BEST PRACTICES FOR TRANSITION PLANNING FOR HIGH SCHOOL STUDENTS WITH MENTAL HEALTH CONDITION

Marsha Langer Ellison, PhD

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TEST

Translating Evidence to Support Transitions

The Transitions to Adulthood Center for Research

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Our Presenters

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- PI -Translating Evidence to Support Transitions (TEST) project

Laura Golden, BA

- Research Project Director - Translating Evidence to Support Transitions (TEST) project

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ACKNOWLEDGEMENTS

The Learning & Working RRTC at the Transitions to Adulthood Center for Research (PI Davis) is a national effort that aims to improve the supports for youth and young adults, ages 14-30, with serious mental health conditions to successfully complete their schooling and training and move into rewarding work lives.

Acknowledgements, cont'd

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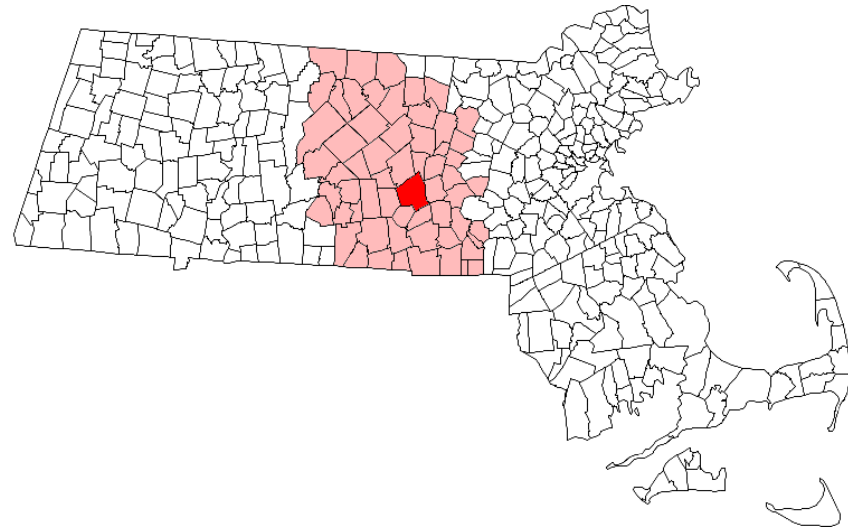Medical School - Worcester, MA

Department of Psychiatry

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Worcester –
How do you say it? Where is it?

Boston – 47 miles (1 hour)
Providence – 40 miles (45 min.)
New York City – 175 miles (3.5 hours)

TRANSITION PLANNING

Policy Approaches – IDEA and WIOA
Taxonomy of Transition Planning

IDEA, Transition Services and EBD

- The Individuals with Disabilities Education Act (IDEA - PL 94-142) includes the Child Find mandate.

- However only small fraction (roughly 8%) of students with the most serious EBD receive special education services (Forness et al., 2012)

- IDEA expands the requirements for Transition Planning

- Development of appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills;

- Development of a statement of the transition services (including courses of study) needed to assist the child in reaching those goals.

Teens on IEPs: Making My "Transition" Services Work for Me

https://escholarship.uma
ssmed.edu/cgi/viewcont
ent.cgi?article=1067&co
ntext=pib

Teens on IEPs:
Making My "Transition" Services
Work for Me

Tools for School - Tip Sheet 4 Revised   Transitions RTC   April 2015

What is an Individualized Education Program (IEP) and "Transition" Services?

An IEP is an individual education plan written in public school for children ages 3 to 21 that by law, describes the special education services and goals for a student with an identified disability. Special ed services involve different techniques that help the student in a way that typical instruction cannot. Transition services are plans within the IEP that address your specific needs in relation to life after high school.

What are my school's responsibilites?

* Determine eligibilty for special ed services (If you think you should be getting these services and aren't, ask for help)*
* To conduct an annual review of my IEP to identify my strengths, interests and needs (You can request meeting more often to review goals)
* Summarize my academic and functional levels
* Deliver accommodations, modifications and related services i.e., counseling, occupational and physical therapy, speech-language pathology, and psychological services decided by my IEP team
* At age 16, discuss with me my plans for after high school including "transition" services
* My attendance at IEP meetings on "transition" services or goals

What should my IEP "transition" services include?

* Identification of your interests and ideas for work or school after high school
* Measurable goals related to education, training, jobs and independent living
* Related services or courses needed to reach goals
* Referrals or activities to link me up to adult services to meet my goals: i.e., vocational programs, supported employment or education and adult mental health services
* A specific transition planning form; requirements as described in IDEA, state requirements may vary. *See NSTTAC Indicator 13 Checklist link below for minimum requirements.

*For more information please visit: http://ed.gov/parents/needs/speced/iepguide/index.html#process & http://fcsn.org/parentguide/pguide1.html

*National Secondary Transition Technical Assistance Center (NSTTAC) Indicator 13 Checklist Form A: http://www.nsttac.org/content/nsttac-i-13-checklist

Workforce Innovation & Opportunity Act (WIOA)

- Sets requirements for
  - Vocational Rehabilitation Agencies
  - "Regular Workforce System" (One Stop Career Centers/American Career Centers)
- Became law July 2014, final regulations August 2016

WIOA – who's covered?

- Students with disabilities (eligible for or has IEP or 504 plan)
- Youth with disabilities (ages 14-24)
- Out of school youth with disability (age 16-24)
- Different regulations depending on which group

WIOA – Workforce System

Workforce systems – (One Stop Career Shop/American Career Centers)

- Required to spend >75% of youth funding for services for out of school youth (who meet financial necessity requirements unless high risk as follows);
  - School dropout
  - School age but not attending for a quarter or the most recent school year
  - In juvenile or criminal justice systems
  - Homeless/runaway
  - Current/former foster care or out-of-home placement
  - Living in poverty area
  - Pregnant/parenting
- Must make their services accessible to youth with SMHC

WIOA – VR requirements

- VR systems expected to help students with disabilities who are (or potentially) VR eligible with transition related activities –(Pre-ETS)

- Requirements for VR agencies to commit 15% of federal funds to Pre-ETS or supported employment services for youth with "the most significant disabilities"

WIOA – VR implications for Schools

Pre-ETS includes

- Job exploration counseling
- Work-based learning experiences
- Counseling re: enrolling in comprehensive transition services or post secondary education
- Workplace readiness training (social skills & independent living)
- Instruction in self-advocacy

WIOA: New Law Helps Youth & Young Adults Get Jobs – What Families Need to Know

- http://www.umassmed.edu/TransitionsRTC/publication/

Kohler Taxonomy for Transition Planning[1]

"We decided to build our model around four particular outcomes....school completion, employment, postsecondary education or training, and community integration"

[1]Kohler,P. "Taxonomy for Transition Programming". Champaign: University of Illinois

DIFFICULTIES OF STUDENTS WITH MHC

MHCs among High School Students

- Prevalence mean of 13.4% across all children and adolescents[1]

- 50% of psychiatric conditions have onset before age 14 and 75% before age 25[2]

MHCs' Impacts on Educational Outcomes[3]

Functional Implications

- Sustaining concentration and stamina
- Screening out stimuli
- Time management
- Handling pressure
- Memory and retention of info
- Interpersonal skills, social interaction
- Test anxiety
- Impulse and behavioral control
- Emotional regulation

High School Experiences of Students with ED in Special Education[4]

Feature	ED	Other Disability
Get along with students/teachers≥pretty well**	67%	85%
Partake in organized extracurricular group activity**	35%	47%
Attend special/alternative school**	22%	3%
Take all courses in special education settings*	16%	5%
School sponsored work experience*	17%	26%
Present but not participating in transition planning*	32%	23%

*p<.05, **p<.001

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Compromised Education

High School

- Highest rate of high school incompletion vs other disability groups; (44% vs. 14-29%)[5]
- Poor school performance; attendance, grades, grade retention[5]

College

- Less than half (45%) of special education students with MHC attend postsecondary education or training within 8 years after high school[6]
- Of those who, only 41% graduate[6]

TEST - Translating Evidence to Support Transitions:

Improving Outcomes of Youth in Transition with Psychiatric Disabilities by Use and Adoption of Best Practice Transition Planning

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Basis of TEST: NLTS-2 Findings[7]

Post-high school employment and enrollment in postsecondary education for students with ED enrolled in special education were correlated with these transition practices:

1. Student-led IEPs
2. A concentration of career & technical education courses (4 credits)
3. Community partnerships in transition planning

Student-Led IEPs

- High school students with ED who had received instruction on…
  - the purpose and processes of transition planning
  - how to actively participate in transition planning

…were significantly more likely enroll in college.

Effects of transition planning experiences on postsecondary enrollment:

Transition planning experiences	2 or 4 year college Odds Ratio
Student took leadership role during transition planning meeting	3.75* p<.05

SRI International

Community Partnerships

- Youth who had a college representative attend a transition planning meeting had **29 times more likely to be engaged in post secondary education.**

- Students who receive transition assistance from between 3-6 community agencies are more likely to be engaged **in post-secondary employment** than those who receive assistance from two or fewer community agencies.

Career and Technical Education

Full-time employment, by time period	Odds Ratios	
	Any general education CTE	Concentration* of gen. ed. CTE
Up to 2 years post high school	2.21	3.31**
2 up to 8 years post high school	2.54	1.81
Any time since leaving high school	2.87*	3.28*

Concentration = earning 4 or more credits in an occupationally specific CTE subject
*p < .05
**p < .01

SRI International

The TEST Guides:
how we got there and what's in them

- Student-Led IEPs
- Community Partnerships
- Career and Technical Education

Active Implementation Research Network (AIRN): Stage-based Implementation Framework

1. EXPLORATION – occurs before any program/practice is on the ground, must understand the "fit" of a potential initiative with the needs of a particular community.

2. INSTALLATION – occurs before new services or programs are being delivered, infrastructure, organizational capacities, and individual capacities are being established to assure successful implementation moving forward.

3. INITIAL IMPLEMENTATION - new intervention is first introduced and made available to providers and consumers, ensures that continued learning and improvement is occurring to inform refinements moving forward.

4. FULL IMPLEMENTATION - when a new practice is integrated into all levels of the organization, more than 50% of practitioners are providing the new service with fidelity, and expected outcomes are being achieved. [2]

TEST Process

Year 1: Exploration

curriculum development

consultation with state and national partners

elicit feedback from district and school level stakeholders

Year 2: Instillation and Initial Implementation

Identify district level partners

secure feedback on curricula

provide training and follow along coaching

elicit feedback from staff, parents, and students

Evidence Based Practices

Curriculum Development

District Level Implementation
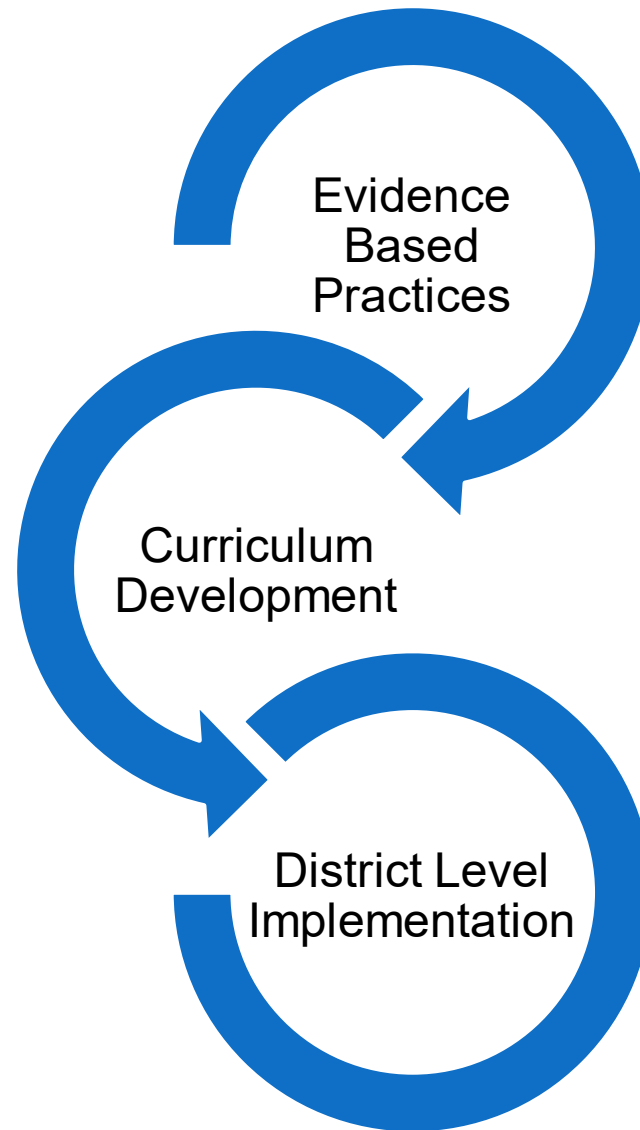
TEST Process

Years 3 and 4 – Full Implementation

Implement TEST in state(s)

Involve stakeholder implementation

Provide training and technical assistance

Collect iterative feedback

Evaluate TEST and revise guides

Year 4 and 5 – Dissemination and Technical Assistance

Prepare TEST implementation guidance

Disseminate at NTACT Capacity Building Institute (CBI)

Disseminate through Transitions ACR

Develop TA capacity

Select states

Train and Coach

Evaluate & Disseminate
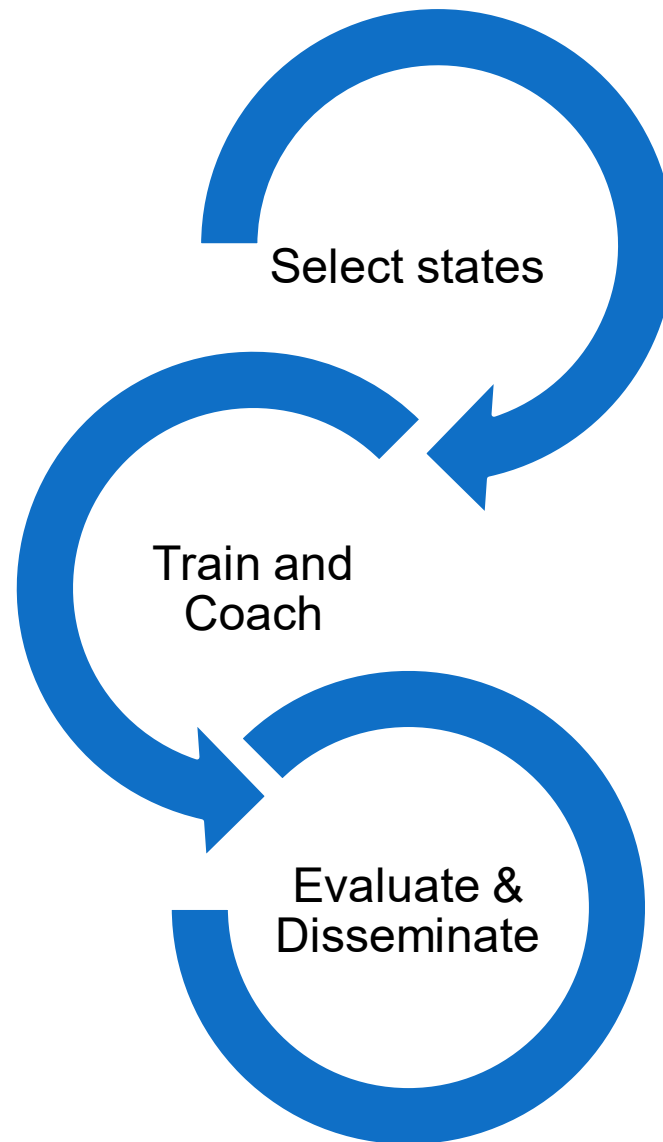
TEST Guides

SUPPORTING STUDENT-LED TRANSITION PLANNING FOR STUDENTS WITH EMOTIONAL BEHAVIORAL DISTURBANCE

https://www.umassmed.edu/contentassets/7ffeebded6274601b3baa4de4a33b630/updated-test-guides/student-led-support-pre-pub.pdf

Translating Evidence for Successful Transitions (TEST)

SUPPORTING STUDENT-LED
TRANSITION PLANNING FOR STUDENTS
WITH EMOTIONAL BEHAVIORAL DISTURBANCE

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December 2018
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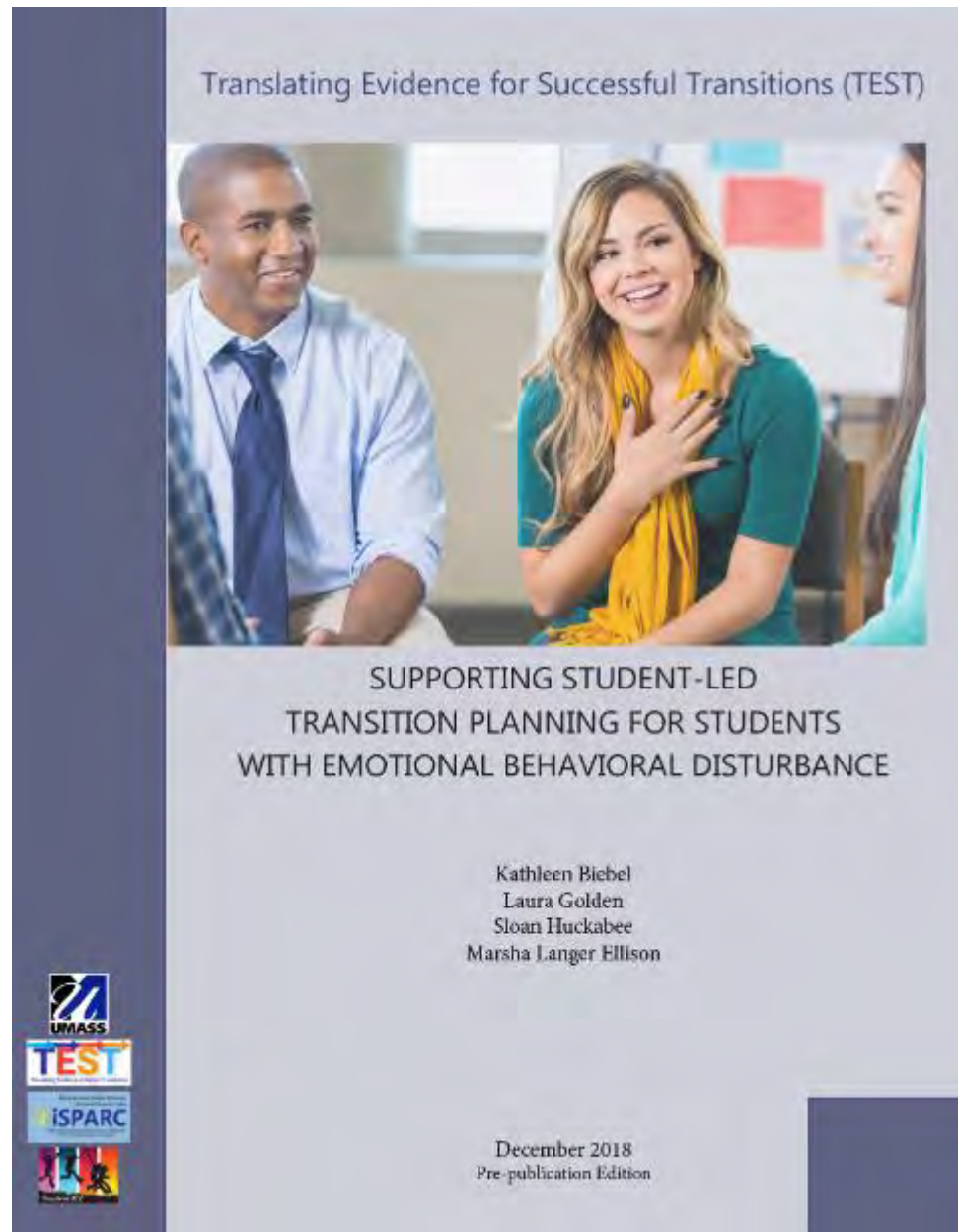
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Student Led IEP

High school is not real life, but it can build the foundation for what comes next.....

- Increase student engagement
- Facilitate growing self-advocacy and self-knowledge
- Develop a purposeful, coherent vision for what comes next

Student-led IEPs Practice Guide

- Lesson plans for student-led IEPs for students with EBD

- Implementing the student-led IEP meeting
  - How to prepare for IEP meeting
  - What happens during IEP meeting
  - Measure outcomes/impact of student-led IEP
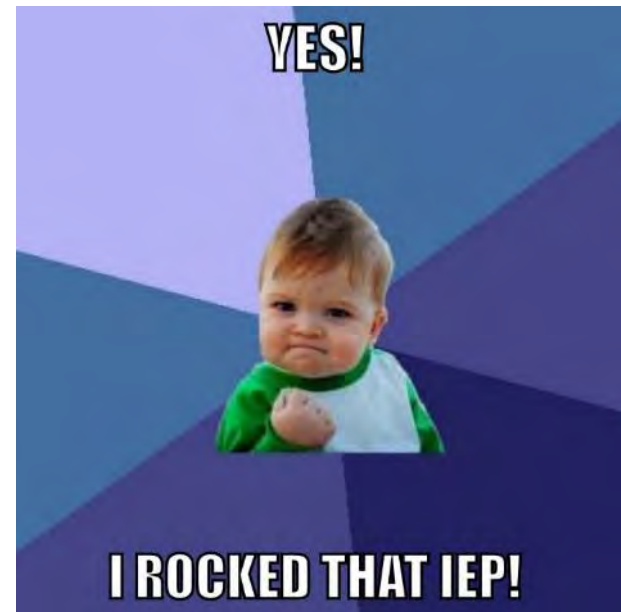
Lesson Plans

- **Understanding your IEP**. Review of IDEA and past goals and performance through the IEP.

- **Building self-determination**. Understand student's strengths, needed supports, preferences and goals.

- **Creating goals for your IEP.** Identify IEP and transition planning goals and relevant community partners.

- **Preparing to lead your IEP**. Determine how student will participate in/lead their IEP.

- **Practicing leading your IEP.** Role play the IEP meeting.

Special Considerations for Students with EBD

- Symptoms or characteristics of student's EBD (e.g., anxiety, depression) may effect their capacity to lead their IEP

- A student with EBD may have challenging or disruptive behaviors, and IEP team participants may be reluctant to work with the student

- Difficulty getting parents to attend IEP meetings

- Parents may be uncomfortable with their child with EBD in a decision making position

Outcomes from Student-led TEST Guide

- Teachers developed creative ways to engage with IDEA
  - IEP Scavenger Hunt to teach students about all the components of their IEP

- "We got a comment from an administrator about all the student was able to share at their meeting." - Teacher

- "I feel the lessons helped me learn my rights for special education." – Student

- "I feel like I want to participate in my IEP meetings more because I understand the process better and what an IEP is for." – Student

PARTNERING WITH COMMUNITY AGENCIES IN TRANSITION PLANNING FOR STUDENTS WITH EMOTIONAL BEHAVIORAL DISTURBANCE

https://www.umassmed.edu/contentassets/7ffeebded6274601b3baa4de4a33b630/updated-test-guides/partnering-with-community-agencies-pre-pub.pdf

Translating Evidence for Successful Transitions (TEST)

PARTNERING WITH COMMUNITY AGENCIES IN TRANSITION PLANNING FOR STUDENTS WITH EMOTIONAL BEHAVIORAL DISTURBANCE

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Community Partners

Moving from childhood and adolescence to adulthood while minding the gap…..

- Learn about supports

- Understand available resources

- Connect before crisis

Importance of planning for these partnerships

Students

- "fall off the grid" after high school
- lose SSI benefits and have no other supports
- are "independent" with few independent living skills
- are unemployed with no prospects for employment
- become parents at an early age
- are at a loss for pursuing post secondary education

Community Partnerships Practice Guide

- Involving adult community agencies (e.g., institutions of higher education, vocational rehabilitation, non-profits) in transition planning for high school students with EBD

Planning for Community Partnerships

- Engaging with Current, Previous, or New Adult Service Agencies/Organization Partners
- Making the IEP Meeting Work
- Sustaining Connections with Community Agencies

Special Considerations

- If a student experiences instability of moods, this can be a hindrance to forming relationships with community agency representatives

- A special effort should be made to help community agency representatives understand how an EBD or mental health condition can present itself

Outcomes for TEST Community Partners Guide

- Increased partnerships with community agencies
  - "We have gone from feeling concerned about not having enough partners to having successful partnerships in place" – Teacher

- Increased parental buy-in about transition opportunities, benefit of community partnerships for post-high school success of their students
  - "we had an open house to show people this new and different approach – parents expressed interest in how to help these students" - Teacher
- Creative approaches to involving community partners- Transition Fairs

INCORPORATING CAREER AND TECHNICAL EDUCATION FOR STUDENTS WITH EMOTIONAL BEHAVIORAL DISTURBANCE

https://www.umassmed.edu/contentassets/7ffeebded6274601b3baa4de4a33b630/updated-test-guides/career-and-technical-education-pre-pub.pdf

Translating Evidence for Successful Transitions (TEST)

INCORPORATING CAREER AND TECHNICAL EDUCATION FOR STUDENTS WITH EMOTIONAL BEHAVIORAL DISTURBANCE

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Career and Technical Education

Begin with the end in mind……..

- Explore interests and aptitudes
- Acquire skills and training during high school
- Establish clear path to future employment
- Complete steps to enter workforce or continue/complete training upon high school exit

Career and Technical Education

Conduct Formal and Informal Age Appropriate Assessments
- Needs
- Strengths
- Interests
- Preferences

Explore Careers
- educational and training requirements
- types of work
- explore and choose from career clusters

Individual Learning Plan
- develop academic path matching educational and training requirements
- review/ plan for course requirements for graduation and for next educational steps

Transition Education/ Employment Goals
- Post-secondary Education goal
- Post Secondary work or training goal

IEP Goals-Transition Goal for Education
- Course requirements for desired post-secondary setting

IEP Goals- Transition Goal for Employment
- Career technical education courses required/ needed
- Work experiences (including internships, work-study, paid employmentrelated to desired post secondary employment

Specify Progression of CTE Courses

- Be flexible and creative

- Connect with community-based opportunities for CTE experiences

- Include coursework in IEP

- Allow high school exit and post secondary plans to guide coursework selections

CTE for Post-secondary Planning

- **Trade Certificate** – requirements may be completed during high school years

- **Employment** – placement in a job related to CTE courses (carpentry)

- **Higher Education**- foundational courses for college course of study (graphic design), identify accommodations available for achievement tests and college courses

Special Considerations

- Historic discouragement of individuals with psychiatric disabilities from pursuing work
- A tendency to underestimate the potential for a career
- Family reliance on student's financial assistance (e.g., social security)
- Right to accommodations
- Stigma of CTE classes
- Extended absences

Outcomes for TEST CTE Guide

- Students thinking about their future & more aware of career opportunities open to them!
  - E.g., teachers advocated for excited student to begin his CTE coursework next year as sophomore

- Student earned a paid internship during school- year
  - Employer impressed with student skills, potential for post-high school employment

LET'S STAY IN TOUCH!

We'll be at several upcoming conferences!

Division on Career Development and Transition (DCDT) International Conference

October 23rd-25th 2019 – Seattle, WA

33rd Annual Research & Policy Conference on Child, Adolescent & Young Adult Behavioral Health

March 15-18, 2020 – Tampa, FL

NTACT Capacity Building Institute

Spring 2020 – Charlotte, NC

- Also, please feel free to contact us for Technical Assistance!
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