Achieve My Plan+ (AMP+)

Findings from a Study of a Skills-Enhancement Intervention for Peer Support Providers Working with Youth and Young Adults

September 18, 2018

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A recording of this webinar will be available online:

http://www.pathwaysrtc.pdx.edu/webinars-previous

Presenters

Janet Walker is Research Professor in the School of Social Work and Director of Pathways RTC at Portland State University. Janet's research and related activities are guided by a commitment to collaborating with stakeholders, particularly including young people who have received services and supports intended to meet their mental health and related needs, and the families of these young people.

Caitlin Baird is a Project Manager and Trainer with Pathways RTC at Portland State University. Caitlin has experience working directly with transition aged youth and young adults as a peer support specialist and as a supervisor for peer support specialists in wraparound and other mental health settings.

Mary Beth Welch is a Peer Support Training Specialist with Pathways Research and Training Center. Mary Beth uses her lived experience as a youth in the mental health system, foster care, and special education systems and a peer support specialist who worked with youth to guide her work. Mary Beth is also avid cat lover!

Young Adult Peer Support

What do we mean by "peer support"?

- Young adult peer/ "near peer," providers who are working with youth and young adults that experience serious mental health conditions, and who have lived experience as a young adult involved in one or more systems.

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Poll

- What's your role?
  - Peer support specialist
  - Peer supervisor or manager of a program implementing peer support
  - Professional that works with peers
  - Adult or family peer provider, supervisor, team member, colleague
  - Never directly involved with peers

Agenda

- Review of the State of the Science
- The AMP+ project
  - Elements of the enhancement intervention
  - Training approach
- Findings from the training project
- Discussion and questions
- Resources
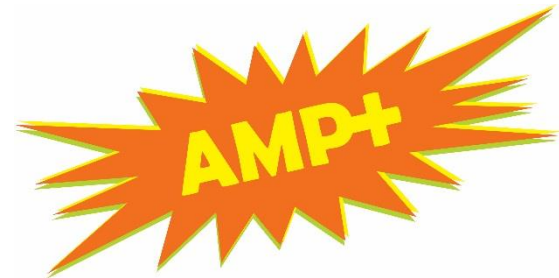
What is the Need?
The Purpose of the Intervention

AMP+ is an intervention intended for peer support specialists. This intervention gives them tools to work with young people in a structured manner that is youth driven and does not dilute the peer to peer relationship.

What is the Need?
Personal Experience

- Peers are often expected to fill multiple roles which creates confusion for both them and the youth, and boundaries are sometimes blurred.

- Peer support specialists are community based and often do not have co-workers who share their role. The AMP+ coaching/feedback model allows them to gain more direct feedback and feel less "lost."

State of the Science

Rapidly emerging as an element in service arrays

Widespread belief that peers have a unique ability to engage and support young people
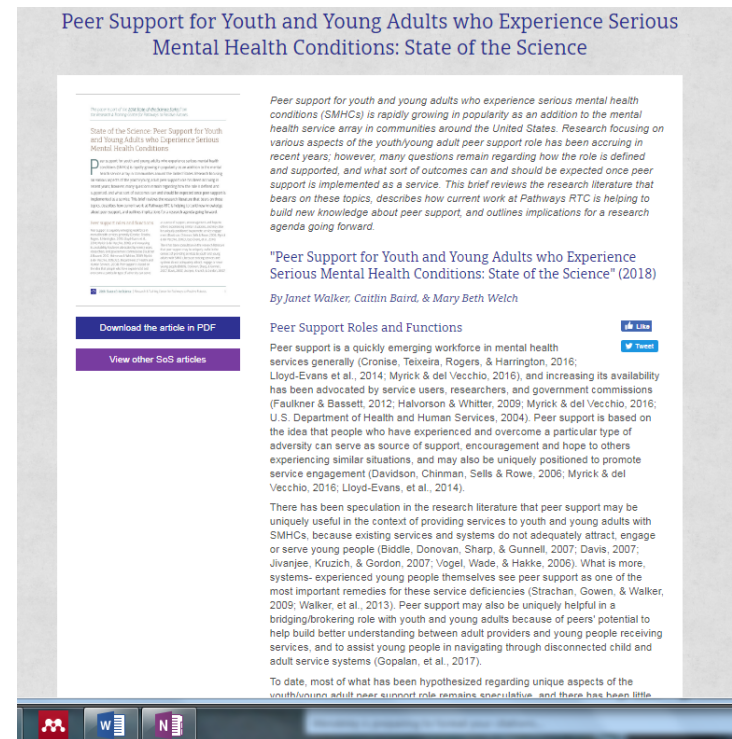
Pathwaysrtc -> training -> State of the Science -> 2018

State of the Science

Focal Point Summer 2018

"Community Integration: State of the Science" (2018), v.32

This issue of *Focal Point* includes a series of research summaries that reflect the state of the science and project descriptions focused on the theme of community integration for youth and young adults who experience serious mental health conditions. Space in Focal Point is limited, and this has meant that we are only able to include short versions of each of these articles. However, **more detailed versions of most of the articles** – including extensive reference lists – are available on the Pathways RTC website. We encourage you to take a look at these longer versions for further detail and a more comprehensive treatment of each of these important topics.

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Access Articles in this Issue ▶

More Focal Point Issues

What is the Need?
Role Clarity

…. lack of clarity regarding the peer support role is a main barrier to better research and to wider and more effective implementation of peer support within the array of mental health services.

…. qualitative research confirms that peer support providers are themselves unclear about their roles and tasks.

What is the Need? State of the Science

- Lack of clarity around the role also connected to insufficient specification of
  - Mechanisms of change
  - Outcomes to be expected
  - Unique contributions of "peerness"
- Lack of role clarity also contributes to challenges around
  - Assessment of fidelity/ impact
  - Models for supervision (who, what)
  - Strategies for integrating the role within the organization

AMP+ Project
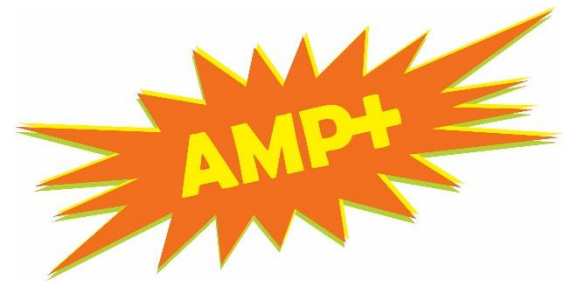
Workforce skills enhancement intervention

Clarify role and develop skills among PSPs supporting young people to

- Work productively with others (team, "gatekeepers," allies, etc.)
- Make and carry out plans/activities in the community

Uses remote training and coaching to implement "gold standard" approach

Randomized Study of *Achieve My Plan**

- Enhancement intervention for older youth in Wraparound

- Focuses on key elements of effective approaches for Y/YA
  - Youth driven/engagement
  - Structure for person-centered planning
  - Model and teach self-determination skills

- Young people received Wrap with AMP vs Wrap "as usual"

- Findings strongly favored the intervention condition
  - Participation, engagement, alliance with treatment team; meetings more productive and "better" (youth /team members)

*Walker, Siebel and Jackson, 2017
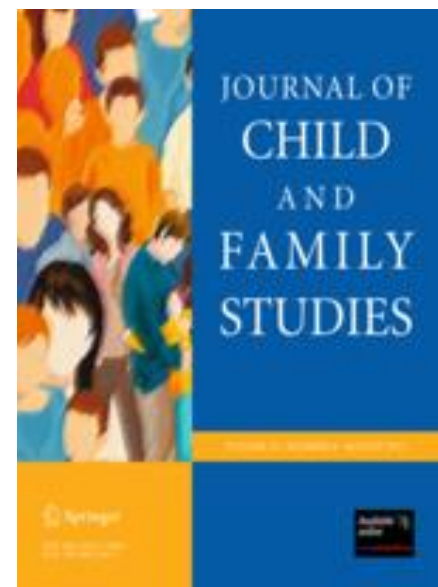
Poll

- What is the top challenge or experience that you've had?
  - YA peers don't know what to do
  - YA peers are unsupported in the organization
  - YA peers are not accepted by colleagues
  - YA peers lack professional development opportunities
  - YA peers have less workforce experience

"Gold Standard" Training and Coaching

observation of practice
- either live or via audio- or video recording

objective feedback
- connected to the intervention theory and
- based on objective criteria

criteria for mastery
- Coaching continues, and trainee does not "pass" unless they achieve benchmarks

Dorsey et al., 2013; Kolko, Baumann, & Davis, 2010; Milne, Sheikh, Pattison, & Wilkinson, 2011; Garland, 2013; Herschell, 2014)

Building Competencies and Skills among Service Providers Working with Young People who Experience Serious Mental Health Conditions: State of the Science

By Janet Walker, Pauline Jivanjee, Eileen M. Brennan, & Leigh Grover

This paper explores what is currently known about the most promising strategies for increasing providers' capacity to deliver effective behavioral health services and supports. The paper also describes how this information has been—or could be— applied to the design of cutting-edge approaches for building skills and competencies among providers that work with young people who experience serious mental health conditions.

Need for developmentally-appropriate service and support strategies

Evidence produced in recent years has drawn attention to the idea that the services and supports that are typically available for emerging adults with serious mental health conditions (SMHCs) tend to be neither engaging nor developmentally optimal (Kessler, Demler, & Frank, 2005; Pottick, Bilder, & Vander Stoep, 2008; U. S. Government Accountability Office, 2008). In fact, while young people in this age range experience the highest rates of SMHCs, they are also the population group

this is particularly true for young people from racial and ethnic minorities (Substance Abuse and Mental Health Services Administration, 2015, 2017).

Recognizing this gap between need and uptake, researchers and service providers have responded by describing and developing promising new approaches specifically designed to meet the unique needs of emerging adults with SMHCs, and a small number of these approaches have been tested to the extent that they can be described as "empirically supported" (i.e., supported by evidence; Walker & Gowen, 2011, 2012; Walker et al., 2013). Many of these approaches share a core of key practice principles that are intended to

AMP+
What Peer Support Specialists Learn

- Use a set of specific **techniques** to ensure
  - youth driven, **strengths based/ engagement** throughout
  - appropriate use of "**peerness**" throughout
- Use a set of structured yet flexible **modules** to support young person's acquisition of **self-determination skills**
  - Explicit focus on teaching a discreet set of skills– naming, practicing, coaching

Guiding Without Leading (GWOL)

All of the engagement techniques we teach in the AMP interventions are based in one foundational concept: guiding without leading (GWOL). GWOL is a delicate balancing act.

Too much leading

Not enough guiding

Elements of AMP: Self-Determination Skills

Vision to Activity

Strengths

Dreaming

Narrowing down

Identifying support

Plan B

Let's find out

Planning for a Meeting

Anticipating the situation

Effective communication

Identifying support

Agenda Planning

Meeting/Activity

Take Action!

Community activity

Meeting with care team

Meeting with gatekeeper

← **Booster Check-in** →

AMP+ modules: structured

Prepare for meeting P4M

Vision to Activity V2A

Carry out one or more:
- Community activity
- Meet with "facilitator"
- Meet with "gatekeeper"
- Meet with team

"Booster"\debrief

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Modules/Self Determination Skills

- V2A (Vision to Activity)
  - Connecting to own motivation, narrowing down from etc.
- P4M (Prepare for a Meeting– and/or community activity)
  - Anticipate the situation, plan B, Goldilocks/plan for help, positive communication
- Booster/debrief
  - All of the above! The booster debrief is like a "choose your own adventure" module…

AMP+ modules: structured but flexible

Prepare for meeting P4M

Carry out one or more:
- Community activity
- Meet with "facilitator"
- Meet with "gatekeeper"
- Meet with team

Vision to Activity V2A

"Booster"\debrief

Peerness

Peerness: PSSs are usually peers or near peers, meaning that they are the same age or near the same age of the young people they work with. This allows them to share their "peerness" and engage in conversations around youth culture and have similar knowledge and experience with things like media, pop culture, technology, etc.

Peerness

- Due to the interpersonal nature of their work, youth peer supports benefit from **a flexible structure** that allows them to create boundaries with their youth.

- This also allows youth peers to practice **strategic sharing** in a way that is **youth driven** and helps the youth **build hope**, without telling the youth how to do something or who to be.

- The youth peer is able to help **normalize** the young person's experiences through **shared understanding.**

What Is Peer Support and What Is NOT Peer Support?

What's a Youth Peer Support Specialist?

A youth peer support specialist (YPSS) works with young people transitioning to adulthood, who are usually involved in a child-serving system (e.g., foster care, mental health) or experiencing a unique challenge. YPSSs are typically close in age with the young people they work with. YPSSs use their own lived experience with mental health and child-serving systems to relate and engage with the youth they serve. In their work together, YPSSs help youth to identify goals and advocate for themselves. YPSSs achieve this through the following strategies:
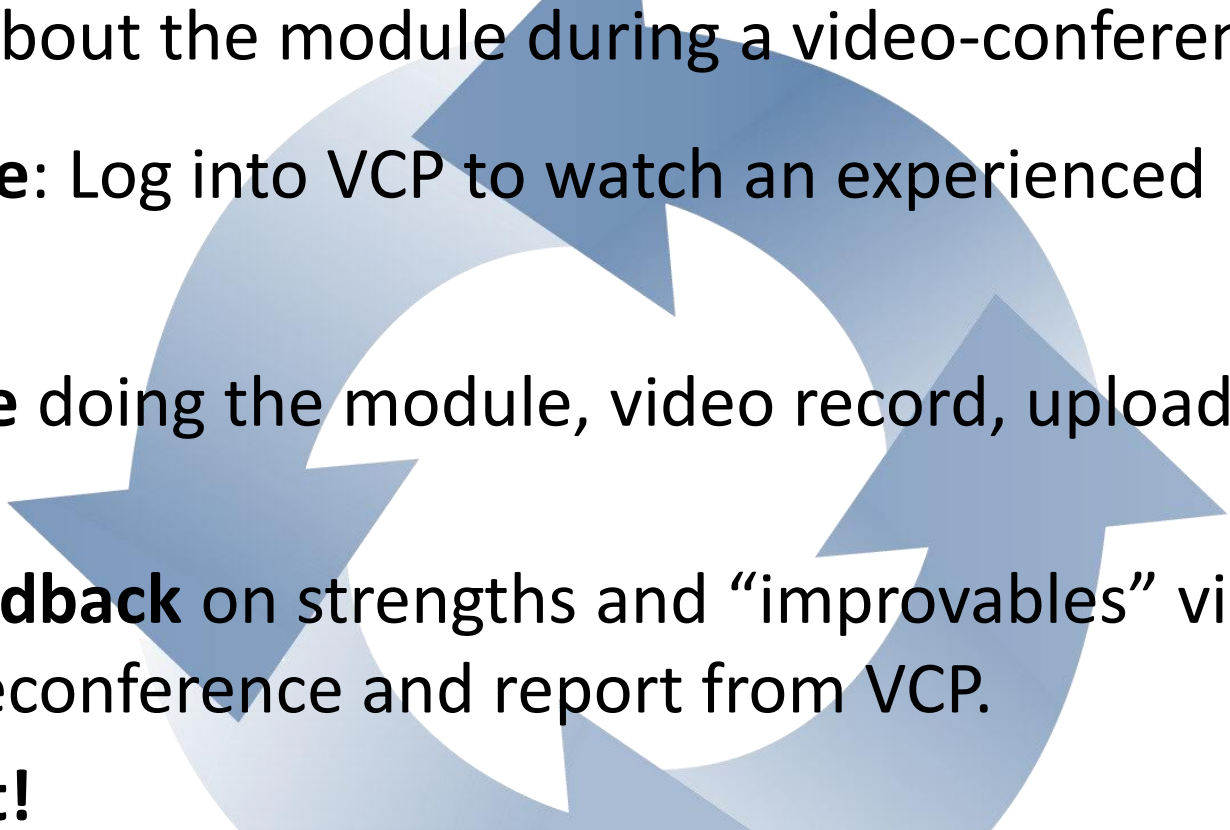
Building Hope

YPSSs use their lived experience to relate to the young people they are working with and show them that there is hope for a brighter future, even if things seem bleak in the present. Lived experience refers to a person's journey through a system, trauma, or unique challenge that a young person might relate to. The purpose of sharing one's lived experience is to empathize, relate, and inspire hope. When talking about their lived experience, YPSSs are very intentional about how and what they share (see strategic sharing definition on the next page) so as to not discourage, overshadow, or mislead a young person. It is also important for the YPSS to remember that they are not a superhero, and are not expected to be a perfect role model or example of "what to do" for a young person. Rather, the YPSS can normalize feelings, thoughts, or situations that the young person might be experiencing, so the young person feels less alone or alienated by what they might be going through or experiencing.

Peerness

- Does not necessarily mean that youth have the same lived experience as their youth peer support provider

- Emphasis on peer to peer connection, empathy, shared understanding – the knowledge that they've "been there"

AMP Training Process

- **Learn** about the module during a video-conference.

- **Observe**: Log into VCP to watch an experienced coach.

- **Practice** doing the module, video record, upload to VCP.

- **Get feedback** on strengths and "improvables" via the teleconference and report from VCP.

- **Repeat!**

Virtual Coaching Platform (VCP)

- VCP allows users to submit video of *actual practice* for trainers to review.

- Trainers *observe* practice minute by minute and provide direct feedback regarding specific techniques.

- Trainers then generate a *feedback* report and create clips of strengths and improvables for users to view

- Trainer provide specific *coaching* related to strengths and improvables

Virtual Coaching Platform

Feedback Report

Created On

Aug. 19, 2016, 1:29 p.m.

Parameter Comments	Segment Comments

Segment/Parameter	Feedback
#4 / Feedback: Improvables	I like how the coach is adapting by saying, "yeah, totally, this is your choice. So if you choose not to do the dream wheel that's OK." The coach goes on to explain a little bit more about the dream wheel. Perhaps it could have been helpful to prompt the YP about what his dreams are for this year (YP said in previous segments that he doesn't like to plan further out than a year), or even offer to do the dreaming for what his dreams are for today.
#5 / F. Technique: Normalizing	see comment for sharing your story
#5 / I. Technique: Sharing Your Story/Peerness	Nice job sharing your story and normalizing about not wanting to plan out for long term.
#6 / B. Technique: Reflections/Stitching Together	Coach says, "I totally hear you. It sounds like you are not in a spot you are in right now where you are willing to dream towards the future. You prefer to focus on right now. Did I get that right?"
#8 / A. Technique: Open-ended Questions	Coach asks, "is there a goal you want to work towards?"

Data

31 peers participated

Self-efficacy, role and job anxiety ratings pre- and post-training. Post included retrospective assessment as well

Video scoring of first video and final video

IOTTA- training satisfaction at about 1 month and post-

Skills/Self-efficacy

Rated by peer trainees on a 1-100 scale of how confident you are (Bandura approach)

Four general areas (all α > .81)

Three of four areas very similar to those in "original AMP"

Pre, Post and Retrospective

Youth-driven approach	• e.g., Help a young person to better understand their own goals, priorities and ideas
Strengths approach	• e.g., Help a young person identify abilities and accomplishments that they are genuinely proud of
Build self-determination skills	• e.g., help a young person figure out how to take action to accomplish things they find important • Help a young person prepare for a conversation with a "gatekeeper" • Help a young person improve their skills in asking for help from their allies

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Peerness

"Peerness" skills unique to AMP+

- Set boundaries so that you are clear and comfortable about what is part of your role as a peer and what isn't
- Be clear about how your relationship with a young person you are working with is different from a friendship or other therapeutic relationships
- Talk about your own experiences or your story in a way that is helpful to the young people you work with

AMP+ Self-efficacy Skills Ratings
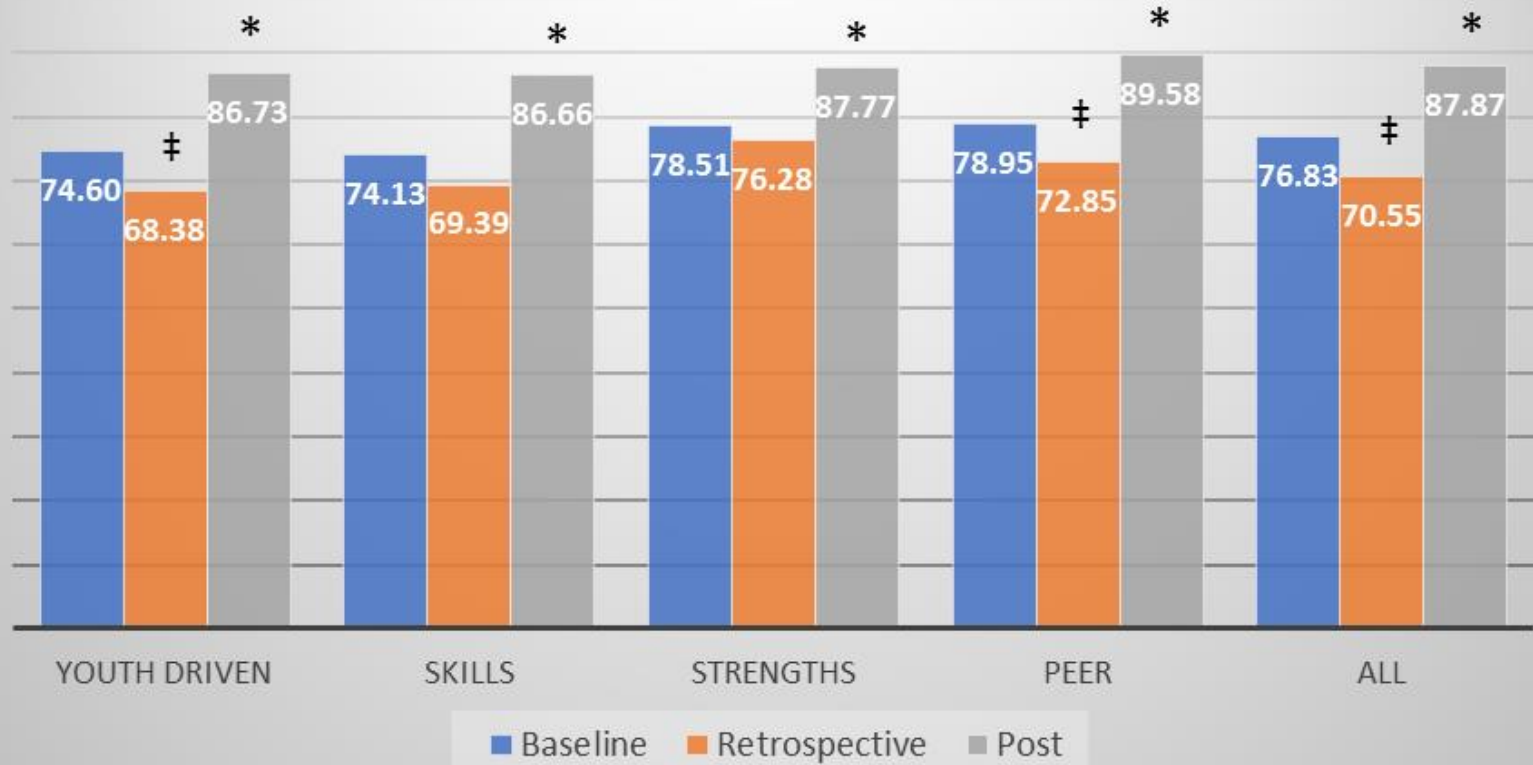
AMP+ Video Ratings of Skills

	YOUTH DRIVEN*	STRENGTHS	CONNECTIONS*	SKILLS*	KIOT*	ALL*
Baseline	1.89	1.95	1.84	1.47	2.05	1.84
Post	2.42	2.00	2.26	2.16	2.42	2.25
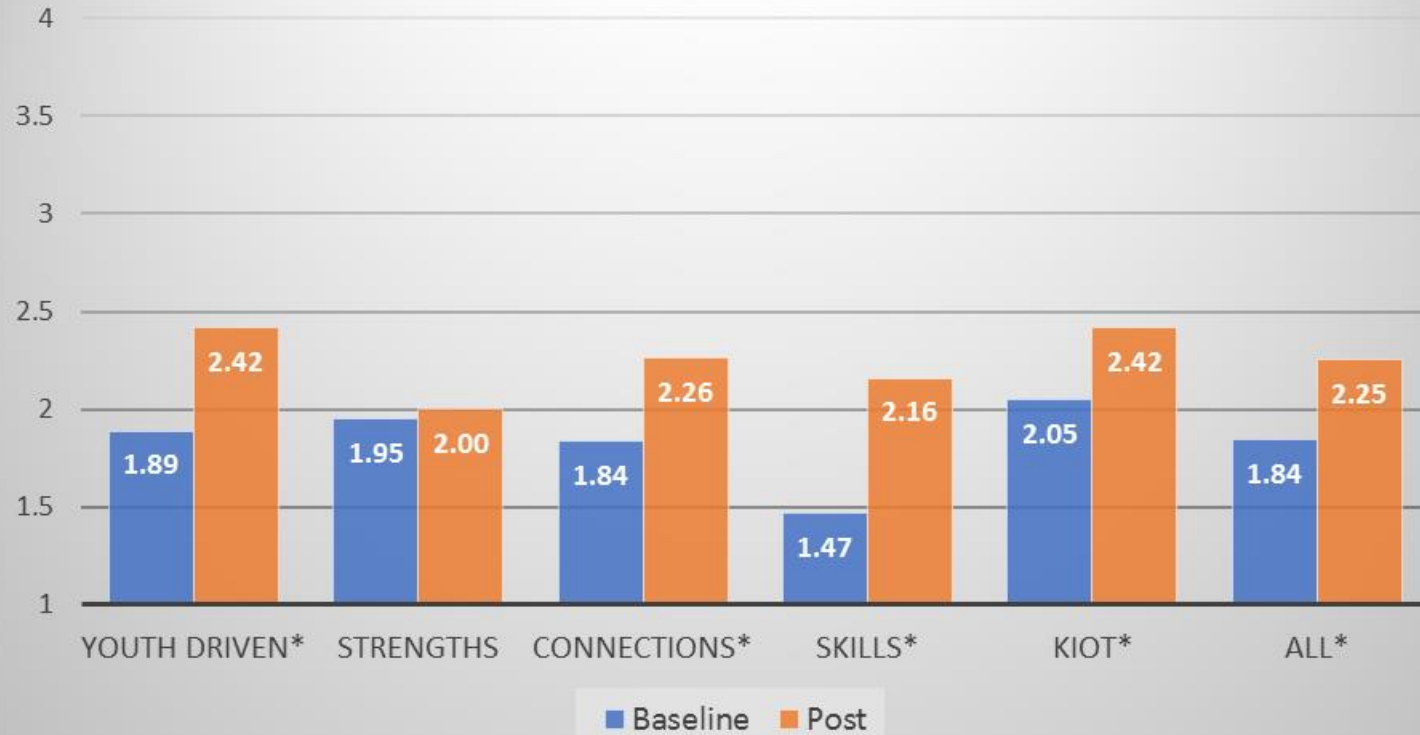
Role and Anxiety

Role conflict
- e.g., Different supervisors or bosses at my work have different ideas about what I should be doing

Role clarity
- e.g., I have a clear sense of how well my supervisor thinks I am doing my job

Work anxiety
- e.g., I feel anxious about whether I am doing a good job at work

More conflict, more clarity, less anxiety

IOTTA Training Satisfaction

Poll

What future peer support webinar topics would you like to see from Pathways?

- What does a YA peer support do?
- What training do YA peer supports need?
- How do you supervise YA peers?
- How do you avoid turnover?
- Ensuring that other roles work successfully with the YA peers

Chat us some details about other topics you would like to learn about.

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QUESTIONS

???

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Acknowledgments/Funders