



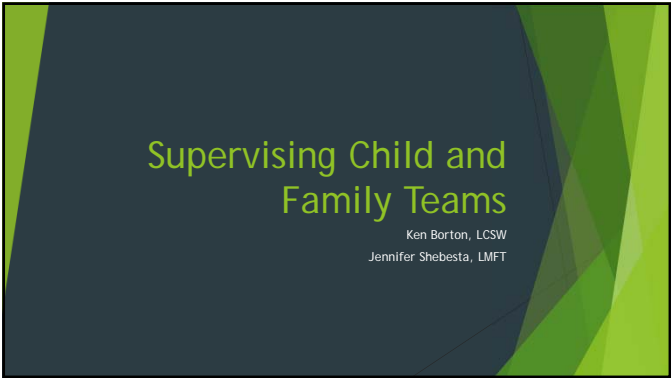
A3 Supervising Child and Family Teams

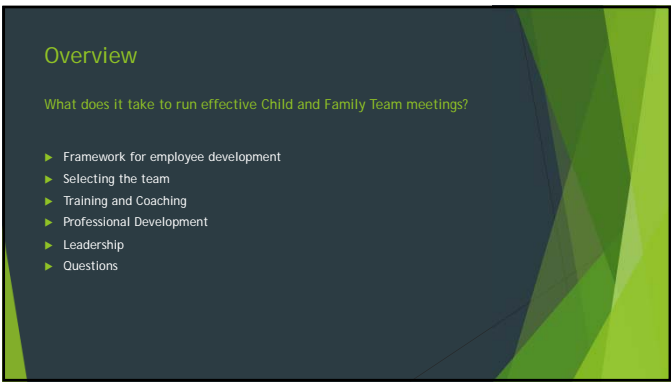
Wednesday, June 13, 2018 10:30 a.m. - 12:00 p.m.

Jennifer Shebasta, Ken Borton

Salon 8

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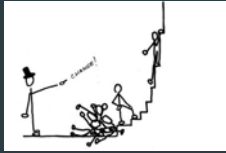






Employee Development Framework

► The Learning Curve



- Realistic supervisor expectations
- Supervise to the current level of development
- Beginner, Accomplished, and Advanced levels of mastery

Beginner, Accomplished, and Advanced skill levels

► Beginner Facilitator:

- Use basic strategies to engage with youth, families, and community partners
- Learn to run CFT meetings using a standardized format
- Learn to develop a Wraparound Plan with each Child and Family Team
- Build knowledge of the system of care (probation, schools, special education, court, child welfare, adoptions, behavioral health)
- Develop care coordination skills/techniques
- Learn documentation requirements
- Learn about community resources
- Learn to triage crisis situations

Beginner, Accomplished, and Advanced skill levels

► Accomplished Facilitator:

(changes from the Beginner level are noted in italics and underlined)

- Engage with youth, families, and community partners *even in unusual or challenging circumstances*
- *Effectively* run CFT meetings using a standardized format
- Develop a Wraparound Plan with each Child and Family Team *without coaching support*
- *Demonstrate knowledge* of the system of care (probation, schools, special education, court, child welfare, adoptions, behavioral health)
- *Demonstrate effective* care coordination skills/techniques
- *Become proficient in* documentation *and documentation timelines*
- *Demonstrate knowledge* about community resources
- *Effectively manage* crisis situations

Beginner, Accomplished, and Advanced skill levels

► Advanced Facilitator:

(changes from the Accomplished level are noted in italics and underlined)

- Engage with youth, families, and community partners *in an array of circumstances and offer to have new Facilitators shadow your work.*
- Effectively run CFT meetings using a standardized format *without drifting from the model.*
- Develop a Wraparound Plan with each Child and Family Team *that is individualized and addresses the underlying needs of the family.*
- Demonstrate knowledge *and teach others about* the system of care (probation, schools, special education, court, child welfare, adoption, behavioral health). *Take initiatives to learn about changes within these systems.*
- Demonstrate effective care coordination skills/techniques *and think critically about effective communication and seamless service through a trauma informed lens.*
- *Submit timely and accurate* documentation *without prompting from supervisor, demonstrating effective task management skills.*
- *Obtain now information* about community resources *and share with the team.*
- Effectively manage crisis situations *with confidence.*

Selecting the Team The Hiring Process



Selecting the Team The Hiring Process

- How will you know you've found a great facilitator?
- What characteristics does a great facilitator have?
- What can be trained later?

- Multi-step interview process
- Role Play interview
- Involvement of Family and Youth advocates/partners

Selecting the Team The Hiring Process

- ▶ Interview questions that evaluate core competency areas
 - ▶ Example: What strengths would you expect to discover when meeting a youth who has a reported history of gang involvement?
 - ▶ Example (taken from a training with Pat Miles):
Respond to the following statement: The worst home is better than the best group home.
 - ▶ Other examples?

Training/Coaching



Do For, Do With, Cheer On

- ▶ **Do For:** How does a new facilitator know what a great CFT looks like?
 - ▶ Preparation (pre-shadowing meeting)
 - ▶ Shadowing (observation of another facilitator)
 - ▶ Post-shadowing debrief (what did you see/what was missing?)
- ▶ **Do With:** How does a new facilitator feel supported while conducting their first CFT meetings?
 - ▶ Preparation (prepare your board and agenda, confirm attendance)
 - ▶ Team participation (who will help during the meeting if the meeting gets stuck or goes off-track?)
 - ▶ Coach and/or supervisor in attendance
- ▶ **Cheer On:** How do we recognize and reinforce facilitator development?
 - ▶ Team recognition (what did you see your colleague do during a CFT this week that was particularly effective?)
 - ▶ Ongoing fidelity checks via observation and feedback by coach/supervisor as an opportunity to celebrate effective practice
 - ▶ Open-ended questions in supervision meetings (What were you proud of this week? What situations were you able to navigate that you might not have been able to a few months ago?)

Professional Development



Professional Development

Effective, skilled, and confident Facilitators are always learning and growing

Professional Development goals

- ▶ For the goal of increasing effectiveness, skill, and/or confidence (for example going from a Beginner Facilitator to an Accomplished Facilitator) answer the following questions:
 - ▶ What additional support/coaching/training is needed?
 - ▶ Is there something "getting in the way" and if so, how will it be addressed?
 - ▶ What will the employee do? What will the coach/supervisor do?
 - ▶ How and when will we evaluate progress?

Professional Development

Example Professional Development Goal for a Beginner Facilitator

Goal: Facilitator will increase engagement with caregivers on Child and Family teams.

Actions:

- ▶ Coach/Supervisor will role model how to make initial phone calls to caregivers.
- ▶ Facilitator will call caregivers within 24 hours of receiving a new referral to introduce themselves and schedule an initial appointment.
- ▶ Facilitator will arrange CFT meetings at a convenient time for the caregiver.
- ▶ Facilitator will structure intake meeting to encourage caregiver has plenty of time to share information about family history, current stressors, and strengths of the family members and family unit.
- ▶ Facilitator will shadow an intake meeting conducted by Coach/Supervisor and note the engagement strategies that are used.
- ▶ Facilitator will ask Family Advocate for feedback on observed interactions with caregivers.
- ▶ Facilitator will offer collateral support meetings with the caregiver once/month.

Measurement:

- ▶ Collateral support sessions will occur once/month with caregivers.
- ▶ Facilitator will elicit observation feedback from Family Advocate 2 times and discuss findings with coach/supervisor by 6/30/18.



- Leadership
- ▶ How can leaders best assist/influence the team to do their best?
 - ▶ What strengths do you add to the team?
 - ▶ How do leaders develop their leadership skills?
 - ▶ What do leaders need to do to learn how to best develop their staff?

- Questions
- ▶ What did you most value from today's presentation?
 - ▶ What might you do differently when you go back?
 - ▶ What might we have done in this presentation to make it more helpful?
