Life after High School: Finding Success Wherever You Go

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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
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

* Source: Jeffrey Arnett, “Emerging Adulthood: The Winding Road from the Late Teens through the Twenties"
Developmental Implications

Supports need to be developmentally appropriate
Child Welfare
Juvenile Justice
Child Mental Health
Medicaid
Health Insurance

Criminal Justice
Adult Mental Health
Medicaid
Health Insurance
Housing
Vocational Rehabilitation
Substance Abuse
Labor

Birth → → → → 18-21yrs → → → → Death
## Youth with SMHC Struggle as Young Adults

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

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
“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
BUILDING A TRANSITION BRIDGE

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

TIP

YOUTH SERVICES

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

- Employment & Career
- Educational Opportunity
- Living Situation
- Personal Effectiveness & Wellbeing
- Functioning
- Community Life

Diagram showing the interconnectedness of 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

Futures focus

Coaching

TAY choice
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

Clinical Team Leader

SE/SED Team

Employment Specialist

Education Specialist

Peer Mentor
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](http://www.thresholds.org)
- UMass Learning And Working RTC:  [http://labs.umassmed.edu/transitionsRTC/](http://labs.umassmed.edu/transitionsRTC/) ,  [www.voices4hope.net](http://www.voices4hope.net)
- Healthy Transitions Initiative:  [http://gucchdtacenter.georgetown.edu/transitions.html](http://gucchdtacenter.georgetown.edu/transitions.html)
- Psychiatric Rehabilitation Journal Special Issue:  [http://www.bu.edu/cpr/prj/](http://www.bu.edu/cpr/prj/)
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