

PLACEMENT PLANNING & MENTORING

**MiTEAM Specialist Led Application Exercises
GUIDE**



October 2017

MiTEAM Specialist Led Application Exercise: Placement Planning & Mentoring

Purpose: Build on and reinforce information provided in the Placement Planning and Mentoring tutorials by offering different experiential learning opportunities.

Planning	
Materials	<ul style="list-style-type: none"> • Participant Packets • Projector for showing video clips • Large flip chart paper that sticks to the wall (at least 4) • Index cards (3 per participant) • Small Post-It sticky notes (enough for each table to have at least 10-20 sheets) • Markers • Pens or pencils
Preparation	<ol style="list-style-type: none"> 1. Make copies of the Placement Planning and Mentoring Participant Packet for each participant. 2. Create a visual of the Placement Planning and Mentoring skills, Fidelity Indicators, and Key Case Worker Activities (KCAs) selected for the training cycle. Post the visual. <p><u>Placement Planning Skills:</u></p> <ol style="list-style-type: none"> 1. Key Processes to Lessen Trauma during transitions 2. Maintaining connections through culture 3. Maintaining connections through parenting time planning <p><u>Mentoring Skills:</u></p> <ol style="list-style-type: none"> 1. Receiving feedback 2. Providing feedback 3. Educating Families on How to Navigate Systems <p><u>Fidelity Indicators:</u></p> <p>Placement Planning</p> <ul style="list-style-type: none"> • (Observation): Inquires about individual(s)'s perspective regarding how the living arrangement options impact child(ren)/youth(s) connections. • (Supervision): During monthly supervision meeting(s), the worker was able to identify: How the current living arrangement is helping build resiliency, which may include, but is not limited to: <ul style="list-style-type: none"> ○ Promoting the individual(s) ability to develop and build relationships ○ Promoting the individual(s) master/competency ○ Improving the individual(s) ability to regulate emotion and behavior ○ Strengthening the individual(s) self-esteem ○ Giving the individual(s) voice <p>Mentoring</p> <ul style="list-style-type: none"> • (Observation) Assists the family with navigating agency systems and processes; demonstrated by 2 or more of the following: <ul style="list-style-type: none"> ○ Clearly explains expectations regarding service referrals ○ Clearly explains next steps ○ Describes agency processes ○ Explains desired outcomes of case disposition ○ The worker provides feedback to the individual <p><u>Key Caseworker Activities:</u></p> <ol style="list-style-type: none"> 1. Work closely with members of the family team to make initial placement decisions, support those placements and plan for transitions. 2. Use visits to preserve connections, strengthen relationships and make progress on identified goals. 3. Place Post-It sticky notes on each table.

	<p>4. Place two large flip chart papers on the wall: one labeled: “What we <u>ARE</u> saying or doing...” and the other labeled: “What we <u>COULD START</u> saying or doing...”</p> <p>5. Make one (1) copy of the “Mentoring Practice Section: Example Script” from Appendix B on page 20.</p>
Trainer Note: Total Time of MSLAE is approximately 4.5 hours, including built-in breaks.	
Outline	
<p>Introduction</p> <p>Time: 8 minutes</p>	<p>Objective: Introduce placement planning and mentoring and orient participants to the training.</p> <p>Script: We are now in the final training cycle of our initial implementation of the MiTEAM enhancements. Our prior trainings covered the MiTEAM competencies up to this point including Engagement, Teaming, Assessment, Case Planning, and Case Plan Implementation (Trainer Note: Show competency progression graphic). Each of the competencies are inter-related and build off each other. The purpose of all these trainings and exercises is to strengthen practice and ultimately improve outcomes for the children and families we serve.</p> <p>Today, we’ll be covering Placement Planning and Mentoring but first let’s talk a little about data. (Trainer Note: Display Measuring and Monitoring Progress graphic if using a PowerPoint.) Historically, our child welfare system has relied heavily on Key Performance Indicators (KPI’s) to assess quantitative performance. KPI’s include things like initial face to face contact, worker-child contacts, medicals and dentals, timely completion of ISP’s and USP’s, etc. With our current enhancement of MiTEAM and expansion of CQI, our data collection now pulls from several other sources so that we’re also looking at the quality of our work, not just the numbers, to better gauge our performance and the outcomes for our children and families. As we talked about in prior MSLAE’s, these other sources of data include:</p> <ul style="list-style-type: none"> • Key Caseworker Activities (KCA’s) – activities and skills identified under each competency to help caseworkers understand what it means to implement that competency • Fidelity Indicators (Fidelity Tool) – a list of specific behaviors that gauge whether we’re demonstrating MiTEAM skills consistently. If you’d like to see the full Fidelity Tool with all the indicators, you can find it under the Resources tab in the MiTEAM Virtual Learning Site that is accessed through LMS. • Quality Service Review (QSR) – a review process that examines our whole child welfare system (including courts and community partners) to assess our practice and how well children and families are benefitting from services <p>The QSR is one way to help us gauge this as it shows Practice Indicators (<i>how we do our work</i>) and Family Status Indicators (<i>how children and families are doing</i>) with the belief that if we improve our social work skills with families we will improve outcomes for the children we serve. So far, the QSR has shown statewide an overall improvement for both practice and family status indicators since the start of the MiTEAM pilot trainings in 2014. (Trainer Note: Display QSR results graphic if using PowerPoint.) QSR information helps us identify areas of strength and opportunities for growth at the local level as well as statewide. Here are a few examples of how Lenawee County, a pilot county, used data and their sub-teams to make local improvements:</p> <ul style="list-style-type: none"> • The CQI sub-team looked at their KPI’s and noticed they had low scores for commencing CPS investigations. They investigated and discovered initial contacts made by the intake unit were not counting as commencement. They developed a plan for workers to make commencement so it was counted in their stats. That issue has now been resolved in the system. • The MiTEAM sub-team reviewed quarterly results from their Fidelity Tool data and saw they were scoring low in areas relating to educating families about trauma. The sub-team then utilized an intern to create an educational brochure to discuss and give to families. <p>KPI’s will always be important but the addition of these other methods provides more balance between focusing on both the quantity and the quality of the good work we do. The purpose of all these trainings is to ensure we continue to learn, grow, and do the best we can for the children and families we serve.</p>

	<p>Getting back to the competencies, this MiTEAM Specialist Led Application Exercise (MSLAE) will focus on Placement Planning and Mentoring. Today, we'll be covering the following skills: (Trainer Note: Point out flip chart paper with skills written on them posted on the wall.)</p> <p>Placement Planning:</p> <ol style="list-style-type: none"> 1. Key Processes to Lessen Trauma during transitions 2. Maintaining connections through culture 3. Maintaining connections through parenting time planning <p>Mentoring:</p> <ol style="list-style-type: none"> 1. Receiving feedback 2. Providing feedback 3. Educating families on How to Navigate Systems
<p>Ice Breaker</p> <p>Time: 20 minutes</p>	<p>Objective: Participants will begin thinking about, in a very personal way the impact of our work on those we serve by experiencing an activity regarding loss.</p> <p>Script: As we begin today to practice the competency and related skills of Placement Planning and Mentoring we would like to start with an ice breaker that is meant to help us think about our work in a very personal way.</p> <p>Large Group Activity: Please pick up the three cards in front of you. On each of the three cards write something that is important to you. Write down things that you cherish and would never want to lose, whatever is near and dear to your heart, such as a certain person, place, pet or routine. Most people want to write "family" or "friends". For the purposes of this exercise, please be specific about which person or routine or thing you love, such as: Mom, morning coffee, photo albums, phone, etc. If choosing a specific person, write their name. Take a moment to think about what those people and things mean in your life. (Trainer Note: Allow approximately three (3) minutes to write.)</p> <p>Now I will walk around the room to collect one card from each of you. Choose which card you want to give up. (Trainer Note: Collect one card from each person.)</p> <p>Large Group Discussion: We asked you to give up one of your most cherished possessions.</p> <p>How did it feel to give up something you cherished? (Trainer Note: Read some of the cards.)</p> <ul style="list-style-type: none"> • How did you choose which one to give up? • How did you feel when I just said, "You 'choose' to give one up?" • How did it feel when I took it from you? <p>Now, I will walk around the room again to collect another card from each of you. Hold up your remaining cards and I will pick one this time. (Trainer Note: Collect one more card from each person.)</p> <p>Large Group Discussion: How did it feel when I took the second one? (Trainer Note: Read some of the cards.)</p> <p>Now I will collect the last card from everyone. (Trainer Note: collect the last card from each person.)</p> <p>Large Group Discussion: How did you feel when I took the last one? (Trainer Note: Read some of the cards.)</p> <p>Trainer Note: It might be helpful to add a short personal story here. Use any example that highlights the loss that children feel when placed and separated from what they are connected to; whether it be a person, place, or object.</p>

	<p>Debrief/Conclusion: Imagine how it would feel for someone to really take things you value most. We just took a card! We do it every day when we remove children from their parents. Children don't get the option to choose what they give up. They don't always get to hold on to what they love most until the next time....they often lose it all! Parents have tough choices to make when deciding what is best for their children. Removals are always difficult. Even when we try our best, children still suffer a traumatic loss. In our position, we have the opportunity to have a huge impact on children and families, which is why the content of today's training is so important.</p>
<p>Placement Planning Review</p> <p>Time: 5 minutes</p>	<p>Objective: Review the Placement Planning sub-competency of Assessment and the associated KCA's and fidelity indicators.</p> <p>Introduction: In the Placement tutorial, you were provided an overview of two main skills: Trauma-informed Decision Making and Key Processes to Lessen Trauma in transitions. As part of the module, you took a closer look at Trauma-informed Decision Making by watching the "ReMoved" video and answering questions about 10-year-old Zoe. Today, we're going into more detail about the Key Processes to Lessen Trauma in Transitions and then narrowing that down to focus specifically on one of the processes: maintaining relational continuity. We will then practice this by reviewing how to maintain connections with activities relating to culture and parenting time plans.</p> <p>Overview: The placement planning process is a methodology to ensure that children are placed in the most appropriate, least restrictive living arrangement consistent with their needs. This placement would ideally enable the child to maintain connections to family and friends and receive assistance with any special needs and stay in the same school. Placement Planning does not only refer to initial removals. It applies to any time a child's placement is changed or any time there is a transition regardless of whether it is a foster care or CPS case. Transitions in living arrangement can include a family moving from their home to a shelter, moving from one foster home to another, from a relative to a residential setting, returning home with parents, or even from one parent to another for safety reasons whether court is involved or not.</p> <p>There are six KCA's associated with Placement Planning. If you would refer to the handout titled "Placement Planning Overview" in the Participant Packet on page 2, you'll see all six of the KCA's listed. For the purpose of this training we will only be focusing on two of those which include:</p> <ul style="list-style-type: none"> • Work closely with members of the family team to make initial placement decisions, support those placements and plan for transitions. • Use visits to preserve connections, strengthen relationships and make progress on identified goals. <p>There are also several fidelity indicators, or specific behaviors, associated with the Placement Planning competency and can be viewed on the same handout. The fidelity indicators we'll be focusing on for this training are:</p> <ul style="list-style-type: none"> • (Observation): Inquires about individual(s)'s perspective regarding how the living arrangement options impact child(ren)/youth(s) connections. • (Supervision): During monthly supervision meeting(s), the worker was able to identify: How the current living arrangement is helping build resiliency, which may include, but is not limited to: <ul style="list-style-type: none"> ○ Promoting the individual(s) ability to develop and build relationships ○ Promoting the individual(s) master/competency ○ Improving the individual(s) ability to regulate emotion and behavior ○ Strengthening the individual(s) self-esteem ○ Giving the individual(s) voice
<p>Key Processes to Lessen</p>	<p>Objective: Participants will review the Key Processes to Lessen Trauma and practice using the skills to lessen trauma for children and families during transitions.</p> <p>Script: While each person experiences trauma differently, most people have felt some level of trauma due to separation at one point in their lives. I'm sure you can think of at least a couple of your own real-life</p>

<p>Trauma during transitions</p> <p>Time: 25 minutes</p>	<p>experiences that were traumatic or at the very least unpleasant. Children who have been removed from their homes tend to experience great trauma. What is traumatic for one child may not be traumatic for another; however, often times they lose everything they've ever known; their parents, siblings, friends, school, grandparents, etc. You got a small taste of what this might feel like with our icebreaker activity earlier but there are things caseworkers can do to lessen the trauma.</p> <p>As reviewed in the online tutorial, there are key processes that can help lessen the trauma to children who are being removed from their parents or are changing placements. These five key processes also ensure that we're demonstrating the KCAs and fidelity indicators we just went over.</p> <p>The Key Processes to Lessen Trauma in Transitions include:</p> <ol style="list-style-type: none"> 1. Create physical and psychological safety 2. Use psycho-education to normalize 3. Empower through predictability 4. Maintain relational continuity 5. Invite and affirm expression of feeling <p>Small Group Activity: Now, we'll do a small group activity to apply the key processes to our everyday work. Each table will be assigned a program area (Trainer Note: assign each table a program area including CPS Investigations, CPS Ongoing, Foster Care, Licensing, Adoption, Child Welfare Supervisors, Other – MYOI/Education Planner/Health Liaison/etc.). You'll all want to refer to the handout titled, "Key Processes to Lessen Trauma in Transitions – Your Program Area" in the Participant Packet on pages 3 and 4. At your tables, discuss what is currently being said or done to reduce trauma for each of the key process for the program area you were assigned. This could be you personally or your peers. Then discuss what you, or your peers, could <i>start</i> doing. For example, for the key process "Create Safety for child", you might be asking the child what makes them feel safe and could start also asking for a special toy for the child to take to their placement with them. You'll see examples provided on the handout to help get you started. Ideas should also include things you can do to reduce trauma for parents during removals, as well as children, as this is also very important but often overlooked. A parent's own trauma could impact their future ability to develop a working relationship with child welfare workers, follow-through, and have their children returned to their care. Write your answers on the Post-It sticky notes provided. Once you're finished writing all your ideas down for both columns, choose a spokesperson from your table to report your answers out to the larger group. As the spokesperson is reviewing your answers, they will put the sticky notes on the corresponding large flip chart paper on the wall so at the end we'll have a visual of all the ideas from all the tables for all program areas covered. (Trainer Note: Provide 10 minutes for table discussion.)</p> <p>Large Group Discussion: Now we'll have each table go over their answers with the large group and put their Post-It sticky notes on the corresponding large flip chart paper.</p> <p>Trainer Note: Possible responses (in addition to examples on the handout) for each program area may include:</p> <ul style="list-style-type: none"> • Intake – ask for names of parents, ask for names of service providers • Investigation – obtain contact information about non-custodial parent, seek legal status of father, initiate diligent search (identify relatives) • Ongoing – assess father for safety, find kin or "family members", facilitate visits • Family preservation – recognize and build routines, identify and build informal supports and connections • Licensing – assess relative placement (physical and psychological safety), assess relatives for other supports • Foster Care – seek relatives, explore with relatives ways to keep and strengthen connections, engaging foster parents in ways they can help maintain connections for child
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	<ul style="list-style-type: none"> • Adoption – Reach out to adult family members for contact with child, seek additional connections through adoptive family • Other (MYOI, PRM, Education Planner, CWFS, Health Liaison, MiTEAM Specialist, etc.) – recognize key teachers or community supports, assist youth in building independence and utilizing informal supports, coach/model caseworkers in building connections <p>Debrief: Looking at the flip chart papers on the wall, it's clear that we are already doing a lot of great things to reduce trauma for children during removals as well as throughout the life of a case and in all program areas. We can also see there are still a lot of things we "could" be doing. Look over all the ideas and pick one or two that you are willing to implement in the next week. What are a few ideas you have? (get at least a few answers from the group)</p> <p>These key processes can also be used during other transitions such as youth entering college or children entering a new school. Additional transitions could include a family's housing situation being disrupted, a parent entering a shelter, a family going through a divorce or break-up, relatives taking in children to ensure safety on a temporary basis, and the list could go on.</p> <p>There are things you can do on an individual level but also on a county or unit level to reduce trauma during placements. Refer to the Participant Packet on pages 5 – 7 to see six strategies identified by Dr. Jim Henry for minimizing trauma during removals as well as an example of what one county is doing to collectively reduce the impact of trauma.</p> <p>Any behaviors or measures you take that help address trauma for children and families can be documented in your social work contacts and/or other areas of your service plans as appropriate. How to document ways that trauma has been addressed has already been identified as a need by pilot counties who are using the full Fidelity Tool. This is an opportunity for growth that we will continue working on statewide.</p> <p>Conclusion: Each of us, no matter what our role, contributes to lessening trauma throughout the life of a case. By applying the Key Processes to Lessen Trauma to removals and any changes in placement, we will be better able to help the children and families we work with to address and minimize their potential trauma.</p> <p>Now that we've practiced using the key processes, we're going to narrow in and focus specifically on key process #4, Maintain relational continuity. Maintaining relational continuity means making sure children continue to have contact with the people they were close to before they were removed, changed placements, or went through any kind of transition. Maintaining relational continuity is closely related to maintaining connections, which you will also hear it referred to today. Besides being good for children's well-being, maintaining relational continuity and maintaining connections serves two purposes. First, it is one of the steps in building resiliency, which we talked about in the Case Planning/Case Plan Implementation training, and helps lessen trauma. Second, maintaining connections increases options for placement and the chance for permanency.</p> <p>We will now focus more on maintaining connections by concentrating specifically on culture and parenting time plans.</p>
<p align="center">Trainer Note: Recommended five (5) minute stretch break here.</p>	
<p>Maintaining Connections through Culture</p> <p>Time: 30 minutes</p>	<p>Objective: Participants will identify strategies to maintain connections to culture.</p> <p>Introduction: Now that we have a shared understanding of the role that maintaining connections plays in lessening trauma, we are going to narrow our focus to culture.</p> <p>Script: Culture is defined as: "The unique identities, values, beliefs, and world views of an individual or family that shapes their ambitions and life choices." Under this definition, each and every family is likely to have</p>

formed a culture unique and specific to themselves. They may not call it “culture” and they may not even be distinctly aware of it, however, it is present nevertheless.

Research tells us that understanding one’s culture is critical to human development and the formation of identity. This makes practicing cultural awareness essential. Practicing cultural awareness means noticing and inquiring about: family norms and traditions, values, religion and belief systems, race and ethnicity, and experiences with power and privilege. It means assessing the potential impact on a family of societal issues such as racism, oppression, prejudice, politics, stereotypes and historically traumatic events. Lastly, practicing cultural awareness means considering the potential impact of our own unconscious bias, life experiences, and culture so we can refrain from accidental generalizations, projections, or judgement while working with others.

So, what does this mean for practice? To do our work well, we can notice and discuss culture with families in a thoughtful, intentional and respectful way. It is an ongoing effort and not something that can be fully understood after one or two conversations. We can work with families to identify strategies to maintain connections to their culture. It is important that we look to maintain connections that are specific to the individual’s or family’s wishes and desires because families may prioritize certain aspects of their culture differently. For example, one family may prioritize religion and prefer their child in a religious home over homes with other characteristics whereas another family prioritizes sports and prefer their child in an active, sports-oriented home.

A child’s culture, as it relates to sense of self and identity development, may be threatened any time a move to another household is required. Therefore, we should be discussing the impact on a child’s connection to their culture any time the living arrangement changes, including but not limited to legal placement changes, because no two families share the same exact culture. However, we know that trying to find and match a child to a home is extremely challenging and there are many additional factors to consider. Our goal should be to initiate and support efforts to learn, honor, build and maintain each child and family’s unique culture no matter what their living arrangement. This can be done in healthy and productive ways even if a placement is culturally very different than their own. It just may take some creative and intentional planning. One example of this may be that a family tradition is to eat dinner together every Sunday so a phone call could be arranged for every Sunday during the dinner so the child can still be part of it in some way.

We are now going to watch a short video clip that highlights the importance of culture. Becky’s story provides just one example of how essential culture can be to our sense of self and well-being and why it is so important to consider when making placement decisions.

Trainer Note: Play Video Clip ICWA Becky Video **Minutes: 2:40-4:43**

<https://www.youtube.com/watch?v=tYMG13pKq4Y>

Debrief What are some of things Becky said in her story that highlight the importance of culture and how she was able to re-establish a connection to hers?

Trainer Note: Some relevant quotes from the video are:

- Non-Native Folks
- Moving to Swinomish was a moment of grace to be connected to a tribal community –and to people I understood inherently.
- Because that’s what we do as Indian people.
- We are tied to our culture in a way that I think is very different than other communities.
- Most adoptees who are adopted out into non-tribal homes aren’t afforded that.
- That unsettled feeling, they don’t even know what that is. It wasn’t until I became connected to a tribal community that I understood – it had to do with my disconnection to our people.

	<p>Small Group Activity: At your tables, take 15 minutes to discuss the following questions and be ready to share at least one response to each question with the large group.</p> <ol style="list-style-type: none"> 1. How can we prepare ourselves for the challenges related to discussing culture? 2. What are some examples of questions or conversation starters that could be used to gain insight into an individual or family's unique culture? 3. What are some strategies and/or creative ideas that can be implemented to maintain connections to culture? <p>Large Group Debrief: Share one response to each question that your table came up with.</p> <p>Conclusion: Culture is a topic that could be discussed in much greater detail and length. By integrating cultural awareness into our work, we can focus on using effective strategies to maintain connections.</p>
<p>Maintaining Connections through Parenting Time Planning</p> <p>Time: 30 minutes</p>	<p>Objective: Participants will identify ways that connections can be maintained through creative parenting time planning.</p> <p>Script: Another place that we can maintain connections during placements is through intentional and creative planning for parenting time. Parenting time is usually discussed in the context of maintaining the bonds and attachments that exist between parents, children and siblings. However, a primary purpose of parenting time is also to ensure that the parent maintains their parental role. When we limit parenting time to just visits, we miss opportunities for this to occur. Parenting time can be used to maintain roles and connections by continuing, strengthening, mending, or even redefining the relationship. Likewise, other connections to people, places, pets, culture, technology, and more, can be maintained by creatively including them in parenting time.</p> <p>Small Group Activity: We are going to split up into groups and do a short activity. Each group will review a different scenario where parenting time planning has occurred.</p> <p>It is important to note that the intent today is NOT to fully train you on parenting time planning or its components at this time. You will notice that the scenarios being provided are in narrative form. We recognize that parenting time planning is currently captured in many different areas of our work including parent agency treatment plans, FTM reports, MiSACWIS and social work contacts. These scenarios were created in a way that spells things out for the family and their team. As you read them, it may be helpful to consider how these plans could be translated into the various areas that you document your work.</p> <p>In your groups, take 2-3 minutes to silently read your scenario. At the end of each scenario there are four questions for you to answer as a group. Discuss the questions and write down your answers. Be prepared to summarize your scenario and share your groups' answers to the questions with the larger group. You may want to identify a spokesperson. We will take 15 minutes to do this.</p> <p>Trainer Note: Assign Placement Planning Scenarios #1, #2 and #3 (located in the Participant Packet on pages 8 – 13) to three separate groups. You may assign randomly or by program area. However, at least one group should review each of the scenarios regardless of your group makeup. For example, if you have all foster care workers in the training, all three scenarios should still be used. If you have more than three tables, more than one group can review any of the three scenarios.</p> <p>Large Group Discussion: We are going to go around the room and each table will summarize their scenario and share their answers to the four questions.</p> <p>Trainer Note: See Appendix A: "Placement Planning Scenarios #1-3 Answer Sheet" located in this Guide on pages 18 and 19.</p>

	<p>Conclusion: As you can see from our discussion today, there are many creative ways that we can maintain connections when planning for parenting time. By integrating best practice strategies into the work we already do, we increase the chances of our efforts being effective and having a long-lasting positive impact on the children and families we serve.</p>
<p align="center">Trainer Note: Recommended break here.</p>	
<p>Mentoring Review</p> <p>Time: 10 minutes</p>	<p>Objective: Review the definition of mentoring, the associated KCAs and the selected fidelity indicators.</p> <p>Introduction: Now we are going to cover the Mentoring Competency. In the MiTEAM Practice Model, Mentoring is defined as “a developmental partnership through which one person shares knowledge, skills, information and perspective to foster and empower the personal and professional growth of another person.” This means as caseworkers we may mentor families or our colleagues. It also means that we may be on the receiving end, being mentored by a supervisor, program manager, MiTEAM Specialist or our peer. Engagement, teaming, assessment and mentoring must work hand-in-hand to create the kind of opportunity for collaboration, problem solving and goal achievement. Mentoring others means that you may coach, model, or provide meaningful feedback. We cannot force others to change their behavior, but by listening, attempting to understand, and sharing with others, we can help them lead their own change and growth.</p> <p>Please refer to the Participant Packet on page 14. As you can see, we’ve identified three KCAs for Mentoring. Remember, KCAs are the “it” activities that are effectively demonstrating a particular competency. So, we know we are Mentoring if we . . .</p> <ul style="list-style-type: none"> • Promote growth through coaching • Create a learning environment through observation and feedback • Support change through building honest and genuine relationships <p>During the Mentoring module, we reviewed the following fidelity indicators. (Trainer Note: make this visible to participants during the MSLAE by writing on a large piece of flip chart paper or a whiteboard.)</p> <ul style="list-style-type: none"> • (Observation) Assists the family with navigating agency systems and processes; demonstrated by 2 or more of the following: <ul style="list-style-type: none"> ○ Clearly explains expectations regarding service referrals ○ Clearly explains next steps ○ Describes agency processes ○ Explains desired outcomes of case disposition ○ The worker provides feedback to the individual • (Observation) The worker provides feedback to the individual(s). <p>Small Group Activity: To get started we are going to do a short activity. Please go around your table and share, one MiTEAM practice where you excel and one area where you could potentially improve.</p> <p>Debrief: We all have talents that we bring to our work with families. Each one of us has the capacity to mentor our peers and the families that we serve. Additionally, we all have areas where we can grow, expand our perspective, learn something new or refine our skills. We all can benefit from being mentored by someone with more expertise. For the second half of this training we are going to focus on the following three skills to reinforce our role as a mentor or mentee:</p> <ul style="list-style-type: none"> • Receiving feedback • Providing feedback • Educating Families on How to Navigate Systems
<p>Receiving Feedback</p> <p>Time: 30 minutes</p>	<p>Objective: Participants will watch “How to use others’ feedback to learn and grow” by Sheila Heen on TEDx YouTube (19:29) and as a large group debrief the video.</p>

	<p>Script: One goal of the Enhanced MiTEAM Practice Model is to establish a learning organization, where each member is continually focused on enhancing and expanding their collective awareness and capabilities.¹</p> <ul style="list-style-type: none"> • We no longer wish to invest time and energy into doing things, just because that’s the way we’ve always done them. • We recognize just pushing stats and numbers without understanding what’s behind the number is not effective. • We know that requiring mandates from Central Office without getting the field’s input is not the answer. <p>We are trying to change the way our state operates as a whole. In order for us to be effective it means that each of us must also be committed to our own personal growth. It’s important that we are willing and able to adjust, change, refine our skills and learn new information so that we can meet the needs of the families we serve. Part of the way we will do this is through receiving feedback, not just formalized feedback, but everyday things like noticing facial expressions, or hearing others express disagreement. We are asking you to be open to receiving feedback from us, your supervisor, and your peers. We are also asking you to welcome feedback from the families you serve so that you can continuously improve. Receiving feedback can be uncomfortable, but it’s how we manage this that will have a profound impact on our future success. We are going to watch a 20 minute YouTube video by Sheila Heen. Sheila states that, if we can get better at feedback, there are huge rewards. She’s found that people who solicit feedback about what they can improve report:</p> <ul style="list-style-type: none"> • Higher work satisfaction. • They adapt more quickly in new roles. • They get higher performance reviews. <p>This is our hope for each of you. As you watch this video please jot down three things that stand out to you or three things that you learned.</p> <p>Video: https://youtu.be/FQNbaKkYk_Q</p> <p>Debrief /Conclusion: If you get better at receiving feedback it changes how other people experience you. Please take five (5) minutes to share with your peers one thing you found most interesting from the video and why it stuck out to you.</p>
<p>Review on Providing Feedback</p> <p>Time: 10 minutes</p>	<p>Objective: Review the purpose, criteria and three-step approach to use when providing feedback.</p> <p>Script: Now that we’ve talked about how to receive feedback, let’s flip to review how to effectively provide feedback. Please take notes as you will be practicing providing feedback later today. As you remember from the tutorial, feedback is the provision of meaningful and thorough information about the process and behaviors displayed by an individual. Feedback is used as a way to support skill development and proficiency. The purpose of feedback is to:</p> <ul style="list-style-type: none"> • Reinforce positive performance. (<i>Recognize the behavior to be maintained.</i>) • Open dialogue around potential opportunities for improvement. (<i>Recognize the behavior that could be adjusted to enhance performance.</i>) <p>It is importance that feedback is BALANCED. Feedback that only focuses on what a person needs to do better or more of, but fails to acknowledge what’s done well, may cause damage. Also, feedback only about great performance can be equally ineffective as it misses opportunities to help people learn, grow and improve.</p> <p>Please refer to the Participant Packet on page 15. In the tutorial we learned of the “4 Criteria for Effective Feedback”:</p> <ul style="list-style-type: none"> • <u>Specific</u>. What you say clearly describes the behaviors observed. • <u>Concrete</u>. The feedback is tied to the purpose of the learning experience and to relevant criteria for success.

¹ The Fifth Discipline Fieldbook
Rev. 9.20.17

	<ul style="list-style-type: none"> • Useful. The person receiving the feedback is able to use the message, that is, it describes behavior that the person can do something about. The person is not overwhelmed or confused by the messages. • Timely. Immediate feedback is most often preferred. An assessment of the emotional readiness to hear the feedback influences this criterion. <p>The three-step approach you will follow for providing feedback to increase self-awareness and learning are:</p> <ul style="list-style-type: none"> • Step 1: Self-assessment – ask the person for his/her self-assessment. • Step 2: Other’s assessment – ask their perception of how the “other” person experienced the interaction. • Step 3: Your assessment – provide your own assessment about what you saw during their interaction. <p>Some key points to consider when providing feedback:</p> <ul style="list-style-type: none"> • Provide feedback to support and empower, not degrade or belittle. • Provide feedback to enhance a person’s self-esteem to inspire confidence and reinforce behaviors. • Focus on facts. • Respect and support others. • Clarify motives. • Acknowledge good thinking and ideas. • Recognize accomplishments. • Express and show confidence. • Be specific and sincere. <p>Conclusion: We will move forward and explore how to educate families to navigate systems. During this section there will be an activity where you will observe your partner using a skill and then you will practice providing them feedback about their performance. Please keep in mind what we just discussed when you begin to formulate your feedback.</p>
<p>Educating Families on How to Navigate Systems</p> <p>Time: 30 minutes</p>	<p>Objective: Participants will practice identifying systems and processes our families encounter and brainstorm how to help navigate through them.</p> <p>Introduction: The overall child welfare system and court processes can be extremely confusing and overwhelming. Families are the experts on their own family and deserve to be given an opportunity to lead their own change and growth. It is the caseworker’s responsibility to coach families, caregivers and other team members in navigating systems by sharing relevant information and perspectives. As you remember from the tutorial, it’s important to use a trauma-informed approach so that we individualize our guidance and move at the families’ pace. Using small steps is often best. Once children, parents and caregivers are provided with information, they have the potential to make informed decisions about their future. We owe families this opportunity. We’ve all been in situations where we struggle to understand a system or process that is foreign to us.</p> <p>Trainer Note: Offer a short personal story about a time when you struggled to figure out a system or process.</p> <p>Small Group Activity: Now, I want you to think about a time in your life when you faced a challenge and had to navigate a complicated system or process. Maybe you were seeking help for your child, booking your dream vacation, or putting together your child’s toys. Think about what you had to do and why it was challenging. How did you manage? After you have an idea, share your experience with your table. I’ll give you 10 minutes for your whole table to have time to share.</p> <p>Large Group Debrief: What were the systems or processes that were mentioned? How did you feel? What did you do to get through the experience?</p> <p>Small Group Activity: Next we are going to narrow our focus to child welfare. Please count off by 4’s. (Trainer Note: Allow time for participants to count off.) Now, get in a group with those who were assigned the same</p>

number as you. (**Trainer Note:** After participants are in their groups, assign their group a particular role from the list below.)

- 1's: You are birth parents.
- 2's: You are a child or youth.
- 3's: You are foster parents or relative caregivers.
- 4's: You are agency staff members.

Trainer Note: We included "Agency Staff" as it's often difficult as a caseworker to understand everything that is involved in our system.

In your group, take 5 minutes to list all the systems and processes that your assigned role may have to navigate when involved with our child welfare system. Write your responses on a sheet of flip chart paper and post it on the wall. Please select a spokesperson from your team to share your list with the larger group.

Debrief: Ask each group to report out to the larger group.

Trainer Note: Possible responses may include the following:

- **Birth Parents/Families:** fear; CPS investigation; criminal investigation; CPS ongoing; foster care; service referrals; transportation; time; money; gas; court involvement; hearings; attire, presentation; attorneys; court jargon; fear of court; stigma; navigating the school; behavior management of children; friend of the courts; parenting time; involving their family; new workers/worker changes; processing trauma.
- **Child/Youth:** CPS investigative process; CPS ongoing; case transfers; foster-care process; counseling; support/new support; schools; community rules; standards; new surroundings.
- **Foster Parents/Relative Caregivers:** licensing; training; support; foster care; new workers; child safety; medical/dental; payments; special investigations; lack of financial support; food stamps/Medicaid; involvement of the parent; parenting time plan; icebreaker meetings.
- **Agency Staff:** MISACWIS; policy; funding; agency involvement; politics; time; external factors; other barriers; Caring About Kids Request; service referrals; court processes.

Script: As you can see within our child welfare system there are numerous systems and processes that one may have to understand in order to successfully navigate through child welfare. It's no huge surprise that families often struggle. It is our job to help families through this so that they don't feel defeated or hopeless. As you saw in the tutorial, there is a four-step process for Educating Families on How to Navigate Systems. In the **Participant Packet on page 16**, there's a walk-through of the four steps that we will now review. Using these steps helps us strengthen a family's functioning and assure stability in the long run.

- **Step 1: "Name" it.** The first step helps engage the person by naming the challenge or perceived trauma. Providing a meaningful reflection is useful for demonstrating Step 1.
- **Step 2: Ask about their experience and expertise.** Once you name it, the second step helps us to empower the person and build their efficacy. Asking questions and providing reflections will result in recognizing a foundation of knowledge and expertise from which to build.
- **Step 3: Add information.** The third step tells us to begin adding information regarding the system/process to the foundation that has been built by the experience and expertise of the person. The information is added in small amounts and creates a larger picture.
- **Step 4: Ensure mutual understanding.** The fourth step reminds the worker to listen for the person's understanding of how to navigate the system/process. Once a worker hears the person's summary, the worker can assess the level of understanding and possible success the person will have navigating the system or process.

As a reminder, it's important to ask about the family member's current understanding or previous experience before giving additional information. This allows us to:

	<ul style="list-style-type: none"> • tailor the conversation. • not confuse or overwhelm the family member with too much information. • demonstrate compassion and understanding. • build from their experience. • begin the engagement process. • lessen the power differential. <p>Now that we've reviewed the four-step process for Educating Families on How to Navigate Systems, we are going to move into our time for practice so that we can connect how this applies to our everyday work.</p>
Trainer Note: Recommended five (5) minute stretch break here.	
Mentoring Practice Time: 50 minutes	<p>Objective: Participants will practice using the four-step process for Educating Families on How to Navigate Systems and the three step approach to providing feedback.</p> <p>Small Group Activity: For our activity please get into groups of three. Take one minute to decide who will be Partner A, Partner B and Partner C. (Trainer Note: You may want to have them indicate what role they are playing by raising their hands.) There are three different scenarios we will use for this activity. During each scenario one person in your group will practice using the four-step process for Educating Families on How to Navigate Systems, another person in your group will respond using guidance we provide in the participant packet, and the third person will practice providing feedback. You will get an opportunity to be each role. Before each scenario practice I will walk you through who is doing what, but first I will demonstrate the activity using an example.</p> <p>Example: I will practice using the four-step process for Educating Families on How to Navigate Systems. In this example, I am a Licensing Caseworker talking to a relative caregiver about the licensing process. I need a volunteer to respond to me as the relative caregiver. I will provide a script for the volunteer to read from for this example; however, during the actual practice, the person who responds will not have a script, but rather they will be given guidance on how to respond. The rest of you, for this example, will practice providing me feedback about what how I did using the four criteria for effective feedback on page 15 of your Participant Packet. Please only focus your feedback on the four-step process for Educating Families on How to Navigate Systems. (Trainer Note: Now pause and choose a volunteer. Provide them with a copy of the example scenario script on page 20 of this guide. Remember to read the system/process to the audience before reading the script. Now read the script from Appendix B of this guide on pages 20.)</p> <p>Trainer Note: Debrief the example by reminding participants about the three-step approach to providing feedback. Provide a self-assessment about how you think you did. Then, share how you believe the relative caregiver perceived your approach to explaining the licensing process. Lastly, solicit feedback from the group about your strengths during the example, and potential opportunities for improvement. If you receive generic feedback about the example, redirect participants to be specific and concrete by providing feedback as it relates to the 4 Step Process.</p> <p>Now let's move to your practice. You will have 10 minutes for each scenario. I would recommend taking about seven (7) minutes for dialogue and three (3) minutes for feedback. (Trainer Note: Gauge your audience. Provide more or less time when necessary.)</p> <p>Trainer Note: If using a PowerPoint, post each scenario on a separate slide for participants to reference. Whoever is in the respondent's role, the scenario will also be on their reference page.</p> <p>For the first scenario, Partner A will be the worker.</p> <p>Here's the system/process for scenario #1: A CPS investigator is talking to a birth mother about transferring her case to a CPS ongoing worker. The investigation just ended and the case is being opened for services and</p>

monitoring. There's a plan to transfer the case to a CPS ongoing worker by the end of the week. When the birth mother was notified that the case is opening, she becomes irate and accuses the CPS investigator of wanting to take her children from the home.

- **Partner A:** You are the CPS Investigator. Practice the four-step process for Educating Families on How to Navigate Systems. Please refer ONLY to the **Participant Packet on page 16** as a guide.
- **Partner B:** You are the birth mother. Respond to Partner A. Please refer ONLY to the **Participant Packet on page 17** for guidance on how to approach the conversation with Partner A.
- **Partner C:** Practice providing feedback using Worksheet #9 in the **Participant Packet on page 15**. Remember to...
 1. Listen for the four-step process during dialogue between Partner A and Partner B. Please refer to the **Participant Packet on page 16** as a guide.
 2. Take notes on your feedback to Partner A.
 3. Tailor your feedback to what they did well and potential opportunities for improvement.

What questions do you have for me? Your time starts now. (**Trainer Note:** set a timer or watch the clock.)

Trainer Note: After every 10 minutes of practice, guide participants to the next scenario and reset the timer.

Next, we will switch roles and move to Scenario #2. Partner C will now be the worker.

Here's the system/process for scenario #2: A foster care worker is talking with a youth in foster care about moving from a foster home to a residential facility. It's the last day of the two-week notice that the foster mother sent and the youth must be moved. After multiple attempts of trying to "stick it out", she is no longer willing to deal with the youth's disrespect and destructive behaviors. The foster care worker is at the home talking with the youth about the new placement, which is a residential facility. The youth is not familiar with residential facilities and thinks the worker is taking him to a juvenile detention center. The youth expresses concern with the move and promises again to do better.

- **Partner C:** You are the Foster Care Caseworker. Practice the four-step process for Educating Families on How to Navigate Systems. Please refer ONLY to the **Participant Packet on page 16** as a guide.
- **Partner A:** You are a 13-year-old male in foster care. Respond to Partner C. Please refer ONLY to the **Participant Packet on page 18** for guidance on how to approach the conversation with Partner C.
- **Partner B:** Practice providing feedback using Worksheet #9 in the **Participant Packet on page 15**. Remember to...
 1. Listen for the four-step process during dialogue between Partner C and Partner A. Please refer to the **Participant Packet on page 16** as a guide.
 2. Take notes on your feedback to Partner C.
 3. Tailor your feedback to what they did well and potential opportunities for improvement.

What questions do you have for me? Your time starts now.

Next, we will switch roles and move to Scenario #3. Partner B will now be the worker.

Here's the system/process for scenario #3: A licensing worker received their second Special Investigation alleging the foster parent wasn't feeding the children. There were no rule violations or neglect/abuse found in the previous Special Investigation just a few weeks prior. The foster parent told the licensing worker that there is no need to complete the Special Investigation because they want to close their license immediately. They also mentioned that they are tired of the kids lying about them.

- **Partner B:** You are the Licensing Caseworker. Practice the four-step process for Educating Families on How to Navigate Systems. Please refer ONLY to the **Participant Packet on page 16** as a guide.
- **Partner C:** You are the foster parent. Respond to Partner B. Please refer ONLY to the **Participant Packet on page 19** for guidance on how to approach the conversation with Partner B.

	<ul style="list-style-type: none"> • Partner A: Practice providing feedback using Worksheet #9 in the Participant Packet on page 15. Remember to... <ol style="list-style-type: none"> 1. Listen for the four-step process during dialogue between Partner B and Partner C. Please refer to the Participant Packet on page 16 as a guide. 2. Take notes on your feedback to Partner B. 3. Tailor your feedback to what they did well and potential opportunities for improvement. <p>Any questions? Your time starts now.</p> <p>Debrief: (ask the questions below)</p> <ul style="list-style-type: none"> • How did the practice feel? • What was easy / hard? • What did you see your partner do well? <p>Conclusion: The knowledge, skills and perspectives you possess are a gift. As a child welfare worker, you are a major influence on family member’s ability and willingness to be successful during and after our intervention. By helping family members understand our complicated system, providing meaningful feedback and being open to receiving feedback yourself, you can, and do make a difference.</p>
<p>Closure</p> <p>Time: 2 minutes</p>	<p>Objective: To bring closure to the MSLAE by summarizing the importance of utilizing the Key Processes to lessen trauma, maintaining connections throughout the life of a case, providing feedback and educating families on how to navigate systems.</p> <p>Final Thoughts: In closing, we must acknowledge and make every effort to lessen trauma for children and families during placement and other significant transitions. We must also recognize the importance of helping families navigate complicated systems, while continuing to provide families with meaningful feedback and being open to receiving feedback ourselves. In doing so, we are purposefully integrating best practice into our everyday work, which increases the likelihood of long-term positive outcomes for those we serve.</p> <p>Finally, I know you’re probably wondering what will happen next. Now that we have completed the initial implementation of the Enhanced MiTEAM Practice Model, in 2018 we will move forward in using the full fidelity tool. The fidelity tool will help reinforce the use of the MiTEAM competencies and provide opportunities for praise, coaching, and development. All supervisors, throughout the state, will be trained on the use of the full tool. As trends and additional opportunities for growth are identified over time, further trainings and application exercises may be developed at the state and local levels.</p> <p>Before we dismiss, remember many of us were “placed” in this field because of our desire to help others, which makes me think of this final quote that I will leave with you: “There’s no greater joy, nor greater reward, than to make a fundamental difference in someone’s life.” – Sister Mary Rose McGeady</p>



PLACEMENT PLANNING & MENTORING

Appendix MITEAM Specialist Led Application Exercise

Appendix A: Placement Planning Scenarios #1 – 3

Answer Sheet

***** This sheet is not meant to be exclusive or all inclusive. Answers below are some of many possible responses.**

Scenario #1

1. What are some examples in the above scenario where connections are being maintained?

Connection: Children to their home.

How it is being maintained: Children will spend time in their home every other Sunday.

Connection: Children to their dog, Josie.

How it is being maintained: Parents are bringing the Josie to Pam's house for family dinners.

Other Connections: Children and Mom, Children and their Dads, Children to their siblings, Dierdra and Sam with Jack, Children and their grandma, Children to their dog, Children to church routine & community, Children & parents to homework, dinner, & bedtime norms, Children to school, Children to their tech devices, Parents to children's school & health-care

2. Is anything missing from this plan? What are some additional/different ways that connections could be maintained through parenting time planning?

- Doesn't specify if they are using the same primary doctor for the children.
- There is no mention of Jack's family. If Jack Jr. and/or Dierdra and Sam have a relationship with his parents, try to support those connections through this plan.
- Potentially incorporate into the plan additional comforts (e.g., visiting neighborhood friends, favorite foods, special items, daily routines) the children may miss during this time.

3. What challenges or difficult conversations may arise that the worker will need to address?

- Shared responsibility/accountability of the plan. How is it handled if people do not follow through on their portion of the plan? May have to discuss natural consequences.
- Transportation/Communication reliability and punctuality.
- Differences in opinion of parties on how to handle specific situations, such as discipline.
- Adjusting the Safety Plan or escalation of the case if safety issues continue to arise.

Scenario #2

1. What are some examples in the above scenario where connections are being maintained?

Connection: Children to their diet.

How it is being maintained: Commitment by foster parents & parents sharing vegan recipes.

Connection: Children to their active lifestyle and hobbies.

How it is being maintained: Parenting times at parks and continued yoga/karate class.

Other Connections: Children to their morning and bedtime routines Children to their Mom and Dad, Children to each other, Parents to Foster Parents, Children to extended paternal family, Children to maternal extended family, Children to Armenian Culture, Children to a familiar park, Children to favorite toys/stuffed animals, parents/kids to health & dental care.

2. Is anything missing from this plan? What are some additional/different ways that connections could be maintained through parenting time planning?

- Do the kids have playdates or any peers? If so, try to incorporate them into the plan.

- Explore use of technology to help maintain connections between parties.
3. What challenges or difficult conversations may arise that the worker will need to address?
- Court ordering more/less restrictive against DHHS recommendation or opinion.
 - Shared responsibility/accountability of the plan. How is it handled if people do not follow through on their portion of the plan? May have to discuss natural consequences.
 - Complications in friendships/relationships as a result of following this plan.
 - Differences in opinion between parties about how to handle specific parenting situations.

Scenario #3

1. What are some examples in the above scenario where connections are being maintained?
- Connection:** Children to their Dad
- How it is being maintained:** Planned time to reconnect and intentionally build relationship
- Connection:** Parents to the Foster Parents
- How it is being maintained:** Icebreaker meeting to begin building a co-parenting connection (also creates potential for maintaining connections of foster parents & kids in the future).
- Other Connections:** Children to their Mom, Children to each other, Children to favorite items, Children to their Aunt, Children to their paternal grandma, Children/Dad to their culture, Parents to each other as co-parents, Children to school and health care providers.
2. Is anything missing from this plan? What are some additional/different ways that connections could be maintained through parenting time planning?
- Safety planning is minimal. It could use more detail, proactive and reactive steps.
 - It may be helpful to build a relationship between the foster parents and Annette since she is most likely the next placement for the kids. It could help with the next transition.
 - What is the specific purpose of visitations occurring at DHHS? Find places that these visits could occur in order to maintain connections to their normal environment and routines.
 - Explore use of technology to help maintain connections between parties.
3. What challenges or difficult conversations may arise that the worker will need to address?
- Parents are still hurt/bitter/resentful toward each other. They may mean well but not be emotionally ready or capable of some co-parenting strategies. Team should be aware of this and assessing if it is negatively impacting the plan. Crucial conversations may need to occur.
 - Boundary/Role setting during parenting time. May have to discuss with the parties why clear roles are important to the children and reunification goals.
 - Court ordering more/less restrictive against DHHS recommendation or opinion.
 - Shared responsibility/accountability of the plan. How is it handled if people do not follow through on their portion of the plan? May have to discuss natural consequences.
 - Differences in opinion between parties about how to handle specific parenting situations.

Appendix B: Mentoring Practice Section - Example Script

MiTEAM Specialist: Licensing worker **Volunteer:** Relative care provider **Other Participants:** Provide feedback

System/Process to navigate: I am a Licensing worker following up with a relative caregiver (an aunt) about becoming licensed. When I called the aunt, she informed me that she changed her mind about being licensed after glancing over the packet that the CPS worker provided at the time of placement. She reported that the process felt like more trouble than it's worth and did not want that type of intrusion in her life.

Educating Families on How to Navigate Systems Four-Step Process

Step 1: "Name" it.

MiTEAM Specialist: *"That packet looks a bit overwhelming and covers a lot of information. We know that the licensing process seems intrusive. It is my job to guide you through the process to make it manageable and show you how it can benefit you as you take on the charge of caring for your nephew."*

Step 2: Ask about their experience and expertise.

MiTEAM Specialist: *"We know that the best place for a child is with their family. As a relative caregiver, you offer your nephew a connection that others outside of your family may not be able to provide. Can you think of something that you do for your nephew that is important to him?"*

Volunteer: *"He loves when I use his grandmother's recipes to cook his favorite meals. I've cooked them all week."*

MiTEAM Specialist: *"I bet he appreciates you making his favorite meals, especially using his grandmother's recipes. I'm sure that makes him feel special, but could probably get costly over time. Looking back at the packet, on a scale of 1 to 10, with 1 being minimal and 10 being most, how much of this information do you feel you understand right now?"*

Volunteer: *"I think I'm at about a 3. The CPS worker handed me the packet without much explanation. They didn't have time to go through it and said that you would. When I opened it, I was just too overwhelmed by everything."*

Step 3: Add information.

MiTEAM Specialist: *"I'm sorry they weren't able to explain the packet to you. If you have the packet handy, I can at least give you an overview of what each paper in the packet covers. Then we can schedule a visit at your home and we can look at it in more detail. You can also ask any additional questions you might have. Would that be helpful?"*

Volunteer: *"Yes, thanks. That would be very helpful."*

Step 4: Ensure mutual understanding.

MiTEAM Specialist: *"Now that I've given you an overview of what is in the packet, do you think you have a better understanding of what to expect in this process? What stood out to you the most?"*

Volunteer: *"Yes, I do. It's good to know that I can get some financial assistance especially since I don't know how long my nephew will stay with me. I think, with your support and further guidance with the packet, I can see being able to move forward and learn even more about being licensed. Thanks for helping this process not be so overwhelming."*

MiTEAM Specialist: *"Great! Now that you have a better idea of the process and see that there is some financial assistance provided to help offset the cost of caring for your nephew, I hope you're not as overwhelmed as you were at first. I look forward to meeting you in person. I'll see you next week. In the meantime, feel free to call me."*

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