

PERSON-CENTERED THINKING AND PLANNING IN FOSTER CARE

GLOSSARY OF DISABILITY TERMINOLOGY

504C Accommodations (Education)

504 Accommodations protect students between the ages of 3 and 22 with disabilities against discrimination by requiring public schools to provide eligible students reasonable and appropriate accommodations, so they may participate fully in school.

Adult Career and Continuing Education Services-Vocational Rehabilitation (ACCES-VR)

ACCES-VR, part of the NYS Education Department (SED), provides assistance with employment-related skills to persons with disabilities. ACCES-VR starts with the presumption that all persons with disabilities can benefit from vocational rehabilitation services and should have opportunities to work in jobs integrated within their communities. VR Counselors guide individuals through service programs, training, and school with employment as the end result/goal.

Americans with Disabilities Act (ADA)

This is a federal law that guarantees the rights of individuals with disabilities by making it unlawful to discriminate against individuals with disabilities or people who are perceived to have a disability. The law also requires accessibility and reasonable accommodation in certain settings (work, public facilities, transportation, and telecommunications). The ADA was signed into law on July 26, 1990, by President George H. W. Bush and later amended with changes effective January 1, 2009.

Adult Protective Services (APS)

Administered by county or local government, APS provides services to physically and/or mentally impaired adults. APS works to help at-risk clients live safely in their homes. APS clients can be referred by anyone.

Annual Review (Education)

“Annual review means an evaluation, conducted at least annually by the committee on special education, of the status of each student with a disability and each student thought to have a disability who resides within the school district for the purpose of recommending the continuation, modification or termination of the provision of special education programs and services for the student to the board of education.”

<http://www.p12.nysed.gov/specialed/lawsregs/sect2001.htm>

Assistive Technology - Adaptive Devices

From OPWDD’s HCBS Waiver:

Items, pieces of equipment, or product systems, whether acquired commercially, modified, or customized, that are used to increase, maintain, or improve functional capabilities of participants, including, but not limited to, communicators, speech amplifiers, electronic speech aids/devices, voice activated, light activated, motion activated and electronic devices, standing boards/frames and therapeutic equipment for the purpose of maintaining or improving the participant’s strength, mobility or flexibility to perform activities of daily living, adaptive switches/devices, meal preparation and eating aids/devices/appliances, specially adapted locks, motorized wheelchairs, guide dogs, hearing dogs, service dogs. Assistive Technology - Adaptive Device service is a service that directly assists a participant in the selection, acquisition, or use of an assistive technology device. The devices and services must be documented in the participant's individualized service plan (ISP) as being essential to the person's habilitation, ability to function, or safety and essential to avoid or delay institutionalization.

Behavioral Intervention Plan (BIP) (Education)

“Behavioral intervention plan means a plan that is based on the results of a functional behavioral assessment and, at a minimum, includes a description of the problem behavior, global and specific hypotheses as to why the problem behavior occurs and intervention strategies that include positive behavioral supports and services to address the behavior.”

<http://www.p12.nysed.gov/specialed/lawsregs/sect2001.htm>

Broker (OPWDD)

See [Support Broker](#).

Care Coordination

This is the planning for and management of the provisions of services. Care coordination often involves marshalling personnel and other resources to carry out all the activities related to the services offered to individuals.

Care at Home (CAH) Waivers for Children with Developmental Disabilities

OPWDD currently operates three Care at Home (CAH) Medicaid Home and Community Based Waivers for children with severe developmental disabilities and complex medical conditions living at home with their families that allow Medicaid to pay for some services not provided through "regular" Medicaid, such as case management, respite, home adaptations and vehicle modification. These services can make home care an option for children and their families. Although this Medicaid funding applies only to the child, it can be used to help cover the costs of caring for the child at home.

Career Development and Occupational Studies Commencement Credential (CDOS Credential) (Education)

The New York State Career Development and Occupational Studies Commencement Credential is a credential recognized by the NYS Board of Regents as a certificate for students with disabilities stating that the student has the knowledge and skills necessary for entry level employment.

Certified Residential Opportunity Protocol (CRO) (OPWDD)

OPWDD's Certified Residential Opportunity (CRO) Protocol has been implemented to ensure a timely response to individuals who are seeking a residential opportunity. Through the implementation of this protocol, OPWDD Regional Offices in partnership with residential providers review available certified residential opportunities. A Residential Referral Packet must be completed by the service coordinator and individual/family and submitted by the service coordinator to the Certified Residential Opportunities Team at the Regional Office prior to the service coordinator or referral source completing the Developmental Disabilities Profile Four (DDP4).

The Residential Referral Packet can be found at the following link:

http://www.opwdd.ny.gov/welcome-front-door/H005_ResidentialReferralForm_4-20-15

The entire CRO Protocol is available on the OPWDD website in OPWDD's Front Door Procedure Manual Appendices; Appendix H, Section H001, on p. 61 of the document.

<http://www.opwdd.ny.gov/welcome-front-door/FD-ManualAppendicesFinal>

Community Habilitation (OPWDD)

Community Habilitation is a face-to-face HCBS waiver service provided largely in community (non-certified) settings to facilitate and promote independence and community integration. The staff is with the individual, and provides skill training and supports for adaptive skill development, assistance with activities of daily living, travel, health, adult educational supports, communication, social skills, leisure skills, money management, socially appropriate behaviors, life safety, hands-on-assistance provided by staff as necessary, professional oversight services as necessary (for example QIDP oversight), independence, self-advocacy, informed choice, community inclusion, and relationship building. Community Habilitation services may also include personal care, health care, protective oversight and supervision, and program-related transportation, and may support habilitation activities such as volunteering, learning about different types of jobs, visiting job sites and other experiences that expose the person to the world of work and broadens his or her understanding of the types of employment.

Community Residential Settings (OPWDD)

These are certified homes in the Office for People with Developmental Disabilities system which offer different levels of support to individuals with developmental disabilities who have greater needs. Also known as ICFs/DD, Supervised and Supportive IRAs and Family Care homes. OPWDD provides supports for individuals to live in the community in homes they rent or own, or with family.

Committees on Preschool Special Education (CPSE) (Education)

The Committees on Preschool Special Education coordinates special education evaluations and services for children ages 3-5.

Committees on Special Education (CSE) (Education)

Committees on Special Education evaluate students, who have been identified as possibly having a disability, attending charter schools and non-public schools.

Consolidated Supports and Services (CSS) (OPWDD)

Until October 1, 2014, Consolidated Supports and Services was the HCBS waiver service that provided individuals with the opportunity to self-direct their services. Self-Directed services continue to be available through OPWDD. People with developmental disabilities may self-direct their services using person-controlled, portable budgets developed by using a person centered planning process.

Consumer Directed Personal Assistance Program (CDPAP)

This is a Medicaid funded program for chronically ill or physically disabled individuals who have a medical need for help with activities of daily living (ADLs) or skilled nursing services. Services can include any of the services provided by a personal care aide (home attendant), home health aide, or nurse.

Day Habilitation (OPWDD)

Day Habilitation services are habilitation services provided to an individual regardless of his/her living environment, and regularly taking place in a nonresidential setting, separate from the individual's private residence or other home. As with Community Habilitation services, Day Habilitation services can assist individuals to acquire, retain or improve their self-help, socialization and adaptive skills, including communication, travel and other areas in adult education. Activities and environments are designed to foster the development of skills and appropriate behavior, greater independence, community inclusion, relationship building, self-advocacy and informed choice. In day habilitation, individuals are often supported to contribute to their communities through volunteer work.

Developmental Disabilities Regional Office (DDRO) (OPWDD)

OPWDD has five regions, each of which has one or more Regional Offices (DDROs) where individuals and families find the Front Door, the process for accessing services for people with developmental disabilities, and connecting with the voluntary agencies that provide those services.

Early Child Direction Centers (ECDC) (Education)

Early Childhood Direction Centers provide information about programs and services for young children, aged birth through five, who have physical, mental, or emotional disabilities, and help families obtain services for their children. Early Childhood Direction Centers provide information about preschool programs, transportation, medical, educational, and social services, evaluation and assessment services, funding, parent education programs and resources, day care, and the State's early intervention system. Early Childhood Direction Centers services include matching the needs of children with available services, assisting parents in obtaining services, following up to ensure that children receive services, coordination of services between agencies, and education of parents of preschool children with disabilities.

Eligibility for OPWDD Services

Review the steps for applying to the Office for People with Developmental Disabilities.

Environmental Modifications (E-Mods) (OPWDD)

Environmental modifications are adaptations to the home, such as ramps, lifts, widened doorways or hallways, and bed shaker alarm devices that are necessary to increase or maintain an individual's ability to live at home with independence. These must be a part of the individual's individualized service plan in order to be funded through the Home and Community Based Services (HCBS) waiver.

Employment First

Employment First is the U.S. department of Labor initiative centered on the premise that all citizens are capable of participation in integrated employment and community life.

The Employment Training Program (ETP) (OPWDD)

The ETP is an OPWDD program which offers an opportunity to work in a paid internship that may lead to permanent employment in a community business. Participants have enhanced job coaching and attend job readiness classes that cover topics like conflict resolution and how to dress for work.

Family Support Services (FSS) (OPWDD)

Family Support Services are OPWDD funded services help families with people with developmental disabilities at home, such as respite, guidance for eligibility, training and moral support groups, recreational and social activities, sibling services, parent to parent networking, and support in times of crisis. Family Support Services are not available to children in foster care.

Free Appropriate Public Education (FAPE) (Education)

All students with disabilities as defined by Section 504 of IDEA (Individuals with Disabilities Education Act) are entitled to Free Appropriate Public Education. An appropriate education may comprise education in regular classes with the use of related aids and services, or special education and related services in separate classrooms for all or portions of the school day. Special education may include specially designed instruction in classrooms, at home, or in private or public institutions, and may be accompanied by related services such as speech therapy, occupational and physical therapy, psychological counseling, and medical diagnostic services necessary to the child's education.

Front Door (OPWDD)

OPWDD's Front Door is a person-centered approach for people with developmental disabilities that prioritizes individual choices, needs, and desires in making decisions about services. The Front Door process includes the eligibility determination. The Front Door strives to:

- Improve the way people learn about OPWDD and available service options,
- Better connect individual needs to available services, and
- Give people as many opportunities as possible for self-direction.

Anyone new to OPWDD services must go through the Front Door process.

Functional Behavioral Assessment (FBA) (Education)

"Functional behavioral assessment means the process of determining why a student engages in behaviors that impede learning and how the student's behavior relates to the environment. The functional behavioral assessment shall be developed consistent with the requirements in section 200.22(a) of this Part and shall include, but is not limited to, the identification of the problem behavior, the definition of the behavior in concrete terms, the identification of the contextual factors that contribute to the behavior (including cognitive and affective factors) and the formulation of a hypothesis regarding the general conditions under which a behavior usually occurs and probable consequences that serve to maintain it."

<http://www.p12.nysed.gov/specialed/lawsregs/sect2001.htm>

Guardianship

See Also: [Supported Decision-Making](#)

- **Article 17A guardianship** - This is used primarily for people with disabilities and negates their rights as a person without them being able to speak at a legal hearing. This type of guardianship is for life and does not require progress reports or oversight from any legal entity. It can be held by a person (like a parent of someone over 18 years old) or by government or non-profit agencies.
- **Article 81 guardianship** - This is based upon a functional analysis of a person's disability, requires a hearing, requires the presence of the person over whom guardianship is sought at the hearing, requires guardianship to be tailored to the person's functional incapacities, and requires the guardian to consider the person's choice and preference in making decisions.

Home and Community Based Services (HCBS) Waiver - OPWDD

The HCBS Waiver operated by the OPWDD is a program of supports and services that enables adults and children with intellectual and developmental disabilities to live in the community as an alternative to Intermediate Care Facilities (ICFs). Over 70,000 individuals currently receive services through the waiver.

To be eligible for opportunities in the OPWDD HCBS Waiver, an individual must

- Have a diagnosis of a developmental disability
- Be eligible for the ICF/MR level of care
- Be Medicaid eligible
- Have chosen HCBS waiver services over institutional care
- Live in an OPWDD eligible setting (the person's own or family home, an Individual Residential Alternative (IRA), Community Residence or Family Care home)

The OPWDD HCBS waiver provides day hab, live-in caregiver, prevocational, residential hab, respite, supported employment, agency w/choice/FMS, consolidated supports and services, support brokerage, assistive technology-adaptive devices, community hab, community transition, environmental mods (home accessibility), family education and training, intensive behavioral services, pathway to employment, and plan of care support services for individuals w/autism, IID, DD, ages 0 - no max age.

There is also an HCBS waiver for OMH services with different services for those who need support that is more focused on mental health. For more information, see OMH below.

Identity-First Language

See Also: [Person-First Language](#)

In relationship and in response to the person-first language movement, there are some groups who see their disability as so integral to their life and experiences that they prefer descriptors such as "autistic" as opposed to the person-first description: person with autism. When in doubt, choose to be curious and ask the person how they prefer to have their disability described. For more information about this issue, see the website for the Autistic Self-Advocacy Network and their article called, "Identity-First Language."

<http://autisticadvocacy.org/home/about-asan/identity-first-language/>

Inclusive Higher Education

The integration of students with intellectual and developmental disabilities into college, including general academic courses, recreational opportunities and all aspects of campus life, with non-disabled peers. Most programs incorporate a comprehensive, person-centered, and individualized support model which includes services and accommodations to support students in academic classes and work-based learning experiences based on personal choices, preferences, and post-school employment and independent living goals.

Individualized Education Program (IEP) (Education)

An Individualized Education Program is a written statement for each child with a disability that is developed, reviewed, and revised in a meeting. An Individualized Education Program includes, but is not limited to, a statement of the child's present levels of academic achievement and functional performance, a statement of measurable annual goals, including academic and functional goals, and a description of the child's progress toward meeting the annual goals. An IEP is mandatory for any child and student with disabilities under the Individuals with Disabilities Education Act.

Individualized Education Program (IEP) Disability Classifications (Education)

There are 13 categories of disability that make a child eligible for an Individualized Education Plan, including: Autism Spectrum Disorder, Deafness, Deaf-Blindness, Emotional Disturbance, Hearing Impairment, Learning Disability, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment (examples include: epilepsy, attention deficit disorder or attention deficit hyperactivity disorder, Tourette syndrome, hemophilia, leukemia), Speech or Language Impairment, Traumatic Brain Injury, and Visual Impairment.

Individuals with Disabilities Education Act (IDEA) (Education)

The Individuals with Disabilities Education Act ensures that all children with disabilities are entitled to a free appropriate public education (FAPE) to meet their unique needs and prepare them for further education, employment, and independent living. Any student with disabilities has an Individualized Education Program (IEP) under the Individuals with Disabilities Education Act and the child must be provided with education in the least restrictive environment (LRE).

Individual Supports and Services (ISS) (OPWDD)

ISS is an OPWDD service which assists adults with developmental disabilities to live independently in his/her own house or apartment by providing a housing subsidy to pay housing and utilities costs. ISS is only available to individuals living independently.

Integrated Co-Teach Classroom (Education)

“Integrated Co-Teaching (ICT) classrooms include students with and without disabilities and have two teachers, a general education teacher and a special education teacher. The teachers work together throughout the day to adapt and modify instruction for the child and make sure the entire class has access to the general education curriculum. Students may be in an ICT classroom all day or for a portion of the day.”

Justice Center (for the Protection of People with Special Needs)

The Justice Center is committed to supporting and protecting the health, safety, and dignity of all people with special needs and disabilities through advocacy of their civil rights, prevention of mistreatment, and investigation of all allegations of abuse and neglect so that appropriate actions are taken.

<http://www.justicecenter.ny.gov/about/vision>

Least Restrictive Environment (LRE) (Education)

A Least Restrictive Environment is the requirement in federal law that students with disabilities receive their education, to the maximum extent appropriate, with nondisabled peers and that special education students are not removed from regular classes unless, even with supplemental aids and services, education in regular classes cannot be achieved satisfactorily.

[20 United States Code (U.S.C.) Sec. 1412(a)(5)(A); 34 Code of Federal Regulations (C.F.R.) Sec. 300.114.]

<http://www.disabilityrightsca.org/pubs/504001Ch07.pdf>

Long-Term Care

Long-term care relates to a range of services and supports that help people meet health or personal needs over a long period of time. “Most long-term care is not medical care, but rather assistance with the basic personal tasks of everyday life, sometimes called ‘Activities of Daily Living,’ such as: bathing, dressing, using the toilet, transferring (to or from bed or chair), caring for incontinence, eating. Other common long-term care services and supports are assistance to complete what are called instrumental activities of daily living. These are household and other tasks that you may do every day, such as: housework, preparing and cleaning up after meals, taking medication, shopping for groceries or clothes, using the telephone or other communication devices, managing money, caring of pets, responding to emergency alerts such as fire alarms.” Habilitation services are long-term care services that are designed to assist individuals in acquiring, retaining, and improving the self-help, socialization, and adaptive skills necessary to reside successfully” in community settings.

<https://longtermcare.acl.gov/the-basics/index.html>

Long-Term Care Entity

An organization that provides a variety of clinical and non-clinical services such as long-term therapies, developmental disabilities services, home health personal care, and residential services, with a focus on helping individuals function at their highest level of independence.

Medicaid Service Coordination/Coordinator (MSC) (OPWDD)

Service coordination assists people with developmental disabilities and their families to access services and supports appropriate to their needs. OPWDD delivers almost all service coordination through its Medicaid Service Coordination program (MSC). MSC is provided by qualified service coordinators and uses a person-centered planning process in developing, implementing, and maintaining an Individualized Service Plan. Plan of Care Support Services (PCSS) is an alternative form of service coordination. PCSS providers assist individuals to review and update their Individualized Service Plan. PCSS is delivered by a qualified Medicaid Service Coordinator.

New York State Commission for the Blind (NYSCB) - Formerly Known as Commission for the Blind and Visually Handicapped (CBVH)

“The New York State Commission for the Blind (NYSCB) provides vocational rehabilitation and other direct services to legally blind New York State residents, including children, adults, and elderly persons. One of NYSCB's primary objectives is to assist consumers in achieving economic self-sufficiency and full integration into society.”

<http://ocfs.ny.gov/main/cb/about.asp>

Occupational Therapy (Compared to Physical Therapy)

Occupational Therapy: means the functional evaluation of the student and the planning and use of a program of purposeful activities to develop or maintain adaptive skills, designed to achieve maximal physical and mental functioning of the student in his or her daily life tasks.

Physical Therapy: means the rehabilitation of the body, or part of the body, in order to regain mobility.

Office of Alcoholism and Substance Abuse Services (OASAS)

OASAS plans, develops and regulates the state's system of chemical dependence and gambling treatment agencies. This includes the direct operation of 12 Addiction Treatment Centers, which provide inpatient rehabilitation services to 8,000 persons per year. The agency inspects and monitors the nearly 1,000 chemical dependence programs to guarantee quality of care and to ensure compliance with state and national standards.

<https://www.oasas.ny.gov/>

Office for People with Developmental Disabilities (OPWDD)

The New York State Office for People With Developmental Disabilities (OPWDD) is responsible for coordinating services for more than 128,000 New Yorkers with developmental disabilities, including intellectual disabilities, cerebral palsy, Down syndrome, autism spectrum disorders, and other neurological impairments. It provides services directly and through a network of approximately 750 nonprofit service providing agencies, with about 80 percent of services overseen by Developmental Disabilities Regional Offices (DDROs) and provided by private nonprofit agencies, and 20 percent provided by state-run services through Developmental Disabilities State Operations Offices (DDSOOs).

<http://www.opwdd.ny.gov/>

Office of Mental Health (OMH)

The New York State Office of Mental Health promotes the mental health and well-being of all New Yorkers. Our mission is to facilitate recovery for young to older adults receiving treatment for serious mental illness, to support children and families in their social and emotional development and early identification and treatment of serious emotional disturbances, and to improve the capacity of communities across New York to achieve these goals. The Office of Mental Health has their own Home and Community-Based Services (HCBS) Waiver to provide services to people with mental health challenges.

<http://omh.ny.gov/>

Pathway to Employment (OPWDD)

Pathway to Employment is an OPWDD funded person-centered employment planning and support service that provides assistance for individuals to obtain, maintain or advance in competitive employment or self-employment. This service is available to individuals expressing an interest in competitive employment or self-employment including (but not limited to) individuals who receive Day Habilitation, Pre-Vocational and Supported Employment services, as well as students leaving high school. Pathway to Employment offers an individualized planning process that helps individuals identify a career or vocational direction. It also provides instruction and training in job readiness skills and develops a plan for achieving competitive, integrated employment at or above the New York State minimum wage. To be eligible for Pathway to Employment, an individual needs to be enrolled in the Home and Community Based Services waiver (HCBS).

Person-Centered Planning (PCP)

PCP is a facilitated process that allows the person and their significant others to identify strengths, preferences, and needs while planning for future growth and goals.

The key elements of PCP include

- Bringing together people who care about the person, and are typically chosen by the person, to assist with identifying and writing down strengths, preferences and needs, often in graphic form
- Allowing the person the safe space to express their thoughts and ideas
- Developing a snapshot of a person in a point in time that is updated as the person changes and grows
- Including an action plan to move the person closer to their goals and preferred life

Person-Centered Thinking (PCT)

The foundation of PCP is Person-Centered Thinking. The fundamental belief of this system is that the person is a valuable, contributing member of the community. Helping (or facilitating) the individual to discover or identify his/her interests and community connections is the primary role of the broker or other trained person centered planner.

Person-First Language

See Also: [Identity-First Language](#)

As a part of the disability rights movement, there has been a shift in the way that some people use language to describe themselves and others with disabilities. Instead of using the word “disabled” or “handicapped” to describe someone, many prefer person-first language which prioritizes the person before the disability.

Suggested* Person-First Description	Avoid this Description
Person with a disability	Disabled/Handicapped
Person who uses a wheelchair	Confined/restricted to a wheelchair/wheelchair bound
Person with an intellectual disability	Disabled, retarded, slow, special person
Person with an emotional disability	Insane, crazy
Person with cerebral palsy	CP afflicted/victim

*Note that the shift to person-first language is not universal. There are some groups who see their disability as so integral to their life and experiences that they prefer descriptors such as “autistic.” When in doubt, choose to be curious and ask the person how they prefer to have their disability described. For more information about this issue, see the website for the Autistic Self-Advocacy Network and their article called, “Identity-First Language.”

<http://autisticadvocacy.org/home/about-asan/identity-first-language/>

Prevocational Services (OPWDD)

Prevocational Services address an individual with developmental disabilities' vocational interests. They assist individuals who are interested in joining "the world of work" but whose skills are such that they may not expect to obtain competitive employment within the next year. The individual may or may not perform work for which he or she is paid while receiving prevocational services. Prevocational services include support and training related to the person's ability to obtain and retain employment, excluding training on job tasks.

Provisional Eligibility (OPWDD)

See Also: [Steps for Applying to the Office for People with Developmental Disabilities](#)

A child under the age of 8 may be found "provisionally eligible" and will then qualify to get the Office for People with Developmental Disabilities supports or services. The individual must apply for permanent eligibility once he/she reached the age of 8.

R- Word

"The R-word is the word 'retard(ed)'. Why does it hurt? The R-word hurts because it is exclusive. It's offensive. It's derogatory. Our campaign asks people to pledge to stop saying the R-word as a starting point toward creating more accepting attitudes and communities for all people. Language affects attitudes and attitudes affect actions. Pledge today to use respectful, people-first language."

<http://www.r-word.org/r-word-why-pledge.aspx#.VmcPGL9WL-U>

Reasonable Accommodations

"Reasonable accommodation" means necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms;".

The term "reasonable accommodation" is often referenced when talking about employment of people with disabilities.

Residential Habilitation (OPWDD)

Residential Habilitation services are HCBS waiver services that address skill acquisition, skill retention, and the individual's need for hands-on assistance related to living in the community. These services may include, but are not limited to: adaptive skill development, assistance with activities of daily living, travel, health, adult educational supports, communication, social skills, leisure skills, money management, socially appropriate behaviors, life safety, hands-on assistance provided by staff as necessary, professional services as necessary, self-advocacy, informed choice, community inclusion, and relationship building. In addition, physical assistance, protective oversight, and supervision can be provided by the Residential Habilitation staff, if these components do not constitute the entire service provided. Residential habilitation is delivered to residents of Supervised IRAs and Supervised CRs (Supervised IRA-RH). Only services clearly identified within the individual's Habilitation Plan and Individualized Service Plan may be provided under this service.

Self-Advocacy

Self-advocacy by people with developmental disabilities means that individually or in groups (preferably both) they speak or act on behalf of themselves, or on behalf of issues that affect people with developmental disabilities.

Self-Contained Classroom or Special Class Services (Education)

These services are provided for children with disabilities who are grouped together in a classroom on a full-time or part-time basis. They serve children whose needs cannot be met in the general education classroom environment. In a Special Class setting, students must be grouped by similarity of educational needs. The classroom can contain students with the same disability or with different disabilities as long as they have similar levels of academic achievement and common learning characteristics, management needs, levels of social development and physical development. These classes may have 6 to 15 students with one special education teacher and up to four paraprofessionals.

Self-Determination

Self-determination is the concept that individuals are qualified to make their own decisions about their lives, the belief that all individuals have the right to direct their own lives. It is a philosophy that is based on

- Freedom to develop one's own personal life plan
- Authority to control a targeted amount of resources
- Support - to receive the support needed to attain personal goals
- Responsibility to contribute to one's community and to use public dollars wisely
- Self-Advocacy to speak or act on behalf of oneself or on behalf of issues that affect oneself and/or other people with developmental disabilities

Self-Direction (SD) (OPWDD)

Anyone who is eligible for OPWDD services and enrolled in the Home and Community Based Services (HCBS) Waiver can choose to self-direct their services. Self-direction may be right for an individual who can make his/her own decisions (or have help to) and who wants more flexible supports and services.

Self-direction empowers people to design their own supports based on their unique strengths and needs. Self-direction gives the person flexibility to choose the mix of supports and services that are right for him/her so he/she can live the life he/she wants. With self-direction, the individual chooses his/her services, the staff and organizations that provide them, and a schedule that works best for him/her. It gives the individual more control over the funding used to buy his/her services. The individual chooses to

- Have an agency to help him/her self-direct (agency-supported self-direction)
- Manage his/her own budget and staff with help from a Fiscal Intermediary and Support Broker

For more information on self-directing OPWDD services, go to <http://www.opwdd.ny.gov/selfdirection>.

Skills and Achievement Commencement Credential (Education)

“The Skills and Achievement Commencement Credential for students with severe disabilities provides this group of students who are exiting school after attending at least 12 years, excluding kindergarten, with a commencement certificate similar in form to the diploma issued by the school district. The Skills and Achievement Commencement Credential must be accompanied by the documentation of the student’s skills and strengths and levels of independence in academic, career development and foundation skills needed for post-school living, learning, and working.”

<http://www.p12.nysed.gov/specialed/publications/SACCMemo.htm>

Social Security Disability Insurance (SSDI)

Social Security Disability Insurance is the federal social insurance program that provides monthly cash benefits to disabled workers and their families.

Supplemental Security Income (SSI)

Supplemental Security Income is a Federal income supplement program funded by general tax revenues. It is designed to help aged, blind, and disabled people who have little or no income. It also provides cash to meet basic needs for food, clothing, and shelter.

<http://www.ssa.gov/ssi/>

Support Brokers (OPWDD)

Support Brokers assist HCBS waiver participants (or the participant's family or representative as appropriate) to self-direct and manage some or all of their waiver services, help the participant in the day-to-day management of self-directed services and provide support and training to participants and their families regarding the ongoing decisions and tasks associated with participant direction, such as monitoring expenditures, and employer responsibilities such as recruiting, supervising, and training of participant-hired staff. Brokerage does not duplicate or replace the State Plan targeted case management service provided by the Medicaid Service Coordinator (MSC), who identifies services, helps the participant make an informed choice of service providers, refers the person/family to the service chosen, and maintains and updates the plan of care.

Supported Decision-Making

“Supported Decision-Making is a way people can make their own decisions and stay in charge of their lives, while receiving any help they need to do so”

<http://supporteddecisionmaking.org/>

Steps for Applying to the Office for People with Developmental Disabilities (OPWDD) for an Eligibility Determination

- An individual who has a developmental disability and lives in New York State can request a basic eligibility review by
 - Calling an OPWDD office directly
 - Asking a local government agency to assist them in accessing OPWDD-funded services
 - Having a voluntary agency make a request on their behalf
- The eligibility process begins at one of five of the Developmental Disability Regional Offices (DDROs). The materials and records that are submitted to the DDRO include reports of assessments prepared by qualified practitioners that support a qualifying diagnosis of “developmental disability.”
- A review process for obtaining an eligibility determination may require reports from multiple or specialty assessments.
- A face-to-face interview may also be part of this process.

http://www.opwdd.ny.gov/opwdd_services_supports/eligibility

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