

PPSP Practitioner Certification Program



PEARLS

Peer Parent Support

Overview

Innovations Institute (Innovations), founded in 2005, has an extensive history of serving as a national training, technical assistance, evaluation, policy, systems design, and finance center focused on children's behavioral health. Innovations has demonstrated capacity for providing technical assistance, to include system design and workforce development support, to state agencies and provider organizations through several national children's mental health and foster care related efforts.

The TA Network is comprised of national experts in youth and family services working to expand and sustain community-based Systems of Care across the U.S. We provide expert consultation and technical assistance to state and local governments, tribes, territories, communities, and organizations working to develop effective youth- and family-serving systems and to build a well-prepared workforce for the benefit of youth and their families.

In addition, Innovations leads the National Quality Improvement Center (QIC) on Tailored Services, Placement Stability and Permanency for LGBTQ Children and Youth in Foster Care, in collaboration with the Children's Bureau (CB) at the Administration for Children and Families (ACF) and the U.S. Department of Health and Human Services. The QIC is working with four sites across the country to develop, integrate, and sustain best practices and programs that improve outcomes for children and youth in foster care with diverse sexual orientations, gender identities, and expressions (SOGIE).

Innovations is a founding member of the National Wraparound Initiative (NWI) and the National Wraparound Implementation Center (NWIC). NWIC is a partnership among the University of Connecticut, Portland State University, and the University of Washington to provide training, coaching, systems level TA, research/evaluation and enhance distance coaching opportunities to states/counties and organizations implementing Wraparound. The National Wraparound Implementation Center (NWIC) will provide support to Wraparound implementation through (1) organization and system development, which focuses on policy, financing, and systems structure; (2) workforce development, which focuses on processes for training, coaching, and supervision; and (3) accountability, which focuses on the measurement of key quality assurance indicators and outcomes.

Peer Parent Support Partner (PPSP) services have evolved over the years and are a critical component of a system's comprehensive service array for families whose children have emotional, behavioral, and mental health challenges. The PEARLS PPSP workforce development model was developed by Innovations in consultation with Pat Miles and was designed to articulate and support the work of PPSPs through comprehensive training and coaching. The PEARLS model outlines authentic and purposeful peer parent support based on two frameworks. The first framework is the parent journey that focuses on and builds from the unique parent's experience rather than a system framework. The second framework consists of six core meta-skills that form the acronym PEARLS. These core meta-skills are demonstrated in each interaction with a parent for high quality peer parent support to occur. The PEARLS training and coaching certification

program is designed to provide the peer parent workforce with the skills needed to deliver high quality, purposeful support to parents/primary caregivers of children receiving services.

Innovations and PEARLS are committed to creating a culture and climate of diversity, equity, and inclusion. We encourage states and organizations to demonstrate these values when interviewing and selecting local PPSP coach and supervisor candidates. Identified local PPSP coaches and supervisors should be representative of the diverse racial, ethnic, religious, and socioeconomic backgrounds represented in the PPSP workforce as well as the youth, families and communities supported by PPSPs. Identified local PPSP coach and supervisor candidates should also understand the specific experiences of historically marginalized racial and ethnic groups in the United States.

Purpose

Innovations is pleased to provide states and organizations with the PEARLS Peer Parent Support Certification Program. The purpose of the certificate program is to provide local PPSP staff and leadership with the necessary support and training to install quality peer parent support across the service continuum.

Competency in the PEARLS Practice Model

PEARLS is organized around six core competencies:

1. Establish a Peer-Based Relationship: A Peer Parent Support Partner (PPSP) finds ways to nurture, maintain, and establish relationships with parents that are based in the spirit of peer principles. This means that the PPSP works to understand each story while finding unique ways to build a strong connection based on strategic self-disclosure and shared experience. The PPSP is responsible for establishing that relationship. The highly skilled PPSP can establish that relationship with each individual parent they are supporting, even when it is challenging to establish that relationship.

2. Encourage Peers to Grow in their Own Decision Making: The PPSP is concerned about building connection rather than forcing change. A PPSP is not a parent corrector or responsible for communicating to parents in a way that cause them to change. Instead, a skilled PPSP takes responsibility to understand the parent's position and empower the parent to understand their own position. By providing purposeful and strategic support, the PPSP can empower the parent to make changes they want to make, rather than convincing them to make changes that others may want the parent to make. Change through empowerment is the purview of the highly skilled PPSP.

3. Active Acceptance: PPSPs communicate a sense of active acceptance to, and about, the parent, even when they find personal choices to be challenging. This sense of active acceptance becomes critical as the parent moves through their system journey. If the parent's experience is grounded in shame or a sense of being judged, parents are unlikely to experience a sense of empowerment. PPSPs communicate active acceptance and recognize the difference between acceptance and agreement.

4. Respect: PPSPs build skills to continually hold the parent they are supporting with a sense of respect. This occurs in interactions with the parent but also occurs in interactions about the parent. For example, a PPSP may find themselves participating in staff reviews with others working with the

family. During those interactions, the PPSP works to communicate that sense of holding the parent in respect when interacting with others. This establishes a relational stance of respect from others to the parent. The PPSP also works to establish that sense of respect in the parent themselves, about their own choices and sense of identity. Building capacity for respect of self is a key responsibility of a highly skilled PPSP.

5. Link with Others in Collaboration & Problem Solving: The service of Peer Parent Support always happens in the context of other services. The PPSP may be the only person who has a primary focus on the parent while other service providers are concerned about the child/youth. This can result in the parent being viewed as secondary to the concerns of the child/youth. Most parents are quite comfortable with this as they search for resources and resolution for their child. The work of PPSPs involves not only focusing on the parent but recognizing that for the parent to maximize their sense of wellbeing, they will need to actively interact with others involved in providing care and service to their family. Working together establishes a sense of family wellness and recovery, rather than simply managing or eliminating symptoms. A skilled PPSP recognizes that effective peer parent support will work better when in a cooperative, solution-focused environment.

6. Suspend and Interrupt Bias and Blame: Bias about parents exists in communities and in systems. An anti-parent bias is evident in many child and family serving systems. In some cases, this bias can be traced to a genuine concern about the well-being of the child. Even when the source of the bias is grounded in a positive frame such as concern for a child's well-being, the skilled Peer Parent Support Partner works to interrupt bias and blame. A highly skilled Peer Parent Support Partner will interrupt that bias and blame as a learning experience, rather than simply shutting it down. This assures that the bias doesn't simply become hidden but instead is removed as a barrier to building strong connections.

Each local coaching candidate will be expected to demonstrate competency in the six core skills outlined above as well as balance knowledge and expertise of the work with coaching skills. Effective coaching requires three levels of practice competency:

- **Knowledge:** “Knowing What to Do”: Items in this category include whether the PPSP is clear on the concept and the tasks associated with that concept. These skills require the coach to consider whether the peer displays knowledge about the basic expectations and tasks required to deliver high quality purposeful peer parent support.
- **Skill:** “Knowing How to Do It”: Items in this category have to do with tasks and activities required to do the job well. The more practice, the greater the ease of delivery which can associate with increased reliability. PPSPs should be encouraged to practice their skills until the peer support response becomes ingrained as a second nature to responding to situations with other parents. This sense of unconscious competence reflects a reliable model of peer parent support.
- **Understanding:** “Know Why You're Doing It”: Items in this category reflect a higher level of understanding and application of the principles of peer support is designed to operate. Individuals with a strong sense of why can articulate the principles behind the skill and knowledge. This can lead individuals to reframe and readjust their work to suit not only the context in which they operate but also adjust based on individual variances among parents receiving support.

This blend of knowledge, skill and understanding reflects the capacities that a PPSP is expected to demonstrate. Some PPSPs may be clear on the concept and the way things are supposed to work but they are unable to effectively demonstrate the skill. Still others may be instinctively quite skilled and reliable but when asked to describe what they do they are at a loss. Still others can be caught in the reasons behind the role but are not able to describe how it moves from concept to action. While not all PPSPs will become proficient in all areas, PPSP coaches must be prepared to strike the right balance in assuring that parents who receive peer support are assured of reliable, highly skilled, and purposeful delivery.

PEARLS Practitioner Certificate Program

Requirements for Local Coaching Candidates

Over the course of a minimum of 12 months, applicants will need to meet the requirements below to receive Innovation's PEARLS coaching certification:

Foundation for Coaching Certification:

PPSP coaching candidates must be a parent/primary caregiver of a child who is seeking/ or has sought services for their child and have experience navigating one or more public behavioral health systems such as education, child welfare, juvenile justice, mental health. Coaching candidates must also reflect the diverse populations of families they are supporting within their organization and the communities in which families live. This includes gender, race, ethnicity, and lived experience in various child-serving systems. Additionally, the coaching candidate needs to be in a supervisory role.

Core PPSP Local Coaches Certification Requirements

Over the course of twelve months, applicants will need to demonstrate skill development and understanding of the following:

- Who, what, where, and why of peer parent support
- The 5 universal stages of the Parent's Journey
- The PEARLS competencies and framework

1. Registration in the Innovations' asynchronous virtual coaching platform, InnovatePractice,

2. Completion of core training requirements

- PPSP Foundational Training
- Supervisor Training
- Coaches Orientation Training
- Booster Trainings as identified to develop intermediate skills that may include the following:

- a. Documentation of Progress Notes
- b. PPSP Tools
- c. Boundaries, Compassion Fatigue and Self Care
- d. Understanding Family Culture: Moving from Cultural Competence to Cultural Humility
- e. Getting to the Heart of the Matter: Engaging Families
- f. Non-Adversarial Advocacy Techniques

3. A local coach candidate must participate in all virtual and onsite coaching sessions scheduled by Innovations Coach.

4. Demonstrate proficiency in utilization of the following PPSP Coaching Tools:

- PEARLS Coaching/Supervision Wheel: A tool used in individual coaching sessions to remain focused on how the PPSP is implementing the PEARLS with the parents/primary caregivers.
- PEARLS Practice Review Tool (PPRT) and Manual: This is a tool used to score the presence of PEARLS in recorded sessions, supplementary documentation, and field observations. Each

skill to be scored has a brief explanation and criteria guidelines to score a (D) for 'Demonstrated' or a (ND) for 'Not Demonstrated' for that item. Two skills have the potential to be marked as N/A because they might not be observed in all interactions. While scores on the PPRT are based on the presence or absence of a particular skill, it is the connection of skills to the larger process that is the goal. Staff develop a clear understanding of not only what to do and how to do it, but to ultimately gain an in-depth understanding of why it is done a particular way.

- Local coach candidates must achieve an overall score of 85% in the PEARLS competencies as a whole and 75% in each of the PEARLS competencies. When the Innovations Coach has rated at least three submissions and the local coach candidate has matched scoring of having all six of the PEARLS competencies present, the local coach will be identified as competent in the PEARLS practice model.
 - The scores are entered into Innovations' asynchronous virtual coaching platform, InnovatePractice. Each coach/supervisor will have access to reports for tracking and feedback for PPSP staff and/or supervisors.
 - The Parent Journey Framework: This is a tool used for understanding where the parent is in their parent journey. *Note: This is not an assessment tool.
 - Generalized Supervisory Assessment System (SAS): This is a tool used to assess a coaches interactive coaching skill and measures their ability to transfer skill to staff. There are three areas of proficiency that must be mastered, and each area contains two skills. The three areas of proficiency are 1. Communication, 2. Coaching and 3. Analysis. Each coach/supervisor needs to score a 9 out of 12 possible points across a minimum of 3 coaching sessions. 75 % (3 out of 4 possible points) minimum in each section. Local coach candidates are required to demonstrate the skills associated with transfer of knowledge and building of skills related to quality practice in the PEARLS framework. To achieve this, local coach candidates are required to utilize the PEARLS coaching tools in coaching sessions with staff. The Innovations Coach will also use the PEARLS coaching tools over the course of the certification period to track the process of the candidate and provide feedback.
5. Local coach candidates are also required to participate in the training of future staff. Not all local coach candidates will become certified trainers (see training certification requirements below), but it is expected that states/organizations will support the development of local trainers within the local coaching candidate pool identified. While not all coaching candidates will be certified trainers, all coaches may at times deliver booster trainings or group coaching activities, which require mastery of training content elements as well as the ability to support skill attainment in a group setting.
6. Local coach candidates will utilize the information management and data collection system designated by Innovations.

When the local coach candidate can demonstrate that a sample of employee's work meets standards of competency in the PEARLS the local coach will be certified as a PEARLS coach within their state for a period of one year.

Summary:

Meeting these standards will require that coaches demonstrate a thorough knowledge of the practice model, be able to apply that knowledge in practice terms and assist each staff member in implementing the practice model.

Requirements for Trainers

While working toward the certificate program listed about, coach candidates may also work to achieve a trainer certification. It is expected that a state or organization will identify, from the certification pool, candidates who will also support training.

NOTE: To obtain a trainer certification, staff must successfully meet the above outlined coaching certification expectations. Training certification will NOT be awarded as a standalone certification.

Training certification requirements include:

1. Attend the PEARLS PPSP Foundational Training in person or virtually as a participant.
2. Co-train with Innovations Coach, as authorized for the foundational training
3. Demonstrate mastery of the curriculum and the ability to manage participants as well as demonstrate the ability to maintain integrity of the training and adhere to adult learning theory.
4. Local trainers are also required to participate in the development of training boosters in response to data and needs identified in the field. They must demonstrate mastery of key concepts and be able to present the material in a manner that supports skill development of the identified concept or element while maintaining the integrity of training expectations modeled for them as well as adhere to adult theory learning principles.

NOTE: Items 1-3 may be completed more than once and is dependent on proficiency demonstrated and ongoing support required to achieve certification.

Requirements for Supervisor Certification Candidates:

The supervisor certification is designed to support those supervisors without lived experienced who are responsible for supporting PPSPs in their daily activities. The realities of installation efforts include PPSPs working inside agencies or other provider types that necessitate being supervised by clinicians or other agency staff. This certification targets the needed skills for those supervisors to provide meaningful support to the PPSPs in their partnership with families.

Over the course of a minimum of 12 months, supervisors will need to meet the requirements below to receive the Innovation's coaching certification:

1. Registration in Innovations's asynchronous virtual coaching platform, InnovatePractice.
2. Completion of core training requirements
 - PPSP Foundational Training
 - Supervisor Training
 - Coaches Orientation Training
 - Booster Trainings as identified to develop intermediate skills that may include the following:
 - Documentation of Progress Notes
 - PPSP Tools
 - Boundaries, Compassion Fatigue and Self Care
 - Understanding Family Culture: Moving from Cultural Competence to Cultural Humility
 - Getting to the Heart of the Matter: Engaging Families
 - Non-Adversarial Advocacy Techniques
4. Demonstrate proficiency in utilization of the following PPSP Coaching Tools:
 - **PEARLS Coaching/Supervision Wheel:** This is a tool utilized with PPSPs in individual and group coaching to keep the focus of supervision on how the PPSP is providing support to families based on the six PEARLS competences vs. talking about the family.
 - **PEARLS Practice Review Tool and Manual (PPRT):** This is a tool used to score the presence of PEARLS in recorded sessions, supplementary documentation, and field observations. Each skill to be scored has a brief explanation and criteria guidelines to score a (D) for 'Demonstrated' or a (ND) for 'Not Demonstrated' for that item. Two skills have the potential to be marked as N/A because they might not be observed in all interactions. While scores on the PPRT are based on the presence or absence of a particular skill, it is the connection of skills to the larger process that is the goal. Staff develop a clear understanding of not only what to do and how to do it, but to ultimately gain an in-depth understanding of why it is done a particular way.
 - Supervisors must achieve an overall score of 85% in the PEARLS competencies as a whole and 75% in each of the PEARLS competencies. When the Institute coach has rated at least three submissions and the local coach candidate has matched scoring of having all six of the PEARLS competencies present, the local coach will be identified as competent in the PEARLS practice model.
 - **The Parent Journey Framework:** A tool used for understanding where the parent is in their parent journey. * Note: This is not an assessment tool.

• **Generalized Supervisory Assessment System (SAS):** This is a tool used to assess a coaches interactive coaching skill and measures their ability to transfer skill to staff. There are three areas of proficiency that must be mastered, and each area contains two skills. The three areas of proficiency are 1. Communication, 2. Coaching and 3. Analysis. Each coach/ supervisor needs to score a 9 out of 12 possible points across a minimum of 3 coaching sessions. 75 % (3 out of 4 possible points) minimum in each section across a minimum of 3 coaching sessions. Supervisors are required to demonstrate the skills associated with transfer of knowledge and building of skills related to quality practice in the PEARLS framework. To achieve, this, supervisor candidates are required to utilize the PEARLS coaching tools in coaching sessions with staff. The Innovations Coach will also use the PEARLS coaching tools over the course of the certification period to track the process of the candidate and provide feedback.

5. Supervisors are also required to participate in the training of future staff. Not all supervisors will become certified trainers (see training certification requirements below), but it is expected that states/organizations will support the development of local trainers within the local coaching candidate pool identified. While not all coaching candidates will be certified trainers, all coaches may at times deliver booster trainings or group coaching activities, which require mastery of training content elements as well as the ability to support skill attainment in a group setting.

6. Supervisors will utilize the information management and data collection system designated by Innovations.

When Supervisors can demonstrate that a sample of employee's work meets standards of competency in the PEARLS, the supervisor will be certified as a PEARLS supervisor within their state for a period of one year.

Training Descriptions:

PPSP Foundational Training:

This five day training, in person or virtual, is designed to provide participants with the skills needed to provide intentional and purposeful peer parent support services. What makes this curriculum unique is that it is built on two frameworks. The first framework is the five universal stages of the parent journey developed by Patricia Miles, Participants will be asked to focus on their own lived experience as they engage in interactive and reflective exercises designed to help them learn from their own story, while also demonstrating their commitment to continue learning from other parents. Participants will learn the foundations of authentic peer parent support and how to distinguish this from family involvement activities. The second framework for which this training was built consists of six core competencies. Participants will learn the six core competencies that PPSPs should demonstrate in each interaction in their work with families. The focus of this curriculum is on parent peer support as an essential service rather than an extension of a service delivery model such as Wraparound. This approach helps individuals think about peer parent support differently rather than as an add-on to existing models. Through interactive exercises, participants will learn and practice the core competencies that embody the PEARLS, which allow for delivery of authentic, purposeful, peer parent support to occur. This training includes an activity manual with its own table of contents and accompanies the PPSP training. Participants will work through a variety of activities and engage in discussion about activities throughout the training

Supervisor Training (1 Day):

This one day training for supervisors and local coach candidates of PPSPs assists supervisors and local coach candidates in better understanding the role of peer support and provide guidance for supporting Peer Parent Support services for children and youth enrolled in public behavioral health. The training will include interactive discussions combined with small group experiential practice and will cover a variety of topics including:

- The history and context of peer parent support
- The two frameworks on which the PPSP training is built
- The value/benefits of peer parent support
- Definition, role clarification, and responsibilities of peer parent support
- Overview of the PPSP training
- Strategies and tools for supervision of peer parent support
- Elements of PPSP documentation

Supervisory and Optional PPSP Booster Training Descriptions:

Documentation of Progress Notes:

In this 3-hour booster training participants will learn the required elements of written documentation to meet Medicaid requirements as they pertain to the PEARLS model of support as well as sentence starters that can be used in documentation to describe the support provided when meeting families. Sample progress notes using the PEARLS competencies will be reviewed. Participants will have time to practice writing their own progress note reflecting the PEARLS during the training.

PPSP Tools:

In this 3-hour booster training, participants will engage in interactive exercises with four PPSP tools that can be used in collaboration with the families they are supporting. These interactive tools focus on estimating support so PPSP's can be intentional about the right fit and match of support, self-care, and family culture, connections and support and life domains. PPSP's can use these tools experientially with families, and develop action steps based on the parent's response. Participants will be provided with sample documentation that reflects the PEARLS to be used in documenting the support provided during these support interventions.

Boundaries, Compassion Fatigue and Self Care:

This 3- hour booster training explores the many demands parents/caregivers face and the frustrating reality that often, through service delivery alone, we are unable to make a significant impact that positively benefits the outcomes of those we support. Participants will learn what compassion fatigue is, its effect and how it differs from burnout and stress. Participants also learn the importance of healthy boundaries, work life balance, ABC's of prevention and self-care, and building resources for resilience.

Understanding Family Culture: Moving from Cultural Competence to Cultural Humility

In this three-hour booster training, participants engage in a River of Culture exercise that sets the stage for discussing the difference between demonstrating cultural competence and practicing cultural humility. Best defined, cultural humility is a commitment to and active engagement in a lifelong process of self-evaluation and critique that we enter into along with parents/primary caregivers and colleagues. This process requires humility in order to recognize and confront power imbalances that exist in our communication dynamics.

Non- Adversarial Advocacy Techniques:

This three-hour booster training reviews the history of family advocacy dating back to colonial times to provide participants with the rich and valuable history of the family advocacy movement in the care of individuals with mental health needs. Participants will learn the definition of non-adversarial advocacy, discuss why a non-adversarial approach is more effective and practice through role-play and experiential exercises the skills needed in a non-adversarial approach. Additionally, participants will learn skills and methods to promote lasting partnerships. Participants will learn about the role of leadership in the advocacy process and how to encourage and empower parents to develop the skills needed to be effective advocates for their families.

Getting to the Heart of the Matter: Engaging Families:

In this four-hour booster training PPSP's will learn about the OARS skills that are useful in engaging families. PPSP's will be engaged in a variety of experiential exercises that provide the opportunity to practice asking open ended questions, providing affirmations, summarizing, and using reflective listening skills.

The Institute's PEARLS Coaching Tools

Innovations has designed as part of our coaching and training model, several coaching and practice level implementation tools. These tools are designed to support quality Peer Parent Support Services through targeted skill building at the supervisory and frontline staff levels.

1. **The PEARLS Coaching/Supervision Wheel:** Is a tool utilized with PPSPs in individual and group coaching to keep the focus of supervision on how the PPSP is providing support to families based on the six PEARLS competences vs. talking about the family.
2. **PEARLS Practice Review Tool and Manual (PPRT):** A tool used to score the presence of PEARLS in recorded sessions, supplementary documentation, and field observations
3. **The Parent Journey Framework:** A tool used for understanding where the parent is in their parent journey. Note: This is not an assessment tool.
4. **The SAS (Supervisor Assessment System):** This is a tool used to assess a coaches interactive coaching skill and measures their ability to transfer skill to staff. There are three areas of proficiency that must be mastered, and each area contains two skills. The three areas of proficiency are 1. Communication, 2. Coaching and 3. Analysis. Each coach/ supervisor needs to score a 9 out of 12 possible points across a minimum of 3 coaching sessions. 75 % (3 out of 4 possible points) minimum in each section across a minimum of 3 coaching sessions.

The Institutes Commitment to the Coaching Process

Onsite coaching session agendas should be set by the organization and provided to the Innovations coach prior to the scheduled session. Debriefing and feedback will be given to administrators, directors, and supervisors for peer parent support staff. The organization will provide the feedback to the PPSP as part of the coaching process.

Coaching Protocols and Expectations

On-site Coaching Session Protocol

Onsite coaching sessions can occur across settings and will span observation types. Observation types include individual meeting with the family, child/family team meetings (CFTMs), supervisory sessions, and field observations. Coaching sessions will be recorded when appropriate. For any type of coaching sessions, the following documents* must be provided:

1. Referral documentation
2. Family Assessment Tools (if utilized)
3. Progress Notes
4. Support Plans (if written by PPSPs)

Note: additional items may be requested depending on state requirements and procedures. Please ensure this information is clearly communicated to staff participating in these sessions so expectations are clearly understood.

Onsite Coaching/Supervision Sessions:

The coaching participants should plan to spend at least 2 -3 hours per supervision session. One supervisor/local coach will be targeted for each session and the Innovations coach will meet with the supervisor for the first 45 minutes to 1 hour. Following this discussion, the supervisor will bring in the assigned PPSP. The Innovations coach or the supervisor guides the supervision process utilizing the PEARLS Supervision Wheel. The Innovations coach will model, support and instruct the supervisor candidate to give feedback to the PPSP and assist as needed. The Innovations Coach will complete a feedback form after the supervision session that will provide the supervisor/local coach with targeted skills to complete over the following month.

Virtual Coaching Session Protocol:

Virtual coaching sessions can take many forms. The first of those is virtual supervision in which a local coach candidate, supervisor (if different from the coaching candidate), and PPSP are present for the session. For a virtual coaching session, the following protocols should be followed:

Preparation:

1 week prior to session: Copies of the referral information, Family Assessment Tools (if utilized), Progress Notes, Support Plans and any other meeting minutes or notes that may be helpful should be scanned and sent to the Innovations Coach. These plans should be redacted prior to sending. If plans are not received on time for these scheduled virtual sessions, the coaching session will be canceled and rescheduled for the following month. Supervisors/local coach candidates should

come prepared with the PEARLS coaching and Supervision Wheel, The Parent Journey Framework and the local coaching candidate's PEARLS Rating Form

Virtual Session:

All participants (supervisors/local coach candidates and PPSP) should plan to spend at least 2 hours per virtual coaching session. The supervisor should plan to meet with the Innovations coach for the first 45 minutes to 1 hour. After that, the supervisor/ local coach will be asked to bring in the assigned PPSP. The supervisor will lead the coaching session. The Innovations coach will provide additional support and structure as needed and to guide the supervisor. The supervisor will be coached to provide supervision and feedback to the PPSP coach/supervisor using the PEARLS Coaching/Supervision Wheel, The Parent Journey Framework, and the local coaches PEARLS Practice Review Tool and manual.

Please note these virtual coaching sessions will be recorded for uploading into InnovatePractice, Innovation's asynchronous virtual coaching platform.

Virtual sessions can also be scheduled after a local coaching candidate or supervisor uploads a supervisory session. In this instance, the following protocols should be followed:

Preparation:

The supervisor or coaching candidate would conduct a supervisory session and record the interaction. For a supervisory session, it would include the recording of the session. The supervisor/coaching candidate then uploads the session(s) recording along with all supporting documentation. InnovatePractice will then notify the Innovations coach, the session is ready for review. The Innovations coach will then review all uploads, score, and provide feedback as appropriate to the submission. InnovatePractice will automatically alert the supervisor or coaching candidate that their session is ready for comparison.

Virtual Feedback Session:

The Innovations coach and the coaching candidate/supervisor will then schedule a virtual feedback session to review scores, provide clarification, and support the staff moving forward. Any further coaching support plans would be discussed at this time.

Coaching Guidelines:

Coaching sessions either on-site or virtual should occur every 30 days at minimum with the Institute Coach. local coach candidates/supervisors will gain skill more quickly the more they make strong supervisory practices a habit. Ongoing coaching and feedback are just one component of effective practices. Innovations recommendation is that individual supervision occur weekly and group supervision occur twice a month.

Necessary Commitment of Participants

To enhance fidelity to the PEARLS Framework, certain structures around coaching and feedback are needed to ensure continuous practice improvements. Recognizing that quality front line practice requires organizational support and supervision, The Institute, as part of the certification process, requires the following:

1. A coaching candidate/supervisor must be present at coaching sessions. This includes observations, feedback, and individualized coaching/training sessions.
2. Coaching will be scheduled to allow sufficient time for observations, feedback with supervisors, and then facilitated feedback from the supervisor/ local coach candidate to PPSPs.
3. The expectation is that supervisors will be available to meet with coaches around feedback of the observation or review. The coaches will then observe and assist as needed while the supervisor provides feedback to the PPSP.
4. Coaching reports will be provided by Innovations to each local coach candidate/supervisor within 2 weeks of the coaching session.