Research to Practice in the NIDILRR Community

TEST - Translating Evidence to Support Transitions

Presenter: Sloan Smith Huckabee

Knowledge Translation for Employment Research Center
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 RTC aims to improve the supports for youth and young adults, ages 14-30, with serious mental health conditions who are trying to successfully complete their schooling and training and move into rewarding work lives. We are located at the University of Massachusetts Medical School, Worcester, MA, Department of Psychiatry, Systems & Psychosocial Advances Research Center.
Visit us at:

http://www.umassmed.edu/TransitionsRTC

The contents of this presentation were developed under a grant with funding from the National Institute on Disability, Independent Living, and Rehabilitation Research, 90DP0080-01-00, United States Department of Health and Human Services (ACL GRANT # 90RT5031,). NIDILRR is a Center within the Administration for Community Living (ACL), Department of Health and Human Services (HHS). Additional funding provided by UMass Medical School’s Commonwealth Medicine division. The contents of this presentation do not necessarily represent the policy of NIDILRR, ACL, HHS, and you should not assume endorsement by the Federal Government.
TEST Overview

- **Develop** research informed knowledge translation materials and procedures tailored to youth with emotional behavioral disturbance (EBD) in transition to adulthood.
- **Pilot-test** procedures and materials in one school district with an implementation stakeholder team.
- **Implement** and provide technical assistance to a “targeted” state to adopt TEST
- **Disseminate** TEST at NTACT Capacity Building Institute
TEST’s Targeted Transition Practices

1. Concentrated general education Career and Technical Education (CTE) courses

2. Student-led transition teams

3. Adult agency representative participation in transition teams
TEST Partners

- **UMass team**: Marsha Ellison (PI), Kate Biebel (co-PI), Sloan Huckabee, and Laura Golden
- Mary Wagner, SRI
- Transition Alliance of South Carolina
- NTACT – Deanne Unruh, Catherine Fowler, David Test
- Joann Starks – KTER/AIR
South Carolina Partners

Center for Disability Resources (CDR)

• One of 67 University Centers for Excellence in developmental disabilities in the United States

• Serving to collaborate persons with disabilities and their families to develop new knowledge and best practices, train leaders, and effect change
South Carolina Partners, continued

Transition Alliance of South Carolina (TASC)

• Housed at the Center for Disabilities Resources

• Developed infrastructure to create and support local interagency transition teams

• Provide resources to increase capacity for serving transition age youth with disabilities

• Builds capacity for transition programming at state and local levels
TEST Process

Year 1
• Curriculum development, consultation with state and national partners, elicit feedback from district and school level stakeholders

Year 2
• Identify district level partners, secure feedback on curricula, provide training and follow along coaching, elicit feedback from staff, parents, and students
Where we’ve been

Year 1
- Meetings/discussions with TASC
- Feedback sessions with TASC
- Feedback sessions with YAB

Year 2
- Review of materials at DCDT conference
- Selection of school district for piloting TEST
- Feedback sessions (2) with school personnel
- Training of school personnel for implementation
- Follow along coaching
- Interview of participants regarding perceived effectiveness of curricula
Career and Technical Education (CTE)

- Students with EBD with four or more units of CTE are four-times more likely than their peers without CTE coursework to have competitive employment in their early post-high school years.
CTE coursework can be used to address underestimation of career potential, promote consideration of higher education, create realistic career plans, combat the historic discouragement of students with psychiatric disabilities from pursuing work, and so on.
Student-led IEPs

Youth who took a leadership role in their own transition planning had significantly higher rates of postsecondary education enrollment (Wagner & Newman, 2012).

Range of Student Involvement in Student-led IEPs:

- **Student-involved (Level 1):** student explains his/her disability, shares info on their strengths & challenges.

- **Student-partnered (Level 2):** student presents information about or reads from his/her transition component of the IEP and goals for transition planning. Includes activities from Level 1.

- **Student-led (Level 3):** student is involved in a meaningful and authentic way. The student leads the IEP conference, including preparation (e.g., inviting team members), leading the actual meeting (e.g., doing introductions, leading meaningful discussions of the IEP), and closing (e.g., thanking people for attending). Includes activities from Levels 1 and 2.
Student-led IEPs

Student-led IEPs can have many social and relational benefits for students with EBD:

• Promote connection between student and adults
• Instill a sense of control
• Engage families to be more involved in the IEP and transition planning process
• Provide a forum for students to be successful
• Help students practice social skills
• Build a dream for the future
Community Partnerships

- Students with EBD often face a cliff during the transition period as child services end and adult services may or may not begin.
- 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 agencies (NSTTAC, 2011).

Checklist for engaging community partners in transition planning:
- Identify current adult services agency/organization involvement in a student’s transition planning process.
- Assist the student and their family to identify other or new helpful community partners to become involved in the student’s transition plan.
- Invite community partners of interest to actively participate in transition planning.
- Develop a checklist for how to effectively include community partners in transition planning.
- Invite community partners to the student’s annual IEP meeting.
Implementation Training

One day training

- 4 teachers, 2 administrators
- 2 hours per curricula
- WE BROUGHT IN LUNCH!
- Teachers asked questions and provided feedback
Follow Along Coaching/TA/Evaluation

- Individual meetings with all training participants
- Side by side work with teachers and students
- Attend IEP meeting with transitions plan included
- Implementation questionnaire
- Continued feedback from teachers
- Student Feedback
- Parent Feedback
Observations from the field regarding transition planning:

- Knowledge base regarding improved outcomes
- Best practices
- Resources

- Compliance Focus
- “Indicator 13 Checklist”
- Transition plan = high school IEP

• Free of copyrights under Creative Commons CC0
TEST Process Next Steps

Year 2
- BONUS presentation at 2017 CBI Kansas City, MO
- Complete work with Darlington County

Year 3
- Identify state partner, secure feedback on curricula, provide training and follow along coaching, elicit feedback from stakeholders

Years 4 and 5
- Evaluation and Dissemination
Objectives

• Support teacher capacity for substantive transition planning (beyond Indicator 13)

• Develop awareness and increase use of available transition planning resources

• Increase involvement of students and community partners in transition planning
Objectives Continued

• Involve more students in CTE coursework

• Increase student engagement in post secondary education, training, and employment

• Provision of assistance for students’ connections with appropriate adult serving community partners
Intended Outcomes

- Increased
  - student capacity for independent living
  - Student engagement in post-secondary
    - Planning
    - Employment
- Improved
  - Transition plans
  - Student engagement in positive post-secondary activities
- Teacher capacity for and feelings of preparedness for transition planning

- Decreasing
  - Reliance on public assistance (due to employment)
  - Involvement with law enforcement
  - Falling into gaps between child/adolescent and adult services
Preliminary Plans for Year 3

• Connect with state for training, implementation, continuous improvement of curricula in May at CBI

• Begin work with identified state during summer 2017

• Implement transition planning curricula with state partner during school year 2017-2018
Wrapping Up

We invite you to:

• Provide your input on today’s webcast
• Share your thoughts on future webcasts topics
• Contact Us at kter@air.org

Please fill out the brief evaluation form:
Disclaimer

The contents of this presentation were developed under grant number 90DP0077 from the National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR). NIDILRR is a Center within the Administration for Community Living (ACL), Department of Health and Human Services (HHS). The contents of this website do not necessarily represent the policy of NIDILRR, ACL, HHS, and you should not assume endorsement by the Federal Government.