

# Peer Coach Procedure Guide

**State of Michigan**  
**MiTEAM Procedures**  
**1<sup>st</sup> Edition**

This guide is intended for Peer Coaches and Peer Coach Supervisors in order to align current Child Welfare policy and best practice with Child Welfare reforms in the State of Michigan. The guide will provide procedures for Peer Coaches and techniques for teaching, observing and providing feedback to Children's Services Specialists and Supervisors utilizing the MiTEAM practice model.

## **Introduction:**

This guide was developed to provide specific direction for the Peer Coaches and Peer Coach Supervisors in the areas of Observation, Feedback and Mentoring. The guide also contains additional duties that the Peer Coach should be performing to support the MiTEAM Practice Model implementation.

The guide provides information regarding the Peer Coach role, the observation process, and how to provide feedback utilizing the MiTEAM Observation Tool and Guide. This guide also presents the Peer Coach with useful information regarding developing a mentoring relationship with caseworkers. The guide is intended to be utilized as a reference for daily activities, practice model implementation and case practice support.

## **The guide is divided into the following sections:**

- Section 1** Provides a broad overview of the philosophy and key competencies of the MiTEAM Practice Model.
- Section 2** Defines the role of the Peer Coach and specific responsibilities.
- Section 2a** Describes the MiTEAM Observation process and how to utilize the Observation Guide (DHS 1112) and Observation Tool (DHS 1110).
- Section 2b** Provides Peer Coach techniques on how to provide feedback to workers regarding skill development.
- Section 3** Describes the mentoring competency and the importance of relationship building for the Peer Coach.

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## **Michigan Department of Human Services**

### **Child Welfare Vision, Mission and Guiding Principles**

#### **Vision**

DHS will lead Michigan in supporting our children, youth and families to reach their full potential.

#### **Mission**

Child welfare professionals will demonstrate an unwavering commitment to engage and partner with families we serve to ensure safety, permanency, and well-being.

#### **Guiding Principles**

The vision and mission are achieved through the following guiding principles:

- Safety is the first priority of the child welfare system.
- Families, children, youth and caregivers will be treated with dignity and respect while having a voice in decisions that affect them.
- The ideal place for children is with their families; therefore, we will ensure children remain in their own homes whenever safely possible.
- When placement away from the family is necessary, children will be placed in the most family-like setting and be placed with siblings whenever possible.
- Permanent connections with siblings and caring and supportive adults will be preserved and encouraged.
- Children will be reunited with their families and siblings as soon as safely possible.
- Community stakeholders and tribes will be actively engaged to protect children and support families.
- Services will be tailored to families and children to meet their unique needs.
- Child welfare professionals will be supported through ongoing development and mentoring to promote success and retention.
- Leadership will be demonstrated within all levels of the child welfare system.
- Decision making will be outcome-based, research-driven and continuously evaluated for improvement.

Child welfare professionals will implement these guiding principles by modeling teaming, engagement, assessment and mentoring skills.

## **PRACTICE MODEL**

The MiTEAM practice model goal is to achieve the following three core outcomes: **Safety, Well-being** and **Permanency** for children and families. The four key competencies of the practice model; **Teaming, Engagement, Assessment** and **Mentoring**.

## **MiTEAM Practice Model: Key Competencies**

**MiTEAM** has four key competencies that align with the agency's mission, values, and principles. The four key competencies for MiTEAM Practice Model are: **Teaming**, **Engagement**, **Assessment** and **Mentoring**. Michigan utilizes the following practice skills to achieve positive outcomes for families and children.

**Teaming** is a collective effort that necessitates a team approach. It is the ability to assemble, become a participant of, or lead a family team that provides needed support, services and resources to children or families or helps resolve critical child and family welfare related issues.

**Engagement** is a series of intentional interventions that work together in an integrated way to successfully establish a relationship with children, parents, and individuals, to work together to help meet the safety, permanency and well-being needs of the child and family. Interactions should be open, transparent and non-judgmental so relationships will be viewed as partnerships. The goal is for the family to actively participate in strength-based and solution focused planning that is needs driven.

**Assessment** is a process that includes information gathering, analysis, and collaborative decision-making to incorporate the family, child, and caregivers in developing the plan. Initial and ongoing assessments will have a direct effect on better outcomes for children.

Use engagement skills to gather information about significant events and possible underlying causes that may precipitate a need for child welfare related services. Strength-based assessments build on the personal strengths and resources that are frequently overlooked or given minimal attention in more problem focused approaches to assessment.

**Mentoring** is a developmental partnership in which one person shares knowledge, skills, information and perspective to foster and empower the personal and professional growth of another. The power of mentoring creates a one-of-a-kind opportunity for collaboration, goal achievement and problem solving. Mentoring is the ability to empower others. It is vital to demonstrate and reinforce desired skills to promote positive outcomes for children, families and practice.

## **MiTEAM Practice Model:**

### **Core Outcomes**

The MiTEAM practice model is the framework that will achieve the following three core outcomes: **Safety, Well-being and Permanency.**

#### **Safety:**

The Department of Human Services (DHS) recognizes that the parent(s)/legal guardian(s) have primary responsibility for keeping their own children safe. However, when safety cannot be maintained in the home, DHS and private agency providers may be entrusted with the authority to intervene on behalf of the child. The primary objective is that children are safe from abuse and neglect.

#### **Permanency:**

Once safety is achieved the objective for children and families involved with DHS and a private agency foster care provider is permanency - a safe, stable home in which to live and grow including a life-long relationship with a nurturing caregiver. When the home is not a safe and stable, the goal is to advance children to the security of a permanent family. The desired outcome is to expedite permanency by reunification, adoption, legal guardianship, permanent placement with a fit and willing relative or another planned permanent living arrangement.

#### **Well-being:**

Implementing interventions that provide protective and positive outcomes to ensure that children thrive in safe, permanent homes with access to necessary resources for long-term stability. The desired outcome includes maintaining a child or youth's connectedness to family, supportive relationships, and the community as well as effectively meeting the physical, mental health and educational needs of a child, youth or young adult.

## **MiTEAM Practice Model Goals: Family Team Meeting Philosophy**

The purpose of Family Team Meetings is to engage families in safety planning, case planning, service identification and assessment of progress. Family Team Meetings are voluntary for the family; they must be offered and encouraged throughout the life of a case and, when required, held regardless of family participation.

### **Strengths Based:**

This type of case practice recognizes and builds on the family's strengths. The focus is to identify strengths from the family, supportive groups and communities that are utilized to address the crises that brought the child into care.

### **Child Centered:**

Promotes and emphasizes the need to actively encourage the **Safety, Well-being, Permanency** and health of the child. Promotes the child's right to make and maintain connections while asking questions and searching for answers.

### **Family-Focused:**

Emphasizes family relationships are an important factor in maintaining permanency, identifying strengths and overcoming concerns. The family-focused skills begin with treating families with respect and dignity. Acknowledging family strengths will empower them to participate in services.

## **MiTEAM Practice Model Goals: Family Team Meeting Process**

The Family Team Meeting process is flexible and individualized for each family. The purpose of the meeting is to effectively communicate any concerns and work toward a consensus in overcoming any issues. The meeting is governed by the type of Family Team Meeting (see Family Team Meeting Types and Time Frames and Family Team Meeting Protocol), non-negotiable(s), agenda, and ground rules.

### **Pre-Meeting Discussion:**

The caseworker will engage the family to discuss why the meeting is being called. This will allow for the family and their team members to be ready to fully participate and to provide the family with a forum to share their point of view. During the pre-meeting discussion the family, with the caseworker's input, will identify the location of the meeting, develop the agenda, ground rules and identifies participants to be invited. It is important that all participants are prepared for the meeting, agree to what will be accomplished, and understand the purpose of the meeting.

The caseworker must discuss any security needs and safety concerns prior to the Family Team Meeting to ensure adequate security at the meeting site. Family members may be excluded if they pose a credible safety threat to the group or if attendance would violate a personal protection order, no-contact bond, probation, parole, or other court order. In some of these cases, a telephone conference must be explored. All participants must be provided with security information, whenever a Family Team Meeting will include the attendance of a family member with a known history of violent or threatening behavior.

### **Family Team Meeting:**

The team agrees to the confidentiality statement, agenda and ground rules. The team highlights the family strengths and utilizes them in supporting the family in making decisions to increase child safety, permanency, and well-being. The caseworker promotes an atmosphere of safety and transparency so that all concerns can be addressed and evaluated with realistic, measurable and obtainable solutions.

### **Meeting Documentation:**

The caseworker will document action steps/safety plan on the ***DHS-1105 Family Team Meeting Activity Report***, as agreed upon by all team members, and distribute to participants at the conclusion of the meeting. The meeting is documented in "Social Work Contacts" and the service plan.

## **MiTEAM Leadership Principles for: Leadership**

As champions of the practice model, administrators will participate in trainings that will support the skills that allow them to be effective Mentors. Administrators are to model appropriate skills and behaviors expected of Managers, Supervisors and caseworkers when working with all stakeholders. As effective leaders, an administrator will use coaching techniques and provide appropriate feedback. Effective communication will result in identifying resources, strengths and needs, thus, moving staff from a beginner to a master in applying the key competencies.

### **Modeling:**

Demonstrations of the MiTEAM skills in case conferences, field supervision, and daily activities. Modeling is staying visible and actively engaging staff in setting individual goals and objectives that reflect the MiTEAM competencies. From the top down, leaders will always model best practice with staff and all external partners. Administrators must walk the talk.

### **Coaching:**

Teaching the practice skills to provide leadership, direction, education and support that will help staff gain confidence in Teaming, Engagement, Assessment and Mentoring our families, peers and community partners.

### **Feedback:**

Giving frequent and constructive feedback that is behaviorally specific to skills that promote MiTEAM. Effective feedback is timely, sharing of pertinent information, empathetic, concentrates on strengths and works toward solutions. The supervisor and/or administrator will work with the caseworker to clarify performance expectations and encourage them to take an active role in Teaming, Engagement, Assessment and Mentoring.

## **MiTEAM Leadership Principles for: Peer Coaches/Peer Coach Supervisors**

Peer Coaches and Peer Coach Supervisors are “**Practice Champions**” that have mastered the four key MiTEAM competencies: **T**eaming, **E**ngagement, **A**ssessment and **M**entoring. Peer Coaches will assist supervisors and managers in training of the MiTEAM practice model. As an effective Peer Coach, they will have a comprehensive knowledge of the Practice Model and the MiTEAM key competencies. They will observe all staff to support skill development and proficiency, provide feedback and mentor in how to use the practice model in every interaction. The Peer Coach support in the observation process will move staff from observing Peer Coaches demonstrating skills to practicing skills (co-facilitation) then mastery of the MiTEAM skills (Peer Coaches observation).

### **Peer Coaching**

The process in which peers provide feedback, support, and assistance with the primary goal of improving skill performance and reaching the core outcomes of Safety, Permanency and Well-being.

### **Observation Process:**

Peer Coaches are expected to give effective behaviorally specific feedback to the caseworker, his/her Supervisor in attendance. Effective feedback is specific, timely and balanced. The Peer Coach will identify the type of feedback that is required as Positive or Developmental Feedback (**Page 23: STAR Feedback**). The feedback will be given to the caseworker by the STAR Feedback method. Working together the Peer Coach, Supervisor and caseworker will develop Next Steps to support the elevation of behavioral performance expectations that are required to support the MiTEAM model.

### **Mentoring:**

The Peer Coach will participate in ongoing opportunities for guidance, leadership, and coaching among peers as it relates to the MiTEAM core skill development. Peer Coaches will provide mentoring in all settings where engagement of staff, families and stakeholders occur.

## **MiTEAM Leadership Principles for: Caseworkers**

The caseworker is the first contact opportunity to employ the MiTEAM core competencies working towards assuring safety and permanency. Utilizing the skills of engagement, caseworkers encourage a family's participation in service planning. Assessing the appropriate needs of the family with the family will enable recommendations for services that can benefit the family and assist in reunification. Teaming allows the family to have their personal supports and professional service providers work together to develop a plan. Mentoring will provide families with the opportunity to develop and master new skills that will allow them to safely and effectively transfer newly acquired skills during daily interaction.

### **Engagement:**

The ability to successfully establish a relationship with children, parents, and others who work together to overcome the issues that brought the youth into care. Effective engagement allows the caseworker to guide and empower child(ren) and parents during the life of the case.

**Assessment** is a process rather than a one-time or point in time event. A thorough initial and ongoing assessment has a direct effect on the MiTEAM core outcomes; permanency, safety and child well-being. Comprehensive assessments help children and families recognize and promote strengths they can use to resolve issues, determines the child or family's ability to complete tasks or achieve goals, and ascertains a family's willingness to seek and use resources that will support them as they attempt to resolve their issues.

### **Teaming:**

Teaming is a collective effort that necessitates a team approach and that help resolve critical child and family welfare related issues. When a caseworker effectively connects with the youth and family, the needs of the family can be addressed in a safe and supportive environment. The process includes information gathering, analysis, and collaborative decision-making that include the family as partners.

### **Mentoring:**

Mentoring is the ability to guide and empower others. It is vital to demonstrate and reinforce desired skills to promote positive outcomes for children, families and practice. Caseworkers demonstrate trust and rapport that has been developed through the partnership with the family to share knowledge, skills, and information to foster and empower the personal growth.

## **PEER COACH**

Peer Coaches are “**Practice Champions**” that have mastered the four key MiTEAM competencies, **T**eaming, **E**ngagement, **A**ssessment and **M**entoring. The Peer Coach will assist supervisors and managers in training of the MiTEAM practice model. As an effective Peer Coach, they will have a comprehensive knowledge of the Practice Model and the MiTEAM key competencies. They will observe staff to support skill development and proficiency, provide feedback, and mentor staff to use the practice model in every interaction. The Peer Coach support will move staff from observing and practicing to mastery of the MiTEAM skills.

## **PEER COACHING**

The process in which peers provide feedback, support, and assistance with the primary goal of improving skill performance and reaching the core outcomes of Safety, Permanency and Well-being.

## **Defining the Peer Coach Role:**

### **What it is; What it isn't**

**Purpose of defining the Peer Coach Role:** To demystify assumptions on what others may think the role of the Peer Coach is and build a safe environment for relationship building and engagement.

#### **Introduction of Peer Coach Role:**

- The Peer Coach's role is to observe, support and provide feedback.
- The Peer Coach is a "Practice Champion".  
*(A Practice Champion is one that sparks action in others to improve communication, practice and processes.)*

#### **Skills of a Peer Coach:**

- Observe:** Provide support without removing responsibility.  
Provide a safe environment for staff to develop his/her skills and build trust.
- Document:** MiTEAM Observation Tool provides support to caseworker for skill development and proficiency.
- Communicate:** Initiate and effectively engage in a purposeful and meaningful manner to establish rapport with child welfare staff.
- Coach/Model:** Supplement, not replace, others' ideas; develop and maintain relationships.  
Provide reflective feedback and encouragement.

#### **Peer Coach Knowledge Base:**

- The Peer Coach will be an expert in all aspects of the MiTEAM Practice Model.
- The Peer Coach will guide skill development of the MiTEAM Case Practice competencies.
- The Peer Coach will possess knowledge of Child Welfare programs and actively seek information to understand these programs.

#### **Peer Coaches are NOT to:**

- Facilitate Family Team Meetings (FTM).
- Make case decisions or act in the role of a Supervisor.
- Take over case planning.

## Peer Coach Responsibilities and Next Steps:

Responsibilities:	Next Steps:
Provide ongoing support and facilitation for Focus Groups.	Peer Coach works with administration to identify stakeholder and provide support.
Provide ongoing training to front-line staff and Supervisors on MiTEAM key competencies, two-day MiTEAM Practice Model, Observation and Feedback process.	Peer Coach provides training during section meetings, staff meetings and county meetings on the model or key competencies.
Observe a minimum of 20 Pre-Meeting Discussions and Family Team Meetings monthly.  <i>*Additional observation is encouraged as time allows.</i>	Document 20 observations on the MiTEAM Observation Tool and forward to Peer Coach Supervisor once feedback is given and Next Steps are documented.
Observe a minimum of 10 caseworker interactions primarily focusing on the Engagement competency. ( <i>Court, home visit, doctor appointment, relative search, etc.</i> )  <i>*Additional observation is encouraged as time allows.</i>	Document 10 observations on the MiTEAM Observation Tool and forward to Peer Coach Supervisor once feedback is given and Next Steps are documented.
Provide a Monthly Report to assess the progress of agency practice model implementation and sustainability.	County offices will determine the internal process of administration receiving and reviewing the monthly report.  Peer Coach Supervisor will forward the Monthly Report and attach it to the Observation Tool. This information must be scanned and forwarded to <a href="mailto:DHS-MiTEAM@michigan.gov">DHS-MiTEAM@michigan.gov</a> on the 1 <sup>st</sup> of the month. The subject of the email will be Monthly Report : County Name (ex. Monthly Report: Delta)

## **PREPARATION**

The action of making ready or being made ready.

## **OBSERVATION**

The process of a Peer Coach watching a caseworker engage stakeholders throughout the life of a case in order to document the worker's demonstration of the skills that support the practice model. The observation is non-judgmental and focuses directly on target skills (behaviors) and the proficiency of the displayed target skills. This process is not an evaluation of case planning skills or policy interpretation or an evaluation method.

**Purpose of an Observation:** A collaborative partnership between the caseworker and Peer Coach that facilitates learning and proficiency directly related to the practice model competencies and target skills.

**Peer Coach Role in Observation:** Observation of competency during family engagement; documentation of observed behaviors displayed by staff that support target skills(s); identification of proficiency level; provision of feedback (**Page 23: STAR Feedback**) on observation and development of the next step(s) needed to increase competency proficiency level.

**Peer Coach should focus on:**

- Observation of the competencies of Teaming, Engagement, Assessment and/or Mentoring.
- Building ownership and confidence of the caseworker regarding the process of the Pre-Meeting Discussion, Family Team Meetings and case development.

**Peer Coach Responsibilities:**

- The Peer Coach will provide ongoing modeling, coaching and technical assistance to aid in continued skill development and proficiency.
- The Peer Coach will conduct 10 observations of caseworker interaction primarily focusing on the Engagement competency. (Observation of child welfare staff using the practice skills can occur in the following settings: face-to-face interviews with children, parents, and caregivers; court hearing.) All observations must be completed and documented on the MiTEAM Observation Tool.
- The Peer Coach will conduct 20 observations of caseworker interaction in Pre-Meeting Discussions and Family Team Meetings monthly. All observations must be completed and documented on the MiTEAM Observation Tool.

**Preparation for Observation Activities: Peer Coach Responsibilities**

- Detailed familiarity of the MiTEAM Observation Guide.
- Detailed familiarity of the MiTEAM Observation Tool.

**Preparation for Observation Activities: Child Protective Services Unit or Foster Care Unit**

- The Peer Coach is to identify the Key Competency they will observe for the month.
- The Peer Coach is to identify the unit, Child Protective Services or Foster Care, which they will observe for the month.
- The Peer Coach is to identify the unit Supervisor he/she will contact.

**Note:** If you have dual or tri-counties, focus on one county at a time and one MiTEAM Key Competency.

### **Preparation for Observation Activities: Supervisor**

- The Peer Coach will introduce himself/herself to the Supervisor (state name and title).
- The Peer Coach and Supervisor will determine which of the four Key Competencies (*Teaming, Engagement, Assessment and/or Mentoring*) that will be assessed during the observation process.
- The Peer Coach and Supervisor will identify the areas in which the observation process will occur (**Ex.** The Peer Coach will observe the CPS workers in Pre-Meeting Discussions, Monthly Contacts/Court Hearing and/or Family Team Meeting for that month).
- The Peer Coach will explain the process of “Feedback” (**Page 23: STAR Feedback**).
- The Peer Coach will request that the Supervisor communicate to their staff the name of the Peer Coach, the Key Competency that is being observed and where observation process will occur (**Ex.** The Peer Coach can request to be on the unit Staff Meeting agenda to discuss their role, purpose and the area of the practice model they will be observing).
- The Peer Coach and Supervisor will communicate to their staff how to schedule an observation (**Ex.** The CPS caseworker has a new case to investigate. CPS caseworker will contact the Peer Coach about any face-to-face meetings with the family).

### **Preparation for Observation Activities: caseworker**

- The Peer Coach will introduce himself/herself to the caseworker (state name and title).
- The Peer Coach will inform the caseworker on which of the four Key Competencies (*Teaming, Engagement, Assessment and/or Mentoring*) that will be assessed during the observation process.
- The Peer Coach will state their purpose, be specific about what Key Competency will be observed and how feedback will be provided (**Ex.** Observing skills for Teaming in Pre-Meeting).
- The Peer Coach will ask the caseworker if there is any specific area(s) that he/she would like the Peer Coach to focus on during the observation (**Ex.** Worker indicates that they have a hard time redirecting mom in the meeting to focus on the development of the case plan. The Peer Coach could focus on supporting the worker’s engagement).
- The Peer Coach will identify the meeting type (**Ex.** Pre-Meeting or Family Team Meeting).

**Define MiTEAM Observation Guide:** Provide directions on how to complete the MiTEAM Observation Tool.

**Outline of the MiTEAM Observation Guide:**

- **Target Skills:** Actions/tasks that is present and shown when a competency is being conducted. The Peer Coach will be able to identify if the target skills are being utilized by connecting them to behavioral indicators.
- **Target Skills Definition:** Explains and gives the meaning of each target skill related to the competency.
- **Behavioral Indicators:** Actions that support the target skill correlating with the competency.

**NOTE: \* To properly utilize the MiTEAM Observation Tool a comprehensive review of the MiTEAM Observation Guide must occur.\***

**Define MiTEAM Observation Tool:** The instrument used to document the observed target skills and staff proficiency of the skill displayed by the worker/front-line supervisor.

**Outline of the MiTEAM Observation Tool:**

- **Target Skills:** Actions/tasks present and shown when a competency is being conducted. The Peer Coach will be able to identify if the target skills are being utilized by connecting them to behavioral indicators.
- **Notation of Observed Target Skills:** Area in which the Peer Coach writes in behavioral detail how the caseworker may or may not have displayed the target skill associated with the competency. Provide a specific example of how/why caseworker achieved or did not achieve targeted skill.
- **Strengths:** Target skills the caseworker displays consistently throughout the observed worker-client interaction.
- **Next Steps to Improve Skill Proficiency:** A process in which the Peer Coach, Supervisor and caseworker develop a plan to support the caseworker and increase skill proficiency in identified competencies.
- **Proficiency Level:** An assessment used to support the caseworker in obtaining a complete picture of their proficiency in the identified competency.

**NOTE: To properly utilize the MiTEAM Observation Tool a comprehensive review of the MiTEAM Observation Guide must occur.\***

## **FEEDBACK**

The provision of meaningful and thorough information about the process and behaviors displayed by an individual. Feedback is used in the MiTEAM observation process as a way to support skill development and proficiency.

**Purpose of Feedback:** Feedback is to be used to maintain performance or to support skill development to increase performance.

**Peer Coach Responsibilities:**

- The Peer Coach will develop the skills to provide positive feedback.
- The Peer Coach will provide feedback to child welfare staff and supervisors regarding facilitation of FTMs and the core competencies of the case practice model.
- The Peer Coach will conduct 10 observations of caseworker interaction primarily focusing on the Engagement competency. (Observation of child welfare staff using the practice skills can occur in the following settings: face-to-face interviews with children, parents, and caregivers; court hearings.) All observations must be completed and documented on the MiTEAM Observation Tool.
- The Peer Coach will conduct 20 observations of caseworker interaction in Pre-Meeting Discussions and Family Team Meetings monthly. All observations must be completed and documented on the MiTEAM Observation Tool.
- The Peer Coach will discuss observations (strengths and recommendations) from the MiTEAM Observation Tool with MiTEAM Analyst and local county DHS/PAFC management staff.

**Providing Feedback:**

- The Peer Coach will provide verbal feedback to each caseworker in a timely, balanced and specific manner.
- The Peer Coach will also provide written feedback to the supervisor for each caseworker. As a part of the feedback process, a detailed discussion will occur between the supervisor, Peer Coach, and caseworker to develop the Next Steps identified in the MiTEAM Observation Tool.
- The Peer Coach will provide information to the supervisor, who will follow up with the caseworker to support skill development.

**Providing Effective Verbal Feedback:**

Prior to providing feedback, the Peer Coach will identify what type of feedback will need to be given to the caseworker.

- **Positive Feedback:** specifies what a person or team has consistently done well.
- **Developmental Feedback:** guides a person/team toward a more effective approach which is aligned with the specific skills under observation.

## STAR Feedback: Positive Feedback

### Positive Feedback:

The ability to specify what a person or team has done well.

### “STAR” Feedback-Positive

- **ST- *Situation or Task***- What was the problem, challenge, or task?
- **A - *Action***- *What was said or done to engage or build rapport with the stakeholder, during the caseworker/supervisor’s interaction?*
- **R - *Result***- What changed, for better or worse, because of the person’s actions, and what was the impact or consequences of that result? Development of worker’s Next Steps for skill development shall be processed and agreed upon here.

### Example of “STAR” Feedback-Positive

- **ST- *Situation or Task***- *“Thanks for clearly communicating expectations for the family and service providers this morning.”*
- **A-*Action*** - *“You worked well with them by eliciting their involvement in the development of the service plan goals, tasks and timeline.”*
- **R-*Result*** - *“The parents verbalized their satisfaction with being included in the development of the services plan and understanding the expectation of the Department of Human Services.”*

## STAR Feedback: Developmental Feedback

### Developmental Feedback:

The ability to provide specific steps which guides a person or a team toward a more effective approach.

### “STAR/AR” Feedback-Developmental

- **ST - Situation or Task** - What was the problem, challenge, or task?
- **A - Action** - *What was said or done to engage or build rapport with the stakeholder, during the caseworker/supervisor’s interaction?* For developmental feedback, what did the person say or do that was ineffective?
- **R - Result** - What changed, for better or worse, because of the person’s actions, and what was the impact or consequences of that result?
- **Alternative** – Something the person could have said or done differently.
- **R - Result** - The enhanced RESULT that the alternative action might have produced. Development of worker’s Next Steps for skill development shall be processed and agreed upon here.

### Example of “STAR/AR” Feedback-Developmental

- **ST - Situation or Task** - *“When attending the Family Team Meeting with you this morning, I noticed that you and family worked together to develop the service plan.”*
- **A - Action** - *“You and the family were listing the family’s needs to address how they came to be involved with DHS on a flip chart.”*
- **R - Result** - *“It seemed that there were some difficulties getting the group to engage in the conversation, you asked for volunteers to share family’s needs.”*
- **Alternative** - *“Have you considered restating the purpose and provide an example of what may be a need? It is also effective to restate the ground rule so that everyone is aware that we need them to be active participants in the meeting.”*
- **R- Result** - *“That way you can continue to maintain the safety of the participants and keep them engaged in the development of the service plan. These are steps you can use to maintain rapport with families and participants and will help for future Family Team Meeting to run smoother.”*

## Post Observation Feedback Process:

The purpose of feedback is a provision of providing specific information about behaviors displayed by the Caseworker during stakeholder interactions. Feedback is used in the MiTEAM observation process as a way to support target skill development and competency proficiency. A byproduct of providing feedback is the development of Next Steps in order for the caseworker to achieve a target skill and competency proficiency.

The Peer Coach is to provide feedback in the following format:

### Timely:

- Providing **positive feedback** strongly reinforces positive actions and results.
- Providing **developmental feedback** through suggestions soon enough for people to adjust and enhance their performance.

### Specific:

- **What** they accomplished or didn't accomplish.
- Describe **how** people achieved results: What behaviors and/or actions did they take? What methods were effective?
- Explain **why** people's behaviors and/or actions were effective. What were the results of the meeting? What were the outcomes?

### Balanced:

- Feedback that focuses **only** on what a person needs to do **better** or **more of**, but fails to acknowledge what's been done well, may damage self-esteem.
- Feedback from leaders who comment **only** on **strong performance** is equally ineffective. They are missing opportunities to help people become even more successful.

**Immediate Feedback:** Occurs after a Pre-Meeting Discussion or Family Team Meeting.

The focus is centered on the productivity of the meeting (**Ex.** How a detailed and purposeful Pre-Meeting Discussion will lead to a productive Family Team Meeting, or how a productive Family Team Meeting will assist in the development of a comprehensive case plan).

## **Post Observation Feedback Process:**

**Processed Feedback:** Occurs within 14 business days of the observed Pre-Meeting Discussion or Family Team Meeting.

Using written forms or other formats for collecting information, the facilitator seeks feedback from participants about their experience in the meeting process. This information is used to promote learning and enhance meeting effectiveness.

The Peer Coach will provide the Supervisor and caseworker with a completed copy of the MiTEAM Observation Tool. The Peer Coach will review the tool with all parties. He/She will collectively review, develop and discuss Next Steps for skill proficiency that the caseworker will work toward.

### ***Things to think about when developing Next Steps:***

#### ***Ask for help and encourage involvement from the Supervisor.***

- Make involvement in the development of Next Steps with the Supervisor your first choice.
- Unleash Supervisors and Caseworkers ideas with “genuine curiosity” questions in order to create individualized Next Steps for staff skill development.
- Encourage responsibility with following through with identified Next Steps.

#### **Provide support without removing responsibility *(to build ownership.)***

##### **REMEMBER: Help others think and do**

- Supervisor, Caseworker and Peer Coach are encouraged to be realistic about your role.
- Peer Coach to encourage all participants to keep their commitments.
- Peer Coach to resist the temptation to take over - keep responsibility where it belongs.

**Follow-up Post Observation Feedback:** The Supervisor will continue to coach and model and provide feedback on caseworker’s identified Next Steps. The Supervisor will encourage and support skill development based on Next Steps developed from observation(s). The Peer Coach may assist the supervisor in identified behaviors to assist in skill development for the caseworker.

## **MENTORING**

Is a developmental partnership through which one person shares knowledge, skills, information, perspective to foster and empower the personal and professional growth of someone else. The power of mentoring creates a one-of-a-kind opportunity for collaboration, goal achievement and problem solving. Mentoring is the ability to guide and empower others; it is vital to demonstrate and reinforce desired skills to promote positive outcomes for children, families and practice.

## **Building a Trustful Relationship**

The Peer Coach will participate in ongoing opportunities for guidance, leadership, and coaching among peers as it relates to the MiTEAM core skill development. Peer Coaches will have effective communication with the caseworker and Supervisor on observations and FTM Follow-ups.

### **Peer Coach Responsibilities:**

- Provide mentoring and coaching of all newly hired child welfare staff in the MiTEAM four key competencies and the Family Team Meeting (FTM) process.
- Transfer of knowledge (Facilitate, Co-facilitate and Observe).
- Provide ongoing two - day MiTEAM Practice Model training and key competency training on an ongoing basis with internal and external partners. This includes coaching and/or training Crucial Accountability skills.

### **Steps to building a trust based mentoring relationship with staff:**

- Introduce yourself and your purpose to the supervisor
- Engage supervisor to communicate their expectations, goals, concerns, and questions, etc.
- Acknowledge and validate any concerns (*however, your goal is not to solve any problems*).
- Agree on a common purpose (i.e. goals for the unit)
- Discuss steps on how the supervisor would like the Peer Coach to engage and communicate with their unit.

## **Building a Trustful Relationship**

Any time two or more people work in the same environment, trust and teamwork can promote a solid professional relationship. However, building trust within a teamwork structure can be challenging. Acknowledging and respecting fellow employees' expertise is an initial step toward building trust.

**Purpose of building a Trustful Relationship:** People need to feel respected and have a sense of self-worth in order to be motivated, confident, innovative and committed to their work.

### **Peer Coach Role in building a Trustful Relationship:**

- Maintain & enhance self-esteem.
- Help and encourage involvement.
- Provide support.
- Provide feedback.

### **Peer Coach Responsibilities:**

- Transfer of knowledge (Facilitate, Co-facilitate and Observe).
- Arrange venues for feedback to be given.
- Actively engage staff in communication regarding Peer Coach role (in staff meeting/unit meeting).

### **Steps to Building a Trusting Relationship:**

Ability to work tactfully, collaboratively and diplomatically with staff at all levels of the agency.

- Heard - "Clarify" voice, advocate concerns
- Respected – time
- Valued – experience

## **Steps to Building Trust:**

### **Fosters Open Communication**

- Listens and responds with empathy.
- Shares thoughts, feelings, and rationale.
- Focuses on the positive.
- Seeks others' ideas.
- Doesn't shoot the messenger.
- Discusses "undiscussables".
- Is straightforward and up - front.
- Challenges assumptions.

### **Is Reliable and Consistent**

- Being honest about what one can and can't do.
- Acts with integrity.
- Is available when needed.
- Behaves according to organizational values.
- Follows through and keeps commitments.

### **Treats Everyone with Respect and Fairness**

- Values each individual's uniqueness.
- Maintains or enhances others' self-esteem.
- Acts impartially and without bias.
- Ensures everyone receives due credit, recognition, and rewards.

### **Shows Confidence in Others**

- Asks for help and encourages involvement.
- Provides support without removing responsibility.
- Provides opportunities to develop new skills.
- Lets team members lead.
- Stands behind and advocates for team members.

## Steps to Repairing Trust: Trust Breakers

Repairing trust is often the most difficult situation to face. It is imperative that you model behaviors that inspire others to trust you, and continually exhibit behaviors that demonstrate that you trust others.

Below are behaviors that will affect and can ultimately break someone's trust in you. These behaviors are identified as:

- Breaks Promises**
  - Doesn't keep Commitments.
  - "Drops the ball."
  - Doesn't follow through.
  - Betrays confidences or secrets.
  
- Serves Own Interests**
  - Forces decisions or plans that favor oneself at others' expense.
  - Acts more concerned about own welfare than anything else.
  - Makes excuses.
  - Takes credit for others' work.
  - Deflects blame, "points fingers."
  
- Acts Inconsistently**
  - Says one thing but does another.
  - Sends mixed messages so others don't know where one stands.
  - Shows favoritism.
  - Provides support one day and not another.
  - Is temperamentally uneven and unpredictable.
  
- Avoids Issues**
  - Doesn't deal with poor performance at the expense of others.
  - Goes around people instead of approaching them directly.
  - Sugarcoats; presents information in an artificially positive light.
  - Is evasive and less than candid.
  - Sidesteps difficult decisions.
  
- Makes Assumptions**
  - Jumps to conclusions without checking facts.
  - Doesn't give people a fair chance to prove themselves.
  - Expects the worst from others.
  - Acts on own point of view without considering others' viewpoints.
  - Doesn't challenge preconceived notions.
  
- Doubts Others**
  - Micromanages.
  - Looks over everyone's shoulders.
  - Consistently double-checks the work of others.
  - Does not delegate authority along with responsibility.
  - Imprints own stamp on others' ideas.

## Reference Page

Maine Child and Family Services, Policy IV. D-6. Family Team Meeting August, 2005

North Carolina Division of Social Services, Family Services Manual, Volume I: Children's Services Chapter viii: Child Protective Service December, 2009