



Planning the Transition from School to Adult Life: Considerations for Students with Disabilities

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Hinkle Prior & Fischer
Attorneys at Law



Congratulations!

Reading this booklet means you have started the process of planning for the future.

If you have a student – or you are a student – in middle school or high school, chances are you are starting to ask: What will happen after graduation? This is a difficult question for anyone, but for students in special education it may be even more so. That is why federal law requires transition planning for all students with disabilities.

ASAH's member schools – 135 state-approved specialized schools that partner with local school districts to serve students with complex needs – are proud of every graduate. We take transition planning very seriously. A recent study shows that graduates of ASAH-member programs go on to college, jobs, and other fulfilling adult roles at higher rates than students with disabilities who graduate from public school programs.

We are pleased to partner with the attorneys at Hinkle Prior & Fischer to present this booklet – newly updated and revised for 2025 – to help families navigate this important time in their child's school career.

We thank the law firm for their ongoing support and for underwriting the cost of this booklet.



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ASAH Executive Director



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Introduction

The Individuals with Disabilities Education Act (IDEA) is a federal law guaranteeing students with disabilities the right to a free and appropriate public education. For every student eligible to receive special education services under IDEA, the local school district must develop and implement an individualized education program (IEP), describing the unique set of services and supports needed. For some students, this includes placement at an out of district school at no cost to the parents.

Since its passage in 1975, IDEA has been reauthorized by Congress several times. Each time Congress reauthorized IDEA, lawmakers made changes that placed greater emphasis on improved outcomes.

In 1990, revisions to IDEA reflected a concern that most students with disabilities were still denied opportunities to engage in constructive activities after graduation, such as employment or further education. Congress added requirements to aid in students' transition from school to adult life. These requirements were further strengthened in subsequent amendments to IDEA in 1997 and 2004.

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



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SECTION I — Transition Services

The term “transition services” means:

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 services must be based on a student’s individual needs, taking into account their strengths, preferences, and interests. Transition services include:

- Instruction
- Related services, such as speech, physical, and occupational therapy
- Community experiences
- Development of employment and other post-school adult living objectives
- If appropriate, acquisition of daily living skills and functional vocational evaluation

Age 14

Transition planning must begin no later than age 14. By around 8th grade a student’s IEP should reflect post-school goals. These goals will vary from student to student, but should address preparation for:

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

Beginning at age 14 or younger, the IEP must include a statement of the student’s transition service needs. At a minimum, it must describe the courses required for graduation, and the plan of study the student will follow each year. 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 their 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.



College Bound?

It is possible for many students with disabilities to attend college. Too often, however, they find out too late the courses they took in high school did not prepare them for college or technical school. Such courses may include foreign languages and higher-level math and science. Think ahead and prepare so the student has the classes required for admission to college and be sure they are ready to take any necessary standardized testing, such as the SAT or ACT.

Even when a student's transition plan includes college, they may still need special education services beyond age 18. College-bound students with disabilities may require additional years of school, through age 21, for social skills training and generalization, mobility instruction, managing personal finances, dorm living, and instruction in managing personal medical needs.

Age 16

Beginning no later than the school year in which the student turns 16, the IEP must include the transition services identified for the student. The services must reflect a coordinated set of activities and strategies that will lead to the identified post-school outcomes. The statement must also identify those responsible for providing the transition services and activities.

Planning and services can and should begin BEFORE age 16 for a student with a significant or complex developmental disability. Often, these students need more time and significantly greater planning to ensure a smooth transition. Services should be described in the IEP, and can be provided by the school, outside agencies, or others with expertise.

Strategies and Activities in the Transition Plan

■ Instruction

Instruction can take place in a classroom, small group, or through one-to-one learning. It can be provided in public schools, private schools, at home, or in the community.

■ Related Services

Related services may include transportation, speech therapy, occupational therapy, physical therapy, and other supportive services necessary for a student to benefit from special education.

■ **Community Experiences**

Community experiences may be provided to the student outside of the school building. Sites might include a bank, supermarket, pharmacy, post office, and/or local community recreation.

■ **Preparation for Employment**

These services may lead to a job or career, and important adult activities. This may include but is not limited to developing a resume, interview skills, volunteer work experiences in a range of settings, and “travel training” (learning to drive or use public transportation).

■ **Daily Living Skills**

These are the activities most adults do every day such as showering, self-care, making meals, grooming, laundry, basic home care, gardening, etc.

■ **Functional Vocational Evaluation**

These evaluations provide information about the student’s job or career interests, aptitude, and skills.

NOTE: 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 a community setting, such as a bank, supermarket, train station, college campus, or job site. The student learns functional skills through hands-on experiences, such as grocery shopping, using public transportation, ordering food in a restaurant, making change, or using a map. This instruction might be provided by a classroom teacher, a community organization, a job coach, or a paraprofessional.

The Role of the Student and IEP Team

Regardless of where the student attends school, the IEP team (which includes the student and the parent) makes decisions about transition planning. The Child Study Team case manager at the local school district is responsible for the transition planning process, but there are many individuals who come together to help the student plan for transition.

Students with disabilities beginning at age 14 must be invited to participate in transition planning. If the student does not attend the meeting, the district must take other steps to ensure the student's preferences and interests are considered.

The Role of Outside Agencies

Representatives from government agencies that provide post-high school services should also be involved:

- The Department of Labor's Division of Vocational Rehabilitation Services (DVRS)
- The Department of Human Services' Division of Mental Health and Addiction Services (DMHAS)
- The Department of Human Services' Division of Developmental Disabilities (DDD)

Others who might be invited:

- Local Center for Independent Living (CIL)
- Potential employers
- Staff or volunteers from provider agencies

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. 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. A lack of cooperation from outside agencies requires the school district itself to provide the necessary services in the IEP.



TIP!

In writing, invite representatives from these agencies to the IEP meeting to assist with planning. Ask them to sign the IEP to indicate their agreement. If agency staff will not participate, check with their superiors.

The Department of Human Services has policies that compel the involvement of agencies like DDD in the transition process. If staff cannot attend, let the record show a willingness to accommodate their schedules. Send DDD and DVRS staff draft copies of the IEP, asking for input and approval even if they cannot attend.

The goal is to involve and commit the relevant agencies to the services necessary, to enhance the likelihood that they will be available when needed.



Graduation Considerations

IDEA-eligible students are entitled to receive special education services through age 21. 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; in New Jersey, once a student accepts a diploma, the school district is no longer required to provide services under IDEA. This means that the student's ability to obtain needed services beyond senior year ends.

This consideration is especially important for those likely to need ongoing support services from DDD (See page 15). DDD serves only those age 21 and over. Therefore, if a student with developmental disabilities accepts a diploma before the age of 21, it is very likely there will be a prolonged gap in services.

There is an exception: DDD recently began allowing certain eligible young adults with developmental disabilities to enroll in DDD services as early as age 18 if they have graduated (accepted a diploma) and are seeking DDD services to support:

- immediate enrollment at an institute of higher education or trade school not funded by DDD.
- established competitive integrated employment.
- if the services being sought from DDD would not otherwise be the responsibility of the school district.

It should be noted services provided by DDD are not the same level of entitlement as services provided by a school district and may not meet the level of services required under the IDEA. The IEP team should discuss the benefits and risks of pursuing DDD services between the ages of 18 and 21.

Age 18

Eighteen is the age of majority in New Jersey. At that time, all rights are transferred to the student. Regardless of disability, at age 18 a student has the right to make all his or her own decisions – educational, medical, financial – unless the parent has obtained guardianship.

At least three years before the student reaches age 18, the parent and student must be notified that all rights will transfer to the student upon reaching the age of majority.

Most adults with disabilities are able to make some decisions on their own. However, many students, including those with hidden disabilities, are at risk of exploitation. Parents should explore options for surrogate decision-making that maximize independence and, at the same time, provide necessary protections. Parents seeking guardianship must apply through the courts and should retain an attorney to represent them in this process about 6 months before the student's 18th birthday.

IEP Services for those 18–21

Depending on the needs of the student, services for those 18–21 might include:

- Continuation of services at the current placement
- Community-based instruction
- Job coaching
- Travel training
- Career assessment and job sampling
- Support or instruction on a college campus
- Social skills training and support
- Assistance with independent living, overnights, and experiences
- Ongoing related services, such as speech, occupational therapy, physical therapy, and/or counseling
- Civic awareness and training or instruction in legal standards for adult behavior



Graduation Celebrations

New Jersey law entitles a student with disabilities to participate in graduation ceremonies, proms, and other festivities with their class, even if they do not graduate and do not accept a diploma.

Summary of Performance

IDEA 2004 and New Jersey regulations require that a Summary of Performance be provided to each student prior to the expiration of their eligibility for special education and related services. The Summary must include the student's Present Levels of Academic Achievement and Functional Performance, along with recommendations to assist the student in meeting postsecondary goals in the areas of Postsecondary Education, Employment, Independent Living, and Community Participation.



SECTION II — The Children’s System of Care

The Children’s System of Care (CSOC) under the Department of Children and Families (DCF) is responsible for providing a range of services for children and young adults with developmental disabilities under the age of 21.

DCF can provide:

- Behavioral supports
- In-home supports
- Camp stipends
- In some cases, residential placements

Eligibility

- Eligibility is based on the child’s needs.
- The child must have a developmental disability. The DCF definition of a developmental disability is the same as the Division of Developmental Disabilities (DDD) (See page 16).

Residential Services for Students Age 21 and Younger

Placement in a residential program must be provided by the school district, at no cost to the parents, if it is required to allow the student to make meaningful educational progress. Often, residential placements are considered for students with behaviors, school avoidance issues, and similar needs.

DCF provides residential placement to students under age 21 who cannot remain at home safely, often due to behavior or intensive medical needs. DCF is not required to provide a residential placement if it is only necessary to ensure the provision of a Free Appropriate Public Education (FAPE).

When a student who is residentially placed by his school district attains the age of 21 and his educational entitlement ends, DDD will sometimes continue funding these placements. Often, families in this situation will need the assistance of an attorney.



When a child is placed residentially through either the school system or DCF, families should take action at least one year before their child’s educational entitlement ends to ensure that there is uninterrupted funding for the placement.



SECTION III — Considering College

Special education is no longer a right or an entitlement in college. Students with disabilities must meet the same admissions criteria as their typically-developing peers and complete the same college selection process. They too will research schools that interest them, go visit those colleges, meet students and staff, and ask questions. They also take entrance exams and complete college applications. Support through this process can be an important component of transition.

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.

Students with disabilities should explore alternative options for college admissions. Many community colleges waive some admissions requirements, for instance SAT and ACT exam scores and, in certain circumstances, a high school diploma may not be required. Following admission, most colleges will require students to take academic placement tests (Accuplacer). The purpose of these exams is to ensure a student is placed in the appropriate math or English class. If the test shows a weakness in an area of study, the student may be required to take and pass a remedial class, which does not earn college credit, before taking a college level class. In other instances, students may place directly into a college-level class.

Many colleges and universities offer “college experience” programs for students with intellectual disabilities. These programs enable students to take courses on a college campus,



Documenting Disability

Students with a documented disability may be able to take the ACT, SAT, or other college entrance tests with accommodations. These may include but are not limited to:

- Extended time
- A reader
- Private testing area

Testing companies REQUIRE recent evaluations (not less than 3 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 for testing. It is up to each testing agency to determine whether to grant the request for accommodations. Denial of testing accommodations is appealable.

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 who is still in the special education system. These programs typically will not result in a college degree, although some offer a "certificate."

Students do not have to tell a college admissions office about a disability, however, doing so will allow the college to provide information about disability services. Colleges have an Office of Disability Services that can help students with disabilities plan for accommodations.



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 can vary greatly from college to college. A growing number of degree-granting colleges have specialized programs designed to support and assist students with disabilities, including those with learning disabilities, dyslexia, autism spectrum disorders, 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.



SECTION IV – Services Through the Adult Service System

The New Jersey service system for adults with disabilities is multifaceted. Long waiting lists exist for some services. Often, case management and care coordination falls on parents. Parents need to be prepared for the responsibilities associated with learning about, accessing, and managing their services.

While your child is in school and under the protective umbrella of IDEA, it is vital that planning takes place, and services are provided to ensure the student leaves school with the academic, social, self-care, behavioral, and technical skills they need to pursue their goals. They also need linkages to adult service providers who can help them.

As part of the transition planning process, it is important to focus on agencies that may be able to provide the appropriate services:

- **The Division of Vocational Rehabilitation Services (DVRS)** within the New Jersey Department of Labor can pay for job training, education, and adaptive equipment. It can also assist with job placement and workshop services. Eligibility for DVRS services turns on employability (including supported employability). DVRS's services are typically time limited.
- **The Division of Developmental Disabilities (DDD)** within the New Jersey Department of Human Services can provide day and residential services and supports to people with significant developmental disabilities. DDD's services are typically on-going.
- **Division of Medical Assistance and Health Services (DMAHS)** within the NJ Department of Human Services funds the Personal Preference Program (PPP). It allows the person with a developmental disability to remain in their home (or that of their family) and offers an alternative to traditional agency services. Through a monthly budget, families decide the services they need and hire the agencies or individuals they choose to provide the identified services. Family members, including parents, can be hired and paid through this program to provide care. A "fiscal intermediary" manages payroll, and other administrative functions.

Services Through the Division of Developmental Disabilities (DDD)

In New Jersey, adults with developmental disabilities who need ongoing supports and services will likely be served by DDD. DDD funds three types of services:

- Day habilitation: this includes “day programs,” as well as supports for people who are employed, recreational programs, and prevocational programs
- Residential services
- Family support services to assist families caring for loved ones at home



Applying for DDD Services

DDD will only accept applications for individuals with developmental disabilities who are at least 18 years old.

Families should apply for services from DDD as soon as the individual attains the age of 18. This will help ensure that eligibility for DDD services is established before the individual turns 21 and prior to the end of the educational entitlement under IDEA. Additionally, if there is any concern regarding an individual's eligibility for DDD services, applying early will allow an opportunity to address these concerns.

In order to be eligible for DDD service an individual must:

- Be a New Jersey resident.
- Meet the functional criteria of having a developmental disability, and must document that s/he has a chronic physical and/or intellectual impairment that
- Manifested in the developmental years, before age 22;
- Is lifelong; and
- Substantially limits the individual in at least three of the following seven life activities: self-care; self-direction; learning; mobility; receptive and expressive language; economic self-sufficiency; and the ability to live independently.



Self-Advocacy and Self-Determination Skills

Teaching self-advocacy and self-determination skills can be an important aspect of the transition process. Students should learn about their disability and how it affects them, and laws protecting people with disabilities from discrimination, such as the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973.

NJCAT (New Jersey Comprehensive Assessment Tool)

The NJCAT is a survey used by DDD to determine eligibility for DDD services. It is also used to establish an individual's tier, which determines the individual's annual budget amount. The tier also determines the provider reimbursement rate for that individual for many DDD services.

Through the NJCAT, each individual is assigned a level of "acuity" – A, B, C, D, E, with an A needing the least assistance and E needing the most. The greater the level of acuity, the higher the budget for services.

Some individuals will also have a lower case "a" with the tier – this indicates the individual has an acuity and needs behavioral supports, has medical needs requiring specialized supports, or both. This dramatically increases the individual's budget to ensure they can receive appropriate supports and services.



Parents should complete the survey before meeting with DDD.

When completing the NJCAT:

- Think of the individual on their worst day.
- Imagine their child in a world that does not exist where the individual has NO support – no verbal prompts, no verbal reminders, no physical assistance, no prearranged set up of the environment – then ask yourself, will the individual start the task? Complete the task? Achieve the desired result?



Medicaid Eligibility

The DDD takes the position that individuals receiving services must be Medicaid eligible whenever possible. There are four ways an individual with developmental disabilities 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 or her parent. This usually happens when a parent begins collecting his or her own Social Security benefits. Often, the amount provided to an individual with developmental disabilities is above the income limit for SSI, causing the individual to lose both SSI and Medicaid benefits. In some instances, the individual 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.



New Jersey's Medicaid Waiver Programs

DDD's services are provided under two federal Medicaid waivers: the Support Program Waiver and the Community Care Program (CCP) (formerly known as the Community Care Waiver). Individuals can only be enrolled in one or the other. Individuals can be receiving service through the Supports Program while on the waiting list for the CCP.

Through the Supports Program adults with developmental disabilities who live in a non-licensed setting, such as the family home or their own home, can access DDD-funded services such as:

- Day and vocational services
- Individual and family supports
- Support coordination
- Assistive technology
- Behavior support services
- Career planning
- Cognitive rehabilitation
- Community-based supports
- Occupational, physical, and speech therapies
- Environmental modification
- Respite
- Employment supports
- Transportation

In New Jersey, most residential services and supports are funded through the Community Care Program (CCP). This means that in order to receive residential services, an individual must be eligible for services under the CCP. Through the CCP, eligible adults can receive services in a licensed or unlicensed setting, or with families. CCP also provides enrollees with employment/day services, individual/ family support services, and individual supports.

Eligibility for this program includes a determination of both clinical need and financial eligibility. In addition to meeting DDD's basic eligibility rules (see page 16), those seeking the CCP must also:

- Be at the top of the CCP Waiting List (see page 20) or be determined by DDD to be at imminent risk of homelessness,
- Be determined by DDD to require ICF/ID level of care (Intermediate Care Facility for Individuals with Intellectual Disabilities). This generally means they need ongoing support services across many areas.
- Meet specific Medicaid income and resources tests.

NOTE: Not all DDD clients are clinically eligible for the CCP. DDD takes the position that individuals with tier A, B, and sometimes C are not clinically eligible for the CCP. If you are denied access to the CCP, you should strongly consider appealing that denial.



Any denial of CCP clinical eligibility, regardless of the reason, is an appealable issue and should be appealed because denial of CCP is a denial of residential services.

Waiting Lists

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

Typically, there is no waiting list for the Support Program.

DDD maintains a waiting list for the Community Care Program (CCP). Within this list, there are two categories: Priority and General. The Priority Waiting list (also called the CCP 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 CCP Priority waiting list:

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

DDD generally mails an annual update letter to all individuals who are on the CCP waiting list to inform them of their status on the waiting list. Letters are not sent to individuals on the General list.



It can take more than ten years to reach the top of the CCP waiting list, making it vital that family members request placement on the list as soon as the criteria is met.

Advanced Planning Is Vital

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 – both now and in the future – by ensuring that their family member with disabilities keeps assets and income below certain limits, spends down excess assets, and/or has a special needs trust.

It is vital for families of an individual with disabilities 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.

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.



NEW JERSEY RESOURCES for Transition to Adult Life

Agency and Web Site

Department of Education

<https://www.nj.gov/education/specialed/>

NJDOE's Transition Toolkit

<https://www.nj.gov/education/specialed/programs/njtransition/index.shtml>

Division of Medical Assistance and Health Services' Personal Preference Program (PPP)

<https://www.nj.gov/humanservices/dmahs/clients/njppp.html>

Division of Developmental Disabilities

www.state.nj.us/humanservices/ddd

Division of Disability Services – Information and Referral Assistance

www.state.nj.us/humanservices/dds

Division of Vocational Rehabilitation Services

www.jobs4jersey.com

<https://www.nj.gov/labor/career-services/special-services/individuals-with-disabilities/>

NJ Transit Access Link

<https://www.njtransit.com/accessibility>

Social Security Administration

<https://www.ssa.gov>

New Jersey Statewide Independent Living Council

www.njsilc.org

About the Authors

Maria Fischer, Esq. is personally committed to the field of disability law. The mother of an adult daughter with autism, Maria's legal work focuses on guardianship, estate planning, and helping families of adults with disabilities access and retain appropriate services. She has testified before the New Jersey legislature on housing issues related to individuals with developmental disabilities, and on controversial policies of the Division of Developmental Disabilities. She has assisted in the development of several pieces of legislation to expand and protect the rights of individuals with disabilities. She is the President of the Board of Directors of The Arc Mercer and serves on the Board of Trustees of the Educational Partnership for Inclusive Communities. She served as a past Chairperson of Special Olympics New Jersey. She earned her J.D. from Seton Hall University of Law and is a member of the Pennsylvania and New Jersey Bars.

Paul Prior, Esq. has continuously represented people with disabilities and their families for nearly 30 years. As the younger brother of a man with autism, his roots in disability advocacy began to develop at a very early age. He has successfully argued leading cases before the New Jersey Supreme Court, Third Circuit Court of Appeals, as well as other state and federal courts. Early in his career, he represented individuals in state-operated developmental centers and psychiatric hospitals where he also served as a federal monitor overseeing conditions there. Today, his legal work focuses on special education, guardianship, financial entitlements, and access to appropriate services. A substantial part of his practice is devoted to assisting families in estate and trust matters. He holds a JD from Seton Hall University School of Law. He serves on the Board of Trustees of The Arc of New Jersey, Special Olympics New Jersey, and is the immediate past Chairman of the Board for Eden Autism. Previously, he served on the Board of Autism New Jersey, the Eden Autism Foundation Advisory Committee, and the ASPEN Professional Advisory Board. He is a member of the Elder Law Section of the New Jersey Bar Association. He has testified before the New Jersey Assembly by invitation and has assisted in the development of several pieces of legislation benefiting individuals with disabilities. He writes and lectures frequently on topics concerning the law and disability, as well as issues affecting siblings.

About ASAH

ASAH is a New Jersey association of partner schools for students with disabilities.
Our member schools are committed to great outcomes for every child.

Our members provide highly specialized services to more than 11,000 infants,
children, and young adults with disabilities.

Founded in 1974 by thirteen private schools, ASAH now serves more than 150 school
locations. We developed the first code of ethics and standards for New Jersey's private special
education programs, and we continue to advocate for legislative and regulatory changes to
improve the quality of life for students with disabilities and their families.

ASAH is a member of the National Association of Private Special Education Centers.



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advocacy videos and our special education Placement Toolkit, with links
to documents and other resources to help you advocate for your child

HPF Hinkle Prior & Fischer *Attorneys at Law*

Representing people with disabilities and their families since 1974

Focusing on disability and elder law since 1974, Hinkle Prior & Fischer, P.C., offers a full range of legal services for people with disabilities and their families, and seniors. 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's offices are located in Lawrenceville,
Cherry Hill, Florham Park, and Hackensack, NJ.

Attorneys are available to speak to parent groups at no charge on topics in law and disability.

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