



THE LEARNING & WORKING CENTER

AT THE TRANSITIONS RTC

Adapting IPS for Young Adults

September, 2016

Acknowledgements

The Learning & Working Center at Transitions RTC is a national effort that aims to improve the supports for youth and young adults, ages 14-30, with serious mental health conditions 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, Systems & Psychosocial Advances Research Center.

Visit us at:

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Presenter: Marsha Langer Ellison, Ph.D.

Associate Professor of Psychiatry, UMass Medical School,
Deputy Director, Transitions Research and Training Center
Faculty, Systems and Psychosocial Advances Research Center

Health Research Scientist, ENRM Veterans Hospital, Bedford, MA

Co-Author: Michelle Mullen, MS, CPRC

Assistant Professor, Rutgers University, Department of Psychiatric
Rehabilitation and Counseling Professions



HELPING YOUTH
ON THE PATH
TO EMPLOYMENT



Objectives

- Explain why IPS needs to be adapted for young adults
- Describe the differences between young and “not young” adults
- Describe how IPS needs to be adapted
- Explain why career development is the needed adaptation for IPS
- Describe what career development is
- Explicate career development according to research on innovative practices for young adults

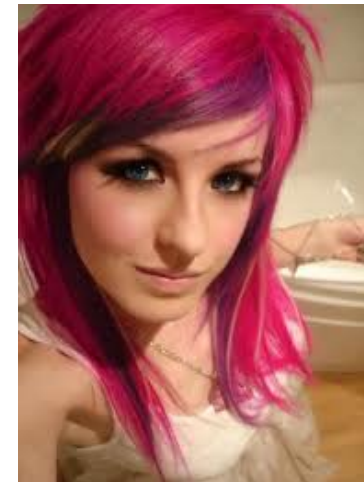


DOES IPS NEED TO BE ADAPTED FOR YOUNG ADULTS?

A stage of life that is different from “not young”
adults



Important Differences between Young and “Not Young” Adults

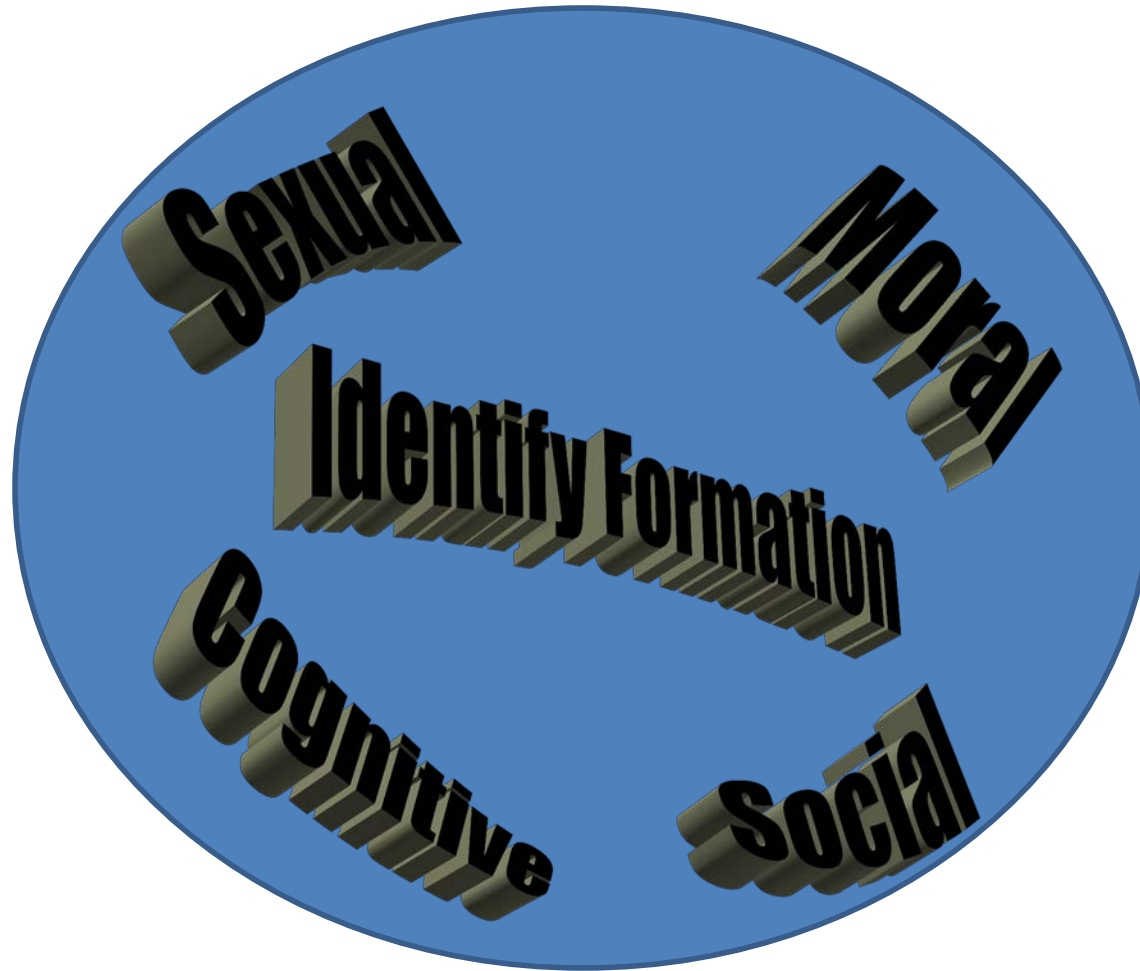




Differences between young adults and “not young” adults

- Developmental changes on every front
- Prevalence of substance abuse
- Youth culture
- Lack of experience, or independent living skills
- Launching adult life – early working experiences, secondary education completion, and post-secondary education

Psychosocial Development Transition to Adulthood



Developmental change on every front

Developmental Changes Underlie Abilities to Obtain Mature Social Roles



Complete schooling
& training



Contribute to/head
household



Obtain/maintain
rewarding work



Develop a
social network



Become financially
self-supporting

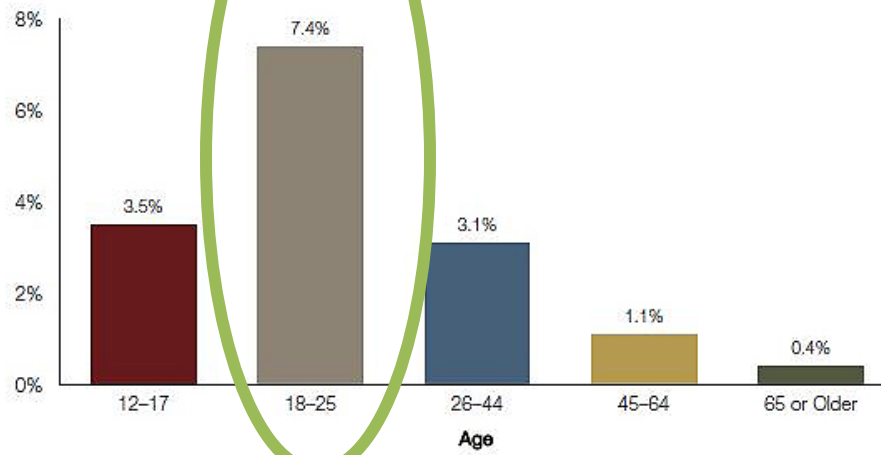


Be a good citizen



Past-Year Illicit Drug Dependence or Abuse Among Individuals Aged 12 or Older, by Age (2013)

In 2013, young adults aged 18-25 had the highest percentage of illicit drug dependence or abuse (7.4%) among persons 12 or older.



2.6%

In the United States, 2.6% of individuals aged 12 or older (an estimated 6.9 million individuals) in 2013 were dependent on or abused illicit drugs within the year prior to being surveyed. This percentage has not changed significantly since 2009.

In 2013, illicit drug dependence or abuse was more prevalent among males (3.4%) than among females (1.9%).

Substance Use Disorders & Substance Use More Common in Younger Adults

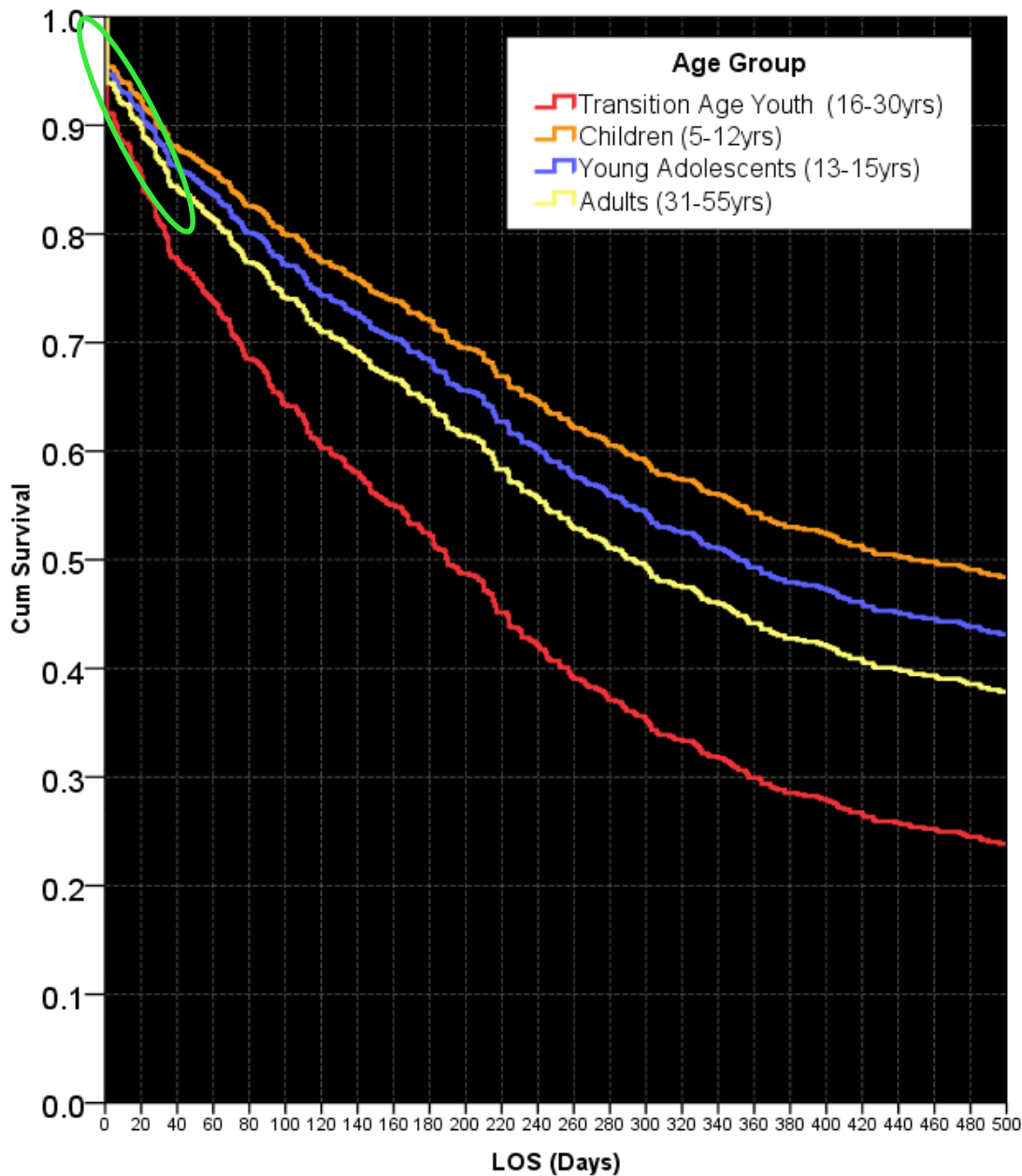


Peak Age for Substance Abuse/Dependence

Among young adults ages 18-25 with a serious mental illness

- 48% report past-year illicit substance use
- 36% meet criteria for a Substance Use Disorder

(SAMHSA, 2013)



Transition Age Youth Quickly Lost from MH Treatment
(Olfson et al., 2002)





Youth Culture



tumblr.

facebook



Functional Differences for Young Adults in School

in Work

- Age typical to be in school
 - Age typical to be a mix of school and work
 - More likely to be on campus
 - Less likely to assert or identify need for accommodation
- Age typical to have short term low wage job
 - Age typical to be working towards establishing “career”
 - Age typical to be in volunteer/apprenticeships/internships
 - Cognitive elements crystalizing



HOW DOES IPS NEED TO BE ADAPTED?



IPS FOR YOUNG ADULTS: A CAREER FOCUS



What is a Career Focus?

Career Development focuses on HUMAN CAPITAL:

- An individual's unique set of personal abilities and skills derived from:
 - higher education,
 - advanced training, and
 - special skills
- Typically only gained through both **employment & education**
- Associated with both increased labor participation and earnings over time. (Borjas, 2005)



*[talking about VR] Like **they're just like "Get a job." "Oh, congratulations, you're working at Shoprite."** That's not a job. I mean it is, but not really. **It's not a self-sustaining job.** You can't live off that.*

(Mullen et al., 2015)



Why Concentrate on Career Development?

- **Workforce Liabilities of Adults with Psychiatric Disabilities**
 - Age when returning to workforce
 - Poor social networks
 - Lack of higher education
 - Lack of consistent work history
- **Results in Jobs in Secondary Labor Market**
 - Low-wage
 - No career ladder (Dead end)
 - Few benefits

But Career Development can Prevent this trajectory !



Importance of Employment AND Education for Young Adults

- Developmentally-relevant to young people
- Often pursued in tandem
 - Part of normative vocational development
- Critical to vocational maturity
- Involvement, often with specialized supports, enhances:
 - Resiliency, knowledge of self (and others), identity
- Absence in either domain has long-term implications for human capital acquisition
 - vocational opportunities, social networks, identity



Importance of Higher Education

- Competitive in seeking employment
- Increased options in the workforce
- Greater opportunity for jobs in the primary labor market
- Higher wages & greater earnings over time
- Primary labor market jobs can provide informal accommodations and better benefits
- Career mobility
- Socialization & networking
- Prestigious (and normalizing) social role

HYPE



Survey of Innovative Practices for Career Development

Authors:

Marsha Langer Ellison

Sloan Huckabee

Rachel Stone



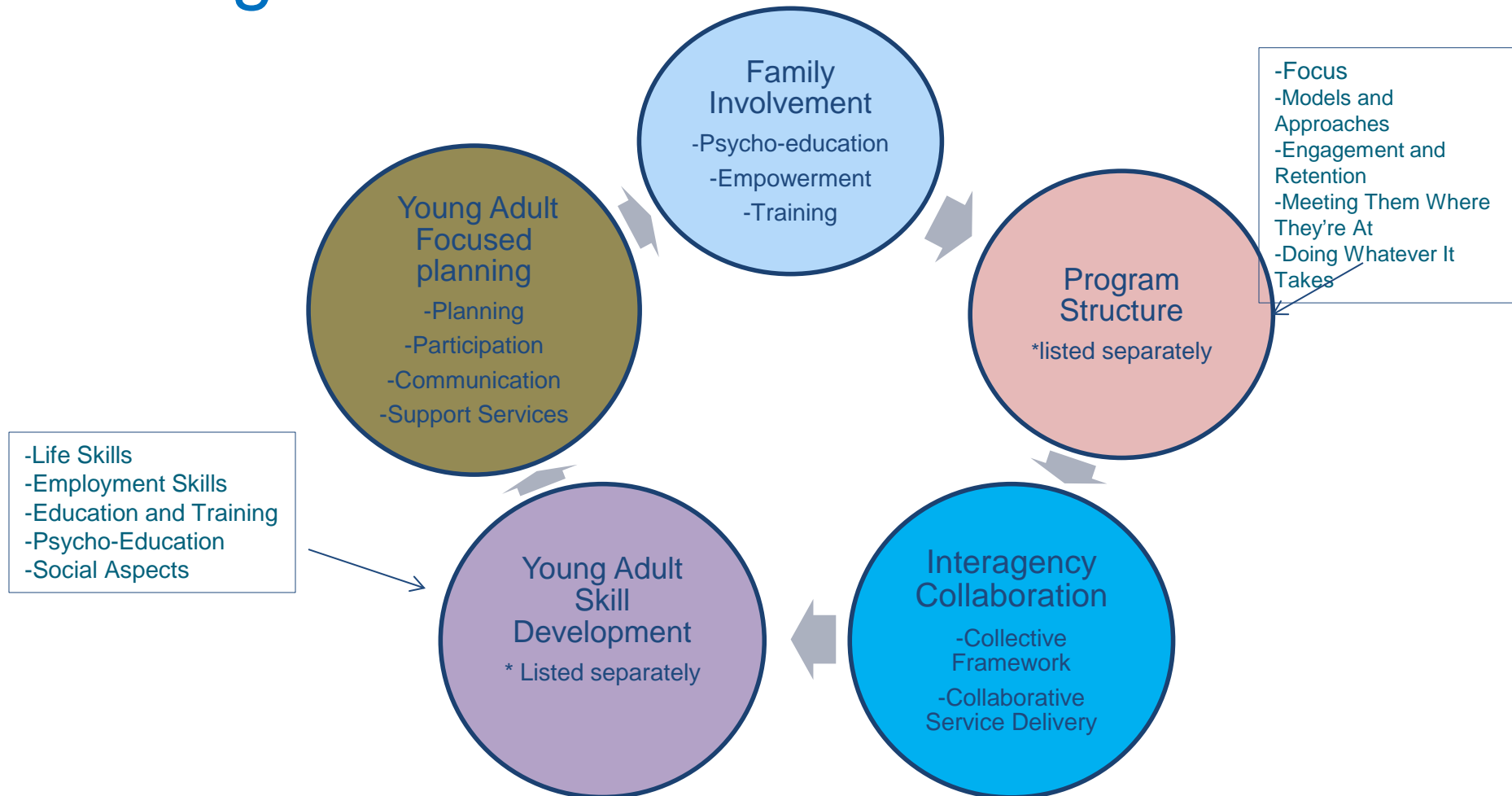
Survey of Innovative Practices Method

- Nominations of Programs
- Internet Survey
- Semi-structured telephone interviews
- Audio-transcripts
- Open coding using NVivo
- Three person team consensus on first order and second order constructs
- Categorization of codes into Kohler “Taxonomy”¹
- Inter-rater reliability testing of open codes

¹Kohler, P. “Taxonomy for Transition Programming”. Champaign: University of Illinois



Taxonomy Adapted to Programs Serving Young Adults with SMHC





YOUNG ADULT FOCUSED “CAREER” PLANNING



Career Planning

- Secondary Special Education & Transition Planning
- Secondary work experiences, internships
- Post-secondary career planning
 - A Variety of Post-secondary educational and training settings are considered
- Post-secondary education planning
 - Financial Aid Planning
 - Loan default
 - School, program and major planning aligning with career goals



Planning Attributes

- Plan Development
 - Functional Orientation
 - Person Beyond Diagnosis
 - Client Centered
 - Individualization
 - Participant goal driven
 - Strengths based
- Use Stages of Change
- Goal setting is not dependent on assessments
- Match jobs to interests and strengths

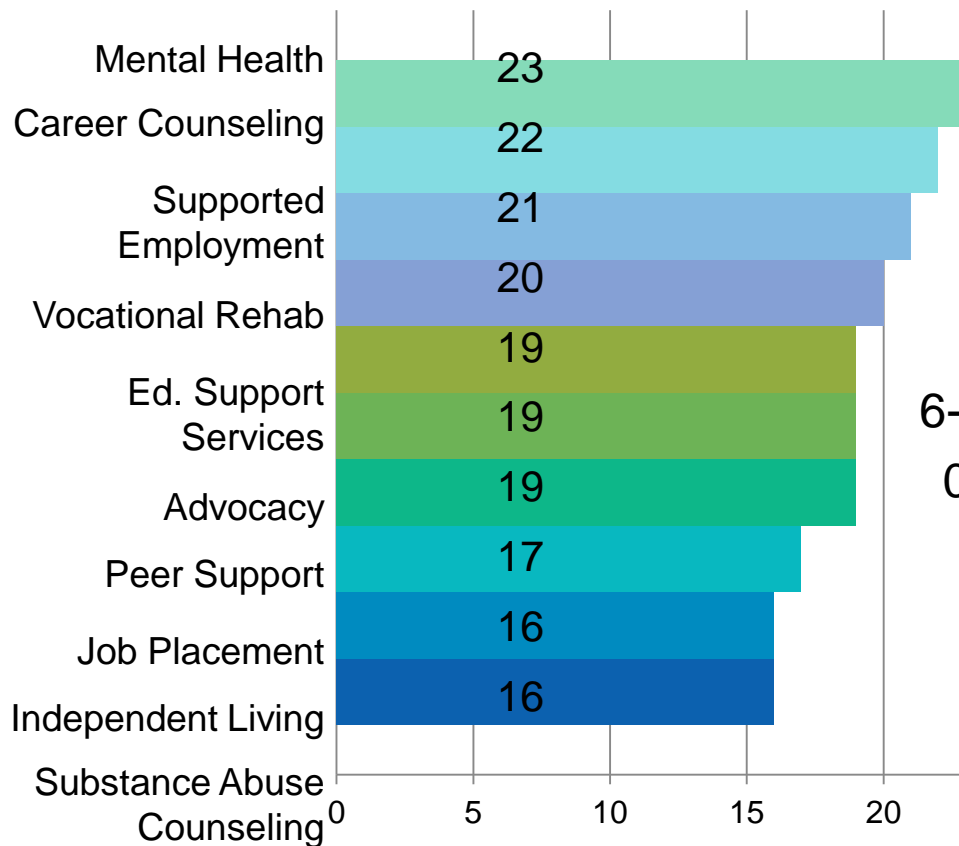


SERVICE DELIVERY FOR DEVELOPMENTAL CHANGES ON ALL FRONTS



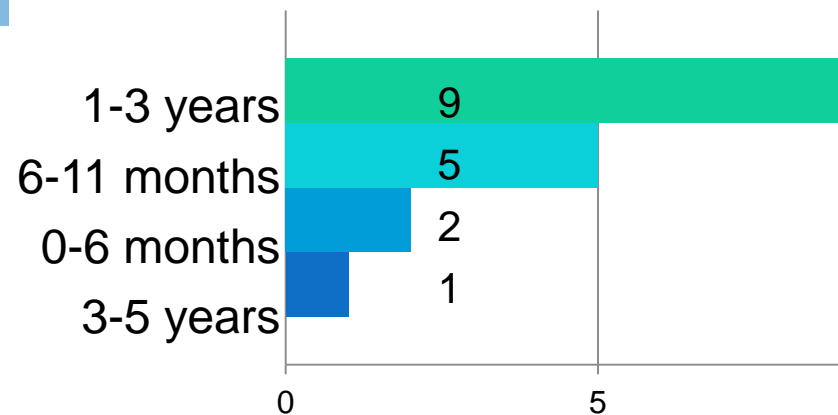
Services Offered

N = 29



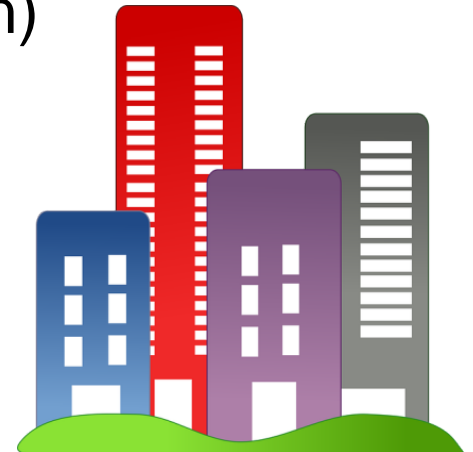
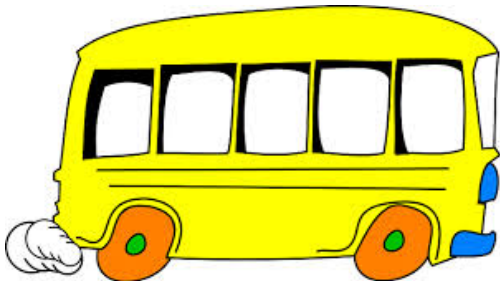
Length of Participation

N = 17



Support Services

- Substance use counseling
- Crises planning
- Housing, residential services
- Motivational Enhancement
- Therapy
- Peer Support / Peer Mentors
- Daily living needs (child care, transportation)





Psycho-Education

- Help youth understand their diagnosis
- Managing symptoms
- Treatment options (medications) and dealing with providers



Social Aspects

- Youth groups and networks
- Social/Recreational activities
- Inter-personal Skills

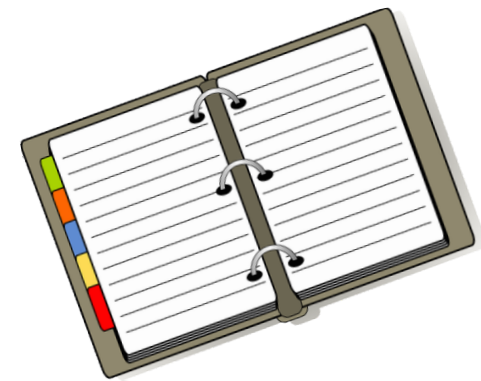


YOUNG ADULT SKILL DEVELOPMENT

Life Skills

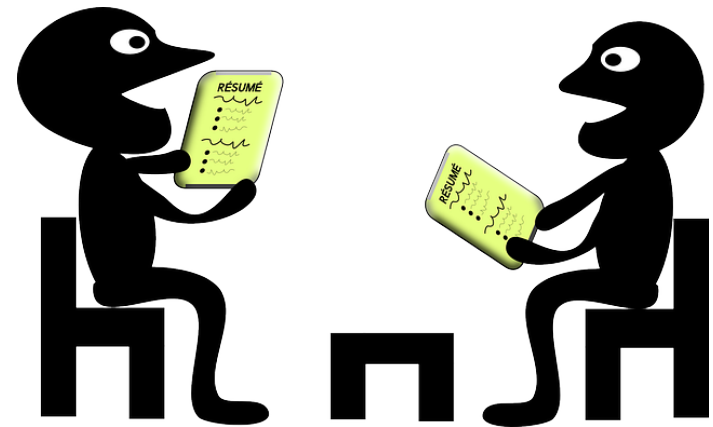
- Skill Building
 - Coping skills
 - Financial skills
 - Executive functioning
 - Time management & calendaring
 - Self-Advocacy
- Disclosure

“ You went from high school to college – no one ever told you that there was something called an agenda, and that you can put all your assignments in it, and help you map out your time.”



Employment Skills

- Interview Experience
- Work Behavior and Skills
- Structured Work Experience
 - Internships
 - Supported Employment
 - Job Coaching





Education and Training

- Vocational Schools and Vocational Training
- Financial Aid Planning (Loan defaults)
- Education Skills
 - Accessing Available Resources
 - Applying for School and Financial Aid
 - Transition to College Stress
 - Accommodations
 - Study skills
 - Time management (calendaring)





YOUTH ORIENTED ENGAGEMENT AND RETENTION



Youth Oriented Engagement and Retention

- Build relationships (trusting, genuine, and understanding)
- Service flexibility for no shows or gaps
- Goal focus
- Assertive outreach – in the community; gentle but proactive
- Non-treatment environment
- Avoiding Diagnosing/Labeling
- Protect the non-patient role
- Younger staff, connection with youth culture, willingness to engage with social media, ability to text

“It’s a matter of doing everything you can within your own network ... finding friends, calling ... going to a place where you think they might have been last employed. So the idea is, I basically say to them, it’s like you really should know what they had for breakfast. So the idea is to really keep them engaged.”



Meeting Them Where They're At

- Literally, service provision in the community, mall, home, school
 - “Meet them where they're at, on their terms, as often as you need to.”*
- Figuratively, responding to their felt needs and goals at that time
- Varying intensity of services according to need

“We've had people who were literally unwilling to come out of their room, in fact we had one fellow who was literally in his closet, and we did a series of home visits and we have communicated with people using sticky notes...we're about as flexible as we can be”



AGE TAILORED PROGRAMMING



Age tailored programming

- Tolerance for missed appointments
- Rapid response to goals/needs
- Adapting programming to fit developmental changes
- Complete service flexibility
 - “doing whatever it takes”
- Continuous time-unlimited support through developmental turbulence
- Hands on direct skills teaching for independent living



Communication

- Participant Communication
 - Texting capabilities
 - Social Media
 - Flexibility in communication methods

“You can call them all day long and not get a response, but if you text, they get right back to you- they don’t like getting on the phone to talk ... [The communication] looks like anything, anytime, anywhere.”





FAMILY INVOLVEMENT

Family Involvement

- Psycho-Education
 - Learning about mental illness
 - Illness Management
- Getting Benefits
- Health Insurance



“I would really emphasize again that you have to work with families; there’s no way to do this work without working with families.”



INTER-AGENCY COLLABORATION

Collaborative Service Delivery and Framework

- Consider all possible resources
- Community Connections
 - Chambers of Commerce
 - Employers
 - Police
 - Social services
- Mental Health Integration
- Campus Disability and Counseling services
- Vocational Rehabilitation





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The Learning and Working Center at Transitions RTC

University of Massachusetts Medical School
Department of Psychiatry
Systems and Psychosocial Advances Research Center (SPARC)

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