

# TRANSITION PLANNING FOR STUDENTS WITH EMOTIONAL BEHAVIORAL DISORDERS: MAKING IT WORK

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2019 PA Community on Transition Conference:  
Ignite the Future! Sparking Engagement in Career  
Readiness

July 17, 2019

State College, PA



*The Transitions to Adulthood Center for Research*

# ACKNOWLEDGEMENTS



Presented by Marsha Langer Ellison, PhD.

With thanks to Maryann Davis, who contributed to this presentation.

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I am located at the University of Massachusetts Medical School, Worcester, MA,



Department of Psychiatry,



Implementation Sciences and Practice Advances Research Center,



The Transitions to Adulthood Center for Research

# Where in the World is Worcester?





## Our mission:

The Learning & Working RRTC at the Transitions to Adulthood Center for Research 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.

Visit us at:

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

# Our goals are your goals



**Complete schooling  
& training**



**Live independently**



**Obtain/maintain  
rewarding work**



**Develop a  
social network**



**Become financially  
self-supporting**



**Be a good citizen**



# Learning and Working RRTC

- One of two RRTCs focusing on transition aged youth and young adults with serious mental health conditions
- RTC's have three distinct arms
  - Research
  - Knowledge Translation and Dissemination
  - Technical Assistance
- Visit us at:
- <http://www.umassmed.edu/TransitionsACR>



## A Focus on “Transition Aged Youth”







What's happening at this stage of life -  
A turbulent period:





# Understanding Development Across all Domains

- Moral reasoning and values
- Identity
- Brain Maturation - Cognition and Executive Functioning
- Social/sexual development
- Human capital
- Independent Living Skills

# Typical Moral Development

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01-19-2007

YOU'RE PLANNING ON BEING HERE A WHILE,  
AREN'T YOU?

- Increased ownership of own set of rights and wrongs
- More gray areas (not clearly wrong or right)
- Increased empathy: ability to put oneself in someone else's shoes



# Typical Social and Social-Sexual Development

- Peer relationships are of **paramount** importance
- More complex friendships
- New types of intimacy
- Sexual orientation explored
- Resolving gender identity
- Childbearing decisions





# Typical Identity Development

Earlier psychological thinkers (e.g. Erikson) saw adolescence as critical time of identity formation.

- Experimentation to identify “Who am I?”
- Boundary pushing, rejection of authority





# Typical Human Capital Development

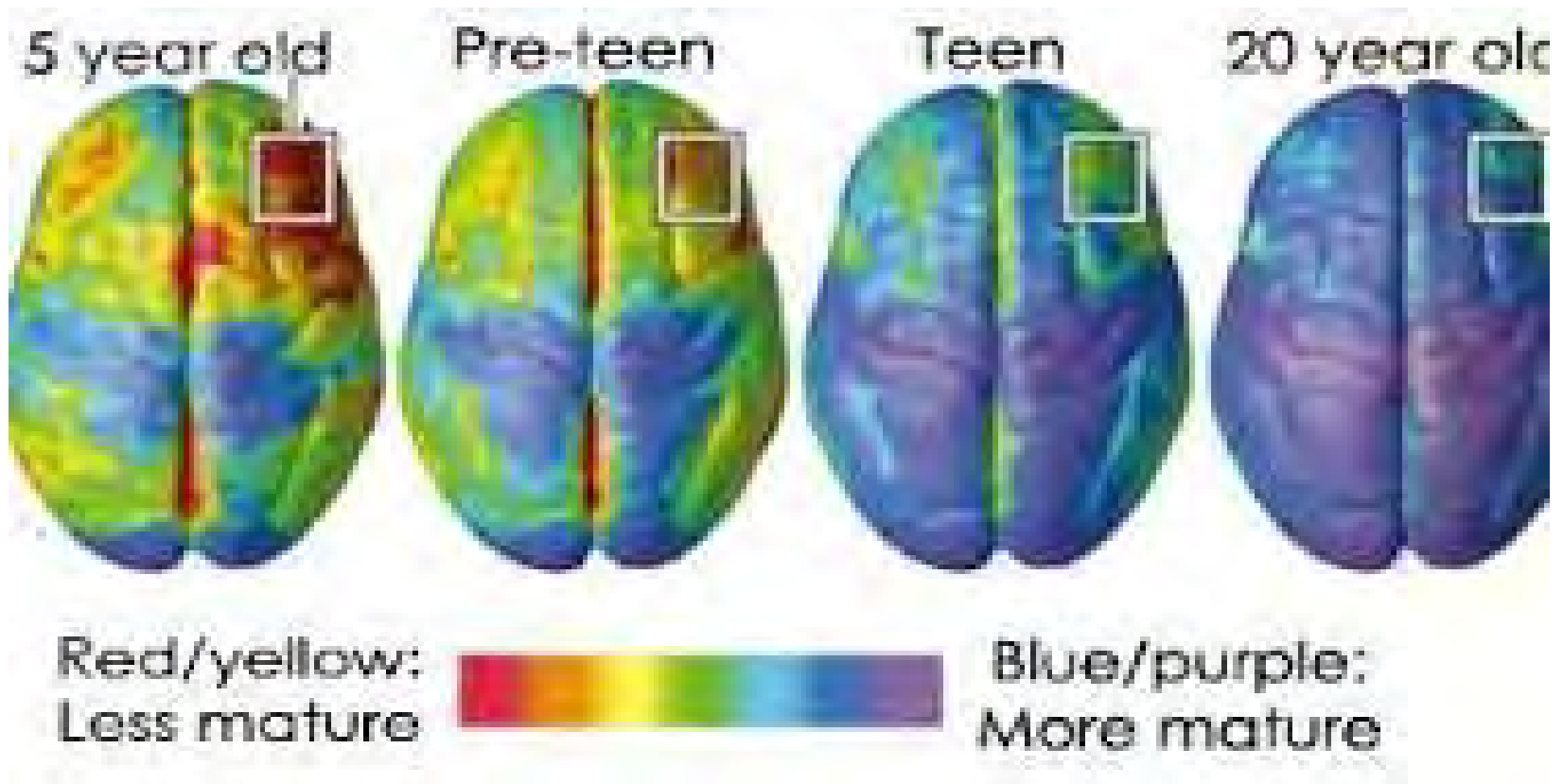
- Developing social networks
- First jobs
- Discovering skills and talents
- Finishing high school



# Teenage Brain Development

## Teen Brain

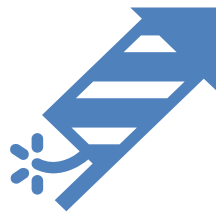








# Independent Living



## “Launch” life skills



**Employment** – applying for a job, keeping a job

**Medical/physical health** – taking medications, making appointments

**Living skills** – bank accounts, managing money

**Self-advocacy**

**Healthy relationships**

**Cooking, shopping, laundry, household chores**

# WHY FOCUS ON EBD?

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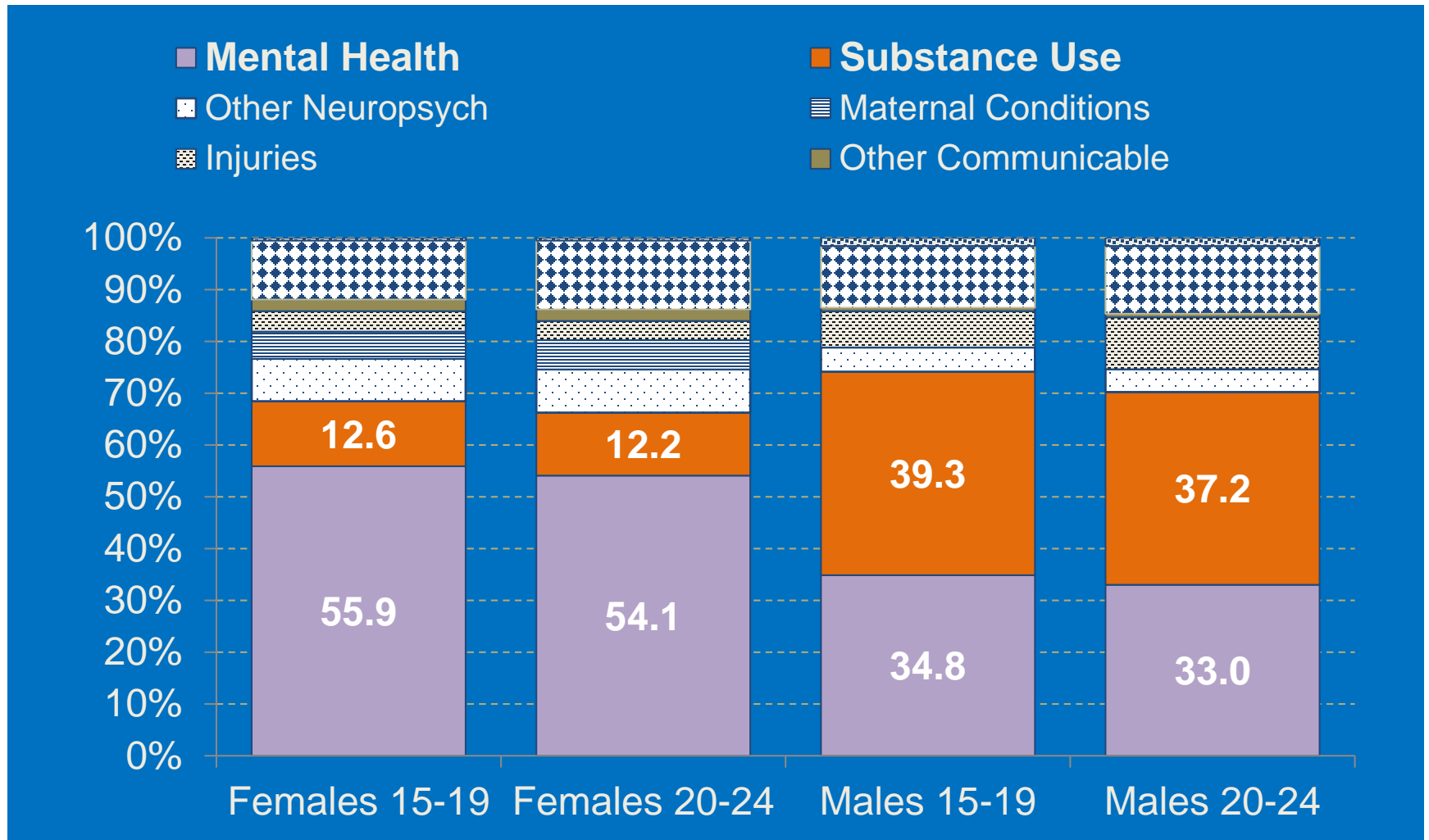
# Mental Health Problems: Not for Adults Only

Prevalence mean of **12.7%** across all children and adolescents

50% of psychiatric conditions have onset before **age 14** and  
75% before **age 25**



# Major Causes of Disability Burden U.S. 15-24 Yr. Olds





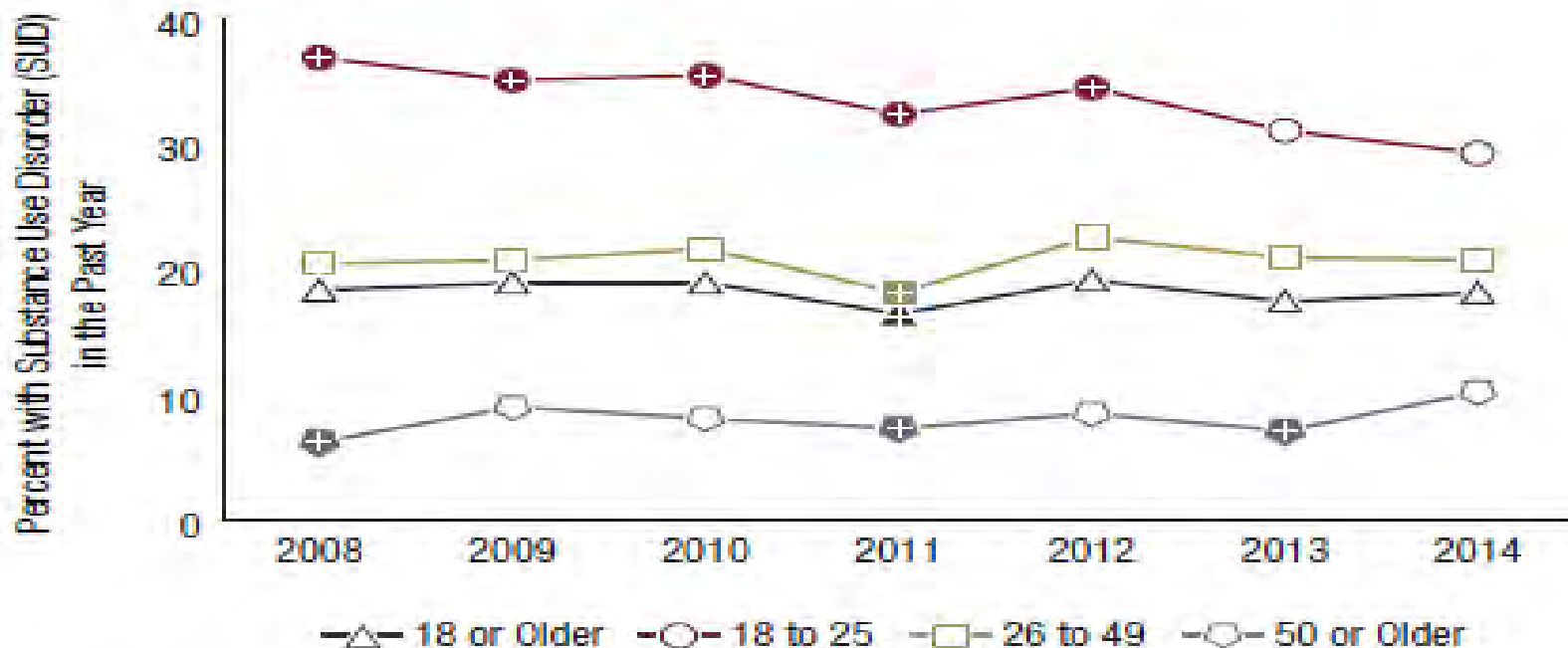
## More Bad News: Role Functioning Compromised

Functioning among 18-21 yr olds	SMHC in Public Services	General Population/ without SMHC
Homeless	30%	7%
Pregnancy (in girls)	38-50%	14-17%
Multiple Arrests by 25yrs	44%	21%



# Substance Use Disorders in Young Adults with SMHC

**Figure 49. Past Year Substance Use Disorder among Adults Aged 18 or Older with Any Mental Illness in the Past Year, by Age Group: Percentages, 2008-2014**



+ Difference between this estimate and the 2014 estimate is statistically significant at the .05 level.

SAMHSA 2014, pg. 32



# Functional Implications of MHC

## – Impacts on Educational Outcomes

Challenges to:

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

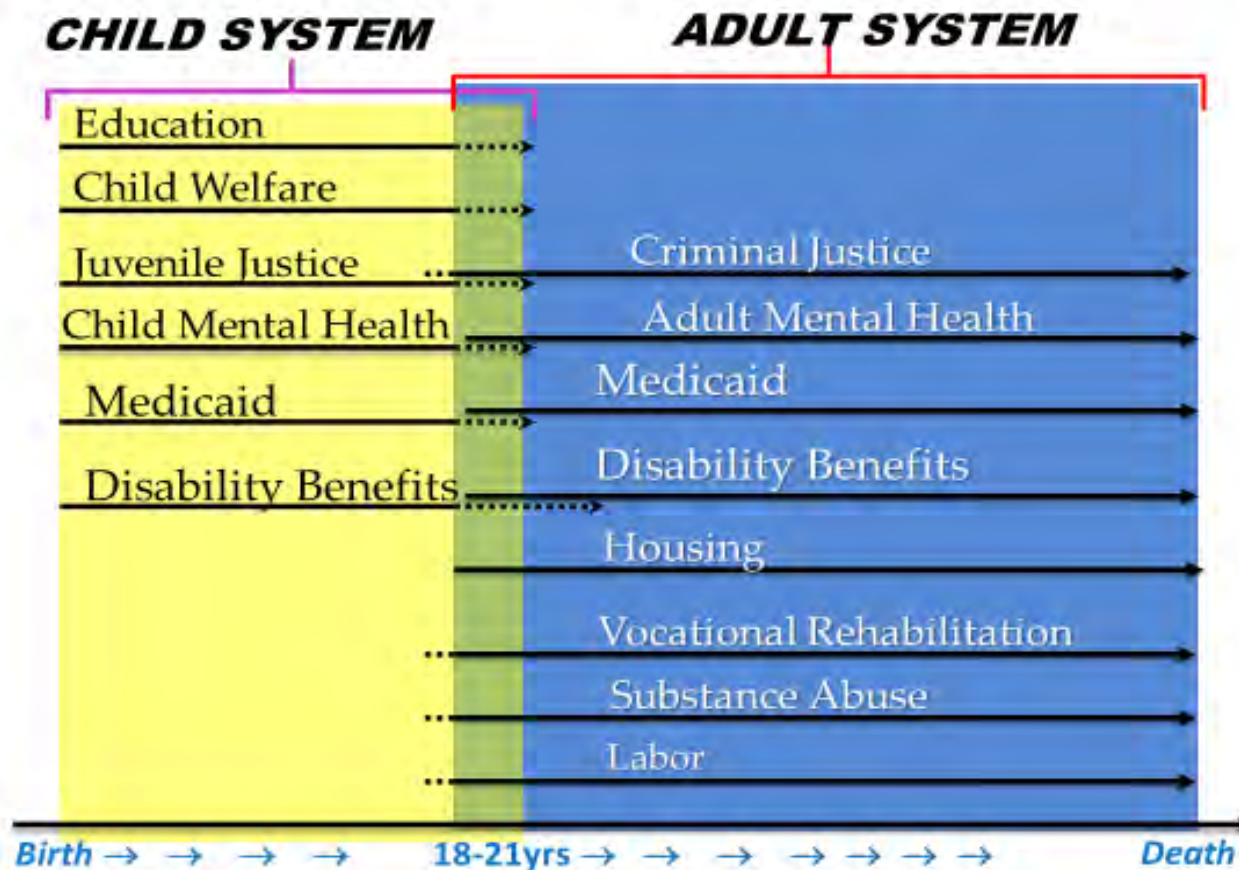


# Other Distinguishing Features of SMHC vs. Other Disabilities

- **Hidden Disability**
- **Stigma/Discrimination** – disclosure issues
- **Contextual Factors**; Living in poverty, single head of household, unemployed head of household
- **Foster Care**: Up to 80% of children enter the foster care system with a significant mental health need



# Service System Barriers: Following through the cracks



# Child and Adult Mental Health Division

Child Mental Health  
Eligibility criteria



Adult Mental Health Eligibility Criteria

**ELIGIBILITY DIFFERENCES**

# Career-related Outcomes:

(Spoiler)

NEET: Not in Employment, Education or Training



# Compromised Secondary Education

- Overall a 35% high school dropout rate (although this is an improved rate)
- 6 times the risk of school dropout of those without SMHC
- Special Education students with EBD have the highest rate of High School incompleteness vs other disability groups; (44% vs. 14-29%)
- Lowest school performance; attendance, grades, grade retention





# High School Experiences of Students with ED in Special Education

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



## Students with SMHC Struggle in College

Only 11% of special education students with EBD and 7-26% of all youth with MHC attempted a 4-yr college (compared to 40% of general youth).

Of those who do attempt college: (compared to typical students):

- Higher dropout rates (86%)
- Higher rates of part-time student status
- Lower graduation rates
- Multiple college attempts
- Defaulted student loans



# POLICY APPROACHES

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IDEA

WIOA



# 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.umassmed.edu/cgi/viewcontent.cgi?article=1067&context=pib>



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 responsibilities?

- Determine eligibility 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/spced/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-1-13-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  $\geq 75\%$  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

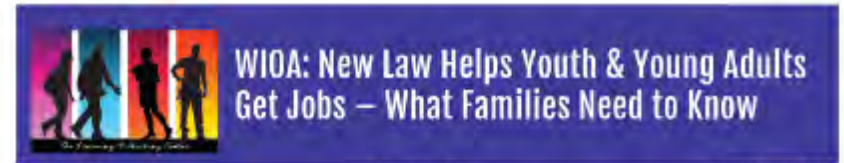
- Job exploration counseling
- Work-based learning experiences
- Counseling re: enrolling in comprehensive transition services or post secondary education
- Workplace readiness training (social skills & independent living)
- Instruction in self-advocacy

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

<https://escholarship.umassmed.edu/cgi/viewcontent.cgi?article=1127&context=pib>

Joseph Marrone – summary at

<http://www.umassmed.edu/TransitionsRTC/publication/>



Tip Sheet 16

Transitions ACR

Revised April 2019

**T**he Workforce Innovation and Opportunity Act (WIOA) P.L. 113-128, 2014 mandates services for youth and young adults (ages 14-24) with disabilities, including those with psychiatric disabilities or serious mental health conditions, to help them prepare for, obtain and pursue careers in integrated settings that offer competitive salaries and benefits. This tip sheet provides information that parents can use to advocate for and educate themselves about WIOA services that are available to youth and young adults living with serious mental health conditions.

### What is important about this law for youth and young adults with psychiatric disabilities?

- > Students with disabilities can get new career and educational development services.
- > There is a focus on providing career and educational development services to youth and young adults who are not in school.
- > The focus is on competitive jobs in integrated settings paying at least minimum wage or higher.



### Who Can Access WIOA Youth Program Services?

1

Out-of-School Youth

2

In-School Youth

Youth and young adults between the ages of 14-24 with a psychiatric disability are eligible. A youth or young adult with a disability is defined by the Americans with Disabilities Act (ADA) as a person who has a physical or mental impairment that substantially limits one or more major life activity, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment.

### Eligibility Criteria

<b>Out-of-School Youth</b> (including those with a psychiatric disability) must be	<ul style="list-style-type: none"> <li>✓ Between the ages of 16-24 at enrollment (age may differ in your state).</li> <li>✓ Not attending any school (as defined under your state's law).</li> </ul>
<b>In-School Youth</b> (including those with a psychiatric disability) must be	<ul style="list-style-type: none"> <li>✓ Between the ages of 14-21 at enrollment (age may differ in your state).</li> <li>✓ Attending school (such as high school, alternative school, or college).</li> <li>✓ "Low income", which is based on the young adult's own income—not the family's income (e.g., living in a high poverty area or is eligible to receive a free or reduced price lunch).</li> <li>✓ Eligible for and receiving special education or related services under the Individuals with Disabilities Education Act (IDEA); or is eligible for and receiving accommodations as part of a Section 504 Plan.</li> </ul>

# MODELS AND STRATEGIES

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Education and Employment



*The Transitions to Adulthood Center for Research*





# Models Under Development – Shared Features

- Emphasis on career exploration, assessment and planning while supporting employment
- Support of concurrent employment and education or training
- Support of young adults leading and improving their capacities for career planning and implementation
- Include family members as potential supports



# Guideposts to Success

Framework advances that all youth, including those with disabilities, need exposure to:

- 1) school-based preparatory experiences;
- 2) career preparation and work-based learning experiences;
- 3) youth development and leadership;
- 4) connecting activities, including knowledge of transportation, health care, and financial planning; and
- 5) family involvement and support.

\* <http://www.ncwd-youth.info/solutions/guideposts-for-success/>



# Check and Connect

- Pairs students with mentors
- Mentors - cross between mentor, advocate, and service coordinator
- Mentor works with student/family for 2 years
- Mentor monitors attendance/grades/problems (checks)
- Talk; student's school progress, relationship between school completion and the "check" indicators of engagement, importance of staying in school, and the problem-solving steps used to resolve conflict and cope with life's challenges
- Close communication with families

\* <http://checkandconnect.org/>



# Better Futures [\\* https://www.pathwaysrtc.pdx.edu/p2c-better-futures](https://www.pathwaysrtc.pdx.edu/p2c-better-futures)

## Foster care youth with SMHC in High School Summer Institute: Mentoring Workshops:

- Bi monthly/4 total
- Various panels of college students and transition agencies
- Potential topics include essay writing, wellness tools, field trips, allies, college supports, strategic disclosure and graduation timelines

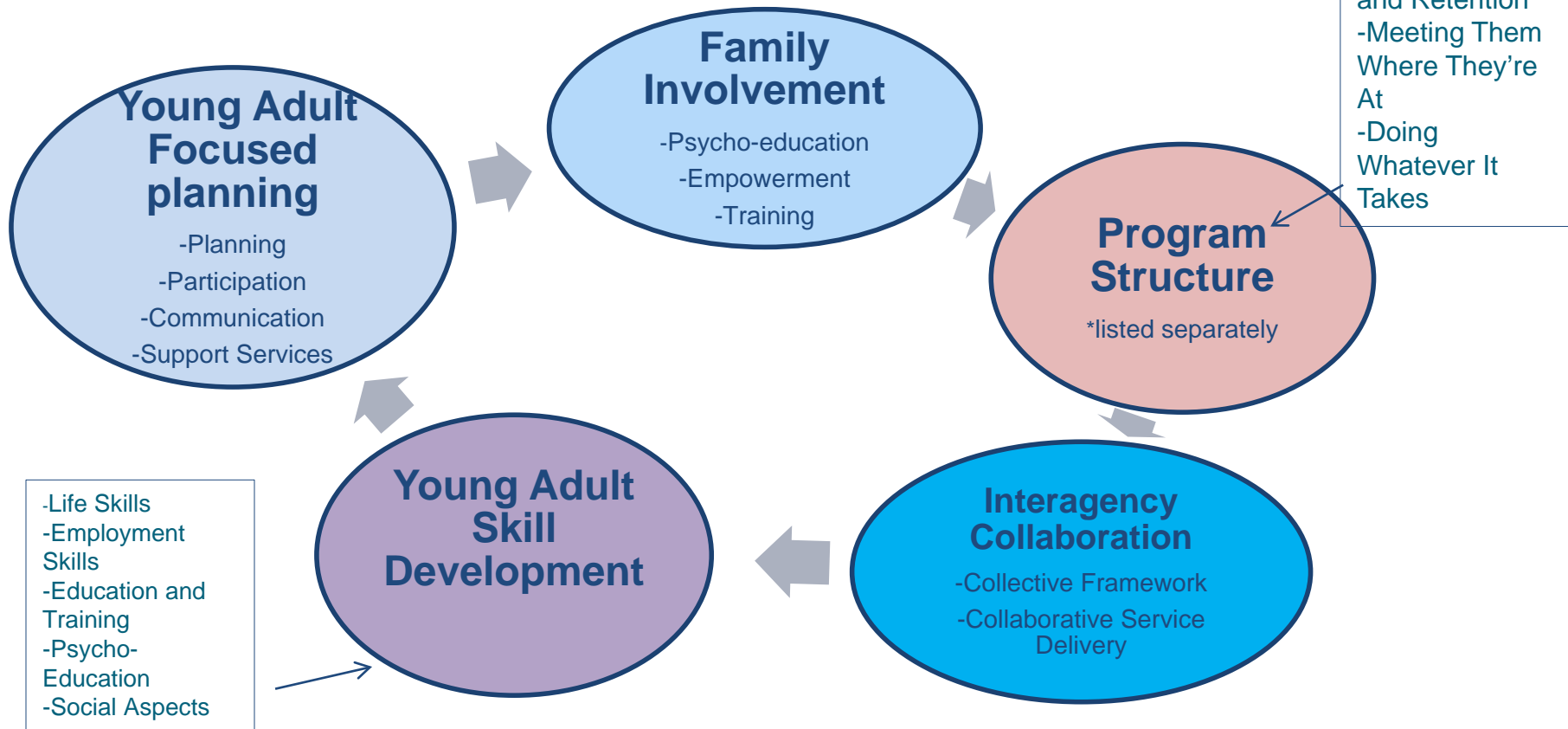
## Peer Coaching:

- Minimum 2x per month for 9 months
- Peer support and collaborative problem solving
- Self determination and empowerment lens
- Build relationships, offer resources and support
- Youth directed on their personally valued goals
- Skill building and experiential activities “

## Encouraging Results in Experimental Research for Higher Education participation



# WHAT HELPS - INNOVATIVE SERVICES





## Post Secondary Education Supports with Supportive Evidence

- Currently no single approach with strong evidence of success \*
- In testing:

# HYPE

Helping Youth on the  
Path to Employment



<https://umassmed.edu/hype/>



## Individual Placement & Support: IPS <https://ipsworks.org/>

1. A focus on competitive employment
2. Open to any person with a psychiatric disability who wants to work
3. Utilizes a rapid job search approach (job search occurs within 1 month, but according to client preference)
4. Is integrated with mental health treatment team
5. Potential jobs are chosen based on people's preferences
6. Service is provided for an unlimited time
7. Supports are individualized
8. Benefits counseling is provided to help address SSI's disincentivizing effect (G. R. Bond, 2004; Drake et al., 1999)



**Employment Center**



## Individualized Placement and Support Young Adults (cont'd)

- Standard IPS, with young adults in RCT's \*
  - 82% in IPS had some employment vs. 42% in control groups







## Individualized Placement and Support – Youth and Young Adults

- Adapted for youth and young adults with psychiatric disabilities Supported employment/supported education combined
  - Added peer mentors
  - Open Trial (N=33); 42% with college, training or employment starts
- IPS for High School Age Youth
  - Maintain emphasis on HS completion while working
  - Help high school students who want to work
  - Adaptation of IPS fidelity scale
    - ❖ Education items
    - ❖ Engagement
    - ❖ Career profiles and career exploration
    - ❖ Contact with family

\* <https://www.umassmed.edu/TransitionsACR/publication/reports--articles/educationemployment/>



# AND NOW FOR A COMMERCIAL BREAK

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The Transitions to Adulthood Center for Research





https://www.umassmed.edu/TransitionsACR/



# Transitions ACR

Transitions to Adulthood Center for Research



- Home
- About Us
- Research
- Youth Voice
- Publications
- Resources
- Blog Corner
- Need Help
- Comeback TV

## Our Goals

Support youth and young adults as students, learners, and workers



Youth and young adults with serious mental health conditions face obstacles in learning and working

Support youth and young adults as students, learners, and workers



# Transitions ACR - Resources

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

## Webinars & Multimedia

### Employment

#### **Research-based Employment Supports for Youth with Chronic Mental Health Disabilities**

October 8, 2015

Webcasts with VCU Center on Transition Innovations  
Maryann Davis

#### **Depressive Symptoms in Adolescence as a Predictor of Young Adult Employment Outcomes**

August 5, 2015

Kathryn Sabella and Maryann Davis

#### **The Employment Market for Young Adults with Serious Mental Health Conditions: Barriers and Solutions**

February 10, 2015

Lisa M. Smith and Charles Lidz  
Webinar Slides Only

#### **Transitions RTC Research Webinar Series: IPS Supported Employment for Young Adults with Serious Mental Illness: Four RCTs**

May 7, 2013

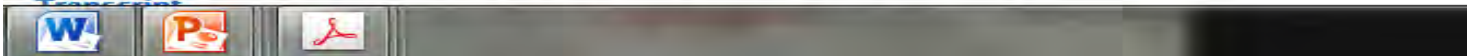
Gary Bond, Dartmouth Psychiatric Research Center

### Employment/Education

#### **Adapting IPS for Young Adults: The Thresholds Study**

Aug 13, 2015

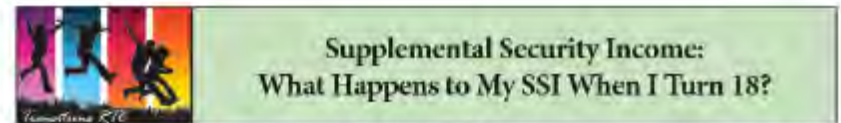
A webinar by Marsha Ellison, Gary Bond, and Vanessa Vorhies-Klodnick



# Transitions ACR Tipsheets

## Supplemental Security Income: What Happens to My SSI When I Turn 18?

<https://escholarship.umassmed.edu/cgi/viewcontent.cgi?article=1058&context=pib>



Tip Sheet 3

Transitions RTC

Revised March 2016

**Can I keep my SSI?**

- The answer is – it depends; you need to re-apply
- Social Security will complete an age 18 disability review and determine if you meet the criteria for disability benefits as an adult
- Since you are not a child anymore, you will need medical evidence to prove that you are disabled as an adult

**Can I work?**

- Yes, you can work
- For every \$2 you earn, Social Security will deduct about \$1 from your SSI check.
- If you earn enough so that there is no money left to deduct from your SSI check, you may still be able to keep your Medicaid (depending on how much you earn)

**Are there ways to earn money without reducing my SSI check?**

- Yes, Social Security has other ways to help you keep more of your SSI check if you are earning money
- If you are under age 22 and regularly attending school or enrolled in a training/education program, Social Security will not count up to \$1,850 of earnings per month (up to \$7,140 per year) before deducting from your benefit check (Student Earned Income Exclusion).
- Social Security will let you save money for college or training, a computer, and other expenses by helping you write a Plan to Achieve Self-Support (PASS Plan)
- There are other deductions and programs to help you, too

**What if Social Security turns me down when I turn 18?**

- Appeal your case
- You may continue getting your SSI check if:
  - Social Security has approved of your participation in a vocational rehabilitation or similar program
  - You have told Social Security that you are currently participating in an Individualized Education Program (IEP)
- You must be participating in these programs before Social Security turns you down and at least 2 months afterwards

For help, contact the Work Incentives Planning & Assistance (WIPA) Program in your state. Contact information can be found on the Social Security website by clicking on the Service Provider Directory link at: <https://secure.ssa.gov/egps10/esp/providen.usf?bystate>

### Additional Resources

Understanding Supplemental Security Income SSI Work Incentives – 2015 Edition: <http://www.ssa.gov/ssi/learn/ssi-work-incentives>  
The Redbook - A guide to Work Incentives: <https://www.socialsecurity.gov/redbook/>  
SSI booklet (PDF): <https://socialsecurity.gov/pubs/EN-05-10090.pdf> Ticker to Work Site: <https://www.socialsecurity.gov/work>

What Transitions RTC online at [www.umassmed.edu/transitionsrtc](http://www.umassmed.edu/transitionsrtc)

University of Massachusetts Medical School  
Suggested Citation: Tong, D. (Inventor 2016). Supplemental Security Income: What Happens to My SSI When I Turn 18? Tip Sheet 3. Worcester, MA: University of Massachusetts Medical School, Department of Psychiatry, Systems and Psychosocial Assessment Research Center (SPARC), Transitions Research and Training Center.

Special thanks to Sherry Bailey, CMS of Research, Demonstration, and Employment Support, U.S. Social Security Administration for review of this tip sheet.

This publication can be made available in alternative formats upon request through Transitions RTC upon receipt of a request.

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The Transitions RTC is part of the Systems to Optimize the Assessment and Referral of Children (SPARC) - A Massachusetts Department of Mental Health Research Center of Excellence

The Transitions to Adulthood Center for Research

# What Is a 504 Plan?

- <https://escholarship.umassmed.edu/cgi/viewcontent.cgi?referer=&httpsredir=1&article=1104&context=pib>



Tip Sheet 10

Transitions RTC

Sept 2016

## What Is a 504 Plan and How Can It Help My Teen?

As a parent of a teenager with a disability, you may have heard the term **504 plan** or **Section 504** before, but not really understood what it means and how it can help your son or daughter. Section 504 is a civil rights federal law that public school districts are required to follow.<sup>1</sup> In this tip sheet, we offer parents and guardians some information on 504 plans.

### A 504 plan is...

- Based on Section 504 of the Rehabilitation Act of 1973. This federal Act prohibits the discrimination of students with disabilities in public school systems and ensures these students receive the educational supports they need to succeed in school.
- An education plan which:
  1. Identifies the modifications and/or accommodations needed to remove learning barriers for a student within mainstream education.
  2. Outlines the responsibilities of all stakeholders (e.g. parents, student and school) in removing these learning barriers.
- Not just for academic purposes and can be used for extracurricular activities and athletics.

### To qualify for a 504 plan, a student must...

- Generally be between the ages of 3 and 22 (which can vary by program and state/federal laws).
- Have an enduring, documented health-related, learning or behavioral disability which has been evaluated as substantially limiting one or more major life activities (e.g. reading, concentrating, thinking, communicating, etc.).<sup>2</sup>

### What are the benefits of a 504 plan?

- Legally requires public schools to provide accommodations and modifications to qualified students with disabilities (including mental health conditions or learning disabilities).
  - Examples: Counseling, preferential seating, adjusted class schedules, assistive technology like "smart pens", voice recorders or computers for taking notes, extended time for assignments, quiet space for test taking, etc.



- Can be helpful throughout your student's lifetime as evidence of having a disability in order to qualify for some disability services (e.g. housing, transportation, Vocational rehabilitation, Social Security determination).

### What is the difference between a 504 Plan and an Individualized Education Plan (IEP)?








504 Plan	IEP
Students who do not qualify for special education services under IDEA, but who have an ongoing, documented disability that have been evaluated as requiring accommodations to succeed in school, as provided by the Rehab. Act of 1973. <sup>3</sup>	Students with one or more disabilities outlined within the Individuals with Disabilities Education Act (IDEA) who have been evaluated as needing special education services. <sup>4</sup>
A 504 plan does not have to be a written document and is less comprehensive than an IEP. No due process is outlined in Section 504 legislation—schools/districts are left to figure this out themselves. <sup>4</sup>	An IEP must be a formal, written document. It must meet many due process requirements by law (e.g. detailed plans and timelines for the evaluation, specialized instruction, and educational services (if a student, etc.). <sup>4</sup> An IEP has many procedural safeguards and rights.
Students with 504 plans receive accommodations and/or modifications to curricula in a mainstream classroom. <sup>5</sup>	Students with IEPs may receive specialized instruction and other educational services in a mainstream classroom or special education classroom depending on their needs. <sup>6</sup>





# Transitions RTC – Webinars

<http://www.umassmed.edu/TransitionsRTC/publication/webinars/>

 Transitions RTC  Bank of America Ho...  Netflix  REDCap  Worcester Academy  Hampshire College  Home

## Employment/Education

### [Adapting IPS for Young Adults: The Thresholds Study](#)

Aug 13, 2015

A webinar by Marsha Ellison, Gary Bond, and Vanessa Vorhies-Klodnick

[Transcript](#)

### [Helping Youth on the Path to Employment \(HYPE\)](#)

March 2015

Marsha Ellison, Sloan Huckabee, Rachel Stone, and Michelle Mullen

## Education

### [Supporting the Education of Young Adults with Serious Mental Health](#)

[Conditions: State of the Practice – part 2](#)

January 26, 2016

Michelle Mullen, Kathleen Biebel, Marsha Ellison

[Webinar Slides](#)

### [Supporting the Education of Young Adults with Serious Mental Health](#)

[Conditions: State of the Science – part 1](#)

January 7, 2016

Marsha Ellison, Michelle Mullen, and Kathleen Biebel

[Webinar Slides](#)

### [Needs and Supports for Pursuing Postsecondary Education and Training for Youth with Psychiatric Disabilities](#)

October 1, 2015

Webcasts with VCU Center on Transition Innovations

Maryann Davis

## Other



# Transitions ACR Resources – ComeBack TV







The video player shows a man with glasses and a pink shirt sitting at a round wooden table. He is pointing towards the camera. On the table are a pink cup, a blue pen, a white notepad, and a smartphone. Behind him is a banner for 'Transitions RTC' with the text 'The Learning & Working Duration of Adulthood Rehabilitation Research Center'. The banner also features logos for 'NIH/NIDRR' and 'UMASS'. The video player interface includes a search bar at the top, a play button, a progress bar showing 0:02 / 4:08, and icons for closed captions, settings, and full screen.

<https://www.youtube.com/user/TransitionsRTC>





# Transitions ACR Social Media

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# TEST - Translating Evidence to Support Transitions:

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



*The Transitions to Adulthood Center for Research*



# Acknowledgements

The project was developed under a grant with funding from the National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR) (ACL GRANT # 90RT5031). NIDILRR is a Center within the Administration for Community Living (ACL), United States Department of Health and Human Services (HHS). The contents of this banner do not necessarily represent the policy of NIDILRR, ACL, HHS, and you should not assume endorsement by the Federal Government.

TEST is a close collaboration between the Transitions ACR and NTACT.



**NTACT**  
National Technical Assistance Center on Transition



*The Transitions to Adulthood Center for Research*



# 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:

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



# Transition planning impacts on post-school employment

- Students with EBD who had received instruction in high school on the purpose and processes of transition planning and how to actively participate in them were significantly more likely to obtain full-time employment after high school.
- 78% of youth with ED had received such instruction in high school



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 three and six community agencies are more likely to be engaged in **post-secondary employment** than those who receive assistance from two or fewer community



# Effects of taking any general education and Career and technical education (CTE) concentration on full-time employment

Full-time employment, by time period	Odds Ratios	
	Any general education CTE	Concentration* of gen. ed. CTE
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

\* $p < .05$

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# THE TEST GUIDES

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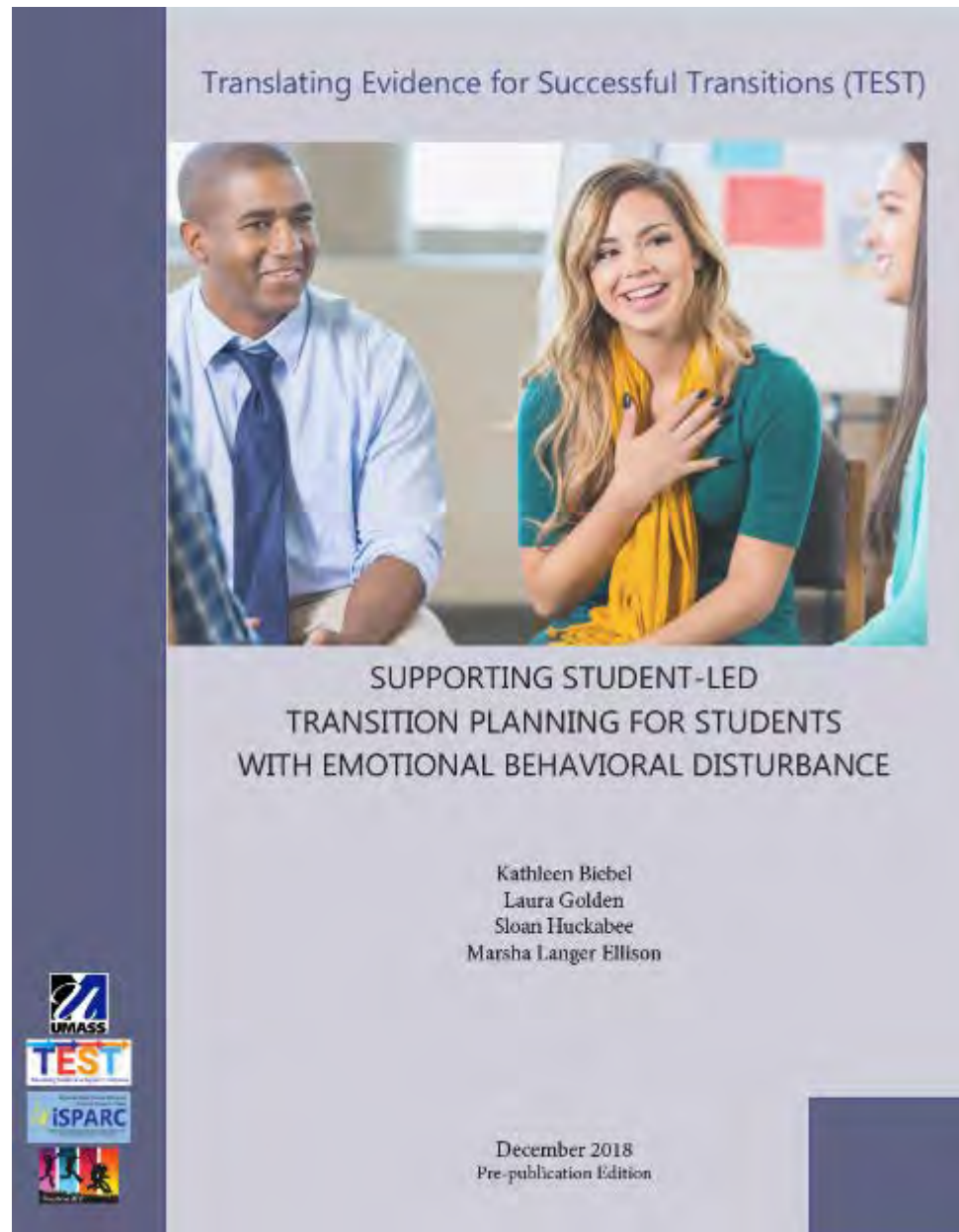
And what's in them



# TEST Guides

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

<https://www.umassmed.edu/contentassets/7ffeeded6274601b3baa4de4a33b630/updated-test-guides/student-led-support-pre-pub.pdf>



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# Student Led IEP

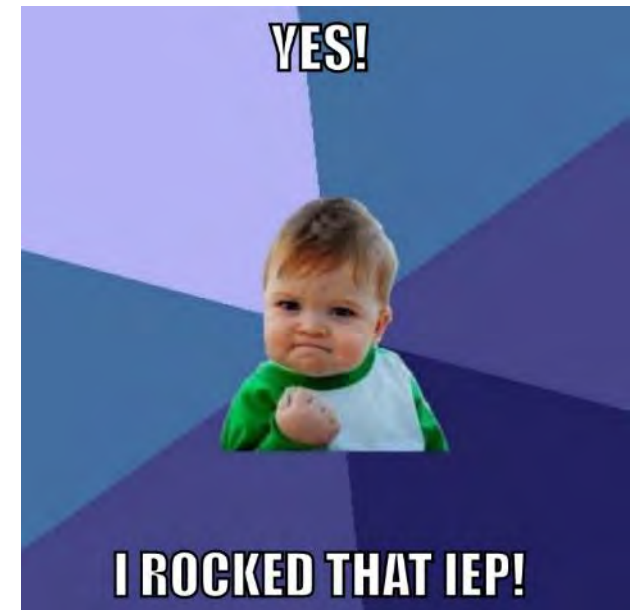
High School is not real life, but it can build the foundation for what comes next.....

- 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.



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

<https://www.umassmed.edu/contentassets/7ffebded6274601b3baa4de4a33b630/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

Sloan Huckabee  
Laura Golden  
Marsha Langer Ellison  
Kathleen Biebel

December 2018  
Pre-publication Edition



*The Transitions to Adulthood Center for Research*

# 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





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

<https://www.umassmed.edu/contentassets/7ffeeded6274601b3baa4de4a33b630/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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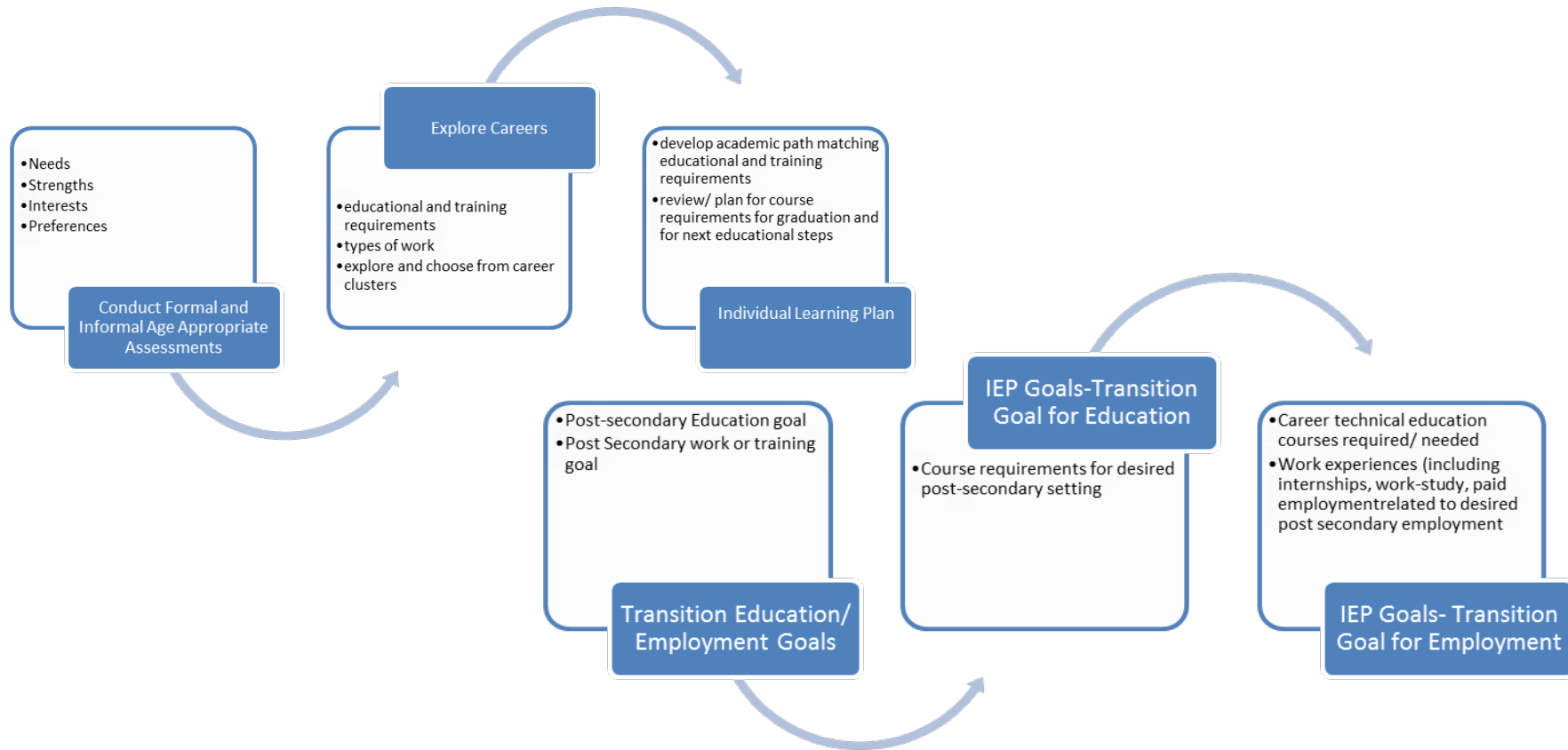
# Career and Technical Education

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



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.

# 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

**CAREER TECHNICAL EDUCATION**



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# CTE Outcomes

- **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



# Thank You!

For references and other help contact us at:

[Marsha.Ellison@massmed.edu](mailto:Marsha.Ellison@massmed.edu) or

[TransitionsACR@umassmed.edu](mailto:TransitionsACR@umassmed.edu)

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