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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Evaluation of the Adapted Model

Presented at the 26th Annual Children’s Mental Health Research & Policy Conference
March 4, 2013
Tampa, Florida

Presenters

Marsha Ellison, PhD.
Susan Kaiser, MPH
Izabela Krzos, BA
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

<table>
<thead>
<tr>
<th>Number of Completed Pre-Intervention Interviews</th>
<th>Number of Completed Post-Intervention Interviews as of 1/17/2013</th>
<th>Number of Post-Intervention Interviews that were not completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>26 (74%)</td>
<td>9 (26%)</td>
</tr>
</tbody>
</table>
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

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

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

<table>
<thead>
<tr>
<th>Test</th>
<th>Mean (SD)</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRAT 3 Reading</td>
<td>84 (17)</td>
<td>6th</td>
</tr>
<tr>
<td>WRAT 3 Spelling</td>
<td>88 (17)</td>
<td>7th</td>
</tr>
<tr>
<td>WRAT 3 Arithmetic</td>
<td>73 (14)</td>
<td>3rd</td>
</tr>
<tr>
<td>RBANS Overall</td>
<td>63 (12)</td>
<td></td>
</tr>
</tbody>
</table>
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**

- Active in services for 12 months: 25% (8)
- Stopped employment services: 48% (16)
- Stopped and resumed: 27% (9)

### Supported Education Retention

**N=21**

- Active in services for 12 months: 38% (8)
- Stopped education services: 52% (11)
- Stopped and resumed: 10% (2)
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

- Worked or enrolled in education program 49% (17)
- No employment or education outcomes 40% (14)
- Long-term incarceration 11% (4)

Types of outcomes
N=17

- Worked and enrolled in education program 35% (6)
- Only education program enrollment 53% (9)
- Only worked 12% (2)
Education Outcomes

<table>
<thead>
<tr>
<th>Enrolled in Supported Education (N=35)</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled in education program (N=22)</td>
<td>15</td>
<td>68</td>
</tr>
<tr>
<td>Average length of time in supported education</td>
<td>7 months</td>
<td></td>
</tr>
</tbody>
</table>

- Did not enroll in education program 32% (7)
- Enrolled in education program 68% (15)
## Education Outcomes

<table>
<thead>
<tr>
<th>Outcome</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of starts*</td>
<td>18</td>
<td>100</td>
</tr>
<tr>
<td>Number of completions</td>
<td>4</td>
<td>22</td>
</tr>
<tr>
<td>CPR Certificate</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Unarmed security certificate</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>High School diplomas</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>College course completion</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Discontinued program</td>
<td>9</td>
<td>50</td>
</tr>
</tbody>
</table>

*3 participants had more than 1 program start
Education Program Details

Types of Education Programs
N=18
- College 44% (8)
- Alternative High School 28% (5)
- GED 17% (3)
- Certificate program 11% (2)

Reason for program ending
N=9
- Dropped Out 45% (4)
- Incarcerated 11% (1)
- Hospitalized 11% (1)
- Financial Burden 11% (1)
- Moved 11% (1)
- Expelled 11% (1)
Employment Outcomes

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled in Supported Employment (N=35)</td>
<td>33</td>
<td>94</td>
</tr>
<tr>
<td>Found Employment (N=33)</td>
<td>8</td>
<td>24</td>
</tr>
<tr>
<td>Average length of time in supported employment</td>
<td>7 months</td>
<td></td>
</tr>
</tbody>
</table>

All jobs were part time and paid minimum wage.
### Employment outcomes

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of starts</td>
<td>13</td>
<td>100</td>
</tr>
<tr>
<td>Number of ends</td>
<td>10</td>
<td>77</td>
</tr>
<tr>
<td>Working post intervention</td>
<td>3</td>
<td>23</td>
</tr>
<tr>
<td>Average job tenure</td>
<td></td>
<td>11 weeks</td>
</tr>
<tr>
<td>Wage range</td>
<td>$8.25-$8.50 per hour</td>
<td></td>
</tr>
<tr>
<td>Hours worked</td>
<td></td>
<td>29 or less</td>
</tr>
</tbody>
</table>

**Barriers to obtaining employment:** emancipation from program focus shifted to finding housing, establishing independence from program, and transferring care to adult mental health.
Types of jobs obtained
N=13

- Sales: 31% (4)
- Food Preparation and Serving: 38% (5)
- Protective Service Occupations: 8% (1)
- Arts & Entertainment: 15% (2)
- Maintenance: 8% (1)

Reasons for job ending
N=10

- Termination: 60% (6)
- Quit: 20% (2)
- Seasonal job: 20% (2)
20 TAY participated in qualitative interviews post-intervention

- 75% (15) benefited 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