

SUPPORTED EMPLOYMENT / INDIVIDUAL PLACEMENT & SUPPORT | SE/IPS

The evidence-based practice

# Work is Wellness

**An integrated team approach to evidence-based employment and education services for transition-aged youth and young adults**



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# 1. About This Booklet

The purpose of this booklet, *Work is Wellness*, is to **reimagine and reinvent** supported employment and supported education services for transition-aged youth and young adults, especially those receiving help from people in the public mental health system.

This booklet explores the evidence-based Supported Employment/Individual Placement and Support (SE/IPS) model, which was originally designed for adults with severe mental illness in the 1990s by researchers at Dartmouth College. The model has been tested by scholars over many years and proven effective. This booklet guides employment specialists, peer supporters, and behavioral healthcare professionals through the collaborative process that is SE/IPS services.

First, we provide some introduction to the model. We also provide tips for multidisciplinary teams to be most effective in this **relationship-based service**. The booklet ends with a unique, one-of-a-kind tool that all team members may use on their own, together, and with clients and their support networks to explore **potential barriers** to their success, as well as opportunities to manage, minimize, and transform those barriers into strengths or assets that optimize employment and education outcomes.

## Inspired action

As we embark together on this journey of supported employment and education, let's keep one thing crystal clear in the eye of our collective mind: **our role is to help** adolescents and young adults **discover and develop** their preferences and full potential today (in this moment), so they may begin tomorrow with a momentum that carries them confidently into new and evolving work experiences, lifelong learning, and accomplishments which produce that grounded sense of satisfaction and that elevated feeling of pride.

We mention this here **to create a pause**, for a moment, in our daily busyness. Too often in modern life, we think of work only in terms of commodity, as a way to make money, accumulate wealth, and establish an independence to call our own shots and buy our own stuff. All of this is true. And it feels great when we do!



**Be curious.**  
**Explore preferences.**  
**Allow dreams**  
**and dream-jobs**  
**to inspire action.**

But work is more than that. Work is how we human beings transfer potential energy into kinetic energy. It's how we get to know others and, at the same time, to know ourselves—our strengths, abilities, talents, needs, preferences, wishes, and so much more. Work is creativity. Work is intelligence.

At its core, **work is who we are** as a species. It is our nature. Work is self-expression. Work is relationships. Work is community. Work is a feeling of belonging and fulfillment. Work is recovery from hardship.

Work is wellness.

## 2.

# What is SE/IPS?

Supported employment (SE) is a widely-used term in behavioral healthcare that describes a variety of service approaches that help individuals with a range of disabilities find and maintain jobs. Individual Placement and Support (IPS) is a highly structured, evidence-based approach to supported employment that is designed for individuals with severe mental illness.

In this booklet, we use the words Supported Employment/ Individual Placement and Support (SE/IPS) **to distinguish** this evidence-based practice from other service models. Organizations embed SE/IPS services **within their behavioral health teams**. SE/IPS helps people with mental health and substance use conditions identify, acquire, and maintain **competitive employment** in their local communities. These jobs pay at least minimum wage. They may be part-time or full-time. Any qualified person may apply. Research shows that SE/IPS produces positive outcomes when implemented with **fidelity**, which means “as it was designed.”



In addition to competitive jobs, SE/IPS includes support for accredited education and technical training, because each represents a critical pathway to competitive employment.



Build trust.  
Improve outcomes.  
Help young people  
discover and develop  
their full potential.



## Supported education

In addition to competitive jobs, SE/IPS includes support for accredited (reputable) education and technical training, because each represents a **critical pathway to competitive employment**. These programs increase each person's opportunities for attaining creative- and critical-thinking skills, higher starting pay, professional development, career advancement, and much more. This is especially important for transition-aged youth and young adults (ages 14 to 23) who are in secondary education and considering or currently pursuing a professional license, certificate, or degree in post-secondary education programs. The focused support is also essential for young people at-risk of not graduating. In short, SE/IPS services help a variety of young people navigate a wide range of accredited educational opportunities, for example:

- high schools
- joint vocational schools
- alternative education programs (e.g., for students at risk of not graduating from high school)
- general education degree (GED) programs
- trade schools, technical schools, and labor-union apprenticeship programs
- community colleges (e.g., certificate programs, associate's degrees)
- four-year colleges/universities (e.g., bachelor's, master's, and doctoral degrees)



The eight core principles of SE/IPS inspire service organizations to assemble a multidisciplinary team of professionals who believe that every person has the capacity to discover and develop their passion and full potential, no matter their age or life circumstances.

## Eight core principles inspire reflective action

SE/IPS emphasizes that employment and education are not the result of mental health treatment and recovery but **essential to the advancement** of both. With SE/IPS, service providers do not postpone employment and education services. We do not wait to initiate conversations about earning and learning. As soon as a person **expresses interest**, we engage them in a process of planning a job search or education search. We also help them execute their plan at a **pace** consistent with their preferences.

SE/IPS often takes a different approach than traditional vocational rehabilitation (voc rehab). This is evident in eight core principles that represent **the spirit of SE/IPS**. These principles inspire service organizations to assemble a multidisciplinary team of professionals who **believe that every person** has the capacity to discover and develop their passion and full potential, no matter their age or life circumstances. The core principles include the following:

1. Zero Exclusion
2. Integrated Employment, Education and Treatment (Multidisciplinary Team)
3. Individual Preferences
4. Rapid Job Search and Education Search
5. Competitive Jobs and Accredited Education Programs
6. Systematic Job Development and Education Partnerships
7. Time-Unlimited Support (Follow-Along)
8. Benefits Advocacy and Planning: Work Incentives and Financial Aid

For more information about the 8 Core Principles, visit our website: <https://case.edu/socialwork/centerforebp>

# 3.

## Rely on Teamwork

Each professional on a multidisciplinary team has specialized knowledge, skills, and competencies that can help each young person manage their internal and external experiences while pursuing their dreams and dream jobs.

Providing this kind of **multidimensional support** is not a job that one person can do alone, not even an employment specialist. The SE/IPS model ensures that each client has access to a variety of service providers to help them in all aspects of daily life impacted by their conditions and life circumstances. Therefore, SE/IPS is structured around a **multidisciplinary team** that is essentially comprised of two distinct yet related service groups:

- Employment Team
- Behavioral Healthcare Team

↘  
**Real jobs.  
Competitive  
pay. Right away  
without delay.**



# Employment team

## The supervisor (team leader)

Vocational rehabilitation is a specialized field of study and practice. Therefore, behavioral healthcare organizations that provide SE/IPS services may have dedicated vocational units, comprised of:

- the employment supervisor, who is the team leader
- employment specialists
- peer supporters (i.e., people who have lived experiences with behavioral health conditions and have participated in and benefited from SE/IPS services)

**Tip! ➔** Ideally, your **SE/IPS supervisor (team leader)** will have experience in both vocational services and mental health services. They are responsible for building and managing the employment services team. They are also comfortable working with a variety of professionals and fulfilling a multifaceted role that combines interpersonal, administrative, and clinical skills. So, be actively engaged with your supervisor and the **supervision process**. Collaborate with and lean on them to help advance your SE/IPS practice from “meets expectations” to mastery!

Expect your supervisor (team leader) to be a champion of SE/IPS services and represent the employment team at your organization’s administrative meetings and steering committee meetings. They also work closely with supervisors (team leaders) of the organization’s behavioral health services to ensure that employment specialists and peer supporters are welcomed openly as team members and are involved actively in discussions about each client’s experiences.

In other words, employment supervisors ensure that SE/IPS services **have a voice** throughout the organization. In this way, they help employment specialists and peer supporters facilitate **a culture of work** in the hearts and minds of everyone who works for the organization—and community partners as well.

## The specialists

Employment specialists **focus only on vocational services** to ensure that each client’s desire to work or attend school does not get overlooked, dismissed, or ignored. Successful SE/IPS programs that produce impressive outcomes deliver

assertive and intensive follow-along services. The person who takes the lead on much of this work is the employment specialist.

**Tip! ➔** If you feel that your job responsibilities **are drifting away** from the SE/IPS model, talk to your supervisor and program manager. Explain your concerns and point to this booklet and the eight core principles. When service organizations assign dual responsibilities (e.g., case management and employment services), specialists find it difficult to prioritize each client’s goals, and time-intensive services become almost impossible (e.g., job development, follow-along support, job coaching, support at the jobsite and at school or on campus).

For more detailed information about the employment specialist’s role, see “Topics for Conversation & Planning” table on page 15.

## Team meetings

Ideally, your organization will have at least one employment services team comprised of an employment supervisor (team leader), several employment specialists, and peer supporters. Team members meet weekly in an SE/IPS meeting to **discuss people on their caseloads**. Specialists are familiar with each other’s clients and provide assistance (a.k.a., coverage) to those clients as needed. The **employment supervisor** facilitates team discussions that advance collaborations for the following:

- sharing tips about job-development activities and job leads
- identifying potential barriers of success for each client and desired follow-along support
- exploring clinical best practices and sharing tips for each (e.g., active listening, stages of change, motivational interviewing, trauma-informed care)
- engaging peer supporters for their insights and assistance
- **celebrating successes** of clients and team members alike (e.g., job development and new employers, job starts, job promotions, work anniversaries, school starts, graduations)
- sharing information about employment- and education-related resources in the community (e.g., transportation services, benefits planning, vocational rehabilitation)

### 3. Rely on Teamwork

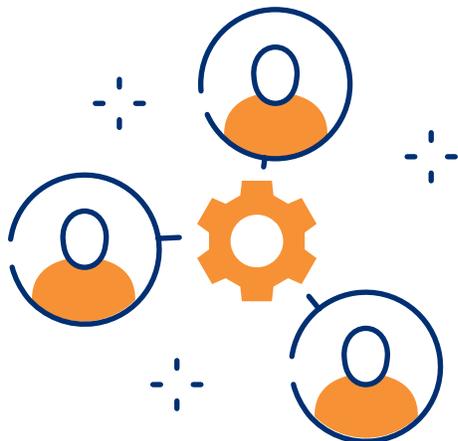
Top Tip! ↘

## Behavioral health

### Supervisors

Employment specialists and employment supervisors collaborate closely with supervisors (team leaders) of multidisciplinary behavioral-health teams **to ensure full integration** of SE/IPS services in every team meeting and every conversation about clients of the agency. In this way, team leaders and team members embrace and advance a **culture of work** throughout the organization. Here are three tips to support this culture change during team meetings. Invite the behavioral health team leader to facilitate inclusion of employment into every discussion. Ask the team leader to:

- Ensure the employment specialist and peer supporter literally have **a chair (a seat)** at the meeting table, not against the wall or in the back of the room.
- Begin each meeting by asking team members for updates about clients in SE/IPS services as well as those **not yet** in SE/IPS but expressing an interest in employment or education.
- Gesture toward and invite the employment specialist and peer supporter to provide insights about SE/IPS services and core principles whenever they hear evidence of employment and education in team conversations.



## Multidisciplinary team

Ideally, a number of employment specialists are **employed by** behavioral health organizations. They are embedded in multidisciplinary teams. In this way, employment specialists engage in ongoing **cross-disciplinary conversations** about each client in SE/IPS services and each client not yet pursuing employment or education. They use the opportunity to raise awareness among colleagues about the Zero Exclusion core principle. Examples of service providers on the multidisciplinary team include the following:

- supervisor (team leader)
- case managers/ care managers
- counselors (e.g., mental health, substance use)
- prescriber of medication (e.g., psychiatrists, nurse practitioners)
- nurses (e.g., registered nurses, licensed practical nurses)
- housing specialists
- employment specialists
- peer supporters

Each employment specialist is assigned to **no more than two** behavioral health teams. Examples of specialized multidisciplinary teams include the following:

- First Episode Psychosis (FEP)
- Assertive Community Treatment (ACT)
- Integrated Dual Disorder Treatment (IDDT)

### Meetings

Multidisciplinary treatment teams meet regularly to discuss each client's progress in all areas of his or her life, including goals for employment and education. **The supervisor (team leader)** with credentials in behavioral healthcare typically leads these meetings, making a conscious effort to **promote cross-disciplinary** understanding of each client's experiences among all team members.

Team leaders will **model integrative thinking** about integrated treatment by reminding all team members to engage actively in discussions about each **client's successes**, strengths, needs, abilities, and preferences, as well as potential barriers to success and follow-along support.

Top Tip! ↘

## Lean your elbows on the table

Employment specialists and peer supporters attend team meetings regularly and **take a seat at the table**. You lean into every conversation about every client with genuine and confident curiosity. You provide updates and ask for input about each client in SE/IPS services as well as each client **not yet** in SE/IPS services. You remind colleagues of the Zero Exclusion principle. Examples of other tips for team meetings include the following:

- Ask questions about what you hear from team members: it's a way to build rapport.
- Give specific examples about client experiences with employment or education (e.g., successes, challenges, needs).
- Share updates about systematic job development and ask team members for help (e.g., "Have you learned about any businesses that might be good places for our clients to work? Do you know of any places that are currently hiring?").
- Encourage referrals to employment specialists.

For more information, see "Topics for Conversation & Planning" table on page 15.

## Peer supporters

### Personal stories of recovery

The SE/IPS model emphasizes the importance of employing peer supporters (a.k.a., peer-support specialists) as active **members of multidisciplinary teams**. Peer supporters are people with lived experiences of mental illness and/or substance use disorders who are trained and certified to provide supported employment services to help others through their recovery journeys with success. Preferably, they are alumni of SE/IPS employment or education services.

Peer support has its roots in the addiction recovery movement, which began with the creation of Alcoholics Anonymous in Akron, Ohio, in 1935. Like 12-step and other mutual-help approaches, peer support provides a much-needed mentoring relationship built upon principles of fellowship and recovery. The peer-support profession is an essential component of the **behavioral health workforce** in Ohio and other states. They help people identify their personal recovery goals and remain engaged in the recovery process. Clients who receive assistance from peer professionals tend to experience reduced rates of emergency department visits, re-hospitalization, criminal justice involvement, and recurrence of substance use disorders, among other positive outcomes.

In addition, peers have a unique ability to **inspire hope in youth and young adults** by sharing personal stories of how SE/IPS helped them pursue employment or education, minimize barriers to success, and maximize personal strengths. Peer support also **encourages clients to talk openly** about their experiences of stress, struggles with symptoms of mental illness and substance use, fears of symptom recurrence, and successes with managing their conditions as they work toward their goals. In other words, peer support provides a culture of shared honesty, empathy, belonging, mutual understanding, and respect.

### 3. Rely on Teamwork

## Peers contribute to teams

Peer supporters collaborate with employment specialists and other members of the multidisciplinary team to complement the work of SE/IPS. Here are a few insights and tips to consider:

### As team members, peer supporters:

- have an office in the organization near the employment specialist.
- attend and participate in employment team meetings and behavioral health team meetings.
- meet clients in tandem with employment specialists.
- meet clients one-on-one in their own offices and at times and locations in the community that clients prefer.

### As service providers, peers deliver a wide range of support to clients. For example, they:

- utilize a professional-use-of-self approach to their conversations with clients, sharing information about their own experiences in a way that connects authentically with others and with ethical boundaries.
- provide genuine curiosity and help clients engage in employment and behavioral health services.
- encourage clients to view every life experience as an opportunity to gain new knowledge and skills for work and school.
- encourage clients to talk openly about their Strengths, Needs, Abilities, and Preferences, including Dreams and Disclosures of personal information (SNAP-D).
- encourage clients to talk about **their goals** for employment and education.
- encourage clients to talk about **potential barriers to success** and how to manage them (e.g., with accommodations at work or school).

For detailed information about follow-along support provided by peer supporters and other team members, see “Topics for Conversation & Planning” table on page 15.

## Must-have tools

### For teamwork

The table in the next section of this booklet is an essential, one-of-a-kind tool to get discussions started with and on behalf of each client. The tool helps everyone in a client’s support network encourage momentum through all phases of SE/IPS services. We have titled this tool “Topics for Conversation and Planning,” because this is the heart of SE/IPS. Conversation and planning inspire thoughtful action that takes place at **each client’s desired pace**.

As you will see on the following pages, **this team** we are talking about has more breadth and depth than one might expect, because it includes not only formal support from peer supporters and licensed professionals but also informal support from family, friends, employers, and educators. Why? Because this is how we human beings maximize our full potential. **We seek and include perspectives**, insights, encouragement—and a good story and laugh from time to time—from kind, caring, and supportive people all around us. This is especially important for transition-aged youth and young adults and especially crucial for those at-risk of underemployment, unemployment, and poverty because of persistent emotional, mental health, and substance use conditions. Adolescence and young adulthood are very difficult stages of life, filled with transitions and challenging developmental tasks, like establishing an identity and creating a life of one’s own.

### For building consensus

So, start and continue the **conversation with each client** about their Strengths, Needs, Abilities, and Preferences, including Dreams and Disclosures of personal information (SNAP-D). At the same time, use the “Topics” table in the next section **in one-on-one meetings** with them to discuss existing and potential barriers to their success and explain how these barriers can be transformed into assets and strengths. Use the table **in team meetings** with your colleagues. Use it **in the field** with parents or guardians. Ask clients if you may also use it with them and their teachers, guidance counselors, trusted friends, and whomever else they want to include.

Above all, use the table as an opportunity to talk honestly, openly, and gently about **anyone’s resistance and ambivalence** to your client’s motivation for positive change, especially among family members who might be anxious and scared about their loved ones getting hurt along the way because of challenging circumstances.

Carry this booklet with you into every meeting. When the time is right, open it and lay it flat on a table. Point to it. Land your finger on a line or two that speaks to a concern in the moment. Dog-ear the pages. Add Post-its. Take a pen out and circle the items and write notes like in a journal. And assure your client that good things will occur. Say something like this: “You can handle this, because we can handle this—together. All of us. Always together.”

### SNAP-D

All team members tailor SE/IPS services to the unique experiences of each client. Be curious. Be flexible. Continually ask each person about and stay focused upon their:

- Strengths
- Needs
- Abilities and
- Preferences, including their:
  - Dreams and
  - Disclosures of personal information



“You can handle this, because we can handle this—together. All of us. Always together.”



# 4. Topics for Conversation & Planning in SE/IPS Services

to identify potential barriers to client success  
and essential follow-along support.



Real jobs.  
Competitive  
pay. Right away  
without delay.



## Conversations & preferences

Supported Employment / Individual Placement and Support (SE/IPS) emphasizes that employment and education are not the result of mental health treatment and recovery but **essential to the advancement** of both. In SE/IPS services, employment specialists engage in ongoing conversations with each client and their family members and multidisciplinary behavioral healthcare team, which can extend beyond the organization and include community partners. These conversations focus on **each client's SNAP-D**:

- Strengths
- Needs
- Abilities, and
- Preferences, including
- Dreams and
- Disclosures of personal information

Team members and clients explore **potential barriers**, as well as opportunities to manage, minimize, and transform those barriers into strengths or assets to optimize employment and education outcomes. Use the table on the following pages to guide your conversations about potential barriers and **essential support**.



For free downloads of these action plans and reports, visit The IPS Employment Center resource library: <https://ipsworks.org>

## Action plans & reports

Employment specialists **document** details about each client's SNAP-D and potential barriers and support in action plans and reports. These documents communicate with and remind all team members about the content of the discussions. Plans and reports provide a more comprehensive view of each client and their behavioral health conditions and needs **in the context of** their jobs and schooling.

Fresh action plans and reports are created **at the start and end** of each new employment and education experience. Also, they are **revised** as needs and preferences evolve. This helps clients integrate lessons learned along the way. The goal of SE/IPS services is not documentation. The goal is ongoing, attentive conversations that encourage clients to:

- discover their SNAP-D
- minimize and manage potential barriers to success
- develop support for employment and education experiences that enable them to achieve their full potential every day—to build momentum for the next day

Although the goal of SE/IPS services is not documentation, the action plans and reports do serve **an important purpose**. They provide a record of the employment and education process as well as knowledge gained over time by clients and service providers alike. The documentation makes this information more easily available to other members of the multidisciplinary team, who might benefit from the information as they work with clients around their behavioral health conditions. Examples of action plans and reports include the following:

Supported Employment	Supported Education
Career Profile (includes education)	Career Profile (includes education)
Job-Search Plan	Education-Search Plan
Job-Start Report	Education-Support Plan (i.e., follow-along support)
Job-Support Plan (i.e., follow-along support)	
Job-End Report	

## 4. Topics for Conversation & Planning in SE/IPS Services

Top Tip! ↘

# A guide for daily practice

This tool is intended as a primer and prompt for your daily work. It is not intended as a prescriptive approach to SE/IPS services. So, please do not try to use it as a step-by-step manual. Instead, consult it as a reference, like a trusted road map that gives you a big-picture satellite view but not with turn-by-turn instructions. Of course, zoom-in to the details as you work with each client, **allowing their personal journey** to determine which options might show the way in their SE/IPS journey and which members of the multidisciplinary team might help out. Again, this tool is not being prescriptive about who on the team contributes to which options, but it will give you a good place to begin conversations.

## Table of Contents

The table on the following pages is organized in four separate yet related clusters (concentrations) of support for the following:

	<b>1 Daily Living</b> ("the basics")  For all youth and young adults receiving SE/IPS services for employment and education	p. 15
	<b>2 Employment</b>  For clients in part-time or full-time competitive jobs in the community	p. 20
	<b>3 Secondary Education</b>  For those in high schools, joint-vocational schools, alternative education programs, and GED programs	p. 43
	<b>4 Post-secondary Education &amp; Training</b>  For those in accredited programs at community colleges, four-year colleges/universities, technical schools, and trade schools	p. 57

## Table Legend

✓✓✓	most likely to identify need & initiate and coordinate support
✓✓	likely to provide assistance directly
✓	likely to provide reminders and other prompting
ES	Employment specialists
BHP	Behavioral health providers (e.g., mental health, substance use)
PS	Peer supporters
FF	Family & friends
EM	Employers
ED	Educators (i.e., all school personnel who support student success)
VR	Vocational rehabilitation counselors (i.e., inquire with local voc rehab about available level support)
BPC	Benefits planners or counselors

Follow-Along Supports		Multi-Disciplinary Team (Level of Involvement)							
		ES	BPH	PS	FF	EM	ED	VR	BPC
1	 <h2>Daily Living</h2>								
2	<h2>Expectations for Workdays &amp; School Days</h2>								
3	<b>Dress code expectations</b> <ul style="list-style-type: none"> <li>Acquiring, maintaining, and replacing work clothes, work uniform, safety equipment</li> <li>Meeting employer's expectations for personal appearance (e.g., piercings, tattoos, hair length, facial hair, hair coverings, hats)</li> </ul>	✓✓✓	✓✓	✓✓✓	✓	✓✓		✓	
4	Education and coaching about the importance and practice of <b>personal hygiene and grooming</b> (e.g., buying and using personal care products effectively, such as hand and body soap, shampoo, deodorant, toothpaste, mouthwash, shaving cream and razors) <ul style="list-style-type: none"> <li>Understand employer's expectations for grooming and hygiene</li> </ul>	✓✓✓	✓✓	✓✓	✓✓✓	✓✓			
5	<b>Time management:</b> keeping track of work and/or school schedules and calendars, for example: <ul style="list-style-type: none"> <li>Work shifts</li> <li>Holidays</li> <li>Class times and test times</li> <li>Deadlines for enrollment, tuition payments, assignments, and dropping or withdrawing from courses without penalty</li> </ul>	✓✓✓	✓	✓✓	✓	✓		✓	

- ✓✓✓ most likely to identify need & initiate and coordinate support
- ✓✓ likely to provide assistance directly
- ✓ likely to provide reminders and other prompting

- ES Employment specialists
- BHP Behavioral health providers
- PS Peer supporters
- FF Family & friends

- EM Employers
- ED Educators
- VR Vocational rehabilitation counselors
- BPC Benefits planners or counselors

#### 4. Topics for Conversation & Planning in SE/IPS Services

Follow-Along Supports		Multi-Disciplinary Team (Level of Involvement)							
		ES	BPH	PS	FF	EM	ED	VR	BPC
6	<p>Time management: sleeping, waking, getting motivated, and receiving encouragement</p> <ul style="list-style-type: none"> <li>• Going to sleep on time and waking up on time</li> <li>• Receiving wake up and ready-to-work phone calls and prompts from employment specialist or another team member</li> <li>• Using apps for morning motivation and positive thinking</li> <li>• Receiving daily encouragement phone calls when face-to-face contact is not possible</li> </ul>	✓✓✓	✓✓	✓✓	✓✓				
7	<p>Time management: timeliness (punctuality)</p> <ul style="list-style-type: none"> <li>• Leaving home on time and showing up on time for work and classes</li> </ul>	✓✓✓	✓	✓✓	✓	✓	✓		
8	<p>Time management: clocking in and out of work</p> <ul style="list-style-type: none"> <li>• Managing cognitive impairments and use of time-monitoring procedures and technologies like apps</li> </ul>	✓✓✓	✓	✓✓	✓	✓			
9	<p>Time management: maintaining a healthy balance between work and home life (i.e., “healthy work-life balance”)</p>	✓✓✓	✓✓	✓✓	✓✓	✓	✓		
10	<p><b>Orientation programs</b> for work and school, on-boarding processes, mandatory workplace training and competencies</p>	✓✓✓	✓	✓✓	✓	✓	✓		
11	<p><b>Nutrition:</b> meals, snacks, and hydration, for example:</p> <ul style="list-style-type: none"> <li>• Ensuring access to water throughout the workday and school day</li> <li>• Planning and budgeting for meal expenses</li> <li>• Preparing and taking food</li> <li>• Making use of meal cards, food vouchers, and food pantries in the community or on college campus</li> </ul>	✓✓✓	✓	✓✓	✓				

✓✓✓ Most likely to identify need & initiate and coordinate support

✓✓ Likely to provide assistance directly

✓ Likely to provide reminders and other prompting

Follow-Along Supports		Multi-Disciplinary Team (Level of Involvement)							
		ES	BPH	PS	FF	EM	ED	VR	BPC
12	Daily Living <b>Transportation</b>								
13	Driver's license: preparing for, obtaining, and maintaining the license <ul style="list-style-type: none"> <li>• Driver's education course</li> <li>• Practice-driving hours</li> <li>• Finding a vehicle to use for taking test</li> <li>• Renewing license at BMV</li> </ul>	✓✓✓	✓✓	✓✓	✓✓			✓	
14	Rides to and from work or school for first few weeks of new job or new semester	✓✓✓	✓✓	✓✓	✓✓				
15	Ride share (e.g., with co-workers, classmates, family members, friends)	✓✓✓	✓	✓	✓✓				
16	Gas money (e.g., gift card, voucher)	✓✓✓	✓	✓	✓✓			✓	
17	Bus pass and ride-hailing vouchers (i.e., taxi, Uber, Lyft)	✓✓✓	✓	✓	✓✓			✓	
18	Travel training (e.g., for bus, light rail, subway, bicycle, taxi and other ride-hailing services)	✓✓✓	✓✓	✓✓	✓✓			✓	
19	Bicycle (e.g., purchase, maintenance, rental, repairs, safety equipment)	✓✓✓	✓	✓	✓✓			✓	
20	Auto purchase	✓✓✓		✓	✓✓				
21	Auto registration renewals	✓✓✓		✓✓	✓✓				
22	Auto maintenance & repairs	✓✓✓	✓	✓	✓✓				
23	Parking fees & passes	✓✓✓	✓	✓	✓✓			✓	

**ES** Employment specialists      **PS** Peer supporters      **EM** Employers      **VR** Vocational rehabilitation counselors  
**BHP** Behavioral health providers      **FF** Family & friends      **ED** Educators      **BPC** Benefits planners or counselors

4. Topics for Conversation & Planning in SE/IPS Services

Follow-Along Supports		Multi-Disciplinary Team (Level of Involvement)							
		ES	BPH	PS	FF	EM	ED	VR	BPC
24	Daily Living <b>Integrated Primary Health &amp; Behavioral Health</b>								
25	<b>Managing Symptoms &amp; Conditions</b>								
26	<b>Prioritize appointments</b> for primary healthcare and behavioral healthcare (i.e., mental health, substance use) with work and school schedules <ul style="list-style-type: none"> <li>See “Time Management” sections above (row #5+)</li> </ul>	✓✓✓	✓✓	✓✓	✓✓	✓✓	✓✓		
27	<b>Reminders to attend appointments</b> for all conditions <ul style="list-style-type: none"> <li>Primary health</li> <li>Mental health</li> <li>Substance use</li> </ul>	✓✓✓	✓✓	✓✓	✓✓				
28	<b>How to notify work or school</b> for time off or delays getting to work and school (e.g., for sick days, doctor’s appointments)	✓✓✓	✓✓	✓✓	✓✓	✓✓	✓✓		
29	<b>Collaborate with behavioral health providers</b> (e.g., prescribers, social workers, counselors, peer supporters) to <b>manage medications</b> and potential side effects for all conditions at work and school <ul style="list-style-type: none"> <li>Adhering to prescriptions</li> <li>Adjusting prescriptions (e.g., type of meds, medication schedule, dosage)</li> <li>Reporting and managing symptoms and side effects</li> <li>Knowing environmental impacts upon medication (e.g., excessive heat)</li> <li>Ordering refills</li> <li>Adjusting appointments with prescriber based upon work schedule</li> </ul>	✓✓✓	✓✓	✓✓	✓✓				
30	<b>Manage symptoms of all conditions</b> at work and school	✓✓✓	✓✓	✓✓	✓✓	✓✓	✓✓		

✓✓✓ Most likely to identify need & initiate and coordinate support

✓✓ Likely to provide assistance directly

✓ Likely to provide reminders and other prompting

Follow-Along Supports		Multi-Disciplinary Team (Level of Involvement)							
		ES	BPH	PS	FF	EM	ED	VR	BPC
31	Manage <b>primary health</b> conditions at work and school (e.g., chronic conditions that impact client success, such as diabetes, obesity, hypertension and other heart disease, Hepatitis)	✓✓✓	✓✓	✓✓	✓✓	✓✓	✓✓		
32	Manage <b>mental health</b> conditions at work and school <ul style="list-style-type: none"> <li>Adjust treatment routine to meet the demands of work and school</li> <li>Balance treatment with work and school schedules, demands, and deadlines, for example <ul style="list-style-type: none"> <li>Overtime</li> <li>Extra shifts</li> <li>Study spaces and routines</li> <li>Test and assignment accommodations</li> </ul> </li> </ul>	✓✓✓	✓✓	✓✓	✓✓	✓✓	✓✓		
33	For more specific information about managing <b>mental health</b> conditions in different settings, see the following sections of this table: <ul style="list-style-type: none"> <li>Employment, row #75+</li> <li>Secondary education, row #124+</li> <li>Post-secondary education, row #176+</li> </ul>								
34	Manage <b>substance use</b> conditions at work and school, including symptoms and drivers of addiction <ul style="list-style-type: none"> <li>Craving</li> <li>Seeking</li> <li>Using</li> <li>Withdrawal</li> <li>Stress of using and stressors that trigger use</li> </ul>	✓✓✓	✓✓	✓✓	✓✓	✓✓	✓✓		
35	For more specific information about managing <b>substance use</b> conditions in different settings, see the following sections of this table: <ul style="list-style-type: none"> <li>Employment, row #75+</li> <li>Secondary education, row #124+</li> <li>Post-secondary education, row #176+</li> </ul>								

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#### 4. Topics for Conversation & Planning in SE/IPS Services

Follow-Along Supports		Multi-Disciplinary Team (Level of Involvement)							
		ES	BPH	PS	FF	EM	ED	VR	BPC
36	 <h2>Employment</h2> <p>Part-time and full-time competitive jobs in the community</p>								
37	<h2>Activities of Daily Living</h2>								
38	<p>Prepare for, initiate, and maintain <b>activities of daily living</b> that support and promote success at work, for example:</p> <ul style="list-style-type: none"> <li>• Dress code expectations</li> <li>• Personal hygiene</li> <li>• Time management</li> <li>• Transportation</li> <li>• Nutrition: food and hydration</li> <li>• Integrated primary health and behavioral healthcare</li> <li>• Medication management</li> </ul> <p>(For more detailed information, see “Daily Living” section in row #1+.)</p>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>		<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>		
39	<h2>Benefits Advocacy &amp; Work Incentives</h2>								
40	<p>Inform person about availability of <b>benefits planning and counseling</b> services and access those services to help them make informed choices based upon their individual preferences</p>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	
41	<p>Help individuals <b>gather and organize</b> documents related to benefits (e.g., pay stubs, award letters and correspondence from benefits providers)</p>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>				<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>

Most likely to identify need & initiate and coordinate support

Likely to provide assistance directly

Likely to provide reminders and other prompting

Follow-Along Supports		Multi-Disciplinary Team (Level of Involvement)							
		ES	BPH	PS	FF	EM	ED	VR	BPC
42	<p>Participate in <b>initial benefits consultation</b> to help person make informed choices based upon their individual preferences related to benefits and earned income</p> <p>Review all of a person’s benefits and how they might be impacted by earned income, for example:</p> <ul style="list-style-type: none"> <li>• Supplemental Security Income (SSI)</li> <li>• Social Security Disability Insurance (SSDI)</li> <li>• Medicaid</li> <li>• Medicare</li> <li>• Supplemental Nutrition Assistance Program (SNAP) (i.e., food stamps)</li> <li>• Housing subsidies</li> <li>• Veterans’ benefits</li> <li>• Other benefits the person might receive</li> </ul>	✓✓✓	✓	✓	✓			✓	✓✓
43	<p>Conduct initial and continuous review of and discussion about the person’s <b>individual preferences</b> related to benefits and earned income from work</p>	✓✓✓	✓	✓	✓			✓	✓✓
44	<p>Explore available <b>work incentives</b>, gather information (i.e., plans, receipts) for and submit documentation to benefits providers, for example:</p> <ul style="list-style-type: none"> <li>• Impairment-Related Work Expenses (IRWE)</li> <li>• Student-Earned Income Exclusions (SEIE)</li> <li>• Plan for Achieving Self-Support (PASS)</li> <li>• Other work incentives available for this person</li> </ul>	✓✓✓	✓	✓	✓			✓	✓✓

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	Follow-Along Supports	Multi-Disciplinary Team (Level of Involvement)							
		ES	BPH	PS	FF	EM	ED	VR	BPC
45	<b>Reporting to benefits providers</b> (listed in row #42), for example: <ul style="list-style-type: none"> <li>• Monthly wages</li> <li>• Changes to living situations, household compositions (e.g., birth, death, new household member)</li> <li>• Changes to contact information</li> <li>• Start or end of a job</li> <li>• Changes to work hours or pay</li> <li>• Changes in household compensation</li> </ul>	✓✓✓	✓✓	✓✓	✓				
46	Review and interpret <b>correspondence</b> from benefits providers, for example: <ul style="list-style-type: none"> <li>• Social Security Administration (SSA)</li> <li>• Medicaid</li> <li>• Housing/ residential providers</li> <li>• Supplementation Nutritional Assistance Program (SNAP) (i.e., food stamps)</li> </ul>	✓✓✓	✓✓	✓	✓✓				✓✓
47	<b>Assess changes in benefits based</b> upon adjustments in rate of pay (e.g., pay raises, bonuses) and work hours (e.g., part time to full time and vice versa; job loss)	✓✓✓	✓	✓	✓			✓	✓✓
48	<b>Plan for medical expenses and medical insurance</b> , for example: <ul style="list-style-type: none"> <li>• Medicaid</li> <li>• Medicare</li> <li>• Private health insurance from employer</li> <li>• Health savings account (HSA)</li> <li>• Prescription discount cards (e.g., Good Rx, WellRx, SingleCare)</li> <li>• Employee Assistance Program (EAP)</li> <li>• Other options</li> </ul>	✓✓✓	✓✓	✓✓	✓✓				✓✓
49	<b>Understand and prepare for potential impact of savings accounts</b> and investments upon benefits	✓✓✓	✓✓	✓✓	✓✓				✓✓✓

✓✓✓ Most likely to identify need & initiate and coordinate support

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Follow-Along Supports		Multi-Disciplinary Team (Level of Involvement)							
		ES	BPH	PS	FF	EM	ED	VR	BPC
50	<b>Employment</b> <b>Money Management</b>								
51	Help client <b>create a budget</b> and develop money-management habits to address new levels of income	✓✓✓	✓✓	✓✓	✓✓				✓
52	Encourage client to <b>follow the budget</b> to guide and prioritize their spending decisions, especially on payday	✓✓✓	✓✓	✓✓	✓✓				✓
53	Plan and budget for <b>long-term savings</b> (e.g., emergency “rainy day” funds)	✓✓✓	✓✓	✓✓	✓✓				
54	Provide education about payday loans and <b>predatory lending</b> and strategies to avoid them	✓✓✓	✓✓	✓✓	✓✓				
55	Develop <b>loan-payback</b> planning and action steps (e.g., for home loans, car loans, student loans)	✓✓✓	✓✓	✓✓	✓✓				
56	<b>Open savings</b> and investment accounts (i.e., planning and saving for future) <ul style="list-style-type: none"> <li>Understand and prepare for potential impact of savings accounts and investments upon benefits (see row #39+)</li> </ul>	✓✓✓	✓✓	✓✓	✓✓				✓
57	Explore <b>STABLE Account</b> (Savings Trust Accounts for Better Life Experience) (i.e., for qualified disability benefits) <ul style="list-style-type: none"> <li><a href="https://www.stableaccount.com">https://www.stableaccount.com</a></li> </ul>	✓✓✓	✓	✓	✓				✓✓
58	Explore <b>PASS Plan</b> (Plan to Achieve Self-Support) <ul style="list-style-type: none"> <li><a href="https://www.ssa.gov/disabilityresearch/wi/pass.htm">https://www.ssa.gov/disabilityresearch/wi/pass.htm</a></li> </ul>	✓✓✓	✓	✓	✓				✓✓
59	Plan and strategize for <b>financial independence</b> (e.g., becoming one’s own payee)	✓✓✓	✓✓	✓✓	✓✓				

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#### 4. Topics for Conversation & Planning in SE/IPS Services

Follow-Along Supports		Multi-Disciplinary Team (Level of Involvement)							
		ES	BPH	PS	FF	EM	ED	VR	BPC
60	<p>Employment</p> <h3>Job Coaching Onsite at Work</h3>								
61	<p>Conduct and document a thorough <b>Job-Task Analysis</b> (i.e., detailed list of all job tasks) for each client to prioritize and guide onsite job-coaching services. This analysis is an essential first step for strategic and planful job coaching, which includes both short-term and long-term strategies for each client’s professional development and career advancement.</p>	✓✓✓			✓✓	✓✓		✓	
62	<p><b>Job coaching</b> includes on-the-job training and other supports to help individuals with disabilities learn job tasks, adjust to challenges, and integrate successfully into the work environment. Job coaching enables clients to become independent and successful employees by helping them:</p> <ul style="list-style-type: none"> <li>• Meet employer’s expectations for job performance</li> <li>• Build upon their strengths</li> <li>• Identify challenges at work and collaborate with others to resolve them</li> <li>• Increase job satisfaction and retention (see row #68)</li> </ul> <p>Job coaching <b>utilizes a variety of strategies</b>, such as:</p> <ul style="list-style-type: none"> <li>• Individualized approach to each client’s strengths, needs, abilities, and preferences, including dreams and disclosures of personal information (SNAP-D)</li> <li>• On-the-job coaching, training, and support</li> <li>• Workplace accommodations and adjustments</li> <li>• Skill development</li> <li>• Follow-along supports and guidance</li> <li>• Motivational Interviewing and Active Listening</li> </ul>	✓✓✓			✓✓	✓✓		✓	

✓✓✓ Most likely to identify need & initiate and coordinate support

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Follow-Along Supports		Multi-Disciplinary Team (Level of Involvement)							
		ES	BPH	PS	FF	EM	ED	VR	BPC
63	<p><b>Provide onsite job coaching</b></p> <p>Occurs when clients have chosen to disclose their behavioral health conditions to their employers</p> <ul style="list-style-type: none"> <li>• Provide direct assistance to clients at the workplace, helping them learn and perform job tasks, enhance social skills, and build relationships with co-workers and supervisors</li> <li>• Assess and help increase job satisfaction (see row #68)</li> <li>• For individuals who do not want to disclose, find creative ways to provide support, such as “stealth” job coaching (see row #64)</li> </ul>	✓✓✓			✓✓	✓✓		✓	
64	<p><b>Provide “stealth” job coaching</b></p> <p>Occurs when clients have chosen not to disclose their behavioral health conditions to employers</p> <ul style="list-style-type: none"> <li>• Provide observation and on-the-job support to clients in unconventional and creative ways (e.g., posing as a client’s customer at a coffee shop or department store then meeting later to discuss your observations, their experiences, and ideas for enhancing job performance)</li> </ul>	✓✓✓	✓✓	✓✓					
65	<p><b>Coordinate and facilitate communication from client to employer (with client’s permission).</b> For example, help client understand needs of employer, supervisor, and co-workers and learn how to:</p> <ul style="list-style-type: none"> <li>• Approach and talk to a supervisor</li> <li>• Ask for worksite accommodations</li> <li>• Check-in with supervisor regularly to obtain feedback about one’s strengths and opportunities for performance enhancement and career development</li> <li>• Ask for, receive, and interpret performance feedback and/or formal evaluations and reviews</li> <li>• Problem-solve and address conflicts on the job</li> <li>• Address any disconnects between client expectations and realities of job</li> </ul>	✓✓✓	✓	✓	✓✓	✓✓			

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Follow-Along Supports		Multi-Disciplinary Team (Level of Involvement)								
		ES	BPH	PS	FF	EM	ED	VR	BPC	
66	<p>Coordinate and facilitate communication <b>from employer</b> to client (with client’s permission). For example, help employer understand mental health and substance use conditions, cognitive impairments, impacts of trauma and stress vulnerability, and best practices to:</p> <ul style="list-style-type: none"> <li>• Approach and talk with client</li> <li>• Connect with client regularly to discuss their strengths and opportunities for performance enhancement, professional development, and career advancement</li> <li>• Utilize accommodations to maximize job performance and success</li> <li>• Provide performance feedback and/or formal evaluations</li> <li>• Problem-solve and address conflicts on the job</li> <li>• Address any disconnects between client expectations and realities of job</li> </ul>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>					<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>			
67	<p>Identify and develop relationship with <b>peer mentor(s)</b> at job site (e.g., person who does similar work who can provide guidance and support)</p>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>			

Most likely to identify need & initiate and coordinate support

Likely to provide assistance directly

Likely to provide reminders and other prompting

Follow-Along Supports		Multi-Disciplinary Team (Level of Involvement)							
		ES	BPH	PS	FF	EM	ED	VR	BPC
68	<b>Employment   Job Coaching Onsite at Work</b> <b>Job Satisfaction &amp; Retention</b>								
69	<p><b>Job satisfaction</b> is closely related to job retention. Job satisfaction typically occurs when clients work jobs that they like and enable them to utilize their strengths.</p> <p>Stay curious about and connected with each client’s experiences on the job. Utilize <b>Active Listening</b> and <b>Motivational Interviewing</b> strategies to help them to discover, value, and express their likes, dislikes, and wishes (change-talk) about the job. Some additional tips include the following:</p> <ul style="list-style-type: none"> <li>• Regularly engage each client in conversations about their evolving SNAP-D (see row #62)</li> <li>• Identify opportunities for client to learn new skills at work that align closer to their SNAP-D</li> <li>• Address any disconnects between client’s expectations about work and realities of the job</li> <li>• Encourage clients to seek feedback from and give feedback to supervisor and co-workers (see row #80+)</li> <li>• Prepare for performance reviews, including preferences for professional development in next six to 12 months</li> <li>• Ask clients about their desired next steps (e.g., “Where would you like to go from here?”)</li> <li>• When the timing is right, engage in professional development and career advancement strategies (see row #95+)</li> </ul> <p>Editor’s note: Research by Gallup shows that employees who are engaged at work with team leaders (supervisors) and co-workers who are strengths-based and supportive tend to be the most satisfied and productive (see Rath &amp; Conchie, 2008, and Clifton &amp; Harter, 2019 in Sources on page 74). SE/IPS research reveals related results about job satisfaction (see Swanson &amp; Becker, 2020).</p>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>			

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Follow-Along Supports		Multi-Disciplinary Team (Level of Involvement)							
		ES	BPH	PS	FF	EM	ED	VR	BPC
70	<p>Employment</p> <h3>Accommodations for Job Tasks</h3>								
71	<p>Establish <b>job accommodations</b> to manage health and behavioral health conditions to maximize performance at work, for example:</p> <p><b>Time management</b></p> <ul style="list-style-type: none"> <li>• Shorter and more frequent breaks (e.g., to improve attention, concentration)</li> <li>• Additional time to complete challenging tasks (e.g., adjusted productivity expectations)</li> <li>• Adjusted work schedule so person can engage in treatment</li> </ul> <p><b>Equipment</b></p> <ul style="list-style-type: none"> <li>• Headphones for noisy job site</li> <li>• Devices for physical challenges (e.g., adaptive seating, special chairs, stand pads, rubber jack pads)</li> <li>• Non-latex gloves for latex allergies</li> <li>• Voice recorders for auditory reminders and explanations of job tasks</li> </ul> <p><b>Visual aids, prompts &amp; reminders</b></p> <ul style="list-style-type: none"> <li>• Flowcharts (e.g., of job tasks and collaborative processes with co-workers)</li> <li>• Calendars (e.g., paper, smartphone)</li> <li>• Floor markings (e.g., for placement of equipment, supplies, materials, products)</li> <li>• Laminated documents</li> <li>• Maps, photos, or cue cards for navigating large buildings and campuses (e.g., office complex, warehouse, factory, hospital, college)</li> <li>• Checklists of job tasks (e.g., modified and simplified job-task analysis)</li> <li>• Charts and illustrations (e.g., for workstations; product placements; restocking shelves, displays, and endcaps)</li> </ul>								

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Follow-Along Supports		Multi-Disciplinary Team (Level of Involvement)							
		ES	BPH	PS	FF	EM	ED	VR	BPC
72	<b>Employment   Accommodations for Job Tasks</b> <b>Resources</b>								
73	<b>For additional ideas and guidance for job accommodations, visit the following:</b> <ul style="list-style-type: none"> <li>Job Accommodations Network (JAN): <a href="https://askjan.org">https://askjan.org</a></li> <li>Americans with Disabilities Act (ADA): <a href="http://www.ada.gov">www.ada.gov</a></li> </ul>	✓✓✓	✓✓	✓✓	✓	✓	✓	✓✓	
74	<b>Employment</b> <b>Job Supports</b>								
75	<b>For Health, Wellness &amp; Recovery</b>								
76	Provide <b>support</b> to help clients manage health, wellness, and behavioral health conditions at work <ul style="list-style-type: none"> <li>Also, collaborate with behavioral health providers (e.g., prescribers, social workers, counselors, peer supporters) to <b>manage medications</b> and potential side effects for all conditions (see row #29+)</li> </ul>	✓✓✓	✓✓✓	✓✓✓	✓	✓			
77	<b>Primary health &amp; wellness routines</b> <ul style="list-style-type: none"> <li>Healthy hydration and nutrition throughout the work day to support concentration, performance, and retention of new knowledge and skills</li> <li>Physical movement as an integral part of one's daily routine (e.g., stretching, walking, jogging)</li> <li>Management of primary health conditions (e.g., allergies, asthma, diabetes)</li> <li>Meditation and mindfulness apps (e.g., Calm, Headspace, Smiling Mind, Unstuck)</li> </ul>	✓✓✓	✓✓✓	✓✓✓	✓	✓			

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Follow-Along Supports		Multi-Disciplinary Team (Level of Involvement)								
		ES	BPH	PS	FF	EM	ED	VR	BPC	
78	<p><b>Behavioral health   Mental health</b></p> <ul style="list-style-type: none"> <li>Symptom management                             <ul style="list-style-type: none"> <li>Use of smartphone for calendar reminders or alarms to take breaks for mental health treatment (e.g., medications)</li> <li>Headphones for noisy job site (e.g., for auditory hallucinations)</li> </ul> </li> <li>Emotional regulation                             <ul style="list-style-type: none"> <li>Timeouts to regulate emotional impulses (e.g., frustration, confusion, anxiety)</li> <li>White-noise machines</li> <li>Use of smartphone apps for reducing anxiety and stress (e.g., meditation, meditative music)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✓✓✓</li> </ul>	<ul style="list-style-type: none"> <li>✓✓✓</li> </ul>	<ul style="list-style-type: none"> <li>✓✓✓</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>✓✓</li> </ul>				
79	<p><b>Behavioral health   Substance use</b></p> <ul style="list-style-type: none"> <li>Awareness of employer’s policies and procedures regarding random drug testing</li> <li>Manage substance use symptoms at work (e.g., cravings, withdrawal)</li> <li>Prevent and avoid substance use and intoxication in the workplace (e.g., alcohol, tobacco, legal and illegal cannabis, opiates/ opioids, other drugs)</li> <li>Address potential triggers of substance use in the workplace (e.g., displays of alcohol; invitations from co-workers to use; work-related stress)</li> <li>Address potential environmental triggers of substance use enroute to work and home (e.g., bus stop next to tavern or convenience store; neighborhood where dealer is active)</li> <li>Plan for support on paydays</li> <li>Meet with treatment team member(s) to plan support (e.g., peer supporter, addiction counselor)</li> <li>Plan to include sponsor (mentor) in work issues (e.g., 12-step or other mutual-help groups)</li> </ul>	<ul style="list-style-type: none"> <li>✓✓✓</li> </ul>	<ul style="list-style-type: none"> <li>✓✓✓</li> </ul>	<ul style="list-style-type: none"> <li>✓✓✓</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>✓✓</li> </ul>				

✓✓✓ Most likely to identify need & initiate and coordinate support

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✓ Likely to provide reminders and other prompting

Follow-Along Supports		Multi-Disciplinary Team (Level of Involvement)							
		ES	BPH	PS	FF	EM	ED	VR	BPC
80	<b>Employment   Job Supports</b> <b>Relationships with Others at Work</b>								
81	Review and understand employer’s <b>human resources policies and procedures</b> for interpersonal relationships at work, for example: <ul style="list-style-type: none"> <li>• Reporting structures (e.g., supervisors)</li> <li>• Annual performance reviews and goals</li> <li>• Reporting and resolving workplace conflicts, for example:               <ul style="list-style-type: none"> <li>◦ Disagreements</li> <li>◦ Sexual harassment</li> <li>◦ Bullying and intimidation</li> <li>◦ Threats of physical and psychological harm</li> <li>◦ Anger management</li> <li>◦ Discrimination (e.g., of gender, race, age, religious beliefs)</li> <li>◦ Interpersonal conflicts related to substance use in the workplace (e.g., alcohol, tobacco, legal and illegal cannabis and opiates/ opioids, other drugs)</li> </ul> </li> </ul>	✓✓✓	✓	✓	✓	✓✓			
82	Develop strategies to <b>disclose or not disclose</b> personal information, such as behavioral health conditions (e.g., mental health, substance use)	✓✓✓	✓✓	✓✓	✓				
83	Understand and manage <b>healthy boundaries</b> (i.e., reasonable expectations about what to share (disclose) about oneself, what to ask for, and how to engage with co-workers on and off the job site during work hours and after hours)	✓✓✓	✓✓	✓✓	✓✓				

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#### 4. Topics for Conversation & Planning in SE/IPS Services

Follow-Along Supports		Multi-Disciplinary Team (Level of Involvement)							
		ES	BPH	PS	FF	EM	ED	VR	BPC
84	<p>Practice skills to foster <b>healthy workplace relationships</b>, for example:</p> <ul style="list-style-type: none"> <li>• Topics of conversation with co-workers and supervisors</li> <li>• Phrases to start conversations (i.e., “ice breakers”)</li> <li>• Small talk (i.e., “chit-chat,” “water-cooler conversations”)</li> <li>• How to increase or decrease interactions with co-workers</li> </ul>	✓✓✓	✓✓	✓✓	✓✓				
85	<p>Identify and establish <b>workplace confidant</b> (e.g., find someone at work to listen and empathize about work-related situations and issues)</p>	✓✓✓	✓	✓	✓				
86	<p>Practice skills to <b>interact with supervisor</b> and advocate for one’s own work-life balance, professional development, and career advancement. Examples include how to:</p> <ul style="list-style-type: none"> <li>• Request time off (e.g., for vacation, doctor’s appointments, attending classes and preparing for exams)</li> <li>• Request adjustments to work schedules (e.g., job shifts, start and end times) for personal care and interests, for example: <ul style="list-style-type: none"> <li>◦ 12-step and mutual-help meetings</li> <li>◦ Recreational activities like clubs and sports teams</li> <li>◦ Artistic pursuits like theater, dance, and writing groups</li> </ul> </li> <li>• Manage and respond to performance evaluations and feedback</li> <li>• Ask for new tasks, promotions, or raises</li> <li>• Apply for new jobs within the company</li> <li>• Give resignation notice</li> </ul> <p>(For related information, see “Professional Development &amp; Career Advancement” section, beginning in row #95+.)</p>	✓✓✓	✓✓	✓✓	✓				

✓✓✓ Most likely to identify need & initiate and coordinate support

✓✓ Likely to provide assistance directly

✓ Likely to provide reminders and other prompting

Follow-Along Supports		Multi-Disciplinary Team (Level of Involvement)							
		ES	BPH	PS	FF	EM	ED	VR	BPC
87	<b>Employment   Job Supports</b> <b>Employee Assistance Program (EAP)</b>								
88	Make use of Employee Assistance Program (EAP) (e.g., for mental health and substance use counseling, legal advice) <ul style="list-style-type: none"> <li>Ask Human Resources about availability of EAP</li> </ul>	✓✓✓	✓✓	✓	✓	✓✓			
89	<b>Employment   Job Supports</b> <b>Use of Company Property &amp; Technology</b>								
90	Review and understand employer’s policies and procedures for <b>responsible use of company property</b> , for example: <ul style="list-style-type: none"> <li>Physical plant (e.g., office space, break and lunch rooms, changing/locker rooms, storage rooms, warehouses, factory floor, laboratories)</li> <li>Identification cards</li> <li>Entry keys and swipe cards</li> <li>Office phones (i.e., landlines)</li> <li>Mobile phones</li> <li>Computers, tablets, servers</li> <li>Copiers and document scanners</li> <li>Supplies (e.g., office supplies, industrial supplies, tools)</li> <li>Transportation (e.g., company cars, delivery vans and trucks)</li> <li>Internet               <ul style="list-style-type: none"> <li>Web browsers, search engines, and acceptable search terms and topics</li> <li>Email accounts and servers</li> <li>Social media accounts (i.e., employer’s accounts and apps)</li> </ul> </li> </ul>	✓✓✓	✓	✓	✓	✓✓			

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Follow-Along Supports		Multi-Disciplinary Team (Level of Involvement)							
		ES	BPH	PS	FF	EM	ED	VR	BPC
91	<b>Employment   Job Supports</b> <b>Use of Social Media</b>								
92	<p>Review, understand, and practice <b>personal social media etiquette</b> to maximize professional representation of self and employer. Help clients understand that many employers make decisions to hire, fire, and retain employees based upon the employees’ social media habits and choices. Help clients understand the potential impact of their personal social-media choices upon their employment, such as:</p> <ul style="list-style-type: none"> <li>• Personal editorial content (e.g., choices of topics, language, disclosure of behavioral health conditions)</li> <li>• Personal photos and videos</li> <li>• Reposting of other people’s editorial content, photos, and videos</li> <li>• Content about people and relationships at work (e.g., co-workers, supervisors, managers, executives, investors, collaborators, stakeholders)</li> <li>• Content that contains confidential or proprietary information (e.g., documents, pricing, customer information, sales orders, shipping information, logos, uniforms, trademarks)</li> <li>• Timing of posts (e.g., posting while on company property, “on-the-clock” at work, during breaks)</li> </ul>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>			
93	<b>Employment   Job Supports</b> <b>Communication Policies</b>								
94	<p>Review and understand <b>employer’s policies and procedures</b> for using different communication technology for various reasons, needs, and purposes. Help client understand and meet employer’s expectations. [...]</p>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>			

Most likely to identify need & initiate and coordinate support

Likely to provide assistance directly

Likely to provide reminders and other prompting

Follow-Along Supports		Multi-Disciplinary Team (Level of Involvement)							
		ES	BPH	PS	FF	EM	ED	VR	BPC
94 cont.	<p>[...] Examples of communication <b>technology</b>:</p> <ul style="list-style-type: none"> <li>• Text messages</li> <li>• Email messages</li> <li>• Employee portal and content management system (CMS)</li> <li>• Social media</li> <li>• Phone calls (e.g., reasons to call supervisor; reasons to answer phone calls from supervisors or employer)</li> <li>• In-person conversations</li> <li>• Letter writing</li> </ul> <p>Examples of <b>reasons</b> to communicate with employer:</p> <ul style="list-style-type: none"> <li>• Paid time off (PTO) requests and notices (e.g., sick days, vacation days, holidays, doctor’s appointments)</li> <li>• Worker’s compensation days</li> <li>• Scheduling of work shifts</li> <li>• Documenting and addressing interpersonal conflicts</li> <li>• Consulting, collaborating, and brainstorming with co-workers and supervisors related to job tasks and deadlines</li> <li>• Questions about pay</li> <li>• Questions about company policies and procedures (e.g., human resources)</li> <li>• Leaving a job and how to give notice (e.g., to pursue new opportunities)</li> </ul> <p>Examples of communication <b>style and etiquette</b>:</p> <ul style="list-style-type: none"> <li>• Use of formal written and spoken English</li> <li>• Use of emojis and abbreviations and acronyms (i.e., text slang, digital slang, internet slang)</li> </ul>								

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#### 4. Topics for Conversation & Planning in SE/IPS Services

Follow-Along Supports		Multi-Disciplinary Team (Level of Involvement)							
		ES	BPH	PS	FF	EM	ED	VR	BPC
95	<p>Employment   Job Supports</p> <p><b>Professional Development &amp; Career Advancement</b></p>								
96	<p>Celebrate <b>job placement</b> as a significant accomplishment in each client’s SE/IPS experience. However, remind them (and yourself) that this is not the end. It is a beginning, a new mile marker in a journey of lifelong learning, which is essential to <b>professional development and career advancement</b>.</p> <p>In many ways, each job placement starts a new cycle of SE/IPS services. With continuous follow-along support, we help clients point the lens of their awareness at their evolving SNAP-D, including their preferences for dreams and dream-jobs. Together, we ask some important questions, such as:</p> <ul style="list-style-type: none"> <li>• Where do we go from here?</li> <li>• What’s next for you beyond this job?</li> <li>• What’s next for you at this place of employment?</li> <li>• Is there a next step for you with a new employer?</li> <li>• What are your thoughts about furthering your education as it relates to your job and career goals?</li> </ul>	✓✓✓	✓✓	✓✓	✓✓	✓✓			
97	<p>Update <b>Career Profile</b> information to reflect conversations with clients about their preferences for professional development and career planning, especially as they:</p> <ul style="list-style-type: none"> <li>• Gain new experiences</li> <li>• Reflect upon what they like and do not like</li> <li>• Express changes in their SNAP-D</li> </ul>	✓✓✓	✓	✓	✓				
98	<p>Explore each client’s preferences for acquiring <b>training or education</b> to support their professional development and career advancement goals, for example: […]</p>	✓✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓

✓✓✓ Most likely to identify need & initiate and coordinate support

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Follow-Along Supports		Multi-Disciplinary Team (Level of Involvement)							
		ES	BPH	PS	FF	EM	ED	VR	BPC
98 cont.	<ul style="list-style-type: none"> <li>[...] Training events and workshops (e.g., continuing education programs, hands-on training at work site)</li> <li>Accredited programs               <ul style="list-style-type: none"> <li>Technical training</li> <li>Trade school</li> <li>Community college (e.g., certificates, degrees)</li> <li>Four-year college/ university (e.g., certificates, degrees)</li> </ul> </li> </ul>	✓✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	
99	<p>Explore each client’s preferences for <b>professional-networking strategies</b> as a way to enhance their opportunities to discover new job ideas and to develop relationships for future job referrals. Examples include:</p> <ul style="list-style-type: none"> <li>Establish relationships with co-workers and supervisors in other departments in the current workplace (e.g., introduce oneself to others, attend company-sponsored events)</li> <li>Attend professional-networking events (e.g., workshops, conferences)</li> <li>Establish relationships with peers and hiring managers in other businesses (e.g., introduce oneself to others at professional-networking events)</li> <li>Join professional-networking organizations (e.g., subscribe to mailing lists and digital newsletters and magazines, follow social media posts, purchase memberships)</li> <li>Engage with professional-networking apps and other social media (LinkedIn, Facebook, online industry newsletters and magazines)</li> </ul> <p>(For related information about the strategic use of social media and other digital technology, see rows #89+.)</p> <p>Editor’s note: Remember to help each client revise their personal budget to manage any costs associated with professional development activities. (See “Money Management” section in row #50+.)</p>	✓✓✓	✓	✓✓	✓✓	✓✓	✓✓		

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Follow-Along Supports		Multi-Disciplinary Team (Level of Involvement)							
		ES	BPH	PS	FF	EM	ED	VR	BPC
100	<p>Employment   Job Supports</p> <h3>Job Transitions</h3>								
101	<p>Job transitions may be voluntary (initiated by client), involuntary (initiated by employer), or involuntarily induced by a primary health or behavioral health crisis (e.g., mental health or substance use symptoms or episode). In short, transitions happen for a variety of reasons. Nevertheless, <b>all transitions are separations</b> (i.e., a form of loss) that stir perceptions, emotions, and thoughts that may be (and often are) linked to a person’s stress vulnerability and past experiences of trauma, as well as behavioral health conditions.</p>								
102	<p>Employment specialists collaborate with members of the multidisciplinary team such as counselors and prescribers to help clients <b>manage symptoms</b> of their conditions as well as natural human emotions associated with transitions and separations, such as:</p> <ul style="list-style-type: none"> <li>• Eagerness and hope that something good will happen from the change</li> <li>• Anxiety that something bad will happen</li> <li>• Sadness, disappointment, or depression about the loss</li> <li>• Self-consciousness, embarrassment, and shame (i.e., feelings of inadequacy)</li> <li>• Guilt that one has done something wrong to cause difficult circumstances</li> </ul>	<p>☑☑☑</p>	<p>☑☑☑</p>	<p>☑☑</p>	<p>☑☑</p>				

☑☑☑ Most likely to identify need & initiate and coordinate support

☑☑ Likely to provide assistance directly

☑ Likely to provide reminders and other prompting

Follow-Along Supports		Multi-Disciplinary Team (Level of Involvement)							
		ES	BPH	PS	FF	EM	ED	VR	BPC
103	<p><b>An involuntary</b> job transition or termination may occur for a variety of reasons. Employers may:</p> <ul style="list-style-type: none"> <li>Decide the employee (your client) is not meeting performance expectations</li> <li>Restructure the organization and eliminate jobs to improve workflow efficiencies</li> <li>Reduce workforce via layoffs to decrease operating expenses (i.e., cost of labor)</li> <li>Need to fill a job vacancy if a client experiences a psychiatric crisis and needs to be hospitalized or receive other intensive interventions</li> </ul> <p>Use Active Listening and Motivational Interviewing skills to help clients process the events and engage in next steps. Examples include:</p> <ul style="list-style-type: none"> <li>When possible and permitted by the client, contact employer to learn more about the job loss</li> <li>Explore client preferences for disclosure about job loss, for example ask them: <ul style="list-style-type: none"> <li>“Who in your support network would you like to inform?”</li> <li>“Who will support you?”</li> <li>“Who will not support you?”</li> </ul> </li> <li>Acquire official termination letter (documentation) from employer and contact unemployment office and benefits providers to prepare for changes in income and benefits (see row #39+)</li> <li>Identify lessons learned to inform future job search and document this in a <b>Job-End Report</b></li> <li>Plan and initiate new job search</li> </ul>								
		✓✓✓	✓✓	✓✓	✓✓	✓✓			✓✓

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Follow-Along Supports		Multi-Disciplinary Team (Level of Involvement)							
		ES	BPH	PS	FF	EM	ED	VR	BPC
104	<p><b>A voluntary</b> job transition or termination initiated by the client may occur for a variety of reasons. Use Active Listening and Motivational Interviewing skills to help clients discover, accept, and explain their reasons to supervisors and others in their personal support network. Examples of why a client may voluntarily initiate a job transition could include the following:</p> <ul style="list-style-type: none"> <li>Client masters the job and wants new challenges to develop different skills and to advance their career with the current employer or a new employer</li> <li>Wants to take more active steps for professional development and career advancement</li> <li>Wants to make more money or desires more work-provided benefits (e.g., health insurance, worker’s compensation, paid time off)</li> <li>Does not like the job</li> <li>Does not like culture of the jobsite (e.g., interpersonal conflicts with supervisor or coworkers)</li> <li>Has concerns about the impact of earned income upon benefits (e.g., SSI, SSDI, Medicaid, food stamps, housing subsidies)</li> <li>Feels they cannot meet performance expectations</li> <li>Experiences psychiatric symptoms (crisis) and elects to be hospitalized or receive other intensive interventions</li> </ul>								
105	<p>Plan and engage in tasks to help client initiate voluntary job transition <b>internally within the same company</b> (at current job site)</p> <ul style="list-style-type: none"> <li>Meet with current supervisor to express desire for transition in job role and identify opportunities [...]</li> </ul>	✓✓✓	✓✓	✓✓	✓	✓✓			✓✓

✓✓✓ Most likely to identify need & initiate and coordinate support

✓✓ Likely to provide assistance directly

✓ Likely to provide reminders and other prompting

Follow-Along Supports		Multi-Disciplinary Team (Level of Involvement)							
		ES	BPH	PS	FF	EM	ED	VR	BPC
105	<p>[...]</p> <ul style="list-style-type: none"> <li>Review internal job postings for new role within the company</li> <li>Revise resume</li> <li>Prepare for interview</li> <li>Meet with supervisor to plan new job role and tasks and negotiate rate of pay</li> <li>Prepare and plan for changes in income and benefits (see row #39+)</li> </ul>	✓✓✓	✓✓	✓✓	✓	✓✓			✓✓
106	<p>Plan and engage in tasks to initiate voluntary job transition <b>externally to a different company</b> (at different job site). Collaborate with client to identify next steps for job search, for example:</p> <ul style="list-style-type: none"> <li>Review external job postings for new role in a new company</li> <li>Revise resume</li> <li>Prepare for interview</li> <li>Prepare job references</li> <li>Explore client preferences for disclosure about job search, for example ask them: <ul style="list-style-type: none"> <li>“Who in your support network would you like to inform?”</li> <li>“Who will support you?”</li> <li>“Who will not support you?”</li> </ul> </li> <li>Prepare and plan for changes in income and benefits (see row #39+)</li> <li>Identify steps for resigning from current job</li> <li>Draft letter of resignation</li> <li>Rehearse explanation for departure</li> <li>Schedule meeting with current supervisor and human resources to deliver resignation letter and explain reasons for leaving</li> <li>Document conversations and activities in Job-End Report and new Job-Search Plan</li> </ul> <p>(For related information and strategies, see “Professional Development &amp; Career Advancement” section, in row #95+.)</p>	✓✓✓	✓✓	✓✓	✓✓	✓✓			✓✓

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Follow-Along Supports		Multi-Disciplinary Team (Level of Involvement)							
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107	<p>All job transitions provide opportunities to practice skills for <b>interacting with supervisor</b> and advocating for one’s own professional development and career advancement</p> <ul style="list-style-type: none"> <li>• Manage and respond to performance evaluations and feedback</li> <li>• Ask for new tasks, promotion, or raise</li> <li>• How to respond constructively to involuntary job termination or layoff</li> <li>• How to give resignation notice</li> </ul> <p>(For related information, see “Relationships with Others at Work” section in row #80+.)</p>	<ul style="list-style-type: none"> <li>✓✓✓</li> </ul>	<ul style="list-style-type: none"> <li>✓✓</li> </ul>	<ul style="list-style-type: none"> <li>✓✓</li> </ul>	<ul style="list-style-type: none"> <li>✓✓</li> </ul>	<ul style="list-style-type: none"> <li>✓✓</li> </ul>			
108	<p>All job transitions are learning experiences and provide clients with opportunities to continue SE/IPS services and to review and revise the following as part of their <b>Job-End Report</b> and new <b>Job-Search Plan</b></p> <ul style="list-style-type: none"> <li>• Strengths, needs, abilities, and preferences, including dreams and disclosures of personal information (SNAP-D)</li> <li>• Preferences for professional development and career advancement</li> <li>• Career Profile (including plan for education)</li> </ul>	<ul style="list-style-type: none"> <li>✓✓✓</li> </ul>	<ul style="list-style-type: none"> <li>✓✓✓</li> </ul>	<ul style="list-style-type: none"> <li>✓✓✓</li> </ul>	<ul style="list-style-type: none"> <li>✓✓✓</li> </ul>				

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109  **Secondary Education**  
High schools, joint-vocational schools, alternative education & GED programs

110 **Activities of Daily Living**

111	<p>Prepare for, initiate, and maintain <b>activities of daily living</b> that support and promote success in secondary education, for example:</p> <ul style="list-style-type: none"> <li>• Dress code expectations (e.g., clothing)</li> <li>• Personal hygiene (e.g., grooming, bodily self-care)</li> <li>• Time management (e.g., for sleep, waking, starting the day)</li> <li>• Transportation (e.g., for getting to and from school, extracurriculars)</li> <li>• Meals, snacks, and hydration (e.g., nutrition support; buying and preparing food; making use of food pantries, meal cards)</li> <li>• Benefits advocacy and planning (e.g., managing health insurance, SSI, food stamps)</li> <li>• Money management (e.g., maintaining and revising budget for spending to support school-discretionary expenses learning opportunities, like field trips, extracurriculars)</li> </ul> <p>(For more information about these follow-along supports, “Daily Living” in row #1+.)</p>								
		✓✓✓	✓✓✓	✓✓	✓✓✓			✓✓	

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Follow-Along Supports		Multi-Disciplinary Team (Level of Involvement)							
		ES	BPH	PS	FF	EM	ED	VR	BPC
112	Secondary Education <h3>Planning for Accommodations &amp; Supports at School</h3>								
113	<p><b>Understand legal plans and processes</b> designed to ensure high school students have necessary accommodations to support their learning success and achievement of a high school diploma. The two most common plans include:</p> <ul style="list-style-type: none"> <li>Individualized Education Plan (IEP) from the Individuals with Disabilities Education Act (IDEA)</li> <li>504 Plan from Section 504 of the Rehabilitation Act of 1973</li> </ul> <p>These plans <b>facilitate collaboration</b> among parents (or legal guardians), educators, behavioral healthcare providers, and other professionals to create a supportive learning environment. These plans <b>also ensure</b> a number of different accommodations designed to maximize student success with developing creative and critical thinking skills for pursuing a job and career. Examples include:</p> <ul style="list-style-type: none"> <li>Curricular accommodations (e.g., methods of teaching that enhance the way instruction is delivered to and received and integrated by students)</li> <li>Teacher’s aides (i.e., paraprofessionals)</li> <li>Physical and technological accommodations (e.g., equipment that assists with physical mobility and auditory and visual learning)</li> <li>Medical accommodations (e.g., allergies; asthma; dispensing medication; tube feeding; adjusted lunch and snack times for diabetes)</li> <li>Behavioral health accommodations (e.g., counseling, timeouts, quiet and calming rooms)</li> </ul>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>			

Most likely to identify need & initiate and coordinate support

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Follow-Along Supports		Multi-Disciplinary Team (Level of Involvement)							
		ES	BPH	PS	FF	EM	ED	VR	BPC
114	<p><b>Provide follow-along support and advocacy</b> to parents and guardians of youth who may <b>qualify for</b> (and wish to pursue) IEPs, 504s, and associated accommodations. Help them navigate school systems and collaborate with school personnel to:</p> <ul style="list-style-type: none"> <li>• Test students for disabilities</li> <li>• Develop, initiate, implement, maintain, and revise the IEP and 504 plans and associated accommodations</li> </ul>	✓✓✓	✓✓✓	✓	✓✓✓		✓✓		
115	<p><b>Collaborate with educators and other school personnel</b> who may support IEPs, 504s, and accommodations, for example:</p> <ul style="list-style-type: none"> <li>• Principals and other administrators</li> <li>• School psychologists</li> <li>• School social workers</li> <li>• Guidance counselors</li> <li>• Career counselors (e.g., joint-vocational schools)</li> <li>• Occupational therapists</li> <li>• Teachers</li> <li>• Special education teachers</li> <li>• Tutors and/or additional instructors</li> </ul> <p>Other school personnel may be included in a list of educators who support student success but not IEPs and 504s, for example:</p> <ul style="list-style-type: none"> <li>• Coaches of athletic teams</li> <li>• Advisors of extracurricular activities (i.e., student organizations, groups, clubs)</li> </ul>	✓✓✓	✓✓✓	✓✓✓	✓		✓✓		

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4. Topics for Conversation & Planning in SE/IPS Services

Follow-Along Supports		Multi-Disciplinary Team (Level of Involvement)							
		ES	BPH	PS	FF	EM	ED	VR	BPC
116	<p>Secondary Education</p> <h2>Accommodations at School</h2>								
117	<p>Initiate, maintain, and revise <b>accommodations</b> at high schools, joint-vocational schools, and general education (GED) programs to help students achieve their full potential. Examples of accommodations may include the following:</p> <p><b>Environmental Accommodations</b></p> <ul style="list-style-type: none"> <li>• Reduced distractions (e.g., quiet-study area, clean and uncluttered work spaces, noise-canceling headphones)</li> <li>• Preferred seating (e.g., near front or back of classroom, away from windows and doors)</li> <li>• Assistive technology (e.g., computers, tablets, and spellers for writing; speech-to-text software)</li> <li>• Frequent breaks (e.g., during classroom lessons, tests)</li> </ul> <p><b>Instructional Accommodations</b></p> <ul style="list-style-type: none"> <li>• Modified teaching (e.g., one-on-one instruction from teachers, tutors, aides)</li> <li>• Modified materials (e.g., large-print materials; audio recordings of printed documents; simplified instructions)</li> <li>• Modified assignments (e.g., extended deadlines, reduced amount of writing)</li> <li>• Modified testing (e.g., quiet test rooms, extended time, tests read aloud)</li> <li>• Note-taker or audio recorder in class</li> <li>• Home-based support (e.g., home tutoring, extra sets of books) [...]</li> </ul>								

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☑☑ Likely to provide assistance directly

☑ Likely to provide reminders and other prompting

Follow-Along Supports		Multi-Disciplinary Team (Level of Involvement)							
		ES	BPH	PS	FF	EM	ED	VR	BPC
117 cont.	<p><b>[...] Behavioral Accommodations</b></p> <ul style="list-style-type: none"> <li>Behavior Intervention Plan (BIP)</li> <li>Flexible scheduling (e.g., shortened school day, adjusted attendance policy)</li> <li>Positive reinforcement (i.e., regular feedback and encouragement)</li> <li>Cool-down breaks (e.g., when feeling overwhelmed or frustrated)</li> </ul>	✓✓✓	✓✓✓	✓✓	✓✓✓		✓✓✓	✓✓	
118	<p>Provide support and advocacy to parents and guardians of high school youth <b>who may not</b> qualify for (or choose not to pursue) IEPs, 504s, and associated accommodations. Ask for permission to attend regular meetings with school personnel who support student success (see row #115 for a list of collaborators).</p>	✓✓✓	✓✓✓	✓✓	✓✓✓		✓✓		
119	<b>Resources</b>								
120	<p><b>For additional ideas and guidance for school-based accommodation, consult the following:</b></p> <ul style="list-style-type: none"> <li>Local school district</li> <li>Local educational services center</li> <li>State department of education</li> <li>Legal Aid Society (nonprofit)</li> <li>U.S. Department of Education</li> <li>Individuals with Disabilities Education Act (IDEA): <a href="https://sites.ed.gov/idea">https://sites.ed.gov/idea</a></li> <li>Americans with Disabilities Act (ADA): <a href="http://www.ada.gov">www.ada.gov</a></li> </ul>	✓✓✓	✓✓	✓✓	✓✓✓		✓✓		

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#### 4. Topics for Conversation & Planning in SE/IPS Services

Follow-Along Supports		Multi-Disciplinary Team (Level of Involvement)							
		ES	BPH	PS	FF	EM	ED	VR	BPC
121	Secondary Education <b>School Supports</b>								
122	<b>Time Management</b>								
123	Provide support to all students enrolled in SE/IPS services, including those who do and do not qualify for (or choose not to pursue) an IEP or 504 Plan. Collaborate with parents or legal guardians and school personnel to help students develop the following:  <b>Time Management for Schoolwork</b> <ul style="list-style-type: none"> <li>Calendars that track dates and times for assignments, tests, extracurriculars, and part-time jobs</li> <li>Study schedules that <b>balance time for</b> assignments from all classes with extracurricular activities and/or part-time jobs</li> <li>Study habits and skills</li> <li>Punctual attendance and active participation in classes and extracurriculars as essential experiences that prepare them for their long-term goals (e.g., in post-secondary education and training, jobs, careers)</li> </ul> (For related information about time management, see “Daily Living” section in row #1+.)								
124	<b>For Health, Wellness &amp; Recovery</b>								
125	Provide <b>supports</b> to help clients manage health, wellness, and behavioral health conditions for schoolwork at school and home <ul style="list-style-type: none"> <li>Also, collaborate with behavioral health providers (e.g., prescribers, social workers, counselors, peer supporters) to <b>manage medications</b> and potential side effects for all conditions (see row #29+)</li> </ul>								

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Follow-Along Supports		Multi-Disciplinary Team (Level of Involvement)							
		ES	BPH	PS	FF	EM	ED	VR	BPC
126	<p><b>Primary Health &amp; Wellness Routines</b></p> <ul style="list-style-type: none"> <li>• Healthy nutrition and hydration throughout the school day to support concentration, class participation, and retention of new knowledge and skills</li> <li>• Physical movement as an integral part of one’s daily learning (and studying) routines (e.g., stretching, walking, jogging)</li> <li>• Management of primary health conditions (e.g., allergies, asthma, diabetes)</li> <li>• Meditation and mindfulness apps (e.g., Calm, Headspace, Smiling Mind, Unstuck)</li> </ul>	✓✓✓	✓✓	✓✓	✓✓		✓✓		
127	<p><b>Behavioral Health   Mental Health</b></p> <ul style="list-style-type: none"> <li>• Strategies to disclose or not disclose behavioral health conditions to fellow students (e.g., mental health, substance use)</li> <li>• Healthy emotional regulation and responses to difficult social situations at school with peers, teachers, and administrators</li> <li>• Healthy boundaries (i.e., reasonable expectations about what to share (disclose) about oneself, what to ask for, and how to engage with fellow students at school and outside of school)</li> <li>• An inventory of and healthy celebration of one’s own strengths, accomplishments, and positive actions and interactions</li> <li>• Make use of school counselors and counseling services (e.g., mental health counseling, substance use counseling)</li> </ul>	✓✓✓	✓✓✓	✓✓	✓✓		✓✓		

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#### 4. Topics for Conversation & Planning in SE/IPS Services

Follow-Along Supports		Multi-Disciplinary Team (Level of Involvement)							
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128	<p><b>Behavioral Health   Substance Use</b></p> <ul style="list-style-type: none"> <li>Awareness of school’s policies and procedures regarding drug testing and substance use and intoxication in the educational setting (e.g., alcohol, tobacco, legal and illegal cannabis, opiates/opioids, other drugs)</li> <li>Manage substance use symptoms at school (e.g., cravings, withdrawal)</li> <li>Address potential triggers of substance use in the educational setting (e.g., invitations from other students to use; school-related stress)</li> <li>Address potential environmental triggers of substance use enroute to and from school (e.g., bus stop next to convenience store or tavern; neighborhood where dealer is active)</li> <li>Plan for support on test days</li> <li>Meet with treatment team member(s) to plan for support (e.g., peer supporter, addiction counselor)</li> <li>Plan to include sponsor (mentor) in school issues (e.g., 12-step or other mutual-help groups)</li> </ul>	✓✓✓	✓✓	✓✓	✓		✓✓		
129	<p><b>Secondary Education   School Supports</b></p> <p><b>Relationships with Others at School</b></p>								
130	<p>Review and understand school’s <b>policies and procedures</b> for interpersonal relationships in the educational setting, for example:</p> <ul style="list-style-type: none"> <li>Reporting structures</li> <li>Reviews and disputes of grades and report cards</li> <li>Requesting time off and absences from classes and extracurriculars                             <ul style="list-style-type: none"> <li>Disagreements</li> <li>Sexual harassment</li> <li>Bullying and intimidation</li> <li>Threats of physical and psychological harm</li> <li>Anger management [...]</li> </ul> </li> </ul>	✓✓✓	✓	✓	✓	✓✓			

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Follow-Along Supports		Multi-Disciplinary Team (Level of Involvement)							
		ES	BPH	PS	FF	EM	ED	VR	BPC
130 cont.	<ul style="list-style-type: none"> <li>[...] Discrimination (e.g., of gender, race, age, religious beliefs)</li> <li>Interpersonal conflicts related to substance use at school and extracurriculars (e.g., alcohol, tobacco, legal and illegal cannabis, opiates/opioids, other drugs)</li> </ul>	✓✓✓	✓	✓	✓	✓✓			
131	Develop strategies to <b>disclose</b> or not disclose behavioral health conditions (e.g., mental health, substance use)	✓✓✓	✓✓✓	✓✓✓	✓✓		✓		
132	Understand and manage <b>healthy boundaries</b> (i.e., reasonable expectations about what to share (disclose) about oneself, what to ask for, and how to engage with fellow students (peers), teachers, and other school personnel on campus during school hours and after hours, including extracurriculars and off-campus events)	✓✓✓	✓✓✓	✓✓✓	✓✓✓		✓✓		
133	Practice <b>skills to foster healthy relationships</b> , for example: <ul style="list-style-type: none"> <li>Topics of conversation with peers, teachers, coaches, advisors, and other school personnel</li> <li>Phrases to start conversations (i.e., “ice breakers”)</li> <li>Small talk (i.e., “chit-chat,” hallway and cafeteria conversations)</li> <li>How to increase or decrease interactions with peers</li> </ul>	✓✓✓	✓✓✓	✓✓✓	✓✓✓		✓✓✓		
134	Identify and establish school-based <b>support network and confidants</b> (e.g., find one or more educators and classmates at school to listen to and empathize about school-related situations and issues)	✓✓✓	✓✓	✓✓	✓✓		✓✓		
135	Establish and maintain relationships with school-based <b>peer mentors</b> (e.g., older students) who will listen to, empathize with, and advise about school-related situations and issues, including extracurriculars	✓✓✓	✓✓	✓✓	✓✓		✓✓		

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#### 4. Topics for Conversation & Planning in SE/IPS Services

Follow-Along Supports		Multi-Disciplinary Team (Level of Involvement)							
		ES	BPH	PS	FF	EM	ED	VR	BPC
136	Establish and nurture relationships with <b>alumni mentors</b> (e.g., graduates of the high school or joint-vocational school) who will listen to, empathize with, and advise about post-secondary education opportunities and professional (career) development and networking	✓✓✓	✓✓	✓✓	✓✓		✓✓✓		
137	<b>Secondary Education   School Supports</b> <b>School Counselors</b>								
138	Make use of <b>school counselors</b> and counseling services (e.g., mental health counseling, substance use counseling)	✓✓✓	✓	✓	✓		✓✓		
139	<b>Secondary Education   School Supports</b> <b>Use of School Property &amp; Technology</b>								
140	Review and understand school's policies and procedures for <b>responsible use of its property</b> , for example: <ul style="list-style-type: none"> <li>Physical plant (e.g., classrooms, lunch rooms, changing/locker rooms, laboratories)</li> <li>Identification cards</li> <li>Entry keys and swipe cards</li> <li>Office phones (i.e., landlines)</li> <li>Mobile phones</li> <li>Computers, tablets, servers</li> <li>Copiers and document scanners</li> <li>Supplies (e.g., office supplies, art supplies, tools)</li> <li>Transportation (e.g., school buses)</li> <li>Internet <ul style="list-style-type: none"> <li>Web browsers, search engines, and acceptable search terms and topics</li> <li>Email accounts and servers</li> <li>Social media accounts (i.e., employer's accounts and apps)</li> </ul> </li> </ul>	✓✓✓	✓	✓	✓		✓✓		

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Follow-Along Supports		Multi-Disciplinary Team (Level of Involvement)							
		ES	BPH	PS	FF	EM	ED	VR	BPC
141	Secondary Education   School Supports <b>Use of Social Media</b>								
142	<p>Review, understand, and practice <b>personal social media etiquette</b> to maximize representation of self and school for future internships and employment opportunities.</p> <p>Help clients understand that many post-secondary education institutions and training programs (and future employers) make decisions to recruit and retain students and employees based upon the individual’s social media habits and choices. Help clients understand the potential impact of their personal social-media choices, such as:</p> <ul style="list-style-type: none"> <li>• Personal editorial content (e.g., subject matter, language, disclosure of behavioral health conditions)</li> <li>• Personal photos and videos</li> <li>• Reposting of other people’s editorial content, photos, and videos</li> <li>• Content about people and relationships at school (e.g., peers, teachers, staff, administrators, coaches, advisors of student groups)</li> <li>• Content that contains confidential information (e.g., documents, logos)</li> <li>• Timing of posts (e.g., posting while in class)</li> </ul>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>		

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143	Secondary Education   School Supports <b>Communication Policies</b>								
144	<p>Review and understand school’s policies and procedures for using different communication technology for various reasons, needs, and purposes. Help clients understand and meet school’s expectations.</p> <p>Examples of different communication <b>technology</b>:</p> <ul style="list-style-type: none"> <li>• Text messages</li> <li>• Email messages</li> <li>• Student portal and content management system (CMS)</li> <li>• Social media</li> <li>• Phone calls</li> <li>• In-person conversations</li> <li>• Letter writing</li> </ul> <p>Examples of <b>reasons</b> to communicate with school personnel</p> <ul style="list-style-type: none"> <li>• Time off requests and notices (e.g., sick days, vacation days, holidays, doctor’s appointments)</li> <li>• Scheduling of classes and extracurriculars</li> <li>• Documenting and addressing interpersonal conflicts</li> <li>• Consulting, collaborating, and brainstorming with classmates, teachers, coaches, and advisors of extracurriculars related to assignments and deadlines</li> <li>• Questions about class assignments and grades</li> <li>• Questions about school policies and procedures</li> <li>• Withdrawing from a class or extracurricular and how to give notice (e.g., to pursue new opportunities)</li> </ul> <p>Examples of communication <b>style and etiquette</b>:</p> <ul style="list-style-type: none"> <li>• Use of formal written and spoken English</li> <li>• Use of emojis and abbreviations and acronyms (i.e., text slang, digital slang, internet slang)</li> </ul>	<ul style="list-style-type: none"> <li>• Time off requests and notices (e.g., sick days, vacation days, holidays, doctor’s appointments)</li> </ul>	<ul style="list-style-type: none"> <li>• Time off requests and notices (e.g., sick days, vacation days, holidays, doctor’s appointments)</li> </ul>	<ul style="list-style-type: none"> <li>• Time off requests and notices (e.g., sick days, vacation days, holidays, doctor’s appointments)</li> </ul>	<ul style="list-style-type: none"> <li>• Time off requests and notices (e.g., sick days, vacation days, holidays, doctor’s appointments)</li> </ul>	<ul style="list-style-type: none"> <li>• Time off requests and notices (e.g., sick days, vacation days, holidays, doctor’s appointments)</li> </ul>	<ul style="list-style-type: none"> <li>• Time off requests and notices (e.g., sick days, vacation days, holidays, doctor’s appointments)</li> </ul>	<ul style="list-style-type: none"> <li>• Time off requests and notices (e.g., sick days, vacation days, holidays, doctor’s appointments)</li> </ul>	

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Follow-Along Supports		Multi-Disciplinary Team (Level of Involvement)							
		ES	BPH	PS	FF	EM	ED	VR	BPC
145	Secondary Education   School Supports <b>Job &amp; Career Planning</b>								
146	<b>Employment Opportunities</b> Explore earn-and-learn opportunities to pursue job and career interests <ul style="list-style-type: none"> <li>Part-time jobs during the school year and/or summer jobs</li> <li>Work-study jobs</li> <li>Internships (paid or non-paid)</li> <li>Job shadowing</li> </ul>	✓✓✓	✓✓	✓✓	✓✓	✓✓	✓✓✓	✓✓	
147	Provide support for youth who qualify for and attend <b>dual enrollment programs</b> , which enable high school students to attend college classes and earn credits toward a high school diploma and college degree simultaneously (e.g., College Credit Plus, Early College, Accelerated College Enrollment).  (For related information, see “For Post-Secondary Education” section in row 151+.)	✓✓✓	✓	✓	✓✓		✓✓✓		
148	Provide support and advocacy to parents and guardians of youth with <b>transition planning</b> from IEPs and 504s. Also, collaborate with young person to set individualized goals for education or training, employment, and independent living after high school graduation. These plans typically begin at age 16 and include: <ul style="list-style-type: none"> <li>Summary of Performance (i.e., strengths; goals for work or post-secondary education; progress made during senior year; services and accommodations suggested after graduation)</li> <li>Action steps to work toward and achieve those goals</li> <li>List of follow-along supports for post-secondary education and/or employment</li> </ul>	✓✓✓	✓✓✓	✓✓	✓✓✓		✓✓✓	✓✓	

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Follow-Along Supports		Multi-Disciplinary Team (Level of Involvement)							
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149	Secondary Education   School Supports <b>Transitions</b>								
150	<p>Transitions in secondary education programs may be <b>voluntary</b> (initiated by client or family), <b>involuntary</b> (initiated by educator), or involuntarily <b>induced by</b> a primary health or behavioral health crisis (e.g., mental health or substance use symptoms or episode). Some examples of client transitions include:</p> <ul style="list-style-type: none"> <li>• Change in preference or aptitude for educational track (e.g., academic vs. joint-vocational education vs. alternative education program)</li> <li>• Change in school district</li> <li>• Not achieving expected level of performance (i.e., failing grades)</li> <li>• Truancy and potential expulsion</li> </ul> <p>Employment specialists collaborate with members of the <b>multidisciplinary team</b> such as counselors and prescribers to help clients manage symptoms of their conditions as well as natural human emotions associated with transitions, separations, and loss.</p> <p>All transitions in secondary education are also learning experiences and provide clients with opportunities to continue SE/IPS services as they revise their strengths, needs, abilities, and preferences, including dreams and disclosures of personal information.</p> <p>(For related information and insights about providing support for transitions, see “Job Transitions” in row #100+.)</p>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>		<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>		

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	Follow-Along Supports	Multi-Disciplinary Team (Level of Involvement)							
		ES	BPH	PS	FF	EM	ED	VR	BPC

151  **Post-Secondary Education & Training**  
Community colleges, four-year colleges / universities, trade schools & training programs

152 **Activities of Daily Living**

153	<p>Prepare for, initiate, and maintain <b>activities of daily living</b> that support and promote success in post-secondary education</p> <ul style="list-style-type: none"> <li>• Dress code expectations (e.g., clothing)</li> <li>• Personal hygiene (e.g., grooming, bodily self-care)</li> <li>• Time management (e.g., for sleep, waking, starting the day)</li> <li>• Transportation (e.g., for getting to and from campus, daily errands)</li> <li>• Meals, snacks, and hydration (e.g., nutrition supports; buying and preparing food; making use of food pantries, meal cards)</li> <li>• Money management (e.g., maintaining and revising budget for school expenses, like books, meals, extracurriculars)</li> </ul> <p>(For more detailed information, see “Daily Living” section in row row #1+.)</p>	✓✓✓	✓✓	✓✓	✓✓			✓✓	
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154 **Benefits Advocacy & Financial Aid**

155	<p>Inform person about availability of <b>financial-aid counseling</b> services for academic and training programs and access services to help them make informed choices based upon their <b>individual preferences</b></p>	✓✓✓	✓	✓✓	✓			✓✓	
156	<p>Help individuals gather and organize <b>documents</b> related to financial aid</p> <ul style="list-style-type: none"> <li>• Bank statements</li> <li>• Tax records</li> <li>• Printed copy of completed FAFSA (see row #157)</li> <li>• Award letters and correspondence from financial aid providers</li> </ul>	✓✓✓	✓✓	✓✓	✓✓				

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Follow-Along Supports		Multi-Disciplinary Team (Level of Involvement)							
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157	<p>Explore and assist with obtaining, maintaining, and re-applying for potential <b>sources of financial aid</b> for community colleges, colleges/universities, trade schools, and other education and training programs. Examples include:</p> <ul style="list-style-type: none"> <li>• Free Application for Federal Student Aid (FAFSA)</li> <li>• Pell grants</li> <li>• Work-study programs</li> <li>• Federal Supplemental Educational Opportunity Grants (FSEOG) (i.e., additional grants for students with exceptional financial need)</li> <li>• Federal Direct Loans</li> <li>• Federal PLUS Loans</li> <li>• State Specific Aid</li> <li>• Scholarships</li> <li>• Grants</li> <li>• Private loans</li> <li>• Employer-tuition reimbursement</li> <li>• Plan to Achieve Self-Support (PASS Plan)</li> </ul>	✓✓✓	✓✓	✓✓	✓✓			✓	
158	<p>Initial and continuous review of and discussion about the person’s <b>individual preferences</b> related to earned income from work, work-study programs, and/or other financial aid for academic and training programs (i.e., individual financial plan for education)</p>	✓✓✓	✓✓	✓✓	✓✓			✓	
159	<p>Review and interpret <b>correspondence</b> from financial aid providers</p>	✓✓✓	✓✓	✓✓	✓✓				
160	<p>Complete and submit annual <b>financial-aid applications</b> (e.g., FAFSA, grants, scholarships) and reports to funding agencies and benefactors (see row #157)</p>	✓✓✓	✓✓	✓✓	✓✓				

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✓✓ Likely to provide assistance directly

✓ Likely to provide reminders and other prompting

Follow-Along Supports		Multi-Disciplinary Team (Level of Involvement)							
		ES	BPH	PS	FF	EM	ED	VR	BPC
161	<b>Post-Secondary Education &amp; Training</b> <b>Planning for Accommodations &amp; Supports on Campus</b>								
162	<p><b>Understand policies of and procedures</b> for admissions, financial aid, disability services, academic advising, and career services at different types of accredited post-secondary education institutions and programs, such as:</p> <ul style="list-style-type: none"> <li>• Trade schools, technical schools, and labor-union apprenticeship programs</li> <li>• Community colleges</li> <li>• Four-year colleges/ universities</li> </ul> <p>These policies and procedures will inform how you deliver follow-along support.</p>	✓✓✓	✓	✓	✓		✓✓✓		
163	<p>Understand in what ways accredited colleges, universities, and training programs are <b>legally required to provide</b> accommodations and support to students with disabilities because of the following:</p> <ul style="list-style-type: none"> <li>• Americans with Disabilities Act (ADA)</li> <li>• Section 504 of the Rehabilitation Act of 1973</li> </ul> <p>Accommodations and modifications to policies, procedures, and physical environment of campus and classrooms encourage educational programs to be accessible to more students.</p>	✓✓✓	✓	✓	✓		✓✓✓		
164	<p>Collaborate with <b>all young people</b> in SE/IPS services who are interested in pursuing post-secondary education or training, including those <b>who did and did not</b> utilize an IEP and 504 Plan in high school. Use their individualized preferences and Career Profile to:</p> <ul style="list-style-type: none"> <li>• Guide level of disclosures about their behavioral health conditions</li> <li>• Provide relevant follow-along supports</li> <li>• Access accommodations</li> </ul>	✓✓✓	✓	✓	✓				

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#### 4. Topics for Conversation & Planning in SE/IPS Services

Follow-Along Supports		Multi-Disciplinary Team (Level of Involvement)							
		ES	BPH	PS	FF	EM	ED	VR	BPC
165	Support clients to <b>acquire documentation</b> to qualify for disability services and accommodations (i.e., IEPs; 504 Plans; letters from psychologists, psychiatrists) (see row #112+ and row #149)	✓✓✓	✓	✓	✓		✓✓✓		
166	<p><b>Collaborate with educators and other personnel</b> in various departments at colleges, trade schools, and training programs who will be vital partners in follow-along support and accommodations for each young person. Examples include:</p> <ul style="list-style-type: none"> <li>• Admissions counselors</li> <li>• Financial aid counselors</li> <li>• Registrars (i.e., for registration deadlines and procedures for each semester/term)</li> <li>• Bursars (i.e., for paying tuition bills and payment plans)</li> <li>• Student Life staff</li> <li>• Student success coaches</li> <li>• Student organizations (e.g., to connect with peers who have similar social interests and peer mentors who have similar career interests)</li> <li>• Academic advisors</li> <li>• Disability counselors (e.g., to apply for and utilize accommodations)</li> <li>• Counseling center clinical staff</li> <li>• Tutors</li> <li>• Testing center staff (e.g., for accommodations)</li> <li>• Career services counselors</li> <li>• Alumni relations</li> <li>• Faculty members and instructors</li> </ul>	✓✓✓	✓	✓	✓			✓✓	
167	<p>Post-Secondary Education &amp; Training</p> <h3>Accommodations on Campus</h3>								
168	Help clients initiate, maintain, and revise <b>accommodations</b> as necessary. Examples of accommodations in post-secondary education include the following: [...]	✓✓✓	✓	✓	✓		✓✓		

✓✓✓ Most likely to identify need & initiate and coordinate support

✓✓ Likely to provide assistance directly

✓ Likely to provide reminders and other prompting

Follow-Along Supports		Multi-Disciplinary Team (Level of Involvement)							
		ES	BPH	PS	FF	EM	ED	VR	BPC
168 cont.	<p><b>[...] Administrative</b></p> <ul style="list-style-type: none"> <li>• Priority enrollment</li> </ul> <p><b>Classroom Environment</b></p> <ul style="list-style-type: none"> <li>• Preferred seating (e.g., to minimize distractions and manage mental health symptoms)</li> <li>• Extra breaks during classes</li> <li>• Classroom aids (e.g., note takers)</li> </ul> <p><b>Instructional Methods</b></p> <ul style="list-style-type: none"> <li>• Recording lectures and discussions</li> <li>• Digital and/or printed copies of PowerPoint presentations</li> <li>• Modified assignments (e.g., extended deadlines, oral presentations to reduce or complement writing)</li> <li>• Tutoring (i.e., additional one-on-one instruction)</li> </ul> <p><b>Instructional Technology</b></p> <ul style="list-style-type: none"> <li>• Modified materials (e.g., large print materials; audio recordings of printed documents)</li> <li>• Computers for taking notes during class</li> <li>• Text readers (e.g., text-to-voice software)</li> <li>• Smart pen (i.e., to combine simple note-taking with audio recording for playback of more complex information from lectures)</li> </ul> <p><b>Test Taking</b></p> <ul style="list-style-type: none"> <li>• Modified testing rooms (e.g., quiet room, special lighting)</li> <li>• Extra time to take tests (e.g., longer test-taking sessions or tests extended over several days with shorter sessions)</li> <li>• Extra breaks</li> <li>• Human reader of test questions</li> <li>• Use of computer to answer test questions, write essays</li> <li>• Calculator to assist with mathematics</li> </ul>								
		✓✓✓	✓	✓	✓		✓✓		

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#### 4. Topics for Conversation & Planning in SE/IPS Services

Follow-Along Supports		Multi-Disciplinary Team (Level of Involvement)							
		ES	BPH	PS	FF	EM	ED	VR	BPC
169	<b>Post-Secondary Education &amp; Training   Planning for Accommodations &amp; Supports on Campus</b> <b>Resources</b>								
170	<b>For additional ideas and guidance for accommodations on campus, consult the following:</b> <ul style="list-style-type: none"> <li>• Campus disabilities resource center (e.g., office of student affairs)</li> <li>• Local educational services center</li> <li>• State department of education</li> <li>• Legal Aid Society (nonprofit)</li> <li>• U.S. Department of Education</li> <li>• Americans with Disabilities Act (ADA): <a href="http://www.ada.gov">www.ada.gov</a></li> </ul>	✓✓✓	✓✓	✓✓	✓✓		✓✓		
171	<b>Post-Secondary Education &amp; Training</b> <b>Supports on Campus</b>								
172	<b>Basic Needs</b>								
173	<ul style="list-style-type: none"> <li>• Housing (e.g., vouchers)</li> <li>• Clothes (e.g., clothing bank)</li> <li>• Financial (e.g., funds for utilities, financial crises such as auto repairs)</li> <li>• Transportation (e.g., discount bus pass, funds for car repairs)</li> <li>• Childcare (e.g., daycare vouchers or on-campus facilities)</li> </ul>								
174	<b>Time Management</b>								
175	<b>Provide follow-along support</b> for all young adults enrolled in post-secondary education, including those <b>who did</b> and <b>did not</b> utilize an IEP or 504 Plan in high school. Help them develop the following skills: [...]	✓✓✓	✓	✓	✓		✓✓		

✓✓✓ Most likely to identify need & initiate and coordinate support

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Follow-Along Supports		Multi-Disciplinary Team (Level of Involvement)							
		ES	BPH	PS	FF	EM	ED	VR	BPC
175 cont.	<p><b>[...] Time Management for School</b></p> <ul style="list-style-type: none"> <li>Calendars to track dates and deadlines for:               <ul style="list-style-type: none"> <li>Financial aid applications</li> <li>Payment plans</li> <li>Registration dates for classes each term (semester)</li> <li>Drop and withdraw dates for classes for each term</li> <li>Assignments</li> <li>Tests</li> <li>Extracurriculars</li> <li>Part-time jobs</li> </ul> </li> <li>Study schedules that <b>balance time for</b> assignments from all classes with extracurricular activities, part-time jobs, and appointments for primary healthcare and behavioral healthcare (e.g., mental health and substance use treatment)</li> <li>Study habits and skills</li> <li>Punctual attendance and active participation in classes and extracurriculars (i.e., essential experiences that prepare clients for jobs and career goals)</li> </ul> <p>(For related information about time management, see “Daily Living” section in row #1+).</p>								
		✓✓✓	✓	✓	✓		✓✓		

176	<b>Health, Wellness &amp; Recovery</b>								
177	<p>Provide <b>support</b> to help clients manage health, wellness, and behavioral health conditions for schoolwork on and off campus</p> <ul style="list-style-type: none"> <li>Also, collaborate with behavioral health providers (e.g., prescribers, social workers, counselors, peer supporters) to <b>manage medications</b> and potential side effects for all conditions (see row 29+)</li> </ul>	✓✓✓	✓	✓	✓				

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#### 4. Topics for Conversation & Planning in SE/IPS Services

	Follow-Along Supports	Multi-Disciplinary Team (Level of Involvement)							
		ES	BPH	PS	FF	EM	ED	VR	BPC
178	<b>Health &amp; Wellness Routines</b> <ul style="list-style-type: none"> <li>• Healthy nutrition and hydration throughout the school day to support concentration, class participation, and retention of new knowledge and skills</li> <li>• Physical movement as an integral part of one's daily learning and studying routines (e.g., stretching, walking, jogging)</li> <li>• Management of primary health conditions (e.g., allergies, asthma, diabetes)</li> <li>• Meditation and mindfulness apps (e.g., Calm, Headspace, Smiling Mind, Unstuck)</li> </ul>	✓✓✓	✓	✓	✓		✓✓		
179	<b>Behavioral Health   Mental Health</b> <ul style="list-style-type: none"> <li>• Strategies to disclose or not disclose behavioral health conditions (e.g., mental health, substance use)</li> <li>• Strategies to manage symptoms and treatments</li> <li>• Healthy emotional regulation and responses to difficult social situations with fellow students, faculty members (i.e., instructors, professors), and staff</li> <li>• An inventory of and healthy celebration of one's own strengths, accomplishments, and positive actions and interactions</li> <li>• Make use of campus counseling services</li> </ul>	✓✓✓	✓✓	✓✓	✓✓		✓✓		
180	<b>Behavioral Health   Substance Use</b> <ul style="list-style-type: none"> <li>• Awareness of school's policies and procedures regarding drug testing (e.g., health sciences programs, such as nursing, fire safety, EMT, paramedic)</li> <li>• Address substance use and intoxication in the educational setting (e.g., alcohol, tobacco, legal and illegal cannabis, opiates/opioids, other drugs)</li> <li>• Manage substance use symptoms at school (e.g., cravings, withdrawal) [...]</li> </ul>	✓✓✓	✓✓	✓✓	✓		✓✓		

✓✓✓ Most likely to identify need & initiate and coordinate support

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	Follow-Along Supports	Multi-Disciplinary Team (Level of Involvement)							
		ES	BPH	PS	FF	EM	ED	VR	BPC
180 cont.	<ul style="list-style-type: none"> <li>[...] Address potential triggers of substances in the educational setting (e.g., invitations from classmates to use; school-related stress)</li> <li>Address potential environmental triggers of substance use enroute to and from school (e.g., bus stop next to convenience store or tavern; neighborhood where dealer is active)</li> <li>Plan for support on test days</li> <li>Meet with treatment team member(s) to plan support (e.g., peer supporter, addiction counselor)</li> <li>Plan to include sponsor (mentor) in school issues (e.g., 12-step or other mutual-help groups)</li> </ul>	✓✓✓	✓✓	✓✓	✓		✓✓		

181 Post-Secondary Education & Training | Supports on Campus

### Relationships with Others

182	<p>Review and understand school/program’s <b>policies and procedures</b> for interpersonal relationships in the educational setting, for example:</p> <ul style="list-style-type: none"> <li>Reporting structures</li> <li>Reviews and disputes of grades and other performance measures</li> <li>Requesting time off and absence from classes or program</li> <li>Reporting and resolving interpersonal conflicts               <ul style="list-style-type: none"> <li>Disagreements</li> <li>Sexual harassment</li> <li>Bullying and intimidation</li> <li>Threats of physical and psychological harm</li> <li>Anger management</li> <li>Discrimination (e.g., of gender, race, age, religious beliefs)</li> <li>Interpersonal conflicts related to substance use at school and extracurriculars (e.g., alcohol, tobacco, legal and illegal cannabis, opiates/opioids, other drugs)</li> </ul> </li> </ul>	✓✓✓	✓	✓	✓		✓✓		
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#### 4. Topics for Conversation & Planning in SE/IPS Services

Follow-Along Supports		Multi-Disciplinary Team (Level of Involvement)							
		ES	BPH	PS	FF	EM	ED	VR	BPC
183	Collaborate with clients to develop strategies to <b>disclose</b> or not disclose behavioral health conditions (e.g., mental health, substance use)	✓✓✓	✓✓	✓✓	✓		✓		
184	Understand and manage <b>healthy boundaries</b> (i.e., reasonable expectations about what to share (disclose) about oneself, what to ask for, and how to engage with fellow students, faculty and instructors, and others inside and outside the classroom)	✓✓✓	✓✓	✓✓	✓✓		✓		
185	Practice <b>skills to foster healthy relationships</b> , for example: <ul style="list-style-type: none"> <li>• Topics of conversation with peers, instructors, and support staff</li> <li>• Phrases to start conversations (i.e., “ice breakers”)</li> <li>• Small talk (i.e., “chit-chat,” “water-cooler conversations”)</li> <li>• How to increase or decrease interactions with peers</li> <li>• Requesting time off and absences from study groups or group assignments and projects</li> </ul>	✓✓✓	✓✓	✓✓	✓✓		✓		
186	Identify and establish a <b>campus-based support network and confidants</b> (e.g., find one or more educators or classmates on campus who will listen to and empathize about school-related situations and issues)	✓✓✓	✓	✓	✓		✓		
187	Establish and nurture relationship with <b>peer mentors</b> (e.g., older students) in study groups and student organizations who will listen to, empathize with, and advise about school-related situations and issues, including registration, financial aid, academic advising, extracurriculars, and employment opportunities, among others	✓✓✓	✓	✓	✓		✓		

✓✓✓ Most likely to identify need & initiate and coordinate support

✓✓ Likely to provide assistance directly

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Follow-Along Supports		Multi-Disciplinary Team (Level of Involvement)							
		ES	BPH	PS	FF	EM	ED	VR	BPC
188	Establish and nurture relationship with <b>alumni mentors</b> (e.g., graduates of the same or similar certificate or degree program) who will listen to, empathize with, and advise about professional (career) development and networking	✓✓✓	✓	✓	✓	✓	✓✓		
189	Post-Secondary Education & Training   Supports on Campus <b>Counseling Services</b>								
190	Make use of campus counselors and counseling services (e.g., mental health counseling, substance use counseling)	✓✓✓	✓	✓	✓		✓✓		
191	Post-Secondary Education & Training   Supports on Campus <b>Use of School Property &amp; Technology</b>								
192	Review and understand school's policies and procedures for <b>responsible use of its property</b> , for example <ul style="list-style-type: none"> <li>Physical plant (e.g., office space, break and lunch rooms, changing/locker rooms, laboratories, library, quiet-study rooms)</li> <li>Identification cards</li> <li>Entry keys and swipe cards</li> <li>Computers, tablets, servers</li> <li>Copiers and document scanners</li> <li>Supplies (e.g., office supplies, lab supplies, tools)</li> <li>Transportation (e.g., campus buses, campus security escorts, school vehicles)</li> <li>Internet <ul style="list-style-type: none"> <li>Web browsers, search engines, and acceptable search terms and topics</li> <li>Email accounts and servers</li> <li>Social media accounts (i.e., school's accounts and apps)</li> </ul> </li> </ul>	✓✓✓	✓	✓	✓		✓✓		

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Follow-Along Supports		Multi-Disciplinary Team (Level of Involvement)							
		ES	BPH	PS	FF	EM	ED	VR	BPC
193	<b>Post-Secondary Education &amp; Training   Supports on Campus</b> <b>Use of Social Media</b>								
194	Review, understand, and practice <b>personal social media etiquette</b> to maximize professional representation of self and educational institution. Help clients understand that many schools and future employers make decisions to admit and retain students and employees based upon the person’s social media habits and choices. Help clients understand the potential impact of their personal social-media choices, such as: <ul style="list-style-type: none"> <li>• Personal editorial content (e.g., choice of subject matter, language, disclosure of behavioral health conditions)</li> <li>• Personal photos and videos</li> <li>• Reposting of other people’s editorial content, photos, and, videos</li> <li>• Content about people and relationships at school (e.g., fellow students, professors, instructors, staff)</li> <li>• Content that contains confidential or proprietary information (e.g., documents, logos, trademarks)</li> <li>• Timing of posts (e.g., posting while in class, labs, clinical-training experiences (“clinical’s”))</li> </ul>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>		
195	<b>Post-Secondary Education &amp; Training   Supports on Campus</b> <b>Communication Policies</b>								
196	Review and understand school’s policies and procedures for using different communication technology for various reasons, needs, and purposes. Help clients understand and meet educational institution’s expectations. [...]	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>		

Most likely to identify need & initiate and coordinate support

Likely to provide assistance directly

Likely to provide reminders and other prompting

Follow-Along Supports		Multi-Disciplinary Team (Level of Involvement)							
		ES	BPH	PS	FF	EM	ED	VR	BPC
196 cont.	<p>[...] Examples of different communication <b>technology</b>:</p> <ul style="list-style-type: none"> <li>• Text messages</li> <li>• Email messages</li> <li>• Student portal and content management system (CMS)</li> <li>• Social media</li> <li>• Phone calls</li> <li>• In-person conversations</li> <li>• Letter writing</li> </ul> <p>Examples of <b>reasons</b> to communicate with school personnel:</p> <ul style="list-style-type: none"> <li>• Time-off requests and notices (e.g., sick days, vacation days, holidays, doctor’s appointments)</li> <li>• Scheduling of assignments and tests</li> <li>• Documenting and addressing interpersonal conflicts</li> <li>• Consulting, collaborating, and brainstorming with classmates, teachers, and advisors of extracurriculars related to assignments and deadlines</li> <li>• Questions about class assignments and grades</li> <li>• Questions about school’s policies and procedures (e.g., registrar, bursar, financial aid)</li> <li>• Dropping or withdrawing from a class and how to give notice</li> <li>• Withdrawing from a degree or certificate program and how to give notice</li> </ul> <p>Examples of communication <b>style and etiquette</b>:</p> <ul style="list-style-type: none"> <li>• Use of formal written and spoken English</li> <li>• Use of emojis and abbreviations and acronyms (i.e., text slang, digital slang, internet slang)</li> </ul>								

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Follow-Along Supports		Multi-Disciplinary Team (Level of Involvement)							
		ES	BPH	PS	FF	EM	ED	VR	BPC
197	<b>Post-Secondary Education &amp; Training   Supports on Campus</b> <b>Job &amp; Career Planning</b>								
198	Explore <b>employment opportunities</b> on campus and off campus <b>while still enrolled</b> in school. Consult with the dean’s office of the academic program in which client is enrolled and with office of career services to explore options <ul style="list-style-type: none"> <li>Part-time jobs during the school year and/or summer jobs</li> <li>Paid earn-and-learn opportunities, such as:               <ul style="list-style-type: none"> <li>Paid internships and externships</li> <li>Field placements</li> <li>Work-study programs</li> <li>Co-operative education (Co-op) programs</li> </ul> </li> </ul>	✓✓✓	✓	✓	✓	✓✓	✓✓	✓✓	✓✓
199	Explore <b>career planning and placement services</b> via the office of career services and alumni relations. Make use of on-campus resources. Examples include: <ul style="list-style-type: none"> <li>Job fairs on campus</li> <li>Alumni networking events and software</li> <li>Resume writing workshops</li> <li>Interviewing skills workshops</li> <li>Job-search workshops to build competency with job-search software and apps (e.g., LinkedIn, Glass Door)</li> <li>Alumni -networking apps</li> </ul>	✓✓✓	✓	✓	✓	✓✓	✓✓		
200	Update each client’s <b>SE/IPS Education-Support Plan</b> and <b>Career Profile</b> with their evolving SNAP-D, including preferences for dream jobs and professional-development opportunities. Examples include: <ul style="list-style-type: none"> <li>Memberships and participation in professional-networking groups and associations (e.g., on-campus student groups, off-campus groups, alumni groups) [...]</li> </ul>	✓✓✓	✓	✓✓	✓✓	✓	✓✓	✓	

✓✓✓ Most likely to identify need & initiate and coordinate support

✓✓ Likely to provide assistance directly

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Follow-Along Supports		Multi-Disciplinary Team (Level of Involvement)							
		ES	BPH	PS	FF	EM	ED	VR	BPC
200 cont.	<ul style="list-style-type: none"> <li>Active use of professional networking apps (e.g., LinkedIn)</li> <li>Attend professional-networking events (e.g., workshops, conferences)</li> <li>Join professional-networking organizations (e.g., subscribe to mailing lists and digital newsletters and magazines, follow on social media, purchase memberships)</li> <li>Engage with professional-networking apps and other social media (LinkedIn, Facebook)</li> </ul> <p>(For related information about the strategic use of social media and other digital technology, see row #191+)</p> <p>Editor's note: Remember to help each client revise their personal budget to manage any costs associated with professional development activities.</p>	✓✓✓	✓	✓✓	✓✓	✓	✓✓	✓	

201 **Post-Secondary Education & Training | Supports on Campus Transitions**

202	<p>Transitions in post-secondary education programs may be <b>voluntary</b> (initiated by client), <b>involuntary</b> (initiated by educator), or involuntarily <b>induced</b> by a primary health or behavioral health crisis (e.g., mental health or substance use symptoms or episode). Some examples of client transitions include:</p> <ul style="list-style-type: none"> <li>Change in preference for major field of study (e.g., certificate program vs. degree program vs. technical training)</li> <li>Change in preference for educational institution (e.g., community college to four-year college and vice-versa)</li> <li>Not achieving expected level of performance (i.e., failing grades)</li> <li>Loss of financial aid and/or income to pay school expenses</li> <li>Behavioral health symptoms, crisis, or hospitalization</li> </ul>	✓✓✓	✓✓✓	✓✓✓	✓✓✓		✓✓✓		
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Follow-Along Supports		Multi-Disciplinary Team (Level of Involvement)								
		ES	BPH	PS	FF	EM	ED	VR	BPC	
202 cont.	<p>Employment specialists collaborate with members of the <b>multidisciplinary team</b> such as counselors and prescribers to help clients manage symptoms of their conditions as well as natural human emotions associated with transitions, separations, and loss.</p> <p>All transitions in post-secondary education are also <b>learning experiences</b> and provide clients with opportunities to continue SE/IPS services as they revise their strengths, needs, abilities, and preferences, including dreams and disclosures of personal information. Collaborate with client to review and revise their Career Profile.</p> <p>(For related information and insights about providing support for transitions, see “Job Transitions” in row #100+.)</p>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>			<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>		

most likely to identify need & initiate and coordinate support

likely to provide assistance directly

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**BPC** Benefits planners or counselors

## Recommended citation

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and dream-jobs  
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