



Engaging the Young Adult in the Treatment Process

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What hat are you
wearing?

What is the young adult profile?

- Millennials
- Older adolescents
- Failure to launch/thrive
- Anxiety

What do you struggle most with in working with YAs?

- Their desire to leave/quit treatment
- Their ambivalence about engaging in their own life
- The family system dynamics and issues
- Transitions
- Understanding the goals of students versus parents

We will discuss

- Coaching and working with parents
- Helping young adults to make and keep commitments
- Treatment team collaboration
- Providing and practicing life skills
- Finishing treatment and having successful transitions



Coaching and working with parents

- Who makes the first call to seek treatment?
- Who drives the bus to get into treatment and keep the momentum?

Assessment of parents and family dynamic

- Enmeshed, highly protective, coddling, etc.
- Completely fried and done with their child, anxious to punish and distance
- Some combination, or one of each parent
- What do we know about the parents' families of origin?
Other children?
- Family expectations



Engaging parents in a new dynamic from the start

- What are we inviting the parents to do?
- How do we ask them to approach their children?
- How can we start breaking the patterns?
- How do we help them learn to set more effective boundaries?



Engaging parents in ongoing process of treatment

- Balance of focusing on helping parents learn new skills and patterns versus keeping them too involved
- Are we asking parents to focus on themselves or continuing their pattern of turning all of the attention toward their child?

Making and keeping commitments

- What is the expectation?
 - What happens when we say “we just have to get them in the door” or “just give it a couple of weeks”?
 - What happens when we manipulate, over-promise, or sugar coat in order to get someone in the door?
- How and when do we invite the commitment?
- How and when do we invite them to stay committed?

Making and keeping commitments

- What happens when we treat the students as if they are capable of owning their own life?
- What happens when we invite them to participate in setting goals, planning and executing daily activities, and generally managing their lives?

Treatment team collaboration

- Starts between consultants and programs
 - Admissions folks have to know who they work with and make sure the consultants know who they work with
 - Admissions folks need to be able to explain their process and collaborate with the consultant on the process
 - We all have to know how this process differs from getting adolescents into treatment
 - It is essential that consultants and programs are giving parents and young adults the same message

Treatment team collaboration

- Continues among treatment teams in programs
 - How do line staff collaborate with therapists?
 - Who does the family work? What is their collaboration
 - Who is supporting academics and life skills? How do they collaborate?
 - How do line staff, academic support and independent living staff inform the work happening with parents?
 - Which relationships are working for the young adult? How do we help use those to keep them engaged in treatment?

Providing and practicing life skills

- How much do we expect them to do for themselves?
- How do we gradually give them more and more responsibility for their own lives?
- What are some of the specific ways you engage students in learning life skills?
- What does the practice of life skills look like?
- What does failure look like within your relationship with the student?
- What do we do when the students fail?

Finishing treatment and having successful transitions

- The profile by nature includes people who have a longstanding pattern of quitting
- Treatment completion starts before they enter the program
 - What do they need to know?
 - How do we set up the experience?
- What are the necessary boundaries and external motivations needed to help them stay?
- What support are we offering as they work through the desire to quit?



Finishing treatment and having successful transitions

- How can we facilitate smooth transitions between programs?
- How do we facilitate smooth transitions out of treatment?

Thank you for coming!

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