



NYS PROMISE News

January 31, 2018

Learning Corner: Understanding Age 18 Redetermination

All youth who receive SSI benefits will have an Age 18 Redetermination review to decide if they meet the adult disability criteria. The focus will be on whether the young adult is able to work.

The Social Security Administration has created an easy-to-follow guide for youth and their families to help them through this process. This guide can be downloaded at <https://www.ssa.gov/pubs/EN-05-11005.pdf>

It lists what youth need to do, the information they need to give to SSA, and how to appeal the decision. It also describes supports available to youth to help them work.



Spotlight on Attachment Theory with Adene Karhan

During his keynote presentation on trauma-informed care at the last Learning Community, Mike O’Bryan highlighted the connection between attachment patterns of youth and the impact of trauma. For those of you who are less familiar with attachment theory, I wanted to provide some background. According to attachment theory, all individuals have a biological and psychological need to connect with others, especially in infancy and early childhood. Through interactions with an attentive caregiver, children learn that they can trust others to meet their needs and to help them when they feel unsafe. Over time, as the nurturing caregiver soothes the young child when the child is upset or has a need, that child learns to employ self-soothing methods (the starting point of healthy emotional regulation skills). As the child grows and develops, he or she also begins building attachment relationships with others, and this sets the child on the path towards healthy lifelong relationship patterns.

Unfortunately, not all caregiver-child relationships are healthy and nurturing. When an infant repeatedly cries out for food or other needs and the caregiver either fails to respond or responds abusively, the child learns from a very early age that the world is not a safe place and that others can't be trusted. Often this results in the child turning inward and avoiding strong attachments with others. In some cases, children that have not developed healthy attachments with others develop some very challenging behaviors in adolescence and adulthood. Adolescents with difficulty attaching may present as withdrawn and unmotivated, appearing as if they have no interest in relating to others. In some cases, they may challenge adults with aggressive and/or hostile behavior, as if to ask, "Are you going to love me now? How about now? You won't really love me if I..."

Responding to children with unhealthy attachment styles can be a test to even the most seasoned professionals. After all, we have our own need to connect to others, and when we are working hard to establish a therapeutic relationship with an individual who acts hostile towards us or who appears completely apathetic about our role in their life, it's hard not to feel rejected. In some cases, it causes us to doubt our own competence if we are an individual who typically connects well with others. When these feelings of rejection or fear of incompetence arise within us, it is important to step back and consider whether attachment patterns of the child may be complicating the relationship. If attachment difficulties are present within the individual, remind yourself that his/her response is not something to be taken personally. Sometimes it is beneficial to acknowledge to the individual that you are aware that others have let him/her down in the past, but that you are committing to help restore some dependability and safety in his/her life. The best way to do this is to interact with the youth in an empathetic and dependable manner, showing up for the youth when you have told him/her that you would show up in their lives. Empathy, consistency, and good communication are some of the best antidotes to overcoming unhealthy attachment patterns.

I hope that this overview was helpful in understanding the role that early childhood attachment plays in our youth.

New York State Partners in Policymaking is Accepting Applications for 2018

NYS Partners in Policymaking[®] is a leadership and advocacy training program. It supports individuals with intellectual or developmental disabilities and their families in their efforts to make an impact on the issues they care about.

The Partners Program is open to adults with developmental disabilities in New York State, as well as their parents, family members, and caregivers. There is no charge to participate, but participants will need a computer and internet connection, as well as a commitment to study the online material and attend one online class a month and one Speaker Series a month (online or in person).

Partners complete a series of training sessions. Most of the sessions are online, but there will be regional events with speakers, and participant can attend those in person if they wish. Topics covered by sessions include:

- History of disability and advocacy
- Inclusive education

- Service coordination and person-centered planning
- Integrated employment
- Supported living
- Community organizing for inclusion

Partners complete assignments between each session, and plan an advocacy project that they will complete the year after their training ends.

In 2018, New York State Partners in Policymaking® is hosting the Partners 2018 Speakers Series, a sequence of collaborative workshops on the same topics covered by the course materials. Recognized experts on the core topics of the Partners curriculum will present in person at these sessions around the state. 2018 Partners must attend these regional events, either in person or via the web. Partners graduates and other people interest in the topic will also be invited to attend the events in person or online.

Applications are being accepted now through February 22. The course kicks off at 8 am March 10th with Partner Introductions and an overview of the course. Online classes meet monthly, on Saturday mornings for 90 minutes.

Visit <http://nyspip.org/> to learn more and to fill out an application to participate!

Voices of PROMISE: Investing & Believing in Youth

New York State PROMISE wants to introduce you to Michael O'Bryan. Michael was the keynote speaker at the 2017 fall NYS PROMISE Learning Community. He is the Director of Youth and Young Adult Programs at the Village of Arts and Humanities in Philadelphia. Michael works in the field of trauma informed care. He has a desire to see people realize and fulfill their potential in life.



Check out the NYS PROMISE Podcast Channel on YouTube to hear more about Michael O'Bryan's work: <https://www.youtube.com/channel/UCJUu3MWHaf4NkZfyjhHb2OA>

If you want to subscribe to the NYS PROMISE podcasts on your device, visit <http://www.nyspromise.org/podcasts/> and follow the directions for iTunes or Android.

Need Evidence-based Practices for Secondary Transition and Pre-ETS Implementation?

This webinar from the National Technical Assistance Center on Transition (NTACT) will share how to navigate the myriads of evidence-based and predictors for post-school success resources for dropout prevention/school engagement, Pre-ETS implementation, and online professional development available through the NTACT website and the Transition Coalition. Resources will be shared relevant to Special Educators, Vocational Rehabilitation Counselors, along with state level SEA and VR contacts.

Presenters: Catherine Fowler & Mary Morningstar

Time: Feb 15, 2018 3:00 PM in Eastern Time (US and Canada)

Register here: <http://bit.ly/EBPPreETS>



General Questions? (607) 255-6270 or nyspromise@cornell.edu

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