


Overview of Supported
Employment and Education
Principles & ACT/TAY Services
Integration in Missouri

Missouri Department of Mental Health

David W Lynde, MSW
Christine M. Powers, MSW
Mental Health Consultant & Trainers

Recovery
&
Resiliency


Recovery?



“I need to be in a
protected
education
program where I
can not fail”

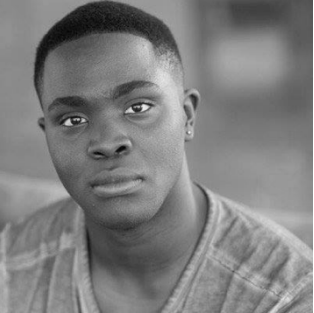
Resiliency?

“I have had some
challenges in
school, so maybe
I should quit
school and just
go to work”




Resiliency?

“I want to
work hard, but
there is not a
good job for
me. I won't be
a good
employee”



Recovery?



“Someday, I
hope to be
treatment
compliant.”

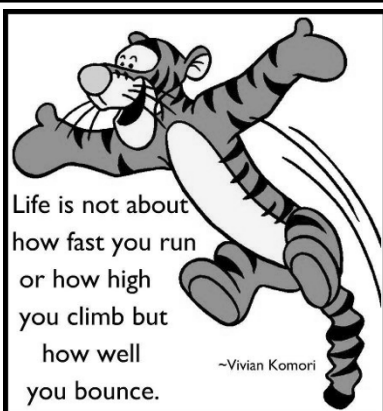
Resiliency?



“I want to be a rock star. I have had everyone telling me what to do. Someday I want to do my own thing.”

Resiliency?

“
from mental health services. I want to be independent. I am not there yet but I guarantee you that I will not be in your services next year at this time.”



FOCUS ON FAILURE



“
It is impossible to live without failing at something, unless you live so cautiously that you might as well not have lived at all.”

J.K. ROWLING
AUTHOR

Assertive Community Treatment Transition Age Youth Teams

Best Goal for ACT/TAY Teams?

1. Help clients “transition” into adult mental health services
2. Help clients “transition” to living on adult disability benefits
3. Help clients acknowledge their life-long illness
4. Help clients accept their disabilities and their limitations
5. All of the above

ACT/TAY Foundations

The philosophy, goals, and services of ACT/TAY are based upon broad conceptual frameworks in the mental health field including:

- the ACT service delivery model
- the resiliency model
- the recovery model
- psychiatric rehabilitation models

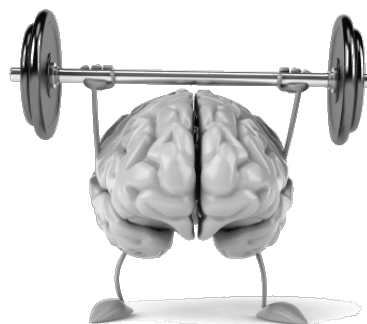
ACT/TAY: Goal Setting

Goal setting in psychiatric treatment has traditionally focused on the reduction or elimination of symptoms or deficits. For individuals who have already had many setbacks, this emphasis on deficits can worsen self-esteem.

ACT/TAY: Strengths Focus

A strengths and resiliency focus involves drawing attention to positive attributes, such as personal qualities (e.g., creativity, sensitivity to others, and determination), knowledge or skills (e.g., playing a musical instrument and knowing computer software programs), and resources (e.g., social support and a good living situation)

Strengths Focus



ACT/TAY: Strengths Focus

Helping people (and family members or other supporters) recognize, increase, and capitalize on their strengths not only makes people feel better about themselves but also facilitates their resiliency in coping with life challenges and achieving goals.

ACT/TAY: Person Centered

Difficulty sustaining motivation to follow through on plans and goals is a common symptom of early psychosis as well as a challenge for many transition age youth

A strategic approach to increasing individual motivation in ACT / TAY is the emphasis on helping transition age youth to develop and pursue their own unique personally meaningful goals.

ACT / TAY: Shared Decision Making

Transition age youth and their family members or other supporters need help developing their own personal values and preferences and access to understandable information about treatment options and treatment effectiveness to participate in shared decision making

ACT / TAY : Natural Supports

All ACT/TAY team members use effective skills and strategies for working with transition age youth family members and other natural supports. This includes providing outreach, engagement, and eliciting input and ideas as well as facilitating support from families and others to help people be successful with their ambitions.

Supported Employment & Education Services

Goal for Supported Employment & Education Services?

1. Help clients "transition" into sheltered workshops?
2. Help clients to learn to live on disability benefits
3. Help clients to avoid the stress of school or work
4. Help clients accept their disabilities and their limitations and lower their career goals?
5. All of the above

Supported Employment & Education (SEE) Services

Supported Employment and Education services helps individuals identify or develop and pursue personally meaningful goals related to integrated education and competitive employment.

Principles of Supported Employment & Education (SEE)

Can you see a student with these on?



Can you see an employee with these lenses?



Can you see an employee or a student with these on?



SEE Principles

1. All Clients are Welcomed & Encouraged to Use SEE Services
2. SEE is integrated with all ACT/TAY services
3. SEE focuses on competitive employment and integrated education

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SEE Principles

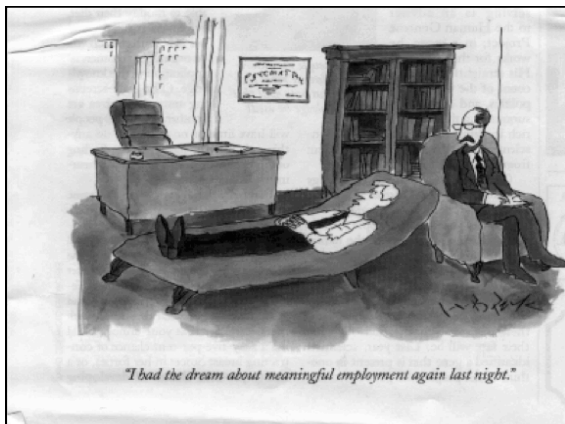
4. SEE specialists and individuals jointly develop comprehensive Career & Education Profiles
5. Each person's own individual goals and preferences for work and school are respected and honored
6. People are provided with work incentive counseling for disability benefits

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SEE Principles

7. SEE expedites a timely search for work and/or education
8. SEE helps provide and/or develop follow along supports for people in school, work or both

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1. All Clients are Welcomed & Encouraged to Use SEE Services

All individuals in ACT/TAY meet the SEE Specialist at least once

There is no pre-requisite for participating in SEE

Desire for work or school is the only criterion for individuals to participate in SEE

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Our Low Expectations

Research about the *low expectations of mental health professionals in relation to people with mental health conditions* gaining employment is now very well documented. These expectations are often underpinned by concern about issues of risk, stress and relapse. *Such low expectations ... can result in them and their families receiving very cautious messages from mental health professionals about gaining employment.*

- Rinaldi, Miles, Killackey, Eoin; et al. First episode psychosis and employment: A review. International Review of Psychiatry (Submitted 2010)

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1. All TAYs are Welcomed & Encouraged to Use SEE Services

TAYs are not required to have symptom stabilization, medication adherence, or other imposed criteria before enrolling in SEE Services

TAYs who refuse SEE services are offered follow up meetings to revisit decision

All ACT/TAY team members understand SEE and provide frequent reminders about SEE at opportune times

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“I want to live my life not my disability”

—Pat Deegan

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2. SEE is Integrated with all ACT/TAY Services

SEE Specialist actively participates in weekly ACT/TAY team meetings

SEE Specialist participates in supervision with ACT/TAY team director and / or other resources

SEE specialist participates in recovery or treatment planning meetings

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Integrated Services

“The effective integration of services requires, planning, scheduling, leadership, and commitment but most of all action.”

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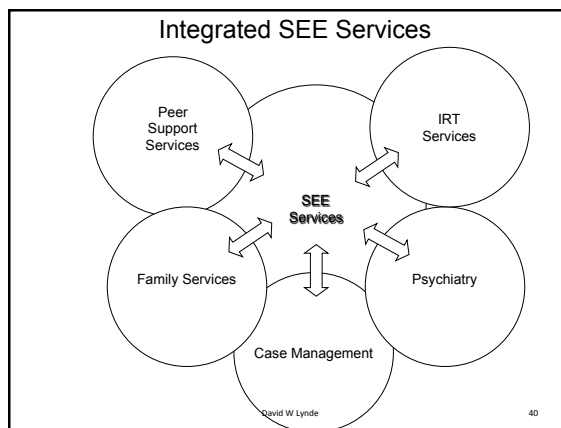
2. SEE is Integrated with all ACT/TAY Services

SEE Specialist understands the TAY’s participation in other ACT/TAY services

SEE Specialist understands how other services help support education and/or employment goals

All team members are familiar with the TAY’s own career goals, progress and challenges and help the TAY to achieve his/her career goals

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3. Focus on Competitive Employment and Integrated Education

- Work goals focus on competitive jobs in the transition age youth’s own community
- School goals focus on education in integrated settings in the community

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3. Focus on Competitive Employment and Integrated Education

Sheltered work/school programs are avoided

TAY are not encouraged to volunteer as an employment strategy

TAY are capable of, and benefit most from, competitive work and mainstream education with follow along supports

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4. Comprehensive Career & Education Inventories are Mutually Developed

Career & Education inventories are developed mutually by the individual and the SEE specialist working together

Career & Education inventory is a tool and a process, not an assessment of potential career success or failure

Collaboratively developing the inventory is very helpful to people who are not sure about what they want to do

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4. Comprehensive Career & Education Inventories are Mutually Developed



Jointly completing the inventory helps the SEE to learn about the person's strengths, talents, interests, potential contributions and challenges

Individuals are asked about their interest in having other people help with the inventory (e.g. friends, family members)

Specialist and individuals develop work/school goals and preferences for achieving those goals during this process

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Strengths Focus

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4. Comprehensive Career & Education Inventories are Mutually Developed

Engaging TAY with a focus on career paths including employment and education

Develop a holistic view of TAY including home, support systems, family, culture and history

Identify strengths, skills, talents, ability and resiliency factors with TAY

Identify areas for support for work and school from ACT/TAY & SEE services

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5. Individual Goals & Preferences for Work & School are Honored

Each TAY's preferences and goals for work/school settings are jointly developed over time

Preferences may be as important as goals

The SEE specialist and the TAY discuss different strategies for work or school search process and the role of sharing personal information in that process

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"OK, Mr. Hook. Seems you're trying to decide between a career in pirating or massage therapy. Well, maybe we can help you narrow it down."

Some Considerations: Employment Goals & Preferences

- Transportation
- Job tasks
- Degree of contact with other employees
- Degree of contact with customers
- Length of shift
- Early/late hours
- Level of physical effort required
- Indoors or Outdoors
- Supervisor's style



Some Considerations: Education Goals & Preferences

- Transportation
- Financial Aid & Costs
- Other students
- Office of Student Disability Services
- Student Disability Policies
- Class times
- Class settings
- Amount of studying required
- Skill path, degree path or both



5. Individual Goals & Preferences for Work & School are Honored

TAY have choices about representing themselves or having the SEE represent them making employer or educational contacts

When requested by the TAY, the SEE specialist provides direct job/school development and search services in the community

Transition age youth's preferences are flexible and may be revisited or modified based on changing situations

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6. TAY are Provided with Disability Benefits Counseling

TAY make their own decisions about use of disability benefits

Decisions about applying for, appealing decisions, and using work incentive programs are complex and usually involve many people and many variables

The whole ACT/TAY team assists with benefits information and decision process

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6. TAY are Provided with Disability Benefits Counseling

Many decisions about disability benefits change rapidly based on circumstances

TAY and their families or supporters are provided with accurate information regarding disability benefits and work incentive programs

TAY are provided with accurate information regarding educational financial assistance

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7. Rapid Search for Work/School Programs

Work/school search usually begins within one month of starting SEE services

Pre-vocational skills training not required

TAY are not required to "prove" their readiness for employment

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7. Rapid Search for Work/School Programs

Pre-educational placement assessments not required

Leads for work/school search sought from variety of sources including individual's own network and ACT/TAY team members

TAY are not required to "prove" their readiness for education or school

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8. Follow-Along Supports for Work and School

Planning for Follow-Along Supports starts with developing Career & Education Profile

Time unlimited supports provided after starting work/school

Supports include counseling, problem-solving, coping skills, on-site assistance including collaboration with educators and/or employers

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8. Follow-Along Supports for Work and School

Follow along supports are based on the each TAY's own preferences

A follow along supports checklist is part of the SEE manual

Understanding and evaluating potential cognitive challenges is critical

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Follow Along Supports Checklist

1. Planning for Work

Current strengths, resources and challenges:		
	Client has plan	Client wants assistance
a. Taking medications to work		
b. Waking up and getting ready for work		
c. Clothes/uniform for work		
d. Child care / pet care		
e. Transportation to and from work		
f. Identification / information for work		
g. Other:		
h. Other:		
Plans for next steps (refer to letter above):		

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Follow Along Supports Checklist

2. Before the First Day of School

Current strengths, resources and challenges:		
	Client has plan	Client wants assistance
a. Contacting SEE specialist		
b. Managing worries about starting school		
c. Meeting or phone contact the night before school starts		
d. Meeting or phone call the morning of school		
e. Questions the day / night before		
f. Sleeping night before		
g. Schedule for first day of school/class		
h. Where to report for first class		
i. Food and beverages for first of school		
j. Meeting or phone call after the first day of school		
k. Other:		
l. Other:		
Plans for next steps (refer to letter above):		

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8. Follow-Along Supports for School and Work

Supports can be provided by person's own network as well as all ACT/TAY team members

Start identifying potential follow along supports and resources during Career & Education Profile

Evaluate the role electronic communication devices might play in follow along supports

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Learning SEE Services

Week 1 – SEE Training Activities	
To be completed by the end of first week in Navigate	
Check When Completed	SEE Activities
<input type="checkbox"/>	• Observe weekly team meeting
<input type="checkbox"/>	• Observe weekly supervision
<input type="checkbox"/>	• Reading – SEE Manual Chapter 1. An Introduction to Supported Employment and Education: Work, School, and First Episode Psychosis • Reading – SEE Manual Chapter 2. Principles of Supported Employment and Education
<input type="checkbox"/>	• Reading – SEE Manual Chapter 3. Engagement, Orientation, and Assessment • Reading – SEE Manual Chapter 4. Addressing Illness-Related Challenges to Work and School Functioning
<input type="checkbox"/>	• Reading – Team Member's Guide Chapter 1. An Introduction to the NAVIGATE Team Members' Guide
<input type="checkbox"/>	• Reading – Team Member's Guide Chapter 2. Background and Rationale
<input type="checkbox"/>	• Reading – Team Member's Guide Chapter 3. Overview of NAVIGATE

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Stages of SEE

- ### Supported Employment & Education Stages
- Engagement and initial in-person meeting
 - Orientation to SEE services

- ### Supported Employment & Education Stages
- Mutually completing Career and Educational Inventory
 - Developing Employment and/or Education Goals and Preferences
 - Disability Benefits Review

- ### Supported Employment & Education Stages
- Decisions regarding employment and education search process
 - Activating the ACT/TAY team
 - Activating the transition age youth's own personal network

- ### Supported Employment & Education Stages
- School or work search
 - Interview/application
 - Hiring/acceptance

Supported Employment & Education Stages

- Preparation for starting school/work
- First day of school/work
- Planned contacts
- Follow along supports

**SEE & ACT/TAY
Integration**

SEE Integration: Peer Services

Helps the SEE avoid “labeling” challenges related to symptoms as signs of the person not being motivated for school or work.

Helps provide a role model for TAY regarding employment and/or education

Challenges the SEE and the ACT/TAY team to be person centered and resiliency/strength focused while working with TAY

SEE Integration: Peer Services

Specific ability to share and begin to understand some of the lived experiences related to coping with mental illness and other challenges

Ability to explore and challenge messages the TAY may receive internally or externally about their inability to be employed or be in school

SEE Integration: Family Services

Understanding family's view and culture regarding employment and education

Understanding the family's view of TAY's work or school goals

Family and other supporters are sources of useful information about strengths, culture, talents, interests, skills, challenges, experiences etc.

SEE Integration: Family Services

Family members often express critical concerns and thoughts that influence the transition age youth's decisions about disability benefits applications or appeals

Family members often have inaccurate perceptions about disability benefit programs

Attorneys frequently play a critical role in family and TAY views about disability appeals

SEE Integration: Family Services

Identifying resources and opportunities while searching for employment or education opportunities

Involvement with critical decisions related to financial planning including “disability benefits” decisions

SEE Integration: IRT or IMR

- Shared information about the transition age youth’s strengths, talents, skills, interests, abilities, etc...
- Development of meaningful TAY goals that might include employment and education
- TAY experiences and understanding about stigma and discrimination regarding work and/or school

SEE Integration: IRT or IMR

Identifying early warning signs for increased symptoms at school or work

Developing coping skills for early warning signs that are useful for employment and education

SEE Integration: IRT or IMR

Identifying high risk situations for increased substance use

Developing coping skills and strategies for managing high risk situations that are useful for employment and education

SEE Integration: IRT or IMR

Effective use of medications in supporting career and employment goals

Developing social skills for employment or education

Understanding pros and cons regarding alcohol and substance use as they relate to the transition age youth’s education and employment goals

SEE Integration: IRT or IMR

Identifying areas of cognitive challenges and strategies for helping TAY to manage them

Developing natural community supports for education and employment

Developing leisure or recreational skills for time off from work or school

**SEE Integration:
Medication Prescribing**

Effective use of medications to manage symptoms in supporting career and employment goals

Shared information and ideas about the TAY's strengths, talents, skills, interests, abilities, etc...

Support, hope and encouragement for the TAY's employment and/or education goals

**SEE Integration:
Medication Prescribing**

Evaluating medication side effects related to education and employment

Adjustments to the transition age youth's medication regimen including timing, dosages and choices related to education and employment

ACT / TAY Team Integration

Developing and enhancing relationships across all ACT/TAY team members with transition age youth is critical

ACT / TAY Team Integration

- SEE Specialist actively participates in weekly ACT/TAY team meetings
- SEE Specialist participates in supervision with ACT/TAY team leader
- SEE specialist participates in recovery or treatment planning meetings with TAY

ACT / TAY Team Integration

"The effective integration of services requires, planning, scheduling, leadership, and commitment but most of all actions."

ACT / TAY Team Integration

- SEE Specialist understands the transition age youth's participation in other services
- SEE Specialist understands how other ACT/TAY services can help support education and/or employment goals
- All team members are familiar with each TAY's own career goals, and help the TAY to achieve them

ACT / TAY Team Integration

“Coming together is a beginning.
 Keeping together is progress.
 Working together is success.”

-- Henry Ford

Resiliency & Recovery
 Oriented SEE Services

Understanding transition age youth

- Disability vs. Ability
- Client vs. Person
- Impairments vs. Capacity
- Unmotivated vs. Ambivalent

Listening to transition age youth

- Can Not Do vs. Can Do
- Unrealistic vs. Ambitious
- Low Expectations vs. Hopeful
- Entitled vs. Deserving

Working with transition age youth

- Steering TAY towards education instead of employment

vs.

- Honoring each TAY’s own individual goals regarding employment and/or education

Working with transition age youth

- Steering TAY to choose “appropriate” goals for work/school

vs.

- Encouraging individualized ambitious goals for work/school

Working with transition age youth

- Doing everything on behalf of the TAY

vs.

- Developing shared task responsibilities with each TAY

Working with transition age youth

- Waiting for TAY to prove their motivation for work or school to you

vs.

- Helping TAY to identify and improve their own motivation

Working with transition age youth

- Staying in the agency while TAY search for work or school in community

vs.

- Searching in the community for work or school with or on behalf of TAY

Working with Employers

- Searching for “only available” jobs on-line or in newspapers

vs.

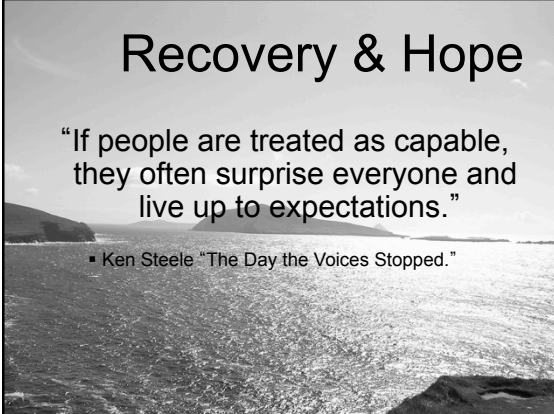
- Providing job development services with or on behalf of TAY in the community and in-person with potential employers

Working with transition age youth

- Staying in your own “comfort zone”

vs.

- Getting out of your own “comfort zone”



Recovery & Hope

“If people are treated as capable, they often surprise everyone and live up to expectations.”

- Ken Steele “The Day the Voices Stopped.”