

Practice Guide for Supervisors

Teaming

MITEAM COMPETENCY

Teaming is a collective effort that necessitates a team approach. Caseworkers will form a team comprised of the important people in the child and family's life that meets, talks and plans together. Caseworkers will ensure team functioning by making sure the team has the ability and cultural competence to design effective services and supports, adjust as may be needed and use collaborative problem-solving. Supervisors will educate, model and coach caseworkers in effective teaming practices such as team formation, coordination and facilitation to ensure proper team functioning.

FIDELITY MEASURES

Observation:

- Helps the individual(s) identify people who are supportive.
- Addresses reasons for reluctance to including specific team members.
- Prepares the family team members (informal and formal) for participation on the team.
- Facilitates teaming.
- Accesses skilled team members (formal and informal) to serve family's goal.
- Asks the individual(s) what the team members (informal or formal) have done to provide support.
- When developing or adjusting the plan, asks for team member's input.

Documentation:

- A team that provides support to the child(ren)/youth and family has been formed.
- The worker prepares the family team members (informal or formal) for participation on the team.
- The family's suggestions and comments are documented in the case file.
- The team member's suggestions and comments are documented in the case file.
- Documentation indicates the worker maintained contact with the family and support persons between in-person meetings.
- The family's team meets within the required timeframes (FOM 722-6B).
- There is evidence in the documentation that the team implements specific safety activities to address safety concerns of the child(ren)/youth.
- There is evidence in the documentation that the team addresses specific permanency plans.
- There is evidence in the documentation that the team addresses specific issues of well-being for the child(ren)/youth.

Interview:

- The individual(s) was able to identify helpful activities of the worker.
- The individual(s) reports the worker acknowledged the unique culture of the family/household.
- The individual(s) described specific examples where his/her input was utilized in decision-making.
- The individual(s) reports the work includes informal resources as support.

In Supervision:

- The worker was able to identify:
 - How the parent participates in the process of change.
 - Positive supports for the individual(s).
 - What progress has been made so the family's team is taking ownership of the case planning process and fully participating in the shared decision-making.

	<ul style="list-style-type: none"> ○ How he/she educates the family about the importance of teaming. ○ How committed the family's team is in supporting the family's plan. 	
<p>POLICY REQUIREMENTS</p>	<ul style="list-style-type: none"> ● Older Youth: Youth 16 and older must have a 90-day discharge meeting within 90 days before dismissal or 30 days after an unplanned court discharge. Semi-annual meetings must begin at 14 years of age occurring once every 6 months for the purpose of discussing permanency goals and identifying supportive adults. (Meetings must be facilitated by someone other than the assigned caseworker if youth is in Young Adult Voluntary Foster Care.) ● Incarcerated Parent Participation: Caseworker must provide and document notice of the FTM by mail or telephone, contact the facility and request parent participation, and provide a copy of the 1105 and request signature and return of the document. Must provide notification for court intervention, change in permanency goal and return home FTM's. ● Youth and Child Participation: All children age 11 or older should be invited to family team meetings unless it is determined that it would be harmful to a child's safety or well-being. ● Pre-Meeting Discussion: The initial meeting must occur in person using the Pre-Meeting Discussion brochure (MMDHHS-PUB 1160); subsequent meetings may occur over the phone. The caseworker must discuss the purpose of the FTM, confidentiality, family story, strengths, proposed participants, non-negotiables and family needs. 	
<p>KEY CASEWORKERS ACTIVITIES</p>	<p>WHERE IN THE LIFE OF THE CASE</p>	<p>PRACTICE GUIDANCE TECHNIQUES</p>
<p>KCA 3 TEAMING FORMATION</p> <p><i>Form a family team.</i></p>	<p>From initial contact to permanency or case closure.</p>	<ul style="list-style-type: none"> ● Set clear expectations for how to identify family team members from both maternal and paternal families, friends, teachers and community supports and provide tools, support and guidance necessary for their success. ● Educate, model and coach caseworkers regarding whether to hold separate or joint meetings in domestic violence cases, as well as how to plan for safety throughout the teaming process. ● Educate, model and coach caseworkers on how to approach potential family team members, discuss the role and benefits of their inclusion on the team, identify possible additional team members, and explore how they could possibly support the family and child safety. ● Observe and provide feedback to caseworkers on how well they identify and resolve reluctance on the part of families to identify familial and community resources who could potentially support family reunification. ● Review case notes and provide feedback to caseworkers on the success of their efforts to identify all possible family team members. ● Educate, model and coach caseworkers on strategies to successfully obtain commitments from family and community resources to support parents and children. ● Encourage the identification and addition of members to the family team throughout the life of a case.

<p>KCA 4</p> <p>TEAMING</p> <p>COORDINATION</p> <p><i>Prepare members of the family team for participation on the team and for upcoming decisions that will be made.</i></p>	<p>From initial contact to permanency or case closure.</p>	<ul style="list-style-type: none"> • Educate, model and coach caseworkers on the approach and content necessary to prepare members to effectively support family goals and decisions. • Observe, evaluate and provide feedback to caseworkers on their effectiveness in preparing members for their participation on the family team. • Help caseworkers process the personal and professional challenges in facilitating meetings and the challenges of difficult interactions. • Educate, model and coach caseworkers to support teams to build on recognize past trauma that may be impacting family functioning, family strengths and remain family-focused. • Educate, model and coach caseworkers to set expectations with members regarding the purpose of the family team process, their role in the process, how the process works, their participation and non-negotiable aspects of the process. • Educate, model and coach caseworkers on how best to describe and explain to family team members the decisions that will need to be made and how they will be made throughout the life of the case. • Educate, model and coach the caseworker how to talk with parents, children and other family members about adding or changing a permanency goal and other sensitive issues using full disclosure. • Review and provide feedback on plans for children/youth preparation and participation in the family team meeting process.
<p>KCA 5</p> <p>TEAMING</p> <p>FUNCTIONING</p> <p><i>Ensure members of the team meet and participate in shared decision-making on a regular basis.</i></p>	<p>From initial contact to permanency or case closure.</p>	<ul style="list-style-type: none"> • Monitor the timely and regular convening of family team meetings across the caseloads of caseworkers and provide feedback to improve performance. • Educate, model and coach caseworkers to facilitate FTMs to comply with both the requirements and intent of the meetings. • Educate, model and coach caseworkers to facilitate shared decision-making among team members and how to respect diversity of opinion and dissent. • Assist caseworkers in educating parents on the impact of trauma on their child.