National Technical Assistance Center for Children's Mental Health
GEORGETOWN UNIVERSITY CENTER FOR CHILD AND HUMAN DEVELOPMENT

Supporting Youth Peer Support in Your Organization

YOUTH MOVE NATIONAL™
WE ARE CHANGE AGENTS "MOTIVATING OTHERS THROUGH VOICES OF EXPERIENCE"

January 8, 2015

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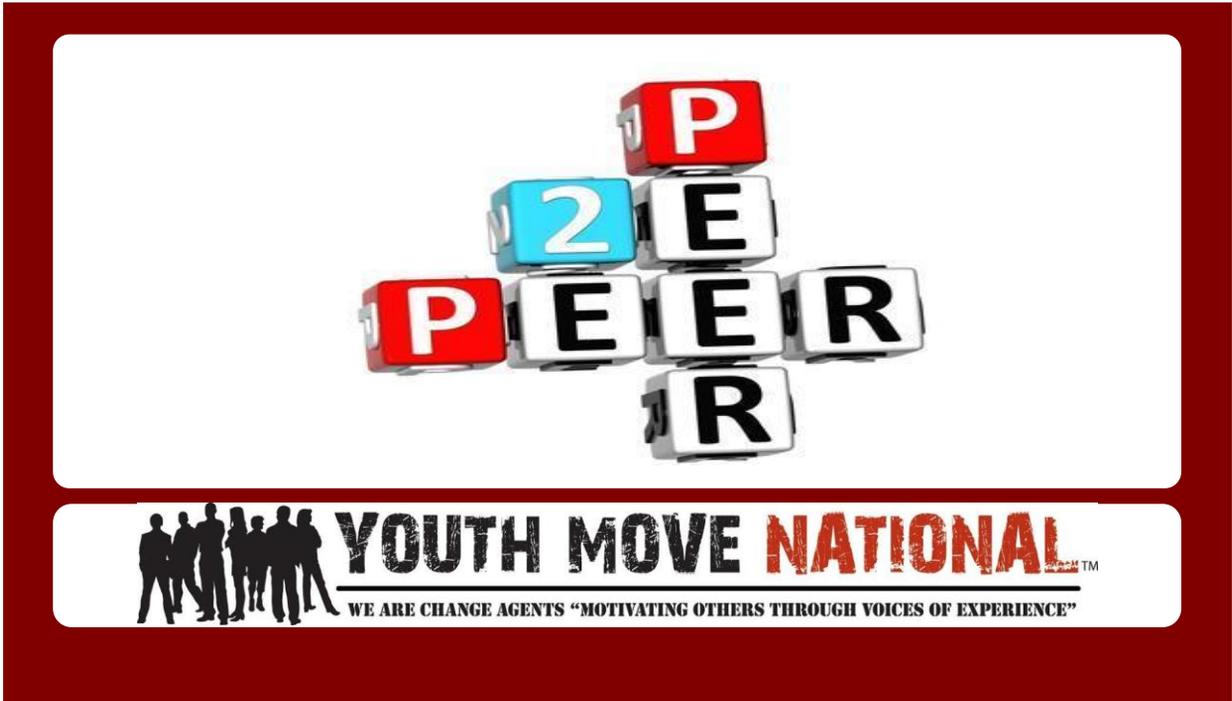
Introductions: Presenters

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Introductions: Who Is Here Today

Polling Questions

Youth MOVE National's Role

- YMN understands the importance of youth voice in developing responsive systems and supports for youth and young adults who struggle with behavioral health challenges.

- YMN recognizes the urgency of need to develop Youth Peer Support for young adults of transition age.
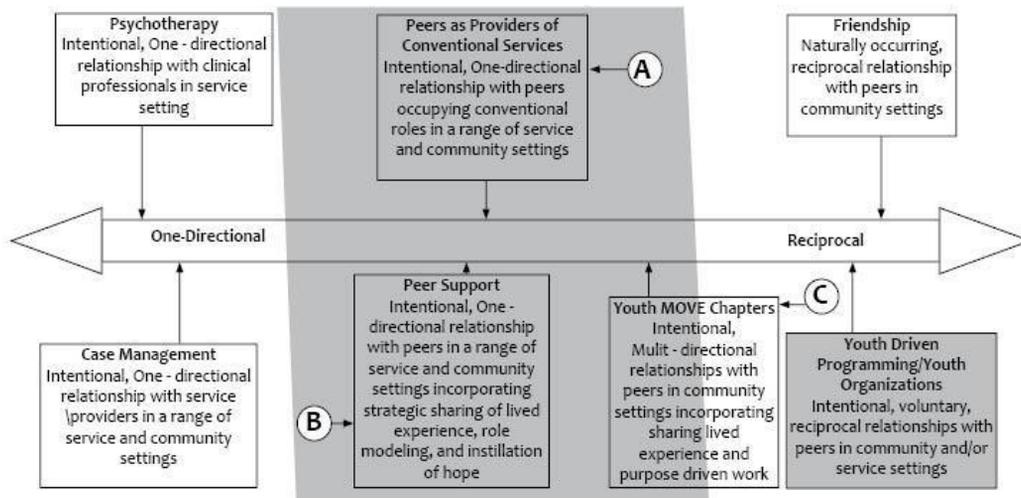
Youth MOVE National's Role

- YMN represents the national voices of those who will receive or enter the workforce to provide these peer driven services and support.

- YMN continues to provide national guidance and education to systems, organizations and individuals who wish to develop Youth Peer Services.

Defining Peer Support

- Peer support is based on a mutual connection among two people who establish a relationship based on shared experiences (Mead, 2003**)**
- A youth peer provider is a person who uses his or her lived experience within the child serving systems and skills learned in formal training, to deliver services in behavioral health settings to promote mind-body recovery and resiliency for young adults of transition age.
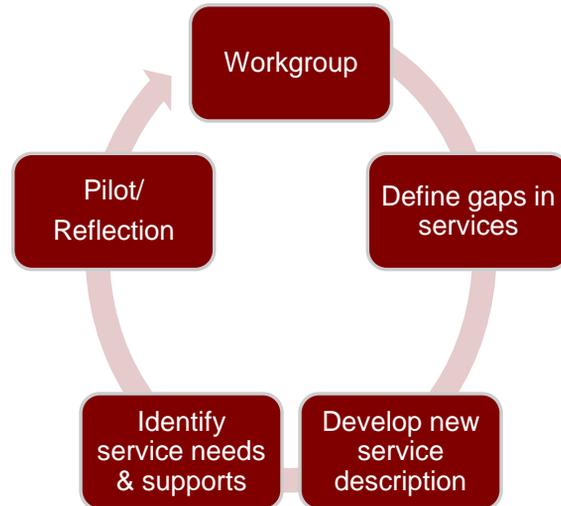
Continuum of Helping Relationships

| Psychotherapy Intentional, One - directional relationship with clinical professionals in service setting | Peers as Providers of Conventional Services Intentional, One-directional relationship with peers occupying conventional roles in a range of service and community settings ← Ⓐ | Friendship Naturally occurring, reciprocal relationship with peers in community settings |

One-Directional ⟵————————————————⟶ Reciprocal

| Case Management Intentional, One - directional relationship with service \providers in a range of service and community settings | Ⓑ → | Peer Support Intentional, One - directional relationship with peers in a range of service and community settings incorporating strategic sharing of lived experience, role modeling, and instillation of hope | Youth MOVE Chapters Intentional, Mulit - directional relationships with peers in community settings incorporating sharing lived experience and purpose driven work | Ⓒ ← Youth Driven Programming/Youth Organizations Intentional, voluntary, reciprocal relationships with peers in community and/or service settings |

Adapted from 'A Continuum of Helping Relationships' Davidson L et al. Schizophr Bull 2006;32:443-450

1/8/2015

Planning & Readiness

- Organizational readiness & planning
- Curriculum Exploration
- Preparation and support for workforce development
- Fidelity monitoring

Workgroup

Define gaps in services

Develop new service description

Identify service needs & supports

Pilot/ Reflection

Where is the field?

- YMN conducted a national environmental scan of chapters who were offering peer to peer support
- Topics we were seeking to learn more about were focused in three main themes
    1. *Curriculum & Training*
    2. *Hiring and Supervision*
    3. *Funding and sustaining the work*
- 17 chapters were approached to participate and 12 agreed to participate in phone interviews

Findings from the Scan: Curriculum

Models implemented nationally fell into four categories:

1. Traditional Models
2. Enhanced Models
3. Tailored Models
4. Youth Informed Models

Traditional Model

A model which builds off of the existing adult consumer movement and adult peer support

- State or County has expectations for training certification
- Required to utilized pre-approved adult peer curriculums
- Required to maintain regular CEU

Enhanced Model

Model which utilizes the existing state infrastructure, curriculum for peer to peer supports for everyone and adds enhancements specific to the system and or service they are providing.

- Training requirements remain the same for all young adults and adult consumers in the state or county based on pre- approved curriculum
- Those providing young adult peer support are require to participate in additional continuing educations courses and training specific to service array they will work in

Tailored Model

A model that is developed for a specific program or specialized setting.

- Specialized curriculum developed for services offered in in a specific setting, such as school based, or children's mental health system only.
- Specialized service requirement or setting to obtain a peer services.

Youth Informed

A model which has been developed by the community to meet the specific developmental needs of young adults and takes into considerations the various factors of both children's mental health and adult mental health systems allowing for a fully integrated continuum of peer support services for young adults between ages of 16-25

Findings from the Scan: Hiring

How do you know a young adult is ready to step into a formalized peer role?

- Peers are in a place that promotes recovery and willingness to utilize their personal experiences as part of the support they offer
- Peers may be graduates from programs in which they are recruited to work in
- Peers maybe members of YM chapters who have provided preparation, internships and guidance for utilizing lived experience in the workforce

Findings from the Scan: Hiring

- Organization puts peers through formal HR agency practices and includes additional training and support annually
- Formalized peer training/ certification is required. Some require prior to hiring; others offer it as part of training
- Many of the communities that offered one on one peer support as part of a MH agency or service only hired young adults over the age of 18. Programs that were drop-in based or school based had more flexibility to utilize youth under 18 as peers
- Need to review agency policies and identify where policies may need to be modified to embrace peers in the work force

Findings from the Scan: Tasks

What do peers do within an organization?

- Many peers serve in a positions that support linkage to resources and learning new skills through groups
- One on one support, formally or informally matched
- Providing youth voice and lived experience perspective at various levels of the organizations planning and implementation of programs

Findings from the Scan: Supervision

What does supervision look like for peers?
- Supervision shifts from a administrative approach to one that is more of a coaching model
- Peers have access to a clinical supervisor, when needed, but most direct supervisors are not clinicians
- Peers receive individual supervision as well as group supervision with others who serve in similar roles
- Some states or counties that require certification also offer group co- reflections offered by state as another means of support and supervision

Findings from the Scan: Supervision

- Culture of resiliency and recovery
- Supportive supervisors who do not use lived experience against them
- Trauma Informed understanding
- Wellness plans, reminders of self- care from others
- Flexibility with in the position
- Agency offers Strategic Sharing training on how to share your story as a peer not just as a advocate

Findings from the Scan: Funding

How is the program financially supported?
- Many of the programs that participated in the scan were funded through federal SAMHSA funds as grantees
- Others were billable through various options such as state plan amendments or waivers
- State funded via block grants funds or other general funds

Moving Forward

- Many of the programs who participated in the scan were in early stages of piloting or implementation
- There is still no community who has developed a Youth Informed Model that crosses both child serving system and adult mental health
- Recruitment and retention of young adult peers has been a challenge for agencies
- Self Care for those in young adult peer roles is crucial for personal work like balance

Questions and Answers

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