Transition of Students with Emotional/Behavioral Disabilities – Elements for Effective Practice
Doug Cheney, PhD
dcheney@uw.edu
University of Washington, Seattle
Based on:

Welcome
Agenda
– Elements of Effective Transition
  • Assessment, IEP, Programs, Tips
  – Discuss & Identify those that can be implemented
  – Reality of diminishing resources
### Educational Outcomes for Youth with Emotional and Behavioral Disabilities:

- 40%-60% dropout of high school (Wagner, 1991; Wagner, Kutash, Duchnowski, & Epstein, 2005)
- Experience poorer academic performance than students with LD (Lane, Carter, Pierson & Glaeser, 2006)
- 10%-25% enroll in post-secondary education (compared to 53% of typical population) (Wagner et al., 2005)
- High rates of unemployment/underemployment post-school (Bullis & Cheney, 1999; Kortering, Hess & Brazel, 1996; Wagner et al., 2005)
- High rates of MH utilization, poverty, incarceration (Alexander, et al., 1997; Kortering, et. al., 1998; Lee and Burkham, 1992; Wagner, 1992)

### Youth with EBD....

- Disengaged from school/family/community
- Most likely disability group to be in a segregated academic setting
- Highest rates of disciplinary infractions
- Perceived by teachers as having significantly lower levels of social competence and school adjustment

Lane, Carter, Pierson, & Glaeser, 2006; Reports to Congress 1995-2006

### IDEA 2004

Beginning no later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include:

1. Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and
2. The transition services (including courses of study) needed to assist the child in reaching those goals.
### Some Examples from IEPs/Transition Plans

- "will participate in assessments during high school to pinpoint potential areas of vocational or career interests"
  - "will receive information and instruction about post-secondary employment"
- "will attend a community college or university"
- "will gain competitive employment after high school"
  - Activities – 9th grade, "study & note taking skills"
  - 10th grade – "explore interests and aptitudes"
  - 11th grade – "field trip to colleges/universities, career search"
  - 12th grade – "college search (5); field trip to colleges, DSS Offices, apply to colleges, mental health linkage"

### Classroom Programs

From: Cheney & Barringer (1999); Simpson et al. (2011); Walker & Cheney (2013); Walker & Fecsar (2002)

- Program Philosophy (Theoretical & Practical)
- Considers least restrictive environment (LRE)
- Focus on positive relationships, positive regard
- Relies on structure & predictability
- Uses effective classroom management procedures
- Teaches social skills – Social Skills Instruction
- Includes a group process for Conflict resolution, problem solving, & group meetings
- Academic instruction & transition planning
- School-family partnerships/collaboration
- Interagency coordination

### An Opening Activity

- Activity 1 – with a colleague or new found friend, write 3-4 bullets (Handout):
  - The purpose of classroom or programs you have visited/worked with.
  - How vocational, postsecondary, or community transition fit into this purpose?
Transition Elements

- Self-Determination, Student Involvement
- Assessment
  - Personal Future’s Plan
- IEP Planning
- Linking Transition Plan, FBA, BIPs to IEP
- Academic, Vocational, Community Focus

Self-Determined Skills

- Broad-based Assessment
- Personal Future’s Planning
- Transition Plan in IEP
- Self-Determined Skills

Credits, High School Completion

Self-determination is “a combination of skills, knowledge, and beliefs that enable a person to engage in goal-directed, self-regulated, autonomous behavior. An understanding of one’s strengths and limitations together with a belief in oneself as capable and effective are essential in self-determination. When acting on the basis of these skills and attitudes, individuals have greater ability to take control of their lives and assume the role of successful adults in society.” (Field et al., 1998, p. 2)
Self Determination

- Recommended component of secondary transition services (Field et al., 1998; Johnson et al., 2002).
- In IDEA 1990, 1997 and 2004—“consideration of students’ strengths, interests, and preferences and increasing student involvement in transition and educational planning”
- Curricular packages, instructional models, and intervention strategies available for youth with disabilities
- Endorsed by researchers, policy makers (President’s Commission on Excellence in Special Education, 2002), special educators (Wehmeyer, Agran, & Hughes, 2000), general educators (Carter, Lane, Pierson, & Stang, 2009), parents (Grigal, Neubert, Moon, & Graham, 2003; Zhang, Wehmeyer, & Chen, 2005), and youth with disabilities (Trainor, 2005; Unruh & Bullis, 2005).

Activity 2

- How can classrooms/families enhance self-determination approaches for youth?

Assessment (From Kortering Chapter)

- IDEA (2004) mandates postsecondary goals “based on age-appropriate transition assessments”
- Teams link instruction, services, and supports to students’ strengths, interests, preferences, and needs across relevant domains.
- Thorough - (1) background information, (2) interests and preferences, (3) aptitudes (or underlying abilities), (4) personal style, (5) interpersonal relationships, (6) self-determination, (7) academics and intelligence, and (8) employment-related skills.
WHERE DO I DEVELOP **GENERAL** EMPLOYABILITY SKILLS?
WHERE DO I DEVELOP **SPECIFIC** EMPLOYABILITY SKILLS?
WHY SHOULD I **STAY IN SCHOOL**?
HOW DO I DECIDE ABOUT TRAINING, EDUCATION, AND DIRECT EMPLOYMENT GOALS?
HOW MUCH **POST-SECONDARY EDUCATION** DO I NEED? (Kortering, 2013)

**Assessment Types**

- Background – Past IEPs, Interviews
- Interest Inventories (Self-Directed Search; Career/Vocational Interest)
- Talents/Aptitude/Ability (Differential Aptitude Test; Occupational Aptitude Survey and Interest Schedule)
- Personal Style and Preferences (Student Style Questionnaire)
- Interpersonal Relationships (Observe; Skillstream)
- Self Determination Assess/Curriculum

**Assessment (From Kortering)**

- Academic abilities &/or Intelligence
- Employment (experience, courses, on the job)
- See Example in Handout
TRANSITION ASSESSMENT:
Our tools are not perfect

- We often rely on interest assessment as single measure (least stable of constructs)
- We use them with students who lack role models and job experiences
- We use them as stand alone tools w/o ‘coaching’
- We forget that informal questions and observations are very helpful
- They offer only a snapshot of reality, kids will change based on experiences
- Some tools are dated and have limited information (review the manual)
- Many instruments or these new online tools promise everything in a short time (e.g., diet pills or bow flex)
  - (Kortering, 2013)

YOUR SCHOOL: An ‘ongoing’ process

- Background data – START HERE
  - School files (e.g., grades, attendance, test performance)
  - Psychological report
  - Class performance information
  - Background survey or interview
- Interest Assessment/Personality or Preference Assessment/Aptitude Assessment
  - One or more informal tools in each area
  - One or more formal tools in each area

Discussion

- Activity 3: What assessment approaches do you know in schools?
- Do Personal Futures Plans complement the assessments?
Assessment Resources

Interview/survey about school, interests, work & family jobs:
http://www.nsta.org/content/age-appropriate-transition-assessment-toolkit
- http://caselylifetool.org/
- http://www.onetcenter.org/

Transition Planning Inventory (Pro Ed in Austin, TX) ($)
- http://www.mynextmove.org/ sponsored by the Department of Labor and O*Net
- http://www.bls.gov/
- https://sites.google.com/site/transitionassessment/
- A Counselor's Guide to Career Assessment Instruments
- Buros On-Line Reviews ($)

Writing the IEP (From Shriner)

- Four Key Components
  - Assessment process with one or more postsecondary goals
  - Goals in a) education and training, b) employment, and, c) when appropriate, independent living
  - IEP goals directed to assist students to meet their postsecondary goals
  - transition services (instructional activities and community experiences) for student to transition to postschool environments and achieve postsecondary goals

Goals are connected to Present Levels of Performance (PLP)

- Strengths - Academically, Dorian performs well in a one-on-one instructional situation, especially when materials are read aloud to him. He has excellent listening comprehension skills. Dorian’s skills in working with money (for example, counting money and figuring correct change and cost of items) are also very good. He is artistic, athletic, and participates in extracurricular activities. His classroom behavior has improved slightly in the last year as reported by his teachers. Based on his transition assessment, self-determination strengths are in the areas of goal setting and interest determination. He can be very creative and has shown interest in both computers and art. His personal care and daily living skills are also very good.
• **Academic Achievement** Current classroom averages for the quarter are math—70%, language arts—60%, social studies—55%, and science—60%. On the WIAT II grade-equivalent scores = 3.2 in word reading, 4.6 in reading comprehension, 5.5 in math operations, and 5.2 in math reasoning.

• **Behavior** Dorian was identified and began receiving services under the category of emotional/behavioral disorder in 3rd grade. Since sixth grade, he has been taking medications for a diagnosis of ADHD. Teacher observations and classroom reports state that when taking his meds, his behavior is acceptable and his impulsive nature is reduced. He can offer sustained attention to tasks and will complete most assignments if time constraints are withdrawn. He has the skills to seek assistance and attention appropriately but often fails to use these skills and initiates a cycle of increasing verbal and behavioral activities to gain teacher or peer attention. Dorian can become verbally and physically aggressive at times......

• The functional behavior assessment and behavior intervention plan for Dorian address Dorian's behaviors that function to avoid/escape tasks and interactions that are punishing to him. Special education supports have demonstrated some positive changes, e.g. a decrease in the office disciplinary referrals and increase in earning positive points.....

• Transition assessments show that Dorian is aware of his abilities and limitations on his self-determination survey, e.g. the ability to set his own goals and the potential to change plans to achieve desired goals. .....
Goal Examples

• In his vocational education class, Dorian will complete 10 job applications with 100% accuracy by the end of the year.
• While working in group activities for career experiences, Dorian will use self-control and self-management strategies to: (1) increase cooperative social skills to 90% of time, (2) match teacher ratings of his behavior with 90% accuracy, and (3) limit his behavioral referrals to less than one per week.

Employment and Other Postschool Adult Living Goals

• During the freshman work–study program, Dorian will participate in school-based jobs. The work–study coordinator will arrange for Dorian to work in the computer lab, photo shop, and performing arts studio for 12 weeks. The teacher will provide surveys to determine level of success and interest in these jobs. Dorian will have behavior and work assignments about his experience.
• Dorian will attend a study group after school to discuss assignments and study strategies with tutors who are upperclassmen.

Linkage to After-Graduation Supports and Services

• These contacts will be made by the end of the year so they can be transitioned onto the IEP team next year (that is, Department of Mental Health, Vocational Rehabilitation, and a community rehabilitation provider).
What is Needed? - Valore Chapter
Positive Ed. Program

PEP Elements:
- Academic
- Vocational
- Community
- Multiple Pathways to Success
IEP and/or Program Improvement
Activity 4/5

- What areas of IEP/Transition Planning are in need of improvement?
- What programmatic improvements might you address?
  - Academic, vocation, or community activities to enhance student’s engagement and success.

Rehabilitation, Empowerment, Natural supports, Education and Work (RENEW)

- Developed in 1996 as the model for a 3-year RSA-funded employment model demonstration project for youth with “SED”
- Focus is on community-based, self-determined services and supports
- Promising results for youth who typically have very poor post-school outcomes (Bullis & Cheney; Eber, Nelson & Miles, 1997; Cheney, Malloy & Hagner, 1998)

RENEW Outcomes: 1st Cohort

- Employment
  - 89% obtained one or more jobs (average of 3)
  - 75% were employed 3 months after project’s end
  - Above minimum wage & > 28 hrs wk
  - Average job duration: 14 weeks
- Academic
  - 66% finished high school
  - 21% in secondary education at project’s end
  - 31% entered post-secondary education
RENEW- Intensive Intervention at the High School Level

• A process that utilizes the strengths of the individual, fosters self-determination and builds a system of care around the individual so that s/he will more likely be successful in school and other life domains.

RENEW Process in a Nutshell

1. Student Identified through school or mental health
2. RENEW facilitator Identified
3. Initial conversation between facilitator and the student
4. Future’s Plan (aka Person Centered Plan)
5. Formation of a team according to the plan
6. Routine check-ins to determine success of the plan
7. New plans/teams formed as new goals are developed

RENEW PRINCIPLES

• Self-Determination
• Unconditional Care
• Strength-Based Supports
• Flexible Resources
• Natural Supports-Community Inclusion
Person-Centered Planning Models

- Personal Futures Planning (Beth Mount)
- MAPS [McGill Action Planning (Vandercook, York & Forrest)]
- Methods, Models and Tools, (Cotton, 2004)
- Essential Lifestyle Planning (Michael Smull)
- Group Action Planning, known as GAP (Turnbull & Turnbull); and
- PATH [Planning Alternative Tomorrows with Hope (Pearpoint, O'Brien, & Forest)]

Person-centered Planning: Common Elements

- Graphic facilitation (remove the “bias” of language)
- Individual’s point of view, goals and purposes, (“driven” by individual with the disability) Not to the service system
- Geared to needs {and needs are not programs or services}
- No blaming or shaming
- Work until it works

The Goals of the Personal Futures Planning Process

1. Help the young person and family create a meaningful, personalized, individualized plan.
2. Connect the youth to supportive community resources (people, time, financial)- create “social capital.”
3. Assist the youth and family to develop self-determination skills (goal setting, problem-solving, decision-making).
4. Help student build relevance between school and personal and career interests.
Asking the Right Questions

• Start questions with: “Who,” “What,” “How”
• Do not ask
  – Closed questions (Yes/No questions)
  – Leading questions
  – “Why”
• Reflect back for understanding and affirmation

Personal Futures Planning

• History—Where I have been.
  • Who I am now.
  • Strengths, weaknesses.
  • The people in my life.
  • My goals and dreams.
• My fears, what could get in my way.
• What Works & Doesn’t
• Short-term goals (3-6 months).
• Next Steps. Who does what.
• Schedule follow up.

Example Map#1

Map #1: My History
Example Map#6

Map #6: My Dreams

Ramon's Vision

- A nice car
- Good job
- My own place
- Computer
- TV
- Money
- Cars
- Building
- Brainstorm

Rural Story

- People
- Family
- Home
- Little farm
- School
- Jobs
- Money
- Cars
- Computers
- TV
- Brainstorm
**Action Plan Example**

<table>
<thead>
<tr>
<th>Goal #5</th>
<th>I would like to learn more about Criminal Justice careers.</th>
</tr>
</thead>
<tbody>
<tr>
<td>When do I want to complete this?</td>
<td>June 2013</td>
</tr>
<tr>
<td>Who else has to do it to make this happen?</td>
<td></td>
</tr>
<tr>
<td>What resources, materials or support do I need?</td>
<td></td>
</tr>
<tr>
<td>Status</td>
<td>Complete</td>
</tr>
<tr>
<td>Comments</td>
<td></td>
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**Resource Planning**

- Who cares about Kelsey
- Documentary from Institute on Disability, Univ. of New Hampshire
  - Dan Habib, Director & Producer
- Based on a youth in RENEW
- To be released in 2013-14 on national Public Broadcasting (PBS)

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PROGRAM and AGENCY RESOURCES

- In-School:
  - Regular Education Services
  - Special Education Services
  - "504" Services
  - Guidance
  - Friends, tutors
  - Sports, teachers, clubs, etc.
- Out of School:
  - Social Service Agencies
  - Vocational Rehabilitation
  - Family Service Agencies
  - Community Resources and Organizations

RENEW Strategies

- Person Centered Planning
- Flexible education programming
- Individualized school-to-career planning
- Naturally supported employment
- Wraparound services and supports

Strategies (cont.)

- Mentoring
- Individualized and flexible resource development (paid and unpaid)
- Community inclusion
- Interagency collaboration
• **Strategy 1: Promote Students’ Engagement with School to Achieve Retention**
  
  – Students who have trouble getting along with peers at school or have problems using social skills are in jeopardy of school disengagement (Jimerson, Anderson, & Whipple, 2002; Wagner et al., 2005)
  
  – By the time students with EBD reach high school, parents report that almost ½ of them do not like school

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**Chaz, age 17:** “I knew I didn’t fit in at high school. My special education teacher hooked me up with an art student at the university to help me do a project for my history class. I learned a lot about art; other high-school students paid attention to my work and started talking to me as if I belonged somehow. I also found out that there are a lot of people just like me, and when I leave high school I can find a place to do what I love and fit in. I plan to graduate.”

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**Michael, age 18:** “I knew by the time I started 4th grade that I would never finish school. The teachers hated me; I couldn’t find anything comfortable about doing schoolwork and saw no reason to try. No one ever told me I had a chance of getting a job beyond the kind my dad did, and I saw no reason to think I should.”
Strategy 2: Promote Self-Advocacy and Self-Regulation Skills During Social Skill Use (From Murry)

- Mickie, age 17: I know I am different from other kids. I don’t believe most adults know any better than I do about what I should do or not do. Rarely do they listen to what I think, or act on it. Every time I can remember trying to speak in school, I was told I was inappropriate and would have a point taken from me or dropped a level.
  
  Even now, it is as if they believe I am just dreaming about my abilities and the fact that I think I can really be someone. Most of them sitting in those meetings do not believe in me. It makes me even more angry, and they wonder why I won’t be more cooperative.

- Many student attempts at self-advocacy are regarded by adults as disrespectful
  - This is a result of not teaching skills in a step-by-step systematic way – we must teach and provide authentic practice situations
  - Giving students access to other vocational opportunities through clubs and other activities

Strategy 3: Mentoring

- Mentors trained and prepared for the challenge
- Teach to listen, empathize, and be advocate
- Teach to act when the door is open
- Contact a established mentoring program
  - One-to-one, Group, E-mentoring, Short-or long-term
- Mentors need to understand that they are making a commitment
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<thead>
<tr>
<th>Transition / EBD Related-Resources</th>
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<tr>
<td><strong>NSTTAC (National Secondary Transition and Technical Assistance Center)</strong></td>
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<td>• <a href="http://www.nsttac.org/content/lesson-plan-staters">http://www.nsttac.org/content/lesson-plan-staters</a></td>
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<tr>
<td>– Check and Connect to promote participation in IEP</td>
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<td>– Using Self-Management to Teach Social &amp; Academic Skills &amp; Social Skills’ Simulations</td>
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<td>• <a href="http://www.transitioncoalition.org/transition/">http://www.transitioncoalition.org/transition/</a></td>
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<tr>
<td>• Project RENEW: <a href="http://www.iod.unh.edu/Projects/renew/">http://www.iod.unh.edu/Projects/renew/</a></td>
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<td><strong>3-C Institute for Social Development</strong></td>
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<tr>
<td>• <a href="http://www.3cisd.com/">http://www.3cisd.com/</a></td>
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<tr>
<td><strong>Substance Abuse and Mental Health Services Administration (SAMSHA)</strong></td>
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<tr>
<td>• Important Program Elements</td>
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<td>– Identify those you can improve/enhance</td>
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<td>• Write these into a Classroom Handbook</td>
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<td>– While writing tasks are difficulty, your program/classroom should have a handbook</td>
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<tr>
<td>• Evaluate Implementation &amp; Outcomes</td>
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<tr>
<td>– Credits, Graduations, Employment (on or off site), Postsecondary involvement</td>
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