

What constitutes evidence?



- Values-based/obvious; e.g. accessibility is needed
- Systematic practice variation with positive or negative outcomes, when statistically controlling for other factors; e.g. therapeutic alliance

What constitutes evidence?



- Clinical Trials
 - ❖ Detailed description (manual)
 - ❖ Reliable method to confirm practice (fidelity)
 - ❖ Comparison groups (with and without practice)
 - ❖ Randomization to groups - RCT
- Meta analyses – analyze multiple RCTs

What constitutes evidence?



- When clinical trials are conducted within the age group (e.g. study of college intervention)
- When clinical trials are conducted across a variety of ages
 - ❖ Have enough individuals in the transition age group
 - ❖ Conduct analyses to detect age differences

Reported Age Differences



- Different alcohol treatment approaches more effective in younger than older adults (Rice et al., 1993)
- Effective recidivism reduction approach not effective in those under age 27 (Uggen, 2000)
- Treatment of 1st episode psychosis, younger adults benefitted most from supportive counseling, older adults benefitted most from CBT (Haddock et al., 2006)

What's Effective in Schools?



- Relationships - support the creation of meaningful relationships as the foundation for students' engagement
- Rigorous/Inclusive/Supportive –
 - ❖ Offer a challenging curriculum,
 - ❖ Well prepared teachers,
 - ❖ Inclusive environment, and supports

What's Effective in Schools?



- Relevance – learning relevant to students' interests and future plans
- Address the Needs of the Whole Child – consider any factors that
 - Interfere with a child's educational experience and
 - Prepare a student for functioning as a person, community member, and citizen
- Involve Students and Families in Transition Planning

Practices with Students with ED



Feature	ED	Other Disability
Get along with students/teachers \geq pretty well**	67%	85%
Partake in organized extracurricular group activity**	35%	47%
Attend special/alternative school**	22%	3%
Take all courses in special education settings*	16%	5%
School sponsored work experience*	17%	26%
Present but not participating in transition planning*	32%	23%

*p<.05, **p<.001

Models Under Development



MOST IN FEASIBILITY RESEARCH STAGE

Check and Connect



- Pairs students with Mentors
- Mentors - cross between mentor, advocate, and service coordinator
- Mentor works with student/family for 2 years wherever student is
- Mentor monitors attendance/grades/problems (checks)

<http://checkandconnect.org/>

Check and Connect



- Talk
 - ❖ Student's school progress
 - ❖ Relationship between school completion and the "check" indicators of engagement
 - ❖ Importance of staying in school
 - ❖ Problem-solving steps used to resolve conflict and cope with life's challenges
- Close communication with families

<http://checkandconnect.org/>

Multisystemic Therapy for Emerging Adults



MST-EA

Adaptation of Multisystemic Therapy – 17-20
year olds with serious mental health conditions
and justice system involvement



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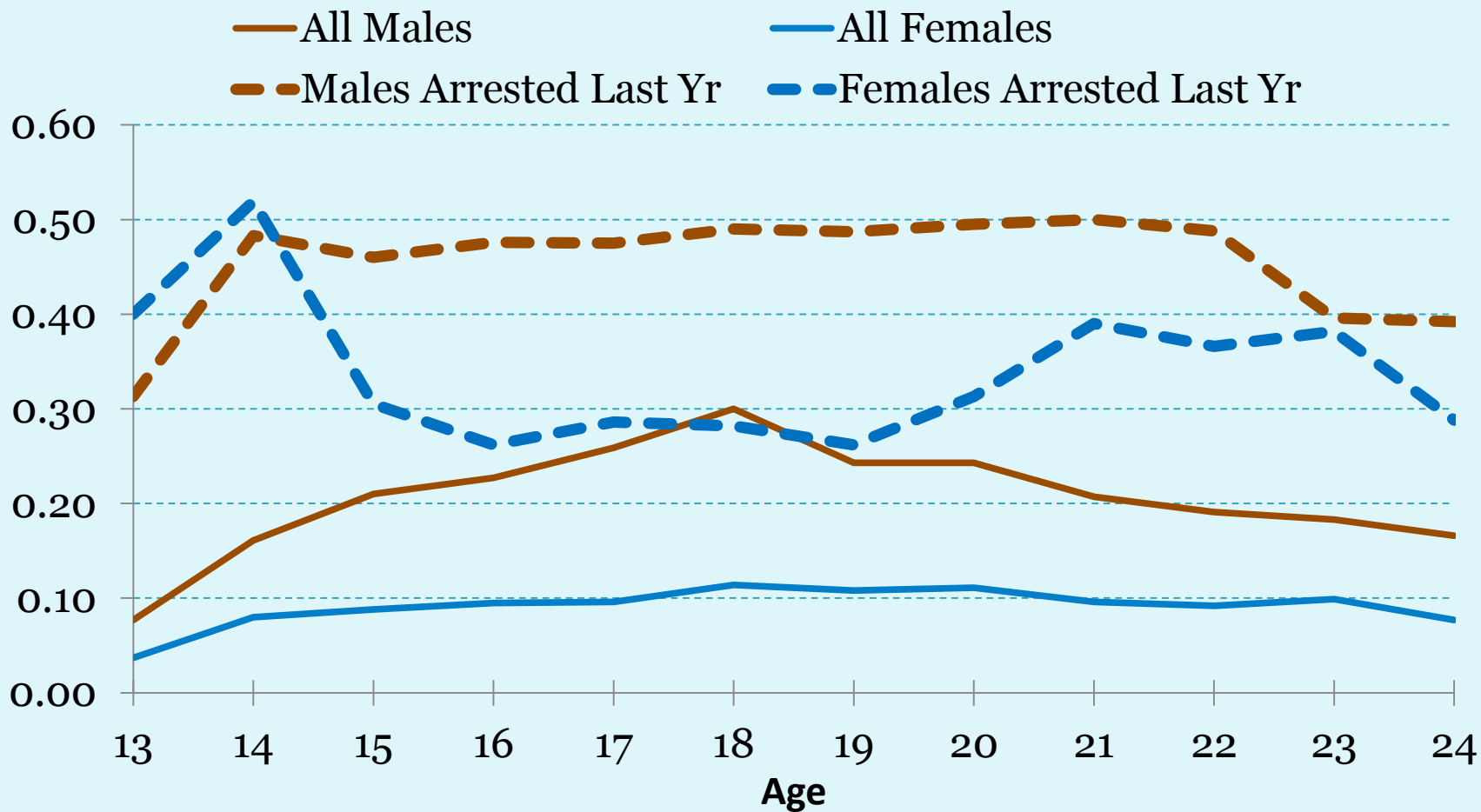
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**Thanks to the emerging adult participants
and their social network members**

*Funding for this research comes from the National Institute of Mental Health (R34
MH081374-01) and the National Institute of Disability and Rehabilitation Research
(H133B090018) to PI Davis*

Arrest Rate in Adolescent Public Mental Health System Users



Malleable Causes of Offending and Desistance

Juveniles

- Antisocial peers
- ↓ Parental supervision/monitoring
- Unstructured time (school & afterschool)
- Substance Use
- Rational choice/distorted cognitions
- Attachment to school, prosocial peers, family

Adults

- Peers influence less
- Parental influence lessened/indirect
- Unstructured time (work)
- Substance Use
- Rational Choice/distorted cognitions
- Attachment to work, spouse

MST-EA



Inclusion and Exclusion Criteria

- 17-20 year olds with a diagnosed serious or chronic mental health condition
- Recent arrest or release from incarceration
- Living in stable community residence (i.e., not homeless)
- Having involvement from family members is neither an inclusion nor exclusion criteria
- Individuals who have children or are pregnant are not excluded

Standard MST

(with juveniles, no SMHC)



- Intensive (daily contact) home-based treatment delivered by therapists; one therapist/family caseload=4-5
- Promote behavioral change by empowering caregivers/parents
- Individualized interventions target a comprehensive set of identified risk factors across *individual, family, peer, school, and neighborhood* domains
- integrate empirically-based clinical techniques from the cognitive behavioral and behavioral therapies
- Duration; 4-6 months

MST for Emerging Adults



- MST-EA

- ❖ Treatment of antisocial behavior & serious mental health conditions
- ❖ Social Network
- ❖ Life Coach & Psychiatrist on MST Team
- ❖ Mental Health, Substance Use, and Trauma Interventions
- ❖ Housing & Independent Living
- ❖ Career Goals
- ❖ Relationship Skills
- ❖ Parenting Curriculum

MST-EA



MST-EA Life Coaches

- Young adult who can relate
- 2, 2hr visits/week, 1 hour curriculum, 3 hours fun
- Reinforces relationship skills in natural environment
- Curriculum topic chosen by client and therapist
- Supervised by clinical supervisor
- *Vocational component being compared to VR services*

Individualized Placement and Support for Transition Age Youth (IPS-TAY)



*Rochelle Frounfelker, Marc Fagan,
Marsha Ellison (Thresholds; Transitions RTC)*

- Supported Employment/Supported Education for 1st episode psychosis
- Place then train approach
- Peer mentors – inspire hope, discuss aspirations, barriers to aspirations, shares own experience, has fun
- Single Case Series design

Achieve My Plan (AMP)



Janet Walker & Laurie Powers (Pathways RTC)

- To increase participation in meetings
- 3 meetings with a “prep person” before initial meeting
- 1 prep meeting include support person of choice
- Youth communicates AMP process to family
- Prep person communicates with team in preparation and orientation
- Training for staff (i.e. school, program etc.)

http://www.rtc.pdx.edu/AMP/pgVideo_AMP_ImportanceOfYPP.shtml

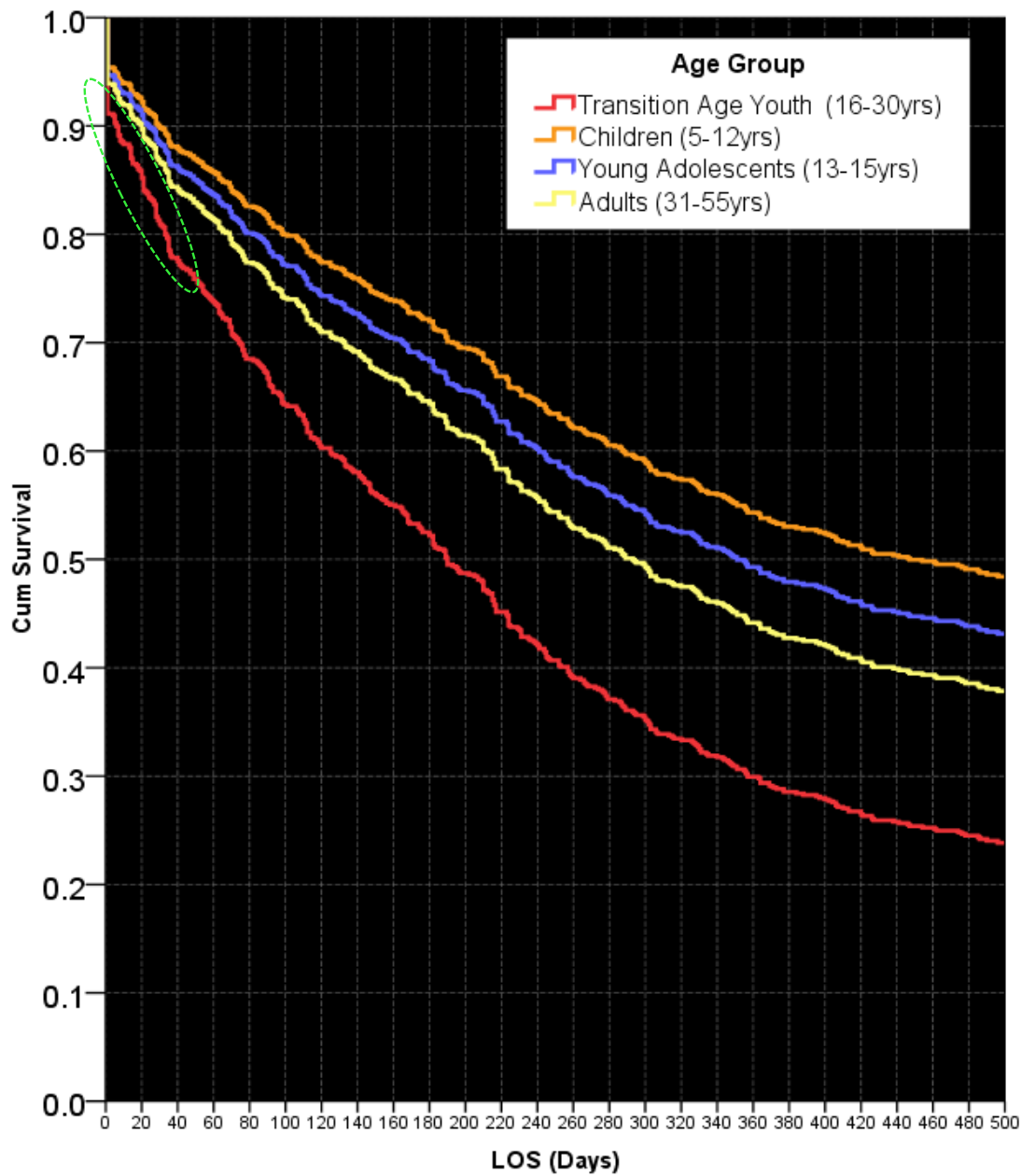
Motivational Enhancement Therapy for Emerging Adults (MET-EA)



- Outpatient psychotherapy most common intervention
- $\approx 760,000$ 17-25 year olds in outpatient psychotherapy yearly

Olson, Marcus, Druss, & Pinkus, (2002)

- Treatment ineffective if “dose” insufficient



Transition Age Youth Quickly Lost from Treatment

MET-EA



Definition

Spirit

- ❖ Autonomy -responsibility for change is the client's
- ❖ Collaboration -working in partnership
- ❖ Evocation – drawing out client's own thoughts/perceptions – no assumptions

MET-EA



Principles

- ❖ Resist the Righting Reflex
- ❖ Understand Your Client's Motivation
- ❖ Listen to Your Client
- ❖ Empower Your Client

Appealing and Unappealing Features of Employment Support Programs



Torres-Stone, Delman, Lidz (Transitions RTC)

- Want careers, not just jobs
- See working as a way to contribute to and belong to society
- Relationships are important
- Latinos prefer freedom to speak naturally

“So I feel working for me is very important to me and also the world cause I’m part of the society and helping them do things.”

Other Research



Research on use of internet to support transition age youth with SMHC (N=207)

Most Enjoyable Features of Social Networking Sites

Feature	% MH	% No MH
Making new friends	39.8	19.0***
Having shared interests	38.3	19.0**
Planning social activities	32.0	45.6*
Blogging	31.3	1.3***

- #1 purpose; Ability to connect and socialize (87%)

Internet



Topics for Social Networking Site

Feature	%
Independent living skills	87.5(1)
Strategies to overcome social isolation	83.6(2)
Relationships	81.3(3)
Peer support and services	78.9(4)
College-based services	75.0(5/6)
Employment	75.0(5/6)
How to support a friend or family member	74.2(7)
Information on diagnosing/treating MI	72.7(8)
Advocacy	71.1(9)
Connection to community activities	67.1(10)
Housing	57.8(11)
Social Security	47.7(12)

Common Themes



- Youth Voice; all developing models put youth front and center, and provide tools to support that position
- Involvement of Peers supports; several interventions try to build on the strength of peer influence

Common Themes



- Struggle to balance youth/family; delicate dance with families, no clear guidelines
- Emphasize in-betweenness; simultaneous working&schooling, living w family& striving for independence, finishing schooling&parenting etc.

