



PLANNING THE
TRANSITION
FROM SCHOOL TO ADULT LIFE:

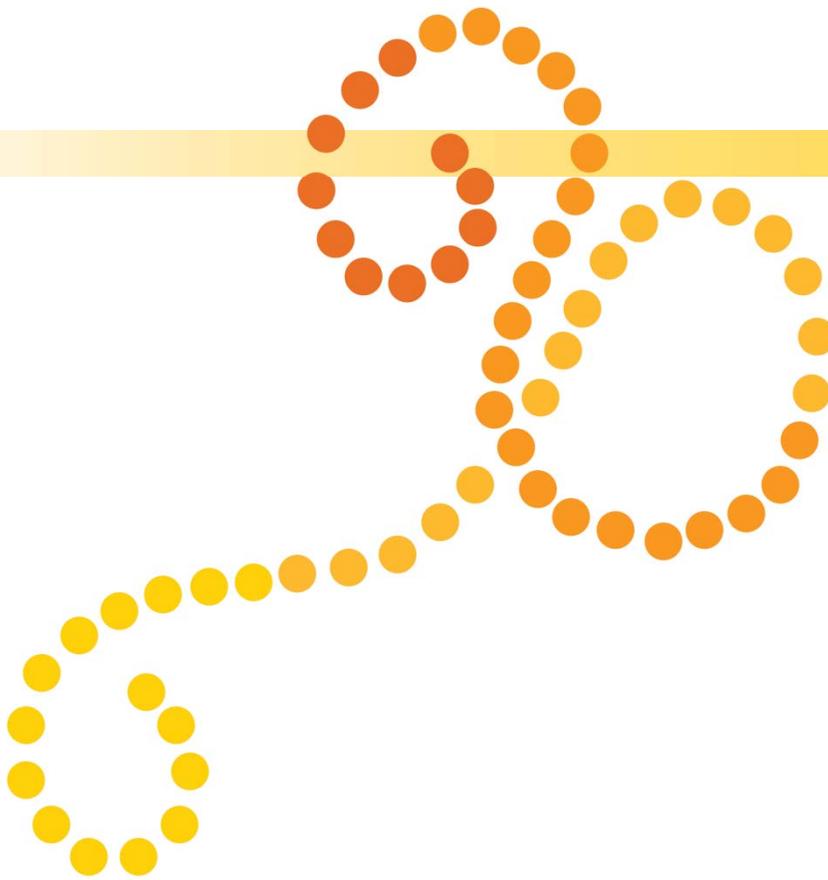
*Considerations for Students
with Autism Spectrum Disorder*



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Representing people with disabilities and their families since 1974



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to lifelong individualized services provided with skill and compassion. We recognize the autism community's many contributions to society and work to enhance their resilience, abilities and quality of life.

Autism New Jersey serves as a collective and influential voice for the community and systematically and compassionately improves the lives of individuals with autism every day through our four core service pillars:

Information Services • Education and Training • Public Policy • Awareness.

We're proud to have been serving the autism community in New Jersey since 1965.

For assistance with navigating services during the transition to adulthood and throughout the lifespan, contact our Helpline at 800.4.AUTISM or visit www.autismnj.org.



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INTRODUCTION

The Individuals with Disabilities Education Act, or IDEA, is a federal law guaranteeing students with disabilities the right to a free, appropriate public education (FAPE). For every student eligible for special education services under IDEA, the local school district must develop and implement an Individualized Education Program (IEP) that describes the unique set of services and supports needed. The least restrictive placement that can provide these services should then be available to the student at no cost to parents.

Each time the U.S. Congress has reauthorized IDEA, lawmakers have placed greater emphasis on improved outcomes. Revisions to IDEA in 1990 reflected congressional concern that 15 years after IDEA's initial implementation, most students with disabilities continued to be denied opportunities to engage in constructive activities after graduation, such as employment or further education. Congress then added highly detailed and intensive requirements to aid in the student's transition from school to post-school life that were further strengthened in subsequent amendments to IDEA in 1997 and 2004.

WHAT ARE TRANSITION SERVICES?

Transition Services: A coordinated set of activities for a student designed within a results-oriented process that promotes movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.



Transition planning provides a framework for identifying long-range post-graduation goals, and the services and strategies that will help students make the shift from school to adult life.

Transition services must be based on a student's individual needs, taking into account his or her strengths, preferences, and interests.

They include:

- Instruction
- Related services
- Community experiences
- Development of employment and other post school adult living objectives
- Acquisition of daily living skills
- Functional vocational evaluations



THE TRANSITION PROCESS

PHASE I: *While in School*

When does transition planning begin?

No later than age fourteen—or around the 8th grade—a student’s IEP should begin to reflect post-school goals that will vary from student to student, but generally outline the following:

COLLEGE BOUND?

Often, students with Autism Spectrum Disorder (ASD) find out too late the courses they took in high school did not prepare them for the college or technical school they want to attend. Such courses may include, for example, foreign languages or higher level mathematical courses. Plan ahead so that the student has the scope and sequence of classes needed for admission and is ready to take any necessary standardized testing such as the SAT or ACT.

- College or other higher education
- Employment
- Military service
- Vocational or technical training
- Independent living

Beginning at age fourteen or younger, the IEP must include a statement of the student’s transition service needs that describes, at a minimum, the courses required for graduation, and the course of study

the student will follow each year and related services. This is also a time for the IEP team to consider other educational experiences, both in school and in the community, that can help the student achieve his or her desired post-school goals. This statement must be based on the student’s needs, preferences, and goals, and must be reviewed every year as part of the IEP process.

When must transition services begin?

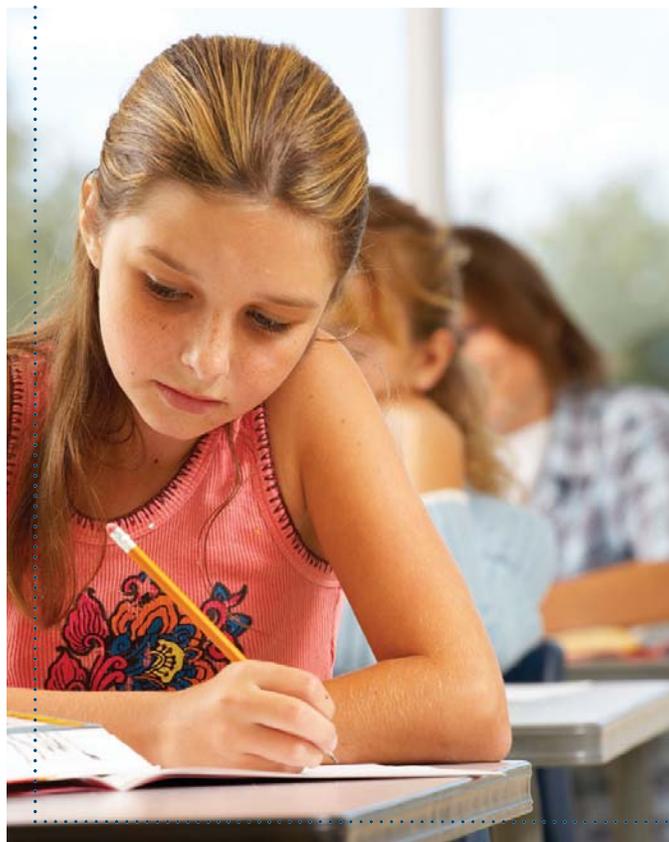
Beginning no later than the school year in which the student turns sixteen, the IEP must include a statement of transition services that describes the coordinated set of activities and strategies that will lead to

the desired post-school outcomes and identifies those responsible for providing them.

While this statement must be included in the IEP in effect when the student turns sixteen, it can, and sometimes must, be included in earlier IEPs if more advanced planning is needed. This may be the case for a student with severe ASD who requires significantly greater planning efforts to ensure a smooth transition.

What strategies and activities must be included in the transition process?

- **INSTRUCTION** that can take place in a classroom, small group, or one-to-one learning. It can be provided in public schools, private schools, at home, or in a community setting.
- **RELATED SERVICES** that may include transportation, speech therapy, occupational therapy, physical therapy, and other supportive services necessary for a student to benefit from special education.
- **COMMUNITY EXPERIENCES** that may be provided to the student outside of the school building, by school staff, consultants, private providers, or other agencies.
- **EMPLOYMENT AND OTHER POST-SCHOOL ADULT LIVING OBJECTIVES** that may lead to a job or career, and important adult activities. Schools or other entities could provide these services.



- **DAILY LIVING SKILLS** that are the types of activities most adults do every day. Schools or other entities usually provide this type of instruction.
- **FUNCTIONAL VOCATIONAL EVALUATIONS** that provide information about job or career interests, aptitude, and skills. Schools or other entities could provide this assessment service.

If the IEP team agrees services in one or more of these areas is not needed, the IEP must state so and provide the rationale.

COMMUNITY-BASED INSTRUCTION

Community-based instruction can be a very important part of a student's transition IEP. It involves learning by doing. The student receives instruction either 1:1 or in a small group in community settings such as banks, supermarkets, train stations, and job sites. The student practices daily life skills through hands-on experiences such as grocery shopping, using public transportation, ordering food in a restaurant, making change, and using a map. This instruction might be provided by a classroom teacher, a community organization, a job coach, or a para-professional.

Who is involved in transition planning?

Regardless of whether the student attends school in an in-district or in an out-of-district placement, the case manager at the local school district is responsible for the transition planning process. However,

there are many individuals who come together to help the student plan for transition including:

- The student
- The student's family
- Special education teachers
- General education teachers
- Related service providers
- Administrators
- Guidance counselors
- Others as appropriate



Some schools have transition specialists who may be better-informed about resources and adult services in the community.

Representatives from the following government agencies that provide post-high school services may also be involved:



- The Department of Children and Families' Division of Children's System of Care (CSOC)
- The Department of Human Services' Division of Developmental Disabilities (DDD)
- The Department of Labor and Workforce Development's Division of Vocational Rehabilitation Services (DVRS)
- The Department of Human Services' Division of Mental Health and Addiction Services (DMHAS)

Other individuals such as community leaders, employers, and personnel from provider agencies may attend meetings or serve as one-time or ongoing consultants to the team, sharing expertise or insight to help the team plan and make decisions.

What if an outside agency does not attend or fails to provide services?

Outside agencies may include those listed above. If a representative from an outside agency is invited to the IEP meeting but does not attend, the school district must take other steps to obtain their participation. Parents should also contact these outside agencies and supply them with updated information in order to obtain participation. If an outside agency fails

to provide transition services described in the IEP, the district must reconvene an IEP meeting to identify alternative strategies to meet the objectives and provide the necessary services itself.

What is the role of the student in transition planning?

Special education students with ASD age fourteen and older must be invited to participate in transition planning. If the student does not attend the meeting when transition is being discussed, the district must take other steps to ensure that his or her preferences and interests are considered.

When should a student with ASD graduate?

IDEA-eligible students are entitled to receive special education services through age twenty-one. Although many students will complete the academic requirements for a diploma before that time, some will continue to need services. The decision to graduate and accept a diploma should not be made without careful consideration because once a student accepts a diploma, the district is no longer required to provide services, and a student's ability to obtain needed services from the school district ends.

This is particularly vital to consider for those likely to need ongoing support services from the Division of Developmental Disabilities. The agency's rules stipulate that they serve **ONLY** those over the age of twenty-one and whose educational entitlement has ended.

SELF-ADVOCACY AND SELF-DETERMINATION SKILLS

Teaching students self-advocacy and self-determination skills can be an important aspect of the transition process, including learning about laws protecting people with disabilities from discrimination, such as IDEA, the Americans with Disabilities Act (ADA), and Section 504 of the Rehabilitation Act of 1973.



Therefore, if a student with ASD accepts a diploma before the age of twenty-one, it is highly likely that there will be a prolonged gap in services.

Can a student with ASD participate in commencement ceremonies with peers?

Yes. There is an important distinction between participation in commencement ceremonies and accepting a diploma. In New Jersey, the law entitles a student to participate in graduation ceremonies (as well as senior prom and senior trip) with his or her class even if a diploma is not received.

CONSIDERING GUARDIANSHIP

In New Jersey, the age of majority is eighteen. At that time, all rights are transferred to the student, and regardless of disability, an adult student has the right to make his or her own decisions, unless the parent has obtained guardianship. Therefore, starting at age fifteen, the parent and student must be notified that, unless guardianship is obtained, all rights will transfer to the student upon reaching the age of majority.

Many students including those with severe ASD are able to make some decisions on their own. Parents should consider guardianship and other options for surrogate decision-making that will provide for necessary protections at an appropriate level. Parents seeking guardianship must apply through the court and may retain an attorney to represent them in this process about six months before the student's eighteenth birthday. Parents also have the option of establishing guardianship by applying "Pro Se," in which case they represent themselves in the legal process.

What services might be part of the IEP for students between the ages of eighteen and twenty-one?

Depending on the needs of the student, services for those over the age of eighteen might include:

- Continuation of services at the current placement
 - Community-based instruction
 - Job coaching
 - Travel training
 - Career assessment and job sampling
 - Support on a college campus
- Social skills training and support
 - Assistance with independent living, overnights, and experiences
 - Ongoing related services, such as speech, OT, PT, and/or counseling

What is the 'Summary of Performance'?

IDEA 2004 and New Jersey regulations require that a summary of performance be provided to each student before their eligibility for special education and related services ends. The summary must include

the student's Present Levels of Academic Achievement and Functional Performance, along with recommendations to assist the student in meeting goals in the areas of postsecondary education, employment, independent living, and community participation.

Is a 504 plan appropriate for my child with ASD?

Virtually all students with ASD are eligible for the protections of Section 504 of the Rehabilitation Act of 1973 (Section 504). Section 504 applies to all public elementary and secondary schools. (Section 504 applies to most private

schools as well, although its impact is different in that context.) Section 504 prohibits discrimination on the basis of disability by any entity that receives federal financial assistance. To be eligible, a student must have a physical or mental impairment that substantially limits one or more major life activities, or have a record of such an impairment, or be regarded as having such an impairment. Section 504 covers all students who have IEPs, as well as many students with disabilities who do not qualify for an IEP.

Many believe Section 504 provides fewer protections than the IDEA, but such a belief is generally mistaken. Both laws require school districts to provide FAPE to eligible students, although the contours of what must be provided differ somewhat. Like the IDEA, Section 504 requires that evaluations be conducted to determine



a student's needs, that placement decisions are made by a group of knowledgeable individuals, and that students are educated in the least restrictive environment. In addition, Section 504 requires school districts to establish and implement a system of procedural safeguards that includes notice, an opportunity for parents to examine records, an impartial hearing, and a review procedure. Thus, Section 504 can be an important source of rights for students with ASD.



ANOTHER IMPORTANT RESOURCE

DCF: *Services for Students Under the Age of Twenty-One*

What agency provides services for individuals with disabilities under the age of twenty-one?

On January 1, 2013, the Division of Children's System of Care (CSOC) under the Department of Children and Families (DCF) assumed responsibility for determining eligibility and providing services for children and young adults with developmental disabilities under the age of twenty-one.

Parents need to be aware of the following rules to ensure continued appropriate services are provided to their child.

What are the criteria for eligibility for services from DCF?

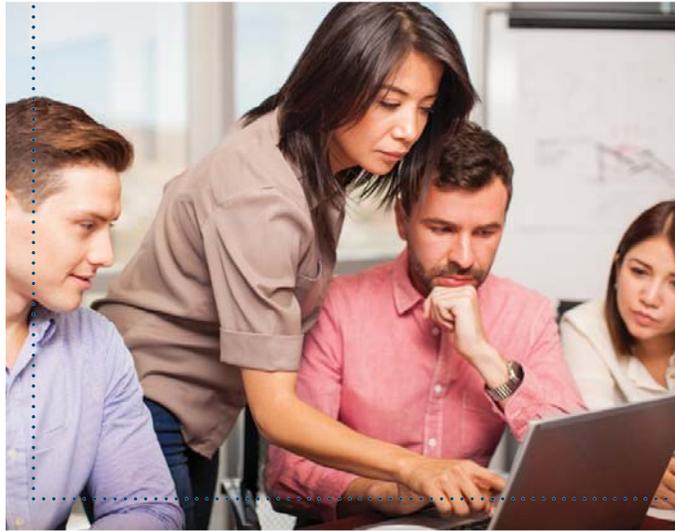
The DCF definition of a developmental disability is the same as that of DDD. In order to be eligible for DCF services, an individual must meet the following criteria:

- Have a mental or physical impairment or combination of impairments;
- The impairment is manifest in the developmental years, before age twenty-two;
- The impairment is likely to continue indefinitely; and,
- The impairment results in substantial functional limitations in three or more of the following areas of major life activity:
 - Self-care
 - Learning
 - Mobility
 - Receptive and expressive language
 - Self-direction
 - Capacity for independent living
 - Economic self-sufficiency

What services can DCF provide for eligible individuals?

In cases of severe behaviors or crisis, CSOC can provide a residential placement. However, CSOC will not provide a residential placement if it is necessary only to ensure the provision of FAPE. Instead, in these situations, the student's school district may be required to provide the residential placement.

DCF can provide camp stipends, behavioral, and in-home supports.



How are placement considerations made?

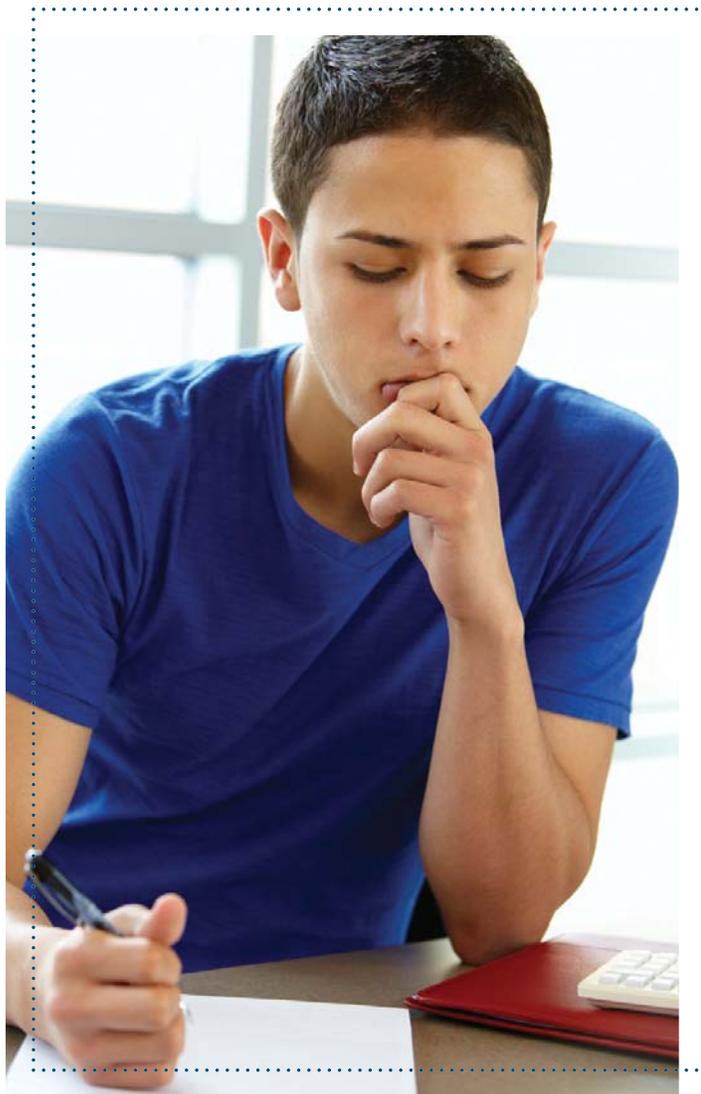
During the IEP meeting, placement options should be discussed. The goal is to develop a plan which will provide the student with FAPE. The IEP must provide the supports and services necessary to confer a meaningful educational benefit to the student.

When is a school district required to provide a residential placement?

Placement in a residential program must be provided, at no cost to the parents, if it is necessary to allow the student to make meaningful educational progress. Typically, a residential placement is considered the most restrictive setting, therefore serious consideration is first given to alternative options.

What happens when a student who is participating in residential services turns twenty-one and his/her educational entitlement ends?

Effectively securing uninterrupted funding for placement requires active coordination and strong advocacy. Families in this situation may wish to contact an attorney approximately one year before the student's educational entitlement ends for assistance.





THE TRANSITION PROCESS

PHASE II: *Adult Options and Services*

Are there special considerations for students planning to attend college?

At the college level, specialized education and accommodations are no longer a right or an entitlement, but a matter of eligibility. Students with ASD go through the same process of choosing and being accepted to college: they research schools of interest to them; visit colleges and meet students and staff; and ask questions.

They take the same entrance exams and

complete college applications, then wait to hear whether they have been accepted.

For the student planning to attend college, waiver of high school courses such as math and foreign language is not recommended. Colleges are not required to waive courses deemed essential to the curriculum or required for certification. It is important to understand that all colleges are different, and policies and procedures will vary from one to the next. Therefore, some colleges offer a wider range of supports and services. This may be a significant consideration in choosing a college.

ACCOMMODATIONS ON COLLEGE ENTRANCE TESTS

Students with a documented disability may be able to take the ACT, SAT, or other college entrance tests with accommodations, such as extended time, a reader, private testing area, or other supports, but the testing companies **REQUIRE** recent evaluations (not more than three years old) in order to be considered for accommodations. Therefore, parents should **NOT** waive re-evaluations, and should ensure that the IEP describes, in detail, all necessary accommodations and modifications on testing. It is up to each testing agency to determine whether to grant the request for accommodations.

Students with ASD interested in higher education should ask about admissions requirements, including SAT or ACT exam scores. Some community colleges and junior colleges do not require such tests.

Students do not have to tell a college admissions office about a disability, either on the application or during any interview; however, doing so will allow the college to provide information about services. Many colleges allow students with disabilities to ask for special consideration, if needed, during the admissions process.

What are the considerations for students planning for work or a day program?

Unlike the entitlements provided under IDEA, federal and state laws do not guarantee services and supports for adults with disabilities. Therefore, while under

ACCOMMODATIONS IN COLLEGE

In order to receive accommodations in college, it will be necessary to provide current documentation of the impact of the disability on the student. Colleges are not required to evaluate students, so it may be helpful to have the student evaluated during the last year of his or her special education program. All colleges are required by law to offer supports and accommodations to eligible students identifying themselves as having a disability, but these supports can vary greatly from college to college.

A growing number of colleges have specialized programs created to support and assist students with disabilities, including those with learning disabilities, dyslexia, ASD, and other conditions. Some are offered at no charge, while others require additional fees. High-school guidance counselors, and published guides to selecting a college, can provide information to help locate these programs.

Another option is the “college experience” programs for students with ASD. These programs offer students the ability to take courses on a college campus, and, in some cases, live in dormitories. Participation in such a program prior to graduation may be an appropriate component of a transition plan for a student still in the special education system. It is important to know that in most cases, these programs do not offer college credit.

the protective umbrella of IDEA, it is vital that planning take place and that services are provided to increase the likelihood that students leave school with the academic, social, self-care, behavioral, and technical skills they need to pursue their goals, as well as the necessary links to service providers who can help them.

For students likely to need ongoing supports and services after graduation, it is wise to involve outside agencies in the transition planning process. Two key state agencies that provide services to adults with disabilities are the Division of Developmental Disabilities (DDD) and the Division of Vocational Rehabilitation Services (DVRS). Future day services and vocational services will be provided through the “Supports Program” under the state’s Comprehensive Waiver.



The service system for adults with ASD is a multifaceted and lengthy process. Therefore, it is imperative families begin the process at least one year prior to the end of the student’s educational entitlement. This will help minimize any gap in services. The process includes researching day programs and job sampling programs, contacting DDD to secure funding, completing assessments, choosing a Support Coordinator, and completing an Essential Lifestyle Plan (ELP) or some other form of a plan such as an Individualized Service Plan (ISP). An ELP is a person-centered plan which focuses on the interests, abilities, and needs of the individual with ASD. Parents and students need to be prepared for the responsibilities associated with securing and managing their own services.

How is eligibility for DDD services determined?

In order to be eligible for DDD services, an individual must meet the following criteria:

- Have a mental or physical impairment or combination of impairments;
- The impairment is manifest in the developmental years, before age twenty-two;
- The impairment is likely to continue indefinitely;
- The impairment results in substantial functional limitations in three or more of the following areas of major life activity:
 - self-care
 - learning
 - mobility
 - receptive and expressive language
 - self-direction
 - capacity for independent living
 - economic self-sufficiency

When can parents apply for eligibility to DDD for their child with ASD?

DDD will only accept applications for individuals with disabilities who are at least eighteen years old.

We strongly encourage families to apply to DDD for an eligibility determination as soon as the individual turns eighteen. This will help ensure eligibility for DDD services is established before the individual turns

twenty-one and the educational entitlement ends. Additionally, if there is any concern regarding an individual's eligibility for DDD services, applying early will allow an opportunity to address these concerns and, if necessary, appeal a denial.

What services does DDD fund?

DDD funds three types of services for individuals with developmental disabilities who live in the community:

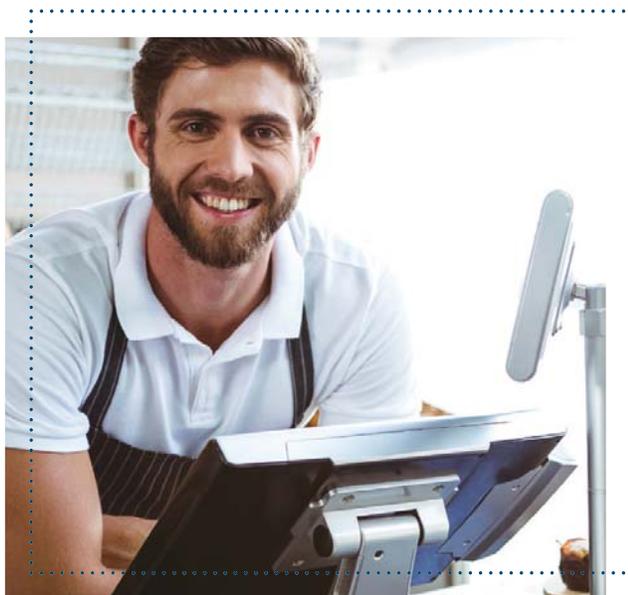
- Day services, including supports for people who are employed;
- Residential services, including individual supports that assist an individual living at home or elsewhere in the community; and,
- Family support services that assist families caring for loved ones at home.

DDD administers two Medicaid waivers: the Comprehensive Waiver and the Community Care Waiver.

What is available to people with ASD under the Comprehensive Waiver?

DDD's Supports Program is a Medicaid waiver program which is part of New Jersey's Comprehensive Waiver. Through this program, adults with ASD and other forms of developmental disabilities who live in a non-licensed setting can access Division-funded services. According to DDD, services which will be available through the Supports Program include, but are not limited to, day and vocational services, individual and family supports, and support coordination. In addition, the Division states the following services will also be available under the Supports Program:

- assistive technology;
- behavior supports services;
- career planning;
- cognitive rehabilitation;
- community-based supports;
- occupational, physical, and speech therapies;
- environmental modification;
- respite;
- employment supports; and
- transportation.



The ability to access services will be limited by the individual's budget.

As of this writing, the Supports Program has been rolled out to a limited number of individuals. Please visit the Autism New Jersey and DDD websites for up-to-date information.

According to DDD, an individual must meet the following criteria to be enrolled on the Supports Program:

- Be twenty-one years of age or older
- Meet the functional criteria for service eligibility through DDD
- Secure and maintain Medicaid eligibility

Where can parents apply?

The application must be completed and submitted to the Regional DDD office that services the area in which the individual with ASD lives. The application can be completed by the individual, their parent, or guardian. The application can be found on DDD's website.

Is there a waiting list for services?

DDD's regulations allow it to assign people to waiting lists when services are not immediately available.

Currently, DDD maintains a waiting list for the Community Care Waiver (CCW), which is for residential services. There are two waiting list categories: Priority and General. The Priority waiting list, now called the CCW waiting list, is the only one that actually places people into services. The General waiting list is essentially a registry for people who do not meet the Priority category criteria for placement. Individuals who meet the following criteria can request placement on the CCW waiting list:

- Both parents are fifty-five years or older;
- Person is living with someone other than the parent who is not willing to provide care any longer;
- Risk of abuse, neglect or exploitation;
- One parent has a chronic condition which significantly limits the ability to care for the person; or
- Person's health or safety is at risk because of behavior or physical needs

DDD mails an annual update letter to all individuals who are on the CCW waiting list in the Priority category to inform them of their status on the waiting list (letters are not sent to individuals on the General list).

Since it can take more than ten years to reach the top of the CCW waiting list, it is vital that individuals request placement on the list as soon as the criteria is met.

Although DDD does not currently rely upon one, it is permitted to use a waiting list for day and vocational services.

DDD regulations permit a person to be placed on a day services waiting list five years prior to graduation. In recent years DDD has been able to provide day services for individuals who age out of their educational entitlement, however there is often a gap in time between

school services ending and DDD services beginning, therefore it is imperative that families work to secure services well in advance of graduation. For families of school-age children who have planned well, a waiting list should not be a problem and the gap in services, if any, should be minimal. However, if services are delayed or your child is placed on a waiting list, it may be illegal for DDD to refuse immediate services particularly if serious regression is likely.

*What does
DDD require
before it
will provide
services?*

DDD will only provide services to eligible individuals:

- Who have attained the age of twenty-one and reached the end of their educational entitlement
- Who are Medicaid eligible (although certain exceptions to this requirement may apply).

*Why is
Medicaid vital?*

DDD requires an individual to secure and maintain Medicaid eligibility in order to receive any service from DDD – day services, job coaching, in-home supports, residential services and self-directed services. DDD contends that any loss of Medicaid eligibility can result in the interruption or termination of services. Thus, it is vital that families make sure they preserve Medicaid eligibility by ensuring that their family member with ASD keeps assets and income below certain limits, spends down excess assets, and/or has a special needs trust. Now more than ever, it is imperative that individuals, parents and guardians understand the Medicaid programs available and take the steps necessary to secure and maintain eligibility.



*How can
Medicaid
eligibility be
achieved?*

The following is a brief explanation of four ways an individual can become Medicaid eligible.

- **Supplemental Security Income (SSI)**

SSI is a federal program that provides monthly cash payments to eligible individuals in need. In New Jersey, individuals who are determined eligible for SSI are automatically eligible for Medicaid.

- **Disabled Adult Child (DAC) Status**

An individual with a disability is sometimes eligible for Social Security benefits based on the work history of his/her parent. This usually happens when a parent begins collecting his or her own Social Security benefits. Often, the amount provided to the individual with ASD is above the income limit for SSI; therefore, the individual loses both SSI and Medicaid benefits.

In some instances the individual with ASD may be eligible for continued Medicaid benefits as a Disabled Adult Child (DAC).

- **Community Medicaid**

This program provides Medicaid to individuals with disabilities unable to afford the health care they need.

- **New Jersey Workability**

This program offers full New Jersey Medicaid health coverage to individuals with disabilities who are working. The individual may be charged a small premium under this program.

*How are
residential
services and
supports
provided?*

DDD states all residential services and supports will be provided in New Jersey and are funded through the CCW. This means that in order to receive residential services, an individual must apply for and be eligible for services under the CCW.

In addition, information about housing

vouchers can be found in the publication *A Journey to Community Housing with Supports: A Road Map for Individuals and Their Families in New Jersey* available at www.autismnj.org/housing/SHAGuide

*Why is
advanced
planning
important?*

Finally, it is vital for families of an individual with ASD to create an estate plan that includes a special needs trust (SNT). When a family plans ahead in this manner, the type of SNT created does not require a “payback” provision because the trust will be funded with assets belonging

to the parents or other family members. This type of SNT is commonly referred to as a “third party” SNT. These types of trusts are desirable because individuals’ Medicaid eligibility is not at risk when the parents die. In other words, without this type of trust the individual may inherit assets that would jeopardize Medicaid eligibility. For more information on this topic, please visit www.hinkle1.com/category/estate_planning/.

ABLE (Achieving a Better Life Experience) accounts are another way to plan for the future. ABLE accounts allow a type of tax-free savings, similar to 529 college savings plans, to be set up to meet the needs of individuals with disabilities. As of this printing, ABLE accounts although mandated, have not been established in New Jersey yet. For the latest accurate information about ABLE accounts, please visit www.autismnj.org/ableact.



NEW JERSEY RESOURCES

for Transition to Adult Life

New Jersey Statewide Independent Living Council
877.917.4500
www.njsilc.org

Office of the Secretary of Higher Education
609.292.4310
www.nj.gov/highereducation/

Department of Education
609.633.6833
www.nj.gov/education/specialed/transition/

Division of Mental Health and Addiction Services
800.382.6717
www.state.nj.us/humanservices/dmhas/home/

Division of Developmental Disabilities
800.832.9173
www.state.nj.us/humanservices/ddd

Division of Disability Services - Information and Referral Assistance
888.285.3036
www.state.nj.us/humanservices/dds

Division of Vocational Rehabilitation Services
609.292.5987
www.jobs4jersey.com

NJ Transit Access Link
800.955.2321
www.njtransit.com

Social Security Administration
800.772.1213
www.ssa.gov/disability

About Hinkle, Fingles, Prior & Fischer

Focusing on disability and elder law since 1974, Hinkle, Fingles, Prior & Fischer offers a full range of legal services for people with disabilities and their families.

Many of the firm's attorneys have a family member with a disability, allowing them to combine their legal knowledge with personal life experience. The firm's attorneys have argued many of the precedent-setting cases affecting people with disabilities in New Jersey and Pennsylvania.

Practice areas include:

- Special education
- Adult Services
- SSI/SSDI/Medicaid
- Guardianship and surrogate decision-making
- Estate Planning
- Special Needs Trusts
- Estate Administration
- Elder Law

The firm maintains a multi-state practice, with New Jersey offices in Paramus, Florham Park, Lawrenceville, Cherry Hill, and Wall, and in Pennsylvania in Bala Cynwyd and Plymouth Meeting. Attorneys are available to speak to parent groups at no charge on topics in law and disability.

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