

2016 Recovery Workforce Summit

Presented by PRA & PRF, in partnership with MassPRA

The State of Recovery in the World of Psychiatric Rehabilitation:
Our Collective Vision Put into Action

Supported Education: The State of the Practice

Kathleen Biebel

Marsha Ellison

Rachel Stone

May 23, 2016



May 22-25, 2016 · Sheraton Boston Hotel · Boston, Massachusetts

Road map

- Introductions
- Challenges of school – Rachel
- What does supported education look like – Marsha
- Real world examples of supported education – Kate
- Question and answer

Opportunities for discussion throughout



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First-Person Accounts of Challenges

Rachel Stone



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Sources

“Manual and Training Program to Promote Career Development among Transition Age Youth and Young Adults with Psychiatric Conditions”

National Institute on Disability, Independent Living, and Rehabilitation Research

Grant # H133A120152

PI: Michelle Mullen, Rutgers University



Reoccurring Themes

- Formal Accommodations
- Loss of Identity
- Fear
 - Of being kicked out
 - Of being involuntarily hospitalized
- Affordability



Ryan's Story

Fulfilling My Dream



“Ryan – Fulfilling My Dream” – Center for Practice Innovations
at Columbia Psychiatry New York State Psychiatric Institute
Consumer and Family Video Portal

**Formal Accommodations –
What Else Is Available?**

“[Disability Services] gave me the accommodations of extra time on tests and a note-taker. I asked if there was anything else available, and they asked what else I wanted. I had no idea what else was available to even ask for.”



**Loss of Identity –
Who Am I Without School?**

“Before my diagnosis I was very good at school. I was a good student and was super socially engaged. My identity was kind of tied to my role as a student. When I started developing mental health symptoms I was literally failing school. It was a huge blow to my self-esteem and the idea I had of myself as a high achiever.”



Fear of Involuntary Hospitalization

“After the loss of a friend from suicide, I tried out my college’s counseling center but instead of receiving any help I was scared away from their threat of hospitalization, and I never reached back out because I didn’t want to be kicked out of school. They were scared of liability, but I just wanted someone to talk to.”



Will They Kick Me Out?

“Eventually the school was like, ‘this is not a treatment facility. Like, we can’t babysit you. You have to leave.’ And I think that’s really hard for people... [to] hear stuff like that. And they’re like, ‘Well now I don’t want to seek treatment because now I’m going to [have to] leave school... The school sent me a letter that said, ‘you have two choices. Go to treatment or you can’t come back.’ ”



I Can't Afford to Take Time Off

“I truly wanted to go inpatient at one point, but I was concerned that if I did withdraw from classes that I wasn't going to get a refund and I would've wasted all that money. And that was really the only thing that kind of kept me in school.”



Discussion

- Do these stories resonate with your own experiences of working with individuals with serious mental health conditions in working towards their education goals?
- Are there other challenges that haven't been discussed?



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What Does Supported Education Look Like?

Marsha Ellison



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Meeting the Need: Supported Education as a PSR Approach

What is supported education?

“Education in integrated settings for people with severe psychiatric disabilities for whom postsecondary education has been interrupted or intermittent as a result of a severe psychiatric disability and who, because of their [impairment], need ongoing support services to be successful in the education environment.”



Wells-Moran, J. & Gilmer, D. (2002). Supported Education for People with Psychiatric Disabilities. A Practical Manual. Lanham, MD: University Press of America.

What Does Supported Education Do?

- Offers support to individuals with mental illness to take advantage of skill, career, educational and inter-personal development opportunities within postsecondary educational environments.



Current Principles¹

- Integration into normalized integrated academic settings
- Individualized services
- Driven by individual's choice
- Flexible array of services
- Varying intensity of supports according to need
- Community-based mobile services
- Coordination with schools, and other key players

1. Ellison, M.L., Mueller, L., Henze, K., Corrigan, P., Larson, J., Kieval, N.E., Sawh. L., & Smelson, D. (2012). The Veteran Supported Education Treatment Manual (VetSEd). Bedford, MA: ENRM Veterans Hospital, Center for Health Quality, Outcomes, and Economic Research



Choose, Get, Keep, Leave Approach to Supported Education



“Choose” Activities

- Assess readiness for school
 - Academic history
 - Student loans
 - Supports for school
 - Motivation
- Set an educational goal (e.g. training certificate or degree – 2 year, 4 year)
 - Develop an occupational goal
- Choose a school/training setting and program
 - Describe personal criteria for schools/training
 - Visit schools
- Create an Educational “Roadmap”
 - Overall goal, steps, timeline, who does what, contingency plan



“Get” Activities

- Apply for financial aid
 - FAFSA, Veteran Benefits, Voc Rehab, bad loans
- Budgeting for school
 - Work school balance
 - Current finances
- Applying to school or training program (task list)
 - Register for classes
 - Access course load
 - Placement exams



“Keep” Activities

- The first day – transportation, location, timing
- Managing the classroom
- Acquiring accommodations
- Calendaring, using the syllabus
- Academic supports: tutoring, study skills
- Campus resource mapping
- Social supports
- Coping skills



“Leave” Activities

- Anticipate what’s needed
- Withdrawing, not failing
- Negotiating a medical leave of absence
- Negotiating a return



Other Current Approaches

- Supported education as part of campus disability services
- Supported education as a stand-alone service in a CMHC
- Supported education integrated with supported employment (resulting in Career Services)
- Supported education for specific populations, e.g., first episode, Veterans, high school drop-outs



Discussion

- Are these strategies you use as psychiatric rehabilitation practitioners?
- What are other strategies you employ?
- In your experience, what are the barriers to addressing education goals?



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Real World Examples of Supported Education

Kate Biebel



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Real World Supported Education

- Learn from innovative education initiatives
- Goal – to understand how education supports are operationalized through the eyes and experiences of:
 - Those who **deliver** supports
 - Those who **receive** supports
- Site visits to 3 education support initiatives across the US



Research

- What sites exist?
 - Informed by literature, key stakeholders, supported education research and training experts (n=25)
- Where is innovation happening?
 - Informed by stakeholders and experts (n=15)
- What are our selection criteria? (n=3)
 - 1 site targeting individuals with first episode psychosis
 - 1 site in a community mental health setting
 - 1 site in a postsecondary education setting
 - Geographic diversity



Methods

- Each site visit – 2 days in April and May 2015
- Goal was to learn about:
 - Program/initiative overview, history, services offered, participation engagement, staffing, financing, evaluation efforts, service context, and successes and challenges
- One-on-one meetings and group discussions
- All sites included 1-2 group discussions with individuals with mental health concerns receiving education support services



Where Did We Go?

- Early Assessment and Support Alliance: EASA is a statewide effort in Oregon to address the needs of young adults, which includes educational needs. EASA focuses on individuals experiencing **first episode** of schizophrenia-related conditions
- Learning Enhancement and Resource Network: LEARN is a standalone supported education program in a New Jersey **community-based mental health center**, within a larger health care system. LEARN supports individuals of any age with mental health concerns
- The University of Minnesota: The U of M has a **campus-wide initiative** to support the mental health needs of all students. Their Provost committee on Student Mental Health has prioritized mental health and wellness campus-wide, created a culture of attention and resources to support student mental health



Early Assessment and Support Alliance (EASA)

- History
 - Began in 2001 in 5 counties in Oregon
 - Prioritization of implementation of evidence-based practices
- Service Approach
 - Transitional program providing supports for up to 2 years
 - Integrated evidence-based practices (e.g., Cognitive Behavioral Therapy, Individual Placement and Support)
- Financing
 - In 2015, 6 Million to deliver EASA. Mix of state general funds, Medicaid reimbursement, private insurance, vocational rehabilitation



Early Assessment and Support Alliance (EASA)

- Staffing
 - Primarily occupational therapists, some peer support
 - In Oregon, occupational therapists can bill third-party payers
- Philosophy
 - “Whatever it takes” approach
 - Meeting young adults where they’re at



EASA Young Adult Voice

- Goals?
 - Employment and education
 - Be independent, do better
 - Find love & a girlfriend
- What supports are important?
 - They get to know you as people, not patients - relationships
 - Treating me with care and kindness
 - Getting connected with concrete services
 - Hope – focus on what’s possible



Learning Enhancement & Resource Network (LEARN)

- History
 - Began in 2007 within behavioral health division of health care system
 - LEARN is within Career Services (Supported Employment and SEd)
 - Serving 10 colleges across 4 counties
- Service Approach
 - Standardized approach and training, emphasis on skill development, education and use of tools for Education Coaches
 - Quarterly training and technical assistance
- Financing
 - Contract for service with NJ Division of MH and Addiction
 - Some funding through vocational rehabilitation to cover tuition costs



Learning Enhancement & Resource Network (LEARN)

- Staffing
 - Small team of education coaches and specialists
 - Majority of time in community and on campuses; close relationships with college departments of counseling, disability and health
- Philosophy
 - Rehab focus, with emphasis on learning skills that can be repurposed to new settings



LEARN Young Adult Voice

- What's different?
 - “with counseling you talk about the issues (anxiety), but with LEARN you discuss strategies and coping with anxiety specific to academics”
- What helped?
 - Academically related organizational supports
 - Time management
 - Scheduling
 - Procrastination
 - Navigation of school environment – supports, accommodations
 - Having someone to be accountable to, built on a trusting relationship
 - Technology – apps for scheduling, mindfulness



What are the tools that providers can use to support education goals of young adults?



Sample Educational Road Map

My current educational goal:

I want to go back to school and get my HVAC license

Why is that goal important to me?

So I can find a good job working with my hands and provide for my family. After I get some experience I might want to open my own business.

When do I want to achieve this goal?

About 2-3 years.

What are all the possible steps I need to take to complete this goal?

- *Identify schools with a good reputation and a good job placement rate for HVAC. (1 month)*
- *Find out how much my GI Bill will cover for tuition. (1 month)*
- *Decide which schools I can afford. (1 month)*
- *Find out how I apply to that school (1 month)*
- *Apply to the school (3 months)*
- *Get accepted and enroll (3 months)*
- *Get my schedule for the first semester (3 months)*
- *Start classes (3 months)*
- *Do well in classes to progress to next class (6 months)*
- *Complete all school requirements (in about 2 years)*
- *Find a job (in about 2 years)*

What steps needs to be done first?

Mark which steps I need to take in next 1 month with a 1.

Mark which steps I need to take in next 3 month with a 3.

Mark which steps I need to take in next 6 month with a 6.



Ellison, M.L., Mueller, L., Henze, K., Corrigan, P., Larson, J., Kieval, N.E., Sawh. L., & Smelson, D. (2012). The Veteran Supported Education Treatment Manual (VetSEd). Bedford, MA: ENRM Veterans Hospital, Center for Health Quality, Outcomes, and Economic Research - <http://www.queri.research.va.gov/tools/vetsed/>

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For each step:

What will I do to achieve this goal?

What will my VetSEd provider do to achieve this goal?

Who can help me with this goal, and what they can do to help?

What will I do if I have trouble meeting this goal?

Step:

- *Identify schools with a good reputation and a good job placement rate for HVAC. (1 month)*

What will I do?

- *I will ask my buddies with HVAC licenses where they went to school and what they thought of it.*
- *I will search online for school with HVAC programs near me.*
- *I will complete Worksheet #4: My Personal Criteria for Schools/Training Programs Checklist so that I have a good idea of what aspects of a school are most important to me*
- *I will review Worksheet #6: School Choice Checklist: Possible Questions for Campus Visit and list additional questions I have about each school*

What will VetSEd provider do?

- *We will look on-line to identify different schools in the area and their graduation and placement rates.*
- *We will go over my list of school criteria (Worksheet #4)*
- *We will go visit schools I am interested in and fill in Worksheet #6*

Who else can help and what can they do to help?

- *My friends and family can ask questions about what I have learned so far about schools and they might come up with questions I need to have answered that I didn't think about.*

What will I do if I have trouble meeting this goal?

- *I will ask my VetSEd provider or my friends who already have done this for help.*



Scheduling

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6AM							
7AM							
8AM							
9AM	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast		
10AM						Breakfast	Breakfast
11AM							
12PM	Eng. Comp I	Study	Eng. Comp I	Study	Eng. Comp I		
1PM						Study	Study
2PM	College Algebra	Lunch	College Algebra	Lunch	College Algebra		
3PM						Lunch	Lunch
4PM	Tutoring	Study	Tutoring	Study	Tutoring		
5PM	Dinner		Dinner		Dinner	Study	Study
6PM	Biology	Dinner	Biology	Dinner		Dinner	Dinner
7PM							
8PM							
9PM					Out With Friends	Out With Friends	
10PM							
11PM							
12AM							
1AM							
2AM							
3AM							



Sleep Hygiene

- Deep Sleep with Andrew Johnson
- \$2.99
- iPad/iPhone
- Guided sleep support



Stress Management



- Breathe2relax
- Free for iPad/Phone
- Helps users learn the stress management skill called diaphragmatic breathing.
- Breathing exercises have been documented to decrease the body's 'fight-or-flight' (stress) response, and help with mood stabilization, anger control, and anxiety management.



Organization

- iStudiez Pro (or Lite)
- \$9.99 (or Free)
- iPad/phone or Android
- Tracks classes, deadlines, homework assignments, grades



Procrastination/Time Management

- Pomodoro technique
- Free or iPad/phone or Android
- Time management that incorporates breaks and rewards



Question and Answer

