



National Wraparound Initiative Webinar Series

# Engaging and Involving Youth in Wraparound

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# Youth Empowerment Support Program

The YES Program is a collaboration between Placer County Adult System of Care, Children's System of Care, and Whole Person Learning. To meet the needs identified by Placer County Systems of Care and feedback received from youth and young adults in our community, we developed four components of our Program:

- Direct Support
- Groups
- Leadership Opportunities
- Trainings

# Mission

“Our mission is to provide a supportive and engaging program that helps young people, among all races, beliefs and cultures, develop tools to achieve their goals. Work to promote effective system transformation, with active participation of young people in our community, through direct support, groups, trainings, and leadership opportunities.”

# Direct Support

Through personal experience and professional training in mental health, child welfare, probation, and education services, a Youth Coordinator provides support and education to transition age youth. Youth Coordinators can provide, but are not limited to, the following:

# Direct Support

- Education about different systems, services, and/or placements and support in how to navigate them;
- Empowerment and support for young adults to participate in services they are receiving;
- Peer to peer mentoring;
- Information and referrals for resources, supports, and services;
- Information and referrals for appropriate leadership, advocacy, and policy change opportunities;
- Support and encouragement for young adults in indentifying and/or building stronger support systems for themselves;
- Education and support for young adults to advocate appropriately for themselves.

# Groups

- These are groups that are designed and guided by youth and young adults in the community to provide peer support, skill building, leadership skills, and/or advocacy and solutions for a particular community challenge.
- We use the tools learned in the Youth Development Institute Training provided through the Youth Development Network (YDN) to facilitate this process.

# Leadership Opportunities

We provide support before, during, and after various leadership opportunities to bring more TAY voice to the table. The following are some examples of possible leadership opportunities:

- Boards/Committees
- Legislation
- Decision making meetings
- Conferences
- System Transformation Opportunities

# Trainings

Trainings identified, developed, and/or provided by youth and young adults that:

- Will promote awareness about challenges and/or perspectives of youth who receive system of care services
- Teach best practices when working with TAY receiving SOC service
- Promote more cultural competence



# Benefits of hiring staff with lived experience:

- Resource not just recipient
- Engage families through peer understanding
- Dual perspective: system and lived experience. This helps with identifying more sustainable system change
- Reduces Stigma

Overall- increase better outcomes and utilize system resources more effectively

# Some things to consider before hiring:

- Cases marked sensitive
- Avenues to build relationships with system staff outside of daily work
- Capacity for consistent supervision and support
- Ask young people in your community where to recruit staff
- Have a young person help you develop the interview questions.
- Have scenario questions in interview
- An avenue to include staff in program development
- System/ Program liaison that meets with program leadership regularly

## Things you will want to do after your staff is hired:

- Identify staffs strengths
- Have a variety of trainings available
- Have site visits planned to go and see all of the different facilities, schools, resources that they will be working with
- Consistent supervision
- Clear expectations with enough flexibility for staff to contribute their own expertise

## More about the structure of our Direct Support Role:

There are three phases of our direct support.

1. Intro/engagement
2. Periodic/intensive
3. Transition

# Intro/engagement

The into/engagement phase includes:

- Initial meeting
- Share a brief overview of our personal experiences
- Identify if they are interested in a youth coordinator
- Define our role
- Define boundaries
- Getting to know the individual better

# Periodic/ intensive

In the intensive/ periodic phase includes:

*(This phase looks very different depending on the individual)*

- Starts- after role is identified and has started to identify goals
- Identify if they will need intensive support or just periodic
- Work on goals/ identify more goals as we go
- Continue to check in with other team members (including the family) and/or go to team meetings
- Celebrate accomplishments and use rewards to motivate

# Transition

The transition phase includes:

Starts- there are other supports in place that can help them with their goals, and/or they are moving out of county, or the person referred has the tools needed to accomplish the goals identified on their own

- Making sure they have the support to accomplish goals (if needed)
- Final celebration
- Although we close after this point we let them know that we are always available if needed in the future

# Data Collection:

Some of the tools you can use for data collections are:

- Referral Form
- Goal Sheet
- Assets Survey
- Ending Survey



# Data Collection:

Collecting data from our referral shows:

- # youth served
- # referrals are made each month
- # of families assigned
- Age of youth served
- Ethnicity
- The type of caregiver or placement
- Referring party/agency
- How many youth were on probation or receiving child welfare, special education, mental health, and/or 26.5 services
- Type of school
- Area being served
- Level of Anticipated Involvement

# Goal Sheet Data:

## Goals sheets:

- Trends in goals identified so we can see where the gaps are
- How many goals are completed
- How these relate to the type of system they are in
- The most common topics that are discussed with each person being referred

# Ending Survey Data:

## Ending surveys:

- Identify things that have changed since the person being referred started in our program (placement, services etc.)
- Length of support
- # closed each month

# Funding Suggestions

- Flexible funding that allows for changes in the program
- Flex fund for needs that come up for youth (ID card, drivers training etc.)
- Benefits for staff, cell phone, and mileage reimbursement if possible
- Stipends, transportation resources
- Find funding that fits the program, don't make the program fit the funding



If you have any further questions regarding  
the YES Program contact:

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Director

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# Achieve My Plan (AMP!): Youth Participation in Planning Teams

RESEARCH & TRAINING CENTER FOR PATHWAYS TO POSITIVE FUTURES

**Janet Walker**

Principal Investigator, Portland State University

[www.pathwaysrtc.pdx.edu](http://www.pathwaysrtc.pdx.edu)



# Why is Youth Participation Important?

- Resource: AMP Advisors Video- Youth Participation and Planning: Why it Matters
  - Pathways website ([pathwaysrtc.pdx.edu](http://pathwaysrtc.pdx.edu))
  - Put “Achieve My Plan” (or just “AMP”) in the site search
  - All the AMP products are described and linked– look toward the bottom of the page

# Aren't We Doing That Already?

- Research shows that few youth *meaningfully* participate in their education, care, and treatment team planning:
  - Schools/IEP
  - Systems of care
  - Wraparound
- Professionals are also dissatisfied with the level of youth participation



# What's to be Gained?

- Engagement increases when people feel they have a choice
  - Choice = more interest, excitement, and confidence
  - When adolescents choose activities, they have more positive mood and higher well-being AND they perform better
- Learning to make plans and achieve goals is an essential life skill. People with higher self-efficacy/self-determination tend to:
  - be more optimistic and hopeful, persist in face of obstacles
  - have better mental health, cope better and avoid depression
  - adopt healthy habits and maintain behavior change
  - do better after high school (youth with disabilities)

# The AMP! Project

- Began over 5 years ago
- Is a research project to develop and test an intervention to increase youth participation in planning
- Advisory Board--Youth, caregivers, providers, research staff—create materials/intervention, advise on research, make presentations
- What would be the characteristics of an intervention with best chance of success?
  - Feasible within resources of agencies
  - Appealing
    - Address concerns of providers and caregivers
    - Be engaging for youth
  - Increases participation in ways that are obvious (and/or measurable) and positive

# AMP! Best Practices

- Best practices derived from research, vetted and refined through work with our advisors and testing for AMP
- Supporting participation includes:
  - Organizational commitment
  - Preparation for youth
  - During the meeting: meeting structures and interactions that promote youth participation
  - Accountability
- AMP is a structured process for implementing these best practices

# Resources

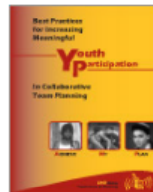
[www.pathwaysrtc.pdx.edu](http://www.pathwaysrtc.pdx.edu)

## Youth Participation Research Summary, Handbook, and Quiz



Human service and educational agencies and systems often convene teams to work collaboratively on plans for serving children or youth. Unfortunately, it is often true that these plans are created for youth, with little input or buy-in from the young people themselves. The latest publication in the "youth participation" series, **Involving Youth in Planning for Their Education, Treatment, and Services: Research Tells Us We Should Be Doing Better**, summarizes available

research indicating that involving youth meaningfully and successfully in planning for their own future is possible and provides benefits for youth and their families.



Another recent publication, **Best Practices for Increasing Meaningful Youth Participation in Collaborative Team Planning**, shares some information about how to create plans with youth, so that youth will see the plans as a means to help them move towards important life goals.



Does your organization support meaningful youth participation in collaborative team planning? A recent 14-item **Self-Assessment Quiz** can help you identify your organization's strengths regarding youth participation, as well as areas in which you can do more.

# Organizational Commitment

- Organizational culture that values youth participation
  - Viewed as a priority, feasible
  - Practically supported
    - Time allotted for the coach role, for related tasks by others
    - Training provided
  - Values that promote youth participation become part of organizational beliefs and practices more broadly

# Preparation

- Youth knows what's going to happen, how he/she will contribute. Youth works together with the "AMP Coach" to
  - Prepare items/goals to contribute to the plan
  - Review the agenda before the meeting
  - Explores the option to handle uncomfortable topics outside the meeting
  - Plan what to say for each agenda item
  - Practice communication skills for the meeting
  - Plan what to do to stay calm and focused
  - Plan how to get support—if needed—during the meeting

# During the Meeting

- No surprises! Ensure that the meeting that the youth prepared for is the meeting that happens
- Keep planning *proactive*
  - Stick with the agenda
  - Dealing with items not on the agenda
- Ensure that everyone is respectful, don't let the meeting get derailed
  - Ground rules, managing items/crises not on the agenda
  - Therapizing, badgering, runaway team member, wanting to help too much
- Keep the meeting efficient, moving ahead

# Accountability

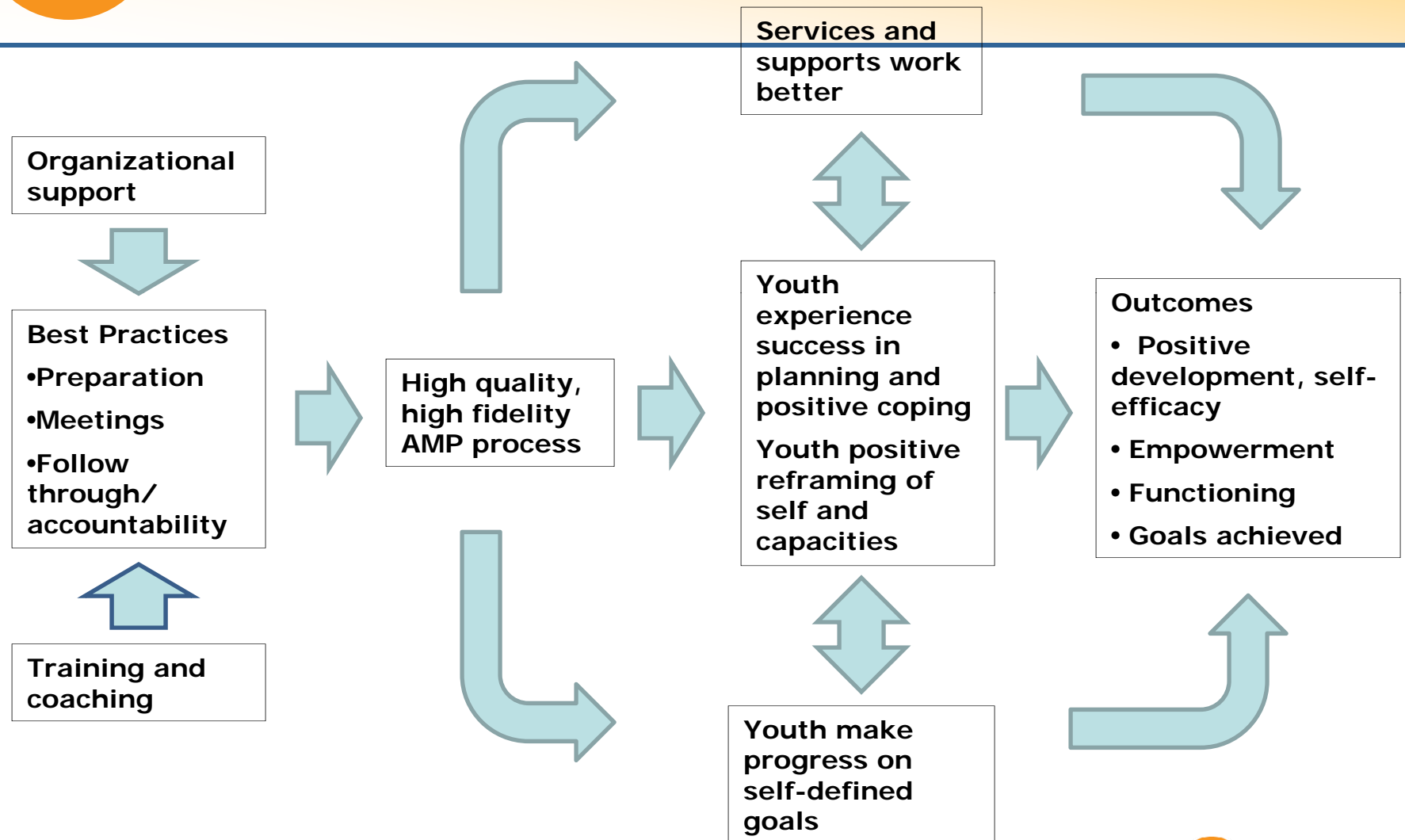
- Accountability to the plan...
  - Record decisions. In subsequent meetings, follow up on who did what
  - Youth has a record of commitments/action steps and access to a copy of the plan
- Assess your efforts
  - “Fidelity”—did the youth get preparation? Were meeting structures and procedures followed?
  - Satisfaction
  - Outcomes: youth participation and empowerment



# Putting it All Together: AMP

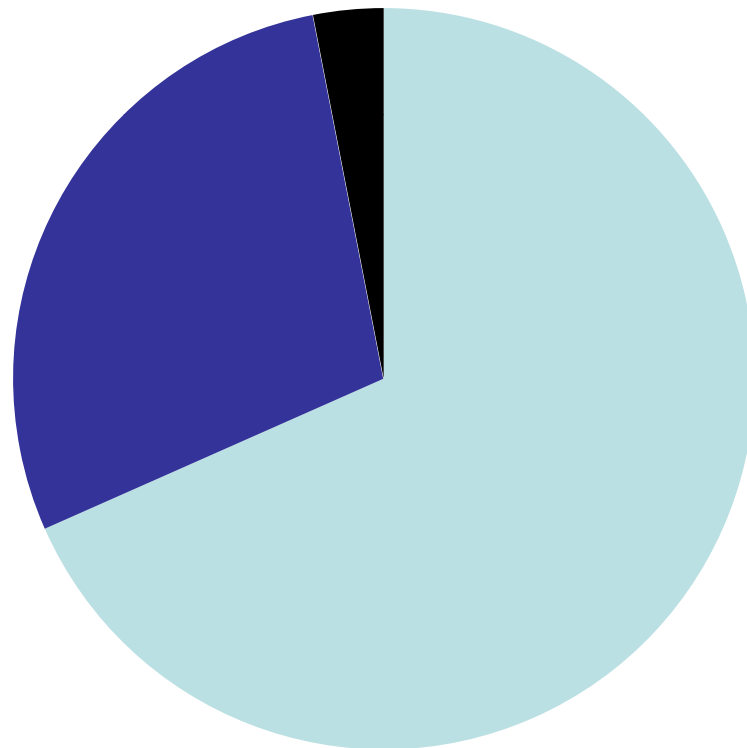
- As we mentioned before, AMP provides structure and support for implementing the best practices
  - **Training and coaching for AMP coaches**, including feedback based on quantitative and qualitative data from videos and surveys
  - **Training and coaching for team facilitators**, including feedback based on quantitative and qualitative data from videos and surveys
  - **Organizational training**, support for implementing AMP structures and procedures
  - **Informational and social marketing materials** for staff, youth, and families
  - **Data analysis and evaluation**

# Summary: How does AMP work?



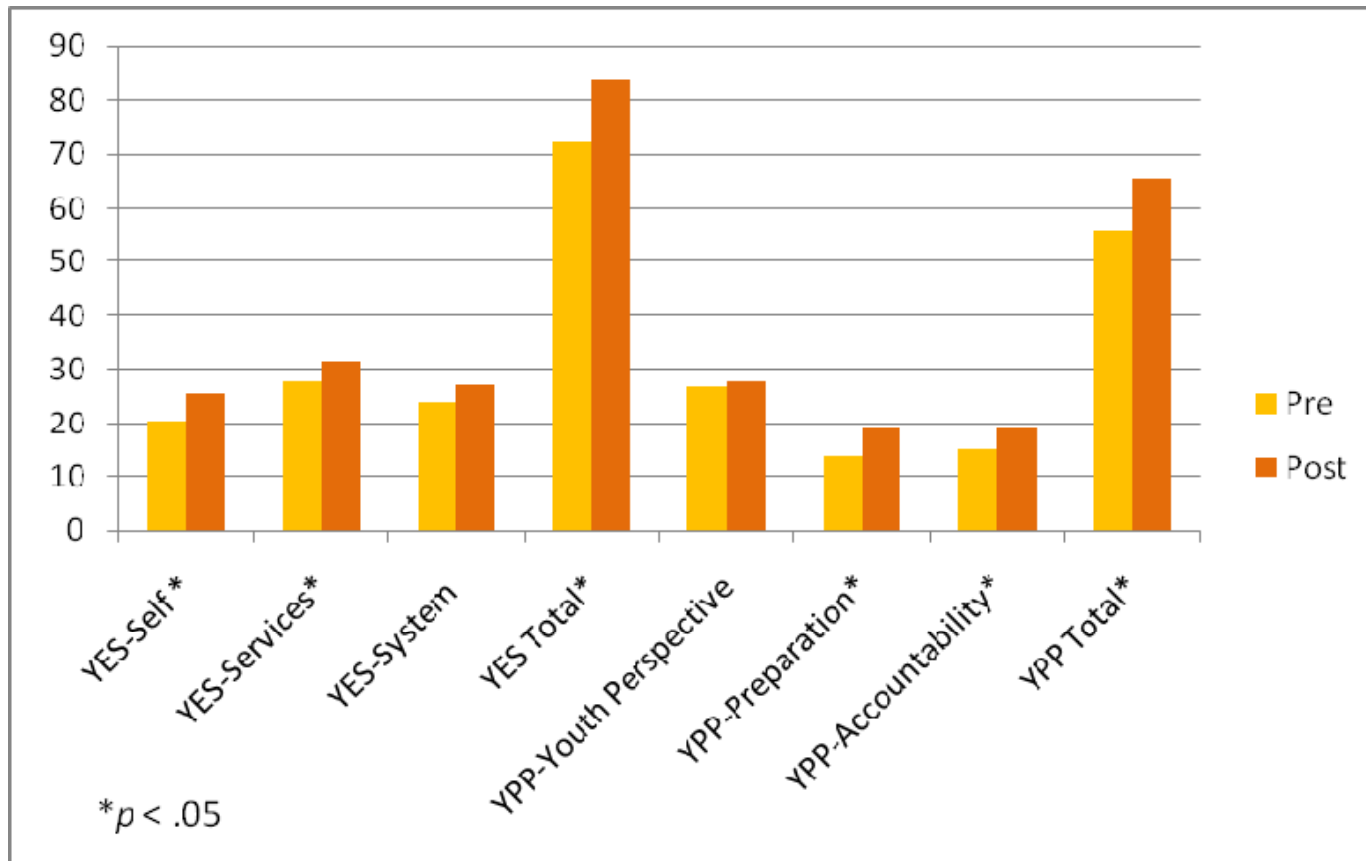
# Satisfaction Data

## First meeting post-AMP

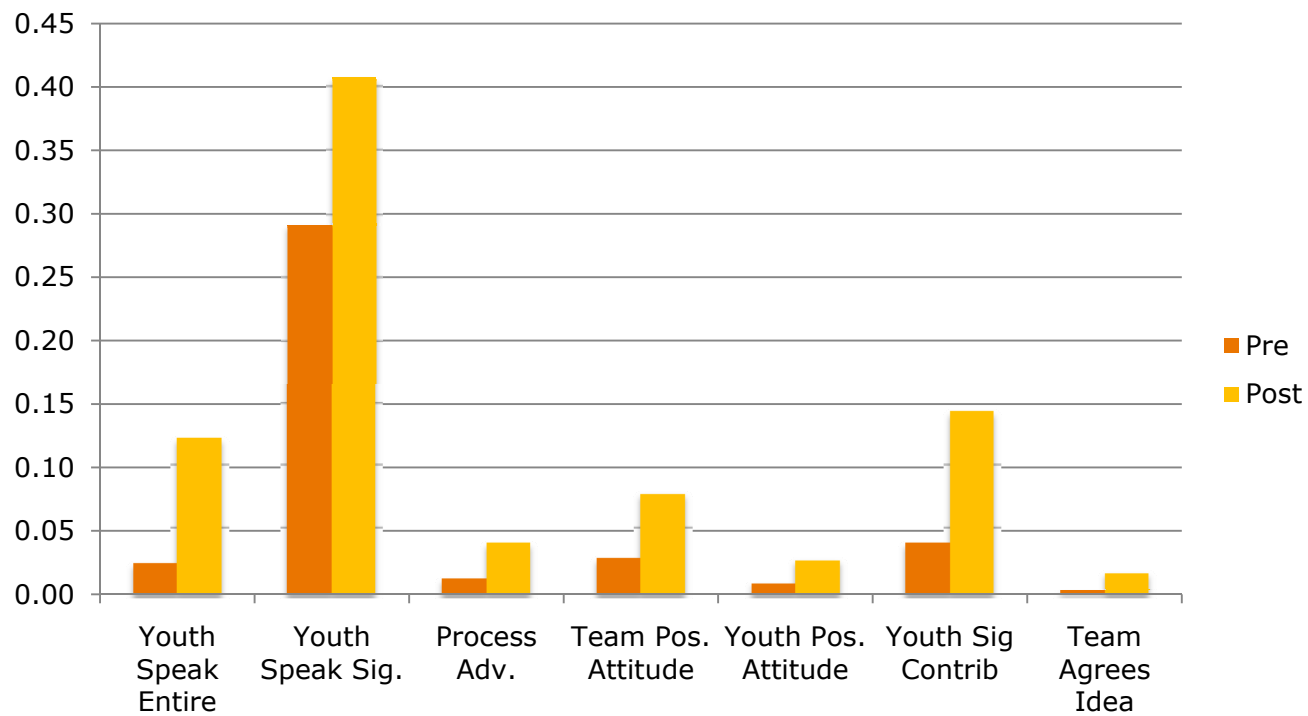


- Much better than usual
- Better than usual
- Worse than usual
- Much worse than usual

# Pre- Post-AMP Survey: Changes in Youth Empowerment and Participation



# Pre- Post-AMP Video Data



[www.pathwaysrtc.pdx.edu](http://www.pathwaysrtc.pdx.edu)

The screenshot shows the website header with a navigation menu on the left, a search bar, and a main content area. The navigation menu includes: Home, About, Research, Training, Publications, and Connect. The main content area features a search bar and a large heading for "ACHIEVE MY PLAN". Below this heading is a "Project Staff" section listing Janet Walker, Laurie Powers, Celeste Moser, Daniel Donohue, and Jen Allen. A "Description" section follows, detailing the "Achieve My Plan (AMP)" study. On the right side, there is a "SPEAK OUT!!" section with a quote and a "RECENT PUBLICATIONS" section listing new factsheets and a book chapter.

**Home** ▶  
**About** ▶  
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**Connect** ▶

SEARCH OUR SITE  Search

## ACHIEVE MY PLAN

**Project Staff:**  
Janet Walker: *Co-Principal Investigator.*  
Laurie Powers: *Co-Principal Investigator.*  
Celeste Moser: *Project Coordinator.*  
Daniel Donohue: *Student Research Assistant.*  
Jen Allen: *Coaching Consultant.*

**Description:**  
**Achieve My Plan (AMP): A Randomized Field-Test of Youth Engagement in Mental Health Treatment Planning**

For young people aged 14-18 with serious mental health conditions, a comprehensive, team-based approach is increasingly seen as the preferred mechanism for creating and monitoring treatment plans. Unfortunately, the young people themselves rarely participate meaningfully in these kinds of interdisciplinary planning teams. As a result, they can become disengaged from the planning process and unmotivated to participate in the planned treatment. The Achieve My Plan! (AMP) study is testing a promising intervention that was developed by researchers at Portland State University, in collaboration with young people who have mental health conditions, service providers and caregivers. The study is systematically evaluating the impact of the AMP

**SPEAK OUT!!**  
"What has been the most difficult thing you have experienced as you transition to adulthood?"  
Read what our youth writers have to say and share your thoughts.

**RECENT PUBLICATIONS**

**New Factsheet:** *What Young Adults with Mental Health Conditions Search for Online PDF*

**New Factsheet:** *Facts About Young Adults, Mental Health, & Online Information Seeking PDF*

**New Book Chapter:** Under New Management: Research Collaboration with Family Members and Youth. In K.E. Hoagwood, P.S.

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# Thank you!

- If you have any additional questions, or would like more information on AMP! or the work being done at Pathways RTC, feel free to contact:
  - Celeste Moser, Project Manager.  
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  - Janet Walker, Principal Investigator/Pathways Co-Director.  
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The **National Wraparound Initiative** is based in Portland, Oregon. For more information, visit our website:

[www.nwi.pdx.edu](http://www.nwi.pdx.edu)



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