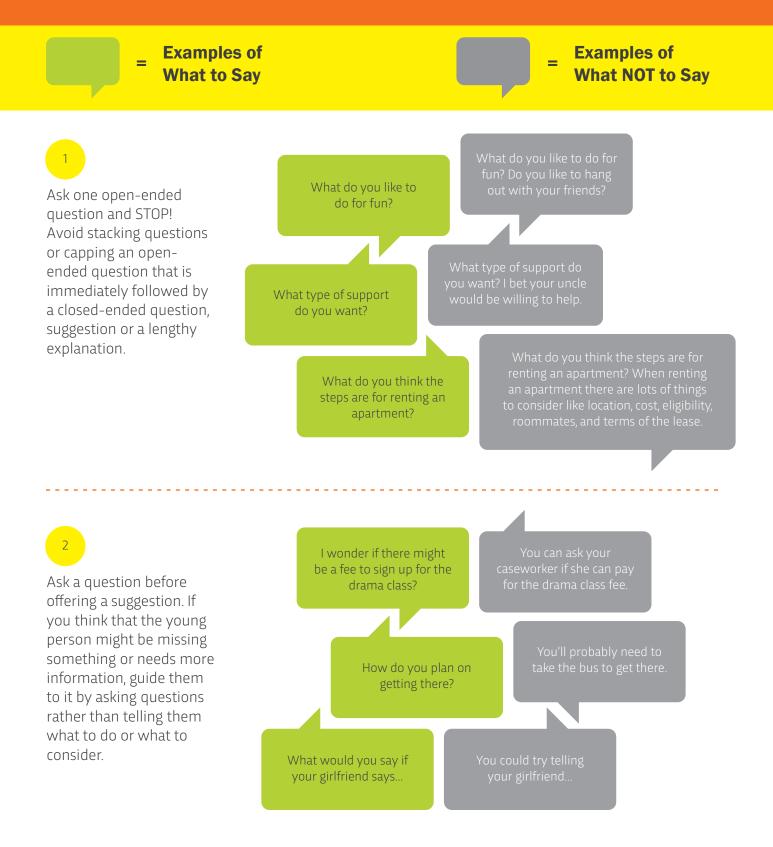
AMP's Top Ten Tips for Engaging with Young People







3

Any time a young person says something that seems particularly important, meaningful, or personal; or takes a risk, or mentions something more than once, provide a reflection.

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It sounds like you really enjoy drawing.

It seems like getting your nose pierced is something you have been thinking about doing for a while. So what I am hearing you say is that you don't like your new school because it has been hard to make new friends.

I could imagine that snowboarding is both fun and scary.

4

Keep it conversational. When you are doing a worksheet or a structured piece of curriculum with a young person try to make it more conversational by using reflections, follow up questions, and head nods to show that you are genuinely interested in what they are talking about. How long have you been doing...

What's your favorite thing about...

It sounds like ____ is really important to you.

5

When you are giving the young person praise or highlighting one of their strengths, make sure to add some description to the praise. Try to avoid only giving one word responses like "awesome", "nice", "cool". That's awesome that you reworked your paper and were able to bring your grade up from a C to an A.

I thought you did an excellent job sharing your activity with the team. It takes a lot of courage to walk into a party where you don't know anyone.



https://pathwaysrtc.pdx.edu/proj5-amp-plus

2



6

Make sure to congratulate the young person every step of the way to achieving their goals. The smaller steps are just as important, so make sure to acknowledge and celebrate those too.

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Wow, that's awesome that you got into the massage therapy program. I know you spent a lot of time researching the program and putting together your application.

Nice job drafting your plan. I know you put a lot of effort into this.

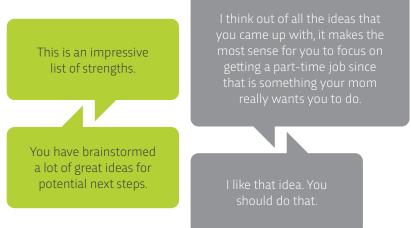
Thanks for all of your

hard work today.

That's great that you made some progress on your activity over the weekend.

7

Highlight all of the young person's goals, ideas, strengths, and activities that they come up with. Avoid showing preference for the things that you agree with or feel like the young person should be working towards.



8

Prompt the young person to think about the support they might want to do something. This is especially important when the young person is planning on doing a difficult task or trying something new. Make sure that the young person is the one deciding on who they want to support them and how they would like to be supported.





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9

Check to see if the young person has any other ideas to add before prompting the young person to move on to the next piece of the curriculum/activity. This is especially important when the young person is brainstorming.

Can you think of any other action steps related to your goal? What do you think your friends might say some of your strengths are?

Is there anyone else you would like to ask for support?

10

If you are making some kind of take away document/notes for the young person ask them if they would like to do the writing. If you are writing for the young person make sure that you are using their exact words. Avoid paraphrasing or summarizing their ideas. Instead encourage the young person to think about exactly how they want things to be recorded.



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