

PARENT SUPPORT PARTNER LOGIC MODEL



Created in partnership with Network180

VISION Parents/Caregivers of a child with a serious emotional disturbance (SED) and/or intellectual/developmental disabilities (I/DD) have hope, feel confident and are empowered to use their voice to create positive outcomes for their child and family.

ALLIANCE BUILDING

Ability to build strong connections and relationships based on mutual respect and strategic self-disclosure.

SHORT-TERM OUTCOMES:

- Parent/caregiver understands the role of the Parent Support Partner.
- Parent/caregiver engages and stays in services for the duration.
- Parent/caregiver feels like someone “gets it.”

LONG-TERM OUTCOMES/IMPACT: Families are able to build strong connections and relationships based on mutual respect. Families believe their opinions and expertise deserve to be valued.

BRIDGING

Ability to work collaboratively with parent/caregiver and others to bring perspectives together.

SHORT-TERM OUTCOMES:

- Parent/caregiver is able to understand perspectives, mandates and agendas of system partners.
- System partners are able to understand the perspective of the parent/caregiver.
- Parent/caregiver believes system partners value their perspective.
- Parent/caregiver is able to articulate their priorities working within systems.
- The plans of service created with the parent/caregiver include activities that align with their culture and abilities.
- The parent/caregiver begins the process of strengthening and healing their informal support network.
- Parent/caregiver knows where they can go to connect with people in their community who understand and accept them.

LONG-TERM OUTCOMES/IMPACT: Families have the confidence and skills to access the right amount of system intervention after the completion of services. Families feel accepted by informal supports for their parenting style and child’s diagnosis. System partners recognize and respect family voice.

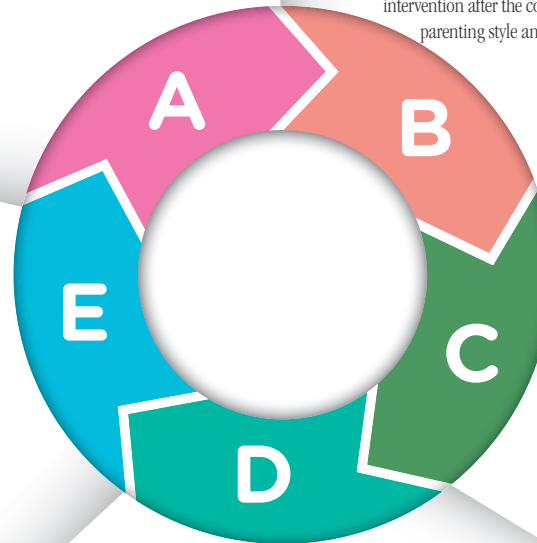
EMPOWERING

Ability to actively support, encourage and reinforce the parent’s/caregiver’s right to influence the direction of their family, including services provided.

SHORT-TERM OUTCOMES:

- Parent/caregiver actively participates, in a collaborative way, in providing feedback about services and outcomes.
- Parent/caregiver actively practices new parenting skills and makes them their own.
- Parent/caregiver feels confident they can recognize the needs of their family and know where to find the support to meet those needs.
- Parent/caregiver seeks out and actively participates in the services and community supports that are making a difference in their lives.

LONG-TERM OUTCOMES/IMPACT: Systems will utilize family voice and culture when determining what services to offer, and how and when families access them. Families become able to effectively express their needs when seeking help. Families determine what services and supports are a fit for their family. Families gain knowledge of and access to services and support they feel will make a difference. Families feel empowered to participate in advocacy opportunities should they choose.



COLLABORATION

Ability to purposefully, thoughtfully and strategically build effective and fair communication with parent/caregiver and others involved in the family’s care.

SHORT-TERM OUTCOMES:

- Parent/caregiver understands the choices they have within the requirements/mandates of system partners.
- Parent/caregiver is better able to maintain relationships even through conflict and disagreement.

LONG-TERM OUTCOMES/IMPACT: As families seek support, they become able to communicate their needs and utilize supports and services effectively. Families utilize services they find helpful to them. Families have a consistent and available support network.

DEVELOPING DIRECTION AND DETERMINATION

Ability to work collaboratively with parent/caregiver in developing a purposeful sense of future that builds hope.

SHORT-TERM OUTCOMES:

- Parent/caregiver will have a sense of confidence that they can handle things.
- Parent/caregiver knows what they did that made the difference.
- Parent/caregiver knows what to do in a crisis.
- Parent/caregiver is able to identify the long-term strengths, abilities and challenges of the child/youth and family as a whole.
- Parent/caregiver knows how to recognize short-term successes in order to get through a difficult time/day.

LONG-TERM OUTCOMES/IMPACT: Families know they will be okay during and after tough times. Families are able to report they have a sense of positive, forward direction. Families feel ready to transition out of PSP services. Families embrace the abilities and challenges of the youth and family. Families attribute long-term success to their own skills and abilities.

MISSION Through a parent-to-parent relationship, certified Parent Support Partners (PSP) - who have or have had a child with a serious emotional disturbance (SED) and/or intellectual/developmental disabilities (I/DD) - will impart skills, ability and knowledge while supporting the parent/caregiver through their child’s treatment experience.

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ALLIANCE BUILDING

Ability to build strong connections and relationships based on mutual respect and strategic self-disclosure.

PSP ACTIVITIES:

- Use individualized and creative strategies to get to know the parent/caregiver in an effort to better understand the parent's/caregiver's position and stated concerns.
- Create space for family to share their stories.
- Actively communicate interest in, and acceptance of, the parent's/caregiver's perspective, even when they don't agree or the perspective conflicts with their personal values.

BRIDGING

Ability to work collaboratively with parent/caregiver and others to bring perspectives together.

PSP ACTIVITIES:

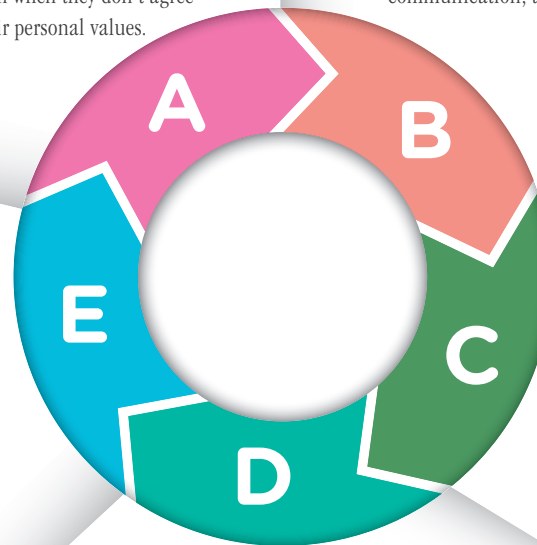
- Assist the parent/caregiver in considering the position and perspective of other formal and informal supports throughout the process, including moments of disagreement and value conflict.
- Find ways to assist parent/caregiver in building connections of their choice as it relates to formal and informal supports, including community supports.
- Empower parent/caregiver in incorporating each family member's strengths in communication, treatment planning, and service delivery with others.

EMPOWERING

Ability to actively support, encourage and reinforce the parent's/caregiver's right to influence the direction of their family, including services provided.

PSP ACTIVITIES:

- Actively seek feedback from the parent/caregiver about decisions, plans and actions and make adjustments in activities based on that feedback.
- Practice parenting skills with the parent/caregiver specific to the family's needs as identified in the Individual Plan of Service.
- Work actively to assure the parent/caregiver can develop, implement and manage their own array of supports, including active strategies for self care.
- Impart skills related to the utilization of and communication with resources on their own.



COLLABORATION

Ability to purposefully, thoughtfully and strategically build effective and fair communication with parent/caregiver and others involved in the family's care.

PSP ACTIVITIES:

- Identify the purpose for each interaction with the parent/caregiver in a way that is transparent and respectful.
- Model positive alliances with informal and formal supports even during moments of disagreement and/or value conflict.
 - Coach and prepare parent/caregiver with skills to identify barriers, support collaboration and improve communication, specific to the needs of their child.

DEVELOPING DIRECTION AND DETERMINATION

Ability to work collaboratively with parent/caregiver in developing a purposeful sense of future that builds hope.

PSP ACTIVITIES:

- Create a framework that builds a sense of hope in the parent/caregiver about their family and the way things can turn out.
- Collaborate with parent/caregiver to determine long-term family and parenting priorities based on the strengths and abilities of the youth and family.
- Collaborate with parent/caregiver in creating and rehearsing the plan to address future crisis and connect to needed supports, even after formal services have ended.
- Attribute successes to parent's/caregiver's new skills and strengths.

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