

# North Carolina Supervisors Office Hours for Practice Standards

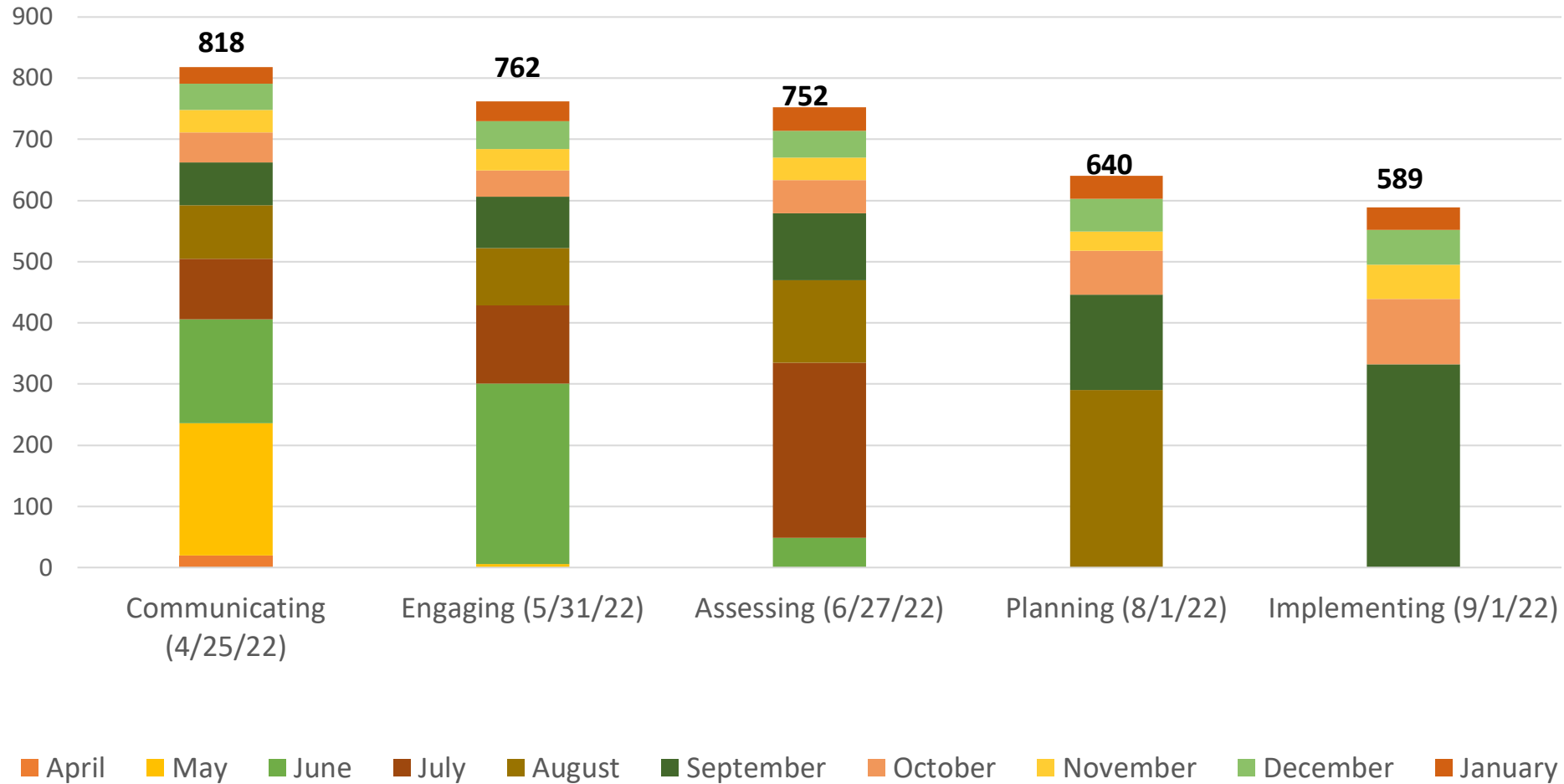
# Welcome!

Please:

- Turn your camera on
- Introduce yourself in the chat
- Be prepared to have an engaging conversation

# Supervisor Training Completions

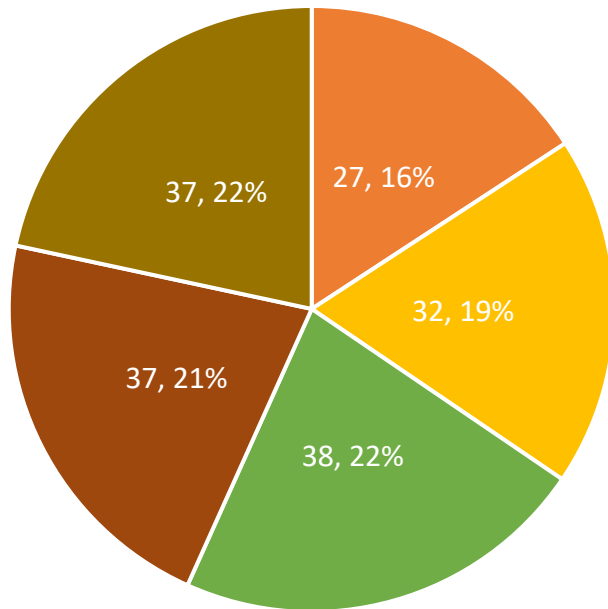
NC Supervisor Practice Standard Training Completions through January 31st



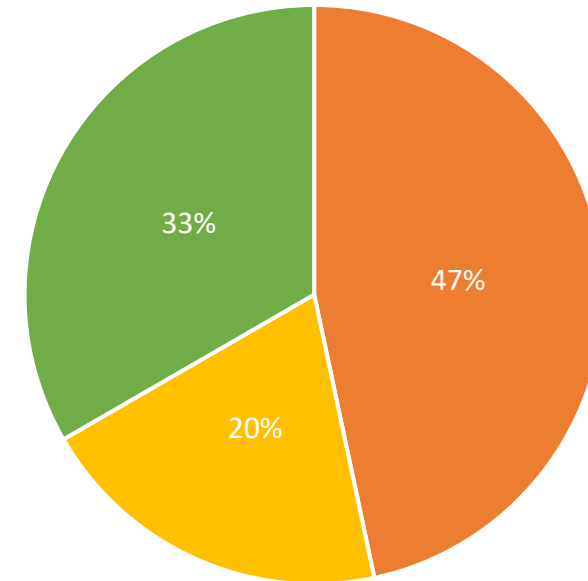
# Evaluation Highlights

From the Supervisors Trainings Completed January 2023 (171 Completions, 45 Surveys Submitted):

Number of Trainings Completed in January by Type

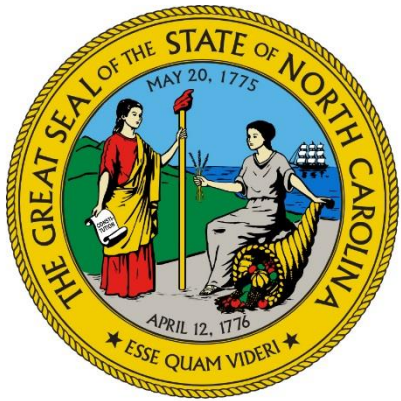


Overall, how would you rate this course? (across all courses taken in January)



Using the chat feature, what do workers struggle with the most in developing family service agreement (case plan)?

*Respectfully and meaningfully collaborating with families, communities, tribes, and other identified team members to set goals and develop strategies based on the continuous assessment of safety, risk, family strengths, and needs through a child and family team process. Plans should be revisited regularly by the team to determine progress towards meeting goals and make changes when needed.*



# Planning as a Supervisor

# Planning as a Supervisor

Coach and mentor workers on how to synthesize assessment information, engage youth and families, and develop behaviorally specific case plans that get to desired outcomes.

Coaches the worker on distilling important information to inform the case planning process

Engages the worker in prioritizing engaging youth and families in case planning and CFTs

Ensures the collaborative nature of the planning process, the quality of plans, and identifies connections to the assessment and outcomes

# Large Group Discussion

What are some strategies you have tried that have been successful in developing worker skills in:

- Identifying critical information collected (or not collected) during the assessment process, and how that information drives case planning?
- Analyzing and prioritizing information?
- Synthesizing information to consider sources of information, relevance, and timeline?



# How can supervisors support workers in planning?

Support workers by modeling your own practice using a **parallel process based on family-centered practice principles.**

## Teach, Coach, & Model

- Encourage family members to identify strengths, perceptions of needs, services that can address needs, preferences for service providers, and participation in objective (goal) setting.
- Prepare family members to participate in case planning.
- Use information from family, safety and risk assessments, case record, and reports from providers to identify family's strengths and needs.
- Discuss progress toward goals, emerging issues, changing need, and changes in goals (objectives) with family.
- Evaluate effectiveness of and discuss assessments with service providers to focus treatment and services.

## Monitor & Evaluate

- Whether the identification of needs and referrals to services are done in collaboration with the family.
- Quality of the worker's activities by reviewing if and how the worker is using assessments to assess ongoing safety and risks and re-evaluate strengths and needs of parents and children.
- Case planning to ensure services have a reasonable chance of supporting the conditions for return or achieving other permanency.
- Quality of the worker's practice by reviewing FSAs to ensure goals, objectives, and action steps are SMART.

# Skills and Behaviors to Look for In Workers



Is the worker able to demonstrate a desire to build an engaging working partnership with the family?



How does the worker focus on child and family strengths in case planning?



Does the worker understand barriers to engaging with children and families and develop strategies to overcome those barriers?



How well does the worker approach children and families with genuine empathy and respect in case planning?



How well does the worker develop an engagement strategy based on the individual child and family needs, rather than approaching all families in the same way?



Does the worker prioritize child and family voice in case planning?



Does the worker consistently follow up on all action steps from contacts, Child and Family Team meetings, etc. with the child and/or family?

# Planning Activity

**Scenario:** You are a supervisor in a child welfare agency. Your worker has just given you the below objectives to review for Ms. Smith. In breakout rooms, discuss what changes you would recommend your worker make to these objectives. Once you have decided what changes you would make, discuss how you would talk to your worker about the changes in a way that builds their skills and confidence in objective writing.

1. Ms. Smith (child's mother) should go to a parenting class.
2. Amy Smith (child) needs to attend her behavioral therapy for treating ADHD.
3. Ms. Smith should not spank her child.
4. Ms. Smith should really help the Adams (foster parents) with taking Amy to therapy and various doctors' appointments.
5. Ms. Smith should make appropriate arrangements for childcare for Amy.

# Report Out

What changes did you recommend your worker make to the FSA objectives

How would you talk to your worker about your recommendations?

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# Reflection and Action Steps:

What has resonated the most with you today?  
What are you taking with you?