

**Administration on Community Living (ACL) No Wrong Door System
Person-Centered Counseling (PCC) Training Program**

Course Title: Who We Serve

Lesson Number & Title: 5 Transitions Throughout the Lifespan

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Narration:

Welcome to the lesson on Transitions Throughout the Lifespan. This lesson is part of the course Who We Serve in the Person-Centered Counseling Training Program. Please review the information on this screen and go to the next page when you are ready.

Text:

Welcome!

Here is a description of the lesson you are starting:

The No Wrong Door (NWD) system is designed to serve all people who may need any type of long-term services and supports (LTSS) regardless of their age, type of disability, income, or source of payer. That being said, everyone served in the NWD system is unique. They will represent different cultures, races, ethnicities, ages, disabilities, and lived experiences. Throughout a person's lifetime, they can go through a number of changes as a result of evolving needs and new roles, identities, and goals. This lesson will describe the following transitions and the services and activities that might be linked to them:

- <bullet> Early Intervention to Childhood
- <bullet> Youth to Adulthood
- <bullet> Transitional Care
- <bullet> Military Service to Civilian Life
- <bullet> Older Adulthood

<bullet> Institutions to Community Living

Keep in mind, these transitions follow the lifespan, and may not capture all of the possible phases in an individual's life. You may not provide the services described in this lesson, but it's important for you to know what services a person receives and if they have unmet needs. As you learn about each transition, think about the role you and the other agencies and organizations in your community may play in serving the people who contact the NWD system. You may have already read about some of these transitions in the course Person-Centered Access to Long-Term Services and Supports, but this lesson will illustrate these transitions with stories from individuals.

Learning Objective:

After completing this lesson:

You will be able to identify and describe at least four major life transitions that people seeking services in the NWD system might go through and the kinds of services and supports that might be needed during these transitions.

To view course information, including On-the-Job Training Assessments, Portfolio Assignments, and a list of Activities, click on the “Menu” tab and then click Lesson Information.

This course is one of the six foundational courses in the No Wrong Door System Person-Centered Counseling (PCC) Training Program meant to provide basic skill and knowledge related to the identified competencies for a PCC professional. Click on the box below to learn about how person-centered thinking approaches are infused throughout these courses.

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Narration:

The Individuals with Disabilities Education Act, commonly known as IDEA, requires early intervention and special education services. Early intervention services help babies or toddlers with disabilities or developmental delays learn the skills that are typically developed during the first three years of life. Special education services are provided to children and youth with disabilities or developmental delays who are between the ages of 3 and 22. Part of special education is the formulation of an Individualized Education Program, which includes the student's educational goals. Even though you may not provide early intervention or special education services, as a Person-Centered Counseling professional, it's important for you to know what they are, who receives them, and if a child has unmet needs. Please review the information on the page. When you are ready, go to the next page.

Text:

Early Intervention and Special Education

Many organizations that serve young infants and toddlers with disabilities provide Early Intervention services. Early intervention is available in every state and territory in the United States. It is authorized by Part C of the Individuals with Disabilities Education Act (IDEA). Early intervention is: "...a system of services that helps babies and toddlers with developmental delays or disabilities. Early intervention focuses on helping eligible babies and toddlers learn the basic and brand-new skills that typically develop during the first three years of life." (Source: Center for Parent Information and Resources <http://www.parentcenterhub.org/repository/ei-overview/>).

Part B of IDEA provides special education and related services for young people between the ages of 3 and 22 with disabilities or developmental delays. Upon identification and evaluation, eligible students who receive special education services receive an Individualized Education Program (IEP). The IEP is a statement of the student's educational goals. The student, family, and educators play a role in the formation of the IEP and revisit it on a yearly basis. This statement is the cornerstone of the IDEA because it contains the accommodations, modifications, and other support services that the school is required to provide to reach those educational goals.

As a Person-Centered Counseling (PCC) professional, you may not provide early intervention or special education services. However, it's important for you to be aware of what they are, who might receive them, and if a child has unmet needs.

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Narration:

As a Person-Centered Counseling professional, you might work with some youth as they transition to adulthood. As youth with disabilities become older, they will go through a transition period where they might need help preparing for life as an adult. That might include planning for further education and gainful employment, coming up with a long-range plan, obtaining skills and competencies, and identifying future services and resources they will need. Please review the information on the page. When you are ready, go to the next page.

Text:

Transitioning from Youth to Adulthood

As youth with disabilities become older, they will go through a transition period that will help prepare them for life as an adult. This could include plans for post-secondary education or careers. Youth who receive special education services are required by the Individuals with Disabilities Education Improvement Act (IDEA) of 2004 to develop a transition plan by age 16.

Transition planning generally involves three major activities:

- 1) Coaching students and family members to think about goals for life after high school and to develop a long-range plan to get there.
- 2) Designing a high school education that ensures students will gain the skills and competencies needed to achieve their desired goals.
- 3) Identifying needed post-school services and supports and linking students and families with them before they leave the special education system.

(Source: Pacer Center <http://www.pacer.org/tatra/planning/transitionemp.asp>)

As a Person-Centered Counseling (PCC) professional, you might work with some youth as they transition to adulthood. It's important that you're aware of some of the transitions they may experience, as well as some of the challenges that go along with them.

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Narration:

As a Person-Centered Counseling professional, you may work with people who move in and out of healthcare settings, institutions, and the community. The movement from one care setting to another is known as “transitional care.” Working in the No Wrong Door system, you might have a role in helping to identify or provide some transitional care services, such as care management, in-home care, or family caregiver support. Please review the information on the page. When you are ready, go to the next page.

Text:

Transitional Care

People with disabilities and older adults might be readmitted into a hospital or other care setting because they don't have the necessary supports in place to remain in their community or home. Others may be readmitted to a hospital or other care setting due to changes or a deterioration in their health. As a Person-Centered Counseling (PCC) professional, you may be involved with transitional care and work with people who move in and out of healthcare settings, institutions, and the community. Transitional care is: “...the movement of a patient from one setting of care (hospital, ambulatory primary care practice, ambulatory specialty care practice, long-term care, home health, rehabilitation facility) to another.” (Source: Centers for Medicare and Medicaid Services http://www.cms.gov/Regulations-and-Guidance/Legislation/EHRIncentivePrograms/downloads/8_Transition_of_Care_Summary.pdf)

Organizations in the No Wrong Door (NWD) system may play a vital role in identifying various long-term services and supports (LTSS) that people using transitional care might access, such as:

- <bullet> Care management and person-centered counseling
- <bullet> In-home services, such as caregiving
- <bullet> Home-delivered meals
- <bullet> Transportation
- <bullet> Health promotion/medication management
- <bullet> Self-directed care and coaching
- <bullet> Health and nutrition education
- <bullet> Insurance counseling
- <bullet> Family caregiver support, counseling, and training

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Narration:

You have just learned about some transitions that might be experienced by people seeking services in the No Wrong Door system, including transitional care. Please review the information on the page. When you are ready, go to the next page.

Text:

Transitional Care

You have just learned about some transitions that might be experienced by people seeking services in the NWD system, including transitional care.

Reflection Activity: Yanaha's Transition

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Narration:

Veterans with disabilities may receive services from the Veterans Administration and other community- and faith-based organizations, including local Veterans Service Organizations. They might also seek services through the No Wrong Door system. As a Person-Centered Counseling professional, you may work with veterans. Keep in mind that for many veterans, and not just those with disabilities, returning to civilian life can have its challenges. That includes emotional adjustments, financial worries, employment transitions, and a lack of structure and goals. Please review the information on the page. When you are ready, go to the next page.

Text:

Transitioning from Military Service to Civilian Life

Leaving military service and returning to civilian life can be challenging for veterans. Remember that they have the same needs that all adults have such as family planning, running a household, employment, goal-setting, and parenting. In addition, returning veterans might face the following challenges:

- <bullet> Readjusting and reconnecting to family, friends, and community
- <bullet> Loss of camaraderie and connection to fellow military members who share a common experience
- <bullet> Transitioning in educational and employment environments that may not value or recognize the skill sets of veterans
- <bullet> Emotional adjustment and other trauma, mental health conditions,

or physical disabilities acquired during service

- <bullet> Feelings of isolation and alienation

- <bullet> A lack of structure and goals

- <bullet> Worries about financial and economic self-sufficiency

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Narration:

You have learned about the many transitions experienced by people throughout their lifetime. Some of these people might seek services through the No Wrong Door system. As a Person-Centered Counseling professional, it's important that you're familiar with some of the common transitions they go through, the challenges they may face, and the programs and services available to them. Please review the information on the page. When you are ready, go to the next page.

Text:

A Review of the Transitions

You have learned about many transitions experienced by people throughout their lifetime. Some of these people might seek services through the No Wrong Door (NWD) system. As a Person-Centered Counseling (PCC) professional, it's important that you're familiar with some of the transitions they experience, related challenges that they may face, and the programs and services available to them.

Activity: Transitions throughout Life

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Narration:

There are a number of changes a person might experience as they age. Just because a person is older doesn't mean they no longer have the same needs and wants as any other adult. Older adults have the same needs that all adults have, including family planning, running a household, employment, goal-setting, and parenting. However, there are additional unique needs that may be based on changes in a person's mind, body, and spirit. Many states and counties have aging services, agencies, and organizations that assist older adults and their families obtain services or supports that can help with some of these changes in their lives. As a Person-Centered Counseling professional, you might be working for an Area Agency on Aging or an Aging and Disability Resource Center. If that's the case, you may be familiar with the range of services that can help adults transition into older adulthood. Please review the information on the page. When you are ready, go to the next page.

Text:

Older Adulthood

There are a number of changes a person might go through as they age. Just because a person is older, doesn't mean they no longer have the same needs and wants as any other adult, such as family planning, running a household, employment, goal-setting, and parenting. However, there are additional needs that may be based on changes in a person's mind, body, and spirit.

Many states and counties have aging services, agencies, and organizations that help older adults and their families obtain services or supports that can help with some of these changes in their lives. As a Person-Centered Counseling (PCC) professional, you might already work for an Area Agency on Aging (AAA), Center for Independent Living (CIL), or an Aging and Disability Resource Center (ADRC). If that's the case, you may be familiar with the range of services that can help adults transition into older adulthood.

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Narration:

Many individuals who live in institutions such as nursing homes, developmental disability centers, or mental health facilities, are fighting for their right to live in the community. There are various programs and funding mechanisms that are available to help people with disabilities of all ages transition to living in the community. But this can be a challenging process because it requires accessible and affordable housing, numerous social and support services, and personal care providers or caregivers, among other things. Centers for Independent Living are now required to be involved in the transition of people from institutions into the community. Organizations such as Area Agencies on Aging and other agencies or organizations that serve people with mental illness or intellectual and developmental disabilities may also provide specialized community living transition services. Please review the information on the page. When you are ready, go to the next page.

Text:

Transitioning from Institutions to Community Living

Many organizations and agencies in the No Wrong Door (NWD) system play a vital role in connecting people with appropriate long-term services and supports (LTSS) and other support services. Many individuals who live in institutions such as nursing homes, developmental disability centers, or mental health facilities, are fighting for their right to live in the community. States are starting to increase their funding for home- and community-based services (HCBS) to help support community living, and various programs are now available to help people with disabilities of all ages transition to

living in the community. There are also programs that help people who are currently living in the community, but who may be at risk of moving into an institution. These are called diversion services.

The transition to community living can happen at any point in a person's life. It can be a challenging process that requires accessible and affordable housing, numerous social and support services, and personal care providers or caregivers. People transitioning out of an institution may also have other needs that need to be met in order for them to fully participate in society.

Similar to the transition planning that might occur for youth, people with disabilities and older adults may need to develop transition plans to facilitate their move into the community. Ideally, a transition to community living would occur without any major disruption to the person's health and provision of services. Centers for Independent Living (CIL) are now required to be involved in the transition of people from institutions into the community. Many CILs have been providing these types of services for decades. Organizations such as Area Agencies on Aging and other agencies or organizations that serve people with mental illness or intellectual and developmental disabilities may also provide specialized community living transition services. As a Person-Centered Counseling (PCC) professional, you may already work for one of these organizations and be quite familiar with providing transition services.

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Narration:

Congratulations! You have now finished the lesson. Let's take a few moments to review the key ideas and learning objectives.

People seeking services in the No Wrong Door system will go through a number of changes and transitions throughout their lifetime as a result of evolving needs or new roles, identities, and goals. For example, someone seeking services might need help with transitioning between care settings, such as from a hospital or rehabilitation facility to a home. Other transitions you might help with include identifying transition services for children, for adolescence to adulthood, for military service to civilian life, for adulthood to older adulthood, or for institutions to community living. Although you may not directly provide support during all of these transitions, it's important to be aware of the transition services a person receives, what other agencies or organizations are helping them, and they have any unmet needs.

Please review the information on this page. You can review the content as needed by going back through the lesson. You may take the test now, later, or as requested by your employer. Please review the information on this page. Good luck and thanks for completing the lesson!

Text:

Conclusion and Lesson Review

- <bullet> People can go through a number of life changes and transitions as a result of evolving needs, or new roles, identities, and goals.
- <bullet> Transition services may be needed by children, youth transitioning to adulthood, military transitioning to civilian life, and adults transitioning to older adulthood.
- <bullet> Transition services may also be provided when someone is moving between different care settings, as well as when someone is moving out of an institution into the community.
- <bullet> Person-Centered Counseling (PCC) professionals may assist people during all of these transitions, although there are many other agencies and organizations (both within and outside of the No Wrong Door (NWD) system) that also provide transition services.

Reflection on Learning Objectives

Directions: Review the objective(s) on this page. When you are done click on the “My Notes” icon at the top of the screen to use the electronic journal or use your own notebook. Write down your answers to the following questions.

1. What did you learn in this lesson that you felt was important?
2. What will you do differently because of the content in this lesson?

Learning Objectives

After completing this lesson, you will be able to identify and describe at least four major life transitions that people seeking services in the NWD system might go through and the kinds of services and supports that might be needed during these transitions.

If you are ready to take the test, click on the “Take Test” tab. You can also take the test later: It will be available from your “Personal Page.” To access it, click on the “My eLearning Lessons View” button. Choose the lesson title from the list of assignments, and then click on the “Start the Lesson” button at the bottom of the screen. Click the “Take Test” tab to start the test.

We recommend that you complete the On-the-Job Training Assessments

and Portfolio Assignments for this lesson. They will help you demonstrate competencies for the ideas presented. To view On-the-Job Training Assessments, Portfolio Assignments, and a list of Activities, click on the “Menu” tab and then click “Lesson Information.”

Again, congratulations and good luck!

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