

## NEGOTIATING A MANAGEMENT PLAN

### Provide Feedback

Provide the young person with feedback about your assessment and encourage them to participate in developing a management plan:

- Provide information about their growth and development
  - reassure them that they are normal
  - compliment them on areas of their life where they are doing well (e.g. school; sports; friendships)
- Highlight areas of concern where intervention may be needed
- Invite questions or comments
- If the young person is engaged in risky behaviours, provide information about the risks associated with these behaviours and discuss ways to protect themselves:

#### **Example:**

*“Rebecca there are a few things you’ve mentioned that I’m concerned about – especially your drug use. I know you’ve said that it’s a big part of what you do when you’re with your friends. But I’m wondering how much you know about the effects of marijuana, and some of the risks that it has for young people. If you like, I can give you some information about this and we can discuss ways to make sure that you are safe.”*

### The Management Plan

- Negotiate a management plan with the young person:
  - outline treatment options
  - actively involve them in making decisions about treatment
  - explain your reasons for recommending certain treatments
  - if necessary, facilitate a referral to a specialist or other service – e.g. Psychologist; youth service

### Wrapping Up the Interview

- Ask if there are any other problems/concerns they would like to talk about
- Identify possible sources of support – who can they talk to about things that are troubling them?
- Adopt an “open door” approach – let them know they can speak to you about problems and encourage them to contact you if they need assistance
- Explain how to make an appointment by themselves if they need to see you
- If the young person has come with a parent, discuss what to tell mum or dad, and which areas they don’t want to discuss with their parents
- Offer to talk to the parent(s) on their behalf about any sensitive issues – respect the young person’s wishes to not discuss certain issues with parents

*“Rebecca, before you mother comes back in I’d like to be clear about what to tell her and what not to talk about. What would you like mum to know about what is going on for you? What sort of support would you like to get from mum?”*

### **Follow-Up**

- If a follow-up appointment is needed, encourage the young person to return and emphasise that it is important that you see them again
- If you are concerned about them keeping an appointment, make a contract with them to return – if appropriate, offer to give a reminder call
- Ask the young person about the best way to contact them for follow up

### **Dealing with Parents**

- If a young person has come with a parent, spend some time with them – either alone or together with the young person *after* you have seen the adolescent by themselves
- Provide information about the young person's growth and development, strengths and achievements, and if appropriate, areas of concern
- Summarise the main health issues and your management plan – share any relevant information that the young person has agreed to
- Respond to the parents' concerns while respecting the adolescent's right to confidentiality
  - explain that the young person's need for confidentiality is normal and can be an opportunity for the adolescent to take on more responsibility
- Provide information and education about the young person's concerns
- Guide them in how they can be involved in supporting the management plan and how to respond to any risk taking behaviours that the adolescent is involved in
- Be sensitive to the concerns of parents from other cultural backgrounds
  - respect their authority with regard to decision-making while helping them to recognise the young person's growing need for independence appropriate to their age and stage of development
  - try to find a suitable balance between engaging the family authority system and supporting the young person's ability to make decisions for themselves
- Facilitate communication between the young person and their parents about difficult issues