

## Participatory action research agenda for family-to-family peer support models

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*Consumer Quality Initiatives (Massachusetts)*

## Peer Support Literature

What can we learn from the literature base on peer to peer support?

## State of the Research

- Few published studies examining peer to peer support in the context of families of children with serious emotional disabilities
  - Family Associate Approach (Elliott, Koroloff, Koren, & Friesen, 1998)
  - Parent Connections (Ireys & Sakwa, 2006)
  - Keys for Networking (Adams et al., 2006)

## State of the Research

- Studies of peer support are more abundant in other areas
  - Adults with serious mental illness
  - Chronic illness
  - Veteran support

### Literature Highlights *Types of Peer Support*

- Emotional Support
- Instrumental Support
- Informational Support
- Companionship Support
- Validation

### Literature Highlights *Categories of Peer Support*

- Self-help Groups
- Internet Support Groups
- Peer Delivered Services
- Peer Operated Services
- Peer Partnerships
- Peer Employees

(Solomon, 2004)

### Literature Highlights *Concepts and Theories*

- Social Support
- “Weak Ties”
- Emotional Reactions to Offers of Help
- Social Comparison Theory
- Empowerment
- Experiential Knowledge
- Theory of Reciprocity
- Social Learning Theory
- Contrived versus Natural Supports

### Key Findings/Results

- Family presence decreases anxiety for children and parents and increases problem solving and confidence for parents (Miles, 2005)
- Effective programs are more tailored to the community and setting in which they operate (Barton et al 2002, Hanson et al 2001, Love et al 2002, Vinson et al 2001)

### Key Findings/Results - continued

- San Diego SOC finds improved youth functioning and lower parental stress with family supports (Becker and Kennedy, 2003)
- Three Oregon based sites using a Family Associates model and quasi-experimental comparing with normal mental health services - Find peer supports improve initiation of services (engagement) and a greater likelihood to keep appointments. Modest effects on coping skills but no long term impact on attendance or service completion rates. (Koroloff, Elliot, Koren, and Friesen, 1996)

### Literature Highlights *Identified Gaps*

- **Few studies specific to families of youth with SED**
  - ↳ What can we learn from other areas of study? How do we increase studies with our population?
- **Matching peers is viewed as important but little guidance offered**
  - ↳ What strategies can we use to ensure that providers of peer support are “matched” with the recipient?

## Literature Highlights *Identified Gaps*

### Person-Environment Fit

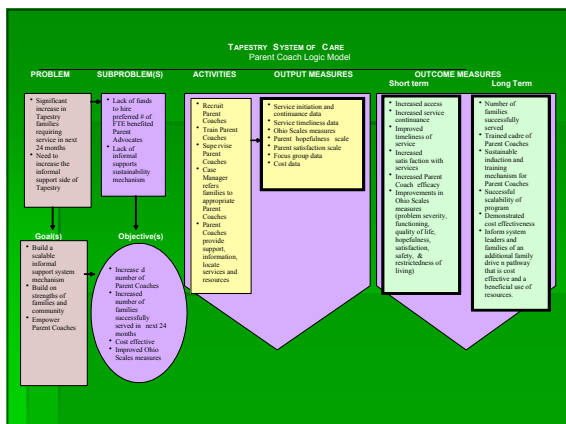
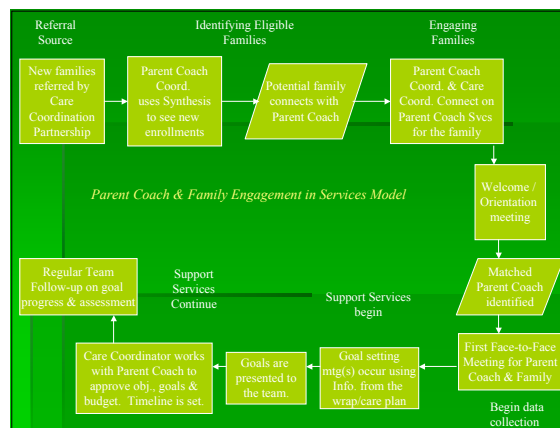
- ↳ How do we know what type of support is needed/desired?
- ↳ How much support, at what intensity, and for how long should it be maintained?
- ↳ What are the outcomes of Individual and Group type supports?
- ↳ What is the impact of community or neighborhood based supports specifically?
- ↳ What is the impact of pairing with facilitators/care coordinators?

## Literature Highlights *Identified Gaps*

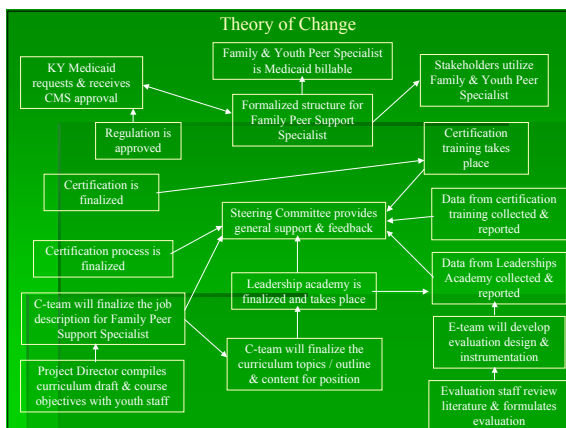
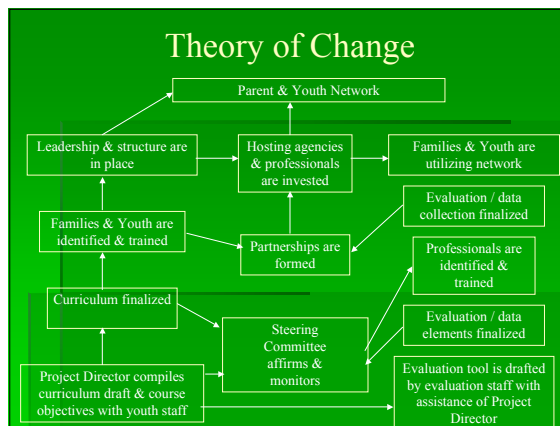
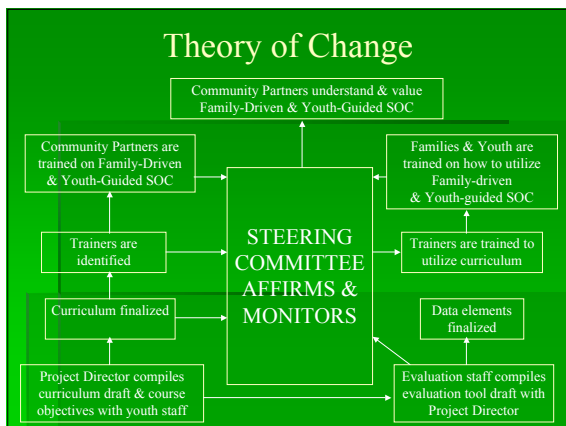
### Sustainability

- What organizational, structural, and financial mechanisms support sustainability of peer support services?
- What is the growth model for family supports and cross-system collaboration with agencies outside of mental health (e.g. juvenile justice, child welfare, drug and alcohol, jobs and family services).

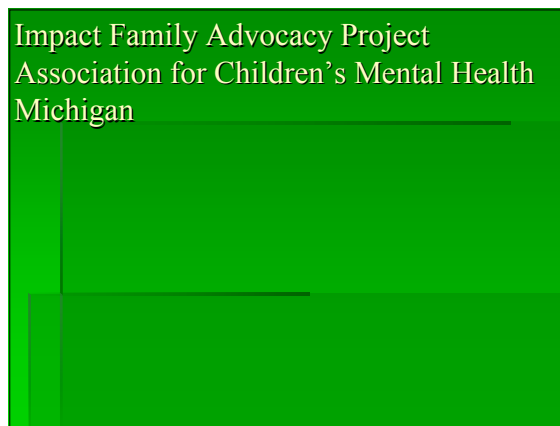
## Cuyahoga (Ohio) Tapestry System of Care



## Kentucky Partnership for Families and Children



Evaluation Logic model		
System, cross-system & community	Organization / program	Family level
<b>What are we doing?</b>		
School board engagement, training, outreach & education & work with statewide family network / organization	(2) -outreach to actual & potential referral sources; -recruit FSPs, mentor FSPs; Education & training of FSPs & support to FSPs	Direct services, training, skill building, connections
<b>With whom are we doing it?</b>		
(3) MH, SA & Ed.	Staff (FSPs), MH staff, teachers & supervisors	Families & informal supports
<b>With what fidelity?</b>		
outreach; unsolicited requests for information; # contacts requests for information; Family Cafe representation	# trainings; supervision (nature of); develop FSPs content specialists	Families have skills to use information they receive; build a resource network
<b>To what effect?</b>		
Increase referrals; increase access to services for families; increased exposure at state and local levels	-Open lines of communication between case managers and FSPs; self-sufficient staff; represent families	(1) families use resource network; Families use information they are given; cost



Logic Model		
System, cross-system & community	Organization / program	Family level
<b>What are we doing?</b>		
Link to SWFN (ACMH) Develop partnerships with agencies; Ed Comm. on value of FA support	Participate in Court meetings; Hiring & ongoing coaching of FAs; Train FAs with agencies; Partner with SOC Orientation. Involvement in prof. dvlpmt. opp.	Coaching & modeling of self-advocacy skills; Parent Leadership; SOC Family Council; Family Involvement & SOC workgroups; Stakeholders Group & Eval.
<b>With whom are we doing it?</b>		
CMH, DHS, Court, Ed., agencies, comm. & cultural centers	FAs, Lead Family Contact, ACMH	Families, Youth, Foster & Adoptive families, Extended family
<b>With what fidelity?</b>		
Outreach; # of requests for I&R; # of prof. contacts for family; % of time spent on collab.	# of PLI's; Supv. of FAs; FA staff meetings; Prof. dvlpmt; # of family contacts; Length of FA; # families served	Families attend PLI & Family Council & present at comm. mtgs & agencies; Satis. with FA supports & training
<b>To what effect?</b>		
↑ % families receiving FA support; ↑ access; ↑ respite services; ↑ family voice in policy & decision making	Improved partnerships agencies; Sustain contract; Well-trained, independent FAs; Develop of FA training & Family Driven Curriculum	↑ self-advocacy skills of families; ↑ satis. with services; ↑ knowledge of agencies; Families facilitate PLI's & Family Council; ↑ in family members employed in SOC

### Research & Evaluation Questions

- What are the administrative structures supportive of family-to-family support
  - Part-time vs. Full-time
  - Geographic factors
  - Rural vs. Urban
  - Internal vs. External 'contract' employees
  - Supervisor
  - "Allies" within home agency
- Financing mechanisms
  - Medicaid
  - Child Care Fund

- Intervention vs. support models
- Optimal frequency and intensity of family-to-family support
- Optimal duration of family-to-family support

### Definition of Family Support

### Appropriate Outcomes

Family Outcomes:

- Effectively communicates needs & wants
- Comfortable to disagree with team members
- Knowledge of child serving agencies involved with
- Knowledge of parental role in treatment process
- Actively engaged with service providers
- Independently attends team meetings
- Linked to family support sources within community
- Knowledge of services & supports available to family
- Increased satisfaction with services
- Reduced caregiver stress

### Appropriate Outcomes

- System Outcomes:
  - Collaboration amongst parent partners and child serving agencies
  - Integration of family driven & youth guided practices within child serving agencies
  - Shared power with families
  - Increased family involvement in individual treatment, system planning, service implementation, and evaluation of child serving systems

## Appropriate Outcomes

- Equitable, sustainable funds allocated to support family-to-family support programs
- Equitable, sustainable funds to support ongoing training, development, and evaluation of family-to-family support programs

## Contact us

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