

MENTAL HEALTH CHRONIC CARE MANAGEMENT PLAN ADHERENCE TECHNIQUES AND COMMON FUNCTIONAL LIMITATIONS

Adherence Techniques

- Assess and address psychosocial issues (impact of care tasks, disorder attitude, expectations, resources)
- Explain the purpose and outcome of therapy
- Keep the regimen simple
- Provide clear, specific instructions
- Anticipate side effects
- Ask about previous adherence
- Enlist the student's cooperation in planning
- Plan reinforcement
- Employ self-management techniques
- Address cultural beliefs
- Address financial barriers
- Involve adult supervision as appropriate
- Involve peer groups as appropriate
- Praise adherence and avoid criticism
- Focus on employability
- Establish a communication system for long-term therapy provided off center

Common Functional Limitations

The following functional limitations related to mental health disorders/psychiatric disabilities may affect academic and vocational training performance and may require accommodations (Center for Psychiatric Rehabilitation, 1997). Accommodation suggestions can be found in the MHCCMP and on the Job Corps Disability Web site (<http://jcdisability.jobcorps.gov/index.htm>).

- **Difficulty with medication side effects.** Side effects of psychiatric medications that affect academic and training performance include drowsiness, fatigue, dry mouth and thirst, blurred vision, hand tremors, slowed response time, and difficulty initiating interpersonal contact.
- **Screening out environmental stimuli.** An inability to block out sounds, sights, or odors that interfere with focusing on tasks. Limited ability to tolerate noise and crowds.
- **Sustaining concentration.** Restlessness, shortened attention span, distraction, and difficulty understanding or remembering verbal directions.
- **Maintaining stamina.** Difficulty sustaining enough energy to spend a whole day of classes on center; combating drowsiness due to medications. Handling time pressures and multiple tasks: difficulty managing assignments, prioritizing tasks, and meeting deadlines. Inability to multi-task work.
- **Interacting with others.** Difficulty getting along, fitting in, contributing to group work, and reading social cues.
- **Fear of authority figures.** Difficulty approaching instructors or residential advisors.
- **Responding to negative feedback.** Difficulty understanding and correctly interpreting criticism or poor grades. May not be able to separate person from task (personalization or defensiveness due to low self-esteem).

Attachment A

- **Responding to change.** Difficulty coping with unexpected changes in coursework or training, such as changes in the assignments, due dates, or instructors. Limited ability to tolerate interruptions.
- **Severe test anxiety.** Such that the applicant/student is rendered emotionally and physically unable to take the exam.

Reference: Sullivan-Soydan, A.P. (1997). Frequently Asked Questions by Educators about Students with Psychiatric Disabilities: Tips and Resources on the Rehabilitation Act, ADA, Academic Adjustments, and Support. Boston University, Center for Psychiatric Rehabilitation, Boston, MA.