

TRANSITIONS RTC

THE LEARNING & WORKING
DURING THE TRANSITION TO ADULTHOOD
REHABILITATION RESEARCH & TRAINING CENTER



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>

The contents of this presentation were developed with funding from the US Department of Education, National Institute on Disability and Rehabilitation Research, and the Center for Mental Health Services, Substance Abuse and Mental Health Services Administration (NIDRR grant H133B090018). Additional funding provided by UMass Medical School's Commonwealth Medicine division. The content of this presentation does not necessarily reflect the views of the funding agencies and you should not assume endorsement by the Federal Government.



Evaluation of the Adapted Model

Presented at the 26th Annual Children's Mental Health
Research & Policy Conference

March 4, 2013

Tampa, Florida

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Study Design and Measures

- Single group mixed method pre-post feasibility study
- Baseline and 12 month follow-up assessments

Feasibility is measured in terms of:

- **Can it work?** Is there some evidence that the adapted model of evidence based supported employment meet the vocational needs of TAY? (i.e. will they obtain jobs or enroll in vocational programs).
- **Satisfaction with Services-** Will young people be satisfied with the services they receive?



Research Variables

Descriptive/Mediating Variables

Axis I & Axis II diagnoses

Demographic information: age, gender, race, ethnicity

Vocational Assessment Information

Education Assessment Information

Working alliance between SE/SEd specialist & young person

Working alliance between peer mentor and young person.

Academic achievement

Previous work history

Previous exposure to Supported Employment services

Level of engagement in SE/SEd services

Level of executive function

Level of cognitive function/impairment

Level of exposure to the intervention

Client satisfaction

Exposure Variables:

Vocational specialist contacts

Peer mentor contacts

Outcome Variables

Vocational Outcomes

Job starts

Job tenure

Education Outcomes

Enrollment/engagement in education program

Internship Experience

Career Decision Making Self Efficacy

Perceived social support

Increased understanding of the job and education seeking process

Self determination

Job Satisfaction

Identity as a worker



Recruitment

- Period 4/2011-12/2011 via vocational team
- Approached-65
- 54% (N=35) Enrolled
- 14% (N=9) Refusal

Number of Completed Pre-Intervention Interviews	Number of Completed Post-Intervention Interviews as of 1/17/2013	Number of Post-Intervention Interviews that were not completed
35	26 (74%)	9 (26%)



- **Study Eligibility Criteria:**
- admission to Thresholds and enrollment in the employment programs, with an assigned vocational specialist
- severely mentally ill, according to States of Illinois criteria (i.e., DSM-IV diagnosis of schizophrenia, bipolar disorder, obsessive-compulsive disorder, or other psychotic disorder and either significant treatment history and/or significant functional impairments),
- at least 18 years of age, or younger with parent/guardian consent
- expressed goal of competitive employment or education
- unemployed
- At Least 12 months left in Thresholds Young adult program



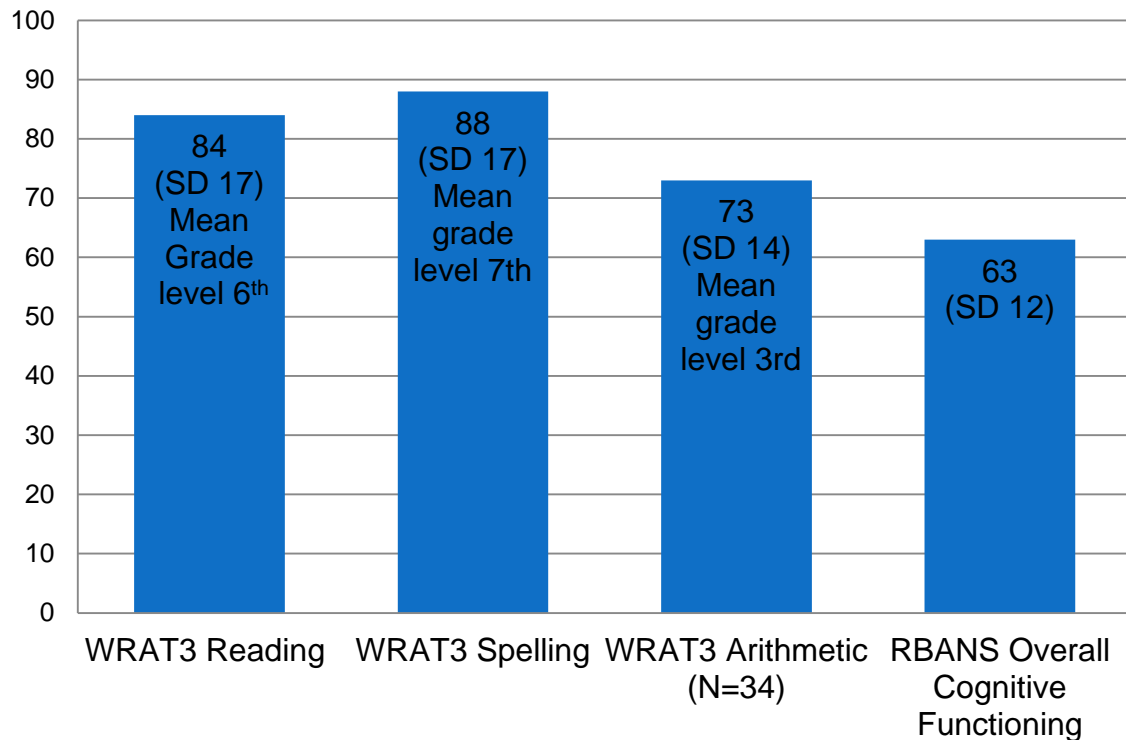
Sample Demographics

(N=35)	N	%
Gender		
Male	18	51.4
Female	17	48.6
Race		
Black/African American	26	74.3
Caucasian American	9	25.7
Ethnicity		
Hispanic	3	8.6
Non-Hispanic	32	91.4
Level of education completed at enrollment		
Some High School	27	77.1
High School Diploma	7	20
GED	1	2.9
Residential status at enrollment		
Supervised agency setting	26	74.3
Independent setting	9	25.7
Primary Axis 1 Diagnosis		
Mood Disorder	28	80
Psychotic Disorder	5	14.3
Impulse and Addiction Disorders	2	5.7
Social Security benefits status at enrollment		
Supplemental Security Income (SSI)	24	68.6
No SSA benefits	11	31.4
Guardianship Status		
DCFS Ward of the State	29	82.9
Parent Guardian	6	17.1



Baseline Cognitive Functioning and Achievement Scores

- N=35
- Wide Range Achievement Test (WRAT 3)
- Repeated Battery for the Assessment of Neuropsychological Status (RBANS)



Gaps in services

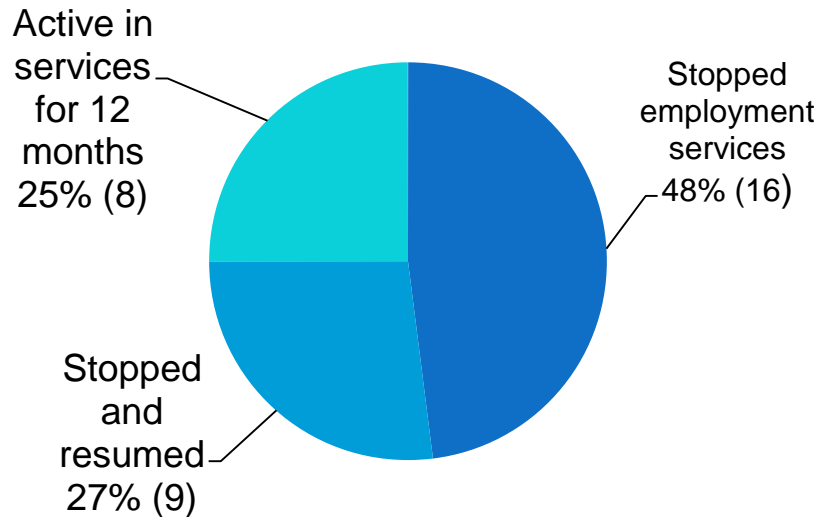
- Gaps in services include times a participant was missing from the clinical, residential and vocational services, as a result of hospitalization, incarceration or times when a participant was AWOL
- Participants were missing from services an average of 6 times.
- N=31, Minimum= 0, Maximum= 32, SD= 7.42
- Average length of time a participant was missing from services is 37 days.
- N=31, Minimum= 0, Maximum= 181, SD= 50.5



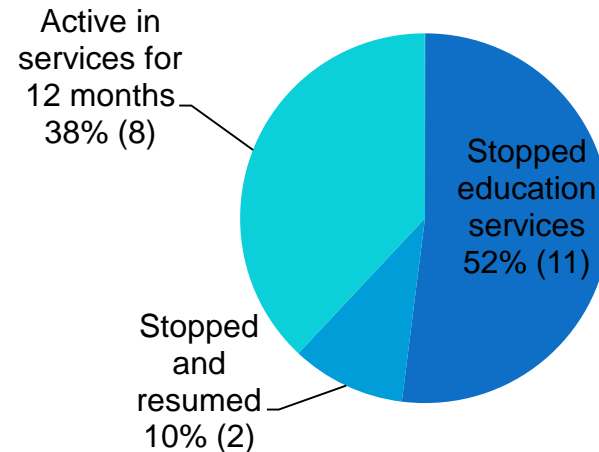
SE/SED Service Retention

- Majority of participants were open to vocational and education services more than 1 time.
- Multiple starts and stops were the result of the TAY trying out work and school and determining what they wanted to pursue.

Supported Employment Retention N=33



Supported Education Retention N=21



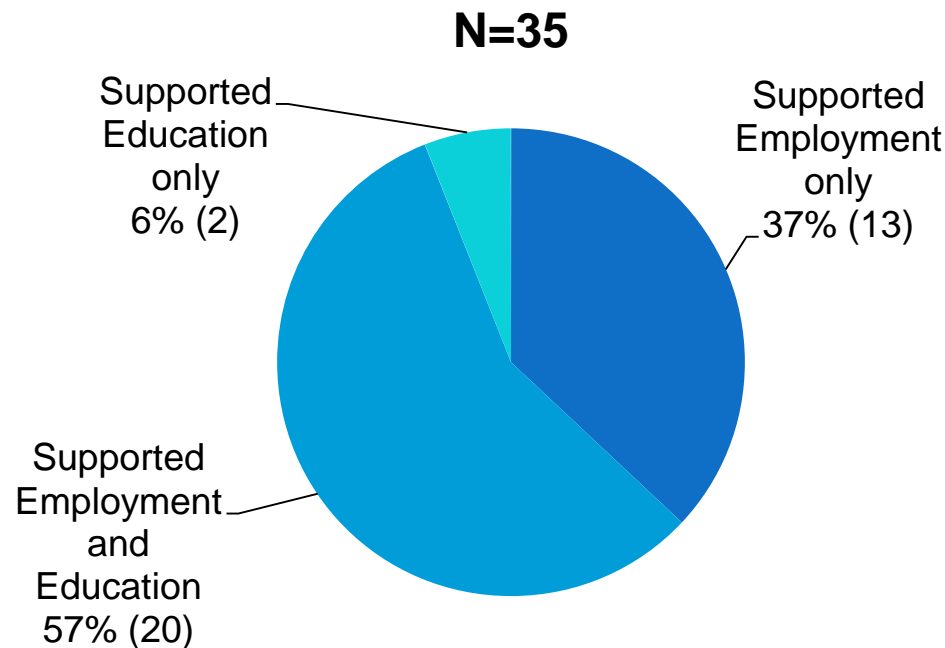
Treatment Exposure

- Average length of time open to supported employment and supported education: 7 months
- Engagement target was meeting one time weekly with the vocational team and peer mentor
- Average # of monthly SE/SED specialist contacts: 2 (SD 1.36)
- Average SE/SED specialist meeting duration: 44 minutes (SD 10)
- N=31
- Average # of monthly peer mentor contacts: 1 (SD .63)
- Average peer mentor meeting duration: 38 minutes (SD 11)
- N=30



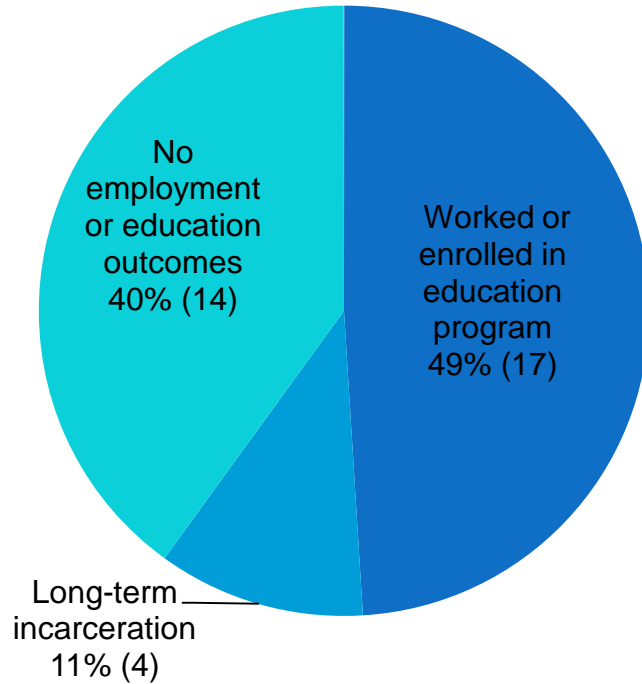
Employment and Education Services requested by participants

- At intake to the study, participants were given the choice to receive supported employment, supported education services or both.

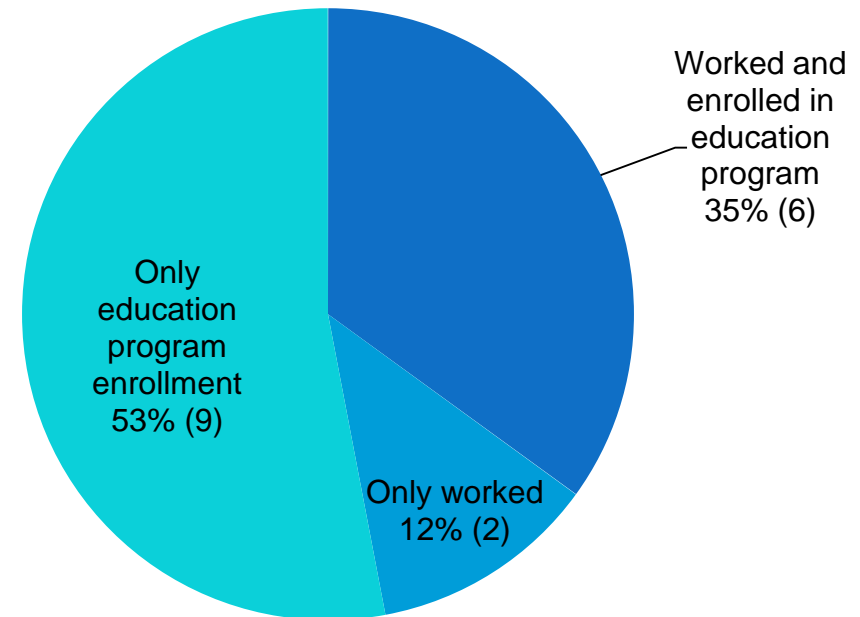


Voc/Ed Outcomes

Vocational and Educational Outcomes
N=35

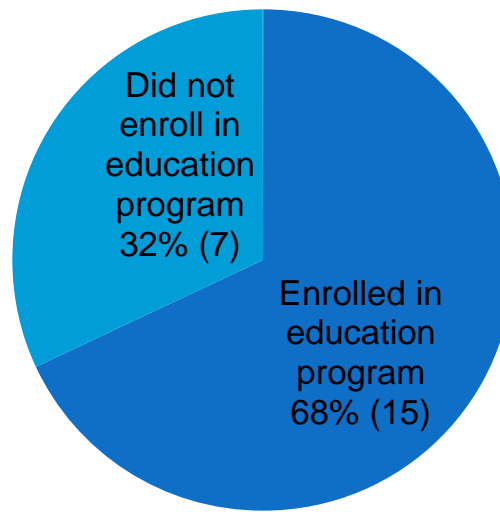


Types of outcomes
N=17



Education Outcomes

	N	%
Enrolled in Supported Education (N=35)	22	63
Enrolled in education program (N=22)	15	68
Average length of time in supported education	7 months	



Education Outcomes

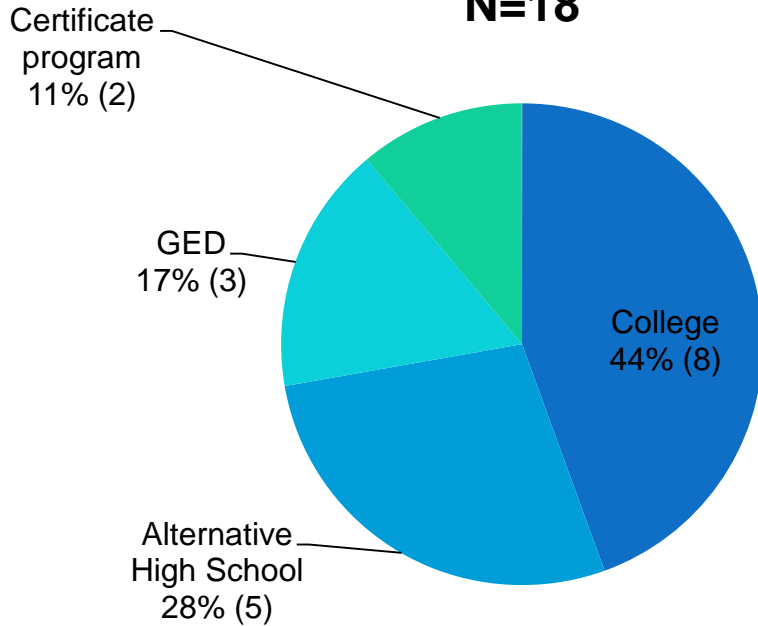
	N	%
Number of starts*	18	100
Number of completions	4	22
1 CPR Certificate		
1 Unarmed security certificate		
2 High School diplomas		
College course completion	2	13
Discontinued program	9	50

*3 participants had more than 1 program start

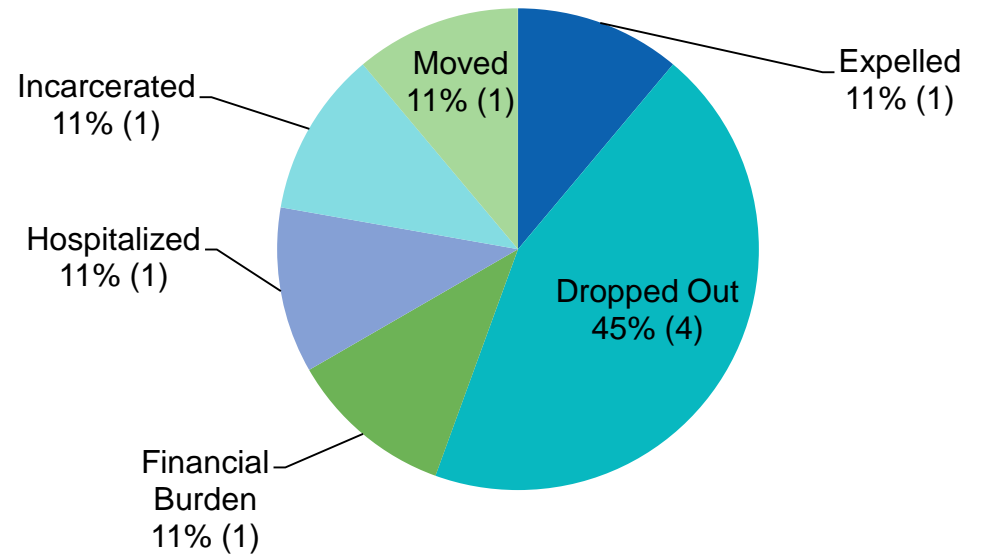


Education Program Details

**Types of Education Programs
N=18**

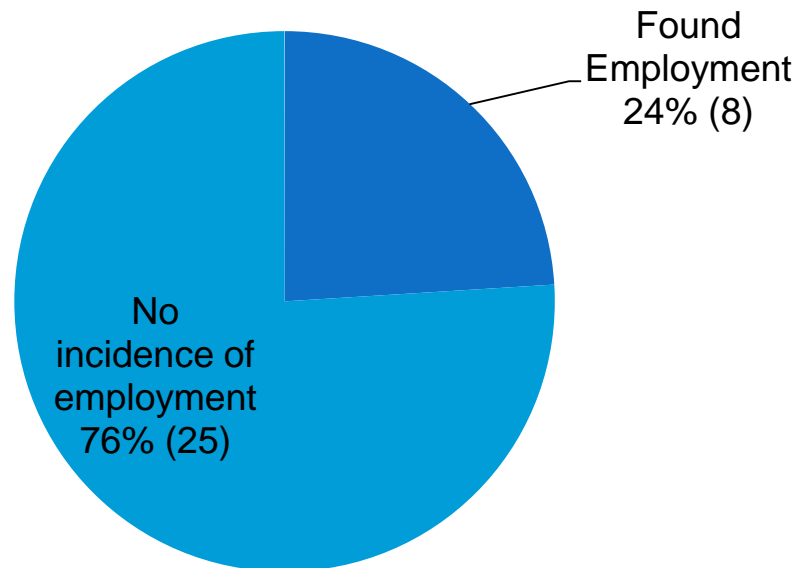


**Reason for program ending
N=9**



Employment Outcomes

	N	%
Enrolled in Supported Employment (N=35)	33	94
Found Employment (N=33)	8	24
Average length of time in supported employment	7 months	



All jobs were part time and paid minimum wage.

Employment outcomes

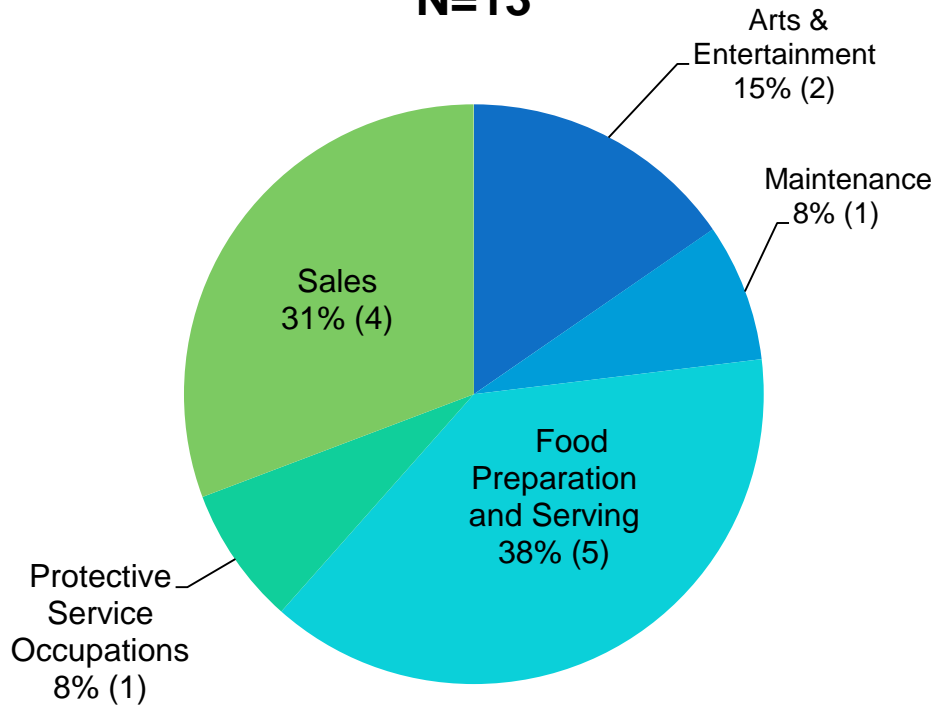
	N	%
Number of starts	13	100
Number of ends	10	77
Working post intervention	3	23
Average job tenure	11 weeks	
Wage range	\$8.25-\$8.50 per hour	
Hours worked	29 or less	

Barriers to obtaining employment: emancipation from program focus shifted to finding housing, establishing independence from program, and transferring care to adult mental health

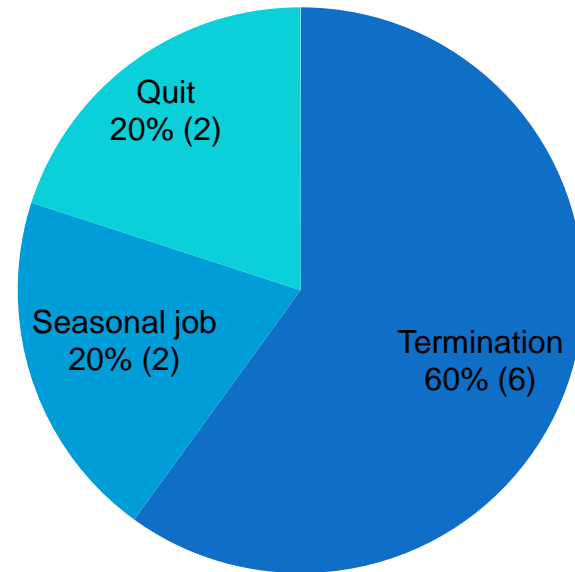


Job Details

Types of jobs obtained
N=13



Reasons for job ending
N=10



Peer Mentor Satisfaction

20 TAY participated in qualitative interviews post-intervention

- 75% (15) **benefitted** from meeting with a mentor. (N=20)
- 56% (10) **learned** important things about their education or vocational goals (N=18)
- 53% (10) mentoring helped **achieve** their education or vocational goals (N=19)
- 60% (12) difficult to meet with a peer mentor weekly (N=20)
- Enjoyed talking, receiving advice, being understood and motivated by the mentors and feeling that they can trust the mentor and relate to them.



Peer Mentor Characteristics

- Having experience in residential and behavioral health services
 - “She was in the same situation I was in. She understood me because we were part of Thresholds.”
- Experience going to school
 - “He got me thinking about what I would do after high school, provided suggestions on how to keep going forward”
- Similar in age to mentees
 - They were similar in age and problems and could relate to me”



Conclusions

- 49% Worked/enrolled in education program
- Research findings- education found to be just as important as employment. Obtaining a H.S diploma is a big deal
- Limitations-sample size too small, need diverse implementation site, funding needed to sustain model after research grant stops
- Greater focus on retention services
- Leadership needs to centralize all efforts

