

Challenges Facing Young Adults with Behavioral Health Needs

Young adults within the transition period (14-29 years old) with mental health concerns are at a higher risk of:

- Dropping out of high school
- Not finishing college
- Abusing drugs or alcohol
- Having unplanned pregnancies
- Being unemployed
- Arrests/Incarceration
- Homelessness

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Transition to Adulthood Planning

Transition planning with young people should include:

- Skills training opportunities
- Practice with problem-solving
- Goal setting
- Personal responsibility development



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Traditional Approaches to Transition Planning

Child and Family Team (CFT) Meeting:

- A strengths-based model utilized by behavioral health providers
- At 16, the CFT begins transition to adulthood planning (or earlier if needed)
- Involved stakeholders are invited to participate

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Traditional Approaches to Transition Planning



Individualized Education Plan (IEP) Meeting:

- Facilitates movement from school to post-school activities for transition-age youth with special education services
- Transition to adulthood planning begins at first IEP after student turns 16 (or earlier)
- The student *must be* invited

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Traditional Approaches to Transition Planning

Challenges

- Teams may be very large in nature
- The resulting transition plans may be standardized to comply with a certain regulation
- Services offered may be based on what is available within the “system” that coordinates the meeting
- The professionals may be in control of meeting activities

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Person-Centered Futures Planning

Putting transition-age youth and families at the center



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Person-Centered Futures Planning

“Futures Planning is a youth-friendly, appealing and developmentally-appropriate approach that is driven by the young person’s strengths, interests and preferences.” (Clark, 2009)

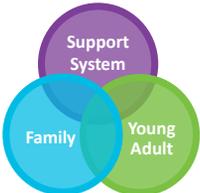
- Engage the young adult in Strengths Discovery and Needs Assessment
- Empower Youth Voice and Choice
- Effectively Collaborate with stakeholders

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Shifting the Approach to Person-Centered Futures Planning

Strengths, Needs, Cultural Discovery

- A general approach rather than a specific intervention
- Enhances engagement and builds relationships
- Supports and services are developed to meet the young adult’s desired goals



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Shifting the Approach to Person-Centered Futures Planning

Youth Voice and Choice

- Prepare with the young person before the meeting
 - Who will be there?
 - What will occur?
 - What may be challenging?
- Assist the young person in connecting with the “meeting leader”
 - Share strengths and goals
 - Make a plan for the meeting

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Shifting the Approach to Person-Centered Futures Planning

Overcoming Challenges of Multi-Systemic Involvement:

- Avoid large teams whenever possible
- Listen to young adult’s choice regarding who they want involved
- Be creative
- Ensure cooperative efforts among team members

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Shifting the Approach to Person-Centered Futures Planning

Traditional Approach

Futures Planning

- | | |
|--|---|
| <ul style="list-style-type: none"> • Professional as facilitator • Professional invites participants • Young adult and family in respondent role • Formal location | <ul style="list-style-type: none"> • Young adult as facilitator • Young adult selects team members • Young adult and family at the center of the plan • Informal location |
|--|---|

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Shifting the Approach to Person-Centered Futures Planning

Building Partnerships:

- As a professional, ask the guardian what other entities are involved
- As a guardian/caregiver, share cross-system information including release of information to encourage collaboration
- Encourage resource sharing to ensure individualized care for the young adult
- Always ask the young person who they wish to participate, never assume

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Sarah's Experience

- What pieces of Sarah's experience demonstrate use of a traditional approach?
- How can futures planning be utilized to support success for Sarah in her transition to adulthood?

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Shifting the Approach to Person-Centered Futures Planning

Transition Planning Process



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Resources

- Transition to Independence Process System - <http://tip.fmhi.isf.edu>
- Understanding Arizona's Education System- http://www.azdhs.gov/bhs/pdf/Education_System_Manual.pdf
- Transition to Adulthood Practice Protocol- <http://www.azdhs.gov/bhs/guidance/tas.pdf>
- Child and Family Team Practice Protocol- <http://www.azdhs.gov/bhs/guidance/cft.pdf>

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