

Transitions RTC

The Learning & Working
During the Transition to Adulthood
Rehabilitation Research & Training Center



Transitions RTC

Maryann Davis, PhD, Director

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, Dept of Psychiatry, Center for Mental Health Services Research. Visit us at:

<http://labs.umassmed.edu/TransitionsRTC>

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Maryann Davis, PhD, Director

Adapting & Implementing IPS Supported Employment for Transition Age Youth

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Objectives

- Understand the main components of the Adapted IPS Supported Employment model for Transition Age Youth
- Understand the critical role peer mentoring can play in helping youth succeed in employment and education
- Understand the components of the peer mentoring model developed for use with IPS services for Transition Age Youth

Overview

- Thresholds Young Adult Program
- Challenges faced by TAY
- Core components of the SE/SEd TAY model
- Peer Mentoring
- Study Basics

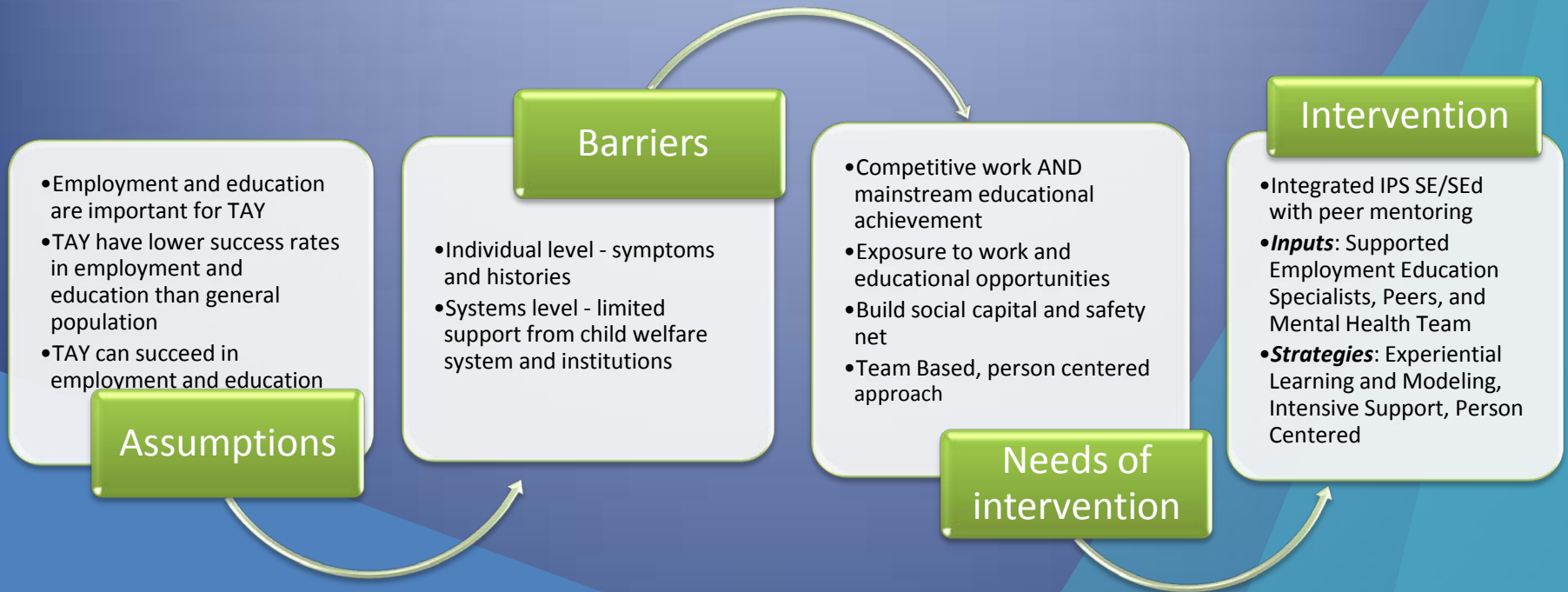
Thresholds Young Adult Program



Challenges faced by TAY

- **Decreased engagement in employment & education activities**
 - Young adults with a history of psychiatric disability are up to 3.5 times less likely to be engaged in educational or employment activities than those without a psychiatric disability, and those who are employed are significantly less satisfied with work (Davis & Vander Stoep, 1997; VanderStoep et al., 2000; Wagner et al., 2005).
- **Low employment rates**
 - Estimated employment rates for TAY with SED ranged from 41-66 %, in a recent meta-analysis of 6 studies, significantly less than the U.S. census (78 %) for 20 -24 year olds (Davis & Vander Stoep, 1997).
- **Limited social networks**
 - Most have been in a formalized child welfare system of care for many years, resulting in community alienation and limited social networks (Wagner, 1995; Lenz-Rashid, 2009).
- **Inadequate services**
 - Developmentally-appropriate services are either non-existent or inadequate to meet the needs of these young people (Davis et al., 2006; Davis, 2003).

Logic Model



Short Term Goals:

Obtaining and Maintaining Employment

Engaging in Educational Programs

Mid Term Goals:

Increased perceived social support

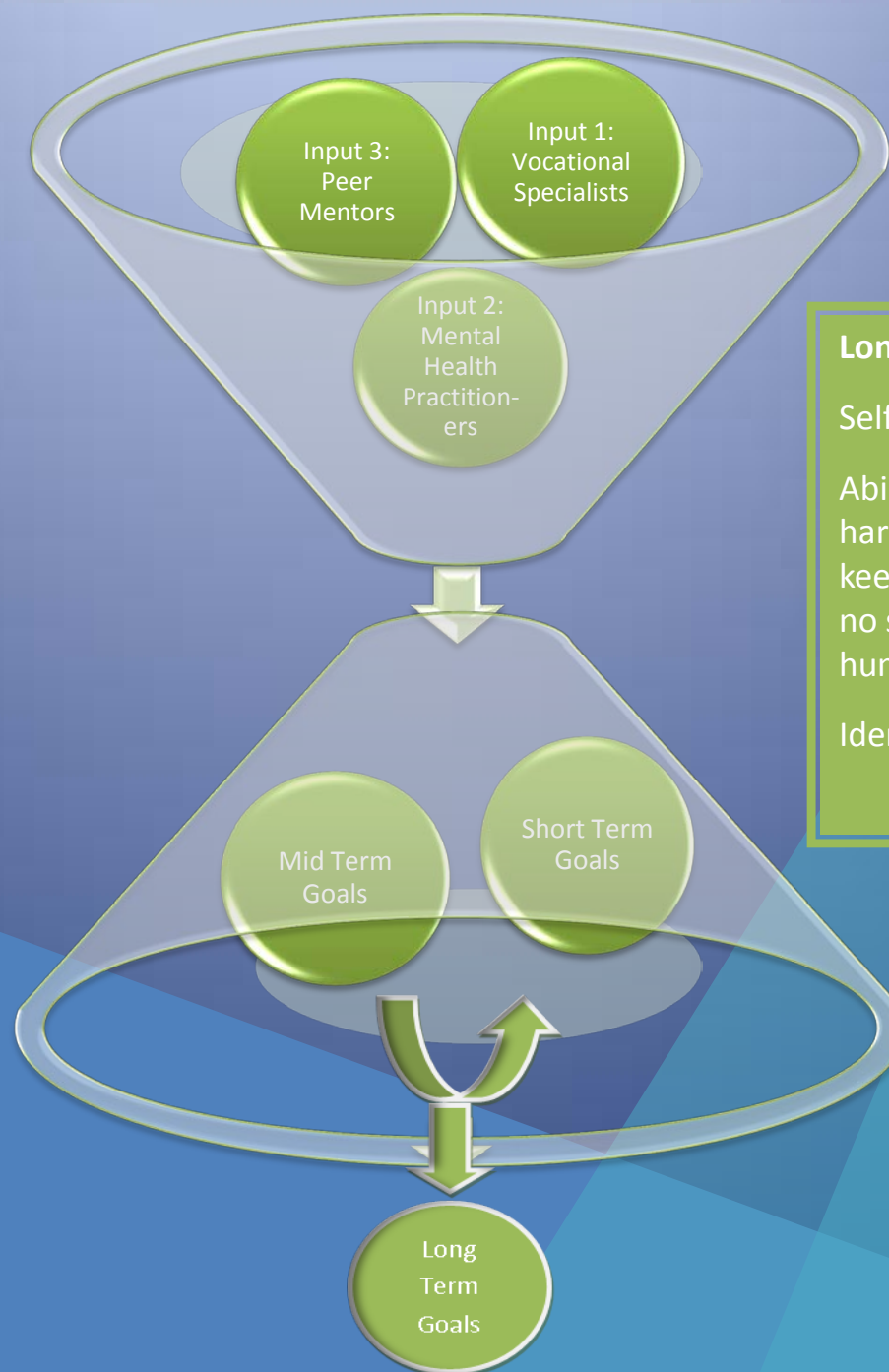
Increased self-efficacy

More positive attitude about work and education

Increased understanding of job and education seeking processes

Increased soft job skills

Increased social capital



Long Term Goals:

Self-determination

Ability to use soft and hard skills to find and keep jobs with little to no support (increased human capital)

Identity as a worker

Program Model

- Adapted IPS Supported Employment for Transition Age Youth
 - Modeled after Neuchterlein et al., 2008
 - Adapted IPS SE for young adults with first episode psychosis
 - Integrated IPS SE & Supported Education
 - Participants returned to school, work or school + work in approximately equal numbers
- The Model: SE/SED + Peer Mentoring
 - Main Program Components
 - IPS Supported Employment
 - Supported Education
 - Peer Support
- Program Goal: to provide intensive support in finding and securing vocational and/or educational opportunities in a way that will prepare transition age youth (TAY) with serious mental health conditions for community integration and independence

IPS Supported Employment

- “place-train” model of vocational rehabilitation
- Focus on competitive employment
- Individualized and on-going supports
- Evidence based practice
- Effective for consumers with a wide range of clinical and demographic characteristics (Campbell et al., 2009).
- During its first year of operation, the IPS SE program at YAP successfully placed 63% of young adults enrolled in services in a competitive job or internship .

Supported Education

- Developed to address the needs of individuals facing a disruption in their educational career
- Several models
- As described by Unger (www.supportededucation.com), supported education is the process of helping people with a diagnosis of mental illness participate in an education program so
 - they may receive the education and training they need to achieve their learning and recovery goals and
 - become gainfully employed in the job or career of their choice

Peer Mentoring

“Peer mentoring is a really a critical concept for the long term empowerment of this population. Everyone needs support from time to time but if the support can come from someone who is a true role model and one who can truly relate, the culture will shift significantly.”

*-Sanford Pearlman
YAP Vocational Specialist*

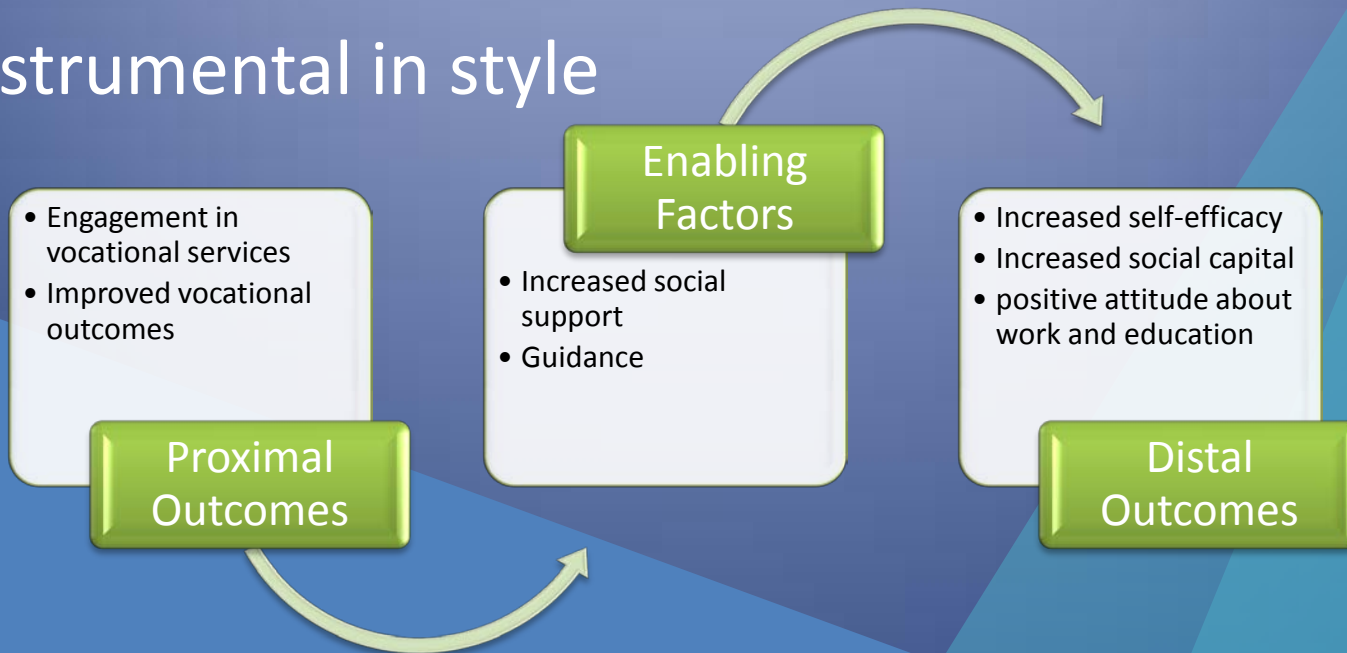


Rationale

- **Social capital is critical to success in SE/SEd services** (Vorhies et al., in preparation)
- **Mentoring relationships can foster social capital and are linked to favorable outcomes** (Rhodes, 2005; Martin & Jackson, 2002; Hines et al., 2005; DuBoise & Silverthorn, 2005; Collins et al., 2010; Ahrens et al., 2008; Eby et al., 2008)
- **Peer supports have been used in SE/SEd and are age appropriate** (Unger and Langi, 1998; Swarbrick et al., 2009; Karcher, 2005; Westerlund et al., 2006; Davis, 2003; Clark et al., 2000)

Goal and Structure

- Goal: Improve employment and educational outcomes
- Instrumental in style



- Cross-age

Infrastructure

- Initial and on-going didactic trainings
- Group clinical supervision
- On-site availability of supervisors
- Vocational team support



Peer Mentors

- Competencies and Characteristics:
 - Attitude
 - Recovery
 - Professionalism
 - Communication
 - Real Life Experience

Activities

- One-on-one mentoring
 - Modules based on phases of engagement in employment/education services
 - Module 1 – Engagement in Vocational Services
 - Module 2 – Vocational Goal Development
 - Module 3 – Searching and Preparing for Vocational Opportunities
 - Module 4 – Starting and Maintaining a Vocation (job or school)
 - Module 5 – Ending a Vocation and Re-engaging in Vocational Services
- Group mentoring
- Panel Presentations

Research Questions

- The specific aim of the project is to develop and evaluate a Supported Employment/Supported Education model that improves employment and educational outcomes for TAY.
 - Aim 1. Develop a supported employment/supported education model incorporating the most promising interventions for TAY with SMI and serious emotional disturbances.
 - Aim 2. Conduct a pilot evaluation of the supported employment/supported education model.
- Mixed methods pre-post feasibility study
- N= 40
- Baseline, 12 month & 18 Month Assessments

Measures

- Diagnostic Information
- Vocational Assessment
- Vocational Outcomes
- Education Assessment
- Education Outcomes
- Peer Mentor Contacts
- Peer Mentor Observation
- RBANS- Repeatable Battery for the Assessment of Neuropsychological Status
- WRAT - The Wide Range Achievement Test
- BRIEF-SR
- Working Alliance Inventory
- Indiana Job Satisfaction Survey
- Transition to Adulthood Program Information System (TAPIS) Progress Tracker
- Career Decision Making Self-Efficacy Scale
- The MOS Social Support Survey
- Educational and Job Seeking Knowledge Inventory
- Exposure to intervention measure
- SE/SED Fidelity Scale

References

Resources

www.thresholds.org

<http://www.dartmouth.edu/~ips/>

<http://www.tipstars.org/>

Presentation: Adapting and Implementing IPS Supported Employment for Transition Age Youth

Presenters: Frounfelker, R., Kaiser, S., Vorhies, V., & Fagan, M. - Thresholds

Conference Session 46- Symposium: Models of Supported Employment: What works for young adults of transition age, Children’s Mental Health Research & Policy Conference 2011

The combined supported employment/supported education (SE/SEd) model described in the presentation referenced above was developed by adapting principles of IPS supported employment and supported education (Unger, 1990). This table describes and compares guiding principles across the three models.

IPS Supported Employment Principles	Supported Education Principles	SE/SEd Adapted Principles
<p>Zero exclusion. The only requirement for enrolling in IPS SE services is a desire to work a competitive job. Consumers are not formally or informally screened and excluded from services due to a perceived lack of job readiness based on symptoms, substance use, cognitive impairments, treatment non-adherence, or personal presentation.</p>	<p>Eligibility is based on consumer choice. All consumers have to do to begin receiving supported education services is express interest. Supported education specialists provide services to all individuals that express interest regardless of diagnosis, medication adherence or hospitalizations or education.</p>	<p>Zero exclusion is the goal. The only requirement for enrolling in IPS SE/SEd services is a desire to work or engage in an education activity. No more than 5% of young people are excluded from services due to a perceived lack of job or education readiness based on symptoms.</p>
<p>Competitive Employment. The goal of IPS SE is competitive employment, defined as a job in the community that pays minimum wage and is open to anyone who chooses to apply. Employment options such as sheltered workshops, set-aside jobs or affirmative businesses are not pursued for those enrolled in IPS SE services.</p>	<p>Access to and participation in an education program is the goal. The goal of supported education is to help individuals with SMI participate in an education program and reach their vocational goal.</p>	<p>Competitive employment, paid internships, and mainstream educational activities are the goal. The goal of IPS SE is competitive employment, defined as a job in the community that pays minimum wage and is open to anyone who chooses to apply. It is age appropriate for TAY to engage in other employment activities such as paid internships and apprenticeships. It should be noted, however, that employment options such as sheltered workshops, set-aside jobs or affirmative businesses are not pursued for those enrolled in SE/SEd services. Consistent with a blended SE/SEd model, engagement in mainstream educational activities has been added as a goal.</p>
<p>Rapid job search. Consumers receive assistance looking for work soon after entering the IPS SE program. Employment specialists meet with employers in the community and start to develop job leads for consumers within a month of their entrance into services.</p>	<p>Supported education services begin soon after the consumer expresses interest. Supported education services begin with an assessment of consumer goals followed by the development of action plan for addressing the specific needs to attain the target goal set by the individual. The program focuses on improving basic education skills, familiarizing the individual with educational resources and engaging the individual in educational and career exploration to help them reach their educational and vocational goal.</p>	<p>Rapid search. Consumers receive assistance looking for work and finding education options soon after entering the IPS SE/SEd program. SE/SEd specialists meet with employers in the community and start to develop job leads for consumers within a month of their entrance into services. SE/SEd specialists link young people to educational activities within the same amount of time.</p>

IPS Supported Employment Principles	Supported Education Principles	SE/SED Adapted Principles
<p>Adherence to consumer preferences. Employment staff helps consumers obtain and maintain employment at jobs that match their skills and preferences. On-going work-based assessments are completed by employment specialists to ensure that consumer preferences are being followed throughout the employment process.</p>	<p>Consumer preferences guide services. Supported education services are guided by individual choice. Supported education services begin with an assessment of individual preferences, skills and barriers. Supported education service providers, adhere to consumer preference and allow the consumer to guide the process of service administration, meaning that the consumer decides what courses, degree program or career goal they will pursue.</p>	<p>Adherence to consumer preferences. SE/SEd staff helps consumers obtain and maintain employment and education at settings that match their skills and preferences. On-going work-based and education-based assessments are completed by SE/SEd specialists to ensure that consumer preferences are being followed throughout the employment and education process.</p>
<p>Integration with mental health treatment. Vocational services are integrated with other mental health treatment received by consumers. Employment services staff meet frequently with all other providers involved in a consumer’s treatment, including case managers and psychiatrists. This way comprehensive support can be offered to consumers around their employment goals.</p>	<p>Supported education is integrated with treatment. Supported education services are designed to be imbedded with other mental health services. Providers of supported education services work as part of a treatment team and actively communicate with vocational and case managers to provide comprehensive services to each individual.</p>	<p>Integration with mental health treatment. Vocational services are integrated with other mental health treatment received by consumers. SE/SEd services staff meet frequently with all other providers involved in a consumer’s treatment, including case managers and psychiatrists. This way comprehensive support can be offered to consumers around their employment and education goals within the context of other transition domains.</p>
<p>Time unlimited follow-along supports. After a consumer is hired, they receive supports from employment staff for as long and as frequently as desired. Because IPS SE is a “place-train” model of employment, it is critical for comprehensive supports to be offered by the entire mental health treatment team after employment is secured. Employment staff also provides support to employers if needed and requested.</p>	<p>Follow-along supports are continuous. Consumers receive services from supported education providers for as long as they need to reach their educational and occupational goals. Supported education services do not stop if an individual is unable to master skills, pass a class, complete a degree/certificate program, or becomes symptomatic and hospitalized.</p>	<p>Time unlimited follow-along supports. After a consumer is hired or enters an education program, they receive supports from SE/SEd staff for as long and as frequently as desired. Because IPS SE/SED is a “place-train” model of employment and education, it is critical for comprehensive supports to be offered by the entire mental health treatment team after employment and education is secured. SE/SEd staff also provides support to employers and educators if needed and requested.</p>
<p>Benefits planning. Fear of losing benefits is one of the main reasons consumers do not seek employment. Employment specialists encourage and assist consumers to meet with experts to receive information on how work might impact their Social Security benefits, Medicaid, and other sources of income and support.</p>	<p>N/A</p>	<p>Benefits and financial aid planning. SE/SEd specialists encourage and assist consumers to meet with experts to receive information on how work might impact their Social Security benefits, Medicaid, and other sources of income and support. Specialists also assist consumers to receive information on financial aid for engaging in educational programs.</p>

IPS Supported Employment Principles	Supported Education Principles Unger (1990)	SE/SED Adapted Principles
<p>Although not explicitly articulated as a principle of SE, the practice is strengths based and does promote growth and recovery.</p>	<p>Supported education is strength based and promotes growth and hope. Supported education utilizes the strength based approach to identify consumer competencies and talents to guide the development of individual educational plan. Focusing on consumer competencies' instead of deficits increases motivation, performance and improves the relationships between consumers and service providers.</p>	<p>Services are strength based and promote growth and hope. SE/SED specialists utilize a strength based approach to identify consumer competencies and talents to guide the development of individual employment and/or educational plan. Focusing on consumer competencies' instead of deficits increases motivation, performance and improves the relationships between consumers and service providers.</p>
<p>Although not explicitly articulated as a principle, SE recognizes work as a critical element in the recovery process.</p>	<p>Recovery is an on-going process facilitated by meaningful roles. Recovery is an individual journey that consists of unique experiences and offers consumers a sense of identity and purpose. Consumers often identify themselves by their mental illness, finding it hard to escape this role. Supported education challenges this notion and gives consumers the chance to be in the role of a student, a new meaningful role, with the intention of creating a new set of beliefs, instilling hope and achieving personal goals.</p>	<p>Although not explicitly articulated as a principle, the SE/SED model recognizes work & education as critical elements in the recovery process.</p>
<p>N/A</p>	<p>N/A</p>	<p>Youth voice and leadership. Youth voice and leadership is utilized to acquaint and motivate other young people regarding employment, education, and career goals.</p>
<p>N/A</p>	<p>N/A</p>	<p>Exposure to the worlds of work, career and education. SE/SED specialists provide young adults with exposure to employment options and settings, as well as adult basic education, GED, high school diploma, and post-secondary opportunities and settings.</p>

For more information about the SE/SEd model please contact:

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