The Center for Practice Innovations at Columbia Psychiatry

Presents

The IPS Model of Supported Employment as an Evidence-Based Practice

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April 30, 2012
Agenda

CPI PROS IPS Learning Collaborative
Evolution of vocational rehabilitation
Overview of IPS: What it is? Why is it important?
Core components of the model
- Engagement
- Assessment: Vocational/career profile
- Employment planning
- Benefits counseling
- Job development
- Working with ACCES-VR
- Follow-along supports
- Readiness vs. Preparedness
- Questions and Answers
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Learning Collaborative
Evolution of Vocational Rehabilitation

What approaches to vocational rehabilitation have been offered to consumers over the years?
What experience have you had with these approaches?

What have been the pros and cons of these approaches?
IPS Quiz

What are the principles of the Individual Placement and Support (IPS) approach to Supported Employment?

Hint: There are eight
The Principles of IPS Supported Employment

- Integration of vocational and mental health treatment services
- Competitive employment is the goal
- Benefits Counseling
- Rapid job search
- Time-unlimited follow-along supports
- Consumer preferences are central
- Zero Exclusion
- Employment staff systematically develops relationships with employers in the community based on participant preference.

www.dartmouth.edu/ips
Why IPS Supported Employment?

Research consistently shows that IPS, when compared to other approaches, is the most effective in helping people with serious mental health problems get jobs in a timely manner.

IPS is consistent with recovery promoting values such as choice, self determination and person centered treatment.

Timely response to expressed needs and wants and real world support and guidance promotes a person’s commitment to pursuing work goals.
Why IPS Supported Employment?

Achieving employment goals is strongly associated with mental health recovery.

Most consumers want to work.

Desire to gain and keep employment is often a powerful motivator for people to address very challenging problems and to commit to treatment.
Why IPS Supported Employment?

Evidenced Based Practice

The IPS model of Supported Employment has been validated in 16 randomized controlled trials.

IPS = 62%

Traditional vocational services = 23%

(Drake, Bond, & Becker)
The IPS model of supported employment as an evidenced-based practice has a fidelity scale that measures:

- Staffing
- Organization
- Services

High fidelity to the model = good employment outcomes
Characteristics of Effective Practitioners

• Meeting people where there are
• Meeting people where they live
• Communicate hope
• Engage people in a healing way
• Creative engagement
• Build bridges
• Ask “Why not?”
Essential Skill Components

- Engagement
- Assessment: Career / Vocational profile
- Employment planning
- Benefits counseling
- Job development
- Working with ACCES-VR
- Follow-along supports

Engagement
Principles of Engagement

It’s all about establishing a working relationship

• Learn about the person’s preferences, interests and values.
• Listen and demonstrate an understanding of the consumer’s perspective.
• Avoid judgmental or critical comments
• Communicate hope.
• Be clear and transparent about your role and the consumer’s role.
• Provide practical assistance.
• Be patient – work at a pace that is comfortable for the consumer
Take the time to learn about the person as an individual

- What are their values?
- What do they love to do?
- What are they proud of?
- Who is important in their life?
- What kind of environment do they like?
- What does work mean for them?
- What was their best / worst job experience?
- What are their special talents?
Take the time to build a relationship

- Do not rush to begin paperwork.
- Explain / define your role and the role of the team.
- Ask open-ended questions.
- Employ active listening.
- Express empathy.
- Avoid advice. This can shift the focus from client-centered solutions.
- Emphasize strengths.
- Wrap up with a summary and identify next steps.

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Assessment: Vocational / Career Profile
The process of engagement and assessment can help participants move from general ideas about work goals to more specific and focused objectives.

Effective engagement and relationship building takes time and is an ongoing process.
Assessment

One approach: Dartmouth career profile
Another approach: abbreviated Dartmouth career profile

Avoid assessment redundancy!

www.dartmouth.edu/ips
Assessment: The career / vocational profile

It will take a number of meetings to complete the initial assessment. It is important to remember that the assessment should be updated as new information becomes available.

Sources of information can include:

• the participant
• the clinical chart
• the treatment team
• with the participant’s permission, family and friends, and past employers.
Assessment: The career / vocational profile

The career profile consists of:

- Work goal
- Log of engagement
- Work experience
- Work skills
- Mental and physical health status
- Summary of benefits
- Legal history
Assessment: the career / vocational profile

- Networking contacts
- Information from family
- Summary of daily activities
- Summary of interpersonal skills
- Summary of cognitive abilities
- Substance use summary
- Team signatures
The work goal

The work goal should be in the participant’s own words and be focused on the short-term.

Participants should be encouraged to consider their preferences for type of work, hours, environments, and wages.

It is suggested to include statements about long-term career goals.
Assessment: The career/vocational profile

**Work experience**
This section of the profile should include:

- Education
- Licenses & certifications
- Work history
- Military history
- Both positive and negative work experiences
- Reasons for leaving jobs
Assessment: The career / vocational profile

Work Skills
This section of the profile tracks:
- Strengths
- Specific skills
- Personal interests
- Job hunting skills and deficits
- Workplace habits such as punctuality, consistency, and stress management
Assessment: The career / vocational profile

Mental and physical health status

This section is used to consider any conditions that might affect a participant’s ability to perform specific types of work.

It is particularly helpful for establishing dialogue around possible reasonable workplace accommodations.
Assessment: The career / vocational profile

**Summary of benefits**

It is important to know what benefits are being received by the participant.

Participants do not always know what their benefits are. SSA / DSS benefits are very often a person’s livelihood.

The fear of *losing* benefits is often a major barrier for people who wish to work.

It is important to talk about this with the participant.

*continued*
Assessment: The career / vocational profile

Summary of benefits

In this discussion, concerns about the impact of earned income can be addressed and plans developed around managing these concerns. Working and receiving benefits are not necessarily mutually exclusive.

This section is one of the more important pieces of the job search.
Legal history

Participants with a history of legal issues face a significant challenge to obtaining employment. An open dialogue around these issues can help you to develop effective job search strategies.

This section facilitates discussion around disclosure for both legal history and mental illness.
Networking contacts

Like most people, program participants often have a network of contacts that can be helpful in a job search. Identifying these contacts opens up the possibility of including friends and family in the job search / follow along plans.

How many program participants use social networking?
Assessment: The career / vocational profile

Information from family

It is important to know the role of family and friends:

• real or imagined concerns and perceptions of their loved one’s work interest
• supports that can be provided
• information that can help guide the process
Assessment: The career / vocational profile

Summary of daily activities

Knowing how the participant organizes his/her day can provide useful information regarding interests, strengths, social connections, personal habits (e.g., sleep and awake times) and lifestyle.
Assessment: The career / vocational profile

Summary of interpersonal skills

The social/interpersonal environment in a work setting is critical to success and satisfaction. It is important to know about the participant’s skills and preferences.

For example, does the participant like working with other people one on one, or in small / large groups? Working with the public or behind the scenes?
Assessment: The career / vocational profile

Summary of cognitive abilities and deficits

It is important to assess the individual’s strengths and limitations related to:

• attention
• memory
• concentration
• keeping pace with job requirements
• understanding and following instructions
• solving problems
Assessment: The career / vocational profile

Summary of substance use

It is important to identify substance use issues and their potential impact on employment and work outcomes. Many programs offer IDDT/COD services and so by completing this section of the career profile, discussion around treatment options may arise.

Information about substance use and history is often obtained through assessments completed by other team members. It will be important that employment staff are aware of this information and understand the possible impact of substance use on work outcomes.

Remember: ZERO EXCLUSION!
Team signatures

The IPS model of Supported Employment is an integrated team approach -- the profile is a tool that is not only *shared* among team members but *used* by the team.

Signatures from team member(s) and the participant indicate that all have reviewed and agreed to the plan of action.
Employment Plan
In a PROS program, the IRP is the most logical choice for use as an Employment Plan. IRP protocol can vary among programs, however there are basic elements that need to be included in any individualized plan. These include:

- The goal stated in the participant’s own words (Type of job / education desired)
- The objectives / steps that lead to the goal
- Who has a role in the plan and what is the role?
- Timelines
Goal

Reflects participant’s expressed desire. It should include:

- Kind of job
- Location
- Hours – full or part time
- Wages
- Time frame

Example: John will work as a reservation clerk at the front desk in a local hotel for 10 hours per week, for at least $10 an hour by April.
Who has a role in the plan?

Employment staff
Other program team members
ACCES-VR
Case manager
Employer, with participant consent
Family / friends, with participant consent
Benefits Counseling
Benefits Counseling – Why is this Important?

- Participants are fearful of losing their income and medical coverage.
- There is a tremendous amount of complicated information that must be personalized for each participant.
- There is much misinformation.
- Many programs do not have benefits specialists on staff.
- Earned income can affect the process by which community residence programs are paid.
- Families often come to rely on fixed benefits for paying the rent/bills.
- Employment staff effectiveness is enhanced when they can address participant’s concerns and questions about benefits.
Benefits Counseling

It is very helpful for employment staff to have a solid foundation in this area.

It is helpful for programs to have a relationship with the SSA local office to insure that the participant is receiving accurate information.

It is important to remember that a participant’s financial status will change over time.
Exercise – Benefits Counseling: Building on the knowledge and experience of practitioners

Identify as many SSA work incentives and programs as possible.
Benefits Counseling - SSA programs and work incentives

- Social Security Supplemental Income (SSI)
- Social Security Disability Income (SSDI)
- Plan to Achieve Self Support (PASS)
- Trial Work Period (TWP)
- Expedited Reinstatement (EXR)
- Extended Period of Eligibility (XPE)
- (1619)(b) Extended Medicaid coverage for working people on SSI
Benefits Counseling -- Resources

Social Security Administration

Work Incentives Planning and Assistance Project (WIPA)
https://secure.ssa.gov/apps10/oesp/providers.nsf/bystate

NY Makes Work Pay
www.newyorkmakesworkpay.org

ACCES-VR

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Job Development
Job Development Quiz

Job development is often the most difficult part of an Employment Specialist’s job. Why?

List the many challenges associated with the role of job developer.
Job Development Challenges

- Human service workers often have a specific skill set that does not match up with “sales” related skills.
- Lacking strategies and confidence
- Little / no training has been available
- Concerns about disclosure
- Anticipating unsympathetic and other negative reactions from employers
- Being the bridge between a consumer’s wants and employer’s needs.
- Working simultaneously with the participant and the employer
Job Development

The three typical ways an Employment Specialist will help a participant:

- Develop a specific job for a specific participant.
- Develop a relationship with an employer so that when a job match occurs, the placement can be made.
- Help a participant from behind the scenes.
Job Development – Working with Participants

Participant choice is the key.
Don’t limit yourself to the jobs that are easy to find.
Schedule and keep regular appointments, especially in the community.
Continue to address concerns about loss of benefits.
Teach participants about online applications.
Prepare participants for interviews – modeling, role playing, stress management.
Job Development – Working with Participants with Legal Histories

For those with legal histories – have open and straightforward discussions about the potential impact of the legal history and how to address it in interviews.

If a person has an open case with ACCESS-VR that office may have a copy of the legal record.

Check the websites for the NYS Clerk of Court as well as the Probate Court.
Job Development – Working with Employers

Identify 20 – 30 businesses in your community with whom you would want to develop an ongoing relationship.

Research the business online.

Look for businesses that sponsor local charities.

Get to know your community by being out of the office often.
Job Development

The gold standard for high fidelity to the IPS model of supported employment is for job developers to meet with a minimum of 6 employers in the community per week.

The gold standard for high fidelity to the IPS model of supported employment is for employment staff to spend a minimum of 65% of their time in the community.
Job Development – Working with Employers

The Three Cups of Tea Method

The “first cup” meeting:
Approach the employer and briefly describe where you work and what you do. Ask if they would be willing to schedule a 15 minute meeting in order to learn about their business and the type of employee that is successful there.

Be sure to have a business card and your appointment book.

Job Development – Working with Employers

By scheduling the next meeting (second cup) in advance, you can

• research the company
• tailor your questions to the specifics of that particular industry

Confirm your appointment, particularly if it is to be more than two weeks in advance.

Review caseload and pertinent disclosure forms.
Job Development – Working with Employers

The “second cup” meeting, is about

• learning about what the company does
• learning about what positions exist.
• communicating to the employer that you are interested in learning about the organization and what makes an effective employee so that when and if you find a good match, you will be able to collaborate.
• Assume an asking stance.
Job Development – Working with Employers

The “second cup” meeting (continued):

Ask for a tour, if possible. You might be surprised by the diversity of jobs that exists.

If the employer states that they are not hiring at present, that’s OK.

Let the employer know that even if they are not hiring now, you are interested in becoming a resource for them in the event that you find a match for any employment needs that may arise.

Explain the support role that you will be providing to any potential employee if they need or desire support.
The “second cup” meeting (continued):
Discuss the terms of your future contact. What would be reasonable with regard to follow-up contact?
Email, phone, or face-to-face contact?
Make sure that they know that they can contact you for any employment need that may come up.
Write a brief thank you note. You may wish to summarize your meeting.
Job Development – Working with Employers

Sample questions for the “second cup” meeting:

- What makes a successful employee at this company?
- What are some of the hiring / retention challenges that the company faces?
- What kind of personality lends to success at the company?
- Are there particularly busy / slow periods of the year?
- What is most important: speed or accuracy?
Job Development – Working with Employers

The “third cup” meeting:
Ask the employer to consider hiring one of your participants.
If the participant chooses to disclose, brief the employer.
Provide only relevant information and be mindful of the participant’s privacy.
Job Development – Working with Educational Resources

Education and training goals are often part of the job attainment process
Trade related training programs
High school equivalency resources
Two and four-year colleges
Explore special educational programs
  • Develop an understanding of student loan programs, ACCES-VR procedures, and PASS Plans

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Job Development – Additional Resources

For information on the Work Opportunity Tax Credit, go to:
www.doleta.gov/business/incentives/opptax/

For information on the Federal Bonding program for people with a history of legal problems, go to:
www.labor.ny.gov/businessservices/FBP.shtm
www.bonds4jobs.com

Contact Elaine Kost, the New York State Federal Bond Coordinator at elaine.kost@labor.ny.gov
(518) 485-2151
Working with ACCES-VR
Working with ACCES-VR

Currently, the amount of involvement of ACCES-VR with PROS programs varies considerably across the state, and even within each region.

ACCES-VR involvement can be very helpful. IPS welcomes ACCES-VR involvement.
For some programs, working with ACCES-VR might mean starting from scratch. Employment Specialists might need to initiate contact with the local ACCES-VR office in order to begin the process. Management staff can also play a role in establishing and maintaining a relationship with ACCES-VR.
Once a relationship is established, it is suggested that there be at a minimum, monthly contact with an ACCES-VR liaison.

While these meetings can take place by phone or online, it is suggested that the meetings take place at either the program, or the ACCES-VR office.
Working with ACCES-VR

It can be helpful to offer your ACCES-VR liaison office space at your program. By doing this, you help the program and the ACCES-VR worker to develop working relationships.

This will also help the ACCES-VR counselor to avoid “no-shows”.

If possible, several half-days per month can facilitate a strong connection to an agency that can be a powerful tool in helping your participants.
By being included in the PROS team meeting, the ACCES-VR counselor will have:

- Increased access to participants
- The opportunity to explain the resources that are available to program participants
- The opportunity to develop familiarity with the key people involved in placement / employment efforts.
Follow-Along Supports
Follow-Along Supports

Choosing and getting do not automatically lead to keeping a job.

Follow-along supports are often critical for keeping.

The frequency and intensity of support can be changed to fit the participant’s needs.
Follow-Along Supports

On-the-job coaching
Providing help for handling stress and symptoms that may emerge
Providing assistance with job-related problem solving
Providing guidance concerning how to be successful in a specific job environment. May include:
  • Getting along well with co-workers, supervisors and customers
  • Meeting the performance standards of one’s job
  • Presenting oneself successfully (dress, personal habits)
Follow-Along Supports

Providing support and information concerning benefits and fears about losing them
With participant’s permission, meeting with employers
Working to secure reasonable accommodations
Providing guidance about use of leisure time
Providing guidance about finding another job
Follow-Along Supports

Effective support strategies feature these key elements:

- Highly individualized
- Flexible – responds to participant’s changing needs and desires
- Intensity and frequency matches participants preferences
- Available as long as needed and desired by the participant
- Considers longer term career development needs
- Integrated with other treatment team activities
Consider the following questions when thinking about designing a support strategy:

- What are the participant’s preferences for support?
- How did their last job go?
- Is the person reporting having particular anxiety or concerns?
- Are symptoms or other impairments affecting the participant’s job performance?
- What type of work environment? Pace? Duties?
Readiness
vs.
Preparedness
• The concept of “readiness for work” has been found to be unhelpful and an obstacle to IPS implementation.

• Using this concept often results in excluding consumers that may be capable of success and satisfaction on a job from consideration for work.

• “Readiness” assumes that success is predicted largely by skills and qualities that the consumer possesses, and that there is a threshold that must be met before an individual can be assessed to be ready for work.

• Research and experience have shown that this is often simply not the case.

Readiness vs. Preparedness

- Predicting success and satisfaction requires understanding of the job under consideration and the skills and attitudes that the consumer will bring to that specific job situation.

- The treatment team’s task is to maximize the individual’s preparedness for the specific job situation.
Readiness vs. Preparedness

- Are you using the concept of “Preparedness” in your IPS work with participants?
- Are you using the concept of “Preparedness” in your discussions with coworkers?
- What is the response of participants to the concept of “Preparedness”??
Additional Resources

Job Accommodation Network
www.askjan.org
800.526.7234

Dartmouth IPS Supported Employment Center
www.dartmouth.edu/ips
603.448.0263
Additional Resources

Case Western Reserve University
Center for EBPs
www.centerforebp.case.edu
216.398.3933

New York State Department of Labor
www.labor.ny.org
518.485.2151
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Thank You