
- Accommodations and Modifications: What Parents Need to Know
- Accommodations and Modifications: What Parents Need to Know-Training
- Testing Accommodations for Students with Disabilities

#### **Education: IEP**

- A Guide to the Individualized Education Program
- Advocating for Legally Correct & Educationally Useful IEPs
- An Analysis of Legal Hearings & Cases Related to IEPs for Children/Autism
- Developing IEPs for Students who have suffered Traumatic Head Injury
- Developing Quality IEPs
- Developing Quality Individual Educational Plans How to Write an IEP
- IEP: Present Levels of Educational Performance
- Policy and Procedure - IEP
- Quality IEP

- Say the Right Thing: A Guide for Responding to Parents' IEP Requests
- Writing Measurable IEP Goals and Objectives

#### **Education: Math**

- Algebra
- Algebra 2
- Basic Math Skills
- Building Basic Math Skills
- Classroom Clock Kit
- Clocks
- Concepts and Communication (3 Levels)
- Geometry
- Mathematics Pathways
- Operations and Computation (basic)
- Operations and Computations (advanced)
- Operations and Computations (intermediate)
- Pre-Algebra
- Process and Applications (advanced)
- Process and Applications (basic)
- Process and Applications (intermediate)
- Addition & Subtraction
- Addition in the Amazon
- Basic Math
- Consumer Math
- Division Down Under
- Hands-On Math Facts Division Kit
- Learning to Budget
- Life Skills Math
- Life Skills Math
- Life Skills: Basic Math
- Life Skills: Consumer Math
- Life Skills; Practical Math
- Math for the World of Work
- Math for the World of Work: Teacher's Edition
- Multiplication
- Multiplication Monsters of the Deep
- Multiplication Set - 4 pieces
- Practical Math
- Simple Ways to Make Teaching Math More Fun
- Subtraction Super Safari
- Teaching Math to People with Down Syndrome
- Using Fractions
- Using Money

#### **Education: Programs**

- A Guide to Becoming an Action Researcher 2004
- Becoming an Action Researcher: Improve
- Learning in your Classroom
- Classroom Management
- Collaborative Language and Speech Services
- Compliance Manual Work Papers and Source Book for ESE Programs
- Criteria for Educationally Relevant Therapy
- ESE Course Descriptions 6-12
- ESE Course Descriptions 6-8
- ESE Matrix of Services
- Evaluating Guidance Programs

- Faculty Innovation Institute Action Plan
- Faculty Innovation Institute Data Book
- Faculty Innovation Institute Faculty Team Application
- Faculty Innovation Institute Program
- Florida Catalogue of Unique Skills
- Florida Course Descriptions 6-8
- Focused Monitoring Work Papers and Source Book for ESE Programs
- Hospital Homebound - Resource Manual
- Improving Student Learning Through Classroom Action Research
- Instructional Materials for ESE - A Sampler
- Managing Your School Counseling Program
- Music and Drama for Language Programs
- Occupational and Physical Therapy Evaluations of Functional Skills
- Orientation and Mobility Resources: Training Manual
- Orientation and Mobility: Guidelines
- Pupil Progression Plan - Development by the School District
- Program Membership 1996-97
- Programs for Exceptional Students Annual Report 1995-96
- Quality Standards for Academic Intervention
- Programs Teamwork: A Shared Commitment
- Survey of Handicapping Conditions
- Teenage Parent Programs in Florida School Districts
- Unified Teacher Preparation Programs
- Vermont Interdependent Services Team Approach - Ed Support Services
- Visually Impaired - Program Evaluation

#### **Education: Reading**

- A Child Becomes a Reader
- A Survey of Fiction
- Alphabet - Basic Skills Puzzle
- American Literature
- Arthur's Birthday
- Assessment and Instruction in Phonological Awareness
- Basic English
- Basic English Composition
- Basic English Grammar
- Basic Reading Book
- Basic Skills - Shapes
- Basic Skills Puzzle - Alphabet
- Building Basic English Skills
- Building Vocabulary Skills
- Complete Reading Disabilities Handbook
- Day to Day Life Skills - Reading
- Descriptive Reading I
- Descriptive Reading II
- DIBELS Quick Reference Flip Chart 2004
- Dictionary of Basic English
- Dr. Seuss's ABC
- Earobics 1 for Adolescents and Adults

- Earobics Home Step 1
- Earobics Home Step 2
- English Day by Day
- English for the World of Work
- English to Use
- Everyday Writing
- Exploring Literature
- Exploring Literature (Teacher Edition)
- Filling Out Forms
- Five Minutes to Better Reading Skills
- George Shrinks
- Helping Your Child Become a Reader
- Hercules
- High Interest Reading - Amazing Records
- High Interest Reading - Cool Jobs
- High Interest Reading - Fascinating Creatures
- High Interest Reading - Great Inventions
- High Interest Reading - Hot Sports
- High Interest Reading - Silly Laws
- Homonyms/Bingo
- How to Read for Everyday Living
- How to Write for Everyday Living
- How Well Does Your Child Read
- Just Grandma & Me
- Language Arts 3 Course No. 1001070 for PASS Student's & Teacher's Guide
- Language Arts 3 Course No. 1001070 for PASS Student's Guide
- Let's Spell
- Life Skills English
- Preventing Reading Difficulties in Young Children
- Professor Tinker Meister & the Wacky, WhizBang Weather Watching Wonder
- Punctuation, Capitalization and Spelling
- Punctuation/Bingo
- Put Reading First
- Reading & Writing Non-Fiction
- Reading for Better Comprehension
- Reading Mastery (Series)
- Reading Right from the Start
- Reading Tips for Parents
- Research Skills How to Find It!
- Seeing Stars - An Integrated Reading and Spelling Program
- Strategic Instruction Model in support of Secondary Literacy
- Sunrise Skill Builders - You are Your Child's First Teacher
- Synonyms/Bingo
- Teaching Reading to Children with Down Syndrome
- Teaching Students with Moderate Disabilities to Read
- That The Blind May Read
- The "Write" Way to Spell: Volume I
- The "Write" Way to Spell: Volume II
- The Adventures of Rabbit, Possum & Squirrel in the 30/30 Rule

- The Cat in the Hat
- The Lindamood - Phoneme Sequencing Program...
- The Tortoise and the Hare
- The Voice of Evidence in Reading Research
- TUTORETTE: Fun with Phonics-III
- TUTORETTE: Tricky Words: How to Spell Them
- TUTORETTE: Tricky Words: Reading Signs
- Using Parts of Speech
- Vocabulary Connections
- What Every Teacher of Juvenile Offenders Should
- Know about Reading Instruction
- What Every Teacher Should Know about
- Phonological Awareness
- World Literature
- Writing Letters
- Writing Power
- Writing Sentences and Paragraphs

#### **Education: Inclusion**

- Inclusion: Recent Research
- Inclusive Classrooms - Middle School Students
- Inclusive Communication Guide - University of Central Florida
- Inclusive Education
- Inclusive Education: Practical Implementation of LRE
- Inclusive Elementary Schools: Recipes for Success
- Inclusive Middle Schools
- Including Students with Severe and Multiple Disabilities
- Instructional Strategies & Educational Outcomes-Students with DD in Inclusive Classrooms
- Lesson Plans - Inclusion
- Meeting the needs of Students with Severe Disabilities: Issues & Practice
- Member or Tolerated? - Parent's Experiences in Early Childhood Inclusion
- Modifying Activities - Functional Outcomes
- Modifying Schoolwork
- Multiple Intelligences
- Multiple Intelligences - Resource List
- Opening Doors - Connecting Students to Curriculum, Classmates
- Partnerships in Inclusive Education Settings
- Placement Continuum and Social Relationships
- Planning for Academic Diversity in America's Classrooms
- Pre-Kindergarten Programs for Children with Disabilities
- Promising Futures A Call to Improve Learning for Maine's Secondary Stud



- Promising Futures: Improving Learning and Outcomes for All Students
- Restructuring High School for all Students
- Restructuring Special Education Certification: What Should be Done?
- Selecting Media for the Diverse Classroom
- Self-Efficacy Beliefs and Educating Students with Severe Disabilities
- Self-Prompted Communication Book Use - High School
- Severe Disabilities - Family, School, Community Inclusion
- Special Education & Severe Disabilities in Costa Rica/Developing Inclusion
- State of Florida Balance of Trainers 2004
- State of Florida Phonological Awareness
- Staying Focused on the Children
- Staying Together
- Strategic Instruction Model (SIM) Professional Developer Directory 2004
- Strategies for Full Inclusion
- Student Record
- Teacher Preparation for Inclusive Classrooms -New Mexico
- Teachers' Guides to Inclusive Practices:
- Teacher's Opinions - Community-Based Instruction and Inclusion
- Teachers' Perspectives - High School Inclusion
- Teaching Gifted Kids in the Regular Classroom
- Teaching Students with Intellectual disability : Access to General Curriculum
- The Importance of Belonging
- The Inclusion Papers Strategies to Make Inclusion Work
- The Special Education Sourcebook
- The Teachers Resource Guide
- Understanding Inclusion and the ADA
- Visual Arts for Students with Disabilities: Accommodations and Modifications
- Winners All: A Call for Inclusive Schools
- Winning Ways
- You're Going to Love This Kid!
- Barriers to Successful Transition for Young SSI Adults & Families
- Beyond High School: Transition from School to Work
- Collaborative Study - Transition Services: Utilization & Post School Outcomes
- Community - Based Instruction Guide
- Community - Referenced Curriculum
- Community-Based Instruction
- Creating Your Future - A Career & Educational Planning Guide
- Developing Transition Plans
- Diploma Decisions for Students with Disabilities
- Diploma Options - What Parents Need to Know - Training
- Dream Catchers: Developing Career & Educational Awareness...
- Duval County ESE Transitional Services Directory
- ESE Transition Learning Strategies
- Exit Plans for Students W/Disabilities Attending Special
- Ed Programs-Private Sector
- Extended School Year Services: A Review of Eligibility Criteria
- Family Involvement in Transition Planning and Implementation
- Final Report -FL Blueprint for School to Community Transition
- Finding a Future for Functional Skills
- Florida Blueprint for School to Community Transition - Final Report
- Florida Commission on Community Service
- Florida Resources Partners in Transition
- Florida's Use of GED Exit Option with At-Risk Students
- Guide to Improving Interagency Collaboration -Transition
- Guidebook to Build Better Transition Systems
- Issues Influencing the Future of Transition Programs & Services in the US
- Key Transition Issues for Youth with Disabilities & Chronic Health Problems
- Let's Try Another Way - Implementing Special Diploma Option 2
- Life After High School
- My Future My Plan
- My Future My Plan - Parent, Family Member, & Teacher Guide
- NCSET Publications-CD Library
- Partners in Transition /Resource/Partners
- Predictors of Post-high School Employment Among Young Adults
- Preparing Teachers for Transition of Disabled Students thru CBI
- Promising Practices in the State of Florida for Dropout Prevention

#### **Education: Training**

- Developing Quality Transition IEPs
- A Practitioner's Guide to Involving Families in Secondary Transition
- A Transition Guidebook for Juvenile Justice Programs
- Adult Agencies: Link for Adolescents in Transition
- Aligning Transition and Standards- Based Education: Issues and Strategies
- Assessment for Transitions Planning
- Assessment in the Transition Planning Process

- Promising Transition Practices in Florida
- Review & Discussion of a Model for Seamless Transition to Adulthood
- Self-Determination Strategies for Adolescents in Transition
- Self-Determination: The Engine that Powers Transition
- Special Diploma - Performance Objectives for Elementary Students
- Student-Focused Conferencing and Planning
- Students with Disabilities in School-to-Work Tech Prep Initiatives
- Students with Disabilities Preparing for Postsecondary Education
- The Career Connection for College Education
- The Career Connection for Technical Education
- The Florida School-to-Work Handbook
- The GED Exit Option Model
- The Relationship Between Dropout Prevention & Transition...
- The Transition Curriculum - Volume 1 Personal Management
- The Transition Curriculum - Volume 2 Career Management
- The Transition Curriculum - Volume 3 Life Management
- The Transition Handbook
- The Transitions Curriculum
- Tiles: Workshops & Tip Sheets
- Trans Services in Taiwan-Comparison between Special Needs & Services Received
- Transitions to High School: Student Work Guide
- Transition - The Passage from Youth to Adulthood
- Transition Between School & Hospital for Students with Multiple Disabilities
- Transition from School to Adult Living - Draft - for Parents
- Transition from School to Young Adulthood
- Transition from School/Basic Concepts and Practices
- Transition IEP - Duval County
- Transition Issues Related to Students with Visual Disabilities
- Transition Manual: 15 Workshops
- Transition Planning for Infants, Young Children, and their Families
- Transition Planning Materials-TASK Force Meeting
- Transition Requirements
- Transition Resources
- Transition Resources: A Guide for Everyone
- Transition Services - South Africa
- Transition Services Requirements for Agency Personnel
- Transition to Employment

- Transition to Independence District IV Directory of Services
- Transition to Postsecondary Education/Strategies for Students
- Transition: The IDEA Way
- Transitions to High School: My Transition Booklet
- Transitions to Postsecondary Learning: Self-Advocacy Handbook
- Transitions to Postsecondary Learning: Student Work Guide
- Understanding & Promoting Transition of Minority Adolescents
- Using Community Transition Teams to Improve Transition Services
- Working with Students with Disabilities in Voc-Tech Settings
- Youth with Disabilities: Strategies for Interagency Transition Programs

#### **Employment**

- A Way to Work: Instructor's Guide (CBVT)
- All Aboard! Ticket to Work
- An Annotated Bibliography of Natural Supports in Supported Employment
- Annotated Bibliography of Natural Supports in Supported Employment
- Basic Employment Skills Guide - Adult Client Edition
- Basic Employment Skills Guide - Work Trainer Edition
- Behavior - Community Employment
- Career Assessment for Adolescents with Mild Disabilities
- Career Development for Exceptional Individuals
- Careers in the Arts for People w/ Disabilities - Putting Creativity to Work
- Celebrate Employment
- Choosing Employment Goals
- Community Based Job Training and Inclusion as Indicators of Job Competencies
- Creating Communities of Economic Cooperation
- EEOC Federal Laws Prohibiting Job Discrimination
- Eight Easy Ways to Lose a Job
- Emerging Workforce Study-2003
- Employer Resource Guide
- Encyclopedia of Careers & Vocational Guidance
- Getting Employed, Staying Employed
- Golden Rules for the Workplace
- Helping Persons with Severe MR Get & Keep Employment
- Hoist Your Own Sails Self-Directed Employment for People with Disabilities
- Innovations: Natural Supports
- It's All Part of the Job

- Job Search: Handbook for People with Disabilities
- Life Skills for Basic Interviewing Skills Mastery Workbook
- Life Skills for Basic Job Applications Mastery Workbook Vol. 1
- Life Skills for Basic Job Applications Mastery Workbook Vol. 2
- Life Skills for Basic Workplace Communication Skills Mastery Workbook
- Making Self Employment Work
- Mentoring versus Job Coach - Supported Employment
- New Directions in Supported Employment
- Off to Work: A Vocational Curriculum for People W/Developmental Disabilities
- Overcoming the Odds: Vocational Success Stories
- Putting Creativity to Work: Careers in the Arts for People w/ Developmental Disabilities
- Reducing Individualized Job Coach Assistance /Multiple Disabilities
- Self-Operated Auditory Prompting - Employment
- Sheltered Workshop Changeover
- Social Security Work Incentives: Employment Opportunities for Individuals w/ Disabilities
- Supported Competitive Employment
- Supported Employment and Natural Supports-A Florida Training Curriculum
- Supported Employment: Providing Integrated Employment Opportunities
- Survey of the Employment Needs and Goals of Individuals with Developmental Disabilities
- Systematic Instruction: A Guide for Personnel CBI and Supported Employment
- Ten Golden Rules for the Workplace
- Test-Retest Reliability & Criterion Validity of Video/CD Rom for Selecting Jobs
- The Perfect Resume
- The Road to Work
- Working: Attitudes & Habits for Getting & Holding a Job
- Yes, That's The Job I Want!

#### Health

- A Guide to Managed Care: People with Spinal Cord Injury or Disease
- A Summary on Access to Oral Health Care for Florida's DD Citizens
- Access to Oral Health Care for Florida's Citizens with DD
- Coping with Disability Related Stress
- Discover Health
- Fetal Alcohol Syndrome - A Guide for Families and Communities
- Fetal Alcohol Syndrome - Florida Resource Guide

- FL Medicaid: Specialty Provider List 2005
- FL Medipass Provider List 2005
- Florida Medicaid - Summary of Services
- Florida Medicaid 2005 Resource Library
- Florida Medicaid Summary of Services 2004
- Florida School Health and Education Consortium Resource Guide 2000
- Gluten Free Food for Kids
- Grow to 5: Nutrition for Children with Special Needs
- Healthy & Ready to Work
- Hearing Journal
- Infants at Risk: An Update for HC Professionals & Parents
- Infections in Children
- Inside the Cell
- Is This Your Child's World? Is Your Child Allergic to Schools?
- Life Skills Health
- Life Skills for Basic Health Habits Skills Workbook
- Paralyzed American Vets-Managed Care for Spinal Cord Injury & disease
- Rehabilitation of the Severely Brain-Injured Adult
- Solving the Managed Care Word Puzzle
- Speaking of Women's Health
- The Down Syndrome Nutrition Handbook
- Effect of a Dietary Intervention on Autistic Behavior
- Envisioning My Future
- Evaluating Managed Care Plans for Children w/ Special Health Needs
- Florida School Health and Education Consortium Resource Guide 2003

#### History

- Children with Handicaps: A Medical Primer
- Educating Exceptional Children
- Helping Exceptional Students in the Regular Classroom
- Mainstreaming: Learners and Their Environment
- Minnesota Governor's Council on Developmental Disabilities
- Parents and Children in Autism
- School Age Children with Special Needs
- Strategies for Teaching Retarded & Special Needs Learners
- The Special Child (1988)
- The State of the States in Developmental Disabilities
- Understanding Exceptional Children & Youth

#### Housing

- A Place Where I Belong - Choosing Where to Live
- Advocates Guide to Housing & Community Development Policy

- Community Living - A Housing Support Approach
- Cooperative Living Training Program
- Fair Housing - It's Your Right
- Fair Housing for People with Disabilities
- Florida's Housing Crisis
- Home of Your Own - Cooperative Living Training Program
- It's My Home
- Know your Fair Housing Rights
- Priced Out in 2002: Housing Crisis Worsens for People with Disabilities
- Public Housing Authorities: Serving Persons with Disabilities
- State of Florida: Guidelines for Supportive Housing for Persons w/ Mental Illness
- There's No Place Like Home - Affordable Housing In FL
- What "Fair Housing" Means for People with Disabilities
- Living in the State of Stuck - Technology

#### **Laws, Regulations, Statutes and Rules**

- A Guide to Consent
- A Guide to Disability Rights Law
- A Guide to Writing Letters to Public Officials
- ADA and Schools
- ADA Technical Assistance
- Agency Order Summaries Jan-June 1996
- Agency Order Summaries Jan-June 1997
- Agency Order Summaries Jan-June 1998
- Agency Order Summaries July-Dec 1996
- Agency Order Summaries July-Dec 1997
- Americans with Disability Act
- Back to School on Civil Rights
- Beyond Mediation: Strategies for Appropriate Early Dispute
- Burton Blatt: In Search of the Promised Land
- Determining Competency in Guardianship Proceedings
- DREDF IDEA Reauthorization Briefings
- Duval County S P & P
- Educational Rights of Children with Disabilities
- Family Educational Rights and Privacy Act
- Federal Laws Prohibiting Job Discrimination
- Federal Register - Part V (DOE)
- Federal Transportation Authority OCR Complaint Form
- FL Legislature-Office of Program Policy Analysis & Gov't Accountability 3/96
- Florida Legal Secretary
- Florida Legal Secretary Volume I
- Florida Legal Secretary Volume II
- Florida State Board Rules - FSDB
- Florida State Statutes
- Florida's Annual Performance Report Part B IDEA 3-31-04
- Guide to Disability Rights Laws

- IDEA
- IDEA Federal Regulations
- Implementing the Mediation Requirements of IDEA '97
- Improving the Implementation of IDEA: Making Schools Work ...
- JJ Cooperative Agreements and Education Service Contracts
- Judicial Oversight of the Nation's Largest Guardianship System
- Legal Rights - A Family Guide
- Legal Rights of the Catastrophically ILL and Injured
- Make Them Go Away - The Case against Disability Rights
- Meeting the needs of Students Section 504 - DOE
- Mental & Physical Disability Law Reporter
- No Child Left Behind
- Pro Bono Directory
- Proposed State Board of Ed Rules - E.S.E.
- Resolution in SE
- Summaries of Due Process Hearings Jan-July 1997
- Summaries of Due Process Hearings July-Dec. 1998
- The Americans with Disabilities Act
- The Role of Attorneys in Special Education Mediation
- The Special Education Due Process Handbook
- Vocational Rehab Federal Regulations
- Volume I-E State Board of Education Rules - FSDB
- Wrights Law: Special Education Law
- Relinquishing Custody
- Relinquishing Custody Litigation Strategies
- Rights and Responsibilities
- Section 504 and IDEA - Civics Workshop
- Section 504: The ADA and the Schools - I, II
- Special Ed Case Law Updates on Audio
- Special Needs Trust Administration Manual - A Guide for Trustees
- Steps to Enhance Guardianship Monitoring

#### **Life Skills**

- Basic Coins
- Choosing and Preparing Foods Cookbook
- Everyday Life Skills
- Group Work Activities
- Home Cooking -Toward Independence in Cooking
- Keeping House: Independence in Housekeeping
- Life Skills Activities
- Life Skills: Learning to Budget
- Life Skills: Using Money
- Life Skills for Basic Good Grooming Skills Workbook

- Look N Cook Microwave - Lesson Plans and Recipes
- Looking Good: Independence in Grooming
- Personal Care Series - Grooming
- Personal Care Series - Nutrition
- Personal Success: Guide to Personal Needs
- Select-A-Meal - Toward Independence in Dining
- Shopping Smart - Toward Independence in Shopping
- Strategies for Seniors with Special Needs: Community Excursions
- There's a Rainbow on My Plate

#### Parent Information/Support

- Another Season
- A Credo for Support
- A Helping H.A.N.D. (Acronyms)
- A Parent's Guide to Down Syndrome
- A Parent's Guide to Youth Culture
- A Special Gift
- ADA Working Group: Disability Info
- Autism
- Autism Spectrum Disorders
- Autism through the Lifespan
- Children with Cerebral Palsy
- Children with Fragile X Syndrome
- Children with Spina Bifida
- Children with Traumatic Brain Injury
- Choices in Deafness
- Clinical Practice Guidelines
- Cultivating Competence
- Disability
- Disability Awareness
- Disability Etiquette
- Discover Your Child's Learning Style
- Disorders of Learning in Childhood (1990)
- Down Syndrome: A Promising Future, Together
- Down Syndrome: The First 18 Months
- Educating Students with Brain Injury
- Examining Parents' Involvement in & Perceptions of SE Services
- Families and Intellectual disability
- Families and Schools: Resolving Disputes through Meditation
- Families Speak Out
- Family Functioning: Understanding Families and Helping them Cope
- Family Resource CD/Family Cafe'
- FDLRS: Wonderful Websites for Parents of ESE Students!
- Florida Family Support-Families Make It Happen
- Grassroots Forum for People w/Disabilities
- Gray Pancakes and Gold Horses
- Head Injury: A Family Matter
- Healthcare for Children on the Autism Spectrum

- Help Me to Help My Child
- Helping Children Make Healthy Choices
- Hints from Hansum
- Hispanic Youth/Young Adults with Disabilities: Parents Vision for the Future
- How Difficult Can This Be?
- How to Really Love Your Teenager
- Humor Me
- If Blindness Comes
- Interventions for Young Children with Autism
- Like Cats and Dogs
- National Parent Centers PTI, CPRC
- One Miracle at a Time
- Parent Centers: Helping Families of Children with Disabilities
- Parent Information and Support Group
- Parent Primer - Intro to ESE
- Parentally - Placed Students with Disabilities
- Parenting Teenagers
- Parenting to Build Character in Your Teen
- Parents' Facilitation of Friendships
- Parents' Perceptions - Siblings Interactions - Deaf-Blind
- Parents Speak Out-Facial Plastic Surgery for Children with DS
- Possibilities: A Financial Resource Book for Parents of Children w/ Disabilities
- Productive Parenting Skills
- Reaching all Families Creating Family Friendly Schools
- Reciprocal Family-Professional Relationships
- Secrets for Parenting a School-Age Child
- Sexuality: Your Sons and Daughters with Intellectual Disabilities
- Siblings of Children with Autism
- Skills for Families Skills for Life
- Sleep Better! A Guide to Improving Sleep for Children with Special Needs
- Special Children, Special Care
- Special Kids Problem Solver
- Spiritual Dimensions of Bar/Bat Mitzvah for Jewish Children with DD
- SSI Help for Children with Disabilities
- The ABC's of Autism
- The Art of Talking with Your Teenager
- The Autism Encyclopedia
- The ESE Connector - 2003
- The Family Café - Questions and Answer Book
- The Learning Disabled Child" Ways That Parents Can Help
- The Parent to Parent
- The Special Child Sourcebook
- The Survival Guide for Parents of Gifted Kids
- The Young Deaf or Hard of Hearing Child
- To Learn With Love

- Unforgotten
- Why Didn't I Think of That - Practical Pointers
- from Families
- Why....Parent Centers
- Youth Culture Building Bridges between Generations
- NEFEC Parent Information and Support Group
- Brochure
- Activity Schedules for Children with Autism
- Adolescent Students with Asperger's Syndrome
- Adolescents with Asperger Syndrome and Perceptions of Friendship
- Keeping Your Kids Drug Free

#### **Parental Involvement**

- A Guest in my Home
- A Guide to Outreach to Rural Minority Families Impact of Parent/Family Involvement on Student Outcomes
- Outreach to Rural Minority Families
- Rural Civic Leadership & Disability
- Rural Disability Information
- The Nuts and Bolts of Family Involvement
- Working with Families - What Professionals Need to Know: Workplace 2000

#### **Parents With a Disability**

- Family Works: Parenting Wisely Demo
- Help: When the Parent is Handicapped
- Help: When the Parent is Handicapped
- Supporting Families-When Parents Have Intellectual Disabilities

#### **Personal Stories**

- A Guide for the Special Needs Child
- A Hero in Every Heart
- A Real Nice But: Articles That Inspire, Inform and Infuriate
- Broken Cord
- Circle of Friends
- Count Us In
- Graduating Peter
- How Smudge Came
- Learning Outside the Lines
- My Friend Isabelle
- One of the Family
- Rain Man
- Reflections from a Different Journey
- Retarded Isn't Stupid, Mom
- Riding the Bus with My Sister
- Searching in the Dark
- Special Siblings
- Success Stories 2004: Consumer Perspectives
- The Blue Rose
- The Child Who Never Grew
- The Spirit Beside Me
- The Unlikely Celebrity

- Wake Up, Rhonda
- What's Wrong With Timmy?

#### **Recreation/Leisure**

- Accessibility Guidelines for Outdoor Play Areas
- An Exploratory Study - Physical Activity in Individuals with MR
- Cardiovascular Fitness of Young Children with & without MR
- Ease into Fitness
- Personal Care Series - Exercise
- Snoezelen
- Strategies for Seniors with Special Needs: Recreation

#### **Reports/Studies**

- Comparison of Outcomes of People who left Institutions or Stayed
- Executive Summary Report - Speech Language Services 2001
- FDLRS Survey Results - CTI
- Infants and Moral Significance of Intellectual Disabilities
- Information Brief of Florida's K -12 Gifted Program
- Inside Out Neighborhood Redevelopment & Revitalization
- Literacy Before and After Inclusion: A Case Study
- OPPAGA Report - VR 2002
- OSEP Florida State Monitoring Report 2001
- Personnel Data Planning Book - CSPD 2000-2001
- Personnel Data Planning Book - CSPD 2002-2003
- The Demographics of Special Education
- The Study of Selected ESE Programs

#### **Resource Directories**

- City of Jacksonville Your City Guide
- Clay County Directory of Services
- Comprehensive Guide to First Coast Web Sites
- Contact List: Providers of Services for Students with Disabilities
- DDPO Statewide Telephone Directory
- Directory of Grants for Organizations Serving People with Disabilities
- Directory of Selected Service Providers Funded by the U.S. DOE
- Directory of Services for People with Disabilities
- Duval County Public Schools
- ESE Resources
- Exceptional Parent
- Family Care Council Directory (Aug 2000)

- Family Resource Directory
- Florida Clearinghouse Information Center Annotated Catalog
- Florida Family Almanac N E Florida
- Florida Spinal Cord Injury Resource Directory
- Handicapped Funding Directory
- Infants, Children & Youth w/Disabilities
- Jacksonville & Northeast Florida Healthcare Guide
- Jacksonville Kid's Directory
- Literacy Directory 2005
- NEFEC ESE Resource Directory
- Special Places for Special Kids
- Welcome to the World: FSAPAC Listings
- Literacy Directory 2005
- Student Support Services Directory

### Self-Advocacy/Future Planning

- A Family Handbook on Future Planning
- A Method to Measure Adoption of PCP
- Accomplishments & Challenges for the 21st Century - FDDC
- Accomplishments & Challenges for the 90's - FDDC
- All My Life's a Circle: Using Circle, MAPS & PATH
- Articles on Person-Centered Planning
- Centers for Independent Living for Individuals w/Severe Disabilities
- Consent Handbook for Self-Advocates & Support Staff
- Dare to Dream - Juvenile Justice
- Dare to Dream for Adults
- Dare to Dream-Revised 1999
- East Meets West: Analysis of Personal Planning Asian American Context
- HAT CARDS
- I Want My Dream Cards
- It's Never Too Early It's Never Too Late
- Making Plans-Financial Guide
- My Voice, My Choice
- Open-Doors: Person Centered Planning
- Participant-Driven Supports
- Participating in Person-Centered Planning
- Path: A Workbook for Planning Positive Possible Futures
- Person - Centered Planning Research, Practice, and Future Directions
- Person-Centered Planning
- Practical Strategies for Helping Your Son or Daughter... ..Learn Self-Determination Skills
- Read My Lips It's My Choice
- Self Determination for Youth with Disabilities
- Self- Determination -Understanding Principles for Disabled Person to control their lives
- Simply Careers
- Standing Up for Me - High School
- Standing Up for Me - Middle School

- Standing Up for Me - Primary
- Student Participation in Person - Centered Planning
- Teaching Self-Determination to Students With Disabilities
- Understanding the Core Principles Needed to Control Their Own Lives
- Using Medicaid to Fund Trainings for Self-Advocates
- Volunteering for Self-Advocacy
- We the People
- What Are We Learning About Circles of Support
- When I Grow Up I am Going to Work
- Workbook for Making Informed Choices/Choosing & Planning
- Working Together for Change

### Self Help

- Getting To Yes
- Getting Past No
- Negotiate This
- Negotiating For Dummies
- Our Mediation Notebook: (Conflict, Negotiation, Mediation)
- The Alphabets of Life: A Guide to Simply Living
- Who Moved my Cheese?

### Sexuality

- Abuse and Neglect -Dialog Deck
- Changes in You
- Circles II - Stop Abuse
- Learn About Life
- Life Horizons Part I: The Aspects of Being Male & Female
- Life Horizons Part II: Moral, Social & Legal Aspects of Sexuality
- No Go Tell with Dolls
- Please Tell!
- Recovering from Rape
- Sexual Education: Building a Foundation of Healthy Attitudes
- Sexuality - Your Sons and Daughters with Intellectual Disabilities
- Sexuality - Your Sons and Daughters with Intellectual Disabilities
- Sexuality Education for Persons with Severe Developmental Disabilities
- Sexuality Issues for Youth with Disabilities & Chronic Health Problems
- Socialization & Sex Education Curriculum Model: Life Horizons Series
- Talking About Sexual Assault
- The GYN Exam
- We Can Stop Abuse

### Social Skills

- Being a Friend
- Being With People - with Friends, with a Date
- Being With People - with Housemates, with Authority Figures
- Community Success: Guide to Community Access
- Enabling Romance
- Ethnically Diverse Groups
- Getting There
- Helping Your Child Become a Responsible Citizen
- How to Make a Good Decision at Home Vol 1
- How to Make a Good Decision in the Community Vol 2
- How to Make a Good Decision in the Workplace or Day Program Vol 3
- Increasing Integrated Workplace Social Interactions
- Members of the Community
- Mind Your Manners
- Money Smart 1- Shopping Savvy & Penny Saved, Penny Earned, Spending
- Money Smart 2 - Making a Budget & Avoiding Common Scams
- My School Day
- Peer Culture in Inclusive Preschool Programs
- Peer Interactions and Sociometric Status of High School Students
- People Smart 1 - Basic Friendship Skills
- People Smart 2 - Trust and Gullibility
- Promoting Social Success
- Reducing Structural Barriers to Improve Social Life
- Safety Smart 1 - At Home, On the Job, On the Street
- Safety Smart 2 - Emergency Help and Community Resources
- Skill Streaming the Adolescent
- Social Skills at School
- Starting a Special Relationship
- Stepping Out: Toward Independence in the Community
- Steps to Independence
- Straight Talk for Girls
- Teaching Occupations Social Skills
- The Birthday Party - Language Expansion Workbook/CD
- Considerations for Mediating with People who are Culturally
- Deaf
- Coping: Helping People w/DD better Cope w/Daily Problems
- Counseling Skills - YAI
- Creating Excellence
- Dealing with Difficult Participants
- Dealing with People You Can't Stand
- Disability Awareness
- Eat That Frog! 21 Great Ways to Stop Procrastinating
- Effective Teaching Techniques
- Enhancing the Lives of Adults with Disabilities - Trainer's Guide
- Flying by the Seat of your Pants
- Forget for Success
- Functional Program Development: Pervasive Curriculum
- Getting Ready to Help
- Gung Ho
- Hey Guido! Now You're Cookin' Making Ordinary Service Extraordinary
- Honoring Choices - Basic Choice-Making
- Interviewing Skills for Managers: MR/DD Field
- Introduction to Service Coordination
- Leadership Plus
- Leading your Positively Outrageous Service Team
- Maximizing Use of the Community
- Methods & Strategies: A Staff Training Manual
- New Work Habits for a Radically Changing World
- Not Just Behavior Modification: Working w/People who have Profound MR
- Overcoming Obstacles to Learning
- Planes, Trains & Automobiles
- Professional vs Unprofessional Behavior in the Workplace
- Rethinking the Corporation - The Architecture of Change
- Running Effective Case Conferences - YAI
- Ten Performance Standards for Staff
- The 7 Habits of Highly Effective People
- The 8th Habit from Effectiveness to Greatness
- The Affirmative Enterprise
- The Big Book of Business Games
- The Circle of Innovation
- The Encyclopedia of Team Building Activities
- The Peter Principle - Why Things Always Go Wrong
- The Role of the QMRP
- The Tom Peters Seminar
- Thriving on Chaos

#### **Staff Training**

- 1001 Ways to Reward Employees
- 50 Activities for Diversity Training
- Active Training
- AMA Complete Guide to Small Business Marketing
- Challenges of Working with Staff
- Client Rights are Human Rights
- Community Service Training Program



- Understanding Developmental Disabilities - YAI
- What America Does Right

#### Studies/Reports

- A Strategy for Strengthening Families: Using Family Criteria in Policymaking
- Alabama Reading Panel-Report on Review of Research
- Creating a Community Agenda - December 2001
- Dropout Prevention and Transition for Students with Mild Disabilities
- Dropout Prevention Programs Data Base Handbook
- JCCI Children with Special Needs Study: Fall 1997
- Implementation Report
- President's Commission on Excellence in Special Education's Report
- Report to the Presiding Officers of Legislature
- Results of the Use of the Cooperative Consultation Model
- Results of the Use of the Strategies Intervention Model
- Review of Florida's K - 12 Gifted Program Part II
- Speech and Language Services
- State Advisory Committee ESE Report 1999-2000
- State Advisory Committee ESE Report 2000 - 2001
- Statistical Brief Membership in Programs for ESE Fall 2000
- Students Exiting School
- Students Exiting School 1996-97
- Students Exiting School 1997-98
- Students Identified as Speech/ Language Impaired State Summary
- Supplemental Academic Instruction Categorical Fund
- Wuzzles for Presenters
- A Strategy for Strengthening Families: Using Family Criteria in Policymaking

#### Materials Donated by FDLRS Resource Library

- 50 Activities for Diversity Training
- A Guide to the Special Needs Child
- A Manual for Educators and Human Resource Professionals
- A New IDEA for Special Education: Understanding the System & New Law
- A Parent's Guide to Down Syndrome
- A Sigh of Relief: first aid handbook for childhood emergencies
- ABC Word Match: 26 self-correcting puzzle pairs
- ADD and Other Handicapping Conditions

- After the Tears: Parents Talk about Raising a Child with a Disability
- All About Animals: Reading and Science
- Alphabet: Dot-To-Dot
- An Educators Manual: What Ed. Need to Know About Students w/TBI
- Another Season: A Coach's Story of Raising an Exceptional Son
- Approached & Options for Integrating Students with Disabilities
- Attention Deficit Disorder and Hyperactivity: What is ADD? The Dx of ADD
- Babies with Down Syndrome
- Baby Infantsia (video for infants) & infant development: the 1st yr. baby care
- Basic Reading Book: Stevenson (1998)
- Basic Reading Book: Stevenson (1978)
- Beginning Sign Language Series
- Beginnings: For Parents of Hearing Impaired Infants and Toddlers
- Born to Read: How to Nurture a Baby's Love of Learning
- Brothers & Sisters: A Special Part of Exceptional Families
- Building Concepts: Learning to sign abstract concepts....
- Challenging Behaviors in early childhood settings
- Child Development Series (3, 4 and 5 y/o)
- Children: The Early Years
- Children with Cerebral Palsy
- Children with Spina Bifida
- Children's First Steps: LANGUAGE
- Choosing Employment Goals
- Collection of Children's Stories
- Color and Shape Abacus
- Colors & Shapes Memory Match
- Comprehensive Teaching in ERIN
- Counting Kittens
- Dancing Cheek to Cheek: Nurturing Beginning Social, Play and Language...
- Developing IEPs for Students who have suffered Traumatic Head Injury
- Descriptive Reading I
- Descriptive Reading II
- Dinosaur Time
- Diploma Decisions for Students with Disabilities
- Disability Awareness
- Discover Your Child's Learning Style
- Disorders of Learning in Childhood (1990)
- Dolphins!
- Dr. Seuss's ABC
- Dream Catchers: Developing Career & Educational Awareness...
- Early Childhood STEP Systematic Training for Effective Parenting...
- Educating Students with Brain Injury: Re-entry Program

- Education 2000: Integrated Curriculum & Planning Guide
- English Day by Day
- ESE Transition Learning Strategies
- Evaluating Guidance Programs
- Familiar Sounds
- Feast For 10
- Feeding Infants and Young Children with Special Needs
- First Steps for Parents of Children with Developmental
- Disabilities
- Front & Backs Lotto: Experience with Perception
- From Theories to Play  
CREATIVE/DEVELOPMENTAL SUPPORT...
- Fun Numbers Game
- Fun Thinkers Match-Frame: MATH Level 1, 2, 3
- Fun Thinkers Match-Frame: READING Level 1, 2, 3
- Fun Thinkers Match-Frame: Rhymes & Reason
- Getting Involved: Workshops for Parents
- Ghost and Pete
- Guide to Down Syndrome
- Head Injury: A Family Matter
- Head Trauma: Strategies for Educational Reintegration
- Help Me to Help My Child
- Help...at Home Hawaii early Learning Profile Activity Sheets for Parents
- Help: Hawaii Early Learning Profile: Activity Guide
- Help: When the Parent is Handicapped
- Help: When the Parent is Handicapped
- Helping Persons with Severe MR Get & Keep Employment
- Helping Your Child Handle Stress: Parents guide childhood problems
- Helping Your Hyperactive/ADD Child
- Helping Your Preschool Child
- Homemade Battery Powered Toys & Ed. Devices for Severely Handicapped Children
- How to Read for Everyday Living
- How to Write for Everyday Living
- How to Write an IEP
- How Well Does Your Child Read
- Infantastic Lullabies
- Infants at Risk: An Update for HC Professionals & Parents
- Infections in Children
- Is This Your Child's World? Is Your Child Allergic to Schools?
- It Takes Two to Talk
- it's Nobody's Fault
- Jack and Jill
- Job Search: Handbook for People with Disabilities
- Keys to Parenting a Child with Autism
- Keys to Parenting a Child with Cerebral Palsy
- Kin-Tac Alphabet Cards: Manuscript
- King Midas
- Laying Community Foundations
- Let's Organize Today! Cognitive-Communication Activities: TBI
- Life Skills: Basic Math
- Life Skills: Consumer Math
- Life Skills: Learning to Budget
- Life Skills: Using Money
- Life Skills; Practical Math
- Living with Grief After a Sudden Loss
- Make a Joyful Noise
- Managing Your School Counseling Program
- Manners Please: poems & Activities that teach responsible behavior
- Math-Match It: Puzzle pairs
- Me Too! It's Time for Preschool
- Me Too! On My Best Behavior
- Me Too! Introducing Me
- Me Too! My New Friends
- Me Too! Look What I Can Do Now
- Me Too! My Community My Family
- Memory Match Colors & Shapes
- Mommy I Can't Sit Still! Coping with Hyperactive and Aggressive Children
- Monster Bugs
- Mother Goose
- Motor Development: What You Need to Know
- Music Take Home Pack
- My First Puzzle
- New Directions in Supported Employment: A Guide ...
- No More Monsters for me!
- Oh Rats! Puzzle Game
- On The Move: A Handbook for Exploring Creative Movement with children
- Parent Involvement (Education)
- Parenting Plus-Raising Children with Special health needs
- Parent making: A Practical Handbook for Teaching Parent Classes....
- Parents as Reading Tutors
- Parent's Guide to Learning Disabilities
- Parent Involvement (Education)
- Pick up Your Socks and other skills growing children need
- Practical Parenting Tips for the school-age years
- Pre-feeding Skills: A Comprehensive Resource for Feeding Development
- Preschool Activity Cards WAYS TO GO
- Preschool Matching Cards: BIG,BIGGER, BIGGEST
- Preschool Matching Cards: OPPOSITES
- Preschool Matching Cards: SHAPES

- Preventing Reading Difficulties in Young Children
- Productive Parenting Skills
- Raising and Educating a Deaf Child
- Reach Out and Teach: Meeting Training Needs Visual
- & Multi-handicapped
- Read-Along Anthology
- Read to Me: Raising Kids Who Love to Read
- Readers Pre-School : Level 1
- Readers: Level 2 & 3
- Reading Mastery II
- Reading Mastery II: Take-Home Book A
- Reading Mastery Level III
- Reading Mastery Level III
- Reading Mastery Level IV
- Reading Mastery Level V
- Reading Mastery Level VI
- Reading Rockets Launching Young Readers
- Ready for Reading: A Handbook for Parents of Preschoolers
- Rehabilitation of the Severely Brain-Injured Adult
- Rumpelstiltskin
- Safe Passages: A Guide for Teaching Children Personal Safety
- Safety Puzzle
- School Reentry Following Traumatic Brain Injury
- Sequencing Cards beginning reading and storytelling skills
- Signing: How to Speak with Your Hands
- Signing Naturally: LEVEL 1
- Signing Naturally: LEVEL 2
- Sleeping Beauty
- Sourcebook for Children with Attention Deficit Disorder
- Supported Employment: Providing Integrated Employment
- for Opportunities For persons w/Disabilities
- Supporting A Person with Challenging Behaviors/Supporting People ...
- Taking a Look at Discipline: Living and Learning with Children
- Taking Charge of ADHD
- Talk to Me: A Language Guide for Parents with Blind Children
- Teach Me Language: manual for children w/autism, Asperger's & related developmental disabilities
- Teaching Participation
- Teaching Reading to Children with Down Syndrome
- Teaching the Infant with Down Syndrome
- Teaching Your Child Concentration
- Ten Things Every Child Needs
- Textured Familiar Objects
- That The Blind May Read
- The ADD Hyperactivity Handbook for Parents, Teachers and Kids
- The ADD Hyperactivity Handbook for Schools
- The Baby Care Workshop: PLAY TIME
- The Baby Care Workshop: Safe & Sound
- The Brainstorm Family: Epilepsy on our Terms
- The Career Connection for College Education
- The Career Connection for Technical Education
- The Complete Block Book
- The Early Intervention Dictionary
- The First Years Last Forever
- The First Years Last Forever (SPANISH)
- The Foot Book
- The Frog Prince
- The Hearing Impaired Student in the Normal Hearing Classroom
- The Hospital Book
- The Learning Disabled Child" Ways That Parents Can Help
- The Magic School Bus: Inside the Human Body
- The Middle School Experience: Successful Teaching & Transition Planning..
- The Missing Tooth
- The Natural Superiority of THE LEFT HANDER
- The Navigator: A Guide for Families of Children ED or Mental Illness
- The Parenting Bible
- The Rabbit with Epilepsy
- The Resource for Parenting Toddlers: Parent Skills
- Development Program
- The Resource for Parenting Preschoolers: Parent Skills Development Program
- The Shoemaker and the Elves
- The Source for Nonverbal Learning Disorders
- The Special Child (1988)
- The Survival Guide for Parents of Gifted Kids
- The "Write" Way to Spell: Volume I
- The "Write" Way to Spell: Volume II
- Too Smart for Strangers with Winnie the Pooh
- Total Augmentative Communication in the Early Childhood Classroom
- Tourette Syndrome: The Sudden Intruder
- Toys for Early Childhood Development
- Transition Manual:15 Workshops
- Transition: The IDEA Way (1993)
- Transition: The IDEA Way (1995)
- Traumatic Brain Injuries: Guidelines Paper (1991)
- TUTORETTE: Tricky Words: How to Spell Them

- TUTORETTE: Tricky Words: Reading Signs
- TUTORETTE: Fun With Phonics-III
- Using Colored Blocks for Cognitive Skills
- Views from Our Shoes
- Vocabulary Connections
- WHALES The Gentle Giants
- What We Know About Educating Students with TBI
- When Your Child is Deaf
- Working with Parents of Visually Impaired, Multi-handicapped Infants
- Working with Students with Disabilities in Voc-Tech Settings
- Writing Power
- You and Your Small Wonder: Activities for Parents & Toddlers on the Go
- You Go Away
- You, Your Child and "Special" Education: Guide to making the System Work
- Your New Potty
- Your Hyperactive Child: Parents guide to coping w/ADD
- Youth with Disabilities: Strategies for Interagency
- Transition Programs

## The Arc Jacksonville Programs and Services

The Arc Jacksonville provides the following programs and services to answer ‘What’s Next?’ for adults with intellectual and developmental differences

### Earning a Living

**Community Employment:** Participants work closely with job coaches to secure employment with area companies and organizations. Once employed, job-site training and on-going support foster continued success.

**Triumph Industries:** Participants earn a paycheck while receiving training to increase their job skills and guidance in skills of daily living. Individuals are supported in structured activities and social skills training.

### Education

**On Campus Transition (OCT):** A four-year program at the University of North Florida for students to have a college experience through participating in classes, campus life, internships, and cultural activities.

**Xplore:** A hands-on community experience designed to give adults the skills needed to achieve a higher level of independence. Sessions include employment readiness, volunteering, nutrition and wellness, financial planning and health management.

**Advocacy, Support and Knowledge (A.S.K.):** Provides resources for individuals and their families, expands awareness, promotes partnerships between families and schools and provides training and workshops. This resource and referral service is available for all age persons with disabilities and their families.

### Creating a Home

**Village:** An affordable apartment-style neighborhood that encourages a lifestyle of independent living and community

**Residential Services:** Five group homes located within Jacksonville neighborhoods to provide 24/7 residential care with individualized care and training to increase or maintain self-care, daily living skills and community safety skills.

### Independence

**Summer LIFE Experience:** A four-week residential program in an apartment setting that teaches independent living skills for adults seeking to transition to living on their own.

**Discover Life:** Participants work towards their unique goals. Areas of choice: personal care, nutrition, communication, social skills, personal growth, enrichment, pre-employment, community and engagement, and self-determination. The programs serve adults with intellectual or development difference.

**Mental Health Services:** Promotes emotional stability and personal growth through specialized individual, group, and educational therapies at both the Davis Street and Wesconnett Blvd. facilities.

### Recreation

**Club Arc:** Provides a fun and exciting evening of activities on Friday nights. Open to all adults with I/DD, Club Arc West is located at 4401 Wesconnett Blvd. and Club Arc East takes place at The Arc Jacksonville Village.

### Community Involvement

**Employer Engagement:** Assists employers in hiring individuals to diversify the workplace while providing personalized support and training.

**Volunteer Services:** Enhances programs and enriches the lives of individuals served. Volunteers are needed in all program areas and services.

For more information, visit [www.arcjacksonville.org](http://www.arcjacksonville.org) or call 904.355.0155