

National Technical Assistance Center for Children's Mental Health  
GEORGETOWN UNIVERSITY CENTER FOR CHILD AND HUMAN DEVELOPMENT


## Making It Work: An Evidence-Informed Approach to Services for Emerging Adults with Serious Mental Health Conditions

The webinar will begin at **1 PM (ET)**

Call-in Number: 1-800-832-0736    Conference Room: 2884179

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## POLLING QUESTION

2



# Making it Work for Young Adults of Transition Age



## An Evidence-Informed Approach to Services for Emerging Adults with Serious Mental Health Conditions

May 2, 2014

Research & Training Center for Pathways to Positive Futures, Portland State University



**THE TANETWORK**  
the technical assistance network for children's behavioral health



### In collaboration with...

### Georgetown University National Technical Assistance Center



THE INSTITUTE FOR INNOVATION & IMPLEMENTATION



## Agenda for today

### Briefly describe

- Pathways RTC project to identify shared features across empirically-supported, positive developmental approaches
  - How/why do these programs work?
  - Common elements and common factors
- What programs/interventions are consistent with this approach?
  - “supported” interventions
  - “do-it-yourself” models
  - what about clinical/specialty services?
  - what about peer support?”

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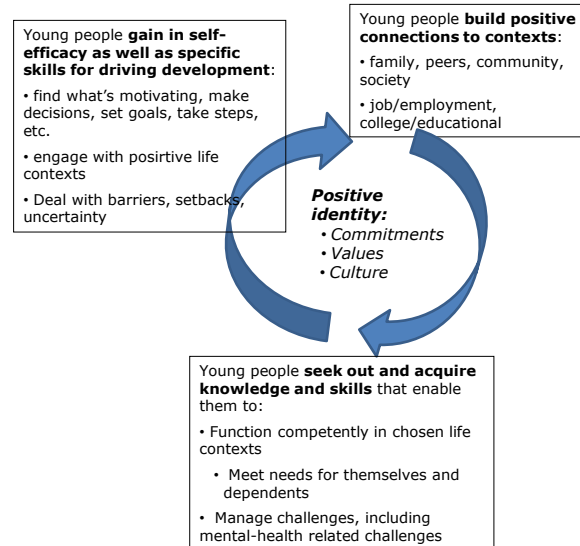
## Developing the Pathways model

- Original literature review
  - Identified eight programs specifically developed for emerging adults
  - Evidence of effectiveness
- Five years later– formal effort to build a “positive developmental” model
  - research literature and guidelines, theoretical literature -> first model iteration
  - Expert review
  - Interviews
  - Conference: Proceedings
  - Final version: Proceedings addendum



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## Pathways Model: Cycle of Positive Development



## When young people are struggling...

- Key idea behind positive developmental approaches: enhance or restore the cycle
  - What is engaging for this population– or for anyone?
- Additional challenges for young people with SMHC
  - Systems experience promotes compliance and models reactivity
  - Existing contexts may not be “positive”
  - Lower level of material resources as “buffer”
  - Onset of MH condition challenge to identity
  - Challenges from MH condition itself



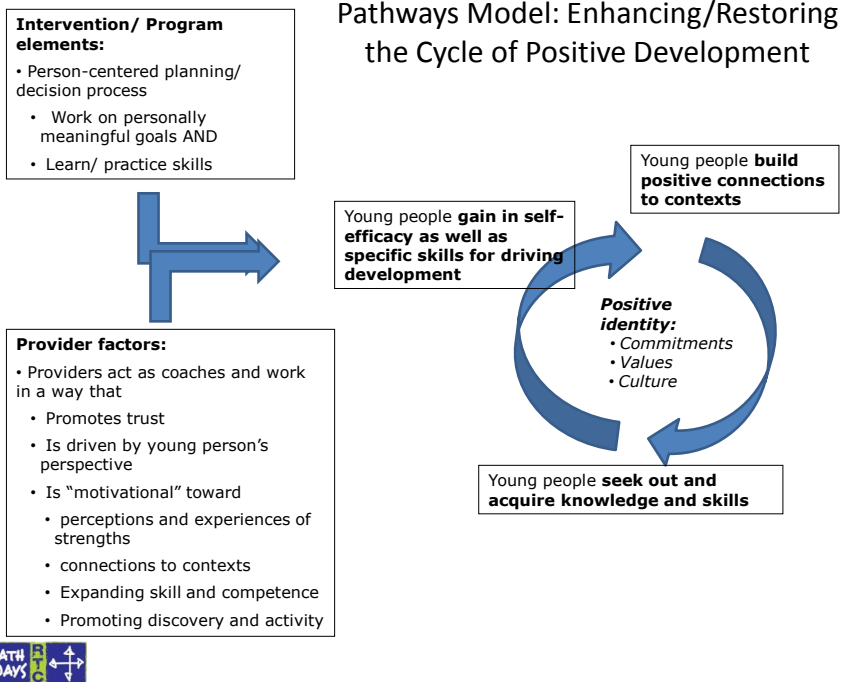
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# Elements and Factors

- Elements: essentially the activities/procedures that make up a practice model
  - Range from macro to micro
  - Repeated and identified/named to enhance learning
- Factors: “mode” of interaction/relating that is consistent across the different activities/elements
- Increasing interest in this general approach in both EBPs and TAU



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## Structured and intentional...

- Approach is harder than it might seem
  - Being motivational/ “guide without leading” is not that easy, especially when there is a lot of risk
  - Providers/programs have pieces of this approach, but not a clear, integrated picture
  - Many providers’ “repertoire” of elements is limited
  - Emphasis on teaching/skill building for driving development is not explicit
- As with any intervention
  - Intervention itself needs a sufficient quantity of clearly defined elements
  - Need quality assurance/fidelity



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## What interventions meet these criteria/ match the model

- Empirically supported programs/interventions that were part of our review
  - More than half are not currently supported
  - Supported models
    - AMP/ AMP+ : originally a wraparound enhancement, AMP+ is a peer support model to complement treatment
    - EASA: Early psychosis (RAISE model is fairly similar)
    - RENEW: School based, wraparound
    - TIP : Comprehensive MH
    - Wraparound (?)



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## Do-it-yourself models

- Definitely possible to make your own model that is consistent with the general approach
- Build from the ground up or components/training from existing models
  - Advantages: may be cheaper (at least in short run) better adapted to local needs
  - Risk: Difficult and time consuming to build necessary support
    - Lack of “richness” in elements– manual/curriculum is underdeveloped
    - lack of clarity regarding expectations for provider “mode”, lack of assessment for fidelity/practice quality
    - Train and hope does not work



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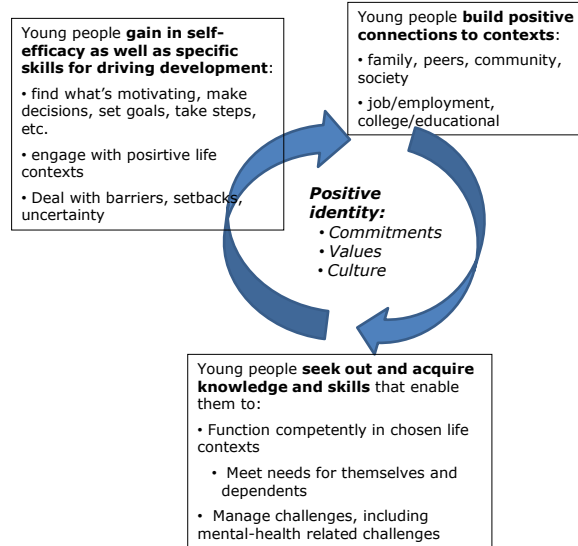
## What about clinical/specialty services?

- Certainly there are clinical EBPs that work with this population
  - Engagement can be a big challenge given stigma/self-stigma, resistance to labeling, bad experiences with services, etc...



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## Pathways Model: Cycle of Positive Development



## What about clinical/specialty services?

- Certainly there are clinical EBPs that work with this population
  - Engagement can be a big challenge given stigma/self-stigma, resistance to labeling, bad experiences with services, etc...
- These services should fit with the positive development approach
  - EASA psychiatric services
  - Clinician in a drop-in center



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## What about peer support?

- Type of support most desired by young people
- No specific model can be said to be empirically supported for this population
- Research evidence overall: May be helpful, doesn't harm
  - Anecdotally: in many cases not well implemented
  - Unexplored potential– need models that help peer support be more intentional and skillful– this is what we're trying with AMP+



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## Contacts/ More Information

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- Pathways model: [pathwaysrtc.pdx.edu](http://pathwaysrtc.pdx.edu)
  - Conference proceedings (see publications)



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## Questions & Comments




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## Making it Work: Understanding Why Young Adult Peer to Peer Support Is Unique

May 9, 2014 at 12pm ET

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