



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

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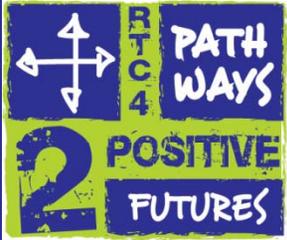
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WEBINAR OVERVIEW

- Jo-Ann will provide a rationale for the need to address the unique issues that young adults with mental health diagnoses face regarding jobs and careers.
- Michael will define self-determination, summarize its' connection with employment, describe the **Self-Determined Career Development Model (SDCDM)**, and the studies conducted to evaluate the model.
- Jo-Ann will share information about the **My Career Visions Project** which is an adaptation of the SDCDM for young adults with mental health diagnoses.



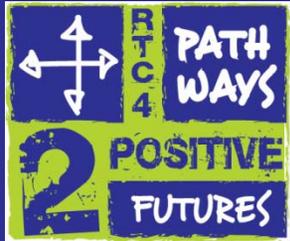
BACKGROUND & RATIONALE

- It is estimated that between 70% and 80% of adults with mental health diagnoses are unemployed.
- They constitute the largest and most rapidly growing subgroup of Social Security beneficiaries.
- The National Longitudinal Transition Study (NLTS) found that only about 63% of students who received special education services for an “emotional” disability had held a job in the four years after leaving high school.



INCREASED UNDERSTANDING OF THE IMPORTANCE OF WORK

- There has been a long-held belief that work is too stressful and may be harmful for people with mental health issues.
- Through the leadership of people who have mental health diagnoses, and in conjunction with a paradigm shift to a “recovery” model, there has been a growing recognition that work can be key to a persons’ recovery.



SUPPORTED EMPLOYMENT

- Supported employment (SE) has emerged as an evidenced-based practice for assisting adults with significant mental health conditions to become employed.
- The majority of individuals who have sought and received SE services are over 30 years of age, with long histories of mental health service use and unemployment.
- Focus of SE programs is on providing lots of direct staff assistance to people to get, learn, and keep a job.



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.
- The focus of much of the intervention research and literature has been on youth with developmental disabilities.



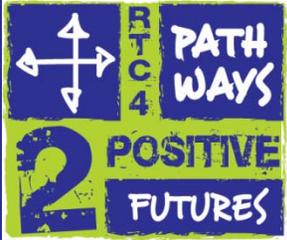
Transition: A Bridge to... Where?





Building the Bridge: Self-Determination





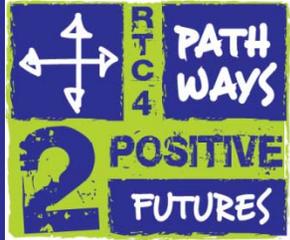
If Students....

...floated in life jackets for 12 years, would they be expected to swim if the jackets were suddenly jerked away?

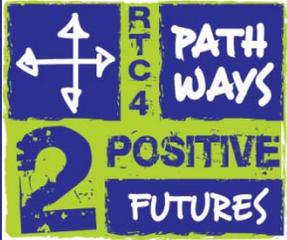


Probably not.

The situation is similar for students receiving special education services. All too often these students are not taught how to self-manage their own lives before they are thrust into the cold water of post-school reality (Martin, et al., 1995).



What is Self-Determination?

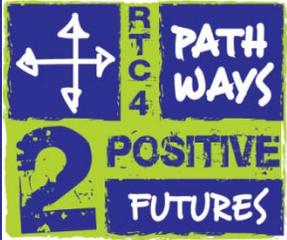


Self-determination: *noun* (sèlf´dî-tûr´me-nâ´shen)

1. Determination of one's own fate or course of action without compulsion;
2. Freedom of the people of a given area to determine their own political status; independence.

self-determined, adj.-- self-determining, adj.

The American Heritage Dictionary of the English Language,
Third Edition (1992). Houghton Mifflin Company.



Self-Governing

Self-governing (sèlf´gùv´er-nîng) adjective

1. Exercising control or rule over oneself or itself.
2. Having the right or power of self-government; autonomous.

The American Heritage Dictionary of the English Language, Third Edition, Copyright © 1992



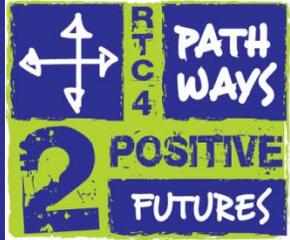
A Functional Theory of Self-Determination

- Self-determined behavior refers to volitional actions that enable one to act as the primary *causal agent* in one's life and to maintain or improve one's quality of life.”
- A **causal agent** is someone who makes or causes things to happen in his or her life.
- Self-determination contributes to a persons overall quality of life (Schalock, 1996).



Misperceptions of Self-Determination

- Self-determination is strictly independent performance of behaviors (doing it yourself).
- Self-determination is absolute control.
- Self-determined behavior is only successful behavior.
- Self-determination is self-reliance and self-sufficiency.
- Self-determination is just student involvement



Why is Self-Determination Important?



When I grow up, I want...



...to file all day.



...to be replaced on a whim.



...to be paid less for doing the same job.



...to be forced into early retirement.



What Research Says: Self-Determination and Adult Outcomes

- Multiple research studies find that a person's self-determination status predicts higher quality of life.
- Self-determination status is positively correlated with more positive post-secondary outcomes, including employment, independent living, and community inclusion for youth with disabilities.
- Young adults who are more engaged in personally-valued recreation activities are more self-determined, suggesting a reciprocal relationship between recreation activities and self-determination.



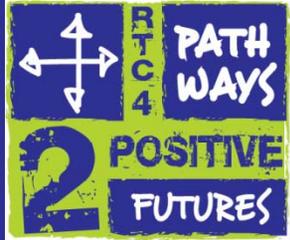
Rehabilitation Act Amendments of 1990

- Disability is a natural part of the human experience and in no way diminishes the right of individuals to:
 - Live independently
 - Enjoy self-determination
 - Make choices
 - Contribute to society
 - Pursue meaningful careers
 - Enjoy full inclusion and integration in the economic, political, social, cultural, and educational mainstream of American society



Rehabilitation Act Amendments of 1990 (cont.)

- The goals of the nation properly include the goal of providing individuals the tools necessary to:
 - make informed choices and decisions; and
 - achieve equality of opportunity, full inclusion and integration into society, employment, independent living and economic and social self-sufficiency

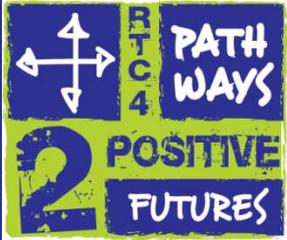


How do we Promote Self-Determination?



The Emergence of Self-Determination

- Enhanced capacity as a result of:
 - attainment of developmental milestones;
 - acquisition of component elements.
- Opportunity to assume control as a result of:
 - environments that support control and choice;
 - frequent experiences of choice and control.
- Supports and accommodations.



Component Elements of Self-Determined Behavior

- Choice-making
- Decision-making
- Problem-solving
- Goal setting and attainment
- Self-advocacy
- Self-observation, evaluation and reinforcement
- Internal locus of control
- Positive attributions of efficacy and outcome expectancy
- Self-awareness
- Self-knowledge



The Self-Determined Career Development Model

- A model to enable transition and employment-related professionals (and parents, as need be) to enable students to set career-development focused goals, create an action plan to meet those goals, and self-monitor and evaluate progress toward goals, revising the goal or action plan as necessary.
- Based on the principles of self-determination and self-directed learning
- Enables consumers to apply a problem-solving, goal oriented strategy



The Self-Determined Career Development Model

The Model has 3 phases and each phase is directed by a separate problem for consumers to solve:

Phase 1. What is my goal?

Phase 2. What is my plan?

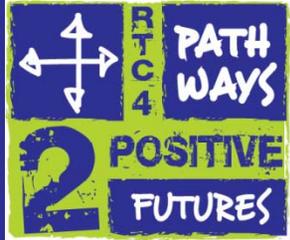
Phase 3. What have I learned?



The Self-Determined Career Development Model

Phase 1: What is my career or employment goal?

1. What career and job do I want?
2. What do I know about it now?
3. What must change for me to get the job and career I want?
4. What can I do to make this happen?



The Self-Determined Career Development Model

Phase 2: What is my plan?

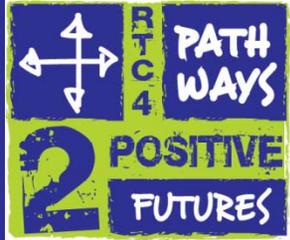
5. What actions can I take to reach my career or employment goals?
6. What could keep me from taking action?
7. What can I do to remove these barriers?
8. When will I take action?



The Self-Determined Career Development Model

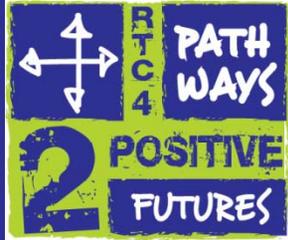
Phase 3: What Have I Learned?

9. What actions have I taken?
10. What barriers have been removed?
11. What has changed to enable me to get the job and career I want?
12. Have I achieve what I want?



Model Evaluation

- Small Single Subject Experimental Design
 - Four of five successful
 - Four of five felt model contributed to success.
- Larger, switching replications design
 - N=42 people



Research Data

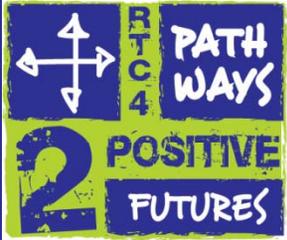
➤ Switching Replication Control Group Design

- Paired sample t-test between measurement 1 & 2 for groups 1 (intervention) and 2 (control)
 - Significant differences (alpha = .05) between time 1 & 2 for group 1 (intervention) only on total self-determination scores.
- Paired sample t-test between measurement 2 & 3 for groups 1 (control) and 2 (intervention)
 - Significant differences (alpha = .05) between time 2 & 3 for group 2 (intervention) only on total autonomous functioning scores.



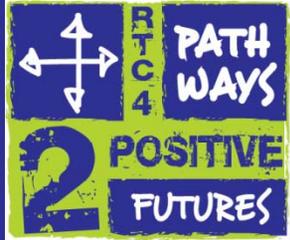
Research Data

- Goal Attainment Scaling scores
 - 80.1% of GAS mean scores (per person, n=28) were 50 or above, indicating that 80% of participants achieved their goals at an expected level or above.
 - 50% of GAS mean scores (per person) were 60 or above, indicating that half the sample achieved goals at a greater than expected level.
 - Mean overall GAS 57.69.



Stakeholder Outcomes

- Client:
 - gained ownership of job and career decisions
 - valued learning from the process
 - developed problem solving skills
- VR:
 - increased informed choice
 - spread the network of service delivery
 - delivered by professional to paraprofessional facilitators
 - implemented in rural and urban settings



Stakeholder Outcomes

➤ Model Facilitator:

- learned instructional support skills
- supported clients role as decision maker in life decisions
- provided a service that has potential to be purchased

More Than A Job - Windows Internet Explorer

http://dps.missouri.edu/resources/MoreThanAJob/index.html

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Google Search

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More Than A Job

Page Safety Tools

About Module 1 Module 2 Supports



More Than a Job

Self-Determined Career Development Model

This site describes a self-determination model to help people with disabilities make life and career choices. It describes a self-directed process using a three-phase problem-solving strategy in which a facilitator helps a person with disabilities identify and choose goals, develop an implementation plan, and evaluate the results.



Directory: [About](#) | [Module 1](#) | [Module 2](#) | [Supports](#) | [Site Map](#)

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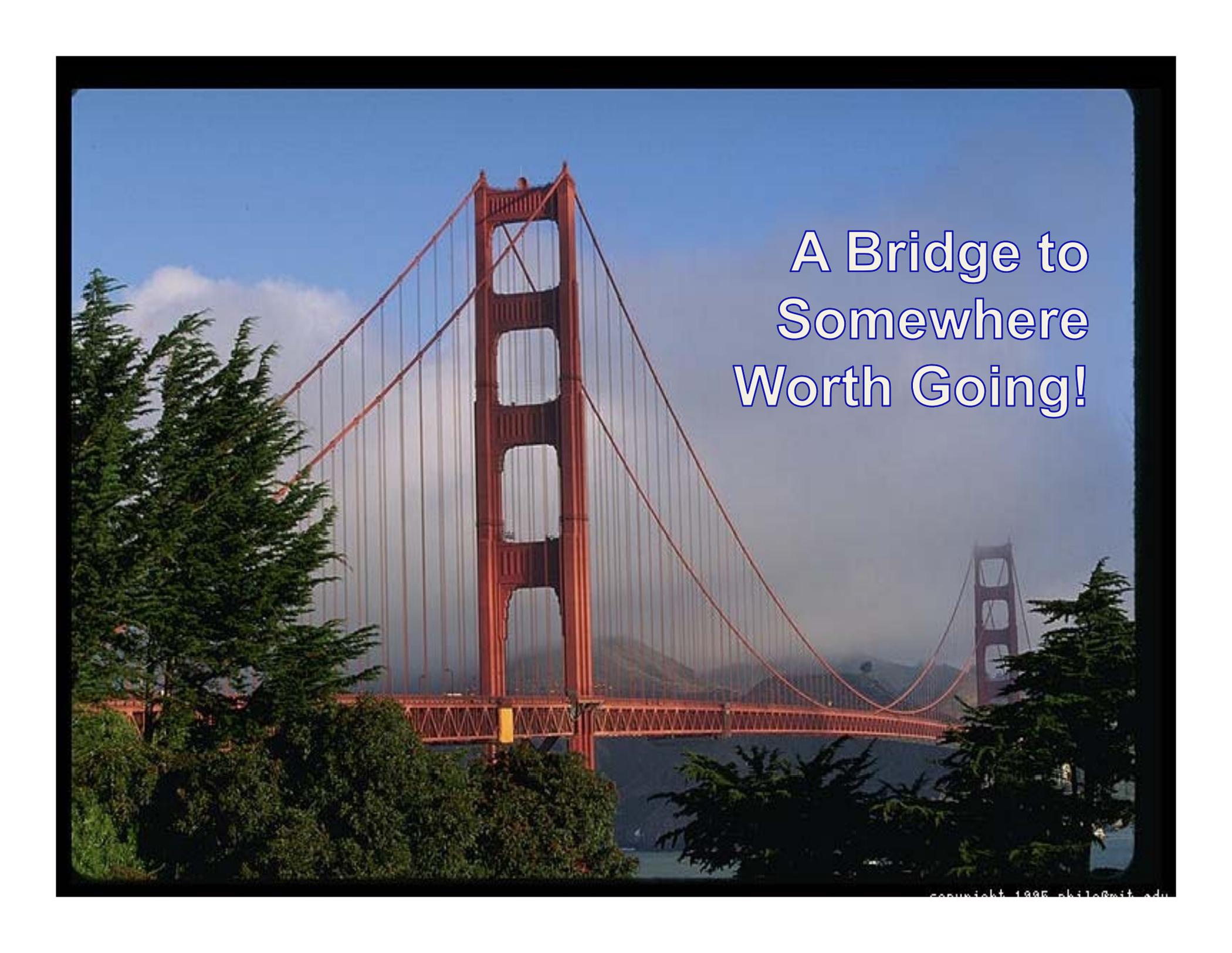
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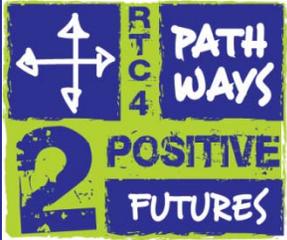


The Self-Determined Career Development Model



A photograph of the Golden Gate Bridge in San Francisco, California. The bridge is a suspension bridge with two large towers and numerous cables. The bridge is painted a reddish-orange color. The sky is blue with some light clouds. There are green trees in the foreground and background. The bridge spans across a body of water.

A Bridge to
Somewhere
Worth Going!



MODELS AND RESEARCH

There have been a few models developed and tested that focus on transition from school to adult life, including work for youth and young adults with a label of “emotional and behavioral disturbance “ which include self-determination and self-direction components.

- Transition to Independence (TIP) model—Clark and colleagues.
- Project Renew in New Hampshire—Cheney & Malloy.
- Project Aries in Oregon—Bullis and colleagues.

The focus of these projects was on 14 to 21 year olds.



EMERGING ADULTHOOD: UNIQUE CHALLENGES & OPPORTUNITIES

Young adults in their early to late 20 and who experience significant mental health conditions have characteristics and experiences which are unique:

- They are at a developmental stage which has been described as “emerging adulthood” (Arnett, 2004) when the expectation is for them to more fully adopt independent adult roles than during adolescents.
- This is the time when most “typical” young adults begin to seriously think about, plan for and take steps that will establish their career path and trajectories.
- Many received their diagnoses and/or began seeking assistance for mental health issues for the first time during their 20s—their career dreams, plans, and activities may have been disrupted.
- Others may have been “treading water” since leaving high school and/or the child system, and now recognize the need for assistance in order to move forward.



An Example

- Steve is in his early 20s
- He did fine in high school academically
- He experienced some emotional difficulties but did not receive special education, and got private mental health assistance. Had some depression and some drug and alcohol issues.
- He got and did fairly well in a couple of jobs after high school, and took some college classes.
- His mental health issues became much more significant, has been hospitalized, and is in an adult community mental health residential and treatment program.
- He is at a turning point in his life. He has the opportunity at his young age to move forward in returning to building a life for himself which includes a career or potentially beginning a long history of unemployment or underemployment.



MY CAREER VISIONS PROJECT

- My Career Visions project is one of the research studies being conducted by the Pathways to Positive Futures.
- 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 a mental health diagnosis.
- We are conducting an exploratory study of the impact of the adapted model on the participants' self-determination and career planning engagement (steps that they actually take in moving toward a career or job, including enrolling in classes and getting a job).



PARTICIPANTS AND DESIGN

- 100 young adults over about a 2 year period.
- 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 adult in CV 2 in comparison group. 1 meeting to review career planning and resource guide. Check-in meetings once every 3 months.

MEASURES

SELF-DETERMINATION

- ARC Self-Determination Scale- Adult Version

CAREER DEVELOPMENT ENGAGEMENT

- Career Development Engagement Checklist (examples: career goal, plan, applied for jobs, worked, explore postsecondary education, took classes, started a business)

SELF-EFFICACY

- Career Decision Self-Efficacy Scale-Short Form
- Disability-Related Self-Efficacy Scale
- Quality of Life Questionnaire
- Mental Health Recovery Measure
- Empowerment Scale

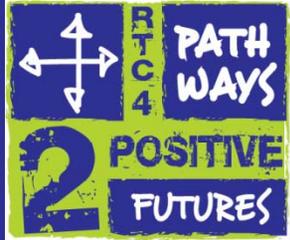
MENTAL HEALTH

- Brief Symptom Inventory

SOCIAL SUPPORT

- Multidimensional Scale of Support





HYPOTHESES

Following participation in the intervention, the young adults will make significant gain on:

1. indicators of self-determination and show significant difference from the young adults in the comparison group on these indicators.
2. indicators of career development engagement, and show significant differences from those in the comparison group.
3. levels of self-determination will mediate, at least partially, career development outcomes.



RESEARCH QUESTIONS

Following participation in the intervention:

1. To what extent do the young adults demonstrate significant gains on measures of self-efficacy, quality of life, recovery, and social support compared to those in the comparison group?
2. What is the reported satisfaction and benefit of the participants?

PHASES

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?



QUESTIONS

<i>Phase 1:</i>	<i>Phase 2:</i>	<i>Phase 3:</i>
<ol style="list-style-type: none"> 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 do I need or need to do to get the job or career I want? 5. What Is My Career Goal? 	<ol style="list-style-type: none"> 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 do I need? 9. What could keep me from taking action? 10. What can I do to remove these barriers? 	<ol style="list-style-type: none"> 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?



CAREER VISIONS COMPONENTS

- The young adults meet once or twice a week individually with Career Guide.
- They are given a notebook and pages are added each meeting that address the question and the activities they will do to answer it.
- The meetings usually last about 2 hours. They are action-oriented -- completing a Career Profile, researching jobs on the computer, going to the interviews, meeting with vocational tech. or college programs, meeting with VR counselor.



YOUNG ADULTS LEARN & USE

Knowledge (Knowledge = Power).

- They learn the steps (answer the questions) in the self-determination career development process.
- They learn practical information that will help them to self-direct the career planning process and to move forward in getting the resources and supports they need to achieve their goals.

Skills (Learn By Doing)

- They apply the knowledge they learn about the process and the practical information to themselves.
- Practice the skills in order to feel more confident in using them.

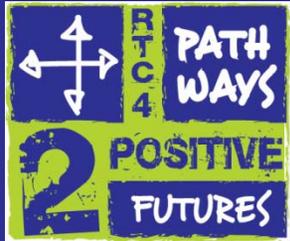
Overarching Behaviors

- Learn and apply a set of keys self-determined and self-directed behaviors.



They Learn and Use a Set of Career Planning Strategies

- Figuring out jobs that might be a good fit by:
 - developing a career profile based on their strengths, interests, & preferences.
 - researching careers on the web and through informational interviews.
- Developing & implementing a written plan to achieve their job or career goal.
- Identifying steps they will take & taking them.
- Identifying possible barriers to taking steps and ways to overcome these things.
- Identifying resources they will need and access them.
- Tracking and evaluating their progress.



OVERARCHING BEHAVIORS

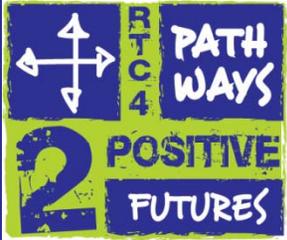
They are encouraged to keep in mind and practice a number of key self-determination & self-direction behaviors:

- Be persistent—Don't give up.
- Remind yourself everyday of things that you have achieved.
- Believe in yourself and your goal—even when others doubt you.
- Take risks.
- Get the help that you need.



INFORMATION & SKILL TOPICS

- The American with Disabilities Act and what it means for people who have a mental health diagnoses in the workplace and in postsecondary education programs.
- Things to consider when deciding to disclose or not, when to disclose, and how to disclose—to a business and to a postsecondary education program.
- Types of accommodations that may be helpful for a employee or postsecondary education student with a mental health diagnoses, ones they might need/want, and how to ask for them.



INFORMATION & SKILL TOPICS

- Types of strategies that they might want to consider using to deal with their mental health issues on the job and in school.
- Resume writing for young adult who has a spotty work history due to a mental health issue.
- Interviewing tips for a young adult with a mental health diagnoses.



INFORMATION & SKILL TOPICS

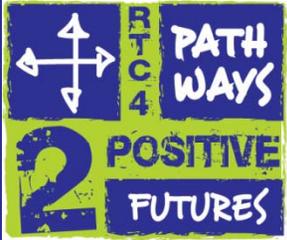
- Getting a sense of the work culture (how supportive might it be of you if you have issues related to your mental health condition) prior to applying for or accepting a job.
- How to get the resources that you need (e.g., how to most effectively work with a VR counselor or college disability services staff person).
- What to share with coworkers about yourself and your mental health issues.



THE HOPE

Our hope is that:

- Career Visions serves as a platform from which the young adult participants gain or regain hope that they can achieve the same types of career goals as other young adults,
- The young adults achieve the knowledge, skills, and momentum to be able to continue to move toward their goals.



Acknowledgments/Funders



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