

# SEE Webinar

hosted by PEPPNET

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# Presenters

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Clinical Director and Michigan FEP Trainer and Consultant

ETCH Early Treatment and Cognitive Health

East Lansing, MI

- Scott Palazzolo, LLMSW

SEE Trainer and Consultant

Individual Resiliency Training (IRT) Clinician

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East Lansing, MI



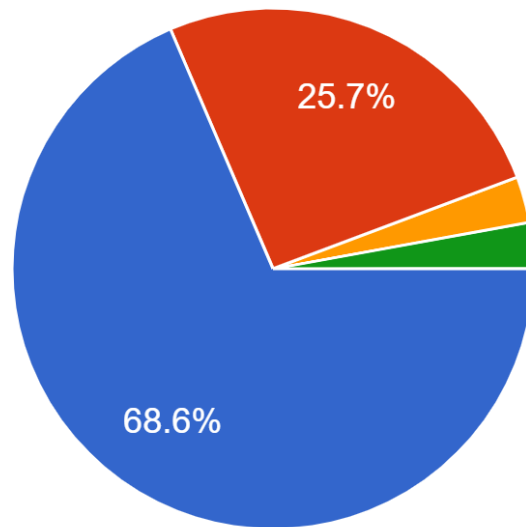
# AGENDA

TOPIC	TIME	PRESENTER
Welcome/Logistics	3-5 minutes	Kate/Judith
Survey Synopsis	10 minutes	ETCH
Overview SEE support in FEP programs	10 minutes	ETCH
AGENCY SPOTLIGHTS (challenges input)		
EASA	12 minutes	Ryan Melton (Logistics)
EASA	12 minutes	Ryan Melton (Staff Expertise)
OnTrack	12 minutes	Iruma Bello (Engagement)
Felton	12 minutes	Adriana Furuzawa (Intra-Agency Operations)
WRAP UP/NEXT STEPS/CHAT QUESTIONS	17 minutes	Kate/ETCH

# Compilation of SEE Pre-Call Survey

## 1. How are SEE services rendered at your site?

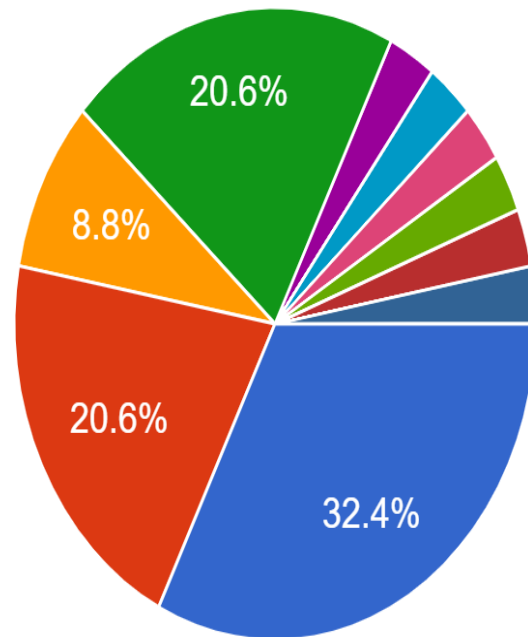
35 responses



- SEE support embedded in CSC (Coordinated Specialty Care) program such as NAVIGATE or OnTrack
- SEE support obtained through connection with IPS (Individualized Placement and Support) services through Department of Rehabilitation
- Both embedded and obtained through connection with Department of Rehabilitation
- IPS embedded in CSC program

## 2. How were you oriented to your SEE role?

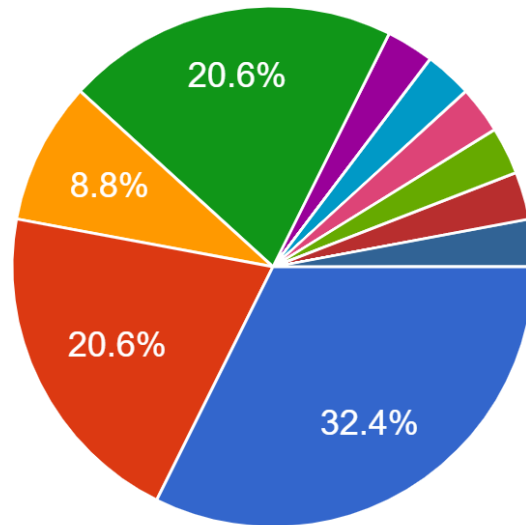
34 responses



- In-house training specific to FEP
- In-house training for agency wide IPS
- WESTAT online training
- Self-study (manuals, other resources)
- IPS training and shadowing another...
- IPS Online Practitioner Skills Course
- Combination of in house FEP traini...
- Ringnet calls

## 2. How were you oriented to your SEE role?

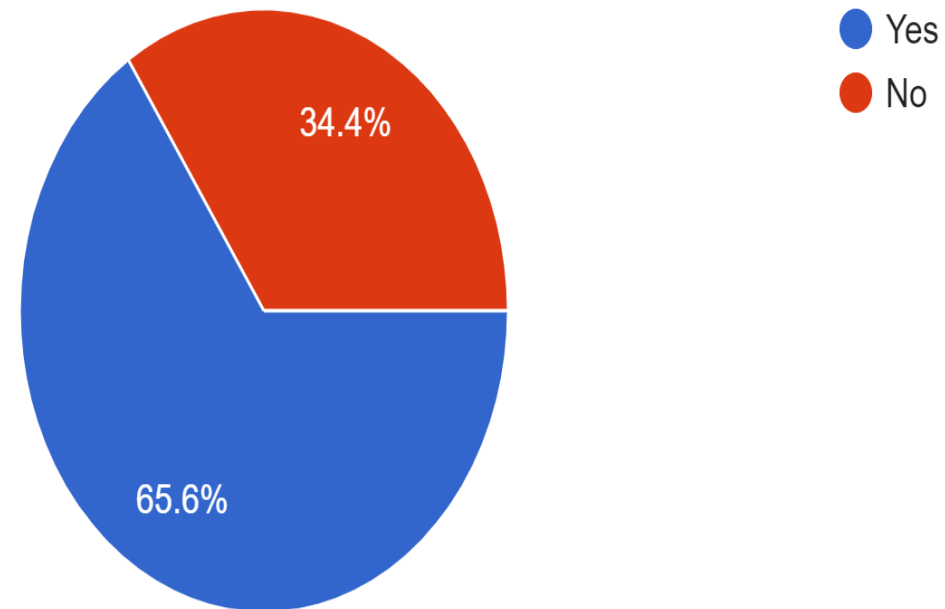
34 responses



- We have an enhanced model for IPS & Supported Education
- Certified Rehab Counselor/ Part of MMC Department of VOC Services

7. Are you connected with any networks that support your SEE/IPS work, e.g. Rehabilitation Services, Work Coalition, etc?

32 responses



# Response to #7: Connection to Networks Supporting IPS/SEE

- Department of Rehab, vocational services, employment and placement services, the one stop.
- Opportunities for Ohioans with Disabilities
- OVR, CIS (Community Integrated Services)
- Beth Israel-Deaconness Medical Center
- DOR Mental Health Co-Op
- State Workforce Agencies (Workforce1, MichiganWorks, Ohio Means Jobs (OMJ) etc.)
- City, County, and State Mental Health Organizations
- Local Workforce Development Center
- Re entry counsel
- Association of People Supporting Employment First



# Key Ingredients to SEE Success

## Theme #1: Engagement

- Empowerment/Encouragement
- Helping the consumer to see his or her potential through positive engagement and supports
- Really good at engaging young people

## Theme #2: Staff Expertise

- Assessment of Client Skills, Short- and Long-Term Goals
- Creating time for job development
- Shared Decision Making
- Really knowing participants strengths, skills and abilities to adequately job develop

## Theme #3: Interagency/Community Communication

- Contact with employers during session
- Community Partnership

## Theme #4: Intraagency Operations

- Support Team/Team based planning
- Staff Buy-in and clear understanding
- Collaboration with the rest of the team
- Well trained staff who can access resources
- Training and supervision

# Key Ingredients to SEE Success

## Theme #5: How to obtain and sustain Employment/Education

- Matching interest and career goals
- Natural support on and off the job
- Networking a relationship with businesses
- Searching for jobs, filling out applications, resume development, interview preparation and follow up contacts with potential employers during session

## Theme #6: Logistics

- Accessing resources in the community
- Getting resources through individuals in the field
- Reduce barriers

## Theme #7: Stigma

- Zero Exclusion
- Competitive Employment Placements
- Advocacy to ensure individuals are welcomed and accommodated in placements

# Individual Placement & Support (IPS)

- What is IPS? An Evidenced-Based Practice of supported employment and education
- IPS is a program of rapid job search, placement in competitive employment/school that matches the individual's skills and preference following a core set of principles.
- Its utility has been supported in almost 20 randomized controlled trials, including 2 with first episode consumers.

## Described in:

- **IPS Supported Employment: A Practical Guide** 2013 Edition. (Swanson, S.J., Becker, D.R.), \$30. Available at <http://www.dartmouthips.org/order/books/>

# Research

## Killackey et al. (2019)

- Participants with FEP who expressed interest in vocational recovery followed for 18 months
- Random assignment to one of two conditions: IPS or TAU
  - Randomized Control Trial (RCT)
- n=146

### Significant Findings:

- IPS showed significantly higher rates of employment: 71.2% (47/66) compared to TAU 48% (29/66) over 6-month intervention period
- Rates of employment were no different than TAU at 12 and 18 month follow up (after intervention period ended)

# SEE in NAVIGATE Programs

- Key Principles of SEE
  - Rapid placement to employment and school
  - ALL NAVIGATE Participants can participate in SEE
  - SEE/Clinical Integration
  - Comprehensive Assessment
  - Employment/Education Development based on participants interests, skills, and preference
  - Follow Along Supports
- Key Elements of SEE
  - Community Based
  - Place and Train
  - Full Inclusion
  - Adapting the workplace environment or school setting to fit the person. Not the inverse
  - Shared Decision Making

# Key Tenets of Supported Employment and Education

Remember: The job match or school match is critical!

1. Discover why the participant wants to work and/or go to school
2. Identify the participant's strengths and build on them
3. Find the right placement for the participant
4. Don't expect the participant to change a lot for the job or school
5. Provide ongoing support; anticipate challenges and successes

What SEE looks like in ACTION

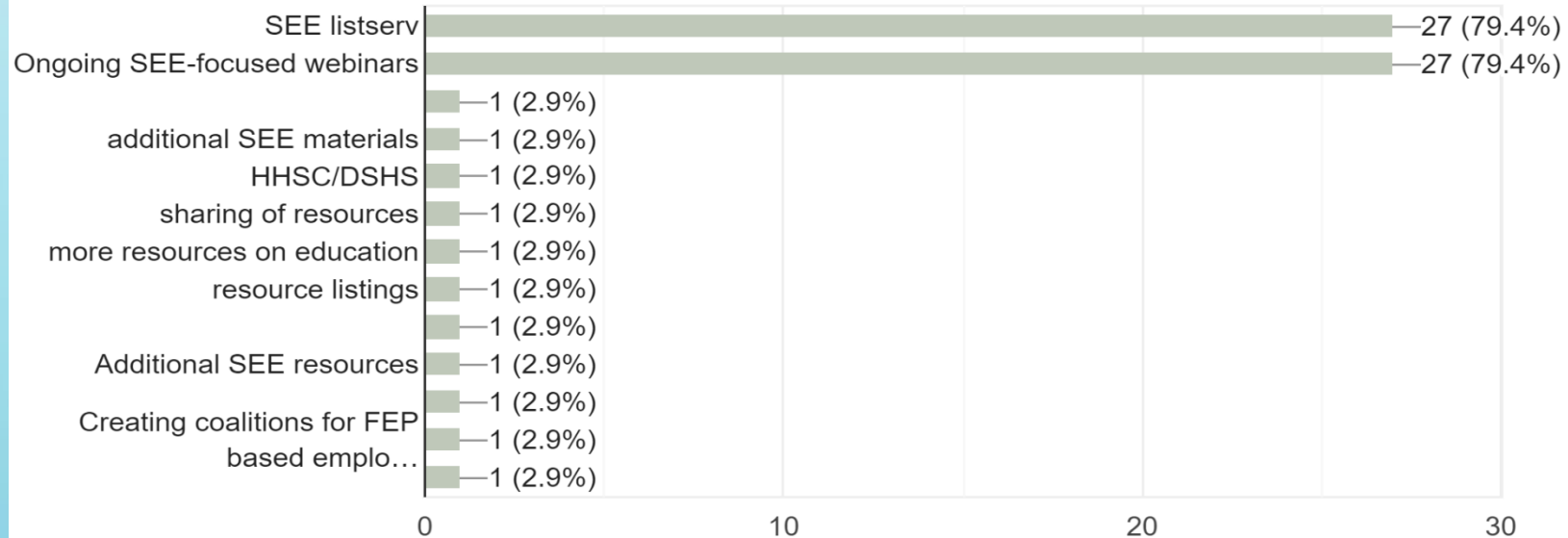
# Agency Spotlights and Challenge Troubleshooting



# Wrap Up and Next Steps

## 8. What are you most interested in moving forward?

34 responses





# Wrap Up, Next Steps, and Resources

- [https://www.nasmhpd.org/sites/default/files/Toolkit-Back\\_to\\_School\\_Support\\_for\\_Full\\_Inclusion\\_of\\_Students\\_Family\\_Edition.pdf](https://www.nasmhpd.org/sites/default/files/Toolkit-Back_to_School_Support_for_Full_Inclusion_of_Students_Family_Edition.pdf)
- [https://www.nasmhpd.org/sites/default/files/Toolkit-Back\\_to\\_School\\_Support\\_for\\_Full\\_Inclusion\\_of\\_Students\\_with\\_Early\\_Psychosis\\_in\\_Higher\\_Education.pdf](https://www.nasmhpd.org/sites/default/files/Toolkit-Back_to_School_Support_for_Full_Inclusion_of_Students_with_Early_Psychosis_in_Higher_Education.pdf)
- <https://www.nasmhpd.org/sites/default/files/IssueBrief-SED.pdf>

# References

Lynde, D.W., Gingerich, S., McGurk, S., and Mueser, K.T. (2014). NAVIGATE: Supported Employment and Education (SEE) Manual.

Killackey, E., Allott, K., Jackson, H. J., Scutella, R., Tseng, Y. P., Borland, J., ... & Baksheev, G. (2019). Individual placement and support for vocational recovery in first-episode psychosis: randomised controlled trial. *The British Journal of Psychiatry*, 214 (2), 76-82.