TRANSLATING EVIDENCE TO SUPPORT TRANSITIONS (TEST)

Marsha Ellison, Transitions ACR
Catherine Fowler, National Technical Assistance Center on Transition (NTACT)
Poor outcomes of students with EBD

- Lower rates of employment
- Living below poverty level
- Higher rates of substance abuse
  - 50% of failure to complete high school is attributable to mental health conditions
- Higher rates of arrest than typical peer group population
- Higher rates of probation and parole
- Low success rates in vocational rehabilitation
- Early parenting
- Challenges leaving child welfare and foster care
- Housing instability
Emotional and Behavioral Disorder

- Inability to build or maintain satisfactory relationships
- Inability to learn not explained by intellectual, sensory, or health factors
- Consistent or chronic inappropriate behavior or feelings under normal circumstances
- Pervasive mood of unhappiness or depression
- Tendency to develop physical symptoms, pains, or unreasonable fears associated with personal or school problems

[34 C.F.R. § 300.8(c)(4)(i)(A – E)]
Beyond the definition……..

- **Who we really have**
  
  Students who
  - Often violate school and norms
  - Don’t get along with peers
  - Are good at the wrong things
  - Have poor self esteem/ feel shame and guilt

- **What kinds of things we need to know**
  - Learn needed skills
  - Motivated by age appropriate goals
  - Benefit from function focused support
The Transitions to Adulthood Center for Research

Moving students from

http://cdn1-
www.comingsoon.net/assets/uploads/2016/05/Suicide.jpg

Task Force X

http://www.dccomics.com/sites/default/files/GalleryMovies_1920x1080_J usticeLeague01_57be61d14b0303.09859959.jpg

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TEST: THE BASICS
Resources

• 5-year project (we are in year 4)

• Team:
  • Marsha Ellison (PI)
  • Sloan Huckabee (Co-I)
  • Laura Golden
  • Emma Pici-D’Ottavio
TEST Funding

- NIDILRR-funded (ACL GRANT # A-90DP0080)

- Knowledge translation project to adapt NIDILRR funded findings for use and adoption by relevant stakeholders

- Three funded out of 17 applicants
  - U of PGH and AIR: adaptive technology and wheelchairs
  - U of Washington: correctional facility practice re: inmates with traumatic brain injuries
TEST Objectives

1. Develop research-informed practice guides for youth with Emotional Behavioral Disturbance in transition

2. Pilot-test procedures and materials in one school district with an implementation stakeholder team
   - Darlington County, South Carolina

3. Provide implementation support and technical assistance to 2 “targeted” states to adopt TEST
   - Maine
   - Connecticut

4. Present TEST at NTACT Capacity Building Institute
TEST Partners

• Mary Wagner (formerly of SRI – now retired)

• NTACT – Deanne Unruh, Catherine Fowler, David Test

• Joann Starks – AIR
National Longitudinal Transition Study-2

Mary Wagner, PhD

NIDILRR Research on Which Test is Built
NLTS-2 Overview

• Nationally representative sample
  • 500 school districts
  • 11,280 students receiving special education services
  • 1,000 students in “Emotional Disturbance” category

• Youth were 13-16 years old at start of study
• 5 waves of follow-up data over 9 years
• 2001-2011
Findings in support Student-led IEPs

• Students taking a leadership role during their transition planning meetings is correlated to postsecondary education enrollment
Findings in support of CTE concentration

• Taking a concentration of occupation-specific CTE courses is correlated to finding full-time employment after high school
Findings in Support of Community Partnerships

- Having a postsecondary school representative at a student’s transition planning meeting has a correlation with a student’s postsecondary education enrollment
TEST PRACTICE GUIDES

What’s in them?!
Student-led IEPs Practice Guide – what’s in it?!

• 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
CTE Practice Guide – what’s in it?! 

- Incorporating Career and Technical Education into the Transition Component of IEPs for Students with EBD
  - Assessments of Career goals and Career Exploration Activities
  - Develop an Individual Learning Plan and plan after high school (education/training and employment)
  - Specify the necessary CTE Courses and Credits that Meet Career Goals
  - Develop IEP Supports and Related Activities That Reinforce CTE Learning
Rationale

Obtaining 4 or more credits of CTE during high school improves outcomes

- 4 X more likely to have competitive employment in the years after high school
- ↓ dropout rates
- ↑ post secondary success
- More likely to engage in post secondary education
Roadmap

- Needs
- Strengths
- Interests
- Preferences

Conduct Formal and Informal Age Appropriate Assessments

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

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Roadmap continued

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 employment related to desired post secondary employment

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Community Partnerships Practice Guide – What’s in it?!

• Involving adult community agencies during the period of transition out of high school for students with EBD (e.g., institutions of high education, vocational rehabilitation, non-profits)
  • 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
Identifying Potential Partners

• Current adult serving agencies involved in transition planning process
• Possible new adult serving agencies that haven’t previously been involved
• Create a matrix for agencies and the services they provide
## Sample Matrix

<table>
<thead>
<tr>
<th>Agency/Organization And Contact Persons</th>
<th>Transition Domains</th>
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<tbody>
<tr>
<td><strong>Contact Person</strong></td>
<td><strong>Post-Secondary Education or Vocational Training</strong></td>
</tr>
<tr>
<td>State: Charlie Walters</td>
<td></td>
</tr>
<tr>
<td><a href="mailto:cwalters@able-sc.org">cwalters@able-sc.org</a></td>
<td></td>
</tr>
<tr>
<td>Local:</td>
<td></td>
</tr>
<tr>
<td>State: Joy Ivestor</td>
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<tr>
<td><a href="mailto:Joy.Ivestor@uscmed.sc.edu">Joy.Ivestor@uscmed.sc.edu</a></td>
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<tr>
<td>Local:</td>
<td></td>
</tr>
<tr>
<td>State: Rhonda Mumford</td>
<td></td>
</tr>
<tr>
<td><a href="mailto:rmumford@ddsn.sc.gov">rmumford@ddsn.sc.gov</a></td>
<td></td>
</tr>
<tr>
<td>Jennifer Quinn</td>
<td></td>
</tr>
<tr>
<td><a href="mailto:jquinn@ddsn.sc.gov">jquinn@ddsn.sc.gov</a></td>
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<tr>
<td>Local:</td>
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</tr>
<tr>
<td>State: Amanda Lucas, State Youth Coordinator</td>
<td></td>
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<tr>
<td><a href="mailto:alucas@dew.sc.gov">alucas@dew.sc.gov</a></td>
<td></td>
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<td>Local:</td>
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IMPLEMENTATION
NIRN Implementation Science Framework

**Implementation Component**
- Exploration
  - Form teams; develop ways of work and communication protocol
- Installation
  - Develop team competencies; assure resources to support innovation
- Initial Implementation
  - Troubleshoot and problem-solve; use data at each team meeting to promote improvement
- Full Implementation
  - Use improvement cycles; develop and test enhancements

**Date and Feedback Loops**
- Implementation teams
  - Conduct needs assessment; determine fit and feasibility of approach; assess staff readiness
- Implementation infrastructure
  - Identify necessary infrastructure elements to support practice, organizational, and system change

**Implementation Infrastructure**
- Assess infrastructure gaps; institute policy practice feedback loops; assess team competencies
- Assess usability testing data to stabilize approach; track and improve fidelity scores
- Improve necessary infrastructure elements to support practice, organizational, and system change
- Maintain skillful practice; produce more efficient and/or effective infrastructure to support outcomes
Year 2

• 3 schools piloted the practice guides in Darlington County

• Data collection challenges

• Positive feedback from teachers

• Guides tweaked for implementation
Year 3

• Selection (assisted by NTACT)

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

• ME
  • 4 schools implementing Career & Technical Education Practice Guide
Year 3

- Training – January 2018 (NTACT & TEST)

- Implementation February 2018 – February 2019
- Monthly “virtual coaching” for each practice guide (NTACT)

- End-of-year evaluations in final stages now
  - Pre-post
  - Fidelity of implementation matrix
  - De-identified IEPs
  - Satisfaction (student, parent, teacher)
Years 4 & 5

- Share the TEST practice guides at NTACT capacity building institute
- TEST can begin to be implemented nationwide by interested educators
Let’s hear from Connecticut & Maine!
Contacts