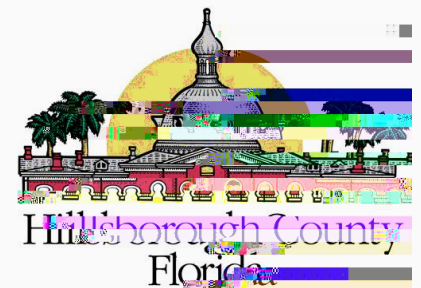




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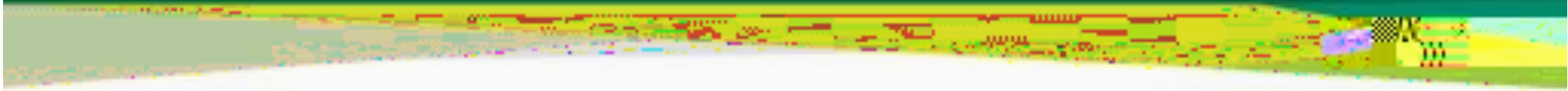
Project and presentation made possible through a collaboration between:

- . University of South Florida Institute for Translational Research in Adolescent Behavioral Health
- . University of South Florida, College of Public Health
- . University of South Florida, College of Behavioral & Community Sciences
- . Hillsborough County Department of Children's Services





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- Outpatient
- CINS/FINS
- RGC



Residential Group Care youth

8 Transition-age (16-17)

Literature on transition-age foster youth

8 Poor outcomes

8 Interdependence vs independence

8 Heterogenous

8 Developmental considerations

8 Ecological considerations

Cultivating protective factors in residential foster care programs can help improve youth outcomes

To explore residential foster care youth and staff perceptions of success

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To identify important yet unmeasured protective treatment practices



Develop programming

Attract program funding

- . Background and Significance
- . Purpose of Evaluation
- . 9#&: (71
- . Survey Results
- . Interview Results
- . Findings
- . Implications for Service Delivery

Recruitment

- 8 Staff employed >6 months
- 8 Youth in care >6 months

Data Collection

- 8 Nov 2016 – Feb 2017
- 8 Survey and semi-structured interview

Analysis

- 8 Recoded interviews transcribed
- 8 A priori coding based on youth.gov list

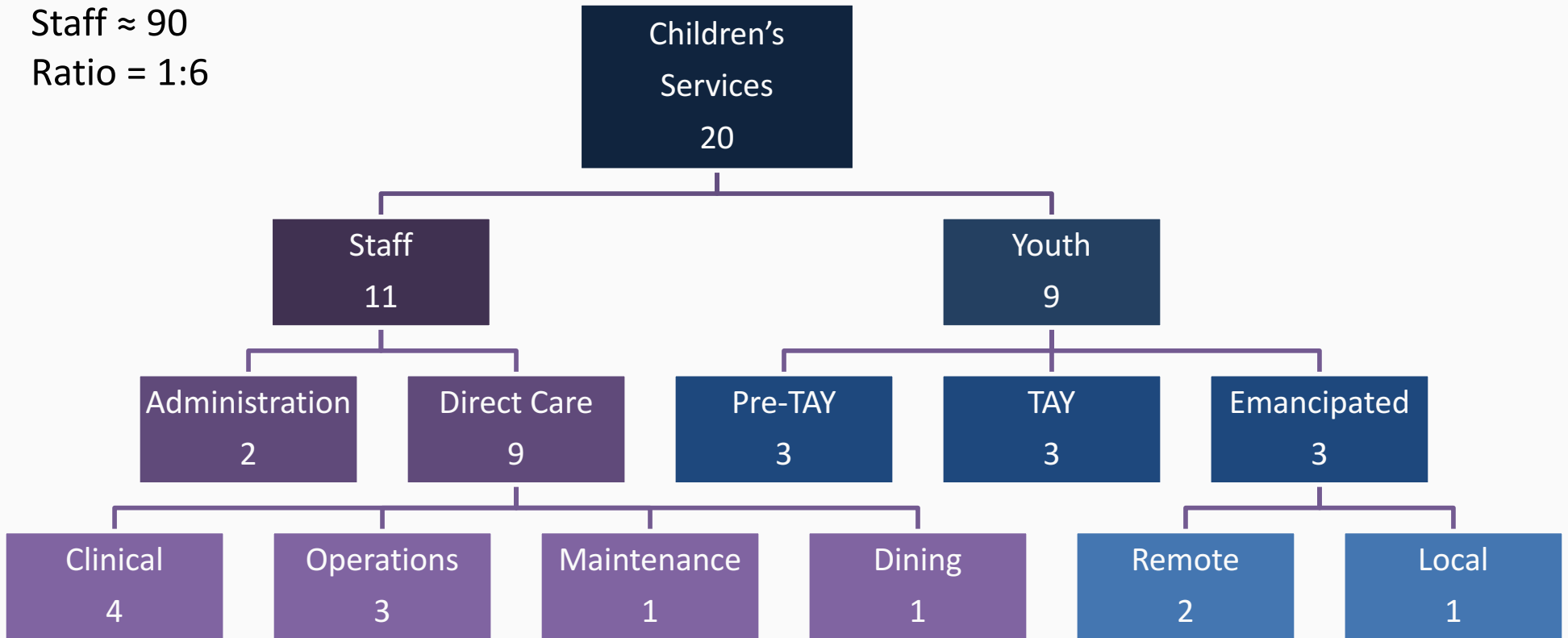


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RGC Youth = 15

Staff ≈ 90

Ratio = 1:6



Staff and youth interview questions

- 8 Definitions of success
- 8 Support in transition to adulthood
- 8 “Therapeutic Community”
- 8 Protective factors fostered
- 8 Meaningful anecdote

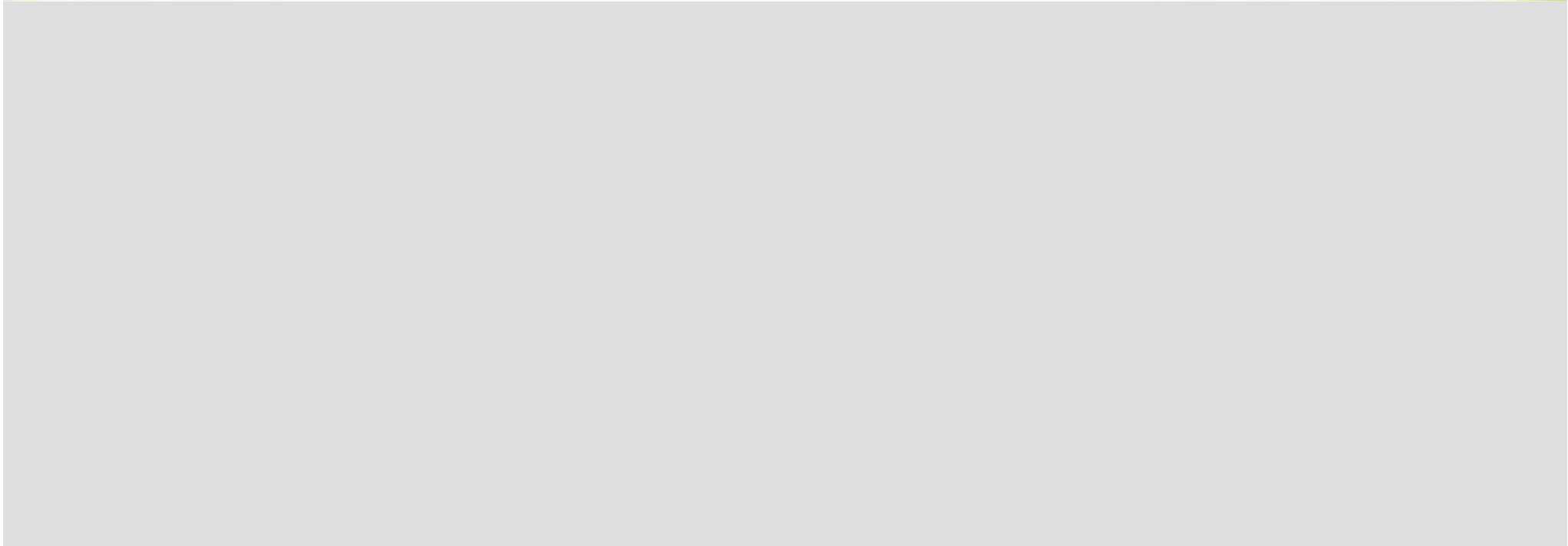
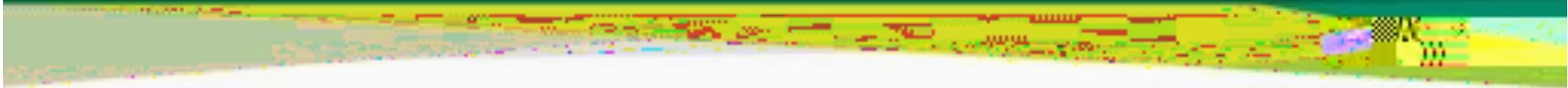
The image shows a blurred screenshot of a data table or spreadsheet. The table has multiple columns and rows, with some cells containing text and others containing numbers or symbols. A large, solid pink rectangular block is overlaid on the right side of the table, partially obscuring the data. The text in the table is illegible due to blurring.

- . Background and Significance
- . Purpose of Evaluation
- . Methods
- . . / \$; # < - 8 # 1 / * & 1 -
- . Interview Results
- . Findings
- . Implications for Service Delivery

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- . Clear behavioral expectations
- . High outcome expectations
- . ?' , : -%0%7#4'0-#6'' #0&%&' ()1
- . Connections to mentors
- .

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- Background and Significance
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Sexual abuse

Psychological abuse

Traumatic events

Neglect/abandonment

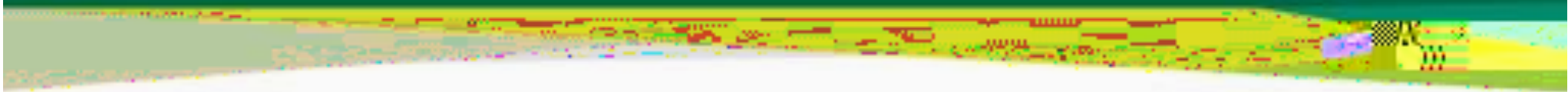
Parental use of illegal substances

Running away into foster care

Behavioral health disorders



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What has been most helpful

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-stable \$#*%&'()1: "" with another adult...
-supports...@(**(EH/" with them...
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-the ()#H()H()# therapy [and] interaction I got from everybody...
- . The 1&%@@...they're always there when you need them.
-giving me like, F) (E*#7, # and experiences...they tell you how it is...
-given that (" " (\$&/)'&<-&(-1" #%FI

<p>>)7'; '7/%*-B(4%')</p>	<p>J%4 '*<-B(4%')</p>	<p>K(44/) '&<-B(4%')</p>
<ul style="list-style-type: none"> Physical Development Intellectual Development Self-Esteem Self-Regulation of Emotions Coping & Problem-solving skills Engagement in 2+ activities 	<p>Supportive relationships with:</p> <ul style="list-style-type: none"> Family Friends Staff 	<ul style="list-style-type: none"> Interest/Skill Development by mentor Engagement with School & Community Positive Norms Clear behavioral Expectations Physical & Psychological safety

Adapted from O'Connell, M. E., Boat, T., & Warner, K. E.. (2009). *Preventing mental emotional and behavioral disorders among young people Progress and possibilities*. Washington, DC: The National Academies Press; and U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration (2009). *Risk and protective factors for mental emotional and behavioral disorders across the life cycle*. Retrieved from http://dhss.alaska.gov/dbh/Documents/Prevention/programs/spfsig/pdfs/IOM_Matrix_8%205x11_FINAL.pdf

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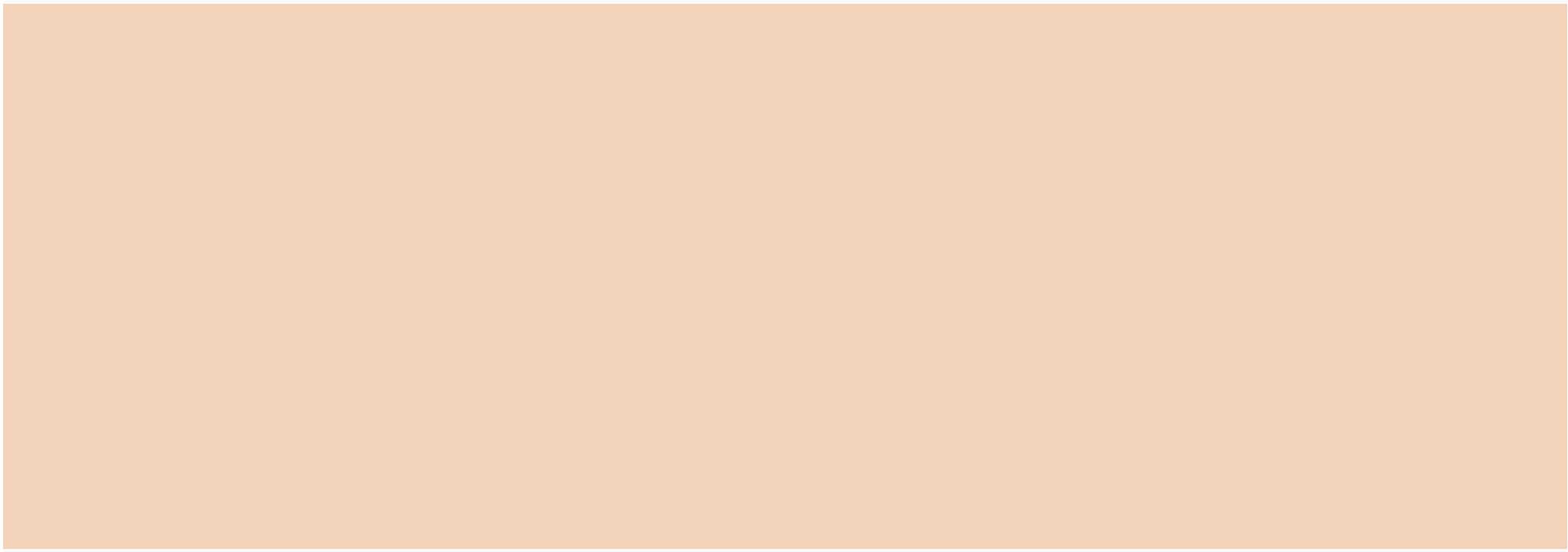
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- . Self-Investment
- . Independence
- . Decision-Making

*The have to know that they can do it
They have to **see** the success."*



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- . Treatment
- . Events
- . Reunification
- . Sign-outs

A lot of the times we re a program that believes that we want our kids to have a connection with their families if it s safe we do reach out

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Trust

Role model

Family

*ugh it took six weeks to get through m head because I would run awa like
ever weekend she would yell at me and she wouldn t give up on me you
could feel the mother instinct come out*

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- . Life Skills Training
- . Community Experiences
- Employment Certifications

I think we're great at helping the youth find their gifts and then meeting them where they're at and then I don't want to say glorifying those gifts but honoring those gifts

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- . Safety Plan
- . Round-The-Clock Staff
- . Referrals
- . Safety Infrastructure

In order for us to be able to even start to help our youth we have to ensure that they feel safe



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Important yet unmeasured protective treatment practices are

1. Establishment of safety
 - 8 Night shift protocols
2. Encouragement of self-exploration
 - 8 Summer Skills Camp
3. Facilitation of mentorship opportunities
 - 8 Unstructured time, volunteering
4. Immersion in the community
 - 8 YMCA, bus transit
5. Career and education preparation
 - 8 College visits, applications



- . Background and Significance
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- . Interview Results
- . Findings
- . >4 "'*0%&' () 1-@(\$-. #\$. '0#-B#*'; #\$.<

- . CBPR and Youth-Adult Partnership
- . Inform standardized RGC curriculum for service delivery
- . Future research on outcome evaluation after transition
- . Inform child welfare policy
- . Improve outcomes for vulnerable youth

The image features the University of South Florida (USF) logo centered on a background of abstract, overlapping geometric shapes in shades of green, yellow, and blue. The logo consists of the letters 'USF' in a large, bold, serif font, with 'UNIVERSITY OF SOUTH FLORIDA.' in a smaller, all-caps, sans-serif font below it. The background includes various colored triangles and lines, some with a textured, stippled appearance. The overall composition is dynamic and modern.

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