

## The Autism Society of PEI

### Navigation Handout

There are many different programs and services on Prince Edward Island for both individuals and their families touched by Autism.

#### Please note:

Many programs require documentation of the disability in order to access the provided services. If your documentation is in a language other than English or French you may want to pursue getting it translated by a health care professional and signed off on to diminish wait times of translating the document.

A Provincial Health Card will be required as well to access services. After arriving to PEI, you may apply for the health card. Provincial Health Card information can be found at:

<https://www.princeedwardisland.ca/en/information/health-pei/pei-health-card>

#### **1. Accessibility Supports Program**

Funding based on a Needs Assessment done by a support worker. The amount allotted is based on the assessed need. For example, Respite care needs, incontinence supplies, safety locks, etc.

#### **2. School Aged Funding**

\$6,600 is allotted each year to every school aged individual who has been diagnosed with Autism. This funding supports community support workers to help with social skills, or funding for tutors. To access school age autism funding speak to your Accessibility supports worker.

#### **3. Disability Tax Credit (Federal)**

The Disability Tax Credit (DTC) is a non-refundable tax credit that assists persons with disabilities or their supporting persons reduce the amount of income tax they have to pay. Their website is: The Form can be located at:

<https://www.canada.ca/content/dam/cra-arc/formspubs/pbg/t2201/t2201-18e.pdf>

#### **4. RDSP (Registered Disability Savings Plan)**

If the individual qualifies for the DTC (Disability Tax Credit) they will also qualify for the RDSP. More information regarding RDSP's can be found at:

<https://www.canada.ca/en/employment-social-development/programs/disability/savings/rdsp.html>

Here are some additional Services provided through community organizations similar to the Autism Society. They include:

**Stars For Life Foundation for Autism**

Stars For Life work with students on the Autism Spectrum who are over the age of 18 with a focus on education, housing, day programming, and employment services. You can locate their website at:

<https://starsforlife.com/>

**Serene View Ranch**

Serene View Ranch is a team of health professionals dedicated to supporting mental health challenges, especially those that are trauma based. Their website can be found at:

<https://www.sereneviewranch.com/>

**Sylvan Learning Centre**

Sylvan Learning offers a variety of services including personalized tutoring, Test Prep, Academic Coaching and much more. Their website is located at:

<https://www.sylvanlearning.com/>

**Project LifeSaver PEI INC**

Project LifeSaver provides timely responses to save lives and reduce potential injury for adults and children who wander due to Alzheimer's, autism, and other related disorders or conditions. Their website is located at:

<https://www.projectlifesaverpei.ca/>

**Triple P Parenting**

Triple P uses simple, positive tips to help Islanders and caregivers face typical challenges or raising children and teens. The Positive Parenting Program offers various levels of support to parents including a stay positive public awareness campaign, large group parent seminars, parenting skills and supports along with intensive family interventions. More information about Triple P Parenting supports can be located at their website:

<https://www.princeedwardisland.ca/en/information/social-development-and-housing/triple-p-positive-parenting-program>

**The Island Helpline (Canadian Mental Health)**

1-800-218-2885 or visit their website at:

<https://www.theislandhelpline.com/>

**PEI 211**

Connect with Social, Government, and non-urgent free and confidential health services 24 hours a day 7 days a week. Text or Call 2-1-1 via phone or visit their webpage at:

<https://www.princeedwardisland.ca/en/information/211-pe>

### **Social ABC's**

The Social ABC's program is a structured, evidence-based early intervention program for children identified as possibly having autism spectrum disorder (ASD), providing families with intervention support at the first signs of concern, even before diagnosis. Parents will play a major role in the program.

The website for Social ABC's is: <https://www.socialabcs.com/>



# Is It Autism and If So, What Next?

A Guide for Adults



**AUTISM SPEAKS**® FAMILY SERVICES

MARCH 2015



## About This Kit

*Is It Autism and If So, What Next? A Guide for Adults* is a tool designed to help assist adults who suspect they may have autism, as well as those who have been recently diagnosed with the disorder.

This tool kit was released in the spring of 2015. It was created by the Autism Speaks Family Services staff, in conjunction with a group of contributors made up of adults with autism and other professionals, as well as the Family Services Committee.

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**It's time to listen.**

A tool kit for adults who suspect they may have autism, as well as those who have been recently diagnosed with the disorder.

Autism Speaks does not provide medical or legal advice or services. Rather, Autism Speaks provides general information about autism as a service to the community. The information provided in this tool kit is not a recommendation, referral or endorsement of any resource, therapeutic method, or service provider and does not replace the advice of medical, legal or educational professionals. Autism Speaks has not validated and is not responsible for any information or services provided by third parties. You are urged to use independent judgment and request references when considering any resource associated with the provision of services related to autism.

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# Introduction

You have downloaded or ordered this tool kit because you suspect you may have autism or you've received a new diagnosis as an adult. You have come to the right place!

As autism awareness has grown dramatically in recent years, many young adults and adults have learned the signs and felt there may be a connection between their feelings and behaviors and the symptoms of autism. For some, it can come as a relief as questions they've had for many years may finally have an answer. Many have been misdiagnosed with other conditions or were never able to get a formal diagnosis of a condition or disorder that explains their symptoms.

This kit will provide an overview of autism to help you better understand the disorder and will hopefully clarify whether you should seek out a professional for a thorough evaluation. If/When you are in fact diagnosed with autism, the kit will also walk you through next steps in terms of accessing services and provide you with critical information about your rights and entitlements as an adult on the spectrum. There is also a list of helpful resources for you to find more information about next steps for the days and months following your diagnosis.

If you have any additional questions or are looking for resources, the **Autism Speaks Autism Response Team** (ART) is here to help! ART coordinators are specially trained to help support the autism community by answering calls and emails and by providing guidance and information. The Autism Response Team can be reached by email at [familyservices@autismspeaks.org](mailto:familyservices@autismspeaks.org) or by phone at 888-288-4762 (en Español at 888-772-9050).

## Let's get started!

# What is Autism?

**Autism spectrum disorder** (ASD) and *autism* are both general terms for a group of complex disorders of brain development characterized, in varying degrees, by difficulties in social interaction, verbal and nonverbal communication and repetitive behaviors. Though there are strengths and unique abilities associated with the disorder, autism is most often defined based on “deficits” and “symptoms” because the definition from the **American Psychiatric Association’s Diagnostic and Statistical Manual of Mental Disorders** (DSM) is science-based and the manual is used to describe disorders for diagnosis. With the May 2013 publication of the fifth edition of the DSM (commonly referred to as the DSM-5), all autism disorders were merged under one umbrella diagnosis of ASD. Previously, they were recognized as distinct subtypes, including autistic disorder, childhood disintegrative disorder, pervasive developmental disorder-not otherwise specified (PDD-NOS) and **Asperger Syndrome**. Individuals with well-established diagnoses of these disorders prior to the publication of the DSM-5 should now be given the diagnosis of autism spectrum disorder.

**Under the current DSM-5, there are two domains where people with ASD must show persistent deficits. They include:**

- 1. *persistent social communication and social interaction***
- 2. *restricted and repetitive patterns of behavior***

More specifically, people with ASD must demonstrate deficits (either in the past or in the present) in social-emotional reciprocity, nonverbal communicative behaviors used for social interaction, as well as deficits in developing, maintaining and understanding relationships. In addition, they must show at least two types of repetitive patterns of behavior including:



- ***stereotyped or repetitive motor movements***
- ***insistence on sameness or inflexible adherence to routines***
- ***highly restricted, fixated interests***
- ***hyper- or hypo-reactivity to sensory input or unusual interest in sensory aspects of the environment***

The DSM-5 also added an additional category called **Social Communication Disorder (SCD)**. This allows for a diagnosis of disabilities in social communication, without the presence of repetitive behavior. SCD is a new diagnosis and much more research and information is needed to better understand it. There are currently few guidelines for the treatment of SCD. Until such guidelines become available, treatments that target social-communication, including many autism-specific interventions, should be provided to individuals with SCD.

**To read the whole DSM-5 criteria, please visit [autismspeaks.org/dsm-5](http://autismspeaks.org/dsm-5).**

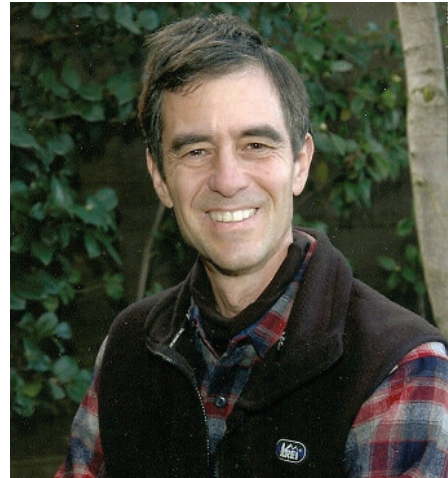
## How Common is Autism?

While no studies have been able to confirm the prevalence rate for adults and more research is needed, autism statistics from the **U.S. Centers for Disease Control and Prevention** (CDC) released in March 2014 identify around 1 in 68 American children as on the autism spectrum – a ten-fold increase in prevalence in 40 years. Careful research shows that this increase is only partly explained by improved diagnosis and awareness. Studies also show that autism is four to five times more common among boys than girls. An estimated 1 out of 42 boys and 1 in 189 girls are diagnosed with autism in the United States.

ASD affects over 2 million individuals in the U.S. and tens of millions worldwide. Government autism statistics suggest that prevalence rates have increased 10 to 17% annually in recent years. There is no established explanation for this continuing increase, although improved diagnosis and environmental influences are two reasons often considered.

## What Causes Autism?

Not long ago, the answer to this question would have been, “we have no idea.” Research is now starting to deliver the answers. First and foremost, we now know that there is no one cause of autism, just as there is no one type of autism. Over the last five years, scientists have identified a number of rare gene changes or mutations associated with autism. Research has identified more than 100 autism risk genes. In around 15% of cases, a specific genetic cause of a person’s autism can be identified. However, most cases involve a complex and variable combination of genetic risk and environmental factors that influence early brain development. In other words, in the presence of genetic predisposition to autism, a number of non-genetic or environmental influences further increase an individual’s risk.



*“Half my life was a long hard struggle where ‘I was not playing with a full deck’ in terms of negotiating the world before my diagnosis. After my diagnosis, ‘the light bulb went on’ and I found a huge population just like me with the same struggles. At this point, my life started falling into place and over time, after my diagnosis, I gained a much better understanding of myself and the world around me.”*

*- Paul Nussbaum*

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Some factors that have been identified to increase the risk of autism include parental age, extreme prematurity, difficulties during birth, mothers exposed to high levels of pesticides and air pollution. It is important to keep in mind that these factors, by themselves, do not cause autism. Rather, in combination with genetic risk factors, they appear to modestly increase risk.



# What are the Symptoms of Autism?

Autism affects the way an individual perceives the world and makes communication and social interaction different from those without autism, often leading to significant difficulties. ASD is characterized by social-interaction challenges, communication difficulties and a tendency to engage in repetitive behaviors. However, symptoms and their severity vary widely across these three core areas.

*“It is sometimes said that if you know one person with autism, you know one person with autism.”*

*- Stephen Shore*

## Social Symptoms

Individuals with autism tend to have difficulty interpreting what others are thinking and feeling. Subtle social cues such as eye rolling, shoulder shrugging or a grimace may convey little meaning to some people on the spectrum. Without this ability to accurately interpret gestures and facial expressions, or **nonverbal communication**, the social world can seem bewildering.

Many people with autism have similar difficulty seeing things from another person’s perspective. This, in turn, can interfere with the ability to predict or understand another person’s actions. It is also common – but not universal – for those with autism to have difficulty regulating emotions.

## Communication Difficulties

At an early age, many children with autism experience significant language delays. However, some exhibit only slight delays or even develop precocious language and unusually large vocabularies – yet have difficulty sustaining conversations. Some children and adults with autism tend to carry on monologues on a favorite subject, giving others little chance to comment. In other words, the ordinary “give-and-take” of conversation proves difficult.



## Repetitive Behaviors

Unusual repetitive behaviors and/or a tendency to engage in a restricted range of activities are another core symptom of autism. Some repetitive behaviors include arranging and rearranging objects or hand-flapping. Some people with autism are preoccupied with having household or other objects in a fixed order or place. It can prove extremely upsetting if something or someone disrupts the order. Many need and demand strict consistency in their environment and daily routine. Slight changes can be exceedingly stressful and lead to outbursts.

Repetitive behaviors can also take the form of intense preoccupations or obsessions. These extreme interests can prove all the more unusual for their content (e.g. machines, certain collectibles) or depth of knowledge (e.g. knowing and repeating astonishingly detailed information about astronomy). Adults with autism may develop tremendous interest in numbers, symbols, dates or science topics. Some of these interests can be a great asset in some circumstances, like employment, when harnessed in a productive way.

## Executive Functioning and Theory of Mind

Individuals with autism often face challenges related to their ability to interpret certain social cues and skills. They may have difficulty processing large amounts of information and relating to others. Two core terms relating to these challenges are executive functioning and theory of mind.

**Executive functioning** includes skills such as organizing, planning, sustaining attention and inhibiting inappropriate responses. Difficulties in this area can manifest themselves in many different ways. Some may pay attention to minor details, but in turn struggle with seeing how these details fit into a bigger picture. Others have difficulty with complex thinking that requires holding more than one train of thought simultaneously. Others have difficulty maintaining their attention or organizing their thoughts and actions. Individuals with autism often face challenges using skills related to executive functioning like planning, sequencing and **self-regulation**.

**Theory of mind** can be summed up as a person's ability to understand and identify the thoughts, feelings and intentions of others. Individuals with autism can encounter degrees of difficulty recognizing and processing the feelings of others, which is sometimes referred to as "mind-blindness." As a result, people with autism may not realize if another person's behaviors are intentional or unintentional. This challenge often leads others to falsely believe that the individual does not show empathy or understand them, which can create great difficulty in social situations.



*"I'm proud to say I have autism, as it has helped shape the man I am today. I have genuine confidence in myself and I know that others out there like me can achieve anything they set their minds to. I truly believe that people on the spectrum are some of the brightest individuals in our society and can offer so much in the workforce and in life."*

*- Eric Kirschner*

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## ***Strengths and Challenges***

***by Dr. Stephen Shore, Ed.D., Self Advocate, Author  
and Assistant Professor at Adelphi University***

**While some symptoms of autism discussed above may present challenges, others can be great strengths and advantages for people on the spectrum.**

*In the piece below, self-advocate and university professor Dr. Stephen Shore shares a list of strengths and challenges for those with autism. It is important to note that this is a general list. For every strength and challenge, you will often find examples in people that prove the opposite. For example, clumsiness is a common challenge. However, some with autism have significant strengths in movement and balance, perhaps as a dancer.*

<b>STRENGTHS</b>	<b>CHALLENGES</b>
Attention to detail	Grasping the big picture
Often highly skilled in a particular area	Uneven set of skills
Deep study resulting in encyclopedic knowledge on areas of interest	Difficulty developing motivation to study areas of non interest
Tendency to be logical (helpful in decision-making where emotions may interfere)	Difficulty perceiving emotional state of others
Less concern for what others may think of them (can be a strength and a challenge), also known as independent thinking. Often results in novel “big picture” insights due to different ways of looking at things, ideas and concepts.	Difficulty perceiving unwritten rules of social interaction, but can learn these rules through direct instruction and social narratives such as Power Cards (Gagnon, 2004)
Usually visual processing (thinking in pictures or video)	Difficulty processing in non-favorite modalities such as aural, kinesthetic, etc.
Often very verbal (propensity for giving detailed descriptions may be useful in providing directions to lost persons)	Difficulty parsing out and summarizing important information for a conversation
Direct communication	Sensory integration problems where input may register unevenly, distorted and difficulty in screening out background noise
Loyalty	Generalization of skills and concepts
Honesty	Difficulty in expressing empathy in ways that others expect or understand
Nonjudgemental listening	Executive functioning resulting in difficulties planning long-term tasks

## Medical and Psychiatric Issues that May Accompany Autism

Many children and adults diagnosed with autism have additional medical issues, including epilepsy, sleep dysfunction, gastrointestinal disorders or genetic disorders like Fragile X syndrome. As an adult, you may not have experienced these conditions that often arise at a very young age. But in addition to these disorders, many individuals with autism also have a variety of psychiatric and mental health challenges. Some research suggests that autism shares a genetic basis with several major psychiatric disorders, including attention deficit and hyperactivity disorder (ADHD), depression, bipolar disorder, anxiety and schizophrenia.

It is important to note that while some research suggests that just over two-thirds of children with autism have been diagnosed with one or more psychiatric disorders, healthcare professionals not familiar with autism tend to over-diagnose psychiatric problems in this group. This may be due to overlap between autism symptoms and those associated with psychiatric disorders. It is critical to receive accurate diagnoses of these conditions because medication or therapy to treat them may significantly improve autism symptoms and quality of life.

**This section contains more information about some of these challenges faced by individuals on the autism spectrum.**



*“My anxiety can be so profound because of the fear of social expectations, sensory violations and unexpected changes. These are all so unbearable that I can feel frozen and unable to move forward. A simple request of me can sometimes be the core trigger of a meltdown.”*

*- Sondra Williams*

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### Anxiety

Recent studies suggest that 30% of individuals with autism struggle with an **anxiety disorder** such as **social phobia, separation anxiety, panic disorder** and specific phobias. Some experts suspect that outward symptoms of anxiety – such as swearing and acting out – may be especially prominent among people on the spectrum. Even in the absence of an anxiety disorder, many individuals with autism have difficulty controlling anxiety when something triggers it. Anxiety can range from occasional, mild and completely understandable to unremitting, severe and irrational.

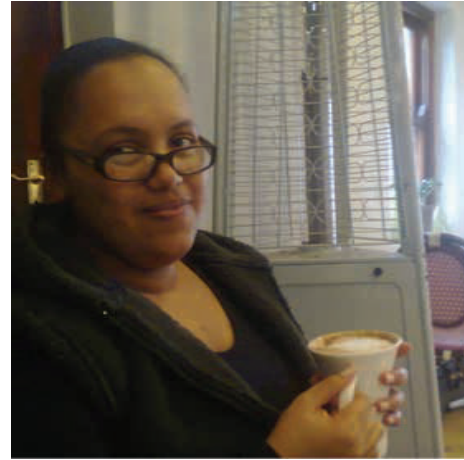
**The Food and Drug Administration** (FDA) has not approved any medication expressly for the treatment of anxiety in persons with autism, however some drugs approved to treat anxiety disorders in the general population are commonly used to help individuals with autism, such as Prozac and Zoloft. Medicines for relieving anxiety are best used in combination with counseling or other behavioral interventions. Individuals with autism may respond best to tailored treatments specific to those with both diagnoses.

If you suspect you may have an anxiety disorder, ask your doctor for recommendations for mental health professionals who may specialize in treating anxiety.

## Attention Deficit Hyperactivity Disorder (ADHD)

According to the **National Institute of Mental Health** (NIMH), ADHD affects about 4.1% of American adults age 18 and older and 9.0% of American children age 13 to 18. Those rates are estimated to be much higher among the autism population as many children and adults with autism struggle with **ADHD**. While there has not been a study on ADHD specifically among adults, recent studies suggest that 1 in 5 children on the spectrum also has ADHD. Another study found that just 1 in 10 children diagnosed with both autism and ADHD was receiving medication to relieve the ADHD symptoms, as many symptoms can likewise result from autism.

According to NIMH, inattention, hyperactivity and impulsivity are the key behaviors of ADHD. Inattention can result in individuals being easily distracted and having difficulty focusing on one thing, processing information, listening and following directions. Sometimes ADHD can go undiagnosed if symptoms are viewed as emotional problems, challenging behaviors or difficulties at school and in the workplace. Symptoms of hyperactivity may include fidgeting and squirming, difficulty with quiet tasks or activities and trouble sitting still during



*“I suffer from anxiety and depression, so for a long time my ‘strangeness’ was attributed to these conditions. Since my diagnosis, I feel more in control now. I am in charge of my life and destiny. I feel that even though autism has its challenges, I have been more blessed than anything else.”*

- G.W.

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meals, class or other activities. Impulsivity, a third hallmark of ADHD, can cause an individual to be very impatient, blurt out inappropriate comments, act without regard to consequences and have difficulty showing his or her emotions without restraint.

If you suspect you may have ADHD, it is important to be evaluated by a licensed mental health professional because treatment of the disorder, which often involves medication, can be very helpful in correcting these symptoms. To be diagnosed with ADHD as an adult, you must have symptoms that began in childhood and continued throughout adulthood. For some adults, a diagnosis can bring a sense of relief as it can help explain behaviors that have been present for most of their lives.

## Depression/Bipolar Disorder

Individuals with autism may be particularly prone to **depression**, another disorder of the brain, in adolescence and adulthood. It can be difficult to diagnose, however, because many people on the spectrum are less likely to communicate the feelings used to diagnose depression. Seeing a mental health professional who has experience with autism is very important when seeking a depression diagnosis. Many people with depression never seek treatment, but when diagnosed properly, both cognitive behavioral therapy and medications can significantly improve the individual's feelings. If you feel you may be depressed, learn more about the signs and symptoms from the National Institute of Mental Health and ask your doctor for a referral to a mental health professional.

**Bipolar disorder**, once commonly called manic-depression, involves episodes of abnormally high energy alternating with depression over a period of time. Among individuals with autism, the symptoms of bipolar disorder commonly include abrupt increases in "pressured speech", pacing, impulsivity, irritability and insomnia. Some studies have found that as many as 27% of those with autism may have **bipolar disorder**, compared to its prevalence in the general population of around 4%. Psychiatrists often prescribe psychoactive medications to treat bipolar disorder. Studies suggest that mood-stabilizing medications may be safer treatments for those with autism.





## Obsessive-Compulsive Disorder

Doctors or therapists unfamiliar with autism often mistake some of autism's core symptoms like repetitive behaviors and restricted interests with those of **obsessive-compulsive disorder** (OCD). But it is important to distinguish between the two. A distinguishing hallmark of OCD is that the compulsive thoughts or behavior cause anxiety. By contrast, persons with autism are not generally bothered by their repetitive behaviors and restricted interests, which tend to bring them comfort and enjoyment. The estimated prevalence of OCD in those with ASD ranges from 8 to 33% depending on the study, compared to the general population prevalence of 2%. For an OCD diagnosis, it is important that the mental health professional has knowledge of autism and its symptoms. As is the case with other disorders, a combination of medication and cognitive behavioral therapy can significantly improve the symptoms of OCD.

## Sensory Integration Dysfunction

Many individuals with autism experience unusual responses to sensory stimuli or input due to difficulty in processing and integrating sensory information. Vision, hearing, touch, smell, taste, the sense of movement and the sense of position can all be affected, meaning while information is sensed normally, it may be perceived much differently. Stimuli that seem "normal" to others can be experienced as painful, unpleasant or confusing by an individual with autism. **Sensory Integration Dysfunction** (SID), the clinical term for this characteristic, can involve hypersensitivity, such as an inability to tolerate being touched, or hyposensitivity, such as an increased tolerance for pain or constant need for sensory stimulation. Treatment is usually addressed with sensory integration therapy, which is provided by certified occupational and physical therapists.

## This Sounds Familiar . . . Now How Do I Get a Diagnosis?

If you feel you might have autism, it is important to find a mental health professional with experience diagnosing the disorder, preferably in other adults. Bring your concerns to your general practitioner and ask for recommendations for a psychiatrist, psychologist or social worker who can help you. It may help to bring a list of the symptoms of autism you feel you may have, including examples of some of the behaviors and feelings that trigger your concerns. You can also try searching the **Autism Speaks Resource Guide** for mental health professionals in your area at [autismspeaks.org/resource-guide](http://autismspeaks.org/resource-guide). While some may only diagnose children, they may be able to point you in the right direction.



*"Autistic people like me have many sensory processing issues that stand in the way of being flexible. People with autism can be extremely sensitive to noise, lights, smells and many times touch. I need direct instruction about what the rules of expected behavior are in the different environments. Kind are those who are truly patient."*

*- Jeremy Sicile-Kira*

## ***How Do I Get Evaluated as an Adult If I Suspect I Have Autism?***

***by David Beversdorf, Ph.D., neurologist at the University of Missouri's Thompson Center for Autism and Neurodevelopmental Disabilities***

With awareness of autism so high today, it's no longer as common for an autism diagnosis to be overlooked in childhood. However, this wasn't always the case. As a result, it's not infrequent that I see teens and adults seeking a diagnosis.

Evaluating autism in a previously undiagnosed adult can be challenging. And yes, it's true that the standardized diagnostic checklists we commonly use are designed for children. There are no established diagnostic tests for ASD in adults. However, I'm glad to report that they are currently in development.

### ***Conducting an Adult Evaluation***

Because of these limitations, the evaluation of an adult has to lean heavily on direct observation. This will be in the context of a discussion between the clinician and the patient about current challenges in the areas of social interaction and communication, sensory issues and restricted interests or repetitive behaviors.

However, some higher functioning adults on the autism spectrum become very resourceful in developing strategies to compensate for their disabilities. Clearly, this makes a diagnosis based on observation much more difficult. But diagnosis remains important even when for those who have learned to hide their symptoms because they may still struggle in their everyday lives and interactions.

In these cases, it's important to explore the lifelong presence of related developmental issues. In particular, it's critical to get detailed information about early childhood. Sometimes this clearly reveals an early development that fits with a diagnosis of ASD.

While our diagnostic checklists are designed for children, I find that they can be useful as we explore an adult's childhood development. In particular, I sometimes interview older relatives – such as parents – who can recall the patient's early childhood in some detail. Often they can answer questions from diagnostic checklists and, so, inform a possible



diagnosis. Clearly, this is not possible when there isn't an older relative available for a reliable report.

Sometimes, a person's early development did not have any features suggestive of autism. Instead, they began struggling with social withdrawal and related issues in their teens or adulthood. This suggests a cognitive or mental health issue other than ASD.

### ***Finding Someone Qualified to Evaluate Adults with ASD***

Currently, there are relatively few clinicians who specialize in evaluating and treating adults with autism. Nor do we have established criteria to objectively judge such qualifications.

In my opinion, your best bet may be a developmental pediatrician, child psychiatrist or pediatric neurologist who is both experienced in evaluating autism in children and open to seeing older patients. If she or he does not feel qualified to evaluate an adult, he or she may have a respected colleague who would be.

Otherwise I would recommend contacting an established and respected autism center in your area. Examples include the centers in the ***Autism Speaks Autism Treatment Network***. To locate an AS-ATN near you, visit [autismspeaks.org/ATN](http://autismspeaks.org/ATN). This will provide you with the assurance that the clinician has agreed to adhere to the center's high standards for care for patients with autism, regardless of age.

## Why Do I Need a Diagnosis?

You may be wondering why you need an autism diagnosis, especially if you have lived without one for many years in adulthood. Many young adults and adults who suspect they may have autism are afraid or unwilling to seek an official diagnosis because of the stigma they may feel is associated with the disorder. However, as autism awareness increases rapidly around the world, many are beginning to see the strengths and unique abilities of individuals on the spectrum.

An official diagnosis can help answer questions you may have had about yourself and your behavior for many years. For some, it can be a relief to know that these behaviors can now be explained with the diagnosis. It can also help you access the treatment and services that will help improve your symptoms and help you overcome the challenges you may have faced during the years before a diagnosis, as a diagnosis is often required to access services. A diagnosis can also lead you to seek out autism-specific supports that can help you along your journey with autism, such as support groups and social skills training. Getting a diagnosis can also increase self-awareness which can help you focus on your strengths and work around areas of challenge.

Support groups have been found to be very helpful for adults diagnosed with autism. Search the **Autism Speaks Online Resource Guide** for Support Groups near you at [autismspeaks.org/resource-guide](https://autismspeaks.org/resource-guide).



### ***The National Alliance on Mental Illness (NAMI) helps explain how an autism diagnosis can help you as an adult:***

*“Diagnosis as an adult can lead to a variety of benefits. You can gain a better understanding of yourself. Many people have suffered from mental health problems and/or have been misdiagnosed as having mental health problems such as schizophrenia. A firm diagnosis can be a relief because it allows you to learn about your condition and understand where and why you have difficulties for the first time. Others will also gain a better understanding as it will be easier for them to empathize with your position once they learn there is a reason for your difficulties. It is also helpful to meet others within the community with ASDs by learning about their experiences and sharing your own. Support is a good step in seeking treatment and relieving anxieties, helping to maintain a healthier lifestyle while dealing with this disorder.”*



## My Story: Diagnosed with Autism at 34

by *Samantha Ranaghan*

My whole life I thought there was something wrong with me. My diagnosis changed those thoughts. When I learned about my diagnosis, I knew nothing was wrong with me...I knew that I had something very special about me and my life was about to change.

It was two weeks after my 34th birthday when I heard the words: "you're on the spectrum." As soon as I heard those four words, my body collapsed into my mom's arms. My mom and my stepdad were both in the room with me and you could feel the relief that went out the window. I remember walking out of work two days after my official diagnosis after a long day and stopping in my steps in the middle of the parking lot thinking to myself, "I feel normal." Why, after all these years, did I finally feel "normal"?

I'm still trying to figure out what this all means. All I know for sure is that I finally feel whole and as strange as this might sound, my life makes sense now. I don't feel out of place and awkward. I guess the greatest thing that came out of this is how I've been feeling my whole life has finally been validated.

When I tell people I am a high functioning autistic, their reactions are mostly, "Wow, I would never have guessed that. You don't act like you have autism." I want to say back to them, "How am I supposed to act?" You can't tell a person is on the spectrum by just looking at them. As I try to explain what being on the spectrum means, I can see them start to get an interest in what I'm saying and they start asking me questions. I answer them as best as I can by using examples of my own life.

While I'm glad that I finally know I'm autistic, I sometimes wonder what my life would have been if I had been diagnosed as a child instead of in my early thirties. I wonder in my own thoughts if I was a child now with the same course, would I be diagnosed? I didn't speak until I was four years old and spent many of my early years in speech therapy. I've been sensitive to loud noises and I now understand my over sensory issues. No one suspected autism. In 7th grade, I was diagnosed with Dyslexia and in my early twenties, it was ADHD. The funny thing is I never really felt as though I had either of those. Throughout my twenties, I saw many therapists that never thought of the idea of autism. It was so frustrating for me not knowing why I was and felt so different. No one seemed to know.



While I was going to my last therapist, it was my mom who brought up the idea of me having Asperger's Syndrome. She had been reading about it and she saw some of the traits that she saw in me...especially the social aspect of it. As my mom brought this to my attention, I started to do some research on my own. The more I read about Asperger's/autism, the more I saw myself in those words. Could this be the answer that I had been looking for all my life?

I think I had two things working against me growing up. The first was that autism wasn't as well-known as it is today. Second, it was and still is in a small way considered to be a boys thing. While boys on the spectrum tend to become rowdy, girls on the spectrum tend to introvert and are labeled shy and quiet. That's all I heard growing up...that I was shy and quiet. It annoyed the heck out of me.

I now feel that I am understood much better by the people in my life. It's a struggle everyday trying to figure out this thing called life as someone who is on the spectrum, but with the support of my family and friends, I know I can become a better person. Just the other day, someone very close to me mentioned how far I have come in such a short time. I still get frustrated about little things I feel I shouldn't do and my sensory sensitivity, but I am learning how to live as a female on the autism spectrum.

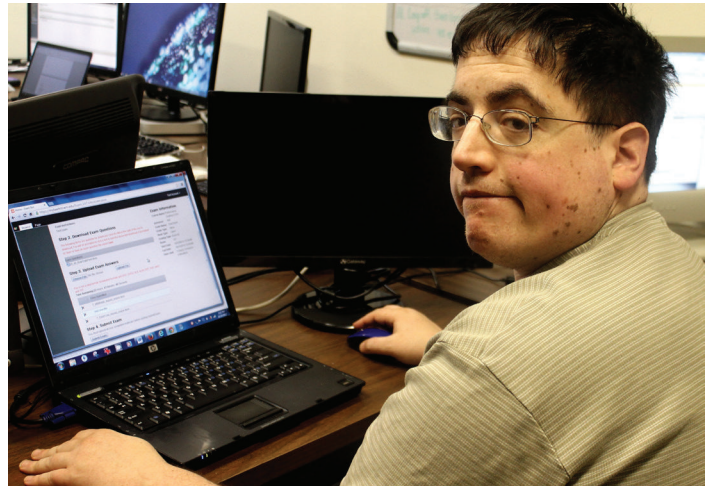
Now as my 35th birthday and the one year anniversary of my diagnosis approaches, I could not be any happier with whom I am. The past year has been a roller coaster ride, but I can finally truly say that I am comfortable in my own skin. It's a great feeling!



## How is Autism Treated?

Autism is often treated differently in adults than in children. **Applied Behavior Analysis (ABA)**, **Verbal Behavior therapy** and **Cognitive Behavior Therapy (CBT)** are just a few of the therapies out there that are used to treat children on the spectrum, and in some cases adults. These treatments involve focusing on the principles that explain how learning takes place and teaching children as young as two the basics of communication and social interaction. Far more research has gone into effective treatments for children with autism, but as the population of adults on the spectrum continues to rise, more studies are beginning to focus on the best ways to help young adults and adults diagnosed with autism.

When thinking about treatment for autism, it is important to remember that each individual with autism is very unique, and as a result, a treatment that works for one adult on the spectrum may not be helpful at all for another. When looking for treatment options, be sure you fully understand both your strengths and your challenges so you can build on those abilities and improve upon areas that may be difficult for you. The more you understand your needs, the better you and your health care provider can tailor treatment to these needs and the greater the strides you can make.



## ***As an Adult with Autism, How Can I Access Appropriate and Effective Treatment?***

***by Megan Farley, Ph.D., psychologist at the Waisman Center for Developmental Disabilities at the University of Wisconsin***

The question of what treatments can help adults with Autism is both a great question and a difficult one to answer. Currently we have far too little in the way of evidence-based treatments for adults with autism spectrum disorder (ASD).

We have a small handful of treatment strategies that have been clinically evaluated and found to be effective for helping adolescents and young adults with autism. At the University of Texas, for example, researchers have successfully used a virtual reality training program to improve social skills among young adults with autism. The PEERS program has likewise shown promise for teaching social skills to young adults with autism. Learn more about PEERS at [semel.ucla.edu/peers](http://semel.ucla.edu/peers).

### ***General Guidelines for Finding the Help You Need***

Beyond autism-specific programs and therapies, I can offer you some general recommendations based on my clinical experience, that of my colleagues and that of the many adults with autism with whom I've had the privilege to work. First, it's important to consider what type of help you need. Every individual with autism is unique in terms of his or her challenges and strengths.

Typically adults with autism come to a mental health clinic because they're struggling with one or more issues. Common autism-related challenges include social isolation, finding and keeping a job or a romantic partner, anxiety or mood problems or an inability to organize one's life.

For mood or anxiety problems, I recommend seeing a psychiatrist for a medical consultation and a psychologist or social worker for individual therapy or group counseling. Ideally you want someone experienced in helping adults who have autism. So ask for such expertise when you contact a therapist or mental health clinic.

### ***Beyond Autism-Specific Therapy***

Unfortunately, not every community has adult autism specialists. If yours does not, I recommend finding a counselor who seems sincerely interested in learning more about autism in general and your experience

in particular. In addition, it's important to understand that both psychologists and social workers can vary widely in the approach they use in counseling. In my experience, most individuals with autism do best with therapy that takes a concrete, skill-building approach. Cognitive behavioral therapy (CBT) is a good example of this type of therapy.

I also suggest that you consider bringing along someone who knows and cares about you for at least part of the therapy session. In my experience, many adults with autism have difficulty explaining their challenges. Someone who knows you well may be able to help you and the therapist zero in on the behaviors that are creating problems and develop strategies to address them.

You might also want to consider group therapy or classes for those who have difficulty with social interactions. Learning social skills in a group can be particularly helpful because participants can share observations and suggestions. Your therapist or social worker may be able to recommend such a group in your community.

If you're seeking help finding and keeping a job, you can find additional help through your state's vocational rehabilitation (VR) agency. These agencies have the mission of helping adults with disabilities – including autism – prepare for and find appropriate employment. Also, the ***Autism Speaks Employment Tool Kit*** was designed to help you research, find and keep employment.

Finally, I recommend you look to the community of adults with autism. There are several good websites that provide information and forums for adults with ASD. One such site is ***WrongPlanet***. Another is the ***Global & Regional Asperger Syndrome Partnership*** (GRASP).

*Thanks for your question. I hope these tips prove helpful to you and other readers.*



## From Denial to Acceptance: I was Diagnosed with Autism at 24

*by John Taylor*  
**Autism Speaks Family Services  
Database Coordinator**



*Sometime when I was in my early 20s, my father showed my mother a magazine feature he read about Asperger syndrome and said something like, “Doesn’t this remind you of John?” She agreed and took me to see some professionals at the Seaver Autism Center at Mt. Sinai Hospital in New York. After a series of tests, they diagnosed me with autism at the age of 24.*

*Growing up, I often excelled in about every subject other than math and for a few years was reading well above my grade level. However, I also had an IEP which included being placed in a Special Ed class for 1 year in elementary school and extra time on tests until I graduated high school. Depending on what age, I had intense interests: trains, basketball, linguistics, etc. I also struggled to find a job even after graduating college. These are some of the reasons that my mother brought me in to be diagnosed.*

*I was in denial at first. To this day, I haven’t seen the movie Rain Man, but my perception of autism was mainly shaped by what others had told me about the movie. Basically autism made you some sort of socially inept mute (or almost mute) savant. I was intellectually gifted and often struggled socially (a nerd you could say), but certainly not like Dustin Hoffman’s character.*

*As they say, “If you’ve met one person with autism, you’ve met one person with autism”. I slowly came to accept my diagnosis by connecting with others on the spectrum. I started attending social skills and support groups. On the Internet, I discovered the autism blogosphere and YouTube videos by people with Autism. I found their personal experiences about life on the autism spectrum to be a lot more relatable than what someone off the spectrum, however educated about the facts, could tell me.*



## What are My Rights?

Another benefit to obtaining an official diagnosis is eligibility for supports, services, treatment and protection under various laws. Below is a list of just a few of these protections that can help you address some of the challenges you may be facing as an adult with autism at work, at home or in the community.

### Americans with Disabilities Act

The ***Americans with Disabilities Act*** (ADA) prohibits discrimination and ensures equal opportunity for persons with disabilities in employment, state and local government services, public accommodations, commercial facilities and transportation. In terms of employment, Title I of the ADA applies to public and private employers with 15 or more employees and prohibits discrimination based on disability when it comes to any aspect of employment, including hiring, firing, pay, job assignments, promotions, layoffs, training, fringe benefits and more.

The law also requires an employer to provide reasonable accommodation to an employee or applicant with a disability, unless doing so would cause significant difficulty or expense for the employer. If you do receive an official diagnosis, it is important to read about your rights under the ADA, especially if you feel you have been treated unfairly or even discriminated against in the workplace. If there is a “reasonable” accommodation related to the challenges you face as an individual with autism that could be put into place that may help better support you in your job, a diagnosis may help you secure that accommodation.

Learn more at [ada.gov](http://ada.gov). The ***Job Accommodation Network***, a service of the ***U.S. Department of Labor’s Office of Disability Employment Policy***, is another tool that offers accommodation ideas specific to autism at [askjan.org](http://askjan.org).

### Vocational Rehabilitation Services

With an autism diagnosis, you could also be eligible to receive services from vocational rehabilitation programs which coordinate and provide counseling, evaluation and job placement services for people with disabilities. Each state has a ***vocational rehabilitation*** (Voc Rehab or VR) agency that provides employment service supports to people with disabilities, including autism. VR agencies can give you vocational assessments that lead up to the development of an ***Individual Plan for Employment*** (IPE), under which a variety of employment-related services can be provided, including training, counseling, job placement and supported employment. You can find the contact information for your state VR office at [www2.ed.gov/svr](http://www2.ed.gov/svr).

### Medicaid Home and Community Based Services

You will also want to contact the developmental disability agency in your state to see if you are eligible for services through the ***Medicaid waiver*** in your state. State and local DD services operate under a variety of different names across the country. Frequently the funding for these services comes through the ***Home and Community Based Services*** (HCBS) waivers, which are made available through Medicaid. Medicaid can play a critical role providing both health care and long term services and supports that help meet ongoing needs of adults with autism. HCBS provide opportunities for individuals benefitting from Medicaid to receive services in their own home or community, such as case management, adult day health services, both day and residential habilitation, home health aides and more. The requirements for gaining access to these services vary from state to state. Contact your local or state agency to see if you may be eligible. For more information, visit [www.medicaid.gov](http://www.medicaid.gov).

*“I’m still trying to figure out what this all means. All I know for sure is that I finally feel whole and as strange as this might sound, my life makes sense now. I don’t feel out of place and awkward. I guess the greatest thing that came out of this is how I’ve been feeling my whole life has finally been validated.”*

*- Samantha Ranaghan*

## Social Security

If you require a certain amount of supports as a result of your autism diagnosis, you also may be eligible for social security benefits. Many individuals with disabilities who are unable to secure competitive employment rely on Social Security benefits for the majority of their income. **Social Security Disability Insurance (SSDI)** and **Supplemental Security Income (SSI)** disability programs are the largest federal programs providing assistance to people with disabilities, both of which are administered by the Social Security Administration. These programs are only available for individuals with disabilities who meet certain medical criteria. If you are eligible, SSDI pays benefits to you and certain members of your family if you are “insured,” meaning that you worked long enough and paid Social Security taxes. SSI pays benefits to individuals with disabilities who have limited income and resources to help them meet basic needs like food and shelter.

Once you have an official diagnosis, it is important to schedule a consultation with a Social Security disability representative in order to understand your specific needs and the benefits you are entitled to receive. You can also learn about benefits you may be able to get from Social Security by using the **Benefit Eligibility Screening Tool (BEST)**.

Social Security also offers some work incentives in order to allow you to work and keep your benefits, which may apply to you. These include a **Plan for Achieving Self Support (PASS)**, the **Impairment-Related Work Expense (IRWE)** and the **Ticket to Work** program. More information can be found in the benefits section of the [Autism Speaks Employment Tool Kit](#).

## Section 504 of the Rehabilitation Act of 1973

**Section 504** is a national law that protects qualified individuals from discrimination based on their disability. It applies to employers, public colleges and universities and other organizations that receive financial assistance from any federal department or agency. For purposes of employment, qualified individuals with disabilities are persons who, with



reasonable accommodation, can perform the essential functions of the job for which they have applied or have been hired to perform.

Under Section 504, a recipient of federal financial assistance may not, on the basis of a disability, deny qualified individuals the opportunity to participate in or benefit from federally funded programs, services or other benefits or deny employment opportunities for which they are otherwise entitled or qualified. Section 504 is also the law that requires school districts to provide a “free appropriate public education” to each student with a disability, regardless of the nature or severity. While ADA also protects individuals with disabilities against discrimination, Section 504 goes a step further by requiring organizations receiving federal funds to make their programs accessible to these individuals. If you have an official diagnosis of autism, you are able to seek protection and accommodations in all federally funded programs – employment, housing, community living, etc. – under this law.

## Disclosure . . . To Tell or Not to Tell?

Many adults with autism find it difficult to share their diagnosis with others, even those closest to them. This can be partially due to the stigma many people feel is associated with autism. Whether or not to disclose your diagnosis is a very personal decision that is of course entirely up to you.

Some adults have found it helpful to share the new information with their families and friends because it may help explain their behaviors and past experiences that may have been challenging. Just like your diagnosis may have helped answer questions you may have had about yourself, it can also help clarify questions others in your life may have wondered about. For example, telling your sister you have been diagnosed with autism will likely help her understand why you haven't understood her sense of humor or why you would much prefer to talk about cars than the latest movies that she might find interesting. Telling her will also allow her to do her own research about autism so she can learn how to support you and help you on your journey after your diagnosis. You can even share this tool kit with her!

In terms of the workplace, the issue of disclosure can be complicated. You may feel that your employer or a prospective employer will judge you or label you if you tell them you have been diagnosed with autism. But as is the case with family members, disclosing your autism diagnosis can also help increase the supports available to you. For example, if there is an accommodation that could be helpful to you such as a desk in a quiet area or a couple additional breaks throughout the day, revealing your diagnosis to your boss can help you secure that accommodation, and as a result, allow you to be more successful at work. Your employer or human resources officer is required to keep your diagnosis confidential if you'd rather keep that information between the two of you rather than something your coworkers are also aware of.



*“People do not fully understand the person I am, and therefore treat me like I am different. I had to find a way to help my social interactions with people without being scared to socialize. Then I found the solution, and it was simple. I spoke out about my autism, and told my friends, peers and professors about it. After I did that people accepted me for who I am, and I have lifted a heavy burden off my back.”*

*- David Powell*

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***There are pros and cons to disclosing your autism and only you can decide what you feel is best for you. Try making a list of both sides to determine what will make you as happy and as supported as possible.***



# Conclusion

Whether or not you have received an autism diagnosis, we hope this kit has provided you with the tools and information you need to move forward. If after reading this, you feel your suspicions have been confirmed, be sure to seek out your health care professional for a referral and that when you do so, you are able to clearly explain why you feel this way. Bring this tool with you to share with your doctor or mental health professional or visit [autismspeaks.org/what-autism](https://autismspeaks.org/what-autism) and print out information that can help back up your thoughts.

If you do receive an autism diagnosis, keep in mind that you are not alone. There is help out there and the resources and supports available to adults with autism are growing every day. Visit the adult services page of the Autism Speaks website at [autismspeaks.org/audience/adults](https://autismspeaks.org/audience/adults) to download our adult-specific resources and read news and blogs on topics related to adults on the spectrum. The **Autism Speaks Resource Guide**, which you can access at [autismspeaks.org/resource-guide](https://autismspeaks.org/resource-guide), is a great first step in looking for resources and supports in your area. While some of the resources may be children-focused, it is likely that local organizations and service providers will be able to refer you to other services that can meet your specific needs.

If you have any questions or additional concerns, or are looking for more information and resources, please feel free to call or email the **Autism Speaks Autism Response Team** for assistance at 888-288-4762 (en Español 888-772-9050) or [familyservices@autismspeaks.org](mailto:familyservices@autismspeaks.org). This team of dedicated professionals is happy to help you as you take the next steps on your journey with autism.



*“Everyone has challenges. But having autism has made my life amazing in so many ways. What I have is a part of who I am. Autism hasn’t defined me. I’ve defined autism. I’ve never seen myself labeled by my diagnosis.”*

*- Kerry Magro*

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# Glossary

**Americans with Disabilities Act (ADA)** is the US law that ensures rights of persons with disabilities with regard to employment and other issues.

**American Psychiatric Association’s Diagnostic and Statistical Manual of Mental Disorders (DSM)** is the standard classification of mental disorders used by mental health professionals in the United States. The current edition, the DSM-5 that was released in May 2013, merged all autism disorders into one umbrella diagnosis of ASD.

**Anxiety disorder** is a disorder that affects an estimated 30% of individuals with autism and includes social phobia, separation anxiety, panic disorder and specific phobias. An individual suffering from anxiety may experience strong internal sensations of tension such as a racing heart, muscular tensions and stomachache.

**Applied Behavior Analysis (ABA)** is a style of teaching using series of trials to shape desired behavior or response. Skills are broken into small components and taught to child through a system of reinforcement.

**Asperger Syndrome** is a developmental disorder on the Autism spectrum defined by impairments in communication and social development and by repetitive interests and behaviors, without a significant delay in language and cognitive development. The diagnosis is no longer used in DSM5, but DSM5 indicates that individuals with a “well-established diagnosis” of these conditions “should be given the diagnosis of autism spectrum disorder.”

**Attention Deficit Hyperactivity Disorder (ADHD)** is a disorder that affects approximately 1 in 5 children with autism (statistics are not currently available for the prevalence in adults with autism). Symptoms include chronic problems with inattention, impulsivity and hyperactivity.

**Autism Spectrum Disorder (ASD)** and autism are both general terms for a group of complex disorders of brain development. These disorders are characterized, in varying degrees, by difficulties in social interaction, verbal and nonverbal communication and repetitive behaviors. With the May 2013 publication of the DSM-5 diagnostic manual, all autism disorders were merged into one umbrella diagnosis of ASD.

**Benefit Eligibility Screening Tool (BEST)** is a tool from the Social Security Administration that helps you find out if you can get benefits that Social Security administers based on answers to questions.

**Bipolar disorder** is a psychiatric condition once commonly called manic-depression that involves episodes of abnormally high-energy alternating with depression over a period of time.

**Cognitive Behavioral Therapy (CBT)** is a form of treatment that focuses on examining the relationships between thoughts, feelings and behaviors and is used primarily to help individuals with autism regulate their emotions, develop impulse control and improve their behavior as a result.

**Depression** is a common but serious illness that involves sadness that interferes with daily life. People with depression may experience a lack of interest and pleasure in daily activities, lack of energy, feelings of worthlessness or excessive guilt and recurrent thoughts of death or suicide. Fortunately, a combination of therapy and antidepressant medication can help ensure recovery.



**Executive functioning** is a core term that relates to the challenges faced by individuals with autism, including skills such as organizing, planning, sustaining attention and inhibiting inappropriate responses.

**Food and Drug Administration (FDA)** is a federal agency of the United States Department of Health and Human Services that is responsible for protecting the public health by ensuring the safety, efficacy and security of human and veterinary drugs, biological products, medical devices and the nation's food supply, among others.

**Home and Community Based Services (HCBS)** provide opportunities for Medicaid beneficiaries to receive services in their own home or community. These programs serve a variety of targeted populations groups, such as people with mental illnesses, intellectual or developmental disabilities, and/or physical disabilities.

**Impairment Related Work Expense (IRWE)** is a Social Security work incentive that can be used to pay for items that are necessary to work and are incurred due to the individual's disability.

**Individual Plan for Employment (IPE)** is a written document developed and implemented in a manner that gives eligible individuals the opportunity to exercise informed choice consistent with selecting an employment outcome including the employment setting, specific Vocational Rehabilitation services needed to achieve the employment outcome, including the setting in which services will be provided, the entity or entities that will provide the services.

**Job Accommodation Network (JAN)** is the leading source of free, expert and confidential guidance on workplace accommodations and disability employment issues. JAN helps people with disabilities enhance their employability and shows employers how to capitalize on the value and talent that people with disabilities add to the workplace.

**Medicaid waiver** is a program that states may choose to use to provide home and community-based services (HCBS), like respite and habilitation, to individuals with disabilities who need a certain level of care; all states operate Medicaid waivers to provide HCBS but the eligibility rules and services vary across waiver programs and most states have long waiting lists for these programs.

**National Institute of Mental Health (NIMH)**, part of the National Institutes of Health (NIH), is the primary agency of the U.S. government responsibly for biomedical and health-related research.

**Nonverbal communication** is the process of communicating by sending and receiving wordless (mostly visual) cues between people, including postures, facial expressions, gestures and eye gaze.

**Obsessive-compulsive disorder (OCD)** is a psychiatric disorder characterized by unreasonable thoughts and fears (obsessions) that lead individuals to do repetitive behaviors (compulsions).

**Panic disorder** is a psychiatric condition diagnosed in people who experience spontaneous seemingly out-of-the-blue panic attacks and are preoccupied with the fear of a recurring attack.

**Plan for Achieving Self Support (PASS)** is a provision of the Supplemental Security Income (SSI) section of the Social Security Act that enables people with disabilities to return to work. PASS allows its users to set aside money and/or items in service of a particular work goal.

**Rehabilitation Act** of 1973 is an act of Congress that prohibits discrimination on the basis of disability in programs conducted by federal agencies, in programs receiving federal financial assistance, in federal employment, and in the employment practices of federal contractors. Section 504 of the Act created and extended civil rights protections to people with disabilities.

**Self-regulation and self-control** are related but not the same. Self-regulation refers to both conscious and unconscious processes that have an impact on self-control, but regulatory activities take place more or less constantly to allow us to participate in society, work and family life. Self-control is a conscious activity.

**Sensory Integration Dysfunction (SID)** is a neurological disorder causing difficulties processing information from the five classic senses (vision, hearing, touch, smell and taste), sense of movement (vestibular system) and positional sense (proprioception). Sensory information is sensed normally, but perceived abnormally. SID may be a disorder on its own or with other neurological conditions.

**Separation anxiety** is a psychological condition in which an individual experiences excessive anxiety regarding separation from home or from people to whom the individual has a strong emotional attachment.

**Social Communication Disorder (SCD)** is a new diagnostic category established in the DSM-5 that applies to individuals who have deficits in the social use of language, but do not have the restricted interests or repetitive behavior you see in those with autism spectrum disorders.

**Social phobia** is a strong fear of being judged by others and of being embarrassed, that can be so strong that it gets in the way of going to work or school or doing other every day things.

**Social Security Disability Insurance (SSDI)** is a Social Security Administration program that provides benefits to people with disabilities (including those with visual impairments) who are “insured” by workers’ contributions to the Social Security trust fund, based on one’s wage earnings (or those of one’s spouse or parents) as required by the Federal Insurance Contributions Act (FICA).

**Supplemental Security Income (SSI)** is a program of the Social Security Administration that pays benefits to people with disabilities who have limited income and resources. It is designed to help aged, blind, and disabled people who have little or no income. And it provides cash to meet basic needs for food, clothing, and shelter.

**Theory of mind** is another core term that relates to the challenges faced by individuals with autism and refers to one’s ability to perceive how others think and feel and how that relates to oneself.

**Ticket to Work program** is another program from the SSA a type of support program that allows a person with a disability to take a Ticket to purchase support from an approved employment provider as part of the Ticket to Work & Workforce Investment Act. Organizations that are selected to participate in the Ticket to Work program must provide people with disabilities the opportunity and support to prepare for, obtain and keep jobs that will realistically enable you to achieve independence.

**U.S. Centers for Disease Control and Prevention (CDC)** is the leading national public health institute of the United States. Its main goal is to protect public health and safety and is responsible for calculating the autism prevalence numbers, which as of 2014, stand at 1 in 68 children, including 1 in 42 boys.

**U.S. Department of Labor's Office of Disability Employment Policy (ODEP)** is a division of the U.S. Department of Labor dedicated to developing and influencing policies and practices that increase the number and quality of employment opportunities for people with disabilities.

**Verbal Behavior therapy (VB)** is a method of Applied Behavioral Analysis (ABA) for teaching individuals with autism, based on B.F. Skinner's description of the system of language.

**Vocational rehabilitation (VR, voc rehab)** is a federal and state-funded program providing services to help individuals with disabilities enter or return to employment. It is designed to assist individuals of work age with physical and/or mental disabilities compete successfully with others in earning a living.

# Resources

## **AUTISM SPEAKS RESOURCES**

**Autism Speaks Employment Tool Kit**

[autismspeaks.org/family-services/tool-kits/employment](https://autismspeaks.org/family-services/tool-kits/employment)

**Autism in the Workplace Resources**

[autismspeaks.org/family-services/adult-services/autism-and-employment](https://autismspeaks.org/family-services/adult-services/autism-and-employment)

**Autism Speaks Housing and Residential Supports Tool Kit**

[autismspeaks.org/family-services/housing-and-community-living](https://autismspeaks.org/family-services/housing-and-community-living)

**Autism Speaks Postsecondary Educational Opportunities Guide**

[autismspeaks.org/family-services/tool-kits/postsecondary](https://autismspeaks.org/family-services/tool-kits/postsecondary)

**Autism Speaks Adult Services**

[autismspeaks.org/audience/adults](https://autismspeaks.org/audience/adults)

**Autism Speaks Resource Library – Books**

[autismspeaks.org/family-services/resource-library/books](https://autismspeaks.org/family-services/resource-library/books)

## **WEBSITES**

**Autistic Global Initiative: A Project of the Autism Research Institute**

[autism.com/tests](https://autism.com/tests)

**Wrong Planet: Asperger & Autism Forum Community**

[wrongplanet.net](https://wrongplanet.net)

**GRASP**

[grasp.org](https://grasp.org)

**Autism Hangout**

[youtube.com/user/autismhangout](https://youtube.com/user/autismhangout)

**Carly's Café: Experience Autism through Carly's Eyes**

[carlyscafe.com](https://carlyscafe.com)

## **BOOKS**

***Beyond the Wall: Personal Experiences with Autism and Asperger Syndrome***

*by Stephen M. Shore*

***Defining Autism from the Heart: From Nonverbal to National Speaker***

*by Kerry Magro*

***Life and Love: Positive Strategies for Autistic Adults***

*by Zosia Zaks*

***Thinking in Pictures: My Life with Autism***

*by Temple Grandin*

**Have more questions or need assistance?  
Please contact the Autism Response Team for  
information, resources and tools.**

**TOLL FREE: 888-AUTISM2 (288-4762)**

**EN ESPAÑOL: 888-772-9050**

**Email: [FAMILYSERVICES@AUTISMSPEAKS.ORG](mailto:FAMILYSERVICES@AUTISMSPEAKS.ORG)**

**[WWW.AUTISMSPEAKS.ORG](http://WWW.AUTISMSPEAKS.ORG)**

**Text ART to 30644**



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**Autism Speaks** is the world's leading autism science and advocacy organization. It is dedicated to funding research into the causes, prevention, treatments and a cure for autism; increasing awareness of autism spectrum disorders; and advocating for the needs of individuals with autism and their families. Autism Speaks was founded in February 2005 by Suzanne and Bob Wright, the grandparents of a child with autism. Mr. Wright is the former vice chairman of General Electric and chief executive officer of NBC and NBC Universal. Since its inception, Autism Speaks has committed more than \$500 million to its mission, the majority in science and medical research. Each year Walk Now for Autism Speaks events are held in more than 100 cities across North America. On the global front, Autism Speaks has established partnerships in more than 40 countries on five continents to foster international research, services and awareness.

**To learn more about Autism Speaks, please visit [AutismSpeaks.org](http://AutismSpeaks.org).**

# AccessAbility Supports Handbook

A guide to AccessAbility Supports  
in Prince Edward Island



# SOCIAL PROGRAMS

**Toll Free: 1-877-569-0546**

## **Charlottetown**

Sherwood Business Centre  
161 St. Peter's Road  
902-368-6440  
Email: [aas@gov.pe.ca](mailto:aas@gov.pe.ca)

## **Summerside**

Access PEI  
120 Heather Moyse Drive  
902-888-8122  
Email: [aas@gov.pe.ca](mailto:aas@gov.pe.ca)

## **Souris**

Access PEI 15 Green Street  
902-687-7170  
Email: [aas@gov.pe.ca](mailto:aas@gov.pe.ca)

## **O'Leary**

Access PEI 45 East Drive  
902-859-8811  
Email: [aas@gov.pe.ca](mailto:aas@gov.pe.ca)

## **Montague**

Access PEI  
41 Wood Islands Road  
902-838-0700  
Email: [aas@gov.pe.ca](mailto:aas@gov.pe.ca)

***Interested in applying?  
Do you have questions about  
eligibility criteria?***

***Call the screening line at  
1-877-569-0546***



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# About this Handbook

This handbook is for people who may want to apply for, or who may be receiving, AccessAbility Supports. It can help you understand:

- ***How to apply***
- ***AccessAbility Supports you are eligible for***
- ***How to appeal a decision***

This handbook gives basic information. The details of your application will depend on your situation. Each application is different and unique.

## Defining AccessAbility Supports

The AccessAbility Supports Program offers supports to Islanders living with physical, intellectual, neurological, sensory, or mental disabilities. These supports are designed to empower individuals with disabilities to reach their full potential and participate in society as fully as possible.

## Who Can Apply?

To apply for the AccessAbility Supports Program, you must be:

- ***A person with a disability diagnosed by a health professional.***
- ***Experiencing significant impairment as a result of your diagnosed disability that is expected to last for more than 12 months.***
- ***A PEI resident with a provincial health number.***
- ***Lawfully entitled to remain in Canada with permanent residency status.***
- ***Under the age of 65 at the time of application.***

An AccessAbility Support Coordinator will help you with your intake to the program and to understand what supports are available.

# Frequently Asked Questions

## ***How do I apply?***

To apply, simply call our toll-free screening number 1-877-569-0546. You will then speak with someone who will be able to assess your eligibility and book an appointment for you to speak with an AccessAbility Support Coordinator.

## ***What happens when I call the screening number?***

The screener will help you determine if you may be eligible. They will ask you questions about the eligibility requirements. If you meet the initial eligibility, the screener will also schedule an appointment for you to meet with a clinical assessor.

In that appointment, the clinical assessor will guide you through a capability assessment that will help determine what supports you may benefit from, and what your funding ceiling will be.

In order to complete your intake and discuss what supports you need, you will still need to meet with an AccessAbility Support Coordinator. An appointment will be scheduled for you.

## ***What will happen at my intake appointment?***

You will meet your AccessAbility Support Coordinator and they will ask you questions about your life, your diagnosis, and the types of support you are looking to receive. They will go over the results of your capability assessment and explain your funding ceiling and what supports you will be able to utilize. They will discuss your unique needs and what needs you think you will have in the future.

## ***What does my AccessAbility Support Coordinator do?***

Your AccessAbility Support Coordinator is here to help you navigate the AccessAbility Supports Program. They will be able to answer your questions and help you access the supports available under the program that you need to be able to thrive in your everyday life. They may ask you to provide receipts, invoices, or other documents that are required to continue providing you with AccessAbility Supports. Your AccessAbility Support Coordinator will discuss your diagnosis and how it affects your life specifically. They will work with you to find ways to support your current needs and to help you plan for your future needs.

## ***How do I request support?***

Please feel confident to ask your AccessAbility Support Coordinator for any supports you may need. Your AccessAbility Support Coordinator will let you know if the requested support fits within the parameters of the program. If the requested support does not fit within AccessAbility Supports, they may be able to assist you in looking for a community organization or other service provider who can help you. AccessAbility Support Plans are unique to the individual and you should feel comfortable speaking about your needs.

## ***What if there is a change in my situation?***

If there is any change in your situation, you are responsible for informing your AccessAbility Support Coordinator of that change. Open communication will allow them to help you receive the supports you need that fit within the parameters of the program.

## ***Can I appeal a decision I disagree with?***

If a decision is made about your case that you are unhappy with, you can request an appeal within 30 days. Your AccessAbility Support Coordinator will guide you through the process of appealing a decision.

# Program Belief Statement

As staff of the AccessAbility Supports Program, we will make every effort to:

- **Recognize a person's right to apply for AccessAbility Supports;**
- **Treat people with respect;**
- **Protect people's privacy;**
- **Recognize people's right to make their own choices;**
- **Promote self-reliance;**
- **Provide quality service;**
- **Promote excellence;**
- **Be well-informed about other supports and services;**
- **Work in partnership with our clients; and**
- **Maintain our own well-being.**

## Our Promise to You

Our service standards are how we ensure quality service. As our commitment to you, we will:

- **Return phone messages and emails in a timely manner;**
- **Welcome a friend, family member, or advocate to any appointment;**
- **Tell you what is needed to complete your application;**
- **Assess your application fairly, according to the Supports for Persons with Disabilities Act and Regulations of the AccessAbility Supports Program; and**
- **Let you know if your application is approved in a timely manner, once the application is complete.**

# Client Rights & Responsibilities

A client is any person who applies for AccessAbility Supports. As a client, you have the right to:

- **Apply for AccessAbility Supports;**
- **Receive quality services;**
- **Be treated with respect;**
- **Have your application reviewed according to the Act and Regulations of the AccessAbility Supports Program;**
- **Expect to receive supports if your application is approved;**
- **Ask someone for help – a friend, family member, or advocate;**
- **Appeal a decision if you disagree;**
- **Ask to see your file; and**
- **Expect privacy regarding the information in your file.**

You are responsible to:

- **Provide evidence of documented diagnosis from a medical professional and other documentation as requested;**
- **Always provide complete and true information;**
- **Report changes to your finances or living situation;**
- **Repay any money that you were not entitled to receive;**
- **Actively look for work, if you are an employable person;**
- **File your Income Tax Return, each year, on time; and**
- **Explore other ways to receive money; for example: Employment Insurance (EI) or the Canada Pension Plan (CPP).**

Clients may be expected to pay a portion of their disability-specific needs based on their annual income. However, if you are eligible for Assured Income or are under the age of 18, you will be exempt from this contribution.



# Five Areas of Support

## ***Personal Supports***

Personal supports are directly related to the individual's disability. Personal supports help with personal daily living assistance such as life skills training, technical aids and assistive devices, in-home supports, personal care workers, and support for extraordinary care needs.

## ***Community Supports***

Community supports are designed to help increase active participation and full inclusion within the community for individuals with disabilities. Community supports include peer supports, day programming, personal support workers, and specialized transportation.

## ***Housing Supports***

Housing supports assist individuals with disabilities with living independently. Housing supports include vehicle modifications, residential supports, and home modifications.

## ***Caregiver Supports***

Caregiver supports provides funding to applicants with disabilities, to purchase supports and services to support the applicant's caregiver. Caregiver supports include supervision funding, behavioural supports, and respite funding.

## ***Financial Support***

Assured Income is for individuals and families with disabilities who may not be able to provide for their basic needs, such as food, clothing, shelter, household, and personal supplies.

# Unique Needs and Future Planning

## *Unique Needs*

You have important and unique needs. Please have discussions with your AccessAbility Support Coordinator about the unique needs you have and the ways you feel you can be best supported. The AccessAbility Support Coordinators will always be open to discussion and will do their best to support your needs within policy parameters.

## *Future Planning*

Thinking about and making plans for the future is always important, especially for individuals with a disability and their caregivers. Your AccessAbility Support Coordinator will have discussions with you about supports you may need in the future and can help you take proactive steps toward your goals.

As a caregiver, if you have questions about estate planning and leaving assets (houses, cars, money, etc) to individuals receiving AccessAbility Supports, please do not hesitate to discuss this with your AccessAbility Support Coordinator.

# Funding Ceilings

As part of your intake into the AccessAbility Supports Program, you will take part in a Capability Assessment with one of our clinical assessors. This assessment is designed to look at the areas of your life and determine where you need extra support due to your disability. From this assessment, you will receive a funding level. Your funding level indicates the amount of money per month that can be used to fund available supports. If you are eligible for a technical aid, mobility device, vehicle modification, or home modification, the payment for those supports may be spread out over time, depending on how much they cost.

# Personal Supports

Personal Supports provide funding to purchase supports directly related to the applicant's disability needs and goals. Support options include:

## ***Life Skills Development***

Interventions for teaching and modeling daily living skills such as cleaning, meal preparation, budgeting, grocery shopping, and laundry.

## ***Independent Living***

Supports that enable the individual to be self-sufficient and live independently in the community.

## ***Daily Living Supports***

Supports to assist an adult with a disability to live more independently by supporting daily living activities.

## ***Technical Aids and Assistive Devices***

Applicants may be eligible for technical aids and assistive devices to improve their ability to live independently. Technical Aids and Assistive Devices include bathroom aids, bedroom aids, communication devices, feeding equipment, hearing aids, household aids, orthotic devices, ostomy supplies, positioning and ambulation aids, including wheelchairs, prosthetic devices, and visual aids.

## **Capacity Building**

Supports to assist the individual with building skills and capacity in daily living activities, social interactions, and interpersonal relationships.

## **Specialized Care**

Individualized funding supports to assist with extraordinary care needs.

***Personal Supports are intended to supplement the natural supports that an applicant receives from their family and other personal supports, and through other government and community resources.***

# **Community Supports**

Community Supports provide funding to applicants with disabilities to purchase supports and services to support inclusion in their community. Supports include:

## **Community and Peer Connection**

Supports for applicants over the age of 12 to establish connections with peers in a group environment. The goal of peer connection is to establish social interactions which can be maintained by the individual and/or family.

## **Community Participation**

Supports for applicants to participate in the community, such as day programming, a personal support worker, or specialized transportation needs.

## **Peer Supports**

AccessAbility Support Coordinators work closely with an applicant with a disability who is over the age of 18 to develop, implement, monitor and adapt their life plans as their circumstances change.

## **Employment and Vocational Supports**

Employment supports are designed for clients to support employment participation by developing the necessary skills to prepare for, find, and maintain meaningful employment while simultaneously removing barriers to employment. Vocational training is programming designed to support the development of essential work skills and/or post-secondary or other adult education courses.

***Community Supports are intended to supplement the natural supports that an applicant receives from their family/personal supports, and through other government and community resources.***

## **Housing Supports**

Housing Supports provide funding to applicants with disabilities to purchase supports and services to help the applicant to live with independence. AccessAbility Supports include:

### **Vehicle Modification**

Funding for eligible applicants to make modifications to their primary vehicle directly related to their disability needs as determined by a licensed Occupational Therapist and adhering to the AccessAbility Supports Program funding parameters.

### **Home Modifications**

Funding for eligible applicants to make modifications to their primary residence directly related to their disability needs as determined by a licensed Occupational Therapist and adhering to the AccessAbility Supports Program funding parameters.

### **Residential Supports**

Funding provided to a paid caregiver to provide daily supervision and guidance in a community-based residential setting.

***Housing Supports are intended to supplement the natural supports that an applicant receives from their family/personal supports, and through other government and community resources.***



# Caregiver Supports

Caregiver Supports provide funding to applicants with disabilities to purchase supports and services to support the applicant's caregiver. They are designed to assist the family or caregivers to support the applicant. Supports include:

## **Supervision**

Funding for applicants over the age of 12 who cannot safely be left alone, enabling the primary care provider(s) to attend school or work.

## **Respite**

Funding for eligible applicants to provide temporary relief for caregivers from full care and supervision demands, while facilitating a positive experience for the person with a disability.

## **Behavioural Supports**

Focused interventions for teaching/modelling functional social skills and targeting improvement in non-normative social behaviours related to the safety of self or others.

***Caregiver Supports are intended to supplement the natural supports that an applicant receives from their family/personal supports, and through other government and community resources.***

# Assured Income

Assured Income provides financial support for individuals and families with disabilities that may not be able to provide for basic needs such as shelter, food, and other essentials.

Based on a budget deficit calculation, eligible applicants can access funds from the following Assured Income components:

- **Essentials (clothing, household supplies, personal requirements, and local transportation)**
- **Food Allowance**
- **Shelter Supports**
- **Communication Supports (telephone and/or internet)**
- **Special Needs (ie. optical, furniture)**
- **Medical Supports**
- **Transportation**
- **Community Living Expense**

## Income

Income is money you receive. The program looks at two kinds of income: earned and unearned.

### Earned Income

Earned Income is money you receive from working, such as wages or salary or self-employment.

### Unearned Income

Unearned Income is money you do not earn from work, such as Canada Pension Plan, Old Age Security, Employment Insurance, Worker's Compensation, and gifts or gambling winnings.

### Excluded Income

Excluded Income is money you receive that is not counted as income in your application, such as Canada Child Benefit, Child Support (Maintenance Enforcement Payments), foster care payments, HST & Income Tax refunds.

## Income Exemption

The earned income exemption allows you to keep additional income over your Assured Income when you work. By working, you have the opportunity to build job skills and experience while spending time in the community. If you are receiving Assured Income, you are able to earn an extra \$500 per month, plus 30% of any additional earnings above the \$500 without it affecting your Assured Income. However, it is still important that you report **all** earned income to your AccessAbility Support Coordinator.

### Example:

John is receiving Assured Income and working a part-time job, earning \$700 in March.

John's earned income =	<b>\$700</b>
Earnings exemption =	<b>\$500</b>
Amount left over =	<b>\$200</b>
30% of the amount over \$500 =	<b>\$60</b>
John's Total Exemption =	<b>\$560 (\$500 + \$60)</b>

\$560 of John's earned income will not be counted in his assessment and therefore won't affect his Assured Income.

### Asset Exemption:

Applicants are expected to look at any other assets they may have to meet their needs before applying for Assured income. However, certain assets are exempt from consideration when determining the individual's application, including the principal residence of the applicant/co-applicant, and one vehicle (as long as it is not used primarily for recreation).

# Overpayments, Deposits, and Repayment

An overpayment is when you receive more money than you are eligible to receive. If this happens, you are responsible to pay the money back. Your AccessAbility Support Coordinator will speak to you about repayment options for any overpayments you receive.

Clients receiving Assured Income: If you receive a damage or utility security deposit, you are required to pay it back within 12 months.

Clients receiving only AccessAbility Supports: overpayments will be dealt with on an individual basis.

## ***Important Reminders:***

***Report all changes in your finances or living situation right away.***

***Explore all income sources available to you and your family (for example: Employment Insurance or Canada Pension Plan).***

***File your Income Tax Return each year. This may provide more income including an HST refund or Canada Child Benefit.***

# Documents Checklist

Document	This Applies To	AI	Disability Specific
Identification	Each adult family member	Yes	Yes
Citizenship	Each person born outside Canada	Yes	Yes
Direct Deposit Information	Primary Applicant	Yes	Yes
Bank Statements	Each adult with a bank account	Yes	No
Pay stubs for the last 31 days	Each adult that is employed	Yes	No
Business Financial Records	Each self-employed adult	Yes	No
Record of Employment	Each adult who recently stopped working	Yes	No
Verification of income	Each adult family member	Yes	No
Confirmation of Residency	1 person per household	Yes	No
Utility bills	1 person per household	Yes	No
Verification of household expenses	Each adult who pays an expense	Yes	No
Medical Information	As needed	Yes	Yes
Verification of custody	As needed	Yes	Yes
Verification of Assets	For each applicant	Yes	No
Notice of Assessment (NOA)	As needed	Yes	Yes



# Alternative Programs

Other Government programs may help you meet your needs, such as:

## ***Social Assistance Program***

Helps when you do not have enough money to pay for your basic needs, such as food, shelter and utilities. It may also provide support for other needs such as medications, glasses and/or furniture.

## ***Child Care Subsidy***

Assists Islanders with the cost of child care and daycare services for children up to and including 12-year-olds. Assistance is available for Islanders who are working, attending school or at home - depending on your situation and income level. The program is flexible and offers a range of options for support.

## ***Housing Assistance***

Provides low income Islanders with appropriate housing at a reduced cost. For qualified applicants, this might be renting a social housing unit, receiving a rent supplement or mobile rental voucher that reduces the cost for rental market housing. The program is needs- based with priority given to those assessed to be in the greatest need.

## ***Seniors Housing Program***

Many seniors find their housing needs change over time. You may find your income is less than in earlier years and/or you may find it more difficult to maintain your home. You are eligible to apply if you are 60 years of age and older, or 55 years of age and older and have a disability.

### ***Seniors Independence Initiative***

Provides financial assistance for practical services making it easier for seniors to remain in their own homes and communities. Help is available for services such as light housekeeping, transportation, meal preparation, or snow removal and complements supports provided to seniors by Home Care or family members.

### ***People Experiencing Family Violence***

If you or someone you know is experiencing family violence, help is available. The AccessAbility Supports Program provides financial support to meet the emergency needs of people experiencing family violence.

## 911

Call 911 if your health, safety, or property is threatened and you need immediate assistance for yourself or someone else.

## 811

A registered nurse is available 24 hours a day to answer your health questions over the phone and will:

- help you determine whether you require emergency or non-urgent medical attention;
- provide current, reliable information related to your health issue; and
- offer helpful guidance about health services available in the province.

## 988

Suicide Crisis Helpline. If you are dealing with thoughts of suicide, or are worried about someone else, 9-8-8 is here for you. When you reach out, a trained responder will listen without judgement, provide support and understanding, and can tell you about resources that will help.

## 211

If you need help and don't know where to start, dial 2-1-1.

211 PEI is a support service offered by United Way of PEI, in partnership with the Province of Prince Edward Island to help Islanders navigate the network of community, social, non-clinical health and government services available across the Island.

<https://pe.211.ca/>

# Notes

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**Government of Prince Edward Island**

**Department of Social Development and Seniors**

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Charlottetown, PE C1A 1M7

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[www.princeedwardisland.ca/en/topic  
/social-development-and-seniors](http://www.princeedwardisland.ca/en/topic/social-development-and-seniors)

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# Adult Diagnosis Package

July 2020  
Stars for Life Foundation  
[www.starsforlife.com](http://www.starsforlife.com)  
(902)- 894-9286

This project is part of the Investment Readiness Program funded by the Government of Canada's SI/SF Strategy.



COMMUNITY  
FOUNDATIONS  
OF CANADA



**Investment  
Readiness**  
Program

## **Disclaimer**

*This material is prepared by the Stars for Life Foundation for Autism with the intention that it provides general and specific information which is current when first published, to aid individuals with and searching for a diagnosis of autism spectrum disorder. Services and resources stated should be obtained by each individual and or by family acting on behalf of the individual. While every care has been taken in the preparation of this material, the Stars for Life Foundation for Autism cannot accept responsibility for any errors or omissions in the material, including those caused by negligence or harm during the caring of any acquired services. The Stars for Life Foundation for Autism is not responsible for the accuracy of information contained on other websites accessed by links from this website.*

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## **What is Autism?**

Autism, or autism spectrum disorder (ASD), refers to a range of conditions characterized by challenges with social skills, repetitive behaviors, speech, and nonverbal communication, as well as by unique strengths and differences. We now know that there is not one autism but many types.

The term “spectrum” reflects the wide variation in challenges and strengths possessed by each person with autism.

Autism’s most obvious signs tend to appear between 2 and 3 years of age. In some cases, it can be diagnosed as early as 18 months. Some developmental delays associated with autism can be identified and addressed even earlier.

Adults with autism who are high functioning may have only mild challenges, while others may have more severe, such as impaired spoken language. ASD affects every individual differently.

ASD symptoms can interfere with everyday life, regardless of the severity or how they are exhibited.

## **What Causes Autism?**

There is currently no known cause for autism spectrum disorder. However, scientists believe that some genetic and environmental aspects play a role in the cause of ASD. Genetically, it is believed that autism could be a genetic disorder or a genetic mutation in early stages of pregnancy. Environmentally speaking, there is some increased risk with advanced parent age, pregnancies spaced less than one year apart, and pregnancies with complications including low weight birth, multiple pregnancies (twins, triplets, etc.), and extra premature births.

## **Executive Functioning**

Many people with autism spectrum disorder struggle with executive functioning. Executive functioning is the process that aids people in their ability to mentally process a plan, focus their attention, remember instructions, and juggle multiple tasks successfully. They also struggle with the ability to sequence information, regulate emotions, and are not able to see the big picture while focusing on small details. Executive functioning can be divided into two categories, organization, and regulation. Organization can be classified as gathering and structuring information for evaluation. Regulation refers to recognizing your surroundings and changing your behavior to respond appropriately.

The following areas that individuals with executive functioning difficulties struggle with are:

## **Impulse Control**

Individuals may be very impulsive and may not think before speaking or acting.

Accommodations to improve Impulse Control:

- Playing an instrument/singing
- Video games
- Role-play
- Individualized toolbox
- Yoga
- The STAR technique: Stop, Think, Act, Review.

## **Flexibility**

Individuals may find it challenging to adapt to changes in their daily lives, schedules, and environment. They may be stubborn and struggle to shrug off disappointments. In their mind, there may only be one solution to a problem, and they may not be open to other perspectives.

Flexibility can be improved with the following:

- Playing an instrument/singing
- Video games
- Tools that help identifying problems
- Check lists/schedules
- Model and “Think out Loud”
- Self-talk
- Yoga

## **Emotional Control**

Individuals may have explosive, angry outbursts in reaction to seemingly small problems and may become tearful. Mood swings are common.

Emotional Control can be improved by:

- Understanding their own sensory triggers
- Practicing self-regulation
- Adapting to their environment
- Yoga/Meditation
- Role-playing

## **Task Initiation**

Individuals with ASD may struggle to take initiative and may lack motivation. Many individuals are unable to begin a task even when it is an activity that they enjoy doing, they need direction on where to begin. They may struggle to come up with ideas to fill their free time.

Struggles with task initiation can be addressed with the following:

- Schedules and checklists
- Step by step instructions, written or video
- Alarms and reminders on cell phones
- Provide 3-4 choices, not free choice
- SMART goals

## **Working Memory**

Individuals may appear absent-minded and may experience difficulty with multi-step chores such as only remembering the first or last steps.

Accommodations to address challenges with working memory:

- Provide written or video instructions
- Break big chunks of information into small, bite-sized pieces
- Exercise
- Playing an instrument/singing/dancing
- Dual-N-back brain game
- Strategy games
- Yoga

## **Organization and Planning**

Individuals may experience challenges with organizing written work, struggle in planning future activities and may underestimate the time required to complete a task. Following a task through to completion can be a challenge.

Accommodations to address planning and organization challenges include:

- Checklists
- Break down task in smaller, manageable pieces
- Graphic organizers
- Day planner, Google calendar or iCal
- Set time limits
- De-clutter environment
- Timer

## **Self-Monitoring**

Individuals may be unaware of how their behavior affects other people, may struggle to ask for help when needed, may make careless errors, and leave work incomplete.

Accommodations for self-monitoring include:

- Checklists
- Reminders
- Scripts

Executive functioning issues can be managed when using the suggested tools mentioned above. It is important to improve your self-awareness and understanding when you are having executive functioning difficulties.

There is currently no specific test that will identify if someone has an issue with executive functioning. Experts typically rely on different tests to measure certain skills; these tests can highlight the problems that individuals can have with executive functioning.

## **Sensory Processing Difficulties**

It is very common for individuals with autism to experience sensory processing difficulties. This means that these individuals struggle with receiving information from one or more of their five senses: smell, taste, touch, sight, and sound. There are two different ways that sensory issues can affect someone, hyposensitivity, and hyper-sensitivity. Hyper-sensitivity is when your body overreacts to normal levels of sensory stimulation, whereas hyposensitivity is when your body under-reacts to normal levels of sensory stimulation. Individuals who struggle with sensory processing will need to make adjustments and have specific accommodations in place to aid them in regulating their senses in certain scenarios.

Those with hyposensitivity can often feel the need to be in constant motion; crave fast, spinning and/or intense movement, and jumping on furniture and trampolines. Those who are hyper-sensitive may be fearful of activities that require good balance, including climbing on playground equipment, riding a bike, or balancing on one foot, especially with eyes closed. They may appear clumsy.

### **What are sensory processing difficulties?**

Sensory processing difficulties were first identified by the idea that certain people's brains cannot do what most people take for granted - process all the information coming in through seven (not the traditional five) senses to provide a clear picture of what's happening both internally and externally.

Along with touch, hearing, taste, smell and sight, there are the “internal” senses of body awareness (proprioception) and movement (vestibular). When the brain can’t synthesize all this information coming in simultaneously, it has been described as “It’s like a traffic jam in your head, with conflicting signals quickly coming from all directions, so that you don’t know how to make sense of it all.”

*The internal senses:* Proprioceptive receptors are located in the joints and ligaments, allowing for motor control and posture. The proprioceptive system tells the brain where the body is in relation to other objects and how to move. Individuals who are hypo-sensitive crave input; they may love jumping, bumping, and crashing activities, as well as seeking deep pressure such as that provided by tight bear hugs or squeezing into tight spaces. Individuals who identify as hypersensitive, often have difficulty understanding where their body is in relation to other objects and may bump into things and appear clumsy; because they have trouble sensing the amount of force they’re applying, they may rip the paper when erasing, pinch too hard or slam objects down.

Some adults with ASD have found the following adaptations can help with sensory difficulties:

- Headphones, music players, earmuffs, noise cancelling headphones, & ear plugs.
- Sunglasses, tinted glasses, and hats with brims.
- Chewing gum or other chewable items.
- Stress balls or other “fidgets”.
- Environmental aids- workspaces designed to remove or reduce physical barriers for individuals with autism. Such as standing desks or workspaces, reduced lighting, & minimized visual distractions
- Products such as therapy ball chairs, which are designed to help people gain a better sense of, and more control over, their own balance and coordination, by providing feedback to the sensory system
- Smartphones, tablets, calculators, computers, managing calendars, setting reminders, and paper-based organizers like day planners or visual schedules can all help with organization and other executive functioning difficulties.

## **Autism Statistics**

Gathered by IAN (Interactive Autism Network) and other various organizations:

- 1 in 66 children in Canada have autism.
- 1 in 42 in males, 1 in 189 in females are diagnosed with Autism Spectrum Disorder.
- Independent adults with ASD can often have co-occurring conditions including:
  - ❖ 60% may have Gastrointestinal problems
  - ❖ 66% may have sleep issues
  - ❖ 15% may have seizures
  - ❖ 30% may have ADHD (Attention Deficit Hyperactivity Disorder)



- ❖ 24% may have OCD (Obsessive Compulsive Disorder)
- ❖ 67% may have anxiety
- ❖ 72% may have depression
- ❖ 18% may have bipolar disorder

## Diagnosis and Screening

### Characteristics & Signs

#### **Social Interaction Struggles that May Affect Individuals with ASD:**

- Be unaware of what is socially appropriate and have difficulty choosing topics to talk about or choosing inappropriate topics.
- Have a small amount, or no friends and may choose not to socialize very much.
- Experience anxiety in social situations and group settings, possibly resulting in experiencing repetitive behaviors as coping mechanisms
- Find small talk and chatting very difficult.
- Have problems understanding double meanings, for example not knowing when people are teasing you or taking what people say very literally.
- Feel more comfortable with people much older or much younger but have trouble connecting with peers.

#### **Verbal and Nonverbal Communication Struggles that May Affect Individuals with ASD:**

- Have difficulty understanding gestures, body language, and facial expressions.
- Not be socially motivated because they find communication difficult.
- Have difficulty making eye contact
- Have difficulties expressing themselves, especially when talking about emotions as well as difficulties identifying other's emotions
- Find participating in conversation to be challenging.
- Use flat, monotone, high pitch, or robotic speaking patterns that may not reflect the intended emotion.
- Invent their own descriptive words and phrases.
- Not understand figures of speech in terms of phrases such as "*the early bird catches the worm*"
- Have difficulty respecting other people's personal space.
- Use words out of context of their usual meanings.

#### **Repetitive Behavior that Individuals with ASD May Display:**

- Have an obsession with rigid routines and experience severe distress if routines are disrupted.
- Display a deep knowledge about a few specific areas of interest and prefer to keep focus on that area in conversation.
- Display repetitive movements or tics.
- Communicate with repetitive verbalizations such as echoing or quoting directly from movies or books, particularly when anxious or agitated.
- Use objects in a repetitive manner, such as lining things up, patterning objects, or handling objects in their hands.

### **Other common Symptoms that May Affect Individuals with ASD:**

- Be extremely knowledgeable in one or two academic subject areas, but have challenges being as successful in others.
- Have problems with forecasting plans for the future, and have difficulties organizing daily life.
- Respond emotionally when something unexpected happens or when things are moved or rearranged.
- Have difficulty reading and writing
- Experience hyper-sensitivity or impaired sensitivity to sensory input such as sounds, smells, tastes, textures, lights and/or colors.
- Feel clumsy and have difficulty with coordination.
- Be more socially isolated.
- Be perceived as eccentric or an academic
- Exhibit visual problems such as staring at spinning objects or light, fleeting peripheral glances, side viewing, and difficulty attending visually.

Autism can go undiagnosed into adulthood for various reasons. Sometimes it can be misdiagnosed as Schizophrenia, ADHD, anxiety disorder, or OCD, as symptoms are often similar. As ASD information becomes more readily available adults are starting to connect signs and symptoms to their own feelings and behaviors.

Autism has a broad spectrum of signs and symptoms. No one person will experience every trait but may experience struggles with social interactions, verbal and nonverbal communication, and repetitive behaviors.

To receive an official diagnosis, you will have to go to a healthcare professional, however, if you are still curious about doing more self-screening, Autism Canada has developed an online self-screening questionnaire. This is by no means a diagnosis of autism spectrum disorder, but it will help individuals gain some more knowledge and clarity around what they may be experiencing or having challenges with. The test will ask you a series of 50 questions with four possible answers available. After finishing the questionnaire, the computer will evaluate your results and give you a score to fit in the categories of low, average, and high risk. This test is a helpful way to guide you to the next step of the process. Follow the link <https://autismcanada.org/about-autism/diagnosis/screening-tools/adult/>

## Steps with a Doctor

Since ASD is primarily known as a disorder diagnosed in childhood the vast majority of evaluation methods are designed for children. This makes it that much harder to diagnose adults. Because of these limitations the most common way that an adult gets evaluated for ASD is through observation. A healthcare professional will conduct a discussion with the patient about challenges in areas of communication and social interactions while observing the patient's behavior. According to an article posted by ADDitude called *Professional Guidelines for Diagnosing Autism Spectrum Disorder*, some of the tactics that are used in the evaluation process are:

- Asking the patient to explain how other people would describe them such as friends or family. This is to see if he/she has a sense of how they may impact's others and how they are viewed.
- Asking the patient how someone close to them would describe them versus someone who is not close to them. This is to see if the patient has an understanding of how different people experience them differently.
- Practicing role-play with the patient to see how they do with conversation.
- Show the patient pictures of emotional faces and see if they can name the emotion being displayed. This helps to see if the patient understands emotions and if they can recognize them.
- Describing social scenarios to see if the patient has an understanding of what's appropriate and inappropriate in certain situations. Along with if the patient understands when they are being rude or polite.

Some individuals may feel it is not necessary to get a proper diagnosis and are content with a self-diagnosis. However, receiving an ASD diagnosis for those that seek one can be very beneficial for many reasons. Some of these reasons include:

1. **Understanding Yourself** - Many people may struggle with not understanding certain difficulties that they face daily or have received a misdiagnosis with some confusion. With a proper diagnosis of ASD individuals may feel relief finally knowing why they experience their symptoms. They will be able to learn about their disorder and access necessary supports.
2. **Gaining the Understanding of Others** - Those diagnosed as adults may have felt misunderstood their whole lives. Unfortunately, people can easily be teased or bullied for being a little "different" than others. Even your friends and family may make you feel misunderstood. A diagnosis can help people to better understand your social and communicative difficulties and will make it easier for them to empathize with you.

3. **Receiving Proper Services** - There are support programs and services available for adults with ASD to help them navigate through day to day life. With a proper diagnosis, individuals will be able to access ASD-specific care and services.
4. **Joining the ASD Community** - There can be a sense of relief to meet with people who share your experiences and struggles. Being able to compare and share stories can be very beneficial and supportive for individuals with ASD. Becoming a part of a community that fully understands you can be very beneficial.

### **Seven tips for those who have received an autism diagnosis as adult:**

- 1) **Seek help** - Seeking the help of a counselor is a good idea so that you have someone to talk to about your feelings and concerns. An adult support group may be beneficial so that you have other people to talk to who are going through the same thing or are further along in the journey.
- 2) **Get family counseling** - Parents can feel guilty about a late diagnosis and blame themselves for not recognizing the signs of ASD earlier. Feeling overwhelmed about the future after being diagnosed is also common. Siblings may also need support with the new diagnosis and how they best can help.
- 3) **Reach out to the family doctor** - Parents may also want to make an appointment with their family doctor to keep them informed. Short term medication may be needed if you are experiencing depression or high levels of anxiety.
- 4) **Research adult services in your area** - Research and make a list of what services you might need: work support, post-secondary support, independent living skills training, and social skills training. Connect with local disability organizations.
- 5) **Look into province-wide services** - Go to the provincial government's website and read about Persons with Disabilities. There are tax breaks, benefits that can be applied for, and housing support. Learn about your legal and financial rights and what supports you may need for future planning based on UNCRPD.
- 6) **Educate yourself** - There are some great resources about adults on the spectrum. There are more authors writing about topics that affect adults. Talk to other individuals, families, and support people who are further along on the adult journey and ask questions. Those who are navigating the same journey are often a wealth of information and most are eager to share valuable information.
- 7) **Keep calm and know that this is a process** - It will take time to get support in place and there will be challenges along the way. Some supports and resources will work, and others may not be as helpful.

## **Addressing your Overall Health & Wellness:**

Common comorbid conditions that often accompany ASD are:

- **ADHD/ ADD (Attention Deficit Hyperactivity Disorder)** - ADHD is a disorder that shares many communication and social skill symptoms with autism spectrum disorder. It too is a neurodevelopmental disorder that is most commonly found in children but can be diagnosed in adulthood as well.
- **OCD (Obsessive Compulsive Disorder)** - OCD on the other hand has similar symptoms when it comes to the repetitive and ritualistic behavior that most ASD individuals experience. OCD is an anxiety disorder that causes people to have recurring thoughts, ideas, or sensations that put them in a repetitive state of doing something.
- **Anxiety** - Researchers suggest that at least a third of the ASD population have an anxiety disorder. It is important to seek treatment as it can greatly impact your daily life.
- **Depression** - Depression can be very difficult to diagnose in people with ASD. As it can be challenging for ASD individuals to express or even recognize that they have depression

A Doctor may prescribe medication to help someone with ASD lessen their symptoms of:

- Irritability
- Aggression
- Repetitive Behavior
- Hyperactivity
- Attention problems
- Anxiety and depression

Studies show that individuals with autism spectrum disorder can have other medical issues such as intestinal disorders or chronic gastrointestinal inflammation. These disorders make it difficult for the body to absorb certain essential nutrients. Maintaining a healthy diet and exercise routine will help you think more clearly and have enough energy to sustain you throughout the day.

Some believe that individuals with ASD also have different immune responses to viruses, toxins or certain foods causing them to have different reactions. It has been shown that dietary change and alternative medicine can improve the body's immune responses. Doctors and caregivers have reported positive changes in those with ASD after making these adjustments.



## **Other Types of Therapies Available:**

There are many other forms of nontraditional supports that can aid with improving symptoms. However, only certain forms are available in Prince Edward Island. The following are according to Autism Canada and can be accessed in PEI.

**Art therapy** is a good tool to help expand one's imagination, communication, and socialization skills.

**Therapeutic riding** for individuals with autism. This program is based on Horse Boy methods which were developed specifically to accommodate the needs of individuals with autism. We are not teaching individuals to ride (unless that is what they want) instead we use the horse as a tool to help individuals to improve communication, academics, perspective taking and many other skills.

**Occupational therapy** teaches many skills to help increase the independence and quality of life for people with ASD. Some skills taught in occupational therapy include:

- o Self-help and coping skills such as dressing, grooming, sleeping, and eating.
- o Adaptive behavior by helping to reduce unwanted behaviors.
- o Fine motor skills such as learning to hold a pen, tie shoelaces, fasten clothes while dressing, or use utensils during a meal.
- o Physical exercise to improve endurance, muscle strength, stamina, or overall health.
- o Socialization skills.
- o Appropriate play skills and making friends.
- o Sensory integration, and emotional arousal and regulation.

**Music therapy** helps enable communication and expression – which are some of the core symptoms of ASD.

Neurofeedback, Audiometric testing, Sensory integration therapy, Water therapy, and Vision therapy are all additional forms of support but cannot be accessed in PEI.

For further information on available supports in PEI please contact our office.

## Reflections of Adults on the Spectrum

“Embrace *the unorthodox, something that you think may not work to help you, could surprise you!*” - Nick (age 17 when diagnosed)

“Knowing *that there is a reason why I am the way I am.*” - Billie (age 26 when diagnosed)

“The *people in my life are more understanding of me. Autism is very manageable if you work at it.*” - Devin (age 25 when diagnosed)

## Post-Secondary Education

### **The Academy of Learning**

The Academy of Learning Career College offers courses to students that need extra assistance when learning. The academy conducts learning with assistance from the Integrated Learning System (ILS) which is a self-directed, multi-sensory learning experience. The purpose of ILS is to provide students the opportunity to make connections between experiences and learning so that information and skills can be applied. It gives students the opportunity to guide their own learning and have a very hands-on experience. The academy offers a wide variety of courses to choose from, the PEI courses are listed on their website

<https://www.academyoflearning.com/programs/prince-edward-island/>.

For more information contact Katherine McQuaid at [kmcquaid@aolpei.ca](mailto:kmcquaid@aolpei.ca) or (902) 894-8973

### **Holland College**

When applying to Holland College you will be asked a question on your application stating whether or not you have specific physical or learning requirements. When you select yes to this question you will be advised to contact Academic Support Services, so they are able to assist you in the needed areas. Once you contact the Academic Support Services, they will review your file and consult with you to determine necessary supports. When it comes to ASD they often look at the supports that were in place with that student in High School and see if those supports were suitable. The college may also assign a Student Support Worker to the individual with autism to aid them in academics, problem solving, and social and group settings, primarily group projects. The student support services that Holland College provides include:

- One on one support
- Time management and organizational skills

- Study skills
- Accommodations for physical needs
- Confidential consultations
- Individualized program for academic learning
- Test and exam accommodations
- Access to and training of assistive technologies
- Note-taking, tutoring, and mentoring
- Learning- strategy support
- Campus accessibility
- Support with self-advocacy
- Transition planning with high schools and families

Holland College assists students to be independent and reach their full academic potential. They focus their support to try and target individualized needs in learning. All services provided are free of charge.

For more information on what Holland College offers students with disabilities please contact Velda Crane, Coordinator of Student Support Services at (902)-629-4237 / [vcrane@hollandcollege.com](mailto:vcrane@hollandcollege.com) or visit Student Support Services at Prince of Wales Campus, 140 Weymouth Street, Charlottetown Prince Edward Island.

## **University of Prince Edward Island**

The University of Prince Edward Island offers many support services and equipment to those in need. When you are applying to UPEI and you have a documented temporary disability, you will be able to access UPEI's Accessibility Services. To access these services, you will need to request an appointment with one of the case managers at the school. You can book an appointment by calling 902-566-0488 or by emailing [studentserv@upe.ca](mailto:studentserv@upe.ca). You will need to provide medical documentation of your need for your specific accommodations at the appointment to clarify that you qualify for the program's services. Here is an example of the medical form that you will need [https://files.upei.ca/studentlife/medical\\_assessment\\_form\\_students\\_with\\_disabilities.pdf](https://files.upei.ca/studentlife/medical_assessment_form_students_with_disabilities.pdf). Aside from what your doctor is suggesting for support services the case manager will assess what services you were provided in high school if you happen to be coming directly from high school. A transition meeting will be scheduled with resource teachers from high school, your UPEI case manager, yourself, and your guardian. This meeting will be extremely helpful when deciding what support services will aid you best in receiving the most out of your education. Services that could be offered to you as a student with a disability include:

- Campus accessibility
- Confidential consultations
- Test, exam, and classroom accommodation

- Assistance with grants
- Assistance with adaptive technology
- Note taking, tutoring, and mentoring
- Use of a scribe or oral testing
- Learning-strategy support
- Assistance with self-advocacy
- Transition planning with high schools and families
- Textbook to audio/pdf
- Special residence accommodations

The services you require will be determined by any suggestions made by your doctor as well as accommodations suggested by your case manager.

Follow the link below to see the guidelines UPEI has for medical documentations

[https://docs.google.com/document/d/1BdKCOC768Tfth\\_tNB5oGY-KybwQA-HMyTlvI80b77Ps/edit?ts=5ef397b7](https://docs.google.com/document/d/1BdKCOC768Tfth_tNB5oGY-KybwQA-HMyTlvI80b77Ps/edit?ts=5ef397b7).

Provided below is a checklist that students can utilize to help them navigate the steps for applying and receiving proper support.

[https://docs.google.com/document/d/1qQeH62qhY8SvIoAKPTstjJtNAbnm\\_95Kfy0\\_ALolpMY/edit](https://docs.google.com/document/d/1qQeH62qhY8SvIoAKPTstjJtNAbnm_95Kfy0_ALolpMY/edit).

For more information regarding UPEI's Accessibility Services please refer to their website

<https://www.upei.ca/accessibility>.

Apart from the UPEI Accessibility Services, UPEI offers other programs such as The Gateway Program, the Best Buddies Program, and the Campus Life Program.

- **The Gateway Program** is available to all UPEI students and is completely free. The program consists of sessions with student mentors provided by professional staff to help develop skills such as time management, organization, note taking, studying skills and more. You will also be able to meet with the program coordinator on a regular basis to help provide you with what you need. For more information on The Gateway Program visit [www.upei.ca/studentlife/gateway-program](http://www.upei.ca/studentlife/gateway-program) or contact Keith Lawlor, Program Coordinator, at [kjlawlor@upei.ca](mailto:kjlawlor@upei.ca) or at 902-566-6001.
- **The Best Buddies Program** was founded in the United States and is now available in every province in Canada. The program offers individuals with an intellectual or developmental disability the chance to communicate with each other and with other individuals, who do not have a disability. If you are interested in being a part of the Best Buddies Program you can talk with your case manager or support worker to help you sign up.
- **The Campus Life Program** is available to all students to help gain memories, create friends, and be more involved in the university life. On Tuesdays, Wednesdays, and

Thursdays from 6-10 pm at Dalton Hall Student Affairs, 5<sup>th</sup> floor you will be able to join UPEI's Campus Life Advisors to play games, watch TV, study, or just relax.

As a student dealing with a disability it may be difficult to handle a full program of study, UPEI offers students the ability to be an Unclassified Student. An Unclassified Student has permission to apply for undergraduate courses at UPEI without applying or being admitted into a program of study. To register to become an Unclassified Student you will need to fill out an Unclassified Student Registration Form and pay a tuition deposit.

Steps to apply as an unclassified undergraduate student:

- Students will create an account at [upei.ca/apply](http://upei.ca/apply).
- Once an account is created, start a new Undergraduate Application.
- Once in the application, students must choose "Undergraduate" as "Admit Type".
- When prompted to select a program, select "Unclassified Undergraduate Level Courses".
- Complete all required fields on application.
- In order to submit you will need to pay the \$50 CAD non-refundable application fee.
- Once submitted the Registrar's Office will review your application and be in contact if additional information is required.
- If admitted, to register as an unclassified student you will be sent communications with your student ID and login information and instructions on how to pay the \$250 non-refundable tuition deposit required to register for classes.

To qualify to be an Unclassified Student there are many requirements and regulations, such as:

- The student is permitted to register but is not admitted to a specific program of study at the university. Previously admitted students may register as Unclassified Students, but registration does not constitute readmission to the University.
- Students who have been required to withdraw from this or any other post-secondary institution within the last 12 months are not permitted to register as an Unclassified Student.
- Transcripts of previous post-secondary work, and proof of English Language Proficiency, must be presented to the Registrar's Office if requested.
- Prerequisites must be met where applicable. Checking for prerequisites is the students' responsibility.
- The student is subject to an initial maximum registration limit of 10 three-credit courses as an Unclassified Student. To register in additional courses as Unclassified, a student must seek permission from the Registrar's Office and may be required to meet with an Academic Advisor prior to registration being processed.
- Summer Session Unclassified Students may enroll in a maximum of two courses (six semester-hours) per session. Fall/Winter Unclassified Students will need special permission from the Registrar's Office, to enroll in more than two courses per semester (maximum of five).



- An unclassified Student may apply for admission to the Fall or Spring Semester before the published deadlines through one of the approved admission routes. If an Unclassified Student applies to a program/faculty for a specific semester (Fall/Spring), the student cannot be registered for that same semester as an Unclassified Student.
- Upon admission to a specific program, courses completed as an Unclassified Student may be counted toward the student's program, subject to Academic Regulations and the appropriate rules of the faculty/school.

For further information on Student supports at UPEI, please refer to:

- The Student Affairs staff at <https://www.upei.ca/student-affairs/staff>.
- The Health Centre staff at <https://www.upei.ca/health-centre/staff>
- Math help center 902-628-4349, [mathhelp@upei.ca](mailto:mathhelp@upei.ca), [www.smcs.upei.ca/help](http://www.smcs.upei.ca/help)
- Computer science help center 902-628-4349, [www.smcs.upei.ca/help](http://www.smcs.upei.ca/help)
- Chemistry help center 902-566-0314, [www.upei.ca/science/chemistry/help-centre](http://www.upei.ca/science/chemistry/help-centre)
- Career Counseling 902-620-5088, [careerservices@upei.ca](mailto:careerservices@upei.ca)  
[www.upei.ca/careerservices](http://www.upei.ca/careerservices)
- Food bank 902-894-2876, [foodbank@upei.ca](mailto:foodbank@upei.ca)
- Student Union 902-566-0530, [admin@upeisu.ca](mailto:admin@upeisu.ca)
- Library Services 902-566-0583, [reference@upei.ca](mailto:reference@upei.ca)
- MAPUS (Mature Student Association) 902-566-0448, [mapus@upei.ca](mailto:mapus@upei.ca)
- First- Year advising 902-628-4353, [apply@upei.ca](mailto:apply@upei.ca)
- Off- Campus Housing Coordinator 902-566-6012, [offcampushousing@upei.ca](mailto:offcampushousing@upei.ca)

Along with general scholarships and bursaries UPEI offers specific scholarships and bursaries to individuals with disabilities. Here is a list of those specific scholarships and bursaries:

- UPEI Memorial Bursary for Students with Disabilities
- UPEI MyAbilities Scholarship
- UPEI Access and Inclusion Award
- Mattinson Scholarship Program for Students with Disabilities
- NEADS Disability Scholarships
- PEI Council of People with Disabilities scholarship
- Sarah Gaulin Memorial Scholarship

## **Scholarships, Bursaries & Grants**

### **Canada Student Grant**

The Canada Student Grant for Students with Disabilities is available to students for each year of your studies. The qualifications required and listed on the Government of Canada website include:

- You must be a full-time or part-time student that has applied and qualified for financial assistance (have at least \$1 of assessed financial need)
- You are enrolled in a full-time or part-time program at any of the following institutions: UPEI, Holland College, College de l'Île, Marguerite Connolly Training and Consulting Nursing School, Maritime Christian College, Private Institute of Hair Design & Aesthetics, JVI Transportation and Safety Academy, Hair Concepts Training Academy, Academy of Learning, and the Homburg Institute.
- You must meet the definition for a student with a permanent disability - "A functional limitation caused by a physical or mental impairment that restricts the ability of a person to perform the daily activities necessary to participate in studies at a post-secondary school level or the labor force; and is expected to remain with the person for the person's expected life".
- Must be able to provide one of the following for proof of your disability: a medical certificate, a psycho-educational assessment or documents that prove you have received federal or provincial permanent disability assistance.

If you qualify for this grant you will receive \$2,000 for each year of post-secondary school. This includes undergraduate and graduate levels.

To apply for the grant, you will need to contact the province's student financial assistance office.

The other grant that goes hand and hand with the *Canada Student Grant for Students with Permanent Disabilities* is the *Canada Student Grant for Services and Equipment for Students with Permanent Disabilities*. This grant allows for students to receive funding providing them with necessary education-related services or equipment. This grant has two additional requirements:

- Provide a written confirmation that you are in need of an exceptional education-related service or equipment from a person qualified to determine such a need.
- Provide a written confirmation of the exact cost of the equipment or service required

Upon receiving the Grant, it will be your responsibility to provide your school with receipts for the equipment or services that you have purchased with the grant money. If you do not provide those receipts, you are liable, and any outstanding balance is deducted from your funding for the next year.

As long as you qualify for this grant you could be receiving up to \$20,000 each school year. To apply, contact the province's student financial assistance office at (902)-368-4640. For further information please refer to the Government of Canada's website specified in disability grants <https://www.canada.ca/en/employment-social-development/services/education/grants/disabilities.html>.

## The Island Advantage Bursary

The Island Advantage bursary for low to middle income students is a new grant that is needs-based. This grant will match the Canada Student Grant that a student with disabilities can receive. To be eligible for this grant:

- You must be a Canadian citizen, or permanent resident.
- You must have applied for a student loan.
- You must be enrolled in a full-time program at UPEI, Holland College, Maritime Christian College, or College de L'Île.
- Your total family income for the previous calendar year of application must be less than the income cut-off amount listed in the table below:

<b>Your family size</b>	<b>Gross annual family income eligibility for maximum bursary</b>	<b>Gross annual family income eligibility for bursary cut-off</b>
1 person	\$ 31,243	\$ 62,756
2 people	\$ 44,184	\$ 87,789
3 people	\$ 54,114	\$104,790
4 people	\$ 62,485	\$115,302
5 people	\$ 69,861	\$125,008
6 people	\$ 76, 529	\$134,221
7+ people	\$ 82,660	\$142,184

After applying for a student loan your income will be assessed as part of the application process and you will be advised if you are eligible for the award. The award may be credited directly to your school account.

### **The Debt Reduction Grant**

The Debt Reduction Grant can be applied yearly for students that attend a college or university on or off Island. Every year you attend a college or university you can receive \$3,500 to pay off your student debt. To be eligible for this grant you must complete your program, reside on PEI, or decide to come back to the Island. There is no deadline to apply for this grant, however the earlier the better. To apply for this grant, you can access an application form online at Student Financial Services, staff can provide further information and answer questions over the phone or in person.

For more information you can contact your administrative services at your financial institution or contact Student Financial Services at (902)-368-4640 or access their website:

<https://www.princeedwardisland.ca/en/topic/student-financial-services>

### **Software & Technology Available**

Individuals with ASD will most likely need some form of support no matter where they fall on the spectrum. Whether it is an abundance of support or very little, it is important to know about all the available forms of tech support to help make the best decision for your level of assistance required. There are two categories of tech support: assistive and adaptive. Assistive Technology is a type of product or system that is used to improve the functional capabilities of people with disabilities. Adaptive technology is a subcategory of assistive technology - it is a product or system that is specifically designed for people with disabilities.

The information below was obtained by AASPIRE Healthcare Toolkit for Patients and Supporters.

Dedicated Speech Devices:

- Dragon NaturallySpeaking <https://www.nuance.com/dragon.html>
- Kurzweil Education <https://www.kurzweiledu.com/products/products.html>
- Smart Pen <https://livescribe.com/smartpen/>

## [Available Supports & Resources for Autism](#)

### **Navigating the Justice System and Legal Information**

When receiving a diagnosis of autism spectrum disorder, you may have to make some legal decisions. As an individual with ASD you may require support to make a will, legal decisions, handle your estates, etc. An option may be to have an adult you trust to apply to the court to be your guardian and/or committee. Similarly, if you would like to appoint a substitute decision maker, power of attorney and/or health care directive you can do so. However, if they do not, then another adult must apply to the court to be appointed.

For further legal assistance feel free to contact Robin Aitken from Cox and Palmer at 902-629-3910, [raitken@coxandpalmer.com](mailto:raitken@coxandpalmer.com) or visit their Prince Edward Island location at 97 Queen Street, Suite 600 in Charlottetown.

**Community Legal Information Association (CLIA)** is a registered charity that helps residents of Prince Edward Island understand the law and navigate the justice system. They provide confidential, independent, and objective legal information. They pride themselves in making sure clients feel like they are in a safe environment where you can ask questions and get the most current legal information possible, in a language you understand. For more information on the Community Legal Information organization please refer to their website:

<https://www.legalinfopei.ca/en/home>.

The province of Prince Edward Island has set up an organization called **Public trustee, Public and Official Guardian**. The office was established to help protect the interest of the most vulnerable people in PEI. Their goal is to provide adults with assistance in decision making regarding personal care, legal, and financial obligations as well as:

- Manage property and financial matters
- Make personal care decisions
- Administer or Execute Estates
- Act as a Litigation Guardian
- Review insurance settlement for minors or persons under disability
- Protect the Legal and Financial Interest of Children under the age of 18 years
- Establish and maintain infant Trust
- Protect the legal, financial, and personal and health care interest of vulnerable adults who require assistance in decision making
- Act as an independent interest for minors or persons with disabilities on insurance settlements or in court matters with financial implications to the person
- Administer the estates of missing or deceased persons

For more information on the Office of the Public Trustee, Public and Official Guardian you can contact them at Phone: (902) 368-6281 Fax: (902) 368-5335 or visit at 1 Harbourside Access Road PO Box 2000, Charlottetown, Prince Edward Island, Canada, C1A 7N8.

## **Supported Decision Making**

Supported decision making is a way that an individual with a disability can arrange for another person to be in charge of decisions involving banking, medical, insurance, and financial decisions. The individual with the disability has the ability to assign a person for each important sector. In PEI this system is not quite fully recognized but we are moving towards that direction.

## **Community Resources**

The PEI Community Resources Handout provides an extensive list of all the available resources and supports available for individuals with ASD. The handout includes advocacy and support organizations, education and training opportunities, employment and day program opportunities, family resource centres, leisure/recreational activities, residential/respite care services, transportation services. To access this handout, refer to the PDF version available below.

[file:///C:/Users/User/Downloads/2019%20-Community%20Resources%20Handout%20List%20August%202019%20\(1\).pdf](file:///C:/Users/User/Downloads/2019%20-Community%20Resources%20Handout%20List%20August%202019%20(1).pdf)

This community resource guide is thanks to:

Shelley Nelson, Community Access Facilitator Student Services - Public Schools Branch  
Phone: 902-620-3746

## **Stars for Life Foundation**

The Stars for Life Foundation provides Residential and Day Program services to Adults living with ASD. We provide client centered services; this can include one to one support and/or small group settings. Depending on client goals we provide support in the following areas - job coaching, life and social skills training, educational supports, health, and well-being, as well as specific workshops and short programs.

**Healthy Relationships, Sexuality and Autism** offered by the Stars for life Foundation

[http://www.autismnovascotia.ca/program/45#:~:text=Healthy%20Relationships%2C%20Sexuality%20and%20Autism%20Program%20\(HRSA\),positive%2C%20inclusive%20sexuality%20education%20lessons.](http://www.autismnovascotia.ca/program/45#:~:text=Healthy%20Relationships%2C%20Sexuality%20and%20Autism%20Program%20(HRSA),positive%2C%20inclusive%20sexuality%20education%20lessons.)

The Healthy Relationships, Sexuality and Autism (HRSA) Program provides adults ages 19 and up with ASD, support through introducing concepts of sexuality and social skills through interactive, sex positive, inclusive sexuality education lessons. The program was developed through funding by Autism Nova Scotia. This program runs once a week for 13 weeks and



discusses topics including anatomy and function, gender and sexual orientation, sexual health, sexual behaviors, relationships, dating, and emotions.

## **The PEI Association for Community Living**

The Prince Edward Island Association for Community Living (PEIACL) is a family-based association empowering people with intellectual disabilities and their families to lead the way in advancing inclusion in their own lives and in their communities. We do this by sharing information, fostering leadership for inclusion, facilitating networking, connecting people and opportunities, and promoting rights and values in keeping with the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD).

Our 3 priorities areas are:

- Supporting Families
- Employment
- Social Policy Reform and Systems Change

to find out more visit: [www.peiacl.org](http://www.peiacl.org)

## **Ready Willing & Able**

Ready, Willing and Able (RWA) is a program designed to increase the labor force inclusion of people with an intellectual disability or with autism spectrum disorder. It is a project with PEI Association for Community Living.

RWA will:

- Connect and support employers, persons with an intellectual disability or ASD and local, provincial, and national community agencies
- Promote understanding and awareness among employers and the general public as to the business value of hiring people with an intellectual disability or ASD
- Complement and enhance the capacity of community employment service delivery organizations by connecting them to new employer demand

For further information on Ready, Willing, and Able you can access their website at <http://readywillingable.ca/>, [www.peiacl.org](http://www.peiacl.org) or contact the organization via email [rwa@peiacl.org](mailto:rwa@peiacl.org).

## **PEI Council of People with Disabilities: PEI COD**

PEI Council of People with Disabilities is an organization that aims to promote the full participation and inclusion of people with disabilities in the Island community. The organization's principles state that a person with disabilities has the right to economic and social security along with having their disability taken into consideration at any and all stages of economic and social settings. PEI COD prides itself by applying the following objectives to their organization. The following information was obtained from the PEI COD website <http://www.peicod/pe.ca/>

The PEI Council of People with Disabilities is a wonderful source for adults with autism spectrum disorder. The program offers so many beneficial programs and services towards people with disabilities. Having a resource such as PEI Council of people with Disabilities will aid individuals greatly in reaching their full potential and gaining a better quality of life.

## **Access 2 Card**

The Access 2 Card is a product of the Easter Seals Organization. This card allows individuals with a permanent disability, such as ASD to have free admission for their required support person in over 500 facilities. Easter Seals is in collaboration with movie theaters, cultural attractions, entertainment venues, and recreation facilities across Canada. This card serves as a way to allow individuals with disabilities no financial burden of having to pay for two people's admission. All you have to do is simply present your valid Access 2 Card at any of the participating locations and your support person will receive free admission, while you pay full price.

### How to get an Access 2 Card:

In order to apply for an Access 2 Card, you will need to have a permanent disability that requires you to have a support person with you for assistance. For proof you will need to supply an authorization from a healthcare professional stating that you do indeed have a permanent disability that requires a support person. On PEI, in conjunction with health care professionals both executive directors of the Associated of Community Living and Stars for Life can provide authorization, along with other NGO executive directors. Once you have all the necessary pieces of information needed to apply you can access the Easter Seals website and click on the Access 2 Card tab. Next you will scroll down to the area that is titled "Applying for an Access 2 Card". You will see a box that reads "Get an Access 2 Card"; click on that and another tab will be brought up. There are three steps to the application process. Step one: Fill out the application form, Step two: Payment, and step three: submitting your application. The Access 2 Cards cost \$20 for a new 3-year card or \$30 for a new 5-year card. The application process is very simple, and the website is extremely helpful throughout the process.

PEI locations that accept Access 2 cards can be found through this link:  
<http://access2card.ca/wp-content/uploads/2020/02/PE-Venues.pdf>

## **Financial Supports**

### **AccessAbility Supports (AAS)**

AccessAbility Support, formerly known as The Disability Support Program, offers Islanders living with disabilities assistance in certain areas. The program supports disabilities such as physical, intellectual, neurological, sensory, and mental health. AccessAbility now offers new and improved supports that are intended to help individuals with disabilities on the Island to reach their full potential.

*Some of these new supports include:*

- Support for all disabilities including physical, intellectual, neurological, sensory, and mental. Based on an assessment.
- A new assessment tool to help better understand how the disability affects activities of daily living to ensure appropriate support is provided.
- New supports coordinator to navigate all the available support services and develop a personalized plan to meet individual needs.
- Increased support for finding or keeping a job including coaching and skills training.
- Increased financial help for home and vehicle modifications required because of a disability -\$10,000 every 10 years for home (was \$2,000 in a lifetime) and \$6,000 every 8 years for a vehicle (was \$2,000 in a lifetime).
- A single point of contact by calling a toll-free number for easier access to support.

*To be eligible for AccessAbility Supports you need to be all of the following:*

- A person with a disability, defined as a person who has a substantial physical, intellectual, sensory, neurological, or mental impairment that is continuous or recurrent, is expected to last for at least one year, and has a direct and cumulative effect on, and results in a substantial restriction in, the person's ability to function in his or her home, the community or a workplace.
- A permanent resident or citizen of Canada.
- A resident of PEI.
- Under 65 years of age on the day an application for supports for the person is submitted
- Meet any other requirements or conditions set out in the regulations.

To access the AccessAbility Support services you will first meet with a staff person who will conduct an assessment to determine how your disability affects your daily living. The assessment results will determine the level of funding you will receive. The Assessment will address the abilities and challenges of the applicant, their degree of restriction in the home, workplace and Community.

Depending on your assessment outcomes you may be able to receive anywhere from \$400-\$3,1000 monthly.

## **AccessAbility Support Funding can be used to address the following:**

**Personal Support** is designed to help individuals improve their daily living. It can include life skills training such as: meal preparation, budgeting, grocery shopping, and recreational activities. It can also provide technical support and assistive devices. These supports can enable an individual to be self-sufficient and live as independently as possible.

**Housing Supports** will assist in independent living through financial assistance for caregivers who will provide assistance and daily guidance. It can also provide funding to address home and vehicle modifications which may be needed (\$10,000 every 10 years for home modification and \$6,000 every 8 years for vehicle modification).

**Community Supports** enable active participation in the community such as day programming, personal aid or specialized transportation. Also, provide assistance with job coaching, skills training, and supports for youth transitioning from the education system to the workforce.

**Caregiver Support** provides respite for caregivers, as well as supervision for adults who are unable to stay home alone.

**Financial Support** provides assistance for basic needs such as food, clothing, shelter, household and personal supplies through what is called Assured Income.

If you have any questions or want to set up a meeting with an AccessAbility staff personnel, call their toll-free number at 1-877-569-0546.

## **Assured Income**

Assured Income is a financial aid for individuals and families with disabilities that may not be able to access basic needs such as food, shelter, and other essentials. To be eligible for assured income you will need to have applied for and received AccessAbility Supports. The AAS Coordinator will work with you to assess basic and special needs funding requirements. You and/or your families must provide verification of eligible expenses and eligible income. Eligibility will be established based on a budget deficit calculation. Your funding requirements will be reviewed yearly with the AAS Coordinator. If you have an increase in needs or a change to your personal income you will have additional reviews on top of the yearly review. If you receive approval for Assured Income you have the ability to access funding for any of the following.

- Essentials such as clothing, household supplies, personal requirements, and local transportation.
- Food allowance
- Shelter Supports
- Communication Supports (telephone and/or internet)
- Special Needs such as optical, dental, furniture
- Medical Supports

- Transportation
- Community Living Expense

Assured Income takes into account the state of the individual or their family's income along with the required expenses for basic living and disability related support, to pay a suitable monthly amount.

Please see link below for a copy of the Assure Income policy.

[https://www.princeedwardisland.ca/sites/default/files/publications/3.1\\_description.pdf](https://www.princeedwardisland.ca/sites/default/files/publications/3.1_description.pdf)

## **Disability Tax Credit**

As an adult with autism you have the ability to apply for Disability Tax Credit (DTC), which is a non-refundable tax credit that will provide an individual a reduction in the amount of income tax they are required to pay. The disability tax credit allows for individuals with prolonged disabilities to have some relief when evaluating their required costs to help support their disability.

As of 2019 the maximum disability amount that you can receive as an adult that has qualified for the disability tax credit is \$8,235. The annual amount that individuals can receive has increased each year by approximately \$100. If you are eligible for DTC and have been eligible for previous years but have not claimed the disability amount on previous tax returns, you may be able to request adjustments for up to 10 years under the CRA's Taxpayer Relief Provision. If the adjustment is approved, you could receive a back payment based on the adjustment.

To be eligible for the disability tax credit you will need to have a critical mental or physical impairment that impacts your daily living and basic functioning or required you to take part in life saving therapies. The impairment is classified as critical if it has lasted you 12 months or is expected to do so.

### **How to apply?**

To apply for disability tax credit, you will need to file a T2201 form, which you can access by printing one off from the internet. Once you have obtained the T2201 form you can begin the process of filing out the required sections. You are only required to fill out the first page on the form. Part A of the form is for the taxpayer to fill out, this could include the individual with the disability, and if they are unable to then it can be a caregiver or guardian. Part B of the form must be filled out by a medical practitioner, below is the list of which medical practitioners have authority to complete this section if you have ASD

- Medical doctor of all impairments
- Psychologist

You can **view** this form in:

- PDF [t2201-18e.pdf](#)
- PDF fillable/savable [t2201-fill-18e.pdf](#)

## **Part A:**

**Section 1** consists of general information about the individual with the disability. This information includes name, birth date, social insurance number, address, and postal code.

**Section 2** only needs to be filled out if the person filling out the form is not the one who has the disability. If there is a spouse or guardian filling out the form, they will be required to complete this section which consists of the living arrangements of the disabled individual.

**Section 3** is very important when it comes to how much money you will receive from DTC. This section consists of one question asking if you would want to adjust your income tax and benefit return. It is highly advised that you answer yes to this question if this is the first time you have applied as this allows CRA to review and make adjustments to previous years.

**Section 4** is the final section that needs to be completed by the individual or their dependent. This section is simply providing your signature to approve CRA to have access to your medical records and the ability to adjust your income tax and benefit returns if applicable.

## **Part B:**

For the completion of Part B you must give your form to any of the medical practitioners listed above to fill out.

Once the medical practitioner has filled out their required sections, they will give the form back to you. At this point it is very important that you read over the form thoroughly and make sure nothing is missed. On the second last page of the T2201 form there is a very important section that will impact whether or not you will qualify for DTC. Under the heading Duration there are two questions provided. The first question asks if the patient's impairment lasted or is expected to last for a period of 12 months. If the medical practitioner that completed this section checked no for this question, then you will automatically be denied the DTC. Once passed this question the second one will ask if the medical practitioner has seen or could see any drastic improvements in the patient's condition. For this question, the answer must be no, if the medical practitioner has checked yes, then you will be automatically denied the DTC.

After reviewing your T2201 form you can send it off to Sudbury Tax Centre in Ontario. The center will review your application and be in contact via mail in 6-8 weeks with one of two letters. One being an acceptance of your application and the other being a letter stating your denial of your application with the reason why included.



*For local support and additional information feel free to contact:*

Daniel Martens at Martens Financial  
13 Myrtle Street A, Stratford, PE C1B 1P4  
Phone: (902)-394-0502  
Email: daniel@martensfinancial.ca

## **Registered Disability Savings Plan**

The Registered Disability Savings Plan (RDSP) started back in 2008 and is directly involved with the disability tax credit. This savings plan is funded by the federal government and is a long-term savings account designed for financial security.

To be eligible for RDSP you have to be a Canadian resident with a social insurance number, be 59 years of age or younger, and have to have been qualified for disability tax credit. Only one recipient can be named to an RDSP and you can only have one RDSP as a recipient. If you do not have the capabilities to manage your finances as the individual requiring the savings plan then the holder of the plan must be a qualified family member. Like the DTC, you can go back up to 10 years' worth of benefits. The amount of years will be determined by how many years back you were able to go with your disability tax credit.

### **How the Savings Plan Works:**

A Registered Disability Savings Plan is able to be opened without any contributions. Once the plan holder deposits money into the account, the beneficiary will have immediate profit. At the age of 18 for the RDSP to be based on your income (not your guardian) it is necessary to have filed an income tax return for the two previous years. However, if this is not the case then the RDSP will be based on your parent's income until you turn 20. Once opening a RDSP you will have to file income tax yearly to keep your plan. You will then qualify for a Bond and a Grant for your account.

**Bonds:**

A bond is solely associated with your income and requires no contributions to generate funds. The amount that you receive in your bond is based off of the amount of income you receive.

Annual Family Net Income	Canada Disability Savings Bond (Annually)
\$30,000* or less	\$1,000
Between \$30,000* and \$45,916*	Prorated amount of \$1,000
More than \$45,916*	\$0

The bond has a maximum profit of \$20,000, however if you invest those savings you could have up to \$69,830 after 30 years, this is assuming a 6% return rate. If you are opening a bond with an annual family net income of \$45,916\*, you have the ability to go back ten years from the opening year and receive payments off of each year. This could result in receiving up to \$10,000 if you have qualified for the payments in the past years.

**Grants:**

Grants work differently than bonds by not only basing the earnings on your income but by also basing it on your investments towards the account. You are eligible to receive a grant until December 31<sup>st</sup> of the year in which the beneficiary turns 49 years old.

Annual Family Net Income	Matching Grant on Annual RDSP Contributions	Maximum Annual Grant
Less than or equal to \$91,831*	On the first \$500 in annual contributions (\$3 for every \$1 contributed)	\$1,500
	On the next \$1,000 in annual contributions (\$2 for every \$1 contributed)	\$2,000
Greater than \$91,831*	On the first \$1,000 in annual contributions (\$1 for every \$1 contributed)	\$1,000

If you are able to accomplish a maximized RDSP it would result in \$395,265 total plan value in 30 years assuming a 6% return rate. As stated, before a Registered Disability Savings Plan is a long term investment and this is due to the fact that you cannot withdraw any money from a bond or a grant until at least ten years after starting the plan. Any withdrawal from the account before that time will result in paying back all grants and bonds that are not matured to the government. The only time you would be able to withdraw money without a full maturity, is under the circumstances of a medical crisis, or a housing crisis. The RDSP has zero impact on the other government funding programs listed below.

- Old Age Security (OAS)
- Guaranteed Income Supplement (GIS)
- Canada Pension Plan (CPP)
- HST/GST Benefit
- Most Provincial Disability Support Programs

To open a Registered Disability Savings Plan you will need to visit your financial organization, or access a financial advisor who specializes in RDSP's. If your financial organization does not offer the RDSP, Grants, and Bonds then you will need to access a financial organization, or advisor, that does. If you have a RDSP with one financial organization, you have the ability to transfer it to another. You will need to go through the process of completing a Registered Disability Savings Plan Transfer and the Revocation of Request for Canada Disability Savings Grants and/or Canada Disability Savings Bonds. Both financial organizations must sign off for the transfer to be approved.

For more information on the Registered Disability Savings Plan you can visit <https://www.rdsp.com/>. This website is a non-profit, third party organization that will be helpful with providing more in-depth details along with stories about the RDSP, a RDSP calculator, a step by step guide for applying, and more.

*For local support and additional information feel free to contact:*

Daniel Martens at Martens Financial  
13 Myrtle Street A, Stratford, PE C1B 1P4  
Phone: (902)-394-0502  
Email: [daniel@martensfinancial.ca](mailto:daniel@martensfinancial.ca)

## **Psychologist Services Available**

### **To Obtain an Autism Diagnosis Contact:**

**Dr. Brent MacDonald** Phone: 403-229-3455

Email: [brent@complexlearners.com](mailto:brent@complexlearners.com)

The cost for a diagnostic assessment is \$3,600. For any additional services, such as post diagnosis supports, the hourly rate is \$230.

Dr. MacDonald's services are billable through insurance plans from all major providers. If you are drawing Disability Tax Credit you have the ability to use DTC as a claim for your assessment. Discuss with your provider for more assistance and details.

Dr. MacDonald practices outside of the province but travels to PEI for two-week periods every 2-3 months to screen adults for autism. You do not need a referral to see Dr. MacDonald. When being assessed Dr. MacDonald creates a detailed developmental history, along with an intellectual and an academic screening process using programs such as the KTEA (Kaufman Test of Educational Achievement), ASRS (Adult ADHD Self Report Scale), and ADIR (Autism Diagnostic Interview Revised). After your assessment, Dr. MacDonald will provide you with a final report highlighting your diagnosis along with all test data, detailed history, your

occupational functioning, and most importantly your recommended strategies for moving forward. Dr. MacDonald offers services after a diagnosis including supportive counselling, occupational counselling, career path assistance, and social functioning in the work environment counselling.

**Dr. April Sullivan** Phone number: 902-445-3851

Email: [admin@ericabaker.ca](mailto:admin@ericabaker.ca)

The cost of an assessment for ASD is between \$2,350 and \$3,850 depending on whether a psycho-educational assessment is required for post-secondary studies.

Dr. Sullivan assesses people using the Autism Diagnostic Observation Schedule (ADOS2) and the Autism Diagnostic Interview-Revised (ADI-R). Following the assessment, Dr. Sullivan will provide individuals with a final report that provides you with a summary of your assessment and recommendations on what your next steps should be. To see Dr. Sullivan, you do not need a referral. Families can pay and submit to their insurance companies for reimbursement of Dr. Sullivan's services.

**Dr. George Mallia** Phone: 902-367-4446

Email: [drgeorgemallia@gmail.com](mailto:drgeorgemallia@gmail.com)

**Dr. Christine Beck** Phone: 902-367-4446

Email: [drchristinebeck@gmail.com](mailto:drchristinebeck@gmail.com)

**Dr. Neil McLure** Phone: 902-432-3910

Email: [mclure@pei.sympatico.ca](mailto:mclure@pei.sympatico.ca)

Please contact Dr. McLure for costs associated with a diagnosis.

Dr. McLure provides individuals with autism diagnostic assessments using assessment tools such as the Wechsler Adult Intelligence Scale, the Minnesota Multiphasic Personality Scale, and more that address executive functioning, organization, planning, attention, personality, and trauma. For Dr. McLure's services you will need a referral depending on your insurance company. Check with your insurance company prior to booking an appointment. Dr. McLure does not offer post diagnosis services but does aid you in finding some that will suit you.

**Doctors that provides services after an individual is diagnosed:**

**Dr. Ken Pierce** Phone: 1-877-569-3710

Email: [ken@clarendonconsulting.com](mailto:ken@clarendonconsulting.com)

Session Pricing:

- 1 (1 hour) session: \$500
- 5 (1 hour) sessions package: \$475 each
- 10 (1 hour) sessions package: \$450 each

Dr. Pierce provides individuals with autism spectrum disorder sessions that support people once they receive a diagnosis. He takes a “think, not feel” approach as he believes that if you change the way you think about something then you will change the way you feel about it. There is no referral to required see Dr. Pierce. You can pay and submit to your insurance company for reimbursement of Dr. Pierce’s services.

**Dr. Parise Nadeau** Phone: 902-438-1109

Email: [parisenadeau@gmail.com](mailto:parisenadeau@gmail.com)

Please contact Dr. Nadeau for her rates.

Dr. Nadeau does not provide an autism diagnostic assessment but does provide services that help support ASD symptoms such as anxiety and depression.

**Mental Health supports on PEI include:**

***Mental health walk in clinics:***

*Charlottetown*

- ❖ Richmond Centre – 902-368-4430 Tuesday/Thursday – 11am-7pm
- ❖ McGill Centre – 902-368-4911 Friday/Saturday/Sunday – 1pm-5pm

*Summerside*

- ❖ Prince County Hospital – 902-888-8180 Monday/Wednesday – 9am-5pm

*Montague*

- ❖ Community Mental Health – 902-838-0960 Thursday – 4pm-8pm

*O’Leary*



❖ O'Leary Health Centre – 902-853-8670 Wednesday – 9am-3pm

**Telephone Contacts:**

- The Island Helpline
  - o 24/7 access. Confidential. Bilingual. 1-800-218-2885

**Canadian Mental Health PEI:**

- Contact
  - o Drop in: 178 Fitzroy St. Monday-Friday 9am-4pm
  - o Call 902-566-3034
  - o Email [division@cmha.pe.ca](mailto:division@cmha.pe.ca)
- Peer Support
  - o 902-628-3666
  - o One-on-one sessions
  - o Group sessions
  - o Accompanying clients to appointments
  - o Advocacy for youth in the school system
- PEI Helping Tree
  - o Visit [https://savoir-sante.ca/en/content\\_page/download/331/527/21?method=view](https://savoir-sante.ca/en/content_page/download/331/527/21?method=view)

If you need further support with your mental illness please use any of the resources above, contact your doctor, and/or talk to your loved ones if you are comfortable.

## Potential Funding Source for Accessing a Diagnosis

### **Ceridian cares**

Ceridian Cares is a charitable organization that prides themselves in their contribution of providing needed financial assistance to families and improving the communities. The organization offers grants to Canadian citizens over the age of 18 that are in need of financial support. The grants being offered are of a price range of \$200-\$4,000, with a maximum grant of \$5,000. These grants will help supply people with clothing, footwear, food, basic household needs, medical, and personal development, and recreation.

To apply for a Ceridian Cares grant you will need to go through three steps.

1) Review the Ceridian Cares application requirements and make sure that you have all the proper qualifications.

2) Gather all the required documents for the application which include:

- Your Canadian birth certificate or permanent residence card.
- Your most recent year's Canada Revenue Agency Notice of Assessment, along with all other income earners in the household.
- Two quotes from vendors or service providers for the cost of the item or items which the financial assistance is being requested for.
- Optional: a letter from a third party such as your doctor or therapist.

3) Apply for the grant. Open up Ceridian Cares website and under About the Application Process tab, click on apply. This will open up to a page stating the three steps for the application process. Click the Apply Now button and fill out the informational questions. Once that's completed scan and upload all of the required documents you've obtained and then click submit. After submitting an application, the normal response time is within 90 days.

To apply for the grant go to: <https://www.ceridiancares.ca/application>

## Additional Resources

### **211 PEI**

The United Way of PEI, in partnership with the Province of Prince Edward Island, is pleased to announce that “211 PEI” is now accessible by phone and website as a valuable resource to help Islanders navigate the network of community, social, non-clinical health and government services available across the Island.

211 PEI will help those in need “find the right door the first time” by connecting them to human services quickly and easily. The 211 PEI service is now fully active, providing Islanders and service providers with access 24/7/365 by calling 2-1-1 or searching the website at [www.pe.211.ca](http://www.pe.211.ca).

The 211 PEI helps connect users with human services for both everyday needs and times of crisis. 211 PEI is a signature service of the United Way of PEI with funding and support from the Government of Prince Edward Island.

Islanders can call 2-1-1, and receive service in English, French, and through an interpretation service to more than 100 other languages. The 211 PEI website can be accessed by visiting [www.pe.211.ca](http://www.pe.211.ca).

### **The Helping Tree PEI**

The PEI Helping Tree is designed to inform Islanders of the many helping resources available on Prince Edward Island. If you or someone you care about is experiencing a problem in any of the areas listed, follow the arrows on the flowchart to find resources that may help. There are times in everyone’s lives when we need to reach out to others - sometimes it’s just a matter of knowing how to contact them. Note: unless indicated, you need to dial 902 for all local calls.

[https://savoir-sante.ca/en/content\\_page/download/331/527/21?method=view](https://savoir-sante.ca/en/content_page/download/331/527/21?method=view)

### **Helpful Apps**

Autism Apps is an app that provides individuals with a categorized list of all apps that help people with autism spectrum disorder. Some of the categories include art, books, music, puzzles, self-care, and vocabulary. Along with categories for apps that help with ABA, behavior and social skills, fine motor and writing skills, and more. Visit Touch Autisms website at [Autism Apps](#) to download and gather more information for autism Apps.

Apps that can aid with anxiety:

- Headspace
- Rootd
- Acupressure

- Calm
- Stop Panic & Anxiety Self Help

Apps for relaxation, meditation, and sleep:

- Headspace
- Noisli
- Pzizz
- Slumber
- Calm
- 10% Happier

Apps for Yoga:

- Pocket Yoga
- Yoga Studio
- Simply Yoga
- 5 Minute Yoga
- Down Dog
- Asana Rebel

## **Informative Reading & Resources**

### **Books**

- Asperger's and Adulthood: A Guide to Working by Blythe Grossberg
- Autism Adulthood: Insights and Creative Strategies for a Fulfilling Life by Susan Senator
- The Autism Spectrum Guide to Sexuality and Relationships: Understand Yourself and Make Choices that are Right for You by Emma Goodall
- Asperger's in Love: Couples, Relationships, and Family Affairs by Maxine Aston
- Life and Love: Positive Strategies for Autistic Adults by Zosia Zaks.
- Thinking in Pictures and Other Reports from My Life with Autism by Temple Grandin
- Born on a Blue Day by Daniel Tammet
- The Jumbled Jigsaw: An Insider's Approach to the Treatment of Autistic Spectrum 'Fruit Salads' by Donna Williams
- Adult Life with Autism Spectrum Disorder: A Self-Help Guide by Maureen Bennie, Collen Eggerston, Andy Kubrin, and Sandra Werle
- Preparing for Life: The Complete Handbook of the Transition to Adulthood for Students with Autism and Asperger's Syndrome by Jed Baker, Ph.D.

### **Websites**

- ❖ Autism Speaks <https://www.autismspeaks.ca/>
- ❖ Autism Canada <https://autismcanada.org/>
- ❖ Synapse <http://www.autism-help.org/adults-autism-aspergers.htm>

- ❖ Autism Canada ASD Central Facebook group, Canada's Forum for Adults on the Spectrum <https://www.facebook.com/groups/1710172265882835/>
- ❖ Healthcare toolkit for Patients and Supporter [https://www.autismandhealth.org/?a=pt&p=detail&t=pt\\_aut&s=aut\\_asd&theme=ltlc&size=small](https://www.autismandhealth.org/?a=pt&p=detail&t=pt_aut&s=aut_asd&theme=ltlc&size=small)
- ❖ Autism Online Discussion and Mailing List <http://www.autism-resources.com/links/forums.html>
- ❖ Autistic Women & Nonbinary Network <https://awnnetwork.org/>

## **Articles**

- Articles by Marina Sarris at the Interactive Autism Network at Kennedy Krieger Institute:
  - Daily Living Skills: A Key to Independence for People with Autism <https://iancommunity.org/ssc/autism-adaptive-skills>
  - Autism and College Experience <https://iancommunity.org/ssc/autism-college-experience>
  - Finding a College Program <https://iancommunity.org/ssc/college-resources-autism>
- Living with Asperger Profile for Adults <https://www.aane.org/living-asperger-syndrome-adults/>
- Adults with Asperger Syndrome: Is Occupation Therapy Right for You? <https://www.aane.org/adults-asperger-syndrome-occupational-therapy-right/>
- Asperger and Autism Spectrum: Women and Girls <https://www.aane.org/women-asperger-profiles/>
- The Autism Dilemma for Women Diagnosis <https://researchautism.org/the-autism-dilemma-for-women-diagnosis/>

## **Videos**

- Temple Grandin Ted Talks and videos on autism
- Mental Health Challenges in ASD Panel <https://www.actcommunity.ca/education/videos/mental-health-challenges-in-asd-perspectives-of-adults-with-asd-and-professionals-who-work-with-adults>
- The Role of Medication in the Management of ASD <https://www.actcommunity.ca/education/videos/the-role-of-medication-in-the-management-of-asd>
- Perspectives on Adult Life: Adult Panel Discusses Living with AS/ASD (part 1 of 4) <https://www.aane.org/perspectives-adult-life-adult-panel-discusses-living-asasd-part-1-4/>
- Perspectives on Adult Life: Adult Panel Discusses Living with AS/ASD (part 2 of 4) <https://www.aane.org/perspectives-adult-life-adult-panel-discusses-living-asasd-part-2-4/>
- Perspectives on Adult Life: Adult Panel Discusses Living with AS/ASD (part 3 of 4) <https://www.aane.org/perspectives-adult-life-adult-panel-discusses-living-asasd-part-2-4/>

- Perspectives on Adult Life: Adult Panel Discusses Living with AS/ASD (part 4 of 4)  
<https://www.aane.org/perspectives-adult-life-adult-panel-discusses-living-asasd-part-2-4/>

### **Other Resources:**

- Eric Chessen, certified autism fitness trainer has a tool box training package that includes concepts and methods, profile assessments, exercises and templates, and videos and flow charts for a monthly subscription fee of \$12.99.  
<https://autismfitness.com/about>.

This project is part of the Investment Readiness Program funded by the Government of Canada's SI/SF Strategy.



COMMUNITY  
FOUNDATIONS  
OF CANADA





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## Available Supports/ Resources for Autism

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# Disability Tax Credit Certificate

Help  
[canada.ca/disability-tax-credit](https://canada.ca/disability-tax-credit)  
1-800-959-8281

The information provided in this form will be used by the Canada Revenue Agency (CRA) to determine the eligibility of the individual applying for the disability tax credit (DTC). For more information, see the general information on page 16.

## Part A – Individual's section

### 1) Tell us about the person with the disability

First name: \_\_\_\_\_

Last name: \_\_\_\_\_

Social insurance number: | | | | | | | | | | | | | | | | | |

Mailing address: \_\_\_\_\_

City: \_\_\_\_\_

Province or territory: \_\_\_\_\_

Postal code: | | | | | | | | | | | | | | | | | | Date of birth: | | | | | | | | | | | | | | | | | |  
Year Month Day

### 2) Tell us about the person claiming the disability amount

The person with the disability is claiming the disability amount

or

A supporting family member is claiming the disability amount (the spouse or common-law partner of the person with the disability, or a parent, grandparent, child, grandchild, brother, sister, uncle, aunt, nephew, or niece of that person or their spouse or common-law partner).

First name: \_\_\_\_\_

Last name: \_\_\_\_\_

Relationship: \_\_\_\_\_

Social insurance number: | | | | | | | | | | | | | | | | | | Does the person with the disability live with you?  Yes  No

Indicate which of the basic necessities of life have been regularly and consistently provided to the person with the disability, and the years for which it was provided:

Food \_\_\_\_\_ Year(s)  Shelter \_\_\_\_\_ Year(s)  Clothing \_\_\_\_\_ Year(s)

Provide details regarding the support you provide to the person with the disability (regularity of the support, proof of dependency, if the person lives with you, etc.):

If you want to provide more information than the space allows, use a separate sheet of paper, sign it, and attach it to this form. Make sure to include the name of the person with the disability.

As the supporting family member claiming the disability amount, I confirm that the information provided is accurate.

Signature: \_\_\_\_\_

**Part A – Individual's section (continued)**

## 3) Previous tax return adjustments

Are you the person with the disability or their legal representative, or if the person is under 18, their legal guardian?

Yes  No

If eligibility for the disability tax credit is approved, would you like the CRA to apply the credit to your previous tax returns?

Yes, adjust my previous tax returns for all applicable years.

No, do not adjust my previous tax returns at this time.

## 4) Individual's authorization

As the person with the disability or their legal representative:

- I certify that the above information is correct.
- I give permission for my medical practitioner(s) to provide the CRA with information from their medical records in order for the CRA to determine my eligibility.
- I authorize the CRA to adjust my returns, as applicable, if I opted to do so in question 3.

Signature: \_\_\_\_\_

Telephone number: \_\_\_\_\_

Date: | | | | |  
Year Month Day

Personal information (including the SIN) is collected to administer or enforce the Income Tax Act and related programs and activities including administering tax, benefits, audit, compliance, and collection. The information collected may be used or disclosed for purposes of other federal acts that provide for the imposition and collection of a tax or duty. It may also be disclosed to other federal, provincial, territorial, or foreign government institutions to the extent authorized by law. Failure to provide this information may result in paying interest or penalties, or in other actions. Under the Privacy Act, individuals have a right of protection, access to and correction of their personal information, or to file a complaint with the Privacy Commissioner of Canada regarding the handling of their personal information. Refer to Personal Information Bank CRA PPU 218 on Info Source at [canada.ca/cra-info-source](http://canada.ca/cra-info-source).

**This marks the end of the individual's section of the form.** Ask a medical practitioner to fill out Part B (pages 3-16). Once the medical practitioner certifies the form, it is ready to be submitted to the CRA for assessment.

**Next steps:**

**Step 1** – Ask your medical practitioner(s) to fill out the remaining pages of this form.

**Note**

Your medical practitioner provides the CRA with your medical information but does not determine your eligibility for the DTC.

**Step 2** – Make a copy of the filled out form for your own records.

**Step 3** – Refer to page 16 for instructions on how to submit your form to the CRA.

## Part B – Medical practitioner's section

If you would like to use the digital application for medical practitioners to fill out your section of the T2201, it can be found at [canada.ca/dtc-digital-application](https://canada.ca/dtc-digital-application).

### Important notes on patient eligibility

- Eligibility for the DTC is not based solely on the presence of a medical condition. It is based on the impairment resulting from a condition and the effects of that impairment on the patient. Eligibility, however, is not based on the patient's ability to work, to do housekeeping activities, or to engage in recreational activities.
- A person may be eligible for the DTC if they have a severe and prolonged impairment in physical or mental functions resulting in a marked restriction. A marked restriction means that, even with appropriate therapy, devices, and medication, they are unable or take an inordinate amount of time in one impairment category, **all or substantially all** (generally interpreted as 90% or more) of the time. If their limitations do not meet the criteria for one impairment category alone, they may still be eligible if they experience significant limitations in two or more categories.

For more information about the DTC, including examples and eligibility criteria, see [Guide RC4064, Disability-Related Information](#), or go to [canada.ca/disability-tax-credit](https://canada.ca/disability-tax-credit).

### Next steps

**Step 1** – Fill out the sections of the form on pages 4-15 that are applicable to your patient.

When considering your patient's limitations, assess them compared to someone of similar age who does not have an impairment in that particular category. If your patient experiences limitations in more than one category, they may be eligible under the "Cumulative effect of significant limitations" section on page 14.

If you want to provide more information than the space allows, use a separate sheet of paper, sign it, and attach it to this form. Make sure to include the name of the patient at the top of all pages.

**Step 2** – Fill out the "Certification" section on page 16 and sign the form.

**Step 3** – You or your patient can send this form to the CRA when both Part A and Part B are filled out and signed (refer to page 16 for instructions).

The CRA will review the information provided to determine your patient's eligibility and advise your patient of our decision. If more information is needed, the CRA may contact you.

Patient's name: \_\_\_\_\_

Protected B when completed

Initial your designation if this category is applicable to your patient:

\_\_\_\_\_ medical doctor \_\_\_\_\_ nurse practitioner \_\_\_\_\_ optometrist

**Vision**

1) Indicate the aspect of vision that is impaired in each eye (visual acuity, field of vision, or both):

**Left eye after correction****Visual acuity** Measurable on the Snellen chart (provide acuity) /  Example: 20/200, 6/60 Count fingers (CF) No light perception (NLP) Light perception (LP) Hand motion (HM)**Field of vision** (provide greatest diameter) degrees**Right eye after correction****Visual acuity** Measurable on the Snellen chart (provide acuity) /  Example: 20/200, 6/60 Count fingers (CF) No light perception (NLP) Light perception (LP) Hand motion (HM)**Field of vision** (provide greatest diameter) degrees

2) Is the patient considered blind in both eyes according to at least one of the following criteria:

- The visual acuity is 20/200 (6/60) or less on the Snellen Chart (or an equivalent).
- The greatest diameter of the field of vision is 20 degrees or less.

 Yes (provide the year they became blind)  Year**or** No (provide the year the vision limitations began)  Year**Medical doctors and nurse practitioners only:** If your patient experiences limitations in more than one category, tell us more about the patient's limitations in vision. They may be eligible under the "Cumulative effect of significant limitations" section on page 14.

Provide examples of how their limited vision impacts other activities of daily living (for example, walking, feeding). Also provide any other relevant details such as devices the patient uses to aid their vision (for example, cane, magnifier, service animal).

3) Has the patient's impairment in vision lasted, or is it expected to last, for a continuous period of at least 12 months?

 Yes  No

4) Has the patient's impairment in vision improved or is it likely to improve to such an extent that they would no longer be impaired?

 Yes (provide year)  Year  No  Unsure



Patient's name: \_\_\_\_\_

Initial your designation if this category is applicable to your patient:

**Speaking**

\_\_\_\_\_ medical doctor    \_\_\_\_\_ nurse practitioner    \_\_\_\_\_ speech-language pathologist

1) List any medical conditions that impact the patient's ability to speak so as to be understood and provide the year of diagnosis (if available):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) Does the patient take medication that aids their speaking limitations?

Yes     No     Unsure

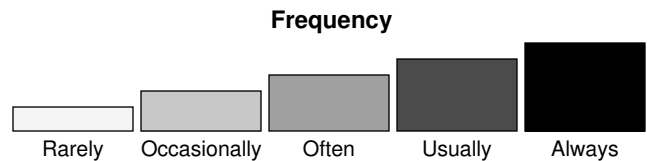
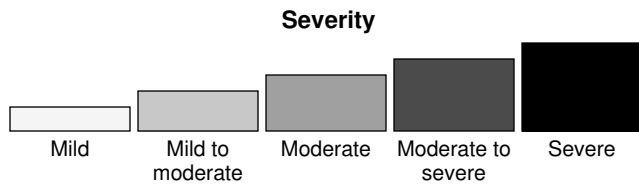
3) Describe if the patient uses any devices or therapy to aid their speaking limitations (for example, voice amplifier, behavioural therapy):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4) Provide examples of the factors that limit the patient's ability to speak using the severity and frequency scales provided as a guide (for example, they often require repetition to be understood, always experience mild difficulty with articulation, selective mutism, they use sign language as their primary means of communicating):



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5) Tell us in the table below about the patient's ability to speak so as to be understood by a familiar person in a quiet setting (more than one answer may apply, given that the patient's ability may change over time). Evaluate their ability to speak so as to be understood when using the medication, devices, and therapy listed above, if applicable.

Limitations in speaking	Is this the case all or substantially all of the time (see page 3)?	Year this began
<input type="checkbox"/> The patient is unable to speak or takes an inordinate amount of time to speak so as to be understood (at least three times longer than someone of similar age without a speech impairment) by a familiar person in a quiet setting.	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
<input type="checkbox"/> The patient has difficulty, but does not take an inordinate amount of time to speak so as to be understood by a familiar person in a quiet setting. <sup>1</sup>	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____

<sup>1</sup>If your patient experiences limitations in more than one category, they may be eligible under the "Cumulative effect of significant limitations section" on page 14.

6) Has the patient's impairment in speaking lasted, or is it expected to last, for a continuous period of at least 12 months?

Yes     No

7) Has the patient's impairment in speaking improved or is it likely to improve to such an extent that they would no longer be impaired?

Yes (provide year) \_\_\_\_\_  No     Unsure

Year

Patient's name: \_\_\_\_\_

Initial your designation if this category is applicable to your patient:

\_\_\_\_\_ medical doctor    \_\_\_\_\_ nurse practitioner    \_\_\_\_\_ audiologist

**Hearing**

1) Indicate the option that best describes the patient's level of hearing loss in each ear with any applicable devices (normal: 0-25dB, mild: 26-40dB, moderate: 41-55dB, moderate-to-severe: 56-70dB, severe: 71-90dB, profound: 91dB+, or unknown):

Left ear

Right ear

2) Provide the patient's overall word discrimination score in both ears:

 %

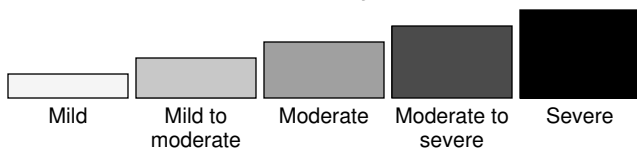
Unknown

3) Describe if the patient uses any devices to aid their hearing (for example, cochlear implant, hearing aid):

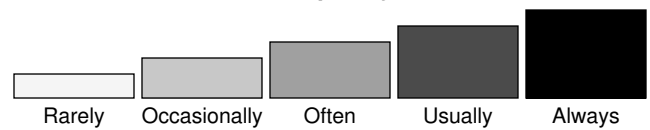
  
  


4) Provide the medical condition causing hearing loss and examples of the impacts of hearing loss on your patient using the severity and frequency scales as a guide (for example, they often require the use of repetition, lip-reading or sign-language to understand verbal communication, they have severely impaired awareness of risks to personal safety):

**Severity**



**Frequency**


5) Tell us in the table below about the patient's ability to hear so as to understand a familiar person in a quiet setting (more than one answer may apply, given that the patient's ability may change over time). Evaluate their ability to hear when using the devices listed above, if applicable.

Limitations in hearing	Is this the case all or substantially all of the time (see page 3)?	Year this began
<input type="checkbox"/> The patient is unable to hear or takes an inordinate amount of time to hear so as to understand (at least three times longer than someone of similar age without a hearing impairment) a familiar person in a quiet setting.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="text"/>
<input type="checkbox"/> The patient has difficulty, but does not take an inordinate amount of time to hear so as to understand a familiar person in a quiet setting. <sup>1</sup>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="text"/>

<sup>1</sup>If your patient experiences limitations in more than one category, they may be eligible under the "Cumulative effect of significant limitations" section on page 14.

6) Has the patient's impairment in hearing lasted, or is it expected to last, for a continuous period of at least 12 months?

Yes     No

7) Has the patient's impairment in hearing improved or is it likely to improve to such an extent that they would no longer be impaired?

Yes (provide year)  Year     No     Unsure

Patient's name: \_\_\_\_\_

Initial your designation if this category is applicable to your patient:

**Walking**

\_\_\_\_\_ medical doctor    \_\_\_\_\_ nurse practitioner    \_\_\_\_\_ occupational therapist    \_\_\_\_\_ physiotherapist

1) List any medical conditions that impact the patient's ability to walk and provide the year of diagnosis (if available):

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2) Does the patient take medication to aid their limitations in walking?

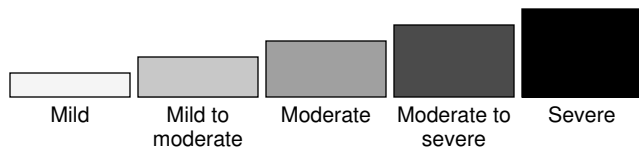
Yes     No     Unsure

3) Describe if the patient uses any devices or therapy to aid their limitation in walking (for example: cane, occupational therapy):

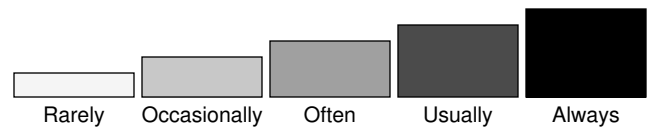
\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

4) Provide examples of the factors that limit the patient's ability to walk using the severity and frequency scales provided as a guide (for example, they have severe pain in their legs, they often have moderately impaired balance, they experience shortness of breath upon mild exertion):

**Severity**



**Frequency**



\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

5) Tell us in the table below about the patient's ability to walk, for example, a short distance such as 100 metres (more than one answer may apply, given that the patient's ability may change over time). Evaluate their ability to walk when using the devices and therapy listed above, if applicable.

Limitations in walking	Is this the case all or substantially all of the time (see page 3)?	Year this began
<input type="checkbox"/> The patient is unable or takes an inordinate amount of time to walk (at least three times longer than someone of a similar age without an impairment in walking).	<input type="checkbox"/> Yes <input type="checkbox"/> No	____ ____ ____ ____ ____
<input type="checkbox"/> The patient has difficulty, but does not take an inordinate amount of time to walk. <sup>1</sup>	<input type="checkbox"/> Yes <input type="checkbox"/> No	____ ____ ____ ____ ____

<sup>1</sup>If your patient experiences limitations in more than one category, they may be eligible under the "Cumulative effect of significant limitations" section on page 14.

6) Has the patient's impairment in walking lasted, or is it expected to last, for a continuous period of at least 12 months?

Yes     No

7) Has the patient's impairment in walking improved or is it likely to improve to such an extent that they would no longer be impaired?

Yes (provide year)    \_\_\_\_|\_\_\_\_|\_\_\_\_|\_\_\_\_|\_\_\_\_|     No     Unsure  
 Year

Patient's name: \_\_\_\_\_

Initial your designation if this category is applicable to your patient:

\_\_\_\_\_ medical doctor \_\_\_\_\_ nurse practitioner

**Eliminating**

1) List any medical conditions that impact the patient's ability to personally manage bowel or bladder functions and provide the year of diagnosis (if available):

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

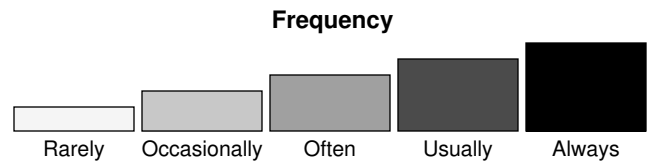
2) Does the patient take medication to aid their limitations in bowel or bladder functions?

Yes  No  Unsure

3) Describe if the patient uses any devices or therapy to aid their limitations in bowel or bladder functions (for example, ostomy, biological therapy):

\_\_\_\_\_  
 \_\_\_\_\_

4) Provide examples of the factors that limit the patient's ability to personally manage their bowel or bladder functions using the severity and frequency scales provided as a guide (for example, they always require assistance from another person to manage bowel or bladder functions, they have chronic constipation or diarrhea, they often have fecal or urinary incontinence, they usually require intermittent catheterization):



\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

5) Tell us in the table below about the patient's ability to personally manage their bowel or bladder functions (more than one answer may apply, given that the patient's ability may change over time). Evaluate their ability to personally manage bowel or bladder functions when using the medication, devices, and therapy listed above, if applicable.

Limitations in eliminating	Is this the case all or substantially all of the time (see page 3)?	Year this began
<input type="checkbox"/> The patient is unable or takes an inordinate amount of time to personally manage bowel or bladder functions (at least three times longer than someone of similar age without an impairment in these functions).	<input type="checkbox"/> Yes <input type="checkbox"/> No	____ ____ ____ ____
<input type="checkbox"/> The patient has difficulty, but does not take an inordinate amount of time to personally manage bowel or bladder functions. <sup>1</sup>	<input type="checkbox"/> Yes <input type="checkbox"/> No	____ ____ ____ ____

<sup>1</sup>If your patient experiences limitations in more than one category, they may be eligible under the "Cumulative effect of significant limitations" section on page 14.

6) Has the patient's impairment in bowel or bladder functions lasted, or is it expected to last, for a continuous period of at least 12 months?

Yes  No

7) Has the patient's impairment in bowel or bladder functions improved or is it likely to improve to such an extent that they would no longer be impaired?

Yes (provide year) \_\_\_\_|\_\_\_\_|\_\_\_\_|\_\_\_\_|  No  Unsure  
 Year

Patient's name: \_\_\_\_\_

Initial your designation if this category is applicable to your patient:

\_\_\_\_\_ medical doctor \_\_\_\_\_ nurse practitioner \_\_\_\_\_ occupational therapist

**Feeding**

This impairment category includes the acts of feeding oneself as well as preparing food, except when the time spent on food preparation is related to a dietary restriction or regime. It does not include identifying, finding, shopping for, or obtaining food.

1) List any medical conditions that impact the patient's ability to feed themselves and provide the year of diagnosis (if available):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) Does the patient take medication to aid their limitations in feeding themselves?

Yes  No  Unsure

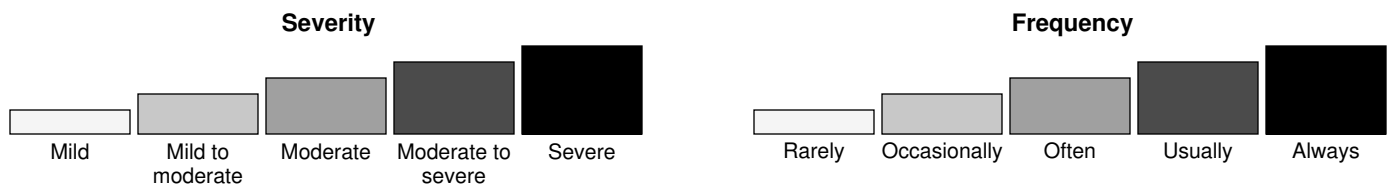
3) Describe if the patient uses any devices or therapy to aid their limitations in feeding themselves (for example, assistive utensils, occupational therapy):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4) Provide examples of the factors that limit the patient's ability to feed themselves using the severity and frequency scales provided as a guide (for example, they often require assistance from another person to prepare their meals or feed themselves, their dexterity is always severely impaired, they have moderate tremors, they rely exclusively on tube feeding):



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5) Tell us in the table below about the patient's ability to feed themselves (more than one answer may apply, given that the patient's ability may change over time). Evaluate their ability to feed themselves when using the medication, devices, and therapy listed above, if applicable.

Limitations in feeding oneself	Is this the case all or substantially all of the time (see page 3)?	Year this began
<input type="checkbox"/> The patient is unable or takes an inordinate amount of time to feed themselves (at least three times longer than someone of similar age without an impairment in that ability).	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
<input type="checkbox"/> The patient has difficulty, but does not take an inordinate amount of time to feed themselves. <sup>1</sup>	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____

<sup>1</sup>If your patient experiences limitations in more than one category, they may be eligible under the "Cumulative effect of significant limitations" section on page 14.

6) Has the patient's impairment in feeding themselves lasted, or is it expected to last, for a continuous period of at least 12 months?

Yes  No

7) Has the patient's impairment in feeding themselves improved or is it likely to improve to such an extent that they would no longer be impaired?

Yes (provide year) \_\_\_\_\_  No  Unsure

Year

Patient's name: \_\_\_\_\_

Initial your designation if this category is applicable to your patient:

\_\_\_\_\_ medical doctor \_\_\_\_\_ nurse practitioner \_\_\_\_\_ occupational therapist

**Dressing**

This impairment category does not include identifying, finding, shopping for, or obtaining clothing.

1) List any medical conditions that impact the patient's ability to dress themselves and provide the year of diagnosis (if available):

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2) Does the patient take medication to aid their limitations in dressing?

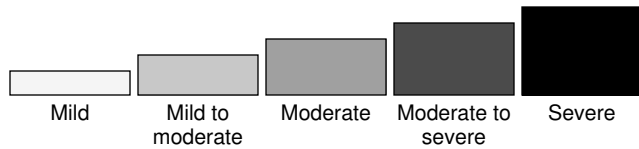
Yes  No  Unsure

3) Describe if the patient uses any devices or therapy to aid their limitations in dressing themselves (for example, button hook, occupational therapy):

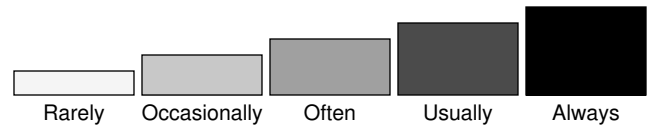
\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

4) Provide examples of the factors that limit the patient's ability to dress themselves using the severity and frequency scales provided as a guide (for example, they often require assistance from another person to dress themselves, they have severe pain in their upper extremities, they often have moderately limited range of motion):

**Severity**



**Frequency**



\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

5) Tell us in the table below about the patient's ability to dress themselves (more than one answer may apply, given that the patient's ability may change over time). Evaluate their ability to dress themselves when using the medication, devices, and therapy listed above, if applicable.

Limitations in dressing oneself	Is this the case all or substantially all of the time (see page 3)?	Year this began
<input type="checkbox"/> The patient is unable or takes an inordinate amount of time to dress themselves (at least three times longer than someone of similar age without an impairment in that ability).	<input type="checkbox"/> Yes <input type="checkbox"/> No	____ ____ ____ ____ ____
<input type="checkbox"/> The patient has difficulty, but does not take an inordinate amount of time to dress themselves. <sup>1</sup>	<input type="checkbox"/> Yes <input type="checkbox"/> No	____ ____ ____ ____ ____

<sup>1</sup>If your patient experiences limitations in more than one category, they may be eligible under the "Cumulative effect of significant limitations" section on page 14.

6) Has the patient's impairment in dressing themselves lasted, or is it expected to last, for a continuous period of at least 12 months?

Yes  No

7) Has the patient's impairment in dressing themselves improved or is it likely to improve to such an extent that they would no longer be impaired?

Yes (provide year) \_\_\_\_\_  No  Unsure  
 Year

Patient's name: \_\_\_\_\_

Initial your designation if this category is applicable to your patient:

\_\_\_\_\_ medical doctor

\_\_\_\_\_ nurse practitioner

\_\_\_\_\_ psychologist

## Mental functions necessary for everyday life

Mental functions necessary for everyday life include adaptive functioning, attention, concentration, goal-setting, judgment, memory, perception of reality, problem-solving, regulation of behaviour and emotions, and verbal and non-verbal comprehension.

- 1) List any medical conditions that impact the patient's ability to perform mental functions necessary for everyday life and provide the year of diagnosis (if available):

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- 2) Does the patient take medication that aids their ability to perform mental functions necessary for everyday life?

Yes  No  Unsure

Does the patient require supervision or reminders from another person to take their medication?  
This question is not applicable to children.

Yes  No  Unsure

Select the option that best describes how effectively the medication treats their condition:

Effective  Moderately effective  Mildly effective  Ineffective  Unsure

- 3) Describe any devices or therapy the patient uses that aid their ability to perform mental functions necessary for everyday life (for example, memory aids, assistive technology, cognitive-behavioural therapy):

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- 4) Does the patient have an impaired capacity to live independently (or to function at home or at school in the case of a child under 18) without daily supervision or support from others?

No  Yes

Select all types of support received by the adult or child under 18:

### Adult

Assisted living or long-term facility

Community-based health services

Hospitalization

Support from family members

### Child under 18

Adult supervision at home beyond an age-appropriate level

Additional support from educational staff at school

Provide additional details about support received (optional):

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Patient's name: \_\_\_\_\_

**Mental functions necessary for everyday life (continued)**5) Indicate the extent of the patient's limitations **compared to someone of similar age** without an impairment in mental functions:**Note:** For a child, you can indicate either their current or anticipated limitations.

		No limitations	Some limitations	Very limited capacity
<b>Adaptive functioning</b>	Adapt to change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Express basic needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Go out into the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Initiate common, simple transactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Perform basic hygiene or self-care activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Perform necessary, everyday tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other (optional): _____ _____			
<b>Attention</b>	Demonstrate awareness of danger and risks to personal safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Demonstrate basic impulse control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other (optional): _____ _____			
<b>Concentration</b>	Focus on a simple task for any length of time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Absorb and retrieve information in the short-term	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other (optional): _____ _____			
<b>Goal-setting</b>	Make and carry out simple day-to-day plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Self-direct to begin everyday tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other (optional): _____ _____			
<b>Judgment</b>	Choose weather-appropriate clothing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Make decisions about their own treatment and welfare	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Recognize risk of being taken advantage of by others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Understand consequences of their actions or decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other (optional): _____ _____			
<b>Memory</b>	Remember basic personal information such as date of birth and address	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Remember material of importance and interest to themselves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Remember simple instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other (optional): _____ _____			

Patient's name: \_\_\_\_\_

**Mental functions necessary for everyday life (continued)**

**Note:** For a child, you can indicate either their current or anticipated limitations.

		No limitations	Some limitations	Very limited capacity
<b>Perception of reality</b>	Demonstrate an accurate understanding of reality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Distinguish reality from delusions and hallucinations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other (optional): _____			
<b>Problem-solving</b>	Identify everyday problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Implement solutions to simple problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other (optional): _____			
<b>Regulation of behaviour and emotions</b>	Behave appropriately for the situation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Demonstrate appropriate emotional responses for the situation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Regulate mood to prevent risk of harm to self or others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other (optional): _____			
<b>Verbal and non-verbal comprehension</b>	Understand and respond to non-verbal information or cues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Understand and respond to verbal information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other (optional): _____			

6) Tell us in the table below about the patient's ability to perform mental functions necessary for everyday life (more than one answer may apply, given that the patient's ability may change over time). Evaluate their ability to perform mental functions when using the medication, devices, and therapy listed above, if applicable.

Mental functions	Is this the case all or substantially all of the time (see page 3)?	Year this began
<input type="checkbox"/> The patient is unable to perform these functions by themselves or takes an inordinate amount of time compared to someone of similar age without an impairment in mental functions.	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
<input type="checkbox"/> The patient has difficulty performing these functions, but does not take an inordinate amount of time. <sup>1</sup>	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____

<sup>1</sup>If your patient experiences limitations in more than one category, they may be eligible under the "Cumulative effect of significant limitations" section.

7) Has the patient's impairment in performing mental functions necessary for everyday life lasted, or is it expected to last, for a continuous period of at least 12 months?

Yes     No

8) Has the patient's impairment in performing mental functions necessary for everyday life improved or is it likely to improve to such an extent that they would no longer be impaired?

Yes (provide year) \_\_\_\_\_  No     Unsure  
Year

Patient's name: \_\_\_\_\_

Initial your designation if this category is applicable to your patient:

\_\_\_\_\_ medical doctor \_\_\_\_\_ nurse practitioner \_\_\_\_\_ occupational therapist<sup>2</sup><sup>2</sup>An occupational therapist can only certify limitations for walking, feeding, and dressing.**Cumulative effect of significant limitations**

When a person's limitations in one category do not quite meet the criteria to qualify for the DTC, they may still qualify if they experience significant limitations in two or more categories.

1) Select all categories you completed in previous pages and in which your patient has significant limitations, even with therapy and the use of appropriate devices and medication:

- |   |   |
|---|---|
| <input type="checkbox"/> Vision                                   | <input type="checkbox"/> Speaking                                     |
| <input type="checkbox"/> Hearing                                  | <input type="checkbox"/> Walking                                      |
| <input type="checkbox"/> Eliminating (bowel or bladder functions) | <input type="checkbox"/> Feeding                                      |
| <input type="checkbox"/> Dressing                                 | <input type="checkbox"/> Mental functions necessary for everyday life |

**Important:** If you checked a box for a particular category on this page but did not complete the corresponding section on the applicable page of this form, fill out that section prior to completing this page. The CRA will need that information to determine your patient's eligibility under the cumulative effect of significant limitations.

2) Do the patient's limitations in at least two of the categories selected above exist together all or substantially all of the time (see page 3)?

**Note:** Although a person may not engage in the activities simultaneously, "together" in this context means that they are affected by the limitations during the same period of time.

Yes     No

3) Is the cumulative effect of these limitations equivalent to being unable or taking an inordinate amount of time in one single category of impairment, all or substantially all of the time (see page 3)?

Yes     No

4) Provide the year the cumulative effect of the limitations described above began:

\_\_\_\_\_ Year

Patient's name: \_\_\_\_\_

Initial your designation if this category is applicable to your patient:

\_\_\_\_\_ medical doctor

\_\_\_\_\_ nurse practitioner

**Life-sustaining therapy**

Eligibility criteria for life-sustaining therapy are as follows:

- The therapy **supports a vital function**.
- The therapy is needed at least **2 times per week**.

**Note:** For 2020 and previous years, the therapy had to be needed at least 3 times per week to be eligible.

- The therapy is needed for an average of at least **14 hours per week** including only the time that your patient or another person must dedicate to the therapy, that is, the time they spend on activities to administer the therapy requires them to take time away from normal everyday activities.

Refer to the following table as a guide for the types of activities to include in the 14-hour requirement.

**Examples of eligible activities:**

- Activities directly related to adjusting and administering dosage of medication or determining the amount of a compound that can be safely consumed
- Maintaining a log related to the therapy
- Managing dietary restrictions or regimes related to therapy requiring daily consumption of a medical food or formula to limit intake of a particular compound or requiring a regular dosage of medication that needs to be adjusted on a daily basis
- Receiving life-sustaining therapy at home or at an appointment
- Setting up and maintaining equipment used for the therapy

**Examples of ineligible activities:**

- Exercising
- Managing dietary restrictions or regimes other than in the situations described in the eligible activities
- Medical appointments that do not involve receiving the therapy or determining the daily dosage of medication, medical food, or medical formula
- Obtaining medication
- Recuperation after therapy (unless medically required)
- Time a portable or implanted device takes to deliver therapy
- Travel to receive therapy

1) Which type of life-sustaining therapy is your patient receiving?

Specify the life-sustaining therapy: \_\_\_\_\_

Specify the medical condition: \_\_\_\_\_

**Note:** If the life-sustaining therapy indicated is for type 1 diabetes and you are filing this form for 2021 or later years only, you may skip to question 6. Individuals in this case are deemed to have met the criteria for life-sustaining therapy.

2) List the eligible activities for which the patient or another person dedicates time to administer the life-sustaining therapy:


3) Does your patient need the therapy to support a vital function?

 Yes  No

4) Provide the minimum number of times per week the patient needs to receive the life-sustaining therapy:

\_\_\_\_\_ times per week

5) Provide the average number of hours per week the patient or another person needs to dedicate to activities in order to administer the life-sustaining therapy:

\_\_\_\_\_ hours per week

6) Enter the year the patient began to meet the eligibility criteria at the top of the page:

--	--	--	--	--

 Year

or

 Not applicable (provide the year life-sustaining therapy began)

--	--	--	--	--

 Year

7) Has the impairment that necessitated the life-sustaining therapy lasted, or is it expected to last, for a continuous period of at least 12 months?

 Yes  No

8) Has the impairment that necessitated the life-sustaining therapy improved or is it likely to improve to such an extent that they would no longer be in need of the life-sustaining therapy?

 Yes (provide year) 

--	--	--	--	--

 Year
  No  Unsure

Patient's name: \_\_\_\_\_

**Certification – Mandatory**

1) For which year(s) has the person with the disability been your patient? \_\_\_\_\_ to \_\_\_\_\_

2) Do you have medical information on file for all the year(s) you certified on this form?  Yes  No

Select the medical practitioner type that applies to you. Tick one box only:

- Medical doctor     Nurse practitioner     Optometrist     Occupational therapist
- Audiologist     Physiotherapist     Psychologist     Speech-language pathologist

As a **medical practitioner**, I certify that the information given in Part B of this form is correct and complete. I understand that this information will be used by the CRA to make a decision if my patient is eligible for the DTC.

Signature: \_\_\_\_\_  
It is a serious offence to make a false statement.

Name (print): \_\_\_\_\_

Medical license or  
registration number  
(optional): \_\_\_\_\_

Telephone number: \_\_\_\_\_

Date: \_\_\_\_\_  
Year                      Month                      Day

Address


**General information****Disability tax credit**

The disability tax credit (DTC) is a non-refundable tax credit that helps persons with disabilities or their supporting persons reduce the amount of income tax they may have to pay.

For more information, go to [canada.ca/disability-tax-credit](http://canada.ca/disability-tax-credit) or see [Guide RC4064, Disability-Related Information](#).

**Eligibility**

A person with a severe and prolonged impairment in physical or mental functions **may be eligible** for the DTC. To find out if you may be eligible for the DTC, fill out the self-assessment questionnaire in Guide RC4064, Disability-Related Information.

**After you send the form**

Make sure to keep a copy of your application for your records. After we receive your application, we will review it and make a decision based on the information provided by your medical practitioner. We will then send you a notice of determination to inform you of our decision.

You are responsible for any fees that the medical practitioner charges to fill out this form or to give us more information. You may be able to claim these fees as medical expenses on line 33099 or line 33199 of your income tax and benefit return.

**If you have questions or need help**

If you need more information after reading this form, go to [canada.ca/disability-tax-credit](http://canada.ca/disability-tax-credit) or call **1-800-959-8281**.

**Forms and publications**

To get our forms and publications, go to [canada.ca/cra-forms](http://canada.ca/cra-forms) or call **1-800-959-8281**.

For internal use \_\_\_\_\_

T2201 E (22)

**How to send in your form**

You can send your completed form at **any time** during the year online or by mail. Sending your form before you file your annual income tax and benefit return may help us assess your return faster.

**Online**

Submitting your form online is secure and efficient. You will get immediate confirmation that it has been received by the CRA. To submit online, scan your form and send it through the "Submit documents" service in My Account at [canada.ca/my-cra-account](http://canada.ca/my-cra-account). If you're a representative, you can access this service in Represent a Client at [canada.ca/taxes-representatives](http://canada.ca/taxes-representatives).

**By Mail**

You can send your application to the tax centre closest to you:

Winnipeg Tax Centre  
Post Office Box 14000, Station Main  
Winnipeg MB R3C 3M2

Sudbury Tax Centre  
Post Office Box 20000, Station A  
Sudbury ON P3A 5C1

Jonquière Tax Centre  
2251 René-Lévesque Blvd  
Jonquière QC G7S 5J2

## Plan for Your Future with an RDSP

Registered Disability Savings Plan (RDSP) is a long-term savings tool introduced in 2008 by Employment and Social Development Canada to help people with disabilities no matter their level of income. If you, your spouse, or your child has a disability, you may be eligible for this program.

### Obligation:

- **There is no obligation.** A person with a disability can be eligible to receive up to **\$10,000** in their RDSP in the form of a Canada Disability Savings Bond without having to contribute any money themselves. An additional **\$1000** could be deposited into the plan every year going forward to a maximum of **\$20,000**.

### Eligibility:

- Be a resident of Canada
- Be 49 years of age or younger
- Have a valid Social Insurance Number (SIN)
- Be eligible or have already been approved for the Disability Tax Credit (DTC)

### Benefits:

- An RDSP could help with long-term financial security for the individual with a disability.
- For increased savings, the government could match up to **\$3** for every **\$1** dollar contributed to the plan by the individual or family member to a maximum of **\$70,000** per plan.

### Process:

- We are Financial Advisors who are very well versed in this government program. We will fully explain the DTC process and the RDSP process to determine if it is deemed beneficial to the individual with a disability.
- We guide the qualified individual through the DTC eligibility process and then through the RDSP application process.
- We also guide the plan holder through the internal investment process.
- A regular review of the RDSP is also important and we intend to follow-up with the plan holder on a regular basis.

**For more information, please contact one of our Advisors.**

**Justin Richard (902) 394-2748**

**Anton Mikhailov (902) 218-9367**

[www.generationsfinancial.ca](http://www.generationsfinancial.ca)





**MACKENZIE**  
Investments

**CONFIDENCE**  
IN A CHANGING WORLD

# Registered Disability Savings Plans

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Your guide to  
saving for a secure future



People with disabilities and their loved ones face a distinct set of financial challenges throughout their lives. To help address these challenges, in 2008 the Government of Canada introduced the Registered Disability Savings Plan (RDSP). Designed to help build long-term financial security for disabled persons, the RDSP makes it easier to accumulate funds by providing assisted savings and tax-deferred investment growth.

This brochure explains the main features of the RDSP and provides some examples to illustrate how the RDSP can best be used.

## What is an RDSP?

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The RDSP is a tax-deferred savings vehicle introduced by the Government of Canada to help parents and others save for the long-term financial security of a person with a severe disability.

### Eligibility

A Canadian resident who is eligible for the Disability Tax Credit (DTC) is eligible for an RDSP until December 31<sup>st</sup> of the year they reach age 59.

The DTC is available to individuals who have mental or physical impairments that markedly restrict their ability to perform one or more of the basic activities of living (i.e., speaking, hearing or walking). The impairment must be expected to last a period of one or more years, and a physician or nurse practitioner must certify the extent of the disability. Individuals can apply to the Canada Revenue Agency (CRA) for the DTC using Form T2201.

#### To qualify for an RDSP, you must:

- Be eligible for the Disability Tax Credit
- Be a resident of Canada
- Be less than 60 years of age
- Have a valid SIN

# Opening an RDSP account

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Only one RDSP can be established per beneficiary. The plan must be established by the disabled individual, unless he or she is not legally competent to sign a contract (e.g., a minor or mentally impaired). When the beneficiary is not legally able to sign a contract, the person(s) legally authorized to act on behalf of the disabled individual can establish the plan.

A change was made in Budget 2012 and under the new rules a “qualifying family member” is allowed to establish an RDSP for a beneficiary who is not contractually competent. The definition of a qualifying family member is only a spouse, common-law partner or a parent. Otherwise, anyone other than the qualifying family member will still have to go through the formal process of being named a legal representative or guardian. This is a temporary change and applies from July 2012 to the end of 2023. Even though this is temporary, it is important to note that the account holder is able to remain as account holder beyond 2023. The temporary nature of the rule simply means that new accounts cannot be opened this way after 2023, unless the legislation is extended again.

The person who establishes the plan is referred to under the Income Tax Act (Canada) as the “holder” and has principal decision-making ability over the plan (e.g., directing investments and the amount and timing of withdrawals).

The Social Insurance Number (SIN) of the disabled individual is also required.

There can be more than one holder, but only one beneficiary per plan. A substitute beneficiary designation is not permitted.

An RDSP can be transferred from one financial institution to another as the holder and/or beneficiary wish.

## To open an RDSP:

1. Determine if you are eligible for the disability tax credit. If so,
2. Get an application from Mackenzie Investments and fill it out. Your financial advisor can help you with this.

*A car accident left 16-year-old Steve disabled. His father, Colin, decided to establish an RDSP on Steve's behalf. Because Steve qualifies for the disability tax credit, he is eligible for an RDSP. On setup, Colin becomes the holder of the plan (as Steve is a minor) and acquires decision-making authority over the plan. It is decided that once Steve reaches the age of majority, he will become a joint holder with his father.*

# Contributions

---

Once an RDSP is established, contributions can be made by anyone, with the holder's written consent or by giving the money to the holder to deposit. Written consent is required to ensure the holder of the plan is able to schedule contributions to maximize government grants (described later).

The maximum lifetime contribution is \$200,000 per beneficiary. There is no annual contribution limit – \$200,000 can be contributed in any one year, if so desired.

Contributions are not tax-deductible; however, the earnings on contributions grow tax-free while held in the plan.

Contributions must cease by the end of the year in which the beneficiary reaches age 59.

Once an RDSP is set up, there are five ways to put money in:

1. Contributions by the account holder
2. Contributions by people the account holder has authorized
3. Federal grants and bonds
4. Transfers from a qualified RRSP, RRIF or RPP
5. Transfers of the accumulated income from a Registered Education Savings Plan on which the beneficiary is on both RESP and RDSP

*Jennifer, a widow and ailing mother was worried about who would care for her disabled daughter, Susan, following her death and decided to establish an RDSP for Susan with an initial contribution of \$50,000. She then consulted her lawyer and revised her will to ensure an additional \$150,000 would be contributed to the plan upon her death (provided Susan is age-eligible at that time, i.e., under 60). After Jennifer's death, \$150,000 was contributed to the RDSP, thereby maximizing the amount available to Susan.*

# Government help: Taking advantage of grants and bonds

To assist in saving, the federal government offers Canada Disability Savings Grants (CDSGs) and Canada Disability Savings Bonds (CDSBs).

The RDSP is eligible for CDSGs and CDSBs until December 31 of the year the beneficiary turns 49.

## Canada Disability Savings Grants (CDSGs)

CDSGs are matching grants that the Government will deposit into a beneficiary's RDSP to help accumulate savings. The Government provides matching grants of up to 300%, depending on the amount contributed and family net income.

The chart below outlines 2019 CDSG matching rates:

Family net income*	CDSG matching rates	Maximum annual CDSG
Up to or equal to \$95,259	300% on first \$500	\$3,500
	200% on next \$1,000	
Over \$95,259	100% on first \$1,000	\$1,000

\*2019 rates. For a minor beneficiary, the family net income is that of his or her parents. Where the beneficiary is over the age of majority, the family net income is that of the beneficiary and his or her spouse, if applicable. The income threshold is indexed annually to inflation.

### Maximum grant

CDSGs are subject to a lifetime limit of \$70,000 per beneficiary, and are payable until the end of the year in which the beneficiary reaches age 49 if the beneficiary remains a resident of Canada.

*As part of a birthday gift, Meg and Allen agree to contribute \$2,000 for each of the next five years to an RDSP for their disabled adult nephew, Tony. Because Tony is age of majority, his family income is used for CDSG purposes. Tony's family net income and grant allocation for the next five years is as follows:*

### Unused grants

Beginning in 2011, you are allowed to carry forward unused grant and bond entitlements for a 10-year period.

The maximum CDSG that can be paid in any year is \$10,500 and the maximum CDSB is \$11,000.

Income thresholds for carry-forward will use the family net income applicable for each year used.

	Family Net Income	Contribution	CDSG
Year 1	\$44,500	\$2,000	\$3,500
Year 2	\$48,350	\$2,000	\$3,500
Year 3	\$50,000	\$2,000	\$3,500
Year 4	\$75,000	\$2,000	\$3,500
Year 5	\$100,000	\$2,000	\$1,000
<b>Total</b>	<b>–</b>	<b>\$10,000</b>	<b>\$15,000</b>

Since there are no annual contribution limits for RDSPs, contributions of up to \$200,000 can be made in any given year. However, where a lump sum \$200,000 contribution is made, no CDSG would be paid after the initial year. RDSP contributors should work with a financial advisor to determine whether lump sum or

periodic contributions are the better option. Depending on expected rates of return, age of the RDSP beneficiary and cash flow needs, smaller annual contributions may be more suitable. Lump sum contributions would provide a longer period of tax-deferred growth, whereas annual contributions would maximize CDSGs.

## RDSP lump sum or annual contributions: an example

Kevin, age 44, has \$10,000 to contribute to his RDSP. He has a decision to make – contribute the full \$10,000 upfront to maximize tax-deferred growth, or, because of annual cash flow needs contribute \$2,000 for each of the next five years. Kevin speaks to his financial advisor, and the following potential outcomes are discussed (assuming a 6% rate of return and family net income of less than \$95,259):

### Option 1

Contribute \$10,000 upfront

**Total contribution:** \$10,000  
**CDSG:** \$3,500  
**RDSP value after five years:** \$18,066

### Option 2

Contribute \$2,000 per year for five years

**Total contribution:** \$10,000  
**CDSG:** \$17,500  
**RDSP value after five years:** \$32,864

Kevin elects Option 2 as it is expected to provide a greater return and flexibility for annual cash flow needs. Also, his overall return may be enhanced if the excess amount each year (the amount that exceeds \$2,000) is invested in a non-registered account.

If Kevin is receiving provincial disability support, there are limitations to the assets he can hold outside an RDSP. This could negatively impact his support.

Kim, age 44, receives an inheritance of \$200,000. She, like Kevin, has a decision to make. Should she contribute the full \$200,000 upfront, or contribute \$40,000 each year for five years to allow cash flow flexibility? Kim speaks to her financial advisor and the following outcomes are discussed (assuming a 6% rate of return and family net income of less than \$95,259):

### Option 1

Contribute \$200,000 as a lump sum

**Total contribution:** \$200,000  
**CDSG:** \$3,500  
**RDSP value after five years:** \$272,329

### Option 2

Contribute \$40,000 per year for five years

**Total contribution:** \$200,000  
**CDSG:** \$17,500  
**RDSP value after five years:** \$259,926

Unlike Kevin, Kim opts for Option 1. For her, a lump sum RDSP contribution will likely produce a better return despite forfeited grants. As well, if Kim chooses Option 2, deposits \$40,000 to her RDSP and invests the remaining \$160,000, she could lose part or all of her disability tax credit, as the value of tax credits decreases when income (from investments, employment, etc.) reaches a specified level. Kim contributes the full \$200,000 upfront and considers other options for her annual cash flow needs. In addition, if Kim is receiving provincial disability support, there are limitations as to assets inherited as well as income that may negatively impact Kim's support unless the entire inheritance is contributed to her RDSP.

## Canada Disability Savings Bonds (CDSBs)

In addition to CDSGs, lower income families have access to Canada Disability Savings Bonds (CDSBs). The Government may deposit up to \$1,000 a year to the RDSP of a low income beneficiary, even if no contributions are made into the RDSP.

Lower income families may qualify for up to a lifetime maximum of \$20,000 from the Canada Disability Savings Bond (CDSB) program.

Family net income*	Maximum annual CDSB
Up to or equal to \$31,120	\$1,000
Between \$31,120 and \$47,630	\$1,000 is reduced on a prorated basis (based on the formula in the Canada Disability Savings Act)
Over \$47,630	No bond is paid

\*2019 rates. For a minor beneficiary, the family net income is that of his or her parents. Where the beneficiary is over the age of majority, the family net income is that of the beneficiary and his or her spouse, if applicable.

CDSB payments are subject to a lifetime limit of \$20,000 per beneficiary, and are payable until the end of the year in which the beneficiary reaches age 49 (if the beneficiary remains a resident of Canada).

Starting in 2011, you may carry forward unused grant and bond entitlement to future years. The carry forward is for a maximum period of 10 years.

*Victor and Shauna have a 16-year-old son, Mark, who requires regular life-sustaining therapy and have a family net income of \$20,500. As Mark is eligible for the disability tax credit, he is also eligible for an RDSP. Although Victor and Shauna do not have funds to contribute to an RDSP for Mark, they can establish a plan and still receive CDSBs of \$1,000 a year, since the Government does not require contributions to be made to be eligible for CDSBs.*

**Note:** The Province of British Columbia also provides a one-time Disability Bond amount of \$150 from the Endowment 150 Fund.

# Repayment of CDSGs and CDSBs

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When withdrawing funds from an RDSP, it is important to be aware of the 10-year rule. When a redemption is done the government will look to see if CDSGs or CDSBs were deposited to the account in the 10 years prior to the redemption. If the account did receive CDSGs or CDSBs, a repayment known as the Assistance Holdback Amount (AHA) will apply. This means for every \$1 withdrawn, \$3 worth of CDSGs or CDSBs must be repaid to the government.

The purpose of the Assistance Holdback Amount is to ensure that RDSPs are used for long-term savings, and also to ensure that government funds contributed are not withdrawn and used as leverage for matching grants in future years. The same rule applies to grants and bonds received in the 10-year period before death or the cessation of a disability. Grants and bonds received before the 10-year period do not have to be repaid.

Because of the repayment provisions, an RDSP might not be the best option for short-term expenses. The scenario below illustrates this.

*Arnold, 35 and disabled, has an RDSP that his family has been contributing to for the past 10 years. Arnold wishes to withdraw \$10,000 from his RDSP to purchase a car.*

*Details of his plans are as follows:*

**Plan value:** \$194,963

**CDSGs (last 10 years):** \$35,000

**CDSBs (family income exceeds threshold):** \$0

*Arnold's \$10,000 redemption will result in repayment of \$30,000 for CDSG for the 10-year period before the withdrawal. CDSGs received prior to the 10-year period are not subject to repayment, so if Arnold only contributed once and received CDSGs and CDSBs in Year 1, if this withdrawal is made after 10 years, no repayment would be required.*

It is possible to *not* request grants or bonds for a period if there is a likelihood a Disability Assistance Payment will be required. Grants and bonds can be restarted after the payment.

## The 10-year rule

Once a withdrawal of any amount is made, all federal grants and bonds paid into the RDSP in the previous 10 years have to be repaid to the federal government on a \$3 for \$1 basis.



## Investment options

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Qualified investments for RDSPs are generally the same as those for Registered Retirement Savings Plans (RRSPs) and Registered Education Savings Plans (RESPs) and include cash, stocks, bonds, GICs, mutual funds and a variety of other investments.

It is important to talk to your financial advisor to ensure that investments are appropriate for RDSPs. Where a non-qualified investment is acquired by an RDSP or where a qualified investment ceases to be qualified, a tax of 50% of the fair market value of the investment would be levied, and income earned on the investment would also be taxable.

## Taking money out of your RDSP

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RDSP withdrawals are also known as disability assistance payments. There are two types of payments from an RDSP – Lifetime Disability Assistance Payments (LDAPs) and Disability Assistance Payments (DAPs).

Beneficiaries are not required to pay taxes on their RDSP until withdrawals are made or the RDSP is terminated.

### Lifetime Disability Assistance Payments

- LDAPs are recurring annual payments that once started, must be paid until the plan is terminated or the beneficiary has died.
- LDAPs may begin at any age, but must commence by the end of the year in which the beneficiary turns 60.
- Payments are generally limited to a maximum tied to the fair market value of the plan and the beneficiary's life expectancy (age 80 in most cases). The maximum amount does not apply where a physician certifies that the RDSP beneficiary is not expected to survive beyond five years.

### Disability Assistance Payments

- DAPs are lump sum payments made to the beneficiary or the beneficiary's estate.
- DAPs may only be made if the plan's fair market value after payment will be more than the Assistance Holdback Amount (CDSGs and CDSBs received in the 10-year period prior to a disability assistance payment).

Both LDAPs and DAPs can be used for disability or non-disability-related expenses.

As of 2014, maximum withdrawals are the greater of the LDAP formula or 10% of the value of the plan at the beginning of the year.

## Taxation of withdrawals

Disability assistance payments generally consist of original contributions, investment income, CDSGs and CDSBs (subject to repayment obligations). Because original contributions are non-deductible when contributed, they are non-taxable on withdrawal. Investment income, CDSGs and CDSBs are fully taxable to the RDSP beneficiary when received.

RDSP holders cannot encroach on capital alone, as each payment will consist of both taxable and non-taxable amounts. Generally speaking, the proportion of the payment that would be non-taxable is the same as the proportion of total contributions to total plan value.

If an RDSP beneficiary has little or no other income, a portion, if not all of the withdrawal can be received without incurring any tax liability due to the combined effect of the disability tax credit and the basic personal amount on the beneficiary's tax return. Taxable portions of withdrawals will be reported on a T4A-RDSP tax form.

**Note:** RRSP, RRIF or RPP proceeds transferred from deceased parent or grandparent will be taxable to the RDSP beneficiary. This is also the case with tax-deferred transfers of the taxable amount of RESPs.

## Eligible transfers

An RDSP may be transferred to another RDSP for the same beneficiary. To ensure RDSP beneficiaries only have one plan, the transferring plan must be terminated immediately after the transfer. Also, the receiving plan must agree to pay minimum amounts for the year where the transferring plan has not yet done so (generally applicable to beneficiaries age 59 or older).

Tax-deferred transfers from RRSPs, RRIFs or RPPs to an RDSP to the maximum contribution limit are permitted as of July 2011. These transfers must be from an RRSP, RRIF or RPP of a deceased parent or grandparent if the beneficiary of the RDSP was financially dependant on that individual. Tax-deferred transfers of the taxable amount of RESPs are allowed as of 2014.

*Fred just celebrated his 60<sup>th</sup> birthday, so by the end of the year must begin withdrawals from his RDSP. His financial advisor advises him that \$24,500 must be withdrawn from his plan, an amount calculated based on Fred's life expectancy of age 80. Details of his RDSP are as follows:*

**Plan value:** \$587,996

**Total contribution:** \$200,000

**CDSGs:** \$35,000

**CDSBs:** \$0

*Of the \$24,500 payable in the year, \$8,333 would be non-taxable ( $\$200,000/\$587,996 \times \$24,500$ ). The excess, \$16,167 would be taxable to Fred.*

*However, if Fred has no other income, he can receive the taxable RDSP distribution of \$16,167 and not incur any taxes after taking into account his disability tax credit and basic personal amount.*

**Note:** As of 2014, withholding tax will apply to the taxable portions withdrawn from an RDSP. The tax withheld can be claimed by the beneficiary on his or her tax return. The amount withheld should be taken into consideration when determining the withdrawal amount.

## Impact on Social Assistance Benefits

Payments from an RDSP do not impact other income-tested federal government programs, including:

- Old Age Security (OAS)
- Guaranteed Income Supplement (GIS)
- Canada Pension Plan (CPP)
- The Goods and Services Tax Benefit (GST Benefit)
- Social assistance benefits

As well, generally speaking RDSPs assets and payments should not have a negative impact on eligibility for programs such as subsidized housing and long-term care. However, each province and territory has legislation that provides support to persons with disabilities, so be sure to check with your legal and/or financial advisor for the most up-to-date legislation in your province.

## What if the beneficiary dies or is no longer disabled?

When an RDSP beneficiary dies the RDSP will collapse and full proceeds of the plan will be paid to the beneficiary's estate or the estate beneficiary, respectively (subject to CDSG and CDSB repayment obligations).

Original contributions remain non-taxable, while CDSGs, CDSBs and investment income received will be taxed as ordinary income to the beneficiary or his or her estate.\* Recognizing that a beneficiary's estate will receive RDSP proceeds on death of the beneficiary, provision should be made in the beneficiary's will for distribution of the assets so that the beneficiary has greater control over the intended distribution of the assets.

If the beneficiary dies without a will, the proceeds would be distributed according to the laws of intestacy for the province or territory in which the beneficiary resided. These laws generally provide for the spouse and children of the deceased, if any, followed by the next closest relatives.

However, relying on the laws of intestacy could lead to unintended distributions, particularly if the beneficiary has a preference that non-related individuals (e.g., friends, caregivers) inherit. Because the rules differ between jurisdictions, it is important to speak to a lawyer in the jurisdiction of the RDSP beneficiary to determine applicable rules.

If the beneficiary ceases to be eligible for the disability tax credit because their condition has improved, the RDSP must either be collapsed by the end of the year following the cessation of the DTC, or an election, with medical verification can be made to put the RDSP "on hold" (no contributions or withdrawals) for up to four years. If there is a relapse and the beneficiary is again DTC-eligible, then the RDSP can be restarted without requiring an entirely new application.

**\*Note:** If CDGs or CDSBs were paid into the RDSP within 10 years of the death of the beneficiary, those funds must be repaid to the Government.

*Karen recently passed away. At the time of her death, her RDSP was valued at \$251,471 of which \$100,000 was original contributions. No grants or bonds were received in the 10-year period prior to death. On death, Karen's estate received a payment of \$251,471, of which \$100,000 was non-taxable. The remaining \$151,471, consisting of grants, bonds and investment income was taxable on her final tax return.*

## Other Planning Issues

### Henson Trust

Named after the Henson family, a Henson trust is a formal trust to which assets can be contributed on behalf of a disabled individual. Because the trust is discretionary in nature (i.e., the trustee has full discretion over when, how and if assets are distributed to the disabled beneficiary), the trust can provide a certain level of financial support without having the disabled beneficiary's provincial benefits clawed back. It should be noted that some provinces, Alberta, for example, do not recognize such trusts.

In many provinces, Henson trusts will continue as an effective estate planning strategy alongside RDSPs. Suitability should be discussed with a financial advisor and lawyer. Greater flexibility may be achieved through a Henson trust as maximum and minimum withdrawals do not normally apply. Short-term expenses may also be addressed more easily in the absence of CDSG and CDSB repayment provisions. As an estate planning strategy, a contribution of \$200,000 could be put into an RDSP during the contributor's lifetime with any excess being left to a trust in the deceased contributor's will.

As of 2016, a Henson trust may be designated as a "Qualified Disability Trust", which receives preferential tax treatment on income earned in the trust.

For more information on the RDSP or to set up a plan, please contact your financial advisor.

## GENERAL INQUIRIES

For all of your general inquiries and account information please call:

<b>ENGLISH</b>	1-800-387-0614
<b>BILINGUAL</b>	1-800-387-0615
<b>ASIAN INVESTOR SERVICES</b>	1-888-465-1668
<b>TTY</b>	1-855-325-7030 416-922-4186
<b>FAX</b>	1-866-766-6623 416-922-5660
<b>E-MAIL</b>	service@mackenzieinvestments.com
<b>WEB</b>	mackenzieinvestments.com

Find fund and account information online through Mackenzie Investments' secure InvestorAccess. Visit [mackenzieinvestments.com](http://mackenzieinvestments.com) for more information.

The content of this brochure (including facts, views, opinions, recommendations, descriptions of or references to, products or securities) is not to be used or construed as investment advice, as an offer to sell or the solicitation of an offer to buy, or an endorsement, recommendation or sponsorship of any entity or security cited. Although we endeavour to ensure its accuracy and completeness, we assume no responsibility for any reliance upon it.

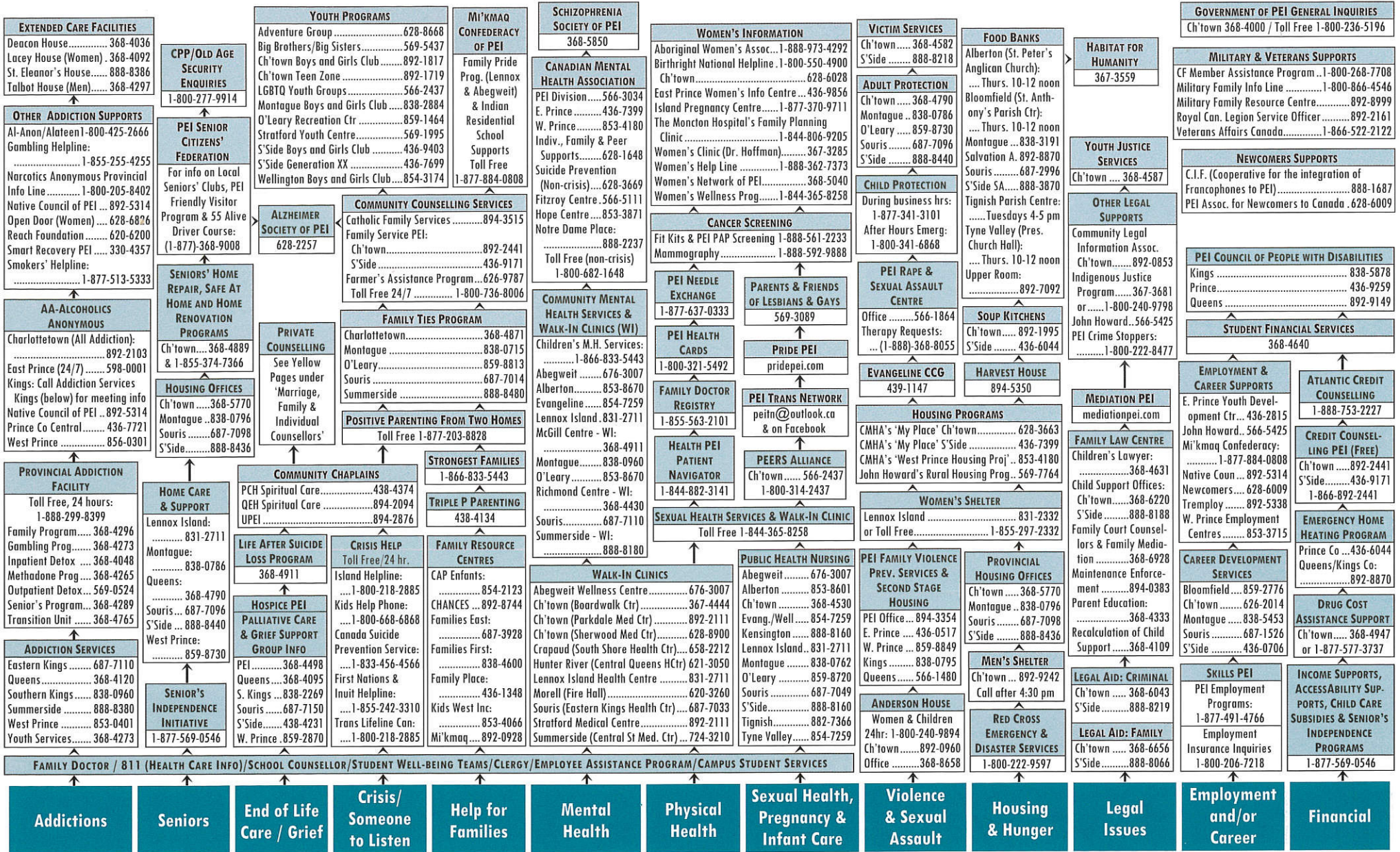
This should not be construed to be legal or tax advice, as each client's situation is different. Please consult your own legal and tax advisor. Market conditions, tax laws and investment factors are subject to change. Individuals should consult with their financial advisor, accountant or legal professional before taking any action based upon the information contained in this brochure. The Canada Disability Savings Grant (CDSG) and the Canada Disability Savings Bond (CDSB) are provided by the Government of Canada. Eligibility depends on family income levels. Speak to a tax advisor about RDSP's special rules; any redemptions may require repayment of the CDSG and CDSB.

Commissions, trailing commissions, management fees and expenses all may be associated with mutual fund investments. Please read the prospectus before investing. Mutual funds are not guaranteed, their values change frequently and past performance may not be repeated.



# THE PEI HELPING TREE

The PEI Helping Tree is designed to inform Islanders of the many helping resources available on Prince Edward Island. If you or someone you care about is experiencing a problem in any of the areas listed, follow the arrows on the flow chart to find resources that may help. There are times in everyone's lives when we need to reach out to others - sometimes it's just a matter of knowing how to contact them. Note: unless indicated, you need to dial 902 for all local calls. **If you are still uncertain of where to turn, please call the Island Helpline at 1-800-218-2885, toll free 24/7. Emergency Call 9-1-1**

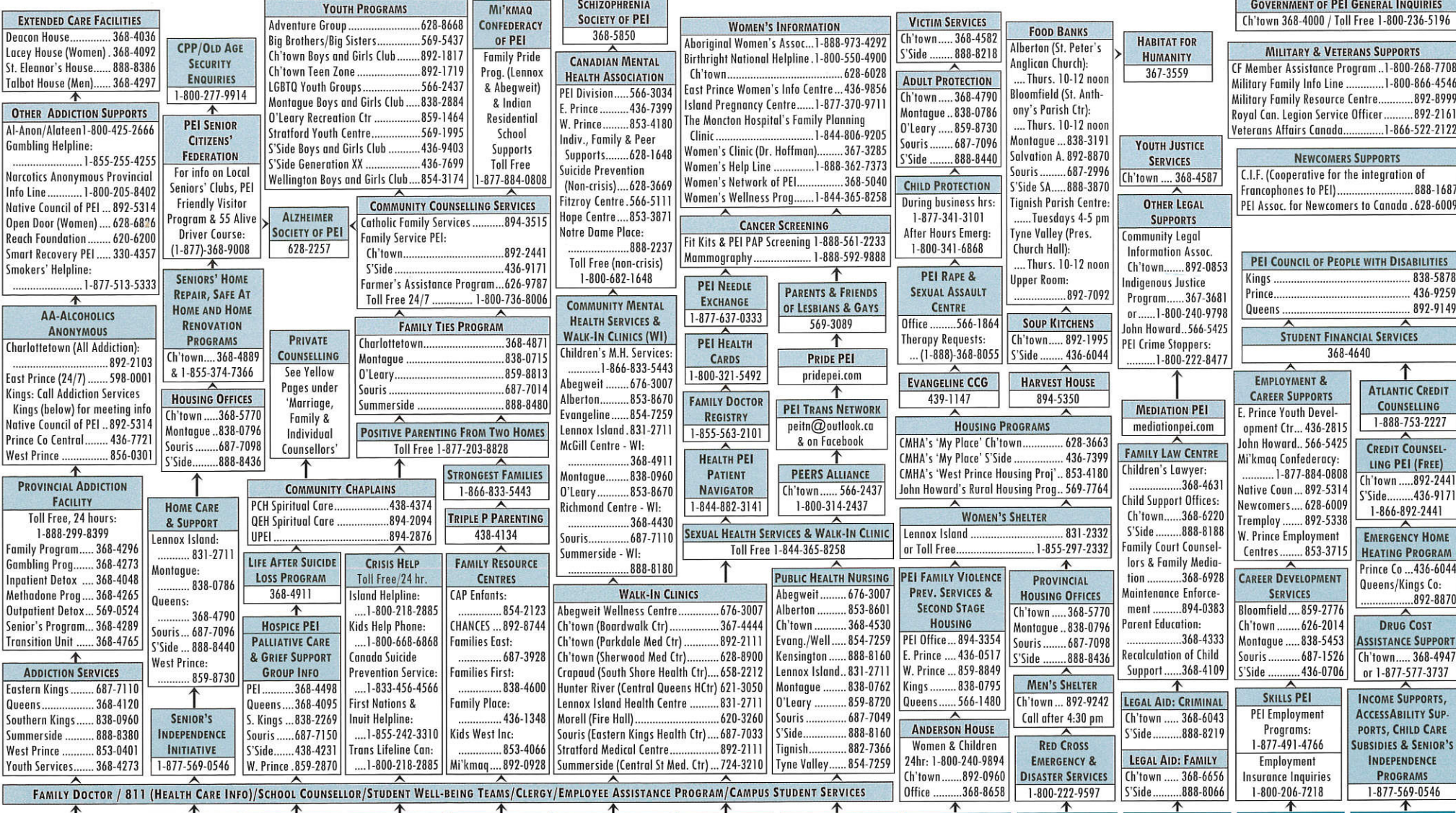


The PEI Helping Tree was created by CMHA's Suicide Prevention Program. It is for informational purposes only and CMHA is not responsible for any acts or omissions of these organizations. To download a copy or to access a linked version go to [www.pei.cmha.ca](http://www.pei.cmha.ca). For additional copies or to report changes, call (902) 628-3669. (September/2018)



# THE PEI HELPING TREE

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- Addictions
- Seniors
- End of Life Care / Grief
- Crisis/Someone to Listen
- Help for Families
- Mental Health
- Physical Health
- Sexual Health, Pregnancy & Infant Care
- Violence & Sexual Assault
- Housing & Hunger
- Legal Issues
- Employment and/or Career
- Financial



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# Access 2 Card Application Form

## Section A: Instructions

1. Read this document carefully. If you have any questions, please visit [access2card.ca](http://access2card.ca).
2. If this is your first Access 2 Card, print, complete and submit sections B (Applicant Information), C (Health Care Professional Authorization) and D (Administration Fee Payment) – along with the administrative fee.
3. If you are renewing an expired card or replacing a lost card, submit only sections B and D - along with the administrative fee.
4. Mail, fax, or email completed Sections B and/or C and D to Easter Seals Canada.
5. Include administration fee: by cheque or money order (payable to “Easter Seals Canada”) or online payment (credit card, Visa debit, or PayPal - payable at [access2card.ca](http://access2card.ca)). Paying online is highly recommended as you will receive your card faster. See section D for payment details.
6. Keep a copy of the application form for your records.

**Important:** You may only purchase one Access 2 Card per individual who has a disability.

## Program Overview

The Access 2 Card is for people of all ages and types of permanent disabilities who require the assistance of a support person. When a cardholder presents the Access 2 Card at a participating movie theatre or selected attraction across Canada, the support person is then given one free or discounted admission. The person with the disability pays the regular admission price. For a full list of participating venues, visit [access2card.ca](http://access2card.ca).

Persons with a permanent disability who require a support person when attending a movie theatre or attraction are eligible for the Access 2 Card. The applicant must agree to follow the terms and conditions for the use of the card (see next page).

A support person is an individual who accompanies a person with a disability to provide those services that are not provided by the participating theatre/attraction employees, such as



assisting the person with eating, administering medication, communicating, and use of the facilities.

There is a **\$20 (3-year valid card)** or a **\$30 (5-year valid card)** fee to acquire the Access 2 Card. The card will be valid for either 3 or 5 years and can be used at all Access 2 Card participating venues.

## Terms and Conditions

1. The application form must be submitted by a person with a disability or a legal guardian on his or her behalf. If the applicant is unable to sign, a legal guardian can sign on their behalf.
2. The applicant must be identified as having a disability that requires a support person/attendant while attending an entertainment, cultural, recreation or attraction. This must be verified by a registered healthcare professional or a recognized service provider (see section C for a complete list of regulated healthcare professionals).
3. The applicant must be a client of the authorizing health care professional/service provider. The authorized health care provider signing section C must not be related to the applicant. We do not accept medical or diagnosis letters.
4. If the applicant has a CNIB ID card, a photocopy of the card can be submitted in place of Section C. In this case, you do not have to complete section C. **Do not send the original CNIB card.**
5. This card is valid for a period of 3 or 5 years from the date of issue, after which a renewal application form must be filed with Easter Seals Canada. **\$20 for a 3-year card or \$30 for a 5-year card.**
6. The applicant must present the Access 2 Card at the movie theatre or selected attraction or venue's box office when purchasing his or her own ticket. The Access 2 card cannot be used in such a way where two free entries are granted. One individual must pay admission, regardless of other promotions. An attendant is defined as an adult who is 18 years or older. Photo Identification is not necessary; however, the theatre or attraction may ask to see a second piece of photo identification.
7. Prices may vary by participating venue. No advanced tickets or admissions can be obtained with this card. For theatres: admission tickets can only be issued on the day of the selected movie.
8. Tickets can only be purchased in person, together with a support person attending the same attraction. Under no circumstances are tickets to be resold.

9. This program is administrated by Easter Seals Canada on behalf of the Access 2 Card partners. Upon submission of your complete application, please allow 4-6 weeks for processing of your application and delivery of your Access 2 Card.
10. There is a **\$20 or \$30** (see no. 5) replacement fee for a lost or stolen card. Send a cheque made out to **Easter Seals Canada to 40 Holly St., Suite 401, Toronto, ON, M4S 3C3 - or pay online.** Paying online is highly recommended as you will receive your card faster.
11. Applications that are incomplete or improperly completed will not be processed. The applicant will be notified and asked to resubmit a complete and corrected application.
12. Misuse or abuse of this card could result in the termination of the card and its privileges.

**These terms and conditions are subject to change without notice.**

## Section B: Applicant Information

Select the type of card you are applying for by checking off a box:

New Card

Renewal of an Expired Card

Lost Card

Please select your preferred language below:

English

French

First and Last Name of Applicant (Person with the Permanent Disability):

---

Date of Birth (Day/Month/Year):

---

Mailing Address (Unit/House Number, Street, City, Province, Postal Code):

---

Phone Number:

---

Email Address:

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*I certify that I understand the terms and conditions as set forth in this application.*

**Applicant or Guardian's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Easter Seals Canada is committed to protecting the privacy, confidentiality, and security of any personal information we collect, use, and retain.

I wish to receive email communications about the Access 2 Card Program and other information about Easter Seals Canada.



An Easter Seals Canada Program



## Section C: Health Care Professional Authorization

**\*Important:** This section only needs to be completed for New Access 2 card applicants. Applicants with a CNIB card only need to provide a photocopy of their card with their application.

Please select one of the Accepted Health Care Professionals listed Health Care Professionals

Please select one of the Accepted Health Care Professionals listed below:

- |  |   |
|--|---|
| <input type="checkbox"/> Physician                   | <input type="checkbox"/> Audiologist  |
| <input type="checkbox"/> Nurse                       | <input type="checkbox"/> Psychiatrist   |
| <input type="checkbox"/> Social Worker               | <input type="checkbox"/> Recreational Therapist                               |
| <input type="checkbox"/> Physiotherapist             | <input type="checkbox"/> Éducateur/trice (QC only)                            |
| <input type="checkbox"/> Behaviour Analyst (BCBA)    | <input type="checkbox"/> Executive Director of a Disability Services Provider |
| <input type="checkbox"/> Psychologist                |   |
| <input type="checkbox"/> Speech Language Pathologist |   |
| <input type="checkbox"/> Occupational Therapist      |   |

**\*Organization Name:**

---

Professional Stamp  
(if available)

*I certify that the applicant, who is a client/patient of mine, is a person with a permanent disability who, due to the disability, needs to be accompanied by a support person to assist with communication, mobility, personal/medical needs or with access to goods, services, or facilities. I certify further that the information I have provided in this application is accurate and complete to the best of my knowledge.*

**Please proceed to the next page of this section.**

First and Last Name of Applicant (Person with the Permanent Disability):

---

Name of Health Care Professional OR Executive Director:

---

Professional Registration Number:

---

Phone Number:

---

Email Address:

---



**Health Care Professional OR Executive Director Signature:**

\_\_\_\_\_ **Date:** \_\_\_\_\_

**Please ensure both pages of Section C are complete and submitted.**

## Section D – Administration Fee Payment

**\*Important: The administration fee must be paid before we can process your application. Payment must be made for all applications (New, Renewal/Expired, Lost).**

If you are paying by cheque or money order (payable to “Easter Seals Canada”), please mail it along with your application.

If you are paying online with a credit card, Visa debit card or PayPal account, you must submit your application after payment. Pay online at [access2card.ca](http://access2card.ca). Paying online results in the fastest turn-around time.

### Select Your Access 2 Card Type:

3-Year Valid Card (\$20)

5-Year Valid Card (\$30)

### Select Your Payment Method:

Pay Online (at [access2card.ca](http://access2card.ca))

Name of credit card holder:

---

Name of Access 2 Card Applicant:

---

Transaction Confirmation Code (sent by email after online payment is complete):

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***The charge on your account statement will appear as being paid to “Easter Seals C.”***

Cheque or Money Order (**Send with completed application**)

Please ensure that the cheque or money order is:

- Payable to “Easter Seals Canada
- Dated within the last 6 months
- Signed



## Application Checklist

(For Your Reference Only)

- Complete Section B (Applicant Information).
- Complete Section C (Health Care Professional Authorization) – **\*New applicants only.**
- Complete Section D (Administration Fee Payment).
- Pay online or enclose the administration fee made payable to Easter Seals Canada.
- Enclose a self-addressed, stamped return envelope (**mailed-in applications only**).
- Only submit Sections B, C, and D – and not this entire package.

**\*Please ensure the envelope is at least “standard business” size, as we are mailing you your card.**

## Submitting Your Application

There are three ways to submit your application: mail, fax, or email. Payment must be made before submitting your application.

**Mailing Address:**

Access 2 Program  
40 Holly Street, Suite 401  
Toronto, ON  
M4S 3C3

**Fax Number:** 416-932-9844

**Email (scanned application):**  
[access2card@easterseals.ca](mailto:access2card@easterseals.ca)

If you have any questions, please contact us by:

**Email:** [access2card@easterseals.ca](mailto:access2card@easterseals.ca)

**Phone:** 1-877-376-6362 (Toll-Free) or  
416-932-8382

Allow four to six weeks for your Access 2 card to be delivered. **Please refrain from contacting us to check the status of your application for at least four weeks after it has been submitted.**

## **Employment and Student Supports**

### **Holland College**

#### **STUDENT SUPPORT SERVICES**

Our Student Support Services Team is available to assist you throughout your time at Holland College. Transitioning from high school to college can be challenging and adjusting to the course workload can be overwhelming. Whether you need help with time management, organizational skills, study skills, and strategies we can help you have a successful year.

Contact Student Academic Support Services at [studentsupportservices@hollandcollege.com](mailto:studentsupportservices@hollandcollege.com)

#### **ACADEMIC SUPPORT – HOLLAND COLLEGE**

If you are a student with special learning requirements or are worried that you will have a challenge adjusting to the academic workload, contact the Academic Support team.

The Academic Support staff will help you become an independent learner and encourage you to reach your fullest academic potential. They will help you to develop a learning plan and to identify appropriate learning accommodations and assistive technologies. You can request academic support when you apply to Holland College or at any time during the school year.

Please contact Academic Support to discuss your learning needs. Phone Velda Crane at 902-629-4237 or by email at [vcrane@hollandcollege.com](mailto:vcrane@hollandcollege.com).

#### **INFORMATION FOR APPLICANTS WITH DISABILITIES**

Holland College is committed to providing appropriate and reasonable accommodations for your disability.

If you have any kind of disability and wish to seek accommodation from Holland College, let us know.

Please check “yes” in the Students with Learning Needs section of the application form and provide relevant documentation. For more information, please contact Velda Crane at 902-629-4237 or by email at [vcrane@hollandcollege.com](mailto:vcrane@hollandcollege.com).

## UPEI

# Accessibility Services

The University of Prince Edward Island encourages the full participation of all students, including students with disabilities, as members of the University community. We strive to ensure fair and consistent treatment for all, and provide equal access to University services, programs, and facilities.

Accessibility Services takes great pride in providing students with a welcoming, relaxed, and positive atmosphere. We are aware that some students are somewhat hesitant when first approaching Accessibility Services. However, it is our observation that students soon become very comfortable, and drop in or use the services either on a daily or weekly basis. Our sense of pride comes with each student's success and in helping students accomplish their goals in the academic community.

Accommodations and services can include:

- Campus accessibility
- Confidential consultations
- Test, exam, and classroom accommodation
- Assistance with grants
- Assistance with adaptive technology
- Note-taking, tutoring, mentoring
- Use of a scribe or reader during testing
- Learning strategy support
- Assistance with self-advocacy
- Transition planning with high school students
- Alternate formats of textbooks (digital/.pdf)

Students with documented visible, invisible, and/or temporary disabilities can register with Accessibility Services. If you are struggling with your learning and want more information, please contact us at 902-566-0668 to arrange for an appointment with one of our accessibility case managers.

## Academic Accommodations Policy and Guidelines

Recognizing its moral and legal duty to provide academic accommodation to the point of undue hardship, UPEI is committed to providing equal opportunities for students with disabilities, within a supportive and challenging environment and consistent with academic principles.

- [UPEI Policy on Academic Accommodations for Students with Disabilities](#)
- [Procedures and Guidelines for Academic Accommodation](#)
- [Medical Assessment Form for Students with Permanent Disabilities](#)

## Online Referral Form

Accessibility Services now has an online referral form for faculty and staff to make referrals for students to our office.

[Visit myUPEI to complete the referral form](#)

# Academic Accommodations for Students with Disabilities

The University of Prince Edward Island, founded on the tradition of liberal education, exists to encourage and assist people to acquire the skills, knowledge, and understanding necessary for critical and creative thinking, and thus, prepare them to contribute to their own betterment and that of society through the development of their full potential.

Recognizing its moral and legal duty to provide academic accommodation to the point of undue hardship, the University is committed to providing equal opportunities for students with disabilities, within a supportive and challenging environment and consistent with academic principles.

## **To Register for UPEI Accessibility Services**

If it is your first-time requesting accommodations, you must make an appointment with one of the case managers.

Complete a Student Accommodation Form on myUPEI at the beginning of each semester.

UPEI Accessibility Services.

Visit [www.upei.ca/studentlife/accessibility](http://www.upei.ca/studentlife/accessibility)

- Located in Dalton Hall First Floor.

## **Resource Abilities**

<https://resourceabilities.ca/>

Resource Abilities is dedicated to promoting the full participation and inclusion of people with Disabilities in Island Society.

## **PEIACL – PEI Association for Community Living**

### **Ready Willing and Able Program**



**For more information about how inclusive hiring will work for you, contact RWA at: 902-394-0350 or [rwa@peiacl.org](mailto:rwa@peiacl.org)**

Ready Willing and Able is a national project delivered by the Canadian Association for Community Living (CACL) in partnership with the Canadian Autism Spectrum Disorders Alliance (CASDA). RWA is funded by the Federal Government of Canada and designed to build on and increase employer capacity and demand to hire persons with an intellectual disability or Autism Spectrum Disorder (ASD); link employers with employment agencies and supports; work in partnership with schools, post-secondary institutions, and the business community; and promote the increased employment of persons with an intellectual disability or ASD.

As a national strategy to develop inclusive and effective labour markets, RWA will:

- Connect and support employers, persons with intellectual disabilities or ASD and local, provincial and national community agencies

- Promote understanding and awareness among employers and the general public as to the business value of hiring people with intellectual disabilities or ASD
- Complement and enhance the capacity of community employment service delivery organizations by connecting them to new employer demand

**For more information about how inclusive hiring will work for you, contact RWA at: 902-394-0350 or [rwa@peiacl.org](mailto:rwa@peiacl.org)**

**Career Development Services**



**[HTTPS://CDSPEI.CA/](https://CDSPEI.CA/)**

Career Development Services (CDS) is a confidential and welcoming place where you can:

- Search for a new job & prepare for job interviews
- Get help with your resumé and cover letter
- Learn about different careers & the local labour market
- Explore training & funding opportunities
- Discover your skills and abilities

**CDS services are FREE.**

We look forward to meeting you! Choose one of our five Prince Edward Island locations.

**CHARLOTTETOWN | MONTAGUE | O'LEARY | SOURIS | SUMMERSIDE**



## **Resources**

### **Sports**

#### **Swimming**

**Para Sport – Aqua Abilities – 8-week swimming program.**

**<https://parasportpei.ca/>**

**Additional - <https://parasportpei.ca/sports/swimming/>**

**Mr. Bill's Swim School – <https://www.facebook.com/groups/2715041871857283/>**

**Special Olympics - <https://www.specialolympics.ca/pei>**

**Jumpstart Program - <https://www.jstart.org/>**

### **Music Therapy**

**Singing Sands**

**Shona Pottinger – BMT – MTA – NWT**

**<https://www.singingsandsmt.ca/>**

**Serene View Ranch**

**<https://www.sereneviewranch.com/>**

**Katherine Lowings BMT MC MTA CCC CT. KL Therapy and Wellness**

**<https://www.facebook.com/kl.therapywellness/>**

### **Equine Therapy**

**Grand River Ranch**

**<https://www.facebook.com/GrandRiverPEI/>**

**Serene View Ranch**

<https://www.sereneviewranch.com/>

**Hoof Prints Ranch**

<https://www.hoofprintsranh.net/>

**Community**

**Owl's Hollow**

<https://www.owlshollow.com/>

**Bricks 4 Kids - <https://www.bricks4kidz.com/canada-princeedwardisland-charlottetown/>**

**OFF THE WALLZ**

<https://www.offthewallz.ca/>

**Cineplex Sensory Friendly Screenings**

<https://www.cineplex.com/Theatre/cineplex-cinemas-charlottetown>

**Social ABC's**

<https://socialabcs.ca/>

**Advocacy Representative – Office of the Child and Youth Advocate**

**Wraychel Horne B.A. M.A**

**119 Kent Street**

**902 368-5563**

[Whorne@ocyapei.ca](mailto:Whorne@ocyapei.ca)

## Learning

Sylvan Learning- <https://locations.sylvanlearning.com/ca/charlottetown-pe>

## Adult

Stars for Life - <https://starsforlife.com/>

## Emergency Assistance/Services

Project LifeSaver – <https://www.projectlifesaverpei.ca/>

Angel Sense – <https://www.angelsense.com/>

Medic Alert - No Child Without

<https://www.medicalert.ca/no-child-without>

## **Mental Health and Tele-Health Supports**

<https://www.princeedwardisland.ca/en/information/health-pei/e-mental-health-and-telehealth-supports>

## **Student Well-being Teams**

<https://www.princeedwardisland.ca/en/information/education-and-lifelong-learning/student-well-being-teams>

## **Autism Nova Scotia**

<https://www.autismnovascotia.ca/>

## **PEI Helping Tree**

[https://savoir-sante.ca/en/content\\_page/download/79/144/21?method=view](https://savoir-sante.ca/en/content_page/download/79/144/21?method=view)

## **Triple P Parenting**

<https://www.triplep-parenting.ca/can-en/find-help/triple-p-parenting-in-prince-edward-island/>

## **Strongest Families**

<https://www.princeedwardisland.ca/en/information/health-pei/strongest-families>

## **PEI 211**

<https://pe.211.ca/>

## **Dial 811 and 911 Emergency.**

If you are experiencing a medical emergency, call 9-1-1 or go to the nearest emergency department.

If you are unsure what to do about a health issue or if you need health information, call 8-1-1.

**Looking for additional resources? Check out the Autism Society of PEI resource page @**

<https://www.autismsociety.pe.ca/resources/>

## List of Registered Occupational Therapists in PEI

Aguila, Sandra J. (# 199)

Amyotte, Bonnie L. (# 189)

Anand Toner, Alice (# 150)

Arsenault, Michelle (# 49)

Bernard, Monique M. (# 176)

Brine, Marie (# 57)

Bruce, Chloe (# 194)

Burchell , Felicia A. (# 185)

Butler, Selynn (# 197)

Callaghan, Cathy (# 44)

Carmichael, Shelley (# 39)

Clark, Julie (# 41)

Colter, Amanda S. (# 162)

Cooke, Nancy (# 37)

Cormier, Shianna (# 202)

Crawford, Karla M. (# 84)

Cutcliffe, Heather (# 18)

Deighan, MacKenzie A. (# 198)

Dennis, Julie H. (# 142)

Drake, Carrie E. (# 155)

Dykerman, Sarah (# 122)

Ellis, Lauren (# 180)

Findlay, Jessica R. (# 177)  
Fitzpatrick, Rae E. (# 158)  
Fullerton, Katie (# 192)  
Gallant, Manon (# 104)  
Gaudet, Kendra (# 72)  
Gauthier, Gail (# 76)  
Gauthier, Heather M. (# 78)  
Giasson-Jean, Corinne (# 157)  
Goodwin, Tanya M. (# 92)  
Groeneweg, Charlotte L. (# 178)  
Hackett, Marjorie J. (# 26)  
Hann-Levy, Lorilei (# 60)  
Higgins, Michelle (# 112)  
Holland, Mark (# 82)  
Hornby, Devin J. (# 171)  
Horne , Jessica I. (# 144)  
Hughes, Rachelle (# 81)  
Jameson, Alicia (# 135)  
Johnston, Christopher (# 109)  
LeBlanc, Michael E. (# 140)  
Love, Alida L. (# 77)  
MacDonald, Sarah D. (# 145)  
MacLauchlan, Nicole (# 173)  
MacLean, Brittany (# 133)

MacLean, Laura B. (# 169)  
MacLeod, Daniel A. (# 170)  
MacLeod, Donna F. (# 64)  
MacLeod, Grant (# 93)  
MacNutt, Jane P. (# 153)  
MacPherson, Colleen G. (# 83)  
Marchessault, Christine E. (# 115)  
McDonell, Allyson (# 123)  
McQueen, Tania J. (# 125)  
Miller, Marilee T. (# 63)  
Mourant, Sherry L. (# 200)  
Myers, Melissa A. (# 117)  
Nabuurs, Karen (# 193)  
Neill, Jennifer J. (# 141)  
Paynter, Amanda K. (# 114)  
Paynter, Jillian (# 196)  
Peters, Anne-Marie S. (# 96)  
Porter, Hayley (# 201)  
Power, Rogan J. (# 163)  
Praught, Emilie (# 143)  
Rainnie, Stephanie L. (# 53)  
Read, Liane (# 132)  
Reid, Lindsay (# 86)  
Reid, Shannon J. (# 187)



Richard, Lloyd A. (# 116)  
Robertson, Megan A. (# 149)  
Ross, Daniel (# 191)  
Saunders-Green, Lisa A. (# 159)  
Sauve, Marla M. (# 175)  
Schurman, Karen E. (# 48)  
Shaw, Paula M. (# 188)  
TeRaa, Tabatha (# 66)  
Thompson, Derek J. (# 147)  
Thompson, Yvonne (# 46)  
Verhulst, Katie (# 108)  
Watson, Joan R. (# 35)  
Waugh, Sarah (# 195)  
Woodside, Dawna L. (# 33)  
Younie, Elizabeth M. (# 156)

## **List of Occupational Therapists with Special Registration for Telepractice in PEI during COVID19 Pandemic**

MacMillan, Krista (# SR 2021-01 (Time-limited telepractice))  
McCaskill, Pam (# SR 2021-02 (Time-limited telepractice))  
Mercer, Jillian (# SR 2021-03 (Time-limited telepractice))  
Thieu, Scott (# SR 2021-04 (Time-limited telepractice))

# Private Practice List

## Speech Language Pathology

(Updated June 2020)

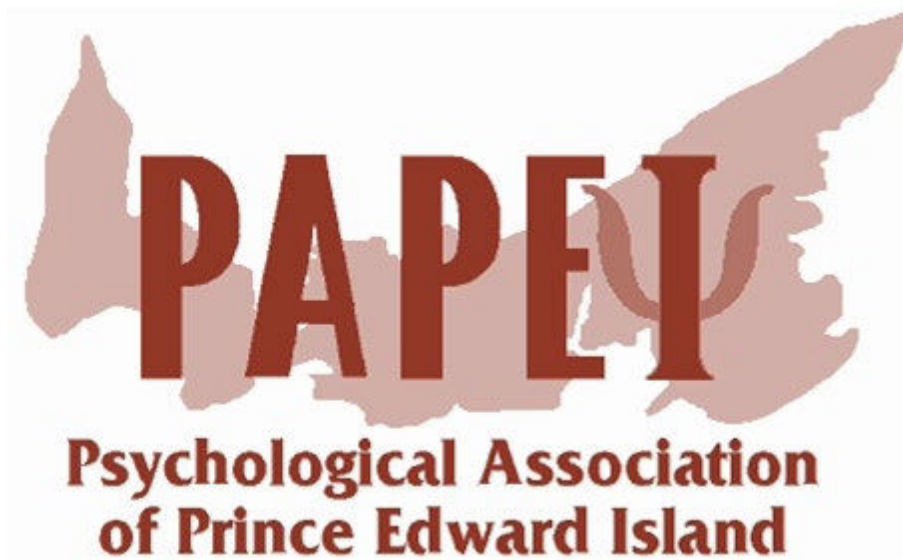
For a printer friendly version please click here: <http://peispeechhearing.ca/printpg/private>

Disclaimer: Please note that the "Private Practice List" is offered as a service to the public and members of our professions. The accuracy of the listings is the responsibility of the individuals listed. The Prince Edward Island Speech & Hearing Association (PEISHA) does not accept responsibility for its contents or the services provided by any individual listed.

Clinician Names & Contact Information	Areas of Specialty
<b>Speech-Language Pathologists</b>	
Jillian Arsenault 902-620-1109 jilarsenault@hotmail.com	Adolescents and Adults
Rick Burger, M.A. (SAC-cert) 902-940-5347 burgerrick@hotmail.com	Adults (Dysphagia)
Craig Cameron 902-218-5816 craigkcameron@gmail.com	Adults (Voice, Speech, Language, Stuttering, Swallowing)
Amber Ceretti 902-394-3079 aceretti@hotmail.com	Preschool Children, School Aged Children, and Adults
Jennifer Collings 902-393-0479 Jennifer_Collings@hotmail.com	Preschool and School Aged Children

<p>Mary Anne Donovan (East Coast Speech)  Clinic-based services available in Charlottetown and Summerside and in-home services available across PEI  902-786-8489  eastcoastspeechpei@gmail.com</p>	<p>Preschool Children, School Aged Children, and Adults</p>
<p>Leah Doyle  902-403-8187  doyleleahc@gmail.com</p>	<p>School Aged Children and Adults</p>
<p>Michele Moffat  902-388-1964  peislp@me.com  www.speechstrength.com</p>	<p>Preschool, School Aged Children, Adolescents, and Adults</p>
<p>Jennifer Orlowski  902-626-5488  jenorlowski@hotmail.com</p>	<p>Preschool and School Aged Children</p>
<p>Dawn Riley  902-940-2562  dawnetariley@gmail.com</p>	<p>School Aged Children and Adults</p>
<p>Moira Shaw  Shaw Speech Therapy Inc.  Clinic based services in Western PEI  902-807-9358  shawspeechtherapyinc@gmail.com</p>	<p>Preschool and School Aged Children</p>
<p>Melissa Spidel, M.Sc. SLP-Reg, SLP(C)  902-394-3990  melissaspidel@yahoo.ca</p>	<p>Preschool and School Aged Speech and Language</p>
<p><b>Audiologists</b></p>	
<p>Peter Benstead  PEI Audiology (Charlottetown)  Midtown Plaza  39 Eden Street, Suite 6  Charlottetown, PE, C1A 2S2  Phone: 902-892-8060  Fax: 902-370-3039  hearing@peiaudiology.ca  www.peiaudiology.ca</p>	<p>Clinical and Dispensing Audiologist</p>
<p>Krista Campbell  Campbell Hearing</p>	<p>Clinical and Dispensing Audiologist</p>

<p>Kirkwood Mews  393 University Avenue  Charlottetown, PE, C1A 4N4  Phone: 902-569-0101  Fax: 902-569-0304  hear@campbellhearing.ca  www.campbellhearing.ca</p>	
<p>Charlotte Ellis  Connect Hearing (Charlottetown and Summerside)  C-614 North River Road  Charlottetown, PE, C1E 1K2  902-892-6989  charlotte.ellis@connecthearing.ca</p>	<p>Clinical and Dispensing Audiologist</p>
<p>Pat Ellis  Connect Hearing  C-614 North River Road  Charlottetown, PE, C1E 1K2  902-892-6989  pellis@connecthearing.ca</p>	<p>Clinical and Dispensing Audiologist</p>
<p>Chelsey Enman  PEI Audiology (Summerside)  Superstore  535 Granville Street, Upper Level  Summerside, PE, C1N 3C4  Phone: 902-436-0074  Fax: 902-436-8072  hearing@peiaudiology.ca  www.peiaudiology.ca</p>	<p>Clinical and Dispensing Audiologist</p>
<p>Karen Enman, MSc, Au.D.(C)  Doctor of Audiology  Connect Hearing  475 Granville Street  County Fair Mall  Summerside, PE, C1N 4P7  Phone: 902-432-8154  Fax: 902-432-8148  Karen.Enman@connecthearing.ca</p>	<p>Clinical and Dispensing Audiologist</p>
<p>Derek Hughes, M.Sc. Aud(c)  Campbell Hearing  Kirkwood Mews  393 University Avenue  Charlottetown, PE, C1A 4N4  902-569-0101  Fax: 902-569-0304</p>	<p>Clinical and Dispensing Audiologist</p>



## **Private Practice Directory**

The psychologists and psychological associates listed in this directory are PAPEI members who are also registered with the PEI Psychologists Registration Board, the regulatory authority governing psychological practice in this province. A complete listing of all registered psychologists in PEI is available at <http://www.peipsychology.org/peiprb/>.

The information in this directory is provided by PAPEI member psychologists. PAPEI makes no claim or guarantee about the services provided.

PAPEI's recommended private practice fee is \$210 per hour for psychological services.

**Kathren Allison, Psychologist**  
PEIPRB Registration #: 064

<b>CURRENTLY ACCEPTING CLIENTS</b>	Yes
<b>ESTIMATED WAIT TIME</b>	6 months
<b>OFFICE ADDRESS</b>	1 Rochford St., Charlottetown, PE C1A 9L2
<b>TELEPHONE</b>	(902) 314-111
<b>EMAIL</b>	kathy.allison@rogers.com
<b>WEBSITE</b>	
<b>TELEHEALTH</b>	No
<b>LANGUAGE(S) SPOKEN</b>	English
<b>FORMAL ASSESSMENT SERVICES</b>	Psycho-educational assessments for children and adults, ADHD and Adult ADHD, Cognitive and Intelligence, Learning Assessments, Learning Disabilities
<b>AREAS OF PRACTICE</b>	Learning Disabilities ADHD and Attention Problems
<b>WORKS WITH</b>	Individuals
<b>AGE GROUPS SERVED</b>	Children Adults

I am a registered psychologist who has been working full time in my own comprehensive private practice (assessment and treatment of anxiety, depression, PTSD, learning disabilities, ADHD, etc.) for over 10 years. I am now focusing exclusively on assessments for learning disabilities and attention problems/ADHD, for both children and adults.

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**Dr. Nancy Bartlett, Psychologist**  
PEIPRB Registration #: 088

<b>CURRENTLY ACCEPTING CLIENTS</b>	Yes
<b>ESTIMATED WAIT TIME</b>	
<b>OFFICE ADDRESS</b>	Suite 301, 129 Kent Street
<b>TELEPHONE</b>	(902) 367-5144
<b>EMAIL</b>	Drnancybartlett@gmail.com
<b>WEBSITE</b>	
<b>TELEHEALTH</b>	Yes
<b>LANGUAGE(S) SPOKEN</b>	English
<b>FORMAL ASSESSMENT SERVICES</b>	No
<b>AREAS OF PRACTICE</b>	Abuse, Adoption Issues, Anger Management, Anxiety, Assertiveness, Attachment, Body Image, Depression, Dissociation, Grief and Loss and Bereavement, Health Issues, Loneliness, Obesity, Obsessive-Compulsive Disorder, Personality Disorders, Phobias, Fears, Panic, Post Traumatic Stress Disorder (PTSD), Trauma Psychotherapy, Relationship Issues, Self-Esteem, Separation / Divorce

**WORKS WITH** Individuals

**AGE GROUPS SERVED** Adults and Older Adults

I am a clinical psychologist with 20+ years of experience working in a private practice setting. I see adult clients who are simply looking for a compassionate and trained ear to help them navigate a current life challenge as well as those who are seeking to understand why they feel and behave the way they do and who wish to let go of patterns that are no longer serving them. I carefully tailor my treatment approach for each client with the goal of empowering them to create change that will be positive and meaningful in their lives. I am certified in EMDR Therapy.

**Dr. Christine Beck, Psychologist**  
PEIPRB Registration#: 042

**CURRENTLY ACCEPTING CLIENTS** Yes

**ESTIMATED WAIT TIME** 6 months

**OFFICE ADDRESS** Suite 204, 51 University Avenue, Charlottetown, PE C1A 4K8

**TELEPHONE** (902) 367-4446

**EMAIL** drchristinebeck@gmail.com

**WEBSITE**

**TELEHEALTH** No

**LANGUAGE(S) SPOKEN** English

**FORMAL ASSESSMENT SERVICES** Behavioural, Emotional  
Cognitive, Intelligence  
Learning disability  
Neuropsychological

**AREAS OF PRACTICE** Psychotherapy

**WORKS WITH** Individuals  
Groups

**AGE GROUPS SERVED** Adolescents  
Adults and Older Adults

Thank you for your interest in my private practice. I am a doctoral level Psychologist with training in adult and geriatric neuropsychology, adolescent and adult community mental health, educational assessment, health and rehabilitation psychology and psychotherapy with a variety of referral concerns. Please call my office to see if my services are appropriate for your needs.  
Sincerely, Dr Christine Beck

**Dr. Freda Burdett, Psychologist**  
PEIPRB Registration #: 081

**CURRENTLY ACCEPTING CLIENTS** Yes

**ESTIMATED WAIT TIME**

**OFFICE ADDRESS** 224 Queen Street, Charlottetown, PE C1A4B6

**TELEPHONE** (506) 461-9959



**EMAIL** drfredaburdett@gmail.com

**WEBSITE**

**TELEHEALTH** No

**LANGUAGE(S) SPOKEN** English

**FORMAL ASSESSMENT SERVICES** No

**AREAS OF PRACTICE**

Abuse, Addictions, Anxiety, Attachment Issues (Adult), Assertiveness  
Depression, Grief, Loss, Bereavement, Habit Change, Health Issues,  
Loneliness, Personal Growth And Wellness, Self- Esteem, Social Skills  
Obsessive-Compulsive Disorder, Phobias, Fears, Panic  
Personality Disorders, Post Traumatic Stress Disorder (PTSD), Trauma,  
Psychotherapy, Relationship Issues, Separation, Divorce, Sexual Issues  
Stress Management, Workplace Issues

**WORKS WITH** Individuals

**AGE GROUPS SERVED** Adolescents  
Adults

Dr. Burdett has a PhD in Clinical Psychology. Her primary area of focus has been on trauma assessment and treatment. She works with first responders, military members, and the general public; treating a wide range of clinical disorders, such as PTSD, anxiety, and depression (including post-partum depression). She has been trained in CBT, DBT, ACT, CPT, EMDR, and Prolonged Exposure. She welcomes you to contact her with any questions about her practice and availability.

**Sarah Carr, Psychologist**

PEIPRB Registration #: 068

**CURRENTLY ACCEPTING CLIENTS** No

**ESTIMATED WAIT TIME** 8 – 10 weeks

**OFFICE ADDRESS** 53 Grafton Street, Charlottetown PEI C1A 1K8

**TELEPHONE** (902) 367-4722

**EMAIL** carrpsychological@gmail.com

**WEBSITE**

**TELEHEALTH** Yes

**LANGUAGE(S) SPOKEN** English

**FORMAL ASSESSMENT SERVICES** No

**AREAS OF PRACTICE**

Abuse, ADHD and Attentional Problems, Anger Management,  
Behavioural Problems, Assertiveness, Conflict Resolution, Anxiety,  
Depression, Grief, Loss, Bereavement, Blended/Step-Family Issues,  
Family Therapy, Parenting, Obsessive-Compulsive Disorder, Personal  
Growth And Wellness, Self- Esteem, Post Traumatic Stress Disorder  
(PTSD), Trauma, Psychotherapy, Relationship Issues, Separation,  
Divorce , Stress Management, Workplace Issues

**WORKS WITH** Individuals

Couples  
Families  
Groups

**AGE GROUPS SERVED**  
Pre-school Children  
School-aged Children  
Adolescents  
Adults and Older Adults

**Dr. Martha Giraldo-O'Meara, Psychologist**  
PEIPRB Registration #: 095

<b>CURRENTLY ACCEPTING CLIENTS</b>	Yes
<b>ESTIMATED WAIT TIME</b>	
<b>OFFICE ADDRESS</b>	Located in Charlottetown
<b>TELEPHONE</b>	(438) 522 4844
<b>EMAIL</b>	marthaomeara@gmail.com
<b>WEBSITE</b>	
<b>TELEHEALTH</b>	Yes
<b>LANGUAGE(S) SPOKEN</b>	English Spanish
<b>FORMAL ASSESSMENT SERVICES</b>	No
<b>AREAS OF PRACTICE</b>	Anxiety Disorders Obsessive Compulsive Disorder Body Dysmorphic Disorder
<b>WORKS WITH</b>	Individuals
<b>AGE GROUPS SERVED</b>	Adults

I am a Registered Psychologist with the PEI Psychologists Registration Board, and l'Ordre des Psychologues du Québec. I am a psychology professor with expertise in the assessment and treatment of mood and anxiety disorders in adults. In my private practice, I specialize in cognitive-behavior therapy for anxiety disorders, obsessive-compulsive disorder (OCD), and body dysmorphic disorder (BDD). I work collaboratively with my clients to plan a treatment tailored to their unique goals, values, and difficulties.

**Dr. Lee-Anne Greer, Psychologist**  
PEIPRB Registration #: 33

<b>CURRENTLY ACCEPTING CLIENTS</b>	Yes
<b>ESTIMATED WAIT TIME</b>	
<b>OFFICE ADDRESS</b>	Suite 2C, 126 Richmond Street, Charlottetown
<b>TELEPHONE</b>	(902) 620-9144
<b>EMAIL</b>	
<b>WEBSITE</b>	
<b>TELEHEALTH</b>	No
<b>LANGUAGE(S) SPOKEN</b>	English
<b>FORMAL ASSESSMENT SERVICES</b>	No
<b>AREAS OF PRACTICE</b>	Psychotherapy

<b>WORKS WITH</b>	Individuals
<b>AGE GROUPS SERVED</b>	Adults and Older Adults

**Caroline LeBlanc, Psychologist**  
PEIPRB Registration #: 020

**CURRENTLY ACCEPTING CLIENTS** No

**ESTIMATED WAIT TIME**

**OFFICE ADDRESS** 174 Pickles Lane, Alexandra, PE

**TELEPHONE** (902) 393-3829

**EMAIL** caroline11leblanc@gmail.com

**WEBSITE** www.sereneviewranch.com

**TELEHEALTH** No

**LANGUAGE(S) SPOKEN** English  
French

**FORMAL ASSESSMENT SERVICES** Work disability assessments

**AREAS OF PRACTICE**

Abuse, Anxiety, Depression, Health Issues, Loneliness, Obsessive-Compulsive Disorder, Personal Growth, Wellness, Personality Disorders, Phobias, Fears, Panic, Post Traumatic Stress Disorder (PTSD), Trauma, Psychotherapy, Rehabilitation, Relationship Issues, CISD, Equine Assisted Psychotherapy

**WORKS WITH** Individuals  
Groups

**AGE GROUPS SERVED** Adults and Older Adults

Caroline has been specializing in the area of trauma assessment and therapy for over 20 years. Her emphasis has been on helping first responders, military personnel and veterans deal with trauma and PTSD. Her approach to psychotherapy is based on the Cognitive Behavioural Model, Mindfulness, Equine Assisted Psychotherapy, and Sensorimotor Psychotherapy. Eight years ago, she became certified in Equine Assisted Psychotherapy. She also is trained in EMDR, an evidence-based approach for the treatment of trauma. Caroline operates a multidisciplinary mental health clinic that provides a full range of psychological assessments and treatment for children, adolescents and adults. The centre, Serene View Ranch, is located just outside of Charlottetown and overlooks Pownal Bay. Please visit the website at [www.sereneviewranch.com](http://www.sereneviewranch.com)

**Dr. George Mallia, Psychologist**  
PEIPRB Registration #: 040

**CURRENTLY ACCEPTING CLIENTS** Yes

**ESTIMATED WAIT TIME** 12 months

**OFFICE ADDRESS** 51 University Avenue, Suite 204, Charlottetown, PE C1A 4K8

**TELEPHONE** (902) 367-4446

<b>EMAIL</b>	drgeorgemallia@gmail.com
<b>WEBSITE</b>	
<b>TELEHEALTH</b>	No
<b>LANGUAGE(S) SPOKEN</b>	English
<b>FORMAL ASSESSMENT SERVICES</b>	ADHD, Adult ADHD, Behavioural, Emotional, Cognitive, Intelligence, Custody and Access, Learning Disability, Neuropsychological, Parental Capacity
<b>AREAS OF PRACTICE</b>	Abuse, Addictions, Adoption Issues, ADHD And Attentional Problems, Anger Management, Anxiety, Attachment Issues, Assertiveness, Autism Spectrum Disorder, Behavioural Problems, Blended/Step Family Issues, Body Image, Conflict Resolution, Depression, Disabilities, Eating Disorders, Family Therapy, Gifted/Talented Children, Grief, Loss, and Bereavement, Health Issues, Loneliness, Obesity, Obsessive- Compulsive Disorder, Pain Management, Parenting, Personality Disorders, Phobias/Fears/Panic, Post Traumatic Stress Disorder (PTSD), Trauma, Psychotherapy, Rehabilitation, Relationship Issues, Self-Esteem, Separation/Divorce, Sexual Issues, Sleep Disorders, Social Skills, Sports Psychology, Stress Management, Workplace Issues
<b>WORKS WITH</b>	Individuals Families
<b>AGE GROUPS SERVED</b>	School-aged Children Adolescents Adults

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**Dr. Brent Macdonald, Psychologist**  
 PEIPRB Registration #: 072

<b>CURRENTLY ACCEPTING CLIENTS</b>	Yes
<b>ESTIMATED WAIT TIME</b>	Varies Assessment clinics run in 2-week cycles through the year
<b>OFFICE ADDRESS</b>	320, 1167 Kensington Cres. NW (Calgary) Local PEI office upon request
<b>TELEPHONE</b>	(403) 229-3455
<b>EMAIL</b>	brent@complexlearners.com
<b>WEBSITE</b>	complexlearners.com
<b>TELEHEALTH</b>	Yes
<b>LANGUAGE(S) SPOKEN</b>	English
<b>FORMAL ASSESSMENT SERVICES</b>	ADHD, Adult ADHD, Behavioural and Emotional, Career and Vocational, Cognitive and Intelligence, Learning Disability
<b>AREAS OF PRACTICE</b>	ADHD, Attentional Problems, Anxiety, Autism Spectrum Disorder, Behavioural Problems, Depression, Disabilities, Gifted and Talented Children, Parenting
<b>WORKS WITH</b>	Individuals Families

**AGE GROUPS SERVED** School-aged Children  
Adolescents  
Adults

While currently a resident of Calgary, Dr. Macdonald is a native Islander who maintains active registration and practice as a psychologist in his home province of PEI.

**Dr. Macdonald provides psychoeducational assessments through ongoing 2 -week clinics on PEI, offered as needed. Once initiated, comprehensive psychoeducational assessments can be completed in a timely manner, allowing for fast and effective planning for students of a wide range of ages. Assessments focus on attention, learning, and social/emotional & behavioral issues, with a focus on providing practical and effective recommendations and strategies.**

Since clinics run through the year, there is also the opportunity to follow-up and review the effectiveness of interventions, allowing Dr. Macdonald to maintain ongoing contact and support for his clients. Collaboration with schools, where possible, is also a service that can be incorporated into the assessment process. Learn more at [complexlearners.com](http://complexlearners.com) or contact Dr. Macdonald directly at [brent@complexlearners.com](mailto:brent@complexlearners.com).

**Dr. Colleen Mac Dougall, Psychologist**  
PEIPRB Registration #: 098

<b>CURRENTLY ACCEPTING CLIENTS</b>	Yes
<b>ESTIMATED WAIT TIME</b>	2 days
<b>OFFICE ADDRESS</b>	55 Weymouth St., Charlottetown, PEI C1A 1E5
<b>TELEPHONE</b>	(819) 588-7525
<b>EMAIL</b>	<a href="mailto:soulcare@moderndigital.net">soulcare@moderndigital.net</a>
<b>WEBSITE</b>	<a href="http://www.soulofpeace.org">www.soulofpeace.org</a> <a href="http://www.beyondfear.org">www.beyondfear.org</a>
<b>TELEHEALTH</b>	Yes
<b>LANGUAGE(S) SPOKEN</b>	English
<b>FORMAL ASSESSMENT SERVICES</b>	Behavioural and Emotional, Career and Vocational, Insurance
<b>AREAS OF PRACTICE</b>	Abuse, Addictions, Attachment, Assertiveness, Blended/Stepfamily Issues, Body Image, Conflict Resolution, Couple Therapy, Depression, Eating Disorders, Family Therapy, Family Violence, Grief, Loss and Bereavement, Loneliness, Obesity, Personal Growth and Wellness, Personality Disorders, Relationship Issues, Self-Esteem, Separation and Divorce, Stress Management, Workplace Issues
<b>WORKS WITH</b>	Individuals Couples Families Groups
<b>AGE GROUPS SERVED</b>	Adolescents Adults and Older Adults

**ORIENTATION:** Companionship in the realization of your aspirations and life purpose as you either choose different paths in your life or shifts are demanded because of illness, loss of capacity, deep soul wounds from war trauma, or other confrontations with painful work and life events. Use a positive lens to see into psychological disturbance.

**AREAS OF PRACTICE:** Life transitions; positive and deep soul healing for veterans that permeate deeper realms of spiritual healing; relational healing for veterans and their partners; maturity in personal and career shifts grounded in ancient wisdom and expansion of knowledge; redefining “work”; relationship therapy to deepen trust where betrayal or loss of connection has broken bonds.

**SENIOR KNOWLEDGE AND SKILL:** Deep insight into where you find yourself at this time in your life; compassion and care as you uncover what you may have been holding in fear or shame; depth therapist integrating psychospiritual skills to support and encourage you to process and move through what changes you are facing or choosing. Testimonial: "An iron fist in a velvet glove."

**Dr. Neil McLure, Psychologist**  
 PEIPRB Registration #: 009

<b>CURRENTLY ACCEPTING CLIENTS</b>	Yes, Assessments Only
<b>ESTIMATED WAIT TIME</b>	3 – 6 months
<b>OFFICE ADDRESS</b>	292 Water St., Summerside
<b>TELEPHONE</b>	(902) 432-3910
<b>EMAIL</b>	mclure@pei.sympatico.ca
<b>WEBSITE</b>	
<b>TELEHEALTH</b>	No
<b>LANGUAGE(S) SPOKEN</b>	English
<b>FORMAL ASSESSMENT SERVICES</b>	Neuropsychology Assessments, ADHD, Adult ADHD, Behavioural and Emotional, Cognitive and Intelligence, Insurance, Learning Disability, Legal, Pain Assessment
<b>AREAS OF PRACTICE</b>	Acquired Brain Injury, ADHD, Attentional Problems, Anxiety, Autism Spectrum Disorder, Behavioural Problems, Depression, Disabilities, Health Issues, Obsessive-Compulsive Disorder, Pain Management, Personality Disorders, Phobias, Fears, Panic, Post Traumatic Stress Disorder (PTSD), Trauma, Psychotherapy, Rehabilitation, Social Skills, Sports Psychology, Traumatic Brain Injury
<b>WORKS WITH</b>	Individuals Families
<b>AGE GROUPS SERVED</b>	School-aged Children Adolescents Adults and Older Adults

**Parise Nadeau, Psychologist**  
 PEIPRB Registration #: 35

<b>CURRENTLY ACCEPTING CLIENTS</b>	No
<b>ESTIMATED WAIT TIME</b>	3 – 6 weeks
<b>OFFICE ADDRESS</b>	Summerside
<b>TELEPHONE</b>	(902) 438-1109
<b>EMAIL</b>	parisenadeau@gmail.com

**WEBSITE**

**TELEHEALTH** No

**LANGUAGE(S) SPOKEN** English  
French

**FORMAL ASSESSMENT SERVICES** ADHD, Adult ADHD, Behavioural and Emotional, Cognitive and Intelligence, Learning Disability

**AREAS OF PRACTICE** ADHD, Attentional Problems, Anger Management, Anxiety, Assertiveness, Autism Spectrum Disorder, Behavioural Problems, Body Image, Depression, Gifted and Talented Children, Grief, Loss and Bereavement, Habit Change, Loneliness, Obesity, Obsessive-Compulsive Disorder, Pain Management, Parenting, Personal Growth and Wellness, Phobias, Fears, Panic, Psychotherapy, Self-Esteem, Social Skills, Stress Management

**WORKS WITH** Individuals  
Families

**AGE GROUPS SERVED** Pre-school Children  
School-aged Children  
Adolescents  
Adults

My main area of practice is with children, youth and families, providing support with parenting and behaviour management, as well direct individual therapy with children, youth and adults. I also offer mental health, behavioural and psycho-educational assessments. Bilingual service.

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**Ken Pierce**, Psychologist  
PEIPRB Registration #: 006

**CURRENTLY ACCEPTING CLIENTS** Yes

**ESTIMATED WAIT TIME** 3-5 days

**OFFICE ADDRESS** The Pierce Institute of Psychology Inc.  
53 Mount Herbert Road, Stratford PE C1B 2S3

**TELEPHONE** (902) 629-5474

**EMAIL** contact@kenpiercepsychologist.com

**WEBSITE** www.thepierceinstitute.com

**TELEHEALTH** Yes

**LANGUAGE(S) SPOKEN** English

**FORMAL ASSESSMENT SERVICES** Behavioural and Emotional, Career and Vocational, Custody and Access, Pain Assessment, Parental Capacity

**AREAS OF PRACTICE** Abuse, Addictions, Adoption Issues, ADHD, Attentional Problems, Anger Management, Anxiety, Attachment Issues, Assertiveness, Autism Spectrum Disorder, Behavioural Problems, Blended/Step Family Issues, Body Image, Conflict Resolution, Couple Therapy, Depression, Disabilities, Eating Disorders, Family Therapy, Family Violence, Financial Loss, Gifted/Talented Children, Grief, Loss and Bereavement, Habit Change, Health Issues, Infatuations, Loneliness,



Obesity, Obsessive- Compulsive Disorder, Pain Management, Parenting, Personal Growth and Wellness, Personality Disorders, Phobias, Fears, Panic, Post Traumatic Stress Disorder (PTSD), Trauma, Psychotherapy, Rehabilitation, Relationship Issues, Resentments, Self-Esteem, Separation/Divorce, Sexual Issues, Sleep Disorders, Social Skills, Spiritual, Sports Psychology, Stress Management, Workplace Issues

**WORKS WITH**

Individuals  
Couples  
Families  
Groups

**AGE GROUPS SERVED**

Pre-school Children  
School-aged Children  
Adolescents  
Adults and Older Adults

As a registered psychologist with over 40 years of experience, I have carried a variety of psychological roles including drug crisis, early childhood education, post-secondary education, corporate training, community development and private practice.

There are many, new, scientific-based, evolutionary tools available to assist others to evolve in the areas where they are challenged. The wisest and most effective professional helpers say very similar things including: that therapy is focused, accelerated learning; that since thinking determines feelings, talking mostly about feelings can distract from the learning process; that everyone is a survivor of their past, so no longer a victim of it, but rather, a victor over it; and while people do have losses, when they uncover the gains, they become more empowered, present and get on with their life.

I have the privilege of working with clients aged 3 to 83 years. I have assisted individuals and groups to move on from assault, abuse, addictions, ADHD, allergies, auto collisions, autoimmune diseases, bullying, bankruptcy, bipolar disorder, cancer, Crohn’s, depression, divorce, grief, harassment, incest, injuries, job loss, learning disabilities, PTSD, workplace strikes and other traumatic events.

I have a special interest in working with couples and those struggling with bullying, depression and poor self-esteem.

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**Dr. Magdalena Pietruch, Psychologist**

PEIPRB Registration #: 52

**CURRENTLY ACCEPTING CLIENTS**

Yes

**ESTIMATED WAIT TIME**

2 weeks

**OFFICE ADDRESS**

2C-126 Richmond Street, Charlottetown, PE C1A 1H9

**TELEPHONE**

(902) 916-2512

**EMAIL**

drmagdapietruch@gmail.com

**WEBSITE**

**TELEHEALTH**

Yes

**LANGUAGE(S) SPOKEN**

English

**FORMAL ASSESSMENT SERVICES**

Adult ADHD, Behavioural and Emotional, Cognitive and Intelligence

**AREAS OF PRACTICE**

ADHD, Attentional Problems, Anxiety, Autism Spectrum Disorder, Behavioural Issues, Body Image, Depression, Habit Change, Obsessive-

Compulsive Disorder, Personal Growth and Wellness, Phobias, Fears, Panic, Relationship Issues, Self-Esteem, Sleep Disorders, Social Skills, Stress Management, Workplace Issues

**WORKS WITH** Individuals

**AGE GROUPS SERVED** Adults and Older Adults

Please contact me by email if you have questions about my practice or would like to schedule an appointment.

**Dr. Nancy Spitzack, Psychologist**  
PEIPRB Registration # 050

**CURRENTLY ACCEPTING CLIENTS** Yes

**ESTIMATED WAIT TIME** N/A

**OFFICE ADDRESS** 126 Richmond St., Suite 2C, Charlottetown, PE C1A 1H9

**TELEPHONE** 902-314-8817

**EMAIL** nkayspitz@gmail.com

**WEBSITE**

**TELEHEALTH** Np

**LANGUAGE(S) SPOKEN** English

**FORMAL ASSESSMENT SERVICES** No

**AREAS OF PRACTICE** Psychotherapy

**WORKS WITH** Individuals

**AGE GROUPS SERVED** Adolescents  
Adults and Older Adults

<b>CURRENTLY ACCEPTING CLIENTS</b>	Yes
<b>ESTIMATED WAIT TIME</b>	6 months
<b>OFFICE ADDRESS</b>	
<b>TELEPHONE</b>	
<b>EMAIL</b>	
<b>WEBSITE</b>	
<b>TELEHEALTH</b>	
<b>LANGUAGE(S) SPOKEN</b>	English
<b>FORMAL ASSESSMENT SERVICES</b>	
<b>AREAS OF PRACTICE</b>	
<b>WORKS WITH</b>	Individuals Groups
<b>AGE GROUPS SERVED</b>	Adolescents Adults and Older Adults

Mailing Address:  
Box 3243  
Charlottetown, PE  
C1A 8W5

Toll Free Phone 1-888-360-8681  
Phone: 902-566-4844  
Fax 1-902-368-8057  
E-mail [Nathalie@autismsociety.pe.ca](mailto:Nathalie@autismsociety.pe.ca)

# Autism Society of PEI

## Family Membership Form 2025 – 2026 (Dates April 1<sup>st</sup>, 2025-March 31<sup>st</sup>, 2026)

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Date: \_\_\_\_\_

Individual or Family Name(s): \_\_\_\_\_

Mailing Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Email: \_\_\_\_\_

Home Number: \_\_\_\_\_ Work Number: \_\_\_\_\_

Name of Family Member on Autism Spectrum \_\_\_\_\_

Age: \_\_\_\_\_

Additional Family Member on Autism Spectrum: \_\_\_\_\_

Age: \_\_\_\_\_

Additional Family Member on Autism Spectrum: \_\_\_\_\_

Age: \_\_\_\_\_

**Family Membership fee is \$50.00 per year and is inclusive of all members of the immediate family.**

\_\_\_\_\_ Cheque payable to “Autism Society of PEI”

\_\_\_\_\_ Cash

\_\_\_\_\_ E-Transfer- Transfers sent to [Nathalie@autismsociety.pe.ca](mailto:Nathalie@autismsociety.pe.ca)

\_\_\_\_\_ Interac (We accept only debit tap at the Autism Society office for membership payments)

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Additional Notes: Is there anything else the Autism Society can do to help you and your family?

# **Autism Society of PEI Photo Consent Form**

Throughout the year, the Autism Society of PEI hosts many family events, fundraisers, volunteer activities, programs and supports.

Occasionally at these events, we will have photographers taking event photos. By signing below, you are consenting to allow you and your family to be photographed at any Autism Society events throughout the 2025-2026 year.

I give my consent for my family to be photographed at Autism Society events and for these photo's to be used as promotional material through Autism Society promotional outlets.

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**Name (Signing on behalf of above family)**

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**Date**