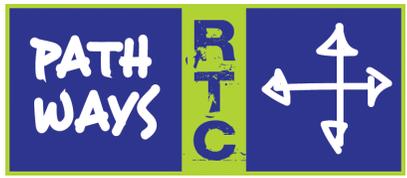




Recognizing the Urge to Lead

Managing Your Perspective in One-on-One Conversations with Young People



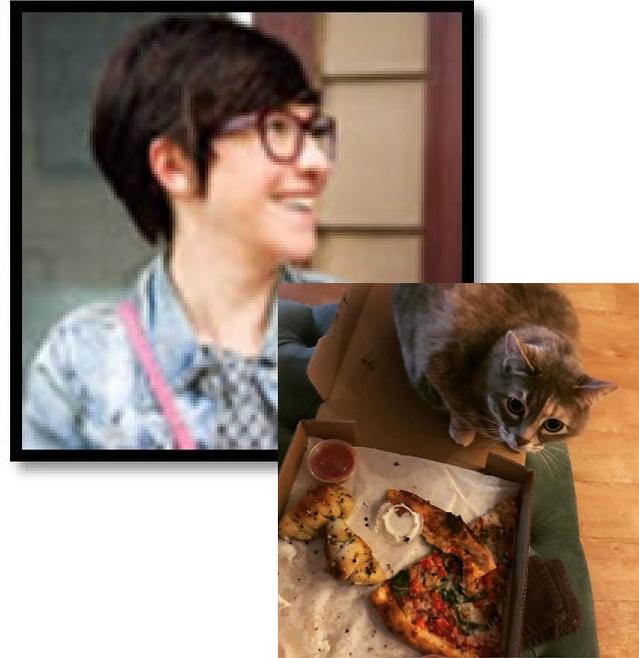


Introductions



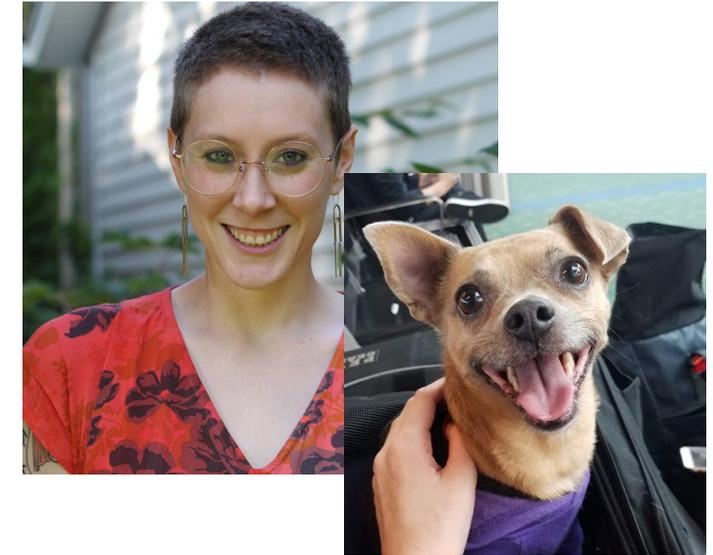
**Janet Walker, Ph.D -
Research Professor
and Director of
Pathways to Positive
Futures RTC**

Jarvis, Dog



**Caitlin Baird, BA –
Project Manager,
Pathways to Positive
Futures RTC**

Jude, Pizza Cat



**Maria Hermsen, BA –
Research Assistant,
Pathways to Positive
Futures RTC**

Twinkie, Dog



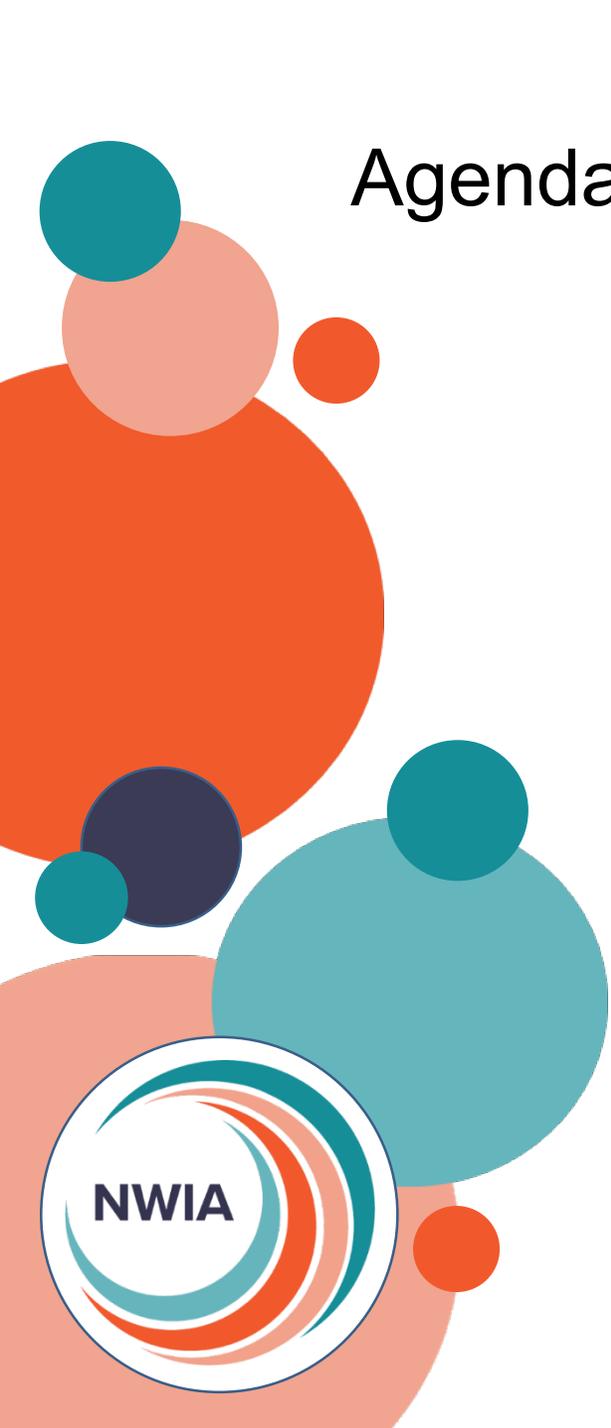
About Pathways

- RTC for Pathways to Positive Futures - “Rehabilitation Research and Training Center” funded by the federal government (HHS/SAMHSA)
 - First funded in 2009, currently at the end of second 5-year cycle
 - Focused on improving outcomes for youth and young adults with serious mental health conditions
 - Complete training, technical assistance, and dissemination Activities
- Visit our table to learn more and pick up articles, tip sheets and other resources

Visit Pathways RTC
on the web for more
information

The screenshot shows the website for the Research and Training Center for Pathways to Positive Futures. The header includes a logo, the organization's name, a search bar, and a newsletter sign-up button. A navigation menu lists Home, About, Research, Training, Publications, and Connect. The main content area features a 'Publications' section with a description and links to 'Featured Products' and 'Publications Search'. A large image of graduates is displayed with social media icons for Facebook, Twitter, and YouTube. Below this is a horizontal menu with 'Publications', 'Webinars', and 'Training'. The main heading reads 'Improving the Lives of Young People with Serious Mental Health Conditions Through Research & Training'. Three featured articles are shown: 'PATHWAYS PUBLICATIONS' with a journal article and report, 'Introducing the Pathways Comic' with a comic strip preview, and 'New Journal Article Compares Outcomes of Online Training for Service Providers'.

www.pathwaysrtc.pdx.edu



Agenda

- Intro
- Agenda
- Learning Objectives
- Session One: Recognizing the Urge to Lead
- Session Two: Managing the Urge to Lead
- Session Three: Introducing Strengths
- Closing



NWIA



Learning Objectives

After today, participants will be able to:

- Recognize and manage their own perspectives during youth-driven conversations
- Continue using youth-driven conversational practices even when young people are talking about situations or choices that carry risk
- Engage young people in genuine conversations about strengths



Watch the video and consider the following questions:

- What good practice do you notice?
- Do you notice any improvables?
- How is the provider being, or not being, “youth-driven?”



[video]



Discussion

- What good practice did you notice?
- Did you notice any improvables?
- How was the provider being, or not being, “youth-driven?”



[video]



Discussion

- What good practice did you notice in each clip?
- Did you notice any improvables?
- How were the providers in each clip being, or not being, “youth-driven?”

Guiding Without Leading

- In youth and young-adult driven conversations, the provider strives to elicit and prioritize the young person's perspective while still accomplishing the goals of their intervention
- We call this Guiding Without Leading, or GWOL
- GWOL is a delicate balancing act and it can be easy to slip into leading too much or guiding too little
- There are tools to assist in maintaining the balance of GWOL - but the tools are not sufficient, and can be used incorrectly
- Most important is developing and honing a sense of GWOL - confidence in yourself and trust in the process but curiosity and uncertainty about what may emerge during the course of the conversation



Recognizing the Urge to Lead

- There are certain situations in which it is very tempting for providers to lead too much and insert their own perspective - e.g. situations of concern or risk - and we will address those in the next session
- However, we often see providers inserting their own perspective in non-urgent situations, perhaps without even realizing they are doing it
- This is normal and rises out of good intentions, as well as a fear or worry, conscious or not, of what the young person will do/ what will happen if the provider does not insert their perspective
- However every time a provider inserts their perspective, there are certain risks which likely outweigh the intended benefits



What are some common ways in which providers insert their perspectives?

- Making suggestions
 - Planning next steps
 - “You should follow up with that job you applied to in a few weeks”
 - Identifying support
 - “I bet your advisor would be able to help”
 - Making plans for the future (particularly school or vocational)
 - “DHS will pay for school, so that’s definitely an option for you”
 - Strengths inventory/exploration
 - “I think you’re a really good writer - do you agree?”



What are some common ways providers insert their perspectives?

- Overemphasizing/highlighting one idea over another
 - While brainstorming, a provider may stay silent or react neutrally to certain ideas the young person proposes but react enthusiastically or even just say something like “nice” or “that’s a good one” to others
- Giving a choice of options -- restricted options
 - “So either I can call your counselor and ask if they’re available or you can.”
- Shutting down or ignoring one of the young person’s ideas
 - “Well that won’t work because...”



What are some common ways providers insert their perspectives?

- Leading questions/reflections
 - Expecting “mindreading” - when the provider has a certain answer in mind
 - Often occurs in situations of “faux-urgency” - a decision has been made and the consequences have already happened, but the provider feels a sense of urgency to get a certain point across
 - The provider is essentially lecturing, badgering, or giving advice in the form of a question or reflection
 - “So do you think that skipping school was a good idea?” “It sounds like that didn’t turn out so well.” “Let’s brainstorm some things you could have done instead.”



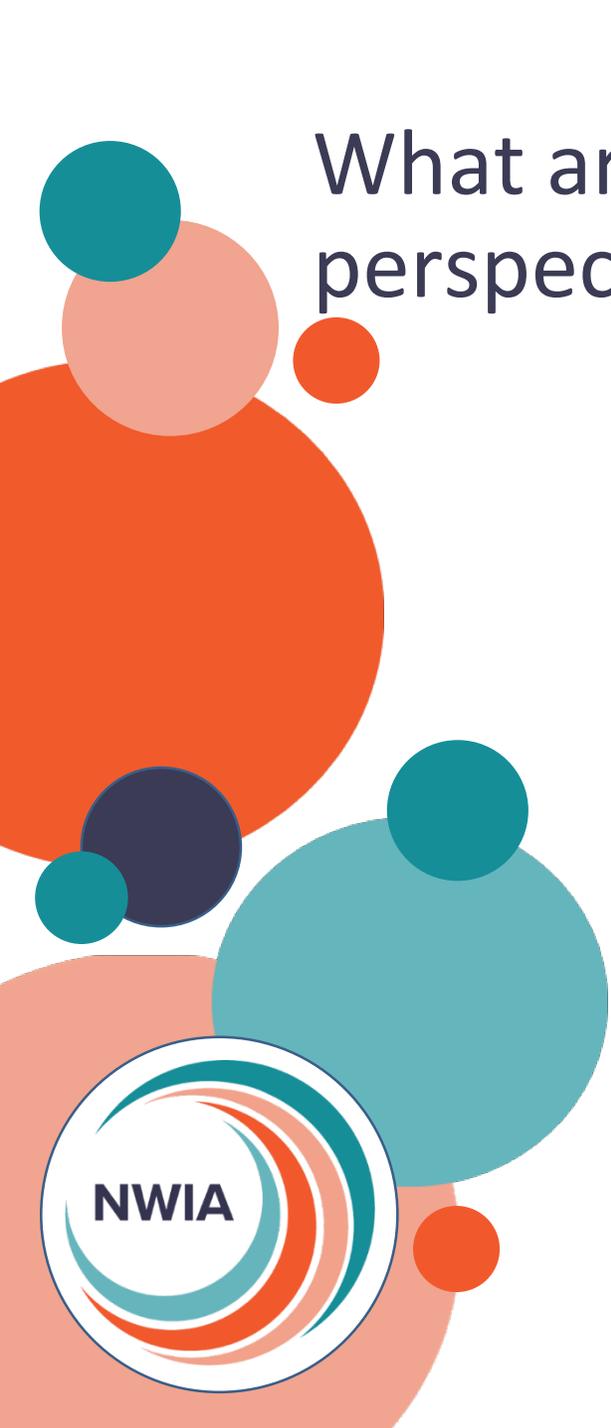
[video]

[video]



Discussion

What do you think the consequences of leading too much, or inserting your perspective, might be?



What are the consequences of inserting your perspective?

- Though leading too much may feel subtle to you, or look minor to an untrained observer, it can still have a profound impact on a conversation, and may feel like a big deal to the young person

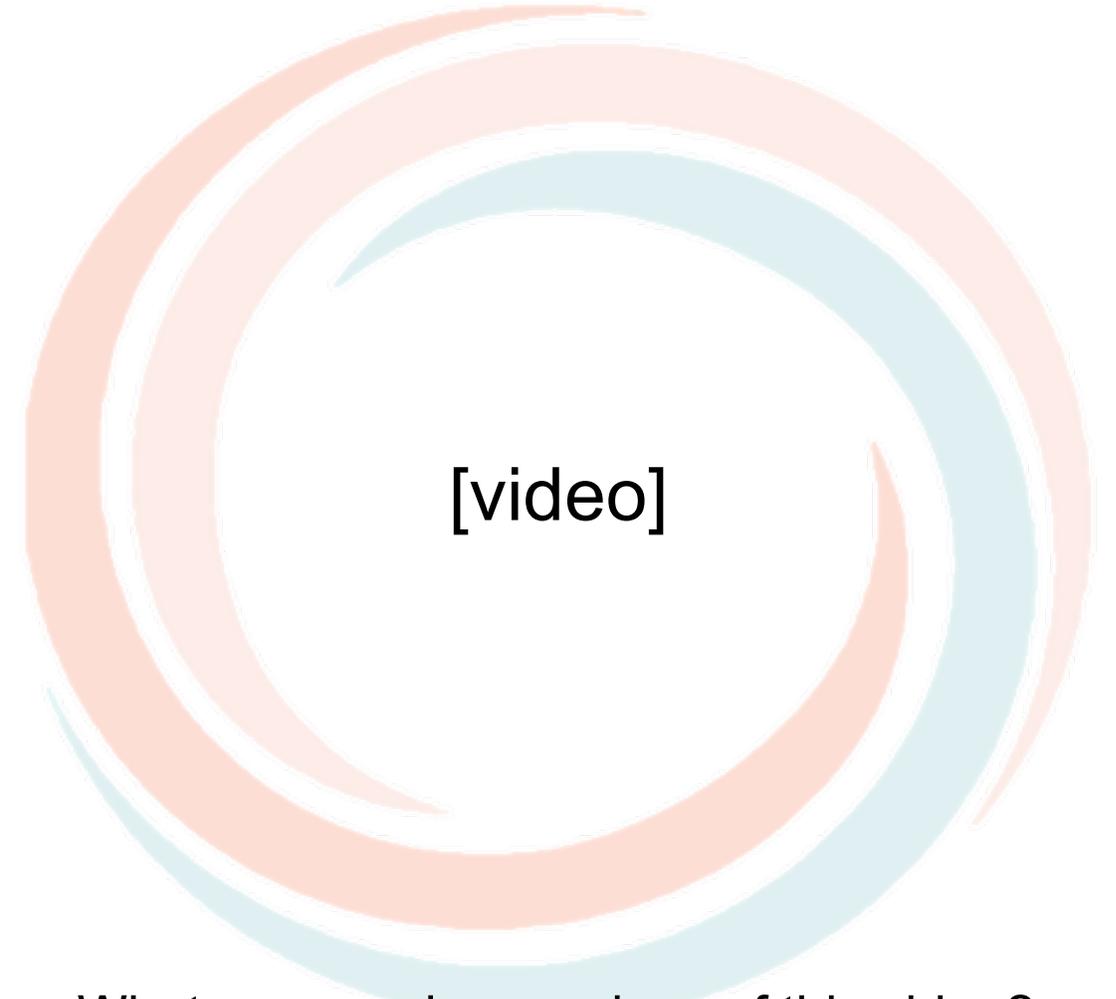


What are the consequences of inserting your perspective?

- When you react positively to one idea but not another
 - The young person knows which you like more, and may choose that idea just to please you
 - They may also be hurt that you dislike a different idea less
- When you make suggestions or give advice, the young person might feel
 - That you don't think they are capable of coming up with their own ideas or suggestions
 - That you are attempting to manipulate them
 - That they are not being listened to
 - That you feel you know more than them
 - If you make a suggestion that doesn't make sense for them without fully understanding the situation, they may think you are clueless or incompetent
- When you reflect on a past decision in order to “teach a lesson”,
 - the young person is likely to feel judged, misunderstood, and condescended to
 - In addition, the situation and the consequences have already happened, so they are probably aware that they didn't make the best decision, and have likely heard as much from numerous other people in their life already

What are the consequences of inserting your perspective?

- When you make suggestions before giving the young person the chance to brainstorm, give restricted options, or shut down a young person's ideas, you remove the opportunity for the young person to build self determination skills, such as planning, decision making, anticipating the situation, and identifying the right support



What are your impressions of this video?

What are the consequences of inserting your perspective?



- Based on your leading, a young person may commit to a plan or idea they are not actually passionate about or motivated to follow through on, and end up disengaging, or “failing”
- The young person may drop out of treatment due to a lack of trust or respect



How can this be avoided?

- Hone your sense of GWOL
 - Start noticing when you feel the urge to lead too much, that is, when you feel the want or need to alter a young person's decision-making process
 - This urge can feel like impatience or anxiety
- By recognizing the urge to lead, you will be better able to curb it
- Instead: remain **attentive, interested, curious, patient** - you do not know what the young person might say and are open to where the conversation may go
 - At the same time, you are confident in your own skills to guide the conversation and keep it on track no matter where it may wander



Guiding without Leading: Conversational Techniques

- When you want to make a suggestion, ask a leading question or give advice, ask an **open-ended question** that promotes self-determination skills instead
 - “You should follow up with that job in a few weeks” → “What do you think some possible next steps would be?”
 - “I bet your advisor would be able to help” → “Who do you think would be a good support for you on this?”



Guiding Without Leading: Conversational Techniques

- **The Goldilocks Effect**
 - Help the young person to identify the amount of support that is just right for them in completing a task, rather than suggesting what support (and which supports) you think would be appropriate
 - “Okay, so you’ve identified some great next steps here! What kind of support do you need to complete these?”
- Highlight all of the goals, ideas, strengths or activities the young person comes up with during brainstorming, instead of reacting only to certain ones. Likewise, make sure to celebrate all the young person’s accomplishments along the way to achieving their goals, even the seemingly small ones
 - “This is a great list you’ve come up with!”



Guiding Without Leading: Conversational Techniques

- “Just go with it”
 - Don’t be too rigid in sticking to a set activity/worksheet/curriculum: provide space for the young person to share their jokes, examples, and stories
 - Sometimes important information, strengths, and values can emerge out of what are seemingly digressions from the topic at hand, and in any case, spending time on what matters to the young person builds rapport and trust
- Likewise, keep it conversational
 - Ask follow-up questions, and reflect on what the young person is saying, especially if it seems important, meaningful, or if they have mentioned it more than once



Guiding Without Leading: Conversational Techniques

- When you realize you have inserted your perspective, catch yourself and apologize
 - “I’m sorry, you probably know better than I do what would work - what do you think is a good next step?”

- What do you notice about this video?
- How is this provider's practice consistent, or not, with GWOL?

[video]





Questions



Contact Information

National Wraparound Implementation Center (NWIC)

www.nwic.org

Email: nwic@ssw.umaryland.edu

Shannon Robshaw: srobshaw@ssw.umaryland.edu

Eric Bruns: ebruns@uw.edu

Kim Estep: kestep@ssw.umaryland.edu



The Institute for Innovation and Implementation

University of Maryland, School of Social Work

525 W. Redwood St

Baltimore, MD 21201-1023

Email: theinstitute@ssw.umaryland.edu

Website: www.ssw.umaryland.edu/theinstitute