

EDUCATION AND EMPLOYMENT SUPPORTS FOR YOUNG ADULTS WITH MENTAL HEALTH CONDITIONS

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For NAMI Central Mass Area Board

October, 18th, 2016



HELPING YOUTH ON THE PATH TO EMPLOYMENT

SURVEY OF INNOVATIVE PRACTICES FOR CAREER DEVELOPMENT

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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, Systems & Psychosocial Advances Research Center.

Visit us at: <http://www.umassmed.edu/TransitionsRTC>

The contents of this presentation were developed under a grant with funding from the National Institute on Disability, Independent Living, and Rehabilitation Research, and from the Center for Mental Health Services of the Substance Abuse and Mental Health Services Administration, United States Department of Health and Human Services (ACL GRANT # 90RT5031, The Learning and Working Transitions RRTC). NIDILRR is a Center within the Administration for Community Living (ACL), Department of Health and Human Services (HHS). Additional funding provided by UMass Medical School's Commonwealth Medicine division. The contents of this presentation do not necessarily represent the policy of NIDILRR, ACL, HHS, SAMHSA, and you should not assume endorsement by the Federal Government.



Survey of Innovative Practices Method

- Nominations of Programs
- Internet Survey
- Semi-structured telephone interviews
- Audio-transcripts
- Open coding using NVivo
- Three person team consensus on first order and second order constructs
- Categorization of codes into Kohler “Taxonomy”¹
- Inter-rater reliability testing of open codes

¹Kohler,P. “Taxonomy for Transition Programming”. Champaign: University of Illinois



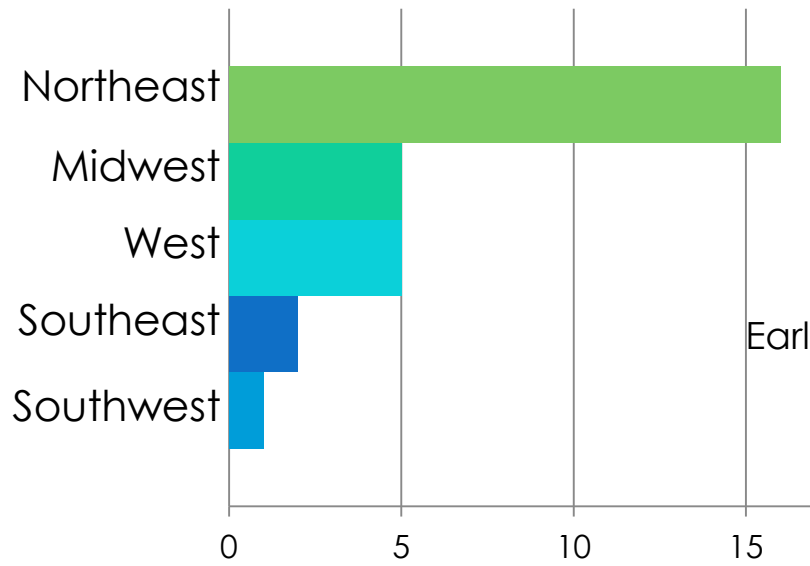
PROGRAM CHARACTERISTICS

Regional Distribution - Program Types -
Services Offered - Length of Participation



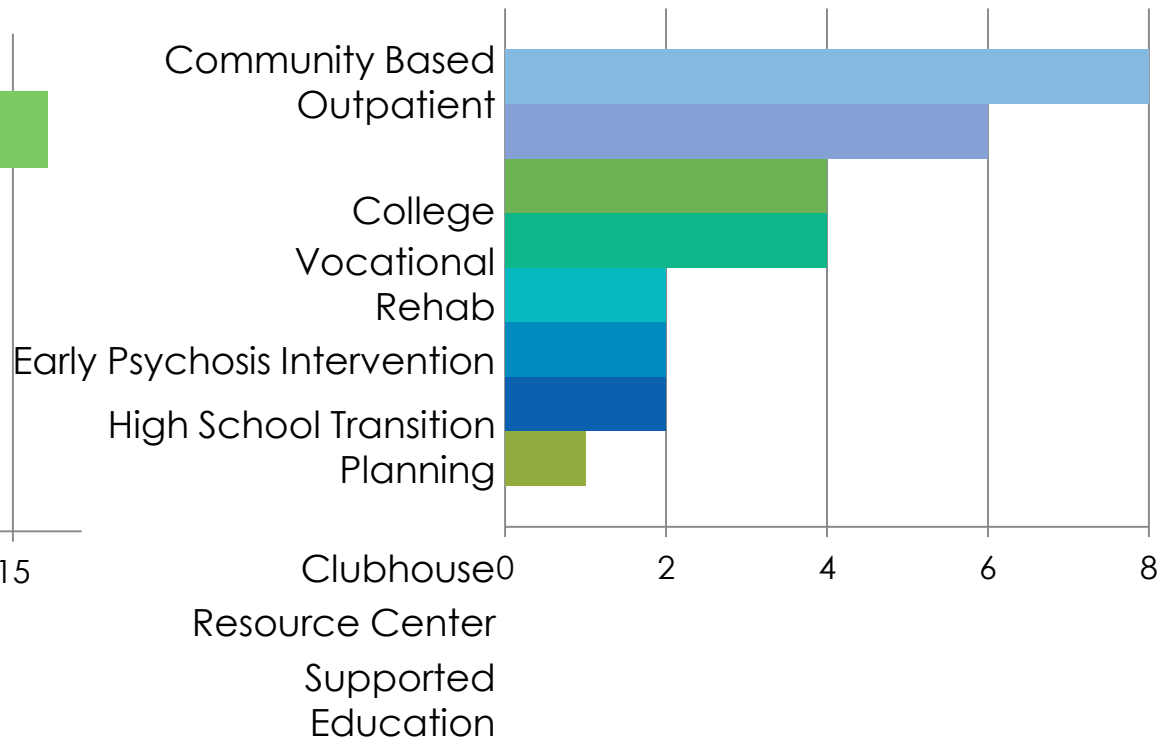
Regional Distribution

N = 29



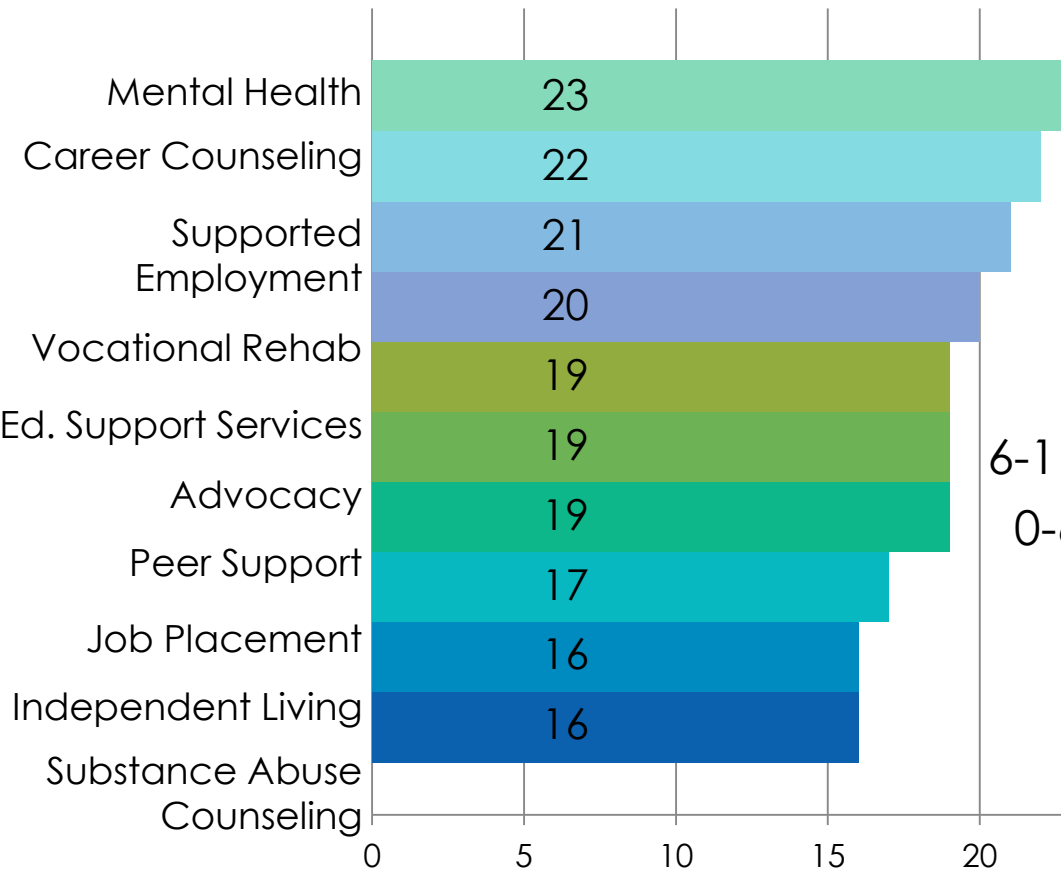
Program Types

N = 29



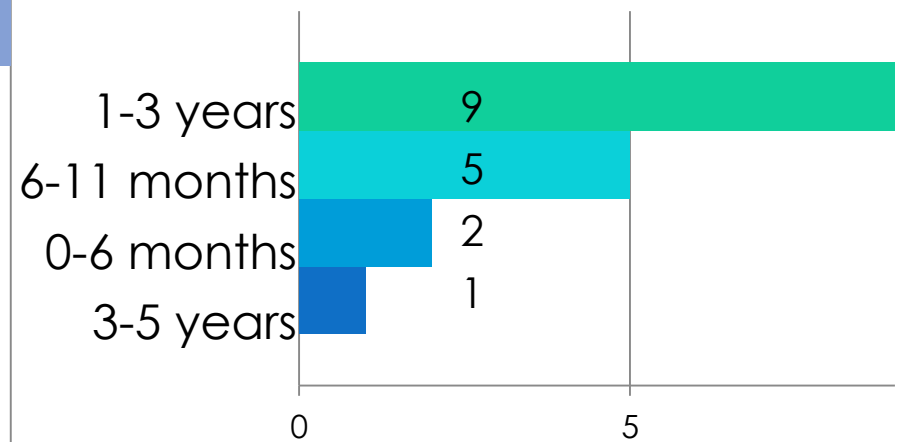
Services Offered

N = 29



Length of Participation

N = 17

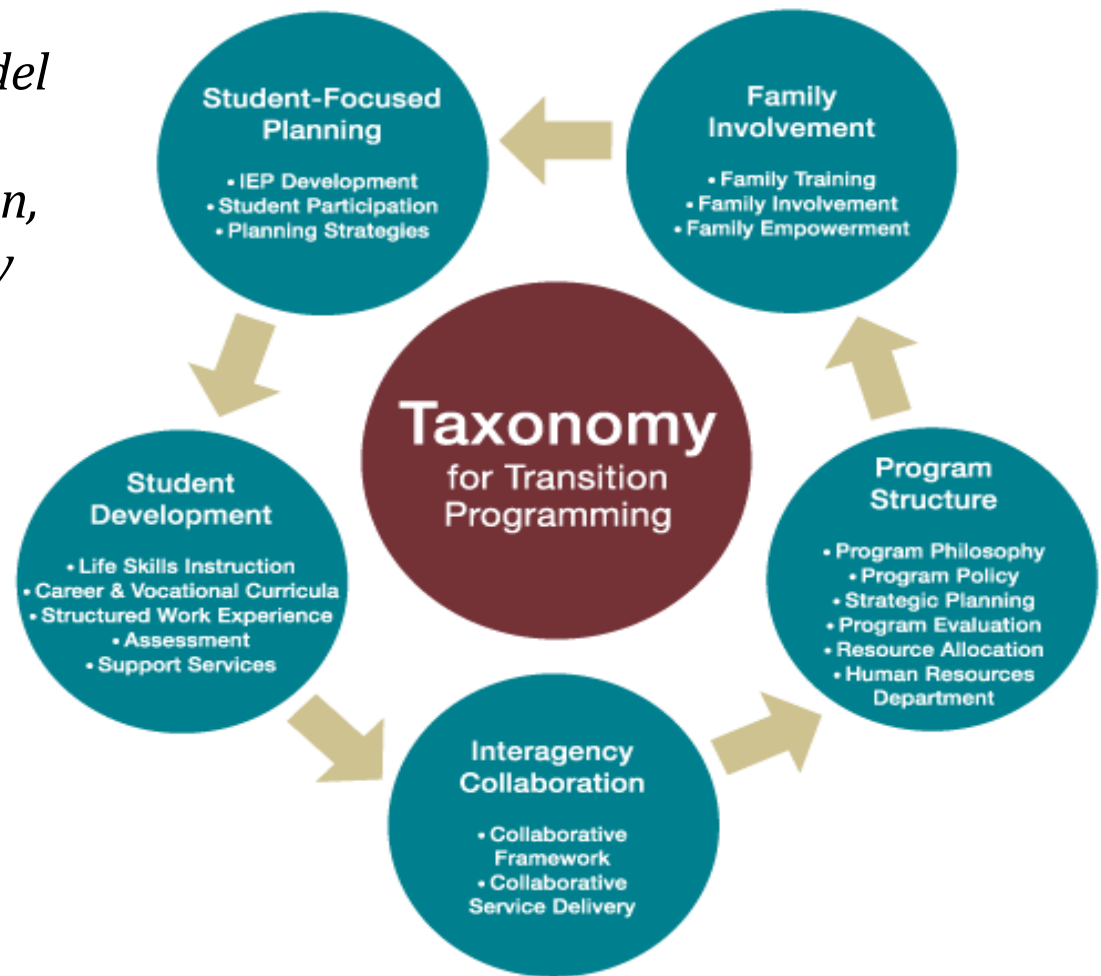


APPLICATION OF KOHLER TAXONOMY – “AXIAL CODES”



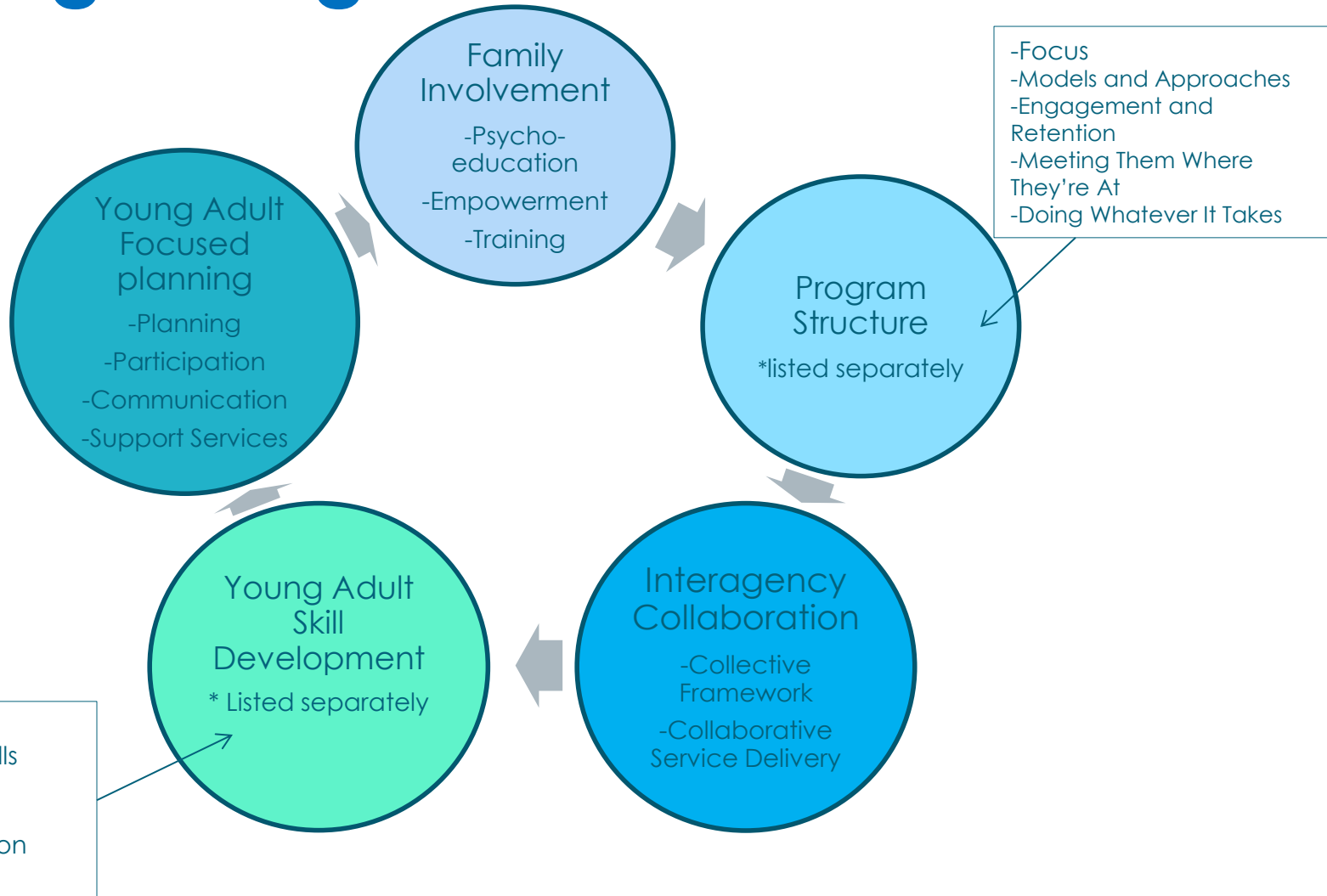
Taxonomy¹

“We decided to build our model around four particular outcomes....school completion, employment, postsecondary education or training, and community integration”



¹Kohler, P. "Taxonomy for Transition Programming". Champaign: University of Illinois

Taxonomy Adapted to Programs Serving Young Adults with SMHC



PROGRAM STRUCTURE

- Focus
- Models and Approaches
- Engagement and Retention
- Meeting Them Where They're At
- Doing Whatever It Takes



Focus

- Educational and vocational supports
- High school completion, post-secondary training, post-secondary retention
- Early intervention and prevention for the early signs of psychosis
- Social goals
- Related independent living supports (housing, transportation, food/nutrition, laundry)
- Recovery and community integration



Models and Approaches

- Transition to Independence Process (TIP)
- Individual Placement and Support (IPS)
- Supported Education
- Student Support Network (SSN at Worcester Polytechnic Institute)
- Environmental/Social Approach to Disability
- A Unique Population/Transition tasks



Specific Practices that are “Unique to the Population”

Age-Specific Programming

Tolerance for Missed Appointments and Gaps in Services

Protecting Non-Patient Role

Adapting Practices to Fit Developmental Changes

Continuous Support

Focus on Both Work and School

Youth-Oriented Engagement Practices

Youth Oriented Engagement and Retention

- Build relationships (trusting, genuine, and understanding)
- Service flexibility for no shows or gaps
- Goal focus
- Assertive outreach – in the community; gentle but proactive
- Non-treatment environment
- Avoiding Diagnosing/Labeling Due to Stigma
- Younger staff, connection with youth culture, willingness to engage with social media, ability to text

“It’s a matter of doing everything you can within your own network ... finding friends, calling ... going to a place where you think they might have been last employed. So the idea is, I basically say to them, it’s like you really should know what they had for breakfast. So the idea is to really keep them engaged.”



Meeting Them Where They're At

- Literally, service provision in the community, mall, home, school

“Meet them where they're at, on their terms, as often as you need to.”

- Figuratively, responding to their felt needs and goals at that time
- Varying intensity of services according to need

“We've had people who were literally unwilling to come out of their room, in fact we had one fellow who was literally in his closet, and we did a series of home visits and we have communicated with people using sticky notes...we're about as flexible as we can be”



Specific Practices for “Meeting Them Where They’re At”

Varying Intensity of Services

Service Provided According to Need

Rapid Response to Goals/Needs

Considering all Possible Resources

Meeting Anywhere in the Community

Goal Setting is Not Dependent on Assessments

Using Stages of Behavioral Change Model

Matching Interests to Jobs

Varied Education Outcomes are Supported

**Facilitating Communication Between Systems when the
Individual Can't**

Doing Whatever It Takes (Hands-on Support)

Time Unlimited Services

Complete service flexibility

Hands-On Support - Providing direct assistance

Client-Centered Approach

Individualization

“Soup to nuts is a very non-professional grouping or classification of what we do ... we do whatever it takes basically, whatever the kid needs.”

YOUNG ADULT-FOCUSED PLANNING

Planning – Participation – Communication - Supports



Planning

- Plan Development
 - Functional Orientation
 - Person Beyond Diagnosis
 - Client Centered
 - Individualization
 - Participant goal driven
 - Strengths Based



Participation and Communication

- Youth Voice/Empowerment
- Participant Administrative Involvement
- Participant Communication
 - Texting capabilities
 - Social Media
 - Flexibility in communication methods



“You can call them all day long and not get a response, but if you text, they get right back to you- they don’t like getting on the phone to talk ... [The communication] looks like anything, anytime, anywhere.”

Support Services

- Accommodations
- Motivational Enhancement
- Therapy
- Peer Support / Peer Mentors

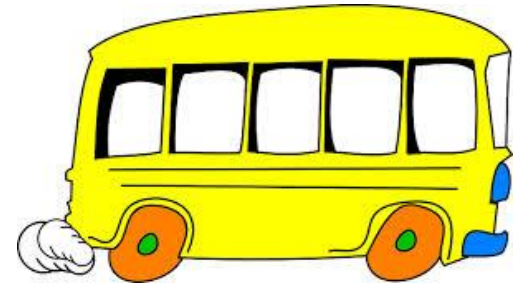
Value of Peer Support

“A visitor asked one of the (peer) members (of a peer support group) why the group was so important, and the member of the group said, ‘well let me put it this way. So I came in a while ago and I had shaved off my eyebrows, and this other person said ‘hey dude, what’s with the eyebrows’ and my response was ‘psychosis’ and [the other guy said], ‘oh cool.’ It’s like ‘okay so you shaved your eyebrows cause you got psychotic, I get it, it’s not a problem.’ ”



Other Support Services

- Substance use counseling
- Crises planning
- Housing, residential services
- Daily living needs (child care, transportation)



FAMILY INVOLVEMENT



Family Involvement

- Psycho-Education
 - Learning about mental illness
 - Illness Management
- Getting Benefits
- Health Insurance



“ I would really emphasize again that you have to work with families; there’s no way to do this work without working with families.”

YOUNG ADULT SKILL DEVELOPMENT

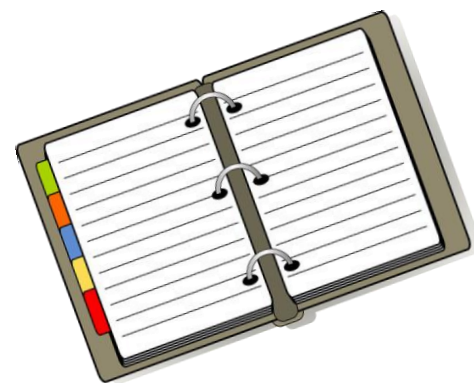
- Life Skills - Employment Skills - Education and Training
- Psycho-Education - Social Aspects



Life Skills

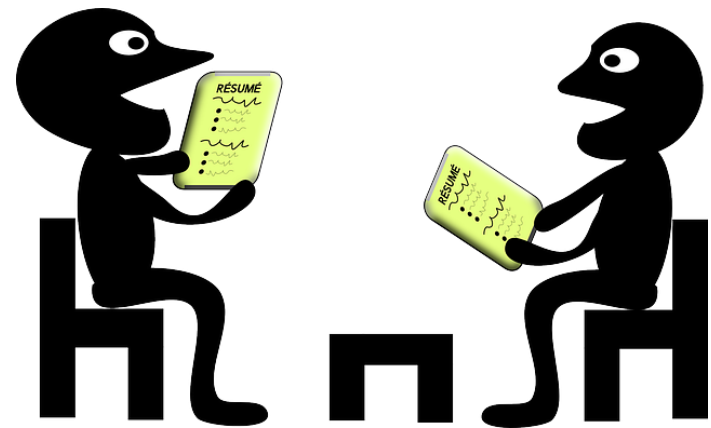
- Skill Building
 - Coping skills
 - Financial skills
 - Executive functioning
 - Time management & calendaring
 - Self-Advocacy
- Disclosure

“ You went from high school to college – no one ever told you that there was something called an agenda, and that you can put all your assignments in it, and help you map out your time.”



Employment Skills

- Interview Experience
- Work Behavior and Skills
- Structured Work Experience
 - Internships
 - Supported Employment
 - Job Coaching



Education and Training

- Education Skills
 - Accessing Available Resources
 - Applying for School and Financial Aid
 - Transition to College Stress
- Financial Aid Planning
- Secondary Special Education & Transition Planning
- Vocational Schools and Vocational Training



Psycho-Education

- Help youth understand their diagnosis
- Managing symptoms
- Treatment options (medications) and dealing with providers



Social Aspects

- Youth groups and networks
- Social/Recreational activities
- Inter-personal Skills



INTER-AGENCY COLLABORATION

Collaborative - Service Delivery
- Collaborative Framework



Collaborative Service Delivery and Framework

- Community Connections
 - Chambers of Commerce
 - Employers
 - Police
 - Social services
- Mental Health Integration
- Campus Disability and Counseling services
- Vocational Rehabilitation



What we didn't find

- Specified or manualized approaches
- Emphasis on skill development
- Systematic approach to career development
- Well articulated or defined practices
- Systematic program evaluation



Mass Programs Included

Program	Location
YAVP (Young Adult Vocational Program)	Arlington, MA
Tempo: Young Adult Resource Center	Framingham, MA
Genesis Clubhouse, Inc.	Worcester, MA
STEPS: Young Adult Resource Center	Arlington, MA
Quinsigamond Community College Mental Health	Worcester, MA
Recovery Education Program (Boston University)	Boston, MA
Student Support Network (Worcester Polytech)	Worcester, MA
McLean College Mental Health Program	Belmont, MA
Bedford VA, VITAL program	Bedford, MA

COLLEGE AND EMPLOYMENT EXPERIENCES

From the Perspective of Young Adults
With Lived Experience

Tania Duperoy, B.A.
Raphael Mizrahi, B.S.



The Learning and Working During the Transition to
Adulthood Research and Training Center

Navigating College and Beyond- My Mental Health Friendly Guide



Background

Born and raised on the Jersey Shore

UMass Amherst '16 graduate- Magna Cum Laude

B.S. in psychology/neuroscience & pre-medical track

Research experience in ADHD & Autism research

UMass Amherst Active Minds chapter

Recently started working at the Transitions RTC as a
Research Coordinator



My Future Goals

- Attend medical school in a few years
- Eventually establish a career as a child and adolescent psychiatrist
- Combine my medical education and research experience to assist in the application of clinical neuroscience research to diagnose and treat mental illness



My College and Mental Health Experience

These are some of the major areas having a mental health condition impacted my college experience:

- Accessing disability services for accommodations
- Accessing college counseling services
- Advocating for others with mental health conditions through Active Minds and fighting the stigma around mental health on a large college campus
- Accessing accommodations for the MCAT exam



My Advice to the Future/Current College Student with Mental Health Concerns

- Be proactive and advocate for yourself- the more you stand up for your mental health rights on a college campus, the more successful you will be.
- Take advantage of your campus resources (counseling/disability services, Active Minds/mental health advocacy groups)- the resources are there for you!
- Make an effort to find a group of people you connect with- at college, your friends become part of your family!

My Workplace and Mental Health Experience

- Disclosing my mental health condition- the workplace and medical school
- Finding an accepting environment
- Understanding how my mental health condition affects my work- using it to my advantage



My Advice to the College Graduate with Mental Health Concerns

- Don't disregard your mental health concerns when choosing your graduate school/job position
- Consider how your mental health will affect your work/studies and vice versa
- If you feel comfortable doing so, disclose to your employer at the right time (see our tip sheet)



The Employment Experience

Tania's Background



The Back Story

- Did Well through High School
 - Social Butterfly
 - 3-page resume with all extra-curricular activities
 - Top 5%, good college admissions
- Everything Went Downhill in College
 - Still a Social Butterfly
 - Still in extra-curricular activities
 - But...
 - Lack of Concentration
 - Bad habits vs. Serious determination
 - Self-Criticism and Low Self-Esteem
 - Worsening Grades



Diagnosis Late in Life

- Got supports I needed and was diagnosed at age 21... only had 1 year left of school
- Medications didn't work
- Took leave of absence
- Got a job at the Transitions RTC
- Came back and graduated by sheer determination and with a big support system
- Was still new at my diagnosis and working at the same time

Employment at the Transitions RTC

PAR and the Learning Curve



What is the Transitions RTC?

National Center that aims to:

- Improve supports for the successful completion of schooling and movement into rewarding work lives among young people, ages 14-30, with serious mental health conditions (SMHC)

How?

1. Conduct cutting-edge rigorous research that tests or informs interventions
2. Develop and translate knowledge to multiple stakeholders
3. **Infuse Participatory Action Research (PAR) into all activities**

What is PAR?

Active involvement of young adult staff with serious mental health conditions (SMHC) in **all phases of research and knowledge translation** from defining the problem to disseminating results

**YOUTH
DECIDE**



Things We Do

- Run, Coordinate, an/or give feedback for Research Studies with training from Principal Investigators (PIs)
- Attend and Present at Local, National and International Mental Health Conferences
- Run a National Web Show that is a resource for young adults
- Are part of Youth Councils both nationally and locally
- Run 4 Social Media Platforms at Transitions RTC
- Maintain our own Young Adult Resource Website
- Create and edit Written Products
- Run a Youth Advisory Board



Written Products

How To Speak Up and Be Heard: Self Advocacy

Community of Practice, Northeast Massachusetts 2014

SELF ADVOCACY IS THE ABILITY TO SPEAK UP FOR YOURSELF. IT IS IMPORTANT TO YOU. AS YOU BECOME OLDER, SELF ADVOCACY BECOMES MORE IMPORTANT TO YOU.

- ▶ Get what you need
- ▶ Make your own choices

Places to Use Self Advocacy

- AT WORK OR SCHOOL**
- Adjusting your schedule
 - Participating in meetings
 - Asking for accommodations
 - Requesting tutoring
 - During a job interview
 - Asking for a raise

- AT HOME**
- Managing finances (roommates)
 - Requesting personal space/time
 - Renting an apartment
 - Sharing food costs
 - In a relationship

- IN THE COMMUNITY**
- Arranging transportation
 - Presenting in court
 - Making a complaint
 - Paying a check

- AT THE DOCTORS OFFICE**
- Making an appointment
 - Reviewing a treatment/recovery plan
 - Requesting a second opinion
 - Asking for clarification

Getting Accommodations at College: Tools for School

Tip Sheet 2 Transitions RTC March 2011

If you are having trouble with school due to mental health, your services to help you succeed. These supports and services are called accommodations. Your school may also make some modifications to the courses at your school.

What Accommodations or Modifications are Available?

What Do I Need In the Classroom?

- Preferred seating
- Breaks allowed during class
- Voice recorded lectures
- Classmate acts as a notetaker
- Text and syllabus available electronically
- Class materials available electronically
- Frequent feedback on ongoing work
- Alternate formats for assignments

What Do I need During Exams?

- Exams in alternate format
- Extended time for test taking
- Exams given one-on-one
- Breaks allowed throughout exam
- Testing in a room with limited distractions
- Allow exam to be taken in a different location

What Do I Need Completing Assignments?

- Extended time to complete assignments
- Advance notice of assignments
- Textbook available on tap
- Assistive technology available
- Working in pairs on in-class assignments
- Help with assignments due

In General?

- Reduced course load (but signed up for the normal load)
- First choice for signing up for classes
- Textbook given in different format
- Incomplete given instead of failing
- Assistance with filling out forms
- And more!

What is a 504 Plan and How Can It Help My Teen?

Tip Sheet 10 Transitions RTC Sept 2016

As a parent of a teenager with a disability, you may have heard the term 504 plan or Section 504 before, but not really understood what it means and how it can help your son or daughter. Section 504 is a civil rights federal law that public school districts are required to follow.¹ In this tip sheet, we offer parents and guardians some information on 504 plans.

A 504 plan is...

- Based on Section 504 of the Rehabilitation Act of 1973. This federal ACT prohibits the discrimination of students with disabilities in public school systems and ensures these students receive the educational supports they need to succeed in school.
- An education plan which:
 1. Identifies the modifications and/or accommodations needed to remove learning barriers for a student within mainstream education.
 2. Outlines the responsibilities of all stakeholders (e.g. parents, student and school) in removing these learning barriers.
- Not just for academic purposes and can be used for extracurricular activities and athletics.

To qualify for a 504 plan, a student must...

- Generally be between the ages of 3 and 22 (which can vary by program and state/federal laws).
- Have an enduring, documented health-related, learning or behavioral disability which has been evaluated as substantially limiting one or more major life activities (e.g. reading, concentrating, thinking, communicating, etc.).²

What are the benefits of a 504 plan?

- Legally requires public schools to provide accommodations and modifications to qualified students with disabilities (including mental health conditions or learning disabilities).
- Examples: Counseling, preferential seating, adjusted class schedules, assistive technology like "Smart pens", voice recorders or computers for taking notes, extended time for assignments, quiet space for test taking, etc.

Do I Tell My Boss?: Disclosing My Mental Health Condition at Work

The Word on Work, Tip Sheet 7 Transitions RTC 2012

As a young adult with a mental health condition, you may be wondering if and when to tell your boss about your condition. This tip sheet provides information on when and how to disclose your condition at work.



Can be helpful throughout your student's lifetime as evidence of having a disability in order to qualify for some disability services (e.g. housing, transportation, vocational rehabilitation, Social Security determination).

What is the difference between a 504 Plan and an Individualized Education Plan (IEP)?

504 Plan	IEP
Students who do not qualify for special education services under IDEA, but who have an ongoing, documented disability that has been evaluated as requiring accommodations to succeed in school, as provided by the Rehab. Act of 1973. ¹	Students with one or more disabilities outlined within the Individuals with Disabilities Education Act (IDEA) who have been evaluated as needing special education services. ²
A 504 plan does not have to be a written document and is less comprehensive than an IEP. No due process is outlined in Section 504 legislation – schools districts are left to define this for themselves. ³	An IEP must be a formal, written document. It must meet many due process requirements by law (i.e. detailed plans and timelines for the evaluation, specialized instruction, and educational services of a student, etc.) ⁴ An IEP has many procedural safeguards and rights.
Students with 504 plans receive accommodations and/or modifications to curriculum in a mainstream classroom. ⁵	Students with IEPs may receive specialized instruction and other educational services in a mainstream classroom or special education classroom depending on their needs. ⁶

the closer you are to your job, the more likely you are to be paid enough to cover transportation



Some Reasons Not to Disclose Having a Mental Health Condition on the Job:

- There is no need for accommodations
- Hiring or promotion chances may be negatively affected due to stigma
- To protect your privacy
- Fear of:
 - Negative employer or coworker reactions to you or your work
 - People not respecting your privacy and confidentiality (others in community/workplace will be told)
 - Being held to a different standard, i.e., less will be expected of you

How Should I Do It?

1. Be clear of medical terms and a specific diagnosis. If you are unsure, you can say, "I have a medical condition that affects my ability to perform my job."

2. You can also give examples of how your condition affects your performance. For example, "I have trouble staying focused during long meetings, so I need to take short breaks in order for me to stay productive."

Applying for a Job: The Young Adult's Guide

Community of Practice, Northeast Massachusetts 2011

When Looking for a Job

are, store, outdoors, office, etc. can work - try to keep as open as possible. If you are applying for a job, you will get paid enough to cover transportation

Find A Job?

monster.com, snagajob.com, and craigslist.com. To find a job, go to these sites and type in keywords such as "online job search sites". You can also check out company websites directly (e.g., Target.com, etc.). Job listings are listed under "Careers" or "Human Resources."

1. List a business person to ask the hiring manager if they are interested in your resume. 2. If you are applying for a job, you will get paid enough to cover transportation

- Don't Wear**
- Short skirts, jeans or shorts
 - Low cut shirts or anything too revealing
 - Stained or wrinkled clothes
 - Flip-flops

Supports - Job support programs will help you with all the steps of the job application process. The Massachusetts Rehabilitation Commission is one vocational support organization that provides support for people with disabilities. They can help you find a job, and they can help you with the job application process.

Job Applications

1. Fill out the application form. 2. Attach your resume and cover letter. 3. Make sure you have filled out all the required information. 4. Make sure you have attached all the required documents. 5. Make sure you have filled out all the required information. 6. Make sure you have attached all the required documents.

7. Make sure you have filled out all the required information. 8. Make sure you have attached all the required documents. 9. Make sure you have filled out all the required information. 10. Make sure you have attached all the required documents.

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19. Make sure you have filled out all the required information. 20. Make sure you have attached all the required documents. 21. Make sure you have filled out all the required information. 22. Make sure you have attached all the required documents.

23. Make sure you have filled out all the required information. 24. Make sure you have attached all the required documents. 25. Make sure you have filled out all the required information. 26. Make sure you have attached all the required documents.



A Look at Social Media



Voices4Hope - Transitions RTC

Published by Buffer [?] · September 27 at 3:45pm · 🌐

Check out our new 504 Plan tip sheet about what a 504 plan is and how it can be used to help adolescent peers! Link: <http://buff.ly/2dpSizj>

Tipsheet Tuesday: What is a 504 Plan and How Can It Help My Teen?

Through research, training, and dissemination activities, the Transitions RTC aims to improve the supports for youth and young adults, ages 14-30, with serious mental...

CAMPAIGN.R20.CONSTANTCONTACT.COM



TransitionsRTC @TransitionsRTC · Oct 13

Starting the Conversation: College and Your Mental Health: buff.ly/2egJFY3

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#THEDAILYPOSITIVE

YOUR VALUE DOESN'T DECREASE BASED ON SOMEONE'S INABILITY TO SEE YOUR WORTH.

DALEPARTRIDGE.COM

Successful Adulting: My Must-Have Papers

80 views · 1 month ago

Plain Language Knowledge Translation Planning with Dr. ...

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Effective Supervision of Peer Mentors, Part 1

39 views · 3 months ago



What is Peer Mentoring?

168 views · 8 months ago

Supporting the Education of Young Adults with Mental Health...

80 views · 8 months ago

Supporting the Education of Young Adults with Mental Health...

96 views · 8 months ago

VOICES

4

HOPE

VOICES

4

HOPE

Voices4Hope Education Employment Helpful Links Health & Wellness In the Media

VOICES4HOPE



Voices4Hope is a place for teenagers and young adults with mental health conditions to find resources and stigma busting information that can help us lead happy and independent lives.

This website was created and is maintained by young adults with mental health conditions at the [Transitions Research and Training Center \(RTC\)](#).

[Find out more](#) about the Voices4Hope creators!

CALLING YOUNG ADULTS!

PARTICIPATE IN THE TRANSITION-AGE YOUTH PSYCHOTHERAPY EXPERIENCES (TYPE) STUDY!

Young adults 18 to 25 years old are invited to participate in a research study to better understand the experiences of outpatient therapy. Study participation involves two 1-hour interviews over the course of 8 weeks.

Compensation provided.

Calling All YOUNG Adults

We ask you to participate in our research study

Are you between the ages of 18-25? Are you receiving outpatient therapy at an outpatient clinic in the United States? ...Then you may be able to participate in our study!

Study Details

You will be interviewed 2 times during the study. Each interview will last 1 hour.

What is the study about?

The goal of the Transition age Youth Psychotherapy Experiences (TYPE) study is to better understand the experiences, both



SOCIAL ANXIETY



Social Anxiety is a feeling of discomfort, fear, and apprehension that is based on interactions with others. Social Anxiety specifically refers to a fear of being negatively judged or looked down upon by others. Social Anxiety can not only be felt during an interaction but also felt when thinking about past and future social interactions. Social anxiety is very commonly felt by people with other mental health conditions.

FACTS



Some of the main social interactions that stir up social anxiety are

- Starting a conversation with a stranger.
- Speaking in a class or meeting.
- Attending a party.
- Joining a conversation.
- Performing on a stage.
- Being alone in public.
- Eating in front of others.
- For more information visit: <https://a-top-10-list-feelings-social-anxiety-causes>

STATISTICS



- 15 million (6.8%) Americans have Social Anxiety Disorder.
- Social Anxiety Disorder is equally common

EATING DISORDERS



Do you or someone you know suffer from an eating disorder? Eating disorders often make a person feel scared and alone. This page will provide you with information and resources to help you learn about the different diseases, specific populations, and guide you or someone you know in the process of recovery and starting to live a fulfilling life!

BULIMIA.COM

Bulimia.com

- Eating disorders affect up to 30 million people in the US of all ages, and have the highest mortality rate of any mental illness.
- Anorexia is currently the third most chronic illness in the US, which is why YOUTH need to be wary of any signs that they may be suffering from an eating disorder.
- The sooner we get help for our problems, the greater the likelihood of a positive outcome.
- Eating disorders have many medical issues which can affect our long-term health.
- To learn more about various medical issues related to eating disorders, as well as co-existing psychiatric disorders, visit the site's "[Medical Issues](#)" section.
- Check out the main site, [Bulimia.com](#)!
- Many thanks to Mel Harbin who contributed the information and resource.

Introducing Comeback TV!

Comeback
TV



YouTube

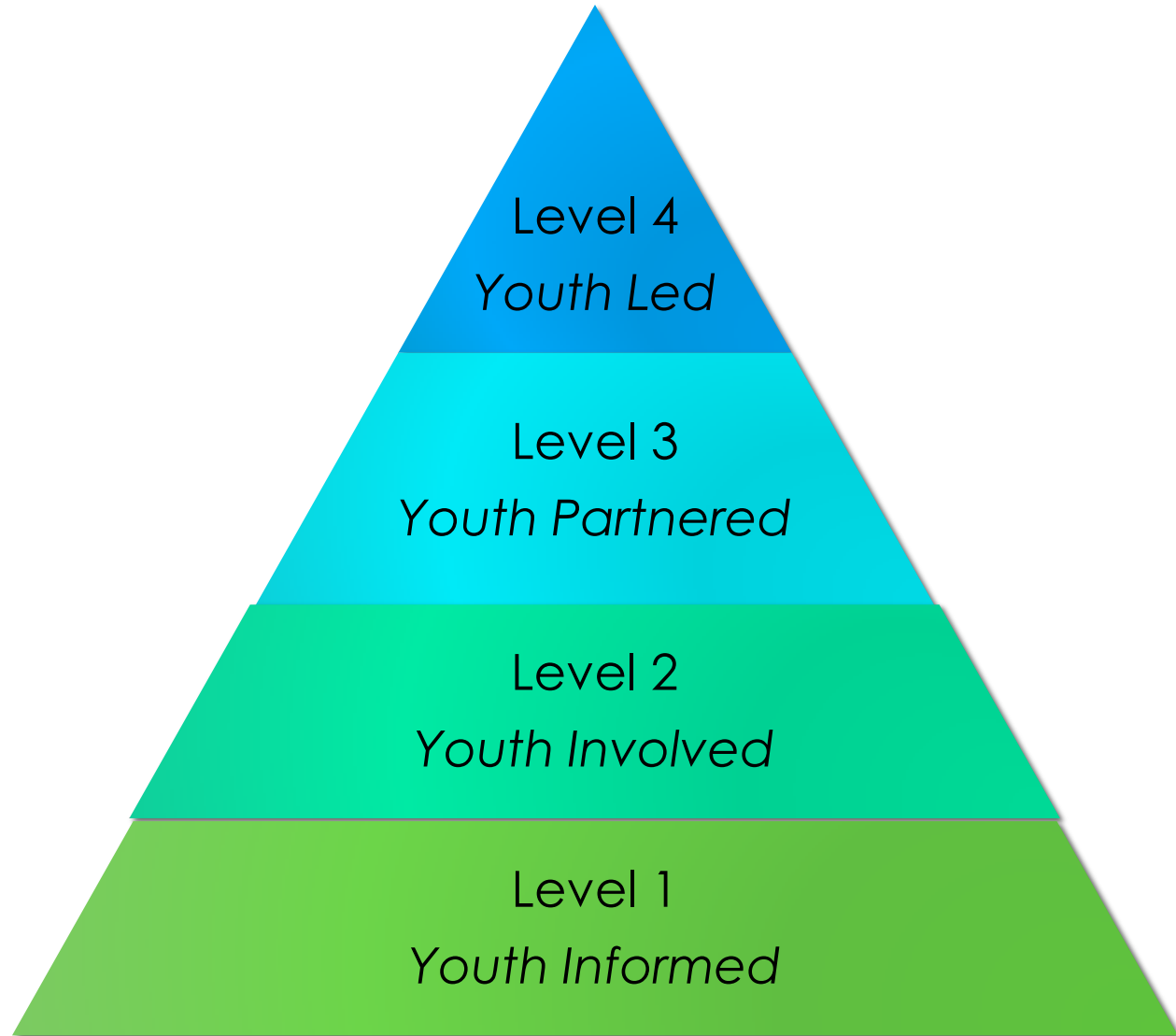
Comeback TV is a YouTube show aimed at the “comeback” of young adults ages 14-30 with mental health conditions. The show is a place for young adults to find the resources they need for mental health recovery, especially regarding work and school.

See episodes on Tips on Looking for a Job, Mental Health-Friendly Schools, Animal Therapy, Job Applications, Interview Attire, Peer Mentoring, and more!

Check out **Comeback TV** on the Transitions RTC Channel at <http://bit.ly/1Yt5HmZ>



PAR Levels of Involvement



Challenges and Solutions

Employer Experiences

Top-down commitment by ensuring involvement

Understanding youth culture by thinking outside the box, empowering and assigning tasks based on strengths

Mentoring and giving clear guidelines for professional development

YA Employee Experiences

Ensure commitment and involvement through peer support and self-advocacy

Become self-aware by reading, receiving peer support, and voicing concerns

Develop professionally by requesting supports and taking initiative

Accommodations cont'd

Bring in experts on accommodation process (i.e. [ADA](#), [askjan.org](#))

- Ask for written resources & guidance
- YAs can ask for review of request from time to time



Accommodations Worksheet:

1. Name: _____
2. Date of Request: _____
3. Name of Advocate (if you want one): _____
4. What specific Job Tasks that have been problematic/ overall issues you may be having in the workplace (DUE TO YOUR MENTAL HEALTH CONDITION/DISABILITY)?

5. How are the Job tasks mentioned in #4 affected BY your mental health condition/disability?

6. Ideas for accommodations to address problems mentioned in #4:

7. If you cannot think come up with accommodations to help address your difficulties, please list what resources you've used during your search so your supervisor doesn't use them when doing their own search (e.g. websites/people/products/etc.):

8. Supervisor/Manager Comments:

Signatures:

Signature of Employee Date

Signature of Employee Date

Career Coaching

Career Coaches consult with employed people (whether while working with a company or an individual) about developing professional, social, and self-advocacy skills in order to obtain:

- 1) Trainings for professional skills
- 2) Workplace accommodations
- 3) Fulfilling other desires and needs
- 4) Strategies to relate well with coworkers and supervisors
- 5) Finding and applying to the right job (if you don't have a job or are thinking of switching)



Career Coaching

www.radiatecareers.com

<http://www.findacoach.com/>

Thank You!

Want More Information?

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Transitions RTC Website: labs.umassmed.edu/transitionsRTC

DISCUSSION

