

Supported Education for Youth & Young Adults

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We will explore:

- ▶ Practice principles, models and key components of supported education
- ▶ Combining supported education with supported employment
- ▶ Research outcomes
- ▶ Practice considerations
- ▶ Personal journey of two youths

Learning Objectives

- ▶ Identify core components of supported education
- ▶ Briefly describe 5 research outcomes that demonstrate the effectiveness of supported education
- ▶ Explain why supported education and supported employment are complementary services
- ▶ Identify 3 practice considerations for service delivery within a local context



Image reprinted from GOC website

First, a bit of background...

GVS YYAP is a specialized program attached to MHA VCH, funded in part by Ministry of Health and Ministry of Children & Families (MCFD) for ages 16-29. GVS 'adult' program for clients age 30+ is contracted through Work B.C.



Who are we?

A team of vocational specialists - Occupational Therapists, Job Developers, Psychologist, Clinical Counsellor, Consumer Contractors, Peer Support Workers

Who do we serve?

- ▶ YYAP
 - ▶ Ages 16-29
 - ▶ Vancouver residents - no service restrictions
 - ▶ Primary mental health condition or concurrent disorder
 - ▶ Mood / Anxiety / Personality D/O
 - ▶ Psychotic Disorders
 - ▶ ADHD / Learning Difficulties
- ▶ “Regular” (Adult) Program
 - ▶ Age 18+ according to service needs
 - ▶ Vancouver - some service restrictions
 - ▶ Primary mental health condition or concurrent disorder
 - ▶ Mood / Anxiety / Personality D/O
 - ▶ Psychotic Disorders
 - ▶ ADHD / Learning Difficulties

How is GVS YYAP unique?

- ▶ Embedded in health care/VCH Mental Health & Addictions
- ▶ We are specialized- staffing, program models
- ▶ Backed by research
- ▶ Flexible, responsive and integrated:
 - ▶ support for high school completion, post-secondary, skills training, employment, career exploration/dev't
 - ▶ Outreach capacity -OT, JD, PSW- Mobile SED Model

Why more resources for Y/YA?

In BC, 1 in 5 youth experience a mental health problem or illness.

Source: Kirby, M. & Keon, W. (2004). Report 1, Mental Health, Mental Illness and Addiction: Overview Of Policies and Programs in Canada. Interim Report of the Standing Senate Committee on Social Affairs, Science And Technology.

(referenced by Dr. Skye Barbic & YMCA Youth Beat SED Webinar Feb 1/17)

Why do Y/YA require more support to succeed at work and school?

- ▶ The onset of mental illness most commonly occurs between the ages of 15 and 21 (Newman et al., 1996) when young people are beginning to develop their adult roles....
- ▶ ... The onset of a mental illness disrupts this process. Once disrupted, it is extraordinarily difficult to recreate.”

Education is key

- ▶ Educational attainment is critical for obtaining meaningful jobs and developing social and occupational networks. Educational attainment predicts higher lifetime earnings and other positive employment outcomes in people with severe mental illness, even more strongly than in the general public (Luciano & Meara, 2014; Waghorn & Lloyd, 2005).

SAMHSA 2011

Importance of work

In a recent national survey of the recovery needs of Canadians with mental illness, 87% of young adults under the age of 30 identified that “work was important to them” In the same study....**only 9%** indicated that they were working in any capacity (marginally, part-time, full time).

(referenced by Dr. Skye Barbic & YMCA Youth Beat SED Webinar Feb 1/17)

Not in school and not employed

- ▶ “An overwhelming number of young people in Canada are not in school and not employed. In British Columbia alone, the youth unemployment rate is nearly double the national average.”*
- ▶ - Caroline Ternes, regional VP, Starbucks Canada
- ▶ *Statistics Canada Labour Force Survey May 2015

Supported Education & Employment

- ▶ Supported Education (SED)
 - ▶ Aimed at helping persons with psychiatric disabilities achieve their educational goals
 - ▶ Completion of high school and/or post-secondary
 - ▶ Evidence is building
 - ▶ Considered a promising practice but difficult to compare studies due to variance in program models
- ▶ Supported Employment (SE)
 - ▶ Aimed at helping persons with psychiatric disabilities obtain and maintain competitive employment
 - ▶ Support is individualized
 - ▶ Considered a promising practice with strong quantitative & qualitative data showing positive outcomes, but need more research/replication

Research is Promising for SED/SE

- ▶ Evidence indicates that Supported Education services contribute significantly to both academic success and recovery
- ▶ Supported Education in conjunction with Supported Employment services also contributes to improved academic and vocational outcomes for persons in recovery
- ▶ (Dixon et al, 2010)

Practice Principles of Supported Education as per SAMHSA

- ▶ Access to an education program with + forward progress is the goal
- ▶ Eligibility based on personal choice
- ▶ SE services begin soon after consumers express interest
- ▶ Integrated with treatment
- ▶ Individualized services offered as long as they are needed
- ▶ Consumer preferences guide services
- ▶ SE is strengths-based and promotes growth and hope
- ▶ Recovery is an ongoing process facilitated by meaningful roles

How does SED look “on the ground”?

Individualized, practical assistance to:

- ▶ **Clarify** educational goals;
- ▶ **Find** academic/training programs consistent with these goals;
- ▶ **Navigate** the application process;
- ▶ **Secure** appropriate financial support and,
- ▶ **Use** educational supports and accommodations to help assure success in meeting academic requirements.

Issue Brief:

SED for persons experiencing first episode of psychosis 2015 NASMHPD

Program Models in Supported Education

Four primary models:

1. self contained classroom
2. on-site support
3. mobile support
4. freestanding

Manthey, Goscha & Charlie Rapp, 2015

(referenced by Simon Davis/Regina Casey SED Webinar Jan 26/17)

Education and skills training can be obtained in various settings:

- School boards for academic upgrading and non-credit courses,
- Public and private post-secondary institutions,
- Not-for-profit agencies which provide skills training and certification,
- Specialized programs and services embedded in mainstream institutions, for populations with significant barriers to education and employment.



Program Models in Supported Education



Douglas College

- ▶ Self contained classroom
- ▶ On site support

GVS - YYAP

- ▶ Freestanding
- ▶ Mobile support

Manthey, Goscha & Charlie Rapp 2015

Essential Skills for College at Douglas



- ▶ **STUDENT SUCCESS - ADULTS WITH MENTAL HEALTH DISABILITIES**
- ▶ **Course Code: STSU 1101**
- ▶ **Credits: 3.0**
- ▶ **COURSE OVERVIEW**
- ▶ This preparatory course is designed to assist adults with mental health disabilities to develop the skills to be a successful college student. The course will cover academic study skills, orientation to college, learning strategies, and assist students to develop an individual educational plan.



▶ **VOCATIONAL EDUCATION AND SKILLS TRAINING (VEST)**

- ▶ Douglas College offers Vocational Education and Skills Training (VEST) programs to people with disabilities or barriers to education and employment. Programs help students identify career paths, develop work skills, or move on to additional education or employment.

Graduates of our programs have obtained employment in a wide range of fields including: retail and wholesale, distribution and warehousing, assembly, food services, customer service, hospitality and tourism.

▶ **Career Preparation**

- ▶ These three programs help students explore what type of work they may do in the future:

▶ [Career and Employment Preparation \(CAEP\)](#)

▶ [Consumer and Job Preparation \(CJP\)](#)

▶ [Transitions Program](#)

▶ **Skills Training**

- ▶ These four programs train students in skills specific to one of the following areas:

▶ [Basic Occupational Education \(BOE\)](#)

▶ [Customer Service and Cashier Training \(CSCT\)](#)

▶ [Warehouse Training \(WHTP\)](#)

▶ [604-527-JOBS \(5627\)](#)

Program Models in Supported Education



Douglas College

- ▶ Self contained classroom
- ▶ On site support

GVS - VCH

- ▶ Freestanding
- ▶ Mobile support

Manthey, Goscha & Charlie Rapp 2015

Core Components of SED

- ▶ Career planning:
vocational assessment, career exploration & development, education plans
- ▶ Academic ‘survival skills’:
time management, stress management, study skills, academic accommodations,
connecting to services ie. tutoring
- ▶ Direct assistance:
with enrollment, financial aid, managing debt
- ▶ Outreach:
contact with campus resources, mental health treatment team, other agencies

SAMHSA (2011)

Where should SED be provided?

Educational Institutions vs. Mental Health Programs

“While these were originally considered separate implementation models, recent literature suggests that most programs offer flexible services tailored to consumers’ needs in different locations (Mowbray et al., 2005).”

Where can Y/YA access SE/SED services?

Health Care

- Mental Health Teams CY, adult, EPI
- Tertiary (inpatient/residential)
- Specialized service -GVS YYAP

AGENCIES

- Agencies with funding from health authorities and private donors
ie. YMCA Youth Beat/ICY
- Specialized for mental health Y/YA
- Focus is employment/training

Educational Institutions

- Post-Secondary
- Disability Services on campus
- Specialized Programs for students with disabilities and other barriers to education/training/employment
- Not specialized for mental health
- Focus is education or training, with employment support

Where can Y/YA access SE/SED services?

Employment Centres

- ‘Specialist’ employment counsellor embedded at Work BC sites or subcontracted programs targeting persons with disabilities
- Focus is employment/training
- Not specialized for mental health

“One Stop” Youth Centres

- Agencies funded by government and private donors
- ie. Broadway Youth Resource PCRS
- High school completion, skills training, employment services
- Not specialized for mental health

Practice Considerations for SED

Program “drift”



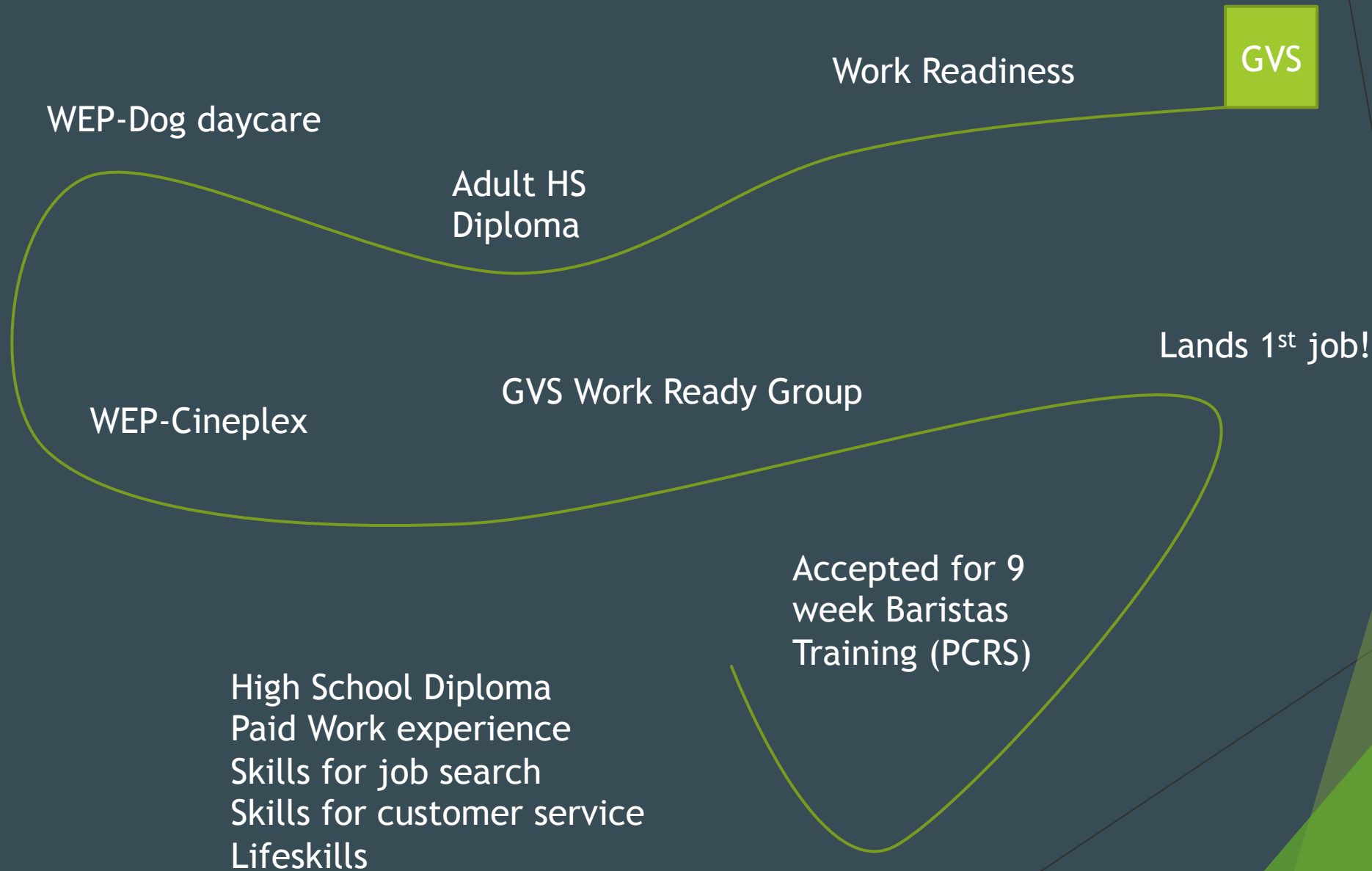
- ▶ Funding constraints
- ▶ Time constraints
- ▶ Inconsistencies/gaps in services
- ▶ Potential for service overlap
- ▶ When things don't go as planned...

SED - A promising practice

- ▶ Studies show that Supported Education programs lead to the following outcomes:
- ▶ More access to and participation in educational programs (Unger, Pardee, & Shafer, 2000; Mowbray, Collins, & Bybee, 1999; Lieberman, Goldberg, & Jed, 1993; Hoffman & Mastrianni, 1993; Cook & Solomon, 1993; Wolf & DiPietro, 1992; Dougherty, Hastie, Bernard, Broadhurst, & Marcus, 1992; Unger, Anthony, Sciarappa, & Rogers, 1991);
- ▶ Increased competitive employment (Unger et al., 1991; Dougherty et al., 1992; Unger et al., 2000);
- ▶ Improved self-esteem (Unger et al., 1991; Cook & Solomon, 1993; Mowbray et al., 1999);
- ▶ Reduced hospitalization (Unger et al., 1991; Isenwater et al., 2002); and
- ▶ Increased consumer satisfaction (Cook & Solomon, 1993; Collins, Bybee & Mowbray, 1998).

(for more evidence, please refer to Simon Davis/Regina Casey SED Webinar Jan 26/17)

Jack - A client journey



Jill- A client journey

Psych Voc assessment for learning needs

GVS

Work readiness

Obtained p/t paid employment

Registered with Disability Services Langara

Re-enrolled Langara p/t ;
Applied for students with permanent disability status

Funding application

Funding approved for f/t studies
Currently attending Langara f/t

Questions & Discussion