

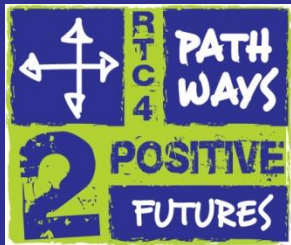


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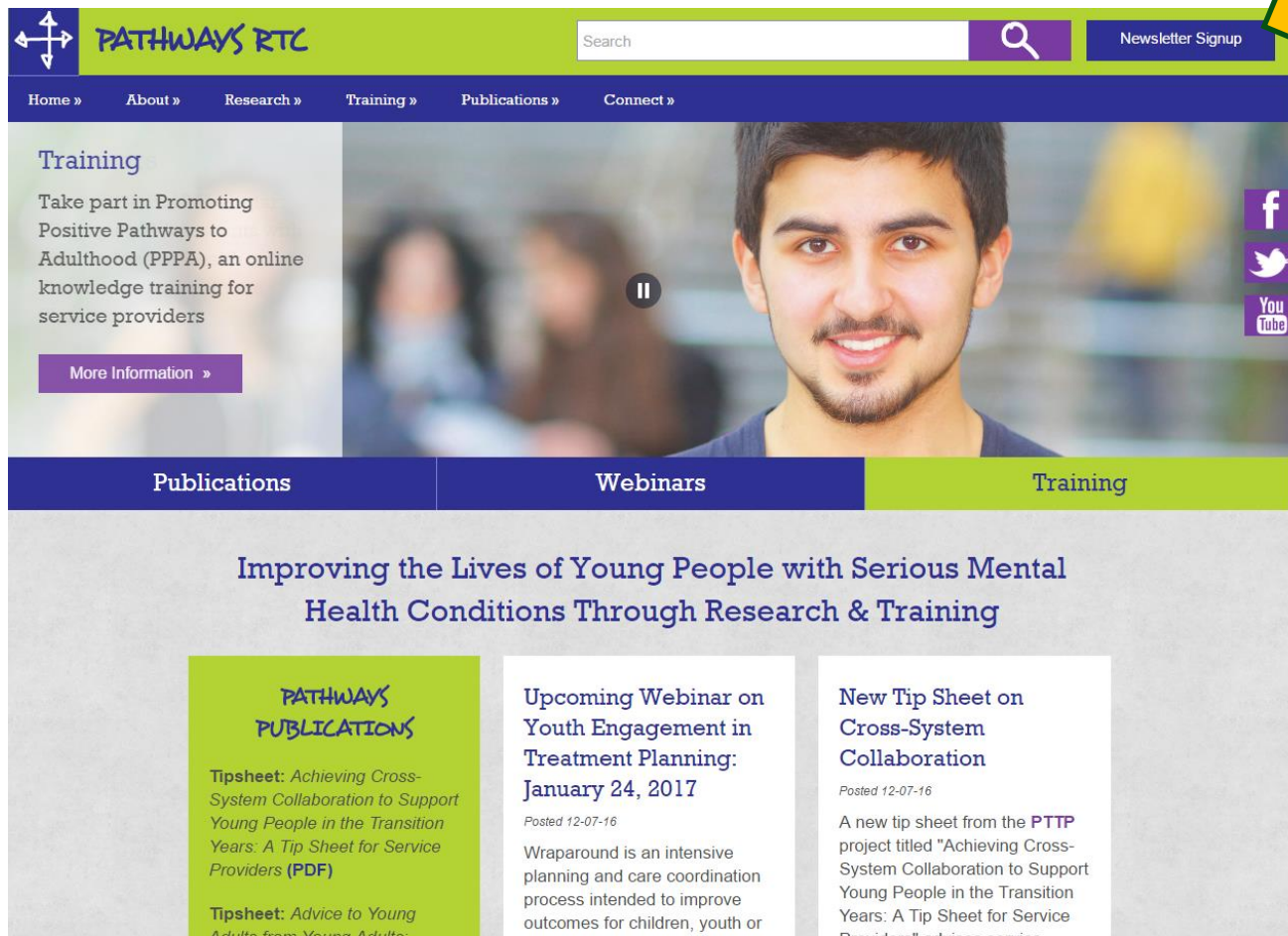
“Engaging Adolescents with Serious Mental Health Conditions in Treatment Planning: Findings from a Randomized Study of Achieve My Plan” will begin shortly...

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Acknowledgments/Funders



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Engaging Youth and Young Adults in Wraparound



Findings from a Randomized Study of the *Achieve My Plan* Enhancement

Webinar presented by the
Research and Training Center for
Pathways to Positive Futures
24 January 2017

Presenters



Mary Beth Welch

Peer Support
Training
Specialist
Experienced
provider of peer
support for
young adults



Janet Walker, Ph.D.—

Director, Pathways
RTC; Co-Director
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Caitlin Baird

Peer Services
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Youth MOVE Oregon



NWIC

National Wraparound
Implementation Center



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RTC on Pathways to Positive Futures

“Rehabilitation Research and Training Center” funded by the federal government (HHS/SAMHSA)

- First funded in 2009, currently second 5-year cycle
- Focused on improving outcomes for youth and young adults with serious mental health conditions.
- pathwaysrtc.pdx.edu, then
 - Use search bar, enter author/title/key words, or
 - Featured publications





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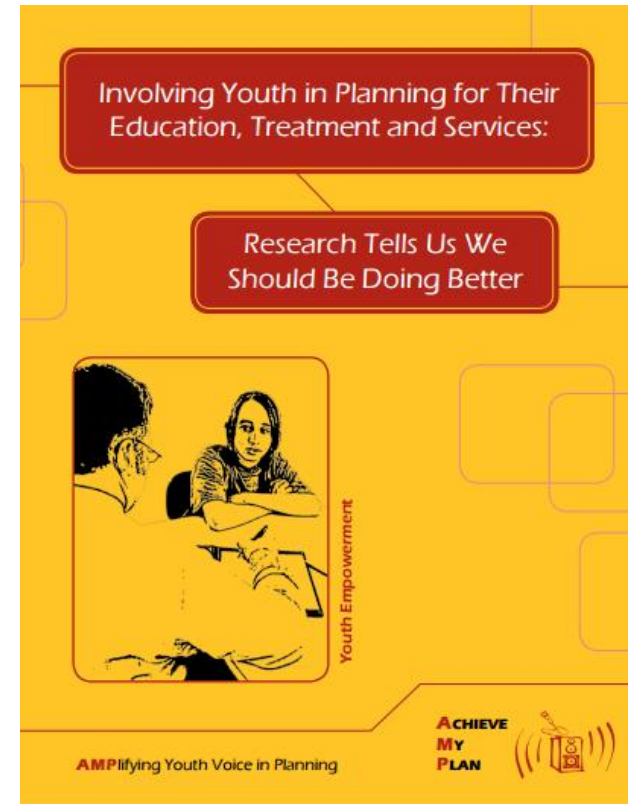
nwic.org

Agenda

- Why enhance Wraparound?
- Research-derived practices for enhancing Wraparound
 - Preparation, During the meeting, Accountability/ follow up
 - The Achieve My Plan (AMP!) project as an example of an enhancement for Wraparound
- Using coaching to ensure transfer of training
- “Boosting” skills for family-/ youth-driven practice

Why enhance Wraparound?

- Research showed that few youth ***meaningfully*** participated in their education, care, and treatment team planning:
 - Schools/IEP
 - Systems of care
 - Wraparound
- Professionals were also dissatisfied with the level of youth participation in wraparound
- Ongoing experiences reinforce this: Limited voice and choice
- What is your experience?

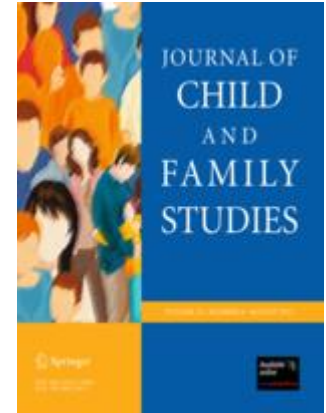


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Engagement/Participation in Wraparound

Walker & Schutte 2005 (youth up to age 18)

- Youth present more than half the meeting only 39% of the time
 - ~50% if youth age 14 or older
- Youth observed often to be completely disengaged
- Youth more dissatisfied overall, less comfortable, saw more conflict on team
- Providers cited lack of youth involvement as one of the top “worst aspects” of team meeting



Walker, Pullman, Moser et al., 2012 (youth up to age 20)

- Youth less satisfied, older youth more dissatisfied than younger youth; youth rated their participation lower than caregivers did
- Some evidence of “crowding out” (youth versus caregiver), this also increased with age



What's to be Gained?

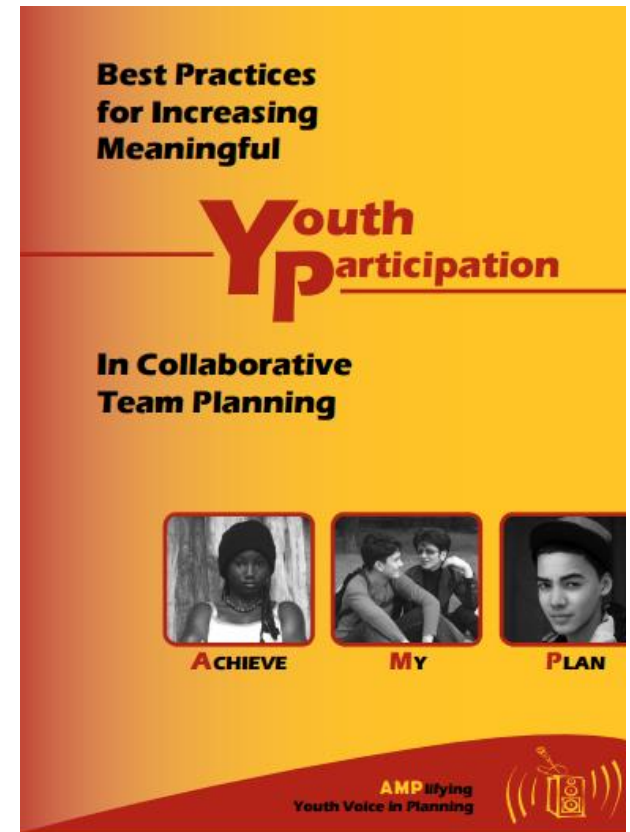
- Youth voice and choice is part of the first principle of Wraparound
- Engagement increases when people feel they have voice and choice
 - Improved engagement with the team should lead to
 - Better tailoring of services and supports to reflect youth priorities and to fit with needs and motivation
 - Increased engagement in services and supports / higher “dose”
 - Team alliance, which may have an independent effect on outcomes
- Acquiring self-determination skills—learning to make plans and achieve goals—is a key developmental task and a valuable asset in life

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Youth Participation in Wraparound: Best Practices

- Best practices derived from research, vetted and refined through work with our advisors and testing for AMP
- Supporting participation includes:
 - Organizational support
 - Coaching– engagement, preparation, follow up, participation skills
 - During the meeting: meeting structures and interactions that promote youth participation
 - Accountability



Achieve My Plan (AMP)

- Research project to develop and test an “enhancement” intervention to increase youth participation in planning
- Advisory Board—Emerging adults and youth, caregivers, providers, research staff
- What would be the characteristics of an enhancement with best chance of success?
 - Feasible within resources of agencies
 - Appealing
 - Address concerns of providers and caregivers
 - Be engaging for youth
 - Increases participation in ways that are obvious (and/or measurable) and positive

What sort of “enhancement”?

- A structured process for incorporating a series of best practices into regular Wraparound practice
 - Increase voice and choice
 - Practice self-determination: Work with the young person to come up with activities where they can take the lead
 - Model, coach and teach self-determination skills
 - Prepare the young person for collaboration
- Not qualitatively different, just more structured and intentional focus on “active ingredients”
 - Curriculum is structured into “modules” and “boosters,” with elements that are recycled as needed


Preparation


- Youth knows what's going to happen, how they will contribute— No surprises!!
 - Review all agenda items prior to the meeting
 - Plan and practice what to say
 - Practice “pragmatic” communication and collaboration
 - Prepare strategies for staying calm and focused
 - Plan how youth will get support—if needed—during the meeting
- Youth has some control about how the meeting will unfold
 - Opportunity to contribute items/goals to the agenda
 - Option to handle uncomfortable topics outside the meeting




Top 10 Engagement Tips

AMP's Top Ten Tips for Engaging with Young People



 = Examples of What to Say

 = Examples of What NOT to Say

1

Ask one open-ended question and STOP!
Avoid stacking questions or capping an open-ended question that is immediately followed by a closed-ended question, suggestion or a lengthy explanation.

What do you like to do for fun?

What type of support do you want?

What do you think the steps are for renting an apartment?

What do you like to do for fun? Do you like to hang out with your friends?

What type of support do you want? I bet your uncle would be willing to help.

What do you think the steps are for renting an apartment? When renting an apartment there are lots of things to consider like location, cost, eligibility, roommates, and terms of the lease.

2

Ask a question before offering a suggestion. If you think that the young person might be missing something or needs more information, guide them to it by asking questions rather than telling them what to do or what to consider.

I wonder if there might be a fee to sign up for the drama class?


How do you plan on getting there?

What would you say if your girlfriend says...

You can ask your caseworker if she can pay for the drama class fee.

You'll probably need to take the bus to get there.

You could try telling your girlfriend...

<https://pathwaysrtc.pdx.edu/proj5-amp-plus> 1

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pathwaysrtc.pdx.edu

During the meeting

- Consistent with general Wraparound practice, but some changes in practice/emphasis
 - Ground rules individualized
 - Expectation to use the parking lot– No surprises
 - Begin with activities related to goals that originate with the young person
 - Expanded repertoire of facilitation practices that
 - Enhance collaboration (particularly with the young person)
 - Provide enhanced opportunities for participation
 - Interrupt dynamics that undercut respect or participation
 - Keep the meeting focused and efficient
 - Ensure clarity regarding responsibility and accountability

"During Meetings I Can't Stand It When...."

A Guide for Facilitators and Team Members

The Achieve My Plan (AMPI) youth advisory group compiled a list of things that commonly happen in team-based planning meetings* that can be frustrating for young people. Here are some suggestions and strategies that meeting facilitators and team members can use to address these issues and promote meaningful youth participation in planning meetings.

**Note: A team-based-planning meeting can be any meeting where a team of professionals and family members meet with a youth to make plans for their future. This can include Wraparound team meetings, Individualized Education Plan meetings, etc.*

When a youth says...

No one asks me what I think about things and decisions about my life are made without my input.

Try This: Meet with the young person prior to the team meeting to review the agenda. This provides an opportunity for the youth to prepare for the discussion and practice giving and receiving feedback.

When a youth says...

We don't talk about the things I want to talk about. The plan is supposed to be about me, but none of it is really about the things I think are most important.

Try This: Adjust the team meeting agenda to incorporate at least two topics the young person wants to discuss with the team. This provides an opportunity to create space for youth voice and increases a young person's engagement in their team meetings.

When a youth says...

People talk about me like I am not there or they focus on my problems and what I did wrong.

Try This: Develop ground rules that allow members to raise concerns in a manner that fosters an open dialogue with the person they are speaking to. Some examples are: Speak directly to the person you are speaking to or about; Focus on strengths and solutions; Assign a person to remind the team about the ground rules and interrupt behavior when the rules are not being followed. These strategies will foster opportunities for youth to engage in the discussion, share their thoughts, and ask questions without feeling judged.

Tips for Your Team Meetings

A Guide for Youth

Many young people feel like they don't get much say in the decisions that are made about their lives during their team-based planning meetings*, which can be very frustrating. The Achieve My Plan youth advisory group has developed some suggestions and strategies to help young people, just like you, to become more involved in their team meetings.

**Note: A team-based-planning meeting can be any meeting where a team of professionals and family members meet with a youth to make plans for their future. This can include Wraparound team meetings, Individualized Education Plan meetings, etc.*

Get the Team to Work for You

Team meetings are designed to support you and help you plan for your future; however, sometimes this doesn't happen in reality. It is important for you to be involved in planning, organizing, and participating in your meeting. A place to begin getting the team to work for you is to:

Talk with the person on your team that you are closest to about how you want to be involved in your meetings. This person can be your "support person." If no one on the team supports you, let your team know you want to invite someone as a support person or ally to come to your meetings.

Beginning below are tips that you and your support person (if applicable) can use to get the team to work for you.

The Best Support Person is...

- Someone I trust who will support me even through uncomfortable parts of the meeting.
- Someone who the other people at the meeting will respect and listen to.
- Someone who knows me and will help me say what I want to say.
- Someone who will be available to meet before the meeting to check-in and review what I would like share with the team.
- Someone who will be available to check in with me after the team meeting to talk about how it went and support me with any follow-up tasks.

Ask the team to create ground rules that ask everyone to show respect and welcome participation.

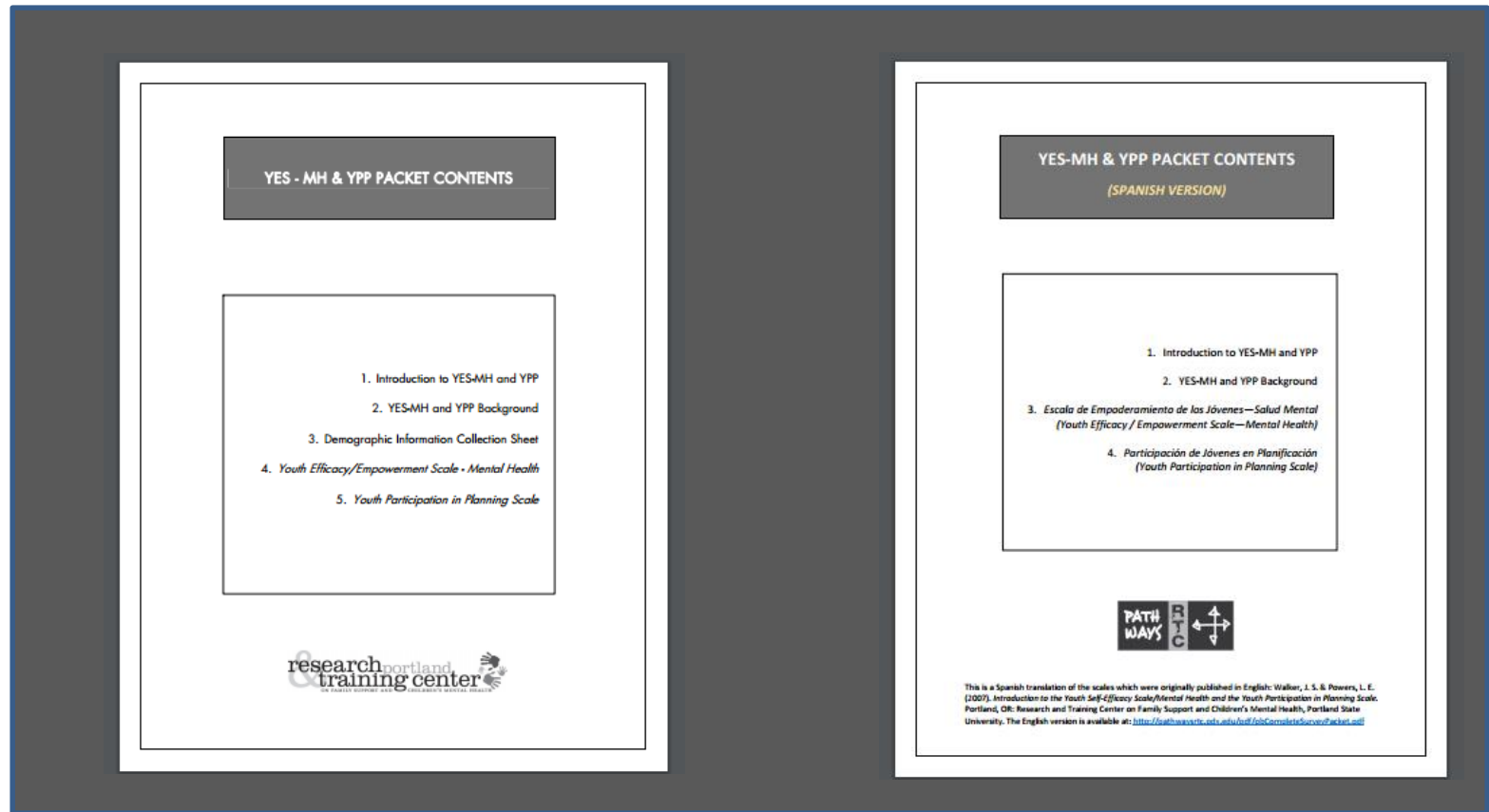
Here are some examples of ground rules: Honor everyone's voice; Speak directly to the person you are speaking to or about; Do not assume what others are thinking or feeling; Offer advice only when it is requested. Ask the team to use an agenda for the team meeting. Using an agenda, and sticking to it, helps the team to stay on track and cover everything that needs to be discussed. Some teams also add time limits to agenda items to ensure that the team can talk about everything quickly and efficiently.

Accountability

- Accountability to the plan...
 - Record decisions. In “booster sessions” and subsequent meetings, follow up on who did what
 - Young person has a record of commitments/action steps and access to a copy of the plan
- Assess the work
 - “fidelity”—did the steps of preparation happen? Were meeting structures and procedures followed?
 - satisfaction
 - outcomes: participation and empowerment

General Observations

- Planting seeds
- Youth engagement ebbs and flows
- Can't just switch it up and expect the young person to immediately be on board



Walker, J. S., Thorne, E. K., Powers, L. E., & Gaonkar, R. (2010). Development of a Scale to Measure the Empowerment of Youth Consumers of Mental Health Services. *Journal of Emotional and Behavioral Disorders*, 18(1), 51-59.

download at pathwaysrtc.pdx.edu

Randomized study

Comparison of Wraparound “as usual” with
Wraparound plus AMP enhancement

- 55 youth participated, plus care coordinators and team members; care coordinators were randomized
- Provided by university interns, ~ 6 hours of contact time (including attending two meetings)
- Assessments Y/CC pre- , after “target meeting”, after third meeting (~11-13 weeks)
- Analysis of video recorded meetings
- Post-meeting surveys

Journal article currently under review

Findings: Assessments

- Caregiver assessments not usable
- Youth and CC assessments
 - Almost all aspects of youth participation rated significantly higher in the intervention group (ex Accountability T3-T1)
 - Youth empowerment higher in the intervention but not significant
 - Team alliance significantly higher in intervention

Results of General Linear Models Testing Differences in Means from Measures in the Assessment Survey

| | Main effect: Role† | | Main effect: Intervention | | p value for intervention |
|--------------------------|--------------------|-------|---------------------------|--------------|--------------------------|
| | Care Coordinator | Youth | Comparison | Intervention | |
| YPP Preparation T2-T1 | 0.85 | 0.60 | 0.10 | 1.36 | 0.00** |
| YPP Preparation T3-T1 | 0.43 | 0.27 | 0.00 | 0.69 | 0.00** |
| YPP Planning T2-T1 | 0.31 | 0.34 | -0.01 | 0.65 | 0.00** |
| YPP Planning T3-T1 | 0.14 | 0.11 | -0.14 | 0.38 | 0.00** |
| YPP Accountability T2-T1 | 0.18 | 0.29 | 0.09 | 0.38 | 0.03* |
| YPP Accountability T3-T1 | 0.19 | 0.13 | 0.04 | 0.29 | 0.10 |
| Team Alliance T2-T1 | 0.13 | 0.22 | -0.09 | 0.43 | 0.01* |
| Team Alliance T3-T1 | 0.14 | 0.47 | 0.08 | 0.52 | 0.03* |

†Main effect for role non-significant in all cases

p value after adjustment for false discovery rate *p<.05, **p<.01

Findings: Video recordings

- Every aspect favored the intervention, but not all significant
- Youth participation: Significant findings
 - **Youth** talked more (including more whole segments), made more “high quality” contributions, interacted with team positively more often
 - **Team** invited youth to make more high quality contributions; acted on youth ideas
- Team process: more “process” talk

| | Control mean | Intervention mean | p value | FDR-adjusted p value |
|--|--------------|-------------------|---------|----------------------|
| Youth leads entire segment | 0.02 | 0.06 | 0.01** | 0.03* |
| Youth makes significant verbal contribution | 0.41 | 0.52 | 0.04* | 0.06 |
| Team interacts with youth positively | 0.14 | 0.17 | 0.11 | 0.12 |
| Team interacts with youth negatively | 0.04 | 0.02 | 0.12 | 0.12 |
| Youth interacts with team positively | 0.02 | 0.04 | 0.03* | 0.05* |
| Youth interacts with team negatively | 0.05 | 0.03 | 0.09 | 0.11 |
| Youth makes a "high quality" contribution | 0.36 | 0.48 | 0.02* | 0.05* |
| Team invites "high level" youth contribution | 0.09 | 0.17 | 0.00** | 0.00** |
| Team agrees to act on youth idea | 0.00 | 0.02 | 0.01** | 0.03* |
| Team is on task | 0.96 | 0.98 | 0.09 | 0.11 |
| Team member focuses on team process | 0.14 | 0.23 | 0.00** | 0.01** |
| | | | | |
| ** p<.01; *p<.05 | | | | |

Findings: Post-meeting surveys

- Significant main effect in favor of the intervention
 - youth participation scale
 - “getting things done” scale
 - meeting “much better than usual”
- No interaction effect indicating caregiver dissatisfaction (i.e., no “crowding out”)
- Some fall-off by third meeting

Key things that are different in AMP

- Focus on *teaching* skills for self-determination
 - Not overly concerned about specific goals/activities or the perfect plan
 - Practice and experience success at being a change agent for own life
 - Learning to work productively and pragmatically, access support and help
- Training approach that focuses on concrete, observable skills
 - Tools and curriculum are good, but in no way sufficient to ensure youth-driven conversation



AMP “family”

- “Original” AMP with Wraparound and older youth (to 18)—randomized study
 - “Original” AMP with care coordinators in several states
- Study of AMP enhancement for Wraparound with young adults in MA—writing up now
- Now developing two versions that are stand-alone or in conjunction with larger team
 - AMP-TF , delivered by “transition facilitators”
 - AMP+, peer-delivered– finishing study in KY and OR

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- Take-aways


The 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 4.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

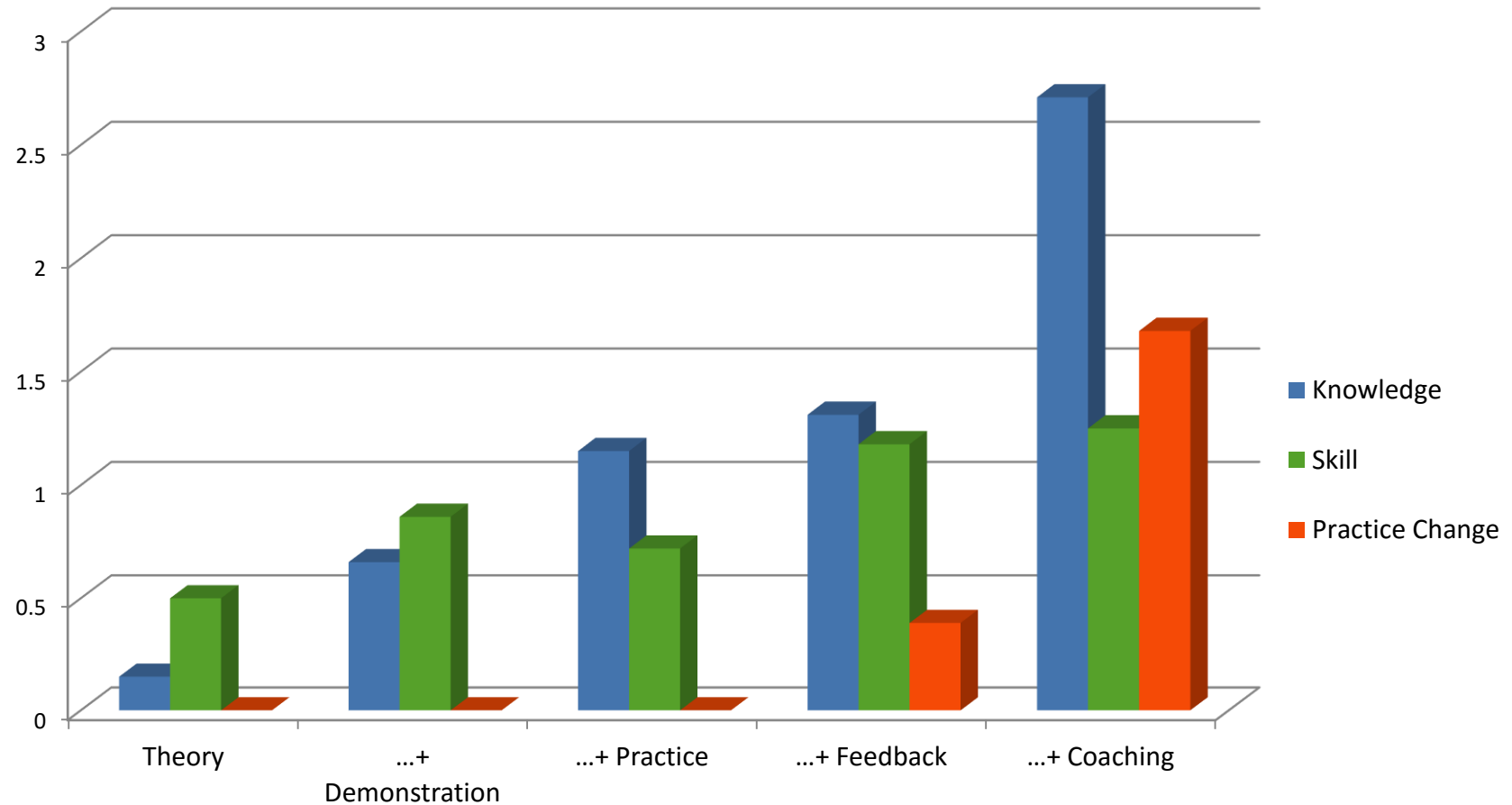
Coach asks, "is there a goal you want to work towards?"

Some helpful things about the VCP

- The trainee can watch example videos through the VCP
- The trainee 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 they received

Transfer of training to practice

Effect sizes for training outcomes



“Gold Standard” for Transfer

- Initial training includes clear conceptual model and concrete skills/competencies
- Observation of practice (live or video)
- Feedback using a reliable tool
 - Development of initial competence
 - Benchmark for competent practice
 - Periodic checkups

Beidas, Cross, & Dorsey, 2014; Beidas, Edmunds, Marcus, & Kendall, 2012; Dorsey et al., 2013; Herschell, Kolko, Baumann, & Davis, 2010



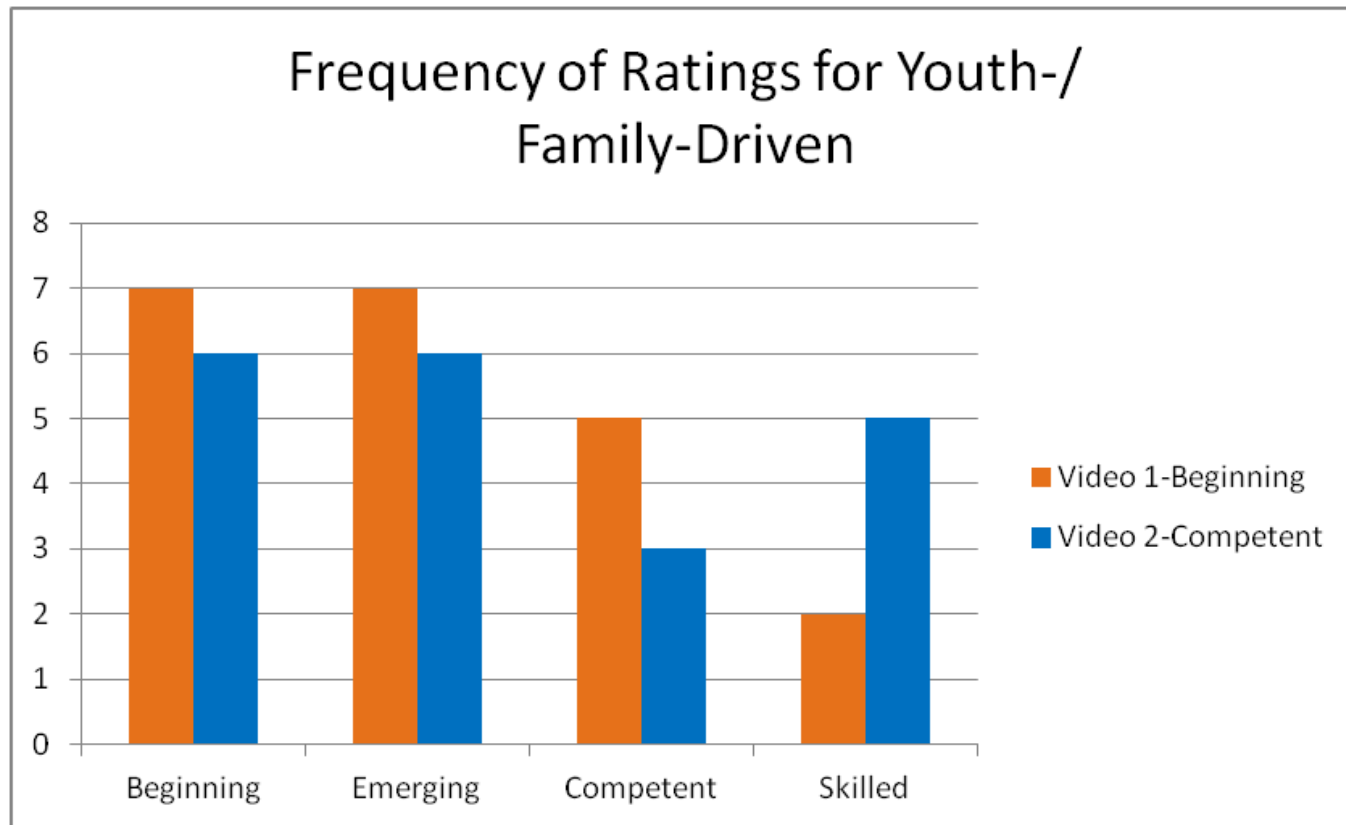
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Youth- /Family-driven practice

- Increasing use of video material (AMP training and other) showed providers did not have a high level of skill in one-on-one youth-driven conversation (or family-driven)
- Wanted to investigate this more within Wraparound
- Initial study to investigate the extent of consensus regarding good practice
 - People with expertise in providing/supervising/ coaching / training
 - Watched 2x ~10 minute segments
 - Provided overall ratings and segment-by-segment descriptions

Overall Ratings from NWI Experts



Segment-by-segment comments

- Some level of agreement about what was going right
- Little commentary about “improvables”
- Little shared vocabulary to describe either challenges or improvables

Implication: There is a need to get greater clarity/precision regarding how to recognize good (or not-so-good) practice

Developing the “Booster” modules

- Four interactive online modules
 - Overall description/definition of family-/ youth-driven conversation
 - Series of segments on specific techniques
 - How to recognize good/not-so-good practice
 - Brief video examples of both
 - Longer video segments (6-8 minutes) to rate—submit comments and compare to “master”
- Review of content/ training experience
- Booster pilot test coming soon: join the list at nwi.pdx.edu

Take Aways

- Preparation for the Wraparound meeting is key!
 - Not just going through the steps: Needs to be “GWOL”
- Have the meeting the young person prepared for
 - No surprises
 - Focus on planning (not venting, therapy, finger wagging)
- Ensure follow up
- Develop and coach provider skills for youth/family driven conversations
- Collect some data: fidelity, post-meeting survey



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The screenshot shows the homepage of the Pathways RTC website. The header features a logo with a four-way arrow and the text 'PATHWAYS RTC', a search bar, and a 'Newsletter Signup' button. A navigation bar below the header contains links for 'Home', 'About', 'Research', 'Training', 'Publications', and 'Connect'. The main content area is divided into two columns. The left column has a 'Training' section with a description of the Promoting Positive Pathways to Adulthood (PPPA) training and a 'More Information' button. The right column features a large video player with a play button and social media icons for Facebook, Twitter, and YouTube. Below the video player is a horizontal navigation bar with 'Publications', 'Webinars', and 'Training' tabs. The main content area below this bar has a title 'Improving the Lives of Young People with Serious Mental Health Conditions Through Research & Training'. It contains three columns of content: 'PATHWAYS PUBLICATIONS' with two tip sheets, 'Upcoming Webinar on Youth Engagement in Treatment Planning: January 24, 2017', and 'New Tip Sheet on Cross-System Collaboration'.

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Training

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Publications **Webinars** **Training**

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

PATHWAYS PUBLICATIONS

Tipsheet: Achieving Cross-System Collaboration to Support Young People in the Transition Years: A Tip Sheet for Service Providers (PDF)

Tipsheet: Advice to Young Adults from Young Adults:

Upcoming Webinar on Youth Engagement in Treatment Planning: January 24, 2017

Posted 12-07-16

Wraparound is an intensive planning and care coordination process intended to improve outcomes for children, youth or

New Tip Sheet on Cross-System Collaboration

Posted 12-07-16

A new tip sheet from the **PTTP** project titled "Achieving Cross-System Collaboration to Support Young People in the Transition Years: A Tip Sheet for Service Providers" advises service

