

Module 10:

Using Evidence-Supported Practices and Individualizing Interventions

Objectives

1. To locate, adapt, and incorporate new knowledge to build services that are evidence-based.
2. To understand the distinctive and common features of best practices based on positive youth development.
3. To adapt services based on cultural preferences and individual circumstances of emerging adults.
4. To develop knowledge and skills to evaluate and improve programs in partnership with young people.

Training Video



Promoting Recovery 2



View the video at YouTube:
<https://youtu.be/huMvflh26eE>

Video Discussion Questions

A young person fills out a questionnaire about her recovery as part of a transition program. A service provider facilitates this process. After viewing the video segment, the team addresses the following questions:

1. When she says she wants to be in therapy, what might the service provider ask her to more fully understand this answer and to help her examine it?

2. There is a brief discussion of a medication decision in this video segment. What questions might the service provider ask to explore ways to collaborate with health care providers to make health-related decisions?
3. What would you do to help the young person to look more closely at her answer to the question, “How do you want to feel in three years?”
4. The young woman reveals that she would like to “go away for a day” with no outside contacts. What might you ask to follow up that statement and learn more about how that might add to her recovery?

Role Play for Practice and Discussion



Supporting Youth Voice ~ Amy

Amy, who is 16 years old, is an academically capable student and extremely motivated to be successful, despite struggling with depression. She knows exactly what she wants in life and is not afraid to go after her goals. Both of Amy’s parents died when she was young and she has been in several foster care placements that did not work out. Amy had tried very hard to find a solid placement for herself by asking friends’ parents if she could stay with them and if they could become her foster parents. Unfortunately, none of them worked out for her. Amy identifies as bi-sexual and is currently in a temporary placement with foster parents who are against her “lifestyle” choice. She is desperate to find a place to call home. Amy’s caseworker has referred her to the wraparound services program where you work because she feels that Amy needs extra support.

Training Role Play Instructions

Volunteers will be needed to play the roles of Amy and the wraparound worker and will need to read the description of the situation and relevant perspective carefully and take a few minutes to get “into” the role. Other team members will observe the role play and be prepared to discuss.

Service provider engages Amy in conversation and guides discussion in directions you think would be helpful in understanding her situation and needs more fully and beginning to think about possible next steps. Pause at a natural break after 10-12 minutes.

Amy

Put yourself in Amy's shoes, having been in multiple placements and miserable in the current placement. Imagine your distress and anger at feeling rejected by your current foster parents because of your sexual orientation and sad that you've not found a caring family among your friends' parents. Imagine your goals are to get a job and be able to go to college, and your sense of urgency to get into a situation that will enable you to achieve your goals. You've met the wraparound worker briefly and are hopeful that she will be able to help you. Now what are you going to say to her? Think about what you want to achieve from the meeting.

Service Provider

Imagine you are working as a service provider in a wraparound services program. Amy was referred to you by her caseworker who feels she needs extra support. You've talked with Amy's caseworker on the phone and you met Amy briefly last week, so you are aware of her situation, but you didn't have time to develop a plan because of another appointment. Think about how you could support Amy to be proud of all that she is, including her sexual orientation. Think about how you would engage Amy in talking about her goals and dreams, and potential sources of help and support. What do you hope to achieve in this session? Think about how you will demonstrate to Amy that you hear her. How will you know that Amy feels heard?

Observers

Note where the service provider engages in any or all of the following activities:

- *demonstrates appreciation of Amy's strengths,*
- *invites Amy's definition of the concerns and ideas about what would be helpful,*
- *demonstrates increasing understanding and empathy with Amy's situation,*
- *identifies supports in Amy's life,*
- *motivates her toward taking steps toward beginning change, and*
- *identifies first achievable steps in change process.*

Notice where/when Amy seems more engaged and communicates that she feels heard and more hopeful about the possibility that her situation could improve.

Discussion of Role Play

First, the person playing the role of Amy shares their perspective about what was most and least helpful in the interaction and where they felt most supported. Next the person playing the wraparound worker describes their choices about how to engage with Amy, where they felt the meeting went well and what they might have done differently. The wraparound worker invites observers to share their questions and ideas in response to the school counselor's specific areas of concern. Observers may also ask Amy questions about their perceptions of the interaction.

Module 10 Discussion Questions

Here we offer questions to guide discussion of how module 10 content could be applied in your team's work in the local area and with the young people you serve:

1. What evidence-based approach(es) have you received training in? How have you been able to apply this approach in your local context or with a culturally specific youth or family?
2. What have you found to be common features of how you successfully work with young people and/or families of transition aged youth? Make a list of your preferred strategies and discuss examples. How could you improve?
3. How have you asked for feedback from youth on how helpful you have been? What specific feedback did you ask for? Did you use a specific tool for checking on outcomes? How did you respond to their positive and negative feedback?
4. Has your program engaged in a program evaluation and if so, how did you/could you involve young people and/or their families in evaluation?
5. What roles for engaging young people in system or program change exist at your organization? In what ways have you seen services improving in response to youth input?