Peer-2-Peer (P2P) Navigator Training Guide

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The Peer-2-Peer Navigator Training Component
of the BraveLife Intervention
Westchester Building Futures (WBF)

Purpose of Document

This Peer-2-Peer (P2P) Navigator Training Guide is a companion document to the Westchester Building Futures (WBF) BraveLife Intervention (BLI) Manual, which explains the intervention in greater detail. Central to the BLI are P2P Navigators who lead the intervention efforts. P2P Navigators are young adults with lived experience in the child welfare care system who form the heart of the BLI. Before they begin working with youth, the P2P Navigators are comprehensively trained to perform their functions effectively and professionally. This guide lays out that training curriculum. Please note that organizations using this guide would benefit from receiving technical assistance or support from the Westchester BLI team in order to implement the training successfully and be able to adapt it to their particular context.

The Intervention

The Westchester County Department of Social Services (WCDSS) received the Youth At Risk of Homelessness (YARH) federal grant for its Westchester Building Futures (WBF) initiative to reduce the risk of homelessness among youth in foster care. The WCDSS partnered with The Children's Village and the Fordham University Graduate School of Social Service's Ravazzin Center to develop the BraveLife Intervention (BLI). The BLI is a youth-centered, strength-based initiative that uses Peer-2-Peer (P2P) Navigators to support youth in achieving goals that they set for themselves, particularly in the areas of education, employment, and housing . P2P Navigators are employed and trained young adults with lived experience in the child welfare system. This intervention is evidence-informed based on data from its early development.

The goal of the BLI is for P2P Navigators to help increase youth's ability to articulate and work toward their goals, interact with professionals, and be able to initiate connections to resources on their own. The ultimate goal is reduction of the risk of homelessness for youth ages 14–21 with a history of child welfare involvement. The BLI target populations are the following two groups: (1) *System-Connected Youth -* System-connected youth have a formal connection to the WCDSS system in the form of a case worker, regardless of age or status of their child welfare case. (2) *Non-System-Connected Youth -* Non-system-connected youth are no longer formally connected to the system.

The BLI Intervention uses a three-phased model to reach at-risk youth:

(1) **EngageMEnt** – The BLI begins with a P2P Navigator reaching out to and building positive healing relationships with at-risk youth. The P2P Navigator can build an empathetic and trusting relationship with an at-risk youth based on the understanding that they have walked in the same shoes as the youth. The EngageMEnt phase typically lasts about 4.1 months, with 2.7 contacts per month, on average, between the P2P Navigator and the youth, as determined by the formative evaluation.

(2) **EmpowerMEnt** – The Empowerment process is strength-based and youth-driven because P2P Navigators listen to youth's priorities and focus on building/strengthening the skills they need to work on. During this phase, the P2P Navigators help model behaviors with the youth, through role-play and positive reinforcement, in preparation for meetings with professionals and family members to help the youth articulate and achieve their goals.
Empowerment has two stages:

a. Stage 1: For system-connected youth, the P2P Navigator helps the youth understand the roles and responsibilities of the various people in the system who interact with the youth. The P2P Navigator supports, mirrors, and models by demonstrating for the youth specific skills and behaviors for interacting with the system network/staff. Modeling encompasses the use of verbal tones and body or non-verbal language on how to interact and speak with a professional to get their message across in a manner that achieves the most effective outcome and positive interactions. This is taught through role playing with the P2P Navigator as well as during interactions that include the P2P Navigator, youth, and another professional. Mirroring is the utilization of the previously taught verbal and non-verbal skills by the youth during their interactions with their P2P Navigator and with other professionals.

   For non-system-connected youth, the P2P Navigator helps the youth communicate with professionals in the community who can help them achieve their goals.

   For both populations, analysis from the formative evaluation revealed that EmpowerMEnt Stage 1 typically lasts 2.5 months, with 2.4 contacts per month between the youth and the P2P Navigator.

b. Stage 2 is a joint meeting with the youth and others who support them, such as a community professional, family member, or friend. The purpose of this this process is to enable the youth to focus on their strengths and goals, and to gain the support of professionals and family and friends in achieving these goals. EmpowerMEnt Stage 2 generally lasts 1.6 months, with 4.0 contacts per month.

(3) **Connections** – During the Connections phase, the youth will make connections on their own to appropriate resources in the community that correspond with the youth's goals. Youth spend an average of 10.1 months in the Connections phase, with 3.5 contacts per month between the youth and the P2P Navigator, as determined by the formative evaluation. The Connections phase is typically the longest phase of the intervention, and youth may be active in BLI for a year or longer depending if they are able to implement the connections on their own.For youth who are still in care, the time spent in Connections will help strengthen their participation and active engagement in the Service Plan Review, which also informs the Permanency Hearing Report, and Family Assessment Service Plan[1]. These documents/reports impact the Permanency Hearing.

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[1] The Service Plan Review takes place at least every six months where the foster care agency identifies the permanency plan and discusses available services for the youth. The Permanency Hearing Report provides the court with information to make decisions regarding the safety and well-being of the youth in care, as well as the appropriateness of the permanency plan. The Family Assessment Service Plan assists child welfare providers in developing case plans for the youth that support permanency.

For youth who have recently left care, time in the Connections phase will help strengthen their connections to the aftercare worker. For non-system-connected youth, the Connections phase provides an opportunity for the youth to make connections to other professionals in the community who will help them reach their goals.

The Role of the Peer-2-Peer Navigators in the Intervention

Peer-2-Peer Navigators – young adults with lived experience in the child welfare system – take the lead in engaging youth/young adults in the intervention. Engagement is the starting point for the critical work to build a trusting relationship between the P2P Navigator and the youth. The P2P Navigator also plays an essential role during the empowerment and connections phases. Further, for system-connected youth, the P2P Navigators participate in cross-system meetings that facilitate foster care entry and return.

The Children's Village employs two staff with lived experience to directly supervise the P2P Navigators. The first is the BLI Coordinator, who is a licensed social worker and Co-Founder of The Bravehearts, Inc, which is a group of more than 200 current and former youth who have been in foster care, that support and advocate for those who have been in the child welfare system. The second is the P2P Navigator Coach/Supervisor, who provides more hands on supervision and guidance to the P2P Navigators. The responsibilities of these two individuals include, but are not limited to: (1) interviewing and hiring P2P Navigators; (2) organizing P2P Navigator orientation and training efforts; (3) creating and overseeing work assignments; (4) tracking and monitoring all outreach activities; (5) ensuring proper documentation is maintained; and (6) providing individual supervision to P2P Navigators; and (7) leading regular team meetings. In addition, a Children's Village clinically licensed professional meets regularly with each P2P Navigator to address any trauma-inducing instances that they may experience while working with the youth, while helping to fortify the resilience of the P2P Navigators, as well as additional BLI team members.

Training of P2P Navigators

To effectively carry out their responsibilities, the P2P Navigators, who are employed and supervised by The Children's Village (CV), complete an intensive five-day training program. The training program covers the following topics:
- the purpose and evolution of the BLI in order for participants to understand the initiative;
- the three phases of the BLI, including engagement, empowerment and connections so that participants become familiar with the different phases;
- the importance of engagement and trust in order to underscore the value of building relationship;
- the P2P Navigators' roles and responsibilities, including the importance of confidentiality and boundaries in working with youth in foster care and professionals;
- the importance of supervision and self care to promote as supportive environment; and
- the challenges and needs of LGBTQI2-S youth/young people in care or transitioning to adulthood, as well as the needs of other populations.

The following is a session-by-session breakdown of the training that the P2P Navigators receive after they are hired. This initial training is supplemented by on-going and refresher training, and is continually reinforced during weekly supervision.

Peer-2-Peer Team (P2P Navigator) Training

Session 1: Getting Started

Session 1 Objectives:
1. To develop a welcoming space and build rapport
2. To develop a trust-building atmosphere
3. To help understand the importance of youth voice and choice
4, To provide a framework for the core elements of the BLI
5. To review procedures for weekly supervision

   A. Welcome and Icebreaker
       1. Icebreaker – Participants roll a die, and then are asked a question corresponding to the number they roll. The following are the questions:
          i. Die 1: What's your favorite thing to do in the summer?
          ii. Die 2: If they made a movie of your life, what would it be about and which actor would you want to play you?
          iii. Die 3: If you could visit any place in the world, where would you choose to go and why?
          iv. Die 4: Tell us about a unique or quirky habit of yours.
          v. Die 5: What are your pet peeves or interesting things about you that you dislike?
          vi. Die 6: If you could have an endless supply of any food, what would you get?

   B. Timeframe – 5 Sessions/Days: 4.5 hours, 10:00am-12:30pm, Lunch, 1:00pm-3:00pm

   C. Expectation of the Training
       1. Explanation and Purpose of Training

   D. Purpose and Evolution of the BLI
       1. Purpose of the BLI
       2. How the BLI has evolved over the years

   E. Evolution of Youth Voice and Choice
       1. National Efforts
          i. Youth Move National: Motivating Others through Voices of Experience founded in 2007 and now has more than 60 chapters across the country – link to website at youthmovenational.org
          ii. The Movement is a youth-driven organization dedicated to improving services and systems that support positive youth development.
          iii. Supports the development and promotion of youth empowerment by encouraging youth voice, in part through youth advocates who advocate on behalf of youth by sharing their stories to create positive system change.

   iv. Young people engage in awareness raising efforts around youth issues and work to ensure that youth have a say in matters that affect their lives.

  2. State and Local Efforts

   i. Bravehearts MOVE New York was founded in 2013 in Westchester County by a group of alumni of foster care, and now has more than 200 members.

   ii. The mission of Bravehearts is to empower youth and young adults who have been involved in the child welfare system to become active and authentic leaders in their own lives as they transition to adulthood.

   iii. Weekly motivational meetings work to change the conversation with youth from "victim to victor" and harness voices of experience to serve as experts in shaping strength-based, youth-driven service delivery that promote healing, hope, and opportunities.

F. Lunch Break

G. Defining Engagement, Empowerment, and Connection

  1. Defining Engagement

   i. The BLI begins with a P2P Navigator reaching out to and building positive healing relationships with at-risk youth.

  2. Defining Empowerment

   i. The Empowerment process is strength-based and youth-driven because P2P Navigators listen to youth's priorities and focus on building/strengthening the skills they need to work on.

    1. Stage 1 for system-connected youth, the P2P Navigator helps the youth understand the roles and responsibilities of the various people in the system who interact with the youth and support, mirror, and model skills and behaviors for interacting with the system network/staff. For non-system-connected youth, the P2P Navigator helps the youth understand how to interact with professionals in the community who may be able to help them achieve their goals.

    2. Stage 2 is a joint meeting with the youth and others who support them, such as professionals, family members, and friends. The purpose of this joint meeting is to continue dialogue and underscore the amount of support the youth has in this process.

  3. Defining Connections

   i. During the Connections phase, the youth will make connections on their own to appropriate resources in the community that correspond with the youth's goals.

H. Ways of Engagement and Utilization of Supervision in a Trauma Informed Lens (See Attachment A)

  1. How to engage with youth

  2. Pros and cons of different types of engagement

I. Aftercare Services[2] for youth who have recently left care

J. Support for Us All
      1. Supporting ourselves in order to support others
      2. Importance of self-care

K. Feedback from Session 1 Training

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[2] In Westchester County, a youth who has been discharged from care and is no longer under the custody of the Westchester County Department of Social Services (WCDSS) is assigned to work with an aftercare worker for up to two years. The aftercare worker provides case management and other services to the youth.

Session 2 Objectives:
1. To build rapport and community
2. To develop an ethical lens by exploring boundaries and limitations
3. To explore the importance of language
4. To develop practice skills

   A. Icebreaker and Gearing Up for the Session
      1. Icebreaker: Everyone grabs a piece of colored paper and stands on top of it. One person stands in the middle and announces an interest or hobby they have. If anyone shares the interest or hobby, they move to stand on a different colored paper. Whoever doesn't have a colored paper to stand then moves to the middle of the circle and announces their interest or hobby, after which they leave the game. The game continues until the last person is left.

   B. Debriefing from Session 1

   C. Boundaries and Limitations
      1. What are boundaries and limitations and how are they different? With respect to limitations, it is important to understand the importance of professional demeanor when actively advocating for youth with child welfare staff. There are set boundaries for matters such as mandated reporting of a serious situation, confidentiality, and professional work hours; however we also allow for flexibility to push the system to look at the youth we work with differently and connect with the youth through youth culture and language.
      2. Why are boundaries and limitations important?
      3. How do you create them? Setting a standard with your youth: Confidentiality except for harming self or others, social media standards, standards in language, and touch.
      4. Boundaries and limitations with colleagues and supervisors: Avoiding cliques and managing relationships that develop outside of work.
      5. Role Play: A session between a youth and a P2P Navigator. The youth said she was having a rough day and told the P2P Navigator she wanted to share something that she didn't want her to tell anyone else. The P2P Navigator agreed to her request. The youth disclosed that she had a plan to kill herself. In the feedback session, the P2P Navigator learned that she should not have agreed to keeping the information confidential without knowing what was going to be disclosed. The P2P Navigator should have said to the youth that this was a safe place to talk, but if the youth were planning to harm herself or others, then the P2P Navigator would have to report it to her supervisor.

   D. Break

   E. Code Switching:
      1. Example:

      i.   Presenting in front of professionals: There was a time in which society would look at someone like myself and make assumptions or judgements; for example, "I must carry a machete and look dangerous because I look Hispanic." We cannot ignore that bias inherently exists in the world.

     ii.   Speaking to peers: "Yo, these white people would look at me like I was the ops and snitch by calling 5-0 on me. They were salty cause I looked better than them; I was looking like a whole snack."

2. Code switching depends upon:
      i.   Reading the room you are in.
     ii.   The people you are with.
    iii.   Your self-awareness of social situations.

3. Scenarios
       i.   Colleagues in the office conference room vs. family out to dinner.
      ii.   Team conversation vs. conversation with best friend.
     iii.   Speaking with supervisor vs. speaking with significant other.
     iv.   Collaborating with another agency's staff vs. family reunion.
      v.   Going out to lunch with funders vs. going to lunch with your favorite cousin.
     vi.   Conversation in the office cubicle with colleague vs. conversation with family friend at the Shoprite.

F. Feedback from Session 2 Training

Session 3 Objectives:
1. To enhance team members' relationships
2. To build knowledge and understanding of self-care
3. To further understand ethical practices

A. Icebreaker and Gearing Up for the Session
1. Icebreaker – The Extremes Game. Participants are asked to stand in the middle of the room. They are instructed that the left side of the room is one extreme, and the right side is the other extreme. The participants are given a series of options, and told to stand on one side of the room or the other depending on their response. The following are the options from which they could choose:
   i. Morning person or night person?
   ii. New York City or the desert?
   iii. Brush teeth first or floss first?

B. Debriefing from Session 2

C. Strategic Sharing
1. How do we maintain professional relationships with co-workers and youth that require we give of ourselves? (See Attachment B)
2. How and what you say are important. Review of code switching discussion.
   i. Code switching is a tool that can help conversations and frame words and tone in a professional manner.
   ii. In the professional world, there are no such concepts as "snitching", "matching energies", "throwing shade", "shots fired", "ops", etc.
3. What to share and not share:
   i. Do you share based on what you are comfortable with?
   ii. Or based on what is appropriate for your audience (youth or co-worker) and the situation?
4. Mindfulness in conversations:
   i. Being mindful, present, aware and in the moment can help.
   ii. Awareness of youth, co-workers, and how you share all help in being able to maintain limitations with working with our youth.

D. Ethics Introduction
1. Definition of Ethics:
   i. Ethics are defined as moral principles that govern a person's behavior or the conducting of their activities. It is important to consider the following actions to comply with ethical behavior:
       1. *E*xamine relevant values.
       2. *T*hink about relevant laws, policies, regulations, and codes.
       3. *H*ypothesize about different consequences.
       4. *I*dentify who will be helped and harmed in terms of the most vulnerable.

5. *C*onsult with supervisors.

2. What are ethics and why are they important in the work we do?
    i.   Review of CV Rules of Conduct/tardiness, work hour responsibility, and dress code from CV Employee Handbook.
    ii. NASW Code of Ethics review of highlighted areas.
    iii. Inappropriate vs appropriate actions in this field/with youth.
    iv. Scenarios to consider (review of qualities needed for this field).
    v.   Role playing.

3. See Attachment C for Ethical Scenarios to consider

E. Feedback on Session 3 Training

Session 4 Objectives:
1. To strengthen an understanding of educational supports and other areas of youth growth
2. To build a framework for documentation and record keeping
3. To develop skills for preparing quality progress notes

    A. Icebreaker and Gearing Up for the Session
        1. Icebreaker – Lost on a Deserted Island. Participants are given the scenario that they are lost and stranded on a deserted island. Each person is allowed to bring one object to the island, something that represents them or something they enjoy.
            i. Participants describe what object they would bring and why.
           ii. Next participants form groups and work together to improve their chances of survival by combining the various objects they introduced.

    B. Debriefing from Session 3

    C. Engagement, Empowerment, and Connections with educational services
        1. Importance of getting student records, particularly for youth who have changed schools to see if credits are missing or need to be transferred. Doing "credit checks" to ensure that youth are on track to graduate from high school.
        2. Meetings to discuss youth problems in school – attending meetings with the youth and school counselors and/or teachers to help advocate on behalf of the youth.
        3. Setting realistic youth goals and strengths and challenges – helping the youth set a strategic plan for graduating from high school, and potentially going on to college.

    D. Key questions/speaking points with professionals (See Attachment D)

    E. Break

    F. Documentation Training
        1. Time logs
        2. How youth are enrolled. Enrollment documents: BraveLife consents , BraveLife provider consents , Intake form.
        3. Laying the Ground Work to Support Research: How Do We Do It?
        4. Database System: How to create, edit, and print Progress Notes.
        5. Progress Notes: How to fill out & differences between Engagement, Empowerment, and Connection. Key words to use in each one, including key questions for social workers/case planners, and engagement rating scale. Template with Purpose, Presentation, Process, and Plan.
        6. Introduction of Progress Note review tool & Expectations for Progress Notes (Documentation Motivation) and maintenance of charts.
        7. Importance of attempts and levels of need (supportive vs intensive).
        8. Review of Incident Report Procedure and Form.

9. Review of Petty Cash and Metro Card Procedure.

G. The importance of documentation
    1. Guidance on preparing progress notes (See Attachment E).
    2. Examples of progress notes: good progress note and weak progress note (See Attachment F).
    3. Key words for Engagement, Empowerment, and Connections (See Attachment G).
    4. BraveLife monthly progress note review tool (See Attachment H)

H. Feedback on Training on Session 4

Session 5 Objectives:
1. To understand that language matters
2. To enhance an understanding of experiences with youth in foster care who identify as LGBTQI2-S
3. To enhance practice skills
4. To understand how to budget

   A. Icebreaker and Gearing Up for the Session
      1. Icebreaker – Participants are asked to answer the following question: What is your favorite comfort food and why? Participants have a conversation with each other about their favorite food.

   B. Debriefing from Session 4

   C. LGBTQI2-S 101
      1. Definition of terms – importance of using proper designations and stressing that "language matters"
         i. SOGI – Sexual Orientation and Gender Identity
         ii. LGBTQI2-S - Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, Two-Spirited
      2. Understanding differences and promoting awareness – lack of awareness about issues that LGBTQI2-S youth in foster care face has led them to be considered an "invisible population" and their particular needs and concerns go unmet.
      3. Need to focus on raising awareness about experiences of LGBTQI2-S youth with rejection, bullying, microaggressions, and poor treatment, and developing strategies to help them cope and build resilience.
      4. Need for affirmation and space – individuals need to have their sexual or gender identity affirmed by others at home, in school, and in foster care placements and agencies, and to have "safe spaces" in schools and the community.

   D. Break

   E. Budgeting – Introducing P2P Navigators to the importance of maintaining a budget and keeping track of all their expenses related to the program. The following questions will be explained and addressed
      1. What is a budget?
      2. Wants vs. Needs in requesting resources.
      3. Petty Cash procedures (See Attachment I)
      4. How to Make a Monthly Budget: How to Make Budget sheets.
      5. Savings, CV Benefits, Credit, & Loans.

   F. Feedback on Training on Session 5

G. Future Training(s) Discussion

H. P2P Navigator Certificate and Celebration

Congratulations Peer-2-Peer (P2P) Navigators!!!

Ways of Youth Engagement

Engagement of Youth

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Engagement of Youth

- Youth engagement has emerged in recent years as critical to meeting the needs of youth, including at-risk youth

- It is a process that offers meaningful participation for youth and offers them a "voice" in what happens in their own lives

- Engagement also means involving youth in planning and in making decisions that affect their current and future lives

- Engagement works best when:
  - Youth-driven
  - Needs-based
  - Offers a safe, neutral atmosphere
  - encourages youth to be involved in decision making that supports personal and social development

Engagement Skills

- Empathy is perhaps the most important skill after the ability to "listen"

- What is empathy?

- Ability to understand people from their frame of reference.

- An attempt to think with, rather than for or about the young person.

- "You never really understand a person until you consider things from his point of view – until you climb into his skin and walk around in it." (Atticus Finch, *To Kill a Mockingbird*)

- Can empathy be learned and developed?

Ways to Convey Empathy

Verbal Ways:
- show the desire to comprehend
- discuss what is important to the youth
- respond to the youth's feelings

Non-Verbal Ways through use of body language
- attentive nonverbal behaviors
- nodding of head
- leaning forward slightly

Active Listening

- The most important skill of engagement is listening.

- Active listening is listening that is focused and picks on feelings as well as words.

- Through active listening the Peer-2-Peer Navigator is able to shine a light on what the youth is actually saying or trying to say.

- By acknowledging the efforts that the youth is making to communicate is making the P2P encourages a deeper and expansive thinking around a situation or problem.

- This can empower the youth to engage more fully.

Asking Questions

- By asking a question, new ideas can be generated and different thinking can be triggered…"what might happen if you do nothing?"

- Always ask questions in a non-judgmental way

- Dialogue is only possible when the person is engaged in the process.

- So, communication techniques are important to encourage dialogue but first you have to engage the youth….not always an easy task

Communication Strategies

- Ask open-ended questions to encourage more than a yes or no answer

- Affirm the youth's response and acknowledge his/her experiences

- Use reflective listening to demonstrate a desire to understand.

- Summarize for the youth what you are discussing to reinforce and link his/her ideas and feelings

Open-Ended Questions

Open questions gather broad descriptive information

Facilitate dialogue

Require more of a response than a simple yes or no

Often start with words like "how" or "what" or "tell me about" or "describe"

Usually go from general to specific

Examples:
- What concerns you most about...
- What is worrying you most today...
- What exactly happens when...
- Tell me more about...

Affirm

Must be done sincerely and authentically

Supports and promotes self-efficacy

Acknowledges the difficulties the youth has experienced

Validates the youth's experiences and feelings

Emphasizes past experiences that demonstrate strengths that can built on

Examples:
- Glad to hear how well you're doing
- You have such good ideas
- I'm glad to talk with you today

Reflective Listening

Reflective listening begins with a way of thinking

It includes an interest in what the person has to say and a desire to truly understand how the person sees things

What you think a person means may not be what they mean

Summarizing reinforces what has been said, show that you have been listening carefully

Motivational Interviewing

"There's something in human nature that resists being told what to do. Ironically it is acknowledging the other's right and freedom not to change that sometimes makes change possible"
(William Miller, 1993)

It is important when approaching youth:

- to begin with unconditional positive regard

- be guiding more than directing

- dance more than wrestle

- listen at least as much as talking

Motivational Interviewing

A person-centered approach is "focused on resolving ambivalence in the direction of change."

"... not a series of techniques ...
but a way of being with people." (Miller, 2003)

Motivational Interviewing can address the youth at their current state of functioning

Also deals with readiness for change.

It is non-judgmental, non-confrontational and non-adversarial.

Motivational Interviewing

- Based on Stages of Change.
- Assumes motivation is fluid and can be influenced.
- Motivation influenced in the context of a relationship.
- Principle tasks - to work with ambivalence and to roll with resistance.
- Goal - to influence change *in the direction of health.*

Roll with Resistance

○ Resistance happens between two people

○ Youth's way of saying, "I'm not with you, wait a minute."

○ Resistance is a signal

○ Not necessarily a bad thing, because it provides valuable information

○ View resistance as an opportunity

Boundaries

- P2P Navigators play an important role with at-risk youth

- P2P Navigators may have had similar experiences

- P2Ps can help because they have been there and might understand how the youth feel

- Having said this it is critical to maintain healthy boundaries

- Setting healthy boundaries means that you understand the painful experiences of the youth

- And you provide continuity and predictability, but have clear expectations about heathy behaviors and not letting the youth cross the boundary by exhibiting unhealthy behaviors

Self Awareness and Self-Care

Self-care is comprised of the combination of three processes:
1. self-awareness (knowing yourself and what your triggers are)
2. self-regulation (ability to regulate your emotions)
3. balancing connections between self, others, and the larger community

Attributes of an Effective P2P Navigator:
- Empathy
- Authenticity
- Openness
- Compassion
- Listening skills

However, to be effective also means to care for yourself and find a balance between helping others and caring for yourself

Attachment B

The Four Knows of Strategic Sharing

1. You must KNOW YOURSELF. Self-awareness is key. You must know what you are comfortable with sharing and what you are not comfortable with sharing. You cannot share about what you have not faced or healed. You cannot heal what you won't reveal. It will re-traumatize you and others.
2. You must KNOW the POWER of your story. Your experience is yours to own and tell. What you have walked through cannot be taught in a classroom so that makes it dangerous. Your story is valuable, unique, and can motivate others. That's powerful.
3. You must KNOW your AUDIENCE. Knowing your audience helps you to gauge comfortableness with sharing as well as what parts to share or not share. Your audience will guide your story.
4. You must KNOW your PURPOSE. Why are you telling your story? If the purpose comes from you (your own need to share, to look important, to get sympathy from others, etc.); and not outside forces (to relate to someone else, to give hope during a hopeless time, to further engagement, to educate others about misconceptions; etc.), then it is not for the benefit of others. Purpose will help connect your story to your audience.
5. Review of Strategic Sharing Resource: Ways to share including both red, yellow, and green light as well as sharing circles.

<p align="center">**Attachment C**</p>

<p align="center">**Common Ethical Dilemmas**</p>

The following are some common ethically-challenging scenarios that can help to highlight problems that P2P Navigators may encounter during their work with the youth. These scenarios can help the P2P Navigators think through how they would respond in an actual situation, while receiving feedback and direction from their supervisors on the preferred course of action.

Here are examples of two of the most common ethical dilemmas that employees face in their workplace:

1. What do you do when you're faced with an opportunity to lie, cheat, or steal for the betterment of yourself? Of course it's easy to say, make the moral, ethical choice; however, is it easy when you're strapped for cash and you have petty cash to be used for your youth?
2. What do you do when you observe a colleague (or even more challenging, a supervisor) lying, cheating, or stealing, and you know that to report them is to risk negative repercussions for yourself? Or, what do you do when you discover a coworker making dangerous threats against himself or others and you're not sure whether to take him seriously or not?

Inappropriate vs. Appropriate: Scenarios to Consider

- You are hanging out at lounge one evening with friends and one of your youth walks in who is 21 years old. The youth sees you and asks if you can buy one round of drinks and they will buy the next round of drinks. What do you do?
    1. Buy the youth a drink and party with them so they can also buy you drink.
    2. Buy the youth a drink and tell them not to tell anyone else.
    3. Do not buy the youth a drink and leave the establishment.
    4. Do not buy the youth a drink and stay there on the other side of the lounge away from the youth.

- You are on social media and your youth friend requests and/or finds you to follow you on your social media account. Do you accept the friend request/follow?
    1. Accept friend request/follow and follow them.
    2. Don't accept friend request/follow and discuss with youth about what prompted them to request you on social media, and let supervisor know.
    3. Ignore request and follow; don't tell anyone.

- You are speaking with your supervisor and getting directions on how to handle a certain situation that transpired between you and your youth. Your supervisor provides constructive criticism on how the job performance can be improved. You don't like the way your supervisor is giving directions and you feel like you are being attacked. How do you react?
    1. Raise your voice at the supervisor and explain how unfair they are being.
    2. Actively listen to the supervisor and explain your feelings by describing the action or what is exactly said that is upsetting you utilizing "I" statements.
    3. Express how you didn't want this position and you wanted to be in a different department/position.
    4. Verbally attack your supervisor because you are feeling attacked and feel like you need to defend yourself.

- You are meeting one of your youth at their house. They let you in and sit down. They decide to spark a blunt (weed) and ask if you want to smoke with them. You are extremely stressed out at the moment and you could use a stress relief (one of your coping skills is smoking weed). What do you do?
    1. Smoke with your youth.
    2. Tell the youth that you would like to but they can't say anything to anyone.
    3. Tell the youth no thanks and that you can come back to visit them when they are not getting high.
    4. Tell the youth no thanks and stay to talk with them.

- You are out in the field with your co-worker and your co-worker asks you to cover for them and lie about meeting with a youth. What do you do?
    1. Do what your co-worker asked because you want to have a good relationship with your co-worker.
    2. Don't do anything and explain to your co-worker that you don't feel comfortable doing this because it is against agency policy and dishonest.
    3. Let your supervisor know and ask what should you do.
    4. Lie for them and then tell your supervisor what happened.

- You are out in the field and on your way to see a youth. You have to get a document notarized and you have to drop off an income verification form in order to keep your DSS benefits. You have already taken your lunch for the day. What do you do?
    1. Wait until tomorrow and ask your supervisor if you can come in late to work and explain your situation.
    2. Get the document notarized and drop off the income verification form at DSS before going on your visit; keeping track of the time and work late due to running the errand.
    3. Get the document notarized and drop off the income verification form at DSS before going to your visit and count it as work hours.

- You are meeting with a youth and you are having an intense conversation about their state of mind. The youth tells you that they want to tell you something but that you cannot tell anyone. Then the youth tells you that she/he feels depressed and that life is not

worth living. You ask if they are thinking about suicide and they say yes they have thought about it and may have a plan. What do you do?
1. Promise to not tell anyone because you don't want to lose their trust and try to talk the youth out of being depressed.
2. Notify your supervisor and ask for guidance.
3. Let the youth know that if there is a danger or harmful risk to themselves or others that you cannot keep it a secret and you have to let your supervisor know and suggest mental health hospitalization.

- You are picking a youth up in an agency car and they ask if they can drive it since they have their license. You tell the youth no but the youth is being persistent and expressed that another staff from your agency let them drive. What do you do?
1. Give in to the pleading youth and let the youth drive the agency car.
2. Tell the youth that they are not allowed to drive if they are not an agency employee.

- In your program; there is petty cash given to assist the youth with their needs. You get approval for $30 to use with the youth. The youth cancels their meeting with you. You are struggling to make ends meet and don't have enough money for food. You are thinking about using the money to buy food for yourself and hand in the receipt as if it was utilized for the youth thinking that no one would be the wiser. What do you do?
1. Use the $30 for yourself and decide to pay back the money when you get paid.
2. Return the $30 to your supervisor.
3. Use the $30 for food and hand in the receipt as if your youth used the money.
4. Return the $30 to your supervisor and explain your lack of food situation.

- Your youth contacts you and asks you to CashApp some money as they are stuck in a different town and need to get home. The youth expresses that they will pay you back. What do you do?
1. CashApp them the money and ask them to pay you back.
2. Let them know that unfortunately you cannot send them money and help them problem solve on who in their supports could send them money.
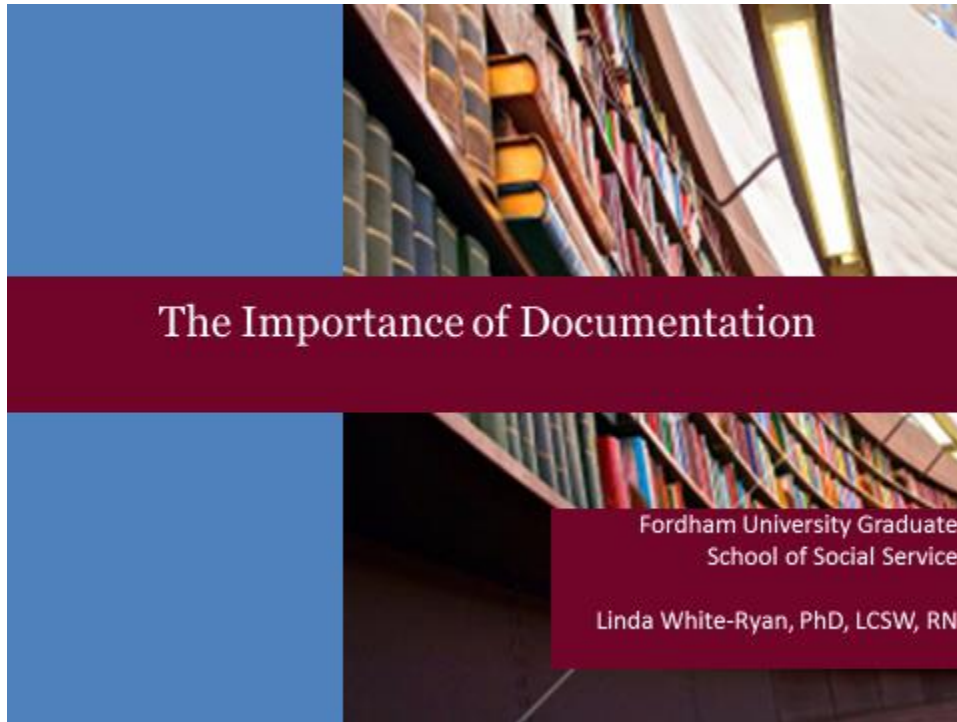3. Ignore the request.

Attachment D

Key Questions/Speaking Points with Professionals

- Inform the worker of your role as a P2P Navigator. Your role is to engage with the youth, empower them to use their voice in order to get their needs met in the areas of employment, education, permanency/housing, and well-being. The goal is to assist youth with bridging the gap by connecting the youth with the current supports that they have within the system and navigating the system as well as how we can be an asset for the case planners.
- Ask worker about current information on youth: where they reside (address), what are the foster parents' names, and contact information for the family, group home, or youth. Please verify any information we already have such as age/DOB for accuracy.
- Inquire about the most recent Service Plan Review (SPR). Each youth in foster care has an SPR every six months that informs the court of the progress with the youth towards goals they are working on. If they are newly admitted into care and have not had an SPR, what are the goals identified upon entry or during the treatment team meeting.
- Inquire about the permanency goal for the youth (return to parent, independent living, or adoption). It can also be a combination of these such as "adoption concurrent with independent living".
- Inquire about any goals as well as independent living skills being worked on with the case planner/social worker.
- Inquire if the youth has any other services involved (Bridges to Health (B2H), Court Appointed Special Advocate (CASA), Health Homes, etc.).

The Importance of Documentation

The Importance of Documentation

Fordham University Graduate
School of Social Service

Linda White-Ryan, PhD, LCSW, RN

Learning Objectives

- What is documentation and what is the purpose?

- Clear and concise documentation

- Appropriate format for use by P2Ps
    Purpose
    Presentation
    Process
    Plan

- Examples of good versus not as good documentation

What is Documentation?

- Documentation for P2Ps is an interdependent process that has a defined format that is systematic and consistent.

- The purpose is to create a record that provides information of what transpired between the P2P and the youth.

- It serves to provide an accurate account of what the interaction was like so that other members of the team when necessary can be made aware.

Purpose

- Documentation helps ensure that communication is recorded in such a way that assists in the planning process.

- It helps to tell the narrative as to how the youth has responded to different situations in his or her life.

- In this same manner, it is important to record information that can help support the proper planning and the reasoning for why a plan for a youth is developed.

- It assists in encouraging better communication for future work between the youth and P2Ps.

Importance of Documentation

- Clear and concise documentation provides accuracy in the planning process for P2Ps and youth.

- Provides the ability to detect problems at an early stage and work them through in supervision.

- Documentation can play a pivotal role in encouraging positive communication leading to enhanced interactions between youth and P2Ps.

Guidelines

- Always use respectful person first language about the person you support.

- Always complete documentation in a timely manner.

- Always indicate the date and time of your meeting with the youth.

- Make sure to use the approved format and sign your name.

Format

The format that P2Ps should use in documenting meetings with the youth is as follows:

Purpose: State clearly the purpose of the meeting you are documenting

Presentation: How did the youth present at the meeting? Try to use descriptive language such as did the youth seem happy, sad, etc.

Process: This is the longest part of your documentation. This is where you discuss what you talked to the youth about and how the youth responded. Include in this notation whether there was an aftercare social worker present and what he/she discussed. And finally document if plans or agreements were made.

Format (continued)

Plan: This is where the P2P documents when will follow up on any agreements or plans made in collaboration with the youth and P2P.

Goals (if applicable)

Short Term - Youth will begin school in 3 weeks

Intermediate - Youth will take drive permit exam in 1 month

Long Term - Youth will find an apartment within the next 4 months

Attachment F

Example of Progress Notes

Sample for BLI of "Model that Needs Improvement" and "Better Model"

"Model that Needs Improvement"

Purpose: For P2P Navigator to meet with youth and his family.

Presentation: Youth was a okay but not sure of family support.

Process: The P2P Navigator met with the youth at her apartment and there was a lot of craziness with video games and a lot of moving boxes in the apartment and so much was going on. The family (Who was the family?) was racing in and youth was seeming to be really too much. The youth did not talk about goals or ideas. The family member wanted the youth to get a job

Plan: Follow-up with youth to see is youth gets job.

Goals (If applicable):
Short term: N/A
Intermediate: N/A
Long term: N/A

Better Model:

Purpose: The youth came into the office to check in with her P2P Navigator and discuss a date for the driver permit test and maybe starting an application for community college.

Presentation: Youth seemed excited about sharing the news about plans for going for her driving permit test and thinking about community college.

Process: Youth came into the XXX office to check in with her P2P Navigator. She was extremely positive and seemed motivated. The youth had set up a date to take her driver's permit test. Youth and the P2P Navigator spoke the youth being nervous, but excited at the same time. The youth told the P2P Navigator that she wanted to take her permit test the week on 2/24. The P2P Navigator discussed that date would work well for her to meet her at the DMV. In addition, the P2P Navigator said she would meet the youth at the DMV with the payment if she passes.

The youth also talked with the P2P Navigator about filling out an application for community college. The youth seemed very happy about this possibility. The P2P Navigator discussed with the youth the process and the timing. The youth and P2P Navigator discussed the goals and the way to proceed. The P2P Navigator and youth decided on a schedule of dates they could meet to discuss the community college process and application.

Plan: P2P Navigator will follow up with youth and meet her at the DVM office. The P2P Navigator will bring funds to cover her permit test if she passes. In addition, the P2P Navigator will follow-up on the community college material.

Goals (If applicable):
Short term: Youth will take her learners permit test.
Intermediate: Youth will meet with P2P Navigator about community college goal and material.
Long term: Youth will meet with school to find out about further college courses.

Attachment G

List of Key Words

Key Words to Use for Engagement:
- Engaged
- Open
- Not responsive (responsive)
- Enjoys
- Likes
- Dislikes
- Discussed
- Participated in an activity
- Went out to eat
- Listened
- Spoke
- Talked about

Key Words & guiding questions to Use for Empowerment:
- Motivated
- Empowered
- Encouraged
- Supported
- Mirrored how to _____ Example: P2P Navigator mirrored by demonstration how to communicate with a professional and then had the youth follow.
- Modeled by showing the youth the preferred manner in which to act.
- Role Played
- Listened
- Provided positive feedback
- Reassured
- Youth responded well to meeting
- Youth felt meeting did (did not) help
- Can youth create a SMART Goal?
- First empowerment meeting (how many meetings, which meeting)
- Follow up is needed
- Goal being worked on is _____
- Does youth feel empowered to speak with professional on their own?

Key Words and guiding questions to Use for Connections:
- Feels connected (doesn't feel connected). How and why?
- Youth called/emailed professional
- Youth reached out without P2P Navigator to speak with professional
- Youth thinks connection with professional is good quality (not good quality)
- How many times has youth reached out to professional?
- Does youth feel supported by connection?
- Is goal being worked on by both youth and professional?
- Has progress been made towards goal; has goal been achieved, changed?

Attachment H

BraveLife Monthly Progress Note Review Tool

Progress Notes: Contacts

- Minimum of two contacts per month.
- Note should be entered within three days of the contact.
- Type of contact (text, phone call, social media, face to face)
- Attempted or successful contact.
- Contacts with service providers (aftercare worker, case planner, DSS case manager, outside agencies such as WCC, BOCES, Westhab, HOPE housing).
- Contacts with parents/family members.

Progress Notes: Engagement, Empowerment, and Connection Review

- Identify whether engagement, empowerment, or connection phase.
- Rating of engagement (0-4), with 0 meaning no contact (all attempts should be 0), and 4 meaning fully engaged.
- Identify if discussed housing, employment, education, well-being, connections/supports.
- Goal section filled out with short-term, intermediate, and long-term goals (can be blank when first engaging).
- Is purpose clearly defined? (Why is P2P Navigator meeting with youth?)
- Is presentation of environment or appearance (physical/affect) noted? (Only applicable if face to face visit).
- Is process detailed? (What did P2P Navigator and youth talk about?)
- Is the plan clearly defined? (What is the plan for the next visit/interaction?)
- If plan did not happen, why didn't it happen? (Example: P2P Navigator planned to meet with youth to walk with them through the process to obtain DSS benefits. P2P Navigator prepped youth to get to DSS early, but youth was tired from the previous night so P2P Navigator rescheduled with youth to go to DSS on another day.)

Specifics of each type of Note:

- Engagement
    1. Were key words used in engagement?
    2. How did P2P Navigator engage with youth?
    3. What was youth's response to P2P Navigator's engagement?
    4. Any discussion around likes, dislikes, similar experiences?

- Empowerment
    1. Were key words used in empowerment?
    2. Clearly states goal discussion.
    3. States goal youth would like to work on.
    4. Clearly states if it is an empowerment session (including other professional).
    5. How was the meeting perceived by the youth?

6. P2P Navigator's perception of empowerment session.
7. How did P2P Navigator interact with youth?
8. How did P2P Navigator empower youth?
9. Did P2P Navigator model how to speak with and respond to a professional?
10. Was role play involved?
11. What was youth's response to P2P Navigator?
12. How does youth define empowerment?
13. Does youth show feeling of being empowered?

- Connection
  1. What was the follow up between professional and youth after empowerment session?
  2. Does the youth feel connected with professional in achieving their goal?
  3. Has the youth reached out to the other professional without P2P Navigator?
  4. Has P2P Navigator followed up with professional to see how goal is being achieved?
  5. Has P2P Navigator followed up with youth to see how goal is being achieved?

Petty Cash Procedure

Step 1: Email requested amount, for which youth the request is for, and the reason for the request to supervisor and coordinator.

Step 1: Once request is approved and/or a discussion in regards to the amount/reason for request takes place, petty cash will be given in the amount requested with a receipt. During the time petty cash is handed out, the receipt book is signed by both the person giving out the petty cash (supervisor or coordinator) and the person receiving the petty cash. The tax exempt forms will also be picked up at that time.

Step 3: Once petty cash is given, you are responsible to hand back in the itemized receipts for the monies spent that includes the name of the establishment and the exact amount that was given. (Unless it comes under the amount.)

Step 4: Hand in the itemized receipts and change (if applicable) to the supervisor or coordinator.