

Supported Education and Employment

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Disclosures

Dr. Bello is affiliated with the New York State Psychiatric Institute and is an Assistant Professor of Psychology (in Psychiatry) at Columbia University Vagelos College of Physicians and Surgeons. She provides training in a model of FEP care, OnTrackNY, as part of her job. She does not receive any personal benefit from this presentation.

Dr. Bello has no conflicts of interest.

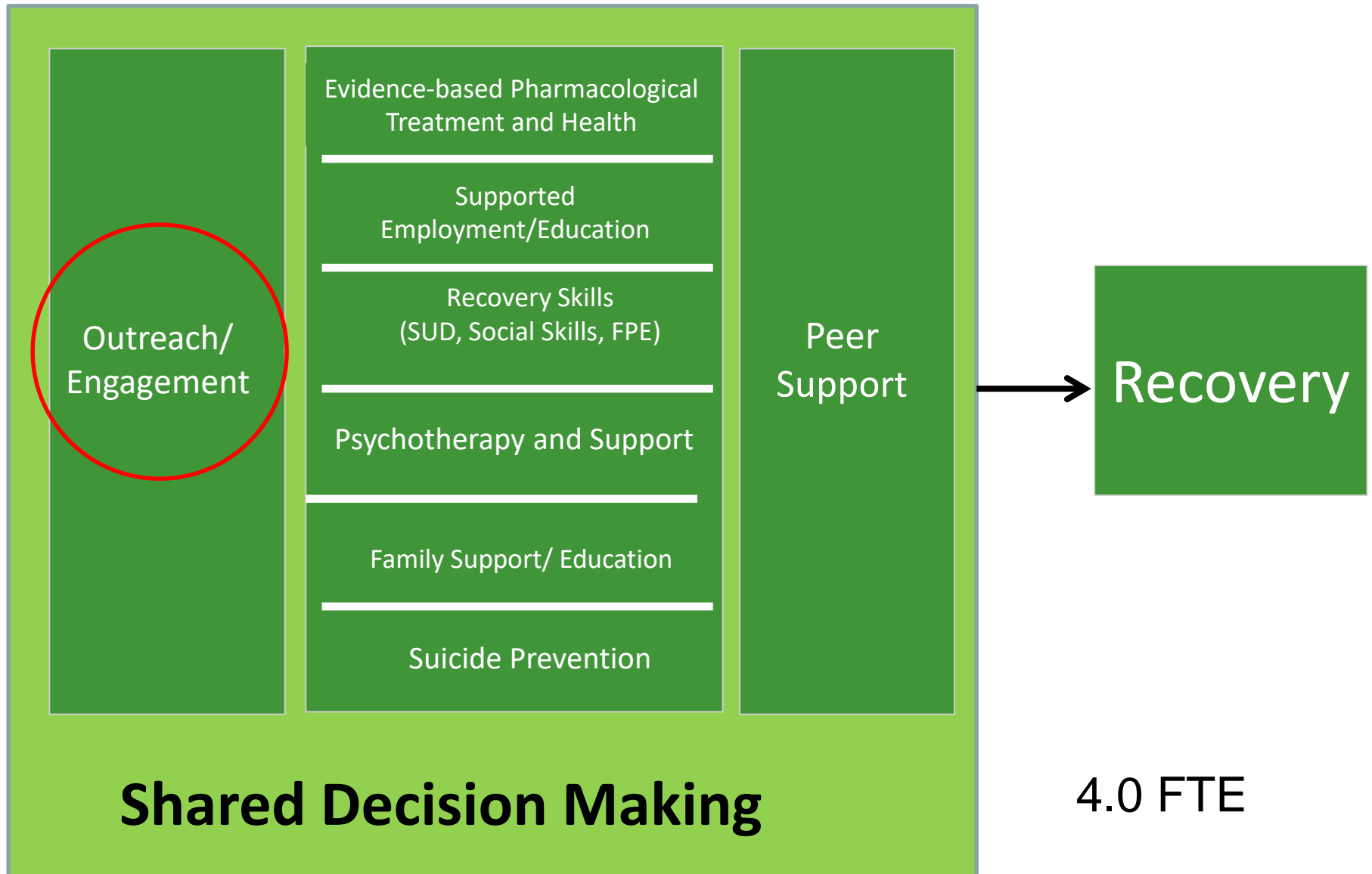
Eligibility Criteria

- **Age:** 16-30
- **Diagnosis:** Primary psychotic disorder. Diagnoses include: Schizophrenia, Schizoaffective disorder, Schizophreniform disorder, Other specified schizophrenia spectrum and other psychotic disorder, Unspecified schizophrenia spectrum and other psychotic disorder, or Delusional disorder
- **Duration of illness:** Onset of psychosis must be ≥ 1 week and ≤ 2 years
- **New York State Resident** (applicable to only OnTrackNY sites)

Eligibility Criteria: Exclusionary Factors

- Any history indicating developmental delays (IQ < 70)
- Primary diagnosis of substance-induced psychosis, psychotic mood disorder, or psychosis secondary to a general medical condition
- Serious or chronic medical illness significantly impairing function independent of psychosis

OnTrackNY Team Intervention



Team Roles (4.0 FTE)

Role	FTE
Team Leader	2.0
Outreach and Recruitment Coordinator	
Primary Clinician	
Supported Employment and Education Specialist	1.0
Psychiatrist (prescriber)	0.3
Nurse	0.2
Peer Specialist	0.5

An individual can perform more than one of these roles. For example, the Team Leader, and Outreach and Recruitment Coordinator also act as Primary Clinicians. The Program will decide how best to allocate staff time to cover client needs.

Context

Age appropriate goals for youth with FEP:

- Continuing with, or returning to, school and/or work

Myth: Work and school should be avoided as they are stressors that could exacerbate symptoms

- Research is now clear that engaging in work and/or school is an important part of healing and recovery

- People in recovery report that work and/or school was central to their recovery

Theme: Engagement

Success

- Empower and encourage
- Helping the individual see his/her potential through positive engagement and supports
- Really good at engaging young people

Obstacles

- Consistent engagement
- Lack of engagement skills for vocational specialists
- Family engagement

“Readiness”

- Concept utilized by traditional programs
- Determined by a range of methods ranging from formal testing to subjective observation
- Current research shows that the concept of readiness is counterproductive and can be damaging to clients’ efforts to engage in work or school

Typical Identified Barriers to “Readiness”

- Current drug/alcohol use
- Hygiene issues
- Symptoms
- Coming late to program
- Behavioral issues, “attitude”
- Reliance on benefits
- Client unable decide which job to pursue

IPS and OnTrack

- In an IPS informed OnTrack program:
 - Assessment, observation, and active listening are used to determine how education/employment supports are to be provided, **not If**.
- IPS principle of zero exclusion
 - All participants, regardless of impairments or obstacles, are provided supports and assistance for accessing school and employment opportunities.
- IPS is performed by a Supported Education and Employment Specialist (SEES)

Supported Education & Employment Specialist Role

- For those who are currently in school or work, the SEES can help the individual maintain the connection.
- For those who had previously been in school or work, the SEES can help the individual to re-establish a connection.
- For those who have never worked, the SEES can help the individual to establish a connection with employers.
- For those who desire, the SEES can help the individual develop education and career plans.

Supported Education & Employment Specialist Role

- Oriented to working with adolescents and young adults, whose goals often revolve around continuing education and/or beginning their careers
- Key member of the OnTrackNY team
 - Collaborates closely with all team members
- Spends significant time working in the community as opposed to the office
 - Meeting with participants in the communities where they live, work, and go to school helps develop “real life” connections to work and school

Core Competencies of SEES Specialists

- Engaging and working with young adults
- Assessing education/employment needs/interests
- Finding/developing job opportunities for clients
- Providing benefits counseling (including student loans, fees)
- Advocating for clients w/ schools & employers
- Providing follow-along supports

Key Principle: Person-Centered Care

- Client preference drives the process.
 - By listening to the client, Supported Education/Employment Specialists (SEES) can help make matches with school and work that are desirable to the individual receiving services.
 - Clients determine the frequency, intensity, and methods by which services are to be provided.

Vignette #1

Focus on Client Preferences

- Hospital staff informed the SEES that the participant wanted to return to college
- Hospital staff ordered cognitive testing which revealed cognitive impairment
 - Concluded client wouldn't be successful
- SEES focused on client preferences
 - Plan developed to support return to school
- *Client earned degree in 2 semesters*

Vignette #2

Using Shared Interests

- Client interested in learning to play guitar
 - SEES worked with client on guitar lessons and building rapport
- Client became interested in job seeking and asked for help
 - SEES worked with client on career profile

*Client preferences remained at the center
of the intervention*

Role of Natural Supports

With the client's permission, family members and other supportive people can be very helpful by:

- Providing encouragement
- Providing concrete support such as assisting with a job search or with transportation to job interviews
- Providing a message of hope

Family Example

Scenario:

High school grad working with SEES wants to get a summer job before starting college; family wants to see symptoms improve first.

Strategies:

1. SEES provided in-home psychoeducation to family
2. Included family in discussion about employment search
3. Discussed ways team and family could provide structured follow-along supports in helping client work toward goal

Thank You