



# Can You Afford (Not) to Improve?

## Building Skills and Competencies for Providers Working with Youth and Young Adults

*31<sup>st</sup> Annual*

*Research and Policy Conference on*

*Child, Adolescent and Young Adult Behavioral Health*

*8 March 2017*

Janet Walker

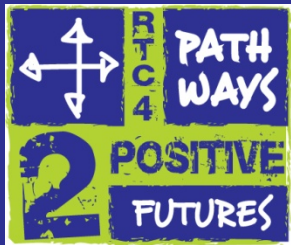
Caitlin Baird

Ashli Sheidow

Johanna Bergan

Malisa Peterson



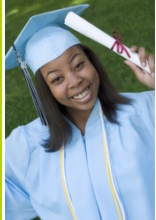
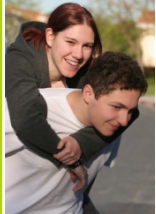
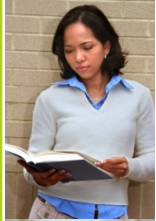


# Skill~Building for Providers

## Best Practices, Challenges and Emerging Responses

*31<sup>st</sup> Annual  
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Child, Adolescent and Young Adult Behavioral Health  
8 March 2017*

Janet S. Walker, Ph.D  
Caitlin Baird, B.A.





# Skill~Building for Jarvis

## Best Practices, Challenges and Emerging Responses: Get Shwifty!

*31<sup>st</sup> Annual  
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8 March 2017*

Jarvis and pals





# Jarvis



# At the Dog Park...





# Using Training Best Practices?



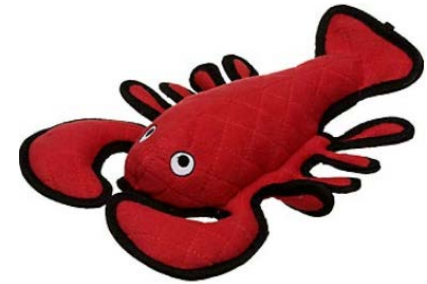
# Shwifty (Then)



# Shwifty (Now)



# Jarvis' Toys



Shwifty



Rope Bone

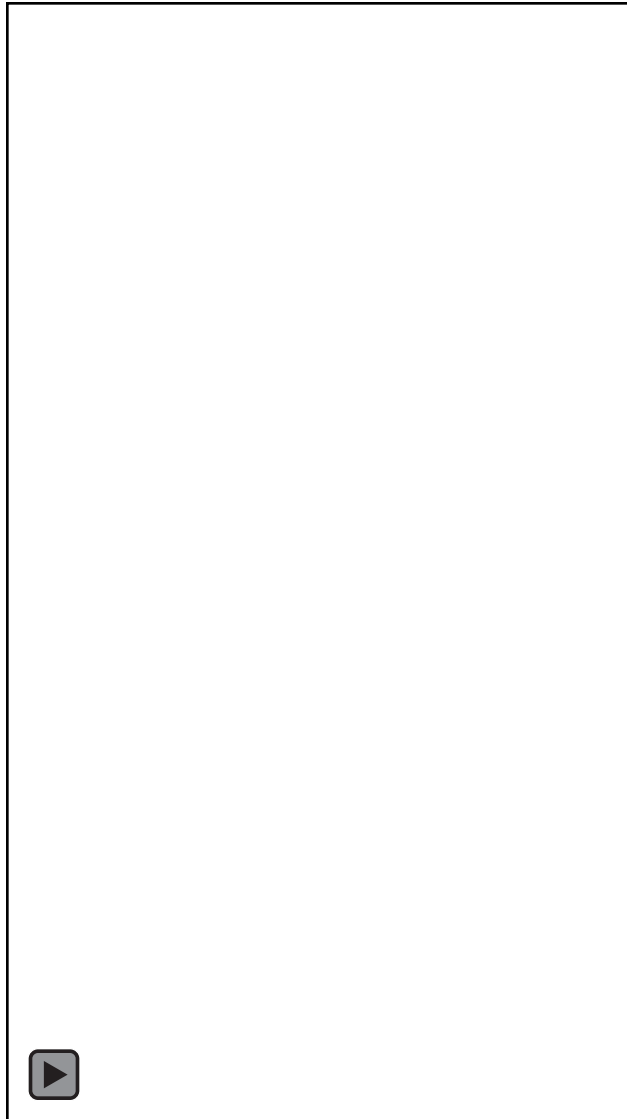


Ball

# Moley

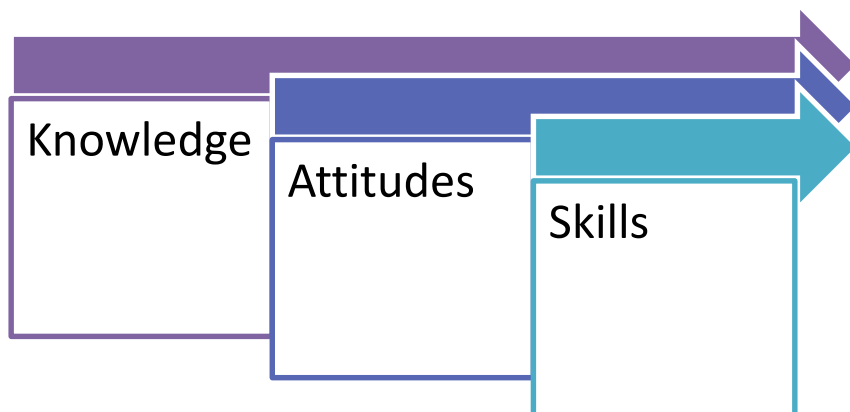


# Pre-Training



# State of the Science

Building competencies for providers working with youth and young adults



The screenshot shows the website of the Research and Training Center for Pathways to Positive Futures. The header includes a logo, the center's name, a search bar, and a newsletter sign-up button. The navigation menu lists Home, About, Research, Training, Publications, and Connect. The main content area features the title of the article, a summary paragraph, the authors' names, and links to download the article in PDF or view other SoS articles. The article text discusses the need for developmentally-appropriate service and support strategies, citing evidence that emerging adults with serious mental health conditions (SMHCs) often do not receive appropriate care. It also mentions that while young people in this age range experience the highest rates of SMHCs, they are also the population group least likely to engage in behavioral health services.

Research and Training Center  
for Pathways to Positive Futures

Home » About » Research » Training » Publications » Connect »

## Building Competencies and Skills among Service Providers Working with Young People who Experience Serious Mental Health Conditions: State of the Science

This paper explores what is currently known about the most promising strategies for increasing providers' capacity to deliver effective behavioral health services and supports. The paper also describes how this information has been—or could be—applied to the design of cutting-edge approaches for building skills and competencies among providers that work with young people who experience serious mental health conditions.

"Building Competencies and Skills among Service Providers Working with Young People who Experience Serious Mental Health Conditions: State of the Science" (2018)

By Janet Walker, Pauline Jivanjee, Eileen M. Brennan, & Leigh Grover

Download the article in PDF

View other SoS articles

Need for developmentally-appropriate service and support strategies

Evidence produced in recent years has drawn attention to the idea that the services and supports that are typically available for emerging adults with serious mental health conditions (SMHCs) tend to be neither engaging nor developmentally optimal (Kessler, Demler, & Frank, 2005; Pottick, Bilder, & Vander Stoep, 2008; U. S. Government Accountability Office, 2008). In fact, while young people in this age range experience the highest rates of SMHCs, they are also the population group least likely to engage in behavioral health services, and this is particularly true for young people from racial and ethnic minorities (Substance Abuse and Mental Health Services Administration, 2015, 2017).

Recognizing this gap between need and uptake, researchers and service providers have responded by describing and developing promising new approaches specifically designed to meet the unique needs of emerging adults with SMHCs, and a small number of these approaches have been tested to the extent that they can be described as "empirically supported" (i.e., supported by evidence; Walker & Gowen, 2011, 2012; Walker et al., 2013). Many of these approaches share a core of key practice principles that are intended to promote engagement, good working relationships, and the activation of change processes. Typically, the principles encourage practitioners to work with young people in ways that are strengths-based and driven by the young person's perspectives and priorities. Additional shared principles stress the importance of helping the young person to

# More at Pathways RTC

The screenshot shows the Pathways RTC website. At the top, a green header bar contains a logo on the left, the text "Research and Training Center for Pathways to Positive Futures" in the center, a search bar on the right, and a "Newsletter Signup" button. Below this is a dark blue navigation bar with links: Home », About », Research », Training », Publications », and Connect ». A dropdown menu for "Publications" is open, showing options like "Webinar Series »", "HTI Toolkit", "Training Partnership (PTTP) »", "State of the Science Conference »", "Conference (2018)", "Sub Nav", "Conference Proceedings (2013)", "Mentoring Program", and "Request Technical Assistance". The main content area features a large photo of four graduates in caps and gowns. Below the photo are three tabs: "Publications", "Webinars", and "Training". A central text block reads: "Improving the Lives of Young People with Serious Mental Health Conditions Through Research & Training". Below this are three featured articles. The first, "PATHWAYS PUBLICATIONS", includes two tip sheets: "Transition Mental Health Service Provider Core Competencies (PDF)" and "Understanding Neurobiology of Psychological Trauma". The second article, "Updated Core Competencies for Transition Service Providers", is dated 02-19-18 and mentions the Pathways Transition Training Partnership (PTTP). The third article, "New Tip Sheet: Understanding Neurobiology of Psychological Trauma", is dated 11-14-17 and also mentions the PTTP.

Research and Training Center  
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Publications

Webinars

Training

Improving the Lives of Young People with Serious Mental Health  
Conditions Through Research & Training

**PATHWAYS PUBLICATIONS**

Tip Sheet: Transition Mental Health Service Provider Core Competencies (PDF)

Tip Sheet: Understanding Neurobiology of Psychological Trauma

Updated Core Competencies for Transition Service Providers

Posted 02-19-18

Building on work first published in 2010, the Pathways Transition Training Partnership (PTTP) has collaborated

New Tip Sheet: Understanding Neurobiology of Psychological Trauma

Posted 11-14-17

This tip sheet from the Pathways Transition Training Partnership introduces service providers to

<https://www.pathwaysrtc.pdx.edu/>



# Today's Topics

- What sort of new knowledge and skills for working with older youth/young adults?
- What are optimal approaches for supporting people to learn and use these new practices?
- Why aren't these optimal approaches implemented more widely already?
- What are some strategies for addressing challenges and barriers?

# Need for Service & Support Strategies

- Very little evidence for interventions specific to this age group
- Typical services neither engaging nor developmentally optimal
  - Highest rates of need
  - Least likely to engage
- Response from the field
  - Developing new approaches– “empirically supported”



Adapting existing EBPs

# Perspective from a Youth

- Often times service providers think their relationships with youth are close, and youth don't share those feelings.
- Youth may feel general positive feelings about their provider (e.g. they're nice), but don't feel trust or mutual respect.
- Many times youth feel unheard, inadequate, and unsure of what to do after meeting with provider(s).

# Key Features Often Shared

- Key practice principles and elements shared across many of these new/adapted approaches
  - Driven by young person's perspectives and priorities
  - Focused on building skills
    - Self-determination
    - Connecting to/functioning in supportive contexts
  - Incorporate a strengths perspective



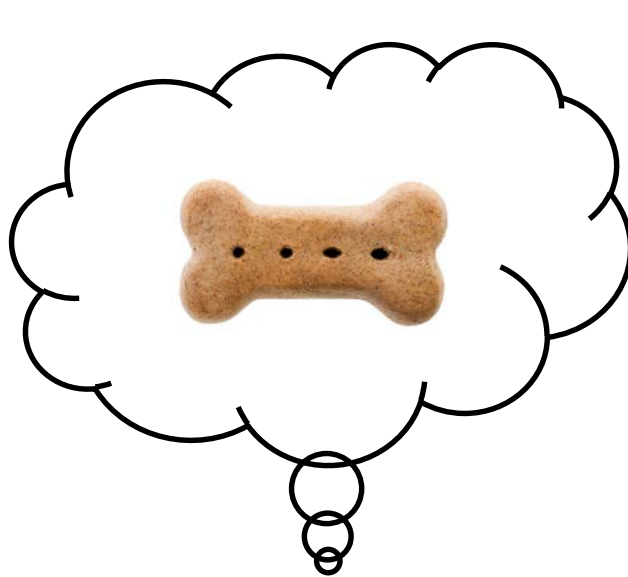
# Structured Approach

- Practice principles are not enough
  - Need structured approaches that give concrete guidance for practice
  - Specifically in study of MH services for Y/YA
- Unstructured/eclectic approach not very effective (evidence from children and adults)
  - Rarely incorporates elements of evidence-based or best practices
  - Large proportion of time in “chat”
    - Not connected to active ingredients of treatment
    - Predicts lower levels of engagement

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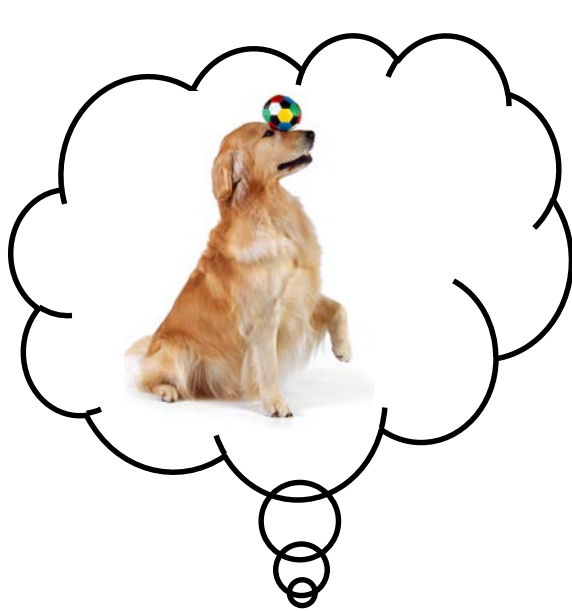
# Extrinsic Motivation



# Intrinsic Motivation

- Learning is intensely pleasurable, particularly when skill and challenge are well matched
- People are motivated to learn things that will help them solve problems at work
  - Perceived to be credible, useful, helpful
  - Incorporate service users as trainers/co-trainers
- Evidence from human service contexts supports this

# Intrinsic Motivation





# Organizational Context

Impacts transfer of training into practice

- What inhibits transfer
  - High caseloads/overwork, penalties for making mistakes, lack of follow up
- What promotes transfer
  - Supportive supervisor
  - Training goals match organizational goals
    - Reinforced through accountability and reporting structures
  - Access to ongoing, high quality coaching

# Practice Change in Real-World Settings

## High quality coaching

- Live or video “observation”
- Feedback is relevant and objective
- Continues over a period of months

## Practice with feedback

- Behavior rehearsal
- Demonstrate skill in controlled setting

## Exposure to new information

- Increased knowledge, favorable attitudes

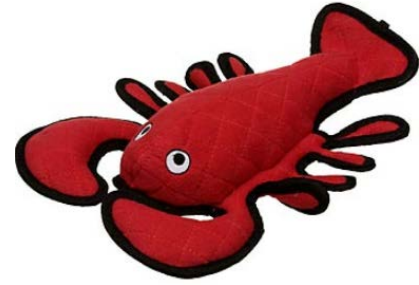
# Keys to Behavior Change

- *Training alone did not result in practitioner behavior change. We recommend that training no longer be used as a stand-alone implementation strategy.*
- *...workshops and manuals are insufficient in producing significant change in providers' skills or clients' outcomes*

# Why observation is so important...

- “Unskilled and Unaware”– Dunning-Kruger effect
- People are extremely inaccurate reporters on their own skill





Shwifty



Rope Bone



Ball



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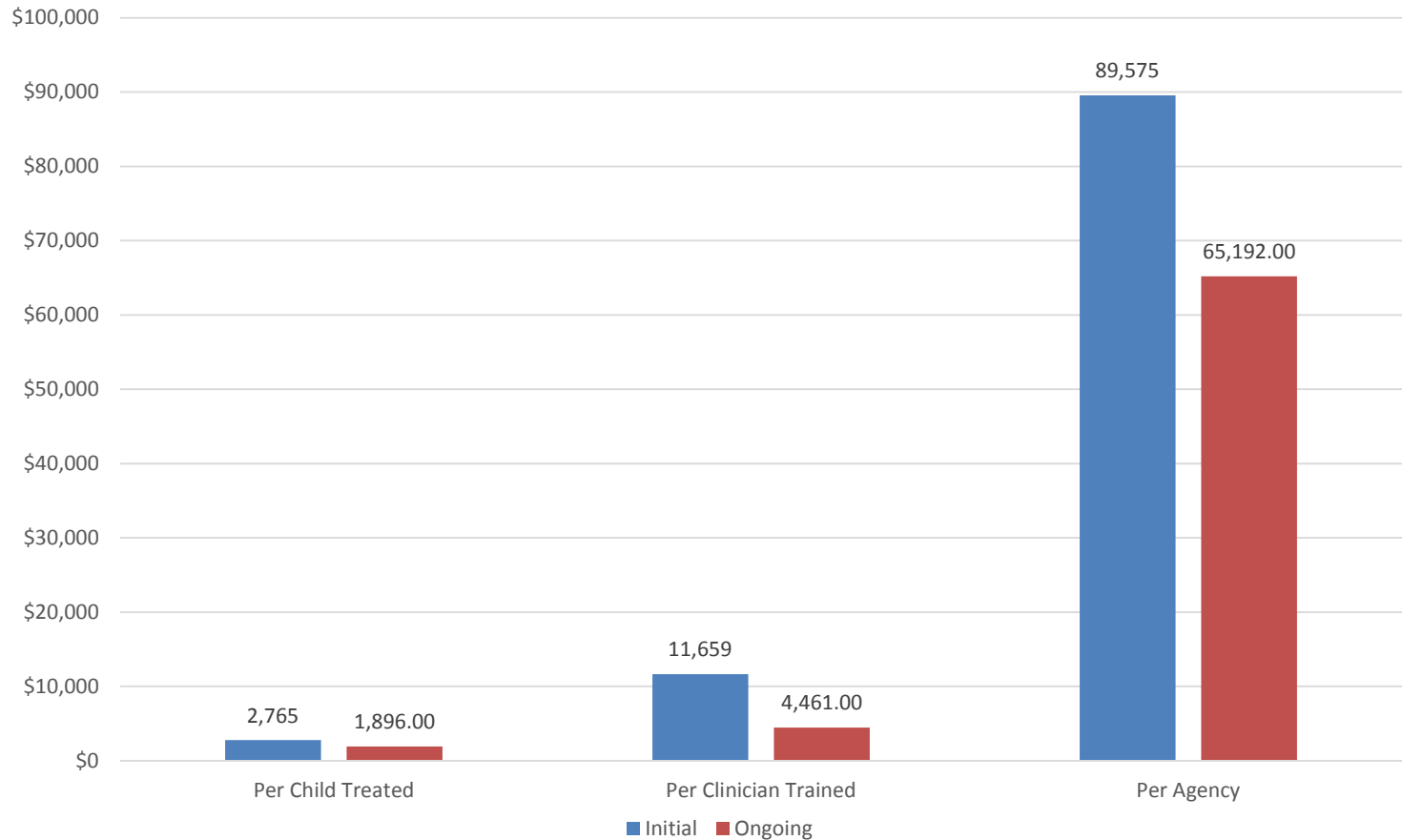
# Cost

- Training costs, including trainer time and travel
- Loss of billable hours, staff travel
- Coaching costs for time and travel for observation, debrief
- Turnover = loss of investment
  - Direct service TO averages around 30%
  - Training for new hires not always immediately available

# Cost and experience w/EBPs

- EBP implementation typically adheres to best practices
- EBP costs seen as top barrier to implementation
  - 2014 study found cost as top reason for discontinuation of EBPs and
  - Fewer than half of community agencies sustained an EBP at six years

# Cost: Two Studies of TF-CBT



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# AMP projects

- “Remote” training and coaching conforms to best practices
  - Eliminates costs related to travel
  - Training/coaching is responsive to trainee skill development (initial and ongoing)
  - Additional training/boosters targeted to areas of need
- Portions of training are self-paced
  - Can be carried out during unstructured time

# AMP projects

- “Enhancement” approach to build skills key provider skills using a structured approach
  - Process driven by Y/YA perspectives and priorities
  - Strengths based
  - Model, teach and practice self-determination skills
  - Connect to positive people/contexts in the community

# Why Bother?

- Youth often feel unheard and unsatisfied with services
- Need for a “culture shift”
- The best way to produce change is through guided practice

# AMP Training Content

- Monthly video-conferences cover:
  - Young adult engagement techniques
  - AMP curriculum modules
    - Focus on modeling, teaching and practicing self-determination skills in the community
  - Theory of change
  - Advanced skills (ex. supporting a young person to make a decision, opening a topic, what to do when things don't go as planned)

# Guiding Without Leading (GWOL)

All of the engagement techniques we teach in the AMP interventions are based in one foundational concept: guiding without leading (GWOL). GWOL is a delicate balancing act.

*Too much leading*

*Not enough guiding*



# Elements of AMP

## Vision to Activity



Strengths  
Dreaming  
Narrowing down  
Identifying support  
Plan B  
Let's find out

## Planning for a Meeting



Anticipating the  
situation  
Effective  
communication  
Identifying support  
Agenda Planning

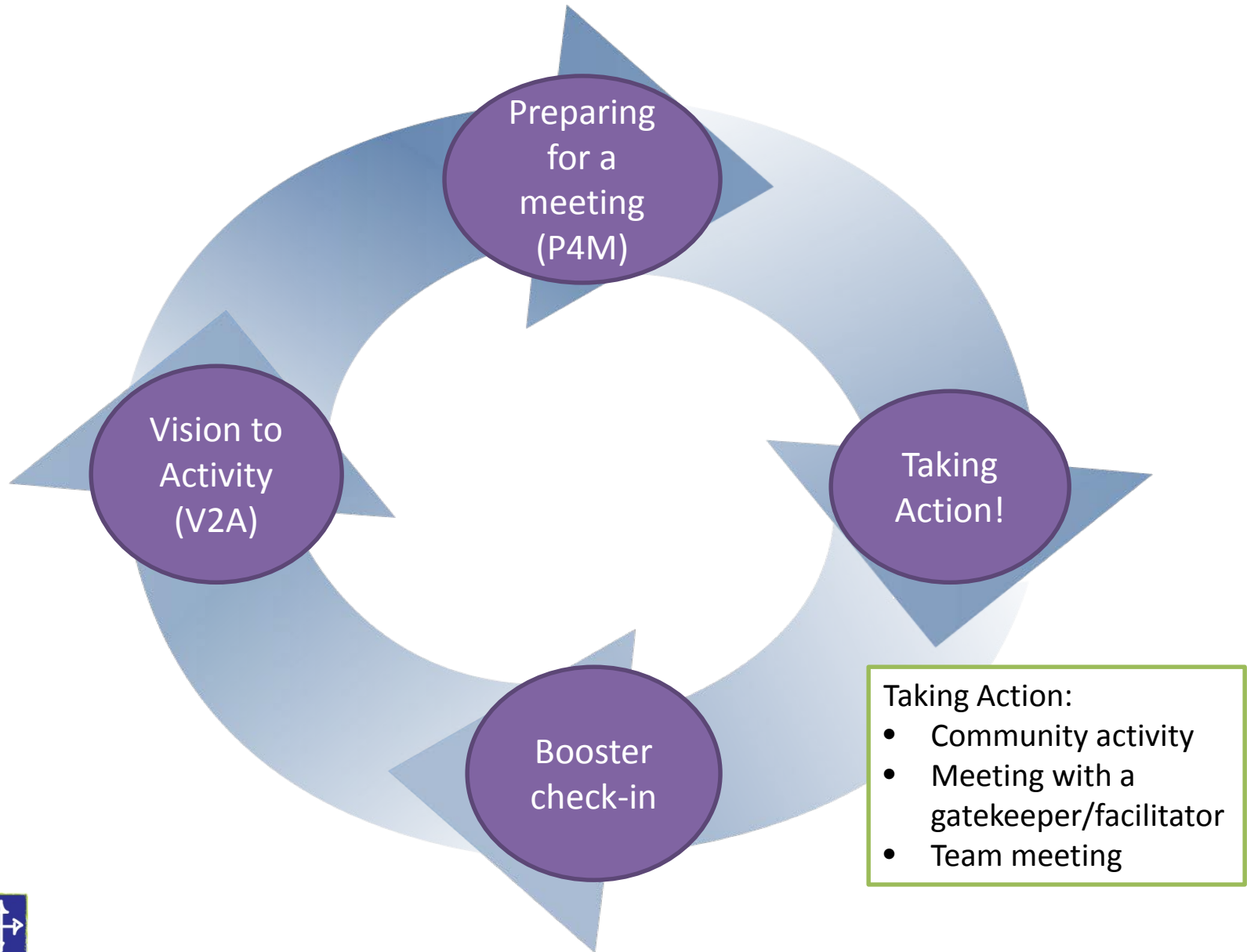
## Meeting/Activity



Take Action!  
Community activity  
Meeting with care  
team  
Meeting with  
gatekeeper

**Booster Check-in**

# AMP Modules



# AMP Training Process

- Review**
- Observe**
- Practice**
- Feedback**
- Repeat!**

# Virtual Coaching Platform (VCP)

- VCP allows users to submit video of *actual practice* for trainers to review.
- Trainers *observe* practice minute by minute and provide direct feedback regarding specific techniques.
- Trainers then generate a *feedback* report and create clips of strengths and improvables for users to view
- Trainer provide specific *coaching* related to strengths and improvables

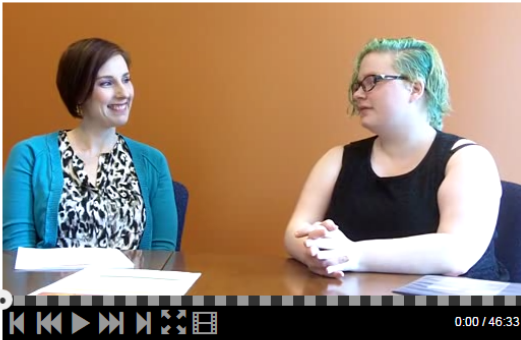
# VCP

Bike to PSU Challen... Virtual Coaching Pla... Human Subjects - R... The Sky I'm Under | ...

amp Admin Workflow Clips Users Groups Preparations Files Parameters Tags Account

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32  
33 34 35 36 37 38 39 40 41 42 43 44 45 46 47

AMP+ booster example.MOV (scored by Celeste Moser)



0:00 / 46:33

**Youth Driven** 🗨️

- ☒ Not observed
- ☐ Missed Opportunity
- ☐ Present

**Strengths** 🗨️

- ☐ Not observed
- ☐ Missed Opportunity
- ☐ Present

**Positive Connection to People & Community** 🗨️

- ☐ Not observed
- ☐ Missed Opportunity
- ☐ Present

**Expanding Skills & Promoting Discovery** 🗨️

- ☐ Not observed
- ☐ Missed Opportunity
- ☐ Present

**Labeling/Skill Promotion** 🗨️

- ☐ Not observed
- ☐ Missed Opportunity
- ☐ Present

**Open-ended Questions** 🗨️

- ☐ Not observed
- ☐ Missed Opportunity
- ☐ Present

**Reflections** 🗨️

- ☐ Not observed

Save & Continue to Next Segment Save Finish

Each Coding Parameters & R.15 - Word

# 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?"

# AMP training project

- Pre- Post- provider skills increased significantly
  - Youth/young adult driven, strengths, teaching self-determination skills, connecting to contexts
- Assessed both by
  - Provider ratings of confidence/self-efficacy
  - Scoring of videos of practice
- Ratings of training importance, credibility, organization and impact averaged ~8.7 / 10
- (details in our session right after the plenary!)

# AMP “family”

- AMP for wraparound
- AMP-TF for transition facilitators
- AMP+
  - Emphasis on peer support/“peerness”
  - Training study showed
    - Increased skill as measured by self-report and video
    - Decreased job anxiety

# Lessons Learned

- Approach appears to have potential to be quite effective
- Can be challenging to ensure that people complete all aspects of training
- Sustainability for organizations is difficult without outside help

# Lessons Learned

- Can be challenging to ensure that people complete all aspects of training
  - Training happened over a period of approximately 6 months and includes 8 hour and a half webinars, 8 video homework submissions, and 8 feedback calls
  - Due to high turnover rates and heavy case loads it is often challenging for participants to complete the training on time

# Lessons Learned

- Common challenges include:
  - Time management
  - Technology (access to recording devices, bandwidth)
  - Apprehension to try something new
    - “unlearning” old practices
    - Nervousness about how youth will respond
    - Anxiety about being recorded

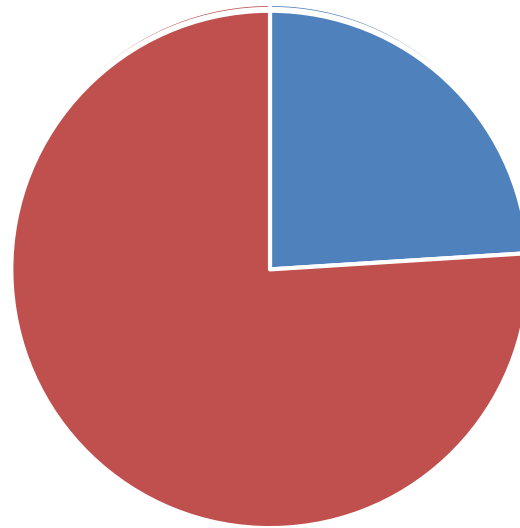
# Lessons Learned

- Sustainability for organizations is difficult without outside help
  - To implement this standard of coaching requires someone with significant time to dedicate to trainees
  - Organizations that try to employ their own coaches often add the responsibility to someone with a full time job
  - This leads to burnout and/or diluted coaching/feedback/training
  - Organizations who invest in a staff member who is dedicated to this work would likely be able to sustain this model (and possibly save money)

# Lessons Learned

- The “Gold Standard” coaching model appears to be effective!
  - Self-ratings and video ratings of skills increase significantly
  - High level of satisfaction
  - More role clarity for workers

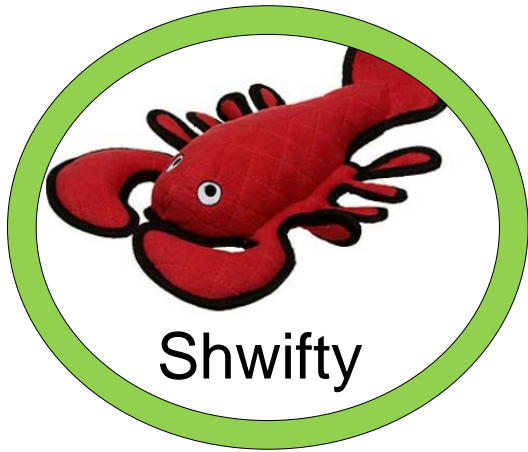
# Jarvis' success rate...



correct



incorrect



Shwifty



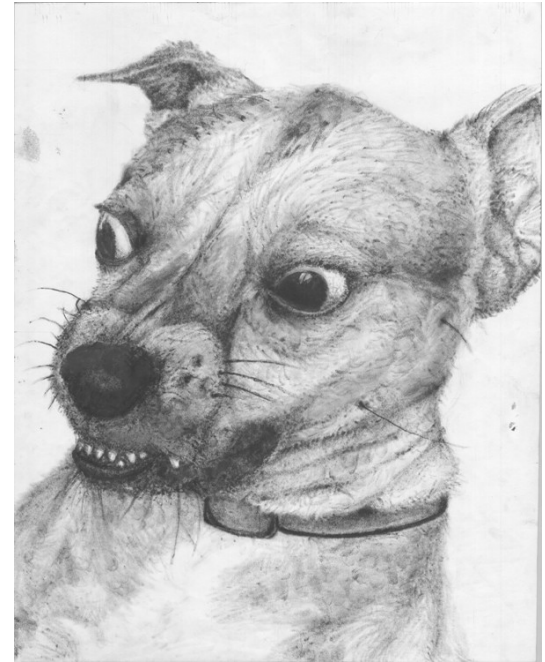
Rope Bone



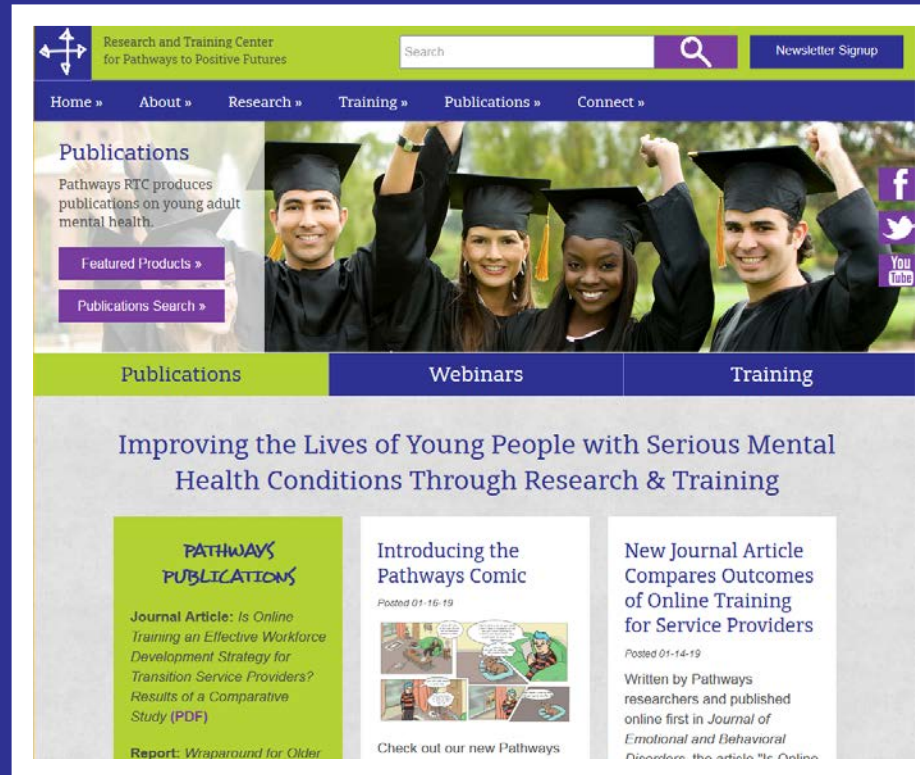
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# Visit Pathways RTC on the web for more information



[www.pathwaysrtc.pdx.edu](http://www.pathwaysrtc.pdx.edu)



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***SAMHSA***

Substance Abuse and Mental Health  
Services Administration



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