Young Adults in Transition
Case Management 101
What are reasons young people do not go in for services?

- Stigma/ Guilt or shame
- Finances
- Lack of insight on mental illness/trauma
- Lack of knowledge of resources
Some Common Behavioral Health Challenges for Young Adults

- MAJOR DEPRESSION
- ANXIETY DISORDERS
- BIPOLAR DISORDER
- SCHIZOPHRENIA
- SUICIDALITY
<table>
<thead>
<tr>
<th>MENTAL HEALTH DISORDERS</th>
<th>SYMPTOMS/BEHAVIORS</th>
<th>HOW YOU CAN HELP</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAJOR DEPRESSION (MD)</td>
<td>Sad or irritable mood; Changes in sleep, appetite, or body movement; Not interested in previous activities; Guilt or worthlessness; Decreased energy; Frequent thoughts of death or suicide; Difficulty in concentrating; Feeling like things are too much trouble or effort.</td>
<td>Be mindful of mood shifts, alternative sleep patterns and when they seem most productive Be able to differentiate self harming behaviors versus suicidality Substance use may occur as an attempt to reduce or modify symptom experience or may be associated with peer group influences.</td>
</tr>
<tr>
<td>MENTAL HEALTH DISORDERS</td>
<td>SYMPTOMS/BEHAVIORS</td>
<td>HOW YOU CAN HELP</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>ANXIETY DISORDER</td>
<td>Excessive fear; Worry about things before they happen; Uneasiness that interferes with their daily Lives; Physical complaints; Inability to relax; Lack of concentration; Frequent stomach aches, headaches, or other physical complaints; Irritability.</td>
<td>Re-orient them to logic and problem solving methods Encourage self regulating coping skills learned Be patient and encourage small victories</td>
</tr>
<tr>
<td>MENTAL HEALTH DISORDERS</td>
<td>SYMPTOMS/BEHAVIORS</td>
<td>How you can help</td>
</tr>
<tr>
<td>-------------------------</td>
<td>--------------------</td>
<td>------------------</td>
</tr>
</tbody>
</table>
| BIPOLAR DISORDER        | Cycling of manic and depressive episodes.  
Manic symptoms include:  
Irritability & agitation;  
Sleep disturbance;  
Distractibility / impaired concentration;  
Grandiosity;  
Reckless behavior;  
Impulsive behaviors,  
Suicidal thoughts/active suicidality | Identify personal safety plan with client for different cycles  
Use protective factors and risk reduction support to minimize potential dangers of any impulsivity  
Do not challenge grandiosity, be productive during active times  
Educate on importance of medication compliance during either cycle |
<table>
<thead>
<tr>
<th>MENTAL HEALTH DISORDERS</th>
<th>SYMPTOMS/BEHAVIORS</th>
<th>How you can help</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHIZOPHRENIA</td>
<td>Little range of emotions; Few facial expressions; Poor eye contact; Delays in language, Unusual motor behaviors; Odd speech, both in content and tone; May hear voices, ‘see’ things, problems with abstraction; May demonstrate confusion, suspicion, paranoia; Unusual fears.</td>
<td>Do not challenge or add to delusions/hallucinations Encourage alternative coping skills and treatment while also educating on support of medication. Teach “check in, check out” techniques to ground in reality, use their name as often as possible during episodes Do not jump to hospitalizations for every episode</td>
</tr>
<tr>
<td>MENTAL HEALTH DISORDERS</td>
<td>SYMPTOMS/BEHAVIORS</td>
<td>How you can help</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>SUICIDALITY</td>
<td>There are a constellation of signs and symptoms associated with suicidality, it is a complex phenomenon that is yet to be fully understood. Common signs: Statements of hopelessness, worthlessness and guilt Sudden happiness/high energy after prolonged periods of sadness/depression Sudden interest or disinterest in religion Many other signs!</td>
<td>Be direct with the question, mindful of tone and language used. Do not elicit shame or guilt to divert suicide attempts Be able to separate self harm from suicidality Be educated on resources and supports available in the community to offer your client Know difference between active and passive suicidality</td>
</tr>
</tbody>
</table>
Social Emotional Development

- **Who am I? Where do I belong?**
  - Identity development (gender, sexual, ethnic)
  - Self-esteem
  - Role of peer group

- **How do I relate to others?**
  - Social Skills
  - Emotional Intelligence
The Developing Brain, Adolescence and Vulnerability to Drug Abuse

Brain Development

Maturation Occurs from Back to Front of the Brain

Images of Brain Development in Healthy Youth (Ages 5 – 20)

Blue represents maturing of brain areas

Source: Gogtay, Giedd, et al., 2004.
Transition Domains

- Foundation of Case Management
- Foundation of Individual Rehab
- Educational Opportunities
- Living Situation
- Community Integration

Employment & Career

Community Life

Personal Effectiveness & Wellbeing

Functioning

Educational Opportunities

Living Situation
Improving Transition Outcomes for Young People in Transition

- **Community Integration**
  Community integration is generally viewed as a multidimensional construct, including both objective elements (activities outside the household, contact with neighbors, and others) and subjective elements (feelings about the meaningfulness of social contacts, attitudes about one’s sense of belonging, availability of help, feelings of influence, and emotional investment in the community and community members).


- **Physical Integration**: Young Adults in Transitions ability to fulfill activities of daily living

- **Social Integration**: Young adults in Transition ability to engage in social interactions with community members (General Members)

- **Psychological Integration**: Young Adults in Transition having a sense of belonging in their community
Putting Community Integration and Life Domains into Practice

- Education
- Living Situations
- Employment and Career
- Community Life Functioning

- Community life functioning:
  - Personnel Well Being and Effectiveness: Young adults ability to balance independence & interdependency with family members, Dating skills & development/maintenance of intimate relationships, Assertiveness skills & conflict resolution skills, Coping with stress & ability to relax, Recognizing when to see a physician.

- Employment and Career:
  - Out in the community working, can they build relationships at work, communicate at work, ability to complete required task while at work, can they establish and maintain + Y A T feeling apart of the workforce.

- Education:
  - Have they completed HS, relationships in the classroom, relationships with peers, ability to complete task at hand in the classroom or training environment, transitional young adults feeling apart or contributing to the learning environment.

- Living Situation:
  - Building relationships with neighbors, social, socializing with positive peer groups, completing activities of daily living, ability to identify positive peer groups, feeling apart and empowered by the community.
Putting Case Management and Life Domains into Practice
Advocating, linking and referring young people to local organizations that improve quality of life (YMCA, support groups, alumni associations, peer driven groups).

Advocating, linking and referring young people to local Oklahoma Workforce Investment Boards/Centers, employment agencies, employment advocacy organizations.

Advocating, linking and referring young people to local housing authority, ODMHSAS Housing Options, Independent Living Classes, Yes I Can (Former Foster Youth).

Advocating, linking and referring young people to alternative education centers, post secondary education, education access points (career tech or vocational services DRS).
Putting Individual Rehabilitation and Life Domains into Practice

Ind Rehab + Life Domains = Success
Teaching young people how to balance life, mental illness and/or substance abuse disorders, how to communicate with neighbors and landlords, teaching how to problem solve, teaching and educating them how to improve their wellness and health.

Teaching young people independent living skills, educating young people about basic living skills and techniques such as cleaning, locking doors, and how to community with roommates.

Teaching young people about different employment options to pursue, educating them about positive workplace social skills, communication and when and how to disclose personal information (MH/SA).

Educating young people about different education options, teaching young people how to access education providers, teaching young people how to communicate with educators and build positive relationships with peers.

Ind Rehab: Educate, teach and taught.
Resources

**Education Resources**
Local Career Technology Centers [http://www.okcareertech.org/technology-centers](http://www.okcareertech.org/technology-centers)
Alternative Education Programs/GED [http://ok.gov/sde/ged-testing-centers](http://ok.gov/sde/ged-testing-centers)

**Living Situations**
ODMHSAS Transitional Bridge Subsidy [http://ok.gov/odmhsas/Mental_Health_/Specialized_Programs_and_Services/Housing_and_Homeless_Services/index.html](http://ok.gov/odmhsas/Mental_Health_/Specialized_Programs_and_Services/Housing_and_Homeless_Services/index.html)
ODMHSAS WAFA Transitional Bridge Subsidy [http://ok.gov/odmhsas/Mental_Health_/Specialized_Programs_and_Services/Housing_and_Homeless_Services/index.html](http://ok.gov/odmhsas/Mental_Health_/Specialized_Programs_and_Services/Housing_and_Homeless_Services/index.html)
Local Community Action Agencies [http://okacaa.org/agencies/](http://okacaa.org/agencies/)

**Employment and Career**
Oklahoma Department of Rehabilitation Services [http://www.okdrs.gov/seekers/seekers-vr.htm](http://www.okdrs.gov/seekers/seekers-vr.htm)

**Community Life Functioning**
Local Community Action Agencies [http://okacaa.org/agencies/](http://okacaa.org/agencies/)

**Former Foster Youth** [http://www.okil.ou.edu/yes-i-can](http://www.okil.ou.edu/yes-i-can)
Former Foster Youth [http://www.okil.ou.edu/](http://www.okil.ou.edu/)