

# STRATEGIES TO IMPROVE POST-SECONDARY OUTCOMES OF YOUTH WITH EMOTIONAL DISTURBANCES THROUGH TRANSITION PLANNING AND CAREER AND TECHNICAL EDUCATION (CTE)

Marsha Langer Ellison, PhD

NTACT:C CBVI 2022



UMass Chan  
MEDICAL SCHOOL



# Acknowledgements / Disclosures

The mission of the Transitions to Adulthood Center for Research (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.

Visit us at [umassmed.edu/TransitionsACR](http://umassmed.edu/TransitionsACR)

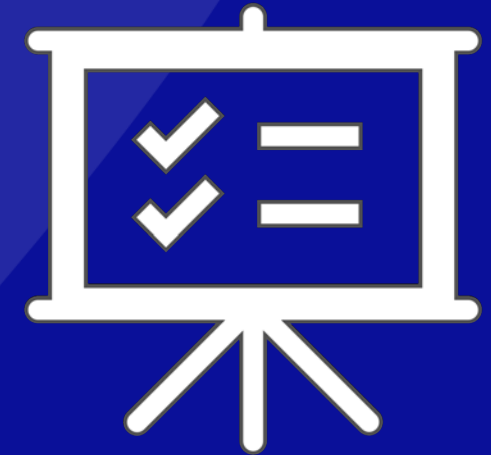
The contents of this presentation were developed with funding from the National Institute on Disability, Independent Living, and Rehabilitation Research, United States' Department of Health and Human Services (Grant numbers ACL 90DP0080 and 90RT5031). NIDILRR is a Center within the Administration for Community Living (ACL), Department of Health and Human Services (HHS). The content of this presentation does not necessarily represent the policy of NIDILRR, ACL, HHS, and you should not assume endorsement by the Federal Government.

We would also like to acknowledge our partners Deanne Unruh and Catherine Fowler at the National Technical Assistance Center on Transition: the Collaborative (NTACT:C) who participated in the TEST project.



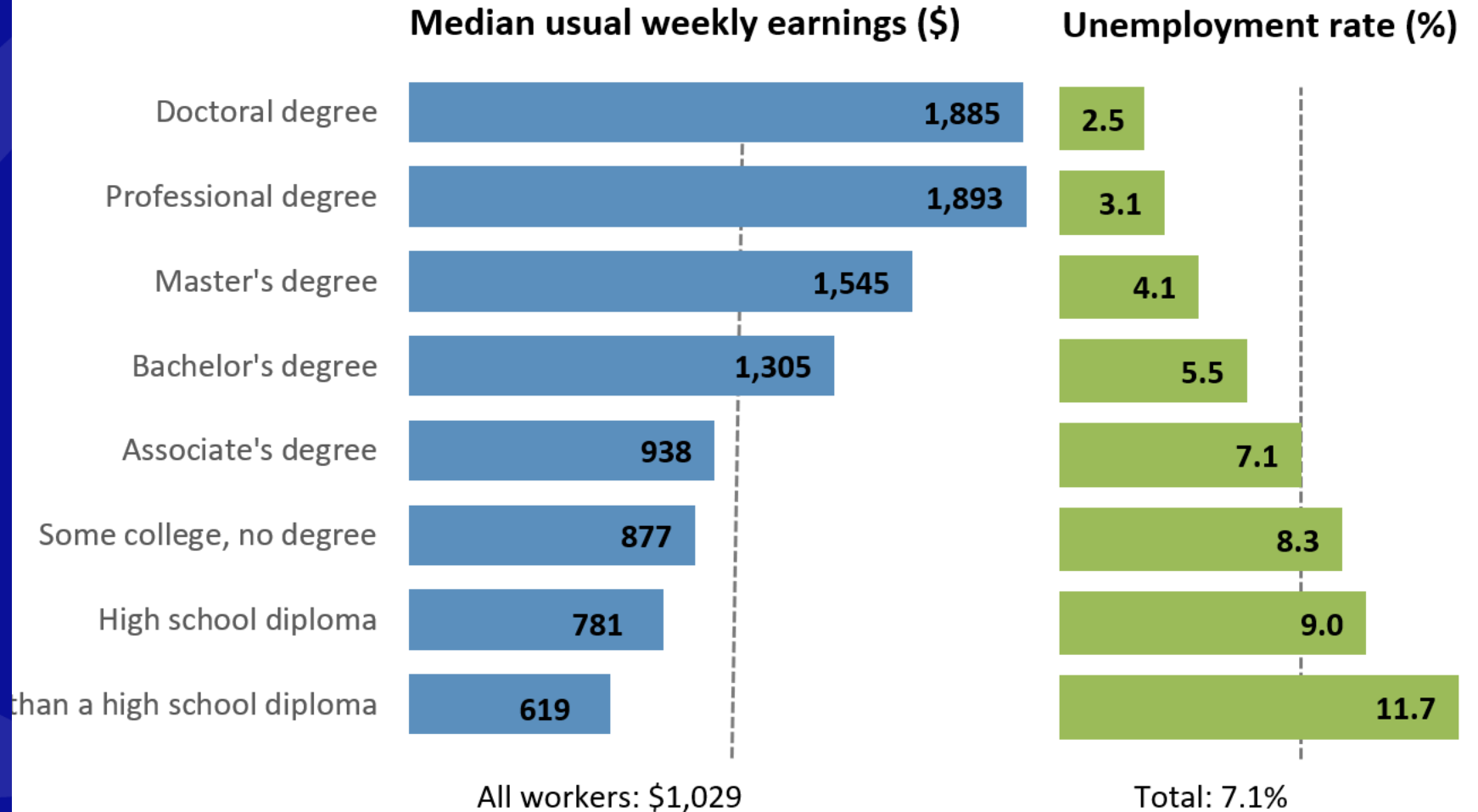
# Objectives

- Describe the post-secondary outcomes of students with emotional disturbance
- Be equipped with three research-based effective transition practices for students with emotional disturbance: Career Technical Education (CTE); Community Partnerships; and Student-led IEPs
- Describe strategies to mitigate barriers that students with emotional disturbance face with engaging and completing CTE to help them prepare for careers



# Why is completed education important for students with disabilities?

## Earnings and unemployment rates by educational attainment, 2020



Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.  
 Source: U.S. Bureau of Labor Statistics, Current Population Survey.



UMass Chan  
MEDICAL SCHOOL



# Why is employment important for youth with mental health conditions?

Poor employment rates increases reliance on disability benefits for income.

24% of all young adults receiving SSI had mental health conditions. [What's so bad about that?](#)

- **Monthly SSI rate \$794 (2021)** (below federal poverty level)
- **Fewer than 5% of SSI recipients are employed** (over half had no income other than SSI)
- **Once on, few get off.** (When youth with emotional disturbance enroll in SSI before the age of 18, they remain on the disability rolls for an average of 27 years.)
- **Rates of exit from SSI rolls are lowest** among adults with SMHCs. (less than 1%)



<http://www.apimages.com/metadata/Index/Los-Angeles-Homeless/71e100cbdbac40c29e56c13445e65e08/22/0>

# Who are Students with Mental Health Conditions or Emotional Disturbance?

## Emotionally based characteristics:

- With significant duration, frequency and intensity
- Cannot be due to other factors
- That interfere with educational performance requiring special education services

## Students who:

- Often violate school and social norms
- Don't get along with peers
- Have poor self-esteem
- Often have traumatic backgrounds
- Often don't have role models as workers

## Have Difficulties with:

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

# Other challenges of many students with mental health conditions

- Lower rates of employment
- Living below poverty level
- Higher rates of substance abuse
- 35% of failure to complete high school is attributable to mental health conditions
- Higher rates of arrest than typical peer group population
- Low success rates in vocational rehabilitation
- Early parenting
- Challenges leaving child welfare and foster care
- Housing instability

# What about Special Education outcomes?

Among high school students with emotional disturbance receiving special education services:

- worst attendance, grades, and grade progression compared to other disability groups
- high school dropout rates of 35% (twice as likely compared to all students served in Special Ed)
- One third of those that did graduate did not receive a regular diploma
- 42% had never had a competitive job in 3 years post high school





# Post-secondary education outcomes

- High drop-out rates – up to 86%
- Lower graduation rates
- Less than half obtained a certificate or degree
- Less than 20% obtained accommodations or supports

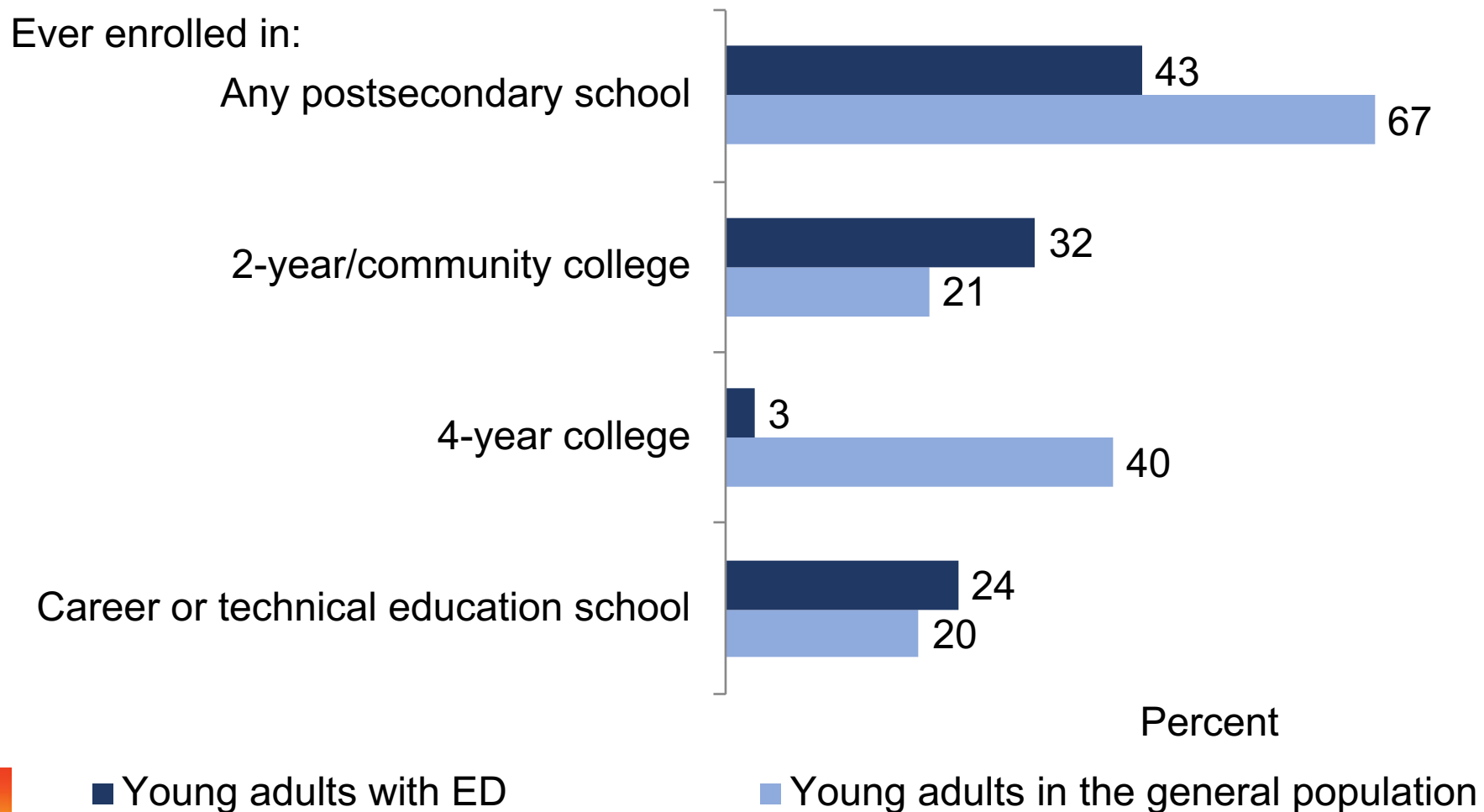


# Patterns of engagement by time out of high school

Engagement	Up to 2 years	2 up to 4 years	> 4 years
No work, no school	40.9%	20.6%	19.9%
No work, in school	11.9%	17.4%	19.4%
Part-time work, no school	15.8%	7.4%	8.3%
Full-time work, no school	16.8%	22.8%	22.0%
Part-time work, in school	8.7%	11.7%	9.6%
Full-time work, in school	5.9%	20.1%	20.7%

Full time employment of adults with SMI 38% compared to no mental illness 61.7%

# Postsecondary school enrollment of young adults with ED up to 8 years post-high-school



# 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



# Basis of TEST: NLTS-2 findings

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

- Student-led IEPs
- A concentration of career & technical education
- Community partnerships in transition planning

# Effects of transition planning experiences on post-secondary education enrollment



Transition planning experiences	2 or 4 year college Odds Ratio
Student took leadership role during transition planning meeting	4.45*
Postsecondary school representative attended transition planning meeting	28.97***

# Effects of taking any CTE of CTE on full-time employment

Full-time employment, by time period	Any general education CTE (OR)	Concentration of CTE coursework (OR)
Up to 2 years post high school	1.95	4.07**
2 up to 8 years post high school	2.04	1.80
Any time since leaving high school	2.49*	4.04*

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


# TEST Objectives

- Support teacher capacity for substantive transition planning
- Develop awareness and increase use of available transition planning resources
- Increase involvement of students and community partners in transition planning
- Involve more students in CTE coursework
- Increase student engagement in post secondary education, training, and employment
- Provision of assistance for students' connections with adult serving community partners



# TEST Guides


Translating Evidence for Successful Transitions (TEST)




**INCORPORATING CAREER AND TECHNICAL EDUCATION IN TRANSITION PLANNING**  
FOR STUDENTS WITH EMOTIONAL DISTURBANCE

Marsha Langer Ellison  
Sloan Huckabee  
Laura Golden  
Kathleen Biebel

November 2020




Translating Evidence for Successful Transitions (TEST)




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

Marsha Langer Ellison  
Sloan Huckabee  
Laura Golden  
Kathleen Biebel

November 2020




Translating Evidence for Successful Transitions (TEST)



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

Marsha Langer Ellison  
Sloan Huckabee  
Laura Golden  
Kathleen Biebel

November 2020



<https://www.umassmed.edu/TransitionsACR/models/test/>

# Student-led IEPs Guide – 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.

**TEST**  
Translating Evidence to Support Transitions

**YOU GOT THIS:**  
Taking a Leadership Role in Your IEP Meeting

Tip Sheet 11 Transitions to Adulthood Center for Research June 2020

**What is an IEP and who is it for?**

An IEP is an individualized education program for students like you (ages of 3 to 21) who receive special education services in public schools. An IEP is a legal document that describes the help that you and other students with disabilities will receive at school.

**What is an IEP meeting?**

Once a school year, an IEP meeting is set up to help you and your support team review and update your IEP. The meeting goes over your goals and plans, as well as the services you will receive.

**What is the transition plan in your IEP?**

In high school, a transition plan is added to your IEP. By law, you must have a transition plan by age 16 at the latest. A transition plan includes your goals for after high school and picks out support services to help you achieve your goals. The transition plan is based on your needs, strengths, skills, and interests.

**Benefits in leading your IEP**

There are benefits linked to taking a leadership role in your IEP meeting. High school students who lead their IEP meetings tend to have higher graduation rates, go to college more often, and make more money in jobs after high school.

# 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



**A** community partner is a person from an organization outside of your high school that can help you plan for your life after graduation. It may be helpful to invite community partners to your IEP meetings because they can help you lay out your goals and the steps to take to meet those goals.

### BEFORE THE MEETING

Think about one or more community partners to invite. A community partner should connect with your goals for life after high school.

#### Examples:

Goal	Community Partner
Live in my own apartment	Housing Program Representative
Find a job	Vocational Rehabilitation (VR) Representative
Schedule my own mental health appointments	Adult Mental Health Care Provider
Go to college	College Admissions Representative

Still not sure who to invite? For ideas, you can ask your transition coordinator, counselor, teacher, or family member. You can also get to know community partners by attending a transition fair at your school!

### DURING THE MEETING

1. At the start of the meeting, the community partner(s) will introduce themselves to you and your IEP team. They may attend the meeting in-person or over the phone.
2. During the part of the meeting about your goals, let your community partners know about your strengths, needs, and goals for after high school. Do you want to go to some type of college? Where do you hope to work? Or live? How independent would you like you be



# Importance of planning for these partnerships

## Students with MHC often:

- “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 or are at a loss for pursuing post secondary education
- become parents at an early age



# TEST-CTE Guide

## INCORPORATING CAREER AND TECHNICAL EDUCATION FOR STUDENTS WITH EMOTIONAL BEHAVIORAL DISTURBANCE



### **INCORPORATING CAREER AND TECHNICAL EDUCATION IN TRANSITION PLANNING** FOR STUDENTS WITH EMOTIONAL DISTURBANCE

Marsha Langer Ellison  
Sloan Huckabee  
Laura Golden  
Kathleen Biebel

November 2020



# What is CTE?

## Activities Included in Secondary CTE Programs

Integrated academic and vocational courses

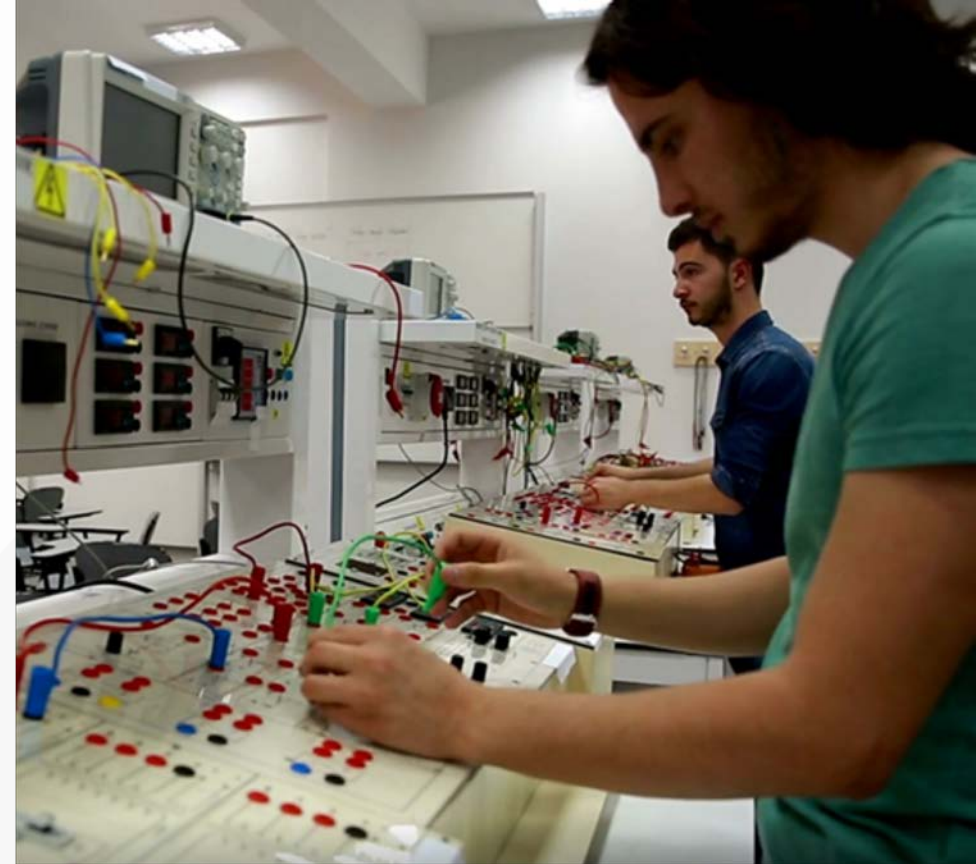
In-school and community work-based learning experiences

- volunteer work,
- job shadowing,
- work-study,
- apprenticeships, or
- internships

Linkages to postsecondary education and/or employment

Opportunities to earn certificates in specific career areas

Partnerships with local businesses



# In-Demand Industries

Systems Analyst  
Web Developer  
Interaction Designer  
Database Administrator  
**STEM Careers**  
Robotics Engineer  
Software Developer  
Video Game Designer  
Computer Programmer

- Workforce Innovation and Opportunities Act (WIOA) defines “in-demand sector or occupation”, as:
  - An industry sector that has a substantial current or potential impact (including through jobs that lead to economic self-sufficiency and opportunities for advancement) on the state, regional, or local economy, as appropriate; or
  - An occupation that currently has or is projected to have a number of positions in an industry sector.



[This Photo](#) by Unknown Author is licensed under [CC BY-SA-NC](#)

[This Photo](#) by Unknown Author is licensed under [CC BY-SA-NC](#)



# How is CTE organized?

**A National Career Clusters® Framework serves as an organizing tool for CTE**

- 16 Career clusters that apply to different high-demand industries  
→ Represents 79 career pathways

**Within each cluster are pathways that correspond to a collection of courses and training opportunities to prepare students for greater success in careers.**

**Provides a structure for organizing and delivering quality CTE programs**

- Help learners identify interests
- Bridge programs of study and plan for careers
- Choose training and credentials for a variety of jobs



- Agriculture, Food, and Natural Resources
- Architecture and Construction
- Arts, Audio/Video Technology and Communications
- Business Management and Administration
- Education and Training
- Energy
- Finance
- Government and Public Administration
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Law, Public Safety, and Corrections
- Manufacturing
- Marketing
- Science, Technology, Engineering, and Math
- Telecommunications
- Transportation, Distribution, and Logistics

# National Career Clusters Framework

<https://careertech.org/career-clusters-1>

# Career Clusters

## Transportation, Distribution, and Logistics Career Cluster

- Transportation, Distribution, and Logistics career cluster
- The Transportation, Distribution, and Logistics cluster is all about moving people and things from one location to another quickly, safely, and at a low cost.
- Workers in this industry design transportation systems, operate or repair equipment, plan how to move materials, and take care of storing products. Transportation systems included in this cluster include aircraft, railroad, waterways, over the road, and pipelines.

## How is automation influencing jobs in the cluster?

Human workers in transportation, distribution, and logistics careers are finding that automation helps make many aspects of their work more efficient, for example:

- Bar codes track goods for shipping and distribution.
- Automated navigation equipment helps operate ships and aircraft safely.
- GPS technology is heavily relied on for jobs in delivery, logistics, ride hailing services, and many more.



<https://www.careeronestop.org/ExploreCareers/Learn/CareerClusters/transportation-distribution-and-logistics-career-cluster.aspx>

- **Marketing**
  - > Merchandising
  - > Marketing Management
  - > Marketing Communications
  - > Marketing Research
  - > Professional Sales

- **Business, Management, and Administration**
  - > Administrative Support
  - > Operations Management
  - > Business Information Management
  - > Human Resources Management
  - > General Management

- **Hospitality and Tourism**
  - > Lodging
  - > Recreation, Amusements and Attractions
  - > Restaurants and Food/Beverage Services
  - > Travel and Tourism

- **Finance**
  - > Banking Services
  - > Business Finance
  - > Securities and Investment
  - > Accounting
  - > Insurance

- **Agriculture, Food, and Natural Resources**
  - > Animal Systems
  - > Agribusiness Systems
  - > Environmental Service Systems
  - > Food Products and Processing Systems
  - > Natural Resources Systems
  - > Plant Systems
  - > Power, Structural, and Technical Systems

- **Arts, Audio/Video Technology, and Communications**
  - > Audio/Video Technology and Film
  - > Journalism and Broadcasting
  - > Performing Arts
  - > Printing Technology
  - > Telecommunications
  - > Visual Arts

- **Information Technology**
  - > Information Support and Services
  - > Network Systems
  - > Programming and Software Development
  - > Web and Digital Communications



Minnesota  
STATE COLLEGES  
& UNIVERSITIES

Minnesota  
Department  
of Education

## Foundation Knowledge and Skills

### Academic and Technical Literacy

Employability • Ethics • Systems  
Teamwork • Career Development  
Problem Solving • Critical Thinking  
Information Technology Application  
Legal Responsibilities • Communication  
Safety, Health and Environment  
Social Studies • Math • Science  
English • Personal Finance

**CAREER FIELD**  
Business, Management, & Administration

### CAREER FIELD

Agriculture, Food, & Natural Resources

**CAREER FIELD**  
Arts, Communications, & Information Systems

**CAREER FIELD**  
Human Services

**CAREER FIELD**  
Health Science Technology

**CAREER FIELD**  
Engineering, Manufacturing, & Technology

- **Law, Public Safety, Corrections, and Security**
  - > Correction Services
  - > Emergency and Fire Management Services
  - > Law Enforcement Services
  - > Legal Services
  - > Security and Protective Services

- **Human Services**
  - > Consumer Services
  - > Counseling and Mental Health Services
  - > Early Childhood Development and Services
  - > Family and Community Services
  - > Personal Care Services

- **Government and Public Administration**
  - > Revenue and Taxation
  - > Foreign Service
  - > Governance
  - > National Security
  - > Planning

- **Education and Training**
  - > Administration and Administrative Support
  - > Professional Support Services
  - > Teaching/Training

- **Health Science**
  - > Biotechnology Research and Development
  - > Diagnostic Services
  - > Support Services
  - > Health Informatics
  - > Therapeutic Services

- **Transportation, Distribution, and Logistics**
  - > Facility and Mobile Equipment Maintenance
  - > Health, Safety, and Environmental Management
  - > Logistics Planning and Management Services
  - > Sales and Services
  - > Transportation Operations
  - > Transportation Systems/Infrastructure Planning, Management, and Regulation
  - > Warehousing and Distribution Center Operations

- **Architecture and Construction**
  - > Construction
  - > Design/Pre-construction
  - > Maintenance/Operations

- **Manufacturing**
  - > Production
  - > Manufacturing Production
  - > Process Development
  - > Maintenance, Installation, and Repair
  - > Quality Assurance
  - > Logistics and Inventory Control

- **Science, Technology, Engineering, and Mathematics**
  - > Engineering and Technology
  - > Science and Mathematics

# Education and Career Pathway



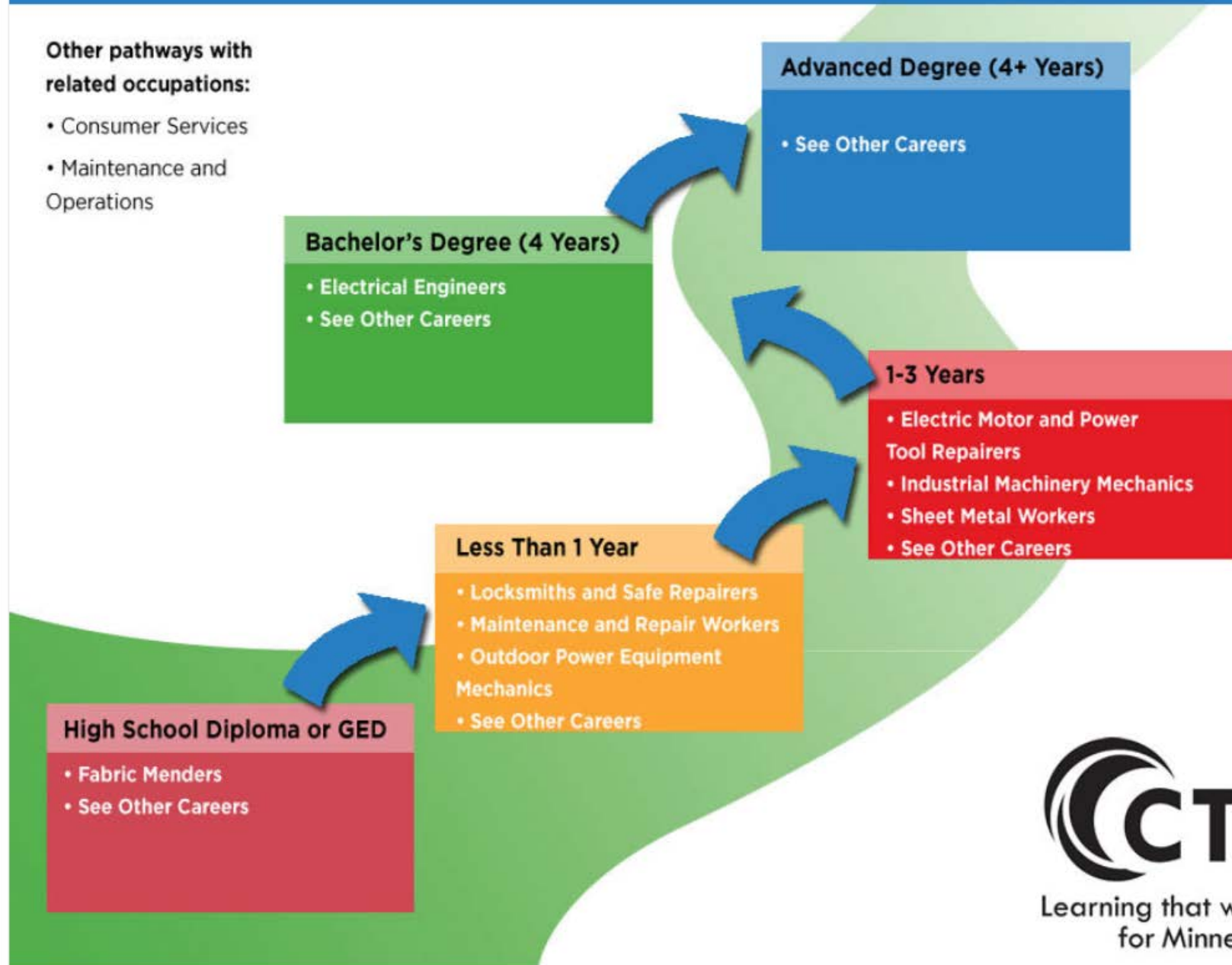
UMass Chan  
MEDICAL SCHOOL



## Maintenance, Installation and Repair

### Other pathways with related occupations:

- Consumer Services
- Maintenance and Operations



Learning that works  
for Minnesota

# CTE and Students with Disabilities



Photo by Allison Shelley / The Verbatim Agency for

- CTE is an evidenced-based predictor of post-school employment for students with disabilities (Mazzotti and others 2019).
- A concentration of secondary CTE is **predictive of positive outcomes** for students with disabilities (Lee et al., 2016)
- Students with disabilities who participated in CTE were **more likely to be gainfully employed** compared to non-CTE participants (Wagner, 1991).
- Students with disabilities who participated in CTE were **more likely to obtain and keep paid competitive jobs** (Wonacott, 2001).

# Availability of CTE



98%

CTE programs are available in over 98% of public high school districts

9 million

Almost nine million secondary students participated in CTE in the U.S. 2018-2019

11.1%

Almost one million (11.1%) of these students had disability status

# Encouraging CTE for Students with Emotional Disturbance

<https://www.umassmed.edu/TransitionsACR/models/test/>



Tip Sheet #6

Transitions to Adulthood Center for Research

September 2020

Career and Technical Education (or CTE) classes are a great way to learn skills for your future career. CTE is the practice of teaching career skills to students. A concentration of CTE courses is 4 classes that add up to prepare you for a particular career. If you take a concentration of CTE courses, you can graduate with special certifications that make you eligible to work in certain jobs, for example as a Certified Nursing Assistant or Auto Repair Technician. These certifications can help you get a head start on your college or career.



## Which CTE focus is right for me?



Choosing a focus that matches your interests is important. Your school guidance counselor or transition planner can do activities with you to help you choose a concentration:

- Tell you about all of the different career paths and what types of classes you would take
- Complete a "career interest inventory" or other survey to think about careers that are a good fit for you  
<https://www.rcsdk12.org/cms/lib/NY01001156/Centricity/Domain/4459/Career%20Interest%20Survey.pdf>
- Be sure that your career goal and the courses you will need get listed in your Graduation Plan, Individualized Learning Plan (ILP) or Individualized Education Program (IEP)

**It's okay if you change your mind!**

It's okay if you learn that the first concentration you try is not the direction you want to go with your career. For example, you may have thought you wanted to go into fashion design; but, during the first course of sewing realize this concentration is not for you. That's okay. You have learned something about yourself and can check that career off your list.

# TEST-CTE Video

- <https://youtu.be/1YfeZLlxJuc>

Development Of TEST-CTE Was Funded By National Institute On Disability, Independent Living, And Rehabilitation Research (NIDILRR Grant# 90DP0080). NIDILRR Is A Center Within The Administration For Community Living (ACL), Department Of Health And Human Services (HHS). The Contents Of The Guide Or This Presentation Do Not Necessarily Represent The Policy Of NIDILRR, ACL, Or HHS And You Should Not Assume Endorsement By The Federal Government.

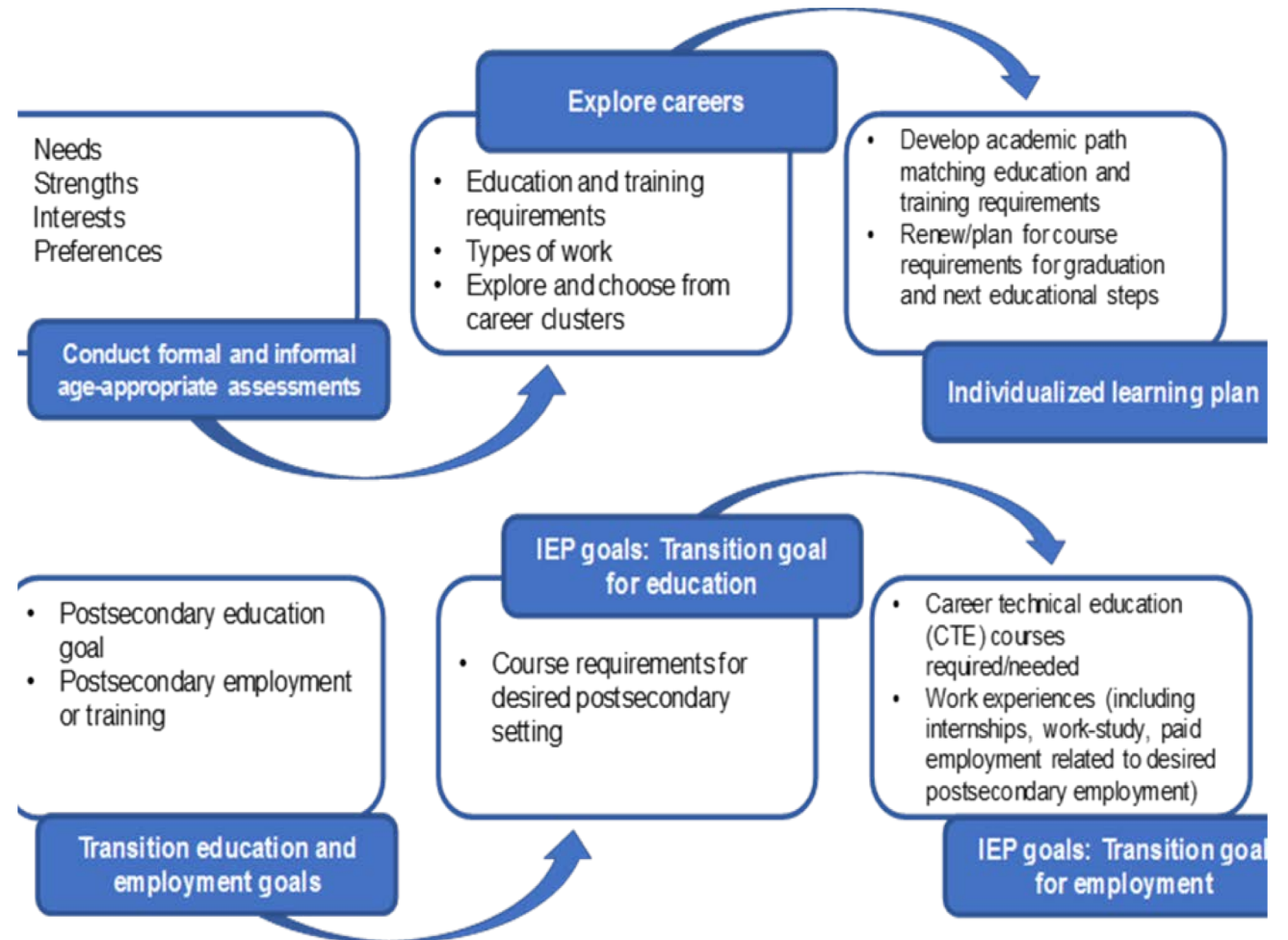
PRODUCTION



# Key Features of TEST-CTE

Activities for students and teachers to complete while planning the transition component of the IEP

1. Conduct assessment and career exploration activities
2. Formulate a S.M.A.R.T postsecondary education/training or employment goal
3. Specify a progression of CTE courses along a career pathway in high-demand industries
4. Develop IEP supports and other activities to reinforce CTE learning
5. Reassess career goals and CTE course progression as needed



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 emotional disturbance from pursuing work.



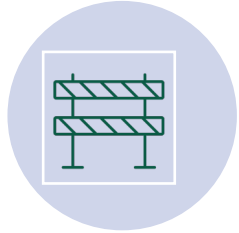
# Steps to Develop and Earn 4 Credits of CTE

1. **Review CTE classes** to become familiar with the skills, expertise, and knowledge being developed in each class.
2. **Collaborate with CTE teachers** and guidance counselors to identify appropriate classes that match the skills needed for a student's identified career goal.
3. **Share class descriptions** with students and families to help students identify appropriate occupational courses that align with the career goal developed.
4. **Identify a progression of at least 4 CTE credits** that are needed/desired for the career area/job of interest.
5. **Identify and plan for supports** and or accommodations needed to progress in the chosen classes.
6. **Arrange for a workplace experience** or internship.
7. **Ensure occupational coursework is specifically stated** in students' IEPs.
8. **Monitor the selection of classes** over a student's high school career to ensure that graduation requirements are met.
9. **Participate in curriculum alignment activities** at the school, district, and state levels to ensure skills, expertise, and knowledge relative to a single occupation or career cluster are explicitly stated in curricula.

# Applying CTE to Students with Emotional Disturbance



ADDRESS STIGMA OF  
CTE CLASSES



**SOLVE BARRIERS  
SUCH AS  
TRANSPORTATIO  
N  
OR COST**



**VIEW CAREER  
CLUSTERS AND  
THEIR PAY RATES**



**EXPLAIN HOW CTE  
IN HIGH SCHOOL  
CAN BE USED TO PAY  
FOR COLLEGE LATER**



**DEVELOP  
COURSEWORK FOR  
“SOFT SKILLS”**



**ADDRESS EXECUTIVE  
FUNCTIONING, TIME  
AND TASK  
MANAGEMENT AS  
PART OF THE IEP**



# Work with CTE to Address Attendance Policies

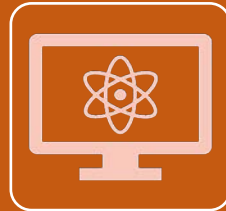
Arrange for strategies to make-up missed classroom hours



Open the lab/workshop at additional times



Use measures of competency rather than time units



Provide on-line coursework and give attendance credit for time spent on-line



Reach out to CTE instructors at semester start to plan for for addressing attendance issues

# Provide “Outside the Box” accommodations

- Flexible attendance policies
- Additional individual time to preview classwork
- Preferential seating (back or front)
- No participation expectations
- Accommodations for test-taking
- Providing a “safe space” to relax if anxious
- Allow breaks in class

Students who have a mental health condition may need additional support to help them do the best they can in school and work. The “American with Disabilities Act” (ADA) entitles students with disabilities, like mental health conditions, to get academic help with academic accommodations and other legal rights.

Most schools are used to providing typical accommodations such as: note taker, extra time for assignments, and assistive technology for students of many different disabilities. Yet, the challenges of having a mental health condition are unique.



This tip sheet will help you to think “outside-the-box” to get the educational accommodations that help you with your unique struggles.

## What Are Academic Accommodations Anyway?

Academic accommodations are like any other helping tool, like an audio book or a calculator. They are changes in how you participate in your courses. When considering the accommodation, you need think about things like:

- Where you take your test or where you sit in class
- How information is given to you (recorded audio, written notes, visual presentations, etc)

• How you work with students or how you respond to



## Important to Note

Academic Accommodations are not the same as modifications. This means that they are not a change in the curriculum of the class or how you are graded. They are more of a change in how you do the same work so that you have the same opportunity that everyone else has regardless of your mental health condition or other disability.

Learn about the basics of accommodations and how to get them, see our “Tools for School” tipsheet:

<http://escholarship.umassmed.edu/cgi/viewcontent.cgi?article=1066&context=pib>

Outside-The-Box Educational

# Other supports for CTE

## With the Student

- Build hope for future career and higher education and a “vocational identity”.
- Visit CTE class ahead of time
- Identify a peer mentor or “go to” person in class or worksite
- Teach self-advocacy
- Practice communication and soft-skills

## With the CTE Instructor

- Establish collaboration
- Discuss student's strengths and needs
- Explain effective behavioral strategies and possible triggers
- Explore possible accommodations
- Contingency planning for medical or prolonged absences

---

## Strategies to Reduce Anxiety

---

- Modify expectations, praise small accomplishments
- Prepare student for the situation
- Reframe negative thoughts
- Encourage relaxation techniques
- Provide peer support



# TEST-CTE Success Story



- ↓ A student had been interning at a screen-printing company, but unfortunately the company had to shut down.
- ↓ The educator worked with the student and the CTE center at the school to help him get another screen-printing internship that was paid.
- ↓ The student interned there twice a week for four hours each day. The internship went well, and the student said that this was the kind of work he wanted to pursue.
- ↓ The educator believes that the business owner was impressed with the previous skills that the student had developed.
- ↓ The student was excited that the owner paid him for his work.
- ↓ The internship ended with his upcoming graduation and post-graduation paid employment was being considered.



# TEST-CTE Success Story What worked?



- The supports that were used were:
  - Weekly check-ins
  - A journal outlined everything that the student learned that day or that week
  - Weekly quizzes on what he learned created by his supervisor
  - Revised resume and cover letter
  - Mock interviews
  - Over time the supports for the student slowly phased out.

# For More Information

Please Contact:  
[Marsha.Ellison@umassmed.edu](mailto:Marsha.Ellison@umassmed.edu) for  
more info and references

STAY INFORMED!  
Sign up for our e-mail newsletter for  
our products and announcements!

Text **TRANSITIONSACR** to **22828**

Visit us at  
[umassmed.edu/TransitionsACR](http://umassmed.edu/TransitionsACR)

# Questions and Discussion

