

Certified Recovery Peer Specialist-Family

Training Curriculum

John Mayo, MA

Beth Piecora, CRPS-F

Tony Vasquez, MSW

Port Charlotte, Florida

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Certified Recovery Peer Specialist-Family



Certified Recovery Peer Specialist-Family

- Provides peer mentoring and support to families that include at least one child diagnosed with a mental illness before his or her 24th birthday
- Assists families by teaching them how to navigate the mental health service system to achieve resiliency and recovery as defined by the family
- This Credential is for those persons who possess the knowledge and experience necessary to safely and effectively provide support services to families of persons receiving mental health services
- Must be a true Peer



CRPS-F Requirements

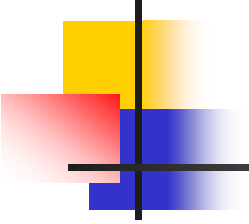
- Education- HS Diploma, GED or higher
- Experience- 1,000 hours of formal work and/or volunteer experience related to mental health
- Training- A total of 20 hours divided among content areas
- Recommendations- 3 personal or professional letters of recommendation for certification
- Code of Ethics- Must sign statement agreeing to follow the Florida Certification Board's Code of Ethics
- Written Exam- Peer Specialist Exam
- Renewal- 10 CEUs annually



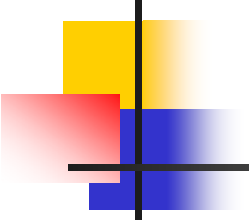
Chapter 1

Introduction to Systems of Care and Wraparound

What is a “System of Care?”

- 
- A System of care is a *philosophy* that *guides service planning* and *delivery*
 - *Focuses* on providing a *comprehensive range of services*
 - System of Care (SOC) reflects *how* the *community takes care* of its *own members*.

“System of Care” Terms

- 
-
- Wraparound Process
 - Individualized Services
 - Family/Youth Centered
 - Strengths-Based
 - Informal Resources
 - Wraparound Teams

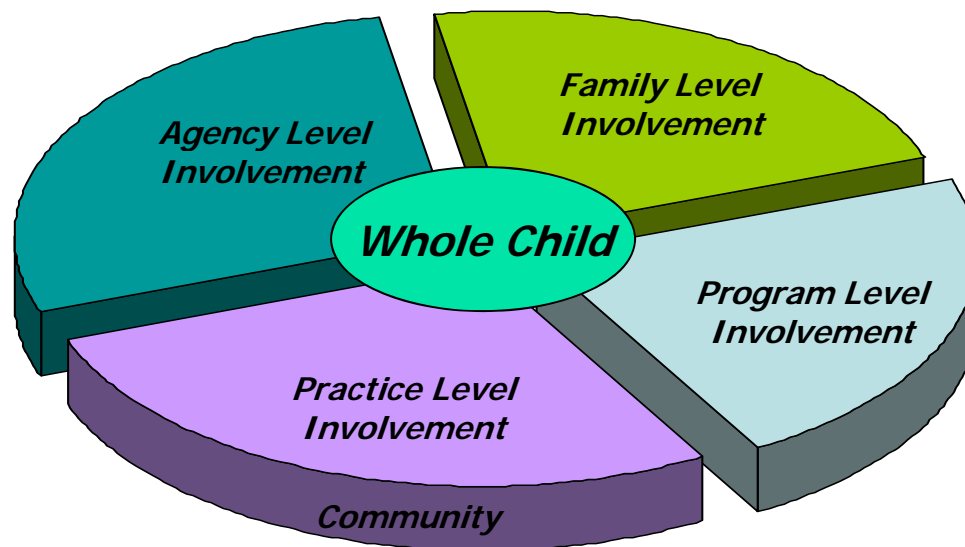


“Systems of Care” Core Values

- A System of Care Value is ***Child /Youth Centered and Family Focused***
- A System of Care is ***Community Based***
- A System of Care is ***Culturally competent***

Systems of Care Guiding Principles

In a systems of care, a child/youth is **surrounded** by a system of **support** from their family, agencies, programs, and the community





Wraparound Values and Principles

Wraparound is...

- How we *implement a system of care at the child /youth and family levels.*
- Based on common *personal, community and system values.*
- Developed in a *set of steps* that are often *considered a model of services.*
- ***Wraparound is a process, not a service.***



Important terms in “*wraparound*” planning are:

- Strengths, culture, family talents and preferences
- Life domains
- Goals
- Needs
- Options
- Crisis and Safety Planning

***Family/Youth Input=Family /Youth
investment***

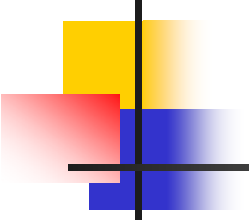


The Wraparound Process is based on a set of values, beliefs, and principles.

These are:

1. Compassion
2. Individualized
3. Strength-Based Process
4. Needs-Driven
5. Family Centered Services
6. Culturally Competent
7. Informal Services
8. Flexible
9. Unconditional Caring
10. Normalized Services
11. Community-Based
12. Collaborative, Team Developed, and Supportive
13. Goal-Driven
14. Outcome-Focused

Ethics & Confidentiality

- 
1. Determining what's in a ***family/youth's best interests*** often involves balancing ***individual needs*** and ***family /youth needs***.
 2. Peers face a different kind of ethical dilemma when there is a law or policy that seems to ***conflict*** with the ***ability to help a family***.
 3. ***Regardless***, of individual family circumstances and no matter how doubtful ***the outcome*** of reporting may be ***all Peers must follow the law on reporting abuse and neglect***.



Chapter 2

Achieving Culturally Competent Practice



Achieving Culturally Competent Practice

What is Culture?

- Culture includes all of the **knowledge, beliefs, and behaviors** that we use to make our way in the world.
- Culture is often **transmitted** from **past generations to future generations** through the customs and interactions that we share.
- Culture includes the **dreams, memories, and common goals** that we **share** with our families and our communities and the social groups to which we belong.
- Culture is **expressed** through our familiar patterns of communication; for instance, the things we say and how we say them. We express **aspects of our culture through comfortable, familiar language and our unique forms of self-expression**.
- The stories we **share with our families**, including our **heroes and our villains**, also express **our culture and beliefs**.

What is Culture?



- *What is Family /Youth Culture?*

In general, Culture is about language, habits customs, traditions, and preferences and the way we live our lives.

- *Why consider Culture?*

Knowledge and understanding of culture and the role it plays in daily life can help us:

- Understand the values, attitudes, and behaviors of others
- Avoid stereotypes and biases that can undermine our efforts
- Appreciate its critical role in the development and delivery of services that are responsive to the children and families we serve.



Three Essential Skills for Developing Cultural Competence

There are *three essential skills* for developing cultural competence that build upon these attitudes. These are:

1. The ability to *assess* the meaning or *importance* of *culture to the child /youth and family*;
2. The ability to *discuss cultural issues* and *respond to culturally-based cues*;
3. The ability to *interview children /youth and families* and assess *their needs* and *strengths based on their personal, social, cultural, political or spiritual models*.



Working with Cross-Cultural Settings Terms

- *Cultural Knowledge*
- *Cultural Awareness*
- *Cultural Sensitivity*
- *Cultural Diversity*
- *Cultural Competence*



The Five Elements of Culturally Competent Practice

The Five Elements of Culturally Competent Practice

1. *Element I*
 - *Organization - Valuing Diversity*
 - *Individual - Awareness and Acceptance of Differences*
2. *Element II*
 - *Organization - Cultural Self-Assessment*
 - *Individual - Awareness of One's Own Cultural Values*
3. *Element III*
 - *Organization and Individual - Understanding the Dynamics of Difference*
4. *Element IV*
 - *Organization – Institutionalization of Cultural Knowledge*
 - *Individual - Development of Cultural Knowledge*
5. *Element V*
 - *Individual and Organizational - Adapt Practice Skills to Accept and Reflect the Family's Values*

Values and Attitudes



Moving towards culturally appropriate service delivery means:

- Knowledge about cultural differences and their impact on attitudes and behaviors;
- Sensitive, understanding, non-judgmental, and respectful in dealings with people whose culture is different from your own; and
- Flexible and skillful in responding and adapting to different cultural contexts and circumstances.

Cultural Competence also means recognizing that acculturation occurs at different rates for everyone.



Providing Culturally Competent Services

Agency Culture:

1. Child Welfare: Permanency and Safety of Child
2. Mental Health: Emotional/Psychological Health and Healing
3. Juvenile Justice: Public Safety
4. Education: Learning
5. Health: Physical Health and Healing
6. Developmental Disabilities: Habilitation
7. Vocational Services: Employment
8. Domestic Violence: Safety of Family



Chapter 3

Understanding Child Mental Health and Well-Being

Understanding Child /Youth Mental Health and Well-Being



What exactly is “child/youth mental health?”

...ability to manage and coordinate his or her:

- thoughts
- feelings &
- behaviors

In ways that make it possible:

1. to experience satisfaction and happiness,
2. to learn,
3. to accomplish tasks &
4. to be connected to other people.

The 4-outcomes listed above are qualities of child/youth “well being”



Understanding Child /Youth Mental Health and Well-Being

A child/youth experiences difficulties managing thoughts, feelings and/or behaviors for a variety of reasons:

- *Developmental*
- *Individual*
- *Relational*
- *Environmental*

You can also help a family to notice and discover a lot about their child/youth mental health and well-being by reflecting on these questions with them:

1. *Is their child/youth showing signs that s/he is experiencing well-being?*
2. *Is their child/youth showing signs of distress?*
3. *What might explain their child/youth compromised well-being or signs of distress?*
4. *Based on what the family discovers, what might these discoveries suggest in terms of needed resources and supports for the child /youth and family?*



Understanding Child / Youth Health and Well Being

A child/youth's mental health and well being can be affected by individual characteristics of the child /youth including:

- ***Individual Characteristics***
 - *Physical and sensory capabilities*
 - *Temperament*
 - *Regulatory style*
- ***Physical and Sensory Capabilities***
- ***Temperament***
 - *The Easy or Flexible Temperament*
 - *The Difficult or Feisty Temperament*
 - *The Slow-to-Warm Up or Fearful Temperament*



Strategies for Managing the Three Temperaments

- Flexible Temperament

1. Seek this child out
2. Reinforce their behavior

- Feisty Temperament

1. Positive Mood
2. Adaptability
3. Change the environment
4. Avoid Power Struggles
5. Pre-Teach
6. Preparedness

- Fearful

1. Plan extra time to help those children /youth adapt to new situations or caregivers.
2. Use a relaxed, easy manner to engage the child /youth to each new situation.



Important Points to Remember About Temperaments

1. Differences in temperaments, even at extremes, are differences in the normal range of behavior.
2. A feisty or fearful child/youth can be helped to learn to handle potentially distressing situations gradually, by a supportive caregiver who understands and accepts the child/youth's temperament issues.
3. Do not blame the child/youth or the parents for his/her temperament.
4. The caregiver's way of relating to the child/youth temperament can play a big role in his/her emotional development.
5. Any temperament trait can be an asset or a liability.



Child/Youth Development Domains and Milestones

1. Physical: Bodily structures and process.
2. Motor: How a child /youth moves using large muscles (gross motor), small muscles (fine motor) and mouth muscles (oral motor).
3. Cognitive: How he/she notices, thinks about, stores and remembers information.
4. Social-emotional: How he/she relates to other people and manages thoughts, feelings and behaviors.
5. Language: How he/she understands language (receptive language) and uses language to communicate (expressive language).



Chapter 4

Addressing Family Needs with Wraparound



Addressing Family Needs with Wraparound

Implementing the Wraparound Process

Steps of the Wraparound Process:

1. Establish effective linkages
2. Initial Safety Check
3. Discover Strengths
4. Convene a Family/Youth Team
5. The First Wraparound Meeting
6. Life Domains & Outcomes
7. Define and Prioritize Needs
8. Select Strength-Based Strategies
9. Create a Safety Plan
10. Document the Family/Youth Plan



Utilizing Family Strengths in Wraparound

Identifying Family Strengths and Preferences

1. Child/Youth and family talents
2. Child/Youth and family resilience
3. Child/Youth and family possibilities
4. Available family and team resources
5. Borrowed strengths
6. Past or historical strengths
7. Hidden strengths



Utilizing Family Strengths in Wraparound

- ❖ **Attitudes/Values:** Summarizes the values and attitudes that the family/youth holds.
- ❖ **Skills/Abilities:** This listing often includes hard skills as well as soft “social” skills.
- ❖ **Attributes/Features:** This category includes descriptive statements one can make about a family/youth, as well about individual family members.
- ❖ **Preferences:** Statements in this category chronicle family/youth preferences and build a foundation wherein interventions can be matched with the choices of the family.



Family/Youth Team Meeting Agenda

(Sample)

- I. Ground Rules
- II. Strengths
- III. Family/youth Support Plan
- IV. Needs
- V. Goals/Desired Outcomes
- VI. Action Steps
- VII. Assignments
- VIII. Review
- IX. Adjourn

Estimated Meeting Time: 1 hour to 90 minutes

Family Team Meeting Agenda



Suggested Rules:

- Keep meeting focused on strengths
- Goals/Plan should be based on family/youth needs/strengths
- Everyone should be encouraged (and expected) to contribute
- Ask that side conversations and talking over others be avoided
- Stick to agreed upon rules for a decision making



Life Domain Areas

The Life domain areas, in no particular order, include:

Safety	Place to live
Culture	Social
Health	Spiritual
Legal	Education
Family	Work
Emotional	Transportation
Psychological	Public Safety
Permanent Relationships	Restitution
Competency Development	Behavior
Language	Finances
Communication	Immigration
Accountability	Citizen Status



Defining & Prioritizing Needs

- For each Life Domain area selected...state what the individual and family/youth need...
- Make sure that the needs are stated, not the service options.
- ...help prioritize their needs...

Creating a Safety Plan

Safety Plan that Address Crises

- ✓ ***Reactive Crisis Plans***: plans that restore safety after a crisis has started
- ✓ ***Proactive Crisis Plans***: Plans that produce positive change before a crisis
- ✓ ***Transitional Crisis Plans***: Plans implemented when a family/youth is transitioned from one stage to another (i.e., a child/youth is being discharged from a facility and returning home).



Safety Planning

- Safety Plans should focus on:
 - Unsafe behavior/alternate behavior
 - Safe setting/unsafe setting
 - Rationales
 - Consequences
- Safety Plans should be:
 - Consistent
 - Documented
 - Maintained over time



Chapter 5

Managing the Family/Youth Plan

Managing the Family Plan



Peer's Dual Focus

The work of a Peer should focus on two areas:

- Direct family/youth intervention and helping parents facilitate partnerships with professionals
- Intervention within the service network to facilitate collaboration between agencies and professionals working with the family/youth

Managing the Family Plan



The Functions of a Peer:

- Child/family identification and outreach
- Assessment and diagnosis
- Service Planning
- Resource identification
- Educating family
- Linking the child/family to needed services
- Service implementation and coordination
- Monitoring service delivery
- Advocacy for and with the client
- Evaluation of case management and service delivery



Roles of a Peer

- 1) Problem Solver
- 2) Advocate
- 3) Broker
- 4) Diagnostician or assessor
- 5) Planner
- 6) Community or service organizer
- 7) Service monitor and system modifier
- 8) Record Keeper
- 9) Evaluator
- 10) Consultant
- 11) Colleague and collaborator
- 12) Service Coordinator
- 13) Expediter



Collaboration with Providers and Agencies

- ✓ Information management
- ✓ Documentation
- ✓ Confidentiality
- ✓ Service plans that support case management practice
- ✓ Monitoring and evaluation
- ✓ Funding mechanisms

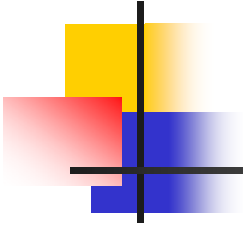


Collaborating with Programs and Agencies

“Collaboration’ means to “work or act jointly.”

- ...professionals need to agree...
- ...professionals have a shared perspective...
- ...likely to be committed to working together in an atmosphere of mutual understanding, respect and expertise.
- ...needs to understand his/her own role and responsibilities...
- Collaboration needs to have administrative support.
- Collaboration must be supported by Family /Youth Plans...

Collaboration with Families



Effective case management is grounded in the relationship between the family/youth and the team.

Some of the possible Peer roles include:

- Information collector and provider
- Educator
- Supporter
- Confidante/Listener
- Interpreter/Reframer
- Advisor
- Advocate
- Service/Financing consultant

Monitoring the Family Plan



- Evaluation
- Transition in Services
- Termination



Chapter 6

Family Visits and Communication



Family Visits and Communication

Establishing a Successful Support Relationship

Through the family visit, the Peer can:

- Provide support and encouragement
- Provide important information
- Help families identify priorities
- Resolve difficulties
- Reach goals
- Promote self-reliance and effective coping
- Serve as an advocate



Family Visits and Communication

Establishing a Successful Support Relationship

The support relationship has three basic elements:

1. A family or individual needing help or assistance to deal with serious problems or challenges,
2. A capable or trained person willing to provide direct assistance or information on how to best receive assistance, and
3. A comfortable setting that allows for such help to be given and received.



Family Visits and Communication

Basic Support Relationship Characteristics

1. Empathy
2. Respect
3. Genuineness



Family Visits and Communication

Fundamental Support Skills

1. Observation
2. Listening
3. Asking Questions
 - Initial Questions
 - Open-Ended Questions
 - Clarifying Questions
 - Focusing Questions
 - Redirecting Questions
 - Probing Questions
4. Prompting



The Three Stages of Home Visits

- I. Initial Phase - usually lasts about 30 days*
- II. Middle Phase – usually extends over several months*
- III. Transitioning Phase – may take up to 30 days*



Safety Guidelines for Family Visiting

There are several basic safety guidelines that all home visitors must follow:

1. Use common sense and trust your own judgment.
2. Always be sure that your supervisor knows your home visit schedule.
3. Know the neighborhoods in which your home visits take place.
4. Do not go into dangerous or unfamiliar neighborhoods after dusk.
5. Learn the safest route to and from your families' homes.
6. If you're driving, make sure the car door locks work and that you have enough gas in your tank.
7. Don't carry too much money and never wear expensive jewelry or revealing clothing.
8. If something happens to frighten you enough to think you might be in danger, leave.



Transitioning or Termination Phase

Concluding Family Visits

Common circumstances for ending family visits are:

1. When the time period set for the process has passed
2. When the goals of the program have been achieved
3. When the family/youth no longer wants to participate (expressed through their words or actions)



Chapter 7

Assessing Our Use of SOC Values and Wraparound Principles



Assessing Our Use of SOC Values and Wraparound Principles

SOC Core Values

- ❖ A system of Care is *child /youth centered* and *family focused*.
- ❖ A system of Care is *community based*.
- ❖ A system of Care is *culturally competent*.



Assessing Our Use of SOC Values and Wraparound Principles

- Child /youth and family needs do not fit pre-defined service model or a “one size fits all” approach.
- For services to be beneficial, they must be individualized to the needs and strengths to the family/youth.
- Families /youth must become full partners with formal service providers and informal supports in creating a plan for services.
- The service plan should be implemented within the family/youth community and in a way that is consistent with culture and language.
- Service providers must collaborate and develop partnerships with other agencies as they work together to seek new and innovative ways to meet the multiple and changing needs of the children/youth and families they serve.



Assessing Implementation of SOC Values

- I. **Child-/youth Centered and Family Focused:*** The needs of the family dictate the types and mix of services provided.
- II. **Community-Based:*** Services are provided within or close proximity to the child/youth home, community, in the least restrictive setting possible, and or coordinated and delivered through the linkages between providers.
- III. **Culturally Competent:*** Services are attuned to the cultural, racial, and ethnic background and identity of the child/youth and family.
- IV. **Impact:*** Services produce positive outcomes for the child/youth and family. A system that has implemented a system of care philosophy assumes that the implementation of SOC principles at the practice level produces positive impacts for the child/youth and family receiving services.



Assessing Implementation of Wraparound Principles

The wraparound process is based on a core set of principles. We will review these here:

- Compassion
- Individualized
- Strength-Based Process
- Needs-Driven
- Family Centered Services
- Culturally Competent
- Informal Services
- Flexible
- Unconditional Caring
- Normalized Services
- Community-Based
- Collaborative, Team Developed, and Supportive
- Goal-Driven
- Outcome-Focused



Facilitating Effective Family Team Meetings

Meeting Facilitation Skills

- ✓ The facilitator makes the meeting agenda clear to all participants present
- ✓ The facilitator reviews the goals, objectives, interventions, and/or progress of the Family Support Plan early in the meeting.
- ✓ The facilitator directs (or redirects) the team to revise or update the Family Support Plan
- ✓ The facilitator summarizes the content of the meeting at the conclusion of the meeting
- ✓ The facilitator sets the next meeting date/time and makes sure it is convenient to the family



Facilitating Effective Family Team Meetings

Family/youth Team Meeting Agenda (Sample)

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Facilitating Effective Family Team Meetings

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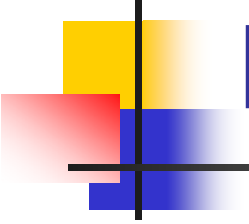
Chapter 8

Understanding the Culture of Schools



Understanding the Culture of Schools

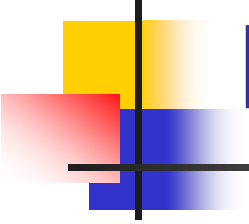
- Personnel
- Attendance
- Academic Progress
- Exceptional Student Education (ESE)
- English for Speakers of Other Languages (ESOL)



Individuals with Disabilities Education Act (IDEA) 2004

Purpose:

The purpose of IDEA 2004 is to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living, and to ensure that the rights of children/youth with disabilities and parents of such children /youth are protected.



Individuals with Disabilities Education Act (IDEA)

Key Principles:

- The right of children and youth with disabilities to receive a Free Appropriate Public Education
- The right of students to receive their education in the least restrictive environment (LRE)
- The right of parents to participate in the educational decision-making process



Individual Educational Plan (IEP)

A written statement for each child/youth with a disability that is developed,

reviewed, and revised and includes:

1. A statement of the child/youth's present level of academic achievement and functional performance
2. A statement of measurable annual goals including academic and functional goals
3. A description of how his/her progress toward meeting the annual goals described will be measured and when periodic reports on the progress the child/youth is making toward the annual goals will be provided
4. A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child/youth, or on behalf of the child/youth and a statement of the program modifications or supports for school personnel that will be provided for the child/youth

Individual Educational Plan (IEP)



5. An explanation of the extent, if any, to which the child will not participate with nondisabled children/youth
6. A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child/youth on State and district wide assessments
7. The projected date for the beginning of the services and modifications and the anticipated frequency, location, and duration of the services and modifications and beginning not later than the first IEP to be in effect when the child/youth is 16, and updated annually



American with Disabilities Act

- Civil Rights Law
- Purpose is to protect individuals with disabilities from discrimination



American with Disabilities Act

Section 504

- Eligibility
- Protection from Discrimination
- Accommodations and Modifications
- Access vs. Educational Benefit
- Discipline
- Procedural Safeguards



Evaluation
