

Psychiatric Rehabilitation Learning Collaborative

Psychiatric Rehabilitation with Youth: Special Considerations

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Advocates for Human Potential, Inc.**

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The MHTTC Network uses affirming, respectful and recovery-oriented language in all activities. That language is:

STRENGTHS-BASED
AND HOPEFUL

INCLUSIVE AND
ACCEPTING OF
DIVERSE CULTURES,
GENDERS,
PERSPECTIVES,
AND EXPERIENCES

HEALING-CENTERED AND
TRAUMA-RESPONSIVE

INVITING TO INDIVIDUALS
PARTICIPATING IN THEIR
OWN JOURNEYS

PERSON-FIRST AND
FREE OF LABELS

NON-JUDGMENTAL AND
AVOIDING ASSUMPTIONS

RESPECTFUL, CLEAR
AND UNDERSTANDABLE

CONSISTENT WITH
OUR ACTIONS,
POLICIES, AND PRODUCTS

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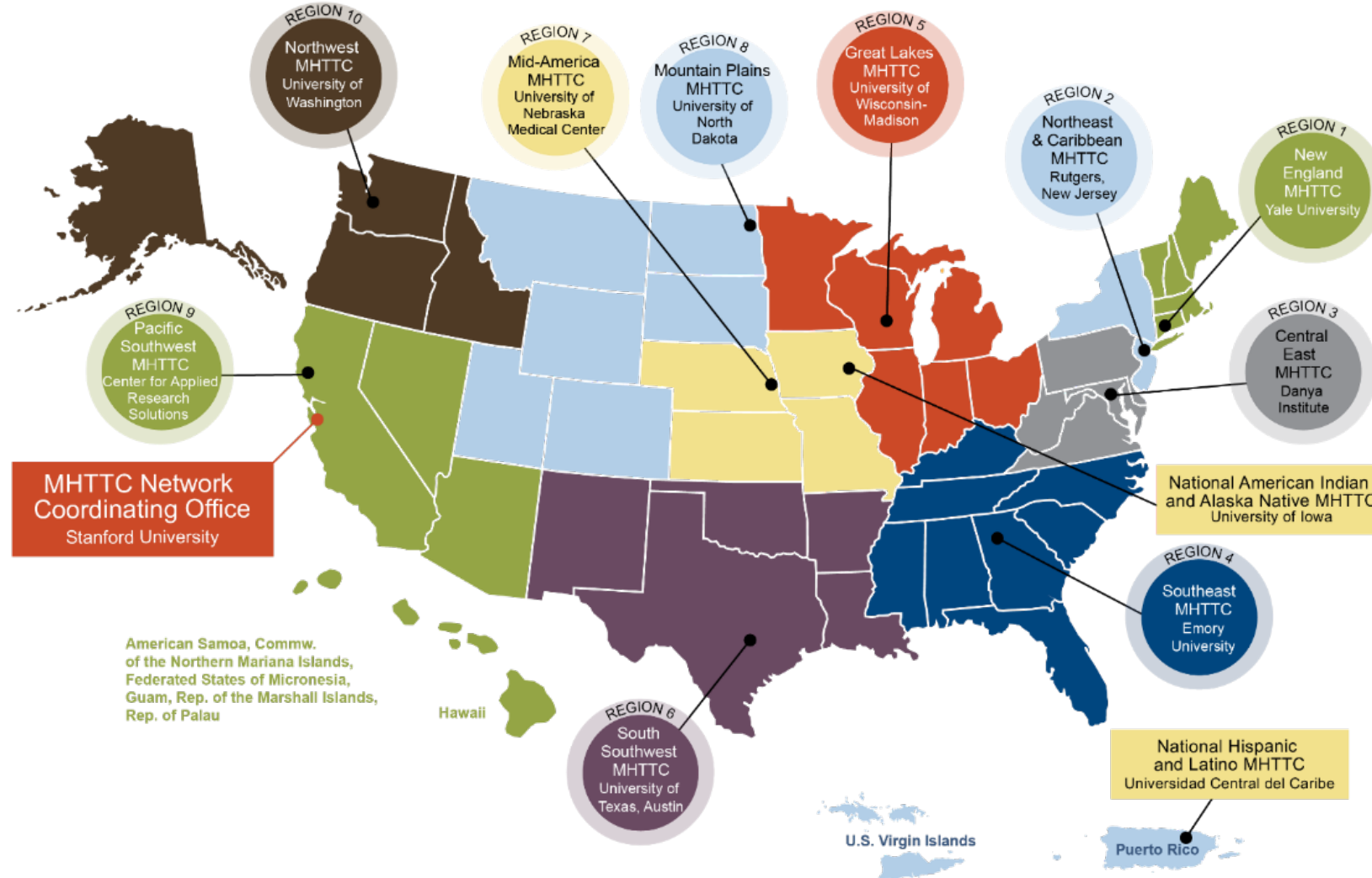


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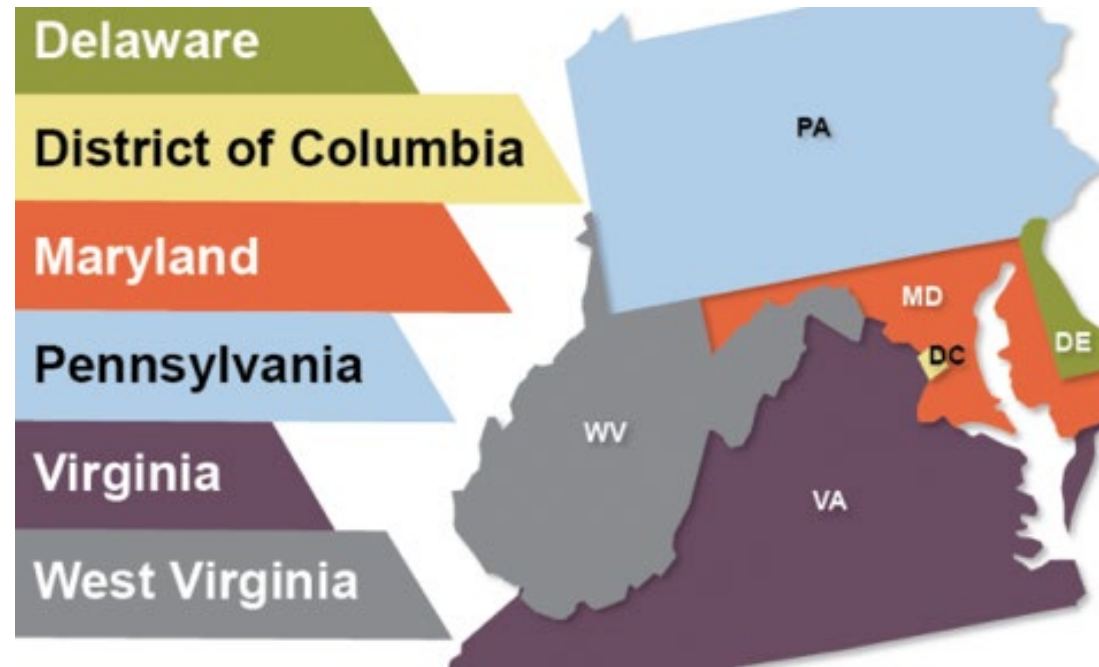
Mental Health Technology Transfer Center Network

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Central East Region 3



Central East (HHS Region 3)

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At the time of this publication, Miriam E. Delphin-Rittmon, Ph.D., serves as Assistant Secretary for Mental Health and Substance Use in the U.S. Department of Health and Human Services (HHS) and the Administrator of SAMHSA.

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Presented 2023

Agenda

1. Working with youth
2. What's happening in other states
3. Best practices
4. Wrap up

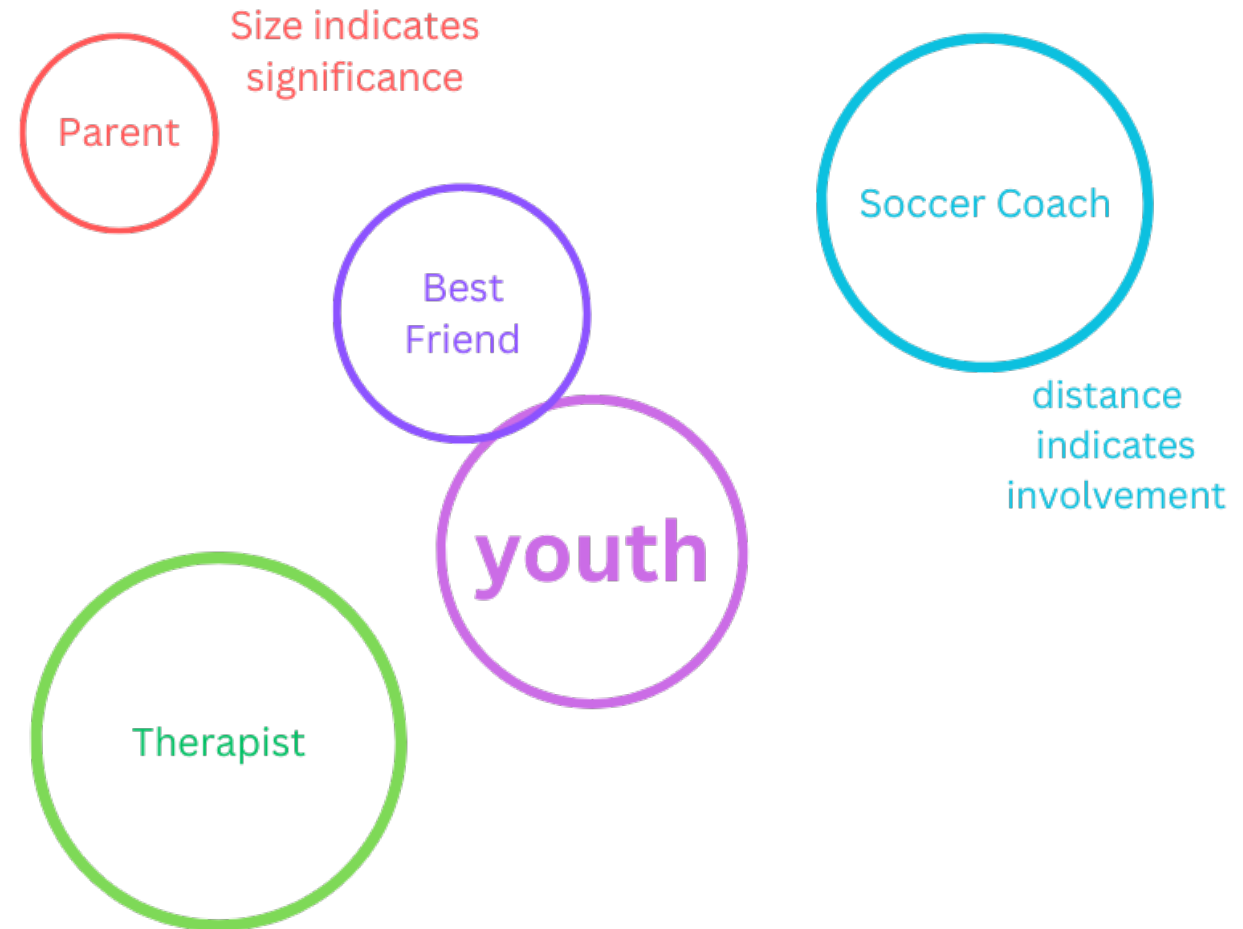


Who is using psych rehab
with youth?



Focus on identifying people/persons in the youth's life - Consider adults, peers, social circles

Eco Map Activity



Working with Youth—Breakout Room (5 mins.)



1. Looking at the eco map, what do you notice about these formal and informal supports in the youth's life?
2. What are some creative ways these people can support the youth's goals?

What Are Other States Doing?

NEW YORK (Psychosocial Rehabilitation)

Reimbursement: Medicaid

Population: Child/youth – EPSDT (under 21)

Goal: Restore, rehabilitate, and support a child's/youth's developmentally appropriate functioning as necessary for the integration of the child/youth as an active and productive member of their family and community with the goal of achieving minimal on-going professional intervention.

Guided by: Goals or objectives set forth in the child/youth's individualized treatment plan. Activities are hands on and task oriented,

Helps with:

- Skills to support personal and community competence, including social and interpersonal skills, daily living skills, and community integration.

(NY Connects, n.d.)

IDAHO (Community-based Rehabilitation Services)

Reimbursement: Medicaid

Population: Children with serious emotional disturbance (SED) who have demonstrated functional impairment.

Goal: To be capable of managing oneself with the lowest level of professional intervention.

Guided by: A personalized recovery plan outlining goals related to daily living and social, leisure, and recreational skills needed to function in the community as an equal member of society.

Helps with:

- Skills necessary to function adaptively in home and community settings while working toward independence.
 - Skills to manage personal finances, living arrangements, and daily home care duties.
 - Social skills that directly relate to the client's mental illness and community functioning.
 - Cognitive skills for problem-solving everyday dilemmas, listening, symptom management, and self-regulation.
 - Communication skills.
 - Verbal prompts to maintain or improve mental health and encourage self-administering medication as prescribed.
 - Staying connected to mental and physical health services.
 - Employment skills.
- (Life Counseling Center, n.d.)*

MARYLAND (Psychiatric Rehabilitation)

Reimbursement: Medicaid

Population: Children with serious emotional disturbance (SED) who have demonstrated functional impairment.

Goal: To support development of community and individual skills that reduce symptoms of mental illness and to restore the individual to an appropriate functional level.

Guided by: Must be requested by the youth's treating clinician, who identifies rehabilitation goals and integrates them into their treatment plan. Services are only covered for payment if the youth remains in ongoing active outpatient therapy.

Helps with:

- On-site group activities in which participants can learn and engage in a variety of educational topics and interactive activities.
 - In-home visits by a rehabilitation coordinator to help teach and model skills to help youth achieve their goals while on their road of recovery and integrating in the community.
 - Self-care, employment, independent living skills, housing, social skills, substance use, health and wellness, medication adherence, financial management, vocational skills, community integration, and crisis intervention.
- (Optum, n.d.)*

Promising Practice

HYPE

Helping Youth on the
Path to Employment



“An intentional coaching model provided to young adults with mental health conditions who are interested in returning to and completing their education.

...

“Designed to maximize performance ... and minimize the number of disruptions students experience.”

Manualized approach to skill development that “cuts across both educational and employment environments:”

- ☐ clarifying assignments
- ☐ managing time
- ☐ completing assignments on time
- ☐ preparing for exams or meetings
- ☐ responding to feedback
- ☐ managing internal distractions
- ☐ negotiating with employers or professors

Uses the Focused Skills and Strategies Training (FSST) – Uses coaching, instruction, and practice to build executive functioning:

- ☐ Prospective memory (i.e., remembering to remember)
- ☐ Attention and vigilance
- ☐ Learning and memory
- ☐ Problem-solving

(UMass Chan Medical School, n.d.)

Applying Best Practice to Psychiatric Rehabilitation with Youth

Age Specific	<ul style="list-style-type: none">• Attitude• Mitigation of biases• Flexibility/adaptiveness• Engagement/fun
Youth Guided	<ul style="list-style-type: none">• Person-centered planning• Participation and communication• Engagement and retention• Meeting them where they're at
Family Driven	<ul style="list-style-type: none">• Psychoeducation• Responsiveness to family culture• Communication
Coordinated	<ul style="list-style-type: none">• Interagency collaboration• Service delivery alignment
Adult Promoting	<ul style="list-style-type: none">• Life skills• Employment skills/education/training• Psychoeducation• Social skills



Breakout Room: What Does Exemplary Practice Look Like?

Room 1: Age Specific

- Our attitude toward youth is...
- We are mitigating youth biases by...
- We are being flexible/adaptive to youth by...
- We engage and infuse fun by...

Room 2: Youth Guided

- I can tell person-centered planning is youth guided because it...
- We ensure youth participation and voice by...
- Our engagement and retention efforts with youth look like...
- We meet youth where they're at by...

Room 3: Family Driven

- We provide the families with these types of psychoeducation...
- We are responsive to families' culture by...
- Our communication with the families looks like...

Room 4: Coordinated

- We engage in youth interagency collaboration that looks like...
- We support youth service delivery alignment by...

Room 5: Adult Promoting

- We identify, teach, and coach youth skill development (life, employment, education) by....
- We practice applying the skills with youth by...
- We provide psychoeducation on...



What Do You Want to Grow?

Age Specific	<ul style="list-style-type: none"> • Attitude • Mitigation of biases • Flexibility/adaptiveness • Engagement/fun
Youth Guided	<ul style="list-style-type: none"> • Person-centered planning • Participation and communication • Engagement and retention • Meeting them where they're at
Family Driven	<ul style="list-style-type: none"> • Psychoeducation • Responsiveness to family culture • Communication
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1. **WHAT IS YOUR FOCUS?** *Which area do we want to grow?*
2. **WHAT IS YOUR WHY?** *Why is this important?*
3. **WHAT IS YOUR VISION?** *If this area were stronger, what behaviors and mindset would we see in staff? In youth?*
4. **WHO WOULD IT IMPACT THE MOST?** *Which staff and which people served?*
5. **WHAT CAN YOU DO?** *What needs to happen to help staff grow in this area?*

Appreciation



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[Central East MHTTC website](#)

[Oscar Morgan](#), Project Director

[Danya Institute website](#)

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240-645-1145

Let's connect:



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