

Transition Age Youth SEE Rolling with the Changes

Spring Training Institute

Missouri Department of Mental Health

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Overview of Our Time Together Today

Importance of Supporting Recovery & Resiliency Oriented
“Goals”

Supporting Education and Employment for Transition Age Youth

Principles of Supported Employment & Supported Education

Challenges & Opportunities for Supporting Education in 2021

Challenges & Strategies for Supporting Employment in 2021



Assertive Community Treatment
Transition Age Youth
Teams

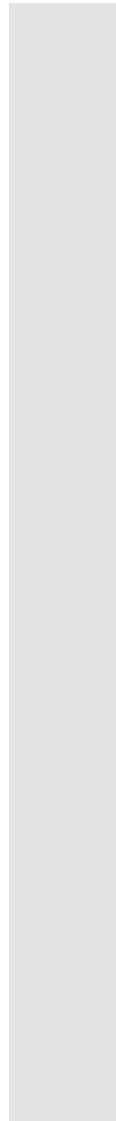
Best Goal for ACT/TAY Teams?

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 and be compliant
4. Help clients accept their disabilities and their limitations
5. All of the above



ACT/TAY Foundations

ACT/TAY is based upon :

- Assertive Community Treatment
 - Resiliency
 - Recovery
 - Psychiatric Rehabilitation
- 



ACT/TAY
Values

Person Centered Planning

Transdisciplinary Team Approach

Recovery Oriented Services

Resiliency Enhancing Services

Peer Services

Independence

Education

Employment



Goal Setting

Sometimes goals are set to reduce or eliminate symptoms.

This type of goal setting and symptom focus is both discouraging to individuals and sometimes results in increased symptoms

Sometimes goals setting focuses on agency/provider centered goals rather than person-centered goals

Goal Setting

Employment and Education related goals are often not included in formal “treatment plans”

Education and Employment (E & E) related goals are often “delayed” until goals focusing on symptom reduction, medication compliance or treatment adherence are achieved

ACT/TAY SEE Goal Setting

The team works with individuals to help them develop ideas about what they want to change

The team works with individuals to focus on resiliency and recovery-oriented goals

The team honors and respects person-centered goals

ACT/TAY SEE Goal Setting

The team encourages individuals to think about goals related to E & E

The team honors E & E goals immediately without prerequisites

ACT/TAY SEE Goal Setting/COVID

Pre-COVID E & E goals are explored and modified based on COVID

Exploration of E & E goal development includes discussion regarding challenges and concerns regarding COVID

ACT/TAY SEE Goal Setting/COVID

Shared decision making is used to help individuals to make E & E related decisions

Accurate, regional information about most current COVID practices is reviewed with individuals

ACT/TAY SEE Goal Setting/COVID

Individual sources of concern/ambivalence regarding E & E goals during COVID are actively explored and addressed

The person's comfort-level, abilities and access to multiple communications (internet, cell phone, virtual meetings) strategies are explored and addressed

ACT/TAY SEE Goal Setting/COVID

The person's access to personal protective equipment and COVID mitigation strategies are reviewed and areas of concern are addressed

SEE/COVID:
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 SEE:
Person
Centered /
COVID

Difficulty sustaining motivation to follow through on plans and goals is common when other complications such as COVID are present

Help individuals to develop and pursue their own unique personally meaningful E & E goals while COVID is happening



Supported Employment & Education Services



Supported Employment & Education Values

Person Centered Planning

Transdisciplinary Team Approach

Recovery Oriented Services

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Independence

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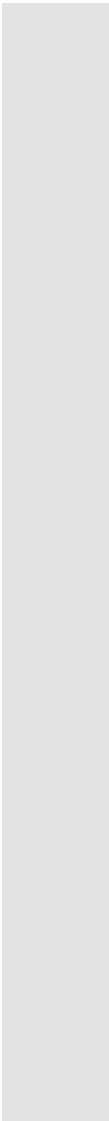
Employment





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.





All Clients are Welcomed & Encouraged
to Use SEE Services



SEE is integrated with all ACT/TAY
services



SEE focuses on competitive
employment and integrated education

SEE Principles

SEE Principles

SEE specialists and individuals jointly develop comprehensive Career & Education Profiles

Each person's own individual goals and preferences for work and school are respected and honored

People are provided with work incentive counseling for disability benefits



SEE expedites a timely search for work and/or education



SEE helps provide and/or develop follow along supports for people in school, work or both

SEE Principles

All individuals meet the SEE person multiple times

There is no pre-requisite for having E & E goals

People want to discuss E & E things they might want to change or improve with “true” peers

Everyone is encouraged to explore E & E “goals”

Everyone is encouraged to explore E & E “goals”



People who want to think about E & E things they might want to change or improve have access to meeting with the SEE person



All team members understand what SEE is about and how it works so they can describe it accurately

Everyone is encouraged to explore E & E “goals” COVID



People who are thinking about E & E get information about employment and education practices during COVID



All team members help people with supports for getting around in their communities safely during COVID

All team members understand & support importance of E & E goals

- All team members understand importance of E & E goals for individuals
- Team Leader emphasizes importance of E & E goals frequently
- Team tracks number of people who are employed and in education and shares numbers

All team members understand & support importance of E & E goals

- All team members actively support people in pursuing their E & E goals
- SEE person understands how other team services can help people with E & E goals
- All team members celebrate all progress towards E & E goals regularly

All team
members
understand &
support
importance of
E & E goals
COVID

- All team members help people to safely move about in their communities including use of public transportation if available
- Team members are willing to share some personal strategies about working & education during COVID with individuals when helpful to the person
- People have access to meeting with Peers regarding E & E during COVID

**“Coming together is a beginning.
Keeping together is progress. Working
together is success.” — Henry Ford**



Real Jobs
Real Education

- Team members genuinely believe that people are capable employees
- Team members genuinely believe that people are capable of being students

Real Jobs
Real Education

- When people have concerns about employment in the community, team members help address concerns in a hopeful and helpful way
- When people have concerns about education in the community, team members help address concerns in a hopeful and helpful way

Real Jobs
Real Education
COVID

The SEE person keeps the team members aware of emerging employment and education hiring practices during COVID

The SEE person keeps the team members aware of emerging employment and education opportunities during COVID

Career & Education Inventory is Important

- The SEE specialist helps people who are in SEE services to develop a Career & Education Inventory
- The Career & Education Inventory is used to help people with:
 - Thinking about employment goals
 - Thinking about education goals
 - Identifying E & E strengths & resources
 - Identifying E & E areas of concerns
 - Planning for helpful supports after starting work or school

Career & Education Inventory is Important

- Career & Education Inventories are not completed by individuals on their own
- Team members are presented with a summary of the Career & Education Inventory
- Team members contribute to the development of the Career & Education Inventory

Career &
Education
Inventory is
Important
COVID

- Includes questions about the person's ability & access to internet, cell phones, virtual meetings etc.
- Includes concerns about COVID regarding E & E
- Includes questions and concerns about getting around in the community during COVID
- Includes questions about safe health practices and resources during COVID

E & E
Goals and
Preferences
Critically
Important

- Person Centered Recovery & Resiliency
Goal Development (remember a few
minutes ago?)

E & E
Goals and
Preferences
Critically
Important
COVID

- Goals describe what a person might want, preferences describe how they might want to get there
- Goals are more challenging to develop during COVID
- Goals change more rapidly during COVID
- Preferences are vitally important during COVID

E & E
Goals and
Preferences
Critically
Important
COVID

- Preferences for work might include;
 - degree of customer contact,
 - transportation,
 - amount of co-worker contact,
 - indoor or outdoor environment,
 - off-site or on-site work

E & E
Goals and
Preferences
Critically
Important
COVID

- Preferences for education might include;
 - In-person learning
 - Remote learning
 - Hybrid learning,
 - transportation,
 - Amount of student contact
 - Amount of teacher contact

Support Informed Financial Decision Making

- Decisions about disability benefits, work incentive programs and insurance are complicated and complex
- Individuals make their own decisions about applying for disability benefits
- The whole team providers help in different ways with decision supports

Support Informed Financial Decision Making

- Many individuals change their decisions about disability benefits rapidly based on changes in circumstances
- The team works to ensure individuals receive accurate information about disability benefits and work incentive programs
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Support
Informed
Financial
Decision
Making
COVID

- The team helps people access accurate work incentive counseling resources virtually/ on-line and /or in-person depending on each person's preferences and circumstances
- The team uses multiple methods, including conference calls/ virtual meetings to engage other people in this process when desired by the individual

Support
Informed
Financial
Decision
Making
COVID

- The team works to ensure people get good accurate information about COVID-related unemployment benefits and other COVID related compensation

Ready
for School
or Work
is the
Individual's
Decision

- People have the right to choose if they are interested in E & E goals based on what they want to do
- People's interest in thinking about and/or pursuing E & E is respected and responded to in a timely manner

Ready
for School
or Work
is the
Individual's
Decision

- People do not have to go through “hoops” to prove they are ready for work or school
- The team helps individuals prepare for work and /or school by actively offering supports and strategies
- Everyone on the team is part of the employment and /or education search process

Ready
for School
or Work
is the
Individual's
Decision
COVID

- The team understands a person's view of their readiness for work or school is complicated by COVID.
- The team works to identify specific COVID concerns or challenges and strategies with the person regarding work and /or school

Helping People Be Successful with Work and/or School

- SEE employment people start thinking about potential E & E related challenges early in the process of getting to know the person
- The whole team has an active role in providing E & E ongoing supports including,
 - problem-solving
 - stress management
 - coping skills
 - peer services
 - on-site assistance including collaboration with educators and/or employers

Helping People Be Successful with Work and/or School

- The SEE person reviews the employment and /or education check list for follow along supports with the person before the first day of work or school
- The whole team is aware of who is working and who is in education and frequently asks the person how that is going and how they might be most helpful

Helping People
Be Successful
with
Work
and/or
School
COVID

- The SEE person and the team help with person developing their own preferences for how ongoing supports for work or school will be provided including numerous options like;
 - Phone calls
 - Text messages
 - E-mail
 - Virtual Meetings
 - On-site assistance
 - Collaborations with supervisors or educators

Helping People
Be Successful
with
Work
and/or
School
COVID

- The SEE person and the team help the person identify natural supports for work or school success and ways to communicate or engage them including;
 - Phone calls
 - Text messages
 - E-mail
 - Virtual Meetings
 - On-site assistance
 - Collaborations with supervisors or educators

THANK YOU

For your time, commitment, passion and enthusiasm to help people whose lives are affected by mental illness to pursue their own happiness and ambitions for their future and their careers.