Overview of Peer Parent Support PEARLS Coaching Model
Presented by
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Objectives

• Participants will learn about the two frameworks that support the PEARLS coaching process

• Participants will learn how to address each of the coaching areas: **knowledge**, **skill** and **understanding** and learn which strategies PPSP coaches need to employ to ensure the PPSP is getting what they need to develop competency in each area

• Participants will become familiar with the coaching and scoring process that includes forms and basic time frames for submission

• Participants will participate in a mock scoring of the six core competencies for coaching referred to as PEARLS

• Participants will engage in discussion regarding lessons learned
The Journey To Peer Parent Support

Becoming Defined by the Situation

Recognize that you’re part of a system

Growing Realization that you have to activate for your family

Understanding the meaning behind your experience

Commit to help others through your personal experience
WHY USE THIS FRAMEWORK?

**Allows for flexibility**
Peer Parent Support can be nested in a variety of models
Increase sustainability and adaptability

**Anchored in the experience of the parent**
Avoids getting “lost” in translation (youth perspective, wraparound practices)
Validates the importance of peer support to parent

**Creates a placeholder for personal and professional work**
Allows peers to make meaning of their lived experience
Creates a way for PPSPs to better understand the needs of the parents they are supporting
PEARLS FRAMEWORK

Peer Based Relationships
Encourage Parents to Grow in their own Decision-making
Active Acceptance
Respect
Links with Others in Collaborative Problem-Solving
Suspend and Interrupt Bias and Blame
Unique Aspects of the PEARLS Model

✓ All six core competencies are to be present in each interaction with a parent
✓ Each and every interaction should include presence of “meta-skill” versus discrete steps
✓ Comprehensive skill acquisition: what, how, why
✓ Focused on unique parent experience rather than a system framework
✓ Peer parent support for its own sake, rather than adjunct to other models
Parent Journey

- Placeholder for understanding the parent’s experience
- Focus is on peer parent support
- Support for a peer based on the parent’s experience right now
- Placeholder for self-care
- Unique experience of parents who are living an experience rather than having “lived” an experience

PEARLS

- Focus on a simple frame for mindful delivery of high quality peer parent support
- Allows peer parent support to stay focused regardless of tasks and requirements
- Creates a foundation for building understanding & connection in all settings
- Sets the stage for PPSPs to reliably incorporate the skills in each & every interaction with & about parents
- This model of stand alone Peer Parent Support services can exist within any child serving system
Each local coach will be expected to demonstrate competence in the PEARLS practice model in the following three areas:

Knowledge - “What to do”
Skill - “How to do it”
Understanding - “Why you are doing it”

What?  How?  Why?
Moving to PPSP Competency

Knowledge

- “Knowing What to Do”
  - Clear about the concept of authentic Peer Parent Support
  - Completion of basic tasks and expectations

Skill

- “Knowing How to Do It”
  - Tasks & activities to do the job well
  - Repeat & practice until authentic PPSP becomes ingrained habit

Understanding

- “Knowing Why You’re Doing It”
  - High level of practice including integration of principles and ability to put into practice
  - Can vary based on individual situations but still stay on path of authentic peer support
Coaching: Knowledge, Skill and Understanding

PPSP mentor coach will complete an overall rating of the 6 core competencies while PPSP Supervisors/Coaches will compete 3 ratings for each core competency.

- If the challenge is around **Knowledge**, the PPSP local coach will develop training strategies to assist in establishing clarity about expectations
- If the challenge is around **Skill**, the PPSP local coach will provide field-based, consistent, specific and behavioral one-on-one coaching
- If the challenge is around **Understanding**, the PPSP local coach should work with PPSP to focus on their own story and self-care
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<tr>
<th>Core Competency</th>
<th>Overall Rating</th>
<th>Knowledge</th>
<th>Skill</th>
<th>Understanding</th>
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Rating Standard for PPSP Practice

• Local PPSP Coaches will use a present/not present approach for the overall rating of each of the PEARLS competencies and a include ratings for Knowledge, Skill and Understanding in each of the PEARLS with a score of “0” or “1”

• Mentor Coach will use a present/not present approach to all 6 PEARLS competencies in the overall rating

• When Local PPSP coach scores a zero in K,S,U, PPSP local coach must document how they will coach PPSP to attain knowledge, skill or understanding in each area

• Local and Mentor Coach scores must be congruent in all six areas to account for a matched score.

• When there are three submissions of matched scores over a 12-month period, the local coach will be identified as competent in the PEARLS practice model.
# Sample PPSP Coaching Matrix for Four Months

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<th>July</th>
<th>Aug</th>
<th>Sept</th>
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<td>Mentor Coach will schedule a mock scoring session with each coach to practice scoring PEARLS</td>
<td>PPSP Coaches will record/or invite Mentor Coach to listen to an individual coaching session</td>
<td>PPSP Coaches will review, submit and score PEARLS based on documentation, and submit via email PEARLS score and documentation via email to Mentor Coach</td>
<td>PPSP Coach will submit a written summary of a field-based coaching session. Score PEARLS</td>
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<td>PPSP will submit to PPSP coach via email the five most recent progress notes and Parent Support Tool or FAST Tool if completed</td>
<td>PPSP Coach will submit PEARLS score via email following coaching sessions to Mentor Coach</td>
<td>Documents to be submitted: 1. Five most recent progress notes 2. Parent support plan and assessment if completed 3. Any PPSP tools completed</td>
<td>PPSP Coach will submit their PEARLS score and written summary within 24 hours via email to Mentor Coach</td>
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<td>Mentor Coach will debrief mock scoring session with PPSP Coach</td>
<td>Mentor Coach will review documents, score PEARLS and schedule a debriefing session with PPSP Coach</td>
<td>Mentor Coach will score PEARLS and schedule a debriefing with PPSP Coach</td>
<td>Mentor Coach will review written summary, and PPSP Coaches score. Mentor coach will score PEARLS and set up debriefing meeting with PPSP Coach</td>
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Month 1: Abigail submits the intake tools described which include an assessment of needed support that has been completed by one of the individuals she is coaching. Upon reviewing that first form, the mentor coach notices that the assessment of support tool and intake reads:

- “Mother needs to be educated on her daughter’s diagnosis”
- “Mother needs to follow through on the treatment plan”
- “Mother needs access to resources for her own mental illness”

Using the PPSP local coach scoring tool, how would you rate this vignette?
Month 2: Abigail video records a meeting she has with all of the peers she is coaching and uploads the recording for mentor coach. During that meeting, the mentor coach sees Abigail leading the group on sharing their work with each parent. During the meeting, two of the individuals receiving coaching began to express frustration with the parent’s lack of follow through. They talk about the fact that they need to teach these parents how to accept their children’s special needs and begin to parent for resiliency. Abigail shuts this down by calling a break in the meeting. When they return the discussion does not come up.

Using the PPSP coach local scoring tool, how would you rate this vignette?
Month 3: Abigail submits progress notes completed for a family. The notes reflect that the PPSP has met with the parent three times this month. During each visit, the PPSP has been confronted by the mother disclosing that she has recently given up arguing with her daughter about taking her meds. The mother indicates that the fight with her daughter is too much, she does not see the payoff, and she does not want to tell the clinician. The PPSP strategically shared a time that she gave up fighting with her son and indicated that she could relate to the feeling of “it being too much.” The PPSP indicated that she understands the parent has other options she would like to try. Together, they created a list of options for the mother to prioritize. The PPSP called the parent back a couple of hours later to see what direction she wanted to go. During the call, the parent told the PPSP she was willing to meet with the clinician if the PPSP came with her. The PPSP supported the mother in calling the clinician.

*Using the PPSP local coach scoring tool, how would you rate this vignette?*
Month 4: Abigail records an individual coaching session with a different PPSP. During the session, the PPSP keeps referring to the people she is working with by calling them “mom” rather than by their name. During the coaching, Abigail questions the PPSP about what each person’s name is and the employee keeps referring her as “mom.” Finally, Abigail explains that she is asking for names because as a PPSP she is responsible for developing a partnership with the parent that is based on a sense of common history. While she recognizes that the point of intersection with many parents will be through system concerns about the child, Abigail wants to emphasize that PPSPs connect with the parent as a whole person rather than as a role or title. She stresses that seeing the parent as a whole person rather than as their role in the family will allow for greater connection, which should open up new avenues of activities. Abigail asks the PPSP to work on this during the next month and sets up coaching sessions and file reviews for two weeks out.

Using the PPSP local coach scoring tool, how would you rate this vignette?
Month 5:
Abigail follows up with a summary of her fieldwork with the PPSP from last month. During that session Abigail is able to identify three instances in which the PPSP connected authentically with the parent. Further, she recorded an observation during a staffing at the local Mental Health Center in which the PPSP encouraged clinical staff to begin referring to the mother by her name rather than as “mom.”

Using the PPSP local coach scoring tool, how would you rate this vignette?
Lessons Learned:

• PPSPs often distance themselves from their own story
• PPSPs need to self-disclose as a parent/primary caregiver to create connection
• PPSP documentation needs to reflect elements of PEARLS
• PPSP coaches are able to identify what PPSPs are not doing, but are having difficulty articulating what they will do with PPSP to transfer knowledge, skill or understanding
• PPSPs sometimes want to move the parent along their journey rather than meeting them where they are at and providing authentic intentional peer parent support
• When asked direct questions that reflect skills in the PEARLS competency areas, PPSPs have tended to focus on details in family’s life, or systemic difficulties & barriers, or over-focus on the accomplishment of goals rather than the support they are providing
• Coaching and supervision needs to be consistent and ongoing in alignment with the practice model
• Coaches’ learning curve progresses over time; model requires persistence, patience and practice – and recognition of progress!
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