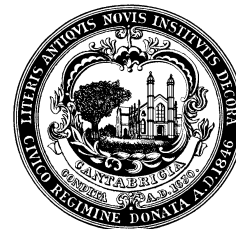


City of Cambridge

# Commission for Persons with Disabilities

51 Inman Street · Cambridge, MA · 02139-1732

617-349-4692 voice · 617-492-0235 TTY · 617-349-4766 fax



Alicia Zeh-Dean

*Chair*

Valerie Hammond

*Secretary*

Gary Dmytryk

Jerry Friedman

Stelios Gragoudas

Nicole Horton-Stimpson

Philibert Kongtcheu

Luis Loya

Julie Miller

Rachel Tanenhaus

*Executive Director/*

*ADA Coordinator*

Kate Thurman

*Project Coordinator*

**The next meeting of the Cambridge Commission for Persons with Disabilities will be held in the 2<sup>nd</sup> Floor Conference Room at 51 Inman Street on Thursday, October 11, 2018 at 5:30 p.m.**

**PLEASE MAKE EVERY EFFORT TO ARRIVE BY 5:30 PM**

## AGENDA

**Please turn OFF your cellphones before the meeting begins. Thank you.**

**NOTE: CCPD meetings may be audio recorded for the purpose of taking minutes.**

- |                                      |         |                    |
|--------------------------------------|---------|--------------------|
| 1. Introductions                     | 3 min.  |                    |
| <i>If needed, alternates named</i>   |         |                    |
| 2. Presentation on Exceptional Lives | 30 min. | Julie McKinney     |
| 3. Approval of September 13 Minutes  | 2 min.  | CCPD Board         |
| 4. Announcements                     | 2 min.  | CCPD staff / Board |
| 5. Chair's Report                    | 15 min. | Alicia Zeh-Dean    |
| 6. Media & Technology Committee      | 15 min. | Stel Gragoudas     |
| 7. Public Works Update               | 5 min.  | Jerry Friedman     |
| 8. Executive Director's Report       | 10 min. | Rachel Tanenhaus   |
| 9. Project Coordinator's Report      | 3 min.  | Kate Thurman       |
| 10. Public Input                     | 3 min.  | general public     |
| 11. Old Business                     | 2 min.  | CCPD Board         |
| 12. New Business                     | 2 min.  | CCPD Board         |

**This is a scent-free meeting.** In consideration of individuals with environmental illness and/or multiple chemical sensitivity, please refrain from wearing perfume, after-shave or any other scented products to our meetings. Thank you for your consideration.

The City of Cambridge, Commission for Persons with Disabilities, does not discriminate on the basis of disability. The Commission for Persons with Disabilities will provide auxiliary aids and services, written materials in alternative formats, and reasonable modifications in policies and procedures to persons with disabilities upon request.

**The next CCPD meeting will be held on Thursday, November 8, 2018**

Accepted 11/8/18

**Cambridge Commission for Persons with Disabilities (CCPD)**

Minutes for Thursday, October 11, 2018

51 Inman Street, 2<sup>nd</sup> Floor Conference Room, Cambridge, MA 02139

Meeting was called to order at 5:42pm

**Present**

**Members:** Nicole Horton-Stimpson, Jerry Friedman, Stelios Gragoudas, Valerie Hammond, Philibert Kongtcheu, Julie Miller (by phone), and Alicia Zeh-Dean.

**Absent:** Gary Dmytryk and Luis Loya

**Staff:** Kate Thurman and Rachel Tanenhaus

**Guest Speakers:** Julie McKinney, Exceptional Lives

**Documents/Materials Used:**

- Agenda
- Minutes from September 13 Meeting
- Exceptional Lives Presentation

**Presentation on Exceptional Lives:**

Julie McKinney of Exceptional Lives spoke about their program, which is a free disability information platform for families, caregivers, and professionals. Visit <https://ma.exceptionallives.org/> and see attached presentation for more information.

**Minutes:**

A motion to accept the September 13 minutes was seconded and passed.

**Chair's Report:** Alicia Zeh-Dean reported:

- Discussed the idea of setting meeting guidelines and asked members to bring their ideas for guidelines to the November meeting.
- Members had composed a letter for daycares located on Broadway near Lee St. asking them to discourage parents from parking in bus stops while dropping off their children, but it has not yet been sent because CCPD is no longer receiving complaints about the issue. The letter will be sent if complaints resume.

**Media and Technology Committee:** Stel Gragoudas reported:

- There has never been a clear vision for the Media and Tech committee
- Thoughts about creating more video content. For example, about the bullet points listed in the CCPD brochure; how to get taxi coupons, etc.
- Helping with CCPD Facebook account, posting things.
- Stel will work with Kate on CCPD's social media accounts

**Public Works Update:** Jerry Friedman reported:

- Pearl St. project was completed last week

- Some work was done in Porter Square, including updating all the curb ramps on Mass Ave from Beech St. to MBTA station
- There will be some work done in Lafayette Plaza. Let Jerry know if there are any accessibility issues
- Looking for folks to serve on a working group for the River Street design. The design will be done in 2019 and construction will begin in 2020
- John Nardone will attend next month's meeting to talk about snow removal
- Jerry attended a conference by the National Association of City Transportation Officials, where there were a lot of sessions on accessibility concerns

**Executive Director's Report:** Rachel Tanenhaus reported:

- The MBTA's Access Advisory Committee to the T (AACT) is being replaced with the Riders' Transportation Access Group (R-TAG) and is seeking members
- Applications are open for accessible, affordable apartments through Cambridge Community Development Department's Inclusionary Housing program
- October is White Cane Awareness Month
- The Statewide Independent Living Council (SILC) is creating a new state independent living plan and is looking for public input
- Rachel meets quarterly with the head of accessibility at Harvard and can assist in reporting accessibility issues at Harvard
- Rachel will be presenting at a mandatory diversity training for new city staff
- CCPD will have a table at the Disability Intersectionality Summit on Sat., Oct. 13
- Rachel presented at the Harvard Smithsonian for Astrophysics on recruiting and hiring PWD in STEAM fields
- She and Kate attended the Massachusetts Office on Disability (MOD) Summit. MOD is currently between directors
- The City has applied for a grant from MOD for ADA improvements for youth centers. We have received a grant from them in the past.
- Rachel and Jerry applied to present on the Department of Public Works' Five-Year Plan at the 2019 National ADA Symposium

**Project Coordinator's Report:** Kate Thurman reported:

- The CCPD/Inclusion Initiative shared space on PARK(ing) Day was successful. The space was wheelchair accessible, thanks to a ramp from the curb to the street built by DPW adjacent to our space.
- Kate met with participatory budget (PB) delegates last week; CCPD submitted a proposal for a universally designed tree house

**New Business:**

- Phil won a Bold Idea Award from the Sasaki Foundation for his project, Rise Up, which aims to develop a blueprint for an assistive technology makerspace in Cambridge, with an operating manual describing in implementable detail how to create a place where people with various disabilities can find tools and support to design and make assistive devices to suit their needs.

The meeting adjourned at 7:27 pm.

Respectfully submitted by Kate Thurman

# Exceptional Lives



**A free disability information platform for families, caregivers, and professionals**

**Julie McKinney  
Director of Product Content**

**[ma.exceptionallives.org](http://ma.exceptionallives.org)**

# The Problem:

Parents of children with disabilities often don't know about the **services** and **benefits** available to help them.

They don't know whether their child **qualifies** or **how to apply**.

Current resources are too complicated, and there is too much to sift through.

Families are tired, stressed and emotional. They need it to be **EASY!**



## Disability Evaluation Under Social Security

### Part III - Listing Of Impairments

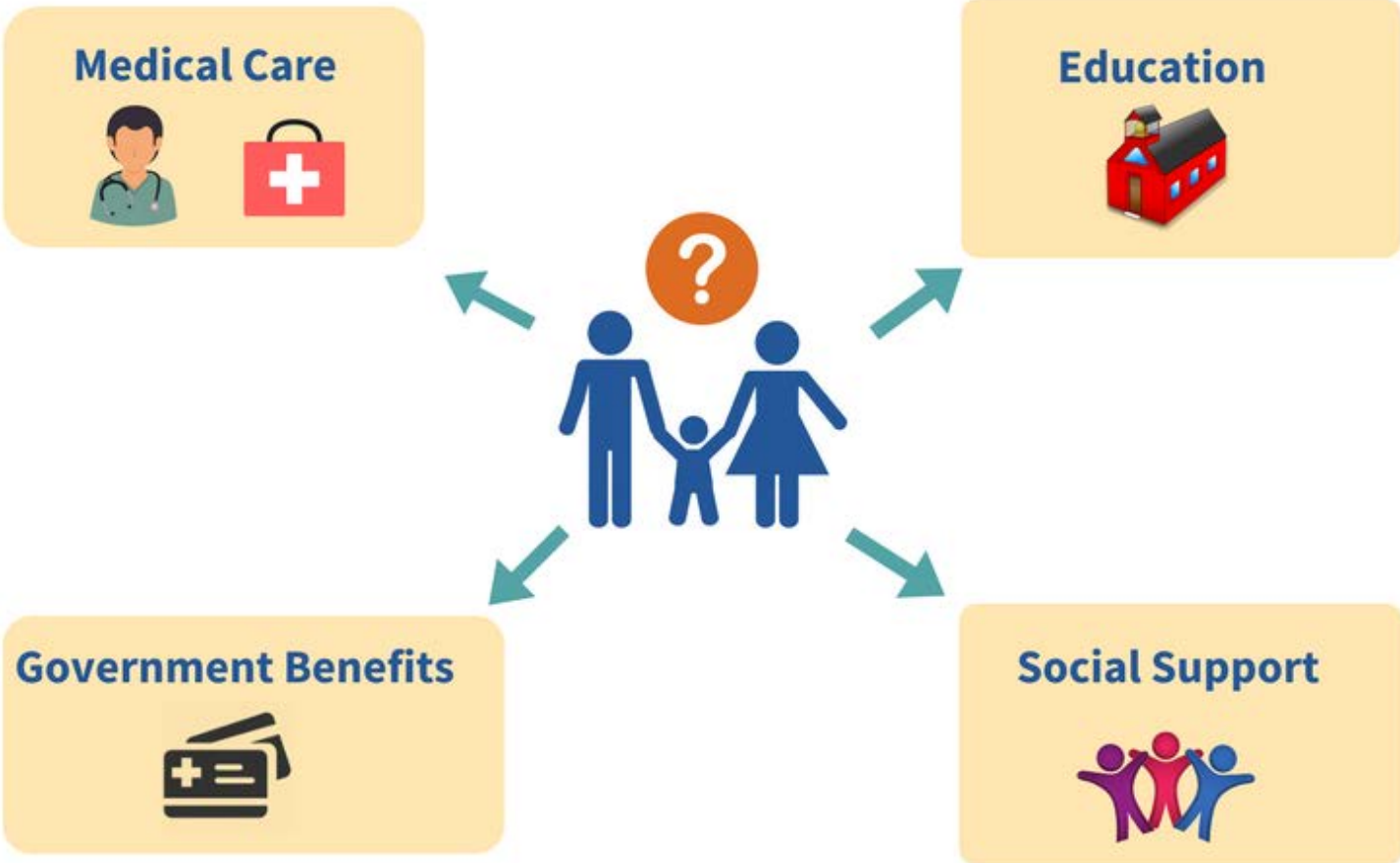
The Listing of Impairments describes, for each major body system, impairments considered severe enough to prevent an individual from doing any gainful activity (or in the case of children under age 18 applying for SSI, severe enough to cause marked and severe functional limitations). Most of the listed impairments are permanent or expected to result in death, or the listing includes a specific statement of duration. For all other listings, the evidence must show that the impairment has lasted or is expected to last for a continuous period of at least 12 months. The criteria in the Listing of Impairments are applicable to evaluation of claims for disability benefits under the Social Security disability insurance program or payments under the SSI program.

Part A of the Listing of Impairments contains medical criteria that apply to the evaluation of impairments in adults age 18 and over. The medical criteria in Part A may also be applied in evaluating impairments in children under age 18 if the disease processes have a similar effect on adults and younger children.

Part B of the Listing of Impairments contains additional medical criteria that apply only to the evaluation of impairments of persons in children under age 18. Certain criteria in Part A do not give appropriate consideration to the particular effects of the disease processes in childhood; that is, when the disease process is generally found only in children or when the disease process differs in its effect on children and adults. Additional criteria are included in Part B, and the impairment categories are, to the extent possible, numbered to maintain a relationship with their counterparts in Part A. In evaluating disability for child under age 18, part B will be used first. If the medical criteria in part B do not apply, then the medical criteria in part A will be used.

The criteria in the Listing of Impairments apply only to one step of the multi-step sequential evaluation process. At that step, the presence of an impairment that meets the criteria in the Listing of Impairments (or that is of equal severity) is usually sufficient to establish that an individual who is not working is disabled. However, the absence of a listing-level impairment does not mean the individual is not disabled. Rather, it merely requires the adjudicator to move on to the next step of the process and apply other rules in order to resolve the issue of disability.

# Our Goal: Help families connect to services



**Our Motto: *We're here to make it easier.***

# Find resources and easy-to-read information for parents and caregivers of children and young adults with disabilities.



The **Guides** show you what to do and how to apply for benefits, services and support...

- Early Intervention
- Special Education and IEPs
- SSI benefits
- Guardianship and its alternatives
- Health Insurance including MassHealth
- Transition to Adult, Employment and more!



Start a How-to Guide

The **Resource Directory** helps you find therapists, programs and support services near you...

- Therapies like ABA, speech, OT and PT
- Parent and caregiver support
- Transition services for high school students and young adults
- Vocational training and employment support
- Social and recreational activities



Find a Resource





# Personalized “How-To” Guides



Find resources and  
for parents and care  
with disabilities.

The **Guides** show you what to do a  
services and support...

- Early Intervention
- Special Education and IEPs
- SSI benefits
- Guardianship and its alternatives
- Health Insurance including MassHealth
- Transition to Adult, Employment and more!

Guides

Resource Directory

About Us

Blog

VIEW ALL GUIDES

What to Do When You Think Your Child May Be Different

Early Intervention

Special Education

Health Insurance

SSI Benefits

Transition to Adulthood

Employment

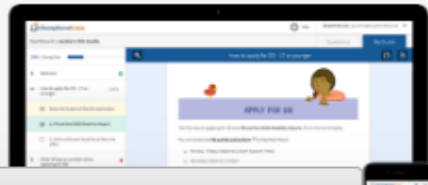
Employers Guide

Guardianship

- Parent and
- Transition s
- Vocational
- Social and

## Features:

- Personalized information, based on answers to a few questions.
- Step-by-step instructions explain how to navigate each process
- Accessible 24/7 on computer, tablet or mobile phone
- Easy to read and action-oriented
- Providers or counselors can print out relevant information for families





# Making it Easy: Health Literacy & Tech Solutions

- Plain language and design
- Interactive software limits information to what's relevant
- Small chunks of “need to know” facts and action steps
- Help with new terminology and web navigation
- Tested with intended audience

Click on the buttons below for more information:

-  [What is Developmental Delay?](#)
-  [Who qualifies for Early Intervention?](#)

How old is your child?

Under 3


3-5 years old (or over 5 but not yet in kindergarten)

Over 5 and enrolled in school

**Why we're asking:**  
There are services to support your child's learning at any age (up to 22), but they are different if your child is under 3, and the way you get started is different if they're already in school.  
We'll show you just what you need to know at this point!

Here's what you can do:

- 1. Identify your areas of concern.**  
What aspects of the school day is your child having trouble with?
- 2. Talk to your child's teacher or principal about your concerns.**



- Click the button below to download a Sample IFSP form. Look at the form and see what kinds of things you will talk about.

 [Sample IFSP Form](#)  
Sample IFSP Form.pdf - 232.87Kb [Download](#)

accommodations Close

A change in the way the class works to help your child learn more easily.

- A plan to help with **behavior** issues
- **Counseling** for coping with social or emotional issues
- Help with special **devices or equipment** a child may need

Here are some examples of [accommodations](#) :

# Address self advocacy and emotions



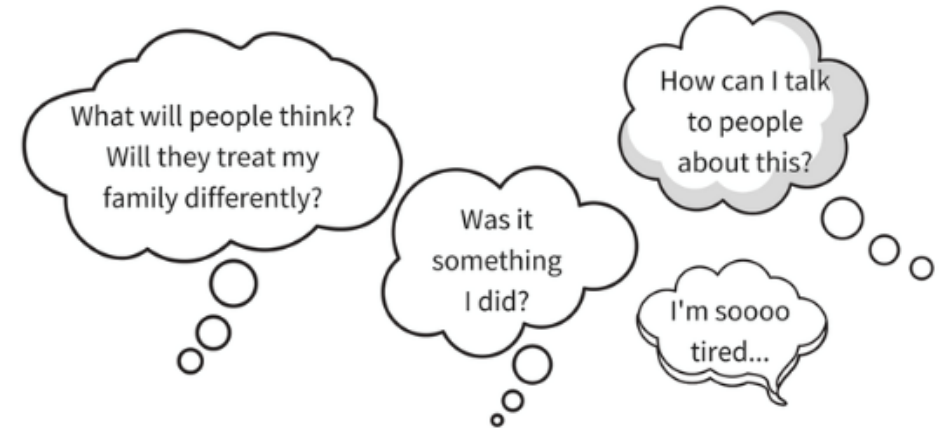
Your doctor may say *"Don't worry, let's see how it goes."* But if you are still worried, **call EI anyway**. Getting services sooner is always better!

If you think your child needs more — ask for more!



**Speak up if you don't get what you need!** You know your child best, and you have a right to **push for the services that support their goals**.

This might be the start of a tough and emotional journey. There are many things that may be going through your head.



## Do you speak a different language? Know your rights!



- You have a right to get all information in **your own language!** This means paperwork and meetings.
- **Ask for an interpreter** or **translated notices** if you need them!

# Personalizing and filtering the information

Set-up questions

How old is your child?

under 2 1/2 years

2 1/2 to 3 years

3 years or older

**Why we're asking:**

Early Intervention (EI) gives services for children from 0 to 3 years old.

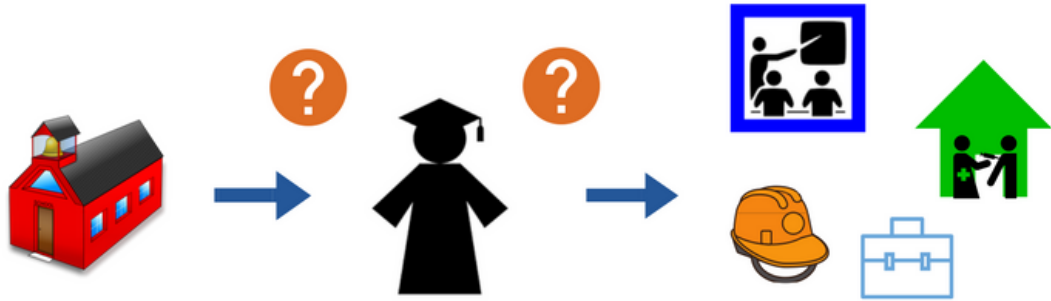
- If your child is **under 3**, we'll show you how to get these services, if you qualify.
- If your child is **over 3**, we'll show you how to connect with special education through the school system. You can get the same kinds of services as you would with EI.

- EI services
- Short term and transition
- Special education

# Examples:

## Transition to Adulthood Guide

When we say **transition** in this Guide, we're talking about how a child or young adult moves from **school-based services** to **life after school**.



Whether they are in a high school class, a special classroom, or a hospital or home-based program, they will start getting **different services** when they either **finish high school** or **turn 22**.

Depending on their goals and abilities, these new services will help them to prepare for:

1. Work
2. More school
3. Living on their own or in a group (with support, if needed)

## SSI Guide

**SSI stands for Supplemental Security Income.**

**The SSI Guide will explain this federal benefit program and how to apply for it.**

**We'll answer these questions:**

- What kind of benefits does SSI offer?
- How can I see if my family member qualifies?
- Who can I call with questions?



**Then we'll walk you through these steps to apply:**



1. Contact your local SSI office
2. Fill out the application forms
3. Have your interview with the SSI office
4. Help your family member manage their benefits

# Transition to Adulthood Guide



## Welcome to the Transition to Adulthood Guide!

When we say **transition**, we're talking about how a child or young adult moves from **school-based services** to **life after school**.



This Guide is for parents or family members of children with disabilities who are looking to learn about the **different services** they may receive when they either **finish high school** or **turn 22**.



### This Guide will help you with these things:

1. Prepare your child for college or work
2. Find your child a place to live
3. Learn what services are different after they turn 22
4. Learn what to do if they need extra support for daily life




If this is not what you're looking for, please take a look at our other Guides.  
(Click on **Dashboard** on the top left corner of your screen.)

To get started, click the **Start** button at the bottom of your screen.

- Then answer the questions.
- We'll give you just the information you need. We don't want to overwhelm, but you can get more later if you want to.
- After the questions, you can see your **personalized Guide!**



# Transition to Adulthood Intro Questions

3HelpRM

Dashboard / Transition to Adulthood

Set-up questions

0% Let's get started

### Does your child have an IEP?

Yes

No, but they have a 504 plan

No

**Why we're asking:**

The school system has services to help prepare kids for the transition into adult life. Some services are only for students who have an **Individualized Education Program, or IEP.**

Much of this Guide describes services for kids with IEPs.


**If your child does not have an IEP:**

We'll tell you how to find out if they may qualify for an IEP. There are still supports available even if they do not have an IEP.

**If your child has a 504 plan:**

You should make sure it's enough support to help them reach their goals for adult life. We'll tell you how to think it through and ask for additional supports or interventions if you think your child might need them.

Next >





# Transition to Adulthood Intro Questions

The screenshot shows a web interface for 'ExceptionalLives Massachusetts'. The top navigation bar includes the logo, a notification bell with a red '5', a 'Help' button, and a user profile icon labeled 'RM'. Below the navigation bar is a breadcrumb trail: 'Dashboard / Transition to Adulthood'. The main content area is titled 'Set-up questions' and features a progress indicator showing '50% You're getting there!'. The primary question is 'What is your child's situation in school?', with three radio button options: 'My child is hoping to graduate with a diploma' (selected), 'My child is working on life skills, and will need support with independent living when they turn 22.', and 'My child was in school but dropped out.'. Below the options is a helpful note: 'We understand that you may not know which answer describes your child best. If you're not sure, pick one and see the information in your Guide. You can always go back and answer the question differently. (We'll tell you how to do that later.)'. A section titled 'Why we're asking:' explains the purpose of the question, stating that the Guide provides information for people with a wide range of disabilities. It lists three scenarios: 'High School' (transition services), 'Specialized Program' (adult services and time management), and 'dropped out of school' (support services). At the bottom of the form are 'Back' and 'Next' buttons. On the right side, there is a comment box with the text 'Write your comment' and a 'Send' button. A 'Close' button is also visible in the top right corner of the form area.

ExceptionalLives  
Massachusetts

Dashboard / Transition to Adulthood

Set-up questions

50% You're getting there!

### What is your child's situation in school?

**My child is hoping to graduate with a diploma**  
Check this if your child plans to finish high school, then continue school or get a job.

**My child is working on life skills, and will need support with independent living when they turn 22.**  
Check this if your child is in a special school, gets very specialized instruction, or is in a hospital-based or intensive program.

**My child was in school but dropped out.**

We understand that **you may not know which answer describes your child best**. If you're not sure, pick one and see the information in your Guide. You can always go back and answer the question differently.  
(We'll tell you how to do that later.)

#### Why we're asking:

This Guide has useful information for people with a wide range of disabilities.

- If your child is in **High School** — We'll tell you how to make sure they get transition services during high school and extra support to find a job or apply to college.
- If your child is in a **Specialized Program** — We'll help you prepare for their life after school and get them set up with adult services. These will help prepare them for a supported-living situation, and find useful ways to spend their time when they are in the adult world.
- If your child has **dropped out of school** — We'll help you find services to support their needs, continue their education and prepare for what's next.

Write your comment

Send

Close

Back Next



# Transition to Adulthood Intro Questions

## Set-up questions

40% Making progress

Does your child want to go on to a college program?

Yes, or maybe

Check this if you want to learn about the options!

No

### Why we're asking:

If your child might go on to college, we'll tell you about:

- Choosing a college that can fit their needs
- How to find support for them in a college program
- Special programs and scholarships for students with disabilities

[< Back](#)

[Next >](#)



33% Complete

- Identify your IEP team member who will be in charge of transition
- Learn about the Transition Plan
- Look at the Transition Planning Form (TPF)
- Discuss the different kinds of Transition Assessments
- Arrange support for taking the MCAS
- Learn about the Massachusetts Rehabilitation Commission (MRC)
- Try to find work or internship opportunities

- > Chapter 688
- > Adult Services
- > Vocational (Employment) Services
- > Going to college
- > Checklist for college track
- > When your child turns 18
- > Managing the teen years
- > Find more support

### Transition planning in high school

#### Look at the Transition Planning Form (TPF)

The Transition Plan will be written in this form, which is separate from the IEP.

<b>Individualized Education Program</b>  The IEP is a <b>legal document</b> . The school district is <b>required</b> to follow it.	<b>Transition Planning Form</b>  The TPF is a <b>planning tool</b> , not a legal document.
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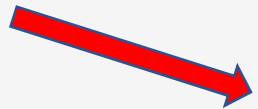
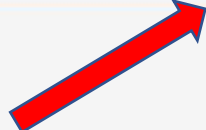
**Make sure the IEP includes goals that address the disability-related needs and support the future vision from the TPF.**

#### Here's what you can do:

- Use the **TPF** as a tool to help understand the support your child will need during transition. But then make sure the specific goals and services are written into the IEP.
- Think carefully about the skills your child will need for their life after school. Job readiness? Self-advocacy? Independent living skills like shopping and managing money? What support will they need (because of their disability) to learn these skills?
- Make sure these skills are written into the IEP goals, along with the services to support them.

Click on the button below to download a blank copy of the **TPF**. (It will open in a new window or appear in the bottom corner of your screen.)


Transition Planning Form MA.pdf  
Transition Planning Form MA.pdf - 29.77Kb [Download](#)



### Look at the Transition Planning Form (TPF)

The Transition Plan will be written in this form, which is separate from the IEP.

**Individualized Education Program**




The IEP is a **legal document**. The school district is **required** to follow it.

**Transition Planning Form**



The TPF is a **planning tool**, **not** a legal document.

 **Make sure the IEP includes goals that address the disability-related needs and support the future vision from the TPF.**

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 Transition Planning Form MA.pdf  
Transition Planning Form MA.pdf - 29.77Kb [Download](#)


The **Action Plan** section should describe what each of these different groups will do to help your child meet their goals:


Enter terms to search  [Search](#)


 [Manage](#) >

 [Comments](#) >

 [Files](#) >

 [Fullscreen](#) >

 [View Questions](#) >

 [Print](#) >





## Look at the Transition Planning Form (TPF)

The Transition Plan will be written in this form, which is separate from the IEP.

### Individualized Education Program



The IEP is a **legal document**. The school district is **required** to follow it.

### Transition Planning Form



The TPF is a **planning tool**, not a legal document.



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Transition Planning Form MA.pdf  
Transition Planning Form MA.pdf - 29.77Kb

Download

The **Action Plan** section should describe what each of these different groups will do to help your child meet their goals:

Hi there 🙋

Ask us anything, or share your feedback.

#### Start a conversation

The team typically replies in a few hours.



▶ New conversation

[See previous](#)

We run on Intercom



Set-up questions

Does your family member's disability meet the requirements?

Yes, or possibly

No

Your family member's **age** determines how Social Security looks at his or her **disability**.

A family member who is 18 or older may be considered 'disabled' if:



They have one (or more) **physical or mental impairments** that make them unable to work

It has lasted (or will last) for **at least 12 months**, or result in death



**Not sure?** Click the box below for more details on what counts as a disability.

SSI's disability definition

Click the 2 boxes below to read more about the **eligibility process** and how Social Security will decide if someone **meets the requirements**.

How does the SSI eligibility process work?

How SSI decides if someone's disability qualifies

Source: Social Security

Social Security's disability definition

Close X



Social Security has specific definitions of what they consider '**disabled**.' Their definition changes when a child turns 18.

To meet the disability requirements for SSI, a person 18 or older must have a **medically determinable physical or mental impairment** that:

Stops them from performing **substantial gainful activity** (level of work and pay)

- Has lasted for at least 1 year,
- will probably last for 1 year, OR
- may cause death

**Medically Determinable** means the impairment must be **diagnosed** by a doctor or other professional. In other words, Social Security doesn't just take your word for it. They'll ask for paperwork from your doctor.

To see which disabilities are included, read the **full list of conditions** that generally qualify someone as disabled for SSI.

Less common conditions called **Compassionate Allowance Conditions** also may qualify your family member for SSI.

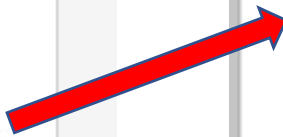
It may also be helpful to take a look at what the **disability evaluation** is like under Social Security.

**Substantial Gainful Activity** (SGA) means a level of work activity and pay that is both **substantial** and **gainful**.

For work to be **substantial**, it does not need to be full time. Part-time work may also be considered as SGA.

For your work to be **gainful**, it needs to be:

- done for pay or profit, or
- the kind of work that is generally done for pay or profit, or





## Set-up questions

Are your family member's countable resources less than \$2,000?

### What counts?

- + cash savings
- + money in bank accounts
- + stocks and bonds
- + life insurance

less than \$2,000


### What doesn't count?



Yes, or possibly

No

We can help you do the math. Click the **SSI Resource Worksheet** button below for help adding up your Social Security countable resources:

 [SSI Resource Worksheet - and more about how Social Security counts resources](#) 



**Note:** The worksheets in this Guide will give you an estimate. You will have to fill out the application to know for sure if you qualify.

Source: Social Security

Resources, or assets, are **anything your family member owns**. These are things that your family member could sell to pay for living expenses.

Even if your family member qualifies as disabled, they can't get SSI if they have too much money or too many resources. The less they have, the more likely they are to get SSI.

The **resource limits** for your family member depend on if they are single or married.



Single  
\$2,000



Married  
\$3,000

If your family member has more than these amounts, they **won't qualify for SSI**, regardless of disability or income.

Fortunately, Social Security doesn't count the value of all resources and assets. See these examples:

### What counts?

- + cash savings
- + money in bank accounts
- + real estate (other than the home you live in)
- + second car or other vehicles
- + pre-paid burial arrangements (value over \$1,500)

### What doesn't count?



## 1. Fill out the Adult Disability Report



### APPLY FOR SSI

**Part 1. Fill out the Adult Disability Report.** This is the 1st of 2 parts. This part you can do online, if you'd like.

You can access and [fill out the online form](#) during the hours below. (While most websites are 'open' around the clock, this one is not.)

- Monday - Friday 5:00am to 1:00am (Eastern Time)
- Saturday 5:00am to 11:00pm
- Sunday 8:00am to 11:30pm

Social Security has created an [Adult Disability Starter Kit](#) filled with fact sheets and more information about how to apply for SSI.

If you'd prefer to do the **Adult Disability Report** by phone or in person, you can do it together with the 2nd part. How to contact Social Security is covered on the next screen.

First, click the box below to **view, download and/or print the form:**



Adult Disability Report  
ssa-3368.pdf - 497.21Kb

Download

## 2. Call or visit your local Social Security office



The final step in the SSI application is to **call or visit your local Social Security office to complete the SSI application.** This is the 2nd of 2 parts. They call it an **appointment or interview.** You can't do this part online.

- Phone:** call **1-800-772-1213.** They are open Monday through Friday from 7am to 7pm Eastern time.  
  
If you are hearing impaired, call the TTY number at 1-800-325-0778.
- Visit:** If you'd prefer to apply in person, [go to your local Social Security office](#). **Call ahead to schedule an appointment at a good time for you.**

Feel free to use this handy checklist of things to bring to your appointment (pictured below).

### Checklist – Adult Disability Interview

We encourage you to begin the application process online.

Visit [www.socialsecurity.gov/applyfordisability](http://www.socialsecurity.gov/applyfordisability) to get started!

Use this **Checklist** to get ready for your appointment or when filing online. We need your personal and income information to complete the interview to determine if you are eligible for disability benefits. Keep your appointment even if you do not have all of the information. We will help you get any missing information.

**Check off the applicable items below as you get them together for your interview.**



SSI Disability Starter Kit Checklist - Adult  
SSI Disability Starter Kit Checklist - Adult.pdf - 355.26Kb

Download

For a **great list of tips - and what to expect at the appointment,** click here:



SSI Application and Interview Tips - Adult 18 or older





# Searchable Resource Directory



- Search by zip code and 50+ filters
- Visual mapping, directions, printing capabilities
- Descriptions for each entry written in plain language
- Constantly reviewed by ELI data specialists to ensure accuracy
- Available in Spanish

# Search Options

**Services**

Check one or more services below (if you select more than one service, you'll only see providers that offer all of those services)

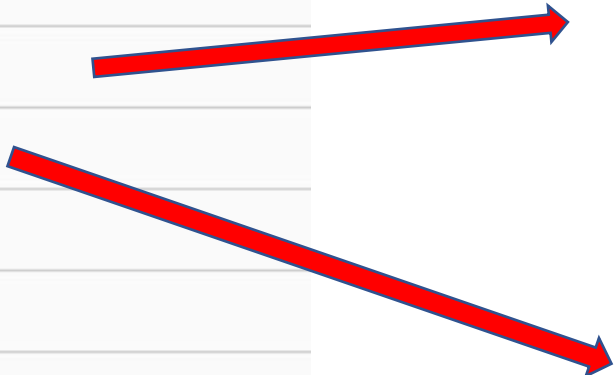
- Therapy
- Medical & Clinical Services
- Education & Employment
- Adult Programs & Services
- Parent & Caregiver Support
- Legal
- Social & Recreational Activities
- Other

**Medicaid**

- Show only providers who accept MassHealth (Medicaid) for some or all services

**Age Group** (optional)

**Primary Diagnosis** (optional)



**Education & Employment**

- 766 Schools
- College and University Education
- Education Advocates
- Education Collaboratives
- Education Consultants
- Schools and Learning Programs
- Transition Services
- Tutoring
- Vocational Programs

**Adult Programs & Services**

- Adult Family Care
- Day Habilitation
- Housing (Independent and Semi-Independent)
- Housing Information & Referrals
- Peer-to-Peer Counseling or Support
- Residential Programs and Group Homes (24hr care)
- Support Groups for Adults with Disabilities
- Transportation

# Sample search: Vocational Programs

## Your Search

Zip Code 02138

Radius within 5 miles

How to Refine Your Search

Clear Search

## Services

Check one or more services below (if you select more than one service, you'll only see providers that offer all of those services)

### Education & Employment

- 766 Schools
- College and University Education
- Education Advocates
- Education Collaboratives
- Education Consultants
- Schools and Learning Programs
- Transition Services
- Tutoring
- Vocational Programs

### Therapy

### Medical & Clinical Services

### Adult Programs & Services

- Adult Family Care
- Day Habilitation

Have a suggestion, update or new resource to add?

## Results

27 results within 5 miles of 02138

### Viability (formerly Community Enterprises) - Community Employment (Somerville)

Supported employment program for adults with disabilities. Goal is to help people with disabilities find and keep jobs in the community. Supports include vocational exploration, employer tours, job tryouts, onsite job training, and job coaching & training. Eligibility is determined by Viability.

0.44 miles away

[View Details »](#)

### Massachusetts Department of Developmental Services (DDS) Adult Services - Charles River West Area Office

Determines eligibility for support services for adults age 18+ with intellectual disabilities living permanently in MA. Services include information and referral, service coordination, individual & residential supports, employment supports, respite, and family support stipends. Services are not provided directly by this office. Application for services is available on website or at the office. Serves the following towns: Belmont, Cambridge, Somerville, Waltham, Watertown

1.42 miles away

[View Details »](#)

### Massachusetts Rehabilitation Commission (MRC) - Vocational Rehabilitation Services (Somerville)

Helps people with physical, psychiatric, and learning disabilities find and keep jobs. Services include identifying job goals based on individual interests & skills, as well as evaluating worksite accommodations. People with severe disabilities are prioritized. Participants must live in MA and be eligible to work in the US. Serves the following communities: Arlington, Belmont, Cambridge, Somerville, Waltham, Watertown

1.59 miles away

[View Details »](#)

### Partners for Youth with Disabilities

Offers direct-service programs to children, teenagers, and young adults age 6-25 with developmental, intellectual, and physical disabilities living in the Boston area. Programs include Mentor Match, Making Healthy Connections (group mentoring for age 14-22), Access to Theatre (age 14-22), and the Young Entrepreneurs Project (YEP) career-readiness program. Also organizes the Youth Leadership Forum (YLF), an annual overnight conference for youth and young adults with disabilities in MA. Goal is to build leadership skills and prepare for future employment, higher education, and independent living.

1.61 miles away

[View Details »](#)

### 3LPlace

A year-round transition-to-adulthood curriculum for young adults (22-32 yrs) with autism and other developmental disabilities, including Down syndrome. Provides both day and residential.





# Add a resource:


**Your Search**

Zip Code: 02138

Radius: within 5 miles

[How to Refine Your Search](#)

[Clear Search](#)

Have a suggestion, update or new resource to add? 

**Results**  
27 results within 5 miles of 02138

**Viability (formerly Community Enterprises) - Community Employment (Somerville)**  
Supported employment program for adults with disabilities. Goal is to help people with disabilities find and keep jobs in the community. Supports include vocational exploration, employer tours, job tryouts, onsite job training, and job coaching & training. Eligibility is determined by Viability.  
0.44 miles away [View Details >>](#)

**Massachusetts Department of Developmental Services (DDS) - Adult Services - Charles River West Area Office**  
Determines eligibility for support services for adults aged 18 and over. Provides residential supports, employment supports, respite, and other services. Serves the following towns: Belmont, Cambridge, Chelsea, Everett, Lynn, Lynnfield, Lynnwood Hills, Salem, and Westford.  
1.42 miles away

**Massachusetts Rehabilitation Commission**  
Helps people with physical, psychiatric, and learning disabilities obtain and maintain employment. Provides accommodations, job training, and support services. Serves the following towns: Belmont, Cambridge, Chelsea, Everett, Lynn, Lynnfield, Lynnwood Hills, Salem, and Westford.  
1.59 miles away

**Partners for Youth with Disabilities**  
Offers direct-service programs to children, teenagers, and young adults. Programs include Match, Making Healthy Connections (group mentoring), Youth Leadership Forum (YLF), an annual overnight conference, and independent living.  
1.61 miles away

**3LPlace**  
A year-round transition-to-adulthood curriculum for young adults (22-32 yrs) with autism and other developmental disabilities, including Down syndrome. Provides both day and residential.

**Suggestion Box**

Your Name

Your Email Address

Please enter your suggestion, update or new resource idea below:

[Cancel](#) [Submit](#)

**Services**

Check one or more services below (if you select more than one service, you'll only see providers that offer all of those services)

**Education & Employment**

- 766 Schools
- College and University Education
- Education Advocates
- Education Collaboratives
- Education Consultants
- Schools and Learning Programs
- Transition Services
- Tutoring
- Vocational Programs

**Therapy**

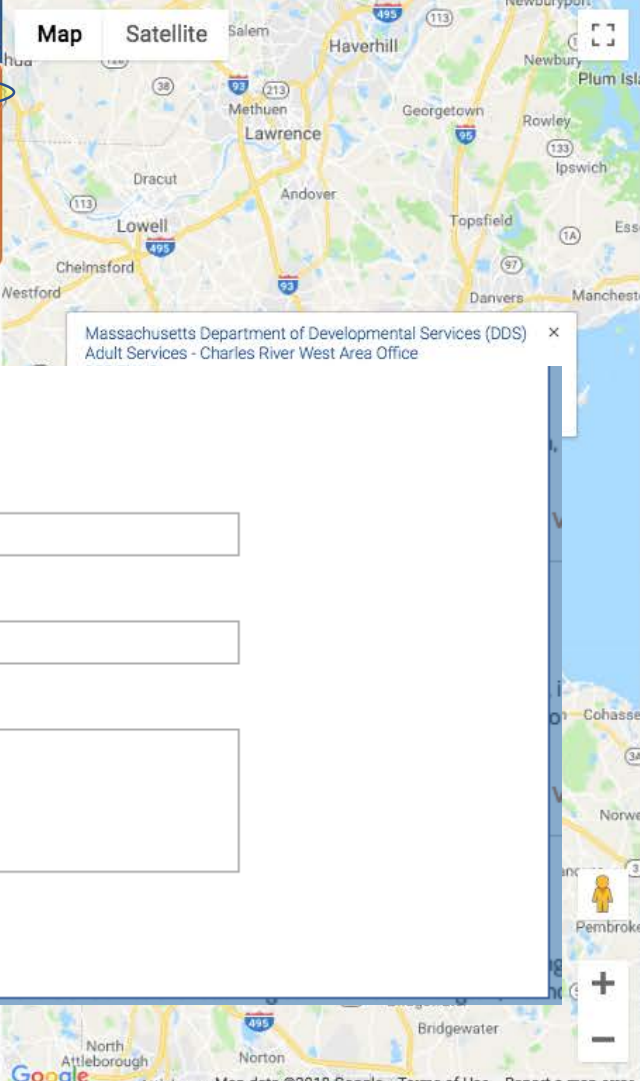
**Medical & Clinical Services**

**Adult Programs & Services**

- Adult Family Care
- Day Habilitation

**Map** **Satellite**

Massachusetts Department of Developmental Services (DDS) - Adult Services - Charles River West Area Office



# Expert Helpline



- Free support through:
  - Text
  - Email
  - Chat
  - Phone
- All questions get a response within one business day
- Contact us at 844-354-1212

# How can we help you share the Exceptional Lives resources with people who could use it?

- Send flyers
- Present to groups of people, families or staff
- Send a shortcut button to put on your website
- Train staff to use our resources and show to families



# Testimonials

The step-by-step Guides give you just the information you need in plain language. It's just what families in our world need.

Perfect for busy parents! All the information I need is in one place.

There was a great deal of information on how to deal with this disorder and get some benefits.

It's in **parent language**.  
Not *medical language*.  
**I can understand this!**

After years of online searches, this is the first site we've used that has gotten us somewhere.

***Thank you for letting us present!***

[Julie.mckinney@exceptionallives.org](mailto:Julie.mckinney@exceptionallives.org)

1-844-1212