

DEVELOPING & TESTING THE HYPE MANUAL: THE PROCESS OF MODERNIZING IPS BY PRIORITIZING EDUCATION



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The Transitions to Adulthood Center for Research

Acknowledgements



The mission of the Transitions to Adulthood Center for Research is to promote the full participation in socially valued roles of transition-age youth and young adults (ages 14-30) with serious mental health conditions. We use the tools of research and knowledge translation in partnership with this at risk population to achieve this mission.

Visit us at: <http://www.umassmed.edu/TransitionsACR>

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Today's Discussion

- HYPE's Development
- HYPE's Framework & Principles
- Fidelity Assessment
- Feasibility Pilot
- Lessons Learned



Our Mission: Why Did We Develop HYPE?

We wanted to:

- Understand the unique experiences and needs of transition-age youth and young adults in their pursuit of employment, education, and career.
- Seek and utilize feedback/input in all phases of the project from:
 - Experts in research and practice (NAC-National Advisory Council)
 - Experts through lived experience (PAC-Participatory Action Council)

We wanted to use this information to:

- Contribute significantly to the development of Career Services for young people with mental health conditions
- Move the field to supporting and advocating for services for young adults with mental health conditions to be developmentally-normative and support pathways that are typical for young adults without mental health conditions



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The HYPE Model

- Differs from typical supported employment services in that the emphasis is on career development by supporting higher education pursuits as early as possible.
 - Often means education becomes the primary vocational pursuit as compared to rapid job pursuit.
- It is our position that education is a critical vocational step rather than a goal in and of itself.
- Education is a meaningful and often long process. It is the mechanism by which a person is able to:
 - secure the position they want;
 - in a field they have chosen; and
 - with a salary that can support an adult lifestyle.

(Mullen et al., in preparation)



Overview of HYPE: Developing an Intervention

2008
LEARN
Of
New
Jersey



PAC

Systematic
Review

Survey of
Innovative
Practices

NAC

Qualitative
Interviews

HYPE
Development
Meeting

HYPE
Intervention



HYPE

Framework and Principles



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The HYPE Manual: Purpose

- Designed to help agencies and practitioners adapt supported employment services in order to deliver Career Services that will better match the needs of young people...as well as older people.
- Focused on develop practitioner competencies in delivering “supported education”.
- **Prevent disabilities caused by “system effects”:**
 - removal from valued roles to focus on symptoms,
 - enrollment in SSA; SSI cash-benefit receipt,
 - inconsistent employment histories,
 - interrupted educational pursuits, and
 - the creation of a disability identity.

(Mullen et al., in preparation)



The HYPE Manual: Intended Use

- Designed for anyone working with youth and young adults to support their career development.
- HYPE is conceptualized as being embedded in high-quality supported employment programs, some knowledge & skills are assumed, such as skill in providing basic supported employment services,
- Promoting career development effectively involves attending to three trajectories:
 - the employment path, which is clearly relevant to anyone seeking a meaningful and productive career;
 - the education path, which increases opportunities, choice, and job stability;
 - the path of personal development, which includes the emotional maturity as well as the foundation skills needed to succeed in work and school.



HYPE's Framework of Services

- Modernization of IPS
 - Education is prioritized
- Integration of Transtheoretical Model, Motivational Interviewing, and BU's Choose-Get-Keep-Leave
- Early focus on the factors associated with change
 - Commitment
 - Motivation
 - Awareness
 - Self-efficacy
- Development of a meaningful therapeutic alliance
- Continuous focus on skill development
- Intentional, strategic and purposeful...



HYPE's Services

- Based on 15 years of Supported Education practice
- Influenced by Happenstance Learning Theory (Krumboltz, 2009)
- Services focus on developing **skills** and **opportunities**
 - Based on preferences, interests, & values
 - Awareness that these things change or concretize over time
 - Practitioner flexibility and responsiveness is critical
- Understanding and leveraging the factors associated with change
- Incorporating clinical knowledge and practical supports into service and goal planning
- Intentionally preventing disruptions by recognizing the common experiences of: being young, a student, a worker



Values & Principles

Values:

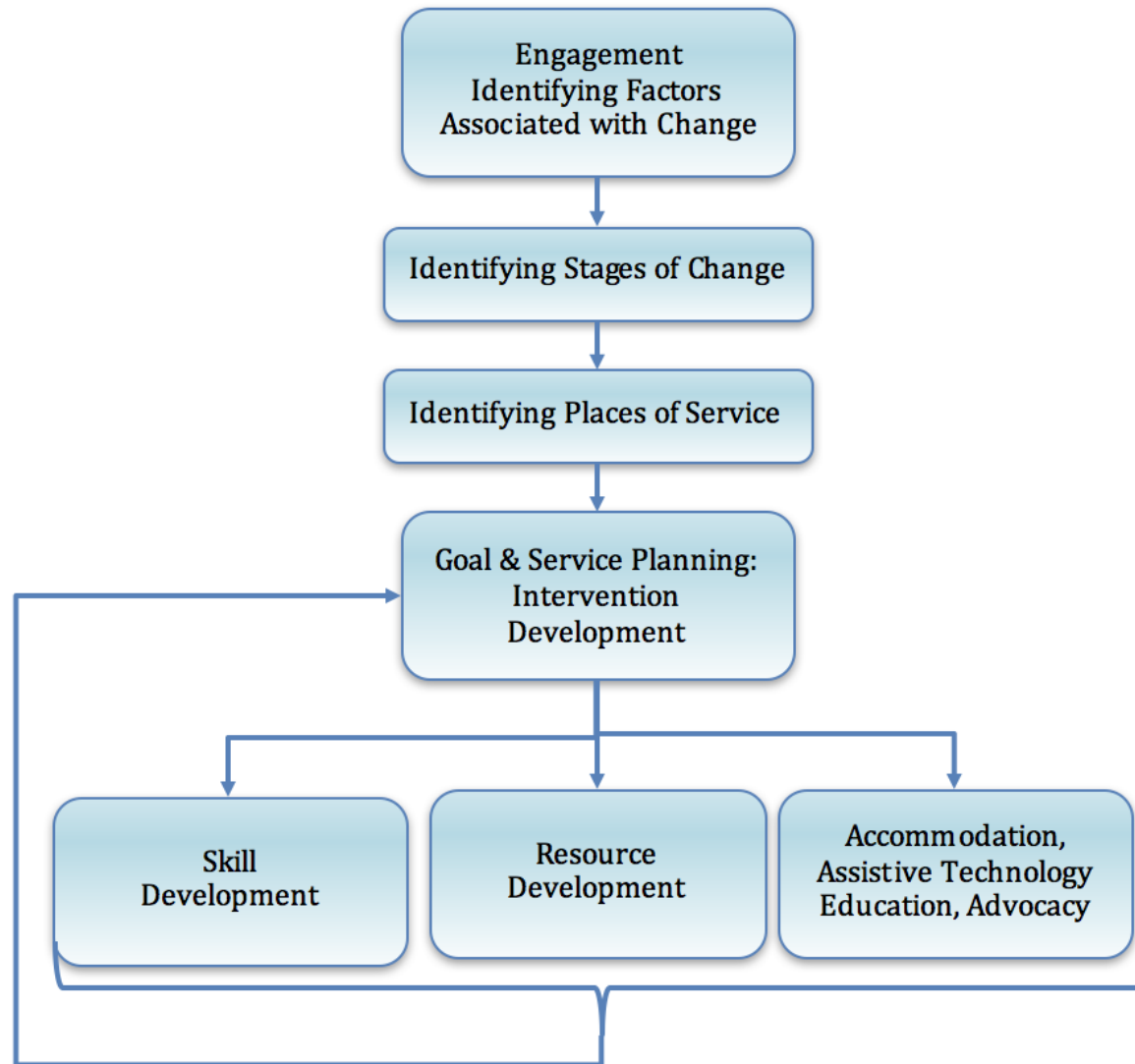
- 1) Flexible
- 2) Helpful
- 3) Solution-focused
- 4) Partnering
- 5) Age-typical

Principles:

- 1) **Career-oriented Services**
- 2) **Cultivation of Identity of Worker & Student**
- 3) **Informed Decision Making**
- 4) Service eligibility based on choice
- 5) **Purposeful Service Coordination**
- 6) Attention to Preferences
- 7) **Personalized Financial Planning**
- 8) **Rapid Goal Pursuit**
- 9) Systematic Resource Development
- 10) Systematic Job Development
- 11) Time-Unlimited and Individualized Support
- 12) **Community Integration**



HYPE's Approach to Service Planning



THE MANUAL: HELPING PRACTITIONERS FIGURE IT OUT....QUICKLY

Determining *When To Do What*



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Developing Intentional Services

HYPE Feasibility Pilot

Educational Intervention Matrix



	STAGE OF CHANGE			
	Pre-Contemplation	Contemplation	Preparation Action Maintenance	Lapse
Low Levels of Academic Motivation	<input type="checkbox"/> Accept individuals where they are <input type="checkbox"/> Roll with resistance <input type="checkbox"/> Develop ambivalence <input type="checkbox"/> Consistent outreach <input type="checkbox"/> Provide hope <input type="checkbox"/> Create awareness about need	<input type="checkbox"/> Decisional balance <input type="checkbox"/> Look forward <input type="checkbox"/> Look backward <input type="checkbox"/> Elicit change talk <input type="checkbox"/> Explore the basis of ambivalence <input type="checkbox"/> ICR scale <input type="checkbox"/> Family/supported education/involvement <input type="checkbox"/> Peer role models <input type="checkbox"/> Instill confidence <input type="checkbox"/> Explore new roles <input type="checkbox"/> Clarify requirements of new roles <input type="checkbox"/> Engage in exploration process	NOT APPLICABLE	<input type="checkbox"/> Explore ambivalence <input type="checkbox"/> Payoff matrix/ICR scale to maintain commitment <input type="checkbox"/> Reduce barriers <input type="checkbox"/> Explore transportation <input type="checkbox"/> Develop career focus <input type="checkbox"/> Discuss academic skills, highlight strengths <input type="checkbox"/> Use O*NET <input type="checkbox"/> Goal planning

NOTE: Interventions in **BOLD** indicate Motivational Interviewing





Table 4.2: HYPE Educational Activities by Phase



Choose	Get	Keep	Leave
Goal Development	Goal Planning	Goal Refinement	Goal Re-evaluation
FACA Strength Assessment	Resource Assessment Functional Assessment	Resource Development Skill Development	Resource Assessment Aligning Critical Resources
<ul style="list-style-type: none"> • FACA • Interest exploration • Job analysis related to major • Informational interviewing • Researching Schools School tours • Exploring personal criteria • Exploring benefits of education • Exploration of educational pathways 	<ul style="list-style-type: none"> • Admission deadlines • Application process • Standardized <ul style="list-style-type: none"> ○ entrance exams • Financial planning <ul style="list-style-type: none"> ○ FAFSA • Transportation • Identifying Academic Pathway • School/program interviews 	<ul style="list-style-type: none"> • Develop community/campus support • Linkage to critical resources • Academically focused services • Wellness Planning • Register with ODS • Determine Accommodation & Assistive Technology • Develop effective interpersonal skills • Develop critical academic skills • Supportive counseling 	<ul style="list-style-type: none"> • Complete required “leave” paperwork • Explore “leave” procedure





Topic	Manual		Corresponding Worksheets/Resources
	Section	Page(s)	
Interested but Ambivalent			
Create experiences that promote hope & the factors associated with change (based on FACA & other discussions)	4	15-16	Educational Matrix
Reframe past experiences			
Interest exploration	4	14-15	
Peer support	4 6	20-21 3-4	
Continue to outreach during times of missed appointments	3	21	
Decisional balance	4	11	Decisional Balance
Ensure interventions match the SOC	3	24-25	
Financial planning	6	15-16	
Benefits counseling			
Career exploration	4	14-15	
Labor market exploration			
Exploring School			
Identify personally important criteria	4	14-15	Researching Schools
Complete FAFSA	6	16-17	
Peer support: connect to other students	6	3-4	
Explore education pathway	6	12-15	
Explore majors	4	14-15	
Research schools			
Explore barriers to enrollment			
Explore potential barriers as a matriculated student			
Affirm strengths associated with being a successful student	4	16-19	
Make appointment with state vocational rehabilitation (VR)	6	17-18	
Create "case" for VR funding based on job outlook	6	17-18	



Topic	Manual		Corresponding Worksheets/Resources
	Section	Page(s)	
Engagement & Intake			
<i>Make them like you</i>	3	5-6	
Seek to understand	2	3-9	OARS
Establish a connection	3	5-6	
Connect to Needed Resources: Be helpful	4	24-25	
Understand the reason for coming to HYPE	3	7-8	
Schedule standing, recurring meetings	3	20	
Conduct Factors Associated with Change Assessment (FACA)	4	9-13	
Current time management skills & strategies	4	23-24	
Socially: Who are the influencers in their life?			
Importance of school and work in their life			
Role of family (bio or otherwise youth-defined)	4	18	
Request IEP or 504 Plan from secondary school			
Releases of Information	4	6-7	
Provide transportation (if needed)	6	5	
Determine Stage of Change (SOC)	3	24-25	
Determine levels of each of the factors associated with change	3	24-25	
Create experiences that promote hope & the factors associated with change (based on FACA & other discussions)	4	15-16	Educational Matrix
Interest exploration	4	14-15	
Talk about what an initial/preliminary goal may be	3	9-12	



When programs are not rehabilitative in nature, people become stuck in pre-contemplation.

It is not the fault of the person, if they do not have “goals”, it is the fault of the mental health system.



Goal Planning: Everyone needs it

Name: Petunia Picklebottom

Date: July 21, 2015

Program: Dabest

Overall Rehabilitation Goal: I will work as a licensed practical nurse at Smallville Hospital by January 10, 2018.

Short-term Goals

- | | |
|---|---------------------------|
| 1. <u>I will choose a nursing program in my commutable area by October 2015.</u> | <i>Completed: 9/15/15</i> |
| 2. <u>I will apply to the practical nursing program at Smallville Community College by December 15, 2015.</u> | <i>In progress</i> |
| 3. <u>I will earn a 3.0 GPA during the spring semester 2016 at SCC.</u> | |
| 4. <u>I will get a job as a Certified Nurses Assistant at Smallville Nursing Home in June 2016.</u> | |

From September 2015 to December 2015: I expect to work on the following short-term goals in order to achieve my long-term goal. *Initial PP*

Goal 2: I will apply in the practical nursing program at Smallville College in Spring 2015.

Objectives:	Person Responsible	Date Completed
a. I will study for 20 per week with my friend, Gloria, for the quantitative section of the SAT until October 29, 2015.	Petunia/Josh	
b. I will order my official transcripts by October 20, 2015.	Petunia	
c. I will talk with Dr. Patel at every appointment about how my medication is affecting my ability to pursue my education goal.	Petunia/Josh/Dr. Patel	
d. I will take my SAT on October 31, 2015.	Petunia	
e. I will develop, with Nancy's feedback, an outline for my personal statement by October 31, 2015.	Petunia/ Nancy	
f. I will complete "Processing <u>The</u> Illness" with Malik by November 13, 2015	Petunia/Malik	
g. I will complete my personal statement by November 12, 2015.	Petunia	
h. I will develop calendaring skills with Nancy to help manage my responsibilities by using my calendar every day.	Petunia/Nancy/Josh	
i. I will send my statement to Nancy for review by November 15, 2012.	Petunia/ Nancy	
j. I will attend a weekly family meeting with my mom and brother through December.	Petunia/Malik	
k. I will complete my FAFSA worksheet by December 10, 2015.	Petunia/Josh/Mom	



WE WROTE IT...AND THEN WE NEEDED TO TEST IT

Is the manual used the way it was intended???

But first, Fidelity...



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HYPE FIDELITY

Vanessa V. Klodnick



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Why develop a fidelity scale for HYPE?

Specification

Implementation

Effectiveness

Adherence

Refinement

Dissemination



HYPE Fidelity Tool Development Timeline

Summer
2017

HYPE Team develops initial Fidelity Scale based on Adapted IPS & Supported Education Scale

HYPE Developer introduces HYPE to Thresholds

Oct.
2017

Thresholds initial overview HYPE manual & associated materials

Nov.
2017

HYPE Developer & Thresholds meet to discuss HYPE Model & devise timeline for HYPE Fidelity Scale development

Dec.
2017

Thresholds & HYPE Team in-depth review of HYPE manual & associated materials to identify key principles & practices

HYPE & Thresholds Teams discuss fidelity measurement & ideas for scale development

Thresholds Team develops draft fidelity scale based on meetings with HYPE Team & sends to HYPE to review

Jan.
2018

HYPE & Thresholds Teams meet to discuss identified key principles & practices

Fidelity Scale reviewed by 2 additional experts in HYPE & TAY Services (UMASS ACR)

Feb.
2018

HYPE & Thresholds Teams review & refine scale draft

April
2018

Plans to pilot scale at 2 providers implementing HYPE

HYPE Fidelity Scale Description

- **20 items across 4 Domains:**
 - **Prevention of Disability Identity – 4 items**
 - Example: HYPE prevents young people from taking on an identity defined predominantly by mental illness by cultivating a strong student-worker identity.
 - **HYPE Principles – 5 items**
 - Example: HYPE is strategic & change-driven.
 - **HYPE Key Practices – 7 items**
 - Example: HYPE collaborates with & educates agency & community partners about value of career development focus for TAY.
 - **HYPE Team Structure – 4 items**
 - Example: HYPE is a team-based approach.
- Each item is designed with a principle, criteria definition, anchors, anchor details & supporting documentation & evidence



Example Item

Principle	Criteria Definition	Anchors	Anchor Details	Supporting Docs & Evidence
<p>9. HYPE supports normative approaches to career development for transition-age youth.</p>	<p>Internships & volunteer positions are career-related & time-limited in order for young people to learn about their on-the-job strengths & growth opportunity areas. Transitions are valued. Young people will move between jobs & school – & these opportunities are important for reflection & personal growth.</p>	<p>1= One or none present 2= Two present 3= Three present 4= Four present 5= Five present</p>	<ul style="list-style-type: none"> • HYPE outreach & education efforts include internship & volunteer opportunities • Internships & volunteer positions are valued by HYPE team (as much as school & competitive employment engagement) • Young people enrolled in HYPE engage in internships & volunteer • HYPE team supports transitions between work & school, especially around professional school & work exits • HYPE team helps young people to reflect on their transition & internship/volunteer experiences • HYPE supports young people to engage in unpaid work if appropriate & fosters career development 	<p>Service & progress notes; on-site interviews with young people & staff</p>

Example Item

Principle	Criteria Definition	Anchors	Anchor Details	Supporting Docs & Evidence
<p>4. HYPE prioritizes career development & education achievement.</p>	<p>HYPE proactively engages young people in discussions surrounding education/advanced training to support career goals. On-going conversations occur with young people who initially expressed little or no interest in education or careers.</p>	<p>1= 25% or less actively working towards career goals through education; 25% cultivating career development goals; 50% do not have career development goals.</p> <p>2= 50% actively working towards career goals through education; 25% cultivating career goals; & 25% do not have career goals.</p> <p>3= 60% actively working towards career goals through education 25% cultivating career goals & 15% do not have career development goals.</p> <p>4= 70% actively working towards career goals through education; 15% cultivating career development goals; 8</p>	<ul style="list-style-type: none"> • Have goals for career development • Actively working towards career development goals • Enrolled in school or certificate program 	<p>FACA; Progress Notes; Goal Plan; Decision Balance; Intake Paperwork</p>

FEASIBILITY PILOT



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HYPE Feasibility Pilot Goals

- Assess the feasibility of using the HYPE manual
- Receive feedback on the HYPE manual and training materials
- Test the HYPE Quality/Fidelity Assessment Tool
- Identify challenges in HYPE implementation (e.g. clinical barriers, engagement)
- Provide a *preliminary* understanding of outcomes of Y&YA clients



HYPE Feasibility Pilot: Overall Design

- Train Employment Specialists in HYPE
- Have HYPE Career Specialists serve a minimum of 20 young adults (10 per agency) for a minimum of 3 months
- Obtain ongoing feedback from Career Specialists on use of the HYPE manual, HYPE tools, and HYPE implementation
- Track Data on use of HYPE tools/activities and young adult outcomes
- Conduct a Site Visit to Test QA/Fidelity Tool and gain in-depth perspectives



HYPE Feasibility Pilot: Timeline

Spring 2017: Agency recruitment

- One IPS program (KY)
- One peer-led program (PA)

July 2017: Training of employment specialists from both agencies

- Evaluation of training completed

August 2017: HYPE service delivery commences

April/May 2018: Site Visits

- Chart Reviews, Focus Groups with Young Adults, Staff Interviews and Observations



HYPE Feasibility Pilot: Team Structure

“Research Team”

UMass Medical School

- Kathryn Sabella (PI)
- Marcela Hayes (Project Director)
- Rachel Stone (Research Asst., database manager)

“Training Team”

Rutgers University

- Michelle Mullen (overall PI)
- Amy Banko
- Brittany Stone



HYPE Feasibility Pilot: Activities

Community of Practice Website (links for videoconferencing, copies of manuals, discussion boards)

Weekly calls with the “research team” (UMMS)

- Updates on engagement of young adults and delivery of HYPE services
- Trouble-shooting questions on eligibility, engagement, etc
- Quality assurance of the RedCap database



HYPE Feasibility Pilot: Activities

- Monthly Roundtable Discussions
 - All Training Team members and all employment specialists and supervisors from BOTH agencies
 - Technical assistance
 - Discussions about manual and intervention
 - Targeted training (e.g. recruitment, goal plans)
- Monthly Technical Assistance Hours (1 each per agency)
 - All Training Team members and employment specialist and one supervisor from ONE respective agency
 - Individualized technical assistance specific to issues at that agency (e.g. staff turnover, billing issues)



HYPE Feasibility Pilot: Activities

Tracking database

- Demographics:
 - Diagnostic History
 - Employment and Education history and “baseline” status
- Service/Contact updates
 - Any time there is an interaction with the young adult
 - What HYPE tools/activities are used in that interaction
 - Includes attempts to contact
- Goals (including a goal plan updated within 30 days of enrollment)



Feasibility Pilot: Young Adult Activities

21 young adults “enrolled”

- 1 failed to engage
- 3 declined further services
- 2 lost to follow-up

Baseline School and Work Activities

- 5 working; 1 working and school; 15 neither

Baseline goals:

- 17 had goal of starting school in 6 months
- 13 had goal of working in 6 months

Activities toward goals:

- 10 job applications, 6 new job starts
- 4 school applications, 0 new school starts



Feasibility Pilot: Practitioner Activities

- The majority have completed the Factors of Change Assessment
- Resources most often used:
 - Aligning Critical Financial Resources
 - Linkage to Community Based Resources
- Education & Support Activities most often used:
 - Goal Clarification
 - School Exploration
- Goal Plans: most have been updated, slow process



Implementation Challenges

- Employment specialists lacking some clinical skills and trainings (e.g. MI, IPS)
- Staff turnover (including supervisors)
- Challenges with initial and ongoing engagement into services
- Supporting someone's education is hard work and it takes a lot of time
 - Unlearning of providing SE services...their “comfort zone”
- You have to prepare to provide intentional services—that takes time
- Supervisors need to lead the way...and walk the walk



Lessons Learned from Feasibility Pilot

Practitioners do not like to read

- Convert “chapters” into practice guides
- Multimedia platform (e.g. Podcasts, webinars, and videos)

Hard to remember feedback after a full day/week of work

- Develop a mechanism for field-based feedback
 - Using the Remind app

Confusion about “Engagement Phase” versus “Intentional Delivery of Services”

- Edits to RedCap data entry



Next Steps in HYPE Development

- Site Visit
- Summarize Feedback
- Revise Manual
- Develop Training Videos, Online Instructional Tools, and Practice Guides
- Randomized Control Trial of HYPE versus services as usual



Questions...Comments...

Please visit our tables during the conference....come see the HYPE manual!!!

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