



Oregon Association of Vocational Special Needs Personnel 2017 Conference

RESEARCH & TRAINING CENTER FOR PATHWAYS TO POSITIVE FUTURES



Empowering Youth with Mental Health Needs to Pursue Positive Transition Outcomes

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Session Objectives

- Discuss the common elements of evidence-supported interventions with youth with mental health needs guided by Positive Youth Development (PYD) principles and adapted to be culturally responsive.
- Explore ways to enhance and support youth empowerment and advocacy within transition settings.
- Practice skills in supporting youth empowerment and advocacy and reflect on your practice using a discussion guide.
- Gain resources to apply these principles and strategies in your transition context.



Transition Planning/Goals: A Personal Account

- My Story
- How it changed for me
- Understanding
- Trauma vs. Healthy lived experiences
- Transition planning



Positive Youth Development (PYD) Approaches

- Focus on actively promoting thriving and well-being across the life-span (Walker & Gowen, 2011)
- Acknowledge that positive development is a **process** that individuals go through over time, and that involves action, self-regulation, adaptation and complex changes (Lerner, 2015)
- Involve understanding the **relationship** of individuals with their contexts



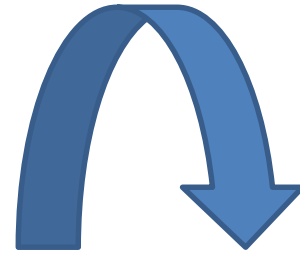


Pathways Model of Positive Youth Development

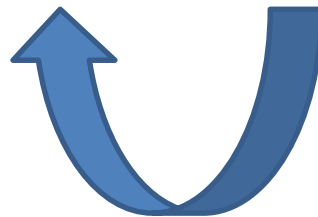
Key Capacities:

Increased capacities:

- To be the “driver” of one’s own positive development
- To engage with supportive life contexts
- To be proactive
- To maintain “fortitude”



Emergence of:
identity,
values,
commitments,
self-efficacy.



Outcomes:

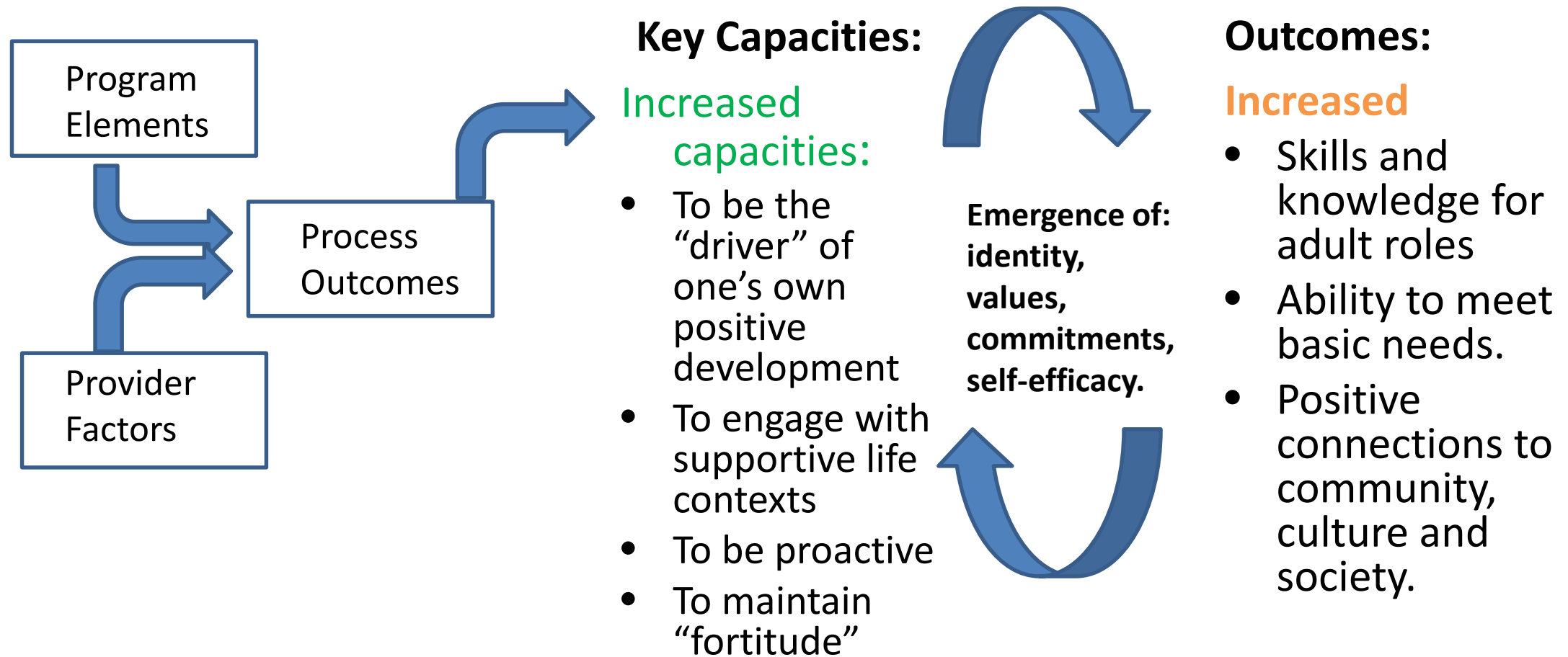
Increased

- Skills and knowledge for adult roles
- Ability to meet basic needs.
- Positive connections to community, culture and society.

(Walker, 2015)



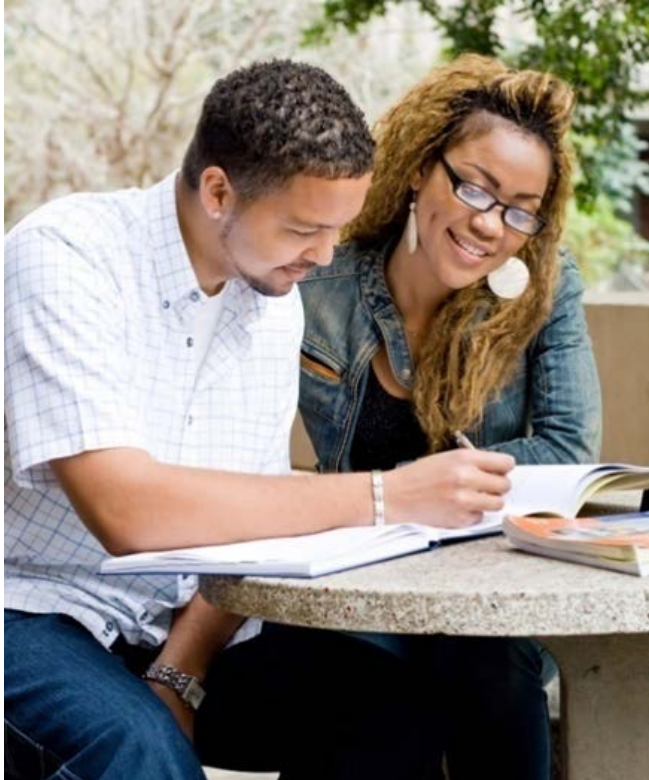
The Pathways Model of PYD Interventions



(Walker, 2015)



Effective Program Elements



- Structured person-centered process for making and carrying out plans.
- Repeated procedures and processes to practice planning-related skills.



Provider Factors--Effective Practices

- Promotes trust.
- Driven by young people's priorities and perspectives
 - Committed to person-centered planning.
- Takes a “motivational” approach that leads the young person to new and positive experiences of self and others.
- Works to enhance the young person's personal skills and assets, so that confidence, competence, and self-efficacy are increased.



Process Outcomes

- Process Outcomes for the Service Provider
 - Carries out the intervention elements,
 - Practices fidelity to PYD principles.
- Process Outcomes for the Young Person
 - Engages in proactive steps and activities that feel meaningful and motivating,
 - Can point to steps taken, activities underway, and skills driving their own development (Walker, 2015).



Developmental Skills Needed for Adulthood

- Connect to intrinsic motivation,
- Make choices/select goals,
- Take steps, develop strategies,
- Engage with life contexts,
- Manage challenges, setbacks, uncertainty and shifts in perspective.



Incorporating PYD Practices

- Engage in person-centered planning.
- Build upon and acknowledge existing strengths.
- Help develop skills and assets through practice and learning from successes and failures.
- Assist young people to develop supportive relationships, and pro-social connections as part of their developmental assets.



Assessing cultural needs

- Many evidence based practices not tested for their effectiveness with culturally diverse young people.
- Key practices that have culturally-focused research to support them are:
 - Understand and honor attitudes, values and behaviors of young people that are based in their culture;
 - Explore the importance of their ethnic identity, immigration history, and home language;
 - Recognize and incorporate informal family and community support.



Building culturally-appropriate informal supports

- Support from family and community members can help young people avoid risky behaviors and reduce the potential for conduct problems.
- Recognize the difficulties that the family members have experienced, and their good will.
- Work hard to engage family and natural mentors in programs that give them the knowledge and tools to be supportive.
- Make programs easy to attend by providing for such basic needs as food and child care.



Skills to individualize services and recognize context

- Recognize and prioritize cultural and ethnic preferences of young people.
- Partner with young people to work toward goals they recognize as appropriate given their social identities.
- Collaborate with service providers in other systems.
- Learn what appears to work in your practice with individuals you serve, and incorporate key elements in future services.



Pathways Online Training Series Modules

1. Partnering with youth and young adults
2. Promoting recovery
3. Increasing cultural awareness and building community support
4. Fostering resilience and family supports
5. Promoting cross-cultural and intergenerational relationships
6. Providing individualized and developmentally appropriate services
7. Supporting young people's healthy relationships
8. Planning partnerships with providers of other services and collaborating to bridge service gaps
9. Promoting support from family, peers, and mentors
10. Using evidence-supported practices and individualizing interventions.



Resources and References

- Clark, H. B. (2010). *Transition to Independence Process (TIP) Model: An evidence-supported practice for improving the progress and outcomes of youth and young adults with EBD*. Stars Behavioral Health Group:
<http://www.tipstars.org/Portals/0/documents/Website%20TIP%20Model%20OVERVIEW%20PDF%20092714.pdf?timestamp=1412197858133>
- Lerner, R. M. (2015). Promoting positive human development and social justice: Integrating theory, research and application in contemporary developmental science. *International Journal of Psychology*, 50(3), 165-173.
- National Alliance for Mental Illness (NAMI): www.nami.org
- National Collaborative on Workforce and Disability for Youth (NCWD/Youth): <http://www.ncwd-youth.info/>
- Promoting Positive Pathways to Adulthood <https://www.pathwaysrtc.pdx.edu/pathways-transition-training-modules>



Resources and References Continued

- Walker, J.S. (2015) A theory of change for positive developmental approaches to improving outcomes among emerging adults with serious mental health conditions. *Journal of Behavioral Health Services and Research*, published online: <http://pathwaysrtc.pdx.edu/pdf/pbJBHSR-Walker-Theory-Of-Change.pdf>
- Walker, J. S. & Gowen, L. K. (2011). Community-based approaches for supporting positive development in youth and young adults with serious mental health conditions. Portland, OR: Portland State University, Research and Training Center for Pathways to Positive Futures, published online: <https://www.pathwaysrtc.pdx.edu/pdf/pbCmtyBasedApproaches09-2011.pdf>
- Youth M.O.V.E. Oregon: <http://www.youthmoveoregon.org/>



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