

# Research to Practice in the NIDILRR Community

## *TEST - Translating Evidence to Support Transitions*

Presenter: Kathleen Biebel

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Knowledge Translation for Employment Research Center



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# TEST - Translating Evidence to Support Transitions

Improving Outcomes of Youth in Transition with Psychiatric Disabilities by Use and Adoption of Best Practice Transition Planning



# Acknowledgements

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

Visit us at:

<http://www.umassmed.edu/TransitionsACR>

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# TEST Partners

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



# TEST Rationale

- Students with emotional behavioral disturbances (EBD) have startling poor post-secondary outcomes
  - Students with EBD drop out more than any other group of students (Duchnowski & Kutash, 2011; NLTS2, 2009)
  - Shortened education related to lower wages (Rouse, 2007), employment rates (U.S. Department of Labor, 2010), and poorer health (Pleis, Ward, & Lucas, 2010)
  - Youth with EBD also participate in post-secondary education less frequently and have lower rates of post-school employment than many other categories of students with disabilities (Anderson, Kutash, & Duchnowski, 2001; Lane, Carter, Pierson, & Glaeser, 2006; Newman et al., 2011; Wagner & Davis, 2006).



# Student leadership in transition planning related to increased post-high school educational attainment

- Youth who took a leadership role in their own transition planning had significantly higher rates of post-secondary education enrollment
  - Odds ratio = 4.45

Findings presented herein from the National Longitudinal Transition Study-2 (NLTS2). Mary Wagner, SRI International.



# Involvement of community partners during transition planning related to increased post-secondary education and employment

- Youth who had a college representative attend a transition planning meeting had significantly higher rates of post-secondary education enrollment (OR = 29.00,  $p < .001$ ) (Wagner, 2012).
- Students who receive transition assistance from between three and six community agencies are more likely to be engaged in post-secondary employment than those who receive assistance from two or fewer community agencies (NSTTAC, 2011).



# Increased concentration of Career and Technical Education (CTE) coursework related to increased full-time employment

Full-time employment, by time period	Odds Ratios	
	Any general education CTE	Concentration* of CTE
Up to 2 years post high school	1.95	4.07**
2 up to 8 years post high school	2.04	1.80
Any time since leaving high school	2.49*	4.04*

CTE = Career and technical education  
 Concentration = earning 4 or more credits in an occupationally specific CTE subject  
 \* $p < .05$ ; \*\* $p < .01$

**SRI International**



# Developed 3 guides for high school special educators to translate research knowledge into practice

1. Student-led transition teams
2. Community partnerships with adult agency representatives (e.g., college reps, voc rehab) participation in transition teams
3. Concentrated general education Career and Technical Education (CTE) courses



## Translating Evidence for Successful Transitions (TEST)



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

Kathleen Biebel  
Laura Golden  
Sloan Huckabee  
Marsha Langer Ellison



December, 2017  
DRAFT

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## Translating Evidence for Successful Transitions (TEST)



### INCORPORATING CAREER AND TECHNICAL EDUCATION IN TRANSITION PLANNING FOR STUDENTS WITH EMOTIONAL BEHAVIORAL DISTURBANCE

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# Translating Evidence for Successful Transitions (TEST)



## PARTNERING WITH COMMUNITY AGENCIES IN TRANSITION PLANNING FOR STUDENTS WITH EMOTIONAL BEHAVIORAL DISTURBANCE

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# TEST Timeline

- **Develop** research informed knowledge translation practice guides tailored to youth with emotional behavioral disturbance (EBD) in transition to adulthood. (Year 1)
- **Pilot-test** procedures and practice guides in one school district with an implementation stakeholder team. (Year 2)
- **Implement** and provide technical assistance to a “targeted” state to adopt TEST. (Year 3-4)
- **Disseminate** TEST at NTACT Capacity Building Institute (Year 5)



# Connecticut – Pilot Schools

## Community Partners

- EASTCONN – Columbia
- Manchester Regional Academy – Manchester
- Pomperaug High School – Southbury

## Student-led IEPs

- Southington High School – Southington
- Wilton High School – Wilton
- Woodland Regional High School – Beacon Falls



State Liaisons: Pat Anderson & Missy Wrigley

# Maine - Pilot Schools

## CTE Practice Guide

- Mt. Blue High School – Farmington
- Thornton Academy – Saco
- Westbrook High School – Westbrook
- Yarmouth High School – Yarmouth



State Liaison: Roberta Lucas

# Training and Implementation Assistance

- 1.5 day training (Jan/Feb 2018)
  - Implementation Teams - Anyone identified as critical to helping to launch and sustain the implementation of the practice guides.
    - *Educators* using the guides with students, *administrators* who are “decision-makers,” who can assist with installation and sustainability, *school counselors/psychologists* who are engaged with students using the practice guides, and *others* who might help with implementation.
  - Train up on 3 practice guides
- Coaching and technical assistance (Spring/Fall semesters)
  - Monthly calls with each Practice Guide group, to troubleshoot, problem solve, collect feedback.



# Evaluation Plan

1. Training pre and post survey (Winter 2018)
2. Implementation and fidelity checklists (Spring & Fall 2018)
3. Practice guide evaluation (Spring & Fall 2018)
4. De-identified IEP record review (end of Spring & Fall 2018)
5. Coaching sessions/technical assistance evaluation (Spring & Fall 2018)
6. Coaching sessions/technical assistance minutes (ongoing Spring & Fall 2018)
7. Satisfaction surveys for students, parents, and community partners (end of Spring & Fall 2018)



# Looking ahead.....

- Year 3 (Oct 2017- Sept 2018)
  - Training 10 pilot sites across 2 states to implement 3 practice guides
  - Ongoing coaching and technical assistance
  - Evaluate process of implementation
  - Collect iterative feedback re: practice guides to inform modifications
- Year 4 (Oct 2018 – Sept 2019)
  - Continuation of coaching, technical assistant, evaluation, iterative feedback and practice guide revisions
  - Development of *TEST Implementation Guidance and Technical Assistance Toolkit*



# For more information

- Marsha Ellison (PI) – [Marsha.Ellison@umassmed.edu](mailto:Marsha.Ellison@umassmed.edu)
- Kate Biebel (PI) – [Kathleen.Biebel@umassmed.edu](mailto:Kathleen.Biebel@umassmed.edu)
- Learn more about our research and activities re: youth and young adult mental health, google “***Transitions to Adulthood Center for Research***”



THANK YOU

# Wrapping Up

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We invite you to:

- Provide your input on today's webcast
- Share your thoughts on future webcasts topics
- Contact Us at [kter@air.org](mailto:kter@air.org)

*Please fill out the brief evaluation form:*

<http://www.surveygizmo.com/s3/4131531/Evaluation-RtP2018>

# Disclaimer

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