

Achieve My Plan (AMP)

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



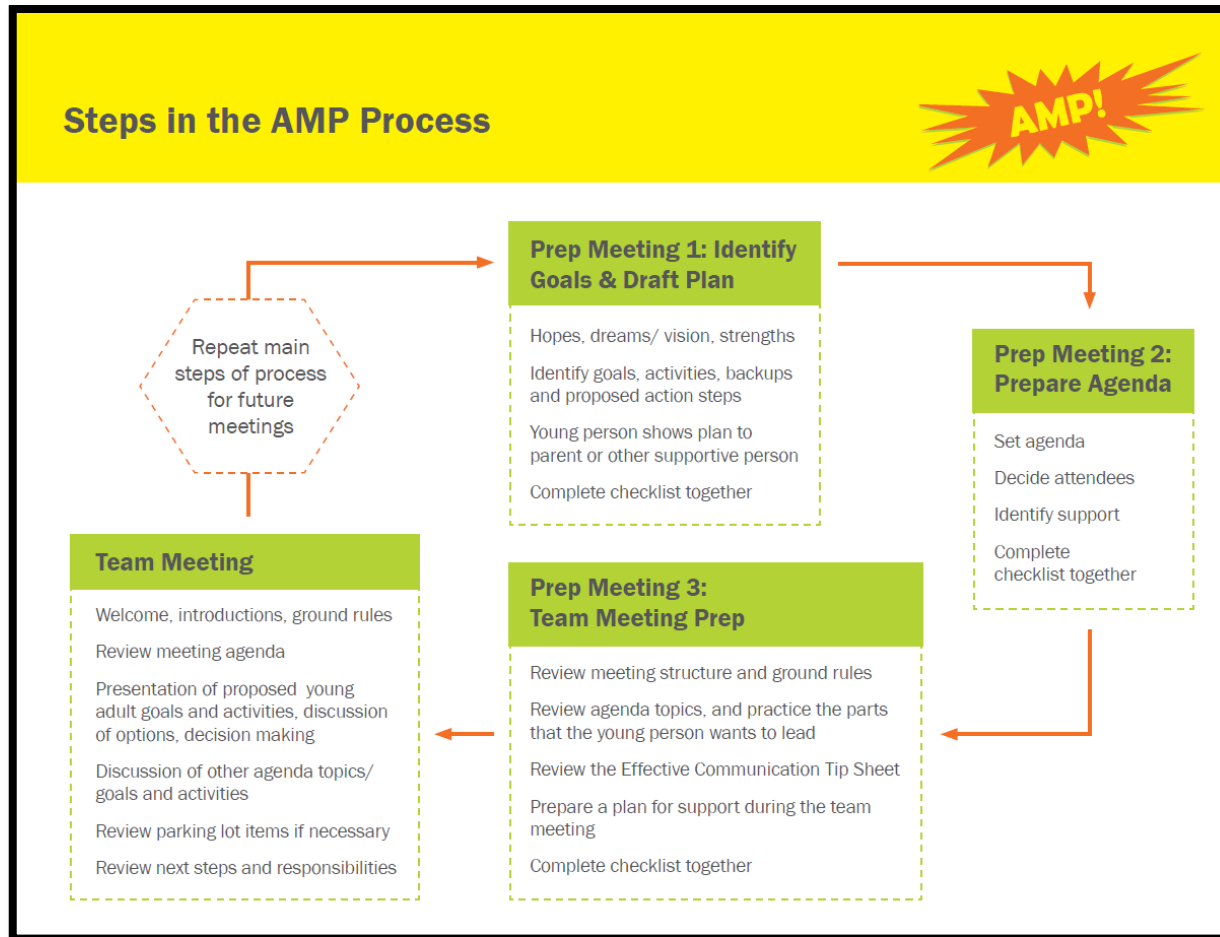
Why is GWOL so important?

- 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



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



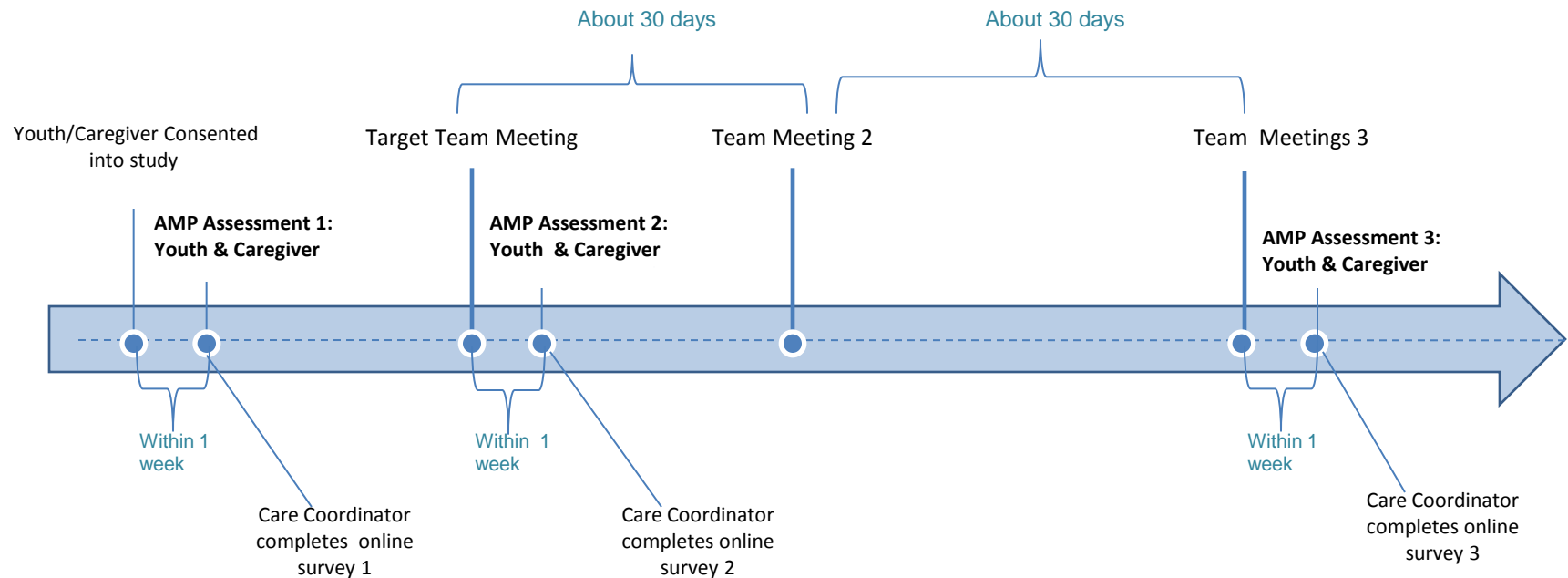
Design and Measures

- 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

Measures

Key Constructs	Measures	Y	CG	CC
Youth Participation	Coding of videotaped team meetings	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Post-meeting survey	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Youth Participation in Planning	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Alliance with Team	Working Alliance Inventory-WAI (adapted)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Mental Health	Symptom and Functioning Severity Scale-SFSS	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Recovery	YES-MH (Empowerment)	<input checked="" type="checkbox"/>		
Meeting Satisfaction	Post-meeting survey	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Assessment/Data Gathering Timeline



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?

	Control	Intervention	<i>p</i>		Adjusted <i>p</i>	
Task Orientation	0.96	0.98	0.09	t	0.15	
Youth Leads All	0.02	0.06	0.01	**	0.03	*
Youth Speaks Significant	0.41	0.58	0.02	*	0.05	*
Team Positive Interaction w/Youth	0.14	0.17	0.11		0.17	
Youth Positive Interaction w/Team	0.02	0.04	0.03	*	0.08	t
Team Invite High Level Contribution	0.09	0.17	0.00	***	0.00	**
Team Supportive Response	0.06	0.05	0.62		0.71	
Team Agrees to Act on Youth's Idea	0.00	0.02	0.01	**	0.04	*
Process Advocacy	0.14	0.23	0.00	**	0.01	*

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, $\alpha = .65$

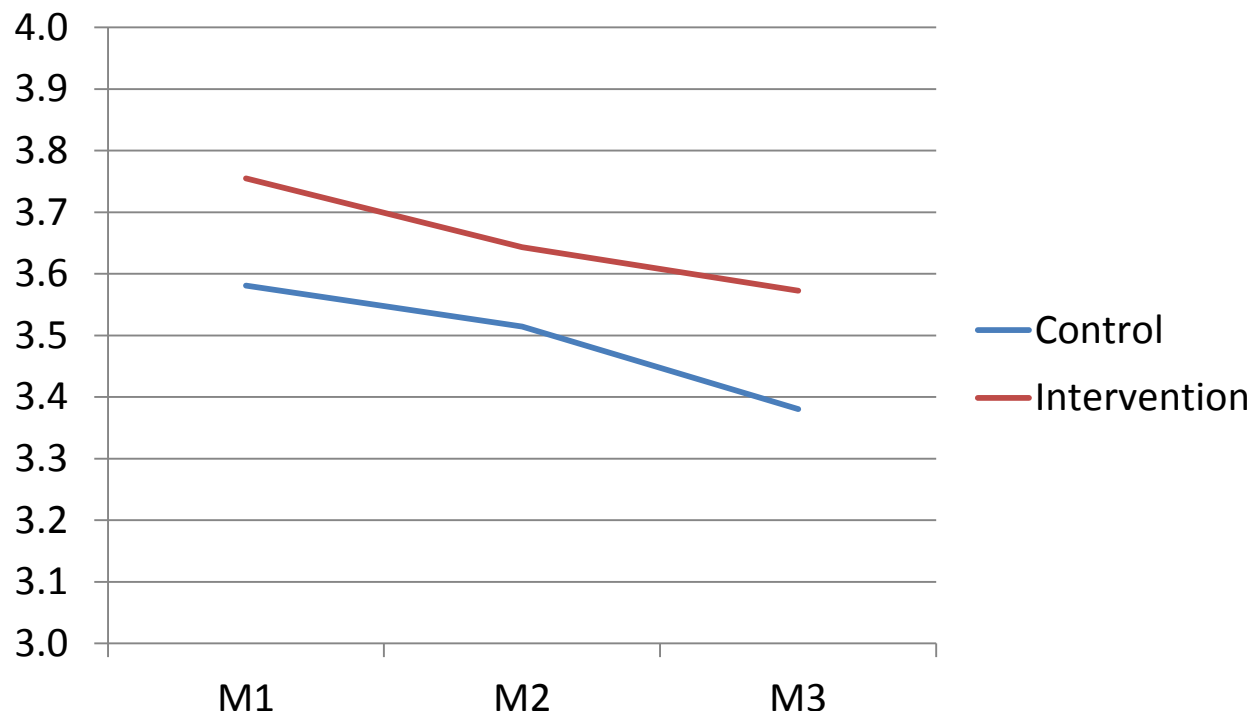
Post-meeting respondents

	Control	Intervention
M1	106	167
M2	94	141
M3	81	106

Role	Mean M1, M2, M3
Youth	33
Caregiver	48
Care Coordinator	33
Professional	75
Other	42

Youth Participation

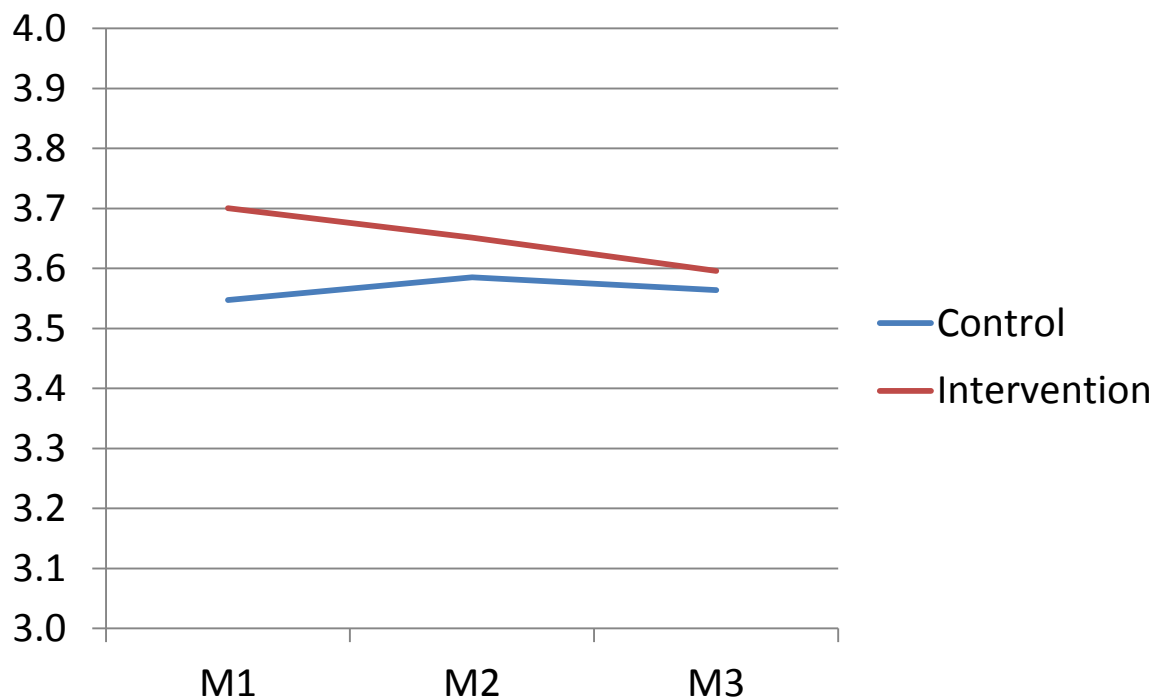
Post-Meeting Survey, All Respondents



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.

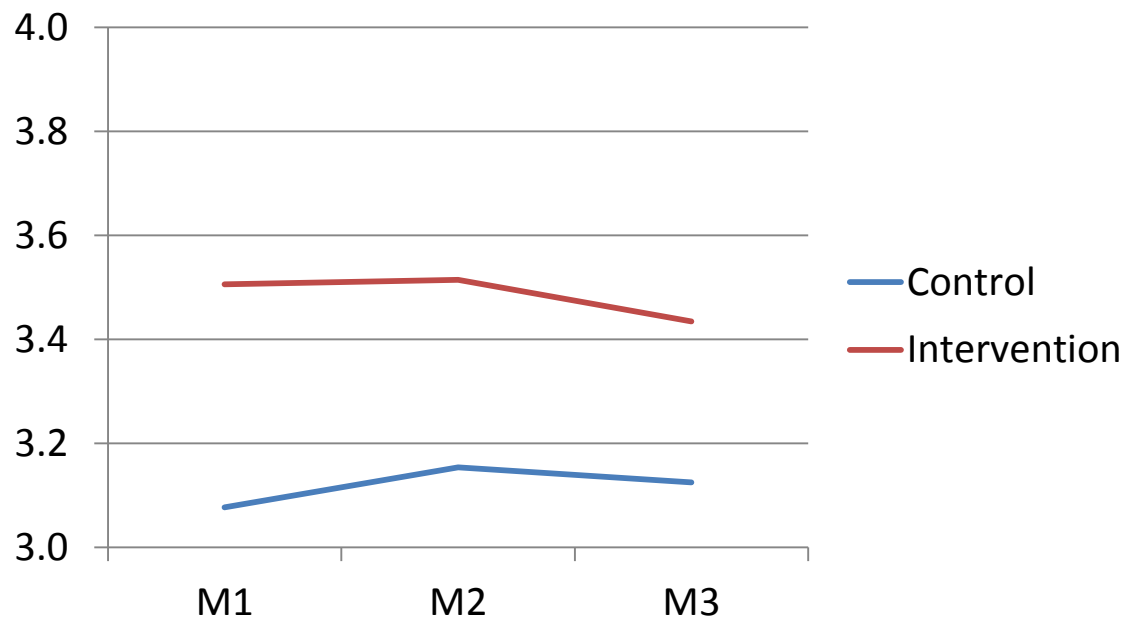
Main effect for intervention $p < .01$



Research & Training Center for Pathways to Positive Futures, Portland State University

Overall Satisfaction

Post-Meeting Survey, All Respondents



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

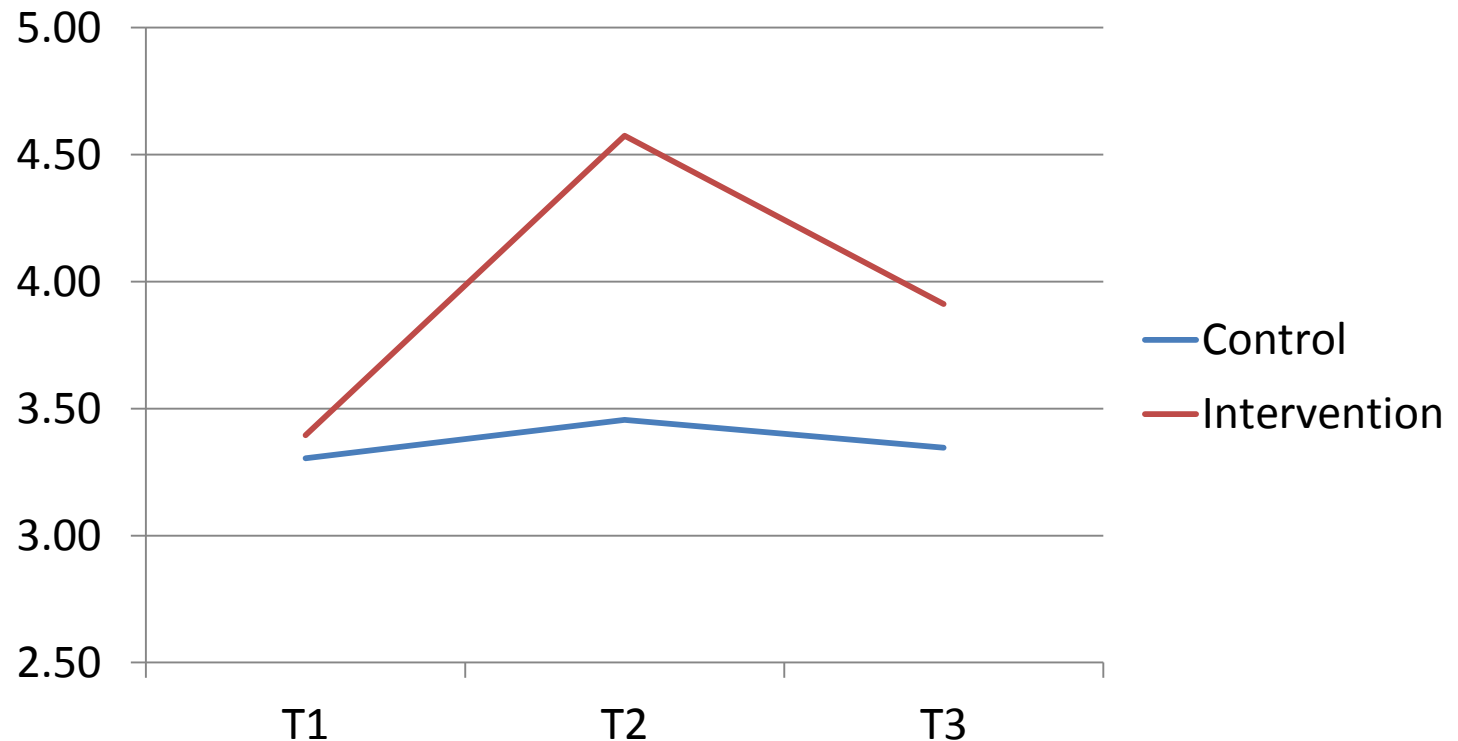
Main effect for intervention $p < .01$

Interview/Assessments

Difference from...						
	T1 to T2			T1 to T3		
	Int	Role	Int * Role	Int	Role	Int * Role
YPP Prep	**		youth*	*		
YPP Planning	*			*		
SFSS Ext				t		
SFSS Int	t			t		

YPP Preparation

All respondents



Youth-Only Measures

Youth Measures		
	T1-T2	T1-T3
WAI	t	*
YES Self		
YES Services		

- 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

Bike to PSU Challen... Virtual Coaching Pla... Human Subjects - R... The Sky I'm Under | ...

amp Admin Workflow Clips Users Groups Preparations Files Parameters Tags Account

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32
33 34 35 36 37 38 39 40 41 42 43 44 45 46 47

AMP+ booster example.MOV (scored by Celeste Moser)



0:00 / 46:33

Youth Driven

- ☒ Not observed
- ☐ Missed Opportunity
- ☐ Present

Strengths

- ☐ Not observed
- ☐ Missed Opportunity
- ☐ Present

Positive Connection to People & Community

- ☐ Not observed
- ☐ Missed Opportunity
- ☐ Present

Expanding Skills & Promoting Discovery

- ☐ Not observed
- ☐ Missed Opportunity
- ☐ Present

Labeling/Skill Promotion

- ☐ Not observed
- ☐ Missed Opportunity
- ☐ Present

Open-ended Questions

- ☐ Not observed
- ☐ Missed Opportunity
- ☐ Present

Reflections

- ☐ Not observed

Save & Continue to Next Segment Save Finish

each Coding Parameters 4.R.15 - Word

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

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Thank you!!!

