



IMPROVING OUR UNDERSTANDING OF STUDENT
AND CAREGIVER ENGAGEMENT IN SERVICES



JANUARY 24, 2025



Our Goals for the Day

Provide new ideas or enhance old ideas about how to engage youth and caregivers in treatment

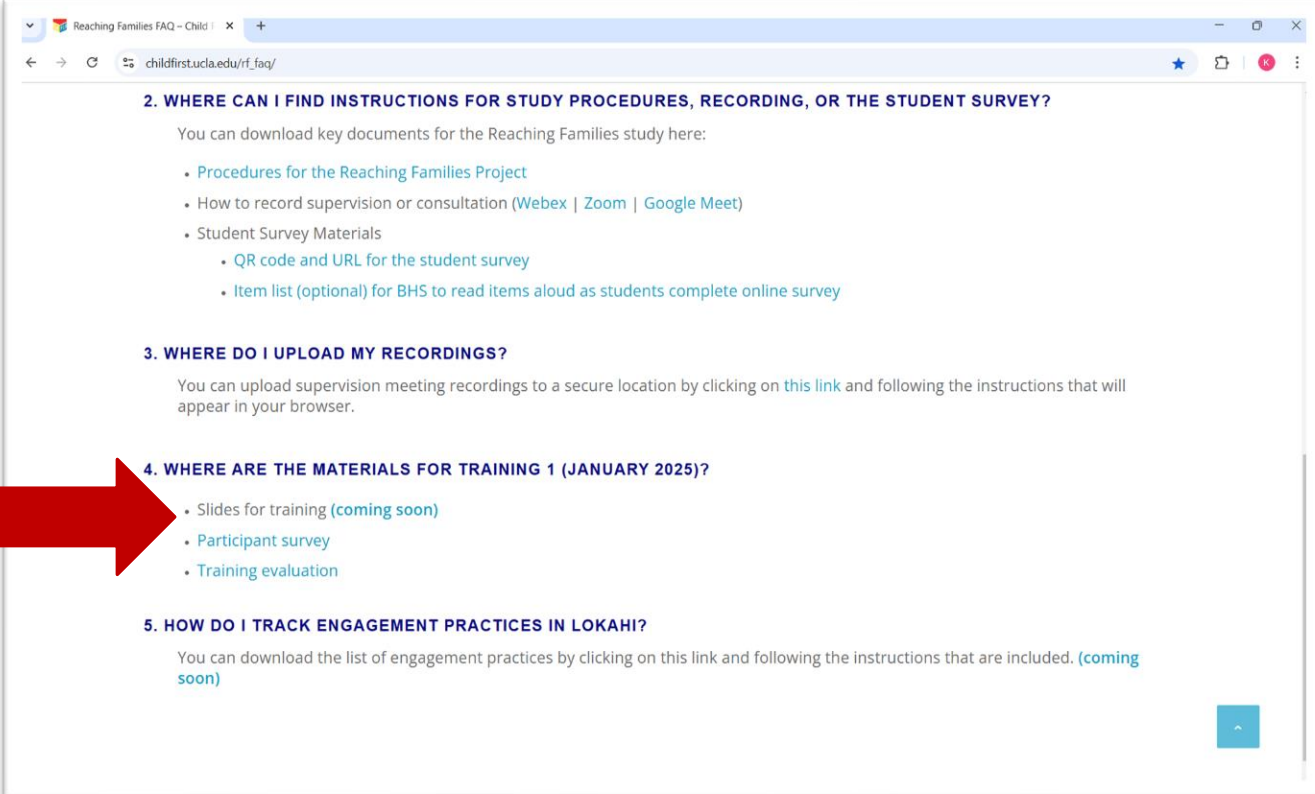
- Review and rehearse 11 engagement practices
 - Apply practice(s) to one of your cases

Have fun

- Food
- Energizers
- Raffle

Training Materials

Blue folders have paper copies of engagement guides for 11 practices we will review today.



The screenshot shows a web browser window with the URL childfirst.ucla.edu/ef_faq/. The page content includes the following sections:

- 2. WHERE CAN I FIND INSTRUCTIONS FOR STUDY PROCEDURES, RECORDING, OR THE STUDENT SURVEY?**

You can download key documents for the Reaching Families study here:

 - [Procedures for the Reaching Families Project](#)
 - How to record supervision or consultation ([Webex](#) | [Zoom](#) | [Google Meet](#))
 - Student Survey Materials
 - [QR code and URL for the student survey](#)
 - [Item list \(optional\) for BHS to read items aloud as students complete online survey](#)
- 3. WHERE DO I UPLOAD MY RECORDINGS?**

You can upload supervision meeting recordings to a secure location by clicking on [this link](#) and following the instructions that will appear in your browser.
- 4. WHERE ARE THE MATERIALS FOR TRAINING 1 (JANUARY 2025)?**

A large red arrow points to this section. It contains the following list:

 - Slides for training ([coming soon](#))
 - [Participant survey](#)
 - [Training evaluation](#)
- 5. HOW DO I TRACK ENGAGEMENT PRACTICES IN LOKAHI?**

You can download the list of engagement practices by clicking on [this link](#) and following the instructions that are included. ([coming soon](#))



REACHING
FAMILIES

Training Team



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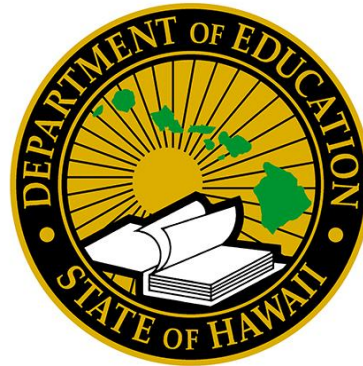
Emily Nishimura
UH



Jinke Sun
UH



May Mon Thien
UH







18-year-old girl with depression

“You know what I hated? Sometimes I had a problem and I don’t know how to solve it myself and I tell her, ‘I need help with this,’ and then she was like ‘What do you think you should do about it?’ And I’m like, ‘I don’t know, I guess that’s you.’ And she’s like, [Imitating therapist] ‘This is all up to you!’ And I’m thinking, ‘You know what I think you should do? Do the job that you’re paid to do!’”



Mother of a 13-year-old child with Autism Spectrum Disorder

“They have banker’s hours where they are not realistic for working parents, or they don’t take your insurance.”



17-year-old girl with ADHD and classroom behavior problems

“Some of my therapists be like, ‘Ok, I’m going to call your mom...’ I said, ‘No, she’s not going to accept it.’ If only she could! That would help a whole lot if only my dad could just sit in for one of my sessions!”

Engagement Guides

Engagement Guide

Positive Expectation Setting

Use This When:

To instill the family with hope that therapy will bring about positive change.



Objectives:

- To elicit the family's expectations for change
- To foster positive expectations about change

Steps:

<input type="checkbox"/> Normalize challenges	Assure family members that the struggles they are experiencing are reasonable and/or common (e.g., "This would be challenging for anyone," or "Lots of people have trouble with school/parents/peers").
<input type="checkbox"/> Elicit youth's/family's expectations for success	Ask family members for their perspectives about what it would take for them to reach their goals. Find out if they believe that they have the personal resources to achieve their goals. Use the following question sequence to guide your discussion: <ul style="list-style-type: none">• "How important is it for you to achieve these goals?"• "Why is it important for you to achieve these goals?"• "What would it take for you to reach your goals?"• "Have you ever done something like this before?"• "What did it take for you to achieve your goals in the past?"
<input type="checkbox"/> Inquire about obstacles	Let the family know that everyone who sets goals comes up against obstacles from time to time. Then, ask them to identify potential obstacles (e.g., "Sometimes things pop up unexpectedly. Can you think of anything that might get in the way of you achieving your goals?"). Also ask them to consider how they will overcome obstacles to achieve their goals, using the following questions: <ul style="list-style-type: none">• "How might you overcome those obstacles?"• "How confident are you that you could overcome those barriers?"• "What makes you confident/not confident about overcoming those barriers?"
<input type="checkbox"/> Express confidence	Enhance the family's perceptions of self-efficacy by expressing confidence that they will be able to face these challenges successfully (e.g., "You'll learn skills to make it more likely that you'll be able to handle those situations effectively").
<input type="checkbox"/> Foster a "growth" mindset	Discuss with the family that many things that seem challenging at first can be overcome with effort, and that one of the biggest predictors of success is not raw talent, but simply a willingness to keep trying. Elicit examples of effort and success from their own life. Encourage family members to think about using the phrase "not yet" instead of "I can't" when they consider what goals are possible for them.
<input type="checkbox"/> Tell a success story	Share information about the therapeutic success of a similar family. Provide descriptive background information, as well as information about the course of treatment and outcome (e.g., "I know your situation is different, but I wanted to share a story about a family with a 7 th grade son who similarly felt angry. [Insert additional descriptive information]. It took a lot of work, but he made gradual progress and over time he was doing much better and it was because of his and his family's efforts at [describe skills they successfully implemented]").

Engagement Guide

Motivational Enhancement

Use This When:

To increase reflection, efficacy, and commitment about behavior change.



Objectives:

- To highlight the discrepancy between values and life goals and current behavior
- To increase perceptions of self-efficacy

Steps:

<input type="checkbox"/> Adopt a collaborative, reflective style	The purpose of motivational enhancement is to promote the youth's reflection about behavior in relation to goals. Be aware that resistance to behavior change is normal. Avoid imposing a specific end goal (e.g., total abstinence). Instead, encourage any behavior change that has the potential to improve the current situation (e.g., reduction, harm, or risk related to behavior). Also minimize advice-giving, persuasion, and confrontation, which are contrary to the principles of motivational enhancement and likely to increase resistance to change.
<input type="checkbox"/> Explain rationale	Let the youth know you value his or her perspectives and want to learn how the youth makes decisions about behavior. Empathize with the youth's situation (e.g., "Other teens say it's a real hassle when adults are on their case about [substance use, sexual risk behaviors, unhealthy eating or exercise habits, poor study habits, etc.] and that they get frustrated when other people tell them how they should change").
<input type="checkbox"/> Elicit benefits of a specific behavior	Have the youth think about the immediate and long-term benefits of a specific target behavior (e.g., substance use, violating curfew). To promote reflection, ask questions such as: <ul style="list-style-type: none">• What feels good/helpful about [the behavior] when you do it?• How does [the behavior] help you feel good about yourself?• How does [the behavior] help you cope with problems?• How does [the behavior] benefit you socially?• How does [the behavior] help you do what needs to be done? Thoroughly explore and record the youth's responses. Validate and normalize the youth's experiences (e.g., "Yes, a lot of teens say that smoking helps them to cope with the challenges of being a teenager."). Have youth provide relative rankings of the benefits (i.e., which benefit is most important to them?).
<input type="checkbox"/> Elicit negative consequences of the behavior	Have the youth think about the immediate and long-term negative outcomes of the behavior. Ask questions such as: <ul style="list-style-type: none">• What feels bad/unhelpful about [the behavior] when you do it?• How does [the behavior] get in the way of feeling good about yourself?• How does [the behavior] get in the way of coping with your problems?• How does [the behavior] cause problems for you socially?• How does [the behavior] get in the way of doing what needs to be done? Thoroughly explore and record the youth's responses. If the youth has difficulty thinking of negative consequences, provide prompts (e.g., "Some teens say that drinking can make it hard for them to study or to do well during sports competitions. Is this a concern for you?"). Validate and empathize (e.g., "It must be really tough to your caregivers/teachers/the police on your case."). Have youth provide relative rankings of the negative consequences (i.e., which consequence is most problematic?).

Engagement Guide

Addressing Barriers to Treatment

Use This When:

To reduce the interference of obstacles to participation throughout the course of treatment.



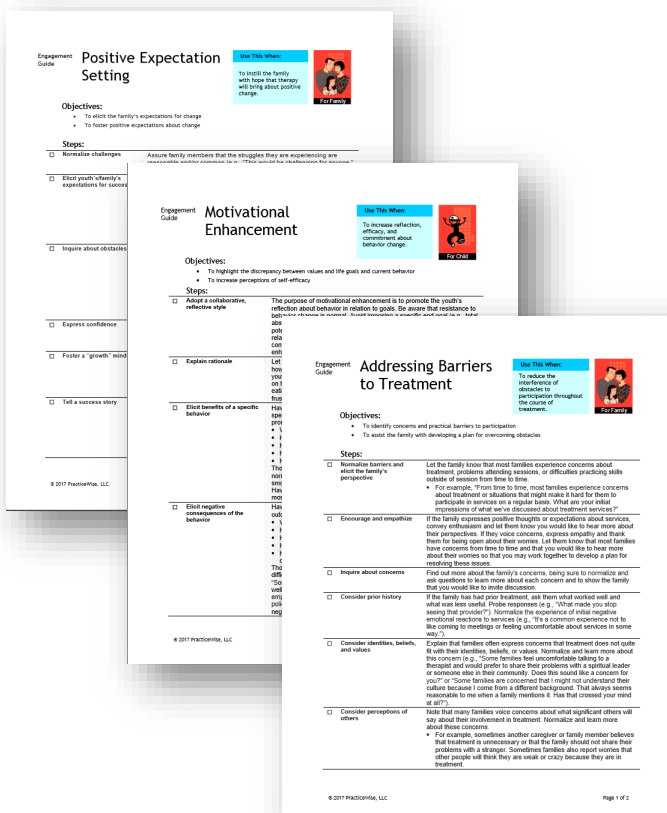
Objectives:

- To identify concerns and practical barriers to participation
- To assist the family with developing a plan for overcoming obstacles

Steps:

<input type="checkbox"/> Normalize barriers and elicit the family's perspective	Let the family know that most families experience concerns about treatment, problems attending sessions, or difficulties practicing skills outside of session from time to time. <ul style="list-style-type: none">• For example, "From time to time, most families experience concerns about treatment or situations that might make it hard for them to participate in services on a regular basis. What are your initial impressions of what we've discussed about treatment services?"
<input type="checkbox"/> Encourage and empathize	If the family expresses positive thoughts or expectations about services, convey enthusiasm and let them know you would like to hear more about their perspectives. If they voice concerns, express empathy and thank them for being open about their worries. Let them know that most families have concerns from time to time and that you would like to hear more about their worries so that you may work together to develop a plan for resolving these issues.
<input type="checkbox"/> Inquire about concerns	Find out more about the family's concerns, being sure to normalize and ask questions to learn more about each concern and to show the family that you would like to invite discussion.
<input type="checkbox"/> Consider prior history	If the family has had prior treatment, ask them what worked well and what was less useful. Probe responses (e.g., "What made you stop seeing that provider?"). Normalize the experience of initial negative emotional reactions to services (e.g., "It's a common experience not to like coming to meetings or feeling uncomfortable about services in some way").
<input type="checkbox"/> Consider identities, beliefs, and values	Explain that families often express concerns that treatment does not quite fit with their identities, beliefs, or values. Normalize and learn more about this concern (e.g., "Some families feel uncomfortable talking to a therapist and would prefer to share their problems with a spiritual leader or someone else in their community. Does this sound like a concern for you?" or "Some families are concerned that I might not understand their culture because I come from a different background. That always seems reasonable to me when a family mentions it. Has that crossed your mind at all?").
<input type="checkbox"/> Consider perceptions of others	Note that many families voice concerns about what significant others will say about their involvement in treatment. Normalize and learn more about these concerns. <ul style="list-style-type: none">• For example, sometimes another caregiver or family member believes that treatment is unnecessary or that the family should not share their problems with a stranger. Sometimes families also report worries that other people will think they are weak or crazy because they are in treatment.

Use the Guides in Consultation



Assessment



To obtain a detailed understanding of the family's concerns.

Let's Look at the Guide

Engagement Assessment Guide

Use This When:

To obtain a detailed understanding of the family's concerns.



Objectives:

- To convey to the family that you are a positive, trustworthy, and consistent source of support
- To connect with the family by learning more about their experiences and strengths
- To understand and help prioritize the family's concerns

Steps:

- | | |
|--|--|
| <input type="checkbox"/> Review the purpose of assessment | If it is the first time you are using assessment with the family, let them know you will spend time discussing their reasons for seeking treatment. For example, "Treatment will go best if I understand your concerns so that we can work on them together in an orderly way..." If you are revisiting assessment with the family, remind them of the rationale. For example, "Sometimes we find that we get back on track better if we make sure we really understand what your concerns are in a detailed way and if we pick one concern at a time to work on." |
| <input type="checkbox"/> Begin with strengths | Let the family know that concerns make up just one small slice of the family's pie and that you'd like to learn more about the family's background, strengths, and interests. Use open-ended questions or prompts to guide the conversation. For example, "Tell me about what makes your family special?" "What kinds of activities do you like to do |

How Does It Look?

Ben


- 17 years old
- Parents divorced
- Only child, living with mom

Concerns:

- Grades slipping
- At-risk for suspensions
- At-risk for legal problems due to drug use
- Feeling down about parents' divorce

Our Task:

- Summarize family's concerns by organizing into categories
- Express empathy

Engagement Guide	Assessment
	<div>Use This When: To obtain a detailed understanding of the family's concerns.</div> 
Objectives: <ul style="list-style-type: none">• To convey to the family that you are a positive, trustworthy, and consistent source of support• To connect with the family by learning more about their experiences and interests• To understand and help prioritize the family's concerns	
Steps:	
<input type="checkbox"/> Review the purpose of assessment	If it is the first time you are using assessment with the family, let them know you will spend time discussing their reasons for seeking treatment. For example, "Treatment will go best if I understand your concerns so that we can work on them together in an orderly way." If you are revisiting assessment with the family, remind them of the rationale. For example, "Sometimes we find that we get back on track better if we make sure we really understand what your concerns are in a detailed way and if pick one concern at a time to work on."
<input type="checkbox"/> Begin with strengths	Let the family know that concerns make up just one small slice of the family's pie and that you'd like to learn more about the family's background, strengths, and interests. Use open-ended questions or prompts to guide the conversation. For example, "Tell me about what makes your family special," "What kinds of activities do you like to do together," and "What are some of your family's happy memories?"
<input type="checkbox"/> Convey a warm and respectful response	Be an engaged listener: <ul style="list-style-type: none">• Nod, smile, and use appropriate eye contact.• Try to match the family's energy level and interactive style, and progressively introduce therapy-appropriate behavior.• Look for opportunities to take turns in your interactions.• Use open-ended (as opposed to yes/no) questions to encourage input.• Pause or check in now and then so the family can respond.• Praise the family for participating in any discussion.
<input type="checkbox"/> Orient yourself to the family's responses	Assess whether the family is comfortable with you. Positive reactions include smiling, making eye contact, offering information, or choosing a topic. Behaviors such as looking away, interrupting, correcting you, providing short answers, or asking how much time is left can indicate discomfort. In that case, assess your engaged listener skills from the previous step, take a break, or do a pleasant activity with the family.



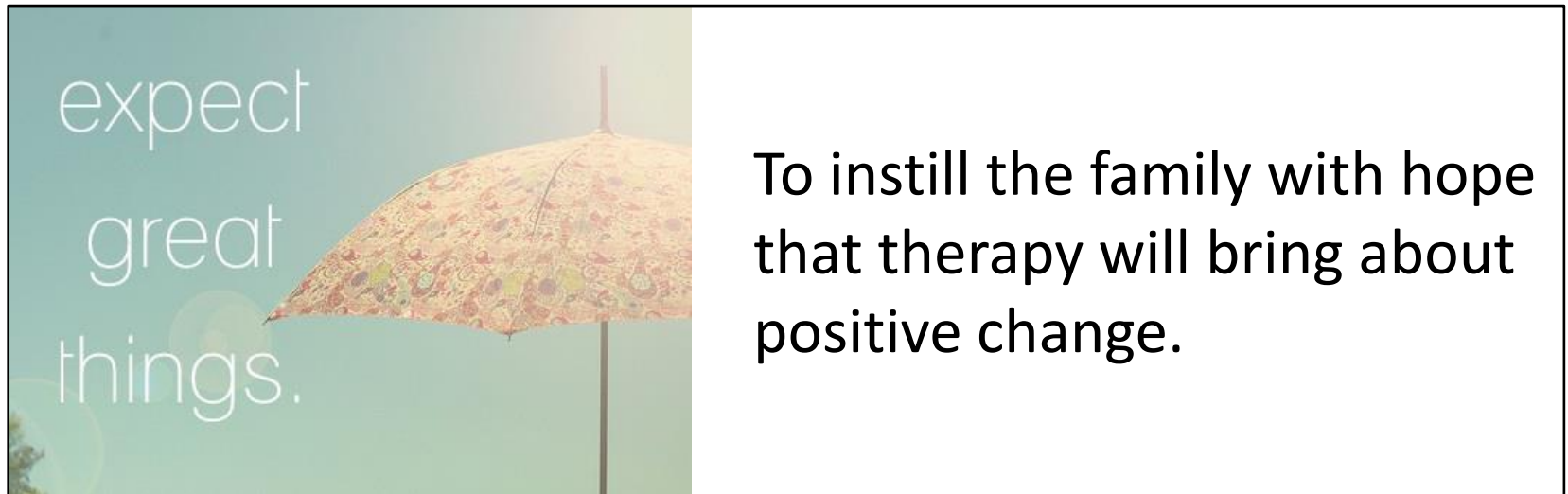
Slips

- Not categorizing and organizing the problems
- Thinking assessment only happens at the beginning of treatment
- Focusing so much on the “business,” missing an opportunity to build rapport
- Assuming you are on the same page with the family

Tips

- Normalize problems that are developmentally appropriate and do not need treatment
- Highlight when family makes statements that reflect strengths or hope
- Give a rationale when revisiting assessment with a family

Positive Expectation Setting



expect
great
things.

To instill the family with hope
that therapy will bring about
positive change.

Let's Look at the Guide

Engagement Guide

Positive Expectation Setting

Objectives:

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<input type="checkbox"/> Inquire about obstacles	Let the family know that everyone who sets goals comes up against obstacles from time to time. Then, ask them to identify potential obstacles (e.g., "Sometimes things pop up unexpectedly. Can you think of anything that might get in the way of you achieving your goals?"). Also ask them to

Use This When:

To instill the family with hope that therapy will bring about positive change.





Activity

Brainstorm

- Think of (or imagine) a case for which this practice guide may be helpful.

Consider

- Look at the guide and identify 2 ways that you would set positive expectations.

Share

- Discuss your ideas within your tables.

Slips

- Cheerleading, instead of having a conversation about the parts that will be difficult
- Focusing only on the *treatment* being successful, rather than the *family* working hard

Tips

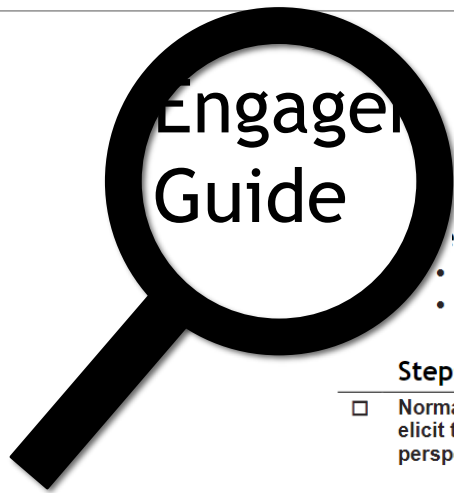
- Praise a growth mindset, persistence, and any signs of hope
- Support self-efficacy by offering choices
- Use throughout treatment
- Involve other members of the treatment team in setting positive expectations

Addressing Barriers to Treatment



To reduce the interference of obstacles to participation throughout the course of treatment.

Let's Look at the Guide



Addressing Barriers to Treatment

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<input type="checkbox"/> Encourage and empathize	If the family expresses positive thoughts or expectations about services, convey enthusiasm and let them know you would like to hear more about their perspectives. If they voice concerns, express empathy and thank them for being open about their worries. Let them know that most families have concerns from time to time and that you would like to hear more about their worries so that you may work together to develop a plan for resolving these issues.
<input type="checkbox"/> Inquire about concerns	Find out more about the family's concerns, being sure to normalize and ask questions to learn more about each concern and to show the family that you would like to invite discussion.
<input type="checkbox"/> Consider prior history	If the family has had prior treatment, ask them what worked well and what was less useful. Probe responses (e.g., "What made you stop seeing that provider?"). Normalize the experience of initial negative

Use This When:

To reduce the interference of obstacles to participation throughout the course of treatment.



Time to Role Play!

Maria:

- 15 years old
- Depression


Your Task:

- Ask Maria about prior experiences to elicit concerns

Engagement Guide

Addressing Barriers to Treatment

Use This When:
To reduce the interference of obstacles to participation throughout the course of treatment.



Objectives:

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- To assist the family with developing a plan for overcoming obstacles

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<input type="checkbox"/> Consider prior history	If the family has had prior treatment, ask them what worked well and what was less useful. Probe responses (e.g., "What made you stop seeing [provider]?"). Normalize the experience of initial negative reactions to services. Recognize that it is a common experience not to attend sessions or to miss appointments, and that this is not a reflection on the family's commitment to meetings or feelings about services in some way.
<input type="checkbox"/> Consider identity, culture, and values	Recognize that the family may not quite understand more about the importance of taking to sessions with a spiritual leader or may have a concern for the spiritual leader's ability to understand their culture. That always seems to be a concern that crossed your mind.
<input type="checkbox"/> Consider perceptions of others	Recognize that significant others will influence the family's experience and learn more about their perceptions.

Practice
Makes
Perfect

Slips

- Suggesting the family is “not interested”
- Not asking what worked and did not work with prior services
- Avoiding concerns in favor of talking only about practical barriers
- Waiting until barriers emerge before talking with the family

Tips

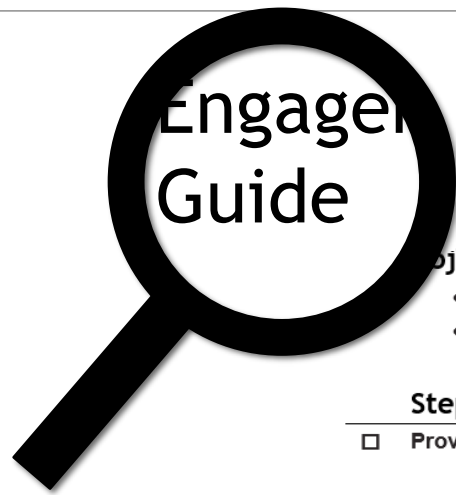
- Praise the family for bringing up concerns
- Monitor barriers throughout the course of treatment
- Emphasize that investment now will pay off later

Psychoeducation About the Problem



To teach the family about the nature of the problem and introduce the planned course of treatment.

Let's Look at the Guide



Psychoeducation About the Problem

Use This When:

To teach the family about the nature of the problem and introduce the planned course of treatment.



Objectives:

- To help the family understand the nature of the problem and its course over time
- To provide information about the proposed treatment and how it relates to the problem

Steps:

<input type="checkbox"/> Provide rationale	Let the family know that you will be talking about the problem for which they are seeking help (e.g., anxiety, depression, inattention) with the goal of sharing information about the nature of the problem, its course over time, and how it typically responds to treatment.
<input type="checkbox"/> Establish a shared vocabulary and definition	<p>Use prompts to ask the family how they define the problem. For example:</p> <ul style="list-style-type: none">• “Today we are going to talk about [e.g., anxiety, traumatic stress, substance use]. When I use the word [e.g., anxiety], what does it mean to you?”• “What word do you use to describe when your son is having difficulty sitting still and completing his assignments?” <p>When possible, incorporate the family’s language into your subsequent discussion. For example, some families may use the word “stress”.</p>
<input type="checkbox"/> Elicit family’s understanding of the problem	Ask the family what it means to them to be facing this problem. Have them consider whether they believe the problem is common or uncommon, minor or serious, temporary or enduring. Inquire about the family’s perceptions of burden related to the problem (e.g., “In what ways is the problem getting in the way for your family?” and “How easy is it to handle this problem right now?”).
<input type="checkbox"/> Normalize their	Assure the family that many people experience the problem from time to

Time to Role Play!

Fiona:

- 15 years old
- Depressed for over 1 year
- Just started treatment

Your Task:

- Normalize the family's experience
- Explore their perceptions about causes

Engagement
Guide

Psychoeducation About the Problem

Use This When:
To teach the family about the nature of the problem and introduce the planned course of treatment.



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<input type="checkbox"/> Elicit family's understanding of the problem	Ask the family what it means to them to be facing this problem. Have them consider whether they believe the problem is common or uncommon, minor or serious, temporary or enduring. Inquire about the family's perceptions of the problem (e.g., "In what ways does this problem affect you?" and "How easy is it to
<input type="checkbox"/> Normalize their experiences	Explain the problem from time to time (e.g., sadness, inattention), or or traumatic stress, most people enter a situation in which use, note that many people feel sad that the problem might look worse than it is (e.g., withdrawn). Emphasize that having a problem does not mean that something is wrong with the youth or that they are to feel worried or hopeless, just

**Practice
Makes
Perfect**

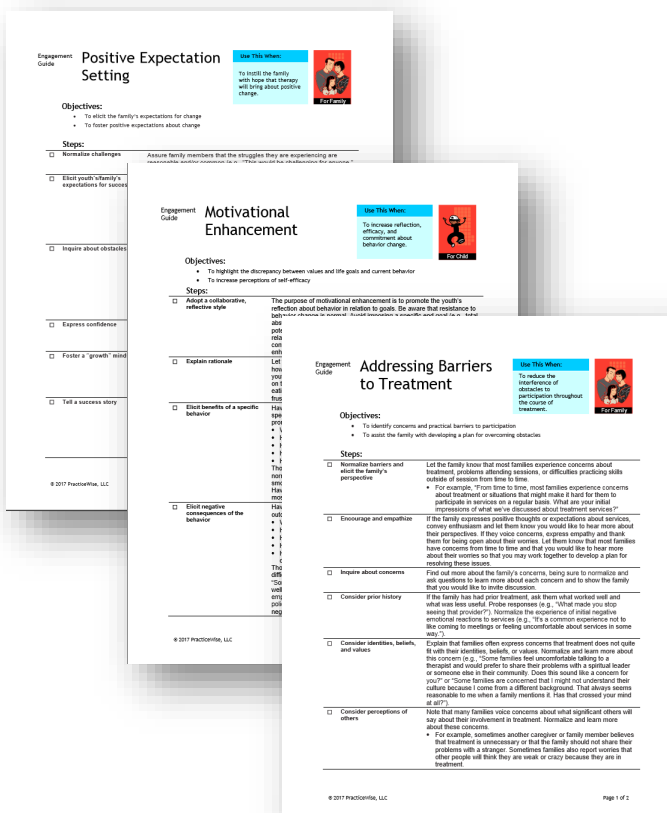
Slips

- Sharing a lot of information, rather than having a conversation and eliciting the family's perspective
- Focusing only on treatment details, rather than sharing information about the problem's typical response to treatment

Tips

- Inform the family that you are providing your best estimate of how treatment will unfold
- Revisit psychoeducation as often as necessary
- Check for understanding by asking questions (e.g., "How would you explain what we've talked about to someone else?")

Use the Guides in Consultation



For Treatment, Log Engagement and Practices in Lōkahi



Engagement



Lōkahi Service Log Definitions

SERVICE FOCUS AREAS

Anxiety Behavior
Attention Problems
Autism Spectrum Behavior
Depression Behavior
Disruptive Behavior
Eating Problems
Elimination Problems
Mania Problems
Traumatic Stress Problems
Other Focus Area
Not Identified

TARGETED CONCERN

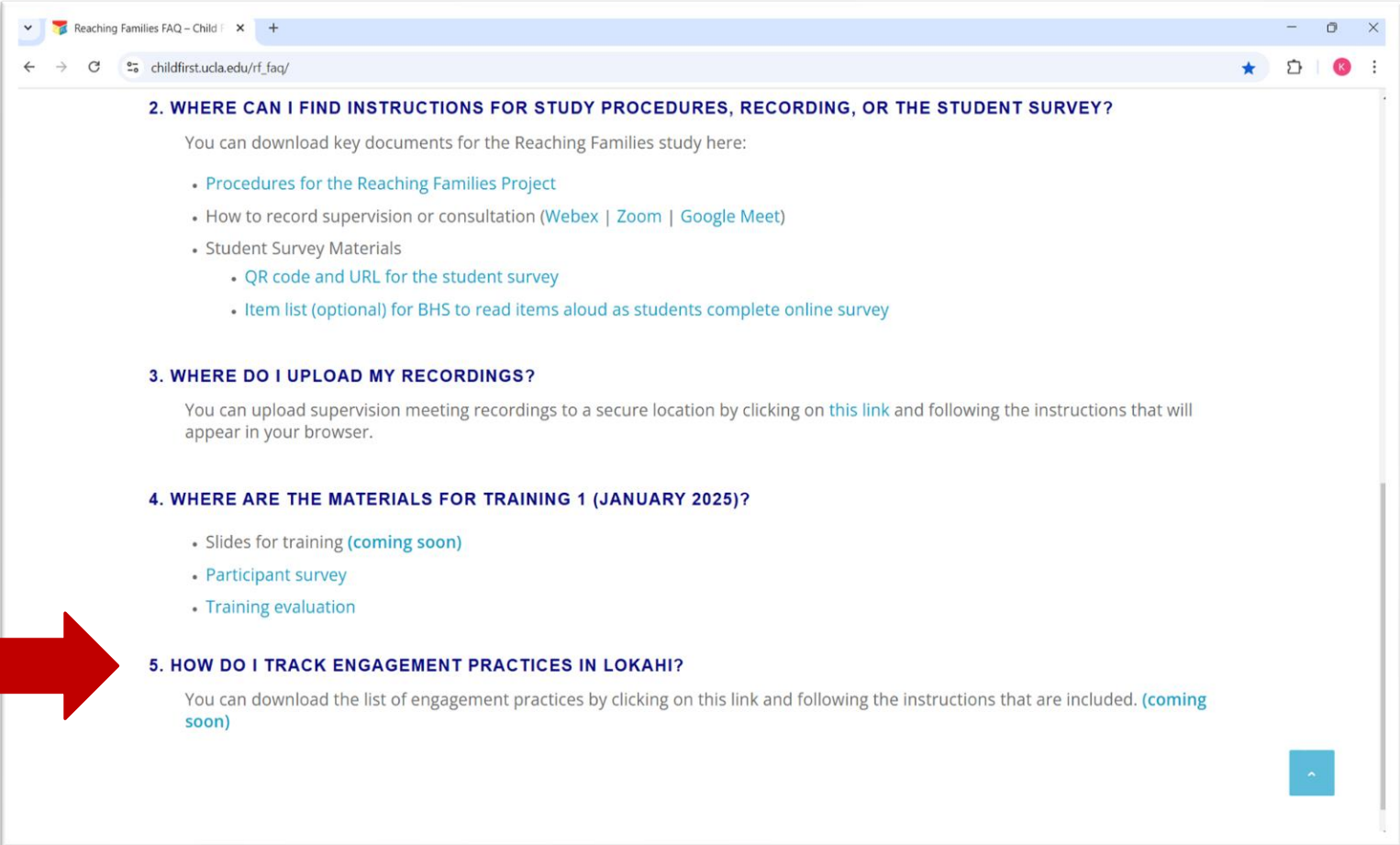
Activity Involvement
Adjustment to Life Transition
Aggression
Anger
Anxious Mood
Avoidance
Depressed Mood
Disaster Response
Grief
Hyperactivity
Impulsivity
Inattention
Oppositional/Non-Compliant Behavior
Peer Involvement
Peer/Sibling Conflict
Phobia/Fears
Runaway/Elopement
School Refusal/Truancy
Self-Injurious Behavior
Suicidality
Willful Misconduct/Delinquency
Other

PRACTICE ELEMENTS

Accessibility Promotion
Activity Scheduling
Addressing Barriers to Treatment
Antecedent Control/Stimulus
Assertiveness Training
Assessment
Attending
Behavior Alert
Behavioral Contracting
Caregiver Coping
Case Management
Cognitive: Anxiety
Cognitive: Anxiety (STOP)
Cognitive: Depression

Cognitive: Disruptive
Cognitive: Trauma
Commands or Effective Instruction
Communication Skills: Advanced
Communication Skills: Early Development
Crisis Management
DRO/Activity Ignoring
Educational Support
Engagement w/CG or Teacher
Engagement w/Child
Exposure
Facilitating Skill Mastery
Goal Setting
Guided Imagery
Insight Building: Emotional ID
Line of Sight Supervision
Maintenance/Relapse Prevention
Mentoring
Mindfulness
Modeling
Monitoring
Motivational Enhancement
Narrative
Natural & Logical Consequences
Peer Pairing/Peer Modeling
Performance Feedback
Personal Safety Skills
Positive Expectation Setting
Praise
Praise/Rewards: Therapist
Problem Solving
Psychoed About Problem (w/CG or Teacher)
Psychoed About Problems (w/Child)
Psychoed About Services (w/ CG or Teacher)
Psychoed About Services (w/Child)
Relationship/Rapport Building
Relaxation
Response Cost
Response Prevention
Rewards
Self-Monitoring
Self-Reward/Self-Praise
Self-Verbalization
Session/Appointment Reminders
Skill Building
Social Skills Training
Strengthening Informal Supports
Support Networking
Supportive Listening
Time Out
Understanding Identities, Beliefs, and Values
Other

Lōkahi Materials on Project Page



The screenshot shows a web browser window with the address bar displaying "childfirst.ucla.edu/rf_faq/". The page content includes several sections with blue headers and bulleted lists of links. A large red arrow points to the fifth section, "5. HOW DO I TRACK ENGAGEMENT PRACTICES IN LOKAHI?".

2. WHERE CAN I FIND INSTRUCTIONS FOR STUDY PROCEDURES, RECORDING, OR THE STUDENT SURVEY?

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3. WHERE DO I UPLOAD MY RECORDINGS?

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4. WHERE ARE THE MATERIALS FOR TRAINING 1 (JANUARY 2025)?

- Slides for training ([coming soon](#))
- [Participant survey](#)
- [Training evaluation](#)

5. HOW DO I TRACK ENGAGEMENT PRACTICES IN LOKAHI?

You can download the list of engagement practices by clicking on [this link](#) and following the instructions that are included. ([coming soon](#))

Psychoeducation About Services



To enhance the family's knowledge about services.

Let's Look at the Guide

Engagement Guide

Psychoeducation About Services

Use This When:

To enhance the family's knowledge about services.



Objectives:

- To increase the family's basic understanding of therapy services
- To increase the family's understanding of the role of the youth, caregivers, and provider in therapy
- To elicit the family's perspective, clarify information, and arrive at a shared understanding about services

Steps:

<input type="checkbox"/> Explain rationale	Let the family know that you will spend some time discussing the treatment plan and sharing expectations about services.
<input type="checkbox"/> Review, clarify, and validate	Summarize and clarify your understanding of the family's main challenges and their goals for seeking treatment. Express empathy about concerns and share positive expectations that the family will play an invaluable role in the treatment process.
<input type="checkbox"/> Elicit prior experiences	Ask family members about treatment approaches they have tried in the past. Find out what worked well and what was less helpful. Encourage them to express concerns about the usefulness and demands of treatment, agency procedures, and therapy process (e.g., "Were [services] helpful to you and your family?" and "Did you feel that [services] were challenging to incorporate into your life?"). If this is the family's first time in treatment, ask about what they know about therapy.
<input type="checkbox"/> Collaboratively discuss expectations for treatment	As you develop a picture of how treatment might progress, empower the family by giving them a strong voice in the conversation and by giving them choices when appropriate (e.g., "some families prefer to work on this together, whereas others like to have individual time with me. Which do you think works for you?"). Avoid using coercive, jargon, or language

Time to Role Play!

Deidre:

- 7-year-old
- Anxiety
- Has been in treatment before at an outpatient clinic

Your Task:


- Describe everyone's role in treatment (clinician, caregiver, and child)

Engagement Guide

Psychoeducation About Services

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Objectives:

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- To increase the family's understanding of the role of the youth, caregivers, and provider in therapy
- To elicit the family's perspective, clarify information, and arrive at a shared understanding about services

Steps:

1 Explain rationale	Let the family know that you will spend some time discussing the treatment plan and sharing expectations about services.
2 Review, clarify, and validate	Summarize and clarify your understanding of the family's main challenges and their goals for seeking treatment. Express empathy about concerns and share positive expectations that the family will play an invaluable role in the treatment process.
3 Elicit prior experiences	Ask family members about treatment approaches they have tried in the past. Find out what worked well and what was less helpful. Encourage them to express concerns about the usefulness and demands of treatment, agency procedures, and therapy process (e.g., "Were [services] helpful to you and your family?" and "Did you feel that [services] were challenging to incorporate into your life?"). If this is the first or time in treatment, ask about what they know about therapy.
4 Collaboratively discuss expectations for treatment	Develop a picture of how treatment might progress, empowering the family by giving them information and by giving them a voice in the process. Discuss how you prefer to work on sessions and time with me. Which acronyms, jargon, or language are appropriate for youth. Use open-ended questions, and provide gentle guidance. Be sure to discuss the role of the youth, the caregivers, and how this is intended to

Practice Makes Perfect

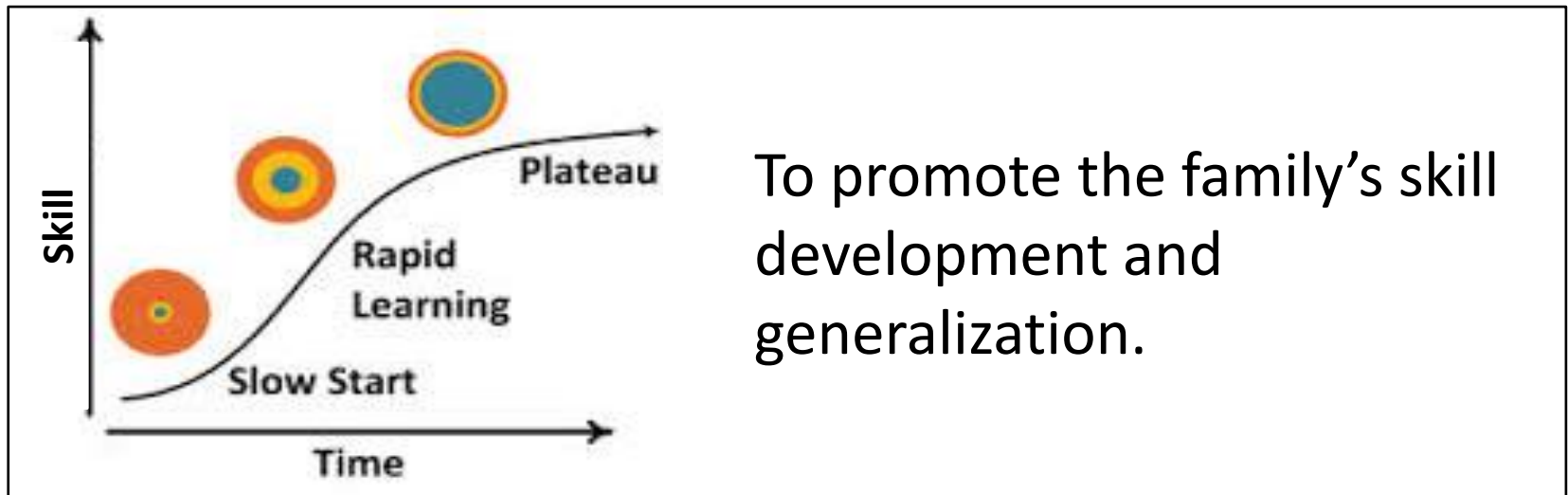
Slips

- Providing too much business information at once, as it can be overwhelming
- Using professional jargon
- Not saving time to discuss prior experiences

Tips

- Collaboratively set expectations
- Explain the rationale for any business policies
- Review confidentiality expectations and limits with youth

Facilitating Skill Mastery



Let's Look at the Guide

Engagement Guide

Facilitating Skill Mastery

Objectives:

- To promote the family's acquisition of any new skill
- To use active learning strategies to teach skills
- To involve the family in developing in-session and out-of-session practice activities

Steps:

- **Explain the process of learning a new skill**

Let the family know that you will be working together to help them learn a new skill. Ask them if they think that being told or shown how to do something would be enough to learn a skill. Use prompts such as "Do you think you'd be able to play a new sport against another team if I just told you how to play?" Or "Would you be able to put on a play if I just showed you your lines?" Guide them to state the importance of practice and how it not only helps with skill development, but prepares a person to use that skill when it is really important (e.g., it's why we have actual fire drills at school, rather than just talking about what to do in case of a fire). Consider having the family think about a skill that they've learned in the past, particularly one that did not come easily at first, such as driving a car or riding a bike. Did they practice part of the skill first before adding more steps of the skill? What did they notice about their skill over the course of practicing? Explain that gradual but consistent practice is critical to skill development, as is rehearsal of the skill in a simulation of

Use This When:

To promote the family's skill development and generalization.



How Does It Look?

Rachel:

- 12 years old
- Anxiety

Our task:

- Explain process for learning a new skill (relaxation)

Engagement
Guide

Facilitating Skill Mastery

Use This When:

To promote the family's
skill development and
generalization.



Objectives:

- To promote the family's acquisition of any new skill
- To use active learning strategies to teach skills
- To involve the family in developing in-session and out-of-session practice activities

Steps:

- | | |
|---|--|
| <input type="checkbox"/> Explain the process of learning a new skill | Let the family know that you will be working together to help them learn a new skill. Ask them if they think that being told or shown how to do something would be enough to learn a skill. Use prompts such as "Do you think you'd be able to play a new sport against another team if I just told you how to play?" Or "Would you be able to put on a play if I just showed you your lines?" Guide them to state the importance of practice and how it not only helps with skill development, but prepares a person to use that skill when it is really important (e.g., it's why we have actual fire drills at school, rather than just talking about what to do in case of a fire). Consider having the family think about a skill that they've learned in the past, particularly one that did not come easily at first, such as driving a car or riding a bike. Did they practice part of the skill first before adding more steps of the skill? What did they notice about their skill over the course of practicing? Explain that gradual but consistent practice is critical to skill development, as is rehearsal of the skill in a simulation of the actual situation. |
| <input type="checkbox"/> Explain rationale for skill | Label the new skill that you will be working on (e.g., "Today we are going to go over problem solving."). Explain the purpose of the skill (e.g., "When people feel stressed, they often believe that there is nothing they can do to improve their situation. Problem solving can help you come up with different possible solutions to a problem and to select the one that might work best."). |
| <input type="checkbox"/> Teach each step of skill | Provide a detailed description of each step of the skill. Involve the family as much as possible by asking them questions or for examples (e.g., "The first step of problem solving is to state what the problem is. Why do |

Take a **closer** look!



Slips

- Teaching so much that there is not enough time to model and rehearse
- Providing feedback without eliciting reflection
- Starting with an overly difficult task to practice skill

Tips

- Use these steps every time you introduce a new skill
- Praise often and reinforce willingness to try
- Select an easy task (or break down skill into smaller parts) at first, to promote success
- Involve family in designing out-of-session (homework) activities
- Contact family between sessions to follow up on how skill practice is going

Understanding Identities, Beliefs, and Values



To understand how a family's identity, beliefs, and values may influence treatment.

Let's Look at the Guide



Engagement Guide

Understanding identities, beliefs, and values

Use This When:

To understand how a family's identity, beliefs and values may influence treatment.



Objectives:

- To develop a shared understanding of the family's identity, beliefs, and values
- To identify how these influence help-seeking behaviors and treatment preferences
- To consider the family's identity, beliefs, and values when planning treatment

Steps:

☐ Orient to and reflect about diverse identities

Prior to meeting with the family:

- Think about the youth's and/or caregiver's identities (e.g., ethnicity, age, culture, sexual orientation, religion, military, political party, socioeconomic status, neighborhood, school affiliation, etc.), including intersecting identities (e.g., adolescent who identifies as bisexual and Latina; grandparent who is the primary caregiver of a young child).
- Consider how identity might be more or less relevant to different contexts (e.g., identity might be especially relevant to conversations about the role of punishment relative to other parenting practices; similarly, identity might be especially relevant to conversations about assertiveness as an interpersonal style relative to other styles).
- Prepare yourself to learn more about the family's identities and the extent to which those identities shape their beliefs and values.

☐ Provide rationale

When meeting with the family, adopt an open-minded, respectful, and



Activity

Identify

- Think about a youth/family you had trouble connecting with.

Reflect

- Think about your own assumptions, biases, or omissions in thinking you might have made.

Share

- Share these reflections with your table. Select 2 that you could share with the full group.

Slips

- Avoiding talking about identities, beliefs, or values
- Having low awareness that a family's resistance to treatment might have to do with identities, beliefs, or values
- Immediately adapting a treatment without trying it out first

Tips

- Remember that each family member will have their own identities, beliefs, and values
- If you are unsure about a family's identities, beliefs, or values, it is best to be candid and ask for clarification in a respectful manner

Time to Role Play!

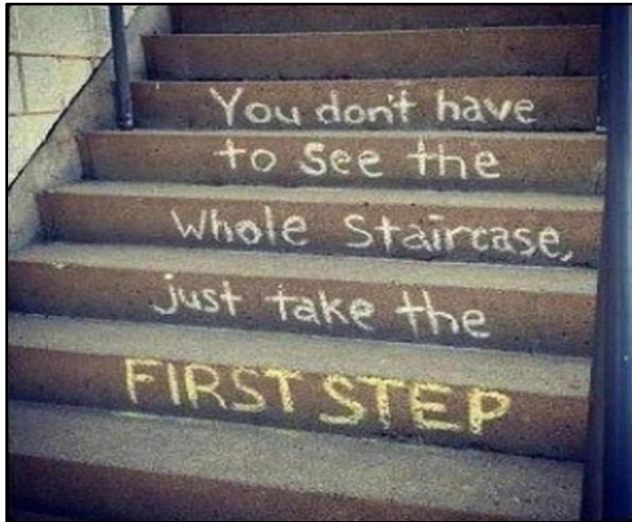
Nancy:

- 15-year-old
- Skipping school to drink and smoke
- Believes she can quit whenever she wants

Your Task:

- Do your best to persuade Nancy that her behaviors are getting in the way of her goals

Motivational Enhancement



To increase reflection, efficacy, and commitment about behavior change.

Let's Look at the Guide

Engagement Guide

Motivational Enhancement

Use This When:

To increase reflection, efficacy, and commitment about behavior change.



Objectives:

- To highlight the discrepancy between values and life goals and current behavior
- To increase perceptions of self-efficacy

Steps:

- | | |
|---|--|
| <input type="checkbox"/> Adopt a collaborative, reflective style | The purpose of motivational enhancement is to promote the youth's reflection about behavior in relation to goals. Be aware that resistance to behavior change is normal. Avoid imposing a specific end goal (e.g., total abstinence). Instead, encourage any behavior change that has the potential to improve the current situation (e.g., reduction, harm, or risk related to behavior). Also minimize advice-giving, persuasion, and confrontation, which are contrary to the principles of motivational enhancement and likely to increase resistance to change. |
| <input type="checkbox"/> Explain rationale | Let the youth know you value his or her perspectives and want to learn how the youth makes decisions about behavior. Empathize with the youth's situation (e.g., "Other teens say it's a real hassle when adults are on their case about [substance use, sexual risk behaviors, unhealthy eating or exercise habits, poor study habits, etc.] and that they get frustrated when other people tell them how they should change."). |
| <input type="checkbox"/> Elicit benefits of a specific behavior | Have the youth think about the immediate and long-term benefits of a specific target behavior (e.g., substance use, violating curfew). To promote reflection, ask questions such as: |

Let's Try Again!

Nancy:

- 12-year-old
- Skipping school to drink and smoke
- Believes she can quit whenever she wants


Your Task:

- First, elicit the benefits of skipping school to drink and smoke
- Then, explore the drawbacks

Engagement Guide

Motivational Enhancement

Use This when:
To increase reflection, efficacy, and commitment about behavior change.



Objectives:

- To highlight the discrepancy between values and life goals and current behavior
- To increase perceptions of self-efficacy

Steps:

- ☐ **Adopt a collaborative, reflective style**
The purpose of motivational enhancement is to promote the youth's reflection about behavior in relation to goals. Be aware that resistance to behavior change is normal. Avoid imposing a specific end goal (e.g., total abstinence). Instead, encourage any behavior change that has the potential to improve the current situation (e.g., reduction, harm, or risk related to behavior). Also minimize advice-giving, persuasion, and confrontation, which are contrary to the principles of motivational enhancement and likely to increase resistance to change.
- ☐ **Explain rationale**
Let the youth know you value his or her perspectives and want to learn how the youth makes decisions about behavior. Empathize with the youth's situation (e.g., "Other teens say it's a real hassle when adults are on their case about [substance use, sexual risk behaviors, unhealthy eating or exercise habits, poor study habits, etc.] and that they get frustrated when other people tell them how they should change.")
- ☐ **Elicit benefits of a specific behavior**
Have the youth think about the immediate and long-term benefits of a specific target behavior (e.g., substance use, violating curfew). To promote reflection, ask questions such as:
 - What feels good/is helpful about [the behavior] when you do it?
 - How does [the behavior] help you feel good about yourself?
 - How does [the behavior] help you cope with problems?
 - How does [the behavior] help you feel better about yourself?
- ☐ **Elicit negative consequences of the behavior**
Have the youth think about the immediate and long-term negative consequences of the behavior. Ask questions such as:
 - What feels bad/unhelpful about [the behavior] when you do it?
 - How does [the behavior] help you feel bad about yourself?
 - How does [the behavior] help you feel worse about your problems?
 - How does [the behavior] help you feel worse about yourself socially?

Practice
Makes
Perfect

Slips

- Expressing judgment, instructing, or persuading about what the youth or family should and should not do
- Suggesting or choosing goals for the youth or family rather than letting them discover goals for themselves

Tips

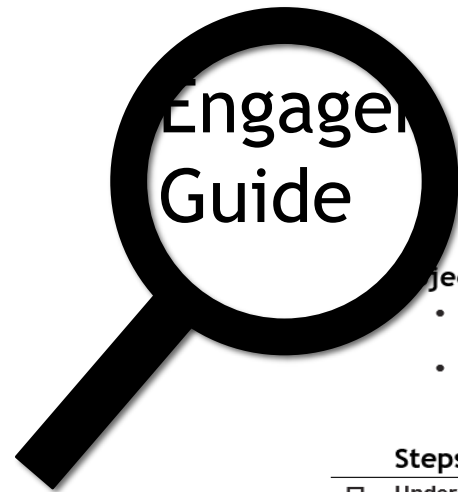
- Adopt a collaborative, reflective style
- Remember to discuss the benefits of the target behavior
- If asked for advice, provide a menu rather than a mandate

Accessibility Promotion



To find opportunities for services to be more accessible to all families before barriers emerge.

Let's Look at the Guide



Accessibility Promotion

Objectives:

- To consider which factors might influence the ability of all families to meet with providers in your organization
- To arrange services so as to maximize the likelihood for successful meetings between families and providers

Steps:

<input type="checkbox"/> Understand your organization	Reflect on how various factors typically affect families who are participating in treatment. Familiarize yourself with your organization's policies and procedures around these topics.
<input type="checkbox"/> Consider location	Is your typical location convenient for families, with regard to travel routes, parking, and proximity to public transportation? Are there policies that address your ability to provide services in community locations or at families' homes? If you are allowed to travel to families, consider if it is feasible and appropriate to meet them at their residence or an alternate location. Be mindful about privacy and confidentiality concerns if meeting outside of the clinic.
<input type="checkbox"/> Consider transportation	Do the families you serve have reliable transportation, either personal or public? Find out if there are options for providing bus route information, bus tokens, taxi vouchers, or other things that will facilitate their travel to you.
<input type="checkbox"/> Consider scheduling	What are your usual business hours? How do these hours fit with the typical schedules of the families you serve? Are your hours (as well as the appointments you typically have available) convenient to families who

Use This When:

To find opportunities for services to be more accessible to all families before barriers emerge.





Activity

Consider

- 1 domain of accessibility.

Brainstorm

- Challenges and related strategies to improve accessibility.

Share

- Take notes to share ideas with full group.

Slips

- Being unfamiliar with your organization's policies
- Assuming that nothing can be done
- Not focusing time and energy on connecting with local community

Tips

- Monitor accessibility to services throughout treatment
- Accessibility can be assessed using Addressing Barriers to Treatment guide
- Consider pairing this practice with appointment reminders

Appointment Reminders



To remind and motivate the family about scheduled appointments.

Let's Discuss

Tell us about appointment reminders you've received for your own appointments for services.

Let's Look at the Guide



Engagement Guide

Appointment Reminders

Use This When:

To remind and motivate the family about scheduled appointments.



Objectives:

- To use a systematic method to remind the family about the next appointment
- To motivate the family to attend meetings by expressing enthusiasm, setting expectations, and eliciting a commitment to treatment

Steps:

- | | |
|---|---|
| <input type="checkbox"/> Provide a reminder contact | Provide a reminder contact 1-2 days prior to the next appointment. After you are certain with whom you are communicating, identify yourself and the agency you are from and indicate whom the appointment is for. Also let the person know the date, time, and location of the next appointment. Although reminders are typically delivered by phone, providers working with families with an established record of attendance or preference for other formats may use texts, email, or other methods to deliver reminders. Be sure to ask early in treatment about communication preferences including format and time of day. |
| <input type="checkbox"/> Express enthusiasm about the next appointment | Indicate that you are looking forward to seeing the family and express enthusiasm about the work you will do together. For example, "I am really |

Time to Role Play!

Mohammad:

- Father of son who is in treatment
- Multiple jobs
- Immigrant family


Our Task:

- Provide an appointment reminder, using what you've learned from guide

Engagement Guide

Appointment Reminders

Use This When:
To remind and motivate families about scheduled appointments and increase likelihood of attendance.



Objectives:

- To establish a systematic method for reminding families about appointments
- To motivate families to attend meetings by setting positive expectations and resolving barriers to treatment

Steps:

<input type="checkbox"/> Provide a reminder call	Approximately 1-2 days prior to the appointment, call the family to remind them of the date, time, and location of the next appointment.
<input type="checkbox"/> Set positive expectations for success	Indicate that you are looking forward to seeing the family. Express positive expectations for success no matter the family's attendance and progress history. For example: <ul style="list-style-type: none">• "I was so impressed with the progress we made at the previous session and I am looking forward to continuing at our next meeting."• "We haven't had the opportunity to meet in a while but I am looking forward to hearing your perspectives about how things are going so that we can make a plan to achieve your treatment goals."• "The families I work with make great strides in treatment and I expect that you will too." (For a family newly enrolled in services)• "I was impressed that you made it to the session even though you are a problem solver!"
<input type="checkbox"/> Elicit a commitment to potential obstacles to attendance	In the last few times we've met that's common for families. I know you are really committed to making it work. I'd like to hear your thoughts about some of the things that are getting in the way of the appointment.

Practice Makes Perfect

Slips

- Making only one contact attempt
- Providing meeting information only
- Forgetting to elicit a commitment

Tips

- Ask support staff to help you with reminder calls
- Take advantage of technology, such as emails and text message reminders
- Be familiar with your organization's policies about messaging

Goal Setting



To assist the youth and family with identifying and achieving desired outcomes.

Let's Look at the Guide



Engagement Guide

Goal Setting

Use This When:

To assist the youth and family with identifying and achieving desired outcomes.



Objectives:

- To provide a rationale for using a goal setting framework
- To identify goals that are important to the youth and family
- To establish a realistic, achievable progression of steps towards desired goals
- To instill optimism about goal achievement

Steps:

<input type="checkbox"/> Provide overview	Discuss with the youth and family that goal setting provides a framework for making progress toward certain desired outcomes. Provide examples of possible outcomes including behavioral changes (e.g., increased school attendance), emotional changes (e.g., improved mood), relationship improvements (e.g., positive youth-caregiver communication), and specific achievements (e.g., making the honor roll).
<input type="checkbox"/> Describe the benefits of goal setting	<p>Explain that goal setting can benefit the youth and family by:</p> <ul style="list-style-type: none">• Providing direction in terms of helping the youth and family think about and identify desired outcomes.• Providing the youth and family with control over achieving those desired outcomes.• Making large goals manageable by reducing interference from goal-irrelevant activities.• Increasing the likelihood of persistence in the face of obstacles.• Providing a source of pride and satisfaction following progress and success.
<input type="checkbox"/> Identify goals	<p>Collaboratively establish goals that are important to the youth and family to increase their motivation:</p> <ul style="list-style-type: none">• Reframe problems (e.g., truancy, depressed mood, aggression towards peers) described by the youth and family as goals (e.g., spending time at school, doing fun activities, being kinder to others).• Cast as goals the youth's strengths and interests regarding skill building (e.g., developing proficiency in a new sport) or achievement (e.g., making the honor roll or being picked for a play or a sports

How Does It Look?

Sam:

- 14-year-old
- Hates school
- Skipping school

Your Task:

- Praise Mom for choosing high goals
- Negotiate goal with youth
- Set smaller more realistic goal that can be achieved along the way

Engagement
Guide

Goal Setting

Use This When:

To assist the youth and family with identifying and achieving desired outcomes.



Objectives:

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Steps:

- | | |
|---|--|
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Take a **closer** look!



Slips

- Working toward too many goals at the same time
- Setting the goal for the youth and family, rather than involving them in collaborative goal setting
- Not having a clear way to measure progress toward goals

Tips

- Select 1-2 goals
- Break down goals into smaller, manageable goals so family can experience success
- Establish goals in a collaborative manner
- Measure progress regularly, and reward effort and improvement

Questions/Discussion



Reflection

What is something that you've heard or thought about today that was new for you?

What is something you look forward to trying out?

Surveys

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