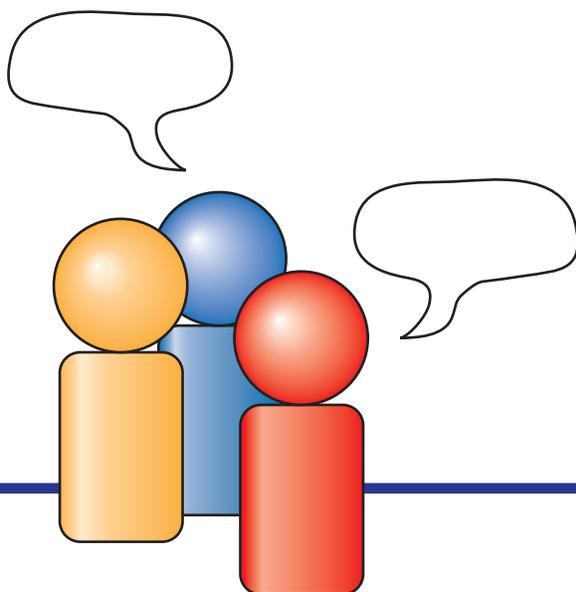


MODULE STUDY GUIDE:

Transition for
Youth
with **ED/BD**



**Transition Coalition Module Study Guide:
*Transition for Youth with Emotional Disabilities or
Behavior Disorders (ED/BD)***



Developed by:

Dana Lattin and Mary Morningstar

Copyright © 2015 Transition Coalition, University of Kansas

Reference: Lattin, D.L., & Morningstar, M.E. (2015). *Transition Coalition Module Study Guide: Transition for Youth with Emotional Disabilities or Behavior Disorders (ED/BD)*. Transition Coalition, University of Kansas, Lawrence, KS.

To request permission to use the content or for more information about the Transition Coalition, contact us at transition@ku.edu.

This is a product of the Transition Coalition at the University of Kansas and was funded, in part, by a grant from the Georgia Department of Education. The University of Kansas prohibits discrimination on the basis of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, status as a veteran, sexual orientation, marital status, parental status, gender identity, gender expression, and genetic information in the University's programs and activities.

Transition Coalition Module Study Guide: *Transition for Youth with Emotional Disabilities or Behavior Disorders (ED/BD)*

Study Guide Overview

The Transition Coalition (TC) Module Study Guides are designed to extend the knowledge you gain and activities you complete as part of the Transition Coalition training modules. In addition, each TC *Module Study Guide* provides you with ways to reflect on your own materials/resources, teaching practices, and transition planning practices in order to help you identify what enhancements or improvements you can make.

There are TC *Module Study Guides* for the following modules on the Transition Coalition website (www.transitioncoalition.org).

- *Best Practices in Planning for Transition*
- *Transition Assessment: The BIG Picture*
- *Enhancing Employment Outcomes*
- *The Essentials of Self-Determination*
- *Working with Families*
- *Transition for Youth with ED/BD*
- *Secondary Transition & Cultural Diversity*

Key elements of each TC *Module Study Guide* include:

- Instructions for how to access the Transition Coalition modules and other resources on the Transition Coalition site
- Extension activities for applying knowledge and information gained from the module to improve practices related to transition
- Activities for **individual professionals** who are working independently to improve their own transition practices
- Activities and discussion questions that **groups of professionals** can use for professional development efforts

Purpose of the *Transition for Youth with ED/BD* Module

The purpose of this module is to provide transition professionals with an understanding of the process and tools vital to effective transition for students with emotional disabilities and behavior disorders (ED/BD). The learning objectives include:

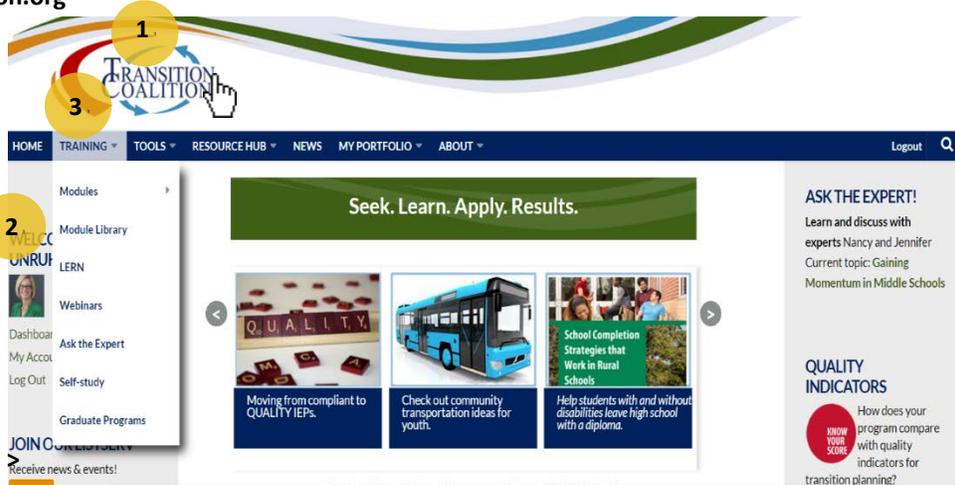
- Identify key elements and themes of an effective transition program for students with ED/BD.
- Describe why the relationship between the transition specialist and the adolescent with ED/BD is important.
- Explain the importance of ensuring successful job placement; identify three types of skills that can be gained through the placement.
- List the phases of the job support model, and describe how the model can be used to move a student to a job with more responsibilities and freedoms.
- Describe three ways to develop competitive jobs in the community and appraise the skills requirements of a job. Explain the importance of the individual fitting the requirements.

This study guide is designed to help you reflect on your own practices as they relate to the content of the training module. In addition, some activities are provided below that are designed for you to review your current practice, consider what you learned in the module, and identify ways you can enhance or improve your courses, programs and instructional practices for transition-aged youth.

How to Access the Modules

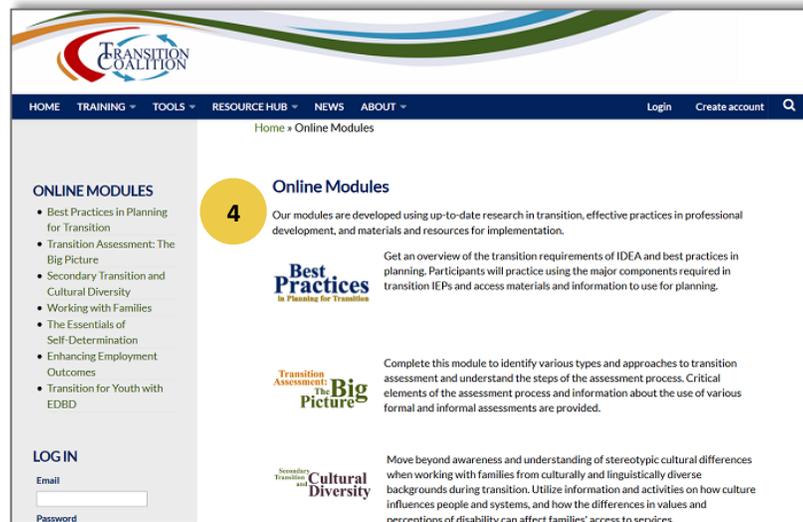
Before you start working through the Study Guide, you will need to complete the module at www.transitioncoalition.org. To do so, please follow these easy steps:

1 Go to transitioncoalition.org



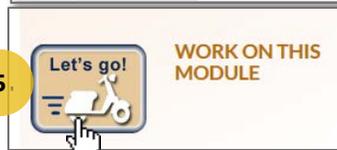
2 Log in OR Create an account

3 Click on Training > Modules



4 Click on the module you'd like to work on

5 Click and get ready to go!



Features of TC Website that Enhance This Module

Once you have created an account and are logged into the Transition Coalition website, you will have access to many other features that relate to the work you complete in modules. Some of these features include:

- **Module Library** – This is a library of resources that are referenced within the module.
- **My Portfolio** - My Portfolio keeps all of the work you have completed on the TC website in one place where you can easily find it and access it.
- **Summary Sheet & Certificate** – The Transition Coalition website, through My Portfolio>My Modules, helps you track your progress on modules and obtain the information you need to share the work you have done on the modules you complete. The Summary Sheet provides you with your test scores and responses to questions. When you finish a module, you have access to an Certificate indicating you have completed it.
- **My Pinned Items** - You can pin your favorite items from the Transition Coalition website (including modules) to My Pinned Items in My Portfolio. Whenever you are logged into the Transition Coalition website, you can quickly and easily access these resources.
- **Quality Indicators of Exemplary Transition Programs Needs Assessment Instrument (QI-2)** – The QI-2 allows you to evaluate your transition program and identify priority areas for enhancement.
- **Other items** on the Transition Coalition page for things that may help you implement transition plans with your students. Some of them are **Transition Tips** and **Assessment Reviews**.

The image displays three overlapping screenshots from the Transition Coalition website. The top-left screenshot shows the 'Module Library' page, which lists various resources such as 'Best Practices Library', 'Cultural Diversity Library', 'The Big Picture Library', 'Working with Families Library', and 'Youth with EDBD Library'. The top-right screenshot is a bar chart titled 'EXAMPLE OF QI-2 REPORT: Quality Indicator Domain Scores by Region'. The bottom screenshot shows the 'Assessment Reviews' page, which features a search bar and a carousel of 'Most rated assessments' including 'Transition Planning in the School Setting', 'A Guide to Assessing College Readiness', 'Picture Interest Career Survey (PICS)', 'COPS-PIC: Picture Inventory of Career', 'CIPS: Career Interests, Preferences, and Personality Inventory', and 'C.I.T.E. Learning Styles Instrument'.

Domain	Region 1	Region 2
Transition Planning	2.33	2.63
Transition Assessment	1.82	2.71
Family Involvement	1.8	2.17
Student Involvement	1.86	2.11
Transition-Focused Curriculum &...	2.14	2.07
Interagency Collaboration &...	1.96	1.95
Systems Level Infrastructure	1.92	2.28

Extension Activities

Activity 1: Individual Reflection on Critical Elements for Transition Programs Servicing Youth with ED



Consider what you have learned about eight (8) critical elements for transition programs serving youth with emotional disabilities and reflect on your current practice. If you need to, refer to Session 1 of the training module for specific descriptions of each element.

- What's your current practice for each element?
- How could you improve your practice for each element?
- Put a * next to the Critical Elements you would like to focus on during this school year.

Critical Element	Current Practice	Improvements to Make
<i>Zero Reject</i>	List strengths:	List 1 improvement:
<i>Administrative Flexibility</i>	List strengths:	List 1 improvement:
<i>Intake & Transition Skill Assessment</i>	List strengths:	List 1 improvement:
<i>Person-Centered Planning</i>	List strengths:	List 1 improvement:
<i>Service Coordination</i>	List strengths:	List 1 improvement:
<i>Flexible Educational Programming</i>	List strengths:	List 1 improvement:
<i>Social Skill Training</i>	List strengths:	List 1 improvement:
<i>Job Development, Placement & Support</i>	List strengths:	List 1 improvement:

Activity 1: Group Discussion Questions



- How successful are our students with ED in our school/district's transition programs?
 - Are students with ED staying in school?
 - Do they have successful post-school outcomes (e.g., in employment, independent living, and post-secondary education/training?)
- What seem to be some of the barriers related to keeping youth with ED engaged in school and achieving good outcomes?
 - How are we currently addressing some of those barriers?
 - Which barriers aren't being adequately addressed?
- What are **our strengths** regarding the eight (8) critical elements for transition programs serving youth with ED with regard to:
 - Zero Reject
 - Administrative Flexibility
 - Intake & Transition Skill Assessment
 - Person-Centered Planning
 - Service Coordination
 - Flexible Educational Programming
 - Social Skill Training
 - Job Development, Placement & Support
- As a school/district, what **improvements do we need to make** in each of the eight (8) critical elements for transition programs serving youth with ED?
 - Which should we address first?
 - What ideas do you have for addressing them?

Activity 2: Individual Application

Remember Tony from the module? Here's how the vocational coordinator may have organized a decision-making tool for him.

- Using the chart to the right as an example, complete scenarios for one of your own students. Be sure to use two possible jobs in which the student has identified an interest.

	Scenario 1	Scenario 2
Job Title & Name of Potential Business	Clerk, Sisters of Sound Music	Disc Jockey, Mobile Music Express
Demands of the Job Setting	<ul style="list-style-type: none"> * Restock music based on artist's name & genre * Cashier * Provide customer support * Extended standing/walking * Light cleaning * Prioritizes tasks 	<ul style="list-style-type: none"> * Set up sound equipment * Organize playlist * Select and play music * Manage time independently * Make announcements & interact * Attendance & punctuality * Appropriate attire & grooming
Aspects of the job that could be modified for Tony	<ul style="list-style-type: none"> * Cash register which identifies amount of change * Web app to identify songs in each genre of music 	<ul style="list-style-type: none"> * Playlist selections organized by artist's name * Pre-identified music selection * Driven to job by co-worker
Unique skills Tony must learn to succeed in the job	<ul style="list-style-type: none"> * Cash register which identifies amount of change * Genres of music * Organizing in alphabetical order * Task-specific computer skills 	<ul style="list-style-type: none"> * Playing and changing songs * Setting up equipment * Using a microphone to make announcements * Identifying artists of popular songs

	Scenario 1	Scenario 2
Job Title & Name of Potential Business		
Demands of the job setting		
Aspects of the job that could be modified for YOUR STUDENT		
Unique skills YOUR STUDENT must learn to succeed in the job		

Activity 2: Group Discussion Questions



- Let's summarize the barriers and need improvements we discussed in Activity 1 Discussion:
 - Barriers:

 - Needed Improvements:

- What improvements should we focus on this school year?
 - Which of the identified barriers do these improvements align with?

- What else do we need to research, what data should we collect, or what do we need to learn more about to make changes?
 - Who else do we need to engage in this process?

 - What policies, procedures or guidance should be addressed?

- What specific content from the training module can we use to address barriers and improve secondary education for youth with emotional and behavioral disabilities?

- What should our first steps be in implementing these improvements?



Copyright © 2015 Transition Coalition, University of Kansas

Reference: Lattin, D.L., & Morningstar, M.E. (2015). Transition Coalition Module Study Guide: *Transition for Youth with Emotional Disabilities or Behavior Disorders (ED/BD)*. Transition Coalition, University of Kansas, Lawrence, KS.

To request permission to use the content or for more information about the Transition Coalition, contact us at transition@ku.edu.