



# Peer Mentoring: Real Recovery for Young Adults

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TRACS: Transition Resources and Community Supports  
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# Peer Mentoring: Real Recovery for Young Adults

- Program structure and philosophy
- Role of young adult peer mentors
- Details on 1:1 mentoring
- Goal-setting
- Program outcomes



# TRACS

“Offers opportunities for young adults and their families to receive support and establish meaning, connection and purpose in their lives”

- Transition Resources and Community Supports
- 16-25 year olds
- Mental health or co-occurring mental health and substance use issue
- 100% of funding from MA DMH
- Includes young adults with and without state DMH services



# TRACS Program Structure

- Staff includes:

- 1 Full-time program coordinator
- 3 Part-time young adult peer mentors
- 1 Part-time parent coordinator

- Services include:

- Peer support groups
- Photovoice projects
- Social/recreational activities
- Caregiver/family support
- Collaboration and linkage with other programs and support services
- 1:1 peer mentoring

# Guiding Principles

## ■ Theoretical framework:

- Transition to Independence Process (Clark & Davis, 2000)
- Psychiatric rehabilitation (Anthony et al., 2004)
- Stages of change theory (Prochaska, Norcross & DiClemente, 1994)
- Consumer movement

## ■ Values:

- Strengths-based
- Young-adult centered
- Culturally sensitive
- Community-based



# Why a young adult peer?

- Understand from having lived it
- Shows that recovery is real and possible
- Provide hope for a better future
- Appears natural in the community



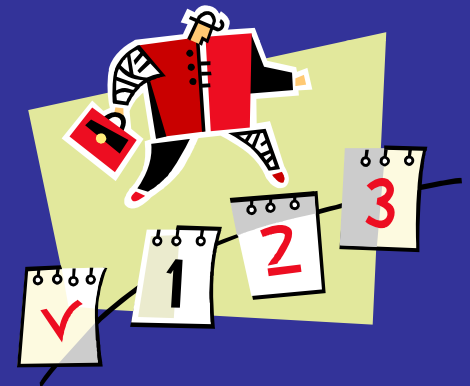


# Peer mentor training/orientation

- Sharing recovery story
- Confidentiality
- What a mentor is/isn't
- Mandated reporting
- Exploring limits/boundaries
- Group facilitating
- Connecting skills

# 1:1 Peer Mentoring - Overview

- Lasts approx. 6 months
- Mentor is available 1-2 hours/week
- Meetings are in the community
- Goal-oriented, particularly toward sustainable connections



# 1:1 Mentoring – The process



- Referral
- Intake
- Mentoring
- Periodic review meeting
- Mentoring
- Wrap-up meeting
- Mentoring closure

# Goal-setting

- Clear goals = clear plan = clear progress
- Ongoing and continuous
- Evaluated periodically
- Domains of:
  - Employment
  - Education
  - Wellness
  - Social network/community connections
  - Independent living





# Sample goals & objectives

Goal: Mike will be able to effectively use public transportation

Objectives:

- Jackie will assist Mike in getting a library card so he has reliable internet access
- Jackie will show Mike how to use mbta.com to plan trips
- Jackie and Mike will take practice trips on the bus together to the video game store until Mike feels confident to take a trip alone
- Jackie will meet Mike at the video game store, with Mike coming on the bus on his own
- Jackie will provide reminders to Mike to ask his case manager to submit a disability pass application



# Sample goals and objectives

Goal: Eric will start the “getting my act together” process

Objectives:

- Eric and Justin will shop for a planner that he can carry easily on a daily basis
- Justin will provide Eric with tips on how to use his planner effectively
- On a weekly basis for the first 4 weeks, Justin will assist Eric entering all his commitments into his planner
- After 4 weeks, Justin will check in with Eric that he is entering his commitments on his own
- Justin and Eric will brainstorm strategies for Eric to use his planner, such as setting his cell phone alarm to remind him to check it daily at 11am

# Outcomes

- Percentage of goals attained
- Actual goals attained
- Recovery Assessment Scale
- Program-specific evaluation





# Goal Attainment

|                                      | Number of Goals Set | % Achieved or Partially Achieved |
|--------------------------------------|---------------------|----------------------------------|
| Education                            | 7                   | 86%                              |
| Employment                           | 6                   | 67%                              |
| Independent Living                   | 18                  | 72%                              |
| Social network/community connections | 8                   | 100%                             |
| Wellness                             | 4                   | 75%                              |
| <b>Total:</b>                        | <b>43</b>           | <b>79%</b>                       |

For 10 young adults active since July, 2008



# Goal attainment, cont.

|                                      |  |
|--------------------------------------|--|
| Education                            | <ul style="list-style-type: none"><li>✓ Enrolled in part-time college classes</li><li>✓ Got connected with CAUSE for ongoing educational support</li></ul>                       |
| Employment                           | <ul style="list-style-type: none"><li>✓ Obtained a part-time job</li><li>✓ Got connected with local clubhouse for ongoing vocational support</li></ul>                           |
| Independent Living                   | <ul style="list-style-type: none"><li>✓ Learned to use a daily planner to effectively manage time</li><li>✓ Learned to use public transportation confidently</li></ul>           |
| Social network/community connections | <ul style="list-style-type: none"><li>✓ Did something with someone other than family at least once per month</li><li>✓ Increased comfort being “myself” around friends</li></ul> |
| Wellness                             | <ul style="list-style-type: none"><li>✓ Found an outlet for affordable physical activity</li><li>✓ Found something to have faith in again</li></ul>                              |



# Recovery Assessment Scale

## Recovery Assessment Scale (RAS)

- 5-point scale (strongly disagree – strongly agree)
  
- Subscales measure:
  - Personal confidence and hope
    - “I am hopeful about my future”
  
  - Willingness to ask for help
    - “I know when to ask for help”
  
  - Goal and success orientation
    - “I believe that I can meet my current personal goals”
  
  - Reliance on others
    - “Even when I don’t care about myself, other people do”
  
  - No domination by symptoms
    - “Coping with my mental illness is no longer the main focus of my life”



# Wrap-up Evaluation

## Program-specific wrap-up evaluation

- 7-point scale (got much worse - got much better)
  
- How much, if at all, did mentoring affect:
  - your comfort being around other people
  - your level of independence
  - your sense of hope for your future
  - your interest in setting and working on goals?



# Summary

- A peer can engage young adults in a unique manner
- Goal-setting is an important part of the mentoring process
- 1:1 mentoring can lead to clear goal attainment



# References

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