



# Pathways Transition Training Partnership

RESEARCH & TRAINING CENTER FOR PATHWAYS TO POSITIVE FUTURES



## Best Practices in Training Service Providers in Transition Competencies



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# Agenda

- Overview of *Promoting Positive Pathways to Adulthood* online training modules and training toolkit and evaluation.
- Sharing of experiences and perspectives of team leader participants.
- Overview of findings of *Supporting You in Supporting Youth* national study of training needs.
- Review of studies of effective training strategies.
- Discussion of implications for future training.
- Q & A



# Pathways Transition Training Partnership



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# Promoting Positive Pathways to Adulthood

**PPPA** is a research-tested program offering ten one-hour online modules and a toolkit of practice exercises that:

- strengthen staff's skills in identifying youth, young adult, and family strengths,
- result in service providers working with young people in culturally responsive ways that:
  - strengthen their sense of empowerment and competence,
  - build or strengthen relationships with allies and supporters, and
  - ultimately work toward wellness and self-determination .



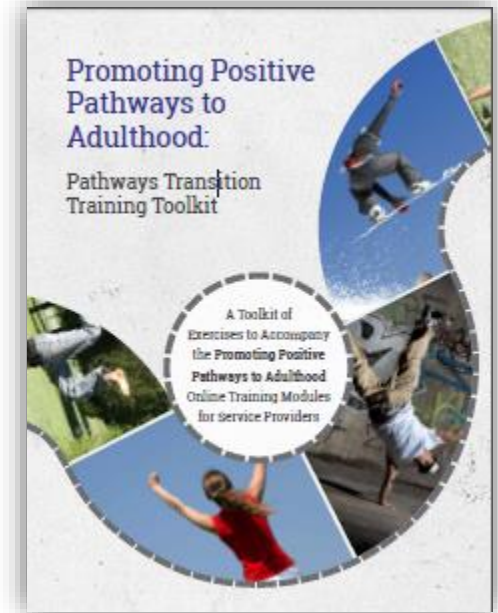
# Ten Hour-Long Training Modules

<b>Module 1 - Partnering with Youth and Young Adults</b>	<b>Module 6--Providing Individualized and Developmentally Appropriate Services</b>
<b>Module 2 – Promoting Recovery</b>	<b>Module 7—Developing Healthy Relationships</b>
<b>Module 3 – Increasing Cultural Awareness and Building Community Support</b>	<b>Module 8—Planning Partnerships with Providers of Other Services and Collaborating to Bridge Service Gaps</b>
<b>Module 4 – Fostering Resilience and Family Supports</b>	<b>Module 9—Promoting Support from Family, Peers, and Mentors</b>
<b>Module 5 - Promoting Cross-Cultural and Intergenerational Relationships</b>	<b>Module 10—Using Evidence-supported Practices and Individualizing Interventions</b>



# The Pathways Transition Training Toolkit

- The Toolkit offers:
  - Scenarios,
  - Video segments,
  - Role plays,
  - Discussion questions, and
  - Debriefing guidesto apply new learning to real-life situations.
- Presents team-based practice exercises.
- Teams select exercises that represent similar situations to those experienced in their program.





# PPPA Research Study

- Recruited 19 organizations with teams of at least 4 service providers willing to participate in PPPA.
- Teams randomly assigned to Group 1 (10 teams-online only) or Group 2 (9 teams—online + toolkit practice activities)
- Measured outcomes using the Transition Service Provider Competency Scale, and scores of the Knowledge Test at end of each module. Group 2 completed brief survey on practice activities after Module 5 & 10.
- Our analysis compared outcomes for participants who completed Modules 1 through 10 and the study surveys at Baseline and after the completion of Modules 5 and 10.





# PPPA Study Results

- Both groups improved significantly in their assessment of their own **self-efficacy** in delivering transition services from baseline to Module 10. Group membership did not have an effect on their self-efficacy.
- Both groups increased their **knowledge of transition services**, with Group 2, (online + team-based activities) showing significantly greater increases of knowledge than Group 1 (online only).
- For Group 2, participants had **higher knowledge scores** related to **more completed activities**.
- Activities considered to be more **interesting, engaging** and **culturally relevant** were rated more highly for **practicing needed skills** and for their **application to transition work**.



# Team Leader for Youth MOVE Oregon

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# *Supporting You in Supporting Youth--Goals*



- To discover: "What are the training needs and preferences of transition service providers who serve young people with mental health difficulties?"
  - To explore preferred training modalities.
  - To understand their major barriers to participating in training.
- 
- To guide development of training resources to improve transition supports to young adults with mental health needs in the transition years.



# Participants in SYSY National Survey

- 254 service providers from 39 states and the District of Columbia completed the survey.
- Most participants provided mental health, family support, transition planning, and/or youth advocacy services.
- Participants worked with transition aged young people an average of 12.7 years, and in their current position for 4.7 years.
- The majority were female, college graduates; the median age was 40-49 years.
- Most indicated they were non-Hispanic White (69.8%), with 8.7% identifying as Black or African American, 7.9% as Hispanic/Latino, 5.9% as mixed race, 3.7% Native American, and 3.7% Asian/Pacific Islander.



# Competency Training Needs

- About half of the service providers indicated that training was “needed” or “very much needed” in:
  - employing trauma informed principles to guide work,*
  - engaging youth by understanding youth culture,*
  - promoting natural supports, and*
  - using culturally responsive practices.*
- More than 2/3rds reported at least a “moderate” level of training need for:
  - applying positive youth development principles,*
  - helping young people navigate transitions,*
  - supporting youth empowerment,*
  - collaborating with peer support providers, and*
  - using technology to communicate with youth.*



# Skills Training Needs

- Over 40% reported that they “needed” or “very much needed” skills training in:
  - collaborating with providers to access resources for youth,*
  - advocating for program improvements,*
  - increasing youth-driven practice in their organizations,*
  - supporting young adult peer support providers, and*
  - employing ethical principles to guide the use of technology for communication.*
- Nearly 60% indicated a “moderate” or greater level of need for training in:
  - responding to workplace stress by applying self-care principles,*
  - clarifying their role in interdisciplinary teams, and*
  - using supervision to support their work.*



# Participants' Training Modality Preferences

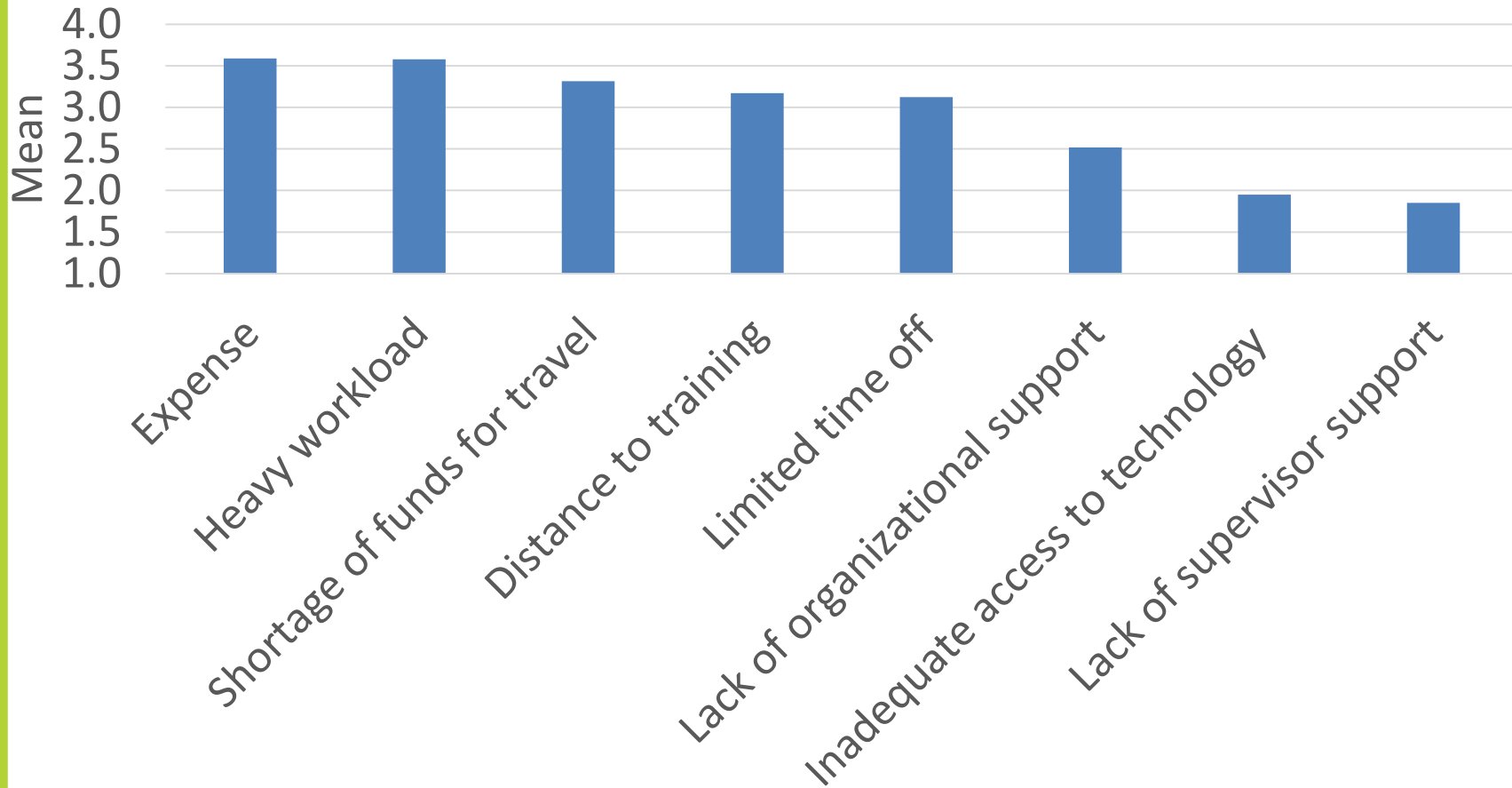
- Most preferred:
  - face to face workshops* (64.5%),
  - training led by young adults* (54.8%),
  - conferences* (45.6%),
  - guidance from a specific cultural group* (43.5%), and
  - on the job coaching* (38.5%).
- Somewhat preferred:
  - videos* (53.6%),
  - learning communities* (51.4%),
  - webinars* (44.4%), and
  - self-paced online training* (39.1%).
- Least preferred:
  - podcasts* (48.6%).





# Training Barriers Mean Scores

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Note. Scale ranges from 1 = “none at all” to 5 = “a great deal.”



# What is known about effective training strategies?

Principles of adult learning suggest that learning occurs when participants...

- are highly motivated to learn,
- can devote time and energy to learning, and
- are actively engaged in the learning process.

And:

- when learning builds on what is already known,
- if the content is presented in meaningful ways,
- if the person's stage of professional development, learning style, and preferred learning modality are taken into account (Kadushin & Harkness, 2002; Trotter, 2006).



# Practice Training

Effective training promotes understanding of the community context and users by:

- Preparing service providers to apply their knowledge and skills with the types of young people and in the situations they will encounter in practice (Hoge, Huey, & O'Connell, 2004).
- Including service users' voices to increase understanding of young people's needs, goals, and preferences (Brennan, Jivanjee, Grover, & Youth MOVE Best Practices Committee, 2017).



# Training Modalities

- While face-to-face workshops and conferences are popular, there is little evidence that they lead to knowledge transfer (Burke & Hutchins, 2008).
- Online training is growing in popularity as a cost-effective, accessible, self-paced, and convenient approach and there is some evidence of positive outcomes but concerns about accountability (Harned et al., 2014; McMillen et al., 2016).
- There are added benefits from multi-component training programs, especially if they include coaching (McCay et al., 2017).



# Knowledge Transfer

- Incorporates high-quality coaching to provide opportunities to observe and practice new skills, and receive detailed feedback (Beidas & Kendall, 2010; Lyon et al., 2011).
- Occurs in a supportive context, where:
  - training goals and content are consistent with organizational goals; with
  - supervisory support and reinforcement of new skill; and
  - appropriate changes in accountability structures (van Zyl, Antle, & Barbee, 2011).



# Supporting Learning on the Job

- Promote acceptance, respect, and trust.
- Create opportunities for coaching and learning.
- Identify participants' learning goals.
- Facilitate constructive feedback.
- Promote reflection and group interactions so that participants:
  - Learn from each other,
  - Are able to integrate their new learning with prior experiences, and
  - Increase their effectiveness in working with youth and families (Gururaja, et al., 2008).



# Wrapping up

## Q & A

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## To learn more

- To access the Promoting Positive Pathways to Adulthood (PPPA) online training modules for service providers:
- <https://www.pathwaysrtc.pdx.edu/pathways-transition-training-partnership#>
- The Pathways Transition Training Toolkit is available for free download:
- <https://www.pathwaysrtc.pdx.edu/pathways-transition-training-toolkit>



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Posted 06-29-17  
This tip sheet from the **AMP+** project provides some clarity around the primary functions of the young adult peer support role, and addresses the common misconceptions of

**Participate in a Survey of Service Providers' Training Needs**  
Posted 06-22-17  
Pathways researchers in collaboration with **Youth MOVE National** invite you to participate in a survey of service providers'

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