Findings from a Study of Web-Based Remote Training and Coaching to Increase Providers’ Skills for Working with Youth and Young Adults

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Presented at the 31st Annual Research and Policy Conference Child, Adolescent and Young Adult Behavioral Health
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Caitlin Baird is a Research Assistant and Trainer with Pathways RTC at Portland State University. Caitlin has experience working directly with transition aged youth and young adults as a peer support specialist and as a supervisor for peer support specialists in wraparound and other mental health settings. Caitlin has also trained a number of communities on youth driven care, youth voice within organizations, and bringing equitable youth voice into systems of care.
Agenda

- Need for practice that is relevant for and attractive to youth and young adults
- Key elements of that type of approach
- Attributes of a “gold standard” training approach
- Implementing gold standard elements with AMP and VCP
- Evaluation findings from one training project
- Questions
What are key elements of effective approaches for working with emerging adults?

Based on research reports, reviews, expert consensus statements

– Person-centered planning based on YP’s perspective
– Incorporates and builds on strengths
– Fosters connections to positive people and community contexts
– Supports skill building
  – Self-determination skills
  – Skills to function in positive relationships/contexts

Why enhance practice? Research shows...

• Providers unclear about how to implement the elements*
  – Person-centered planning/ strengths-based approach lack structure/definition

• Planning processes don’t appear to be driven by Y/YA perspectives
  – Young people often not engaged
    • IEP, Systems of Care, Wraparound
  – Professionals also dissatisfied with level of/skills for Y/YA engagement and participation

• Early evidence that these can be improved at fairly low cost

Randomized study of Achieve My Plan*

- Enhancement intervention for older youth in Wraparound
- Focused on key elements of effective approaches for Y/YA
  - Youth driven/engagement
  - Structure for person-centered planning
  - Model and teach self-determination skills

- Young people received Wrap with AMP vs Wrap “as usual”

- Findings strongly favored the intervention condition
  - Participation, engagement, alliance with treatment team; meetings more productive and “better” (youth/team members)

*Walker, Siebel and Jackson, 2017
Training for AMP enhancement

Original AMP was delivered by university interns with 6 weeks of training using our Virtual Coaching Platform

– Consistent with training/coaching best practice “gold standard”

– Could we bring to scale doing fully “remote” training?

– What would the costs be, in terms of time and resources?
High quality training and coaching

“Gold standard” elements of practice-focused staff development:

• observation of practice (either live or via audio- or video recording)

• provision of feedback in a manner that is
  – connected to the intervention theory and
  – based on objective criteria

• repeated until specific benchmarks achieved

Dorsey et al., 2013; Kolko, Baumann, & Davis, 2010; Milne, Sheikh, Pattison, & Wilkinson, 2011; Garland, 2013; Herschell, 2014)
Transfer of training to practice
Effect sizes for training outcomes

Joyce & Showers, 2003
Effect size = .4

65% of the people in the intervention group will have a higher score than the mean of the control group.
Transfer of training to practice

Effect sizes for training outcomes

Effect size of training

Joyce & Showers, 2003
Effect size 1.5

93% of the people in the intervention group will have a higher score than the mean of the control group.
Sustainability of “gold standard”

- Fewer than half of EBPs studied in CMHCs sustained over 6 years
- Costs cited as top barrier
- One study* showed ongoing costs
  - Mean total 1-yr cost to agency $65,192
  - Mean cost per client $1,896

*Roundfield and Lang *Psychiatric Services* online first
What about VCP....

...as a cost-effective way to provide gold standard training and coaching?

• ~6 years of developing the approach
  – Obvious advantages, learning about barriers
• Use with a number of different interventions within our Institute

(We refer to the general approach as AMP)
Virtual Coaching Platform (VCP)

- Trainees can log on to VCP and watch examples of actual practice (both good and not so good).
- VCP allows users to submit video of actual practice for trainers to review.
- Trainers observe practice and provide direct feedback regarding specific techniques.
- Trainers then generate a feedback report and create clips of strengths and improvableS for users to view.
- Trainer provide specific coaching related to strengths and improvableS.
Virtual Coaching Platform
AMP Training Content

• Bi-weekly video-conferences cover:
  – Young adult engagement techniques
  – AMP curriculum modules
  – Theory of change
  – Advanced skills (e.g., supporting a young person to make a decision, opening a topic, what to do when things don’t go as planned)
AMP: What Trainees Learn

• Use a set of specific **techniques** to ensure
  – youth driven, **strengths based**/ engagement throughout

• Use a set of structured yet flexible **modules** to support young person’s acquisition of **self-determination skills**
  – Explicit focus on teaching a discreet set of skills—naming, practicing, coaching
Elements of AMP

- Strengths
- Dreaming
- Narrowing down
- Identifying support
- Plan B
- Let’s find out

- Anticipating the situation
- Effective communication
- Identifying support
- Agenda Planning

- Take Action!
- Community activity
- Meeting with care team
- Meeting with gatekeeper

Engagement techniques: open ended questions, reflections, descriptive praise, normalizing, checking in
AMP Modules

- Preparing for a meeting (P4M)
- Vision to Activity (V2A)
- Booster check-in
- Taking Action!

Taking Action:
- Community activity
- Meeting with a gatekeeper/facilitator
- Team meeting
AMP Training Process

– **Learn** about the module during a video-conference.

– **Observe**: Log into VCP to watch an experienced coach.

– **Practice** doing the module, video record, upload to VCP.

– **Get feedback** on strengths and “improvable”s via the teleconference and report from VCP.

– **Repeat!**
# Feedback Report

**Created On**
Aug. 19, 2016, 1:29 p.m.

<table>
<thead>
<tr>
<th>Segment/Parameter</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>#4 / Feedback: Improvables</td>
<td>I like how the coach is adapting by saying, &quot;yeah, totally, this is your choice. So if you choose not to do the dream wheel that's OK.&quot; The coach goes on to explain a little bit more about the dream wheel. Perhaps it could have been helpful to prompt the YP about what his dreams are for this year (YP said in previous segments that he doesn't like to plan further out than a year), or even offer to do the dreaming for what his dreams are for today.</td>
</tr>
<tr>
<td>#5 / F. Technique: Normalizing</td>
<td>see comment for sharing your story</td>
</tr>
<tr>
<td>#5 / I. Technique: Sharing Your Story/Peerness</td>
<td>Nice job sharing your story and normalizing about not wanting to plan out for long term.</td>
</tr>
<tr>
<td>#6 / B. Technique: Reflections/Stitching Together</td>
<td>Coach says, &quot;I totally hear you. It sounds like you are not in a spot you are in right now where you are willing to dream towards the future. You prefer to focus on right now. Did I get that right?&quot;</td>
</tr>
<tr>
<td>#8 / A. Technique: Open-ended Questions</td>
<td>Coach asks, &quot;is there a goal you want to work towards?&quot;</td>
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Feedback Process

• Discuss areas of **strength**
• Discuss areas for growth or “improvables”
  – Clarify any confusion about the **curriculum** or steps in the module
• Provide **overall** feedback and areas for the trainee to focus on
• Answer **questions** & discuss “**real world**” **implementation**, if necessary
# Learning Practice Agreement

**Supervision Learning Practice Agreement**

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<thead>
<tr>
<th>Date</th>
<th>Peer Name</th>
<th>Sup Name</th>
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**Peer Strengths, Growth Area, Goals, and Next Steps:**

<table>
<thead>
<tr>
<th>Peer's Strengths</th>
<th>Area for Growth</th>
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**Training Goals, Support Plan, and Next Steps**

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**Checklist: Did the Peer and the Supervisor Do the Following:**

- [ ] Peer and Supervisor discussed peer’s strengths
- [ ] Peer and Supervisor discussed at least one area for growth/improvable
- [ ] Peer and Supervisor identified any support needed
- [ ] Peer and Supervisor planned for next steps to meet training goals and updated the Learning Practice Agreement form
Feedback is...

• Strengths-based and focused on growth
  – Provides specific examples of “improvables”
  – Offers suggestions on how to navigate a similar interaction in the future

• Connected to the youth engagement techniques

• Customized and builds on the skills the trainee is focusing on
  – Basic to more advanced over time
AMP Certification

- Trainees must demonstrate the ability to deliver the AMP curriculum to fidelity
- Trainees must pass the AMP certification quiz with a score of 80% or better
Training Satisfaction

** differences significant p<.05
Early and late skills as demonstrated in videos

- Trainer and research assistant coded each video to ensure reliability

![Bar chart](chart.png)

Paired samples t-test/Wilcoxon signed rank, all significant <.001
AMP Training Evaluation Study

- Trainees’ ratings of confidence regarding skills in specific areas

Paired samples t-test, all significant <.05
Resources and Questions

• AMP tools and tip sheets
  https://www.pathwaysrtc.pdx.edu/featured-products

• Recorded webinars
  https://www.pathwaysrtc.pdx.edu/webinars-previous

• Questions?
Acknowledgments/Funders

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