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


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  - Kentucky Partnership for Families and Children
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  - One Community Partnership (Florida)
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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

**Categories of Peer Support**
- Self-help Groups
- Internet Support Groups
- Peer Delivered Services
- Peer Operated Services
- Peer Partnerships
- Peer Employees
  
  (Solomon, 2004)

**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 (Burton 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)

**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?
**Presented in Tampa, February 2008**

### 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?

**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**

- Parent Coaches empower community families and build on informal support system.
- Cuyahoga (Ohio) Tapestry builds a support side of informal increase in need to service in next 24 months requiring families.
- Significant increase in Tapestry improves Ohio.
- FTE benefited preferred # of sustainability supports.
- Lack of funds to hire advocates.
- Improved Ohio served in increased Parent Coaches number of increase.
- Increase service in next 24 months.

### Kentucky Partnership for Families and Children

- Parent Coach Logic Model
  - Cost data
  - Focus group data
  - Parent Service timeliness data
  - Continuance data
  - Service initiation and continuance data

### ACTIVITIES

- Parent Coaches appropriate families to Parent Manager Case Coaches.
- Parent Coaches Train Parent Coaches.
- Recruit Tapestry Parent Coach.

### SUBPROBLEM(S)

- Lack of funds
- Improved Ohio served in increased Parent Coaches number of increase.
- Increased Parent services.
- Increased service continuance.
- Increased service access.
- Demonstrated cost effectiveness.
- Successful mechanism for training induction and sustainability Parent Coaches Trained cadre of families served successfully.

### OUTPUT MEASURES

- Hopefulness
- Safety, satisfaction, quality of life, problem severity measures
- Improvements in Coach Increased Parent services
- Increased service timeliness of Increased service continuance
- Increased service access
- Beneficial use of additional family resources.
- Effective and a drive that is cost effectiveness Demonstrated program scalability of Successful mechanism for training induction and sustainability Parent Coaches Trained cadre of families served successfully.

### Goals

- Long Term: sustainability
- Short term: living)

### Progress & Assessment

- New family enrolled by Care Coordinators Partnership.
- Parent Coach Coord. no Whose needs to see new appointment.
- Parental family connects with Parent Coach.
- Parent Coach Coord. identifi

### Literature Highlights

**Identified Gaps**

- Person-Environment Fit
- Sustainability

### Engaging Families

- Parent Coach & Family Engagement in Services Model
- Regular Team Follow-up on goals & assessment.
- Support Services Continue.
- Matched Parent Coach / Identified.
- First Face-to-Face Meeting for Parent Coach & Family.
- Begin data collection.
Presented in Tampa, February 2008

Theory of Change

- Community Partners understand & value Family-Driven & Youth-Guided SOC
- Steer Curricula
- Train Curriculum
- Evaluate Staff

Evaluation Logic Model

<table>
<thead>
<tr>
<th>System, cross-system &amp; community</th>
<th>Organization / program</th>
<th>Family level</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are we doing?</td>
<td></td>
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<tr>
<td>School based equipment, training, consultation &amp; follow-up</td>
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<tr>
<td>Supports: staff, families, youth</td>
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<tr>
<td>With whom are we doing it?</td>
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<tr>
<td>Schools/Community, staff, families</td>
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<td>With what fidelity?</td>
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<tr>
<td>Specific tools, training, consultation &amp; follow-up</td>
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<td>To what effect?</td>
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<tr>
<td>Increased self-advocacy</td>
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<tr>
<td>Increased youth engagement</td>
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<tr>
<td>Increased family engaged</td>
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**Logic Model**

<table>
<thead>
<tr>
<th>System, environment &amp; community</th>
<th>Organization - program</th>
<th>Family level</th>
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<tbody>
<tr>
<td><strong>What are we doing?</strong></td>
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<tr>
<td>Link to SWFN (ACMH)</td>
<td>Organizational alignments</td>
<td>Integrate &amp; sustain models of self advocacy &amp; shared power; Parent Leadership; SOC Family Councils; Partnership Agreements; &amp; SOC Implementation</td>
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<tr>
<td>With whom are we doing?</td>
<td></td>
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<tr>
<td>CMH, DHS, Court, Education, agencies,</td>
<td>Lead Family Contact, ACMH</td>
<td>Families, Youth, Foster &amp; Adoptive Parents, Internal FAs</td>
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<tr>
<td><strong>What will发生?</strong></td>
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<tr>
<td>Optimal duration of family-to-family support</td>
<td>- Sustain contract; Well-trained, supervised FAs</td>
<td>- Families, Youth, Foster &amp; Adoptive Parents, Internal FAs</td>
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<td><strong>To what effect?</strong></td>
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<tr>
<td>Accessibility and availability of FA support</td>
<td>Family level</td>
<td>Satisfied; Well-trained, supervised FAs</td>
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**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
  - ‘Alfies’ within home agency
- Financing mechanisms
  - Medicaid
  - Child Care Fund

**Definition of Family Support**

- Intervention vs. support models
- Optimal frequency and intensity of family-to-family support
- Optimal duration of family-to-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 services within community
- Knowledge of services & supports available to family
- Increased satisfaction with services
- Reduced caregiver stress

**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

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