

Adapted IPS Supported Employment for Transition Age Youth

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Acknowledgements

The Transitions RTC 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, Center for Mental Health Services Research.

Visit us at:

<http://labs.umassmed.edu/transitionsRTC/index.htm>

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- Change is the only constant
- Adaptability is key
- Innovation is continuous & Messy
- Goal today- learn a about an ongoing change process

Note About Terminology

- Transition-age youth (TAY)
- Employment specialist (SE specialist)
- Education specialist (SEd specialist)

JOB OPENING
EMPLOYMENT
SPECIALIST

Overview, Principles and Practice Guidelines of Adapted IPS SE/SED Model

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Thresholds Young Adult Program (YAP)

- 16-21 y/o
- Residential & Transitional Living
- Community Based
- Founded in TIP Principles
- Transition Cliff
to a Slope



Midwest Study-Wave 2

8% Hospitalized

29% Received
Psychological Counseling

33% Met Criteria for SMC

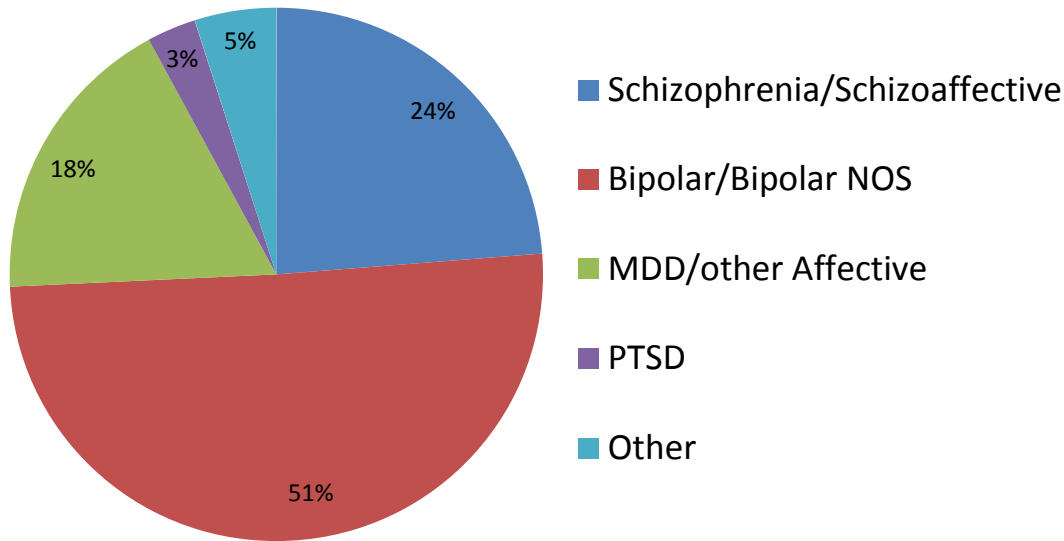
Thresholds YAP-FY12

37% Hospitalized

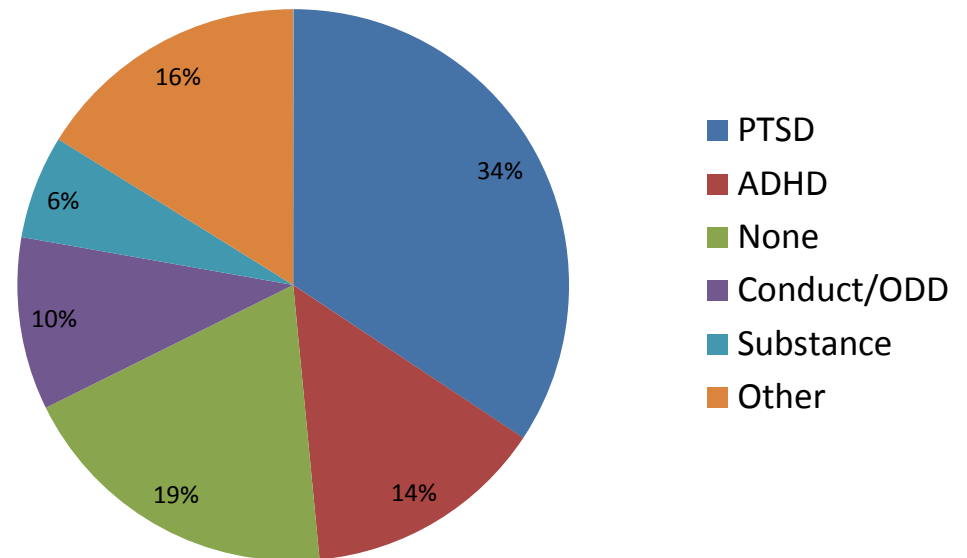
100% Received
Psychological Counseling

100% Met Criteria for SMC

Primary Diagnoses for YAP Members, FY12 (N=108)



Secondary Diagnoses for YAP Members, FY12 (N=108)



Midwest Study-Wave 2 N=282 IL Sample

8% Hospitalized

29% Received Psychological Counseling

33% Meet criteria for SMC

33% Had Job Starts

Thresholds YAP-FY12 N=108

37% Hospitalized

100% Received Psychological Counseling

100% Meet Criteria for SMC

25% Had Job Starts in FY10

Individual Placement
and Support (IPS)



TIP Informed Substitute Care Program

Community based

Place and Train

TAY choice

Futures focus

Coaching



Tensions

Generalists vs. specialists

Focus on Education

Job Starts vs. job tenure (The nature of Discovery)

The REAL Match

Nuechterlein Study, 2009

Umass Learning and Working

Supported Education

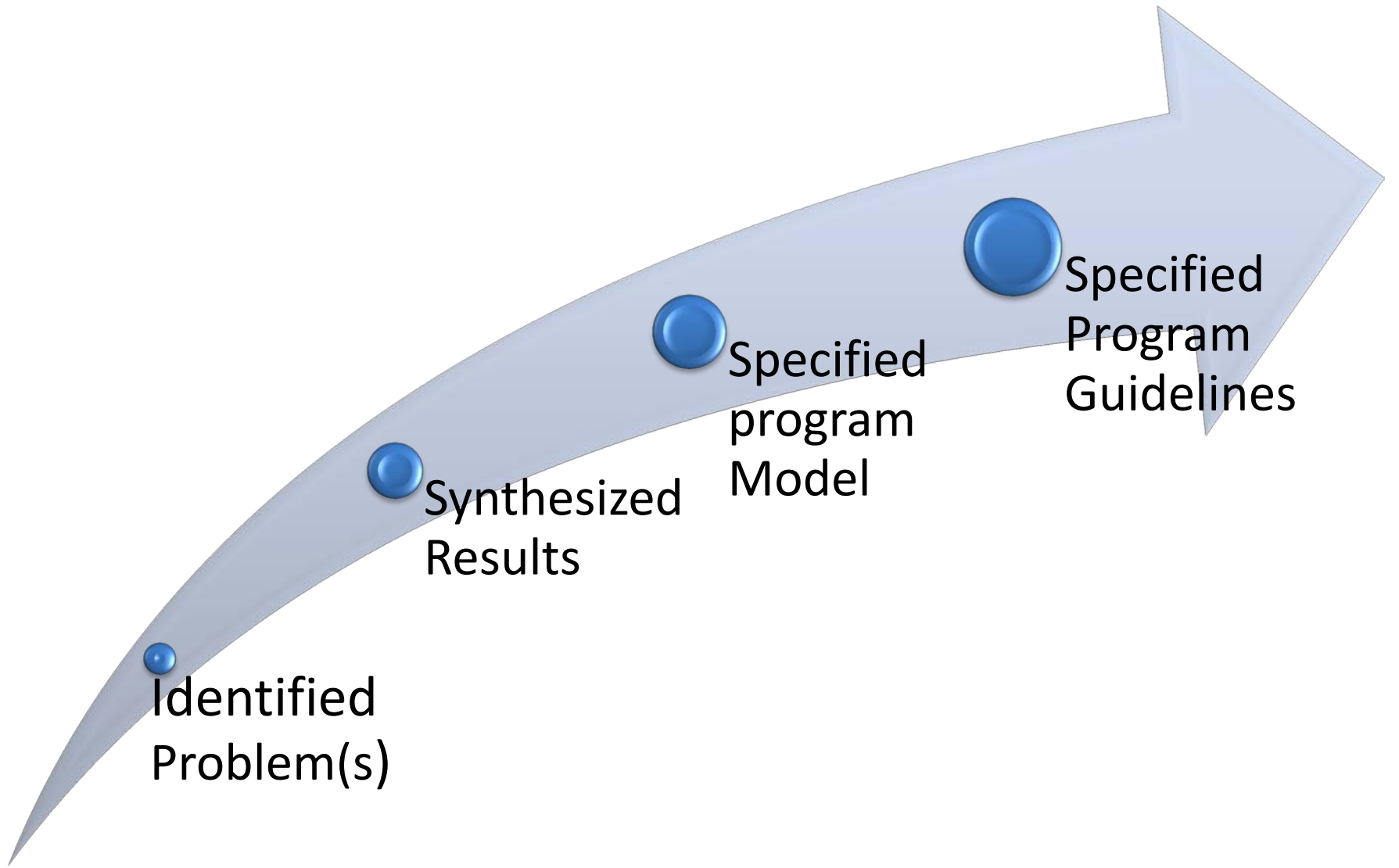
Peer Mentors

THRESHOLDS



Transitions RTC

eHarmony® Love Begins Here™



Identified
Problem(s)

Synthesized
Results

Specified
program
Model

Specified
Program
Guidelines

Process of Specifying Practice Guidelines for Adapted IPS Model

- Conducted literature review/ gathered resources
- Created a guiding coalition

Lesson Learned:

Youth voice should be explicit in all stages of program development—especially in conceptual stages.

Quick Tip:

Consider convening a youth consumer advisory committee or including consumer(s) in all stages of program development.

- Defined model by developing 10 practice principles and a 29-item fidelity scale



Adapted IPS SE/SEd Model Principles

Same

- Attention to consumer preferences
- Time unlimited supports
- Rapid search
- Integration with mental health treatment
- Systematic job development

Modified

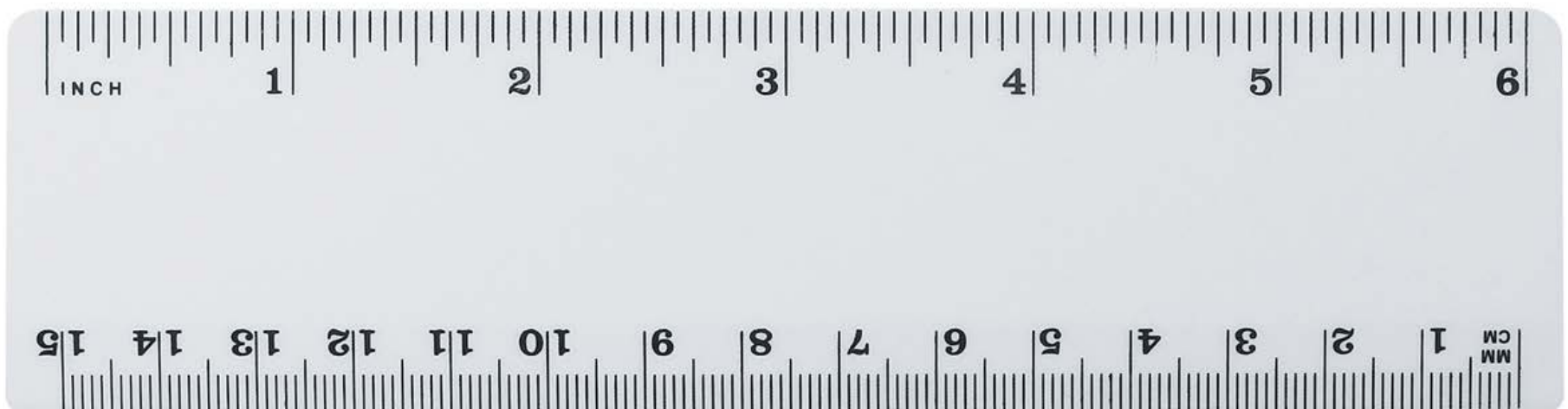
- Zero exclusion **is the goal**
- Competitive employment, **paid internships, and mainstream educational activities** are the goal
- Benefits and **financial aid** planning is important

Added

- Exposure to the worlds of work, career and education.
- Youth voice and leadership.

Adapted IPS SE/SED Fidelity Scale

- Staffing, organization and service components
- 29-item scale
- Each item reflects specific elements of the program model
- 5-point behaviorally anchored scale



Adapted Guidelines

- Exclusive focus on employment **and** education

Lesson Learned:

Role clarity and division of responsibility is key to successful implementation .

SE/SED staff + Peers

- Vocational/ **Educational** Generalists
- Peer Mentors



Adapted Guidelines

- Integration with **youth-specific** mental health services
- Confidence and knowledge building activities
- Competitive Jobs/Internships/Mainstream Educational programs
- Academic accommodations



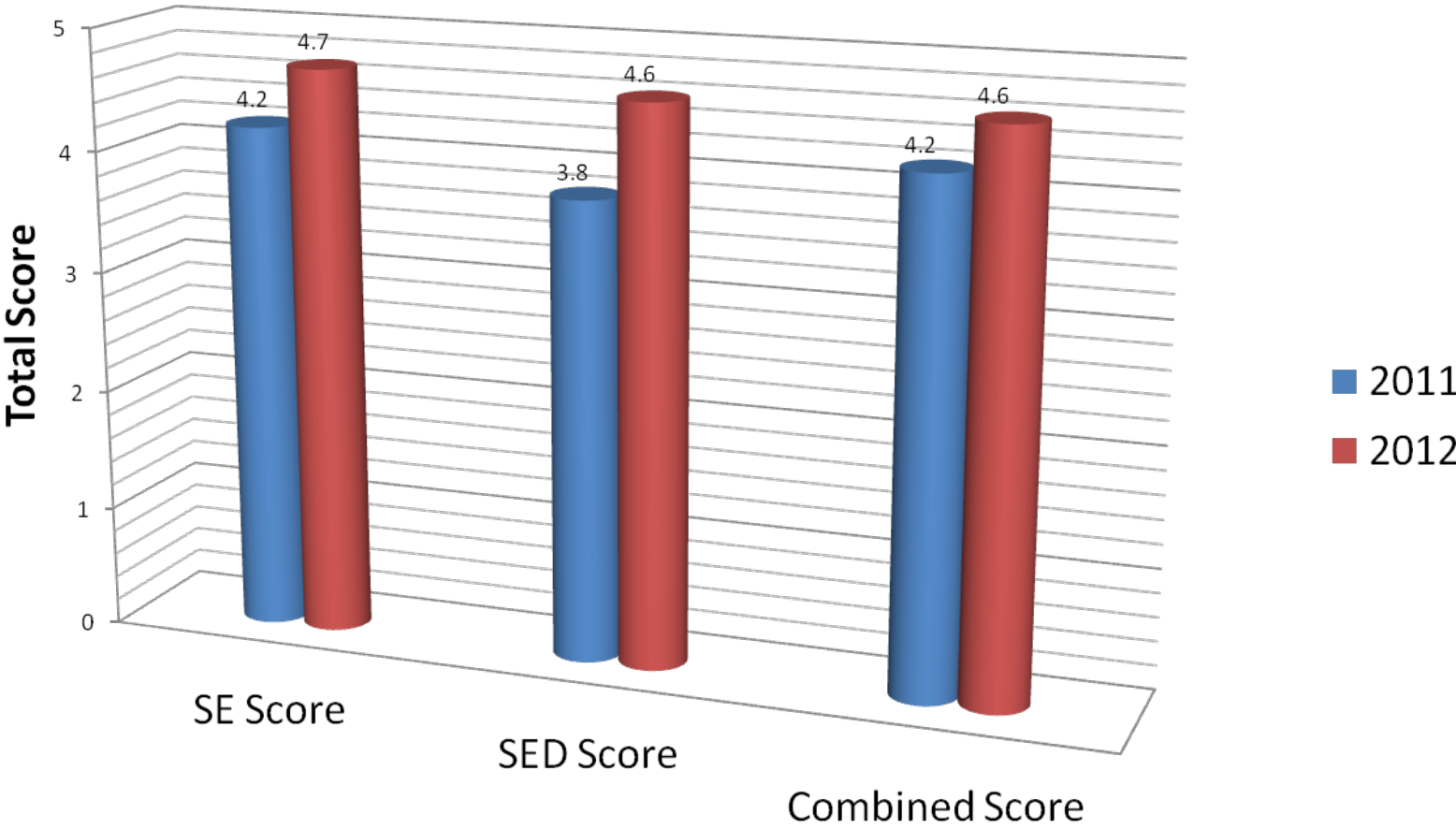
Protocol for Administering Fidelity Scale

- One day site visit
- 2 trained fidelity assessors
- Detailed protocol
- Interviews- vocational program leader, two or more employment specialists, clients
- Observation- team meeting, community contact with employers
- Chart Review

Scoresheet

Fidelity Item	Supported Employment Score	Supported Education Score	If applicable, Combined Score (Add individual SE and SEd scores and divide by 2)
1. Caseload			
2. Education/Employment Services staff I			
3. Generalists			
4. Peer mentors			
5. Integration			
6. Collaboration between SE specialists and voc rehab			
7. SE/SEd Unit			
8. Role of SE/SEd Supervisor			
9. Zero exclusion criteria			
10. Agency focus			
11. Executive team support			
12. Work incentives planning			
13. Disclosure			
14. Academic Accommodations			
15. Ongoing assessment			
16. Confidence and knowledge building activities			
17. Rapid services			
18. Individualized services			
19. Frequency of contacts			
20. Quality of contacts			
21. Diversity of job types/educational goals			
22. Diversity of employers and educational settings			
23. Competitive jobs/internships & mainstream educational programs			
24. Enrollment supports			
25. Individualized follow-along supports			
26. Time-unlimited follow-along supports			
27. Community-based services			
28. Assertive engagement and outreach			
29. Peer support services			
TOTAL SCORE:			

Thresholds YAP Fidelity Scores



Fidelity as a Measure of Feasibility

- Results of 2011 and 2012 fidelity assessments indicate model can be feasibly implemented.
- Maintained high fidelity over the course of the 12 month evaluation period
- Improved scores over time- increased 10%

Total Fidelity Score	Level of Fidelity
>4	High Fidelity
3.0 – 4.0	Moderate Fidelity
< 3.0	Low Fidelity