Sustaining, Supervising and Coaching in a Differential Response Child Protection System

Sonia Tillman, Section Chief
Differential Response and Special Projects
Partnership Across Systems

Differential Response developed out of the work of the Supreme Court of Ohio Subcommittee on Responding to Child, Abuse, Neglect & Dependency formed in 2004, representing strong partnership across systems:

- Supreme Court of Ohio
- Ohio Department of Job and Family Services
- Public Children Services Association of Ohio
- Meaningful Involvement of Diverse Stakeholders:
  - Legal System & Advocates: Judicial Officers, Prosecutors, GALs/CASAs, Defense Counsel
  - Education
  - Mental Health
  - Advocates for Parents and for Resource Families
  - Youth
  - Law Enforcement
Differential Response

Alternative Response

Traditional Response
**Ohio Department of Job and Family Services**

**Office of Families and Children**

John R. Kasich, Governor
Cynthia C. Dungey, Director

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**Screening:** Does the report meet the statutory threshold for CPS intervention?

- **YES**
  - Alternative Response
    - Child Protection Response
    - Option for reports that DO NOT allege serious or imminent harm
    - No formal finding
    - Safety-driven
  - Traditional Response
    - Child Protection Response
    - Identification of victim and perpetrator
    - Process results in a determination/finding
    - Safety-driven

- **NO**
  - Screened Out/Referred for other community services

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**Pathway Assignment**
Dirty dishes prove I feed my family. Full trash can means I clean up after them. Messy floors mean I let my child have fun. Pile of unfolded laundry means I keep my family in clean clothes. Wet bathroom means my kid took a shower! So the next time you walk into my house and see a "mess" think twice before you judge. If you come over to see us, come on in...if you're coming over to see my house please make an appointment. Keep this going if you're a parent.
Key Components of Sustaining the Practice:

- Staff Selection
- Training
- Supervising
- Coaching
Enhancing Overall Casework Skills by Utility of the DR Practice Profiles
## Practice Profiles: 10 Worker Skill Sets

### Ohio Differential Response Practice Profiles

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<th>Engaging</th>
<th>Partnering</th>
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<td>Implementing</td>
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<td>Communicating</td>
<td>Advocating</td>
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<tr>
<td>Demonstrating Cultural Competence</td>
<td>Collaborating with Community Partners</td>
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</tbody>
</table>
For each Essential Skill:

- Identifies expected activities - *Ideal Column*
- Identifies developmental variation(s) in practice - *Developmental Column*
- Identifies incompatible or undesirable practices - *Unacceptable Column*
Practice Profiles: A Closer Look

**Engaging:** Effectively joining with the family to establish common goals concerning child safety, well-being and permanency.

**Ideal:** Calls the family to schedule the first appointment (a phone call is the preferred method of initial contact), unless a significant safety concern requires an unannounced home visit. Drop-in visits are used sparingly and only with a specific purpose that is clearly documented in the case record. If a drop-in visit is necessary because the family does not have a phone, worker will ask family about their preference for scheduling the future assessment visits.

**Assessing:** Gathering information about reported concerns and family needs, evaluating the relevance of that information, and identifying family strengths and community resources that may be applied to address those concerns and needs.

**Ideal:** Gathers detailed information about individual family and environmental strengths and protective capacities that can mitigate risk.
**Partnering:** Respectful and meaningful collaboration with families to achieve shared goals.

*Ideal:* Encourages the family members to identify and select the services and agencies they feel will best meet their individualized needs, and provides the family members with other known services and agencies that they may want to consider.

**Planning:** Setting goals, developing strategies, and outlining tasks and schedules to accomplish the goals derived from the engaging, assessing and partnering process.

*Ideal:* Prepares in advance of family meetings and is knowledgeable and ready to advise families about available community resources and services.
Implementing: Identifying and applying the most effective and culturally appropriate services, resources and processes to meet the goals established in the planning stage.

*Ideal:* At each contact, reviews the family service plan or case plan with the family and discusses successes and barriers experienced in completing the plan’s activities and objectives.

Evaluating: Monitoring outcomes of service plans and system programs to determine if the desired goals are being achieved and, if not, using this information to reconsider either goals and strategies developed in the planning phase, or services and resources identified in the implementation stage.

*Ideal:* Converses with the family and service providers about what the family is accomplishing and how the family is applying new skills to their daily life. Discusses and documents how services are meeting the desired outcomes.
Advocating: Recognizing individual or group needs, providing intervention on behalf of a client or client group, communicating with decision-makers, and initiating actions to secure or enhance a needed service, resource or entitlement.

Ideal: Models, coaches and encourages families to be direct, persistent and assertive in requesting the services, benefits or entitlements they need.

Demonstrating Cultural & Diversity Competence: Interacting with families without making assumptions, respecting and learning from the unique characteristics and strengths of the family while acknowledging and honoring the diversity within and across cultures, and applying these skills to the partnership with the family and the options made available to them.

Ideal: Makes a significant effort to learn about the lives of families and their unique cultural experience, values, language and traditions. Incorporates these values, norms and perspectives in all discussions, decision-making and service planning.
Practice Profiles: A Closer Look

**Communicating:** Effectively sending and receiving information within the appropriate cultural context. Methods include verbal, nonverbal, electronic and written communication.

*Ideal:* Summarizes conversations and agreed-upon actions or decisions and asks the recipient if anything was unclear to him/her. Provides follow-up clarification if necessary.

**Collaborating:** Establishing and maintaining mutually beneficial and well-defined relationships with community partners to achieve goals of safety, permanence and well-being for children and families.

*Ideal:* If the family consents, involves community partners in such things as service-planning meetings, family team meetings and reviews. Shares all pertinent information with partners within the bounds of confidentiality. Always follows up with community partners on agreed-upon activities in a timely manner.
CW- “How will I know if I am practicing the DR skills correctly?”

Supv.- “How can I tell if my workers are really using these skills with families?”
Caseworker Self-Assessment Handbook and Field Tools

(Electronic versions will be circulated)
Directions

Read the description of each core skill below. Take a moment to reflect on your current practice with children and their families. On a scale of 1 to 10, with “1” representing “needs improvement” and “10” representing “ideal practice,” please do the following:
1) Circle a number along the line that best describes your knowledge and application of that skill;
2) Provide one example of your “ideal practice,” if it exists; and
3) Provide a brief statement indicating what it would take to increase your rating by one number by along the line.

Rating Scale

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Needs Improvement

If you mark 1, 2 or 3...
You are not yet able to implement required skills or abilities. Low scores may mean more than the absence or opposite of expected practice; they may indicate deficiencies in the Differential Response implementation on a larger scale.

Developmental Practice

If you mark 4, 5, 6 or 7...
You are able to apply required skills and abilities, but in a limited range of settings and contexts. You use these skills inconsistently or need supervisor consultation or coaching to successfully apply skills.

Ideal Practice

If you mark 8, 9 or 10...
You are able to apply required skills and abilities to a wide range of settings and contexts. You use these skills consistently and independently. You can sustain the skills over time while continuing to improve.

Primary Author of Caseworker Self-Assessment and Supervisory Consultation Tools: Caren Kaplan, MSW. These tools include excerpts and adaptations from the Minnesota Practice Model, 2009; Ohio Differential Response [Fundamentals and Practice Profiles], 2013; and Family Solutions Solution-Based Casework – Interview Tool, 2012.
## Engaging

Effectively joining with the family to establish common goals concerning child safety, well-being and permanency.

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Provide one example of your “ideal practice,” if it exists.

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Provide a brief statement indicating what it would take to increase your rating by one number along the line.

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## Assessing

Gathering information about reported concerns and family needs, evaluating the relevance of that information, and identifying family strengths and community resources that may be applied to address those concerns and needs.

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Case Activity Using CW Field Tools
(30 minutes)
Supervisory Coaching Handbook

(Electronic versions will be circulated)
Field Observation Tools
Supervisory Coaching Prompts
Case Record Review Tools
Activity Using Supervisory Coaching Prompts
Ohio’s DR Practice Profiles are embedded in both CW and Supervisory Core Curriculums and training competencies are matched to help with sustaining the fidelity of the practice model.
3 YEARS AGO

Somewhere a child welfare worker is at a hospital looking at a broken child without crying, talking to a parent that broke a child without screaming "WHY", sitting in an office with 3 kids crying for their mommy, trying to find a foster home, buying happy meals hoping that will provide some comfort and missing out on the few hours of time with their own family! Repost if you appreciate child welfare workers!

9:35am Aug 21, 2011 • Facebook
Questions?
Sonia Tillman, ODJFS Section Chief, DR & Special Projects Manager

Sonia.Tillman@jfs.ohio.gov

614-752-0050