




Engaging Youth in IPS Services

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Expected Outcomes...



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- A top-down view of a wooden desk with two watercolor palettes and several brushes. One palette is open, showing various colors of paint. Another palette is partially open, showing more colors. Three brushes are on the left, and three are on the right. A piece of white paper with text is in the center.
- *Understand and recognize the key differences related to generational gaps**
 - *Formulate novel approaches in engaging transition-age youth (ages 14 - 30) in the supported employment process**
 - *Demonstrate engagement skills and tools in conjunction with already recognized evidence-based practices.**



Think for a
moment...



What if you wake up tomorrow, and suddenly, the world is all that you ever imagined?

- * How does your new world look?
- * What steps could you take in creating this new world?

Engagement in the Employment
Process



Most data expresses that individuals with mental health needs have the lowest level of employment of any group with disabilities, as high as 90% (NCWD, 2012).

Successful engagement yields satisfactory outcomes
It is a learning opportunity for both youth and the agencies that serve them!

- We don't know what we don't know
- Experience vs. inexperience
- Overcoming internalization

Smart

Goals!



An aerial photograph of a soccer field with white markings on a green field. The field is surrounded by a concrete track and has several benches along the perimeter. In the center of the field, there is a list of three items: '- Preparation', '- Support', and '- Opportunity', each preceded by a small horizontal line. The text is written in a white, hand-drawn, chalk-like font. The background shows a larger green field and some trees on the right side.

- Preparation

- Support

- Opportunity



Eliminate
Hierarchy

Identity vs. Role

Confusion - ages

12 to 19



ERIKSON'S STAGES OF DEVELOPMENT

Intimacy vs.

Isolation -

ages 20 to 25

Generativity vs. Stagnation

- ages 25+



Self-Fulfilling Prophecy

“A false definition of the situation evoking a new behavior which makes the originally false conception come true” (Merton, 1968, p. 477).





THE
SAME
OLD
THINKING

A

THE
SAME
OLD
RESULTS



**KNOWN
TO OTHERS**

BEHAVIOR

SEA LEVEL

**UNKNOWN
TO OTHERS**

IMPACT

VALUES – STANDARDS – JUDGMENTS

ATTITUDE

MOTIVES – ETHICS - BELIEFS



Spectrum of Attitudes and Behaviors



Style #1: Objects

Adults exercise arbitrary and nearly total control over youth.

Style #2: Recipients

Actions of adults are based on what they believe is good for young people.

Style #3: Resources

Leadership and decision making roles are shared by adults and young people

When **attitude** is changed

When **thought** is changed

When **behavior** is changed

When **action** is changed

thought is changed

behavior is changed

action is changed

result is changed

Generational Differences





Baby Boomers - 1946 - 1964

Generation X - 1965 - 1980

Generation Y - 1981 - 2000

Generation Z - Born after 2001



* 20% of Millennials identify as LGBT

* Technology as an engagement tool

* Immediacy



I FEEL
LIKE
MAKIN'
DREAMS
COME
TRUE

ENGAGEMENT TOOLS

*MOTIVATIONAL INTERVIEWING

*"WALK AND TALK."

*YOUTH COUNCIL

DEVELOPMENTAL ASSETS





A top-down view of a wooden desk with various items. In the center is a teal typewriter. To the left is a dark green book and a pinecone. Below the pinecone are black-rimmed glasses and a small yellow notepad. To the right is an open yellow notebook with the text 'In the Community!' written on it. Below the notebook is a cinnamon stick and a small orange box labeled 'COLOR SLIDES'.

In the Community!

- *Trevor's Story
- *Amanda's Story
- *Family involvement



CHANGE