

# Placement Planning & Mentoring

## Guide for Supervisor Led Application Exercises (SLAEs)



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

## Purpose:

- Leading staff in identifying the areas of Placement Planning & Mentoring they perceive as strengths, as well as opportunities for further growth.
- Lead and Conduct open dialogue with staff for coaching and the development of plans to enhance their Placement Planning & Mentoring skills.

<b>Exercise # 1: Caseworker Self-Assessment Preparation</b>	
<b>Total Prep Time</b>	Approximately 5-10 minutes.
<b>Preparation Steps</b>	<ol style="list-style-type: none"> <li>1. Schedule a supervision/one-on-one with each staff member on your unit.</li> <li>2. Provide the Placement Planning &amp; Mentoring “Caseworker Self-Assessment Worksheets” or Mentoring “Licensing Worker Self-Assessment Worksheet” to each staff member in your unit. (Print or attach to email.)</li> <li>3. Instruct staff to individually complete both self-assessments.</li> <li>4. Instruct staff to bring the completed self-assessments and the Individual Field Application Exercises (IFAE) to the scheduled supervision/one-on-one.</li> </ol>
<b>Exercise # 1: Caseworker Self-Assessment Instructions</b>	
<b>Total Exercise Time</b>	Approximately 15 minutes
<b>Fidelity Indicators from Placement Planning &amp; Mentoring Modules</b>	<p><b><u>Placement Planning</u></b>  <b>(Observation):</b> Inquires about individual(s)’s perspective regarding how the living arrangement options impact child(ren)/youth(s) connections.</p> <p><b>(Supervision):</b> How the current living arrangement is helping build resiliency, which may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Promoting individual(s)’s ability to develop and build relationships.</li> <li>• Promoting the individual(s)’s master/competency.</li> <li>• Improving the individual(s)’s ability to regulate emotion and behavior.</li> <li>• Strengthening the individual(s)’s self-esteem.</li> <li>• Giving the individual(s) voice.</li> </ul> <p><b><u>Mentoring</u></b>  <b>(Observation):</b> Assists the family with navigating agency systems and processes; demonstrated by 2 or more of the following:</p> <ul style="list-style-type: none"> <li>• Clearly explains expectations regarding service referrals.</li> </ul>

	<ul style="list-style-type: none"> <li>• Clearly explains next steps.</li> <li>• Describes agency processes.</li> <li>• Explains desired outcomes of case disposition.</li> </ul> <p><b>(Observation):</b> Provides feedback to the individual(s).</p> <p><b>(Observation):</b> Asks for feedback from the individual(s).</p>
<p><b>Key Caseworker Activities from Placement Planning &amp; Mentoring Modules</b></p>	<p><b><u>Placement Planning</u></b></p> <p><b>KCA #27:</b> Work closely with members of the family team to make initial Placement Planning decisions, support those placements and plan for transitions.</p> <p><b>KCA #28:</b> Use visits to preserve connections, strengthen relationships and make progress on identified goals.</p> <p><b><u>Mentoring</u></b></p> <p><b>KCA #22:</b> Promoting growth through coaching.</p> <p><b>KCA #24:</b> Creating a learning environment through observation and feedback.</p>
<p><b>Discuss Caseworker Self-Assessment.</b></p>	<ol style="list-style-type: none"> <li>1. Ask caseworker to share their reasons for their ratings on the Caseworker Self-Assessment Worksheet or Licensing Worker Self-Assessment Worksheet.</li> <li>2. Discuss the relationship between Key Caseworker Activities (KCA) in the Self-Assessment and fidelity indicators above. <i>(e.g., If you are observed providing and asking for feedback then you are demonstrating KCA #24 – Creating a learning environment through observation and feedback.)</i></li> <li>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).</li> <li>4. Mentor your staff by exploring additional resources or supports that may be available to them to enhance their Placement Planning &amp; Mentoring skills <i>(e.g. Placement Planning &amp; Mentoring Practice Guides from MiTEAM Manual (pg. 134-137 &amp; 166-168), Placement Planning &amp; Mentoring Sections in MiTEAM Manual (pg. 132-185), Placement Planning &amp; Mentoring Resources on MiTEAM Virtual Learning Site, Individual Assistance with MiTEAM Specialist/ Liaison, etc.).</i></li> <li>5. Discuss and document the agreed upon next steps to enhance your caseworker’s Placement Planning &amp; Mentoring skills.</li> <li>6. Coordinate a time, with your caseworker, in the next month to review progress made and adjust as needed.</li> </ol>

## Exercise #1: Caseworker Self-Assessment Worksheet– Placement 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. 134-137) or resource section of the MiTEAM Virtual Learning Site.

**KCA #22:** Work closely with members of the family team to make initial Placement Planning decisions, support those placements and plan for transitions.

- How would I rate my current success with Key Caseworker Activity #22?

Low		Medium		High
1	2	3	4	5

- How would my supervisor rate my current success with Key Caseworker Activity #22?

Low		Medium		High
1	2	3	4	5

- In my role, how would my last contact\* rate my current success with Key Caseworker Activity #22?

Low		Medium		High
1	2	3	4	5

**KCA #24:** Use visits to preserve connections, strengthen relationships and make progress on identified goals.

- How would I rate my current success with Key Caseworker Activity #24?

Low		Medium		High
1	2	3	4	5

- How would my supervisor rate my current success with Key Caseworker Activity #24?

Low		Medium		High
1	2	3	4	5

- In my role, how would my last contact\* rate my current success with Key Caseworker Activity #24?

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– Mentoring

**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. 166-168) or resource section of the MiTEAM Virtual Learning Site.

**KCA #27:** Promoting growth through coaching.

- How would I rate my current success with Key Caseworker Activity #27?

Low		Medium		High
1	2	3	4	5

- How would my supervisor rate my current success with Key Caseworker Activity #27?

Low		Medium		High
1	2	3	4	5

- In my role, how would my last contact\* rate my current success with Key Caseworker Activity #27?

Low		Medium		High
1	2	3	4	5

**KCA #28:** Creating a learning environment through observation and feedback.

- How would I rate my current success with Key Caseworker Activity #28?

Low		Medium		High
1	2	3	4	5

- How would my supervisor rate my current success with Key Caseworker Activity #28?

Low		Medium		High
1	2	3	4	5

- In my role, how would my last contact\* rate my current success with Key Caseworker Activity #28?

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: Licensing Worker Self-Assessment Worksheet– Mentoring

**Instructions:** Circle the number that best represents your assessment of current success with the following Key Licensing Activity.

**Key Licensing Activities (KLAs)** help licensing workers understand what it means to implement the competencies and prioritize work. For more details, see the *Practice Guide for Licensing Workers* found in the MiTEAM Practice Model Manual (pg. 196 -197) or resource section of the MiTEAM Virtual Learning Site.

**Key Licensing Activity:** Educate Caregivers.

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

Low		Medium		High
1	2	3	4	5

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

Low		Medium		High
1	2	3	4	5

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

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.).*

**Below are Practice Guidance Techniques that further break down how to "Educate Caregivers":**

- Ask caregivers and caseworkers to provide input on training topics.
- 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.

## Exercise #2: You. Me. & MiTEAM. – Supervisor Leads during a Unit Meeting

### Purpose:

For Supervisors to lead staff in:

- 1) Applying the skill of building and maintaining connections.
- 2) Emphasizing the importance of minimizing trauma and building resiliency through self-care.
- 3) Practicing the skill of giving and receiving feedback.
- 4) Reviewing the **Initial** Implementation of the MiTEAM Enhancements.

Instructions	
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Flipchart paper/Dry Erase Board</li> <li>• Flipchart markers/Dry Erase Markers</li> <li>• 1 Per Staff Member: You. Me. &amp; MiTEAM. – Building and Maintaining Connections Worksheet (pg. 15 – 16)</li> <li>• 1 Per Staff Member: You. Me. &amp; MiTEAM. – Carrot, Egg and Coffee Bean Metaphor (pg. 17)</li> <li>• 1 Per Staff Member: You. Me. &amp; MiTEAM. – Guidance for Providing Feedback (pg. 18)</li> <li>• 1 Per Staff Member: You. Me. &amp; MiTEAM. – Guidance for Welcoming Feedback (pg. 19)</li> <li>• <b>Only for Supervisor:</b> You. Me. &amp; MiTEAM. – MiTEAM Pic-Charades Rules and Clues (pg. 20)</li> <li>• 1 Per Staff Member: You. Me. &amp; MiTEAM. – Enhanced MiTEAM Overview (pg. 21 – 23)</li> </ul>
<b>Total Exercise Time</b>	Approximately 1.5 hours
<b>Introduction to Supervisor Led Application Exercise (SLAE )</b>  <b>TIME:</b> 1 minute	<b>1) Read Script/Paraphrase:</b> <i>“Welcome to the Placement Planning and Mentoring Supervisor Led Application Exercise (SLAE). This is the last Supervisor Led Application Exercise that we will do together as part of <b>initial</b> implementation of the Enhanced MiTEAM Practice Model. Our focus will be to discuss, practice, and apply the skills taught in modules for these two competencies and to review the skills from previous modules.”</i>
<b>Introduction to Building and</b>	<b>2) Read Script/Paraphrase:</b> <i>“Building and maintaining connections is a critical component of the Placement Planning competency. This is because our connections are closely linked to our sense of self, safety, and comfort – things which are particularly important and yet challenged in times of change and transition. Let’s first start by discussing the broad scope of connections people may have that can be built or maintained.”</i>



<p><b>Maintain Connections</b></p> <p><b>TIME:</b> 5 minutes</p>	<p><b>3) Facilitate a 2-3 minute conversation around connections in general using the following two questions:</b></p> <p><i>i. <u>What are some connections people have?</u></i>  Provide these examples if they are not mentioned by the group:</p> <ul style="list-style-type: none"> <li>✓ Family, Friends, Service Providers/Community, Pets, Memories</li> <li>✓ Places, Environments, Experiences</li> <li>✓ Tangible Things such as clothes, technology, toys, instruments, blankets, etc.</li> <li>✓ Smells, Tastes, Sounds or Textures</li> <li>✓ Habits, Routines, or Traditions</li> <li>✓ Religion, Culture, Belief Systems, Values</li> <li>✓ Hobbies, Activities, etc.</li> </ul> <p><i>ii. <u>What are some ways that connections are built/maintained?</u></i>  Provide these examples if they are not mentioned by the group:</p> <ul style="list-style-type: none"> <li>✓ Identifying current connections and discussing them with the person.</li> <li>✓ Encouraging and advocating for current connections to be maintained.</li> <li>✓ Exploring creative ways to spend time and/or communicate with someone.</li> <li>✓ Exploring boundaries that can be put in place to reduce concerns related to spending time and/or communicating with someone.</li> <li>✓ Reminding someone of their connections through pictures or other meaningful objects.</li> <li>✓ Allowing or providing an opportunity for something to occur even if it is under different circumstances (<i>e.g., going to church, playing a sport, morning/bedtime routine, etc.</i>).</li> <li>✓ Exploring and supporting the development of new connections.</li> <li>✓ Acknowledging, honoring and talking with someone about their connections.</li> <li>✓ Visiting a familiar or important place, re-creating experiences, or cooking a favorite meal.</li> </ul>
<p><b>Building and Maintaining Connections</b></p>	<p><b>4) Read Script/Paraphrase:</b> <i>“Now let’s think about how this concept of building and maintaining connections applies to us personally and our co-workers. We are all currently placed in a child welfare career. While we likely chose our placement here, it is still an extremely difficult placement to be in. We are often separated physically, mentally and emotionally from our loved ones and a world that doesn’t always understand our life in this career placement. The unique and complex impact of Trauma, Secondary Trauma, and Organizational Stress on each of our individual experiences can lead to feelings</i></p>

<p><b>throughout a Child Welfare Career</b></p> <p><b>TIME:</b> 20 minutes</p>	<p><i>of separation even from others who share our placement in this field. Sometimes there is even a loss of our sense of self outside of our placement in this work. Not only does this make it challenging to thrive in this career placement, but it can become detrimental to our personal health and well-being. Building and maintaining connections can build our resiliency and minimize the impact of trauma and secondary trauma. It is critical that we are mindful of how we can do this within AND outside of the workplace.</i></p> <p><i>At this time, I would like for you to choose a partner. With your partner, take 10 minutes to look at situations and transitions that are known to be particularly challenging in a child welfare career. Discuss each situation or transition and identify ways that we can support others in building and maintaining connections in those times.”</i></p> <p><b>5) Provide each person with the “Building and Maintaining Connections” worksheet (pg. 15 – 16). Allow 10 minutes for partners to complete the worksheet.</b></p> <p><b>6) Bring group back together and facilitate a 10 minute discussion utilizing the following questions:</b></p> <p><i>“1.What are some examples that you came up with?</i></p> <p><i>2. We know that resiliency includes 4 components: relationships, mastery and competency, self-regulation and self-esteem. How does building and maintaining connections help build resiliency in child welfare staff?</i></p> <p><i>3. Do you agree that it is important to build and maintain connections within and outside of the workplace? Why or Why not?</i></p> <p><i>4. How can we improve our chances at being successful at building and maintain connections?”</i></p>
<p><b>Minimize impact of Secondary Trauma and Build Resiliency through Self-Care</b></p> <p><b>TIME:</b> 20 minutes</p>	<p><b>7) Read Script/Paraphrase:</b> <i>“In addition to supporting others, we have another very important responsibility: we have to take care of ourselves. We have to protect our minds and our hearts from corroding under the pressure of this work. We owe that to the people we serve, to the people we serve with, to our loved ones, and to ourselves. This is being brought up here in the Placement Planning competency because we know that placements and re-placements can be extremely traumatic for workers involved. We also know that no matter what your specific role, all child welfare workers are exposed to these heartbreaking stories on a regular basis. And because it is the “norm” in our work to hear these stories, we often don’t realize or recognize the impact they are having on us. We get caught off guard by the short and long-term impact of</i></p>

*secondary trauma. If we are going to build resiliency through self-care, we need to pay attention to our natural responses. Now, we're going to read a metaphor to help illustrate this."*

**8) Ask for a volunteer to read the "Carrot, Egg and Coffee Bean" metaphor out loud or delegate sections of it for different people to read out loud (pg. 17).**

**9) Facilitate a 5 minute conversation using the following questions:**

1. *Do you relate most to the Carrot, Egg or Coffee Bean? Please Explain.*
2. *Do you feel like you have been all of them at one point or another? Please Explain.*
3. *What are the pros and cons of responding like:*
  - *The Carrot?*
  - *The Egg?*
  - *The Coffee Bean?*

**10) Read Script/Paraphrase:** *"As the Carrot, Egg and Coffee Bean metaphor demonstrates, we all respond differently to challenging situations. There is no right or wrong way. The important thing is that we are paying attention to those responses. We all likely have different needs when it comes to taking care of ourselves. We also may need to do different things in different situations. By taking the time to care for ourselves, and by honoring self-care efforts of each other, we are helping to build resiliency. This not only helps us stay healthy both personally and professionally, but it increases our chances of remaining and being successful in our placement as child welfare professionals. Let's take a few minutes to brainstorm self-care strategies.*

**11) Facilitate a 10 minute brainstorming session and chart responses for ways to manage Self-Care. Remember to use the brainstorming criteria.** (e.g., everyone participates, quantity over quality, no judgment, think outside the box, etc.):

1. *What do you currently do to take care of yourself?*
2. *What else could you do?*
3. *What do other people you know do to take care of themselves?*
4. *And what are other self-care strategies you can think of?"*

<p><b>Discuss Fidelity</b></p> <p><b>TIME:</b> 4 minutes</p>	<p><b>12) Read/Paraphrase:</b> <i>“So far we have discussed connections and building resiliency as it relates to us in our placement in a child welfare career. If we are being true to the Placement Planning competency, we should be considering these things with families as well. As appropriate and in ways that make sense for our role, we need to be inquiring about how a child or youth’s connections are being impacted by their living arrangements and the people who live with them. Furthermore, we need to be able to describe how the child or youth’s living arrangements and the people who live with them are helping to build resiliency. The fidelity indicators that will capture this are:</i></p> <p><b>(Observation):</b> <i>Inquires about individual(s)’s perspective regarding how the living arrangement options impact child(ren)/youth(s) connections.</i></p> <p><b>(Supervision):</b> <i>How the current living arrangement is helping build resiliency, which may include, but is not limited to:</i></p> <ul style="list-style-type: none"> <li>• <i>Promoting individual(s)’s ability to develop and build relationships.</i></li> <li>• <i>Promoting the individual(s)’s master/competency.</i></li> <li>• <i>Improving the individual(s)’s ability to regulate emotion and behavior.</i></li> <li>• <i>Strengthening the individual(s)’s self-esteem.</i></li> <li>• <i>Giving the individual(s) voice.”</i></li> </ul>
<p><b>Feedback</b></p> <p><b>TIME:</b> 15 minutes</p>	<p><b>13) Read Script/Paraphrase:</b> <i>“The last MiTEAM competency is Mentoring. Mentoring is a developmental partnership in which one person shares knowledge, skills, information and perspective to foster and empower the personal and professional growth of another person. As introduced in the Mentoring module, providing and receiving feedback is a critical component of this. Feedback may be around things to be maintained or things to be changed. However, it is important to remember that the feedback process is not a commitment or agreement by either party involved. Although it can be frustrating when you provide feedback that is not taken, or when you receive feedback that you do not find helpful, it is still a valuable process because it contributes to the growth in the relationship. Feedback should be viewed as a method of information and perspective-sharing that has <u>potential</u> to lead to individual growth and is <u>essential</u> in creating a developmental partnership.</i></p> <p><b>14) Facilitate 5-10 minute Discussion around the following questions:</b></p> <ol style="list-style-type: none"> <li>1. <i>What are the benefits to providing and receiving feedback with people who have <u>authority over you</u>? (e.g., staff providing feedback to their supervisor and asking for feedback from their supervisor.)</i> <ul style="list-style-type: none"> <li>• <i>What are reservations or hesitations?</i></li> </ul> </li> </ol>

2. *What are the benefits to providing and receiving feedback from those you have authority over? (e.g., child welfare staff providing feedback to families or other professionals and asking for feedback about themselves.)*

- *What are the reservations or hesitations?*

**15) Read/Paraphrase:** *“Feedback can be extremely challenging because it requires a level of transparency and vulnerability that may be beyond our comfort zone. Therefore, we often avoid it. But by doing so, we deprive ourselves and others of opportunities to learn and grow. Providing feedback can foster growth in another person when it is specific, concrete, useful and timely. But even beyond the content of the feedback, the effort to develop and deliver the feedback in and of itself communicates that you are paying attention, that you are interested, and that you want to support that person’s growth. On the other hand, asking for and welcoming feedback provides the opportunity to learn something about ourselves that may contribute to our own personal or professional growth. It also empowers the other person by communicating that you value their opinion and value having them as partners in this developmental process. It says that you want to participate in a way that is helpful and useful. Here is some guidance to providing and welcoming feedback”*

**16) Allow 1-2 minutes to review the “Guidance for Providing Feedback” and “Guidance for Welcoming Feedback” Sheets (pg. 18 – 19).**

**17) Read/Paraphrase:** *“The Fidelity indicators for Mentoring related to Feedback are:*

**Observation:** Provides Feedback to the individual(s)

**Observation:** Asks for Feedback from the individual(s)

*In an effort to demonstrate fidelity to the practice model from my role as your supervisor, I am going to practice providing feedback to you after I shadow you using the Measuring Fidelity worksheets. I will model the 3 step process for providing feedback that was introduced in the Mentoring module. It is the same 3 step process that you will use with those you serve. In addition, I will be asking for feedback from you at that time regarding my approach to completing the fidelity process. Please be prepared for this to occur. Does anyone have any questions about this?”*

**MiTEAM Review**

**Pic-Charades**

**TIME:** 30 minutes

**18) Read/Paraphrase:** *“Since this is the last Supervisor Led Application Exercise of this initial implementation of the Enhanced MiTEAM Practice Model, we are going to do a fun little review. Over the last year and a half, we have participated in 4 training cycles that defined and began to look at key skills of the 4 competencies and 3 additional sub-competencies of the MiTEAM Practice Model. It is important to remember that a Practice Model does not add additional work, it defines how we should go about the business of doing our work. It is child welfare best practice. Just like a lawyer practices law and a*

*doctor practices medicine, we practice child welfare and can always continue to improve and refine. It is also important to remember that the MiTEAM competencies build on each other and often overlap. As a review, we are going to play a game called Pic-Charades.”*

**19) Read the Rules for Pic-Charades (left hand column of the grid on pg. 20) out loud to the group.**

**20) Play Pic-Charades.**

**Conclude SLAE:**

**TIME:** 1 minute

**21) Read/Paraphrase:** *“As we wrap up, I want you to know that our discussions, ongoing learning and continuous quality improvement efforts around the MiTEAM competencies **does not end here**. I will continue with my own efforts to learn, improve, and place a greater emphasis on quality in order to demonstrate the MiTEAM competencies in my role as your supervisor. I expect you to do the same in your role. In 2018, we will begin using the full Fidelity Tool to reinforce the use of the MiTEAM competencies and provide opportunities for praise, coaching and development. As trends and additional opportunities for growth are identified over time, further trainings and application exercises may be developed.*

*In conclusion, I want to go around the table and have each of you share one of the following:*

*1) Provide a specific example of how using the MiTEAM competencies benefited you or someone you serve.*

*OR*

*2) Describe how using the MiTEAM competencies aligns with what you want to accomplish as a child welfare worker. “*

**22) Ensure each person answers one of the questions to the large group.**

**23) Following the wrap up, pass out the “Enhanced MiTEAM Overview” handout (pg. 21 – 23) to all participants for future reference.**

**24) “Thank You!”**

## Exercise #2: You. Me. & MiTEAM. – Building and Maintaining Connections Worksheet

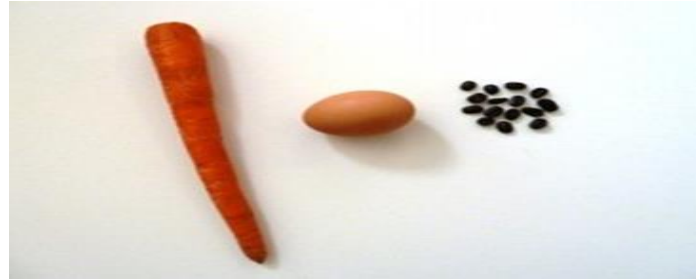
Recognizing, honoring, and building the connections child welfare staff have within and outside of the workplace is essential and each of us contributes to it. Small, intentional efforts to do better in this area throughout a child welfare worker’s career can make a huge difference in the lives, well-being, and retention of staff. With your partner, answer the corresponding questions in relation to the “Key Moments in a Child Welfare Career” by identifying ways that we can support others in building and maintaining connections in those times. Some examples are included to help get you started.

Key Moments in a Child Welfare Career	What can we do to recognize, honor and build connections <b>WITHIN THE WORKPLACE</b> during these moments?	What can we do to recognize, honor and build connections <b>OUTSIDE OF THE WORKPLACE</b> during these moments?
New Worker - General  <i>(e.g., 1<sup>st</sup> day, week, month, year, etc.)</i>	<ul style="list-style-type: none"> <li>✓ Place a welcome sign in/outside of the cube with welcome messages from all the team members.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Encourage them to share with their spouse, friend, or other confidant as a way to decompress.</li> </ul>
1 <sup>st</sup> Job Experiences  <i>(e.g., 1<sup>st</sup> case, challenging case, removal, re-placement, licensure, funding problems, missed medical, collaborating with service providers, etc.)</i>	<ul style="list-style-type: none"> <li>✓ Debrief the situation and Provide Feedback and/or advice for the next time.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Encourage them to do something to celebrate the milestone after work.</li> </ul>
Court Experiences  <i>(e.g., 1<sup>st</sup> court attendance, stress related to testifying, cross examination, attorneys, etc.)</i>	<ul style="list-style-type: none"> <li>✓ Have a plan in place to ensure workers do not attend their first court hearing alone.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Encourage them to do something they enjoy – completely unrelated to work – to destress.</li> </ul>

Key Moments in a Child Welfare Career	What can we do to recognize, honor and build connections <b><i>WITHIN THE WORKPLACE</i></b> during these moments?	What can we do to recognize, honor and build connections <b><i>OUTSIDE OF THE WORKPLACE</i></b> during these moments?
<p>Changes/Transitions</p> <p><i>(e.g., Supervisor re-assignments, caseload changes, unit makeup, promotions/lateral program moves, new policy or protocols, etc.)</i></p>		
<p>Highly Stressful Job Experiences</p> <p><i>(e.g., particularly challenging and/or traumatic situations, child deaths, personal threats, critical incidents, media cases, worker/supervisor conflicts, etc.)</i></p>		
<p>Personal Conflicts</p> <p><i>(e.g., Work/Life balance and prioritizing, Disagreements with child welfare law, policy/court decisions, Personal tragedy impacting work and vice versa, worker/supervisor conflicts, etc.)</i></p>		
<p>Showing symptoms of extreme secondary trauma, organizational stress and/or potential burnout.</p> <p><i>(e.g., Physical, Mental, Social, or Emotional symptoms, worker/supervisor conflicts, etc.)</i></p>		



## Exercise #2: You. Me. & MiTEAM. – Carrot, Egg and Coffee Bean Metaphor



A young woman went to her mother and told her about her life and how things were so hard for her. She did not know how she was going to make it and wanted to give up. She was tired of fighting and struggling. It seemed as one problem was solved, a new one arose. Her mother took her to the kitchen. She filled three pots with water and placed each on a high fire. Soon the pots came to boil. In the first she placed carrots, in the second she placed eggs, and in the last she placed ground coffee beans. She let them sit and boil, without saying a word.

In about twenty minutes, she turned off the burners. She fished out the carrots and placed them in a bowl. She pulled out the eggs and placed them in a bowl. Then she ladled out the coffee and placed it in a bowl. Turning to her daughter, she asked, “Tell me what you see.” “Carrots, eggs, and coffee,” she replied.

Her mother brought her closer and asked her to feel the carrots. She did and noted that they were soft. The mother then asked the daughter to take an egg and break it. After pulling off the shell, she observed the hard-boiled egg.

Finally, the mother asked the daughter to sip the coffee. The daughter smiled as she tasted its richness and savored its aroma. The daughter then asked, “What does it mean, mother?” Her mother explained that each of these objects had faced the same adversity — boiling water. Each reacted differently.

The carrot went in strong, hard, and unrelenting. However, after being subjected to the boiling water, it softened and became weak.

The egg had been fragile. Its thin outer shell had protected its liquid interior, but after sitting through the boiling water, its inside became hardened.

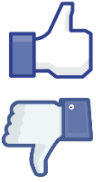
The ground coffee beans were unique, however. After they were in the boiling water, they had changed the water.

“Which are you?” she asked her daughter. “When adversity knocks on your door, how do you respond? Are you a carrot, an egg or a coffee bean?”

**Think of this:** Which am I? Am I the carrot that seems strong, but with pain and adversity I become soft and lose my strength? Am I the egg that starts with a fluid spirit and malleable heart, but after hardship I become bitter and tough with a hardened heart although my shell may look the same? Or am I like the coffee bean? The bean is changed in some ways including its form. But the bean maintains other characteristics such as its flavor and aroma. The adversity that brings the bean pain – is also changed. It is made better as a result of the bean.

## Exercise #2: You. Me. & MiTEAM. – Guidance for Providing Feedback

### TYPES OF FEEDBACK



Highlight Strengths: Recognize the performance to be *maintained*.

Opportunities for Growth: Recognize the performance to *change, improve or refine*.

### CRITERIA FOR EFFECTIVE FEEDBACK

1. **Specific** – Clearly defined or identified.
2. **Concrete** – Definitive. Not Abstract.
3. **Useful** – Able to be used for a practice purpose or in several ways.
4. **Timely** – Immediately or as soon as reasonably possible.



### STEPS FOR PROVIDING EFFECTIVE FEEDBACK



#### STEP 1: Self-Assessment.

Ask for his/her assessment of their own performance

- *How do you think it went?*



#### STEP 2: Other(s) Assessment.

Ask what he/she thinks someone else might think/feel.

- *How do you think Ms. Example feels like it went?*



#### STEP 3: Mentor's Assessment.

Provide feedback and coaching as a mentor.

- *This is what I noticed that could be maintained or changed.*

## Exercise #2: You. Me. & MiTEAM. – Guidance for Welcoming Feedback



What to think about **prior** to asking:

- Assess the level of engagement with the family. This helps to determine the family's level of safety to be open and honest with me.
- What would the family say about the power differential; how well have I addressed and acknowledged it?
- Is it "timely?" — How ready is the family to share openly?
- Did I prepare the family by letting them know what I will be asking?
- Have I modeled effective strengths-based feedback with them?
- How can I manage my frame of reference to be open to hear and listen?
- What strategies might I use if I find myself wanting to defend?
- What are questions I could ask? How do I respond if they say "all is good?"

  
**KEEP  
CALM  
AND  
CARRY  
ON**

What to think about **during**?

- Remember to take deep breaths to help myself listen openly.
- Maintain eye contact.

What to think about **after**:

- Take some time to self-reflect.
- Identify who can help me with processing the feedback.
- What messages can I readily incorporate?
- What messages do I need help integrating into my skills?
- What messages might I, in collaboration with my supervisor, determine not to use right now?



## Exercise #2: You. Me. & MiTEAM. – MiTEAM Pic-Charades Rules & Clues

**Objective:** To review the MiTEAM Enhancements from the entire Initial Implementation.

**Necessities:** Enthusiasm, Energy and ZERO JUDGMENT!

Rules/Scoring	MI	T	E	A	M
<p><b><u>Staff</u></b> Have staff select a category to the right. They have <b>ONE MINUTE</b> to draw or act out (<i>or a combination of both</i>) the clue provided under the category chosen. Any noises, verbal clues, and/or written words are <b>PROHIBITED</b>. Each peer has the opportunity to independently guess the clue and the competency the clue is from.</p> <p><b><u>Supervisor</u></b> Provide the clue that corresponds to the category selected. <b>KEEP THE CLUE LIST SAFELY WITH YOU AT ALL TIMES. You are the Judge of who guesses it right first.</b></p> <p><b><u>Scoring</u></b> Each <b>drawer/actor</b> receives <b>one point</b> if one of their peers guesses the correct answer. Each <b>guesser</b> receives <b>one point</b> for correctly guessing the answer and a <b>bonus point</b> for guessing which competency the answer came from.</p>	<b>Components of MiTEAM</b>	<b>Teaming Competency</b>	<b>Engagement Competency</b>	<b>Assessment Competency (including all three sub-competencies)</b>	<b>Mentoring Competency</b>
	MiTEAM Virtual Learning Site	Team Formation	Empathy	Underlying needs	Navigating Systems
	Fidelity Tool	Timeline	Lessening Power Differential	Meaningful Strengths	Feedback
	Key Caseworker Activity (KCA)	Ecomap	Respect	<b>Case Planning:</b> Celebrating Success	Coaching
	Trauma or Secondary Trauma	Genogram		<b>Case Planning:</b> Brainstorming	Partnership
	Building Resiliency			<b>Case Plan Implementation:</b> Tracking & Adjusting	Empower
	MiTEAM Practice Model			<b>Case Plan Implementation:</b> Collaboration	
	MiTEAM Specialist/Liaison			<b>Placement Planning:</b> Self-care	
	MiTEAM Practice Model Manual			<b>Placement Planning:</b> Maintaining Connections	

## Exercise #2: You. Me. & MiTEAM. – Enhanced MiTEAM Overview

Competency	Skill	KCA	Fidelity Indicator
Engagement	#1 Empathy	<b>1:</b> Create an environment of empathy, genuineness, respect and empowerment that supports a child and family entering into a helping relationship and actively working toward change	<p><b>(Observation) 2:</b> Treats individual(s) with empathy; demonstrated by 2 or more of the following:</p> <ul style="list-style-type: none"> <li>○ Asks about and communicates understanding of individual(s)'s concerns.</li> <li>○ Uses clear common language.</li> <li>○ Asks about and communicates understanding of individual(s)'s trauma history.</li> <li>○ Acknowledges and addresses an individual(s)'s experience, feelings and/or nonverbal communication.</li> </ul>
Engagement	#2 Power Differential	<b>1:</b> Create an environment of empathy, genuineness, respect and empowerment that supports a child and family entering into a helping relationship and actively working toward change	<p><b>(Observation) 4:</b> Acknowledges his/her authority and the disproportionate amount of power in the relationship; demonstrated by 2 or more of the following:</p> <ul style="list-style-type: none"> <li>○ Positions in a non-confrontational posture</li> <li>○ Empowers individual(s) to share own story</li> <li>○ Uses statements that lessen power differential</li> <li>○ Conducts meeting in an environment chosen by individual(s)</li> <li>○ Empowers individual(s) to take ownership of their role in the case planning process</li> </ul>
Teaming	#1 Forming a Team	<b>3:</b> Form a family team.	<p><b>(Observation) 9:</b> Accesses skilled team members (formal and informal) to serve family's goal by one or more of the following:</p> <ul style="list-style-type: none"> <li>○ Asks the family to select who are best team members to help with this goal</li> <li>○ Takes steps to assure privacy for family and respective team members</li> <li>○ Finds team members with the necessary knowledge to address the issue</li> <li>○ Evaluates team member's ability to execute the tasks identified for them</li> <li>○ Mindful of cultural and language compatibility</li> </ul>
Teaming	#2 Teaming = Verb	<b>5:</b> Ensure members of the team meet and participate in shared decision-making on a regular basis.	<p><b>(Observation) 8:</b> Facilitates teaming by doing one or more of the following:</p> <ul style="list-style-type: none"> <li>○ Prepares formal or informal team members for their role in shared decision making</li> <li>○ Promotes formal or informal team members to talk to one another about upcoming decisions that need to be made</li> <li>○ Develop clear working agreement among team members</li> <li>○ Adds formal or informal team members for specific needs</li> <li>○ Assists formal or informal team members to identify ways to support the family's plan</li> </ul>

Competency	Skill	KCA	Fidelity Indicator
Assessment	#1 Viewing Behaviors and getting to Underlying Need	<b>7:</b> Collaborate with team members to identify child and family strengths, trauma histories and needs.	<b>(Supervision) 69:</b> During Monthly Supervision meeting(s), the worker was able to identify: How Trauma has potentially impacted each individual.
Assessment	#2 Assessment Process and Analysis	<b>8:</b> Organize and analyze all information that is collected to develop a comprehensive family assessment.	<b>(Documentation) 43:</b> The worker documented a thorough assessment of the family's circumstances, that includes all of the following: <ul style="list-style-type: none"> <li>○ An assessment of each family member (as appropriate)</li> <li>○ The family's input regarding services and supports that have been helpful (or not) in the past</li> <li>○ The family information from past or current service providers</li> <li>○ The family's formal and informal supports</li> <li>○ The impact of trauma on the child(ren)/youth(s) and parents</li> </ul>
Case Planning	#1 Voice & Choice through Brainstorming	<b>10:</b> Involve families and other team members in a case planning process with a long term view toward safety and permanency.	<b>(Interview) 62:</b> The individual(s) described specific examples where his/her input was utilized in decision making.
Case Planning	#2 Resiliency Based Case Planning	<b>11:</b> Link services to individual strengths, potential traumatic stress and specific needs of each relevant family members to the identified permanency goal or goals.	<b>(Documentation) 46:</b> The plan builds resiliency including 2 or more strategies that: <ul style="list-style-type: none"> <li>○ Promote family member(s) ability to develop and build relationships</li> <li>○ Promote family member(s) mastery/competency</li> <li>○ Improve family member(s) ability to regulate emotion and behavior</li> <li>○ Strengthen family member(s) self-esteem</li> <li>○ Gives family member(s) voice</li> <li>○ Enables family member(s) choice</li> </ul>

Competency	Skill	KCA	Fidelity Indicator
Case Plan Implementation	#1 Collaborate with Service Providers	<b>15:</b> Engage with service providers.	<b>(Documentation) 51:</b> There is evidence in the documentation that service providers were provided with clear and specific service needs for the family.
Case Plan Implementation	#2 Track, Adjust & Celebrate Success	<b>19:</b> Evaluate the appropriateness and effectiveness of services.	<b>(Observation) 18:</b> When developing or adjusting the plan, asks for team member's input.
Placement Planning	#1 Placement Decision Making	<b>22:</b> Work closely with members of the family team to make initial placement decisions, support those placements and plan for transitions.	<b>(Observation) 24:</b> Inquires about individual(s)'s perspective regarding how the living arrangement options impact child(ren)/youth(s) connections.
Placement Planning	#2 Lessening Trauma and Maintaining Connections	<b>24:</b> Use visits to preserve connections, strengthen relationships and make progress on identified goals.	<b>(Supervision) 78:</b> How the current living arrangement is helping build resiliency, which may include, but is not limited to: <ul style="list-style-type: none"> <li>- Promoting the individual(s)'s ability to develop and build relationships</li> <li>- Promoting the individual'(s) master/competency</li> <li>- Improving the individual(s)'s ability to regulate emotion and behavior</li> <li>- Strengthening the individual(s)'s self-esteem</li> <li>- Giving the individual(s) voice</li> </ul>
Mentoring	#1 Educate and Empower	<b>27:</b> Promote growth through coaching.	<b>(Observation) 26:</b> Assists the family with navigating agency systems and processes; demonstrated by 2 or more of the following: <ul style="list-style-type: none"> <li>o Clearly explains expectations regarding service referrals</li> <li>o Clearly explains next steps</li> <li>o Describes agency processes</li> <li>o Explains desired outcomes of case disposition</li> </ul>
Mentoring	#2 Giving and Receiving Feedback	<b>28:</b> Create a learning environment through observation and feedback.	<b>(Observation) 29:</b> Provides feedback to the individual(s) <b>(Observation) 30:</b> Asks for feedback from the individual(s)

# COMING SOON TO CHILD WELFARE IN MICHIGAN

## Enter Study Phase (2018)

- Train Fidelity Tool to all child welfare supervisors
- Implement Automated MiTEAM Fidelity Tool
- Assess the **initial** implementation of the Enhanced MiTEAM Practice Model
  - To what extent has MiTEAM been implemented as intended?
  - What is the impact on children and families so far?
  - What are our next steps?
- Provide ongoing support to the field