



Transition-Aged Youth: Integrating Primary Care and Behavioral Health Services

Candice Russell, B.S., Facilitator

Natalie M. Slaughter, M.S., Facilitator

Katie Crowley, B.S., Co-Facilitator

Thursday, March 16, 2023

Vision: Healthy Communities, Healthy People





Session 5: Addressing Independent Living Needs

Thursday, March 16, 2023

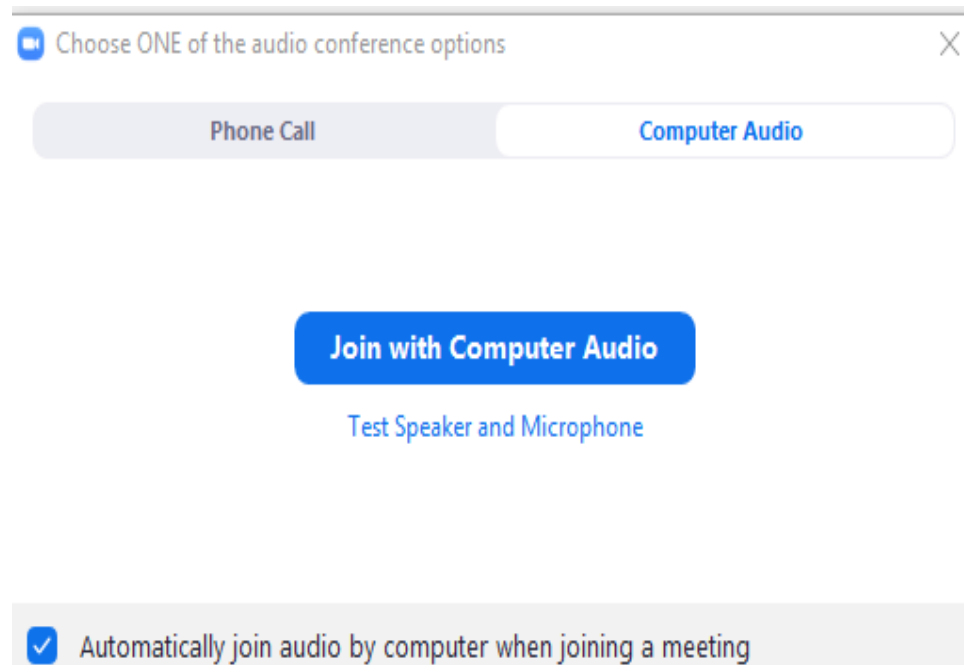
Vision: Healthy Communities, Healthy People



Connecting to Audio

By computer:

- Click **Join with Computer Audio**.



Choose ONE of the audio conference options

Phone Call Computer Audio

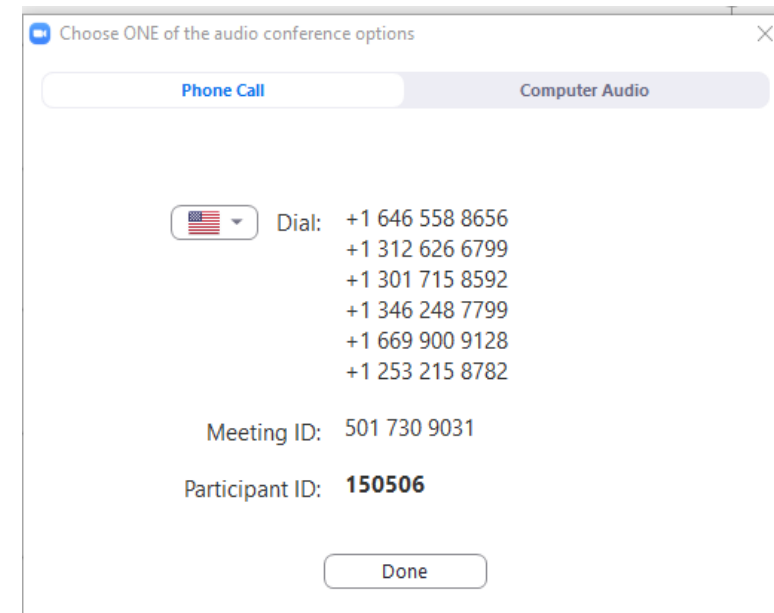
Join with Computer Audio

[Test Speaker and Microphone](#)

☒ Automatically join audio by computer when joining a meeting


By phone:

- Click the **Phone Call** tab, dial a listed phone number, and enter **Meeting ID** and **Participant ID**.



Choose ONE of the audio conference options

Phone Call Computer Audio

 Dial: +1 646 558 8656
+1 312 626 6799
+1 301 715 8592
+1 346 248 7799
+1 669 900 9128
+1 253 215 8782

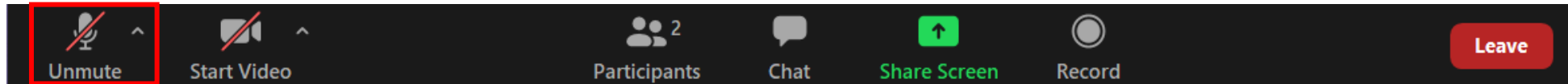
Meeting ID: 501 730 9031

Participant ID: **150506**

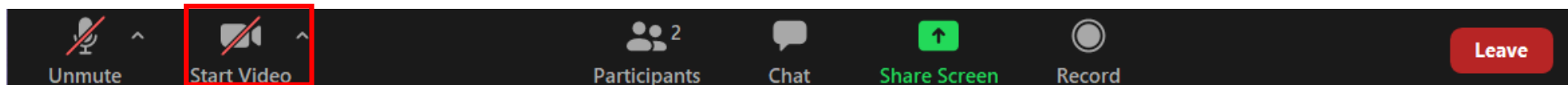
Done

Zoom Participation

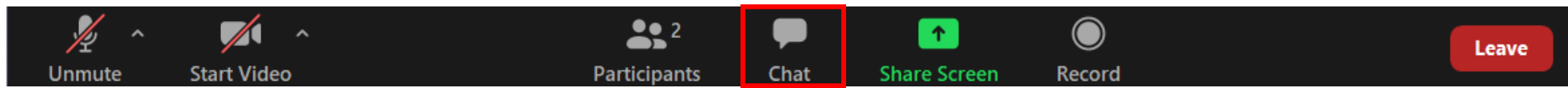
- You will begin muted. To **unmute/mute**, click the **microphone** icon located at the bottom left of your Zoom window.



- We encourage everyone to keep their video enabled. Click **Start Video** to join by webcam.



- To ask a question using the **Chat** feature, click the **Chat** icon located at the bottom center of your Zoom window.



CoP Facilitators



Facilitator:
Candice Russell, B.S.
Senior Program Associate I
Advocates for Human Potential, Inc.



Facilitator: Natalie M. Slaughter, MS
Technical Expert Lead II
JBS International, Inc.

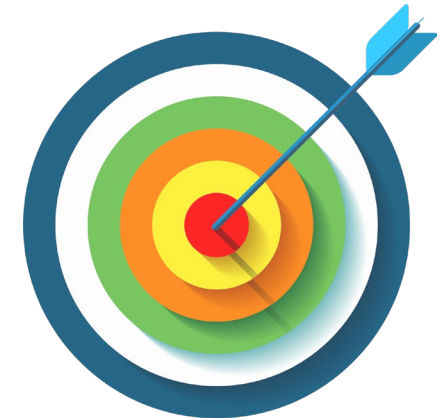


Co-Facilitator:
Katie Crowley, B.S.
Program Associate
Advocates for Human Potential, Inc.

CoP Learning Objectives

At the end of this CoP, participants will be able to:

1. Describe the unique challenges that transition-aged youth (TAY) face and the solutions that can be implemented to support them.
2. Design developmentally appropriate programming that is also trauma informed, equitable, and inclusive.
3. Develop effective strategies for your clinic that will improve outreach to and engagement of TAY from specific populations (e.g., youth in foster care, LGBTQIA+ youth, youth and young adults who are pregnant/parenting).



Source: iStock

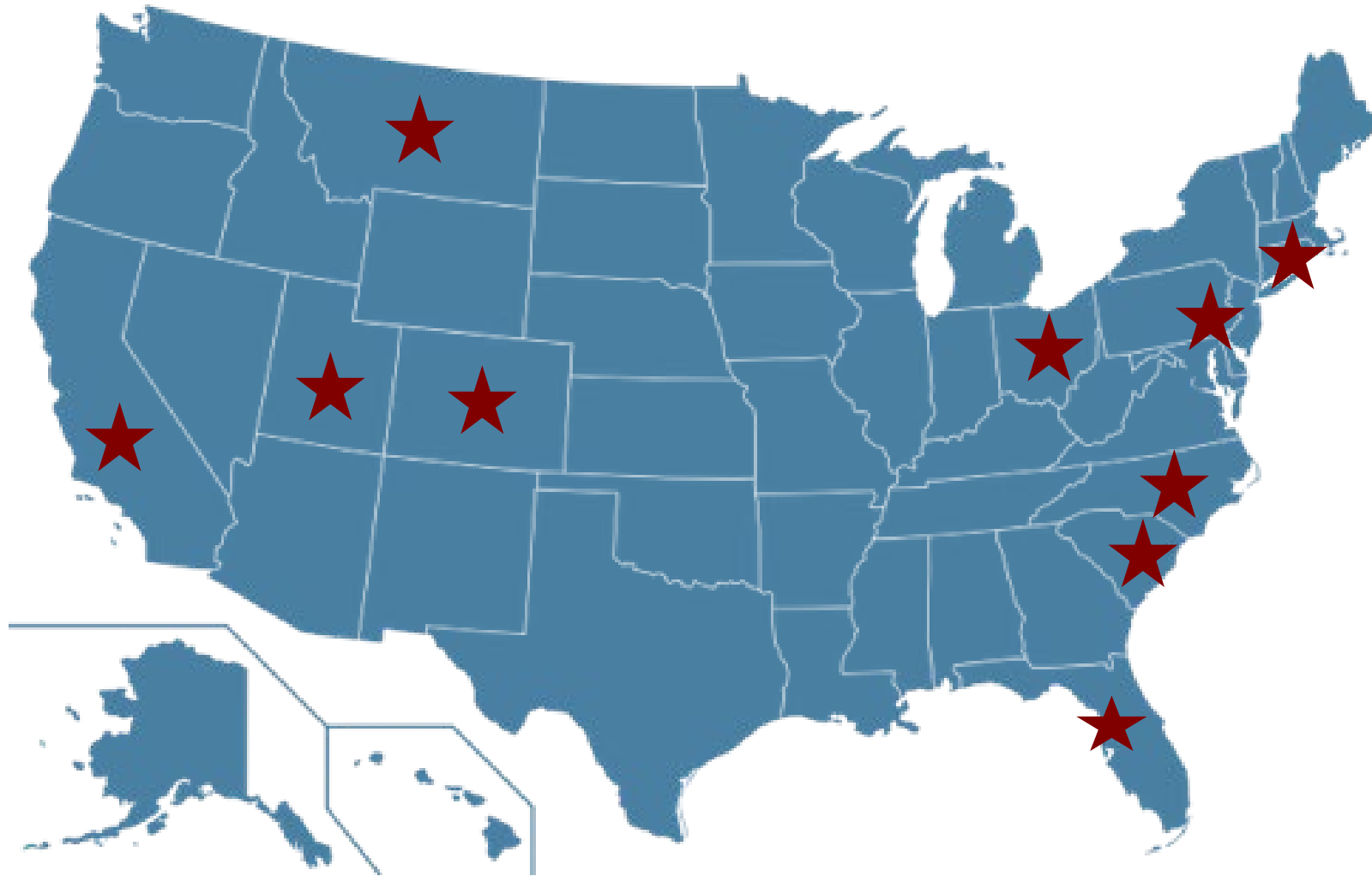
Agenda

- Check-in and attendance
- SME presentation:
 - Engaging TAY
 - Youth at risk
 - Housing resources
- Participant Q&A
- Session wrap-up & intersession learning assignment



Source: iStock

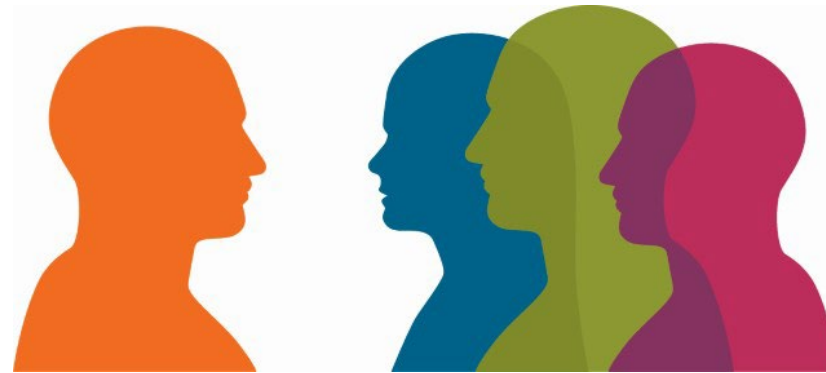
CoP Participants



Today's Discussion Question

Later in the session, we will ask:

1. Can you share one example of a success you have had supporting the housing needs of a transition-aged youth?
2. What is a challenge your health center has faced when trying to provide housing supports for transition-aged youth? Is there a solution that has been identified to address this challenge?



Source: ThinkStock

Today's Presenters



Nichole (Nicky) Stevens, CPM, MAS
Senior Program Manager and
Trainer – Housing and
Homelessness
Advocates for Human Potential, Inc.



Anita Jackson, M.A., LBSW
Senior Program Manager and
Trainer – Housing and
Homelessness
Advocates for Human Potential, Inc.

What Is Informed Choice?

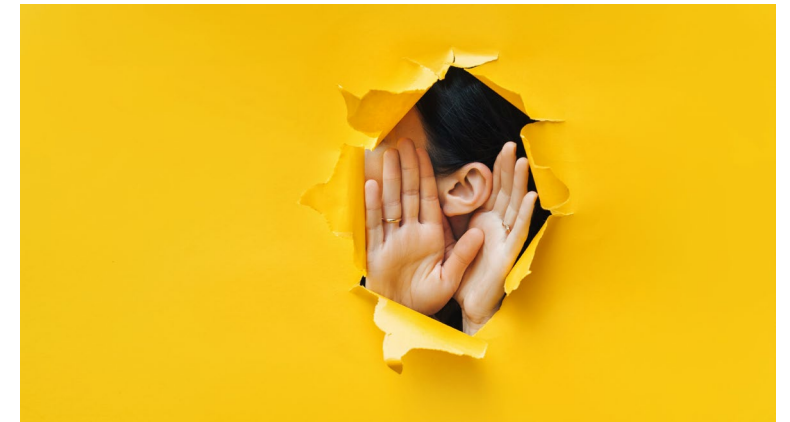
- Informed choice means that the youth you are supporting is able to make decisions based on complete information that connects them to their situation.
- It means that youth are given accurate information about what they need to achieve their goals.
- Informed choice occurs when the youth understands all of their options and the risks and benefits of their decisions.
- Informed choice is an ongoing process that happens through engaging, person-centered conversations and activities. It is circular and does not occur just one time—it is an ongoing process.

Things to Consider . . .

- What skills and history does the youth have with choice-making?
- How many options were identified and explored?
- How was information provided? How objectively?
- Does the youth believe in availability/reliability of support?
- Does the youth fear making the “wrong” choice?
- Does the youth make choices to please others?
- Was there discussion of flexibility (e.g., to not cook or to not live alone)?
- Does the youth believe in their own right and ability to make decisions?

How to Engage TAY / Active Listening

- **Active listening** means that you are seeking to understand—making sure that you are getting the correct message without passing judgment.
- It includes:
 - “Opening the door” to good conversation
 - Drawing out the speaker with questions
 - Reflecting what you hear and see
 - Establishing a rapport



Source: Microsoft® PowerPoint® for Microsoft 365.

Challenges TAY Face

- Isolation
- Vulnerability
- Unexpected realities
- Unsafe behaviors
- Living arrangements
- Inadequate housing
- Lack of financial resources
- Criminal activity to survive
- Lack of adult role models
- No support system
- No high school diploma

Independent Livings Skills – What is Required

- ✓ Managing day-to-day tasks
- ✓ Personal care/hygiene/grooming
- ✓ Being mindful of mental health
- ✓ Knowledge of entitlements and basic finances
- ✓ Grocery shopping and managing money, including paying bills (utilities, rent, food, etc.)
- ✓ Nutrition and food preparation
- ✓ Laundry and clothing
- ✓ Preparation for emergencies, such as having a fire extinguisher and knowing who to call
- ✓ Scheduling dental and physical appointments
- ✓ Maintaining good sleep habits
- ✓ Transportation
- ✓ Skills for employment
- ✓ Goal-setting
- ✓ Knowing how to fill out an application

Solutions to Support Them

- ✓ Positive interactions
- ✓ Providing support
- ✓ Home care
- ✓ Providing guidance when facing challenges
- ✓ Increasing permanency services
- ✓ Youth programs
- ✓ Focus groups
- ✓ Listening to youth in transition
- ✓ Promoting choice
- ✓ Financial assistance
- ✓ Assisting them to move toward self-sufficiency



Source: Microsoft® PowerPoint® for Microsoft 365.

Transitional Independent Living (TIL) Programs

- ❑ Nebraska's Department of Health and Human Services—*The Bridge to Independence Program* provides financial assistance for housing, life-planning resources, and advice as youth transition into adulthood.
- ❑ Michigan's Department of Health and Human Services (MDHHS)—*Foster Youth in Transition* provides resources and information on many of the issues for homeless youth and youth aging out of foster care. These resources include answers to questions about services in Michigan, support development, and housing options. The MDHHS website features youth board members from throughout the state, and the website is updated by the youth.
- ❑ Tennessee Department of Children's Services—*Independent Living* provides assistance to youth who are aging out of foster care with housing, employment, education, finances, life skills, social skills, and other resources as the youth move toward some form of independence.
- ❑ Oregon Department of Human Services—supports youth in becoming self-sufficient adults to make a successful transition out of foster care by providing independent living programs.
- ❑ Los Angeles, CA—uses best practices with rehousing programs, enrollment in school, and employment services.

Transitional Independent Living (TIL) Programs (cont'd)

- ❑ Mississippi lawmakers—have a scholarship program for college to support youth transition.
- ❑ Florida Department of Children and Families—describes independent-living programs available to youth formerly in foster care in Florida and discusses how these programs help young adults reach self-sufficiency as they transition out of care.
- ❑ Iowa Department of Human Services—offers assistance to Iowa youth who are transitioning out of foster care, with services including transition-planning specialists, leadership programs, life-skills training, college assistance, and more.
- ❑ Texas Department of Family and Protective Services—presents information on transitional living programs to help youth ages 14 to 23 in care in Texas make the transition to adulthood and to help them achieve their long-term education, career, and life goals.

Poll

Which of the following best describes how your clinic/organization determines if a person is ready for housing? (Select all that apply.)

- We use a written assessment.
- We consult with the person's team.
- We see if the person does well in day treatment/clubhouse first.
- We ask the person if they are ready.
- We don't address housing with people who use our services.
- Does not apply.

Youth in Transition and Success

Clinicians can help youth learn how to be successful in independent living.



Source: Microsoft® PowerPoint® for Microsoft 365.

Youth at Risk: Special Populations

- History of homelessness
- LGBTQIA+
- Sex trafficked
- BIPOC
- Aged out of foster care
- Developmental disability
- Released from juvenile detention
- Diagnosed with a serious mental illness



Source: Microsoft® PowerPoint® for Microsoft 365.

Statistics

- On any given night, approximately 41,000 unaccompanied youth ages 13-25 experience homelessness.¹
- More than 23,000 children age out of the U.S. foster care system every year.²
- After reaching the age of 18, 20% of the children who were in foster care will instantly become homeless.²
- One in three teens on the street will be lured into prostitution within 48 hours of leaving home.³

Housing Options: Long and Short Term

- **Transitional Housing**
 - Up to 2 years
 - On-site supportive services
 - Vocational classes (school)
 - Work on independent living skills (ILS)
- **Rapid Rehousing**
 - Short-term rental assistance
 - Lease in their name
 - Case management
- **Permanent Supportive Housing**
 - Long-term rental assistance
 - Lease
 - Ongoing supportive services
 - Must have a disability



Source: Microsoft® PowerPoint® for Microsoft 365.

Finding Housing Options

What does the youth want?

Resources:

- Local nonprofits that work with youth
- Landlord engagement and recruitment
- Local Continuum of Care
- Local child welfare organizations
- U.S. Department of Housing and Urban Development (HUD)
- Local homeless school liaisons
- Local LGBTQIA+ youth organizations
- Local Public Housing Authority (PHA)—FUP Vouchers



Source: Microsoft® PowerPoint® for Microsoft 365.

Independent Living Skills for Youth

- **Life Skills Classes**
 - Goal setting
 - Cooking classes
 - Communication skills
 - Maintaining an apartment
 - Paying rent on time
- **Financial Literacy**
 - Opening a bank account
 - Budgeting
 - Saving
- **Workforce Development**
 - Completing job applications
 - Resume writing
 - Conflict resolution in the workplace



Source: Microsoft® PowerPoint® for Microsoft 365.

Keeping Youth Housed

Identify needs immediately

- Begin discussions about what they want (remember choice).
- Talk about understanding a lease (mutual recission if necessary)
- Talk about understanding landlord-tenant laws and fair housing
- Identify peer supports
- Create an emergency contact list
- Identify resources in area:
 - Bus routes
 - Food pantry
 - Utility or rental assistance
 - Local legal aid
 - School
 - Clinic
 - Supportive services (drop-in classes, NA, AA, mental health assistance)



Source: Microsoft® PowerPoint® for Microsoft 365.

The 3 Cs of Youth Empowerment

- *Confidence*
- *Connection*
- *Contribution*

Examples:

- Create a safe space
- Create a youth advisory group
- Allow youth contributions to youth-related programming
- Allow their recommendations to be implemented
- Demonstrate success of program participants



Source: Microsoft® PowerPoint® for Microsoft 365.

Breakout Group Discussion

1. Can you share one example of a success you have had supporting the housing needs of a transition-aged youth?
2. What is a challenge your health center has faced when trying to provide housing supports for transition-aged youth? Is there a solution that has been identified to address this challenge?



Source: Microsoft® PowerPoint® for Microsoft 365.

Realizing the Vision

Strategic Plans are driven by a vision for success!

As part of your action planning, continue developing a three-part strategy to ensure equitable access to behavioral health care services and supports from primary care services for TAY.

- Are there updates or changes you would like to make to improve your housing resources to better support youth?

Particular focus should be on TAY who come from populations that may be typically underserved (ethnic and/or gender minorities, part of the foster care system, etc.).



Source: ThinkStock

Next Steps

- Identify the thorns you will tackle as part of your action planning.
- Remember, Thursday and Friday Office Hours.
- Coaching Calls are available—*please reach out to schedule a coaching call if you need additional assistance.*



Source: iStock by Getty Images

Biweekly Office Hours

- **Thursdays** (after the session) 3:30–4:30 p.m. ET
- **Fridays** 1:00–2:00 p.m. ET
- Designed to discuss progress and/or challenges related to
 - Your team's action plan
 - The session topic
- Meet colleagues from other health centers

TA Offerings for Health Centers

- One-on-One Coaching
- Webinars
- Intensive On-site Technical Assistance
- Communities of Practice (CoPs)



BPHC-BH TA Portal

<https://bphc-ta.jbsinternational.com/>

- Request TA
- Access Learning Management System (LMS) modules
- Learn more about BH TA options
 - One-on-One Coaching
 - E-learning Webinars
 - Virtual or In-Person TA for Sustainable Integrated Care
 - Integration of Oral and Behavioral Health
 - Virtual Brown Bag Sessions



Coming In March & April

Oral Health and Behavioral Health Services Integration Learning Collaborative 6 Didactic Sessions (1 CME per session)

4/12/2023, 1:00 – 2:00 PM ET *“Behavioral Health Screening & Workflow in Oral Health Setting”*

REGISTER: Link Coming Soon

Virtual Brown Bag Lunch Office Hours 8 Sessions for Health Center Staff Only (1 CE per session)

4/5/2023, 1:00 – 2:00 PM ET *“Addressing Behavioral Health with Youth in a School-based Health Setting”*

REGISTER: <https://us06web.zoom.us/meeting/register/tZ0kcuGrpzsuHt3ghrlp6rLxWKXrX2kklUdw>

Webinar (60 minutes)

3/16/2023, 1:00–2:00 p.m. ET *“Approaches to Address Social Determinants of Health”*

REGISTER: https://us06web.zoom.us/webinar/register/WN_4xkq7q_hQC-JXGZv-iTfCw



Continuing Education & Satisfaction Assessment

- We will be offering **1.5 CE credit per session** attended for a maximum of 12 CEs for participation in all 8 CoP sessions.
- You **must** complete the Health Center Satisfaction Assessment after **each** session for which you plan on receiving CEs.
 - Follow the link in the chat
 - Use the link in the follow-up message from Alchemer (SurveyMonkey)
- **CE credits will be distributed within 2 weeks after the session.**



This course has been approved by JBS International, Inc. as a NAADAC Approved Education Provider, for educational credits. NAADAC Provider #86832, JBS international, Inc. is responsible for all aspects of their programming.



JBS International, Inc. has been approved by NBCC as an Approved Continuing Education Provider, ACEP No. 6442. Programs that do not qualify for NBCC credit are clearly identified. JBS International, Inc. is solely responsible for all aspects of the programs.



Thank You!

Candice Russell
crussell@ahpnet.com

Katie Crowley
kcrowley@ahpnet.com

Vision: Healthy Communities, Healthy People



Endnotes

1. Summary youth homelessness overview. National Conference of State Legislatures. (n.d.),
2. Cyndi. (2017, May 26). 51 useful aging out of foster care statistics: Social Race Media. NFYI, <https://nfyi.org/51-useful-aging-out-of-foster-care-statistics-social-race-media/>
3. CBS Interactive. (2013, July 29). FBI raids rescue 105 kids forced into prostitution. CBS News. <https://www.cbsnews.com/boston/news/fbi-raids-rescue-105-kids-forced-into-prostitution/>

References

- Altschuler, D., Strangler, G., Berkley, K., & Burton, L. (2009). *Supporting youth in transition to adulthood: Lessons learned from child welfare & juvenile justice*. Washington, DC.: The Center for Juvenile Justice Reform. <http://www.jimcaseyyouth.org/supporting-youth-transition-adulthood-lessons-learned-child-welfare-and-juvenile-justice-0>
- Burt, M., Aron, L. Y., & Lee, E. (2001). *Helping America's homeless: Emergency shelter or affordable housing?* Washington, D.C.: The Urban Institute.
- Editorial Projects in Education Research Center (2008). *Diplomas count 2008: School to college: Can state P-16 councils ease the transition?* <http://www.edweek.org/ew/toc/2008/06/05/index.html>
- Gagnon, J. C., & Richards, C. (2008). *Making the right turn: A guide about improving transition outcomes of youth involved in the juvenile corrections system*. Washington, DC: National Collaborative on Workforce and Disability for Youth, Institute for Educational Leadership.
- National Collaborative on Workforce and Disability for Youth. (n.d.) *Benefits planning for youths with disabilities*. <http://www.ncwd-youth.info/quick-reference-guide/benefits-planning>
- National League of Cities. (2005). *Reengaging disconnected youth: Action kit for municipal leaders*. <http://www.nlc.org/Documents/Find%20City%20Solutions/IYEF/At-Risk%20Youth/disconnected-youth-action-kit-apr07.pdf>
- U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. (n.d.). <http://nces.ed.gov/>
- U.S. Department of Health and Human Services, Administration for Children and Families. (2009). *The AFCARS report: Preliminary FY 2008 estimates as of October 2009*. http://www.acf.hhs.gov/programs/cb/stats_research/afcars/tar/report16.htm
- U.S. Department of Justice, Office of Justice Programs, Bureau of Justice Statistics. (2010). *Criminal victimization in the United States, 2007 statistical tables*. <http://bjs.ojp.usdoj.gov/content/pub/pdf/cvus07.pdf>

