

# Supervising for Excellence



## Trainer's Guide

OFFICE OF FAMILY SAFETY  
FLORIDA DEPARTMENT OF CHILDREN AND FAMILIES

This training,  
*Supervising for Excellence*,  
is provided by the Florida Department of Children and Families,  
Office of Family Safety.

The ultimate goal of the training is to  
**increase positive outcomes for Florida's children and their families**  
by helping Child Protective Investigations (CPI) supervisors  
and Community-Based Care (CBC) supervisors  
**strengthen quality practice in their units.**

To this end, the immediate goal of the training is to  
help these supervisors improve the efficiency and effectiveness  
of their supervisory skills, and, specifically, to  
strengthen skills that will allow supervisors to  
**build and guide a highly functional team that  
flourishes in a family-centered practice environment.**

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training sessions for CPI and/or CBC supervisors who are providing services for the Florida  
Department of Children and Families.

Please direct all inquiries about this training to:  
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# Supervising for Excellence At-A-Glance

## Course Introduction

Introduction

Family-Centered Practice Model

## Part One: Self As Supervisor

### DAY ONE

From Practitioner to Supervisor

Working With Others (MBTI)

### DAY TWO

Rethinking Supervision

Building Resilience

Culminating Project—  
Introduction with Leadership

### DAY THREE

Listening Skills

Use of Power

Time Management

Making Meetings Work

Culminating Project—  
Proposals

## Part Two: Building a Highly Functional Team

### DAY FOUR

Supervising a Multigenerational Workforce

Supervisor as Educator

Situational Leadership

### DAY FIVE

Setting Expectations

Providing Feedback

Recognition, Rewards and Retention

Culminating Project—  
Progress Report

### DAY SIX

Mentoring Through Qualitative Discussion

Team Discussions

## Part Three: Supervisor as the Critical Link

### DAY SEVEN

Conflict Resolution

Team Building

Culminating Project—  
Presentations

### DAY EIGHT

Federal and State Outcomes

The Regional Quality Assurance Model

Ethics In Supervision

Culminating Project—  
Presentations

### DAY NINE

Supervisor as Change Manager

Culminating Project Presentations

Leadership Panel/  
Peer Consultation & Action Planning

Culminating Project—  
Presentations

# About this Course

## Overview

This supervisor training is required for all new supervisors in Florida's child welfare system. ***Supervising for Excellence*** offers participants an opportunity to learn the skills and information necessary to transition into effective leaders in their new supervisory roles. Participants will learn how to identify their leadership styles, build an effective work team, give constructive feedback, and steer their team's work toward the goals and outcomes necessary in order to ensure the safety, permanence, and well-being of children in Florida.

## Purpose

The ultimate goal of everything we do in child welfare is aimed, ultimately, at maximizing every child's chances of flourishing socially, developmentally, physically, emotionally and educationally. The first priority in child welfare is to keep children safe. While safety is paramount, evidence has also shown that children have a greater chance for success if they remain in the home. In light of this research, the Department has adopted the goal of safely reducing the number of children in out-of-home care by 50% by the year 2012.

Effectively negotiating the difficult decisions needed to increase positive outcomes for children and their families requires a highly skilled workforce. From state leadership to the local frontline investigators and case managers, we are all on the same team with the same goal. Sometimes, however, it is difficult to see this unifying goal because of the impact of trauma, bureaucracy and distance.

The effective supervisor is the bridge: The bridge that links policy and state/local leadership with the case manager or investigator; The bridge that carries quality practice and accountability into child welfare case practice; The bridge that supports investigators and case managers in their efforts to make sound decisions and planning for child safety, permanence and well-being.

Supervision transcends simply tracking and monitoring cases for compliance. The most effective supervisor serves not only as a 'supervisor' but also as a coach, using cases as the means to teaching effective practice and problem-solving. Supervision that helps the worker integrate quality measures into everyday approaches with families advances not only the work on each 'case' but guides the ways that workers engage and assist families in developing shared goals and outcomes. When workers effectively translate agency and federal goals and standards into their work with families, parents can demonstrate their ability to provide safety, permanency, and well-being for their children. If parents lack the capacity or desire to make needed changes to safely care for their children, supervisors assist workers in seeking child and family-centered ways to support lifelong connections while attending to the child's needs through alternative permanency goals.

The purpose of this curriculum is to prepare supervisors for their role and responsibilities related to being the bridge—the link, the route, the support—that ultimately leads to positive outcomes for Florida's children and families.

## Key Learning Goals

- ✓ Supervisors will identify the necessary changes that need to occur to successfully shift from practitioner to supervisor.
- ✓ Supervisors will have increased mastery in providing support and guidance in a family-centered practice environment.
- ✓ Supervisors will develop skills to assist them in building highly functional staffs and teams.
- ✓ Supervisors will understand their role in the larger system and see the impact of their role on increasing positive outcomes for Florida's children and their families.



# Trainer Preparation

## Trainer Requirements

This training is designed for delivery by professional trainers with in-depth knowledge of the mission and operations of the Florida Department of Children and Families' Office of Family Safety and the Department's Guiding Principles for quality practice and the family-centered approach to providing child welfare services.

A certified trainer in Myers-Briggs is required for the ***Working with Others*** section of the training on day one.

## Review of Training Documents and Materials

The following checklist identifies all of the separate components of this training. Review these documents and materials prior to delivering the training.

- Trainer Guide:** The Trainer's Guide includes the training script as well as supporting documents found in the appendix.
- PowerPoints:** PowerPoint thumbnails and their respective training presentation notes are provided in the running text of this Trainer Guide. The electronic files for the PowerPoint's are provided on a CD, which is included in this Trainer Guide binder. Thumbnails of the PowerPoints are also provided in the appendices of this Trainer Guide (see the PowerPoint section below).
- Participant Guide:** The participant's guide includes thumbnails of PowerPoint slides, activities and handouts.
- Video:** Casey Foundation (*Introduction*)
- Attendance Forms:** Attendance is to be taken at each session. All participants are required to complete nine days of training in order to complete the course. The forms can be found in the appendix.
- Evaluation Forms:** Evaluation forms for each day of training can be found in the appendix.

## Photocopies

Trainers will distribute one copy to each participant during the training:

- Participant Guide** (see appendices for hard copy Master; the electronic version of the Participant Guide is provided in a separate file on the CD included in this Trainer Guide binder).
- Handouts:** Most handouts are available in the participant's guide. However, if you have any additional information you would like to share that support the topics in this curriculum, please make copies of those. Be careful to adhere to copyright laws.

## Supplies

Trainers will use the following supplies to deliver the training:

- Flipchart paper** (preferably flipchart paper that adheres to smooth surfaces)
- Pens** or **pencils** for participants' use in completing the Training Evaluation Form.
- Markers** for use on flipchart paper
- Note-cards**
- Optional: **whiteboard markers** and an **eraser**

## Equipment

- LCD projector** for PowerPoint presentation
- Laptop** for PowerPoint presentation
- Flipchart easel** (if self-stick flipchart paper is not used)

## Videos

The following videos are used in the training. The videos are provided separately by the Department of Children and Families Office of Family Safety.

### Course Introduction:

- Casey Foundation Video (*Introduction*)

## Other Training Delivery Aids

You will find training delivery aids in the appendix. You may have to enlarge or make copies in advance of the training. Please review these documents and related instructions in the trainer's manual.

## Guest Speakers

Prior to the scheduled training, trainers will identify guest speakers for various sections of the curriculum.

### Day One: Working with Others

- ❑ A certified trainer in Myers-Briggs is required for the Working with Others section of the training.

### Day Two: Culminating Project—Leadership

- ❑ Identify local leadership who can help define the culminating projects for participants by discussing areas of local focus. Prepare leaders by meeting with them and thoroughly explaining the culminating project and their role in making the project meaningful for the supervisor and their community/organization. A sample invitation letter and points to discuss in your meeting is included in the appendix.

### Day Nine: Leadership Panel

- ❑ Identify local leadership who can discuss what it has meant to them to be a leader, what it takes to be a good leader, and what they look for in a supervisor. Leadership panel representatives could include DCF Circuit Administrators, DCF Regional Directors, Community Based Care Agency senior leaders, or Sheriff's Office senior leaders. Prepare leaders by meeting with them and thoroughly explaining the leadership panel. A sample invitation letter and points to discuss is included in the appendix.

## Culminating Project

Each participant is required to complete the Culminating Project for course completion and certification. Participants are introduced to the project on the second day of training, have the opportunity to work on projects throughout the training and give their presentations during the final week of training. An overview, project ideas, sign-up sheet and rubric are available in the appendix.

## Case Summary and Presentation Homework

Each participant is required to complete a homework assignment before the **Team Discussions** topic on Day Six of the training. They are to complete a case summary and presentation related to an actual challenging case in their supervision. A case summary is provided in the Day Six participant's guide, but you may wish to adapt this for your particular audience. Confidential details are not to be used in this activity.

## Attendance

Each participant is required to attend all nine days of training for course completion and certification. If a day is missed, alternative arrangements must be made. Attendance forms can be found in the appendix.

## **Training Evaluation Form**

Training Evaluation Forms are provided in the appendix. After participants remove and complete their Training Evaluation Forms at the completion of the training, the trainer should return the completed Training Evaluation forms to:

Matthew C. Claps, Chief of Policy and Training  
Florida Department of Children and Families  
1317 Winewood Blvd., Building 1  
Tallahassee, Florida 32399

# Course Introduction

## Curriculum



### TOPICS

Course Introduction

Family-Centered Practice Model

# Course Introduction

## Notes to Trainer

The focus of this day of training is to provide an overview of ***Supervising for Excellence***. It is 2 1/2 hours of training (without the *Wrap-up*) and can be added to Day One or taught beforehand depending on your needs. The supervisory role in the family-centered practice model is also covered in this introduction. It is important to build a strong foundation in the Family-Centered practice model early in the training because it is weaved throughout the training and it is the cornerstone of the **ultimate goal of the training**—*which is to increase positive outcomes for Florida’s children and their families by helping supervisors strengthen quality practice in their units.*

## Key Learning Objectives

- ✓ Supervisors will identify the goals of the *Supervising for Excellence* course.
- ✓ Supervisors will understand their roles and responsibilities in the implementation of the family-centered practice model.



## Course Introduction

| <b>Section</b>                        | <b>Time</b>         | <b>Materials</b>   | <b>Activities</b>   |
|---------------------------------------|---------------------|--|---|
| <b>Introductions</b>                  | 1 Hour              | <ul style="list-style-type: none"><li>▪ PPT I.1-I.9</li><li>▪ Flipchart</li><li>▪ Markers</li><li>▪ Prepared Flipcharts</li><li>▪ The Casey Foundation Video</li></ul> | <ul style="list-style-type: none"><li>▪ A Context For Strengthening Quality</li><li>▪ Participant Introductions</li><li>▪ Working Agreement</li><li>▪ Supervisor Goals and Expectations</li></ul> |
| <b>Family-centered Practice Model</b> | 1 hour & 30 minutes | <ul style="list-style-type: none"><li>▪ PPT I.10-1.13</li></ul>  | <ul style="list-style-type: none"><li>▪ The Critical Link Role-Play</li></ul>   |
| <b>Wrap-up</b>                        | 15 minutes          | <ul style="list-style-type: none"><li>▪ PPT I.14</li><li>▪ Evaluations</li></ul>   | <ul style="list-style-type: none"><li>▪ Complete Evaluations</li></ul>  |

# Course Introduction

## Materials

PPT I.1-I.9

Flipchart

Markers

Casey Foundation DVD

DVD Player



1 Hour

## Presentation – Trainer Introduction

- **Introduce** yourself and welcome the participants to the *Supervising for Excellence* training. Cover the following:
  - Your name
  - Work responsibilities/length of time at your organization.
  - Why you're excited to be training this curriculum!
- **Provide** any other information you would like to share to begin allowing the participants to get to know you.

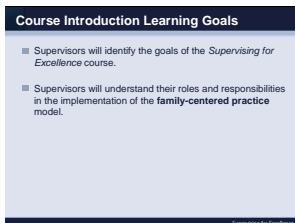


## PowerPoint Presentation – Course Introduction Learning Goals (SLIDES I.1-1.2)



### SLIDE I.1

PowerPoint Title Slide: *Supervising for Excellence*



### SLIDE I.2

PowerPoint Slide: Course Introduction Learning Goals

- ▶ The content in this section is designed to provide you with an introduction to the goals of ***Supervising for Excellence***.
- ▶ We will also be identifying your roles and responsibilities in the effective implementation of the **Family-Centered Practice** model.





## Activity – Working Agreement

### INTRODUCE the Activity

- ▶ Before we get started, let's take a moment to build a **working agreement** for our time together.
- ▶ We are going to be together for nine days, and we have a lot to do. A working agreement can make our time enjoyable; help us remain on task; allow us to take shared risks and help to make this training a success.
- ▶ Let's get started.

### PURPOSE of Activity

- *Reinforce the concept of the group's working agreement.*
- *Obtain ownership of the course from participants.*
- *Help promote an atmosphere that provides for shared risks.*

### DIRECTIONS for Activity

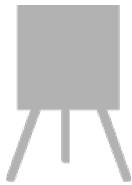
#### Say:

- ▶ In order to build an effective working agreement, we need to establish the goals for the series and for our time together, and to then identify how we will work together to effectively reach these goals. Goals:
  - ▶ Supervisors will identify the necessary changes that need to occur to successfully shift from practitioner to supervisor.
  - ▶ Supervisors will have increased mastery in providing support and guidance in a family-centered practice environment.
  - ▶ Supervisors will develop skills to assist them in building highly functional staffs and teams.
  - ▶ Supervisors will understand their role in the larger system and see the impact of their role on increasing positive outcomes for Florida's children and their families.

**Ask:**

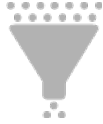
- ? **What would help you work best together to reach these goals during the nine days that you are going to be together?**
- ? **What can trainers and other participants do to make you most comfortable?**

- *Divide participants into small groups of four or five.*
- *Instruct participants to take three minutes to identify rules which they want the rest of the group to abide by for the nine days that they will be together.*
- *Instruct each group to select a speaker to report to the large group.*
- *After three minutes, ask each small group's reporter to share their identified rules for their working agreement.*



**SAMPLE RESPONSES for Working Agreement:**

- ❖ Turn off cell phones and/or pagers.
- ❖ Be on time for class.
- ❖ Respect others/respect and honor confidentiality.
- ❖ Have fun.
- ❖ Cooperate in a team effort.
- ❖ Relax and be comfortable.
- ❖ Respect your colleagues.
- ❖ Listen to person who is speaking.
- ❖ Be supportive.



## SUMMARIZE

- ▶ Participants will attend all nine days of training.
- ▶ Participants are expected to provide feedback to the trainer and each other throughout the session.
- ▶ Participants should identify confidential information.
- ▶ Any homework assignments are expected to be completed by the next session.
- ▶ Participants may pass anytime they are asked a question or asked to volunteer, but participation is strongly encouraged.
- ▶ Participants are expected to do a culminating project with presentation. The project is part of the requirement for class completion and certification.

### REVIEW: Housekeeping Items

- ▶ Cell phones, Blackberries.
- ▶ Evaluations.
- ▶ Places to Eat.
- ▶ Restrooms.



### DISTRIBUTE PARTICIPANT'S GUIDES

- *Hand out Participant Guides and review the components:*
  - *Activities and handouts.*
  - *PowerPoint slides.*



## Activity – A Context For Strengthening Quality

### INTRODUCE the Activity

- ▶ We're going to start our day with something very easy and rewarding: watching a 15 minute video that I think will remind you why your job is so very important—
- ▶ —and why what you'll get in this training is important for helping you fulfill your job requirements even better than you already are.
- ▶ After the video, we'll get to know one another.



### PURPOSE of Activity

- *Bring into the foreground the emotional connection participants have with the kids and caregivers they work with —our “clients” are real people.*
- *Remind participants that their jobs are extremely important and can have a meaningful impact on kids' lives.*

### Instructions for Activity

#### Say

- ▶ As you watch the video, notice what these kids —and their caregivers—seem to be asking from us, and think about the ways in which we can provide it by ensuring “quality” for them in a child welfare setting.
  - ▶ After the video, I'll be asking you to give us a one- or two-word indicator of “quality” in a child welfare setting.
- **Play video.**



## MAIN IDEA: What are the kids asking of us?

### Ask:

- ? **What do you think these kids are asking of us at a humanistic, “quality of life” level?**
  - ***Elicit:*** *Elicit responses such as the following and discuss briefly:*
    - ❖ Permanency
    - ❖ Opportunities to get to know their case worker
    - ❖ A meaningful relationship with their case worker
    - ❖ A measure of control in their lives



## SUMMARIZE

- ▶ One of the primary purposes of this training is to help you increase your staff’s effectiveness at achieving these things kids are asking of us.
- ▶ In the most general sense, this means strengthening “quality” in child welfare.
- ▶ Let’s focus for a minute on what we mean by “quality” in a child welfare setting, and get to know one another in the process.



## Discussion – What is “Quality” in a Child Welfare Setting

### PURPOSE of Discussion

- *Introduce training participants.*
- *Reinforce the emotional connection between the participants’ jobs and the real-life kids and families they work with.*
- *Using the video as a stimulus, consider “What is QUALITY in a child welfare setting?”*

## DIRECTIONS for Discussion

- **Ask** participants to introduce themselves. Write their responses in the wide margin around the boxed question on the pre-prepared Flipchart.
  - ▶ Please introduce yourself by telling us:
    - ▶ Your name.
    - ▶ The unit or agency you work for.
    - ▶ Your current position.
    - ▶ Then in just a word or two, give us one humanistic, “quality of life” example that you think represents “quality” for a kid or caregivers in the video — or one of the kids or caregivers you’ve worked with.

**Trainer’s Note:** If a participant suggests a response that is bureaucratic or “compliance-oriented” in nature, try to relate that response back to quality from the perspective of what it means for the child or family member.

### SAMPLE RESPONSES for “Quality” in a child welfare setting

- ❖ The right decisions and services for achieving the best interests of the child:
  - ❖ Safety.
  - ❖ Permanency.
  - ❖ Well-being.
- ❖ Implementation of our Guiding Principles:
  - ❖ Serving the best interests of the child.
  - ❖ Taking action to correct a problem, even if it’s not “my job.”
  - ❖ Integrity.
  - ❖ Transparency.
  - ❖ Accountability.
- ❖ Solid documentation.
- ❖ Viable partnerships:
  - ❖ Getting to know kids.
  - ❖ Engaging caregivers.
  - ❖ Connecting with support resources.
- ❖ Continuous improvement of our skills (professional development).
- ❖ Continuous quality improvement of our system.



## SUMMARIZE

Meeting individual  
needs consistent with  
our Guiding Principles

- ▶ Quality in child welfare services implies providing the right services for the individual needs of our clients. For us, quality is pretty much driven by the question: are we meeting the best interests of the child?

Taking action  
Transparency  
Documentation

- ▶ Another essential question regarding quality is: are we providing services in accordance with our guiding principles? Are we initiating action? Are we interacting with others with integrity?

Accountability  
Partnerships  
Safety! Permanency!  
Well-being!

- ▶ Are we open in our decision-making processes . . . are we transparent in our work processes? Do we document well and accept our personal accountability? Do we work with others in a viable partnership to promote child safety, permanency, and well-being?

Continuous Quality  
Improvement

- ▶ Finally, are we working to improve our skills and the capabilities of our child welfare system? What can we do to improve ourselves and our system so the children and families we serve see success more consistently?

Support and  
preparation needed to  
supervise effectively

- ▶ To achieve indicators of quality such as these, it's essential that the Department provide you with the support and preparation you need to supervise effectively. The training today is one part of the ongoing effort to do that.

Critical link in overall  
system quality

- ▶ **Supervisors are the critical link in overall system quality**, because you guide your staff as they work to develop positive outcomes for kids and families.

Experience  
Judgment  
Ability to coach, guide

- ▶ Without your experience and judgment, and without your ability to coach and guide your staff, it would be impossible to achieve the level of quality the kids and families in our system need.



## PowerPoint Presentation – Course Goals and Positive Outcomes Bridge (SLIDES I.3–I.8)

### Course Learning Goals

- Supervisors will identify the necessary changes that need to occur to successfully shift from practitioner to supervisor.
- Supervisors will have increased mastery in providing support and guidance in a family-centered practice environment.
- Supervisors will develop skills to assist them in building highly functional staffs and teams.
- Supervisors will understand their role in the larger system and see the impact of their role on increasing positive outcomes for Florida's children and their families.

Supervising for Excellence

### SLIDE I.3

#### PowerPoint Slide: Course Goals

- ▶ The overarching goals for the ***Supervising for Excellence*** training are accomplished through a series of critical supervisory skills that support.
  - ▶ Professional growth and change.
  - ▶ Building a highly functional team.
  - ▶ Successfully working within external environments.
- ▶ Surely one of the most important reasons each of us is in child welfare is because we care about kids and want to make a positive difference.
- ▶ A difference in achieving the **Ultimate GOAL** of whatever **OUTCOMES** will serve that child or that family in **POSITIVE** ways.

### Reaching Our Ultimate Goal

Positive Outcomes  
↑  
by conducting **Quality Practice**

Supervising for Excellence

### SLIDE I.4

#### PowerPoint Slide: Reaching Our Ultimate Goal

- ▶ We think that a good “umbrella” term, or “unifying concept,” for all the many things we do that make it possible to increase positive outcomes is **quality practice**.
- ▶ No matter what specific action we take or service we provide — no matter what task we’re completing related to that service — we know we can maximize positive outcomes for kids by providing the highest level of **quality practice** possible in everything we do.

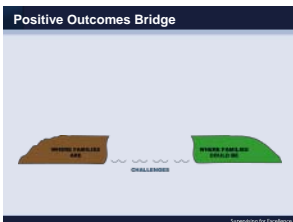




### SLIDE I.5

PowerPoint Slide: Reaching Our Ultimate Goal

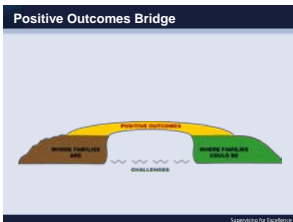
- ▶ We know that some “best practices,” or “quality” practices, just make sense.
- ▶ Some practices have been shown through research and field practice to — typically — have a higher probability of helping us accomplish positive outcomes for a kid or a family than other practices.
- ▶ ***Supervising for Excellence*** will be focusing on these “best practice” skills.



### SLIDE I.6

PowerPoint Slide: Positive Outcomes Bridge

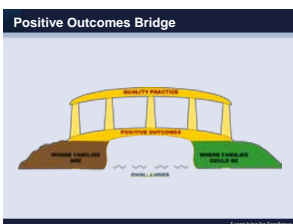
- ▶ We’re all working to move families from where we find them to where our casework leads us to believe could be a better place for them.



### SLIDE I.7

PowerPoint Slide: Positive Outcomes Bridge

- ▶ One way to think about our ultimate goal and the interconnected factors that help us reach it is to think of our goal as a “bridge” of **positive outcomes** that help us move families from where we find them to where they could be.



### SLIDE I.8

PowerPoint Slide: Positive Outcomes Bridge

- ▶ Research and best practice in the field confirm that **quality practice** strengthens that bridge and increases positive outcomes for kids and their families.
- ▶ Of course, the (rhetorical) question is “What do we mean by ‘Quality Practice?’” Or “How would we know Quality Practice if we saw it?”



## SLIDE I.9

PowerPoint Slide: Positive Outcomes Bridge

- ▶ **Supervising for Excellence** helps provide the support structure for the bridge by building skills supervisors can use to support case managers and investigators in their efforts to make sound decisions and planning for child safety, permanence and well-being and positive outcomes for children and families.



## Activity – Supervisor Goals and Expectations

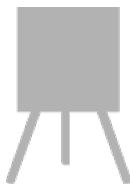
### INTRODUCE the Activity

- ▶ We're going to complete the course introduction by discussing the goals and expectations of a supervisor in child welfare.

### PURPOSE of Activity

- *To identify the goals, and expectations for Child Welfare supervision.*
- *To provide a transition to Part One of Supervising for Excellence: Self as Supervisor.*

### DIRECTIONS for Activity



#### Ask:

- ? **How can you use your role as a supervisor to build the bridge to outcomes with and through the work of your unit members?**

- **Divide** the class into groups of 3-4 participants.
- **Instruct** the participants to brainstorm as a group what they believe the goals and expectations are of a supervisor in child welfare. Allow 15 minutes.
- **List** "Goals and Expectations" on a flipchart. If the group looks confused, begin sharing ideas to help them get started.
- **Give** each group a flipchart page and markers. Tell the participants to write the principles, goals and expectations that their group comes up with on their piece of flipchart paper.



**Refer** participants to PG pages I.8-I.10: **Goals and Expectations for Child Welfare Supervision.**



## SUMMARIZE

- **Review** *handout and discuss parallels between the document and the ideas generated by the groups.*
- **Inform** *the participants that these principles, goals and expectations help guide the focus of the **Supervising for Excellence** training.*



## Transition

- ▶ Congratulates for being here. Everyone in the room is here because you were chosen and recognized as having the skills to be a supervisor. You are each here because you should be!
- ▶ Let's begin by talking for a few moments about Family-Centered Practice and what that means for you as a supervisor.

# Family-Centered Practice

Materials  
PPT I.10-I.13



1 Hour  
30 Minutes

## Presentation – Family-Centered Practice

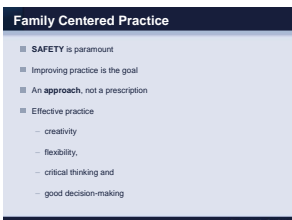
- ▶ The ultimate goal of everything we do in child welfare is aimed, ultimately, at maximizing every child's chances of flourishing socially, developmentally, physically, emotionally and educationally.
- ▶ While safety is paramount, evidence has also shown that children have a greater chance for success if they remain in the home. In light of this research, the Department has adopted the goal of safely reducing the number of children in out-of-home care by 50% by the year 2012.
- ▶ Let's look at how the family-centered practice model helps us to achieve these goals and review the roles and responsibilities of the supervisor in implementing the model.

Recommended Reading

*The Family-Centered Practice Training Series, Florida Department of Children and Families, Office of Family Safety*



## PowerPoint Presentation – Family-Centered Practice (SLIDES I.10–I.13)



### SLIDE I.10

PowerPoint Slide: Family-Centered Practice

- ▶ First, it is important to note the following important points about the family-centered practice model:
  - ▶ **Ensuring a child's safety is the number one consideration in every decision we make.**
  - ▶ While achieving the 2012 goal is important, the adoption of the **family-centered practice model is really about improving our practices** –improving the ways in which we work with children and their families.
  - ▶ Family-centered practice is an approach that **emphasizes including family members in information-gathering and decision making.** It is not a prescription that requires leaving the child with his or her family. If such a decision would risk the child's safety, it is possible to use a family-centered approach to removing the child.
- ▶ Effective practice requires creativity, flexibility, critical thinking and good decision-making. "When in doubt, find it out!"



## SLIDE I.11

### PowerPoint Slide: Best Interests of a Child

- ▶ The term best interests is, by its very nature, **the balance between child safety and family preservation and meeting the well-being needs of the child** – physical, emotional, behavioral, educational – while also working with family members to address their needs as a family.
- ▶ While child safety is paramount, these goals do not have to be mutually exclusive. **Family preservation does not necessarily always mean “do not remove a child,”** but rather, when making a decision about how to best ensure a child’s immediate safety, we must consider the short and long term implications of removal.



## SLIDE I.12

### PowerPoint Slide: Family-Centered Approach

- ▶ But what does the family-centered approach look like in practice? Family-centered practice is an approach by the service system, including features such as:
  - ▶ **Child Safety is first concern.**
  - ▶ **Intensive services early.**
  - ▶ Focus on **family systems.**
  - ▶ Build on **family strengths.**
  - ▶ **Collaborate with the family** (This means involving families in every decision that affects them.): “Nothing about me without me.”
  - ▶ Strong use of **informal support systems.**



## SLIDE I.13

### PowerPoint Slide: Family-Centered Approach Requirements

- ▶ **Staff education/training** – staff need the skills and knowledge to apply the approach.
- ▶ DCF and CBC leaders need to step up to **define and support policies and resource priorities** of the approach.
- ▶ **Teamwork vs. silos** – we’ll need to work together better across programs and agencies.
- ▶ **Allocation of resources**, giving flexibility for individualized approach for services.

- ▶ **Shared risk** – workers need support for tough decisions through the use of multifunctional teams and leadership involvement and approval.
- ▶ A **reinforcement and reward system** through QA and supervision, professional development, contracting, etc.
- ▶ Recognizes, rewards, and reinforces **good practice**.
- ▶ **“What gets measured gets done.”**



## Activity – The Critical Link Roleplay

### INTRODUCE the Activity

- ▶ We’re now going to take a look at how the supervisor is the critical link in reaching the 2012 goal and the successful implementation of family-centered practice.

### PURPOSE of Activity

- *To reinforce the importance of the family-centered practice model.*
- *To identify the differences between current practice and family-centered practice.*
- *To identify the roles and responsibilities of the supervisor in implementing the family-centered practice model.*

### DIRECTIONS for Activity



Refer participants to PG page I.11: ***Comparison of Traditional and Family-Centered Approaches***. Allow the participants 5 minutes to read this document.

## From Participant's Guide

### Comparison Of Traditional And Family-Centered Child Welfare Practices

#### Traditional Child-Welfare

#### Family-centered Child Welfare

##### Safety

Safety is the first concern

Safety is the first concern

##### Engagement

Efforts focus on getting the facts and gathering information, and not in the building of the relationships.

Families are engaged in ways relevant to the situation and sensitive to the values of their culture.

##### Assessment

The assessment focuses on the facts related to the reported abuse and neglect; the primary goal is to determine immediate safety risks and emerging dangers, as well as to identify the psychopathology of the "perpetrator".

The assessment protocols look at families' capabilities, strengths, and resources throughout the life of the case and are continuously assessed and discussed. Awareness of strengths supports the development of strategies built on competencies, assets, and resources.

##### Safety Planning

The plan is developed by Child Protective Services, courts, or lawyers without input from the family or from those that know the child.

Families are involved in designing a safety plan based on information and support or worker/team members.

##### Out-of-Home Placement

Biological, adoptive, and foster families have little contact with one another.

Partnerships are built between families and foster/adoptive families, or other placement providers. Respectful, non-judgmental, and non-blaming approaches are encouraged.

##### Implementation of Service Plan

Implementation most often consists of determining whether the family has complied with the case plan, rather than providing services and supports or coordinating with informal and formal resources.

Workers ensure that families have reasonable access to a flexible, affordable, individualized array of services and resources so that they can maintain themselves as a family.

## Permanency Planning

Alternative permanency plans are introduced only after efforts at parental rehabilitation are unsuccessful.

Families, child welfare worker, community members, and service providers work together in developing alternate forms of permanency.

## Reevaluation of Service Plan

Few efforts are dedicated to determining the progress of the family in reaching the plan's outcomes. Reevaluation results are not shared with the families.

Information from the family, children, support teams, and service providers is continuously shared with the service system to ensure that intervention strategies can be modified as needed to support positive outcomes.

### Ask:

#### ? What can a supervisor do to support the move from a traditional to a family-centered approach?

- **Divide** the class into groups of 2-4 participants. Give each group 1-2 of the following topics:
  - Safety
  - Engagement.
  - Assessment.
  - Safety planning.
  - Out-of-home placement.
  - Implementation of service plan.
  - Permanency planning.
  - Reevaluation of service plan.
- **Instruct** the participants to brainstorm as a group specific responsibilities a supervisor has in their category—both in traditional and family-centered practice.
- **Instruct** the participants to use this information. Have them prepare a before-and-after roleplay to be “performed” for the class. Allow 30 minutes. **Note:** Depending on the experience level of your group, you may wish to have the participants conduct only the “before” roleplay and conduct a trainer-led demonstration or roleplay for the “after.”
- **Ask** the participants to “perform” their roleplay for the class. Debrief after each role play using the sample responses found below.



## **SAMPLE RESPONSES for the Shift in Supervisor Responsibilities from Traditional to Family-centered Practice:**

### **Safety**

#### Traditional

- ❖ The parents are clearly incapable of assuring safety without the direction of the agency and providers.
- ❖ The agency must work against family systems and patterns to provide safety for children: 'Child Protection.... From the family'.

#### Family-centered practice

- ❖ Asking how the agency and family can build on what exists to assure safety while also attending to the child's sense of permanency and what the family (central or extended) has to offer in terms of safety.
- ❖ Identifying underlying needs and issues that have led to the current event to understand safety and risk factors within the context of the family.
- ❖ Building in functional assessment practices that help the case manager/investigator and family consider safety and risk now and in the future: building natural supports that will reinforce changes that are made now to create safety. **Super-visor Tools (supervisory skills)**

### **Engagement**

#### Traditional

- ❖ Focusing on the parent and family in the supervisory interview: i.e. what did they say or do during the intervention?
- ❖ Identifying parental resistance as a deficit on the parents' part.
- ❖ The case manager/investigator is viewed as the 'eyes and ears' of the agency.

#### Family-centered practice

- ❖ Using and understanding the role of the case manager/investigator as the eyes and ears of the agency, and considering how the worker's skills and personality can impact the effectiveness of the information gathered.

- ❖ Continuously interviewing case managers/investigators to find out how their approach and skills bring forward information that is useful in assessment and planning.
- ❖ Asking questions about approach: 'What did you ask that helped the family describe how they see things?' 'What do you think you did to help the family think about safety?' Etc.
- ❖ Identifying 'resistance' as a sign to approach the family a different way.

## **Assessment**

### Traditional

- ❖ Basing decisions in an event focused manner, using current functioning without finding out whether the event is unusual or part of a larger pattern.
- ❖ Being fact based and requiring examples, measuring the situation against known factors is an important aspect of supervision under both models. This aspect is pre-eminent under some models of practice.

### Family-centered practice

- ❖ Asking case managers/investigators to identify how the current risk and safety factors can be addressed through maximizing strengths and supports.
- ❖ Building on 'when things were better' and the family's previous ability to manage and cope safely to guide planning.
- ❖ Asking staff how their interaction to assess incorporated the family's ideas about what has happened in the family.
- ❖ Asking staff how their interactions advanced the family's thinking or understanding of what is unsafe or risky today.

## **Safety Planning**

### Traditional

- ❖ Supervision conducted in a way that presumes that the parents cannot be part of planning for safety.

### Family-centered practice

- ❖ Asking staff what others who know the family/child say about the family's needs.
- ❖ Gaining input from others about what is safe and unsafe for the children.

## **Out-of-Home Placement**

### Traditional

- ❖ Following and enforcing blanket rules that limit contact between parties and limit or restrict visiting and communication, regardless of whether real or current safety concerns exist.

### Family-centered practice

- ❖ To the degree that safety can be assured, families and caregivers are viewed as collaboratively providing parenting and care for children.
- ❖ Asking staff how they have created continuity for children through linking families and caregivers, sharing information, and helping families and caregivers work together to put the child's needs first.

## **Implementation of Service Plan**

### Traditional

- ❖ Conveying the idea that services are provided to establish that the agency is meeting the standard, rather than seeking to support change.
- ❖ Conveying the idea that if parents wanted to keep their children, they would do whatever it takes, therefore we don't have to work with real barriers that parents face in completing services.

### Family-centered practice

- ❖ Using the supervisory role and administrative advocacy to create services aligned with local needs.
- ❖ Assisting staff and families/teams in thinking beyond existing services to identify customized supports for change.

## **Permanency Planning**

### Traditional

- ❖ Holding a 'back-up' plan in the agency's mind that is not shared with parents.
- ❖ Focusing supervision on the immediate compliance driven plan.

## Family-centered practice

- ❖ Working with the staff to keep an emphasis on using full-disclosure from the start of work with the family to keep the child's need for permanency at the center of decision-making.
- ❖ Helping the staff identify and support alternative permanency resources throughout the life of the case.
- ❖ Using the case plan as a way to discuss the family's strengths and capacities along with the child's needs.
- ❖ Guiding placement decisions based on the child's need for permanency and connection as well as safety.

## Reevaluation of Service Plan

### Traditional

- ❖ Tracking and reviewing plans for compliance from a professional services point of view.
- ❖ Talking in supervision only about the compliance or lack thereof.

### Family-centered practice

- ❖ Using supervision to track input from a range of sources regarding family progress.
- ❖ Asking the case manager what the family thinks is working/not working throughout the case.
- ❖ Using supervision to gather and analyze available input about whether the family's context has changed sufficiently to assure safety.
- ❖ Using supervision to encourage the case manager to assess the quality and effectiveness of the components of the plan as progress is made (or not).
- ❖ Using supervision to help the case manager think with the family about sustainability: in other words, nearing the end of the work together, what will keep this family going without further intervention?



## MAIN IDEA: What your team needs from you most of all?

### Ask:

? **If you were to identify one overarching thing you can do, as a supervisor, to reinforce the importance and the strategies involved in the family-centered approach, what would it be?**

▪ **Elicit responses.**

❖ Modeling a “family-centered” approach with your employees. As a supervisor, you should treat your employees the way you expect them to treat your families. With:

- ❖ Honesty.
- ❖ Dignity.
- ❖ Respect.
- ❖ Inclusion.
- ❖ Value.

Modeling a “family-centered” approach with your employees is the key to making it work in the field.

This is called Parallel Process!



## SUMMARIZE

▶ The supervisor plays a key role in the successful implementation of the family-centered practice model. Some key strategies you must employ include:

- ▶ **Understanding** why the model is being used by the Department and how its use affects current practice.
- ▶ **Modeling** a “family-centered” approach with your employees.
- ▶ **Supporting** your employee’s decisions.

Understanding

Modeling

Supporting



## Transition

- ▶ We have spent some time reviewing the family-centered practice model—a model DCF leadership is expecting us to use in order to reach the 2012 goal of reducing the number of children in out-of-home care by 50%.
- ▶ And how you, the supervisor, are the critical link to implementing the use of the model.
- ▶ Tomorrow we will begin taking a closer look at some of the specific supervisory skills you will need to help you effectively lead your staff—so that they, in turn, can be effective practitioners of the family-centered approach.

# Wrap-Up

Materials  
PPT I.14



15 Minutes



## Presentation – Wrap-Up

- *Process the work day with the participants.*

**Ask:**

- ? **What did you learn from today's session?**
- ? **How will you integrate these new skills into your workday?**
- ? **What did you experience today that would not be useful to you as a supervisor?**

## Summarize

- ◆ This is just the beginning session. There will be lots to learn within the next nine sessions.
- ◆ Please be open-minded, and to take advantage of this new learning experience.
- ◆ Thanks for your input and participation and I will see you \_\_\_\_\_ *(date, time, and location of the next day of training)*.

## Evaluations

If evaluations are being used they should be distributed and completed at this time.