Improving Outcomes for Young Adults with Mental Health Needs

Best Practices
- Self-Determination
- Person-centered planning

Services
- Individualized
- Community-focused

Agency Linkages
- Existing resources
- Opportunities
- Advocacy
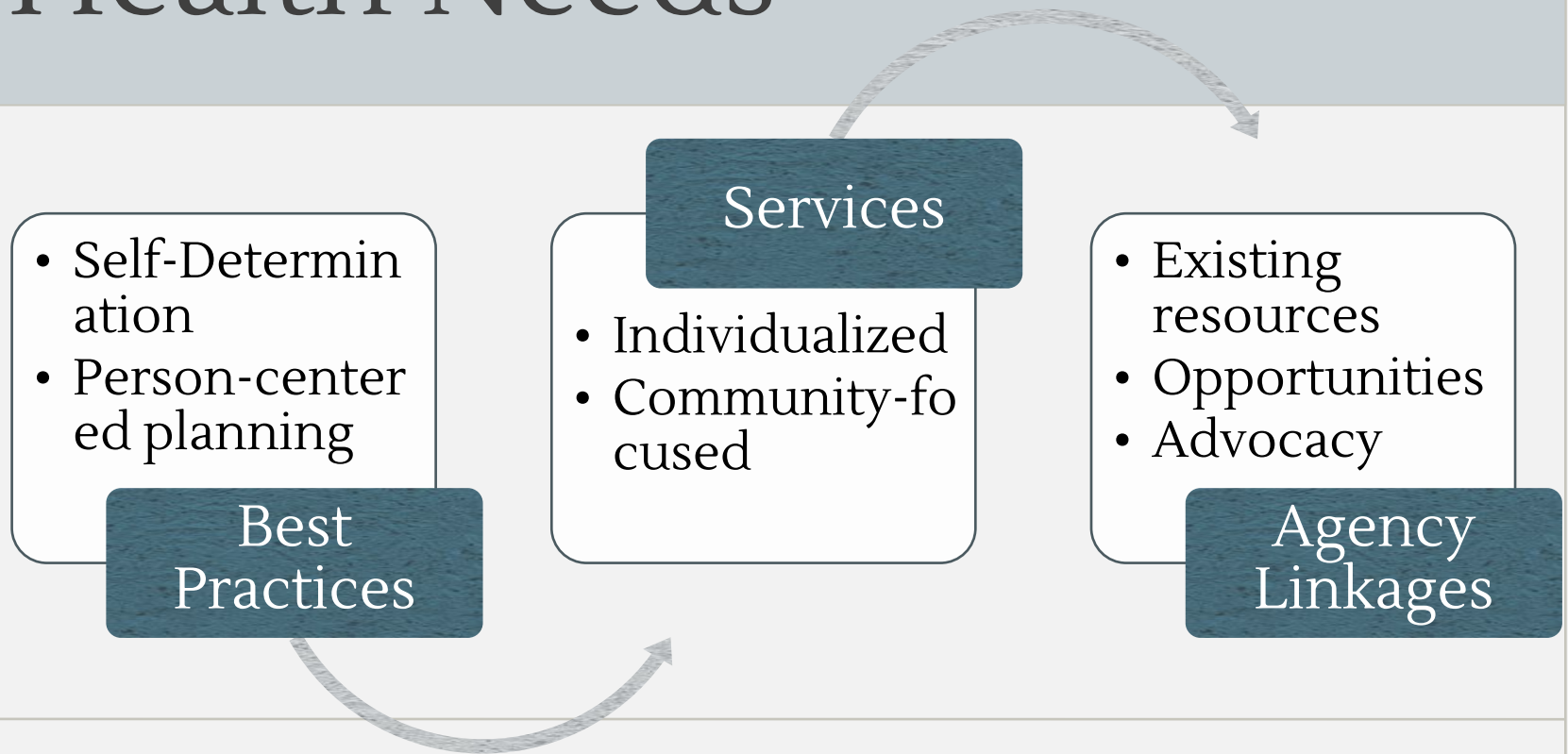
Food for Thought

Behavior is a function of the person and his/her environment. Within the educational setting, we can craft an environment that maximizes the success of all students including those with mental health issues. The adult world is highly complicated for all young adults. For example, at a party a young person may feel his jokes are laughed at by all, his comments witty and on target, but when that same person sits down at the lunch table at work, his jokes fall flat, co-workers ignore his witty comments. This is the same person but his performance varied widely in two environments. He didn't become socially awkward overnight, it is that different environments and situations have varied behavioral expectations. These varying environmental expectations are challenging for the best of us. They are sometimes insurmountable for people with mental health challenges. We can no longer relegate our young adults to the fate of homelessness or living in their parent's basement but must find ways to establish adult environments that allow these young people to demonstrate their strengths and ameliorate the symptoms of their illness.

Objectives

- Review recognized challenges facing students, families, and schools in creating a smooth transition

- Examine research and practice in the field of transition for students with mental health needs

- Evaluate implications and opportunities for changes in transition programming and legislation

Challenges

- Post-Secondary Outcomes/Statistics

- Challenges in the transition from school to adult life

- Feedback from families and practitioners

VIDEO OF PARENTS - Stan & Jayne

Poor Post-Secondary Outcomes

- Of the nation's students identified as having emotional disabilities, over 50% exit the school system without a high school diploma.

- Nearly 75% do not continue their education after high school.

- And of those who continue their educations beyond high school, over 70% have experienced mental health crises while on campus, which often results in the lack of degree completion.

Challenges transitioning from H.S. to Post-Secondary Education

- Financial Aid Structure
- Social Isolation
- Disclosure
- College Supports
- Motivation
- Self-Advocacy
- Increased Freedom
  - Time management
  - Change in parent role

Poor Employment Outcomes

- In the workforce, 60 – 80% of individuals who live with mental illness are unemployed, with number estimated to be as high as 90% for individuals living with severe mental illness.

- Of those who are employed, many experience elevated rates of underemployment, such as being passed over for promotions or employment instability, as they experience increased rates of being fired from a job.

Challenges towards Long-Term Employment

- Only short-term agency support is available
- Not responsive to changing needs
- Stigma
- Hidden disability
- Attendance
- Interpersonal relationships
- Mood regulation
- Employer sustainability without external job coaching support

Poor Independent Living Outcomes

Independent Living

- In 2010, it was estimated that over 14,000 Illinoisans experienced homelessness each night.

- Comparably, on a national level, over 30% of adult homelessness is associated with severe mental illness.

- A study of people with serious mental illnesses seen by California's public mental health system found that 15% were homeless at least once in a one-year period (Folsom et al., 2005). Patients with schizophrenia or bipolar disorder are particularly vulnerable.

Challenges with Independent Living

- Financial stability/responsibility
- Divided between adolescence and being an adult
- Respect for persons and property
- Medical management
- Counseling
- Transportation
- Parent resilience
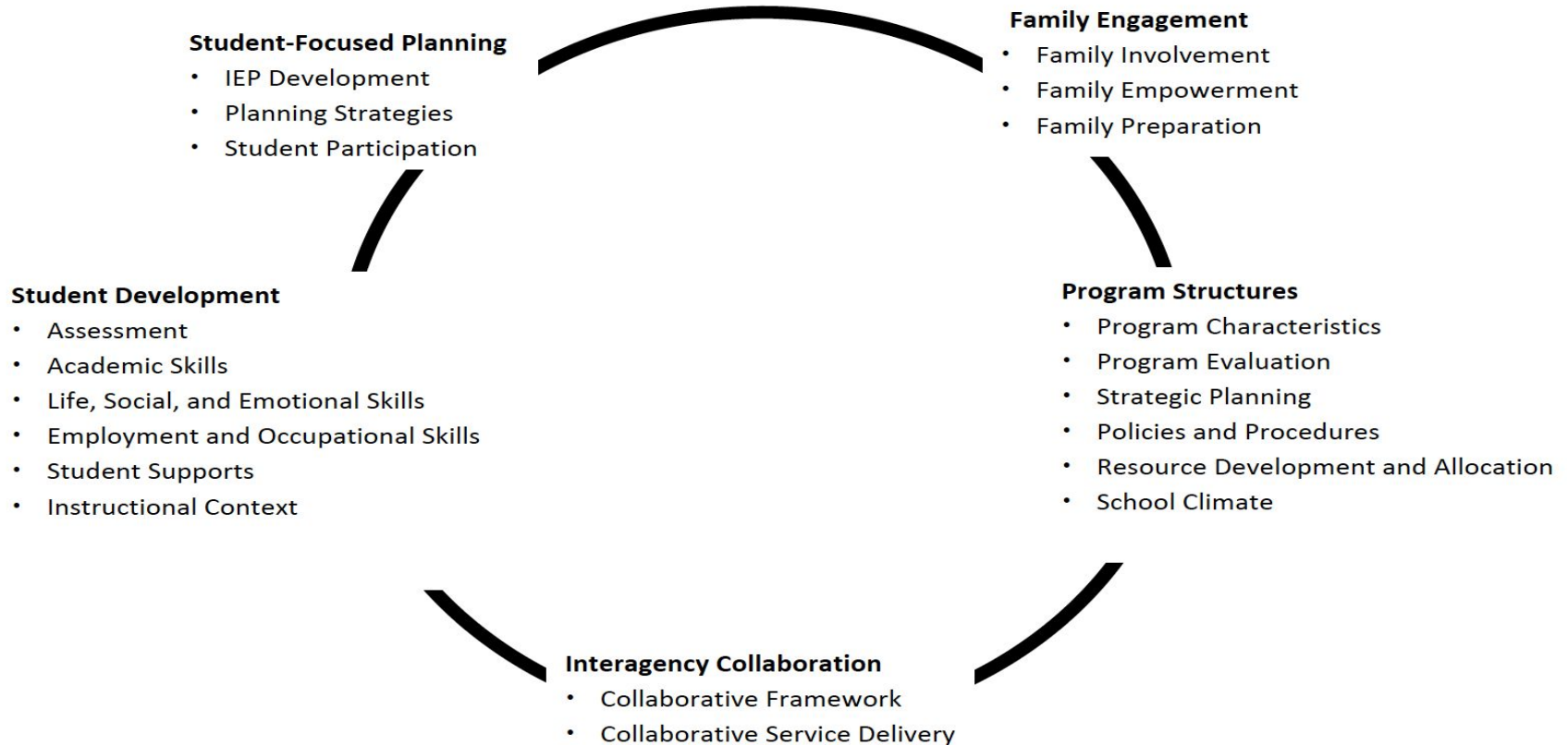- Community support and acceptance
- Isolation

[VIDEO OF PARENT](#) -

Research in Transition for Students with Mental Health Needs

- Transition Models

  - [Kohler](), Gothberg, Fowler, & Coyle 2016

  - [TIP Model]() Dresser, Clark, Deschenes 2015

- Evidence-Based Practices
  - Normalcy Concept
  - Self-Determination
  - Interagency Collaboration

Research in Transition

Kohler, Gothberg, Fowler, & Coyle, 2016
TAXONOMY FOR TRANSITION PROGRAMMING 2.0

Student-Focused Planning
- IEP Development
- Planning Strategies
- Student Participation

Family Engagement
- Family Involvement
- Family Empowerment
- Family Preparation

Student Development
- Assessment
- Academic Skills
- Life, Social, and Emotional Skills
- Employment and Occupational Skills
- Student Supports
- Instructional Context

Program Structures
- Program Characteristics
- Program Evaluation
- Strategic Planning
- Policies and Procedures
- Resource Development and Allocation
- School Climate

Interagency Collaboration
- Collaborative Framework
- Collaborative Service Delivery

5 Primary Practice Categories

Practices in Transition for Students with Mental Health Needs

- Individualized

- Person-centered

- It's a service, not a program or place

- Outcome-Focused

- Bridge to Postsecondary Goals and Adult Linkages

Glenbrook Transition Services

IEP Team recommended community-based special education services for students aged 18 up to 21 (if needed) focusing on post-secondary education, independent living and employment goals.

Currently serves approximately 45 students with varying abilities and disabilities (e.g. LD, **ED/Mental Health needs**, ID, autism, etc) throughout the District 225 with 3 case managers, related service staff, instructional assistants. Additional support through contracted services through special education cooperative (e.g VR Specialist), community businesses providing vocational experiences and support, adult agencies and families.

Services include functional academics, transportation training, independent living skills training, post-secondary education support, community-based vocational training and support, recreational and socialization ideas and support, parent education and support.

Individualized support in any area/s of transition created, monitored and adjusted through careful teaming process.

[STUDENT VIDEO](#)

What makes us unique?

We are not a program but rather services

Student A Monday	Student B Monday	Student A Thursday	Student B Thursday
Paratransit to Voc. 8:00 - 12:00 Voc. with job coach	Drive to Community College Class 9:30-10:45	Public transportation to community college	Drive to Community College
Paratransit to transition site for SAS Group	Meet with Case Manager at CC after class	12:30-2:30 Attend classes	Class 9-11:20
Check out with job coach Walk home	Lunch at CC	Public transportation to home	Free until she goes to work.
	12:30-1:45 Class Drive to Competitive Job		

- individualized customized schedules
  - no 2 schedules are alike
    - by day or week
  - by length of time receiving services

Glenbrook Transition Groups

Groups are developed based on student needs each year and determined through ongoing transition assessments: (run with a combination of transition staff including teachers, psychologists, speech/language pathologists and teaching assistants)

Examples of groups we may offer:

    College 101
    Internet Safety
    Book Clubs
    Coffee Club
    SAS 101
    Self-Decision Making group
    Life Skills groups
    Civics

Groups are not limited to classroom-based instruction and the focus is on generalization

NOT ENOUGH

TAKE ACTION

A Partnership of Schools and Community Agencies Addressing
the Needs of Transitioning Young Adults

A group of high school district special education directors and staff who were concerned with the minimal resources available to our young adults with mental health needs exiting the school system.

Out of this concern grew an idea for a symposium bringing together experts in the field of education and mental health to share resources and have conversations to drive future directions to support students with emotional disabilities transitioning into adulthood. Representatives from Legal, Legislative, Mental Health Agencies, Schools, Medical and Behavioral Health Facilities, Vocational Entities, University Researchers, and Families explored the issue and identified potential actions for transforming the future for young adults with mental health needs.

Advocacy and Opportunity

- Transforming the Future for Young Adults with Mental Health Needs Symposium

Symposium Outcomes

- Action Plan

- Application to Audience

- Community and Government Involvement

Additional Resources

Glenbrook Resources:

Glenbrooktransition.org

Transformmh.org

Other Resources

411 on Disclosure http://www.ncwd-youth.info/411-on-disability-disclosure

NAMI

Patrick Kennedy http://www.patrickjkennedy.net/

Transitioncoalition.org

NTACT Quick Guide to Mental Health Secondary Transition (includes great resources)
   http://www.transitionta.org/sites/default/files/QG_MentalHealth_2016.pdf