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

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Et al.

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## MISSION

Research and dissemination activities are singularly focused on developing knowledge for and about developmentally appropriate services that help Transition Age Youth and Young Adults (TAYYA) with Serious Mental Health Conditions (SMHC) successfully complete their schooling and training and launch their adult working careers.

### TRANSITIONS RTC

The Learning and Working During the Transition to Adulthood Rehabilitation Research and Training Center (Transitions RTC) conducts research, training, dissemination and technical assistance activities. The aim of these activities is to improve supports for the successful completion of schooling and training and movement into rewarding work lives in young people, ages 14-30, with serious mental health conditions. The RTC conducts cutting-edge rigorous research that tests or informs interventions that support education, training and working during the transition to adulthood. The RTC's research and dissemination activities are conducted in partnership with youth and young adults with mental health conditions, and input from family members. The translation of this knowledge speeds capacity building for service providers and the movement of findings into practice and policy. The RTC is funded by a 5-year grant from the National Institute on Disability and Rehabilitation Research.

### PRINCIPLES

- Support the movement from student to worker
- Examine psychosocial maturation and its implications for interventions
- Conduct participatory action research and dissemination



### PARTICIPATORY ACTION RESEARCH

Jonathan Delman, M.P.H., J.D., Associate Director

Research, training, and dissemination activities are guided by consumer transition age youth and young adults (TAYYA) Project Associates (PA's) working at the RTC. Project Associates will gather the voice of youth across the nation and:

- receive thorough research training and orientation
- advise the RTC research and training staff
- conduct research interviews
- assist in developing and/or conducting trainings
- communicate research findings to young adult consumers









D2: Use factors that are

identified as appealing or

inhibiting across the three

B3 to enhance and refine

Adult Training Curriculum

Worcester, Massachusetts

the Clubhouse Young

currently used in a

vocational models in Study







D5: Use experiences

from our research and

technical assistance to

various stakeholders.

training projects to provide





# KNOWLEDGE TRANSLATION PROJECT GOALS

Marsha Ellison, Ph.D., Associate Director

D1: Develop and pilot a curriculum on the transition needs of students with SMHC for masters level secondary special education teachers at the University of

D4/E1: Develop a Community of Practice where various stakeholders can work together to develop actions that improve rehabilitation services for TAYYA with SMHC.

## RESEARCH PROJECTS

Charles Lidz, Ph.D., Associate Director

Lynn Newman, Ph.D. & Mary Wagner, Ed.D., SRI International

Study A2. Age-Associated Need, Services, & Outcomes of Participants

Study A3. Adapting Evidence-Based Supported Employment for Transition Age Youth Sandra Wilkness, Ph.D., Thresholds

Maryann Davis, Ph.D., UMMS Study B2. Job Seeking Experiences & Employers' Perceptions of TAYYA

with Serious Mental Health Conditions William Fisher, Ph.D. & Charles Lidz, Ph.D., UMMS

Study B3. Appealing Features of Vocational Supports for Latino & Non-

Rosalie Torres Stone, Ph.D., UMMS

Study C1. Improving Child & Adult Mental Health Services Coordination Maryann Davis, Ph.D., UMMS & Nancy Koroloff, Ph.D., Portland RTC

RESEARCH & TRY

Study A1. Making a Difference in High School

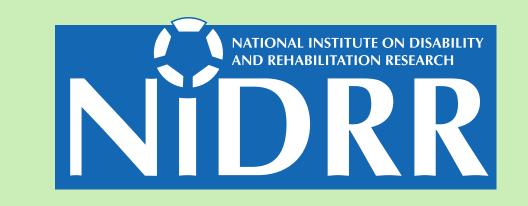
**Enrolled in Supported Education** Kenneth Gill, Ph.D., CPRP., (UMDNJ)

Study B1. Support of Schooling & Early Employment in Justice-System **Involved Emerging Adults** 

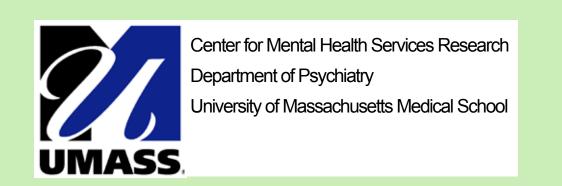
**Latino TAYYA Consumers** 

E3: Utilize consumer input in the design of dissemination activities to share our research findings with multiple audiences.

E6: Work with the Bazelon Center for Mental Health Law to provide a policy "white" paper that will disseminate a synthesis of and current state of practice of federal initiatives in this area to policy makers and program planners.







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