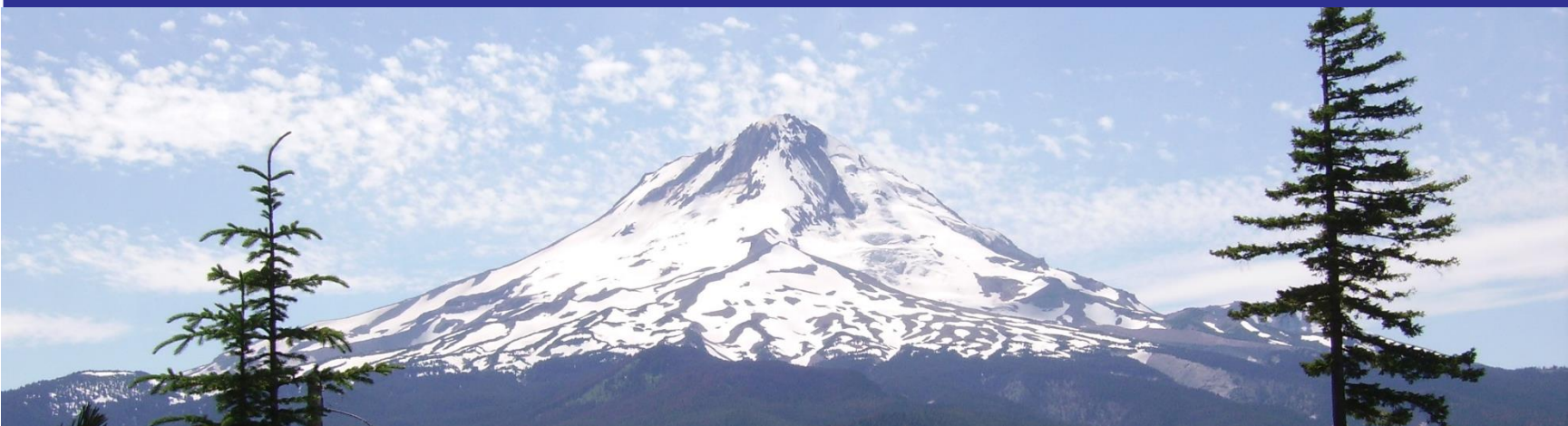




31st USF Child, Adolescent, and Young Adult Mental Health Conference

RESEARCH & TRAINING CENTER FOR PATHWAYS TO POSITIVE FUTURES



Transition Service Providers' Training Needs, Preferences, and Challenges

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Presentation Objectives

Participants will:

- Consider transition service providers' assessments of:
 - the importance of specific competencies and skills
 - their need for training to address these skills and competencies.
- Learn about transition service providers' stated preferences for particular training methods and modalities.
- Discuss service providers' reports of obstacles to receiving training, and their identification of additional training needed so that they can be more effective with underserved groups in their communities.



Pathways Transition Training Partnership

- PTPP was designed to increase transition service providers' competencies and skills in working with young people with mental health difficulties.
- Three major projects launched in collaboration with partner organizations:
 - Develop and test *Promoting Positive Pathways to Adulthood* competency-based online modules.
 - **Conduct a national survey of transition service providers' training needs and preferences.**
 - **Based on survey results and literature reviews, develop training materials in alternate formats and test their effectiveness.**



Transition Training

- To work effectively with young people with mental health challenges, service providers need training that is evidence-based, developmentally appropriate, culturally responsive, and reflects young adult perspectives (Clark & Unruh, 2009; Walker, et al., 2017).
- Key competencies and skills have been identified for training effective transition service providers (Jivanjee, Brennan, Sellmaier & Roser, & PTTP Partners, 2018).
- A variety of training modalities with varied levels of effectiveness are available, including face-to-face workshops, web-based learning, and multi-component training programs (McCay, et al., 2017; Westbrook, et al., 2012).



Training Best Practices—Youth Voice

- This national survey provides an example of best practice collaboration between researchers and youth leaders in tool development, data collection, and data analysis
- Strengthening youth voice in training environments as training curriculum developers, as trainers, and infusion of lived experience within the content
 - 2nd most endorsed training modality is training designed and delivered BY young adults



Aims of the National Survey

- To answer the research question, "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 the major barriers to participating in training.
- To gain findings to guide development of training resources to improve supports to young adults with mental health needs in the transition years



Building the Survey through Collaboration



In partnership PTTP and Youth MOVE National aimed to:

- Have a truly national sample of transition service providers.
- Insure that the survey included young adult perspectives.

PTTP and Youth MOVE National Best Practices Committee collaborated to:

- Draft questions,
- Distribute the survey, and
- Interpret and disseminate results.



Collaborative Process

Transition Competency Areas

*Initial List of 10
Competency Areas
Proposed*

Youth Voice

ADDED:
Collaborating with
Peer Support
Providers

Transition Skills

*Initial List of 10 Skill
Areas Proposed*

Youth Voice

EVOLVED:
Increasing youth-
driven practice in my
organization.



Methodology—Design and Recruitment

- *Supporting You in Supporting Youth* is a cross-sectional online survey conducted from June 23-July 24, 2017.
- The survey included demographic questions, quantitative rating scales, and open-ended questions.
- Potential participants were contacted by the collaborators and other partner organizations who publicized the link.



Methodology—Participants

- 254 service providers completed the survey;
- 39 states & District of Columbia represented; substantial participation in all four regions: Northeast (26%), South (21%), Midwest (21%), West (32%).
- Most participants provided mental health (58.7%), family support (55.9%), transition planning (52.8%), and/or youth advocacy services (52.4%).
- 30 participants (11.7%) were transition-age peer support providers.



Methodology—Participants (cont.)

- All but 19.4% had at least a four year or graduate college degree, and their median age was between 40-49 years.
- Participants had worked with transition aged young people an average of 12.7 years, and in their current position for 4.7 years.
- The majority described themselves as female (80.5%), and 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.



Methodology—Quantitative Ratings

- We used 5-point Likert-type rating scales to obtain participants' judgments about:
 - The **importance** of 9 transition competencies and 8 transition service skills needed for effective practice,
 - Their **personal needs for training** in each competency and skill.
- Participants also rated their preferences for 10 **training modalities**, and the degree to which 8 possible **barriers** affected their access.



Methodology—Qualitative Questions

- Open ended questions collected participants' views on:
 - needed areas of training;
 - the underserved population groups in their area, and the training they would need to better serve them;
 - skills needed by staff in their organization;
 - preferred training modalities; and,
 - barriers to training participation.



Methodology--Procedure

- Potential participants:
 - clicked on a link distributed through solicitation emails
 - read an introductory statement explaining the purpose of the survey.
- If interested in participating, they clicked on a link presenting an informed consent statement.
- Survey responses were collected anonymously using Qualtrics software.

Service Providers' Ratings of Transition Competencies: Importance and Personal Need for Training

Competency	Importance rating (IR)		Training need rating (TNR)		Corr. IR & TNR
	Mean	SD	Mean	SD	Pearson r
1. Promoting natural supports for young people	4.75	.52	3.36	1.21	.08
2. Helping young people to navigate transitions	4.70	.56	3.32	1.03	.06
3. Supporting youth empowerment	4.69	.58	3.23	1.14	.05
4. Using culturally-responsive practices	4.65	.63	3.35	1.11	.20**
5. Applying positive youth development principles in your work	4.64	.64	3.26	1.06	.02
6. Engaging young people effectively by understanding youth culture	4.61	.64	3.40	1.17	.15*
7. Employing trauma informed principles to guide your work with young people	4.60	.68	3.43	1.19	.08
8. Using tech. effectively to communicate w/ youth	4.45	.79	3.22	1.29	.20**
9. Collaborating with peer support providers	4.41	.84	3.10	1.19	.19**

Note. * $p < .05$; ** $p < .01$. Importance ratings scale ranges from 1 = “not at all important” to 5 = “very important;” training need ratings scale ranges from 1 = “not at all needed” to 5 = “very much needed.”

Service Providers' Ratings of Transition Skills: Importance and Personal Need for Training

Skill	Importance rating (IR)		Training need rating (TNR)		Correlation of IR & TNR
	Mean	SD	Mean	SD	Pearson r
1. Collaborating with other providers to access resources for youth	4.68	.58	3.41	1.17	.11*
2. Responding to workplace stress by applying self-care principles	4.41	.85	3.07	1.24	.29**
3. Advocating for program improvements	4.38	.75	3.33	1.18	.26**
4. Employing ethical principles to guide the use of technology for communication	4.32	.86	3.17	1.20	.26**
5. Supporting young adult peer support providers	4.29	.91	3.35	1.12	.32**
6. Increasing youth-driven practice within my organization	4.28	.81	3.28	1.17	.25**
7. Using supervision to support my work	4.08	.99	2.89	1.23	.34**
8. Clarifying my role in interdisciplinary teams	4.08	1.01	2.93	1.23	.42**

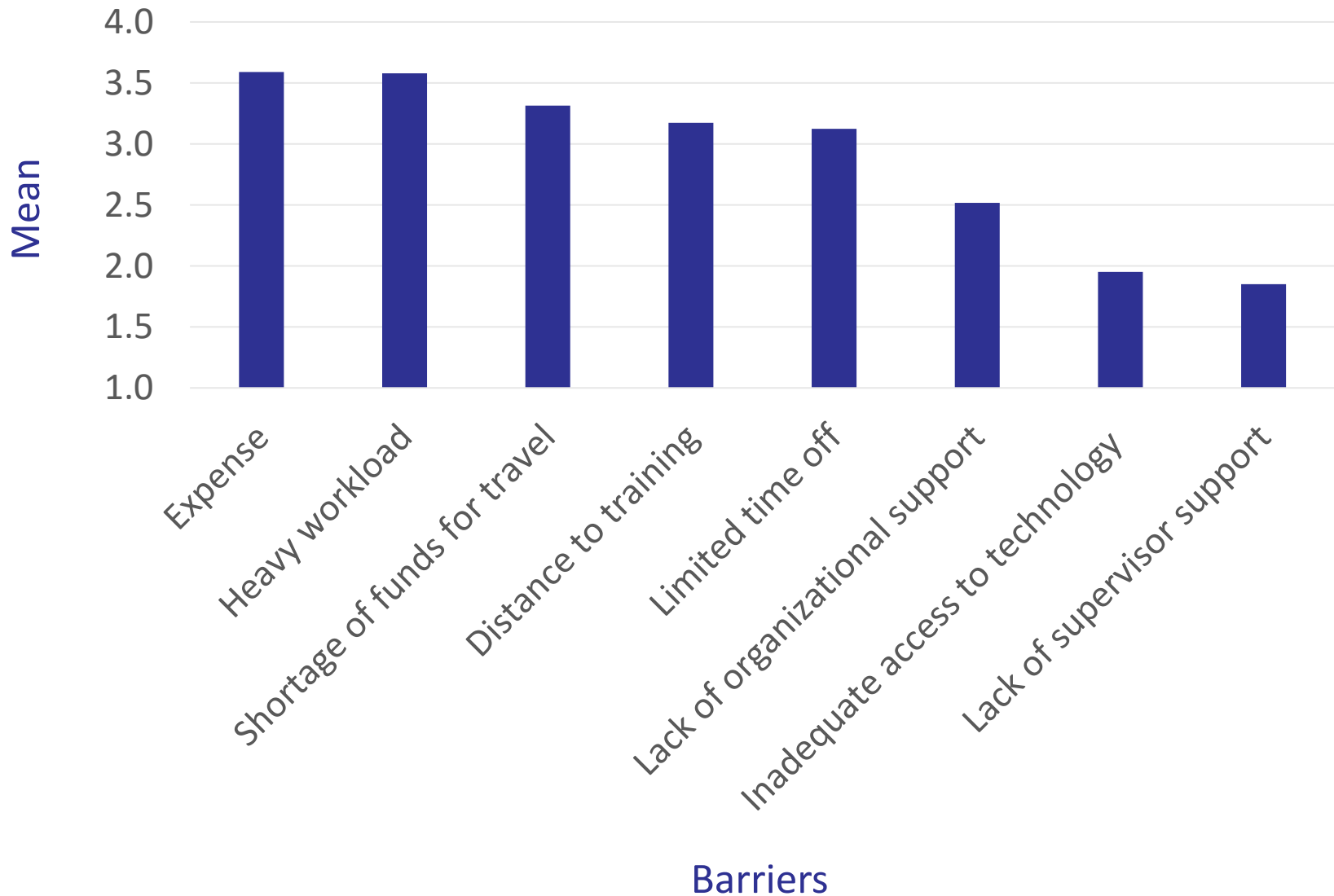
Note. * $p < .05$; ** $p < .01$. Importance ratings scale ranges from 1 = “not at all important” to 5 = “very important;” training need ratings scale ranges from 1 = “not at all needed” to 5 = “very much needed.”

Service Provider Preferred Training Modalities

Training Modality	Most Preferred (%)	Somewhat Preferred (%)	Least Preferred (%)
Face to face workshops	64.5	29.8	5.6
Training led by young adults	54.8	38.7	6.5
Conference	45.6	39.5	14.9
Guidance—member of cultural group	43.5	46.8	9.7
On the job coaching	38.5	36.4	25.1
Self-paced online training	32.7	39.1	28.2
Learning communities	31.3	51.4	17.3
Webinars	27.8	44.4	27.8
Videos	20.8	53.6	25.6
Podcasts	16.6	34.8	48.6

Note. N = 254.

Training Barriers Mean Scores



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



Participant Characteristics & Training Needs Ratings

- Age, years in current job, and years in transition work were positively correlated with need for competency training in:
 - Engaging young people by understanding youth culture.
 - Using technology to communicate with youth.
- Years in transition work directly associated with need for skills training in:
 - employing ethical principles to guide the use of technology for communication.



Participant Characteristics & Training Needs Ratings (continued)

- Participants identifying as Hispanic and/or from a racial group other than White gave significantly higher ratings than non-Hispanic Whites to their need for training in:
 - **Competency:** Collaborating with peer support providers.
 - **Skills:**
 - Using supervision to support my work;
 - Clarifying my role in interdisciplinary teams; and
 - Responding to work place stress by applying self-care principles.



Qualitative Responses: Underserved Populations

Most frequently identified underserved populations were:

- Youth and young adults of color,
- LGBTQ youth and young adults
- Homeless youth and youth experiencing poverty,
- Youth and young adults with:
 - Co-occurring mental health and intellectual disabilities,
 - Co-occurring mental health and substance use disorders,
 - With physical disabilities, and
 - Living in or transitioning from systems.



Improving Supports for Specific Underserved Populations

To better serve these underserved populations, participants particularly wanted training in:

- Culturally responsive services, especially with youth of color, Latinx youth, LGBT youth.
- Working with youth with complex needs, such as,
 - Co-occurring mental health and intellectual disabilities,
 - Youth with co-occurring mental health and substance use disorders,
 - Youth with physical disabilities
 - Homeless youth and youth experiencing poverty,
 - Youth living in or transitioning from systems.



Improving Supports for Underserved Populations

To better serve these underserved populations, participants also wanted training in:

- Engaging and communicating with youth,
- Supporting youth to identify and work toward self-identified goals,
- Strengthening youth voice,
- Working effectively with families,
- Building peer support,
- Finding and accessing resources, and
- Understanding and collaborating across systems.



Situating Findings in Training Literature Context

- Face-to-face training appropriate for communicating new knowledge and changing attitudes toward new ideas and practices, but not for long-term practice changes (Shapiro & Kazemi, 2017).
- Workshops, conferences, and self-paced online trainings have been shown to result in increased knowledge and favorable attitudes to new practice strategies (Lyon, et al, 2011).
- For new learning to be applied in practice, short-term training approaches need to be followed by high-quality practice-focused coaching by supervisors, consultants, or expert peers (Dorsey, et al., 2013).



Knowledge Transfer

- Effective coaching incorporates observation of practice and the provision of objective practice-focused feedback over time to improve skills (Edmunds, et al., 2013).
- Supportive organizational structures and systems, management practices, and supervisor, and peer support have also been found to increase the application of new learning in practice (Gray, et al., 2015).
- Effective training to serve youth and young adults is enhanced by the inclusion of young people's voices to increase understanding of their situations, needs, and preferences.



Discussion Questions

1. What do you know about service provider training needs in your area?
2. In what ways do training needs differ by role?
3. What advice can you give us about content and packaging of new training materials in alternate formats?
4. How can we build coaching into training initiatives?



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For More Information

- Pathways Transition Training Partnership:
<https://www.pathwaysrtc.pdx.edu/pathways-transition-training-partnership>
- Youth MOVE National:
<https://www.youthmovenational.org/>

