



# *Challenges for Transition Age Youth and Their Families: Part 2*

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*NAMI, Chief Program Officer*

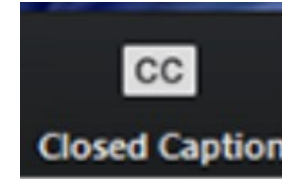
*Jennifer Rothman*

*Director, Youth & Young Adult Initiatives*

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# Using Closed Captioning

- To start using CC, click the caption button



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## Uso de la interpretación de idiomas

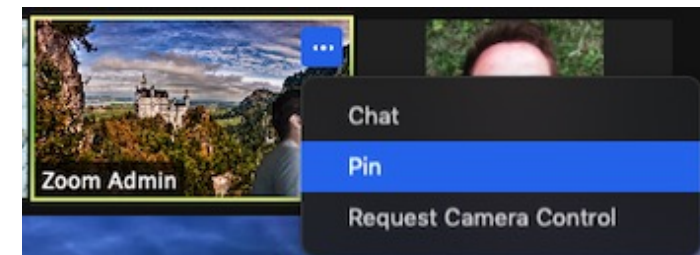
- *Hagan clic en el icono de interpretación*
- *Seleccionen "Spanish"*
- *Después de seleccionar "español", hagan clic "Mute Original Audio"*



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## Using ASL

- *To pin the interpreter, hover over the video of the participant you want to pin and click ...*
- *From the menu, click Pin.*



# *Objectives*

- Review available resources to assist in transition planning
- Demonstrate how those resources can be used
- Review additional resources available for youth and young adults facing mental health challenges



*Some transitions  
can feel like walking  
off a cliff; we need  
bridges and/or  
steps!*

# *How do we prepare?*





# *Some of the tools we will be sharing...*

- *Prevention Planning for Transition Aged Youth*
  - *Checklist for Transition Planning*
  - *Portable Treatment Record*
  - *Youth self-assessment*
  - *Family/parent assessment*
-

# • *Prevention Planning for Transition Aged Youth*

# • *Checklist for Transition Planning*

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**Checklist for Transition Process**

Transition is a process that needs to begin early. This process is lifelong and can begin in childhood, such as giving choices. Families and professionals should not wait until the child approaches transition age to start.

Youth's Age	Types of Preparation Activities to Take Place	Date Accomplished
12-15 or earlier	<ul style="list-style-type: none"><li>➤ Transition issues should become a part of the IEP process and discussed at any meetings where social skills such as problem solving and communication are discussed.</li><li>➤ Develop and use a plan to increase responsibilities and independence at home.</li></ul>	
14	<ul style="list-style-type: none"><li>➤ If it has not already occurred, an "official" initial transition meeting as part of the IEP process should occur.</li><li>➤ Begin transition-related assessment process by considering the youth's perspective and the parent's perspective of the youth's interests and abilities as well as identifying the youth's needs in each of these areas in preparation for transition planning to come (i.e. career exploration, vocational training, etc.).</li><li>➤ Explore independent transportation (i.e. public transportation where available, drivers or other options).</li></ul>	
15	<ul style="list-style-type: none"><li>➤ Consider summer employment/volunteer experience.</li><li>➤ Prepare job placement file with references and descriptions of acquired skills.</li><li>➤ Begin having discussions about driving, permissions, preparation process – don't wait until the youth reaches driving age to have the conversation.</li></ul>	

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**Prevention Planning for Transition Aged Youth**

**What is Prevention Planning?**

A prevention plan is a collaboratively determined set of responses to an impending or potential high-risk situation.

**Why do Prevention Planning?**

- To identify specific behaviors and clarify consequences.
- To interrupt patterns of on-going high-risk activity.
- To help people identify desired support and interventions.
- To enhance self-empowerment and coping skills.
- To provide documentation of decisions and agreements.
- To strengthen individual and team accountability.
- To increase the effectiveness and coordination of a team's response.
- To increase the likelihood that a situation will be handled in a manner most satisfactory to all.

**Who should be involved?**

- The youth
- Transition facilitator or service coordinator
- Desired and/or identifiable support persons
- Members of the transition planning team

**When to do prevention planning?**

- When there seems to be an anxiety or concern on the part of the young person or other key players.
- When individual is choosing to engage in high-risk activities.
- When there is an impending high-risk situation.
- When there is an ongoing pattern of high-risk behaviors.
- When a plan will enhance individual self-monitoring and self-management.

**What does a prevention plan look like?**

- Many different approaches – formal and informal
- Plans include the following basic information:
  - ✓ State the purpose of the prevention plan
  - ✓ Describe the situation, including critical or target behaviors, typical precursor, and/or personal triggers
  - ✓ Self-management coping strategies
  - ✓ External supports and clear specification of roles
  - ✓ Intervention/action plan, including teaching of skills
  - ✓ Conditions for hospitalization/constraints/compliance placement
  - ✓ Agreement among young person and all key players

H.B. Clark adapted (2001) from Michael Curtis and Phil Wells Page | 1

# *Portable Treatment Record*

- Demographic info
- Emergency contacts
- Medical history (meds, illnesses, procedures, etc.)
- Diagnoses and hospitalizations
- Medication Record
- Crisis Plan
- Relapse Plan

The image shows a sample of a 'Portable Treatment Record' form. The form is titled 'Portable Treatment Record' in a green header. It contains several sections with input fields:

- Demographic info:** Name, Date of birth.
- Emergency contacts:** A section with three rows, each containing fields for Name, Relationship, Phone, and Location.
- Primary care physician:** Name, Office address, Phone.
- Psychiatrist:** Name, Office address, Phone.
- Other mental health professionals (therapist, case manager, psychologist, etc.):** A section with three rows, each containing fields for Name, Type of mental health professional, Office address, and Phone.

At the bottom of the form, there is a small page number '25' and a footer text: 'NAVIGATING A MENTAL HEALTH CRISIS / A NAMI resource guide for those experiencing a mental health emergency'.



# *Crisis Plan*

- Emergency resource # 1
- Emergency resource # 2
- If we need help from professionals what steps will be followed (5 options)
- When will hospitalization be considered?
- When will calling 911 be considered?

# *Relapse Plan*

- How do we know symptoms are returning? (at least 3 things)
- When each of the symptoms listed are noticed, list 3 things that we will do
- When will going to the hospital be considered?
- When will calling 911 be considered?

# *Getting the Youth's Perspective*

- *What are his/her/their goals and dreams?*
- *What do they want to do after high school?*
- *Where do they want to live?*
- *How do they plan to make these dreams happen?*

# *Getting the Parent/Family's Perspective*

- *What are your goals for your child's future?*
  - *Education? Employment?*
  - *Housing?*
  - *What is your assessment of their ability to reach these goals?*
-

*Know where to look  
for puzzle pieces for  
your child...*



Educational  
Resources

Mental  
Health  
Resources

Vocational  
Resources

Benefits  
Experts

*...and for yourself!*

- *Better navigation tools*
- *Support of those who have traveled the same road*

*You are not alone!*



# *NAMI Bridges the Gap With:*

- *Guidance on:*
    - *Social Media*
    - *Being a Trusted Adult*
    - *Back to School*
    - *School breaks*
    - *How to find help*
    - *Info on accommodations*
- ....and more!*





## Kids

Having a child that is facing mental health symptoms can be incredibly difficult. To make things easier, explore our information, tips and resources for getting your child the treatment, support and accommodations they need.

[LEARN MORE](#)

# Supporting Parents and Caregivers



Finding Mental  
Health Care  
for Your Child

## How To Navigate The School System

### Speak With The Teacher

It's always a good first step to begin by speaking with your child's teacher(s). They can share observations and provide their observations of your child's performance, strengths and areas posing a challenge. They can also share their thoughts about what may be interfering with your child's performance and make suggestions to improve it. However, it is not a teacher's expertise or responsibility to offer a suggestion of a diagnosis of what is causing difficulties for your child.

### Know Your Child's Rights

Quality **education** is a fundamental human right, protected under the law. Knowing your rights will empower you to advocate effectively and insist on accountability from the school. **Section 504** and the Individual with Disabilities Education Act (**IDEA**) are both federal regulations put in place to protect the rights of children with disabilities, including those with mental health concerns, guaranteeing that all children have a free and appropriate public education (FAPE).



## Finding A Mental Health Care Professional

Here are a few tips on how to help your child get the care they need.

- **Talk to your pediatrician.** Many pediatric practices have behavioral practitioners that work within their group or have clinicians they typically refer to. It is typically easier to get an appointment with a mental health specialist if another health care professional refers you, such as your pediatrician.
- **Call local behavioral health hospitals or community mental health centers** in your area to see if they have any openings and get on their waiting lists if they have them.
- **See if your child can meet with the school counselor or school nurse.** Federal and state law requires public schools to provide mental health care if a mental health problem interferes with their academic or social life.
- **Talk to a friend or relative with similar experience.** Sometimes, if a friend or family member

**988** SUICIDE & CRISIS  
LIFELINE

**24/7 CALL, TEXT, CHAT**



High Risk Groups



Common Risk Factors



Common Protective Factors



What to Do If You Are Worried About Yourself or  
Someone You Love



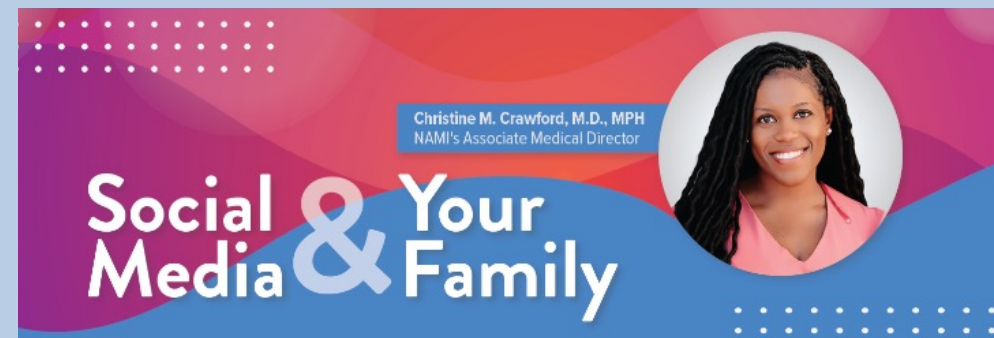
Resources



## Who Is a Trusted Adult?

The study of child development and positive youth mental health includes understanding the role and impact of trusted adults on healthy physical, mental and social outcomes for children. [Research](#) from the Search Institute, the Institute for Education Sciences and other organizations has demonstrated that trusted adults provide an important benefit to the well-being of children.

# Guidance on the Tough Topics



## Bullying

### What Is A Crisis?

A mental health crisis is when your child is at risk of harming themselves or others, or if their emotions and behavior seem extreme and out of control.

Warning signs of mental health crisis may include:

- Expressing [suicidal thoughts](#), either through explicit statements such as "I want to die" or more vague statements such as "I don't want to be here anymore"
- Making threats to harm others or themselves
- Engaging in self-injurious behavior, such as cutting or burning
- Expressing severe agitation and aggression, including physical aggression, destruction of property, hostility, etc.
- Experiencing hallucinations or delusions
- Isolating themselves from friends and family



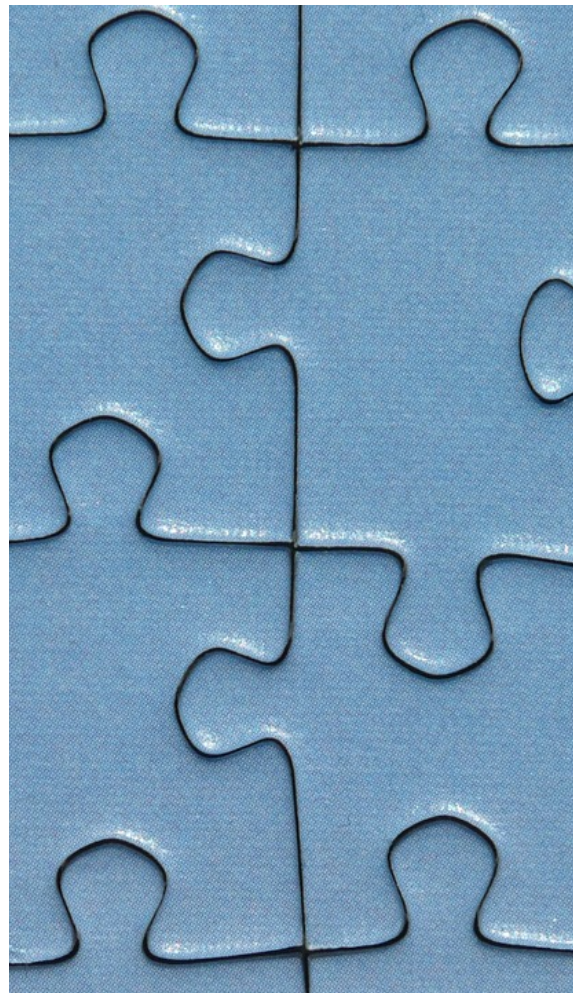


*It is possible  
to navigate  
the cliffs.*

- *Find the natural bridges*
  - *Look for the steps*



*Put the puzzle  
together and  
keep your  
family as whole  
as possible*



# *Thank you!*

*For more information:*

- [www.nami.org](http://www.nami.org)
- [www.nami.org/basics](http://www.nami.org/basics)
- [www.nami.org/crisisguide](http://www.nami.org/crisisguide)