# Welcome!

"Increasing Providers' Skills for Working Effectively with Youth: Exploring the Effectiveness of Online 'Remote' Training"
will begin shortly…

- Move any electronic handheld devices away from your computer and speakers

- We recommend that you close all file sharing applications and streaming music or video

- Check your settings in the audio pane if you are experiencing audio problems

- During the presentation, you can send questions to the webinar organizer, but these will be held until the end

- Audience members will be muted during the webinar

A recording of this webinar will be available online at

http://www.pathwaysrtc.pdx.edu/webinars-previous.shtml
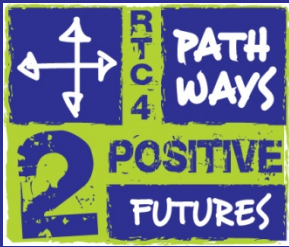
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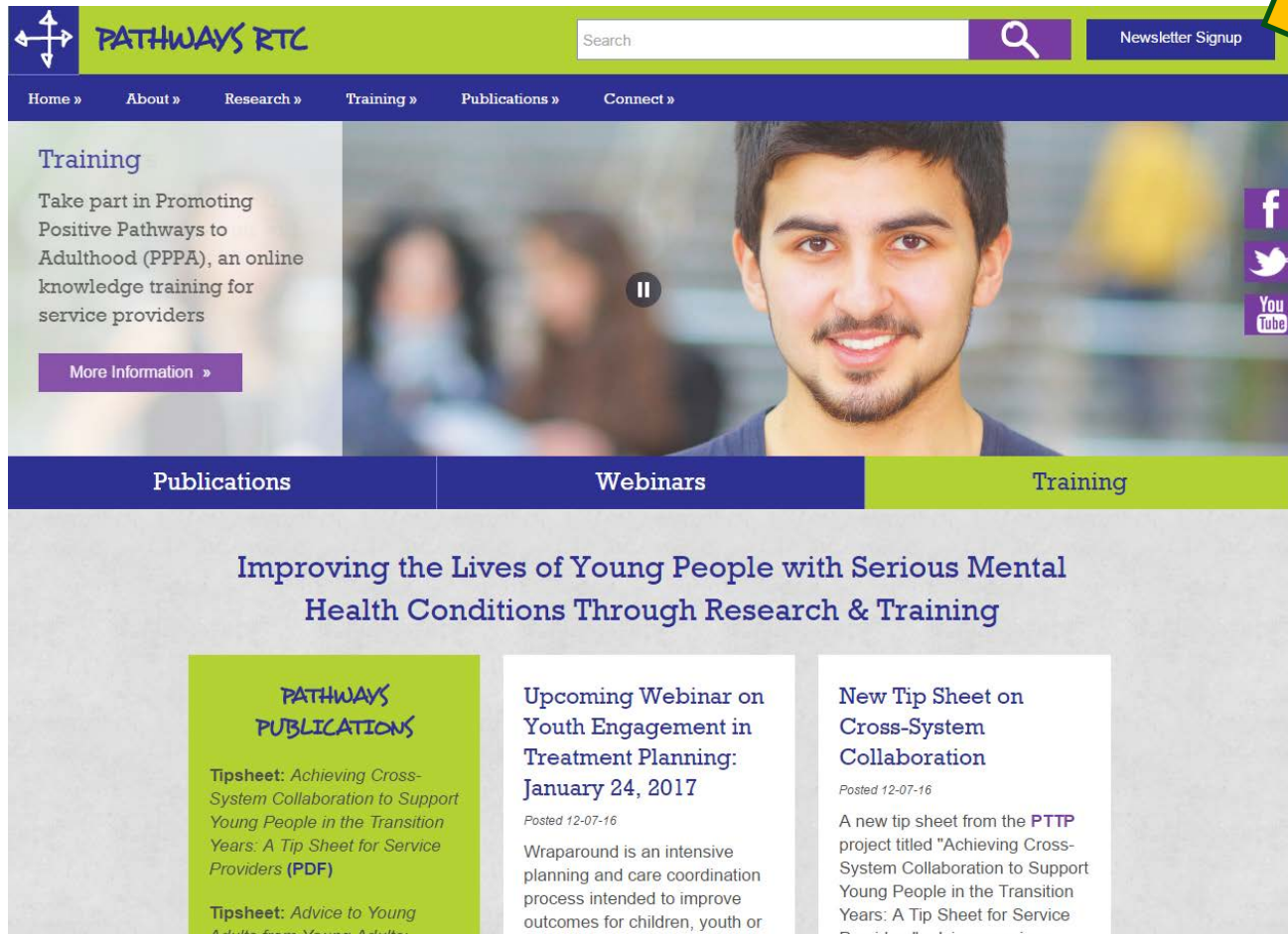
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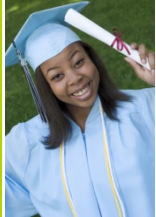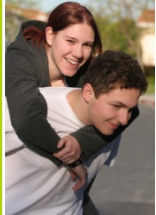
Acknowledgments/Funders

Achieve My Plan (AMP)

Increasing Providers' Skills for Working Effectively with Youth: Exploring the Effectiveness of Online "Remote" Training

Pathways RTC Webinar

June 20, 2017

Presenters

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Director, Pathways RTC;
Co-Director, National
Wraparound Initiative and
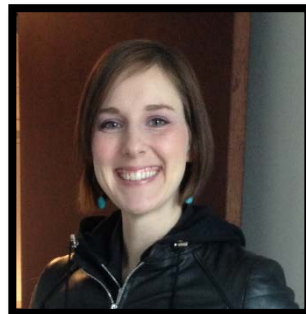National Wraparound
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My Plan (AMP) training
projects; Lead Trainer;
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Agenda

- Need for practice that is relevant for and attractive to youth and young adults

- Key elements of that type of approach

- Attributes of a "gold standard" training approach

- Implementing gold standard elements with AMP and VCP

- Evaluation findings from one training project

- Questions

What are key elements of effective approaches for working with emerging adults?

Based on research reports, reviews, expert consensus statements

- Person-centered planning based on YP's perspective
- Incorporates and builds on strengths
- Fosters connections to positive people and community contexts
- Supports skill building
  - Self-determination skills
  - Skills to function in positive relationships/contexts

THE JOURNAL OF BEHAVIORAL HEALTH SERVICES & RESEARCH

*Walker, J.S. (2015). *Journal of Behavioral Health Services & Research, 42* (2): 131-149.

Why enhance practice? Research shows…

- Providers unclear about how to implement the elements*
  - Person-centered planning processes lack structure/definition
- Planning processes don't appear to be driven by Y/YA perspectives
  - Young people often not engaged
    - IEP, Systems of Care, Wraparound
  - Professionals also dissatisfied with level of/skills for Y/YA engagement and participation
- Early evidence that these can be improved at fairly low cost
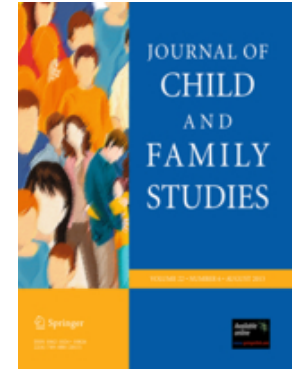
What's to be Gained?

- Voice and choice is the first principle of person-centered planning

- Engagement, motivation and persistence increase when people feel they have voice and choice
  - Y/YA are more motivated and follow through more when they choose what to do
    - Also often oppose if they feel forced or coerced
  - Working in a self-determined way with team/providers
    - Better tailoring of services and supports to reflect youth priorities and to fit with needs and motivation
    - Increased engagement in services and supports / higher "dose"
    - Better alliance with goals of other team members

What's to be Gained? (cont.)

- Acquiring self-determination skills—learning to make plans and achieve goals—is a key developmental task and a valuable asset in life
  - Young people who are more self-determined have better transition outcomes
  - People who are more self-determined are more likely to persevere in the face of obstacles and achieve goals
  - People who are more self-determined are more likely to change health habits and sustain them
- Positive relationships and contexts promote positive development
  - Including the desire to acquire the skills to function in those contexts

Transfer of training to practice

Effect sizes for training outcomes
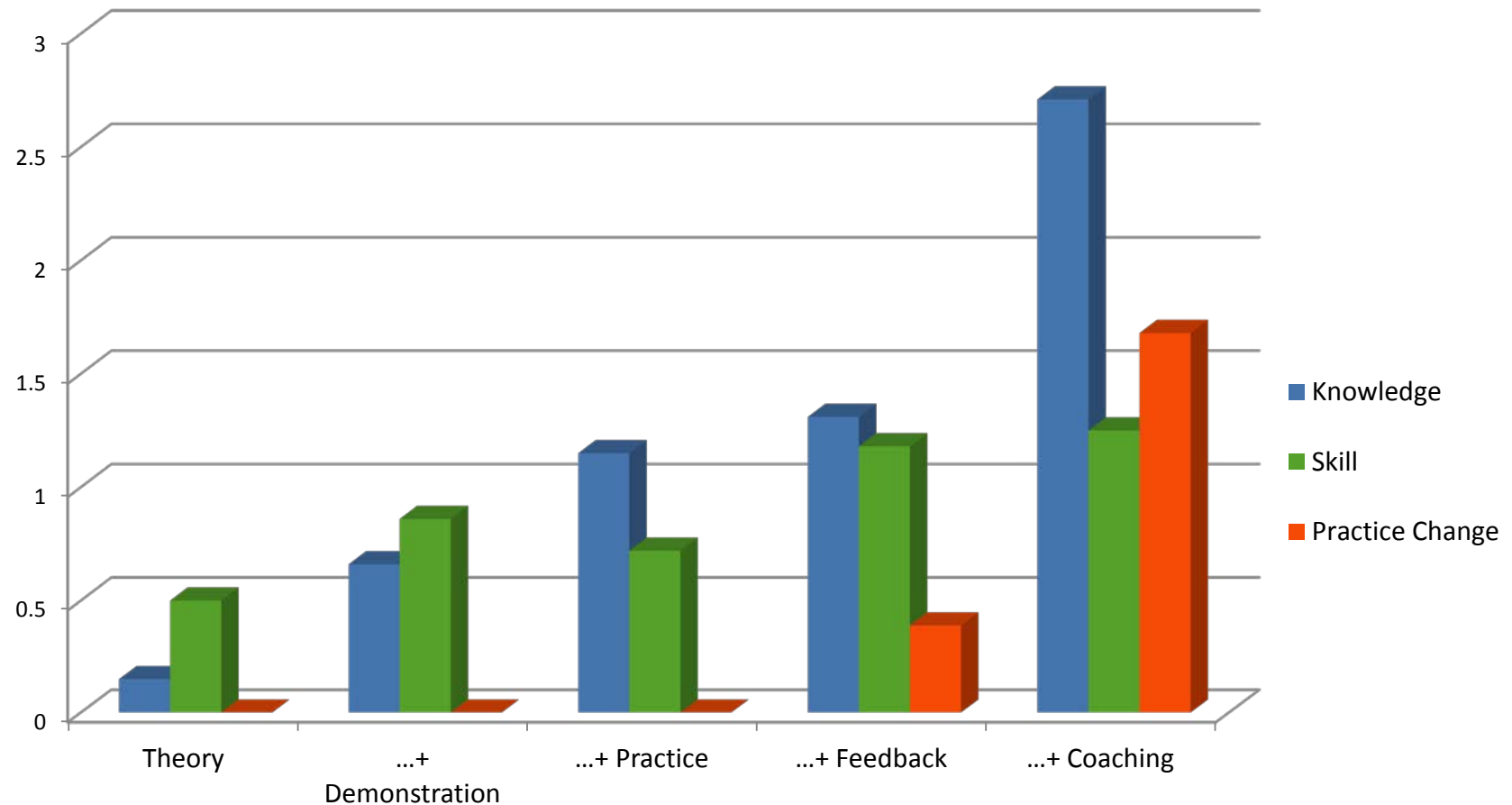
Joyce & Showers, 2003

The "Gold Standard"

"Gold standard" elements of practice-focused staff development:

- observation of practice (either live or via audio- or video recording)
- provision of feedback in a manner that is
  - connected to the intervention theory and
  - based on objective criteria
- repeated until specific benchmarks achieved

Dorsey et al., 2013; Kolko, Baumann, & Davis, 2010; Milne, Sheikh, Pattison, & Wilkinson, 2011; Garland, 2013; Herschell, 2014)

Dunning-Kruger effect

Why Incompetents Think They're Awesome

Stimulated 100s of studies showing that novices…

- Fail to recognize their own lack of skill

- Fail to accurately gauge skill in others, and

- Recognize and acknowledge their lack of skill *only after* being exposed to formal training in that skill

Conversely, experts tend to…

- underestimate their competence

- presume that tasks that are easy for them to perform also are easy for other people to perform
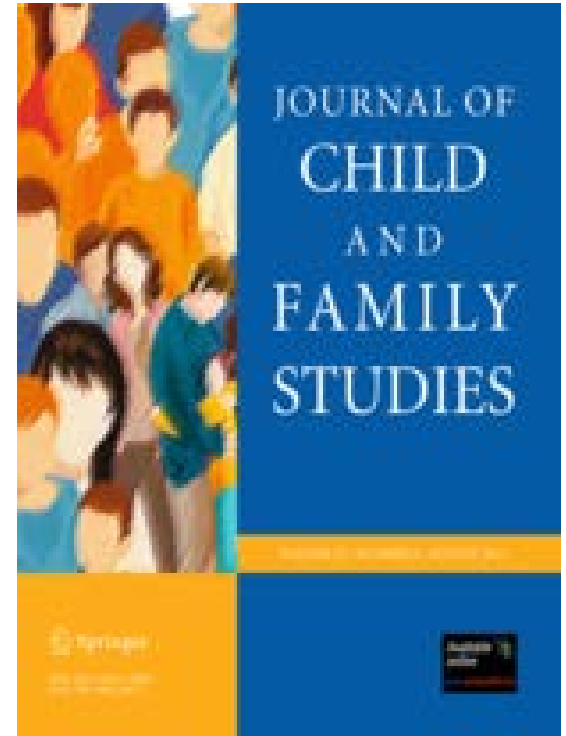
Sustainability of "gold standard"

- Fewer than half of EBPs studied in CMHCs sustained over 6 years

- Costs cited as top barrier

- One study* showed ongoing costs
  - Mean total 1-yr cost to agency $65, 192
  - Mean cost per client $1,896

*Roundfield and Lang *Psychiatric Services* online first
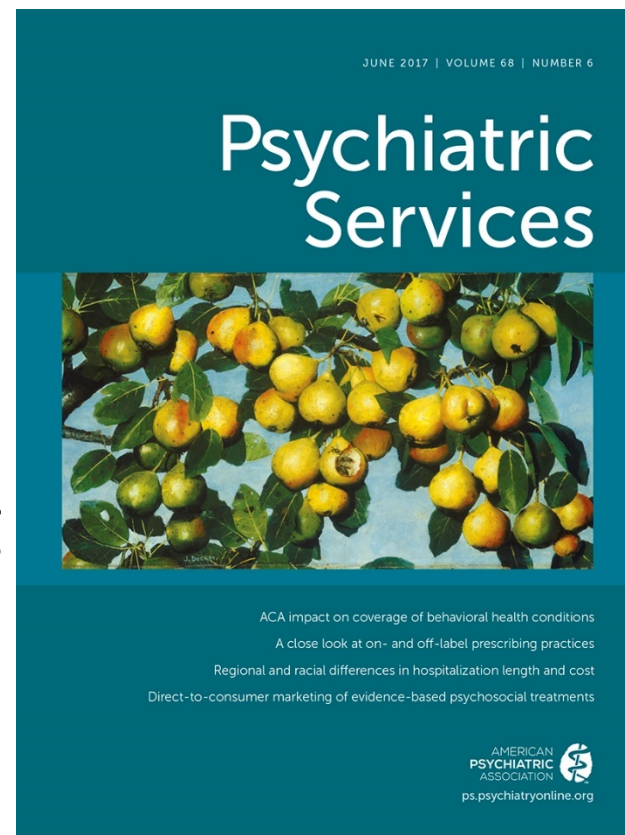
Randomized study of *Achieve My Plan**

- Enhancement intervention for older youth in Wraparound
- Focuses on key elements of effective approaches for Y/YA
- Young people received Wrap with AMP vs Wrap "as usual"
- Findings strongly favored the intervention condition
  https://www.pathwaysrtc.pdx.edu/webinars-previous#

*Walker, Siebel and Jackson, *JCFS* online first

Compared to Wrap "as usual"

With Wraparound plus AMP enhancement...

- Youths' active participation (as rated by youth, care coordinators, family and others) was higher

- Video showed youth spoke more, made more meaningful contributions; team had more positive and fewer negative interactions

- Youth reported higher alliance with team

- All team members were more satisfied and felt the meeting was more productive

AMP enhancement was delivered by university interns with 6 weeks of training using VCP

What about VCP….

…as a cost-effective way to provide gold standard training and coaching?

- ~6 years of developing the approach
  - Obvious advantages, learning about barriers
- Use with a number of different interventions within our Institute
  - "Original AMP," "AMPed UP," "AMP-TF," and "AMP+" as well as others
- Today we'll use AMPed UP data to illustrate

(We refer to the general approach as AMP)

AMP Training Content

- Monthly video-conferences cover:
    - Young adult engagement techniques
    - AMP curriculum modules
    - Theory of change
    - Advanced skills (e.g., supporting a young person to make a decision, opening a topic, what to do when things don't go as planned)
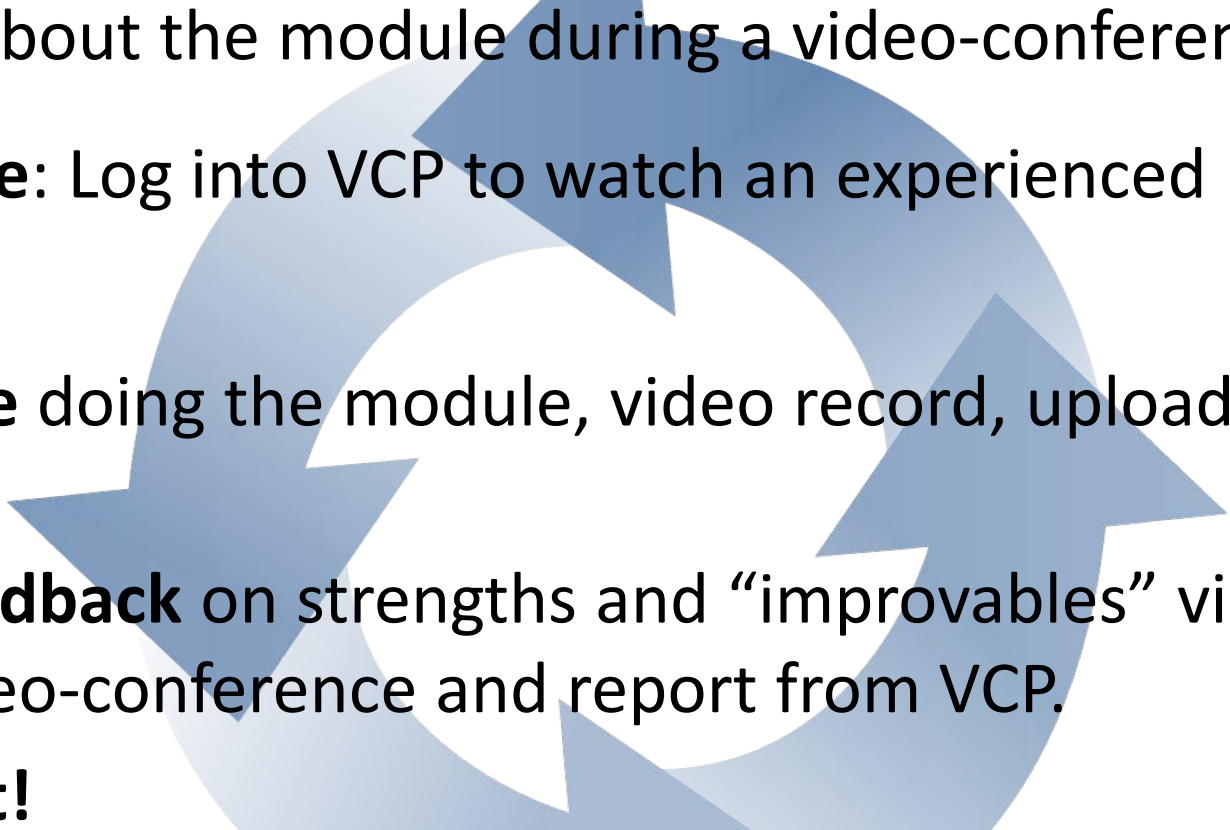
AMP Engagement Techniques

- Active listening
- Open-ended questions
- Reflections
- Stitching together
- Descriptive praise
- Checking in/clarifying
- Adapting

- Normalizing
- Labeling/skill promotion
- Goldilocks effect
- Keeping it conversational

AMP Modules
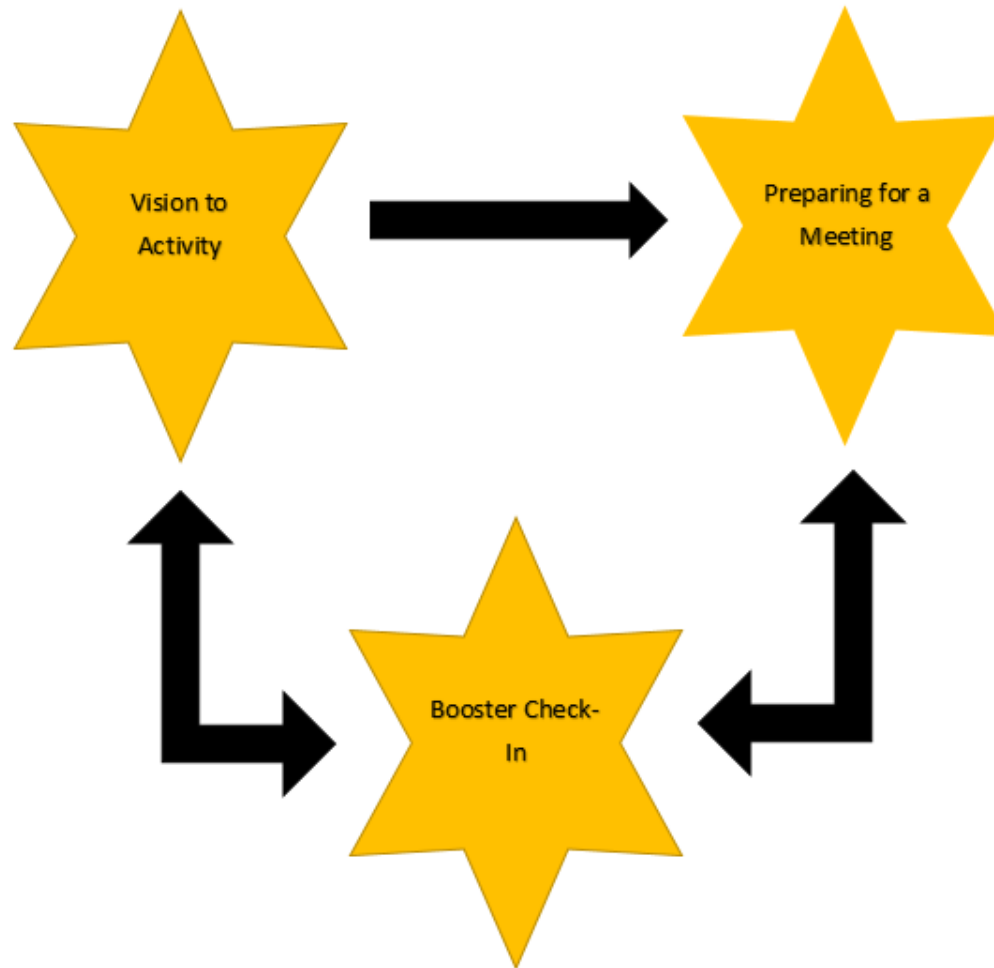
AMP Training Process

- **Learn** about the module during a video-conference.

- **Observe**: Log into VCP to watch an experienced coach.

- **Practice** doing the module, video record, upload to VCP.

- **Get feedback** on strengths and "improvables" via the video-conference and report from VCP.

- **Repeat!**

Virtual Coaching Platform

Feedback Report

Created On

Aug. 19, 2016, 1:29 p.m.

Parameter Comments	Segment Comments

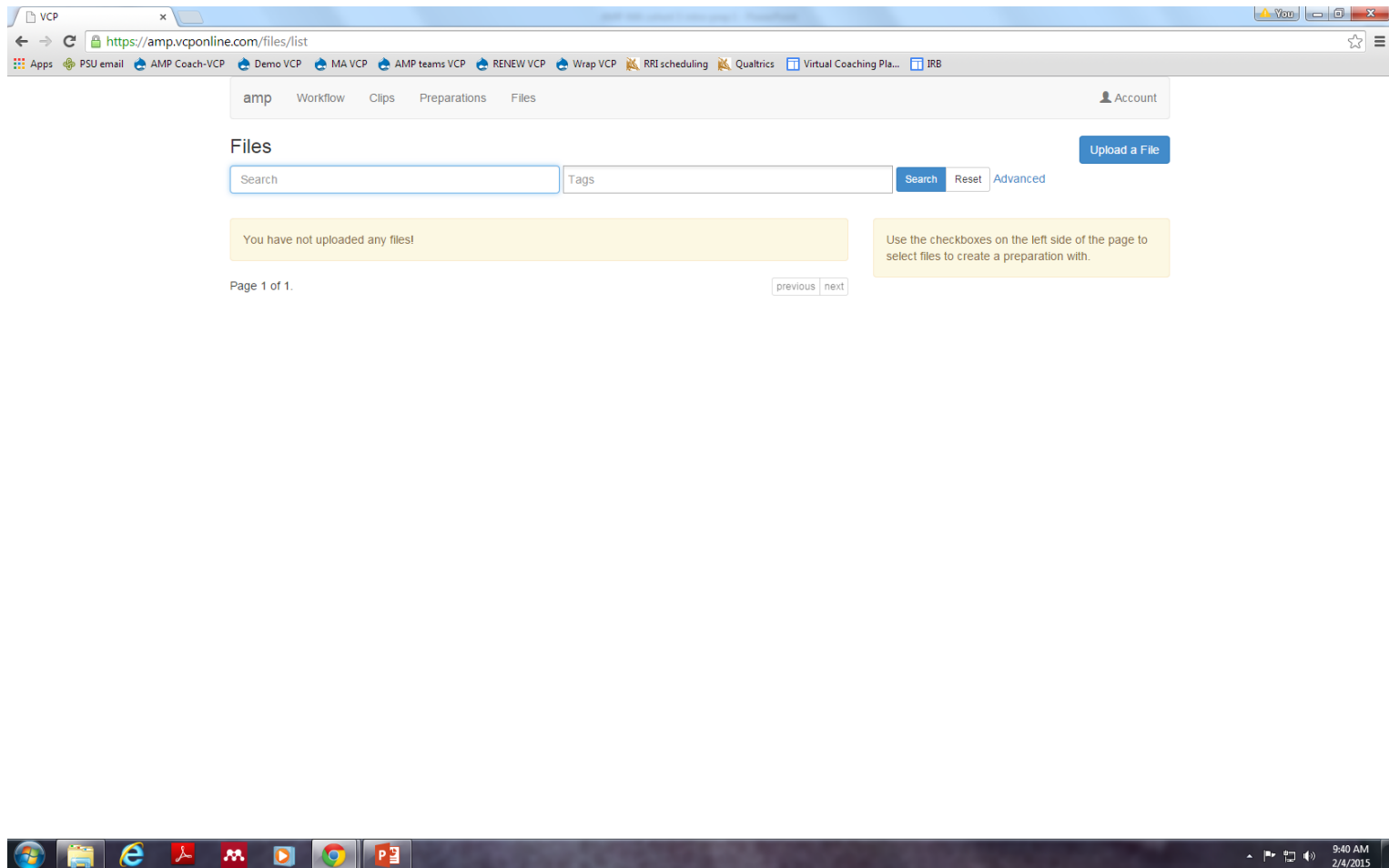| Segment/Parameter	Feedback
#4 / Feedback: Improvables	I like how the coach is adapting by saying, "yeah, totally, this is your choice. So if you choose not to do the dream wheel that's OK." The coach goes on to explain a little bit more about the dream wheel. Perhaps it could have been helpful to prompt the YP about what his dreams are for this year (YP said in previous segments that he doesn't like to plan further out than a year), or even offer to do the dreaming for what his dreams are for today.
#5 / F. Technique: Normalizing	see comment for sharing your story
#5 / I. Technique: Sharing Your Story/Peerness	Nice job sharing your story and normalizing about not wanting to plan out for long term.
#6 / B. Technique: Reflections/Stitching Together	Coach says, "I totally hear you. It sounds like you are not in a spot you are in right now where you are willing to dream towards the future. You prefer to focus on right now. Did I get that right?"
#8 / A. Technique: Open-ended Questions	Coach asks, "is there a goal you want to work towards?"

The VCP is easy to use

Clips

Research & Training Center for Pathways to Positive
Futures, Portland State University

Some helpful things about the VCP

- Trainees can watch example videos through the VCP

- Trainees can watch their videos that they uploaded through the VCP

- The trainee or the supervisor can clip interesting/important interaction videos and share them with each other

- The supervisor can send the trainee a feedback report that links comments to specific segments, so the trainee can re-watch certain segments to better understand the feedback

Feedback Process

- Discuss areas of **strength**

  – Provide specific examples

- Discuss areas for growth or **"improvables"**

  – Provide specific examples

- Clarify any confusion about the **curriculum** or steps in the module

- Provide **overall** feedback and areas for the trainee to focus on

- Answer **questions** & discuss **"real world" implementation**, if necessary

Learning Practice Agreement

Supervision Learning Practice Agreement

AMP+

Date __ / __ / __

Peer Name

Sup Name

Peer Strengths, Growth Area, Goals, and Next Steps:

Peer's Strengths

Area for Growth

Training Goals, Support Plan, and Next Steps

Checklist: Did the Peer and the Supervisor Do the Following:

- ☐ Peer and Supervisor discussed peer's strengths
- ☐ Peer and Supervisor discussed at least one area for growth/improvable
- ☐ Peer and Supervisor identified any support needed
- ☐ Peer and Supervisor planned for next steps to meet training goals and updated the Learning Practice Agreement form

Feedback is...

- Strengths-based
- Focused on growth
  - Provides specific examples of "improvables"
  - Offers suggestions on how to navigate a similar interaction in the future
- Connected to the youth engagement techniques
- Customized and builds on the skills the trainee is focusing on
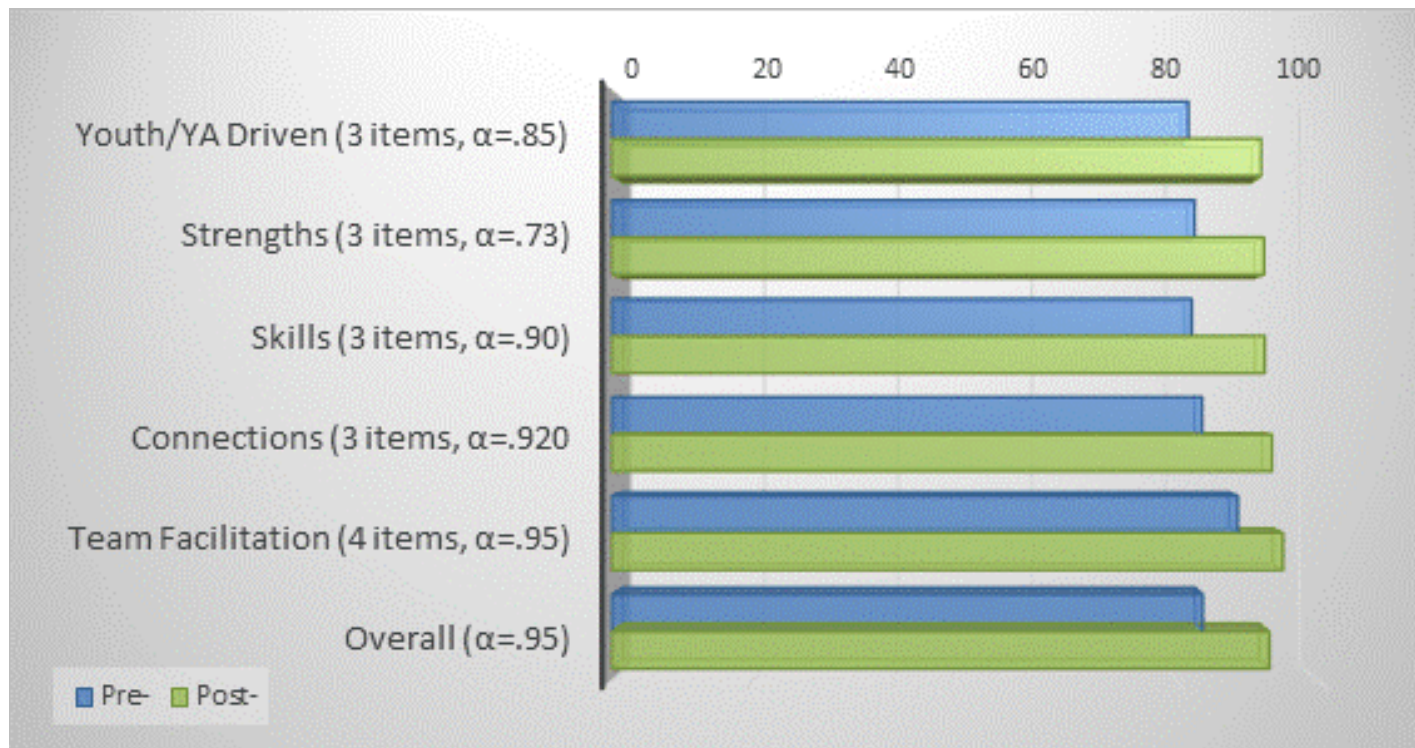 - Basic to more advanced over time

AMP Certification

- Trainees must demonstrate the ability to deliver the AMP curriculum to fidelity
- Trainees must pass the AMP certification quiz with a score of 80% or better

AMP training evaluation study

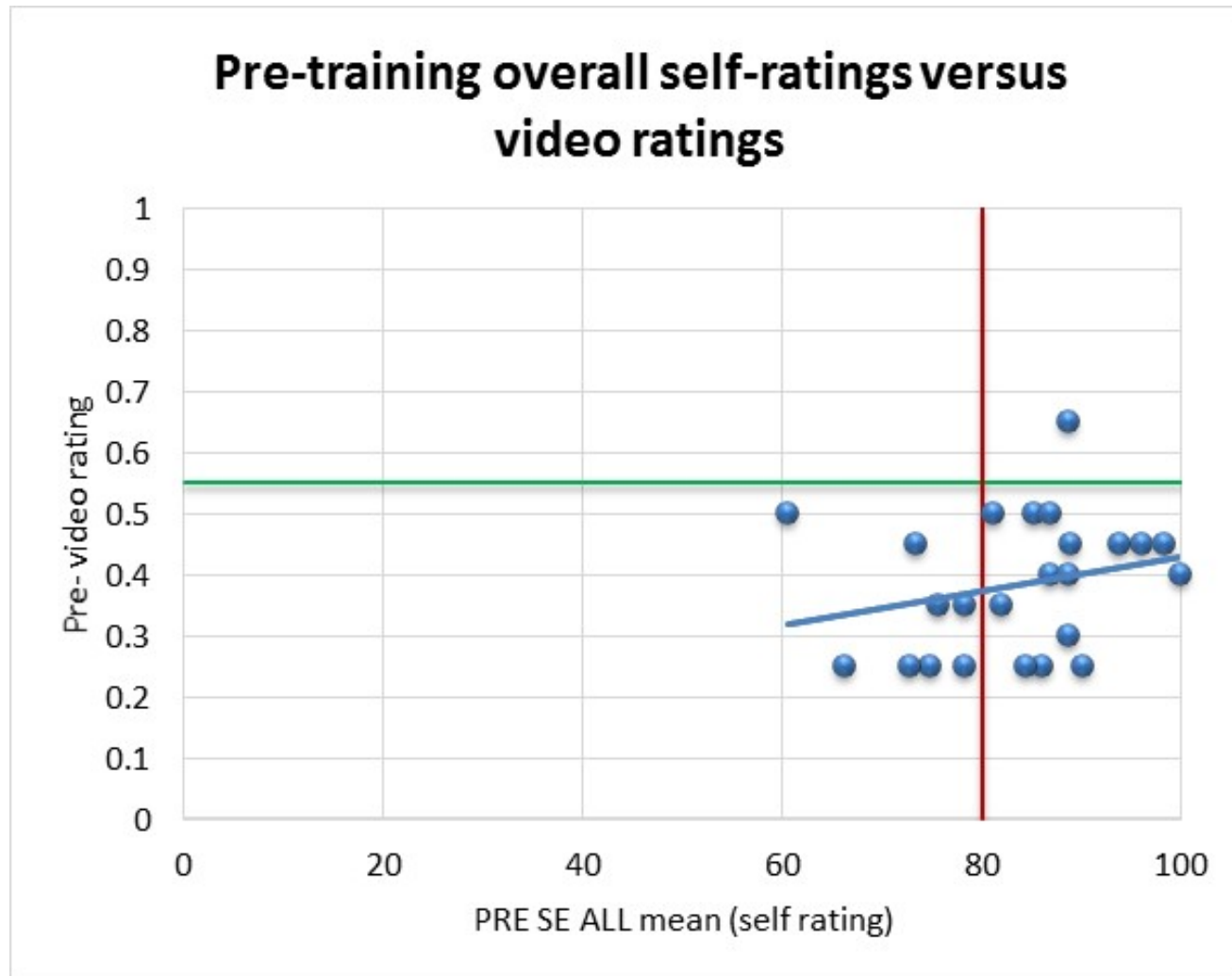- Trainees' ratings of confidence regarding skills in specific areas

Paired samples t-test, all significant <.05

Early and late skills as demonstrated in videos

- Trainer and research assistant coded each video to ensure reliability

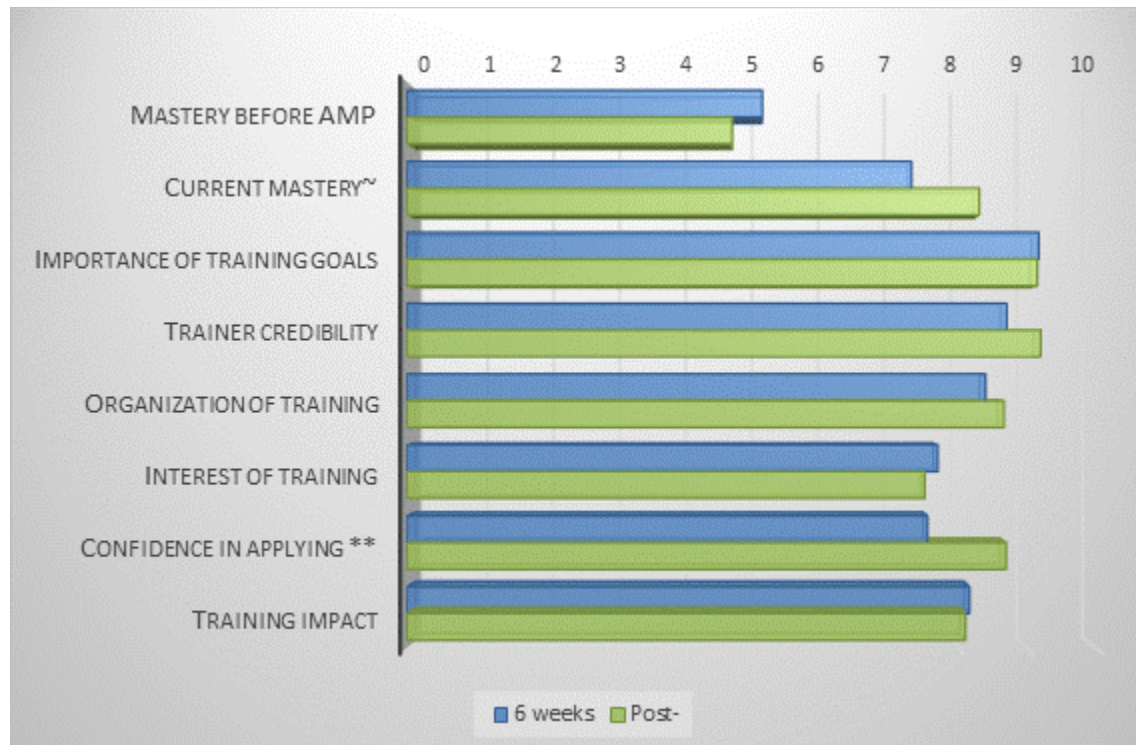Paired samples t-test/Wilcoxon signed rank, all significant <.001
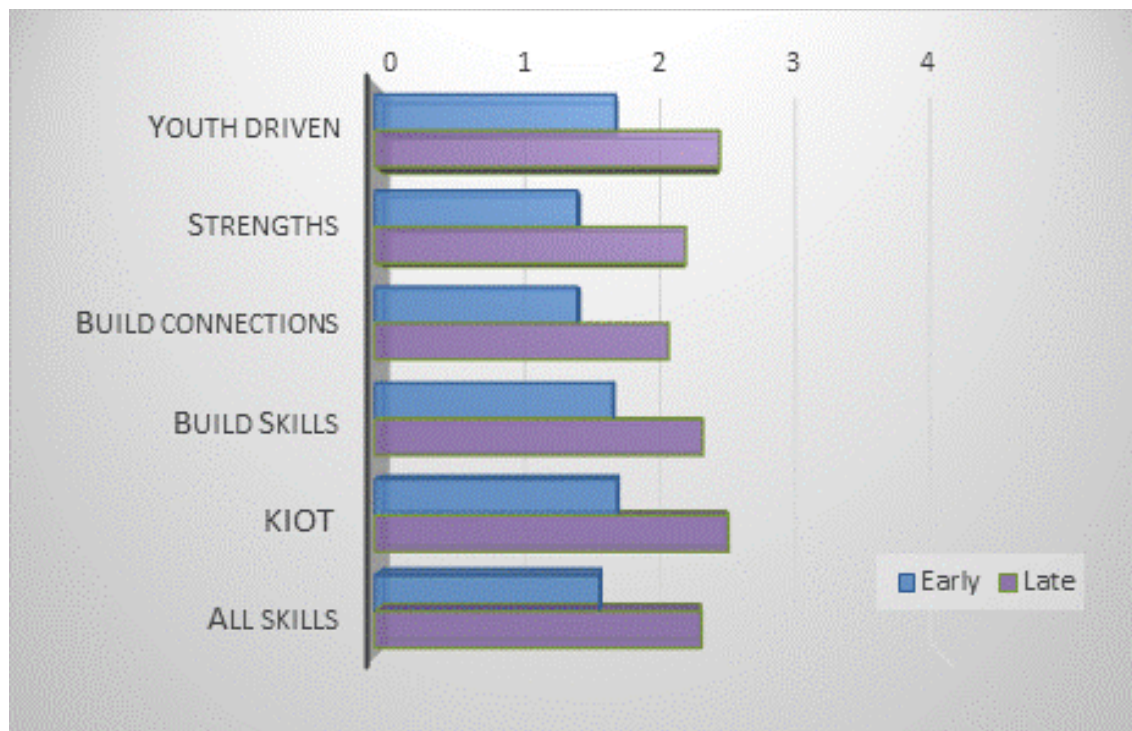
Pre- ratings: Self vs video

Aspects of training impact and satisfaction

- Ten-point scales from none/terrible/completely disorganized, etc.; to fabulous, unsurpassed credibility, extremely confident, etc.

Resources and Questions

- AMP tools and tip sheets
  https://www.pathwaysrtc.pdx.edu/featured-products

- Recorded webinars
  https://www.pathwaysrtc.pdx.edu/webinars-previous

- Questions?

Acknowledgments/Funders