

Making Their Way in the World Each Day: Improving the Transition Success of Youth With Emotional Disturbance

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Outline

1. Dreams for Youth with Emotional Disturbance
2. Nightmares for Youth with Emotional Disturbance
3. Effective Strategies for Transitioning Students with Emotional Disturbance
4. Activities
5. Final Thoughts

The Dream for Students with Emotional Disturbance

What is the dream for students with emotional disturbance and how *different* is it for them than typical peers or those with other types of disabilities?

The Dream for Students with Emotional Disturbance

Students with Emotional Disturbance 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

The Dream in IDEA 2004

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

The Nightmares: Challenges in Transitioning Students with Emotional Disturbance

After High School:

A First Look at the Postschool Experiences
of Youth with Disabilities

National Longitudinal Transition Study-2.

Nightmare for Youth with Emotional Disturbance

- ❑ Most likely youth with disabilities to be out of high school--- **44% dropout rate**
- ❑ 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

Nightmare for Youth with Emotional Disturbance

- ❑ **More than 35% no longer live with parents**, the largest of any category of youth with disabilities
- ❑ Only disability group to show a **significant increase in the likelihood of living in "other" arrangements** including criminal justice or mental facilities, foster care, on the street etc.

Nightmare for Youth with Emotional Disturbance

- ❑ Although more than 6 in 10 have been employed at some time, **only about half** as many are working currently.
- ❑ **58%** have been **arrested** at least once and **43%** have been on **probation or parole**
- ❑ **75% arrest rate** for high school dropouts

Nightmare for Youth with Emotional Disturbance

- ❑ 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.

Nightmare for Youth with Emotional Disturbance

- ❑ At high risk for becoming **homeless**
- ❑ At high risk for becoming **alcohol and/ or drug dependent**
- ❑ Are least likely of the disability groups to **belong to community groups**
- ❑ Are **least likely** of the disability groups to **register to vote**

Important Point!!

Malmgren and Edgar (1998) reported that **few** students with emotional disturbance complete post-secondary education programs of **any** kind, and their employment is **not boosted by post-secondary education**, as it is for their non-disabled peers.

Mental Illness and the Justice System

- ❑ **2,000,000** prisoners in jails and prisons in US
- ❑ **500,000** are mentally ill
- ❑ **10 x the 50,000** mentally ill that are in psychiatric hospitals
- ❑ According to staff, **25% of the jail population** is severely mentally ill
- ❑ **Much higher percentage** when other mental illnesses such as borderline personality disorder and depression are included

National Alliance for the Mentally Ill (NAMI)

- ❑ **16 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 50%**

Mental Illness and the Justice System

Los Angeles County Jail holds more mentally ill people than the largest psychiatric hospital in the nation.

30% of the inmates there have some sort of **mental illness**.

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

Don't Forget!!!

**It's "School To World,"
Not Just School To Work**

Effective Transition Strategies for Youth with Emotional Disturbance

1. Functional Transition Assessment
2. Positive Behavioral Interventions and Supports (PBIS)
3. Innovative Curriculum
4. Innovative Vocational Placements
5. Self-Determination including Transition Planning
6. Service Coordination through Wraparound
7. Fostering Resiliency including Mentoring
8. Transition-Related Social Skills
9. Building Transition Partnerships with Families

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1. Functional Transition Assessment

Functional Transition Assessment

- ❑ If the **transition plan** should drive the IEP once a student turns 15, then **assessment** should drive the transition plan.
- ❑ Assessments must be student-centered

Functional Transition Assessment

IDEA specifically states that the transition component of the IEP "must be based on the individual student's needs, taking into account the student's preferences and interests."

Functional Transition Assessment

- ❑ Possible Assessment Areas:
 - ❑ Academic/ Cognitive
 - ❑ Social- Emotional
 - ❑ Vocational
 - ❑ Medical
 - ❑ Environmental

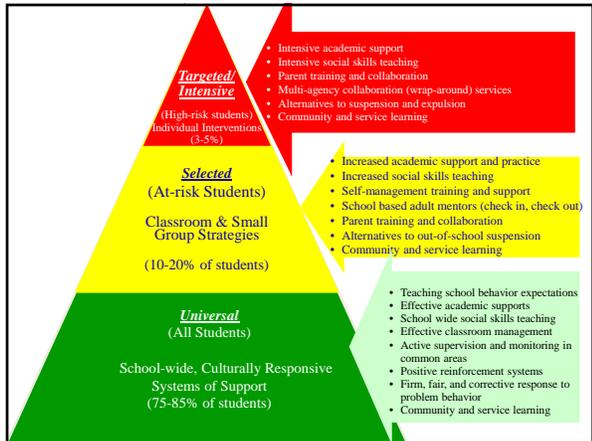
2. Positive Behavioral Interventions and Supports (PBIS)

What is PBIS?

Positive Behavior Interventions and Supports (PBIS) is a proactive systems approach to establishing the behavioral supports and social culture needed for **all** students in a school to achieve social, emotional, and academic success.

What is PBIS?

As a **Response To Intervention** model, PBIS applies a three-tiered system of support, and a problem-solving process to enhance the capacity of schools to effectively educate all students.



3. Innovative Curriculum

Window of Opportunity
(Now)



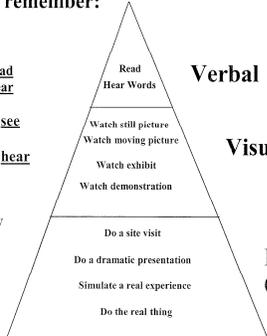
Window of Opportunity
(Soon)



Window of Opportunity
(Not Long After That)

How People Learn - the “Cone of Experience”

People generally remember:

<p>10% of what they <u>read</u> 20% of what they <u>hear</u></p> <p>30% of what they <u>see</u></p> <p>50% of what they <u>hear</u> and see</p> <p>70% of what they <u>say or write</u></p> <p>90% of what they <u>say</u> as they <u>do</u> a thing</p>		<p>Verbal</p> <p>Visual</p> <p>Kinesthetic (Experiential)</p>
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Effective Teaching Tips

- Practice it where you have to execute it.
- Neurons that fire together, wire together.
- Double dip with instructional time as much as possible (best bang for the buck)

Service Learning

“Service is the rent we all pay for living.”

-- Harriet Wright Edelman

Service Learning Muscott(2006)

Service-learning can be defined as a method of instruction by which students participate in service programs that meet both community needs and the learning needs of the students themselves.

What is Service Learning?

- ❑ Picking up trash is **service**.
- ❑ Studying water samples under a microscope is **learning**.
- ❑ When science students collect and analyze water samples, document their results, and present findings to a local agency, that is **Service Learning**.

School-Based Service Learning is:

- ❑ about students helping to determine and meet real, defined community needs.
- ❑ reciprocal in nature, benefiting both the community and the student.
- ❑ an approach to teaching and learning that can be used in any curriculum area as long as it is appropriate to learning goals.

Service-Learning Is a Powerful Tool for:

- ❑ putting learning in context,
- ❑ engaging alienated youth,
- ❑ introducing problem solving into schools,
- ❑ providing career exploration opportunities, and
- ❑ strengthening school/community relations.

Definitions

- ❑ Community Service
 - ❑ Single event
 - ❑ Assigned compensatory service
 - ❑ One dimensional outcome
- ❑ Service Learning
 - ❑ Links to academic content and standards
 - ❑ Instructional technique
 - ❑ Opportunity to develop and use new skills and knowledge.

Models of Delivery

- ❑ Direct Service
- ❑ Indirect Service
- ❑ Advocacy

Types of Service Learning Projects Dunlap, Drew, & Gibson (1994)

- ❑ **Direct service-learning activities** require students to have personal contact with the recipient of the service.
- ❑ This service could be in the form of **tutoring, mentoring, or visiting activities**.

Types of Service Learning Projects Dunlap, Drew, & Gibson (1994)

- ❑ **Indirect service-learning** requires students to participate in a project that addresses a problem but does not involve contacting people directly.
- ❑ Such service could take the form of **collection, fund raising, clean-up, or construction activities**.

Types of Service Learning Projects Dunlap, Drew, & Gibson (1994)

- ❑ **Advocacy** involves social action aimed at eliminating the causes of a problem or educating the public about particular social issues.
- ❑ Acting as advocates students have the opportunity to learn about democracy and ways to improve their community through civic engagement.
- ❑ Since advocacy projects tend to center around highly politicized, controversial issues this type of service can be quite delicate for teachers to organize.

Why Use Service Learning with Students with Emotional Disturbance ?

Rationale for Service-Learning and Students with Emotional Disturbance Muscott (2006)

- ❑ SL is a strength-based intervention.
- ❑ Students with ED are frequently the recipients of other people's generosity (Ioele & Dolan, 1993)
- ❑ View themselves as "damaged goods" (O'Flanagan, 1997), and
- ❑ Rarely have structured opportunities to change either their own or other people's negative perceptions of them.

Rationale for Service-Learning and Students with Emotional Disturbance Muscott (2006)

- ❑ Despite their limitations, students with ED also have strengths and gifts to share with others.
- ❑ Service-Learning offers an opportunity for these students to share those gifts while simultaneously helping them practice social, communication, academic, and vocational skills in applied settings.

***Rationale for Service-Learning and Students with Emotional Disturbance
Muscott (2006)***

There is the emerging research base in the area of Service-Learning and students with ED that supports cautious optimism that SL holds promise as an effective method of instruction for students with challenging behavior.

Essential Skills

- Literacy/ functional skills development such as math, reading, and daily living skills
- Self-advocacy, self-awareness, goal setting
- Establishing a support system
- Parenting skills
- Accessing physical and mental health care
- Identifying and accessing the services of community agencies

Essential Skills

- Wise use of leisure time
- Anger management
- Transportation including public transportation
- Independent living
- Involvement in the community

4. Innovative Vocational Placements

Innovative Vocational Placements

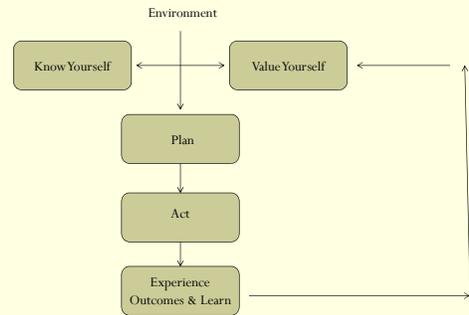
- Students need more opportunities
- Increase chances of success
- Don't have enough experience to know what they want to do;
- Have a better idea of what they don't want to do

***Innovative Vocational Placements
(Bullis and Cheney)***

- Internships
- Apprenticeships
- Paid experiences
- Connected to classroom instruction and associated with high school credit

5. Self-Determination including Transition Planning

Self-Determination (Field & Hoffman)



Know Yourself

- Dream
- Know your strengths, weaknesses, needs, and preferences
- Know the options
- Decide what is important to you

Value Yourself

- Accept and value yourself
- Admire strengths that come from uniqueness
- Recognize and respect rights and responsibilities
- Take care of yourself

Plan

- Set goals
- Plan actions to meet goals
- Anticipate results
- Be creative
- Visually rehearse

Act

- Take risks
- Communicate
- Access resources and support
- Negotiate
- Deal with conflict and criticism
- Be persistent

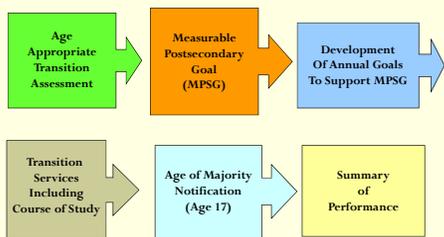
Experience Outcomes and Learn

- ❑ Compare outcome to expected outcome
- ❑ Compare performance to expected performance
- ❑ Realize success
- ❑ Make adjustments

Examples of Self-Determination Activities

- ❑ Positive choices
- ❑ Natural consequences
- ❑ Person-Centered Planning
- ❑ Student-Led IEP's

IDEA 2004 Transition IEP Development



6. Service Coordination Through Wraparound

Wraparound (vs. Traditional Service Delivery) Bullis and Cheney (1999)

1. focuses on the strengths of the individual and their family;
2. is driven by the needs of the individual as opposed needs of agencies;
3. deals with all aspects of the individual's life; and
4. provides services and support for the individual in natural settings and use social networks such as family and friends.

Interagency Collaboration

- ❑ Students need more than we can provide.
- ❑ We often don't play well together.
- ❑ Working in silos
- ❑ *Personal relationships* drive it.

Differences Between Public Schools and Adult Service Agencies

Public Schools

- ❑ All eligible individuals that are identified as having a disability **MUST** be served.
- ❑ Waiting lists are **NOT** allowed.
- ❑ **BROAD** eligibility criteria exist.
- ❑ Comprehensive set of services **DESIGNED** around the needs of the individual
- ❑ There is **ONE** provider (school system).

Differences Between Public Schools and Adult Service Agencies

- ❑ **Adult Service Agency**
- ❑ A disability **DOES NOT GUARANTEE** services. Agencies may select whom they serve.
- ❑ Waiting lists **MAY** exist and may be quite lengthy.
- ❑ **NARROW** eligibility criteria exist.
- ❑ There is a **LIMITED** range of available services.
- ❑ **MULTIPLE** providers may deliver services.

7. Fostering Resiliency including Mentoring

What Is Resilience?

Resilience is the process of adapting well in the face of adversity, trauma, tragedy, threats, or even significant sources of stress -- such as family and relationship problems, serious health problems, or workplace and financial stressors. It means "bouncing back" from difficult experiences.

Misconceptions About Resiliency

Nature of resiliency is commonly misunderstood.

Misconceptions about resilience:

1. Resiliency is a quality that some people possess and others do not.
2. Findings from resiliency research only apply to high-risk youth

What Is Resiliency

Personal Strengths &
Innate Self-Righting Tendencies

+ + + +

Environmental Protective Factors/ Buffers

= = = =

Resilient People

What Resilience Looks Like: Personal Strengths

1. Social Competence
2. Problem-Solving
3. Autonomy
4. Sense of Purpose

An Important Point!

“Buffers (protective factors) make a more profound impact on the life course of children who grow up under adverse conditions than do specific risk factors or stressful life events. They appear to transcend ethnic, social class, geographical, and historical boundaries.”

Werner and Smith

Buffers (Environmental Protective Factors)

- ❑ Caring Relationships
- ❑ High Expectations
- ❑ Opportunities to Participate and Contribute
- ❑ Need to Take Place in Families, Schools, and Communities

Mentoring Schargel and Smink (2001)

- ❑ A mentor is a *wise and trusted friend* with a commitment to provide *guidance and support*
- ❑ A *structured* mentoring program is often required to maximize benefits
- ❑ Mentoring is an *evidenced-based dropout prevention strategy*

8. Transition-Related Social Skills

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

Social Skills Throughout 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."

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

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 disabilities.

Transition-Related Social Skills Bullis and Cheney (1999)

- ❑ Competence in **social interactions** is crucial to peer acceptance and general life.
- ❑ Competence in social interactions is crucial to **transition success** for persons with disabilities in general and specifically those with EBD
- ❑ In fact, social skills are considered to be the **predominant reason behind successful work placements-- period.**

Why don't we do it?

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

Why is this so difficult?

- ❑ Most groups who have difficulty with social skills are very isolated from mainstream
- ❑ 75% of students with ED spend >60% of their educational time outside the regular classroom
- ❑ Negative effects of isolation
- ❑ If it were easy to do, it would already be done

Why is this so difficult?

- ❑ Young people with emotional, behavioral, and/or processing difficulties do not generalize well.
- ❑ They need to hear something many more times than the average person to give it a chance to stick.

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.”

Basic Rules about Social Skills

- ❑ are *learned* behaviors
- ❑ involves cognitive-behavioral process
- ❑ can be *acquisition* (“can’t do”) or *performance* (“won’t do”) problems
- ❑ are comprised of specific and discrete verbal and nonverbal behaviors
- ❑ include both initiations and responses
- ❑ interactive by nature
- ❑ are context specific
- ❑ can be identified & taught

It's not just what you say...

- ❑ it's how you say it
and
- ❑ it's where you say it
and
- ❑ it's to whom you say it.

Social Skill Mechanics (aka How You Say It)

- ❑ Gestures
- ❑ Fiddling
- ❑ Gross body movements
- ❑ Smiling
- ❑ Appropriate head movements
- ❑ Eye contact
- ❑ Predictability of responses
- ❑ Attention feedback responses
- ❑ Amount spoken
- ❑ Interruptions
- ❑ Questions asked
- ❑ Initiations
- ❑ Latency of response

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

- ❑ 7% of the message is communicated with the actual words
- ❑ 38% of the message is communicated in the 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?

Community Based Social Skill Content Areas (aka Where You Say It—Context)

- Interacting with Peers in Social Situations
- Interacting w/ Peers Who are Trying to Take Advantage of You
- Handling Bad Moods
- Money
- Personal Appearance
- Cars or Transportation
- Alcohol or Drug Use
- Lying
- Stealing
- Dating & Relationships

Community Based Social Skill Content Areas (aka To Whom You Say It)

- Parents
- Siblings
- Residential Care Providers
- Roommates
- Business people
- Police or Store Security
- Caseworkers or Probation Officers
- Neighbors
- Making friends
- Dating
- Resisting Peer Pressure

Teach Social Behavior Like Academic Skills

- Teach through multiple examples *including modeling*
- Teach where the problems are occurring
- Give frequent practice opportunities
- Provide useful corrections
- Provide positive feedback
- Monitor for success

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.

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

*If we want students to remember something,
then we had better make it relevant!*

9. Building Transition Partnerships with Families

Importance of Partnerships with Families During Transition (Pleet and Wandry 2010)

- Partnership with families is frequently cited as one of the critical ingredients in strong transition practices or programs for youth with disabilities.
- This is especially true for families of youth with E/BD

Importance of Partnerships with Families During Transition

Families make four critical contributions to the transition planning process.

1. They are a storehouse of information about the youth, his or her background and experiences, the family values, and the youth's future hopes and aspirations.

Importance of Partnerships with Families During Transition

2. Family members provide coordination with multiple systems during the transition years.
3. 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.

Importance of Partnerships with Families During Transition

4. 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.

And now some final thoughts...

***The Bottom Line in Transitioning Students with EBD
(Cheney 2004)***

1. Involve students in program development
2. Provide early and varied experiences
3. Include their interests, skills and culture in planning
4. Include families
5. Unconditional care and zero reject

***For Every 10 Students Who Start High School
in California:***

- ❑ 7 will graduate from high school
- ❑ fewer than four (3.7) will go to college
- ❑ fewer than three (2.5) are still enrolled in their sophomore year
- ❑ fewer than two (1.9) will complete a degree within 150% of time (i.e., completing an Associate's degree within three years or a bachelor's within six years)

Adapted from Ed Source Report, "Spotlight on California Performance", June 2005