Supervisory Techniques

Preparatory or Preliminary Phase Skills

- Tuning In to Self:

- Tuning In to Others:

- Responding Directly to Indirect Cues:

Beginning Phase Skills

Key Skills in Contracting:

- Clarifying one's purpose:

- Describing one's role:

- Electing feedback on other's perceptions:

- Dealing with issues of authority:

Middle/Work Phase Skills of Supervision

Sessional tuning-in skills
- Tuning into self
- Tuning into others
- Responding to indirect cues

Sessional contracting skills
- Preparing of agendas for individual conference or group meeting
- Inquire what the staff would like to discuss
- Allowing staff to voice concerns at the beginning of the session prevents the illusion of work

Elaboration skills
- Moving from general to specific
- Containment
- Focused listening
- Questioning
- Reaching into silences

Empathetic skills
- Reaching for feelings
- Acknowledging feelings
- Articulating workers' feelings

Supervisory Techniques (continued)

Skills in sharing own feelings
- Showing vulnerability
- Showing anger

Skills in making a demand for work

- Facilitative confrontation;
- Partializing the worker's concerns;
- Holding to focus;
- Checking for underlying ambivalence; and
- Challenging the illusion of work.

Skills in pointing out obstacles

- Exploring taboo areas; and
- Dealing with the authority theme.

Skills in sharing data

- Providing relevant data;
- Monitoring the learning process; and
- Presenting data in a way open to challenge.

Sessional ending skills

- Summarizing;
- Generalizing;
- Identifying next steps;
- Rehearsing; and
- Identifying doorknob communications.

Adapted from Shulman, L., 2010

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Supervisory Techniques (continued)

Seven Key Solution-Focused Strategies

1. Identifying strengths in a problem situation

- What is happening?
- What is the impact of the problem on the client-family?
- What would the client like to change?

2. Exploring past successes

- What has the client tried and how is it working?

3. Finding and using exceptions to the problem

- When is the problem not happening or is less severe; how come?

4. Facilitating a positive vision of the future

- Miracle Question & Follow-up

5. Scaling questions

- Scaling requirements for movement (confidence; commitment)

6. Encouraging commitment

- Compliments and suggestions

7. Developing Action Steps

Solution-Focused Questions

EXCEPTION QUESTIONS

- Are there times when the problem does not happen or is less serious? When? How does this happen?
- Have there been times in the last couple of weeks when the problem did not happen or was less severe?
- How was it that you were able to make this exception happen?
- What was different about that day?

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Supervisory Techniques (continued)

- If your friend (co-worker, relative, spouse, partner, etc.) were here and I were to ask him what he noticed you doing different on that day, what would he say? What else?

COPING QUESTIONS

- What have you found that is helpful in managing this situation?
- Considering how depressed and overwhelmed you feel, how is it that you were able to get out of bed this morning and make it to work?
- You say that you're not sure that you want to continue working on your goals. What is it that has helped you to work on them up to now?

INDIRECT QUESTIONS

"How is it that someone might think that you are being disrespectful to clients?"

"Has anyone ever told you that they think you have a drinking problem?"

"How do you think your client (co-workers) will react when you make the changes we talked about?

SCALING QUESTIONS

- On a scale of 0 to 10, with 0 being not serious at all and 10 being the most serious, how serious do you think the problem is now?

- On a scale of 0 to 10, what number would it take for you to consider the problem to be sufficiently solved?

- On a scale of 0 to 10, with 0 being no confidence and 10 being very confident, how confident are you that this problem can be solved?

- On a scale of 0 to 10, with 0 being no chance and 10 being every chance, how likely is it that you will be able to successfully complete your safety assessment thoroughly?

- What would it take for you to increase, by just one point, your likelihood of saying "No"?

- What's the most important thing you have to do to keep things at a 7 or 8?

THE MIRACLE QUESTION

"Now, I want to ask you a strange question. Suppose that while you are sleeping tonight and the entire house is quiet, a miracle happens. The miracle is that the problem which we are discussing this afternoon is solved. However, because you are

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sleeping, you don't know that the miracle has happened. So, when you wake up tomorrow morning, what will be different that will tell you that a miracle has happened and the problem is solved?"

(adapted from de Shazer, 1988)

FOLLOW-UP QUESTIONS

"What will be the first thing you notice that would tell you that a miracle has happened, that things are different?"

"What might others (co-workers, spouse, friends, etc) notice about you that would tell them that the miracle has happened, that things are different or better?"

"Have there been times when you have seen pieces of this miracle happen?"

"What's the first step that you can take to begin to make this miracle happen?"

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Supervisory Techniques (continued)

Best Practice Guidelines for Reflective Supervision

The primary objectives of reflective supervision:

- form a trusting relationship between supervisor and practitioner;
- establish consistent and predictable meetings and times;
- ask questions that encourage details about the child, youth, and parent and emerging relationship;
- listen;
- remain emotionally present;
- teach/guide;
- nurture/support;
- apply the integration of emotion and reason;
- foster the reflective process to be internalized by the supervisee;
- explore the parallel process and to allow time for personal reflection; and
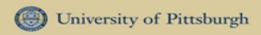- attend to how reactions to the content affect the process.

Best Practice Guidelines for the Reflective Supervisor

- Agree on a regular time and place to meet.
- Arrive on time and remain open, curious and emotionally available.
- Protect against interruptions, e.g. turn off phone, close door.
- Set the agenda together with the supervisee(s) before you begin.
- Respect each supervisee's pace/readiness to learn.
- Ally with supervisee's strengths, offering reassurance and praise, as appropriate.
- Observe and listen carefully.
- Strengthen supervisee's observation and listening skills.
- Suspend harsh or critical judgment.
- Invite the sharing of details about a particular situation, child, youth, parent, their competencies, behaviors, interactions, strengths, and concerns.
- Listen for the emotional experiences that the supervisee is describing when discussing the case, e.g. anger, impatience, sorrow, confusion, etc.
- Respond with appropriate empathy.
- Invite supervisee to have and talk about feelings awakened in the presence of an infant, very young child, youth and parent(s).

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- Wonder about, name and respond to those feelings with appropriate empathy.
- Encourage exploration of thoughts and feelings that the supervisee has about the work with children, youth, and families as well as about one's response(s) to the work, as the supervisee appears ready or able.
- Encourage exploration of thoughts and feelings that the supervisee has about the experience of supervision as well as how that experience might influence his/her work with the children, youth, and families or his/her choices in developing relationships.
- Maintain a shared balance of attention on the children/youth, parent/caregiver and supervisee.
- Reflect on the supervision session in preparation for the next meeting.
- Remain available throughout the week if there is a crisis or concern that needs immediate attention

Adapted from Michigan Association for Mental Health http://www.mi-aimh.org/reflective-supervision

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Supervisory Techniques (continued)

Critical Thinking

Tasks of Critical Thinkers

- Provide a clear focus on the question or problem.

- Increase self-awareness and the recognition of cognitive biases.

- Judge the credibility of sources of information.

- Analyze and evaluate information.

- Formulate well-reasoned conclusions and decisions.

- Communicate clearly and thoughtfully.

(University of Pittsburgh, 2011)

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Critical Thinking Defined

- Seeing both sides of an issue, being open to new evidence that disconfirms young ideas, reasoning dispassionately, demanding that claims be backed by evidence, deducing and inferring conclusions based on available facts (and) solving problems.

Daniel Willingham (2008).

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Supervisory Techniques (continued)

Enhancing Critical Thinking: A Supervisors' Guide

Safety from Exposure to Threats of Harm

1. What are the family dynamics?

2. Describe what you have observed so far in regard to: strengths; safety threats and risks; and their effects on the child/youth's safety.

3. What is your safety decision and how did you come to that decision? How was the family engaged in the decision making process and what is their response? How have you assessed their understanding of the decision?

     a. How are protective capacities mitigating identified threats?

     b. What is your opinion of the underlying issues and level of intentionality of safety threats?

4. What needs to happen to eliminate safety threats? What needs to happen to get the family to "optimal" status? What family strengths is the team building on?

5. How will the family know they are being successful in keeping their child/youth safe from harm? How are you/the team communicating the measures of success to them?

6. What are you planning to do next and how do you feel that will keep the child/youth safe?

Safety from Risk to Self/Others
1. Describe what you have learned through observation or other means related to child/youth safety from risk of harm to self/others? What safety threats, in this regard, is the team aware of?

2. How have you assessed for "risk-taking" behaviors? What are these behaviors and how are they being managed?

3. What do you feel are the contributing factors to the behaviors? Are they across settings?

4. What are the resources/knowledge the family has or uses to protect the child/youth?

5. What is the family's perception of the threat/risk? The child/youth's?

6. How does the family respond to threats/risk in this regard? Is this a family strength and, if so, how can we leverage this strength in planning? How is the team assessing the adequacy of this response?

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7. What supportive interventions can be employed with the child and/or family to help ensure the child/youth's safety from risk to self/others? How will the family access these interventions and what will it take to help ensure child/youth's safety?

Stability

1. Tell me about the current living situation for the target child/youth, other children, caregivers, and other adults in regard to stability? How many and what kind of disruptions have they had? (i.e. placement, school, detention, medical, home…)

2. What are the probable causes for disruptions for the child/youth/family that have been identified? What strengths has the family demonstrated during disruptions?

3. Where does the child/youth go to school? If that has changed, what was the catalyst for the change? Do you/the team think that will change again and why?

4. How long has each child/youth been in their current living situation and where do you see their situation in six months?

5. Where does the family see their living situation in six months? How do you know? How did you gather that information?

6. Can you describe what has helped the child/youth/family with maintaining stability? How does the family cope with disruption when it occurs? How do these observations support your finding of strengths within the family?

7. What next step do you/the team expect to take in anticipation of a disruption or change?

Living Arrangement

1. Describe the child/youth's current living arrangement? How did he/she get there?

2. How does child/youth's current living situation help meet the child/youth's needs (including healthy development, family and social connections, mental health, school, faith, independent living, etc.)?

3. Tell me why the child/youth's home is an appropriate environment and how it maintains family connections.

4. What does the child/youth do in their free time? How do these activities reflect that the child feels safe and well cared for?

5. What kind of peer supports and peer relationships does the child/youth have? What is the quality of those relationships in regard to supporting healthy development?

6. Describe the child/youth's interaction with others in their living arrangement. What strengths do you see?

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7. Who resides in the home and what is their relationship with the child/youth? How do you know?

8. What are team member's perspectives on how the living situation meets the child/youth's needs?

9. What is the child/youth/team's plan to address identified barriers to meet the child/youth's needs?

Permanency

1. How is the child/youth/family engaged in permanency planning?

2. What does the child/youth, caregiver, provider, and family say about permanency for the child/youth?

3. What ongoing efforts have been made towards finding family?

4. Do you feel that there are other specific interventions the family would benefit from in regard to permanency?

5. How have you assessed the sufficiency of current interventions, Family Finding, or Family Group Decision Making efforts? Has there been progress on the plan?

6. Where do you see this child/youth in 6 months? 12 months? Does your feeling support the idea that the child/youth is living with caregivers that will have enduring (lifelong) relationships with the child/youth? What will it take to ensure those enduring relationships?

7. How have you assessed the caregiver's ability to meet the needs of the child/youth in the future?

8. What changes have you seen within the family and how will these changes impact permanency?

9. How does the child/youth/caregiver feel about their current situation and living arrangement?

10. What is the likelihood of the child/youth being able to stay in their current situation? How is that in the child/youth's best interests?

11. What is the relationship between the parents and the caregiver? How do you know?

12. What efforts do you see the caregiver making to invest in the child/youth?

13. Where are we in the court process? What does the child/youth, caregiver, provider, and family say about the current goals and concurrent permanency goal for the child/youth? What efforts have been made to achieve the plan?

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14. What are the obstacles to keeping the child/youth in their current situation? What are the barriers to permanency that we need to overcome? How are you/the team planning to support the family in efforts to overcome them?

Physical Health

1. Describe how the child/youth's basic physical needs are being met on a daily basis.

2. What are the team's observations/beliefs in regard to the child/youth's physical needs being met? What strengths/concerns exist?

3. What special needs exist within the family?

   a. How are the needs manifested?

   b. What is the impact on the family?

   c. How are the needs being addressed?

   d. How has the team assessed whether the responses are adequate?

   e. What will it take to assure any special needs of the child/youth are met?

4. How is the child/youth achieving his/her optimal health status? If the child/youth takes medication, how are you/the team assessing if the medication is being properly managed?

5. What is preventing the achievement of optimal health status? What is supporting optimal health achievement?

6. What further action is needed to have the child/youth achieve their optimal health status and what are your/the team's next steps?

Emotional Well-Being

1. Describe how you have assessed the relationship between the child/youth and the caregiver. What impressions have other team members shared with you?

2. What strengths has the family demonstrated that support emotional well being?

3. How are stressors impacting the child/youth and the family? What efforts are being made to alleviate the stressors?

4. What patterns have you/the team seen in the family regarding emotional well being?

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5. Describe the child/youth's daily routine and current situation from the child/youth's perspective?

6. What supports does the child/youth/caregiver have? How can these supports be further enhanced/broadened? What will it take to ensure that the child and caregiver have the necessary support(s) for the child/youth's emotional well being?

7. Describe the child/youth's relationship with others (teachers, peers, relatives, etc…)

8. How is the child/youth's emotional well being affecting the child/youth's stability?

9. How have you assessed that the child/youth is meeting their social and emotional milestones? What strengths does the child demonstrate in regard to achieving milestones?

10. How will you continue to monitor the child/youth's emotional well being?

Early Learning and Development

1. Describe how the child/youth is developing in regard to age appropriate milestones?

   a. How do you know? What have you observed from the child/youth's behaviors relative to their (social, cognitive, physical, language) development?

   b. What does the family feel contributes to the status? What do you/the team feel contributes to the status?

2. Can you describe the family's level of awareness and willingness to participate in developmental assessments?

3. Describe how the parent/caregiver engages the child/youth in a way that encourages developmental growth.

4. What type of services do you feel would meet the developmental needs of the child/youth? How would interventions meet the child/youth's needs?

5. What are your next steps for providing needed interventions? Are any barriers present to the provision of these interventions and how will you/the team overcome them?

6. How will the child/youth's progress be monitored?

Academic Status

1. How does the family/caregiver feel about the child/youth's educational program and progress?

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      a. What are the family's values regarding education?

      b. How does the family/caregiver impact a child/youth's educational success?

2. How does the child/youth feel about school?

      a. What motivates the child/youth to attend school?

      b. What prevents the child/youth from attending/succeeding?

3. How does the school assess the child/youth's educational ability and functioning?
      a. Are the current interventions adequate to meet the child/youth's needs?

      b. Describe how you have engaged the school in the team meeting process.

4. What strengths/barriers are there to the child/youth's participation and attendance/performance?

      a. From the child/youth's perspective?

      b. From the family's perspective?

      c. From the teacher/school's perspective?

      d. From the caseworker's perspective?

5. What additional supports has the school offered if needed? What additional supports are still needed?

6. How is progress being monitored? What will it take to ensure that the child/youth has the necessary supports to succeed?

Pathway to Independence

      1. How is the youth driving the independent living/transition planning process?

      2. What independent living interventions are being offered and how do you know those services are adequate?

      3. How are positive and permanent connections being made with the youth? What are your/the team's plans to expand/involve supports and connections?

      4. What is the current status of the relationship with the youth and his/her birth parents? Is that a positive development?

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5. Is the independent living plan in place appropriate and realistic for the youth and how do you and the team know that it is? What is the contingency plan in place in case the current plan isn't achieved?

6. How are the youth's specific special needs being met?

7. What progress is being achieved on the plan? How is progress being measured?

8. What obstacles do you see as barriers to independence? What obstacles does the youth see as barriers? What are you/the team doing to mitigate those barriers?

9. What are your next steps? What are the next steps for other team members?

Parent and Caregiver Functioning

1. Describe how caregivers are taking care of the child/youth's needs and describe their daily activities. How do these activities support the provision of adequate supervision, nurturance, guidance and support for the child/youth?

2. What are the strengths in the caregiver's awareness of child/youth development and their ability and willingness to learn more? What are the concerns?

3. Tell me about the nature of the relationship between caregivers and the child/youth? Between caregivers and other caregivers?

4. How do the caregivers resolve conflict with each other?

5. How does the caregiver(s) manage stress?

6. What have you discovered about the family support system?

7. What does the family feel they need to enhance their current situation?

8. What supports do you think can empower the family to enhance their functioning?

9. How does the caregiver functioning contribute to ensure the safety and well being of the child/youth? What risk factors have you/the team identified and what is being addressed through interventions/services? What strengths exist? What has been the progress?

10. How has the caregiver demonstrated that they are motivated to care for the child/youth?

11. Are there any obstacles/barriers that inhibit the caregiver's ability to meet the child/youth's needs for basic living? How will you overcome them? How will you engage the team's participation in those actions?

12. How have you/the team determined the caregiver's investment in the child/youth's future?

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13. What next steps have you identified to help support the enhancement of parent and caregiver functioning? How will you involve the team in that work?

Engagement Efforts

1. What methods have you used to engage the family? The child/youth? The extended family? Other supports? The rest of the team?

2. How involved did the family become in developing interventions? The rest of the team?

3. How did the family respond to your efforts or efforts of other team members? How do you feel about that?

4. How did the rest of the team respond? What did they do to demonstrate willingness to engage the family to include them and meet their needs?

5. How has this led to additional supports for the family? What have been the results?

6. How have the family's cultural values/beliefs impacted engagement efforts and results?

7. What tells you that the family is taking ownership of the plan? What is their level of commitment?

8. How will you continue to engage the family and the rest of the team?

Role and Voice

1. Describe your typical visit with the child/youth, parent, and/or caregiver.

2. What goals for the child/youth/family are discussed during the visits? What strengths have been identified? Successes? Concerns?

3. Describe how the family is involved in all phases of service provision. Identify the catalyst for when the family took leadership.

4. How do you/the team encourage the family to participate in services? How have you been able to maintain visits of sufficient frequency and length to hear the voices of those you meet with?

5. What was the child/youth's perspective on services? The parent's? The caregiver's?

6. Does the child/youth/family/team feel that services are adequate and sufficiently available? How do you know this?

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7. What do you think the child/youth would like to see happen next? The parent? The caregiver? Team members?

8. Do you agree with the perceptions and opinions (roles and voices) of the child/youth/family/caregiver? Does your opinion match their opinion?

9. What do you feel the next steps would be to help the family better communicate their needs and be more involved in the decision making process?

Teaming

1. Identify all team members.

2. What are the strengths of the team and its members? What are the barriers to successful teaming? Who is missing from the team?

3. What are individual members feelings regarding the teaming process?

4. What are the team members' beliefs regarding their roles and functions?

5. Do you feel that the members feel their role on the team has value?

6. How would you describe the team's "unity of effort" (working towards the same goals)? How has this been demonstrated?

7. Do you think the team is functioning effectively? How do you know?

8. How is the team effectively working towards agreed upon goals?

9. What are your next steps relative to teaming?

Cultural Awareness and Responsiveness

1. Describe the child/youth/family's cultural identity? By whom and how was this identified?

2. What have you observed regarding family practices, cultural icons, etc…that helps you understand the uniqueness of the family?

3. What is the impact of the family's community on their cultural identity and how does that impact the goals for the family? Tell me about the family's cultural needs? (i.e. sign language)

4. How are family beliefs/values recognized and respected in their plan?

5. What interventions would be helpful to this family for them to feel more "culturally engaged"?

6. How is the team addressing cultural or communication barriers with the family? Are any of these barriers able to be addressed by further education, training, or improved awareness?

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7. What has the team done to learn more about the culture of the family?

8. How have you tuned in to your own culture/values/beliefs in relation to your ongoing work with this child/youth/family?

9. Are there team members who are of the same culture as the family? If not, how is that impacting the team's effectiveness? What next steps can we take to improve this?

Assessment and Understanding

1. What information have you/the team gathered for the family assessment? What are the critical issues that exist for the child/youth/family?

2. What combination of formal and informal assessments has been applied to this family and how have those assessments helped the team develop an understanding of the family? How did you obtain the information needed to complete the state mandated tools such as the Risk Assessment, Safety Assessment, and the Educational Screening tool?

   a. Tell me how you used the Enhancing Assessments Toolkit Matrix to possibly identify underlying issues.

   b. Tell me why you did or did not select any screening tools from the Enhancing Assessments Toolkit to use with the child/youth/family.

   c. Where are the family members regarding the Stages of Change (Pre-contemplation, Contemplation, Preparation, Action, Maintenance) (Prochaska and Prochaska, 2002) and how do you/the team know?

3. How was the family engaged in the assessment process and was this engagement adequate to gather all necessary information?

4. How have the team members shared information with one another? What has been effective/ineffective about the sharing of information?

5. Tell me how you and the team identified strengths and protective capacities in the family?

6. Have you or any of the other team members identified any underlying issues in the family that were previously not identified through the assessment process? How have those issues been addressed through plan modification?

7. How has the ongoing family assessment changed from your initial family assessment or the previous worker's assessment of the family? How has the family assessment evolved over time?

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8. How has the information gathered caused you or others on the team to have a better understanding of the family?

9. Tell me about any differences that exist amongst team members. If there is a disagreement how will this be resolved?

10. What additional information would you like to have for a more comprehensive family assessment?

11. Tell me how the current service plan reflects the current family assessment?

12. What information do you/the team plan to gather in the future for this ongoing assessment process? What are your next steps to obtain that information?

Long-Term View

1. What will it take for the long term success of this family? On a scale of 1-10, where do you see the family now? What needs to occur to improve that number?

2. Does the family understand and agree with what needs to happen over the "long term" (versus immediate safety) and why? What does the family say needs to happen for them to be successful?

    a. What are the differences in your views from the family's view? The team's view?

    b. How will you/the team know the family is in agreement?

3. How will the family maintain/sustain a safe environment for the child/youth? What tells you that they will sustain the changes?

4. What changes does the family's long term view include? What needs to occur for the family to be successful in achieving their long term view? How are those anticipated changes being addressed?

5. What is the family's vision of life after safe case closure?

6. What strengths does the family demonstrate that help you believe their long term view can be achieved?

7. What capacities are being built within the family to support a sustained period of time without involvement with the child welfare system?

8. What resources are the family connecting to that they will begin/continue to access on their own after safe case closure? What steps do you/the team need to take to assure the connections to those resources?

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Supervisory Techniques (continued)

<u>Child/Youth and Family Planning Process</u>

1. How have you involved the child/youth/family in the case planning process? How has the family remained involved in the ongoing monitoring of their plan? How have other team members engaged the family?

2. To what degree are the family members active participants in case planning?

   a. How are you ensuring each person has a voice?

   b. How have you ensured that the plan is reflective of the collective intentions of the team?

3. How are the reasons that the case was opened for services reflected in the plan?
   a. How are the efforts adequate to support the family?

   b. How are underlying issues (root causes) addressed?

   c. How have the findings in the assessment been connected to the elements of the plan?

4. How have you/the team ensured that case planning meets the child/youth/family's unique needs? How available are services? How has the plan been monitored and amended based on progress?

5. How does the plan promote family strengths and enhance protective capacities?

6. How are case decisions made? Describe the family decision making process.

7. What are the strengths inherent in the family planning process? What are the barriers to successful case planning?

8. How have you adjusted case planning regarding transitions and changes in the family? How have other team members adjusted?

9. How does the plan promote long term child/family safety and sustainability?

10. How does the case plan demonstrate a sense of urgency in working towards resolution and safe case closure?

11. How does the plan hold each member accountable?

12. What next steps do you need to take to help the family accomplish the goals in their plan?

<u>Planning for Transitions and Life Adjustments</u>

1. Describe how the child/youth/family has responded to transitions in the past? What have been the strengths in the past when dealing with transition?

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Supervisory Techniques (continued)

2. Describe the child/youth and family's current and future expected transitions. Based on how the family has responded in the past, what concerns do you have about current and future expected transitions?

3. Tell me about the family's feelings and opinions about any current or expected transitions?

4. What family strengths exist to manage this transition? What are the current and potential barriers in this transition?

5. Where are you/the team in the process of preparing for transitions?

6. What would a successful transition look like and how would it unfold? What role would the rest of the team members play in supporting the family through a transition?

7. What supports are already in place or need to be put in place to ease the stress of the transition? How is the transition support plan comprehensive enough to cover the full scope of the child/youth's life change effects and adjustment needs?

8. What are the awareness and preparation levels of all of the team members regarding the transition?

9. What are your next steps to increase the awareness and preparation levels of all team members?

Efforts to Timely Permanence

1. What are the current efforts being made to achieve the primary and concurrent goals for the child and family? How frequent are family contacts? How consistent are those contacts?

2. How is the team determining if these efforts (including frequency and consistency) are adequate to assist the child/youth and family in achieving permanence in a timely manner? How do you know?

3. How do you feel the team/court is working together (communicating, teaming) to achieve timely permanence?

4. Is the court enhancing or impeding timely permanence?

5. What barriers have you identified that are preventing timely permanence? What are your/the team's plans to overcome these barriers?

6. What other resources do you feel would help this child/youth and family? What steps are you/the team taking to engage those resources?

7. What are your next steps towards timely permanence?

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<u>Intervention Adequacy and Resource Availability</u>

1. Tell me about the current plan. What risks/threats are being addressed by the interventions in the plan? To what extent are informal resources used in providing supports to the family? What strengths are being built upon to help ensure success?

2. How did the team match the services with this family? How are the desired outcomes of services and the timetable being communicated and monitored with the family?

3. How do the child/youth and family feel about the adequacy and availability of services and supports? The rest of the team? What adjustments need to be made to improve the adequacy and availability of services?

4. How are interventions going to be sustained, as needed, over time including beyond safe case closure?

5. How were desired outcomes made clear to the team?

6. How would you describe the team's unity? Are there differences among team members that are impacting service delivery or success of the family?

7. How have we planned for potential barriers? How will barriers be overcome?

8. How is progress on the plan being monitored? How is the team measuring the impact of services?

9. Based on progress, what needs to change for the family to achieve their goals? What are your plans to make those changes happen? How are you engaging the team in that effort?

<u>Maintaining Family Relationships</u>

1. How do family members describe their relationships?

2. What is your assessment of the family relationships? Do team members' assessments differ? Describe the interactions between the child/youth/family that you've observed that lead you to this conclusion.

3. How are ongoing efforts being made to identify additional family members and improve existing relationships? What ongoing efforts to identify and locate family members are being made?

4. Describe the current visitation plan including the frequency, duration, and setting. How is the current arrangement the least restrictive setting? How are family members being engaged in the child/youth's education, medical appointments, and special events?

5. What are the family member's opinions on having a Family Group Decision Making conference?

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Supervisory Techniques (continued)

6. How has the plan been shared with child/youth and family?

7. How does the family maintain contact with the child(ren)/youth? (e.g. phone, letters, photos…) How is the family integrated into the child/youth's life? What are the strengths related to how the family maintains contacts/relationships?

8. How are you ensuring visits are commensurate with the child/youth's best interests?

9. What steps need to be taken to ensure that family connections are successfully maintained for all family members?

<u>Tracking and Adjustment</u>

1. Using scaling questions ("on a scale of 1-10…"), how would you describe where the family was when they were accepted for services? Where would you place the family on a scale of 1-10 now? Is this sufficient in terms of progress and direction? Why or why not?

2. How are you ensuring there will be continuous and timely input from the team as you track progress and plan adjustments? What do you see as the appropriate frequency for tracking progress? How have you maintained that schedule?

3. What are the areas of agreement/differences of team members' assessments?

4. What is working well in the family's achievement of success? What tells you that the family is successful?

5. What is not working well? What is the cause of the problem(s)? What within the service design or delivery plan needs to change? How will you engage the team to develop effective adjustments?

6. How will you monitor if the resulting changes to the plan are effective and timely? What are your next steps? How will you engage the team in monitoring efforts?

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Supervisory Techniques (continued)

Pedagogy vs. Andragogy

	Pedagogical	**Andragogical**
The Learner's Self Concept	☐ The learner is dependent upon the instructor for all learning ☐ The teacher/instructor assumes full responsibility for what is taught and how it is learned ☐ The teacher/instructor evaluates learning	☐ The learner is self-directed ☐ The learner is responsible for his/her own learning ☐ Self-evaluation is characteristic of this approach
Role of the Learner's Experience Experience	☐ The learner comes to the activity with little experience that could be tapped as a resource for learning ☐ The experience of the instructor is most influential	☐ The learner brings a greater volume and quality of experience ☐ Adults are a rich resource for one another ☐ Different experiences assure diversity in groups of adults ☐ Experience becomes the source of self-identity
Readiness to Learn	☐ Students are told what they have to learn in order to advance to the next level of mastery	☐ Any change is likely to trigger a readiness to learn ☐ The need to know in order to perform more effectively in some aspect of one's life is important ☐ Ability to assess gaps between where one is now and where one wants and needs to be
Orientation to Learning/Time Center Perspective	☐ Learning is a process of acquiring prescribed subject matter ☐ Content units are sequenced according to the logic of the subject matter	☐ Learners want to perform a task, solve a problem, live in a more satisfying way ☐ Learning must have relevance to real-life tasks ☐ Learning is organized around life/work situations rather than subject matter units

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Adapted from http://www.floridatechnet.org/inservice/abe/abestudent/andravsped.pdf

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