

YES-MH & YPP PACKET CONTENTS

(SPANISH VERSION)

1. Introduction to YES-MH and YPP
2. Administration and Scoring of YES-MH and YPP
(Updated 2019)
3. YES-MH and YPP Background
4. *Escala de Empoderamiento de los Jóvenes—Salud Mental*
(Youth Efficacy / Empowerment Scale—Mental Health)
5. *Participación de Jóvenes en Planificación*
(Youth Participation in Planning Scale)



This is a Spanish translation of the scales which were originally published in English: Walker, J. S. & Powers, L. E. (2007). *Introduction to the Youth Self-Efficacy Scale/Mental Health and the Youth Participation in Planning Scale*. Portland, OR: Research and Training Center on Family Support and Children's Mental Health, Portland State University. The English version is available at: <http://pathwaysrtc.pdx.edu/pdf/pbCompleteSurveyPacket.pdf>

INTRODUCTION TO THE ESCALA DE EMPODERAMIENTO DE LOS JÓVENES—SALUD MENTAL (YOUTH EFFICACY / EMPOWERMENT SCALE—MENTAL HEALTH) AND THE PARTICIPACIÓN DE JÓVENES EN PLANIFICACIÓN (YOUTH PARTICIPATION IN PLANNING SCALE)

This packet brings you introductory information about two measures developed by the Research and Training Center on Family Support and Children's Mental Health (now the Research and Training Center for Pathways to Positive Futures). The two measures, now available in Spanish, are

- ***Escala de Empoderamiento de los Jóvenes—Salud Mental (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.
- ***Participación de Jóvenes en Planificación (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 *Escala de Empoderamiento de los Jóvenes—Salud Mental (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 *Participación de Jóvenes en Planificación (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:

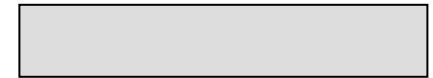
	Mean	Lower <u>quartile</u>	<u>Upper quartile</u>
<i>Planning reflects youth perspective</i>	31.7	< 28	> 36
<i>Preparation</i>	11.9	<9	>15
<i>Accountability</i>	15.3	< 13	>17
YPP Total	59.0	< 52	> 67



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ESCALA DE EMPODERAMIENTO DE LOS JÓVENES—SALUD MENTAL

Esta encuesta pregunta sobre como manejas tus emociones y salud mental, como manejas servicios y apoyo, y como ayudas a cambiar o mejorar sistemas de servicio. No hay respuesta correcta o incorrecta.

Yo mismo

	Siempre o casi siempre	En su mayoría	Algunas veces	Raramente	Nunca o casi nunca
1. Me concentro en las cosas buenas de la vida, no sólo en los problemas.	5	4	3	2	1
2. Yo hago cambios en mi vida para vivir exitosamente con mis retos emocionales o de salud mental.	5	4	3	2	1
3. Yo siento que puedo dar pasos hacia el futuro que yo quiero.	5	4	3	2	1
4. Me preocupa que las dificultades relacionadas con mi salud mental o mis emociones no me van a dejar tener una buena vida.	5	4	3	2	1
5. Yo sé cómo cuidar mi salud mental o emocional.	5	4	3	2	1

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	Siempre o casi siempre	En su mayoría	Algunas veces	Raramente	Nunca o casi nunca
6. Cuando tengo problemas con mi salud mental o emocional, yo las manejo suficientemente bien.	5	4	3	2	1
7. Yo siento que mi vida está bajo mi control.	5	4	3	2	1

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Mis servicios

	Siempre o casi siempre	En su mayoría	Algunas veces	Raramente	Nunca o casi nunca
8. Cuando algún servicio o apoyo no me esta funcionando, yo tomo acciones para cambiarlo.	5	4	3	2	1
9. Yo le digo a los proveedores de servicios lo que pienso de los servicios que me prestan.	5	4	3	2	1
10. Yo creo que los servicios y apoyos me pueden ayudar a alcanzar mis metas.	5	4	3	2	1
11. Yo me siento agobiado cuando tengo que tomar alguna decisión sobre mis servicios o apoyos.	5	4	3	2	1
12. Mi opinión es igual de importante a la opinión de quienes me prestan los servicios, cuando se decide qué servicios y apoyos necesito.	5	4	3	2	1
13. Yo sé que pasos tomar cuando pienso que estoy recibiendo malos servicios o apoyos.	5	4	3	2	1

	Siempre o casi siempre	En su mayoría	Algunas veces	Raramente	Nunca o casi nunca
14. Yo entiendo cómo mis servicios o apoyos se supone que me deben ayudar.	5	4	3	2	1
15. Yo trabajo con los proveedores de servicios para ajustar los servicios o apoyos de acuerdo a mis necesidades.	5	4	3	2	1

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	Siempre o casi siempre	En su mayoría	Algunas veces	Raramente	Nunca o casi nunca
16. Yo siento que puedo ayudar a mejorar los servicios o apoyos para gente joven con necesidades emocionales o de salud mental.	5	4	3	2	1
17. Yo tengo ideas sobre cómo mejorar los servicios para gente joven con necesidades emocionales o de salud mental.	5	4	3	2	1
18. Yo sé de los derechos legales que tienen los jóvenes con necesidades de salud mental.	5	4	3	2	1
19. Yo siento que intentar cambiar los servicios y apoyos de salud mental es una pérdida de tiempo.	5	4	3	2	1
20. Yo aprovecho oportunidades para hablar y educar a la gente sobre lo que es tener necesidades emocionales o de salud mental.	5	4	3	2	1

	Siempre o casi siempre	En su mayoría	Algunas veces	Raramente	Nunca o casi nunca
21. Yo siento que puedo usar mi conocimiento y experiencia para ayudar a otros jóvenes con necesidades emocionales o de salud mental.	5	4	3	2	1
22. Yo le digo a las agencias de servicios y a las escuelas cómo mejorar los servicios para los jóvenes.	5	4	3	2	1
23. Yo le ayudo a otros jóvenes a aprender sobre servicios o apoyos que les podrían ayudar.	5	4	3	2	1

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ID#: YOUTH-_____

PARTICIPACIÓN DE JÓVENES EN PLANIFICACIÓN

Esta encuesta hace preguntas sobre lo que pasa **cuando colaboras con otras personas en equipo** para planificar servicios y apoyos.
No hay respuesta correcta o incorrecta.

Por favor responda estas preguntas de acuerdo con sus experiencias CON SU EQUIPO DE PLANEACION DE SERVICIOS durante los PASADOS 2-3 MESES .	à Siempre o casi siempre	à En su mayoría	à Algunas veces	à Raramente	à Nunca o casi nunca
1. Durante la planeación de los servicios yo tengo suficientes oportunidades para expresar mis ideas.	5	4	3	2	1
2. Yo entiendo lo que hay en mi plan de servicios.	5	4	3	2	1
3. Yo ayudo a decidir lo que se va a conversar en las reuniones de mi equipo.	5	4	3	2	1
4. Los miembros del equipo de planeación tienen tareas específicas para mi plan.	5	4	3	2	1
5. Durante las reuniones de planeación ajustamos mi plan de servicios basados en mis ideas.	5	4	3	2	1
6. Las metas de mi plan de servicios no son realistas.	5	4	3	2	1
7. Después de la reunión de planeación yo recibo una copia actualizada de mi plan.	5	4	3	2	1

Por favor responda estas preguntas de acuerdo con sus experiencias CON SU EQUIPO DE PLANEACION DE SERVICIOS durante los PASADOS 2-3 MESES.	à Siempre o casi siempre	à En su mayoría	à Algunas veces	à Raramente	à Nunca o casi nunca
8. Antes de las reuniones de mi equipo de planeación yo logro obtener respuestas a cualquier pregunta que tenga sobre mi participación en la reunión.	5	4	3	2	1
9. Mi plan de servicios se ajusta a mi origen y a mis valores.	5	4	3	2	1
10. Antes de una reunión de mi equipo de planeación, alguien me ayuda a decidir cómo expresarle mis ideas al equipo.	5	4	3	2	1
11. Cuando estamos trabajando en mi plan de servicios, la gente usa un lenguaje profesional que es difícil de entender.	5	4	3	2	1
12. Yo tengo la oportunidad de tomar decisiones sobre la mejor manera de lograr las metas de mi plan de servicios.	5	4	3	2	1
13. Antes de una reunión del equipo de servicios me informan todos los puntos que se van a discutir.	5	4	3	2	1
14. Los miembros de mi equipo me informan lo que están haciendo por mi plan de servicios.	5	4	3	2	1
15. Yo entiendo todo lo que se decide en mi plan de servicios.	5	4	3	2	1
16. Yo ayudo a decidir quién es invitado a mis reuniones de planeación.	5	4	3	2	1
17. Mi plan de servicios me ayuda a ver que yo puedo usar mis destrezas y habilidades para alcanzar mis metas.	5	4	3	2	1

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Por favor responda estas preguntas de acuerdo con sus experiencias CON SU EQUIPO DE PLANEACION DE SERVICIOS durante los PASADOS 2-3 MESES.	à Siempre o casi siempre	à En su mayoría	à Algunas veces	à Raramente	à Nunca o casi nunca
18. Durante una reunión de planeación, el equipo toma decisiones claras sobre quién se encarga de qué en mi plan.	5	4	3	2	1
19. Mi plan de servicios es más acerca de lo que otras personas quieren que lo que yo quiero.	5	4	3	2	1
20. Los miembros de mi equipo de planeación cumplen lo que se comprometieron a hacer por mi plan.	5	4	3	2	1
21. Alguien del equipo de planeación me ayuda a planear lo que quiero decir en las reuniones de planeación.	5	4	3	2	1
22. Durante las reuniones de planeación la gente sigue la agenda planeada.	5	4	3	2	1
23. Mi plan de servicios incluye las metas más importantes para mí.	5	4	3	2	1

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