



North Carolina Department of Health and
Human Services
Division of Social Services
Child Welfare Services

Supervisor Practice Standards

Communicating Practice Standards:

Definition: Timely and consistent sharing of spoken and written information so that meaning, and intent are understood in the same way by all parties involved. Open and honest communication underpins successful performance of all essential functions in child welfare.

Engages in two-way communication so others feel validated and heard

1. Ensure clarity when communicating (written and oral)
2. Allows time to enhance two-way communication with workers, families and community members through questions and checks for understanding

Using respectful, non-judgmental and empowering communication strategies

3. Speak to workers in a non-judgmental, respectful manner, modeling desired behaviors
4. Conducts courageous conversations to address culture as well as climate concerns.

Operating with transparency and honesty

5. Clearly and openly communicate to workers expectations of job expectations and provide regular and ongoing feedback regarding individual performance.
6. Consistently transparent, authentic and genuine during difficult conversations in a way that promotes dialogue and professional development of staff.

Respect for confidentiality and privacy

7. Respects confidentiality while sharing information when necessary and appropriate

Communicating:

Timely and consistent sharing of spoken and written information so that meaning, and intent are understood in the same way by all parties involved. Open and honest communication underpins successful performance of all essential functions in child welfare.

CORE ACTIVITY

Engages in two-way communication so others feel validated and heard

Supervisor Practice Standard

#1 Ensure clarity when communicating (written and oral)

OPTIMAL

- Take time in consultations to ensure workers understand guidance and direction.
- Use clear, specific, and understandable language in oral communication to support development of critical thinking.
- Ensure acronyms and child welfare language is understood by staff
- Work to ensure staff understand 'the why' behind decisions as articulated in policy.
- Consistently reviews and discusses thoroughly all new policies/procedures to ensure understanding
- Demonstrates skills of effective and clear written communication
- Produces professionally written communication
- Consistently provides feedback to and coaches staff on concise writing
- Takes a developmental approach to providing feedback

DEVELOPMENTAL

- Explain guidance once to workers and moves on
- Over complicates written and oral communication at times.
- Use acronyms without explaining in communications
- Explain 'the why' behind certain decision sometimes as articulated in policy.
- Reviews all new policies/procedures
- Writes simple communications to workers and stakeholder that are missing some information
- Occasionally provides feedback to staff on their writing

INSUFFICIENT

- Dictates directions to workers and doesn't follow up
- Routinely complicates written and oral communication with workers and with families.
- Assumes child welfare language and acronyms are known, even with new workers
- Does not ensure workers know policy
- Provides copies of policy and procedures without discussion
- Writes confusing, complicated, and lengthy communications to workers and stakeholders
- Does not address workers inadequate writing directly with them

Communicating:

Timely and consistent sharing of spoken and written information so that meaning, and intent are understood in the same way by all parties involved. Open and honest communication underpins successful performance of all essential functions in child welfare.

CORE ACTIVITY

Engages in two-way communication so others feel validated and heard

Supervisor Practice Standard

#2

Allows time to enhance two-way communication with workers, families and community members through questions and checks for understanding

OPTIMAL

- Understands and communicates with the worker to determine when case level assistance is needed
- Routinely models practice standards for workers
- Sets aside regular scheduled consultation time, as well as time for ad hoc consultation, to promote critical thinking and skill development
- Follows through with scheduled consultation time
- Onboards new staff in an intentional way to ensure staff understand the tasks and expectations.
- Understands the experience level of staff and when modeling or coaching is needed
- Summarizes what the worker has said to ensure clarity and demonstrate skills of reflection.
- Encourages and responds to questions and all feedback from superiors, peers, workers and families
- Responds to questions from families when issues escalate

DEVELOPMENTAL

- Is quick to jump in and takeover at the case level
- Available for ad hoc consultation whenever needed, but rarely sets time for formal consultations
- Checks in sometimes to ensure staff understand tasks and next steps
- Somewhat listens to what the worker says, but relies more on own opinion
- Responds to questions when asked, but don't always invite them

INSUFFICIENT

- Will not get involved at the case level, sees that as the workers' job
- Frequently cancels supervision when other things arise or is not available when needed by workers
- Rarely checks in to ensure staff understand expectations
- Does not listen to workers words
- Does all the talking.
- Rarely solicits questions or answers them

Communicating:

Timely and consistent sharing of spoken and written information so that meaning, and intent are understood in the same way by all parties involved. Open and honest communication underpins successful performance of all essential functions in child welfare.

CORE ACTIVITY

Using respectful, non-judgmental and empowering communication strategies

Supervisor Practice Standard

#3 Speak to workers in a non-judgmental, respectful manner, modeling desired behaviors.

OPTIMAL

- Models with workers patience and openness
- Brainstorms options and solutions with the worker
- Validates the feelings and opinions of workers
- Begins conversations with workers recognizing positives
- Understands racial equity and communicates with cultural sensitivity
- Respectfully listens to worker before providing any needed corrections
- Has ability to recognize own errors and takes ownership for mistakes

DEVELOPMENTAL

- Attempts to model patience but frustration often evident
- Solicits opinions from worker but ultimately tells worker what to do
- Inconsistently validates the feelings and opinions of workers
- Inconsistently recognizes positives with workers
- On occasion, listens to worker before identifying corrections
- Understands when they make mistakes but does not apologize

INSUFFICIENT

- Will not get involved at the case level, sees that as the workers' job
- Frequently cancels supervision when other things arise or is not available when needed by workers
- Rarely checks in to ensure staff understand expectations
- Does not listen to workers words
- Does all the talking.
- Rarely solicits questions or answers them

Communicating:

Timely and consistent sharing of spoken and written information so that meaning, and intent are understood in the same way by all parties involved. Open and honest communication underpins successful performance of all essential functions in child welfare.

CORE ACTIVITY

Using respectful, non-judgmental and empowering communication strategies

Supervisor Practice Standard

#4 Conducts courageous conversations to address culture as well as climate concerns.

OPTIMAL

- Consistently models and analyzes with workers the skills necessary to conduct courageous conversations to address both culture and climate concerns
- Educates workers to understand their biases and identify techniques to mitigate those biases impact on families
- Debriefs with workers courageous conversations and identifies lessons learned and implications for future courageous conversations.

DEVELOPMENTAL

- Models with workers the skills to conduct courageous conversations to address both culture and climate
- Discusses worker biases with them but does not provide suggestions on how to address
- Listens to workers discuss their attempts to engage in courageous conversations but provides only modest feedback

INSUFFICIENT

- Does not model the skills to conduct courageous conversations
- Does not recognize worker biases or impact on families
- Does not follow up or review with workers their attempts to engage in courageous conversations

Communicating:

Timely and consistent sharing of spoken and written information so that meaning, and intent are understood in the same way by all parties involved. Open and honest communication underpins successful performance of all essential functions in child welfare.

CORE ACTIVITY

Operating with transparency and honesty

Supervisor Practice Standard

#5

Clearly and openly communicate to workers expectations of job expectations and provide regular and ongoing feedback regarding individual performance.

OPTIMAL

- Identifies clear expectations of what they expect to see in their workers and continuously reinforces those expectations
- Ensures meeting participants (staff, families, etc) all understand everyone's role.
- Helps less experienced workers be honest about their needs.
- Routinely discusses professional development and understands the need for routine and consistent feedback on job performance
- Actively creates culture of support and learning offering internal support groups and internal training

DEVELOPMENTAL

- Identifies measures of what they expect but provides only moderate details.
- Describes meeting participants roles
- Understands the needs of new workers but does not routinely respond
- Ensures staff complete the minimum required professional development trainings
- Attempts to develop a culture of support but provides only modest engagement

INSUFFICIENT

- Do not provide measures for what they expect to see in their workers
- Does not describe roles to meeting participants
- Does not recognize new workers needs
- Does not encourage professional development
- Does not create a culture of support and learning

Communicating:

Timely and consistent sharing of spoken and written information so that meaning, and intent are understood in the same way by all parties involved. Open and honest communication underpins successful performance of all essential functions in child welfare.

CORE ACTIVITY

Operating with transparency and honesty

Supervisor Practice Standard

#6 Consistently transparent, authentic and genuine during difficult conversations in a way that promotes dialogue and professional development of staff.

OPTIMAL

- Promotes dialogue and professional development through being direct and honest at all times
- Increases comfort of worker by starting an honest and transparent conversation, like saying 'this is what I am worried about.... What are you worried about'
- Keeps family voice and priorities at the forefront of conversations
- Creates safe learning environment to admit lack of knowledge

DEVELOPMENTAL

- Engages in difficult conversations but does not make the necessary connections to professional development
- Solicits workers thoughts during conversations without sharing their own
- Inconsistently seeks out family voice in conversations
- Identifies gaps in knowledge

INSUFFICIENT

- Avoids dialogue due to discomfort with difficult conversations, creating uncertainty and anxiety
- When conversing hides true opinions regarding worker performance
- Disregards family voice and priorities in conversations
- Criticizes worker for lack of knowledge

Communicating:

Timely and consistent sharing of spoken and written information so that meaning, and intent are understood in the same way by all parties involved. Open and honest communication underpins successful performance of all essential functions in child welfare.

CORE ACTIVITY

Respect for confidentiality and privacy

Supervisor Practice Standard

#7 Respects confidentiality while sharing information when necessary and appropriate.

OPTIMAL

- Has discussions, explains and follows up with workers regarding what information, can, cannot and should be shared with parties and when.
- Models with workers the importance of confidentiality of information by not sharing case information from someone else's caseload, unless it is in an educational setting
- Educates staff regarding the importance of anticipating and minimizing potential breaches of confidentiality including casual conversations or unsecure email

DEVELOPMENTAL

- Explains but does not follow up with workers regarding what information can be shared and when.
- Verbalizes importance of not sharing case information but often uses specific case examples in discussions with workers.
- Understands potential breaches of confidentiality in casual conversations or unsecure e-mails but does not educate workers

INSUFFICIENT

- Does not explain what information can be shared.
- Gossips and shares case information with colleagues or non-case members
- Does not demonstrate concern for confidentiality

Engaging Practice Standards:

Definition: Empowering and motivating families to actively participate with child welfare by communicating openly and honestly with the family, demonstrating respect, and valuing the family's input and preferences. Engagement begins upon first meeting a family and continues throughout child welfare services.

Engaging as a Supervisor:

Empowering and motivating workers, families, and stakeholders through open and honest communication, demonstrating respect, and valuing their input and preferences.

Focusing attention to understand worker

1. Be fully present when meeting with the worker
2. Prepare to connect with the worker
3. Consider worker perspective in all exchanges and actions

Demonstrating interest and empathy for worker in verbal and non-verbal behavior

4. Recognize workers perspective and interests
5. Use body language to consider interest in worker

Acknowledging strengths

6. Acknowledge and celebrate strengths, growth and success

Engaging as a Supervisor:

Empowering and motivating workers, families, and stakeholders through open and honest communication, demonstrating respect, and valuing their input and preferences.

CORE ACTIVITY

Focusing attention to understand the worker

Supervisor Practice Standard

#1 Be fully present when meeting with worker.

OPTIMAL

- Attends to worker when meeting, ignores other distractions such as phone and tablet or otherwise multi-tasking
- Acknowledges the importance of meeting but indicates when they can't be present or meet, and timely reschedules
- Acknowledges worker statements to demonstrate careful listening and interest
- Allows workers to finish each point of what they are saying before reflecting back what they heard

DEVELOPMENTAL

- Attends to worker when meeting but sometimes gets distracted or multi-tasks
- Acknowledges worker statements sometimes
- Interrupts the worker sometimes and only occasionally reflects back what they heard

INSUFFICIENT

- Frequently inattentive to worker, frequently multi-tasks
- Rarely acknowledges worker statements and fails to demonstrate listening or interest.
- Interrupts workers frequently and routinely avoids reflection

Engaging as a Supervisor:

Empowering and motivating workers, families, and stakeholders through open and honest communication, demonstrating respect, and valuing their input and preferences.

CORE ACTIVITY

Focusing attention to understand the worker

Supervisor Practice Standard

#2 Prepare to connect with worker.

OPTIMAL

- Utilizes opportunities for self-professional development to better connect with the worker
- Utilizes opportunities for professional development for the worker through modeling as well as clarifying and follow-up questions based on issues previously identified by worker, or items essential to more comprehensive understanding.
- Collaborates with worker regularly and consistently to understand the need for coaching and mentoring related to long term professional development
- Establishes rapport with the worker, creating a welcoming environment and developing trust, respect, and assurance. Encourages worker participation, exhibits openness and a level of candor that promotes connection

DEVELOPMENTAL

- Inconsistently follows up on previous items and does little preparation work prior to scheduled supervision
- Asks worker about their preferences for professional development where possible but does little research to understand what's available
- Establishes rapport with the worker most of the time

INSUFFICIENT

- Prepares nothing prior to scheduled supervision and only addresses current concerns with no follow up on previous issues
- Identifies professional development opportunities based on what is easiest for the supervisor to access
- Cannot establish rapport with the worker. Does not show empathy or respect. Does not use active listening skills

Engaging as a Supervisor:

Empowering and motivating workers, families, and stakeholders through open and honest communication, demonstrating respect, and valuing their input and preferences.

CORE ACTIVITY

Focusing attention to understand the worker

Supervisor Practice Standard

#3 Considers worker perspective in all exchanges and actions.

OPTIMAL

- Operates with belief that workers have insight and an openness to areas of need for their performance and professional development
- Listens and acknowledges worker perspective on their performance and professional development, even if they do not agree with the worker
- Shows respect by including worker in planning and decision-making process related to workload management
- Builds relationships with workers from cultural groups other than their own in an appropriate and effective manner

DEVELOPMENTAL

- Values worker opinions, but only periodically considers their perspective
- Asks for worker perspective on their performance and professional development, but operates based on own view of the issues and expectations
- Sometimes includes worker in workload management but ultimately makes all the decisions
- Is at ease with staff of other cultures

INSUFFICIENT

- Disregards worker beliefs and opinions
- Does not consider worker perspective on performance or seek to hear their opinions
- Does not challenge worker or keeps them from reaching their potential
- Does not include worker in workload management or decision making
- Is hostile or placating. Is biased and subjective

Engaging as a Supervisor:

Empowering and motivating workers, families, and stakeholders through open and honest communication, demonstrating respect, and valuing their input and preferences.

CORE ACTIVITY

Demonstrating interest and empathy for worker in verbal and non-verbal behavior

Supervisor Practice Standard

#4 Recognizes workers perspective and interests

OPTIMAL

- Encourages worker to identify priorities for learning and demonstrates responsiveness and lead through questions
- Checks in with worker to see how they are doing after tough situations, such as court hearings, allowing them to process lessons learned
- Acknowledges power dynamics and models thoughtful openness in discussing situations which can be challenging

DEVELOPMENTAL

- Periodically asks worker questions for their input, but ultimately directs the conversation
- Inconsistently checks in with worker to see how they are doing after tough situations
- Acknowledges to worker that some situations may be uncomfortable to them, but does not recognize power dynamics as being one of those situations

INSUFFICIENT

- Talks more than worker in meetings, frequently dismissing topics important to worker
- Does not recognize when worker has experienced a difficult or stressful situation
- Tells worker they know how worker feels

Engaging as a Supervisor:

Empowering and motivating workers, families, and stakeholders through open and honest communication, demonstrating respect, and valuing their input and preferences.

CORE ACTIVITY

Demonstrating interest and empathy for worker in verbal and non-verbal behavior

Supervisor Practice Standard

#5 Use body language to convey interest in worker.

OPTIMAL

- Maintains and engages in body language respectful to the appropriate culture, like when or when not to use direct eye contact
- Mindful of facial expressions and nods head affirmatively when speaking with worker
- Minimizes distractions on the computer, like turning off outlook
- Acknowledges need to take notes but is able to multi-task

DEVELOPMENTAL

- Sometimes maintains and engages in body language respectful to the appropriate culture
- Flinches, raises eyebrows, or audibly gasps when speaking with worker
- Acknowledges need to take notes on computer during meeting, but will get sidetracked with email and other alerts

INSUFFICIENT

- Rolls eyes in worker's presence
- Sits back and folds arms when speaking with worker, giving impression of being closed off
- Has no filter in facial expressions
- Will respond to texts and emails during supervision

Engaging as a Supervisor:

Empowering and motivating workers, families, and stakeholders through open and honest communication, demonstrating respect, and valuing their input and preferences.

CORE ACTIVITY

Acknowledge successes

Supervisor Practice Standard

#6 Acknowledge and celebrate strengths, growth and successes.

OPTIMAL

- Builds on small successes and verbally recognizes progress made, like facilitating a quality family team meeting
- Consistently strengths based in oral and written communication, including case notes, team meetings and court reports/hearings
- Creates a coaching environment identifying positives and challenges as opportunities for learning even when there has been a setback.
- Encourages worker to identify their own strengths, such as sharing successes in meetings with peers, in addition to acknowledging the strengths they see in worker

DEVELOPMENTAL

- Acknowledges when progress has been made but does not work to build on successes and views them as isolated incidents
- Oral and written communication focuses on what needs to improve more than what is working well
- Struggles to identify positive things happening with worker when negative or challenging incidents occur
- Identifies strengths for worker

INSUFFICIENT

- Does not acknowledge when progress or success is achieved
- Oral and written communication reflects preconceived notions and judgements about families
- Focuses on the negative or what is going poorly with the worker
- Does not identify strengths

Assessing Practice Standards:

Definition: Gathering and synthesizing information from children, families, support systems, agency records, and persons with knowledge to determine the need for child protective services and to inform planning for safety, permanency, and well-being. Assessing occurs throughout child welfare services and includes learning from families about their strengths and preferences.

Assessing as a Supervisor:

Supporting and facilitating the gathering and synthesizing of information from children, families, support systems, agency records, and persons with knowledge to determine the need for child protective services and to inform planning for safety, permanency, and well-being. The supervisor encourages thorough assessing throughout child welfare services, which includes learning from families about their strengths and preferences.

Coaching workers to gather and review all history

1. Coaches the worker to gather detailed and factual information about family members that led to agency involvement from expert sources

Developing worker skill and capacity to identify needed information and conduct assessment activities

2. Coaches the worker skills related to staying open to different explanations of events, or keeping biases in check
3. Develops professional skills to differentiate between information and opinions

Facilitating critical thinking skills through regular consultation resulting in synthesized information that informs decision making

4. Evaluates worker synthesis of information to consider sources, relevance, and timeline
5. Supports worker efforts to connect critical thinking to logical decision making

Assessing as a Supervisor:

Supporting and facilitating the gathering and synthesizing of information from children, families, support systems, agency records, and persons with knowledge to determine the need for child protective services and to inform planning for safety, permanency, and well-being. The supervisor encourages thorough assessing throughout child welfare services, which includes learning from families about their strengths and preferences.

CORE ACTIVITY

Coaching workers to gather and review all history

Supervisor Practice Standard

#1

Coaches the worker to gather detailed information from multiple sources about family members that led to agency involvement.

OPTIMAL

- Coaches the worker on importance of balancing multiple sources of information e.g., family perspectives and history
- Critically evaluate information gathered based on the source of the information
- Provides guidance to worker in reviewing and analyzing the family record and history for strengths and successes
- Models for worker to critically evaluate information gathered based on the source of information

DEVELOPMENTAL

- Inconsistently coaches the worker on balancing multiple sources of information, often conveying what is in the record has priority over what the family shares but recommends asking for the family's perspective
- Sometimes provides guidance to worker in identifying what has worked well for the family in the past
- Models for worker to critically evaluates information gathered but independent of the source of information

INSUFFICIENT

- Coaches the worker to only value what is in the record, does not encourage asking for or listening to the family
- Provides little guidance to worker in identifying what has worked well for the family in the past
- Does not model for worker nor understand how to critically evaluate information gathered

Assessing as a Supervisor:

Supporting and facilitating the gathering and synthesizing of information from children, families, support systems, agency records, and persons with knowledge to determine the need for child protective services and to inform planning for safety, permanency, and well-being. The supervisor encourages thorough assessing throughout child welfare services, which includes learning from families about their strengths and preferences.

CORE ACTIVITY

Developing worker skill and capacity to identify needed information and conduct assessment activities

Supervisor Practice Standard

#2

Coaches the worker skills related to analyzing and prioritizing information to conduct a thorough assessment.

OPTIMAL

- Provides guidance and direction on the need for ongoing information gathering while continuously analyzing and prioritizing information collected
- Provides guidance to the worker in analyzing information collected to inform next stages of work with the family
- Shares tools and techniques that strengthen the worker's assessing skills

DEVELOPMENTAL

- Inconsistently provides guidance and direction regarding continuous information gathering, analyzing, and prioritizing of information collected
- Sometimes provides guidance to worker in identifying what has worked well for the family in the past
- Sometimes shares tools and techniques that strengthen the worker's assessing skills

INSUFFICIENT

- Rarely provides guidance or direction regarding continuous information gathering, analyzing or prioritizing
- Provides little guidance to worker in identifying what has worked well for the family in the past
- Rarely shares tools and techniques to strengthen worker skills

Assessing as a Supervisor:

Supporting and facilitating the gathering and synthesizing of information from children, families, support systems, agency records, and persons with knowledge to determine the need for child protective services and to inform planning for safety, permanency, and well-being. The supervisor encourages thorough assessing throughout child welfare services, which includes learning from families about their strengths and preferences.

CORE ACTIVITY

Developing worker skill and capacity to identify needed information and conduct assessment activities

Supervisor Practice Standard

#3 Developing professional skills to differentiate between information and positions.

OPTIMAL

- Facilitates development of worker skills in gathering information to enhance critical thinking
- Models gathering information that supports all positions and not just a limited few
- Encourages worker development of understanding how their biases may cloud positions

DEVELOPMENTAL

- Inconsistently facilitates development of worker skills in gathering information to enhance critical thinking
- Gathers other information but prioritizes information that supports own position
- Doesn't believe biases will cloud positions and beliefs on the family

INSUFFICIENT

- Gossips about information learned in assessment discussions and does little to support critical thinking skills
- Only gathers information that supports own position on the family
- Is not aware of biases and how they may cloud positions and judgments

Assessing as a Supervisor:

Supporting and facilitating the gathering and synthesizing of information from children, families, support systems, agency records, and persons with knowledge to determine the need for child protective services and to inform planning for safety, permanency, and well-being. The supervisor encourages thorough assessing throughout child welfare services, which includes learning from families about their strengths and preferences.

CORE ACTIVITY

Facilitating critical thinking skills through regular consultation resulting in synthesized information that informs decision making

Supervisor Practice Standard

#4 Evaluates workers synthesis of information to consider sources, relevance, and timeline.

OPTIMAL

- Promotes understanding of assessment as an ongoing process in determining and thoroughly synthesizing information
- Models for worker assessing the validity and reliability of information gathered, suspending judgment until all relevant information is gathered, and only then forming conclusions

DEVELOPMENTAL

- Gathers information in the beginning of a case then stops
- Sometimes models for worker assessing the validity and reliability of information gathered, suspending judgment till all relevant information is gathered and only then forming conclusions

INSUFFICIENT

- Sees assessment as a document to be completed before developing the case plan
- Rarely models for worker assessing the validity and reliability of information gathered, or suspending judgment until all relevant information is gathered or waiting to form conclusions

Assessing as a Supervisor:

Supporting and facilitating the gathering and synthesizing of information from children, families, support systems, agency records, and persons with knowledge to determine the need for child protective services and to inform planning for safety, permanency, and well-being. The supervisor encourages thorough assessing throughout child welfare services, which includes learning from families about their strengths and preferences.

CORE ACTIVITY

Facilitating critical thinking skills through regular consultation resulting in synthesized information that informs decision making

Supervisor Practice Standard

#5 Supports worker efforts to connect critical thinking to logical decision making

OPTIMAL

- Coaches the worker on use of assessment data to guide safety planning, set case goals, develop plans with family and/or case closure
- Demonstrates critical thinking skills through ability to synthesize and summarize assessment of worker skills and professional development strengths and needs.

DEVELOPMENTAL

- Occasionally coaches the worker on use of assessment data to guide safety planning, set case goals, develop plans with family and/or case closure
- Occasionally demonstrates critical thinking skills through ability to synthesize and summarize assessment of worker skills and professional development strengths and needs.

INSUFFICIENT

- Rarely coaches the worker on the use of assessment data to guide safety planning, set case goals, develop plans with family and/or case closure
- Rarely demonstrates critical thinking skills or ability to synthesize and summarize assessment of worker's skills and professional development strengths and needs.

Planning Practice Standards:

Definition: 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:

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

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

1. Strategizes with the worker critical information identified in the assessment process, how to prioritize, and how it drives case planning
2. Assist workers in understanding how to uncover root causes and underlying reasons for involvement with child welfare services

Engages the worker in prioritizing engaging youth and families in case planning and Child and Family Team Meetings process

3. Guides the worker in strategies of partnering with youth and families in the case planning and CFT meetings process.

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

4. Observes CFTs and reviews documentation to ensure the voice of youth and families is reflected in the case plan.
5. Reviews case plan to determine quality
6. Engages with worker to assess progress made on case goals

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 identified outcomes.

CORE ACTIVITY

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

Supervisor Practice Standard

#1

Strategizes with the worker on critical information identified in the assessment process, how to prioritize, and how it drives case planning.

OPTIMAL

- Provides guidance to worker in how to identify critical information in the assessment process
- Models building the case plan from critical information in the assessment process
- Reinforces the worker using critical thinking skills based on the workers demonstrated skill level

DEVELOPMENTAL

- Provides feedback to worker on missing critical information from the assessment process
- Understands how to build the case plan from critical information in the assessment process but inconsistently models the knowledge for worker
- Inconsistently reinforces the worker using critical thinking skills

INSUFFICIENT

- Does not provide guidance or feedback to worker, just tells them they are missing information, or that it is wrong
- Does not assist or show the worker how to build the case plan from critical information in the assessment process
- Does not encourage the worker to use critical thinking skills, more often tells the worker what to do

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 identified outcomes.

CORE ACTIVITY

Ensures the collaborative nature of the planning process, quality of plans, and plan's connections to the assessment and outcomes

Supervisor Practice Standard

#2

Assists workers in understanding how to uncover root causes and underlying reasons for involvement with child welfare services.

OPTIMAL

- Models for workers how to identify root causes and underlying reasons families come to the attention of child welfare services
- Listens to worker's opinions on what are the root causes
- Provides tools and techniques for workers to ask questions, seek input, and drill down to root causes of family involvement and areas of concern
- Ensures the worker has reviewed all applicable information in development of the case plan

DEVELOPMENTAL

- Ineffectively models for workers how to identify root causes and underlying reasons families come to the attention of child welfare services
- Provides some guidance to the workers to ask questions, seek input, and drill down to root causes of family involvement and areas of concern
- Shares with workers some tips and tools for engaging families
- Inconsistently ensures the worker reviewed all applicable information in development of the case plan
- Provides inconsistent feedback to the worker about the case plan

INSUFFICIENT

- Lacks skills in modeling for workers how to identify root causes and underlying reasons families come to the attention of child welfare services
- Does not understand how to identify root causes and underlying reasons
- Does not assist worker in seeking input, drilling down to root causes of family involvement or areas of concern
- Does not encourage worker to ask questions of the family
- Does not provide worker with tools or techniques to understand the family
- Does not thoroughly review all applicable information the worker used to develop the case plan or provide feedback to the worker about the development of the case plan

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 identified outcomes.

CORE ACTIVITY

Engages the worker in prioritizing the teaming process and engaging youth and families in case planning and Child and Family Team Meetings

Supervisor Practice Standard

#3

Guides worker in developing strategies to partner with youth and families in the case planning and CFT meetings process.

OPTIMAL

- Assists worker in preparing to partner with youth and families in case planning process
- Engages in practice conversations with worker ahead of CFT meetings on how to partner with youth and families and prepare for potential difficult or challenging situations, to build worker confidence and skills
- Encourages worker to be strength based, models how to do so
- Provides worker with tools and techniques in engaging with youth and families in the case planning and CFT meetings process

DEVELOPMENTAL

- Inconsistently assists worker in preparation of partnering with youth and families in the case planning and CFT meetings process
- Inconsistently engages in practice conversations with worker ahead of CFT meetings on how to partner with youth and families
- Encourages worker to be strengths based, but doesn't model how to do so
- Provides some tools for engaging with youth and families in the case planning and CFT meetings process

INSUFFICIENT

- Does not assist the worker in preparing for partnering with youth and families in the case planning and CFT meeting process
- Often leaves worker to face potentially difficult or challenging situations alone, without help in preparation or role playing
- Does not practice nor encourage being strengths based
- Does not provide worker with either tools and techniques for engaging with youth and families

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 identified outcomes.

CORE ACTIVITY

Ensures the collaborative nature of the planning process, quality of plans, and plan's connections to the assessment and outcomes

Supervisor Practice Standard

#4 Observes CFTs and reviews documentation to ensure the voice of youth and families is reflected in the case plan.

OPTIMAL

- Assists worker as needed during the CFT but does not overstep role
- Provides guidance to worker to ensure CFT goals and objectives are met
- Provides ongoing feedback to the worker about engagement of youth and families in the case plan
- Provides feedback about case record documentation to assist the worker in reflection and notation of youth and family participation in CFT and case planning efforts

DEVELOPMENTAL

- Assists worker as needed
- Sometimes oversteps role and takes over during the CFT
- Occasionally provides guidance to the worker
- Sometimes provides ongoing feedback to the worker about engagement of youth and families in the case plan
- Sometimes provides feedback about case record documentation to assist the worker in reflection and notation of youth and family participation in CFT and case planning efforts

INSUFFICIENT

- Never observes or reviews documentation of a CFT to ensure the voice of youth and families is reflected in the case plan
- Does not provide guidance to worker
- Never provides ongoing feedback to the worker about engagement of youth and families in the case plan
- Never provides feedback about case record documentation to assist the worker in reflection and notation of youth and family participation in CFT and case planning efforts

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 identified outcomes.

CORE ACTIVITY

Ensures the collaborative nature of the planning process, quality of plans, and plan's connections to the assessment and outcomes

Supervisor Practice Standard

#5 Reviews case plans to determine quality.

OPTIMAL

- Thoroughly reviews case plans, factoring current best practice, to assess for quality including the plan's connections between the assessment (identified safety and risk concerns) and the case plan (the behaviorally specific goals and objectives for improvement) to determine if intended outcomes will be achieved
- Provides feedback to worker if any adjustments or edits are required for the case plan, based on the quality review, and conducts follow up if edits need to be made.
- Explains to worker why changes need to be made

DEVELOPMENTAL

- Inconsistently reviews case plans to assess for quality including the plan's connections between the assessment (identified safety and risk concerns) and the case plan (the behaviorally specific goals and objectives for improvement) to determine if intended outcomes will be achieved
- Provides inconsistent feedback to worker if any adjustments or edits are required for the case plan, based on the quality review
- Inconsistently explains to worker why changes need to be made

INSUFFICIENT

- Does not review case plans to assess for quality
- Does not review for the plan's connections between the assessment (identified safety and risk concerns) and the case plan (the behaviorally specific goals and objectives for improvement)
- Does not determine if intended outcomes will be achieved
- Does not provide feedback to worker if any adjustments or edits are required for the case plan, based on the quality review
- Does not explain to worker why changes need to be made

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 identified outcomes.

CORE ACTIVITY

Ensures the collaborative nature of the planning process, quality of plans, and plan's connections to the assessment and outcomes

Supervisor Practice Standard

#6 Engages with worker to assess case plan progress.

OPTIMAL

- Meets with worker on a regular basis to assess progress made on case plan goals at each staffing
- Engages in conversations with worker about what success looks like with the family
- Guides the worker on updating the case plan as needed, which may be more frequent than dictated by policy

DEVELOPMENTAL

- Frequently meets with worker on a regular basis to assess progress made on case plan goals
- Inconsistently engages in conversations with worker about what success looks like with the family
- Sometimes guides the worker on updating the case plan as needed

INSUFFICIENT

- Does not meet with worker on an ongoing basis to assess progress made on case plan goals
- Rarely engages in conversations with worker about what success looks like with the family
- Never guides the worker on updating the case plan goals

Implementing Practice Standards:

Implementing: Carrying out plans that have been developed. Implementing includes linking families to services and community supports, supporting families to take actions agreed upon in plans and monitoring to assure plans are being implemented by both families and providers, monitoring progress on behavioral goals, and identifying when plans need to be adapted.

Implementing as a Supervisor:

Coach, mentor, and provide feedback to workers regarding progress made in implementing plans, accessing services and achieving outcomes.

Coaches the worker on supporting families to take actions agreed upon in the plan and connecting families to services and community supports

1. Provides hands on, active support to workers to take action on implementing plans.
2. Brainstorms with workers to find solutions to barriers in successful plan implementation
3. Assists workers in identifying needed services and community supports for families

Builds relationships with providers and informal supports in the community to help families achieve desired outcomes

4. Helps workers advocate for families with providers what behavioral changes are expected to ensure quality service delivery

Provides oversight and feedback to workers, partnering to ensure plans are being implemented, progress is made, and outcomes achieved

5. Meets regularly with workers on family progress, providing honest feedback and considering suggestions as needed
6. Monitors service delivery with a focus on successful impact on safety, permanency and well-being outcomes for the family

Implementing 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 identified outcomes.

CORE ACTIVITY

Coaches the worker on supporting families to take actions agreed upon in the plan and connecting families to services and community supports

Supervisor Practice Standard

#1 Provides hands-on active support to workers to take action on implementing plans.

OPTIMAL

- Consistently models for worker the importance of being family-centered and utilizing a trauma informed approach
- Coaches and reflects with workers their engagement and planning skills to enhance worker's skills
- Reviews community resources with worker to ensure understanding and familiarity that supports family engagement and thoughtful matching of services to individual family needs
- Demonstrates interest in workers and focuses on their long-range professional development through actions and words

DEVELOPMENTAL

- Intermittently coaches the worker regarding the importance of being family-centered
- Reflects on worker engagement and planning skills but doesn't coach to enhance skills
- Provides a list of community resources to worker and is open to questions about them but only occasional checks for understanding
- Discuss with the worker their performance and long-term professional development

INSUFFICIENT

- Rarely coaches or provides guidance regarding the importance of being family-centered.
- Does not coach worker to enhance skills
- Refers worker to list of community resources but does not review, share insights, or encourage thoughtful matching.
- Only occasionally discusses worker's performance and long-term professional development

Implementing 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 identified outcomes.

CORE ACTIVITY

Coaches the worker on supporting families to take actions agreed upon in the plan and connecting families to services and community supports

Supervisor Practice Standard

#2 Brainstorms with workers to find solutions to barriers in successful plan implementation.

OPTIMAL

- Asks targeted questions of worker to help identify potential barriers and challenges to success
- Routinely supports worker's implementation efforts through discussions related to navigating the available service array, trauma and advocacy for families within the system
- Understands evidence-based practices and how those can assist families, and conducts transfer of learning to the worker
- Reflects with the worker the demands of job and how to pace themselves to avoid burnout.
- Helps worker apply what they learn in training to their day-to-day work by discussing with them what they learn, how to implement the practice and what support they need

DEVELOPMENTAL

- Engages in general conversations with worker to identify potential barriers and challenges to success.
- Supports worker's implementation efforts through discussions related to navigating the available service array and advocacy for families within the system
- Talks to the worker about the demands of the job but expresses only moderate interest in the toll the work is taking on them
- Inconsistently meets with workers to discuss what they learned in training, how to implement the practice and what support they need

INSUFFICIENT

- Provides little opportunity to consider barriers and challenges to success.
- Rarely acknowledges worker's implementation efforts
- Does not reflect with the worker the demands of the job or how to pace themselves.
- Does not with workers to discuss what they learned in training, how to implement the practice and what support they need

Implementing 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 identified outcomes.

CORE ACTIVITY

Coaches the worker on supporting families to take actions agreed upon in the plan and connecting families to services and community supports

Supervisor Practice Standard

#3 Assists workers in identifying needed services and community supports for families.

OPTIMAL

- Seeks to learn about available services and supports in the community on a regular basis
- Is knowledgeable about ways to find creative supports for families
- Meets with workers regularly to share knowledge of community services and supports
- Encourages workers to share information with each other
- Understands what services may be most successful to address specific behaviors in children and families
- Models for the worker the strategic use of informal supports in the community to achieve success

DEVELOPMENTAL

- Occasionally tries to learn about available services and supports
- Has one or two ideas of how to find creative supports for families
- Meets with workers inconsistently to share knowledge of community services and supports
- Understands what services may be most successful to address some behaviors
- Sometimes models for worker the strategic use of informal supports in the community to achieve success

INSUFFICIENT

- Relies on same few services they have known about forever
- Does not think creative for supports for families
- Does not meet with workers to share knowledge, assumes they do it on their own
- Does not make the connection between services and behaviors to address
- Believes in but does not model for workers the importance of using informal supports

Implementing 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 identified outcomes.

CORE ACTIVITY

Builds relationships with providers and informal supports in the community to help families achieve desired outcomes

Supervisor Practice Standard

#4 Helps workers advocate for families with providers what behavioral changes are expected to ensure quality service delivery

OPTIMAL

- Consistently available for meetings with providers when issues arise
- Is responsive to workers when they share challenges with providers and provides feedback on next steps
- Escalates issues to leaders when patterns emerge on quality services lacking and communicates feedback on resolutions made
- Coaches the worker to ensure recommended services are tied to specific and essential behavioral change
- Stays up to date on what quality service delivery means

DEVELOPMENTAL

- Available for meetings with providers when issues arise but may not support the worker in advocating strongly for the family
- Listens to the worker when they share challenges with providers but not clear in how to ensure quality service delivery
- Inconsistently escalates issues to leaders when patterns of questionable practice emerge, or the quality of services is lacking
- Provides limited guidance regarding how to ensure that recommended services are tied to specific behavioral change or how to prioritize services to avoid overwhelming the family.

INSUFFICIENT

- Frequently unavailable for meetings with providers when issues arise.
- Ignores workers when they share challenges with providers
- Fails to escalate issues to leaders when patterns of questionable practice emerge, or the quality of services is lacking
- Provides inconsistent and at times poor guidance regarding how to determine that recommended services are tied to specific behavior change or how to prioritize services to avoid overwhelming the family.

Implementing 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 identified outcomes.

CORE ACTIVITY

Provides oversight and feedback to workers, partnering to ensure plans are being implemented, progress is made, and outcomes achieved

Supervisor Practice Standard

#5

Meets regularly with workers on family progress, providing honest feedback and considering suggestions as needed.

OPTIMAL

- Routinely meets with the worker to review progress on individual cases, per policy and more often if needed
- Consistently provides constructive case specific feedback during staffings regarding implementation and achievement of outcomes
- Reviews worker's cases in staffings with a focus on when adjustments may be needed for long term case trajectory

DEVELOPMENTAL

- Meets with workers more on an ad hoc basis to review progress on individual cases
- Inconsistently provides case specific feedback regarding implementation and achievement of outcomes
- Looks at worker's cases with the perspective of closing the case not behavioral change to identify when adjustments are needed

INSUFFICIENT

- Meets with workers on individual cases when crises arise
- Does not provide case specific feedback regarding implementation and achievement of outcomes
- Does not consider the big picture on worker's cases, nor make suggestions when changes may be needed

Implementing 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 identified outcomes.

CORE ACTIVITY

Provides oversight and feedback to workers, partnering to ensure plans are being implemented, progress is made, and outcomes achieved

Supervisor Practice Standard

#6

Monitors service delivery with a focus on successful impact on safety permanency and well-being outcomes for the family.

OPTIMAL

- Views successful service delivery in terms of achievement of positive outcomes for families so they are set up for future success and don't come back to the attention of DSS
- Assists workers by helping hold service providers accountable
- Focuses on identifying worker skills that contributed to successful outcomes as a learning opportunity and chance for repeatable behaviors
- Escalates concerns to leaders when available services are not achieving desired outcomes with families, based on feedback from worker

DEVELOPMENTAL

- Views successful service delivery as being able to close the case
- Inconsistently holds service providers accountable
- Identifies worker skills that contributed to successful outcomes to provide affirmation to the worker not as a learning opportunity to apply behaviors elsewhere
- Inconsistently escalates concerns to leaders when available services are not of desired quality

INSUFFICIENT

- Views successful service delivery in terms of completion of service
- Does not help hold service providers accountable
- Does not consider workers skills as contributing to successful outcomes for families
- Does not assess what skills may be repeatable to help other families achieve successful outcomes
- Is hesitant to escalate concerns to leaders when quality of services are poor