Child Welfare Education and
Training Partnership

Supervisor Training

Coaching for Successful Practice

Indiana Department of Child Services

Participant Manual

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Acknowledgements

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Course Overview

Course Description

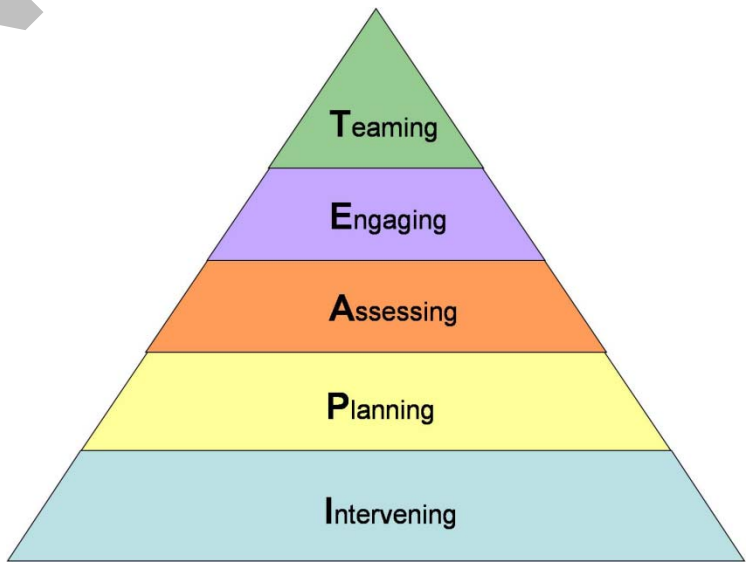
Coaching for Successful Practice is a one day training that builds on the coaching/mentoring skills learned in Supervisor Core. Participants will use a real case study example from their own practice to identify challenges family case managers face with Practice Model skills and apply coaching/mentoring/modeling tools and strategies to move the practice forward.

Course Objectives

At the end of this training participants will:

- Connect the coaching, mentoring, and modeling tools learned in Supervisor Core to strategies that build worker strengths and improve worker performance with Practice Model skills.
- Identify your workers' strengths and performance gaps using the Cycle of Need and Challenge Model.
- Generate coaching, mentoring, and modeling strategies to build worker strengths and improve worker performance with each of the Practice Model skills.
- Generate a plan for applying the strategies generated in training with one of your workers in the next 3 days, 30 days, and 3 months.

What are you hoping to get out of this training?



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Activity: Supervisors Who Move the Practice Forward

Supervisors Who Move the Practice Forward…

Instructions:

Step 1 – Answer the first question as a group, record your responses on your chart paper.

Step 2 – Discuss the second question with the supervisors at your table.

1) What do supervisors exhibit that enhance practice skills in their staff?

2) How does this impact the worker and the work?

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Review of Core Resources

Activity: Review of Core Resources

Instructions:

- Browse the Supervisor Core resources in your manual (pgs. 6-12).
- Discuss 1) How you have been using each tool, and 2) How you might use the tool to coach and mentor your workers in Practice skills.

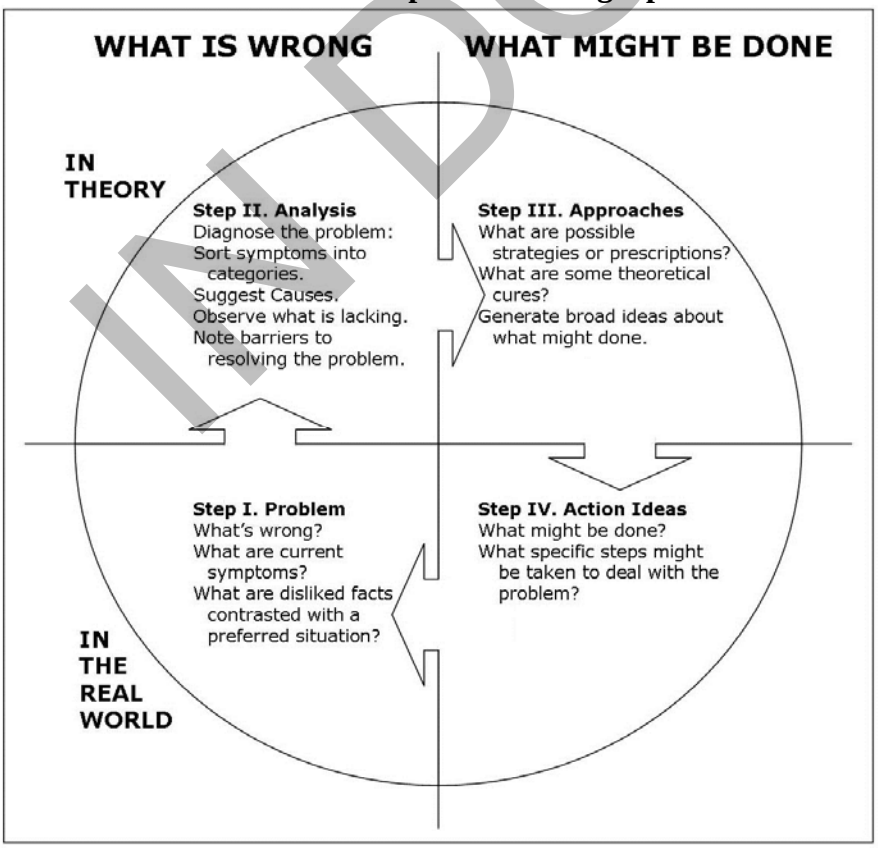
Conditions for learning

Necessary Conditions for Learning

1. The recognition and acceptance of differences.
2. The provision of timely, clear feedback.
3. The pursuit of new ways of thinking and untapped sources of information.
4. The acceptance of errors, mistakes, and occasional failures as the price of improvement.

(Garvin, 2000)

The Four Basic Steps in Inventing Options



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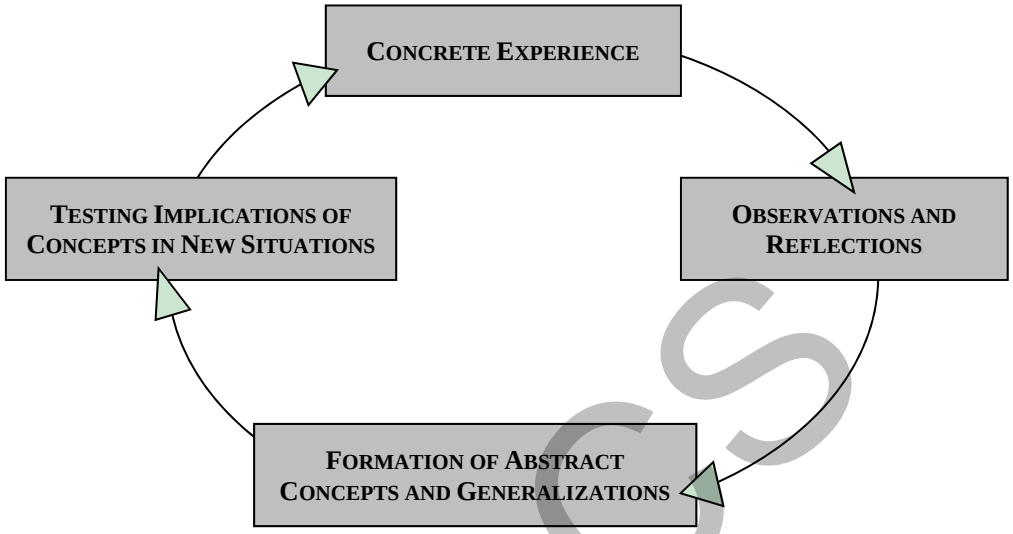
Review of Core Resources continued

Experiential Learning Model

People learn through experience and the process is conceived of as a four-stage cycle:



Preferred Learning Situations

Stages of Learning	Preferred Learning Situations
Concrete Experience	• Learning from new experience, games, role-plays, etc. • Peer feedback and discussion • Personalized counseling
Reflective Observation	• Lectures • Opportunities to take an observer role, to see different perspectives on an issue • Objective tests of one's knowledge about an issue
Abstract Conceptualization	• Theory reading • Study time alone • Clear, well-structured presentation of ideas
Active Experimentation	• Opportunities to practice and receive feedback • Small group discussion • Projects and individualized, self-paced learning activities

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Review of Core Resources continued

Crucial Confrontations: CPR

Content	Talk about the content; that is what actually happened in the incident. Describe the behavior.
Pattern	Describe the behavior in terms of a series, e.g., "This is the second time this has occurred and you agreed…"
Relationship	As the problem continues, think through about the effect on relationships which is far more important than either the content or the pattern.

Feedback Formula

1. ***Let the worker see what they have done.*** Either by telling or by showing on a video, show workers the behavior. This ensures that the feedback is identifiable, direct, sincere, specific, and non-evaluative.

2. ***Show the effect of the behavior.*** Help the worker see the tangible effect of their action. The supervisor evaluates the behavior with evidence.

3. ***Agree on a change.*** The worker and supervisor discuss alternative behaviors to achieve the desired result. Both parties should agree on the change and, if possible, immediately implement it or try it out.

Constructive Feedback: A Step-by-Step Guide

Content – What you say.

- Identify the issue or performance involved. Provide specifics of what happened.

Manner – How you say it.

- Be direct when delivering your message. State observations, not interpretations.
- Be sincere and avoid giving mixed messages.
- In positive feedback situations, express appreciation.
- In negative feedback situations, express concern.
- Give the feedback person-to-person, not through messengers or technology.

Timing – When to say it.

- Constructive feedback should be provided as soon as possible after the event so that events are fresh in everyone's mind.
- In an emotionally charged situation it may be appropriate to wait to gather your thoughts in a less-emotional manner.

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Sample Coaching Questions

Sample Coaching Questions

Assessment

- What do you make of it?
- What do you think is best?
- How does it look to you?
- How do you feel about it?
- What seems to be the trouble?
- What seems to be the main obstacle?
- What concerns you the most about…?

Clarification

- What do you mean?
- What does it feel like?
- Can you say more?

Evaluation / Exploration

- What do you think it means?
- What is your assessment?
- What other angles can you think of?
- What is another possibility?
- What are some other options?
- What are other possible meanings?
- What happens when you do…?
- What would happen if?

Example

- Will you give me an example?
- For instance?
- Like what?
- Such as?

Elaboration

- Will you elaborate?
- Tell me more about it.
- What other thoughts do you have about it?

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Review of Core Resources continued

Sample Coaching Questions Continued

For Instance

- If you could do it over again, what would you do differently?
- How else could it have been handled?
- What caused it?
- What led up to it?
- What have you tried so far?
- What do you make of it?

Options

- What are the possibilities?
- What are possible solutions?
- What options can you create?

Outcomes

- What do you want?
- What is your desired outcome?
- How will you know when you or the family has reached it?
- What would it look like?

Planning

- What do you want to do about…?
- What are your next steps?
- What support do you need to accomplish…?
- What do you need from me?
- What will you do?
- When will you do it?

Short and Sweet Questions

- Say more about that.
- Keep going.
- Tell me more.
- What else?
- And?
- What's behind that?

Observation and Question Technique:

"You mentioned that _____ (insert a phrase that you want more information about). Tell me more about that."

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Review of Core Resources continued

Reflective Practice Survey (RPS)

What is the Reflective Practice Survey (RPS)?

The Reflective Practice Survey is a tool that uses quality measures to review cases and assess FCM's TEAPI skills to achieve better outcomes for children and families.

- Field Observation is used to gain information to assess the skills of the FCM during the home visit observation.
- Through organizing conversations between FCMs and Supervisors, particular strengths and areas of concern in cases can be identified.
- By using interview questions to guide conversations FCMs and Supervisors will be able to identify any barriers that are thwarting efforts or RESULTS while highlighting strengths in PRACTICE.

What are the key attributes of the RPS?

- Underlying values as to child and family safety and well-being are broadly held.
- Practice model reflects a coherent approach to supporting and sustaining change in families.
- Process promotes learning at all levels in the organization.
- Process allows for the assessment of FCM skills.

Sample RPS Questions

- How is the child free of abuse, neglect, and exploitation in all settings?
- What leads you to believe that the child is attending school regularly and making progress in school consistent with promotion and school completion?
- In what way is the child doing well, emotionally and behaviorally?
- How are planned interventions and supports producing family change consistent with the outcomes needed for sustainable, safe case closure?
- In what ways are key family members ongoing participants in decisions made about child/family services, supports, and results?
- What permanency efforts are being implemented on a timely basis to ensure that the child has a sense of family, stability, and belonging?

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Review of Core Resources continued

Techniques for Building Positive Attitudes

Techniques for Building Positive Attitudes

- Set up situations where workers can experience success
- Provide workers with flexibility and choice
- Encourage workers to participate in decisions that affect them
- Provide support when needed
- Show interest in and knowledge of each worker
- Demonstrate confidence in workers
- Encourage workers to set their own goals
- Assume that workers understand what is expected of them
- Assign caseloads and tasks that are consistent with the worker's needs, interests, and skills
- Individualize your supervision
- Recognize and eliminate barriers to worker achievement
- Establish a climate of trust and open communication
- Use participatory democracy as much as possible
- Listen to and deal with worker complaints
- Model motivation through your own behavior and attitudes
- Criticize behavior, not people

Three Simple Rules

Three Simple Rules for Effective Rewards and Recognition

1. **Match the reward to the person.**

   Determine the personal preferences of the person who is receiving the reward or recognition.

2. **Match the reward to the achievement.**

   Customize the reward to take into account the level of effort put forth by the person.

3. **Be timely and specific.**

   The reward should be given as soon after the event as possible. Rewards given weeks or months after the event or achievement do little to continuously motivate employees.

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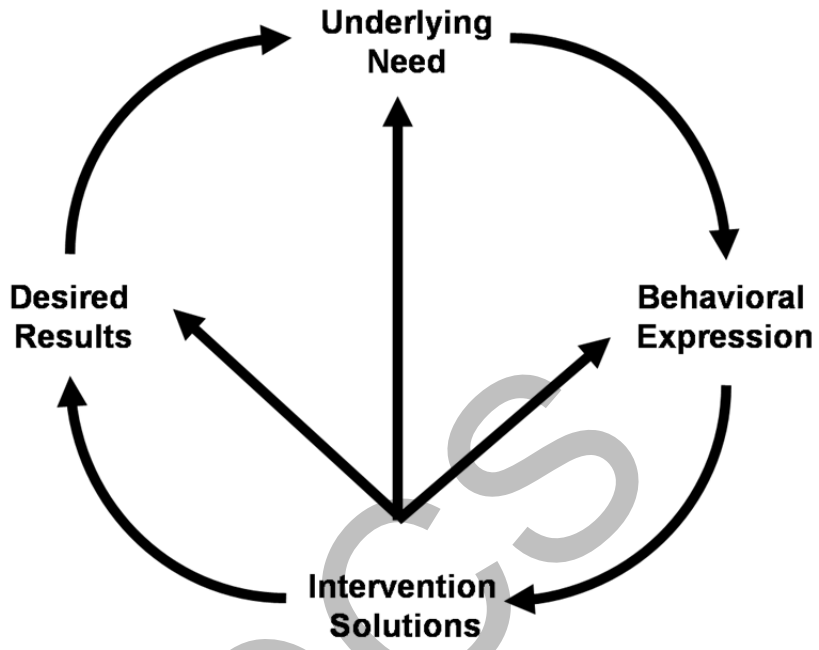
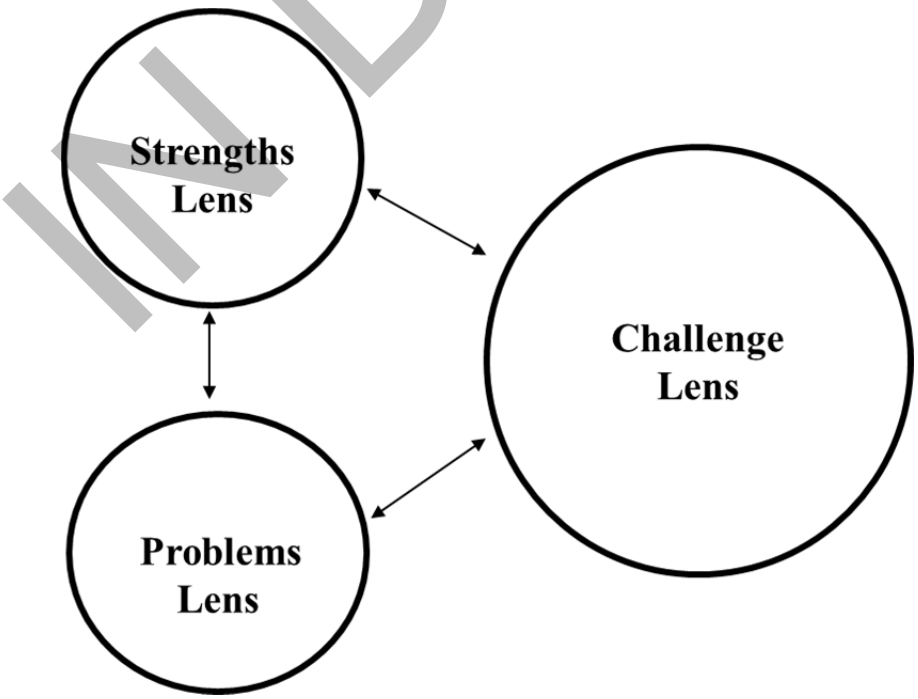
Case Study Part 1 (Reflection)

The Cycle of Need



Challenge Model



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Coaching Teaming Engaging & Assessing

Activity: Coaching TEA

Activity Instructions:

1) Identify 1-2 performance challenges your workers are facing with Assessment, Teaming, and/or Engaging skills.

2) Use the discussion questions below and the Supervisor Core resources (pgs. 6-12) as a guide to generate coaching, mentoring, and modeling strategies to use with your workers.

Discussion Questions:

What types of questions do you ask your workers to assess their teaming, engaging, and assessing skills around this issue?

- Is there a knowledge gap?
- Is there a gap in understanding?
- Is there a gap between understanding and application?
- Is the worker aware of the area in which they need to improve?
- If the worker is aware of the gap, are they committed to trying to make an improvement? What strategies are they implementing?

When you identify _____ (issue) as an area of concern with a worker, what strategies have you found successful in helping them develop their skills and continue to move forward?

Have you developed any tools/resources that you use with workers to help them gain new knowledge and understanding in this area?

What are some ways you are successfully modeling _____ (the issue) with your staff?

Challenge:

Strategies:

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Coaching Planning & Intervening

Safely Home, Families First

What are the goals of Safely Home, Families First?

1. Children are safely home with resources available and in place to support the family; or
2. They are with appropriate relatives who can lessen the effects of removal and increase their likelihood of achieving the permanency they deserve.

Why Safely Home, Families First?

- Indiana leads the nation in exits to permanency (up 34%, when most states are down 15%)
- Indiana is 2nd in the nation for reaching permanency in 24 months
- However – we remove too often – top 10 in the nation
  - **Indiana removals are up 21%**
  - Nationally removals are down 18%
- Need to weigh the certain harm resulting from child removal versus the risk of harm resulting from failure to remove.

Strategies used by Indiana's supervisors:

Knowledge:

Understanding:

Application (Behaviors):

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Coaching Planning & Intervening continued

Walk-Around Activity: Coaching P&I

Challenge 1:

Strategies:

Challenge 2:

Strategies:

Challenge 3:

Strategies:

Challenge 4:

Strategies:

Challenge 5:

Strategies:

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Wrap Up and Evaluations

Course Objectives

Did we meet the learning objectives?

At the end of this training participants will:

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Evaluations

Please provide constructive comments and suggest solutions to any problems you encountered during training.

Thank you for attending!

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