

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;

Developmental Tasks cont....

- 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.



Karen A. Randolph, Frank Finchman & Melissa Radey (2009) *A Framework for Engaging Parents in Prevention*, *Journal of Family Social Work*, 12:1, 56-72, DOI:[10.1080/10522150802654278](https://doi.org/10.1080/10522150802654278)

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.

Karen A. Randolph, Frank Fincham & Melissa Radey (2009) *A Framework for Engaging Parents in Prevention*, *Journal of Family Social Work*, 12:1, 56-72, DOI:[10.1080/10522150802654278](https://doi.org/10.1080/10522150802654278)

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.

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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.”**

Adapted from: Knowles, M. (1996). *Adult Learning*. In Robert L. Craig (Ed.), *The ASTD Training and Development Handbook* (pp. 253-264). NY: McGraw-Hill.

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.

See! Hear! Feel!

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...



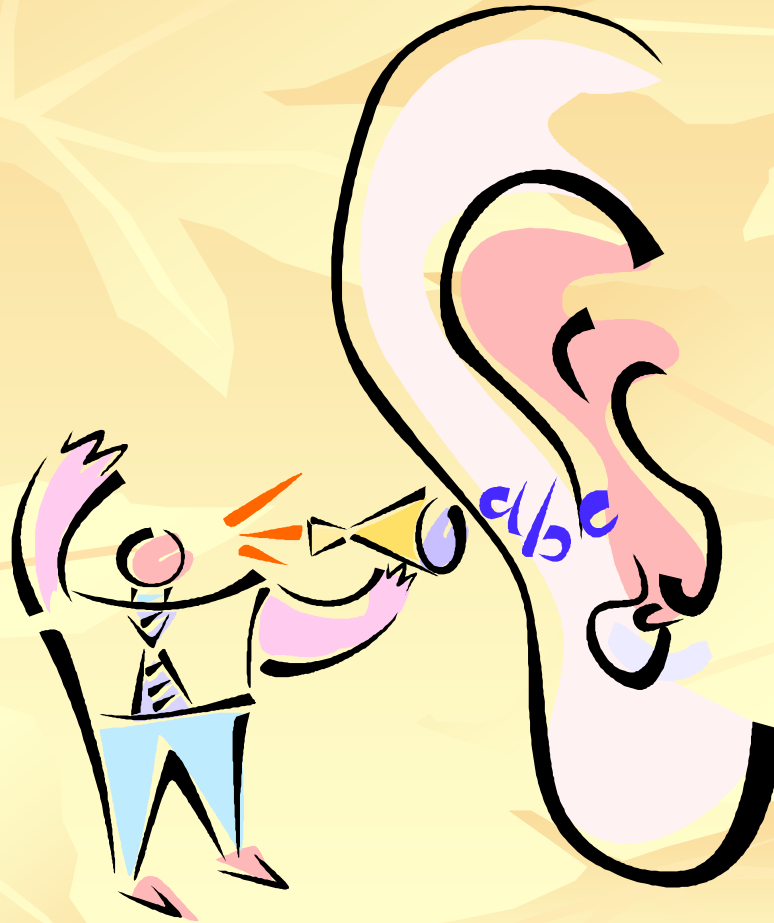
- Why aren't they listening? They seem to want to nap and I am doing wonderful!!
- Why is no one is responding when I ask a question? All I get is blank looks.
- Don't they know how important this group is? I guess treatment is not important to them.
- I am ready to just give up and dismiss the group/session.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

Main Learning Styles

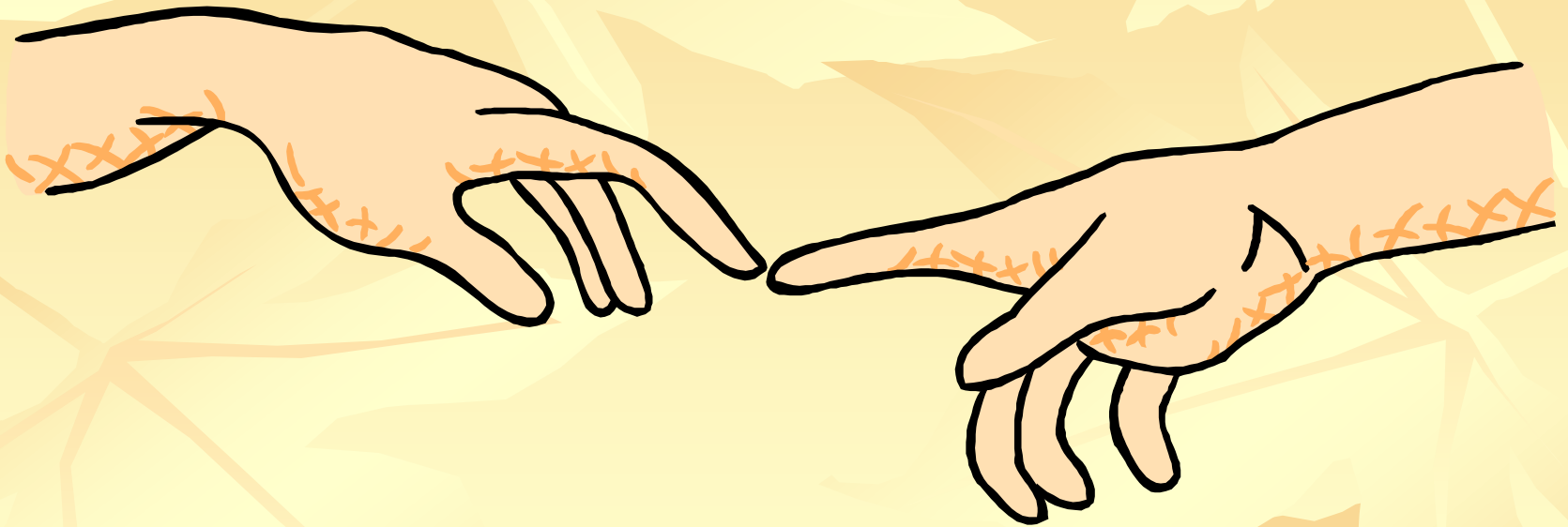
- **Visual:**



■ 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

Adapted from: Pfeiffer, J.W., and Ballew, A.C. (1988) Using structured experiences in human resource development (UATT Series, Vol. 1). San Diego, CA:, University Associates



Experiential Learning Cycle



Adapted from: Pfeiffer, J.W., and Ballew, A.C. (1988) Using structured experiences in human resource development (UATT Series, Vol. 1). San Diego, CA:, University Associates

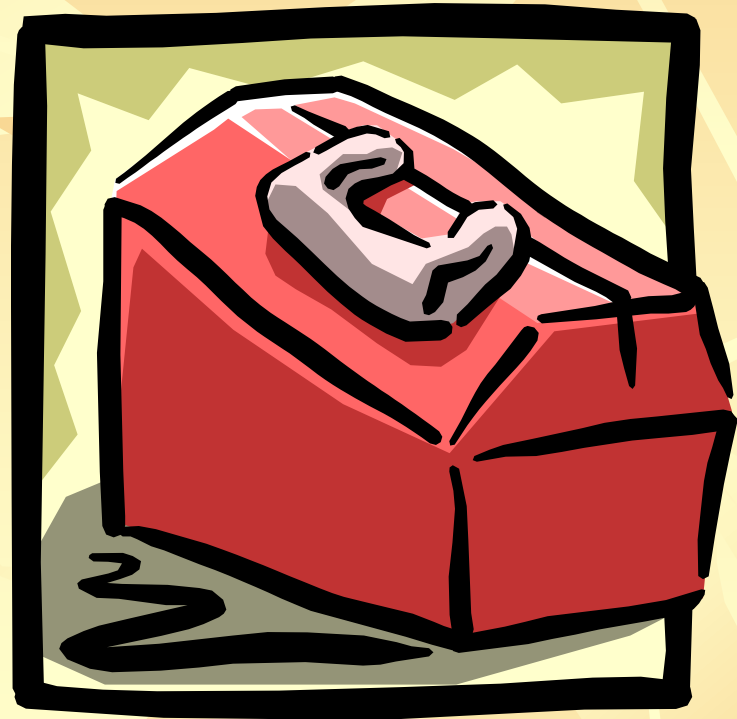
What keeps you from using activities?

- Comfort level (skill)?
- Time?
- Supervisor?
- Money?
- Attitude?



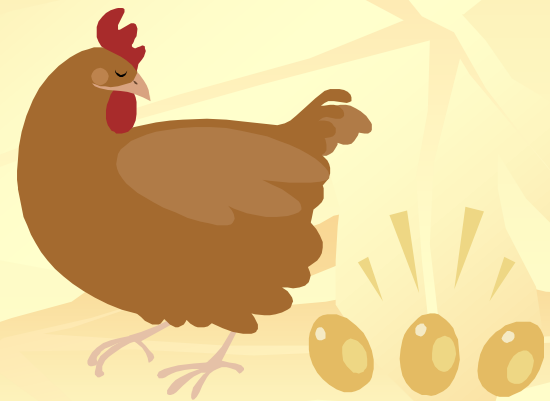
What's in your toolbox?

- **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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