

YES - MH & YPP PACKET CONTENTS

1. Introduction to YES-MH and YPP
2. Administration and Scoring of YES-MH and YPP (*Updated 2019*)
3. Demographic Information Collection Sheet
4. Youth Efficacy/Empowerment Scale - Mental Health
5. Youth Participation in Planning Scale

INTRODUCTION TO THE YOUTH EFFICACY/ EMPOWERMENT - MENTAL HEALTH AND THE YOUTH PARTICIPATION IN PLANNING SCALE

This packet brings you introductory information about two new measures developed by the Research and Training Center on Family Support and Children's Mental Health. The two new measures are

Youth Efficacy / Empowerment Scale-Mental Health (YES-MH). This measure was designed to assess youth perceptions of efficacy with respect to managing their own mental health condition, managing their own services and supports, and using their experience and knowledge to help peers and improve service systems.

Youth Participation in Planning Scale (YPP). The YPP assesses youth perceptions of whether interdisciplinary teams that create service, care, or treatment plans support meaningful youth participation in the planning process.

This packet contains a brief introduction to the two measures, including a summary of the process by which the measures were developed. The packet also contains preview versions of each measure.

If you wish to use one or both of the measures, you can request reproducible versions of the measures and an administration and scoring guide from rtcpubs@pdx.edu. There is no charge to use or reproduce the measures.



INTRODUCTION TO THE MEASURES

This is a brief introduction to two new measures that are highly relevant to research and evaluation in children's mental health that is undertaken from a youth development or system of care perspective. The first measure, the *Youth Efficacy / Empowerment Scale-Mental Health* (YES-MH), is an adaptation from the Family Empowerment Scale,¹ and was designed to assess youth perceptions of confidence and efficacy with respect to managing their own mental health condition, managing their own services and supports, and using their experience and knowledge to help peers and improve service systems. The second measure, the *Youth Participation in Planning Scale* (YPP), is also based on a scale developed for caregivers;² however the changes made were significant enough that the scale cannot be considered simply as an adaptation. The YPP assesses youth perceptions of whether interdisciplinary teams that create service, care, or treatment plans support meaningful youth participation in the planning process.

The President's New Freedom Commission places at the core of its vision of a transformed mental health system the idea that every child with a serious emotional disturbance will have a comprehensive, individualized plan of care. Such plans are to be developed by youth, families, and providers working in full partnership to select treatment goals and strategies, and to monitor progress. A similar vision is expressed in the principles that guide systems of care for children's mental health. This vision of

transformation stands in contrast to the existing reality in children's mental health, in which youth in particular typically have little meaningful input in the process of creating plans.

Visions of mental health systems transformation also include an emphasis on empowerment. In this context, empowerment can be seen as reflecting a young person's efficacy or sense of confidence at three levels: self—managing his or her own condition; service/support—managing services and supports so that they are consistent with the young person's goals and values; and system—using his or her experience to benefit others.

An assessment of the extent to which transformation is occurring thus includes the need to measure the extent to which mental health contexts promote youth efficacy / empowerment and youth participation in planning. The YPP and the YES-MH were developed to meet this need.

Method

The research team convened several feedback groups of youth to review the items in the caregiver empowerment and participation scales, and to suggest wording for items in versions of the scales adapted for youth. This process proceeded relatively smoothly for the efficacy/empowerment items; however, this was not the case for the participation items—feedback emphasized that existing measures 1) did not set the bar high enough in terms of expectations for participation and 2) did not include other necessary aspects of participation such as the opportunity to be prepared in advance.

Additional items were thus generated for the participation scale and further feedback was sought.

After new items were created for the participation scale, the research team created a survey that included the potential items for the YES and the YPP as well as questions about the type of planning received and goals on the plan and how important they were perceived to be. The survey also asked about youth living situation (present and past), diagnoses, income, and other demographic information. The sample sought was 180 total youth, 60 of whom would retake the survey after about six weeks, and 60 of whom would take the survey as part of a caregiver-youth dyad, with the caregiver doing a version of the survey that focused on their youth's participation in planning. Youth were eligible for the survey if they were between 14-21 and had received team planning in the last year.

Survey packets were distributed either 1) at the request of adult caregivers of eligible youth (e.g., caregivers provided contact information at conferences), or 2) through intermediaries, typically providers of team planning like wraparound programs or schools (through their IEP process).

Results

Surveys were collected until the desired sample was achieved ($N=188$). Respondents were 57% male and had a mean age of 16.2. Seventy-four percent reported having taken medication for mental health reasons, and 85% reported receiving free or reduced lunch. Caregivers reported a mean income of \$20,800.

Analyses of zip codes put the mean income of counties represented at 49% of US median household income. Based on respondents' own descriptions of their race/ethnicity, 57.8% were categorized as White, 26.6% African American, and 12.2% Asian, with the remainder providing other answers. The most common diagnoses provided by youth were ADHD (36.2%), depression (19.0%) and bipolar disorder (16.2%). Many youth listed several diagnoses. While most youth reported *currently* living with parents (55.8%), others were in foster care (15.0%), residential treatment (9.2%), on their own (4.6%), or in correctional facilities (4.2%). Forty percent of youth reported *ever* having lived in foster care, 27.2% in a group home, 22.9% in residential treatment, 22.7% in a psychiatric hospital, and 20.3% in a correctional facility.

Factor analyses for self-efficacy and participation items were performed separately using principal axis factoring and oblique rotation. A three-factor solution emerged for each measure. Several items were dropped from each measure because of either cross loading or low loadings on all three factors. The remaining items all loaded on one factor at least .500 and on no other factor more than .300.

The YPP has 16 items on three subscales. Items have high loadings, low cross loadings, and the subscales have good to excellent internal reliability. The subscales are "plan and planning process reflect my perspective" (8 items, Cronbach's $\alpha=.898$); preparation to participate (4 items, $\alpha=.750$); and accountability (4 items, $\alpha=.784$). The YES has 20 items on subscales which parallel the subscales for the caregiver version and reflect efficacy / empowerment at three levels, self (confidence and optimism about

coping with/managing one's condition; $\alpha=.852$), services (confidence and capacity to work with service providers to select and optimize services and supports; $\alpha=.833$), and system (confidence and capacity to help providers improve services and to help other youth understand the service system; $\alpha=.882$). Mean scores for the total participation and total efficacy / empowerment scales were significantly different between youth with low, medium, and high satisfaction with their plans (a variable created from six survey items—YPP: $F(2, 156)=13.0, p<.001$; YSS: $F(2, 155)=18.7, p<.001$). Post-hoc analyses showed all differences between means were significant. Total efficacy / empowerment and participation scales were correlated ($.623, p<.001$) and subscales were correlated according to prediction, with highest correlation between participation (planning) and efficacy / empowerment (services and supports) ($.724, p<.001$), and lowest correlations between efficacy / empowerment (system) and the three participation subscales. Caregiver and youth total participation scores were highly correlated ($.633, p<.001$), as were test-retest for the YPP ($.749, p<.001$) and the YES ($.635, p<.001$). The factor structure of the YPP was well mirrored by the factor structure of the parallel caregiver version (Tucker's phi $>.90$ for all three factors).

Conclusion

Results from this initial study show evidence of a clear factor structure and good reliability for the two measures, and provide initial information about the validity of the YES and YPP.

References

1. Koren PE, DeChillo N, Friesen BJ. Measuring empowerment in families whose children have emotional disabilities. *Rehabilitation Psychology*. 1992;34:305-321.
2. Friesen BJ, Pullman M. Family participation in planning services: A brief measure. In: Newman C, Liberton C, Kutash K, Friedman RM, eds. *The 14th annual research conference proceedings. A system of care for children's mental health: Expanding the research base*. February 25 - 28, 2001. Tampa, FL: University of South Florida, The Louis de la Parte Florida Mental Health Institute, Research and Training Center for Children's Mental Health; 2002;235-238.

ADMINISTRATION AND SCORING OF THE YOUTH EFFICACY/EMPOWERMENT SCALE MENTAL HEALTH (YES-MH) AND THE YOUTH PARTICIPATION IN PLANNING SCALE (YPP)

Date, Identification, and Demographic Information

Before you administer the YES and/or the YPP, record the date of administration in the box on the first page of the measure(s). An identification number may be entered in the box labeled /0 #, found at the top right on the first page of each measure.

Use the *Demographic Information Collection Sheet* to gather background information about each young person to whom you administer the YES and/or the YPP. This information can be gathered via interview, or youths can fill it out themselves.

YES

Administration

The *Youth Efficacy/ Empowerment Scale - Mental Health* (YES-MH) is designed to assess youths' perceptions of efficacy and empowerment with respect to managing their own mental health conditions, managing their own services and supports, and using their experience and knowledge to help peers and improve service systems. The YES has 20 items on three subscales:

- *Self* (confidence and optimism about coping with / managing one's own condition; 6 items, $\alpha = .852$),
- *Services* (confidence and capacity to work with service providers to select and optimize services and supports; 7 items, $\alpha = .833$), and
- *System* (confidence and capacity to help providers improve services and to help other youth understand the service system; 7 items, $\alpha = .882$).

The subscales can be used separately. The sum of their scores yields a score for overall youth efficacy/ empowerment with respect to mental health.

The YES can be administered via face-to-face interview, or it can be self-administered using either a paper or online version. The YES has been used successfully with children as young as 9 years old using an interview, and with children as young as 13 using the paper version.

YES

Scoring

Scoring assumes that a respondent has rated all items. If there is one unanswered item on a subscale (*Self*, *Services* or *System*), fill that in with the average of the other items from that subscale. If there is more than one item that is unanswered on a given subscale, a score for that subscale cannot be computed.

NOTE: Negatively worded, “reversed,” items (4, 11, and 19 – see details below) are NOT included in the calculations. These are included as a check against respondents providing the same rating for all items. If you find a respondent has given the same response on all the items in a theme, their data should be discarded.

The responses for individual items are summed as follows to obtain the subscale scores:

- *Theme 1, Self*, sum items 1, 2, 3, 5, 6 and 7 (i.e., all items in the first section except item 4).
Add up the scores from the six included items. The scores will be between 0-30.
- *Theme 2, Services*, sum items 8, 9, 10, 12, 13, 14 and 15 (i.e., all items in the second section except item 11).
Add the scores from the other seven items. The scores could run from 0-35.
- *Theme 3, System*, sum items 16, 17, 18, 20, 21, 22 and 23 (i.e., all items in the third section except item 19).
Add the scores for the other seven items. Scores could run from 0-35.

Sum the *Self*, *Services*, and *System* subscale scores to get the total YES score. Remember that there can be no total score if there is more than one item missing for any of the three subscales.

Data gathered during the development of the YES showed these characteristics for the subscale and total scale scores:

	Mean	Lower <u>quartile</u>	<u>Upper quartile</u>
<i>Self</i>	22.9	<19	> 26
<i>Services</i>	26.8	< 23	> 31
<i>System</i>	23.1	<19	> 28
YES Total	72.7	< 64	> 83

YPP

Administration

The *Youth Participation in Planning Scale* (YPP) assesses youth perceptions of whether interdisciplinary teams that create service, care, or treatment plans support meaningful youth participation in planning and decision-making. The YPP has been used to assess youth participation on a variety of teams in a variety of contexts, including Individualized Education Planning (IEP) teams, transition planning teams, wraparound teams, youth/family decision teams, and other teams in juvenile justice, mental health, and child welfare contexts.

The YPP has 16 items on three subscales:

- *Plan and planning process reflect youth perspective* (8 items, $\alpha = .898$),
- *Preparation* (4 items, $\alpha = .750$), and
- *Accountability* (4 items, $\alpha = .784$).

The sum of the subscale scores yields a score for overall youth participation in planning.

The YPP can be administered face-to-face interview, or it can be self-administered using either a paper or online version. The YPP has been used successfully with children as young as 9 years old using an interview, and with children as young as 13 using the paper version.

YPP

Scoring

The responses for individual items are summed as follows to obtain the subscale scores:

- *Plan and planning process reflect youth perspective*, sum items 1, 2, 5, 9, 12, 15, 17 and 23.
- *Preparation*, sum items 3, 10, 16 and 21.
- *Accountability*, sum items 4, 7, 14 and 20.

Sum the three subscale scores to get the total YPP score.

The "reversed" items (items 6, 11 and 19) are *not* included in either the subscale or total scores. These items are used as a means of checking to see whether respondents are basing their answers on item content. The current version of the measure also includes four test items (items 8, 13, 18 and 22) that are *not* included in the subscale or total scores. These items will be evaluated in analyses by the Research and Training Center research team for possible inclusion in future versions of the YPP. The intention is to develop versions of the *Preparation* and *Accountability* subscales with five items each.

Data gathered during the development of the YPP showed these characteristics for the subscale and total scale scores:

	Mean	Lower <u>quartile</u>	<u>Upper quartile</u>
<i>Planning reflects youth perspective</i>	31.7	< 28	> 36
<i>Preparation</i>	11.9	<9	>15
<i>Accountability</i>	15.3	< 13	>17
YPP Total	59.0	< 52	> 67



This activity is supported by a grant funded by both the National Institute of Disability, Independent Living, and Rehabilitation Research, and the Center for Mental Health Services Substance Abuse and Mental Health Services Administration, United States Department of Health and Human Services (NIDILRR grant 90RT5030). NIDILRR is a Center within the Administration for Community Living (ACL). The content does not necessarily represent the policy of NIDILRR, ACL, HHS, or of SAMHSA, and you should not assume endorsement by the Federal Government.

DEMOGRAPHIC INFORMATION FOR THE
YOUTH EFFICACY / EMPOWERMENT SCALE - MENTAL HEALTH
AND THE YOUTH PARTICIPATION IN PLANNING SCALE

PLEASE PROVIDE US WITH A BIT OF INFORMATION ABOUT YOURSELF AND YOUR FAMILY:

1. What is your gender identity? ☐ female ☐ male ☐ other (please describe): _____
2. What is the zip code where you currently live? _____
3. What is your age? _____
4. What is your race/ethnicity? (Check **ONE** answer that **BEST** describes you):

☐ White/Caucasian	☐ Black/African-American
☐ Hispanic/Latino/a	☐ Alaskan/Native American
☐ Asian-American	☐ other: _____
5. Have you ever received free or reduced lunch at school? ☐ yes ☐ no

6. Have you ever taken medication for emotional or mental health difficulties? ___ yes ___ no

7. Have you been given a name or diagnosis for your emotional or mental health difficulties (Examples: ADHD, ODD, Asperger's, etc.)? If so, please write it here: _____

8. Check the answer below that best describes where you live *now* (Check **ONE**):

___ independent/on my own ___ living with parent(s) ___ living with relatives other than parents

___ foster care ___ group home ___ residential treatment

___ psychiatric hospital ___ homeless/couch surfing ___ correctional facility

___ other (please describe): _____

9. Have you *ever* been in any of these living situations? (Check **ALL** that apply):

___ independent/on my own ___ living with parent(s) ___ living with relatives other than parents

___ foster care ___ group home ___ residential treatment

___ psychiatric hospital ___ homeless /couch surfing ___ correctional facility





ID#: YOUTH-_____

YOUTH EFFICACY / EMPOWERMENT SCALE — MENTAL HEALTH

This survey asks you about how you manage your emotions and mental health, how you manage services and supports, and how you help change or improve service systems. There are no right or wrong answers.

Please write the date you are filling this out:

Self

	Always or almost always	Mostly	Sometimes	Rarely	Never or almost never
1. I focus on the good things in life, not just the problems.	5	4	3	2	1
2. I make changes in my life so I can live successfully with my emotional or mental health challenges.	5	4	3	2	1
3. I feel I can take steps toward the future I want.	5	4	3	2	1
4. I worry that difficulties related to my mental health or emotions will keep me from having a good life.	5	4	3	2	1
5. I know how to take care of my mental or emotional health.	5	4	3	2	1

	Always or almost always	Mostly	Sometimes	Rarely	Never or almost never
6. When problems arise with my mental health or emotions, I handle them pretty well.	5	4	3	2	1
7. I feel my life is under control.	5	4	3	2	1

Service

	Always or almost always	Mostly	Sometimes	Rarely	Never or almost never
8. When a service or support is not working for me, I take steps to get it changed.	5	4	3	2	1
9. I tell service providers what I think about services I get from them.	5	4	3	2	1
10. I believe that services and supports can help me reach my goals.	5	4	3	2	1
11. I am overwhelmed when I have to make a decision about my services or supports.	5	4	3	2	1
12. My opinion is just as important as service providers' opinions in deciding what services and supports I need.	5	4	3	2	1
13. I know the steps to take when I think that I am receiving poor services or supports.	5	4	3	2	1

	Always or almost always	Mostly	Sometimes	Rarely	Never or almost never
14. I understand how my services and supports are supposed to help me.	5	4	3	2	1
15. I work with providers to adjust my services or supports so they fit my needs.	5	4	3	2	1

System

	Always or almost always	Mostly	Sometimes	Rarely	Never or almost never
16. I feel I can help improve services or supports for young people with emotional or mental health difficulties.	5	4	3	2	1
17. I have ideas about how to improve services for young people with emotional or mental health difficulties.	5	4	3	2	1
18. I know about the legal rights that young people with mental health difficulties have.	5	4	3	2	1
19. I feel that trying to change mental health services and supports is a waste of time.	5	4	3	2	1
20. I take opportunities to speak out and educate people about what it's like to experience emotional or mental health difficulties.	5	4	3	2	1

	Always or almost always	Mostly	Sometimes	Rarely	Never or almost never
21. I feel that I can use my knowledge and experience to help other young people with emotional or mental health difficulties.	5	4	3	2	1
22. I tell people in agencies and schools how services for young people can be improved.	5	4	3	2	1
23. I help other young people learn about services or supports that might help them.	5	4	3	2	1

Was this survey:

hard to complete ☐

hard to understand ☐

too long ☐

just right ☐

Comments and/or suggestions:

Thank you for completing this information!



ID#: YOUTH-_____

YOUTH PARTICIPATION IN PLANNING

This survey asks you what happens **when you are working with other people on a team** to plan for services and supports. There are no right or wrong answers.

Please write the date you are filling this out:

Please answer these questions based on your experiences WITH YOUR PLANNING TEAM during the PAST 2-3 MONTHS.	Always or almost always	Mostly	Sometimes	Rarely	Never or almost never
1. During planning, I have plenty of opportunities to express my ideas.	5	4	3	2	1
2. I understand what's in my plan.	5	4	3	2	1
3. I help decide what is on the agenda for my team meetings.	5	4	3	2	1
4. Team members have specific tasks to do for my plan.	5	4	3	2	1
5. During planning, we make changes to my plan based on my ideas.	5	4	3	2	1
6. The goals on my plan are unrealistic.	5	4	3	2	1
7. I get an up-to-date copy of my plan.	5	4	3	2	1

Please answer these questions based on your experiences WITH YOUR PLANNING TEAM during the PAST 2-3 MONTHS.		Always or almost always	Mostly	Sometimes	Rarely	Never or almost never
8.	Before a meeting, I am able to get answers to any questions I have about my participation in the meeting.	5	4	3	2	1
9.	My plan fits with my background and values.	5	4	3	2	1
10.	Before a meeting, someone helps me decide how I want to express my ideas to the team.	5	4	3	2	1
11.	When we are working on my plan, people use professional language that is difficult to understand.	5	4	3	2	1
12.	I get to make decisions about the best ways to reach the goals in my plan.	5	4	3	2	1
13.	Before a team meeting, I am told about all the topics that will be on the agenda.	5	4	3	2	1
14.	Team members report to me about what they are doing for my plan.	5	4	3	2	1
15.	I understand everything that is decided while we are working on my plan.	5	4	3	2	1
16.	I help decide who is invited to my meetings.	5	4	3	2	1
17.	My plan helps me see that I can use my skills and abilities to reach my goals.	5	4	3	2	1
18.	During a meeting, the team makes clear decisions about who will do what for my plan.	5	4	3	2	1

Please answer these questions based on your experiences WITH YOUR PLANNING TEAM during the PAST 2-3 MONTHS.		Always or almost always	Mostly	Sometimes	Rarely	Never or almost never
19.	My plan is more about what other people want than about what I want.	5	4	3	2	1
20.	Team members follow through on what they have agreed to do for my plan.	5	4	3	2	1
21.	Someone from the team helps me plan the things I want to say at the meeting.	5	4	3	2	1
22.	During a meeting, people stick to the agenda.	5	4	3	2	1
23.	My plan includes the goals that are most important to me.	5	4	3	2	1

Was this survey:

hard to complete ☐

hard to understand ☐

too long ☐

just right ☐

Comments and/or suggestions:

Thank you for completing this information!