



# Career Development is Everyone's Business.

*Successfully Integrating Individual Placement & Support (IPS)  
Supported Employment & Education Best-Practices  
for Older Youth & Young Adults  
in your Community Mental Health Center*



The University of Texas at Austin  
Dell Medical School

**South-Southwest MHTTC**

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**THRESHOLDS**



# Presenters

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**Special Guest!  
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# Learning Objectives

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- Describe why IPS is an evidence-based practice.
- Identify 8 Principles of IPS.
- Distinguish IPS practices unique to young adults.
- Take away developmentally-attuned engagement & support strategies.

# 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
- Why was IPS created?
- Learn more: [www.ipsworks.org](http://www.ipsworks.org)
- What is the evidence for IPS?
- 8 IPS Principles
- IPS Fidelity Scale



# 8 IPS Principles





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







# 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](#)

# 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



# Supported Education Specialist Role



- **Increase Access:** Effectively link young adults to educational programs within the training program, school, college, or university of their choice.
- **Increase Retention:** Provide services for students that support their needs so they can complete their educational program. (Do not replicate already available services.)
- **Improve Long-Term Outcomes:** Help students meet their professional & vocational goals with meaningful & productive employment opportunities.



# Additional Critical Young Adult IPS Practice Enhancements

1. Discovery Focus
2. Transition to Independence Process (TIP) Model
3. Strategic, creative developmentally-attuned engagement
4. Staff need to REALLY like working with young people
5. Address barriers, especially to supported education
6. Strong clinical-vocational cohesion & collaboration
7. Leverage lived experience & mutuality

# Shift your Philosophy from:

Recovery

to

Discovery

Treatment  
Goals

to

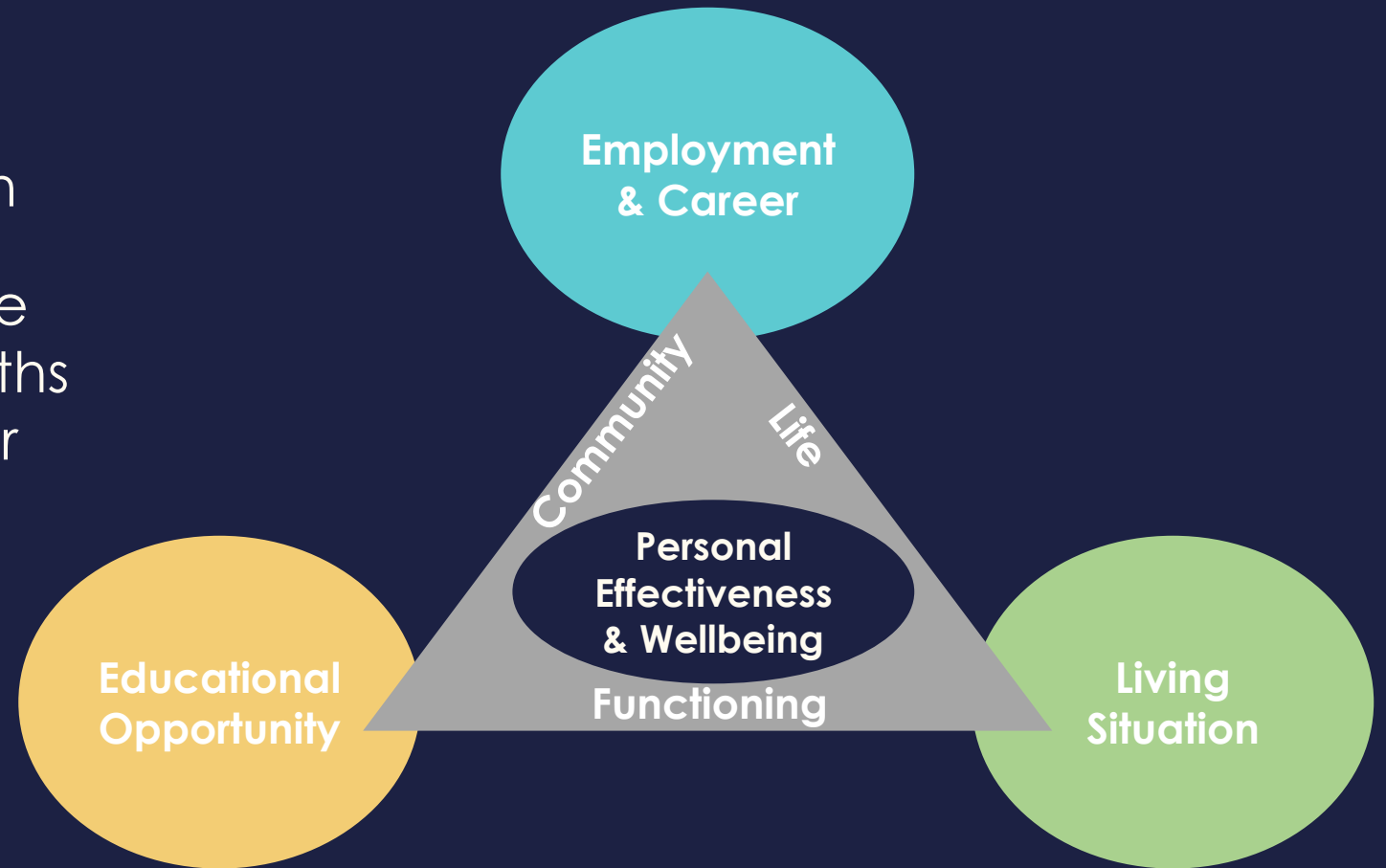
Career Goals

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



# 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.



# Transition to Independence Process (TIP) Model Guidelines

1. Engage young people through Self-Discovery & rapport building.
2. Tailor services to assist in goal attainment across transition domains
3. Acknowledge and develop personal choice and responsibility with young people.
4. Build and ensure a safety-net of support.
5. Enhance and build upon the young persons' competencies.
6. Maintain an outcome focus in the TIP system at the young person, program, and community levels.
7. Involve young people, parents, and other community partners





# Identify & hire staff who enjoy working with young people



- **LOVE** working with young people & families (& friends, teachers, etc.)
- Key characteristics: Patient, **Flexible**, Creative, & Strong communicator with young people (& others)
- You will **do more with & for** young people.
- **Cannot** take a young person's **actions personally**.
- Need to “**go to**” rather than wait for a call or text.
- Desire & willingness to partner with young person's **social network**.





# Engage in Targeted, Tailored & Persistent Outreach



- **Educate** your program (aka clinical staff), young people & families about IPS.
- **Connect** with young person ASAP once interest or referral occurs.
- Be **extra assertive** with engagement with young people & clinical partners.
- **Find out where** the young adults are at your agency. Be in those spaces & places.
- Keep connecting. **Do not give up.** Be available.

# Address Legitimate Barriers



- Assumption of understanding employment culture & job expectation basics
- Family & teachers
- IPS need to document medical necessity as it relates to employment & education.
- Rural job market barriers
- Substance Use & Justice Involvement
- Inability Supported Education billing
- Time for Job/School Development

# Support Strategic Integration



Build strong  
working alliances  
& communicate  
what's going on.



Mitigate  
multidisciplinary  
team hierarchy



Strong Role  
Delineation



# Leverage Lived Experience & Mutuality



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.

# We're a community & we're in it together.



**Want to learn more:**

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