

MiTEAM
Specialist Guide
August 2015

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INTRODUCTION

Strengthening our Focus on Children and Families is an approach that Michigan is using to implement long-term, systemic reforms in our child welfare system. There are three primary components: The MiTEAM Practice Model, The Overarching Continuous Quality Improvement Approach, and The Performance-Based Child Welfare System. The MiTEAM Specialist (non-caseload carrying) is the recognized field resource for Strengthening Our Focus on Children and Families in Michigan.

This guide is intended for MiTEAM Specialists (formerly called “Peer Coaches”) and MiTEAM Specialist Supervisors to clarify and support the role of the MiTEAM Specialist in assisting caseworkers to achieve our core outcomes of child safety, permanency, and well-being. This guide will need to be utilized alongside other documents to gain a comprehensive view of the MiTEAM Specialist’s role within the context of our systems. This guide also supports the Department’s efforts to establish and sustain a learning organization.

The MiTEAM Specialist position is unique in that it targets three levels of our child welfare system: individual, county, and state. It is dynamic as it provides enough structure and guidance to encourage growth while allowing interventions at all three levels and can be tailored to meet the needs of specific individuals, counties, or the state as a whole.

MiTEAM Specialists have four core duties they will utilize to assist individuals within the local office. They will also utilize those four core duties to create tailored county plans to address collective opportunities for growth around the MiTEAM competencies. There are two ancillary duties that the MiTEAM Specialist will employ to assist in the expansion of the MiTEAM Enhancements in the state of Michigan. The MiTEAM Specialist must exercise professional judgment to determine how to best use these duties to transfer their social work knowledge and field experience to others.

SECTION 1

Overview

MiTEAM SPECIALIST ROLE & DUTIES

MiTEAM Specialists are leaders that embody best practice with a keen ability and desire to impact positive change around child welfare practices. MiTEAM Specialist have a clear understanding of the Department's vision, advocate for our guiding principles, and are masters of the Key Caseworker Activities needed to successfully implement the mission of the Department of Health and Human Services (DHHS). The MiTEAM Specialist will initiate routine opportunities to assist caseworkers in their office(s) as they apply social work skills in everyday child welfare activities. The intent of this is to encourage growth around caseworker's knowledge, skills, and abilities to improve safety, permanency, and well-being for the children and families we serve. To honor this intention and nurture an environment that supports growth, discussion between caseworker's supervisors and MiTEAM Specialist will remain focused on the assistance provided by the MiTEAM Specialist to encourage growth around the competencies and not the caseworker's specific performance. MiTEAM Specialists do not replace supervisory functions nor should they be used for performance management. MiTEAM Specialists are responsible for protecting the integrity of MiTEAM. They will utilize seven duties to impact change at the individual, local, and state level. Those seven distinct duties are described in detail in the following sections of this guide and summarized below.

1. **Model:** Facilitate the development of skills for individuals by demonstrating optimal practices in all child welfare settings.
2. **Coach:** Support individuals in identifying ways to deliver best practice during everyday child welfare activities. Connect how specific behaviors lead to key caseworker activities and guide us to our core outcomes Help individuals identify their strengths and empower them to use their strengths to the best of their ability.
3. **Train:** Provide formal and informal educational opportunities for caseworkers and other partners to assist them in developing or enriching skills. Share perspectives and information to assist them in finding motivation to use the skills that are needed to successfully implement the mission of the Department of Health and Human Services.
4. **Observe, Document, and Provide Feedback:** Observe individuals during interactions with families. Document those observations in a behaviorally specific way so that they can compare their behaviors to best practices. Formulate feedback based on observations. Provide feedback to individuals to help them refine their skills. Ensure feedback connects how their behavior will or will not lead to our key caseworker activities and/or core outcomes.
5. **Assess and Address Local Opportunities for Growth:** Collaborate with local management and/or implementation teams to assess and determine collective opportunities for growth in the local office(s). Once general gaps are identified create action steps utilizing the MiTEAM Specialist's core duties (model, coach, train, observe / provide feedback) to increase mastery of the MiTEAM competencies.

6. **Contribute to Policy and Program Development:** Support local and statewide efforts to improve and implement policy and programs that strengthen case practice.
7. **Participate in Strengthening our Focus on Children and Families Implementation Efforts (MiTEAM Practice Model/ Continuous Quality Improvement Approach/ Performance Based Child Welfare System):** Be actively involved in the MiTEAM Enhancements and Expanded Continuous Quality Improvement Plans. Be up-to-date on Performance Based Child Welfare Systems as it is defined and implemented.

SUPPORT DEFINITIONS

Assigned Business Services Center (BSC) MiTEAM Analyst (Assigned MiTEAM Analyst):

The MiTEAM Departmental Analyst assigned to a specific BSC. They offer expert consulting regarding the MiTEAM Specialist's job duties, the MiTEAM competencies, and the Strengthening Our Focus (SOF) on Children and Families Implementation.

MiTEAM Analyst are available to schedule individualized meetings with MiTEAM Specialists in their assigned BSC to strategize around how the MiTEAM Specialist can increase mastery of their job duties and address individual and local barriers related to the MiTEAM competencies. They will provide quarterly feedback to each assigned MiTEAM Specialist regarding their identified strengths and potential opportunities for growth.

During scheduled county level interventions they will collaborate with identified county (private and public) individuals to determine priority needs and help to create local plans to address those needs. The assigned MiTEAM Analyst will also provide Quarterly Reports to their assigned BSC Director, DHHS, County Directors, and Private Agency Foster Care (PAFC) Directors to increase communication and advocate for changes to support local growth and sustainment around the MiTEAM competencies.

MiTEAM Analysts will partner with each other to proactively assess and develop statewide interventions to impact policy and program development and sustainment. They will work together to lead, develop, and consult on local and statewide MiTEAM Enhancement Implementation Plans and Continuous Quality Improvement Efforts.

Practice Support: Supplemental support through training development and delivery, occasional conference calls to provide updates, and assistance with facilitation at Networking Meetings. General coaching in collaboration with the assigned BSC MiTEAM Analyst to guide MiTEAM Specialist to address local barriers related to the MiTEAM competencies or the MiTEAM Specialist's duties.

Practice Support Training: Practice Support Training will define and analyze the duties and tasks related to the MiTEAM Specialist's position. Training will also address ways to assess a variety of circumstance to identify barriers and develop strategic plans to address individual, county or statewide barriers around the MiTEAM competencies. Additional content will include exploration of different techniques that can be used to operationalize each task. Training will also cover optimal practices and skills being used in child welfare to educate and guide MiTEAM Specialists as they assist caseworkers in completing everyday child welfare activities. Lastly, training will offer

additional information and resources related to the Strengthening our Focus on Children and Families Implementation.

Attendance is mandatory for all MiTEAM Specialist and MiTEAM Liaisons. MiTEAM Specialist Supervisors are also highly encouraged to attend.

Practice Support Conference Call: Conference calls will occur the month following the Practice Support Trainings as deemed beneficial by the Practice Support Team. All MiTEAM Specialist and MiTEAM Liaisons will receive email notification regarding the call.

Practice Support Networking Meeting: An informal meeting that will occur quarterly. The purpose of the meeting is to allow the MiTEAM Specialists and MiTEAM Liaisons an opportunity to network and share ideas or concerns they are facing in their offices. The meeting also offers a forum for brainstorming solutions and collaborating to address statewide issues. The meetings will be held in each BSC. A volunteer will coordinate, facilitate, and arrange the meeting. The Practice Support Team will attend the meetings, as schedules permit, and be available to answer any questions. During this time the MiTEAM Specialist and MiTEAM Liaisons will also contribute to statewide development by discussing trends and brainstorming potential solutions.

PROCEDURAL DEFINITIONS

Assist: Planned or unplanned interactions with individual caseworkers where the MiTEAM Specialist models, coaches, trains, or observes/documents/provides feedback to target caseworker's individual growth. Assistance can be provided to:

1. **Develop:** Promote growth through modeling to increase caseworker's child welfare knowledge, exposure to skills associated with best practice and awareness of abilities that are required to achieve our core outcomes for families.
2. **Support:** Coaching caseworkers by offering guidance and processing circumstances to encourage them to create effective solutions and provide optimal practices.
3. **Refine:** Providing meaningful feedback that will facilitate the caseworker in determining ways they can demonstrate best practice consistently.
4. **Educate:** Share knowledge, information, or perspectives to foster the growth of caseworkers. Education can be through:
 - a. **Informal Training:** Unstructured process of sharing child welfare related material.
 - b. **Formal Training:** A scheduled process with clear identified objectives, specific content arranged in an organized manner, and a predetermined audience. All formal trainings must be approved by upper management and the Assigned MiTEAM Analyst.

Planned assistance: A scheduled date and time where the MiTEAM Specialist (or other designated individual) helps the caseworker to prepare, or accompanies them to complete, their daily child welfare activities. Planned assistance is to be documented on the Individual Assistance Report.

Unplanned assistance: Assistance provided that is less than 15 minutes. It is recommended that each MiTEAM Specialist or MiTEAM Liaison keep a journal or log to document quick interactions with caseworkers and what assistance they provided. Trends should be noted and documented each month in the narrative section of the MiTEAM Specialist Monthly Report.

County Cluster: County, bi-county configuration or tri-county configuration.

CONTENT DEFINITIONS

MiTEAM Practice Model (MiTEAM): A vehicle for unifying practices with private agencies, tribal partners, policies, training, and other organizational resources within DHS. It provides consistent direction to child welfare agency staff and other stakeholders on caseworker activities and services to children and families utilizing a trauma-informed approach. It links the organizational values and guiding principles of DHS to specific interventions and activities that all children and families should experience, such as comprehensive assessments of their strengths, traumatic exposure to stress and needs, meaningful involvement in case planning, and effective services tailored to their needs.

With the overarching goal of improving safety, permanency, and well-being outcomes for children and families, the trauma-informed practice model is comprised of four core competencies: engagement, teaming, assessment (case planning, plan implementation and placement) and mentoring.

Engagement: A series of intentional interventions that work together in an integrated way to successfully establish a relationship with children, parents, and other individuals. Caseworkers will engage with the child, mother, father, extended family, primary caregiver, professionals working with the family, and other team members for the purpose of building an authentic and collaborative working relationship.

Teaming: A collective effort that necessitates a team approach. Caseworkers will form a team comprised of the important people in the child's and family's life that meets, talks, and plans together. Caseworkers will ensure team functioning by making sure the team has the ability and cultural competence to design effective services and supports, makes adjustments as needed, and use collaborative problem solving.

Assessment: An ongoing process of information gathering, analysis, and collaborative decision-making that includes parents, children, extended family members, caregivers, and professionals as partners. A comprehensive family assessment is a compilation of evaluations used to design plans and provide children and families services that focus on safety, permanency, and well-being. The potential impact of traumatic stress on children and parents is a part of this assessment process, so that it can be addressed in case planning.

Mentoring: A developmental partnership in which one person shares knowledge, skills, information, or perspective to foster and empower the personal and professional growth of another person. This may mean, for example, a caseworker mentoring a parent, a supervisor mentoring a caseworker, or a MiTEAM Specialist mentoring a caseworker. Teaming and mentoring must work hand-in-hand to create the kind of opportunity for collaboration, goal achievement, and

problem solving on multiple levels within the system. Mentoring is the ability to empower others. It is vital to demonstrate and reinforce desired behaviors.

Best practice: Performing activities, techniques, or using skills that have been shown by research and experience to produce optimal results related to our core outcomes of safety, permanency, and well-being. In addition, a “best” practice can evolve to become better as improvements are discovered.

Caseworker: Direct services professionals having responsibility for case management involving children served by DHHS.

Supervisor: A person who is directly responsible for monitoring and evaluating the work of a caseworker.

Daily Child Welfare Activities: Duties, tasks, practices or techniques that are used to achieve our core outcomes in child welfare.

Goals: Long-term aims that you want to accomplish.

Objectives: Concrete attainments that can be achieved by following a certain number of steps.

Action Steps: Clear, concise behaviors, that when used in sequence should achieve a specific objective and move towards the accomplishment of a goal.

Skill: The ability to use one's knowledge and experience effectively and readily in execution or performance.

Strategy: A plan of action used to achieve specific objectives or intentions.

Strengthening our Focus on Children and Families Approach (SOF): A process where DHHS will reestablish focus on fundamental social work practice skills, create routine opportunities to support caseworkers as they apply those skills in everyday child welfare activities, develop an organized approach to the collection and analysis of child welfare data and information, and implement an overarching process in which the success of child welfare interventions and outcomes for children and families can be assessed and effectively targeted for improvement when necessary.

Implementation Teams: A configuration of teams designed to provide DHHS with a structure for addressing compliance with the modified settlement agreement (MSA) requirements, along with other issues/initiatives that fall within the scope of work for DHHS over time. The rationale for creating such a structure and process is that DHHS is responsible for a wide variety of work and initiatives, many of which cross the lines of the various organizational units and require more

broad-based participation. The priorities for work to be accomplished or goals to be achieved may change over time. One objective of this structure is to avoid DHHS being in an ongoing reactive mode to emerging concerns and instead have a proactive, standing process for addressing priorities and new concerns.

Key Caseworker Activities (KCA): Identified activities that will be used to implement the core competencies. The KCAs will help caseworkers prioritize their work with children and families to promote life changes leading to our core outcomes.

Fidelity Measures/Indicators: The measures used to understand the extent to which caseworkers and supervisors are teaming, engaging, assessing and mentoring with children and families as envisioned in the practice model. These measures will help staff at all levels understand the extent to which the practice model is being implemented.

Quality Service Review (QSR): Provides a case-based appraisal of frontline practice for organizational learning and development purposes to improve results in human service agencies. A multi-method approach is used that includes in-depth case practice reviews, focus group interviews, and integration of other sources of information into a discovery-oriented inquiry process. QSR is a form of real-time, rapid assessment and feedback applied by service agencies to strengthen frontline case practice, build capacities, and adapt to complex, ever-changing conditions.

SECTION 2

Targeting Individual Growth

MODEL

Facilitate the development of skills for individuals by demonstrating optimal practices in all child welfare settings.

Task:	Techniques:
<p>Create an environment that is conducive of observational learning.</p>	<ul style="list-style-type: none"> • Build connections with caseworkers and supervisors. • Empathize with caseworker’s experiences and frustrations. • Share experiences with the intent to relate to the caseworker. • Strive to suspend judgment of caseworkers or families. • Be “present” and tend to the caseworker’s feelings about being assisted. • Respect caseworkers and families by honoring where they are and trusting that they have the willingness and capacity to change. • Be honest, speak up, and address gaps in expectations as they occur. • Formulate thoughts by ensuring positive intentions and develop ideas for establishing mutual purpose. • Explore, and when possible, help to remove barriers that caseworkers experience when doing their daily work. • Use framing. • Attempt to motivate caseworkers to change by connecting desirable behaviors to our final outcomes. • Attempt to motivate caseworkers to change by explaining how their behavior impacts others. • Offer genuine praise and specific compliments where appropriate. • Clarify your intentions by using contrasting statements, first state what you don’t intend, second state what you do intend. • Brainstorm different ways to connect with caseworkers that are resistant. • Demonstrate integrity, consistency and professionalism. • Find meaning in your daily tasks.
<p>Demonstrate how to complete daily tasks in child welfare.</p>	<ul style="list-style-type: none"> • Establish a working agreement with caseworkers (or families) to formalize collaboration and clarify expectations for all parties involved. • Demonstrate how to use full disclosure with families. • Explain concurrent permanency planning to families and caseworkers. • Show caseworkers how to find specific information in policy, on the shared drives, or in other places that they do not know how to access. • Help them navigate complicated systems involved with child welfare. • Demonstrate, as needed, how to facilitate Family Team Meetings and Pre-Meeting Discussions. • Assist in skill development by co-facilitating Family Team Meetings and Pre-Meeting Discussions • Help caseworkers, families and service providers negotiate the Parent Agency Treatment Plan. • Label parents and families protective capacities and provide suggestions on how the protective capacities can be used to mitigate risk and safety issues. • Facilitate and advocate for Icebreaker meetings between birth and foster parents. • Utilize the MiTEAM Fidelity Tool to discuss caseworker’s opportunities for growth. Demonstrate or discuss how elements of the fidelity tool can look when applied to specific case examples. • Offer to work side by side with a caseworker in the office. Use these opportunities as teachable moments
<p>Advocate for,</p>	<ul style="list-style-type: none"> • Align behavior to our vision, mission, guiding principles and MiTEAM philosophy.

<p>and demonstrate best practices and skills.</p>	<ul style="list-style-type: none"> • Articulate the need for utilizing best practices at all times to achieve long term goals even though short term goals may be sacrificed. • Utilize a family-centered approach and systems of care integration as a framework for all interactions and decisions. • Be an expert in teaming, engagement, assessment and mentoring and how these competencies are manifested in practice, skills and behaviors. • Be familiar with the following Quality Service Review’s Status Indicators: safety from exposure to threats of harm, safety from behavioral risks to self/others, stability, permanency, living arrangement, physical health, emotional functioning, early learning and development, academic status, preparation for adulthood, transitioning into adulthood, voice and choice, family functioning and resourcefulness, caregiver functioning, residential care and family connections. • Embody the following Quality Service Review’s Practice Indicators: responsiveness to cultural identity and needs, engagement, teamwork, assessment and understanding, long-term view, planning interventions, implementing interventions, medication management, tracing and adjusting. • Attend training to become a reviewer at the Quality Service Reviews. • Participate in other counties Quality Service Reviews. • Demonstrate how to complete the key caseworker activities while working within the confines of the reality of child welfare system. • Be aware of the behaviors listed on the MiTEAM Fidelity Tool and demonstrate how these behaviors are manifested in interactions.
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COACH

Support individuals in identifying ways to deliver best practice during everyday child welfare activities. Connect how specific behaviors lead to key caseworker activities and guide us to our core outcomes. Help individuals identify their strengths and empower them to use their strengths to the best of their ability.

Task:	Techniques:
Provide and process self - assessment tools with caseworkers.	<ul style="list-style-type: none"> • Assess the caseworker’s readiness for coaching • Share the Caseworker Self-Assessment Tool with the caseworker and explain the benefits of using the tool. • Encourage the caseworker to complete the Caseworker Self-Assessment Tool and assist with answering any questions. • Review the Caseworker Self-Assessment Tool with the caseworker to determine what areas are strengths and opportunities for growth. • Create a learning contract to set the stage for the coaching process. Ask the following questions to gain an understanding of how to be an effective coach for the caseworker: <ul style="list-style-type: none"> • How do you want to use our time? • How could I be most valuable to you? • What in particular do you want us to focus on? • What would make this session a success for you?
Determine areas for growth and potential goals around increasing knowledge, skills and abilities.	<ul style="list-style-type: none"> • Engage the caseworker by asking a variety of questions to understand their current situation, perceptions and how they want to proceed. • Use reflective listening statements to clarify understanding. The following examples can be used: <ul style="list-style-type: none"> • Let’s see if I can summarize what you said... • What I’m hearing you say is... • What I’m sensing from listening to you is... • The connection I’m making between what you have been sharing are... • Communicate empathy. • Ask clarifying questions to gain further insight. • Be self-aware and regulate own emotions.
Assess current circumstances by gathering information.	<ul style="list-style-type: none"> • Explore with the caseworker actual or potential achievements and challenges relating to accomplishing potential goals. • Use effective interviewing techniques like the 21 Not Knowing Skills to encourage the caseworker to expand their understanding of their current circumstances. • Clarify boundaries or realities that exist and may interfere or impact circumstances. • Encourage the caseworker to look at separating facts from perceptions.
Explore potential options for growth or accomplishment of goals.	<ul style="list-style-type: none"> • Utilize the information discussed from the self-evaluation to determine potential goals aimed at areas for growth. • Inquire about past mistakes or successes with circumstances. • Use various questions to assist the caseworker in looking for ideas and solutions. <ul style="list-style-type: none"> • Can you think of four different ways of tackling this situation? • How would (someone you admire) deal with this situation? • Brainstorm options. • Utilize solution focused techniques, such as Motivational Interviewing to encourage caseworkers to determine where they want to grow. • Use strategies for evoking change talk. <ul style="list-style-type: none"> • Ask evocative questions: Ask an open question and the learner's answer is

	<p>likely to be change talk.</p> <ul style="list-style-type: none"> • Explore decisional balance: Ask for the pros and cons of both changing and staying the same. • Ask about good things and not-so-good things: Ask about the positives and negatives of the target behavior. • Ask for elaboration and examples: When a change talk theme emerges, ask for more details. “In what ways?” “Tell me more?” “What does that look like?” “When was the last time that happened?” • Look back: Ask about a time before the target behavior emerged. “How were things better, different?” • Look forward: Ask what may happen if things continue as they are (status quo). Try the miracle question, “If you were 100% successful in making the changes you want, what would be different?” “How would you like your life to be 5 years from now?” • Query extremes: “What are the worst things that might happen if you do not make this change?” “What are the best things that might happen if you do make this change?” • Use change rulers: Ask, “On a scale of 1–10, how important is it to you to change [the specific target behavior] where 1 is not at all important and 10 is extremely important? Follow up with “And why are you at ___ and not ___ [a lower number than stated]?” “What might happen that could move you from ___ to [a higher number]?” Alternatively, you could also ask “How confident are you that you could make the change if you decided to do it?” • Explore goals and values: Ask what the learner’s guiding values are. “What do you want in life?” Using a values card sort activity can be helpful here. Ask how the continuation of target behavior fits in with the learner’s goals or values. Does the target behavior help realize an important goal or value, does it interfere with a goal or value, or is it irrelevant? • Come alongside: Explicitly side with the negative (status quo) side of ambivalence. “Perhaps _____ is so important to you that you won’t give it up, no matter what the cost.” • When applicable, suggest how the caseworker’s strengths could help them increase their knowledge, skills or abilities. Be diplomatic when offering ideas. • Look at natural consequences and benefits of different choices. • Discuss resources that are available and relevant to accomplishing their goals. • Discuss motivation. • Encourage caseworkers to use critical thinking by talking with them about how to make decisions or recommendations based on information that was provided or gathered.
<p>Facilitate the caseworker in moving to action to increase knowledge, skills and abilities or accomplish a goal.</p>	<ul style="list-style-type: none"> • Offer to model, observe and/or provide feedback as a way to assist the caseworker in increasing their knowledge, skills or abilities. • Define the difference between objectives and goals: <ul style="list-style-type: none"> • Goals: long-term aims that you want to accomplish. • Objectives: concrete attainments that can be achieved by following a certain number of steps. • Encourage individuals to create SMART objectives (specific, measurable, attainable, realistic and timely). • Once a goal is created facilitate the caseworker in developing one or two objectives. Then document action steps they will use to meet their objectives to accomplish their goal. • Ask what, when and how questions to assist caseworkers in planning: <ul style="list-style-type: none"> • How is what you are doing now hurting or helping you?

	<ul style="list-style-type: none"> • What can you do about (identified barriers)? • How can you make it better? • What can you change in your approach? • How are you going to get it done? • What do you need to do differently? • When can you do it? • When will you get it done? • What is your long-term goal? • What do you want to attain? • What do you need to do right now to increase the chance of success? • What is the first step you need to take? • Who will you ask for help? • Is your plan realistic? What is the chance of your plan succeeding? <ul style="list-style-type: none"> • To identify potential action steps, tell stories about past successes and failures that make a connection between the behavior/skill and outcomes. • Discuss and determine if the caseworker will independently share their plan with their supervisor and how this will occur. Ensure they are aware that you will share the goal and action steps on your Individual Assistance Report. • If the caseworker independently plans to shares their goal with their supervisor, encourage the caseworker to determine how they will follow up with their supervisor if something changes.
<p>Review progress with the caseworker to offer encouragement and support.</p>	<ul style="list-style-type: none"> • Practice with the caseworker to help them gain confidence. • Inquire about the caseworkers experience working with you as a coach. • Ask about what they found helpful or difficult about the process you utilized while coaching. • Discuss using a goal attainment rating scale (GARS) to measure progress or success of achieving those goals. • Utilize the previously created (GARS) to facilitate discussion around the caseworker’s progress in accomplishing their identified goal. • Check back in with the caseworker and ask how they are doing in accomplishing their action steps and goal. • Provide praise and encouragement. • Empathize with caseworker’s experiences. • Reassess and create a new plan when needed. • Reinforce knowledge, skills, practices or behaviors by connecting their accomplishments to our higher mission, vision, guiding principles or outcomes. • Seek permission from the caseworker to send an email to their supervisor with positive feedback on their accomplishments. If they are comfortable send the email and carbon copy the caseworker.

TRAIN

Provide formal and informal educational opportunities for caseworkers and other partners to assist them in developing or enriching skills. Share perspectives and information to assist them in finding motivation to use the skills that are needed to successfully implement the mission of the Department of Human Services.

Task:	Technique:
Develop and/or prepare for training.	<ul style="list-style-type: none"> • Create training objectives. • When developing trainings, an overview will be developed and provided to local management and the assigned MiTEAM analyst for approval. • Once approval is received, develop training content. • Create training material and activities to supplement your lecture. • Create an outline, attach all training materials and provide it to the local management and the assigned MiTEAM Analyst for approval. • Trainings must be designed to educate others on the practice model, including the competencies, key worker activities, suggested practice guidance, behaviors on the MiTEAM Fidelity Tool and other areas identified as needs. • Determine if training credit will be provided by collaborating with local management and the MiTEAM Analyst. • Secure a room that will comfortably accommodate the number of expected participants. If you would like to reserve an OWDT Training Center email, DHS-TrainingCenters@michigan.gov. • Make copies of the handout; ensure you have enough for each participant. • Arrive approximately one hour early to set up the room; ensure that there are enough tables and chairs, check audio/visual equipment, post needed items on the wall, place markers on the tables, set out the attendance sheets and name tents on tables. • Ensure that participants' attendance is tracked and provided to the local JJOLT/OTP Administrator following the training when training credit will be provided. • Create or obtain a survey to distribute to participants after the training to collect information about the effectiveness training (relevance of content to everyday child welfare activities, training delivery and trainers' expertise in the content, etc.). • Ensure the survey is provided to the participants following the training and their feedback is shared with all relevant parties. Maintain records of feedback.
Create an environment that encourages learning.	<ul style="list-style-type: none"> • Greet participants when they enter the training room. • Start on time. • Introduce training with brief overview of the main objectives. • Have participants develop guidelines for a successful training: <ul style="list-style-type: none"> • Determine break times, lunch times • List items that would make participants feel comfortable during the training • Follow the stages of a Family Team Meeting, i.e.; welcome/introductions, identification of strengths and needs/concerns, brainstorming ideas, plan development and recapping/closing. • Ensure activity instructions are succinct and sequential. • Debrief all activities to ensure understanding and connection between the activity, the content and our daily work. • Check for understanding regularly by asking questions. If it is determined that there is a lack of understanding address this immediately. • Explain why certain activities or discussions are occurring to ensure that

	participants understand the logic and intention of the training.
Connect the content of the training to everyday child welfare activities.	<ul style="list-style-type: none"> • Provide specific examples during and after trainings of how the concepts can be applied to everyday child welfare activities. • While assisting caseworkers acknowledge and provide praise when they demonstrate training concepts or objectives. • Use storytelling to illustrate concepts and demonstrate how the content of the training will be useful to caseworkers in child welfare. • Provide intentional opportunities in training and in the field for caseworkers to apply training content to their daily tasks. Coach and provide feedback to help improve proficiency.
Utilize interactions as educational opportunities.	<ul style="list-style-type: none"> • Educate individuals on best practice, policy, procedures, navigating systems, available resources or other knowledge that supports child welfare in Michigan. • Tell stories to illustrate points about how practice leads us to outcomes. • Connect individuals with others who have skills or resources that may be beneficial to share. • Attend staff meetings and provide small trainings or activities that will enhance caseworkers understanding of the key competencies. • Develop or identify teaming exercises that management can utilize during expanded or unit staff meetings. • Facilitate case reviews where team members bring their case and review it with their peers or supervisors to brainstorm for solutions. • Create lunch and learns or networking opportunities for caseworkers. • Collaborate with new hires to provide an overview of the MiTEAM competencies, explain your role in assisting caseworkers and answer questions they may have regarding information they received in training, as it relates to MiTEAM.

OBSERVE, DOCUMENT AND PROVIDE FEEDBACK

Observe individuals during interactions with families. Document those observations in a behaviorally specific way so that they can compare their behaviors to best practices. Formulate feedback based on observations. Provide feedback to individuals to facilitate them with refining their skills. Ensure feedback connects how their behavior will or will not lead to our key caseworker activities and/or core outcomes.

Task:	Techniques:
Determine the caseworker's skills level to ensure observation and feedback will be meaningful and appropriate.	<ul style="list-style-type: none"> • Complete sections of the MiTEAM Fidelity Tool to determine case practices used by the caseworker. • If the caseworker is using optimal social work practices, then discuss the opportunity to utilize observation and feedback to facilitate the caseworker in refining their skills. • Discuss the caseworker's strengths and opportunities for growth with the caseworker and their supervisor. • Determine if there are specific skills the caseworker or you feel would be beneficial to look for during the observation.
Observe caseworker's interactions with children, families, partners and the community.	<ul style="list-style-type: none"> • Introduce yourself to the group. Explain your role is to observe social work practices being used by the caseworker to support them in their practices. Note that you may be taking notes; however, the notes are not specific details of the case. Invite questions from family members. Ask permission to participate. Thank them for allowing you to observe. • Be present. • Do not interject into the content of the meeting unless invited. If interjecting, communicate verbally and non-verbally that the caseworker and their supervisor have case management responsibility. • Record how the caseworker uses key caseworker activities, behaviors from the MiTEAM Fidelity Tool, or other behaviors associated to each competency. • Note the dynamics between all members involved in the conversation. • Be aware of your perception and possible other perceptions. • Take notes on specific interactions. • If observing a Family Team Meeting pay close attention to how the stages of the Family Team Meeting were used to facilitate discussion and case planning. • If observing a Pre-Meeting Discussion ensure that the family is prepared to be an active participant in the Family Team Meetings. The caseworker should cover the following topics: orientation to the Family Team Meeting process, basic expectations for the meeting, discussion of logistics and the family must be encouraged to lead the family change process.
Document observations in a behaviorally specific way and provide them to caseworkers.	<ul style="list-style-type: none"> • Compile all of the information from the observation. • Document observations on the Observation Documentation Template. Ensure examples are specific. • Complete the Individual Assistance Report and attach written observations. Provide these to the caseworker as required.
Provide meaningful and timely feedback.	<ul style="list-style-type: none"> • Prepare for the conversation. • Analyze the information from the observation. Look at what went well and where there may be opportunities for growth. Ensure the focus of feedback is on actions

and behaviors NOT the individual.

- Ask the caseworker's permission to provide feedback.
- Do not "sandwich" feedback by providing positive feedback, then negative feedback and then positive feedback again.
- Ensure feedback is meaningful by utilizing the following criteria:
 - Specific: clearly describe the behaviors observed.
 - Concrete: tie the message to the purpose of the learning experience and to the relevant criteria for success
 - Useful: the person receiving the feedback is able to use the message, that is, it describes behavior that the person can do something about. The person is not overwhelmed or confused by the messages
 - Timely: immediate feedback is most often preferred. An assessment of the emotional readiness to hear the feedback influences this criterion
- Ensure that positive feedback, for maintaining behavior, is effective by utilizing the following three steps:
 - Step 1: Self-assessment. Ask the individual for their own assessment of what they did well.
 - Step 2: Other's assessment. Ask the person for their perception of how the "other" person experienced the interaction (for example, "What would Ms. ____ have said about what you did?").
 - Step 3: Provide your own assessment.
- Ensure feedback with the intention to facilitate discussion around opportunities for improvement is effective by using the following three steps:
 - Step 1: Self-assessment. Ask the individual for their own assessment of their behaviors that could be changed to improve results.
 - Step 2: Other's assessment. Ask the person for their perception of how the "other" person experienced the interaction (for example, "What would Ms. ____ have said about what you did?").
 - Step 3: Provide your own assessment. Use the Ladder Feedback Approach:
 - Clarify by checking for understanding
 - Value by appreciating what went well
 - Concerns are tentatively voiced in a concrete, clear manner.
 - Suggest by first asking the caseworker ideas on how to improve and then add additional suggestions.
 - Thank the caseworker and explain how the experience helped you learn.
- When possible connect how a caseworker can use their specific strengths to change behavior and enhance results.
- When relevant, respectfully and tentatively share your perception and articulate the reason for the identified conclusions or judgments.
- Be aware of safety by watching body language, facial expressions, tone of voice and choice of words. If safety is at risk stop that discussion and restore safety by establishing mutual purpose and mutual respect.
- Communicate empathy and encourage self-care.
- Be self-aware and regulate own emotions.
- Show confidence and trust that the caseworker has the capacity to be successful in managing their case.
- Ask if there are certain areas that they would like to work on in the future.
- Offer to assist (model, coach, observe) in areas where there is opportunity for growth.
- Schedule another interaction as agreed upon and approved by supervision.

SECTION 3

Targeting County Growth

ASSESS AND ADDRESS LOCAL OPPORTUNITIES FOR GROWTH

Collaborate with local management and/or implementation teams to assess and determine opportunities for growth in the local office(s). Once general gaps are identified create action steps utilizing the MiTEAM Specialist's core duties (model, coach, train, observe / document / provide feedback) to increase mastery of the MiTEAM competencies.

Task:	Techniques:
<p>Each quarter collaborate with local management and/or implementation teams to assess and determine opportunities for growth in the local office(s).</p>	<ul style="list-style-type: none"> • Ask questions about local needs that were identified by the data collected from the Quality Services Review, Key Performance Indicators, MiTEAM Fidelity Tool or other outcome measures. • Through the chain of command request to be included in upper management's meetings to request information about local needs. • Share trends regarding areas for growth and positive deviants identified while providing assistance to individual caseworker's in the field. Provide specific examples to highlight areas of concern without sharing individual's names. • Consider state trends and there potential presence in the local office. • Ensure that identified needs are directly related to the MiTEAM core competencies of teaming, engagement, assessment, and mentoring. • Gather additional information to expand understanding of the potential sources of influence, or contributing factors that impact identified need: <ul style="list-style-type: none"> • Solicit individual's thoughts through informal conversation. • Hold focus groups. • Create and distribute survey monkeys. • Attend staff meetings and ask for information. • Review additional data that is available. • Analyze the information collected to prioritize a need to address for the upcoming quarter. • Develop potential solutions that target the 6 sources of influence.
<p>Create an individualized quarterly plan on how to utilize the MiTEAM Specialist core duties to facilitate growth around identified areas of need.</p>	<ul style="list-style-type: none"> • Collaborate with designated county representatives to create a goal and objective for the quarter that aims at increasing individual's mastery of the MiTEAM competencies. <ul style="list-style-type: none"> • Ensure the objective is specific by considering who is involved, what is being accomplished, where the location will be, when, which requirements and constraints are present and why (reason, purpose, benefits). • Create an objective that is measurable by asking, "how much, how many and how will I know when it is accomplished?" • Identify an objective that is important to you and visualize yourself attaining the goal. • Make sure that the objective is realistic, an objective that you have the skills and motivation to accomplish. • Consider if the objective can be met within the specified 3 month timeframe. • Create behaviorally specific action steps that will lead you to accomplishing your objective. Ensure that the action steps are related to the 4 core duties (model, coach, train, observe / document / provide feedback). <ul style="list-style-type: none"> • Ensure each action steps relate to the goal and achieving our core outcomes of safety, permanency and well-being for the children and families we serve. • Make sure action steps are specific and will lead to accomplishing the goal.

	<ul style="list-style-type: none"> • Break larger tasks into smaller steps. • Utilize 6 sources to create a comprehensive action plan. • Network with other MiTEAM Specialist to share ideas and assist one another in planning. • Seek support from the assigned MiTEAM Analyst as needed. • Check and plan for potential barriers that could prevent you from accomplishing the action steps or goal. • Elicit the support and approval from the local management and the implementation teams. • Complete the County section of the MiTEAM Specialist Quarterly Report. • If needed, offer clarification about action steps to the MiTEAM Analyst, local management or implementation teams.
<p>Report progress in accomplishing identified goals and action steps.</p>	<ul style="list-style-type: none"> • Review action steps and determine if they were accomplished. • Document the progress or lack of progress in completing the identified action steps by completing the Update section of the MiTEAM Specialist Quarterly Report. • Gather information to determine if the goal was accomplished. • Provide updates about accomplishing the goal. If the goal was accomplished explain the potential positive impact it could have on caseworkers and families. If the goal was not accomplished explain the barriers and provide potential resources that could assist in accomplishing the goal in the future. • Submit the MiTEAM Specialist Quarterly Report as required. • Advocate how the identified action steps will support individuals in improving practices that will lead to outcomes of safety, permanency and well-being.

SECTION 4

Targeting State Growth

CONTRIBUTE TO POLICY AND PROGRAM DEVELOPMENT & SUSTAINMENT

Support local and statewide efforts to improve and implement policy and programs that will strengthen case practice.

Task:	Techniques:
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<p>Maintain knowledge and expertise of all policies and programs impacting the local office.</p>	<ul style="list-style-type: none"> • Review all emails regarding the Michigan Department of Health and Human Services' Weekly News. • Participate in all staff meetings to receive policy updates and local office procedures. • Be familiar with all policies associated with MiTEAM and Family Team Meetings. • Attend local staff meetings to be informed of all case practice policy changes. • As requested provide updates to the local office regarding MiTEAM practices and policies. • Advocate for best practice. • Help caseworkers connect policies and programs to our vision, mission, guiding principles and outcomes. • Explain the intention behind certain policies, procedures, programs or expectations. • Remain positive and acknowledge our systems efforts to help children and families. • Articulate disagreement in a respectful and tentative way to avoid perpetuating secondary trauma. • Communicate that exceptions exist and help caseworkers articulate where there is need for an exception. • As invited, attend all internal and external meetings that relate to teaming, engagement, assessment and mentoring. • Attend trainings as approved by management to expand knowledge and perspectives. Reflect on the trainings content and find ways of incorporating the content into everyday activities. • Continuously enhance and expand knowledge and abilities related to child welfare by seeking information. • Utilize system language in the correct context to build understanding and create a culture. • Anticipate change and advocate for change. • Be familiar with the following documents: <ul style="list-style-type: none"> • Michigan Practice Model Manual. • Strengthening Our Focus on Children and Families Draft: Michigan's Approach to the Implementation of MITEAM and Continuous Quality Improvement in a Performance-Based Child Welfare System. • Quality Service Review For a Child and Family: Reusable Protocol for Examination of Child Welfare Services for a Child and Family. • Fidelity Tool. • MiTEAM Specialist's Guide, Reports, Templates and Tools.
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<p>Gather and analyze information to identify local trends where case practice may be</p>	<ul style="list-style-type: none"> • While in the field with caseworkers note policies that may be potential barriers to achieving our desired outcomes of safety, permanency and well-being. • Compile self-assessments and determine potential trends that could be negatively impacting best practice around teaming, engagement, assessment or mentoring. • During staff meetings listen to the caseworker's concerns regarding current practices or upcoming changes.
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<p>negatively impacted by policies, procedures or programs.</p>	<ul style="list-style-type: none"> • Ask caseworkers about how current processes impact their ability to provide successful interventions for families and children. • As approved by local management and quality control teams, distribute surveys to collect information about policies or procedures. • Collect all gathered information and analyze its impact on current case practice. • Compile feedback from field to assist Central Office staff in the preparation and revisions of policy, forms, supplemental training, etc.
<p>Recommend modifications to policies and procedures that would better assist caseworkers in achieving our identified outcomes.</p>	<ul style="list-style-type: none"> • Collaborate with surrounding offices to determine if they experience similar trends and inquire about possible solutions they have utilized to address their areas of need. • Conduct local focus groups to gather information about potential solutions that may result in improved case practices. • Each quarter, organize information to report trends and potential solutions to local management, quality control teams and the assigned MiTEAM Analyst by completing the Quarterly Report (specific instructions included in Section 9 of this Guide). Ensure that specific examples are used to demonstrate how the identified policy or procedure is negatively impacting casework and families. • In the event that immediate attention is requested, create a memo to document identified trends and potential solutions. Share the memo with the local management, quality control teams and the assigned MiTEAM Analyst. Provide specific examples of how the problem has manifested itself within the local office.
<p>Participate in Practice Support Trainings and Practice Support Networking Meetings.</p>	<ul style="list-style-type: none"> • Complete all preparation work prior to training. • Attend all mandatory trainings. • Arrive on time as scheduled. • Be present during interactions and attempt to connect with other participants in the training. • Be attentive by putting your electronic devices away and refrain from disruptive side conversation. • Remain open to learning and willing to hear the message provided during the training or meeting. • Share your experiences, successes, and goals. • Connect the information shared to current or future experiences. • Plan to incorporate the information shared into daily work. • Assist others in understanding the concepts as needed. • Respectfully communicate concerns and ask questions. • Collaborate with other participants to achieve goals. • Engage in all activities and participate in discussion. • Provide feedback to trainers or peers to assist in the planning of future trainings or meetings.

PARTICIPATE IN STRENGTHENING OUR FOCUS ON CHILDREN AND FAMILIES IMPLEMENTATION EFFORTS

Be actively involved in the MiTEAM Enhancements and Expanded Continuous Quality Improvement Plans. Be up-to-date on Performance Based Child Welfare Systems as it is defined and implemented

Task	Techniques:
Participate in Quality Services Reviews (QSR) and other continuous quality improvement (CQI) efforts.	<ul style="list-style-type: none"> • Assist in scheduling interviews and Focus Groups for the Quality Service Reviews. • Secure meeting spaces as requested for the Quality Service Reviews. • Assist case managers in getting selected families to sign releases. • Create a working file on families for Quality Service Reviews interviewers. • Oversee that Private Agency Foster Care agencies chosen to participate in the Quality Service Reviews are also doing required messaging, creating a working file, and getting necessary releases and other documents completed. • Assist in scheduling interviews of participants in a selected case, including scheduling home visits, arranging meeting rooms, and completing other logistics, as needed. • Assist in scheduling Stakeholder Groups (Judges, Program Managers, Directors, etc.), and Focus Groups, arranging meeting rooms, and completing other logistics, as needed. • Be available to the Department of Continuous Quality Improvement (DCQI) during a Quality Service Reviews Review to help with any logistics, including scheduling any new interviews needed, assisting with directions, and answering general questions about the community. • Survey staff for feedback on their experience with the Quality Service Reviews. • Educate those not involved in the Quality Service Reviews about the process, purpose and findings. • Assist in educating the local office of the Quality Service Reviews results. • Educate staff on purpose of various case practice tools and indicators. • Survey staff on areas of improvement in case practice efforts • Utilize the Fidelity Tool to collect county wide data to determine trends in case practice and inform decision making. • In collaboration with others develop and conduct periodic case reviews.
Participate in and/or co-lead county teaming structure.	<ul style="list-style-type: none"> • Participate in and/or chair county (local) sub-teams (MiTEAM, Continuous Quality Improvement and Data Analysis). • Attend other sub-teams to gather information and share ideas.
Collaborate with others to develop, guide and sustain implementation efforts.	<ul style="list-style-type: none"> • Be knowledgeable and familiar with all material and documents associated with the Strengthening our Focus on Children and Families Implementation Efforts. • Collaborate with internal and external partners to advocate and educate others on the Strengthening our Focus on Children and Families Approach. • Participate in completing the Strengthening Our Focus Spotlights. • Collaborate with others to develop Secondary Trauma Response Teams. • Facilitate the development of the county implementation plan. • Schedule and convene county team and sub-team meetings. • Ensure that issues needing attention are routed to the correct teams for action. • Monitor and track progress on activities and implementation efforts identified in the

	<p>county implementation plan.</p> <ul style="list-style-type: none"> • Monitor and track training and coaching activities for the practice model, for example, to ensure that staff receive needed training and coaching. • Monitor and track the implementation of Continuous Quality Improvement activities, such as case reviews, engagement of external stakeholders and distribution of reports. • Collect, review and distribute of reports and minutes generated by teams. • Facilitate inter-team communication and sharing of information on work underway or planned, between and among the county team and sub-teams. • Facilitate evaluation of the teaming and planning structures. • Coordinate initiatives and efforts among sub-teams and the county team that otherwise might not be well-coordinated or effectively implemented • Report regularly to the Strengthening Our Focus Advisory Council (SOFAC) and sub-teams on issues within the scope of responsibility of those teams.
<p>Collaborate with others to arrange logistics and supplies for all MiTEAM enhancements.</p>	<ul style="list-style-type: none"> • Coordinate with the office to schedule all coaching labs and supervisor small groups. • Maintain close contact with local quality control teams to ensure that there is adequate communication regarding expectations for participation in coaching labs, supervisor small groups or other enhancement events. • Collaborate with local office management to make arrangements to cover emergencies while caseworkers and supervisors participate in the MiTEAM Enhancement kickoff, labs or small groups. • Ensure all caseworkers and supervisors receive an electronic copy of the Strengthening our Focus on Children and Families Draft Document and the most up to date Michigan Practice Model Manual. • Assist with coordinating and supplying materials for small supervisor group sessions and coaching labs.
<p>Participate in MiTEAM Enhancement coaching labs, supervisory small group sessions and other trainings to facilitate connections between content and everyday child welfare activities.</p>	<ul style="list-style-type: none"> • Ensure the delivery of the content is relevant to participants. • In supervisory small groups gather information to determine how to assist supervisors in preparing caseworkers for coaching labs and the application of learning in between coaching labs. • Support the facilitation of coaching labs by being an active participant, co-leading or leading the delivery of content during the coaching labs. • Check for understanding. • If there is a lack of understanding stop immediately and address the gap. • Make connections between the content of the labs or groups and how it will help support caseworkers achieve our core outcomes and measures.
<p>Support integration of concepts and initiatives</p>	<ul style="list-style-type: none"> • Support local child welfare professionals to integrate concepts taught at trainings (e.g. Child Welfare Training Institute, trauma, Crucial Accountability, Signs of Safety, Safety by Design, Together & Safe, coaching labs, and other concepts introduced) through ongoing modeling, coaching, training, observation, and feedback. • As directed, attend trainings to increase awareness of other initiatives or resources available in child welfare. • Assist in training, integrating, implementing, and monitoring new initiatives, as needed, in the local county.

SECTION 5

Appendix

TOOLS, REPORTS & TEMPLATES

TOOLS, TEMPLATES, DOCUMENTS & REPORTS	DESCRIPTION, EXPECTATIONS & PROCEDURES
Caseworker Self-Assessment Tool	<p>An optional tool that a MiTEAM Specialist may have the caseworker complete prior to providing assistance. The tool can guide self-reflection by allowing the caseworker to identify his/her own strengths and examine opportunities for growth. The MiTEAM Specialist (or other designee) and child welfare caseworkers will use the tool to assess the caseworker's perception of their comfort level with performing activities associated with the MiTEAM competencies. The Caseworker Self-Assessment Tool is to be completed by all new hires as a homework assignment during participation in the Child Welfare Training Institute new hire training. The MiTEAM Specialist will then work with new hires to develop a plan of action to increase their comfort level in specific areas. The new hire will develop an objective, action steps and timeframes. The MiTEAM Specialist will coach the caseworker through this process. Area's without a MiTEAM Specialist will be encouraged to complete this work with their assigned supervisor.</p>
Individual Assistance Report	<p>A required reported completed by the MiTEAM Specialist to document what assistance they provide to caseworkers to encourage their continued growth. The report is a reflection of the MiTEAM Specialist's actions and NOT to be used to record impressions of the caseworker's performance. The interaction between the caseworker(s) and the MiTEAM Specialist should be a minimum of 15 minutes. Interactions under 15 minutes are considered unplanned assistance and are not to be documented on an Individual Assistance Report. For areas utilizing a MiTEAM Liaison, interactions between the individual providing the assistance and the caseworker at a minimum need to be 30 minutes long. The Narrative Section of the report should include rationale as to why the specific duty was chosen to assist the caseworker. Additionally, it should specify what technique was chosen to complete the identified task and what specific actions were taken by the MiTEAM Specialist. It is possible to use multiple duties at a time to assist a caseworker or group of caseworkers. There are specific requirements depending on which duty is used. The following applies:</p> <ul style="list-style-type: none"> • When coaching is utilized to assist caseworkers the MiTEAM Specialist must clearly document in the Narrative Section the caseworker's identified goal, objective and the action steps that were created. It is also important to note timeframes and follow up items. • When training is provided to assist caseworkers with developing or enriching their knowledge, skills or abilities MiTEAM Specialist will summarize the setting and content covered in the Narrative Section. If the training was provided to a group of caseworkers the MiTEAM Specialist will note the number of participants in the training and a name to identify the group. For example, 10 Foster Care Workers, 55 CPS & FC Workers, Molly Smith's Foster Care Unit of 5, etc. • When observe/document/ provide feedback is used to promote refinement of skills the MiTEAM Specialist must document what feedback they provided and attach the completed Observation Documentation Template or a copy of the completed sections of the Fidelity Report. <p>Following the interaction, a copy will be provided to the caseworker by the end of the work week. If the interaction occurs on a Friday the report must be completed</p>

	<p>first thing Monday morning. Once it is provided to the caseworker the MiTEAM Specialist will obtain verbal approval from the caseworker to provide a copy to the caseworker's supervisor. If the caseworker expresses that they do not feel the report is an accurate reflection of what occurred the MiTEAM Specialist will negotiate a revised report until both parties are comfortable. If the caseworker does not respond to the request for approval an email will be sent to the caseworker requesting that they share the report with their supervisor. The caseworker's supervisor and MiTEAM Specialist's Supervisor will be carbon copied in the email. If the MiTEAM Specialist targeted multiple individuals at once by training a group of caseworkers the report will be completed and attached to the Monthly Report and not provided to each caseworker that attended the training. In the case that there is not a designated MiTEAM Specialist supervisors or other designated individuals will be required to complete the report. They will provide assistance through modeling, coaching, training or observing/documenting/providing feedback during regular interactions with their staff. Again, their assistance should be at least 30 minutes long. For county / county cluster or satellite PAFC Office with less than 10 caseworkers their office will be required to complete a minimum of 2 MiTEAM Specialist Individual Assistance Reports each quarter. County / county clusters or satellite PAFC Offices with more than 10 caseworkers will be required to complete 1 MiTEAM Specialist Individual Assistance report for every 5 caseworkers in their area each quarter. For example, an office /tri-county with 30 caseworkers would be required to complete 6 MiTEAM Specialist Individual Assistance Reports each quarter. The report is due to the MiTEAM Liaison 2 weeks prior to the last business day of the quarter. For example, in the 4th quarter of 2015 the reports would be due to the MiTEAM Liaison on 12/18/15. These reports will also be utilized as a coaching tool between the MiTEAM Specialist and their assigned MiTEAM Analyst. The MiTEAM Specialist and MiTEAM Liaison's should retain copies of each report for the duration of their employment as a MiTEAM Specialist or Liaison.</p>
<p>Monthly Report</p>	<p>A required report due each month. The MiTEAM Specialist will use their completed Individual Assistance Reports and their log of unplanned assistance to complete the information on the Monthly report. The report's purpose is to capture county trends and document the MiTEAM Specialist's efforts to assist the county in moving child welfare practices forward. The narrative section of this report should provide a synopsis of how the MiTEAM Specialist used specific tasks to cover content areas. The narrative section should also summarize trends around what type of unplanned assistance is being offered. The narrative should not list caseworkers identifying information. If the MiTEAM Specialist provided training to a group of caseworkers during that month they would complete and attach the Individual Assistance Report(s) that documented that assistance. County or Agencies without designated MiTEAM Specialist are not required to complete this report. The report is due to the assigned MiTEAM Analyst by the first business day of the following month. The report is to be sent as an email attachment (if they are hand written, scan the report and attach as a PDF). The email subject will be titled MiTEAM Specialist Monthly Report for (County /County Cluster /Private Agency Name). The MiTEAM Specialist Supervisor, County or Agency Director and any other designated upper management will be carbon copied in the email.</p>
<p>Strengthening Our Focus On Children and Families Monthly Report</p>	<p>The MiTEAM Specialist will be a part of systemic improvements that support SOF reforms. A copy of this report will be completed monthly and sent to their MiTEAM Analyst to track the amount of time spent on various tasks associated with the implementation. This report is to only be utilized by Champion Counties in a specific implementation phase.</p>

Log or Journal of Unplanned Assistance	This is an informal optional document that the MiTEAM Specialist are encouraged to utilize to track unplanned assistance (less than 15 minutes) they provide to caseworkers or other child welfare professionals. It is suggested that at a minimum, the MiTEAM Specialist track the date and approximate length (minutes) of the unplanned assistance along with the caseworker/other individuals name and a brief note on the content covered. MiTEAM Specialist will be asked to compile this information and provide a summary on the Monthly and Quarterly Report regarding the trends of unplanned assistance they are providing. The MiTEAM Specialist may also be asked to share this information with the MiTEAM Analyst or management to determine opportunities for growth in their counties or agencies.
Quarterly Report	These required reports summarize efforts made to assist individual, county and state growth during the identified quarter. County growth will not be captured on the report until the county has completed the implementation phase of the Strengthening Our Focus on Children and Families Approach or until otherwise directed by the MiTEAM staff at Central Office. The report also documents observed trends in child welfare practices and offers suggested modifications that would support continued growth around the MiTEAM competencies. A high level view of the strategies that are being used by the MiTEAM Specialist to fulfil their required job duties is also captured. Counties or agencies without identified MiTEAM Specialist have a designated MiTEAM Liaison that is required to complete this report. In these circumstances the report offers a high level glimpse at the county or agency's strengths and needs as it relates to child welfare practice. In the Assigned Counties Box the MiTEAM Specialist or Liaison will list their county, bi-county or tri county configuration. In the DHHS County Offices or PAFC Offices Covered Box the MiTEAM Specialist or MiTEAM Liaison will list the offices where assistance was provided that month. In the case where a MiTEAM Specialist provided training for a group of caseworkers, the MiTEAM Specialist will count each of those caseworkers in the group as one individual that was targeted through planned assistance. Therefore, the Number of Individuals Targeted through Planned Assistance will be significantly larger when the MiTEAM Specialist provides training for a group of caseworkers. For example, a MiTEAM Specialist assisted 15 individuals and trained one group of 10 caseworkers the Number of Individuals Targeted Through Planned Assistance would be 25. The reports are due to the MiTEAM Analyst each year as follows: 1st Quarter Report is due April 1st, 2nd Quarter Report is due July 1st, 3rd Quarter Report is due October 1st, and 4th Quarter Report is due January 1st. The report will be sent to the MiTEAM Analyst via email. It is not necessary to carbon copy other parties unless otherwise directed by management. The subject of the email will be titled MiTEAM Specialist Quarterly Report for (County /County Cluster /Private Agency Name).
MiTEAM Analyst Quarterly Report	The Analyst will compile all of the information received for their assigned Business Services Center. The required report will indicate what support was provided to the area, trends in the Business Services Center and updates or recommendations. This report will be provided to the MiTEAM Departmental Manager, Business Service Center Analyst, Business Service Center Directors and County / Private Agency Foster Care Directors. MiTEAM Supervisors, MiTEAM Specialists and MiTEAM Liaisons will be carbon copied in the email. The report is not to be utilized to scrutinize counties work and the focus should remain on how to assist caseworkers and encourage growth in the MiTEAM competencies.
Observation Documentation Template	This is an optional template that can be used to capture the documentation piece of the individual assistance provided to the caseworkers through the observation/documentation/feedback duty. This template documents what you observe during caseworkers interactions. The MiTEAM Specialist must use their professional judgment to determine the frequency of how often the caseworker

	<p>demonstrated the identified skills, key caseworker activity, fidelity tool measure or strategy within the context of the interaction. Meaning, that if the MiTEAM Specialist felt it would be appropriate to use a specific skill three times during an interaction and the caseworker used the skills all three times it would be appropriate to check the “almost always” box. Another example would be if they MiTEAM Specialist felt it would be appropriate to use another specific key case worker activity on 5 occasions and they caseworker did not use the key case worker activity the MiTEAM Specialist would check the “almost never” box.</p> <p>The Observed Behaviors & Comments Section should justify or articulate the frequency that was checked. The feedback that is provided for what was observed and documented will be captured on the Individual Assistance Report. If the Observation Documentation Template is used it must be attached and distributed with Individual Assistance Report.</p>
Training Overview Template	<p>A template that will be used to propose training content to upper management and the Assigned MiTEAM Analyst for approval. The MiTEAM Specialist will email the overview to their Assigned MiTEAM Analyst. The template is to be sent as an email attachment (if they are hand written, scan the report and attach as a PDF). The email subject will be titled MiTEAM Specialist Training Proposal. The MiTEAM Analyst will provide feedback and coach the MiTEAM Specialist to ensure the objectives align and protect the integrity of MiTEAM. Once both parties agree the MiTEAM Specialist will utilize the chain of command to present the proposal to upper management and ask for their permission to move forward on developing and delivering the training.</p>
Training Outline Template	<p>A template that will be used to guide the detailed development of training. Prior to utilizing this template the MiTEAM Specialist will complete the Training Overview Template and receive approval to move forward with the development of training. The training outline will list the specific script, activities, handouts and other information needed to ensure the successful delivery of training. The template is to be completed and sent to the Assigned MiTEAM Analyst as an email attachment (if they are hand written, scan the report and attach as a PDF) prior to scheduling training. The email subject will be titled MiTEAM Specialist Training Outline. The MiTEAM Analyst will review the outline and provide feedback. Once this occurs, the MiTEAM Specialist will schedule training and move forward with the planning process.</p>
MiTEAM Procedures for Planned Assistance to Target Individual Growth	<p>A document that list suggested procedure options the MiTEAM Specialist may use to assist caseworkers. The MiTEAM Specialist will collaborate with their supervisor, director and designated upper management to determine the procedure option the office will utilize each quarter. The procedure selected will be implemented for a quarter and reported on the appropriate reports. The MiTEAM Specialist must notify their assigned MiTEAM Analyst of the procedure option they will use 2 weeks prior to the 1st day of the quarter. The MiTEAM Specialist will send an email and the subject will be titled, MiTEAM Procedures for (County / County Cluster / Private Agency Name).</p>
MiTEAM Liaison Information	<p>A document that explains the responsibilities and characteristics of a MiTEAM Liaison. This document should be utilized with the MiTEAM Procedures for Planned Assistance to Target Individual Growth document to clarify the MiTEAM Liaison’s role within their assigned office(s).</p>
MiTEAM Specialist Information	<p>Information regarding the MiTEAM Specialist’s position and duties.</p>
Fidelity Tool	<p>The MiTEAM Fidelity Tool is an assessment instrument designed to measure the extent to which the enhanced MiTEAM Practice Model behaviors are being practiced as designed. The tool is broken into the following sections: observation, documentation review, interview and supervisory review. Each section list specific</p>

	behaviors called measures or indicators that are intended to represent MiTEAM competencies and key caseworker activities.
Networking Meeting Volunteer Responsibilities	A document that lists what is required of the MiTEAM Specialist that volunteered to plan the quarter regional Networking Meeting for other MiTEAM Specialists in their assigned BSC.
Satisfaction Survey	A tool that enables MiTEAM Specialists to received feedback from caseworkers regarding the helpfulness of their assistance to the caseworker.
Tools, Templates, Documents and Reports Quick Reference	A document that can be used as a reference to see the purpose of tools, templates, documents and reports associated to the MiTEAM Specialist position. Due dates, person responsible for completion, and who receive copies are also items included in the reference.
Competencies for MiTEAM Specialist's Performance Evaluations	Competencies that a MiTEAM Specialist should possess. It is recommended that these competencies are used in MiTEAM Specialist's Performance Evaluations.

SECTION 6

References

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