

Bridge to the Future IV
Anaheim, CA
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***“Improving Transition Outcomes for Youth
with Emotional Disturbance:
Best Practices”***

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“Here is Edward the Bear, coming downstairs now, bump, bump, bump, bump, on the back of his head, behind Christopher Robin. It is, as far as he knows, the only way of coming downstairs, but sometimes he feels that there really is another way... if only he could stop bumping for a moment and think of it.”

Winnie-the-Pooh
A.A. Milne

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Outline

- Dreams and Nightmares for Youth with Emotional and Behavioral Disorders (EBD)
- Effective Strategies for Transitioning Students with Emotional and Behavioral Disorders (EBD)
- Final Thoughts

The Dream for Students with EBD

What is the dream for students with emotional disturbance and how **different** is it for them than "typical" youth?

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The Dream for Students with EBD

Students with EBD and their families have dreams **for a smooth transition to adulthood** that results in **a high quality of life** including:

- independent living
- the opportunity for higher education
- paid and satisfying work
- varied and interesting recreational activities
- positive and fulfilling relationships with peers and significant others

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The Dream in IDEA 2004

Ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities.

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The Nightmares: Challenges in Transitioning Students with Emotional and Behavioral Disorders (EBD)

After High School:
A First Look at the Post-School Experiences of Youth with Disabilities

National Longitudinal Transition Study-2

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National Longitudinal Transition Study (NLTS2)

- nationally representative sample
- more than 12,000 youth included
- on 12/1/00 were between ages 13 and 16, receiving special education services, and in at least the seventh grade
- study ran through 2010
- new data coming out all the time

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The Nightmare: Educational Outcomes

- Youth with EBD are the most likely youth with disabilities to be **out of secondary school**, with **44% of those leaving school without finishing**, the **highest dropout rate of any disability category**.
- **School completers with EBD** are among the **least likely** to have **graduated with a regular diploma**.
- Only about **one in five** have been enrolled in any kind of **postsecondary education**, indicating that **few youth in this category** are **getting the education** that might help them **find** and hold **better and more stable jobs**.

**The Nightmare:
Educational Outcomes**

Of those who enroll in post-secondary education or training opportunities:

- 53% **did not** consider themselves to have a disability.
- An additional 21% considered self to have a disability, but **did not inform the school/ program**.
- Only 35% **graduated from or completed program** at **any** post-secondary school.

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**The Nightmare:
Housing Outcomes**

- **Thirty-five percent** of youth with EBD **no longer live with parents**, the **largest** of any **category** of youth with **disabilities**.
- They are the **only** disability group to show a **significant increase** in the likelihood of **living in "other" arrangements**, including in criminal justice or mental health facilities, under legal guardianship, in foster care, or on the street.

**The Nightmare:
Social & Relationship Outcomes**

- Youth with EBD have experienced the **largest increase** in their **rate of parenting**; **11%** report having had or **fathered a child**, a **10% increase** from previous report.
- High likelihood of becoming **parents** at a **young age**
- Young women with emotional disturbance are **6 times** more likely than their peers to have had **multiple pregnancies at a young age**, and to have **lost custody** of their babies.

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The Nightmare:
Community Engagement Outcomes

- **One-third** of youth with EBD have **not** found a way to **become engaged** in their community.
- For those who have, **employment** is the **usual** mode of engagement.
- Although more than **6 in 10 have been employed** at some time, **only about half** as many are **working currently**, attesting to the difficulty many have in keeping a job.

The Nightmare:
Community Engagement Outcomes

- Youth with EBD are by far the **most likely** to be **rated by parents** as having **low social skills**.
- They are among the **least likely** to take part in **prosocial organized community groups** or **volunteer activities** or to be **registered to vote**.
- **More than three-fourths** have been **stopped by police other than** for a **traffic violation**.
- **58%** have been **arrested at least once** and **43%** have been on **probation or parole**.

The Nightmare:
Community Engagement Outcomes

- **75% arrest rate** for high school dropouts
- At high risk for becoming **homeless**
- At high risk for becoming **alcohol and/ or drug dependent**

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**The Nightmare:
Community Adjustment Outcomes**

- Almost **9 in 10** youth with EBD had either been in **disciplinary trouble at school, fired from a job, or arrested** by the time they had been **out of secondary school up to 2 years**.
- This is the **highest rate** of any disability category.

Mental Illness and the Justice System

- **Over 2,000,000** prisoners in jails and prisons in US
- **Between 500,000 and 1,000,000** are mentally ill
- **Only 50,000 beds** for mentally ill that are in psychiatric hospitals in U.S.

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National Alliance for the Mentally Ill (NAMI)

- **16 - 20 percent** of the prison population can be classified as **severely** mentally ill
- Includes **schizophrenia, major depression, bipolar**
- Number of inmates suffering from mental illness and substance abuse is **well over 60%**

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Mental Illness and the Justice System

- Once in jail, many individuals don't receive the treatment they need and **end up getting worse**, not better.
- They **stay longer** than their counterparts without mental illness.
- They are **at-risk of victimization** and often their mental health conditions get worse.

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Mental Illness and the Justice System

- After leaving jail, many **no longer have access** to needed healthcare and benefits.
- A criminal record often makes it **hard** for individuals to **get a job or housing**.
- Many individuals, especially without access to mental health services and supports, wind up **homeless, in emergency rooms** and often **re-arrested**.

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Mental Illness and the Justice System

The largest mental health facility in the United States is:

**Cook County Jail
Chicago, Illinois**

Over 30% of the inmates there have **some kind of mental illness**


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A Sense of Urgency:

"School-based transition services offered adolescents with emotional disturbance are apt to be the **last set of coordinated educational and social services they are likely to receive.**"


Dr. Michael Bullis
University of Oregon

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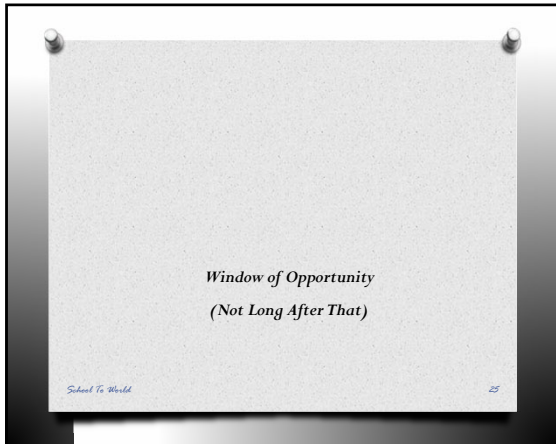
Window of Opportunity
(Now)

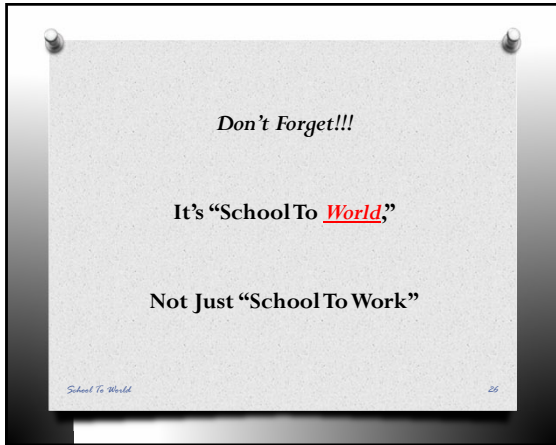
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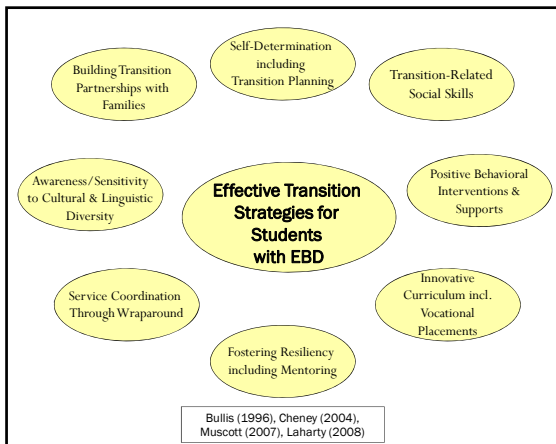


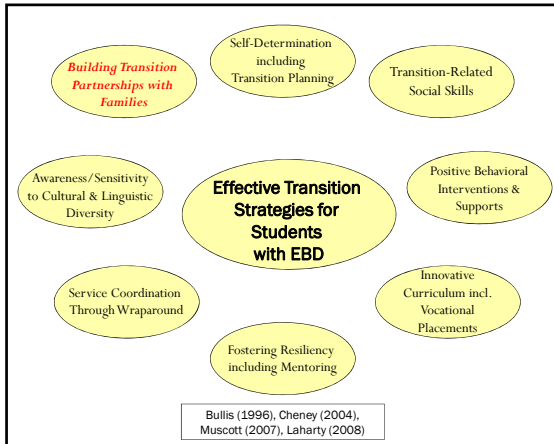
Window of Opportunity
(Soon)

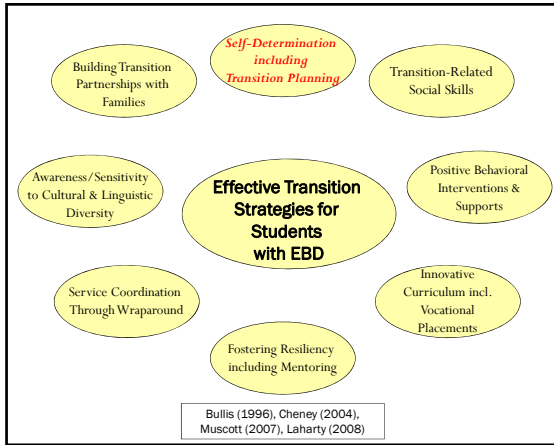
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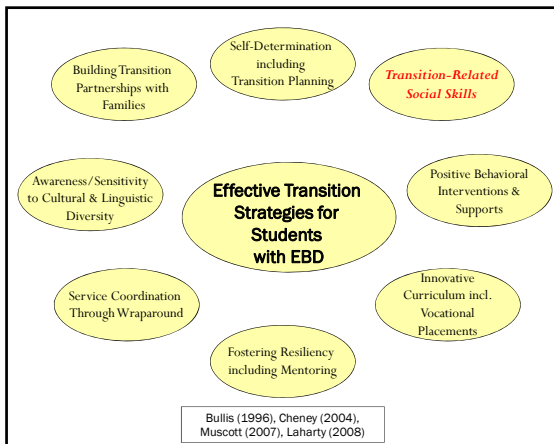


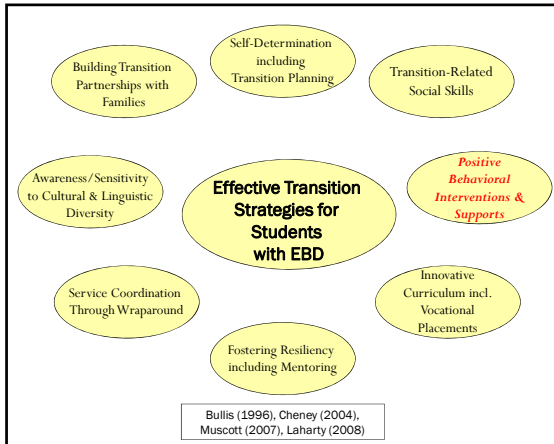


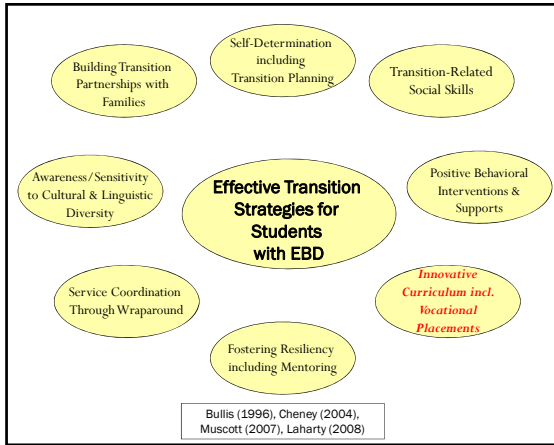


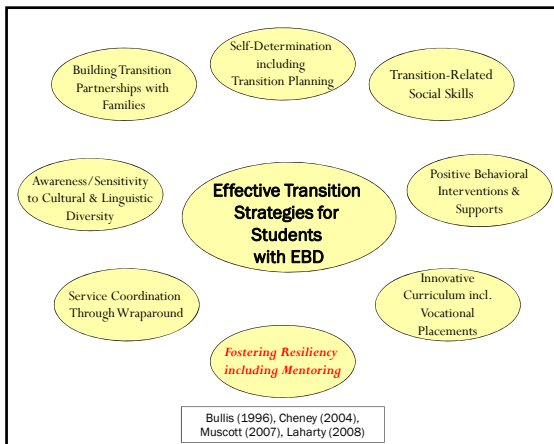


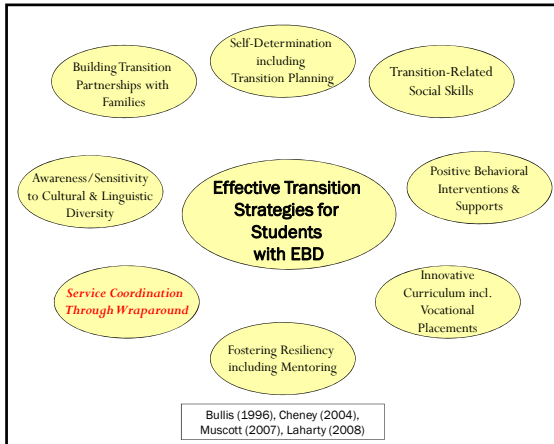


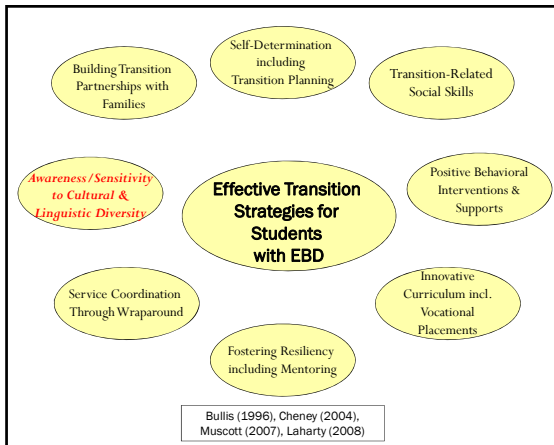


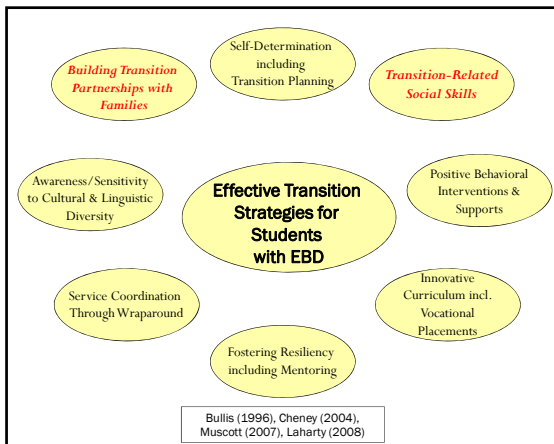




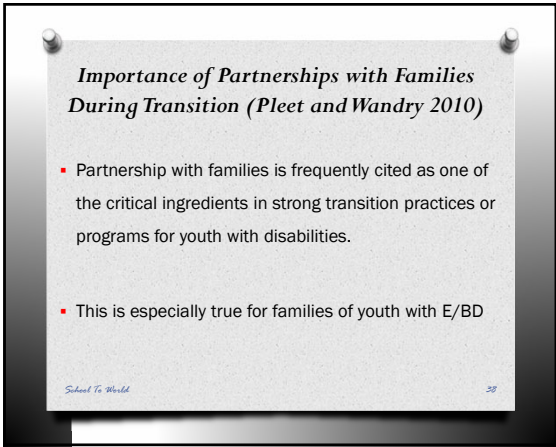


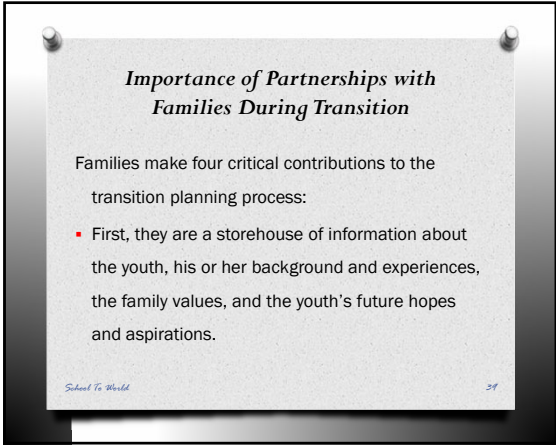












Importance of Partnerships with Families During Transition

- Second, family members provide coordination with multiple systems during the transition years.
- Third, with support, families can empower these young adults to develop self-management and self-determination skills and to generalize the skills that are learned in school to other natural community settings.

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Importance of Partnerships with Families During Transition

- Fourth, families of transitioning youth can make valuable contributions to the systems that serve them.
- It is important that we, as professionals try to “walk in the shoes” of the family before making plans or offering advice.

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Walk in the Family's Shoes: The Issues

- Family Variables
- Peer Involvement
- Diagnosis Dilemma
- Maturation/ Separation Issues
- Systemic Challenges

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Parental Roles in the Transition Process

- Collaborators
- Instructors
- Evaluators and Decision-Makers
- Peer Mentors
- System-Change Agents

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Important Questions

- Do I *really* believe families are my equal and can provide expert information about their young person?
- Do I stop to listen to what parents and young people are saying?
- Do I listen carefully to the parent's point of view?

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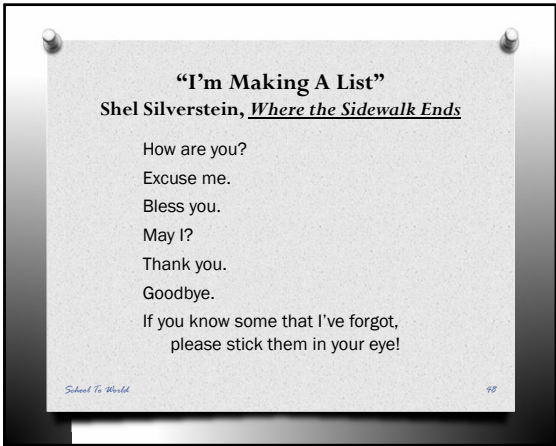
Important Questions

- Do I *speak clearly and avoid intellectual jargon*?
- Am I aware and respectful of cultural norms and beliefs that effect families' expectations?

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What Are Social Skills?

“Social skills are those **communication, problem-solving, decision making, self-management,** and **peer relations abilities** that allow one to **initiate and maintain positive social relationships** with others.”

From: Tom McIntyre at www.behavioradvisor.com

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**What Social Skills Aren't?
(and What They Are)**

Social skills are **not** the same thing as behavior. Rather, they **are** components of behavior that help an individual understand and adapt across a variety of social settings.

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Social Skills Throughout The Ages

- “It's not what you know, it's who you know.”
- “Treat others the way you want to be treated”
- “What goes around, comes around.”
- “You get more flies with honey than you do with vinegar.”
- “The best way to have a friend is to be a friend.”
- “90% of life is just showing up.”

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Social Skills Throughout The Ages

- The less you speak, the more you will hear. (Alexander Solshenisten)
- Arguing with a fool proves there are two. (Doris Smith)
- "Politeness [is] a sign of dignity, not subservience." (Theodore Roosevelt)
- You can make more friends in **two months** by becoming really interested in *other* people than you can in **two years** by trying to get other people interested in **you**. (Dale Carnegie)
- A lot of people are afraid to say what they want. That's why they don't get what they want. (Madonna)

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What does current research say about the value of social skills?

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Social Skills Training

Research has shown that an effective comprehensive social skills training program arguably has the **greatest positive single influence** for reducing recidivism or preventing antisocial behavior in youth with emotional disturbance.

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Transition-Related Social Skills
(Bullis and Cheney)

- Competence in social interactions is crucial to peer acceptance and general life.
- Competence in social interactions is crucial to transition success for persons with EBD.
- Social skills are often proven to be the predominant reason behind successful work placements **period**.

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Social Skills in the Community and at Work
(Gresham, Sugai, and Horner 2001)

In community life and on the job, appropriate social behavior may be even **more important** than academic or vocational task-related skills in determining whether one is perceived as a **competent individual**.

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Social Skills in the Community and at Work
(Gresham, Sugai, and Horner 2001)

Workers with disabilities who demonstrate **competence in social skills** are generally perceived **more positively** than those who lack such skills, regardless of task-related skill level.

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Social Skills in the Community and at Work
(Gresham, Sugai, and Horner 2001)

The notion that **competence in using social skills** leads to **positive perceptions** of people with disabilities can be extended to other community settings (educational, neighborhood etc.)

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Important Point!!

Adequate social skills need to be acquired while the student is **still enrolled in school** and further supported and refined in **postsecondary, community, and work settings** and **at home**.

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More Important Points!!!

- Practice it where you have to execute it
- Neurons that fire together, wire together
- Skyscrapers
- Deliberate practice

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**Possible Outcomes of
Social Skills Deficiencies**

Students who are lacking social skills are at-risk for:

- Aggression
- Peer rejection
- Loneliness
- Social dissatisfaction
- Academic failure
- School drop-out
- Contact with the legal system
- Substance abuse
- Difficulty maintaining employment & relationships

School To World 61

**Top Reasons For Termination Within
First 1000 Hours of Employment**

1. Didn't show up.
2. Didn't show up on time.
3. Did not follow directions.
4. Did not start task promptly.
5. Did not complete task.
6. Did not get along with supervisor.
7. Did not get along with co-workers.
8. Inappropriate hygiene.

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**How to Succeed in School and the Workplace Or
The Basic Eight Rules for Success***

1. Show up
2. Be on time
3. Start your task promptly
4. Complete your task
5. Follow directions
6. Get along with peers
7. Get along with adults
8. Have good hygiene

*from the "Markkula Center for Applied Ethics", Santa Clara University
School To World 63

Why Don't We Do It?

- Don't have time
- Don't know how
 - Not my job
 - Too difficult

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Why Is This So Difficult?

- Human beings are hard-wired to be in relationships.
- Some believe it is too difficult to teach social skills because they are done "naturally."
- Young people with emotional, behavioral, and/or processing difficulties **do not** generalize well.

School To World 65

Why Is This So Difficult?

- Most groups who have difficulty with social skills are very isolated from mainstream.
- Negative effects of isolation
- **If it were easy to do, it would already be done.**

School To World 66

It's not just what you say,

- it's how you say it
(Social Mechanics)
and
- it's where you say it
(Different Settings and Situations)
and
- it's with or to whom you say it.
(Different Audiences and Participants)

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*It's not just what you say...
it's how you say it.*

- 7% of the message is communicated with actual words.
- 38% of the message is communicated in tone of voice.
- 55% of the message is in body language.

So what happens if you don't recognize or understand body language and tone?

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*Examples of Social Skill Mechanics
(aka HowYou Say It)*

- Gestures
- Gross body movements
- Smiling
- Eye-contact
- Predictability of responses
- Amount spoken
- Interruptions

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**Examples of Social Skill Content Areas
(aka Where You Say It--Context)**

- Interacting with Peers in Social Situations
- Interacting with Peers Who are Trying to Take Advantage of You
- Handling Bad Moods
- Personal Appearance
- Alcohol or Drug Use
- Relationships

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**Examples of Social Skill Content Areas
(aka To Whom You Say It)**

- Parents & Siblings
- Roommates
- Business People (e.g. shop owners, clerks)
- Police or Store Security
- Neighbors
- Making friends
- Dating

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Social skills may be viewed differently because of the influence of culture but are generally categorized into four types:

1. Survival skills
2. Interpersonal skills
3. Problem-solving skills
4. Conflict resolution skills

(National Association of School Psychologists)

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Examples of "survival skills"

- Listening
- Following directions
- Ignoring distractions
- Using nice or brave talk
- Rewarding yourself

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Examples of "interpersonal skills"

- Sharing
- Asking for permission
- Joining an activity
- Waiting your turn

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Examples of "problem-solving skills"

- Asking for help
- Apologizing
- Accepting consequences
- Deciding what to do

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Examples of "conflict-resolution skills"

- Dealing with teasing, belittling, bullying etc.
- Losing
- Accusations
- Being left out
- Peer pressure

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Tips for Social Skills Training

- Remember that a social skill deficit can be a "can't" problem or a "won't" problem.
- "Can't" means someone does not have the skills to perform something.
- "Won't" means someone "can" but chooses not to.
- Both can appear the same.

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Wrap-up

Examples of Curricula etc.

- WAGES (Johnson et al) Voyager Sopris
- Second Step (Committee for Children)
- Skillstreaming (Goldstein) Research Press
- Skills to Pay the Bills (on-line and free)
- Strong Kids (Merell) University of Oregon
- CASEL- Collaborative for Academic, Social, and Emotional Learning
- Project ACCESS – University of Oregon
<http://projectaccess.uoregon.edu/>

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