Child Welfare Supervision: Coaching Conversations

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WELCOME!

We’re Glad You’re Here!

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Goals for Today

• Promote the use of coaching in the context of Child Welfare supervision

• Practice Conversation Strategy to build casework practice skills
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Creating a Learning Culture
Training, Coaching and Learning
“A learning organization is an organization skilled at creating, acquiring, interpreting, transferring, and retaining knowledge, and at purposefully modifying its behavior to reflect new knowledge and insights”

(Garvin, 2000, p. 11)
The Need for Coaching in Supervision
• 5% of learners will transfer a new skill into their practice as a result of learning a theory

• 10% of learners will transfer a new skill into their practice as a result of learning a theory and seeing it demonstrated

• 20% of learners will transfer a new skill into their practice as a result of theory, demonstration, and practice during the training

• 25% of learners will transfer a new skill into their practice as a result of theory, demonstration, practice, and corrective feedback during the training

• 90% of learners will transfer a new skill into their practice as a result of theory, demonstration, practice, and corrective feedback during the training — when it is followed up with job-embedded coaching

SOURCE: ACCWIC
What is Coaching?

The ongoing staff development process designed to insure implementation and model fidelity and develop professional judgment.
Goal of Coaching

Engage staff in self-directed learning and development of skills.
Coaching Skills
Coaching Skills

Anchor Feedback In Practice Skills

LISTEN

Engage staff in self-directed learning and development of casework skills

Ask Questions
The Way We Listen Tends To

Orient us toward some actions

...and Away From Others
“Successful people do very little talking; they spend most of their time asking questions and listening so they can gather enough information to make decisions and build solutions.”

Activity: RECIPE FOR SUCCESS

• **Pair up with one other person**
  – One person takes on role of coach
  – One person takes on role of coach-ee

• **Share about a time in your work when you felt truly successful**
  – Coach listens and takes notes
  – Coach reads back your “recipe for success”
  – 20 minutes

• **Switch Roles**
Coaching Conversation to Build Casework Practice
Why Coaching Conversations?

- Builds relationship
- Allows for ongoing dialogue
- Parallel Process

This is the good stuff.
Coaching for Skill Building

Advocating
Recognizing and supporting the power of individuals and families to speak about their well-being, find solutions, and continue to grow. Working on behalf of a client, family, and/or community, communicating with decision-makers, and initiating actions to secure or enhance a needed service, resource, or entitlement.

Assessing
The process of gathering and synthesizing accurate, comprehensive, and credible information concerning the child, youth, and family’s strengths, needs, preferences and underlying issues to objectively develop a plan for safety, well-being, and permanency.

Collaborating
Collaboration is characterized by agencies, families, and community partners working across organizational, social and/or cultural lines toward a shared vision or goal.

Communicating
Sharing and disseminating oral and written information so that meaning and intent are understood in the same way by all parties involved.

Planning
Planning is the process of thinking about and organizing the activities required to achieve a desired goal. It requires the creation and maintenance of a plan. The finished product is based on the assessment of risk and the needs of the family, youth, and children. It forecasts what the family wants to achieve in a designated period of time. Planning requires the input of the family, youth, and children and should be revisited to establish when objectives are met; changes should be made, and most importantly, goals are achieved.

Engaging
Engaging involves all aspects of connecting with youth and families in a deliberate manner to make well-informed decisions about safety, achieving permanency, lifelong connections, and well-being. Family engagement is an intentional practice with utilization of particular skill sets to ensure partnerships. Family engagement is founded on the principle of communicating openly and honestly with families in a way that supports disclosure of culture, family dynamics, and personal experiences. Engagement goes beyond mere involvement; it is about motivating and empowering families to recognize their own underlying needs, protective capacities, and supports. True engagement supports families in taking an active role in working toward change.

Partnering
Partnering is based on respectful and meaningful cooperation in the development of strength-based, trusting relationships with families to achieve safety, well-being, and permanency for children. True partnership forms the basis for family engagement and embracement of youth, family, and caregiver “voice and choice.”

Implementing
To implement involves the process of placing a decision or plan into effect by utilizing effective and appropriate methods to support and meet goals established in the planning stage.

Evaluating
Acquiring and reviewing information to determine if desired goals are being achieved and, if not, reconsiders services and resources provided to promote safety, ensure well-being, prevent re-traumatization, and achieve permanency.

Documenting
Documentation is the technical communication and formal reporting of facts, incidents, evaluations, and observations of a specific situation that serves as the official record.

Demonstrating Cultural and Diversity Competence
Cultural and diversity competence is an ongoing developmental process that includes an acquired understanding of the patterns and potential dynamics of specific groups and cultures, including our own. It is the understanding of how culture (the values, beliefs, attitudes, and traditions acquired from affiliate groups) as well as personal circumstances, conditions, nature and experiences influence our own and other people’s thinking and behaviors.
Coaching to the Casework Practice

State the Purpose

Identify the Focus

Explore Possibilities

Visit the Future

Identify Next Steps

Ready. Set. Action.

Follow-up

10 Optimal

5 Developmental

1 Unacceptable

Assessing

Partnering

Planning

Implementing

Advocating

Communicating

Evaluating

Collaborating

Demonstrating Cultural Diversity and Competence

Engaging

Documenting
Activity

- Pair up with one other person
- One person take on the role of “coach”
- One person take on the role of “supervisor”
- 30 minutes to practice the Coaching Conversation

PRACTICE MAKES PERFECT
Review of Key Points

Coaching Conversations:

✓ Builds relationship
✓ Allows for ongoing dialogue
✓ Parallel Process
One Take Away
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