Case Planning & Case Plan Implementation

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 Case Planning & Case Plan Implementation 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 Case Planning & Case Plan Implementation skills.

Exercise # 1: Caseworker Self-Assessment Preparation	
Total Prep Time	Approximately 5-10 minutes.
Preparation Steps	1. Schedule a supervision/one-on-one with each staff member on your unit. 2. Provide the Case Planning & Case Planning Implementation "Caseworker Self-Assessment Worksheets" to each staff member in your unit. (Print or attach to email.) 3. Instruct staff to individually complete both self-assessments. 4. Instruct staff to bring the completed self-assessments and the Individual Field Application Exercises (IFAE) to the scheduled supervision/one-on-one.
Exercise # 1: Caseworker Self-Assessment Instructions	
Total Exercise Time	Approximately 15 minutes

Fidelity Indicators from Case Planning & Case Plan Implementation Modules.	**Case Planning**
	
	(Documentation): The plan builds resiliency including 2 or more strategies that:
	     o *Promote family member(s) ability to develop and build relationships*
	     o *Promote family member(s) mastery/competency*
	     o *Improve family member(s) ability to regulate emotion and behavior*
	     o *Strengthen family member(s) self-esteem*
	     o *Gives family member(s) voice*
	     o *Enables family member(s) choice*
	
	(Interview): The individual(s) described specific examples where his/her input was utilized in decision making.

	Case Plan Implementation *(Documentation): There is evidence in the documentation that service providers were provided with clear and specific service needs for the family.* *(Observation): When developing or adjusting the plan, asks for team member's input.*
Discuss Caseworker Self-Assessment.	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. (*e.g. If the worker is highly successful at involving families and other team members in the case planning process with a long term view toward safety and permanence (KCA #10), then, in an interview with that family member or team member, they can describe specific examples where his/her input was utilized in decision making.*) 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 Case Planning & Case Plan Implementation skills (*e.g. Case Planning & Case Plan Implementation Practice Guides from MiTEAM Manual (pg. 93-96 & 118-121), Case Planning & Case Plan Implementation Sections in MiTEAM Manual (pg. 91-151), Case Planning & Case Plan Implementation Resources on MiTEAM Virtual Learning Site, Individual Assistance with MiTEAM Specialist/ Liaison, etc.*). 5. Discuss and document the agreed upon next steps to enhance your caseworker's Case Planning & Case Plan Implementation skills. 6. Coordinate a time, with your caseworker, in the next month to review progress made and adjust as needed.

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Exercise #1: Caseworker Self-Assessment Worksheet– Case Planning

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 (pg. 93-96) or resource section of the MiTEAM Virtual Learning Site.

KCA #10: Involve families and other team members in a case planning process with a long term view toward safety and permanence.

➢ How would I rate my current success with Key Caseworker Activity #10?

Low		Medium		High
1	2	3	4	5

➢ How would my supervisor rate my current success with Key Caseworker Activity #10?

Low		Medium		High
1	2	3	4	5

➢ In my role, how would my last contact* rate my current success with Key Caseworker Activity #10?

Low		Medium		High
1	2	3	4	5

KCA #11: Link services to individual strengths, potential traumatic stress and specific needs of each relevant family member to the identified permanency goal(s).

➢ How would I rate my current success with Key Caseworker Activity #11?

Low		Medium		High
1	2	3	4	5

➢ How would my supervisor rate my current success with Key Caseworker Activity #11?

Low		Medium		High
1	2	3	4	5

➢ In my role, how would my last contact* rate my current success with Key Caseworker Activity #11?

Low		Medium		High
1	2	3	4	5

__Note__: "Last contact" refers to the last person relevant to your caseload or specialty area that you interacted with (e.g. family member, service provider, informal support, etc.).

Exercise #1: Caseworker Self-Assessment Worksheet– Case Plan Implementation

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 (pg. 118-121) or resource section of the MiTEAM Virtual Learning Site.

KCA #15: Engage with service providers.

➢ How would I rate my current success with Key Caseworker Activity #15?

Low		Medium		High
1	2	3	4	5

➢ How would my supervisor rate my current success with Key Caseworker Activity #15?

Low		Medium		High
1	2	3	4	5

➢ In my role, how would my last contact* rate my current success with Key Caseworker Activity #15?

Low		Medium		High
1	2	3	4	5

KCA #19: Evaluate the appropriateness and effectiveness of services.

➢ How would I rate my current success with Key Caseworker Activity #19?

Low		Medium		High
1	2	3	4	5

➢ How would my supervisor rate my current success with Key Caseworker Activity #19?

Low		Medium		High
1	2	3	4	5

➢ In my role, how would my last contact* rate my current success with Key Caseworker Activity #19?

Low		Medium		High
1	2	3	4	5

*__Note__: "Last contact" refers to the last person relevant to your caseload or specialty area that you interacted with (e.g. family member, service provider, informal support, etc.).

Exercise #2: Celebrate & Collaborate - Supervisor Leads During a Unit Meeting

Purpose:

For Supervisors to lead staff in:

1) Practicing the skill of brainstorming.
2) Experiencing the use of brainstorming to develop a plan that includes their voice and choice.
3) Emphasizing the importance of celebrating successes; however small or large.
4) Practicing the identification of ways to improve plan implementation by facilitating more effective collaboration among team members.

Instructions	
Materials	- Brainstorming Criteria Handout – 1 for self and each unit member - Teaming Visual #1 – 1 for yourself and each unit member - Teaming Visual #2 – 1 for yourself and each unit member - Caseworker Collaboration Scenarios– 1 copy only - Licensing Worker Collaboration Scenarios– 1 copy only - Specialty Position Collaboration Scenarios– 1 copy only - Large Charting Paper - Markers/Pens/Pencils
Total Exercise Time	Approximately 1.5 hours
Introduction to Supervisor Led Application Exercise (SLAE) **Time:** 1 minutes	1) **Read Script/Paraphrase:** "*This exercise provides an opportunity to further discuss and practice the skills introduced in the Case Planning and Case Plan Implementation Modules. It will demonstrate the importance of these skills and how they can be applied to **all** types of planning, not just "CASE" plans. In the first activity, we will use the skill of brainstorming to develop a plan for our team to better celebrate success. The second activity will focus on how we can improve the successful implementation of plans by facilitate more effective collaboration among team members. During the exercise, notice how effective Engagement, Teaming and Assessment build a foundation for success in plans and implementation.*"
Introduce the Need – Celebrating Success	2) **Read Script/Paraphrase:** "*For purposes of this exercise, the "need" we are going to plan around is celebrating the successes in our work. Celebrating success is deeply ingrained in our lives and society. It is also a practice shared by many cultures and religions! Successes can be small or large and so can the method of the celebration. Sometimes it's a simple*

TIME: 4 minutes	*act of acknowledgement such as a card, while other times it's a larger organized event. But the important thing is that the time was made to reflect on what has been done, how far one has come, or what has been overcome. Celebrating successes can also foster feelings of happiness, self-worth, and pride in moments of achievement. It can serve as a way to re-energize for the next challenge and act as an incredible motivator to keep going. What are some ways that we celebrate success in everyday life?"*
	
	3) **Facilitate a 2-3 minute discussion around ways that we celebrate success in everyday life. Provide these examples if they are not mentioned:**
	   • <u>Providing Positive reinforcement:</u>
	      ✓ Praise and/or Attention for doing something well.
	      ✓ Demonstration of pride in someone.
	      ✓ Gifts or "treats" for doing something well.
	   • <u>Recognizing incremental progress:</u>
	      ✓ Small rewards or acknowledgements that lead to bigger rewards/ acknowledgements in effort to create positive habits or reach long term goals.
	   • <u>Highlighting important milestones:</u>
	      ✓ Birthday/Holiday cards, gifts, treats and parties
	      ✓ Graduation/trunk parties
	      ✓ Promotions (could be the reward itself and can celebrated as a milestone)
	      ✓ Weddings
	      ✓ Anniversaries (employment, marriage, friendships, etc.)
	      ✓ Retirement
	   • <u>Ceremonies, Awards, Acknowledgement of achievements or accomplishments:</u>
	      ✓ After winning a competition (i.e. trophies) or doing exceptionally well at something (i.e. scholarships).
	      ✓ When a challenging task is completed or a goal is reached.
	      ✓ When something significant occurred in a person, situation or cause that required a demonstration of exceptional character/skills (i.e. Most Improved Awards, Purple Heart in the military).

Review Brainstorming	4) **Read Script/Paraphrase: "***We learned in the Case Planning tutorial that brainstorming is an important step in the case planning process. It occurs **after** the identification of a need and **before** the development of action steps. In reality, this step is sometimes minimized, or left out completely, as a result of our efforts to manage time or a lack of belief that*

TIME: 5 minutes	*brainstorming is a value-added part of the process. However, this can actually cost us time and the successful implementation of the plan in the future. Brainstorming is a critical step to ensuring team input into the plan. People are more motivated to work on a plan when their voice and choice is part of the development. To help make brainstorming worthwhile, the person facilitating must ensure certain criteria are followed. Please take a minute to refresh your memory of the criteria by reviewing this handout."* 5) **Give "Brainstorming Criteria" handout to staff and allow 2-3 minutes for them to review it.**

Practice brainstorming and develop a team plan to celebrate success.
 	
TIME: 20 minutes
	6) **Read Script/Paraphrase: "***We will now practice brainstorming around the identified need of celebrating success in our work. Using the criteria, let's brainstorm the following questions:*
	    1) *When are some **specific times or opportunities** that we could celebrate, or already celebrate, in our work environment?*
	    2) *What are some **specific ways or methods** of celebration we could use, or are already use, to celebrate success in those times/opportunities?"*
	
	7) **Write each question (above) on separate pieces of charting paper. Facilitate a brainstorming session, ensure criteria is being followed, and chart responses.** Here are some examples we have heard of that you can share if desired:
	  • **Times/Opportunities**:
	     ✓ Successful outcome on a challenging case
	     ✓ Exceptional demonstration of MiTEAM competencies
	     ✓ Meeting SOPs (individually and/or as a unit)
	     ✓ Moments when someone is "caught" going above and beyond without being asked
	     ✓ Work anniversaries
	     ✓ Exceptional attendance
	     ✓ Doing an outstanding job on a challenging case, at court or facilitating an FTM
	     ✓ Great and/or exceptionally improved report writing
	  • **Ways/Methods:**
	     ✓ Create categories and nominate winners at certain times of the year.
	     ✓ Create a team goal for a specific SOP with incremental recognitions and end celebration.
	     ✓ Go out to breakfast/lunch as a team on work anniversaries.
	     ✓ Create a "Staff Recognition of the Month" to recognize a staff member at a staff meeting,

- ✓ Treats or special notes when you notice something someone else did that you appreciate
- ✓ Reward a goal met by doing something fun and non-work related together.

8) **Read Script/Paraphrase: "***Now that we have captured a variety of different ideas, let's think about which ones will work best for us as a team. We want to consider what will be the most impactful and we also have do a little reality testing along the way. We want to make sure that we choose things that we are willing to commit to and we believe will genuinely make a difference. First we need to pick at least one **time or opportunity** that we want to focus on. Then we need to choose at least one **way or method of celebration** that we want to use. Using those decisions, we will develop action steps. Lastly, we need to decide when we want to start, who is responsible for each step, and when we will check-in as a team to track if our plan is working as intended and adjust if necessary. "*

9) **Use charting paper to create columns using the format below. Facilitate the development of a plan for your unit to Celebrate Success. Decide where plan will be displayed so it is visible to the team after today.** *(Example plan in italics)*

Need	Time/Opportunity & Way/Method Chosen	Action Steps	Who is Responsible	Start Date	Track/Adjust Date

Celebrate Success In our work	*Give out awards for SOPs, MiTEAM skills and Report Writing skills at Staff meetings*	*1. Schedule unit meetings and locations for first Wednesday of each month and send outlook invitations*
		
		2. Make genuine effort and reasonable arrangements to attend monthly staff meetings
		
		3. Give out awards and reasons for awards at each staff meeting.
		  ✓ *Exceptional demonstration of MiTEAM skills*
		  ✓ *Best Report*
		  ✓ *Best SOP statistic*
			1. (i.e. Supervisor)
			
			2. (i.e. All unit members)
			
			3. (i.e. Supervisor)
				5/27/2017 Tomorrow
				
				6 / 7 /2017 – first monthly staff meeting
				
				6 / 7 /2017 - first monthly staff meeting
					9/ 6 /2017
					
					9/ 6 /2017 at the meeting 3 months from start date
					
					9/ 6 /2017 at the meeting 3 months from start date

	10) Debrief the activity using the following 3 questions: *"1. What is your general reaction to the planning process we just completed?* *2. What benefits were there to brainstorming before we developed action steps?* *3. What problems may have arose if, based on my own experience, expertise and good intentions, I made the plan without your input?"*
Discuss Fidelity **TIME**: 15 minutes	**11) Discuss Fidelity using the following questions:** *One of the fidelity indicators introduced in the case planning tutorial was:* **(Documentation): The plan builds resiliency including 2 or more strategies that:** o **Promote family member(s) ability to develop and build relationships** o **Promote family member(s) mastery/competency** o **Improve family member(s) ability to regulate emotion and behavior** o **Strengthen family member(s) self-esteem** o **Gives family member(s) voice** o **Enables family member(s) choice** *If someone were to look at our plan and replace the word family member with unit members, could they check yes?* *The second fidelity indicator introduced was:* **(Interview): The individual(s) described specific examples where his/her input was utilized in decision making.** *If someone interviewed you tomorrow, would they be able to check yes?* *There is one additional fidelity indicator you should know about, even though it was not introduced in the tutorial, because it specifically relates to this activity.* **(Interview): The individual(s) described specific examples of the worker acknowledging his/her success (however large or small)."** *If someone interviewed you tomorrow, would they be able to check yes?* **12) Read Script/Paraphrase:** *"Before we move on to the next activity, it is important to take a moment and consider how we feel and may react to the interview section of the fidelity tool. If you can recall learning about the full fidelity tool, it is comprised of 4 methods of data collection: Observation, Documentation, Interview and Supervision. One reason for this is*

	to gather a variety of perspectives on a given situation. The interview section will be completed by a supervisor interviewing a key person in a case or situation you have interacted with. What feelings does this bring up for you? What happens when the person interviewed did not recognize efforts you know that you made? What can we learn from different perspectives when we accept each person's perception as their reality?" **13) Facilitate discussion about any concerns/feelings related to the interview section of the fidelity tool.**
Connect Implementation to Team Coordination and Functioning **TIME**: 10 minutes	**14) Read Script/Paraphrase: "***Now we will change focus to the implementation of plans. When implementing any plan, all parties need to feel invested and responsible for its results. Often when we think about teaming, we think of the formation of the team and participation in Family Team Meetings. However, the Case Plan Implementation competency highlights how important Team Coordination and Functioning are to the success of a plan. It also demonstrates that teaming is an ongoing process that goes far beyond formal meetings. As the tutorial touched on, caseworkers often feel the implementation of case plans is either all on them, or all on the parent(s). Not only does this put an unhealthy amount of stress on any 1 person, but it can lead to blaming, defensiveness, and a constant fear of failure throughout the process. That is not a safe environment for positive change to occur. The approach sets the plan up for failure if the parent or worker is not yet equipped with the knowledge, skills or ability to do everything on their own. Furthermore, the approach does not adequately consider the long term view. If the worker is the glue holding the team and the plan together, how will progress continue, and not regress, when that worker is no longer involved? Let's look at 2 teaming visuals that illustrate this.* **15) Give "Teaming Visual #1" and "Teaming Visual #2" handouts to staff and Facilitate Discussion around it.**

Practice identifying ways to facilitate improve plan implementation through more effective collaboration among team members.	**16) Read Script/Paraphrase: "***For purposes of this exercise we are going to look at 4 areas of our work that provide opportunities to improve implementation of plans by facilitating more effective collaboration among team members. These 4 areas are:*
	    i. *Initiating or Improving Relationships*
	    ii. *Confusing and/or Conflicting Expectations*
	    iii. *Holding Formal Team Members Accountable*
	    iv. *Holding Informal Team Members Accountable*
	We are going to split up into 3 groups. I will give each group a different scenario sheet that represents different program areas. This will ensure that we hear ideas related to our own program area while also provoking thought and insight into how programs other than our own may function as team members. In your group, you will review the scenarios, discuss the

TIME: 30 minutes	*questions, and write down ideas that you come up with to answer the questions within your group. We will take approximately 15 minutes to do this. When we are done, we will share our scenarios and ideas with the full unit."*
	
	17) Divide unit into 3 groups (2-3 people), including yourself. Give 1 Scenario Sheet to each group. All 3 Groups should have different program scenario sheets. 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.
	
	18) Allow 15 minutes for groups to review scenarios and write down responses to the questions.
	
	19) Bring Full Group Back together. Have each group summarize their scenarios and responses to questions out loud to the group. Facilitate conversation along the way. For example, after each group presents, contribute additional ideas/examples of your own and ask questions such as the following:
	"1. Does anyone else have any ideas that weren't already mentioned by the group?
	    2. Does anyone have any personal examples where they saw someone (or did something themselves) in this program area where a plan was better implemented because of high collaboration among team members?
	    3. Did this activity lead you to think about your job, or others' jobs, differently in any way?
	    4. Are there any other potential scenarios related to the program you discussed where implementation of plans may be improved through the improved collaboration of team members?"

Discuss Fidelity
 	
TIME: 5 minutes
	20) Discuss Fidelity using the following questions:
	
	"One of the fidelity indicators for case plan implementation is:
	        (Documentation): There is evidence in the documentation that service providers were provided with clear and specific service needs for the family.
	If this fidelity indicator was marked "No", what might this mean for our ability to hold formal team members accountable?"
	
	"The second fidelity indicator for case plan implementation is:
	        (Observation): When developing or adjusting the plan, asks for team member's input.
	How might asking for team member's input during the development of the plan increase chances of collaboration among the team members? How might facilitating collaboration among team members ensure their input when the plan needs to be adjusted?"

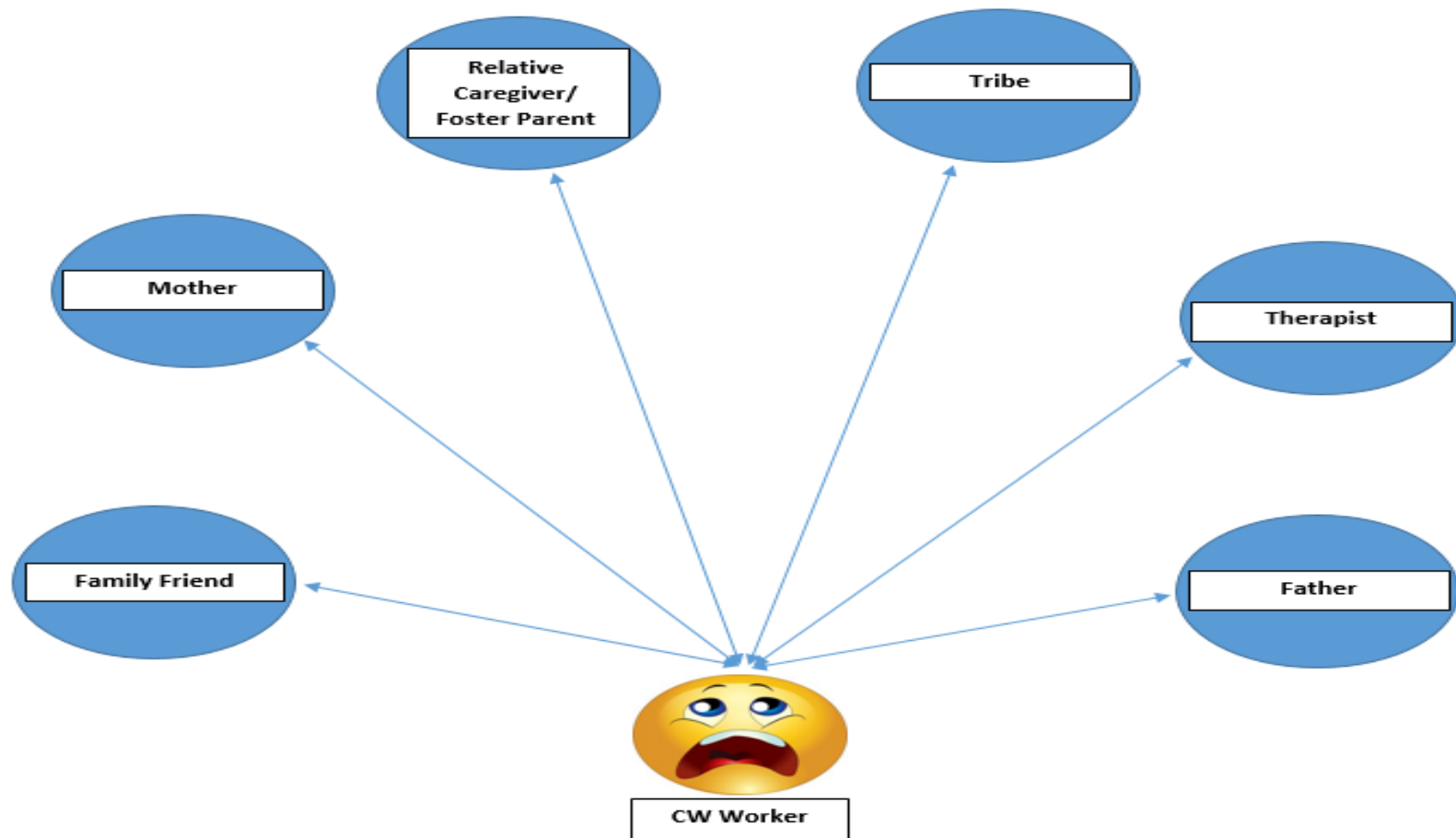|	

	"There is another fidelity indicator related to this activity that was not introduced in the tutorial:
	
	(Observation): Facilitates teaming by doing one or more of the following:
	    o *Prepares formal or informal team members for their role in shared decision making*
	    o *Promotes formal or informal team members to talk to one another about upcoming decisions that need to be made*
	    o *Develop clear working agreement among team members*
	    o *Adds formal or informal team members for specific needs*
	    o *Assists formal or informal team members to identify ways to support the family's plan (i.e. provide transportation to meetings or appointments; supervise visits; attend family team meetings/ court hearings with parents; mentor parents in the areas needing improvement such as parent/child attachment/bonding, organizational skills, home maintenance, budgeting, or other life skills.)*

Conclude SLAE: **TIME**: 1 minute	**21. Read Script/Paraphrase: "***As we conclude this exercise, hopefully there is a renewed focus on the skills necessary to successfully develop and implement **all kinds of** plans. Furthermore, it should be clear that the competencies build on each other. As we improve our engagement, teaming and assessment skills, the more we set ourselves up to improve our planning and plan implementation skills. It is also important to point out that by brainstorming together and incorporating everyone's voice and choice in the development of our unit's plan to celebrate success, I demonstrated the case planning competency from my role as your supervisor. Likewise, just as we discovered in our scenarios, the success of our plan is going to take collaboration among all of our team members. Let's try to implement our plan in a way that captures the enhanced teaming visual. By practicing and experiencing these competencies ourselves, even in small ways, we can gain insight and understanding about how to improve the success of family plans, improvement plans, training plans, county/community plans, and more through our roles in the child welfare system.* *Are there any other questions or comments about these activities, our plan, or the competencies we have discussed so far?"* **(Facilitate discussion if necessary).**

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Exercise #2: Celebrate & Collaborate – Brainstorming Criteria

1. **Quantity vs. quality:** The goal is to generate as many ideas as possible.

2. **Every suggestion gets written down:** No matter how ridiculous/unrealistic you or anyone else thinks it is.

3. **Everyone participates, no observers. One person speaks at a time.**

4. **No judgment or discussion**: Do not discuss, share opinions, or allow others to comment about why an idea may or may not work during the brainstorming phase. "Reality Testing" should come later when selecting, combining, or building from ideas generated in the brainstorming session to enter into the plan.

5. **Anything goes, be creative:** There are no bad/silly/ridiculous ideas during brainstorming. Sometimes people can be stuck on ideas or fantasy solutions in their head and saying it out loud can allow them to move on from that idea. And other times, the most "ridiculous" ideas end up being the best ideas!

6. **Hitchhike ideas:** combinations and improvements to ideas already stated.

7. **Access "outside-the-box" ideas**:
   Potential Questions (this list is not exhaustive and not all questions apply to all needs)**:**
   - If we did a Google search for "ways to [identified need]" what might be listed?
   - Dr. Oz/Oprah/Known Expert/Famous person is passionate about [identified need]; what might he/she suggest?
   - What are some non-traditional ways that you've heard of for addressing [identified need]?

8. **Access the family's strengths**
   Potential Questions *(this list is not exhaustive and not all questions apply to all needs)***:**
   - What have you done in the past to address [identified need] that has worked well for you? (past successes)
   - Think about a time in your life when [identified need] wasn't a need that you had. What were you doing? (exception-finding question)
   - Think about a time in your life when you were managing [identified need] effectively. What were you doing? (exception-finding question)

9. **Access Others' Solutions**
   Potential Questions *(this list is not exhaustive and not all questions apply to all needs)***:**
   - What do other people you know do to address [identified need]? (access other's successes)
   - What have you seen people do in movies/TV/news/social media/etc. to address? [identified need]
   - Have you ever seen anyone address [identified need] in a way that you thought was creative/interesting/unique?
   - If there were no limits for you with time, money, and options, what might be some dream ideas for addressing [identified need]?

Exercise #2: Celebrate & Collaborate – Teaming Visual #1

Traditional Team Functioning & Coordination

This team, illustrated below, represents traditional team functioning and coordination. Time and again, workers operate like Central Control. Often times, any information that is relayed goes straight to them and they are relied upon to disseminate information as well. In the worker's absence, there is likely no direction or communication with the other team members, as they are the primary point of contact. This adds more work for the worker and less accountability from the rest of the team. The added work often leads to organizational stress and burnout. Additionally, the added stress can affect the worker's ability to effectively lead the team.

Relative Caregiver/ Foster Parent

Tribe

Mother

Therapist

Family Friend

Father

CW Worker

Enhanced Team Functioning & Coordination

This team, illustrated below, represents enhanced team functioning and coordination. This worker is included in the team and everyone has a working relationship with one another. Communication is not dependent just on the caseworker, but everyone on the team is aware of what's going on and can connect with each other when necessary. Although the worker may take the lead on coordinating meetings and relaying information during the life of a case, the team is still able to function in their absence and beyond case closure. With the assistance of the entire team taking interest in the functionality of the team, there is a greater likelihood that the worker is not as stressed or burdened with having to carry the weight of the team on their shoulders.

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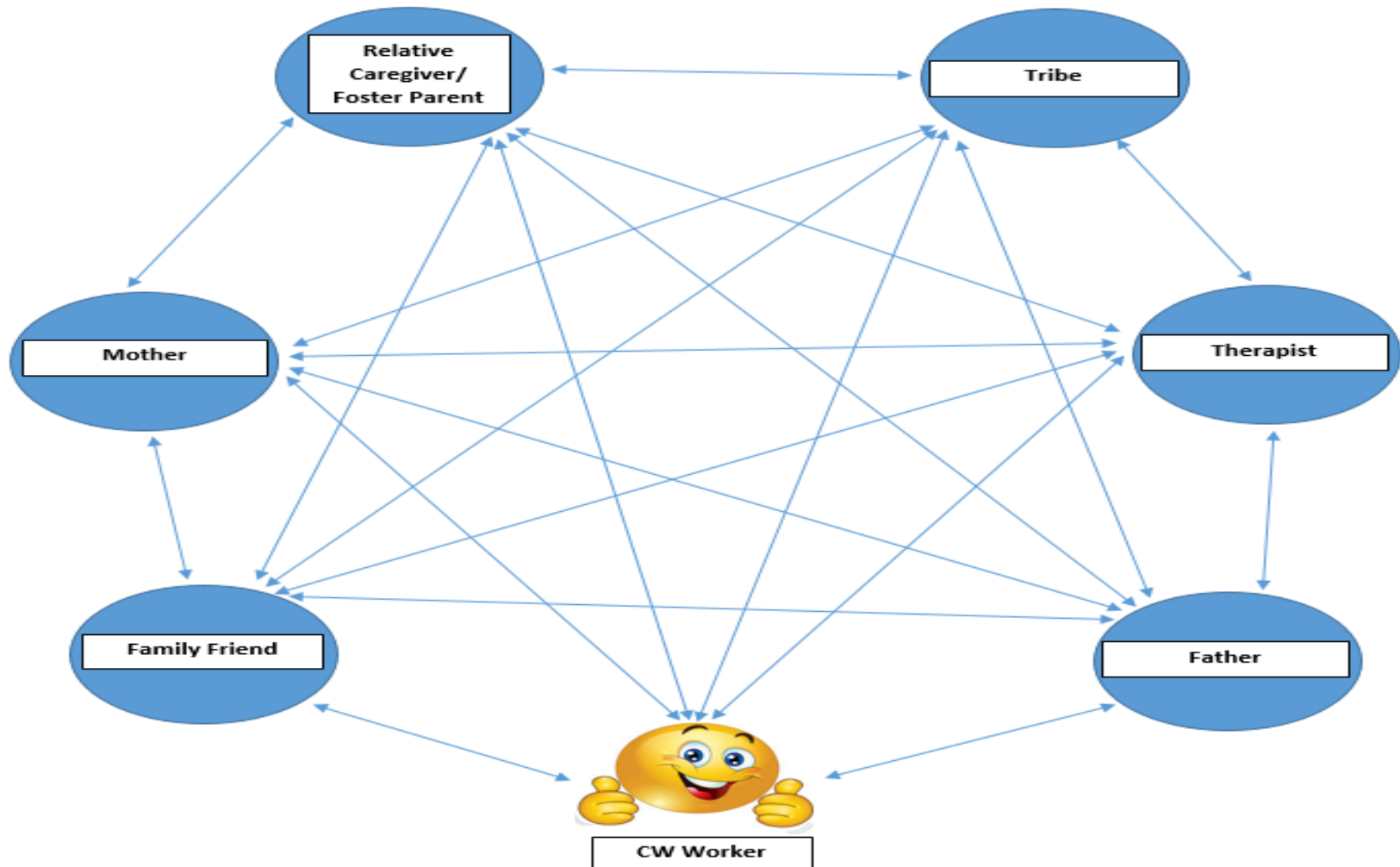
Exercise #2: Celebrate and Collaborate – Caseworker Collaboration Scenarios

Initiating or Improving Relationships

The initial FTM was just completed. One Action Step is to make a therapy referral. The mom, Brownie Points, had a therapist before and didn't like him. Her friend referred Dr. Aye Dunno, her former therapist. Ms. Points wants to interview Dr. Dunno before choosing her but is not sure what to say or ask.

➢ *What can the worker do to empower Ms. Points and facilitate collaboration among team members as she initiates this therapeutic relationship?*

Clarifying Confusing or Conflicting Expectations

Three weeks ago, you made a therapy referral for a dad on your caseload, Chris P. Bacon, with Mr. Peace. You shared with Mr. Peace that the purpose for therapy is to help Mr. Bacon with disciplining his children. Today, the therapist called and left a message asking you to call him back. He is confused because Mr. Bacon said he was there to focus on his budgeting skills so he can get an apartment for when his kids are returned.

➢ *How could you facilitate collaboration among team members in a way that clarifies everyone's expectations for therapy?*

Clarifying Confusing or Conflicting Expectations (ICWA)

You have an ongoing CPS case with services in place for a family that lives on state land. A Tribal representative is involved and working alongside Fake County DHHS. The family missed appointments allegedly due to transportation and child care concerns. You expected the Tribe to help assess the amount of active efforts needed and provide active efforts to resolve barriers. The family is blaming you and the Tribe is questioning your lack of active efforts.

➢ *How could you facilitate collaboration among team members in a way that clarifies everyone's expectations of efforts and resolving barriers?*

Accountability of Formal Team Members

Ms. Gem and her 5 year old twin daughters, Diamond and Pearl, have been in therapy to strengthen their relationship and treat the impact of the girls' trauma. Ms. Gem confided in you that she finds the therapy a waste of time – "She just has us playing games and drawing pictures for each other." You call the therapist who calls back and leaves you a message that says, "We do play games and draw; I really want us to develop a relationship. I haven't brought up the issues we talked about, the trauma of the removal and Diamond and Pearl's experiences because it may be too early."

➢ *How could you facilitate accountability of the therapist through empowering Ms. Gem to appropriately advocate for herself?*

Accountability of Informal Team Members

Billie and Jean Lover were Ms. Jackson's foster parents 20 years ago. Mr. and Mrs. Lover, now 65 years old, assist in supervising some of Ms. Jackson's parenting time. You just got a call from Ms. Jackson's therapist to update you on her progress. She relayed that Ms. Jackson was upset that Mrs. Lover berated her in front of her kids during the last parenting time saying, "I told you Mac Donalds was trouble! You are so stupid for dating him!"

➢ *If you only had time to talk to one team member today, what might you say – and to whom – that would facilitate more effective collaboration among the team members and address the accountability of Mrs. Lover to her role on the team?*

Exercise #2: Celebrate & Collaborate – Licensing Worker Collaboration Scenarios

Initiating or Improving Relationships

A recent survey conducted revealed that Fake County Foster Parents are feeling isolated in their experience and inadequately supported after the initial licensing process is completed. This appears to be negatively impacting Fake County's plan to recruit and retain more foster homes. The licensing staff realize that they cannot make their plan work all on their own.

> *What can licensing staff do to facilitate improved collaboration among team members (other DHHS staff, foster parents, community partners, etc.) that may help them reach their recruitment and retention goals?*

Clarifying Confusing or Conflicting Expectations

During a training for foster parents in Fake County on trauma and secondary trauma, a common complaint was brought up. They report frustration during initial placements because they are not provided with enough information about the children coming into their home. They understand that some of that is unavoidable due to confidentiality, but such little information makes it really hard to initiate healthy relationships or properly care for the children. When asked, CPS workers say they aren't sure what foster parents want to know about the children and figured the licensing staff and/or foster care worker who gets assigned would handle it.

> *What can licensing staff do to facilitate collaboration among team members to clarify the conflicting expectations and minimize the impact of trauma for children at the time of placement?*

Accountability of Formal Team Members

Fake County Licensing staff are experiencing significant resistance from foster parents when conducting special investigations. After discussing it at a meeting, they realize that the plan they developed last year with the Maltreatment in Care workers and Foster Care staff to coordinate their efforts and approach to these investigations isn't being followed. Fake County Licensing staff are often the last of the three programs involved to show up to the foster home regarding the alleged concerns. This means the foster families are experiencing an increased disruption to their lives and are frustrated by the time Licensing staff show up.

> *Fake County Licensing staff need MIC workers and Foster Care workers to stick to the plan or they need to adjust the plan together. What are some ways to facilitate collaboration among team members to assure accountability and reach common goals?*

Accountability of Informal Team Members

May Dup is a licensing worker currently trying to complete the licensing process with a relative caregiver in Fake County. The relatives are part of a local church community that also regularly donates clothes and backpacks to Fake County for foster children. The church has agreed to help the family meet licensing requirements in order to keep their niece in their care. Church members have helped make some repairs to the caregiver's home and provided clothes for the children. They also agreed to provide a toddler bed by the end of January. It is April and the caregivers have still not received it. No one has said anything for fear of sounding ungrateful for everything the church has done. However, it is now the only barrier preventing May Dup from completing the licensing process.

> *How can May Dup facilitate collaboration of team members to assure accountability to the plan and complete the plan to license these caregivers?*

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Exercise #2: Celebrate and Collaborate – Specialty Position Collaboration Scenarios

Initiating or Improving Relationships

Monitor Bonitor is a Purchase of Service (POS) Monitor for Fake County DHHS. Monitor and her supervisor made a plan to reach their goal of improving compliance with the face-to-face contact requirements on purchase of service cases. Monitor has been doing random compliance checks around this statistic and sending emails to workers and supervisors when there is a problem. However, this doesn't seem to be working. Monitor hasn't had as much field contact with the private agencies as she used to and gets frustrated quickly with the caseworkers. She knows that private agency turnover in Fake County is high but she doesn't understand why it's so hard to follow a basic policy requirement.

➢ *Monitor's plan is not working. How can she facilitate an improved relationship between DHHS and PAFCs and increase the chances of reaching her goal?*

Clarifying Confusing or Conflicting Expectations

Smarty Zarty is an Educational Planner for Fake County DHHS. Smarty is responsible for one piece of a community-wide plan to improve transitions for foster children by working as a DHHS liaison to Fake County schools. She met with school administrators and learned that they are extremely frustrated. They do not receive court documents in a timely fashion and often hear about court-ordered placements from family members and caseworkers. There is liability involved with releasing children to adults not listed in their records but they also do not want to violate a court order. At an all child welfare staff meeting, Smarty found out that the court does not always provide the court order right away and staff felt their word should be enough because "most" schools were ok with that.

➢ *This is a barrier to Smarty's piece of the plan. How can she clarify expectations in a way that will facilitate collaboration among DHHS staff and schools?*

Accountability of Formal Team Members

Healthy Kealthy is a Health Liaison Officer for Fake County DHHS. At a recent staff meeting, the Director of Fake County, caseworkers and Healthy all agreed on a plan for Healthy to attend all removal Family Team Meetings to gather necessary information, decrease disruptions in medical care, and increase timely medical and dentals. Healthy has asked workers to let him know when these Family Team Meetings are scheduled. So far, he has only been invited to 1 FTM this month despite 5 separate cases of children being removed by the courts. Healthy knows the caseworkers are overwhelmed and worries about adding to their stress. However, he is struggling to perform his job duties without their help.

➢ *Healthy needs the caseworkers' help to implement the plan. What are some ways to facilitate collaboration among team members to establish reasonable accountability of caseworkers and reach common goals?*

Accountability of Informal Team Members

Fundy Wundy is a Child Welfare Funding Specialist for Fake County DHHS. Fundy called the Example grandparents as soon as he found out they were the recommended placement. Despite verbal agreement from the grandma to get it to Fundy by the end of the day, they have not provided information needed to complete the funding determination. It has now been 2 days and there are concerns about needs of the children being met. Fundy knows the caregivers are meeting a lot of workers and trying to navigate an emotional situation, but wants to make sure they get the funding they deserve.

➢ *Fundy needs the Example grandparents to hold up their end of the agreement. What are some ways to facilitate collaboration of team members to establish reasonable accountability of the caregivers and reach common goals?*

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