DEVELOPING & TESTING THE HYPE MANUAL: THE PROCESS OF MODERNIZING IPS BY PRIORITIZING EDUCATION

Michelle G. Mullen, Transitions ACR
Marsha Ellison, Transitions ACR
Vanessa Klodnick, Thresholds
Kathryn Sabella, Transitions ACR

31st Annual Research & Policy Conference on Child, Adolescent, & Young Adult Behavioral Health

March 5, 2018
The mission of the Transitions to Adulthood Center for Research is to promote the full participation in socially valued roles of transition-age youth and young adults (ages 14-30) with serious mental health conditions. We use the tools of research and knowledge translation in partnership with this at risk population to achieve this mission.

Visit us at: http://www.umassmed.edu/TransitionsACR

The contents of this presentation were developed under a grant with funding from the National Institute on Disability, Independent Living, and Rehabilitation Research, United States Department of Health and Human Services (NIDILRR grant number A-90DP0063). NIDILRR is a Center within the Administration for Community Living (ACL), Department of Health and Human Services (HHS). The contents of this presentation do not necessarily represent the policy of NIDILRR, ACL, HHS, and you should not assume endorsement by the Federal Government.
Today’s Discussion

• HYPE’s Development
• HYPE’s Framework & Principles
• Fidelity Assessment
• Feasibility Pilot
• Lessons Learned
Our Mission: Why Did We Develop HYPE?

We wanted to:

- Understand the unique experiences and needs of transition-age youth and young adults in their pursuit of employment, education, and career.
- Seek and utilize feedback/input in all phases of the project from:
  - Experts in research and practice (NAC-National Advisory Council)
  - Experts through lived experience (PAC-Participatory Action Council)

We wanted to use this information to:

- Contribute significantly to the development of Career Services for young people with mental health conditions
- Move the field to supporting and advocating for services for young adults with mental health conditions to be developmentally-normative and support pathways that are typical for young adults without mental health conditions
The HYPE Model

• Differs from typical supported employment services in that the emphasis is on career development by supporting higher education pursuits as early as possible.
  • Often means education becomes the primary vocational pursuit as compared to rapid job pursuit.

• It is our position that education is a critical vocational step rather than a goal in and of itself.

• Education is a meaningful and often long process. It is the mechanism by which a person is able to:
  • secure the position they want;
  • in a field they have chosen; and
  • with a salary that can support an adult lifestyle.

(Mullen et al., in preparation)
Overview of HYPE: Developing an Intervention

- **HYPE Development Meeting**
  - Systematic Review
  - Survey of Innovative Practices
  - Qualitative Interviews

**2008 LEARN Of New Jersey**

**2012 NIDILRR DRRP**
HYPE
Framework and Principles
The HYPE Manual: Purpose

- Designed to help agencies and practitioners adapt supported employment services in order to deliver Career Services that will better match the needs of young people...as well as older people.

- Focused on develop practitioner competencies in delivering “supported education”.

- Prevent disabilities caused by “system effects”:
  - removal from valued roles to focus on symptoms,
  - enrollment in SSA; SSI cash-benefit receipt,
  - inconsistent employment histories,
  - interrupted educational pursuits, and
  - the creation of a disability identity.

  (Mullen et al., in preparation)
The HYPE Manual: Intended Use

• Designed for anyone working with youth and young adults to support their career development.
• HYPE is conceptualized as being embedded in high-quality supported employment programs, some knowledge & skills are assumed, such as skill in providing basic supported employment services,
• Promoting career development effectively involves attending to three trajectories:
  • the employment path, which is clearly relevant to anyone seeking a meaningful and productive career;
  • the education path, which increases opportunities, choice, and job stability;
  • the path of personal development, which includes the emotional maturity as well as the foundation skills needed to succeed in work and school.
HYPE’s Framework of Services

- Modernization of IPS
  - Education is prioritized
- Integration of Transtheoretical Model, Motivational Interviewing, and BU’s Choose-Get-Keep-Leave
- Early focus on the factors associated with change
  - Commitment
  - Motivation
  - Awareness
  - Self-efficacy
- Development of a meaningful therapeutic alliance
- Continuous focus on skill development
- Intentional, strategic and purposeful…
HYPE’s Services

• Based on 15 years of Supported Education practice
• Influenced by Happenstance Learning Theory (Krumboltz, 2009)
• Services focus on developing **skills** and **opportunities**
  • Based on preferences, interests, & values
  • Awareness that these things change or concretize over time
  • Practitioner flexibility and responsiveness is critical
• Understanding and leveraging the factors associated with change
• Incorporating clinical knowledge and practical supports into service and goal planning
• Intentionally preventing disruptions by recognizing the common experiences of: being young, a student, a worker
# Values & Principles

## Values:
1. Flexible
2. Helpful
3. Solution-focused
4. Partnering
5. Age-typical

## Principles:
1. Career-oriented Services
2. Cultivation of Identity of Worker & Student
3. Informed Decision Making
4. Service eligibility based on choice
5. Purposeful Service Coordination
6. Attention to Preferences
7. Personalized Financial Planning
8. Rapid Goal Pursuit
9. Systematic Resource Development
10. Systematic Job Development
11. Time-Unlimited and Individualized Support
12. Community Integration
HYPE’s Approach to Service Planning

1. Engagement: Identifying Factors Associated with Change
2. Identifying Stages of Change
3. Identifying Places of Service
4. Goal & Service Planning: Intervention Development
   - Skill Development
   - Resource Development
   - Accommodation, Assistive Technology Education, Advocacy

The Transitions to Adulthood Center for Research
THE MANUAL: HELPING PRACTITIONERS FIGURE IT OUT....QUICKLY

Determining When To Do What
## Developing Intentional Services

### Educational Intervention Matrix

<table>
<thead>
<tr>
<th>STAGE OF CHANGE</th>
<th>Pre-Contemplation</th>
<th>Contemplation</th>
<th>Preparation Action Maintenance</th>
<th>Lapse</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Low Levels of Academic Motivation</strong></td>
<td>□ Accept individuals where they are</td>
<td>□ Decisional balance</td>
<td>□ Explore ambivalence</td>
<td>□ Explore ambivalence</td>
</tr>
<tr>
<td></td>
<td>□ Roll with resistance</td>
<td>□ Look forward</td>
<td>□ Payoff matrix/ICR scale to maintain commitment</td>
<td>□ Reduce barriers</td>
</tr>
<tr>
<td></td>
<td>□ Develop ambivalence</td>
<td>□ Look backward</td>
<td>□ Explore transportation</td>
<td>□ Explore transportation</td>
</tr>
<tr>
<td></td>
<td>□ Consistent outreach</td>
<td>□ Elicit change talk</td>
<td>□ Develop career focus</td>
<td>□ Develop career focus</td>
</tr>
<tr>
<td></td>
<td>□ Provide hope</td>
<td>□ Explore the basis of ambivalence</td>
<td>□ Discuss academic skills, highlight strengths</td>
<td>□ Discuss academic skills, highlight strengths</td>
</tr>
<tr>
<td></td>
<td>□ Create awareness about need</td>
<td>□ ICR scale</td>
<td>□ Use O*NET</td>
<td>□ Use O*NET</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Family/supported education/involvement</td>
<td>□ Goal planning</td>
<td>□ Goal planning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Peer role models</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Instill confidence</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Explore new roles</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Clarify requirements of new roles</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Engage in exploration process</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** Interventions in BOLD indicate Motivational Interviewing
Table 4.2: HYPE Educational Activities by Phase

<table>
<thead>
<tr>
<th>Choose</th>
<th>Get</th>
<th>Keep</th>
<th>Leave</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal Development</td>
<td>Goal Planning</td>
<td>Goal Refinement</td>
<td>Goal Re-evaluation</td>
</tr>
<tr>
<td>FACA Strength Assessment</td>
<td>Resource Assessment Functional Assessment</td>
<td>Resource Development Skill Development</td>
<td>Resource Assessment Aligning Critical Resources</td>
</tr>
</tbody>
</table>
| • FACCA  
  • Interest exploration  
  • Job analysis related to major  
  • Informational interviewing  
  • Researching Schools School tours  
  • Exploring personal criteria  
  • Exploring benefits of education  
  • Exploration of educational pathways | • Admission deadlines  
  • Application process  
  • Standardized  
    o entrance exams  
  • Financial planning  
    o FAFSA  
  • Transportation  
  • Identifying Academic Pathway  
  • School/program interviews | • Develop community/campus support  
  • Linkage to critical resources  
  • Academically focused services  
  • Wellness Planning  
  • Register with ODS  
  • Determine Accomodation & Assistive Technology  
  • Develop effective interpersonal skills  
  • Develop critical academic skills  
  • Supportive counseling | • Complete required “leave” paperwork  
  • Explore “leave” procedure |
<table>
<thead>
<tr>
<th>Topic</th>
<th>Manual</th>
<th>Corresponding Worksheets/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Section</td>
<td>Page(s)</td>
</tr>
<tr>
<td><strong>Interested but Ambivalent</strong></td>
<td>4</td>
<td>15-16</td>
</tr>
<tr>
<td>Create experiences that promote hope &amp; the factors associated with</td>
<td>4</td>
<td>Educational Matrix</td>
</tr>
<tr>
<td>change (based on FACA &amp; other discussions)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reframe past experiences</td>
<td>4</td>
<td>14-15</td>
</tr>
<tr>
<td>Interest exploration</td>
<td>4</td>
<td>20-21</td>
</tr>
<tr>
<td>Peer support</td>
<td>6</td>
<td>15-16</td>
</tr>
<tr>
<td>Continue to outreach during times of missed appointments</td>
<td>3</td>
<td>21</td>
</tr>
<tr>
<td>Decisional balance</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>Ensure interventions match the SOC</td>
<td>3</td>
<td>24-25</td>
</tr>
<tr>
<td>Financial planning</td>
<td>6</td>
<td>15-16</td>
</tr>
<tr>
<td>Benefits counseling</td>
<td>6</td>
<td>3-4</td>
</tr>
<tr>
<td>Career exploration</td>
<td>4</td>
<td>14-15</td>
</tr>
<tr>
<td>Labor market exploration</td>
<td>6</td>
<td>12-15</td>
</tr>
<tr>
<td>Exploring School</td>
<td>4</td>
<td>14-15</td>
</tr>
<tr>
<td>Identify personally important criteria</td>
<td>4</td>
<td>14-15</td>
</tr>
<tr>
<td>Complete FAFSA</td>
<td>6</td>
<td>16-17</td>
</tr>
<tr>
<td>Peer support: connect to other students</td>
<td>6</td>
<td>3-4</td>
</tr>
<tr>
<td>Explore education pathway</td>
<td>6</td>
<td>12-15</td>
</tr>
<tr>
<td>Explore majors</td>
<td>4</td>
<td>14-15</td>
</tr>
<tr>
<td>Research schools</td>
<td>6</td>
<td>17-18</td>
</tr>
<tr>
<td>Explore barriers to enrollment</td>
<td>4</td>
<td>16-19</td>
</tr>
<tr>
<td>Explore potential barriers as a matriculated student</td>
<td>6</td>
<td>Make appointment with state vocational rehabilitation (VR)</td>
</tr>
<tr>
<td>Affirm strengths associated with being a successful student</td>
<td>4</td>
<td>16-19</td>
</tr>
<tr>
<td>Make appointment with state vocational rehabilitation (VR)</td>
<td>6</td>
<td>17-18</td>
</tr>
<tr>
<td>Create “case” for VR funding based on job outlook</td>
<td>6</td>
<td>17-18</td>
</tr>
<tr>
<td>Topic</td>
<td>Manual</td>
<td>Section</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>--------</td>
<td>---------</td>
</tr>
<tr>
<td>Engagement &amp; Intake</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Make them like you</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Seek to understand</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Establish a connection</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Connect to Needed Resources: Be helpful</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Understand the reason for coming to HYPE</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Schedule standing, recurring meetings</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Conduct Factors Associated with Change Assessment (FACA)</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Current time management skills &amp; strategies</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Socially: Who are the influencers in their life?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Importance of school and work in their life</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Role of family (bio or otherwise youth-defined)</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Request IEP or 504 Plan from secondary school</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Releases of Information</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Provide transportation (if needed)</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Determine Stage of Change (SOC)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Determine levels of each of the factors associated with change</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Create experiences that promote hope &amp; the factors associated with change (based on FACA &amp; other discussions)</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Interest exploration</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Talk about what an initial/preliminary goal may be</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>
When programs are not rehabilitative in nature, people become stuck in pre-contemplation.

It is not the fault of the person, if they do not have “goals”, it is the fault of the mental health system.
## Goal Planning: Everyone needs it

**Name:** Petunia Picklebottom  
**Date:** July 21, 2015  
**Program:** Dabest

### Overall Rehabilitation Goal:
I will work as a licensed practical nurse at Smallville Hospital by January 10, 2018.

### Short-term Goals
1. I will choose a nursing program in my commutable area by October 2015.  
   - **Completed:** 9/15/15  
2. I will apply to the practical nursing program at Smallville Community College by December 15, 2015.  
   - **In progress**  
3. I will earn a 3.0 GPA during the spring semester 2016 at SCC.  
4. I will get a job as a Certified Nurses Assistant at Smallville Nursing Home in June 2016.

### Goal 2:
I expect to work on the following short-term goals in order to achieve my long-term goal.  

#### Initial

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Person Responsible</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I will study for 20 per week with my friend, Gloria, for the quantitative section of the SAT until October 29, 2015.</td>
<td>Petunia/Josh</td>
<td></td>
</tr>
<tr>
<td>b. I will order my official transcripts by October 20, 2015.</td>
<td>Petunia</td>
<td></td>
</tr>
<tr>
<td>c. I will talk with Dr. Patel at every appointment about how my medication is affecting my ability to pursue my education goal.</td>
<td>Petunia/Josh/Dr. Patel</td>
<td></td>
</tr>
<tr>
<td>d. I will take my SAT on October 31, 2015.</td>
<td>Petunia</td>
<td></td>
</tr>
<tr>
<td>e. I will develop, with Nancy’s feedback, an outline for my personal statement by October 31, 2015.</td>
<td>Petunia/ Nancy</td>
<td></td>
</tr>
<tr>
<td>f. I will complete “Processing The Illness” with Malik by November 13, 2015</td>
<td>Petunia/Malik</td>
<td></td>
</tr>
<tr>
<td>g. I will complete my personal statement by November 12, 2015.</td>
<td>Petunia</td>
<td></td>
</tr>
<tr>
<td>h. I will develop calendaring skills with Nancy to help manage my responsibilities by using my calendar every day.</td>
<td>Petunia/Nancy/Josh</td>
<td></td>
</tr>
<tr>
<td>i. I will send my statement to Nancy for review by November 15, 2012.</td>
<td>Petunia/ Nancy</td>
<td></td>
</tr>
<tr>
<td>j. I will attend a weekly family meeting with my mom and brother through December.</td>
<td>Petunia/Malik</td>
<td></td>
</tr>
<tr>
<td>k. I will complete my FAFSA worksheet by December 10, 2015.</td>
<td>Petunia/Josh/Mom</td>
<td></td>
</tr>
</tbody>
</table>
WE WROTE IT...AND THEN WE NEEDED TO TEST IT

Is the manual used the way it was intended???
But first, Fidelity...
HYPE FIDELITY

Vanessa V. Klodnick
Why develop a fidelity scale for HYPE?

Specification

Implementation

Effectiveness

Adherence

Refinement

Dissemination
HYPE Fidelity Tool Development Timeline

- Summer 2017: HYPE Team develops initial Fidelity Scale based on Adapted IPS & Supported Education Scale
- Oct. 2017: HYPE Developer & Thresholds meet to discuss HYPE Model & devise timeline for HYPE Fidelity Scale development
- Nov. 2017: HYPE Developer introduces HYPE to Thresholds
- Dec. 2017: Thresholds initial overview HYPE manual & associated materials
- Thresholds & HYPE Team in-depth review of HYPE manual & associated materials to identify key principles & practices
- Jan. 2018: Thresholds Team develops draft fidelity scale based on meetings with HYPE Team & sends to HYPE to review
- Feb. 2018: HYPE & Thresholds Teams meet to discuss identified key principles & practices
- March 2018: HYPE & Thresholds Teams discuss fidelity measurement & ideas for scale development
- April 2018: HYPE Developer & Thresholds Teams review & refine scale draft
- Fidelity Scale reviewed by 2 additional experts in HYPE & TAY Services (UMASS ACR)
- Plans to pilot scale at 2 providers implementing HYPE
HYPE Fidelity Scale Description

- 20 items across 4 Domains:
  - Prevention of Disability Identity – 4 items
    - Example: HYPE prevents young people from taking on an identity defined predominantly by mental illness by cultivating a strong student-worker identity.
  - HYPE Principles – 5 items
    - Example: HYPE is strategic & change-driven.
  - HYPE Key Practices – 7 items
    - Example: HYPE collaborates with & educates agency & community partners about value of career development focus for TAY.
  - HYPE Team Structure – 4 items
    - Example: HYPE is a team-based approach.

- Each item is designed with a principle, criteria definition, anchors, anchor details & supporting documentation & evidence
<table>
<thead>
<tr>
<th>Principle</th>
<th>Criteria Definition</th>
<th>Anchors</th>
<th>Anchor Details</th>
<th>Supporting Docs &amp; Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. HYPE supports normative approaches to career development for transition-age youth.</td>
<td>Internships &amp; volunteer positions are career-related &amp; time-limited in order for young people to learn about their on-the-job strengths &amp; growth opportunity areas. Transitions are valued. Young people will move between jobs &amp; school – &amp; these opportunities are important for reflection &amp; personal growth.</td>
<td>1= One or none present 2= Two present 3= Three present 4= Four present 5= Five present</td>
<td>• HYPE outreach &amp; education efforts include internship &amp; volunteer opportunities  • Internships &amp; volunteer positions are valued by HYPE team (as much as school &amp; competitive employment engagement)  • Young people enrolled in HYPE engage in internships &amp; volunteer  • HYPE team supports transitions between work &amp; school, especially around professional school &amp; work exits  • HYPE team helps young people to reflect on their transition &amp; internship/volunteer experiences  • HYPE supports young people to engage in unpaid work if appropriate &amp; fosters career development</td>
<td>Service &amp; progress notes; on-site interviews with young people &amp; staff</td>
</tr>
<tr>
<td>Principle</td>
<td>Criteria Definition</td>
<td>Anchors</td>
<td>Anchor Details</td>
<td>Supporting Docs &amp; Evidence</td>
</tr>
<tr>
<td>-----------</td>
<td>---------------------</td>
<td>---------</td>
<td>----------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td><strong>4. HYPE prioritizes career development &amp; education achievement.</strong></td>
<td>HYPE proactively engages young people in discussions surrounding education/advanced training to support career goals. On-going conversations occur with young people who initially expressed little or no interest in education or careers.</td>
<td>1= 25% or less actively working towards career goals through education; 25% cultivating career development goals; 50% do not have career development goals. 2= 50% actively working towards career goals through education; 25% cultivating career goals; &amp; 25% do not have career goals. 3= 60% actively working towards career goals through education 25% cultivating career goals &amp; 15% do not have career development goals. 4= 70% actively working towards career goals through education; 15% cultivating career development goals; &amp;...</td>
<td>• Have goals for career development  • Actively working towards career development goals  • Enrolled in school or certificate program</td>
<td>FACA; Progress Notes; Goal Plan; Decision Balance; Intake Paperwork</td>
</tr>
</tbody>
</table>
Feasibility Pilot
HYPE Feasibility Pilot Goals

• Assess the feasibility of using the HYPE manual

• Receive feedback on the HYPE manual and training materials

• Test the HYPE Quality/Fidelity Assessment Tool

• Identify challenges in HYPE implementation (e.g. clinical barriers, engagement)

• Provide a *preliminary* understanding of outcomes of Y&YA clients
HYPE Feasibility Pilot: Overall Design

- Train Employment Specialists in HYPE
- Have HYPE Career Specialists serve a minimum of 20 young adults (10 per agency) for a minimum of 3 months
- Obtain ongoing feedback from Career Specialists on use of the HYPE manual, HYPE tools, and HYPE implementation
- Track Data on use of HYPE tools/activities and young adult outcomes
- Conduct a Site Visit to Test QA/Fidelity Tool and gain in-depth perspectives
HYPE Feasibility Pilot: Timeline

Spring 2017: Agency recruitment
- One IPS program (KY)
- One peer-led program (PA)

July 2017: Training of employment specialists from both agencies
- Evaluation of training completed

August 2017: HYPE service delivery commences

April/May 2018: Site Visits
- Chart Reviews, Focus Groups with Young Adults, Staff Interviews and Observations
### HYPE Feasibility Pilot: Team Structure

<table>
<thead>
<tr>
<th>“Research Team”</th>
<th>“Training Team”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UMass Medical School</strong></td>
<td><strong>Rutgers University</strong></td>
</tr>
<tr>
<td>• Kathryn Sabella (PI)</td>
<td>• Michelle Mullen (overall PI)</td>
</tr>
<tr>
<td>• Marcela Hayes (Project Director)</td>
<td>• Amy Banko</td>
</tr>
<tr>
<td>• Rachel Stone (Research Asst., database manager)</td>
<td>• Brittany Stone</td>
</tr>
</tbody>
</table>
HYPE Feasibility Pilot: Activities

Community of Practice Website (links for videoconferencing, copies of manuals, discussion boards)

Weekly calls with the “research team” (UMMS)
  - Updates on engagement of young adults and delivery of HYPE services
  - Trouble-shooting questions on eligibility, engagement, etc
  - Quality assurance of the RedCap database
HYPE Feasibility Pilot: Activities

• Monthly Roundtable Discussions
  • All Training Team members and all employment specialists and supervisors from BOTH agencies
  • Technical assistance
  • Discussions about manual and intervention
  • Targeted training (e.g. recruitment, goal plans)

• Monthly Technical Assistance Hours (1 each per agency)
  • All Training Team members and employment specialist and one supervisor from ONE respective agency
  • Individualized technical assistance specific to issues at that agency (e.g. staff turnover, billing issues)
HYPE Feasibility Pilot: Activities

Tracking database

- Demographics:
  - Diagnostic History
  - Employment and Education history and “baseline” status

- Service/Contact updates
  - Any time there is an interaction with the young adult
  - What HYPE tools/activities are used in that interaction
  - Includes attempts to contact

- Goals (including a goal plan updated within 30 days of enrollment)
Feasibility Pilot: Young Adult Activities

21 young adults “enrolled”
- 1 failed to engage
- 3 declined further services
- 2 lost to follow-up

Baseline School and Work Activities
- 5 working; 1 working and school; 15 neither

Baseline goals:
- 17 had goal of starting school in 6 months
- 13 had goal of working in 6 months

Activities toward goals:
- 10 job applications, 6 new job starts
- 4 school applications, 0 new school starts
Feasibility Pilot: Practitioner Activities

• The majority have completed the Factors of Change Assessment

• Resources most often used:
  • Aligning Critical Financial Resources
  • Linkage to Community Based Resources

• Education & Support Activities most often used:
  • Goal Clarification
  • School Exploration

• Goal Plans: most have been updated, slow process
Implementation Challenges

- Employment specialists lacking some clinical skills and trainings (e.g. MI, IPS)
- Staff turnover (including supervisors)
- Challenges with initial and ongoing engagement into services
- Supporting someone’s education is hard work and it takes a lot of time
  - Unlearning of providing SE services…their “comfort zone”
- You have to prepare to provide intentional services—that takes time
- Supervisors need to lead the way…and walk the walk
Lessons Learned from Feasibility Pilot

Practitioners do not like to read
- Convert “chapters” into practice guides
- Multimedia platform (e.g. Podcasts, webinars, and videos)

Hard to remember feedback after a full day/week of work
- Develop a mechanism for field-based feedback
  - Using the Remind app

Confusion about “Engagement Phase” versus “Intentional Delivery of Services”
- Edits to RedCap data entry
Next Steps in HYPE Development

• Site Visit
• Summarize Feedback
• Revise Manual
• Develop Training Videos, Online Instructional Tools, and Practice Guides
• Randomized Control Trial of HYPE versus services as usual
Questions…Comments…

Please visit our tables during the conference….come see the HYPE manual!!!

Contact Us:
Michelle: michelle.mullen@umassmed.edu
Marsha: marsha.ellison@umassmed.edu
Kathryn: kathryn.sabella@umassmed.edu
Vanessa: vanessa.klodnick@thresholds.org
Thank You!

STAY INFORMED!

Sign up for our e-mail newsletter for our products and announcements!

Text TRANSITIONSACR to 22828

Visit us at umassmed.edu/TransitionsACR