



INDIANA UNIVERSITY

SCHOOL OF SOCIAL WORK

Child Welfare Education and
Training Partnership

Supervisor Training
**Coaching for
Successful Practice**

Indiana Department of Child Services

Trainer Manual

Acknowledgements – Trainer Guide

Special Appreciation:

We would like to thank all of the staff at the Indiana Department of Child Services for their contributions to this document.

In addition, the Indiana Child Welfare Education and Training Partnership wishes to recognize the special contributions of the Training Unit Staff and curriculum workgroup. They are as follows:

M.B. Lippold, Indiana Department of Child Services

Pat Howes, IUPUI School of Social Work

Cassandra Porter, Indiana Department of Child Services

Jackie Votapek, IUPUI School of Social Work

LaTrece Thompson, Indiana Department of Child Services

Maria Wilson, Indiana Department of Child Services

Jennifer Lee, Indiana Department of Child Services

Michelle Murdock, Indiana Department of Child Services

Erika Marks, IUPUI School of Social Work

Designed and developed and adapted from materials provided by CWPPG by:
Amy Powell, Curriculum and Assessment Specialist, Indiana Child Welfare Education and Training Partnership

Acknowledgements

Special Appreciation:

We would like to thank all of the staff at the Indiana Department of Child Services for their contributions to this document.

In addition, the Indiana Child Welfare Education and Training Partnership wishes to recognize the special contributions of the Training Unit Staff and the curriculum workgroup. They are as follows:

M.B. Lippold, Indiana Department of Child Services

Pat Howes, IUPUI School of Social Work

Cassandra Porter, Indiana Department of Child Services

Jackie Votapek, IUPUI School of Social Work

LaTrece Thompson, Indiana Department of Child Services

Maria Wilson, Indiana Department of Child Services

Jennifer Lee, Indiana Department of Child Services

Michelle Murdock, Indiana Department of Child Services

Erika Marks, IUPUI School of Social Work

Designed and developed and adapted from materials provided by CWPPG by:
Amy Powell, Curriculum and Assessment Specialist, Indiana Child Welfare Education and Training Partnership

Course Logistics – Trainer Guide

Room Set-up Part of the training involves working in small groups – group the tables so participants can sit in a group of 4 and have face to face conversations.

Equipment Chart paper and markers
Masking tape

Handouts and Materials Participant Manual
Case Study Packet

Media None

INDCS

Blank

INDCS

Table of Contents – Trainer Guide

Coaching for Successful Practice

Time	Activity	Trainer Page	Participant Page
9:00am	Welcome & Overview	8	4
9:45am	Review of Core Resources	12	6
10:10am	Case Study – Part 1 (Reflection)	26	13
10:30am	Morning Break		
10:45am	Coaching Teaming Engaging & Assessing	30	14
12:00pm	Lunch		
1:00pm	Coaching Planning & Intervening	34	15
2:00pm	Case Study – Part 2 (Strategies)	38	-
3:00pm	Afternoon Break		
3:15pm	Debrief & Personal Reflection	42	-
3:45pm	Wrap-up & Evaluations	44	17

Table of Contents

Coaching for Successful Practice

Time	Activity	Page
9:00am	Welcome & Overview	4
9:45am	Review of Core Resources	6
10:10am	Case Study – Part 1 (Reflection)	13
10:30am	Morning Break	
10:45am	Coaching Teaming Engaging & Assessing	14
12:00pm	Lunch	
1:00pm	Coaching Planning & Intervening	15
2:00pm	Case Study – Part 2 (Strategies)	-
3:00pm	Afternoon Break	
3:15pm	Debrief & Personal Reflection	17
3:45pm	Wrap-up & Evaluations	18

Course Overview – Trainer Guide

9:00am
45 minutes

Participant
Page 4

Welcome participants to *Coaching for Successful Practice* training.

Introduce yourself and describe your experiences with DCS, child welfare, and both using and coaching the DCS Practice Model. This will set up your authority to speak on the topics of this training.

Ask participants to introduce themselves and share what they are hoping to get out of this training. (Encourage participants to capture their goal in the space in their participant manual.)

Course
Description

Ask participants to read the course description.

Explain –

- We want this training to be useful and relevant to you.
 - That is why we have asked that you come to this training with a case manager in mind that is facing some challenges with the Practice Model skills.
 - It is our goal that at the end of training you have the skills and resources you need to take back to your local office to coach and mentor your staff in moving the Practice forward.
-

Course
Objectives

Present the course objectives.

Ask – In looking at the objectives – What are the questions you would like answered in this training? [Validate responses.]

Course Agenda

Direct participants to the Table of Contents on Page 3 of their manual for the Course Agenda.

Ask if anyone has any questions about the agenda.

Group Norms

Explain the regular professional expectations for DCS workers apply in training. **Ask** if there are any additional group norms the group would like to add.

Acknowledge supervisor responsibilities, phone calls, etc., and work with the group to come to consensus on group norms.

Capture participant Group Norms on a piece of chart paper and post it in the room for reference.

Course Overview

Course Description

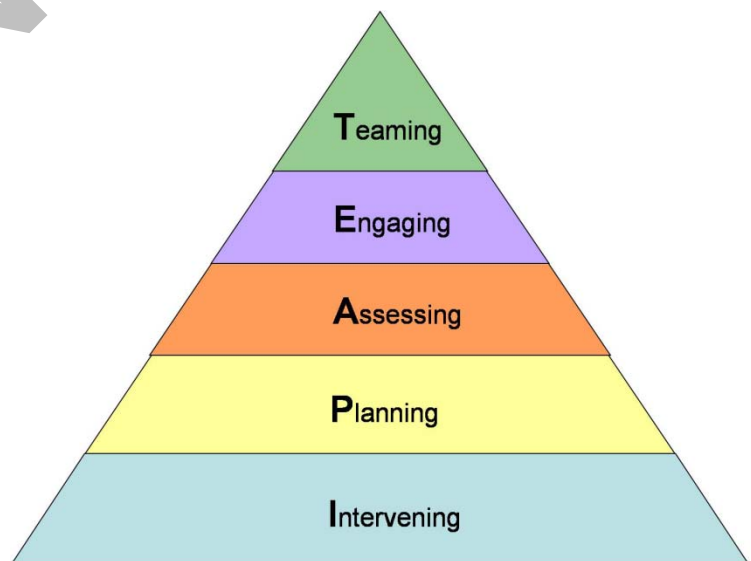
Coaching for Successful Practice is a one day training that builds on the coaching/mentoring skills learned in Supervisor Core. Participants will use a real case study example from their own practice to identify challenges family case managers face with Practice Model skills and apply coaching/mentoring/modeling tools and strategies to move the practice forward.

Course Objectives

At the end of this training participants will:

- Connect the coaching, mentoring, and modeling tools learned in Supervisor Core to strategies that build worker strengths and improve worker performance with Practice Model skills.
 - Identify your workers' strengths and performance gaps using the Cycle of Need and Challenge Model.
 - Generate coaching, mentoring, and modeling strategies to build worker strengths and improve worker performance with each of the Practice Model skills.
 - Generate a plan for applying the strategies generated in training with one of your workers in the next 3 days, 30 days, and 3 months.
-

What are you hoping to get out of this training?



Course Overview continued – Trainer Guide

**Activity:
Supervisors
Who Move the
Practice
Forward**

**Participant
Page 5**

Direct participants to the activity in the participant manual.

Explain –

- We are going to do a group activity - Each group will receive a piece of chart paper.
- Step 1 - On your chart paper – as a group answer the first question in the participant manual.
- Step 2 – As a group discuss the second question – do not record this on the chart paper, it will be charted as a large group.

Allow participants 10 minutes to both write their responses and discuss at their table, then regroup.

Question 1 Discussion:

- **Ask** each table to post their chart paper on the wall.
- Read each list and identify common elements between the groups.

Question 2 Discussion:

- Choose 1-2 items from each chart and ask – If supervisors are doing this how is the worker and the work impacted?
- Capture responses on a piece of chart paper labeled “The Worker *and* The Work”.

Summarize the key points:

- **Ask** the group if we would all agree that if we have a supervisory force who can demonstrate these qualities and make this impact on the workers and the work, we would be effectively fulfilling our role in moving the practice forward.
- **Explain** we are going to use the training day to think further about how to develop and perform these skills and roles for our staff.

Course Overview continued

**Activity:
Supervisors
Who Move the
Practice
Forward**

Supervisors Who Move the Practice Forward...

Instructions:

Step 1 – Answer the first question as a group, record your responses on your chart paper.

Step 2 – Discuss the second question with the supervisors at your table.

1) What do supervisors exhibit that enhance practice skills in their staff?

2) How does this impact the worker and the work?

Review of Core Resources – Trainer Guide

9:45am
25 minutes

Participant
Page 6

Transition –

- During Supervisor Core you received training and resources in coaching, mentoring, and modeling.
 - It has been (approximately) 6 months since you graduated from Supervisor Core. You have had time in your position to practice using the tools and skills you learned in Core.
 - Today we are going to revisit some of those tools and look at how we can focus our attention on using those tools and skills to coach our workers in moving the Practice forward.
-

Activity:
Review of Core
Resources

Explain – On the next couple of pages in the participant manual are some of the materials from Supervisor Core.

Activity Instructions:

- Browse the resources in the participant manual pages 6-12.
- At your table discuss 1) How you have been using each tool, and 2) How you might use the tool to coach and mentor your workers in Practice Model skills.

Allow participants 5-10 minutes to browse and discuss, then regroup.

Possible discussion questions:

- What common elements were found in your group?
- What tools does your group use the most or find the most helpful?
- Would anyone like to share an example of how they have used one of these tools to guide their coaching/mentoring of a worker?
- How could these tools help you plan, structure, and/or create coaching and mentoring opportunities?
- How are you using the Reflective Practice Survey (RPS) process to coach your workers?

Explain the tools provided in the manual range from assessing a performance gap, to suggestions for coaching, to developing worker rewards for success and can be used across a range of situations.

Thank everyone for participating in the discussion.

Review of Core Resources

Activity:
Review of Core Resources

Instructions:

- Browse the Supervisor Core resources in your manual (pgs. 6-12).
- Discuss 1) How you have been using each tool, and 2) How you might use the tool to coach and mentor your workers in Practice skills.

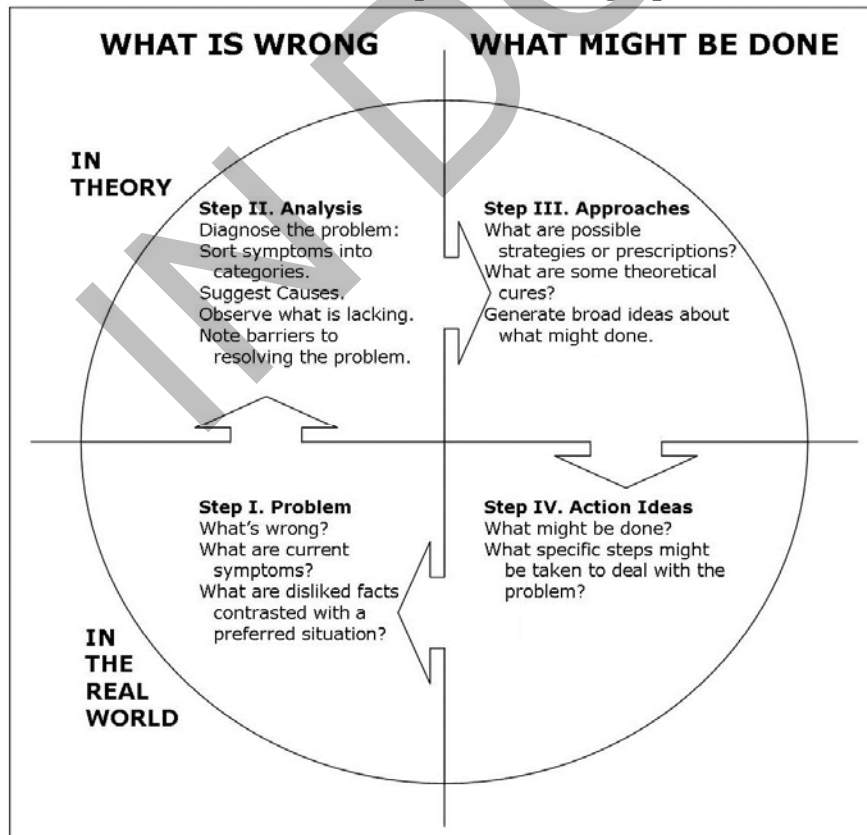
Conditions for learning

Necessary Conditions for Learning

1. The recognition and acceptance of differences.
2. The provision of timely, clear feedback.
3. The pursuit of new ways of thinking and untapped sources of information.
4. The acceptance of errors, mistakes, and occasional failures as the price of improvement.

(Garvin, 2000)

The Four Basic Steps in Inventing Options



Review of Core Resources continued – Trainer Guide

Participant
Page 7

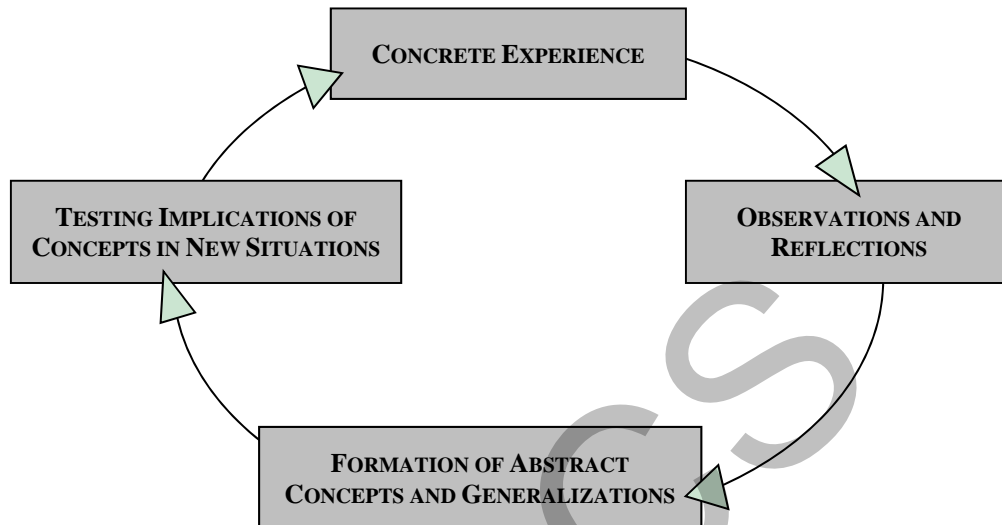
Resources continued in participant manual.

INDCS

Review of Core Resources continued

Experiential Learning Model

People learn through experience and the process is conceived of as a four-stage cycle:



Preferred Learning Situations

Stages of Learning	Preferred Learning Situations
Concrete Experience	<ul style="list-style-type: none"> • Learning from new experience, games, role-plays, etc. • Peer feedback and discussion • Personalized counseling
Reflective Observation	<ul style="list-style-type: none"> • Lectures • Opportunities to take an observer role, to see different perspectives on an issue • Objective tests of one's knowledge about an issue
Abstract Conceptualization	<ul style="list-style-type: none"> • Theory reading • Study time alone • Clear, well-structured presentation of ideas
Active Experimentation	<ul style="list-style-type: none"> • Opportunities to practice and receive feedback • Small group discussion • Projects and individualized, self-paced learning activities

Review of Core Resources continued – Trainer Guide

**Participant
Page 8**

Resources continued in participant manual.

INDCS

Review of Core Resources continued

Crucial Confrontations: CPR

- Content** Talk about the content; that is what actually happened in the incident. Describe the behavior.
- Pattern** Describe the behavior in terms of a series, e.g., “This is the second time this has occurred and you agreed...”
- Relationship** As the problem continues, think through about the effect on relationships which is far more important than either the content or the pattern.
-

Feedback Formula

1. **Let the worker see what they have done.** Either by telling or by showing on a video, show workers the behavior. This ensures that the feedback is identifiable, direct, sincere, specific, and non-evaluative.
 2. **Show the effect of the behavior.** Help the worker see the tangible effect of their action. The supervisor evaluates the behavior with evidence.
 3. **Agree on a change.** The worker and supervisor discuss alternative behaviors to achieve the desired result. Both parties should agree on the change and, if possible, immediately implement it or try it out.
-

Constructive Feedback: A Step-by-Step Guide

Content – What you say.

- Identify the issue or performance involved. Provide specifics of what happened.

Manner – How you say it.

- Be direct when delivering your message. State observations, not interpretations.
- Be sincere and avoid giving mixed messages.
- In positive feedback situations, express appreciation.
- In negative feedback situations, express concern.
- Give the feedback person-to-person, not through messengers or technology.

Timing – When to say it.

- Constructive feedback should be provided as soon as possible after the event so that events are fresh in everyone’s mind.
 - In an emotionally charged situation it may be appropriate to wait to gather your thoughts in a less-emotional manner.
-

Review of Core Resources continued – Trainer Guide

Participant
Page 9

Resources continued in participant manual.

INDCS

Review of Core Resources continued

Sample Coaching Questions

Sample Coaching Questions

Assessment

- What do you make of it?
- What do you think is best?
- How does it look to you?
- How do you feel about it?
- What seems to be the trouble?
- What seems to be the main obstacle?
- What concerns you the most about...?

Clarification

- What do you mean?
- What does it feel like?
- Can you say more?

Evaluation / Exploration

- What do you think it means?
- What is your assessment?
- What other angles can you think of?
- What is another possibility?
- What are some other options?
- What are other possible meanings?
- What happens when you do...?
- What would happen if?

Example

- Will you give me an example?
- For instance?
- Like what?
- Such as?

Elaboration

- Will you elaborate?
 - Tell me more about it.
 - What other thoughts do you have about it?
-

Review of Core Resources continued – Trainer Guide

**Participant
Page 10**

Resources continued in participant manual.

INDCS

Review of Core Resources continued

Sample Coaching Questions Continued

For Instance

- If you could do it over again, what would you do differently?
- How else could it have been handled?
- What caused it?
- What led up to it?
- What have you tried so far?
- What do you make of it?

Options

- What are the possibilities?
- What are possible solutions?
- What options can you create?

Outcomes

- What do you want?
- What is your desired outcome?
- How will you know when you or the family has reached it?
- What would it look like?

Planning

- What do you want to do about...?
- What are your next steps?
- What support do you need to accomplish...?
- What do you need from me?
- What will you do?
- When will you do it?

Short and Sweet Questions

- Say more about that.
- Keep going.
- Tell me more.
- What else?
- And?
- What's behind that?

Observation and Question Technique:

“You mentioned that _____ (insert a phrase that you want more information about). Tell me more about that.”

Review of Core Resources continued – Trainer Guide

**Participant
Page 11**

Resources continued in participant manual.

INDCS

Review of Core Resources continued

Reflective Practice Survey (RPS)

What is the Reflective Practice Survey (RPS)?

The Reflective Practice Survey is a tool that uses quality measures to review cases and assess FCM's TEAPI skills to achieve better outcomes for children and families.

- Field Observation is used to gain information to assess the skills of the FCM during the home visit observation.
- Through organizing conversations between FCMs and Supervisors, particular strengths and areas of concern in cases can be identified.
- By using interview questions to guide conversations FCMs and Supervisors will be able to identify any barriers that are thwarting efforts or RESULTS while highlighting strengths in PRACTICE.

What are the key attributes of the RPS?

- Underlying values as to child and family safety and well-being are broadly held.
- Practice model reflects a coherent approach to supporting and sustaining change in families.
- Process promotes learning at all levels in the organization.
- Process allows for the assessment of FCM skills.

Sample RPS Questions

- How is the child free of abuse, neglect, and exploitation in all settings?
 - What leads you to believe that the child is attending school regularly and making progress in school consistent with promotion and school completion?
 - In what way is the child doing well, emotionally and behaviorally?
 - How are planned interventions and supports producing family change consistent with the outcomes needed for sustainable, safe case closure?
 - In what ways are key family members ongoing participants in decisions made about child/family services, supports, and results?
 - What permanency efforts are being implemented on a timely basis to ensure that the child has a sense of family, stability, and belonging?
-

Review of Core Resources continued – Trainer Guide

**Participant
Page 12**

Resources continued in participant manual.

INDCS

Review of Core Resources continued

Techniques for Building Positive Attitudes

Techniques for Building Positive Attitudes

- Set up situations where workers can experience success
- Provide workers with flexibility and choice
- Encourage workers to participate in decisions that affect them
- Provide support when needed
- Show interest in and knowledge of each worker
- Demonstrate confidence in workers
- Encourage workers to set their own goals
- Assume that workers understand what is expected of them
- Assign caseloads and tasks that are consistent with the worker's needs, interests, and skills
- Individualize your supervision
- Recognize and eliminate barriers to worker achievement
- Establish a climate of trust and open communication
- Use participatory democracy as much as possible
- Listen to and deal with worker complaints
- Model motivation through your own behavior and attitudes
- Criticize behavior, not people

Three Simple Rules

Three Simple Rules for Effective Rewards and Recognition

1. Match the reward to the person.

Determine the personal preferences of the person who is receiving the reward or recognition.

2. Match the reward to the achievement.

Customize the reward to take into account the level of effort put forth by the person.

3. Be timely and specific.

The reward should be given as soon after the event as possible. Rewards given weeks or months after the event or achievement do little to continuously motivate employees.

Case Study Part 1 (Reflection) – Trainer Guide

10:10am
20 minutes

Participant
Page 13

Transition –

- **In preparation for this training** you were asked to come with a worker in mind that may be struggling with one or more Practice Model skills that requires coaching/mentoring/modeling from you as a supervisor.
 - We want you to **use your case study** as a way to focus your energy on learning skills that are relevant and important to you.
 - We also want you to hear the case studies of those around you because **by sharing these case studies with each other** you will gain a range of perspectives and practical solutions.
 - To **start the process today** we want you to reflect on your worker using the two models that you see in the participant manual – the Cycle of Need and the Challenge Model.
-

The Cycle of
Need

Draw a parallel between a family’s behavioral expression and case manager behavioral expressions of performance challenges.

- The cycle of need applies to all humans and needs and can be applied in the professional realm as well.
 - Supervisors / coaches / mentors help us uncover our underlying needs in regards to professional growth, and help us develop good intervention solutions – training, instruction, observation, to move forward and achieve our goals/desired results.
-

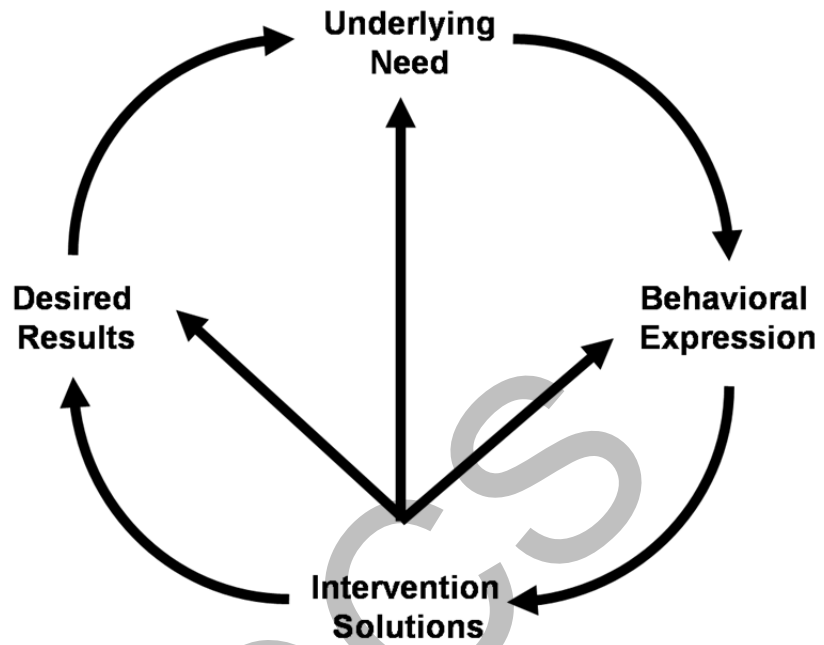
Challenge
Model

Draw a parallel between case managers viewing families through the Challenge Model and supervisors viewing case managers through the Challenge Model.

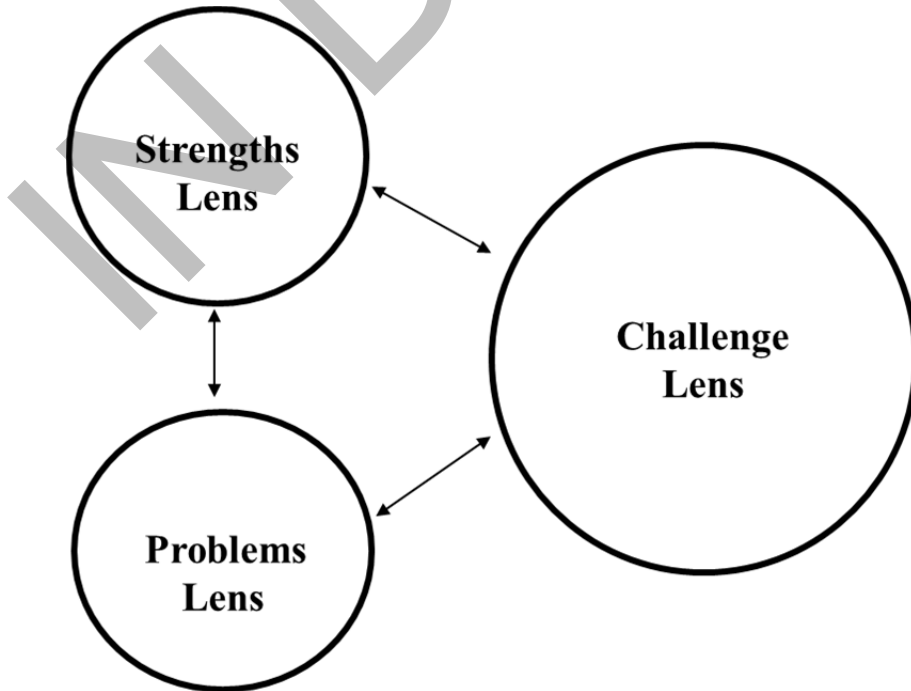
- The strengths lens are the all the skills and abilities your workers have.
 - The problems lens is the needs/performance gap they have to overcome.
 - The challenge lens is being able to see the worker as a whole – encompassing both their strengths and needs.
 - **Analogy** – A person wearing glasses with a different prescription in each eye (strengths/problems) – to look through one lens or the other would create a distorted image – both are needed to see clearly.
-

Case Study Part 1 (Reflection)

The Cycle of Need



Challenge Model



Case Study Part 1 (Reflection) continued – Trainer Guide

Activity: Reflection

Explain how the following activity will be used:

- This morning you are going to complete a Case Study Reflection.
- You will think about your worker and identify the behaviors you are seeing, their strengths and needs, and what strategies you have tried to address what you are seeing.
- This information is to help you focus your attention on the rest of the training today – so you can focus on finding suggestions/solutions for coaching this worker.

Hand out the Case Study packets – 1 per person.

Explain -

- Each packet has 5 papers (5 pieces of paper – double-sided).
- Paper 1 is the Case Study Reflection participants will complete now.
- Try to **write legibly** as these sheets will also be shared with the supervisors at your table in an activity later today.
- Papers 2-5 will be used in later activities in the afternoon.

Refer participants to the activity instructions on the first page of the Case Study Reflection:

- The activity questions are on both sides of the first piece of paper
- You will have 10-15 minutes to reflect and write
- Ask if there are any questions

Allow participants 10-15 minutes to work before going to morning break.

Do not discuss the contents of the reflection at this time.

Thank everyone for participating and explain the contents of the reflection will be discussed in a later activity.

10:30am
15 minutes

Morning Break

Blank

INDCS

Coaching Teaming Engaging & Assessing – Trainer Guide

10:45am
1 hour
15 minutes

Explain –

- This morning we are going to focus on Teaming, Engaging, and Assessing.
- This afternoon we will focus on Planning & Intervening.
- As you know there is overlap between the Practice Model skills; for example, a deficit in engaging can affect the quality of teaming.
- Acknowledge that every supervisor has successful strategies for coaching their staff, and every supervisor is also struggling in some area and could use some new coaching ideas.
- Today is an opportunity to learn successful strategies from each other – to build on each other’s strengths in a way that addresses each other’s needs.

Ask – What skills, knowledge, and/or performance challenges are your workers struggling with regarding Teaming, Engaging, and Assessing? [Capture the responses on a piece of chart paper.]

Explain- The following performance challenges were identified by supervisors in a survey:

- Identifying and gathering informal supports
- Getting to the underlying need
- Engaging resistant parents or managing team functioning problems
- Balancing risk and protective factors in decision making
- Identifying the family’s goals – not the FCM’s goals
- Engaging absent parents / fathers
- Knowing what and when to team, especially in the assessment phase

Ask – Are any of you facing these same challenges with your workers? [Add any additional challenges identified by the group to the chart paper.]

Continued on the next page...

Blank

INDCS

Coaching Teaming Engaging & Assessing continued – TG

Model the activity

Trainer Note –

- Identify one or two challenges to discuss as a large group before moving to the small group activity.
 - **Use the Discussion Questions** in the participant manual to **model the activity** using one or two challenges identified by the group.
-

Activity:
Coaching TEA

Begin activity
by 11:30am

Participant
Page 14

Explain the activity –

- Using the small groups at your table, identify one or two challenges your workers are facing around teaming, engaging, and/or assessing.
- Using the discussion questions in your manual as a guide, and the Supervisor Core resources, generate coaching, mentoring, and modeling strategies to address your identified challenge(s).
- You will have 15-20 minutes for your discussion.
- When we regroup we'll ask each group to share the highlights from their discussion and their best two ideas.

Allow participants 15-20 minutes to discuss, then regroup to discuss.

Possible Discussion Questions:

- What challenge did your group discuss? What coaching, mentoring, or modeling strategies did you identify to address the challenge?
 - Did any other groups discuss the same challenge?
 - Did your group identify different strategies?
- Does your strategy address a gap in knowledge, understanding, or application?
- Is your worker aware that this is an area of challenge for them? If not
 - How will you make your worker aware of the need for improvement?

Thank everyone for participating and sharing their ideas.

12:00pm
1 hour

Lunch

Coaching Teaming Engaging & Assessing

Activity: Coaching TEA

Activity Instructions:

- 1) Identify 1-2 performance challenges your workers are facing with Assessment, Teaming, and/or Engaging skills.
- 2) Use the discussion questions below and the Supervisor Core resources (pgs. 6-12) as a guide to generate coaching, mentoring, and modeling strategies to use with your workers.

Discussion Questions:

What types of questions do you ask your workers to assess their teaming, engaging, and assessing skills around this issue?

- Is there a knowledge gap?
- Is there a gap in understanding?
- Is there a gap between understanding and application?
- Is the worker aware of the area in which they need to improve?
- If the worker is aware of the gap, are they committed to trying to make an improvement? What strategies are they implementing?

When you identify _____ (issue) as an area of concern with a worker, what strategies have you found successful in helping them develop their skills and continue to move forward?

Have you developed any tools/resources that you use with workers to help them gain new knowledge and understanding in this area?

What are some ways you are successfully modeling _____ (the issue) with your staff?

Challenge:

Strategies:

Coaching Planning & Intervening – Trainer Guide

1:00pm
1 hour

Participant
Page 15

Explain –

- This morning we strategized how to address worker issues around Teaming, Engaging, and Assessing.
- This afternoon we will focus on Planning & Intervening.
- Thank everyone for sharing this morning what is working well and encourage supervisors to continue sharing so we can learn successful strategies from each other.

Explain – One new initiative that has an impact on how supervisors are coaching their workers in Planning & Intervening is Safely Home Families First.

Direct participants to the information in their manual and **explain –** Safely Home, Families First is:

- A renewed and heightened effort to keep kids safely at home or with appropriate relatives.
- The natural evolution of the DCS Practice Model to
 - Provide for the well-being of our children;
 - Identify those protective factors that will help keep a child at home safely;
 - Help family members find resources and their own informal supports; and
 - Quickly locate relatives in the event a child is not able to remain in the home.

Discussion Questions:

- How has the Safely Home, Families First initiative impacted your supervision of workers?
 - How are you imparting knowledge to your workers about Safely Home, Families First?
 - What steps are you taking to help your workers understand why Safely Home, Families First is important and how it impacts children and families?
 - What are you doing to teach, model, coach, and mentor behaviors that support the goals of Safely Home, Families First?
-

Coaching Planning & Intervening

Safely Home, Families First

What are the goals of Safely Home, Families First?

1. Children are safely home with resources available and in place to support the family; or
2. They are with appropriate relatives who can lessen the effects of removal and increase their likelihood of achieving the permanency they deserve.

Why Safely Home, Families First?

- Indiana leads the nation in exits to permanency (up 34%, when most states are down 15%)
- Indiana is 2nd in the nation for reaching permanency in 24 months
- However – we remove too often – top 10 in the nation
 - **Indiana removals are up 21%**
 - Nationally removals are down 18%
- Need to weigh the certain harm resulting from child removal versus the risk of harm resulting from failure to remove.

Strategies used by Indiana's supervisors:

Knowledge:

Understanding:

Application (Behaviors):

Coaching Planning & Intervening continued – Trainer Guide

**Participant
Page 16**

Transition – Safely Home, Families First is just one piece connected to Planning & Intervening.

Ask - What skills, knowledge, and/or performance challenges are your workers struggling with regarding Planning & Intervening? [**Capture** the responses on a piece of chart paper.]

Explain- The following challenges were identified by supervisors in a survey:

- Intervening at the appropriate level / Understanding the continuum of level of intervention
- Matching services to individual families
- Developing the case plan with family input
- Identifying critical case junctures and holding CFTMs at those times
- Seeing and acting with the long-term view in mind
- Intervening in challenging situations / with challenging clients

Ask – Are any of you facing these same challenges with your workers? [Add any additional challenges identified by the group to the chart paper.]

**Walk-Around
Activity:
Coaching P&I**

**Begin activity
by 1:30pm**

Trainer Note – Prior to starting this activity – post five blank pieces of chart paper spaced out around the room.

Explain –

- We are going to conduct a walk-around activity to brainstorm ways you can address Planning & Intervening challenges through coaching, mentoring, and modeling.
- First we need to choose 5 challenges to address. **Ask the group** to come to consensus on 5 challenges from the list captured on chart paper. **Trainer Note** – Write one challenge at the top of each piece of chart paper posted around the room.
- You will have 15 minutes to walk around the room and write your ideas on each chart. Write at least one idea on each chart.

Allow participants 15 minutes to walk-around, then regroup to discuss.

- Present the strategies from each chart. Allow participants to ask questions or provide clarification as needed.

Thank everyone for participating and sharing their ideas.

Coaching Planning & Intervening continued

**Walk-Around
Activity:
Coaching P&I**

Challenge 1:

Strategies:

Challenge 2:

Strategies:

Challenge 3:

Strategies:

Challenge 4:

Strategies:

Challenge 5:

Strategies:

Case Study Part 2 (Strategies) – Trainer Guide

Transition

Explain –

- We are going to conduct an activity where you will need to work in small groups.
- In order to make this next activity as effective as possible and help you to get additional ideas and insights – we want you to work with **at least** two supervisors you have not worked with yet today.
- Please gather your personal items and move to a new table to create new groups of 4.

Allow participants a few minutes to get settled before continuing.

2:00pm
1 hour

Activity: Strategies

Explain –

- Earlier this morning you completed a Case Study Reflection.
- For our next activity we will be revisiting your reflection.
- For this activity you will be working in groups of 4.

Explain – In training we try to create a mix of activities that reach different learning styles – today we are using a mix of lecture, large group discussion, small group discussion, walk-around, and writing / reflection.

Present the activity instructions for Rounds 1-3.

Instructions Rounds 1-3:

- This activity will take place in rounds.
 - For Rounds 1-3 the case study packets will be passed one person to the right.
 - Read the case study reflection.
 - On the next blank page (labeled Rounds 1, 2, and 3) write your suggestions following the prompts on the page.
 - Rounds 1-3 will be 10 minutes each.
 - The trainer will give you a 5 minute and 1 minute warning for each round, and then let you know when to pass the packets and start the next round.
 - **Ask** if there are any questions, then **begin Round 1**.
-

Blank

INDCS

Case Study Part 2 (Strategies) continued – Trainer Guide

Activity: Strategies Continued

Trainer Notes –

- Use a clock to time each round.
- Give a 5 minute and 1 minute warning for each round.
- At the end of each round ask participants to pass their packets to the right and begin the next round.

Regroup after Round 3 and present the instructions for Round 4.

Instructions Round 4 (Small group debrief):

- Pass the case study packets one last time to the right to return them to the original participant.
 - Take a few minutes to read the suggestions from the three other supervisors in your group.
 - Discuss as a group some of the suggestions; clarify any questions you have.
 - Round 4 will be 15 minutes.
 - At the end of this activity there will be one last blank page in your case study packet, which will be used in a later activity. DO NOT begin filling this part out yet.

Ask if there are any questions, then ask participants to pass their case study packets to the person on their right and begin Round 4.

At the end of Round 4 regroup and ask:

- Did anyone gain a new insight they would like to share?

Thank everyone for participating and dismiss to afternoon break.

3:00pm
15 minutes

Afternoon Break

Blank

INDCS

Debrief & Personal Reflection – Trainer Guide

3:15pm
30 minutes

Transition –

- Today’s training is all about working together to share strategies and ideas for coaching, mentoring, and modeling practice model skills to our workers.
- The question now becomes – What are our next steps?

Explain –

- When you are coaching/mentoring a worker – you will work with your worker to identify a plan and have them commit to implementing it.
- We are going to parallel that process in our last activity of the day.

Present the activity instructions:

- The last sheet in your case study packet is your plan and personal commitment to next steps.
- Reflect on all the information you gathered today – from the review of tools from Supervisor Core, from the large and small group discussions on each of the Practice Model skills, and from the case study activity.
- You will identify and write down one thing you will try in the next 3 days, in the next 30 days, and in the next 3 months.
- We are having you write this in your packet so that you have everyone’s suggestions and your commitment all in one place.
- You will have 10 minutes for this activity.

Allow participants 10 minutes to write, then regroup.

Possible Discussion Questions:

- Would anyone like to share their plan?
- What are you going to try in the next 3 days?
- What are you going to try in the next 30 days?
- What are you going to try in the next 3 months?

Provide verbal support, validation, and encouragement for everyone’s plans.

Thank everyone for participating.

Blank

INDCS

Wrap Up and Evaluations – Trainer Guide

3:45pm
15 minutes

Explain – During the training today we set out to meet four learning objectives. They were:

Participant
Page 17

- Connect the coaching, mentoring, and modeling tools learned in Supervisor Core to strategies that build worker strengths and improve worker performance with Practice Model skills.
- Identify your workers' strengths and performance gaps using the Cycle of Need and Challenge Model.
- Generate coaching, mentoring, and modeling strategies to build worker strengths and improve worker performance with each of the Practice Model skills.
- Generate a plan for applying the strategies generated in training with one of your workers in the next 3 days, 30 days, and 3 months.

Ask - Does anyone have any questions or discussion before we wrap up?

Evaluations

Thank everyone for attending and participating today.

Tell participants you will distribute course evaluations and then leave the room while they complete them.

- **Assure** participants that every comment is read and considered when updating and creating training materials.
 - **Ask** for constructive comments that are specific and to suggest solutions to any problems they encountered during training.
-

Wrap Up and Evaluations

Course Objectives

Did we meet the learning objectives?

At the end of this training participants will:

- Connect the coaching, mentoring, and modeling tools learned in Supervisor Core to strategies that build worker strengths and improve worker performance with Practice Model skills.
- Identify your workers' strengths and performance gaps using the Cycle of Need and Challenge Model.
- Generate coaching, mentoring, and modeling strategies to build worker strengths and improve worker performance with each of the Practice Model skills.
- Generate a plan for applying the strategies generated in training with one of your workers in the next 3 days, 30 days, and 3 months.

Evaluations

Please provide constructive comments and suggest solutions to any problems you encountered during training.

Thank you for attending!
