



# **Improve Vocational Outcomes among Adolescents & Young Adults in CSC: Integrate Evidence-based Engagement & Support Strategies**

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Housekeeping slide form MHTCC

# Presenters

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# Learning Objectives

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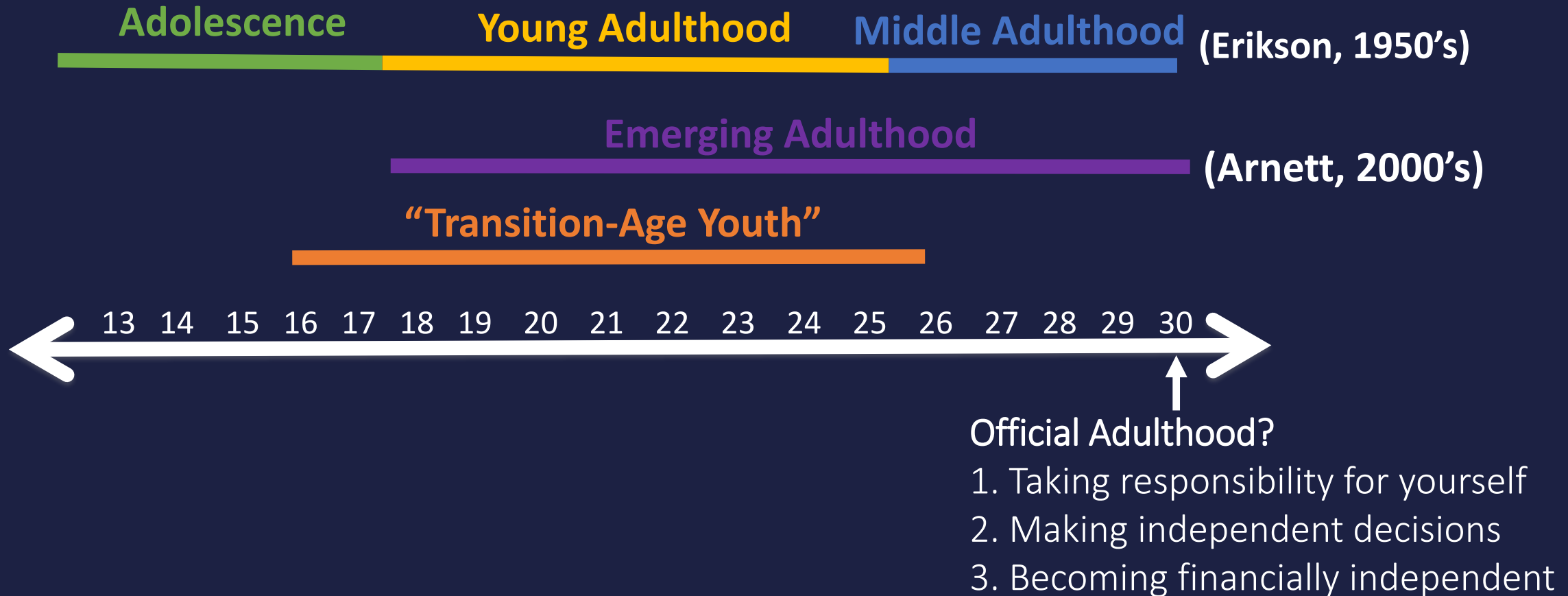
- Describe vocational engagement & career development during the transition to adulthood.
- Identify principles of Positive Youth Development & IPS Supported Employment.
- Integrate developmentally-attuned + evidence-based service engagement support strategies.



Vocational  
engagement &  
career development  
during the transition to  
adulthood

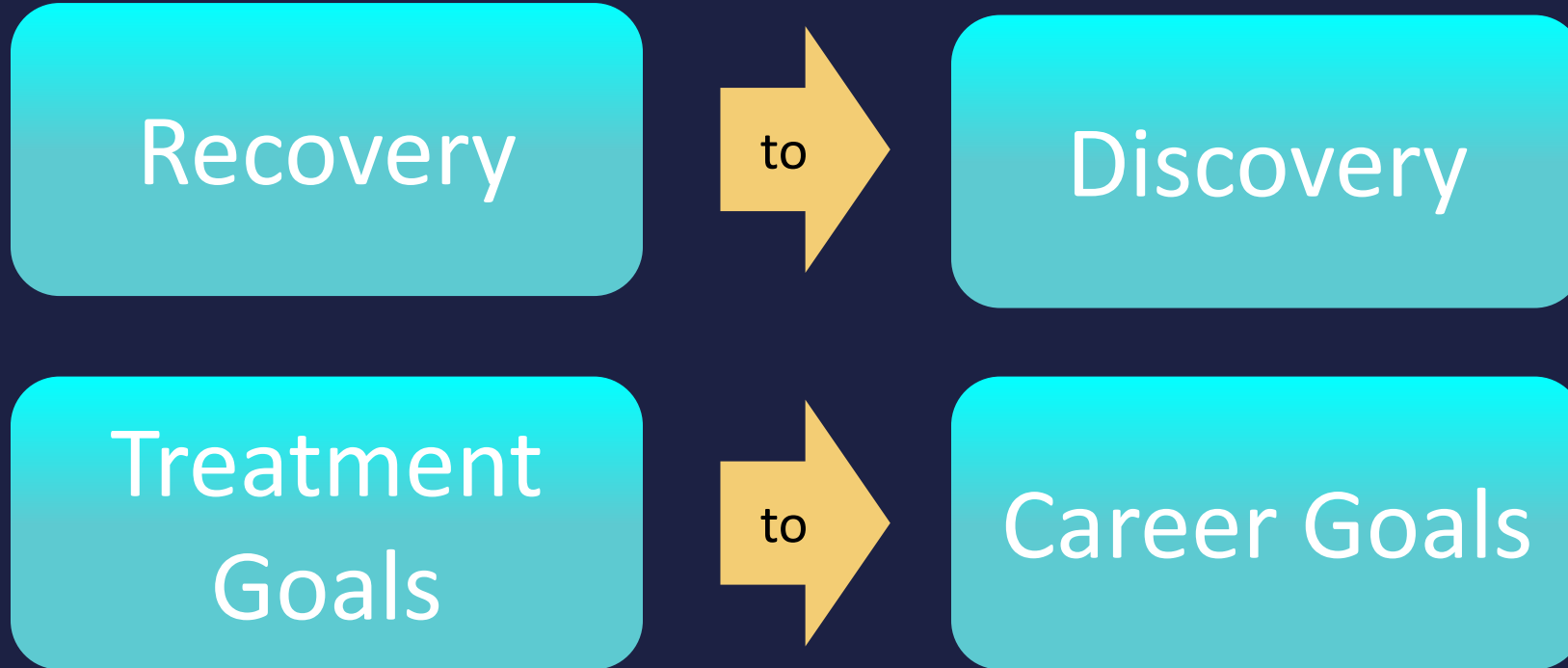


# The transition to adulthood has lengthened





## Shift Philosophy from:



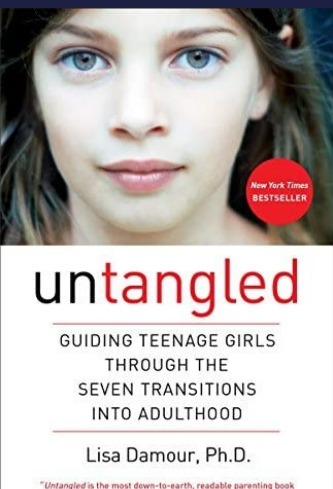
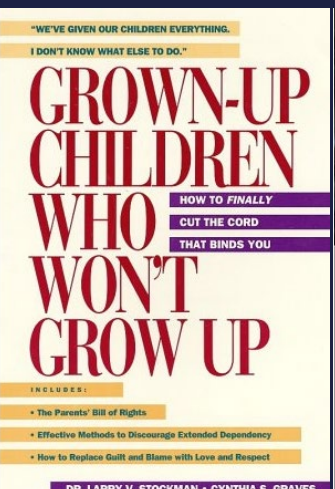
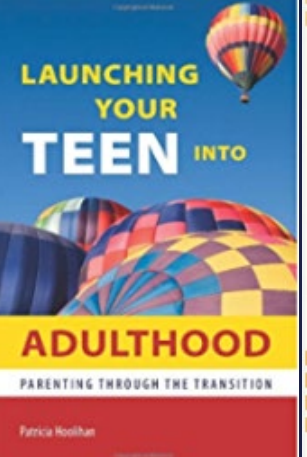
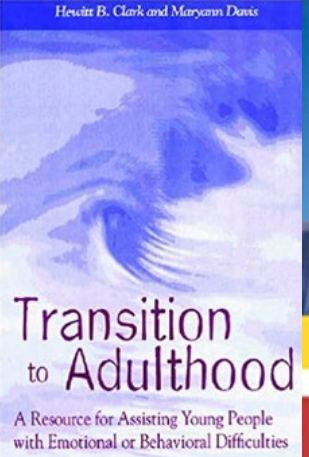
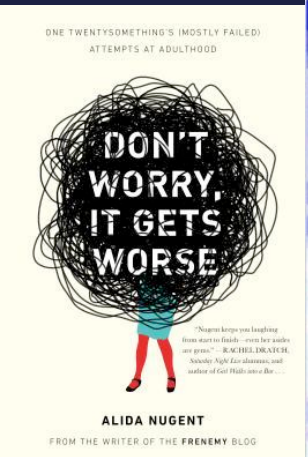
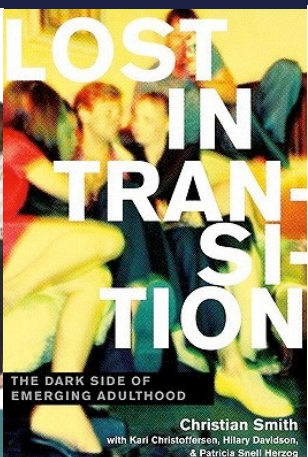
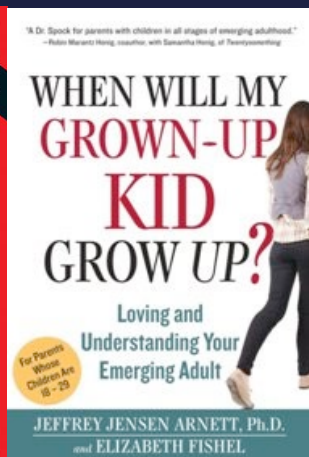
Career development, work & school are  
**EVERYBODY'S BUSINESS.**



# Key Emerging Adulthood Characteristics

Emerging Adulthood | Noba (nobaproject.com)

- identity exploration
- Instability
- self-focus
- feeling in-between adolescence & adulthood
- sense of broad possibilities for the future







# Supporting Young People on their Career Pathway

Finding Your Career Path - National Parent Center on Transition and Employment (pacer.org)



- Career pathways are NOT linear
- Struggling in an area isn't bad, it's good for increased self-awareness & goal development
- Our job is to support young people in exploring who they are through vocational engagement
- Embrace CAREER!



# Principles of Positive Youth Development & IPS Supported Employment

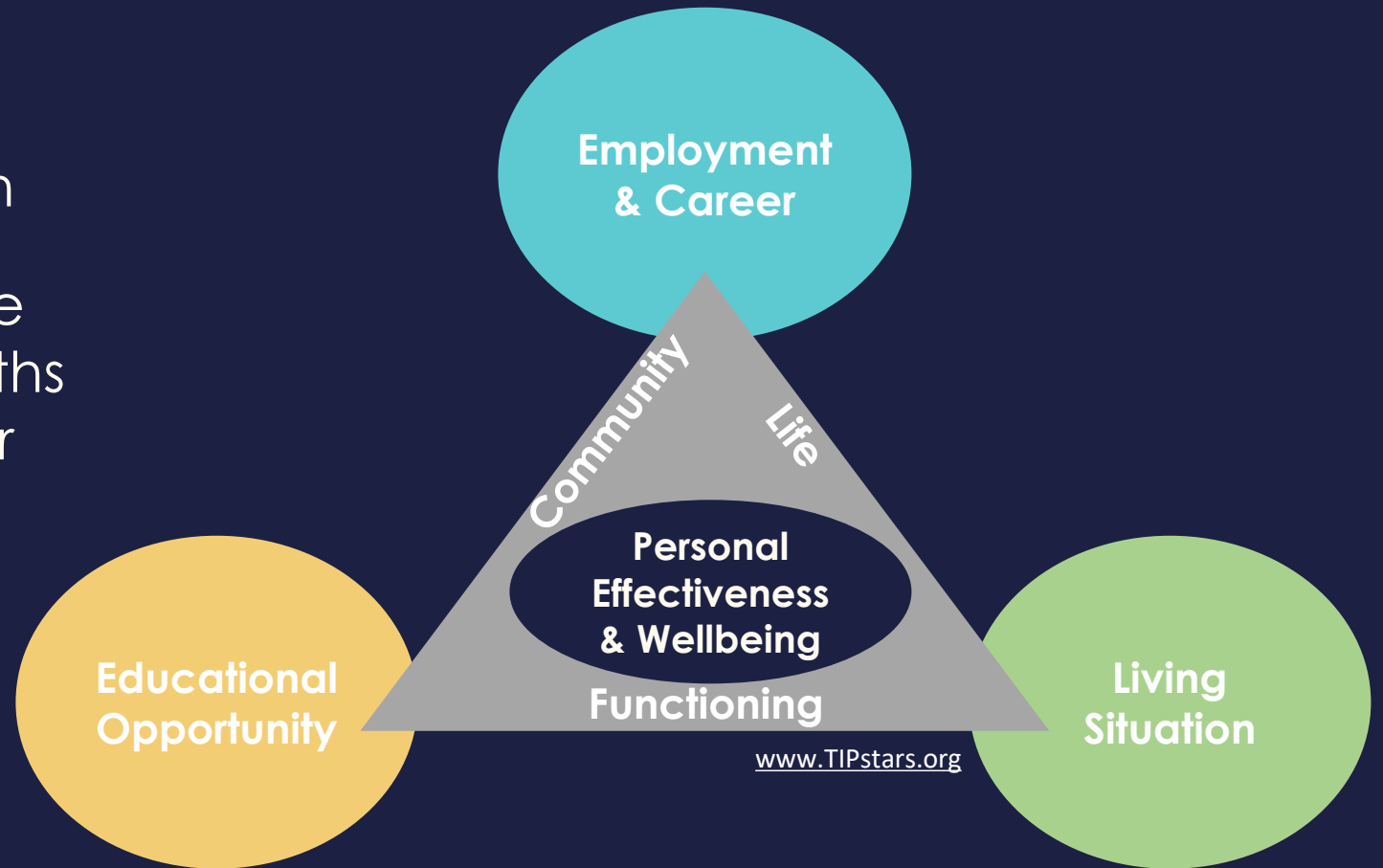
# What is Positive Youth Development?

PYD purports that by building the 5 C's, vulnerable young people will have increased resiliency, positive education experiences and achievement, reduced high risk behaviors, and prosocial behavior – all critical for successful transitions to adulthood.

- **Competence:** Social (e.g., interpersonal skills), cognitive (e.g., decision making), academic (e.g., school performance), health (nutrition & exercise), vocational (e.g., work habits & career development)
- **Character:** Respect for cultural norms; morality, & integrity
- **Connections:** Positive, mutual bonds with people & institutions
- **Confidence:** Internal sense of overall positive self-worth & self-efficacy
- **Contribution:** Contributions to self, family, & community; civic engagement

# Transition to Independence Process (TIP)

- Evidence-Informed Positive Youth Development Approach
- Empowers young people to discover their strengths & interests to define their goals.
- Transition Facilitator engages key planning partners to support a young person's goal attainment.

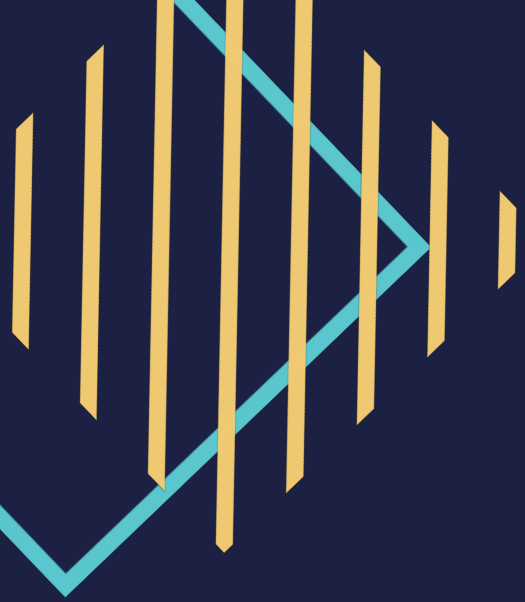


# What is IPS Supported Employment? ---

## benefits of IPS

- Increased income
- Improved self-esteem
- Increased social and quality of life
- Better control of symptoms
- Reduced substance use
- Reduced hospitalization

- IPS stands for Individual Placement & Support [www.ipsworks.org](http://www.ipsworks.org)
- IPS is the MOST established evidence-based practice for adults with serious mental illness
- Elements of IPS are critical for success with young people vocational engagement



- 01 Zero exclusion
- 02 Rapid job search
- 03 **Job preferences drive services**
- 04 Benefits counseling
- 05 **Follow-along supports**
- 06 **Integration of IPS into clinical services**
- 07 Competitive employment
- 08 **Job development**



# IPS Enhancements for Young Adults



- New Young Adult IPS Fidelity Scale  
<https://ipsworks.org/index.php/documents/ips-fidelity-scale-for-young-adults/>
- Supported Education Integration
- Career Development Focus
- Career-related internships are OK
- Assertive Engagement
- Leveraging social media for marketing & job development
- Involving family proactively





Developmentally-  
attuned + evidence-  
based service  
engagement  
support strategies





# Attune your approach to young people

1. **Shorter, more frequent** check-ins
2. Communicate how young people want to communicate (e.g., **TEXT**)
3. Use motivational interviewing
4. Be **Patient, Flexible, Creative**
5. Get out of office & **do with. Model everything. Give opportunities for practice.**
6. **Do NOT** take young person's **actions personally.**
7. Be assertive: **“Go to”** rather than wait for a call or text
8. Put young people's careers first, even if the team is focused on symptoms & barriers.



# Partner with Others – You can't do this alone

1. Get family & other key supports involved strategically. **Get young person consent.**
2. **Process challenges** with your teammates; get validation, support & new ideas
3. Make suggestions during team meetings of how you/SEES can **support a young person's clinical goals via career support services (and vice versa)**
4. Supervisors focus on team collaboration – can do this through applying working alliance
5. Cultivate long-lasting relationships with employers & school personnel



# Engage in Targeted, Tailored & Persistent Outreach



- Make no assumptions about what others know about your role
- **Educate** your program (aka clinical staff), young people & families about supported employment and education services
- “Sell” your services – they will be new to most people. You will need marketing materials & an excellent elevator speech.



# Leverage Lived Experience & Sharing



Partner with Peer Support staff. Integrate peer support staff.



Find ways to connect young people who are doing/have done great with IPS with those who are struggling.



Use your lived experience as examples to strengthen bond & validate experience.



Discuss pros & cons of disclosure of mental health experiences – & provide de-stigmatizing language.



**MOST young people have a vocational goal  
that they want to work on.**

**Your role as a SEES is arguably the most  
important for CSC engagement & for truly  
tailoring care to what matters most to young  
people.**

**KNOW THIS. YOUR ROLE is CRITICAL.**



**Want to learn more:**

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# Evidence for Enhanced IPS with Young People

- **Thresholds Study** examined IPS with Supported Education + Near-Age Vocational Peer Mentors + Transition to Independence Process Model.
  - Webinar: [https://escholarship.umassmed.edu/sparc\\_multimedia/3/](https://escholarship.umassmed.edu/sparc_multimedia/3/)
  - Ellison et al. (2014) describes IPS adaptations & outcomes: <https://doi.org/10.1007/s11414-014-9445-4>
  - Klodnick et al. (2015) describes Vocational Peer Mentor role: <https://doi.org/10.1177/1063426614565052>
- **UMASS SE/SED Study** tested IPS + SE in 2 community mental health settings & produced a Young Adult IPS Manual & Fidelity Scale
  - [https://www.umassmed.edu/globalassets/transitionsrtc/publications/manuals/ips-se-for-transition-age-youth\\_-\\_final-2-6-20.pdf](https://www.umassmed.edu/globalassets/transitionsrtc/publications/manuals/ips-se-for-transition-age-youth_-_final-2-6-20.pdf)
  - <https://ipsworks.org/index.php/documents/ips-fidelity-scale-for-young-adults/>
- **UT-Austin enhanced IPS Implementation Study** found that Supported Education is difficult to implement with IPS without dedicated funding. <https://pubmed.ncbi.nlm.nih.gov/31768929/>
- **IPS with First-Episode Psychosis Services:** [U.S. RCT by Nuechterlein et al., 2020](#); [RCT of IPS & Skills Training by Nuechterlein et al., 2008](#); [Australia RCT by Killackey et al., 2018](#); [Evaluation Study in UK by Rinaldi et al., 2010](#)