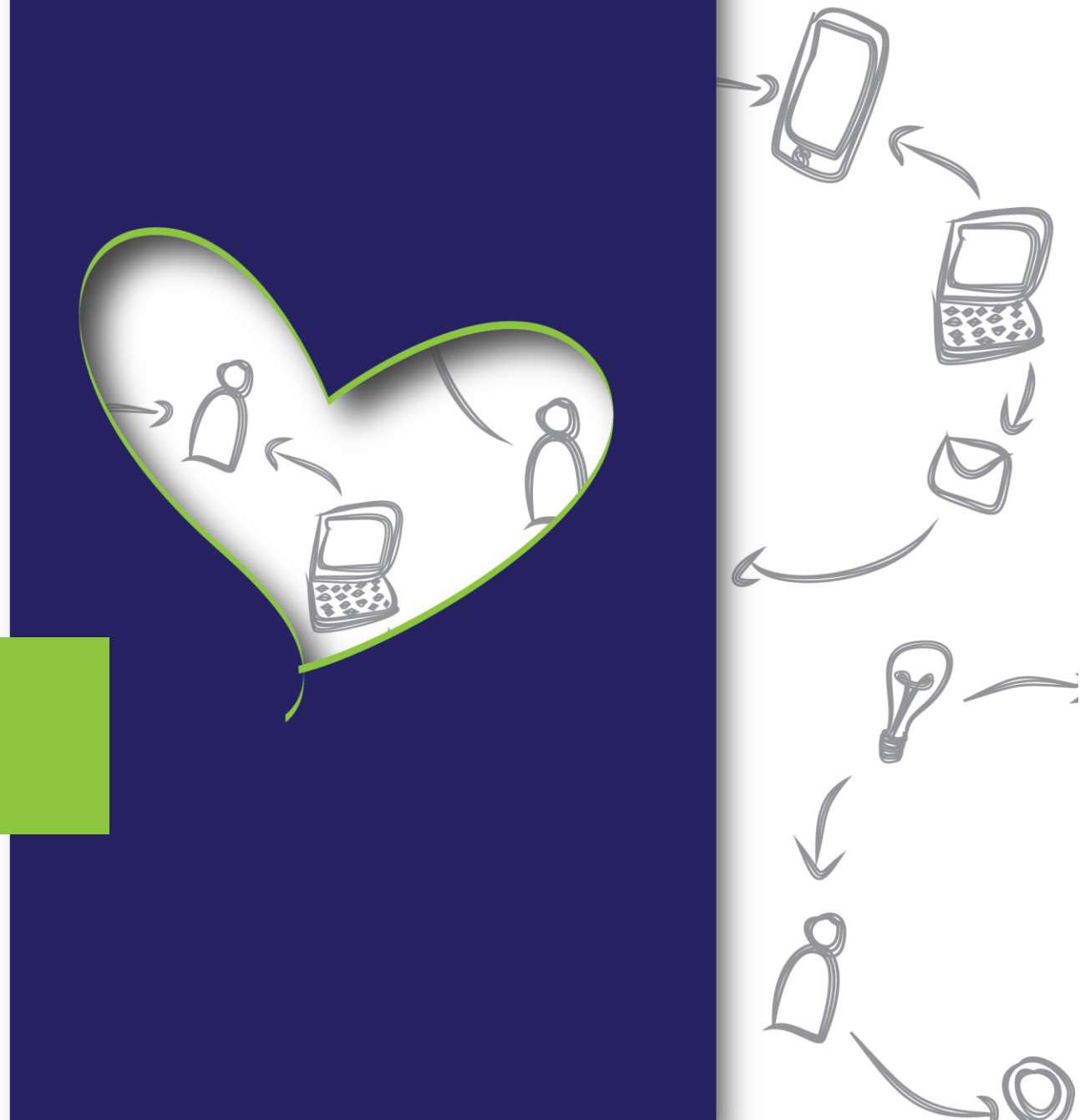
National Child Welfare Workforce Institute

LEARNING, LEADING, CHANGING

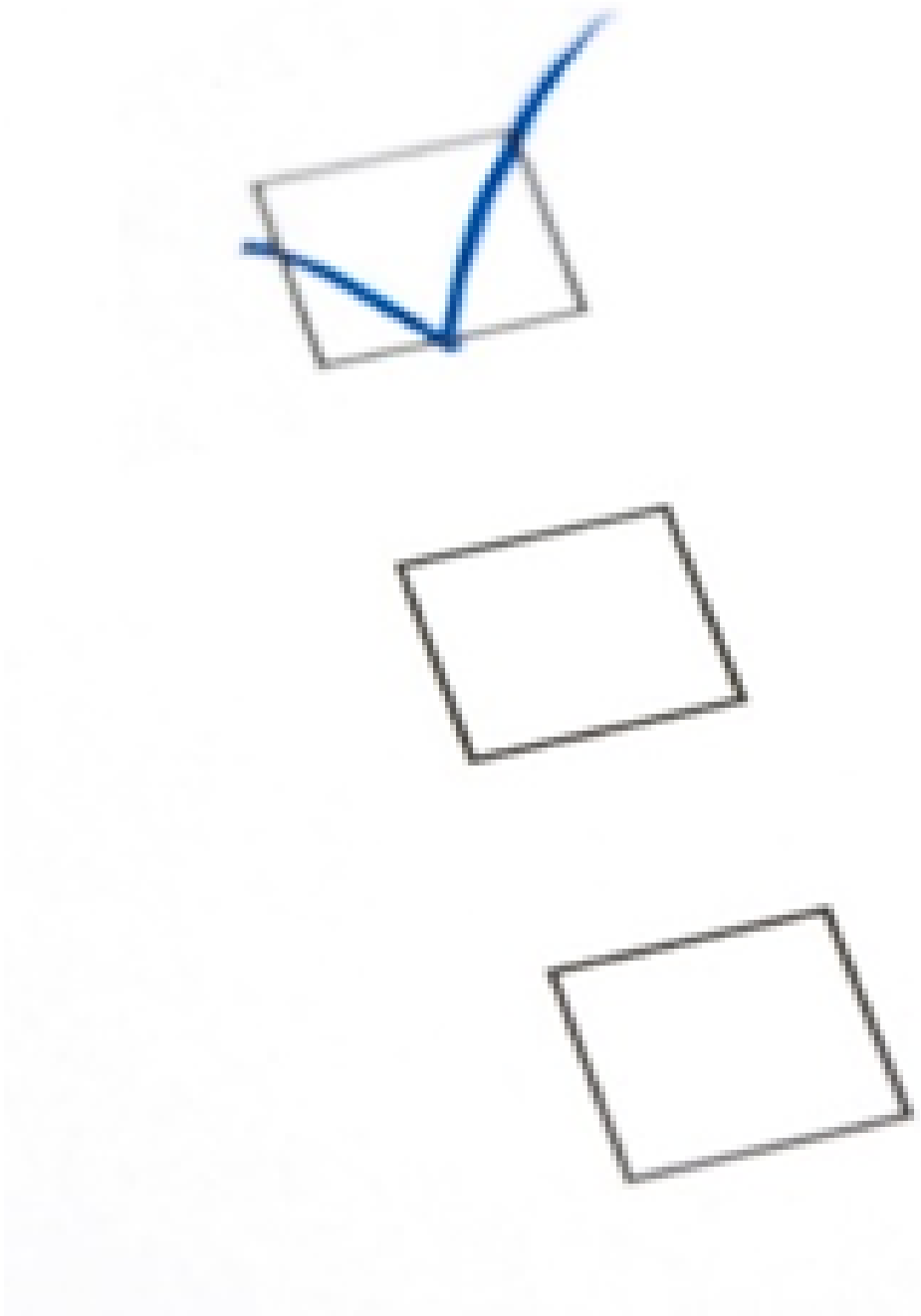
Innovations Exchange

Practice Supports



Hosted by Anthony Mack, MHS and Sharon Kollar, LMSW

Please respond to the poll question by selecting your answer and then clicking “submit”



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Welcome!

This Innovations Exchange is sponsored by:

National Child Welfare Workforce Institute

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Centering and Acknowledgements

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Innovations Exchange Series

- Leadership and Supervision
- Inclusivity, Racial Equity, and Community Engagement
- **Practice Supports**
- Work Conditions, Benefits, and Organizational Culture/Climate
- Education and Professional Development Partnerships

Today's Exchange

- Orientation to Discussion
- Small Group Discussion
- Large Group Reflection
- Next Steps and Closing

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Orientation to Discussion

Chat Question

What does your agency do to assure effective practice is happening with families and children?

If you have a formal practice model, what tells you that it is working within practice with families?

Practice Supports

- Provide practice models and related practice principles to engage families
- Coach to strength-based approaches
- Support evidence-based or evidence-informed best practices
- Assure sufficient resources are available to provide services to families and their children

Practice Models

- Guide the work of child welfare programs
- Provide a road map for the workforce of the program's core principles, values, and related skills
- Use a child welfare program's vision, mission, and values to inform practice
- Demonstrate intentional racial equity strategies

Family-Centered & Strength-Based Practice

- Moves beyond the presenting concern to a holistic view
- Engages the family as a partner in achieving safety
- Treats the family as the experts on their own family
- Connects the family with meaningful resources
- Seeks possibilities for change
- Identifies signs of safety
- Uses family strengths to mitigate safety concerns

Coaching as a Practice Support

Coaching in supervision focuses on:

- Skills coaching to build specific skills and abilities
- Developmental coaching aimed at stimulating staff growth and ongoing critical thinking abilities
- Performance coaching centered on “role” performance

Small Group Discussion

Group Agreements

- Make space for all voices to be heard
- Embrace creativity and originality
- Listen actively and be fully present
- Stay curious about the range of viewpoints

Discussion Questions

In what new ways has your agency provided sufficient resources to effectively support families and provide services during the COVID-19 pandemic?

What unexplored possibilities still exist to integrate anti-racism actions into practice supports?

Large Group Reflection

Chat Question

What unexplored possibilities still exist to integrate anti-racism actions into practice supports?

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Join us for our next Innovations Exchange:

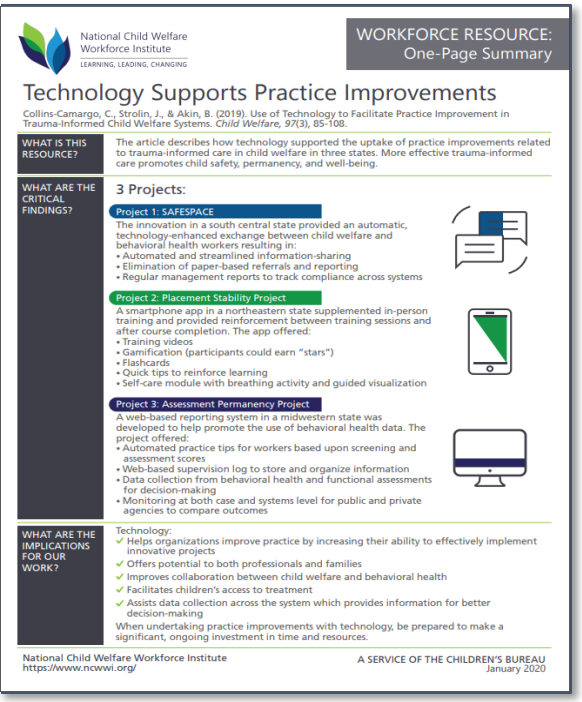
Work Conditions, Benefits, and Organizational Culture/Climate

October 20

Innovations Exchange Series

- Leadership and Supervision
- Inclusivity, Racial Equity, and Community Engagement
- Practice Supports
- **Work Conditions, Benefits, and Organizational Culture/Climate**
- Education and Professional Development Partnerships

Resources for Practice Supports



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WORKFORCE RESOURCE: One-Page Summary

Technology Supports Practice Improvements

Collins-Camargo, C., Strolin, J., & Akin, B. (2019). Use of Technology to Facilitate Practice Improvement in Trauma-Informed Child Welfare Systems. *Child Welfare, 97*(3), 85-108.

WHAT IS THIS RESOURCE?

The article describes how technology supported the uptake of practice improvements related to trauma-informed care in child welfare in three states. More effective trauma-informed care promotes child safety, permanency, and well-being.

WHAT ARE THE CRITICAL FINDINGS?

3 Projects:

Project 1: SAFESPACE

The innovation in a south central state provided an automatic, technology-enhanced exchange between child welfare and behavioral health workers resulting in:
- Automated and streamlined information-sharing
- Elimination of paper-based referrals and reporting
- Regular management reports to track compliance across systems

Project 2: Placement Stability Project

A smartphone app in a northeastern state supplemented in-person training and provided reinforcement between training sessions and after course completion. The app offered:
- Training videos
- Gamification (participants could earn "stars")
- Flashcards
- Quick tips to reinforce learning
- Self-care module with breathing activity and guided visualization

Project 3: Assessment Permanency Project

A web-based reporting system in a midwestern state was developed to help promote the use of behavioral health data. The project offered:
- Automated practice tips for workers based upon screening and assessment scores
- Web-based supervision log to store and organize information
- Data collection from behavioral health and functional assessments for decision-making
- Monitoring at both case and systems level for public and private agencies to compare outcomes

WHAT ARE THE IMPLICATIONS FOR OUR WORK?

Technology:
- ✓ Helps organizations improve practice by increasing their ability to effectively implement innovative projects
- ✓ Offers potential to both professionals and families
- ✓ Improves collaboration between child welfare and behavioral health
- ✓ Facilitates children's access to treatment
- ✓ Assists data collection across the system which provides information for better decision-making

When undertaking practice improvements with technology, be prepared to make a significant, ongoing investment in time and resources.

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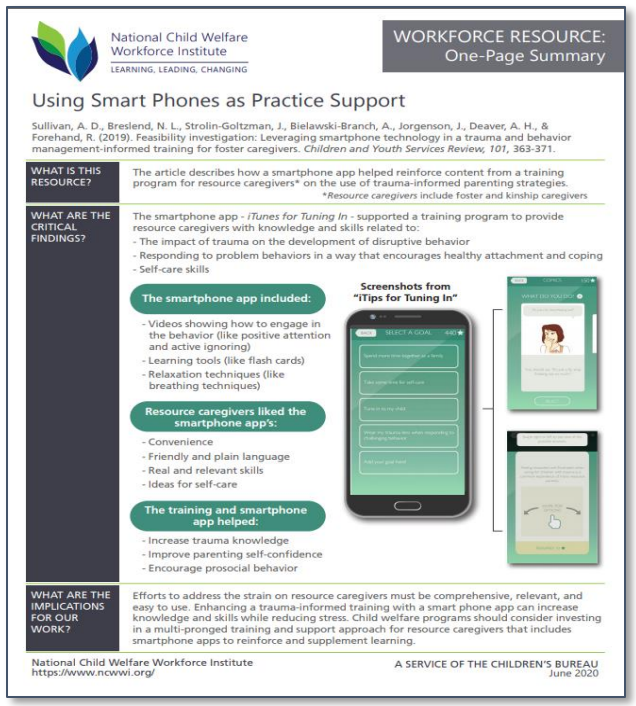
January 2020

https://www.ncwwi.org/files/--V3-ROOT/NCWWI_PRODUCTS/DOCUMENTS/Technology_Supports_Practice_Improvements_1-page_summary.pdf



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WORKFORCE RESOURCE: One-Page Summary

Using Smart Phones as Practice Support

Sullivan, A. D., Breslend, N. L., Strolin-Goltzman, J., Bielawski-Branch, A., Jorgenson, J., Deaver, A. H., & Forehand, R. (2019). Feasibility investigation: Leveraging smartphone technology in a trauma and behavior management-informed training for foster caregivers. *Children and Youth Services Review, 101*, 363-371.

WHAT IS THIS RESOURCE?

The article describes how a smartphone app helped reinforce content from a training program for resource caregivers* on the use of trauma-informed parenting strategies.
*Resource caregivers include foster and kinship caregivers

WHAT ARE THE CRITICAL FINDINGS?

The smartphone app - *iTunes for Tuning In* - supported a training program to provide resource caregivers with knowledge and skills related to:
- The impact of trauma on the development of disruptive behavior
- Responding to problem behaviors in a way that encourages healthy attachment and coping
- Self-care skills

The smartphone app included:
- Videos showing how to engage in the behavior (like positive attention and active ignoring)
- Learning tools (like flash cards)
- Relaxation techniques (like breathing techniques)

Resource caregivers liked the smartphone app's:
- Convenience
- Friendly and plain language
- Real and relevant skills
- Ideas for self-care

The training and smartphone app helped:
- Increase trauma knowledge
- Improve parenting self-confidence
- Encourage prosocial behavior

Screenshots from "iTips for Tuning In"

WHAT ARE THE IMPLICATIONS FOR OUR WORK?

Efforts to address the strain on resource caregivers must be comprehensive, relevant, and easy to use. Enhancing a trauma-informed training with a smart phone app can increase knowledge and skills while reducing stress. Child welfare programs should consider investing in a multi-pronged training and support approach for resource caregivers that includes smartphone apps to reinforce and supplement learning.

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June 2020

https://www.ncwwi.org/index.php/resourcemenu/resource-library/practice-supports/1576-using-smart-phones-as-practice-support/file

Workforce Resource
One-Page Summary

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Meaningful Family Involvement

Williamson, E. & Gray, A. (2011). New roles for families in child welfare. *Children & Youth Services Review, 33*(7), 1212-1216.

WHAT IS THIS RESOURCE?

This article discusses strategies and approaches for child welfare agencies to increase meaningful family involvement in the service delivery process. This research seeks to provide information on creating and implementing sustainable family involvement programs in child welfare agencies.

WHAT ARE THE CRITICAL FINDINGS?

Developing partnerships and promoting family involvement are important aspects of the systems of care approach. With this approach, family members are viewed as experts and partners in the child's care-planning process and may be included in policy and procedure development. Family members can work as peer mentors to help other parents navigate the child welfare system, find resources, and understand policies and procedures. The chart below describes the elements of various child welfare agency capacity-building efforts surrounding the peer-mentoring program.

PROGRAM STAFFING	Sufficient staff to support programs and activities Full-time position for family involvement initiative Responsible for development, implementation, and oversight Outreach, marketing, presentations, work groups, advocate
FAMILY ENGAGEMENT	Engage family members with previous involvement in the child welfare system to be peer mentors Provide them training, supervision, and compensation
REQUIREMENTS	Designed to prevent individuals from falling back into substance abuse and/or reentering child welfare system Referrals or readiness tools
TRAINING	Mandates, structure, and skills of the child welfare system
SUPERVISION	Regular supervision to discuss cases, challenges, and personal life Enhanced sustainability of programs
COMPENSATION	Ranged from $10-25/hour; some offered benefits & mileage
AGENCY BUY-IN	Discussed program in staff meetings and trainings Education and outreach efforts with family member cofacilitation

Limitations exist in sampling and data collection including: qualitative retrospective design that relies on participant memories; limited sample and lack of generalizability; and homogeneous sample with majority being female.

WHAT ARE THE IMPLICATIONS FOR OUR WORK?

It is important to engage staff and family members in capacity-building initiatives prior to implementing full-scale family involvement programs. A critical capacity building program is training for both child welfare staff and family members, to clarify roles/responsibilities, and differentiate case managers from peer mentors. Open communication between family and staff helps them identify needs and voice concerns. Agencies should seek to include all types of family members (not just parents and siblings). It is important to compensate peer-mentors and provide the resources necessary to support and encourage family involvement.

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December, 2012

https://ncwwi.org/files/Family_Involvement_1-pager_22.pdf

https://ncwwi.org/index.php/resourcemenu/resource-library/practice-supports

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View this video to learn how the Indiana Department of Child Services returned to their core values and mission by rallying around their practice model.

Evaluation

Please fill out the evaluation.

We are always learning and growing and want to improve this Innovations Exchange Series to meet your needs.

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Contact Info for our Facilitators:

Tony Mack | admack@albany.edu

Sharon Kollar | skollar@albany.edu

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Thank you!