



# YOUTH PEER SUPPORTER TRAINING

## REIMAGINING YOUTHS' ROLE IN CLOSING MENTAL HEALTH CARE GAPS



### THE PROBLEM

We're in a youth mental health crisis, as defined by both the U.S. Surgeon General and the Department of Education in 2021.

Half of all students who drop out of high school and nearly 70% in the juvenile justice system have a mental health condition.

These challenges disproportionately affect youth of color and LGBTQ+ youth. Less than half of youth of color get the mental health care they desire. 70% of LGBTQ+ youth reported challenges with mental health, and 42% contemplated suicide last year.

Youth struggle to access mental health care. Over half ages 12-17 are unable to receive care.

35% of adolescents receive mental health services at school, exclusively.

### OUR APPROACH



We're tackling this issue differently.



During the school day, youth with self-identified mental health conditions offer their peers mental health support.



We're training a new generation of peer mental health recovery specialists.



We're improving educational and employment outcomes for marginalized youth with mental health conditions.



We're improving overall student well-being and access to mental health care in schools.





# ONE IN FIVE'S YOUTH PEER SUPPORTER TRAINING

## PROGRAM OVERVIEW



Full school year



During the school day



8-12 hours a week



2-hour practice session per week



6-10 hours per week working with peers



Regular feedback from cohort and supervisor



Paid apprenticeship



Leads towards certification for those 18+

## ABOUT THE FOUNDER, NICOLE BEEMAN-CADWALLADER

Nicole lives with bipolar disorder, which is inextricably linked to who she is as a leader. When she was 15, she spent two months in a psychiatric hospital. Upon her return, she immediately noticed that people's expectations of her plummeted. She also noticed all the other groups of students for whom adults' expectations did not match their potential. She wished for all students to experience what it feels like to have teachers and other adults believe that they could do something remarkable. This conviction led her to become an educator who would elevate the expectations of marginalized groups of students, and now especially youth with lived mental illness experience.



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