



Shared Positive Experience

When youth are asked to speak at our events, this should be a beneficial experience for both the youth and the government officials.



Promoting Self-Efficacy

“The belief in one’s capabilities to organize and execute the courses of action required to manage prospective situations”

Four Major Sources of Self-efficacy

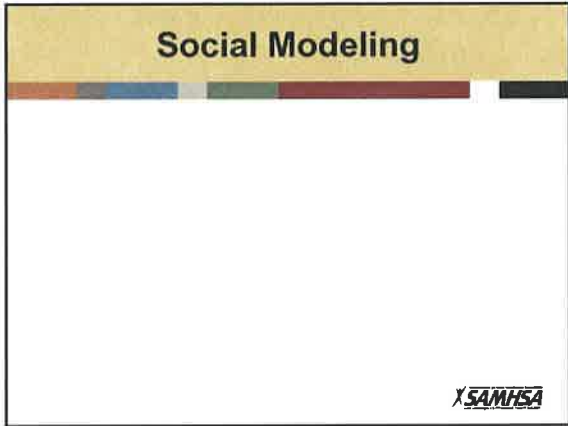
 Mastery Experiences	 Social Modelling	 Social Persuasion	 Psychological Responses
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(Bandura, Albert: 1994) © Georgetown University 2012, Cady, DA & Lulow, EC 

Mastery Experience

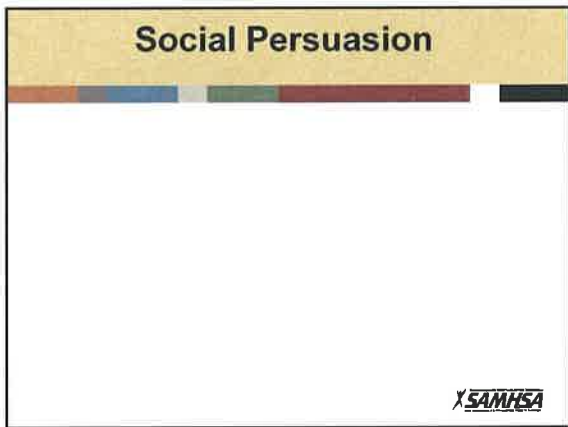


Social Modeling



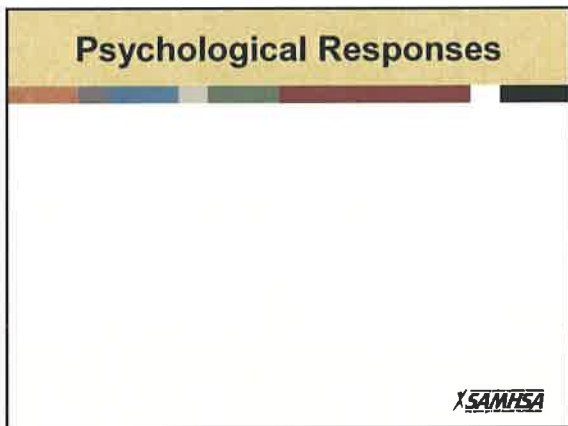
A rectangular sticky note with a yellow header containing the text "Social Modeling". Below the header is a decorative bar with segments of orange, blue, green, red, and black. The main body of the note is white and contains the SAMHSA logo in the bottom right corner.

Social Persuasion



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Psychological Responses



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Trauma-informed services

(Harris & Falout)

Take the trauma into account

Avoid triggering trauma reactions and/or traumatizing the individual

Adjust the behavior of counselors, other staff and the organization to support the individual's coping capacity

Allow survivors to manage their trauma symptoms successfully so that they are able to access, retain and benefit from the services

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Five Guiding Principles

Safety:	Trustworthiness:	Choice:	Collaboration:	Empowerment:
<p>Ensure physical and emotional safety and paying attention to discomfort or unease</p>	<p>Maximize trust and establish clear and appropriate limits and boundaries</p>	<p>Maximize choices and control over the event</p>	<p>Youth voices are elicited and validated, recognizing their strengths, respect for their lived experience and sharing the power</p>	<p>Provide opportunities to enhance skills and confidence to further personal and professional development</p>

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TRAUMA-INFORMED METHOD OF ENGAGEMENT (TIME)

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Relationship

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Preparation

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Support

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Reflection

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Small Group Discussion

- Split into groups of 3 -4
- Select scribe for group
- Provide thoughts around the following:
 - What about TIME is reflective of your experience?
 - What is different?
 - Is there anything missing?
 - From 1-10 how important is this in your work? Why?

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Large Group Discussion

- Report out, additional thoughts or comments?
- As a whole, how important is TIME to the field of youth advocacy (scale of 1 – 10)? Why?
- How useful do you feel TIME is? If you have experienced it, has it been effective?
- What will you do differently, if anything, as a result of learning about this model?

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Avoiding Negative Outcomes

PTSD: Key Symptoms


Post Traumatic Stress Disorder

- Re-experiencing the traumatic event
- Intense psychological or physical reactions to triggers
- Avoidance of thoughts, feelings, places and people
- Emotional numbing
- Heightened startle response

We are asking youth to face the thoughts, feelings, emotions, places, people and activities that are potential triggers to their emotional stability and are necessary to transition into adulthood.




GOALS AND STRATEGY




Goals of Youth Engagement Guidance

1. Prioritize gaining youth perspectives to inform programs, policies, and practices.
2. Develop an agency-wide culture that is inclusive and respectful of youth.
3. Adopt best practices for youth engagement in activities, meetings, and events.




Strategy for Developing Guidance

- Feedback from youth and federal partners
- Environmental Scan/Literature Review
- Youth Listening Panel




Overview of Guidance






The Substance Abuse and Mental Health Services Administration's (SAMHSA) Youth Engagement Guidance

Strategies, Tools, and Tips for Supporting and Strengthening Family Engagement in Federal Government-Sponsored Meetings and Events



Free on the SAMHSA store:

<http://store.samhsa.gov/product/The-Substance-Abuse-and-Mental-Health-Services-Administration-s-SAMHSA-Youth-Engagement-Guidance/SMA16-4985>



GOAL 1 STRATEGIES

Goal 1: Prioritize gaining youth perspectives to inform programs, policies, and practices.

Strategy 1.A.: All relevant activities, meetings, and events incorporate meaningful youth input.

Strategy 1.B.: All youth-related programs, policies, and practices provide evidence of having been informed by the perspective of youth with relevant life experience.




GOAL 2 STRATEGIES

Goal 2: Develop an agency-wide culture that is inclusive and respectful of youth.

Strategy 2.A.: Youth engagement practices continually incorporate youth feedback and input.

Strategy 2.B.: All relevant activities, meetings, and events use this Guidance and its appended tools and resources during the planning, implementation, and evaluation phases.

Strategy 2.C.: All leadership, staff, and contractors receive copies of this Guidance, including tools and resources, and participate in training events to facilitate agency-wide implementation.



GOAL 3 STRATEGIES

Goal 3: Adopt best practices for youth engagement in activities, meetings, and events. All designated government representatives engaging youth shall:

Strategy 3.A.: Complete the Government Representative Checklist for Youth Engagement beginning no less than two months prior to the activity, meeting, or event and no more than two months after.

Strategy 3.B.: Employ the Youth Engagement Agreement and complete the outlined roles and responsibilities.

Strategy 3.C.: Provide youth with a sample Individual Support Plan and encourage them to use it.


Strategy 3.D.: Inform youth that there may be tax implications for any payments they may receive for their participation and encourage them to speak to a tax professional if needed.

Strategy 3.E.: Provide youth with resources about Strategic Sharing.

Strategy 3.F.: Provide information and support to make travel arrangements, including an emergency contact should there be any travel-related problems.

Strategy 3.G.: Employ supportive strategies as outlined in this Guidance during the activity, event, or meeting.

Strategy 3.H.: Encourage involvement of a parent, caregiver, or supportive adult at all times. This includes, but is not limited to, supporting the adult's participation at the event or meeting, if deemed appropriate and necessary.



Tool 1: Checklist (before, during, after)

Youth Engagement Checklist for Government Representative

Before the Event: Invitations and Preparation

Identify and invite youth participants.

- Identify youth with relevant lived experience and with varied advocacy skill levels (i.e., avoid over-relying on experienced speakers with multiple invitations; encourage emerging youth leaders).
- Identify an adult in each youth's life who can support his or her preparation and who will accompany the youth to the meeting if the youth is under 18 years of age, or if the youth is 18 or over and requests such support.
- Inform the youth and supportive adult about the meeting's purpose, anticipated audience, draft agenda, location, and dates. Include a clear description of the youth's specific role and (the) expectations (e.g., attend and respond to other parts of the meeting).
- Clearly detail why the youth has been invited (e.g., to present his or her personal experience, not just stories, as someone who has been in foster care, has been in juvenile justice, or identifies as LGBTQ); to provide a youth perspective about a policy or practice; to provide recommendations about future actions).

Send a "resource packet" to the youth and the identified adult supporter. Include a:

- Cover letter summarizing the invitation: youth's role, meeting's purpose, agenda, audience, location, dates, and options for a supportive adult.

Tool 2: Youth Engagement Agreement

Youth Engagement Agreement

An agreement between the youth participant and a government representative, which may be either a SAMHSA employee or contractor, as determined by the meeting planners.

This document represents the agreements made between the youth participant and the government agency representative for a particular event. Since events often differ, it is important to do an agreement for each event separately. The government representative should review with the youth participant the information contained within this agreement.

John King
(Name of Youth or Young Adult)

and

Brenda Jones, Government Contracting
(Government Representative and Agency)

for

Youth Summit
(Name of Meeting or Event)

Tool 3: Individual Support Plan

Who?	What?	How?
Meeting Facilitator	1. 15-20 minutes	1. Review youth's background information and needs assessment (if available)
Meeting Facilitator	2. 15-20 minutes	2. Review youth's background information and needs assessment (if available)
Meeting Facilitator	3. 15-20 minutes	3. Review youth's background information and needs assessment (if available)

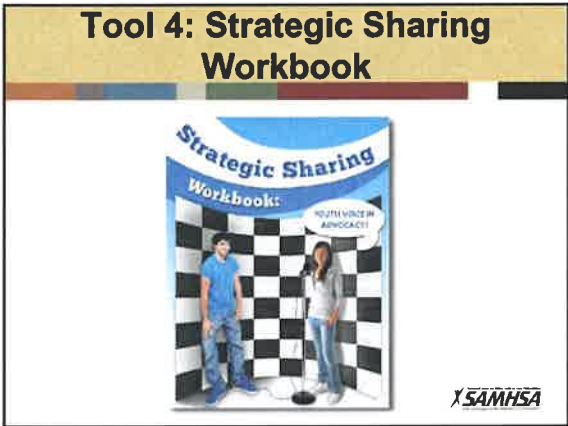
Who can give me support, help set with me, or help keep me in a safe environment (e.g., take a walk, watch a movie, stay where I feel safe)?
Name: _____

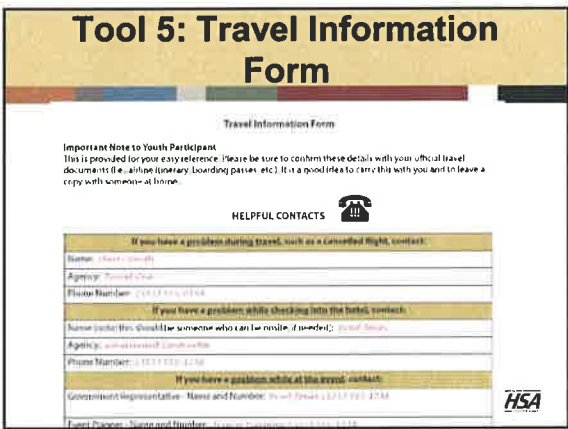
Name	Contact
_____	_____
_____	_____
_____	_____
_____	_____

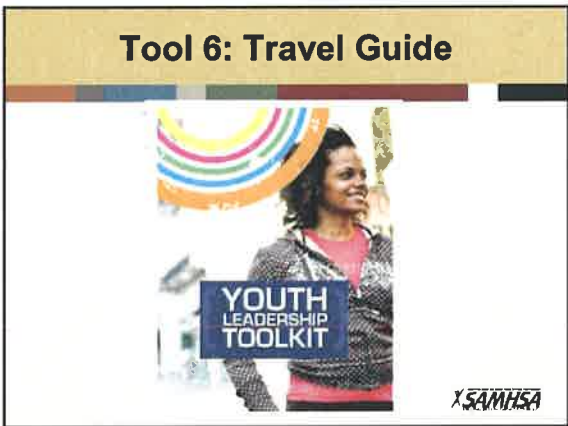
Who is my support person?

Name	Contact
_____	_____
_____	_____
_____	_____
_____	_____

Who can help me resolve a conflict?
Before I land in the event








Tool 7: Youth Feedback Form

Youth Feedback Form

Important Note to Youth Participant
This form is for you to let us know prepared and supported you felt to participate in this meeting. You are not required to write your name on this form. Every effort will be made to ensure your anonymity.



Meeting Name: _____
Today's Date: _____

Check the box that best states how you do or do not agree with each statement. You may add comments at the end of the next page.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Does not apply to me
Overall, I am satisfied with my experience with this meeting.					
I had the opportunity to participate in discussions.					
I felt my experience and expertise were useful to this meeting.					
I felt I was respected and that the other people listened to me.					
I felt I made a difference in this meeting.					
I learned new information and/or skills during this experience.					

The purpose of this section is to give feedback to youth participants on how they felt their jobs went. You are not a part of the meeting process. In addition, while providing some guidance on how to respond to the meeting, we do not want to make youth feel uncomfortable.

About the Research Packet and Preparation
I was given enough information and help preparing. This section will help ensure feedback on how the

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Tips: Before, During and After

**Tips: Before,
During and After**

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General Tips

- Understand the culture of youth
- Remember the youth's sense of safety
- Understand when and why youth voices should be heard
- Remain objective
- Provide opportunities for personal growth

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Tips for Before the Event

- Establish a trusting relationship
- Arrange any per diem beforehand
- Help youth develop coping skills

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Tips for During the Event

- Assist with hotel reservation and check-in
- Check in with youth once they arrive
- Continue to be a source of support for the youth
- Encourage discussion with the youth during the event
- Support the youth during their speaking engagement
- Check in with youth after the speaking engagement

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Tips for After the Event

- Schedule a time to debrief with the youth
- Check in on the youth's well-being

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Behavioral Health is Essential To Health



Prevention Works

Treatment is Effective

People Recover
