



My health. My choices. My future.

## IPS Supported Education and Supported Employment



**Based on the Supplement to the Core IPS Manual Developed by the RAISE Connection Program**

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completing general work and for studying for exams, and offering information about effective test preparation and test-taking strategies.

### C. Advocacy

With the consumer's permission, the SEES can continue to interact with school personnel in order to determine the student's progress, and to identify problems in the early stages. If school problems occur, the SEES can advocate for the consumer and ensure that resources are provided. For example, if a consumer is allowed to take a test in a separate area to reduce distraction, the SEES can make sure this accommodation is being provided and intervene if it is not. Often it is possible to obtain extra time to complete papers or other assignments, if the consumer has allowed disclosure and works with the office of student services.

### D. Minimizing academic problems

If a consumer is doing poorly in a class, the SEES can help the consumer think about when to drop the class, and how to retake it. When classes must be dropped, the SEES and team should view this as a positive learning experience. They talk to the consumer about what went well and strategies to help the consumer succeed in future classes. It is very important that the SEES work with the consumer around dropping classes in a timely fashion so that additional cost to retake the course will not be incurred. Nuechterlein et al. (2008) review several additional tasks that the SEES can complete in cases in which the consumer has agreed to allow full disclosure about his/her psychiatric condition to a course instructor. These include educating an instructor about: (1) the need to balance structure and flexibility to accommodate a consumer's needs; (2) providing feedback that is informative but not harsh or critical; (3) symptoms of the psychiatric condition and coping strategies that the consumer may use to feel comfortable in class; (4) identifying side effects of medication, such as muscle stiffness, motor slowing, or restlessness. Providing information on these topics can help an instructor understand a consumer's unique needs and allow him/her to develop strategies to accommodate them.

### E. Assistance with social functioning

Many individuals with psychosis have difficulty with social interaction. The SEES can enlist the help of the Social Skills Trainer and have the consumer complete Social Skills Training (SST; see the Social Skills Training Manual for a complete description of SST). Work with the Skills Trainer on SST can help the consumer prepare for situations such as making small talk with other students, sharing ideas while working on a group project, responding to students who invite the consumer to go drinking with them, asking questions in class, etc. SST can focus not on hypothetical situations, but on issues that are important to the consumer in his or her current educational situation. Practicing specific interactions that are of immediate concern to consumers can often help them to handle these situations when they arise again.

## VII. Additional Strategies to Help with School and Work

### A. Frequent Review

Services should include frequent reviews of the school (and work) plans. As stated earlier, short-term goals are sometimes advantageous to start the IPS process, but goals can change over time as the consumer changes in terms of treatment, symptoms, and functioning. With these changes may come a revision of goals, for example, more courses, a job in addition to school, or a change in focus from school to work. Revisions to the plan may be more frequent in the beginning and decrease over time as the consumer becomes more independent and committed to the educational or work plan.

## B. Schedules

A second issue involves fitting in treatment around school and work schedules. As the consumer becomes more successful at school or work, it may become more difficult to attend treatment appointments. Some consumers may use success at work or school as an indicator that treatment is no longer needed. As the school or work schedule is being developed, the SEES can work with treatment providers to make changes to the treatment schedule. The treatment team can help the consumer identify ways in which treatment is helping him achieve his goals (e.g., school, work, social relationships). As the consumer becomes more successful and has longer periods without psychotic symptoms, a belief that she no longer needs medication or other treatment may develop. It is important for the SEES to detect this early and to discuss it directly with the consumer and the team. For many, continued success at school or work is dependent on achieving a balance between energetic involvement in school or work and engagement in continued psychiatric treatment.

## C. Working with families

A third issue involves working on IPS supported education and employment issues with family members. Family members are particularly relevant in first-episode programs because consumers who are adolescents or young adults may be financially dependent upon their families, may live with family members, and are likely to be closely involved with their families in other ways. Family members may worry about the stress of school or work if the consumer has not been engaged in these activities recently. The SEES must ask each consumer who she would like to involve in the education / employment plan and reach out to those identified to set up a meeting with the consumer present. Family members can provide valuable information about previous attempts at work or school, the best time of day for the consumer, etc. They can also provide encouragement for the consumer to persist at education/employment goals by pointing out accomplishments. They may be able to help the consumer with practical issues such as studying. But, family members should not be asked to remind a consumer to show up for appointments or go to class because the education / employment plan should not become a source of conflict for the family. If family members are not comfortable with the education/employment plan, the SEES should ask questions and try to understand their concerns. Ultimately, the specialist will follow the wishes of the consumer, but the plan is more likely to be successful if family members support the plan. The SEES may ask to meet with the family throughout the process in order to provide support and ask for helping thinking about solutions to issues. If the consumer has a legal guardian, or the consumer is not yet 18 years old, the SEES must follow the wishes of the legal guardian. The provision of information in these cases is regulated by the wishes of the parent or legal guardian, but can still be negotiated in such a way that the consumer feels that their best interests are being fully considered.

## D. High School Students

A proportion of OnTrackNY clients will still be in high school. Initially it is important to ask the parent and client about school progress in order to assess if there is a need or desire for support. If it is determined that assistance is needed and wanted, then the SEES sends a release to the school and tries to identify a point person. The point person can vary: case managers, guidance counselors, IEP chairs, and even the vice principal have been the "point person." Specific activities that the SEES can do when working with high school students include:

- Request copies of report cards and Individualized Education Plans / IEPs (IEPs are only for clients who are receiving special education services)
- Contact point person to find dates of IEP meetings
- Attend school and IEP meetings and provide input
- Provide written summaries of how client's educational performance may be impacted by their illness and advocating for appropriate classroom accommodations and school setting
- Be in contact with various school staff members via email and phone when there is not an IEP in order to advocate for client to have excused absences when they are seen as excessive and to advocate for schedule changes or grade adjustments since it can be difficult for high school students who are not receiving special education services to have absences and work excused without a hospitalization.
- Provide transportation to school meetings when needed
- Meet with school staff as needed alone or with client and parent

If a client is unable to attend school for an extended period of time, determine if there are Home & Hospital services, such as available in New York, to enable clients to have teachers come to the home and provide educational services. Regular reapplication may be needed for this service and it is important to become familiar with the rules.

Identify or respond to a need for a tutor, then assist with accessing one.

Consider whether there is a benefit to suggest and/or advocate for students to participate in extracurricular activities.

## E. Older Students (College and GED level)

Many OnTrackNY clients may be attending college or GED programs. Specific activities that the SEES can do when working with these students include:

- Assist in identifying college or GED programs
- Assist with registration for pre-testing, registration and/or transfers for college and GED programs (transporting and providing support)
- Providing documentation for and/or assisting client with medical withdrawal from courses

- Ongoing discussion about school progress and how to communicate with professors about challenges with courses
- Ongoing discussion about how symptoms are effecting functioning on campus
- Locate and learn about how the office of student services helps individuals with learning / testing accommodations for students with specific needs
- Go on a walking tour to become familiar with the campus. Help consumers learn where each of their classes is, and other important building/offices
- Identify or respond to a need for a tutor, then assist with accessing one
- Assist with researching different types of scholarships and other financial aid opportunities. Assist with applying for scholarships and financial aid

## VIII. Transitioning from OnTrackNY IPS Services

As the OnTrackNY program provides time- limited services that last up to two years, SEES should be a part of the team’s approach to working with consumers and family members about what transition means and how to negotiate this transition successfully. Consistent with the critical time intervention approach, the SEES should be mindful from the start about the need to assist consumers in building natural supports, and should start talking specifically about transition three to four months prior to the expected transition date.

As SEES begin to think about helping consumers transition from the OnTrackNY Program, a few key points that should be considered.

- Is the consumer transitioning out of the OnTrackNY program while currently working or in an education program?
- What services have been helpful in supporting the vocational and/or educational activities?
- What if any supports will be needed once there has been a full transition?
- What natural supports are available or already in place, and how can those supports help with the transition?

The SEES spends time learning from consumers what supports they feel have been most helpful in maintaining employment. Visiting consumers on the job and meeting regularly with consumers’ supervisors may be just the right amount of support for one person, but not enough, or too much for the next. It is important that a transition plan is customized for each consumer. The entire OnTrackNY team, the consumer, and the consumer’s family members should be part of the transition plan when appropriate. Further, if the employer has received supports from the SEES, someone should talk to the employer about the transition plan.

The plan addresses continuity of support. The SEES and the consumer will need to research different options in order to make the best decisions about what will be put on the transition plan to help the consumer remain successful. The examples below identify the types of questions to consider.

- Does the company that the consumer works for have an Employee Assistance Program (EAP)? If so, what does that EAP offer in terms of individual support to employees with disabilities?
- If necessary, who will continue to visit the consumer regularly to discuss work related concerns whether positive or challenging?
- What problems has the student / worker had related to the job or school? Can the transition plan be formed to anticipate problems and include supports related to those? What strengths does the worker / student possess that can aid the transition?
- Who will communicate with the employer or supervisor when needed?
- Who will assist the consumer if he wants a promotion, or to look for a different job?
- Does the school or university that the consumer attends have an office of student services, and how does that office assist students?
- What is the financial aid status and what resource is already assisting?
- If accommodations are needed how will the consumer access or request them?

Each consumer will receive individualized transition planning, so it's best to discuss needs in a detailed manner, ensuring to expand on the samples above were necessary.

## IX. IPS Supported Education and Employment Practice Principles

### A. Eligibility is based upon client choice.

No one is excluded because of prior work history, hospitalization history, substance use, symptoms, personal decisions about medications, personal appearance, missed appointments with mental health practitioners, or other factors. Every person is encouraged to think about employment and all interested people are referred to the IPS informed program.

### B. IPS supported education and employment services are closely integrated with mental health treatment services.

SEES are assigned to one or two mental health teams from which they receive referrals. The SEES meet weekly with team members to discuss strategies to help people with their education and employment goals. They have office space near or with the mental health treatment team and speak between meetings. Team leaders emphasize the importance of team integration and monitor this progress regularly.

### C. Competitive jobs are the goal.

These are jobs that anyone can apply for regardless of mental health or physical disability status. Consumers who are working earn the same wages as their co-workers (at least minimum wage) and are paid directly by their employers. The jobs do not have artificial time limits arranged by any vocational program. Jobs may be full or part-time. The jobs must not be set aside for people with disabilities or be in segregated workplaces set aside for people receiving services from mental health programs.

#### D. Employer contact begins rapidly after clients enter the program.

There are no requirements for vocational testing, work samples, employment groups or other pre-vocational activities. Instead, the employment specialist and/or client have face-to-face contact with an employer within 30 days after an employment goal is established.

#### E. Employment specialists build relationships with employers based upon client job interests.

SEES specialists meet face-to-face with employers over time to learn about their business needs and the positions in their business.

#### F. Job supports are continuous.

Individualized job supports are provided until jobs are stable or until clients no longer want supports from the IPS informed SEES. Mental health practitioners (such as counselors or case managers) continue to help with job supports when clients are no longer receiving supports from the integrated team. The frequency and intensity of the follow-along supports as well as the type of support / contact are driven by consumer choice.

#### G. Consumer preferences are honored.

SEES and the other integrated team members provide help with work and school based upon consumer preferences for type of career, consumer strengths, preferences for supports, desires for specific work schedules, preferences about sharing disability information with employers, and so forth.

#### H. Benefits planning (work incentives planning) is offered to all consumers who receive entitlements.

Consumers are offered personalized benefits planning before going back to work and when making decisions about changes in employment.

## X. Forms Used to Support IPS Informed Supported Education and Employment

- a. IPS Supervision Log
- b. IPS Career Profile
- c. Plan for approaching employer
- d. Plan for receiving assistance with school
- e. Employer/school contact log
- f. Job start report (career profile update)
- g. Job end report (career profile update)
- h. School / training start report form
- i. School / training end report form
- j. Job/education support plan

# OnTrack Team IPS SUPERVISION LOG

Date of Supervision: \_\_\_\_\_

**I. NEW CLIENTS (since last supervision)**

Client Name	Date of 1st contact*	PLAN
1.		
2.		
ETC.		

\*1st face to face contact with employer or with education personnel by SEES or consumer

**II. CONTINUING CLIENTS**

Client Name	Status*	UPDATE AND PLAN
1.		
2.		
3.		
4.		



5.		
6.		
7.		
8.		
9.		
10. and etc.		

**\*For status, W if working; S if in school; L if still looking; H if in hospital.**

### III. OUTCOMES

- A. Total # of consumers: \_\_\_\_\_
- B. # working \_\_\_\_\_
- C. # in school \_\_\_\_\_
- D. D. What percentage of SEES's time in the last two weeks was focused on employment and education activities? \_\_\_\_\_%
- E. Did team leader or state trainer accompany the SEES out in the field for job development and/or additionally as needed for other areas needing support in the last two weeks?
- If yes, please list date(s): \_\_\_\_\_
- F. What percentage of SEES's time in the last two weeks was spent in the community?  
\_\_\_\_\_ %

### IV. QUARTERLY GOAL SETTING AND MONTHLY REVIEWS

<b>Quarterly Goals: Complete during first supervision in January, April, July and October</b>	
<p>1. # of people in work or school during past month: _____</p> <p>What are your goals for this quarter (concrete goals such as increasing the number of people in work or school by X; making Y more employer contacts, etc.)?</p>	<p>Strategies to reach goal:</p>

**Monthly review: Completed during first supervision in February, March, May, June, August, September, November, and December**

Progress towards reaching goals:

Any changes in strategies?

Signature of Supported Education & Employment Specialist: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

## IPS Career Profile

*Revised from the Dartmouth IPS Vocational Profile;*

<http://dms.dartmouth.edu/dsec/resources/tools/forms/profile.doc>

This form is to be completed by the Supported Education & Employment Specialist during the first few weeks of meeting with a new consumer. Sources of information include the consumer, the mental health treatment team, and with permission, family members, previous employers and previous educators.

The profile should be updated periodically as treatment progresses to add new job and educational activities.

Client \_\_\_\_\_  
Medical Record \_\_\_\_\_  
Date: \_\_\_\_\_

Name: \_\_\_\_\_  
#: \_\_\_\_\_

### Work Goal

What is your dream job? What kind of work have you always wanted to do?

What are your long-term career goals?

If you are interested in work now, what type of job do you think you would like to have now?

What other thoughts do you have about work?

Work Experience

**Most recent job:**

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Job Title:

Employer:

Job Duties:

Start Date:

End Date:

How many hours per week?

What did you like about the job?

What did you dislike?

Reason for leaving the job?

Other info about job:

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**Next most recent job:**

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Job Title:

Employer:

Job Duties:

Start Date:

End Date:

How many hours per week?

What did you like about the job?

What did you dislike?

Reason for leaving the job?

Other info about job:

---

## Education Goal

Are you interested in pursuing education or vocational training?

When did you last attend school? What school was it?

How did you do in school?

Were you in any special classes (honors classes or classes to help you learn better)?

Were you ever enrolled in vocational training classes?

What kinds of things would you like to study in school when you return?

What other thoughts do you have about school and education?

School and Vocational Training Experience

**Most recent school attended:**

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School grade:

School name:

Classes:

Did you graduate?

With what type of degree/certificate?

What did you like about this school?

What did you dislike about this school?

Other info about school (e.g., grades, why did you leave this school? Did you have friends at this school?):

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**Next most recent school attended:**

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School grade:

School name:

Classes:

Did you graduate?

With what type of degree/certificate?

What did you like about this school?

What did you dislike about this school?

Other info about school (e.g., grades, why did you leave this school? Did you have friends at this school?):

## Military Experience

Do you have any experience in the military? (If no, skip to the next section).

What did you do in the military? Did you receive any training?

What years were you in the military?

What type of discharge you received?



## Supports

With whom do you live?

Who do you spend time with? How often do you see or talk to them?

Who would you like to involve in your employment plan?

Who would you like to help provide supports to as you go back to work or school?

Do you know people who are working?

Could any of those people help you with networking (if you are interested in a job)?

### Work Skills

How have you found jobs in the past?

What work skills have you learned from other jobs?

### Interests

What hobbies or interests do you have?

What is a typical day like for you? What is your schedule?

When do you get up each day? What is the best part of the day for you?

### Benefits

What is your current source(s) of income?

Have you applied for any type of benefits such as social security? Or housing assistance?

### Substance Use

How much alcohol do you drink?

How often?

Is there a particular time of day?

What drugs do you, or have you, used?

Do you still use those drugs? How often?

### Criminal Record

Have you ever been arrested?

If so, what were the circumstances?

#### Have you ever been convicted of a crime?

Type of conviction, (e.g., breaking and entering, assault, etc.)	Year	Misdemeanor, felony or unsure
Circumstances of the conviction (what happened):		
Type of conviction, (e.g., breaking and entering, assault, etc.)	Year	Misdemeanor, felony or unsure

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Circumstances of the conviction (what happened):

**Information from Family Members:**

(For example, work history, education history, strengths, how the consumer relates to others, sleep schedule)

**Information from others:**

*(previous employers, teachers or school advisors):*

(For example, how the consumer performed in those settings, strengths, problems, how the consumer got along with others, followed instructions)

## Plan for Approaching Employers

Consumer name: \_\_\_\_\_

Medical record number: \_\_\_\_\_

Date started: \_\_\_\_\_

Dartmouth Psychiatric Research Center, 2008

*([http://dms.dartmouth.edu/dsec/resources/tools/forms/disclosure\\_worksheet.doc](http://dms.dartmouth.edu/dsec/resources/tools/forms/disclosure_worksheet.doc))*

Some people who use supported employment services ask their Supported Education and Employment Specialist to talk to employers on their behalf. For instance, if a consumer is interested in factory jobs, the SEES might go out to meet some managers of factories to learn more about the jobs that currently exist there and to explore possible job matches to the client's skills and experience. When SEES talk to employers, they usually tell the employer that they work for an employment program at a mental health program. Sometimes this strategy helps people find work a little more quickly or helps people find a very specific type of job. Further, if a consumer gets hired, the SEES can help talk to the employer in order to mitigate or address any issues the client might face as they make the adjustment to the workplace.

Some people who use supported employment services may not want to give the Supported Education and Employment Specialist permission to talk to employers on their behalf. Instead they may ask for help with job leads, filling out applications, practicing interviewing skills or other things that can help them find a job. People use this strategy when they don't want employers to know they are working with a supported employment program. Many people find that they are successful with jobs by using this approach.

Either option is fine. You should pick the strategy that feels most comfortable to you. It is also ok to change your mind at any time during the job search or after you are hired.

It's important for you and your SEES to talk about the possible pros and cons of introducing the SEES to employers. The reasons that some people would not want to use this approach include:

- Some people are fearful that employers won't hire them if their disability is known. It is true that there is stigma about mental illness and that some employers probably do discriminate. It is also true that some employers are interested in working with programs like supported employment.
- Some people don't mind if their supervisor knows they are working with a program, but they wouldn't want their co-workers to find out. The SEES can ask your supervisor to keep this information confidential but there aren't any guarantees that the information won't slip out.

- Some people say that they do not want to disclose that they are in recovery from mental illness because they are making progress in their recovery and feel that it is not necessary to share this information with employers. They can feel more empowered by dealing with employers on their own.

The reasons that a consumer might want the Supported Education and Employment Specialist to talk to employers can include:

- **To get job search assistance.** The SEES can talk to employers about the reasons that you would be a good employee, can find out more about the available jobs and can try to set up interviews with employers. The SEES can also work with an employer to carve out a job that will match your specific skills and experience as well as scheduling and transportation needs.
- **Designing supervision and feedback.** It can be helpful for some employees to have regular or even extra feedback about their performance on the job so that they can gauge their progress and quickly gain confidence in their ability to do a good job. The IPS specialist can help arrange this kind of extra help.
- **Negotiating job accommodations:** There are certain laws in place that can help employers and workers to design special accommodations to the workplace that can make a job more “do-able” for some people with physical disabilities and mental illness. Your Supported Education and Employment Specialist can help you to identify any needs you might have and explore with employers how your needs can be met with simple changes to the job or job schedule.

You probably have your own feelings about disclosure. Try working on the table below with your SEES.

Possible Advantages of Disclosure	Possible Disadvantages of Disclosure



When Supportive Education and Employment Specialists talk to employers, it is usually possible for them to keep some things private. For example, some people don't want their Supported Education and Employment Specialist to share information like a diagnosis or medications. Talk this over with your SEES and write down the things that you wouldn't want them to share with an employer.

If you think that you might want your SEES to speak with employers, the two of you can discuss what he or she might say. For example, if a consumer thought he might be anxious at first, the SEES could say, "He might have a little difficulty with concentration at first because he is anxious about doing a good job. However, after a couple of weeks, I'm sure that he will be accustomed to the job and his concentration will be fine." You and your Supported Education and Employment Specialist should stop here and talk about some of the things that he or she might say to employers.

For now, what is your preference about approaching employers?

- "" I don't want my SEES to talk to employers.
- "" I am not sure right now and I would like some more time to think about this and receive some more information.
- "" I don't want my SEES to share information about me with employers. However, if my SEES is talking to an employer who has the type of jobs that I like and s/he hears about a good job lead, I'd like to hear about that. Maybe I'll decide to disclose for that employer.
- "" It is fine with me if my SEES talks to employers on my behalf.

---

Consumer signature

Date

---

Supported Education and Employment Specialist signature

Date

## Plan For Receiving Assistance With School

Consumer name: \_\_\_\_\_

Medical record number: \_\_\_\_\_

Date Started: \_\_\_\_\_ Date Completed \_\_\_\_\_

*Adapted from Dartmouth PRC "Plan for Approaching Employers"*

Some people who use supported education services ask their Supported Education and Employment Specialist (SEES) to talk to people at the school on their behalf. For instance, they might ask a SEES to talk to a teacher or professor about an accommodation or they may ask the SEES to help them sign up for services offered by the office of disabled student services. When SEES talk to someone at the school, they generally say that they work for a supported education program that helps people who have had some mental health issues.

People who sign up for disabled student services do not have to use those services. Many people report that they signed up just in case they needed help in the future. For example, with tutoring, test taking services, note takers or academic advising. These services are kept confidential.

- Do you have any concerns about your Supported Education and Employment Specialist speaking to people at your school? If so, what are those concerns?
- What do you think the advantages would be to having your SEES speak to people at your school?

When Supported Education and Employment Specialists talk to teachers or staff at offices of student services, it is usually possible for them to keep some things private. For example, some people don't want the SEES to share information like their diagnosis or medications. Talk this over with your SEES and write down the things that you would not want the Specialist to share.

For now, what is your preference about whether or not your SEES should speak to anyone at the school?

- I don't want my SEES to talk to anyone at my school.
- I am not sure right now and I would like some more time to think about this.
- I'd like to find out more about my school's policies regarding students with specific needs or disabilities. "If I signed up for help from the office of student services, who would know about it? What would they want to know about me?"
- It would be okay if my SEES would help me sign up for assistance from the office of student services.

- It's fine with me if my SEES talks to teachers or professors on my behalf.

\_\_\_\_\_  
Consumer

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supported Education and Employment Specialist

\_\_\_\_\_  
Date



## Job Start Report (Career Profile Update)

Consumer: \_\_\_\_\_

Supported Education and Employment Specialist: \_\_\_\_\_

Case Manager: \_\_\_\_\_

First date of work: \_\_\_\_\_

Job Title: \_\_\_\_\_

Duties: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Rate of pay: \_\_\_\_\_

Benefits: \_\_\_\_\_

Union Position (circle one):      Yes      No

Hours per week: \_\_\_\_\_

Disclosure (circle one):

Yes      consumer has agreed to employer contact and has signed a release

No      consumer does not want employer contact

Name of business: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Name of supervisor: \_\_\_\_\_

\_\_\_\_\_  
Staff signature and credentials

\_\_\_\_\_  
Date

## Job End Report (Career Profile Update)

Job Title: \_\_\_\_\_ Employer: \_\_\_\_\_

Job start date: \_\_\_\_\_ Job end date: \_\_\_\_\_

Job duties (if changed since start date): \_\_\_\_\_  
\_\_\_\_\_

Work hours (include any changes): \_\_\_\_\_

**Reason for job end (e.g., quit, fired, etc.):** \_\_\_\_\_

Consumer's perspective regarding job end: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Staff comments regarding job end: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Employer comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Type of support provided:** \_\_\_\_\_  
\_\_\_\_\_

Type of supervision at work site: \_\_\_\_\_  
\_\_\_\_\_

**Does consumer wish to look for another job/what kind?** \_\_\_\_\_  
\_\_\_\_\_

Consumer's preferences regarding disclosure on next job: \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Staff Signature

\_\_\_\_\_  
Date

## School / Training Start Report (Career Profile Update)

Consumer: \_\_\_\_\_

Supported Education and Employment Specialist: \_\_\_\_\_

First date of school or training: \_\_\_\_\_

School name: \_\_\_\_\_

School location: \_\_\_\_\_

Area of study or training:

\_\_\_\_\_

Accommodations anticipated? No Yes (If 'yes', please describe)

\_\_\_\_\_

\_\_\_\_\_

If accommodations or student services are anticipated, will the Supported Education and Education Specialist play a role in developing this plan? No Yes (If 'yes', please describe the role that the SEES will play)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Hours per week: \_\_\_\_\_ Credits per semester: \_\_\_\_\_

Disclosure (circle one):

Yes consumer has agreed to educator contact by the SEES and has signed a release

Yes consumer has agreed to office of student services contact by the SEES and has signed a release

No consumer does not want educator contact by the SEES

Name, position, and contact information at the school or training facility: \_\_\_\_\_

\_\_\_\_\_

## School / Training End Report (Career Profile Update)

Consumer: \_\_\_\_\_

Supported Education and Employment Specialist:

\_\_\_\_\_

Last day of school or training : \_\_\_\_\_

Graduated?: Yes No

School name: \_\_\_\_\_

School location: \_\_\_\_\_

Diploma / Degree / Certification / Licensure:

\_\_\_\_\_

Accommodations / student services utilized: \_\_\_\_\_

\_\_\_\_\_

Remarks about accommodations / student services used: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

If accommodations or student services were utilized, what role did the Supported Education and Education Specialist play in developing and executing this plan?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What might be helpful in the future with accommodations and special services?: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Job / Education Support Plan

Date:

Consumer's name:

Medical record #:

Job title / employer or education program:

Start date:

How does this job or education program match the consumer's preferences?

How does the consumer's strengths and skills relate to the job or education program?

Areas in which the person would like help (related to work/education history, current living situation, symptoms, etc.):

Will the Supported Education and Employment Specialist have contact with the employer or educators: Yes No

Who else will help provide supports (family members, mental health team, etc.):

Supports to be provided on the first day (include location, names, and type of communication such as Skype, email, etc.):

Supports to be provided for the first week (include location, names, and type of communication such as Skype, email, etc.):

Supports to be provided for the first two months (include location, names, and type of communication such as Skype, email, etc.):

Supports to be provided after the first two months (include location, names, and type of communication such as Skype, email, etc.):

What actions will the consumer take to maximize this opportunity?

\_\_\_\_\_

Staff signature and titles

\_\_\_\_\_

Date

\_\_\_\_\_

Consumer signature

\_\_\_\_\_

Date

## XI. Readings and Resources for Supported Education and Employment Specialist Role

### Required Readings

Swanson, S.J, Becker, D.R., Drake, R.E., & Murrans, M.R. Supported Employment: *A Practical Guide for Practitioners and Supervisors*. Lebanon, NH: Dartmouth Psychiatric Research Center, 2008.

Swanson, S.J. & Becker, D.R. Supported employment: applying the individual placement and support (IPS) model to help clients compete in the workforce. Minnesota: Hazelden, 2011.

### Helpful Links

Dartmouth IPS Supported Employment Center  
<http://www.dartmouth.edu/~ips/>

SAMHSA  
<http://store.samhsa.gov/product/Supported-Employment-Evidence-Based-Practices-EBP-KIT/SMA08-4365>

### Additional Readings of Interest

Becker, D., & Drake, R. (2003). *A Working Life for People with Severe Mental Illness*. New York: Oxford Press.

Drake, R.E., Bond, G.R., & Becker, D.R. *Individual Placement and Support: An Evidence-Based Approach to Supported Employment*. New York: Oxford University Press, 2012.

Killackey, E. J., Jackson, H. J., & McGorry, P. D. (2008). Vocational intervention in first- episode psychosis: Individual Placement and Support versus treatment as usual. *British Journal of Psychiatry*, *193*, 114-120.

Nuechterlein, K. H., Subotnik, K. L., Turner, L. R., Ventura, J., Becker, D. R., & Drake, R.E. (2008). Individual placement and support for individuals with recent-onset schizophrenia: integrating supported education and supported employment. *Psychiatr Rehabil J*, *31*(4), 340-349.