Massachusetts’ and Michigan’s Journey to Building Youth Peer Support

University of Maryland, Baltimore
Training Institutes
July 25-28, 2018
Today’s Agenda

- Introductions and warm-up (15 min)
- State snapshots (30 min)
- Voices of experience video and discussion (15 min)
- Developing the “what” of youth peer support (30 min)
- Break (15 min)
- Special topics “speed dating” (45 min)
  - Networking & community partnerships
  - Financing
  - Workforce development
- Voices of experience “fishbowl” exercise (35 min)
- Wrap-up and networking (10 min)
Introductions

Warm-up activity
Young Adult Peer Mentoring in Massachusetts

Kelly English, Director Children’s Behavioral Health Knowledge Center, Massachusetts Department of Mental Health
Young Adult Peer Mentoring in MA

2004
1 YA in IRTP – eventually grows to 6 sites

2013
State receives SAMHSA grant
6 sites employ YAPM to enhance Wraparound – eventually expands to 10 sites

2014
Residential re-procurement added YAPM in our “residential w/o walls” service – 16 sites

2017
Transition from SAMHSA grant funding to MassHealth (Medicaid) billing under existing Medicaid state plan service

2018
YAPM added to state mental health authority flexible support service array via re-procurement

SAMHSA HT grant “low-barrier” access center sites have YAPMs as part of staffing model

SAMHSA SOC grant “low-barrier” access center sites have YAPMs as part of staffing model

#LEADINGCHANGE
How do you pay for it?

• Medicaid

• State general fund appropriation

• SAMHSA grants
How do you support YA peers?

• Cross-agency collaboration and “braided funding” for workforce development activities
• Career exploration & life skills training and coaching course
• YAPM Practice Profile
• 3-day training plus coaching for YA peers
• Certified Peer Specialist training
• Supervisor training
• Technical assistance for provider orgs
Resources

www.cbhknowledge.center
Practice profile library>Young Adult Peer Mentoring>Tools & Resources
Youth Peer Support in Michigan
Who are we?

Rachel Cochran  
Certified Youth Peer Support Specialist  
For ASK Family Services  
Experience Almost two years

Isaiah Shack  
Certified Youth Peer Support Specialist  
For ASK Family Services  
Experience One year
What is Youth Peer Support in Michigan

• Ages 18-26, willing to share their stories of their own personal experience within the system of care.

• a valued member of the treatment team that works on treatment plan goals with youth in one on one settings and in group setting

• Provides empowerment, engagement, providing hope & sense of future

• Some one with their own lived experience with mental health diagnosis's and has been apart of the system of care as a youth to relate and role model to youth that you can still be the person you want to be even if you have mental health challenges.

ssw.umaryland.edu/traininginstitutes
History: How was the YPS Model Developed?

• Worked with a national consultant to gather the input from stakeholders (CMHSP administrators, supervisors and other staff in addition to parents, youth and family organizations in Michigan)

• In 2015, a team was established to discuss philosophy and key concepts related to youth peer support, and establish a clear direction for YPS training.

• This team compiled materials from Parent Support Partner Model, Washington Peer Counselor curriculum, YPS document created by a national consultant, and other public sources to create the Michigan YPS curriculum.
Youth Peer Support as a Medicaid Service

- A Medicaid State Plan Service for youth with Serious Emotional Disturbance
- Provided by young professionals with experience receiving mental health services as a youth
- Written into the individual plan of service
- Goals and activities are mutually identified in active collaboration with youth receiving services
- Interventions provided in home and community
For more information on the development of Youth Peer Support in the state of Michigan and information about Medicaid billing, please direct any questions to:

Krissy Dristy
Statewide Youth Peer Support Coordinator
Association for Children's Mental Health
office 517-372-4016
cell 517-643-3314
kdristy@acmh-mi.org

Kim Batsche-McKenzie, LMSW
Michigan Department of Health and Human Services
Children’s Services Agency
Manager of Programs for Children with Serious Emotional Disturbance
Division of Mental Health Services to Children and Families
Phone: (517)241-5765
Email: Batsche-McKenzieK@michigan.gov
Timeline of the development of YPS in both Michigan and Kalamazoo

- **2004**: ASK Opened October 2004
- **2005**: Family Support Partners services started at ASK May 2005
- **2015**: Youth Peer Support started at the State Level with Cohort 1 November 2015
- **2016**: ASK hired their first Youth Peer Support Specialist March 2016
- **2017**: ASK hired their third Youth Peer Support Specialist June 2017
Youth Peer Support Across Michigan

Northern Michigan Regional Entity
Lakeshore Regional Entity
Southwest Michigan Behavioral Health
Mid-State Health Network
CMH Partnership of Southeast Michigan
Detroit Wayne Mental Health Authority
Oakland County CMH Authority
Macomb County Mental Health Services
Region 10

TOTAL: 24

#LEADINGCHANGE
• Was created October 2017 with the merge of Advocacy Services for Kids and Parent to Parent

• Mission Statement: To empower families and youth who experience developmental or mental health challenges to use their voice to reduce stigma and achieve their potential to successfully participate in their community.

• Partners with Kalamazoo Community Mental Health

• Currently has 6 Family Support partners and 3 Youth Peer Support Specialists.
Who we serve:
What type of other services do we offer?

Youth Peer Support: Resource and Skills Group
Defining the “What” in Young Adult Peer Mentoring

How and why Massachusetts created a practice profile
How did you learn to do your job?
The Nike Approach to the “What”

Just do it!

Credit: Dr. Michael Hoge, Yale Program on Supervision
What is a practice profile?

- Tool developed by the National Implementation Research Network to specify the “what” of a program or practice
- It breaks down concepts such as “engagement” into discrete skills and activities that can be “taught, learned, and observed.”
- “Co-created” with young adults – 64% of attendees at workgroup sessions were YAs.
## Demonstrating Reliability

<table>
<thead>
<tr>
<th>Ideal Practice</th>
<th>Developmental Practice</th>
<th>Insufficient Practice</th>
</tr>
</thead>
</table>
| Always contacts YA (and designated caregiver as appropriate) in a timely way when plans change and responds with flexibility for rescheduling. | * Is unclear about who to contact.  
* Contacts one party but not others.  
* Leaves messages or texts without confirming that YA received them.  
* Contacts YA/others but without sufficient explanation and/or flexibility for changes. | * Does not attend scheduled meetings and does not notify YA and/or team members in advance.  
* Is inflexible about rescheduling.  
* Blames others for changes. |
| Shows up on time and prepared to work; responds promptly (within 24 hours) to phone, text, and email messages. | * Sometimes neglects to call ahead if late.  
* Calls ahead, but runs late more often than not.  
* Prepares ahead only sometimes, or prepares insufficiently.  
* Sometimes neglects replies or replies late. | * Often arrives late with no notice to YA.  
* Does minimal or no preparation for meetings.  
* Expresses a negative attitude toward work.  
* Ignores messages with no explanation. |
| Listens carefully to YA, asks clarifying questions, and reflects back for understanding with effective listening techniques (“active listening”). | * Uses active listening techniques inconsistently.  
* Interrupts.  
* Interprets without checking for accuracy.  
* Sometimes passes on inaccurate interpretations. | * Demonstrates no active listening skills.  
* Shuts down and/or does not pay attention.  
* Regularly reports inaccurate information to care team. |
| Focuses full attention (e.g., no texting or checking phone) during meetings. | * Sometimes takes calls or texts which could wait (non-emergency).  
* Neglects to tell YA about urgent messages that might need to be taken.  
* Somewhat proactive about minimizing distractions but not fully consistent with focus. | * Distracted most of the time.  
* Has side conversations with others when YA is present.  
* Shows minimal interest, is not engaged. |
Pair-share!

• Read the “Role modeling” core element to yourself (3 min)

• Turn to a partner and discuss...
  • How could you see it being used in one or more of the following ways...
    • Organizational development
    • Stakeholder engagement (e.g. state agency staff, parents, referral sources)
    • Hiring
    • Training
    • Supervision

• Report out
How did we do it?
Practice Profile Development Methodology

- Semi-Structured Interviews
- Systematic Scoping Review
- Document Review
- Vetting and Consensus
- Usability Testing
- Practice Profile
The “Kick-off Meeting” – October 2016

- Orient to purpose and process
- Present draft list of essential functions
- Small group work to review / modify list of essential functions
  - Yes, this is an essential function
  - No, this is not
  - Yes, but with modifications
- Produce a consensus list of essential functions

- Goal to have over 50% of the participants be Young Adult Peer Mentors.
- GOAL MET! 64% of all participants were current Young Adult Peer Mentors.
Core Elements of Young Adult Peer Mentoring

- Practicing Cultural Responsiveness
- Building Relationships & Collaboration
- Supporting Young Adult Vision and Goals
- Role Modeling
- Promoting Self-Care
- Demonstrating Safe, Ethical, & Professional Behavior

#LEADINGCHANGE
Engage Participants

- Practice experts
  - Program Directors
  - Supervisors
  - Young adults
- Other stakeholders
  - Managed care reps
  - State agency reps
- Support team
  - Facilitator
  - Writer

Structure a Collaborative Environment

- Orient participants
- Establish shared "rules of engagement" and "participant responsibilities"

Convenient and Productive Location

- Determine Duration: half day / full day, # sessions

Create Working Drafts

- For the consensus list of essential functions...
  - Draft full definition
  - Draft 'ideal practice column'
- Drafts should have enough description to endorse as is, but not so much that it discourages suggesting changes
- Working Drafts serve as Boundary Objects

Workgroup Sessions
So WHAT do you do with it?

- Orient new staff to the practice
- Create materials for external stakeholders (e.g. family members, referring entities, etc.) to orient them to the service
- Use to create trainings
- Self-assessment
- Supervisory tools
- Staff development plans
- Use for hiring to create job descriptions and identify skills needed to do the work
- Staff member evaluations
- Quality improvement activities
You can’t just hand it out!

• 3-day skills-based training
  • Focus on two core elements each day
  • Ongoing “community of practice” calls

• Supporting supervisors
  • Toolkit and training keyed to practice profile core elements

• Leadership and organizational capacity TA
What could you do next?

• Go check it out...maybe you don’t need to re-invent the wheel!
  • [www.cbhknowledge.center](http://www.cbhknowledge.center)

• Take ours and adapt it for your own local context

• Create your own

#LEADINGCHANGE
Questions?
BREAK
Special topics “Speed dating”

• Sort into three groups
  1. Networking and community partnerships – Rachel and Isaiah facilitators
  2. Financing and billing – Jennifer and Carmelo facilitators
  3. Workforce development – Heidi & Manny facilitators

• 15 minutes to share and ask questions in each group

• Everyone will get to each group
What is it like?

The experience of providing youth peer support
Fishbowl exercise

- Youth peer support folks – form “inner circle”

- Audience members sit in groups of 3 or 4 forming an “outer circle”

- Inner circle **ONLY** talks together about (20 min)
  - What has helped you be successful as a youth peer support worker?
  - What has gotten in the way or made the work more challenging than necessary?
  - What do you need MORE of to be successful as a youth peer support worker?

- “Outer circle” groups – what questions do you have for the “inner circle”? (10 – 15 min)

- What? So what? Now what?
  - What happened? What did you notice? What observations stood out?
  - So what? Why is that important? What patterns or conclusions are emerging?
  - Now what? What actions might you take back to your own state/locality?
Wrap-up Networking