



PROMOTING SELF-CARE

Promoting self-care involves demonstrating resiliency and self-advocacy and providing empathic encouragement to safeguard the overall emotional and physical health of both the YAPM and young adults.

Using lived experience with purpose and intent to promote self-care means:

- » Modeling and encouraging overall healthy habits in daily life that have been helpful to the YAPM;
- » Encouraging young adult engagement in safe, healthy activities that reduce stress and build positive social connections;
- » Modeling, through their actions, the ways that YAPM manage both the potential and the actual challenges that accompany their behavioral health conditions;
- » Demonstrating the self-awareness to understand and manage triggers that may arise for themselves;
- » Supporting young adults in managing triggering situations in healthy ways;
- » Supporting young adults in knowing their rights and/or requesting accommodations in education, employment, housing and other life situations;
- » Advocating to increase understanding of behavioral health conditions; and
- » Sharing resources and strategies for self-care that have been helpful to the YAPM.

ENCOURAGING HEALTHY HABITS WITH YOUNG ADULTS

IDEAL PRACTICE

During interactions with YA, YAPM practices, shares, and promotes (as relevant) healthy daily habits, such as good nutrition, regular exercise, sufficient sleep, etc.

DEVELOPMENTAL PRACTICE

- * Under-shares YAPM lived experience of healthy habits.
- * Recognizes areas of need but does not act.
- * Gives mixed messages about healthy habits.
- * Does not address healthy habits or discusses them at the start without revisiting.
- * Makes suggestions that are not always aligned with YA goals.
- * Pushes YAPM's ideas of healthy living on YA.

INSUFFICIENT PRACTICE

- * Overshares or does not share lived experience.
- * Encourages unhealthy habits.
- * Mocks healthy habits.
- * Engages in unhealthy habits with YA.
- * Pushes YA to be "perfect."
- * Forces YAPM ideas on YA with negative judgments of YA.

Practices, shares, and promotes (as relevant) engagement in healthy hobbies, social activities, purposeful community connections, and other interests.

- * Does not recognize opportunities for developing healthy interests.
- * Describes healthy interests without assisting YA in getting involved.
- * Suggests or pressures YA without accounting for YA preferences.
- * Discusses healthy interests at the start but does not revisit.

- * Mocks or discourages engagement in hobbies or other interests.
- * Forces YAPM ideas on YA with negative judgments of YA.

ENCOURAGING HEALTHY HABITS WITH YOUNG ADULTS

IDEAL PRACTICE

DEVELOPMENTAL PRACTICE

INSUFFICIENT PRACTICE

During interactions with YA, practices and promotes (as relevant) healthy relationships in social, family, romantic, and intimate contexts.

- * Addresses some but not all types of relationships.
- * Gets caught up in taking sides against family, friends, or romantic interests.
- * Sometimes comes across as judgmental or too directive.

- * Engages in an inappropriate relationship with YA.
- * Overshares about YAPM unhealthy relationships.
- * Blames/shames YA for relationship difficulties.
- * Imposes YAPM values (religious or other) on YA's situation.

Practices and promotes (as relevant) effective use of medical care, preventative health care, medication, and other therapies.

- * Does not discuss medical care and/or physical health, or discusses only at the start without revisiting.
- * Oversteps in offering medical advice (even with disclaimer).
- * Recognizes concerns without offering options for care/support.
- * Learns of concerns but does not share them with care team.

- * Offers medical advice without disclaimer.
- * Suggests inappropriate use of medical treatment and/or overshares about YAPM misuse.
- * Uses medication against medical advice with YA.
- * Makes judgments against certain therapies or medical advice.

Practices and promotes a responsible harm-reduction approach to substances including tobacco, alcohol, illegal drugs, and prescription medications.

- * Does not discuss substance use, or discusses only at the start without revisiting.
- * Recognizes concerns about substance use without addressing or offering options for care/support.
- * Learns of substance use or abuse concerns but does not share them with care team.
- * Does not recognize signs of potential abuse.

- * Suggests inappropriate use of substances and/or overshares about YAPM misuse.
- * Condone illegal use of substances.
- * Uses tobacco and other substances with YA.
- * Behaves judgmentally about substance use; imposes own values about "wrong" behavior.

ENCOURAGING HEALTHY HABITS WITH YOUNG ADULTS

IDEAL PRACTICE

Encourages and supports YAs to recognize and celebrate their small successes in a systematic way; whenever possible, records data to show change.

Practices and models with YA how to accept guidance and recover from mistakes without self-shaming or other damage to self-esteem.

Frames and validates YA behavior (including missteps and challenges) in the context of typical developmental stages rather than seeing all behavior as pathology.

DEVELOPMENTAL PRACTICE

- * Struggles to balance successes and ongoing challenges; focuses too much on one or the other.
- * Expects steps too big for YA to accomplish.
- * Praises YA in general but not about specific achievements.
- * Does not record data as evidence to support impressions.

- * Offers false praise or pretends YA makes no mistakes.
- * Demonstrates defensiveness or deflection of responsibility for YAPM's own mistakes.
- * Focuses too much mistakes and not enough on recovering from mistakes.

- * Does not understand typical developmental stages for adolescents and young adults.
- * Accepts an overly clinical approach without advocating for other possibilities.

INSUFFICIENT PRACTICE

Does not acknowledge successes.

- * Shames YA for mistakes.
- * Focuses only on perceived failures.

"Pathologizes" behavior that may be typical for YA's developmental stage.

ENCOURAGING HEALTHY HABITS WITH YOUNG ADULTS

IDEAL PRACTICE

Supports YAs to resist overpromising their time, energy, or resources to others making demands on them, sharing lived experience as appropriate.

DEVELOPMENTAL PRACTICE

- * Inconsistently models commitment to work vs. engaging in overwork or not saying no to extra/unrealistic commitments.
- * Makes contact available at all times without preserving time off.
- * Struggles to help YA balance self-care, behavioral health treatment, and other responsibilities.
- * Encourages YA to always strive to be more; misunderstands or undervalues "you are enough" concept.
- * Sees "overwork" without appropriate cultural context.

INSUFFICIENT PRACTICE

- * Makes no effort to encourage self-care or time off.
- * Assumes or judges YA motives and/or actions.
- * Double-books appointments with YA.

MANAGING STRESSFUL SITUATIONS

Encourages and models using coping skills (such as deep breathing, fidget toys, doodling, etc.) for emotional regulation.

- * Inconsistent about offering coping strategies.
- * Offers only what is seen as standard or what works for YAPM without including YA's individual preferences.
- * Suggests coping strategies that may not be beneficial, despite good intentions.

- * Does not consider strategies for reducing stress.
- * Mocks coping tools.
- * Promotes unhealthy coping methods.

MANAGING STRESSFUL SITUATIONS

IDEAL PRACTICE

DEVELOPMENTAL PRACTICE

INSUFFICIENT PRACTICE

Provides and promotes opportunities for YA to decompress during work sessions and/or team meetings (take breaks, drink water, etc.).

- * Discusses ways for YA to decompress but doesn't initiate or promote doing so in meetings.
- * Offers opportunities for decompressing inconsistently.
- * Discusses decompressing sporadically or without revisiting.
- * Is overly solicitous about the need to take breaks.

- * Does not consider YA need to decompress in meetings.
- * Insists on participation even when YA is struggling.

Makes sure that physical space for meeting YA is sufficiently private to make them comfortable; checks in with YA about any new spaces.

- * Picks meeting places without consulting YA.
- * Does not check in with YA about comfort level.

- * Meets in areas where confidentiality is compromised.
- * Insists on places convenient for YAPM without regard for YA.
- * Assumes home is comfortable for YA without checking in.

Provides and promotes opportunities to debrief any stressful meetings and/or interactions promptly and with encouragement to speak openly about both successes and concerns.

- * Rushes to debrief even if YA is not ready.
- * Neglects to revisit debriefing if YA is not ready at first invitation.
- * Shares YAPM reflections without room for YA to give perspective.

- * Does not offer to debrief.
- * Pushes debrief when YA says no.
- * Demands agreement or "rubber stamp" of YAPM view.
- * Closes off/ dismisses YA perspective.

MANAGING STRESSFUL SITUATIONS

IDEAL PRACTICE

For team meetings and/or other group activities for work, offers to accompany YAs and considers options for having other supports or allies also attend.

DEVELOPMENTAL PRACTICE

- * Sends YA to meetings without support.
- * Does not plan ahead for content, attendees, etc.
- * Insists on accompanying YA even when YA wants to manage without YAPM.
- * Attends with YA without considering role of each.
- * Does not explore other possible supports.

INSUFFICIENT PRACTICE

- * Does not include YA in meetings.
- * Assumes who YA wants to attend without asking.
- * Does not plan or prepare for meetings nor consider YA views.
- * Undermines YA at meetings.

KNOWING RIGHTS, RESOURCES, AND RESPONSIBILITIES

Supports YAs who are seeking employment in learning and understanding their rights under Federal and state laws that prohibit discrimination in employment (e.g., Americans with Disabilities Act).

- * Tells YA about discrimination in employment but does not assist with follow-through.
- * Explores rights and resources for YA without showing them how to do this for themselves.
- * Presses YA to disclose mental health issues when YA is reluctant.

- * Provides no support with basic rights.
- * Makes no effort to encourage YA to exercise rights, or actively discourages disclosure of disability issues.
- * Discloses about YA without consent.

Supports already-employed YA in learning and understanding their workplace rights (e.g., reasonable accommodations) and how to use paid time off, including personal, vacation, and sick days, for self-care.

- * Tells YA about workplace rights but does not assist with follow-through.
- * Individualizes accommodation requests inconsistently.
- * Explores rights and resources for YA without showing them how to do this for themselves.

- * Provides no support with employment rights.
- * Makes no effort to encourage YA to exercise rights.
- * Overemphasizes demanding rights without discussing responsibilities of employment.
- * Pushes for rights without knowing YA's job situation specifics (e.g., no sick time available).
- * Overshares YAPM negative work experiences.

KNOWING RIGHTS, RESOURCES, AND RESPONSIBILITIES

IDEAL PRACTICE

DEVELOPMENTAL PRACTICE

INSUFFICIENT PRACTICE

Supports YA who are applying to or already engaged in educational program (college or other) in learning about and finding resources for YAs with behavioral health challenges to enhance success (such as study aids, untimed tests, and career counseling); attends to cultural stereotypes which may overlay expectations.

- * Tells YA about rights for students with disabilities but does not assist with follow-through.
- * Does not explore options other than college.
- * Explores rights and resources for YA without showing them how to do this for themselves.

- * Dismisses educational goals.
- * Provides no support with student rights.
- * Makes no effort to encourage YA to exercise rights or actively discourages disclosure of disability issues.
- * Overshares YAPM negative education experiences.

Supports YA in learning about and using rights and responsibilities in community situations (such as, landlords, police, mental health services, food and housing benefits, etc.); differentiates based on minor or adult status.

- * Tells YA about rights in housing and other community situations but does not assist with follow-through.
- * Offers only rights but no discussion of responsibilities.
- * Over-generalizes in situations where issues are different depending on age.
- * Explores rights and responsibilities for YA without showing them how to do this for themselves.

- * Provides no support with housing or other community rights and responsibilities.
- * Makes no effort to encourage YA to exercise rights, or actively discourages disclosure of disability issues.
- * Encourages YA to misuse rights to avoid responsibility.
- * Overshares negative experience.

Supports YA in learning about rights and using resources of state agencies, insurance, hospitals, health centers, and other supports; attends to cultural stereotypes which may overlay assumptions.

- * Tells YA about rights and resources but does not assist with follow-through.
- * Explores rights and resources for YA without showing them how to do this for themselves.

- * Provides no support with state-agency and related rights and resources.
- * Makes no effort to encourage YA to exercise rights or actively discourages disclosure of disability issues.
- * Echoes in misperceptions or prejudice against state agencies, hospitals etc.

KNOWING RIGHTS, RESOURCES, AND RESPONSIBILITIES

IDEAL PRACTICE

Supports YA (as needed) in learning about and understanding roles, responsibilities, and resources for young parents.

DEVELOPMENTAL PRACTICE

- * Tells YA about rights, resources, and responsibilities for parents but does not assist with follow-through.
- * Explores rights and resources for YA without showing them how to do this for themselves.

INSUFFICIENT PRACTICE

- * Provides no support with parental rights and responsibilities.
- * Makes no effort to encourage YA to use resources or develop capacity as parents.
- * Does not consider the challenges of young parenting.
- * Makes judgments or assumptions about young parents.

WORKING TO INCREASE AWARENESS AND UNDERSTANDING OF BEHAVIORAL HEALTH CHALLENGES

Works with YA to advocate specifically for understanding YA's behavioral health needs to increase YA success at school, work, and other living situations (as relevant to goals).

- * Does not recognize negative external perceptions that may be impacting YA.
- * Encourages YA to advocate without providing support and/or without going with them.
- * Does not fully explore whether advocacy fits YA's goals.
- * Advocates for YA goals without engaging YA in practicing doing this for themselves.

- * Encourages YA to use behavioral health conditions as excuse for lack of effort.
- * Dismisses behavioral health conditions as not a problem.
- * Prevents YA from doing any advocacy to improve their situation.

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- * Encourages YA to use behavioral health conditions as excuse for lack of effort.
- * Dismisses behavioral health conditions as not a problem.
- * Prevents YA from doing any advocacy to improve their situation.

Practices with YA how to tell their story safely and effectively in a variety of appropriate situations (seeking assistance, speaking out publicly, etc.), as relevant.

- * Avoids providing feedback about possible areas for improvement.
- * Focuses on YAPM goals for sharing YA's story, not what YA feels ready to share.
- * Overlooks potential risks in YA sharing their story.

- * Pressures YA to share when not ready or in situations that may be unsafe.
- * Assumes YA's motives for sharing.
- * Gets in the way of YA sharing in positive ways.
- * Exaggerates lived experience of either positive or negative results of sharing.

WORKING TO INCREASE AWARENESS AND UNDERSTANDING OF BEHAVIORAL HEALTH CHALLENGES

IDEAL PRACTICE

Supports YA in general advocacy efforts to increase awareness and understanding and/or otherwise improve conditions for YA with behavioral health challenges.

Discusses with YAs the idea of giving back as a self-care strategy, helping them to understand that helping others can be mutually beneficial.

DEVELOPMENTAL PRACTICE

- * Misses opportunities for advocacy about behavioral health issues in general (e.g., rallies, campaigns for better understanding, etc.).
- * Engages YA in advocacy but without enough preparation or support.

- * Discusses giving back theoretically but does not assist with follow-through in finding beneficial opportunities.
- * Explores volunteer opportunities for YA without showing them how to do this for themselves.

INSUFFICIENT PRACTICE

- * Blocks all advocacy.
- * Pushes public advocacy when YA is unwilling.
- * Uses YA experience for YAPM or organization agenda, not for YA benefit.
- * Dismisses YA voice as unimportant.

- * Does not discuss potential benefits to the YA of helping others.
- * Discourages or ridicules volunteer work.
- * Dismisses the capacity of YA to make a difference.