

Promoting Positive Pathways to Adulthood:

Pathways Transition Training Toolkit

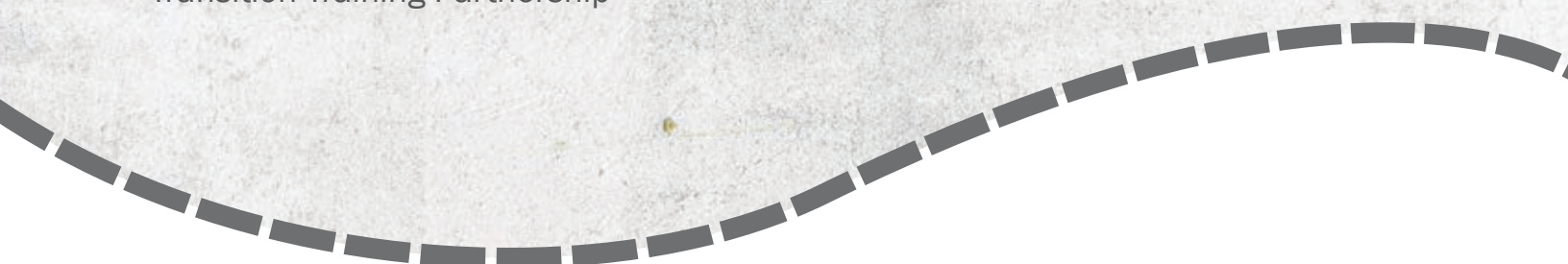
A Toolkit of
Exercises to Accompany
the **Promoting Positive
Pathways to Adulthood**
Online Training Modules
for Service Providers



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Pathways Transition Training Toolkit

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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 build 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 that young people are involved in. 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 two 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; interactive exercises; knowledge tests; and, downloadable resources and references. To support the application of this research-based knowledge translation into practice, the accompanying toolkit includes implementation assistance in the form of practice scenarios, video segments with discussion questions, role plays, and questions, based on real-life situations that invite participants to apply their learning to practice in their 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
for diverse young people with
mental health conditions

Module 4:

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

Module 5:

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

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 to Supervisors and Leaders

For each of the ten modules in the Pathways Transition Training Series, there are module-related discussion questions and accompanying scenarios, and additional video segment discussions, and role plays are provided. These activities are designed to engage service providers in applying the knowledge and principles addressed in each module in their own practice with young people, their families, and communities. As a team leader, we encourage you to print copies of this toolkit for all staff members who are participating in the training and to recommend that staff select the questions or activities that seem to best fit in the local community and agency context. We also encourage you (or whoever will facilitate team discussion) to emphasize that the goal of all these activities is to increase practice skills, not to catch people in poor practice. In order to promote a supportive, strength-oriented learning environment for staff, we recommend that team leaders/supervisors model the same strength-guided and positive development approaches used in the training modules.

Depending on the communities that your organization serves, you may find some of the scenarios and videos linked to each module 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 the specific populations you serve.

As the team leader, you may wish to lead the discussion of staff responses to the discussion questions and debriefing sessions. Alternatively, it may be helpful to invite more experienced staff members to volunteer to facilitate discussions. As well as discussing how individual service providers might change their practice as a result of what they learned in each module, you might also invite discussion of how the team might change their approach, too. You may also want to think about ways to work with program administrators and leaders to address ways to improve agency policies and structures.

Although we understand that time is a precious resource for social service providers, we are encouraging participating teams to intentionally set aside about 30 minutes in staff meetings to discuss these activities after completing each module, although there is enough material available for longer discussions if preferred. We realize that not all teams are able to meet regularly face-to-face and if that is the situation in your program, we encourage the use of technology or conference calls for discussion.



Toolkit Training Exercises

Modules 1 - 10

- Practice Scenarios
- Video Segments
- Discussion Questions
- Role Plays

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 for Team Discussion



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 Team Discussion

After reading and thinking about the scenario above, engage in a staff discussion of 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 Brittany?
 7. Who might you consult with?
-

Debriefing

After discussing this scenario with team members, it may be useful to reflect on what staff members learned from each other, using the following questions to guide discussion:

1. What approaches or strategies seem to be most useful?
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 Brittany? What new ideas have you heard about how to support her?

Training Video



Partnering with Youth and Young Adults



View the video at YouTube:
<https://youtu.be/bz2eALYvpdE>

Video Discussion Questions

In this session, a young woman reflects on her life and works with the service provider to make a concrete plan to move forward with her interest in working in animal rescue as a career. After viewing the video segment, the team addresses the following questions:

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?
-

Module 1 Discussion Questions

Here we offer questions to guide discussion of how module 1 content could be applied in your team's work in the local area and with the young people you serve:

1. Think of a situation when you had difficulty engaging a young person in your program. What strategies were most effective in forming a trusting relationship?
2. In a first meeting with a young person who is depressed or withdrawn, what are 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. 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 or moral standards? Can you share an example of when you did this successfully? What did you do? What did you learn from a situation 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 and judge their quality.
4. To engage in shared decision making with youth, young adults, and families.

Scenario for Team Discussion



Issues of Mental Health and Spirituality ~ Hannah

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

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

Questions for Team Discussion

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

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. Think of a time when you worked with young persons who could not relate to you or other members of your team for cultural or other reasons and identify what you did to facilitate their engagement. How might this experience be helpful in thinking about how to work with Hannah?
-

Debriefing

After discussing the scenario, it may be useful to reflect on what staff members 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 Hannah and her life?

Training Video



Promoting Recovery 1



View the video at YouTube:
<https://youtu.be/cwr5l9cXQP0>

Video Discussion Questions

A young woman is moving toward a goal of “Better by 30.” She discusses her wellness activities with her service provider. After viewing the video segment, discuss the following questions:

1. What is recovery for this young adult? How might you invite her to expand on what she thinks about recovery and what aspects she might focus on?
2. What types of goals does the young person talk about that are relevant to her recovery?
3. What would you ask to learn more about her goals?
4. What do we learn about this young woman’s approach to handling stress?
5. What are the questions the service provider asks or statements she makes that are particularly helpful? Were any questions or comments not helpful? If so why?
6. What are the next two questions you would ask this young person to explore other areas of recovery?

Module 2 Discussion Questions

Here we offer questions to guide discussion of how module 2 content could be applied in your team's work in the local area and with the young people you serve:

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. Are there times when you have struggled in your work with youth or young adults? What did you learn from that experience? How do you approach your work differently following that experience?
4. How can peers be helpful in supporting 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 the family member's view differs from the young person's?

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.

Scenario for Team Discussion



Communication Breakdown in Team Planning ~ Karen

Karen, a young Native American woman aged 17 was doing well in high school, despite being diagnosed with an anxiety disorder and depression. She was living with her grandmother who had some health problems and needed help. However, there was conflict between Karen and her grandmother linked to the grandmother'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 made. At the end, the counselor unexpectedly made a very negative 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.

Questions for Team Discussion

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

1. If you had been the peer support provider, what would you have done in this situation?
 2. What assumptions or biases are you aware of in yourself as you think about this scenario?
 3. What (if anything) would you say to the counselor?
 4. How would you respond to Karen's distress?
 5. What would you do next?
 6. If you could re-play this meeting, what would you do differently?
-

Debriefing

After discussing the scenario, it may be useful to reflect on what staff members learned from each other, using the following questions to guide the conversation:

1. What ideas for facilitating a positive discussion seem to be most appropriate?
2. How have you responded in conflict situations with people from different racial/ethnic identities?
3. How have you experienced this type of conflict in your own family or community and how does this affect your responses with the young adults you work with?
4. Where are the areas of agreement and disagreement among team members?
5. In what ways did team members' responses contribute to changes in your own thoughts about how to respond in a situation like this?

Training Video



Increasing Cultural Awareness



View the video at YouTube:

<https://youtu.be/TrCS81Suzcg>

Video Discussion 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, 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. 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? Regardless of your background, how do you think you could support this young person? Conversely, what challenges do you think you would encounter?
 5. What questions might you ask this young woman about if you were working with her on examining her life goals?
-

Module 3 Discussion Questions

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 of how you prepared 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 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?

Module 4:

Increasing Resilience and Family Support for Diverse Young People

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 for Team Discussion



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 Team Discussion

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?
-

Debriefing

After discussing the scenario, it may be useful to reflect on what staff members 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 the ways you think about how to work with cultural differences?

Module 4 Discussion Questions

Here we offer questions to guide discussion of how module 4 content could be applied in your team's work in the local area and with the young people you serve:

1. What do you see as the benefits for African American youth and families 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? Give examples.
5. How have you addressed oppression and/or trauma with an African American youth? Give an example of what you did that was most helpful.
6. What are the ways in which your cultural identity combines with your other characteristics (such as race, gender, age, educational level) to shape the ways you relate to other people?
7. How do you and your team define intersectionality? How does your organization address intersectionality in your work?

Module 5:

Promoting Cross-Cultural and Intergenerational Relationships with Diverse Young People

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 learning for work with immigrants of other cultures.

Scenario for Team Discussion



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 Team Discussion

After reading and thinking about the scenario above, engage in a staff discussion of 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?
 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?
-

Debriefing

After discussing the scenario, it may be useful to reflect on what staff members learned from each other, using the following questions to guide the conversation:

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?
4. In what ways do team members' responses help you to think differently about how to proceed with Juanita?

Module 5 Discussion Questions

Here we offer questions to guide discussion of how module 5 content could be applied in your team's work in the local area and with the young people you serve:

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 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 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.

Scenario for Team Discussion



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 Team Discussion

After reading and thinking about the scenario above, engage in a staff discussion of 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?
 4. What else would you do to support Michele?
-

Debriefing

After discussing the scenario, it may be useful to reflect on what staff members 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?

Role Play for Practice and Discussion



Bullying, Trauma, and Mental Health ~ Keon

Keon is a 17-year-old Pacific Islander male. He is the only Pacific Islander student in 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 declining 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 expects to get a college football scholarship. He just disclosed he has a history of being bullied and beaten up by his older brothers and by peers at school. He discloses that he has also bullied other kids. He feels remorseful and wants to help other kids being bullied. This is your second meeting with Keon and the school counselor.

Training Role Play Instructions

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.

Keon

Put yourself in Keon's shoes as the only Pacific Islander in his school, having been scared when you were beaten up and bullied and ashamed of engaging in bullying behavior yourself. Imagine your fears of being bullied by the other kids in high school if news got out about your mental health symptoms. Imagine your panic about possibly losing your opportunity for your dream, to get a football scholarship. How are you going to feel about talking to the school counselor who is suggesting talking to your mother about your mental health?

Service Provider

As a counselor in the high school, you're a member of a different ethnic group from Keon. You've met Keon once when he told you about his history related to violence and bullying and his terror of losing his lifelong dream of a football scholarship. Think about how you would engage Keon in talking about his mental health, his dreams, and the potential for help and support. How would you address cultural, family, and peer issues? How will you create a sense of safety for Keon? How might you talk with Keon about involving his family? What might you try to achieve in this session?

Observers

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

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

Notice where/when Keon seems more engaged, more positive about the possibility that his situation could improve.

Discussion of Role Play

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 to the school counselor's specific areas of concern. Observers may also ask Keon questions about their perceptions of the interaction. When did they connect? Where was there a "disconnect"? How could the relationship be fostered?

Module 6 Discussion Questions

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?

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 for Team Discussion 1



Safety Planning ~ Kayla and Sue

Following an argument, Kayla, a 17-year old young African American woman was kicked out of her aunt's home where she had been staying. Having no place to go, she called her social worker, Sue, at 8 p.m. and asked if she could pick Kayla and her boyfriend up, help get them something to eat, and drive them to another family member's home. As Sue had just started her job two months ago, she called her supervisor for advice. Sue was given approval to pick them up and take them to eat as long as she felt comfortable and safe, and Sue said she would check in with the supervisor later in the evening. Everything went well. A few days later, Kayla confided to Sue that her boyfriend had been increasingly abusive towards her, and had pulled a gun on her in anger, threatening her if she tried to leave him. Upon learning about this situation, Sue was overwhelmed with fear about what might have happened that night when they were together. Sue also felt guilty and ashamed that she felt more concerned about her own safety than Kayla's safety.

Questions for Team Discussion 1

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

1. What safety protocols does your team have to avoid the type of situation Sue encountered?
 2. How do staff decide what is physically safe? Emotionally safe?
 3. How would you support Sue after discovering the risky situation she had been in?
 4. How has your team supported staff who have experienced challenges in their work related to safety?
 5. What would you do in this situation to assure that Kayla is safe?
 6. What resources would you consider for both staff and young adults?
 7. How do you process your own anxiety or guilt about situations with young people that did not go well? How do you support your team colleagues to do this?
-

Debriefing

After discussing the scenario, it may be useful to reflect on what staff members learned from each other, using the following questions to guide the conversation:

1. What approaches seems to be most effective in assuring the safety of the young people you work with and members of your team?
2. Where are the areas of agreement and disagreement?
3. How has this discussion helped you to be able to better support colleagues who are engaged in work where there are risks?
4. What else could you all do to support each other?

Scenario for Team Discussion 2



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 Team Discussion 2

After reading and thinking about the scenario above, engage in a staff discussion of 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. Who might you consult with?

Debriefing

After discussing the scenario, it may be useful to reflect on what staff members 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 Cory and ideas about how to support Cory?
-

Module 7 Discussion Questions

Here we offer questions to guide discussion of how module 7 content could be applied in your team's work in the local area and with the young people you serve:

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?
7. What resources have been helpful to support you in your work with Lesbian, gay, bisexual, transgender, questioning, or queer young people?

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

Scenario for Team Discussion 1



Addressing Legal Issues and Mental Health ~ Rosa

Rosa immigrated to the United States with her family when she was 13 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 feel more comfortable with her 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.

Questions for Team Discussion 1

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?
-

Debriefing

After discussing the scenario, it may be useful to reflect on what staff members 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?

Scenario for Team Discussion 2



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 as a bagger at a local grocery store that he likes, and 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, says indicates he will file a discrimination complaint based on his disability if the apartment manager bothers him about it again.

Questions for Team Discussion 2

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

1. What else would you want to know to be able to address this situation?
2. What would you do to resolve this problem?
3. What assumptions does this scenario raise for you?
4. Whom would you consult and/or involve?
5. Are there things you might do to avoid a similar situation in the future?
6. Have you ever had a similar experience that could help you to respond well?

Debriefing

After discussing the scenario, it may be useful to reflect on what staff members 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 Travis's situation and ideas about how to support him and resolve the current problem?
-

Module 8 Discussion Questions

Here we offer questions to guide discussion of how module 8 content could be applied in your team's work in the local area and with the young people you serve:

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 another agency to meet the complex needs of a specific young person and/or family.
2. Have you ever partnered successfully with youth to advocate for a policy or program change? What do you attribute the success to?
3. In your experience what has been the most effective way to support a young person advocating to meet his/her own needs? What have you done to partner with a young person or family member engaged in advocacy on behalf of others?
4. Give 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?

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 for Team Discussion



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 as well as 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 Team Discussion

After reading and thinking about the scenario above, engage in a staff discussion of 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?
-

Debriefing

After discussing the scenario, it may be useful to reflect on what staff members learned from each other, using the following questions to guide the conversation:

1. What ideas about assisting Tim seem to be most useful?
2. Where are the areas of agreement and disagreement regarding Tim's illegal drug use?
3. What are the different perspectives about involving Tim's mom in services?
4. In what ways do the team's responses help you to think differently about how to proceed with Tim?

Module 9 Discussion Questions

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. 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?
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?

Module 10:

Using Evidence-Supported Practices and Individualizing Interventions

Objectives

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

Training Video



Promoting Recovery 2



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

Video Discussion Questions

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

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

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

Role Play for Practice and Discussion



Supporting Youth Voice ~ Amy

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

Training Role Play Instructions

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

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

Amy

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

Service Provider

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

Observers

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

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

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

Discussion of Role Play

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

Module 10 Discussion Questions

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

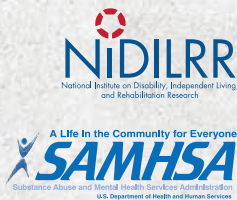
1. What evidence-based approach(es) have you received training in? How have you been able to apply this approach in your local context or with a culturally specific youth or family?
2. What have you found to be common features of how you successfully work with young people and/or families of transition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

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



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