

ON OUR WAY TO THE TOP

ADVOCATING FOR AN ENVIRONMENT OF
ACCEPTANCE AND INCLUSION IN THE WORKPLACE

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The Learning and Working During the Transition to Adulthood
Rehabilitation Research and Training Center

Acknowledgements

The Transitions RTC aims to improve the supports for youth and young adults, ages 14-30, with serious mental health conditions who are trying to successfully complete their schooling and training and move into rewarding work lives. We are located at the University of Massachusetts Medical School, Worcester, MA, Department of Psychiatry, Systems and Psychosocial Advances Research and Training Center (SPARC).

Visit us at:

<http://labs.umassmed.edu/transitionsRTC/index.htm>

The contents of this presentation were developed with funding from the US Department of Education, National Institute on Disability and Rehabilitation Research, and the Center for Mental Health Services, Substance Abuse and Mental Health Services Administration (NIDRR grant H133B090018). Additional funding provided by UMass Medical School's Commonwealth Medicine division. The content of this presentation does not necessarily reflect the views of the funding agencies and you should not assume endorsement by the Federal Government.



Overview

“On Our Way to the Top” is about ways young adults in recovery can take initiative to create a work environment that promotes inclusion and acceptance of employees with lived experience and is conducive to empowerment and recovery.

I. Why Focus on Young Adults?

II. The Experiences of YA Employees at the Transitions RTC: Participatory Action Research (PAR)

III. Lessons We've Learned: Advocating for Yourself in the Workplace

I. Discussion



Objectives

We hope that by the end of this presentation, you will be able to...

1. Define Participatory Action Research (PAR) and become a leader in the PAR-like work environment.

2. Advocate for your needs and bring positive change in your workplace.

3. Know resources that can help you be the best employee you can be.



WHY FOCUS ON YOUNG ADULTS?



The Challenge in Employment

- Young adults with mental health conditions have lower employment rates compared to same age peers' with other health concerns. (Frank, 1991; Neel, 1988; Newman et al., 2011; Vander Stoep et al., 2000)
- Young adults are less often employed than mature adults with mental health conditions. (Waghorn, Chant, & Harris, 2009).
- Career efforts during young adulthood predict later career success. (De Vos, De Clippeleer, & Dewilde, 2009).



Desires for Employment

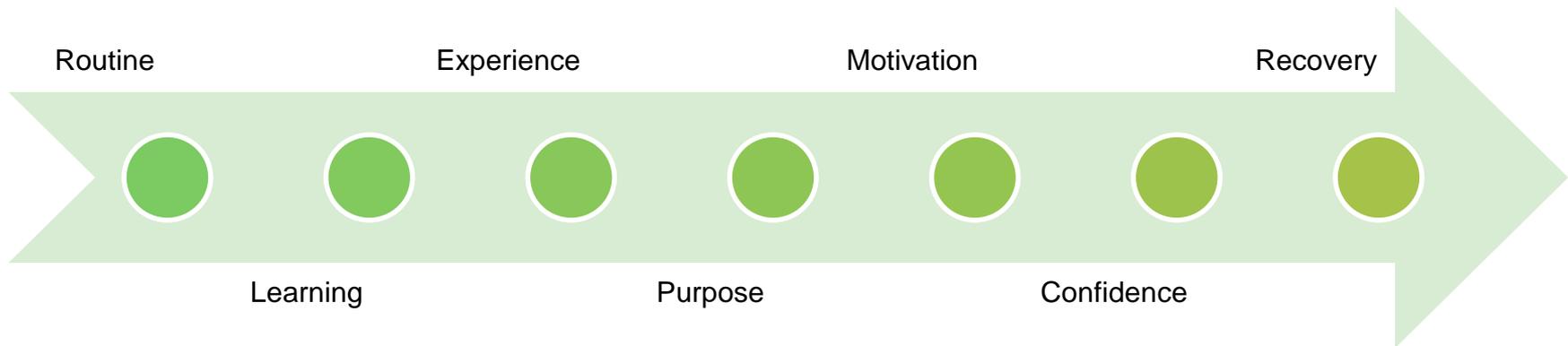
Qualitative study of young adults in standard adult vocational support programs

- Major desires:
 1. Career exploration, job preparation, and effective educational supports
 2. Social skills training
 3. Supportive provider relationships and readily available workplace supports that don't involve provider staff

Torres-Stone, R., Delman, J., McKay, C., & Smith, L. (Under revision). *Appealing features of vocational support services for hispanic and non hispanic transition age youth and young adults with serious mental health conditions. Journal of Behavioral Health Services & Research*



What Employment Does for Young Adults with Lived Experience



THE EXPERIENCES OF YA EMPLOYEES IN PARTICIPATORY ACTION RESEARCH (PAR)



Challenges and Solutions

Employer Experiences

Top-down commitment by ensuring involvement

Understanding youth culture by thinking outside the box, empowering and assigning tasks based on strengths

Mentoring and giving clear guidelines for professional development

YA Employee Experiences

Ensure commitment and involvement through peer support and self-advocacy

Become self-aware by reading, receiving peer support, and voicing concerns

Develop professionally by requesting supports and taking initiative



PAR at the RTC: Trial and Error

Breaking New Ground (Yrs 1-3)

5 Per-diem YA positions

Generalized job description

Separate YA meetings

Supervisor = main support

No MH management training



Steering towards Success (Yrs 3-now)

PAR staff on career trajectories

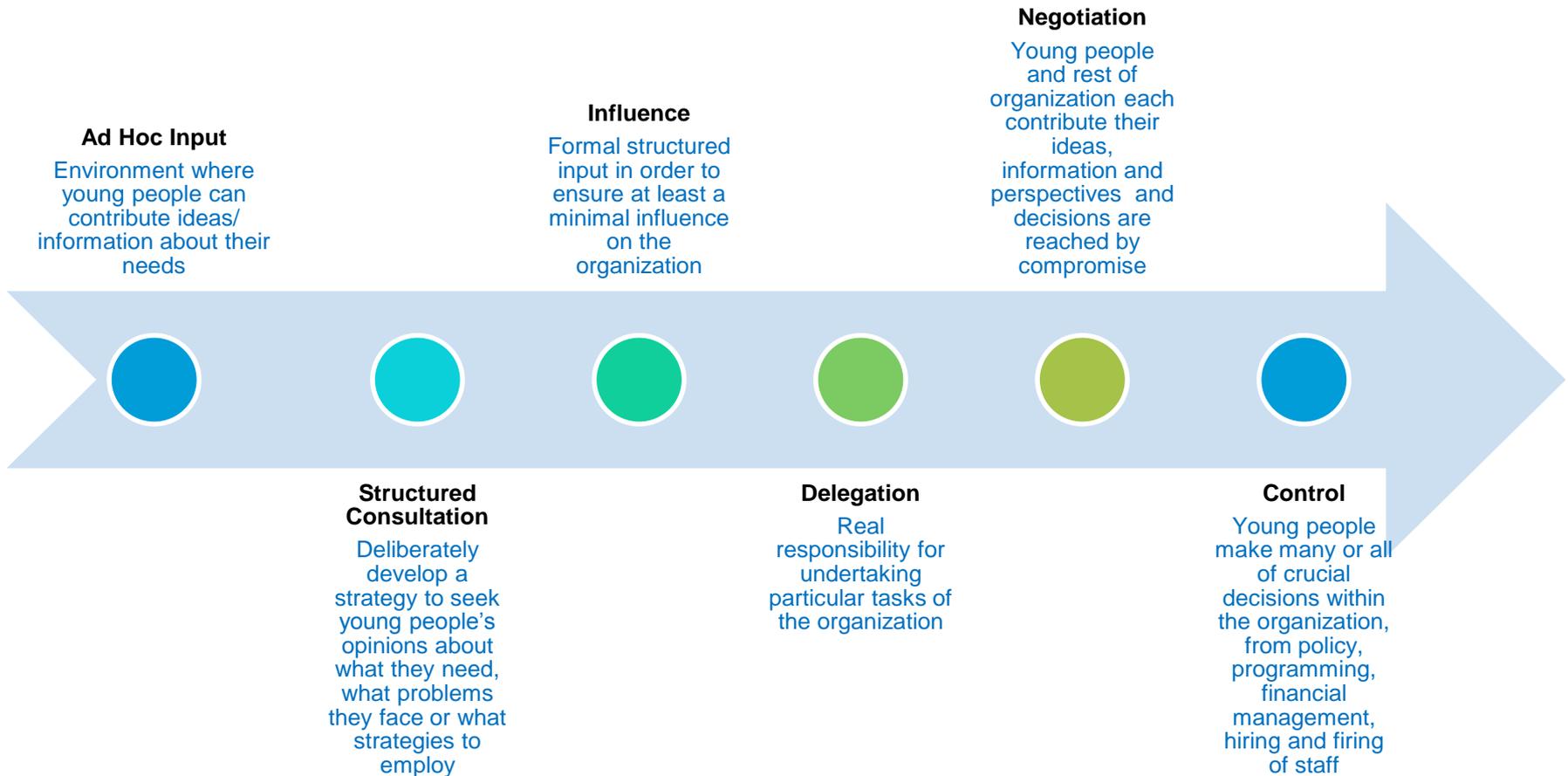
Strengths based job descriptions

Culture Shift

Career Coach

National Youth Voice

Continuum of Youth Involvement



1987, Gill Westhorp of the Youth Sector Training Council

Hart's Ladder

Key Questions

Which level of Hart's Ladder is our project on?

Which level of Hart's Ladder should our project be on?

What do we need to do to move to the right level on the ladder for our project?

NON-PARTICIPATION

It is important to remember that tokenism, decoration and manipulation are not examples of youth participation. You do have the choice to move away from these methods towards more meaningful participation.

QUALITY OF PARTICIPATION

Young people and adults share decision-making

Young people lead and initiate action

Adult-initiated, shared decisions with young people

Young people are consulted and informed

Young people assigned but informed

Tokenism

Decoration

Manipulation

EXAMPLES

Young people have the ideas, set up the project and invite adults to join them in making decisions throughout the project. They are equal partners.

Young people decide they need a one-stop shop in their community. They partner with adults in different youth organisations and together lobby the government for resources.

Young people have the initial idea and decide how the project is to be carried out. Adults are available and trust in the leadership of young people.

A group of students get permission from their principal to run an environmental day. The students make the decisions, and the school provides support.

Adults have the initial idea, and young people are involved in making decisions, planning and implementing the project.

A community co-ordinator asks young people for event ideas for Youth Week. The young people suggest having a skating event. The co-ordinator and young people work together to make decisions and apply for funding.

Adults design and facilitate the project, and young people's opinions are given weight in decision-making. Young people receive feedback about their opinions.

A local council runs several consultations to get young people's input about a recreation park. Young people tell the council about features in the park they want changed. The council provides feedback to the young people about how their views affected decision-making.

Adults decide on the project and young people volunteer for it. Young people understand the project and adults respect their views.

A conference creates positions for two young people on a panel of speakers. Young people decide how to select their representatives and work with adults to understand their role.

Young people are given a limited voice and little choice about what they can say and how they can communicate.

A young person is asked by adults to be on a panel and represent 'youth'. The young person is not given the opportunity to consult with peers or understand the role.

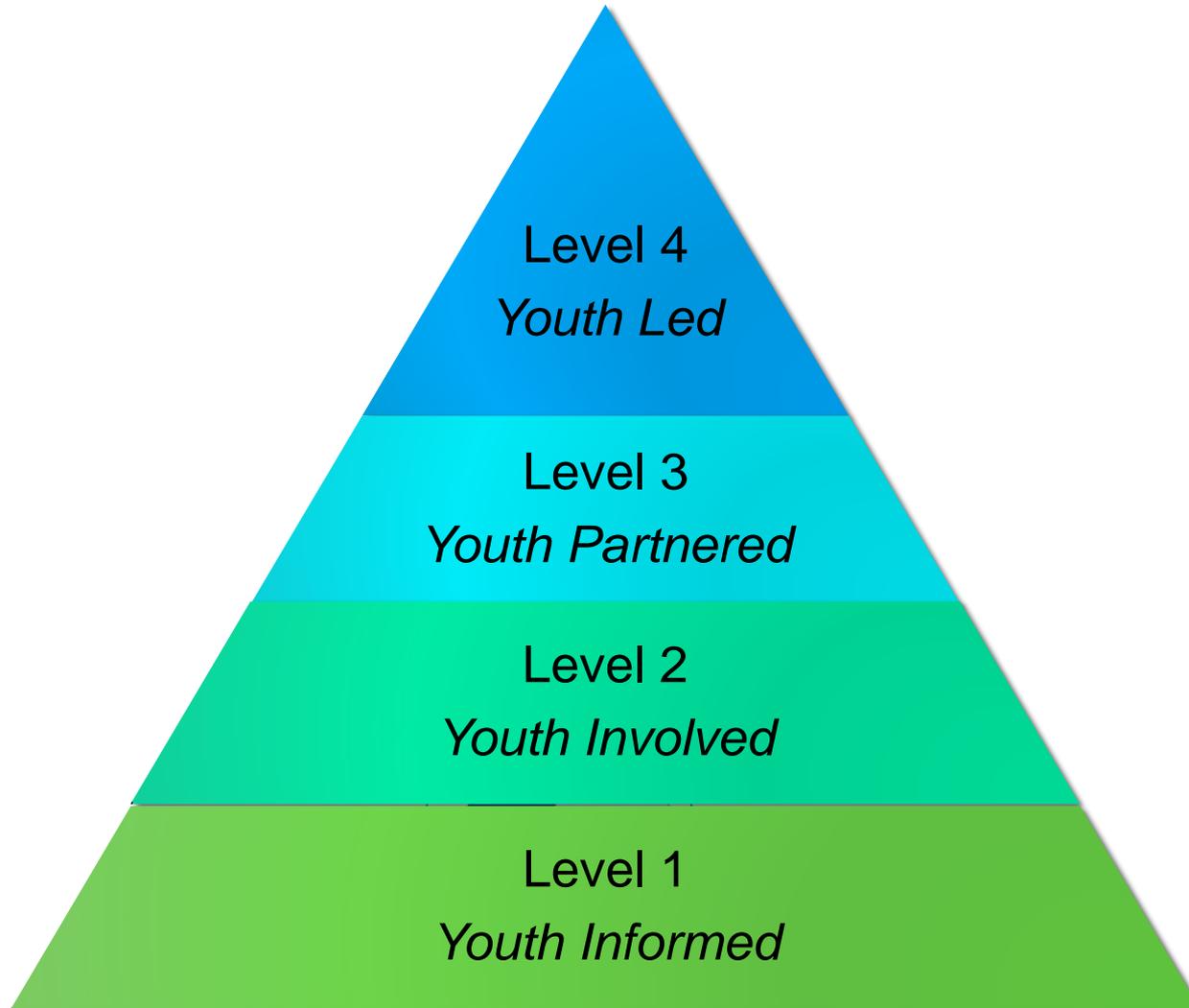
Young people take part in an event in a very limited capacity and have no role in decision-making.

A group of young people are given a script by adults about 'youth problems' to present to adults attending a youth conference.

Adults have complete and unchallenged authority and abuse their power. They use young people's ideas and voices for their own gain.

A publication uses young people's cartoons; however, the publication is written by adults.

PAR Levels of Involvement



LESSONS WE'VE LEARNED: ADVOCATING FOR YOURSELF IN THE WORKPLACE



FIRST THINGS FIRST:

WHAT TO THINK ABOUT BEFORE GETTING A JOB



Things to think about before getting a job

- Are you ready to work?
- Do you have a plan to manage your mental health? (i.e. WRAP plan)
- Are you comfortable disclosing your mental health condition?
- Would you have reliable transportation to and from your job?



Things to think about when applying to a job!

- Find out what you need to know walking in the door/can learn on the job/provide training as needed
- Does this position offer conditions that are supportive to your growth and mental wellness?
- What is this job's policy on...

cell phone use

dress code

probation period

time off

workplace relationships

harassment

social media sites

raises

overtime

breaks

trainings





...but sad reality ☹️



Paid Work vs. Unpaid Advisory Roles

Unpaid work can be a great way to build your resume, but don't be afraid to advocate for payment if you think your work deserves it!

- Young adults feel appreciated for time, effort, dedication, and expertise
- Provides equality with adult coworkers
- Not all YAs can afford to work for free
- Motivates young adults to do great work
- Young adults feel they have a stake in the workplace
- Creates a career ladder vs. stagnant positions



ON THE JOB:

ADVOCATING FOR YOUR NEEDS AND RIGHTS



Flex your Self-Advocacy Skills on the Job!

- Self advocacy is the ability to speak up for yourself and for the things that are important to you. As you become older and take on more responsibilities in your life, self advocacy helps you:

Get what you need

Make your own choices

Learn to say no

Express your feelings respectfully

- **You can use your self advocacy skills at work by....**
 - Adjusting your schedule
 - Participating in meetings
 - Asking for accommodations
 - Requesting tutoring
 - During a job interview
 - Asking for a raise

Example:

“I can’t work on Sunday, I have a family commitment. Can I work a different shift instead?”



Self Advocacy at Work: Questions to Ask Yourself!

- What am I advocating for? What do I want?
- Why is it important?
- How should I make my request?
- Who do I need to talk to?
- Who else will this affect?
- Is there a compromise or another option?
- What should I do if my request is denied?



Self Advocacy at Work: Strategies for Success

- Ask questions.
- Listen! Be interested in what the other person is saying.
- Think before you speak. People listen when you choose your words carefully.
- Write down your thoughts and/or rehearse what you will say.
- Know your audience and tone that they would find respectful.
- Know when to stop talking and how to exit a conversation politely.
- Be willing to compromise and be flexible.
- Using words like “please” and “thank you” go a long way.
- Do your research. Find out if what you’re asking for is reasonable.



Transitions RTC Tip Sheet: “How to Speak Up and Be Heard: Self Advocacy”



SELF ADVOCACY IS THE ABILITY TO SPEAK UP FOR YOURSELF AND FOR THE THINGS THAT ARE IMPORTANT TO YOU. AS YOU BECOME OLDER AND TAKE ON MORE RESPONSIBILITIES IN YOUR LIFE, SELF ADVOCACY HELPS YOU:

- ▶ Get what you need
- ▶ Make your own choices
- ▶ Learn how to say no
- ▶ Express your feelings respectfully

Places to Use Self Advocacy

AT WORK OR SCHOOL

- Adjusting your schedule
- Participating in meetings
- Asking for accommodations
- Requesting tutoring
- During a job interview
- Asking for a raise

AT HOME

- Managing finances (bills/roommates)
- Requesting personal space/time
- Renting an apartment
- Sharing food costs
- In a relationship

IN THE COMMUNITY

- Arranging transportation
- Presenting in court
- Making a complaint
- Paying a check

AT THE DOCTORS OFFICE

- Making an appointment
- Reviewing a treatment or recovery plan
- Requesting a second opinion
- Asking for clarification

Putting it into Words

AT SCHOOL: E-mail to professor: "I am asking for a work extension for this assignment. I haven't been feeling well and I fell behind."

AT WORK: "I can't work on Sunday, I have a family commitment. Can I work a different shift instead?"

WITH ROOMMATE: "I have class at 8 A.M. Can you stop playing your music by 10 P.M.?"

ARGUMENT WITH A SIGNIFICANT OTHER: "I need to remove myself from this conversation, could we talk about this later when we are both feeling less angry?"

AT THE BANK: "I don't understand this statement, can you explain the fees to me?"

SPLITTING A CHECK: "I'd love to go out to dinner. Can we split the check?"

AT THE DOCTOR: "Before we make a final decision, I would like to get a second opinion."

MEDICAL APPOINTMENT: "The side effects of this medication are bothering me. Can we discuss other options or choices?"

10 Ways to be Heard

1. Ask questions.
2. Listen! Be interested in what the other person is saying.
3. Think before you speak. People listen when you choose your words carefully.
4. Write down your thoughts and/or rehearse what you will say with a friend or in a mirror.
5. Speak to others in the way you want to be spoken to.
6. Know to whom you are talking. For example, friend, grandparent, or boss and use language and tone that they would find respectful.
7. Know when to stop talking and how to exit a conversation politely.
8. Be willing to compromise and be flexible.
9. Using words like "please" and "thank you" go a long way.
10. Do your research. Find out if what you're asking for is reasonable.

Questions to Ask Yourself

If you are getting ready to advocate for something you need, think about the questions below. You can review your answers with someone you trust. Role-playing the scenarios can also help you to figure out exactly what you want to say and how.

1. What am I advocating for? What do I want?
.....
2. Why is it important?
.....
3. How should I make my request?
.....
4. Who do I need to talk to?
.....
5. Who else will this affect?
.....
6. Is there a compromise or another option?
.....
7. What should I do if my request is denied?
.....

For additional information on self advocacy visit these websites:
<http://www.youthinfo.org/flip-sheet/becoming-a-self-advocate>,
<http://www.selfadvocacyonline.org/learning/>
 SAMHSA Guide on self advocacy: <http://www.samhsa.gov/shin/content/S04A-gr19/S04A-gr19.pdf>



Reasonable Accommodations

- Many individuals disclose that they have a disability in order to receive accommodations in the workplace
- Can be mandated by law
- SHOULD be implemented regardless!
- Definition of accommodation: A modification or adjustment to the work environment or in the way things are customarily done that enables a qualified person with a disability:
 - to perform the essential functions of that position.
 - to enjoy the same privileges and benefits of employment as are enjoyed by employees without disabilities



Common Work Accommodations

- Cost-effective process (short term pain for long term gain!)
- Formal vs. informal process
- Individualize, individualize, individualize!
- Commonly provided in workplace:
 - Flexibility in work schedule
 - Productivity/organizational resources
 - Working from home
 - Headphones/Music to block distractions
 - Quiet workplace/access to private office
 - Frequent Breaks
 - **JOB COACH!**



Accommodations cont'd

Bring in experts on accommodation process (i.e. [ADA](#), [askjan.org](#))

- Ask for written resources & guidance
- YAs can ask for review of request from time to time



Accommodations Worksheet:

1. Name: _____
2. Date of Request: _____
3. Name of Advocate (if you want one): _____
4. What specific Job Tasks that have been problematic/ overall issues you may be having in the workplace (DUE TO YOUR MENTAL HEALTH CONDITION/DISABILITY)?

5. How are the Job tasks mentioned in #4 affected BY your mental health condition/disability?

6. Ideas for accommodations to address problems mentioned in #4:

7. If you cannot think come up with accommodations to help address your difficulties, please list what resources you've used during your search so your supervisor doesn't use them when doing their own search (e.g. websites/people/products/etc):

8. Supervisor/Manager Comments:

Signatures:

Signature of Employee Date

Signature of Employee Date

“Do I Tell My Boss? Disclosing My Mental Health Condition at Work”

Transitions RTC Tip Sheet

Do I Tell My Boss? Disclosing My Mental Health Condition at Work
Transitions RTC

What Should I Say About My Mental Health Condition at Work?
Every young adult with a mental health condition will face the decision of whether or not to tell others about, or "disclose," their condition at work. Typically the reason for disclosure is to ask for an accommodation in order to perform better at your present job. An accommodation is a modifying a job, the way things are done in an equal opportunity for individuals with a disability to have an equal opportunity for employment. The following information can provide some guidance in helping you make an informed decision.

Some Reasons to Disclose Having a Mental Health Condition on the Job:

- To obtain protection under the Americans with Disabilities Act (ADA)
- Request an accommodation
- Reduce stress
- Reduce the stress some may feel about "hiding" a disability
- Prepare and practice what you will say ahead of time.
- Focus on your abilities, not disabilities.
- DO NOT need to disclose your entire medical record.
- Let your strengths and specific issues related to your diagnosis and try to word it in a positive way for example, "My disability requires me to take frequent breaks in order for me to stay productive."
- Share what issues you may face in the workplace due to your diagnosis and try to word it in a positive way for example, "My disability requires me to take frequent breaks in order for me to stay productive."

Some Reasons Not to Disclose Having a Mental Health Condition on the Job:

- There is no need for accommodations
- Hating or promotion chances may be negatively affected due to stigma
- Fear of:
 - Negative employer or coworker reaction
 - Loss of your privacy
 - Fear of:
 - People not respecting your privacy and confidentiality (which is common)
 - Being held to a different standard, i.e., less will be expected of you

If I Want to Disclose, How Should I Do It?
Make clear of medical terms and a specific diagnosis. Medical conditions that address these barriers. YOU are the expert on your own condition. You can also give examples of how your experiences with your condition affect your work performance.

Other Performance Difficulties: If you become sick or hospitalized you may need to request time off, so you will need to inform your supervisor.

Footnotes:
1. Americans with Disabilities Act of 1990, Pub. L. No. 101-336, § 2, 104 Stat. 32049 (1991); ADA Amendments Act of 2008, Pub. L. No. 110-321 (2008) and at <http://www.eeoc.gov/ada/ada.html>
2. Job Accommodation Network <http://askjan.org/physical Disability>

Pros and Cons of Disclosure at That Point in Time

PROS OF DISCLOSURE AT THAT POINT IN TIME	CONS OF DISCLOSURE AT THAT POINT IN TIME
Employees may have preconceived opinions on disabilities and may not take you as seriously	May affect the interview process and how you are viewed due to stigma
May affect the interview process and how you are viewed due to stigma	May affect the interview process and how you are viewed due to stigma
May affect the interview process and how you are viewed due to stigma	May affect the interview process and how you are viewed due to stigma
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May affect the interview process and how you are viewed due to stigma	May affect the interview process and how you are viewed due to stigma

Employers Can & Cannot Ask During a Job Interview About Your Mental Health Condition:

EMPLOYERS CAN ASK	SUGGESTED EXAMPLES OF ANSWERS
Are you able to perform the essential functions of this job with or without reasonable accommodations?	If you are able to perform the essential functions with accommodations, you can simply answer: "I am confident that I will be able to handle the requirements of this position." You are not required to provide details about what specific accommodations you would need or why you may need them if they are not asked.
Can you meet our attendance requirements?	Indicate that you are able to meet the attendance requirements of the job if your accommodations can speak about the accommodations that may be needed for hospital or therapy time.
Are you currently using illegal drugs?	Do not use illegal drug use and that your accommodations are private information.
Questions to a third party (never provided to the employer) that they are legally allowed to ask the applicant directly.	Do not use illegal drug use and that your accommodations are private information.
After the employer extends an offer for the position, you may ask the individual disability-related questions or request a medical examination so long as they are directly related to the position.	A question about your disability that is asked before a job offer is illegal and you can publicly say that these questions do not affect your ability to perform the job.

When Do I Disclose?
You should disclose your condition when you are hired and not before. You should choose whether or not to tell other people at the workplace. You should choose who that might be. Some examples of people who may determine who that might be. Some examples of people who may determine who that might be.

When Using Social Media Sites:
Be careful when using social media sites. Do not post anything that could be considered confidential. Keep in mind that your employer may be able to see what you post. Do not post anything that could be considered confidential. Keep in mind that your employer may be able to see what you post.

References:
American Psychological Association. (2011). *Workplace Mental Health: A Handbook for Work with Disabilities*. <http://www.apa.org/workplace-mental-health>
Elliott, K.L., Bassett, Z., MacDonald-Wilson, K.L., & Lynn, A. (2003). *Factors and correlates of workplace disclosure among persons with mental health conditions*. *Journal of Vocational Behavior, 63*(1), 3-11.
Hartman, J., & Wilson, K.L. (2003). *Workplace Mental Health: A Handbook for Work with Disabilities*. <http://www.apa.org/workplace-mental-health>
Loring, B. C. (2009). *The way to work: How to facilitate work experience for youth in transition*. Boston: Brookline Publishing Company.
Doris, J. (2014). *How to Answer Illegal Interview Questions*. Interview Questions: Employers Should Not Ask. Retrieved from <http://www.interviewquestions.com>

SPARC (Statewide Partnership for Accessible Resources and Community) is a 501(c)(3) non-profit organization that provides information and resources to individuals with disabilities and their families. For more information, visit www.sparcvt.org.

Transitions RTC



Do I tell my boss? Disclosing a mental health condition at work

Some Reasons to Disclose Having a Mental Health Condition on the Job:	Some Reasons Not to Disclose Having a Mental Health Condition on the Job:
<ul style="list-style-type: none">• To obtain protection under the Americans with Disabilities Act (ADA)¹• Required in order to request job accommodations²• To serve as a role model and educate others• Reduces stigma• Relieves the stress some may feel about “hiding” a disability• Makes employers better able to respond to sudden symptoms or hospitalizations• Disclosure to a supervisor is kept confidential by law	<ul style="list-style-type: none">• There is no need for accommodations• Hiring or promotion chances may be negatively affected due to stigma• To protect your privacy• Fear of:<ul style="list-style-type: none">- Negative employer or coworker reactions to you or your work- People not respecting your privacy and confidentiality (others in community/ workplace will be told)- Being held to a different standard, i.e., less will be expected of you



I want to disclose – how should I go about it?

- **You have the right to disclose at any point**
- Steer clear of medical terms and diagnoses – instead share how your disability affects you at work in a positive way (“I have a disability that affects my concentration. I really benefit from frequent breaks in order to stay productive.”)
- You will be asked whether you have a disability and the extent of the disability
- Focus on your abilities, not disabilities! You can give examples of how your experiences with a disability will positively affect your work performance
- Prepare and practice what you will say ahead of time
- Have a written statement or list prepared

...but you don't have to!



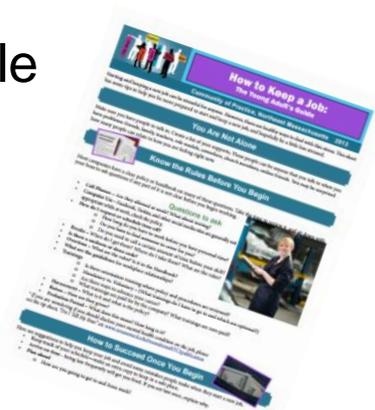
KEEPING THE JOB:

HOW TO MANEUVER RELATIONSHIPS AND DIFFICULTIES



Succeeding at Work! The Basics

- Keep track of your work schedule – have a copy!
- Arrive on time – plan ahead for transportation
- Know your job description – know your tasks, ask if you have any questions about your position
- **SELF CARE** is important! Live a healthy lifestyle outside of work...
 - Get enough sleep
 - Eat well
 - Make time for activities and people that make you happy!



Advocating with your supervisor

- Supervision is time you spend one-on-one with your boss at work. Tips for success are...
 - Use this time to ask questions – there are no dumb questions!
 - Use this time to ask for help (prioritizing tasks, conflicts with coworkers, etc.)
 - Ask them what you are doing well and what you could work to improve – then take this feedback and apply it to your work!
 - Know your job description – know your tasks, ask if you have any questions about your position
- If your boss does not schedule a regular meeting with you but you think that would be helpful – ask her or him for a meeting every week or two



Supervision Considerations

A parallel learning trajectory:

Some young adults with serious mental health conditions are simultaneously learning to live with their mental health condition while also navigating a professional work environment for the first time.

<http://www.pathwaysrtc.pdx.edu/pdf/fpS1310.pdf>

Potentially effective supervision practices:

- Basic understanding of the mental health condition and how it affects work
- Reasonable accommodations negotiated
- Individualized and strength-based approach to supervision
- Make supervision a priority



A Delicate Balance: Supervision vs. Clinical Support



Supervisors should:

- Help manage tasks, priorities, and ensure the work gets done
- Provide a supportive environment but not provide what could be considered clinical care
- Know about an individual's mental health supports and encourage effective use of those supports in times of need OR collaborate with a separate employee in the organization that is tasked with providing that support (if the individual has disclosed).



Consider Career Coaching?

Supervisors may have a natural discomfort with mentoring while managing tasks since the interest of those two roles may clash.

Management and Support

Two positions should exist that support young adults in their work:

1. A Support Staff, and
2. 2. A Management Role.

“While management roles demand a focus on group productivity, the support role focuses on the needs of individual members”

~ The PAR Handbook by Danley and Ellison



When We Considered Career Coaching

An additional person whose role is to provide support in professional development and mental health management. This role should be filled by a non-RTC employee as the person should be someone who the PAR staff have not already established a relationship with and therefore does not reflect a supervisor role.

Job description

The job coach would provide support on a weekly basis.

Confidentiality – does not report to supervision about conversations with PAR staff unless:

- The staff member has approved the discussion.

- The staff member is unsafe.

- The staff member and job coach have decided to terminate further work.

Has knowledge of mental health.

Helps developing skills regarding:

- Managing mental health in the workplace.

- Requesting accommodations or other actions of self-advocacy.

- Building self-efficacy.

- On-the-job training.

- Professional development.

- Conflict resolution.

Provide group training for resolving issues or acquiring new skills that can be resolved/learned as a group.



Career Coaching

Career Coaches consult with employed people (whether while working with a company or an individual) about developing professional, social, and self-advocacy skills in order to obtain:

- 1) Trainings for professional skills
- 2) Workplace accommodations
- 3) Fulfilling other desires and needs
- 4) Strategies to relate well with coworkers and supervisors
- 5) Finding and applying to the right job (if you don't have a job or are thinking of switching)



Career Coaching

www.radiatecareers.com

<http://www.findacoach.com/>

Leaving a Job: Ttyl vs Bye

- “Talk to you later”: leave a job on a good note, so you can call up your employer for a reference later!
 - Give a warning that you are planning to leave
 - (at least a two-week notice)
 - Be honest and polite when telling your boss that you’re leaving
 - Avoid speaking negatively about your employer or position when leaving
- “Goodbye”: ending your job on a negative note - certain behaviors can get you fired from a position or leave a bad impression
 - being late, rude, breaking company rules, lying, using drugs or alcohol on the job, not showing up, inflexible, stealing, using improper language, poor hygiene or dress, sharing too mouth, talking negatively about the company



RESOURCES:

WHERE ELSE CAN I GO?



Transitions RTC



University of Massachusetts Medical School

Transitions RTC

Home About Us Research Youth Voice Publications Resources Need Help

Our Goals

Support youth and young adults as students learners and workers



Youth and young adults with serious mental health conditions face obstacles in learning and working

Our Mission

Our mission is to promote the full participation in socially valued roles of transition-age youth and young adults (ages 14-30) with serious mental health conditions. We use the tools of research and knowledge translation in partnership with this at risk population to achieve this mission.

What's Happening at the RTC

Webcast - Research to Practice in the NIMH/DOD Community

UMMS researchers Marsha Ell Biebel are the lead investigators help teens with psychiatric disorders become successful adults

KTDORR Webcast: Creating Cal Youth with Mental Health Co Webinar Series on Supported Adults with SMHC!

News from the Field



Voices4Hope - Transitions RTC

3 Page Likes, 445 Post Reach, 0 Website Clicks, 0 of 0 Response Rate

Timeline

0% response rate, day or more to respond. Respond faster to turn on the badge.

438 likes · 3 this week

445 post reach this week

View Pages Feed

Boost Your Post

Write something...

Voices4Hope - Transitions RTC shared NAMI Minnesota's post

NAMI Minnesota

Great new NAMI Resources for students! <http://ow.ly/2j7h>

Help a Friend? STUDENT GUIDE TO MENTAL HEALTH

KNOW THE 10 COMMON WARNING SIGNS

1. Missing or irregular attendance for more than two weeks
2. Sudden change in mood or behavior
3. Loss of interest in school
4. Sudden change in eating habits
5. Sudden change in sleeping habits
6. Sudden change in appearance
7. Sudden change in social behavior
8. Sudden change in personality
9. Sudden change in thinking
10. Sudden change in behavior

National Alliance on Mental Illness creates new resource for students



Introducing Comeback TV!



Comeback TV

How to Apply for Jobs

YouTube

Comeback TV is a YouTube show aimed at the "comeback" of young adults ages 14-30 with mental health conditions. The show is a place for young adults to find the resources they need for mental health recovery, especially regarding work and school.

See episodes on Tips on Looking for a Job, Mental Health-Friendly Schools, Animal Therapy, Job Applications, Interview Attire, Peer Mentoring, and more!

Check out Comeback TV on the Transitions RTC Channel



VOICES 4 HOPE

Education Employment Helpful Links Health & Wellness In the Media Recovery Stories

Voices4Hope is a place for teenagers and young adults with mental health conditions to find resources and stigma busting information that can help us lead happy and independent lives.

This website was created and is maintained by young adults with mental health conditions at the [Transitions Research and Training Center \(RTC\)](#).

[Find out more](#) about the Voices4Hope creators!

Le Interview Fashione

Focal Point Magazine and Pathways RTC



PATHWAYS
2
POSITIVE FUTURE'S

Home
SEARCH OUR SITE
RTCUPTDATES

NEWS

- About
- Research
- Training
- Publications
- Connect
- Resources

MISSION

Our goal is to improve the lives of youth and young adults with serious mental health conditions through rigorous research and effective training and dissemination. Our work is guided by the perspectives of young people and their families, and based in a positive development framework.

Follow us!

Check out what's happening at Youth M.O.V.E. National's website

Free Online Pathways Transition Training Program

Promoting Positive Pathways to Adulthood (PPPA) is an online knowledge translation initiative consisting of ten hour-long training modules designed to build the capacity of direct service providers who are working with youth and young adults aged 14-29 who have mental health difficulties, and their families.

[Access the modules and accompanying toolkit »](#)

Powerful Film on Psychosis from EASA's Young Adult Leadership Council

Oregon's Early Assessment and Support Alliance (EASA) Young Adult Leadership Council (YALC) has released their first film project, "In Our Own Words, Sounds and Visions: EASA Young Adult Leadership Council." This powerful film provides insight into the experience of psychosis through the stories, visual art and music of YALC members. The film also highlights the importance of early assessment and support with recommendations for transforming the mental healthcare system.

In Our Own Words, Sounds and Visions: EASA Young Adult Leadership Council

from [Marty Bryant](#)

RECENT PUBLICATIONS

Toolkit: Promoting Positive Pathways to Adulthood: Pathways Transition Training Toolkit (PDF)
Tipsheet: Building Community Supports for Young People in the



Focal Point Magazine

<http://www.pathwaysrtc.pdx.edu/pdf/fpS13.pdf>

Skills to Pay the Bills

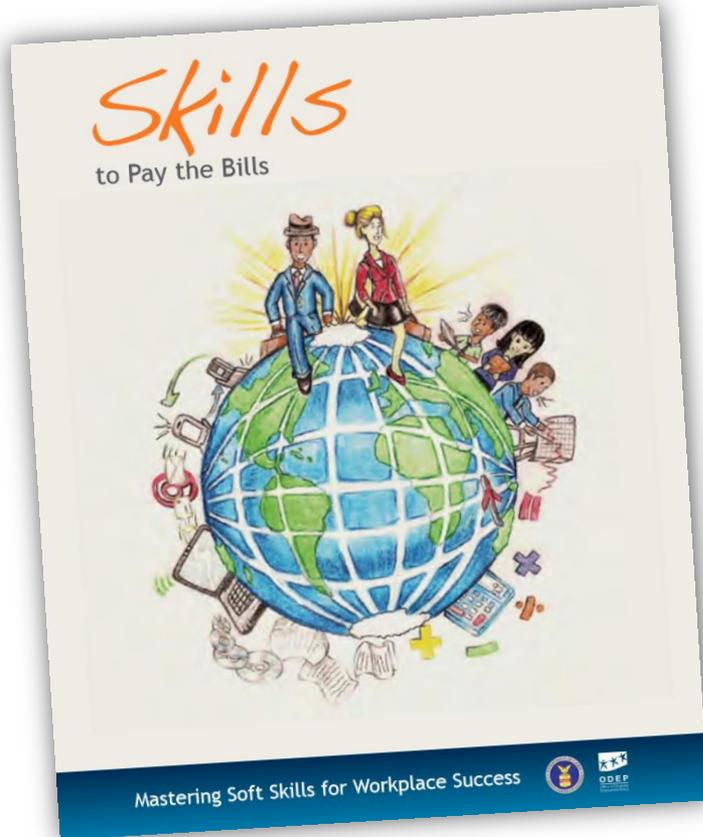


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Skills to Pay the Bills Handbook

<http://www.dol.gov/odep/topics/youth/softskills/softskills.pdf>

Thank You!

Please....

- Grab Resource Packets and Handouts
- Sign-up for our bi-weekly email blast!
- Fill out an evaluation
- Ask us questions!

Don't forget to visit us and get electronic resources at

- www.umassmed.edu/transitionsrtc
- www.voices4hope.net

Contact us at tania.duperoy@umassmed.edu or
laura.golden@umassmed.edu or call 508-856-2168

