

FRAMEWORK: RESEARCH ON LEARNING AND WORKING DURING YOUNG ADULTHOOD

For Those with Psychiatric Disabilities



Acknowledgements

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

Visit us at:

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

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Conference Goal

**SHARE STATE OF THE SCIENCE
TO IMPROVE THE CAREER DEVELOPMENT
OF YOUNG ADULTS
WITH PSYCHIATRIC DISABILITIES
IN ADULT SYSTEMS**



Extensive Reviews

- Reviews of the Research Literature in
 - Education/Training
 - Working/employment
 - Systems/Policy
- Each paper included young adults with lived experience
- Each paper has a “response” paper
 - Reviewed by a panel of experts with a variety of perspectives
 - Summarized by a “lead” responder
- Each topic includes a research agenda



“Career Development”

- *Careers* are occupations with opportunities for growth, that are undertaken for a significant period of a person's life
- *Career development* is comprised of the learning and cognitive elements that influence career choices, activities, performance and attainment



“Young Adults”

Chronologically: Ages 18-30 years



“Psychiatric Disability”

When a mental health disorder causes significant functional impairment

- *Mental health disorders*

Mental, behavioral, or emotional disorders in DSM-V

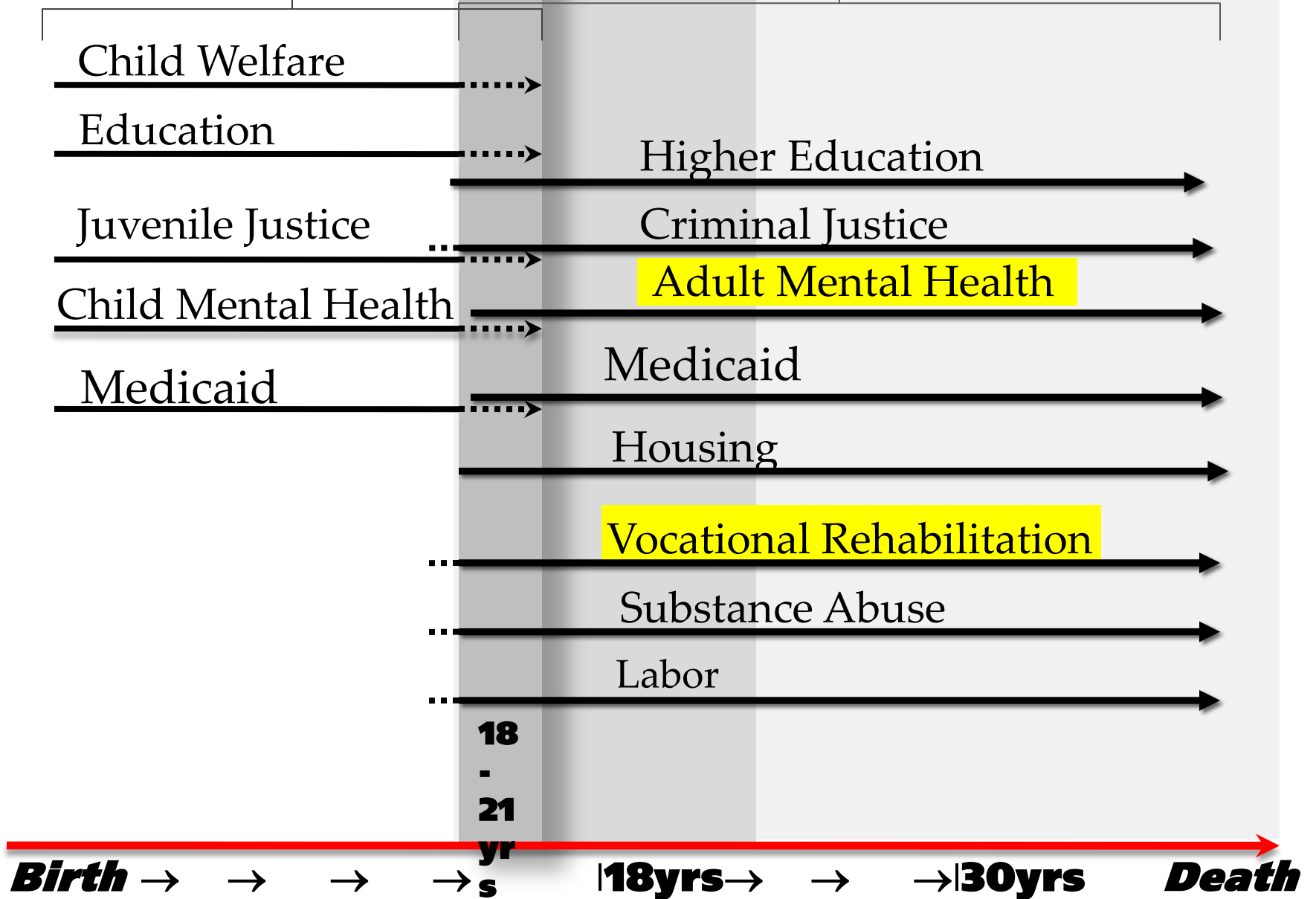
NOT

- “V” codes (temporary conditions)
 - Substance use disorders
 - Developmental disorders
- Functional impairment – reduced abilities in
 - basic daily living skills,
 - instrumental living skills
 - functioning in social, family, and vocational/educational contexts



CHILD SYSTEM

ADULT SYSTEM



IMPORTANT CHARACTERISTICS OF YOUNG ADULTS



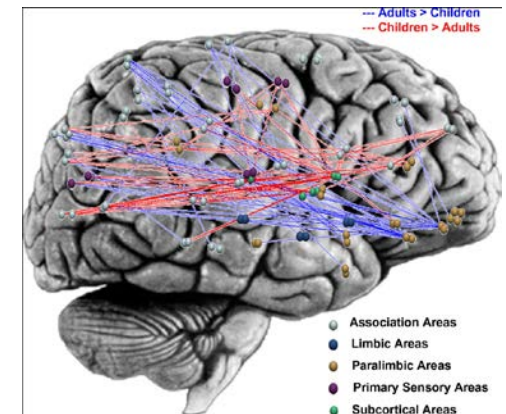
Young Adults Still Undergoing Psychosocial Development

Identity Formation
Cognitive **Moral**
sexual **Social**



Cognitive Abilities Changing

- Anticipation of Consequences (Steinberg, et al., 2009)
- Complex strategic planning (Albert & Steinberg, 2011)
- Behavior & cognitive control towards emotional or distracting stimuli (Hare et al., 2009, Liston et al., 2006; Christakou et al., 2009)



Developmental Characteristics

Identify formation

- Distrusting authority
- Experimentation
- Self-Determination



Social development

- Peer influence (positive and negative)
- Mixed ages can be unappealing



Psychosexual development

- Sexuality and sexual relationships
- Resolving gender identity and sexual orientation
- Common age to have children



Developmental Changes Underlie Abilities to Function More Maturely



Complete schooling & training



Contribute to/head household



Obtain/maintain rewarding work



Develop a social network



Become financially self-supporting



Be a good citizen



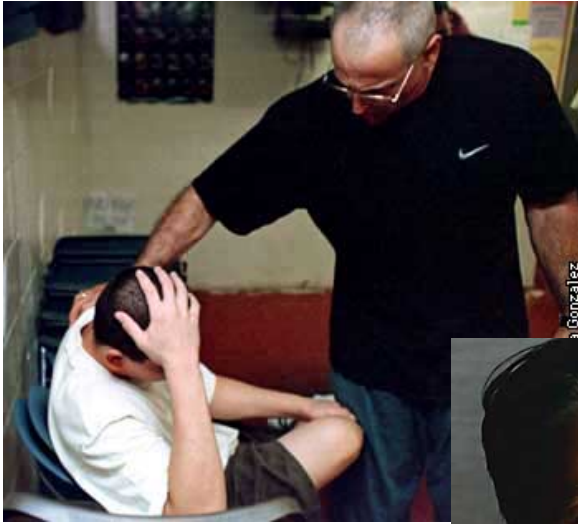


Youth Culture

facebook



Family



Balance of self-determination and family support

- **More family involvement than older adults**
- **Less family involvement than younger youths**



Age-Typical to Focus on Career-Building

- About half of young adults attend some postsecondary education/training
- Initiate working
- Pursuing education/training while working more common in young than mature adults

