



Perspectives in Peer Programs

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INTRODUCTION TO SPECIAL ISSUE

Background

The original NPHA (National Peer Helpers Association), then NAPP (National Association of Peer Programs), and now NAPPP (National Association of Peer Program Professionals), *Programmatic Standards and Ethics* was published in the *Peer Facilitator Quarterly* in June of 1990 after a 2-year process (Tindall, 1990, June). Early pioneers who worked on the project were Pat Abby, Bob Bowman, Stewart Coulson, Norm Creange, Elizabeth Foster, Mary Hays, Don Helmstetter, Gail Horn, Alex Keheyman, Bob Myrick, Sallie Phillips, Kathy Quaranta, Ira Sachnoff, Judy Seabert, Mike Sherod, Jim Toole, Bruce Ullock, Barbara Varenhorst, Gail Winnette, and Cindy Wynn. Judy Tindall facilitated the project. Les Stroh and Elsie Gaber compiled the information. Grant Thomas completed final editing. Marilyn Bader designed new training modules around *1990 NPHA Programmatic Standards and Ethics*.

Twelve years later, when revision of the *Programmatic Standards and Ethics* was suggested, many of the original contributors were still very active in the peer program field. Most were very pleased with how the *Programmatic Standards and Ethics* had defined what was meant by peer helping. Updates for *NAPP Programmatic Standards and Ethics* were added in 2002 (Tindall, 2002, v.18) and 2007 (Tindall, 2007, v. 20). Revision of the *Programmatic Standards and Ethics* was the NAPP presidential priority of David R. Black. Dr. Black felt that the *Programmatic Standards and Ethics* were the cornerstones of peer programs and NPHA/NAPP, and defined peer helping. He also stated that it was imperative that the *Programmatic Standards and Ethics* be current and reflect the “best practices/ processes of peer programs” for others to follow in developing, implementing, and evaluating peer programs (Black, Foster, & Tindall, 2012). Dr. Black believes that the *Programmatic Standards and Ethics* are what distinguishes NPHA/NAPP/NAPPP from other organizations, bodies, or agencies that are advocates of peer programs. A meta-analysis reported by Black, Tobler, and Sciacca (1998) showed that programs that follow *NAPP/NPHA/NAPPP Standards and Ethics* are more effective, and that when programs are ineffective, it is often due to not following or adhering to the *Programmatic Standards and Ethics*.

The *Programmatic Standards Rubric* was developed through funding from the Centers for Disease Control and Prevention to the Indiana Department of Education at the direction of Phyllis Lewis, RN. NAPP was commissioned to develop a rubric for peer program evaluation. The *Rubric* was designed to make program evaluation easier for local peer program advisors, practitioners, and organizations. Additional funding was received through multi-project collaborations with the Partners in Active Learning Support (PALS) program operated by National Future Farmers of America. Development of the *NAPP Programmatic Standards and Ethics Rubric* began with a review of the *Programmatic Standards and Ethics*. Black, Tindall, and Routson (2007) converted the *Programmatic Standards and Ethics* into rubric format. Benchmarks for assessment were developed. Numeric values were assigned to these benchmarks or adjectives to estimate the degree to which a program complied with a component within a standard. A computerized scoring and organizational profile was developed by the Future Farmers of America, National Headquarters in Indianapolis, that compiled ratings and printed a profile for each component to identify program strengths and areas needing improvement (Future Farmers of America, 2018, Jan. 16).

The 2018 *Revised NAPPP Programmatic Standards and Ethics* incorporates changes in language to fit more current language preference in the field, while the basic sections of the *Programmatic Standards and Ethics* are primarily intact. NAPPP recognizes that the *Programmatic Standards and Ethics* satisfied the original intentions for their development and have been acknowledged as the very foundation of Peer Programs by others outside the field. For example, practitioners in higher education have used the *Programmatic Standards and Ethics* to develop Peer Educator Training for Suicide Prevention (Ilakkuvan, Snyder, & Wiggins, 2015). School Resource Officers have used the *Programmatic Standards and Ethics* in the development of Peer Educator Training for Traffic and Driver Safety (Sharpe-Taylor, Tindall, & Davis, 2006; Sharpe-Taylor, Tindall, & Dargan, 2007; Tindall & Sharpe-Taylor, 2003). Future Farmers of America have used the *Programmatic Standards and Ethics* in the evaluation of local chapter programs (https://www.ffa.org/SiteCollectionDocuments/program_outreach_pals_onlineevalsubscripagreemnt.pdf#search=PALS). The Department of Education in Indiana used the *Programmatic Standards and Ethics* to evaluate Indiana peer programs (Tindall, 2003). The Peer Assistance and Leadership (PALS) Program utilized the *Programmatic Standards and Ethics* in the development of their materials (Cowan and Ellison, 2014; Thomas, 1990). Current Certified Trainers and Consultants in the peer program field who contributed to this 2018 revision are Marilyn Bader, Josh Berger, David R. Black, Roselind Bogner, Cynthia Morton, Sue Routson, Lauri Jo Wallace, and Cindy Wynn. The 2018 revision also has been reviewed and used by international peer program audiences in South Korea (Tindall, 2014, January) and Egypt (Tindall, 2017, April; Tindall, 2017, May; Tindall, 2017, September; Tindall, 2017, October; Tindall, 2017, November; Tindall, 2017, December). The *Programmatic Standards and Ethics* are the benchmarks for the Certification of Peer Program Educators, Peer Programs, and Peer Curricula.

What is the Purpose of the *Programmatic Standards, Ethics, and Rubric*?

Dr. Barbara Varenhorst (1990) stated it was essential that the *Programmatic Standards and Ethics* become the working documents in designing, implementing, evaluating, and improving peer programs. If the *Programmatic Standards and Ethics* were not adopted, then peer programs would become more susceptible to criticism and there would be a plethora of attacks questioning validity and aspects of programming. Excellent peer programs would suffer in the shadow of those that were weak or ineffective, if there were no standards against which to evaluate them.

Jim Toole (1990) believed that the creation of the *Programmatic Standards and Ethics* not only fulfilled a professional responsibility, it spoke to the contemporary needs of society at large. Schools of business, law, medicine, universities and colleges, political and public figures, and even public schools wanted to “teach” moral sensitivity and set moral standards. Standards and Ethics, people have acknowledged, are the glue that hold a society together: they, not material advancements, are what make a society civilized. Exemplifying the *Programmatic Standards and Ethics* in our peer program professional lives role models the highest levels of performance to which a practitioner can aspire.

Intended Uses of the *Programmatic Standards and Ethics*

- **Ongoing Programs** - These can be used with the *Rubric* to examine a program and see how well it meets the *Programmatic Standards*. The results can be shared with administrators/funders and the Peer Helpers.
- **New Programs** - These can be used to understand what is needed to start a program.
- **Ethics for the Peer Program Professional** - This a guide for the Professional to provide an effective and safe environment for the Peer Helpers and Peer Program.
- **Ethics for the Peer Helper** - This needs to be part of training. This is a guide for the Peer Helpers to adopt and expand to create their own Code of Ethics.

Intended Uses of the *Programmatic Standards Rubric* for in depth analysis

- Guide for designing peer programs.
- Means for ascertaining if a program is a peer-helping program.
- Tool for evaluating peer programs appropriate across the lifespan.
- Instrument for developing individual peer program activity profiles to assess program strengths and areas for improvement.
- Means to organize and focus professional training based on the *Programmatic Standards and Ethics*.
- Means of self-evaluation for programs seeking national certification from NAPPP.
- Means for deciding on program certification by the NAPPP Professional Development Committee.

Intended Uses of the *Programmatic Standards Check List* for quick analysis.

1. Complete the Programmatic Standards check list. Rate with X if done well. Rate 0 if needs improvement.
2. Once completed, identify the strengths of the program.
3. Identify the areas where the program needs to grow.
4. Identify the obstacles to growth.
5. Identify the resources available to overcome these obstacles.

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PROGRAMMATIC STANDARDS

NATIONAL ASSOCIATION OF PEER PROGRAM PROFESSIONALS

STANDARDS BASED CHECKLIST FOR A PEER HELPING PROGRAM

I. PROGRAM START-UP:

A. Planning

- Rationale
- Purpose
- Goals and Objectives
- Procedures
- Compliance

B. Commitment

- High level of support
- Program Advisory committee
- Financial Support
- Resources and logistical support

C. Staffing

- Positive rapport with population to be helped
- Experience with and knowledge of program needs and goals
- Knowledge of fundamental principles of peer helping
- Understand setting of program
- Articulate purpose of program effectively
- Serve as a positive role model to various publics
- Knowledge of different teaching/learning approaches
- Ability to work with groups
- Skills necessary for supervision and on-going training
- Sufficient time to train, plan, evaluate, and supervise

D. Organizational Structure

- Clear lines of authority, responsibility, and communication
- Structure congruent with program purposes

II. PROGRAM IMPLEMENTATION

A. Screening and Selection

- Establish appropriate criteria: seek prospective peer helpers who are helpful, trustworthy, concerned for others, good listeners, and positive role models
 - Develop appropriate recruitment materials: develop and distribute criteria to potential applicants who represent the population that they serve
 - Develop an application process
- Select appropriate peer helpers guided by the following criteria:
- Peer helper will demonstrate appropriate helping characteristics & skills
 - Peer helper will show evidence of emotional security
 - Peer helper will understand services peers will provide
 - Peer helper will commit to program and be available for activities
 - Peer helper will have ability to be sensitive to population being served
 - Staff will manage size of group to ensure quality training & supervision

B. Training

- Role of the Peer Helper
- Confidentiality & Liability Issues
- Communication Skills
- Problem Solving/Decision Making Strategies
- Appropriate Additional Issues and Topics
- Appropriately Represents Nature and Goals of a Particular Program

C. Service Delivery

- Appropriate structured, meaningful, productive helping roles are provided within the program setting
- Peer Helping Services are consistent with program goals
- Services enable peer helpers to apply skills learned
- Services enhance personal growth of peer helpers and helpees
- On-going training is provided to peer helpers
- Safeguards are established to protect peer helpers

D. Supervision

- Manage the logistics of regular ongoing supervision and training
- Enable staff to monitor program activities
- Enhance effectiveness and personal growth of peer helpers
- Encourage peer helpers to support each other in their helping role

III. PROGRAM MAINTENANCE

A. Evaluation

- Process Evaluation
- Impact/Perception Evaluation
- Outcomes/Results Evaluation
- Cost Benefit Evaluation

B. Public Relations

- Key populations are kept well informed and supportive of program
- Techniques for strengthening public relations are implemented

C. Long-Range Planning

- Staffing
- Funding
- Peer ownership

PROGRAMMATIC STANDARDS

National Association of Peer Program Professionals

The National Association of Peer Program Professionals believes the following standards are essential for any quality peer program:

I. PROGRAM START-UP

A. PLANNING

Prior to program implementation, careful planning should be conducted to address such issues as the followings:

- 1. Rationale:** There is a clear and compelling rationale for the development of the program; frequently, this is accomplished through conducting a formal or informal needs assessment in the setting in which the program is to be implemented.
- 2. Purpose:** The purpose of the program derives logically from its rationale, and is typically summarized in a formal mission statement.
- 3. Goals and Objectives:** Programmatic goals and objectives are (a) reflective of the rationale and purpose of the program; and (b) clear, realistic, and achievable.
- 4. Procedures:** The procedures and activities through which programmatic goals are to be accomplished are laid out in clear and systematic fashion.
- 5. Compliance:** The program is planned and implemented in a manner consistent with local, state, and national guidelines for programmatic standards and ethics (see NAPPP Code of Ethics for Peer Helpers and Peer Helping Professionals).

B. COMMITMENT

The program should enjoy not simply the permission, but the active commitment and involvement of those to solicit and maintain its services. Such commitment is reflected particularly in the following areas:

- 1.** Tangible evidence of a high level of administrative, staff, and community support; in many cases, this includes the formation of a program advisory committee. Committee members may or may not be directly involved in program implementation, but they provide valuable input to program staff, and help to maximize a sense of program ownership.
- 2.** Sufficient financial and logistical support for effective program implementation; such support includes the provision of necessary curricular and training resources.

C. STAFFING

Program staff should possess appropriate background, training, and characteristics to enable them to carry out their responsibilities in an effective manner. Among professional staff who works directly with peer helpers, the following skills are essential:

1. Strong positive rapport with the population from which the peer helpers are selected.
2. Educational and practical experience that is relevant to the nature of goals of the program.
3. Understanding of, and commitment to, fundamental principles of peer helping; this includes a readiness to maximize the level of programmatic ownership and involvement on the part of the peer helpers themselves.
4. Close familiarity with the setting in which the program is to be implemented.
5. Clear grasp of program needs and goals and ability to articulate effectively the nature and purpose of the program to peer helpers, other staff, the sponsoring agency, and the broader community.
6. Recognition of the importance of serving as a positive role model, both personally and professionally.
7. Familiarity with different learning styles and teaching strategies, including both experiential and didactic approaches.
8. Ability to work effectively with groups.
9. Mastery of concepts and skills necessary for effective training and supervision of peer helpers.
10. Time management skills in order to be able to carry out programmatic responsibilities.

D. ORGANIZATIONAL STRUCTURE

The program should be organized and structured in a logical and consistent manner that provides clear lines of authority, responsibility, and communication; and is reflective of the nature and purpose of the program.

II. PROGRAM IMPLEMENTATION

A. SCREENING AND SELECTION

The program should employ a clear, systematic, and careful procedure for the screening and selection of peer helpers. Typically, this procedure includes the following:

1. Establishing appropriate criteria as to the characteristics being sought among prospective peer helpers. Among those characteristics are helpfulness, trustworthiness, concern for others, ability to listen, and potential to serve as a positive role model.
2. Conducting a formal or informal survey in the program setting, in order to determine which individuals are felt to possess the desired characteristics.
3. Making application to the program, soliciting recommendations from others in the program setting, and structuring an interview with program staff.

Programs may differ as to whether final selection of peer helpers should occur prior to or after peer helping training. But in either case, the selection process should be guided by the following criteria:

- a. Demonstration of appropriate helping characteristics and skills.
- b. Evidence of emotional security.
- c. Understanding of the type(s) of services to be provided.
- d. Commitment to and availability for the provision of those services.
- e. Ability to be reflective of and sensitive to the characteristics of the population to be served.
- f. Manageability of the size of the group selected, in order to ensure quality training and supervision.

B. TRAINING

Once peer helpers have been selected, they should be provided with quality training in the knowledge and skills they will need to be effective in the peer-helping role. The training program that is implemented should be reflective of the nature and goals of the program; should take into account the age, needs and characteristics of the population to be served; should utilize appropriate curricular resources and training strategies; and should be consistent with local, state, and national guidelines on ethics and standards. Trainees should commit to participate in all aspects of training, and to maximize opportunities for both skill development and personal growth. Finally, training should be viewed as an ongoing process, one which is never truly completed.

While specific features of training may vary somewhat from program to program, the following elements are characteristic of effective peer helping training models:

1. Role of the Peer Helper

Training in the peer helping role includes, but may not be limited to, the following:

- a. Program orientation.
- b. Characteristics of the helper (caring, acceptance, genuineness, understanding, trustworthiness).
- c. Self-awareness.
- d. Positive role modeling; maintaining a healthy lifestyle.
- e. Avoidance of temptation to offer advice, propose solutions, or impose values.
- f. Positive listening skills.
- g. Recognition of limitations.
- h. Developing of individual and group trust.
- i. Creation of a support system of peer helpers for each other, as well as for helpees.
- j. Development of code of ethics and standards of behavior.
- k. Coaching

2. Confidentiality/Liability Issues

While communications between peer helpers and helpees are typically confidential, there are two important exceptions to this general rule:

- a. Potential threats to the personal safety or well-being of the peer helper, helpee, or others;
- b. Situations or problems beyond the personal experience level or expertise of the peer helper.

It is an essential component of any peer helping training program that peer helpers know how to recognize such situations, are aware of their limitations and responsibilities, and have ready access to professional staff and appropriate referral resources

3. Communication Skills

- a. Basic principles of verbal and nonverbal communication.
- b. Active listening skills (attending, empathizing, etc.)
- c. Facilitative responding (questioning, clarifying, summarizing, etc.).

4. Problem-Solving/Decision-Making Strategies

Steps in principled decision-making (identifying the problem; brainstorming alternatives; predicting consequences; carrying out action plan; evaluating results).

5. Additional Issues and Topics

Depending upon the nature and goals of particular programs, additional specialized training may be provided in areas such as the following:

- a. Basic concepts of human behavior. While not expected to function as amateur therapists, peer helpers should have some degree of familiarity with concepts such as the following:
- The role of motivational and reinforcement factors in behavior.
 - Sociocultural influences and differences.
 - Individual and group dynamics
- b. Group facilitation techniques.
- c. Peer tutoring strategies.
- d. Crisis management.
- e. Conflict resolution.
- f. Special needs populations.
- g. Telephone "hotline" management.
- h. Specific problem areas (substance abuse, dropouts, depression and suicide, teen pregnancy, child abuse, sexually transmitted diseases, gangs and cults, family relations, etc.)
- i. Knowledge of referral resources, services, and programs.

C. SERVICE DELIVERY

Subsequent to training, peer helpers should be provided with structured opportunities to engage in a variety of meaningful, productive helping roles within the program setting. The peer helping services which are provided should:

1. Be consistent with and reflective of program goals.
2. Enable peer helpers to apply the knowledge and skills they have acquired during training.
3. Enhance the personal growth and positive development of peer helpers and helpees alike.
4. Recognize and accommodate the need for ongoing opportunities for continued learning and training.
5. Establish safeguards to protect peer helpers from burnout, role confusion, inappropriate assignments, or manipulation.

D. SUPERVISION

Once peer helpers have begun to provide services, it is imperative that they receive regular, ongoing supervision from program staff. In addition to regularly scheduled sessions, staff should be available to provide supplemental supervision and support as needed. Major goals of supervision include the following:

1. Enable program staff to monitor program-related activities and services.
2. Enhance the effectiveness and personal growth of peer helpers.
3. Encourage peer helpers to share with, learn from, and support each other in the performance of their helping roles.

III. PROGRAM MAINTENANCE

Once the program has been established, program staff should take steps to ensure its continued survival, improvement, and success. These steps include the following:

A. EVALUATION

Evaluation is conducted to document program-related activities and services. It is done to assess the process, impact, outcome, and cost benefits of the program with reference to its mission, goals, and objectives. The program should develop and implement a formal evaluation plan. Evaluation data should be utilized to examine program effectiveness and to determine whether and how the program needs to be revised. The evaluation plan may include four components:

1. Process Evaluation

Process evaluation provides a picture of what happened in connection with the program and its consistency with *NAPPP Programmatic Standards*. It determines the degree to which the program has been successful in achieving its goals and objectives aligned with the mission. Process evaluation data includes information in such areas as the number of peer helpers and helpees involved; program staffing and organization; selection procedures; nature and extent of training; amount and types of services provided; and other program-related activities.

2. Impact/Perception Evaluation

Impact evaluation typically assesses the program's effect upon both peer helpers and those who have received program services within a set period of time. Such assessment can be qualitative (open-ended questionnaires, opinion surveys, etc.) and/or can employ quantitative indices of program impact. In a school-based program, for example, impact evaluation might assess effectiveness in such areas as student knowledge, attitudes, beliefs, and skills or behaviors (e.g., grade point average, absenteeism and dropout rates, or incidence of disciplinary referrals).

3. Outcome/Results Evaluation

Outcome evaluation assesses long-term changes to the peer helper, those they serve, and the community. Examples of societal benefits are fewer alcohol-related crashes and deaths, employment, improved leadership skills, and lower health risk parameters.

4. Cost Benefit Evaluation

Costs benefits are the monetary savings related to the effectiveness of the program (e.g., the cost of the program in providing services to at-risk students, thus reducing dropout rates which will increase A.D.A. funds to the school.)

B. PUBLIC RELATIONS

Program staff should make a concerted, ongoing effort to keep those in the program setting, as well as interested individuals and organizations in the broader community, well-informed about the program, and supportive of its goals. Techniques for strengthening programmatic public relations might include production of a program or newsletter; maintenance of media contacts; involvement of community representatives in training or program services; and community outreach projects.

C. **LONG-RANGE PLANNING**

Program staff should engage in long-range planning to ensure that in the future, the program does not die, but rather becomes stronger and more firmly integrated within the program setting as time goes by. Key factors to consider include the following:

- 1. Staffing:** It is important that the success of the program not be dependent upon the particular person, or personality, who happens to be coordinating it at any given time. In this regard, a sense of program ownership should be maximized through such strategies as the formation of a program advisory committee, and there should always be at least one individual within the program setting who is prepared to assume coordination responsibilities in the event of staffing changes.

- 2. Funding:** The program should (a) have a secure and consistent funding base, and/or (b) have contingency plans to provide for continued operation in the event of reduced or nonexistent funding.

- 3. Peer Ownership:** The program should strive to maximize the level of ownership and involvement on the part of the peer helpers themselves; if peers feel directly responsible for the success and survival of the program, they are unlikely to allow it to perish.

**NATIONAL ASSOCIATION OF PEER PROGRAM PROFESSIONALS
CODE OF ETHICS
FOR PEER HELPING PROFESSIONALS**

Professionals who are responsible for implementing peer helping programs shall be people of personal and professional integrity. As a minimum, the NAPPP believes the Code of Ethics for Peer Helping Professionals shall contain the following and be evidenced by commitment to and pursuit of:

1. A philosophy which upholds peer helping as an effective way to address the needs and conditions of people.
2. The individual's right to dignity, self-development, and self-direction.
3. Excellence in program development and implementation through:
 - Strong positive rapport with peer helpers
 - Appropriate background, training, and skills
 - Personal commitment and energy
 - The use of professionals with expertise and experience in human relations training
 - The use of proven curriculum for training, supervising, and supporting peer helpers
4. The developing of a nurturing personality which:
 - Reflects a positive role model and healthy lifestyle
 - Rejects the pursuit of personal power or gain at the expense of others
 - Respects copyright and acknowledgment obligations as they pertain to peer helping resources and ideas
 - Adheres to the ethical and legal obligations of confidentiality
 - Strives to exemplify the peer helping philosophy in all life situations.
5. The promotion of a realistic understanding by both internal and external audiences of the benefits and limitations of a peer helping program.

NATIONAL ASSOCIATION OF PEER PROGRAM PROFESSIONALS CODE OF ETHICS* FOR PEER HELPERS

Peer Helpers shall be people of personal integrity. As a minimum, the NAPPP believes the peer helpers Code of Ethics shall contain the following and be evidenced by a commitment to and pursuit of:

1. A philosophy which upholds peer helping as an effective way to address the needs and conditions of people.
2. The individual's right to dignity, self-development, and self-direction.
3. Supervision and support from professional staff while involved in the program.
4. The development of a nurturing personality which:
 - Reflects a positive role model and healthy lifestyle (i.e. development and observation of a set of norms, which guide behavior while in the program)
 - Rejects the pursuit of personal power, elitist status, or gain at the expense of others
 - Strives to exemplify the peer helping philosophy in all life situations
5. Maintenance of confidentiality of information imparted during the course of program-related activities. While confidentiality is the norm, certain exceptions shall be referred immediately to the professional staff. These exceptions include the following:
 - Situations involving real or potential dangers to the safety of well being of the peer helper, helpee, or others
 - Child abuse, sexual abuse, and other situations involving legal requirements of disclosures
 - Severe family dysfunction, psychotic behavior, extreme drug or alcohol abuse, and any other problems beyond the experience and expertise of the peer helper
6. **Personal Safety**
Peer Helpers must recognize, report, and know techniques to deal with potential threats to their emotional or physical well being.

***A CODE OF ETHICS IS AN AGREEMENT AMONG THOSE WHO COMMIT TO THE PROGRAM AS TO THE NORMS WHICH SHALL GUIDE THEIR BEHAVIOR DURING THEIR INVOLVEMENT IN THE PROGRAM.**

National Association of Peer Program Professionals:

Peer Helping Program Rubric

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(Revised January, 2018)

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Project Background:

The Indiana Department of Education, under the direction of Phyllis Lewis, commissioned the National Association of Peer Programs (NAPP), formerly known as the National Peer Helpers Association, now known as the National Association of Peer Program Professionals (NAPPP) and the authors listed above to develop a rubric for peer helping programs. Funding from the Centers for Disease Control and Prevention awarded to the Indiana Department of Education sponsored the project. Additional financial support was received through a multi-project collaboration with the Partners in Active Learning Support (PALS) program of the National Future Farmers of America Organization.

Rubric Development:

Development of the rubric began with a review of the *NAPPP Programmatic Standards and Ethics*. The *Standards* were either stated directly in the rubric or the essence summarized. In a few instances, the *Standards* were modified to reflect recent developments or more informed or preferred practices.

Benchmarks for assessment were developed. Numeric values were assigned to these benchmarks and adjectives to estimate the degree to which a program complies with a component within a standard. A profile can be developed by rating each component.

In July, 2009, NAPP became incorporated as the National Association of Peer Program Professionals (NAPPP) to clarify that it serves the peer program professional adults who train, supervise, and provide programming for peers of all ages who want to help others.

In July, 2014, and January, 2018, the *NAPPP Standards, Ethics, and Rubric* were modified to reflect current terminology and indicators of effectiveness determined by ongoing meta-analyses of peer programs. An appendix also was added with specific indicators to be included when designing or evaluating training for prevention education or intervention programs in common topical areas.

Intended Uses of the Rubric:

- Guide for designing peer-helping programs.
- Means for ascertaining what constitutes a peer-helping program.
- Tool for evaluating peer-helping programs.
- Instrument for developing individual peer program profiles to assess program strengths and areas for improvement.
- Means to organize and focus professional training based on the *NAPPP Standards and Ethics*.
- Means of self-evaluation for programs seeking national certification from the NAPPP.
- Means for deciding on program certification by the NAPPP Program Development Committee.

Scoring:

Overview: The Standards are numbered from 1 – 11 in the rubric. Under each Standard are several components. Each component is rated by placing an “X” in the box under the adjective that best describes the particular peer-helping program being evaluated. In other words, each component is rated as either “advanced,” “proficient,” “basic,” or “below basic standards or does not meet standard.” In some cases, a component will not apply, and it will be rated as non-applicable (“NA”). No numeric value is assigned in this instance. Notice that numeric values are assigned to the four adjectives mentioned previously and the values assigned are from 3 – 0, respectively.

Criterion Reference Scoring: The acceptable score is 2 (“proficient”) and above. A score of 1 or 0 (“basic and below”) equates to needs improvement. In actuality, any component rated less than 3 or “advanced” needs improvement. The attached graphic can be used to develop a profile to more easily identify strengths and areas of improvement.

Personal Program Scoring: Another way to assess a program is to sum all the values for all items with a numeric score to derive a total score. Again, “NA” items will not be included in the sum. Divide by the total number of components receiving a numeric value to derive a mean. Then compute the standard deviation (*SD*). Any value equal to or greater than 1 *SD* above the mean is a strength, and any value equal to or below 1 *SD* below the mean is a component that needs improvement.

Standard 1: Program Start-Up Planning

Program planning includes a needs assessment, purpose, goals/objectives, procedures, and compliance.

COMPONENTS	ADVANCED (3)	PROFICIENT (2)	BASIC (1)	BELOW BASIC OR DOES NOT MEET STANDARD (0)
RATIONALE	Clear and compelling based on a community, organizational, and program needs assessment	Clear and compelling based on a program needs assessment	Stated but not based on a needs assessment	None
PURPOSE	Derived from rationale and reflects community, organizational, and program vision, mission, aims, goals, and objectives	Derived from rationale and reflects organizational and program vision, mission, aims, goals, and objectives	Only reflects program vision, mission, aims, goals, and objectives	None
GOALS and OBJECTIVES	Corresponds with program's purpose at the community, organizational, and program levels and are clear, realistic, and achievable	Corresponds with program's purpose at the organizational and program levels and are clear, realistic, and achievable	Only corresponds with program's purpose at the program level, nonetheless are clear, realistic, and achievable	Most to all of the goals do not correspond with program's purpose and/or lack clarity, practicality, and attainability

PROCEDURES	All procedures align with community, organizational, and program vision, mission, goals, and objectives and are clear, systematic, progressive, and organized	Most procedures are consistent with the program's purpose and are clear, systematic, progressive, and organized	Few procedures are consistent with the program's purpose nonetheless are clear, systematic, progressive, and organized	The procedures are inconsistent with the program's purpose and several are vague, lack progression, and appear unorganized
COMPLIANCE	Complies with 100 – 95% of <i>NAPPP Programmatic and Ethical Standards</i>	Complies with 94 – 80% of the <i>NAPPP Programmatic and Ethical Standards</i>	Complies with 79 – 50% of the <i>NAPPP Programmatic and Ethical Standards</i>	Complies with less than 50% of <i>NAPPP Programmatic and Ethical Standards</i>

Standard 2: Program Commitment

Commitment is evidenced by consistent active involvement by program administrators, community supporters, program staff, and advisory committee members. It also entails identifying financial and logistical resources.

COMPONENTS	ADVANCED (3)	PROFICIENT (2)	BASIC (1)	BELOW BASIC OR DOES NOT MEET STANDARD (0)
ADMINISTRATIVE/ COMMUNITY SUPPORT	Full	Strong	Minimal	None
ADVISORY COMMITTEE MEMBERS/ COMMUNITY PROGRAM VOLUNTEERS	<p>100 – 95% of the advisory committee members consistently promote and support program ownership by staff</p> <p>Mirrors 100 – 95% of school population/service area in such ways as race, gender, age, religion, and occupations (e.g., business/ industry, academia, social services, religion, government)</p>	<p>94 – 75% of the advisory committee members consistently promote and support program ownership by staff</p> <p>Mirrors 94 – 75% of school population/service area in such ways as race, gender, age, religion, and occupation (e.g., business/ industry, academia, social services, religion, government)</p>	<p>74 – 50% of the advisory committee members consistently promote and support program ownership by staff</p> <p>Mirrors 74 – 50% of school population/service area in such ways as race, gender, age, religion, and occupation (e.g., business/ industry, academia, social services, religion, government)</p>	<p>Less than 50% of the advisory committee members consistently promote and support program ownership by staff</p> <p>Mirrors less than 50% of school population/service area in such ways as race, gender, age, religion, and occupation (e.g., business/ industry, academia, social services, religion, government)</p>

Standard 3: Program Staffing				
Staff is qualified to implement a peer-helping program based on training, experience, commitment to the peer program philosophy, personal and professional characteristics, and teaching as well as communication skills.				
COMPONENTS	ADVANCED (3)	PROFICIENT (2)	BASIC (1)	BELOW BASIC OR DOES NOT MEET STANDARD (0)
RELEVANT EDUCATIONAL AND PRATICAL EXPERIENCE AND MASTERY OF PEER TRAINING AND SUPERVISION CONCEPTS	Certified Peer Program Educator (CPPE) 100 – 95% of trained peers comply with <i>NAPPP Ethical Standards</i>	Non-certified educator with 3-5 years experience 94 – 90% of trained peers comply with <i>NAPPP Ethical Standards</i>	Non-certified educator with 1-2 years experience 89 – 80% of trained peers comply with <i>NAPPP Ethical Standards</i>	None Less than 79% of trained peers comply with <i>NAPPP Ethical Standards</i>
STAFF HAVE POSITIVE RAPPORT WITH POPULATION FROM WHICH PEERS ARE SELECTED	Advocate for trained peers who is well known, liked, and respected	Advocate for trained peers who is well liked	Advocate for trained peers	Little to no rapport with trained peers
STAFF IS KNOWLEDGEABLE ABOUT AND COMMITTED TO THE PRINCIPLES OF PEER HELPING	100 – 90% in compliance with <i>NAPPP Program-matic Standards and Ethics</i> and 100 – 90% committed to the principles presented in that document	89 – 80% in compliance with <i>NAPPP Program-matic Standards and Ethics</i> and 89 – 80% committed to the principles presented in that document	79 – 50% in compliance with <i>NAPPP Program-matic Standards and Ethics</i> and 79 – 50% committed to the principles presented in that document	Less than 50% compliance with <i>NAPPP Program-matic Standards and Ethics</i> and less than 50% committed to the principles presented in that document

PEERS FEEL OWNERSHIP OF AND INVOLVEMENT IN PROGRAM	Expressed by 100 – 90% of trained peers	Expressed by 89 – 80% of trained peers	Expressed by 79 – 50% of trained peers	Expressed by less than 50% of trained peers
STAFF IS KNOWLEDGEABLE ABOUT THE PROGRAM SETTING	100 – 90% correct on verbal examination about matters relevant to the program setting	89 – 80% correct on verbal examination about matters relevant to the program setting	79 – 50% correct on verbal examination about matters relevant to the program setting	Less than 50% correct on verbal examination about matters relevant to the program setting
STAFF ABLE TO ARTICULATE PROGRAM NEEDS AND GOALS	100 – 90% of trained peers, other staff, the sponsoring agency, and community respondents report professional staff clearly grasp the program’s needs and goals and effectively articulate the program’s nature and purpose	89 – 80% of trained peers, other staff, the sponsoring agency, and community respondents report professional staff clearly grasp the program’s needs and goals and effectively articulate the program’s nature and purpose	79 – 50% of trained peers, other staff, the sponsoring agency, and community respondents report professional staff clearly grasp the program’s needs and goals and effectively articulate the program’s nature and purpose	Less than 50% of trained peers, other staff, the sponsoring agency, and community respondents report professional staff clearly grasp the program’s needs and goals and effectively articulate program’s nature and purpose
LEADER RECOGNIZES IMPORTANCE OF SERVING AS POSITIVE ROLE MODEL PERSONALLY AND PROFESSIONALLY	100 – 90% agreement by peers, staff, sponsoring agency, and broader community about the importance of being a positive role model	89 – 80% agreement by peers, staff, sponsoring agency, and broader community about the importance of being a positive role model	79 – 50% agreement by peers, staff, sponsoring agency, and broader community about the importance of being a positive role model	Less than 50% agreement by peers, staff, sponsoring agency, and broader community about the importance of being a positive role model

STAFF IS FAMILIAR WITH DIFFERENT LEARNING STYLES TO INCLUDE EXPERIENTIAL AND DIDACTIC	100 – 90 % familiar with definitions of various learning styles	89 – 80% familiar with definitions of various learning styles	79 – 50% familiar with definitions of various learning styles	Less than 50% familiar with definitions of various learning styles
STAFF IS EFFECTIVE WITH GROUPS	3+ years experience in leading groups	2 – 3 years experience in leading groups	1 – 2 years experience in leading groups	Less than 1 year experience in leading groups
TRAINING AND SUPERVISION	100 – 90% mastery of training and supervision concepts and skills	89 – 80% mastery of training and supervision concepts and skills	79 – 50% mastery of training and supervision concepts and skills	Less than 50% mastery of training and supervision concepts and skills

Standard 4: Program Organizational Structure				
Organizational structure has clear lines of authority, responsibility, and communication that reflect the nature and purpose of the program.				
COMPONENTS	ADVANCED (3)	PROFICIENT (2)	BASIC (1)	BELOW BASIC OR DOES NOT MEET STANDARD (0)
LINES OF AUTHORITY	Has flow chart designating positions of authority, responsibility, and communication	No flow chart; lines of authority, responsibility, and communication are implied based upon program culture	No flow chart; lines of authority, responsibility, and communication are ambiguous	None
NATURE AND PURPOSE OF THE PROGRAM	Structure congruent with purpose of program	Program structure generally evident, clear, and consistent with program purpose	Program structure is ambiguous relative to the structure of the program	None

Standard 5: Program Screening and Selection

Screening and selection of peers are prudent and systematic.*

COMPONENTS	ADVANCED (3)	PROFICIENT (2)	BASIC (1)	BELOW BASIC OR DOES NOT MEET STANDARD (0)
SCREENING	<p>Includes ascertaining the following about the applicant:</p> <p>Concern for others</p> <p>Trustworthiness</p> <p>Helping attitude</p> <p>Emotional stability</p> <p>Effectiveness as a role model</p> <p>Understanding of the types of services to be provided</p> <p>Commitment to the program services offered</p> <p>Ability to converse and be sensitive to the population served</p>	<p>Includes ascertaining most of the following about the applicant:</p> <p>Concern for others</p> <p>Trustworthiness</p> <p>Helping attitude</p> <p>Emotional stability</p> <p>Effectiveness as a role model</p> <p>Understanding of the types of services to be provided</p> <p>Commitment to the program services offered</p> <p>Ability to converse and be sensitive to the population served</p>	<p>Includes ascertaining some of the following about the applicant:</p> <p>Concern for others</p> <p>Trustworthiness</p> <p>Helping attitude</p> <p>Emotional stability</p> <p>Effectiveness as a role model</p> <p>Understanding of the types of services to be provided</p> <p>Commitment to the program services offered</p> <p>Ability to converse and be sensitive to the population served</p>	<p>Fails to include ascertaining most of the following about the applicant:</p> <p>Concern for others</p> <p>Trustworthiness</p> <p>Helping attitude</p> <p>Emotional stability</p> <p>Effectiveness as a role model</p> <p>Understanding of the types of services to be provided</p> <p>Commitment to the program services offered</p> <p>Ability to converse and be sensitive to the population served</p>

<p>SELECTION^a</p>	<p>Established selection criteria are distributed</p> <p>A formal application is required that clearly explains the purpose of the program, requests information based on specific selection criteria, and requires written supervisor recommendations</p> <p>Structured interviews are conducted to ascertain whether the applicant possesses helping characteristics and skills; is emotionally stable; understands, is committed to and available to provide services; is reflective of and sensitive to the service population; can effectively manage groups</p> <p>Peers required to demonstrate helping characteristics and skills</p>	<p>Established selection criteria are selectively distributed</p> <p>A formal application is required that partially explains the purpose of the program, requests information based on specific selection criteria, and written supervisor recommendations</p> <p>Structured interviews are conducted to ascertain some of whether the applicant possesses helping characteristics and skills; is emotionally stable; understands, is committed to and available to provide services; is reflective of and sensitive to the service population; can effectively manage groups</p> <p>Peers demonstrate a few helping characteristics and skills</p>	<p>Established selection criteria are not distributed</p> <p>A formal application is required that requests information based on specific selection criteria, and written supervisor recommendations</p> <p>Structured interviews are conducted to ascertain whether the applicant possesses helping characteristics and skills</p> <p>Helping characteristics and skills are unrelated to program focus</p>	<p>Accept all who want to be trained peers</p> <p>No formal application required</p> <p>No interviews conducted</p> <p>No requirement to demonstrate helping characteristics and skills</p>
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****A thorough and prudent screening and selection process should occur whether the screening process is “formal” or “informal.”***

Standard 6: Program Training

Program training will provide trained peers with the knowledge and skills needed to be effective in a variety of peer helping roles.**

COMPONENTS	ADVANCED (3)	PROFICIENT (2)	BASIC (1)	BELOW BASIC OR DOES NOT MEET STANDARD (0)
ROLE OF TRAINED PEERS	<p>100 – 90% of trained peers are committed to the orientation of the program</p> <p>100 – 90% of the trained peers are consistently caring, accepting, genuine, understanding, and trustworthy</p> <p>100 – 90% of the trained peers are consistently self-aware</p> <p>100 – 90% of the trained peers always model healthy behaviors/ lifestyle</p> <p>100 – 90% of trained peers do not offer advice, propose solutions, or impose values</p>	<p>89 - 75% of trained peers are committed to the orientation of the program</p> <p>89 – 75% of the trained peers are consistently caring, accepting, genuine, understanding, and trustworthy</p> <p>89 – 75% of the trained peers are consistently self-aware</p> <p>89 – 75% of the trained peers always model healthy behaviors/lifestyle</p> <p>89 – 75% of trained peers do not offer advice, propose solutions, or impose values</p>	<p>74 - 50% trained peers are committed to the orientation of the program</p> <p>74 – 50% of the trained peers are consistently caring, accepting, genuine, understanding and trustworthy</p> <p>74 – 50% of the trained peers are consistently self-aware</p> <p>74 – 50% of the trained peers always model healthy behaviors/ lifestyle</p> <p>74 – 50% of trained peers do not offer advice, propose solutions, or impose values</p>	<p>Less than 50% of trained peers are committed to the orientation of the</p> <p>Less than 50% of trained peers are consistently caring, accepting, genuine, understanding and trustworthy</p> <p>Less than 50% of the trained peers are consistently self-aware</p> <p>Less than 50% of the trained peers always model healthy behaviors/ lifestyle</p> <p>Less than 50% of trained peers do not offer advice, propose solutions, or impose values</p>

ROLE OF TRAINED PEERS (cont.)				
	100 – 90% of trained peers consistently recognize their limitations in peer helping skills	89 – 75% of trained peers consistently recognize their limitations in peer helping skills	74 – 50% of trained peers consistently recognize their limitations in peer helping skills	Less than 50% of trained peers consistently recognize their limitations in peer helping skills
	100 – 90% of trained peers consistently develop individual and group trust	89 – 75% of trained peers consistently develop individual and group trust	74 – 50% of trained peers consistently develop individual and group trust	Less than 50% of trained peers consistently develop individual and group trust
	100 – 90% of trained peers are consistently and appropriately using other trained peers for support	89 – 75% of trained peers are consistently and appropriately using other trained peers for support	74 – 50% of trained peers are consistently and appropriately using other trained peers for support	Less than 50% of trained peers are consistently and appropriately using other trained peers for support
	100 – 95% of trained peers comply with the personal code of ethics and standards of behavior published by NAPPP	94 – 85% of trained peers comply with the personal code of ethics and standards of behavior published by NAPPP	84 – 75% of trained peers comply with the personal code of ethics and standards of behavior published by NAPPP	Less than 74% of trained peers comply with the personal code of ethics and standards of behavior published by NAPPP
	100 – 90% of trained peers	89 – 75% of trained peers coach helpees	74 – 50% of trained peers coach helpees	Less than 50% of trained peers coach helpees
	100 – 90% of trained peers facilitate sharing of personal feelings/ concerns	89 – 75% of trained peers facilitate sharing of personal feelings/ concerns	74 – 50% of trained peers facilitate sharing of personal feelings/ concerns	Less than 50% of trained peers facilitate sharing of personal feelings/ concerns
	100 – 90% of trained peers teach helpees organizational skills	89 – 75% of trained peers teach helpees organizational skills	74 – 50% of trained peers teach helpees organizational skills	Less than 50% of trained peers teach helpees organizational skills
	100 – 90% of trained peers teach leadership skills	89 – 75% of trained peers teach leadership skills	74 – 50% of trained peers teach leadership skills	Less than 50% of trained peers teach leadership skill

CONFIDENTIALITY/ LIABILITY ISSUES	100% of the trained peers adhere to all <i>NAPPP Code of Ethics</i> , know how to recognize potential threats to safety and well-being, are aware of limitations and responsibilities, and have access to professional staff who can make appropriate referrals	99 – 80% of the trained peers adhere to all <i>NAPPP Code of Ethics</i> , know how to recognize potential threats to safety and well-being, are aware of limitations and responsibilities, and have access to professional staff who can make appropriate referrals	79% - 50% of the trained peers adhere to all <i>NAPPP Code of Ethics</i> , know how to recognize potential threats to safety and well-being, are aware of limitations and responsibilities, and have access to professional staff who can make appropriate referrals	Less than 50% of the trained peers adhere to all <i>NAPPP Code of Ethics</i> , know how to recognize potential threats to safety and well-being, are aware of limitations and responsibilities, and have access to professional staff who can make appropriate referrals
	100% of the trained peers promptly and appropriately report potential threats to personal safety or the well-being of trained peers, helpees, or others	99 – 80% of trained peers promptly and appropriately report potential threats to personal safety or the well-being of trained peers, helpees, or others	79 – 50% of the trained peers promptly and appropriately report potential threats to personal safety or the well-being of trained peers, helpees, or others	Less than 50% of the trained peers promptly and appropriately report potential threats to personal safety or the well-being of trained peers, helpees, or others
	100 – 90% of trained peers consistently demonstrate active listening skills to include verbal/nonverbal and facilitative responding skills	89 – 75% of trained peers consistently demonstrate active listening skills to include verbal/nonverbal and facilitative responding skills	74 – 50% of trained peers consistently demonstrate active listening skills to include verbal/nonverbal and facilitative responding skills	Less than 50% of trained peers consistently demonstrate active listening skills to include verbal/nonverbal and facilitative responding skills
	100 – 95% of the trained peers effectively manage issues related to cultural diversity	94 – 80% of the trained peers effectively manage issues related to cultural diversity	79 – 50% of the trained peers effectively manage issues related to cultural diversity	Less than 50% of the trained peers effectively manage issues related to cultural diversity

<p>PROBLEM- SOLVING/ DECISION- MAKING SKILLS</p>	<p>100 – 95% of the trained peers are effective at problem solving and decision making</p> <p>100 – 95% of the trained peers effectively use various mediation techniques</p>	<p>94 – 80% of the trained peers are effective at problem solving and decision making</p> <p>94 – 80% of the trained peers effectively use various mediation techniques</p>	<p>79 – 50% of the trained peers are effective at problem solving and decision making</p> <p>79 – 50% of the trained peers effectively use various mediation techniques</p>	<p>Less than 50% of the trained peers are effective at problem solving and decision making</p> <p>Less than 50% of the trained peers effectively use various mediation techniques</p>
<p>ADDITIONAL ISSUES AND TOPICS</p>	<p>100 – 95% of the trained peers are knowledgeable about motivational and reinforcement principles of behavior change and individual and group dynamics and facilitation techniques</p> <p>100 – 95% of the peers are knowledgeable about social/cultural influences and differences</p> <p>100 – 95% of the trained peers are effective at peer tutoring strategies</p> <p>100 – 95% of the trained peers are effective at crisis management</p>	<p>94 – 80% of the trained peers are knowledgeable about motivational and reinforcement principles of behavior change and individual and group dynamics and facilitation techniques</p> <p>94 – 80% of the peers are knowledgeable about social/cultural influences and differences</p> <p>94 – 80% of the trained peers are effective at peer tutoring strategies</p> <p>94 - 80% of the trained peers are effective at crisis management</p>	<p>79 – 50% of the trained peers are knowledgeable about motivational and reinforcement principles of behavior change and individual and group dynamics and facilitation techniques</p> <p>79 – 50% of the peers are knowledgeable about social/cultural influences and differences</p> <p>79 – 50% of the trained peers are effective at peer tutoring strategies</p> <p>79 - 50% of the trained peers are effective at crisis management</p>	<p>Less than 50% of trained peers are knowledgeable about motivational and reinforcement principles of behavior change and individual and group dynamics and facilitation techniques</p> <p>Less than 50% of the peers are knowledgeable about social/cultural influences and differences</p> <p>Less than 50% of the trained peers are effective at peer tutoring strategies</p> <p>Less than 50% of the trained peers are effective at crisis management</p>

ADDITIONAL ISSUES AND TOPICS (cont.)	100 – 95% of the trained peers are effective at conflict resolution	94 - 80% of the trained peers are effective at conflict resolution	79 - 50% of the trained peers are effective at conflict resolution	Less than 50% of the trained peers are effective at conflict resolution
	100 – 95% of the trained peers are effective at working with special needs populations	94 – 80% of the trained peers are effective at working with special needs populations	79 – 50% of the trained peers are effective at working with special needs populations	Less than 50% of the trained peers are effective at working with special needs populations
	100 – 95% of the trained peers are effective as telephone “hotline” managers	94 – 80% of the trained peers are effective as telephone “hotline” managers	79 – 50% of the trained peers are effective as telephone “hotline” managers	Less than 50%of the trained peers are effective as telephone “hotline” managers
	100 – 95% of the trained peers are highly knowledgeable about at least one detrimental social, emotional, biological, and/or developmental issue impacting peers (e.g., substance abuse, STI's, gangs, and family relations)	94 – 80% of the trained peers are highly knowledgeable about at least one detrimental social, emotional, biological, and/or developmental issue impacting peers (e.g., substance abuse, STI's, gangs, and family relations)	79 – 50% of the trained peers are highly knowledgeable about at least one detrimental social, emotional, biological, and/or developmental issue impacting peers (e.g., substance abuse, STI's, gangs, and family relations)	Less than 50% of the trained peers are highly knowledgeable about at least one detrimental social, emotional, biological, and/or developmental issue impacting peers (e.g., substance abuse, STI's, gangs, and family relations)
	100 – 95% of the trained peers are knowledgeable about referral resources, services, and programs	94 – 80% of the trained peers are knowledgeable about referral resources, services, and programs	79 – 50% of the trained peers are knowledgeable about referral resources, services, and programs	Less than 50% of the trained peers are knowledgeable about referral resources, services, and programs

****Note: “Below Basic” or “Does Not Meet Standard” also can be scored as non-applicable (NA). If scored as NA, give a score of 3 so the total score is not negatively influenced.**

Standard 7: Program Service Delivery

Service delivery will include a variety of structured opportunities to engage in meaningful, productive, helping roles to assist the population served.

COMPONENTS	ADVANCED (3)	PROFICIENT (2)	BASIC (1)	BELOW BASIC OR DOES NOT MEET STANDARD (0)
SERVICE DELIVERY	100 – 95% of the trained peers are engaged in a variety of meaningful, productive helping roles reflective of program goals	94 – 80% of the trained peers are engaged in a variety of meaningful, productive helping roles reflective of program goals	79 – 50% of the trained peers are engaged in a variety of meaningful, productive helping roles reflective of program goals	Less than 50% of the trained peers are engaged in a variety of meaningful, productive helping roles reflective of program goals
	100 – 95% of the trained peers can apply the knowledge and skills acquired during training	94 – 80% of the trained peers can apply the knowledge and skills acquired during training	79 – 50% of the trained peers can apply the knowledge and skills acquired during training	Less than 50% of trained peers can apply the knowledge and skills acquired during training
	100 – 95% of trained peers and helpees alike acknowledge enhancement of personal growth and positive development	94 – 80% of trained peers and helpees alike acknowledge enhancement of personal growth and positive development	79 – 50% of trained peers and helpees alike acknowledge enhancement of personal growth and positive development	Less than 50% of trained peers and helpees alike acknowledge enhancement of personal growth and positive development
	100 – 95% of the trained peers utilize ongoing opportunities for continued learning and training	94 – 80% of the trained peers utilize opportunities for continued learning and training	79 – 50% of the trained peers utilize opportunities for continued learning and training	Less than 50% of the trained peers utilize opportunities for continued learning and training

GENERAL PROGRAM CONSIDERATIONS	100 – 95% of trained peers apply appropriate interventions	94 – 80% of trained peers apply appropriate interventions	79 – 50% of trained peers apply appropriate intervention	Less than 50% of trained peers apply appropriate interventions
	100 – 95% of the trained peers consistently identify crisis intervention possibilities for various situations	94 – 80% of the trained peers consistently identify crisis intervention possibilities for various situations	79 – 50% of the trained peers consistently identify crisis intervention possibilities for various situations	Less than 50% of the trained peers consistently identify crisis intervention possibilities for various situations
	100 – 95% of the trained peers consistently recognize/ report all threatening situations	94 – 80% of the trained peers consistently recognize/ report all threatening situations	79 – 50% of the trained peers consistently recognize/ report all threatening situations	Less than 50% of the trained peers consistently recognize/report all threatening situations
	100 – 95% of the trained peers consistently practice critiquing conflict resolution in de-briefing sessions following specific events	94 – 80% of the trained peers consistently practice critiquing conflict resolution in de-briefing sessions following specific events	79 – 50% of the trained peers consistently practice critiquing conflict resolution in de-briefing sessions following specific events	Less than 50% of the trained peers consistently practice critiquing conflict resolution in debriefing sessions following specific events
	100 – 95% of the trained peers consistently perform to standard in their anticipated roles	94 – 80% of the trained peers consistently perform to standard in their anticipated roles	79 – 50% of the trained peers consistently perform to standard in their anticipated roles	Less than 50% of the trained peers consistently perform to standard in anticipated roles
	100 – 95% of the trained peers participate in regularly scheduled teaching/learning sessions	94 – 80% of the trained peers participate in regularly scheduled teaching/learning sessions	79 – 50% of the trained peers participate in regularly scheduled teaching/learning sessions	Less than 50% of the trained peers participate in regularly scheduled teaching/ learning sessions

GENERAL PROGRAM CONSIDERATIONS (cont.)	100 – 95% of the trained peers receive training that is consistent and progressively sequenced from basic to advanced	94 – 80% of the trained peers receive training that is consistent and progressively sequenced from basic to advanced	79 – 50% of the trained peers receive training that is consistent and progressively sequenced from basic to advanced	Less than 50% of the trained peers receive training that is consistent and progressively sequenced from basic to advanced
	100 – 95% of the trained peers receive training that utilizes a variety of effective, interactive, experiential teaching techniques	94 – 80% of the trained peers receive training that utilizes a variety of effective, interactive, experiential teaching techniques	79 – 50% of the trained peers receive training that utilizes a variety of effective, interactive, experiential teaching techniques	Less than 50% of the trained peers receive training that utilizes a variety of effective, interactive, experiential teaching techniques
	100 – 95% of the trained peers receive training that provides essential information about referral resources and services	94 – 80% of the trained peers receive training that provides essential information about referral resources and services	79 – 50% of the trained peers receive training that provides essential information about referral resources and services	Less than 50% of trained peers receive training that provides essential information about referral resources and services
	100 – 95% of the trained peers are knowledgeable about what constitutes an appropriate role model and their responsibilities are clear and concise	94 – 80% of the trained peers are knowledgeable about what constitutes an appropriate role model and their responsibilities are clear and concise	79 – 50% of the trained peers are knowledgeable about what constitutes an appropriate role model and their responsibilities are clear and concise	Less than 50% of the trained peers are knowledgeable about what constitutes an appropriate role model and their responsibilities are clear
	100 – 95% of the trained peers have ready access to professional staff	94 – 80% of the trained peers have ready access to professional staff	79 – 50% of the trained peers have ready access to professional staff	Less than 50% of the trained peers have ready access to professional staff

GENERAL PROGRAM CONSIDERATIONS (cont.)	100 – 95% of the trained peers have a support system in place for themselves and each other	94 – 80% of the trained peers have a support system in place for themselves and each other	79 – 50% of the trained peers have a support system in place for themselves and each other	Less than 50% of the trained peers have a support system in place for themselves and each other
	100 – 95% of the trained peers are knowledgeable about appropriate referral resources	94 – 80% of the trained peers are knowledgeable about appropriate referral resources	79 – 50% of the trained peers are knowledgeable about appropriate referral resources	Less than 50% of the trained peers are knowledgeable about appropriate referral resources

Rate 1 or more of the following roles (mentor, tutor, mediator, teacher, leader), but only if applicable to the focus of the program.**

MENTOR	100 – 95% of the mentors establish support/helping relationships	94 – 80% of the mentors establish support/helping relationships	79 – 50% of the mentors establish support/helping relationships	Less than 50% of the mentors establish support/helping relationships
	100 – 95% of the mentors consistently help in areas of personal concern	94 – 80% of the mentors consistently help in areas of personal concern	79 – 50% of the mentors consistently help in areas of personal concern	Less than 50% of the mentors consistently help in areas of personal concern
	100 – 95% of the mentors consistently apply knowledge/skills learned	94 – 80% of the mentors consistently apply knowledge/skills learned	79 – 50% of the mentors consistently apply knowledge/skills learned	Less than 50% of the mentors consistently apply knowledge/skills learned
	100 – 95% of the mentors regularly model positive behavior/ life choices	94 – 80% of the mentors regularly model positive behavior/ life choices	79 – 50% of the mentors regularly model positive behavior/ life choices	Less than 50% of the mentors regularly model positive behavior/ life choices
TUTOR	100 – 95% of the tutors assist peers pursuing academic achievement	94 – 80% of the tutors assist peers pursuing academic achievement	79 – 50% of the tutors assist peers pursuing academic achievement	Less than 50% of the tutors assist peers pursuing academic achievement
	100 – 95% of the tutors “coach” in one-on-one situations/small groups	94 – 80% of the tutors “coach” in one-on-one situations/small groups	79 – 50% of the tutors “coach” in one-on-one situations/small groups	Less than 50% of the tutors “coach” in one-on-one situations/small groups

MEDIATOR	100 – 95% of the mediators thoroughly explain their roles	94 – 80% of the mediators thoroughly explain their roles	79 – 50% of the mediators thoroughly explain their roles	Less than 50% of the mediators thoroughly explain their roles
	100 – 95% of the mediators establish ground rules	94 – 80% of the mediators establish ground rules	79 – 50% of the mediators establish ground rules	Less than 50% of the mediators establish ground rules
	100 – 95% of the mediators explore all feasible options	94 – 80% of the mediators explore all feasible options	79 – 50% of the mediators explore all feasible options	Less than 50% of mediators explore feasible options
	100 – 95% of the mediators expedite collaboration	94 – 80% of the mediators expedite collaboration	79 – 50% of the mediators expedite collaboration	Less than 50% of mediators expedite collaboration
	100 – 95% of the mediators seek full agreement	94 – 80% of the mediators seek full agreement	79 – 50% of the mediators seek full agreement	Less than 50% of mediators seek full agreement
TEACHER	100 – 95% of the teachers instruct on topics of local concern	94 – 80% of the teachers instruct on topics of local concern	79 – 50% of the teachers instruct on topics of local concern	Less than 50% of the teachers instruct on topics of local concern
	100 – 95% of the teachers provide special training services to groups or for community projects	94 – 80% of the teachers provide special training services to groups or for community projects	79 – 50% of the teachers provide special training services to groups or for community projects	Less than 50% of the teachers provide special training services to groups or for community projects

LEADER	100 – 95% of the peer leaders are knowledgeable about needs and conditions of the people/community	94 – 80% of the peer leaders are knowledgeable about needs and conditions of the people/community	79 – 50% of the peer leaders are knowledgeable about needs and conditions of the people/community	Less than 50% of the peer leaders are knowledgeable about needs and conditions of the people/community
	100 – 95% of the peer leaders initiate, promote, direct, and participate in services to peers, families, and the community	94 – 80% of the peer leaders initiate, promote, direct, and participate in services to peers, families, and the community	79 – 50% of the peer leaders initiate, promote, direct, and participate in services to peers, families, and the community	Less than 50% of the peer leaders initiate, promote, direct, and participate in services to peers, families, and the community

*****Note: “Below Basic” or “Does Not Meet Standard” also can be scored as non-applicable (NA). If scored as NA, give a score of 3 so the total score is not negatively influenced.***

Standard 8: Program Supervision

Programs will provide regularly scheduled, continuous support to and supervision of trained peers.**

COMPONENTS	ADVANCED (3)	PROFICIENT (2)	BASIC (1)	BELOW BASIC OR DOES NOT MEET STANDARD (0)
ACTIVITIES/ SERVICES	<p>100 – 95% of the staff routinely monitor, guide, and/or assist trained peers and provide supervision/support as needed</p> <p>100 – 95% of the staff routinely enhance the effectiveness and personal growth of trained peers</p> <p>100 – 95% of the staff routinely encourage trained peers to collaborate in their helping roles</p> <p>Safeguards in place and protect 100 – 90% of the trained peers from burnout, role confusion, innappropriate assignments, or helpee manipulation</p>	<p>94-80% of the staff routinely monitor, guide, and/or assist trained peers and provide supervision/support as needed</p> <p>94 - 80% of the staff routinely enhance the effectiveness and personal growth of trained peers</p> <p>94 - 80% of the staff routinely encourage trained peers to collaborate in their helping roles</p> <p>Safeguards in place and protect 89 – 80% of the trained peers from burnout, role confusion, innappropriate assignments, or helpee manipulation</p>	<p>79 – 50% of the staff routinely monitor, guide, and/or assist trained peers and provide supervision/support as needed</p> <p>79 – 50% of the staff routinely enhance the effectiveness and personal growth of trained peers</p> <p>79 – 50% of the staff routinely encourage trained peers to collaborate in their helping roles</p> <p>Safeguards in place and protect 79 – 50% of the trained peers from burnout, role confusion, innappropriate assignments, or helpee manipulation</p>	<p>Less than 50% of the staff routinely monitor, guide, and/or assist trained peers and provide supervision/support as needed</p> <p>Less than 50% of the staff routinely enhance the effectiveness and personal growth of trained peers</p> <p>Less than 50% of the staff routinely encourage trained peers to collaborate in their helping roles</p> <p>Safeguards in place and protect less than 50% of the trained peers from burnout, role confusion, innappropriate assignments, or helpee manipulation</p>

****Note: “Below Basic” or “Does Not Meet Standard” also can be scored as non-applicable (NA). If scored as NA, give a score of 3 so the total score is not negatively influenced.**

Standard 9: Program Evaluation

Program evaluation includes documenting program-related activities and services, assessing program impact, evaluating long-term program outcomes, and determining cost versus benefits of the program.

COMPONENTS	ADVANCED (3)	PROFICIENT (2)	BASIC (1)	BELOW BASIC OR DOES NOT MEET STANDARD (0)
PROCESS EVALUATION	<p>Needs assessment of 100 - 87.5% of the following factors: social marketing, epidemiologic, behavioral, environmental, educational, organizational, administrative, and policy</p> <p>100 – 95% of goals and objectives are aligned with mission and aims are assessed</p> <p>100 – 95% of the trained peers and staff are listed</p> <p>100 – 95% of the peer selection procedures and criteria are documented</p> <p>100 – 95% of the nature and extent of training are documented</p>	<p>Needs assessment of less than 87.5% but at least 50% of the following factors: social marketing, epidemiologic, behavioral, environmental, educational, organizational, administrative, and policy</p> <p>94 – 80% of goals and objectives are aligned with mission and aims are assessed</p> <p>94 – 80% of the trained peers and staff are listed</p> <p>94 – 80% of the peer selection procedures and criteria are documented</p> <p>94 – 80% of the nature and extent of training are documented</p>	<p>Needs assessment of less than 50% but at least 12.5% of the following factors: social marketing, epidemiologic, behavioral, environmental, educational, organizational, administrative, and policy</p> <p>79 – 50% of goals and objectives are aligned with mission and aims are assessed</p> <p>79 – 50% of the trained peers and staff are listed</p> <p>79 – 50% of the peer selection procedures and criteria are documented</p> <p>79 - 50% of the nature and extent of training are documented</p>	<p>No needs assessment conducted</p> <p>Less than 50% of goals and objectives are aligned with mission and aims are assessed</p> <p>Less than 50% of trained peers and staff are listed</p> <p>Less than 50% of peer selection procedures and criteria are documented</p> <p>Less than 50% of the nature and extent of training are documented</p>

<p>PROCESS EVALUATION (coni.)</p>	<p>100 – 95% of types and numbers of services and contacts are documented</p> <p>100 – 95% of the other program activities are documented</p>	<p>94 – 80% of types and numbers of services and contacts are documented</p> <p>94 – 80% of the other program activities are documented</p>	<p>79 – 50% of the types and numbers of services and contacts are documented</p> <p>79 – 50% of the other program activities are documented</p>	<p>Less than 50% of types and numbers of services and contacts are documented</p> <p>Less than 50% of other program activities are documented</p>
<p>IMPACT EVALUATION</p>	<p>100 – 95% of the knowledge, attitudes, beliefs, skills, and/or behaviors are quantitatively/qualitatively assessed</p>	<p>94 – 80% of the knowledge, attitudes, beliefs, skills, and/or behaviors are quantitatively/qualitatively assessed</p>	<p>79 – 50% of the knowledge, attitudes, beliefs, skills, and/or behaviors are quantitatively/qualitatively assessed</p>	<p>Less than 50% of the knowledge, attitudes, beliefs, skills, and/or behaviors are quantitatively/qualitatively assessed</p>
<p>OUTCOME EVALUATION</p>	<p>100 – 95% of the academic, social, emotional, occupational, and/or health progress indicators are quantitatively/qualitatively assessed</p>	<p>94 – 80% of the academic, social, emotional, occupational, and/or health progress indicators are quantitatively/qualitatively assessed</p>	<p>79 – 50% of the academic, social, emotional, occupational, and/or health progress indicators are quantitatively/qualitatively assessed</p>	<p>Less than 50% of the academic, social, emotional, occupational, and/or health progress indicators are quantitatively/qualitatively assessed</p>
<p>COST BENEFIT RATIO EVALUATION</p>	<p>Benefits exceed costs by 100 – 95%</p>	<p>Benefits exceed costs by 94 – 80%</p>	<p>Benefits exceed costs by 79 - 50%</p>	<p>Benefits exceed costs by 50% or less</p>

Standard 10: Program Public Relations				
Public relations include keeping external and internal program supporters and potential recipients informed.				
COMPONENTS	ADVANCED (3)	PROFICIENT (2)	BASIC (1)	BELOW BASIC OR DOES NOT MEET STANDARD (0)
COMMUNICATE WITH PROGRAM SUPPORTERS	100 – 95% monthly reporting of events and successes related to goals to those in the program setting as well as those interested individuals and organizations in the broader community	94 – 80% monthly reporting of events and successes related to goals to those in the program setting as well as those interested individuals and organizations in the broader community	79 – 50% monthly reporting of events and successes related to goals to those in the program setting as well as those interested individuals and organizations in the broader community	Less than 50% monthly reporting of events and successes related to goals to those in the program setting as well as those interested individuals and organizations in the broader community
USE OF MEDIA TO COMMUNICATE	100 – 95% of media used to promote program successes and community involvement and outreach is by means of newsletters, postcards, flyers, posters, newspapers articles, interviews, public service announcements, social media, publications, reports, and media contacts	94 – 80% of media used to promote program, successes, and community involvement and outreach by means of newsletters, postcards, flyers, posters, newspaper articles, interviews, public service announcements, social media, publications, reports, and media contacts	79 – 50% of media used to promote program, successes, and community involvement and outreach by means of newsletters, postcards, flyers, posters, newspaper articles, interviews, public service announcements, social media, publications, reports, and media contacts	Less than 50% of media used to promote program, successes, and community involvement and outreach by means of newsletters, postcards, flyers, posters, newspaper articles, interviews, public service announcements, social media, publications, reports, and media contacts

Standard 11: Long-Range Planning**Long-range planning includes ways to maintain and sustain the program.**

COMPONENTS	ADVANCED (3)	PROFICIENT (2)	BASIC (1)	BELOW BASIC OR DOES NOT MEET STANDARD (0)
LEADERSHIP/ PROGRAM DIRECTOR	100 – 95% of a systematic succession plan exists	94 – 80% of a systematic succession plan exists	79 – 50% of a systematic succession plan exists	Less than 50% of a systematic succession plan
FUNDING	100 – 95% annual extramural program funding	94 - 80% annual extramural program funding	79 - 50% annual extramural program funding	Less than 50% annual extramural program funding
PEER OWNERSHIP	100 – 95% of the trained peers feel directly responsible for the program	94 – 80% of the trained peers feel directly responsible for the program	79 – 50% of the trained peers feel directly responsible for the program	Less than 50% of the trained peers feel directly responsible for the program

Appendix

Key Components To Be Included in Specific Topical Programming

Bullying Interventions*

COMPONENTS	ADVANCED (3)	PROFICIENT (2)	BASIC (1)	BELOW BASIC OR DOES NOT MEET STANDARD (0)
DEFINITIONS	100 – 95% of the trained peers can define bullying, bully, victim, and bystander	94 – 80% of the trained peers can define bullying, bully, victim, and bystander	79 – 50% of the trained peers can define bullying, bully, victim, and bystander	Less than 50% of the trained peers can define bullying, bully, victim, and bystander
ORIGIN	100 – 95% of the trained peers can explain factors that create bullies	94 - 80% the trained peers can explain factors that create bullies	79 - 50% the trained peers can explain factors that create bullies	Less than 50% the trained peers can explain factors that create bullies
TYPES	100 – 95% of the trained peers can list categories of bullying and list examples	94 – 80% of the trained peers can list categories of bullying and list examples	79 – 50% of the trained peers can list categories of bullying and list examples	Less than 50% of the trained peers can list categories of bullying and list examples
DIVERSITY	100 – 95% of the trained peers can list special subpopulations who are more likely to be bullied	94 – 80% of the trained peers can list special subpopulations who are more likely to be bullied	79 -- 50% of the trained peers can list special subpopulations who are more likely to be bullied	Less than 50% the trained peers can list special subpopulations who are more likely to be bullied

EMOTIONAL IMPACT	100 – 95% of the trained peers can list psycho-social/ behavioral/ emotional/physiological consequences of bullying and the reactions to each (e.g., depressed, not wanting to go to work, suicidal, PTSD symptoms, and substance abuse	94 – 80% of the trained peers can list psycho-social/behavioral/ emotional/physiological consequences of bullying and the reactions to each (e.g., depressed, not wanting to go to work, suicidal, PTSD symptoms, and substance abuse	79 -- 50% of the trained peers can list psycho-social/behavioral/ emotional/physiological consequences of bullying and the reactions to each (e.g., depressed, not wanting to go to work, suicidal, PTSD symptoms, and substance abuse	Less than 50% of the trained peers can list psychosocial/ behavioral/ emotional/physiological consequences of bullying and the reactions to each (e.g., depressed, not wanting to go to work, suicidal, PTSD symptoms, and substance abuse
ECOLOGICAL IMPACT	100 – 95% of the trained peers are aware of the trepidation of the environment (e.g., feeling unsafe, fear of bullying, being isolated or ostracized)	94 – 80% of the trained peers are aware of the trepidation of the environment (e.g., feeling unsafe, fear of bullying, being isolated or ostracized)	79 – 50% of the trained peers are aware of the trepidation of the environment (e.g., feeling unsafe, fear of bullying, being isolated or ostracized)	50% or less of the trained peers are aware of the trepidation of the environment (e.g., feeling unsafe, fear of bullying, being isolated or ostracized)
INTERVENTION	100 – 95% of the trained peers know when to consult supervisors about counseling for bullies, victims, and bystanders	94 – 80% of the trained peers know when to consult supervisors about counseling for bullies, victims, and bystanders	79 – 50% of trained peers know when to consult super-visors about counseling for bullies, victims, and bystanders	Less than 50% of the trained peers know when to consult supervisors about counseling for bullies, victims, and bystanders

<p>INTERVENTION (cont.)</p>	<p>100-95% of the trained peers will take positive actions to mitigate bullying by such means as speaking up, diversion, removing self and victim from the scene, reporting, solving conflicts early, helping change policies, etc.</p>	<p>94 – 80% of the trained peers will take positive actions to mitigate bullying by such means as speaking up, diversion, removing self and victim from the scene, reporting, solving conflicts early, helping change policies, etc.</p>	<p>79 – 50% of the trained peers will take positive actions to mitigate bullying by such means as speaking up, diversion, removing self and victim from the scene, reporting, solving conflicts early, helping change policies, etc.</p>	<p>Less than 50% of the trained peers will take positive actions to mitigate bullying by such means as speaking up, diversion, removing self and victim from the scene, reporting, solving conflicts early, helping change policies, etc.</p>
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***Note. For further information, see the following presentation available on the NAPPPP website: Tindall, J.A., & Black, D.R. (2014, July). Bullying preventative intervention through peer power. Paper presented at the 2014 National Conference on Girl Bullying and Other Forms of Relational Aggression, Rosemont, IL.**

Suicide Prevention/Intervention*				
COMPONENTS	ADVANCED (3)	PROFICIENT (2)	BASIC (1)	BELOW BASIC OR DOES NOT MEET STANDARD (0)
KNOWLEDGE	100 – 95% of the trained peers know the prevalence of suicides nation-ally,	94 – 80% of the trained peers know the prevalence of suicides nationally,	79 – 50% of the trained peers know the prevalence of suicides nation ally,	Less than 50% of trained peers know the prevalence of suicides nationally,
SIGNS	100 – 95% of the trained peers know signs of suicide in others	94 - 80% the trained peers know signs of suicide in others	79 - 50% the trained peers know signs of suicide in others	Less than 50% of trained peers know signs of suicide in others
TYPES	100 – 95% of the trained peers can list the top suicide methods	94 – 80% of the trained peers can list the top suicide methods	79 – 50% of the trained peers can list the top suicide methods	Less than 50% of the trained peers can list the top suicide methods
GENDER	100 – 95% of the trained peers can describe differences in suicide between males and females	94 – 80% of the trained peers can describe differences in suicide between males and females	79 – 50% of the trained peers can describe differences in suicide between males and females	Less than 50% of the trained peers can describe differences in suicide between males and females
DIVERSITY	100 – 95% of the trained peers can list special subpopulations who are more likely to threaten and commit suicide	94 – 80% of the trained peers can list special subpopulations who are more likely to threaten and commit suicide	79 -- 50% of the trained peers can list special subpopulations who are more likely to threaten and commit suicide	Less than 50% of trained peers can list special subpopulations who are more likely to threaten and commit suicide

HELP OTHERS	100 – 95% of the trained peers can describe steps to help others with suicidal ideations	94 – 80% of the trained peers can describe steps to help others with suicidal ideations	79 – 50% of trained peers can describe steps to help others with suicidal ideations	Less than 50% of trained peers can describe steps to help others with suicidal ideations
REFERRAL SOURCES	100 – 95% of trained peers know local and national referral sources	94 – 80% of trained peers know local and national referral sources	79 -- 50% of trained peers know local and national referral sources	Less than 50% of trained peers know local and national referral sources
IMPACT ON OTHERS	100 – 95% of trained peers know psycho-social/behavioral/emotional/physiological consequences of suicide on others (family, friends and co-workers)	94 – 80% of trained peers know psycho-social/behavioral/emotional/physiological consequences of suicide on others (family, friends and co-workers)	79 -- 50% of trained peers know psycho-social/behavioral/emotional/physiological consequences of suicide on others (family, friends and co-workers)	Less than 50% of trained peers know psycho-social/behavioral/emotional/physiological consequences of suicide on others (family, friends and co-workers)
SKILLS TO TEACH OTHERS ABOUT SUICIDE PREVENTION	100 – 95% of trained peers will have the skills to teach others about suicide prevention activities	94 – 80% of trained peers will have the skills to teach others about suicide prevention activities	79 – 50% of trained peers will have the skills to teach others about suicide prevention activities	50% or less of trained peers will have the skills to teach others about suicide prevention activities
INTERVENING	100 – 95% of trained peers know when to consult supervisors about suicidal ideations in others	94 – 80 of trained peers know when to consult supervisors about suicidal ideations in others	79 – 50% of trained peers know when to consult supervisors about suicidal ideations in others	Less than 50% of trained peers know when to consult supervisors about suicidal ideations in others

SUPERVISION	100 – 95% of trained peers know when to consult with their supervisors about any matter outside their skill level of helping others with suicidal ideations	94 – 80% of trained peers know when to consult with their supervisors about any matter outside their skill level of helping others with suicidal ideations	79 – 50% of trained peers know when to consult with their supervisors about any matter outside their skill level of helping others with suicidal ideations	Less than 50% of trained peers know when to consult with their supervisors about any matter outside their skill level of helping others with suicidal ideations
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***Tindall, J. (2013, October). Teen Suicide Peer-to-Peer Prevention and Intervention Strategies webinar and Tindall, J. (2009). *Peer Power Book Two: Workbook: Applying Peer Helper Skills* (3rd ed.). New York: Routledge/Taylor & Francis Group. Order from www.Youthlightbooks.com**

New Student Orientation:				
COMPONENTS	ADVANCED (3)	PROFICIENT (2)	BASIC (1)	BELOW BASIC OR DOES NOT MEET STANDARD (0)
KNOWLEDGE	100 – 95% of the trained peers know the specific topics to be covered for new students	94 – 80% of the trained peers know the specific topics to be covered for new students	79 – 50% of the trained peers know the specific topics to be covered for new students	Less than 50% of trained peers know the specific topics to be covered for new students
INTRODUCTIONS	100 – 95% of the trained peers know how to introduce themselves to make new students feel comfortable	94 – 80% of the trained peers know how to introduce themselves to make new students feel comfortable	79 – 50% of the trained peers know how to introduce themselves to make new students feel comfortable	Less than 50% of the trained peers know how to introduce themselves to make new students feel comfortable
IMPORTANCE	100 – 95% of the trained peers know the psycho-social/behavioral/emotional/physiological importance of connecting new students to school	94 - 80% the trained peers know the psycho-social/behavioral/emotional/physiological importance of connecting new students to school	79 - 50% the trained peers know the psycho-social/behavioral/emotional/physiological importance of connecting new students to school	Less than 50% of trained peers know the psycho-social/behavioral/emotional/physiological importance of connecting new students to school

SUBPOPULATIONS NEEDING EXTRA SUPPORT	100 – 95% of the trained peers can identify special subpopulations who need extra support when entering a new school; e.g., special needs, from much smaller or larger schools, from much smaller or larger cities, entering because of a stressful circumstance	94 – 80% of the trained peers can identify special subpopulations who need extra support when entering a new school; e.g., special needs, from much smaller or larger schools, from much smaller or larger cities, entering because of a stressful circumstance	79 -- 50% of the trained peers can identify special subpopulations who need extra support when entering a new school; e.g., special needs, from much smaller or larger schools, from much smaller or larger cities, entering because of a stressful circumstance	Less than 50% of trained peers can identify special subpopulations who need extra support when entering a new school; e.g., special needs, from much smaller or larger schools, from much smaller or larger cities, entering because of a stressful circumstance
FOSTERING SCHOOL CONNECTEDNESS	100 – 95% of the trained peers can describe steps to help new students become connected to the school	94 – 80% of the trained peers can describe steps to help new students become connected to the school	79 – 50% of trained peers can describe steps to help new students become connected to the school	Less than 50% of trained peers can describe steps to help new students become connected to the school
SUPPORTIVE GROUPS	100 – 95% of trained peers know school groups, clubs, teams, etc., to offer to new students	94 – 80% of trained peers know school groups, clubs, teams, etc., to offer to new students	79 -- 50% of trained peers know school groups, clubs, teams, etc., to offer to new students	Less than 50% of trained peers know school groups, clubs, teams, etc., to offer to new students
INTERVENING	100 – 95% of trained peers can identify when to consult supervisors if a new student is in distress	94 – 80 of trained peers can identify when to consult supervisors if a new student is in distress	79 – 50% of trained peers can identify when to consult supervisors if a new student is in distress	Less than 50% of trained peers can identify when to consult supervisors if a new student is in distress

OUTLINE OF COMMON ORIENTATION TOPICS	100 – 90% of the trained peers make new students feel welcome	89 - 75% of trained peers make new students feel welcome	74 - 50% trained peers make new students feel welcome	Less than 50% of the trained peers make new students feel welcome
	100 – 90% of the trained peers introduce themselves warmly and effectively	89 – 75% of the trained peers introduce themselves warmly and effectively	74 – 50% of the trained peers introduce themselves warmly and effectively	Less than 50% of trained peers introduce themselves warmly and effectively
	100 – 90% of the trained peers explain/help get locks/lockers, ID pictures, lunchroom/ library passes	89 – 75% of the trained peers explain/help get locks/lockers, ID pictures, lunchroom/ library passes	74 – 50% of the trained peers explain/help get locks/lockers, ID pictures, lunchroom/ library passes	Less than 50% of the trained peers explain/ help get locks/lockers, ID pictures, lunchroom/ library passes
	100 – 90% of the trained peers always model healthy behaviors/ lifestyle	89 – 75% of the trained peers always model healthy behaviors/ lifestyle	74 – 50% of the trained peers always model healthy behaviors/ lifestyle	Less than 50% of the trained peers always model healthy behaviors/ lifestyle
	100 – 90% of trained peers connect new students to their homeroom teacher	89 – 75% of trained peers connect new students to their homeroom teacher	74 – 50% of trained peers connect new students to their homeroom teacher	Less than 50% of trained peers connect new students to their homeroom teacher
	100 – 90% of trained peers connect new students to their counselor and help get their class schedules	89 – 75% of trained peers connect new students to their counselor and help get their class schedules	74 – 50% of trained peers connect new students to their counselor and help get their class schedules	Less than 50% of trained peers connect new students to their counselor and help get their class schedules

OUTLINE OF COMMON ORIENTATION TOPICS (cont.)	100 – 90% of trained peers walk the new student through their schedule and point out all the areas of the campus	89 – 75% of trained peers walk the new student through their schedule and point out all the areas of the campus	74 – 50% of trained peers walk the new student through their schedule and point out all the areas of the campus	Less than 50% of trained peers walk the new student through their schedule and point out all the areas of the campus
	100 – 90% of trained peers show new students where to get daily information; e.g., student newspaper, tv announcements, etc.	89 – 75% of trained peers show new students where to get daily information; e.g., student newspaper, tv announcements, etc.	74 – 50% of trained peers show new students where to get daily information; e.g., student newspaper, tv announcements, etc.	Less than 50% of trained peers show new students where to get daily information; e.g., student newspaper, tv announcements, etc.
	100 – 95% of trained peers explain the school rules and dress code and provide the new student with a copy	94 – 85% of trained peers explain the school rules and dress code and provide the new student with a copy	84 – 75% of trained peers explain the school rules and dress code and provide the new student with a copy	Less than 74% of trained peers explain the school rules and dress code and provide the new student with a copy
	100 – 90% of trained peers explain all the aspects of their peer program	89 – 75% of trained peers explain all the aspects of their peer program	74 – 50% of trained peers explain all the aspects of their peer program	Less than 50% of trained peers explain all aspects of their peer program
	100 – 90% of trained peers invite the new student to take the peer program training	89 – 75% of trained peers invite the new student to take the peer program training	74 – 50% of trained peers invite the new student to take the peer program training	Less than 50% of trained peers invite the new student to take the peer program training
	100 – 90% of trained peers escort new students to lunch	89 – 75% of trained peers escort new students to lunch	74 – 50% of trained peers escort new students to lunch	Less than 50% of trained peers escort new students to lunch

<p>OUTLINE OF COMMON ORIENTATION TOPICS (cont.)</p>	<p>100 – 90% of trained peers make sure the new student knows how to contact them any time</p> <p>100 – 90% of trained peers make a plan with the new student to walk them to classes, support them in any way as long as they want</p>	<p>89 – 75% of trained peers make sure the new student knows how to contact them any time</p> <p>89 – 75% of trained peers make a plan with the new student to walk them to classes, support them in any way as long as they want</p>	<p>74 – 50% of trained peers make sure the new student knows how to contact them any time</p> <p>74 – 50% of trained peers make a plan with the new student to walk them to classes, support them in any way as long as they want</p>	<p>Less than 50% of trained peers make sure the new student knows how to contact them any time</p> <p>Less than 50% of trained peers make a plan with the new student to walk them to classes, support them in any way as long as they want</p>
<p>SUPERVISION</p>	<p>100 – 95% of trained peers know when to consult with their supervisors about any matter outside their skill level of helping new students</p>	<p>94 – 80% of trained peers know when to consult with their supervisors about any matter outside their skill level of helping new students</p>	<p>79 – 50% of trained peers know when to consult with their supervisors about any matter outside their skill level of helping new students</p>	<p>Less than 50% of trained peers know when to consult with their supervisors about any matter outside their skill level of helping new students</p>
<p>* This protocol is based on 27 years of evidence-based experience with Peer Information Center for Teens, Inc., the first NAPPP Certified Peer Program (CPP, 2002).</p>				