



# ROLE MODELING

Role modeling is demonstrating, through actions, words, and manner, the types of behavior that will contribute to young adults' success and personal growth. Modeling a range of skills in communication contributes to establishing a young adult voice. Modeling strong, confident, reliable behavior demonstrates the YAPM's capacity to support young adults' progress toward independence, wellness, emotional regulation, successful problem-solving, self-advocacy, healthy interpersonal interactions, and meaningful community life.

Using lived experience with purpose and intent to function as a positive role model means that the YAPM:

- » Uses authentic "relatable" lived experience that establishes connections as a role model in the transition to independence;
- » Actively models when and how to share lived experience effectively and safely;
- » Helps young adults to recognize the impact of their behaviors;
- » Respects the dignity of taking risks as part of self-discovery;
- » Thoughtfully shares YAPM's experience of both setbacks and progress that resulted from their actions;
- » Demonstrates efficacy in decision-making and interactions with others;
- » Uses YAPM's lived experience as evidence that a process of overcoming challenges is real and possible.

## DEMONSTRATING RELIABILITY

### IDEAL PRACTICE

Always contacts YA (and designated caregiver as appropriate) in a timely way when plans change and responds with flexibility for rescheduling.

Shows up on time and prepared to work; responds promptly (within 24 hours) to phone, text, and email messages.

Listens carefully to YA, asks clarifying questions, and reflects back for understanding with effective listening techniques ("active listening").

Focuses full attention (e.g., no texting or checking phone) during meetings.

### DEVELOPMENTAL PRACTICE

- \* Is unclear about who to contact.
- \* Contacts one party but not others.
- \* Leaves messages or texts without confirming that YA received them.
- \* Contacts YA/others but without sufficient explanation and/or flexibility for changes.

- \* Sometimes neglects to call ahead if late.
- \* Calls ahead, but runs late more often than not.
- \* Prepares ahead only sometimes, or prepares insufficiently.
- \* Sometimes neglects replies or replies late.

- \* Uses active listening techniques inconsistently.
- \* Interrupts.
- \* Interprets without checking for accuracy.
- \* Sometimes passes on inaccurate interpretations.

- \* Sometimes takes calls or texts which could wait (non-emergency).
- \* Neglects to tell YA about urgent messages that might need to be taken.
- \* Somewhat proactive about minimizing distractions but not fully consistent with focus.

### INSUFFICIENT PRACTICE

- \* Does not attend scheduled meetings and does not notify YA and/or team members in advance.
- \* Is inflexible about rescheduling.
- \* Blames others for changes.

- \* Often arrives late with no notice to YA.
- \* Does minimal or no preparation for meetings.
- \* Expresses a negative attitude toward work.
- \* Ignores messages with no explanation.

- \* Demonstrates no active listening skills.
- \* Shuts down and/or does not pay attention.
- \* Regularly reports inaccurate information to care team.

- \* Distracted most of the time.
- \* Has side conversations with others when YA is present.
- \* Shows minimal interest, is not engaged.

## DEMONSTRATING RELIABILITY

### IDEAL PRACTICE

Consistently keeps commitments to YA regarding meetings, other communications with YA, communication with other team members, and other job-related tasks.

### DEVELOPMENTAL PRACTICE

- \* Inconsistent about keeping commitments.
- \* Demonstrates insufficient followthrough for effective communications.

### INSUFFICIENT PRACTICE

- \* Misses most commitments.
- \* Does not communicate and/or does not communicate with the right people.
- \* Communicates without permission to release information.

## COMMUNICATING HONESTLY AND STRATEGICALLY

Shares relevant YAPM lived experience in a positive, summarized way in an appropriate context to demonstrate hope for the future.

- \* Shares relevant experience but with too many details.
- \* Shares without fully thinking through who will benefit (YA or YAPM).
- \* Shares without fully considering YA readiness to hear about specific experience.

- \* Shares primarily for own benefit.
- \* Shares without any consideration of relevance, appropriateness, boundaries, and/or risks.
- \* Does not share any lived experience.

Discusses with YA ways to share lived experience without "oversharing" or putting anyone at risk.

- \* Shares lived experience without helping YA to develop boundaries around their sharing.
- \* Encourages sharing without sufficient consideration of what is/is not safe to share.

- \* Overshares own experience.
- \* Encourages too much sharing and/or none at all.
- \* Denies any risk in sharing.

Shares YAPM lived experience to illustrate how YAPM actions in the past resulted in both positive and negative (as appropriate) consequences.

- \* Shares lived experience without processing with YA.
- \* Shares only positive or only negative experiences, but not both.

- \* Gives too many details on negative consequences.
- \* Shares irrelevant experience.

## COMMUNICATING HONESTLY AND STRATEGICALLY

### IDEAL PRACTICE

Discusses with YA how taking some chances can be productive and how other actions can be too risky, and helps YA to weigh costs and benefits of actions.

Shares YAPM lived experience of helpful resources: natural and professional supports that contributed to YAPM's positive outcomes.

Listens to and validates concerns from YA about parents or family members without joining in any negativity.

Listens to and validates concerns from YA about providers, school personnel, DCF or others without joining in negativity.

### DEVELOPMENTAL PRACTICE

- \* Shares lived experience in ways that are too general to demonstrate helpful chances versus dangerous risks.
- \* Shares lived experiences superficially, without exploring alternatives and/or how to weigh costs and benefits.

- \* Identifies supports but without discussion of how to use them.
- \* Identifies supports without considering access barriers.

- \* Listens to YA but does not validate.
- \* Listens without attempting to problem-solve.

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- \* Listens without attempting to problem-solve.
- \* Tries to address concerns for YA instead of helping them speak up.
- \* Does not offer option of changing provider.

### INSUFFICIENT PRACTICE

- \* Glorifies risk taking.
- \* Judges the choices that YA makes.
- \* Decides if a YA choice is positive or negative without letting YA figure it out.

- \* Emphasizes supports that were negative.
- \* Does not help YA identify potential supports.
- \* Discredits service providers.
- \* Exaggerates a lack of need for supports, succeeding entirely without help.

- \* Joins in negativity.
- \* Tries to "one up" YA's story.
- \* Takes sides against parents/family members.

- \* Joins in negativity.
- \* Tries to "one up" the YA's story.
- \* Takes sides against providers or others.
- \* Assumes YAPM can fix the situation without YA involvement.

# COMMUNICATING HONESTLY AND STRATEGICALLY

## IDEAL PRACTICE

Demonstrates and practices strategies for honoring YA voice and choice and working collaboratively, even when YAPM may personally disagree with YA or others.

Demonstrates and practices helpful strategies for voicing disagreements with family, providers, care team, and others.

Demonstrates and practices speaking up in team meetings to ensure that YA has share in decision making.

## DEVELOPMENTAL PRACTICE

- \* Tries to convince YA to move to YAPM direction.
- \* Does not acknowledge areas of disagreement.
- \* Inconsistently models appropriate conversations.
- \* Defends others or takes sides unintentionally.

- \* Uses helpful strategies inconsistently.
- \* Tells YA to use strategies but does not model strategies.
- \* Makes plans with YA to discuss disagreements but then speaks for the YA during disagreements.

- \* Plans with YA to share goals and preferences but then speaks for the YA.
- \* Neglects to actively make space at care team meetings for the YA to speak.
- \* Suggests but doesn't practice speaking up.

## INSUFFICIENT PRACTICE

- \* Insists on their own position without supporting YA.
- \* Tells YA what they should do.
- \* Chastises YA for making "the wrong" decision.
- \* Uses lived experience to suggest handling disagreement inappropriately.

- \* Does not discuss or demonstrate helpful strategies.
- \* Deliberately offends others during disagreements.

- \* Provides no support for YA to participate in decision making.
- \* Dismisses or sabotages YA's voice when talking with team members.

## WALKING THE WALK

### IDEAL PRACTICE

Shares YAPM lived experience, as appropriate, to engage in open conversation about skills to foster independence and transition to adulthood.

Discusses and practices healthy options regarding personal wellness during work-related activities with YA, sharing lived experience as applicable.

Opens non-judgmental conversations (when relevant and appropriate) about healthy and legal choices and consequences regarding drugs and alcohol; practices healthy choices during work-related activities with YA, sharing lived experience as applicable.

### DEVELOPMENTAL PRACTICE

- \* Identifies needed skills with insufficient YA input.
- \* Assists in finding resources but shows limited follow through to make connections or demonstrate how to use resources.

- \* Discusses wellness superficially without identifying self-care options.
- \* Suggests wellness strategies without following through to practice wellness strategies with YA, as needed.
- \* Discusses wellness options without accounting for the specific age of the YA.

- \* Avoids discussion of substance use.
- \* Only offers a "just say no" approach.
- \* Discusses drug and alcohol use superficially without identifying healthy choices/responsible use/education about risks.
- \* Suggests healthy strategies without following through to practice healthy strategies with the YA, as needed.
- \* Discusses substance use choices without accounting for the specific age of the YA.

### INSUFFICIENT PRACTICE

- \* Assumes what skills are needed.
- \* Finds resources for the YA, not together.

- \* Makes unhealthy choices during work with YA and/or describes or boasts about unhealthy choices.
- \* Speaks with YA about wellness choices in judgmental manner.

- \* Uses illicit drugs or alcohol during work with YA and/or describes or boasts about unhealthy substance use choices.
- \* Speaks with YA about substance use in a judgmental manner.
- \* Discusses substance use with YA when instructed not to do so.
- \* Discusses substance use with YA without informing care team of concerns.

## WALKING THE WALK

### IDEAL PRACTICE

Discusses (when relevant and appropriate) and practices responsible money management during work-related activities with YA, sharing lived experience as applicable.

### DEVELOPMENTAL PRACTICE

- \* Avoids discussion of money issues.
- \* Discusses money management superficially without identifying responsible choices related to employment, budgeting, prioritizing, and spending.
- \* Suggests responsible strategies without following through to practice with YA, as needed.
- \* Discusses responsible strategies without addressing barriers.
- \* Discusses money issues without accounting for the specific age of the YA.

### INSUFFICIENT PRACTICE

- \* Spends money irresponsibly during work with YA and/or describes or boasts about irresponsible choices.
- \* Speaks with YA about money issues in a judgmental manner.
- \* Cancels meetings due to insufficient funds for travel.

Discusses (when relevant and appropriate) and practices effective educational achievement and life balance strategies during work-related activities with YA, sharing lived experience as applicable.

- \* Avoids discussion of education.
- \* Discusses education superficially without identifying effective choices related to goals, planning, financial aid, study habits, life balance, and future plans.
- \* Suggests strategies without following through to practice with YA, as needed.
- \* Discusses strategies for further education without addressing barriers.
- \* Discusses education issues without gearing to the age of YA.

- \* Disparages value of education during work with YA and/or describes or boasts about unhelpful education choices.
- \* Speaks with YA about their education choices in a judgmental manner.
- \* Ignores barriers to educational achievement.
- \* Shuts down hopes/sets low expectations.
- \* Assumes one educational goal fits all.

# WALKING THE WALK

## IDEAL PRACTICE

Discusses (when relevant and appropriate) using educational supports with YA, sharing lived experience as applicable.

Opens non-judgmental conversations (when relevant and appropriate) about healthy relationship choices, such as mutual respect and shared responsibilities; practices healthy choices during work-related activities with YA, sharing lived experience as applicable.

## DEVELOPMENTAL PRACTICE

- \* Discusses education supports superficially without knowing resources or independent educational plan (IEP) rights. Suggests strategies without following through to demonstrate with YA, as needed.
- \* Discusses supports without addressing barriers to using supports.
- \* Discusses education issues without accounting for the specific age of the YA.

- \* Avoids discussion of relationships.
- \* Discusses relationships superficially without identifying healthy choices.
- \* Suggests healthy strategies without following through to practice healthy strategies with YA, as needed.
- \* Struggles to balance “being real” with maintaining sufficient boundaries.
- \* Discusses relationship choices without accounting for the specific age of the YA.

## INSUFFICIENT PRACTICE

- \* Disparages education supports.
- \* Speaks with YA about using supports in a judgmental manner.
- \* Assumes YA has no need for supports or that the school has already offered them.

- \* Acts as friend rather than YAPM during work with YA; oversteps boundaries.
- \* Describes or boasts about unhealthy relationship choices.
- \* Speaks with YA about relationship choices or issues in a judgmental manner.
- \* Discusses possible domestic violence without informing care team of concerns.



## WALKING THE WALK

### IDEAL PRACTICE

Takes responsibility for owning YAPM mistakes in work-related situations with YA and demonstrates accountability, sharing lived experience as applicable.

Demonstrates positive self-regard in work-related situations with YA and shares lived experience as applicable.

### DEVELOPMENTAL PRACTICE

- \* Avoids discussion of mistakes.
- \* Discusses YAPM mistakes superficially without owning or taking steps to correct.
- \* Suggests ways to be accountable for mistakes without following through to practice healthy strategies with YA, as needed.
- \* Discusses taking responsibility for mistakes without accounting for the specific age of the YA.

- \* Avoids discussion of self-regard or discusses superficially.
- \* Suggests what self-regard looks like without following through to practice healthy strategies with YA, as needed.

### INSUFFICIENT PRACTICE

- \* Blames others for YAPM mistakes.
- \* Describes or boasts about getting away with mistakes.
- \* Speaks with YA about YA mistakes in a judgmental manner.
- \* Covers up mistakes made by YA in order to ingratiate with YA or take sides.

- \* Talks negatively or hopelessly about themselves, apologizes excessively, or otherwise demonstrates low self-esteem in interactions with YA.
- \* Boasts about themselves.
- \* Speaks with YA about YA self-esteem issues in a judgmental manner.