

Survey Results
& Analysis
for the
RTC Web Publications Impact Survey

Thursday, November 13, 2008

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This report contains a detailed statistical analysis of the results to the survey titled RTC Web Publications Impact Survey. The results analysis includes answers from all respondents who took the survey in the 334 day period from Monday, October 08, 2007 to Friday, September 05, 2008. 1046 completed responses were received to the survey during this time.

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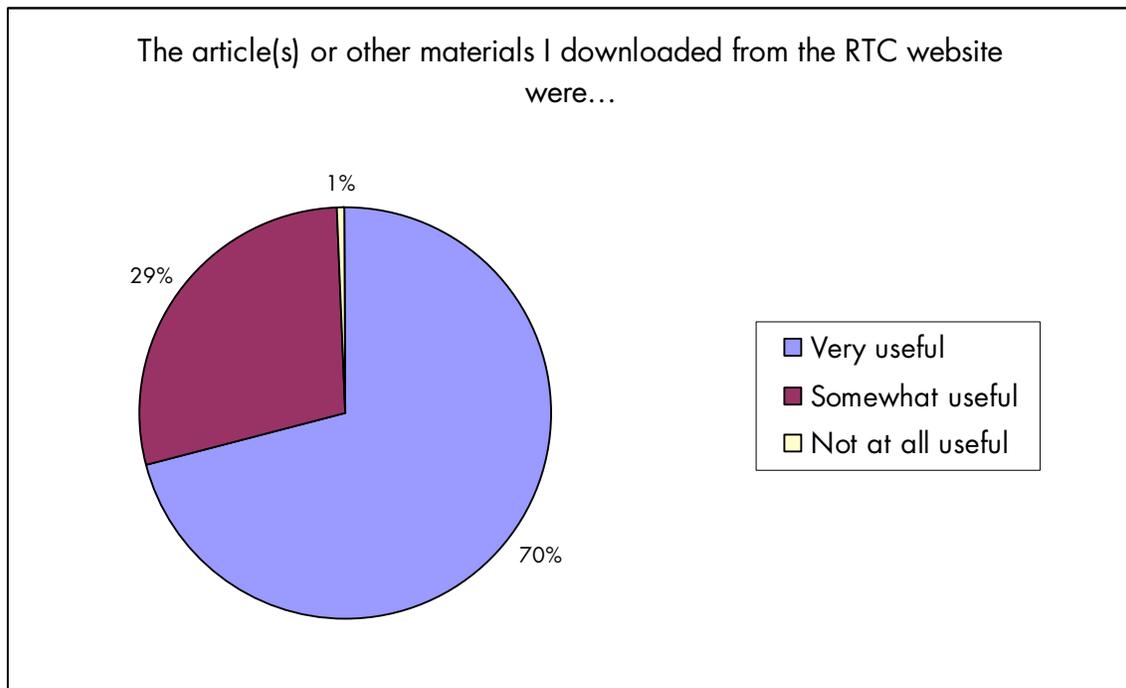
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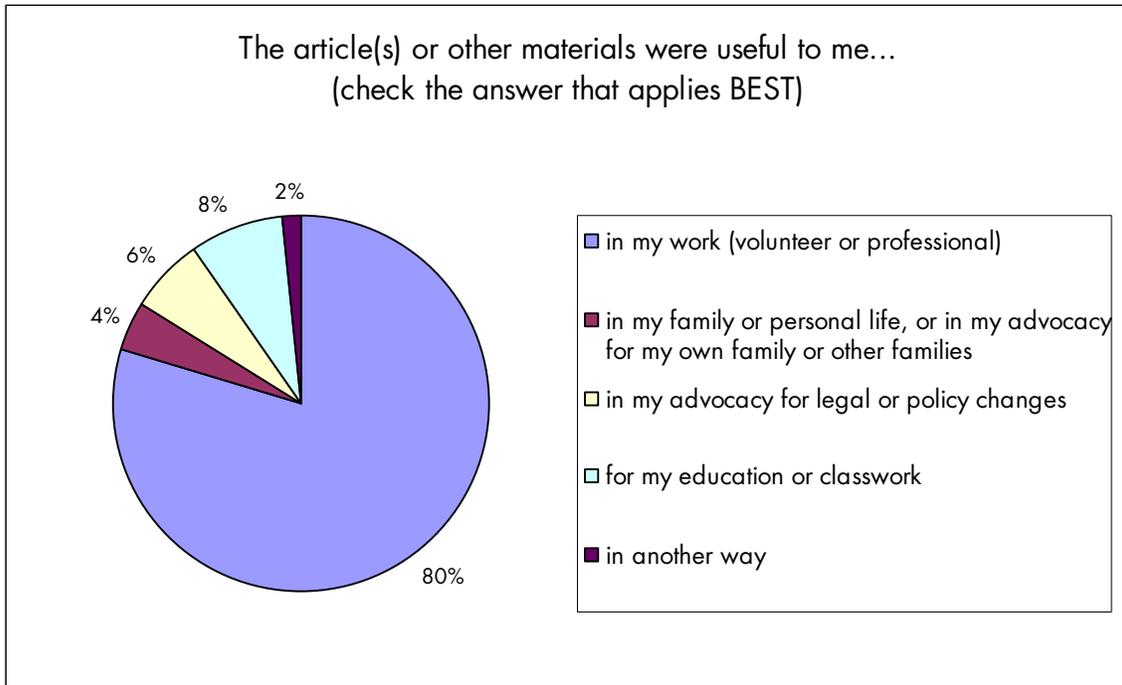
1. Results From the Survey Overall (N=1046)

a. The top five publications that were downloaded by the survey participants were:

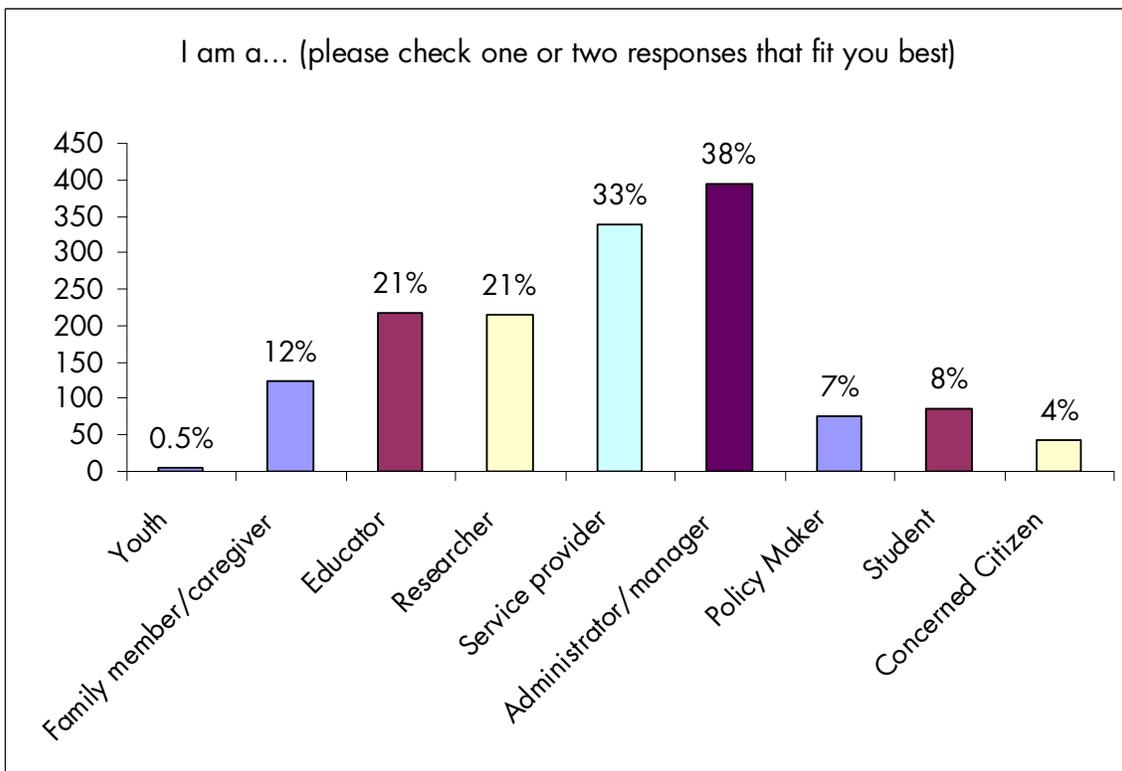
Publication	Total
Early childhood mental health consultation: An evaluation tool kit	108
Best Practices for Increasing Meaningful Youth Participation in Collaborative Team Planning	43
Complex Trauma in Children and Adolescents, Focal Point Winter 2007	42
Involving Youth in Planning for their Education, Treatment, and Services: Research Tells Us We Should Be Doing Better	33
Data Trends #151: Are Brothers and Sisters a Good Source of Support?	30

b. Overall, respondents reported that the materials downloaded from the RTC website were very useful (70%) or somewhat useful (29%). Also, the vast majority of respondents claimed the materials were most useful to them in their work (80%).





c. Most respondents described themselves as administrators or managers (38%), while almost one-third identified themselves as service providers (33%) and about one-fifth as educators or researchers (21% each). The least represented groups were youth (0.5%) and concerned citizens (4%).



d. Respondents were asked to describe any way that the RTC's work could have been more helpful. Most responses simply expressed satisfaction or thanks while others pointed to areas of possible improvement. The most common areas that the respondents saw needing improvement were...

Suggestions for content:

- More descriptive information regarding the topic (methods, references, background information) would have been more useful for my research project.
- Examples how the information may influence practice. Although this is not the role of research, it would be helpful in a future analysis, discuss implications of the research.
- I need more suggestions and skills in facilitating wraparound processes which involve people on the same team who have totally different agendas or ideas of what the goals should be.
- Continue your good work. I suggest also including research on how parents with unresolved issues as described in 'complex trauma' can be 'motivated' to change. Motivational interviewing is of course very useful, but can it be made more specific (fine tuned) to focus on specific domains while understanding the complex and interactive nature of the problems being experienced?
- Maybe more family friendly wording, but it was fine for what I needed. The family members/caregivers I know who are interested will ask if they don't understand something.

Materials too brief:

- Research summaries are a little too short - I appreciate getting the main point but would like more details than what are typically provided.
- I would like the summaries to provide more information - they are a little too short for me. I think it is great to provide summaries of articles, but as I do not have access to full academic journals would appreciate more depth.

Web suggestions:

- List articles by subject as well as number. It is time consuming to find an article I want to refer to without clicking through several.
- I often use Data Trends. There are now so many summaries, it would be great if they were organized in some way by subject (just an extra content page maybe).

General praise:

- Our program is being reorganized - your logic model and outcome tools were helpful.
- I find ALL the information from RTC helpful and an asset to my work.
- The material was really excellent - for the purpose I needed it, it was perfect.
- Your work is very helpful. I am on the listserv and check your pubs regularly. Thanks for what you do.

e. Participants were also asked for any additional comments to share. The large majority offered further praise and appreciation for the information provided.

- I love Data Trends and have forwarded the information to others as well.
- I believe you provide a valuable resource. I only wish that it were more widely known/acknowledged.
- Please, keep the information coming! Love being able to download directly from the sight. Also like the related informational CD's you've produced.
- Thank you so much for all of your useful publications. They are instrumental in our planning and decision making processes in our county.
- I always find your materials to be "cutting edge".
- Your information is always progressive and insightful and I always value your website as a wonderful resource.
- Thanks for REALLY being 3 minutes.
- The breadth of information you provide in your newsletter is incredibly valuable to me as an advocacy and training professional and as a family member. I do not have the time to search for all of the current resources you highlight, and in my work, we serve a wide range of families so there is always something we can use to improve our work. Thank you.
- I enjoy the publications and their down-to-earth writing style.
- Thank you very much for your valuable resources for our Native communities everywhere.
- Thank you for making this information available. This information helped me decide to follow my dream of working as a child psychologist, rather than a teacher.
- The information was well presented, clear and concise. The approach to early childhood observations and work was well done.
- Thanks for having interesting info!

Many of the respondents also commented on the accessibility of the RTC's publications and gave thanks for the materials being available to a large audience.

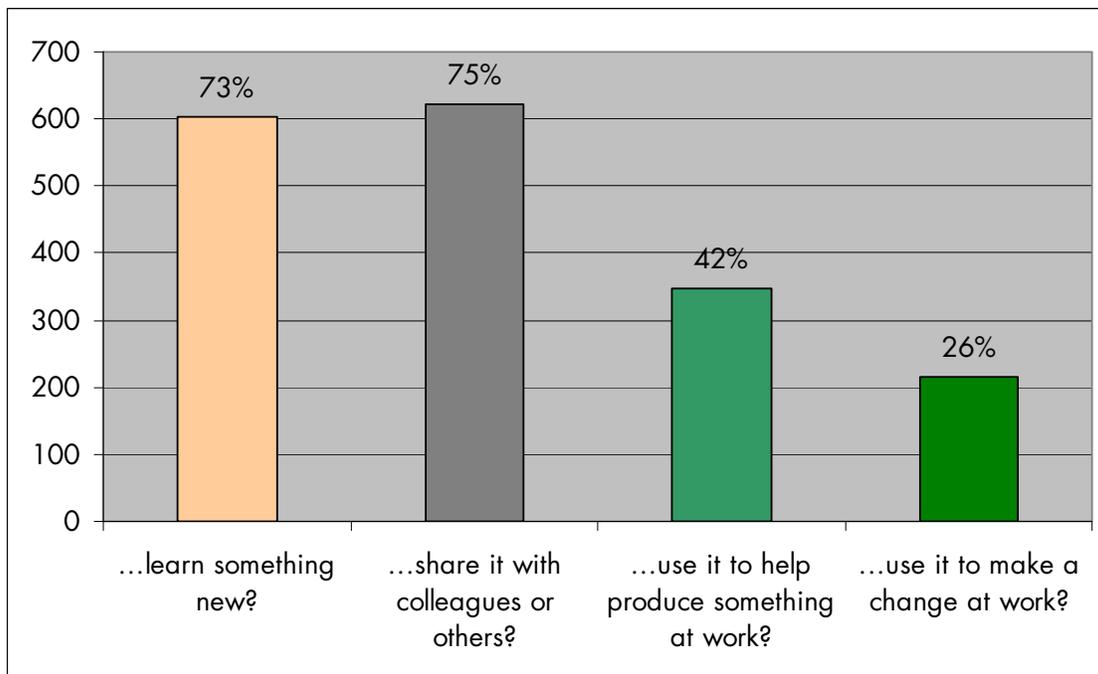
- Thank you for allowing students (especially myself) easy access to the materials you have published. It was very helpful to be able to utilize the information your organization has. Also, it is especially appreciated that the material was given for "free." So many sites require hefty sums of money for articles that aren't readily available at some schools. Thanks again!
- Thanks for making these types of reports/information easily accessible.
- The accessibility and high quality of information in this publication is an incredible benefit to educators, students, and policy makers. Thank you.
- I especially appreciate having direct access to your strong publications via the ability to download them.
- The RTC website and links to information are really helpful. Being able to download the documents makes them accessible to everyone immediately; making the information useful for answering "real world" questions and providing timely responses to policy issues.

2. Materials Used at Work (n=827)

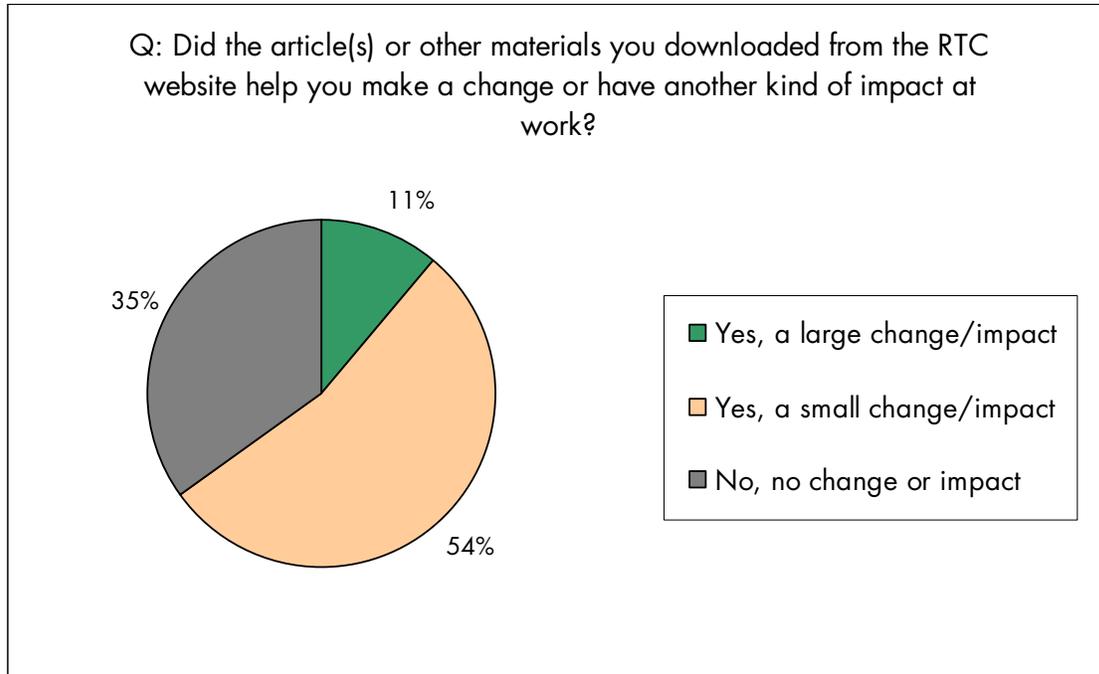
a. The largest subset of respondents used the RTC's materials in their work (80%). These respondents were asked to check all that apply for how the articles or other materials downloaded were used in their work. The answer choices were:

- Learn something new from the information or materials?
- Share the information or materials with colleagues or others?
- Use the information or materials to help produce something at work? (e.g., incorporated information into a report, presentation, grant proposal, program brochure)?
- Use the information or materials as part of making a change in what you or colleagues do at work (e.g. adopt new assessments or measures; change work procedures, practices or interactions)?

The majority indicated they shared the materials with colleagues/others (75%) or that they learned something new (73%).



b. Of the people who used the RTC's products at work, when asked if the materials helped to make a change or impact 11% reported a large change or impact and 54% reported a small change or impact.



c. Major themes of the impacts at work...

Research:

- It helped a newspaper reporter discuss "resilience" in a three-part series of articles she wrote on children's mental health, which were published on the front page of the Sunday edition of the Grand Rapids Herald Review. The articles were also distributed to mental health professionals all over the state of Minnesota through an e-mail network run by the state's Department of Human Services.
- This was research for a new program dealing with homeless youth and it enabled myself and my staff to gain more background in the area.

Program development:

- We are always looking for better ways to improve our MH services for the children in our Head Start program. Each year we look at what we have done in the past and try to make changes to make our systems and services run more smoothly. The information from the consultation guide is helpful as we look at our practices.
- Creation of a Youth Council in an isolated / remote Indigenous community.
- It fundamentally changed my approach to working with children and trauma. Our agency, by the way, has adopted this model, and conducts regular supervision in its use.

Sharing resources with youth and families:

- Information was shared with a group of youth that our agency is supporting to become advocates within our developing system of care. These youth found the information helpful in recognizing that they had choices and could feel more ownership of their decisions.
- We are focused on being sure that we communicate in culturally competent ways with our families and having a "User's Guide" in Spanish helps tremendously with fulfilling that function.
- The RTC research about giving youth a voice in their own goals and plans is excellent information to share when discussing interventions for children with mental health disorders.

Sharing resources with staff or other organizations:

- Helped my team gain A BETTER UNDERSTANDING OF TRAUMA and helped us train others about the many affects. Article really articulated what we see everyday in most of our young clients. Working with children ages 0 to 6 with about half the children victims of sexual abuse and witnessing domestic violence and more.
- The clinic that I run partners with another agency that provides early childhood mental health consultation. Oftentimes, our consultants are not very clear about their roles and the articles I downloaded helped clarify things and gave them some different perspectives.
- In creating a dialogue with juveniles in reentry that is both compassionate and more inclusive. We've also helped staff to use body language and questioning skills that remove perceptions of bias.

Produce materials:

- The information confirmed the best practices of youth development work and I used it to inform a presentation that I made about creating programs and services that help pregnant and parenting graduates from high school.
- I used the information from the article for a training I presented to child care providers on resilient children.

Influence change:

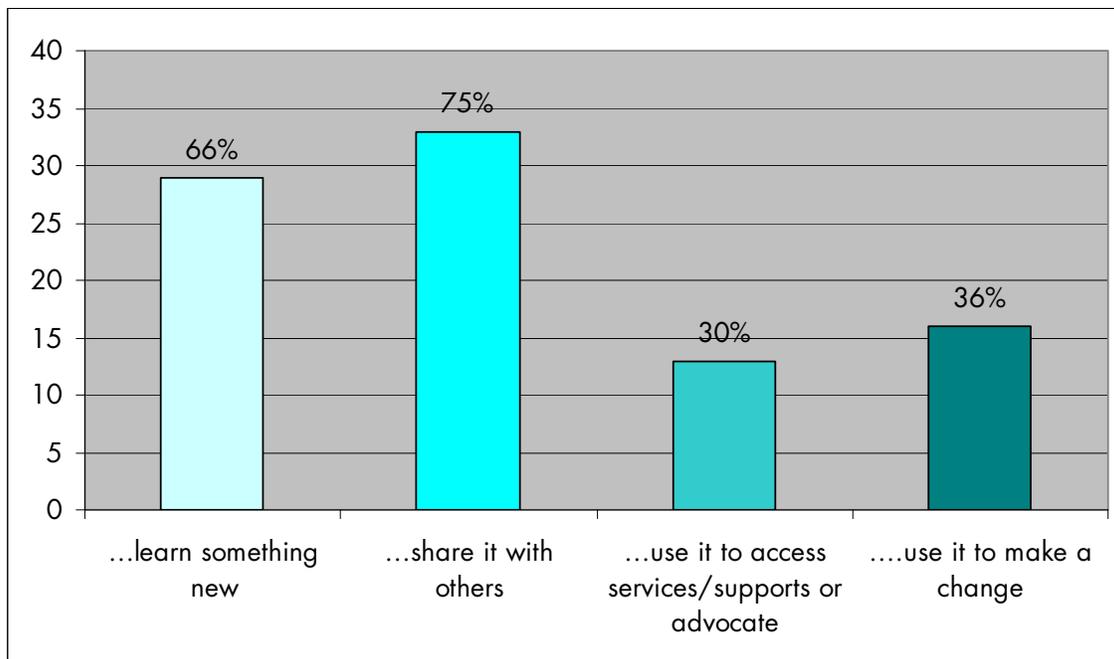
- Yes, this information gave me more creditability to impact positive forward movement in recruiting and moving to action steps to create more supports for families with children with mental health disorders.
- The concepts will be shared with providers. We value youth participation in assessment, treatment planning, progress evaluation, etc. However, engagement is sometimes very difficult. The document offered great ideas to increase participation in a meaningful way.
- Your articles have led me to identify and correlate an organizational change that we need here in Scottsdale. It has been identified as a systems of care issue, and your articles have given me additional information on how to implement a systems of care change. We are now looking at using several ideas from your articles to converge on a plan to make our departmental more collaborative. Thank you very much. Your work is very much needed.

3. Materials Used in Family or Personal Life (n=44)

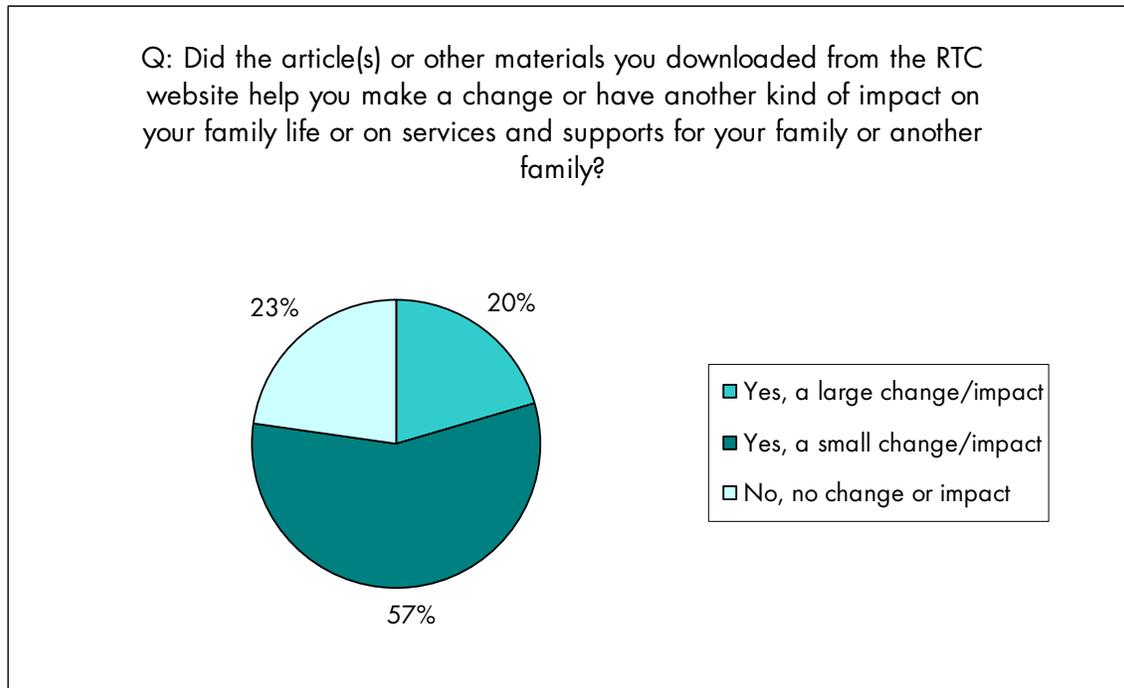
a. Four percent of respondents indicated they used the materials in their family/personal life. These respondents were asked to check all that apply for how they used the articles or other materials downloaded. The answer choices were:

- Learn something new from the information or materials?
- Share the information or materials with family members, other families, providers, or others?
- Use the information or materials to help access or modify a service or support or advocate for your own or another child/family?
- Use the information or materials as part of making a change in a) services/supports you or another family receives and/or b) how you or other families interact with family members, service providers, or others?

The majority indicated they shared the materials with others (75%) or that they learned something new (66%).



b. Of the people who used the RTC’s products in their family or personal life, when asked if the materials helped to make a change or impact one-fifth (20%) reported a large change or impact and over half (57%) reported a small change or impact.



c. Areas where an impact was made...

Learn something new or promote awareness:

- The article had new information. I always thought that without therapy things were impossible to change.
- We live in a rural county in NYS. Caseworkers still believe that "a stable loving home" is all that our children (foster) need to survive. Articles such as yours help to promote an awareness that multiple moves for children are not in their best interest. (And my theory 'stable loving home AND a good therapist!')
- Yes, because I am now going to go to counseling with my children to help all of us cope with problems in the past.
- Gave a better understanding of sibling relationships and the power/influence they hold.

One’s own child:

- Reinforced the need to maintain strong relationship opportunities for my children even though they are now older.
- The article was about my family and it reminded me of where I started and where I’m at now and the importance of not giving up and continuing to use what I’ve learned to

help not only my children but to give other parents the same support and knowledge I was given.

- It was a very well written collation of lots of material. For me it helped me to see my child's situation in terms of complex trauma, which is very painful to do, especially for one's own child. This is helping my advocacy, which is an ongoing process.
- The article I downloaded helped me to change my thinking and behavior in relation to my two children, one of whom has a mental illness. I have tried to be more supportive of their strained relationship rather than trying to direct it in a way that I thought would protect one from the other.

Other families:

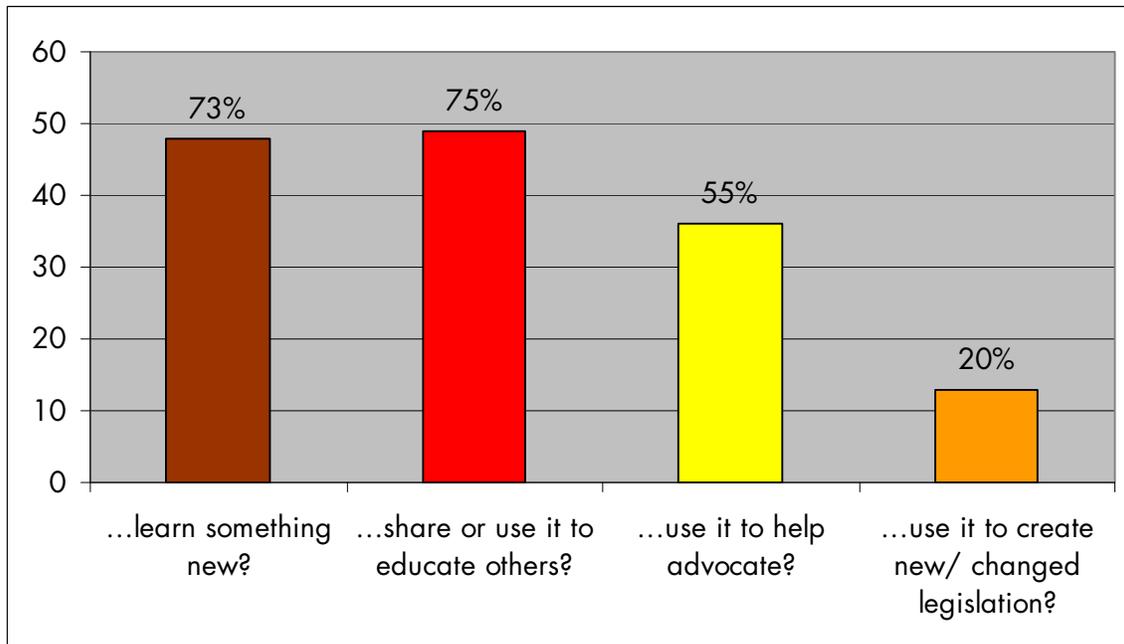
- I helped an acquaintance learn about the diagnosis her son received so she could understand, help her son, and communicate with her son's school principal and other school officials.
- Our organization's family advocates have a better understanding of what wraparound should accomplish - they in turn pass the article to families they work with, families are then better equipped to ask for what they need to be more successful. Wraparound seems to be working better for those families who now understand the wraparound philosophy, and those families in turn are speaking about their successes.
- Having this info will enable me to give info to the families I work with.
- The information affirmed how I was feeling. Allowed me to share the info with others and help them understand the importance of paying attention to the siblings of children with disabilities.
- We share the information from the RTC website with the families we serve and also to support various endeavors we pursue with the state and local regional behavioral health authority. It is difficult to know with certainty how impactful these materials were, but one would assume it was helpful.
- I use it as a research data to encourage family to participate in developing a meaningful educational program for their child.

4. Materials Used to Advocate for Legal or Policy Changes (n=66)

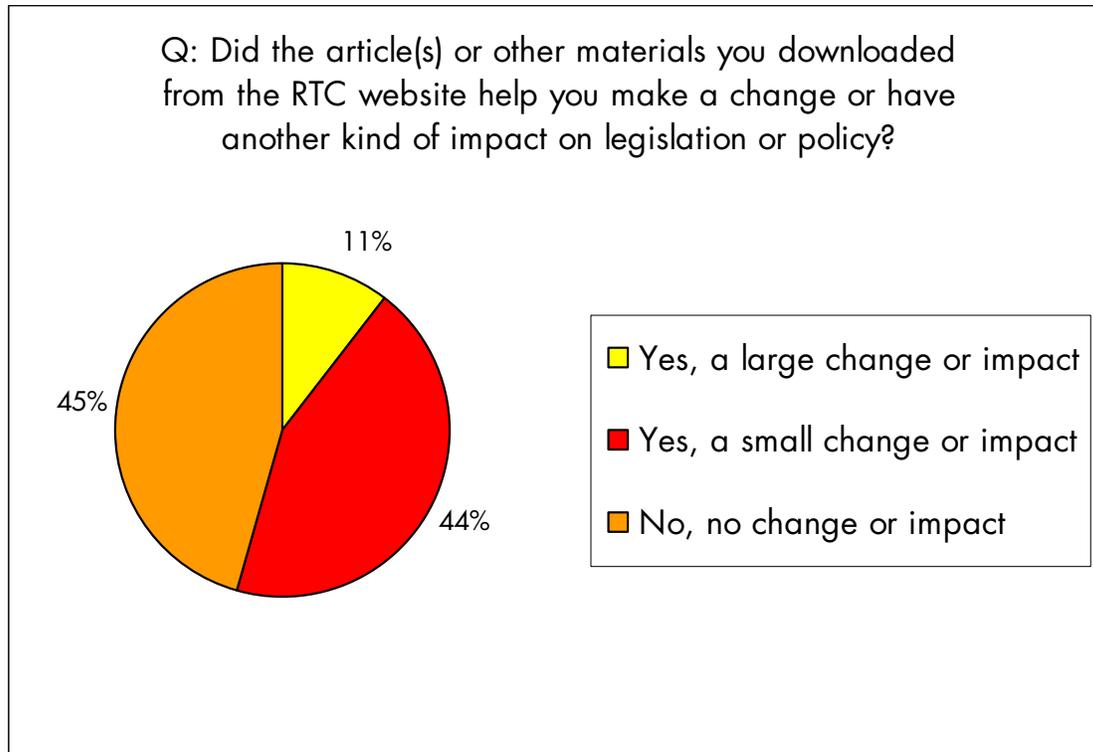
a. Six percent of respondents indicated they used the materials in their advocacy for legal or policy changes. These respondents were asked to check all that apply for how the articles or other materials downloaded were used. The answer choices were:

- Learn something new from the information or materials?
- Share the information or materials with advocates or policy makers, or use it to educate members of the public about policies or legislation?
- Use the information or materials to help advocate for new or changed legislation or policies?
- Use the information or materials as part of a successful effort to create new or changed legislation or policies?

The majority indicated they shared the materials with others/educated members of the public (75%) or that they learned something new (73%).



b. When asked if the materials helped to make a change or impact on legislation or policy 11% reported a large change or impact and 44% reported a small change or impact, while 45% said there was no change or impact.



c. The major themes of the impacts on policy and legislation...

Increase awareness or educate others:

- It helped me be able to provide accurate information to lots of people who are advocating for parity.
- All of the materials that support our system of care building efforts have been extremely helpful in the areas of education, advocacy, and positive policy and practice change that is more inclusive of family voice and choice.
- I work with 2 organizations whose goal is to create family-driven services and put wraparound principles in place to guide the work they do with families. I have used the info from the RTC website on numerous occasions for professional training purposes. This info is vital in "proving" to the professional community that family driven-principles and wrap principles have a positive impact on families and help in creating successful outcomes for children and their families.
- I have shared some of the information on youth participation and involvement as well as youth guided services with the US Dept. of Labor, Office of Disability. This Office is interested in adopting many of the concepts and approaches in their work with youth with mental health needs transitioning out of the child system.
- Training adult consumers about parallels in the child/family serving system relative to recovery.

- We used the information to help internal and external stakeholders recognize the importance of youth involvement in their permanency plans. Youth are now invited to our meetings where we discuss adoption and prospective families.
- I teach a clinical practice class in an MSW program and shared the information and your website with students in that class-several of whom are children and youth workers or workers in the foster care system.
- They changed the way I look at our work for ECCS. Also, I used some of the information to add to a workshop on guidance for young children. I still plan to present more to policy makers. I am advocating for Mental Health Consultation throughout the state of SC.

Produce something:

- I was able to use some of the info to write a policy for our county mental health board outlining the board's expectation for our funded agencies in WRAPAROUND as our local system of care.
- Used information to underpin a proposal. If accepted it could have a huge impact.
- Supported recommendations made in Task Force report.
- A grant has been written and accepted to survey the existing MH services in NH for children birth to 6 and to make recommendations for change.

Promote change:

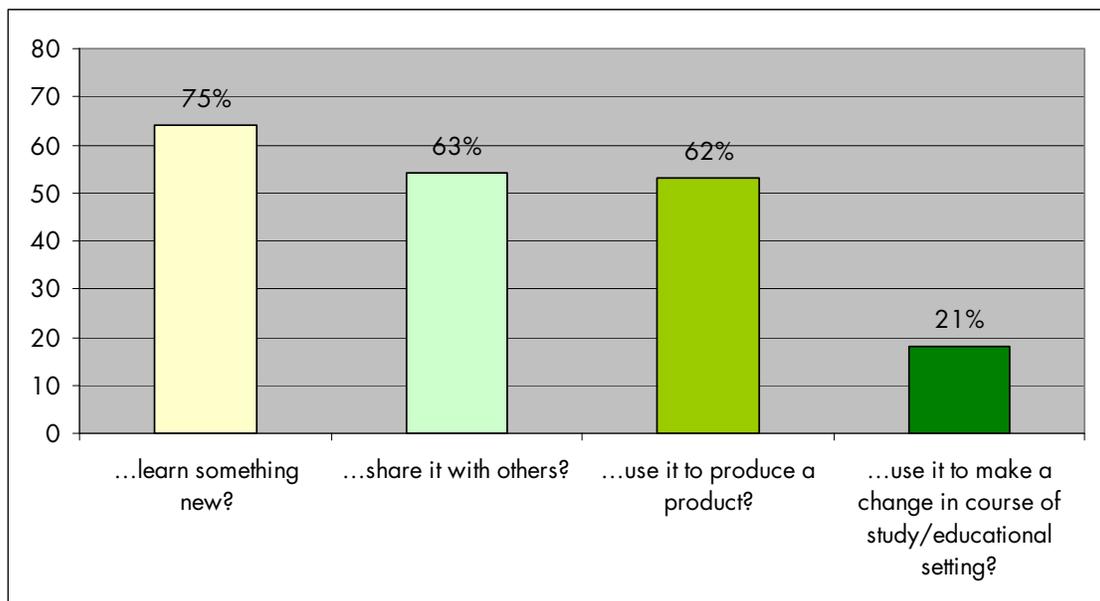
- I read every article that is sent. Sometimes I copy and give to parents, I use facts in trainings that I develop, and I am influenced by actual research instead of an article that is mainly opinion. I did not use the last article on systems of care directly but have used past articles to reinforce policy changes I am trying to make.
- We now have legislation in place that specifically supports the values and principles of Wraparound.
- Helped provide rationale for increased family participation in treatment of Alaskan youth in residential treatment out-of-state (and who are being brought back in-state to communities).
- They gave me the research behind the changes being asked for (more funds for direct support services)
- The data and other information helped us to make changes in programming and to some extent procedure operations with the Transitional Behavioral health Youth Population. Thank you!

5. Materials Used in Education or Classwork (n=85)

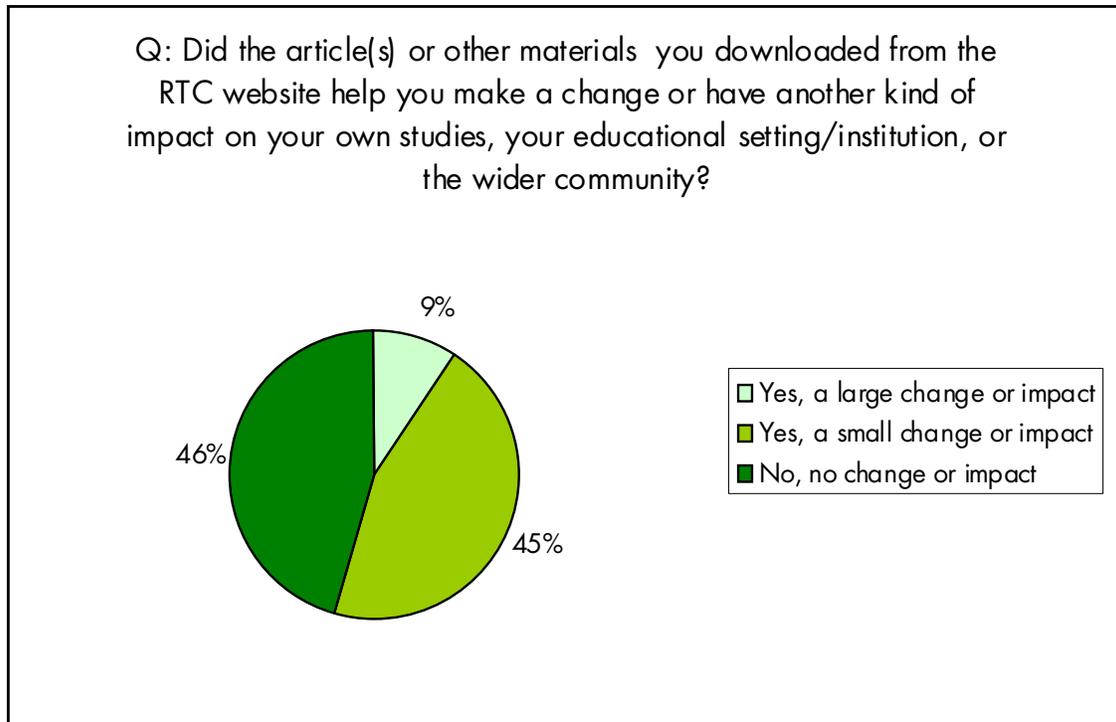
a. Eight percent of respondents indicated they used the materials for their education or classwork. These respondents were asked to check all that apply for how the articles or other materials downloaded were used. The answer choices were:

- Learn something new from the information or materials?
- Share the information or materials with other students, teachers, professors, or people in the educational setting or wider community?
- Use the information or materials to produce a product related to your education (e.g. a project, paper, or publication)?
- Use the information or materials as part of making changes in your course of study or research AND/OR did you use the information or materials to help create a change within your educational setting or in the wider community?

The majority indicated they learned something new (73%) or they shared the information or materials with others (63%).



b. When asked if the materials helped to make a change or impact on their studies, education setting/institution, or for the wider community 9% reported a large change or impact and 45% reported a small change or impact.



c. Common themes for the impacts on education...

Learn something new:

- Reinforced the need for substantive transition services for youth and including both the youth and family in formulating needed services.
- It created greater awareness and validated my other experiences encountered in this field.
- They were helpful because they were brief, but information rich. Making information easy to obtain and understand is crucial to gaining acceptance by communities.
- As a nursing student in public health I was able to apply some of the information I used in a positive way in the clinical setting where I was working. The information was well organized and very useful in the synthesis of a public health presentation on children's mental health.
- The information provided a better understanding of the chain of events that occur in the life of a child that has suffered trauma.

Personal growth:

- The article made me reflect on my own teaching practices more.
- Helped me to focus in on an area of specialization; greatly enhanced my ability to work with my population of interest (foster care and residentially placed adolescents);

enabled me to communicate more clearly with coworkers about issues regarding their students/clients.

- I had a greater understanding and appreciation for the challenges children and adolescent experiencing as they cope with traumatic experiences. The information helps concern in my heart that I would like to become a traumatic stress specialist and the need to advocate for these individuals.
- I already knew that there are problems in raising a child with ADHD, but after reading this, it prompted me to think on how families are affected as individuals and how important it is to find out all the effects on different members.

Share the information or materials with others:

- Letting other student service representatives know how important it is to treat former foster care students with respect and dignity and to also be able to provide them with additional services.
- I use many of the articles from the RTC magazine to help support activities we are currently doing or activities we are hoping to do. These articles are great to share with our funders to help them know the current focus in the field that guides our work/activities.
- Generally your articles give me updated information on topics of interest to me professionally and to the students in my class.
- It raised awareness regarding child abuse for not only me, but those I shared it with.

Produce a product:

- I used information in a concept paper, building toward a funding proposal.
- The article referenced is used as part of my dissertation but its application is relevant in my job as a school counselor.
- It helped to conceptualize my study on evidence based practices for children with psychosis ages 6-12. Since trauma is sometimes a precursor to psychosis, I decided to look at what types of evidence based practices existed for children in high risk settings. Thanks for the information.
- The materials allowed me to have supportive statements for my master's thesis. My topic was the juvenile justice system and mental health system: how they interact and how they should interact.
- My Clinical Research Project (or dissertation) is titled "The Relationship Between Childhood Homelessness & Trauma." The article of Early Intervention as Prevention gave me a significant amount of educational material to use for my research project.

Promote change:

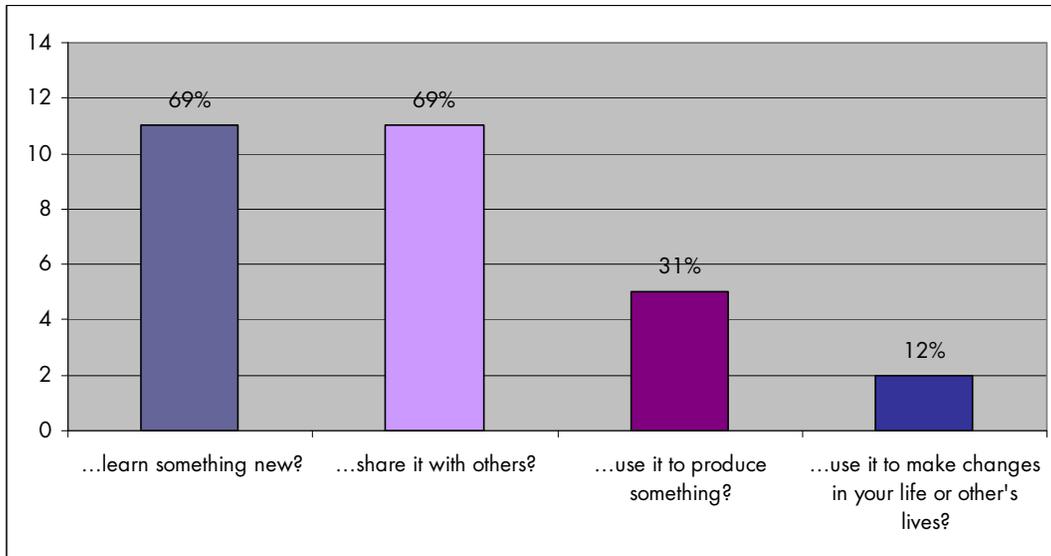
- The information gathered for a research project was also used to make changes in a youth organization that I run. Due to the research, we are making changes to work more closely with the parents of the youth.
- We found that there are extremely limited services for mothers with mental illness and we are now planning to implement group and support with moms with MI.

6. Materials Used in Another Way (n=16)

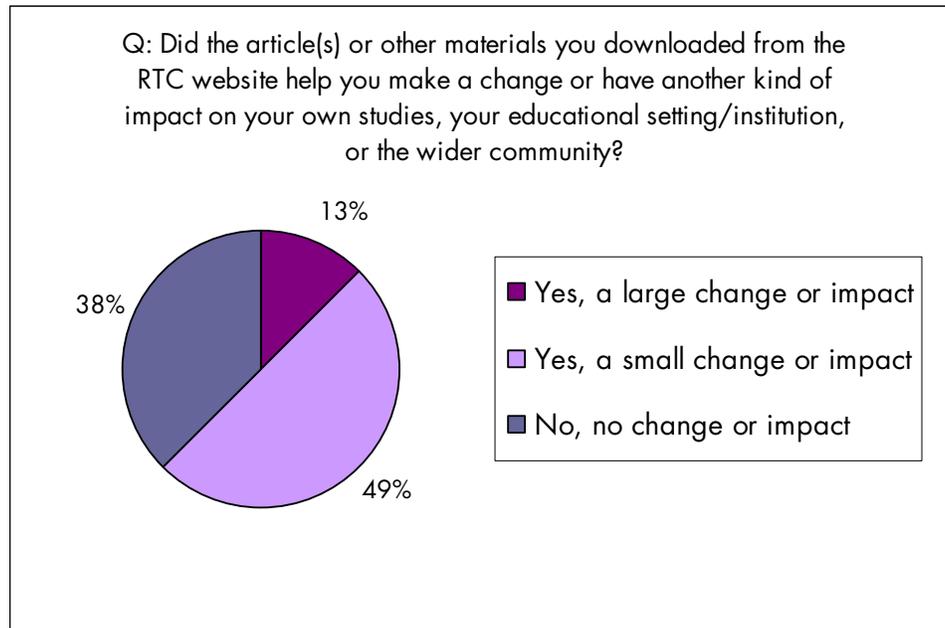
a. Only 2% of respondents indicated they used the materials in another way. These respondents were asked to check all that apply for how the articles or other materials downloaded were used. The answer choices were:

- Learn something new from the information or materials?
- Share the information or materials with other students, professors, or people in the school or wider community?
- Use the information or materials to help you produce something (an article, a brochure, a presentation, a letter to the editor, testimony to legislators, training for family members, or...)?
- Use the information or materials as part of making changes in your life or the lives of others around you?

The majority indicated they learned something new or they shared the information or materials with others, which both had the same number of responses (69%).



b. When asked if the materials helped to make a change or impact 13% reported a large change or impact and about half (49%) reported a small change or impact.



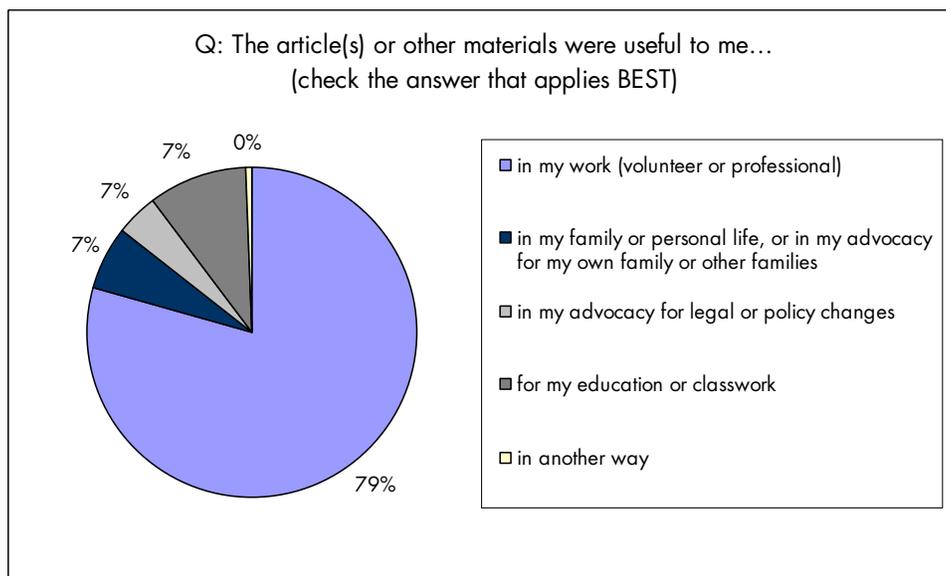
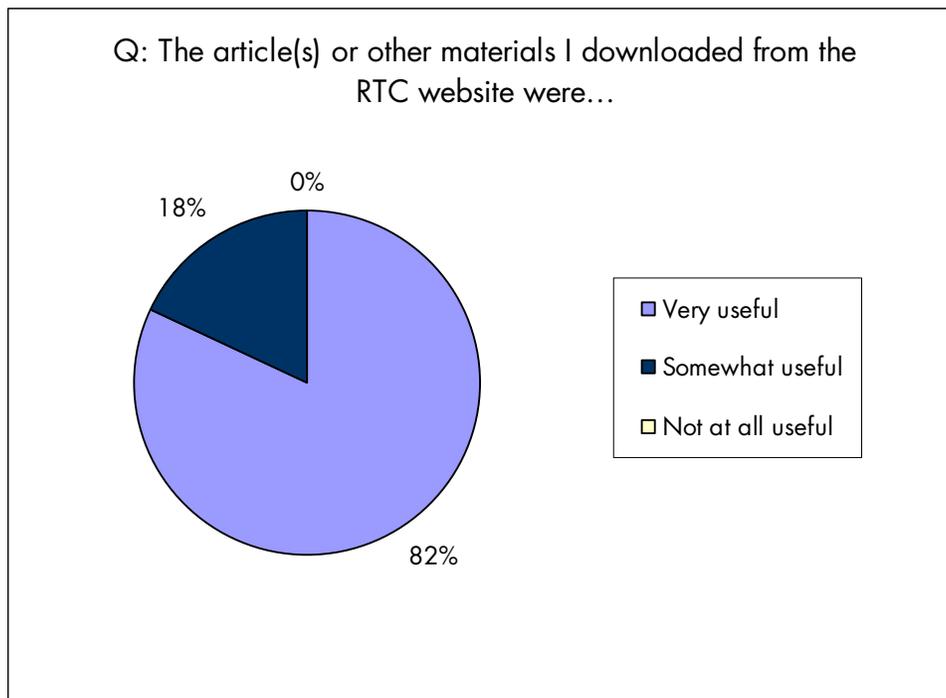
c. Responses for impacts from the materials/information...

- While I'm not in a position to directly advocate change, it did make me think (and recommend to a local social worker) that siblings are an underutilized source of support, and that sibling relationships aren't explored enough with therapists unless they are particularly negative.
- I am in the process of leading the creation of a ten year strategic planning process for our local child and youth mental health delivery services. This information was of value to our process.
- Distributed an alert on a website.
- Having access to high quality articles has enhanced my understanding of this important subject. Am currently doing my doctorate.
- The materials were shared with a current provider in the community that provides parenting education.
- Increased awareness of the issues to those for whom I provide staff development.
- Information to develop local model for dropout recovery; provided hints at other "threads" to follow.

7. Focal Point Readers (n=145)

a. These next responses are from participants who downloaded Focal Point issues or articles. Focal Point is a research review that is published semiannually by the Research and Training Center.

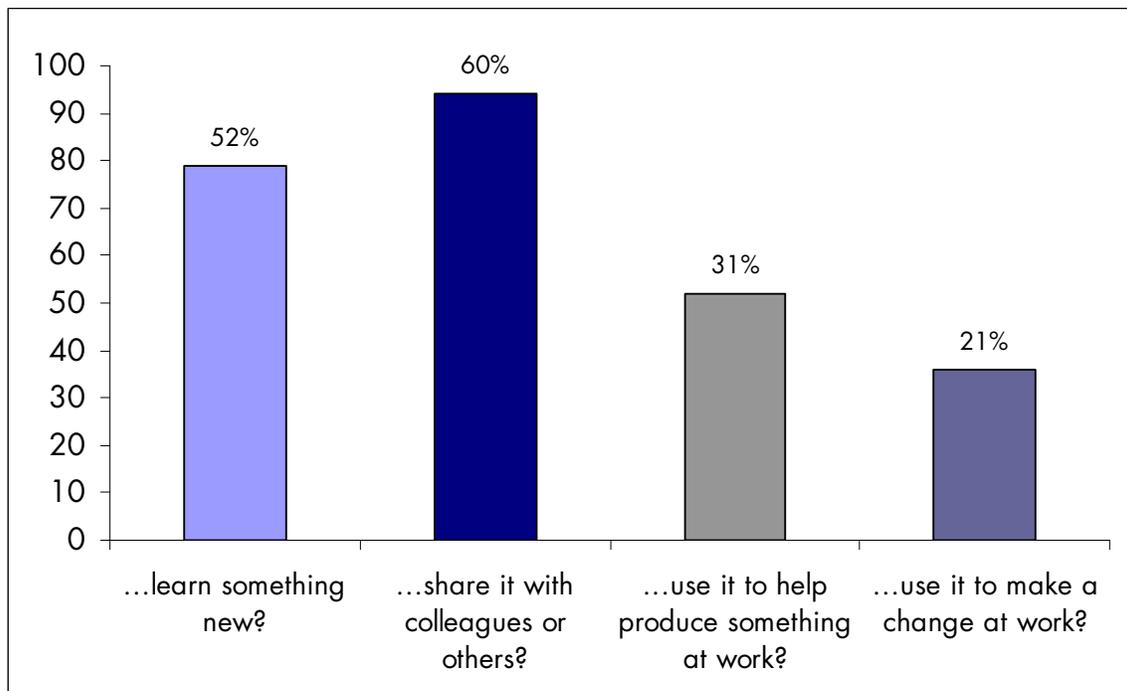
All of the respondents either said that the materials were very useful (82%) or somewhat useful (18%). Most of these respondents used the materials or information from Focal Point in their work (79%).



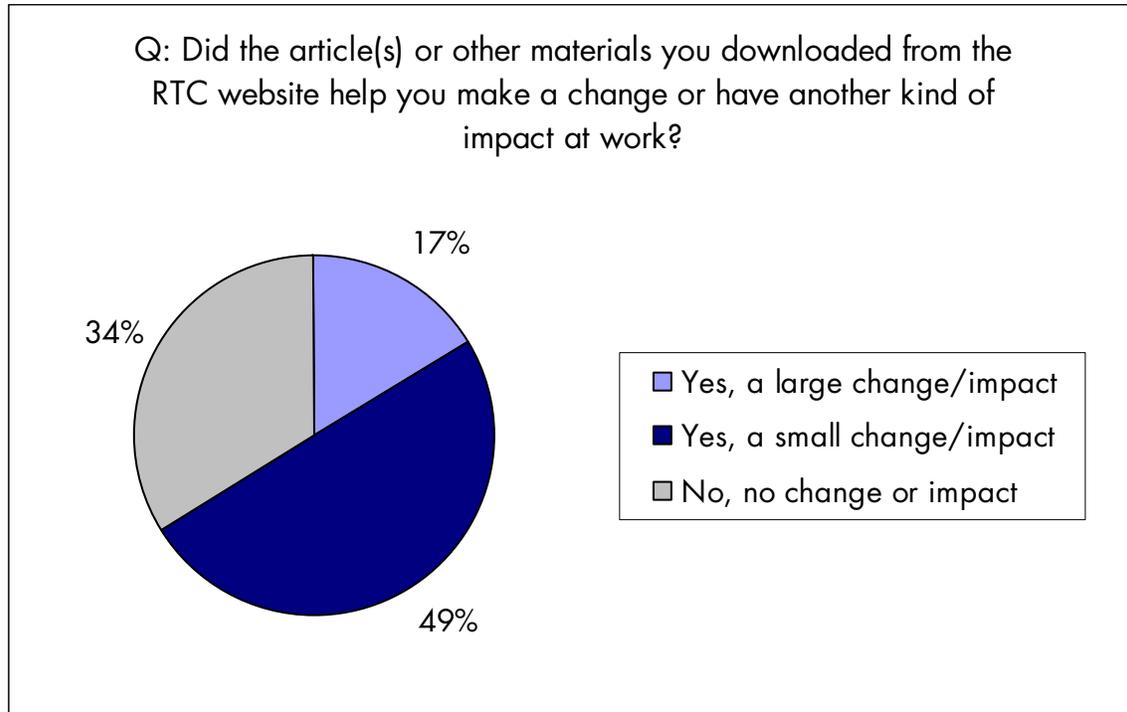
b. When the respondents were asked to check all that apply for how the articles or other materials downloaded were used in their work with these answer choices:

- Learn something new from the information or materials?
- Share the information or materials with colleagues or others?
- Use the information or materials to help produce something at work? (e.g., incorporated information into a report, presentation, grant proposal, program brochure)?
- Use the information or materials as part of making a change in what you or colleagues do at work (e.g. adopt new assessments or measures; change work procedures, practices or interactions)?

The majority indicated they shared the materials with colleagues/others (60%) or that they learned something new (53%).



c. Of the people who used Focal Point products at work, when asked if the materials helped to make a change or impact about one-fifth (17%) reported a large change or impact and about half (49%) reported a small change or impact.



d. Impacts: Focal Point

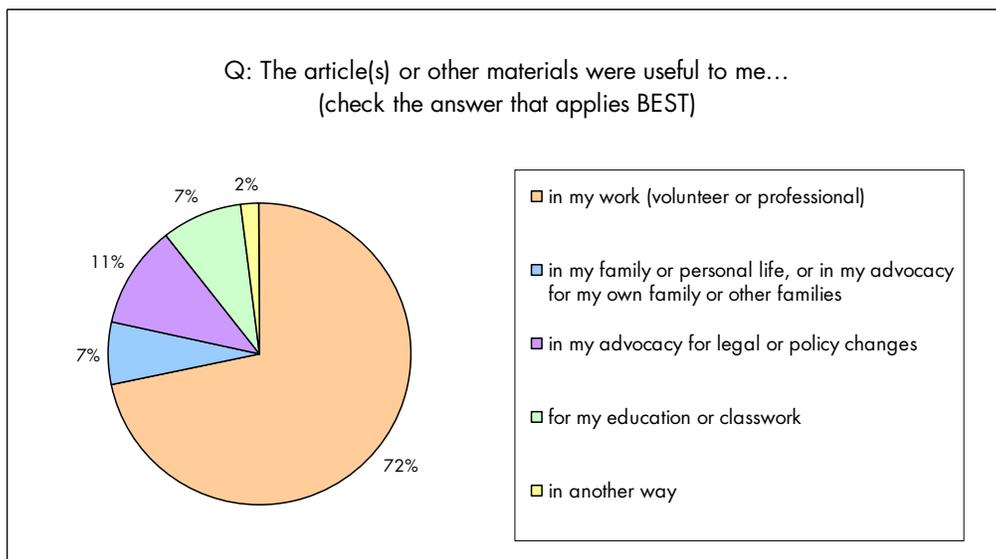
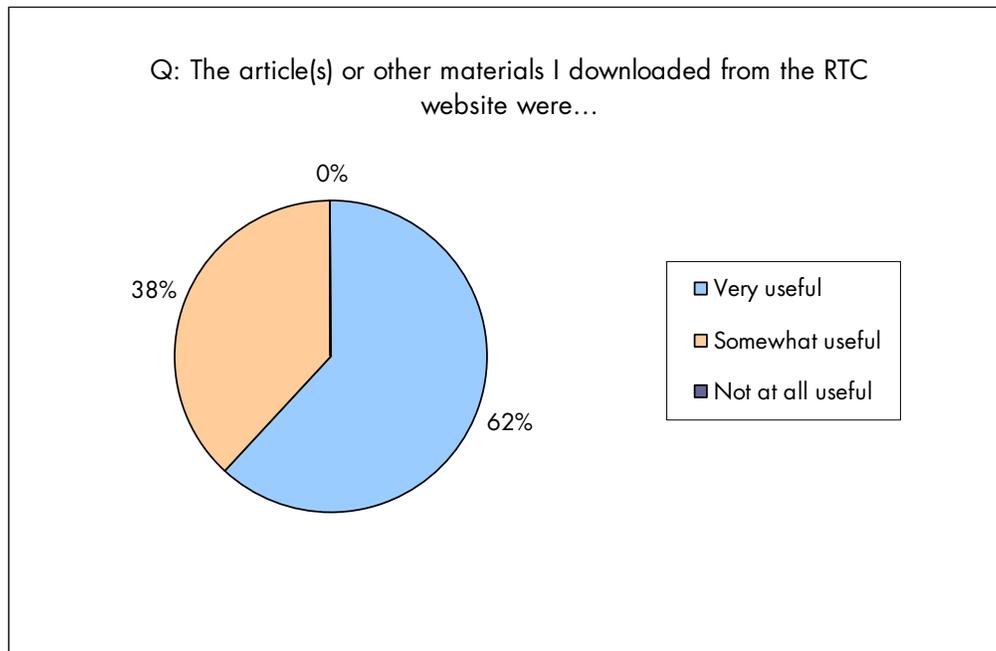
- I have recommended the articles I downloaded as "additional reading" when I train judges and lawyers. I have also recently written an article for the Michigan Child Welfare Law Journal about why lawyers and judges need to know about the impact of trauma on child welfare practice and cited the Focal Point articles
- We already operate with a lot of the principles discussed, but the articles made it more tangible for staff.
- Articles included in this issue were written by colleagues at our agency and so it was very exciting that the work we are doing was acknowledged.
- Was able to send the link to the article to the developer of the EBP we use for her to see evidence of our work and put it on their website for other agencies to see and read.
- The articles were informative and timely, having relevance to community wide children's mental /behavioral health projects especially in addressing early mental health needs. We are working to find ways assist parents and pediatricians in better addressing behavioral and mental health during well check ups.
- In combination with other numerous articles, etc. the information provided background for a logic model for a home visiting program to prevent child abuse. The materials were provided to the Exchange Club Foundation for the Prevention of Child Abuse. The Foundation is composed of nearly 100 centers across the nation. It is one of the nation's largest networks that use the home based programs to prevent child abuse.

- The data and other information helped us to make changes in programming and to some extent procedure operations with the Transitional Behavioral health Youth Population. Thank you!
- I find the information to be always of very high quality. I think more reports more frequently would be helpful, both following a single topic over time as well as new areas of interest in inquiry.
- Great that the full text articles are available!!!
- It was a fantastic resource, excellent information; it made my presentation much better and the staff appreciated the information as well.
- The accessibility and high quality of information in this publication is an incredible benefit to educators, students, and policy makers. Thank you.

8. Data Trends Readers (n=162)

a. These next responses are from participants who downloaded installments of Data Trends, which are a series of briefs addressing current themes, summarizing recent literature, or presenting new developments in the field of children's mental health.

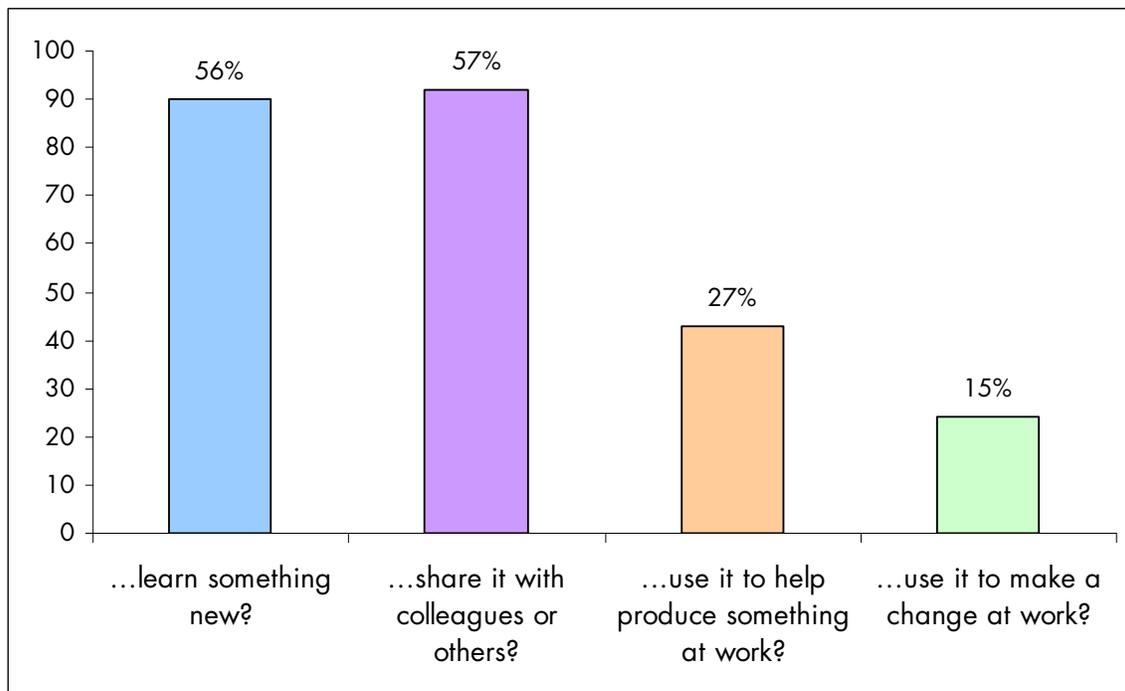
All of the respondents either said that the materials were very useful (62%) or somewhat useful (38%). About three-fourths (72%) of these respondents used the information from Data Trends in their work.



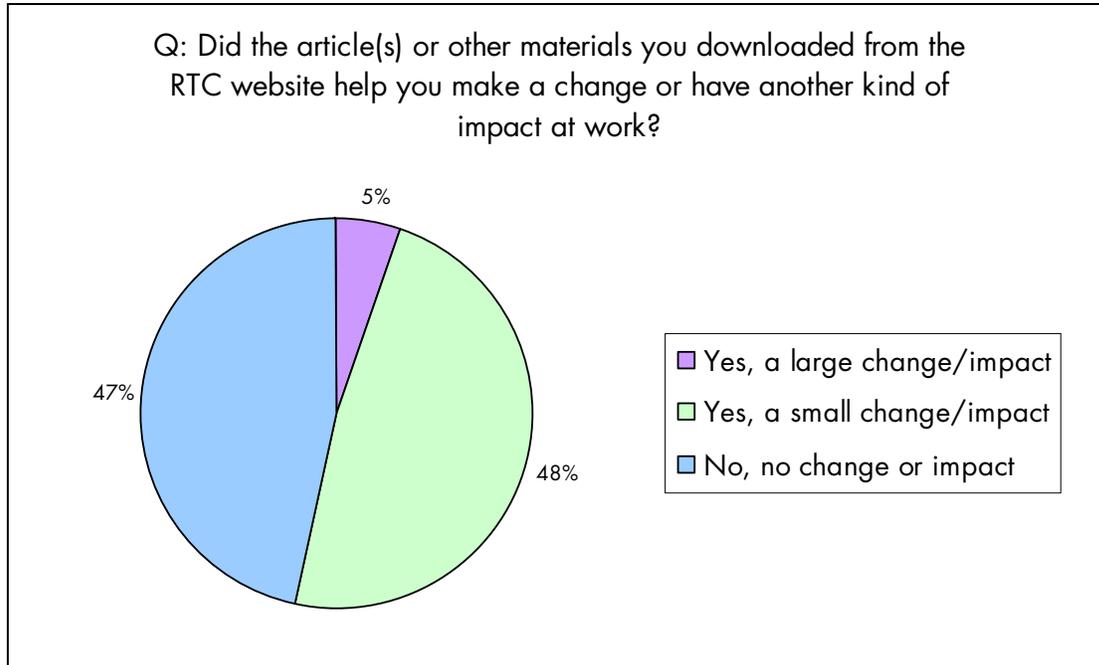
b. When the respondents were asked to check all that apply for how the articles or other materials downloaded were used in their work with these answer choices:

- Learn something new from the information or materials?
- Share the information or materials with colleagues or others?
- Use the information or materials to help produce something at work? (e.g., incorporated information into a report, presentation, grant proposal, program brochure)?
- Use the information or materials as part of making a change in what you or colleagues do at work (e.g. adopt new assessments or measures; change work procedures, practices or interactions)?

The majority indicated they shared the materials with colleagues/others (57%) or that they learned something new (56%).



c. When asked if the materials helped to make a change or impact 5% of those who used Data Trends in their work reported a large change or impact and 48% reported a small change or impact, while 47% reported no change or impact.



d. Impacts: Data Trends

- I find the articles are pertinent in my volunteer and professional capacities and allow me to grow in my own scope of thinking
- It has enabled me to make a strong case for cultural and linguistic appropriate services, outreach for specific populations.
- I often use Data Trends. There are now so many summaries, it would be great if they were organized in some way by subject (just an extra content page maybe).
- Thanks for making these types of reports/information easily accessible.
- To understand the ideas of bullying among middle school aged children. It needs to be a school wide effort within the division to impact change & would be well worth considering.
- Thanks for making current data trends and research available. They have been helpful in the past both in the program I am involved in and in increasing my knowledge base.
- I would like the summaries to provide more information - they are a little too short for me. I think it is great to provide summaries of articles, but as I do not have access to full academic journals would appreciate more depth.
- The most recent download regarding the value of youth voice to their treatment was of value to me and my colleagues in the Wraparound Oregon program. Besides affirming our experience, it gave us ammunition (peer-reviewed facts) to educate our agency partners. What is most difficult for us is overcoming resistance from other agencies, specifically from staff in partner agencies who are predisposed to ignoring

the youth's perspective. In many teams, this is a significant barrier to our work. In these instances, our "job" becomes educating the team before we can move forward.

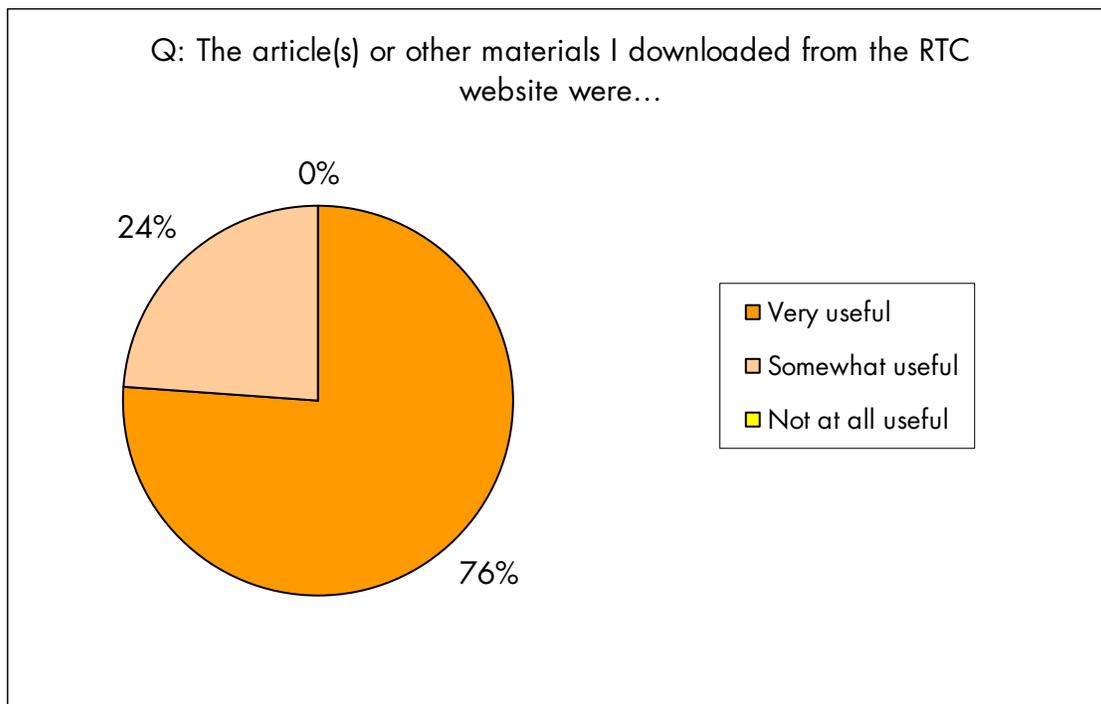
- Generally your articles give me updated information on topics of interest to me professionally and to my students in my class.
- It gave me ideas on how to form a survey to identify mental illness stigma in public school educators.
- I helped an acquaintance learn about the diagnosis her son received so she could understand, help her son, and communicate with her son's school principal and other school officials.

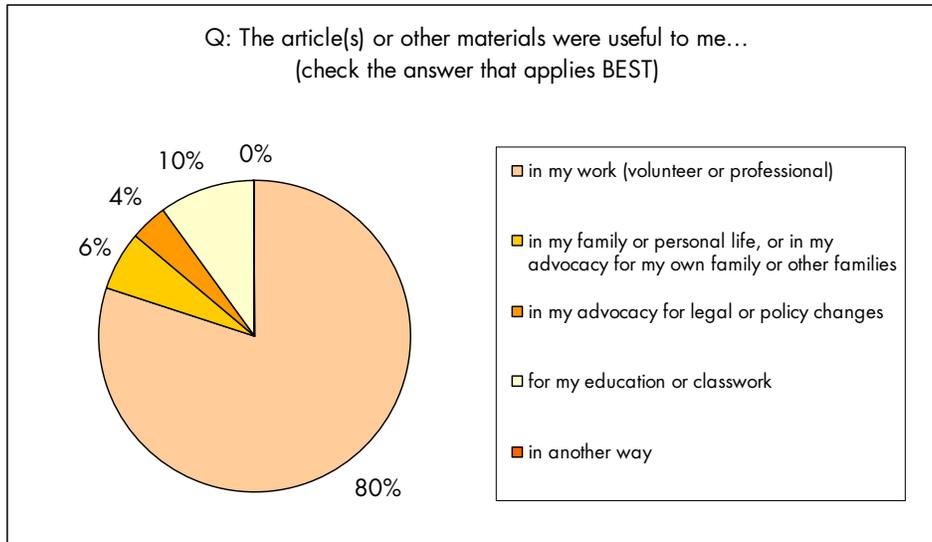
9. Wraparound Product Readers (n= 50) (i.e., "wraparound" contained in title)

a. These next responses are from participants who downloaded materials related to Wraparound. The most popular downloads were...

Publication	Total
Family Partners in Systems of Care and Wraparound	9
The Wraparound Process User's Guide: A Handbook for Families (Manual de Usuario del Proceso del Wraparound [Asistencia Integral]: Una Guia para Familias) (SPANISH VERSION)	6
Focal Point: A National Bulletin on Family Support and Children's Mental Health: Quality and fidelity in Wraparound, 17(2), Fall 2003 (ENTIRE ISSUE)	5
Data Trends #142: Defining the Wraparound Process	4
Practice and process in wraparound teamwork.	4

The respondents either said that the materials were very useful (72%) or somewhat useful (24%). Most of these respondents used these materials in their work (80%).

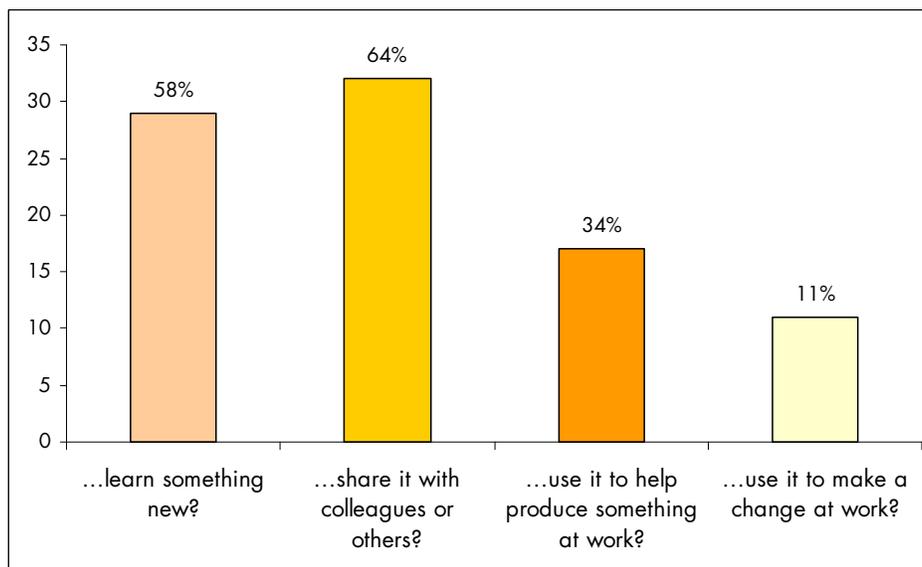




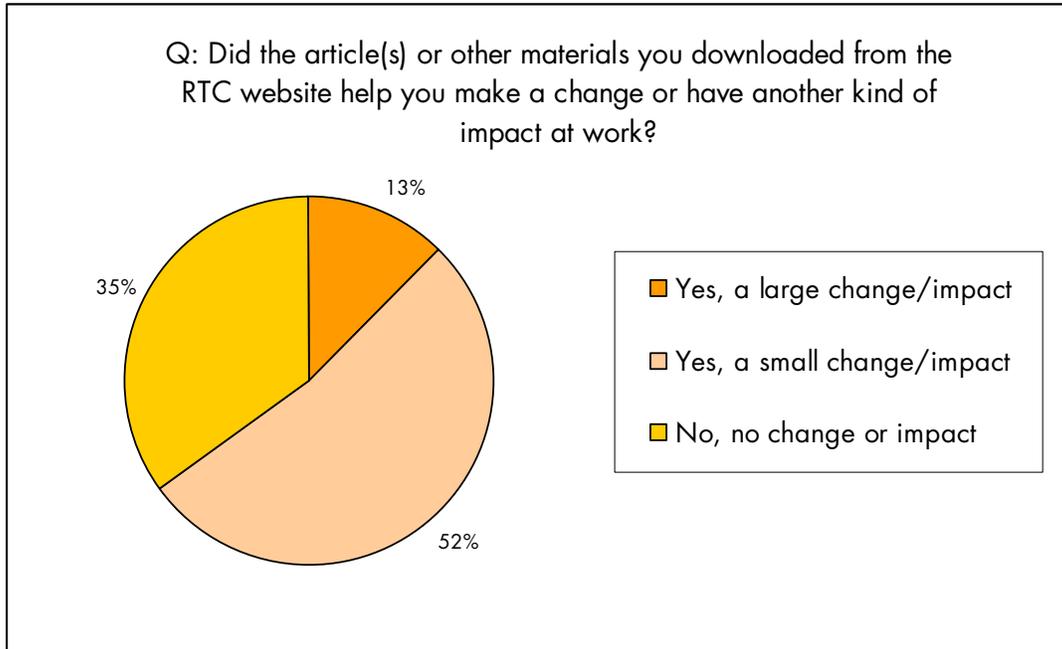
b. When the respondents were asked to check all that apply for how the articles or other materials downloaded were used in their work with these answer choices:

- Learn something new from the information or materials?
- Share the information or materials with colleagues or others?
- Use the information or materials to help produce something at work? (e.g., incorporated information into a report, presentation, grant proposal, program brochure)?
- Use the information or materials as part of making a change in what you or colleagues do at work (e.g. adopt new assessments or measures; change work procedures, practices or interactions)?

The majority indicated they shared the materials with colleagues/others (64%) or that they learned something new (58%).



c. Of the people who used materials related to Wraparound in their work, when asked if the materials helped to make a change or impact 13% reported a large change or impact and 52% reported a small change or impact, while 35% reported no change or impact.



d. Impacts: Wraparound

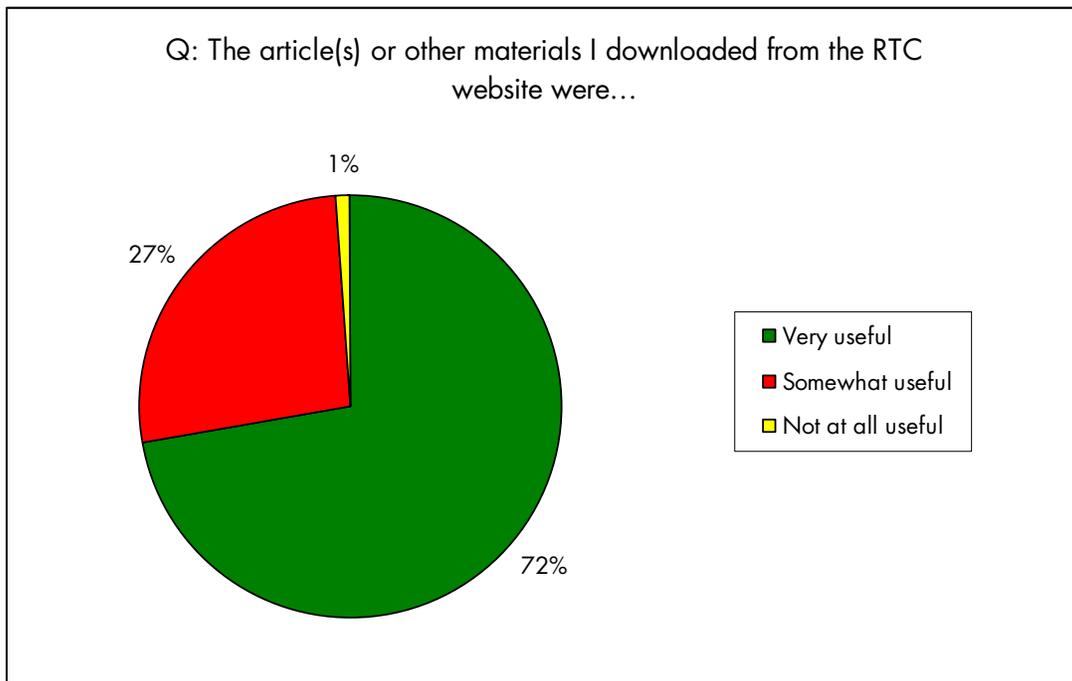
- Provided good foundation info for wrap startup employees. Hope to use or incorporate info w/ families as program progresses.
- They helped me understand more of the history, which helped me understand co-workers who have differing levels of openness to wraparound philosophy. The tools helped me see alternatives for organizing some of the work products. At our worksite, we don't have a standard way of producing the plan of care or the crisis plan, everyone does their own thing. The tools helped me consider other items that might be helpful, along with suggestions from other sites – I then was able to share what I came up with co-workers.
- As a WRAP AROUND Facilitator, the material offered an opportunity to engage the Spanish speaking population in the WRAP AROUND process.
- Gave me more of an understanding and therefore the ability to utilize this information in my professional life as wrap facilitator.
- It helped to rethink an assessment process I am assembling for professionals working with multi-problem families with high risk children in Portugal
- Our organizations family advocates have a better understanding of what wraparound should accomplish - they in turn pass the article to families they work with, families are then better equipped to ask for what they need to be more successful. Wraparound seems to be working better for those families who now understand the wraparound philosophy, and those families in turn are speaking about their successes
- I appreciate your efforts to provide a unified wraparound source.

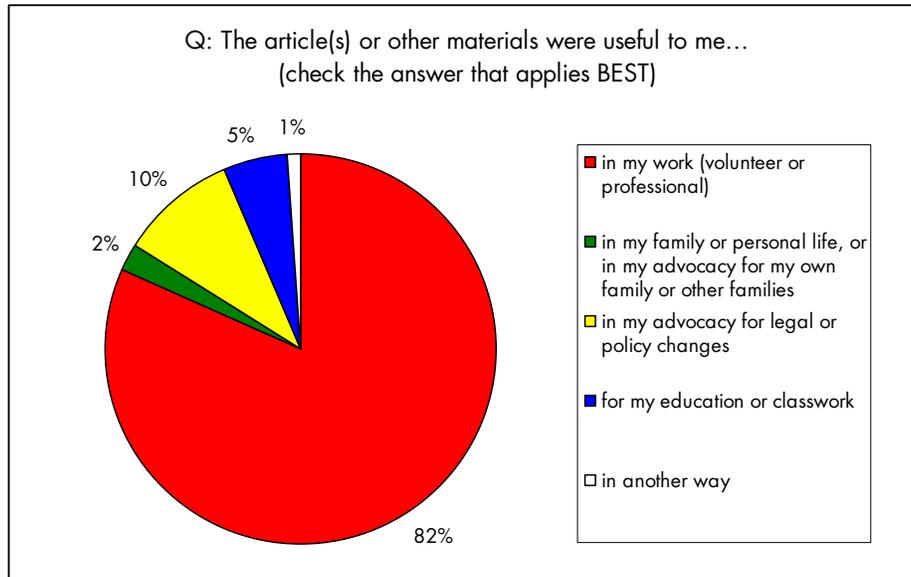
- We are in the process of applying for a grant to build a regional infra-structure to support wraparound implementation. your website has been a fantastic resource
- I appreciate all the efforts of folks who work so hard to make wraparound materials available, and help facilitators organize materials and the process so that it is more understandable and more respectful of families!

10. AMP! Product Readers (n=95)

Publication	Total
Best Practices for Increasing Meaningful Youth Participation in Collaborative Team Planning	43
Involving Youth in Planning for Their Education, Treatment, and Services: Research Tells Us We Should Be Doing Better	33
Is Your Organization Supporting Meaningful Youth Participation in Collaborative Team Planning? A Self-Assessment Quiz	15
Introduction to the Youth Efficacy / Empowerment Scale - Mental Health (YES-MH) and the Youth Participation in Planning Scale (YPP)	3
Introduction to the Youth Self Efficacy Scale/Mental Health and the Youth Participation in Planning Scale	1

a. These next responses are from participants who downloaded products from the Achieve My Plan (AMP!) project. The respondents either said that the materials were very useful (72%) or somewhat useful (27%). Most of these respondents AMP! materials in their work (82%).

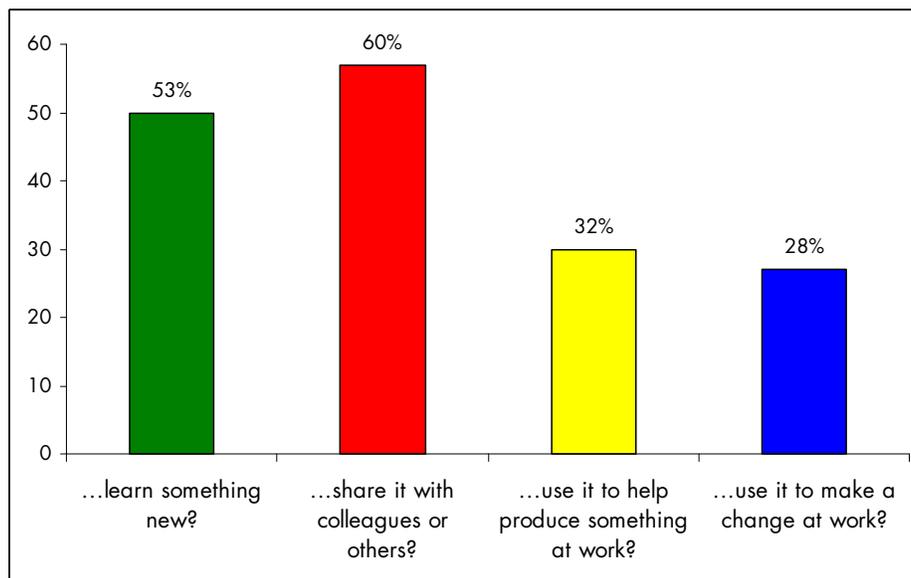




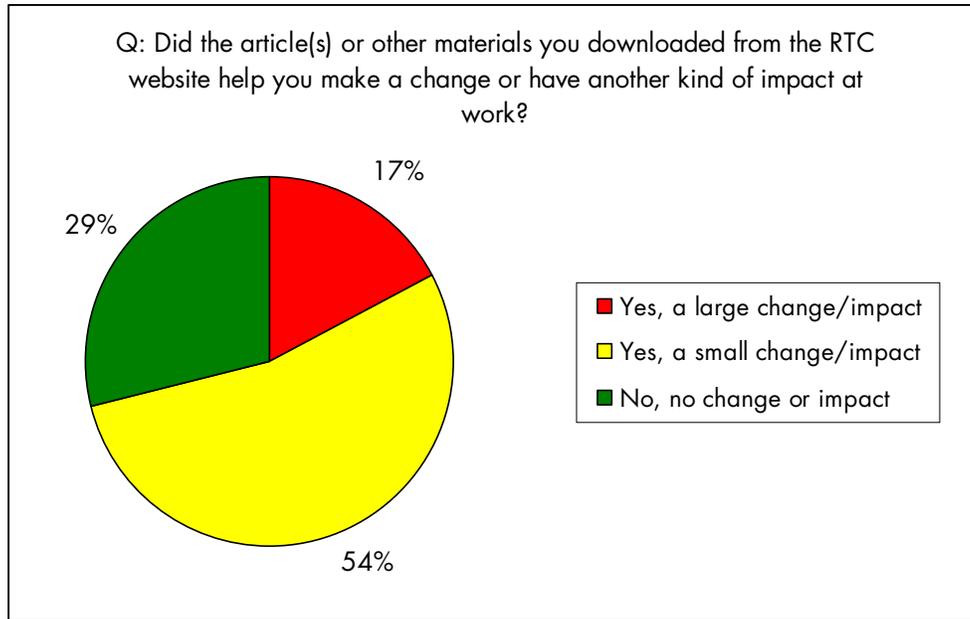
b. When the respondents were asked to check all that apply for how the articles or other materials downloaded were used in their work with these answer choices:

- Learn something new from the information or materials?
- Share the information or materials with colleagues or others?
- Use the information or materials to help produce something at work? (e.g., incorporated information into a report, presentation, grant proposal, program brochure)?
- Use the information or materials as part of making a change in what you or colleagues do at work (e.g. adopt new assessments or measures; change work procedures, practices or interactions)?

The majority indicated they shared the materials with colleagues/others (60%) or that they learned something new (53%).



c. When asked if the materials helped to make a change or impact about one-fifth (17%) of the people who used AMP! products in their work reported a large change or impact and over half (54%) reported a small change or impact.



d. Impacts: AMP!

- The concepts will be shared with providers. We value youth participation in assessment, treatment planning, progress evaluation, etc. However, engagement is sometimes very difficult. The document offered great ideas to increase participation in a meaningful way.
- The information was used to begin conceptualizing and working with the Office of Individual and Family Affairs to help ensure that we look to capture the youth and family voice as we move forward in developing programs, policies and services for the people that we serve.
- I'm not yet sure about the impact, but it could be quite large as we will be sharing it with county child welfare agencies in CA as part of a statewide project over the next two years.
- I am a Parent Advocate at a Children's Long term Psychiatric Hospital...where youth need a voice. This article helped to start talking about why these kids are often left out when thinking about youth voice. I also am part of a statewide family organization that has a youth program, they to need to have a bigger voice.
- Information was shared with a group of youth that our agency is supporting to become advocates within our developing system of care. These youth found the information helpful in recognizing that they had choices and could feel more ownership of their decisions.
- As we develop a system of care, the ways to include the youth in the process was very helpful.
- Good website with lots of useful links and publications that have been interesting and useful when working on youth engagement.

- One reason, in my experience, that youth in foster care are not involved in their own plans, is that social workers and others often feel powerless themselves. They may see a difficult situation with no better outcome, and prefer not to really say this to the client. For example, a worker/supervisor/treatment team may know for months that a 'pre-adoptive' foster parent has told them they will not adopt the child. The child will be the last to know, with various rationales given. However, the main reason is just the painfulness of the situation.
- Letting other student service representatives know how important it is to treat former foster care students with respect and dignity and to also be able to provide them with additional services.
- The RTC research about giving youth a voice in their own goals and plans is excellent information to share when discussing interventions for children with mental health disorders.
- My community that I live and work in is lacking in services for teens. I use some of this DL when addressing all the service providers that change is needed.
- Plan to have multiple teams from state agencies access the information to inform their work with children and families.
- We are considering integrating the tools into our evaluation of one of our local care coordination programs