

Building Relationships and Collaboration

These interactions are between Young Adult Peer Mentor Mike and the mother of 17 year old David. For the past year and a half that Mike and Dave have worked together, they have been working on anger management and emotional regulation skills. Mike has met about every three months with David's mother.

Keeping positive relationships and collaboration in mind:

- 1) Identify which of these interactions represent **ideal, development, and insufficient** practices as a Young Adult Peer Mentor.
- 2) From the point of view of a supervisor, discuss with your group what areas you would want to address first to make these interactions more ideal.
- 3) Identify at least one challenge you would face in supervising Mike.

Scenario 1

David's Mom: Thanks for scheduling this meeting, Mike...how has David been doing?

Mike: *He's been great, he tells me a lot, we have a great relationship.*

David's Mom: Aw, he doesn't talk to me about anything. Maybe you should have included him in this meeting so we can talk about that.

Mike: *No, it's fine, I can speak for him, we're cool like that.*

David's Mom: Okay, so what's been going on?

Mike: Well, I told David that he can tell me anything and share his secrets with me.

David's Mom: That probably wasn't a good idea. You don't want him thinking that he can't trust you when you have to disclose certain information to me.

Mike: *Oh it's fine, we have that bond. I just have to tell you. The other day he told me that he had sex with his girlfriend for the first time.*

David's Mom: Oh, wow, he's having sex!?! Did you tell him that you won't share that with anyone?

Mike: *Yeah, but it's cool. He won't know that I told you right?*

David's Mom: I have to talk to him about it now and make sure that he's being safe and smart.

Mike: *Please don't tell him I told you!*

Scenario 2

Mike: *Hi, how are you today?*

David's Mom: Hey, Mike, I'm well, what's up?

Mike: *I am calling to remind you of the care team meeting we scheduled for tomorrow.*

David's Mom: Oh, thank you for calling. I completely forgot! What time is it again?

Mike: *No problem, the meeting is at 6 pm, and we are meeting at the office. Does that still work for you and David?*

David's Mom: Yes, that's perfect. Who will be at this meeting?

Mike: *You, David, and me as well as the outpatient clinician. We want to make sure that David is there to speak for himself. David and I are meeting today so he can tell me what his goals are for the meeting and how we can support him with his goals. It's also really important for you to be there to share your thoughts. Is there anything else that you would like to know before the meeting?*

David's Mom: No, I'm okay, you and David have both been great about keeping me in the loop. See you tomorrow.

Scenario 3:

Mike: *Hi, Ms. Johnson, how's it going?*

David's Mom: Great, what did you want to meet about today?

Mike: *Well, I wanted to meet with you and David to review my role again and go over what we have been working on.*

David's Mom: Okay....David's running late, he's not here right now.

Mike: *Okay, I think we can talk anyway while we wait. As you know, I am David's Peer Mentor. I work with him on his anger management, transitioning to adulthood skills, and anything else he would like to work on. I also share my own experiences with anger and not being able to express myself as a teen.*

David's Mom: Do you keep in touch with his clinician?

Mike: *Yeah kinda, but I'm not sure how much we collaborate. I'm focused more on supporting David. Here let me give you this brochure for my role description. I'm sure you understand this already.*

David's Mom: Oh, okay...

Mike: *Yeah, so I have been helping him with his anger. I got him to open up more. I helped him with his communication. I also got him to work on his job and college applications.*

David's Mom: Sounds like you have helped him in many ways.

Demonstrating Safe, Professional, and Ethical Behavior

These interactions are between Young Adult Peer Mentor Damion and 17 year old Juan. They have been working together for 2 years on emotional regulation, and now preparing Juan to apply for a part time job and for college.

Keeping safe, professional, and ethical behavior in mind:

- 1) Identify which of these interactions represent **ideal, development, and insufficient** practices as a Young Adult Peer Mentor.
- 2) From the point of view of a supervisor, discuss with your group what areas you would want to address first to make these interactions more ideal.
- 3) Identify at least one challenge you would face in supervising Damion.

Scenario 1

Damion: *Hey Juan, how are you?*

Juan: I'm well. So look, I saw you drop my sister off last night, and you kissed her... are you guys dating or something?

Damion: *Yeah... about that. Don't tell anyone about that.*

Juan: Why not? I support you guys - my peer mentor and my sister - you guys would be great together.

Damion: *Well, because I am your peer mentor, I shouldn't be having a relationship with your sister. If the outpatient clinician or my supervisor found out, I could be in big trouble, possibly lose my job.*

Juan: Okay man, no worries I won't tell anyone. I would hate to lose you as my mentor.

Damion: *Great because I do not plan on telling my supervisor about this. I want to be your peer mentor and her boyfriend.*

Scenario 2

Damion: *Hi Juan, how's it going?*

Juan: Not bad. That was a funny picture you posted on Instagram last night.

Damion: *Yeah right, it was hilarious.*

Juan: I'm glad we can communicate on social media too. My last peer mentor wouldn't let me add him. He said something about program policy.

Damion: *Oh man. I don't know what the program policy on social media is, I should probably speak to my supervisor about this.*

Juan: Darn, would that mean that you have to unfriend me on Instagram now?

Damion: *Yea probably. I am going to check on the policies first, but maybe this isn't a good idea. I do want to keep this as a peer mentor relationship.*

Juan: Okay, I guess I understand.

Scenario 3

Damion: *Hey Juan, you alright?*

Juan: Yeahhhh man I'm greattt!!!!

Damion: *Man, it smells like alcohol and you almost fell over, have you been drinking?*

Juan: Yeah (ha ha ha) just a few drinks.

Damion: *We have to end this meeting now. I have to make sure you're safe. How many did you drink and where?*

Juan: Just had a few drinks after my friend got off work it's my friend big day so I wanted to celebrate what's the big deal?

Damion: *Alright Juan, I just want to make sure you're okay. I'll be right here, but I just have to talk to my supervisor right now.*

Juan: Whatever you say man....

Practicing Cultural Responsiveness

These are interactions between Young Adult Peer Mentor Ashley and 16 year old Gianna. They have been working together for a little over 5 months, and Gianna has finally felt comfortable opening up to Ashley. Gianna has very low self-esteem and has just come out to Ashley as pansexual. She has also been struggling to accept other parts of her cultural identity.

Keeping cultural responsiveness in mind and using the Practice Profile as a guide:

- 1) Identify which of these interactions represent **ideal, development, and insufficient** practices as a Young Adult Peer Mentor.
- 2) From the point of view of a supervisor, discuss with your group what areas you would want to address first to make these interactions more ideal.
- 3) Identify at least one challenge you would face in supervising Ashley.

Scenario 1

Ashley: *Hi Gianna, how's it going today?*

Gianna: It's okay I guess...

Ashley: *It seems like something is bothering you; do you want to talk about it?*

Gianna: Sure, I'm just not sure how to bring it up. I've never told this to anyone.

Ashley: *Would it help you if you wrote it down, then shared it as you felt comfortable?*

Gianna: Yes, I like that idea. *Gianna begins to write*

Ashley: *I am open to hearing anything you feel comfortable sharing with me, remember this is a safe space and I won't judge you for anything you say.*

Gianna: Thank you, well this is something I am still learning how to accept, but I wanted you to know that I am pansexual.

Ashley: *Thank you for telling me, Gianna. I know that was hard for you to do. Can you tell me what being pansexual means to you? I am really curious to know more about how this is for you. I am not really familiar with pansexuality.*

Gianna: Well, you know I have been having a hard time with my identity. First, I have been struggling with my weight, and then my mom putting me down and now this whole sexuality thing. I have been doing a lot of research. Pansexual seems to be the best fit for who I am. I like people. I don't care what their gender is, if I like someone, it is because of who they are on the inside.

Ashley: *Wow, that's really thoughtful, and I really appreciate you sharing this with me. I would also like to learn more about what pansexual is; do you want to go on the computer and do some research with me?*

Gianna: Sure that will be great.

Scenario 2:

Ashley: *Hi Gianna, nice to see you today. How was your day?*

Gianna: It was okay, but I am upset at one of my best friends.

Ashley: *What happened?*

Gianna: Today I told my best friends about my sexuality. I also told them about my gender identity. I wanted them to know that I want to be referred to by the pronouns "they, them, theirs" but they don't understand me, they just laughed.

Ashley: *Why do you want to use "they"?*

Gianna: That's just what I want, sometimes I identify more with males, sometimes I identify as a female, and sometimes I just identify as Gianna, so I think going by "they" feels right for me.

Ashley: *That's going to be hard for me. I know you as a female, so I think I'll just keep using the typical female pronouns for you.*

Gianna: But I am not comfortable with those pronouns.

Ashley: *I'm sorry, but I don't feel comfortable using any other pronouns for you.*

Scenario 3:

Ashley: *Hi Gianna!*

Gianna: Hey, what are we working on today?

Ashley: *I was thinking we can talk about culture today. Are you cool with that?*

Gianna: Yeah sure, that is something I struggle with a lot.

Ashley: *What culture does your family identify with?*

Gianna: My mom is white, my dad is Nigerian.

Ashley: Oh cool! That's really interesting! How about the rest of your family?

Gianna: Well, my sister and step-dad are Dominican, and they speak Spanish fluently in the house.

Ashley: *Nice! Very cool. My parents are Dominican as well. Are there any other cultures in your family?*

Gianna: Yea, we're all pretty mixed. My favorite cousin is also adopted.

Ashley: *That's amazing. Really good to hear. How was school today?*

Gianna: It was good.

Promoting Self Care

These interactions are between Young Adult Peer Mentor Jayla and 16 year old Aniya. They have been working together for four months. Aniya struggles with depression and self-harm, and they have been working on finding healthy coping skills and building rapport.

Keeping self-care in mind:

- 1) Identify which of these interactions represent **ideal, development, and insufficient** practices as a Young Adult Peer Mentor.
- 2) From the point of view of a supervisor, discuss with your group what areas you would want to address first to make these interactions more ideal.
- 3) Identify at least one challenge you would face in supervising Jayla.

Scenario 1

Jayla: *Hey, Aniya, how was your day at school today?*

Aniya: It was really bad. I got really sad because things have just been feeling so out of control lately, and I don't know what to do, so I went into the bathroom and I cut again.

Jayla: *Oh no! You really need to stop doing that. That's horrible.*

Aniya: That's my way of coping with this numbness I feel every day.

Jayla: *But that's not a good way to cope. I used to cut all the time too, but you have to stop; it's really unhealthy. People are going to notice and probably make fun of you. Plus all the cuts on your skin really isn't good looking.*

Scenario 2

Jayla: *Hey Aniya, what's going on?*

Aniya: Not much, I had a better day today. I got into an argument with one of my friends, but I just practiced one of the breathing exercises we went over last week to help me calm down.

Jayla: *Oh that's great to hear! Did it work?*

Aniya: It was really hard to do because I was so mad at her for what she called me, but I just remembered what we spoke about, and I started counting and breathing deeply. I immediately felt a calmness running through me. I was still mad at her, but I'm glad I didn't respond in a hurtful way.

Jayla: *That's great! Would you be interested in learning some more coping strategies and figuring out which ones you might like?*

Aniya: Yes sure!

Jayla: *Okay I know you're into art, and one thing that I like to do now and in the past when I am in a stressful situation is to color. I find it to be really calming and grounding. Would you like to try it coloring this mandala with me?*

Aniya: Yeah, I love coloring! Most people think it's babyish, so I'm glad you will do it with me instead of making fun!

Scenario 3

Jayla: *Hey Aniya, ready to start working on that job application?*

Aniya: Yes, just one thing is giving me anxiety....What happens if the job is too stressful and they fire me because of my mental health?

Jayla: *Well, that's illegal, they can't discriminate against anyone with any disability or mental health challenges.*

Aniya: So what would I do if that does happen?

Jayla: *Just read this section here ...it discusses your worker rights and resources.*

Aniya: Okay... What if certain tasks are too difficult for me to complete?

Jayla: *You can ask for reasonable accommodations.*

Aniya: Which ones are considered reasonable?

Jayla: *That's a great question...I think it depends on the employer, but I'll get back to you.*

Role Modeling

These interactions are between Young Adult Peer Mentor Gregory and 18 year old Anthony. They have been working together for almost a year now. Anthony grew up in DCF custody and group homes. They have been working on his coping with depression as well as helping him with transition to adulthood skills.

Keeping positive role modeling in mind:

- 1) Identify which of these interactions represent **ideal, development, and insufficient** practices as a Young Adult Peer Mentor.
- 2) From the point of view of a supervisor, discuss with your group what areas you would want to address first to make these interactions more ideal.
- 3) Identify at least one challenge you would face in supervising Gregory.

Scenario 1

Gregory: *Hey Ant, how's it going?*

Anthony: Great, I'm excited that I'll be moving to my own apartment at the end of this month.

Gregory: *Oh cool, hold up..... let me answer this text message real quick.*

Anthony: Okay...

Gregory: *What were you saying again?*

Anthony: I got approved to move into my own apartment at the end of the month. Did you bring the letter of recommendation you said you'll have for me? My DCF worker has been asking for it.

Gregory: *I'm sorry, Ant, I forgot it again. I promise I'll bring it to you after school tomorrow.*

Anthony: Okay but you said that last week too. Should I just ask someone else?

Gregory: *No man, I got you.*

Scenario 2

Gregory: *Hey Ant, you look down, what's going on?*

Anthony: One of the kids that use to bully me at the group home sent me a really rude message on Facebook this morning. It ruined my whole day. I want to find him and punch his face out!

Gregory: *I'm sorry that happened. Remember I told you about my experiences at group homes, too? It's not easy to deal with the bullying, but you have to find a better way to cope and respond besides violence.*

Anthony: What did you do when you were bullied?

Gregory: *To be honest, I did fight at first. I got into a lot of trouble and it made things a lot worse for me while I was in that program. Then I realized that if I ignored him and didn't give in to it, he eventually left me alone. I also spoke to my therapist about it, and she encouraged me to speak to one of the boys that was bullying me, and we were actually able to have a conversation instead of fighting.*

Anthony: That's great, I didn't respond to his message yet but I don't think I will. I think I'll try to just ignore him like you did. If I respond, he'll just continue to send me nasty messages. Thanks for sharing your experience, man.

Gregory: *No problem! Glad it was helpful. Let me know what happens, we can also weigh out the pros and cons about this decision.*

Scenario 3

Gregory: *Ant my man, what's up?*

Anthony: I'm fine, I wanted to ask you, how were you able to cope with feeling sad when you lived in the group home? I have my own apartment now, but sometimes I think about my family, and how it was for me, and it just makes me so sad, have you dealt with that?

Gregory: *Oh yeah, I can totally relate. I was able to get a therapist to talk about my depression, I joined a support group, I got involved in sports, and I spoke to my best friend about it. All of that helped me feel better.*

Anthony: Okay that's great, but how did you find the therapist? What were the steps you took to get into the group? How was the group for you? How do I talk to my friends about it?

Gregory: *Oh yeah I know.... I just gave you a lot of information without any steps on how to get those supports.*

Supporting Young Adult Vision and Goals

These interactions are between Young Adult Peer Mentor Makayla and 19 year old Grayson. They have been working together for 8 months. Grayson struggles with anxiety and panic attacks. They have been working to find positive coping skills and ways to motivate Grayson to socialize more.

Keeping the support for young adult vision and goals in mind:

- 1) Identify which of these interactions represent **ideal, development, and insufficient** practices as a Young Adult Peer Mentor.
- 2) From the point of view of a supervisor, discuss with your group what areas you would want to address first to make these interactions more ideal.
- 3) Identify at least one challenge you would face in supervising Makayla.

Scenario 1:

Makayla: *Hey Grayson, how's it going?*

Grayson: Great, I spent time at my friend's house today; we played video games and hung out.

Makayla: *That's really good to hear Grayson. I know you have wanted to socialize more. What are some other goals you have for yourself?*

Grayson: I think I want to start publishing my art, maybe even take an art class. I'm so nervous to tell my parents though.

Makayla: *Why don't you want to tell them about this?*

Grayson: Well, my dad thinks art isn't a good future and that it's a waste of time.

Makayla: *You know... I want to share something with you. Did you know my parents said the same thing? But now my artwork is in a lot of galleries, and I teach art classes to children. It was hard for me to hear that judgment from my parents, but I knew art was something I was really passionate about, and I couldn't let that stop me.*

Grayson: Wow, so they reacted just like my parents did.

Makayla: *Yes, do you want to roleplay different ways you can share this aspiration of yours with your parents?*

Grayson: Yes, that would be really helpful.

Scenario 2:

Makayla: *Hey Grayson....*

Grayson: Hi, today is not a good day.

Makayla: *Why not?*

Grayson: I was rejected from the art school I applied to. They said I didn't have enough experience.

Makayla: *I'm really sorry to hear that. What mistakes do you think you made?*

Grayson: I'm not sure. I sent them my best work, but I guess it wasn't good enough.

Makayla: *Hey don't think like that! I'm sure if you try harder you can get in next time. I can work with you on figuring out where you went wrong.*

Grayson: Okay I guess.

Scenario 3:

Makayla: *Hey Grayson, how's it going?*

Grayson: Good, what are we doing today?

Makayla: *I was thinking we can go over some more school applications. Are you up for that?*

Grayson: Yeah sure.

Makayla: *Okay, read this over.*

Grayson: This is kind of hard to understand. I'm not sure what they are asking me for.

Makayla: *Read it slower; it's pretty self-explanatory.*

Grayson: I'm better with visuals and explanations, some of these applications are difficult to understand.

Makayla: *You have to be able to figure it out if you want another chance at art school.*