



Partnering with Transition-Age Youth in Wraparound

Challenges and Strategies



Portland State
UNIVERSITY



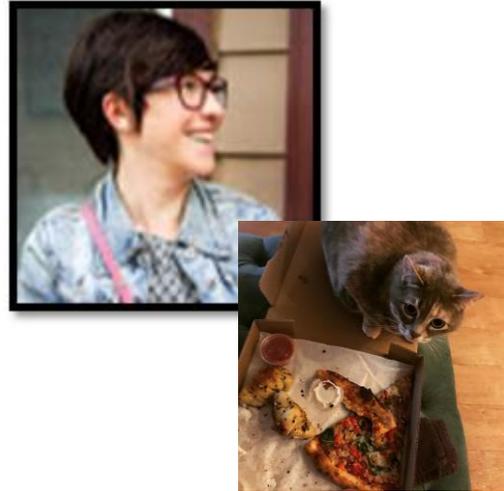


Introductions



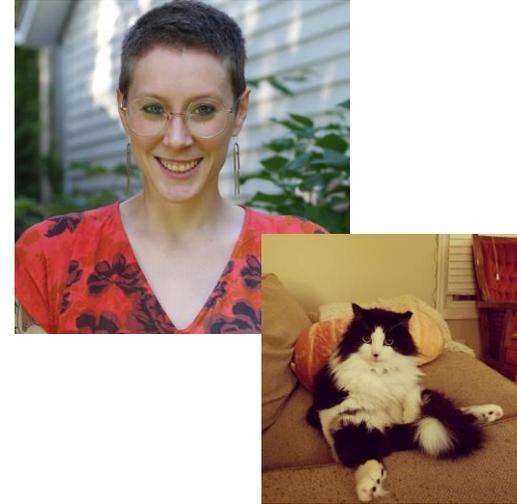
**Janet Walker, Ph.D -
Research Professor
and Director of
Pathways to Positive
Futures RTC**

Jarvis, Dog



**Caitlin Baird, BA –
Project Manager,
Pathways to Positive
Futures RTC**

Jude, Pizza Cat



**Maria Hermsen, BA –
Research Assistant,
Pathways to Positive
Futures RTC**

Clarence, Cat



**Conan Green, MSW -
Trainer/Coach in
Wraparound through the
University of Maryland’s
School of Social
Work.**

Sue, Big Dog; Percy, Fluff Ball



About Pathways

- RTC for Pathways to Positive Futures - “Rehabilitation Research and Training Center” funded by the federal government (HHS/SAMHSA)
 - First funded in 2009, currently at the end of second 5-year cycle
 - Focused on improving outcomes for youth and young adults with serious mental health conditions
 - Complete training, technical assistance, and dissemination Activities
- Visit our table to learn more and pick up articles, tip sheets and other resources

Visit Pathways RTC
on the web for more
information

The screenshot shows the website for the Research and Training Center for Pathways to Positive Futures. The header includes a logo, the organization's name, a search bar, and a newsletter sign-up button. A navigation menu lists Home, About, Research, Training, Publications, and Connect. The main content area features a 'Publications' section with a description and two buttons: 'Featured Products' and 'Publications Search'. A large image of graduates is displayed, with social media icons for Facebook, Twitter, and YouTube. Below this is a secondary navigation bar with 'Publications', 'Webinars', and 'Training'. The main heading reads 'Improving the Lives of Young People with Serious Mental Health Conditions Through Research & Training'. Three featured items are shown: a journal article on online training, a new comic introduction, and a new journal article comparing outcomes of online training for service providers.

Research and Training Center
for Pathways to Positive Futures

Search

Newsletter Signup

Home » About » Research » Training » Publications » Connect »

Publications

Pathways RTC produces publications on young adult mental health.

Featured Products »

Publications Search »

Publications Webinars Training

Improving the Lives of Young People with Serious Mental Health Conditions Through Research & Training

PATHWAYS PUBLICATIONS

Journal Article: *Is Online Training an Effective Workforce Development Strategy for Transition Service Providers? Results of a Comparative Study (PDF)*

Report: *Wraparound for Older*

Introducing the Pathways Comic

Posted 01-16-19

Check out our new Pathways

New Journal Article Compares Outcomes of Online Training for Service Providers

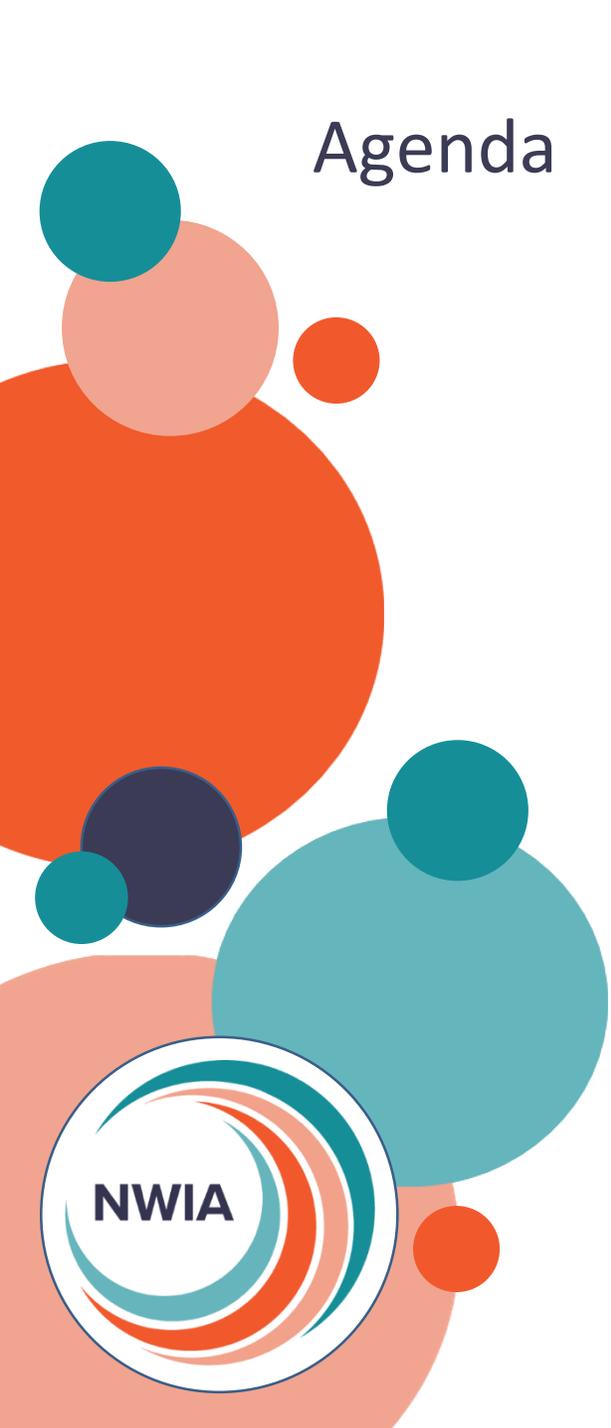
Posted 01-14-19

Written by Pathways researchers and published online first in *Journal of Emotional and Behavioral Disorders*, the article "Is Online

www.pathwaysrtc.pdx.edu

Agenda

- Introductions
- Agenda
- Learning Objectives
- Icebreakers
- Provider Views on Whether and How to Adapt Wraparound for TAYA
- Strategies and Adaptations: Engaging the Young Person in the Process
- Preparing for the Team Meeting
- The Impact of Peer Support
- Closing



NWIA



Learning Objectives

Participants will learn

- What tends to differentiate older youth and young adults--and their families-- in Wraparound from children --and their families--in Wraparound
- Differences in team building, planning and collaboration when doing Wraparound with older youth and young adults, and how to address these differences while working for fidelity
- The importance of youth peer support in engaging older youth and young adults in the Wraparound process

Icebreaker

At your table, go around so that each person has a chance to

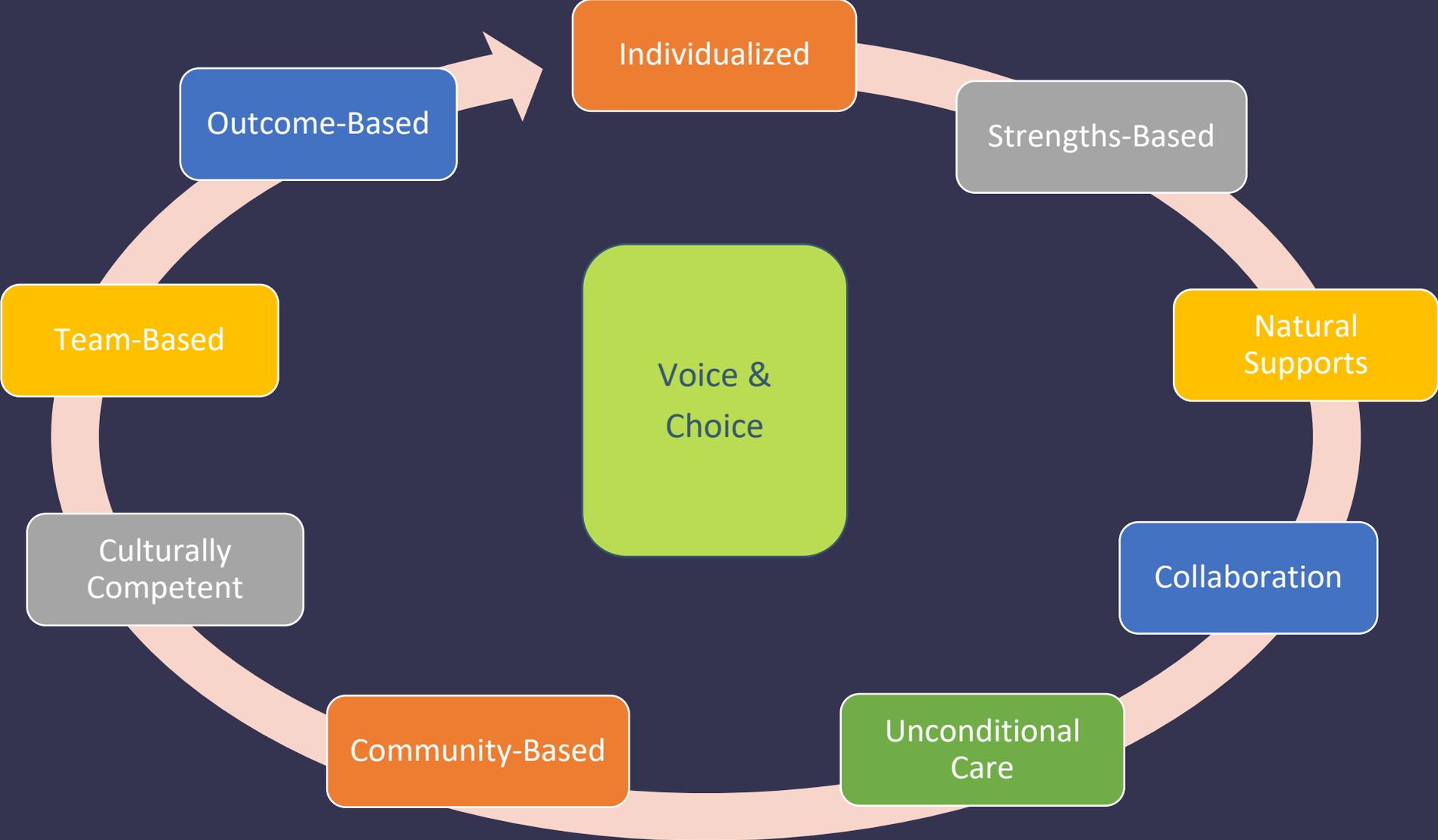
- Give a 10-second introduction– name, organization, place, role.
- Identify one significant challenge or difference doing Wraparound with older youth/ young adults. Record this on the paper. (Perfectly OK to pass if you want.)
- For each put Y, YA or B for whether you think this difference/ challenge is more relevant when working with youth, young adults, or both.
- If you have time, for each, identify which Wraparound principle is most connected to each challenge/difference.



Wraparound for Older Youth and Young Adults

Providers views on whether and how to adapt Wraparound

Principles of Wraparound





What Care Coordinators do in Traditional Wraparound

- Facilitate engagement with the young adult and the team
 - explain the planning process
 - gather perspectives
 - treat team, family and youth perspectives as equal
- Prepare young adult and team members for the team meeting process
 - agenda
 - time and location
- Address underlying needs and concerns
 - process advocate
 - ground rules

According to care coordinators this may look different or need to be adapted when it comes to working with older youth and young adults.

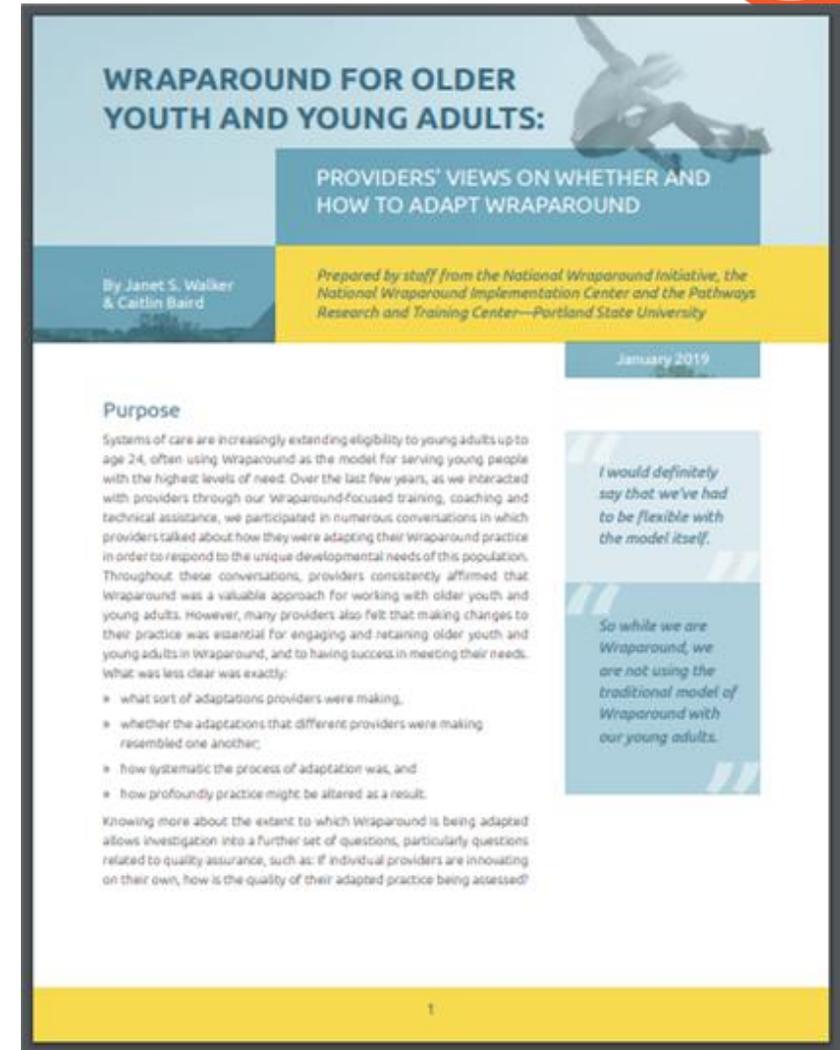
What's different and how does that impact Wraparound?

2019 report from the National Wraparound Initiative on research examining

- *Differences and challenges that care coordinators were experiencing working with Y/YA*
- *Alterations or adaptations that they were making in response*
- *Implications for Wraparound/fidelity*

www.nwi.pdx.edu

“featured publications”





What's different and how does that impact Wraparound?

2019 report from the National Wraparound Initiative on research examining

- Differences and challenges that care coordinators were experiencing working with Y/YA*
- Alterations or adaptations that they were making in response*
- Implications for Wraparound/fidelity*

www.nwi.pdx.edu

“featured publications”

I would definitely say that we've had to be flexible with the model itself.

So while we are Wraparound, we are not using the traditional model of Wraparound with our young adults.



What's different? Care coordinator perspectives

Self-reliance and responsibility increase

- Particularly after 18, expected to be the “drivers” and responsible for what happens
 - This can be exciting but also scary
- Starting before 18, gradually develop greater self-reliance and independence
- Need support that is “right sized” as young people take charge

After 18 of course it's up to them who they want on the team, not the family, if family is even involved.

We do go by what the client wants to accomplish... and what they want to set out to do because they have the voice.

We act like they're all grown up at 18 but they're not... We can be working with a kid who has been in the system for 10 years and has had most things done for them and as soon as they turn 18, the expectation shifts to they need to be doing most things



What's different? Care coordinator perspectives

- Networks of natural support change
- Parents/caregivers may not be part of that network
 - May be by family choice, may be by young person's choice
- Other supportive adults may be key
 - Or not...

Once they get to be older and after 18 especially, it's not the family's natural supports but the youth's, which is not the same thing at all: their friends, their girlfriend, their boyfriend, their family of choice...

They do not see that they have any adults in their lives as natural supports.

How does this impact Wraparound? Care coordinator perspectives

- Process absolutely must be Y/YA-driven
 - Essential for transition
 - Essential for engagement
- Even for youth not yet 18, they need to start “driving” meaningfully

Comparing to working with younger kids, if you can engage well with a young adult and they feel like their goals are, they identify they're being worked on, they're more likely to come to the table.

We work with everybody's goals and we come to an agreement where the client feels that their goal is the priority but they also have to consider the goals of their parents or friends and what they want for the client.

How does this impact Wraparound? Care coordinator perspectives

Well I know the young adults we have been working with, I know they're not always comfortable with people sitting around a table and talking about them so to speak. So they might prefer [to keep people informed by] a phone call, they might prefer an email, as opposed to a formal meeting with everyone under one roof.

The young people are really are sick of having people intimately in their business and really, when given the choice, don't want teams.

- Teams are likely to be smaller
 - Fewer professionals mandated or funded to participate
 - Young people may not feel that they have natural supports
- Young people may be very reluctant to have people “intimately in their business”
 - May not be comfortable with the idea of a team at all
- Collaboration may look different as a result

How does this impact Wraparound? Care coordinator perspectives

- Phasing may look different
 - Team may come together after some work on goals is initiated
 - Vision and goals may change
 - Trust may take time to evolve

They decide what they want to work on, a lot of times, it could just be like, "Well I'm having trouble finding a job or I don't know how to get my driver's license." A lot of times they'll present with something like that and then as trusting relationships build, they're open to exploring different needs. So I think the fact that we just allow the young adults to be in the driver's seat and let them gently explore what their needs are as time passes and they accomplish their initial goals.

We definitely encourage family involvement and if somebody is not ready for the family involvement piece—under 18 versus over 18 are two different approaches but we are also patient with that process as well, and we find that more times than not, the young adult is eventually ready to sort of have the family member come in and also be a supportive member of the team in what they're trying to accomplish. So again, it's just a matter of being patient.

How does this impact Wraparound? Care coordinator perspectives

- Explicit focus on building skills for self-determination
- Importance of peer support

The peer has been really the shining star of the grant so to speak, in that it being a newer way of really engaging young adults into better care.

Sometimes it takes teaching them how to make those goals or how to set goals. Sometimes it's not what the goal is, it's the process of setting the goal and making the step by steps.



According to care coordinators, is any of this problematic?

Certain things seen as completely compatible with “traditional” Wraparound

- Skill building, use of peers, prioritizing Y/YA perspective/ lesser influence of families and possibly professionals

Other things are potentially problematic for Wraparound and fidelity. What about when/if...

- Y/YA don't want Wraparound at all
- Y/YA don't want a team, even though certain people might seem obvious as team members
 - Team is just the care coordinator, young person (and possibly peer)
- Can't seem to form a team even though the young person is open to it
 - Other potential team members are unavailable or don't want to /can't attend meetings
 - Some young people do not believe that they have supportive allies at all
- When Y/YA-driven doesn't seem like a good idea
- Young person may make bad decisions and/or not be well prepared to make decisions
 - they may not have a lot of practice or support with this and often they are in situations that seem risky



General approach for addressing these challenges (Show, don't tell.)

- Engagement and team formation will be enhanced if Y/YA are confident that Wraparound will be positive and productive (versus aversive and a waste of time). Specifically, need to feel confident that:
 - Wraparound will be responsive to their ideas and perspectives
 - Wraparound will focus on the goals the young person thinks are most important
 - Having a *team* will be helpful to them, and can help strengthen relationships with supportive people
 - Team members will not constantly try to tell them what to do and/or be unproductive (lecturing, therapizing, venting, stonewalling)
 - Private information and “dirty laundry” won't be discussed with team members without specific agreement from the YP
 - Not unreasonable fears since we have seen all of these going wrong.



Strategies for addressing these challenges.

Proactive is best!

WA should help YP gain confidence that they have skills for adult life

- Skills for being the change agent in their own lives—finding out what is motivating and satisfying to them and taking action on that basis.
- Skills/knowledge for interacting with key people in their lives, including helpful/supportive people, difficult people (i.e., people that you find it hard to work with or get along with) and people who control resources.
- WA should help YP develop/strengthen relationships with supportive people.



Strategies and Adaptations



Walking the Walk

- It is important that you start right away on working with the youth on needs immediately, while working on developing the team.
- This is important because we want to show and not tell that this process will be different - many of the young people that are involved in Wraparound are system weary and don't necessarily believe that Wraparound will work for them. Furthermore they often don't want lots of providers involved in their lives.
- This is best done by not excessively explaining the process to the youth, but instantly having a conversation with the youth about what is important to them, and helping them work on that!

Activity: Video

Discussion: What did you notice the provider doing?





Talk with your tables about one thing you do to “walk the walk” and not just “talk the talk.” We will then report out to the group.



NWIA

Needs vs. Goals

- In Wraparound we avoid framing challenges as “problems” or “services” and instead focus on needs
- Unmet needs refer to what might be lacking or require planning, such as the need for safety, to feel well, etc.
- Goals are often strategies to meet those needs, and it is important that we distinguish the two.
- Young adults often have identified goals or strategies to meet needs, and we should recognize and affirm those goals while keeping the focus on the underlying need.
- There are multiple ways to meet needs!



Taking Action on Needs from the Beginning

- Traditionally in Wraparound needs are identified during the engagement process and in the first meeting the team brainstorms strategies on how to meet those needs.
- When working with young adults, they often have more immediate needs/goals and so in order to fully engage them in the process you will likely help connect them to resources so they can work on such sooner rather than later.
- The strategies to meet needs that are identified to not need to be lofty, just something the youth can get started on.

Affirming the Young Adult's Ideas

- It is important that we are affirming the young person's ideas and prioritizing them, regardless of what we or other gatekeepers may think is most important.
- This is necessary for engaging the young person and showing them how Wraparound is different.



Affirming Needs



- Don't worry about:
 - Accomplishing the plans quickly - this should be something that the youth can get started on though.
 - Helping the youth choose a lofty or ambitious goal
 - What can the youth start on and who can help them start it?
- Avoid:
 - Therapizing the youth to lead them towards a goal
 - Being in "crisis mode" if the youth does not identify being in crisis



Robbie is 18 and has been in foster care most of his life. He has been in multiple placements, and distrusts his caseworker. Robbie recently received a call from his worker and learned he will be removed from his placement and likely moved into a group home. He has had bad experiences in group homes before and would rather exit foster care and live on his own. He shares this with you, his caseworker, and his attorney. His caseworker and attorney label this as a “bad idea.” How do you approach the situation?*

**Name changed for confidentiality*



NWIA



Identifying Supports

- It can often be challenging to identify natural supports particularly for older youth and young adults.
- It is important not to be pushy or insistent when talking about natural supports.
- It is best to let natural supports come up during rapport building conversations in the engagement process.

- *Example: a young person talks about how their neighbor helped them by giving them rides to work. You can have a conversation about that support, and ask how the youth might feel about inviting them to be a part of a team.*

Teaming

- Try to avoid forming the team for the team's sake.
- The team may form more organically over time based on who the youth identifies as important to them during your conversations.
- It may not be necessary for every team member to attend every meeting.
- Often times young people do not want everyone in their life to know all of their business.

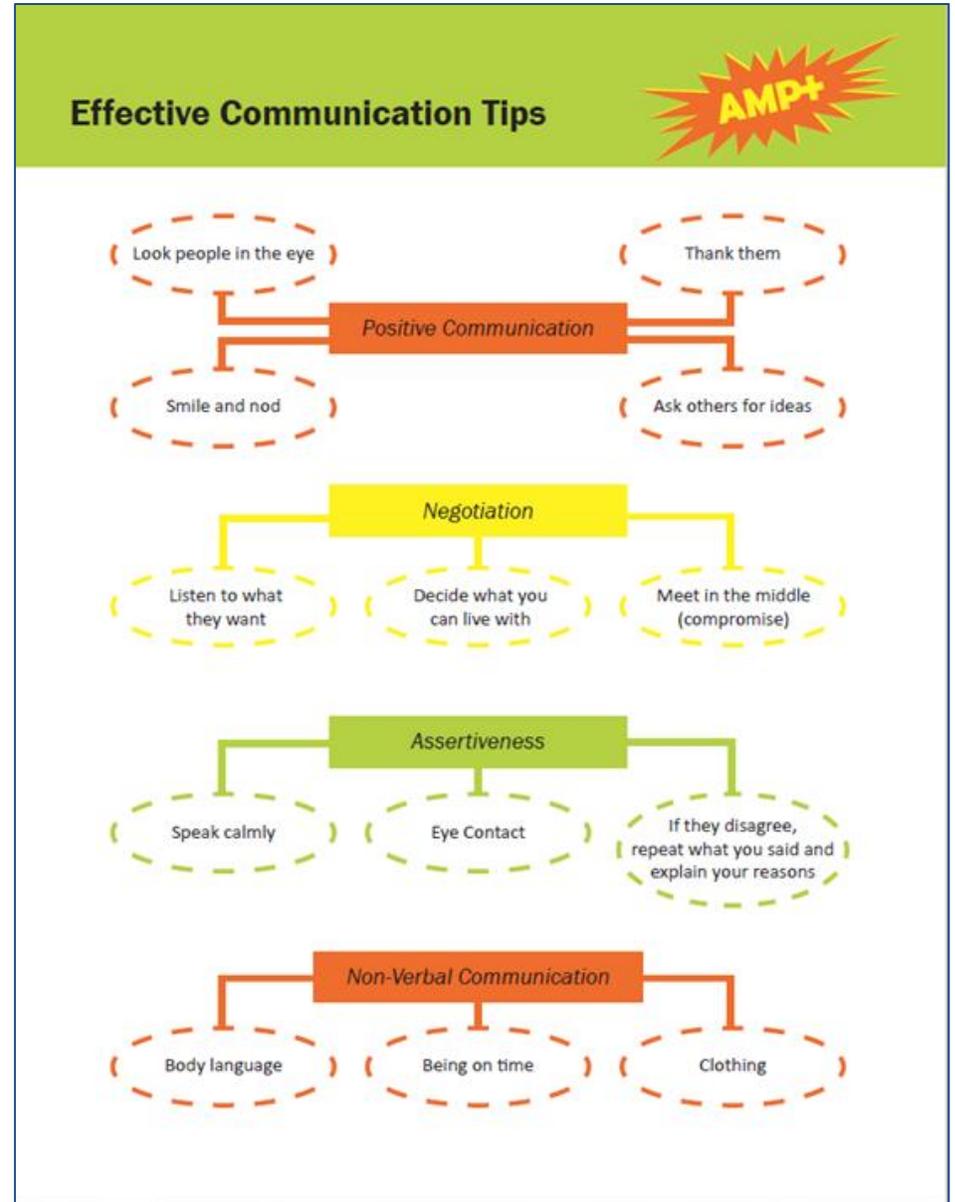


Teaming



- Engage the youth in developing their team of natural supports, informal supports and “gatekeepers,” on their team. Normalize that they may not be excited about inviting certain people to be a part of their team, and that in order to accomplish some of their goals those providers may need to be involved.
- Don’t be pushy when encouraging the youth to develop their team; the team should be developed organically through conversations with the youth. Recognize that the team may change over time.
- Talk with young people about what they can do to effectively communicate with “difficult” people, and normalize that they may have to collaborate and negotiate on particular topics.

A young person you are working with has conflict with another team member, (e.g. a guardian, parole officer, or boss). How would you encourage them to effectively communicate with that team member without telling them what to do?



Teaching Self-determination Skills



- It is important that we are encouraging this age group to do things for themselves rather than doing things for them.
- It is important to label and teach self-determination skills from the beginning. This can include:
 - identifying goals
 - creating plans
 - completing action steps
 - identifying support
 - effectively communicating with gatekeepers and team members.

Activity: Video

Elliott/Armand



What self-determination skills do you notice the provider working on with the young adult?



Preparing for the Meeting

Working with the young person to plan the meeting

- Work together to plan a meeting that the young person wants to have
 - Create an agenda that is focused on needs and strategies - not on past mistakes, dirty laundry or personal business
 - Support the young person to identify who they would like to have at the meeting - supports, gatekeepers, etc.
 - Together, anticipate any issues or problems that may arise, and help the young person plan how they will handle these
 - Help the young person plan how they would like to communicate and collaborate with team members about their needs and ideas
 - Set ground rules with the young person



Engaging Team Members

- When you have decided who to invite to the meeting, work with the young person to decide who will invite the team members, and if the young person will invite them, what level of support they may need in doing so
 - This can help support the building of self-determination and effective communication skills
- The care coordinator may need to prepare team members as well. This includes:
 - Explaining the planning process
 - Expressing why each team member is relevant
 - Finding out their perspectives, agendas, goals etc.,
 - Finding out what motivates them to participate
 - Preparing them to support the young person's decision making
 - Working on needs, not behaviors (no lecturing!)

Plan for turbulent waters

- Care Coordinators must attend to barriers and conflicts. NO SURPRISES!
 - Hidden agendas
 - Dislike amongst team members
 - Distrust
 - Difficult behaviors
 - Team members not feeling important

Remember

Ground rules....ground rules....ground rules....and.....

unconditional care

Resources



“During Meetings I Can’t Stand It When....”

A Guide for Facilitators and Team Members

The Achieve My Plan (AMP!) youth advisory group compiled a list of things that commonly happen in team-based planning meetings* that can be frustrating for young people. Here are some suggestions and strategies that meeting facilitators and team members can use to address these issues and promote meaningful youth participation in planning meetings.

**Note: A team-based planning meeting can be any meeting where a team of professionals and family members meet with a youth to make plans for their future. This can include Wraparound team meetings, Individualized Education Plan (IEP) meetings, etc.*

Updated Aug. 2019

When a youth says...

No one asks me what I think about things and decisions about my life are made without my input.



Try this: Meet with the young person prior to the team meeting to review the agenda. This provides an opportunity for the youth to prepare for the discussion and practice giving and receiving feedback.

When a youth says...

We don’t talk about the things I want to talk about. The plan is supposed to be about me, but none of it is really about the things I think are most important.



Try this: Adjust the team meeting agenda to incorporate at least two topics the young person wants to discuss with the team. This provides an opportunity to create space for youth voice and increases a young person’s engagement in their team meetings.

When a youth says...

People talk about me like I am not there or they focus on my problems and what I did wrong.

Try this: Develop ground rules that allow members to raise concerns in a manner that fosters an open dialogue with the person they are speaking to. Some examples are: Speak directly to the person you are speaking to or about; Focus on strengths and solutions; Assign a person to remind the team about the ground rules and interrupt behavior when the rules are not being followed. These strategies will foster opportunities for youth to engage in the discussion, share their thoughts, and ask questions without feeling judged.



Download at <https://www.pathwaysrtc.pdx.edu/featured-products>



During the Meeting

- Follow through with what you and the young person have planned
 - To the extent that the young person is comfortable, support them to use their own skills to manage the meeting
 - Stick to the ground rules
 - Use a parking lot
 - Interrupt quickly when things stray from the agenda
 - Be a “process advocate”
- Accountability
 - Record any decisions that are made, and make sure the young person has a record if desired
 - Follow-up with team members



The Impact of Peer Support

How Youth Partners Can Support TAYA in Wraparound



As we started moving with the elder young people... We knew that having a peer that they could relate to that was similar in age and experience would be something that would be more helpful and probably some of the best stories that we could give include [a peer] that was assigned to the case.

The peer has been really the shining star of the grant so to speak, in that it being a newer way of really engaging young adults into better care.

Having it be a young person go out and begin those initial conversations and make that initial engagement has been really helpful. Having it be that young person with lived experience...

So the youth might feel one way where a parent might feel the other way. What works well in that case is the youth peer support being able to effectively talk about some of those struggles that they had with their own parents or guardians and being able to really hone in on that. That's one of the best strategies that we tend to utilize.

Part of the engagement strategy is certainly leading with our peer specialist who is closer to the age of the young adults that we're serving.

So, say the youth was struggling with meds, which a lot of them struggle with meds. They say it makes them lethargic, tired, sleepy in school, cranky—that's when the youth support partner shares their experience about how either the meds helped them or they were able to advocate for lower dosage or had a med switch.



Benefits of Peer Support: Where can a Youth Peer Support Specialist be particularly helpful?

- Engagement
 - As covered earlier, older youth in particular may be reluctant to engage in a system or process they've had negative experiences with in the past
 - With system-weary youth and young adults in particular, peers can aid in initial efforts to engage young people in the Wraparound process by meeting them at their level, connecting with them in a unique way, and, if they have not had a peer before, literally being the difference from "wraparound as usual"
 - We refer to the concept that allows Youth Peer Support Specialists (YPSSs) to relate to the young people they work with as "peerness"

Peerness

- “Peerness” is built upon YPSSs proximity in age to and shared lived experience with the youth they support
 - By also being young people, YPSSs distinguish themselves from most professionals youth have worked with, or are currently working with
 - YPSSs likely look different, dress different, and have knowledge of youth culture that connects them to young people
 - YPSSs also might use technology, like texting, Facebook, Instagram, etc., to connect with the young people they support



This man is not a Youth Peer Support Specialist



Peerness

- Shared lived experience
 - Peerness also refers to YPSSs' lived experience within the mental health, or other systems, which mirrors or relates to the young person's
 - YPSSs can use this to **relate** to the young person, which builds connection and **trust**
 - YPSSs use their lived experience to **normalize** feelings and experiences young people may be having related to system involvement or mental health challenges
 - YPSS help to challenge stigmatizing labels and beliefs young people may hold about themselves or their systems experience, and also serve as advocates in their communities to **destigmatize** mental health challenges and systems experience
 - YPSSs **strategically share** parts of their own experience to help young people navigate the systems they are involved in

Activity: Video

- What are your impressions of the video?
- How does this look different than a strengths exploration with a traditional provider might look?





Benefits of Peer Support

- Providing **perspective**
 - Because of their lived experience in the system, YPSSs can help provide perspective to other team members about the young person's behaviors and experiences
 - The YPSS can be a good **bridge** between the young person and the care coordinator, or between the young person and other formal supports
 - The YPSS can also help empower the young person to advocate for themselves in team meetings, and to build skills around collaboration and effective communication



Benefits of Peer Support

- Building connections to community and building natural supports
 - Because of their peerness, YPSSs are ideally positioned to help young people build connections to their community and new natural supports
 - Many of the older youth and young adult in Wraparound may be socially isolated or lack a system of natural supports, for various reasons
 - Young people may feel more comfortable connecting with resources or venturing into the community with their YPSS than they would with a traditional provider
 - Note: a good YPSS will be doing *with*, not doing *for*



What do Youth Partners/Peer Support Specialists Do?

- Since the YPSS is a new and emerging role in the context of youth mental health treatment, there can be a lot of confusion about what exactly a YPSS does, and does not do, particularly in the context of Wraparound
- Clear boundaries are an important part of the work YPSSs do, both in the context of their relationship with young people and their role on the team
- Due to the nature of the YPSS position, especially considering the importance of strategic sharing, role clarity is crucial in preventing burnout and vicarious trauma



What do Youth Partners/Peer Support Specialists Do?

- As covered above, YPSSs do a lot of important work in their relationship with the young person, including relationship building, strategic sharing, normalizing, destigmatizing, and building hope
- In the context of Wraparound, the YPSS will do work with the young person around
 - Identifying goals
 - Preparing for the meeting
 - Support during the meeting
 - Debriefing after the meeting
 - Bridging to formal supports
 - Bridging to community resources

Individualized Support

The YPSS acknowledges that each youth they work with has a unique set of strengths, needs, and goals. Considering this, the YPSS uses different methods to support youth as needed, and relies on their relationship-building skills to learn more about the young person and what kind of support they would like. YPSSs help to “build a bridge” so that young people can better connect with their providers or connect with new supports. In doing so, the YPSS uses individualized approaches to help young people connect with their professional team members and other resources.



The YPSS’s work is driven by the young person’s needs, priorities and goals.

What DON'T Youth Peer Support Specialists do?

It is NOT your role as a Peer Support Specialist to...

...Be a superhero (but you can wear a cape)

YPSSs often work with young people experiencing crisis. While a YPSS should have some crisis intervention training, they should not be the only resource for a youth in crisis, nor should they be expected to be able to respond to or handle every crisis situation. YPSSs can help youth create a safety plan to help prevent crisis, and should debrief crisis situations with youth, but they should not be expected to serve as on-call crisis response support. YPSSs should also not be expected to represent perfection, have all of the answers or be seen without flaws; rather they should demonstrate that recovery is an ongoing process and normalize this for the young people they work with.

YPSS should also not be expected to come in and “fix” all the Wraparound team’s “problems”



...Be their therapist

YPSSs help youth through difficult situations, and through relationship building speak with youth about difficult topics and feelings. While there may be a therapeutic element to their role, it is important to remember that YPSSs do not have a professional clinical background and should not be making clinical decisions for the young person. Instead, they should be helping the youth to identify and connect with resources that may work for them (clinical or not) and working with them to identify goals and strategies for achieving their goals.

YPSS are not trained to do clinical work, and doing clinical work would be counterproductive to their “peerness”

What DON'T Youth Peer Support Specialists Do?

...Be their friend

YPSSs build unique relationships with youth that are built on trust and mutual respect, but there are clear boundaries in place that allow them to work on specific goals. While YPSSs are friendly (because duh), they are still mandatory reporters, professionals, and have a code of ethics they are expected to abide by. YPSSs work with young people to help them build healthy social skills and connect to the community so they can build long lasting friendships of their own.



“Peerness” ≠ friendship. YPSSs are friendly, but maintain professional boundaries

...Be their spokesperson

It is not the YPSS's job to speak for the youth, unless the youth explicitly asks them to and has vetted what they will say. Instead, the YPSS should plan with the youth around how they would like to communicate important matters to the adults in their life, and what kind of support (if any) they need to do that.



YPSS do not speak for the young person at team meetings. Their role is to support the youth to speak for themselves.

What Don't Youth Peer Support Specialists Do?



...Be their babysitter

Often times adults involved in a young person's life will want their YPSS to "watch" them during unsupervised time. It is important for the YPSS to clarify that while they spend one-on-one time with youth, it is not within their role to monitor or discipline them. Other providers would not be asked to babysit youth, and neither should YPSSs.

Ageism and stigma can lead to YPSSs being asked to do things that would not be expected of other professionals.

...Be their chauffeur

YPSSs work in the community with young people, and often are present when a young person has a meeting or an important event. While there may be times when YPSSs drive young people, they should not be expected to be their primary source of transportation to meetings, groups, one-on-one visits, etc. Instead, the YPSS should explore transportation options with the youth and make sure they have plans to get to places they need to go.



What DON'T Youth Peer Support Specialists Do?

...Tell them what to do

YPSSs are charged with helping youth make decisions for themselves by helping them identify their goals and strategies for achieving them. The YPSS should not make suggestions or be discouraging regarding a young person's goals or ideas. It is also not the YPSS's job to persuade the young person to do what the adults in their life want them to do; rather they should assist the young person in talking to the people in their social network about the goals that are important to them.



Other team members should not expect YPSSs to implement their agenda with the young person.

...Police them

YPSSs are agents of hope who help youth build skills by affirming their voice, helping them identify goals, and working with them to come up with plans to achieve their goals. None of this is accomplished through disciplinary, coercive, or shaming strategies. Sometimes, adults involved in a young person's life will want the YPSS to change the youth's behavior or report on what the youth is doing, which is not the YPSSs' role.



The team should also not expect the YPSS to report back to them on the youth's behavior, or to get the youth to change that behavior.



Takeaways:

- When working with older youth and young adults in Wraparound:
 - The makeup of the team may look different and evolve over time, but is still important
 - In order to be youth driven, the young adult has more say in the collaborative process; this sometimes causes some tension
 - It is important to start working on needs during the engagement phase, and this might happen before the team is fully formed
 - Preparation for meetings is important - ensure the youth leads what is on the agenda
 - Youth peer support specialists can help the youth identify needs and strengths, work on self-determination skills and engage in the process overall.

Parking Lot Topics/Need TA?





Questions



Visit Pathways RTC
on the web for more
information

The screenshot shows the website for the Research and Training Center for Pathways to Positive Futures. The header includes a logo, the organization's name, a search bar, and a newsletter sign-up button. A navigation menu lists Home, About, Research, Training, Publications, and Connect. The main content area features a 'Publications' section with a description and two buttons: 'Featured Products' and 'Publications Search'. A large image of graduates is displayed, with social media icons for Facebook, Twitter, and YouTube. Below this is a horizontal menu with 'Publications', 'Webinars', and 'Training'. The main heading reads 'Improving the Lives of Young People with Serious Mental Health Conditions Through Research & Training'. Three featured items are shown: a journal article on online training, a new comic introduction, and a new journal article comparing outcomes of online training for service providers.

Research and Training Center
for Pathways to Positive Futures

Search

Newsletter Signup

Home » About » Research » Training » Publications » Connect »

Publications

Pathways RTC produces publications on young adult mental health.

Featured Products »

Publications Search »

Publications Webinars Training

Improving the Lives of Young People with Serious Mental Health Conditions Through Research & Training

PATHWAYS PUBLICATIONS

Journal Article: *Is Online Training an Effective Workforce Development Strategy for Transition Service Providers? Results of a Comparative Study (PDF)*

Report: *Wraparound for Older*

Introducing the Pathways Comic

Posted 01-16-19

Check out our new Pathways

New Journal Article Compares Outcomes of Online Training for Service Providers

Posted 01-14-19

Written by Pathways researchers and published online first in *Journal of Emotional and Behavioral Disorders*, the article "Is Online

www.pathwaysrtc.pdx.edu



Acknowledgments/Funders



The contents of this product were developed under a grant with funding from the National Institute on Disability, Independent Living, and Rehabilitation Research, and from the Center for Mental Health Services Substance Abuse and Mental Health Services Administration, United States Department of Health and Human Services (NIDILRR grant number 90RT5030). NIDILRR is a Center within the Administration for Community Living (ACL), Department of Health and Human Services (HHS). The contents of this product do not necessarily represent the policy of NIDILRR, ACL, HHS, or of SAMHSA, and you should not assume endorsement by the Federal Government.



Contact Information

National Wraparound Implementation Center (NWIC)

www.nwic.org

Email: nwic@ssw.umaryland.edu

Shannon Robshaw: srobshaw@ssw.umaryland.edu

Eric Bruns: ebruns@uw.edu

Kim Estep: kestep@ssw.umaryland.edu

The Institute for Innovation and Implementation

University of Maryland, School of Social Work

525 W. Redwood St

Baltimore, MD 21201-1023

Email: theinstitute@ssw.umaryland.edu

Website: www.ssw.umaryland.edu/theinstitute

