

# **Positive Behavior Supports Conference**

## **Bridging the Gap Transition and Behavior**

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# Audience Survey

- **Job title**
- **Years of experience**

# Overview

- **What is an Emotional Disturbance?**
- **What are the legal requirements for transition?**
- **What do the numbers say?**
- **What are the considerations for students with Emotional/Behavioral Disturbance?**
- **What about PBIS and transition?**
- **What is the role of the agency?**
- **What is the TIP Model?**

# Emotional Disturbance

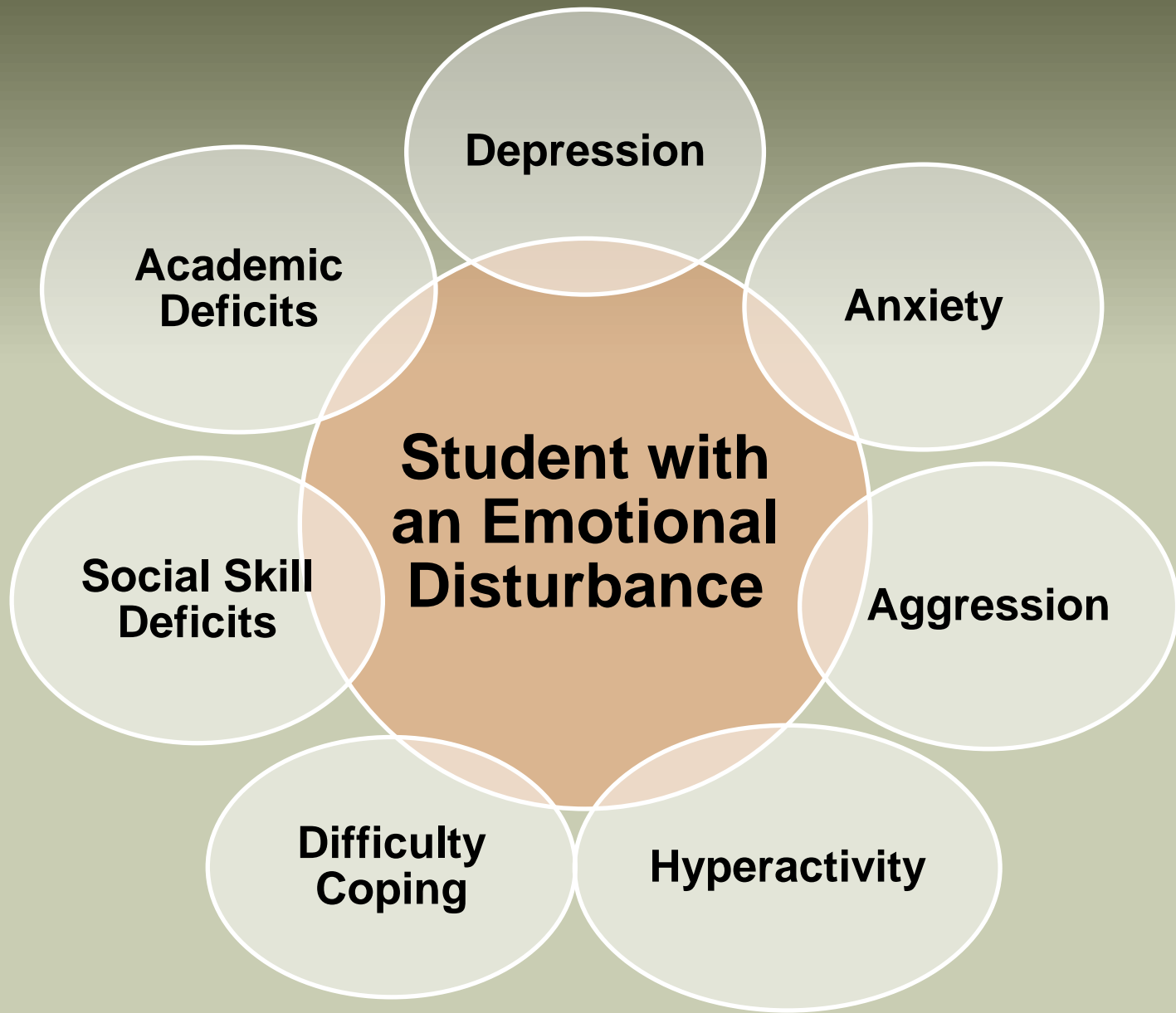
**1 of 12 disability categories specified under IDEA, defined as follows:**

**The term means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:**

- An inability to learn that cannot be explained by intellectual, sensory, or health factors**
- An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.**

# Emotional Disturbance

- **Inappropriate types of behavior or feelings under normal circumstances**
- **A general pervasive mood of unhappiness or depression**
- **A tendency to develop physical symptoms or fears associated with personal or school problems**
- **The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance"**



# Transition- Legal Requirements

## Transition Requirements

- **Transition plans must be in place by age 16 or younger**
- **Coordinated Set of Activities must be considered and include:**
  - **Instruction, related services, community living experiences, employment, adult living objectives, daily living skills, functional vocational evaluation**

# Transition- Legal Requirements

## Transition Requirements

- **Transition plans must be based on individual child's needs and must take into account his/her strengths, preferences, interests**
- **All students must have measurable postsecondary goals in education or training and employment (independent living goals if appropriate)**

# Transition- Legal Requirements

- **Goals must be based on age-appropriate transition assessments**
- **Annual transition goals must support postsecondary transition goals**
- **Course of study that assists students in reaching postsecondary goals are part of the transition plan**

# Transition- Legal Requirements

- **Age of Majority must be addressed by age 17**
- **School district must invite the student to the ARD meeting if transition will be discussed**
- **Summary of Academic Achievement and Functional Performance (SOP) must be completed prior to graduation and must be given to the student**

# Transition- Legal Requirements

- **An agency must be invited that is providing or will provide services to the student after graduation**
- **Prior to inviting an agency there must a consent form in place that is signed by the parent or adult student (parent only if they retain guardianship)**
- **If the agency fails to provide promised services, the ARD committee must reconvene to determine how those services will be provided**

# Implied But Not Stated in the Law

**Self-determination/self advocacy skills**

# Statistics

	<b>Young Persons with Emotional/ Behavioral Disorders</b>	<b>General Population</b>
<b>High School Graduation Rates</b>	<b>21% to 62%</b>	<b>79%</b>
<b>High School Graduation Rates Enrolled in Special Ed.</b>	<b>48% to 62%</b>	<b>79%</b>
<b>Employment Post High School</b>	<b>42% to 59%</b>	<b>62%</b>
<b>Post Secondary Education Enrollment</b>	<b>4% to 31%</b>	<b>33% to 49%</b>

**Transition Longitudinal Study 2**

# Adolescent Offenders and Emotional/Behavior Disorders

- **Annually, in the United States, more than 2.2 million juveniles are arrested, with more than 110,000 juveniles incarcerated in juvenile correctional facilities (Snyder and Sickmund, 2006)**
- **Between 65% and 70% of these individuals have at least one diagnosable mental health disorder and 60% of these youth meet the criteria for three or more diagnoses**
- **Young women involved in the juvenile justice system (demonstrate more internalizing behaviors than boys) also at higher risk for mental health diagnoses, at a rate of approximately 80% (Shufelt and Coccozza, 2006)**
  - **Transition of Youth and Young Adults with Emotional or Behavioral Difficulties, An Evidence-Supported Handbook, Clark and Unruh, 2009**

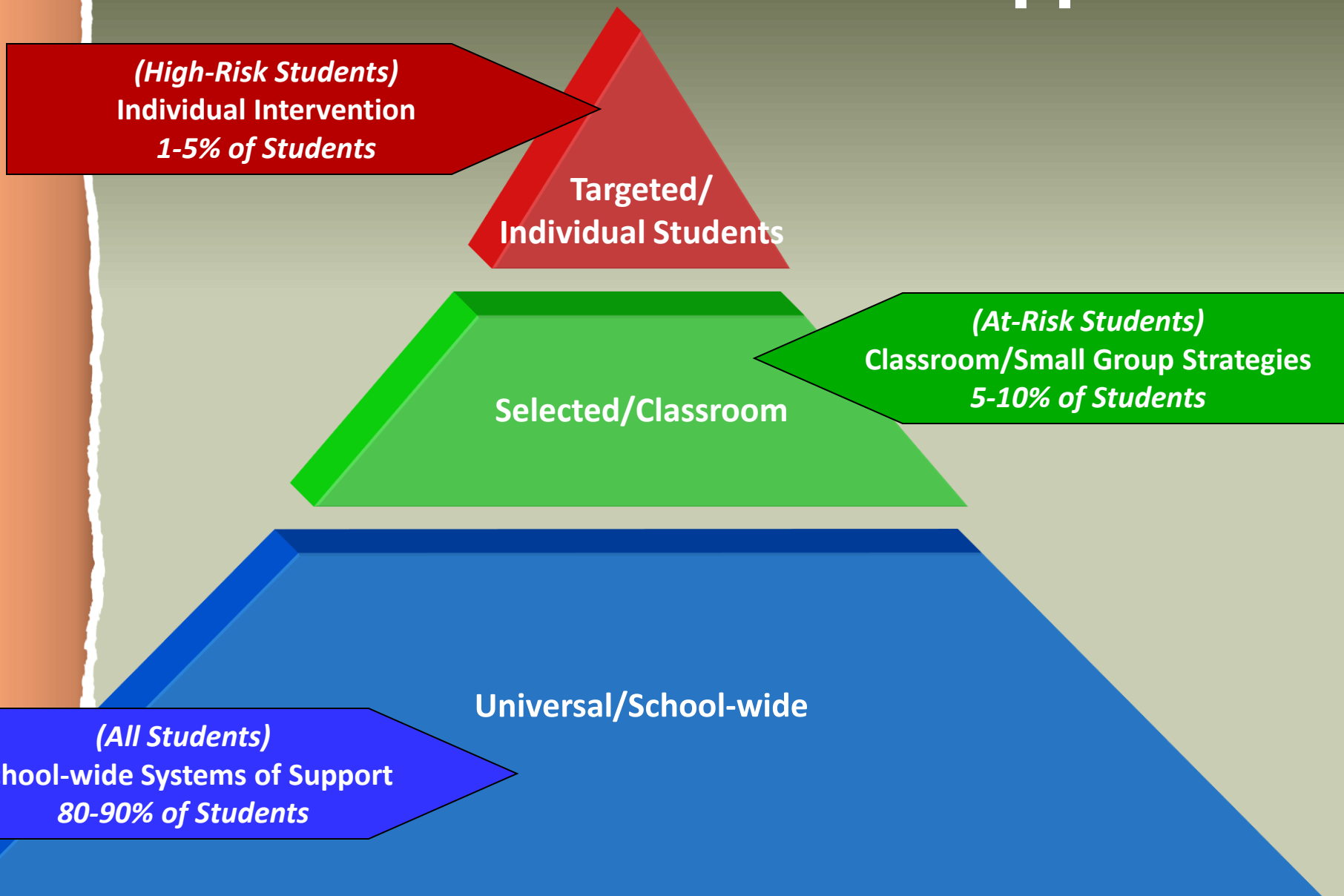
# Considerations for Students with EBD and Transition

- **Ensnarement cycle**
- **Transition support programs can be most effective in reducing risk behavior problems by addressing them early**
- **Create a link between consequences of risk behaviors and transition plans**
  - **Haber, Clark, Parenteau, Transition of Youth and Young Adults with Emotional or Behavioral Difficulties- An Evidence-Supported Practice 2009**

# What is PBIS?

- **Systemic approach based on an extensive body of evidence-based practices**
- **Prevention, rather than punishment-based**
- **Focus on teaching academic, social and behavioral expectations**
- **Emphasis on culturally appropriate practices**
- **Data-based decision making**

# Three-Tiered Model of Supports



# Interagency Collaboration

- **Collaborative service delivery is fostered by interagency agreements that clearly articulate the roles of each agency**
- **Interagency collaboration facilitation can be overwhelming if schools do not develop a systematic, multilevel, process**
- **Everyone must be on board**

# Transition to Independence Process (TIP Model)

- **Model developed to work with youth and young adults 14-29 with Emotional/Behavioral Disorders (EBD)**
- **Focuses on:**
  - **Engaging youth/young adults in their own transition planning**
  - **Providing them with appropriate services and supports**
  - **Involving them and their families and other informal key players in the process**
  - **Creating independence and interdependence**

# TIP Core Practices

## Transition Facilitators

- **Work with young people, parents, family and others**
- **Function as proactive case manager**
- **Facilitate planning, but do not direct planning**

# TIP Core Practices

- **Strength discovery and needs assessment**
- **Futures planning**
- **Rationales**
- **In-vivo teaching**
- **Social problem-solving**
- **Prevention planning on high-risk behaviors and situations**
- **Mediation with young people and other key players**

# Transition to Independence Process (TIP Model)

## Core Principles

**Engage young people through relationship development, person-centered planning, and a focus on their futures**

# Transition to Independence Process (TIP Model)

## Core Principles

- Use strength-based approaches with all key players
- Build and respect young peoples' relationships
- Facilitate futures planning and goal setting
- Include prevention planning for high risk behaviors
- Engage young people in positive areas of interest
- Respect cultural and familial values

# Transition to Independence Process (TIP Model)

## Core Principles

- **Tailor services and supports to be accessible, coordinated, appealing, non-stigmatizing, and developmentally appropriate**
- **Build on strengths to enable young people to pursue goals across relevant transition domains**

# Transition to Independence Process (TIP Model)

## Core Principles

- Facilitate young people's goals in employment, education, living situation, personal effectiveness and well being, and community life functioning
- Tailor services and supports and assure they are appropriate, non-stigmatizing, building on strengths, and appeal
- Balance transition facilitator's role with key players' roles

# Transition to Independence Process (TIP Model)

## Core Principles

**Acknowledge and develop personal choice and social responsibility with young people**

# Transition to Independence Process (TIP Model)

## Core Principles

- Encourage problem solving methods, decision making, and evaluation of impact on self and others
  - **SODAS-Situation, Options, Disadvantages, Advantages, Solution**
- Balance maximizing likelihood of success with allowing young people to experience natural consequences through life experience

# Transition to Independence Process (TIP Model)

## Core Principles

**Ensure a safety net of support by involving a young person's parents, family members, and other informal and formal key players**

# Transition to Independence Process (TIP Model)

## Core Principles

- **Involve family and other key players but determine if they need assistance in understanding transition or support for themselves**
- **Mediate differences among family and key players**
- **Facilitate family and key players' unconditional commitment to young person**
- **Create an atmosphere of fun, hope, and future focus**

# Transition to Independence Process (TIP Model)

## Core Principles

Enhance young persons' competencies to assist them in achieving greater self-sufficiency and confidence

*I can do it!!*

*I believe!!*

*Yes I can!!*

# Transition to Independence Process (TIP Model)

## Core Principles

- Utilize information and data from strength discovery and functional assessment methods
- Teach meaningful skills relevant to young people across transition domains
- Use in-vivo teaching strategies in relevant community settings
- Develop skills related to self-management, problem solving, self-advocacy, and self-evaluation of the impact of choices and actions on self and others

# Transition to Independence Process (TIP Model)

## Core Principles

**Maintain an outcome focus in the TIP system at the young person, program, and community levels**

# Transition to Independence Process (TIP Model)

## Core Principles

- Focus on young persons' goals and tracking their progress
- Evaluate responsiveness and effectiveness of TIP system
- Use process and outcome measures for continuous TIP system improvement

# Transition to Independence Process (TIP Model)

## Core Principles

**Involve young people, parents, and other community partners in the TIP system at the practice, program, and community levels**

# Transition to Independence Process (TIP Model)

## Core Principles

- Maximize involvement of young person, family members and other key players
- Tap talents of peers and mentors:
  - Hire young adults as peer associates to work with transition facilitators and young people
  - Assist with creation of peer support groups
  - Use paid and unpaid mentors
  - Partner with young people and others in TIP governance

# What Was Your Light Bulb Moment?

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