

Appendix A

Legal Resources

Legal Mandates

Comparison of Laws-Chart

Transition Print Resources

Post-secondary Education Internet Resources

Transition Resources on the Internet

Career Technical Instruction

Georgia's Alternative Financing Program

Health Insurance Options

DBHDD Regional Offices

Desktop Guide to SS and SSI Work Incentives

Ticket to Work

Georgia High School/High Tech Initiative

Georgia Acronyms

Glossary of Terms

LEGAL RESOURCES

State Mediation Process

Debbie Gay
Georgia Department of Education
Division of for Special Education Services
1870 Twin Towers East
Atlanta, GA 30334-5060

Central Office
104 Marietta Street, NW, Suite 250
Atlanta, Georgia 30303-2743
(404) 206-5175
Central office FAX (404) 463-1623
TDD 1-800-255-0056
<http://www.gisp.org/contact-gisp/>

State ADA Coordinator

Georgia State Financing & Investment
Commission
270 Washington Street, Suite 2101
Atlanta, GA 30334-9007
404-657-7313
www.ada.georgia.gov

Shepards Center Advocacy Coordinator

2020 Peachtree Road NW
Atlanta, GA 30309-1465
Advocacy- 404-350-7490
<http://www.shepherd.org/contact>

Georgia Legal Services Program

Georgia Advocacy Office, Inc.

The Georgia Advocacy Office (GAO) is a private non-profit corporation. Its mission is to work with and for oppressed and vulnerable individuals in Georgia who are labeled as disabled or mentally ill to secure their protection and advocacy. Congress mandates GAO's work. GAO is designated by Georgia as the agency to implement protection and advocacy within the state.

150 East Ponce de Leon Avenue, Suite 430,
Decatur, GA 30030
404.885.1234 or 800.537.2329 (toll-free in Georgia) (voice or TDD)
fax: 404.378.0031
<http://thegao.org/>

Client Assistance Program (CAP):

CAP provides advocacy for people who are seeking assistance from the Vocational Rehabilitation program in Georgia.

Georgia Client Assistance Program (CAP)
123 North McDonough Street
Decatur, Georgia 30030
Phone: 404-373-3116
Fax: 404-373-4110
georgiacap.com

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

LEGAL MANDATES

- **FAIR LABOR STANDARDS ACT**
<http://www.dol.gov/whd/flsa/>
- **CARL PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT of 2006**
<http://www.ed.gov/policy/sectech/leg/perkins/index.html>
- **THE REHABILITATION ACT (1973) and the connection with THE AMERICANS WITH DISABILITIES ACT**
<http://www.pacer.org/publications/adaqa/adaQA.asp>
- **THE TECHNOLOGY RELATED ASSISTANCE FOR INDIVIDUALS WITH DISABILITIES ACT OF 1988**
<http://www.section508.gov/section508-laws>
- **THE DEVELOPMENTAL DISABILITIES ASSISTANCE and BILL OF RIGHTS ACT OF 2000**
<https://www.govtrack.us/congress/bills/106/s1809#summary>
- **SCHOOL TO WORK OPPORTUNITIES ACT (1994)**
www.ncrel.org/sdrs/areas/issues/envrnmnt/stw/sw3swopp.htm
- **THE AMERICANS WITH DISABILITIES ACT**
<http://www.ada.gov/>
- **INDIVIDUALS WITH DISABILITIES EDUCATION ACT (2004)**
<http://idea.ed.gov/explore/home>
- **KEY PROVISIONS ON TRANSITION: COMPARISION OF IDEA 1997 AND IDEA 2004**
<http://ncset.org/publications/related/ideatransition.asp>



**Comparison of the Individuals with Disabilities Education Act (IDEA '04), Section 504 of the Rehabilitation Act (Section 504),
The Americans with Disabilities Act (ADA), and The Elementary and Secondary Education Act
(also known as No Child Left Behind Act of 2001 – NCLB '01)**

	IDEA '04	Section 504	ADA	ESEA (NCLB '01)
Requirements in the Law	<ul style="list-style-type: none"> Ensures that all children with disabilities have available to them a free / appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living. 	<ul style="list-style-type: none"> Requires any agency, school or institution receiving federal financial assistance to provide persons with disabilities to the greatest extent possible, an opportunity to be fully integrated into the mainstream. 	<ul style="list-style-type: none"> Extends coverage of section 504 to employment, public and private educational institutions, transportation providers and telecommunications, regardless of presence of any federal funding. 	<ul style="list-style-type: none"> Targets improving the academic achievement of the disadvantaged, including students with disabilities.
Definitions in the law	<ul style="list-style-type: none"> Specific disability categories are defined in the law; covers children with educational disabilities that require special services from specially trained teachers. Not all children with disabilities are eligible. 	Defines persons with disabilities who: <ul style="list-style-type: none"> have a physical or mental impairment which limits one or more major life activities; have a record of such an impairment; or are regarded as having an impairment. 	<ul style="list-style-type: none"> Definition of disability essentially same as Section 504 and extends coverage to persons without disabilities who may be related to or associated with a person with a disability; Includes HIV status, contagious and non-contagious diseases. 	<ul style="list-style-type: none"> Same as under IDEA '04: Specific disability categories are defined in the law; covers children with educational disabilities that require special services from specially trained teachers. Not all children with disabilities are eligible.
Who is covered	<ul style="list-style-type: none"> Covers children with educational disabilities that require special education services ages 3-21 or until graduation. States have the flexibility to also serve infants and toddlers. 	<ul style="list-style-type: none"> Protects all persons with a disability from discrimination in educational setting based solely on disability. 	<ul style="list-style-type: none"> Protects all persons with a disability from discrimination in educational setting based solely on disability. 	<ul style="list-style-type: none"> Covers students with educational disabilities that require special education services ages 3-21 or until graduation. States have the flexibility to also serve infants and toddlers.
Services provided	<ul style="list-style-type: none"> Offers educational services that are remedial to children and available to all mainstream students (eg., PE, Art, field trips) 	<ul style="list-style-type: none"> Eliminates barriers that would prevent a student from full participation in programs or services offered to the general school population. 	<ul style="list-style-type: none"> Eliminates barriers that would prevent a student from full participation in programs/services offered to the general school population. 	<ul style="list-style-type: none"> Requires that schools provide students with a free and appropriate education with measurable outcomes. Students with disabilities must perform at the same standards as those set for non-disabled students.
Funding	<ul style="list-style-type: none"> Schools receive federal funding to provide remedial services for children in elementary and secondary schools. 	<ul style="list-style-type: none"> Requires that schools not discriminate based on student's disability and must provide appropriate accommodations, but schools receive no additional financial support to provide support services or auxiliary aids. 	<ul style="list-style-type: none"> Requires that schools not discriminate based on student's disability and must provide appropriate accommodations, but schools receive no additional financial support to provide support services or auxiliary aids. 	<ul style="list-style-type: none"> Funding is available to schools under Title I of the law. Schools which receive these funds must comply with NCLB and IDEA '04. Appropriate accommodations must be given to students during assessments, as well as in class.

	IDEA '04	Section 504	ADA	ESEA (NCLB '01)	
Evaluation/ Documentation	• School district is responsible for identifying and evaluating children with disabilities.	Same for elementary and secondary schools.	• Students must self-identify as having a disability and must provide adequate documentation of disability.	• School district is responsible for identifying and evaluating students with disabilities.	
	• Evaluations are the responsibility of the school and are performed at no expense to child/parent.	Same for students in college		• Evaluations/documentation of disability are student's responsibility and expense.	
		Same for elementary and secondary schools			• Evaluations are the responsibility of the school and are performed at no expense to child/parent.
	Same for students in college				
• Parents must consent to evaluations and placement decisions.	Same for elementary and secondary schools		• Student has responsibility for advocacy, negotiating accommodations plan.	• Districts must carry out performance evaluations, regardless of parental consent.	
	Same for students in college				
IFSP & IEP Accommodations	• Individualized Family Service Plan (IFSP) and Individualized Education Program (IEP) are developed with parents, teachers and other specialists.	504 Plan developed with parents, teachers, school personnel involved (for elementary or secondary students).	• Accommodation plan developed with student and Disabilities Services Coordinator on campus.	• Individualized Family Service Plan (IFSP) and Individualized Education Program (IEP) are developed with parents, teachers and other specialists involved.	
		Same for college or postsecondary.			
Classroom Placement	• Placement must be in the least restrictive environment (LRE). This may be special classrooms, resource, or regular classroom. (Elementary and Secondary children).	• Placement is in regular classroom with support services to eliminate barriers to the educational experience (for elementary, secondary & college students).	• All courses are mainstream with accommodations provided to students who qualify under ADA.	• Placement must be in the least restrictive environment (LRE). This may be special classrooms, resource, or regular classroom. (Elementary and Secondary children).	

Developed by the Postsecondary Education Consortium at the University of Tennessee, a member of PEPNet, through an agreement with the U.S. Department of Education, Special Education and Rehabilitative Services.

Transition Print resources

**Life Beyond the Classroom
Transition Strategies for Young People with
Disabilities, *Fourth Edition***
Paul Wehman, Ph.D., with invited contributors
Published: 2006

100 Activities for Transition
Molly Lyle Brown
Published: 1999

**On Your Own Without a Net: The Transition
to Adulthood for Vulnerable Populations**
Edited by D. Wayne Osgood, E. Michael Foster,
Constance Flanagan, and Gretchen R. Ruth
Published: December 2005

**Developing Self-advocacy: A Practical Guide
and Workbook for Preparing the High School
Learning Disabled Student for Post-secondary
Success**
Robert A. Valenti
Published: November 2005

**The Road Ahead: Transition to Adult Life for
Persons with Disabilities**
Keith Storey, Paul Bates, Dawn Hunter
Published: March 2002

**Transition Planning for Secondary Students
with Disabilities (2nd Edition)**
Robert W. Flexer, Thomas J. Simmons, Pam Luft,
Robert M. Baer
Published: April 2004

**Transition Education and Services for
Students with Disabilities (4th Edition)**
Patricia L. Sitlington, Gary M. Clark
Published: 2006

**Growing Up: Transition to Adult Life for
Students with Disabilities**
Daniel E. Steere, Ernest Rose, Domenico
Cavauiolo
Published: 1/1/2007

**Postsecondary Education and Transition for
Students with Learning Disabilities (2nd
Edition)**
Loring C. Brinckerhoff
Published: 2001

Transition Methods for Youth with Disabilities
by David W. Test, Nellie Aspel, Jane Everson
Published: 2006

Writing Measurable IEP Goals and Objectives
Barbara Bateman, Cynthia Herr
Published: 2003

**Career Development and Transition Education
for Adolescents with Disabilities**
Gary M. Clark, Oliver P. Kolstoe
Published: 1994

**Career Development and Transition Services-
A Functional Life Skills Approach (4th
Edition)**
Donn E. Brolin, Robert J. Loyd
Published: 2004

**Implementing Ongoing Transition Plans for
the IEP**
Pat McPartland
Published: 2004

Ready or Not, Here Life Comes
Mel Levine
Published: 2005

Realizing the College Dream with Autism or Asperger Syndrome: A Parent's Guide to Student Success

Ann Palmer

Published: 2005

Transition to Adulthood: A Resource for Assisting Young People with Emotional or Behavioral Difficulties

Edited by Hewitt B. Clark, Maryann Davis

Published: 2000

Pathways to Successful Transition for Youth with Disabilities

Gary Greene, Carol A. Kochhar

Published: October 29, 2002

Succeeding in College with Asperger Syndrome: A Student Guide

John Harpur, Maria Lawlor, Michael Fitzgerald

Published: Nov 2003

Transition Assessment: Planning Transition and IEP Development for Youth with Mild to Moderate Disabilities

Robert J. Miller, Richard C. Lombard, Stephanie A. Corbey

Published: 2007

PRO-ED www.proedinc.com Order publications on transition such as:

- Postsecondary Education and Transition for Students with Learning Disabilities — Second Edition
- Facilitating the Transition of Students Who Are Deaf or Hard of Hearing
- Career Counseling for People with Disabilities
- Family Involvement in Transition Planning and Implementation
- Transition from School to Young Adulthood
- Transition to Employment
- Preparing Teens for the World of Work

Postsecondary Education Internet Resources

- www.gacollege411.org State of Georgia sponsored website. Search for careers, colleges, scholarships/ loans. Helps students plan, apply, and pay for college (including HOPE scholarship information)
- www.ahead.org AHEAD- Association of Higher Education and Disability; conferences/training, resources, publications
- www.collegexpress.com Search colleges, loans, scholarships, and prep for tests. Explore majors and careers
- www.salliemae.com Financial planning and loans for college
- www.collegeboard.com Information about college admissions, choosing a college, and paying for college. For parents, students, and educators
- www.collegenet.com/mach25/ College and scholarship search
- www.gsfc.org Georgia Student Finance Commission -- apply for financial aid and scholarships in Georgia
- www.fastweb.com Free scholarship search (must register). Also, college and job/ internship search
- www.studentaid.ed.gov Federal student aid information
- www.finaid.org Learn about the different types of financial aid available to students
- www.ldonline.org/indepth/college Articles about preparing students with LD and ADD/HD for college or technical schools
- www.uncf.org United Negro College Fund- information on colleges and scholarships for historically black colleges

The previous sources may be of help to you as you consider the transitional needs of your student. While these sources are provided to assist you in your search, it is your responsibility to investigate them to determine their value and appropriateness for your situation and needs. These sources are provided as a sample of available resources and are for informational purposes only. **THE GEORGIA DEPARTMENT OF EDUCATION DOES NOT MONITOR, EVALUATE, OR ENDORSE THE CONTENT OR INFORMATION OF THESE RESOURCES. NONE OF THESE RESOURCES SHOULD BE CONSIDERED THE ADVICE OR GUIDANCE OF THE GEORGIA DEPARTMENT OF EDUCATION.**

Transition Resources on the Internet:

- www.cec.sped.org/ *Council for Exceptional Children*
- www.ncset.org/publications/default.asp Transition articles, parent briefs
- www.mnddc.org/resources/factsheets/Transition_Planning.htm What is Transition? ...And how to plan
- www.doe.k12.ga.us/ci_exceptional.aspx GA Dept. of Education: Exceptional Students; look on right bottom side for information on Transition
- www.ldonline.org/ld_indepth/transition/law_of_transition.html Transition law—Learning Disabilities Association of GA
- <http://www.parentcenterhub.org/resources/> Transition: A Team Effort
- www.transitioncoalition.org Transition Coalition website
- www.fulllifeahead.org/ Full Life Ahead Foundation- Manual for parents on transition planning
- www.ciclt.net/bsitf/ Brain and spinal injury trust fund authority
- www.yellowpagesforkids.com/ Yellow Pages for kids with disabilities – list of resources
- www.wrightslaw.com/ Special education law
- <http://www.autism-society.org/> Autism Society of America – planning for the future
- www.gacollege411.org/ Helping students plan, apply, and pay for college
- <http://abilityjobs.com/> Helping people with disabilities look for jobs
- www.employmentfirstgeorgia.org/ Employment First Georgia: works with Georgia Vocational Rehabilitation Agency and support groups to help create/ find jobs for people with disabilities
- www.nami.org National Alliance on Mental Illness
- www.compeeratlanta.org/ Non-profit organization that matches volunteers to mentally ill or disabled individuals to form supportive friendships (mentoring program)
- <https://www.disability.gov/> On-line resource for people with disabilities
- www.rooseveltrehab.org/ Warm Springs Institute for Rehabilitation
- www.aadd.org Atlanta Alliance on Developmental Disabilities
- www.lgtinc.org Let's Get Together, Inc. --This site is dedicated to the pioneers of the movement and the people and groups that are making a difference today

- www.parenttoparentofga.org Parent To Parent of Georgia: great guide for various types of services in special education
- www.atlantadsaa.org/ Down Syndrome Association of Atlanta
- www.caseylifeskills.org Free online transition assessments in the area of life skills for youth or caregivers

The previous sources may be of help to you as you consider the transitional needs of your student. While these sources are provided to assist you in your search, it is your responsibility to investigate them to determine their value and appropriateness for your situation and needs. These sources are provided as a sample of available resources and are for informational purposes only. **THE GEORGIA DEPARTMENT OF EDUCATION DOES NOT MONITOR, EVALUATE, OR ENDORSE THE CONTENT OR INFORMATION OF THESE RESOURCES. NONE OF THESE RESOURCES SHOULD BE CONSIDERED THE ADVICE OR GUIDANCE OF THE GEORGIA DEPARTMENT OF EDUCATION.**

Overview of Career Technical Instruction Support Services *(Formerly RVI- Related Vocational Instruction)*

Career Technical Instruction (CTI) support services are designed to provide secondary students with disabilities with the support necessary to complete high school and attain employment skills in broad or specific career pathways. From 1979 to 2007, this program in Georgia was called Related Vocational Instruction (RVI).

Support Services

Career Technical Instruction (CTI) services in Georgia are designed to support students with disabilities who are enrolled in Career, Technical, and Agricultural Education (CTAE). The goal of this secondary (grades 9–12) level support service is to provide these students with employment opportunities at the completion of the career, technical, and agricultural experience. The role of the CTI Coordinators is to provide resource assistance to students with disabilities served under the Individuals with Disabilities Act (IDEA) in CTAE classes. Students are served by special education teachers to ensure delivery of appropriate accommodations in their classes and to assist in coordination of the services needed to acquire future employment.

CTI Objectives

- Provide support services to students with disabilities enrolled in career and technical programs to ensure successful program completion.
- Enable students to acquire skills through a technical and career educational plan.
- Coordinate student's course of study with post-secondary outcomes through an IEP.
- Participate in the development of the transition section of an IEP.
- Provide work-based learning experiences.
- Counsel parents, teachers, students, and faculty to assure correct CTAE placement and scheduling.
- Promote a positive self-image.
- Provide secondary students with disabilities the opportunity to successfully participate in CTAE classes.
- Maintain and document progress from school to career, which may include plans for post-secondary training.
- Coordinate technical and career assessment of interests and abilities.

Function of CTI Services

Effective implementation of CTI support services at the local level is designed to meet specific needs of students with disabilities in CTAE programs according to guidelines set forth by the interfacing concepts of CTAE and Special Education at the GaDOE. It necessitates a thorough understanding of CTI support service goals and the full spectrum of resources available to facilitate the achievement of those goals. It requires CTI Coordinators to utilize the specialized competencies and skills necessary to successfully implement CTI support services. The function of the CTI support services is to provide assistance to students with disabilities within CTAE classes and laboratories and to coordinate transitional services needed for students to attain the post secondary outcome goals specifically related to their education, training and employment goals.

A clarification of the Carl D. Perkins Vocational Education Act states that a student may not be identified and/or claimed as both disabled and disadvantaged. If a student meets both sets of criteria, the priority for identification should be as a student with a disability.

The planning and implementation of CTI support services in CTAE classrooms and laboratories must be consistent with the IEP goals of the students by involving appropriate faculty, administration, and community agencies. Likewise, all federal, state, and local requirements must be met.

State Model

The State of Georgia advocates that schools use the inclusive lab support services model. The *CTI Coordinator and/or Para Educator* spends each instructional period in one or more CTAE labs or classrooms. This model provides services on a rotation basis within courses, periods, and days of the week meeting the needs of multiple students within different CTAE programs. This program requires a *full period of planning* to meet the requirements of the Program of Work and to obtain a CTI support services grant.

Professionalism

As professionals, CTI Coordinators have a duty to strive to be as professional, at all times, as he or she can be. Teacher codes of ethics have naturally evolved from the needs of teachers in their relationships with students, associates, parents, the community, and from the desire of teachers to promote the welfare and usefulness of their profession. For this same reason, CTI Coordinators should adhere to the Code of Ethics.

The Center for Financial Independence and Innovation (CFII)

Credit-Able, Georgia's Alternative Financing Program, provides low-interest loans through participating credit unions to enable Georgians with disabilities access to affordable financing for Assistive Technology and Home & Vehicle Modifications

Eligibility

- Residents of the State of Georgia
- Individuals with a disability, their family members or legal guardians
- Parents can apply for a loan on behalf of a child with a disability
- Employers who want to accommodate their worksite

Assistive Technology

Credit-Able loan guarantees can only be used to purchase Assistive Technology, including, but not limited to:

- Hearing Aids
- Computer Equipment & Software
- Ramps
- Recreational Equipment
- Modified Vehicles
- Home Modifications
- Lifts

Participating Credit Unions

Credit-Able does not provide direct loans. All loans are through one of our participating credit unions:

- Gwinnett Federal Credit Union
- MACO Educators Federal Credit Union
- Georgia Telco Federal Credit Union
- The Coca-Cola Company Family Federal Credit Union

Regardless of where you live in the state, Credit-Able can make accommodations for signing your loan document – just ask for details

To Request an Application or for more information, please call (404) 541-9005, download our online application, or email www.thecfii.org.

**REGIONAL BOARD OF DBHDD
CONTACT LIST
Department of Behavioral Health Disabilities**

Region	Contact Info	Counties Served
Region 1	<p>Charles Fetner, Regional Coordinator 705 North Division Street Rome, Georgia 30165 Phone – (706) 802-5272 Toll Free – 1-800-646-7721</p>	<p>Banks, Bartow, Catoosa, Chattooga, Cherokee, Cobb, Dade, Dawson, Douglas, Fanin, Floyd, Forsyth, Franklin, Gilmer, Gordon, Habersham, Hall, Haralson, Hart Lumpkin, Murray, Paulding, Pickens, Polk, Rabun, Stephens, Towns, Union, Walker, White, Whitfield</p>
Region 2	<p>Reg Coordinator 3405 Mike Padgett Highway, Bld 3 Augusta, GA 30906 Phone (706) 792-7733 Fax (706) 792-7740 Toll Free 1-866-380-4835</p>	<p>Baldwin, Barrow, Bibb, Burke, Clarke, Columbia, Elbert, Emanuel, Glascock, Greene, Hancock, Jackson, Jasper, Jefferson, Jenkins, Jones, Lincoln, Madison, McDuffie, Monroe, Morgan, Oconee, Oglethorpe, Putnam, Richmond, Screven, Taliaferro, Twiggs, Walton, Warren, Washington, Wilkes, Wilkinson</p>
Region 3	<p>Lynn Copeland, Reg Coordinator 100 Crescent Centre Parkway, Suite 900 Tucker, GA 30084 Phone (770) 414-3052 Fax (770) 414-3048</p>	<p>Clayton, DeKalb, Fulton, Gwinnett, Newton, Rockdale</p>

<p>Region 4</p>	<p>Kenneth Brandon Reg Coordinator PO Box 1378 Thomasville, GA 31799-1378 Phone: 229-225-5099 Fax: 229-227-2918 Toll free: 1-877-683-8557 400 S. Pinetree Boulevard Thomasville, GA 31792</p>	<p>Baker, Ben Hill, Berrien, Brooks, Calhoun, , Decatur, Dougherty, Early, Echols, Grady, Irwin, Lanier, Lee, Lowndes, Miller, Mitchell, Seminole, Terrell, Thomas, Tift, Turner, Worth</p>
<p>Region 5</p>	<p>Lee Johnson, Regional Coordinator 1915 Eisenhower Drive, Building 2 Savannah, GA 31406 Phone: (912) 303-1670 Fax: (912) 303-1681 Toll Free: 1-800 348-3503</p>	<p>Appling, Atkinson, Bacon, Bleckley, Brantley, Bryan, Bulloch, Camden, Candler, Charlton, Chatham, Clinch, Coffee, Dodge, Effingham, Evans, Glynn, Jeff Davis, Johnson, Laurens, Liberty, Long, McIntosh, Montgomery, Pierce, Pulaski, Tattnall, Telfair, Toombs, Treutlen, Ware, Wayne, Wheeler and Wilcox.</p>

Region 6	Michael Link , Regional Coordinator 3000 Schatulga Road Columbus, Georgia 31907-2435 Phone – (706) 565-7835	Butts, Carroll, Chattahoochee, Clay, Coweta, Crawford, Crisp, Dooly, Fayette, Harris, Heard, Henry, Houston, Lamar, Macon, Marion, Meriwether, Muscogee, Peach, Pike, Quitman, Randolph, Schley, Spalding, Stewart, Sumter, Talbot, Taylor, Troup, Upson and Webster.
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DBHDD Reg. Office – Additional Contacts

Region One DBHDD Office

Contact Information

Regional Coordinator

Charles Fetner

(706) 802-5272

cafetner@dbhdd.ga.gov

Behavioral Health Regional Services Administrator

Debbie Atkins

(706) 802-5272

deatkins@dbhdd.ga.gov

Developmental Disabilities Regional Services Administrator Ron Wakefield**

(770) 387-5440

rfwakefield@dbhdd.ga.gov

***Note: DD Services are administered in Cartersville*

DD Intake & Evaluation Office

650 Henderson Drive

Suite 430

Cartersville, GA 30120

Phone: (770) 387-5440

Fax: (770) 387-5445

Toll Free: (877) 217-4462

Region One Community Service Providers

Georgia Crisis & Access Line – (800) 715-4225

Lookout Mountain Community Services

<http://lmcs.org/>

Tom Ford, Director tomf@lmcs.org

P.O. Box 1027 GA 30728

Phone: (706) 638-5584

Fax: (706) 638-5585

Counties Served: Catoosa, Chattooga, Dade, Walker LaFayette,

Highland Rivers Community Service Board

<http://highlandrivershealth.com/>

Jason Bearden, CEO/Executive Director

jasonbearden@highlandrivers.org

1401 Applewood Drive, Suite 5

Dalton, GA 30720

Phone: (706) 270-5000

Fax: (706) 270-5124

Free: (800) 923-2305

Counties Served: Bartow, Cherokee, Fannin, Floyd, Gilmer, Gordon, Haralson*, Murray, Paulding, Pickens, Polk, Whitfield

*Haralson County residents receive services from Haralson Behavioral Health Services, which is operated by the Haralson County Board of Health.

Phone: (770) 537-2367

Fax: (770) 537-1203

Avita Community Partners

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

Cindy McLaughlin, CEO

cindy.mclaughlin@avitapartners.org

Flowery Branch, GA 30542

Phone: (678) 513-5700

Fax: (678) 513-5829

Counties Served:

4331 Thurmond Tanner Road Banks, Dawson, Forsyth, Franklin, Habersham, Hall, Hart, Lumpkin, Rabun, Stephens, Towns, Union, White

Cobb-Douglas CSB

<http://cobbcbsb.com/>

Todd Citron, Director tcitron@cobbcbsb.com

3830 S. Cobb Drive, Suite 300

Smyrna, GA 30080

Phone: (770) 429-5000

Fax: (770) 528-9824

Counties Served: Cherokee, Cobb, Douglas

Douglas County Community Service Board

1707 Blairs Bridge Rd,
Lithia Springs, GA 30122
Phone: (770) 739-5061
Counties Served: Douglas

Region Two DBHDD Office

Contact Information

Reg. Coordinator: Audrey Sumner acsumner@dbhdd.ga.gov
(706) 792-7733

Behavioral Health Regional Services Administrator

Keith Edmonds- kedmonds@dbhdd.ga.gov
(706) 792-7696

Developmental Disabilities Regional Services Administrator

Karla Brown- kbrown@dbhdd.ga.gov
(706) 792-7695

Intake & Evaluation Team

Phone: 706-792-7741
Toll Free: 1-877-551-4897

Region Two Community Service Providers

Georgia Crisis & Access Line – (800) 715-4225

Advantage Behavioral Health Systems

<http://advantagebehavioral.org/>

Cindy A. Darden, Director- cdarden@advantagebhs.org

250 North Avenue

Athens, GA 30601-2244

Phone: (706) 389-6739

Fax: (706) 542-9681

Counties Served: Barrow, Clarke, Elbert, Greene, Jackson, Madison, Morgan, Oconee, Oglethorpe, Walton

Serenity Behavioral Health Systems

<http://serenitybhs.com/>

Charles D. Williamson, CEO

cwilliamson@serenitybhs.com

3421 Mike Padgett Highway

Augusta, GA 30906-3815

Phone: (706) 432-7800

Fax: (706) 432-3791

Counties Served: Columbia, Lincoln, McDuffie, Richmond, Taliaferro, Warren, Wilkes

River Edge Behavioral Health Center

<https://www.river-edge.org/index.cms>

Shannon T. Harvey, CEO sharvey@river-edge.org

175 Emery Highway

Macon, GA 31217

Phone: (478) 751-4515

Fax: (478) 752-1040

Counties Served: Baldwin, Bibb, Jones, Monroe, Putnam, Twiggs, Wilkinson

Oconee Community Service Board

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

Angela Hicks-Hill, Director

oconeejaws@windstream.net

P.O. Box 1827

Milledgeville, GA 31059-1827

Phone: (478) 445-4817

Fax: (478) 445-4963

Counties Served: Baldwin, Hancock, Jasper, Putnam, Washington, Wilkinson

Ogeechee Behavioral Health Services

<http://obhs-ga.org/>

Amy Tribble, Director atribble@obhs-ga.org

223 N. Anderson Drive

Swainsboro, GA 30401-1259

Phone: (478) 289-2522

Fax: (478) 289-2544

Counties Served: Burke, Emanuel, Glascock, Jefferson, Jenkins, Screven

Region Three DBHDD Office

Contact Information

Regional Coordinator

Lynn Copeland- lcopelan@dbhdd.ga.gov
(770) 414-3052

Behavioral Health Regional Services Administrator

Gwen Craddieth (Acting)- gcraddieth@dbhdd.ga.gov
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Developmental Disabilities Regional Services Administrator

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(770) 414-3046

Intake & Evaluation Team

Phone: 770-414-3052

Region Three Community Service Providers

Georgia Crisis & Access Line – (800) 715-4225

Fulton County BHDD

<http://www.fultoncountyga.gov/bhdd-services>

Patrice Harris, MD, Director patrice.harris@fultoncountyga.gov

99 Jesse Hill Drive, SE, 4Floor

Atlanta, GA 30303

Phone: (404) 613-1202

Counties Served: Fulton

Clayton Center Community Service Board

<http://claytoncenter.org/>

Aundria Cheever, CEO aundria.cheever@claytoncenter.org

112 Broad Street

Jonesboro, GA 30236-1919

Phone: (770) 478-2280

Fax: (770) 477-9772

Counties Served: Clayton

DeKalb Community Service Board

<http://dekcsb.org/>

Gary S. Richey, Director garyr@dekcsb.org

445 Winn Way, Room 464

Decatur, GA 30030-1707

Phone: (404) 294-3836

Fax: (404) 508-7795

Counties Served: DeKalb

View Point Health

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

David Crews, CEO david.crews@vphealth.org

175 Gwinnett Drive, Suite 260

Lawrenceville, GA 30346

Phone: (678) 209-2370

Fax: (678) 212-6308

Counties Served: Gwinnett, Newton, Rockdale

Region Four DBHDD Office

Contact Information

Regional Coordinator

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Behavioral Health Regional Services Administrator

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(229) 225-5099

Developmental Disabilities Regional Services Administrator

Michael Bee mbee@dbhdd.ga.gov

(229) 225-5099

Region Four Community Service Providers

Georgia Crisis & Access Line – (800) 715-4225

Aspire Behavioral Health and

Developmental Disability Services

<http://www.albanycsb.org/about.html>

Kay Brooks, Executive Director kbrooks@albanycsb.org

601 W. 11 Avenue

Albany, GA 31702

Phone: (229) 430-4042

Fax: (229) 430-4047

Counties Served: Baker, Calhoun, Dougherty, Early, Lee, *(formerly Albany Area Community Service Board)*

Miller, Terrell, Worth

Georgia Pines Community Service Board

<http://georgiapines.net/>

Robert Jones, Director bjones@georgiapines.net

1102 Smith Avenue, Suite K

Thomasville, GA 31792-1659

Phone: (229) 225-4370

Fax: (229) 225-4374

Counties Served: Colquitt, Decatur, Grady, Mitchell, Seminole, Thomas

Behavioral Health Services of South Georgia

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

David Sofferin, CEO dsofferin@bhsga.com

3120 North Oak Street EXT, Suite C

Valdosta, GA 31602-1007

Phone: (229) 671-6102

Fax: (229) 671-6755

Counties Served: Ben Hill, Berrien, Brooks, Cook, Echols, Irwin, Lanier, Lowndes, Tift, Turner

Region Five DBHDD Office

Contact Information

Regional Coordinator

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Behavioral Health Regional Services Administrator

Ted Schiffman ted.schiffman@dbhdd.ga.gov

(912) 303-1670

Developmental Disabilities Regional Services Administrator

Stephanie Stewart stephanie.stewart@dbhdd.ga.gov

(912) 303-1670

Region Five Community Service Providers

Georgia Crisis & Access Line – (800) 715-4225

Community Service Board of Middle Georgia

<http://www.csbg.us/>

Denise Forbes, LCSW, Executive Director

dforbes@csbg.com

2121 A Bellevue Road

Dublin, GA 31021-2998

Phone: (478) 272-1190

Fax: (478) 275-6509

Counties Served: Bleckley, Dodge, Johnson, Laurens, Montgomery, Pulaski, Telfair, Treutlen, Wheeler, Wilcox

Pineland Area Community Service Board

<http://pinelandcsb.org/>

June DiPolito, Executive Director jdipolito@pinelandcsb.org

5 West Altman Street

Statesboro, GA 30458

Phone: (912) 764-6906

Fax: (912) 489-3058

Counties Served: Appling, Bulloch, Candler, Evans, Jeff Davis, Tattnall, Toombs, Wayne

Unison Behavioral Health Services

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

Allen Brown, CEO abrown@unisonbh.com

1007 Mary Street

Waycross, GA 31503

Phone: (912) 449-7101

Fax: (912) 287-6660

Counties Served: Atkinson, Bacon, Brantley, Charlton, Clinch, Coffee, Pierce, Ware

Region Six DBHDD Office

Contact Information

Regional Coordinator

Michael Link michael.link@dbhdd.ga.gov

(706) 565-3478

Behavioral Health Regional Services Administrator

Chris Newland (Acting) chris.newland@dbhdd.ga.gov

(706) 569-2974

Developmental Disabilities Regional Services Administrator

Valona Baldwin (Acting) valona.baldwin@dbhdd.ga.gov

(706) 565-3692

Region Six Community Service Providers

Georgia Crisis & Access Line – (800) 715-4225

Pathways Center for Behavioral Health and Developmental Growth

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

Jade Benefield, Director jade.benefield@pathwayscsb.org

120 Gordon Commercial Drive, Suite A

LaGrange, GA 30240

Phone: (706) 845-4045

Fax: (706) 845-4341

Counties Served: Carroll, Coweta, Heard, Meriwether, Troup

McIntosh Trail Community Service Board

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

Pat McCollum, Director pmccollum@mctrail.org

1501-A Kalamazoo Drive

Griffin, GA 30224

Phone: (770) 358-8250

Fax: (770) 229-3223

Counties Served: Butts, Fayette, Henry, Lamar, Pike, Spalding, Upson,

New Horizons Community Service Board

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

Sherman Whitfield, CEO swhitfield@newhorizonscsb.com

2100 Comer Avenue

Columbus, GA 31907

Phone: (706) 596-5583

Fax: (706) 596-5589

Counties Served: Chattahoochee, Clay, Harris, Muscogee, Quitman, Randolph, Stewart, Talbot

Middle Flint Behavioral Healthcare

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

Beth Regan, CEO bethr@sstarga.com

415 North Jackson Street

Americus, GA 31709

Phone: (229) 931-2470

Fax: (229) 931-2474

Counties Served: Crisp, Dooly, Macon, Marion, Schley, Sumter, Taylor, Webster

Phoenix Center Behavioral Health Services

<http://phoenixcenterbhs.com/>

James Singleton, CEO jamessingleton@phoenixcenterbhs.com

940 Highway 96

Warner Robbins, GA 31088

Phone: (478) 988-1002

Fax: (478) 988-1106

Counties Served: Crawford, Houston, Peach

A DESKTOP GUIDE TO SOCIAL SECURITY AND WORK INCENTIVES
SOCIAL SECURITY ADMINISTRATION

Special rules make it possible for a person with disabilities receiving Social Security or Supplemental Security Income (SSI) to work and still receive monthly payments and Medicare or Medicaid. Social Security calls these employment supports “work incentives”. The following link gives the rules that apply under each program. For copies or additional materials on work incentives, contact any Social Security office. <http://www.hybridbikesrev.com/read/your-ticket-to-work-social-security-administration/>

WORK INCENTIVES

There are several types of work incentives that apply to either SSI recipients or SSDI/SSDAC beneficiaries. Some may apply to both types of recipients.

Work incentives are expenses that an individual with a disability incurs during the process of acquiring, going to and from, or performing work. They are expenses that a person with a disability pays directly and are not reimbursable through any other resource. The Social Security Administration allows these eligible expenses to be deducted from the income before figuring the amount of the SSI check or eligibility check for someone on SSDI/SSDAC.

Work Incentives include:

- Impairment Related Work Expenses (IRWE)
- Blind Work Expenses (BWE)
- Student Earned Income Subsidy

For more information contact the Social Security Administration:
1-800-SSA-1213 or 1-800-772-1213

www.ssa.gov

Publications available by download or by mail include:

- Work Incentives for People with Disabilities (The Red Book)
Publication Number 64-030 <http://www.ssa.gov/redbook/>
- Working While Disabled
Publication Number 05-10095 www.ssa.gov/pubs/EN-05-11017.pdf
- Social Security Disability Programs
Publication Number 05-10057 <http://www.ssa.gov/pubs/10057.html>
- Supplemental Security Income
Publication Number 05-11000 <http://www.ssa.gov/pubs/11000.html>
- A Desktop Guide to Social Security and SSI Work Incentives
Publication Number 05-11002 www.disabilityrightsca.org/pubs/551601.pdf

TICKET TO WORK PROGRAM
SOCIAL SECURITY ADMINISTRATION'S

www.ssa.gov/pubs/EN-05-10061.pdf

For complete information about the Ticket to Work Program offered by the Social Security Administration, visit the website at www.yourtickettowork.com. Other information on SSA work incentives and the Ticket to Work Program may be found on the Social Security website: www.ssa.gov/work.

The goal of the Ticket to Work Program is to help people receiving SSI (Supplemental Security Income) and/or SSDI (Social Security Disability Insurance) benefits become self-supporting. When beneficiaries can earn enough income from working, they will become independent and will no longer need Social Security cash benefits.

To help beneficiaries go to work or, if they are already working, to earn a higher income, Employment Networks (EN) are available to provide employment, vocational, and/or other support services. An EN may be a public and/or private provider approved by SSA to assist beneficiaries in achieving their employment goals. There is no cost to the beneficiary and participation is completely voluntary. (A decision not to use the Ticket will have no impact on Social Security cash benefits.)

Ticket holders may assign their Ticket to any approved EN. For example, a school that provides services to beneficiaries who are 18 years of age or older can apply to become an EN and receive supplemental funding. If a beneficiary receives a Ticket and applies for and receives services from an EN or VR, under a written plan, Social Security requires that the Ticket be assigned to that EN or VR Program. But if a beneficiary stops receiving EN or VR services, or if a beneficiary wants to switch from one EN to another, the Ticket can be reassigned.

The advantages of using the Ticket to Work include, but are not limited to:

- protection from further SSA Continuing Disability Reviews as long as the beneficiary is actively working with an EN towards employment and meeting SSA's Ticket use criteria;
- continued receipt of SSI and/or SSDI benefits, including monthly checks and health coverage, i.e., no loss of benefits until a beneficiary has become self-supporting with an independent income; and
- the use of all appropriate work incentives already offered by SSA, such as the Student Earned Income Exclusion (SEIE), Impairment-Related Work Expenses (IRWE), and the Plan for Achieving Self-Support (PASS) –all while working to become employable, self-supporting, and independent.

For further information about benefits and assistance in understanding SSA's programs and work incentives, there are three Benefits Planning, Assistance and Outreach (BPAO) projects within Georgia. These programs are Benefits Navigator, Project 20/20, and Georgia Rehabilitation Outreach Program (GROUP). Each of the three programs serves a different geographical area. For GROUP information, call Georgia Vocational Rehabilitation Agency Customer Service Center, toll-free, at call 1-866-968-7842(V), 866-833-2967(TTY) M - F 8:00 AM - 8:00 PM EST , or visit the following website and follow the directions: <http://gvra.georgia.gov/vocationalrehab/employment-initatives>

Making Timely Progress After You Assign Your Ticket

Your road to employment through the Ticket program is a two-way street: You receive free assistance from your EN or state VR in preparing for, finding and keeping a job, while you work your way towards financial independence. In return, you pledge to Social Security that you will take specific steps – determined by the plan you developed with your service provider – within specific timeframes set by Social Security to:

- Work at a specified earnings level or,
- Complete certain educational or training requirements.

When you participate in the Ticket program, you are working with your EN or VR to reduce or eliminate your dependence on SSDI and/or SSI cash benefits.

Taking the agreed-upon steps toward employment within Social Security's timeframes is called making "timely progress" towards:

- Receiving the education and training you need to succeed at work and your long-term career
- Becoming and staying employed
- Reducing your dependence on SSDI or SSI payments
- Earning your way off cash benefits, if possible

For you, the return for making "timely progress" is that you succeed in achieving a more financially independent life.

Social Security ordinarily reviews your medical condition from time to time to see whether you are still disabled. Social Security uses a process called the [Continuing Disability Review](#), or CDR. If you assign your Ticket to an approved service provider before you receive a CDR notice and you make "timely progress" following your employment plan, Social Security will **not** conduct a review of your medical condition. If you assign your Ticket after you receive a CDR notice, Social Security will continue with your scheduled medical review.

I'm Interested! What's Next?

Here are five actions you can take right now to learn more about the Ticket to Work program and Social Security's Work Incentives:

- **Read our [Frequently Asked Questions](#) about the Ticket to Work program**
- **View [success stories](#) of beneficiaries like you who have used the Ticket program to build a better life and achieve financial independence**
- **[Sign up for a free WISE Webinar](#) to learn more about Ticket to Work and Work Incentives**

<http://chooseworkttw.net/about/making-progress/index.html>



The Georgia High School/High Tech (HS/HT) Initiative helps youth with disabilities make better, more informed decisions about their careers and their futures. This is accomplished by focusing on employment, career development, education, training, leadership, and growth opportunities.

In addition to the student-centered objectives, High School/High Tech helps business leaders in the science, engineering, and technology fields understand the use of assistive technologies and the accommodation needs of people with disabilities.

The Mission: High School/High Tech is a community-based enrichment initiative for high school students with disabilities. It is designed to develop career opportunities and provide activities that will spark students' interest in high technology career fields, and to encourage them to pursue higher education.

Who is eligible for Participation in Georgia High School/High Tech?

A currently enrolled high school student between the ages of 14 and 22 who:

- Has a current Individual Education Plan (IEP) or 504 Plan for any disability including but not limited to learning, physical, or sensory disabilities;
- Has the ability to pursue postsecondary education, training and/or employment;
- Has an interest in technical fields including math and science; and
- Has the desire to actively participate in the programs offered through the High School/High Tech program.

For more information about the Georgia High School/High Tech Initiative, contact Karen Royston (706) 353-7987 at Royston.Karen@gmail.com

Or visit the website at <http://gvra.georgia.gov/vocationalrehab/high-school-high-tech>

GEORGIA ACRONYMS AND INITIALS

The following is a list of acronyms or initials often used when dealing with school systems, state and federal agencies. You may hear these initials used and feel lost. This list will help you understand the language of the school system and various agencies.

AADD	Atlanta Alliance on Developmental Disabilities
AFDC	Aid to Families with Dependent Children
ABI	Acquired Brain Injury
APS	Adult Protective Services
ARC	Association for Retarded Citizens
BWE	Blind Work Expenses
C & A	Child and Adolescent Program
CAC	Citizen Advisory Council
CBI	Community Based Instruction
CBVI	Community Based Vocational Instruction
CBVT	Community Based Vocational Training
CDR	Continuing Disability Review
CMI	Chronically Mentally Ill
CSB	Community Service Board
CTI	Career Technical Instruction
CTR	Center
DCM	Dedicated Case Management
DCT	Diversified Cooperative Training
DD	Developmental Disability
DEC	Developmental Evaluation Clinic
DFACS	Department of Family and Children's Services
D/HH	Deaf/Hard of Hearing

DHR	Department of Human Resources
DMA	Department of Medical Assistance
EBD	Emotional and Behavioral Disorders
EPE	Extended Period of Eligibility- Part of Title II/SSI/SSDAC Benefits
ESP	Employment Support Plan
FBR	Federal Benefit Rate
GaDOE	Georgia Department of Education
GLRS	Georgia Learning Resource Systems
GRH	Georgia Regional Hospital
GVRA	Georgia Vocational Rehabilitation Agency
IEP	Individualized Education Program
IPE	Individualized Plan for Employment
IRWE	Impairment Related Work Expense
ISP	Individual Service Plan
ITA	Individual Transition Account
ITP	Individual Transition Plan
LB	Legally Blind
LD	Learning Disability
MHDDAD	Mental Health Developmental Disabilities and Addictive Diseases
MID	Mild Intellectual Disability
MOID	Moderate Intellectual Disability
OI	Orthopedic Impairment
PASS	Plan to Achieve Self-Support
PCP	Person Centered Planning
PID	Profound Intellectual Disability

SE	Supported Employment
SED	Severe Emotional Disturbance
SGA	Substantial Gainful Activity- Gross wages of \$700 per month
SID	Severe Intellectual Disability
SLD	Specific Learning Disability
SSA	Social Security Administration
SSDAC	Social Security for the Disabled Adult Child
SSDI	Social Security Disability Income
SSI	Supplemental Security Income
TBI	Traumatic Brain Injury
TWP	Trial Work Period- Part of Title II/SSI/SSDAC Benefits
VI	Visual Impairment
WIC	Women, Infants, and Children
WIA	Workforce Investment Act

Glossary

Accommodation- A change in the usual way of doing things so an individual's needs can be met.

ADL/ Activities of Daily Living- Basic skills such as housekeeping, meal planning, money management, arranging social activities, use of public transportation, and taking medication, etc.

Advocacy- Speaking up for a cause, person, or idea.

Aging Out- The term that applies to a student who is nearing the end of his/ her time in public schools.

Americans with Disabilities Act (ADA)- A federal law that prohibits discrimination against individuals with disabilities .

Aptitude- A person's ability for learning; a talent or quickness in learning, and understanding in particular areas.

Assistive Technology- Equipment, hardware, inventions, tools, or other help for people with disabilities; aids in helping people do the tasks of daily life.

Career/ Vocational assessment- The systematic collection of information about a student's vocational aptitudes, abilities, expressed interests, and career awareness used in the planning for transition to employment of post-secondary school.

CBI/ Community Based Instruction- Integrating students into the community as part of their educational instruction.

Competitive Employment- A job in the community for which the hiring, salary, and job description are considered equal for all employees.

Extracurricular Activities- Events or activities that are not part of academic requirements at school.

Individual Education Program (IEP)- A written legal document which ensures that a child with a disability receives a Free and Appropriate Education (FAPE) in the least restrictive environment. IEP's are developed through discussion at team meetings that include parents and the professionals involved in the child's education.

Independent Living Skills: The motivation, knowledge and ability to live daily life in as self-reliant a way as possible, with the least amount of control by others.

Individuals with Disabilities Act (IDEA)- This was originally called *Education for All Handicapped Children Act* (Public Law 94-142) signed into law on Nov 29, 1975. This law has since been renamed and was recently reauthorized in 2004. IDEA is a federal law that strengthened academic expectations and accountability for children with disabilities in public schools. It mandates that individual educational goals and services must be developed for each child with a disability.

Interest Inventory: Verbal, written, or computer exercises that help a person identify what jobs might be a good fit for them based on things they like to do and activities they like to participate in.

Job Coach- A person who provides assistance to an individual with a disability to learn or maintain a job.

Job Shadowing: Exploring different occupations and types of work environments by following and watching people actually performing the jobs.

Learning Styles: The manner in which an individual learns or the psychological or cognitive characteristics that determine how a person learns best.

Least Restrictive Environment (LRE)- A requirement in federal law in which children with disabilities receive their education, to the maximum extent appropriate, with non-disabled peers.

Mobility Skills: The word “mobility” refers to the ability of people with vision or other disabilities to move with ease, speed, and safety through their environment.

Occupational Therapy- Planned activities for persons with disabilities to help them gain greater independence in living and work environments.

On-the-Job-Training: Knowledge and skills that a person acquires while they are in the workplace, already doing some activities related to an existing position description.

Portfolio: A collection of evidence, usually including papers, pictures, descriptions, and recommendations that represents a person’s performance.

Pre-vocational- Activities designed to prepare an individual for a job and teach job-related behaviors.

Primary Caregiver- The person who spends the most time caring for someone who is unable to be independent.

Psychological Evaluation- An assessment of performance and capabilities which uses psychological tests to guide the establishment of appropriate interventions.

Psycho-Social Evaluation- An assessment of an individual’s thoughts, emotions, and interactions with people.

Recreational Therapy- A structured plan to develop a healthy body and mind through fun and relaxation.

Rehabilitation- The process of regaining lost functions and skills.

Respite Care- Time away from the responsibilities of caring for someone who cannot care for themselves. Can be in-home respite.

School to Work Opportunities Act- The federal act that provides funding for systematic change that includes work-based, school-based, and connecting activities to create quality opportunities for all students.

Self-advocacy- The act of speaking up for oneself and being able to communicate needs to other people.

Self-determination- A process in which the individual's preferences, interests, abilities, and wishes are the focus of planning and implementing activities.

Social Security- Federal government income plan payable to retired workers, survivors, and individuals with disabilities, who qualify.

Social Security Disability Income (SSDI)- Provides benefits to workers or certain members of a worker's family who qualify, based on an impairment severe enough to prevent working for a year or more, or which is expected to result in death. The definition requires total disability. Benefits will continue as long as the person is medically disabled and not engaged in substantial gainful employment.

Study Skills- Techniques of scheduling time, finding a quiet place, remembering, reviewing, deciding what material is important, and taking notes are all study skills. Study skills classes offered in some schools will help individuals find out what particular study skills work best.

Supplemental Security Income (SSI)- Basic monthly financial assistance for people with disabilities who are not gainfully employed and for the elderly.

Supported Employment- A program for persons with disabilities designed to assist integration into competitive employment.

Transition Services- A coordinated set of activities for students as part of their IEP, designed to promote movement from school to post-school activities, including post-secondary education., vocational training, integrated employment, related services, independent living, or community participation.

Some terms adapted from "Opening Doors to Postsecondary Education and Training", Wisconsin Department of Public Instruction

The previous sources may be of help to you as you consider the transitional needs of your student. While these sources are provided to assist you in your search, it is your responsibility to investigate them to determine their value and appropriateness for your situation and needs. These sources are provided as a sample of available resources and are for informational purposes only. THE GEORGIA DEPARTMENT OF EDUCATION DOES NOT MONITOR, EVALUATE, OR ENDORSE THE CONTENT OR INFORMATION OF THESE RESOURCES. NONE OF THESE RESOURCES SHOULD BE CONSIDERED THE ADVICE OR GUIDANCE OF THE GEORGIA DEPARTMENT OF EDUCATION.