

# Module 8:

## Planning Partnerships and Collaborating to Bridge Service Gaps

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### Objectives

1. To know about the gaps in services for youth and young adults with mental health needs.
2. To understand the challenges to collaboration and partnerships.
3. To gain skills for collaboration and partnerships.
4. To engage and support youth to meet their needs.
5. To better assist young adults who are seeking accommodations.
6. To support youth to be advocates.

### Scenario for Team Discussion 1



#### Addressing Legal Issues and Mental Health ~ Rosa

Rosa immigrated to the United States with her family when she was 13 years old. Rosa was later placed in foster care with her sister after she reported abuse, which was substantiated. At age 17, Rosa joined a peer support program and was paired with a near peer who would work with Rosa for one year with the focus on Rosa achieving goals in managing her health and mental health, education, career, friends, and recreation. As Rosa began to feel more comfortable with her peer supporter, she revealed that she wanted to go to college and get a job but she was afraid to apply as she was undocumented.

## Questions for Team Discussion 1

After reading and thinking about the scenario above, engage in a staff discussion of the following questions:

1. What assumptions do you have about Rosa's situation?
  2. How would you respond to Rosa's situation?
  3. What do you think would be helpful to Rosa at this time?
  4. What resources or supports might you explore?
  5. Who might you consult with?
  6. How might you support Rosa?
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## Debriefing

After discussing the scenario, it may be useful to reflect on what staff members learned from each other, using the following questions to guide the conversation:

1. What approaches or strategies seem to be most useful to your team?
2. Where are the areas of agreement and disagreement?
3. In what ways have team members' responses contributed to changes in your own perceptions of Rosa's situation and ideas about how to support Rosa?

## Scenario for Team Discussion 2



### Working with Young Adults with Co-Occurring Disorders ~ Travis

Travis, aged 24, lives in an apartment in a complex built for people with disabilities. He has a diagnosis of autism spectrum disorder (ASD) as well as an anxiety disorder but is proud of his ability to manage his affairs on his own. He prefers to hide his diagnosis, and refuses to admit that he is like the other people in his apartment community. Travis is successful using the bus, has a job as a bagger at a local grocery store that he likes, and seems to do quite well in his own structured routine. Travis gets along with his parents but prefers to be a “grown-up” and to see them only occasionally. Zach, the service provider from the non-profit disability services organization has been pleased to see Travis doing so well.

Travis calls Zach, expressing anger about one of his neighbors who has complained to management about his playing loud music early in the morning. Travis is demanding that Zach sort out the problem. Travis says that he needs the sound of beating drums to get himself up and “psyched” for work. Zach talks to the apartment manager and discovers that when the manager suggested that Travis get headphones so others wouldn't have to hear the loud music, Travis became angry and demanded a “reasonable accommodation.” He argued that wearing headphones or ear buds was NOT acceptable, given his hyper-sensitivity to the feel of anything near his ears. Travis has been warned that he will face eviction if he cannot turn down the banging music. In turn, says indicates he will file a discrimination complaint based on his disability if the apartment manager bothers him about it again.

## Questions for Team Discussion 2

After reading and thinking about the scenario above, engage in a staff discussion of the following questions:

1. What else would you want to know to be able to address this situation?
2. What would you do to resolve this problem?
3. What assumptions does this scenario raise for you?
4. Whom would you consult and/or involve?
5. Are there things you might do to avoid a similar situation in the future?
6. Have you ever had a similar experience that could help you to respond well?

## Debriefing

After discussing the scenario, it may be useful to reflect on what staff members learned from each other, using the following questions to guide the conversation:

1. What approaches or strategies seem to be most useful to your team?
  2. Where are the areas of agreement and disagreement?
  3. In what ways have team members' responses contributed to changes in your own perceptions of Travis's situation and ideas about how to support him and resolve the current problem?
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## Module 8 Discussion Questions

Here we offer questions to guide discussion of how module 8 content could be applied in your team's work in the local area and with the young people you serve:

1. What have you done as a service provider to bridge the gaps between service systems? Give an example of where you partnered successfully with staff from another agency to meet the complex needs of a specific young person and/or family.
2. Have you ever partnered successfully with youth to advocate for a policy or program change? What do you attribute the success to?
3. In your experience what has been the most effective way to support a young person advocating to meet his/her own needs? What have you done to partner with a young person or family member engaged in advocacy on behalf of others?
4. Give an example of where you have consulted with or supported a young person to gain accommodations either in school, college, or employment. How did it work out?