

**Supported Education
and
Supported Employment
for People Experiencing Psychosis:
An IPS Perspective**

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Agenda

Evolution of vocational rehabilitation

Overview of IPS: What it is? Why is it important?

Core components of the model

- Evolution of vocational/educational services
- Engagement
- Assessment: Vocational/career profile
- Employment planning
- Entitlements counseling
- Job development
- Working with state-VR
- Follow-along supports

Supported Education: What is it? How to provide services

Evolution of Vocational Rehabilitation

What approaches to vocational rehabilitation have been offered to consumers experiencing psychosis and other mental health issues over the years?

Evolution of Vocational Rehabilitation

What experience have you had with these approaches?

What have been the pros and cons of these approaches?

Evolution of Vocational/Educational Services

- Traditional approaches to providing educational and vocational services have yielded poor outcomes, especially for people with psychosis
- Only recently have we begun to see significant improvement in education and employment outcomes
- Programs that have implemented the Individual Placement and Support (IPS) model are leading the way

Traditional Models for Employment Services

- Sheltered: “train & place”
- Clubhouse: transitional employment
- Continuing Day Treatment: traditional placement
- Enclave: segregated employment
- Performance-based placement: incentivized
- IPRT: traditional placement
- Assisted Competitive Employment: customized placement

Important Information

People who experience psychosis report that work and school are ***not*** the result of having gotten “well” or symptom-free but rather a critical part of ***becoming*** well.

The Individual Placement and Support model as an evidence-based practice recognizes and address this ideal.

IPS Quiz

What are the principles of the Individual Placement and Support (IPS) approach to Supported Employment?

The Principles of IPS Supported Employment

- Integration of vocational and mental health treatment services
- Competitive employment is the goal
- Entitlements Counseling
- Rapid job search
- Time-unlimited follow-along supports
- Consumer preferences are central
- **Zero Exclusion**
- Employment staff systematically develops relationships with employers in the community based on participant preference

Principles of IPS

Question: How do the principles of this evidence-based practice apply to providing services to people experiencing psychosis?

The good news: IPS is effective for helping people in recovery from psychosis.

Why IPS Supported Employment?

Research consistently shows that IPS, when compared to other approaches, is the most effective in helping people with **serious mental health problems such as psychosis** get jobs in a timely manner.

IPS is consistent with recovery promoting values such as choice, self determination and person centered treatment.

Timely response to expressed needs and wants and real world support and guidance promotes a person's commitment to pursuing work goals.

Why IPS Supported Employment?

Achieving employment goals is strongly associated with mental health recovery.

Most participants want to work.

Desire to gain and keep employment is often a powerful motivator for people to address very challenging problems and to commit to treatment.

Why IPS Supported Employment?

Evidenced Based Practice

The IPS model of Supported Employment has been validated in 16 randomized controlled trials.

IPS = 62%

Traditional vocational services = 23%

(Drake, Bond, & Becker)

IPS and Psychosis

Participants experiencing psychosis report:

- Work / school helps me focus
- Work / school compete with my symptoms
- Keeping status as worker / student is healing
- Not doing anything can be difficult with managing and coping with symptoms

IPS and Psychosis

Practitioners report:

- Providing services to people with psychosis is similar to providing services to people with other mental health conditions
- **Team integration is key**
- Family psychoeducation is important
- With training and practice, approaching employers is not so bad!

IPS Fidelity Scale

The IPS model of supported employment as an evidenced-based practice has a fidelity scale that measures:

- **Staffing**
- **Organization**
- **Services**

High fidelity to the model = good employment outcomes

Characteristics of Effective Practitioners

- Meeting people where there are
- Meeting people where they live
- **Communicate hope**
- Engage people in a healing way
- Creative engagement
- Build bridges
- Peer work
- Ask “Why not?”

Essential Skill Components

- Engagement, especially around symptoms of psychosis
- Assessment: Career / Vocational profile
- Employment planning
- Benefits counseling
- Job development
- Working with State VR
- Follow-along supports

Engagement

Principles of Engagement

It's all about establishing a working relationship

- Learn about the person's preferences, interests and values.
- Listen and demonstrate an understanding of the consumer's perspective and mental health condition.
- Avoid judgmental or critical comments.
- **Communicate hope.**
- Be clear and transparent about your role and the consumer's role.
- Provide practical assistance.
- Be patient – work at a pace that is comfortable for the consumer.

Take the time to learn about the person as an individual

- What are their values?
- What do they love to do?
- What are they proud of?
- Who is important in their life?
- What kind of environment do they like?
- What does work mean for them?
- What was their best / worst job experience?
- What are their special talents?

Take the time to learn about the person as an individual

*It is important to have ongoing discussion around how the symptoms of psychosis and resultant side-effects of medication can impact a person's ability to perform the **essential functions** of a job or school.*

This can help guide making good shared and informed decisions on good job and school matches and follow-along support plans.

Take the time to build a relationship

- Do not rush to begin paperwork.
- Explain / define your role and the role of the team.
- Ask open-ended questions.
- Employ active listening.
- Express empathy.
- Avoid advice. This can shift the focus from client-centered solutions.
- Emphasize strengths.
- Wrap up with a summary and identify next steps.

Assessment: Vocational / Career Profile

Assessment:

The Vocational / Career Profile

The process of engagement can help participants move from general ideas about work goals to more specific and focused objectives.

Effective engagement and relationship building takes time and is an ongoing process.

Assessment

One approach: Dartmouth career profile

Another approach: abbreviated / adapted

Dartmouth career profile

Avoid assessment redundancy!

Assessment: the career / vocational profile

It will take a number of meetings to complete the initial assessment. It is important to remember that the assessment should be updated as new information becomes available.

Sources of information can include:

- the participant
- the clinical chart
- the treatment team
- with the participant's permission, family and friends, and past employers.

Assessment: the career / vocational profile

The career profile consists of:

- Work goal
- Log of engagement
- Work experience
- Work skills
- **Mental and physical health status**
- Summary of benefits
- Legal history

Assessment: the career / vocational profile

- Networking contacts
- Information from family
- Summary of daily activities
- Summary of interpersonal skills
- Summary of cognitive abilities
- Substance use summary
- Team signatures

Assessment: the career / vocational profile

The work goal

The work goal should be in the participant's own words and be focused on the short-term.

Participants should be encouraged to consider their preferences for type of work, hours, environments, and wages.

It is suggested to include statements about long-term career goals.

Assessment: the career / vocational profile

Work experience

This section of the profile should include:

- Education
- Licenses & certifications
- Work history
- Military history
- Both positive and negative work experiences
- Reasons for leaving jobs

Assessment: the career / vocational profile

Work Skills

This section of the profile tracks:

- Strengths
- Specific skills
- Personal interests
- Job hunting skills and deficits
- Workplace habits such as punctuality, consistency, and stress management

Assessment: the career / vocational profile

Mental and physical health status

This section is used to consider any conditions that might effect a participant's ability to perform specific types of work such as symptoms of psychosis.

It is particularly helpful for establishing dialogue around possible reasonable workplace accommodations.

Assessment: the career / vocational profile

Summary of entitlements

It is important to know what benefits are being received by the participant.

Participants do not always know what their benefits are.

SSA / DSS benefits are very often a person's livelihood.

The fear of losing benefits is often a major barrier for people who wish to work.

It is important to talk about this with the participant.

continued

Assessment: the career / vocational profile

Summary of entitlements

In this discussion, concerns about the impact of earned income can be addressed and plans developed around managing these concerns.

Working and receiving entitlements are not necessarily mutually exclusive.

This section is one of the more important pieces of the job search.

Assessment: the career / vocational profile

Legal history

Participants with a history of legal issues face a significant challenge to obtaining employment. An open dialogue around these issues can help you to develop effective job search strategies.

This section facilitates discussion around disclosure for both legal history and mental illness.

Assessment: the career / vocational profile

Networking contacts

Like most people, program participants often have a network of contacts that can be helpful in a job search. Identifying these contacts opens up the possibility of including friends and family in the job search / follow along plans.

How many program participants use social networking?

Assessment: the career / vocational profile

Information from family

It is important to know the role of family and friends:

- real or imagined concerns and perceptions of their loved one's work interest.
- supports that can be provided
- information that can help guide the process

Assessment: the career / vocational profile

Summary of daily activities

Knowing how the participant organizes his/her day can provide useful information regarding interests, strengths, social connections, personal habits (e.g., sleep and awake times) and lifestyle.

Assessment: the career / vocational profile

Summary of interpersonal skills

The social/interpersonal environment in a work setting is critical to success and satisfaction. It is important to know about the participant's skills and preferences.

For example, does the participant like working with other people one on one, or in small / large groups? Working with the public or behind the scenes?

Assessment: the career / vocational profile

Summary of cognitive abilities and deficits

It is important to assess the individual's strengths and limitations related to:

- attention
- memory
- concentration
- keeping pace with job requirements
- understanding and following instructions
- solving problems

Assessment: the career / vocational profile

Summary of substance use

It is important to identify substance use issues and their potential impact on employment and work outcomes. Many programs offer IDDT/COD services and so by completing this section of the career profile, discussion around treatment options may arise.

Information about substance use and history is often obtained through assessments completed by other team members. It will be important that employment staff are aware of this information and understand the possible impact of substance use on work outcomes.

Remember: **ZERO EXCLUSION!**

Assessment: the career / vocational profile

Team signatures

The IPS model of Supported Employment is an integrated team approach -- the profile is a tool that is not only shared among team members but used by the team.

Signatures from team member(s) and the participant indicate that all have reviewed and agreed to the plan of action.

Employment / Education Plan

There are basic elements that need to be included in any individualized plan. These include:

- The goal stated in the participant's own words
(Type of job / education desired)
- The objectives / steps that lead to the goal
- Who has a role in the plan and what is the role?
- Timelines
- Contingencies: ***What if?***

Employment Plan

Reflects participant's expressed desire. It should include:

- Kind of job
- Location
- Hours – full or part time
- Wages
- Time frame
- Accommodations and supports

Example: Pat will work as a reservation clerk at the front desk in a local hotel for 10 hours per week, for at least \$12 an hour by April.

Education Plan

Reflects participant's thoughts and desires for education and training. This can include:

- Local school vs. distant school
- Full / part-time study
- Online courses
- Assistance with financing school / training
- Accommodations and supports *specific to the participant's mental health conditions*

Who has a role in the plan?

- Employment staff
- Other team members
- State-VR
- Case manager
- Employer, with participant consent
- Family / friends, with participant consent
- Others?

Entitlements Counseling

Entitlements Counseling – Why is this Important?

- Participants are fearful of losing their income and medical coverage.
- There is a tremendous amount of complicated information that must be personalized for each participant.
- There is much misinformation.
- Many programs do not have entitlements specialists on staff.
- Earned income can affect the process by which community residence programs are paid.
- Families often come to rely on fixed benefits for paying the rent / bills.
- Employment staff effectiveness is enhanced when they can address participant's concerns and questions about entitlements.

Entitlements Counseling

It is very helpful for employment staff to have a solid foundation in this area.

It will be important programs have a relationship with the SSA local office to insure that the participant is receiving accurate information.

It is important to remember that a participant's financial status will change over time.

Exercise – Entitlements Counseling

Identify as many SSA work incentives and programs as possible.

Entitlements Counseling - SSA programs and work incentives

Social Security Supplemental Income (SSI)

Social Security Disability Income (SSDI)

Plan to Achieve Self Support (PASS)

Trial Work Period (TWP)

Expedited Reinstatement (EXR)

Extended Period of Eligibility (XPE)

(1619)(b) Extended Medicaid coverage for
working people on SSI

Entitlements Counseling -- Resources

Social Security Administration: www.ssa.gov

Work Incentives Planning and Assistance Project
(WIPA)

<https://secure.ssa.gov/apps10/oesp/providers.nsf/bystate>

NY Makes Work Pay

www.newyorkmakesworkpay.org

State VR

Job Development

Job Development Quiz

Job development is often the most difficult part of an Employment Specialist's job. Why?

List the many challenges associated with the role of job developer.

Job Development Challenges

- Human service workers often have a specific skill set that does not match up with “sales” related skills
- Lacking strategies and confidence
- Little / no training has been available
- Concerns about disclosure
- Anticipating unsympathetic and other negative reactions from employers
- Being the bridge between a consumer’s wants and employer’s needs
- Working simultaneously with the participant and the employer

Job Development Challenges

When working with people experiencing psychosis, new practitioners are often concerned about approaching employers.

- Perceptions
- Stigma
- Fear
- Discrimination

Job Development Good News!

When representing people with psychosis to employers, it is important to ***know your script***.

Preparation is critical:

1. Practice
2. Practice
3. Practice

Most employers do not ask about the population we serve.

Job Development Script

Hi, my name is Gary and I am with a program right here in the community called Acme. Our focus at Acme is to help local folks stay on track with their careers and educations. A big part of my job is to partner with local employers like you so that when you need to hire, my program and I can be a resource for you to connect with qualified local employees.

We help local people connect with local jobs and keep local money right here. This is about building community and I hope we can partner. continued

Job Development Script

I don't work on commission and our service is no charge to you.

Our primary goal is have our clients experience a positive and rewarding employment experience while at the same time, making sure that you the employer is completely satisfied with our service. We want to be able to maybe use you as a reference someday.

Job Development

The three typical ways an Employment Specialist will help a participant:

- Develop a specific job for a specific participant.
- Develop a relationship with an employer so that when a job match occurs, the placement can be made.
- Help a participant from behind the scenes.

Job Development – Working with Participants

- Participant choice is the key.
- Don't limit yourself to the jobs that are easy to find.
- Schedule and keep regular appointments, especially in the community.
- Continue to address concerns about loss or change of entitlements.
- Teach participants about online applications.
- Prepare participants for interviews – modeling, role playing, stress management.

Job Development – Working with Participants with Legal Histories

- For those with legal histories – have open and straightforward discussions about the potential impact of the legal history and how to address it in interviews.
- If a person has an open case with state VR, that office may have a copy of the legal record.
- Check the websites for the Clerk of Court as well as the Probate Court.

Job Development – Working with Employers

- Identify 20 – 30 businesses in your community with whom you would want to develop an ongoing relationship.
- Research the business online.
- Look for businesses that sponsor local charities.
- Get to know your community by being out of the office often.
- *Dartmouth IPS Gold Standard!*

Job Development

The gold standard for high fidelity to the IPS model of supported employment is for job developers to meet with a minimum of 6 employers in the community per week.

The gold standard for high fidelity to the IPS model of supported employment is for employment staff to spend a minimum of 65% of their time in the community.

Job Development – Working with Employers

The Three Cups of Tea Method

The “first cup” meeting:

- Approach the employer and briefly describe where you work and what you do. Ask if they would be willing to schedule a 15 minute meeting in order to learn about their business and the type of employee that is successful there.
- Be sure to have a business card and your appointment book.

Job Development – Working with Employers

By scheduling the next meeting (second cup) in advance, you can:

- research the company
- tailor your questions to the specifics of that particular industry
- Confirm your appointment, particularly if it is to be more than two weeks in advance
- Review caseload and pertinent disclosure forms

Job Development – Working with Employers

The “second cup” meeting, is about learning about what the company does
And what positions exist.

- Communicating to the employer that you are interested in learning about the organization and what makes an effective employee so that when and if you find a good match, you will be able to collaborate.
- Assume an asking stance. *continued*

Job Development – Working with Employers

The “second cup” meeting (continued):

- Ask for a tour, if possible. You might be surprised by the diversity of jobs that exists.
- If the employer states that they are not hiring at present, that’s OK.
- Let the employer know that even if they are not hiring now, you are interested in becoming a resource for them in the event that you find a match for any employment needs that may arise.
- Explain the support role that you will be providing to any potential employee if they need or desire support.

Job Development – Working with Employers

The “second cup” meeting (continued):

- Discuss the terms of your future contact. What would be reasonable with regard to follow-up contact?
- Email, phone, or face-to-face contact?
- Make sure that they know that they can contact you for any employment need that may come up.
- Write a brief thank you note. You may wish to summarize your meeting.

Job Development – Working with Employers

Sample questions for the “second cup” meeting:

- What makes a successful employee at this company?
- What are some of the hiring / retention challenges that the company faces?
- What kind of personality lends to success at the company?
- Are there particularly busy / slow periods of the year?
- What is most important: speed or accuracy?

Job Development – Working with Employers

The “third cup” meeting:

- Ask the employer to consider hiring one of your participants.
- If the participant chooses to disclose, brief the employer.
- Provide only relevant information and be mindful of the participant’s privacy.

Working with State VR

- State VR involvement can be very helpful
IPS welcomes State VR involvement
- *It is important to reconcile your program's IPS initiative with the state VR system.*

Working with State VR

- For some programs, working with state VR might mean starting from scratch.
- Employment Specialists might need to initiate contact with the local state VR office in order to begin the process.
- It might be helpful to discuss your program's IPS initiative with the leadership of the local state VR office.

Working with State VR

Once a relationship is established, it is suggested that there be at a minimum, monthly contact with a state VR liaison.

While these meetings can take place by phone or online, it is suggested that the meetings take place at either the program, or the state VR office.

Working with State VR

It will be helpful to offer your state VR liaison office space at your program. By doing this, you help the program and the state VR worker to develop working relationships.

This will also help the state VR counselor to avoid “no-shows”.

If possible, several half-days per month can facilitate a strong connection to an agency that can be a powerful tool in helping your participants.

Working with State VR

By being included in the program team meeting, the state VR counselor will have:

- Increased access to participants
- The opportunity to explain the resources that are available to program participants
- The opportunity to develop familiarity with the key people involved in placement / employment efforts.

Follow-Along Supports

Follow-Along Supports

- Choosing and getting do not automatically lead to keeping a job or continuing / finishing school.
- Follow-along supports are often critical for keeping.
- The frequency and intensity and method of support can be changed to fit the participant's needs.

Follow-Along Supports

Employment support

- Providing help for handling stress and symptoms that may emerge
- Providing assistance with problem solving
- Providing guidance concerning how to be successful in a specific environment. May include:
 - Getting along well with co-workers, supervisors and customers
 - Meeting the performance standards of one's job
 - Presenting oneself successfully (dress, personal habits)

Follow-Along Supports

- Providing support and information concerning entitlements and fears about losing them
- With participant's permission, meeting with employers
- Working to secure reasonable accommodations
- Providing guidance about use of leisure time
- Providing guidance about finding another job

Follow-Along Supports

Effective support strategies feature these key elements:

- Highly individualized
- Flexible – responds to participant’s changing needs and desires
- Intensity and frequency matches participants preferences
- Available as long as needed and desired by the participant
- Considers longer term career development needs
- Integrated with other treatment team activities

Follow-Along Supports

Consider the following questions when thinking about designing a support strategy:

What are the participant's preferences for support?

How did their last job go?

Is the person reporting having particular anxiety or concerns?

Are symptoms or other impairments affecting the participant's job performance?

What type of work environment? Pace? Essential functions of the job?

Readiness vs. Preparedness

Readiness vs. Preparedness

The concept of “readiness for work” has been found to be unhelpful and an obstacle to IPS implementation.

Using this concept often results in excluding consumers that may be capable of success and satisfaction on a job from consideration for work.

“Readiness” assumes that success is predicted largely by skills and qualities that the consumer possesses, and that there is a threshold that must be met before an individual can be assessed to be ready for work.

Research and experience have shown that this is often simply not the case.

Readiness vs. Preparedness

Predicting success and satisfaction requires and understanding of the job under consideration and the skills and attitudes that the consumer will bring to that specific job situation.

The treatment team's task is to maximize the individual's *preparedness* for the specific job situation.

This is very different from the “*train and place*” model.

Supported Education

Supported Education

- Formal models non-existent
- Done informally as part of a supported employment intervention
- OnTrackNY

Supported Education

- We know that educational goals are very important to many young people, and this is true for participants with psychosis
- High school
- Training programs
- College

Supported Education Staff

- Oriented to working with adolescents and young adults, whose goals often revolve around continuing education and/ or beginning their careers.
- Key member of the integrated team
- Collaborates closely with all team members
- Spends significant time working in the community as opposed to the office
- Meeting with participants in the communities where they live, work, and go to school helps develop “real life” connections to work and school

Supported Education Staff

- For those who are currently in school or work, staff can help the individual maintain the connection.
- For those who had previously been in school or work, staff can help the individual to re-establish a connection.
- For those who have never worked, staff can help the individual to establish a connection with employers.
- For those who desire, staff can help the individual develop education and career plans.

Supported Education

- Education systems can vary widely across communities, so it will be important for the staff to become aware of local details
- For example:
 - District rules for high schools
 - School counselors/ social workers
 - Campus layouts
 - Office staff/faculty of student services

Supported Education Example

- Hospital staff informed staff that the participant wanted to return to college
- Hospital staff ordered cognitive testing which revealed cognitive impairment
- Concluded client wouldn't be successful
- Staff focused on client preferences
- Plan developed to support return to school

Participant earned degree in 2 semesters

Supported Education

For high school students:

- 504 status
- IEPs
- School psychologist
- Guidance
- Principal
- TASC / GED programs
- Home school

continued

Supported Education

For high school students:

- Tutoring
- Mentoring
- Extra help

Supported Education

For college students:

- Campus tours
- Office of student services
- Counseling center
- Dean of students
- Financial aid office
- Natural campus supports

continued

Supported Education

For college students:

- Drop/add date!
- Contingency plan for communication
- Structured follow-along
- Between semester planning and support
- Keeping a minimum of credits

Additional Resources

Job Accommodation Network

www.askjan.org

800.526.7234

Dartmouth IPS Supported Employment Center

www.dartmouth.edu/ips

603.448.0263

Additional Resources

Case Western Reserve University

Center for EBPs

www.centerforebp.case.edu

216.398.3933

Center for Practice Innovations

practiceinnovations.org

Thank You