|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Plan for Funding IPS Services** | | | | |
| **Table of** | **Possible Funding** | **Sources to** | **Support** | **IPS** |
| Services | Vocational Rehabilitation (VR) | Medicaid | State general funds | Other |
| **Engagement** |  |  |  |  |
| ~Educating the person about IPS; learning about the person’s goals, strengths and interests. |  |  |  |  |
| ~Outreach to the person using motivational approaches. |  |  |  |  |
| **Career Profile** |  |  |  |  |
| ~Discussing work preferences, work and education history, legal history, education, mobility, supports, mental health symptoms, substance use or other factors that may impact job choice and needed supports. |  |  |  |  |
| ~Accompanying person to workplaces to assess whether they meet the person’s interests, needs, supervision available, and what supports or accommodations could be needed to do the job. |  |  |  |  |
| ~Developing a written employment plan. |  |  |  |  |
| ~If desired by person, family, inclusion of significant others in discussions about job match or other concerns about the person’s working plans. |  |  |  |  |
| **Job Finding** |  |  |  |  |
| ~Helping with résumés and job applications; may relate to helping person manage symptoms related to illness such as poor concentration, misinterpretation of social expectations (personality tests), and thought disorder. |  |  |  |  |
| ~Employment specialist meets with employers at their business to learn about the work environment, supervision available, social interaction required, work speed required, etc. in order to determine how the client’s mental illness symptoms and personal strengths would affect job performance in that setting. |  |  |  |  |
| ~Employment specialists and clients visiting employers together. May include modeling behavior, practicing stress reduction and illness management techniques. |  |  |  |  |
| ~Employment specialists calling employers to follow up on interviews and applications; modeling same for client. Discussing the social interaction in advance and evaluating what went well or could go better after. |  |  |  |  |
| **Job Supports** |  |  |  |  |
| ~Meetings with client and employer to discuss performance; may include problem solving and teaching. Or helping client practice advocating for self (asking for raise, better hours, promotion, etc.) |  |  |  |  |
| ~Meeting with clients away from the work site to talk about the job including social situations, relationships with supervisors and co-workers. May include problem solving and practice of illness management and recovery activities |  |  |  |  |
| Short-term supports on the job:  ~Teaching job skills when employer-provided training is not sufficient for an individual.  ~Assessing need for reasonable accommodations.  ~Assistance with symptom management on the job. |  |  |  |  |
| ~Help with grooming/dress for work when person does not understand socially acceptable presentation. |  |  |  |  |
| ~Help solving transportation problems or learning how to use public transportation. |  |  |  |  |
| **Career Development** |  |  |  |  |
| ~Exploration of careers related to interests |  |  |  |  |
| ~Visits to schools/training programs to help a person develop comfort in that setting, to learn about resources, to meet academic advisors or instructors, to learn about program requirements. |  |  |  |  |
| ~Meeting with office for students with disabilities to discuss possible accommodations for learning and how mental illness affects learning and class participation. |  |  |  |  |
| ~Interventions with teachers/professors to describe approved accommodations, to explain missed classes and ask for makeup work. |  |  |  |  |
| ~Help establishing study routines that may include special study plans related to concentration problems or thought disorders. |  |  |  |  |
| ~Help applying for financial aid, assistance with interactions with school financial office, help understanding loan and grant requirements. |  |  |  |  |
| **Financial Literacy** |  |  |  |  |
| ~Assist person to understand current entitlements and consequences of working; provide assistance with gov’t entities in this area. |  |  |  |  |
| ~Assist person to access other financial literacy tools. |  |  |  |  |
| **Clinical Integration** |  |  |  |  |
| ~Collaborate with Clinical Team actively and frequently to discuss supports and strategies that may help person persist and succeed in career goals. Collaboration regarding observed changes in mental health symptoms or medication side effects. |  |  |  |  |

IPS Employment Center, Research Foundation for Mental Hygiene, Inc.

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