



Indiana Department of Child Services

Peer Coach Manual

*A brief overview of the Peer Coach role within the
Indiana DCS Practice Model.*

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Manual Overview

This manual is a brief overview for the Peer Coach (PC) position within the Indiana Child Welfare Practice Model. The manual thoroughly covers the expectations and development process for PCs.

All PCs will receive a copy of this manual and will sign an acknowledgement of receipt. PCs will be required to follow the manual during their development process and refer to the manual as a resource.

Any questions regarding the expectations or development of a PC should be forwarded to one of the following staff:

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DCS Mission Statement



Protecting our children, families and future

The Indiana Department of Child Services protects children from abuse and neglect. DCS does this by partnering with families and communities to provide safe, nurturing and stable homes.

Vision

Children thrive in safe, caring and supportive families and communities.

Values

- We believe every child has the right to be free from abuse and neglect.
- We believe every child has the right to appropriate care and a permanent home.
- We believe parents have the primary responsibility for the care and safety of their children.
- We believe the most desirable place for children to grow up is with their own families, when these families are able to provide safe, nurturing and stable homes.
- We believe in personal accountability for outcomes, including one's growth and development.
- We believe every person has value, worth and dignity.

Core Values

- Respect
- Genuineness
- Empathy
- Professionalism



History of the Indiana DCS Practice Model

BACKGROUND

Since the Governor created the Department of Child Services in January 2005, DCS has sought to build a child welfare agency that reflects our mission and beliefs about serving and protecting the children and families of Indiana. Lasting change and better outcomes can only be achieved if our work is grounded in strong principles and values. And, translating those values into our every day actions and decisions requires us to rethink every aspect of how we work together with families and each other. That was the Governor's charge to us when he created DCS.

PRACTICE

As part of a massive statewide transformation, the Indiana Department of Child Services (DCS) fundamentally changed the way it works with families involved in the child welfare system. The Governor's commitment to DCS resulted in hundreds of new Family Case Managers (FCMs) hired in Indiana. These new workers allowed all DCS FCMs to return to the kind of social work that drew many of our workers to the field in the first place. Thus, "practice" really means a renewed commitment to social work practice that makes the FCM a critical service and support to the child and family. As caseloads decrease over time, it is our expectation that DCS workers will use their increased time per child and family to achieve better results for those in our care.

Our practice was based on our vision, mission and values and built upon case practice efforts that have significantly improved child safety and family reunification in other states. To implement the practice, DCS built trust-based relationships with families and partners by exhibiting *empathy, professionalism, genuineness and respect*. Importantly, Indiana identified five essential practice skills necessary to effectively implement our vision, mission and values. These skills are:

- **Engaging.** The skill of effectively establishing a relationship with children, parents, and essential individuals for the purpose of sustaining the work that is to be accomplished together.
- **Teaming.** The skill of assembling a group to work with children and families, becoming a member of an established group, or leading a group may all be necessary for success in bringing needed resources to the critical issues of children and families. Child welfare is a community effort and requires a team.
- **Assessing.** The skill of obtaining information about the salient events that brought the children and families into our services and the underlying causes bringing about their situations. This discovery process looks for the issues to be addressed and the strengths within the children and families to address these issues. Here we are determining the capability, willingness, and availability of resources for achieving safety, permanence, and well-being for children.



- **Planning.** The skill necessary to tailor the planning process uniquely to each child and family is crucial. Assessment will overlap into this area. This includes the design of incremental steps that move children and families from where they are to a better level of functioning. Service planning requires the planning cycle of assessing circumstances and resources, making decisions on directions to take, evaluating the effectiveness of the plan, reworking the plan as needed, celebrating successes, and facing consequences in response to lack of improvement.
- **Intervening.** The skill to intercede with actions that will decrease risk, provide for safety, promote permanence, and establish well-being. These skills continue to be gathered throughout the life of the professional child welfare worker and may range from finding housing to changing a parent's pattern of thinking about their child.

As our new practice unfolded, DCS developed a different array of services for families, new policies to guide our work, and continuous training and quality improvement to improve our skills.

Peer Coaches and the Practice

Peer Coach positions were created in order to assist with training and development of FCMs as facilitators. Peer Coaches are considered to be “Practice Champions” in that they have mastered the TEAPI skills. Peer Coaches also embody DCS’ desired best practice which is transferred to FCMs through peer to peer training. Peer Coaches spend approximately 15-25 training hours with each FCM to ensure consistency and fidelity to the DCS Practice Model. This manual contains a brief overview of the Peer Coach role, training and expectations.



Practice Model Expectations: Peer Coaches 2011

Peer Coaches were created as part of the DCS Practice Pilot Process when it became clear that staff wanted additional support, beyond classroom training, related to the new practice skills they would bring to their work with DCS children and families. Peer Coaches have received training in the Practice Model skills, coaching in Child and Family Team Meeting (CFTM) facilitation, and most importantly, coaching on how to teach others how to facilitate CFTMs. **The purpose of this document is to identify the expectation for Peer Coaches as they continue to support the Indiana DCS Practice Model.**

Goals

1. Coach, along with fellow Peer Coaches in the region, all FCMs and supervisors on how to facilitate a CFTM.
2. Provide ongoing support and expertise to those who have been trained to facilitate CFTMs.
3. Support Continuous Quality Improvement (CQI) and Quality Assurance processes in home region and elsewhere as needed.
4. Collaborate with Practice Consultants and Regional Peer Coach Consultants on how to enhance, refine, and maintain the Indiana Practice Model.

Monthly Expectations

1. Coach all new hired FCMs within 90 days of graduation of cohort or BSW program.
2. Attend all scheduled Peer Coach meetings for the region.
3. Apprise Regional Manager, Local Office Director, and other regional leaders of any needs and/or strengths of the peer coaching process so they can support and problem-solve as needed. This information should coincide with the region's management meetings and be addressed as a standing agenda item.
4. Provide feedback to the new Facilitator and their Supervisor (when applicable, their Local Office Director) regarding their strengths and needs to aid their Supervisor in professional development. This Observation Tool is located on the Indiana Practice Model SharePoint.
5. Participate in regular and on-going opportunities for guidance and coaching to aid in on-going skill development (i.e. participate in ongoing opportunities for guidance, leadership, and coaching among peers as it relates to Practice Model skill development (i.e. co-facilitating CFTM's, allowing peers to observe CFTM's, working with supervisors to support newly trained FCM's, working with Practice Consultant to update Teaming Stations, participate in development of/facilitation of in-services, etc.).



6. Perform other responsibilities as deemed appropriate by the Regional Manager to assist the region with practice needs (i.e. monitoring practice from different perspectives, in-service training resource).

Supports

In order for Peer Coaches to achieve these expectations, they will need the following supports:

1. Clear expectations with Potential Facilitators and their Supervisors regarding the coaching process.
2. Administrative support to help with the supplies and other logistical needs.
3. Ongoing support and feedback from a Peer Coach's Supervisor, Director, Regional Manager, Peer Coach Consultant, and Practice Consultant.
4. Possible temporary reduction in caseload based on number of FCM's in facilitation training, as well as Local Office needs.



Peer Coach – Notice of One Year Commitment

I _____ acknowledge that I will honor a one year Commitment to the position of Peer Coach. I further understand that if any circumstances prohibit me from honoring my commitment to be a peer coach, I must receive approval from my Local Office Director and Regional Manager before relinquishing my peer coach responsibilities.

Peer Coach – Signature

Peer Coach Consultant – Print Name

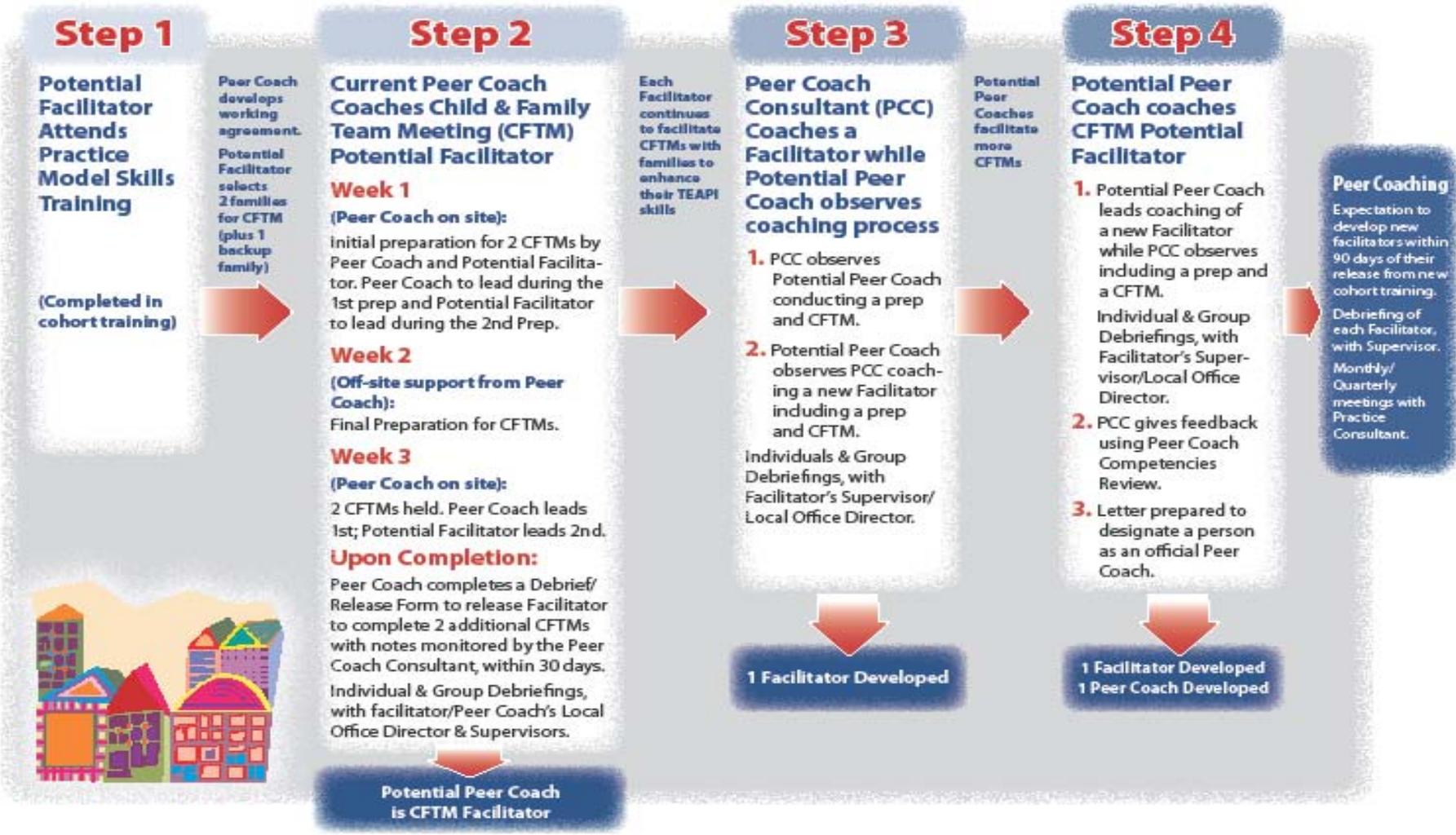
Peer Coach Consultant - Signature

Date



Indiana DCS Practice Process for Developing a Peer Coach

(If already a facilitator, begin with Step 3)





Indiana DCS Practice Process for Developing a Peer Coach

Definitions:

<i>CFTM Facilitator:</i>	Someone who has received special training to be able to facilitate a CFTM.
<i>Potential Peer Coach:</i>	Someone in the process of completing the 4 steps of peer coach development set forth below.
<i>Peer Coach:</i>	A person who has completed the 4-step peer coach development process and can coach others to become CFTM Facilitators.
<i>Trainer:</i>	A person who is teaching the classroom or field training components.

1) Attend Practice Model Skills Training: This includes Teaming, Engaging, Assessing, Planning and Intervening which should be completed in new cohort training.

2) Learn CFTM Facilitation: A Peer Coach is assigned to individually coach 1 to 3 people to become CFTM Facilitators. This step requires 4 -8 full or partial days of each Potential Facilitator's time. Thus, Facilitators should be developed after this training period.

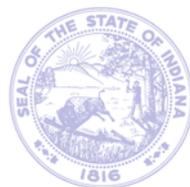
3) Selecting Peer Coaches: All Peer Coach candidates must be trained facilitators prior to beginning training with a Peer Coach Consultant. Also, all Peer Coaches must receive support and/or recommendation to become a Peer Coach from their Regional Manager, Local Office Director, and/or Supervisor.

4) Beginning Peer Coach Training with a Peer Coach Consultant: All Peer Coach candidates must complete the "Peer Coach Notice of One Year Commitment" after receiving Peer Coach working agreement information and Peer Coach Manual.

5) Observe a Peer Coach Consultant Coaching: Potential Peer Coach observes or shadow coaching process conducted by a Peer Coach Consultant. This coaching process consists of training a FCM to become a CFTM facilitator.

6) Coach a Peer in CFTM Facilitation: Potential Peer Coach repeats #2, however the Potential Peer Coach is now leading the coaching of a peer on facilitation of a CFTM. (This Potential Facilitator could be a Potential Peer Coach going through #2). The Peer Coach Consultant observes this process and provides constructive feedback. A debriefing of the Peer Coaches should take place after each observation.

Note: *The development of multiple Potential Facilitators may occur simultaneously.*



Peer Coaches: How-to Guidance for Facilitator Coaching

The purpose of this document is to provide Peer Coaches step by step guidance on how to coach a CFTM Facilitator Trainee, provide the Child and Family Team Meeting (CFTM) Potential Facilitator on-going support, and participate in the region's process of continuous improvement of practice.

1) Peer Coach prepares CFTM Potential Facilitator for Peer Coaching:

Peer Coach initiates contact with the Potential Facilitator and Supervisor to discuss each person's roles and responsibilities.

Review Peer Coach Role

Peer Coach Role includes providing written and verbal feedback to the Potential Facilitator and their Supervisor for on-going support and guidance.

Review Purpose, Principles, and Stages of CFTM Process

Provide Potential Facilitator an opportunity to ask questions about CFTM purpose, principles, and process of CFTM. (Resource: *Teaming & Engaging Participant Manual*)

Develop a Working Agreement

Develop a Working Agreement on how the Peer Coach will provide feedback to the Potential Facilitator. Gain agreement on how Peer Coach will guide interactions with the family and its team as needed, and provide feedback to the Potential Facilitator. (Use the "Working Agreement Process" document included in the Peer Coach Manual.) Provide Potential Facilitator an opportunity to ask questions about CFTM purpose, principles, and process.

Provide Overview of Coaching Process

The basic coaching approach is for the Peer Coach to first model preparing the family and team for a CFTM, facilitating the family's team meeting, and conducting follow-up. The Peer Coach then observes the Potential Facilitator doing the same and provides feedback and guidance to the Potential Facilitator. Peer Coaches should review with the Potential Facilitator dates available for scheduling meetings with families and debriefing when coaching concludes.

Review Facilitator Trainee's Initial Steps

Identify three families for CFTM coaching process. Provide guidance to the Potential Facilitator in identifying three families for the purpose of learning facilitation skills. One family will be for the coach to model facilitation and one family for the Potential Facilitator to take the lead in facilitating. A third family should be identified, not



necessarily contacted, to serve as a backup family if either of the first two families is unavailable.

Provide family selection advice. In selecting cases, you can suggest Potential Facilitators consider the following criteria:

For FCMs with On-going cases, children:

- from new cases
- from cases that have not teamed within a considerable amount of time.

If the first two are not available, cases which are at critical junctures.

For FCMs with Assessment cases, children:

- that need a safety plan that is likely to require external supports
- where risk of removal is high
- where a child has been removed
- where there is a transition

Contact two families to get permission from them to be interviewed by the Peer Coach and Potential Facilitator, if necessary, and begin the CFTM preparation process.

Discuss with the parent/guardian the requirement that the DCS release form be signed at or prior to the family preparation meeting. Arrange (date/time/place) for an interview based upon the coaching schedule. The preference would be to interview the family in the home. The Peer Coach may want to consider planning to prepare older children participating in the CFTM separately from parent/guardian.

Confirm family interview dates/place/time. Send confirmation letters to family and inform Peer Coach. File confirmation letters in case record. Document all preparation calls made to team members.

Provide the case records of the three families selected to the Peer Coach. It is especially important to provide to the Peer Coach the current case plan, court orders, psychological evaluations or other assessments, and any non-negotiables and requirements for the parents.

2) Read the Case Records

The Peer Coach will read the case records for the three families including the third family which was identified as a back-up in the event of cancellation. The Peer Coach will want to note any non-negotiables such as restraining orders, other court orders, psychological,



CANS, and other identified assessments, most recent events in the family life, and the current case plan goals.

3) Prepare with the Potential Facilitator

Primary Family

Identify and discuss with the Potential Facilitator the family story and what might be unique about them. Specifically identify:

- Any non-negotiable and requirements for the parents
- Any safety issues and general concerns
- What in the case needs to change?
- What will be hard for the family to talk about?
- Who should be on the team and what these members might bring to the case?

Review with the Potential Facilitator the purpose of family preparation:

- Help the family identify their desired outcomes
- Help the family identify their strengths and needs
- Help the family identify additional team members
- Prepare the family to tell their story at the team meeting
- Help the family identify what supports they need and what barriers they might have (transportation, day care, etc.)
- Identify the best date, time and location convenient to the family to hold the meeting
- Check with the family to determine their willingness to have other learners/trainees present during the CFTM for their development as Potential Facilitators

Remaining Team Members:

Review with the Potential Facilitator the purpose of Team Member preparation:

- Gain agreement with team members regarding their role and participation as team members
- Help the team members identify family/child strengths and needs
- Determine their availability for a team meeting at the family's preferred time/date/place.

4) Model, then observe/guide/provide feedback on family preparation

Releases of Information

Ensure DCS CFTM Release of Information is signed by parent, guardian or custodian. (See Resources for Facilitators folder located on the left)

Schedule of Events

For first family, Peer Coach models interviewing & facilitating family preparation. For second family, Potential Facilitator is observed, interviewing and facilitating family preparation.



Confirmation Letters

Send CFTM confirmation letters to family and team members. Confirm CFTM dates/place/times and file confirmation letters in case record. (Use the “Confirmation Letter” template in the Resources for Facilitators folder on the left.)

5) Model, and then observe/guide additional team member preparation

Confidentiality Agreements

Team members will sign a confidentiality agreement at the time of the CFTM, but it is important to discuss with them during the preparation process the reasons and importance of confidentiality.

Schedule of Events

For first family, Peer Coach ideally models preparation of a provider and an additional family member. Potential Facilitator prepares additional team members if needed.

For second family, Peer Coach observes Potential Facilitator’s preparation of a team member.

6) Provide feedback on the preparation

Items the Peer Coach should discuss

- What do you think went well?
- How do you think it went for the family?
- Do you think the family had a chance to tell their story?
- How was Potential Facilitator’s demeanor and presentation?

7) Prepare Potential Facilitator for CFTMs

Review steps for facilitating CFTMs.

Explain Potential Facilitator responsibility to send CFTM confirmation letters to invited Team Members and observers. File confirmation letters in case record.

(Use the “Confirmation Letter” template in the Resources for Facilitators folder on the left.)

Plan for CFTM logistics.



8) Model Facilitation/ Co-Facilitate CFTM

Schedule of Events

For first family, Peer Coach models facilitation of a CFTM. Potential Facilitator co-facilitates to the best of their ability.

For second family, the Potential Facilitator facilitates. The Peer Coach co-facilitates, guiding and supporting facilitation as needed. The kinds of guidance a Peer Coach is likely to provide should be discussed in advance.

Debrief Form.

The Peer Coach completes the Facilitator Debrief Form.

9) Facilitate individualized debrief with Potential Facilitator

Debriefing

Review with Potential Facilitator feedback on CFTM facilitation skills.

Provide completed Debrief Form to the Potential Facilitator, Supervisor, Regional Practice Consultant, and Peer Coach Consultant.

Review with the Potential Facilitator the follow-up to a CFTM.

- File CFTM notes in case record.
- Complete the case write-up & file in case record.
- Update case plan if needed.
- Follow-up on team's commitments made at the CFTM.
- Arrange and invite Team Members to the next CFTM.

Review with Potential Facilitator next steps in the coaching process.

- Potential Facilitator conducts 2 team meetings within 30 days of being released from the Peer Coach. Potential Facilitator will submit the notes from the 2 additional meetings to the Peer Coach Consultant for feedback.
- Peer Coach Consultant will officially release Potential Facilitator as a trained Facilitator.



10) Ongoing support to New Facilitator and continuous quality improvement

Apprise the County Director of strengths and needs of coaching process. Maintain regular communication with County Director on coaching progress so that schedule can be updated as necessary.

Be available to advise Supervisors & Potential Facilitator as they begin to do CFTMs.

Seek out guidance from Practice Consultant and Peer Coach Consultants.



Practice Definitions and Positions

Child and Family Team Meetings (CFTM)	Meeting established with family and family's formal and informal supports to assist with achieving the family's goals.
Clinical Consultant	Assists with providing clinical support within supervision.
DCS Practice Model	Best Practice established by the Indiana Department of Child Services to better serve families that enter into the child welfare system.
Facilitator	Staff trained to facilitate a CFTM.
Peer Coach	Trains all new CFTM Facilitators; Assists the regions with maintaining practice fidelity; Several Peer Coaches throughout the state; All regions have Per Coaches.
Peer Coach Consultants	Trains all Peer Coaches; Assists regions with the practice model; Six Peer Coach Consultants for the state.
Practice Consultants	Serves as liaison between Peer Coaches, Peer Coach Consultants, Community and Region; Leads Quarterly Peer Coach Meetings; Oversees on-going practice trainings; Each region has a Practice Consultant.
Practice Model Director	Oversees and monitors practice fidelity, opportunities and development.
Practice Share Point	Intranet site where all practice resources and information can be found.
Prep Meeting	Meeting with primary caregivers to prepare for the CFTM; Goals are set; Team members are selected; Location, date and time for the CFTM are established.
TEAPI	Abbreviation for Teaming, Engaging, Assessing, Planning and Intervening.



APPENDIX
(Training Forms – Insert)





Acknowledgment of Manual Disbursement

This form is to acknowledge that _____ has received a copy of
Name of Peer Coach
the Peer Coach Manual on _____.
Date

Peer Coach - *Signature*

Peer Coach Consultant - *Signature*

A copy of this document will be kept in the Peer Coach's fact file.

