

# Fostering Student Well-Being Through School-Based Peer-to-Peer Support Programs

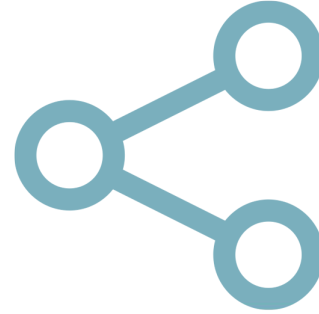




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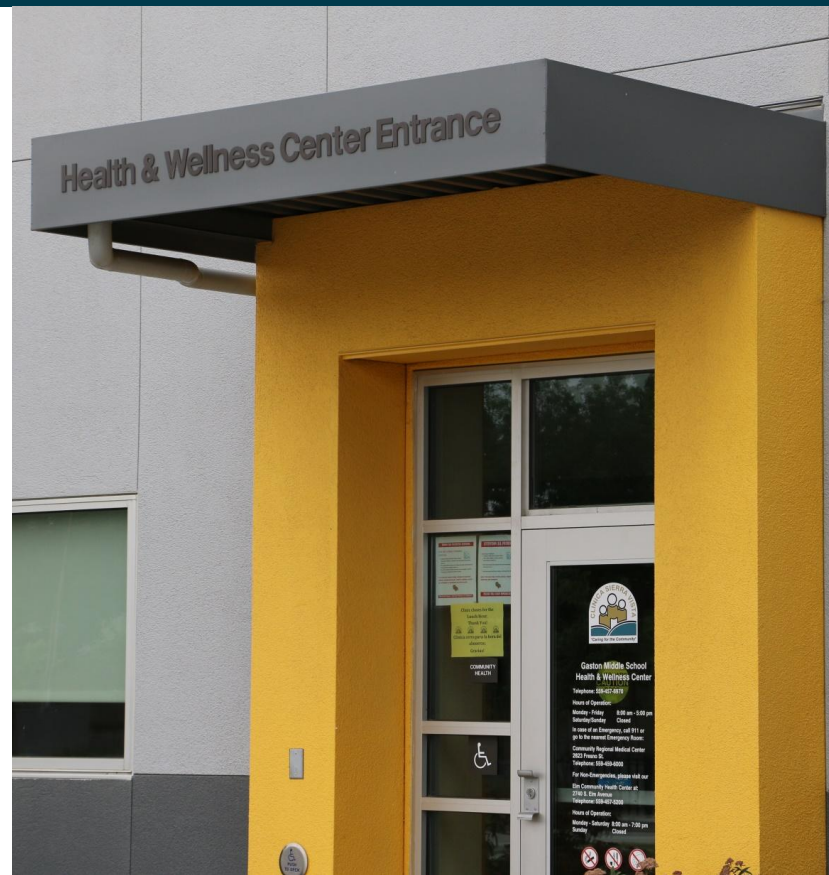


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## Hilary Roberts, M. Ed

Founder and Executive Director  
Peer Advocates Training and  
Consulting



## **Peer Advocates Training and Consulting**

**Rethinking Organizations and Community Through Peer Resources, Restorative Practices,  
Conflict Resolution, Conscious Communication**

# **EVERYTHING YOU WANTED TO KNOW ABOUT PEER PROGRAM DEVELOPMENT**

**Presenter: Hilary Roberts, M.Ed.**

# **Two Elements of a Peer Program Development**

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## **#1: THE BUILDING BLOCKS OF A SUCCESSFUL PEER RESOURCE PROGRAM**

- 1. Needs Assessment**
- 2. Purpose and Mission Statement**
- 3. Goals & Objectives**
- 4. Staffing**
- 5. Administrative and Faculty Support**
- 6. Service Options**
- 7. Policies and Procedures**
- 8. Community and Advisory Committee**
- 9. Involvement**
- 10. Evaluation**
- 11. Funding**







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## **#2: THE NUTS AND BOLTS OF A SUCCESSFUL PEER RESOURCE PROGRAM**

- 1. Recruitment of Students**
- 2. Selection of Students**
- 3. Curriculum**
- 4. Training**
- 5. Supervision of Students**
- 6. Record Keeping**
- 7. Recognition and Celebration**

Children’s Needs Met by Families	Children’s Needs Met by Gangs	Children’s Needs Met by Schools
Acceptance	Acceptance	Acceptance
Love	Love	Love
Power	Power	Power
Identity	Identity	Identity
Affiliation	Affiliation	Affiliation
Respect	Respect	Respect
Friends	Friends	Friends
Rewards	Rewards	Rewards
Loyalty	Loyalty	Loyalty
Trust	Trust	Trust
Rites of Passage	Rites of Passage	Rites of Passage
Fun	Fun	Fun

## PEER PROGRAM REFLECTIONS

**“Another avenue for developing positive youth leadership is Peer Resource Programs, in which students are given on-going opportunities to be resources to each other. Programs such as peer tutoring, cooperative learning, cross-age tutoring, peer helping and peer mediation provide opportunities for young people to connect, to develop skills to promote positive change, and to feel a sense of pride as they learn that they can make a difference in the real world.”**

**Delaine Eastin  
California Superintendent of Public Education,  
1995-2003**

**“Clearly, based on the...rationales that included the importance of peers in social development; the need for youth in our society to have more available social support and more opportunities to participate and help; the need for every individual to be socialized to accept and respect diversity; the value of learning collaboration and conflict resolution skills from an early age; and the proven positive academic and social outcomes of evaluated cooperative and peer learning and resource programs, peer programs do, indeed, offer us a "lodestone" to developing health and well-being in our children and youth, and hence, in our society.”**

**Bonnie Benard  
The Case for Peers**

# A Glimpse at Peer Helping Research

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- ❖ A meta-analysis of 120 studies showed that interactive peer-led programs conducted with children in grades 7-9 are significantly better than teacher-led programs in preventing tobacco, alcohol, and other substance use.
- ❖ The Search Institute indicated that youth (grades 6-12) that engaged in projects and programs to help others on a weekly basis are less likely to report at-risk behavior.
- ❖ Peer-led refusal and resistance skills for children and adolescents appear to be highly effective across cultural contexts and settings and appear more efficacious than teacher-led refusal and resistance skills.
- ❖ School referrals to the office for fighting were reduced 50% in middle school because of Conflict Resolutions Peer Program.
- ❖ In an analysis of 143 adolescent drug prevention programs, it was clearly found that peer programs are dramatically more effective in decreasing drug use than all the other programs, even at the lowest level of intensity.



# Peer Programs Defined

## **The California Association of Peer Programs:**

Peer helping provides understanding, support, prevention, intervention, and referral services to individuals and groups by utilizing the human resources of peers trained in communication, decision-making, self-awareness and helping skills. Individuals, especially youth, trained in peer helping skills CAN and DO make a significant contribution to their peers and to the welfare of our society.

## **The National Peer Helpers Association:**

Peer helping is a variety of supportive services initiated by peers in diverse settings. Sometimes students just need someone to listen to their problems and to help sort out the options open to them. Peer Helpers are good listeners and are skilled in the difficult task of helping others to solve their own problems, rather than solving problems for them. Although they assume different roles, peer helpers are not used in place of licensed or certified health professionals or as mental health practitioners. They often serve as referral sources for students who need professional help. Peer helpers provide peers with opportunities for learning, guidance, emotional support, and growth. By helping others, they often increase their own self-esteem and personal functioning.

## **The San Francisco Peer Resources Definition:**

San Francisco Peer Resource Programs operate under the philosophy that everyone has something valuable to offer, and that students can serve as resources for one another. At the heart of this philosophy is the belief that students can be empowered to act as advocates, educators, and counselors for their peers.



## OUR WORKING DEFINITION...

***A QUALITY PEER PROGRAM  
TRAINS YOUTH IN VERY  
SPECIFIC COMMUNICATION  
AND HELPING SKILLS, WHO  
WILL THEN USE THOSE SKILLS  
IN A SYSTEMATIC,  
WELL-THOUGHT-OUT WAY TO  
PROVIDE SERVICES TO OTHER  
YOUTH.***



# TRAINING

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## 1. PROGRAM GOALS AND ROLES OF THE PEER HELPER

- Review of program's operation
- Set norms and expectations, review ethical guidelines
- Review important peer helper qualities: acceptance, caring, etc.
- Confidentiality and Duties to Inform

## 2. TEAM BUILDING

## 3. SELF-AWARENESS TRAINING

- Prejudice Awareness and Reduction
- Frame of Reference
- Values Clarification
- Noticing

## 4. COMMUNICATION SKILLS TRAINING

- Non-Verbal Communication
- Question-Asking: Open & Closed Questions
- Paraphrasing for Content and Feeling
- Helping Someone Without Giving Advice

- "I" messages
- Communication stoppers
- Problem Solving and Decision Making
- Assertiveness versus aggressiveness
- Am I in over my head?



# PEER RESOURCE PROGRAMS AND PROJECTS

- ◆ **Orientation / Transition Assistance**
- ◆ **Peer Education**
- ◆ **Peer Counseling**
- ◆ **Conflict Mediation**
- ◆ **ELL Discussion Groups**
- ◆ **Buddy Connection**
- ◆ **Peer Connection**
- ◆ **Support Groups**
- ◆ **Tutoring**
- ◆ **Restorative Practices Facilitators**
- ◆ **Brief Intervention Facilitators**



# Peer Resource Program Training Models

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- ◆ Class during the school day for credit (A-G is possible)
- ◆ Pull-out activity
- ◆ Before school activity
- ◆ Lunch activity (Not advised)
- ◆ After school activity
- ◆ Evening activity
- ◆ Weekend Activity
- ◆ Retreat training
- ◆ Adult School class
- ◆ ROP class
- ◆ Summer Camp/ Program
- ◆ Other



## WHAT SORT OF YOUTH ARE WE LOOKING TO DO PEER ADVOCACY WORK?

Are you big enough to be a Peer Advocate? Do you have a heart big enough to feel for more than just yourself and your friends but also for others in need?

Do you have a heart and mind big enough to understand more than just your own feelings but how someone outside your group might feel? Do you have the ability to listen to all sides of a problem without giving advice and just be there for someone who needs you just to listen? Are you strong enough to keep what you hear and see to yourself when you are helping someone, to never gossip about or put someone down that you are to help?

Do you want to be part of a school that feels safe to all students no matter who they are?

If you think you are a big enough person to do these things, then we need you to be a Peer Advocate.



# STAFFING...IT'S YOU!

*The most important ingredient of a successful Peer Advocacy program is the Program Coordinator. It is important that the coordinator possesses and demonstrates the following qualities:*

- ❖ Understanding and rapport with youth and strong positive rapport and experience with the target population
- ❖ Philosophical belief in the potential good in young people and the philosophical belief that youth have the power to effect positive culture changes at school
- ❖ Ability to serve as a positive role model
- ❖ Educational and practical experience that is relevant to the nature and goals of the program, and personal resources and skills that will enhance the program
- ❖ Ability to work effectively with groups
- ❖ Ability to know when to teach students and when to learn from them
- ❖ Familiarity with different learning styles and teaching strategies
- ❖ Clear grasp of the program needs and goals and the ability to articulate the nature and purpose of the program to students, staff, and the community
- ❖ Sufficient time and energy to carry out programmatic and supervisory responsibilities





## RECRUITMENT OF POSSIBLE PEER ADVOCATES

*Consider using the following recruitment methods:*

- ❖ Ask for recommendations from teachers, counselors, and administrators.
- ❖ Make formal class presentations and, if possible, include current peer helpers in the presentation.
- ❖ Recruit in your school newspaper, over the P.A. and on posters throughout the school.
- ❖ Elicit recommendations from students. Many schools ask students to complete a survey naming students they would talk to if they had a problem or students they perceive as positive student leaders. The students whose names appear most often are then invited to interview for the peer assistance program.



## SELECTION OF PEER ADVOCATES

*When selecting Peer Advocates, you may want to look for the following:*

- ❖ Demonstrated behavior that is caring, accepting, genuine, understanding, and trustworthy.
- ❖ An understanding and acceptance of the responsibilities and limitations of the peer helper's role.
- ❖ The ability to be sensitive to students from diverse backgrounds.
- ❖ The time to devote to training and projects.
- ❖ The ability to serve as a positive role model.
- ❖ The willingness to seek and accept adult supervision.



## HOW TO GET YOUR FACULTY/ADMINISTRATION TO SUPPORT FOR YOUR PROGRAM

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- ❖ While a Peer Program *is* a youth-to-youth support program, ask administration and staff for program ideas and suggestions.
- ❖ Form an advisory committee. Pick people who support the program, who will interface with it, and someone who does not like or approve of your program.
- ❖ Create a one-page monthly newsletter with information on what your program has accomplished, plans on doing, statistics, and upcoming events.
- ❖ Acknowledge people's concerns. Get used to saying, "Your concerns are my concerns."
- ❖ Sponsor a faculty/student discussion group. Have your students invite their teachers.
- ❖ Make presentations to your school board and the PTSA.
- ❖ Do a year-end report/evaluation. Distribute it to faculty.



# ***Build for Success***

## **Ingredients for a Successful Peer Program**

<b>Rank of Importance</b>	<b>Program Category</b>
1	Strong Program Coordinator
2	Good Training for Students
3	Clear Program Goals
4	Student Commitment & Ownership
5	Faculty Support
6	Supervision of Students
7	Program Coordinator's Contact With Students
8	Diversity of Students
9	Confidentiality Rules Observed
10	(tie) Recruitment of Students <i>and</i> Value Exploration and Reflection
11	Student Empowerment and Decision Making
12	Good Community Resources
13	Rewards and Incentives





# Why Programs Fail:

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- ❖ Failure to involve the rest of the school or community
- ❖ Program Coordinator leaves the program
- ❖ Not enough time for the Coordinator to plan and supervise
- ❖ Over-ambitious goals
- ❖ Not enough funds





**QUESTIONS?**





## **Please Contact Me:**

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**www.peeradvocates.com**

### **Curriculum Book:**

***Peer Advocates In Action; A Step-By-Step  
Curricular Guide For Trainers And  
Coordinators Of Peer Resource  
Programs***

**Purchase on Amazon**



# Upcoming Opportunities

- **Peer-to-Peer Programs Learning Collaborative - Feb/March 2024**
- **Youth-Led Webinar: Peer Leaders, early February 2023**
- **Wellness Coaches: A New Opportunity to Enhance Behavioral Health in School-Based Health & Wellness Centers,**
  - Nov. 27, 3:30 pm. Registration link in the chat

# Peer-led Mental Health Funding is here!



The Children's Partnership and the California Department of Health Care Services is partnering to grant \$8 Million to eight selected high schools across California. The grants will fund innovative peer-to-peer mental health programs.

Peer-to-Peer Pilot Demonstration  
Grant Information Webinar  
Thursday, November 30, 2023  
3:00pm - 4:00pm PT



# STAY CONNECTED



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Gracias

謝謝

Thank you

Cảm ơn

Salamat

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