Transitions RTC

The Learning & Working During the Transition to Adulthood Rehabilitation Research & Training Center

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, Dept of Psychiatry, Center for Mental Health Services Research. Visit us at:

http://labs.umassmed.edu/TransitionsRTC

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Transitions RTC

University of Massachusetts Medical School

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A Life in the Community for Everyone SAMHSA

Adapting & Implementing IPS Supported Employment for Transition Age Youth

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THRESHOLDS INSTITUTE
Bridging the Gap Between Science and Service in Mental Health

Thresholds
Bright Futures for People with Mental Illness

Objectives

- Understand the main components of Adapted IPS Supported Employment for Transition Age Youth
- Understand the rationale for using an Adapted IPS model with best transition practices for young adults
- Identify tensions between IPS and TIP and potential strategies for solving challenges that arise

Overview

- Thresholds Young Adult Program
- Core components of SE/SEd for TAY
- TIP and IPS – rationale and tensions

Thresholds Young Adult Program

Program Model

- Adapted IPS Supported Employment for Transition Age Youth
  - Modeled after Neuchterlein et al., 2008
    - Adapted IPS SE for young adults with first episode psychosis
    - Integrated IPS SE & Supported Education
    - Participants returned to school, work or school + work in approximately equal numbers
- The Model: SE/SED + Peer Mentoring
  - Main Program Components
    - IPS Supported Employment
    - Supported Education
    - Peer Support
- Program Goal: to provide intensive support in finding and securing vocational and/or educational opportunities in a way that will prepare transition age youth (TAY) with serious mental health conditions for community integration and independence

IPS Supported Employment

- “place-train” model of vocational rehabilitation
- Focus on competitive employment
- Individualized and on-going supports
- Evidence based practice
- Effective for consumers with a wide range of clinical and demographic characteristics (Campbell et al., 2009).
- During its first year of operation, the IPS SE program at YAP successfully placed 63% of young adults enrolled in services in a competitive job or internship .

Supported Education

- Developed to address the needs of individuals facing a disruption in their educational career
- Several models
- As described by Unger (www.supportededucation.com), supported education is the process of helping people with a diagnosis of mental illness participate in an education program so
  - they may receive the education and training they need to achieve their learning and recovery goals and
  - become gainfully employed in the job or career of their choice

Peer Mentoring

"Peer mentoring is a really critical concept for the long term empowerment of this population. Everyone needs support from time to time but if the support can come from someone who is a true role model and one who can truly relate, the culture will shift significantly."

-Sanford Pearlman
YAP Vocational Specialist

Peer Mentoring

- Social capital is critical to success in SE/SEd services (Vorhies et al., in preparation)
- Mentoring relationships can foster social capital and are linked to favorable outcomes (Rhodes, 2005; Martin & Jackson, 2002; Hines et al., 2005; DuBoise & Silverthorn, 2005; Collins et al., 2010; Ahrens et al., 2008; Eby et al., 2008)
- Peer supports have been used in SE/SEd and are age appropriate (Unger and Langi, 1998; Swarbrick et al., 2009; Karcher, 2005; Westerlund et al., 2006; Davis, 2003; Clark et al., 2000)

National Network on Youth Transition for Behavioral Health

NNYT

Evidence Informed System Uniquely Dedicated to Young Adults

- Transition to Adult“HOOD”
- YP Directed
- Research with EBD/MI
- Discovery & Recovery
- Strengths First
- Balance Letting Go and Holding On
- Practice, Program, Community, Federal

Transition To Independence Process (TIP)

TIP Guidelines

1. **Engage young people** through relationship development, person-centered planning, and a focus on their futures.

2. **Tailor services and supports** to be accessible, coordinated, appealing, non-stigmatizing, and developmentally-appropriate -- and building on strengths to enable the young people to pursue their goals across relevant transition domains.

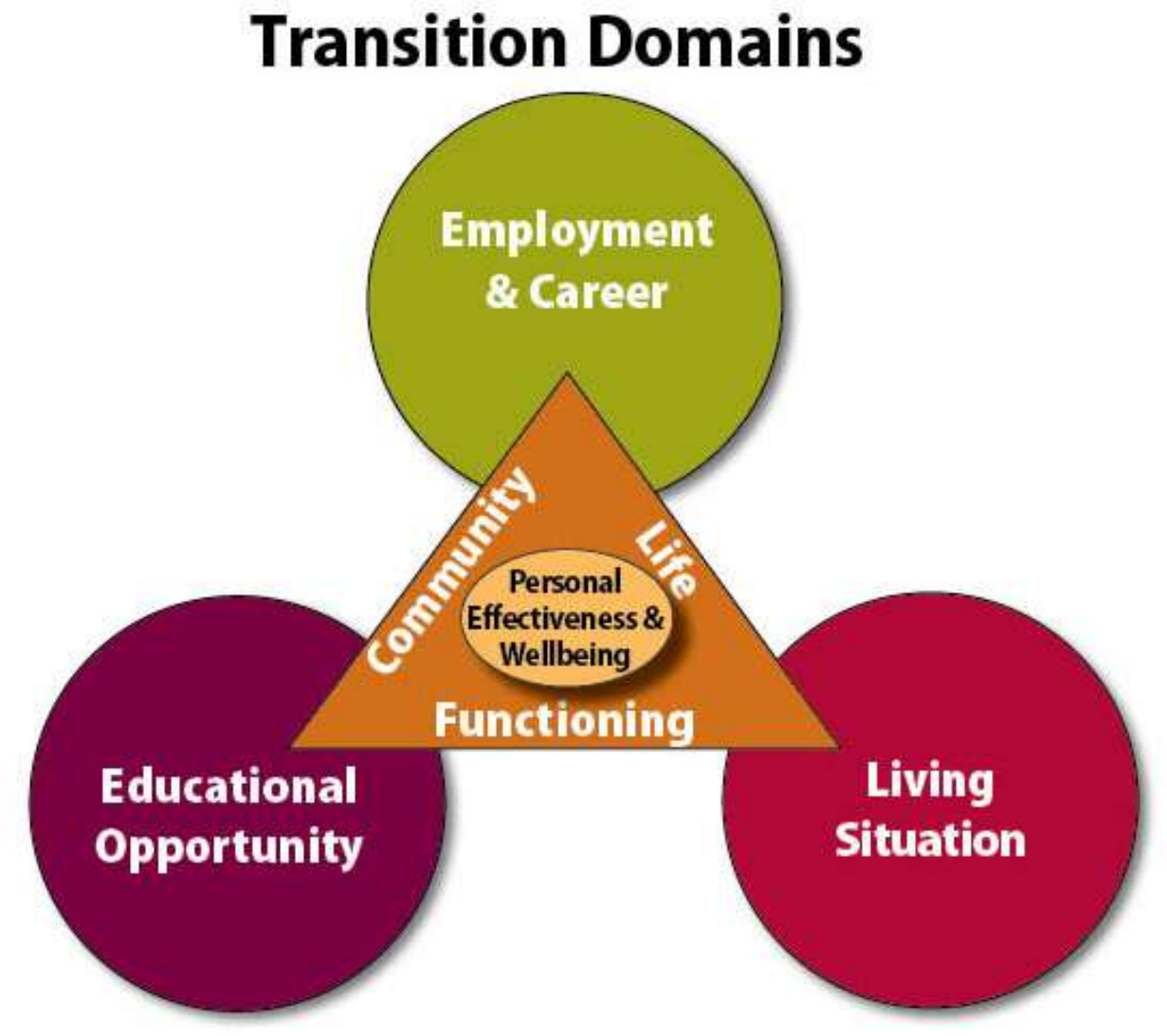
3. Acknowledge and **develop personal choice** and social responsibility with young people.

4. **Ensure a safety net of support** by involving a young person's parents, family members, and other informal and formal key players.

5. **Enhance young persons' competencies** to assist them in achieving greater self-sufficiency and confidence.

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** in the TIP system at the practice, program, and community levels.


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

TIP and IPS - Rationale

- Person-centered
  - Emphasis on consumer choice and self-directed care
- Future and recovery focused
- Practice opportunities
  - “place and train” rather than “train and place,” in vivo learning
- Extra supports that allow for risk-taking

TIP and IPS - Tensions

- Generalists vs. Specialists
- Non-competitive Work Experience
- Relationship with Educational Goals

Research Questions

- The specific aim of the project is to develop and evaluate a Supported Employment/Supported Education model that improves employment and educational outcomes for TAY.
  - Aim 1. Develop a supported employment/supported education model incorporating the most promising interventions for TAY with SMI and serious emotional disturbances.
  - Aim 2. Conduct a pilot evaluation of the supported employment/supported education model.
- Mixed methods pre-post feasibility study
- N= 40
- Baseline, 12 month & 18 Month Assessments

Resources

www.thresholds.org

http://www.dartmouth.edu/~ips/

http://www.tipstars.org/

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