

# ENGAGEMENT

## Guide Supervisor Led Application Exercises



June 2016

# Supervisor Led Application Exercise 1: Caseworker Self-Assessment

The Purpose of this this application exercise is for supervisors to lead their staff in:

- Identifying the areas of teaming that they perceive as strengths, as well as opportunities for further growth.
- Open dialogue for coaching and the development of plans to enhance their skills.

**Preparation:**

- Print “Caseworker Self-Assessment Worksheet” for each staff member.
- It is recommended that this application exercise be completed before and during a one-on-one meeting (i.e. scheduled supervision).

<p><b>Complete Engagement Caseworker Self-Assessment</b></p> <p><b>TIME:</b></p> <p>5 minutes</p>	<ol style="list-style-type: none"> <li>1. <b>Schedule one-on-one meeting</b> with each staff on your unit.</li> <li>2. <b>Prior to meeting, provide staff member with a copy of: Caseworker Self-Assessment Worksheet for Engagement</b></li> <li>3. <b>Instruct staff</b> to individually complete the worksheets by rating themselves on each listed key caseworker activity.</li> <li>4. <b>Instruct staff</b> to bring completed self-assessment to scheduled individual supervision.</li> </ol>
<p><b>Discuss Engagement Caseworker Self-Assessment</b></p> <p><b>TIME:</b></p> <p>10 minutes</p>	<ol style="list-style-type: none"> <li>1. <b>Ask Caseworker to review</b> their Self-Assessment Worksheet and share their reasons for their ratings.</li> <li>2. <b>Coach and explore additional supports</b> that may be available to them to enhance their teaming skills based on their self-assessment.</li> <li>3. <b>Connect Fidelity Indicators</b> identified in the tutorials to the Key Caseworker Activities in the Caseworker Self-Assessment.</li> <li>4. <b>Connect the Individual Field Application Exercises</b> to the Caseworker Self-Assessment.</li> <li>5. <b>Together you will document the agreed upon next steps</b> to enhance their skills.</li> <li>6. <b>Together you will plan a time in the next month to review progress</b> made and adjust as needed.</li> </ol>

# Supervisor Led Application Exercise 2: Using a Trauma Lens to Engage

The Purpose of this application exercise is for supervisors to lead their staff in:

1. Practice reflecting through a trauma-lens
2. Build engagement skills by better understanding:
  - The dynamics that shape our families.
  - How to be intentional and productive during interactions with families.

**Materials:** Worksheets, Markers, Large Paper

**Preparation:**

- Print “Using a Trauma Lens to Engage” Worksheet for yourself and all unit staff prior to meeting for this application exercise.
- It is recommended that this application exercise be completed during a scheduled unit meeting.

<p>Introduction</p> <p><b>TIME:</b> Approximately 45 minutes.</p>	<p><b>Read Introduction Script:</b> <i>“Those who have experienced trauma have built significant defense mechanisms to protect themselves and survive very difficult circumstances. Using a trauma lens allows us to recognize behaviors as attempts to meet underlying needs so that we can practice emotional regulation during difficult interactions. It also allows us to be sensitive to families’ experiences and helps us not act or react in ways that may trigger their past trauma. By reflecting on how to recognize areas of resiliency and trauma, lessen the power differential, identify and build family’s support network, and acknowledge our secondary traumatic stress (STS), we can prepare ourselves to build authentic and collaborative working relationships with families.”</i></p>
<p>Reflect through a trauma lens to build engagement skills</p>	<ol style="list-style-type: none"> <li>1. <b>Provide each staff member with a copy of: Using a Trauma Lens to Engage Worksheet</b></li> <li>2. <b>Read Script:</b> <i>“Think of a person you are currently working with to reflect upon as an effort to strengthen your relationship (e.g., a youth, family member, prospective foster or adoptive family, foster parent or relative family member, etc.). Write the person’s name on the top of your paper. You will focus on this person as you reflect on each of the 5 categories listed on your worksheet.”</i></li> <li>3. <b>Give Staff 15 minutes to complete worksheet independently.</b></li> <li>4. <b>Debrief - 10 minutes.</b> Ask staff to share their general reaction to the exercise. Go through each of the first four categories and have them share questions or statements that can be used. Discuss how this exercise may help their engagement with the family they identified. Discuss how this exercise could help them engage other families or individuals in the future.</li> <li>5. <b>Acknowledge Secondary Trauma – 10 minutes.</b> Ask staff if they are willing to share what they wrote for the last category of the worksheet. Try to create a safe environment for this discussion by acknowledging that secondary trauma is normal and affects all of us in child welfare. <b>(Note:</b> If people do not feel comfortable, do not force them to share. You will conclude this exercise by offering to provide support away from the group.)</li> <li>6. <b>Brainstorm Self-Care Strategies – 10 minutes.</b> As a group, brainstorm general ways to</li> </ol>

	<p>practice self-care. Use large paper to capture thoughts of staff. Share how you practice self-care. Discuss how you and your unit can support each other in maintaining self-care.</p>
<p><b>Conclude the application exercise.</b></p>	<p><b>Read Final Script:</b> <i>“During our individual supervision, I will be checking in with you about what you wrote for the last category. Secondary Traumatic Stress affects all of us and I would like to make a commitment to each of you on how I might be able to support your personal self-care. It may be helpful to save this worksheet as a reminder of ways to better prepare yourself to engage with families in the future”</i></p>



# ENGAGEMENT

## Worksheets Supervisor Led Application Exercises



Worker: \_\_\_\_\_

Date: \_\_\_\_\_

### Caseworker Self-Assessment Worksheet

**Instructions:** Circle the number that best represents your assessment of current success with the following key caseworker activities.

**Key Caseworker Activity #1:** Create an environment of empathy, genuineness, respect and empowerment that supports a family entering into a helping relationship and actively working toward change.

➤ How would I rate my current success with Key Caseworker Activity #1?

Low		Medium		High
1	2	3	4	5

➤ How would my supervisor rate my current success with Key Caseworker Activity #1?

Low		Medium		High
1	2	3	4	5

➤ In my role, how would my last contact\* rate my current success with Key Caseworker Activity #1?

Low		Medium		High
1	2	3	4	5

**Key Caseworker Activity # 2:** Search for and engage parents, family members and other support persons from the child’s community in the family team process.

➤ How would I rate my current success with Key Caseworker Activity #2?

Low		Medium		High
1	2	3	4	5

➤ How would my supervisor rate my current success with Key Caseworker Activity #2?

Low		Medium		High
1	2	3	4	5

➤ In my role, how would my last contact\* rate my current success with Key Caseworker Activity #2?

Low		Medium		High
1	2	3	4	5

*\*Note: “Last contact” refers to the last person on your caseload that you interacted with (e.g. family member, service provider, informal support, etc.).*

Worker: \_\_\_\_\_

Date: \_\_\_\_\_

## Using a Trauma Lens to Engage Worksheet

**Recognize Areas of Resiliency:** Every individual has strengths and areas of resiliency. At times our families feel hopeless. We often feel hopeless too, however, it is our job to identify, communicate, and build off of an individual’s strengths. By doing this, we instill hope.

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- Note below identified strengths or questions to ask to recognize areas of resiliency:

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**Recognize Areas of Trauma:** Trauma impacts an individual’s ability to build relationships, especially with people of power or authority. In our jobs, we represent power and authority. Many of our families have experienced harm in the past when interacting with individuals of power or authority. We often times represent failure to parents and families; a potential questioning of a parent’s love for their child; a threat to lives and family routines; and we often impact the sacred bond that is shared between parent and child.

- Note below potential current and past traumas; questions to use to recognize the potential impact of trauma; how to begin the conversation; or a statement to convey mutual understanding of the impact of trauma:

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**Lessen Power Differential:** Having the ability to intervene in families’ lives means that we have significant power. This creates an inherent tension between caseworkers and families. Additionally, families often don’t understand the child welfare system or the limits to our power, which heightens the belief families hold about our potential threat and their perception of the power differential.

- Note below useful statements or strategies to lessen the power differential that is experienced as well as statements or strategies to communicate a desire to empower:

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**Identify and Build Family’s Support Network:** Often time families feel that they don’t have anyone to lend a helping hand because they have “burnt a lot of bridges”. For real change to occur, we must encourage the need of a supportive network of people who are able to offer different types of help or support to them.

➤ Note below questions to ask to explore potential supports or useful statements to honor current supports:

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**Acknowledge Secondary Traumatic Stress (STS):** STS can significantly influence how we engage others and negatively impact the decision-making process. Being aware of our feelings related to the trauma experienced by our families is essential to our ability to successfully intervene. We must be aware of our own potential STS, acknowledge its impact, and seek support to curtail negative reactions (blaming the parent/child, dismissing parent/child strengths, minimizing their trauma, etc.). Unaddressed pain within the workplace creates a toxic environment; thus warranting the need for increased self-care.

➤ Note below reflections on how STS may be impacting your ability to serve others and strategies that can be used to incorporate self-care:

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