# Role, Supervision, and Financing of Parent Support Providers

## Introductions

- **Belinda Harris** CPSP: Lead Parent Advocate  
  University Settlement, Inc. Cuyahoga Tapestry SOC

- **Teresa King**: Training & TA Family Specialist  
  Georgetown University National TA Center for Children’s Mental Health & NFFCMH

- **Frances Purdy** MEd JD  
  Excellence in Family Support, LLC

- **Connie Wells**: AXIS GROUP 1

## Agenda

- The history and definition of the Parent Support Partner (PSP) role
- How to leverage the lived experience in PSP programs
- Recognize theoretical and practical difference between clinical and peer-to-peer services
- How using a checklist to guide peer-to-peer supervision work across agencies
- Will focus on multiple approaches to finance and sustain successful PSP programs.

## Introduction

This workshop recognizes the ways PSP serve as partners to system providers and peers to family members.

Participants will be able to differentiate between clinical and peer-to-peer services.

## Introduction

This session will focus on developing and establishing pay methods and rates for PSPs based upon professional trends, experience, scope of work, and job description.

Monitoring and creating a family driven work environment that promotes successful supervision, support, and sustainability of the lived experience workforce program.

## Role

### History

- Hi-Fidelity Wraparound site Illinois, 1991/92
- One parent associated with the next one up to the 15 target parents
- One lunch meeting, approximately 10 hours per month
- Iteration Two
- Sonoma-Napa California

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Role

History

Lessons learned
• It’s not enough to hire parents, you should pair hiring parents with a change in practice
• You’ll get a total system overhaul
• It takes a village to change a system
• It’s not over until someone sings & even then it’s only just beginning

Role

History (Cuyahoga)

• 1st Parent Advocates- 2005 “Get In & Get Out
• 4 Advocates – 1 for each Cluster
• 2nd Wave- 2006 Direct Service added 1 Youth Advocate for 4 Clusters
• 14 Advocates – 1 for each Collaborative

Role

“Code of Ethics”

• We tell our own story to help others
• We support other families as peers
• We acknowledge different answers
• We clarify our role as Partners and Parents of children with special needs

Role

“Code of Ethics”

• We build partnerships with other professionals
• We commit to honesty with each other and all involved
• We are committed to a respectful and non-judgmental attitude
• We are committed to non-adversarial advocacy
Role
Assumed Benefits of Parent Partners

- Engagement will be easier and more effective for families and staff
- Teams will more effectively hear family needs
- Families will be better prepared for the team planning process
- Teams will generate solutions to needs that fit better than if Parent partner were not present

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Role
So What is the Role?

- Assisting in engaging families into Wraparound
- Assisting teams to hear family perspectives clearly
- Participating in generating effective Wraparound solutions to family needs
- Providing help and support as a part of the plan

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Using your own story

Use your own story with families
- What to tell?
- When to tell it?
- How to tell?
- Who and when else to use it?

Developing strategic application of your story for each family

Skills that seem to help….

- Using your own story
  - With families
  - With other helpers
- Simply providing support
- Accepting different answers from your own
- Communicating the parent’s solution to others
- Interrupting bias as it occurs

Situation

<table>
<thead>
<tr>
<th>Situation</th>
<th>When would you share your story?</th>
<th>How would you share your story?</th>
<th>What parts of your story would be most helpful?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Myrtle is a 32 year old single mother of an 8 year old son with ADHD</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Situation

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<tr>
<td>Myrtle has lived in the past for years on support. She is worried that her own husband will make her life miserable in terms of custody if she doesn’t discipline Josh enough. Josh’s grandparents, Myrtle’s folks.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Applying Your Story as the Parent Support Provider

Consider the following situation in your group. Pretend that each of these families has just been referred to your program and that you will be meeting these within the next 48 hours. Identify how you would modify your story to be most effective in this situation. This might include how you would share it, when you would share it as well as what aspects might be most helpful.

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Role
More skills that seem to help
• Understanding other helpers strengths and assets
• Helping to address needs in a Wraparound manner
• Giving feedback in non-threatening ways
• Other Wraparound skills:
  o Knowing strengths when you see them
  o Articulating the difference between needs and services

Activity
Directions
• 4 groups will be identified- each group will have 5 participants
• Participants will practice the scenarios in their groups
• Participants that are not a part of a group will offer feedback: did they answer these questions?
  1. When do you share your story (lived experience)?
  2. How do you share your story (lived experience)?
  3. What parts of your story (lived experience) would be most helpful?

Activity
SCENARIO A
Players: parent, youth, parent support provider, care coordinator, therapist
Therapist: wants child put on medication because of child’s behavior; threatens parent that if the parent doesn’t give the child the medication, then the county will be called.
Parent: very adamant about not putting child on medication.
Youth: doesn’t want medication
Care Coordinator: agrees with therapist.
Parent Support Provider: share your lived experience

Activity
SCENARIO B
Players: parent, youth, parent support provider, care coordinator, school personnel
School personnel: doesn’t think that child should be tested because child’s grades are dropping, and continuously being suspended.
Parent: complains about child’s grades dropping, and continuously being suspended.
Youth: doesn’t want testing
Care Coordinator: agrees with parent

Activity
SCENARIO C
Players: parent, youth, parent support provider, care coordinator, county
Parent: wants to give up custody of child so that child can be placed in residential treatment to receive services.
Youth: doesn’t agree
Care Coordinator: doesn’t agree
County: doesn’t agree
Parent Support Provider: share your lived experience

Activity
SCENARIO D
Players: parent, youth, parent support provider, care coordinator, probation officer
Parent: overwhelmed, therefore wants child to be violated.
Youth: doesn’t agree
Care Coordinator: doesn’t agree
Probation Officer: doesn’t agree
Parent support provider: share your lived experience
Role

Be Responsible for Clarifying your own role
- You often have two hats
  - Family or parent partners
  - Parent of a child with special needs
- Be clear about your role so that others can also be clear about it
- Inspire a positive approach to parents at all times in all situations
- Interrupt and intervene in bias as it occurs

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Role

We support other families as peers with a common background and history rather than as experts who have all the answers.
Skills required in this area involve the ability to transfer knowledge from oneself to a parent as a peer rather than a coach.

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Putting the Pieces Together

- Developing and establishing pay methods and rates for Support Providers based upon professional trends, experience, scope of work, and job description.
- Monitoring and creating a family driven work environment that promotes successful supervision, support, and sustainability of the lived experience workforce program.

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Pay Methods and Rates

Historically

Guestimate
- Minimum wage
- Paraprofessionals
- Human Resource Protocols
- Peer payment system
- Other

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Evolutionary
Market Driven Pricing

Cost driven | Quality outcomes | Break even pricing | Futuristic projections

Cost
- How much does it cost to facilitate Family and Youth Driven services?
- What services are already done toward this and by whom?
- What services could and should be shifted to Support Providers?

Quality
Would a shift in job responsibility:
- Facilitate more family and youth driven approaches to service delivery?
- Potentially engage more families
- Create licensing issues?
- Improve the agency or program image?

Break Even
What does it cost?
- Training
- Salary
- Benefits
- Support
- Overhead

Projections
- What are the industry trends?
- How might these change over the next two years?
- What might influence them?
- SWOTs?
The Shift

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Payment Options

Volunteer

Employee

Contractor

Subcontractor

Volunteer-
someone working as a Support Provider without getting paid

Strengths?

Challenges?

Employee - Under common-law rules, anyone who performs services for you is your employee if you can control what will be done and how it will be done.

Strengths?

Challenges?

Contractor – the payer has the right to control or direct only the result of the work and not what will be done and how it will be done.

Strengths?

Challenges?

Subcontractor - a person who is awarded a portion of an existing contract by a principal or general contractor

Strengths?

Challenges?
Employee vs. Subcontractor: IRS Guidelines

- IRS has developed a list of 20 factors it uses to determine employee or subcontractor status, three main categories:
  - Behavioral Control
  - Financial Control
  - Relationship of the Worker and Firm

Behavioral Control

- Training
- Instruction
- Reporting
- Schedule
- Performance?

Financial Control

- Workspace
- Equipment
- Expenses
- Pay
- Investment

Relationship

- Discharge
- Right to quit
- Services
- Ongoing relationship
- Marketing
- Full-time on job

Employee or Contractor?

Consequences of Treating an Employee as an Independent Contractor

- you may be held liable for employment taxes for that worker

Relief Provisions

- If you have a reasonable basis for not treating a worker as an employee, you may be relieved from having to pay employment taxes for that worker.

Making It Work
A concentrated effort; a thought and paradigm shift; and a transformation of systems to be more responsive through authentic involvement of the families, consumers, and youth they serve.

It Is Not...
- The use of families, consumers, and youth to agree and support the “way of work”;
- Using the position;
- A token position; or
- A volunteer position that never develops.

The Environment
- Change
- Challenge
- Collaboration
- Coordination
- Cooperation
- Culture

Accommodations
“Providing accommodations to Support Providers will significantly enhance their productivity and overall value to the organization. While the scope and intensity of accommodations will vary, the development of accommodations should always be a flexible process that includes both the Support Provider and program from the onset.”

Possible Accommodations
- Working from home, options that allow telecommuting
- Starting/ending times that are flexible
- Work schedules that consider and accommodate school or family holidays and vacations
- Flexible times and multiple work sites

Other Accommodations?
- Work environment and support
- Schedules
- Benefits
- Miscellaneous
Job Descriptions

A critical factor in determining success for the position will be the clarity of the job description. Job descriptions are vital, even with volunteers. It serves as the platform for advertising the position, recruiting candidates, hiring for the position, and evaluating the work of an individual once they are on the job.

Trainings

Training is essential for all stakeholders to:
- Level expectations
- Create and environment of involvement
- Develop program readiness
- Enhance SP capacity
- Improve the program across all levels

Integrating Cultures

If the workplace is like living in a foreign country; not knowing anyone, not understanding the language and rules, or feeling different...the Support Provider will not stay. Money will have been wasted

Cultural Differences

Families
Youth
Providers
Administrators

Accountability

Accountability is a two way street:
- Program/agency
- Support Provider
**Evaluation**

Evaluations should be used to develop, maintain, and improve the position; as well as to evaluate a Support Provider’s performance in the position. If you do not evaluate your program, you will have no idea why it fails and no documentation to brag with should it excel. Evaluation should be:
- Regular
- Customized
- Performance based

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**Final Words about Making it Work**

- Keep what works
- File what doesn’t
- Make “on the fly” adjustments
- Keep it authentic
- Protect the integrity
- Evaluate
- Re-adjust
- Evaluate

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**Resources**

- Working Well Together
  - [www.workingwelltogether.org](http://www.workingwelltogether.org)
- Internal Revenue Service (IRS)

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**POLL QUESTION # 1**

My primary role is as
- General HR or Program Manager
- Clinician/Supervisor
- Parent Support Supervisor
- Clinician
- Parent Support Provider
- Other

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**Why Supervision?**

- Required by
  - Certification and licensing standards
  - Medicaid and other insurance carriers
  - Accreditation standards for agencies
- Outcomes desired for
  - Public Safety
  - Client Protection
  - Fidelity to Practice
  - Enhancing Shared Decision-Making

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### Types of Supervision

<table>
<thead>
<tr>
<th>Supervision Type</th>
<th>Clinician Support Specialist</th>
<th>Joint Clinician &amp; Parent Support</th>
<th>Either Clinician or Parent Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Administrative Supervision

- **Personnel Issues**
  - Evaluation
  - Training Plan Implementation
- **Financial and Task Concerns**
  - Work/Tasks Planning and Management
  - Client Billing
  - Collection of Fees

### Administrative Supervision

- **Internal Program Coordination**
  - Task Planning
  - Staff/Team Meetings Planning
  - Files Management
  - Aligning with Agency Mission
  - Issues of Community Relations

### Practice Supervision

- **Services Issues**
  - Family/Parent “Case Review”
  - Safety
  - Effectiveness
  - Balancing Advocacy and Empower
  - Identifying Practice Knowledge & Skills Challenges
- **Personal Issues**
  - Understanding the Code of Ethics
  - Navigating to someone else

### Individual or Group Supervision?

- **Advantages of Individual Supervision**
  - Allows for differing levels of need and expertise
  - Less dependent on verbal group verbal skills
  - Allows for unique challenges of practice
  - Allows for increased client interaction reviews

- **Group Provides an Opportunity for**
  - Diversity and multicultural learning
  - Practice in listening and giving feedback
  - Peer Pressure and modeling
  - Easier economic sustainability

### Sometimes, agencies had difficulties integrating parent support services into the continuum of clinical or comprehensive health/education services.

**WHY?**
POLL QUESTION # 2

• Don’t know what is different about parent support
• Parent support can be done by another staff
• Might replace clinicians or other staff
• Parent support can be done by volunteers

Service Difference? Clinical and Parent Support

Parent Support is not a clinical service.

It is a peer-to-peer service.

The foundation of Parent Support Services is the parallel experiences of a person parenting children with regular and special needs. The relationship is based on the strategic sharing of their own parenting, knowledge of navigating helpful systems, and other “relevant life experiences”.

Clinical and Parent Support

<table>
<thead>
<tr>
<th>Clinical</th>
<th>Parent Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assesses strengths and</td>
<td>Models hope, shared-</td>
</tr>
<tr>
<td>difficulties of individual</td>
<td>decision making, and</td>
</tr>
<tr>
<td></td>
<td>wellness</td>
</tr>
<tr>
<td>Assists individuals to</td>
<td>Supports individual to</td>
</tr>
<tr>
<td>identify reasons why</td>
<td>find and assess</td>
</tr>
<tr>
<td>individuals has repeated</td>
<td>information for</td>
</tr>
<tr>
<td>unacceptable actions/</td>
<td>decision-making</td>
</tr>
<tr>
<td>reactions</td>
<td></td>
</tr>
<tr>
<td>Teaches/directs/supervises</td>
<td>Supports individuals</td>
</tr>
<tr>
<td>chosen remedies</td>
<td>in anticipating and</td>
</tr>
</tbody>
</table>

Framework for Parent Support Services

Before a crisis to
  – Develop respite and natural supports
  – Teach and coach resiliency oriented and targeted parenting skills
  – Understand the best practices of diagnosis and treatment
  – Access community resources and benefits

During treatment
  – Support interventions serve to complement or extend services offered by clinical or other services providers
  – Facilitate team/community communication
After treatment
  – Ensure access to natural supports
  – Coach self-help and recovery-oriented wellness skills for each family member

Framework for Parent Support Services

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Structure for Parent Support Services

Parent Support works best when the role is consistently defined and operationalized
  – Operates across agencies and funding systems
  – Consistently available throughout the continuum of care
  – Regular peer supervision with family/person directed approach organization
  – Parent Support is provided by a trained parent with similar/compatible parenting experiences
Elements of Parent Support Services (1)
Psycho-educational Information
– Development of child and youth emotional health
– Best Practices in clinical treatment and medications
– Understanding systems of care
Instrumental Services
– Respite Services
– Connections to and use of professional services
– Navigation for public and private benefits for services

Elements of Parent Support Services (2)
Skills Training in Managing Child’s Behavior
– Parenting
– Behavior & Emotive Management
– Effective Shared Decision-Making
Skills Training for Increasing Caregiver Wellbeing
– Communication and Coping skills
– Partnership skills
– Self-Efficacy in working with service system

Elements of Parent Support Services (3)
Emotional and Affirmation Support
– Maintaining Hope
– Self-Help Skills
– Connection through Support Groups
– Preserve Individual and Extended Family Support
Skills Training in Leadership and Advocacy
– Leadership
– Policy
– Systems Advocacy

FIVE QUESTIONS
• The Five Questions for Supervision
  – What is the Goal?
  – What Information is Necessary?
  – What Skills are Required?
  – What supports are Optional or Essential?
  – IS THIS HELPING THE PARENT TO BE EMPOWERED?

Guide for 5 Supervision Questions

Exercises
References


Thank-You

• Belinda Harris: bharris@universitysettlement.net

• Teresa King: tk357@georgetown.edu

• Frances Purdy: fragncespurdy@yahoo.com

• Connie Wells: cjwells@axisgroup1.net