

Promoting Positive Pathways to Adulthood

Pathways Transition Training Toolkit, 2nd Edition: A Self-Study Guide for Service Providers

A Self-Study Guide to Accompany the **Promoting Positive Pathways to Adulthood** Online Training Modules



Promoting Positive Pathways to Adulthood

Pathways Transition Training Toolkit, 2nd Edition: A Self-Study Guide for Service Providers

Pauline Jivanjee, Eileen M. Brennan, Leigh Grover, Maria Carolina Gonzalez-Prats, Ryan Melton, Katie Hayden-Lewis & members of the Pathways Transition Training Partnership

Acknowledgment

We thank Sharice Jackson, Corinne Spiegel, Shannon Turner, & Mary Beth Welch for their contributions to this toolkit. We are also grateful to Vanessa Klodnick and the youth program clinical administrators of Thresholds who provided review and consultation.

Suggested Citation

Jivanjee, P., Brennan, E. M., Grover, L., Gonzalez-Prats, M. C., Melton, R., Lewis, K. H., & Members of the Pathways Transition Training Partnership. (2019). *Promoting Positive Pathways to Adulthood: Pathways Transition Training Toolkit, 2nd Edition: A Self-Study Guide for Service Providers*. Portland, OR: Research and Training Center for Pathways to Positive Futures, Portland State University.

Table of Contents

Introduction 4

The Modules..... 5

Note about Using the Study Guide..... 6

Module 1: Partnering with Youth and Young Adults 8

Module 2: Promoting Recovery 10

Module 3: Increasing Cultural Awareness and Building Community Support..... 13

Module 4: Increasing Resilience and Family Support 15

Module 5: Promoting Cross-Cultural and Intergenerational Relationships..... 17

Module 6: Providing Individualized and Developmentally Appropriate Services: Neuroscience and Trauma-Informed Care 19

Module 7: Supporting Young People’s Healthy Relationships..... 21

Module 8: Planning Partnerships and Collaborating to Bridge Service Gaps 23

Module 9: Promoting Support from Family, Peers, and Mentors 25

Module 10: Using Evidence-Supported Practices and Individualizing Interventions..... 27



Introduction

Promoting Positive Pathways to Adulthood (PPPA) is an online knowledge translation initiative that was developed to address the need for well-trained service providers to work with youth and young adults in the transition years who have mental health needs. The training integrates the best available practice and research knowledge on how to increase the engagement of transition age youth with serious mental health challenges in services. The training modules are designed to increase the capacities of direct service providers, including peer support providers and family support providers who are working with youth and young adults aged 14-29 who have mental health difficulties, and their families. Participants will gain increased awareness of the unique needs of youth and young adults in the transition years, skills to engage with young people, and skills for collaboration with families and across the agencies and systems in which young people are involved. Ten hour-long online training modules were designed in consultation with a national advisory group of young people, family support specialists, cultural experts, service providers, educators, and researchers.



The skill-building trainings are based on a positive youth development and empowerment framework and highlight research findings that can be directly applied to practice. Each module is aligned with one or more core competencies for working with youth and young adults and their families. In line with current best practices for online education, PPPA incorporates: video segments featuring young people with behavioral health service experience, service providers, and family members; current research-based knowledge; interactive exercises; knowledge tests; and, downloadable resources, references, glossaries, and transcripts. To support knowledge translation into practice, the accompanying self-study guide includes implementation assistance in the form of practice scenarios based on real-life situations, video segments with questions, and questions that invite you to apply your new learning to practice in your local context. The identities of the participants and details in their stories have been changed to protect individuals' privacy and to increase the relevance of the scenarios to different types of service providers in different organizational and community contexts.



The Modules

Module 1:

Partnering with Youth and Young Adults

Module 2:

Promoting Recovery

Module 3:

Increasing Cultural Awareness
and Building Community Support

Module 4:

Increasing Resilience and
Family Support

Module 5:

Promoting Cross-Cultural and
Intergenerational Relationships

Module 6:

Providing Individualized and
Developmentally Appropriate Services

Module 7:

Developing Healthy Relationships

Module 8:

Planning Partnerships with Providers
of Other Services and Collaborating
to Bridge Service Gaps

Module 9:

Promoting Support from Family,
Peers, and Mentors

Module 10:

Using Evidence-Supported Practices
and Individualizing Interventions



Note about Using the Self-Study Guide

Activities in the self-study guide are designed to engage you, as a service provider, in applying the knowledge and principles addressed in each module in your own practice with young people, their families, and communities. The goal of all these activities is to increase your practice skills and use of creative approaches to supporting young people.

Depending on the community and types of young people you serve, you may find some of the scenarios and videos more applicable than others. For example, some may be more clinical than the program you work in, or they may focus on a youth population that is not served or served only occasionally by your agency. If so, we encourage you to use the discussion questions that best apply to your role and the specific populations you serve. We recommend setting aside time to consider the scenarios and your responses to them. You might also want to note your responses to questions, so that you can reflect on them later. If any scenarios describe situations similar to ones you have encountered in your work, you could also plan to discuss them later with a colleague or supervisor.



Modules 1 - 10

- Practice Scenarios
- Video Segments
- Questions

Module 1:

Partnering with Youth and Young Adults

Objectives

1. To be familiar with core competencies for effective practice with youth and young adults with mental health conditions.
2. To understand the challenges facing young people engaged in mental health services.
3. To know the principles of positive development and empowerment for youth.
4. To build and sustain trusting relationships with youth and young adults.
5. To meet young people's self-identified needs.

Scenario



Working with Homeless Youth ~ Brittany

Brittany (aged 15), her dad and older brother were homeless and moving from hotel to hotel, and she reported that she did not get along with them. Brittany's mom had separated from the family when Brittany was very young. Brittany faced many mental health challenges and had a history of self-harm. She was taking medication prescribed by a psychiatrist and had been referred for wraparound services. Brittany's goals were to include her voice in her team meetings and be able to be the facilitator of her meetings. Recently she ran away and was missing for two weeks. When she returned, she shared stories of things that she experienced while being on the run. She had tried many drugs and put herself in some situations that she described as very dangerous. She said that she did all of this because she hated living with her dad and brother.

Questions for “Brittany” Scenario

After reading and thinking about the scenario above, consider the following questions:

1. How would you respond to Brittany’s disclosures?
 2. What assumptions or biases about Brittany and her family would you need to check?
 3. How might you talk with Brittany about her situation?
 4. Given Brittany’s desire to have her voice heard, how would you work with her on this goal?
 5. What resources or supports might you explore?
 6. How might a peer support provider work with Brittany?
 7. Whom might you consult with?
-

Module 1 Questions

Here we offer questions to guide your thinking about how module 1 content could be applied in your work in the local area and with the young people you serve:

1. What or who was helpful to you as you navigated the transition to adulthood? What were the biggest challenges you encountered and how did you address them?
2. Think of a situation when you had difficulty engaging a young person in your work with youth. What strategies were most effective in forming a trusting relationship?
3. In a first meeting with a young person who is depressed or withdrawn, what are some ways to increase their engagement in a conversation about strengths and needs? Can you think of an example? Imagining yourself in the young person’s shoes, how would they prefer to work toward identifying strengths and needs? What would need to be in place to encourage this young person to not only open up, but also engage in critical thinking with you?
4. How do you apply an empowerment approach with a young person who has never been asked to identify goals or whose goals you believe are inappropriate according to legal standards? How do you manage your own responses when working with youth whose goals don’t fit with your personal sense of ethics? Can you think of an example of when you did this successfully? What did you do? What did you learn from a situation like this when it went less well?

Module 2:

Promoting Recovery

Objectives

1. To understand the meaning of recovery for youth and young adults in the transition years (14-29) who have mental health conditions.
2. To partner with young people to identify and implement preferred strategies for wellness and recovery.
3. To find reliable information about mental health and effective treatments.
4. To engage in shared decision making with youth, young adults, and families.

Scenario



Issues of Mental Health and Spirituality ~ Daniel

Daniel is a 19-year-old young man who lives alone in an apartment and works at a local restaurant. Daniel moved away from his parents' community and into your area after experiencing his first inpatient psychiatric hospitalization. Daniel experiences symptoms of psychosis and mania consistent with a diagnosis of Bipolar I. Daniel has a strong connection to his sense of spirituality and explains the experiences you think are clinical symptoms as a spiritual awakening.

Daniel has chosen to not take medication to reduce his symptoms. You are concerned about the high risk for his symptoms worsening. Daniel has told you he is concerned that you and he do not share the same faith. Just before a meeting with the team psychiatrist to talk about Daniel's problems with sleep, Daniel shares with you his concerns about his inability to explore topics that are meaningful to him. He explains that there is information that only believers in his faith can discuss. He is not sure if he should drop out of treatment given the enormous differences between his beliefs and you, your team, and the mental health system.

Questions for “Daniel” Scenario

After reading the scenario above, think about the following questions:

1. How do you think Daniel would want you to talk to him about his beliefs? How might you talk with him about his beliefs?
2. What biases would you need to consider as you work with Daniel?
3. Given your concern about the potential for Daniel’s mental health to deteriorate, how might you engage him in services?
4. How do your own spiritual beliefs as well as your training in mental health affect how you think about this situation?
5. What other aspects of Daniel's life might you explore? What tools might you use to help you with this exploration?
6. What professionals would you consult with? What other people would you consult with and why?
7. Think of a time when you worked with a young persons who could not relate to you because of cultural or other differences and identify what you did to facilitate their engagement. How might this experience be helpful in thinking about how to work with Daniel?

Module 2 Questions

Here we offer questions to guide how module 2 content could be applied in your work with young people:

1. How have you partnered with young adults to identify and adopt healthier ways of living? What have you found to be an effective way to learn how a young person takes care of their health and mental health? What have you done to facilitate young people's adoption of healthier ways to manage their mental health?
2. What aspects of youth culture are important to consider here? How do you incorporate youth culture in your work?
3. Are there times when you have struggled in your work with youth or young adults? What did you learn from those experiences? How do you approach your work differently following those experiences?
4. How can peers be helpful in supporting young adult recovery?
5. What sources of mental health and treatment information have you shared with youth and/or their families? How have you helped them to recognize better sources of information?
6. How do you engage young persons who push back against your suggestions? What might you do to increase their involvement in discussions about recovery and wellness?
7. How have you worked with family members around shared decision-making? What have you done when a family member's view differed from the young person's?
8. What do you do to take care of your own wellness in the context of stressful work in environments with limited resources for meeting the complex needs of young people in the transition years?

Module 3:

Increasing Cultural Awareness and Building Community Support

Objectives

1. To understand the continuum of cultural awareness and development of cultural responsiveness.
2. To gain self-awareness, getting past stereotypes and biases.
3. To be aware of the diversity of Native American communities and issues affecting Native young people in their historical and community contexts.
4. To appreciate Native American ethnic and cultural identity development.
5. To address oppression and trauma with Native American young people.
6. To build support for Native American young people.

Training Video



Increasing Cultural Awareness



View the video at YouTube:
<https://youtu.be/TrCS81Suzcg>

Video Questions

In this video clip, the young woman talks about her exploration of her cultural identity through learning about her family's African American and Native American cultural roots, and connecting with a culturally specific youth-serving organization. After viewing the video segment, consider the following questions:

1. Why is it important for her recovery to look at the complex cultural heritage that is part of her life?
 2. How does she see her family as both supportive and as problematic?
 3. What is the added support she can receive from a culturally-specific youth development organization?
 4. How would you approach this scenario if you don't share the same cultural or racial background?
 5. Regardless of your background, how do you think you could support this young person?
 6. What questions might you ask this young woman if you were working with her on examining her life goals?
-

Module 3 Questions

Here we offer questions to guide your exploration of how module 3 content could be applied in your work with young people:

1. What is your cultural identity? How important was your cultural identity to your family and/or community growing up? What are the ways in which your cultural identity intersects with your other personal characteristics (such as age, gender, race, education) to shape the ways you relate to other people?
2. How is your sense of cultural identity helpful in your work with Native American youth and young adults and/or other young people whose racial/ethnic/cultural identity is different from yours? Can you give an example?
3. What have you done to prepare yourself to provide culturally responsive services to Native American youth and/or other youth whose background is different from yours? Is there an example of what you have done to prepare to work with a specific Native youth?
4. How have you addressed trauma and oppression in your work with Native youth?
5. How can you assist Native American youth to develop a sense of positive ethnic and cultural identity? What have you done to support youth in their cultural identity development?
6. What have you done to connect youth with their cultural community?

Module 4:

Increasing Resilience and Family Support

Objectives

1. To be aware of the risks, resilience, and protective factors in African American and Black communities.
2. To understand the processes of racial identity development and racial socialization.
3. To appreciate the diversity of African American and Black young people and their families and mental health disparities.
4. To address oppression and trauma with African American and Black youth.
5. To gain skills for increasing youth resilience.
6. To build support for African American and Black young people and their families.

Scenario



Working with Peer Support Providers to Bridge Cultural Difference ~ Tracey and Anna

Tracey is a 16-year-old African American young woman living with her grandparents in kinship foster care. Tracey is part of a large and very close extended family. There was conflict with her grandparents because Tracey was staying out late and wanting to bring friends to their home. The grandparents kicked her out several times because she wasn't following their rules. When this happened, she would stay with other family members or sneak back into the house later to sleep in her own room. At times she was homeless, moving from family member to family member.

Tracey was involved in a peer support project with a focus on preparing youth for the transition to adulthood, including attending college, and was working with a peer support provider, Anna. Coming from an Irish American background, Anna had grown up in a family where family members avoided each other when there was conflict and she found it hard to understand Tracey's choice to keep returning to her grandparents and arguing with them. There was cultural tension because Anna could not understand why Tracey kept going back to the grandparents' home after a conflict. Anna reported to the team her frustration with trying to help Tracey and disagreeing with her choices.

Questions for "Tracey and Anna" Scenario

After reading and thinking about the scenario above, think about the following questions:

1. Why is Anna frustrated?
2. How do your own cultural background, experiences, and attitudes affect your responses?
3. As a colleague, how would you respond to Anna's frustration?
4. What approach might you suggest in her work with Tracey?
5. What resources or supports might you suggest that Anna explore to assist with her work with Tracey?
6. If you work as a member of a team, how does the team support staff members who are experiencing challenges in their work related to cultural difference? How do you support other team members who encounter cultural tensions?
7. What is your racial/ethnic/cultural background? How has this shaped your beliefs and how do your beliefs affect how you do your work? How have your beliefs interfered with your work with young people and how can you avoid that?

Module 4 Questions

Here we offer questions to guide your examination of how module 4 content could be applied in your work with young people:

1. What do you see as the benefits for African American youth and families of having a service provider that understands their racial/cultural experience?
2. What have you done to prepare yourself for working effectively with African American youth and families? How have your perceptions of African American youth and families changed as a result of your work?
3. What are the risk and protective factors affecting the African American youth you have worked with? Give an example of how you have worked with a youth to reduce the impact of risk factors and increase protective factors.
4. What have you done to strengthen family and community support for an African American youth? Can you think of an example?
5. How have you addressed oppression and/or trauma with an African American youth? Think of an example of what you did that was most helpful.
6. How has your cultural identity intersected with your other personal characteristics (such as race, gender, age, educational level) to shape the ways you relate to other people?
7. This module describes how taking account of intersectionality leads to exploring how young people emphasize certain aspects of their identity (or choose not to) in each specific situation. How do you define intersectionality? How do you address intersectionality in your work?

Module 5:

Promoting Cross-Cultural and Intergenerational Relationships

Objectives

1. To appreciate the diversities within the Hispanic or Latino community and the immigration experience.
2. To be aware of mental health disparities affecting Hispanic or Latino youth and young adults and their families.
3. To understand ethnic and cultural identity development, bicultural development, and intergenerational relationships in Hispanic or Latino families.
4. To address oppression and trauma with Hispanic or Latino youth and families.
5. To gain skills for working cross-culturally and building support for Hispanic or Latino young people and their families.
6. To consider the implications of this information for work with immigrants of other cultures.

Scenario



Cultural Definitions of Mental Illness ~ Juanita

Juanita is a 23-year-old Mexican American female. She lives with her parents and until recently had been attending the local college. Juanita went in for a routine visit to see her primary care doctor and ended up sharing with an advocate who works with the clinic that she has been seeing very unusual images and hearing sounds that scare her. She also shared that her family had recently taken her to a *curandero* to have these experiences addressed. Juanita tells the advocate that the meeting with the healer did not make the experiences go away. Her family does not know she is afraid of the experiences. Juanita is terrified that if her family learns that she feels afraid of the experiences she is having they will either make her leave their home or send her back to the *curandero* for an exorcism or another form of a healing ritual. You are meeting with Juanita for the first time with the advocate. She has told Juanita you are someone she trusts who might be able to help her with her experiences. Juanita has never spoken to a counselor and does not know anyone in her family that shares her experiences. She tells you she has to be home in 2 hours to take care of her household chores or her family will be suspicious of where she has been while she was out of the house.

Questions for "Juanita" Scenario

After reading and thinking about the scenario above, consider the following questions:

1. Given your cultural background, how would you approach your work with Juanita?
 2. The advocate is present in the session, so how might you work together, to avoid giving Juanita confusing messages?
 3. What is your initial impression/perception about Juanita's family? How does this perception affect how you interact with Juanita?
 4. What does Juanita want to achieve?
 5. In this first (and potentially only) session with Juanita, how would you work with her to come up with goals for today and the future?
 6. What else would you do to support Juanita?
-

Module 5 Questions

Here we offer questions to guide your analysis of how module 5 content could be applied in your work with young people in your community:

1. How important is it to the Hispanic or Latino youth and families you work with to have an ethnically, culturally, and/or linguistically similar service provider?
2. What preparation have you had to work cross-culturally with Hispanic or Latino youth and families?
3. How have you handled language differences? How did that work out? What could you have done differently?
4. What strategies have you found to be effective in managing intergenerational conflict in Hispanic or Latino families? Give an example.
5. What have you done to increase community support for Hispanic or Latino youth and families?
6. What have you done to prepare to work effectively with immigrants from other cultures and their families?

Module 6:

Providing Developmentally Appropriate Services: Neuroscience and Trauma-Informed Care

Objectives

1. To gain a greater understanding of brain development and functioning during emerging adulthood.
2. To gain knowledge of the neurobiology of traumatic stress.
3. To gain skills for basing services on individual needs and trauma informed care.
4. To engage young people who have had experiences of trauma in leadership and system change.

Scenario



Support Following Traumatic Experiences ~ Michele

Several weeks ago Michele (aged 18) was referred to the mental health agency where you work by her primary care provider because of severe anxiety and depression. Michele was assigned to you but despite two scheduled meetings, she has not shown up and you are preparing to call her to tell her that she will be dropped because of the no-shows. Today, Michele walks into your office tearful and upset and with visible bruises on her face. Michele reports that last night she left her live-in boyfriend after he pulled a gun and threatened to kill her during an argument. Michele ran away late at night after managing to calm him following the argument, and stayed overnight with a friend. Michele says her friend does not have room for her to stay more than a night or two. Michele tells you that she and her boyfriend have been drinking more lately and using marijuana on a daily basis. The boyfriend is unemployed and has been getting angrier recently and he has punched or kicked Michele and threatened to kill her several times over the last several months. She is scared of him and following the gun incident she is determined not to return.

Questions for "Michele" Scenario

After reading and thinking about the scenario above, how might you respond to the following questions:

1. What would you do first to make a safety plan with Michele?
 2. Who else would you contact?
 3. What steps would you take to assist Michele to recover from these traumatic events? What else would you do to support Michele?
 4. How did you consider Michele's level of brain development in your responses?
-

Module 6 Questions

Here we offer questions to guide your examination of how module 6 content could be applied in your work with the young people you serve:

1. How do you incorporate brain development in your work with young people? Think of a situation where a young person was making a poor decision. What did you do help the young person consider the likely consequences and think it through in a different way?
2. What have you found to be effective ways to create a safe environment for youth and/or families who have experienced complex trauma? Describe an example of what you did and how the youth and/or families responded.
3. Telling their story to others can be traumatizing for many youth. How have you supported young people when telling their story as part of a self-advocacy effort or in advocacy on behalf of other youth? What were the challenges in doing this? What was most helpful to the youth?
4. Working with young people who have experienced trauma, particularly complex trauma, can lead to secondary or vicarious trauma in service providers. What self-care activities do you engage in to minimize the impact of secondary traumatization? Where do you seek support to process trauma?

Module 7:

Supporting Young People's Healthy Relationships

Objectives

1. To support emerging adults as they develop and maintain healthy personal relationships in different life domains.
2. To work with young people engaged in romantic relationships.
3. To address issues of stigmatization and its effects on relationships, including ensuring personal safety.
4. To meet the specific needs of young people who identify as Lesbian, gay, bisexual, transgender, questioning, intersex or two-spirit.

Scenario



Supporting a Youth Seeking Support Regarding Gender Identity ~ Cory

As an infant girl, Cory and a sister had been adopted from Russia by a U.S. citizen but had a difficult relationship with the adoptive parent. At the age of 16, Cory was experiencing depression and was referred to a peer support project focused on enhancing self-determination. Cory engaged positively with a peer support provider, set many goals, narrowed down the goals to achievable ones, and made a list of steps to achieve these goals. As their relationship developed, Cory began to open up to the peer supporter about feelings around gender and issues of gender identity and desire to identify as a male. Cory's fears were related to how peers would react, what the parent would think, and if the sister would be angry. Cory spoke about how everyone always wanted Cory to wear a dress, do more "girly" things, and stop talking about being "confused."

Questions for "Cory" Scenario

After reading and thinking about the scenario above, respond to the following questions:

1. How would you respond to Cory's disclosure?
 2. How might you talk with Cory about the issues Cory discussed?
 3. Cory has asked you to use gender-neutral pronouns when talking to and about Cory. What is your response to this request?
 4. What assumptions or biases do you notice in your responses?
 5. What do you think would be helpful to Cory at this time?
 6. What resources or supports might you explore?
 7. With whom might you consult?
-

Module 7 Questions

Here we offer questions to guide your exploration of how module 7 content could be applied in your work with young people:

1. What have you done to assist a young person to develop skills in forming healthy relationships in a particular setting (school, job, family, peers)?
2. Describe how you have worked to increase safety for a young person engaged in a romantic relationship with someone you considered unsafe?
3. In what situations have you seen stigmatization of youth with mental health needs and their families? What did you find was the most effective way to address stigmatization?
4. What have you done to prepare yourself to work effectively with Lesbian, gay, bisexual, transgender, questioning, intersex or two-spirit young people?
5. What has been the most effective way you have found to support a young person who identifies as Lesbian, gay, bisexual, transgender, questioning, or queer?
6. What have you learned about what is ineffective and how have you made changes?
7. What resources have been helpful to support you in your work with Lesbian, gay, bisexual, transgender, questioning, or queer young people?
8. How do your own gender identity and sexual orientation shape your responses?

Module 8:

Planning Partnerships and Collaborating to Bridge Service Gaps

Objectives

1. To know about the gaps in services for youth and young adults with mental health needs.
2. To understand the challenges to collaboration and partnerships.
3. To gain skills for collaboration and partnerships.
4. To engage and support youth to meet their needs.
5. To assist young adults who are seeking accommodations.
6. To support youth to be advocates.

Scenario



Working with Young Adults with Co-Occurring Disorders ~ Travis

Travis, aged 24, lives in an apartment in a complex built for people with disabilities. He has a diagnosis of autism spectrum disorder (ASD) as well as an anxiety disorder but is proud of his ability to manage his affairs on his own. He prefers to hide his diagnosis, and refuses to admit that he is like the other people in his apartment community. Travis is successful using the bus, has a job that he likes as a bagger at a local grocery store, and he seems to do quite well in his own structured routine. Travis gets along with his parents but prefers to be a “grown-up” and to see them only occasionally. Zach, the service provider from the non-profit disability services organization has been pleased to see Travis doing so well.

Travis calls Zach, expressing anger about one of his neighbors who has complained to management about his playing loud music early in the morning. Travis is demanding that Zach sort out the problem. Travis says that he needs the sound of beating drums to get himself up and “psyched” for work. Zach talks to the apartment manager and discovers that when the manager suggested that Travis get headphones so others wouldn't have to hear the loud music, Travis became angry and demanded a “reasonable accommodation.” He argued that wearing headphones or ear buds was NOT acceptable, given his hyper-sensitivity to the feel of anything near his ears. Travis has been warned that he will face eviction if he cannot turn down the banging music. In turn, he says indicates he will file a discrimination complaint based on his disability if the apartment manager bothers him about it again. As your colleague, Zach seeks consultation about what he should do.

Questions for "Travis" Scenario

After reading and thinking about the scenario above, consider the following questions:

1. What else would you want to know to be able to address this situation?
 2. What would you recommend that Zach do to resolve this problem? Who do you suggest that Zach consult or collaborate with to resolve Travis's situation?
 3. What assumptions does this scenario raise for you?
 4. Are there things you might do to avoid a similar situation in the future?
 5. Have you ever had a similar experience that could help you to respond well?
-

Module 8 Questions

Here we offer questions to guide your examination of how module 8 content could be applied in your work with the young people in your community:

1. What have you done as a service provider to bridge the gaps between service systems? Think of an example of where you partnered successfully with staff from another agency to meet the complex needs of a specific young person and/or family. What did you do that contributed to success?
2. In your experience what has been the most effective way to support young people who are advocating to meet their own needs?
3. Think of an example of where you have consulted with or supported a young person to gain accommodations either in school, college, or employment. How did it work out?
4. What have you done to partner with a young person or family member engaged in advocacy on behalf of others?
5. Have you ever partnered successfully with youth to advocate for a policy or program change? What do you attribute the success to?

Module 9:

Promoting Support from Family, Peers, and Mentors

Objectives

1. To collaborate with young people to identify their preferred supports for community living and participation.
2. To promote and enhance family support.
3. To connect with community supports, including support from adult allies, faith communities, and online support.
4. To work with formal and informal mentors to support achievement of young people's goals.
5. To access and partner with peer support providers.

Scenario



Supporting Youth Decision Making ~ Tim

Tim, a 17 year-old youth who lived with his mom and a younger sister was arrested for vandalism at his school. He was introduced to a peer support provider as part of a diversion project focused on supporting youth goals and enhancing self-determination. The peer supporter, Alice, spent a lot of time getting to know Tim, who was a very sociable person and fun to be with. In one of their meetings Tim disclosed being on psychotropic medication and complained about how it made him feel.

About six months into their work together, Alice heard from Tim's mom that she was worried about his bizarre behaviors. Alice herself began to notice behaviors that matched the symptoms of early psychosis or schizophrenia. Tim had been arrested again and hospitalized following two incidents. Tim was very open with Alice about hearing voices and at the same time exhibiting extreme personality changes over the last several months. With Tim's agreement, Alice reached out to the local early intervention team for young adults experiencing a first episode of psychosis. A team worker met with Tim, conducted an assessment and concluded he was not experiencing psychosis at the time. Alice later learned from Tim that, combined with his prescribed medications, he was using a large quantity of street drugs that have effects that can mimic psychosis or lead to episodes of psychosis.

Questions for "Tim" Scenario

After reading the scenario above, consider the following questions:

1. How would you react to Tim's disclosure of use of non-prescribed drugs in combination with his prescribed medication?
 2. What are the issues you would want to discuss with Tim?
 3. If you were Alice, how would you engage with Tim to address these issues?
 4. How might you involve Tim's mom?
 5. Who else would you involve?
-

Module 9 Questions

Here we offer questions to guide discussion of how module 9 content could be applied in your work in the local area and with the young people you serve:

1. What makes it challenging to involve some families? What do you do in a situation where a family is very supportive in one area of the young person's life (for example, education) but is unhelpful in another area (drug use)?
2. What are the strengths and weaknesses of your relationships with your own family and how do they affect how you work with families?
3. Think of a time you worked with a youth or family where there was conflict between the young person and the family. What did you do that was effective in improving relationships and increasing family support?
4. What challenges have you encountered connecting young people to community supports? How have you addressed them?
5. What community supports have you been able to connect young people with? What did you do to facilitate the connection?
6. Can you give an example of when you successfully connected a young person with a mentor or peer support provider? What did you do to enhance their relationship?

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, address 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 the young person might 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?
-

Module 10 Questions

Here we offer questions to guide your thinking about how module 10 content could be applied in your work with the young people you serve in your community:

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 youth or family from a culturally-specific group?
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 consider 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?

More Online Training Resources on Working with Youth in Transition



Pathways Transition Video Briefs

Pathways Transition Training Partnership has launched 10 new 5–7 minute video briefs on key concepts and skills for working with transition-aged youth and young adults. Each video brief is accompanied by discussion questions and links to resources for further learning. You can access these training videos at:

<https://www.pathwaysrtc.pdx.edu/proj-pttp>

Please visit our project web page at:
www.pathwaysrtc.pdx.edu/proj-pttp



Toolkit produced by Pathways Transition Training Partnership, Research and Training Center for Pathways to Positive Futures, Portland State University, Portland, OR.

www.pathwaysrtc.pdx.edu



This activity is supported by a grant funded by both the National Institute of Disability, Independent Living, and Rehabilitation Research, and the Center for Mental Health Services Substance Abuse and Mental Health Services Administration, United States Department of Health and Human Services (NIDILRR grant 90RT5030). NIDILRR is a Center within the Administration for Community Living (ACL). The content does not necessarily represent the policy of NIDILRR, ACL, HHS, and you should not assume endorsement by the Federal Government.