Students Supporting Students: Supplemental Advisor Guide

Recruitment

- ☐ Send staff recruitment letter (see page 10)
- ☐ Send parent letter and student letter
    - ☐ Review peer nominations and select peer team members (page 13)
    - ☐ Notify peer team decisions (templates in Appendix A)
- ☐ Send pre-training survey to staff, peer team, and non-peer team students
- ☐ Schedule trainings
    - ☐ All staff training
    - ☐ Advisor logistics training
    - ☐ Peer team training
    - ☐ Peer team logistics training

Preparation for first meeting

- ☐ Identify existing behavioral health resources (page 11)
- ☐ Fill out contact information for peer team (page 21)
- ☐ Prepare the agenda for your first meeting
- ☐ Create the Interaction Dashboard via Google sheets, a table in a word document, or other convenient method (see page 31 for more information)

Month 1

First Meeting Agenda

- □ Introductions
    - □ Welcome everyone and have each person introduce themselves and why they wanted to be part of the peer team this year
    - □ Highlight the overall components of the program:
        - □ The peer team will create activities/messaging to spread awareness, reduce stigma *(which means negative actions, feelings, or beliefs about someone because of their potential experience with a mental health condition),* and encourage people to ask for help if they need it
        - □ The peer team will also be friendly supports to classmates who may be struggling
- □ Establish and schedule a recurring meeting time
- □ Review roles and responsibilities (advisor guide page 6)
    - □ As a peer team member, students will:
        - □ Attend regular peer team meetings
        - □ Be available to students who want to talk with someone
        - □ Reach out to students who appear to be going through a hard time
        - □ Plan, create, and implement campaign activities
        - □ NOT give mental health advice or try to solve any situations on their own
- □ Review peer team data collection responsibilities (pages 30-31)
    - □ Students should keep track of conversations they have with classmates in whatever format you have created (Google sheets, etc...)
    - □ Provide the link for where students can access it
    - □ Discuss when to document an interaction (see page 31)
- □ Give out contact information sheet (page 21)

Meeting 2 (if able to meet twice a month; if not, add into meeting 1 agenda above)

- □ Check-in with peer team about whether they had any conversations with classmates. If so, ask:
  - □ How it went
  - □ Did they log the conversation in their dashboard?
  - □ How are they feeling about the conversation? Do they need any support or want to talk through anything? (review the Supporting the Supporters information on page 21)
- □ Start talking about Kickoff Event (page 22)
  - □ It is an event to introduce the whole school to the peer team members and the goals of the project
  - □ A few of the details you will need to figure out first will be:
    - □ When and where you can hold the event
    - □ How you will share the information (e.g., a presentation)
    - □ Whether you will include the Ending the Silence training for all students at this time

Month 2

Meeting 1

- Check-in with peer team about whether they had any support conversations with classmates. If so, ask:
    - How it went
    - Did they log the conversation in their dashboard?
    - How are they feeling about the conversation? Do they need any support or want to talk through anything?
    - Did they follow up with anyone from a previous conversation?
- Planning for Kickoff Event
    - If not decided yet, work on solidifying a date to hold the event as soon as possible
    - Topics to cover during the event (see page 23):
        - Purpose of the peer team and goals
            - IMPORTANT: Highlight that all conversations with peer team members will be confidential (not shared with anyone else other than the advisor).
                - If there is mention of self-harm, harm to others, or suicidal thoughts, peer team members are required to report it to the advisor immediately.
        - Review M.I.N.T. requirements and how you will present them to students
            - These are the 4 required messages that must be incorporated throughout the year
    - Have peer team discuss slogan ideas to introduce during the kickoff event

Meeting 2 (if able to meet twice a month; if not, add into meeting 1 agenda above)

- Check-in with peer team about whether they had any support conversations with classmates. If so, ask:
    - How it went
    - Did they log the conversation in their dashboard?
    - How are they feeling about the conversation? Do they need any support or want to talk through anything?
    - Did they follow up with anyone from a previous conversation?
- Continue planning the Kickoff Event if there are still details to plan
- Begin talking about the campaign
    - Introduce the campaign tips located in the peer team guide on pages 14-15 and a brainstorming worksheet on page 17
    - Purpose:
    - Once the peer team has decided on some ideas – they will fill out the proposal form

☐ The form and an example are located in both guides (pages 18-21 in student guide or pages 60-63 in advisor guide)

Month 3

□ Hold the Kickoff Event, if you haven't already done so!

Meeting 1

□ Check-in with peer team about whether they had any support conversations with classmates. If so, ask:
  □ How it went
  □ Did they log the conversation in their dashboard?
  □ How are they feeling about the conversation? Do they need any support or want to talk through anything?
  □ Did they follow up with anyone from a previous conversation?
□ Continue brainstorming and discussing campaign ideas
  □ Have the peer team walk through their ideas using the brainstorming sheet – point out any areas that may still need more planning or might run into issues
  □ Make sure that the planning and creation of ideas is driven by the students! You are here to help guide the process but the students should be the ones coming up with the ideas.

Meeting 2 (if able to meet twice a month; if not, add into meeting 1 agenda above)

□ Check-in with peer team about whether they had any support conversations with classmates. If so, ask:
  □ How it went
  □ Did they log the conversation in their dashboard?
  □ How are they feeling about the conversation? Do they need any support or want to talk through anything?
  □ Did they follow up with anyone from a previous conversation?
□ Campaign planning:
  □ Set a due date for the campaign proposal form before next month's meeting
  □ Use this time to allow the peer team to start or keep working on creating their ideas
    □ Focus on breaking up tasks for each activity or idea

Month 4

- ☐ Review the proposal, provide feedback for anything that needs to be reconsidered, and approve the campaign ideas (see page 28 for guidelines). This includes reviewing any materials created for activities, such as posters, PowerPoint slides, social media post drafts or any other materials, making sure all activities and messaging include the M.I.N.T. topics (page 25).

Meeting 1

- ☐ Check-in with peer team about whether they had any support conversations with classmates. If so, ask:
  - ☐ How it went
  - ☐ Did they log the conversation in their dashboard?
  - ☐ How are they feeling about the conversation? Do they need any support or want to talk through anything?
  - ☐ Did they follow up with anyone from a previous conversation?
- ☐ Review any important edits needed to proposal before it is approved (if applicable)

Meeting 2 (if able to meet twice a month; if not, add into meeting 1 agenda above)

- ☐ Check-in with peer team about whether they had any support conversations with classmates. If so, ask:
  - ☐ How it went
  - ☐ Did they log the conversation in their dashboard?
  - ☐ How are they feeling about the conversation? Do they need any support or want to talk through anything?
  - ☐ Did they follow up with anyone from a previous conversation?

Month 5

Meeting 1

- ☐ Check-in with peer team about whether they had any support conversations with classmates. If so, ask:
    - ☐ How it went
    - ☐ Did they log the conversation in their dashboard?
    - ☐ How are they feeling about the conversation? Do they need any support or want to talk through anything?
    - ☐ Did they follow up with anyone from a previous conversation?
- ☐ Discuss any activities that were planned for this month
    - ☐ Are all tasks assigned to someone? Is everyone working on their part?
    - ☐ Is everything prepared ahead of the event?
    - ☐ Set deadlines for any preparations of materials or planning that needs to take place ahead of the activity

Meeting 2 (if able to meet twice a month; if not, add into meeting 1 agenda above)

- ☐ Check-in with peer team about whether they had any support conversations with classmates. If so, ask:
    - ☐ How it went
    - ☐ Did they log the conversation in their dashboard?
    - ☐ How are they feeling about the conversation? Do they need any support or want to talk through anything?
    - ☐ Did they follow up with anyone from a previous conversation?
- ☐ Debrief any activities that took place prior to this meeting (if applicable)
    - ☐ How did it go?
    - ☐ What could we do better for the next activity?
    - ☐ What did we learn?
- ☐ Discuss any activities that were planned for this month
    - ☐ Are all tasks assigned to someone? Is everyone working on their part?
    - ☐ Is everything prepared ahead of the event?
    - ☐ Set deadlines for any preparations of materials or planning that needs to take place ahead of the activity

Month 6

Meeting 1

- ☐ Check-in with peer team about whether they had any support conversations with classmates. If so, ask:
  - ☐ How it went
  - ☐ Did they log the conversation in their dashboard?
  - ☐ How are they feeling about the conversation? Do they need any support or want to talk through anything?
  - ☐ Did they follow up with anyone from a previous conversation?
- ☐ Debrief any activities that took place prior to this meeting (if applicable)
  - ☐ How did it go?
  - ☐ What could we do better for the next activity?
  - ☐ What did we learn?
- ☐ Discuss any activities that were planned for this month
  - ☐ Are all tasks assigned to someone? Is everyone working on their part?
  - ☐ Is everything prepared ahead of the event?
  - ☐ Set deadlines for any preparations of materials or planning that needs to take place ahead of the activity

Meeting 2 (if able to meet twice a month; if not, add into meeting 1 agenda above)

- ☐ Check-in with peer team about whether they had any support conversations with classmates. If so, ask:
  - ☐ How it went
  - ☐ Did they log the conversation in their dashboard?
  - ☐ How are they feeling about the conversation? Do they need any support or want to talk through anything?
  - ☐ Did they follow up with anyone from a previous conversation?
- ☐ Debrief any activities that took place prior to this meeting (if applicable)
  - ☐ How did it go?
  - ☐ What could we do better for the next activity?
  - ☐ What did we learn?
- ☐ Discuss any activities that were planned for this month
  - ☐ Are all tasks assigned to someone? Is everyone working on their part?
  - ☐ Is everything prepared ahead of the event?
  - ☐ Set deadlines for any preparations of materials or planning that needs to take place ahead of the activity

Month 7

Meeting 1

- ☐ Check-in with peer team about whether they had any support conversations with classmates. If so, ask:
  - ☐ How it went
  - ☐ Did they log the conversation in their dashboard?
  - ☐ How are they feeling about the conversation? Do they need any support or want to talk through anything?
  - ☐ Did they follow up with anyone from a previous conversation?
- ☐ Debrief any activities that took place prior to this meeting (if applicable)
  - ☐ How did it go?
  - ☐ What could we do better for the next activity?
  - ☐ What did we learn?
- ☐ Discuss any activities that were planned for this month
  - ☐ Are all tasks assigned to someone? Is everyone working on their part?
  - ☐ Is everything prepared ahead of the event?
  - ☐ Set deadlines for any preparations of materials or planning that needs to take place ahead of the activity

Meeting 2 (if able to meet twice a month; if not, add into meeting 1 agenda above)

- ☐ Check-in with peer team about whether they had any support conversations with classmates. If so, ask:
  - ☐ How it went
  - ☐ Did they log the conversation in their dashboard?
  - ☐ How are they feeling about the conversation? Do they need any support or want to talk through anything?
  - ☐ Did they follow up with anyone from a previous conversation?
- ☐ Debrief any activities that took place prior to this meeting (if applicable)
  - ☐ How did it go?
  - ☐ What could we do better for the next activity?
  - ☐ What did we learn?
- ☐ Discuss any activities that were planned for this month
  - ☐ Are all tasks assigned to someone? Is everyone working on their part?
  - ☐ Is everything prepared ahead of the event?
  - ☐ Set deadlines for any preparations of materials or planning that needs to take place ahead of the activity

Month 8

Meeting 1

- [ ] Check-in with peer team about whether they had any support conversations with classmates. If so, ask:
  - [ ] How it went
  - [ ] Did they log the conversation in their dashboard?
  - [ ] How are they feeling about the conversation? Do they need any support or want to talk through anything?
  - [ ] Did they follow up with anyone from a previous conversation?
- [ ] Debrief any activities that took place prior to this meeting (if applicable)
  - [ ] How did it go?
  - [ ] What could we do better for the next activity?
  - [ ] What did we learn?
- [ ] Discuss any activities that were planned for this month
  - [ ] Are all tasks assigned to someone? Is everyone working on their part?
  - [ ] Is everything prepared ahead of the event?
  - [ ] Set deadlines for any preparations of materials or planning that needs to take place ahead of the activity
- [ ] Start thinking about the end of year event (details on page 29 of advisor guide)
  - [ ] Purpose: This event is a chance to highlight the great work the peer team has been doing this year and showcase any progress
  - [ ] Look at possible locations, dates, and times to hold the event
  - [ ] Review from page 29
    - The peer team should work on putting together a short presentation to highlight what their campaign included, how the activities/events went, and what they've learned during the end of year event
    - The advisor should prepare to share out information related to survey responses and conversation dashboard data at the end of year event (see page 31)
- [ ] Prepare and send out the post-implementation survey to all staff and students

Meeting 2 (if able to meet twice a month; if not, add into meeting 1 agenda above)

- [ ] Check-in with peer team about whether they had any support conversations with classmates. If so, ask:
  - [ ] How it went
  - [ ] Did they log the conversation in their dashboard?
  - [ ] How are they feeling about the conversation? Do they need any support or want to talk through anything?
  - [ ] Did they follow up with anyone from a previous conversation?

- ☐ Debrief any activities that took place prior to this meeting (if applicable)
  - ☐ How did it go?
  - ☐ What could we do better for the next activity?
  - ☐ What did we learn?
- ☐ Send out letters to invite staff, parents, and community partners to attend the end of year event (template letters are located in Appendix C of the advisor guide)
- ☐ Review results from the post-implementation survey
  - ☐ Were there notable changes in responses compared to the pre-training survey?
  - ☐ Summarize results to share with staff, students and families, and community partners *(a template for sharing this information is in Appendix B of the adult guide)*

Month 9/End of School year

□ Hold end of year event

Meeting 1

- □ Check-in with peer team about whether they had any support conversations with classmates. If so, ask:
  - □ How it went
  - □ Did they log the conversation in their dashboard?
  - □ How are they feeling about the conversation? Do they need any support or want to talk through anything?
  - □ Did they follow up with anyone from a previous conversation?

Meeting 2 (if able to meet twice a month; if not, add into meeting 1 agenda above)

- □ Check-in with peer team about whether they had any support conversations with classmates. If so, ask:
  - □ How it went
  - □ Did they log the conversation in their dashboard?
  - □ How are they feeling about the conversation? Do they need any support or want to talk through anything?
  - □ Did they follow up with anyone from a previous conversation?
- □ Debrief the school year, campaign, and experience with your peer team
  - □ How did it go?
  - □ What did they like? What do they wish was different?
  - □ For any returning students, would they like to participate on the team again next year?
- □ Begin planning for next year
  - □ Coordinate the Ending the Silence training for staff
  - □ Begin recruiting additional students for the peer team