The Value of Peer Support: Why it Works and How it Transforms Service Delivery and Systems of Care

2016 CMHACY Workshop
Setting the Stage
WELCOME
Group Guidelines
Logistics
Parking Lot/ 405 Freeway
Peer Parent Support Practice Model

Hathaway-Sycamores
Child and Family Services

Presenters
Cyndi, Sandra, Gayle

CMHCY 2016
Hathaway-Sycamores Child and Family Services…

• stands as one of the largest providers of mental health services to children and families in Southern California.

• provides services in collaboration with nearly 9,000 youth, young adults, and their families each year.

• The agency began as an orphanage in 1902, in 2006 adopted the vision;

Stronger Families….Stronger Communities

Heal, Hope, Thrive
## Comprehensive Services

<table>
<thead>
<tr>
<th>Out-of-Home Care</th>
<th>Mental Health Services</th>
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</thead>
<tbody>
<tr>
<td>Residential Services</td>
<td>Multidisciplinary Assessment Team</td>
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<tr>
<td>Transitional Shelter Care</td>
<td>Psychiatry and Medication Support Services</td>
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<tr>
<td>Intensive Treatment Foster Care</td>
<td>In Home Family Services</td>
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<tr>
<td>Permanency - Adoption</td>
<td>Therapeutic Behavioral Services</td>
</tr>
<tr>
<td>Transitional Age Housing</td>
<td>Wraparound</td>
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<tr>
<td>Peer Support – Youth Advocates</td>
<td>Psychological Assessment</td>
</tr>
<tr>
<td>Medical Services</td>
<td>Outpatient Services</td>
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<tr>
<td>Psychiatric Services</td>
<td>School Based Mental Health Services</td>
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<td></td>
<td>Peer Support Services</td>
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<td></td>
<td>Substance Abuse Services</td>
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<tr>
<td><strong>Education (Work Readiness)</strong></td>
<td><strong>Community-Based Services</strong></td>
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<tr>
<td>School Based Classrooms</td>
<td>Child and Family Team</td>
</tr>
<tr>
<td>Therapeutic Classroom</td>
<td>Meeting</td>
</tr>
<tr>
<td>Workability Program</td>
<td>RBS</td>
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<tr>
<td>Employment Internships</td>
<td>Peer Support Services</td>
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<td></td>
<td>Youth and Parent Councils</td>
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<tr>
<td></td>
<td>Mentor Program</td>
</tr>
<tr>
<td></td>
<td>Tutoring/Computer Lab</td>
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</tbody>
</table>

**Multidisciplinary Assessment Team**

**Psychiatry and Medication Support Services**

**In Home Family Services**

**Therapeutic Behavioral Services**

**Wraparound**

**Psychological Assessment**

**Outpatient Services**

**School Based Mental Health Services**

**Peer Support Services**

**Substance Abuse Services**

**Child and Family Team**

**Meeting**

**RBS**

**Peer Support Services**

**Youth and Parent Councils**

**Mentor Program**

**Tutoring/Computer Lab**
The Value of Peer Support: Why it Works and How it Transforms Service Delivery and Systems of Care

CMHACY Workshop

Youth Empowerment Support (YES!) Program Contacts:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tammy Cherry</td>
<td>Program Manager</td>
<td><a href="mailto:TCherry@placer.ca.gov">TCherry@placer.ca.gov</a></td>
<td>530-368-3727</td>
</tr>
<tr>
<td>Ambrosia Cramer</td>
<td>Youth Support Coordinator</td>
<td><a href="mailto:ACramer@placer.ca.gov">ACramer@placer.ca.gov</a></td>
<td>530-886-2843</td>
</tr>
<tr>
<td>Lindsay Porta</td>
<td>Youth Support Supervisor</td>
<td><a href="mailto:LPorta@placer.ca.gov">LPorta@placer.ca.gov</a></td>
<td>530-886-5461</td>
</tr>
<tr>
<td>Quentin Forest</td>
<td>Youth Support Coordinator</td>
<td><a href="mailto:QForest@placer.ca.gov">QForest@placer.ca.gov</a></td>
<td>530-886-2825</td>
</tr>
</tbody>
</table>
YES! Activity
Activity Instructions:

1. Get into the group that matches the color of the dum dum you picked
2. Pick a Reporter and Scribe for your group
3. Read the handout description and prompting questions
4. Discuss and capture what your group would include in this component of your peer program
5. Pick your top two priority items
6. Report Out
Leadership- d.b.a. Change Agent
Changing a Culture is Changing People, Processes and Structures

• Planned approach with a Clear Vision
  – Change systems and processes
    • Intake…welcome and engage families at the front door
    • Meet families where they are at and honor their culture
    • Hiring staff who share the core agency values
    • Training – mentoring that supports engagement and values
    • Rewarding and recognizing staff who demonstrate authentic engagement and customer care ethics
    • Having processes to listen to families, youth and young adults
  – Agility ability to change a system and process in
Collaborative & Authentic Models of Care

• Letting go of program thinking, integrating youth and family voice in their own decision making; stretching partnership boundaries

• Role of youth and parent councils; solicit feedback and be responsive; follow through

• Cross staff training and communication across all departments

• Communication and information Loop - top down, bottom up, and across the table
Sustainability

• Engagement is how we do business
• We allocate our resources to match our values and practices that represent a customer focused approach
• We collaborate and share resources with partners who share our vision and values
• We write Peer Support into contracts, agency policy & procedures
Authentic Engagement

• Peer-to-Peer Support
  • PARENT PARTNERS
    • A parent of a youth with life experience navigating the mental health, child welfare, and/or juvenile justice system. Uses their experience to provide hope, guidance, and advocacy for our customer families.

• YOUTH ADVOCATES
  • A youth with lived experience who empowers peer youth receiving Residential/Community-Based services to become self-advocates and leaders, and to inform agency and system transformation.

• PSYCHO-EDUCATIONAL SUPPORT GROUPS and ADVISORY COUNCILS
  • Peer led and facilitated trainings to youth and caregivers involved in services; In-Home, Community, Residential, and Foster Care.
Peer Support Practice Model

- Based on Phases of Help and Logic Model
  Process based on peer’s voice and choice
- Engagement
- Planning
- Implementing
- Transition
- Psycho-Education and Community Linkages
Parent Partner Practice Model

**Transition Phase**
- 45 days
- Transition to not from

**Implementation Phase**
- Moving to action

**Agreement Phase**
- Throughout the process
- Action listening

**Engagement Phase**
- 30 days
- Builds foundation
- Getting to know you
## Required Products

### Engagement
- Strengths Narrative
- Connections & Support Map
- Family Assessment of Support Tool (FAST)
- Individualized Parent Empowerment Plan (IPEP)

### Agreement
- Concern Action Plan
- Update IPEP

### Implementation
- Update Connections & Support Map
- Strength Narrative
- FAST Assessment

### Transition
- Contingency Practice Record
- Transition Planner
- Future IPEP
Clarity in Values and Beliefs

Core Practice Model Principles

- Consumer & Family Voice, Choice, & Access
- Safety & Permanency
- Needs & Strengths
- Individualized, Family-Focused Interventions
- Strong Collaboration
- Consideration of Culture
- Grounding in Community
- Comprehensive Resources
Mindful Measurement: Accountability for Practice and Outcomes

**MEASUREMENT DOMAINS**

- Youth and Family Engagement
- Staff Deployment of Principles
- Fidelity to Core Practice Principles
- Youth and Family Satisfaction

**DATA SOURCES**

- Focus Groups
- Satisfaction Surveys
- Utilization Data
- Phone Calls w/ Families
- Complaints & Grievances
- Follow-Up Studies
Family Assessment of Support Tool

Family Assessment of Support Tool

Family Name: [Blank]
Address: [Blank]
Phone Numbers: [Blank]
Parent Partner: [Blank]
Date: [Blank]

Types of Support

When we face challenges we often turn to people in our lives for support. This is especially true when raising a child with emotional or behavioral needs. Who are those individuals that you have or can turn to for support?

- Spouse/Significant Other/Partner
- Friend
- Family member
- Neighbor
- Faith Community
- Other:

Please review the statements below and choose the ones that best fit you and your family.

Presence of the Support System

When I am experiencing difficult times, the important people in my life who provide me with support (such as family members, spouse, partner, friends or others) are...

- Available to provide support to me most of the time and aware of my family’s situation
- Available to provide support to me some of the time and aware of my family’s situation
- Never available to provide support to me or I do not have any support people

Acceptance of Support System

When I think about how important people in my life react to...

<table>
<thead>
<tr>
<th>Accepted Most of the Time</th>
<th>Accepted Some of the Time</th>
<th>Judged Some of the Time</th>
<th>Judged Most of the Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>My life choices and decisions, I feel</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>My child’s mental health needs, I feel</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>My parenting style, I feel</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>My child’s behavior, I feel</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

System Receptivity

When I’m working with the professionals in my child and family’s life...

<table>
<thead>
<tr>
<th>Most of the Time</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m able to voice my ideas to professionals</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I am understood by professionals</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>My ideas are included in decision making</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Coping with Stress</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Agree</td>
</tr>
</tbody>
</table>

- I have the ability to deal with the things that happen 10-18 months ago
- I can handle it when things get tough, because I know what I have to do to make things better
- I know that I can deal well with the unexpected
- I often feel helpless when dealing with problems
- There is really no way to solve some of the problems I face

Scoring Sheet

Item | Total Number
--- | ---
Presence of Support System |  | 
Acceptance of Support System |  | 
System Receptivity |  | 
Total |  | 

Coping with Stress: Use this space to identify other concerns regarding current or anticipated stresses that may impact your planned contact...

Planned Contact

- Supportive Contact: Weekly Phone Contact with either Support Group or Team
- Moderate Contact: One Face to Face visit per month in addition to supportive contact (3-6)
- Intensive Contact: Weekly face to face contact in addition to supportive and moderate contacts (6-24)
- Check here if you should bump up one level due to coping with stress

Supervisor Review: Date
Family Assessment of Support Tool (FAST)

At Intake:

• The goal is to get a baseline of where the family is at with:
  - Presence of Support
  - Acceptance of Support
  - System Receptivity
  - Coping with Stress

At Transition:

• Assesses progress in each of these four areas.
• Cross check between Parent Partner perception and how the Parent feels.
• This is a collaborative process with the parent.
• Needs to be updated at a minimum quarterly.
Gayle’s Bio - AVP of Peer Support Services at Hathaway Sycamores Child and Family Services since 2010. This personal and professional experience lead to pursuits as a Family and Youth Advocate dedicated to residential reform, and Peer Support Services aimed at youth and family reunification and permanency. Began in 1994 CSOC in Northern California, UACF TA Center, RBS Parent Advisory Chair, State System of Care development and Residential and Community-based Family and Youth driven and Peer Support services. Adult Son was in multiple residential settings and transitioned home successfully with Wraparound services.

Cyndi’s Bio

Supervisor Peer Support at Hathaway-Sycamores Child and Family Services in LA County. Cynthia is the proud mother of 4 amazing children, which have suffered from emotional and behavior challenges. In 2000 Cynthia’s children were returned to her after living within the system for some time. The family was able to successfully navigate through systems in 2001, and began a journey of healing that has spanned over 16 years. These experiences motivated Cynthia to want to work with families that could benefit from her vast experience.

Associate’s degree in Chemical Dependency. Bachelor’s degree in Human Development with a specialization in Social Change. Currently enrolled in a Human Development graduate program. Since beginning with HSCFS in 2009, Cynthia has worked with countless families assisting them by coming from a compassionate, non-judgmental, culturally sensitive, empowering perspective. She finds joy in coaching staff in the Wraparound process. She is certified trainer in My Life My Choice, is a member of PFLG, and is a proud member of the Recovery Community.

Sandra’s Bio

Supervisor Peer Support for Hathaway Sycamores Child and Family Services in Los Angeles County, California. Sandra is a single parent of a son with special needs. She became a Peer Partner in 2010 after navigating systems for dual diagnosis in DD and Mental Health systems on behalf of her son for 26 years. Sandra discovered a strong commitment for the work and a strong passion for peer to peer support for parents. In 2002 she became a Certified Family Resource Specialist through USC and Children’s Hospital of Los Angeles for neurological disabilities. Sandra quickly took on a leadership role including providing training to newly hired Peer Partners through the Los Angeles Training Consortium. She is a compassionate, open and engaging trainer who is willing to share real world, personal and system situations from her own journey. She has also been active in the Deaf and Hard of Hearing community and has been an active member of various Boards, Guilds and Auxiliaries within her community for development and awareness for change in policy. Sandra was awarded Certificate of Excellence in 2015 from the Department of Mental Health for recognitio

Hathaway-Sycamores Child & Family Services
Gayle Wiler (707) 327-8495 Cynthia Garcia (661) 309-7276
Sandra Tudor (714) 345-3311
Commitment to Impact and Accountability

Mindful Measurement vs. Data Overload

'If I'd known they wanted me to use all this info - I would never have asked for it!'