



PEARLS

Peer Parent Support

Peer Parent Support Certification Guide

Manual; Edition 2.0

PPSP PEARLS Practitioner Certification Program

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 Meta-skills:

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 connections rather than forcing change. A PPSP is not a parent corrector or responsible for communicating with parents in a way that causes 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 parents 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 all interactions with and 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 parents themselves, about their own choices and sense of identity. Building capacity for respect 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 family as a whole. ~~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 resolutions for their child/youth. 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, resilience 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 exist 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/youth. Even when the source of the bias is grounded in a positive frame such as concern for a child's/ youth's well-being, the skilled

7. PPSP works to interrupt bias and blame. A highly skilled PPSP will interrupt that bias and blame as a learning experience, rather than simply shutting it down. This ensures 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 meta-skills outlined above as well as balanced 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 be associated with increased reliability. PPSPs should be encouraged to practice their skills until the peer support response becomes ingrained as 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 re-adjust 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 notable 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 24 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, and 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 must be in a supervisory role.**

Core PPSP Local Coaches Certification Requirements

Over the course of twenty-four 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 Peer Parent Support Partner the PEARLS Meta-skills and framework

- Registration in Innovations' asynchronous virtual coaching platform.
- **Completion of core training requirements***
 - a. PEARLS 101 – Practice Essentials (3 Day)
 - b. PEARLS 102 – Building Partnerships (2 Day)
 - c. PEARLS 401 – Applied Supervision (1 Day)
 - d. PEARLS 402 – Strengthening Supervision (2 Day)
 - e. PEARLS 501 – Coach Orientation
 - f. PEARLS 300 Series Trainings as identified to develop intermediate skills.

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

- **Demonstrate proficiency in utilization of the following PPSP Coaching Tools:**
 - a. 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.
 - b. PEARLS Practice Review Tool (PPRT) and Manual:
 - i. This is a tool used to score the presence of PEARLS in recorded sessions, supplementary documentation, and field observations.
 - ii. 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.
 - iii. 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 in a particular way.
 - iv. Local coach candidates must achieve an overall score of 85% in the PEARLS Meta-skills as a whole and 75% in each of the PEARLS meta-skills
 - v. 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 meta-skills present, the local coach will be identified as competent in the PEARLS practice model.
 - c. 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 it is an understanding tool.*
 - d. Generalized Supervisory Assessment System (SAS):
 - i. This is a tool used to assess a coaches interactive coaching skill and measures their ability to transfer skills to staff.
 - ii. There are three areas of proficiency that must be mastered, and each area contains two skills.
 - iii. Each coach/supervisor needs to score 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 coaching candidates are required to utilize 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.
- Local coach candidates will utilize the information management and data collection system designated by Innovations.

When the local coach candidate can demonstrate that a 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 thorough knowledge of the PEARLS 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 PEARLS 101 and PEARLS 102 in person or virtually as a participant.
2. Co-train PEARLS 101 and PEARLS 102 with Innovations Coach, as authorized for the foundational training
3. Be observed training the PEARLS 101 and PEARLS 102 by Innovations Coach.
4. 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.
5. 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 supervisors without lived experience as a parent who has received services for their child/youth and 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 supervisors to provide meaningful support to the PPSPs in their partnership with parents/primary caregivers.

Over the course of a minimum of 24 months, supervisors will need to meet the requirements below to receive the Innovation's coaching certification:

- **Completion of core training requirements***

- PEARLS 101 – Practice Essentials (3 Day)
- PEARLS 102 – Building Partnerships (2 Day)
- PEARLS 401 – Applied Supervision (1 Day)
- PEARLS 402 – Strengthening Supervision (2 Day)
- PEARLS 501 – Coach Orientation
- PEARLS 300 Series Trainings as identified to develop intermediate skills.

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

- **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.
 - 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 in a particular way.
 - Local coach candidates must achieve an overall score of 85% in the PEARLS meta-skills 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 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 skills to staff.
 - There are three areas of proficiency that must be mastered, and each area contains two skills.
 - Each coach/supervisor needs to score 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 coaching candidates are required to utilize 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.

- Local coach candidates will utilize the information management and data collection system designated by Innovations.
- When Supervisors can demonstrate that an 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:

PEARLS 101 – Practice Essentials

This three-day, virtual training provides participants with the theoretical framework and applied skills required for delivering intentional, authentic peer parent support services. Grounded in the five-stages of the parent journey, the curriculum incorporates reflective and experiential exercises that draw on participants' lived experiences and promote learning while balancing the skills they need to provide high-quality peer parent support. The training differentiates peer parent support from general family involvement and emphasizes the six core PPSP meta-skills known as the PEARLS: Peer-based relationships, Encouraging parent-directed growth, Active acceptance, Respect, Linking with others through collaboration and problem-solving, and Suspending bias and blame. Framed as an essential stand-alone service rather than an extension of models such as wraparound or systems of care, the training uses an accompanying activity manual to guide discussion, applied practice, and competency development throughout the program.

PEARLS 102 – Building Partnerships

This two-day, practice-based training equips participants with evidence-informed strategies to enhance engagement, communication, and professional well-being. Through focused instruction and applied exercises, attendees will examine distinctions between involvement and authentic engagement, develop proficiency in OARS-based conversational techniques, and explore methods for eliciting constructive change talk. The program emphasizes the cultivation of empathic listening, including an understanding of different forms of empathy and effective validation practices, while also addressing mind-management approaches to mitigate empathy fatigue and sustain emotional balance. Participants will further learn to establish clear, non-blaming boundaries that support both personal resilience and collaborative relationships. The training ultimately aims to strengthen participants' capacity to connect meaningfully, communicate effectively, and maintain equilibrium in demanding contexts.

PEARLS 401 – Applied Supervision

This one-day training is designed for supervisors and local coach candidates who support Peer Parent Support Providers (PPSPs) serving children and youth in public behavioral health systems. Participants will deepen their understanding of the peer parent support role and learn effective strategies for supervising and strengthening PEARLS-aligned services. Through interactive discussion and small-group experiential practice, the training covers the foundations and value of peer parent support, role clarification and responsibilities, supervision tools and strategies, documentation expectations, and an overview of the PPSP training framework.

PEARLS 402 – Strengthening Supervision

This immersive two-day training is designed for supervisors, program managers, and experienced peer leaders seeking to strengthen their supervision of Peer Parent Support Partners (PPSPs). Grounded in evidence-informed practices and the PEARLS Meta-Skill framework, the training focuses on building confidence and consistency in recruiting, assessing, and coaching PPSPs. Participants will engage in experiential learning to apply best-practice recruitment strategies, use PPSP-specific assessment tools, and deepen their use of PEARLS coaching methods. The training emphasizes strengths-based supervision, reflective practice, and fidelity to the PEARLS model to support PPSP growth, resilience, and effectiveness.

Supervisory and Optional PPSP Booster Training Descriptions:**PEARLS 301 – Cultural Humility**

This training introduces cultural humility through the interactive River of Culture exercise, setting the foundation for exploring the differences between cultural competence and cultural humility. Participants will examine cultural humility as a lifelong process of self-reflection and learning practiced in partnership with parents, caregivers, and colleagues. The training emphasizes recognizing and addressing power imbalances in communication and supporting respectful, collaborative relationships within peer parent support work

PEARLS 302 – Reflections

This course builds advanced conversational skills for supporting parents and families during moments of uncertainty, hesitation, and change. Participants will learn to use layered reflections, from simple reflections to complex, double-sided statements, to acknowledge mixed emotions and strengthen engagement without taking sides. Through guided practice, learners will develop strategies to reduce resistance, deepen understanding, and support collaborative, empathetic conversations that honor ambivalence and gently support change.

PEARLS 304 – Documentation

This training focuses on required elements of written documentation to meet Medicaid requirements within the PEARLS peer parent support model. Participants will review sample progress notes that reflect PEARLS meta-skills and learn practical sentence starters to clearly describe supports provided to families. Participants will also have guided time to practice writing progress notes that accurately reflect PEARLS values and services.

PEARLS 305 – Emotional Safety

This training provides Peer Parent Support Partners (PPSPs) with the knowledge, skills, and tools needed to create and maintain emotionally safe environments, in professional settings and in the relationships, they build with the families they support. Through interactive discussion, experiential learning, and guided reflection, participants will deepen their understanding of emotional safety as a foundation for trust, engagement, and effective support. Participants will explore both personal and professional aspects of safety, identifying what emotional safety looks and feels like for themselves and others. The training will introduce practical strategies to enhance emotional safety in the workplace and strengthen supportive, trusting relationships with parents and caregivers. Through hands-on activities and real-life scenarios, PPSPs will practice applying these skills in ways that promote connection, reduce conflict, and support healthy communication.

PEARLS 306 – Family Strengths

This training examines how language shapes cultural narratives, professional practice, and family engagement in family-centered and community-based settings. Participants will explore how word choice reflects values, beliefs, and systems, and how intentional language can strengthen relationships with families. The course reviews person-first and identity-first language, including when and how each approach may be most appropriate. Participants will also learn to apply strengths-based language by identifying both visible and less obvious family strengths, resilience, and adaptive strategies. Emphasis is placed on using respectful, culturally responsive, and affirming language that supports family empowerment and engagement.

PEARLS 307 – Grief and Loss

This course provides an overview of trauma, grief, and loss and their unique impact on parents and caregivers. Participants will explore how traumatic events, toxic stress, cumulative experiences, and ongoing stressors influence emotional responses, behavior, and well-being across the parenting journey, using a compassionate and strengths-based perspective. The course introduces key concepts of trauma-informed care, including unmet needs and their role in stress and healing. Participants will also examine grief and loss through multiple lenses, including cultural perspectives and the seven stages of grief, and learn how grief may present differently in parents, children, and families. Practical strategies for offering empathetic, supportive, and healing-centered responses to individuals experiencing grief and loss are emphasized.

PEARLS 308 – Non-Adversarial Advocacy

This training explores the history of family advocacy and the essential role of peer parent advocates in supporting families involved in mental health systems. Participants will learn the principles of non-adversarial advocacy and why collaborative, relationship-based approaches are more effective than adversarial methods. Through interactive discussion and role-play, participants will practice skills to communicate effectively, build partnerships, and support parents in developing confidence and leadership as advocates for their families.

The Institute’s PEARLS Coaching Tools

Innovations has been 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.

- **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 meta-skills vs. talking about the family.
- **PEARLS Practice Review Tool and Manual (PPRT):** A tool used to score the presence of PEARLS in recorded sessions, supplementary documentation, and field observations.
- **The Parent Journey Framework:** A tool used for understanding where the parent is on their parent journey. Note: This is not an assessment tool.
- **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 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 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 meetings 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 Support Intensity Tool (if utilized)
3. Caregiver Strain Tool (if utilized)
4. Progress Notes
5. 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 are 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 Support Intensity Tools (if utilized), Caregiver Strain Tool (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 them. 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 the local coaching candidate's PEARLS Rating Form and the CREST tool.

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 and the CREST tool.

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 as they make strong supervisory practices a habit. Ongoing coaching and feedback are just one component of effective practices. Innovations recommendation is that individual supervision occurs weekly and group supervision occurs 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.