

## Wraparound Parent Partner Role Description

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## Webinar Agenda

- **Introductory Remarks**  
Cheryl Treadwell, Chief,  
Resource Development & Training Support Bureau, California  
Department of Social Services
- **Learning Objectives**
- **Development of Parent Partner Role Description**
- **Purpose and Use of Role Description**
- **Overview of Role Description Components**
  - Purpose & Qualifications
  - Essential Job Functions in 4 Wraparound Phases
  - Special Considerations
- **Training Competency Measures and Evaluation**
- **Resources**

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## Opening Remarks

Cheryl Treadwell, Chief  
Resource Development & Training Support Bureau  
California Department of Social Services

<http://www.youtube.com/watch?v=9gAZbouKMNY>

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## Learning Objectives

- Understand the purpose of Parent Partner Role Description
- Learn about recommended minimum qualifications of the Parent Partner
- Gain understanding of core skills needed by the Parent Partner in the 4 Wraparound phases
- Understand how to apply the Parent Partner Role Description to practice.

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## Development of the Parent Partner Role Description

- California Department of Social Services (CDSS) Integrated Services Unit & Parents Anonymous® Inc. began partnering in 2006 to gain better understanding of the qualifications, roles and needs for training and support of Parent Partners.
- Survey findings led to development of a Parent Partner Role Description to:
  - Assist Wraparound providers and Parent Partners
  - Develop the Parent Partner Fidelity Tool
- Long-term goal is to improve Wraparound outcomes for children, youth and families through utilization of evidence-based Parent Partner practices.

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## How was Role Description Developed?

- Parents Anonymous® Inc. & CDSS worked with a diverse Wraparound Parent Partner Work Group to develop the Role Description
- The Role Description was developed following extensive review of:
  - California Wraparound Standards
  - Various National Wraparound Initiative resources
  - Resources provided by Wraparound experts
  - Review of existing Wraparound Parent Partner Role Descriptions.

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## Importance of Parent Partner Role Description

- **The role of the Parent Partner is vital in assisting the Wraparound Team to work effectively with the family to achieve their case plan goals.**
- **The Parent Partner Role Description**
  - Is a guide for practice
  - Correlates to larger vision to measure the impact of Parent Partner practices in Wraparound
  - Can demonstrate that **Greater Parent Partner Fidelity to the Role Description** leads to improved outcomes for families

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## Use of Role Description

- Tool for initial orientation of new Parent Partners
- Tool for ongoing training of Parent Partners
- Resource for Supervisors to provide support and guidance to Parent Partner
- Tool for Wraparound Team members to gain a clear understanding of the Parent Partner role
- Tool for sharing the Parent Partner role description with family members

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## Wraparound Values

- Family-centered
- Needs-driven
- Unconditional
- Accountable
- Cost-effective
- Comprehensive
- Strength-based
- Individualized
- Community-based
- Accessible
- Flexible
- Collaborative
- Culturally relevant
- Team-based
- Outcome-based
- Promoting self-sufficiency

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## Purpose of Wraparound Parent Partner Role

The role of the Parent Partner is to:

- provide peer support to parents/caregivers receiving services
- support systems change by increasing family involvement and decreasing unintentional bias about parents.
- Ensure parent/caregiver voice is heard throughout the Wraparound process

*Parent Partner Role Description*

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## Minimum Qualifications for Parent Partners

- Must be the biological, adoptive, kin parent, or caretaker of a youth with emotional or behavioral challenges.
- Must have direct experiences with child serving systems (i.e., mental health, child welfare, probation and special education).
- Must have life experience as the parent/caregiver of a youth with emotional or behavioral challenges.
- Demonstrate an ability to maintain a non-judgmental attitude towards families.

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## ESSENTIAL FUNCTIONS OF THE PARENT PARTNER by WRAPAROUND PHASE:

- I. Engagement Phase Core Skills
- II. Planning Phase Core Skills
- III. Implementation Phase Core Skills
- IV. Transition Phase Core Skills

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## Role of Parent Partner: Engagement Phase

- Works with Facilitator & family to select potential members to include in first Child & Family Team meeting
- Explains role of Parent Partner to family
- Shares own story to build connection, confidence & hope
- Explores family's situation regarding need for rest & relief
- Explores family's situation regarding need for safety.

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## Parent Partner Core Skills Engagement Phase

Engagement Phase Part I Video

<http://www.youtube.com/watch?v=Lfk57o1QAUA>

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## Engagement continued...

Engagement Phase Part II Video

<http://www.youtube.com/watch?v=UGCwYDu0thA>

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## Role of Parent Partner: Planning Phase

- Assists the Child & Family Team (CFT) members in :
  - understanding & acknowledging the family's lived experience & culture
  - acknowledging the family's beliefs to build agreement on a common Team vision statement
- Actively speaks up to support the family's perspective during CFT meetings and check with the Team members to ensure they understand the parent's perspective
- Actively participates with the family in the development of the initial CFT Plan
- Actively participates with other Team members in the development of the initial CFT Plan.

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## Parent Partner Core Skills: Planning Phase

Planning Phase Video

<http://www.youtube.com/watch?v=X5yWz4mv3IQ>

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## Role of Parent Partner: Implementation Phase

- Provide individualized, peer-to-peer support to the parents
- Develop plans and strategies with the family to ensure their concerns are understood by the Team
- Develop communication strategies with the family to ensure their perspective is heard by the Team
- Work with the parents to connect them with identified community resources
- Work with the parents and other Team members to identify unmet needs that the Team has agreed to address.

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## Parent Partner Core Skills: Implementation Phase

Implementation Phase Video

<http://www.youtube.com/watch?v=7ep4FOXIXY4>

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## Role of Parent Partner: Transition Phase

- o Helps introduce the Transition Phase of Wraparound to the Child & Family Team (CFT)
- o Rehearses crisis responses with the family
- o Continues to utilize the family's culture, beliefs and strengths in assisting them to engage in new resources/supports
- o Assists the Facilitator in preparing the family to transition from Wraparound by ensuring the family's voice and choice are evident

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## Parent Partner Core Skills: Transition Phase

Transition Phase Video

[http://www.youtube.com/watch?v=TJ2\\_7S3-iY0](http://www.youtube.com/watch?v=TJ2_7S3-iY0)

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## Team Work with Wraparound Facilitators/Staff and Families

### As a member of the Team, the Parent Partner :

- o Works collaboratively with the Facilitator on initial engagement meeting with family
- o Actively works with the Facilitator & family in planning and developing Team meeting agendas, timelines, & Child & Family Team Plan
- o Ensures the parent's culture, beliefs, experience, voice & choice are heard by the Team and incorporated into the Plan of Care
- o Helps to identify family strengths
- o Communicates effectiveness of interventions related to the Plan of Care
- o Works with parents & Team members to continually identify unmet needs that the Team has agreed to address
- o Recognizes and celebrates family strengths and successes

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## Supervision of Parent Partner

### Supervisor provides guidance and support in:

- Offering peer-to-peer support to parent/caregiver
- Ensuring family voice and choice (providing options and choices that reflect family's values and preferences)
- Confidentiality issues
- Boundary issues
- Working effectively as a Wraparound Team member

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## Special Considerations

- Qualifications of Parent Partner must be deliberated carefully
- It is vital to maximize the role of the Parent Partner to:
  - o Ensure family voice
  - o Provide peer support for parent/caregiver
- Carefully define the role of the Parent Partner to ensure this position is not used merely as an extra pair of helping hands
- Provide ongoing training and supports for Parent Partners to help them effectively carry out their role

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## Closing Remarks

Lisa Pion-Berlin, Ph.D.  
President and Chief Executive Officer  
Parents Anonymous® Inc.

<http://www.youtube.com/watch?v=2rP6pGguH-4>

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- Questions & Answers

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## Training Competency Measures and Evaluation

Parents Anonymous, Inc.  
MANAGED PARENT TRAINING ROLE DESCRIPTION  
DATE: \_\_\_\_\_  
BY: \_\_\_\_\_

STATEMENT	1	2	3	4	5
1. I understand the role of the parent in the program.					
2. I have completed the required training.					
3. I understand the role of the parent in the program.					
4. I understand the role of the parent in the program.					
5. I understand the role of the parent in the program.					

7. Which was my first experience with the program? (Check all that apply)  
a. I was invited to the program by a friend.  
b. I was invited to the program by a family member.  
c. I was invited to the program by a community member.  
d. I was invited to the program by a professional.  
e. I was invited to the program by a religious leader.  
f. I was invited to the program by a community leader.  
g. I was invited to the program by a community organization.  
h. I was invited to the program by a community group.  
i. I was invited to the program by a community center.  
j. I was invited to the program by a community organization.  
k. I was invited to the program by a community group.  
l. I was invited to the program by a community center.  
m. I was invited to the program by a community organization.  
n. I was invited to the program by a community group.  
o. I was invited to the program by a community center.  
p. I was invited to the program by a community organization.  
q. I was invited to the program by a community group.  
r. I was invited to the program by a community center.  
s. I was invited to the program by a community organization.  
t. I was invited to the program by a community group.  
u. I was invited to the program by a community center.  
v. I was invited to the program by a community organization.  
w. I was invited to the program by a community group.  
x. I was invited to the program by a community center.  
y. I was invited to the program by a community organization.  
z. I was invited to the program by a community group.

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