Session 1 – 60-Minute Symposium

10:30 to 11:30 AM
Monday, March 5, 2018
Bayshore 5

31st Annual Research & Policy Conference Child, Adolescent, and Young Adult Behavioral Health – Tampa, Florida
TIERS OF PEERS

A MULTI-FACETED BEHAVIORAL HEALTH APPROACH TO WORKING WITH YOUTH AND YOUNG ADULTS
Symposium – youth and young adults
Co-presented by:

Healthy Transitions Grantee Programs

- Healthy Transitions – New Mexico
  Behavioral Health Services
  The Children, Youth and Families
  Department of New Mexico
  Santa Fe, NM

- Healthy Transitions – Valencia County
  Southwest Family Guidance Center
  Los Lunas, NM

- Florida Healthy Transitions
  Network Development & Clinical Services
  Central Florida Behavioral Health Network
  Tampa, FL

- Success 4 Kids & Families
  Tampa, FL
Symposium – youth and young adults
Co-presented by:

First Presentation:

Michael J. Ruble, JD
Healthy Transitions – New Mexico (HTNM)
Project Director

Michael Martinez
HTNM – Valencia County
Youth Outreach Worker – Life Skills Coach

Second Presentation:

Tonicia Freeman-Foster, Ed.D.
Florida Healthy Transitions
Project Director

Tajhah Kittling, BA, CCM
Florida Healthy Transitions
Transitional Specialist

Kiara Santiago, BA, CCM
Florida Healthy Transitions
Transitional Specialist
Symposium Sections

Rapport + Alliance = Engagement

A Successful Formula for a Youth Outreach Worker

Teaching While Learning: Perspectives

From Young Adult Staff

Youth Panel - Discussion

Interactive talk with youth staff from both states

20 Minutes

20 Minutes

20 Minutes
RAPPORT + Alliance = engagement

A SUCCESSFUL FORMULA FOR A YOUTH OUTREACH WORKER
Mr. Michael Martinez

Please, tell us about the role of a Youth Outreach Worker and a Life Skills Coach.
Youth Outreach Workers (YOW)

- Provide outreach to youth in the Healthy Transitions communities
- Provide a warm “hand-off” to clinical services
- Build relationships with community figures and stakeholders
Life Skills Coach (LSC)

- Work with Youth to create a youth-driven plan to help them reach their goals.
- Teach fundamental, educational, and relational skills to youth in the community.
- Connect Youth to resources in the community to aide in their transition to adulthood.
The Relevance of Healthy Transitions

The intentional design of the Healthy Transitions grant, which calls for local/learning laboratories to innovate and identify best practices that work for their respective communities;

- Emphasis placed on the use of evidence-based practices (EBP);
- Emphasis on the ability to scale-up and disseminate; and
- Allows for embracing the notion of community defined evidence
Community Defined Evidence (CDE)

"Is a set of practices that communities have used and determined to yield positive results by community consensus over time and which may or may not have been measured empirically, but have reached a level of acceptance within the community.

**CDE takes a number of factors into consideration, including being:**

- Based on a community's culturally rooted worldview and the historical and social contexts;

- Open to all practices increasing accessibility, availability, and utilization of service delivery practices ultimately improving behavioral health outcomes; and

- A supplement to Evidence Based Practices and Treatments, that emphasize empirical testing of practices and do not often consider cultural appropriateness in their application.”
Rapport, Alliance and Engagement

- Rapport
  - Empathy
  - Awareness
  - Random

- Alliance
  - Partnership
  - Mutual Exchange
  - Personal Bond

- Respect
  - Equality
  - Values diversity
  - Appreciates

- Trust
  - Assurance
  - Caring
  - Consistency
An awareness whereby the clinician actively aligns her interaction to the level and capability of the client which results in more successful communication on a moment to moment basis.
RAPPORT – What is it?

- It is learned and applied by specific observation and reflection of the youth being served

- It is related to similarities in culture, gender attitudes and identity, and background
  (Age being a greater determinant than race or gender - Rosen, Miller, Nakash, Halpern, & Alegría, 2012)

- It is made with the assumption that each youth is unique

- It is empathic, shared and implies a team approach
RAPPORT – What is it really?

- Is the feeling someone “has your back”
- It creates a safe space for the youth
- Is a mutual feeling of respect which allows for an exchange
- Is meeting the youth where they are at that given point in time
How close do you think you are to following this definition when it comes to developing your relationships with the youth? What are some examples?
The qualities and expertise which the youth perceives as potential for help in the practitioner which makes him or her willing to develop a relationship with them
ALLIANCE – What is it?

- It is a reflection of the quality of the interaction
- It is about the collaborative nature of developing tasks to meet goals
- It empowers youth and makes them feel in control [Task-based]
- It helps to relieve attachment anxiety [Relationship-focused]
ALLIANCE – What is it really?

- *It is about the strength of the alliance, not the type (Bordin, 1979)*
  
  - *Is about being calm, truly authentic and attentive*
  
  - *Is skillful with problem solving and teaching new skills*
  
  - *Is open to self-expression, impartial, and allows for a sense of humor*
How close do you think you are to following this definition when it comes to developing your relationships with the youth? What are some examples?
ENGAGEMENT:

THE PROCESS THROUGH WHICH A CLIENT BEGINS TO ACTIVELY PARTICIPATE IN THEIR TREATMENT, AND ASSISTS IN HAVING POSITIVE TREATMENT OUTCOMES

Friedlander, Escudero & Heatherington, 2006; Yatchmenoff, 2005; Tetley, Jinks, Huband & Howells, 2011; Simpson & Joe, 2004
ENGAGEMENT:

IS SIMPLY ABOUT MEETING ANOTHER SENTIENT BEING, HUMAN OR OTHERWISE, WITH RESPECT AND ATTENTION
WHAT IS ENGAGEMENT?

- UNFOLDING PROCESS DETERMINED BY THE YOUTH
- MAY BE ACCESSED AT ANY TIME
- EMPOWERS YOUTH TO DO RATHER THAN HAVING SOMEONE TO DO ON THEIR BEHALF
- CREATES A BRIDGE TO FUTURE SERVICE OPPORTUNITIES
- IMPARTS LIFE SKILLS AND ENCOURAGES ACTIVITY AND SOCIAL INTERACTION
- SUPPORTS A YOUTH’S DECISION TO ENTER INTO TREATMENT
Teaching While Learning: Perspectives from Young Adult Staff

PRESENTERS: TONICIA FREEMAN-FOSTER, ED.D., KIARA SANTIAGO, BA, CCM,
TAJHAH KITTLING, BA, CCM
PROGRAM ELIGIBILITY

- Youth or Young Adult age 16-25
- Residing in Hillsborough or Pinellas County
- Previous diagnosis within DSM-V (Diagnostic and Statistical Manual of Mental Disorders) OR Exhibiting behaviors that meet diagnosis OR Thoughts or behaviors related to self-harm or harm to others
- Receiving or need of services from two or more human service agencies or public systems (i.e. Education, DJJ, child welfare, probation)
- Lack of intensive case management services would result in court involvement or out-of-home placement
Outreach: Community, Events and Individual

2-1-1 Contacted

2-1-1 Intervention Specialists assess the Caller’s needs

Information and Referral Services Only

Crisis Intervention/Suicide Prevention services

Substance Abuse and Mental Health Support & Services

2-1-1 Care Coordinator Follow-Up and Linkage Services - Gain SS

Linkage to HT DS Provider

Linkage to community resources

Wraparound/Intensive Case Mgmt/ TIP Informed Services

Mental Wellness Groups

Care Coordination Services
CONTINUUM OF SERVICES
WHO WE ARE AND WHAT WE DO

- Transitional Specialist – Facilitate wraparound meetings, coordinate and link participants with community based resources and services.

- Transitional Coordinator – Education and vocational specialist focusing on employment and continued education.

- Youth Coordinator – First point of contact, responsible for the Youth Move chapter and facilitates wellness groups.

- Peer Specialist – Peer Support staff required to have lived experience and foster participant engagement using youth driven relatable methods.
WRAPAROUND FOR TRANSITION AGED YOUTH

The Wraparound Model is:
- participant centered
- community oriented
- strengths-based
- highly individualized planning process

The Wraparound process is:
- Aimed at helping people meet their unmet needs
  - both within and outside of the formal human services systems
- While they remain in their neighborhood and homes
  - Whenever possible
PRINCIPLES OF WRAPAROUND

• Voice and Choice
• Team Based
• Natural Supports
• Collaboration
• Community Based
• Linguistically and Culturally Competent
• Individualized

• Strengths based
• Unconditional
• Outcome Based

National Wraparound Initiative – Resource Guide to Wraparound -
http://www.nwi.pdx.edu
WHAT SUPPORT SERVICES ENTAILS

- Wellness Groups
- GED Groups
- Resume Writing/ Mock Interview
- Creating employer relations
- Therapeutic Adventure including, canoeing and hiking
- Meditation including yoga and mindfulness
- Movie Nights
- Violence Prevention

- Budgeting/ Life Hacks
- Learning Healthy Boundaries
- Holiday social networking
- Navigating Postsecondary Education Systems (enrollment, financial aid)
- Youth lead groups
- Youth/Young adult does not have to be enrolled in program to attend wellness groups or engage in any of the above mentioned supports
HEALTHY TRANSITIONS IS:

- a program created to be flexible yet structured
- caters to an individual's needs.
- designed to support youth and young adults
  - during times of challenge through non-traditional methods.
PARTICIPANT EXAMPLE (FAST TRACK WRAPAROUND)

- Contacted 211 and youth coordinator made initial contact
- Was invited to wellness groups and continues to attend
- She needed additional services
- She would soon no longer qualify for Healthy Transitions
- 2 transitional specialists and the transitional coordinator linked up to assist young adult
- Fast Track Wraparound created
- Resources were provided
SYSTEM LEVEL YOUTH INVOLVEMENT

- Cedric has been enrolled in wraparound for a year
- In college and employed
- Needed an internship for school
- Partnered with Success 4 Kids & Families
- Cedric’s internship included facilitating support groups
- Invited to sit on The Performance and Quality Improvement (PQI) Board
  - Promote youth voice
BELONGING IN MY COMMUNITY

- Naomi, 19 year old, on autism spectrum
- Initial visit she locked herself in vehicle and would not speak to Transitional Specialist
- Initially there was no social involvement
- Now - Social involvement to include:
  - Night to Shine Prom
  - 5k Runs
  - Special Olympics (Tennis)
  - Art well-ness group
- Able to communicate with others
- On track for graduation with standard diploma
- Increase grade level comprehension
LESSONS LEARNED PANEL DISCUSSION

- What we expected
- What we have encountered
- What we recommend
- Biggest reward
- Personal reflection / growth

The End
REFERENCES

Bordin ES. The generalizability of the psychoanalytic concept of the working alliance. Psychotherapy, Theory, Research and Practice 1979;16(3):252-260


REFERENCES - Continued


Thank you for attending our Session!