Promoting Youth Empowerment, Youth Voice, and Leadership through Training

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Workshop Objectives

Participants will learn to:

1. Apply positive youth development and empowerment principles in their work with young people.
2. Develop practical strategies to increase youth participation in decision making.
3. Strengthen youth self-determination, leadership, and voice.
4. Access online training modules to work more effectively with emerging adults and their families.
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Youth M.O.V.E. Oregon

• Strengthen youth self-determination;
• Build youth leadership;
• Make the voice of youth heard
Preparing to Work with Emerging Adults

• Young people 14-30 years of age who have mental health conditions have much less favorable life outcomes than peers.

• Adult service models not attractive to young people who frequently dropped out of services.

• Pathways staff joined with young people, family members, and service providers to develop a model to shape interventions to make them:
  – Developmentally appropriate
  – Attractive to young people
  – Effective in achieving recovery-oriented outcomes.
Pathways Model

• Based on theories of positive development:
  – promote thriving by providing people with opportunities to guide their own lives toward goals they find personally meaningful.
  – motivate them to promote their own positive development as they
    • build skills and knowledge,
    • expand their capabilities, and
    • gain competence in their chosen roles in family, community, and society.
Promoting Positive Development among Emerging Adults with Serious Mental Health Conditions

**What providers do:** Use a structured process that provides opportunities for young people to practice “driving” development. Throughout this process, providers act as coaches who
- use, repeat and reinforce key skills, procedures and tools
- draw on and share knowledge about resources, contexts and the developmental process

**How providers work:** Providers work in a practice mode that
- Conveys respect and appreciation for the young person and their culture(s)
- Is driven by perspectives and priorities of the young person
- Is transparent but also “motivational” toward
  - Strengths/competence
  - Connection to people, contexts and culture
  - Positive developmental outcomes
  - Discovery and activity

**Process outcomes:** Key short term indicators that the intervention is going forward as it should
- Young person:
  - Feels provider is, genuine, supportive, trustworthy; and has relevant competence and knowledge
  - Engages in proactive steps that feel meaningful and motivating
  - Can point to steps taken, activities underway and skills being learned

**Positive outcomes:**
- Skills for adult roles
- Skills and strategies for managing specific challenges (including MH-related challenges)
- Ability to meet basic needs
- Positive connections to people, community, society

**Positive identity:**
- Culture
- Values
- Commitments
- Self-efficacy

Young people build **key developmental capacities** that increase their ability to drive their own positive development
- Connecting to intrinsic motivation
- Being proactive: select goals, take steps, solve problems, assess progress
- Engaging with supportive life contexts
- Managing uncertainty, setbacks and shifts in perspective

Young people experience **Positive developmental outcomes**:
Outcomes of PD approaches

• Increasing positive developmental (PD) outcomes
  – skills and knowledge for adult roles;
  – skills and strategies for managing challenges that are specific to the individual young person;
  – increasing their ability to meet basic needs;
  and
  – getting and maintaining positive and supportive connections.
Driver of your own life

• Key task --to learn how to be the “driver” in your own life.
  
  – capacity to find out what is intrinsically motivating for oneself, the  
  – capacity to be proactive,  
  – the capacity to engage with supportive life contexts  
  – capacity to manage and learn from uncertainty, setbacks, and shifts in perspective.
Develop positive identity

• Develop the stable values and commitments that characterize mature adult **positive identity**, or sense of self.
• Drive your own development in directions that increasingly reflect and reinforce these **values and commitments**.
What service providers can do

• *Use a structured process that allows young people to practice driving their own development.*

• Teach and model—and the young person learns and practices—*the use of key skills, tools, and procedures/processes* that are helpful in taking steps toward positive developmental outcomes.
Principles of practice

• **Convey genuine respect for the young person and appreciation as a unique individual;**

• **Be driven by the perspectives and priorities of the young person;** and

• **Take a “motivational” approach.**
  – Emphasize strengths and competence,
  – connections to positive contexts,
  – selectively promote PD outcomes.
Youth M.O.V.E. Centers

- Partnered with local systems and service
- Ran with peer support
- Peer support based recovery & leadership groups
One simple way to skyrocket traditional mental health services for young adults.

Stigma Informed Services
Search Institute’s 40 Assets

Youth M.O.V.E. Oregon’s work with The 40 Developmental Assets.

- As a heritage and ground setting document
- As a youth choice and guided process
- As a Peer Support delivered service.
- As a best practice outcome measure of services.
Invested in aftercare

Capturing data after services.

- Incentive based
- Stigma Informed
- Results affect services
Example of the Engagement Process

See Handouts.
• The Pathways Transition Training Collaborative (PTTC) is a national advisory committee of young people with mental health service experience, family members, and service providers and researchers from human service professions.

• In consultation with PTTC, we are developing a research-based online training program using core competencies and a tested core curriculum.
Approach

Promoting Positive Pathways to Adulthood

training program developed in four phases:

1. specification of core competencies,
2. core curriculum design and evaluation,
3. webinar content development and evaluation, and
4. online module development and testing.
Online Training Development

- Eight one-hour modules focus on different topics being developed from tested core content.
- Platform is Adobe® Captivate®, designed for asynchronous and free delivery through narrated slides and video clips of young people, service providers, and family members discussing core content.
- Each focuses on one or two core competencies, emphasizing knowledge, attitudes and skills.
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<th>Competencies</th>
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| **1. Partnering with youth and young adults** | 1. Partnering with youth and young adults  
3. Supporting empowerment | Reviews core competencies and gives an overview of the whole training series. Teaches tools to develop and sustain collaborative relationships with youth and young adults using positive development and empowerment approaches.                                                                 |
| **2. Promoting recovery**                 | 2. Promoting recovery                             | Provides information on mental illness and resources on treatment and wellness. Recovery resources include diet, exercise, medication, peer support, self-advocacy and more.                                                                                                                                                       |
| **3. Meeting the needs of diverse young people** | 9. Meeting the needs of diverse young people. | Teaches skills to provide culturally responsive supports and strategies for young people and their families from diverse ethnic, racial, and linguistic backgrounds                                                                                                                                                                      |
| **4. Providing individualized and developmentally appropriate services** | 5. Providing individualized, developmentally appropriate services.  
9. Meeting the needs of diverse young people. | Features scientifically-informed findings about brain development and trauma specific to young adults and the implications for interventions.                                                                                                                                                                                   |
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<td><strong>5. Developing healthy relationships</strong></td>
<td>6. Meeting needs in key areas of living</td>
<td>Focuses on strategies to develop and maintain healthy relationships in key areas of living. Discusses ways to combat stigma. The specific needs of LGBTQIA2-S will be considered.</td>
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<td>6. Planning partnerships with providers of other services and collaborating to bridge service gaps</td>
<td>4. Engaging in partnerships with providers of other services and collaborating to bridge service gaps.</td>
<td>Addresses attitudes and skills for interdisciplinary and inter-systems collaboration and highlights strategies to overcome service gaps. Covers the process of obtaining accommodations.</td>
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<td>6. Meeting needs in key areas of living</td>
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<td>7. Promoting support from family, peers, and mentors</td>
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<td>Offers strategies to support and maintain family involvement, and ways to obtain and strengthen support from adult allies and peers.</td>
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<td>8. Promoting support from family, peers, and mentors.</td>
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<td>8. Using evidence-supported practices and individualizing interventions</td>
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<td>Considers the distinctive and common features of best practices in interventions with young people based on positive youth development</td>
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<td>10. Evaluating and improving services</td>
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*Note. Competencies based on Jivanjee, Brennan, & Sellmaier (2012).*
Online Training Evaluation

• Interactive by design, each module features:
  – internal knowledge check questions, and
  – a multiple choice assessment at its conclusion.

• We are pilot testing module one now with groups of direct service providers who complete:
  – Transition Provider Competency Scale (TPCS; Jivanjee et al., 2011) at baseline and completion,
  – qualitative post-training evaluation instrument,
  – the concluding assessment.
Example

http://www.pathwaysrtc.pdx.edu/modules/PTTC-module1-excerpt/PTTC-module1-excerpt.htm
Portland Oregon, Home of Pathways RTC

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Slides are available at our project website:
www.pathwaysrtc.pdx.edu/proj-trainingcollaborative.shtm
References


References


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