

Supervising for Safety, Permanency, and Well-Being: On-the-Job Training for Promoted New Supervisors

PARTICIPANT MANUAL

Developed by
Arkansas Academic Partnership in Public Child Welfare
and MidSOUTH Training Academy

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Introduction to Training

On-the-Job Training for Promoted New Supervisors is designed for use by promoted new supervisors prior to and/or during classroom supervisory training. The primary goal of On-the-Job Training is that the promoted supervisor will have the basic knowledge and skills to transfer from the FSW or related position to the Supervisor role.

The On-the-Job Training addresses Safety in Month One, Permanency in Month Two, and Well-Being in Month Three. Each month begins with a Supervisory Self-Assessment and Tutorial. The Field Trainer and Supervisor meet in Week One to discuss the supervisor's knowledge and experience in the practice elements assessed by the Self-Assessment and covered in the Tutorial. In Week Two, the new supervisor will access CHRISNet reports to assess performance in the unit related to Safety, Permanency, or Well-Being issues. Week Three consists of supervisory case reviews and educational functions of supervision. Finally, Week Four activities include field observation of workers. This practical training is designed to assist the promoted supervisor to begin to perform expected duties with basic knowledge and skill, rather than to add additional activities to their existing workloads.

This is a 3-month training that can be implemented any time during the calendar year on an individual basis between the promoted new supervisor and the field trainer. The introductory meeting for the training is conducted in the first two weeks of the promoted new supervisor's appointment. At a minimum the OJT needs to start within the first month after a person is promoted to supervisor.

The information and activities in the training are related to the key supervisory roles and responsibilities described in the Arkansas Supervisory Practice Model and are congruent with the goals and principles of the Arkansas Practice Model.

- **Administrative Supervision:** Through effective management of time, resources, data, and job performance we demonstrate our commitment to accountability, critical self-evaluation, and continuous improvement.
- **Communication:** Effective communication enhances our work as a team and supports our efforts to connect families to appropriate services and supports which increases our ability to meet their individualized needs.
- **Decision Making:** We are committed to the safety, permanency, and well-being of children by integrating the principles of our practice model in decision making.
- **Developing Staff:** Supporting the ongoing professional development of all staff at every level reflects our belief that skill based training and consultation form the foundation for successful practice.
- **Formal Case Consultation:** Formal case consultation reflects the care we have for supporting staff and families and our commitment to connect families to appropriate evidence informed services and supports.
- **Leadership:** Effective leadership skills connect daily practice to our vision as articulated in our DCFS Practice Model.
- **Policy:** Actively translating policy into practice demonstrates our commitment to accountability and guides practice, toward positive actions and outcomes.
- **Self Care:** Maintaining a focus on self care reflects the commitment we have for children and families by encouraging and supporting personal care of staff and self so that we can serve as an effective member of the family's team.
- **Supporting Staff Success:** Acknowledging the challenges our staff face along with the successes they achieve reflects the commitment we have to our staff as they provide caring services for children and families.
- **Teaming:** Understanding our teaming responsibilities demonstrates our commitment to shared problem solving and community involvement to support successful outcomes.

Training Objectives

- 1. The supervisor will increase his or her knowledge of the following topics related to effective child welfare practice and supervision.**
 - Safety and Risk
 - Differences Between Safety Threat and Risk of Future Harm
 - Assessing Safety Threats and Risk of Future Harm
 - Key Concepts in Safety and Risk
 - Protective Factors – The Other Side of the Safety Coin
 - Principles that Build Partnerships with Parents/Caregivers
 - 6 Practice Elements
 - Protection Plans
 - Defining Permanency
 - Key Permanency Concepts
 - Permanency and Child and Family Development
 - Impact of Trauma on Permanency
 - Arkansas Practice Model Goals Directly Related to Permanency
 - Arkansas Practice Model Principles for Best Practices Directly Related to Permanency
 - Supervisors' Responsibilities in Coaching Permanency
 - Concurrent Planning
 - Defining Concurrent Planning
 - Goals of Concurrent Planning
 - Engagement of Relatives and Fictive Kin
 - Key Issues in Effective Parenting Capacity
 - Ways to Lessen Placement Instability and Promote Preservation and Permanency
 - Permanency and the Judicial System
 - Physical and Mental Health Needs of Children in Child Welfare Systems
 - Effects of Exposure to Interpersonal Trauma on Children's Physical Health
 - Effects of Exposure to Interpersonal Trauma on Children's Mental Health
 - What Can Child Welfare Professionals Do to Mitigate the Effects of Interpersonal Trauma on Children?
 - Essential Elements of Trauma-Informed Child Welfare Practice
 - Educational Needs of Children in Child Welfare Systems
 - Barriers to Success in School for Children in Child Welfare Systems
 - Questions that Address the Educational Needs of Children in Child Welfare Systems
 - Building Families' Capacity for Effective Problem Solving
 - Collaborative Problem-Solving – An Evidence-Based Model for Effective Casework
 - Community Collaborations for Child and Family Well-Being
 - Keys to Personal Effectiveness in Community Collaborations
 - Secondary Traumatic Stress in the Child Welfare Workplace
 - 3 Keys to Resilience in Child Welfare Work
- 2. The supervisor will use administrative compliance and quality data proactively and progressively to identify strengths and needs of the unit and individual workers in practices that address safety, permanency, and well-being of children, youth, and families.**
- 3. The supervisor will gain experience in conducting face-to-face supervisory case consultations to review case plans, services, and progress toward goals. Supervisor will learn and practice strategies for education during face-to-face case consultations.**
- 4. The supervisor will gain experience in field observation of workers' engagement with families and community providers. Supervisor will learn and practice strategies for support during field observation of workers.**

Supervising for Safety
Week S-1
Self-Assessment and Tutorial

You will begin the OJT for Supervisors in the first month with a focus on Supervising for Safety. To get started, you need the following documents:

- *Supervising for Safety Self-Assessment*
- *Supervising for Safety Tutorial*

Instructions for Week S-1

1. Complete the *Supervising for Safety Self-Assessment* before your next meeting with your Field Trainer. You will discuss the self-assessment with your Field Trainer during the Week S-1 Meeting.
2. Read the *Supervising for Safety Tutorial*. This document contains important information you will need to learn as you complete your assignments for Month 1 – Supervising for Safety.

Supervising for Safety - Self-Assessment

Introduction

The Division of Children and Family Services is committed to maintaining abused and neglected children in their own homes if their safety can be assured. This commitment poses several challenges for supervisors as they help their workers negotiate the fine line between assuring children's safety, determining when a family's situation is "good enough" and making the difficult decision about when the situation has gotten to the point where there is no option but removal. This self-assessment will ask you to evaluate your own knowledge around safety issues and maltreatment issues and to consider those areas where you may need more knowledge in order to make the best decisions. You and your Field Trainer will review your assessment. Together you will make a plan to strengthen your ability to supervise for safety.

1. **What would you say is your biggest strength when it comes to supervising for safety?**

2. **What do you feel is an area where you need additional training or information in order to better supervise for safety?**

3. **Arkansas law defines certain types of maltreatment as "severe." What are these types? What is the difference between "severe maltreatment" and Priority I?**

10. **When you were a worker, how did you go about identifying and building on protective factors and family strengths? What was your most positive experience in this area?**

11. **If you were being totally candid, how important do you really think it is to identify protective factors in the investigation and on-going life of a case?**

Look over and consider the next set of questions. However, you do not have to discuss these with your field trainer unless you feel comfortable doing so.

1. How comfortable are you in taking the risk of leaving a child with his or her family when a safety threat has been identified? What things affect your comfort level?

2. How does your culture impact your perception of safety and your response to safety threats?

3. Do you or someone very close to you have a history of maltreatment and how will that history impact your ability to supervise for safety and meet agency expectations of maintaining children safely in their own homes?

Supervising for Safety
Week S-2
Administrative Function of Supervision

In Week S-2 of OJT for Supervisors, you need the following:

- *Supervising for Safety - Administrative Functions* training document
- CHRISNet access

Instructions for Week S-2

1. Before the Week S-2 meeting with your Field Trainer, you should complete the assignments related to CHRISNet data and reports that are listed in the *Supervising for Safety - Administrative Functions* training participant document.

Supervising for Safety - Administrative Functions

Introduction

Administrative functions of the supervisor require use of data from multiple sources. Useful data for your unit may be found in:

- Area Quality Services Peer Review (QSPR) Synopses - This report is prepared by Hornby-Zeller once per year per area. It is not published on CHRIS Net. Information is shared at supervisor meetings once the report is completed.
- Compliance Outcome Report (COR) - This report is located on CHRIS Net.
- Quarterly Performance Report (QPR) – <http://humanservices.arkansas.gov/dcfs>
Then, click State/Federal Reports.
- Annual Report Card — <http://humanservices.arkansas.gov/dcfs>
Then, click State/Federal Reports.
- Meta Analysis - This report is compiled by Hornby-Zeller annually. It is mailed to supervisors and is discussed in area supervisor meeting.
- Supervisory Review Tool - This report is located on CHRIS Net.

This week you will review the compliance and performance data for your unit in CHRISNet. Before you begin your review of CHRISNet data, consider the following indicators related to safety from the Quality Services Peer Review (QSPR).

Safety 1: Children are first and foremost protected from abuse and neglect

ITEM 1: Timeliness of investigations

ITEM 2: Incidence of repeat maltreatment
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Safety 2: Children are safely maintained in their home when possible and appropriate

ITEM 3: Services to prevent removal

ITEM 4: Assessing and Addressing Risk and Safety Concerns

The most important task of the supervisor in relation to use of data is to understand what the data means. How does compliance and quality data relate to the safety of children and families? As you review the data for your unit, keep in mind these important safety issues:

- Immediate safety threats and plans to address these
- Indicators of risk for future harm
- Protective factors that mitigate the safety and risk threats

Assignments (Complete before Week S-2 Meeting with the Field Trainer)

- 1. This is the list of reports that DCFS Central Office deems important for different types of supervisors to begin to monitor immediately. As you review these data reports, look for the Safety issues. Remember if you are having problems with navigation or finding reports, consult your MidSOUTH CHRIS trainer.**

Investigations Supervisor:

- County Inbox has Files Not Assigned after Five Days - Safety
- Overdue Open Investigations- Detail Staff Report – Safety, Well-Being
- Investigations due in one week and Investigations a week overdue only - Safety

Caseworker Supervisor:

- County Inbox has Files not assigned after five days
- In-Home visits past 120 days
- Foster children visits past 120 days
- Foster care visits to parent or PRFC prior to removal past 120 days
- Children in foster care 30 days or more with no case plan goal
- NYTD service counts received

Resource Supervisor:

- Foster home applicants in CHRIS-not yet approved
- Active, available, and approved providers offering foster home services-not eligible
- Foster Family home Re-eval and upcoming by month
- Foster home provider exceeding capacity on foster family home approved slots

Adoptions Supervisor:

- Adoptive home applicants in CHRIS-not yet approved
- Current foster children with TPR/Ready to adopt sorted by age
- Pre-adoptive family with re-eval due dates
- Pre-adoptive services IV-E eligibility report

Respond to the following discussion questions related to the data for your unit:

- a. What strengths in your unit can you identify from the data?

Look for evidence of areas in which the unit's workers are performing well in assessing and addressing safety threats, risk of harm and protective factors. These might include:

- Timeliness – initiation and completion of investigations
- Safety plans in investigations **and** when a safety threat has been identified in the HSA or the FSNRA
- Required contacts are made and there is substance to the contact

- i. Describe a plan to maintain good unit performance in this area.

- ii. What is the worker's incentive to do well?

- b. Where are you seeing problems or areas for improvement? How do you know?
- i. Are problems or areas for improvement noted across the unit; or, are they localized to one or two individuals?
 - ii. Are the problems or areas for improvement performance or training issues?
 - iii. What is the plan to address the problems or areas for improvement?
- 2. Complete the Supervisory Review Tool for 100% review on three (3) workers. This task is in preparation for next week's OJT when you will conduct supervisory conferences with the three (3) workers.**

Note: You are required to do a 100% case review of all cases that you supervise once a quarter. You will probably want to work out a schedule for reviewing a certain percentage each month of the quarter so that they do not all come due at the same time.

Supervising for Safety
Week S-3
Educational Function of Supervision

In Week S-3 of OJT for Supervisors, you need the following:

- *Supervising for Safety - Educational Functions* training document

Instructions for Week S-3

1. Before your Week S-3 meeting with your Field Trainer, you should complete the assignment related to Supervisory Case Review that is listed in the *Supervising for Safety - Educational Functions* training document.

Supervising for Safety - Educational Functions

Introduction

Just as data sources inform administrative functions of supervision, the individual case review is a common setting for educational functions. The way to assess and address safety is through engagement with the child and family to understand the individual strengths, needs, and resources.

The educational function of supervision entails, in part, the perception of the supervisor as the expert and the role model. But more importantly, it is the role of teaching the staff to apply policy, procedure and best practice in the real world of work. It is the process of helping staff develop critical thinking skills. There is a time to just “give the answer.” But at other times, an effective supervisor teaches staff how to think it through for themselves.

The supervisor must clearly articulate the practice expectations. In the supervisory role, you will monitor staff competency in evaluating safety and in fulfilling the Division’s mission in the manner set out in the Practice Model. You will need to figure out how to enhance staff’s professional development. Professional development includes formal training but also includes the more personal educational opportunities that arise in supervisory conferences with individual workers or staff meetings within the unit.

Assignment 1 (Complete before Week S-3 Meeting with the Field Trainer)

- 1. Conduct supervisory conferences with the workers on three (3) cases from the Supervisory Review Tool assignment last week. In the supervisory conference, recognize and communicate worker’s strengths and needs related to performance and documentation that address safety. Assist the worker to assess the safety issues in the case.**

Supervising for Safety
Week S-4
Supportive Function of Supervision

In Week S-4 of OJT for Supervisors, you need the following:

- *Supervising for Safety - Supportive Functions* training document

Instructions for Week S-4

1. Before your Week S-4 meeting with the Field Trainer, you should complete the assignment related to field observation of a worker that is listed in the *Supervising for Safety - Supportive Functions* training document.

Supervising for Safety - Supportive Functions

Introduction

What does the supportive function of supervision entail? Let's be clear, support does not equal unilateral approval of everything a worker does or does not do. But support does entail creating a positive work environment and minimizing barriers to effective work when possible. It means being attuned to your workers' concerns, creating an atmosphere of trust and being ready to go to bat for them when appropriate. A worker in a supportive environment is more likely to ask questions and seek direction. Support - especially in a CPS world - also means creating an environment where it is permissible to admit to making a mistake and where the emphasis is then on "how do we fix it." Again, this is not the same as turning a blind eye to willingly and knowingly either doing or not doing a required part of the job and a bad outcome happens.

Assignment (Complete before Week S-4 Meeting with the Field Trainer)

- 1. Accompany a worker out in the field to observe the worker's skills around assessing for safety. Preferably this will be one of the workers whose cases you have already reviewed.**
- 2. Answer the following questions related to the field observation of the worker.**
 - Did you process the visit afterwards and how did that go? Where do you see the biggest need for support in enabling the workers to assure safety and to identify protective factors in their work with families?

 - Did you identify any discrepancies between this worker's written work and the actual interaction with families?

 - Were there any barriers to good practice that you identified and are any of these barriers within your power to ameliorate?

Evaluation: Month One – Safety

Complete the following questions **online** at the Knowledge Net link provided to you by the Field Trainer. You are encouraged to use this evaluation to consider your training and practice needs in the area of Supervising for Safety. Your responses assist the partnership to provide relevant, useful trainings for supervisors. Thank you!

The OJT assignment in Supervising for Safety addressed safety through the lens of the three major functions of supervision: Administrative, Supportive and Educational. After completing these assignments, please rate your comfort in each of the supervisory areas, with 1 being very uncomfortable and 5 being very comfortable.

I. Administrative Function - Safety

a. *Knowing where to locate reports that I will routinely use to assist in supervising for safety.*

Very uncomfortable	Somewhat uncomfortable	Neutral	Somewhat comfortable	Very comfortable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b. *Knowing how to use data from the reports to guide my practice.*

Very uncomfortable	Somewhat uncomfortable	Neutral	Somewhat comfortable	Very comfortable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

II. Educational Function – Safety

a. *Clearly articulating my expectations around assuring safety?*

Very uncomfortable	Somewhat uncomfortable	Neutral	Somewhat comfortable	Very comfortable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b. *Asking - staff members what they have done to try to find an answer to a question for themselves?*

Very uncomfortable	Somewhat uncomfortable	Neutral	Somewhat comfortable	Very comfortable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

c. *Determining whether a performance issue reflects a need for training or whether another intervention is indicated.*

Very uncomfortable	Somewhat uncomfortable	Neutral	Somewhat comfortable	Very comfortable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

d. *Helping my staff to identify safety threats and risk of future harm.*

Very uncomfortable	Somewhat uncomfortable	Neutral	Somewhat comfortable	Very comfortable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

e. *Helping my staff to identify protective factors and engage with families to use these strengths to assure safety.*

Very uncomfortable	Somewhat uncomfortable	Neutral	Somewhat comfortable	Very comfortable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

III. Support Function – Safety

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. <i>Accompanying my staff so that I have an eye's on assessment of their skill in identifying/intervening to assure safety.</i> | Very uncomfortable | Somewhat uncomfortable | Neutral | Somewhat comfortable | Very comfortable |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. <i>Creating a climate of trust so that staff feel comfortable coming to me for help and direction.</i> | Very uncomfortable | Somewhat uncomfortable | Neutral | Somewhat comfortable | Very comfortable |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. <i>Removing barriers to good casework that are in my control.</i> | Very uncomfortable | Somewhat uncomfortable | Neutral | Somewhat comfortable | Very comfortable |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

IV. List three action steps you will take to improve your ability to supervise for safety.

V. What did you find to be the most useful part of the OJT assignments on Supervising for Safety?

VI. What did you find to be the least useful part of the OJT assignments on Supervising for Safety?

VII. What do you need from your supervisor in order to do your best work when supervising for safety and how to you go about advocating for it?

VIII. I affirm that I have read the tutorial in Supervising for Safety and have attended weekly meetings with my field trainer. (if not, please explain.)

Supervisor: _____ Date: _____

Name of Your Field Trainer: _____

Supervising for Permanency
Week P-1
Self-Assessment and Tutorial

You will continue the OJT for Supervisors in the second month with a focus on Supervising for Permanency. To get started, you need the following documents:

- *Supervising for Permanency - Self-Assessment*
- *Supervising for Permanency Tutorial*

Instructions for Week P-1

1. Complete the *Supervising for Permanency Self-Assessment* before your meeting with your Field Trainer. You will discuss the self-assessment with your Field Trainer during your Week P-1 Meeting.
2. Read the *Supervising for Permanency Tutorial*. This document contains important information you will need to learn as you complete your assignments for Month 2 – Supervising for Permanency.

4. How can permanency be supported through supervision?

5. What state and federal statutes set permanency standards?

6. Describe some permanency options developed with families.

7. What makes permanency family-centered?

12. Describe the impact of trauma on permanency for children.

13. Describe how you can assist staff in assessing for critical cultural characteristics which likely impact permanency outcomes.

14. Describe how you can assist staff to work collaboratively with children, youth, families, foster and adoptive parents, adoption staff, resource staff, court personnel, CASA and other stakeholders to promote permanency?

15. What are the greatest challenges in achieving permanency for transitional youth?

Look over and consider the next set of questions. However, you do not have to discuss these with your field trainer unless you feel comfortable doing so.

1. How comfortable are you considering permanency options for children and youth that vary from “traditional” mother-father-child family systems?
2. How do your cultural and personal life experiences impact your perception of permanency outcomes for children and youth?
3. How do your perceptions regarding LGBTQ individuals/relationships impact your perception of permanency outcomes for children and youth?
4. How do your perceptions of substance use and abuse impact your perceptions of permanency outcomes for children and youth?
5. How do your perceptions of father, and paternal family, involvement impact your perceptions of permanency outcomes for children and youth?
6. How do your perceptions of intimate partner/family violence impact your perceptions of permanency outcomes for children and youth?

Supervising for Permanency
Week P-2
Administrative Function of Supervision

In Week P-2 of OJT for Supervisors, you need the following:

- *Supervising for Permanency - Administrative Functions* training document
- CHRISNet access

Instructions for Week P-2

1. Before your Week P-2 meeting with your Field Trainer, you should complete the assignments related to CHRISNet data and reports that are listed in the *Supervising for Permanency - Administrative Functions* training participant document.

Supervising for Permanency- Administrative Functions

Introduction

Administrative functions of the supervisor require use of data from multiple sources. Useful data for your unit may be found in:

- Area Quality Services Peer Review (QSPR) Synopses - This report is prepared by Hornby-Zeller once per year per area. It is not published on CHRIS Net. Information is shared at supervisor meetings once the report is completed.
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- Meta Analysis - This report is compiled by Hornby-Zeller annually. It is mailed to supervisors and is discussed in area supervisor meeting.
- Supervisory Review Tool - This report is located on CHRIS Net.

This week you will review the compliance and performance data for your unit in CHRISNet. Before you begin your review of CHRISNet data, consider the following indicators related to permanency from the Quality Services Peer Review (QSPR).

Permanency 1: Children have permanency and stability in their living situations
ITEM 5: Foster care re-entry
ITEM 6: Stability of foster care placement
ITEM 7: Permanency goal for child
ITEM 8: Reunification, guardianship, & placement with relatives
ITEM 9: Adoption
ITEM 10: Alternative planned permanent living arrangement
Permanency 2: The continuity of family relationships and connection is preserved
ITEM 11: Proximity of placement
ITEM 12: Placement with siblings
ITEM 13: Visiting with parents and siblings in foster care
ITEM 14: Preserving connections
ITEM 15: Relative placement
ITEM 16: Relationship of child in care with parents

The most important task of the supervisor in relation to use of data is to understand what the data means. How does compliance and quality data relate to the permanency of children and families? As you review the data for your unit, keep in mind these important permanency issues:

- ☒ Permanency Goals for Children and Families
- ☒ Reasonable Efforts
- ☒ Permanency Planning at all Levels
- ☒ Concurrent Planning

Assignments (Complete before Week P-2 Meeting with the Field Trainer)

1. **This is the list of reports that DCFS Central Office deems important for different types of supervisors to begin to monitor immediately. As the Supervisor reviews these data reports, he or she should look for the Safety issues. Remember if supervisor is having problems with navigation or finding reports, involve the MidSOUTH CHRIS trainer.**

Investigations Supervisor:

- County Inbox has Files Not Assigned after Five Days - Safety
- Overdue Open Investigations- Detail Staff Report – Safety, Well-Being
- Investigations due in one week and Investigations a week overdue only - Safety

Caseworker Supervisor:

- County Inbox has Files not assigned after five days
- In-Home visits past 120 days
- Foster children visits past 120 days
- Foster care visits to parent or PRFC prior to removal past 120 days
- Children in foster care 30 days or more with no case plan goal
- NYTD service counts received

Resource Supervisor:

- Foster home applicants in CHRIS-not yet approved
- Active, available, and approved providers offering foster home services-not eligible
- Foster Family home Re-eval and upcoming by month
- Foster home provider exceeding capacity on foster family home approved slots

Adoptions Supervisor:

- Adoptive home applicants in CHRIS-not yet approved
- Current foster children with TPR/Ready to adopt sorted by age
- Pre-adoptive family with re-eval due dates
- Pre-adoptive services IV-E eligibility report

- a. What strengths in your unit can you identify from the data?

Look for evidence of areas in which the unit's workers are performing well in assessing and addressing permanency goals for children and families, reasonable efforts, permanency planning at all levels, and concurrent planning. Evidence might include:

- ☒ Timeliness and quality of contact with child, family and other stakeholders which promotes permanency
- ☒ Timeliness and substance of legal action and substance of legal action
- ☒ Timeliness of case planning, concurrent planning and substantive content which promotes permanency
- ☒ Frequency, timeliness and quality of family and sibling visits

- ☞ Efforts to locate and secure additional relationships with caring adults, family, relatives, fictive kin and other stakeholders
- ☞ For Transitional Youth-Development of the Life Plan

Strengths in the Unit:

i. Describe a plan to maintain good unit performance in this area.

ii. What is the worker's incentive to do well?

- b. Where are you seeing problems or areas for improvement? How do you know?
- i. Are problems or areas for improvement noted across the unit; or, are they localized to one or two individuals?
 - ii. Are the problems or areas for improvement performance or training issues?
 - iii. What is the plan to address the problems or areas for improvement?
- 2. Complete the Supervisory Review Tool for 100% review on three (3) workers. This task is in preparation for next week's OJT when you will conduct supervisory conferences with the three (3) workers.**

Note: You are required to do a 100% case review of all cases that you supervise once a quarter. You will probably want to work out a schedule for reviewing a certain percentage each month of the quarter so that they do not all come due at the same time.

Supervising for Permanency
Week P-3
Educational Function of Supervision

In Week P-3 of OJT for Supervisors, you need the following:

- *Supervising for Permanency - Educational Functions* training document

Instructions for Week P-3

1. Before your Week P-3 meeting with your Field Trainer, you should complete the assignment related to Supervisory Case Review that is listed in the *Supervising for Permanency - Educational Functions* training document.

Supervising for Permanency - Educational Functions

Introduction

Just as data sources inform administrative functions of supervision, the individual case review is a common setting for educational functions. The way to assess and address permanency is through engagement with the child, family, resource staff, adoption staff, relatives, fictive kin, court personnel and other stakeholders to understand the individual strengths, needs, and resources.

The educational function of supervision entails, in part, the perception of the supervisor as the expert and the role model. But more importantly, it is the role of teaching the staff to apply policy, procedure and best practice in the real world of work. It is the process of helping staff develop critical thinking skills. There is a time to just “give the answer.” But at other times, an effective supervisor teaches staff how to think it through for themselves.

The supervisor must clearly articulate the practice expectations. In the supervisory role, you will monitor staff competency in evaluating permanency and in fulfilling the Division’s mission in the manner set out in the Practice Model. You will need to figure out how to enhance staff’s professional development. Professional development includes formal training but also includes the more personal educational opportunities that arise in supervisory conferences with individual workers or staff meetings within the unit.

Assignment (Complete before Week P-3 Meeting with the Field Trainer)

- 1. Conduct supervisory conferences with the workers on three (3) cases from the Supervisory Review Tool assignment last week. In the supervisory conference, recognize and communicate worker’s strengths and needs related to performance and documentation that address permanency. Assist the worker to assess the permanency issues in the case.**

Suggestions for the Case Review

Review the FSNRA, case plan, concurrent plan, family visitations, sibling visitations and contacts with the family to assess the identification and pursuit of permanency unique to each child. Use the knowledge you gained reading the tutorial information on “Key Permanency Concepts”, “Goals of Concurrent Planning”, “Key Elements of Family Engagement”, and “Ways to Lessen Placement Instability and Promote Permanency”.

Review the court reports, court orders, and communication with court personnel using the knowledge you gained reading the tutorial information on “Permanency and the Judicial System”.

Assess the impact of trauma on the child and family utilizing the knowledge gained from the “Permanency and Child and Family Development”, as well as “The Impact of Trauma on Permanency” information in the tutorial. Are indicators of trauma present? What needs to happen to address these? Are trauma issues addressed in the case plans, concurrent plans, contacts, and court action?

Finally, what permanency issues have been identified in the supervisory conference? What are the plans to address these issues?

Supervising for Permanency
Week P-4
Supportive Function of Supervision

In Week P-4 of OJT for Supervisors, you need the following:

- *Supervising for Permanency - Supportive Functions* training document

Instructions for Week P-4

1. Before the Week P-4 meeting with your Field Trainer, you should complete the assignments related to field observation that are listed in the *Supervising for Permanency Supportive Functions* training document.

Supervising for Permanency - Supportive Functions

Introduction

What does the supportive function of supervision entail? Let's be clear, support does not equal unilateral approval of everything a worker does or does not do. But support does entail creating a positive work environment and minimizing barriers to effective work when possible. It means being attuned to your workers' concerns, creating an atmosphere of trust and being ready to go to bat for them when appropriate. A worker in a supportive environment is more likely to ask questions and seek direction. Support - especially in a CPS world - also means creating an environment where it is permissible to admit to making a mistake and where the emphasis is then on "how do we fix it." Again, this is not the same as turning a blind eye to willingly and knowingly either doing or not doing a required part of the job and a bad outcome happens.

Supportive functions of supervision for permanency include activities that

1. Provide mindful management of caseloads so that workers have time to successfully address permanency issues and outcomes
2. Provide individual, unit and county meetings during which workers can ask questions, share ideas, seek direction and receive coaching in mindful planning at all levels
3. Promote team development which allows workers and units to increase successful permanency and life time connection outcomes on all cases

Assignments (Complete before Week P-4 Meeting with your Field Trainer)

- 1. Accompany a worker out in the field to observe the worker's skills around assessing for permanency. Preferably this will be one of the workers whose cases you have already reviewed.**
- 2. Answer the following questions related to the field observation of the worker.**
 - Did you process the visit afterwards and how did that go? Where do you see the biggest need for support in enabling the workers to value permanency for children and youth?

 - Describe what indicators you observed in the engagement and interaction between the worker and the child, youth and or family that supports permanency values as well as permanency outcomes.

Evaluation: Month Two – Permanency

Complete the following questions **online** at the Knowledge Net link provided to you by the Field Trainer. You are encouraged to use this evaluation to consider your training and practice needs in the area of Supervising for Safety. Your responses assist the partnership to provide relevant, useful trainings for supervisors. Thank you!

The OJT assignments in Supervising for Permanency addressed permanency through the lens of the three major functions of supervision: Administrative, Supportive and Educational. After completing these assignments, please rate your comfort in each of the supervisory areas, with 1 being very uncomfortable and 5 being very comfortable.

I. Administrative Function - Permanency

- a. *Knowing where to locate reports that I will routinely use to assist in supervising for permanency.*
- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Very uncomfortable | Somewhat uncomfortable | Neutral | Somewhat comfortable | Very comfortable |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
- b. *Knowing how to use data from the reports to guide my practice.*
- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Very uncomfortable | Somewhat uncomfortable | Neutral | Somewhat comfortable | Very comfortable |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

II. Educational Function – Permanency

- a. *Clearly articulating my expectations around assuring permanency?*
- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Very uncomfortable | Somewhat uncomfortable | Neutral | Somewhat comfortable | Very comfortable |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
- b. *Asking staff members what they have done to try to find an answer to a question for themselves?*
- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Very uncomfortable | Somewhat uncomfortable | Neutral | Somewhat comfortable | Very comfortable |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
- c. *Determining whether a performance issue reflects a need for training or whether another intervention is indicated.*
- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Very uncomfortable | Somewhat uncomfortable | Neutral | Somewhat comfortable | Very comfortable |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
- d. *Helping my staff to identify effective and appropriate parenting capacity.*
- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Very uncomfortable | Somewhat uncomfortable | Neutral | Somewhat comfortable | Very comfortable |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
- e. *Helping my staff to engage with families to assure permanency.*
- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Very uncomfortable | Somewhat uncomfortable | Neutral | Somewhat comfortable | Very comfortable |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

III. Support Function – Permanency

- a. *Accompanying my staff so that I have an eye's on assessment of their skill in identifying/intervening to assure permanency.*
- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Very uncomfortable | Somewhat uncomfortable | Neutral | Somewhat comfortable | Very comfortable |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
- b. *Creating a climate of trust so that staff feel comfortable coming to me for help and direction.*
- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Very uncomfortable | Somewhat uncomfortable | Neutral | Somewhat comfortable | Very comfortable |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
- c. *Removing barriers to good casework that are in my control.*
- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Very uncomfortable | Somewhat uncomfortable | Neutral | Somewhat comfortable | Very comfortable |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

IV. List three action steps you will take to improve your ability to supervise for permanency.

V. What did you find to be the most useful part of the OJT assignments on Supervising for Permanency?

VI. What did you find to be the least useful part of the OJT assignments on Supervising for Permanency?

VII. What do you need from **your** supervisor in order to do your best work when supervising for permanency, and how do you go about advocating for it?

VIII. I affirm that I have read the tutorial on Supervising for Permanency and have attended weekly meetings with my field trainer. (if not, please explain.)

Supervisor: _____ Date: _____

Name of Your Field Trainer: _____

Supervising for Well-Being
Week W-1
Self-Assessment and Tutorial

You will conclude the OJT for Supervisors in the third month with a focus on Supervising for Well-Being. To get started, you need the following documents:

- *Supervising for Well-Being - Self-Assessment*
- *Supervising for Well-Being Tutorial*

Instructions for Week W-1

1. Complete the *Supervising for Well-Being Self-Assessment* before your meeting with your Field Trainer. You will discuss the self-assessment with your Field Trainer during the Week W-1 Meeting.
2. Read the *Supervising for Well-Being Tutorial*. This document contains important information you will need to learn as you complete your assignments for Month 3 – Supervising for Well-Being.

Supervising for Well-Being - Self-Assessment

Introduction

The Division of Children and Family Services is committed to enhancing well-being in all of our practice with families. We know that sustainable success with families is the work of a team and that families' success depends on community involvement and shared problem solving. We recognize signs of traumatic stress in families and secondary traumatic stress in ourselves. As supervisors, we support frontline practice to achieve positive outcomes for families, always mindful that the way we do the work is as important as the work we do. This commitment poses several challenges for supervisors as they help their workers engage effectively with families, assess children's physical, mental health, and educational needs, negotiate the service systems involved with families, build the family's capacity for parenting, and cope effectively with the secondary traumatic stress inherent in most child protection work. This self-assessment will ask you to evaluate your own knowledge around well-being issues and to consider those areas where you may need more knowledge in order to make the best decisions. You and your Field Trainer will review your assessment. Together you will make a plan to strengthen your ability to supervise for well-being.

- 1. "Interpersonal trauma refers to the range of maltreatment experiences (including neglect) encountered by children, and also includes severe bullying, witnessing domestic violence and disruptions in caregiving as a consequence of severe caregiver mental illness, substance abuse, criminal involvement, or abrupt separation or traumatic loss." What behavior patterns would you expect to see exhibited by children who experience interpersonal trauma?**

2. List three protective factors that help to reduce the negative impact of traumatic events.

3. Arkansas law addresses the educational needs of children in foster care. What barriers can you think of for foster children at school? What questions could a worker ask to assess a child's educational needs?

4. List the steps in a structured problem-solving process.

- 5. List some medical and mental health organizations that provide services to children and families in your unit and rate your unit's ability to work collaboratively with these providers for the benefit of children and families. List each agency and rate with a 1 - Agency serves clients on our caseload, but workers have little to no contact with individuals at the agency; 2 - Agency serves clients on our caseload, but unit/agency conflict occasionally occurs; 3 - Agency serves clients on our caseload, and a positive and collaborative relationship exists. (Use the back of this sheet if needed.)**

6. Define Secondary Traumatic Stress. What are some conditions that build resilience in child welfare workers to minimize the adverse effects of Secondary Traumatic Stress for child welfare workers.

7. What would you say is your biggest strength when it comes to supervising for well-being?

8. What do you feel is an area where you need additional training or information in order to better supervise for well-being?

Supervising for Well-Being
Week W-2
Administrative Function of Supervision

In Week W-2 of OJT for Supervisors, you need the following:

- *Supervising for Well-Being - Administrative Functions* training document
- CHRISNet access

Instructions for Week W-2

1. Before your Week W-2 meeting with your Field Trainer, you should complete the assignments related to CHRISNet data and reports that are listed in the *Supervising for Well-Being - Administrative Functions* training participant document.

Supervising for Well-Being - Administrative Functions

Introduction

Administrative functions of the supervisor require use of data from multiple sources. Useful data for your unit may be found in:

- Area Quality Services Peer Review (QSPR) Synopses - This report is prepared by Hornby-Zeller once per year per area. It is not published on CHRIS Net. Information is shared at supervisor meetings once the report is completed.
- Compliance Outcome Report (COR) - This report is located on CHRIS Net.
- Quarterly Performance Report (QPR) – <http://humanservices.arkansas.gov/dcfs>
Then, click State/Federal Reports.
- Annual Report Card — <http://humanservices.arkansas.gov/dcfs>
Then, click State/Federal Reports.
- Meta Analysis - This report is compiled by Hornby-Zeller annually. It is mailed to supervisors and is discussed in area supervisor meeting.
- Supervisory Review Tool - This report is located on CHRIS Net.

This week you will review the compliance and performance data for your unit in CHRISNet. Before you begin your review of CHRISNet data, consider the following indicators related to safety from the Quality Services Peer Review (QSPR).

Well-Being 1: Families have enhanced capacity to provide for children’s needs
ITEM 17: Needs/services of child, parents & foster parents
ITEM 18: Child/family involvement in case planning
ITEM 19: Worker visits with child
ITEM 20: Worker visits with parents
Well-Being 2: Children receive services to meet their educational needs
ITEM 21: Educational needs of child
Well-Being 3: Children receive services to meet their physical and mental health needs
ITEM 22: Physical health of child
ITEM 23: Mental health of child

The most important task of the supervisor in relation to use of data is to understand what the data means. How does compliance and quality data relate to the well-being of children and families? As you review the data for your unit, keep in mind these important well-being issues:

- Physical Needs of Children
- Mental Health Needs of Children
- Educational Needs of Children
- Building the Family's Capacity for Problem Solving
- Community Collaborations for Child and Family Well-Being

Assignments (Complete before Week W-2 Meeting with the Field Trainer)

- 1. This is the list of reports that DCFS Central Office deems important for different types of supervisors to begin to monitor immediately. As you review these data reports, look for the Safety issues. Remember if you are having problems with navigation or finding reports, consult your MidSOUTH CHRIS trainer.**

Investigations Supervisor:

- County Inbox has Files Not Assigned after Five Days - Safety
- Overdue Open Investigations- Detail Staff Report – Safety, Well-Being
- Investigations due in one week and Investigations a week overdue only - Safety

Caseworker Supervisor:

- County Inbox has Files not assigned after five days
- In-Home visits past 120 days
- Foster children visits past 120 days
- Foster care visits to parent or PRFC prior to removal past 120 days
- Children in foster care 30 days or more with no case plan goal
- NYTD service counts received

Resource Supervisor:

- Foster home applicants in CHRIS-not yet approved
- Active, available, and approved providers offering foster home services-not eligible
- Foster Family home Re-eval and upcoming by month
- Foster home provider exceeding capacity on foster family home approved slots

Adoptions Supervisor:

- Adoptive home applicants in CHRIS-not yet approved
- Current foster children with TPR/Ready to adopt sorted by age
- Pre-adoptive family with re-eval due dates
- Pre-adoptive services IV-E eligibility report

Respond to the following discussion questions related to the data for your unit:

- b. Where are you seeing problems or areas for improvement? How do you know?
 - iv. Are problems or areas for improvement noted across the unit; or, are they localized to one or two individuals?
 - v. Are the problems or areas for improvement performance or training issues?
 - vi. What is the plan to address the problems or areas for improvement?
- 2. Complete the Supervisory Review Tool for 100% review on three (3) workers.**

Note: You are required to do a 100% case review of all cases that you supervise once a quarter. You will probably want to work out a schedule for reviewing a certain percentage each month of the quarter so that they do not all come due at the same time.

Supervising for Well-Being
Week W-3
Educational Function of Supervision

In Week W-3 of OJT for Supervisors, you need the following:

- *Supervising for Well-Being - Educational Functions* training document

Instructions for Week W-3

1. Before your Week W-3 meeting with your Field Trainer, you should complete the assignment related to Supervisory Case Review that is listed in the *Supervising for Well-Being - Educational Functions* training document.

Supervising for Well-Being - Educational Functions

Introduction

Just as data sources inform administrative functions of supervision, the individual case review is a common setting for educational functions. As the supervisor, you need to clearly articulate the practice expectations. You need to monitor staff competency in evaluating well-being and in fulfilling the Division's mission in the manner set out in the Practice Model.

Assignment (Complete before Week W-3 Meeting with the Field Trainer)

- 1. Conduct supervisory conferences with the workers on three (3) cases from the Supervisory Review Tool assignment last week. In the supervisory conference, recognize and communicate worker's strengths and needs related to performance and documentation that address well-being. Assist the worker to assess the well-being issues in the case.**

Suggestions for the Case Review

- Assist the worker to assess the physical and mental health needs of the children in the case. Instruments for this assessment include the Initial Health Screening, Comprehensive Health Assessment, Medical History and Current Health Status.
- Use the knowledge you gained reading "Questions that Address the Educational Needs of Children in Foster Care" in the tutorial to assist the worker to assess the educational needs of the children in the case. These questions may be applied to children in Protective Services also. Assure that appropriate school notifications are made for placement changes.
- Use the knowledge you gained from reading "Effects of Exposure to Interpersonal Trauma" and "Essential Elements of Trauma-Informed Child Welfare Practice" from the tutorial to assist the worker to assess and address the trauma issues in a case. These elements may be applied to children in Protective Services also.
- Finally, if there were any well-being problems identified in the cases reviewed what are the worker and the family doing about it?

Supervising for Well-Being
Week W-4
Supportive Function of Supervision

In Week W-4 of OJT for Supervisors, you need the following:

- *Supervising for Well-Being - Supportive Functions* training document

Instructions for Week W-4

1. Before your Week W-4 meeting with your Field Trainer, you should complete the assignment related to Field Observation that is listed in the *Supervising for Well-Being – Supportive Functions* training document.

Supervising for Well-Being - Supportive Functions

Introduction

Supportive functions are the activities of the supervisor that are directed toward creating the conditions that enable staff to perform at a high level. Support means creating a positive work environment and minimizing barriers to effective work when possible. Supportive functions of supervision for well-being include activities that

- assist workers to overcome barriers to assessing and addressing children’s physical health, mental health, and educational needs;
- model and teach structured problem solving;
- foster collaborative relationships within the agency and with community agencies;
- prevent/address secondary traumatic stress in staff.

Assignments (Complete before Week W-4 Meeting with your Field Trainer)

- 1. Observe a worker’s skills of collaboration with an outside agency that is involved with a child and family on his or her caseload. You may attend a formal or informal meeting with the worker that includes at least one outside agency that is working with the family.**
- 2. Answer the following questions related to the field observation of the worker.**
 - Is effective service team collaboration in place for the child and family? Use the “Keys to Personal Effectiveness in Community Collaboration” in the tutorial to assess the worker’s skills of engagement and collaboration.
 - Were there any barriers to effective collaboration with the family or outside agency? Are any of these barriers within your power to ameliorate?

- 3. Using the “Indicators of Secondary Traumatic Stress” in the tutorial, what indicators of Secondary Traumatic Stress are you able to identify in your staff?
Yourself?**

- 4. What support functions can you can implement, now and in the long-term, to build resilience and reduce Secondary Traumatic Stress through strategies that increase optimism, mastery, and collaboration within the unit?**

Evaluation: Month Three – Well-Being

Complete the following questions **online** at the Knowledge Net link provided to you by the Field Trainer. You are encouraged to use this evaluation to consider your training and practice needs in the area of Supervising for Safety. Your responses assist the partnership to provide relevant, useful trainings for supervisors. Thank you!

The OJT assignments in Supervising for Well-Being addressed well-being through the lens of the three major functions of supervision: Administrative, Supportive and Educational. After completing these assignments, please rate your comfort in each of the supervisory areas, with 1 being very uncomfortable and 5 being very comfortable.

I. Administrative Function – Well-Being

- a. *Knowing where to locate reports that I will routinely use to assist in supervising for well-being.*
- | | | | | |
|--------------------------|---------------------------|--------------------------|--------------------------|--------------------------|
| Very
uncomfortable | Somewhat
uncomfortable | Neutral | Somewhat
comfortable | Very comfortable |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
- b. *Knowing how to use data from the reports to guide my practice.*
- | | | | | |
|--------------------------|---------------------------|--------------------------|--------------------------|--------------------------|
| Very
uncomfortable | Somewhat
uncomfortable | Neutral | Somewhat
comfortable | Very comfortable |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

II. Educational Function – Well-Being

- a. *Clearly articulating my expectations around assuring well-being?*
- | | | | | |
|--------------------------|---------------------------|--------------------------|--------------------------|--------------------------|
| Very
uncomfortable | Somewhat
uncomfortable | Neutral | Somewhat
comfortable | Very comfortable |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
- b. *Asking staff members what they have done to try to find an answer to a question for themselves?*
- | | | | | |
|--------------------------|---------------------------|--------------------------|--------------------------|--------------------------|
| Very
uncomfortable | Somewhat
uncomfortable | Neutral | Somewhat
comfortable | Very comfortable |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
- c. *Determining whether a performance issue reflects a need for training or whether another intervention is indicated.*
- | | | | | |
|--------------------------|---------------------------|--------------------------|--------------------------|--------------------------|
| Very
uncomfortable | Somewhat
uncomfortable | Neutral | Somewhat
comfortable | Very comfortable |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
- d. *Helping my staff to identify physical and mental health, as well as educational needs of children.*
- | | | | | |
|--------------------------|---------------------------|--------------------------|--------------------------|--------------------------|
| Very
uncomfortable | Somewhat
uncomfortable | Neutral | Somewhat
comfortable | Very comfortable |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
- e. *Helping my staff to engage with families and community resources to assure well-being.*
- | | | | | |
|--------------------------|---------------------------|--------------------------|--------------------------|--------------------------|
| Very
uncomfortable | Somewhat
uncomfortable | Neutral | Somewhat
comfortable | Very comfortable |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

III. Support Function – Well-Being

- a. *Accompanying my staff so that I have an eye's on assessment of their skill in identifying/intervening to assure well-being.*
- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Very uncomfortable | Somewhat uncomfortable | Neutral | Somewhat comfortable | Very comfortable |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
- b. *Creating a climate of trust so that staff feel comfortable coming to me for help and direction.*
- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Very uncomfortable | Somewhat uncomfortable | Neutral | Somewhat comfortable | Very comfortable |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
- c. *Removing barriers to good casework that are in my control.*
- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Very uncomfortable | Somewhat uncomfortable | Neutral | Somewhat comfortable | Very comfortable |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

IV. List three action steps you will take to improve your ability to supervise for well-being.

V. What did you find to be the most useful part of the OJT assignments on Supervising for Well-Being?

VI. What did you find to be the least useful part of the OJT assignments on Supervising for Well-Being?

VII. What do you need from **your** supervisor in order to do your best work when supervising for well-being, and how do you go about advocating for it?

VIII. I affirm that I have read the tutorial on Supervising for Well-Being and have attended weekly meetings with my field trainer. (if not, please explain.)

Supervisor: _____ Date: _____

Name of Your Field Trainer: _____