

Assessment

Guide for Supervisor Led Application Exercises (SLAEs)



Exercise #1: Caseworker Self-Assessment - Supervisor Completes With Each Unit Member

Purpose:

- Leading staff in identifying the areas of assessment they perceive as strengths, as well as opportunities for further growth.
- Conducting open dialogue with staff for coaching and the development of plans to enhance their assessment skills.

Exercise # 1 Caseworker Self-Assessment Preparation	
Total Prep Time	Approximately 5-10 minutes.
Preparation Steps	<ol style="list-style-type: none"> 1. Schedule a supervision/one-on-one with each staff member on your unit. 2. Provide “Caseworker Self-Assessment Worksheet” (or “Licensing Worker Self-Assessment Worksheet” for licensing staff) to each staff member in your unit. (Print or attach to email.) 3. Instruct staff to individually complete the self-assessment. 4. Instruct staff to bring the completed self-assessment and the Individual Field Application Exercise (IFAE) to the scheduled supervision/one-on-one.
Exercise # 1 Caseworker Self-Assessment Instructions	
Total Exercise Time	Approximately 15 minutes
Fidelity Indicators from Assessment Module.	<p>(Supervision): During monthly supervision meetings, the worker was able to identify how trauma has potentially impacted each individual.</p> <p>(Observation): Evaluates strengths indicated by both of the following:</p> <ul style="list-style-type: none"> • Asks individual(s) to identify strengths. • Communicates strengths identified by worker or team members.
Discuss Caseworker Self-Assessment.	<ol style="list-style-type: none"> 1. Ask caseworker to share their reasons for their ratings on the Caseworker Self-Assessment Worksheet. 2. Discuss the relationship between Key Caseworker Activities (KCA) in the Self-Assessment and fidelity indicators above. <i>(e.g. If the worker is highly successful collaborating with team members to identify child and family strengths, trauma histories and needs (KCA #7), it will help them articulate during supervision how trauma has potentially impacted each individual.)</i> 3. Discuss how practicing the skills from the tutorial (as they did in the Individual Field Application Exercise) can increase their level of success with the Key Caseworker Activities (or Licensing Activities for licensing staff). 4. Mentor your staff by exploring additional resources or supports that may be available to them to enhance their assessment skills <i>(e.g. Assessment Practice Guides from MiTEAM Manual (pp. 68-73), Assessment Section in MiTEAM Manual (pp. 66-90), Assessment Resources on MiTEAM Virtual Learning Site, Individual Assistance with MiTEAM Specialist/ Liaison, etc.).</i> 5. Discuss and document the agreed upon next steps to enhance your caseworker’s Assessment skills. 6. Coordinate a time, with your caseworker, in the next month to review progress made and adjust as needed.

Exercise #1: Caseworker Self-Assessment Worksheet– For Each Unit Member to Complete

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

Key Caseworker Activities (KCAs) help caseworkers understand what it means to implement the competencies and prioritize work. For more details, see the *Practice Guide for Caseworkers* found in the MiTEAM Practice Model Manual (pp. 68-73) or resource section of the MiTEAM Virtual Learning Site.

Key Caseworker Activity #7: Collaborate with team members to identify child and family strengths, trauma histories and needs.

- How would I rate my current success with Key Caseworker Activity #7?

Low		Medium		High
1	2	3	4	5

- How would my supervisor rate my current success with Key Caseworker Activity #7?

Low		Medium		High
1	2	3	4	5

- In my role, how would my last contact* rate my current success with Key Caseworker Activity #7?

Low		Medium		High
1	2	3	4	5

Key Caseworker Activity #8: Organize and analyze all information that is collected to develop a comprehensive family assessment.

- How would I rate my current success with Key Caseworker Activity #8?

Low		Medium		High
1	2	3	4	5

- How would my supervisor rate my current success with Key Caseworker Activity #8?

Low		Medium		High
1	2	3	4	5

- In my role, how would my last contact* rate my current success with Key Caseworker Activity #8?

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.).

Exercise #1: Licensing Worker Self-Assessment Worksheet– For Each Unit Member to Complete

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

Licensing Activities help licensing workers implement the MiTEAM competencies in their role. For more details, see the *Practice Guide for Licensing Workers* found in the MiTEAM Practice Model Manual (pg. 193-195) or resource section of the MiTEAM Virtual Learning Site.

1. Assess the foster/kinship parent’s ability, strengths and needs.

➤ How would I rate my current success with this Licensing Activity?

Low		Medium		High
1	2	3	4	5

➤ How would my supervisor rate my current success with this Licensing Activity?

Low		Medium		High
1	2	3	4	5

➤ In my role, how would my last contact* rate my current success with this Licensing Activity?

Low		Medium		High
1	2	3	4	5

2. Use assessment information to match children and youth to the most suitable placements and inform recruitment efforts.

➤ How would I rate my current success with this Licensing Activity?

Low		Medium		High
1	2	3	4	5

➤ How would my supervisor rate my current success with this Licensing Activity?

Low		Medium		High
1	2	3	4	5

➤ In my role, how would my last contact* rate my current success with this Licensing Activity?

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, foster family member, informal support, etc.).

Exercise #2: Meaningful Strengths Preparation – To Be Completed Before Unit Meeting

Purpose:

Lead staff in:

- 1) Practicing the use of appreciative inquiry to identify meaningful strengths of others.
- 2) Experiencing the use of appreciative inquiry to identify personal meaningful strengths.
- 3) Practicing the skill of communicating meaningful strengths identified by self and others.
- 4) Applying an evaluation of meaningful strengths to address an identified need.

Preparation	
Total Prep Time	Approximately 15 minutes
Preparation Materials	<ul style="list-style-type: none"> • Worksheet #1, #2, and #3 • Scissors
Preparation Steps	<ol style="list-style-type: none"> 1. Schedule a unit meeting. <p><u>At least 1 week prior to conducting this application exercise:</u></p> <ol style="list-style-type: none"> 2. Print and complete Worksheet #1. 3. Provide Worksheet #2 to each person in your unit. (Print or attach in email). 4. Set a Due Date for Worksheet #2 to be returned to you. (<i>At least 48 hours before the scheduled unit meeting.</i>) <p><u>At least 48 hours prior to conducting this application exercise:</u></p> <ol style="list-style-type: none"> 5. Compile the strengths from Worksheet #2 onto Worksheet #3. Dispose of each Worksheet #2 after compiling. 6. Cut Worksheet #3 on all dotted lines so that you have a separate slip of paper for each person on your unit. 7. Save Worksheets #1 and #3 to be used during the actual application exercise with your unit.

Worksheet #1: Preparation – For Supervisor to Complete Before Unit Meeting

Instructions:

1. Fill in each of your unit members' first names (not including yourself).
2. Describe 1 meaningful strength for each of your unit members using **only 3 – 5 words**.
Use the following Appreciative Inquiry questions to guide your responses:
 - a. *What inspires you about each of your unit members?*
 - b. *What added value do each of your unit members contribute to the team?*
3. List your response under the respective unit members' name.

	Worker Name:	Worker Name:	Worker Name:	Worker Name:	Worker Name:
Meaningful Strength					

Additional Unit Members (Use grid below **ONLY** if you have more than five (5) unit members on your team.)

	Worker Name:	Worker Name:	Worker Name:	Worker Name:	Worker Name:
Meaningful Strength					

Worksheet #2: Preparation – For Unit Members to Complete Before Unit Meeting

Instructions:

1. Fill in each of your unit members' first names (including your supervisor, but not including yourself).
2. Describe 1 meaningful strength for each of your unit members (including your supervisor) using **only 3 – 5 words**.

Use the following Appreciative Inquiry questions to guide your responses:

- a. *What inspires you about each of your unit members (including your supervisor)?*
- b. *What added value do each of your unit members contribute to the team?*

3. List your response under the respective unit members' name.

	Worker Name:	Worker Name:	Worker Name:	Worker Name:	Supervisor Name:
Meaningful Strength					

Additional Unit Members (Use grid below **ONLY** if you have more than five (5) unit members on your team.)

	Worker Name:	Worker Name:	Worker Name:	Worker Name:	Worker Name:
Meaningful Strength					

Worksheet #3: Preparation – For Supervisor to Complete Before Unit Meeting

Instructions:

1. Fill in each of your unit members' first names (including yourself).
2. List the identified meaningful strengths under the respective person's name from each Worksheet #2 you received, including yourself.
3. Cut on the dotted lines to separate each person's meaningful strengths into their own slip of paper.

Worker Name:					
✂ cut along dotted line					
Worker Name:					
✂ cut along dotted line					
Worker Name:					
✂ cut along dotted line					
Worker Name:					
✂ cut along dotted line					
Worker Name:					
✂ cut along dotted line					
Supervisor Name:					

Worksheet #3: Preparation (continued)

Instructions: Use this sheet **ONLY** if you supervise more than five (5) workers.

Worker Name:					
✂ cut along dotted line					
Worker Name:					
✂ cut along dotted line					
Worker Name:					
✂ cut along dotted line					
Worker Name:					
✂ cut along dotted line					
Worker Name:					
✂ cut along dotted line					

Exercise #2: Meaningful Strengths – Supervisor Completes During a Unit Meeting

Instructions	
Materials	<ul style="list-style-type: none"> • Completed Worksheet #1 • Slips of paper cut from Worksheet #3 • Copies of Worksheet #4 for all unit members, including yourself. • Small Paper (e.g. notecard, post-its, scrap paper, etc.) • Pens/Pencils • Tape, Glue or Stapler
Total Exercise Time	Approximately 1 hour
Fidelity Indicator focused on in this application exercise.	<p>(Observation): Evaluates strengths indicated by both of the following:</p> <ul style="list-style-type: none"> • Asks individual(s) to identify strengths. • Communicates strengths identified by worker or team members.
Introduction TIME: 5 minutes	<ol style="list-style-type: none"> 1. Provide each staff member with a small piece of paper (i.e. notecard, post-it, scrap-paper, etc.) 2. Read/Paraphrase Introduction Script: <i>“Sometimes in our line of work, being ‘strength-based’ can get a bad reputation. At worst, it can be viewed as too soft, unnecessary, ineffective or useless. However, even for those of us who personally believe in it, being strength-based can become a box that has to be checked, a passionless routine, or become a nuisance and feel like a waste of our already limited time. Through this application exercise, the goal is to review and reinforce how being strength-based in our assessments is critical to the success of a family. To start this exercise, we are going to take 3-5 minutes and each of us are going to write down a personal work-related need or opportunity for growth. When you’re done, place the paper face down on the table in front of you. You will refer back to this in the last section of this exercise.”</i> 3. Allow 3-5 minutes to complete. Make sure everyone wrote something down, including you, before proceeding. 4. Put your paper face down on the table also.
Practice/Experience the use of appreciative inquiry to identify strengths.	<ol style="list-style-type: none"> 1. Divide group into partners, including yourself. Have partners move to different areas of the room so they will be able to talk privately. If there’s an odd number of staff, participate as a partner. If there’s an even number of staff, participate in one group as a third partner. 2. Hand out Worksheet #4.

<p>TIME: 10 minutes</p>	<ol style="list-style-type: none"> 3. Read/Paraphrase Script: <i>“Write your partner’s name on the worksheet. You may remember from the Assessment tutorial that appreciative inquiry can be used when helping others identify their own meaningful strengths. With your partner, use appreciative inquiry questions to help him or her self- identify one personal work-related strength. Do not make suggestions or add your input or opinion. Write down your partner’s self-identified strength in the top ‘Self-Identified’ section.”</i> 4. Allow 5 minutes to complete. When everyone is done, bring the group back together.
<p>Practice Communicating Strengths identified by self and team members.</p> <p>TIME: 30 minutes</p>	<ol style="list-style-type: none"> 1. Hand out the cut up slips of paper to the identified person’s partner. (i.e., if Person A and Person B are partners, Person B should get Person A’s list of compiled strengths and vice versa.) 2. Instruct them not to share yet, but to tape/glue/staple the compiled list of strengths onto the “Identified by Others” section of Worksheet #4. 3. Read/Paraphrase Script: <i>“Before meeting today, each of you used appreciative inquiry to identify strengths of people on this team. Using appreciate inquiry in our own assessments of others can positively influence how we perceive them and their ability to be successful. The next part of this exercise is to practice communicating those strengths. Each person will share, out loud to the group, the strength that your partner self-identified and the compiled list of strengths identified about your partner by others on this team.</i> 4. Facilitate each person reporting out to the group about their partner’s self-identified and unit member identified strengths. 5. Debrief: Ask your staff how they felt when their strengths were read aloud and how it felt to communicate strengths of others in this way. Facilitate a discussion around their responses. Discuss how using appreciative inquiry to identify meaningful strengths and communicating them in this way could be beneficial for an individual, a family and a family’s team to experience. Discuss how practicing the skills from this exercise can increase their level of success with the fidelity indicator. (See Exercise # 2 Instructions for the fidelity indicator associated with this application exercise.) 6. Read/Paraphrase Script: <i>“So far in this exercise, we’ve identified strengths in ourselves, in our peers, and you have even identified strengths that you see in me - your boss! What we haven’t heard yet are the strengths that I see in each of you. Regardless of the specific dynamics of our relationship, I am in a position of authority as your supervisor. There is an inherent power differential just like you have as DHHS workers with the families that you work with. When there is a power differential, and you are viewed as holding power or influence to a person’s future, security, or success in some way, your opinions can carry increased weight. It is essential that you communicate the strengths that you see. I want each of you to know that I value the strengths that I see in</i>

	<p><i>you, what they bring to this team, and to the children and families that you serve. I want to take a moment to communicate to each of you one unique strength that I personally see in you. Partners, please write down my comment about your partner in the 'Supervisor Identified' box of Worksheet #4."</i></p> <p>7. Tell each person in the group the strength that you identified for them in Worksheet #1. Partners should record what you say on Worksheet #4.</p>
<p>Practice utilizing strengths to address a need.</p> <p>TIME: 15 minutes</p>	<ol style="list-style-type: none"> 1. Instruct partners to give the completed Worksheet #4 to their partner. 2. Read/Paraphrase Script: <i>"Take a few moments to re-read and reflect on the meaningful strengths about yourself compiled through this application exercise. Then flip over the paper with the need or opportunity for growth that you identified when we first began this exercise. Consider how the strengths in front of you can apply to that need or opportunity for growth. How can the strengths be utilized to make progress or grow? Take personal notes in the last section of the worksheet. We will work independently for 5 minutes and then share our thoughts with the team."</i> 3. Give Staff 5 minutes to independently complete the last section of Worksheet #4 4. Facilitate each person reporting out to the group. 5. Debrief activity with staff – 5 minutes: Ask your staff about the experience of applying their strengths to their identified need/opportunity for growth. Facilitate a discussion around their responses. Discuss how what they experienced can be applied to their roles in child welfare and any type of assessment.
<p>Conclude the application exercise.</p> <p>TIME: 5 minutes</p>	<ol style="list-style-type: none"> 1. Debrief Entire Exercise with staff - 5 minutes: Facilitate a discussion around their overall reaction to this Supervisor Led Application Exercise. Consider using the following debrief questions and/or create your own: <ol style="list-style-type: none"> a. Did we demonstrate the fidelity indicator during this exercise? b. Have your thoughts are utilizing strengths changed in any way? c. Was it beneficial for you individually? d. Was it beneficial to us as a unit or any of our relationships? e. Could anything from this exercise be applied to identifying, communicating and utilizing strengths differently with the population you serve in your current position? 2. Read/Paraphrase Closing Script: <i>"In this exercise, we were all able to practice identifying meaningful strengths. We were also able to experience how powerful and motivating it can be when meaningful strengths are communicated, especially those identified by others.</i>

It is hoped that there is a renewed value placed on identifying and communicating meaningful strengths for the children and families we work with. It is also hoped that there is an increased understanding of how to thoughtfully, skillfully, and intentionally have a positive impact through the process of evaluating meaningful strengths. Lastly, Being strength-based through the use of appreciative inquiry is also a way to be trauma-informed. It can specifically build resiliency through increasing a sense of competency/mastery, increasing self-esteem, and contributing to growth in relationships on the team.

In conclusion, a thorough evaluation of meaningful strengths is not only useful in a practical way when applying strengths to the identified needs, but it can be truly meaningful by building resiliency and instilling a sense of hope for everyone involved.”

Worksheet #4 – Supervisor and Unit Members Complete During Unit Meeting

Instructions:

1. Insert the name of your partner on the blank line below.
2. Use Appreciative Inquiry Questions (see examples below) to assist your partner in identifying 1 meaningful strength of their own.
 - a. *What are you most proud of about your accomplishments?*
 - b. *What about yourself gives you momentum to keep going?*
3. Fill out section #1 based on what your partner reports as their self-identified meaningful strengths.
4. Tape/Glue/Staple the slip of paper of your partner’s meaningful strengths on section #2.
5. Fill out section #3 based on what your supervisor says about your partner.
6. When prompted, return this worksheet to your partner so they can fill out section #4.

_____’s Meaningful Strengths

1. Self-Identified Meaningful Strength(s):
2. Meaningful Strengths Identified by Others: <i>Tape/Glue/Staple the slip of paper of your partner’s meaningful strengths here.</i>
3. Meaningful Strength(s) Identified by Supervisor:
4. Notes-to-self about applying meaningful strengths to work-related needs or opportunities for growth: