A quick reference checklist and guide for parents and/or caretakers of a child with Autism.
Ages 18-21

Medical and Related Information
- Understand the current diagnostic criteria for Autism Spectrum Disorder  pg.4
- Learn about evidenced-based practices and therapies  pg.4
- Explore behavioral supports if necessary  pg.4
- Schedule regular re-evaluations and medical follow-up to measure progress and identify challenges  pg.4
- Develop a system to organize your paperwork  pg.4

Assistive Technology
- Learn about assistive technology devices and adaptations  pg.5
- Explore financial assistance for assistive technology  pg.5

Education
- Understand the requirements/criteria for exiting with a diploma vs. Certificate of Completion  pg.6
- Review IEP for achievable, measurable objectives that reflect your young adult’s transition goals  pg.7
- Complete functional and community-based assessments and interest inventories  pg.7
- Prepare for the transition out of high school  pg.7
- Apply to the Bureau of Rehabilitation Services (BRS)  www.ct.gov/brs  pg.8
- Contact CT State Department of Education Bureau of Special Education to file a special education complaint, if necessary  pg.9
- Address any instances of bullying immediately  pg.9
- Understand matters of discipline including Connecticut’s guidelines regarding suspension and expulsion  pg.9
- Explore postsecondary options  pg.10
- Review your young adult’s rights under IDEA  pg.11
Employment

☐ Develop employment skills and make sure your young adult has employment experiences, either paid or volunteer pg.12
☐ Check that your young adult has a resource that includes a list of skills and competencies pg.12
☐ Teach your young adult the “soft skills” needed for employment (i.e. being able to accept direction, return from breaks on time, dressing appropriately for work) pg.12
☐ Make sure your young adult has a resume that includes a list of skills and competencies pg.13
☐ Explore employment services and opportunities pg.13
☐ Explore volunteer opportunities pg.15
☐ Make a decision about disclosure of diagnosis pg.15

Life Skills

☐ Make your young adult aware of personal hygiene and healthcare needs pg.15
☐ Teach your young adult money management skills pg.16
☐ Teach your young adult how to manage simply daily living activities (i.e. operating microwave, doing laundry, cleaning) pg.16

Safety

☐ See that your young adult understands internet and technology safety pg.16
☐ See that your young adult understands community and relationship safety pg.16

Social

☐ Help your young adult learn appropriate social skills pg.16
☐ Teach your young adult about sexuality and relationships pg.17
☐ Encourage participation in recreational and leisure activities that your young adult enjoys pg.17

Funding for Services and Legal Issues

☐ Apply to the Department of Social Services Division of Autism Spectrum Services www.ct.gov/dds (Eligibility still determined through Department of Developmental Services) pg.17
☐ Understand what it means to move from Entitlement to Eligibility pg.18
☐ Apply for Social Security benefits www.ssa.gov pg.18
☐ Apply for Medicaid at your local Department of Social Services office or at http://www.ct.gov/hh/site/default.asp pg.18
☐ Apply for Community First Choice (if applicable) www.ctmfp.com pg.19
☐ Explore insurance coverage for autism services up to the age of 21 pg.19
  • Autism Spectrum Disorder services under Medicaid/HUSKY A, C & D—Beacon Health Options 1-877-552-8247 pg.19
☐ Direct question regarding ASD insurance issues to the Office of the Healthcare Advocate 1-866-466-4446 pg.20
☐ Explore the legal implications of reaching age 18 (Conservatorship) pg.20
☐ Learn about life planning tools pg.21
- Achieving a Better Life Experience (ABLE) Act
- Special needs trusts
  - Develop a system to organize financial and legal records

Support
- Network with others at support groups
- Investigate support groups for your adults
- Identify your support system
- Take care of yourself, your spouse and your other children

Transportation
- Explore transportation options including public transportation, mobility, and driver’s license
- Help your child obtain a Connecticut Non-Driver Identification Card through the Connecticut Department of Motor Vehicles

Advocacy
- Make a decision about disclosure of diagnosis
- Help your children learn self-advocacy skills
- Have an understanding of the Americans with Disabilities Act (ADA)

CAC/NC Revised 2/21/2019
Medical and Related Information

Understand the Current Diagnostic Criteria for Autism Spectrum Disorder

The DSM-5 is now the standard reference that healthcare providers use to diagnose mental and behavioral conditions. Understand the current diagnostic criteria for ASD by visiting Autism Speaks website at https://www.autismspeaks.org/dsm-5-criteria

Learn about Evidenced-based Practices and Therapies

The EBP is an intervention and instructional practices or programs having scientific evidence that shows that they are effective. To know more please visit the Organization For Autism Research website at https://researchautism.org/use-of-evidence-based-practices/.

Visit the The National Professional Development Center on Autism Spectrum Disorder website at https://autismpdc.fpg.unc.edu/evidence-based-practices to select an Evidence Based Practice module which provides an overview and general description, step-by-step instruction of implementation, an implementation checklist, and the evidence-base which includes the list of references that demonstrate the practice meets the NPDC's criteria.

Explore Behavioral Supports if Necessary

People with Autism may display behaviors that are challenging to understand or manage. Autism Speaks offers The Challenging Behaviors Tool Kit which provides strategies and resources to address challenging behaviors and help support you during difficult times. To download a FREE toolkit, visit https://www.autismspeaks.org/tool-kit/challenging-behaviors-tool-kit

Schedule Regular Re-Evaluations and Medical Follow-up to Measure Progress and Identify Challenges

Car Autism RoadMap- Medical Diagnosis vs. Educational Eligibility for Special Services: Important Distinctions for Those with ASD https://www.carautismroadmap.org/medical-diagnosis-vs-educational-eligibility-for-special-services-important-distinctions-for-those-with-asd/

Centers for Disease Control and Prevention- Screening and Diagnosis for Healthcare Providers https://www.cdc.gov/ncbddd/autism/hcp-screening.html

Autism Speaks provides an article to parents regarding what to look for in an evaluation for autism https://www.autismspeaks.org/expert-opinion/parents-ask-what-should-we-look-evaluation-autism

Develop a System to Organize Your Paperwork

Raising a child with Autism has its rewards and has its challenges. To assist parents with the overwhelming amount of paperwork your child may have, Pathfinders for Autism developed a template

**Assistive Technology**

**Learn about Assistive Technology Devices and Adaptations**

Assistive technologies can be used to support and enhance communication for people with autism with or without speech impairments. **Autism Speaks** offers an **Assistive Technology for Communication Roadmap** to help individuals learn how to start using assistive technologies for communication. [https://www.autismspeaks.org/worksheet/assistive-technology-communication-roadmap](https://www.autismspeaks.org/worksheet/assistive-technology-communication-roadmap) or call the Autism Response Team at 1-888-288-4762.

**NEAT Marketplace** (New England Assistive Technology Center)- Provides information, assistive technology assessments, instruction and demonstration of the latest adaptive equipment
[www.neatmarketplace.org](http://www.neatmarketplace.org)

**Assistive Technology Corner at State Education Resource Center (SERC)**- Displays of low, mid and high tech AT devices Contact them at 860-632-1485 x4 or [library@ct.serc.org](mailto:library@ct.serc.org)

**Connecticut Assistive Technology Guidelines**- Guidelines for considering, implementing, and evaluating assistive technologies from low- to high-tech

**Augmentative and Alternative Communication (AAC) Connecting Young Kids (YACK)***- Provides information and guidance to families and professionals, covering a wide range of topics dealing with AAC for children at various ages and stages of communicating abilities

**Center on Technology and Disability**- Assists families and professionals in advocating, acquiring and implementing effective assistive and instructional technology practices, devices and services as well as offers an extensive library and an interactive learning center
[www.ctdinstitute.org](http://www.ctdinstitute.org)

**Explore Financial Assistance for Assistive Technology**

**Aid for Autistic Children & Families**- If you need help paying for autism related hospital bills, therapies, early intervention, adult late intervention or any obstructive debt resulting from decisions made in an effort to structure one’s life routine around care for an autistic child or loved one.
[http://www.aacfinc.org/contact.html](http://www.aacfinc.org/contact.html)

**Autism Care Today**- Provides financial assistance for services that the person would otherwise not be able to afford. Areas of support include but are not limited to: ABA Therapy, Assistive Technology, Medical Testing & Treatments, Speech and Occupational Therapy, Safety Equipment, Summer and Social Programs, and Quality of Life Supports [http://www.act-today.org/our-funds/autism-care-today/](http://www.act-today.org/our-funds/autism-care-today/)
**Autism Family Resource Grants** - One-time $500 grants are awarded to families in financial need; household income may not exceed $50,000 per year. All funds awarded are paid directly to the vendor or service provider to pay for therapy equipment, safety equipment or services. Email requests for an application along with name, address, phone number and email address to: info@autismfamilyresources.org

**Jaden’s Voice** - Provides funding to families affected by Autism Spectrum Disorder. Our assistance supports a family's immediate expenses related to the well-being of the family member diagnosed with autism on a case-by-case basis. Examples include: effective treatments, assessments, adults who are actively looking for employment or need additional supports, graduate minority students specializing in autism in the areas of speech, behavior or occupational therapy, parent groups, etc. http://jadensvoice.org/jadens-voice-cares-grant-program/

**Medic Alert Foundation** - Autism Medical IDS & 24/7 wandering support services https://www.medicalert.org/autism#importance-of-autism-wandering-support-services or 1.800.432.5378

**National Autism Association** - Provide Communication devices to individuals with autism who are non-verbal or minimally verbal, and whose communication challenges put them at increased risk of injury or harm http://nationalautismassociation.org/family-support/programs/naas-give-a-voice-program/

**Organization for Autism Research** - provides a tool kit and assist with fundraising for services needed. 1-866-366-9710

**Pervis Jackson Jr Autism Foundation** - Pervis Jackson Jr Autism Foundation helps needy parents of children with disabilities to get respite or other support services. Grants can be used for Camp Sessions, Respite of Parent’s Choice, Cleaning Help, Cooking Help, Spa Day, Urgent Bills, and Other Parent Needs www.pjjraf.org

**Education**

**Understand the Requirements/Criteria for Exiting with a Diploma vs. Certificate of Completion**

The **State of Connecticut General Assembly** has legislation providing details about the requirements to obtain a high school diploma https://www.cga.ct.gov/2015/fc/20155B-01059-R000502-FC.htm

The Anderson Community Schools special education division in Anderson Indiana has useful information which helps individuals understand what a certificate of completion is https://sites.google.com/a/acsc.net/anderson-community-schools-special-education-services/parent-pages/what-is-a-certificate-of-completion

For more information regarding high school diploma and certificate of completion requirements, contact your local school districts board of education.
Review IEP for Achievable, Measurable Objectives that Reflect your Young Adult’s Transition Goals

The Autism Society website offers an article titled ‘Individualized Education Plan’ which offers information on the IEP, whose involved in the process, what the document should include, and offers examples of measurable goals of an IEP http://www.autism-society.org/living-with-autism/academic-success/individualized-education-plan-iep/

The Indiana Resource Center for Autism website provides information on tips for writing transition IEP goals and provides questions to consider related to topics like employment, post-secondary education, independent living, and more https://www.iidc.indiana.edu/pages/tips-for-writing-transition-iep-goals

Complete Functional and Community-based Assessments and Interest Inventories

Autism Speaks provides a Community-Based Skills Assessment guide to help you create a transition plan which focuses on the individual’s strengths, needs, challenges and preferences. This tool is divided into three levels based on age with eight areas of functional life skills to be assessed http://www.vcuautismcenter.org/documents/finalcommunityassessment711141.pdf

Prepare for the Transition out of High School

Autism Speaks has a Transition Tool Kit that provides suggestions and options for you to consider as your child moves from high school to adulthood. The kit is broken into sections and discuss

- Self-Advocacy
- Developing Independent Living Skills
  - Planning for Transition
  - Legal Matters to Consider
  - Community Living
  - Employment and Other Options
- Postsecondary Educational Opportunities
- Housing and Residential Supports
  - Health
  - Technology
- Conclusion
- Resources

Visit the Autism Speaks website and download a free Transition Tool Kit at https://www.autismspeaks.org/tool-kit/transition-tool-kit

Apply to the Bureau of Rehabilitation Services (BRS)

The Bureau of Rehabilitation Services assist individuals with physical and/or mental disabilities prepare for, find, and maintain employment.

**Vocational Rehabilitation Program** – (VR) services assist Connecticut residents with significant disabilities to find and keep employment. If you receive SSI or SSDI, you can speak with a Community Work Incentive Coordinator (CWIC) at BRS to discuss how employment will affect your benefits. You may be able to work and still receive benefits depending on your earnings. You can contact the closest BRS office to you and request to speak with a Benefits Specialist:

- Greater Hartford and Willimantic: (860) 723-1400;
- Greater New Britain and Meriden (860) 612-3569;
- Greater New Haven and Middletown (203) 974-3000;
- Greater New London and Norwich (860) 439-7686;
- Fairfield County and Danbury (203) 551-5500;
- Greater Waterbury and Torrington (203) 578-4550.

Spanish-speaking Benefits Specialists are available.

**Connect-Ability**- Statewide initiative connects Connecticut employers with people with disabilities who seek employment. The initiative's mission is to help employers focus on a person's abilities, not his/her disabilities. Also available on the website are free online e-learning trainings for job seekers with disabilities. Trainings include financial literacy, soft skills training and employment readiness.

**Driver Training Program**- Program is for any qualified permanent Connecticut resident who requires special equipment in order to operate a motor vehicle.

**Requirements**

You may be eligible for the Driver Training Program (DTP) if you:

- Are a permanent Connecticut resident;
- Have a physical disability which requires special equipment to operate a motor vehicle;
- Received medical clearance from the DMV Driver Services Division;
- Have a valid license or, if you are a new driver, have a valid Learner’s Permit;
- Complied with the DMV identification, residency, vision screening, knowledge testing and driver education requirements; and
- Are able to independently transfer from your wheelchair (if you use one) to the driver’s seat of the DTP training vehicle. Or, we will provide the training in your own specially-equipped vehicle that has already been modified to accommodate your wheelchair. All vehicles used for training shall be properly registered, insured, and equipped with an instructor’s brake.
SPECIAL NOTE: If you need accommodations OTHER THAN for a physical disability to obtain a driver’s license, contact the DMV for assistance.

The Independent Living Program- The Bureau’s Independent Living (IL) program provides comprehensive independent living services, through contracts with Connecticut’s five community-based independent living centers (ILCs). These centers promote empowerment and self-reliance for persons with disabilities. There are four core services provided by an independent living center: Peer support, Information and Referral, individual and systems advocacy, and independent living skills training.

For more information visit https://www.ct.gov/brs/site/default.asp

Contact CT State Department of Education Bureau of Special Education to file a Special Education Complaint, if Necessary

Any individual or organization may submit a complaint if they feel the Connecticut education agency (school) is not complying with requirements outlined in the Individuals with Disabilities Education Act (IDEA) Connecticut State Department of Education - Bureau of Special Education

Address Any Instances of Bullying Immediately


The Indiana Resource Center for Autism – has an article titled ‘Bullying and Students on the Autism Spectrum’ which identifies the types of bullying, statistics, and plans to prepare, intervene, and address bullying https://www.iidc.indiana.edu/pages/bullying-and-students-on-the-autism-spectrum

Understand Matters of Discipline including Connecticut’s guidelines regarding suspension and expulsions

Did you know a suspension can only last for up to ten days? Did you know an expulsion can last up to one year? Learn more about suspensions and expulsions by visiting the websites below.


Behavioral Intervention Plans (BIP)- may prevent instances where a school has to resort to suspending or expelling a student by having already created a behavior intervention plan. Refer to pg. 9 of this guide

Behavioral Intervention Plans (BIP)- may prevent instances where a school has to resort to suspending or expelling a student by having already created a behavior intervention plan. Refer to pg. 9 of this guide

The 211 eLibrary website offers literature on the topic of school expulsions https://uwc.211ct.org/school-expulsions-connecticut/

State of Connecticut Department of Education- has created a guide book consisting of a compilation of school discipline-related laws and regulations
State of Connecticut Department of Education- Provides guidance and tips for supporting students who are expelled from school https://portal.ct.gov/SDE/Discipline-in-Schools/How-To

Explore Postsecondary Education Options


Autism Speaks - provides a postsecondary opportunities guide to help individuals with autism and their families explore different opportunities and learning environment after leaving high school https://www.autismspeaks.org/postsecondary-education

Directory of Transition/Vocational Service Providers- A program providing students with disabilities, ages 18-21 (in some cases younger), with opportunities to address their individual transition goals in an integrated, age-appropriate university environment. Programs may include functional academics, career assessment and evaluation, vocational training, job seeking/job keeping skills, social skills, transportation training, recreational and leisure skills, independent living skills, and social advocacy skills, just to name a few https://portal.ct.gov/-/media/SDE/Special-Education/Directory_Trans_Service_Providers.pdf

Centers for Independent Living- The Bureau’s Independent Living (IL) program provides comprehensive independent living services, through contracts with Connecticut’s five community-based independent living centers (ILCs). These centers promote empowerment and self-reliance for persons with disabilities. There are four core services provided by an independent living center: Peer support, Information and Referral, individual and systems advocacy, independent living skills training

- Center for Disability Rights, http://cdr-ct.org/;

American Job Corps- Job Corps is a federal residential education and job training program for at-risk young men and women, ages 16 through 24. Job Corps is a public-private partnership administered by the United States Department of Labor. The program provides disadvantaged young people with academic, vocational and social skills training they need to gain independence and get quality, long-term jobs or further their education. For further information, contact the Connecticut Job Corps Centers in Connecticut: http://www.ctdol.state.ct.us/jobcorps/index.html
Workforce Investment and Opportunity Act (WIOA)- WIOA authorizes career services, job training and education programs and services for eligible youth and adults. Key components of this reform include streamlining services through a One-Stop service delivery system, through the Connecticut Department of Labor, American Job Center’s, empowering individuals through information and access to training resources through partnerships with state, regional and local organizations to promote a universal approach to providing effective workforce assistance to job seekers and businesses.

Supported Employment- Supported employment programs help people with disabilities to find and keep employment in the competitive labor force. Community based organizations such as local ARCs (Associations for Retarded Citizens), Goodwill Industries, the Mental Health Association of Connecticut and the Connecticut Institute for the Blind provide supported employment services as well as other vocational supports. Services are provided at no cost to people with disabilities who receive services through one of the state agencies listed below. Must have a disability that results in a significant barrier to employment and must need support services to find and retain employment in the competitive labor force. For needs assessment and linkage to appropriate vocational rehabilitation programs, contact one of the following state agencies:

- Bureau of Rehabilitation Services (BRS)
- Board of Education and Services for the Blind (BESB)
- Department of Rehabilitative Services (DORS)

Vocational Rehabilitation- refer to page 8 ‘Apply to the Bureau of Rehabilitation Services (BRS)’

Review your Young Adult’s Rights Under IDEA

Connecticut Parent Advocacy Center – provides information related to the Individual with Disabilities Education Improvement Act (IDEA). You can also access the IDEA Due Process Parents Guide which provides details about filing a complaint and requesting a hearing related to your child’s special education needs http://www.cpacinc.org/materials-publications/legal-rights/
Employment

Develop Employment Skills and Make Sure your Young Adult has Employment Experiences, Either Paid or Volunteer

The State of Connecticut Department of Rehabilitation Services has the Connect-Ability program and offers information, tools and technical assistance to job seekers as well as e-learning modules on skills related to accessing employment [www.ct.gov/connect-ability or call 1-866-844-1903](http://www.ct.gov/connect-ability).


United Way of Connecticut 2-1-1 Infoline has an extensive database which lists agencies offering volunteer opportunities, summer job opportunities, and job training programs throughout the state 2-1-1 (1-800-203-1234) or [www.211ct.org](http://www.211ct.org).

Check that your Young Adult has a Resource that Includes a List of Skills and Competencies

Connecticut Division of Autism Spectrum Disorder Services – has on its website a life skills inventory checklist which allows individuals to grade their level of knowledge and function for the following categories: personal care, health care, food management, housekeeping, household maintenance, money management/banking, community safety, transportation, phone use, internet use, time management, career/employment, community skills/resources, leisure skills, legal issues, social skills, and health relationships [https://portal.ct.gov/-/media/Departments-and-Agencies/DSS/Health-and-Home-Care/Autism-Spectrum-Disorder/Lifeskills_Inventory.pdf?la=en](https://portal.ct.gov/-/media/Departments-and-Agencies/DSS/Health-and-Home-Care/Autism-Spectrum-Disorder/Lifeskills_Inventory.pdf?la=en). This will allow individuals to be self-aware of strengths and areas in need of improvement.

The Connecticut Department of Labor – provides tips for job seekers on finding a job with skills they already have. This information can be used to assist individuals with creating a list of skills they currently have [https://www.ctdol.state.ct.us/progsupt/jobsvce/skills.htm](https://www.ctdol.state.ct.us/progsupt/jobsvce/skills.htm).


Teach your Young Adult the “Soft Skills” needed for Employment (i.e. being on time, dressing appropriately, taking directions)

Monster provides information about soft skills to help an individual’s career [https://www.monster.com/career-advice/article/soft-skills-you-need](https://www.monster.com/career-advice/article/soft-skills-you-need).
Careerbuilder provides helpful tips about what to wear to an interview
https://www.careerbuilder.com/advice/what-to-wear-for-different-job-interviews-based-on-the-company

Autism Spectrum Australia website has a list of skills for the workplace thought to be important and tips on how to improve these skills http://www.autismlaunchpad.org.au/work/workplace-skills/

Make Sure your Young Adult has a Resume that includes a list of Skills and Competencies

Organization for Autism Research- provides tips on writing a resume in an article titled ‘Writing a Resume- Where to Begin?’ Also provides samples of a resume and a link to view a step-by-step breakdown of a resume https://researchautism.org/writing-a-resume-where-to-begin/

Careerbuilder provides an Article titled ‘Effective strategies for job seekers with autism’. Article provides tips on including skills within the resume that match the company goals and shows how your skills will benefit the company https://www.careerbuilder.com/advice/effective-strategies-for-job-seekers-with-autism

Autism Speaks has a downloadable ‘Employment Toolkit’ that provides employment information for individuals with ASD including information on completing resumes, cover letters and applications https://www.autismspeaks.org/employment

Explore Employment Services and Opportunities

Autism Speaks provides an Employment tool kit for job seekers with autism. Provided within the packet are topics ranging from self-advocacy to your employment rights or job interviewing techniques to creating your cover letter https://www.autismspeaks.org/job-seekers-autism


Job Accommodation Network (JAN) offers free, expert, and confidential guidance on workplace accommodations and disability employment issues https://askjan.org/

State of Connecticut Department of Rehabilitation Services Connect-Ability program is a statewide initiative connecting Connecticut employers with people with disabilities. Also available on the website are free online e-learning trainings for job seekers with disabilities. Trainings include financial literacy, soft skills training and employment readiness. Call 203-578-4550 or http://www.ct.gov/connect-ability/site/default.asp
The following table lists employers who hire individuals with disabilities with some specifically hiring individuals with autism.

<table>
<thead>
<tr>
<th>Autism Friendly Employers</th>
<th>Autism Friendly Employer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Website and Service Description</td>
<td></td>
</tr>
<tr>
<td>Autism @ Work Employer Roundtable - A collection of cross industry employers leading specific autism hiring initiatives, and have seen significant benefits for own inclusive cultures and for people with autism. [<a href="https://disabilityin.org/what-we-do/autism-employer-roundtable/">https://disabilityin.org/what-we-do/autism-employer-roundtable/</a>]</td>
<td>Visit website</td>
</tr>
<tr>
<td>Autism @ Work Employer Roundtable - a simple way for candidates to see the type of roles and skill sets we are hiring for and how to apply to each company. The roles listed are all based in the US and at various locations per company. The roles and skills noted below are some of the most common jobs and skills our companies are hiring for, but the list is not intended to be comprehensive of every possible role. [<a href="https://sway.office.com/lg7Bf55MfIpA9zD9?loc=swsp">https://sway.office.com/lg7Bf55MfIpA9zD9?loc=swsp</a>]</td>
<td>Microsoft</td>
</tr>
<tr>
<td></td>
<td>SAP</td>
</tr>
<tr>
<td></td>
<td>DXC Technology</td>
</tr>
<tr>
<td></td>
<td>JPMorgan Chase</td>
</tr>
<tr>
<td></td>
<td>EY</td>
</tr>
<tr>
<td></td>
<td>Ford</td>
</tr>
<tr>
<td></td>
<td>Freddie Mac</td>
</tr>
<tr>
<td></td>
<td>Travelers Insurance</td>
</tr>
<tr>
<td></td>
<td>Rising Tide Car Wash</td>
</tr>
<tr>
<td></td>
<td>Spectrum Designs</td>
</tr>
<tr>
<td></td>
<td>Walgreens</td>
</tr>
<tr>
<td></td>
<td>Willis Towers Watson</td>
</tr>
<tr>
<td></td>
<td>Bank of America</td>
</tr>
<tr>
<td></td>
<td>Capital One</td>
</tr>
<tr>
<td></td>
<td>Google</td>
</tr>
<tr>
<td></td>
<td>Dell EMC</td>
</tr>
<tr>
<td></td>
<td>Computer Aid Inc. (CAI)</td>
</tr>
<tr>
<td></td>
<td>AMC Theatres</td>
</tr>
<tr>
<td></td>
<td>Hart Schaffner Marx</td>
</tr>
<tr>
<td></td>
<td>Kinaxis</td>
</tr>
<tr>
<td></td>
<td>The Home Depot</td>
</tr>
<tr>
<td></td>
<td>Lowe’s</td>
</tr>
<tr>
<td></td>
<td>SAS</td>
</tr>
<tr>
<td></td>
<td>And more, visit the website</td>
</tr>
<tr>
<td>Autism Speaks (ADVICE) an initiative founded by Autism Speaks and NEXT for Autism. [<a href="https://www.autismspeaks.org/job-seekers-autism">https://www.autismspeaks.org/job-seekers-autism</a>]</td>
<td>Cintas</td>
</tr>
<tr>
<td></td>
<td>Staples</td>
</tr>
<tr>
<td></td>
<td>Quest Diagnostics</td>
</tr>
<tr>
<td></td>
<td>Amazon</td>
</tr>
<tr>
<td>Getting Hired - a web tool used to assist individuals with disabilities find employment. [<a href="https://www.gettinghired.com/">https://www.gettinghired.com/</a>]</td>
<td>United States</td>
</tr>
</tbody>
</table>
Dept of Rehabilitation Services (Connect-Ability) - Statewide initiative connects Connecticut employers with people with disabilities who seek employment. The initiative’s mission is to help employers focus on a person’s abilities, not his/her disabilities. Also available on the website are free online e-learning trainings for job seekers with disabilities. Trainings include financial literacy, soft skills training and employment readiness. 860-424-4844 or https://www.211ct.org/search/44620406

Connecticut

|---|---|

#### Explore Volunteer Opportunities

**United Way of Connecticut 2-1-1 Infoline** has an extensive database which lists agencies offering volunteer opportunities throughout the state 2-1-1 (1-800-203-1234) or [www.211ct.org](http://www.211ct.org)

Although the following article explains why teens may benefit from volunteering by gaining work readiness skills, the experience one gains from volunteering can be applied across the lifespan. Read the following article from the **Johns Jopkins All Children’s Hospital** website at [https://www.hopkinsallchildrens.org/ACH-news/General-News/Volunteering-Helps-Teens-with-Autism-Spectrum-Diso](https://www.hopkinsallchildrens.org/ACH-news/General-News/Volunteering-Helps-Teens-with-Autism-Spectrum-Diso)

#### Make a Decision About Disclosure of Diagnoses

It’s no secret individuals with autism view, experience, and process the world around them differently than their peers without autism. The disclosure of an autism diagnoses may be beneficial for certain workplace accommodations but can also negatively impact you since there are many stereotypes and biases lingering within today’s society.

**Car Autism Roadmap** – offers an article titled ‘To Tell or Not to Tell: Issues of Disclosure in the Workplace’. Article discusses the pros and cons of disclosing your autism diagnoses. [https://www.carautismroadmap.org/to-tell-or-not-to-tell-issues-of-disclosure-in-the-workplace/?print=pdf](https://www.carautismroadmap.org/to-tell-or-not-to-tell-issues-of-disclosure-in-the-workplace/?print=pdf)

#### Life Skills

**Make Your Young Adult Aware of Personal Hygiene and Healthcare Needs**

**Ambitious About Autism** - Article providing information related to hygiene and things to consider when its regarding an individual with autism [https://www.ambitiousaboutautism.org.uk/understanding-autism/health/hygiene](https://www.ambitiousaboutautism.org.uk/understanding-autism/health/hygiene)
Adulting with Autism – does provide an article of someone’s personal experiences and tips to brushing and showering http://adultingwithautism.com/why-i-struggle-with-teeth-brushing-and-showering

Teach your Young Adult Money Management Skills


Teach your Young Adult how to Manage Simple Daily Living Activities (i.e. operating microwave, doing laundry, cleaning)

Talking About Curing Autism- has a guide on how to break down and teach different chores by age group https://tacanow.org/family-resources/developing-lifeskills-chores/

Safety

See that your Young Adult Understands Internet and Technology Safety

Center on Secondary Education for Students with ASD- provides an article titled ‘Internet Safety for Teens with ASD’ which provides information on internet safety and cyberbullying. Provides tips for internet safety https://csesa.fpg.unc.edu/sites/csesa.fpg.unc.edu/files/Internet%20Safety%20for%20Adolescents%20with%20Autism.pdf

Raisingchild.net.au- provides videos which discuss a wide range of topics related to bullying and cyberbullying https://raisingchildren.net.au/teens/videos

See that your Young Adult Understands Community and Relationship Safety

The Organization For Autism Research – A guide composed from parents, first responders, educators, and community members, who shared their strategies and resources to address safety threats that commonly arise during childhood, adolescence, and adulthood. This autism safety resource will educate parents about how to prevent and mitigate emergency events, safety threats that may affect their child in the future, and how to teach safety habits that will build a foundation for safety in adulthood https://researchautism.org/resources/a-guide-to-safety/

Social

Help your Young Adult Learn Appropriate Social Skills

Autism Speaks- provides information about social skills, what social skills consist of, the importance of social skills, and some tips to help your child social skills. Offers a directory of social skills programs in your community. https://www.autismspeaks.org/social-skills-and-autism
To obtain a listing of *DSS Approved Autism providers* offering life/social skills coaching, you may contact an Autism Support and Resource Specialist at 860-424-5677 or 860-424-5567.

**Teach your Young Adult about Sexuality and Relationships**

**Sexuality Resource Center for Parents**- offers tools, tips and tricks to teaching children and young adults about human sexuality  

The **Organization For Autism Research**- the resource covers a range of safety topics, including: wandering and elopement, physical and sexual safety, bullying, internet safety, and money safety  
[https://researchautism.org/how-we-help/safety/](https://researchautism.org/how-we-help/safety/)

**Encourage Participation in Recreational and Leisure Activities that your Young Adult Enjoys**

The **Connecticut Still Revolutionary** website provides a listing of statewide activities held each week for individuals and families of all ages  

**Autism Speaks**- offers information about recreational activities such as the benefits, how to figure out what your child likes, how to deal with a bad recreational experience, some examples of recreational activities to try, and some possible resources to begin your search for recreational activities  
[https://www.autismspeaks.org/recreation-0](https://www.autismspeaks.org/recreation-0)

**Autistic and Unapologetic**- offers ideas for 20 hobbies, activities and sports that are ideal for individuals with autism  

**Funding for Services and Legal Issues**

**Apply to the Department of Social Services Division of Autism Spectrum Services**

Visit [www.ct.gov/dds](http://www.ct.gov/dds) (Eligibility is still determined through the Department of Developmental Services).

- Left hand side select ‘Divisions’> DSS Autism Spectrum Services (This is at DSS)> Eligibility> scroll down and select ‘Please Follow this link for eligibility application’  
  Or

- From the DDS homepage [www.ct.gov/dds](http://www.ct.gov/dds)- Left hand side select ‘Families’> select the ‘Early Childhood’ icon > select the DDS Eligibility box > then
Understand What it Means to move from Entitlement to Eligibility

According to The Individuals with Disabilities Education Act (IDEA), once your child either earns a high school diploma or a Certificate of Program Completion, this means that public education is now complete. You child has transitioned from the stage of Entitlement to the stage of Eligibility.

Pathfinders for Autism website contains information related to Entitlement vs. Eligibility
https://pathfindersforautism.org/articles/maryland-services/the-dilemma-of-entitlement-vs-eligibility/

Apply for Social Security benefits

Cash payments for low income older adults, ages 65+, or for people with a physical or mental impairment expected to last at least 1 year or to result in death, are made to assure an income. Low birth weight infants weighing less than 1200 grams (2 pounds 10 ounces) at birth may be eligible for presumptive disability payments. Up to 6 months of PD payments may be made to an infant who is age 6 months or younger at the time of the PD finding and whose birth certificate or other evidence indicates a birth weight of less than 1200 grams. Call 1-877-405-4874 or visit www.ssa.gov

SOURCE: UWC 211 Website

You can apply online at https://www.ssa.gov/benefits/ssi/ . Once you finish the online process, a Social Security representative will contact you for any additional information needed for the applications. You can also call 1-877-405-4874.

Apply for Medicaid at your Local Department of Social Services

Medicaid is a wide-ranging health insurance program for low-income individuals of all ages. Jointly funded by the state and federal government, it provides health coverage for various groups of Connecticut residents, including pregnant women, parents and caretaker relatives, adults with no dependent children, disabled individuals, and seniors. However, this page is focused strictly on Medicaid eligibility for Connecticut elders, aged 65 and over, and specifically for long term care, whether that be at home, in an adult foster care home, in a nursing home, or in an assisted living facility.

Medicaid in Connecticut is also called HUSKY Health, and Medicaid for state residents who are aged, blind & disabled is called HUSKY C.
Households and individuals who wish to apply for or renew health coverage for children (HUSKY A & B); parents with dependent children (HUSKY A); caretakers/guardians of minor children (HUSKY A); pregnant women (HUSKY A); and adults under 65 without dependent children (HUSKY D), can apply online at www.accesshealthct.com or call 1-855-805-4325.

Households and individuals who are over 65 and older, blind or with disability and wish to apply for or renew Medicaid (HUSKY C) or Medicaid for Employees with Disabilities (MED-Connect) can apply online at www.connect.ct.gov, under ‘Apply for Benefits’ or by calling the DSS Client Information and Benefits Center Line 1-855-626-6632.

Apply for Community First Choice (if Applicable)

State community care supported program offered to active Medicaid and eligible Medicare members as part of the Affordable Care Act, assists individuals to receive Personal Attendant Care (PCA) supports and services in their home. Community First Choice (CFC) services can include, but not limited to, assistance with activities of daily living (bathing, dressing, transferring, etc.), meal planning and preparation, shopping for food, clothing, and other essential items, and performing essential household chores. Program will cover eligible individuals in residential settings including individual homes, apartment buildings, retirement homes, and group living environments that meet Community First Choice Residential Criteria. You can apply online at http://ctmfp.com or call 1-888-992-8637

SOURCE: 211 UWC website https://www.211ct.org/search/27883189

Explore Insurance Coverage for Autism Services up to the Age of 21

Autism Speaks Initiative provides answers to frequently asked questions about the Autism Insurance Reform Law and what you need to know http://advocacy.autismspeaks.org/af/cf/%7B2A179B73-96E2-44C3-8816-181C0BE5334B%7D/Connecticut_FAQs.pdf

Beacon Health Options (1-877-552-8247) offers clinical mental health and substance use disorder management, a comprehensive employee assistance program, work/life support, specialty programs for autism and depression, and insightful analytics to improve the delivery of care. Beacon manages the autism spectrum disorder (ASD) benefits for Medicaid beneficiaries who have Husky A, C, and D and are under age 21. A feature of the program provides access to a Beacon Peer Specialist and Care Coordinators to assist with explaining benefits covered under Medicaid, helping families navigate the health care system, and coordinating non-traditional services https://www.beaconhealthoptions.com/who-we-are/
Direct Questions Regarding ASD Insurance Issues to the Office of the Healthcare Advocate

Office of the Healthcare Advocate (1-866-466-4446) Provides assistance with selecting health insurance coverage. Agency will answer questions about health insurance issues, including, but not limited to, enrollment/eligibility issues, clarification of plan benefits, plan benefit limitations, and out-of-network services www.ct.gov/oha

Explore the Legal Implications of Reaching Age 18 (Conservatorship)

The age at which an individual is considered legally an adult, or “age of majority”, in most states is 18.

SOURCE: CGS Sec. 1-1d https://www.cga.ct.gov/current/pub/chap_001.htm#sec_1-1d

This means individuals in the State of Connecticut are old enough to be considered legally capable of making personal and financial decisions. Individuals with autism, however, may be unable to direct his or her own personal affairs and/or financial decisions, therefore, matters related to their safety, health, and finances are of concern.

A conservator is a person appointed by the probate court to oversee the financial or personal affairs of an adult determined to be incapable of managing his or her own affairs or unable to care for himself or herself. There are two basic types of conservatorships:

- A conservator of the person is appointed to supervise the personal affairs of an individual who is found by the court to be unable, even with appropriate assistance, to meet essential requirements for personal needs. These needs may include, but are not limited to, the need for food, clothing, shelter, health care, and safety.

- A conservator of the estate is appointed to supervise the financial affairs of an individual who is found by the court to be incapable of doing so himself to the extent that property will be wasted unless adequate property management is provided. This may include, but is not limited to, actions to obtain and manage assets, income and public assistance benefits.

- A person may be in need of one or both types of conservators. Two separate individuals may perform these two roles, or one person may serve in both capacities. A conservator of the estate or person may be an individual, a legally authorized municipal or state official, or a private or nonprofit corporation. However, hospitals and nursing homes cannot be appointed conservators of either the person or the estate, and banks cannot be appointed conservators of the person.


To become a conservator, please visit the Connecticut Probate Courts website at http://www.ctprobate.gov/Pages/Conservatorships.aspx
Learn about Life Planning Tools

ABLE National Resource Center - Achieving a Better Life Experience (ABLE) account - ABLE Accounts, which are tax-advantaged savings accounts for individuals with disabilities and their families, were created as a result of the passage of the Stephen Beck Jr., Achieving a Better Life Experience Act of 2014 or better known as the ABLE Act. The beneficiary of the account is the account owner, and income earned by the accounts will not be taxed. Contributions to the account, which can be made by any person (the account beneficiary, family and friends), must be made using post-taxed dollars and will not be tax deductible for purposes of federal taxes, however some states may allow for state income tax deductions for contribution made to an ABLE account http://www.ablerc.org/about/what-are-able-accounts

Special Needs Trust (SNT’s) are well-established savings tools that also protect eligibility for public programs https://www.specialneedsalliance.org/able-accounts-and-snts-how-to-choose/

Develop a System to Organize Financial and Legal Records


Wrightslaw - You need a simple, foolproof document management system. In this article, you will learn how to organize your child’s file. After you organize the information about your child into a file, you will have a clearer understanding of your child’s disability and needs https://www.wrightslaw.com/info/organize.file.htm

Support

Network with Others at Support Groups

Connecticut Family Support Network (CTFSN) - Parent-to-parent organization offering support groups, training, email list serve, information and advocacy www.ctfsn.org

Autism Services and Resources Connecticut (ASRC) - Provides advocacy and support groups, recreational and social opportunities, trainings, newsletter, and information www.ct-asrc.org

For a more comprehensive listing of information related to Support Groups, please contact the DSS Autism Unit and speak with an Autism Support and Resource Specialist by calling Nathaniel Calixto, 860-424-5677, or Cathleen Calaway, 860-424-5567 or visit the DSS Autism website https://portal.ct.gov/DSS/Health-And-Home-Care/Autism-Spectrum-Disorder---ASD/Autism-Spectrum-Disorder---ASD
<table>
<thead>
<tr>
<th>Organization</th>
<th>Service Description</th>
<th>Contact/Website</th>
<th>Service Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advocacy Academy</td>
<td>Helping parents learn skills to appropriately advocate for their families. Spanish Community of Wallingford</td>
<td>203-535-4804</td>
<td>Wallingford and Connecticut</td>
</tr>
<tr>
<td>Aid for Autistic Children &amp; Families</td>
<td>If you need help paying for autism related hospital bills, therapies, early intervention, adult late intervention or any obstructive debt resulting from decisions made in an effort to structure one’s life routine around care for an autistic child or loved one.</td>
<td><a href="http://www.aacfinc.org/contact.html">http://www.aacfinc.org/contact.html</a></td>
<td>United States</td>
</tr>
<tr>
<td>Autism Families Connecticut</td>
<td>Organized by mothers of children with autism, Moms’ Nights are held throughout the year at a variety of locations in the Hartford/West Hartford region. Events range from dinner out to yoga and are designed to give Moms a place to connect with other mothers who face similar challenges raising children on the spectrum.</td>
<td><a href="http://www.autismfamiliesct.org/events/">http://www.autismfamiliesct.org/events/</a></td>
<td>Connecticut</td>
</tr>
<tr>
<td>Autism Family Resource Grants</td>
<td>One-time $500 grants are awarded to families in financial need; household income may not exceed $50,000 per year. All funds awarded are paid directly to the vendor or service provider to pay for therapy equipment, safety equipment or services. Email requests for an application along with name, address, phone number and email address to: <a href="mailto:info@autismfamilyresources.org">info@autismfamilyresources.org</a></td>
<td><a href="mailto:info@autismfamilyresources.org">info@autismfamilyresources.org</a></td>
<td>United States</td>
</tr>
<tr>
<td>Autism Services &amp; Resources Connecticut (ASRC)</td>
<td>Support groups for adults and teens with Autism Spectrum Disorders meets monthly (in Wallingford and Middletown)</td>
<td>203-265-7717 or <a href="http://www.ct-asrc.org">www.ct-asrc.org</a></td>
<td>Middlesex County, New Haven County</td>
</tr>
<tr>
<td>Autism Speaks</td>
<td>Grief and Bereavement Resources-Resources to help support you or your child while experiencing grief</td>
<td><a href="https://www.autismspeaks.org/grief-and-bereavement-resources">https://www.autismspeaks.org/grief-and-bereavement-resources</a></td>
<td>n/a</td>
</tr>
<tr>
<td>Autism Speaks</td>
<td>Offers tips and guidance to parents and caregivers related to identifying and/or creating a support system after a child has been diagnosed with Autism</td>
<td><a href="https://www.autismspeaks.org/autism-and-your-family">https://www.autismspeaks.org/autism-and-your-family</a></td>
<td>Connecticut</td>
</tr>
<tr>
<td>Organization</td>
<td>Description</td>
<td>Contact Information</td>
<td>Locations</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------</td>
<td>---------------------</td>
<td>-----------</td>
</tr>
<tr>
<td><strong>BOW Parent Initiative</strong></td>
<td>A parent Support group. Evenings, 6:30-8:30 p.m. Woodbridge CT</td>
<td>Diane Downey, 203-376-5119</td>
<td>Woodbridge and Connecticut</td>
</tr>
<tr>
<td><strong>Center for Disability Rights</strong></td>
<td>Cross-disability support group offers speakers, group discussions, raps and other social activities for people regardless of age or type of disability. Meeting times vary monthly, call for dates and time. Occasionally the group has outings or field trips to Disability Expos or other cultural events.</td>
<td>203-934-7077 ext. 12</td>
<td>ansonia, clinton, durham, essex, haddam, bethany, cromwell, north haven, orange, middlefield, old lyme, seymour, branford, derby, guilford, killingworth, middletown, milford, east haven, west haven, woodbridge, east hampton, north branford, old saybrook, portland, southington, chester, madison, deep river, east haddam, meriden, westbrook, centerbrook, cobalt, higganum, ivyton, middle haddam, moodus, rockfall, northford, hadlyme, south lyme, lyme, hamden, new haven, wallingford</td>
</tr>
<tr>
<td><strong>Circle of Moms</strong></td>
<td>Provides support to young mothers who are in need of friendship, support, guidance, connection to resources, and prosocial family focused activities.</td>
<td>Laura Corlis &amp; Vicki White, 860-221-4856</td>
<td>East of the River and Connecticut</td>
</tr>
<tr>
<td><strong>Community Centers, Inc.</strong></td>
<td>Support groups for young people and adults with developmental disabilities offer peer support, counseling and socialization.</td>
<td>203-869-1276</td>
<td>cos cob, old greenwich, riverside, greenwich</td>
</tr>
<tr>
<td><strong>Connecticut Family Support Network (CTFSN)</strong></td>
<td>parent-to-parent organization offering support groups, training, email list serve, information and advocacy. Through parent groups that are meeting regularly across the state, parents are able to connect with others in their community who have children with similar or related issues, hear valuable speakers/presentations, attend a local workshop or gather</td>
<td>1-877 376-2329 <a href="http://www.ctfsn.org/">http://www.ctfsn.org/</a></td>
<td>Connecticut</td>
</tr>
<tr>
<td>Connecticut Parent Advocacy Center (CPAC)</td>
<td>Support groups for parents and families of children with special needs can be an excellent source of information, resources and of course, support. CPAC helps connect parents to groups in their area. View the links for information about finding a support group in your area or starting a parent support group.</td>
<td><a href="http://www.cpacinc.org/helpful-resources/parent-support/">http://www.cpacinc.org/helpful-resources/parent-support/</a></td>
<td>Connecticut</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>CT Families for Effective Autism Treatment (CT FEAT)</td>
<td>An online forum where many hundreds of Connecticut families share information and support.</td>
<td><a href="http://www.ctfeat.org/listservrules.htm">http://www.ctfeat.org/listservrules.htm</a></td>
<td>Connecticut</td>
</tr>
<tr>
<td>Destiny Outreach</td>
<td>This is a group for parents who want to network and make effective changes within their community. 1st &amp; 3rd Tuesday of every month from 4-6 p.m. East Hartford Cultural Center, East Hartford, CT</td>
<td>860-726-3646</td>
<td>East Hartford and Connecticut</td>
</tr>
<tr>
<td>Family Advocacy Program (FAVOR)</td>
<td>The Family Peer Support Program provides direct peer support services to families with children who have medical, mental, or behavioral health challenges. Our Family Peer Support Specialists assist families who need to navigate the special education and mental health care service systems</td>
<td>860-563-3232 or <a href="http://www.favor-ct.org">www.favor-ct.org</a></td>
<td>Wethersfield, Connecticut</td>
</tr>
<tr>
<td>Family Friendly Event</td>
<td>Provides support to families of children with special needs as well as their typical siblings by providing monthly opportunities for free outings. Every 3rd Friday evening or Saturday of the month. UCFS, 34 East Town Street, Norwich, CT 06360</td>
<td>Susan Hostnik, 860-822-4335 &amp; Christie Beausoleil, 860-861-1100</td>
<td>South east and Connecticut</td>
</tr>
<tr>
<td>Inspiration</td>
<td>This is a group that provides support and encourages caregivers who have children and/or youth with behavioral, social, communication, or health challenges. They also empower, inspire and educate families to see beyond the diagnosis and see the possibilities and potential each family unit embodies. 3rd Tuesday of every month from 5:30-8 p.m. Meriden Public Library, 105 Miller Street, Meriden, CT</td>
<td>203-535-4804</td>
<td>Meriden, Wallingford and Connecticut</td>
</tr>
<tr>
<td>Support Group</td>
<td>Description</td>
<td>Contact Information</td>
<td>Location(s)</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------</td>
<td>---------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Institute of Living</td>
<td>Offers various support groups such as substance abuse education, Lesbian/Gay/Bisexual/Transgender support, Autism Spectrum support, Mental Illness support, support services, and resources. Support programs are provided for those in need, their family members, and caregivers. Visit the website below for a complete list of support group locations, times and contact information.</td>
<td>860-545-7665</td>
<td>Hartford</td>
</tr>
<tr>
<td>It takes a Village</td>
<td>A support group for grandparents raising children with behavioral health challenges. First Tuesday of the month 11-12 p.m. 233 Retreat Avenue, Hartford, CT</td>
<td>Raleigh Leggett, 860-639-6752</td>
<td>Hartford, West Hartford, and Connecticut</td>
</tr>
<tr>
<td>Kennedy Center Autism Project</td>
<td>Thursdays 6—8 p.m. For Ages 22—30s A fun social activity for young adults with Asperger’s or High Autism. Meet new people while learning and practicing social and functional skills. The cost for this program is $205. Drop-ins welcome, $25 per day. The group meets at 4021 Main Street, Stratford, and will run January 12 through March 9.</td>
<td>203-908-3916 or <a href="http://www.thekennedycenterinc.org/">http://www.thekennedycenterinc.org/</a></td>
<td>Bridgeport, Easton, Monroe, Stratford, Trumbull, Fairfield</td>
</tr>
<tr>
<td>NCCC Parent Support Group</td>
<td>This group helps parents whose lives have been touched by children with behavioral, social, anxiety, attention, communication and mental health challenges. 2nd Tuesday of every month from 6-8 p.m. Suffield High School, 1060 Sheldon St, Room 221, Suffield, CT</td>
<td>Contact Doriana Vicedomini at <a href="mailto:dmv35@aol.com">dmv35@aol.com</a> or Diane Reynolds at <a href="mailto:sbdreynolds@cox.net">sbdreynolds@cox.net</a></td>
<td>Suffield and Connecticut</td>
</tr>
<tr>
<td>NCCC Recreational Activity Group</td>
<td>This group is for families whose lives have been touched by children with behavioral, social, anxiety, attention, communication and mental health challenges.</td>
<td>Contact Doriana Vicedomini at <a href="mailto:dmv35@aol.com">dmv35@aol.com</a> or Diane Reynolds at <a href="mailto:sbdreynolds@cox.net">sbdreynolds@cox.net</a></td>
<td>Connecticut</td>
</tr>
<tr>
<td>New Britain Bilingual</td>
<td>Please join us for an opportunity to connect with other parents experiencing similar situations. Share your thoughts, feelings, and ideas for this new group. New Britain Public Library, New Britain, CT.</td>
<td>Tabor Napiello, (860) 793-3551</td>
<td>New Britain and Connecticut</td>
</tr>
<tr>
<td><strong>Next Steps 1</strong></td>
<td>Provides parents with a safe, comfortable environment to vent their frustrations, challenges, fears, knowledge and positive experiences with other parents. 4th Tuesday of every month from 6-7:30 p.m. The Summit, Plantsville, CT</td>
<td>Carrie Foligno &amp; Lori Powell, 860-302-6543</td>
<td>Greater Bristol/Farmington Valley and Connecticut</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Padres Abriendo Puertas</strong></td>
<td>This is a group for parents of children with special needs. One Sunday per month from 3-5 p.m. Where: Walnut Hill Community Church, 156 Walnut Hill Road, Bethel, CT</td>
<td>Contact: Miozoti Galarza, (203) 240-2467</td>
<td>Greater Danbury and Connecticut</td>
</tr>
<tr>
<td><strong>Pathfinders for Autism</strong></td>
<td>A Maryland-based website offering “Parent Tips” articles on a variety of topics</td>
<td><a href="https://pathfindersforautism.org/autism-by-age/birth-5/#1485961225396-d9a4a117-920a">https://pathfindersforautism.org/autism-by-age/birth-5/#1485961225396-d9a4a117-920a</a></td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Ready to Go</strong></td>
<td>This group provides workshops to parents of the community in order to prepare them to work in their communities and help other parents facing similar challenges.</td>
<td>Contact: Victor Gonzalez, (860) 520-6201</td>
<td>Hartford/ West Hartford and Connecticut</td>
</tr>
<tr>
<td><strong>Stepping stones</strong></td>
<td>Offers tips and guidance to parents and caregivers related to identifying and/or creating a support system after a child has been diagnosed with Autism</td>
<td><a href="https://www.steppingstonesca.com/single-post/2016/11/20/Building-a-support-network-when-dealing-with-ASD">https://www.steppingstonesca.com/single-post/2016/11/20/Building-a-support-network-when-dealing-with-ASD</a></td>
<td>Connecticut</td>
</tr>
<tr>
<td><strong>Unidos Sin Fronteras</strong></td>
<td>The idea of the parent support group was formed. The goal of the group is to fulfill the emotional needs of Latino parents as they work through their common challenges. Together they want to form a comfortable environment which one day could be called “family.” During the groups meetings they will share experiences, have guess speakers, share resources, and engage in activities for themselves and their families. Second Friday of the month from 12 to 2 p.m</td>
<td>Carla Ambrocio, 203-807-3284 &amp; Maria Rincon, 203-247-9629</td>
<td>Greater Norwalk and Connecticut</td>
</tr>
</tbody>
</table>
Wrong Planet

Wrong Planet is the web community designed for autistic individuals (and parents / professionals of those) with Autism, Asperger’s Syndrome, ADHD, PDDs, and other neurological differences. We provide a discussion forum, where members communicate with each other, an article section, with exclusive articles and how-to guides, a blogging feature, and more.

https://wrongplanet.net/

Connecticut

Identify your Support System

Autism Speaks – Offers tips and guidance to parents and caregivers related to identifying and/or creating a support system after a child has been diagnosed with Autism

https://www.autismspeaks.org/autism-and-your-family

Stepping Stones- Webpage has an article providing information on the importance of having a support system and some tips on how to develop one https://www.steppingstonesca.com/single-post/2016/11/20/Building-a-support-network-when-dealing-with-ASD

Raisingchildren.net.au- provides some ideas for building supportive relationships with your extended family and friends https://raisingchildren.net.au/autism/communicating-relationships/family-relationships/family-friends-asd

Take Care of Yourself, your Spouse and your other Children


Autism Resources and Community (ARC)- website offers parents an article on self-care http://blog.stageslearning.com/blog/autism-parents-self-care

Transportation

Explore Transportation Options including Public Transportation, Mobility, and Divers License

The Kennedy Center has a travel guide titled ‘A Chance to Ride: Introducing Young Adults with Autism to Independent Travel’. This guide provides information on introducing travel to individuals with autism, tips for family members to become involved in the process, information regarding communicating in the community, signs and traffic symbols, pedestrian safety, awareness of surroundings, and more. The Kennedy Center also provides a listing of national, federal, and local transportation agencies you and your child may be able to access https://www.thekennedycenterinc.org/what-we-do/programs-services/mobility-services/publications-resources.html
CTrides is a free program that helps commuters find the best way to get to work or school. We provide resources for choice commuting options throughout Connecticut, including bus, rail, carpools, vanpools, biking, walking, and teleworking [https://ctrides.com/](https://ctrides.com/)

**TIP:** Find a driving school that specializes in providing a comprehensive driver program for individuals with autism spectrum disorder (ASD).

**The State of Connecticut Department of Motor Vehicles** - for more information on obtaining a learner's permit and to take the test for the driver's license. You can also access the locations where learner’s permit testing sites are located and download practice test questions for the learner’s permit via app (android, iPhone, iPad)

**Help your Child Obtain a Connecticut Non-Driver Identification Card through the Connecticut Department of Motor Vehicles**

**The State of Connecticut Department of Motor Vehicles** provides information regarding the eligibility criteria, what to bring, and locations to apply for a non-driver identification card [https://www.ct.gov/dmv/cwp/view.asp?a=805&q=490078](https://www.ct.gov/dmv/cwp/view.asp?a=805&q=490078)

**Advocacy**

**Make a Decision About Disclosure of Diagnosis**

<table>
<thead>
<tr>
<th>Organization</th>
<th>Service Description</th>
<th>Contact/Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>AASPIRE</td>
<td>Article discusses the potential benefits or drawbacks of disclosing your autism spectrum disorder diagnosis to your doctor, your doctors staff, and you health insurance provider</td>
<td><a href="https://autismandhealth.org/?a=pt&amp;p=detail&amp;t=pt_rts&amp;s=rts_disctheme=lt&amp;">https://autismandhealth.org/?a=pt&amp;p=detail&amp;t=pt_rts&amp;s=rts_disctheme=lt&amp;</a></td>
</tr>
<tr>
<td>Organization</td>
<td>Article/Resource</td>
<td>URL</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Ambitious about Autism</td>
<td>Disclosing your diagnosis at work</td>
<td><a href="https://www.ambitiousaboutautism.org.uk/understanding-autism/disclosing-your-diagnosis-at-work">https://www.ambitiousaboutautism.org.uk/understanding-autism/disclosing-your-diagnosis-at-work</a></td>
</tr>
<tr>
<td>Asperger/Autism Network (AANE)</td>
<td>Article titled ‘It’s Not a Secret: Why Disclosure is Important’</td>
<td><a href="https://www.aane.org/not-secret-disclosure-important/">https://www.aane.org/not-secret-disclosure-important/</a></td>
</tr>
<tr>
<td>Autism Awareness Centre, Inc.</td>
<td>Article titled ‘Who should be told about an autism diagnoses’</td>
<td><a href="https://autismawarenesscentre.com/told-autism-diagnosis/">https://autismawarenesscentre.com/told-autism-diagnosis/</a></td>
</tr>
<tr>
<td>Autism Speaks</td>
<td>An article that explores the pros and cons of disclosing and not disclosing an autism diagnoses</td>
<td><a href="https://www.autismspeaks.org/tool-kit-excerpt/disclose-or-not-disclose">https://www.autismspeaks.org/tool-kit-excerpt/disclose-or-not-disclose</a></td>
</tr>
<tr>
<td>Car Autism RoadMap</td>
<td>Article titled ‘To tell or Not to tell: Issues of Disclosure in the Workplace’</td>
<td><a href="https://www.carautismroadmap.org/to-tell-or-not-to-tell-issues-of-disclosure-in-the-workplace/">https://www.carautismroadmap.org/to-tell-or-not-to-tell-issues-of-disclosure-in-the-workplace/</a></td>
</tr>
<tr>
<td>Interactive Autism Network</td>
<td>Adults with ASD: Deciding When to Disclose</td>
<td><a href="https://iancommunity.org/cs/adults/deciding_when_to_disclose">https://iancommunity.org/cs/adults/deciding_when_to_disclose</a></td>
</tr>
</tbody>
</table>
Help Your Child Learn Self-Advocacy Skills

Teaching your children social skills is crucial given an autistic child’s limitation with certain social skills. As part of the social skills lesson, teach your child to self-advocate.

Organization for Autism Research - Too often, young people with disabilities have things done for them that their typical peers do themselves, which they could do as well. These well-intended supports can get in the way of their ability to advocate for themselves. In this week’s blog, an autism specialist, Deborah Hammer, describes the steps you can take to help children learn to self-advocate. This post originally appeared in the July 2015 edition of the OARacle newsletter https://researchautism.org/help-children-learn-how-to-self-advocate/

Have an Understanding of the Americans with Disabilities Act (ADA)


United States Department of Justice Civil Rights Division website offers information and technical assistance on the American with Disabilities Act https://www.ada.gov/
Additional Resources

For a more comprehensive listing of information related to Autism Spectrum Disorder, please contact the DSS Autism Unit and speak with an Autism Support Resource Specialist:

Nathaniel Calixto
Autism Support and Resource Specialist
Nathaniel.Calixto@ct.gov
Tel: 860-424-5677
Fax: 860-920-3170

Cathleen Calway
Autism Support and Resource Specialist
cathleen.calway@ct.gov
Tel: 860-424-5567
Fax: 860-920-3170

***Please note: The contents of this document are provided solely for informational purposes. It is meant to give individuals with ASD and their families a choice regarding services and supports. The DSS Autism Division does not specifically recommend or endorse any individual provider or practitioner.