

2019 Online KT Conference: Innovative KT Strategies That Work

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Center on
**KNOWLEDGE TRANSLATION FOR
DISABILITY & REHABILITATION RESEARCH**

at American Institutes for Research ■

Comics From a Young Adult Point of View

Janet Walker, Mary Beth Welch, and
Owen Swifter

Research and Training Center for Pathways to
Positive Futures, Portland State University

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Pathways to Positive Futures Research and Training Center

Comics From a Young Adult Point of View

KTDRR 2019 Conference
November 1, 2019

Presented by:
Janet Walker
Mary Beth Welch
& Owen Swifter





Presenters



Janet Walker,
RRTC Director



Owen Swifter,
Artist



Mary Beth Welch,
Research Assistant

Comics and e-learning tools...

- From the perspectives of youth and young adults
- Aimed at key do's and don'ts in services and supports
- Engaging, fun
- Easy to integrate into professional development activities
- Primary focus on everyday life (“community integration”)
- Treatment, diagnosis may come up but is not the starting point





Pathways comics are created by and for young adults and the people that care about them. To start the story at the beginning, read the older comics (at the bottom) first.

- “Natural Support” touches on
 - The importance of asking for help
 - Identifying natural supports
 - Roleplaying as a way to practice asking for help
 - What asking a natural support for help can look like
 - How a supportive pet can help



Jarvis, Dog



Mike, Good guy, neighbor, ally



- “Not so good” touches on
 - Stigma
 - Unhelpful therapy/services being pushed on a young person
 - Respect for young person’s decisions
 - The shock of having your mental health discussed without you
 - Positive power of humor, exercise and pets

- “Some afternoons” touches on
 - Meeting people where they’re at
 - Being understanding when someone turns down an offer of help
 - Positive power of humor, friendship and pets
- Introduces the idea of a peer-run drop-in center



e-Learning tools

Intended to provide engaging, thought-provoking experiences that can be easily integrated into trainings, staff meetings or other professional development activities.

May also be used by individuals seeking an engaging learning experience.

AMP E-Module: Youth-Driven Conversation – Avoiding Some Common Mistakes

This interactive module will enhance learners' skills with effective interviewing techniques by helping them examine conversational patterns, relationship-building, framing, and methods to enhance self-determination.



Youth-Driven Conversation: Avoiding Some Common Mistakes

This exercise depicts a young person and a provider having a conversation. At various points, you will be asked to choose among options for what the provider says to the youth. For the purposes of the exercise, please identify the two worse responses first. Before you click on one of the not-so-good responses, try to formulate a specific reason for why the response is not optimal. Then you can compare your reason to the reasons provided in the exercise. After you have tried both of the not-so-good responses, select the best option and continue the conversation.



[Start Course](#)

[View Module \(Web Page\)](#)

E-Module: Youth-Driven Conversation: Avoiding Some Common Mistakes

Study Guide

What is the Point?

It takes skills to facilitate a conversation that promotes another person's perspective and provision. This can be particularly true of conversations that are intended to be youth- or young adult-driven. Even providers who value youth-driven practice can unintentionally meet their own objectives in conversations with young people. This can be very subtle, and in some cases might cause the youth-driven practice to result in negative outcomes, but the impact can still be significant.

When supporting young people to identify their goals, make a plan, or set an agenda, it is easy for providers to fall into a few common traps that take the conversation away from being youth-driven. These include leading the conversation in one direction, making suggestions, offering advice, favoring one of the young person's ideas, and being leading questions. Though all of these traps come with the intention of helping or supporting the young person, they are all likely to undermine the relationship between the young person and the provider and limit the young person's opportunities to build skills and confidence in the long term.

Regardless of a provider's intentions, young people will pick up on the subtle messages behind leading questions, suggestions, or advice from providers. When a provider makes a suggestion instead of giving a young person the space to develop their own ideas, the young person may get the impression that their voice is not valued or that the provider sees them as incapable of formulating their own solutions.



Youth-Driven Conversation: Avoiding Some Common Mistakes

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[Start Course](#)

Remember that a conversation is a two-way street. The provider is sending the message that they have more knowledge or expertise than the young person, and the young person may feel obligated. If the provider makes a suggestion without taking the time to explore the situation with the young person, the young person may feel respect for the provider when the suggestion seems unrealistic or not based on suggestions from a provider who also seems to undermine previous statements. They may hear subtle messages from the provider that their voice and ideas are valued, or that "This process is all about you." All of this contributes to a sense of trust between the provider and the young person, and a sense in the young person that their opinions do not matter or that they are being manipulated.

It is important for providers to be mindful of the "Cialdini effect" – that is, the importance of



<https://www.pathwaysonlinelearning.com>

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[Download Study Guide \(PDF\)](#)



...I'm stressing out about what classes to take and I really need to get that figured out. I don't want to take any classes I don't need.



Click the responses below (save the best response for last)!

Ugh yes, I remember in my last term of college I found out about a class that was required for my major and I didn't even know about it. What do you think could help with figuring out the class situation?

It's pretty easy to go on the college website and see what you need to take to graduate.

I'm hearing that you're stressed out. Why do you think that is?



Not-so-good response and “diagnosis”

Do you think I'm stupid? I already tried that.

Provider is offering a suggestion before exploring more about what Gerald has already tried or his ideas for other strategies.

Continue



Another not-so-good response and “diagnosis”

...I'm stressing out about what classes to take and I

Did you even hear what I said??

Provider is reflecting the emotion but in a "therapy speak" kind of way that many young people do not like. Also the provider seems not to have heard that Gerald has already proposed a reason for feeling stressed out.

[Continue](#)

Best response and “diagnosis”

...I'm stressing out about what classes to take and I

I'm not sure. I already checked online but I can't figure out how many credits I have that are counting toward my major. The information is totally confusing.

Correct! This is the best answer because the provider gives a "nugget" of personal information but keeps it small and then returns the focus to Gerald for his ideas. While providers are often taught not to talk about themselves (and this is generally good advice), young people appreciate the occasional genuine "nugget."

Continue

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←

And later...

REALLY? DO YOU THINK I AM F***ING STUPID? I have been on the department's website like, a million times.

Provider doesn't respond to Gerald's suggestion of contacting the advisor. The provider is also offering another suggestion that sounds somewhat like they are encouraging Gerald to take the lead, But really they aren't.

Continue

Study guides for comics and e-learning tools

Possible Discussion Points

Slide 2

How about if we go on the website together and take another look. I bet I could help you figure it out.

What about making an appointment with your advisor? Advisors really know about all this stuff.

What are some possible unintended messages Gerald could take away from these responses? How do these responses move the conversation away from being youth-driven?

Slide 3

That's true. You met with your advisor at the beginning of the year, if I remember right. You mentioned not having a great experience with that person, right?

Notice that the provider responds with a closed-ended question. Why does a closed-ended question work in this situation?

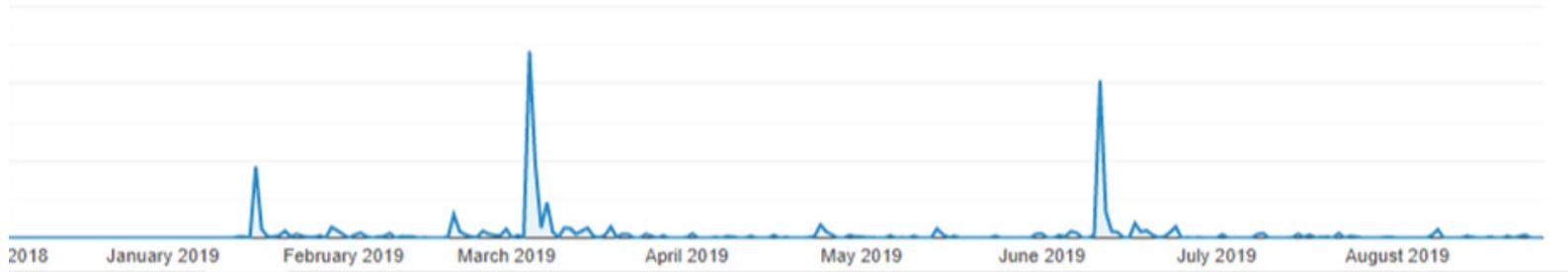
Slide 4

I could definitely come along with you when you meet him.

How could this offer of support be unhelpful in the long term?

Study guides are like the “teachers’ editions” of textbooks

- What’s the point
- Things to keep in mind
- Discussion points
- Reflections
- Other resources



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rents ?	Unique Events ?	Event Value ?	Avg. Value ?
2,566 % of Total: 15.49% (16,561)	2,463 % of Total: 16.30% (15,112)	0 % of Total: 0.00% (0)	0.00 Avg for View: 0.00 (0.00%)
550 (21.43%)	530 (21.52%)	0 (0.00%)	0.00
419 (16.33%)	406 (16.48%)	0 (0.00%)	0.00
406 (15.82%)	393 (15.96%)	0 (0.00%)	0.00
403 (15.71%)	384 (15.59%)	0 (0.00%)	0.00
355 (13.83%)	335 (13.60%)	0 (0.00%)	0.00
161 (6.27%)	155 (6.29%)	0 (0.00%)	0.00
125 (4.87%)	119 (4.83%)	0 (0.00%)	0.00

34% of 7,540 pdf downloads January 14 through August 14, 2019



Evaluation: Annual survey of dissemination products

- Runs for one month
- Pop up on the website, email to list
- Asks respondents to pick one of the top ten downloads. Brief survey asks about
 - Various aspects of quality: credible, clear
 - Whether use of the product contributed to various types of activities or changes
- Incentives
- No sense of response rate

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, a search bar, and a 'Newsletter Signup' link. The main navigation menu lists 'Home', 'About', 'Research', 'Training', 'Publications', and 'Connect'. A featured image shows four graduates in caps and gowns. Below this, there are three tabs: 'Publications', 'Webinars', and 'Training'. The main content area is titled 'Improving the Lives of Young People with Serious Mental Health Conditions Through Research & Training'. It features three highlighted items: 'PATHWAYS PUBLICATIONS' with a link to a journal article, 'Introducing the Pathways Comic' with a poster link and a comic strip image, and 'New Journal Article Compares Outcomes of Online Training for Service Providers' with a poster link and a list of authors.

www.pathwaysrtc.pdx.edu



Questions?





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Disclaimer

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Don't forget to fill out the evaluation form!

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