

TRANSLATING EVIDENCE TO SUPPORT TRANSITIONS (TEST)

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on Transition (NTACT)



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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





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



http://www.dccomics.com/sites/default/files/GalleryMovies_1920x1080_JusticeLeague01_57be61d14b0303.09859959.jpg



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TEST: THE BASICS



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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 NTACTION 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



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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?!



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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



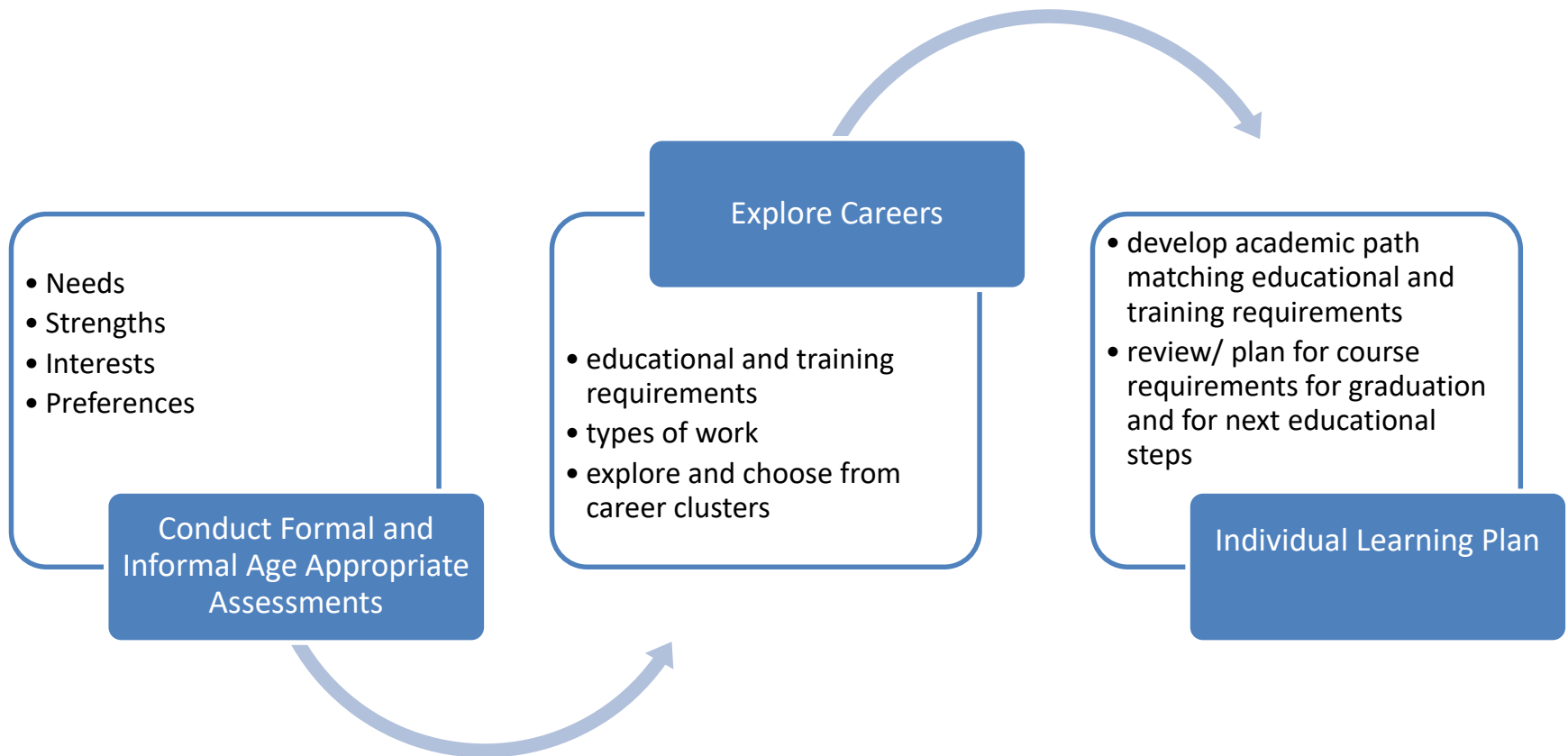
Rationale

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

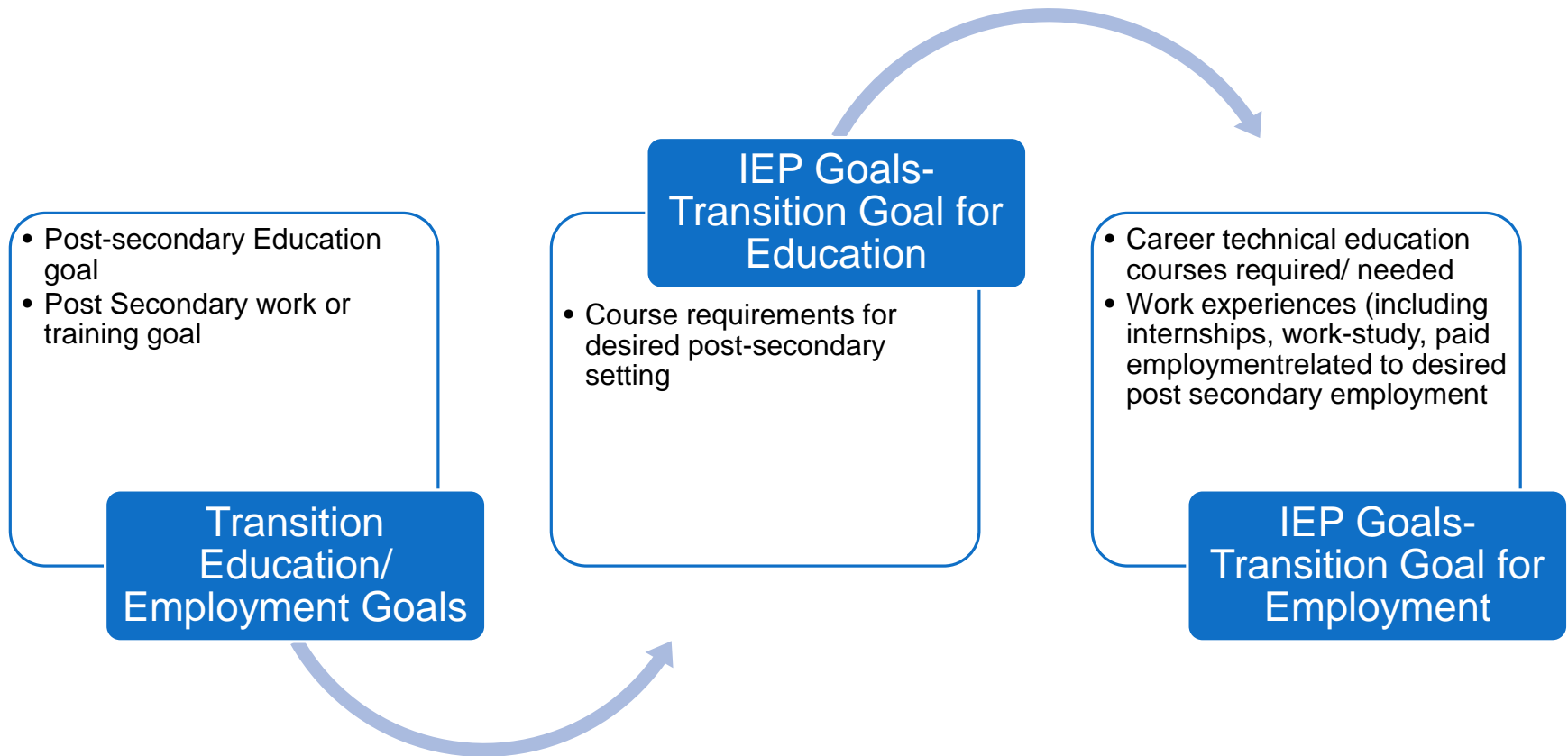
- 4 X more likely to have competitive employment in the years after high school
- ↓ dropout rates
- ↑ post secondary success
- More likely to engage in post secondary education



Roadmap



Roadmap continued



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



Agency/Organization And Contact Persons		Transition Domains				
Contact Person Phone Number Email	Post- Secondary Education or Vocational Training	Employment	Independent Living	Community Participation	Notes	
State: Charlie Walters cwalters@able-sc.org Local:			X	x		
State: Joy Ivester Joy.Ivester@uscmed.sc.edu Local:	x	x	x	x		
State: Rhonda Mumford rmumford@ddsn.sc.gov Jennifer Quinn jquinn@ddsn.sc.gov Local:		x				
State: Amanda Lucas, State Youth Coordinator alucas@dew.sc.gov Local:		x				

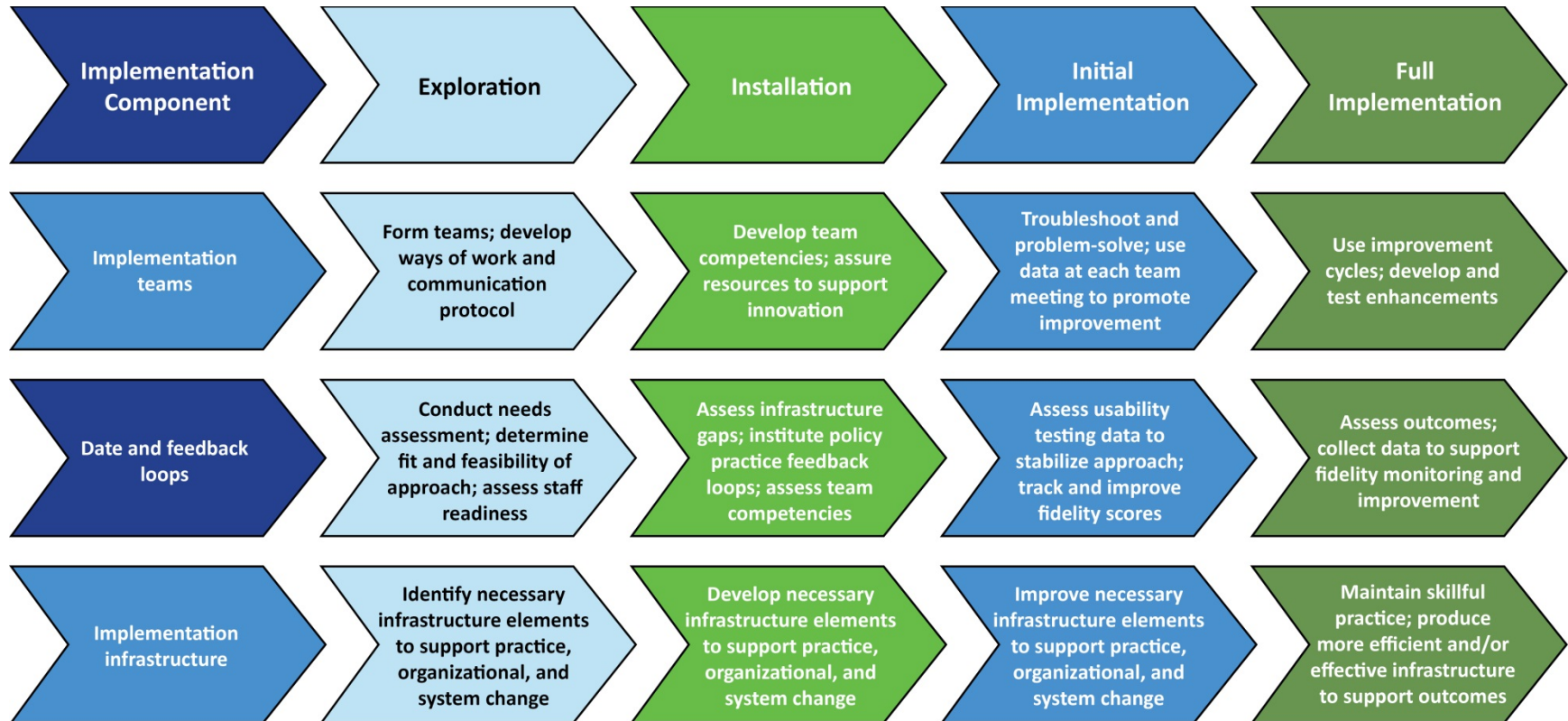


IMPLEMENTATION



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NIRN Implementation Science Framework



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!



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Contacts



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