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

2019 PA Community on Transition Conference: Ignite the Future! Sparking Engagement in Career Readiness
July 17, 2019
State College, PA
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

- 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

UNDER CONSTRUCTION
Let's start with the basics…
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?
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

- **Mental Health**
- **Substance Use**
- **Other Neuropsych**
- **Maternal Conditions**
- **Injuries**
- **Other Communicable**

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<tbody>
<tr>
<td><strong>Mental Health</strong></td>
<td>55.9%</td>
<td>54.1%</td>
<td>34.8%</td>
<td>33.0%</td>
</tr>
<tr>
<td><strong>Substance Use</strong></td>
<td>12.6%</td>
<td>12.2%</td>
<td>39.3%</td>
<td>37.2%</td>
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<tr>
<td><strong>Other Neuropsych</strong></td>
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<td><strong>Maternal Conditions</strong></td>
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<td><strong>Other Communicable</strong></td>
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More Bad News: Role Functioning Compromised

<table>
<thead>
<tr>
<th>Functioning among 18-21 yr olds</th>
<th>SMHC in Public Services</th>
<th>General Population/without SMHC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homeless</td>
<td>30%</td>
<td>7%</td>
</tr>
<tr>
<td>Pregnancy (in girls)</td>
<td>38-50%</td>
<td>14-17%</td>
</tr>
<tr>
<td>Multiple Arrests by 25yrs</td>
<td>44%</td>
<td>21%</td>
</tr>
</tbody>
</table>
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.
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

Eating disorder

Serious Mental Illness

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 incompletion 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

<table>
<thead>
<tr>
<th>Feature</th>
<th>ED</th>
<th>Other Disability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get along with students/teachers pretty well**</td>
<td>67%</td>
<td>85%</td>
</tr>
<tr>
<td>Partake in organized extracurricular group activity**</td>
<td>35%</td>
<td>47%</td>
</tr>
<tr>
<td>Attend special/alternative school**</td>
<td>22%</td>
<td>3%</td>
</tr>
<tr>
<td>Take all courses in special education settings*</td>
<td>16%</td>
<td>5%</td>
</tr>
<tr>
<td>School sponsored work experience*</td>
<td>17%</td>
<td>26%</td>
</tr>
<tr>
<td>Present but not participating in transition planning*</td>
<td>32%</td>
<td>23%</td>
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</table>

*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

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
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 ≥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/
MODELS AND STRATEGIES

Education and Employment
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*

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

Young Adult Focused planning
- Planning
- Participation
- Communication
- Support Services

Family Involvement
- Psycho-education
- Empowerment
- Training

Program Structure
*listed separately

Interagency Collaboration
- Collective Framework
- Collaborative Service Delivery

Young Adult Skill Development
- Life Skills
- Employment Skills
- Education and Training
- Psycho-Education
- Social Aspects

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)
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

The Transitions to Adulthood Center for Research
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
Supplemental Security Income: What Happens to My SSI When I Turn 18?

https://escholarship.umassmed.edu/cgi/viewcontent.cgi?article=1058&context=pib
What Is a 504 Plan?

- [https://escholarship.umassmed.edu/cgi/viewcontent.cgi?referer=&httpsredir=1&article=1104&context=pib](https://escholarship.umassmed.edu/cgi/viewcontent.cgi?referer=&httpsredir=1&article=1104&context=pib)

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**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 you might not really understand 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. 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 law 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.)

**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 testing, etc.

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**The Transitions to Adulthood Center for Research**
Transitions RTC – Webinars
http://www.umassmed.edu/TransitionsRTC/publication/webinars/

Employment/Education

Adapting IPS for Young Adults: The Thresholds Study
Aug 13, 2015
A webinar by Marsha Ellison, Cary 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

https://www.youtube.com/user/TransitionsRTC
Transitions ACR Social Media

• https://www.facebook.com/TransitionsACR/
• https://twitter.com/TransitionsACR
• https://www.youtube.com/user/TransitionsRTC
• Sign up for our e-mail newsletter for our products and announcements!

TEXT: TRANSITIONSACR to 22828
Visit us at
umassmed.edu/TransitionsACR
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
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.
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 planning¹
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.
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 agencies.
Effects of taking any general education and Career and technical education (CTE) concentration on full-time employment

<table>
<thead>
<tr>
<th>Full-time employment, by time period</th>
<th>Any general education CTE</th>
<th>Concentration* of gen. ed. CTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to 2 years post high school</td>
<td>1.95</td>
<td>4.07**</td>
</tr>
<tr>
<td>2 up to 8 years post high school</td>
<td>2.04</td>
<td>1.80</td>
</tr>
<tr>
<td>Any time since leaving high school</td>
<td>2.49*</td>
<td>4.04*</td>
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</tbody>
</table>

Concentration = earning 4 or more credits in an occupationally specific CTE subject

*p < .05

SRI International
THE TEST GUIDES

And what’s in them
TEST Guides

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

https://www.umassmed.edu/contentassets/7ffeebddd6274601b3bba4de4a33b630/updated-test-guides/student-led-support-pre-pub.pdf
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

When you come in the IEP meeting with your team!!

The Transitions to Adulthood Center for Research
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/7ffeebd6274601b3baa4de4a33b630/updated-test-guides/partnering-with-community-agencies-pre-pub.pdf
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/7ffeebded6274601b3baa4de4a33b630/updated-test-guides/career-and-technical-education-pre-pub.pdf
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

The Transitions to Adulthood Center for Research
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.

The Transitions to Adulthood Center for Research
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

The Transitions to Adulthood Center for Research
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 or TransitionsACR@umassmed.edu

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