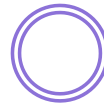# Supporting Career Development in Youth with Psychiatric Disabilities in Transition to Adulthood

MARYANN DAVIS, PH.D.

**REHABILITATION RESEARCH AND TRAINING CENTER
ON *LEARNING AND WORKING*
DURING THE TRANSITION TO ADULTHOOD
UNIVERSITY OF MASSACHUSETTS MEDICAL SCHOOL**

Acknowledgements

LEARNING AND WORKING DURING THE TRANSITION TO ADULTHOOD REHABILITATION RESEARCH AND TRAINING CENTER
University of Massachusetts Medical School
Department of Psychiatry
Center for Mental Health Services Research
Visit us at:
http://labs.umassmed.edu/transitionsRTC/index.htm

Overview

1. Describe shared and unique career development support needs of young people with psychiatric disabilities *vs.* those with other disabilities

2. Describe the activities of the Transitions RTC

3. Discuss current research findings
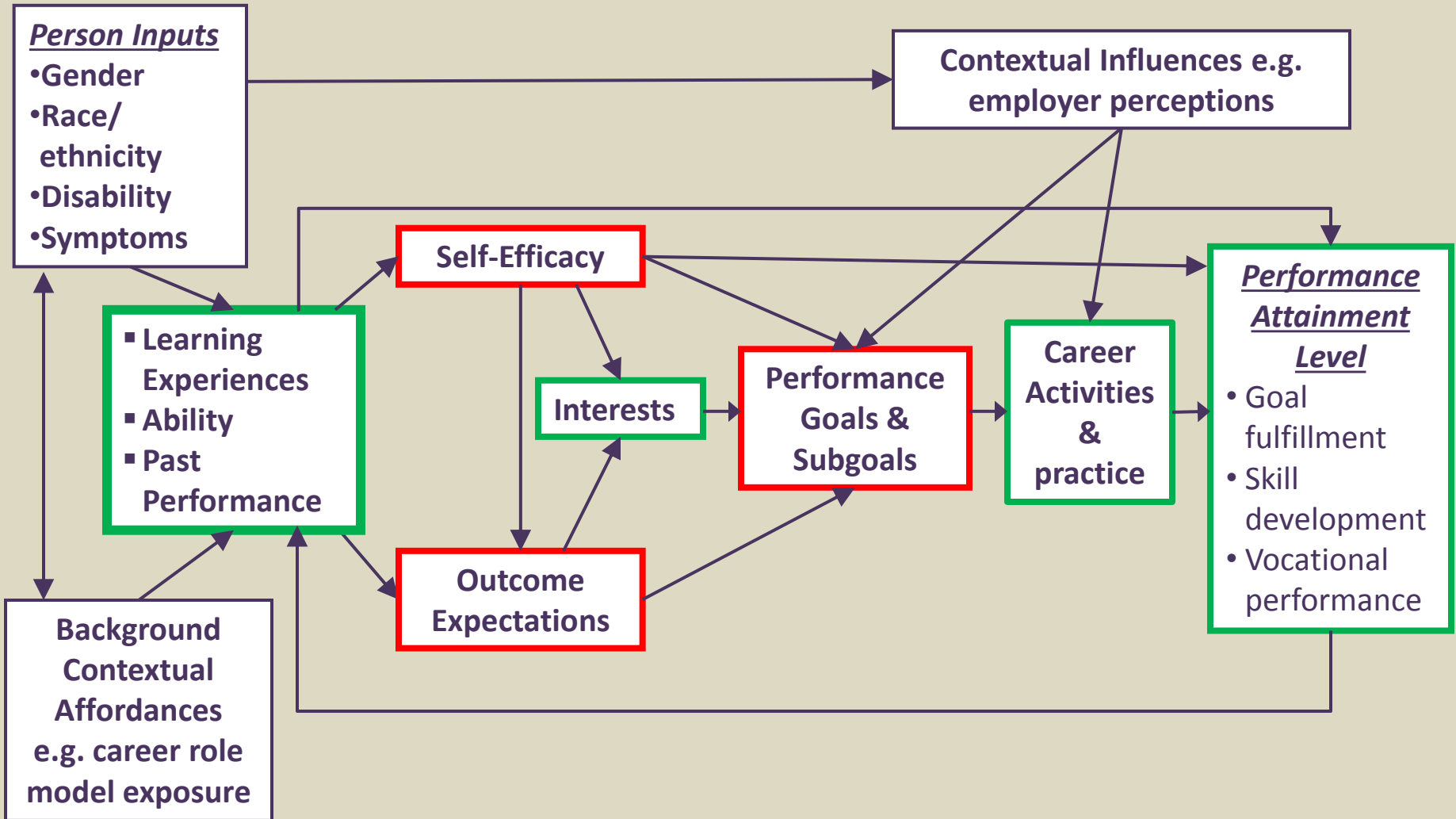
4. Discuss opportunities for linkage

Serious Mental Health Conditions (SMHC)

- Serious Emotional Disturbance OR Serious Mental Illness OR Psychiatric Disability

- MH diagnosis causes substantial functional impairment in family, social, peer, school, work, community functioning, or ADLs

- Not pervasive developmental disorders, substance use, LD, ID

Social Cognitive Career Development Theory
(Lent, Brown, & Hacket, 1994)

Person Inputs
- Gender
- Race/ ethnicity
- Disability
- Symptoms

Contextual Influences e.g. employer perceptions

Self-Efficacy

- Learning Experiences
- Ability
- Past Performance

Interests

Performance Goals & Subgoals

Career Activities & practice

Performance Attainment Level
- Goal fulfillment
- Skill development
- Vocational performance

Outcome Expectations

Background Contextual Affordances e.g. career role model exposure

Shared Career Development Elements

- Low self-efficacy & outcome expectations related to low career exploration intentions in students with LD (Benz & Halpern, 1993)

- Vocational self-efficacy beliefs related to vocational status in adults with SMHC (Waghorn, Chant & King, 2007)

- Students with disabilities have deficiencies in

  - Career-related <u>learning experiences</u> & job-related <u>self-knowledge</u> (Capella, Roessler, & Hemmerla, 2002)

  - Career decision <u>self-efficacy beliefs</u> (Gillespie, 1993; Ochs & Roessler, 2001)

Importance of Education and Services

- Current Employment by educational completion
  - postsecondary education degree or certificate   83%
  - some postsecondary education   58%
  - high school completion   54%
  - less than a high school education   38%

    (p < .001 for all comparisons; Newman et al., 2011;
    http://www.nlts2.org/reports/2011_09_02/nlts2_report_2011_09_02_complete.pdf)

- **Job placement services;** major contributor to competitive employment

    (Dutta, Gervey, Chan, Chou, & Ditchman, 2008)

More Compromised Secondary Education

- Special Education students with ED have the highest High School incompletion; **44% *vs.* 14-29%** (NLTS-2; http://www.nlts2.org/data_tables/tables/15/ntaDiplomafrm.html)

- **46%** - Proportion of failure to complete secondary education attributable to MH conditions (Vander Stoep et al., 2003)

- Lowest rates of school performance (attendance, grades, grade retention) still for SED; NLTS2

- Only small fraction of students with SED receive special education services (Forness et al., 2012)

Practices with Students with ED

| Feature	ED	Other Disability
Get along with students/teachers>pretty well**	67%	85%
Partake in organized extracurricular group activity**	35%	47%
Attend special/alternative school**	22%	3%
Take all courses in special education settings*	16%	5%
School sponsored work experience*	17%	26%
Present but not participating in transition planning*	32%	23%

*p<.05, **p<.001

Wagner, M., & Davis, M. (2006). How are we preparing students with emotional disturbances for the transition to young adulthood? Findings from the National Longitudinal Transition Study-2. *Journal of Emotional and Behavioral Disorders,14,* 86-98.

Post Secondary School/Work Engagement Low

- NLTS2 - 42% of students in ED category who were out of school were in paid employment (compared to 57% cross disability)

- Students with ED had shortest duration of jobs (8 months vs. 10 cross disability)

- 34% attended some post secondary education or training (compared to 45% cross disability)
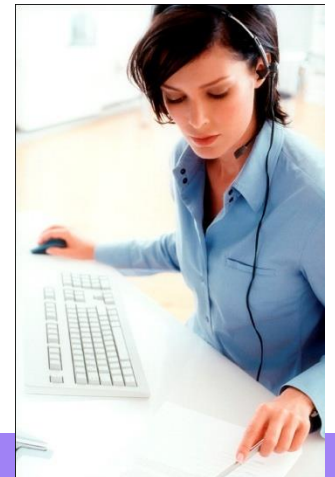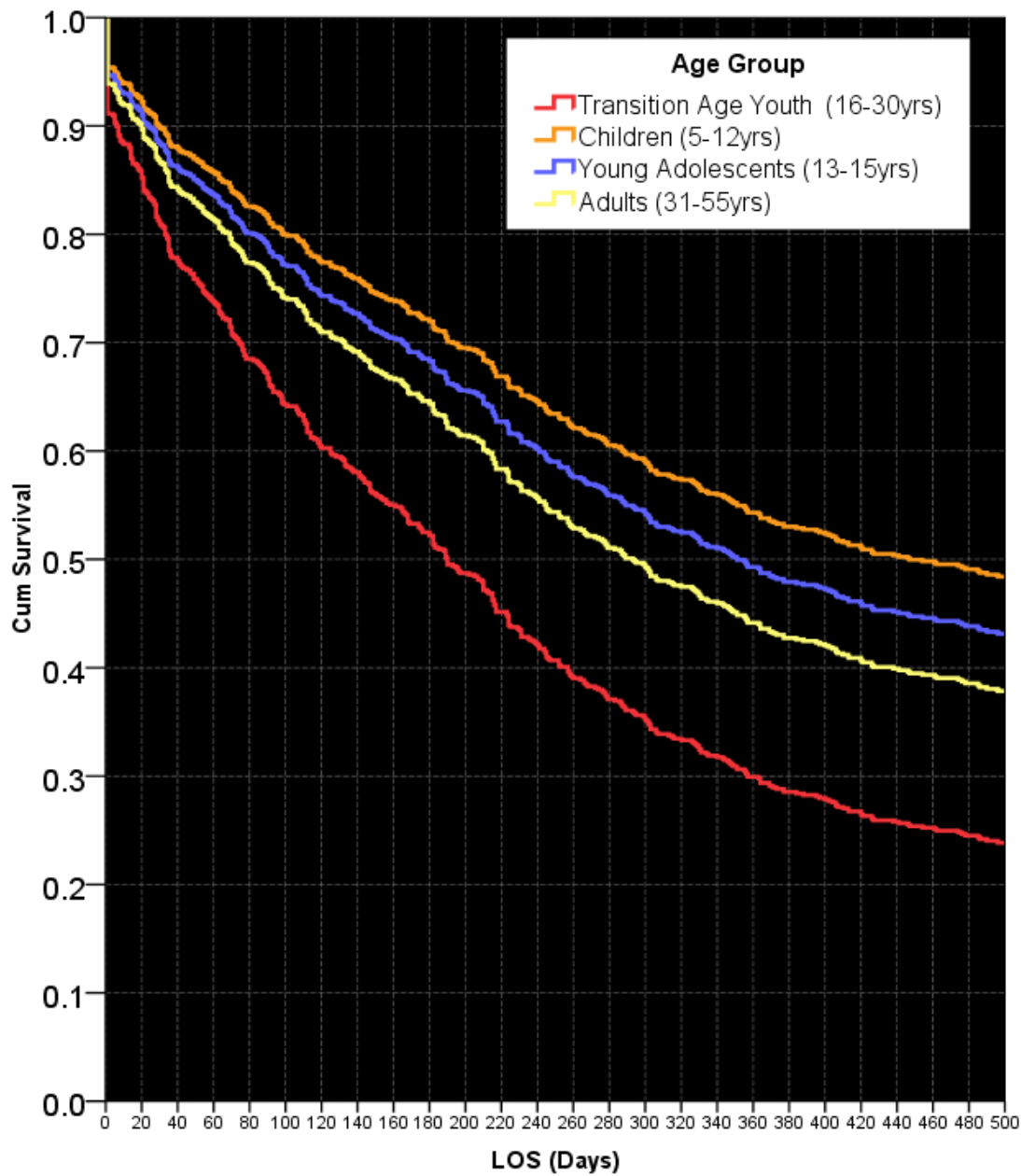
Other Characteristics of SMHC

- Disability typically impairs **social participation**
- **Blaming**; parents and youth themselves blamed for the disability
- **Stigma**
- **Background Contextual Affordances**; Living in poverty, single head of household, unemployed head of household (Wagner et al., 2005)
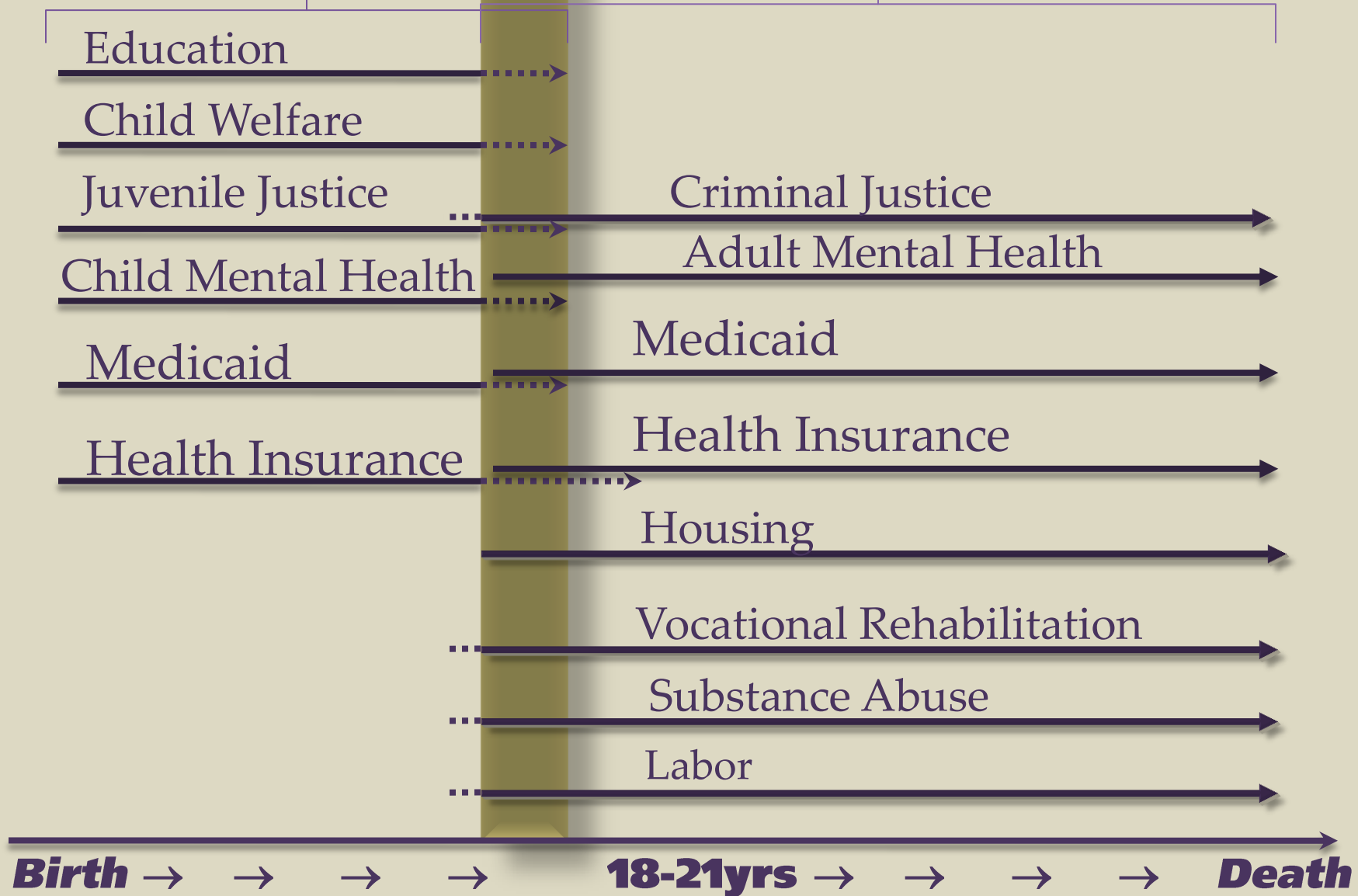
Other Characteristics of SMHC

- "Hidden" disability

- **Ignorance**; disability identified late and treatment delayed, behavioral nature of disability leads to confusion about treatment versus "socialization"

- Conditions are treatable and disability often ends; **Recovery** is possible over time

Services to Facilitate ENGAGEMENT needed

CHILD SYSTEM

ADULT SYSTEM

Education

Child Welfare

Juvenile Justice → Criminal Justice

Child Mental Health → Adult Mental Health

Medicaid → Medicaid

Health Insurance → Health Insurance

Housing

Vocational Rehabilitation

Substance Abuse

Labor

Birth → → → → **18-21yrs** → → → → **Death**
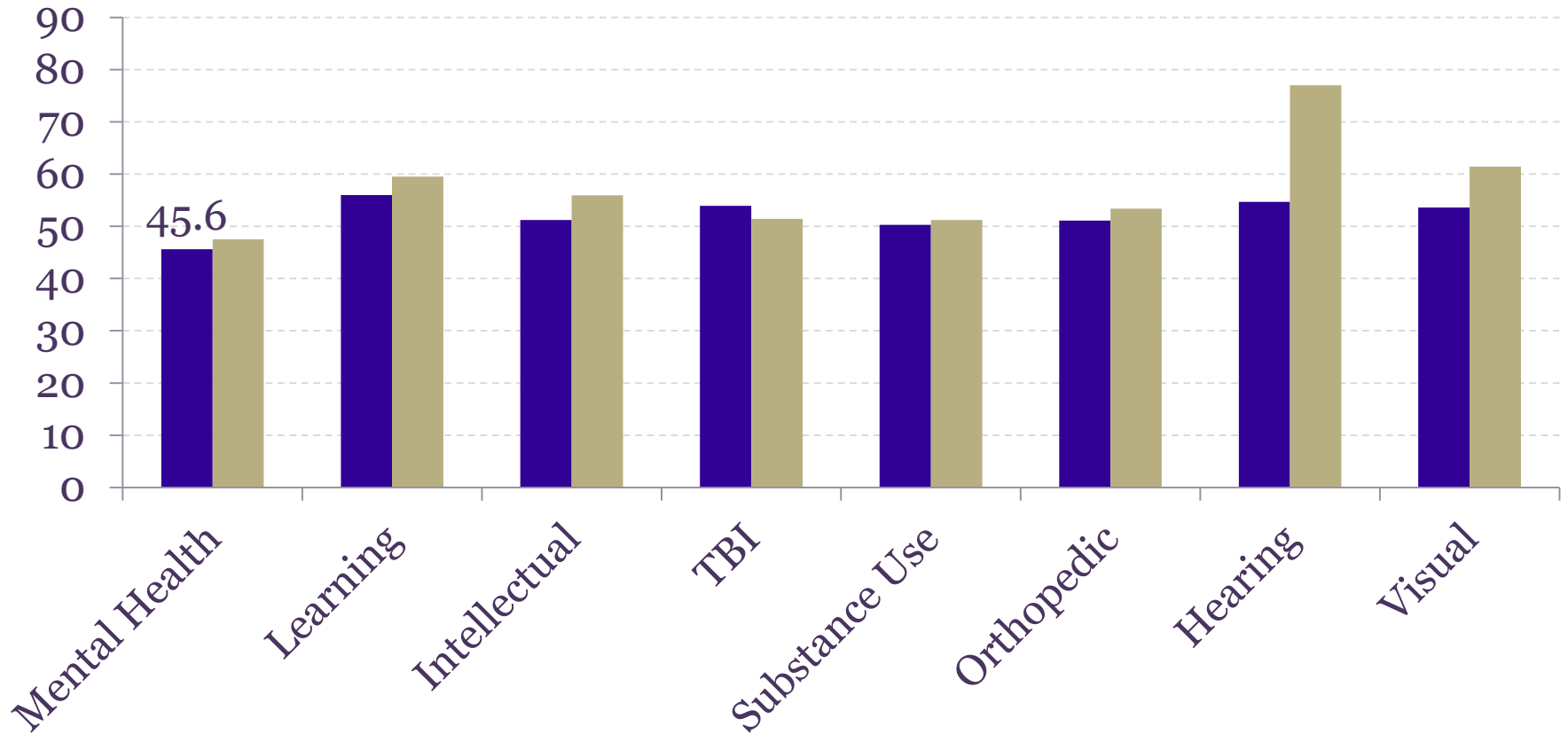
Unique System Issues

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- Rehabilitation minimally covered by private insurance

- State MH agencies provide rehabilitation services

- Many adolescents with SMHC don't qualify for state adult MH services

- Tremendous potential of state VR services to provide effective supports
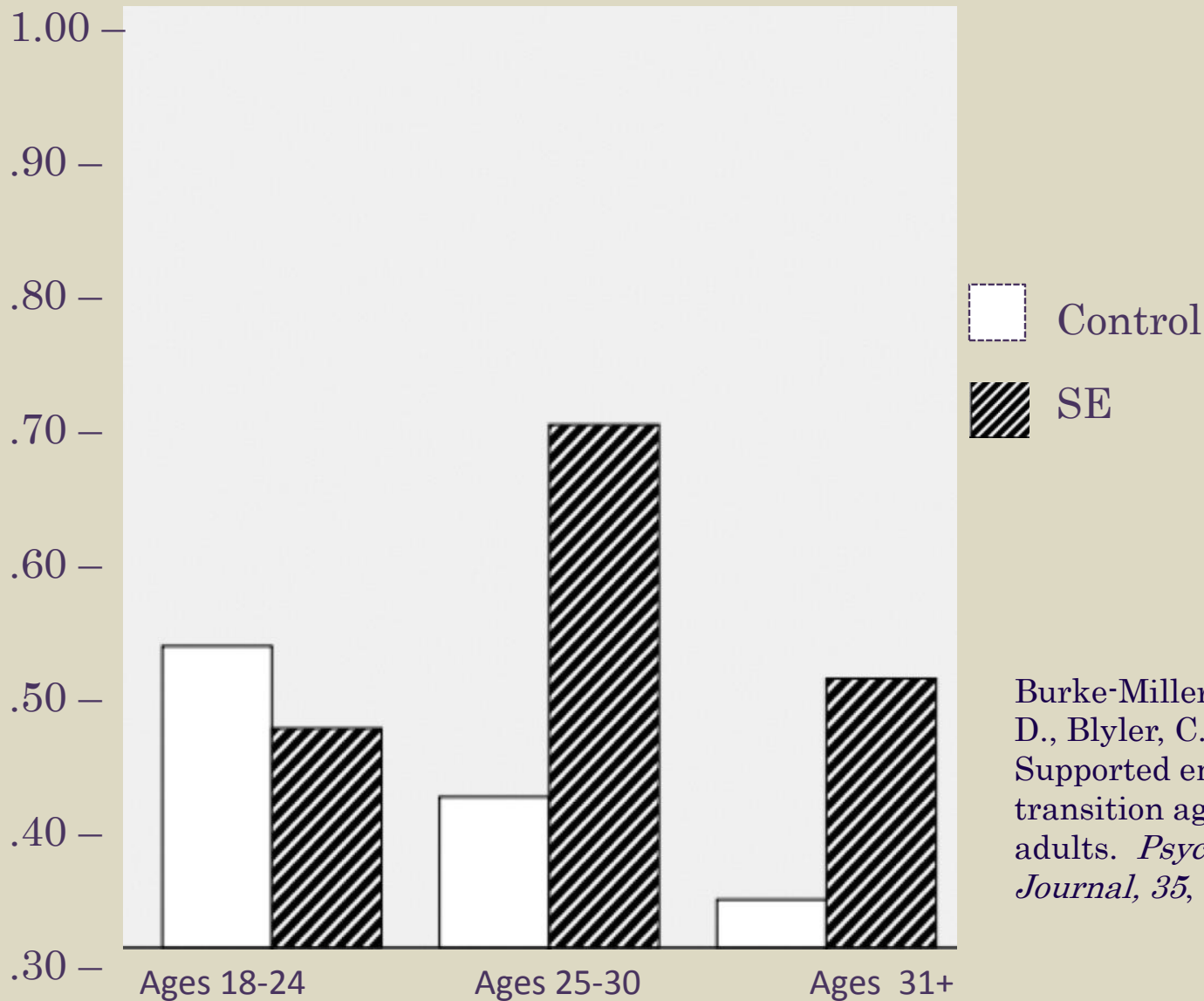
Closure Rate by Age and Disability

Source: RSA---911 (FY2011)

Employment Intervention Demonstration Program
Supported Employment & Competitive Employment

Burke-Miller, J., Razzano, L., Grey, D., Blyler, C., & Cook, J.(2012). Supported employment outcomes for transition age youth and young adults. *Psychiatric Rehabilitation Journal, 35*, 171-179.

Summary

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- Youth with SMHC struggle in high school, have lower rates of post secondary education and employment

- Some unique characteristics of SMHC can be particularly challenging to career development

- VR agencies could play a strong role in better launching their careers

- Existing models of supported employment insufficient in youngest adults

Learning and Working During the Transition to Adulthood RTC

University of Massachusetts Medical School, Department of Psychiatry, Center for Mental Health Services Research

Research Projects

- **Interventions**
  - **Individualized Placement and Supports+Peer Mentor**: Manualize approach, develop fidelity measure, implement, conduct small case series trial (all receive IPS+Peer Mentor)
  - **Life Coaches for Vocational Supports in Multisystemic Therapy for Emerging Adults**: Manualize approach, develop fidelity measure, implement, conduct small randomized controlled trial
  - **Age-Associated Need, Services, and Outcomes of Participants Enrolled in Supported Education:** *Identify adaptations of supported education model needed for emerging adults - expanded to manualize and pilot test adaptation for young adults (DRRP-funded)*
  - **Motivational Enhancement Therapy for Treatment Retention in Emerging Adults:** Develop and specify adaptation of Motivational Enhancement Therapy to reduce Treatment Attrition, conduct pilot study

Research Projects

Population Studies

- **<u>Young Adult Employment Study</u>**: Qualitative study examining Latino and non-Latino young adults experiences VR services, IPS, and Clubhouses

- **<u>Job Seeking Experiences and Employers' Perceptions</u>**: Qualitative study of employers' & employment specialists' perceptions, and experiences of "recovered" individuals to explore conditions that promote vocational recovery

- **<u>Making a Difference in High School:</u>** Secondary analysis of NLTS2 data to identify factors to target in new secondary education interventions to help school-to-work transition success

- **<u>Participatory Action Research – Accessing Accomodations in College</u>**: Young adults' secondary analysis of web based survey of accessing accomodations in college by students with mental illness

System Projects

Program Factors Predicting Cross-Age Collaboration: Longitudinal study of programs in child and adult systems in sites with HTI grants to explore factors predicting better/worse cross-age program collaboration

Federal Program Analysis: Analysis of all Federal programs for their support of educational completion and early careers of transition age youth and young adults with psychiatric disabilities. With special analysis of the Affordable Care Act. Conducted by the Bazelon Center for Mental Health Law.

Common Themes

- Youth Voice; all developing models put youth front and center, and provide tools to support that position

- Involvement of Peer supports; several interventions try to build on the strength of peer influence

- Struggle to balance youth/family; delicate dance with families, no clear guidelines

- Integration w treatment important

- Emphasize in-betweeness; <u>simultaneous working & schooling</u>, living w family& striving for independence, finishing schooling & parenting etc.

Knowledge Translation

- **Special Issue of Psychiatric Rehabilitation Journal**
  - http://labs.umassmed.edu/transitionsRTC/Resources/159676PRJcomingsoon.pdf
- **Technical Assistance**:
  - http://labs.umassmed.edu/transitionsRTC/Inquiries/Inquiries.html
- **Briefs and Fact Sheets**:
  - http://labs.umassmed.edu/transitionsRTC/Resources/Publications.html
- **Webinars and Presentations**:
  - http://labs.umassmed.edu/transitionsRTC/Resources/Publications.html#Presentations
  - http://labs.umassmed.edu/transitionsRTC/Resources/Publications.html#Webinars