Michigan Department of Health & Human Services

MiTEAM
Fidelity Guide

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OVERVIEW

What is the MiTEAM Fidelity Tool?

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.

Why is the MiTEAM Fidelity Tool important?

The MiTEAM Fidelity Tool is important because of the need to determine if child welfare, in the State of Michigan, is demonstrating best practice as defined by the identified practice model, MiTEAM. Using the MiTEAM Fidelity Tool, desired behaviors will be reinforced and fidelity data will be collected to see if the behaviors are being practiced consistently. This information will assist in efforts to refine these behaviors over time by continuing to enhance worker skills, reinforce practice changes, and improve fidelity to the practice model. Ultimately, the tool will help to more accurately assess whether fidelity to the MiTEAM Practice Model is leading to better outcomes of safety, permanency, and well-being for children and families.

METHODOLOGY

Who are the primary users of the MiTEAM Fidelity Tool?

Because the tool is largely employed to assess the overall capacity and progressive development of workers to implement the MiTEAM Practice Model, the fidelity tool is best suited to be used by child welfare supervisors (front line management). Although other child welfare professionals will use fidelity data, the primary users of the MiTEAM Fidelity Tool are child welfare supervisors trained by MiTEAM Fidelity Local Office Experts (LOEs) or the New Supervisor Institute.

MiTEAM Fidelity LOEs are made up of select child welfare supervisors, MiTEAM Specialists/Liaisons and select local leadership in the Department of Health and Human Services and Private Agency Foster Care offices statewide. MiTEAM Fidelity LOEs have been trained by the MiTEAM Manager and MiTEAM Analysts to train their local office child welfare supervisors on the MiTEAM Fidelity Tool.

MiTEAM Specialists, MiTEAM Analysts, Department of Continuous Quality Improvement (DCQI) Analysts, program managers and other supervisors may complete a fidelity tool, or a portion of the fidelity tool, simultaneously with a primary reviewer to assess the reliability of the tool and process. (*Please see Appendix C: MiTEAM Fidelity Tool Validity and Reliability for more information.)*

What is the MiTEAM fidelity sampling process?

The primary unit of analysis of the fidelity review will be Children's Protective Services and Foster Care workers. Child welfare supervisors of these programs will complete one MiTEAM Fidelity Tool per quarter for each of their direct workers. The MiTEAM Fidelity Web Application automatically selects random cases for fidelity review from a worker's active caseload in MiSACWIS on the first day of each quarter. Each supervisor will access the cases randomly selected for their unit on their Home Page in the MiTEAM Fidelity Web Application. The MiTEAM Fidelity Web Application is accessed through MiLOGIN. User roles and relationships in MiSACWIS determines a person's access in the web application. *(Please See Appendix F: Frequently Asked Questions (FAQs) and MiTEAM Fidelity Job Aids for more information about the MiTEAM Fidelity Web Application.)*

How is MiTEAM fidelity data collected?

MiTEAM Fidelity data is collected as supervisors complete all components of the MiTEAM Fidelity Tool for the randomly selected case for review. The MiTEAM Fidelity Tool includes a Demographics page and separate sections for each of the four different data collection procedures: Observation, Documentation Review, Interview and Monthly Supervision. Supervisors compile the data as they collect it on the paper version of the MiTEAM Fidelity Tool. The paper version of the tool can be accessed and printed from the MiTEAM Fidelity Web Application as well as the Resources section of the MiTEAM Virtual Learning Site.

After collecting the fidelity data, supervisors will need to enter the data into the MiTEAM Fidelity Web Application for each randomly selected case. Once all fidelity data is entered, supervisors will need to certify the case as completed. All MiTEAM Fidelity Tool data needs to be collected, entered and certified by the last day of each quarter. (***Note:*** *Please See Appendix F: Frequently Asked Questions (FAQs) and MiTEAM Fidelity Job Aids for more information about the MiTEAM Fidelity Web Application.)*

MiTEAM Fidelity Data Reports will be available to print from the MiTEAM Fidelity Web Application. Child welfare staff, supervisors, management and select Business Service Center and Central Office staff can sort and access fidelity data depending on their role in MiSACWIS. (*Please see "Guiding Practice through MiTEAM Fidelity Data" section on pages 9 – 11 for more information on using data.)*

What are the components of MiTEAM Fidelity Tool?

<u>Demographics</u>

The MiTEAM Fidelity Tool has a demographics page to track necessary information regarding the case that was selected for fidelity review. Reviewers should complete this page on each fidelity review to ensure that they collect all the necessary information.

Data Collection Types

The MiTEAM Fidelity Tool has four data collection procedures that assess the MiTEAM competencies:

1) Observation.
2) Documentation Review.
3) Interview.
4) Monthly Supervision.

Under each data collection procedure is a series of fidelity indicators related to the presence of a specific behavior. Each indicator is measuring aspects of Key Caseworker Activities (KCAs) that make up the MiTEAM Competencies. The reviewer will record: "Yes," "No," or "N/A" (Not Applicable) for each fidelity indicator. The KCAs, that a fidelity indicator is measuring, are listed in the left-hand column as well as the word "TIPS" if the indicator is capturing Trauma Informed Practice.

*(**Note**: Opportunities for reviewers to provide and welcome feedback are present following each data collection procedure. Please see Appendix A: Providing Feedback Guidance and Appendix B: Welcoming Feedback for more information.)*

Resources

The following resources are provided in the paper version of the MiTEAM Fidelity Tool:

- Comments Section
    - This area can be used to take notes while collecting MiTEAM Fidelity Data and/or to keep track of questions, comments or feedback.
- Trauma Informed Practice Strategies (TIPS)
    - A list of practice strategies that can be used to implement the practice of MiTEAM competencies through a trauma informed lens.
- Key Caseworker Activities (KCAs)
    - A List of the 29 KCAs identified by the MiTEAM Practice Model to help workers understand what it means to implement the MiTEAM Competencies. These KCAs can be cross-referenced to assist in understanding what a fidelity indicator is intending to capture.
- Key Terms
    - A list of key terms and definitions reviewers must understand in the context of the MiTEAM Fidelity Tool to utilize the tool consistently and reliably.

DATA COLLECTION PROCEDURES

Fidelity indicators were designed to apply in **MOST** child welfare interactions. Therefore, N/A responses should be rare. This could mean incorporating best practices in new ways and more often than was previously or commonly practiced. Best practice may look or sound slightly different based on the type of interactions observed, the status of the case, or where in the life of the case it is being reviewed for fidelity.

Observation

WHAT: An "Observation" is the process by which a supervisor views a worker interact with primary/key person(s) on the case and collects fidelity data on the worker's demonstration of the skills that support the MiTEAM Practice Model. The observation is non-judgmental and focuses solely on those specific behaviors. Once an interrater reliability process is determined statewide, the worker may be simultaneously observed by another trained user of the MiTEAM Fidelity Tool along with their supervisor.

WHEN: Observations will occur during in-person interactions between the worker and one or more individuals they are currently working with on the chosen case (e.g., parent, child, caregiver, team member, service provider, etc.).

WHERE: Observations can occur in the field or in the office while working with children, parents, caregivers and other key members of the family's team. The interaction can include, but is not limited to interviews, home visits, parenting times, family team meetings, etc. An observed interaction must always involve direct, in person, contact.

HOW TO ANSWER: The reviewer will check "Yes", "No", or "N/A" to a series of behaviorally-specific statements.

> **YES** – An answer of "Yes" indicates that the worker was observed demonstrating that behavior with **EVERY INDIVIDUAL** present during that specific interaction (e.g., For Fidelity Indicator #1, if a mother, caregiver and child are present during the interaction and the worker only demonstrated respect to the child and caregiver, but not the mother, then "Yes" **cannot** be checked).
>
> **No** – An answer of "No" indicates that the specified behavior was absent, incomplete, or not demonstrated with all individuals present for the interaction.
>
> **N/A** – An answer of "N/A" indicates that the item does not apply during that specific interaction. Please note that the fidelity tool is designed to apply in most child welfare interactions. Possible "N/A" reasons may include:
>
> a. Does not apply to case type responsibilities.
> b. Does not apply because of child(ren)'s current living arrangement.

c. Not appropriate for this visit type.

*(**Note**: Please See Appendix D: Observation Guidance for further information on how to complete the Observation section of the MiTEAM Fidelity Tool.)*

Documentation Review

WHAT: "Documentation Review" is a review of all MiSACWIS reports and hard copy documentation related to the family identified for the fidelity review.

WHERE: Types of documentation that may be reviewed for this section may include, but is not limited to the following: Social work contacts, ISP/USP, Family Team Meeting (FTM) documents, safety/service/treatment plans, etc.
HOW TO ANSWER: The reviewer will check "Yes", "No", or "N/A" to whether specific items are found in the documentation.

YES – An answer of "Yes" indicates that documentation addresses the item in question.

NO – An answer of "No" indicates that documentation does not addresses the item in question

N/A – An answer of "N/A" indicates that the item in question does not apply to the identified family. Please note that the fidelity tool is designed to apply in most child welfare cases and scenarios. Possible "N/A" reasons may include:

a. Does not apply to case type responsibilities.
b. Does not apply because of child(ren)'s current living arrangement.
c. Other.

Interview

WHAT: An "Interview" must be conducted with a **PRIMARY/KEY** person directly involved in the family's case who may also impact or be impacted by case decisions. This person **MUST** have been present during the interaction in which the worker was observed by their supervisor. This will likely be child(ren)/youth, parents, caregivers and/or foster parent depending on the family and the worker's job responsibilities. Ideally, this person should be identified at the end of the observation, if possible. Additional interview guidance is available below.

WHERE: Telephone or in-person interviews as decided in collaboration with the family.

HOW TO ANSWER: The reviewer will check "Yes", "No", or "N/A" regarding the identified family's experience with the identified child welfare worker.

YES – An answer of "Yes" indicates that the primary/key person was able to identify, perceive, or feel that the specified behavior or activity occurred.

NO – An answer of "No" indicates that the primary/key person was not able to identify, perceive, or feel that the specified behavior or activity occurred.
N/A - An answer of "N/A" indicates that the question does not apply to that family's experience with the child welfare system. Please note that the fidelity tool is designed to apply in most child welfare cases and scenarios. Possible "N/A" reasons may include:

a. Does not apply to case type responsibilities.
b. Does not apply because of child(ren)'s current living arrangement.
c. Other.

*(**Note**: Please See Appendix E: Interview Guidance for further information on how to complete the Interview section of the MiTEAM Fidelity Tool.)*

Monthly Supervision

WHAT: The supervisor will discuss the case/situation surrounding the identified individual/family with the worker and check "Yes" as the worker is able to identify the various items. The supervisor should use the identified items to guide conversation and inquiry, during one or more supervision meetings over the quarter. There is a minimum requirement of one supervision meeting monthly.

HOW TO ANSWER: The reviewer will check "Yes", "No", or "N/A" based on the information gathered during supervision with the identified child welfare worker.

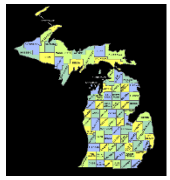
YES – An answer of "Yes" indicates that the worker was able to identify the item.

NO – An answer of "No" indicates that that the worker was not able to identify the item.

N/A – An answer of "N/A" indicates that the worker was not able to identify the item because it is not applicable to their involvement with the individual/family. Please note that the tool is designed to apply in most child welfare cases and scenarios. Possible "N/A" reasons may include:

a. Does not apply to case type responsibilities.
b. Does not apply because of child(ren)'s current living arrangement.
c. Other.

GUIDING PRACTICE THROUGH MiTEAM FIDELITY DATA



How will the usefulness of the MiTEAM Fidelity Data be ensured?

The integrity of the MiTEAM Fidelity Tool will be supported by focusing on accurate use of the fidelity tool and analysis of its data. Implementing a tiered approached was identified as a practical method for activating this process. This will allow for adequate dissemination of information, not only from the supervisor to worker and program manager to supervisor, but also amongst leadership and key stakeholders. The supervisor completing the fidelity tool will be responsible for entering the data into the MiTEAM Fidelity Web Application. Data will be compiled by the MiTEAM Fidelity Web Application and can be printed on the “MiTEAM Fidelity Data Reports” page. “N/A” responses will not be included in the data analysis.

Tiered Approach:

- The supervisor will review fidelity data with their individual staff through supervision and case conferences to aide in overall growth.
- Program managers will assist supervisors in analyzing their unit’s fidelity data, citing areas of excellence and openly conversing about ways in which improvement could occur.
- State and local leadership, MiTEAM Specialists, teaming structures, community partners, and/or other stakeholders should use MiTEAM fidelity data in combination with other data to drive Continuous Quality Improvement (CQI) efforts.

This is a dynamic process that will provide opportunities for celebration and growth. Trends can be used to guide child welfare practice.

During the development of the MiTEAM Fidelity Tool, efforts were made to ensure the tool is as valid and reliable as possible. Use of the tool over time will allow validity and reliability testing and improvements to occur in the future. *(**Note**: Please see Appendix C: MiTEAM Fidelity Tool Validity and Reliability for more information.).*

The department’s ability to continuously reflect upon best practice and evaluate internal strategies for success will be essential to ensuring that the desired impact is achieved. **The MiTEAM Fidelity Tool is intended to capture trends and nuances and is unique in its ability to**

provide individualized opportunities for celebration and growth. It should not be viewed as something to be passed or failed.

State and Local Leadership, MiTEAM Specialists, Teaming Structures, Community Partners, Stakeholders, and/or others should use MiTEAM fidelity data in combination with other data to drive Continuous Quality Improvement (CQI) efforts**.** Fidelity data can positively contribute to Continuous Quality Improvement efforts through:

- Cultivating an environment where supervisors deliver specific, concrete, useful, and timely feedback to workers.
- Establishing a baseline of current practice.
- Compiling and analyzing qualitative and quantitative data (Fidelity, QSR, BOB, MMR, ISEP, etc.).
- Identifying MiTEAM trends that include strengths and opportunities for growth.
- Exploring reasons for contradicting and/or inconsistent data.
- Exploring reasons WHY particular trends may be occurring.
- Guiding the development of strategies or Interventions.
- Guiding the implementation of strategies and interventions.
- Tracking and adjusting strategies and interventions.

Fidelity Data may guide the development of CQI strategies or interventions and/or help assess their effectiveness. Some examples of strategies or interventions include, but are not limited, to:

- Training.
- Development of new tools or practices.
- Improved or additional collaboration with community partners and/or stakeholders.
- Process improvement/changes.
- Communication improvement/changes.
- Role defining.
- New Programs, Projects or Ad Hoc Committees.
- Internal or community education.
- Requests from local level teaming structures to the state level teaming structures.

MiTEAM Fidelity Data can be used for reinforcement and development of MiTEAM practices at the individual level. Workers will be more likely to embrace the MiTEAM Practice Model if supervisors are using the fidelity tool consistently and if data is used and analyzed appropriately. Some ways that MiTEAM fidelity data can be used at the individual level include:

- **Coaching and Feedback from Supervisors and MiTEAM Specialists**. Supervisors and MiTEAM Specialists can coach around individual MiTEAM fidelity trends. Supervisors should provide immediate feedback after the observation section of the tool is completed and again when the full fidelity tool is completed. Feedback should pertain specifics about what the individual has done well and areas where there are opportunities for growth. Feedback should be specific, concrete, useful and timely and be provided using the 3-step approach. Supervisors should also demonstrate the solicitation of feedback for themselves through the fidelity process. *(**Note**: Please see Appendix A: Providing Feedback Guidance and Appendix B: Welcoming Feedback for more information.)*

- **Self-Awareness**. Individuals are often more self-aware while they are being directly observed. This can lead to insight and realizations that individual's may not have when they are alone.

- **Self-Assessment.** Individuals will have access to their own MiTEAM fidelity data reports from MiTEAM Fidelity Tools completed on them in previous quarters. They can use these reports to look for personal strengths and opportunities for growth.

MiTEAM FIDELITY ONLINE RESOURCES

MiTEAM Fidelity Web Application: Go to your MiLOGIN Home Page and select DHHS-CSA MiTEAM Fidelity Web Application.

This website contains MiTEAM Fidelity Information based on your user type and access. MiTEAM Fidelity Data is entered and certified within this website.

MiTEAM Virtual Learning Site: https://miteam-vls.michigan.gov/

This website contains Learning Modules that includes an Overview Module, a Trauma Module, and a Module for each MiTEAM Competency and Sub-Competency. Within the modules you will find: Self-Paced Tutorial(s), Individual Automated Application Exercise and Resources. Resources include the MiTEAM Practice Model Manual and MiTEAM Fidelity Tool. In addition, the MiTEAM Virtual Learning site houses Field Materials for front line staff and Leadership Materials for Upper Management and Directors, Supervisors, and MiTEAM Specialists.

MiTEAM Practice Model Website: http://www.michigan.gov/mdhhs/0,5885,7-339-71551_11120_77826_77828---,00.html

This State of Michigan website contains information available to the public about the MiTEAM Practice Model.

APPENDIX

Appendix A: Providing Feedback Guidance

1) IDENTIFY WHICH TYPE(S) OF FEEDBACK YOU ARE GOING TO PROVIDE.

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

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

2) PREPARE TO UTILIZE THE CRITERIA FOR EFFECTIVE FEEDBACK.

- **Specific** – Clearly defined or identified.
- **Concrete** – Definitive, not abstract**.**
- **Useful** – Able to be used for a practical purpose or in several ways.
- **Timely** – Immediately or as soon as reasonably possible.

3) PREPARE YOURSELF TO RECEIVE FEEDBACK. (See Appendix B)

4) UTILIZE THREE-STEP APPROACH 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 [insert person you observed them interact with] 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.*

5) ASK THEM FOR FEEDBACK FOR YOURSELF: *What is one thing that I can do differently the next time I complete a Fidelity Tool on one of your cases that will make this process better for you?*

Appendix B: Welcoming Feedback Guidance

<u>What to think about **prior** to asking:</u>

- Assess the level of engagement. This helps to determine the individual(s) level of safety to be open and honest with me.
- What would the individual say about the power differential; how well have I addressed and acknowledged it?
- Is it "timely?"— How ready is the individual to share openly?
- Did I prepare the individual 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?"

<u>What to think about **during**?</u>

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

<u>What to think about **after**:</u>

- 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 superiors, determine not to use right now?

Appendix C: MiTEAM Fidelity Tool Validity and Reliability

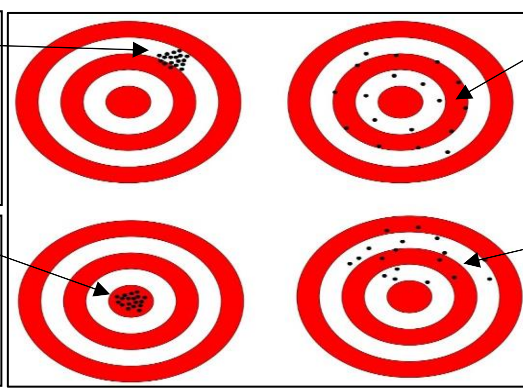
Validity and reliability are statistical determinations that require testing and analysis of aggregate data over time. Therefore, we must USE the fidelity tool to get the data that we need to improve it. It will take ongoing use, testing, and improvements to the fidelity tool over time to ensure it is valid and reliable.

Validity refers to **accuracy** and asks the question: “Are we hitting the target?” Since the goal of the fidelity tool was to assess if the MiTEAM Practice Model is being demonstrated or not, efforts were made to increase validity by ensuring that the behaviors being measured really are behaviors that demonstrate the MiTEAM Competencies as they are defined.

Reliability refers to **consistency** and asks the question: “Are we always hitting the same target?” To increase reliability, efforts were made to create a fidelity tool that measures the same behaviors every time it is used and no matter who is using it.

Over time, things may be learned from the data that will result in the need to make changes to the fidelity tool and/or the review process. Pretend the marks on the targets are fidelity data. We could find out that the fidelity tool is:

Reliable but not Valid.
Data is grouped together but not hitting the intended target.



Somewhat unreliable, somewhat invalid.
Data is somewhat grouped together in the inner rings and somewhat near the intended target but still generally scattered overall.

Valid and Reliable: This is the goal.
Data is grouped together and all hitting the intended target.

Invalid and Unreliable.
Data is largely separated and none of the data is hitting the intended target.

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Efforts already made to assist with Validity (accuracy) of the fidelity tool include:

- Incorporating evidence-based research into the development of the MiTEAM Practice Model Manual.
- Aligning the MiTEAM Practice Model and Quality Service Review.
- Reviewing other types of fidelity review processes.
- Getting advice from others who created fidelity tools.
- Using language and behaviors in the fidelity tool that are specifically identified within the MiTEAM Practice Model Manual and Quality Service Review.
- Utilizing various data collection procedures within the fidelity tool.
- Simplifying and reducing language in each fidelity indicator to ensure they do not include multiple inquiries within an indicator.
- Increasing face validity of fidelity indicators through behaviorally-specific verbiage.
- Development of the MiTEAM Fidelity Web Application for data entry that includes a random sampling process and compiles data into reports.

Ongoing/Future efforts that will assist with Validity (accuracy) of the fidelity tool include:

- Expansion of the Licensing section of the MiTEAM Practice Model Manual, including adding additional Key Licensing Activities.
- Development of a licensing-specific fidelity tool.
- Development of a Specialty Position section of the MiTEAM Practice Model Manual, including adding Key Specialty Position Activities.
- Development of a specialty position-specific fidelity tool.
- Integration of the Licensing and Specialty Position Fidelity Tools into the MiTEAM Fidelity Web Application.
- Collecting feedback.
- Analyzing of statewide fidelity data.

Efforts already made to assist with Reliability (consistency) of the fidelity tool include:

- Including general instructions directly in the fidelity tool.
- Including instructions at the beginning of each data collection type.
- Providing clear instructions in each data collection type for how to answer “Yes”, “No” or “N/A”.
- Simplifying and reducing language in each fidelity indicator to ensure they do not include multiple inquiries within one indicator.
- Increasing face validity of fidelity indicators through behaviorally-specific verbiage.

- Including “Yes”, “No” and “N/A” response choices as opposed to scaling, multiple choice or other types of responses.
- Creating the MiTEAM Fidelity Guide to accompany the fidelity tool.
- Providing statewide training of components of the MiTEAM Practice Model and connecting content to specific fidelity indicators.
- Developing the MiTEAM Virtual Learning Site that can be accessed at any time by child welfare staff for sustainability of MiTEAM Practice Model training components.
- Development of a sustainability plan for the MiTEAM Practice Model statewide training (i.e. online modules, statewide distribution of the plan of minimum requirements for new staff and supervisors, and highly recommended options and materials for additional training to occur beyond minimum requirements).
- Providing resources within the MiTEAM Fidelity Tool:
    - KCA column next to the fidelity indicators and KCA list in the back of the fidelity tool as a reference.
    - TIPS within the KCA column next to the fidelity indicators and TIPS list in the back of the fidelity tool as a reference.
    - Key Terms Resource.
- Development of the MiTEAM Fidelity Training for all child welfare supervisors statewide.
- Incorporation of the MiTEAM Fidelity Training into the New Supervisor Institute (NSI).
- Development of the MiTEAM Fidelity Web Application for data entry that includes a random sampling process and compiles data into reports.

<u>Ongoing/Future efforts that will assist with Reliability (consistency) include:</u>

- Development/Implementation/Testing of an interrater reliability process.
- Ongoing assistance, support, coaching, and education about the MiTEAM Practice Model and the MiTEAM Fidelity Tool by the MiTEAM Analysts and MiTEAM Specialists.
- Collecting feedback.
- Analyzing of statewide fidelity data.

Appendix D: Observation Guidance

To effectively answer the Observation section, there are some suggested activities supervisors can do prior to, during, and following the observation.

Prior to the Observation

- **Read through the "Observation" section of the MiTEAM Fidelity tool.** This is to ensure that he/she is familiar with the indicators and can identify what he/she will be looking for during the observation. If questions or concerns about the use of the MiTEAM Fidelity tool or its content, inquire of the MiTEAM Fidelity LOE during this time.

- **Schedule time with his/her staff to discuss the purpose and process of fidelity review**. This time should be utilized to answer questions about the process and to demystify assumptions about the use and purpose of the Fidelity tool. Conducting this meeting will also create an open environment where staff will feel empowered to share their concerns and have those concerns addressed. This time can also be used to identify which case the observation will be completed on. Additionally, the supervisor can explain how he/she will provide feedback after the Fidelity review is completed. This discussion may occur at a previously scheduled staff meeting or an additional meeting as agreed upon by the supervisor and worker.

- **Communicate the scheduling process**. Develop a scheduling process than can be communicated to staff. This can be a simple process that can be duplicated each time an observation is necessary (e.g**.,** the worker will email the supervisor about any upcoming face-to-face meeting opportunities with the identified family. The supervisor will send a follow up email on the opportunity in which he/she is able to attend.).

- **Schedule the observation**. Identify the time, place, and setting that the observation will occur (e.g., the supervisor will observe the CPS worker Friday at 10am during a Pre-Meeting Discussion in the family's home.). If advanced scheduling is possible, send a confirmation email (which can double as a reminder). If appropriate, the worker may contact the family and inform them that their supervisor will be observing during the identified face-to-face interaction. The worker can provide a brief explanation of how observations are conducted and answer questions as needed.

During the Observation

- **Provide purpose for the observation.** The worker or supervisor can introduce the supervisor (observer) then explain the purpose for the observation at that face-to-face interaction (**Ex.** The worker can begin by introducing the supervisor. The supervisor can then explain the purpose for conducting the observation). Families being observed must know who the observer is, why they are conducting the observation, and what will be done with the information gathered.

  Sample Introduction*: "Hi. My name is _____ (*supervisor's name*). I'm ______'s (*worker's name*) supervisor. I will be observing ______'s (*worker's name*) interaction with you today. Your family was randomly picked from our system. I am only here today to learn what we can do as an agency to improve our services to you and other families we serve. The more information we get about things that work well, the more we can teach our staff to utilize these techniques that lead to better outcomes for our children and families. Do you have any questions?

  ***Note:** *This is a sample introduction and is not meant to be read verbatim. Each introduction should be individualized to match the style and personality of the observer, the person being observed and the circumstances. The role, age and experience of the person being observed would have an impact on the content and context of the introduction. The above sample introduction is meant to provide some reminders of important aspects of the observation process that can be worked into a variety of introductions in a range of observations. It can be expanded, contracted, or modified as appropriate to a situation.*

- **Remain silent.** Refrain from interjecting or commenting during the observation unless it's necessary to ensure physical or psychological safety for those in the interaction. Allow the worker to manage minor conflict, when applicable.

- **Take notes.** There are times when the worker may interact with more than one person while in the field. Take notes on all observations during to best determine which observation will later be used for the interview section.

Following the Observation

Family/Team member:

- **Thank the family/team member**. Thank the individual(s) for allowing you to observe the interaction. Provide them with contact information if they have follow-up questions about the observation.

- **Encourage attendance at a future Family Team Meeting**. If there is an upcoming FTM associated with the family, encourage them to attend and take an active role in the planning process. Remind them that they can be a supportive person in the process.

- **Mention follow-up contact**. Remind family/team member that their feedback will be used to improve our work; therefore, inform them that you will contact them for an interview in the future (if possible, schedule before leaving).

Worker:

- **Provide verbal feedback**. Verbal feedback to each worker in a timely, balanced and specific manner is key. The worker may be interested in immediate feedback as they will be curious about your assessment of their application of the MiTEAM skills. After doing so, remind the worker that this is a process and they won't receive full feedback until you gather all the information from the fidelity tool.

- **Mention follow-up contact**. After providing immediate feedback regarding the interaction, remind the worker that this is a process and they won't receive full feedback until you gather all the information from the other sections of the fidelity tool. During that discussion, together you will develop next steps identified in the feedback process to support their skill development.

Appendix E: Interview Guidance

Prior to the Interview

To best prepare for the interview, considering the following:

- **Obtain some familiarity with the case**. Be sure to know names and *some* key elements of the case, including safety issues. Remember, the goal is to have as much of an **objective view** of the case as possible to not conduct the interview with a personal bias.

- **Remember the purpose of the interview is to capture the individual's perception.** The individual's perception is their reality even if it differs from your perception or the worker's. The interview should not be used to determine or correct the accuracy of their perception.

- **Have an introduction in mind**. Think of how to introduce the purpose of the interview. Being interviewed can feel intimidating and overwhelming for some. Consider ways to build rapport to help ease the tension prior to asking the interviewee questions. A sample introduction is provided below; however, make the introduction personal and tailor it to the interviewee, their role and situation. Keep in mind that interviewees must know who the interviewer is, why they are conducting the interview, what they hope to understand, or what will be done with the information.

  Sample Introduction*: "Hi again. This is _______ (*supervisor's name*), ________'s (*worker's name*) supervisor. As I mentioned when I observed __________'s (*worker's name*) interaction with you _________ (*list approximate timeframe ago*), I would like your feedback regarding your experience with our agency's involvement with you and your family. I know we may not have contacted you solely to ask your opinion in the past, but the state is making efforts to improve our work and involve families and key family team members more in the child welfare process. We observe our staff, review their cases, conduct interviews and meet with our staff to constantly improve how we deliver our work. This is a voluntary process and your case will not be impacted in any way if you choose not to participate. However, answering our questions can help us improve the way our workers interact with you and future families. Our conversation is confidential, with the only exception being a current risk of harm to a child or family member. Are you willing to participate in the interview? (*Pause and wait for a response*.) Do you have any questions for me before we get started?"

  ***Note:** *This is a sample introduction and is not meant to be read verbatim. Each introduction should be individualized to match the style and personality of the interviewer. The role, age and experience of the person being interviewed would have an impact on the content and context of the introduction. The above sample introduction is* *meant to provide some reminders of important aspects of the interview process that can be worked into a variety of introductions with a range of interviewees. It can be expanded, contracted, or modified as appropriate to a situation.*

- **Review potential conversation starter questions**. Create a list of open-ended questions that can be used to start the conversation. Open-ended questions allow the interview to be conducted in a conversational manner. Below is a list of possible open-ended questions to start the discussion.
    - What are some ways the worker went above and beyond during their involvement with you?
    - How has the worker treated you since their involvement with you?
    - What are some services the worker offered and/or referred you to? Who decided on those services?
    - Can you tell me about your family's traditions or values? How were your family's values worked into your plan?
    - How were decisions made on your case?
    - Describe some discussions the worker had with you about the effects of your family's bad/traumatic experiences?

<u>During to the Interview*</u>

Use conversation starters from above (or your own) to start the conversation. Refrain from argument or debate about whether the individual's perception or recollection is accurate. Refrain from making statements in defense of your worker or the system. Validate the individual's feelings and perceptions of their experience. Highlight the importance of their voice in this process and the value of their insight for future children and families we serve.

Maintain conversational tone and do not use the interview fidelity indicators as a checklist of questions. However, it is critical to ask additional questions to be sure to get at the core of the information necessary to answer the interview fidelity indicators. Below is a list of types of questions to obtain further information.

- **Follow-Up Questions.** When formulated accurately, follow-up questions can be evidence of one's interest in what is being said. Frame your next question from the interviewee's last (or previous) answer. Another simple follow-up question can be: "Tell me more about that."

- **Summarizing and Paraphrasing.** Summarizing and paraphrasing are similar but not the same. Summarizing is a brief restatement of something based on the content of what was said. There is no interpretation of the meaning. Paraphrasing is summarizing what was said, but putting it into your own words and changing the sentence structure. You interpret the meaning.

- **Clarifying Questions.** It is important to ask for clarification when you get a vague response. Some of the most revealing replies are a result from asking for further information on the meaning of an interviewee's response. While an interviewee might initially struggle to express his/her feelings, with a little prompting they might find the words they're looking for.

Just as it is important to ask follow-up questions to maximize the potential of gathering the best information from the interview, it is equally important to avoid certain types of questions as well. Avoid questions that may confuse or distract the interviewee. [Adapted from: Sattler, Jerome (2002) *Assessment of Child Behavior and Clinical Applications* (4^{th} ed.)] Below is a list of types of questions to **avoid** asking in an interview. Information from the following question types can still be obtained if asked in a different manner.

- **YES/NO Questions.** Keep questions more open-ended so it doesn't create a climate of interrogation. One exception is when a follow-up question about a fact is needed, such as whether the person received a particular service. Example: "Tell me about any home-based services you have. When the service provider first came to your house, did they properly identify him/herself?"

- **Double-Barreled/Compound Questions.** These types of questions are confusing. They have more than one issue within the question but only allows for one answer. Example: "How often and how much time does your worker spend during visits?"

- **Long, Multiple Questions**. When asking a multi-part question, the respondent may only answer one part forgetting the rest of the question. Example: "How was school today and what did you do in math class?

- **Leading Questions.** These types of questions persuade the respondent to give a desired response. **Example**: "Don't you think Ms. Smith really treats her families with respect?"

- **Random Probing Questions**. Using random probing questions is like throwing a lot of bait in a pond and hoping to catch a fish. **Example**: After a person gives you examples of how the worker was helpful, the reviewer might say, “There must have been something the worker did that was not helpful or caused you difficulty?”

- **Coercive Questions**. Coercive questions appear to force one’s own opinions on the interviewee. **Example**: “You’ll agree with me that your worker has some good points, right?”

- **Embarrassing or Accusatory Questions**. Formulate questions so that they don’t embarrass, offend, or put respondent on the defensive. **Example**: Instead of asking, “In what services are you not meeting your goals?” You might ask, “Are you finding any of the services challenging?”

- **Why Questions**. Asking “Why” questions can be viewed as judgmental. **Example**: After someone brings up being anxious about something consider asking, “What makes you anxious?” as opposed to asking, “Why are you anxious?”

- **Assumption Questions**. These types of questions suppose something to be the case without proof. **Example**: Asking the question: “When was the first time it happened?” when the person had not indicated that it happened more than once.

In concluding the interview, remember to do the following:

- When interviewing parents, explain that they have a right to request the completed case report.
- Encourage them to attend an upcoming FTM and take an active role in the planning process.
- Thank them for their valuable time.
- Remind them that their feedback will be used to improve our work.

***Note:** Do not be afraid of silence. Silence makes many of us uncomfortable. Instead of allowing a moment of silence to pass, people tend to jump in with another question or a comment. The truth is some of the most valuable information you will gather will come out of those moments of silence.

Appendix F: Frequently Asked Questions (FAQs)

1. **Who completes MiTEAM Fidelity Tools?**
   Child Welfare supervisors of Children's Protective Services (CPS) Investigation Staff, CPS Ongoing Staff, and Foster Care Staff. Licensing and Specialty Positions will have position-specific MiTEAM Fidelity Tools in the future.

2. **Why is it necessary to complete MiTEAM Fidelity Tools?**
   The State of Michigan implemented the evidence-based MiTEAM Practice Model to reach better outcomes for children and families. The MiTEAM Fidelity Tool reinforces quality practices associated with MiTEAM and provides opportunities to celebrate and guide practice improvements on the individual, unit, county/agency, regional and state levels. It also helps determine if we are practicing MiTEAM as intended and if MiTEAM is effectively leading to improved outcomes.

3. **How often are MiTEAM Fidelity Tools completed?**
   One MiTEAM Fidelity Tool should be completed per direct staff each quarter. Quarter 1 is January - March, Quarter 2 is April - June, Quarter 3 is July - September, and Quarter 4 is October - December.

4. **How is MiTEAM Fidelity Data entered and submitted?**
   MiTEAM Fidelity Data is entered on the MiTEAM Fidelity Web Application. After the data is entered, the completed tool is reviewed and certified by the Supervisor. Certifying submits the data into the application as final. Please See Job Aids for additional details.

5. **When does the MiTEAM Fidelity Web Application pull the randomly selected cases?**
   Randomly selected cases occur at 12:00AM on the first day (or Day 1) of each Quarter. Any active case at that time is eligible. All MiSACWIS User Information at that time will be used in the MiTEAM Fidelity Web Application for the rest of the quarter. This occurs even if the quarter begins on a weekend or holiday.

6. **When does data have to be entered and certified in the MiTEAM Fidelity Web Application?**
   Data must be entered before 11:59PM on the last day of the quarter. You will not be able to enter data for completed MiTEAM Fidelity Tools after that moment because the system will pull new cases at 12:00AM on the first day of the next quarter. This occurs even if the new quarter begins on a weekend or holiday.

7. **Where can a blank MiTEAM Fidelity Tool be printed?**
   A MiTEAM Fidelity Tool can be printed from the Survey Page of an Accepted Case on the MiTEAM Fidelity Web Application, the About Page of the MiTEAM Fidelity Web Application, the Resources Page on the MiTEAM Virtual Learning Site, and the MiTEAM Practice Model Website.

8. **How can supervisors complete MiTEAM Fidelity Tools in addition to their other responsibilities?**
   The MiTEAM Fidelity Tool was designed to be incorporated into work that supervisors already do, except for the added responsibility of interviewing. Observation of staff in the field, reviewing of case documentation, and conducting monthly supervision on each case are current supervisor

duties. It is recommended that the interview be set up at the end of the observation or shortly after. Planning, setting deadlines, utilizing calendars, and coordinating with staff will be helpful.

9. **Is it okay for a case to be rejected for a reason not listed in the rejection options?**
   Maybe. A case should only be rejected if a MiTEAM Fidelity tool **CANNOT** be completed and should not be rejected because of preference. MiTEAM Fidelity Data needs to be random to ensure data is representative of the scope of our work. If you're not sure, ask your local leadership or MiTEAM Fidelity LOE. If you choose to reject the case, select "Other" and type your reason for the rejection into the box. Leadership will have access to Rejection Reports to view reasons for rejections.

10. **What if a randomly selected case is not on an individual's current active caseload?**
    Reject the case and complete the next randomly selected case. This may occur because any case that is active at 12:00AM of Day 1 of the current quarter can potentially be randomly selected.

11. **What if a MiTEAM Fidelity Tool cannot be completed on a case that was already accepted?**
    Contact one of the administrators on the Contact Page of the MiTEAM Fidelity Web Application and ask that they undo the accepted status. Once you have confirmation that it was completed, reject the case and complete the next randomly selected case.

12. **What if an individual is showing up under the wrong supervisor in a county/agency?**

    <u>Step 1:</u> Was the individual transferred to your team AFTER 12:00AM on Day 1 of the current Quarter?
    - If yes, the individual should show up correctly next quarter. Complete Steps 2-4 just in case.

    <u>Step 2:</u> The Local Administrative Manager should re-assign correct supervisor to the individual for this quarter (See Job Aid)
    <u>Step 3:</u> Review MiSACWIS Information for the individual.
    <u>Step 4:</u> If necessary, Update MiSACWIS Information for the individual. Staff will show up correctly in the next quarter.
    <u>Step 5:</u> If the same problem still occurs in next quarter and no additional changes occurred after 12:00AM Day 1 of the new Quarter, contact Administrators on the Contact Page of the MiTEAM Fidelity Web Application.

13. **What if an individual is missing or showing up under the wrong agency or county?**

    <u>Step 1:</u> Was the individual hired/transferred to your county/agency AFTER 12:00AM on Day 1 of the current Quarter?
    - If yes, the individual should show up correctly next quarter. Complete Step 2-3 just in case.

    <u>Step 2:</u> Review MiSACWIS Information for the individual.
    <u>Step 3:</u> If necessary, Update MiSACWIS Information for the individual. Staff will show up correctly in the next quarter.
    <u>Step 4:</u> If the same problem still occurs in next quarter and no additional changes occurred after 12:00AM Day 1 of the new Quarter, contact Administrators on the Contact Page of the MiTEAM Fidelity Web Application.

14. **What if there's a data-entry error after certifying in the MiTEAM Fidelity Web Application?**
    Contact Administrators on the Contact Page of the MiTEAM Fidelity Web Application and ask that they undo the completed status. Once confirmed that this was completed, fix the data-entry error, and re-certify the case before the end of the quarter.

15. **What if all cases on an individual's caseload are rejected?**
    Since you should only reject cases that CANNOT be reviewed, this should be rare. However, it is possible, especially in agencies with small caseloads. The application will not pull another case if it goes through the full list of active cases for that individual. If a new case is assigned to that individual in the quarter, reject the last case that is showing, and the application should pull the newly active case from the current active caseload.

16. **Will a MiTEAM Fidelity Tool ever have to be completed on the same case?**
    If a MiTEAM Fidelity Tool was completed on a case in a quarter *(for example Quarter 1)*, that case is not eligible to be pulled in the random sample in the next quarter *(for example Quarter 2).* It will be eligible again in the following quarter *(for example Quarter 3)* and could be randomly selected for another review.

17. **What if an individual is on extended leave for the full quarter?**
    A MiTEAM Fidelity Tool does not need to be completed for that individual for that quarter.

18. **What if an individual is sick or on leave for part of the quarter?**
    Discuss specific circumstances among local leadership teams and MiTEAM Fidelity LOEs, and determine if a MiTEAM Fidelity Tool can be reasonably and/or realistically completed for that individual in that quarter. Planning will be helpful to prevent short absences from having a negative impact on the MiTEAM Fidelity Tool process.

19. **What if MiTEAM Fidelity Tools are not completed?**
    Staff will miss the opportunity to benefit from case-specific, proactive and balanced feedback related to their quality of work. Additionally, they will not be represented in decisions or practice guidance direction derived from county/agency/regional/state data trends.

20. **Who should be using MiTEAM Fidelity Data Reports and how can MiTEAM Fidelity Data be used to guide child welfare practice?**
    State and Local Leadership, MiTEAM Specialists, Teaming Structures, Community Partners, Stakeholders, and/or others should use MiTEAM fidelity data in combination with other data to drive Continuous Quality Improvement (CQI) efforts. MiTEAM Fidelity Data can be used for reinforcement and development of MiTEAM Practices at the individual level through coaching by supervisors, self-awareness and self-assessment by individual staff. Please see the MiTEAM Fidelity Guide for more information.