The Next Step: Maintaining Family Involvement for Emerging Adults

Presented by
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Why I am here...

We will:

- Explore what the terms “person-centered” and “family driven” approach means to family services;

- Discuss how to establish a strength-based approach to family services within the delivery of group facilitation and counseling sessions using adult learning theory;
We will cont.:

- Share personal experience with maintaining family involvement in services after the initial contacts;
- Develop strategies that empower families and motivate ongoing involvement in services;
- Practice techniques that enhance counselor skills in the use of affirming words and respectful body language.
Emerging Adults…. 

- For young adults in the U.S., the transition into adulthood begins in the late teens and continues through the mid-20s. The transition can be a stressful process because young people become more self-sufficient and make decisions that shape their futures.
Developmental Tasks...

- Adjust to new physical sense of self;
- Adjust to a sexually maturing body and adult feelings;
- Develop and apply abstract thinking skills;
- Define personal sense of identity;
- Adopt a personal value system;
Renegotiate relationship with parents and/or caregivers;

Develop stable & productive peer relationships;

Meet demands of increasing mature roles and responsibilities.

Source: Teipel, K. Developmental Tasks and Attributes of Late Adolescence/Young Adulthood. State Adolescent Health Resource Center, Konopka Institute, University of Minnesota.
Issues of transition

- Identity
- Community
- Permanence
- Housing
- Life Skills
- Adult relationships
- Education

- Employment/Career Choice
- Finances
- Health
- Treatment services
- Legal
- Transportation
A Family.....

A family is thought to be a system of interdependent individuals, such that the behavior of individual members has an impact on other family members.

Family systems cont.

The factors that appear to influence a family’s willingness and ability to engage are:

- Family communication/views of the situation;
- Family order/organization.

Your family groups

- Tell me about your family groups?
- What are issues that may be keeping families from participating?
Person centered care:

Developing a service plan that meets individual and family needs rather than fitting them into existing services that may not meet their specific needs.

Examples:

- Linkage to community resources;
- Social learning skills such as decision making and communication;
- Educational information, skills building, recovery support strategies, etc.
Family-driven care:

Families have a decision making role in the care decisions for their family.

Includes:

- Choosing services, supports, providers;
- Setting goals for treatment and recovery;
- Monitoring outcomes of the treatment process;
- Involvement in their funding decisions;
- Determining the success of all efforts to promote family recovery.
- Designing and implementing the programs;
How does family engagement happen?

- **Engagement** usually refers to getting family members involved in a “formal program.”
- **Engaging** is an ongoing process that occurs throughout a program.
Family engagement...

- It is important families not only become engaged, but stay engaged.
- Unfortunately, counselors often consider families to be engaged if they only attend the beginning of several scheduled sessions of the program.

Meet and Greet….

- What makes you feel welcome and respected when entering a new and possibly stressful situation?
How do you introduce yourself and/or family services to potential family participants?
Person centered and family driven care:

Techniques:

- Adult learning principles and techniques;
- Role modeling behaviors;
- Active listening;
- Empathetic listening;
- Nonjudgmental behavior;
- Shared decision making;
What we know about adult learners?

- Adults are “babies” with big bodies;
- People do not argue with their own data;
- Learning is directly proportional to the amount of comfort/fun you are having;
- Learning has not taken place until behavior has changed.

Source: “The Ultimate Educator” by Edmonds, C., K. Lowe, M. Murray, and A. Seymour, 1999
In addition:

- Adults have a need to know why they should learn something;
- Adults have a deep need to be self-directing;
- Adults have more experience and a different quality of experience than youth;
- Adults become ready to learn when they experience life situations creating “a need to know.”

Retention:

- 10% of what you read
- 20% of what you hear
- 30% of what you see
- 50% of what you see and hear
- 70% of what you say
- 90% of what you say as you do

Source: NVAA specialized offering “The Ultimate Educator” by Edmunds, C., K. Lowe, M. Murray, and A. Seymour, 1999
Think about it....

- So.... How does this fit into what we do with families that we invite into services?
Questions the family may ask?

- What’s in it for me?
- Why do I need this information?
- How will I benefit from it?
- How can I make use of it in a practical, real way?
- How will it help me be a better person?
- How will this “fix” my son/spouse, etc.?
Adult Learning Characteristics

Adults:

- Decide for themselves what is important to be learned.
- Need to validate the information based on their beliefs and values.
- Expect what they are learning to be immediately useful.
- Have substantial experience draw on. May have fixed viewpoints.
- Significant ability to serve as a knowledgeable resource to the facilitator and other group members.
Do your families ever wonder:

- Talk! Talk! How much longer can this person possibly talk?
- What do those graphs mean to me? I just don’t get it.
- I’m tired of sitting. I need to move around more! This group makes me want to nap!
- Why am I having so much trouble getting this information to make sense?
Counselor thoughts...

- Why aren’t they listening? They seem to want to nap and I am doing wonderful!!
- Why is no one responding when I ask a question? All I get is blank looks.
- Don’t they know how important this group is? I guess treatment is not important to them.
- I am ready to just give up and dismiss the group/session. I don’t care if they don’t.
Main Learning Styles

- Visual:
Auditory:
Kinesthetic:
What does this mean?

- Generate a list of strategies that can address each learning style:
So what next?

Experiential learning occurs:

- When a person engages in activity
- When a person looks back at the activity critically
- When the person gains some insight from the experience
- When the information is used to change behavior

Experiential Learning Cycle

What keeps you from using activities?

- Comfort level (skill)?
- Time?
- Supervisor?
- Money?
- Attitude?
What’s in your toolbox?

- Markers
- Colored pencils/crayons
- Glue
- Tape
- Scissors
- Old magazines
- Scrap paper
- Rope or yarn
What’s in your toolbox?

- Book of brain teasers
- Icebreakers
- Box of farm animals
- Box of matchbox cars
- Jenga game with recovery issues on each
- Squishy balls/tennis balls/marble
- Scenarios for discussion
- Raw egg????????? (ask me)
Goodbye

That’s it folks. Have fun.

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