

The Nightmares: Challenges in Transitioning Students with Disabilities

After High School:

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

National Longitudinal Transition Study-2

School To World

7

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

School To World

8

National Longitudinal Transition Study (NLTS2)

Compared to their non-disabled peers, students with disabilities are:

- less likely to receive a regular high school diploma
- drop out twice as often
- enroll in and complete post secondary education programs at half the rate
- are employed at approximately one-third the rate (32% compared to 81%)

School To World

9

The National Organization on Disability reports similar findings:

- People with disabilities remain twice as likely to drop out of high school (21 percent compared to 10 percent of those without disabilities).
- Only 35 percent of people with disabilities reported being employed full or part time, compared to 78 percent of those who do not have disabilities.
- Three times as many people with disabilities live in poverty.
- People with disabilities are twice as likely to have inadequate transportation (31 percent compared to 13 percent).

School To World

10

The National Organization on Disability reports similar findings:

- A much higher percentage of people with disabilities go without needed health care (18 percent compared to 7 percent of those without disabilities).
- People with disabilities are less likely to socialize, eat out, or attend religious services than their counterparts without disabilities.

School To World

11

The National Organization on Disability reports similar findings:

Not surprisingly, given the persistence of these gaps, life satisfaction for people with disabilities also trails, with only 34 percent saying they are very satisfied with their lives, compared to 61 percent of those without disabilities.

School To World

12

Department of Rehabilitation Outcomes with Clients with Mental Health Problems

- Clients with mental health problems represent the largest group with whom DOR works
- This group also has the worst outcomes

School To World

13

Mental Illness and the Justice System

- **2,000,000** prisoners in jails and prisons in US
- **500,000** are mentally ill
- **Only 50,000 beds** for mentally ill that are in psychiatric hospitals

School To World

14

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%**

School To World

15

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.

School To World

16

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**.

School To World

17

Mental Illness and the Justice System

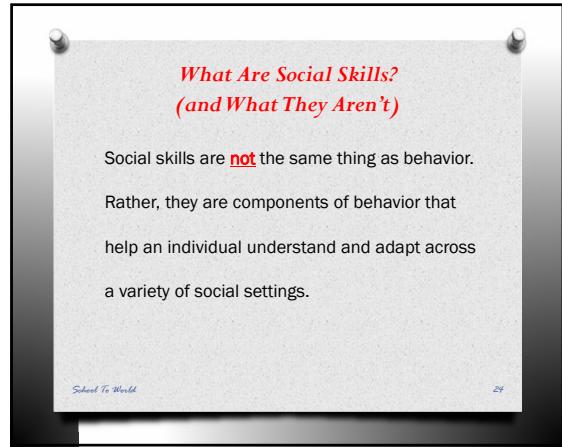
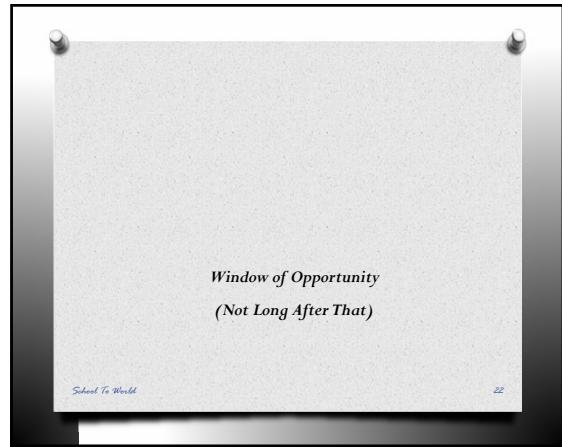
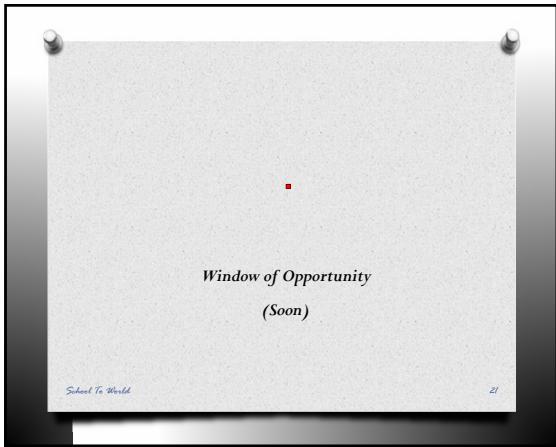
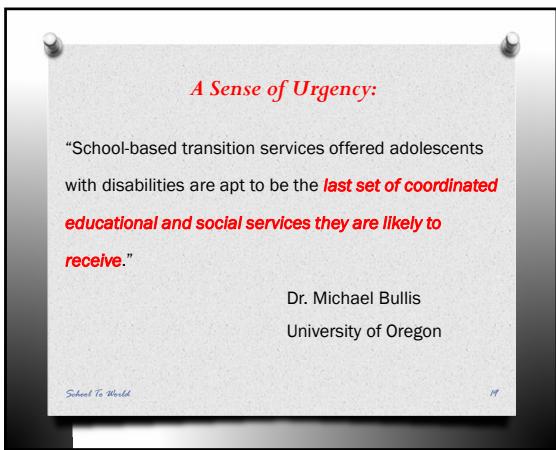
The largest mental health facility in the United States is:

**Cook County Jail
Chicago, Illinois**

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

School To World

18



What Are Social Skills?

(Zins, Weissbert, Wang, & Walberg, 2004)

Social skills can also include:

- recognizing and managing our emotions,
- developing caring and concern for others,
- establishing positive relationships,
- making responsible decisions, and
- handling challenging situations constructively and ethically.

School To World

25

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.”

School To World

26

Social Skills Throughout The Ages

- The less you speak,
the more you will hear. (Alexander Solzhenitsyn)
- Arguing with a fool
proves there are two. (Doris Smith)
- No act of kindness, however small,
is ever wasted. (Aesop)
- 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)

School To World

27

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

School To World

28

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.

School To World

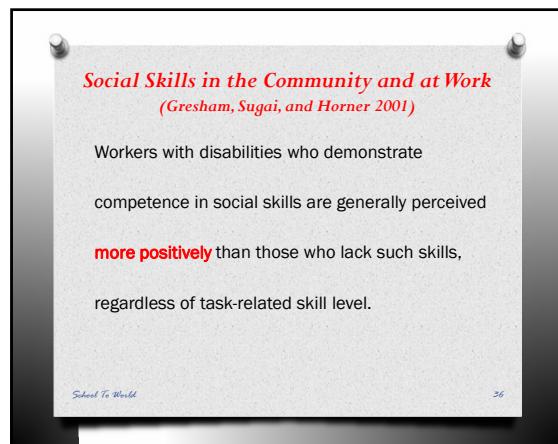
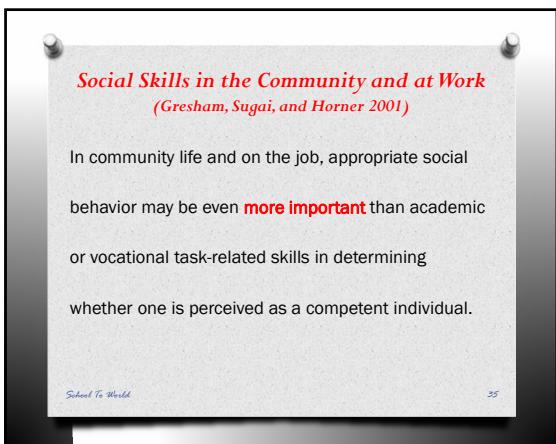
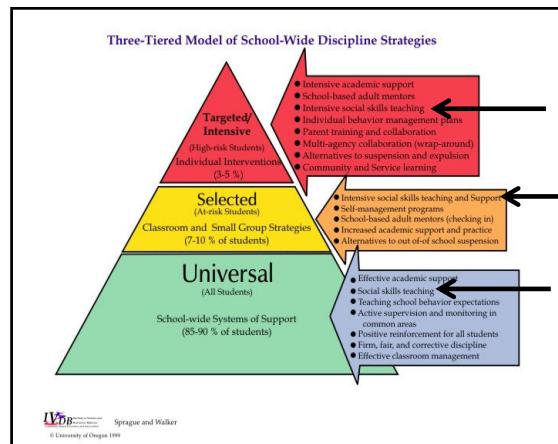
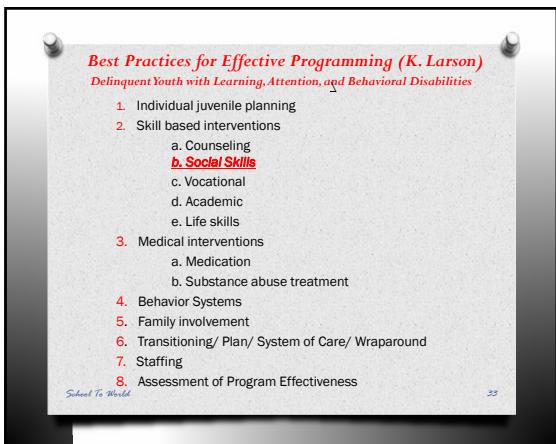
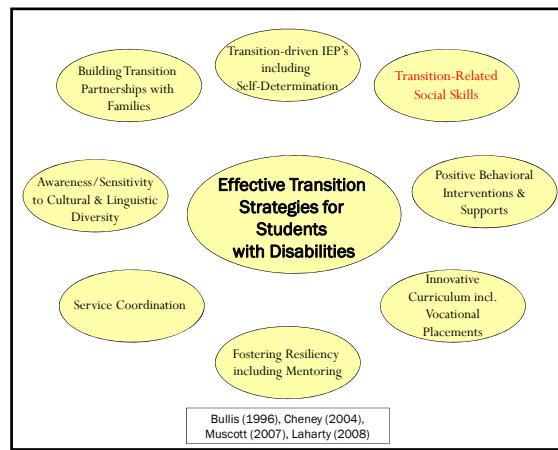
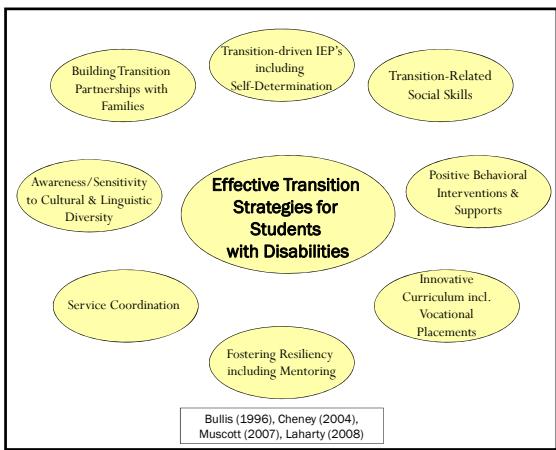
29

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 disabilities.
- Social skills are often proven to be the predominant reason behind successful work placements **period**.

School To World

30



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.)

School To World 37

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 38

"Learning Disabilities & Social Skills--Positive Traits That Other Kids Like" Rick Lavoie

1. Smiling and Laughing
2. Greet Others
3. Extend Invitations
4. Converse
5. Share
6. Give Compliments
7. Good Appearance

School To World 39

"Skills for Success in the Mainstream Classroom"
Rick Lavoie

1. Listening
2. Follow directions
3. Stay on task
4. How to get help
5. Ability to get started
6. Finish on time
7. Word attack skills

School To World 40

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.

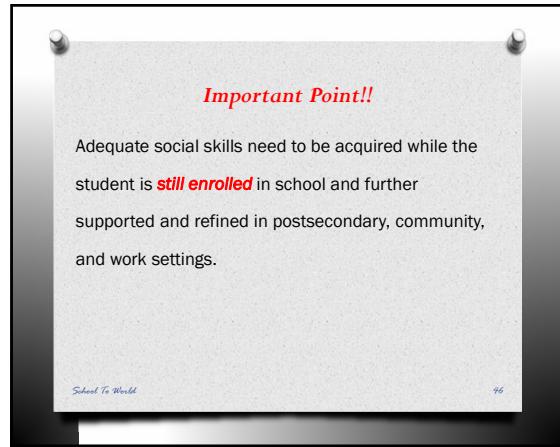
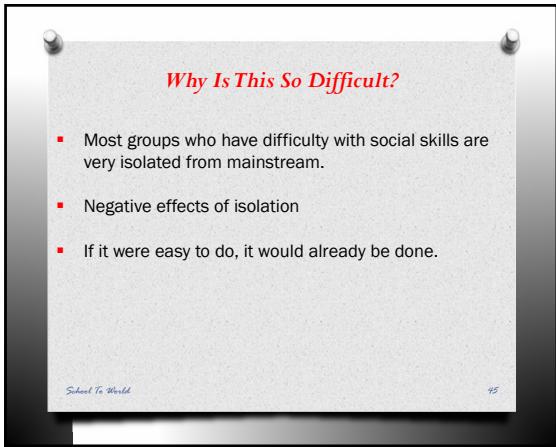
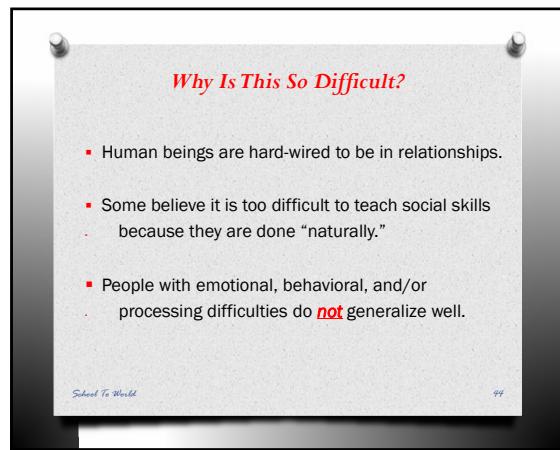
School To World 41

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

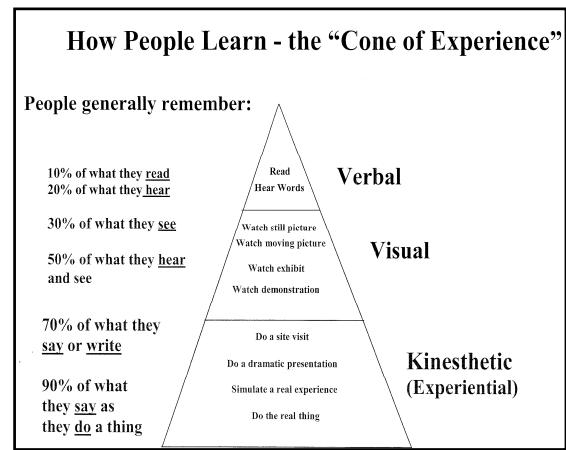
School To World 42



(Can you believe it?)
Even More Important Points!!!

- Establish a supportive atmosphere
- Make sure social skills taught help person get needs met
- Integrate strategies to promote generalization and maintenance of the skills being taught
- Remember to consider the student's background and select social skills that are respectful of that child's culture.

School To World 49



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.

School To World 51

*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?

School To World 52

*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

School To World 53

*Community-based 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
- Money
- Personal Appearance
- Cars or Transportation
- Alcohol or Drug Use
- Lying or Stealing
- Relationships

School To World 54

**Community-based Social Skill Content Areas
(aka To Whom You Say It)**

- Parents
- Siblings
- Residential Care Providers
- Roommates
- Business People (e.g. shop owners, clerks)
- Police or Store Security
- Caseworkers or Probation Officers
- Neighbors
- Making friends
- Dating
- Resisting Peer Pressure

School To World

55

**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)

56

Examples of “survival skills”

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

School To World

57

Examples of “interpersonal skills”

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

School To World

58

Examples of “problem-solving skills”

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

School To World

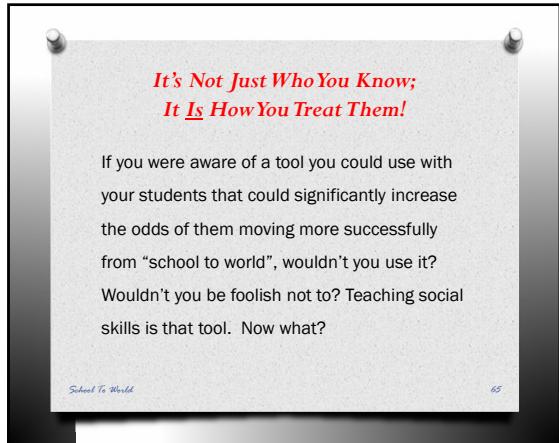
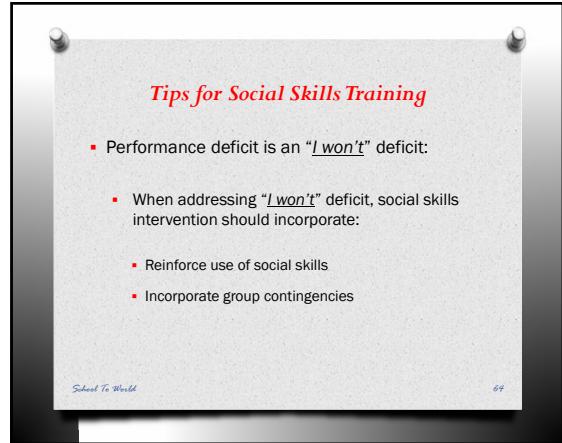
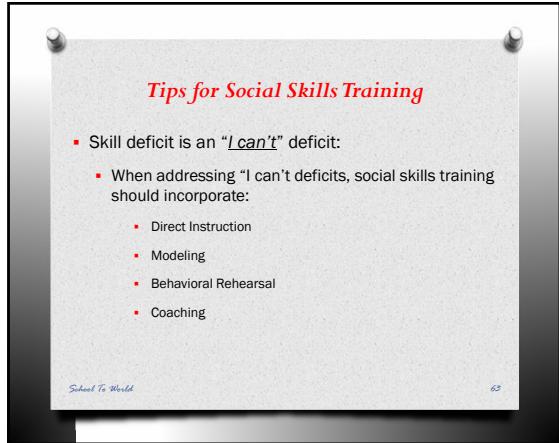
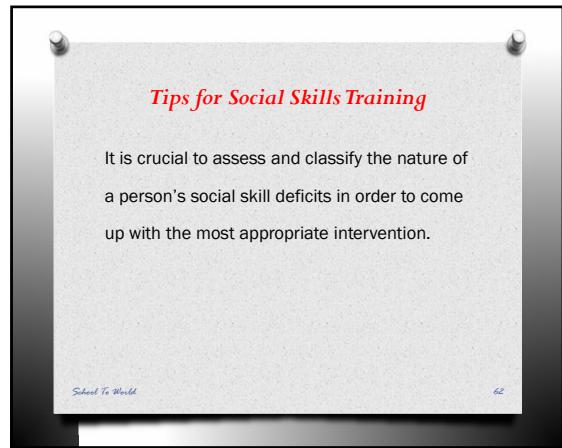
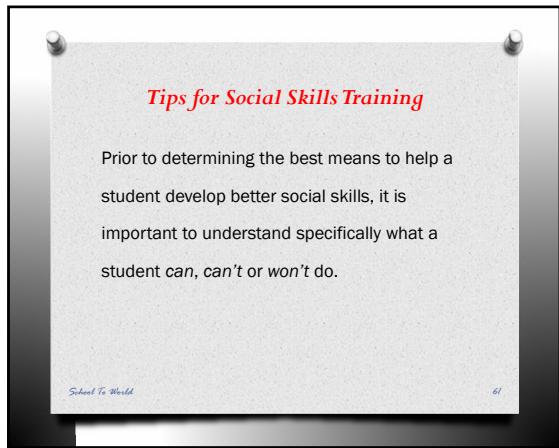
59

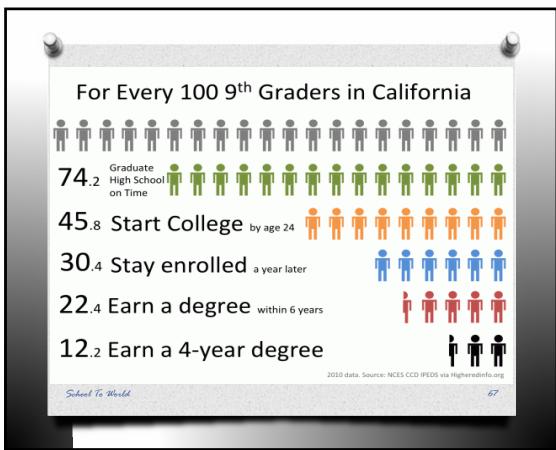
Examples of “conflict-resolution skills”

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

School To World

60





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 (Merrell) University of Oregon
- CASEL- Collaborative for Academic, Social, and Emotional Learning
- Project ACCESS – University of Oregon
<http://projectaccess.uoregon.edu/>

School To World 68

"We are not called to be successful;
we are called to be faithful."

Greg Boyle

School To World 69

And now a final thought...

School To World 70

"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

School To World 71

because if you don't...

School To World 72

“I’m Making A List”

Shel Silverstein, Where the Sidewalk Ends

I'm making a list of things I must say
for politeness,
And goodness and kindness and gentleness
sweetness and rightness:
Hello,
Pardon me,

School To World

73

“I’m Making A List”

Shel Silverstein, Where the Sidewalk Ends

How are you?
Excuse me,
Bless you,
May I?
Thank you,
Goodbye.
If you know some that I've forgot,
please stick them in your eye!

School To World

74