

Practice Guide for Licensing Workers

Mentoring

MITEAM COMPETENCY

Licensing is the process of collecting and assessing information to determine if a home is suitable for a foster care placement. The assessment process involves the licensing staff engaging with potential caregivers to acquire the information needed to assess compliance, along with the caregiver's capacity and commitment to serve the characteristics of the children in care. Licensing staff utilize opportunities for engagement to assess the needs of caregivers in an effort to provide support and aide in recruitment and retention strategies.

Mentoring is 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 may mean, for example, a caseworker mentoring a parent, a supervisor mentoring a caseworker or a peer coach mentoring a supervisor. Teaming and mentoring must work hand in hand to create the kind of opportunity for collaboration, goal achievement and problem solving on multiple levels within the system. Mentoring is the ability to empower others. It is vital to demonstrate and reinforce desired skills to promote positive outcomes and growth for children, families and professionals.

FIDELITY MEASURES

Observation:

- Treats individual(s) with respect
- Treats individual(s) with empathy
- Uses verbal responses that are consistent with body language.
- Acknowledges his/her authority and the disproportionate amount of power in the relationship
- Assists the family with navigating agency systems and processes
- Discusses with the family the success of the child(ren)/youth beyond case closure.
- Provides trauma education to the individual(s).
- Provides feedback to the individual(s).
- Asks for feedback from the individual(s).

Interview:

- The individual(s) feels understood by the worker.
- The individual(s) feels respected by the worker.
- The individual(s) reports the worker acknowledged religious and/or cultural beliefs.
- The individual(s) reports the worker provided education on how early traumatic experiences may impact parenting.
- The individual(s) reports the worker addressed the potential impact of trauma to the child.
- The individual(s) reports the worker provided education on child safety.

In Supervision:

- The worker participated in monthly supervision meeting(s) with the supervisor.
- Identify How they managed their frame of reference
- Identify How he/she educated team members on the potential impact of trauma
- Identify How the parent participates in the process of change

<p>POLICY REQUIREMENTS</p>	<ul style="list-style-type: none"> • Support and educate prospective caregivers to ensure safety of children in out of home placements. • Give preference to placement with a relative - if all requirements are fulfilled - when children must be removed from their home. • Place children in the most family-like setting and keep siblings together whenever possible. • Initial and ongoing assessment of rule compliance and safety, as well as thorough recruitment and retention efforts. • Preserve and encourage permanent connections with siblings and caring and supportive adults. • Assess placements that helps facilitate and support return home if the permanency plan is reunification. • Consider a placement with a view toward preparing the child for permanency.
<p>HOW TO USE YOUR SUPERVISOR</p>	<ul style="list-style-type: none"> • Second set of objective eyes when you are trying to identify concerns. • Explore, with supervisor, community resources and services to assist in placement stability. • Discuss with supervisor ways to facilitate engagement with family members. • Seek review by supervisor of assessment and decisions around placement. • Explore, with supervisor, ways to assess a prospective caregiver's willingness and ability to assist in ensuring that birth parents spend natural, quality time with their child. • Track causes of foster home closures to identify effective recruitment and retention strategies.
<p>LICENSING PRACTICE GUIDANCE</p>	
<p>ACTIVITY TECHNIQUES</p>	
<p>LICENSING ACTIVITY</p> <p><i>Educate caregivers</i></p>	<ul style="list-style-type: none"> • Identify seasoned foster parents to mentor new foster parent. • Review and discuss written materials with caregivers (policy, rules, application of materials etc.). • Provide childcare at trainings to decrease barriers to caregiver participation. • Explain and review rules, policies and procedures during orientation sessions and ongoing as often as may be needed. • Deliver training using a variety of methods (i.e. web-based training, support groups, videos, and books) to increase caregiver participation and understanding. • Ask caregivers and caseworkers to provide input on training topics. • Provide opportunities for ongoing training and learning based on input from caregivers and caseworkers. • Train on topics that are specific to the unique needs of families. • Educate caregivers on: 1) child development and developmental milestones; 2) the impact of trauma on child development; 3) their role in the teaming and case planning processes; and 4) their role in working with and mentoring birth parents. • Provide a simple definition of trauma to caregivers. Help them understand that overwhelming events can happen to children and adults that take away their sense of safety and make them feel powerless. • Inform caregivers that children and adults who experience trauma may have behavior changes. Explain to them that trauma can affect learning in school, attention, and listening, because these persons may be on high alert for danger much of the time. • Tell them that children and adults can heal from trauma. • Guide planning for enhancing the development and competencies of caregivers. • Educate caseworkers on how to make initial assessments on the safety of placements.