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Partnering with Youth and Young Adults

Promoting Recovery

Increasing cultural awareness and building community support for diverse young people with mental health conditions

Increasing resilience and family support for diverse young people with mental health conditions

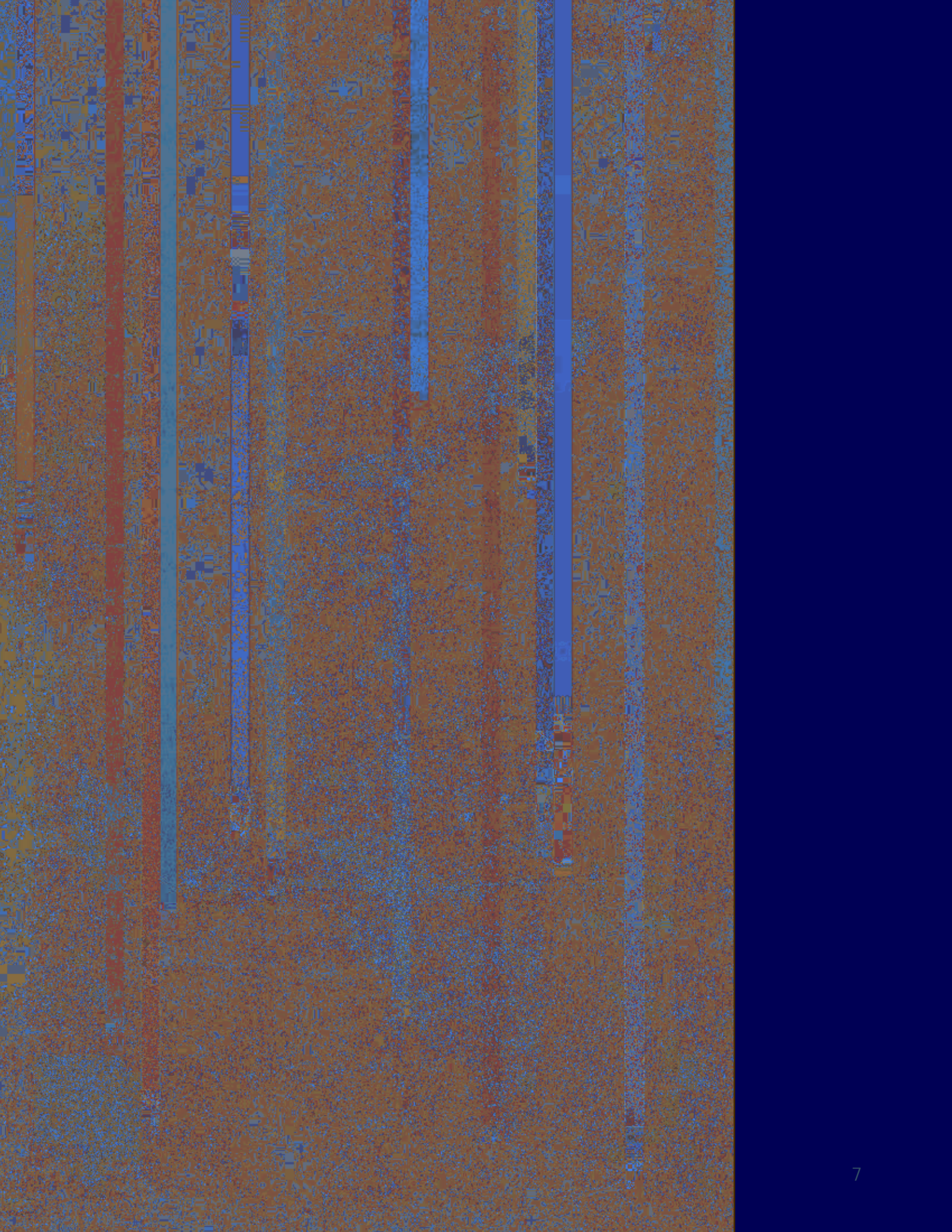
Promoting cross-cultural and intergenerational relationships with diverse young people with mental health conditions and their families

Providing individualized and developmentally appropriate services

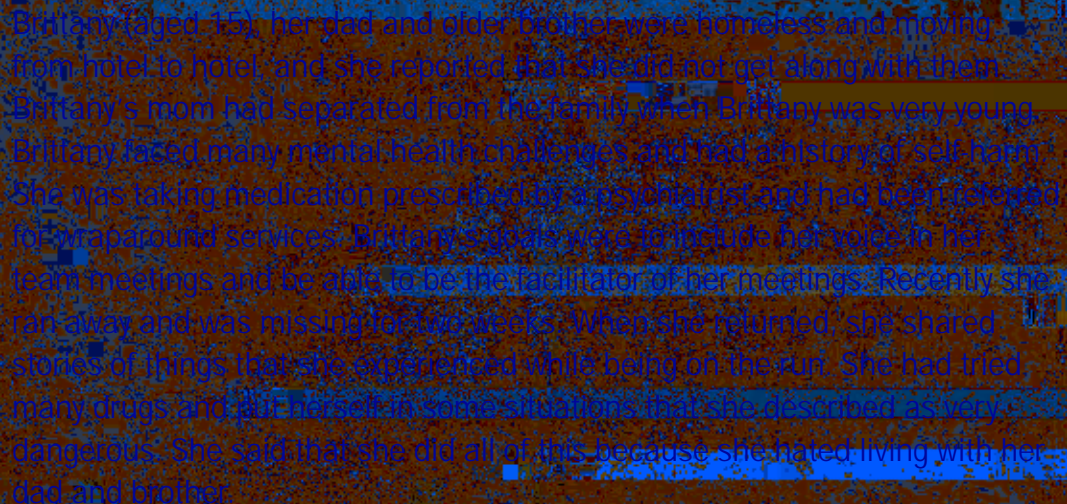
Developing healthy relationships

Planning partnerships with providers

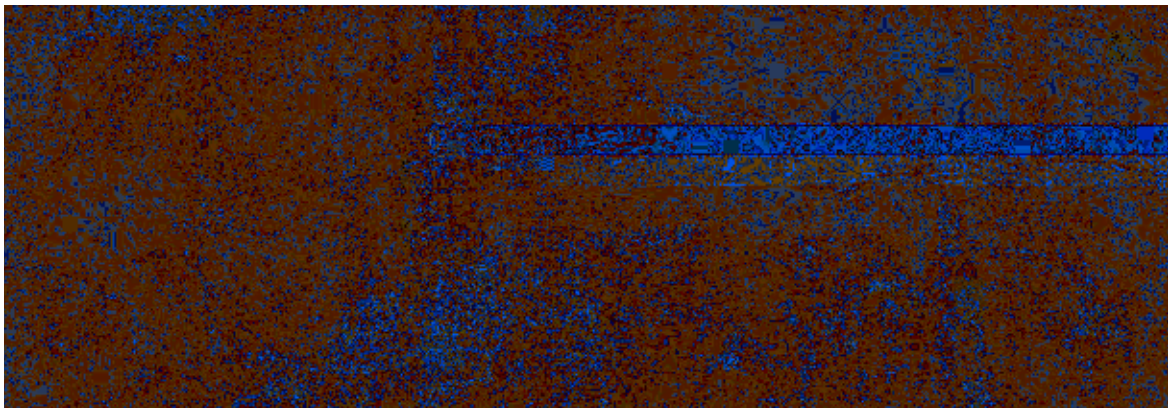
For each of the ten modules in the Pathwa3transition3t



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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. 7R PHHW \RXQJ SHRSOH·V VHOI LGHQWLÀHG QHHGV



Brihany (aged 14), her dad and older brother were homeless and traveling from hotel to hotel, and she reported that she did not get along with them. Brihany's mom had separated from the family when Brihany was very young. Brihany 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. Brihany's goals would 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 hit 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.



1. What was the provider doing that supported the young woman in her progress moving ahead with her career exploration plans?
2. What additional questions would you ask to help her formulate next steps toward her goals?
3. How might the worker be more empowering?
4. How might the worker better help the young adult to explore her options?
5. How might the worker support the young adult in developing a plan?

1. 7KLQN RI D VLWXDWLRQ ZKHQ \RX KDG GLIÀFXOW\ HQ gram. What strategies were most effective in forming a trusting relationship?
2. ,Q D ÀUVW PHHWLQJ ZLWK D \RXQJ SHUVRQ ZKR LV GH some ways to increase her or his engagement in a conversation about strengths and needs? Can you share an example? Imagining yourself in the young person's shoes, how would he or she prefer to work toward identify 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?
- 3.

Hannah is a 19-year-old young woman who lives alone in an apartment and works at a computer store. She has a close friend who recently moved away from her.

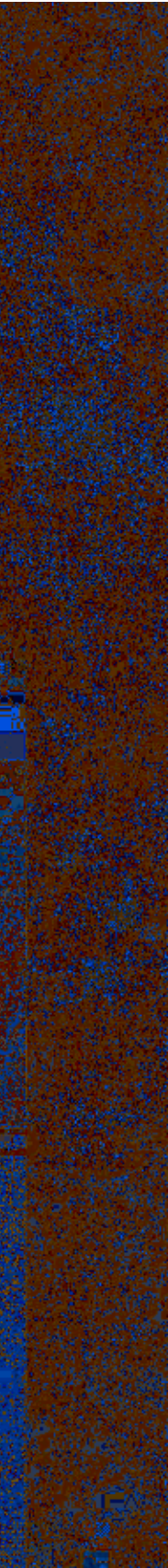
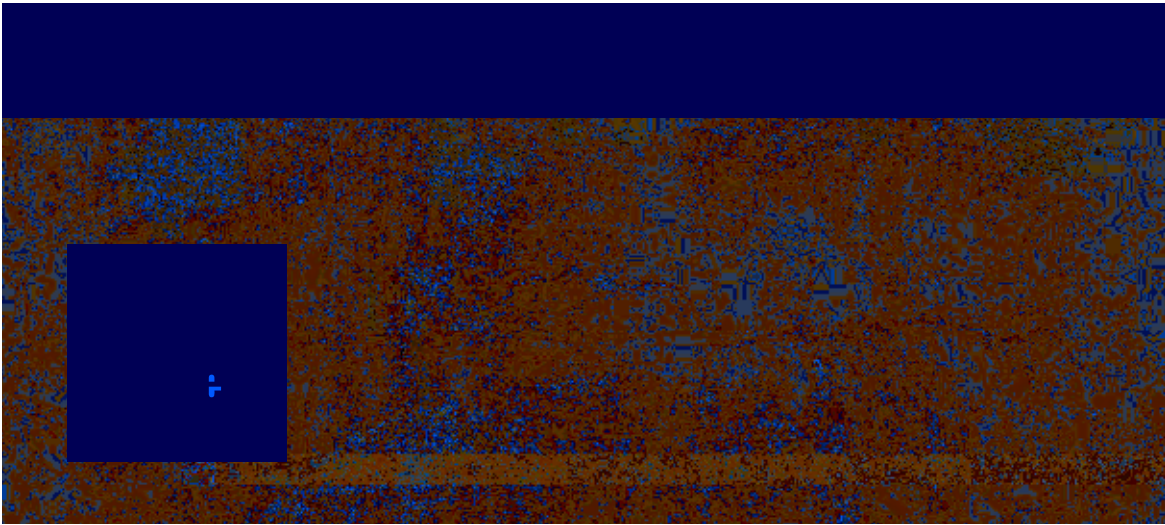
LEARNING GOALS

1. Explain the difference between a normal distribution and a skewed distribution.
2. Calculate the mean, median, and mode for a set of data.
3. Calculate the standard deviation and variance for a set of data.
4. Interpret the results of a normal distribution curve.

1. How do you think Hannah would want you to talk to her about her beliefs? How might you talk with her about her beliefs?
2. What biases would you need to consider as you work with Hannah?
3. Given your concern about the potential for Hannah's mental health to deteriorate, how might you engage her 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 her 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.

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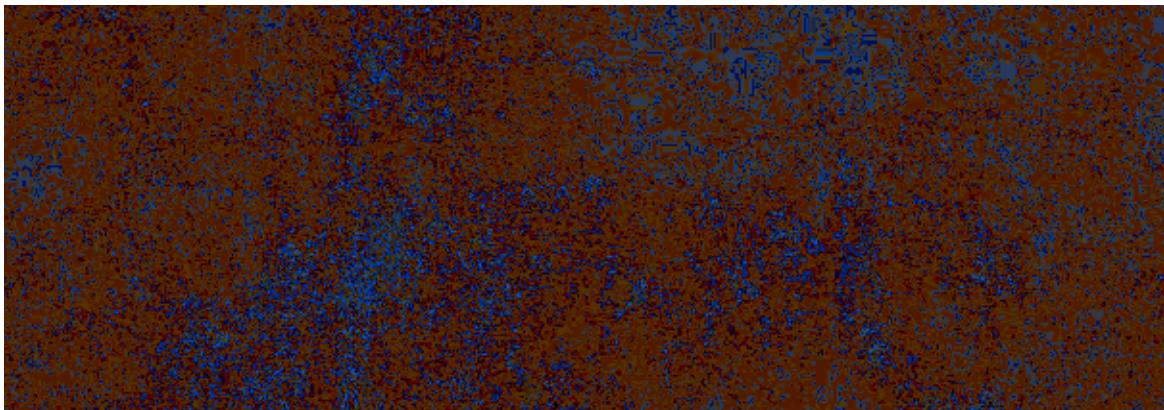
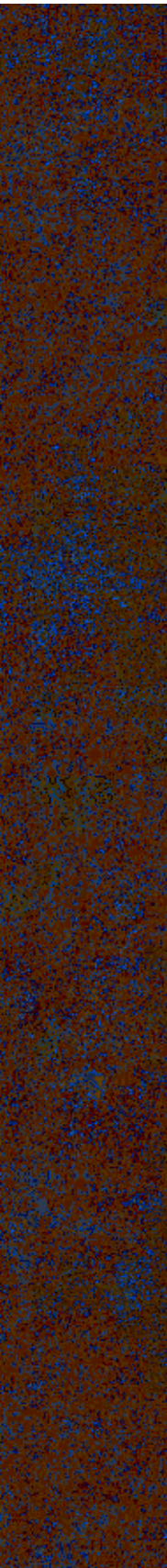
1. What approaches or strategies seem to be most useful to your team?
2. Where are the areas of agreement and disagreement?
3. In what ways have team members' responses contributed to changes in your own perceptions of Hannah and her life?



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 her/his health and mental health? What have you done to facilitate young persons' 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.

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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.

Karen, a young Native American woman aged 17, was dealing with high school despite being diagnosed with an anxiety disorder and depression. She was living with her grandmother who had some health problems and higher than Bowen-HU W-KHUH ZDY FROALEW EHWZHHQ DUHQ DQG KHU JUDQGR mother's demands. Karen had support from a Native American peer support provider from a local Native American serving community center, she was also working with a mental health counselor and the transition provider at her high school, both of whom were White. There was a team planning meeting with Karen, her grandmother and the three service providers focused on her transition plan. The meeting went very well. Karen and her peer supporter had planned and developed goals and steps and shared the progress. She had said: At the end, the counselor unexpectedly made a less than helpful remark about Karen's relationship with her grandmother. The grandmother expressed anger that Karen did not help her more. Karen got upset and shut down. The peer supporter was there as an ally but she was inexperienced and did not know what to say. The meeting ended with nothing being decided and Karen refusing to speak to anyone.

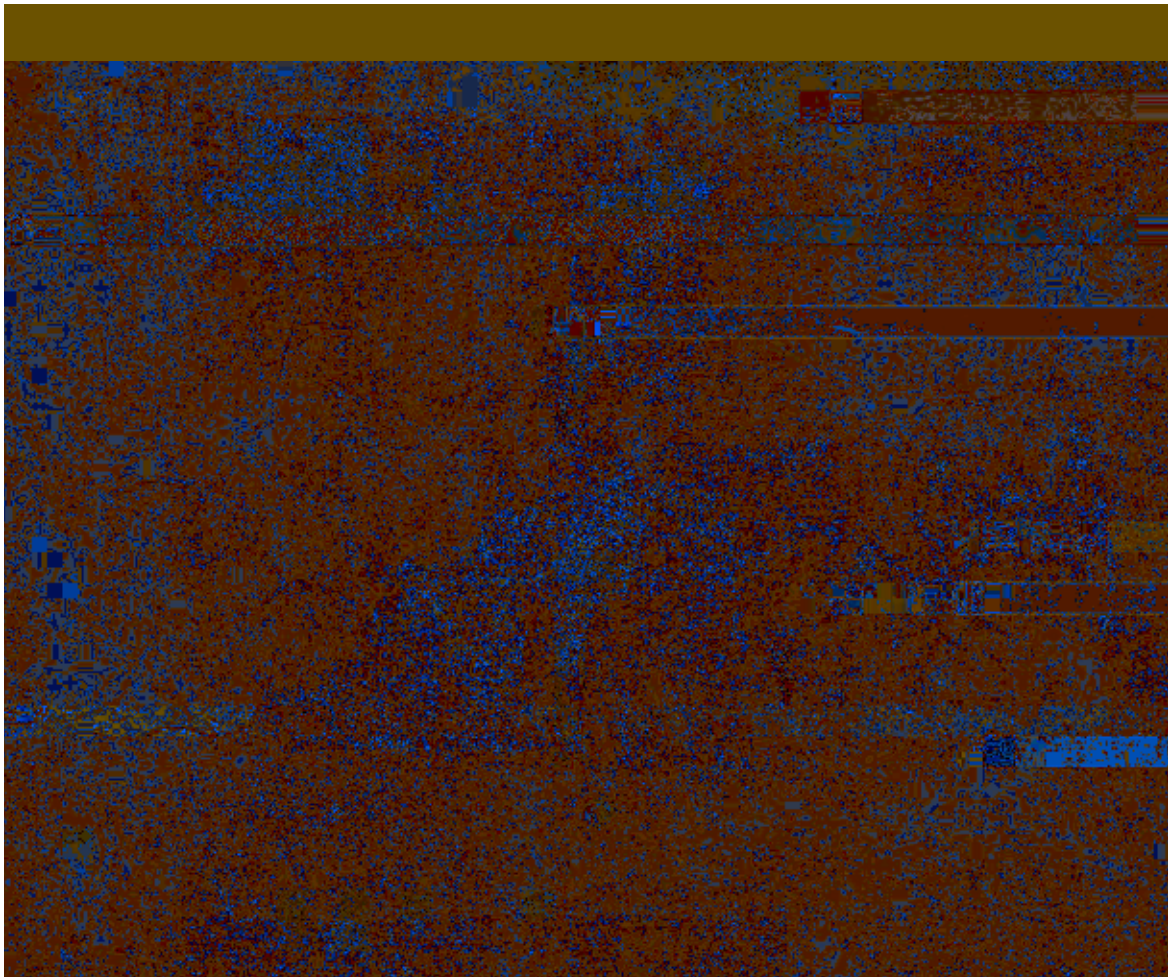
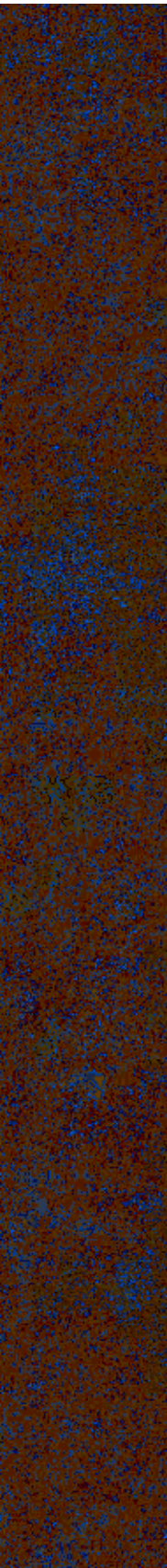


In this video clip, the young woman talks about her exploration of her cultural identity through learning about her family's African American and Native American cultural heritage. After viewing the video segment, discuss the following questions:

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. How would you approach this scenario if you don't share the same cultural or racial background? Regardless of your background, how do you think you could support this young person? Conversely, what challenges do you think you would encounter?
4. What questions might you ask this young woman about if you were working with her on examining her life goals?

Here we offer questions to guide discussion of how module 3 content could be applied in your team's work in the local area and with the young people you serve:

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 combines with your other characteristics (such as age, gender, race, education) to shape the way 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 youth 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? Can you give an example?
4. How have you addressed trauma and oppression in your work with Native youth?
5. How can you work with Native American youth to help them to develop a sense of positive ethnic and cultural identity? Give an example of what you did to support young persons in their cultural identity development.
6. What have you done to connect youth with their cultural community?



After reading and thinking about the scenario above, engage in a staff discussion of the following questions:

1. Why is Anna frustrated?
2. How do your own 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?
6. How does the team support staff members who are experiencing challenges in their work related to cultural difference?
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?

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1. What approaches or strategies seem to be most useful to your team?
2. Where are the areas of agreement and disagreement?
3. In what ways have team members' responses contributed to changes in the ways you think about how to work with cultural differences?

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Juanita is a 23-year-old Mexican American female who lives with her husband and until recently had been attending the local church. Juanita went in for a routine visit to see her primary care doctor and ended up staying with an advocate who works with the clinic that she has been seeing very unusual images and hearing sounds that scare her. She also stated that her husband recently taken her to a parandero to have these experiences addressed. Juanita tells the advocate that, his assisting with the healer did not make the symptoms go away. Her family does not know how to deal with 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.

VKH LY DIUDLG A' WXP HISHULHQEHV - XPQLWD LY WHUOLANG

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1. What ideas about assisting Juanita seem to be most useful?
2. What assumptions emerge in the discussion and how do team members communicate about them?
3. Where are the areas of agreement and disagreement regarding the cultural dimensions?

1. How important is it to the Hispanic or Latino youth and families you work with to have an ethnically and culturally similar service provider?
2. What preparation have you done 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

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1. To gain 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 in leadership and system change who have had experiences of trauma.

Several weeks ago Michele (aged 19) 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 because of her scheduled meetings, she has not shown up and you are preparing to call her to tell her that she will be dropped because of no contact. You have a few notes on her face. Michele reports that last night she left her home in a bad mood after she pulled a gun and threatened to kill her young boyfriend. Michele ran away one at night after managing to calm her boyfriend down, and stayed overnight with a friend. Michele says her friend says that she would like her to stay at her home for a night or two. Michele tells you that she and her boyfriend have been drinking more lately and using marijuana on a regular basis. The boyfriend is unemployed, has not been getting a job 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.

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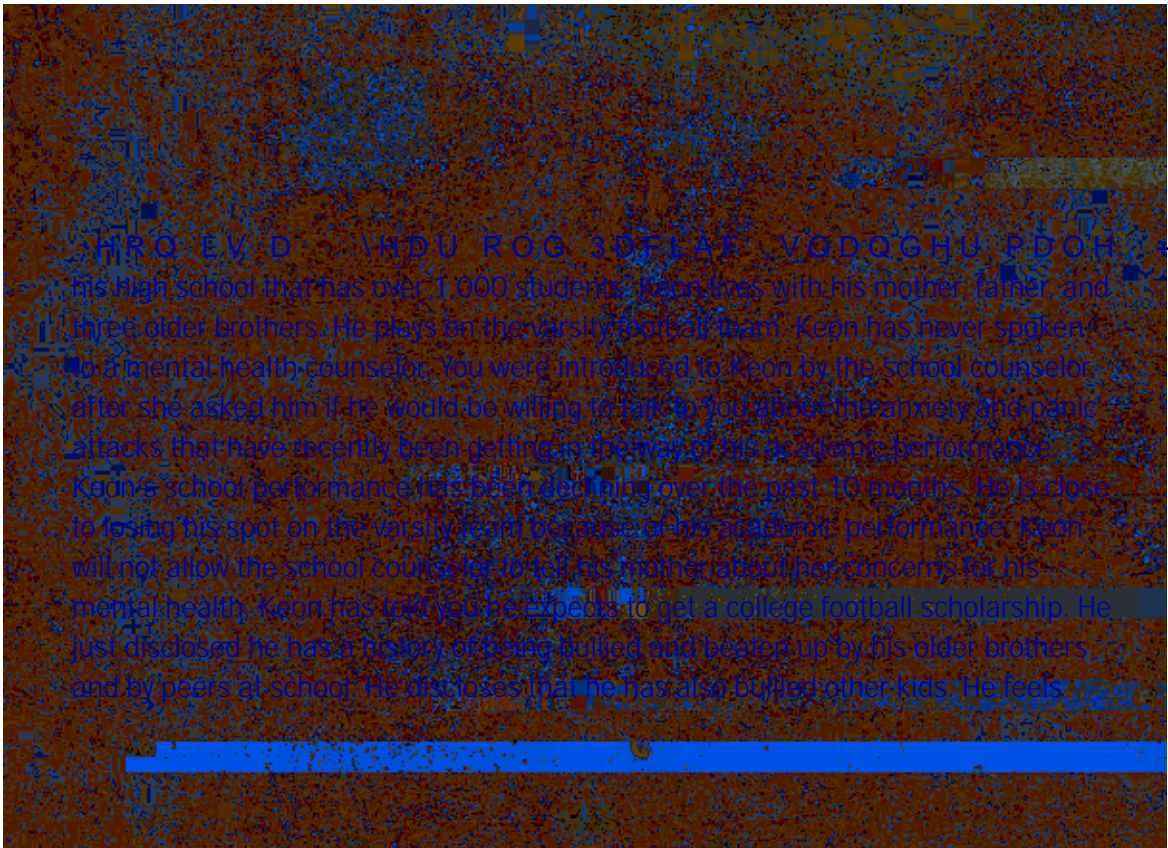
After reading and thinking about the scenario above, engage in a staff discussion of the following questions:

1. :KDW ZRXOG \RX GR ÀUVW WR PDNH D VDIHW\ SODQ ZLWK
2. Who else would you contact?
3. What steps would you take to assist Michele to recover from these traumatic events?
4. What else would you do to support Michele?

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\$IWHU GLVFXVVLQJ WKH VFHQDULR LW PD\ EH XVHIXO WR OJ learned from each other, using the following questions to guide the conversation:

1. What ideas about assisting Michele seem to be most useful?
2. What assumptions emerged in the discussion and how do team members communicate about them?
3. How did Michele’s level of brain development get considered in your discussion?
4. If any team members are survivors of interpersonal violence, how do their experiences affect their responses?
5. Where are the areas of agreement and disagreement?
6. In what ways do team members’ responses help you to think differently about how to proceed with Michele?



H LV WK

HRQ EV D IHDU ROG 3DFLAF VQDQGHU PDSH
his high school that has over 1,000 students. Keon lives with his mother, father, and three older brothers. He plays on the varsity football team. Keon has never spoken to a mental health counselor. You were introduced to Keon by the school counselor after she asked him if he would be willing to talk to you about the anxiety and panic attacks that have recently been getting in the way of his academic performance. Keon's school performance has been excellent over the past 10 months. He is close to losing his spot on the varsity team because of his academic performance. Keon will not allow the school counselor to tell his mother about her concerns for his mental health. Keon has told you he needs to get a college football scholarship. He just discovered he has a history of being bullied and beaten up by his older brothers and by peers at school. He often feels that he has also bullied other kids. He feels

Volunteers will be needed to play the roles of Keon and the school counselor 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 Keon in conversation and guides discussion in directions Keon thinks would be helpful in understanding his situation more fully and beginning to think about possible solutions. Pause at a natural break after 10-12 minutes.

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VFDUHG ZKHQ \RX ZHUH EHDWHQ XS DQG EXOOLHG DQG
EHKDYLRU \RXUVHOI ,PDJLQH \RXU IHDUV RI EHLQJ EXC
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DERXW \RXU PHQWDO KHDOWK"

\$V D FRXQVHORU LQ WKH KLJK VFKRRO \RX·UH D PHPEHU RI
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DQG WKH SRWHQWLDO IRU KHOS DQG VXSSRUW +RZ ZRXOG \RX
SHHU LVVXHV" +RZ ZLOO \RX FUHDWH D VHQVH RI VDIHW\ IRU
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Note where the service provider engages in any or all of the following activities:

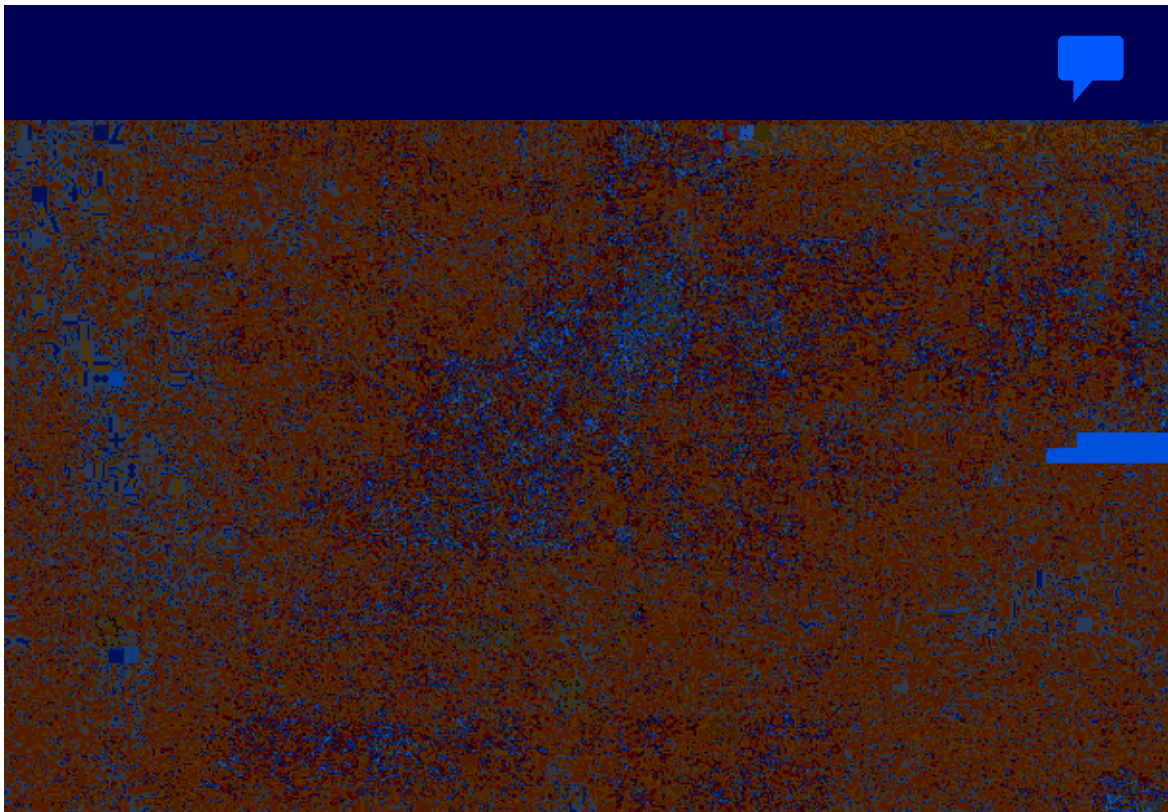
- GHPRQVWUDWHV DQ DSSUHFLDWLRQ RI .HRQ·V VWUDWHJLWLRQ
- LQYLWHV .HRQ·V GHÀQLWLRQ RI WKH FRQFHUQV DQG LGHQVLY
- FUHDWHV D VHQVH RI VDIHW\ IRU .HRQ
- GHPRQVWUDWHV LQFUHDVLRQJ XQGHHUVDQGLQJ DQG WPSRUWD
- LGHQWLÀHV VXSSRUWV LQ .HRQ·V OLIH
- PRWLYDWHV .HRQ WRZDUG WDNLQJ VWHSV WRZDUG EHJLQJ
- LGHQWLÀHV ÀUVW DFKLHYDEOH VWHSV LQ FKDQJH SURFHV

1RWLFH ZKHUH ZKHQ .HRQ VHHPV PRUH HQJDJHG PRUH SRVL
his situation could improve.

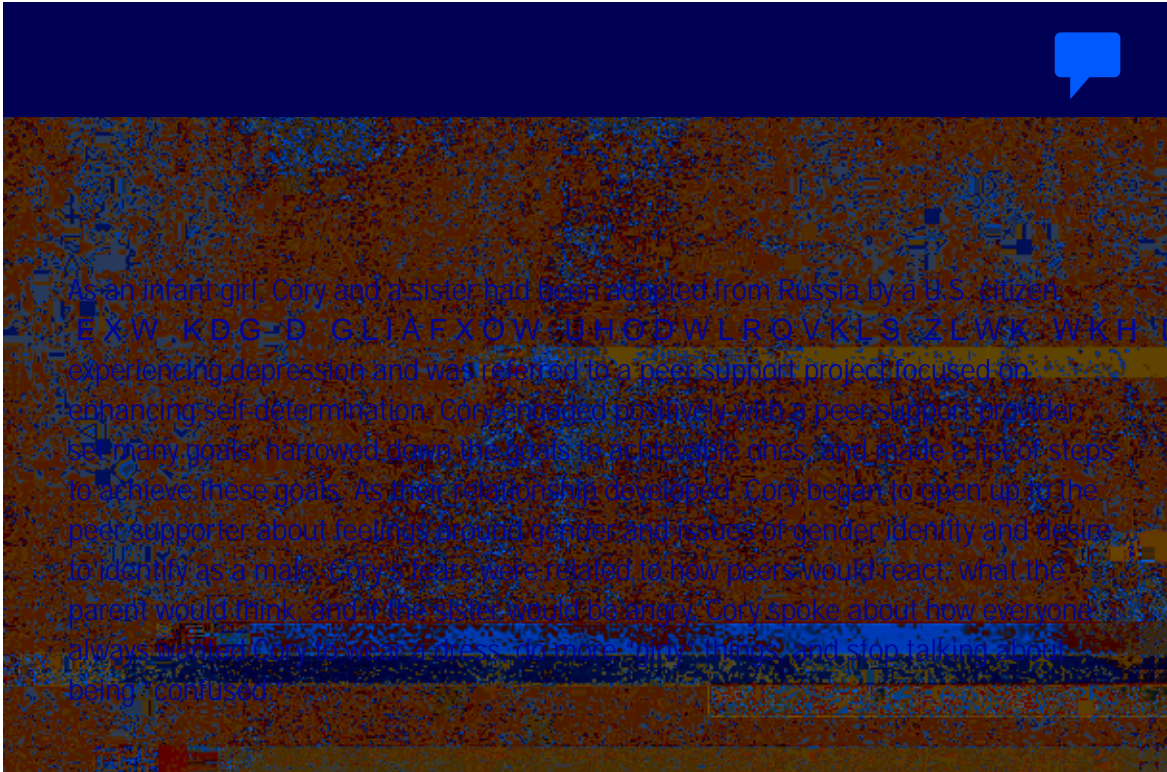
First, the person playing the role of Keon shares their perspective about what was most and least helpful in the interaction and where they felt most supported. Next the person playing the school counselor describes their choices about how to engage with Keon, where they felt the session went well and what they might have done differently. The school counselor invites observers to share their questions and ideas in response WR WKH VFKRRO FRXQVHORU·V VSHFLÀF DUHDV RI FRQFHUQ questions about their perceptions of the interaction. When did they connect? Where was there a “disconnect”? How could the relationship be fostered?

Here we offer questions to guide discussion of how module 6 content could be applied in your team's work in the local area and with the young people you serve:

1. 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.
2. Telling their story in to others can be traumatizing for many youth. How have you supported a young person 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?
3. 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?



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1.

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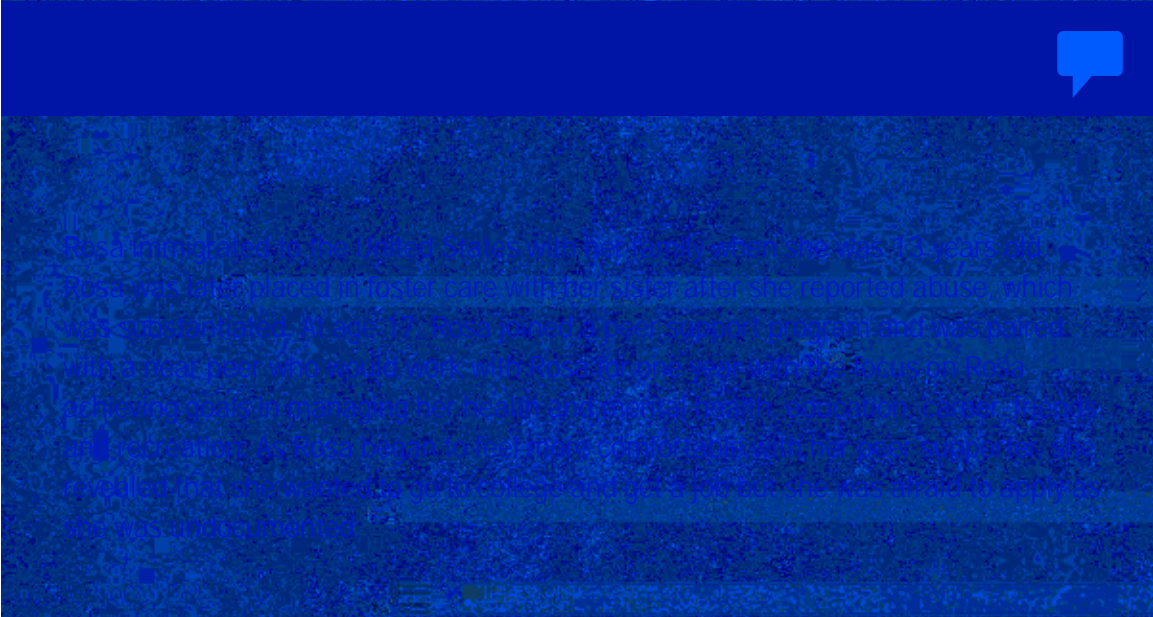
\$ I W H U G L V F X V V L Q J W K H V F H Q D U L R L W P D \ E H X V H I X O

1. What approaches or strategies seem to be most useful to your team?
2. Where are the areas of agreement and disagreement?
3. In what ways have team members' responses contributed to changes in your own perceptions of Cory and ideas about how to support Cory?



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
Q H H G V D Q G W K H L U I D P L O L H V " : K D W G L G \ R X À Q G Z D V
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
Z K R L G H Q W L À H V D V / H V E L D Q J D \ E L V H [X D O W U D Q V J
6. What have you learned about what is ineffective?
7. What resources have been helpful to support you in your work with Lesbian, gay, bisexual, transgender, questioning, or queer young people?

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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 better assist young adults who are seeking accommodations.
 6. To support youth to be advocates.



Rosa immigrated to the United States with her family when she was 11 years old. Rosa was later placed in foster care with her sister after she reported abuse, which was substantiated. At age 17, Rosa joined a peer support program and was paired with a near-peer who would work with Rosa for one year with the focus on Rosa achieving goals in managing her health and mental health, education, career, friends, and recreation. As Rosa began to form a rapport with her near-peer supporter, she revealed that she wanted to go to college and get a job but she was afraid to apply as she was undocumented.

After reading and thinking about the scenario above, engage in a staff discussion of the following questions:

1. What assumptions do you have about Rosa's situation?
2. How would you respond to Rosa's situation?
3. What do you think would be helpful to Rosa at this time?
4. What resources or supports might you explore?
5. Who might you consult with?
6. How might you support Rosa?



& G D T K G " P I

\$ I W H U G L V F X V V L Q J W K H V F H Q D U L R L W P D \ E H X V H I X O
learned from each other, using the following questions to guide the conversation:

1. What approaches or strategies seem to be most useful to your team?
2. Where are the areas of agreement and disagreement?
3. In what ways have team members' responses contributed to changes in your own perceptions of Rosa's situation and ideas about how to support Rosa?

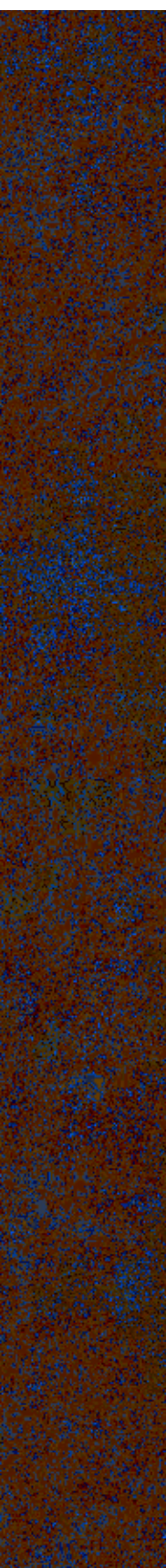
Travis lives in an apartment in a complex built for people with disabilities. He has a diagnosis of autism spectrum disorder (ASD) as well as an anxiety disorder but is proud of his ability to manage his affairs on his own. He prefers to hide his diagnosis and it was to admit that he is like the other people in his apartment community. Travis is successful using the bus, has a job at a liquor at a local grocery store that he likes, and seems to do quite well in his non-structured routine. Travis gets along with his parents but prefers to be a grown-up and to see them only occasionally. Zach, the landlord, is also doing so well.

Travis tells Zach, expressing anger about one of the 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 level of anything near his ears. Travis had been warned that he will face eviction if he cannot turn down the banging music. In

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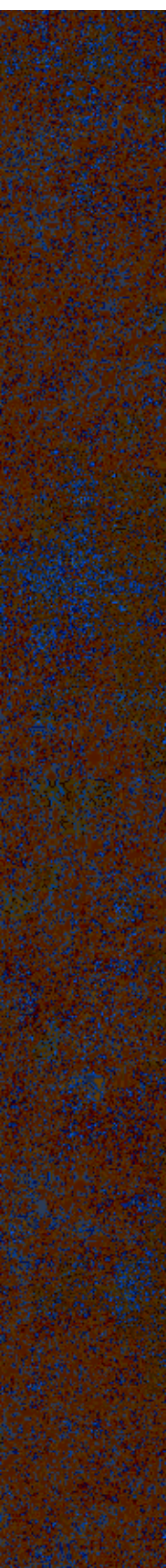
PLQDWLFD PRPSC

1. What have you done as a service provider to bridge the gaps between service systems? Give an example of where you partnered successfully with staff from



Here we offer questions to guide discussion of how module 9 content could be applied in your team's 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. 7 K L Q N R I D W L P H \ R X Z R U N H G Z L W K D \ R X W K R U I D F L O \ Z K M 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?
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 connected a young person with a mentor or peer support provider successfully? What did you do to enhance their relationship?



3XW \RXUVHOI LQ \$P\·V VKRHV KDYLQJ EHHQ LQ PXOWL
FXUUHQW SODFHPHQW ,PDJLQH \RXU GLVWUHV V DQG D
IRVWHU SDUHQWV EHFDXVH RI \RXU VH[XDO RULHQWDW
FDULQJ IDPLO\ DPRQJ \RXU IULHQGV· SDUHQWV ,PDJLQ
DEOH WR JR WR FROOHJH DQG \RXU VHQVH RI XUJHQF\
\RX WR DFKLHYH \RXU JRDOV <RX·YH PHW WKH ZUDSDU
WKDW VKH ZLOO EH DEOH WR KHOS \RX 1RZ ZKDW DUH
what you want to achieve from the meeting.

,PDJLQH \RX DUH ZRUNLQJ DV D VHUYLFH SURYLGHU LQ
ZDV UHIHUHG WR \RX E\ KHU FDVHZRUNHU ZKR·IH HOV
HG ZLWK \$P\·V FDVHZRUNHU RQ WKH SKRQH DQG \RX PH
DZDUH RI KHU VLWXDWLRQ EXW \RX GLGQ·W KDYH WLP
DSSRLQWPHQW 7KLQN DERXW KRZ \RX FRXOG VXSSRUW
LQFOXGLQJ KHU VH[XDO RULHQWDWLRQ 7KLQN DERXW K
DERXW KHU JRDOV DQG GUHDPV DQG SRWHQWLDO VRX
KRSH WR DFKLHYH LQ WKLW VHVLRQ" 7KLQN DERXW KR
KHU KHU +RZ ZLOO \RX NQRZ WKDW \$P\ IH HOV KHDUG

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

- GHPRQVUDWHV DSSUHFLDWLRQ RI \$P\·V VWUHQJWKV
- LQYLWHV \$P\·V GHÀQLWLRQ RI WKH FRQFHUQV DQG L
- GHPRQVUDWHV LQFUHDVLQJ XQGHUVWDQGLQJ DQG I
- LGHQWLÀHV VXSSRUWV LQ \$P\·V OLIH
- PRWLYDWHV KHU WRZDUG WDNLQJ VWHSV WRZDUG EH
- LGHQWLÀHV ÀUVW DFKLHYDEOH VWHSV LQ FKDQJH SU

Notice where/when Amy seems more engaged and communicates that she feels heard
DQG PRUH KRSHIXO DERXW WKH SRV\SURYLW\ WKDW KH

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 UHVS RQVH WR WKH VFKRRO FRXQVHURU·V VSHFLÀF D UHGV R Amy questions about their perceptions of the interaction.

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 EHHQ DEOH WR DSSO\ WKLV DSSURDFK LQ \RXU ORFDO FRO 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 VSHFLÀF IHGEDFN GLG \RX DVN IRU" 'LG \RX XVH D VSHFL comes? 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?

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