

TEST - Translating Evidence to Support Transitions:

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



NTACT

National Technical Assistance Center on Transition



The Transitions to Adulthood Center for Research

TRANSLATING EVIDENCE TO SUPPORT TRANSITIONS

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on Transition (NTACT)

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ACKNOWLEDGEMENTS

The mission of the Transitions ACR is to promote the full participation in socially valued roles of transition-age youth and young adults (ages 14-30) with serious mental health conditions. We use the tools of research and knowledge translation in partnership with this at risk population to achieve this mission.

<http://www.umassmed.edu/TransitionsACR>

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TEST Partners

- **Transitions ACR, UMMS** - Marsha Ellison (PI), Sloan Huckabee, Laura Golden, Emma Pici-D'Ottavio
- **SRI International** – Mary Wagner
- **NTACT** - Deanne Unruh, Catherine Fowler, David Test
- **AIR** – Joann Starks



TEST: THE BASICS

A NIDILRR-funded Knowledge Translation Project to adapt NIDILRR funded findings for use and adoption by relevant stakeholders. Implementation Science, specifically the NIRN framework was used to design the project.



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Basis of TEST: NLTS-2 Findings¹

- Post-high school employment and enrollment in postsecondary education for students with Emotional Disturbance enrolled in special education were correlated with these transitions practices:
 1. Student-led IEPs
 2. A concentration of career & technical education courses (4 credits)
 3. Community partnerships in transition planning¹



National Implementation Research Network (NIRN): Stage-based Implementation Framework

EXPLORATION occurs well before any program or practice is on the ground in a community, and focuses on understanding the “fit” of a potential initiative with the needs of a particular community.

INSTALLATION is the phase before new services or programs are being delivered, but where supporting infrastructure and organizational and individual capacities are being established to assure successful implementation moving forward.

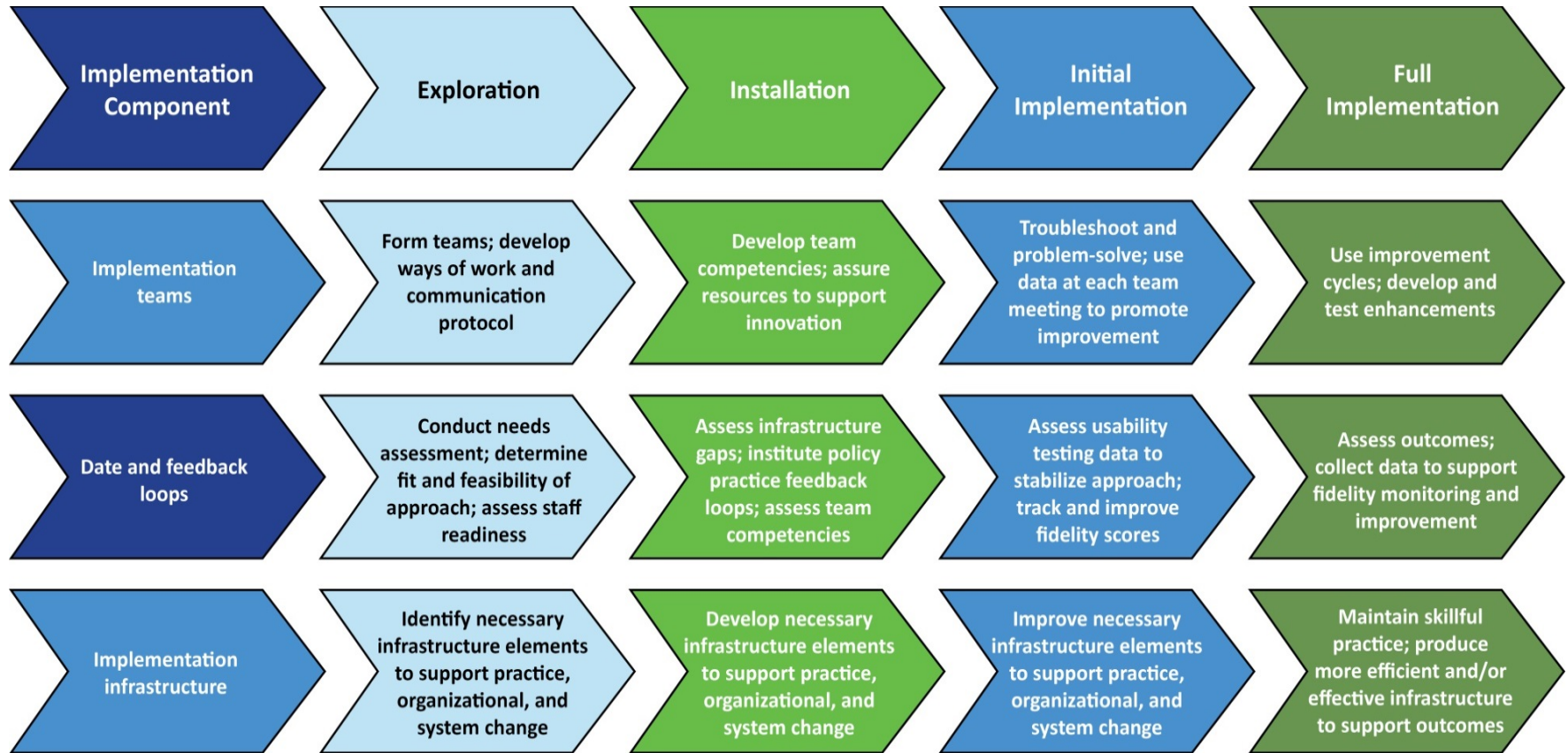
INITIAL IMPLEMENTATION is when a new intervention is first introduced and made available to providers and consumers. Key in initial implementation is to ensure that continued learning and improvement is occurring about the intervention and its implementation, to inform refinements moving forward.

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



TEST FRAMEWORK

National Implementation Research Network (NIRN)²



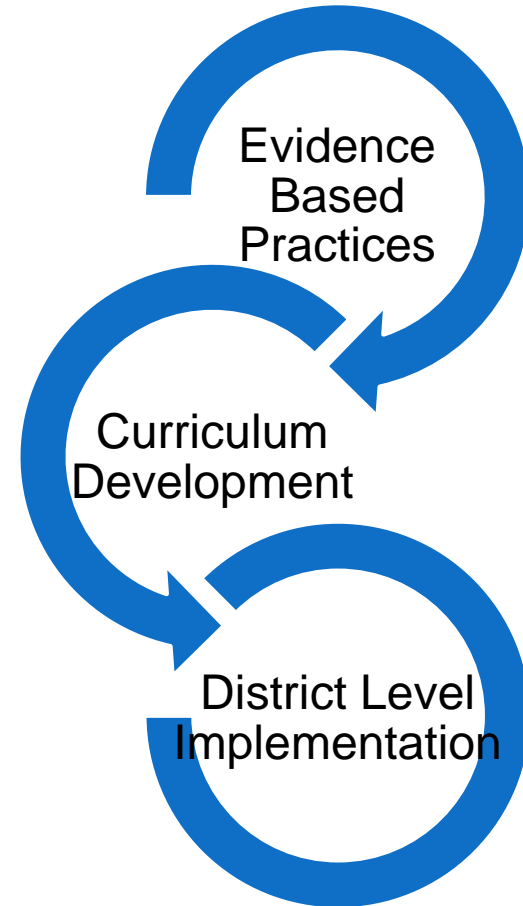
TEST Process

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



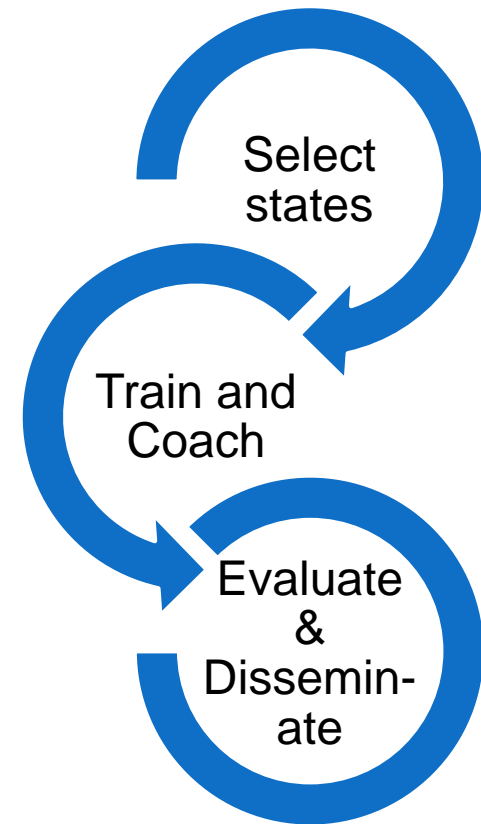
TEST Process

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 NTACTION Capacity Building Institute (CBI)
- Disseminate through Transitions ACR
- Develop TA capacity

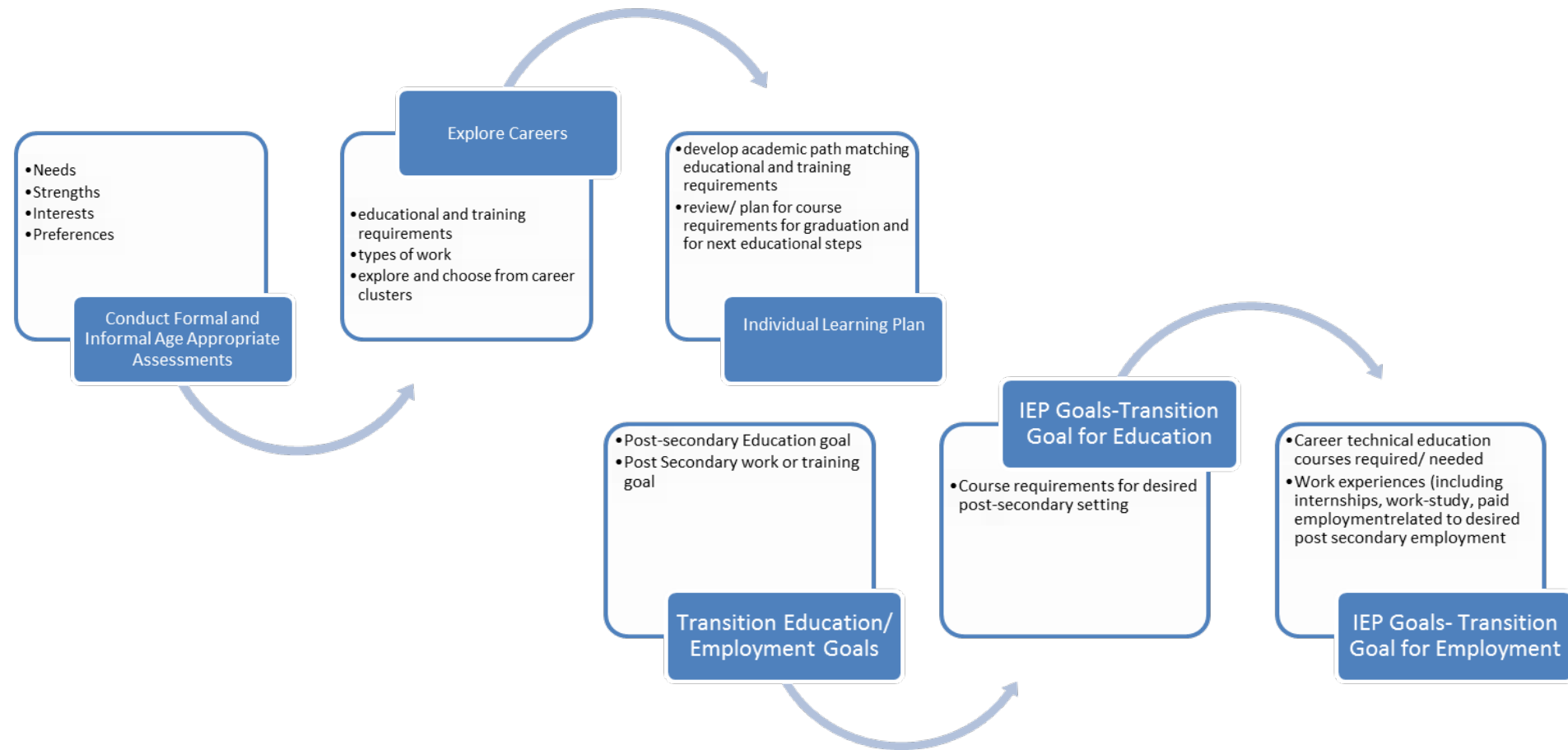


THE TEST GUIDES



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Career and Technical Education³



CTE coursework can be used to address underestimation of career potential, promote consideration of higher education, create realistic career plans, and combat the historic discouragement of students with psychiatric disabilities from pursuing work.



Student-led IEPs Practice Guide ⁴

- Lesson plans for student-led IEPs for students with EBD
 - Lesson 1 – Understanding your IEP
 - Lesson 2 – Build self-determination
 - Lesson 3 – Create goals for your IEP
 - Lesson 4 – Preparing to lead your IEP
 - Lesson 5 – Practice leading your IEP
- Implementing the student-led IEP meeting
 - How to prepare for IEP meeting
 - What happens during IEP meeting
 - Measure outcomes/impact of student-led IEP



Community Partnerships Practice Guide ⁵

- 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



IMPLEMENTATION



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PARTNERING WITH NTACT

NTACT Purpose: to assist State Education Agencies, Local Education Agencies, State VR agencies, and VR service providers to implement evidence-based and promising practices ensuring students with disabilities, including those with significant disabilities, graduate prepared for success in postsecondary education and employment.



NTACT's Activities



- **What does NTACT do?**
- **Knowledge Development** – effective (evidence-based) practices for secondary students with disabilities
- **Technical Assistance** to SEAs & SVRAs to implement effective programs statewide to improve outcomes locally
- **Dissemination**



TEST Implementation Years 1 and 2

- Development of Guides with Stakeholder Group: Transition Alliance of South Carolina (TASC)
- Usability Testing at NTACT conference with teachers
- Piloting of Guides in one school district (Initial Installation)
- Iterative feedback with teachers, administrators, students
- Revision of Guides



TEST Implementation Year 3

- Selection of States (assisted by NTACT)
- Identification of state “champion” committed to TEST
- Criteria for state selection

Connecticut

- 3 schools implementing Student-led IEPs Practice Guide
- 3 schools implementing Community Partnerships Practice Guide

Maine

- 4 schools implementing Career & Technical Education Practice Guide



TEST Implementation Year 3

Implementation Training – January 2018

One day in-person training for each state

- 4 teachers, 2 administrators
- 2 hours per curricula
- Training evaluation Pre and Post Test of Knowledge and Skills and of Satisfaction



TEST Implementation Year 3 and 4

Implementation by Schools (Feb. 2018 – Dec.2018)

- Monthly “virtual coaching” for each practice guide led by NTACT and Huckabee with state champions, teachers, school administrators for transition
- Virtual meetings: opportunities for review, questions, problem-solving, sharing strategies between schools



TEST Implementation Year 3 and 4

End-of-semester evaluation:

- Implementation checklist (google docs)
- De-identified IEPs
- Audio recordings of coaching calls - coded
- Practice Guide Evaluation
- Coaching Call Evaluation
- Student and parent satisfaction questionnaire
- Community partner questionnaire



TEST Implementation Year 3 and 4

Evaluation results used to enhance and improve guides

Example changes made:

- Strategies for involving parents
- Using transition fairs for community partners
- Address unique needs for accommodations
- Slow down learning for freshmen
- Consider other disability groups (LD, OHI)



TEST Years 4 & 5

- Publish final TEST Practice Guides
- Publish TEST Implementation Guide
- Disseminate TEST practice guides at NTACT Capacity Building Institute and other professional forums
- TEST can begin to be implemented nationwide by interested educators
- Provide TEST technical assistance, training, and coaching



References

- 1.** Mary Wagner, Lynn Newman **Promoting Successful Transitions for Youth with Serious Mental Health Conditions: Findings from the National Longitudinal Transition Study-2 (NLTS2)** . October 2014. Retrieved from:
. <https://www.youtube.com/watch?v=BXIT94bFh04>
- 2.** Metz, A., Naoom, S. F., Halle, T., & Bartley, L. (2015). An integrated stage-based framework for implementation of early childhood programs and systems (U.S. DHHS) OPRE Research Brief. Washington, DC. National Implementation Research Network (NIRN). Retrieved from <https://nirn.fpg.unc.edu/>
- 3.** Kathleen Biebel, Laura Golden, Sloan Huckabee, Marsha Langer Ellison December 2018 **Supporting Student-Led Transition Planning for Students with Emotional Behavioral Disturbance.**
- 4.** Marsha Langer Ellison, Sloan Huckabee, Laura Golden, Kathleen Biebel. December 2018. **Incorporating Career and Technical Education in Transition Planning for Students with Emotional Behavioral Disturbance**
- 5.** Sloan Huckabee, Laura Golden, Marsha Langer Ellison, Kathleen Biebel. December 2018 **Partnering with Community Agencies in Transition Planning for Students with Emotional Behavioral Disturbance**

Guides are available at:

<https://www.umassmed.edu/TransitionsACR/research/projects-by-grant/translating-evidence-to-support-transitions/>



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- Download the guides at:
<https://www.umassmed.edu/TransitionsACR/research/projects-by-grant/translating-evidence-to-support-transitions/>

- Sign up for our newsletter and visit us for our tip sheets and resources at: <https://www.umassmed.edu/TransitionsACR/>

