



RECOVERY WORKFORCE SUMMIT

2014 Annual Conference

The PRA logo is a circular emblem with the letters 'PRA' in the center, surrounded by four colored dots (blue, orange, green, purple) and a stylized circular path.

Adapting the Individual Placement & Support (IPS) Model of Supported Employment for Early Emerging Adults with Serious Mental Health Conditions

BALTIMORE
MARYLAND

JUNE 22-25



Psychiatric
Rehabilitation
Association

Growing and Training the Recovery Workforce

presenters

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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 Systems and Psycho-social Advances Research Center.

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.



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overview

- 1) Why adapt IPS for early emerging adults with SMHC (ages 18-22)?
- 2) What adaptations were made to IPS & what lessons were learned?
- 3) Was the adapted model feasible?
- 4) What implications does this study have for future service development & research?

part 1

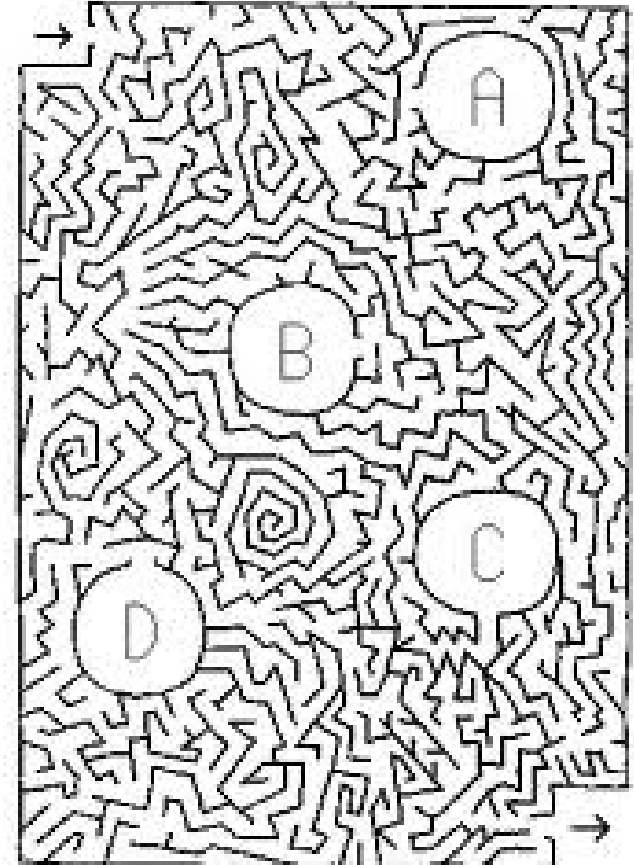
- Why adapt IPS for early emerging adults with SMHC*?

*SMHC = serious mental health condition

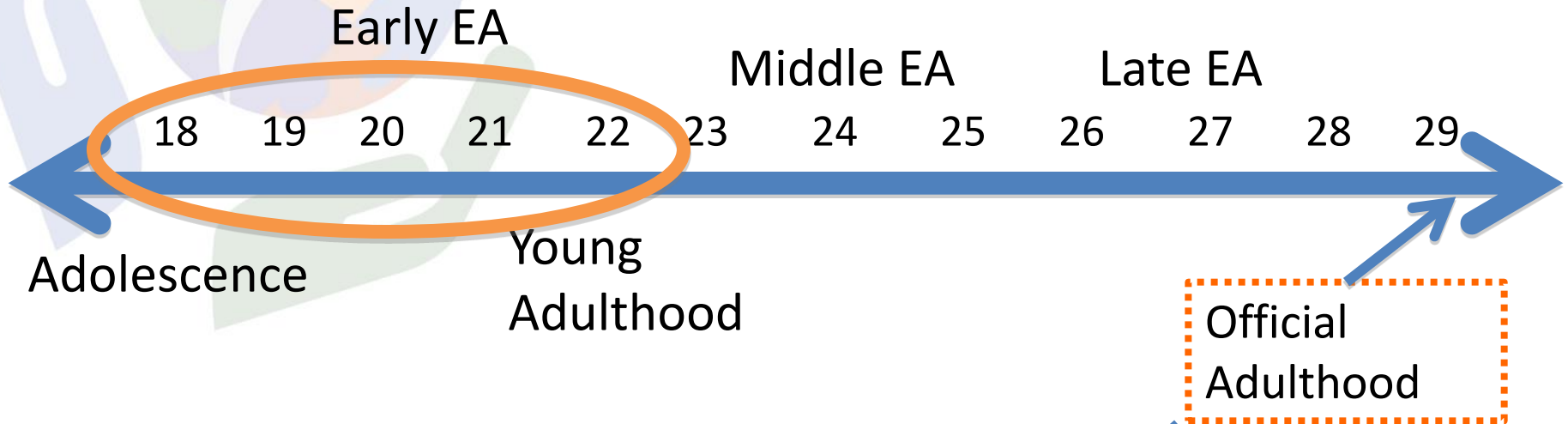


the transition to adulthood

- Characteristics of emerging adulthood
- Rates of SMHC
- Vocational outcomes of at-risk young people
- Design of EBP vocational service models in adult system



what is emerging adulthood?

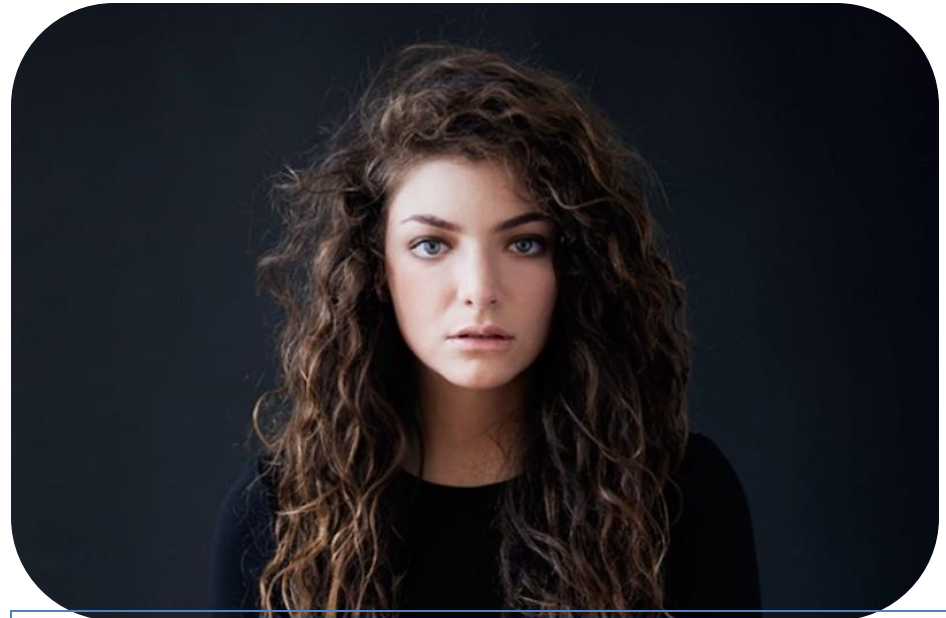


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- taking responsibility for yourself
- making independent decisions
- becoming financially independent

characteristics in EA

- Identity exploration
- Instability
- Self-focused
- Feeling in-between
- Age of possibilities
- Relationship renegotiation
- Peers & romantic partners



[May 7, 2014](#)

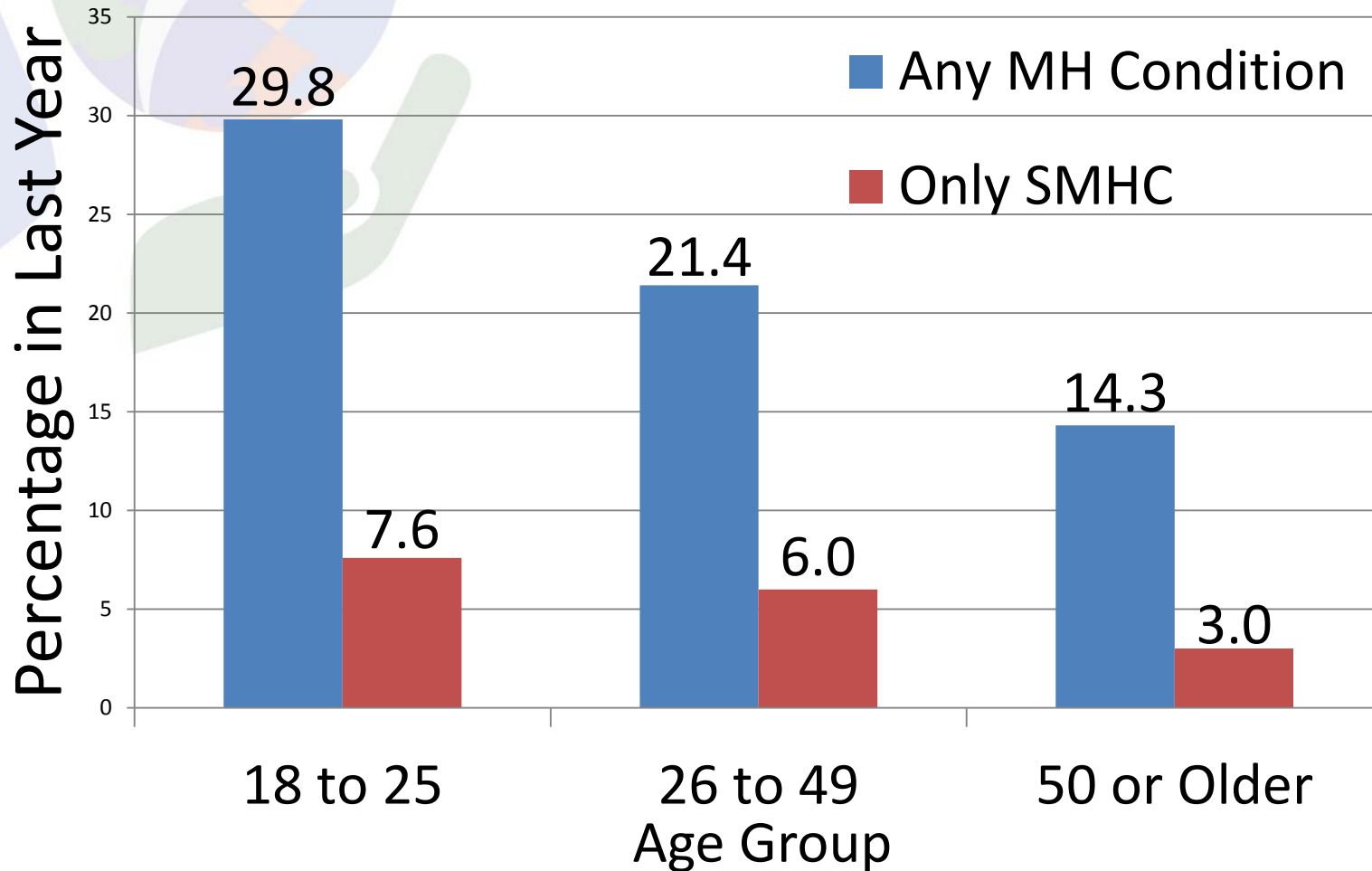
"I'm terrified of growing up. Once you become an adult, how do you step back from that? It's something that wakes me up at night."

- Lorde, 17-year-old phenom singer, at a concert in New York's Roseland Ballroom, according to Billboard, March 14, 2014

Principles of EA with SMHC

- Identity exploration
 - Cut short and delayed
 - Lack of opportunities to explore
 - Lack of social capital
- Instability
 - Riskier, Dangerous
 - Housing/basic need instability
 - Pressure for \$, yet less vocational experiences
 - High correlation of trauma
- Self-focused
 - Cannot often see how concerns may affect others
 - Depressive process—centered around self
- Feeling in-between
 - Exacerbated in-betweenness
 - Needing to reach adult markers earlier in order to survive
 - Transition Cliff of services
- Age of possibilities
 - Less capital to explore possibilities
 - Symptom interference
- Relationship re-negotiation
 - Overinvolved or under-involved families
 - Alienation
 - Low family resources
- Peers & romantic partners
 - Tumultuous
 - Having children earlier

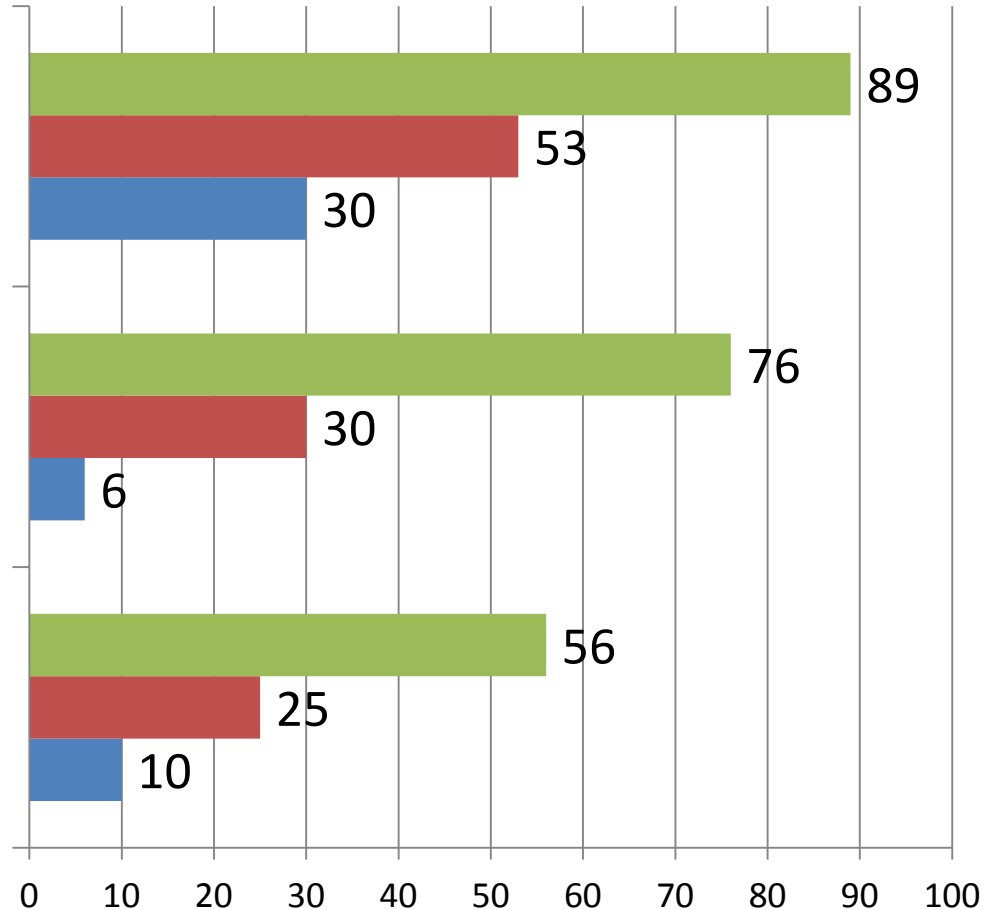
2011 Prevalence Rates



http://www.samhsa.gov/data/NSDUH/2k11MH_FindingsandDetTables/2K11MHFR/NSDUHmhfr2011.htm#Ch2

education

General Population (Add Health)



Youth Aging out of Care (Midwest)

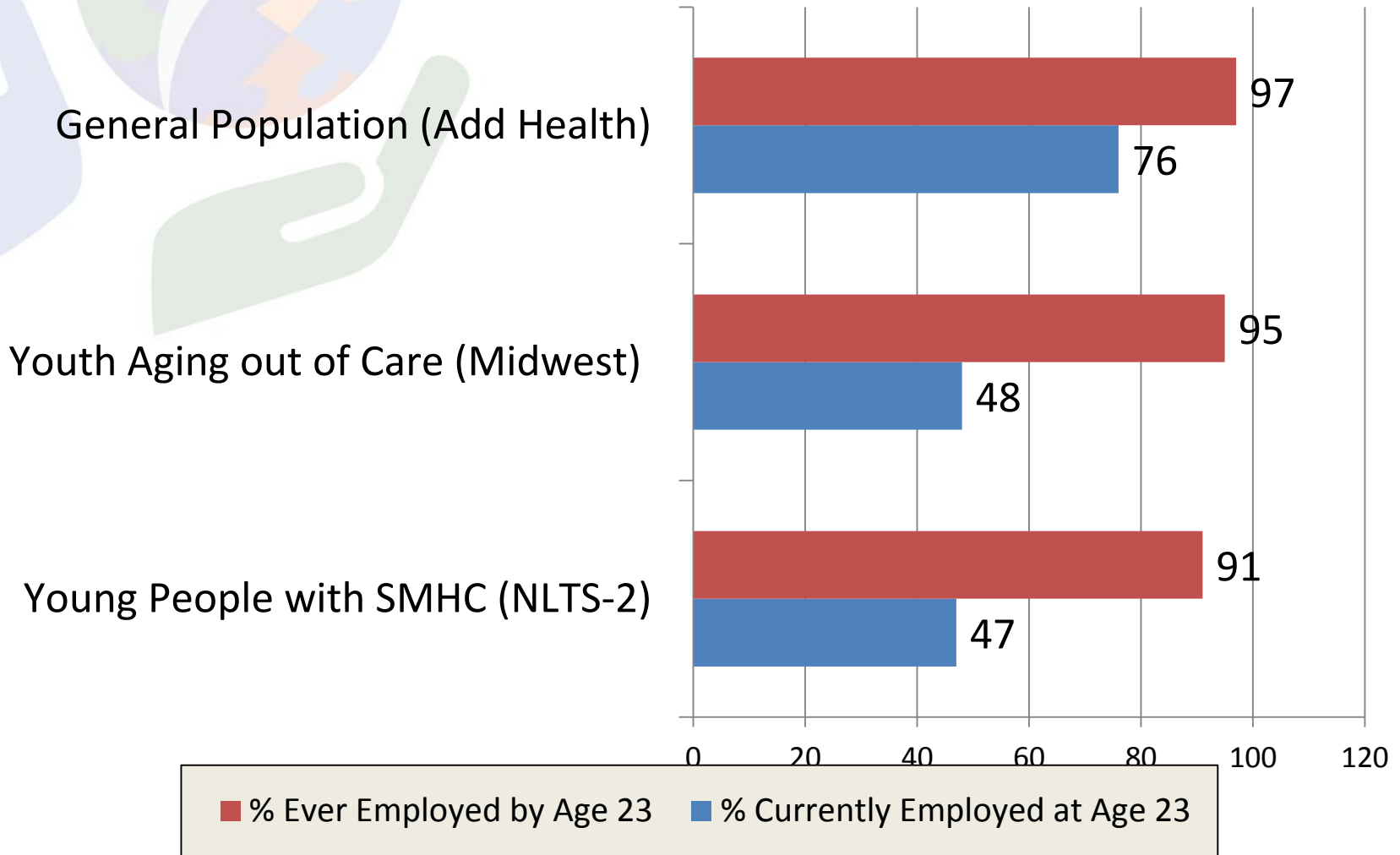
Young People with SMHC (NLTS-2)

■ % Graduate from high school

■ % Enrolled in post-secondary edu

■ % completed post-secondary by age 23

employment



Individual Placement & Support (IPS)



TIP Informed
Substitute Care
Program

TAY
choice

Community-
based

Futures focus

Place &
Train
Coaching

tensions

- Generalists vs. Specialists
- Focus on education
- Job starts vs. job tenure
(the nature of discovery)



the REAL match

- IPS + SE (Nuechterlein, 2009)
- Umass Transitions RTC
- Career focus
- Peer mentors



eHarmony[®] Love Begins Here[™]

part 2

- What was the adaptation process?
- What lessons were learned?



working closely with implementation site: thresholds young adult program (YAP)

- 16-21 y/o with trauma histories & SMHC
- Residential & transitional living
- Community-based
- Founded in TIP principles
- Bridging the Transition Cliff



adaptations to IPS

- Supported education
- Peer mentors
- Career development focus



adapted IPS principles

Same

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

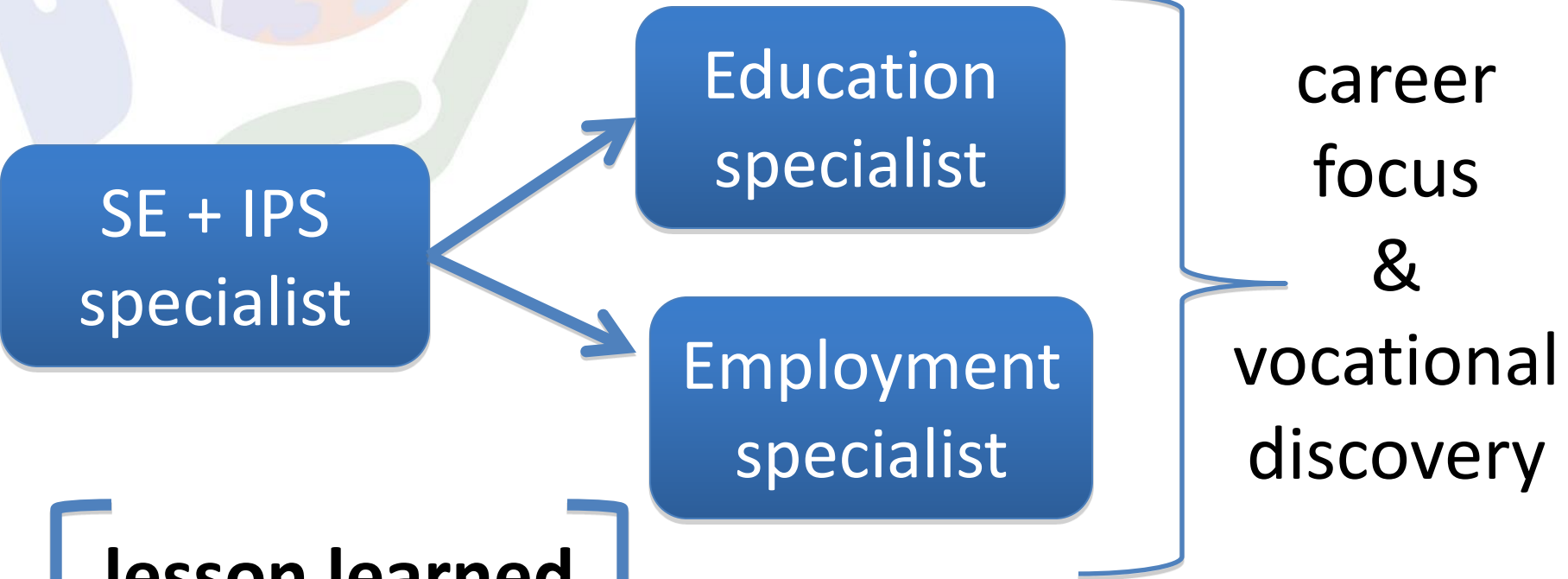
Modified

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

Added

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

division of employment & education specialist roles



lesson learned
these 2 roles must work together closely

vocational peer mentoring

Qualifications:

- Self-identified as having a SMHC
- Experience in YAP or other service systems
- HS grad with employment or post-secondary enrollment

40 hours of training:

- Increase knowledge of IPS model
- Learn how to share story
- Build active-listening skills



- 1-6 mentees per mentor
- Weekly meetings in the community

peer mentor characteristics

- Peer Mentors..... 13 total
- Age Range..... 20-30 yrs old
- Race/Ethnicity..... 9/13 African American
- Supplemental Security Income..... 10/13
- “Aged out” of Child Welfare System..... 9/13
- HS Diploma or Equivalent..... 11/13
- Post-Secondary Education..... 9/13

peer mentoring role

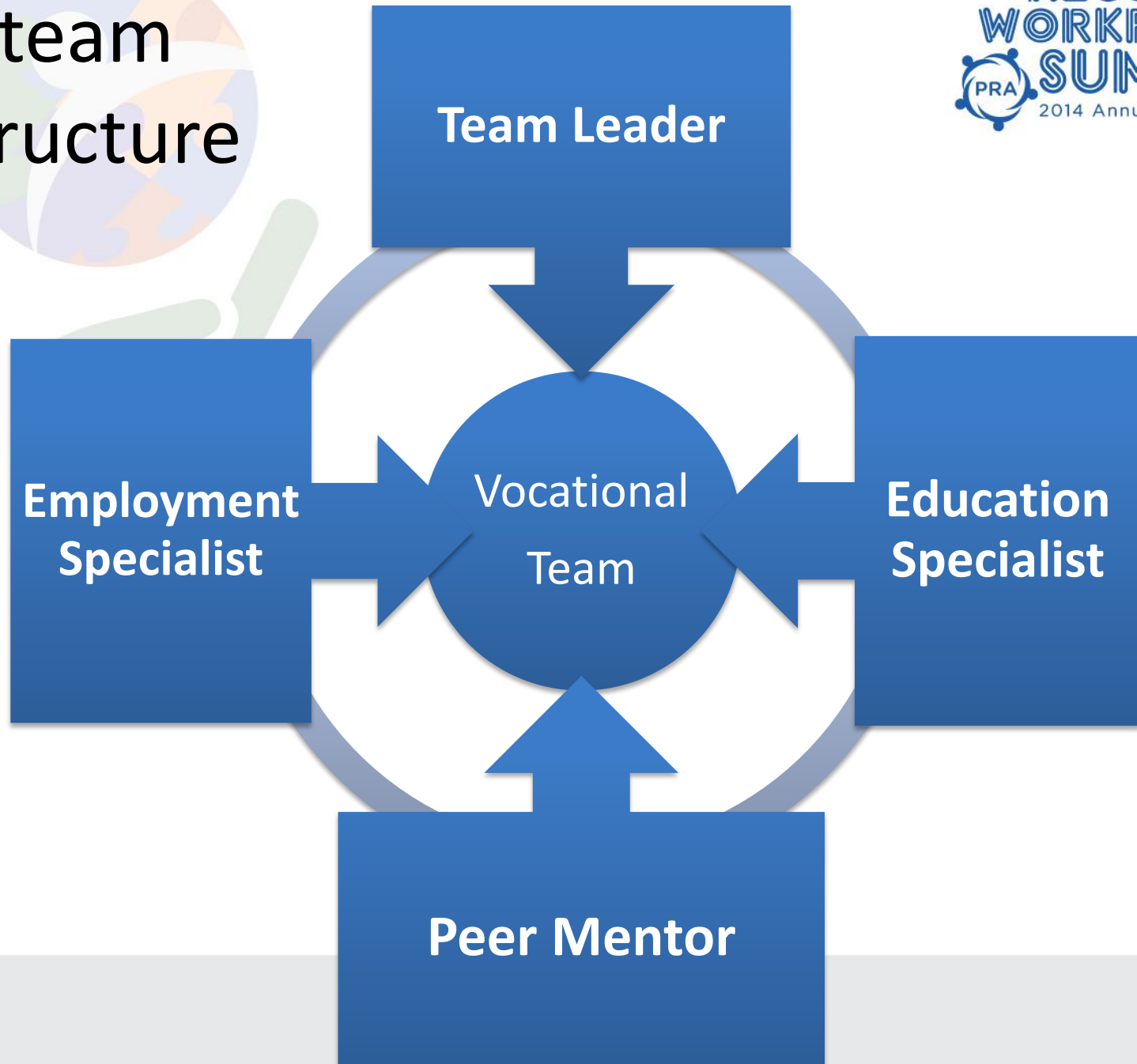
- **Work closely with education and employment specialists**
- Provide emotional support & **validation**
- **Engage** young people in vocational services
- **Support** young people in exploring worlds of work & school
- **Teach**, role-model, and **coach** professionalism, maintaining hygiene, and having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

lessons learned

Clarify the Peer Mentors' Role on the Vocational Team.

The Vocational Team must believe the Peer Mentors are valuable.

team
structure



part 3

- Was the adapted IPS model feasible?
 - Fidelity assessment & scores
 - Feasibility study design & findings

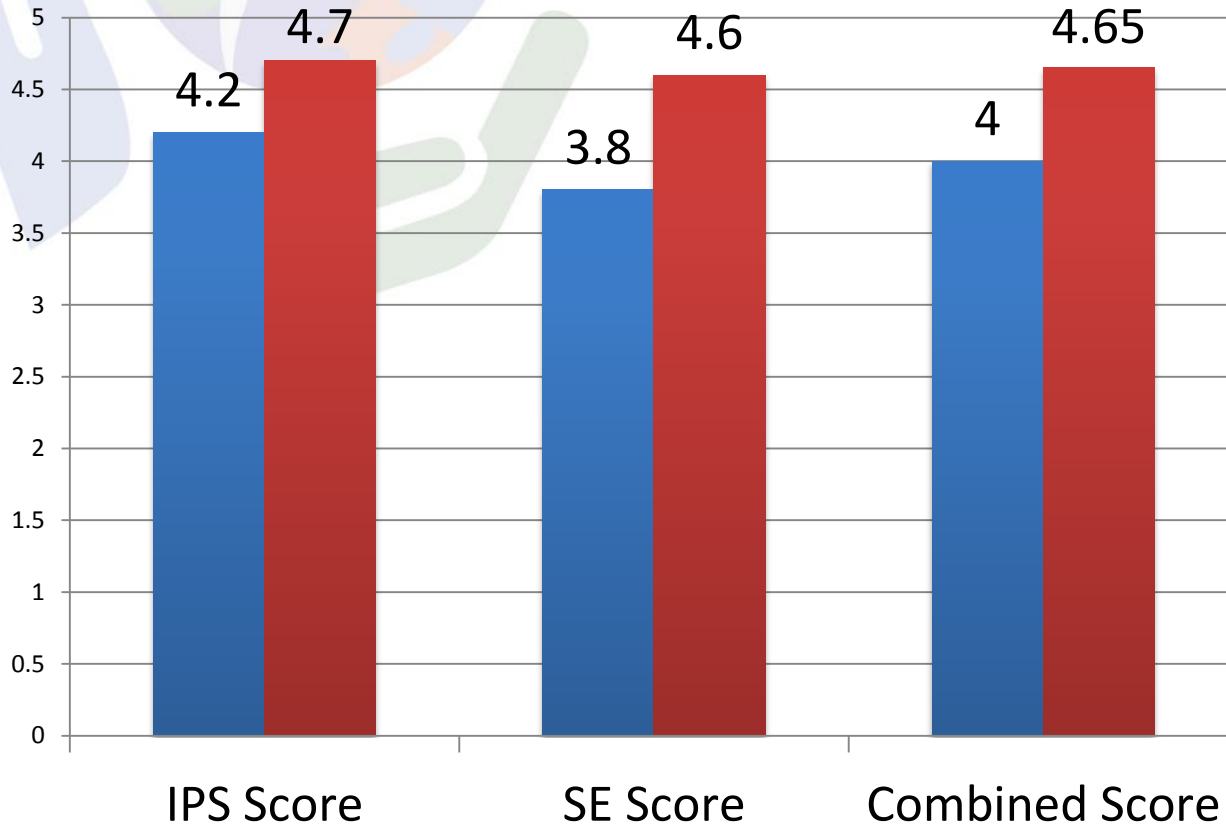


fidelity scale administration protocol

- 1 day site visit
- 2 trained fidelity assessors
- Detailed protocol:
 - Interviews: vocational program leader, employment specialists, & clients
 - Observation: team meeting, employer contact, & peer mentoring
 - Chart review



YAP fidelity scores



■ 2011
■ 2012

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

study design & goal

- Single group mixed method pre-post
- Baseline and 12 month follow-up
- Assessment of:
 - Study retention & service engagement
 - Peer mentoring experience
 - Vocational and educational outcomes



study participants

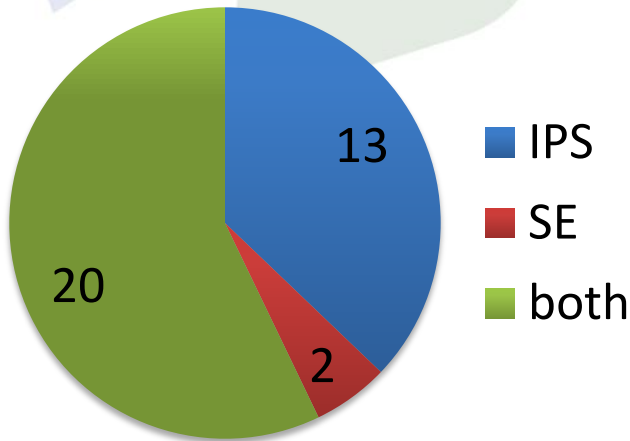
N=35	n	%
Gender	18	51.4
Male	17	48.6
Female		
Race/Ethnicity		
Black/African American	26	74.3
White/Caucasian American	6	17.1
Hispanic	3	8.6
Residential status at enrollment		
Supervised agency setting	26	74.3
Independent setting	9	25.7
Primary Axis 1 Diagnosis		
Mood Disorder	28	80
Psychotic Disorder	5	14.3
Behavioral Disorder	2	5.7
Receiving SSI at enrollment	24	68.6
Under the custody of the State	29	82.9

At enrollment:

- 13 previously employed
- 8 had a high school diploma or GED
- No post-secondary degree attainment

study retention & service engagement

Vocational Service Enrollment

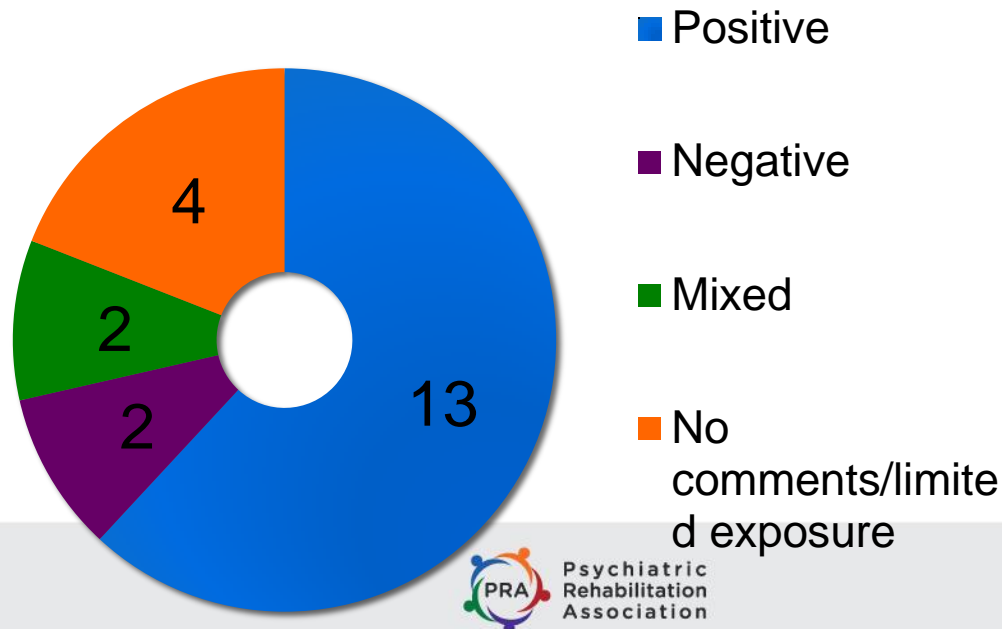


- Of the 35 participants, 80% participated for 12 mon
 - 4 were incarcerated in Q1 & discharged
- 100% (31 of 31) met with a voc specialist at least 1x
 - On average, 1x per month (Range = 1-3) for 40 min (Range = 21-63 min)
- 97% (30 of 31) met with a peer mentor at least 1x
 - On average, 1x per month (n=30; Range = 1-3) for 38 min (Range = 15-60 min)
- Most started & stopped services due to psychiatric hospitalization, incarceration, & being absent without leave from YAP

perceived benefit of peer mentors

- 16 cited benefits
 - Vocational goal achievement
 - Increased self-awareness and agency
 - Job search and interview support
 - Assistance in connecting with vocational team

• Breakdown of Overall Perceptions (n=21)



in young people's own words

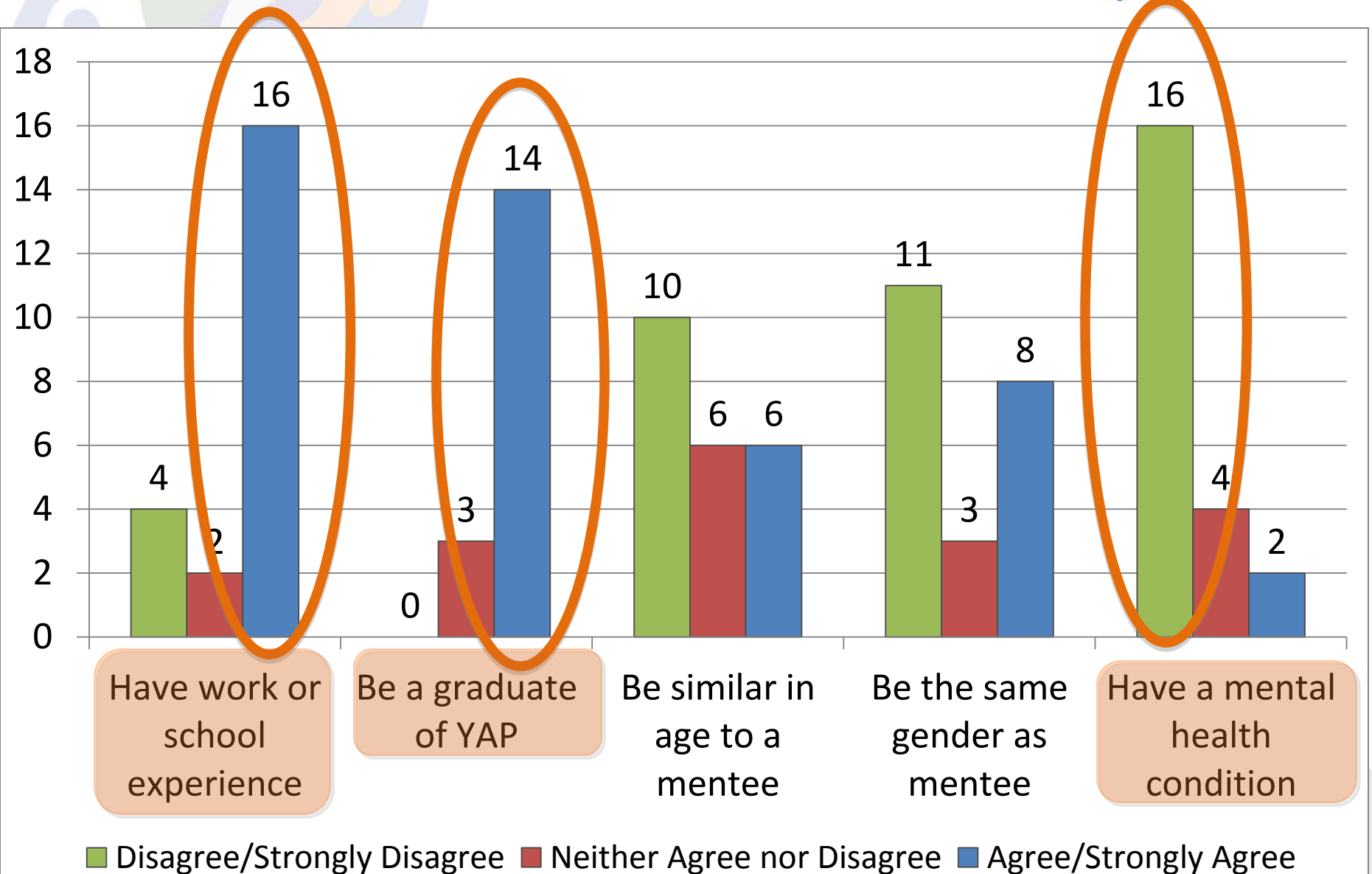
"[My peer mentor is]...trustworthy. I could talk to him about everything."

"She [peer mentor] didn't look at me differently...she didn't put on a phony act."

"Someone who was one of us... they can talk about their life, how they get through it and show us how to do it."

"[We] talked about my job and how important it was that I keep it...but it was also a bond."

important peer mentor characteristics



employment outcomes

- Job starts: 24% (8 of 33 participants open to emp. services)
 - Total Job starts: 13
 - Total Job endings: 10
- Average job tenure: 11 weeks
- Job characteristics: typically PT & min. wage
- Job endings: 60% (6 of 10) due to termination
- 3 maintained employment post-study



education outcomes

- Education starts: 68% (15 of 22) participants open to edu services
 - total # of edu starts: 18
- Education completions: 40% (6 of 15 participants)
 - Certificate program: 2
 - High school diploma: 2
 - College courses: 2
- Education stops: 50% (9 of 18 starts)



overall vocational outcomes

- Of all participants (N=35):
 - 49% (n=17) worked or enrolled in an education program
 - 51% (n=19) neither worked nor enrolled in an education program



part 4

- What implications does this study have for future service development & research?



primary conclusions

- 1st first adaptation of IPS for early emerging adults with SMHC with intensive adolescent mental health service utilization
- Feasibility of the adapted model
- Adaptation process
 - Separation of education & employment specialist
 - Integration of peer mentors



primary conclusions cont.

- More education starts than employment starts
- Challenge of integrating work & school progress
- Value of peer mentoring
- Design/Structure of YAP & unique characteristics of young people accessing YAP services



next steps

- Study adapted model in an outpatient community mental health setting
- Further develop career development elements
- Explore the experience of being a peer mentor on an adapted IPS-team
- Learn how technology can support vocational team's efforts





If you have additional questions,
please contact any of us:



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