

Mentoring Through Qualitative Discussion

Training for Child Welfare Supervisors

FL Department of Children and Family Services
Office of Family Safety





MODULE 1

A Context For Strengthening Quality



Training Goal

Increase **POSITIVE OUTCOMES**
for children and their families



Training Goal

POSITIVE OUTCOMES



by conducting **QUALITY PRACTICE**



Training Goal

POSITIVE OUTCOMES



QUALITY PRACTICE



through **EFFECTIVE
MENTORING & MODELING**



Training Goal

POSITIVE OUTCOMES



QUALITY PRACTICE



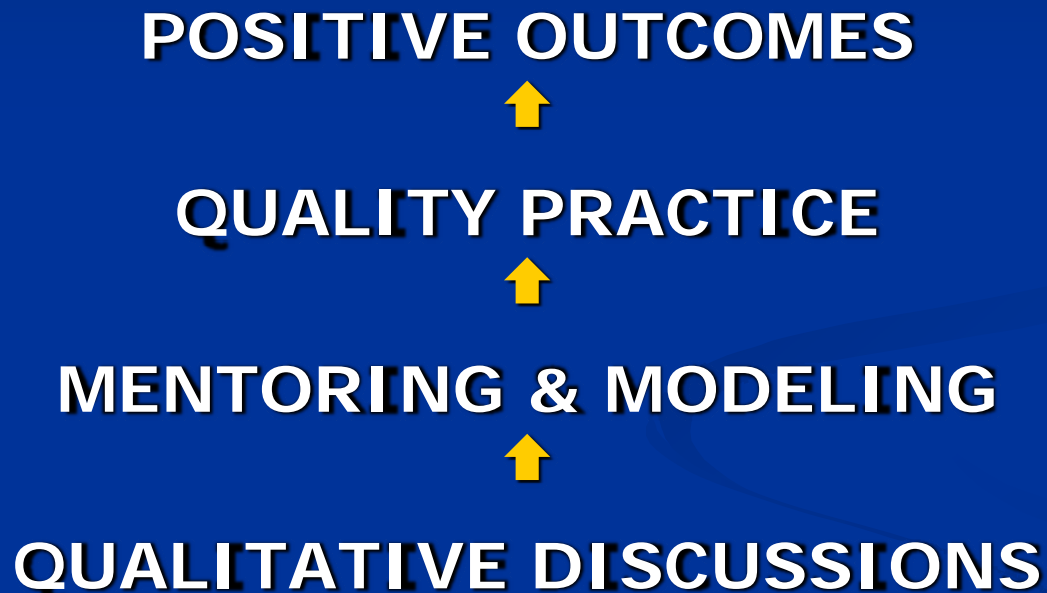
MENTORING & MODELING



and the specific skill of conducting
QUALITATIVE DISCUSSIONS



Training Goal





Positive Outcomes Bridge



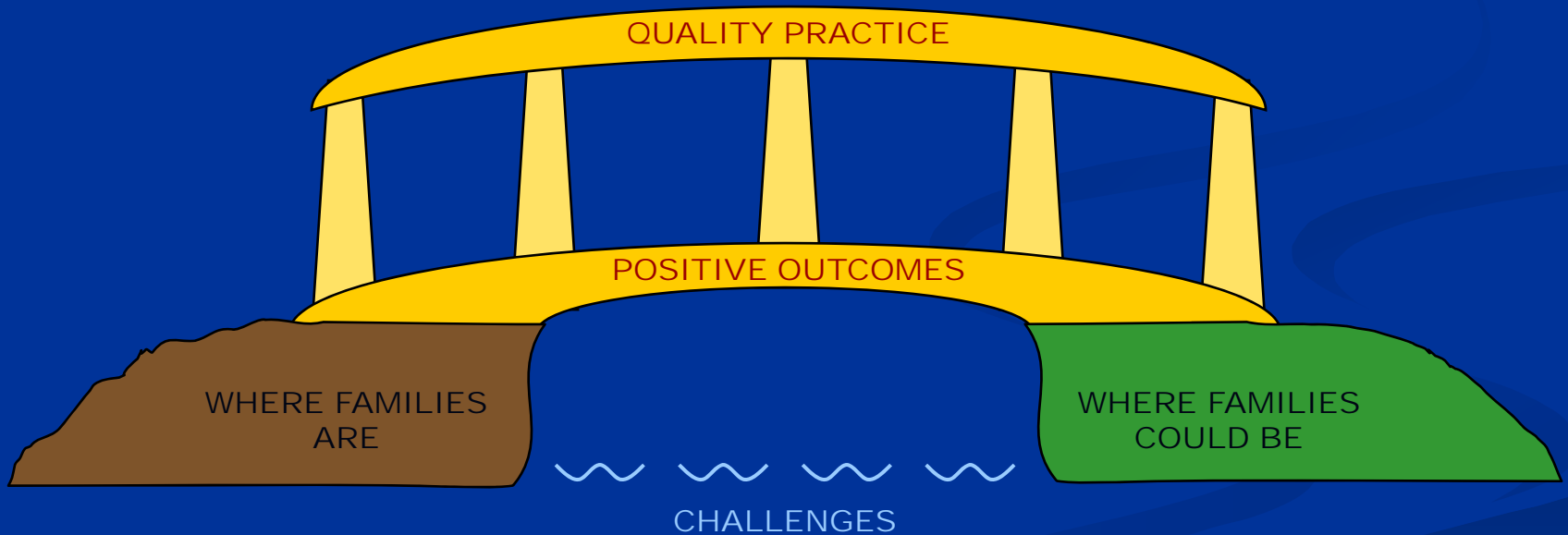


Positive Outcomes Bridge



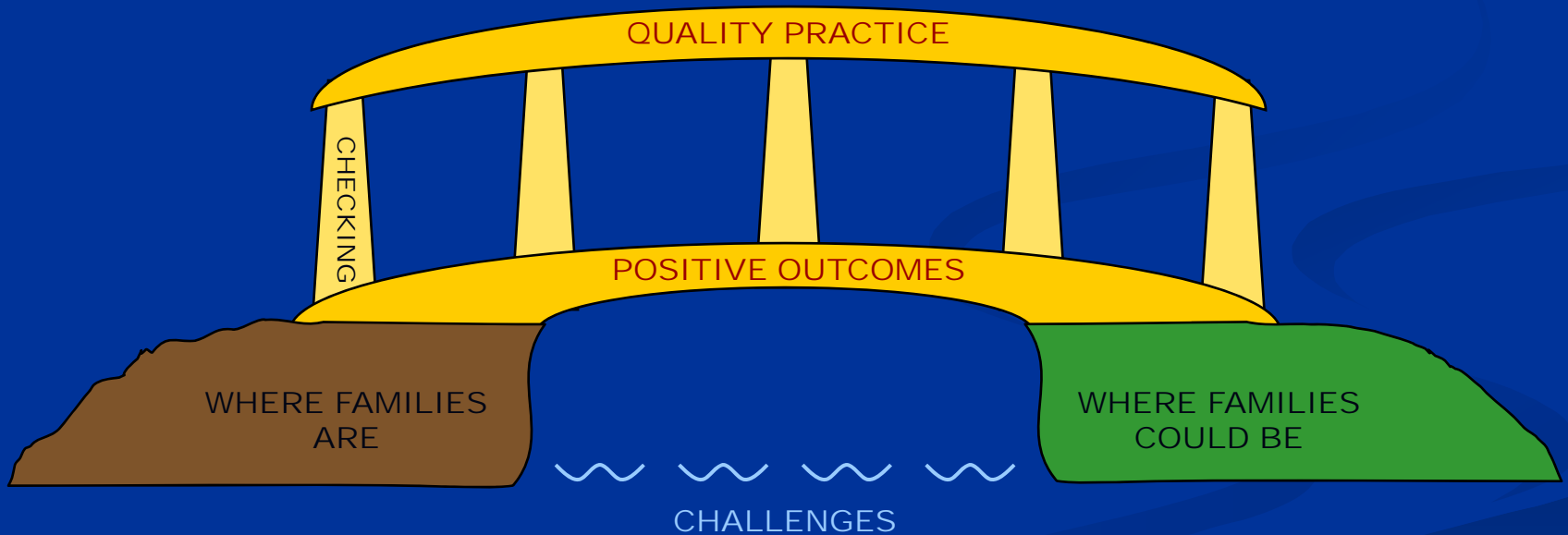


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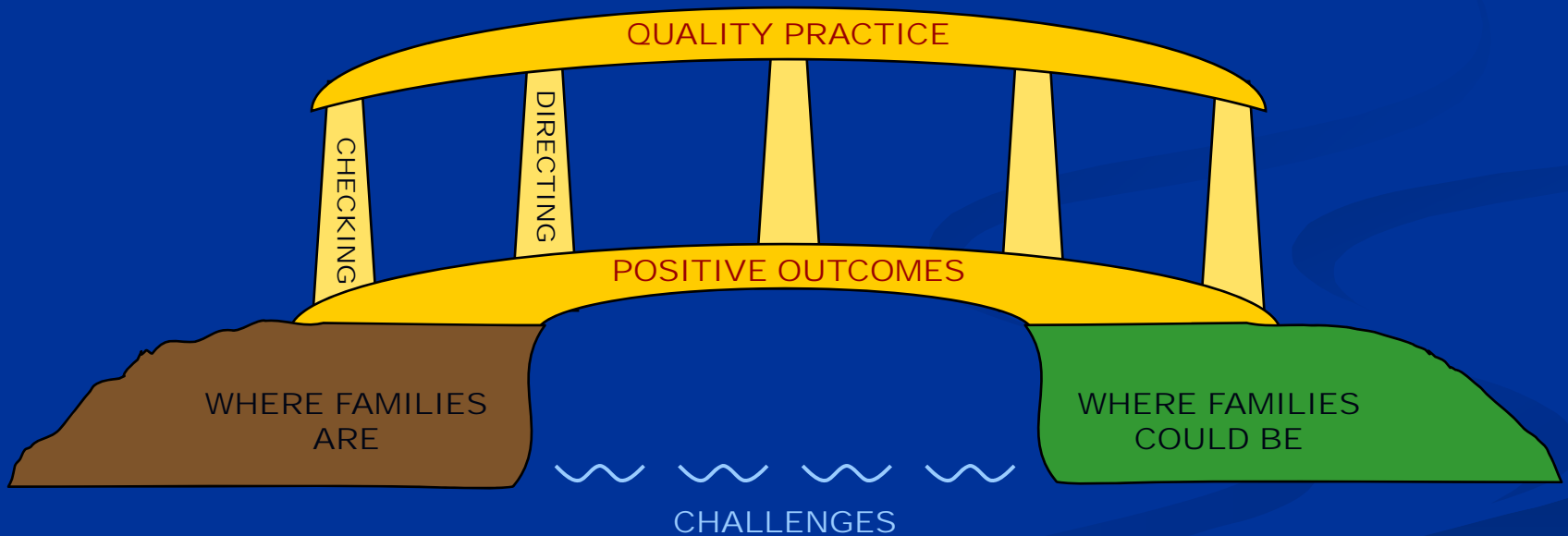


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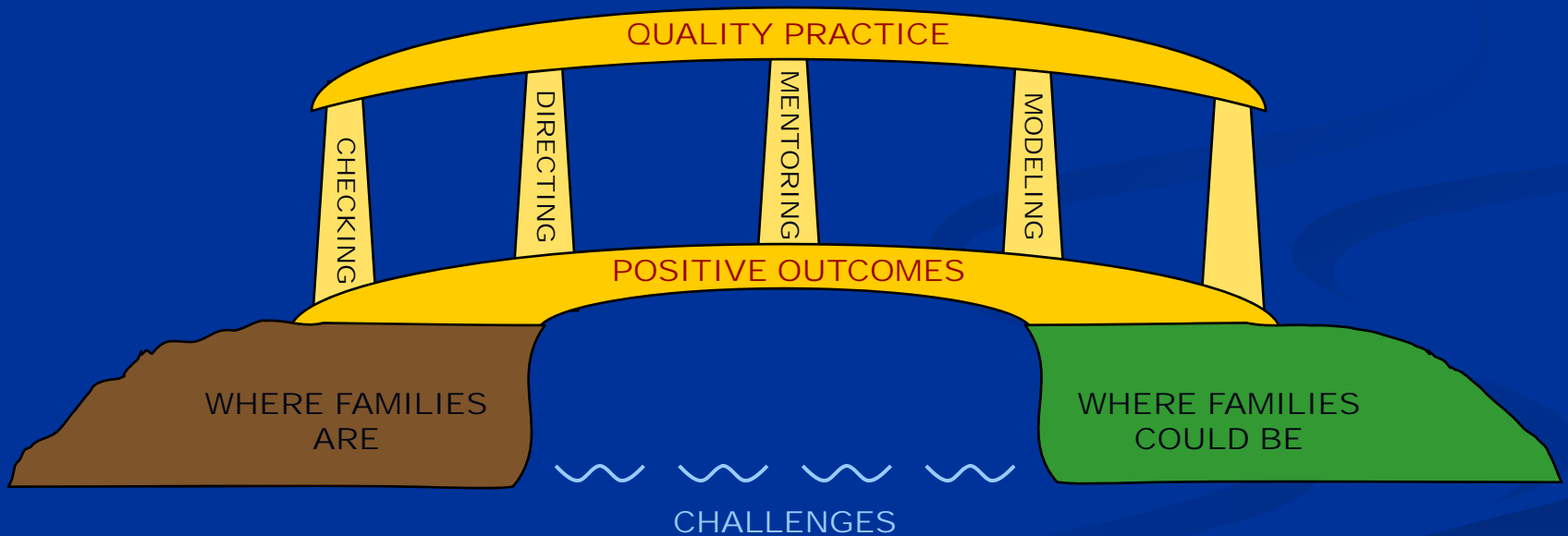


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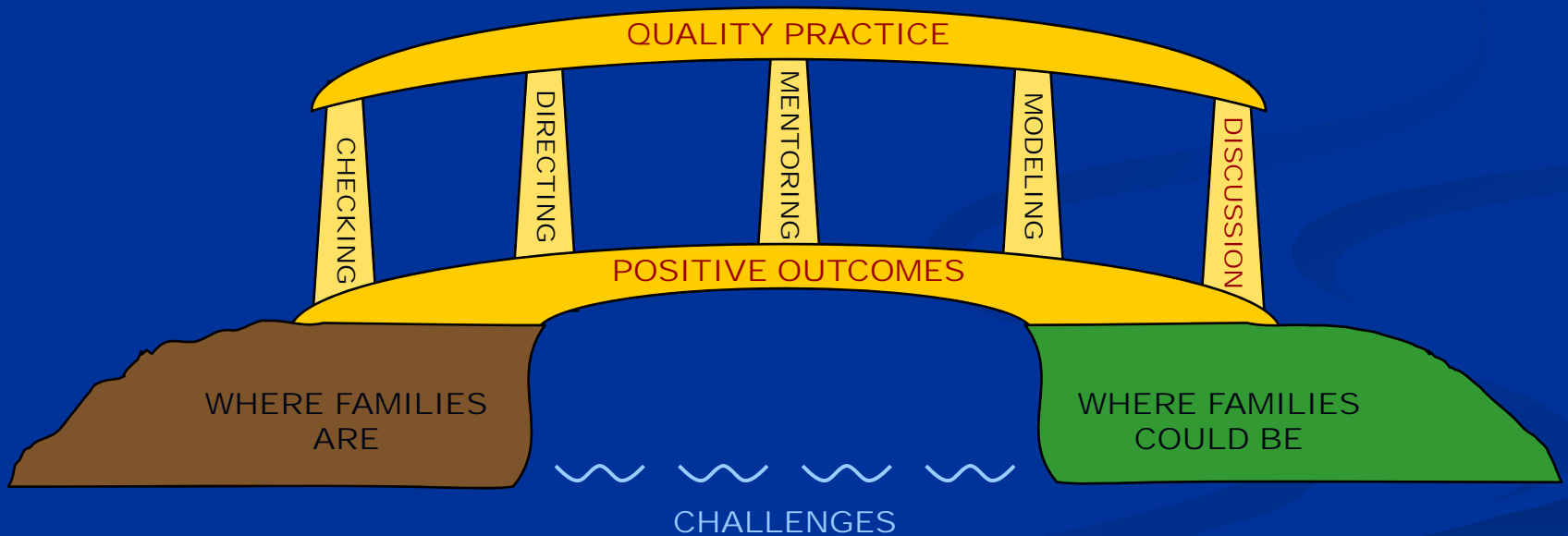


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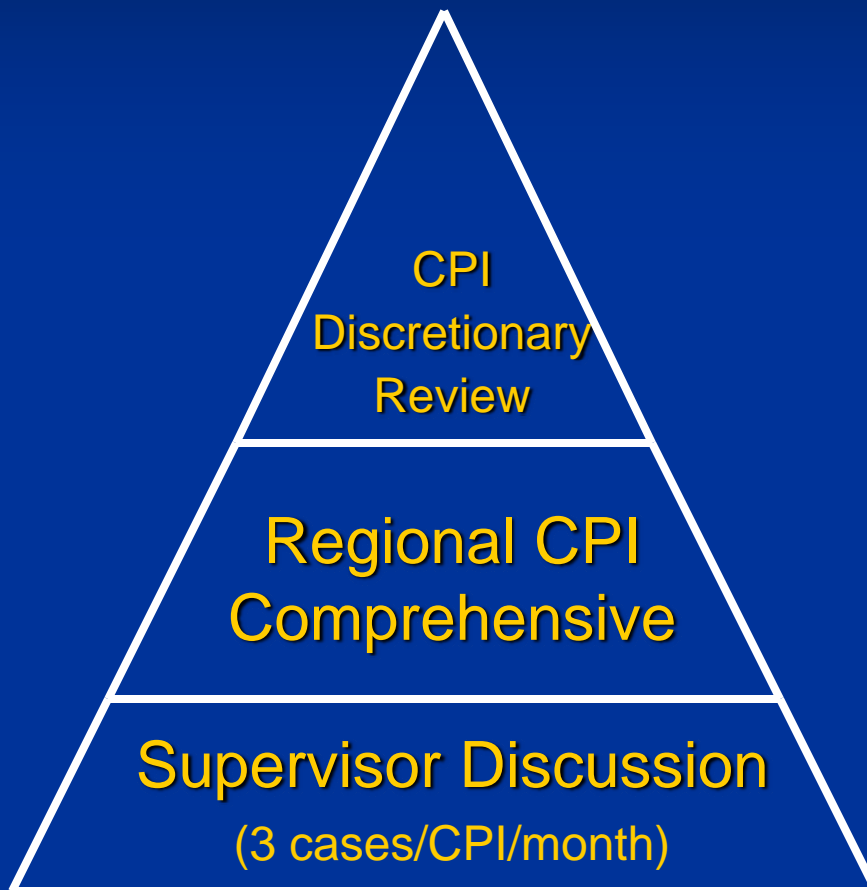


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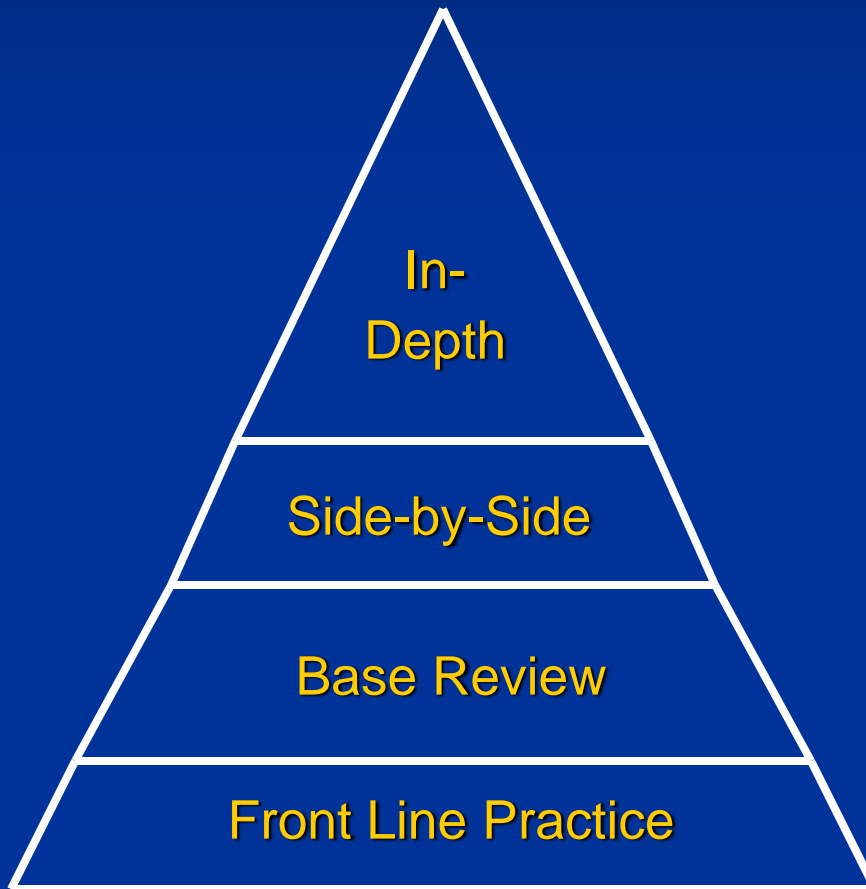
Regional QA Model: CPI



- Discretionary Review
 - By circuit; up to 2/yr.
- Regional CPI Oversight Review
 - Twice a year
 - 90/10 sample
 - Qualitative standards; 9-point rating scale
- Operational Review by CPI Supervisors



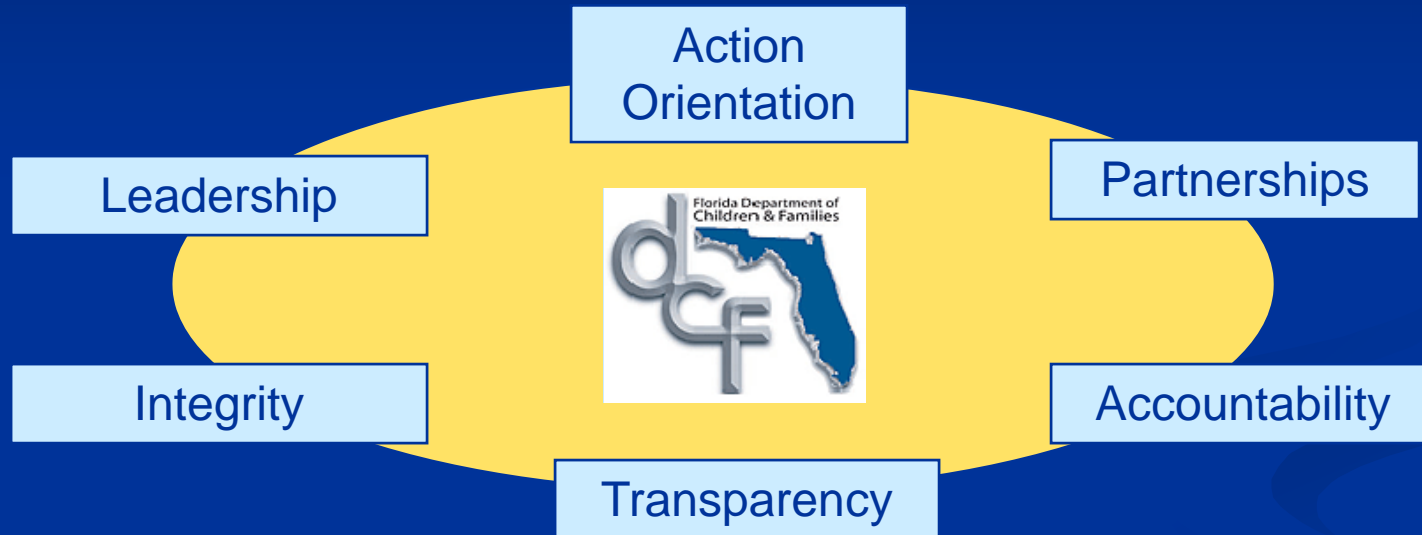
Regional QA Model: CBC



- In-depth Review – 2 cases by Regional QA
- Side by Side Review – 8 cases by CBC and Regional QA
- Base Review – 17 cases by CBC QA
- Front Line Practice – Supervisor Discussions

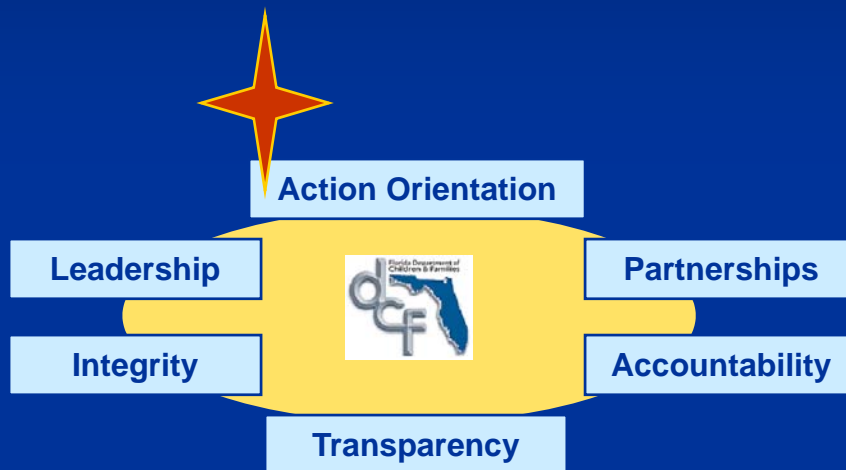


Guiding Principles





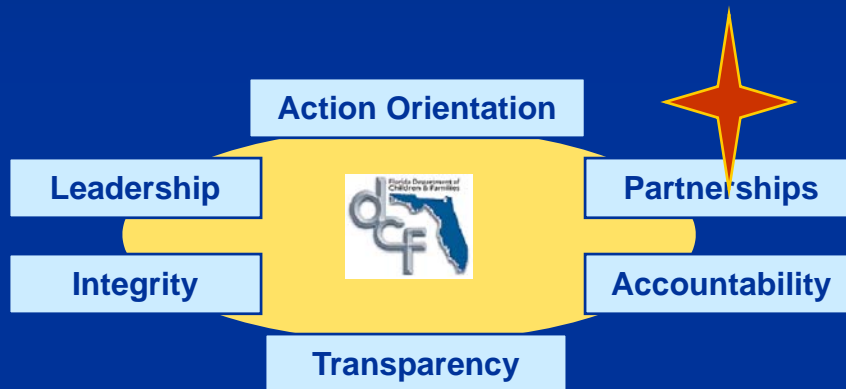
Guiding Principles



- Appropriate, expeditions action expected
- Redirect case actions and documentation
- Immediate impact where necessary



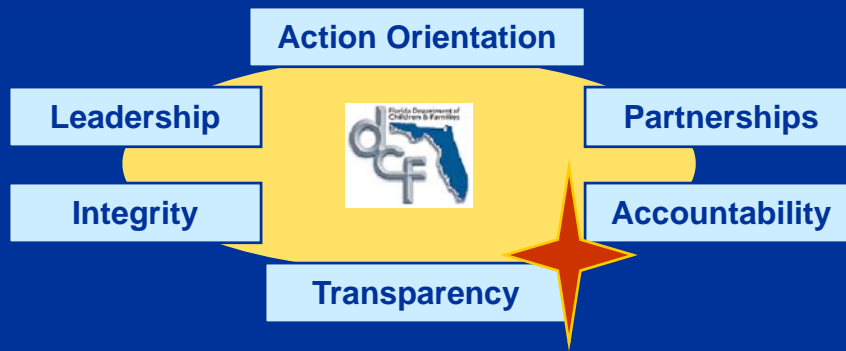
Guiding Principles



- Integrated through side-by-side reviews
- Redirect case actions and documentation
- Dept/CBCs work in partnership to develop and review tools and procedures



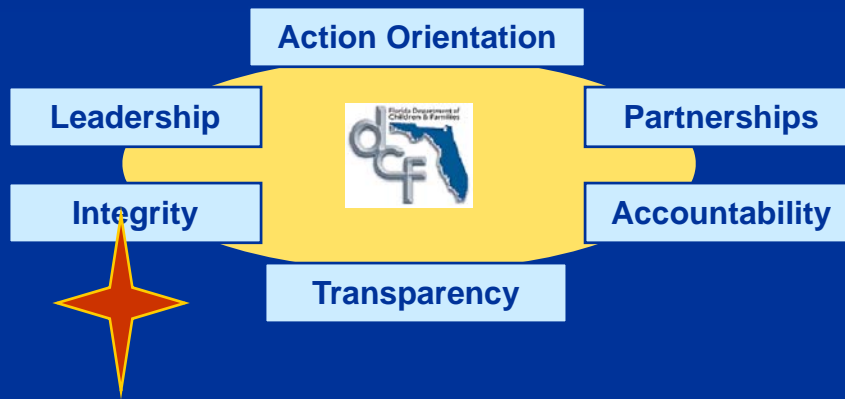
Guiding Principles



- Discussion Guides ensure solid basis
- Qualitative approach improves clarity, depth and accuracy of information
- Better coordination between Department and CBCs



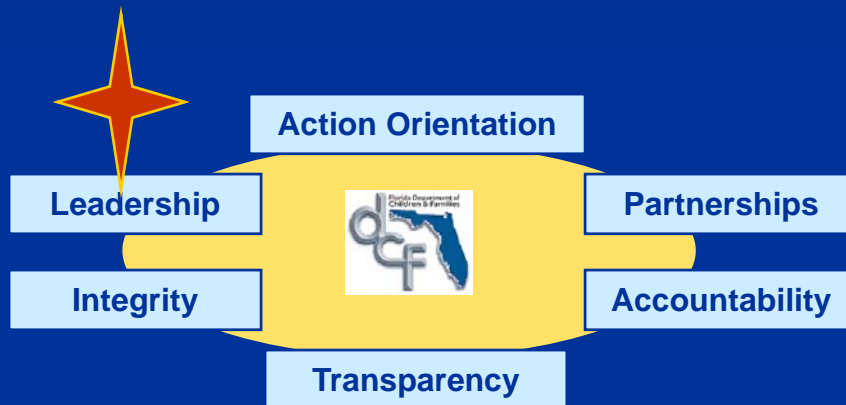
Guiding Principles



- Are we doing what we say we're doing?
- Are we meeting the best interests of the child?
- Qualitative discussions will help provide better answers!



Guiding Principles



- "Assuring quality is everyone's job!"
- Leaders committed to expanding/reinforcing culture of quality
- Renewed emphasis on excellence and accountability
- Leadership from supervisors is critical!



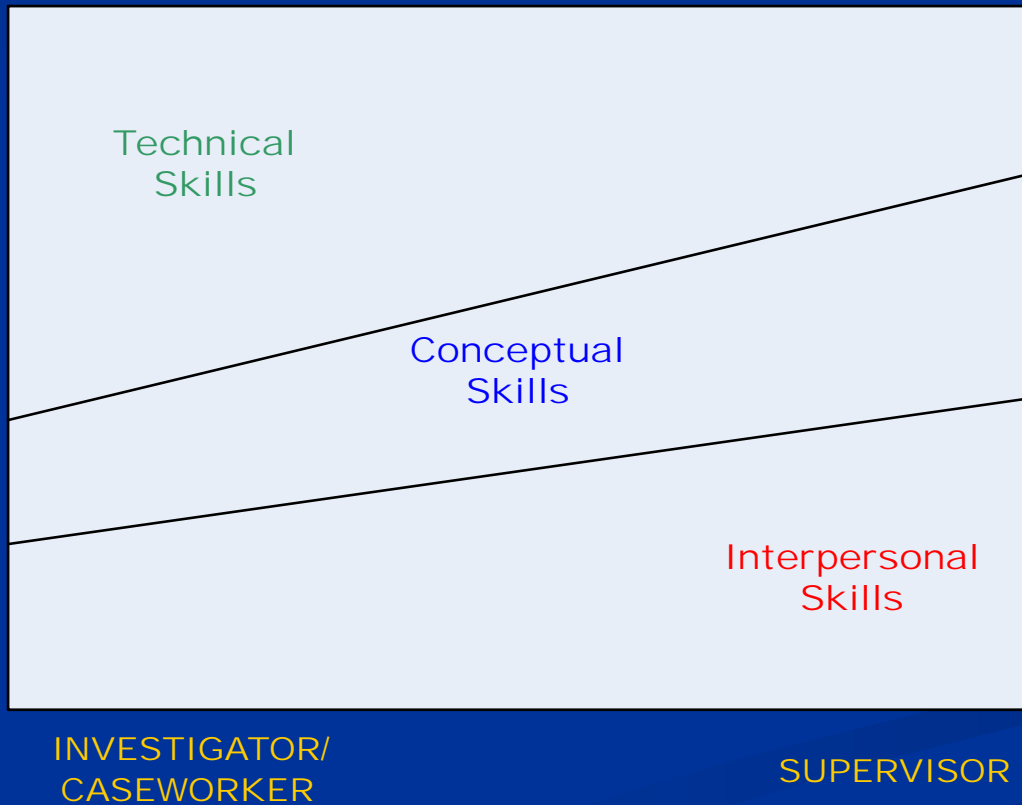
MODULE 2

Mentoring Toward Quality Practice



Why Mentoring is Worth It

JOB SKILL REQUIREMENTS





Benefits of Mentoring

Critical tool to help supervisors

- Find and stay in "productive supervision zone"
- Supervise efficiently and effectively
- Help staff expand and strengthen technical skills
- Help staff gain experience & wisdom



Benefits of Mentoring

Makes supervisor's job easier and less overwhelming:

- Increases effectiveness of supervisor's interactions with staff
- Staff learn patterns of quality practice
- Staff become more independent and well-rounded

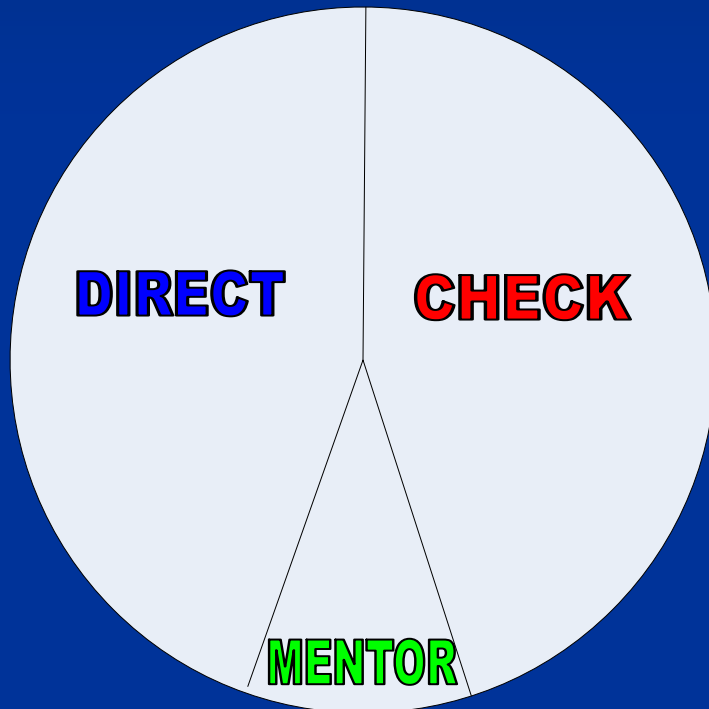


Benefits of Mentoring

- Helps staff become better problem-solvers
- Strengthens staff's critical thinking skills
- You and your staff enjoy your work more
- Results in more well-rounded, more comprehensive quality of service



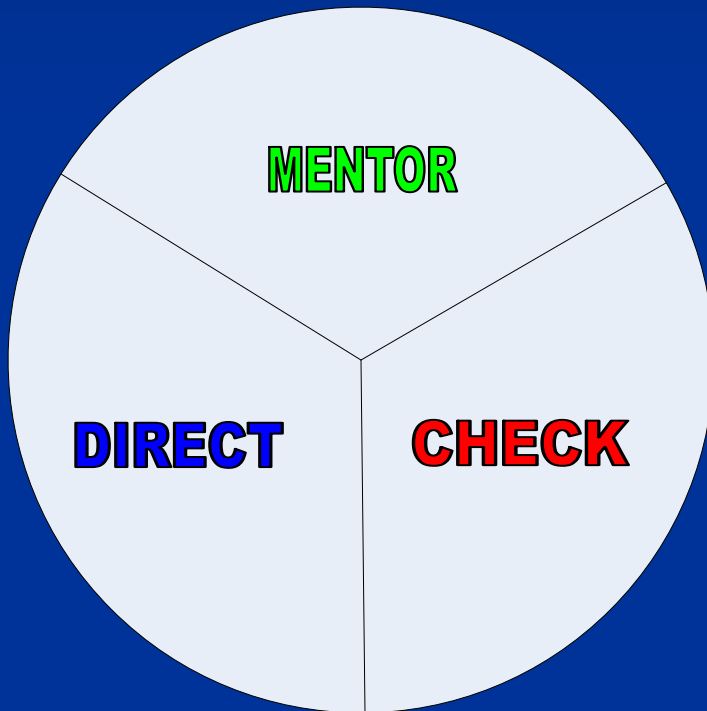
Supervisory Skills Emphasis



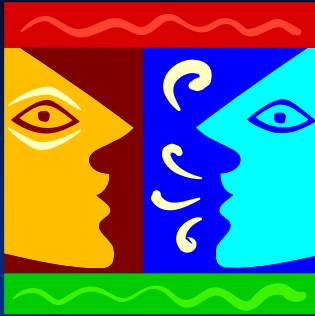
- Reduce turnover
- Strengthen effectiveness and efficiency
- Mentoring through qualitative discussions can help you!



Supervisory Skills Emphasis



- No need to spend MORE time overall
- Instead, adjust allocation of time
- Mentoring skills can reduce time spent directing and checking

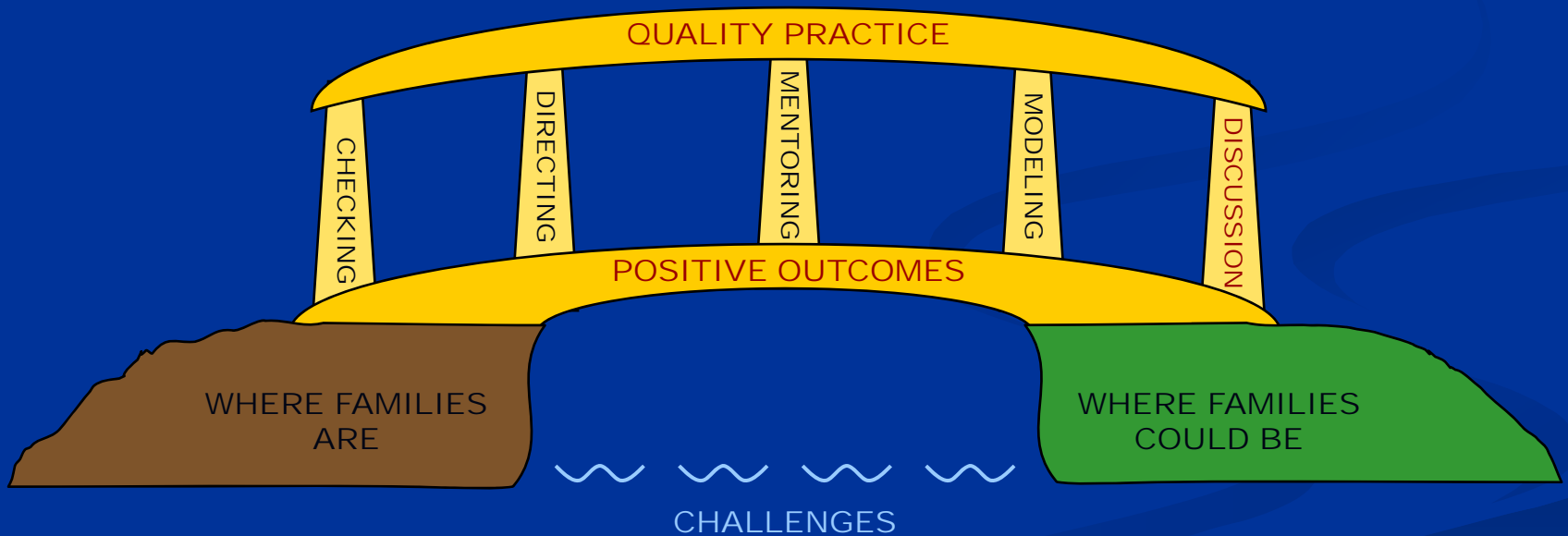


MODULE 3

Qualitative Discussions: Not "More" — Better!



Positive Outcomes Bridge





What It Is — What It Isn't

QUALITATIVE DISCUSSION

A flexible, inductive, face-to-face information-gathering approach



What It Is — What It Isn't

QUALITATIVE DISCUSSION

A flexible, inductive, face-to-face
information-gathering approach

that uses open-ended questions and
critical thinking prompts



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A flexible, inductive, face-to-face
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to probe beyond the surface of
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to probe beyond the surface of
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and uncover in-depth, richly detailed
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What It Is — What It Isn't

QUALITATIVE DISCUSSION

A flexible, inductive, face-to-face **information-gathering** approach

that uses **open-ended questions** and **critical thinking prompts**

to **probe beyond** the surface of **compliance** requirements

and uncover in-depth, richly **detailed information and insights**

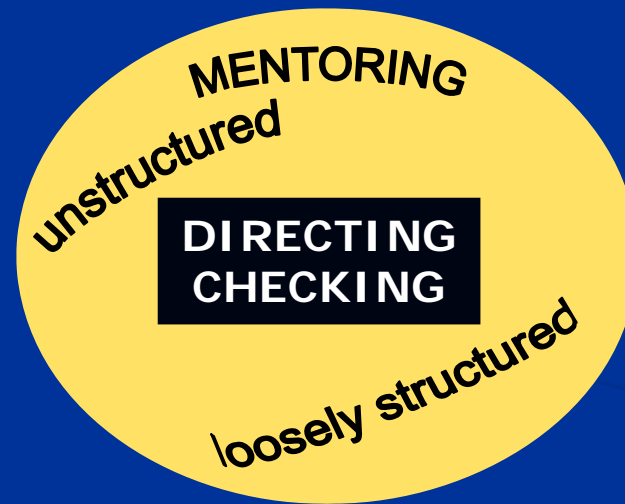


What it looks like



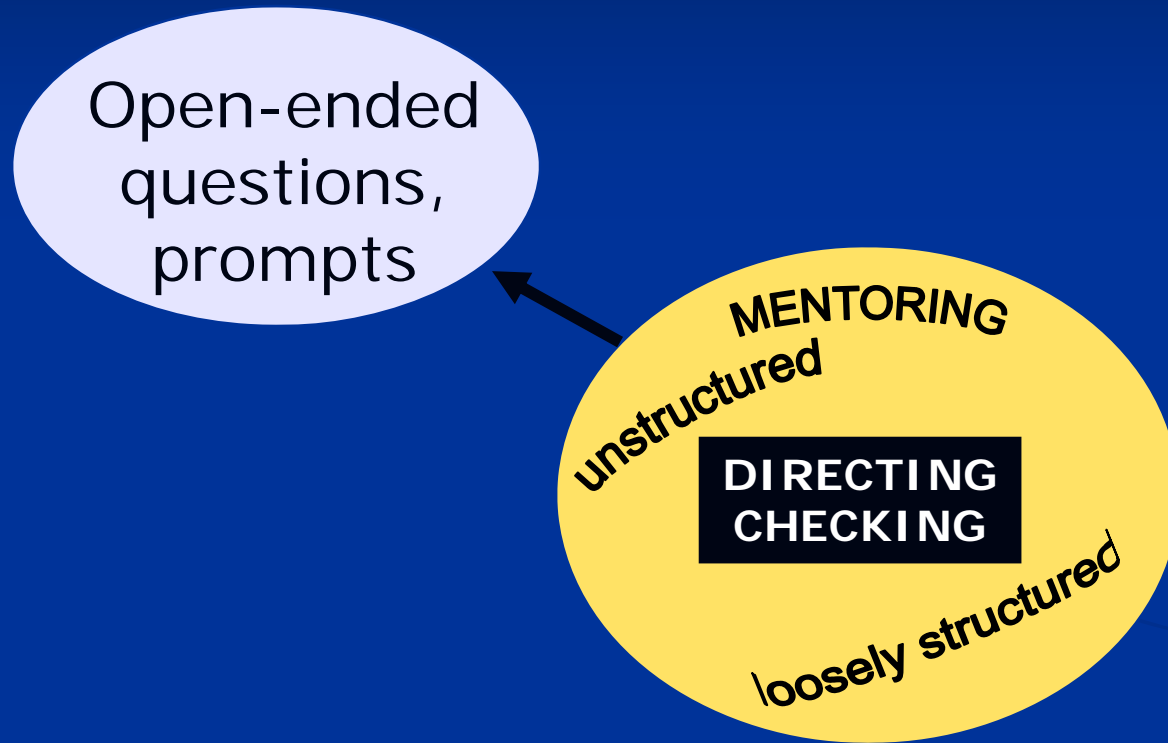


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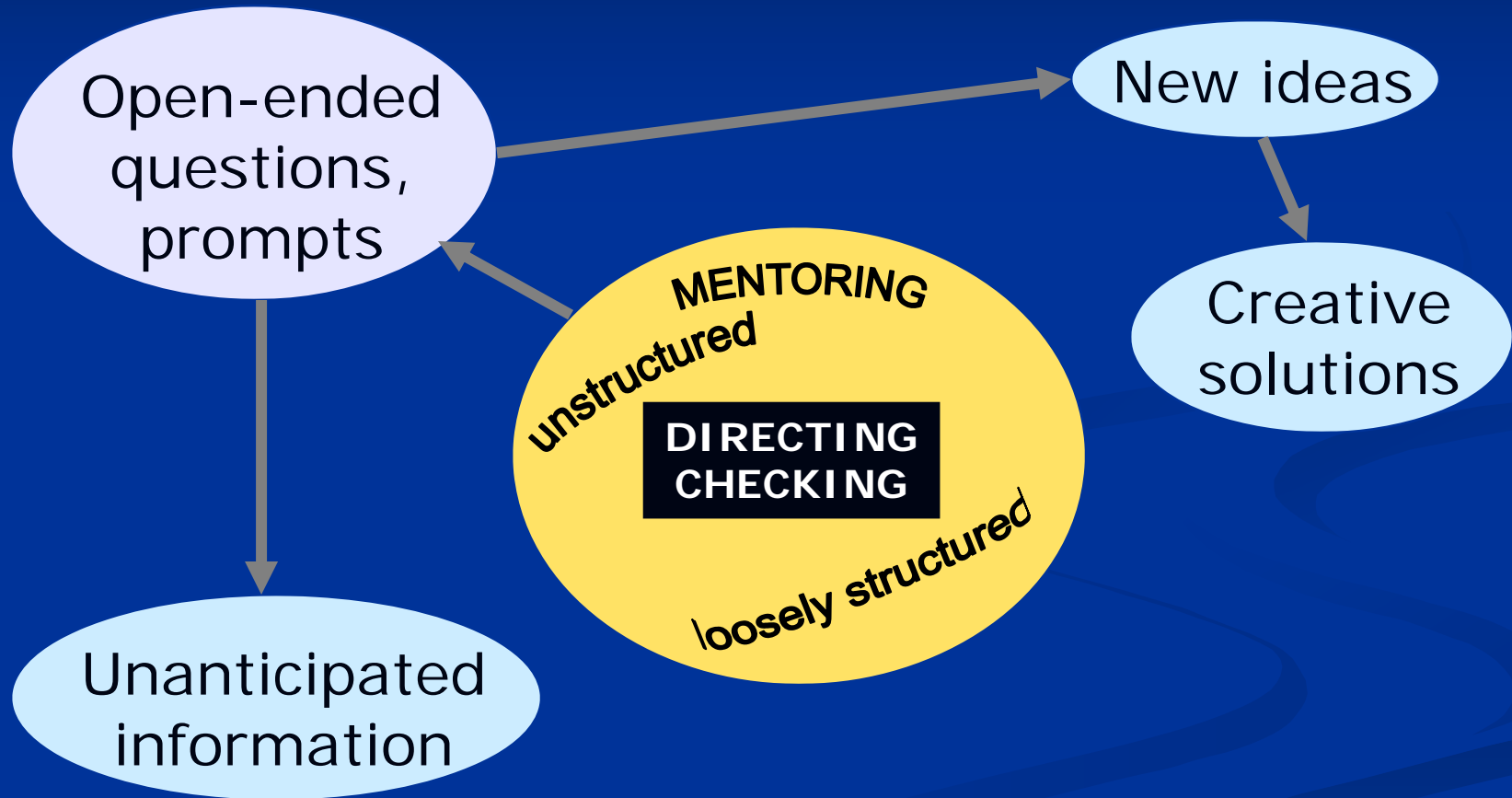


What it looks like





What it looks like





Open-Ended Questions

- ~~When did you last see the mother?~~
- What happened when you saw the mother?
- "Why do you think...?"
- "What was your reason for...?"
- Have you thought about...?





Critical Thinking Prompts

- "Tell me about..."
- "Explain what you mean by..."
- "Describe what you think the next step should be."



Qualitative Discussion

- Unstructured or loosely structured
- Open-ended questions
- Critical thinking prompts



Purpose of Qualitative Discussion

- Investigate not just what, where, and when but also **WHY** and **HOW**
- Discover **unanticipated information** and **alternatives**
- Uncover in-depth, richly detailed **information** and **insights**
- Explore creative **WHAT IF** options



Purpose of Qualitative Discussion

- **Model** effective information-gathering techniques
- Offer the **insights** and **good judgment** you've gained from experience
- **Assess and develop** your workers!



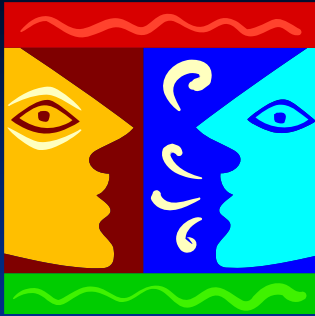
Benefits

- Fosters
 - critical thinking
 - exploration of assumptions
 - interpretation of facts and events
 - deeper understanding
 - enhanced perspective



Benefits

- Is especially valuable for investigating **complex** and **sensitive** issues
- Supports “**productive supervision zone**”
- **Models** the approach so staff can, in turn, use it **automatically** and **naturally** when they work with families



MODULE 4: CPI DISCUSSION GUIDE

SECTION A:

HISTORY AND CULTURAL BACKGROUND



Family Context

- Children live in family systems of reciprocal interactions
 - Children need healthy family systems to thrive
- Families live in community systems that provide support and/or obstacles
 - Families do best in supportive communities



Family History and Culture

- Cultural assumptions
 - Ethnic
 - Extended family
 - Community
 - Family

- Language



Family History and Culture

- Prior history, including frequent visitors and caregivers
 - Abuse/neglect
 - Domestic violence
 - Law enforcement/juvenile
 - Substance abuse
- Risks and strengths



Family History and Culture

- Major concerns—and STRENGTHS!
 - What does worker like and admire about the family?
 - What does worker like and admire about the children?



Family History and Culture

- Major concerns—and STRENGTHS!
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- Seeing the basic humanity in the parents and children helps communication, empathy, and understanding...and turns a "worker" into an advocate



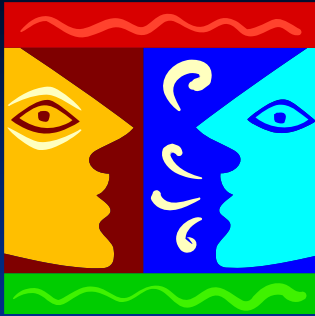
Importance of Family

- Removal is a risk to child safety and well being
- When families can be preserved or reunited with safety, a victory has been achieved



Importance of Family

- When it is not possible to preserve or reunify a family, creating a new legally permanent family is the best option
- Residential care with multiple caretakers is not optimal for children's well being and development



MODULE 4: CPI DISCUSSION GUIDE

SECTION B:

QUALITY OF CONTACTS



Complex System Requires Comprehensive Response

- Addresses families and their community in all critical ways needed to generate change
- Most important: Intensity and frequency of visitation sufficient to ensure safety



Complex System Requires Comprehensive Response

■ Personal services

- Counseling
- Substance abuse
- Parent training

■ Hard services

- Income support
- Housing
- Food stamps

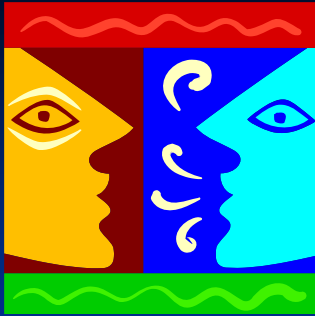
■ Support services

- Homemakers
- Home health
- Day care



Quality of Visits

- Talk with child alone
- Sufficient relationship to ensure confidence
- "Don't wake the baby!"
- Different environments
- Appropriate questions



MODULE 4: CPI DISCUSSION GUIDE

SECTION C: SAFETY



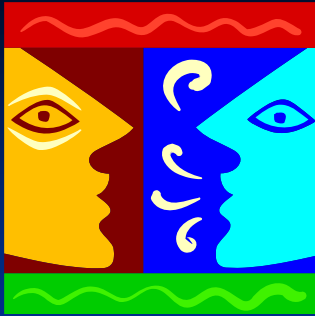
Classical Abuse System Roles

- Perpetrator
- Rescuer
- Victim



Classical Abuse System Roles

- So, what happens when the victim is removed?
- Importance of continued review of each child from the perspective of the allegation matrix



MODULE 4: CPI DISCUSSION GUIDE

SECTION D: SERVICES



Services & Permanency Goals

- Sufficient frequency and intensity of visitation to
 - Develop, cross check, and document needed evidentiary basis to understand the family and community system to support decision making
 - Make sure that each child (not just the alleged victim) is safe during the decision making process



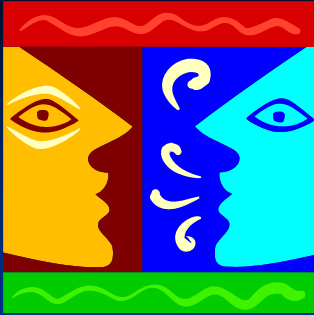
MODULE 4: CPI DISCUSSION GUIDE

SECTION E: REMOVALS



Relative and Non-Relative Placement

- Review protocol
- Background check results
- Was the mix of family members, other children, visitors and other caregivers analyzed to make sure that the child would not be at risk?



MODULE 4: CPI DISCUSSION GUIDE

SECTION F: SUPERVISOR'S ASSESSMENT OF DISCUSSION





What is Needed...

- Comprehensive *gathering* of evidence
- Well *documented and cross checked evidence* of all the key aspects of the family/community system



What is Needed...

- **Analysis** to understand the whole family in the context of the community they interact with
- **Decision making and execution** of a **comprehensive plan** which addresses the important changes needed



What is Needed...

- *Analysis* to determine whether the plan is generating behavioral change
- *Corrective action* to revise the plan and implementation as necessary



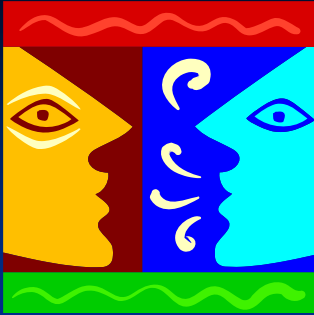
Supervisory Review: The Heart of Quality

- Verification that removal was necessary course of action
- Verification of the execution of the plan and whether or not the execution is generating behavioral change



Supervisory Review: The Heart of Quality

- Decision-making as to corrective actions and plan changes required
- Oversight to ensure that the corrective actions take place



MODULE 4: CBC DISCUSSION GUIDE

SECTION A:

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MODULE 4: CBC DISCUSSION GUIDE

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Adoption

- Steps and timeline to move from setting goal to termination of parental rights
- Appropriate home selection
- Action for timely finalization
- Availability of post-adoption services and support



MODULE 4: CBC DISCUSSION GUIDE

SECTION C:

WELL-BEING



Well-Being

- Physical and medical indicators
- Behavioral indicators of physical abuse
- Behavioral indicators of emotional abuse
- Developmental abilities and milestones



Well-Being

- Environmental dangers
- CPT conclusions
- Analysis of family strengths and needs
- Sufficiency of the Safety Plan



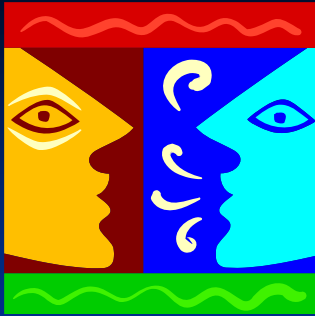
Medical

- Because they see the child regularly, medical personnel are key sources of evidence and continuing child safety
- Medical history form
- EPSDT Periodicity Schedule



Medical

- Diagnosis
- Freedom from contagion
- Follow up care



MODULE 4: CBC DISCUSSION GUIDE

SECTION D:

OUT-OF-HOME CARE



Relative and Non-Relative Placement

- Review protocol
- Background check results
- Was the mix of family members, other children, visitors and other caregivers analyzed to make sure that the child would not be at risk?



Placement

- Overcapacity, waivers, wrap-around
- Full set of appropriate clothing (never to be assumed)
- Support for special dietary needs
- Movement from congregate care to family setting



Placement

- **Quality** of foster parenting:
 - Do foster family members **like** the child?
 - How does the child **feel** about the family?
- Is the foster family a potential reunification partner?
 - Do they feel comfortable with the parents?
 - Can they be a model?



MODULE 4: CBC DISCUSSION GUIDE

SECTION E:

INDEPENDENT LIVING



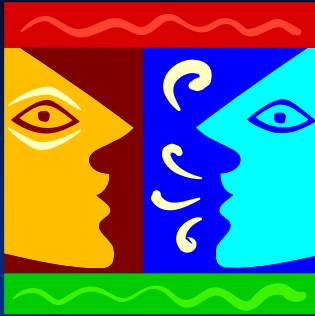
Transition to Independence

- Assessment and Plan
- Services delivered and effective
- The **KEY** is for the assessment and plan to drive a successful outcome at independence.



Transition to Independence

- Will we have achieved a successful outcome at independence?
 - All necessary clothing?
 - Safe place to live?
 - Living income?
 - Access to health care?
 - Continuing educational opportunities?
 - Continuing stable adult community mentor?



MODULE 5

Conducting Effective Qualitative Discussions



Purposes of Supervisory Discussion

- Check to determine whether immediate actions are necessary to protect child
- Check for increasing or decreasing risk
- Develop case work skills
- Model a non-interrogatory questioning approach (include summarizing and question asking . . . why and how)



CPI Documentation Questions

- Were any immediate actions necessary to protect the child?
- Are needed safeguards in place?
- Is the investigation on track and being conducted in a thorough manner?
- What are the necessary next steps?



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- Check to determine whether immediate actions are necessary to protect child
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CBC Documentation Questions

- Were any immediate actions necessary to protect the child?
- Are needed safeguards in place?
- Are needed services provided and engaged?
- What are the necessary next steps?



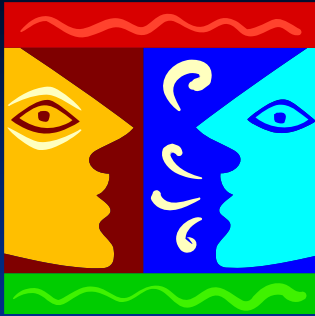
Supervisory Discussion Evaluation Questions

- How well did they gather the necessary information for the case?
- How well do they analyze the information?
- How well do they draw appropriate conclusions?



Supervisory Discussion Evaluation Questions

- How well do they match services/goals to the child and family needs and characteristics?
- How well do they problem-solve when difficulties arise?
- How well do they engage the child, family, service providers, and others (seek input, build trust, share information, etc.)?



MODULE 6

Discussions That Make a Difference



Purpose of Qualitative Discussion

- Investigate not just what, where, and when but also **WHY** and **HOW**
- Discover **unanticipated information** and **alternatives**
- Uncover in-depth, richly detailed **information** and **insights**
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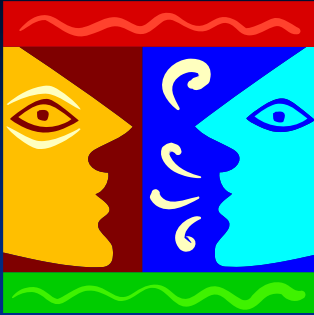
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