



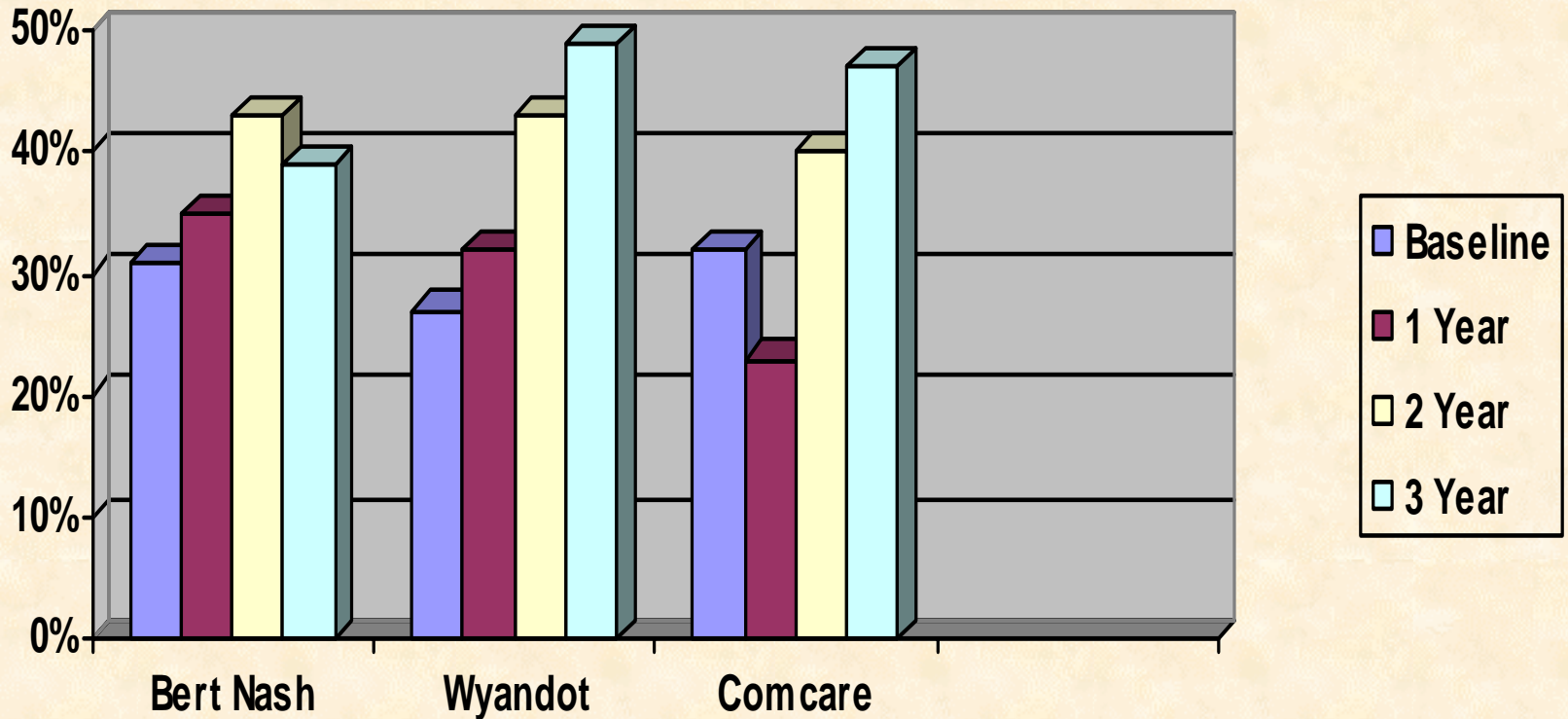
# Evidence-Based Practice Supported Employment

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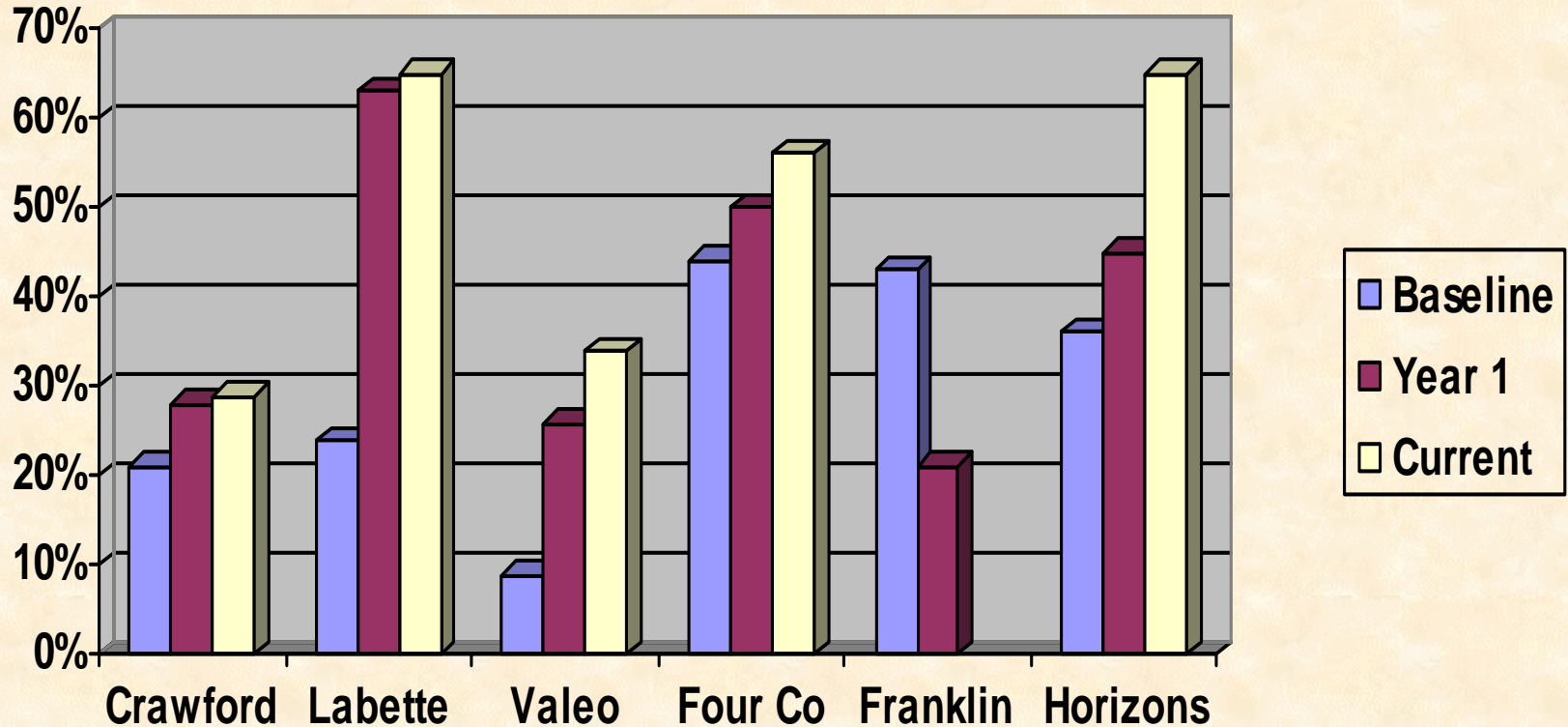
University of Kansas  
School of Social Welfare



# Kansas Supported Employment EBP Site Competitive Employment Outcomes



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# Fidelity Score Scale

66-75

Good SE Implementation

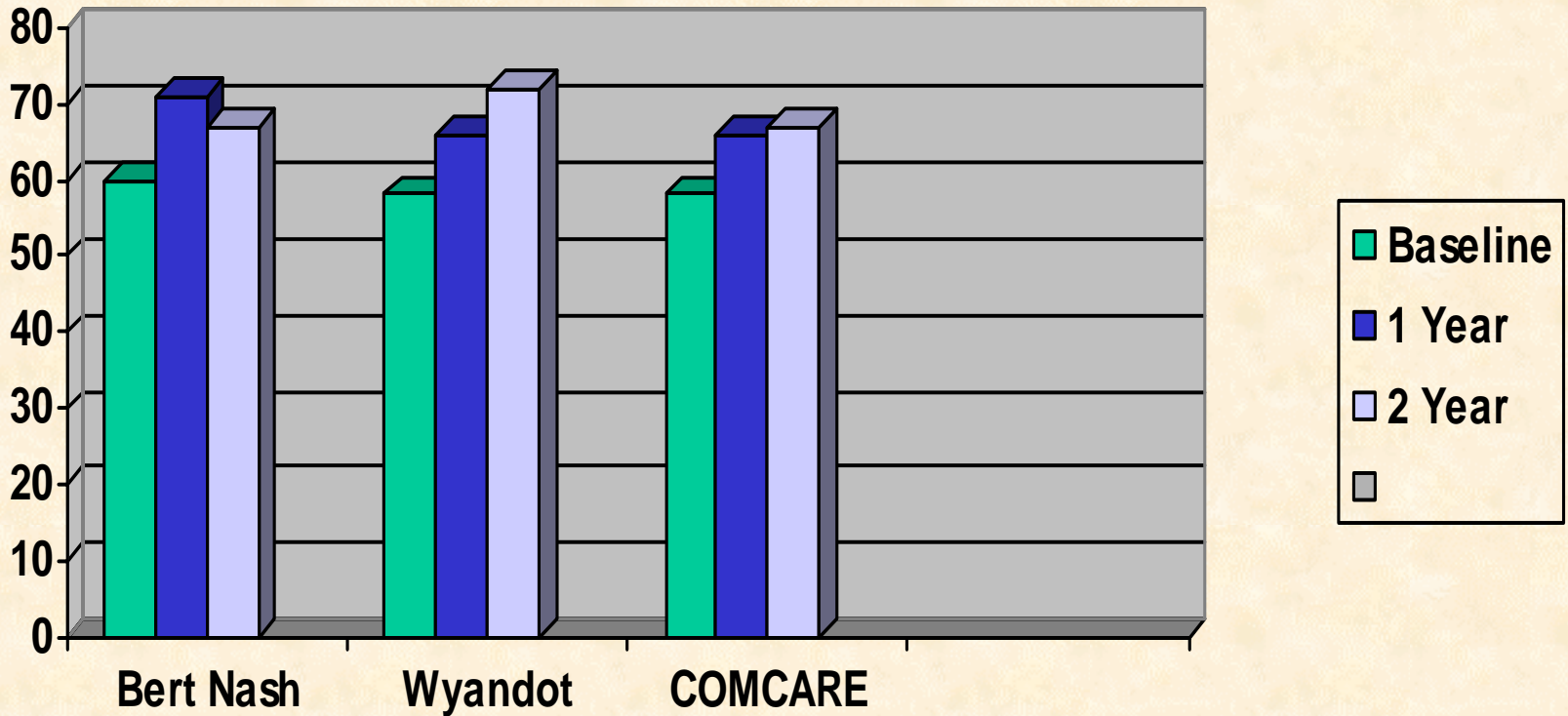
56-65

Fair SE Implementation

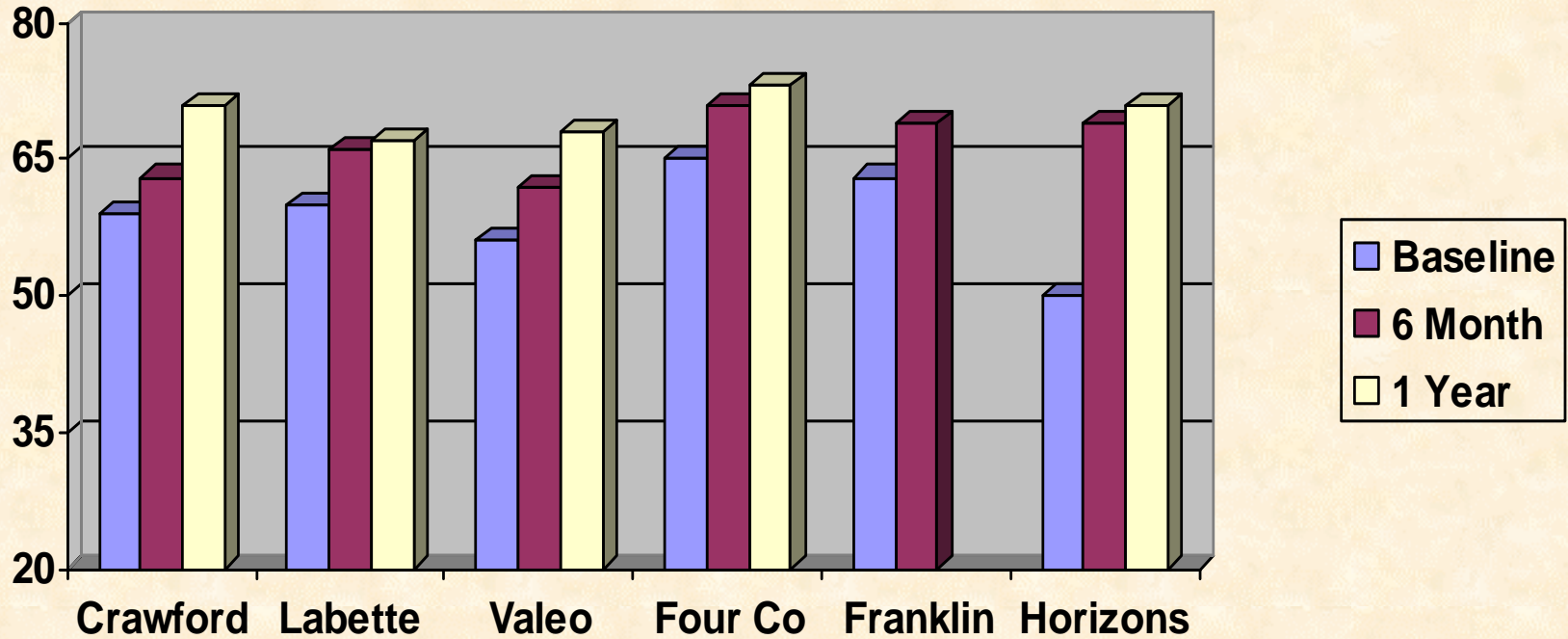
55 and Below

Not Supported  
Employment

# Kansas Supported Employment EBP Site Fidelity Scores



# Kansas Supported Employment EBP Site Fidelity Scores





# Principles of Supported Employment

1. Eligibility based on consumer choice
2. Integration with mental health treatment
3. Competitive employment is the goal
4. Job search starts soon after a consumer expresses interest in working
5. Follow-along supports are continuous
6. Consumer preferences are important

# Lessons Learned

- Organizational Culture
- Engaging Hard to Reach Consumers
- Integration with Mental Health Treatment Team
- Job Matching & Job Development
- Quality of Follow-Along Supports



# Organizational Culture

- Recovery/Strengths Orientation
- Belief that Clients Can Work
- Role of Administration and Management
- No Competing/Less Effective Programs

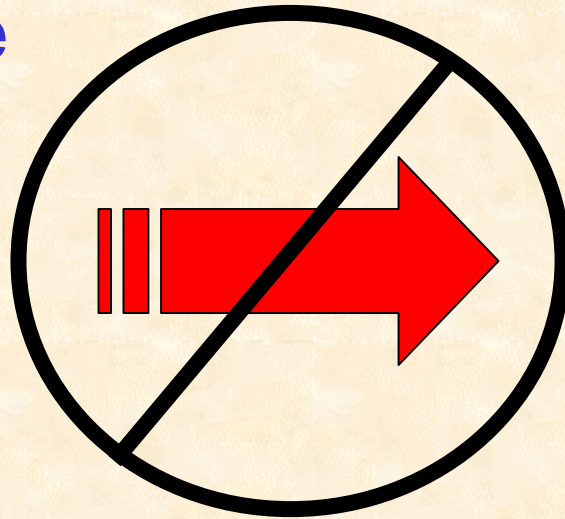


# Engaging Hard to Reach Consumers



# Client Factors Do Not Predict Better Employment Outcomes

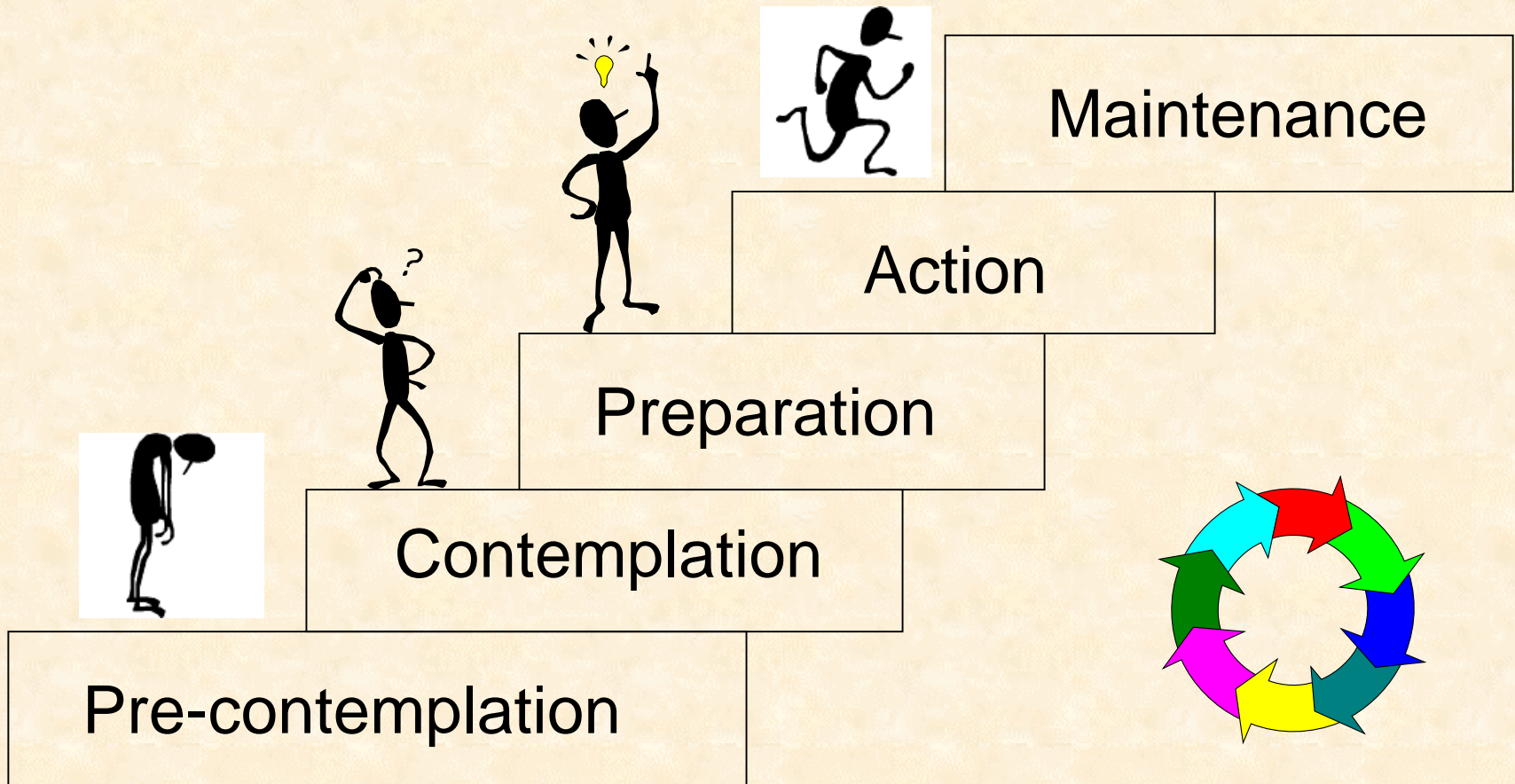
- Diagnosis
- Substance Use
- Symptoms
- Age
- Hospitalization History
- Education
- Gender



Better  
Employment  
Outcomes

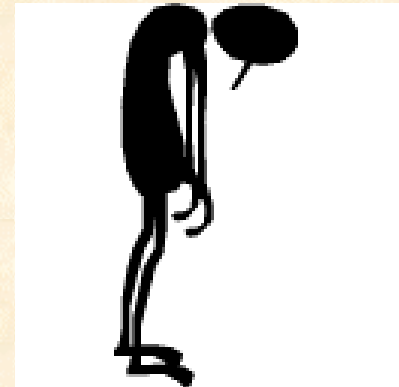


# Stages of Change



# Pre-contemplation

- ✓ No intention to work in the foreseeable future
- ✓ Cannot see benefits of working
- ✓ May feel coerced into working
- ✓ May try working if pressured, but will soon quit.
- ✓ Shows resistance to the idea of working



# Contemplation

- ✓ Thinks about work and may say they want to work, but has not committed to taking the first steps
- ✓ Not quite ready yes
- ✓ Weighing the pros and cons
- ✓ Many people get stuck in this stage





# **4 Principles of Motivational Interviewing**

- 1. Express Empathy**
- 2. Develop Discrepancy**
- 3. Roll with Resistance**
- 4. Support Self-Efficacy**

# Motivational Interviewing

## Three Strategies

Reflective  
Listening



1-10 Scale



Pro and Con List



# Engagement

- **Step 1: Assess the client's motivation to work.**  
Assessing motivation is not to screen a person out of services and not to give the client the message that “you have to be highly motivated to work or get services”.  
Assessing motivation is for the purpose of understanding where the client is at in order to know what the next steps for intervention should be.
- Where is the client at in terms of their desire to work?
- What motivates them to work?
- How strong is their motivation to work (1-10 scale)?



<p style="text-align: center;"><b>Highly Motivated</b></p> <hr style="width: 20%; margin: auto;"/> <p style="text-align: center;"><b>Action Stage</b></p>	<p style="text-align: center;"><b>Unsure, hesitant, somewhat fearful</b></p> <hr style="width: 20%; margin: auto;"/> <p style="text-align: center;"><b>Contemplation Stage</b></p>	<p style="text-align: center;"><b>Does not want to work</b></p> <hr style="width: 20%; margin: auto;"/> <p style="text-align: center;"><b>Pre-contemplation</b></p>
<p><b>Interventions</b></p> <p>Who: Employment Specialist</p> <p>Vocational Profile</p> <ul style="list-style-type: none"> <li>•Work Goal</li> <li>•Strengths/skills</li> <li>•Benefits</li> <li>•Needs/barriers</li> </ul> <p>Job Search</p> <ul style="list-style-type: none"> <li>•Job development</li> <li>•Job history/resume</li> <li>•Work on skills during job search</li> <li>•Interviewing</li> <li>•Networking</li> <li>•Informational interviews</li> <li>•Symptom Management</li> </ul>	<p><b>Interventions</b></p> <p>Who: Employment Specialist and/or Case manager</p> <ul style="list-style-type: none"> <li>•Explain SE services, process and benefits</li> <li>•Benefits Counseling</li> <li>•Motivational Interviewing</li> <li>•Address Fears</li> <li>•Weigh Pros and Cons</li> <li>•Increase clients' self-talk on benefits of work</li> <li>•Client talk with other clients who are working</li> <li>•Explore past work experience</li> </ul>	<p><b>Interventions</b></p> <p>Who: Case manager</p> <ul style="list-style-type: none"> <li>•Gently, but regularly inquire about clients' interest in work.</li> <li>•Motivational interviewing</li> <li>•Let client know that work is a possibility</li> <li>•Explore how the client feels about work and their past experience with working.</li> <li>•Expose clients to possibilities of work</li> </ul>

# Integration of Supported Employment and Mental Health

- ❑ Employment Specialists joins one team and serves the clients on that team.
- ❑ Employment specialists attend all team meetings and participates as an equal team member with shared decision making.
- ❑ The team ensures that it is the client's choice not to work and not because the team and others have not provided the encouragement, the hope, and the support to work.

# Employment Specialist's Role



- ❑ Employment specialist promotes employment options for clients within the team, even when other staff members may not identify them as candidates for work.
- ❑ Employment specialists works only with people who want to work. This is their expertise. If a consumer wants to volunteer, a case manager or other staff assist the consumer.
- ❑ Employment specialist meets with the consumer within one week of the referral to begin assessment. Job search begins within one month of receiving the referral.



# Working Together

- ❑ The supported employment specialist and case manager have frequent informal contact.
- ❑ The employment specialist, case manager, and consumer meet together initially and periodically to discuss the client's employment goals and plans.
- ❑ The case manager stays very involved with the consumer when they begin working with supported employment services. Although the ES has a very specialized and defined role, there is flexibility between team members to meet the work goals of the consumer.

# Case Manager's Role

- ❑ Helps clients think about work
- ❑ If there is a wait list, case managers spend the wait time encouraging clients to think about the types of work they want to do, visiting work sites, observing workers in different jobs, and other activities that keeps people focused on work.
- ❑ For new clients, addresses work right from the start, focusing on health and normal adult roles, rather than disability and patient role. Encourages clients by focusing on talents, abilities, and preferences.

# TEAM MEETING

1. Update on progress
2. Assign tasks and responsibilities
3. Case managers and other team members provide information to SE worker about client's coping strategies, strengths, and challenges as well as how they relate to types of jobs and work environments.
4. Case managers and other team members make suggestions about job leads.
5. Brainstorm ideas and resources/problem-solve



# TEAM MEETING

6. Celebrate Success
7. Review referrals made from the team (did they connect? What was the outcome? If they did not connect, what happened? What are the next steps?).
8. Vocational staff consults with the nurse on the team regarding medication issues.
9. Periodically, do a review of all consumers' interest in employment

## Vocational staff provide education and consultation:

- Assist with ideas for consumers or information needed that are contemplating work but not ready for action. The vocational staff may give ideas about suggestions for career options, information on benefits, or may even meet once with the consumer to inform them on how benefits affect work. This does not mean that the vocational worker has the consumer on their caseload. In this capacity vocational staff serve in a consultation role.

# Job Development

An employment specialist facilitating an employer's decision to hire a person with a psychiatric disability by understanding the employers' needs as well as the clients' preferences, abilities and skills.



# Target Job Development

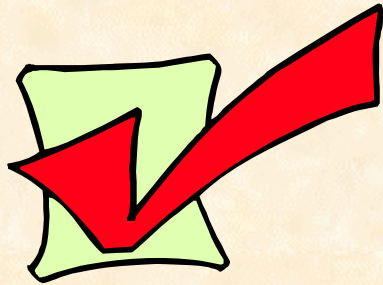
- Those less likely to be offered an interview based on lack of work history, gaps, criminal history, drug and alcohol abuse.
- Those where there are presentation concerns (e.g. communication difficulties) at interview.
- Those who need intensive, on-site follow-along supports.



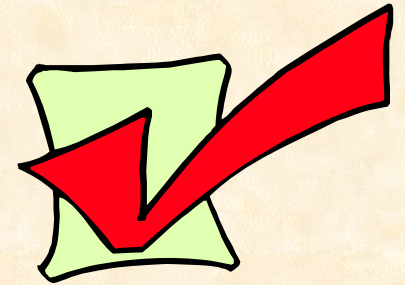
# What Does **Not** Work



- Primarily Using the Newspaper and Want Ads.
- Going to businesses and filling out applications.
- Using the internet to find jobs.
- Primarily using large corporations when seeking positions for consumers.



# What Works



- Doing a thorough job of finding out what a consumer desires for work and the work environment needs.
- Making a list of employers that have the potential to match what the consumer wants.
- Having face-to-face contact with those employers, developing a relationship, and finding out about the employer



# Job Development Process

1. Clearly articulating the purpose (who I am, what I do, how I can be of value)
2. Understanding employer needs & wants
3. Articulating the strengths and benefits of the SE program/client as it relates to the employer's needs
4. Commitment & next steps

# Quality of Follow-Along Supports

- Employer Contact
- Environmental Assessment On-Site
- Assessing and remediation of cognitive functioning difficulties
- Intensity of support within first month of work