

Life after High School: Finding Success Wherever You Go

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Transitions RTC

The Transitions RTC 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

What we do:

- Conduct cutting-edge rigorous research that tests or informs interventions
- Develop and translate knowledge to multiple stakeholders

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



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>

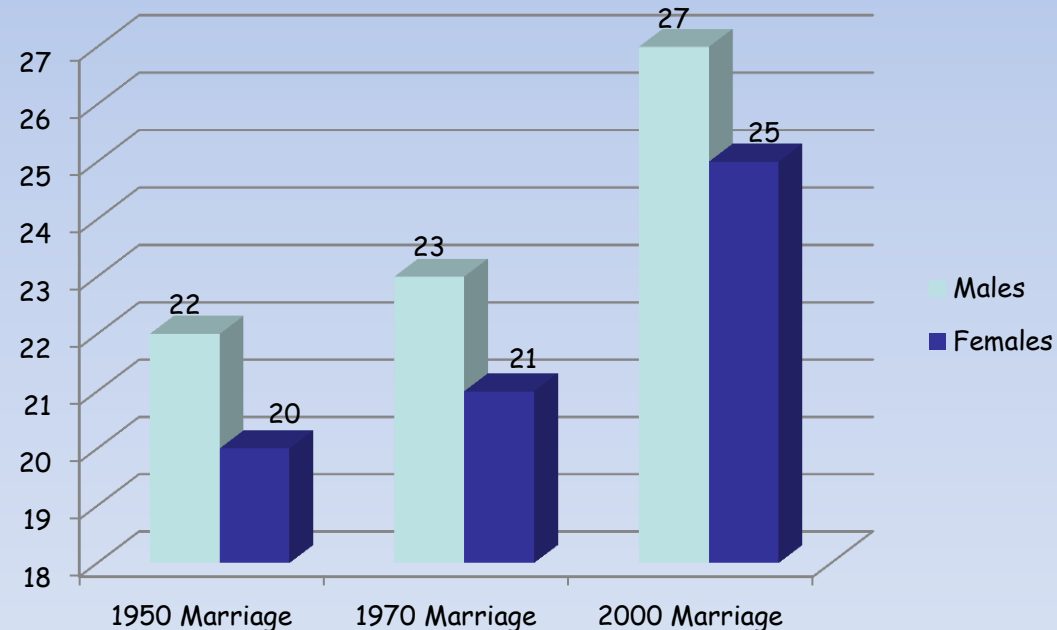
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“Emerging Adulthood”

- Increasing age of marriage
- Increasing age of first childbirth
- More young Americans seeking higher education
- Many still living at home

Median Age of Marriage In The U.S.*



* Source: Jeffrey Arnett, "[Emerging Adulthood: The Winding Road from the Late Teens through the Twenties](#)"

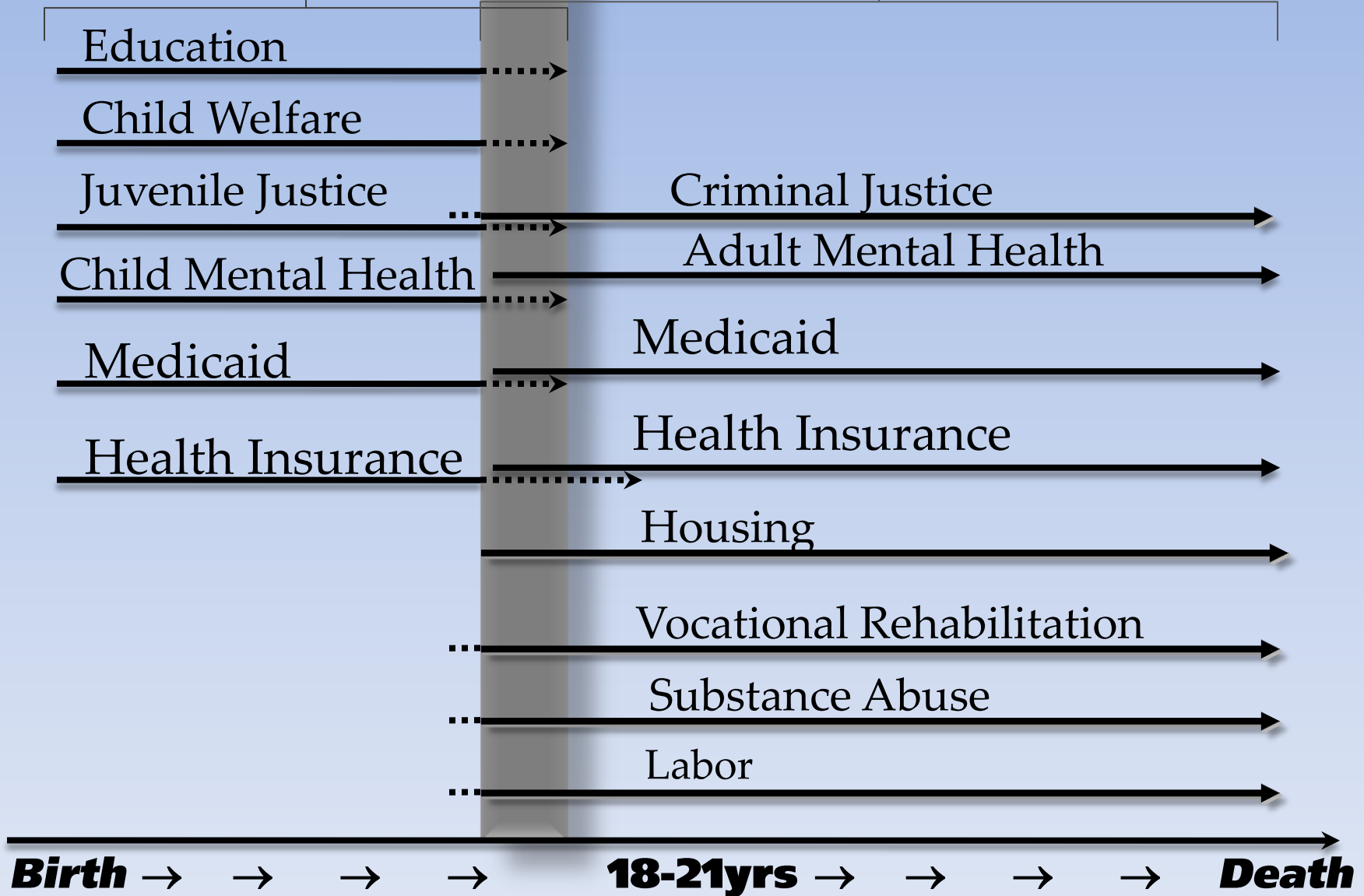
Developmental Implications

Supports need to be developmentally appropriate



CHILD SYSTEM

ADULT SYSTEM



Youth with SMHC Struggle as Young Adults

Functioning among 18-21 yr olds	SMHC in Public Services	General Population/ without SMHC
Complete High School	23-65%	81-93%
Employed	46-51%	78-80%
Homeless	30%	7%
Pregnancy (in girls)	38-50%	14-17%
Multiple Arrests by 25yrs	44%	21%

Valdes et al., 1990; Wagner et al., 1991; Wagner et al., 1992; Wagner et al., 1993; Kutash et al., 1995; Silver et al., 1992; Embry et al., 2000; Vander Stoep, 1992; Vander Stoep and Taub, 1994; Vander Stoep et al., 1994; Vander Stoep et al., 2000; Davis & Vander Stoep, 1997; Newman et al., 2009

What works?

There is limited evidence, but several promising practices to keep in mind:

1. Youth voice and culture
2. Use of peers
3. Comprehensive care



Youth Voice and Culture

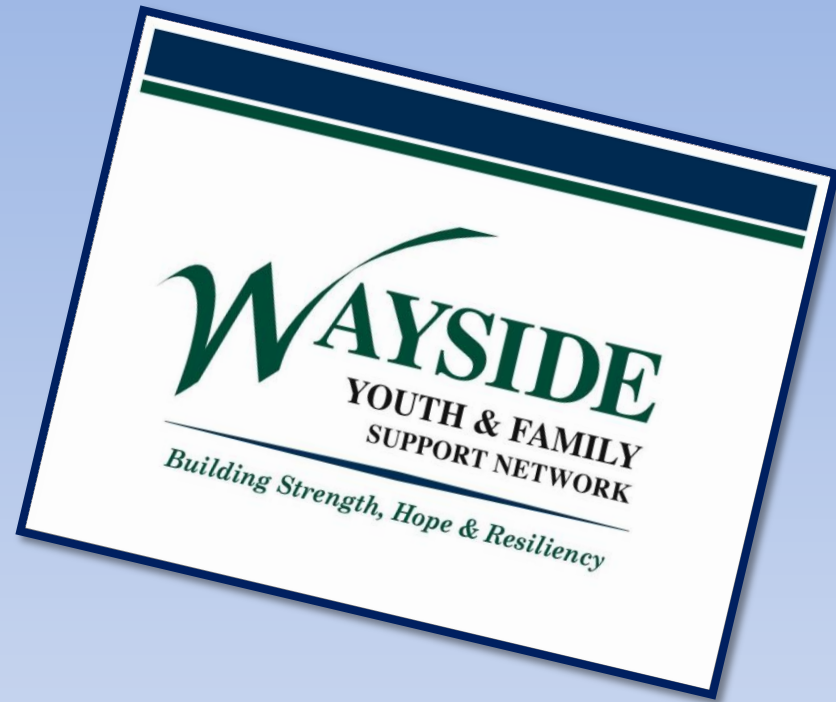
“We are the experts on ourselves”

- Ensures programming is YA friendly and culturally appropriate
- Improves decision making on key YA issues
- Examples
 - YA Advisory Councils
 - Young Adult Employment Research Study (PAR)
 - Shared Decision making in transition goals





www.stepsarlington.org



“What we members think is what determines what we do. Our opinions are given as much weight as the opinions of our staff members, if not more.”



Use of Peers

People with lived experience of a mental health condition who have an empathetic perspective & offer non-clinical recovery support services

- Why is it important?
 - Serve as a role model
 - Recovery is a shared experience



Considerations:

- Authentic involvement (don't take lightly!)
- Organizational understanding of peer position
- Addressing boundaries/key issues



How do we Involve Peers?

- Certified Peer Specialists (CPS)
 - Massachusetts Efforts
 - Medicaid reimbursable
- Peers in other settings
 - Bridge of Central MA



- Research in the Works:
 - Thresholds Project
 - Jon Delman from the RTC
 - Adaptations to CPS training

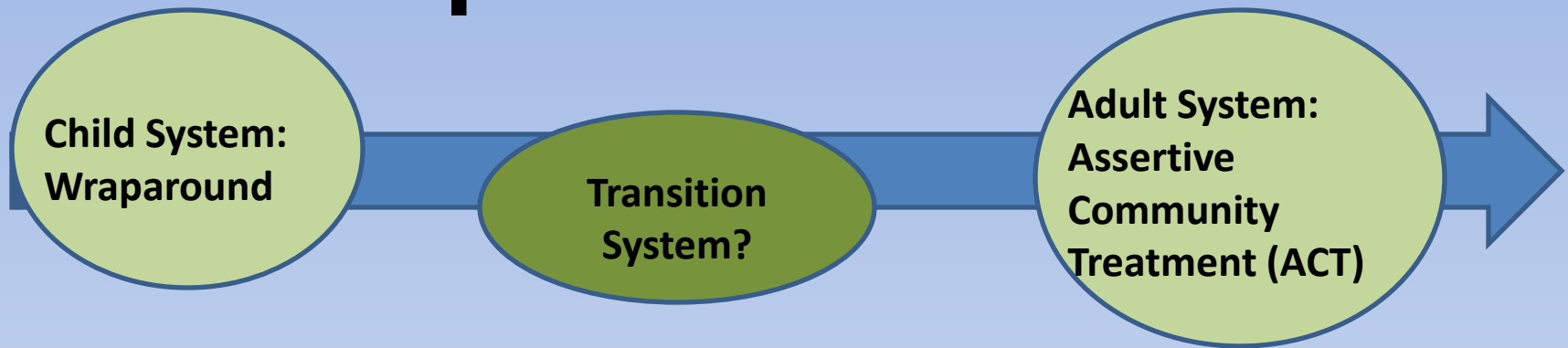


Be Comprehensive

Address all life domains that can potentially interfere with adjustment



Comprehensive Care

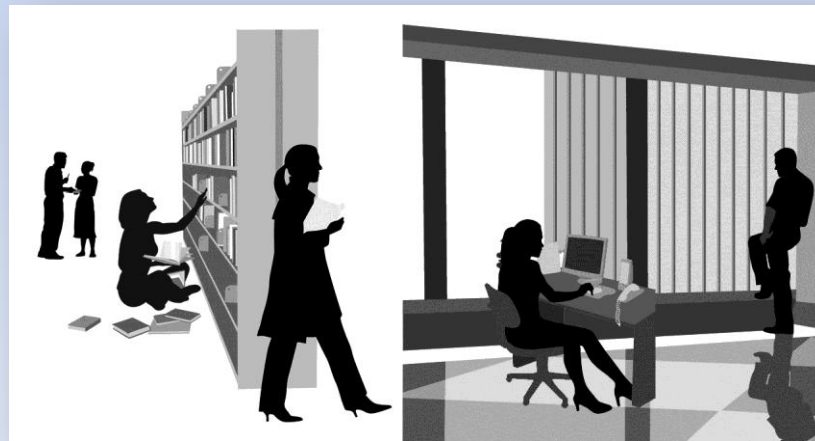


- SAMHSA efforts: Emerging Adult Initiative (EAI)
- Integrate treatment with other aspects of life
 - “one-stop shopping”
- Community-based
- Transition Specialists or Transition Coordinators



Career Development

- Young adulthood = career launch
 - Broader than employment
 - *A process*



Career Development

- Social Cognitive Career Theory (SCCT)¹
 - Career self-efficacy beliefs
 - Outcome expectations
 - Clarity of Career Goals
- Insufficient career activities can interfere with adult career roles
- Simultaneously working AND going to school

(Betz, 2007; Lent, Brown, & Larkin, 1986; Ochs & Roessler, 2004; Patrick, Care, & Ainley, 2011)



Some promising models

- IPS: Individualized Placement Services
 - 1st episode psychosis adaptations
- Supported Education
- RENEW: Rehabilitation, Empowerment, Natural Supports, Education, and Work
- JOBS: Jump On Board for Success

More research needed!



Thresholds Young Adult Program (YAP)

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



The Transition Cliff

Child Welfare
School
Juvenile Justice
Youth Mental Health
Medicaid

Corrections
Adult Mental Health
Vocational Rehabilitation
Medicaid



BUILDING A TRANSITION BRIDGE

YOUTH SERVICES

Therapeutic Crisis Intervention
Dialectical Behavior Therapy
Supported Employment
Supported Education
Trauma Informed
Launch

TIP

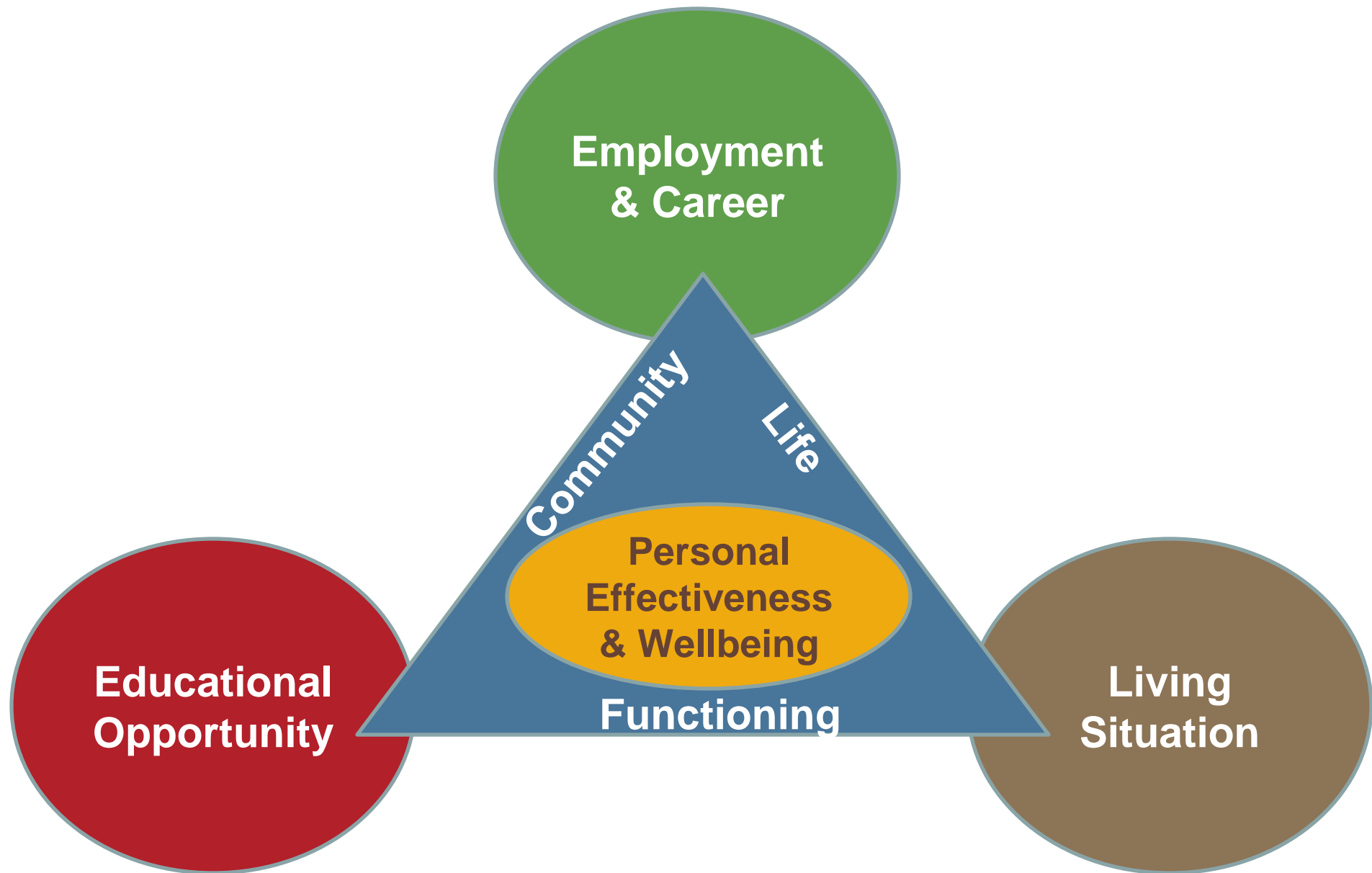
ADULT SERVICES



TIP Model Guidelines

1. Engage young people through Strength Discovery and Futures Planning.
2. Tailor services to assist in goal attainment across the transition domains.
3. Acknowledge and develop personal choice and responsibility with young people.
4. Build and ensure a safety-net of support.
5. Enhance and build upon the young persons' competencies.
6. Maintain an outcome focus in the TIP system at the young person, program, and community levels.
7. Involve young people, parents, and other community partners

TIP Transition Domains



Education Strategies:

- Academics and Transition: Two great Tastes...
 - Flexibility
 - Get Outta Here
 - Soothing supports



Living Situation

Strategies

- Learn About the Market
- Living + Services
- Make It Real
- Practice



Community Life Functioning

Strategies

- Connecting the Dots
- Natural Gathering
- Location Location Location
- Authentic Interaction



Personal Effectiveness & Wellbeing

Strategies

- Benefits to Me
 - Discovery
 - Empowerment
- Setting Conditions for Wellness
 - Contagious Adult Services



Employment

Individual Placement
and Support (IPS)



TIP Informed Thresholds Young Adult Program

Community based

Place and Train

TAY choice

Futures focus

Coaching

Adapted IPS SE/SEd Model Principles

Same

- Adherence to consumer preferences.
- Time unlimited follow-along supports.
- Rapid search.
- Integration with youth specific mental health treatment.
- Relationships are built with employers based upon client job interests

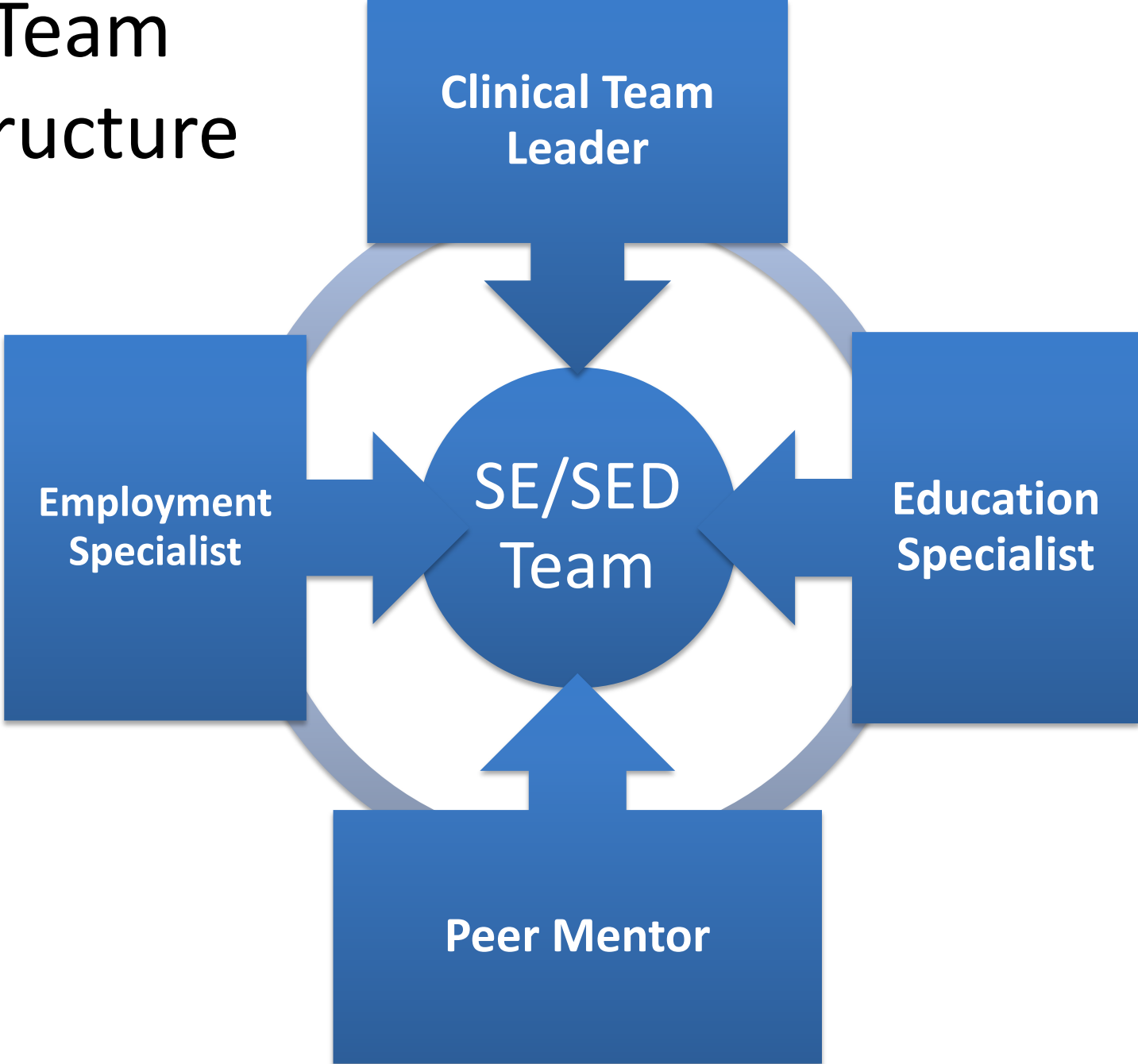
Modified

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

Added

- **Supported Education**
- Youth voice and leadership, and **Peer Mentoring**.

Team Structure



Peer Mentoring Defined

- Provide emotional support & validation
- Engage young people in vocational services
- Support young people in exploring worlds of work & school
- Teach, role-model, and coach professionalism, maintaining hygiene, and having appropriate boundaries
- Work closely with vocational specialists



Resources

- Thresholds: www.thresholds.org
- UMass Learning And Working RTC: <http://labs.umassmed.edu/transitionsRTC/> , www.voices4hope.net
- TIP Model & NNYT: <http://www.TIPstars.org/>
- IPS Supported Employment <http://www.dartmouth.edu/~ips/page29/page13/files/11-ips-evidence.pdf>
- Healthy Transitions Initiative: <http://gucchdtacenter.georgetown.edu/transitions.html>
- Transition Handbook: <http://www.brookespublishing.com/clark>
- Foster Club transition toolkit: <http://www.fosterclub.com/transition/article/transition-toolkit>
- Psychiatric Rehabilitation Journal Special Issue: <http://www.bu.edu/cpr/prj/>
- Applying Social and Cultural Capital Frameworks with TAY: <http://www.ncbi.nlm.nih.gov/pubmed/22382805>
- SAMHSA Young Adult Resources: <http://www.samhsa.gov/children/youngadult-home.asp>
- Jessica Lynn Gimeno: writer at <http://www.askabipolar.com>; contact jessicalynn.gimeno@gmail.com and @Jessica_LGimeno
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