

# TRANSITIONS ACROSS THE LIFE SPAN

**What is a transition:**

**A transition is a process or a period of changing from one state or condition to another. Transitions include movement, development or evolution.**

**The one thing to be sure of is that change (i.e. transition) is a constant in all of life. We move from what we know to an unknown, often causing varied emotional states.**

**With transitions people require time to adjust to “the new normal”. the old way of thinking/behaving, is no longer. This process is different for each of us.**



# **There are some healthy coping mechanisms to assist with transitions:**

- \* Set your sites on what you can control.**
- \* Acknowledge your feelings**
- \* Examine your thinking. Are your thoughts realistic?**
- \* Examine your priorities.**
- \* Stay in the present.**



# **So what does all this have to do with children and school?**

**Transitions for children especially those with special needs occur very early. These transitions note a shift from home where parents are in control to school or programs where others are in control as well. School age transitions for children with special needs may occur at different stages of the developmental period.**



**Birth-3 years is considered a time of Early Intervention.**

**Once special needs are identified a child can receive services either in the home or in a school program. Services might include things such as Occupational Therapy, Physical Therapy, Speech Therapy, Behavioral Therapy etc. This is generally a difficult time for parents and children, with varied emotions and concerns.**

**CPSE (Committee on Preschool Special Education)**

**Ages 3-5.**

**These services can be provided at home or in a school setting.**



# CSE (Committee on Special Education)

## Ages 5-21

During this period the school district of residence is responsible for the programs that your child might require. Once the CSE determines the child has a disability an IEP (Individualized Education Plan) is developed; this outlines the educational supports and programs that will be provided to the student. At age 14 a Transition Plan must be included on the child's IEP. The transition plan is a roadmap of the future hopes, dreams that the parents and child want in the future with regard to education and/or vocational supports.



# Exiting the school district:

Prior to leaving school the district will provide students/families with an Exit Summary. This document will provide information about a student's strengths and needs. It will provide a summary of who the student has been as a learner, what they have accomplished, and what they can continue to accomplish.

Those were the transitions that occurred during the educational years (birth to age 21) but what happens after the school bus stops coming?



# Beyond School

At any point during the school years (and beyond) children with disabilities may be eligible to access services through **OPWDD** (*Office of People with Developmental Disabilities*). Applications should be made to OPWDD prior to leaving the educational realm but can occur later as well. *For New York State, all services for OPWDD start at the Front Door.* A family would contact the Front Door in their local area and provide the required documentation. The documentation will then be reviewed and a determination will be made as to eligibility. If eligible, a case manager will be provided who will assist the family in securing supports and services.



# Guardianship

**Another necessary transition for students who are aging is that of Guardianship. Guardianship is a legal requirement for children 18 years old who are disabled and unable to care for themselves financially, legally and who are unable to accept/understand adult responsibilities. At this juncture parents must make an application through the court system to have guardianship over their child.**



# **ACCESS -VR (Access to Vocational Rehabilitation):**

**ACCESS-VR assists individuals with disabilities to achieve and maintain employment and to support independent living. Eligibility requires that a student have a disability, the disability must present a barrier to employment, the student must benefit from rehab. services and vocational services are required to achieve employment. Access-VR services can be provided for students who are college bound and students who are work bound.**



# Transition Planning and Services

**T**ransition planning means preparing a student with a disability for the transition to life after high school. The student, parents and members of the school team work together to identify the student's interests, strengths, and needs in order to assist the student in reaching his/her long-term goals for employment, continued learning and living in their community as independently as possible. Transition activities which help a student to reach these long-term goals are coordinated by the school and documented in the IEP by age 15.

School

- ◆ Start the conversation about your child's future by sharing your hopes, dreams and biggest concerns
- ◆ Provide information about your child's unique talents, challenges and strategies you use to help your child cope with a disability
- ◆ Ask how you or organizations outside of school, can help provide transition activities to develop your child's skills

Student

- ⇒ Discuss jobs of interest and the reason why, then identify the skills which are needed to prepare for the future
- ⇒ Explain how a disability may impact learning and living as an adult
- ⇒ Explore programs in the community that provide adult services which may be available after high school

## Questions to Ask Your School Team

1. Have my child's interests, preferences and needs been assessed? When will this be done or what were the results?
2. How are the goals for employment, education/training and independent living which are listed on the IEP, determined?
3. Who will provide supports and services once my child exits high school? What do I need to know? Who should I contact?



## KEY POINTS IN THE TRANSITION PROCESS

Alignment: IEP and IPE alignment facilitates a seamless service delivery process.

#1	Individualized Education Program	<b>Participate</b> in your IEP or child's IEP development to <b>ensure</b> that transition services are addressed in your child's IEP by age 16 (or earlier, depending on your State's laws). Students with disabilities and their representative are critical members of the IEP Team and have valuable information that is needed for quality transition planning.
#2	Be Familiar with the Steps to Transition Planning	Schools should: <ol style="list-style-type: none"><li>1. <b>Invite</b> student;</li><li>2. <b>Administer</b> age appropriate transition assessments;</li><li>3. <b>Determine</b> needs, interests, preferences, and strengths;</li><li>4. <b>Develop</b> postsecondary goals;</li><li>5. <b>Create</b> annual goals consistent with postsecondary goals;</li><li>6. <b>Determine</b> transition services, including course of study needed to assist your student in reaching those goals;</li><li>7. <b>Consult</b> other agencies, in particular, the VR agency; and</li><li>8. <b>Update</b> annually.</li></ol>
#3	Implementation of Transition Services	Provide transition services as identified in the IEP. Pre-employment transition services are provided under the <i>Rehabilitation Act</i> . Alignment of the IEP and IPE facilitates a seamless service delivery process.
#4	Referral to VR and/or Other Adult Agencies	<ol style="list-style-type: none"><li>1. Pre-employment transition services provided under the <i>Rehabilitation Act</i>, as appropriate;</li><li>2. Familiarize yourself with laws relating to other programs; and</li><li>3. Learn about community agencies that provide services to support students, such as travel training and daily living skills.</li></ol>
#5	VR Application Process	<ol style="list-style-type: none"><li>1. <b>Share employment interests</b> and capabilities during the intake interview.</li><li>2. <b>Focus on assessment(s)</b> to lead to the student's postsecondary goals.</li></ol>
#6	Individualized Plan for Employment	<b>Once a student has been determined eligible for VR services</b> , the IPE must be developed and approved within 90 days, and no later than the time the student leaves the school setting.
#7	Common VR Services Available under the Rehabilitation Act	<ol style="list-style-type: none"><li>1. Transition services;</li><li>2. Vocational counseling;</li><li>3. Vocational training;</li><li>4. Postsecondary education;</li><li>5. Supported employment services;</li><li>6. Career development; and</li><li>7. Job placement.</li></ol>
#8	VR Service Record Closure	As a result of the student or youth with disability: <ol style="list-style-type: none"><li>1. Achieving an employment outcome; or</li><li>2. No longer pursuing an employment outcome and, therefore, determined ineligible for VR services.</li></ol>



# Mid-Hudson Valley Resources



Contact any of these organizations of the <b>Mid-Hudson Parent Support Coalition</b> for free resources and training opportunities, direct consultation to discuss special education related issues, and support through educational advocacy	Training	Consultation	Advocacy
<b>Westchester Independent Living Center, Inc.</b> Covers: All counties in the Hudson Valley 914-682-3926 or <a href="mailto:contact@wilc.org">contact@wilc.org</a> <a href="https://www.wilc.org/">https://www.wilc.org/</a>	Yes	Yes	Limited (upper Westchester County only)
<b>Putnam Independent Living Services</b> Covers: All counties in the Hudson Valley 845-228-7457 or <a href="mailto:contact@putnamils.org">contact@putnamils.org</a> <a href="https://www.putnamils.org/">https://www.putnamils.org/</a>	Yes	Yes	Limited (Putnam County only)
<b>Taconic Resources for Independence</b> Covers: Dutchess County 845-452-3913 or <a href="mailto:tri@taconicresources.org">tri@taconicresources.org</a> <a href="https://taconicresources.org/">https://taconicresources.org/</a>	Limited	Yes	Yes
<b>Resource Center for Accessible Living (RCAL)</b> Covers: Ulster County 845-331-0541 or <a href="mailto:tbogart@rcal.org">tbogart@rcal.org</a> <a href="https://rcal.org/">https://rcal.org/</a>	No	Yes	Yes
<b>Independent Living Inc.</b> Covers: Dutchess, Orange, Rockland, Sullivan and Ulster counties Newburgh: 845-565-1162, Middletown: 845-342-1162, Monticello: 845-794-3322 or <a href="mailto:dtroeller@independentliving.org">dtroeller@independentliving.org</a> <a href="http://www.myindependentliving.org/">http://www.myindependentliving.org/</a>	Yes	Yes	Limited (Orange and Sullivan counties only)
<b>WIHD/Community Support Network</b> Covers: All counties in the Hudson Valley 914-493-8119 or <a href="mailto:csn@wihd.org">csn@wihd.org</a> <a href="https://www.wihd.org/programs-services/community-support-network/">https://www.wihd.org/programs-services/community-support-network/</a>	Yes	Yes	No

**You know your child best. Learn to advocate effectively, then teach your child.**



# **Transition Resources NY State Agencies**

**New York State Education Department (NYSED) P-12: Office of Special Education**

<http://www.p12.nysed.gov/specialed>

**NYSED Memo: Transition Planning and Services for Students with Disabilities**

<http://www.p12.nysed.gov/specialed/documents/transition-planning-and-services-for-students-with-disabilities.pdf>

**New York State Education Department (NYSED) Graduation Requirements**

<http://www.p12.nysed.gov/specialed/gradrequirements/home.html>



**Adult Career and Continuing Education Services-Vocational Rehabilitation (A**

**<http://www.acces.nysed.gov/vr/>**

**Commission for the Blind and Visually Handicapped (NYSCB)**

**<http://www.ocfs.state.ny.us/main/cbvh/about.asp>**

**NYS Office for People with Developmental Disabilities (OPWDD)**

**<http://www.opwdd.ny.gov/>**

**Office of Mental Health (OMH)**

**<http://www.omh.ny.gov/>**



# Key Transition Resources for Students/Families

**I'm Determined** <http://www.indetermined.org/>

**US Dept. of Labor: CareerOneStop** (has mobile app)

<https://www.careeronestop.org/>

**Khan Academy Career videos** <https://www.khanacademy.org/college-careers-more/career-content>

**The Youthhood** <http://www.youthhood.org/>

**Going to College** <http://www.going-to-college.org/>

**Think College!** Inclusive Postsecondary Education programs

<https://thinkcollege.net/>

**Autism Speaks-Transition Toolkit** <https://www.autismspeaks.org/tool-kit/transition-tool-kit>

**Center for Parent Information & Resources** <https://www.parentcenterhub.org/>



# WIHD/Community Support Network

## Graduation Requirements, Pathway Options and Exiting Credentials

### **Understanding the Requirements and Pathways to Graduation-A Guide for Families**

Information for parents about the complicated diploma options in NYS. This resource can be provided during a CSE meeting (or any time!) and fulfills the requirements for school districts to provide written information to parents, as indicated in the Part 200 Regulations.

### **Workforce Solution: The Career Development and Occupational Studies (CDS) Commencement Credential**

Key information about the benefits to students who earn this Certificate of Readiness for Entry-level Employment which is endorsed by the NYS Board of Regents. Parents and employers will better understand how hiring students with this certificate will bring added value to any organization.

### **The Career Development and Occupational Studies (CDOS) Commencement Credential**

A description of the requirements to earn a Certificate of Readiness for Entry-level Employment and the possible ways to complete activities through career and technical education and/or work-based learning experiences.

### **4+1 Pathway Assessment Options**

A chart that outlines the multiple options that students have toward meeting the assessment requirements needed for graduation with a Regents or local diploma.

### **The Skills and Achievement Commencement Credential**

Guidelines for awarding the certificate to students with severe disabilities and the documentation of learning, experiences, skills and levels of independence to improve student opportunities upon exit from school.



# Joyce Hawk WIHD

**PLANNED TRANSITIONS ARE SMOOTH TRANSITIONS**

**It's never too early or too late!**

**Questions?**

**Contact: Joyce Hawk**

**Family and Community Educator**

**Community Support Network/Family And Community Engagement**

**(FACE) Center @WIHD**

**(845) 891-1305 or [jhawk@wihd.org](mailto:jhawk@wihd.org)**

**Sign up for WIHD/CSN newsletter and/or check calendar of events for free training opportunities [https://www.wihd.org/what-we-](https://www.wihd.org/what-we-do/community-support-network/our-events/)**

**[do/community-support-network/our-events/](https://www.wihd.org/what-we-do/community-support-network/our-events/)**

*Westchester Institute for Human Development*





Your breath is your  
**EMOTIONAL EMERGENCY**  
button

Modulating your breath to  
**slow, deep and even breaths will pacify your  
nervous system** and calm down any strong emotion  
that you may be experiencing.

Our mental states are tightly connected to our  
breathing.



# PRACTICAL TIPS FOR MINDFULNESS



## 1 START YOUR DAY WITH MEDITATIONS:

When you first wake up and open your eyes, pause and take 5 deep breaths. This allows you to reconnect with your body. Recognise your thoughts and try and accept them for what they are



## 2 USE BREATHING SPACES TO PUNCTUATE YOUR DAY:

Use breathing spaces at predetermined intervals throughout the day. This helps you reestablish connection with your body



## 3 MAINTAIN YOUR MINDFULNESS PRACTICE:

As best you can continue practicing and training. This will help you maintain a state of mindfulness throughout as much of your day as possible



## 4 BEFRIEND YOUR FEELINGS:

Whatever feelings come your way throughout the day, try to befriend them. Be open and welcoming to even the bad feelings



## 7 INCREASE YOUR LEVEL OF EXERCISE:

See if you can bring a mindful and curious attitude to your body as you exercise.



## 6 MINDFUL ACTIVITIES:

Try and stay in mindfulness throughout as much of the day as you can. If you're outside, take in all the smells and sensations associated. Even dull tasks like washing dishes, feel the sensations as you work.



## 5 WHEN YOU FEEL TIRED, FRUSTRATED, ANXIOUS OR ANGRY, TAKE A BREATHING SPACE:

This will help to ground you again. You can also perform some basic stretches when feeling tired or like you are lacking energy.



Some of the most important things to remember when you sit on your mat:  
Be patient with yourself  
Be kind to yourself  
Be nonjudgmental with yourself  
You are enough

The best time to plant a tree was 20 years ago.  
The second best time is now.

## BASIC GUIDE TO *Mindfulness Meditation*

### SETTLING



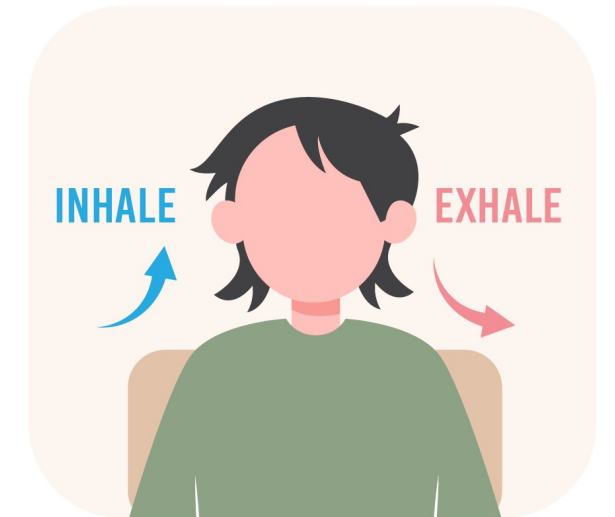
- 1 Settle into a comfortable position. If you choose to sit use a chair that allows your spine to be self supporting
- 2 Adopt an erect, dignified posture with your feet flat on the floor.

### BRINGING AWARENESS TO YOUR BODY



- 3 Focus your attention on sensations of touch. Concentrate on where your body is in contact with the floor or your chair.
- 4 Next focus directly on your feet. Start with your toes and then expand your attention so it takes in the rest of your feet.
- 5 Now expand to take in your legs, torso, arms and finally neck and head.
- 6 Spend a minute in awareness of your whole body. Allow your body and the sensations to be just as you find them.

### FOCUSING ON BREATHING



- 7 Bring your awareness to the breath as it moves in and out of your body. Notice the changes in sensations as you breath
- 8 As best you can, follow the breath with your attention. Don't try to control your breathing. Just let your breath be breath.

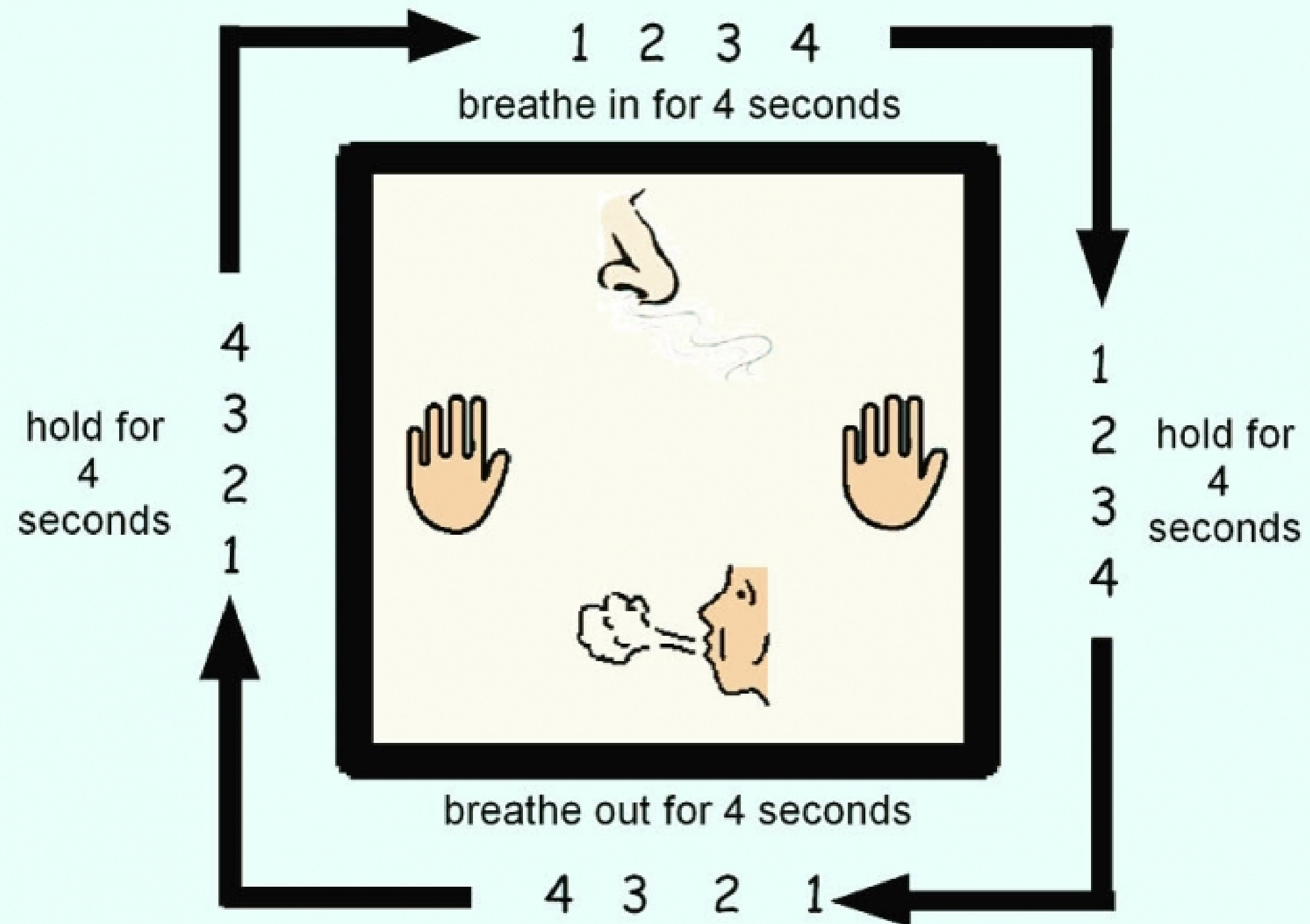


Your mind will likely wander over and over again. Daydreams, thoughts and images will wander into your mind.

When this happens just note where your mind has been and gently escort it back to your breath.



## SQUARE BREATHING



## SQUARE (OR BOX) BREATHING

1. Breathe in through your nose for 4 seconds
2. Hold your breath for 4 seconds
3. Breathe out through your mouth for 4 seconds
4. Hold empty for 4 seconds

If 4 seconds is too difficult try 3 seconds. If it's too easy try 5, 6 or 7 seconds.

## Take a Deep Breath

Smell the flower



Blow the pinwheel





# MINDFULNESS & MEDITATION RESOURCES

- [LIVEANDDARE.COM](https://liveanddare.com) - one of the best blogs on meditation
- [INSIGHT TIMER](#) - an app with thousands of totally free meditations
- [TENPERCENTHAPPIER.COM](https://tenpercenthappier.com) - lots of excellent articles
- [JUSTINMICHAELWILLIAMS.COM](https://justinmichaelwilliams.com) - a voice for diversity & inclusion
- [TARABRACH.COM](https://tarabrach.com) - one of the greats
- [LEARNRELAXATIONTECHNIQUES.COM](https://learnrelaxationtechniques.com) - list of top meditation websites

And so many more!!!

There are tons of (free) resources on the web and in your local library. Start wherever you are and with whatever resonates with you. You will learn as you grow and grow as you learn.

Remember: this is YOUR journey