

NAMI Education, Training, and Peer Support Center Team

Lynne Saunders, Director of Field Services (with an emphasis on family and Veterans programs)

Cynthia Evans, Director of Field Services (with an emphasis on consumer programs)

Lynne and Cynthia will focus on technical assistance and support to the field across all programs, including continuing education in program leadership and management.

Teri Brister, Director of Training (with an emphasis on family, child and adolescent programs)

Sarah O'Brien, Director of Training (with an emphasis on consumer programs)

Teri and Sarah will focus on training, program content and updates, and will be responsible for repurposing existing programs into virtual formats.

Candita Sabavala, Departmental Project Director

Candita will work with departmental directors and staff to provide project oversight and direct supervision of support staff to ensure all departmental deliverables are met.

Maura Bulger and Carmen Argueta will continue as our indispensable departmental Coordinators, responsible for support functions across programs, with Carmen taking on the additional role of Spanish Language Specialist. In their support role as departmental assistants, *Blakelee Sharpe* will be in charge of document management, and *Marshall Epstein* will manage the demanding task of order fulfillment for all programs.

Cumulative Program Data as of June 2010

26 States have State Trainers.

9 states have active programs in 2010

New York State has 1 program reporting from NAMI Rochester

NAMI Parents and Teachers as Allies is a 2-hour in-service program for teachers, helping them to recognize and identify early-onset mental illness in children and adolescents. The presentation is conducted by parents and consumers who have had to negotiate mental illness within the school system. This program is a joint project of the NAMI Education Center and the NAMI Child and Adolescent Action Center.

Contact: Teri Brister, Ph.D., Director for NAMI Programs for Young Families (tbrister@nami.org)

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NAMI PEER PROGRAMS: BASIC PRINCIPLES

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NAMI Family-to-Family Education Program
NAMI Provider Education Program
NAMI Family Support Group Facilitator Skill Training Program
NAMI Peer-to-Peer Recovery Education Course
NAMI Connection Recovery Support Group
NAMI In Our Own Voice
NAMI Basics

- ◆ Serious and persistent mental illness is a traumatic event for families and consumers alike, and must be understood in terms of this fundamental clinical perspective.
- ◆ Families and consumers adjust to this traumatic experience over time in a predictable process of coming to terms with profound dislocation in their lives.
- ◆ In each stage of adaptation, their emotional responses reflect a natural reaction to this process of adjustment, but their needs will differ in each stage.
- ◆ Family/consumer strength, persistence and heroism in the face of this overwhelming human challenge must be recognized and validated.
- ◆ Recovery and the reconstruction of personal priorities must be the goal of treatment
- ◆ Because of their lived experience, family members and consumers make ideal teachers, and peer-directed education courses provide a dimension of emotional healing not available in any other setting.
- ◆ Peer-directed educational and support programs must be included as an integral part of mental health services and be paid for by mental health systems.

Evidence from our Spanish classes indicates that because these basic principles underlie the curriculum, the beneficial impact of Family-to-Family is transcultural.

Parents and Teachers as Allies **In-Service Mental Health Education for School Professionals**

NAMI is delighted to announce the expansion of our *Parents and Teachers as Allies* in-service mental health education program for school professionals. This two-hour in-service program focuses on helping school professionals and families within the school community better understand the early warning signs of mental illnesses in children and adolescents and how best to intervene so that youth with mental health treatment needs are linked with services. It also covers the lived experience of mental illnesses and how schools can best communicate with families about mental health related concerns.

This program responds to the recommendations included in Goal 4 of President Bush's New Freedom Commission report on mental health that calls for schools to play a larger role in the early identification of mental health treatment needs in children and in linking them to appropriate services. Our program is based on NAMI's highly successful *Parents and Teachers as Allies* (P&TA) publication.

The components of the in-service education program for school professionals include the following:

1. **Welcome and Introductions** – an education professional, who is also a family member, welcomes the school professionals and introduces the topics to be covered, often with a personal story.
2. **Early Warning Signs of Mental Illnesses** – a facilitator walks the school professionals through the early warning signs of mental illnesses, closely following the P&TA publication.
3. **Family Response** – a parent or caregiver of a child with mental illness covers the predictable stages of emotional reactions among family members dealing with the challenges of mental illness and the lived experience of raising a child with a mental illness.
4. **Living with Mental Illness** – a mental health consumer that experienced the early onset of mental illness shares a view from the inside, including a discussion about the positive and negative impact that their school experience had on their life.
5. **Group Discussion**
6. **Closing Remarks and Evaluation**

This program is designed for teachers, administrators, school health professionals and others in the school community. NAMI is also developing a program module for parents and caregivers in the school community on the early warning signs of mental illnesses.

The program is designed to target schools in urban, suburban, rural, and culturally diverse communities. The Parents & Teachers as Allies publication has also been translated into Spanish and is available at <http://www.nami.org/CAAC>.

NAMI is working with the University of Maryland on the evaluation component to measure the program's success and to help ensure continuous quality and program improvement.

For more information about this program, please contact:

Teri Brister, Ph.D., Program Director at tbrister@nami.org or 601-829-0591

Or Ana Ferrara, Program Coordinator at anaf@nami.org or 703-516-7985