Findings from a Randomized Study of a Youth Engagement Enhancement for Wraparound

Children’s Mental Health Research and Policy Conference
Tampa, Florida
March 2016
Agenda

• Background & History of AMP
• Review of the AMP Intervention & Coaching Approach
• Data Collection Approach
• Findings
• Training AMP Coaches Using a Web-based Tool
Introductions

• Janet Walker, Principle Investigator
• Celeste Seibel, Project Manager & Trainer
• Sharice Jackson, AMP Trainer & AMP Coach
What is AMP?

- AMP stands for Achieve My Plan
- It’s an intervention designed for young people with serious mental health challenges, and has been developed to support young people to learn skills, set goals, and become more active and engaged in their treatment planning.
- AMP was originally designed to be an enhancement to Wraparound.
Why enhance wraparound?

Original AMP

• Research showed that few youth *meaningfully* participate in their education, care, and treatment team planning:
  ◦ Schools/IEP
  ◦ Systems of care
  ◦ Wraparound

• Professionals were also dissatisfied with the level of youth participation, including specifically in wraparound

• Ongoing experiences reinforce this
Developing and Testing AMP

• “Original AMP” is a research project to develop and test an enhancement to increase youth participation in Wraparound

• Advisory Board—Emerging adults and youth, caregivers, providers, research staff—create materials/intervention, advise on research

• Wanted an enhancement that was acceptable and didn’t require much additional resource

• Pilot study (pre- post-) showed substantial improvements in engagement and participation

• Current randomized study within Wraparound programs in three counties in the Portland, Oregon metro area
Guide without leading (GWOL)

- In conversation with another person about their thoughts and ideas, a delicate balancing act.

Young person is leading  

Coach is leading
Why is GWOL so important?

- Encapsulates AMP theory of change
- “Guiding” – The coach’s role is to
  - Provide strong facilitation of a process for helping young people define their own goals and take action with the team’s support
  - Focus on teaching the steps of this process, i.e., increasing self-determination skills
  - Help young person construct experiences where they will deploy new skills and learn
Why is GWOL so important? (continued)

• “Without Leading”
  – Ensures a Y/YA-driven process (versus coach/provider-driven) per Wraparound values
  – Helps Y/YA connect with—and have confidence in—their own interests, ideas and capacities

• Balancing act: Coach is active in *guiding* young people see themselves as having strengths/capacities
  – Eliciting and framing/reframing what Y/YA says *in a non-leading way*
  – Helping construct experiences that will demonstrate Y/YA strengths/capacities
  – Debriefing Y/YA *in a non-leading way* so they see how they have used their strengths
AMP Intervention

Steps in the AMP Process

Repeat main steps of process for future meetings

Prep Meeting 1: Identify Goals & Draft Plan
- Hopes, dreams/vision, strengths
- Identify goals, activities, backups and proposed action steps
- Young person shows plan to parent or other supportive person
- Complete checklist together

Prep Meeting 2: Prepare Agenda
- Set agenda
- Decide attendees
- Identify support
- Complete checklist together

Prep Meeting 3: Team Meeting Prep
- Review meeting structure and ground rules
- Review agenda topics, and practice the parts that the young person wants to lead
- Review the Effective Communication Tip Sheet
- Prepare a plan for support during the team meeting
- Complete checklist together

Team Meeting
- Welcome, introductions, ground rules
- Review meeting agenda
- Presentation of proposed young adult goals and activities, discussion of options, decision making
- Discussion of other agenda topics/goals and activities
- Review parking lot items if necessary
- Review next steps and responsibilities

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Some ways the AMP Coach supported the team at meetings

- Act as a **PROCESS ADVOCATE**
  - **Model** and **enforce** team meeting ground rules
  - Keep the meeting moving **forward**
  - Create an **inclusive** environment
  - Keep team focused on the **agenda**
  - Ensure everyone is clear about **next steps and responsibilities**
Some ways the AMP Coach supported youth at meetings

– Assisted the young person if he/she got lost or overwhelmed
– Asked team members to repeat, slow down, and explain topics that are unclear or are confusing
– Provided the young person with opportunities to share or comment, even on topics that he/she/ze was not presenting/leading
– Modeled effective communication skills & ways to be inclusive
Our Research Partners

• Multnomah County Wraparound
• Clackamas County Wraparound
• Washington County Wraparound and Intense Service Array (ISA)
Youth Criteria for Participation

• Young person was receiving Wraparound services from one of the tri-county agencies
• Young person was aged 11.5-15.5 in DHS care or 11.5-18 not in DHS care
• Young person was likely to receive Wraparound services for approximately six months after the time of consent
Design and Measures

• Randomized Study
  – Care coordinators were randomly assigned as control or intervention groups
  – Incoming (new) youth clients were randomly assigned to control or intervention care coordinators

• Assessment
  – Telephone/online surveys: youth, caregiver, care coordinator
  – Post-meeting evaluations
  – Team meeting video
<table>
<thead>
<tr>
<th>Key Constructs</th>
<th>Measures</th>
<th>Y</th>
<th>CG</th>
<th>CC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Youth Participation</strong></td>
<td>Coding of videotaped team meetings</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Post-meeting survey</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Youth Participation in Planning</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td><strong>Alliance with Team</strong></td>
<td>Working Alliance Inventory-WAI (adapted)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td><strong>Mental Health</strong></td>
<td>Symptom and Functioning Severity Scale-SFSS</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td><strong>Recovery</strong></td>
<td>YES-MH (Empowerment)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td><strong>Meeting Satisfaction</strong></td>
<td>Post-meeting survey</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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</tbody>
</table>
Assessment/Data Gathering Timeline

Youth/Caregiver consented into study

AMP Assessment 1: Youth & Caregiver
  Within 1 week
  Care Coordinator completes online survey 1

Target Team Meeting

AMP Assessment 2: Youth & Caregiver
  Within 1 week
  Care Coordinator completes online survey 2

Team Meeting 2

About 30 days

Team Meetings 3

AMP Assessment 3: Youth & Caregiver
  Within 1 week
  Care Coordinator completes online survey 3

About 30 days
Participant Enrollment

- A total of 55 (20 control, 35 intervention) youth
- A total of 47 (19 control, 28 intervention) caregivers
- A total of 20 (10 control, 10 intervention) care coordinators (some responded for multiple youth)
## What happened in meeting one?

<table>
<thead>
<tr>
<th></th>
<th>Control</th>
<th>Intervention</th>
<th>$p$</th>
<th>Adjusted  $p$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task Orientation</td>
<td>0.96</td>
<td>0.98</td>
<td>0.09</td>
<td>t</td>
</tr>
<tr>
<td>Youth Leads All</td>
<td>0.02</td>
<td>0.06</td>
<td>0.01</td>
<td>**</td>
</tr>
<tr>
<td>Youth Speaks Significant</td>
<td>0.41</td>
<td>0.58</td>
<td>0.02</td>
<td>*</td>
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<tr>
<td>Team Positive Interaction w/Youth</td>
<td>0.14</td>
<td>0.17</td>
<td>0.11</td>
<td>0.17</td>
</tr>
<tr>
<td>Youth Positive Interaction w/Team</td>
<td>0.02</td>
<td>0.04</td>
<td>0.03</td>
<td>*</td>
</tr>
<tr>
<td>Team Invite High Level Contribution</td>
<td>0.09</td>
<td>0.17</td>
<td>0.00</td>
<td>***</td>
</tr>
<tr>
<td>Team Supportive Response</td>
<td>0.06</td>
<td>0.05</td>
<td>0.62</td>
<td>0.71</td>
</tr>
<tr>
<td>Team Agrees to Act on Youth's Idea</td>
<td>0.00</td>
<td>0.02</td>
<td>0.01</td>
<td>**</td>
</tr>
<tr>
<td>Process Advocacy</td>
<td>0.14</td>
<td>0.23</td>
<td>0.00</td>
<td>**</td>
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Participants’ Perceptions

• Post-Meeting Surveys, mean across scale items

• Perceptions of Youth Participation scale
  – Youth had multiple opportunities to present ideas; participated meaningfully in discussion, etc.
  – 9 items, $\alpha = .86$

• Getting Things Done
  – We stuck to the agenda; got important planning done
  – 3 items, $\alpha = .65$
# Post-meeting respondents

<table>
<thead>
<tr>
<th>Role</th>
<th>Control</th>
<th>Intervention</th>
<th>Mean M1, M2, M3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth</td>
<td>106</td>
<td>167</td>
<td>33</td>
</tr>
<tr>
<td>Caregiver</td>
<td>94</td>
<td>141</td>
<td>48</td>
</tr>
<tr>
<td>Care Coordinator</td>
<td>81</td>
<td>106</td>
<td>33</td>
</tr>
<tr>
<td>Professional</td>
<td></td>
<td></td>
<td>75</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td>42</td>
</tr>
</tbody>
</table>
Youth Participation
Post-Meeting Survey, All Respondents

Main effects for intervention and meeting significant < .01
Getting Things Done
Post-Meeting Survey, All Respondents

Stuck to the agenda, got important planning done, etc.

Main effect for intervention $p < .01$

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Overall Satisfaction
Post-Meeting Survey, All Respondents

Meeting much better than usual, a little better than usual, etc.

Main effect for intervention $p < .01$

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## Interview/Assessments

<table>
<thead>
<tr>
<th></th>
<th>T1 to T2</th>
<th>T1 to T3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Int</td>
<td>Role</td>
</tr>
<tr>
<td>YPP Prep</td>
<td>**</td>
<td>youth*</td>
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<tr>
<td>YPP Planning</td>
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<td></td>
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<tr>
<td>SFSS Ext</td>
<td>t</td>
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<tr>
<td>SFSS Int</td>
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</table>
YPP Preparation
All respondents

![Graph showing the comparison between Control and Intervention groups over time T1, T2, and T3. The Intervention group shows a peak at T2, while the Control group remains relatively stable.]
# Youth-Only Measures

<table>
<thead>
<tr>
<th>Youth Measures</th>
<th>T1-T2</th>
<th>T1-T3</th>
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<tbody>
<tr>
<td>WAI</td>
<td>t</td>
<td>*</td>
</tr>
<tr>
<td>YES Self</td>
<td></td>
<td></td>
</tr>
<tr>
<td>YES Services</td>
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</tbody>
</table>

- Smaller n
- Non-significant differences all favored the intervention group
Discussion

Findings

• Evidence that AMP can have a significant impact on youth engagement and participation
  – As assessed from different measures and perspectives
  – Impact from youth perspective particularly pronounced

• Not a zero sum approach

• Difficulty in hand off to care coordinators

• Higher dose could perhaps impact MH status

Things to build on/ Next steps

• Original AMP for CCs, AMP+ for peers—more ongoing involvement

• Training approach built around “remote coaching”
The AMP Coach training model

• **Review**: the trainer will review a piece of the AMP curriculum with the coach.
• **Observe**: The coach will watch a video recording of a lead coach working through a piece of the AMP curriculum with a young person.
The AMP training model cont.

• **Practice**: The coach will record themselves doing a session with a young person and upload it to a secure training website: The Virtual Coaching Platform (VCP).

• **Feedback**: The supervisor will review the coach’s video and provide feedback on areas of his/her practice that are strong as well as areas that might need more attention.

• **REPEAT**: Continue this process for each section of the curriculum.
The VCP
AMP Themes

• Youth Driven
• Strengths/Identifying Assets
• Positive Connection to People & Community
• Expanding Skills Promoting Discovery
• Guiding & Keeping it on Track
Some helpful things about the VCP

• The coach can watch example videos through the VCP
• The coach can watch their videos that they uploaded through the VCP
• The coach or the supervisor can clip interesting/important interactions videos and share them with each other
• The supervisor can send the coach a feedback report that links comments to specific segments, so the coach can re-watch certain segments to better understand the feedback he/she received
Acknowledgments/Funders

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Thank you!!!