



My health. My choices. My future.

IPS Supported Education and Supported Employment



Based on the Supplement to the Core IPS Manual Developed by the RAISE Connection Program

Contributors:

Sarah Swanson, Debbie Becker (Dartmouth); Gary Scannevin, Ellen Dean (New York State Psychiatric Institute); Meka McNeal, Manda Brooks (University of Maryland Medical System)



Table of Contents

| | | |
|-------|---|----|
| I. | Introduction..... | 3 |
| II. | Assessment of Educational and Work Status..... | 3 |
| III. | Selection of Employment and/or Education and Job Training Goals | 10 |
| IV. | Plan Development | 11 |
| V. | Use of Disclosure at School or Work..... | 13 |
| VI. | Continued Support in Educational or Work Settings | 16 |
| VII. | Additional Strategies to Help with Work and School | 17 |
| VIII. | Transitioning from OnTrackNY IPS Services..... | 20 |
| IX. | IPS Supported Employment Practice Principles..... | 21 |
| X. | Forms Used to Support IPS..... | 23 |
| a. | OnTrack Team IPS SUPERVISION LOG..... | 24 |
| b. | Career Profile..... | 28 |
| c. | Plan for Approaching Employers | 39 |
| d. | Plan For Receiving Assistance With School | 42 |
| e. | Employer / School Contact Log | 44 |
| f. | Job Start Report (Career Profile Update)..... | 45 |
| g. | Job End Report..... | 46 |
| h. | School/Training Start Report..... | 47 |
| i. | School/Training EndReport..... | 48 |
| h. | Job/Education Support Plan | 49 |
| XI. | Readings and Resources for IPS Specialist Role..... | 50 |

I. Introduction

The OnTrackNY manual for supported education and employment is informed by the evidence-based practice, Individual Placement and Support (IPS) that was developed by the Dartmouth Psychiatric research Center. It has two parts. The first part consists of available resources for traditional IPS including the core IPS manual (Swanson, S.J, Becker, D.R., Drake, R.E., & Merrens, M.R. Supported Employment: A Practical Guide for Practitioners and Supervisors. Lebanon, NH: Dartmouth Psychiatric Research Center, 2008) and a volume that provides a focused discussion of supervision (Swanson, S.J. & Becker, D.R. Supported employment: applying the individual placement and support (IPS) model to help clients compete in the workforce. Minnesota: Hazelden, 2011.) The second part consists of this addendum to the core IPS manual.

Individual Placement and Support (IPS) supported employment programs were designed to meet the vocational challenges that people with more long-standing psychiatric disorders have traditionally faced when pursuing competitive employment. In that it was created to assist individuals diagnosed with chronic psychiatric disorders, the focus was on work. As IPS has been adapted to consumers with first-episode psychosis (FEP), a Supported Education focus has been emphasized in recognition of the fact that return to school is a common goal for this group because the first episode often occurs in the midst of continuing education as well as vocational development. Due to the age range of consumers working with the OnTrackNY program (ages 16 to 30 years), it is anticipated that education will be a common goal. Some consumers may choose to pursue both school and work, while others will choose to pursue employment directly. We have created this addendum to provide information on Supported Education, as well as to provide specific guidelines for strategies that practitioners will use to help consumers who are experiencing FEP.

II. Assessment of Educational and Work Status

As soon as possible after beginning to work with the OnTrackNY program, the Supported Education & Employment Specialist (SEES) will spend a few weeks getting to know the consumer, learning about her preferences, goals, work history, education history, and so forth. The SEES gathers information by having conversations with the program participant, speaking with mental health practitioners, and with permission, contacting family members, past employers, and educators. Although the SEES is the treatment team member who takes the lead in education and employment, it is important to emphasize that the process is a team effort and that the whole team should support the consumer's work and school choices. Integrated treatment team meetings include education and employment status, and team members reach consensus on goals and strategies so that their efforts are complementary. As the SEES learns about the consumer's strengths, experiences, desires, etc., he will record the information in an assessment form (Career Profile), an adaptation of the Dartmouth IPS Career Profile that will include enhanced sections related to education history and educational goals. The revised form is included at the end of this addendum.

When consumers express interest in school or work, the OnTrackNY program will provide information about strategies for managing mental illness while pursuing new goals. For example, if a consumer is very symptomatic, the team will explain that in many cases, medication helps

stabilize symptoms within a few weeks. The team will offer a menu of suggestions regarding strategies to handle the situation, including assistance from the team. "We cannot predict exactly how medication will work for you. It is possible that taking medications for a few weeks will reduce your symptoms so that you will be better able to concentrate on the things you need to do to find a job. It is your choice regarding what to do." With permission, the team would also ask the consumer's family for ideas and suggestions. Table 1 provides possible interventions for different consumer situations, recognizing that each person is different and that no manual can prescribe a specific approach that is appropriate in every instance.

Table 1 Possible Situations for Consumers

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| <p>Consumer begins working with the OnTrackNY Program</p> | <p>Regardless of consumer’s level of symptoms, team members ask about his long and short--- term career goals. They offer hopeful messages about school and work.</p> |
| <p>Consumer expresses disinterest in school or work.</p> | <p>Regardless of consumer’s level of symptoms, the team asks her if it is okay to have short conversations about school and work on a regular basis. “Is it okay if I check with you now and then to see if your thoughts about school or work have changed”</p> <p>The team looks for teachable moments or instances where the advantages of working or returning to school can be suggested. For example if a consumer expresses a wish to own a car, team members could suggest that earning money through a job is a strategy to meet that goal.</p> <p>Team members ask the consumer about her life goals. “What do you want your life to look like in 3 years? In 5 years? Where would you like to be living? What type of relationships do you hope to have? What will you be doing during the day? How is work or school part of your future? How can this program help you move toward this goal? What would your life be like if you had another \$50 per week \$100 per week? What kinds of things would you do with that money? Where would you go? What would you buy? ”</p> <p>Team members engage consumers in discussion around the relevance of employment and/or school and their outlook for the future. They attempt to discover the reasons the consumer is not interested in school or work. Is the family fearful? An assessment of natural supports should be conducted. Has the consumer had a bad experience with school or work? IPS would reframe the perception of a “bad experience” to that of a “learning” experience, e.g., “I realized that job was not for me.”</p> <p>Team members discuss the consumer’s lack of career goals during team meetings. “What is the reason for disinterest? Does this consumer have low self-efficacy in terms of school and work? Is alcohol or drug use compromising his goals? Would it help her to meet others who have gone to work school?” A team member offers to set up a meeting with someone who is engaged in school or work so the consumer can hear about those experiences.</p> |

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| <p>Consumer expresses ambivalence about school or work.</p> | <p>A team member offers to help the consumer think about the possible advantages and disadvantages to going back to school or work.</p> <p>The SEES meets with the consumer to explain the services that he can provide and to discuss the person's interests regarding types of jobs and education or training.</p> <p>The SEES offers to take the consumer to visit schools or work settings related to her interests so that she can reach a better understanding of what it might be like to return to school or work.</p> <p>The message from the team is "It is your choice. We believe that you can do this, but only you know the right time for you."</p> <p>With permission, the team talks to the consumer's family members about their views regarding school or work and possible particular school/job interests that the consumer has expressed. Using this information, the team may again talk to the consumer about possibilities for pursuing a career. Having done that, the SEES helps to develop a plan for support, in collaboration with other team members.</p> <p>Team members acknowledge the consumer's interest in pursuing a GED and indicate that they will help in this effort. Team members explain medications may help make the consumer better able to pursue a GED, and they also provide information about the estimated length of time before the medicine can take effect.</p> <p>Team members provide information about the ways that symptoms could affect school performance, for example, "We have noticed that you are having a hard time concentrating. There are medicines that can be helpful in improving your ability to concentrate. If you decide to try medication, you may find it easier to concentrate on your schoolwork."</p> <p>The SEES provides information about the GED, for example, "It is possible to enter GED classes at any time. You could wait a few weeks for your medicine to take effect, and then sign up for classes. You would not have to wait for a whole semester to pass." The Team could also suggest steps to take while waiting for the medicine to work. "We can buy a GED study book. We can also find the best location for GED classes for you and the SEES can help you learn the bus routes or make other transportation arrangements."</p> |
| <p>Consumer is not enrolled in school, but has interest in obtaining a GED. The person also has many symptoms</p> | <p>If the consumer chooses to begin classes immediately, the SEES will offer to help him sign up for class and will also offer to meet with the consumer and GED instructor outside of class (disclosure). If a consumer chooses to disclose that he has a mental illness or disability, the SEES and consumer agree beforehand on the level of disclosure that is comfortable to the consumer (e.g., specialist is providing help to return to school, consumer has had trouble with school in past, consumer has a disability, or consumer has a psychiatric disorder.) If the consumer does not want to</p> |

Consumer is enrolled in vocational school or college, but has many symptoms that are interfering with his or her school performance.

disclose his psychiatric condition or physical disability, the SEES will help him sign up for class and will provide supports outside of class. For example, the SEES could help the consumer locate an appropriate GED class site, set up a study schedule, make sure the consumer has a quiet place to study, describe good study techniques, etc.

The team psychiatrist explains how medications can help, and also provides information about the estimated length of time before the medicine starts taking effect. Team members provide information about the ways that symptoms could affect school performance. For example, "We have noticed that you are having a hard time concentrating. It is possible that medication can help with that." "You mentioned that you are having trouble learning things as quickly as you did in the past. The medications may improve your ability to learn." "You told us that you failed your last test. That can happen when a person is having many symptoms."

Team members and SEES offer a menu of options:

"If you allow us to do so, we can help you talk to your professors or advisors about the situation and ask about accommodations."

"We can help you access assistance through the office of student services to learn about accommodations such as tutoring, note taking, etc."

"Many people report that it helps to begin with a part-time class schedule."

"If you are having trouble with certain classes, we can help you investigate options for dropping some of your classes so that you can focus on the classes in which you are excelling. We can help you find out your options if you take an incomplete for a class."

"We recommend that you do not drop out of school entirely. People are less likely to finish school if they drop out."

"Another issue to consider is that if you drop out of school, you will lose contact with your classmates. That may, or may not, be positive."

"We can help you set up a study schedule and help you establish effective study skills."

The team and SEES offer to include family members in these discussions. The team will offer information and elicit the consumer's preferences. The team will help the consumer to weigh the pros and cons of each option. Ultimately the team will follow the consumer's preferences.

Team members offer to talk to teachers and advisors if the consumer would like to stay in her current school. Based upon the experiences of other early intervention programs, many consumers will not want to remain in their current high school. Therefore, the SEES will offer

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| <p>symptoms or other problems</p> | <p>paranoid symptoms. The SEES worked on developing relationships with employers and explained that the consumer spoke to himself but was a hard worker who wanted to work. She reported, "I was up front with the employer from the beginning. The employer had a big problem with people showing up for work, but I emphasized that this guy would show up. It was my previous relationship with the employer that was the way the consumer got the job." The SEES worked with the co-workers and employer after the consumer began working. She said that they were initially uncomfortable around her consumer, but eventually relaxed and appreciated the fact that he always showed up and did his work. He has been working for a year now and is still not taking medications.</p> <p>If the consumer is not willing to give the SEES permission to contact any employers on her behalf, the SEES can still meet with area employers who hire people for the types of jobs in which the consumer is interested. For example, if someone wants to be an assembler, the SEES should meet with hiring personnel at local factories to learn about the types of assembly jobs that are available, the qualities they look for in a candidate, etc. The SEES should tell the employer that it is part of her job to learn about employers in the area and the jobs that are available, but should not discuss the consumer who wants to be an assembler. The can then share information about the employer's preferences with the job seeker. If the employer indicated that she would like to work with the IPS program and asked to meet a job candidate, the Specialist can share that information with the job seeker as well, so that he can decide whether to use disclosure in that particular situation. (Before going out to research employers, the SEES should ensure that the consumer is comfortable with this type of assistance.) Other types of assistance the SEES can provide include:</p> <ul style="list-style-type: none"> • help the consumer to identify the types of jobs in which they have an interest • help to create a resume • help to identify appropriate places to apply for work (e.g., through internet searches, local work advertisements, etc.) • aid in completion of job applications • prepare for job interviews |
| | <p>If these "behind-the-scenes" steps do not result in employment, the SEES can continue to ask the consumer whether she would allow more direct contact with potential employers. Consumers with first-episode psychosis often decline disclosure of the fact that a SEES is helping them to find work, but willingness to allow more direct contact and disclosure tends to increase over time as the consumer comes to trust the Specialist and sees the potential benefits of more direct help. Disclosure of treatment or involvement with an employment specialist should be completely based upon consumer choice. SEES offer to talk about disclosure on more than one occasion. While an individual might not wish to disclose to the bowling alley for a maintenance job, he may ask for the SEES to advocate on his behalf to land a different type of job.</p> |

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| <p>Consumer is working, but experiencing many symptoms or work problems.</p> | <p>If medication adherence seems to be an issue, the team offers information about how medication may be able to help with work. If a consumer is taking medications regularly, then the team psychiatrist is consulted to determine whether medication adjustment is needed.</p> <p>The SEES should offer to speak with the employer. "I could get some feedback from your employer. It may be that your employer would be glad to know you have some extra support. That may be enough to help get you through this difficult period. But if your employer is concerned about your work performance, I could ask your employer if you could take a leave of absence for a couple of weeks. Alternatively, I might be able to make arrangements for you to have your hours reduced for a few weeks. Employers do not want to lose good workers. I cannot guarantee that your employer would agree to an accommodation, but I have worked with employers who did."</p> <p>If the consumer is not comfortable using disclosure, the SEES can offer to coach him on how to ask for a few weeks off work due to a medical issue. The SEES can ask if the psychiatrist would write a note about a medical leave that did not state "psychiatric illness" as the reason for the medical problems.</p> <p>In some cases, the consumer may wish to continue working without asking for time off and without using disclosure. In these situations, the SEES can offer to provide meetings outside of the job, and team members can also offer to provide support. For example, help with laundry if the consumer is having trouble attending to hygiene and grooming. Or the team psychiatrist can talk with the consumer about medication adjustments to deal with the increased symptoms.</p> |
| <p>Consumer is applying for Social Security benefits, possibly with help from the primary clinician</p> | <p>If Social Security benefits seem to be a necessary step in the short run, team members talk to the consumer (and, with permission, family) about options for an exit plan from Social Security benefits. "These benefits can be helpful to people for a period of time, but people who stay on SSI live a life of poverty and do not have the sense of well-being that a job can provide. The best way to get ahead is to have a career plan."</p> <p>Some examples of exit plans:</p> <p>"I am going to use SSI to support myself while I am finishing my degree. When I graduate, I plan to get a full--- time job in education and will meet with a benefits counselor to make plans to exit Social Security without an overpayment"</p> <p>"I am going to begin working part time. Eventually I hope to increase my hours and exceed substantial gainful activity (SGA). If my job does not offer health benefits, I will talk to a benefits counselor about the Medicaid Buy--- In before I exceed SGA."</p> <p>Families may need time to understand that a first episode of psychosis can impact educational plans, especially in the short term. With consumer permission, family members should be part of the career planning</p> |

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| <p>The goals articulated by family members are too ambitious and/or not consistent with consumer's desires.</p> | <p>process, and team members must educate family members about changes that FEP can cause. Family members may particularly need information about negative symptoms in schizophrenia. They typically understand that the positive symptoms are part of the illness, but then often assume that the consumer is fully recovered if those symptoms are resolved.</p> |
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III. Selection of Education and/or Employment and Job Training Goals

After meeting with a SEES, consumers will be assisted in considering options for school, job training, or work. If a consumer wishes to engage in both school and work, the goal is often to try to help him/her to restart or continue with one and then gradually add the other. A shared decision making (SDM) approach is used to discuss career goals and will involve the consumer, family members identified by the consumer, the Team Leader, and the SEES. Goals are tailored to each individual's situation and interests.

If a consumer states that he would like to pursue school and work simultaneously, the team should provide information, such as, "In other programs like this one, people were most likely to be successful if they started with either school or work, and then added to that over time. We could help you work out a plan to start with school or work and decide when you would like to add the other. But, it is your choice. No one can predict which strategy will work best for you." If the consumer continues to want to pursue both simultaneously, the team should offer extra supports to help the consumer succeed.

To begin the process of selecting employment goals, team members ask the consumer about his or her interests. The IPS Specialist also discusses school and education goals with the consumer as they complete the Career Profile. The SEES (or SEES and Team Leader) meets with the consumer and family members to discuss goals. A SDM approach is used to allow consumers to voice their ideas. As reviewed the introductory manual, SDM is an interactive process of making health care decisions. In this context, SDM involves two experts, the consumer and the SEES, who share information about various options, positive and negative consequences of these actions, and the consumer's values and preferences. They engage in a process of deliberating and creating a plan to which they both commit.

As goals are being discussed, several key principles must be kept in mind.

1. The initial IPS goals should be viewed as flexible. Some consumers or family members will feel strongly about certain aspects of school or work and may initially have strong opinions; however, it is not uncommon for goals to change. In the beginning, the discussion should focus on identifying a reasonable initial goal, trying it out, and seeing how it goes.
2. The team must consider the consumer's interests and opinions while also eliciting feedback and information from family members and others who know the consumer well. This may require an

adjustment of expectations, both for the consumer and for family members. This can involve education around either the need to do things gradually, or with supports, at the beginning. Strategies can be re-designed to approach pre-morbid expectations in a way that accommodates the current state of functioning.

3. The team can discuss starting with small goals and adding to them over time. Many people may want to return to school/work as soon as possible and for as many hours as possible, however taking on too much too soon can result in setbacks or failures. This is particularly true in the case of younger consumers, who want to return to full-time school or work immediately, or who have family members who want this. Starting with limited hours may help the consumer succeed. The ultimate goal may be full-time school or work. To achieve that goal, the consumer may start out with some accommodations or with a part-time schedule and gradually build from there. However, it is ultimately the consumer's choice how to proceed, and greater ambition can be successful.

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IV. Plan Development

Plan development requires partnership, respect for consumers' choices, and realistic steps. The Shared Decision Making (SDM) approach can make a difference in how someone can re-enter or maintain school and/or employment while experiencing first episode of psychosis. The plan is the tool that drives the activities and responsibilities of the SEES, integrated team, support team, and individual recipient. The Career Profile serves as the blueprint for the development of the education /employment plan. The first step in writing out the plan is to write the person's goals on the plan in his own words.

What are your long-term career goals?

"I really want my job back at the bank."

The SDM team should ask the person about how the strategies that he would like to use to be rehired at the bank. Team members also share their ideas about strategies for the person to be rehired. Together the consumer and specialist would outline and refine the steps to helping the person become rehired, for example, the SEES could ask the consumer a series of questions, which will be highlighted, on the plan.

What do you want to accomplish in the next six months?

"Determine if I'm eligible to be rehired. If eligible, then I would like to find out what the process is, and follow through with rehiring steps."

Next, the SEES and the consumer will talk about which steps the consumer is able to complete on his own, and which steps he feels he needs help to accomplish. The consumer and SEES might decide that the SEES will contact Human Resources at the bank on behalf of the consumer to discuss eligibility for rehire and the process.

Step one: "Determine if I'm eligible for rehire and what the rehiring process is."

What will you do to complete this step (and how often)?

"I will work with the SEES at least once a week in order to get in touch with the bank personnel to determine if I can go back to the bank. I will provide the SEES with the Human Resource representative's name and contact information."

What will your Supported Education & Employment Specialist (SEES) do to complete this step (and how often)?

"The SEES will contact bank personnel on my behalf to discuss rehiring eligibility and find out what the rehiring process is. The SEES will explain to me what I will need to do to start the rehiring process."

When would you like to accomplish this step?

"Within the next month."

Step two: Complete the process for rehire.

What will you do to complete this step (and how often)?

"I will complete any paper work that is necessary to be rehired, and participate in any meetings and or interviews that I'm asked to attend. I will also participate in any retraining classes necessary."

What will your SEES do to complete this step (and how often)?

"The SEES will work with me to complete the paperwork, review interviewing skills with me, and assist me with negotiating a part-time schedule."

When would you like to accomplish this step?

"Within the next four months."

Notice that the time frame is not six months; that is because it is the consumer's choice as to how long he wants to take to complete a task. In this case he chose four months. Once the goal is obtained a new plan will be developed.

Other items that can be addressed on a plan include the following: whether or not a consumer will disclose her disability, how a person would disclose her disability, whether the person will request accommodations at school or work, and who would negotiate the accommodations with the educational institution or employer. Some people may not want the SEES to be involved with employers or school representatives. It is still important to develop plans with those consumers so

that the SEES can be clear about the level of support she will provide, as well as the type of support that the consumer prefers.

There may also be times when the plan will identify what other team members will do to support the goal. For example, a plan could outline how a therapist would offer coping skills for managing symptoms on the job.

All elements of the plan should be in keeping with the consumer's preferences. Plans can be changed or revised as often as necessary. Consumers should always be given a copy of the plan. Individualized plans help to ensure that services are thoughtful and follow the preferences of each consumer in the program.

V. Use of Disclosure at School or Work

Educational experiences can include, but are not limited to, high school diplomas, General Educational Development (GED), credentialing programs or vocational schools, community colleges, 4-year colleges or other degree programs. Similarly jobs can be obtained in a range of work settings based on consumers' desires, interests, abilities, goals, and past work experience.

Most educational institutions have resources for students with disabilities. The name for these services varies, but some are called "office of student services". The SEES should be knowledgeable about these resources; for example, the SEES should make an appointment to visit with someone in the office of student services at each type of educational institution in their area to learn about the services offered, and to begin building relationships with people who may be able to help her students. The SEES will suggest enrollment in the office of student services. Whether students utilize the service each quarter/semester can depend upon individual needs, but access to this accommodation is helpful, particularly in the initial phases of returning to school.

Some people will be disinterested or ambivalent about using these resources. Many individuals with a first episode of psychosis do not think of themselves as disabled or will not want others to think of them as disabled. This is a sensitive area, as the team does not want to encourage the consumer to identify with being disabled and to unduly limit their expectations as a result. The SEES should try to educate the consumer about the potential advantages of using the office of student services, and also learn about any possible concerns that a person has about registering with the office of student services. The SEES will help the person think about the possible advantages and disadvantages to using these services and will ultimately honor the consumer's preference about this matter. Some consumers will decline to use these services and will succeed in school without this help, so it is important to allow for this possibility. No single approach will work for every individual. If non-disclosure results in negative results, below are strategies that SEES (and others on the team) will use to help individuals consider signing up for office of student services.

The SEES will approach this topic by providing information and education about the use of these services. Presenting the accommodation as "something to have on board in case you need it, but do

not necessarily need to utilize," can be a successful approach. If the consumer agreed to this, she would sign up for the services, understanding that she would only use them if she experienced difficulties. Because services are presented as optional, she may feel less concerned about being labeled, since she knows she may never use them.

SEES (and other team members) try to learn about each consumer's concerns. Is the consumer embarrassed about declaring a disability? Is the consumer worried that the professor will discriminate against him or her? That other students will learn about their mental health issues? If so, the SEES should offer to set up a meeting (phone or in-person with the office of student services at the school) so that they can explain how they work. In some cases, the office of student services will not even inform the professor/teacher about the individual student's status. In other cases, a meeting with a professor/teacher may be indicated. In general, professors/teachers want to see their students succeed and. The SEES should also find out about policies at the school for confidentiality for students using specific services and share those with the consumer.

Another strategy to help students consider using these services is to provide an opportunity to speak to someone who has already used the services about his or her experiences.

If a consumer chooses not to work with Disabled Student Services, the SEES should revisit the situation should difficulties arise. If the consumer begins to experience problems, the SEES should help the consumer consider his options. For example:

The consumer could reconsider working with the office of student services.

The consumer could contact his instructor directly. The student could ask for tutorial sessions or ask the instructor for suggestions about how to best approach the course. The SEES could also practice how the student will approach his instructor in advance.

In general, it is best to deal with problems immediately. Students are more likely to be successful if they do not fall behind the rest of the class.

The SEES and consumer must discuss disclosure to school or work sites on more than one occasion. A person's opinions about disclosure of a disability may change over time. The SEES will educate the consumer about the different types of disclosure that are possible with schools and employers, including: contact with an office of student services office without contact with a professor/teacher; discussion and support of job or school performance with employers or teachers; observation of job or school performance; and disclosure of a mental health condition but not specific information about diagnosis or medication. In practice, the focus is generally on what disclosure is necessary to support the student or worker. The SEES provide examples of things that they may say to teachers or employers, and adjust what they will say according to their consumer's preferences. For example, "I tell employers that I for 'XYZ Agency'." If they ask me why a person would need my help, I explain that I work with people who have had mental health issues but who sought treatment and are ready

to return to work. I do not share information such as diagnosis or medications. If the potential employer asks me, 'What type of mental health issues?' I would say that no one I work with is the same as anyone else. I would also say that, other than occasionally giving us some extra feedback about your performance, I do not think the employer should expect to treat you differently than anyone else. How does that sound to you?" The SEES will help each consumer using IPS services to complete the Plan for Approaching Employers and/or the Plan for Receiving Assistance with School included at the end of this addendum.

A few tips about disclosure:

Never provide any information that you do not have permission to share. If a consumer gives you permission to talk to the office of student services about "mental health issues," you must keep the information about mental health issues at a general level and not share more specific information about the person's illness.

Never stop by a workplace or school without your consumer's prior permission. Even if the consumer has used disclosure, he may not want everyone at the setting to know that he has an SEES and he would understandably feel uncomfortable to see you walk in the door without notice.

Do not mislead employers. If you tell employers that you work for "Career Opportunities Unlimited" and the employer later finds out that you work for a project that is helping people who have first-episode psychosis, the employer may feel that you are not trustworthy. Remember that employers are also your customers. If a consumer does not want you to make any references to mental health, consider whether it will be possible to interact with the employer at a more general level about a consumer without misleading the employer. In some cases, you may need to suggest to the consumer that you work to help them find a job from without employer contact. SEES have access to IPS consultants that can help them navigate through labor / management issues.

There are different ways that the SEES can assist consumers with educational activities. If the consumer is not comfortable with disclosure to the educational institution, the IPS Specialist can provide supports such as those listed below:

1. Assessment of the consumer's education history to identify strengths, possible supports, the impact of psychosis upon education, and areas in which the consumer is not a strong student. With permission, the SEES can help to locate transcripts and review grades with the consumer. This information can be helpful in formulating a short-term educational plan, for example, if the consumer has failed a course at school, part of the short-term educational plan might be to determine how to retake the course and improve the grade so that the failing grade is removed from the record.
2. Assessment of the consumer's current goals. The consumer's educational plan may have changed as a result of experiencing a first-episode of psychosis. The SEES discusses opportunities in the same field of interest that require different levels of education. Often an individual can pursue a very satisfying career in the same general field, even if the psychotic disorder makes his achievement

level different than what was expected before the onset of the disorder.

3. Identification of educational options, including helping the consumer to research different educational options and to think about the possible benefits and disadvantages of various options. Visits to schools, including meetings with advisors in departments relating to the consumer's interests.
4. Assistance in building good study skills and developing study schedules. This is especially important if the consumer has the goal of combining both school and work, requiring school and work schedules to be coordinated and time for studying to be built into the plan.
5. Assistance with school applications.
6. Assistance with financial aid applications.
7. Assistance with course selection. The initial return to school is more likely to be successful if the consumer does not immediately enroll in multiple difficult courses.

If the consumer has allowed disclosure of a disability to educational institutions, the SEES can do the following:

1. Establish a link with the office of student services (with consumer permission) at the start of the school term. Determine available resources for the individual. Communicate the student's current needs and potential needs, and help the office staff develop a plan with the student.
2. Talk with course instructors (with consumer permission). The SEES can educate instructors about IPS supports and also learn about the professor's/teacher's previous experiences working with students with specific needs.

VI. Continued Support in Educational or Work Settings

Once a school program has been secured, the SEES will continue to actively assist the consumer. The following are strategies that SEES can use to help consumers succeed at school:

A. Practical assistance

These strategies include help with transportation, finding a classroom, buying books and other school supplies, making plans so that the consumer will have money for the cafeteria, talking about where to spend time between classes, etc.

B. Planning ahead

The goal is to anticipate potential problems or challenges and develop plans to cope with those successfully. For example, if a consumer has had difficulty with test anxiety in the past, team members can help the consumer practice relaxation techniques. If a consumer is not comfortable asking questions in class, the SEES and consumer can visit the professor or teacher during office hours. Role-playing the process of asking or answering questions in class is often useful. Other examples of ways to plan ahead include reviewing the consumer's school schedule, planning a schedule for studying and completing assignments, providing assistance with study habits for both

completing general work and for studying for exams, and offering information about effective test preparation and test-taking strategies.

C. Advocacy

With the consumer's permission, the SEES can continue to interact with school personnel in order to determine the student's progress, and to identify problems in the early stages. If school problems occur, the SEES can advocate for the consumer and ensure that resources are provided. For example, if a consumer is allowed to take a test in a separate area to reduce distraction, the SEES can make sure this accommodation is being provided and intervene if it is not. Often it is possible to obtain extra time to complete papers or other assignments, if the consumer has allowed disclosure and works with the office of student services.

D. Minimizing academic problems

If a consumer is doing poorly in a class, the SEES can help the consumer think about when to drop the class, and how to retake it. When classes must be dropped, the SEES and team should view this as a positive learning experience. They talk to the consumer about what went well and strategies to help the consumer succeed in future classes. It is very important that the SEES work with the consumer around dropping classes in a timely fashion so that additional cost to retake the course will not be incurred. Nuechterlein et al. (2008) review several additional tasks that the SEES can complete in cases in which the consumer has agreed to allow full disclosure about his/her psychiatric condition to a course instructor. These include educating an instructor about: (1) the need to balance structure and flexibility to accommodate a consumer's needs; (2) providing feedback that is informative but not harsh or critical; (3) symptoms of the psychiatric condition and coping strategies that the consumer may use to feel comfortable in class; (4) identifying side effects of medication, such as muscle stiffness, motor slowing, or restlessness. Providing information on these topics can help an instructor understand a consumer's unique needs and allow him/her to develop strategies to accommodate them.

E. Assistance with social functioning

Many individuals with psychosis have difficulty with social interaction. The SEES can enlist the help of the Social Skills Trainer and have the consumer complete Social Skills Training (SST; see the Social Skills Training Manual for a complete description of SST). Work with the Skills Trainer on SST can help the consumer prepare for situations such as making small talk with other students, sharing ideas while working on a group project, responding to students who invite the consumer to go drinking with them, asking questions in class, etc. SST can focus not on hypothetical situations, but on issues that are important to the consumer in his or her current educational situation. Practicing specific interactions that are of immediate concern to consumers can often help them to handle these situations when they arise again.

VII. Additional Strategies to Help with School and Work

A. Frequent Review

Services should include frequent reviews of the school (and work) plans. As stated earlier, short-term goals are sometimes advantageous to start the IPS process, but goals can change over time as the consumer changes in terms of treatment, symptoms, and functioning. With these changes may come a revision of goals, for example, more courses, a job in addition to school, or a change in focus from school to work. Revisions to the plan may be more frequent in the beginning and decrease over time as the consumer becomes more independent and committed to the educational or work plan.

B. Schedules

A second issue involves fitting in treatment around school and work schedules. As the consumer becomes more successful at school or work, it may become more difficult to attend treatment appointments. Some consumers may use success at work or school as an indicator that treatment is no longer needed. As the school or work schedule is being developed, the SEES can work with treatment providers to make changes to the treatment schedule. The treatment team can help the consumer identify ways in which treatment is helping him achieve his goals (e.g., school, work, social relationships). As the consumer becomes more successful and has longer periods without psychotic symptoms, a belief that she no longer needs medication or other treatment may develop. It is important for the SEES to detect this early and to discuss it directly with the consumer and the team. For many, continued success at school or work is dependent on achieving a balance between energetic involvement in school or work and engagement in continued psychiatric treatment.

C. Working with families

A third issue involves working on IPS supported education and employment issues with family members. Family members are particularly relevant in first-episode programs because consumers who are adolescents or young adults may be financially dependent upon their families, may live with family members, and are likely to be closely involved with their families in other ways. Family members may worry about the stress of school or work if the consumer has not been engaged in these activities recently. The SEES must ask each consumer who she would like to involve in the education / employment plan and reach out to those identified to set up a meeting with the consumer present. Family members can provide valuable information about previous attempts at work or school, the best time of day for the consumer, etc. They can also provide encouragement for the consumer to persist at education/employment goals by pointing out accomplishments. They may be able to help the consumer with practical issues such as studying. But, family members should not be asked to remind a consumer to show up for appointments or go to class because the education / employment plan should not become a source of conflict for the family. If family members are not comfortable with the education/employment plan, the SEES should ask questions and try to understand their concerns. Ultimately, the specialist will follow the wishes of the consumer, but the plan is more likely to be successful if family members support the plan. The SEES may ask to meet with the family throughout the process in order to provide support and ask for helping thinking about solutions to issues. If the consumer has a legal guardian, or the consumer is not yet 18 years old, the SEES must follow the wishes of the legal guardian. The provision of information in these cases is regulated by the wishes of the parent or legal guardian, but can still be negotiated in such a way that the consumer feels that their best interests are being fully considered.

D. High School Students

A proportion of OnTrackNY clients will still be in high school. Initially it is important to ask the parent and client about school progress in order to assess if there is a need or desire for support. If it is determined that assistance is needed and wanted, then the SEES sends a release to the school and tries to identify a point person. The point person can vary: case managers, guidance counselors, IEP chairs, and even the vice principal have been the "point person." Specific activities that the SEES can do when working with high school students include:

- Request copies of report cards and Individualized Education Plans / IEPs (IEPs are only for clients who are receiving special education services)
- Contact point person to find dates of IEP meetings
- Attend school and IEP meetings and provide input
- Provide written summaries of how client's educational performance may be impacted by their illness and advocating for appropriate classroom accommodations and school setting
- Be in contact with various school staff members via email and phone when there is not an IEP in order to advocate for client to have excused absences when they are seen as excessive and to advocate for schedule changes or grade adjustments since it can be difficult for high school students who are not receiving special education services to have absences and work excused without a hospitalization.
- Provide transportation to school meetings when needed
- Meet with school staff as needed alone or with client and parent

If a client is unable to attend school for an extended period of time, determine if there are Home & Hospital services, such as available in New York, to enable clients to have teachers come to the home and provide educational services. Regular reapplication may be needed for this service and it is important to become familiar with the rules.

Identify or respond to a need for a tutor, then assist with accessing one.

Consider whether there is a benefit to suggest and/or advocate for students to participate in extracurricular activities.

E. Older Students (College and GED level)

Many OnTrackNY clients may be attending college or GED programs. Specific activities that the SEES can do when working with these students include:

- Assist in identifying college or GED programs
- Assist with registration for pre-testing, registration and/or transfers for college and GED programs (transporting and providing support)
- Providing documentation for and/or assisting client with medical withdrawal from courses

- Ongoing discussion about school progress and how to communicate with professors about challenges with courses
- Ongoing discussion about how symptoms are effecting functioning on campus
- Locate and learn about how the office of student services helps individuals with learning / testing accommodations for students with specific needs
- Go on a walking tour to become familiar with the campus. Help consumers learn where each of their classes is, and other important building/offices
- Identify or respond to a need for a tutor, then assist with accessing one
- Assist with researching different types of scholarships and other financial aid opportunities. Assist with applying for scholarships and financial aid

VIII. Transitioning from OnTrackNY IPS Services

As the OnTrackNY program provides time- limited services that last up to two years, SEES should be a part of the team’s approach to working with consumers and family members about what transition means and how to negotiate this transition successfully. Consistent with the critical time intervention approach, the SEES should be mindful from the start about the need to assist consumers in building natural supports, and should start talking specifically about transition three to four months prior to the expected transition date.

As SEES begin to think about helping consumers transition from the OnTrackNY Program, a few key points that should be considered.

- Is the consumer transitioning out of the OnTrackNY program while currently working or in an education program?
- What services have been helpful in supporting the vocational and/or educational activities?
- What if any supports will be needed once there has been a full transition?
- What natural supports are available or already in place, and how can those supports help with the transition?

The SEES spends time learning from consumers what supports they feel have been most helpful in maintaining employment. Visiting consumers on the job and meeting regularly with consumers’ supervisors may be just the right amount of support for one person, but not enough, or too much for the next. It is important that a transition plan is customized for each consumer. The entire OnTrackNY team, the consumer, and the consumer’s family members should be part of the transition plan when appropriate. Further, if the employer has received supports from the SEES, someone should talk to the employer about the transition plan.

The plan addresses continuity of support. The SEES and the consumer will need to research different options in order to make the best decisions about what will be put on the transition plan to help the consumer remain successful. The examples below identify the types of questions to consider.

- Does the company that the consumer works for have an Employee Assistance Program (EAP)? If so, what does that EAP offer in terms of individual support to employees with disabilities?
- If necessary, who will continue to visit the consumer regularly to discuss work related concerns whether positive or challenging?
- What problems has the student / worker had related to the job or school? Can the transition plan be formed to anticipate problems and include supports related to those? What strengths does the worker / student possess that can aid the transition?
- Who will communicate with the employer or supervisor when needed?
- Who will assist the consumer if he wants a promotion, or to look for a different job?
- Does the school or university that the consumer attends have an office of student services, and how does that office assist students?
- What is the financial aid status and what resource is already assisting?
- If accommodations are needed how will the consumer access or request them?

Each consumer will receive individualized transition planning, so it's best to discuss needs in a detailed manner, ensuring to expand on the samples above were necessary.

IX. IPS Supported Education and Employment Practice Principles

A. Eligibility is based upon client choice.

No one is excluded because of prior work history, hospitalization history, substance use, symptoms, personal decisions about medications, personal appearance, missed appointments with mental health practitioners, or other factors. Every person is encouraged to think about employment and all interested people are referred to the IPS informed program.

B. IPS supported education and employment services are closely integrated with mental health treatment services.

SEES are assigned to one or two mental health teams from which they receive referrals. The SEES meet weekly with team members to discuss strategies to help people with their education and employment goals. They have office space near or with the mental health treatment team and speak between meetings. Team leaders emphasize the importance of team integration and monitor this progress regularly.

C. Competitive jobs are the goal.

These are jobs that anyone can apply for regardless of mental health or physical disability status. Consumers who are working earn the same wages as their co-workers (at least minimum wage) and are paid directly by their employers. The jobs do not have artificial time limits arranged by any vocational program. Jobs may be full or part-time. The jobs must not be set aside for people with disabilities or be in segregated workplaces set aside for people receiving services from mental health programs.

D. Employer contact begins rapidly after clients enter the program.

There are no requirements for vocational testing, work samples, employment groups or other pre-vocational activities. Instead, the employment specialist and/or client have face-to-face contact with an employer within 30 days after an employment goal is established.

E. Employment specialists build relationships with employers based upon client job interests.

SEES specialists meet face-to-face with employers over time to learn about their business needs and the positions in their business.

F. Job supports are continuous.

Individualized job supports are provided until jobs are stable or until clients no longer want supports from the IPS informed SEES. Mental health practitioners (such as counselors or case managers) continue to help with job supports when clients are no longer receiving supports from the integrated team. The frequency and intensity of the follow-along supports as well as the type of support / contact are driven by consumer choice.

G. Consumer preferences are honored.

SEES and the other integrated team members provide help with work and school based upon consumer preferences for type of career, consumer strengths, preferences for supports, desires for specific work schedules, preferences about sharing disability information with employers, and so forth.

H. Benefits planning (work incentives planning) is offered to all consumers who receive entitlements.

Consumers are offered personalized benefits planning before going back to work and when making decisions about changes in employment.

X. Forms Used to Support IPS Informed Supported Education and Employment

- a. IPS Supervision Log
- b. IPS Career Profile
- c. Plan for approaching employer
- d. Plan for receiving assistance with school
- e. Employer/school contact log
- f. Job start report (career profile update)
- g. Job end report (career profile update)
- h. School / training start report form
- i. School / training end report form
- j. Job/education support plan

OnTrack Team IPS SUPERVISION LOG

Date of Supervision: _____

I. NEW CLIENTS (since last supervision)

| Client Name | Date of 1st contact* | PLAN |
|-------------|----------------------|------|
| 1. | | |
| 2. | | |
| ETC. | | |

*1st face to face contact with employer or with education personnel by SEES or consumer

II. CONTINUING CLIENTS

| Client Name | Status* | UPDATE AND PLAN |
|-------------|---------|-----------------|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |

| | | |
|--------------|--|--|
| 5. | | |
| 6. | | |
| 7. | | |
| 8. | | |
| 9. | | |
| 10. and etc. | | |

***For status, W if working; S if in school; L if still looking; H if in hospital.**

III. OUTCOMES

- A. Total # of consumers: _____
- B. # working _____
- C. # in school _____
- D. D. What percentage of SEES's time in the last two weeks was focused on employment and education activities? _____%
- E. Did team leader or state trainer accompany the SEES out in the field for job development and/or additionally as needed for other areas needing support in the last two weeks?
- If yes, please list date(s): _____
- F. What percentage of SEES's time in the last two weeks was spent in the community?
_____ %

IV. QUARTERLY GOAL SETTING AND MONTHLY REVIEWS

| Quarterly Goals: Complete during first supervision in January, April, July and October | |
|--|----------------------------------|
| <p>1. # of people in work or school during past month: _____</p> <p>What are your goals for this quarter (concrete goals such as increasing the number of people in work or school by X; making Y more employer contacts, etc.)?</p> | <p>Strategies to reach goal:</p> |

Monthly review: Completed during first supervision in February, March, May, June, August, September, November, and December

Progress towards reaching goals:

Any changes in strategies?

Signature of Supported Education & Employment Specialist: _____ Date: _____

Signature of Supervisor: _____ Date: _____

IPS Career Profile

Revised from the Dartmouth IPS Vocational Profile;

<http://dms.dartmouth.edu/dsec/resources/tools/forms/profile.doc>

This form is to be completed by the Supported Education & Employment Specialist during the first few weeks of meeting with a new consumer. Sources of information include the consumer, the mental health treatment team, and with permission, family members, previous employers and previous educators.

The profile should be updated periodically as treatment progresses to add new job and educational activities.

Client _____
Medical Record _____
Date: _____

Name: _____
#: _____

Work Goal

What is your dream job? What kind of work have you always wanted to do?

What are your long-term career goals?

If you are interested in work now, what type of job do you think you would like to have now?

What other thoughts do you have about work?

Work Experience

Most recent job:

Job Title:

Employer:

Job Duties:

Start Date:

End Date:

How many hours per week?

What did you like about the job?

What did you dislike?

Reason for leaving the job?

Other info about job:

Next most recent job:

Job Title:

Employer:

Job Duties:

Start Date:

End Date:

How many hours per week?

What did you like about the job?

What did you dislike?

Reason for leaving the job?

Other info about job:

Education Goal

Are you interested in pursuing education or vocational training?

When did you last attend school? What school was it?

How did you do in school?

Were you in any special classes (honors classes or classes to help you learn better)?

Were you ever enrolled in vocational training classes?

What kinds of things would you like to study in school when you return?

What other thoughts do you have about school and education?

School and Vocational Training Experience

Most recent school attended:

School grade:

School name:

Classes:

Did you graduate?

With what type of degree/certificate?

What did you like about this school?

What did you dislike about this school?

Other info about school (e.g., grades, why did you leave this school? Did you have friends at this school?):

Next most recent school attended:

School grade:

School name:

Classes:

Did you graduate?

With what type of degree/certificate?

What did you like about this school?

What did you dislike about this school?

Other info about school (e.g., grades, why did you leave this school? Did you have friends at this school?):

Military Experience

Do you have any experience in the military? (If no, skip to the next section).

What did you do in the military? Did you receive any training?

What years were you in the military?

What type of discharge you received?

Supports

With whom do you live?

Who do you spend time with? How often do you see or talk to them?

Who would you like to involve in your employment plan?

Who would you like to help provide supports to as you go back to work or school?

Do you know people who are working?

Could any of those people help you with networking (if you are interested in a job)?

Work Skills

How have you found jobs in the past?

What work skills have you learned from other jobs?

Interests

What hobbies or interests do you have?

What is a typical day like for you? What is your schedule?

When do you get up each day? What is the best part of the day for you?

Benefits

What is your current source(s) of income?

Have you applied for any type of benefits such as social security? Or housing assistance?

Substance Use

How much alcohol do you drink?

How often?

Is there a particular time of day?

What drugs do you, or have you, used?

Do you still use those drugs? How often?

Criminal Record

Have you ever been arrested?

If so, what were the circumstances?

Have you ever been convicted of a crime?

| Type of conviction, (e.g., breaking and entering, assault, etc.) | Year | Misdemeanor, felony or unsure |
|---|------|-------------------------------|
| | | |
| Circumstances of the conviction (what happened): | | |
| | | |
| Type of conviction, (e.g., breaking and entering, assault, etc.) | Year | Misdemeanor, felony or unsure |
| | | |

| | | |
|--|--|--|
| | | |
|--|--|--|

Circumstances of the conviction (what happened):

Information from Family Members:

(For example, work history, education history, strengths, how the consumer relates to others, sleep schedule)

Information from others:

(previous employers, teachers or school advisors):

(For example, how the consumer performed in those settings, strengths, problems, how the consumer got along with others, followed instructions)

Plan for Approaching Employers

Consumer name: _____

Medical record number: _____

Date started: _____

Dartmouth Psychiatric Research Center, 2008

(http://dms.dartmouth.edu/dsec/resources/tools/forms/disclosure_worksheet.doc)

Some people who use supported employment services ask their Supported Education and Employment Specialist to talk to employers on their behalf. For instance, if a consumer is interested in factory jobs, the SEES might go out to meet some managers of factories to learn more about the jobs that currently exist there and to explore possible job matches to the client's skills and experience. When SEES talk to employers, they usually tell the employer that they work for an employment program at a mental health program. Sometimes this strategy helps people find work a little more quickly or helps people find a very specific type of job. Further, if a consumer gets hired, the SEES can help talk to the employer in order to mitigate or address any issues the client might face as they make the adjustment to the workplace.

Some people who use supported employment services may not want to give the Supported Education and Employment Specialist permission to talk to employers on their behalf. Instead they may ask for help with job leads, filling out applications, practicing interviewing skills or other things that can help them find a job. People use this strategy when they don't want employers to know they are working with a supported employment program. Many people find that they are successful with jobs by using this approach.

Either option is fine. You should pick the strategy that feels most comfortable to you. It is also ok to change your mind at any time during the job search or after you are hired.

It's important for you and your SEES to talk about the possible pros and cons of introducing the SEES to employers. The reasons that some people would not want to use this approach include:

- Some people are fearful that employers won't hire them if their disability is known. It is true that there is stigma about mental illness and that some employers probably do discriminate. It is also true that some employers are interested in working with programs like supported employment.
- Some people don't mind if their supervisor knows they are working with a program, but they wouldn't want their co-workers to find out. The SEES can ask your supervisor to keep this information confidential but there aren't any guarantees that the information won't slip out.

- Some people say that they do not want to disclose that they are in recovery from mental illness because they are making progress in their recovery and feel that it is not necessary to share this information with employers. They can feel more empowered by dealing with employers on their own.

The reasons that a consumer might want the Supported Education and Employment Specialist to talk to employers can include:

- **To get job search assistance.** The SEES can talk to employers about the reasons that you would be a good employee, can find out more about the available jobs and can try to set up interviews with employers. The SEES can also work with an employer to carve out a job that will match your specific skills and experience as well as scheduling and transportation needs.
- **Designing supervision and feedback.** It can be helpful for some employees to have regular or even extra feedback about their performance on the job so that they can gauge their progress and quickly gain confidence in their ability to do a good job. The IPS specialist can help arrange this kind of extra help.
- **Negotiating job accommodations:** There are certain laws in place that can help employers and workers to design special accommodations to the workplace that can make a job more “do-able” for some people with physical disabilities and mental illness. Your Supported Education and Employment Specialist can help you to identify any needs you might have and explore with employers how your needs can be met with simple changes to the job or job schedule.

You probably have your own feelings about disclosure. Try working on the table below with your SEES.

| Possible Advantages of Disclosure | Possible Disadvantages of Disclosure |
|-----------------------------------|--------------------------------------|
| | |

When Supportive Education and Employment Specialists talk to employers, it is usually possible for them to keep some things private. For example, some people don't want their Supported Education and Employment Specialist to share information like a diagnosis or medications. Talk this over with your SEES and write down the things that you wouldn't want them to share with an employer.

If you think that you might want your SEES to speak with employers, the two of you can discuss what he or she might say. For example, if a consumer thought he might be anxious at first, the SEES could say, "He might have a little difficulty with concentration at first because he is anxious about doing a good job. However, after a couple of weeks, I'm sure that he will be accustomed to the job and his concentration will be fine." You and your Supported Education and Employment Specialist should stop here and talk about some of the things that he or she might say to employers.

For now, what is your preference about approaching employers?

- "" I don't want my SEES to talk to employers.
- "" I am not sure right now and I would like some more time to think about this and receive some more information.
- "" I don't want my SEES to share information about me with employers. However, if my SEES is talking to an employer who has the type of jobs that I like and s/he hears about a good job lead, I'd like to hear about that. Maybe I'll decide to disclose for that employer.
- "" It is fine with me if my SEES talks to employers on my behalf.

Consumer signature Date

Supported Education and Employment Specialist signature Date

Plan For Receiving Assistance With School

Consumer name: _____

Medical record number: _____

Date Started: _____ Date Completed _____

Adapted from Dartmouth PRC "Plan for Approaching Employers"

Some people who use supported education services ask their Supported Education and Employment Specialist (SEES) to talk to people at the school on their behalf. For instance, they might ask a SEES to talk to a teacher or professor about an accommodation or they may ask the SEES to help them sign up for services offered by the office of disabled student services. When SEES talk to someone at the school, they generally say that they work for a supported education program that helps people who have had some mental health issues.

People who sign up for disabled student services do not have to use those services. Many people report that they signed up just in case they needed help in the future. For example, with tutoring, test taking services, note takers or academic advising. These services are kept confidential.

- Do you have any concerns about your Supported Education and Employment Specialist speaking to people at your school? If so, what are those concerns?
- What do you think the advantages would be to having your SEES speak to people at your school?

When Supported Education and Employment Specialists talk to teachers or staff at offices of student services, it is usually possible for them to keep some things private. For example, some people don't want the SEES to share information like their diagnosis or medications. Talk this over with your SEES and write down the things that you would not want the Specialist to share.

For now, what is your preference about whether or not your SEES should speak to anyone at the school?

- I don't want my SEES to talk to anyone at my school.
- I am not sure right now and I would like some more time to think about this.
- I'd like to find out more about my school's policies regarding students with specific needs or disabilities. "If I signed up for help from the office of student services, who would know about it? What would they want to know about me?"

- It would be okay if my SEES would help me sign up for assistance from the office of student services.
- It's fine with me if my SEES talks to teachers or professors on my behalf.

Consumer

Date

Supported Education and Employment Specialist

Date

Job Start Report (Career Profile Update)

Consumer: _____

Supported Education and Employment Specialist: _____

Case Manager: _____

First date of work: _____

Job Title: _____

Duties: _____

Rate of pay: _____

Benefits: _____

Union Position (circle one): Yes No

Hours per week: _____

Disclosure (circle one):

Yes consumer has agreed to employer contact and has signed a release

No consumer does not want employer contact

Name of business: _____

Address: _____

Name of supervisor: _____

Staff signature and credentials

Date

Job End Report (Career Profile Update)

Job Title: _____ Employer: _____

Job start date: _____ Job end date: _____

Job duties (if changed since start date): _____

Work hours (include any changes): _____

Reason for job end (e.g., quit, fired, etc.): _____

Consumer's perspective regarding job end: _____

Staff comments regarding job end: _____

Employer comments: _____

Type of support provided: _____

Type of supervision at work site: _____

Does consumer wish to look for another job/what kind? _____

Consumer's preferences regarding disclosure on next job: _____

Staff Signature

Date

School / Training Start Report (Career Profile Update)

Consumer: _____

Supported Education and Employment Specialist: _____

First date of school or training: _____

School name: _____

School location: _____

Area of study or training:

Accommodations anticipated? No Yes (If 'yes', please describe)

If accommodations or student services are anticipated, will the Supported Education and Education Specialist play a role in developing this plan? No Yes (If 'yes', please describe the role that the SEES will play)

Hours per week: _____ Credits per semester: _____

Disclosure (circle one):

Yes consumer has agreed to educator contact by the SEES and has signed a release

Yes consumer has agreed to office of student services contact by the SEES and has signed a release

No consumer does not want educator contact by the SEES

Name, position, and contact information at the school or training facility: _____

School / Training End Report (Career Profile Update)

Consumer: _____

Supported Education and Employment Specialist:

Last day of school or training : _____

Graduated?: Yes No

School name: _____

School location: _____

Diploma / Degree / Certification / Licensure:

Accommodations / student services utilized: _____

Remarks about accommodations / student services used: _____

If accommodations or student services were utilized, what role did the Supported Education and Education Specialist play in developing and executing this plan?

What might be helpful in the future with accommodations and special services?: _____

Job / Education Support Plan

Date:

Consumer's name:

Medical record #:

Job title / employer or education program:

Start date:

How does this job or education program match the consumer's preferences?

How does the consumer's strengths and skills relate to the job or education program?

Areas in which the person would like help (related to work/education history, current living situation, symptoms, etc.):

Will the Supported Education and Employment Specialist have contact with the employer or educators: Yes No

Who else will help provide supports (family members, mental health team, etc.):

Supports to be provided on the first day (include location, names, and type of communication such as Skype, email, etc.):

Supports to be provided for the first week (include location, names, and type of communication such as Skype, email, etc):

Supports to be provided for the first two months (include location, names, and type of communication such as Skype, email, etc):

Supports to be provided after the first two months (include location, names, and type of communication such as Skype, email, etc):

What actions will the consumer take to maximize this opportunity?

Staff signature and titles

Date

Consumer signature

Date

XI. Readings and Resources for Supported Education and Employment Specialist Role

Required Readings

Swanson, S.J, Becker, D.R., Drake, R.E., & Murrain, M.R. Supported Employment: *A Practical Guide for Practitioners and Supervisors*. Lebanon, NH: Dartmouth Psychiatric Research Center, 2008.

Swanson, S.J. & Becker, D.R. Supported employment: applying the individual placement and support (IPS) model to help clients compete in the workforce. Minnesota: Hazelden, 2011.

Helpful Links

Dartmouth IPS Supported Employment Center
<http://www.dartmouth.edu/~ips/>

SAMHSA
<http://store.samhsa.gov/product/Supported-Employment-Evidence-Based-Practices-EBP-KIT/SMA08-4365>

Additional Readings of Interest

Becker, D., & Drake, R. (2003). *A Working Life for People with Severe Mental Illness*. New York: Oxford Press.

Drake, R.E., Bond, G.R., & Becker, D.R. *Individual Placement and Support: An Evidence-Based Approach to Supported Employment*. New York: Oxford University Press, 2012.

Killackey, E. J., Jackson, H. J., & McGorry, P. D. (2008). Vocational intervention in first- episode psychosis: Individual Placement and Support versus treatment as usual. *British Journal of Psychiatry*, *193*, 114-120.

Nuechterlein, K. H., Subotnik, K. L., Turner, L. R., Ventura, J., Becker, D. R., & Drake, R.E. (2008). Individual placement and support for individuals with recent-onset schizophrenia: integrating supported education and supported employment. *Psychiatr Rehabil J*, *31*(4), 340-349.