

Iowa Family Peer Support and Family Peer Support Specialists Training Program

Family Peer Support Specialist Scope of Practice Survey

Final Report

April, 2017



**Iowa Peer Support &
Family Peer Support
Training Program**

Table of Contents

Introduction	3
Section 1. Family Peer Support Staff Survey Results	3
<i>Demographics of Survey Respondents – Family Peer Support Staff</i>	3
Figure 1. Years of Experience.....	3
Figure 2. Primary Work Setting.....	4
Figure 3. Primary Role.....	4
Figure 4. MHDS Region.....	5
Figure 5. Age Range of Children/Youth Served.....	5
Figure 6. Level of Education of Respondents.....	6
Figure 7. Age of Respondents.....	6
Gender & Ethnicity of Respondents.....	6
Figure 9. Diagnoses of Respondents’ Children.....	6
<i>Importance Ratings – Family Peer Support Staff</i>	7
Table 1. Mean Scores of Task Elements in All Domains Listed by Total Score.....	7
<i>Task Elements Completed by Respondents – Family Peer Support Staff</i>	11
Table 2. Ethical Responsibilities – Task Elements Completed.....	11
Table 3. Engaging Families – Task Elements Completed.....	12
Table 4. Teaching and Supporting Families – Task Elements Completed.....	13
Table 5. Serving as an Advocate and Finding Resources for Families – Task Elements Completed.....	14
Table 6. Task Elements in Order of Non-Performance – Family Peer Support Staff.....	15
Section 2. Supervisor Survey Results	16
<i>Demographics of Survey Respondents – Supervisor Staff</i>	16
Figure 10. Years of Experience.....	16
Figure 11. Primary Work Setting.....	16
Figure 12. Primary Role.....	17
Figure 13. Age Range of Children/Youth Served.....	17
Figure 14. Level of Education of Respondents.....	17
Figure 15. Age of Respondents.....	18
Gender & Ethnicity of Respondents.....	18
<i>Importance Ratings – Supervisor Staff</i>	19
Table 7. Mean Scores of Task Elements in All Domains Listed by Total Score.....	19
<i>Task Elements Completed by Family Peer Support Staff – Supervisors</i>	23
Table 8. Ethical Responsibilities – Task Elements Completed.....	23
Table 9. Engaging Families – Task Elements Completed.....	24
Table 10. Teaching and Supporting Families – Task Elements Completed.....	25
Table 11. Serving as an Advocate and Finding Resources for Families – Task Elements Completed.....	26
Table 12. Task Elements in Order of Non-Performance – Supervisors.....	27
Table 13. Most Important Tasks Identified by Respondents.....	28

Introduction

The Iowa Peer Support and Family Peer Support Training Program is leading a project to identify a Scope of Practice for Family Peer Support Specialists. This Scope of Practice will help define job descriptions, provide guidance on work responsibilities and become the framework for training.

A comprehensive review of current training programs in the United States was completed to gather tasks and knowledge areas associated with the role of a Family Peer Support Specialists.

Based on this review, four domains were identified along with a list of specific tasks for each domain. An online survey was created to solicit feedback to inform the final scope of practice. Along with basic demographic information, survey respondents were asked whether or not they performed each specific task and also how important they considered each task.

The data in this report is based on 46 Family Peer Support Specialists respondents and 21 Supervisor respondents.

Section 1 – Family Peer Support Staff Survey Results

Demographics of Survey Respondents – Family Peer Support Staff

Figure 1. Years of Experience (n = 46)

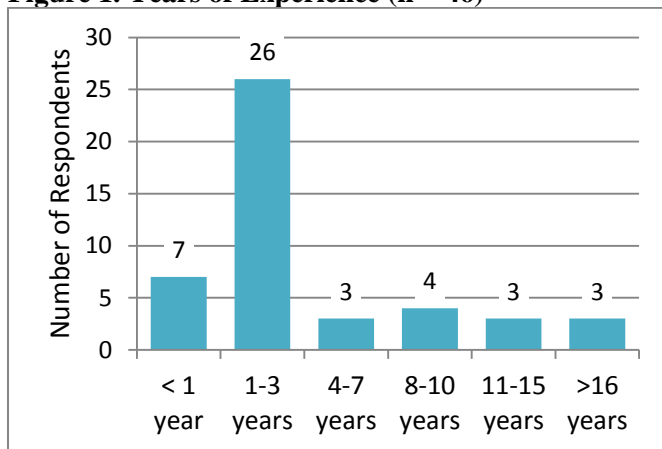


Figure 2. Primary Work Setting (n = 46)

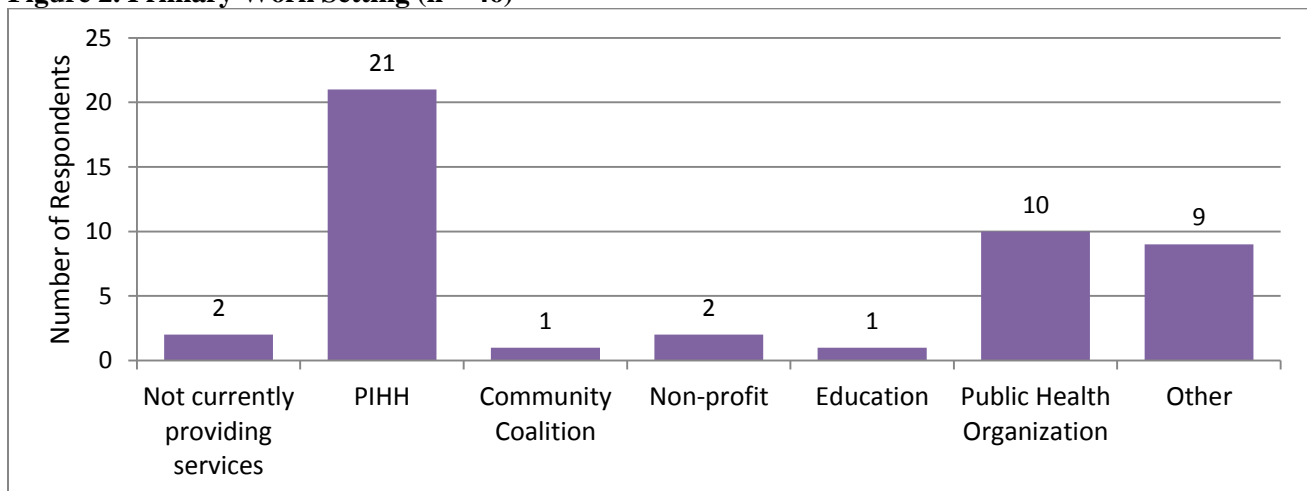


Figure 3. Primary Role (n = 46)

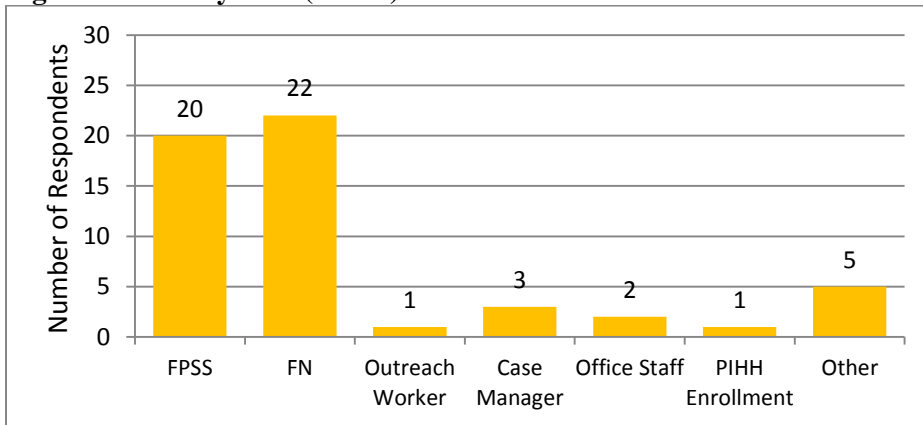


Figure 4. MHDS Region (n = 46)

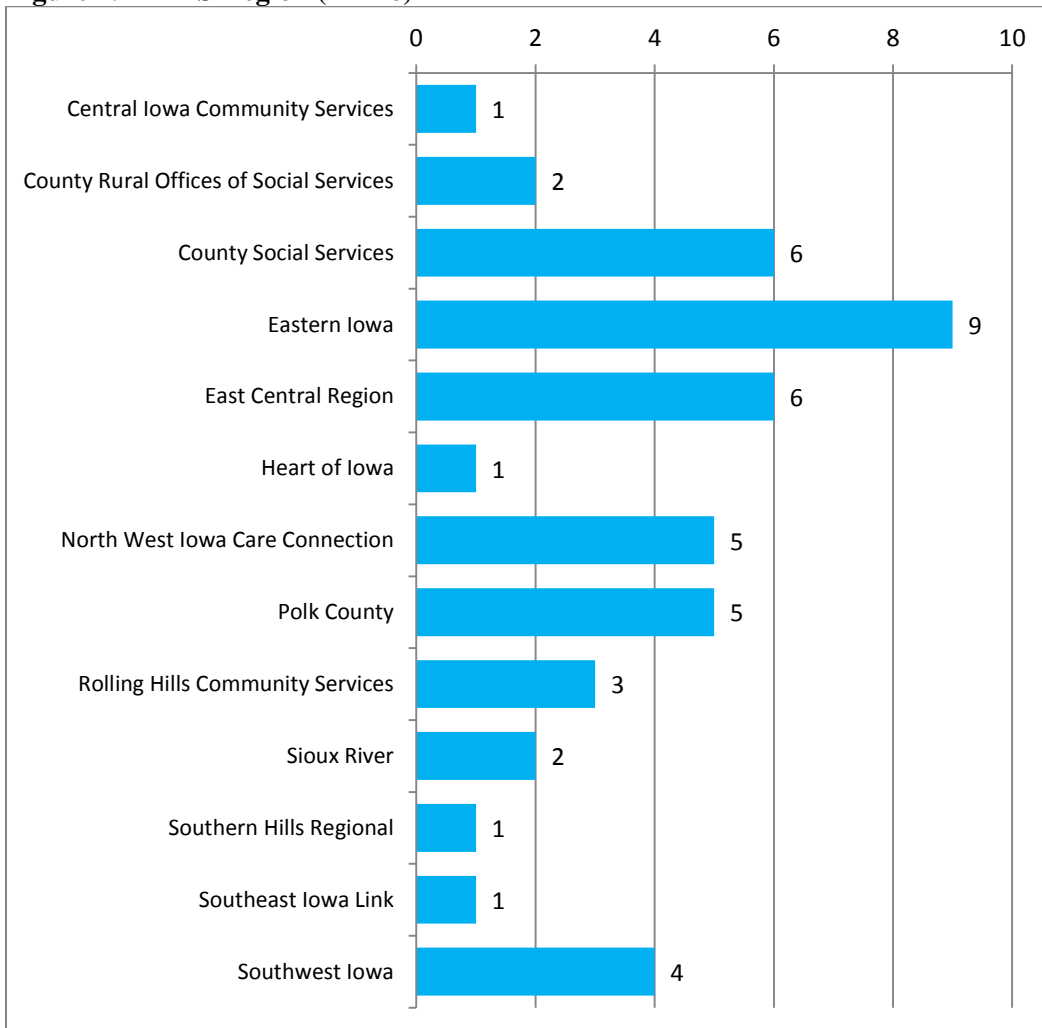


Figure 5. Age Ranged of Children/Youth Served (n = 46)

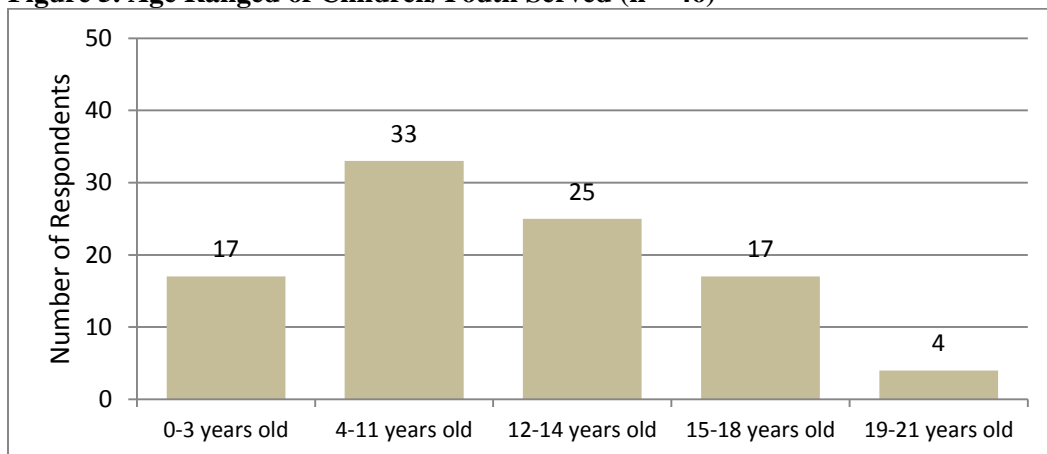


Figure 6. Level of Education of Respondents (n = 46)

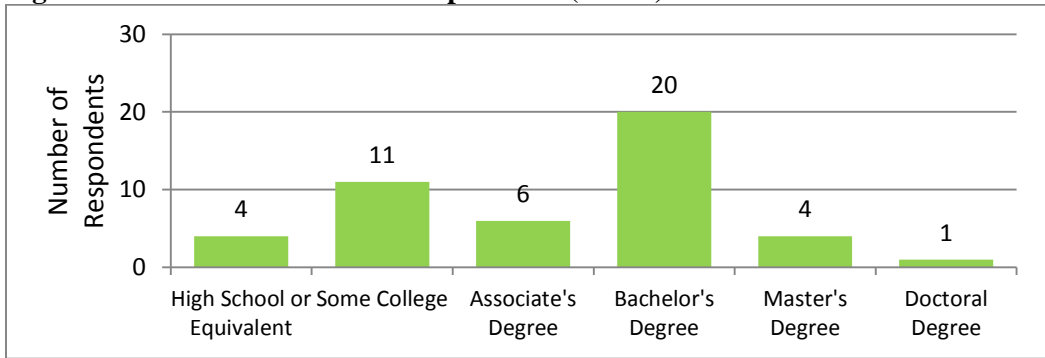
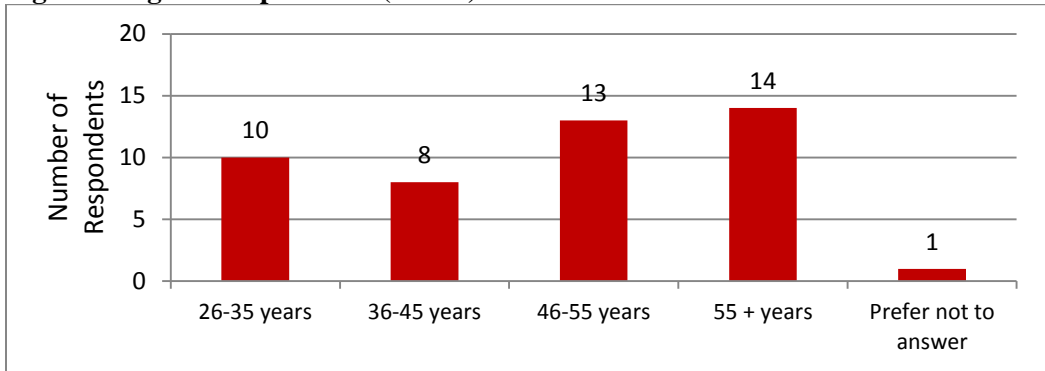


Figure 8. Age of Respondents (n = 46)



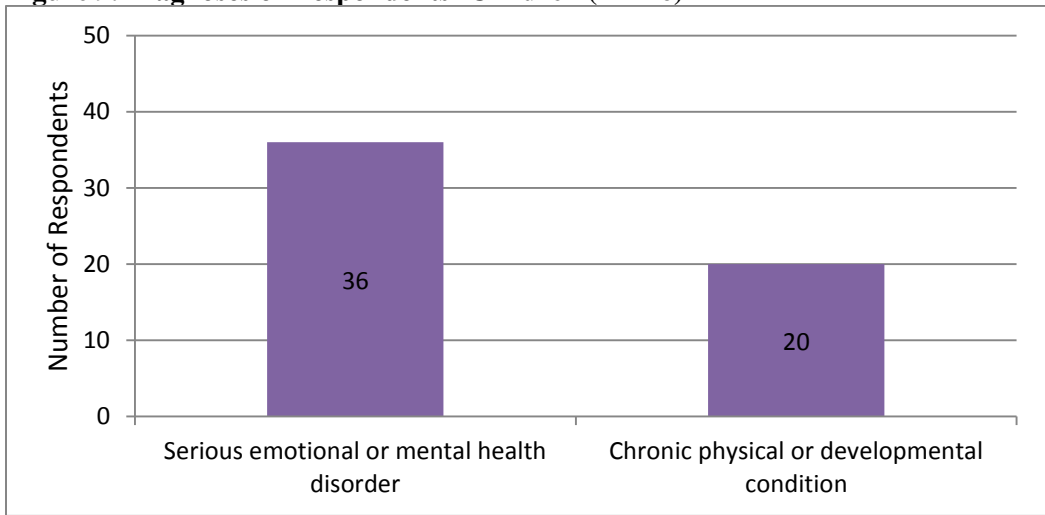
Gender

All respondents were female

Ethnicity

Forty-five respondents identified as White, Non-Hispanic; one respondent identified as Hispanic or Latino. No other ethnicities were selected by respondents.

Figure 9. Diagnoses of Respondents' Children (n = 46)



Importance Ratings – Family Peer Support Staff

Survey respondents were asked to rate the importance of task elements to the role of a Family Peer Support Specialist. The scale and values assigned is shown below.

- 1 = Not important
- 2 = A little important
- 3 = Moderately important
- 4 = Very important
- 5 = Extremely important

Scores from all respondents were added and ranked.

Task elements from all domains in order of score (highest to lowest) are listed below.

The domains and question numbers are listed in the first column.

Ethical Responsibilities (ETH)

Engaging Families (FAM)

Teach and Supporting Families (TEA)

Serving as an Advocate and Finding Resources for Families (ADV)

The **total score** was calculated by adding all the responses (1, 2, 3, 4, or 5) for each question. The **mean** is the average score for each question (total score divided by the number of responses). The **median** is the 50th percentile of a set of measurements; if a list of observations is ranked from smallest to largest, half the values are greater than or equal to the media and the other half are less than or equal to the median. The **standard deviation** shows the amount of variation or a measure of how spread out the numbers are.

Table 1. Mean Scores of Task Elements in All Domains Listed by Total Score					
Domain/ Question#	Question	Total Score (out of 230)	Mean	Median	Std. Deviation
ETH-2	Comply with mandatory reporting requirements	225	4.89	5.0	.315
ETH-1	Adhere to ethical limits to confidentiality	222	4.83	5.0	.437
FAM-1	Focus on the family, its strengths and preferences, and rights to self-determination	220	4.78	5.0	.417
ETH-15	Recognize the warning signs and risks of suicide and be able to access crisis referral sources	217	4.72	5.0	.621
ADV-5	Refer families to appropriate information and services	217	4.72	5.0	.502
ETH-4	Seek the services of nurses, social workers, and doctors when needed services is outside Family Peer Support Specialist scope/limits	215	4.67	5.0	.519
FAM-6	Partner with families to identify and prioritize family needs throughout services	215	4.67	5.0	.519
ETH-5	Help families understand the right to privacy and confidentiality	214	4.65	5.0	.566
FAM-2	Demonstrate a willingness to appreciate the values and life experiences of families	214	4.65	5.0	.482
TEA-1	Coach families in skills to advocate for themselves and their family	214	4.65	5.0	.482
TEA-19	Help families navigate the behavioral health system of care	214	4.65	5.0	.482

Table 1. Mean Scores of Task Elements in All Domains Listed by Total Score					
Domain/ Question#	Question	Total Score (out of 230)	Mean	Median	Std. Deviation
ETH -10	Provide services in a culturally aware manner	213	4.63	5.0	.572
ETH-14	Create and maintain timely and accurate documentation	213	4.63	5.0	.532
TEA-4	Teach families how to collaborate with providers in making decisions about their child's care	213	4.63	5.0	.532
ETH-11	Use person first language	211	4.59	5.0	.652
FAM-17	Understand the impact of trauma and mental illness of the child on the entire family	211	4.59	5.0	.580
ADV-8	Identify barriers within the family that impede family functioning (alcohol and other drug use, incarceration, domestic violence)	211	4.59	5.0	.580
ETH-6	Help families understand consent to release documents	210	4.57	5.0	.583
FAM-5	Collaborate with families to identify strengths and make the most of them	210	4.57	5.0	.620
FAM-18	Understand the impact of trauma and mental illness of a parent on the entire family	210	4.57	5.0	.583
ETH-3	Recognize limitation of Family Peer Support Specialist scope of practice	209	4.54	5.0	.585
ETH-12	Recognize how your personal values, beliefs, and biases may affect your work	208	4.52	5.0	.722
FAM-9	Help families self-determine and support the choices they make in an agreed-upon care/case plan	208	4.52	5.0	.586
ADV-3	Advocate for the family voice with other agencies, providers, and professionals	208	4.52	5.0	.623
ADV-4	Help families reduce isolation and expand their natural and formal support networks	208	4.52	5.0	.623
TEA-5	Help families generate options to get what they want when conflict arises	207	4.50	5.0	.658
TEA-17	Assist families to understand the need and plan for the youth transition to adulthood	207	4.50	5.0	.624
FAM-16	Practice Trauma Informed Care	206	4.48	5.0	.658
TEA-6	Support the family to implement their goals, assisting in refocusing when necessary	206	4.48	5.0	.586
TEA-12	Accompany and/or coach family to fully participate in family team meetings/wraparound meetings	206	4.48	5.0	.623
ADV-6	Follow up and monitor outcomes of referrals	206	4.48	5.0	.623
FAM-11	Understand physical, cognitive, and emotional development of children and youth	205	4.46	5.0	.657

Table 1. Mean Scores of Task Elements in All Domains Listed by Total Score					
Domain/ Question#	Question	Total Score (out of 230)	Mean	Median	Std. Deviation
FAM-12	Understand the grief process and the family's emotional response to a diagnosis	205	4.46	5.0	.622
FAM-7	Gauge a family's readiness for change and adjust services accordingly	204	4.43	5.0	.655
FAM-8	Help families prioritize/re-prioritize goals	204	4.43	4.5	.620
ADV-2	Advocate for the family voice within your workplace	204	4.43	5.0	.779
ADV-7	Network with other Family Peer Support Specialists to identify additional resources	202	4.39	4.0	.649
ADV-12	Provide guidance in navigating education systems	202	4.39	4.0	.614
FAM-13	Assist families in identifying their own experiences and how it has impacted their hopes for the future	201	4.37	4.5	.711
TEA-9	Accompany and/or coach family to fully participate in IEP and 504 meetings	201	4.37	4.0	.679
ADV-1	Assert family's key role on all child serving teams or systems	200	4.35	4.5	.737
ETH 7	Understand the professionalism and culture of employing organization	199	4.33	4.0	.701
TEA-16	Model and coach families in problem solving	199	4.33	4.5	.845
ADV-14	Provide guidance in navigating health care systems	199	4.33	4.5	.762
TEA-10	Accompany and/or coach family to fully participate in medical/mental health/PMIC/family therapy appointments	198	4.30	4.0	.785
TEA-13	Accompany and/or coach family to fully participate in human services appointments	198	4.30	4.0	.726
FAM-14	Introduce recovery oriented activities that assist families in building hope	197	4.28	4.0	.834
ADV-10	Aware of special services and qualifications of families to access those services	197	4.28	4.0	.688
ETH-9	Model leadership skills	196	4.26	4.5	.855
TEA-2	Coach families in skills to advocate in the community	195	4.24	4.0	.736
ADV-11	Provide application assistance as needed	195	4.24	4.0	.794
ADV-13	Identify techniques and resources that promote good self-care	194	4.22	4.0	.814
TEA-7	Track progress on goals	193	4.20	4.0	.778
TEA-21	Contribute to conflict resolution education	193	4.20	4.5	.980
FAM-3	Utilize lived experience with your child and family to empathize, support, and connect with the family	192	4.17	4.0	.825
TEA-11	Accompany and/or coach family to fully participate in juvenile court meetings	192	4.17	4.0	.926

Table 1. Mean Scores of Task Elements in All Domains Listed by Total Score					
Domain/ Question#	Question	Total Score (out of 230)	Mean	Median	Std. Deviation
ADV-16	Provide guidance in navigating the child welfare system	189	4.11	4.0	.849
TEA-20	Teach the family about grievance procedure options in institutions/agencies	187	4.07	4.0	.975
ETH-13	Contribute to initial assessments under supervision of social workers, nurses, or other agency staff	186	4.04	4.0	.868
TEA-15	Model and coach parent-child interactions	186	4.04	4.0	1.095
ADV-15	Provide guidance in navigating the juvenile justice system	185	4.02	4.0	1.00
FAM-4	Strategically share your family resilience story	184	4.0	4.0	.989
FAM-10	Share self-care techniques that have assisted you in your own family's recovery	182	3.96	4.0	.918
FAM-15	Share personal experiences of the role that hope has played in your own family experience	182	3.96	4.0	.965
ADV-9	Know how to research qualifications for state and federal pediatric insurance plans	180	3.91	4.0	.890
TEA-14	Teach parenting skills	179	3.89	4.0	1.100
TEA-3	Coach families in skills to advocate at a state and national level	176	3.83	4.0	.996
TEA-8	Create and facilitate family to family support groups	175	3.80	4.0	1.067
TEA-18	Conduct formal and informal presentations and inservice for families, health care providers, and others	173	3.76	4.0	1.037

Task Elements Completed by Respondents – Family Peer Support Staff

Table 2 shows the number and frequency of respondents who answered “Yes” to specific tasks in the ***Ethical Responsibilities*** domain. There were no tasks from the ***Ethical Responsibilities*** domain for which at least 10 participants responded “No” to performing the task.

Table 2. Ethical Responsibilities – Task Elements Completed (n =46)			
Domain/Q#	Task	Frequency	Percentage
ETH-1	Adhere to ethical limits to confidentiality	46	100%
ETH-2	Comply with mandatory reporting requirements	46	100%
ETH-3	Recognize limitation of Family Peer Support Specialist scope of practice	45	97.8%
ETH-4	Seek the services of nurses, social workers, and doctors when needed services is outside Family Peer Support Specialist scope/limits	46	100%
ETH-5	Help families understand the right to privacy and confidentiality	45	97.8%
ETH-6	Help families understand consent to release documents	46	100%
ETH-7	Understand the professionalism and culture of employing organization	46	100%
ETH-9	Model leadership skills	46	100%
ETH-10	Provide services in a culturally aware manner	46	100%
ETH-11	Use first person language	46	100%
ETH-12	Recognize how your personal values, beliefs, and biases may affect your work	46	100%
ETH-13	Contribute to initial assessments under supervision of social workers, nurses, or other agency staff	39	84.7%
ETH-14	Create and maintain timely and accurate documentation	46	100%
ETH-15	Recognize the warning signs and risk of suicide and be able to access crisis referral sources	41	89.1%

Table 3 shows the number and frequency of respondents who answered “Yes” to specific tasks in the *Engaging Families* domain. There were no tasks from the *Engaging Families* domain for which at least 10 participants responded “No” to performing the task.

Table 3. Engaging Families – Task Elements Completed (n = 46)			
Domain/Q#	Task	Frequency	Percentage
FAM-1	Focus on the family, its strengths and preferences, and rights to self-determination	46	100%
FAM-2	Demonstrate a willingness to appreciate the values and life experiences of families	46	100%
FAM-3	Utilize lived experience with your child and family to empathize, support, and connect with the family	46	100%
FAM-4	Strategically share your family resilience story	46	100%
FAM-5	Collaborate with families to identify strengths and make the most of them	46	100%
FAM-6	Partner with families to identify and prioritize family needs throughout services	44	95.6%
FAM-7	Gauge a family’s readiness for change and adjust services accordingly	44	95.6%
FAM-8	Help families prioritize/re-prioritize goals	45	97.8%
FAM-9	Help families self-determine and support the choices they make in an agreed-upon care/case plan	43	93.4%
FAM-10	Share self-care techniques that have assisted you in your own family’s recovery	45	97.8%
FAM-11	Understand physical, cognitive, and emotional development of children and youth	45	97.8%
FAM-12	Understand the grief process and the family’s emotional response to a diagnosis	45	97.8%
FAM-13	Assist families in identifying their own experiences and how it has impacted their hopes for the future	45	97.8%
FAM-14	Introduce recovery oriented activities that assist families in building hope	37	80.4%
FAM-15	Share personal experiences of the role that hope has played in your own family experience	45	97.8%
FAM-16	Practice Trauma Informed Care	37	80.4%
FAM-17	Understand the impact of trauma and mental illness of the child on the entire family	43	93.4%
FAM-18	Understand the impact of trauma and mental illness of a parent on the entire family	43	93.4%

Table 4 shows the number and frequency of respondents who answered “Yes” to specific tasks in the *Teaching and Supporting Families* domain. If at least 10 respondents answered “No” to performing the task, the task is highlighted and the frequency and percentage answering “Yes” are displayed in red font.

Table 4. Teaching and Supporting Families – Task Elements Completed (n = 46)			
Domain/Q#	Task	Frequency	Percentage
TEA-1	Coach families in skills to advocate for themselves and their family	44	95.6%
TEA-2	Coach families in skills to advocate in the community	41	89.1%
TEA-3	Coach families in skills to advocate at the state and national level	27	58.6%
TEA-4	Teach families how to collaborate with providers in making decisions about their child’s care	44	95.6%
TEA-5	Help families generate options to get what they want when conflict arises	46	100%
TEA-6	Support the family to implement their goals, assisting in refocusing when necessary	45	97.8%
TEA-7	Track progress on goals	43	93.4%
TEA-8	Create and facilitate family to family support groups	27	58.6%
TEA-9	Accompany and/or coach family to fully participate in IEP and 504 meetings	42	91.3%
TEA-10	Accompany and/or coach family to fully participate in medical/mental health/PMIC/family therapy appointments	39	84.7%
TEA-11	Accompany and/or coach family to fully participate in juvenile court meeting	27	58.6%
TEA-12	Accompany and/or coach family to fully participate in family team meetings/wraparound meetings	36	78.2%
TEA-13	Accompany and/or coach family to fully participate in human service appointments	36	78.2%
TEA-14	Teach parenting skills	32	69.5%
TEA-15	Model and coach parent-child interactions	34	73.9%
TEA-16	Model and coach families in problem solving	40	86.9%
TEA-17	Assist families to understand the need and plan for youth transition to adulthood	39	84.7%
TEA-18	Conduct formal and informal presentations and inservice for families, health care providers, and others	31	67.3%
TEA-19	Help families navigate the behavioral health system of care	41	89.1%
TEA-20	Teach the family about grievance procedure options in institutions/agencies	36	78.2%
TEA-21	Contribute to conflict resolution education	37	80.4%

Table 5 shows the number and frequency of respondents who answered “Yes” to specific tasks in the *Serving as an Advocate and Finding Resources for Families* domain. If at least 10 respondents answered “No” to performing the task, the task is highlighted and the frequency and percentage answering “Yes” are displayed in red font.

Table 5. Serving as an Advocate and Finding Resources for Families – Task Elements Completed (n = 46)			
Domain/Q#	Task	Frequency	Percentage
ADV-1	Assert family’s key role on all child serving teams or systems	42	91.3%
ADV-2	Advocate for the family voice within your workplace	46	100%
ADV-3	Advocate for the family voice with other agencies, providers, and professionals	46	100%
ADV-4	Help families reduce isolation and expand their natural and formal support networks	45	97.8%
ADV-5	Refer families to appropriate information and services	46	100%
ADV-6	Follow up and monitor outcomes of referrals	46	100%
ADV-7	Network with other Family Peer Support Specialists to identify additional resources	42	91.3%
ADV-8	Identify barriers within the family that impede family functioning	42	91.3%
ADV-9	Know how to research qualifications for state and federal pediatric insurance plans	35	76.0%
ADV-10	Aware of special services and qualifications of families to access those services	41	89.1%
ADV-11	Provide application assistance as needed	44	95.6%
ADV-12	Provide guidance in navigating education systems	43	93.4%
ADV-13	Identify techniques and resources that promote good self-care	43	93.4%
ADV-14	Provide guidance in navigating health care systems	45	97.8%
ADV-15	Provide guidance in navigating the juvenile justice system	28	60.8%
ADV-16	Provide guidance in navigating the child welfare system	36	78.2%

Table 6 shows the number and frequency of respondents who answered “No” to specific tasks that were not performed by at least 10 respondents.

Table 6. Task Elements in Order of <u>Non-Performance</u> – Family Peer Support Staff			
Domain/Q#	Task	Non-Performance	
		Frequency	Percentage
TEA-3	Coach families in skills to advocate at the state and national level	19	41.3%
TEA-8	Create and facilitate family to family support groups	19	41.3%
TEA-11	Accompany and/or coach family to fully participate in juvenile court meeting	19	41.3%
ADV-15	Provide guidance in navigating the juvenile justice system	18	39.1%
TEA-18	Conduct formal and informal presentations and inservice for families, health care providers, and others	15	32.6%
TEA-14	Teach parenting skills	14	30.4%
TEA-15	Model and coach parent-child interactions	12	26.1%
ADV-9	Know how to research qualifications for state and federal pediatric insurance plans	11	23.9%
TEA-12	Accompany and/or coach family to fully participate in family team meetings/wraparound meetings	10	21.7%
TEA-13	Accompany and/or coach family to fully participate in human service appointments	10	21.7%
TEA-20	Teach the family about grievance procedure options in institutions/agencies	10	21.7%
ADV-16	Provide guidance in navigating the child welfare system	10	21.7%

Section 2 – Supervisor Survey Results

Demographics of Survey Respondents – Supervisor Staff

Figure 10. Years of Experience (n = 21)

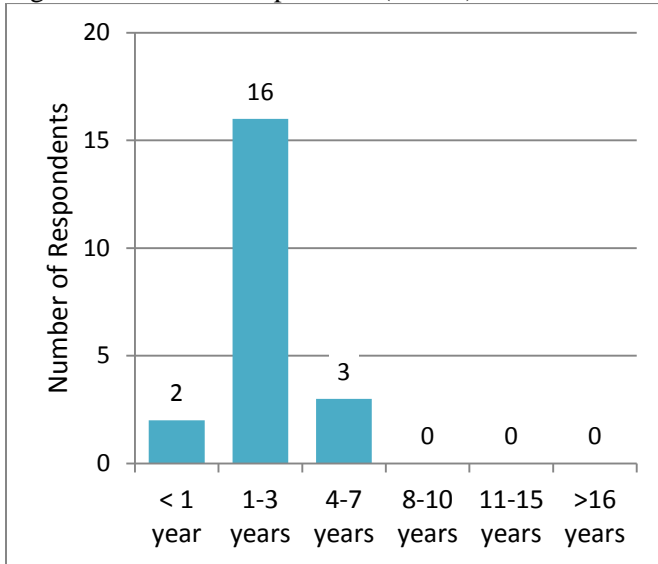


Figure 11. Primary Work Setting (n = 21)

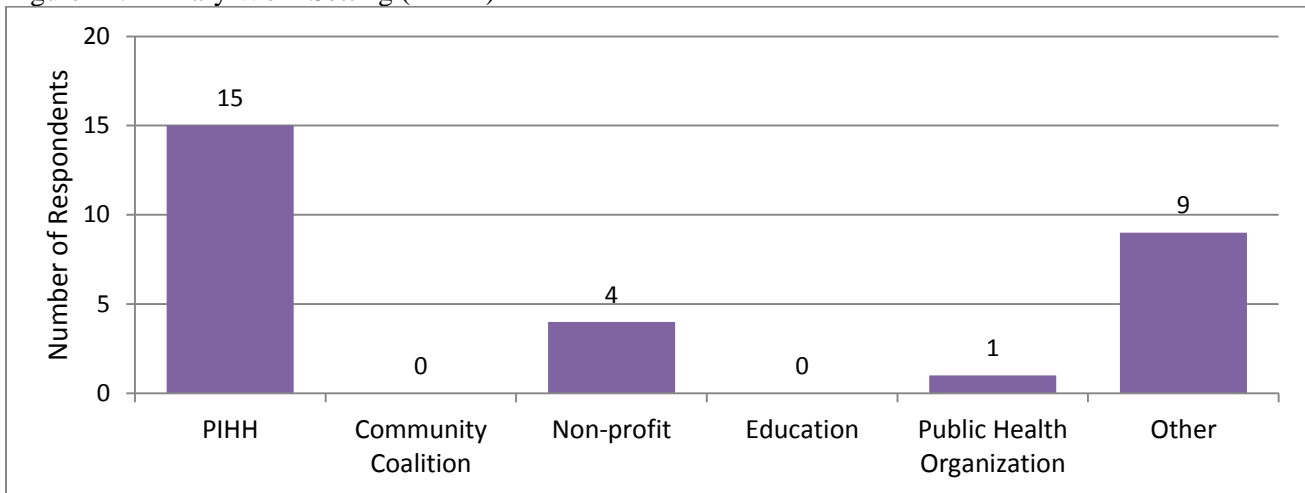


Figure 12. Primary Role (n = 21)

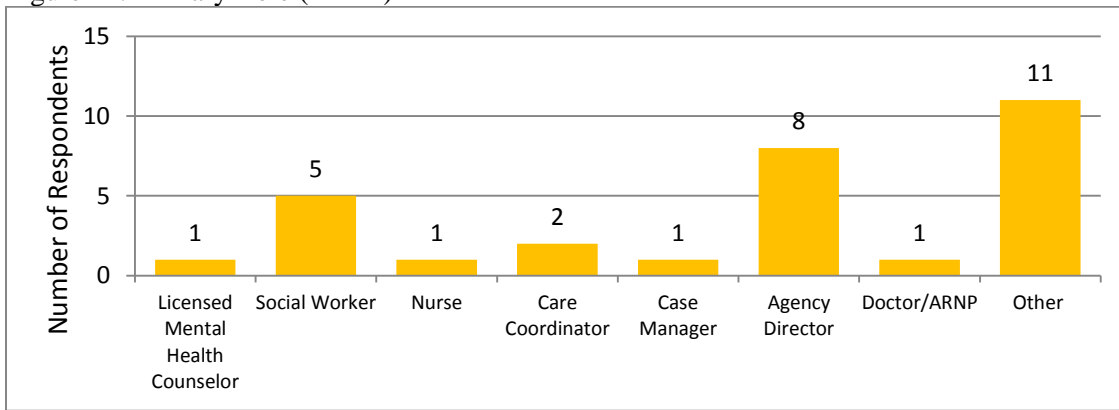


Figure 13. Age Ranged of Children/Youth Served (n = 21)

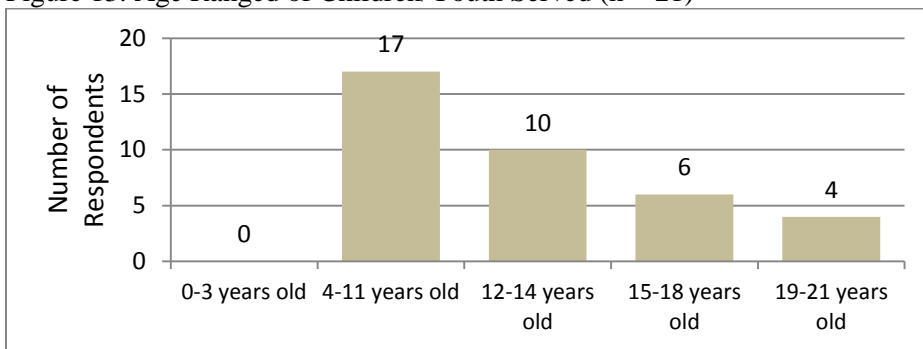


Figure 14. Level of Education of Respondents (n = 21)

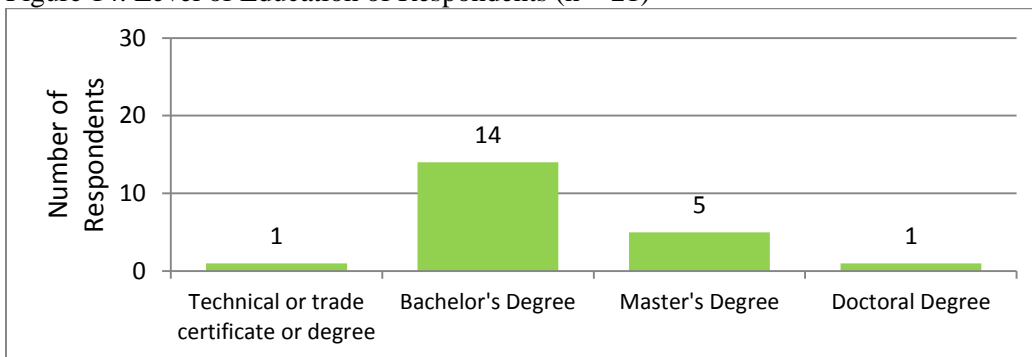
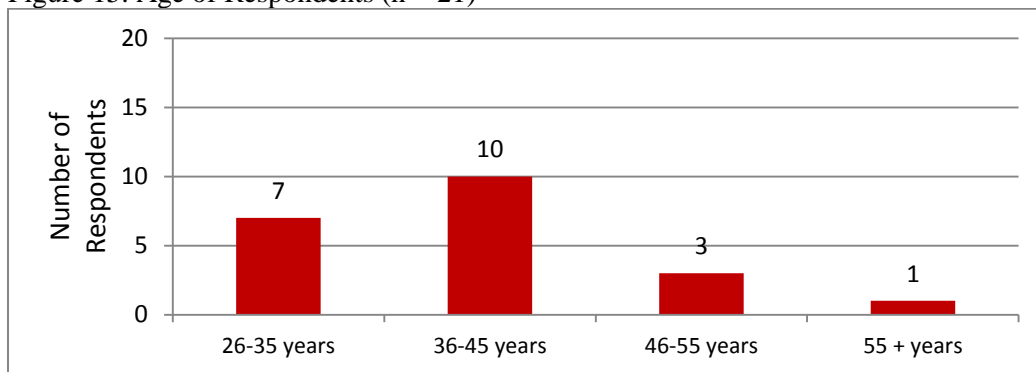


Figure 15. Age of Respondents (n = 21)



Gender

Nineteen respondents were female; two were male

Ethnicity

All twenty-one respondents identified as White, Non-Hispanic. No other ethnicities were selected by respondents.

Importance Ratings – Supervisor Staff

Survey respondents were asked to rate the importance of task elements to the role of a Family Peer Support Specialist. The scale and values assigned is shown below.

- 1 = Not important
- 2 = A little important
- 3 = Moderately important
- 4 = Very important
- 5 = Extremely important

Scores from all respondents were added and ranked.

Task elements in order of importance are listed below.

The domains and question numbers are listed in the first column.

Ethical Responsibilities (ETH)

Engaging Families (FAM)

Teach and Supporting Families (TEA)

Serving as an Advocate and Finding Resources for Families (ADV)

The **total score** was calculated by adding all the responses (1, 2, 3, 4, or 5) for each question. The **mean** is the average score for each question (total score divided by the number of responses). The **median** is the 50th percentile of a set of measurements; if a list of observations is ranked from smallest to largest, half the values are greater than or equal to the media and the other half are less than or equal to the median. The **standard deviation** shows the amount of variation or a measure of how spread out the numbers are.

Table 7. Mean Scores of Task Elements in All Domains Listed by Total Score					
Domain/ Question#	Question	Total Score (out of 105)	Mean	Median	Std. Deviation
ETH-1	Adhere to ethical limits to confidentiality	101	4.81	5.0	.512
ETH-2	Comply with mandatory reporting requirements	100	4.76	5.0	.539
ETH-15	Recognize the warning signs and risks of suicide and be able to access crisis referral sources	97	4.62	5.0	.590
ADV-5	Refer families to appropriate information and services	96	4.57	5.0	.598
FAM-5	Collaborate with families to identify strengths and make the most of them	95	4.52	5.0	.602
FAM-17	Understand the impact of trauma and mental illness of the child on the entire family	95	4.52	5.0	.602
FAM-16	Practice Trauma Informed Care	95	4.52	5.0	.512
TEA-19	Help families navigate the behavioral health system of care	94	4.48	5.0	.750
FAM-18	Understand the impact of trauma and mental illness of a parent on the entire family	93	4.43	5.0	.676
FAM-3	Utilize lived experience with your child and family to empathize, support, and connect with the family	93	4.43	5.0	.676
ADV-4	Help families reduce isolation and expand their natural and formal support networks	93	4.43	5.0	.676

Table 7. Mean Scores of Task Elements in All Domains Listed by Total Score					
Domain/ Question#	Question	Total Score (out of 105)	Mean	Median	Std. Deviation
ETH -10	Provide services in a culturally aware manner	92	4.38	4.0	.590
ETH-4	Seek the services of nurses, social workers, and doctors when needed services is outside Family Peer Support Specialist scope/limits	92	4.38	4.0	.669
FAM-1	Focus on the family, its strengths and preferences, and rights to self-determination	92	4.38	4.0	.590
FAM-2	Demonstrate a willingness to appreciate the values and life experiences of families	91	4.33	4.0	.658
ETH-14	Create and maintain timely and accurate documentation	91	4.33	4.0	.577
ETH-5	Help families understand the right to privacy and confidentiality	91	4.33	4.0	.730
TEA-4	Teach families how to collaborate with providers in making decisions about their child's care	91	4.33	4.0	.658
TEA-1	Coach families in skills to advocate for themselves and their family	91	4.33	4.0	.577
ETH-3	Recognize limitation of Family Peer Support Specialist scope of practice	90	4.29	4.0	.717
ETH-7	Understand the professionalism and culture of employing organization	89	4.24	5.0	.889
ETH-6	Help families understand consent to release documents	89	4.24	4.0	.768
FAM-6	Partner with families to identify and prioritize family needs throughout services	89	4.24	4.0	.625
TEA-9	Accompany and/or coach family to fully participate in IEP and 504 meetings	88	4.19	4.0	.750
ETH-12	Recognize how your personal values, beliefs, and biases may affect your work	88	4.19	4.0	.680
ADV-3	Advocate for the family voice with other agencies, providers, and professionals	87	4.14	4.0	.727
TEA-2	Coach families in skills to advocate in the community	87	4.14	4.0	.727
ADV-6	Follow up and monitor outcomes of referrals	87	4.14	4.0	.854
ADV-12	Provide guidance in navigating education systems	86	4.10	4.0	.700
ADV-8	Identify barriers within the family that impede family functioning	86	4.10	4.0	.995
TEA-12	Accompany and/or coach family to fully participate in family team meetings/wraparound meetings	86	4.10	4.0	.700
TEA-13	Accompany and/or coach family to fully participate in human services appointments	86	4.10	4.0	.625
TEA-10	Accompany and/or coach family to fully participate in medical/mental health/PMIC/family therapy appointments	86	4.10	4.0	.700

Table 7. Mean Scores of Task Elements in All Domains Listed by Total Score					
Domain/ Question#	Question	Total Score (out of 105)	Mean	Median	Std. Deviation
TEA-6	Support the family to implement their goals, assisting in refocusing when necessary	86	4.10	4.0	.831
FAM-7	Gauge a family's readiness for change and adjust services accordingly	86	4.10	4.0	.768
FAM-9	Help families self-determine and support the choices they make in an agreed-upon care/case plan	85	4.05	4.0	.669
ETH-11	Use first person language	85	4.05	4.0	.740
ADV-14	Provide guidance in navigating health care systems	85	4.05	4.0	.865
FAM-11	Understand physical, cognitive, and emotional development of children and youth	85	4.05	4.0	.669
FAM-4	Strategically share your family resilience story	85	4.05	4.0	.805
TEA-11	Accompany and/or coach family to fully participate in juvenile court meetings	84	4.0	4.0	.837
TEA-5	Help families generate options to get what they want when conflict arises	84	4.0	4.0	.707
TEA-17	Assist families to understand the need and plan for the youth transition to adulthood	83	3.95	4.0	.805
FAM-14	Introduce recovery oriented activities that assist families in building hope	83	3.95	4.0	.740
ADV-2	Advocate for the family voice within your workplace	83	3.95	4.0	.865
TEA-16	Model and coach families in problem solving	83	3.95	4.0	1.024
FAM-12	Understand the grief process and the family's emotional response to a diagnosis	83	3.95	4.0	.740
FAM-8	Help families prioritize/re-prioritize goals	83	3.95	4.0	.805
ADV-10	Aware of special services and qualifications of families to access those services	82	3.90	4.0	.995
ADV-13	Identify techniques and resources that promote good self-care	82	3.90	4.0	.768
ADV-16	Provide guidance in navigating the child welfare system	82	3.90	4.0	.995
ADV-1	Assert family's key role on all child serving teams or systems	82	3.90	4.0	.768
FAM-13	Assist families in identifying their own experiences and how it has impacted their hopes for the future	82	3.90	4.0	.831
ADV-15	Provide guidance in navigating the juvenile justice system	81	3.86	4.0	.964
FAM-15	Share personal experiences of the role that hope has played in your own family experience	81	3.86	4.0	.655
ADV-11	Provide application assistance as needed	80	3.81	4.0	.814

Table 7. Mean Scores of Task Elements in All Domains Listed by Total Score					
Domain/ Question#	Question	Total Score (out of 105)	Mean	Median	Std. Deviation
TEA-15	Model and coach parent-child interactions	80	3.81	4.0	1.030
FAM-10	Share self-care techniques that have assisted you in your own family's recovery	80	3.81	4.0	.814
TEA-21	Contribute to conflict resolution education	78	3.71	4.0	.956
ETH-9	Model leadership skills	78	3.71	4.0	.717
ADV-7	Network with other Family Peer Support Specialists to identify additional resources	77	3.67	4.0	1.065
TEA-7	Track progress on goals	76	3.62	4.0	.865
TEA-20	Teach the family about grievance procedure options in institutions/agencies	74	3.52	3.0	1.078
ADV-9	Know how to research qualifications for state and federal pediatric insurance plans	73	3.48	4.0	1.209
TEA-3	Coach families in skills to advocate at a state and national level	72	3.43	4.0	1.076
ETH-13	Contribute to initial assessments under supervision of social workers, nurses, or other agency staff	72	3.43	3.0	.746
TEA-18	Conduct formal and informal presentations and inservice for families, health care providers, and others	72	3.43	3.0	1.121
TEA-14	Teach parenting skills	70	3.33	3.0	1.238
TEA-8	Create and facilitate family to family support groups	68	3.24	3.0	1.179

Task Elements Completed by Respondents – Supervisor Staff

Table 8 shows the number and frequency of respondents who answered “Yes” to specific tasks in the ***Ethical Responsibilities*** domain. If at least 5 respondents answered “No” to performing the task, the task is highlighted and the frequency and percentage answering “Yes” are displayed in red font.

Table 8. Ethical Responsibilities – Task Elements Completed (n =21)			
Domain/Q#	Task	Frequency	Percentage
ETH-1	Adhere to ethical limits to confidentiality	21	100%
ETH-2	Comply with mandatory reporting requirements	21	100%
ETH-3	Recognize limitation of Family Peer Support Specialist scope of practice	21	100%
ETH-4	Seek the services of nurses, social workers, and doctors when needed services is outside Family Peer Support Specialist scope/limits	21	100%
ETH-5	Help families understand the right to privacy and confidentiality	20	95.2%
ETH-6	Help families understand consent to release documents	20	95.2%
ETH-7	Understand the professionalism and culture of employing organization	19	90.5%
ETH-9	Model leadership skills	19	90.5%
ETH-10	Provide services in a culturally aware manner	21	100%
ETH-11	Use first person language	21	100%
ETH-12	Recognize how your personal values, beliefs, and biases may affect your work	19	90.5%
ETH-13	Contribute to initial assessments under supervision of social workers, nurses, or other agency staff	16	76.2%
ETH-14	Create and maintain timely and accurate documentation	21	100%
ETH-15	Recognize the warning signs and risk of suicide and be able to access crisis referral sources	20	95.2%

Table 9 shows the number and frequency of respondents who answered “Yes” to specific tasks in the *Engaging Families* domain. If at least 5 respondents answered “No” to performing the task, the task is highlighted and the frequency and percentage answering “Yes” are displayed in red font.

Table 9. Engaging Families – Task Elements Completed (n = 21)			
Domain/Q#	Task	Frequency	Percentage
FAM-1	Focus on the family, its strengths and preferences, and rights to self-determination	21	100%
FAM-2	Demonstrate a willingness to appreciate the values and life experiences of families	21	100%
FAM-3	Utilize lived experience with your child and family to empathize, support, and connect with the family	21	100%
FAM-4	Strategically share your family resilience story	21	100%
FAM-5	Collaborate with families to identify strengths and make the most of them	21	100%
FAM-6	Partner with families to identify and prioritize family needs throughout services	20	95.2%
FAM-7	Gauge a family’s readiness for change and adjust services accordingly	21	100%
FAM-8	Help families prioritize/re-prioritize goals	20	95.2%
FAM-9	Help families self-determine and support the choices they make in an agreed-upon care/case plan	21	100%
FAM-10	Share self-care techniques that have assisted you in your own family’s recovery	20	95.2%
FAM-11	Understand physical, cognitive, and emotional development of children and youth	19	90.5%
FAM-12	Understand the grief process and the family’s emotional response to a diagnosis	20	95.2%
FAM-13	Assist families in identifying their own experiences and how it has impacted their hopes for the future	20	95.2%
FAM-14	Introduce recovery oriented activities that assist families in building hope	18	85.7%
FAM-15	Share personal experiences of the role that hope has played in your own family experience	21	100%
FAM-16	Practice Trauma Informed Care	20	95.2%
FAM-17	Understand the impact of trauma and mental illness of the child on the entire family	21	100%
FAM-18	Understand the impact of trauma and mental illness of a parent on the entire family	21	100%

Table 10 shows the number and frequency of respondents who answered “Yes” to specific tasks in the *Teaching and Supporting Families* domain. If at least 5 respondents answered “No” to performing the task, the task is highlighted and the frequency and percentage answering “Yes” are displayed in red font.

Table 10. Teaching and Supporting Families – Task Elements Completed (n = 21)			
Domain/Q#	Task	Frequency	Percentage
TEA-1	Coach families in skills to advocate for themselves and their family	20	95.2%
TEA-2	Coach families in skills to advocate in the community	20	95.2%
TEA-3	Coach families in skills to advocate at the state and national level	13	61.9%
TEA-4	Teach families how to collaborate with providers in making decisions about their child’s care	21	100%
TEA-5	Help families generate options to get what they want when conflict arises	20	95.2%
TEA-6	Support the family to implement their goals, assisting in refocusing when necessary	21	100%
TEA-7	Track progress on goals	14	66.7%
TEA-8	Create and facilitate family to family support groups	8	38.1%
TEA-9	Accompany and/or coach family to fully participate in IEP and 504 meetings	19	90.5%
TEA-10	Accompany and/or coach family to fully participate in medical/mental health/PMIC/family therapy appointments	19	90.5%
TEA-11	Accompany and/or coach family to fully participate in juvenile court meetings	16	76.2%
TEA-12	Accompany and/or coach family to fully participate in family team meetings/wraparound meetings	21	100%
TEA-13	Accompany and/or coach family to fully participate in human service appointments	20	95.2%
TEA-14	Teach parenting skills	15	71.4%
TEA-15	Provide guidance in navigating the juvenile justice system	17	81.0%
TEA-16	Model and coach families in problem solving	18	85.7%
TEA-17	Assist families to understand the need and plan for youth transition to adulthood	18	85.7%
TEA-18	Conduct formal and informal presentations and inservice for families, health care providers, and others	14	66.7%
TEA-19	Help families navigate the behavioral health system of care	21	100%
TEA-20	Teach the family about grievance procedure options in institutions/agencies	17	81.0%
TEA-21	Contribute to conflict resolution education	18	85.7%

Table 11 shows the number and frequency of respondents who answered “Yes” to specific tasks in the *Serving as an Advocate and Finding Resources for Families* domain. If at least 5 respondents answered “No” to performing the task, the task is highlighted and the frequency and percentage answering “Yes” are displayed in red font.

Table 11. Serving as an Advocate and Finding Resources for Families – Task Elements Completed (n = 21)			
Domain/Q#	Task	Frequency	Percentage
ADV-1	Assert family’s key role on all child serving teams or systems	19	90.5%
ADV-2	Advocate for the family voice within your workplace	20	95.2%
ADV-3	Advocate for the family voice with other agencies, providers, and professionals	20	95.2%
ADV-4	Help families reduce isolation and expand their natural and formal support networks	20	95.2%
ADV-5	Refer families to appropriate information and services	20	95.2%
ADV-6	Follow up and monitor outcomes of referrals	20	95.2%
ADV-7	Network with other Family Peer Support Specialists to identify additional resources	13	61.9%
ADV-8	Identify barriers within the family that impede family functioning	19	90.5%
ADV-9	Know how to research qualifications for state and federal pediatric insurance plans	14	66.7%
ADV-10	Aware of special services and qualifications of families to access those services	19	90.5%
ADV-11	Provide application assistance as needed	20	95.2%
ADV-12	Provide guidance in navigating education systems	19	90.5%
ADV-13	Identify techniques and resources that promote good self-care	21	100%
ADV-14	Provide guidance in navigating health care systems	20	95.2%
ADV-15	Provide guidance in navigating the juvenile justice system	16	76.2%
ADV-16	Provide guidance in navigating the child welfare system	19	90.5%

Table 12 shows the task elements that at least 5 respondents identified as their staff not performing, in order of non-performance. Of the nine tasks in this table, six were from the Teaching and Supporting Families domain and the remaining three were from the Serving as an Advocate and Finding Resources for Families domain.

Table 12. Task Elements in Order of Non-Performance – Supervisors (n = 21)			
Domain/Q#	Task	Non-Performance	
		Frequency	Percentage
TEA-8	Create and facilitate family to family support groups	13	61.9%
TEA-3	Coach families in skills to advocate at the state and national level	8	38.1%
ADV-7	Network with other Family Peer Support Specialists to identify additional resources	8	38.1%
TEA-7	Track progress on goals	7	33.3%
TEA-18	Conduct formal and informal presentations and inservice for families, health care providers, and others	7	33.3%
ADV-9	Know how to research qualifications for state and federal pediatric insurance plans	7	33.3%
TEA-14	Teach parenting skills	6	28.6%
TEA-11	Accompany and/or coach family to fully participate in juvenile court meetings	5	23.8%
ADV-15	Provide guidance in navigating the juvenile justice system	5	23.8%

Table 13 shows the top eleven (due to several tasks with the same mean score) ranked as most important by Family Peer Support Staff compared to the most important tasks ranked by their Supervisors. Duplicate tasks are highlighted.

Table 13. Most Important Tasks Identified by Peer Support Staff & Supervisors			
Family Peer Support Specialists (n = 46)		Supervisors (n = 21)	
Mean	Task	Mean	Task
4.89	Comply with mandatory reporting requirements	4.81	Adhere to ethical limits to confidentiality
4.83	Adhere to ethical limits to confidentiality	4.76	Comply with mandatory reporting requirements
4.78	Focus on the family, its strengths and preferences	1.62	Recognize the warning signs and risks of suicide and be able to access crisis referral sources
4.72	Recognize the warning signs and risks of suicide and be able to access crisis referral sources	4.57	Refer families to appropriate information and services
	Refer families to appropriate information and services		Collaborate with families to identify strengths and make the most of them
4.67	Seek the services of nurses, social workers, and doctors when needed services are outside Family Peer Support Specialist scope/limits.	4.52	Understand the impact of trauma and mental illness of the child on the entire family
	Partner with families to identify and prioritize family needs throughout services		Practice Trauma Informed Care
4.65	Help families understand the right to privacy and confidentiality	4.48	Help families navigate the behavioral health system
	Demonstrate a willingness to appreciate the values and life experiences of families	4.43	Understand the impact of trauma and mental illness of a parent on the entire family
	Coach families in skills to advocate for themselves and their families		Utilize lived experience with your child and family to empathize, support, and connect with the family
	Help families navigate the behavioral health system of care		Help families reduce isolation and expand their natural and formal support networks.