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Employment Module



Connections that Work: Employment and the Transition to Adulthood

March 22, 2012



Webinar presented by Joan Distler, Joe Marrone, Sean Roy, Jo-Ann Sowers, Ryan Tepley



Presenters:



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Spring Lake Park, MN



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Disability for Youth



Employment Webinar Objectives

Participants will be able to:

- Articulate the needs of young people for employment focused services.
- Understand specific interventions and the experience of one young person receiving services.
- Discuss person-centered planning.
- Access resources that support employment.
- Identify what young people need in order to increase employability.



Moderator: Pauline Jivanjee



Need for Employment Services

- Sixty-five percent of young people with mental health disorders will drop out of school before obtaining their high school diploma.
- In comparison to other youth who drop out of high school, youth with emotional disturbances are three times as likely to live in poverty.
- They experience longer delays before obtaining employment, and have higher unemployment rates than youth with other types of disabilities, who overall exhibit bleak unemployment rates of over 60 %.

(Woolsey & Katz-Leavy, 2008)



Presenter: Joan Distler



Goals

Exposure to work should emphasize

- Work-based learning;
- Customized employment;
- Competitive jobs that are based on a person's preferences for type and amount of work;
- Integrated work settings;
- Job-seeking when the unemployed person expresses interest; and
- “Follow-along” supports from mental health and vocational specialists to maintain the job or transition to another one (Woolsey & Katz-Leavy, 2008).



Presenter: Joan Distler



Services

Youth are served by various service systems:

- The child system includes: special education, child welfare, juvenile justice, and child mental health.
- The adult system includes: criminal justice, adult mental health, housing, vocational rehabilitation, and substance abuse (Davis, Green, & Hoffman, 2009).

Access issues:

- Services and expectations should be developmentally and culturally appropriate.
- Age limits are inconsistent with developmental processes.



Presenter: Joan Distler



Definitions

Service tunnels: Set of services offered by an agency. Youth tend to be offered these services despite their usefulness. Once one path is taken it is difficult to reverse this process. Each system has its own eligibility requirements and terminology.

Service cliffs: These are encountered when young people age out of the youth system and have to access the adult system. Not all youth systems end at the same age. Adult systems often have different terminology and eligibility requirements than youth systems, which lead to service termination and loss in progress.

(Podmostko, 2007)



Presenter: Joan Distler



The Rise Program

- The Rise program, Spring Lake Park, Minnesota.
- The Rise approach to employment services.
- Integration of employment services with other services: education, housing, mental health services, in this program and in other programs.
- Individual Placement Support (IPS) model: Place youth in job and train them on the job.
- Evidence Based Supported Employment: Integration of vocational rehabilitation, housing, mental health and other resources.



Presenter: Joan Distler



Experiences of a Young Adult Who Has Used Rise Services

- How I got involved with Rise
- What challenges did I face in finding employment
- What worked for me?
- How was my family involved?
- What supports did I obtain from other agencies, peers, or other mentors on my pathway to employment?
- What advice I would give other young people who are looking for employment?



Presenter: Ryan Tepley



Career Visions Project

Supporting Self-Determination and Enhancing Career Development for Young Adults with Mental Health Diagnoses

A research study being conducted as part of the Pathways to Positive Futures Research and Training Center at Portland State University



Presenter: Jo-Ann Sowers



Project Purpose

To evaluate how effective the Career Visions intervention is for helping young adults (20 to 30 years of age) with mental health challenges to increase their knowledge, skills, and confidence in order to take the lead in choosing, planning for, and taking steps to achieve their career or job goal—to be more self-determined.

To help young adults with significant mental health challenges to not get caught in long-term unemployment, and in the Social Security and the mental health systems.



Presenter: Jo-Ann Sowers



Employment & Self-Determination

- Self-determination has been found by investigators to be a key predictor of post-secondary success, including employment for youth with disabilities.
- Self-determination involves individuals having the knowledge they need and the opportunity to use this knowledge to make choices and plans, and to direct the services and supports they receive.



Presenter: Jo-Ann Sowers



Adaptation of the SDCDM

- The Career Vision Project intervention is an adaptation of a model and guide developed by Dr. Michael Wehmeyer called the Self-Determination Career Development Model (SDCDM).



- We have adapted the SDCDM to focus on the unique issues experienced by young adults, between the ages of 20 and 30 years and who have mental health diagnoses.



Presenter: Jo-Ann Sowers



Research Design

The young adults are randomly assigned to one of two conditions:

- 50 young adults in Career Visions 1—full model intervention; 12 meetings over 2 to 3 months, then 1 to 2 meetings per month for remainder of the year to provide additional coaching and support.
- 50 young adults in comparison group--1 meeting to review career planning and resource guide. Check-in meetings once every 3 months.



Presenter: Jo-Ann Sowers



Model

PHASE 1:

What jobs are a good fit with my interests, talents and preferences?

**PHASE 2:
What is my plan?**

**PHASE 3:
What have I achieved?**



Presenter: Jo-Ann Sowers



Questions

Phase 1

What careers and jobs are a good fit with my interests, talents and needs?

1. What are my interests, strengths, & preferences?
- 2: What are possible jobs that reflect my strengths and interests?
- 3: What do I know about each now?
- 4: What must change to get the job and career I want?
- 5: What Is My Career Goal?



Presenter: Jo-Ann Sowers

Phase 2

What is my plan?

6. What is my plan to reach my goal?
7. What actions can I take to reach my career or job goal?
8. What resources can I use?
- 9: What could keep me from taking action?
- 10: What can I do to remove these barriers?

Phase 3

What have I achieved?

- 11: What actions have I taken?
- 12: What barriers have been removed?
- 13: What has changed to enable me to get the job and career I want?



My Career Profile: Susan

RESEARCH & TRAINING CENTER ON PATHWAYS TO POSITIVE FUTURES

THINGS I LIKE TO DO

- Art—drawing, painting, collages, etc.
- Listen to music—hip hop, indie.
- Hang out with friends.
- Help people—give advice, help my grandmother.
- Meeting and talking to people on the internet—Facebook and other sites.
- Write poetry and journal.

THINGS I AM GOOD AT

- Pretty good at art and writing.
- Good listener.
- Helping people with their physical and medical needs.
- Advocating for myself and others with doctors and professionals.
- Physically strong.
- Fast learner.

MY JOB PREFERENCES

- Make a difference in people's lives.
- Flexible hours.
- Work with one or a few other people.
- Cool supervisor or boss.
- Fun and laid-back.
- Physical.

MY JOB IDEAS

- Massage Therapist
- Tattoo artist
- Teach art
- Care giver to older people and to people with disabilities
- Music store
- Counselor
- Cool clothes store
- Fire fighter
- EMT



Presenter: Jo-Ann Sowers



Example

MY LONG-TERM GOAL, SHORT-TERM GOALS, AND STEPS

NAME: Susan

MY LONG-TERM CAREER GOAL: **Massage Therapist**

Short-term Goal: **Enroll in Training Program**

| STEP | ACTION STEPS | When Will I Do It? | My Progress |
|-----------|--|---|-------------|
| 1 | Meet with Northwest Massage Therapy Training Program | By end of March. | |
| 1.a. | Email head of program – Julie Smith and ask to meet. | Today. | Did it. |
| 1.b. | Make list of questions to ask Ms. Smith. | Today. | Did it. |
| 1.c. | Plan for how I will get to the meeting. | Next week. | |
| 1.d. | Discuss what I learned with my <i>Career Guide</i> . | After the meeting. | |
| 2. | Talk with my Vocational Rehabilitation Counselor about help to pay for tuition. | | |
| 2.a. | Call her for an appointment. | After I meet with the program director. | |
| 2.b. | Develop a plan for funding. | Before I meet with my counselor. | |



Presenter: Jo-Ann Sowers



Example

SELF-DETERMINATION CAREER PLANNING TOPICS

Name: _____

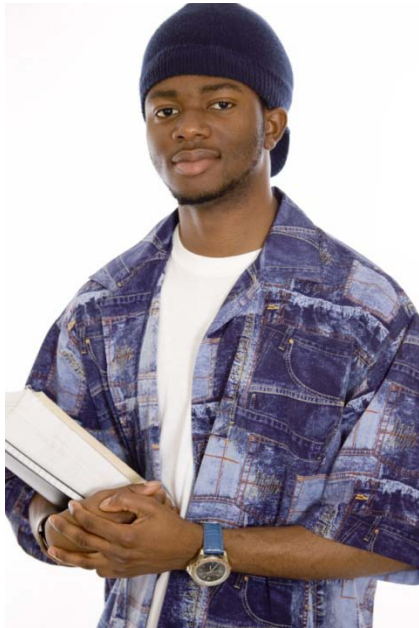
| TOPIC AREA | Quick Review of the Topic | Spend More Time Talking About the Topic | Spend A Lot of Time Talking About the Topic |
|--|---------------------------|---|---|
| 1. How does the Americans with Disabilities Act (ADA) impact me as a job seeker and employee? | | | |
| 2. What should I say about my mental health issues when I apply for a job? | | | |
| 3. I don't have a great work history—what is the best way to write my resume? | | | |
| 4. What are accommodations that my employer can give me that will help me to deal with my mental health issues on the job? | | | |
| 5. What are some strategies that I can use to help me deal with my mental health issues on the job? | | | |
| 6. What are some things that I can do to fit in with my coworkers? | | | |
| 7. I receive Social Security. What will happen to it when I go to work? | | | |
| 8. How do I decide if a business will be a good fit for me and will help my mental health recovery? | | | |
| 9. What are some accommodations for my disabilities that I can get if I take college or training classes? | | | |
| 10. What are some strategies that I can use to help me to deal with mental health challenges when I am taking college or training classes? | | | |



Presenter: Jo-Ann Sowers



Preliminary Findings



- The young adults in the full Career Visions program have made significant gains on self-determination, engagement and self-efficacy measures from before to after intervention. The young adults in the control group have not.
- Most of the young adults have indicated that the program is useful.



Presenter: Jo-Ann Sowers



Policy Context for Employment

- Americans with Disabilities Act
- 1973 Rehabilitation Act as amended
- Workforce Investment Act
- States' Human Rights Acts
- Individuals with Disabilities Education Act
- EBD.



Presenter: Sean Roy



Family and Peer Support in Developing Skills

- Disability or no disability, employers seek workers with skills. Families and peers can support youth in developing skills that can lead to employment:
 - Work Skills
 - Soft Skills.

(<http://www.ncwd-youth.info/information-brief-28>,

<http://www.ncwd-youth.info/infobrief/tapping-into-the-power-of-families>)



Presenter: Sean Roy



Family and Peer Support in Career Exploration

- Families and peer mentors can also support youth in:
 - Developing work goals
 - Exploring careers
 - Discussing issues of disclosure
 - Identifying job accommodations.
- Families are one guidepost to employment success.

*(NCWD-Youth Disability Disclosure brief:
<http://www.ncwd-youth.info/information-brief-21>)*



Presenter: Sean Roy



Staff Support

- In order to not get lost in service tunnels or fall off service cliffs, staff should:
 - Learn what other systems may provide;
 - Make contacts within those systems; and
 - Coordinate services.

(See NCWD-Youth Briefs on “Core Competencies of Youth Service Professionals” and “Successful Transition Models for Youth with Mental Health Needs”.)



Presenter: Sean Roy



Resources

- National Collaborative on Workforce and Disability/ Youth

www.ncwd-youth.info

- “Tunnels and Cliffs” guide

<http://www.ncwd-youth.info/tunnels-and-cliffs>



Presenter: Sean Roy



What Young People Need For Employability



- Career guidance
- Knowledge of pathways to careers
- Information on technical skills that are needed for job
- Job shadowing
- Job experience



Presenter: Joe Marrone



Good Jobs =

- Pay and benefits
- Nice people
- Chance for advancement
- Fun and social stuff
- Nice place
- Comfortable supervision
- Support



Presenter: Joe Marrone



Employability Match

RESEARCH & TRAINING CENTER ON PATHWAYS TO POSITIVE FUTURES

PERSON

ABILITIES

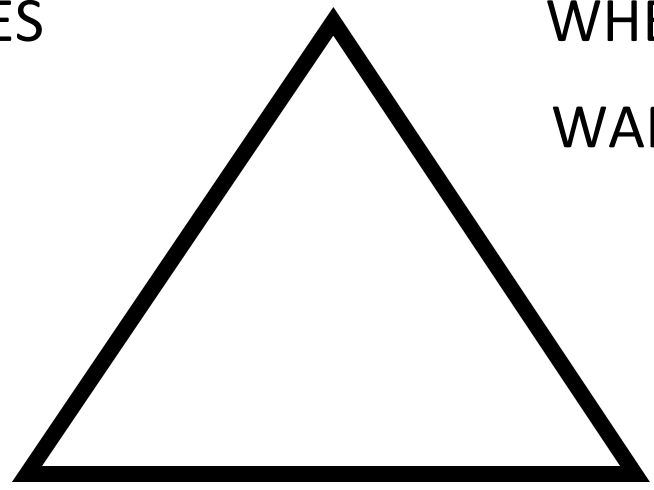
CAN DO?

TOLERANCES

WHERE DO?

VALUES

WANT/ NEED TO DO?



EMPLOYER

JOB

NEEDS

ABILITIES

VALUES

TOLERANCES





Do You Work With Anyone Who:

- Can't accept criticism?
- Isn't punctual?
- Misses work days?
- Isn't neat?
- Is not a team player?
- Isn't motivated?
- Complains a lot?



Presenter: Joe Marrone



Employability

- Knowledge of the difference between:
 - Stress and distress
 - Common work problems and clinical problems
- “Soft skills”: how to talk to employers
- How to keep a job
- Quitting gracefully
- Consistent support
- Connecting with general employment supports.



Presenter: Joe Marrone



Conclusions



- Support comes from people who care.
- Help or instruction from anywhere.
- Support is giving people what they want not what you think they need.



Presenter: Joe Marrone

Question and Answer Session

Q & A

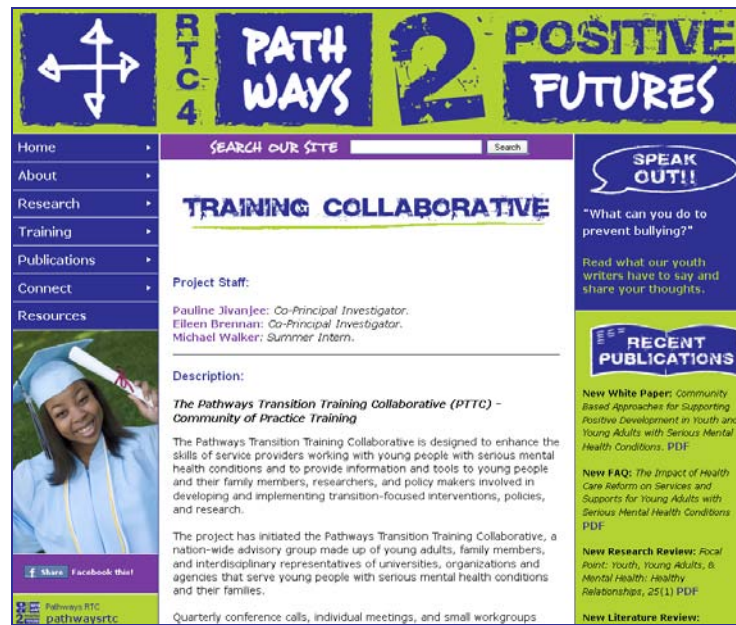


Moderator: Pauline Jivanjee



Slides and References

Today's slides and references are available at:



[www.pathwaysrtc.pdx.edu/
proj-trainingcollaborative.shtml](http://www.pathwaysrtc.pdx.edu/proj-trainingcollaborative.shtml)



Additional Questions

**If you have additional questions
or feedback, please contact us**

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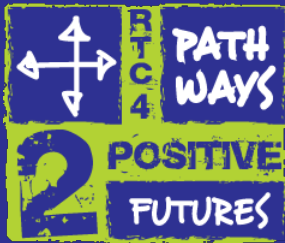
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Our project website

www.pathwaysrtc.pdx.edu/proj-trainingcollaborative.shtml



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