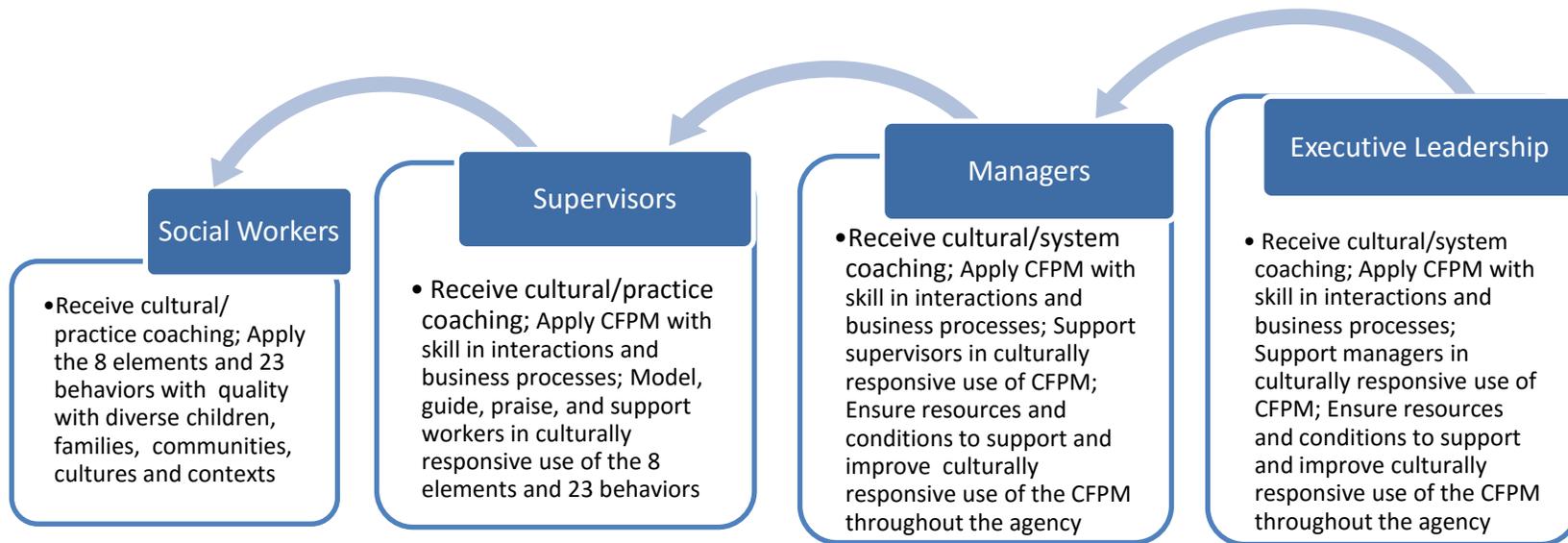


## CFPM COACHING GUIDE

Core to all CFPM coaching is a **behaviorally focused approach** that maximizes staff and partner expertise and competency in the Child and Family Practice Model. Coaching supports consistent and effective use of the core elements, practice behaviors and leadership behaviors in the Practice Model so that all interactions and business processes within the agency and with children, families, communities and Tribes – from service providers, social workers and case aides to leadership and administration – reflect high fidelity use of the Practice Model and an agency culture of partnership, shared learning and continuous improvement. Fluency by agency leadership in the core elements, practice behaviors, and leadership behaviors is essential in effectively supporting CFPM implementation, coaching and sustainability. For this reason, supervisors, managers, and executive leaders are trained and build fluency in the Practice Model before frontline staff are trained and begin receiving coaching. The importance of **cascading levels of coaching and support** for the Practice Model is illustrated below. The **cultural and/or system coaching** referred to in the diagram is usually provided by external partners or contracted providers who are “system savvy” and bring cultural wisdom regarding the strengths, values, beliefs, traditions, needs and resources of the local communities and Tribes whose children are experiencing disparate outcomes as a result of child welfare system involvement.



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## Coaching Approach

While the Practice Model and its practice/leadership behaviors guide general interactions, each family, community, cultural context and situation is unique and specific. The CFPM coaching approach supports application of the general behaviors in the Practice Model to specific interactions and needs. There are four elements of CFPM coaching that are important in building the skill and competency of individuals and systems to apply the Practice Model in culturally specific and supportive ways in the diverse interactions and contexts that staff, leadership and partners experience in their day to day child welfare work and roles:

- **Family Centered:** Supports the agency and its staff and partners to lift up child and family voice and partner with families, communities and Tribes to meet the underlying needs of children and families.
- **Culturally Responsive and Specific:** Supports the agency and its staff to demonstrate partnership and cultural humility in all interactions and to integrate culturally responsive individualized services and supports for the children and families being served.
- **Developmental and Reflective:** Supports an agency culture of giving and receiving positive and developmental feedback and strengthens self-reflection and skill in applying the Practice Model.
- **Results Oriented:** Supports the agency and its staff and partners to collect and use data to support decision-making, fidelity, and improve the experience and outcomes of children and their families.

Intensive coaching immediately following training is key to creating the behavior changes required throughout the child welfare agency, from the staff interacting with families, the supervisors of those staff, managers of these units of work, to administrators and executive leaders. Coaching is intensive for a period of time to support transfer of learning and application in the diverse cultures, contexts and situations that staff experience on a daily basis. As skill, consistency and fidelity to the Practice Model increase, coaching may become less intensive and frequent, however it continues on an ongoing basis in order to support and sustain high fidelity, culturally responsive use of the Practice Model within the agency.

External coaching resources, such as community members with cultural wisdom from the population of children and families most disproportionately represented in the agency's child welfare system, are key coaching supports. Coaches who bring this cultural/community perspective support culturally specific use of the frontline practice with children, families, communities and Tribes, as well as build understanding of the system behaviors, practices, services and supports needed to build on the strengths and resilience of these communities and better meet the needs of their children and families. Depending on background and experience, these external coaching resources can also be helpful in supporting the child welfare agency in building the capacity of supervisors, managers and executive management to coach to the values and behaviors in the model.

## Purpose/Goals of Coaching

The purpose of coaching is to:

- Ensure staff at all levels have **consistent sustained support** in using the Practice Model in diverse situations, job roles and interactions;

- Provide continuous learning opportunities that support **effective work and partnerships** with children, families, communities and Tribes at all levels of the organization; and

Coaching engages the learner in reflecting on their interactions, learning through experience, skill building through behavioral rehearsal, observation and feedback, and repeated cycles of trying on new/enhanced skills with another person. Coaching asks us to bring a sense of curiosity to our work and to be comfortable with “not knowing” all the answers or potential solutions to a situation.

An effective coach listens, fosters reflection, and models and demonstrates behaviors, tools and strategies that are consistent with the Practice Model; an effective coach supports practical application of the values, core elements and behaviors in the Practice Model in everyday work, professional roles and interactions. Coaching supports continuous plan-do-study-act (PDSA) improvement processes to build the confidence and competence of those being coached in using the Practice Model in their job roles and functions. The overall goals of CFPM coaching include:

- Develop skill and competency in culturally responsive use of CFPM values, practice elements and practice/leadership behaviors
- Support continuous professional development and deepening skill proficiency over time
- Support and sustain CFPM fidelity over time
- Problem solve challenges and develop and test creative solutions
- Identify system changes needed to support the Practice Model
- Develop the capacity of supervisors, managers and executive leaders to provide coaching support to their staff

## Foundational or “General” Coaching Skills

In order to be an effective CFPM coach, it is important to develop the general coaching skills of supervisors, managers and executive leaders. This enables those coaching to create a positive and productive coaching relationship and become “competent coaches.” Coaching Institutes or other general coaching training and follow-up support can help build competent coaching skills, such as:

- **Inquiry:** Uses insightful, thought-provoking questions that help others go deeper in their understanding, practice skills and reflections.
- **Active Listening and Reflection:** Is attentive, clarifies, reflects, synthesizes, and uses strength-based feedback to bridge to informed reflection.
- **Communication:** Communicates in non-judgmental, clear and behaviorally-focused ways.
- **Use of Learning Goals and Plan:** Co-creates coaching goals and a plan to achieve goals, including who will be involved, type/frequency of coaching support, how coaching will be coordinated with supervision/case decision-making, and activities between coaching sessions to achieve goals.

- **Developmental Support:** Discovers, affirms and appreciates current strengths and behaviors, bridges thinking and emotion in inquiry and discussion; encourages trying on, reflection and learning; creates opportunities to practice skills and behaviors; provides positive feedback and developmental feedback
- **Continuous Learning and Improvement:** Seeks out feedback from those being coached and utilizes it to improve coaching relationships and one's own ability to coach.
- **Knowledge and Skill in Improvement Cycles:** Supports Plan, Do, Study, Act cycles at the individual, group, organizational and community levels.

## CFPM “Coaching to Competence” Skills

As general coaching skills develop, those who will provide coaching support begin to focus on how they can use those skills to coach to competence in the Practice Model. Coaching to competence is an active, behaviorally-focused coaching practice which supports application of the practices and behaviors in the model to real-world interactions occurring in dynamic situations. Key aspects of coaching to competence include:

- **Practice Model Focus:** Supports understanding of the 8 core elements and 23 practice behaviors, as well as the Leadership Behaviors with leaders, how they integrate with child welfare mandates and case management, and how they are applied in diverse cultures, contexts, interactions and situations; problem-solving practice and system-level issues using the Practice Model as the solution base
- **Partnership, Culture and Humility:** Embraces diversity and supports exploration of how one's own bias and assumptions may impact interactions; builds on family strengths and relevant religious, cultural and Tribal traditions and practices that are meaningful to the family and are sensitive to layers of current and historical trauma that the family may have experienced; works with family, cultural and community partners to address the underlying needs of children and families
- **Use of Active Learning Approaches:**
  - Observation – *directly observing in-person interactions* or observing through video or audio recordings followed by positive and developmental feedback about use of the core elements, practice behaviors or leadership behaviors in the model
  - Secondary observation – *behaviorally focused reflection* on actual conversations and interactions with children, families, communities and Tribes followed by positive and developmental feedback about use of the core elements, practice behaviors or leadership behaviors in the model. (Note: when descriptions of interactions are vague or adjectives are used, ask questions to elicit more behavioral descriptors: “Who said what? What did the father do or say that made you think he was angry/would not go to drug treatment/etc.? What did you say? What happened after that? Etc.)
  - Modeling – demonstrating the practice in one's own behaviors and/or through role plays or behavioral rehearsal to promote others' CFPM learning and skills

- Practice, behavioral rehearsal, verbal run through
- **Strengthening System Supports:** Listens for and lifts up barriers to effective and consistent use of the Practice Model and participates in problem-solving and feedback loops to create a culturally responsive, aligned system that effectively reflects and supports the Child and Family Practice Model.

## Creating a System of CFPM Coaching

Coaching is a commitment and investment by the organization to ensure the Practice Model is adequately supported, resourced and infused throughout the child welfare agency and system. It is one element of an integrated set of drivers needed to support implementation of practice. Other elements or drivers include selection, training, fidelity assessment, decision support data system, facilitative administration, and systems intervention.

A Coaching Service Delivery Plan which clearly lays out the agency’s “system” of providing ongoing coaching at all levels of the organization is important in implementing and sustaining the Practice Model. A written Coaching Service Delivery Plan helps everyone understand coaching expectations and how they are a part of a cascading system of support for the Practice Model that moves from executive to practice levels. The plan also strengthens system accountability, ensuring the agency can monitor the quality and timeliness of coaching services. A Coaching Service Delivery Plan clarifies:

- The role of community partners in coaching
- Who will provide coaching and who will receive it at each level of the agency, how frequently and in what venues or with what resources
- The coaching data and forms to be used and who is expected to use them, in order to track and monitor coaching activities
- Expectations for lifting up and communicating practice and system barriers that are identified through coaching
- The multiple sources of coaching feedback that will be available and used at all levels (such as coaching satisfaction surveys, observational assessment of coaching, staff fidelity data, etc.)
- When/how coaching expectations and supports will be communicated to existing staff and to new staff
- How new supervisors, managers and executive leaders will build fluency in the Practice Model, be made aware of coaching expectations, and develop skill in competent coaching and coaching to competence
- A schedule for sharing of coaching data with different audiences on a regular basis, such as sharing data with supervisors and staff, leadership and management, trainers and coaches, community and Tribal partners

A sample Coaching Service Delivery Plan for the Child and Family Practice Model is incorporated on the following pages which, in conjunction with the coaching resources at the end of this guide, will help jurisdictions in developing a local coaching plan. The sample plan utilizes external coaches from the community to bring a cultural lens to practice and system-level coaching, and utilizes local supervisors, managers and executive leaders who integrate coaching support into their supervisory relationships, interactions and meetings. This combination of supports

is very helpful in building the capacity of the child welfare agency and its staff to use the Practice Model in culturally responsive ways effectively and routinely in their interactions, job roles and functions. Once developed or adapted for local use, the local Coaching Service Delivery Plan is regularly reviewed by the implementation team and coordinated with leadership to ensure the plan is in place and to assess what is working and what needs to be changed or improved.

Here are a few additional tips for developing or adapting the local Coaching Service Delivery Plan:

- A first step would be to bring your leadership team and implementation teams together **to identify a small working group to develop a CFPM Coaching to Competence Service Delivery Plan**. If it helpful if this working group includes someone from the implementation team, someone from the coaching team, several community partners, and at least one staff from various levels of the organization (social workers, supervisors, managers) who will be impacted by the coaching plan. This group is a short term working group.
- **Start roll-out of the plan at the leadership level** (executive management and managers) as you will build systemic support of coaching, model coaching processes for others, and build relationships with staff in new ways that support use of the Practice Model.
- **Consider how to build in use of coaching frameworks during case staffings**, consultation, and reviews of complaints whenever possible. Consider asking a coach to support or facilitate some of these as coaching opportunities.
- **Repurpose existing meeting venues** - consider supporting units, leadership teams, and other groups to explore how they might set up or repurpose time during one meeting a month (or more often), where they could focus on coaching and practice development and enhancement. This may require facilitating mapping of existing meetings and their purpose to help figure this out.
- **How do you develop consistency and continuity of your coaching practice** if your staff moves frequently between Supervisors and between Managers?
- **Think ahead of time about what the group does with the plan**: Does it go to the leadership team? How will the group and staff know that the plan is approved? Once approved, how will it be communicated to all staff? What group or team will be responsible for ensuring implementation of the coaching plan?

## SAMPLE CFPM COACHING SERVICE DELIVERY PLAN

### Vision Statement

Professional development, support and feedback are keys to quality practice and service delivery and provide important feedback to align supports and services to meet the needs of local children and families and improve safety, permanency and well-being outcomes. Coaching has been demonstrated as a key element to ensure implementation, fidelity, and quality of services. Developing a coaching organization requires coaching at all levels This is part of working towards an organization where competent use of the Child and Family Practice Model is practiced by executive management all the way to the social workers in a parallel process. To implement the Child and Family Practice Model (CFPM) as intended, CFPM coaching will be accessed and integrated across all levels of our agency, resulting families, communities and Tribes experiencing culturally responsive child welfare practice, services and systems and the CFPM guiding all agency interactions among and between staff.

### Coaching Goal

To promote agency movement toward becoming a learning and coaching organization; and to improve relationships at all points of contact between the agency, families and communities through development and implementation of an authentic, sustainable culturally responsive practice and service system.

### Coaching Objectives

1. Ensure that agency staff is able to understand culture, demonstrate humility and use a culturally responsive practice and lens when interacting with families and communities.
2. Mentor and coach staff to build capacity and sustainability for all levels to become competent coaches.
3. Provide staff with coaching and guidance on real-world application of the Child and Family Practice Model in diverse families, communities, cultural contexts and job roles or functions.
4. Lift up system barriers to improved outcomes for children and families and assist in creating a culturally responsive, aligned system that effectively reflects and supports the Child and Family Practice Model.

### Competencies of Coaches

- Fluency in the Child and Family Practice Model values, practice elements and 23 behaviors, and the aligned leadership behaviors.
- Competent in use of multiple methods of listening, reflection and feedback processes with practitioners and leaders
- Competent in modeling the practice and directly observing practitioners and leaders using the Practice Model
- Competent in providing positive and developmental feedback to strengthen culturally responsive use of the Practice Model
- Competent in listening for and lifting up systemic issues and barriers in serving children and families and partnering with families, communities and Tribes

### Guiding Principles and Values of Coaching:

- a) **Multi-logical World Views** – Stimulate and demonstrate an understanding of the multiple ways of understanding the world, such as the indigenous relational worldview, which is circular, holistic, and implicit, and apply it in practice throughout the organization.
- b) **Culturally Responsive Practice** - Support social workers, supervisors and managers as they develop and integrate their own culturally sensitive and responsive practice with the diverse families and communities being served.

Encourage system development and structuring of resources to support a culturally sensitive and responsive practice at all levels of the organization.

- c) **Agency Paradigm Shift** - Address issues and needs around culturally responsive practice at all organizational levels including administration, management, supervision and frontline practice to maximize efforts and maintain a sustainable system for understanding and working with the diverse families and communities being served.
- d) **Coaching Organization** - Coaching supports staff and administration to be open and willing to engage in learning, coaching and other development and improvement processes.
- e) **Supported Transfer of Learning** - Coaching is a process that supports staff, supervisors, managers and leadership in their learning and demonstration of the Practice Model. Coaching provides a venue to explore and gather ideas about how to engage and interact with others in a way that is meaningful to them and honors their strengths and culture.
- f) **Engagement** - Coaching provides new perspectives into the multiple ways we can engage and communicate with families and how we can utilize multi-logical thinking to effectively work with families.
- g) **Cultural Awareness** - Coaching provides a way to raise awareness of the family's cultural lens and apply that cultural lens in interactions, case management and agency business processes. It also helps us think critically about our own personal biases.
- h) **Communication** – Coaches, leadership and implementation teams share responsibility for communication and attend regular meetings to discuss culturally integrated CFPM innovations, implementation, and to lift up systematic and procedural issues.
- i) **Access and Responsive Feedback** - All coaches, social workers and other staff will have regular access to and responsive feedback from supervisors, managers and the implementation team for the purpose of lifting up and making recommendations for any issues of concern.
- j) **Shared Accountability/Dual Roles** - All staff and coaches live in the community and may be accountable both to the work of the agency as well as to the community in which they live. Coaches and staff build relationships within the communities they are serving. It is acknowledged that they may have a professional role and relationship with families as a representative of the agency and also have a different role with the family as a member of the community within which they live.

### **Structured Coaching/Supervision at All Levels**

#### ***Executive Management/Administration as Coaches***

As executive leaders, Directors and Assistant Directors are essential in setting the foundation for an organizational culture of partnership, shared learning and continuous improvement. Demonstrating the leadership behaviors in the Practice Model in interactions and business processes, and demonstrating coaching principles in their supervision of managers, sets an important context for Practice Model implementation and supports managers to effectively coach and support supervisors.

At the Executive Management level it can be difficult to access leadership and system coaching support by someone above their job classification. It is important for Executive Management to access contracted coaches or reach outside their workforce to find individuals that (1) understand the cultural context of the children and families being served in the region and (2) can provide coaching to Executive Management in a way that is not confusing or obstructed by issues of authority. External coaching resources, such as community members who understand the child welfare system and have cultural wisdom from the population of children and families most disproportionately represented in our child welfare system, are key coaching resources for supporting Executive Management to demonstrate the leadership behaviors and apply the Practice Model in their work, engage and support ongoing community partnerships and culturally-responsive practice and system behaviors, and make agency and system changes needed to positively

impact these communities.

➤ ***Executive Management Coaching Development***

- **Executive Management will learn the values, practice elements, practice behaviors and leadership behaviors** through CFPM training and through ongoing coaching with external coaches. Executive Managers will strengthen their competence in the Practice Model in order to be able to capture information and progress regarding each manager's growth towards full competence in using the Practice Model in diverse cultures, contexts, roles, interactions and situations.
- **Executive Management will work with the Staff Development and Training Team** to strengthen and develop resources and capacity to provide on-going CFPM training and coaching support at all levels of the agency.
- **Executive Management will work proactively with CFPM leadership and implementation teams** to ensure system barriers are lifted up and action plans are developed and implemented to strengthen system alignment and support of the Practice Model.
- **Executive Management will arrange and receive coaching support from an external coach 1-3 times each quarter to support:**
  - Alignment of the agency's vision, mission and values and communications within the agency with the CFPM.
  - Consistent use of the CFPM leadership behaviors in partnerships with communities and Tribes and in management and administrative responsibilities.
  - Coaching skills and competence in providing CFPM coaching to managers.
  - Development and sustainability of culturally responsive resources, services and supports in communities specifically impacted by child welfare.
  - Development of programmatic, administrative and fiscal processes and procedures that expedite and support the use of culturally responsive resources, services and supports for children and families being served.
  - Development and implementation of strategies for engaging and supporting system partners, such as Executive Leaders, Judges, Attorneys, Juvenile Justice, Tribal Governments, Education, and Community in understanding the CFPM and building their capacity to use the CFPM.
- **Executive Management will engage in goal setting and specific homework to attend to between coaching sessions.**

➤ ***Providing Individual/Group Coaching***

- **Executive Management will communicate coaching expectations to managers (consistent with this plan) and provide individual CFPM coaching to the managers they supervise 1-3 times per quarter.** Executive Management will incorporate learning objectives that build culturally responsive competency in the values, core elements, practice behaviors and leadership behaviors of the Child and Family Practice Model into their coaching practice with managers.
- **Executive Management will facilitate CFPM group coaching on a quarterly basis with managers as participants.** For example, the group coaching could revolve around a case presentation, agency/community partner engagement activities and needs, or exploration regarding applying a specific leadership behavior or group of behaviors in interactions with staff or partners.

➤ **Documentation of Coaching Activities/Results/Systemic Issues**

- **Executive Managers will document coaching activities** so that data is available to improve coaching, implementation supports and system alignment with the practice model. The Executive Manager will complete the Coaching Log after each individual or group coaching session.

➤ **Continuous Learning and Improvement**

- **Executive Management will create ongoing opportunities for managers to provide feedback** on their coaching with the objective of continuous coaching improvement. Feedback opportunities include scaling questions at the end of coaching sessions, as well as the Manager Survey Assessment of Executive Leader Coaching (see p. 41 of this Coaching Guide) which is recommended feedback to be requested every 3-6 months.
- **Executive Management will receive honest, open and behaviorally specific feedback** from external and internal coaches whenever they are involved in coaching sessions with them and work to incorporate this and other feedback to improve their coaching practice.
- **Executive Management will be receptive to learning from managers about system issues and barriers** in work with children, families, communities and Tribes that cannot be resolved at lower levels of the organization **and will partner with CFPM leadership and implementation teams** to support action plans to strengthen system alignment and support of the Practice Model. Executive Management will keep the Management Team apprised of status and progress in addressing these system issues and barriers.
- **Executive Management will facilitate a monthly Manager Meeting agenda item dedicated to discussion of the Coaching Service Delivery Plan** to aide in continuous quality improvement. At least quarterly, Executive Management will review agency-specific CFPM data reports and provide feedback to the Implementation Team.

**Managers as Coaches**

As organizational leaders, managers are essential in modeling and supporting an organizational culture of partnership, shared learning and continuous improvement. Demonstrating the leadership behaviors in the Practice Model in a;; interactions and business processes, and demonstrating coaching principles in their supervision, sets an important context for Practice Model implementation and supports supervisors to effectively coach and support social workers in skillful use of the practice.

➤ **Manager Coaching Development**

- **Managers will build competency in learning, recognizing and demonstrating the values, core elements, practice behaviors and leadership behaviors** in the Practice Model through ongoing CFPM training and coaching by executive management and other internal and external trainers, coaches and community partners. Managers will be able to capture information and progress regarding each supervisor's growth towards full competence in using the Practice Model in diverse cultures, communities, roles, interactions, and situations.
- **Managers will participate in professional development trainings** focused on coaching skills and coaching approaches when such trainings are available. Staff Development and Training will strive to offer coaching skills trainings several times a year.
- **Coaching will be provided to managers by executive management 1-3 times each quarter to support:**
  - Enhanced skill development in the CFPM practice elements and 23 behaviors and demonstrated integration of the leadership behaviors in management and administrative responsibilities.
  - Skill-development and competence in providing coaching and support to supervisors.
  - Aligning verbal and written communication with the CFPM and culturally responsive practice, resources, services and supports (such as in desk guides, policies and procedures, meetings, e-mails, court reports,

and other feed-back/feed-forward loops with staff, community and system partners).

- Manager-level engagement and partnership with local communities and Tribes impacted by the child welfare system.
- Identifying and problem-solving system barriers and themes that are emerging in practice and getting in the way of effective use of the CFPM and culturally responsive services, supports, and interactions.

- **Managers will engage in goal setting and specific homework to attend to between coaching sessions.**

➤ ***Individual/Group Coaching***

- **Managers will communicate coaching expectations to supervisors (consistent with this plan) and provide individual CFPM coaching sessions to their supervisors 1-3 times each quarter.** Managers will incorporate learning objectives that build culturally responsive competency in the core elements, practice behaviors and leadership behaviors in the Child and Family Practice Model into their coaching practice with supervisors.
- **Managers will facilitate a monthly CFPM group coaching session with the Leadership Team** attended by supervisors, managers and others. For example, a group coaching session could revolve around use of the 3 Questions (what's working well, what are we worried about, what needs to happen next) to discuss the retention of staff as they come out of induction training. Another example could be exploration of how to engage in culturally responsive assessment or case planning processes with a family on a difficult case.
- **Managers will directly observe their supervisors in interactions with social workers at least once every six months.** Managers will provide opportunities for their supervisors to reflect on the interaction and will follow this reflection with positive and developmental feedback on the supervisor's use of CFPM core elements, practice behaviors and/or leadership behaviors during the observation. Observations may occur at unit meetings, individual coaching sessions with social workers, or other venues that there is observable interaction between the supervisor and a social worker.

➤ ***Documentation of Coaching Activities/Results/System Issues***

- **Managers will document coaching activities** so that data is available to improve coaching, implementation supports and system alignment with the Practice Model. Managers will complete the Coaching Log after each individual/group coaching session.

➤ ***Continuous Learning and Improvement***

- **Managers will create ongoing opportunities for supervisors to provide feedback on their coaching** with the objective of continuous coaching improvement. Feedback opportunities include scaling questions at the end of coaching sessions, as well as the Supervisor Survey Assessment of Manager Coaching (see p. 37 of this Coaching Guide) which is recommended feedback to be requested every 3-6 months.
- **Managers will receive honest, open and behaviorally-specific feedback from Executive Management** regarding their coaching development and competency, and work to incorporate this and other feedback to improve their coaching practice.
- **Managers will receive honest, open and behaviorally specific feedback from external coaches** whenever they are involved in coaching sessions with them and work to incorporate this and other feedback to improve coaching practice.
- **Managers will be receptive to learning from supervisors about system issues and barriers** in work with children, families, communities and Tribes that cannot be resolved at lower levels of the organization **and will work proactively with staff, partners, leadership and implementation teams** to develop and implement

action plans to strengthen system alignment and support of the Practice Model. Managers will keep their supervisors apprised of status and progress in addressing these system issues and barriers.

- **During the monthly Manager Meeting Coaching Service Delivery Plan agenda item, managers will come up with a CFPM coaching to competency topic/theme** to be incorporated in their meetings with supervisors the following month.
- **At least quarterly, the Management Team will review agency-specific CFPM data reports** and guide decision-making to improve CFPM use and implementation practices within the agency.

### **Supervisors as Coaches (Also Coordinators who Supervise Staff)**

Supervisors play a critical role in helping social workers develop proficiency in applying the Child and Family Practice Model in diverse families, cultures, communities and situations. Over time the style of coaching provided may shift to a more reflective approach, however CFPM coaching support for social workers never ends - it continues in order to support professional development, sustain high fidelity use of the Practice Model, and improve the experience and outcomes of children and families. The following CFPM coaching activities and supports are provided by supervisors for social workers in their unit:

#### ➤ ***Supervisor Coaching Development***

- **Supervisors will build competency in learning, recognizing and demonstrating the core elements, practice behaviors and leadership behaviors in the Practice Model** through CFPM training and ongoing coaching by managers and coaching opportunities with other internal and external coaches and community partners. Supervisors will be able to capture information and progress regarding each social worker's growth towards full competence in using the Practice Model in all casework and in interactions with diverse children, families, cultures, communities and situations.
- **Coaching will be provided by managers to supervisors at least monthly to support:**
  - Integration of the leadership behaviors in supervisory and administrative responsibilities.
  - Application of the values, core elements and practice behaviors in the Practice Model to real-world interactions and situations.
  - Skill-development and competence in providing coaching and support to social workers.
  - Skill-building in supporting use of CFPM language in verbal and written documentation (such as in e-mails, court reports and other feed-back/feed-forward loops with staff, community and system partners).
  - Supervisory-level engagement and partnership with local communities and Tribes impacted by the child welfare system.
  - Identifying and problem-solving system barriers and themes that are emerging in practice and getting in the way of effective use of the CFPM and culturally responsive services, supports, and interactions.
- **Supervisors will engage in goal setting and specific homework to attend to between coaching sessions.**

#### ➤ ***Providing Individual/Group Coaching***

- **Supervisors will communicate coaching expectations to social workers (consistent with this plan) and provide in-person coaching to the social workers in their unit based on the following schedule and frequency.**
  - Immediately following CFPM Overview and 4 Follow-Up Modules: Social workers will receive 2 individual coaching sessions per month for a period of 6 months to practice, apply and enhance culturally responsive skill development to the Child and Family Practice Model as it applies in their roles. In

addition, at least 1 group coaching session with peers/colleagues will be provided quarterly. At the end of the 6 month period of time, the social worker and supervisor will engage in a CFPM Check-in and Observation process (see p. 21 of this Coaching Guide) to determine if continued intensive coaching or a stepped-down process of coaching is appropriate for the social worker.

- If coaching supports can be stepped down, social workers will receive 1 individual coaching session per month for the next 6 months. In addition, 1 group coaching session with peers/colleagues will be provided at least quarterly. At the end of this 6 month period, a Fidelity Assessment observation will be done on a randomly selected case on the social worker's caseload. If the total average score for all of the observation ratings on the Fidelity Assessment is 3.3 or higher, the staff can move on to a maintenance approach to coaching. For lower scores the social worker and supervisor will develop a coaching plan to address areas of need and the social worker will continue to be provided at least 1 individual coaching session per month and 1 group coaching session per quarter until the next Fidelity Assessment observation.
- Once proficiency has been demonstrated through the Fidelity Assessment observation score, the social worker will engage in at least 1 individual coaching session and one group coaching session each quarter and a Supervisor Check-in and Observation will be done every 6 months to ensure continued support and fidelity to culturally responsive use of the practice. (Note: A Fidelity Assessment observation may be substituted annually in place of the supervisor Check-in and Observation.)
- **Supervisors will incorporate learning objectives that build competency** in the values, core elements and practice behaviors in the Child and Family Practice Model into their coaching practice with social workers.
- **Supervisors will make use of both primary and secondary observation** of interactions with children and families and provide ongoing behaviorally focused positive and developmental feedback about use of the Child and Family Practice Model. The behavioral focus of these coaching sessions will be integrated with ongoing case consultation and staffing needs of social workers. As indicated above, primary observation of the social worker will occur at least every 6 months but more frequent observations in the office, in the field, or during meetings and other gatherings is encouraged.
- **To facilitate skill development, supervisors will observe** social workers using collaborative behaviors with families in the office, field, or during family team meetings or other gatherings. Frequent direct observation, closely followed by positive and developmental feedback, is most effective at facilitating skill development.
- **During unit meetings or other group coaching opportunities, supervisors provide additional coaching support** to further develop or reinforce competency in the Child and Family Practice Model.
- ***Documentation of Coaching Activities/Results/Systemic Issues***
  - **Supervisors will document coaching activities** so that data is available to improve coaching, implementation supports and system alignment with the Practice Model. Supervisors will complete the Coaching Log after each structured individual/group coaching session.
- ***Continuous Learning and Improvement***
  - **Supervisors will create ongoing opportunities for social workers to provide feedback on their coaching** with the objective of continuous coaching improvement. Feedback opportunities include scaling questions at the end of coaching sessions, as well as the attached Social Worker Survey Assessment of Supervisor Coaching (see p. 34 of this Coaching Guide) which is recommended feedback to be requested every 3-6 months.
  - **Supervisors will receive honest, open and behaviorally-specific feedback from their managers** regarding their coaching development and competency, and work to incorporate this and other feedback to improve their

coaching practice.

- **Supervisors will receive honest, open and behaviorally specific feedback from external coaches** whenever they are involved in coaching sessions with them and work to incorporate this and other feedback to improve coaching practice.
- **Supervisors will be receptive to learning from social workers about system issues and barriers** that the social worker cannot resolve in their work with children, families, communities and Tribes **and will work proactively with their manager, the implementation team and others** to develop and implement action plans to strengthen system alignment and support of the Practice Model. Supervisors will keep the social workers in their unit apprised of status and progress in addressing these practice-level system issues and barriers.
- **At least quarterly, agency-specific CFPM data reports will be shared** with the supervisory team and will guide decision-making to improve CFPM use and implementation practices within the agency.

### **External Coaching Resources/Role**

To support implementation and sustainability of the Practice Model, four part-time external coaches are available to bring cultural wisdom and an understanding of multi-logical thinking to support practice and system-level engagement with children, families and community partners from all cultural and class backgrounds. These coaches can assist all levels of the agency to strengthen communication and collaboration with particular communities and extended family networks and assist in establishing pathways to cultural supports and services needed by local children and families. External coaches can build our understanding of cultural traditions and child-rearing practices, as well as how historical trauma, collective and incident-based trauma is impacting today's families and communities. (Note: External coaches who are Tribal members are healers within their communities and represent more than just their personal or professional expertise while engaged with this agency. The agency acknowledges that Tribal coaches especially are accountable to the community in which they live, their Tribal governments, their ceremonial community and the environment.)

#### ➤ **External Coach Working Relationships**

- **External coaches will provide individual coaching support** as arranged by executive management.
- **External coaches will team with supervisor and manager coaches** in order to bring a cultural/community lens and consideration of culturally responsive practices, supports and services to an individual or group coaching session or unit meeting. In this way external coaches will help build the cultural coaching capacity of supervisors or managers.
- **External coaches work closely with the Staff Development and Training Team and the implementation team** to support CFPM implementation.
- **External coaches will work proactively with CFPM leadership and implementation teams and others** to ensure system barriers are lifted up and action plans are developed and implemented to strengthen system alignment and support of the Practice Model.
- External coaches will review agency-specific CFPM data reports with the Implementation Team at least quarterly and will make recommendations to guide decision-making to improve CFPM use and implementation practices within the agency.

#### ➤ **External Coach Roles**

- Clarify and interpret culturally sensitive values in using the Practice Model with specific children/families.
- Support CFPM implementation by helping to build the readiness of staff, supervisors, managers, executive management and others for Practice Model coaching and other implementation activities and supports.

- Support supervisors in the development of a culturally sensitive approach that they will use to help social workers and co-located partners act in culturally appropriate, responsive and collaborative ways while working with children/families.
- Support social workers, co-located partners, supervisors, and managers to understand and develop culturally sensitive approaches in treatment/case planning.
- Assist supervisors in direct observation of social workers to strengthen recognition and support for a culturally responsive and inclusive approach to engagement and teaming with families.
- Assist supervisors, managers and/or executive management to build their capacity to provide competence coaching, as well as coach to competence in the Practice Model.
- Assist in the development and integration of a culturally responsive approach in CFPM training curriculum and materials and partner in delivering CFPM trainings.
- Assist in priority areas of implementation of the CFPM, including developing and making ongoing refinements to the agency's coaching plan and training plan and participating twice monthly in implementation team meetings.
- Assist supervisors, managers and executive management in identifying, lifting up, and problem-solving system issues and barriers that may be impacting the ability of the agency to provide timely, culturally-responsive supports and services to meet child/family needs.

### **Focused Training and Coaching Plan**

Coaching is an element of an overall training plan to support staff at all levels in demonstrated use of culturally responsive CFPM practice in their everyday interactions, with understanding that there is room for continuous improvement. With continuous engagement in coaching comes continuous improvement. To that end, the training sequence for staff will include:

#### ➤ ***CFPM Training***

- Staff at all levels will complete the Practice Model Overview and the 3 Day Cultural Training
- Supervisors and social workers will complete the CFPM Module Series (LEAN IN; LIFT UP; CONNECT; and CULTURE) within 1-2 months of completing the Overview.

#### ➤ ***Coaching Training***

- In addition, supervisors, managers and executive management will complete a 3 Day Coaching Institute tailored for our agency to develop general coaching skills.

### ***Development of New Managers and Supervisors***

- **New managers and supervisors will participate in the 3-2-1 approach to develop skills in coaching to CFPM competency** (the new supervisor or manager observes a minimum of 3 coaching sessions handled by an experienced coach, then 2 coaching sessions are co-coached by the supervisor/manager and an experienced coach, then the supervisor/manager handles a coaching session on their own with an experienced coach there to observe and provide positive and constructive feedback after the session). For managers, the observations can be done by executive management or by external coaches or peers of the same classification who are competent in coaching principles and experienced in CFPM coaching to competence. Supervisors can be observed by external coaches, managers or peers of the same classification who are competent in coaching principles and experienced in CFPM coaching to competence.

## Getting Started with Coaching to Competency

**Positive feedback** and **developmental feedback** are key to coaching to CFPM competency. Positive feedback lifts up partnership, culture and humility in interactions and highlights the use of specific CFPM practices and behaviors in interactions, job roles and functions. Developmental feedback encourages reflection on missed opportunities and on practice elements and behaviors that may need strengthening or development.

So as not to get overwhelmed with coaching to or applying each specific behavior in the Practice Model, the LEAN IN, LIFT UP and CONNECT to CULTURE frontline approach provides a “big idea” framework to work with – 4 helpful framing concepts for a cluster of leadership or practice behaviors. At the practice level where social workers and supervisors are developing mastery of the 23 practice behaviors applied in dynamic situations with diverse children, families, communities and Tribes, the 8 core practice elements provide an even more nuanced set of practices for social workers and their supervisors to sort, label and recognize CFPM behaviors in action. Both the LEAN IN framework and the 8 core practice elements can be used to aid in quick recognition of the Practice Model in interactions. Both provide useful strategies for giving positive and development feedback in a way that does not feel nit-picky and that supports mastery and generalization of the practice to other interactions, settings and circumstances. Here are examples of using CFPM core practice elements in sorting, labeling and providing positive and developmental feedback to staff.

Behaviorally Specific Information about <i>CFPM Strengths and Skills</i> from observations, case records, etc.	Behaviorally Specific Information about <i>Areas for CFPM Development</i> from observations, case records, etc.
<ul style="list-style-type: none"> <li>Helped parents explore what they would like visitation to be like - activities, days of the week, frequency, upcoming cultural celebrations (Cinco de Mayo) impt for family to spend together.</li> <li>Encouraged caregivers to be part of team, share their input, indicate if they could accommodate.</li> <li>Relative identified to monitor visits over next month and plan developed with dates/times/locations tentatively set up.</li> </ul>	<ul style="list-style-type: none"> <li>“Not sure about this plan” but didn’t go into it – missed opportunity to nurture honest dialogue and describe situation honestly – family did not get to hear/grapple with the issue.</li> <li>Parents/caregivers started to talk about arranging food, transportation and other ways they could coordinate and support the plan – said the plan was good enough and had another appt to get to.</li> </ul>

Positive Feedback: *Great Wellbeing Partnership happening with caregivers and family Teaming to plan and support customized visitation for the kids!*

*Bridging to Self-Reflection:*  
*Were there other points in the meeting you might have strengthened your working relationship and **Wellbeing Partnership** with the parents and caregivers? Is there follow-up you could do?*

Developmental Feedback: *Thinking about other aspects of **Engagement and Teaming**, what was worrisome about the plan that you might have shared to nurture honest dialogue and ensure the team had all the relevant information?...*

## Coaching and Supervision

Coaching supports and affirms family, community, Tribal connections, and culture. Coaching to support cultural responsiveness and sensitivity requires self-reflection, humility and courage to have conversations. Coaching does not replace supervision; it enhances the work of supervision through a focus on listening, learning, critical thinking together and providing feedback and support. While there will continue to be administrative tasks and responsibilities for supervisors, managers and executive leadership, providing coaching to support frontline staff in culturally responsive use of the Practice Model is a high priority for agencies committed to quality practices, supports and services for the children and families being served.

If coaching is to be integrated into the supervisory roles of supervisors, managers and executive leadership, it is important to build their capacity to coach to competence in the Practice Model *before* social workers are CFPM-trained. The goal is to learn general coaching skills and the Practice Model well enough that CFPM coaching strategies begin to be integrated into supervision and everyday interactions with direct reports. Even case staffings, consultation, and reviews of complaints are coaching opportunities that can benefit from use of the CFPM coaching framework during these discussions. When supervisors, managers and executive leadership are trained first, they can begin practicing and demonstrating the behaviors that social workers will be learning. In addition, it provides the foundation for supervisors to support their social workers throughout the Module Series.

## Supervisor Prep of Worker for Module Series/Simulation Learning

Supervisors are important coaches and allies for social workers in CFPM learning and in application of what is learned to day-to-day social work. The CFPM coaching and support role of supervisors begins by preparing social workers for the Module Series which has a significant focus on “practicing” the practice behaviors in simulated interactions with families and their circles of support (using community partners as actors in the simulations).

In simulation training, “content” through a traditional lecture-type format is deemphasized and staff is allowed a safe space where practice skills can be acquired, applied and reinforced through immediate feedback. Research has confirmed commonly understood beliefs that people retain only between 5 to 10 percent of what they learn through reading and lectures; while that number increases to between 80% and 90% when they practice by doing or teaching others in simulation activities.<sup>1</sup> The following 2-page tip sheet will guide supervisors in preparing workers for the Module Series.

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<sup>1</sup> Bogo, M., Shlonsky, A., Lee, B., Serbinski, S. (2014). Acting like It Matters: A Scoping Review of Simulation in Child Welfare Training. *Journal of Public Child Welfare*, 8 70-93.



## Tip Sheet for Supervisors: Preparing Social Workers to Make Effective Use of the Module Series

Supervisors meet with their social workers before the first LEAN IN module in order to accomplish the following two goals:

**GOAL #1: Provide Support and Preparation for the LEAN IN Module and Simulation.** This includes:

- **Reinforcing that the goal of all CFPM learning processes** is greater skill and competence in practical application of the CFPM in all of their case work, documentation and interactions
- **Building understanding of the goals and outcomes** the agency is working with staff and partners to achieve by implementing the CFPM
- **Providing orientation to simulation-based learning** in general and to the specific group simulation processes used in the Module Series:
  - Simulation-based learning provides a safe space where practice skills can be acquired, applied and reinforced through immediate feedback.
  - Simulation-based learning is similar to other practice and role playing you've experienced except the learner gets to practice with actors coming in to play out the roles of the family members and their circle of support.
  - For the CFPM Module Series, we'll be using group simulations – that's when a group of learners take turns and each sequentially step into the role play and pick up where the previous member left off.
  - Group simulations provide an opportunity to apply what is being learned, test out new behaviors before using them in real-world settings, and get immediate peer and facilitator feedback.
  - Prior to the simulation you may be exposed to new tools or strategies that can support use of the CFPM practice behaviors, but they are not the only tools and strategies you can use. You are encouraged to try out anything that supports you using the LEAN IN, LIFT UP, CONNECT and CULTURE practice behaviors in the simulation exercise.
  - After each simulation, there will be a facilitated debrief to explore what happened in the exercise, explore reflections and group learnings, and support group members to identify additional opportunities to practice the core elements and practice behaviors to build confidence and competence in using the practice model in diverse families and communities.
- **Orient to supervisor's coaching and support role** - supporting the social worker's professional development and fidelity to CFPM practice. Explain that you will be present to observe and support the social worker during the simulation in each module and that you and the social worker will debrief after each module.
- **Help the social worker prepare for simulation-based learning** by exploring the following questions:

- How might group simulation assist you to “apply” the Practice Model in your casework and interactions?
  - What is worrisome about participating in group simulations?
  - How might those worries be addressed?
  - What support would you like from your supervisor in preparing for or being in the Module Series and simulations
- **Come to an agreement** on how the social worker and supervisor will work together during the module to provide the support that the social worker has requested. It is helpful if the agreement is put into written format, such as an e-mail, to re-affirm what was discussed and agreed to.

## **GOAL #2: Exploration of the Social Worker’s LEAN IN Self-Assessment**

- **Before meeting with the social worker the supervisor thinks about areas of social worker improvement needs** and how the LEAN IN module might be helpful to social worker
- **Before meeting with the supervisor the social worker completes their LEAN IN Self-Assessment** ratings and thinks about LEAN IN strengths and potential areas of growth and development
- **The social worker and supervisor meet together and explore the worker’s self-assessment ratings and reflections** on areas of strength and possible opportunities for growth and development. (If worker speaks to “general” area for improvement, help them to focus that general area in a more specific way looking at how it connects to the LEAN IN practice elements and behaviors.)
- **The supervisor provides positive and developmental feedback regarding the social worker’s self-assessment**, including affirming strengths the social worker identified and/or lifting up additional LEAN IN strengths the supervisor is aware of, as well as offering any additional insights on possible areas of growth to consider.
- **The supervisor makes the connection to the tools and strategies that will be covered in the LEAN IN module** and explores how the module can provide important LEAN IN learning opportunities to build on the specific strengths and needs of the social worker.
- **The supervisor encourages the social worker to think about real and current LEAN IN case issues** to think about and work on during the LEAN IN module.
- **Together social worker and supervisor agree on a particular area of LEAN IN growth/development** that the worker will work on and is willing to share with others during the LEAN IN module and simulation. That way others can be keyed into that and provide feedback and support.
- **The supervisor works to build the motivation of the social worker to engage in CFPM learning and coaching opportunities** to assist them in effective and culturally responsive CFPM work with children, families, communities and Tribes.

## Plan for Post-Module Series Support and Ongoing Coaching

Built into the learning process for the CFPM LEAN IN, LIFT UP, CONNECT and CULTURE Module Series is a social worker and supervisor Module Series Debrief, as well as the supervisor Check-in and Observation process described below to demonstrate transfer of learning and to establish coaching goals and a coaching plan or agreement between the social worker and supervisor. The Debrief is encouraged within a few days to a week of completion of the Module Series for the purpose of:

- Demonstrating your interest, encouraging their reflection on the experience (thereby reinforcing it), and appreciating their commitment to practice the CFPM practice elements and behaviors to achieve valuable outcomes.
- Listening and exploring (the social worker should do most of the talking). Ask 4 key questions:
  - ✓ What was the most valuable thing you learned?
  - ✓ How will you go about building skill in applying the CFPM?
  - ✓ How will skillful use of the CFPM benefit our agency and your professional development?
  - ✓ How should we set it up so you have the coaching and support from me that you need?
- Establishing the next steps for moving forward with the Check-in and Observation Process (such as cueing social worker to complete self-assessment using the Profile of the 8 core elements (see p. 33 of this Coaching Guide), identifying a case interaction to be observed, etc.)

It is important to have a way of checking in and determining if a social worker's ability to deliver the Practice Model routinely improves as a result of coaching. The Check-in and Observation process is recommended as an ongoing coaching and feedback opportunity for completion every 6 months for frontline staff to ensure continued support and fidelity to culturally responsive use of the practice. (Note: A Fidelity Assessment observation may be utilized annually in place of a supervisor observation to guide the check-in and coaching planning processes annually.)

### Check-in and Observation Process

- The social worker completes a Self-Assessment regarding their culturally responsive use of the 8 core practice elements in interactions with diverse children and families. As part of this self-reflection they consider their CFPM practice strengths and progress, areas for development, and possible next steps for growing their CFPM practice.
- The social worker and supervisor identify an upcoming case interaction (home visit, family meeting, etc.) that the supervisor will attend with the social worker in order to observe his/her interactions with the family.
- The supervisor observes and makes notes of the interactions keeping culture, humility and use of the 8 core practice elements and 23 practice behaviors in mind, then completes a rating on the worker's use of the 8 core practice elements using the Profile of the 8 (see p. 33 of this Coaching Guide). The social worker writes up their narrative for the observed interaction and provides it to their supervisor.
- Soon after the observation (within a couple of days) the social worker and supervisor debrief the interaction and observation, discuss their reflections about areas of strength and development, and the supervisor shares positive and developmental feedback regarding the social worker's use of the Practice Model in the observed interactions and in the worker's written narrative of the contact.

- The supervisor asks the social worker what they consider their greatest CFPM strengths – the strengths that the social worker would like to build on as they continue to build competency in the CFPM. This is followed by facilitating exploration of 1-2 areas for growth and development in using the CFPM with children, families and communities.
- Based on the discussion of strengths and areas for growth and development, the social worker and supervisor co-create coaching goals and a plan to achieve those goals, including who (in addition to the supervisor) will be involved, type/frequency of coaching support, and activities between coaching sessions to achieve goals. It is helpful to have the plan in writing for both to refer back to, such as a memo or e-mail.

## Coaching Resources

The following pages include numerous coaching resources and worksheets to support various aspects of coaching to competence in the Practice Model at all levels of the child welfare agency.

- **Individual or Group Coaching Tip Sheet**
- **Guiding Questions for Coaching to Competency (Practice Elements and Behaviors)**
- **CFPM Leadership Behaviors**
- **Example of Questions for Coaching to Competency (Leadership Behaviors)**
- **Coaching Log**
- **Profile of Core Practice Elements (“Profile of the 8”)**
- **Social Worker Feedback Survey: ASSESSMENT OF SUPERVISOR COACHING**
- **Supervisor Feedback Survey: ASSESSMENT OF MANAGER COACHING**
- **Manager Feedback Survey: ASSESSMENT OF EXECUTIVE LEADER COACHING**
- **Coaching Survey Re EXTERNAL COACHING SUPPORT**



## Individual or Group Coaching Tip Sheet

- **Set the stage** for coaching through goal setting or visualizing the outcome that the person(s) being coached has in mind. Questions to facilitate this include: *What do you want to focus on in developing your use of the [core elements, practice behaviors or leadership behaviors] in your work and interactions? What will that look like when done well? What would you need to do to move from where you are now to where you want to be with that? How could I support you getting to these goals?*
- **Listen – Reflect** – *listen for understanding, including considering the words said, the impact on others, the environment, and eliciting self-reflection by the person receiving coaching support. The Guiding Questions for Coaching to Competence on the following pages may get you started.*
- **Use Positive and Developmental Feedback** - *consistently label the practice element or frontline approach that was demonstrated (or that is in developmental stages and needs a boost) and pair it with a practice behavior or leadership behavior that was observed (or was a missed opportunity/area for growth). Provide a higher dose of positive feedback so the learner can build on strengths and be receptive to developmental feedback as well.*
- **Action** – *support learners to move forward and create action steps that tie the 8 elements and 23 practice behaviors, in culturally responsive ways, to the needs and requirements of their work (with a family, community partner or in the agency). Here are questions that can facilitate action:*
  - *Pick something in LEAN IN that you really want to incorporate or enhance in your practice – how does that look when you’re doing that really well with families (at a 10). On a scale of 1-10 where would you say you currently are with that? What are the actions that you would take to get it to the next level?*
  - *What are you working on or needing to accomplish? Who needs to be engaged in that action or strategy? Who do you need to inquire of to obtain information from for that action or strategy? What are some of the initial steps you will take? What are potential barriers and how might you work through them? What can you do to increase the chance of success? Rehearse or do a verbal run-through in order to practice how you will move the action or strategy forward.*
- **Review** – *take stock; reinforce progress, improvements and commitments (for instance ask “In what ways have you increased your ability to handle similar situations?”)*
- **Debrief** – *Reflect on the coaching session together: What did you find most helpful about this coaching process? What would you like us to change or do differently in the next coaching session?*



**GUIDING QUESTIONS FOR COACHING TO COMPETENCE**  
**(Practice Elements and Behaviors)**

Below are examples of questions to support coaching to CFPM competence. These potential coaching questions facilitate critical thinking and reflection regarding use of the practice elements and behaviors in the model (see [www.reducefostercarenow.org](http://www.reducefostercarenow.org)) and integrate key areas that a social worker may need to attend to in working in culturally responsive ways with children and families.

<b>Potential Coaching Questions to guide:</b>	<b>LEAN IN Practice Elements &amp; Behaviors</b>
<ul style="list-style-type: none"> <li>• What have you learned from the family about important family members, friends and community members who are important sources for support for the family? How have they been engaged in supporting safety, permanency and well-being of the child?</li> <li>• What have you learned from the family about what works well, worries, and next steps in strengthening the family and supporting the child’s safety, permanency and well-being?</li> <li>• What tools and strategies are you using to explore relationships of the child and family? What follow up might you do to ‘actively find connections?’ To connect children with important family, friends &amp; community relationships?’</li> <li>• What do you know about the child’s father and paternal side of the family? Are there additional steps that could be taken to establish paternity or find paternal connections? What follow up will build connection to the paternal relatives?</li> <li>• How might you nurture honest dialogue about this with the family? What tools and strategies could foster open, honest dialogue with the child? With the family? With their circle of support?</li> <li>• How would someone you are interacting with know when you are listening with openness? What would they see you doing or hear you saying?</li> </ul>	<p><b>Frontline Practice:</b> <i>EXPLORATION AND ENGAGEMENT</i></p> <p><b>Core Practice Elements:</b>  <b>INQUIRY</b> – <i>Uses inquiry and mutual exploration with the family to find, locate and learn about other family members and supportive relationships of children, youth and families within their communities and Tribes.</i>  <b>ENGAGEMENT</b> – <i>Seeks out, invites in, values and makes central the power, perspectives, abilities and solutions of families and their supportive communities and Tribes in all teaming and casework practice.</i></p> <p><b>Practice Behavior Taglines:</b></p> <ul style="list-style-type: none"> <li>• <i>Listens with Openness</i></li> <li>• <i>Explore Relationships</i></li> <li>• <i>Actively Find Connections</i></li> <li>• <i>Nurtures Honest Dialogue</i></li> <li>• <i>Insures Connection &amp; Support</i></li> </ul>

<b>Potential Coaching Questions to guide:</b>	<b>LIFT UP Practice Elements &amp; Behaviors</b>
<ul style="list-style-type: none"> <li>• Who is in an advocacy role for this family? Who encourages family members to speak for themselves? Are they a part of the child and family team?</li> <li>• How did you affirm the family’s unique strengths and life experience?</li> <li>• How does the family identify its own culture? How could you inquire and listen with openness about their culture?</li> <li>• How can you use a cultural lens to identify the family’s unique culture and strengths? (i.e. tools, appreciative inquiry)</li> <li>• Have you made any assumptions about this family’s culture? What could change or address that?</li> <li>• What works well for the immediate and extended family? Who is important to the family? What strengths did you observe or learn about?</li> <li>• How is important information about the child shared between the parent(s) and caregiver(s)? How might you explore or nurture a mentoring relationship between them? What might that look like?</li> <li>• What does religion and spirituality mean to the family? How do they experience religion and spirituality?</li> <li>• How does the family demonstrate a sense of community and pride? Are there any cultural traditions the family engages in?</li> <li>• How have the family and others in their community handled similar situations? How do they cope with crisis (use exception questions)? What works well for them during challenging times?</li> <li>• Where do you see family unity and kinship and how do they share information?</li> </ul>	<p><b>Frontline Practice:</b> <i>POWER OF FAMILY</i></p> <p><b>Core Practice Elements:</b>  <b>SELF-ADVOCACY</b> – <i>Recognizes and supports the power of individuals and families to speak about their own well-being and self in finding solutions and continuing to grow.</i>  <b>ADVOCACY</b> – <i>Speaks out for children, youth and families based on their strengths, resources and cultural perspectives in order to support them in strengthening their family, meeting their needs, finding their voice and developing the ability to advocate for themselves (includes caseworkers, attorneys, Tribal and community representatives, CASA’s, service providers, etc.)</i></p> <p><b>Practice Behavior Taglines:</b></p> <ul style="list-style-type: none"> <li>• <i>Links Family</i></li> <li>• <i>Interactions are Affirming</i></li> <li>• <i>Facilitates Sharing</i></li> <li>• <i>Team Solutions</i></li> <li>• <i>Uses Cultural Lens</i></li> <li>• <i>Promotes Speaking Out</i></li> </ul>

<b>Potential Coaching Questions to guide:</b>	<b>CONNECT Practice Elements &amp; Behaviors</b>
<ul style="list-style-type: none"> <li>• Does everyone on the family team understand the purpose of the meeting? How did you include them on the planning and goal-setting?</li> <li>• Who has a relationship with the child that might be brought into the circle? How could this be done in a supportive way?</li> <li>• How did you incorporate all the different people and roles into the meeting and outcomes?</li> <li>• During the meeting, how did you check in with the family about what is “normal” for their culture and family system?</li> <li>• How did you handle any areas of confusion or disagreement?</li> <li>• What worked well that supported optimal team environment? What was the impact on the meeting and outcomes?</li> <li>• What was worrisome or didn’t work well during the meeting? What could you do to help with that?</li> <li>• How did you promote self-advocacy? How was the family able to speak out?</li> <li>• How did you facilitate any decisions that were made?</li> <li>• Were team members clear on the role that they each play in supporting the child and family? How did they become clear? What did they say or do that demonstrated they were clear?</li> </ul>	<p><b>Frontline Practice:</b> <i>CIRCLE OF SUPPORT</i></p> <p><b>Core Practice Elements:</b>  <b>TEAMING</b> – <i>Recognizes and appreciates the strength and support that a family’s community, cultural, Tribal and other natural relationships can provide, which inspires and insists that not only the family is engaged, but the family’s entire system of support so that the family’s underlying needs can be met.</i>  <b>SHARED COMMITMENT AND ACCOUNTABILITY</b> – <i>Every assessment and decision is the product of the work of both the social worker and the family, and in many cases inclusive of the collaborative work within the child and family team.</i></p> <p><b>Practice Behavior Taglines:</b></p> <ul style="list-style-type: none"> <li>• <i>Caregiver Respect &amp; Resources</i></li> <li>• <i>Optimal Team Environment</i></li> <li>• <i>Natural Supports</i></li> <li>• <i>Normalizing Needs</i></li> <li>• <i>Explores Team Roles</i></li> <li>• <i>Continuous Dialogue &amp; Adjustment</i></li> <li>• <i>Teams Post-Permanency</i></li> </ul>

Potential Coaching Questions to guide:	CULTURE Practice Elements & Behaviors
<ul style="list-style-type: none"> <li>• How did you explain the visitation process to the parents? How much of the visitation plan has been influenced by the family and their circle of support (location, activities, etc.)?</li> <li>• What do you need to see the family demonstrate to move to a less restrictive visitation level? In which areas does the family need coaching? Think about points in which you might coach the parent-child interaction in the visit.</li> <li>• What worked well about the parent/child/family interaction and how do you know (impact to the child)? What, if any were your worries about the interaction and the impact to the child? What will your next steps around this be?</li> <li>• What were the coaching moments during the visit? How did they impact the visit? What were the cultural parenting practices you observed? Were there ways to make the visit more culturally appropriate for this family?</li> <li>• How do you know when grief, loss and trauma are impacting the child or their relationships with others?</li> <li>• How are you identifying underlying needs of children and their families? How is the family and their team involved? How are you intentionally linking supports and services with their underlying needs?</li> <li>• What type(s) of individual trauma has the child experienced prior to entering foster care? After entry? How can we tell if the trauma(s) has impacted the child’s ability to cope and/or their development?</li> <li>• How does cultural or historical trauma impact the family? How do you know?</li> <li>• Who or what can help the child and family heal? How do you know?</li> </ul>	<p><b>Frontline Practice:</b> <i>HEALING TRAUMA</i></p> <p><b>Core Practice Elements:</b>  <b>WELL-BEING PARTNERSHIPS</b> – <i>Understands and addresses health, education, spiritual and other family needs through on-going partnerships with families and their supportive communities and Tribes, including exploring and responding sensitively to the current and historical trauma and loss family members and caregivers may have experienced.</i>  <b>RECOVERY, SAFETY AND WELL-BEING</b> – <i>Based on the strengths, resources and perspectives of families and their supportive communities and Tribes, identifies, locates, advocates for and supports use of culturally sensitive services, supports, healing practices and traditions to address trauma, loss, behavioral health, recovery, child safety and other child and family needs.</i></p> <p><b>Practice Behavior Taglines:</b></p> <ul style="list-style-type: none"> <li>• <i>Customized Visitation</i></li> <li>• <i>Using Experiential Coaching</i></li> <li>• <i>Listening for Loss</i></li> <li>• <i>Tailoring Supports to Underlying Needs</i></li> <li>• <i>Recovery and Well-being</i></li> </ul>



## LEANING IN and STAYING IN

### *Organization and System Leader Behaviors*

<b>LEAN IN</b>  <i>Listen, Engage and Explore</i>	<b>LIFT UP</b>  <i>Strengthen, Affirm and Develop</i>	<b>CONNECT</b> <i>to</i>  <i>Organize and Energize Teamwork</i>	<b>CULTURE</b>  <i>Promote Healing Relationships and Supports</i>
<ul style="list-style-type: none"> <li>• Model the practice behaviors expected of staff at all levels of the organization and communicate in clear, honest and respectful ways</li> <li>• Explore complaints, events and situations through inquiry and listening to those involved and reviewing other data and information in order to make balanced assessments and informed decisions</li> <li>• Engage cultural, community and Tribal partners as key advisors in local practice and system changes to advocate for and support improvements</li> <li>• Reflect on one's own beliefs, biases and assumptions and the impact on staff, partners, organizational processes and decision-making</li> </ul>	<ul style="list-style-type: none"> <li>• Find opportunities to affirm staff, partners and organizational strengths in everyday work; pause and take time to use the practice model to guide response and interaction even in times of crisis</li> <li>• Ensure staff and partners have the training, coaching and system supports needed to effectively implement the practice model</li> <li>• Promote system alignment with the practice model, including creating and modeling a culture of teaching, learning, reflection and development at all levels of the organization and system</li> <li>• Provide opportunities for staff, youth, families, communities and Tribes to actively share their voice and play meaningful roles in designing and implementing all practice and system changes</li> </ul>	<ul style="list-style-type: none"> <li>• Actively and routinely seek feedback from staff and partners regarding the practice model, implementation supports, agency policy and systemic barriers, then respond and regularly update regarding action steps taken</li> <li>• Involve the management team in making, communicating and supporting all decisions that will affect staff implementation, system alignment and support of the practice model</li> <li>• Support staff and partners to move forward plans identified by families and their teams, including resourcing and developing culturally sensitive supports and services</li> <li>• Resource, strengthen, support, and reinforce the roles and activities of the Implementation, Supervisory and Leadership Teams in implementing and sustaining high fidelity use of the practice model</li> </ul>	<ul style="list-style-type: none"> <li>• Provide community and Tribal partners with space for testimony on behalf of themselves, their community and their ancestry;</li> <li>• Through sincere words and actions acknowledge and apologize for ways that the system may have contributed to past harm and injustices to children and families and partner to create solutions</li> <li>• Follow through with agreements and representations made to staff and partners; Admit and take responsibility for one's own biases, missteps and mistakes, modeling this as an opportunity for learning and making adjustments in one's interactions</li> <li>• Infuse cultural sensitivity in all interactions with staff and partners and support the development and use of cultural practices and traditions as well as evidence-based practices that can assist local families with loss, grief, hurt, pain, healing and recovery</li> </ul>



**EXAMPLES OF QUESTIONS FOR COACHING TO COMPETENCE**  
**(Leadership Behaviors)**

Below are examples of questions to support coaching to CFPM competence. These potential coaching questions facilitate critical thinking and reflection regarding use of the leadership behaviors in the Practice Model.

<b>Potential Guiding Questions</b>	<b>LEAN IN Leadership Behaviors</b>
<ul style="list-style-type: none"> <li>• How do you model the practice behaviors expected of staff in your role?</li> <li>• How might you explore complaints or situations in ways that support the use of the practice model?</li> <li>• How might you engage cultural, community and Tribal partners in key roles to support system change?</li> <li>• How do you reflect on your own beliefs, biases and assumptions and their impact?</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Listen</i></li> <li>• <i>Engage</i></li> <li>• <i>Explore</i></li> </ul>
<b>Potential Guiding Questions</b>	<b>LIFT UP Leadership Behaviors</b>
<ul style="list-style-type: none"> <li>• What recent opportunities have you had to affirm staff and partners in their everyday work? What did you say or do? Would you do that again or change it up?</li> <li>• How are you ensuring that staff and partners have the supports needed to implement the practice model? How often do you check into this? Who do you check with?</li> <li>• How are you creating and modeling a culture of teaching, learning, reflection and development at all levels of the organization? Are there additional ways to support this organizational shift?</li> <li>• How do you provide staff, youth, families, communities and Tribes opportunities to be actively involved in designing and implementing practice and system changes? Are there ways to strengthen this?</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Strengthen</i></li> <li>• <i>Affirm</i></li> <li>• <i>Develop</i></li> </ul>

<p><b>Potential Guiding Questions</b></p>	<p><b>CONNECT Leadership Behaviors</b></p>
<ul style="list-style-type: none"> <li>• How are you actively and routinely seeking feedback from staff and partners regarding the practice model, implementation supports, agency policy and system barriers? How are the things that lift up being taken care of?</li> <li>• How do you respond and regularly provide updates about action steps being taken? Who do you respond to? In what form?</li> <li>• How do you involve your management team in making, communicating and supporting decisions that affect staff, implementation, system alignment and support of the practice model? How is that working?</li> <li>• How do you support staff and partners to move forward plans identified by families and their teams, including resourcing and developing culturally sensitive supports and services? Are there any key gaps or needs that you've become aware of?</li> <li>• How do you support and reinforce the roles and activities of the implementation, supervisory and leadership teams? Do those teams feel they are getting the resources, support and reinforcement they need to support implementation and practice model fidelity? How do you know?</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Organize Teamwork</i></li> <li>• <i>Energize Teamwork</i></li> </ul>
<p><b>Potential Guiding Questions</b></p>	<p><b>CULTURE Leadership Behaviors</b></p>
<ul style="list-style-type: none"> <li>• How are you providing community and Tribal partners the space for testimony on behalf of themselves, their community and their ancestry? How is that working out? What community partner feedback have you received? How are you incorporating that and/or following through?</li> <li>• What words and actions do you use to acknowledge and apologize for ways that the system may have contributed to past harm and injustices to children and families? Are partners working together to create solutions? Why or why not?</li> <li>• What agreements and representations have you made to community partners? Have you been able to follow-through with those? How has this impacted community partners? How do you know?</li> <li>• How are you infusing cultural sensitivity in all interactions with staff and partners? What data or feedback do you have regarding whether this is happening or not? What are next steps?</li> <li>• How are you supporting the development and use of cultural practices and traditions as well as evidence-based practices that can assist local families with loss, grief, hurt, pain, healing and recovery? What data or feedback do you have regarding whether this is happening or not? What are next steps?</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Promote Healing Relationships and Supports</i></li> </ul>

## COACHING LOG

### Instructions:

Please complete this Coaching Log. Once completed, please provide the sheet to \_\_\_\_\_ who will enter this information into our Decision Support Data System (DSDS). The information you provide will help us improve our support of the Child and Family Practice Model.

### Coaching Session Details:

Coach/Supervisor's Name  External Coach  Internal Coach

Staff Name \_\_\_\_\_

Date of Coaching Session \_\_\_\_\_

Length of Coaching Session (in minutes) \_\_\_\_\_

Supervisors name  Attended  
 Did not attend

### Type of Coaching Opportunity:

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Individual Coaching          | <input type="checkbox"/> Cultural Coaching                       | <input type="checkbox"/> Demonstration/Modeling  |
| <input type="checkbox"/> Coached in Group Supervision | <input type="checkbox"/> Family Team Meeting                     | <input type="checkbox"/> Observation   |
| <input type="checkbox"/> Unit Meeting                 | <input type="checkbox"/> Prepare for/debrief Family Team Meeting | <input type="checkbox"/> Secondary Observation (recreated by describing what happened) |
| <input type="checkbox"/> System/Leader Coaching       | <input type="checkbox"/> SW Contact w/Parent and/or Child        |  |
| <input type="checkbox"/> Other (Specify):<br>_____    |  |  |

### Focus during Coaching Session:

- Exploration/Engagement (*LEAN IN*)
- Power of Family (*LIFT UP*)
- Circle of Support (*CONNECT*)
- Healing Trauma (*to CULTURE*)
- Foster self-reflection & critical thinking
- Explore multi-logical world views
- Attend to bias & dispel stereo-types
- Supporting inter-agency collaboration
- Supporting professional balance and sustainability

### Specific Tools or Strategies Integrated During Coaching:

- 3 Houses/Safety House
- Cultural Safety House
- Mapping with families
- Harm/Danger Statements
- Safety Goal Setting
- Planning with families
- Family Wellness Wheel
- Circles of Healing
- Safety Network Circles
- Solution-Focused Questioning
- Scaling Questions
- Appreciative Inquiry
- Family Meeting Facilitation
- Intensive Care Coordination (ICC)
- Others:  
\_\_\_\_\_

### Cultural Coaching:

- ICWA
- Active Efforts
- Support the use of cultural lens in order to ensure family engagement & relationship across differences
- Incorporate culturally responsive services & relevant behavior specifics in case planning
- Understand family, cultural & child rearing values & practices
- Understand how historical trauma impacts the family, along with current & collective trauma.
- Communicate/collaborate with community partners and/or Tribes
- Attending to system supports, structures & implementation of CFPM
- Other:  
\_\_\_\_\_



**PROFILE OF CFPM CORE PRACTICE ELEMENTS (“Profile of the 8”)**

	<b>Expected/Proficient Use of Core Element</b>	<b>Developmental Use</b>	<b>Practice Lacks Fidelity</b>
<b>INQUIRY</b>	<p><input type="checkbox"/> Uses inquiry and mutual exploration with all families and identifies the safety issues to be addressed and finds, locates and learns about a broad array of family members and supportive relationships of children, youth and families within their communities and Tribes.</p>	<p><input type="checkbox"/> Uses inquiry and mutual exploration with some families and identifies the safety issues to be addressed and/or finds, locates and learns about many of the family members and supportive relationships of children, youth and families within their communities and Tribes.</p>	<p><input type="checkbox"/> Rarely uses inquiry and does not try to facilitate or is not effective at facilitating mutual exploration to identify safety issues and find, locate and learn about family members and supportive relationships of children, youth and families within their communities and Tribes.</p>
<b>ENGAGEMENT</b>	<p><input type="checkbox"/> Seeks out, invites in, values and makes central the power, perspectives, abilities and solutions of families and their supportive communities and Tribes in ALL teaming and casework practice.</p>	<p><input type="checkbox"/> Seeks out, invites in, values and makes central the power, perspectives, abilities and solutions of families and their supportive communities and Tribes in SOME teaming and casework practice</p>	<p><input type="checkbox"/> Does not generally seek out, invite in, value and make central the power, perspectives, abilities and solutions of families and their supportive communities and Tribes in teaming or casework practice.</p>
<b>SELF-ADVOCACY</b>	<p><input type="checkbox"/> Consistently recognizes and supports the power of individuals and families to speak about their own well-being and self in finding solutions and continuing to grow.</p>	<p><input type="checkbox"/> Sometimes encourages families to speak for themselves and is moderately successful in involving individuals and families in finding solutions that are meaningful to them.</p>	<p><input type="checkbox"/> Rarely encourages families to speak for themselves; Does not attempt to involve families in finding solutions that are meaningful to them OR attempts are ineffective.</p>
<b>ADVOCACY</b>	<p><input type="checkbox"/> Consistently speaks out for children, youth and families based on their strengths, resources and cultural perspectives in order to support them in strengthening their family, meeting their needs, finding their voice and developing the ability to advocate for themselves.</p>	<p><input type="checkbox"/> Sometimes speaks out and affirms strengths and cultural perspectives of children, youth and families in order to support them in strengthening their family, meeting their needs and finding their voice and developing the ability to advocate for themselves.</p>	<p><input type="checkbox"/> Does not speak out for children, youth and families based on their strengths, resources and cultural perspectives in order to support them in strengthening their family, meeting their needs, finding their voice and developing the ability to advocate for themselves.</p>
<b>TEAMING</b>	<p><input type="checkbox"/> Recognizes and appreciates the strengths and support that each family's community, cultural, Tribal and other natural relationships can provide, which inspires and insists that not only the family is engaged, but the family's entire system of support so that each family's underlying needs can be met.</p>	<p><input type="checkbox"/> Recognizes some of the strengths and supports that a family's community, cultural, Tribal and other natural relationships can provide and has some success engaging and facilitating the participation of the family's natural supports on the family's team.</p>	<p><input type="checkbox"/> Does not recognize the strengths or supports that a family's community, cultural, Tribal and other natural relationships can provide; Rarely attempts to engage or has little success engaging the family's natural supports on the family's team.</p>
<b>SHARED COMMITMENT &amp; ACCOUNTABILITY</b>	<p><input type="checkbox"/> Every assessment and decision is the product of the work of both the social worker and the family, and in many cases inclusive of the collaborative work within the child and family team.</p>	<p><input type="checkbox"/> Most assessments and decisions are the product of the work of both the social worker and the family, and in some cases inclusive of the collaborative work within the child and family team.</p>	<p><input type="checkbox"/> Assessments and decisions are rarely the product of the work of both the social worker and the family, and are not inclusive of the collaborative work within the child and family team.</p>
<b>WELL BEING PARTNERSHIPS</b>	<p><input type="checkbox"/> Understands and addresses health, education, spiritual and other family needs through ongoing partnerships with families and their supportive communities and Tribes, including exploring and responding sensitively to the current and historical trauma and loss family members and caregivers may have experienced.</p>	<p><input type="checkbox"/> Often seeks to understand and address health, education, spiritual and other family needs through partnerships with families and their supportive communities and Tribes and sometimes explores and responds sensitively to trauma and loss the family members and caregivers may have experienced.</p>	<p><input type="checkbox"/> Rarely seeks to understand and address health, education, spiritual and other family needs through partnerships with families and their supportive communities and Tribes and/or does not explore or respond to the current and historical trauma and loss family members and caregivers may have experienced.</p>
<b>SAFETY, RECOVERY, &amp; WELL BEING</b>	<p><input type="checkbox"/> Based on the strengths, resources and perspectives of families and their supportive communities and Tribes, identifies, locates, advocates for and supports use of culturally sensitive services, supports, healing practices and traditions to address trauma, loss, behavioral health, recovery, child safety and other child and family needs.</p>	<p><input type="checkbox"/> Often attempts and has some success identifying, locating, advocating for and supporting use of culturally sensitive services, supports, healing practices and traditions that take into account some of the strengths, resources and perspectives of family members and their supportive communities/Tribes.</p>	<p><input type="checkbox"/> Does not attempt to or is frequently unsuccessful at identifying, locating, advocating for and supporting use of culturally sensitive services, supports, healing practices and traditions AND/OR Family services and supports do not take into account the strengths, resources and perspective of the family and their supportive communities/Tribes.</p>

## SOCIAL WORKER FEEDBACK SURVEY: ASSESSMENT OF SUPERVISOR COACHING

Social Workers:

- This survey is to assess your experience of coaching support that you are receiving.
- When responding to the survey questions below, please focus on *all coaching involving your supervisor*, including when another coach was present and assisting with coaching.
- Information from this survey will be used to improve the coaching support that is being provided to you in working with children and families.

Please complete this survey by [ENTER IN DATE] and return it to [NAME OF PERSON]. If you have any questions, please contact [NAME OF CONTACT].

### SURVEY INFORMATION

Date of Survey:

Name of Supervisor:

### PART A: TYPE/FREQUENCY OF SUPERVISOR SUPPORT

1. Please indicate the types and frequency of coaching you have received from your Supervisor during the past [THREE OR SIX] months. (Check all that apply and circle the approximate # of times you have received that type of coaching from your Supervisor.)

Type of Coaching (check all that apply)	Frequency (circle approx. # of times received)					
_____ Individual Coaching	1-2	3-4	5-6	7-8	9-10	11+
_____ Group Coaching (Unit Mtg/Other Grp)	1-2	3-4	5-6	7-8	9-10	11+
_____ Cultural Coaching	1-2	3-4	5-6	7-8	9-10	11+
_____ Demonstration or Modeling	1-2	3-4	5-6	7-8	9-10	11+
_____ Prepare for/Debrief a Family Mtg or Visit	1-2	3-4	5-6	7-8	9-10	11+
_____ Direct Observation of my Interactions with Child or Family and Feedback	1-2	3-4	5-6	7-8	9-10	11+
_____ Other (Please Specify Type and Frequency): _____						

- I have had no coaching support from my supervisor during the past [THREE/SIX] months

2. How has practice coaching with your supervisor been focused during the past [THREE OR SIX] months? (Check all that apply.)

\_\_\_\_\_ Exploration/Engagement (*LEAN IN*)  
 \_\_\_\_\_ Power of Family (*LIFT UP*)  
 \_\_\_\_\_ Circle of Support (*CONNECT*)  
 \_\_\_\_\_ Healing Trauma (*CULTURE*)  
 \_\_\_\_\_ Other (Please specify focus of practice coaching): \_\_\_\_\_

- Practice coaching has not been focused on in supervisory coaching during the past [THREE/SIX] months.

**3. How has cultural coaching with your supervisor been focused during the past [THREE OR SIX] months? (Check all that apply.)**

- Support use of cultural lens for family engagement and assessment
- Understand family, cultural and child rearing values, traditions and practices
- Understand how current, historical and/or collective trauma may be impacting the family
- Attending to bias and assumptions/dispelling stereo-types
- Other (Please specify focus of cultural coaching): \_\_\_\_\_

Cultural coaching has not been focused on in supervisor coaching during the past [THREE/SIX] months.

**4. How has case management coaching with your supervisor been focused during the past [THREE OR SIX] months? (Check all that apply.)**

- Monthly Contacts
- Collateral Contacts (extended family, community supports, service providers and others)
- Visitation
- Case Plans/Case Planning
- Court Proceedings/Court Reports
- Case Documentation (contact logs, meeting summaries, etc.)
- Other (Please specify focus of case mgmt coaching) \_\_\_\_\_

Case Management has not been focused on in supervisor coaching during the past [THREE/SIX] months.

**PART B: SATISFACTION WITH SUPERVISOR COACHING SUPPORT**

<i>Directions:</i>		Completely Dissatisfied	Somewhat Dissatisfied	Neither Dissatisfied or Satisfied	Somewhat Satisfied	Completely Satisfied	NA = Not applicable to you
Please answer the following questions by circling the response that best describes your satisfaction with your supervisor's coaching support.							
Please mark only one answer for each item.							
5.	How satisfied are you with the helpfulness of the feedback that your supervisor has provided in supporting your practice with children and families?	1	2	3	4	5	NA
6.	How well has your supervisor supported you in building skill in using the 23 behaviors of the Practice Model in your work with children and families?	1	2	3	4	5	NA

7.	How well has your supervisor supported you in culturally responsive practice with children and families?	1	2	3	4	5	NA
8.	How well has your supervisor helped you to integrate the 23 practice behaviors with your ongoing case-management activities?	1	2	3	4	5	NA
9.	How satisfied are you that your supervisor is receptive to feedback about the coaching support they are providing you?	1	2	3	4	5	NA
10.	How satisfied are you that your supervisor demonstrates behaviors consistent with the Practice Model in their interactions with you?	1	2	3	4	5	NA
11.	How satisfied are you with the frequency of coaching available to you from your supervisor?	1	2	3	4	5	NA
12.	How satisfied are you that coaching support by your supervisor is available when you most need it?	1	2	3	4	5	NA
13.	How satisfied are you that coaching by your supervisor has helped you to be more effective in your job?	1	2	3	4	5	NA

**PART C: SATISFACTION WITH SUPERVISOR COACHING SUPPORT**

**14. What aspects of supervisor coaching are working well in supporting your skill and competence as a practitioner?**

**15. In what ways can the supervisor coaching you receive be improved to support your skills and competence as a practitioner?**

## SUPERVISOR FEEDBACK SURVEY: ASSESSMENT OF MANAGER COACHING

Supervisors: This survey is to assess your experience of coaching support from your Manager. Information from this survey will be used to improve the coaching support that is being provided to you.

Please complete this survey by [ENTER IN DATE] and return it to [NAME OF PERSON]. If you have any questions, please contact [NAME OF CONTACT].

### SURVEY INFORMATION

Date of Survey:

Name of Manager:

### PART A: TYPE/FREQUENCY OF MANAGER SUPPORT

16. Please indicate the types and frequency of coaching support you have received from your Manager during the past [THREE OR SIX] months. (Check all that apply and circle the approximate # of times you have received that type of coaching from your Manager.)

Type of Coaching (check all that apply)	Frequency (circle approx. # of times received)					
_____ Individual Coaching Support	1-2	3 -4	5-6	7-8	9- 10	11+
_____ Group Coaching Support	1-2	3 -4	5-6	7-8	9- 10	11+
_____ Cultural Coaching	1-2	3 -4	5-6	7-8	9- 10	11+
_____ Coaching Demonstration or Modeling	1-2	3 -4	5-6	7-8	9- 10	11+
_____ Informal Coaching Based on Event or Issue	1-2	3 -4	5-6	7-8	9- 10	11+
_____ Direct Observation of my Interactions with Staff in my Unit and Feedback	1-2	3 -4	5-6	7-8	9- 10	11+
_____ Other (Please Specify Type and Frequency): _____						

I have had no coaching support from my Manager during the past [THREE/SIX] months

17. What practice areas has coaching support by your manager focused on during the past [THREE OR SIX] months? (Check all that apply.)

- \_\_\_\_\_ Applying the practice model elements/23 behaviors in my role and interactions as a supervisor
- \_\_\_\_\_ How to support staff in LEAN IN behaviors (Exploration and Engagement)
- \_\_\_\_\_ How to support staff in LIFT UP behaviors (Power of Family)
- \_\_\_\_\_ How to support staff in CONNECT behaviors (Circle of Support)
- \_\_\_\_\_ How to support staff in CULTURE behaviors (Healing Trauma)
- \_\_\_\_\_ Other (Please specify practice area focus): \_\_\_\_\_

Practice areas have not been focused on in manager coaching during the past [THREE/SIX] months.

**18. What areas of culture has coaching support by your manager focused on during the past [THREE OR SIX] months? (Check all that apply.)**

- \_\_\_\_\_ Reflecting on/attending to bias and assumptions and/or dispelling stereo-types I may have
- \_\_\_\_\_ How to support staff to reflect on and attend to bias and assumptions/dispel stereo-types
- \_\_\_\_\_ How to support staff to use cultural lens for family engagement and assessment
- \_\_\_\_\_ How to support staff to incorporate family, cultural and child rearing values and practices
- \_\_\_\_\_ How to support staff to be sensitive to current, historical and/or collective trauma that may be impacting families
- \_\_\_\_\_ Other (Please specify area of cultural focus): \_\_\_\_\_

Culture has not been focused on in manager coaching during the past [THREE/SIX] months.

**19. What areas of case management has coaching support by your manager focused on during the past [THREE OR SIX] months? (Check all that apply.)**

- \_\_\_\_\_ How to support staff re Monthly Contacts
- \_\_\_\_\_ How to support staff re Collateral Contacts (extended family, community, serv providers, etc.)
- \_\_\_\_\_ How to support staff re Visitation
- \_\_\_\_\_ How to support staff re Case Plans/Case Planning
- \_\_\_\_\_ How to support staff re Court Proceedings/Court Reports
- \_\_\_\_\_ How to support staff re Case Documentation (contact logs, meeting summaries, forms, etc.)
- \_\_\_\_\_ Other (Please specify area of case mgmt focus) \_\_\_\_\_

Case Management has not been focused on in manager coaching during the past [THREE/SIX] months.

**CONT'D ON FOLLOWING PAGES**

**PART B: SATISFACTION WITH MANAGER COACHING SUPPORT**

<i>Directions:</i>	Completely Dissatisfied	Somewhat Dissatisfied	Neither Dissatisfied or Satisfied	Somewhat Satisfied	Completely Satisfied	NA = Not applicable to you
Please answer the following questions by circling the response that best describes your satisfaction with your manager’s coaching support.						
Please mark only one answer for each item.						
20. How satisfied are you with the helpfulness of the feedback that your manager has provided in supporting your coaching role and development?	1	2	3	4	5	NA
21. How well has your manager supported your coaching with social workers in using the 23 behaviors of the Practice Model in their work with children and families?	1	2	3	4	5	NA
22. How well has your manager supported you in coaching social workers in culturally responsive practice with children and families?	1	2	3	4	5	NA
23. How well has your manager supported development of your skills in coaching others?	1	2	3	4	5	NA
24. How well has your manager supported you to integrate coaching into your supervisory role?	1	2	3	4	5	NA
25. How satisfied are you that your manager is receptive to feedback about the coaching support they are providing to you?	1	2	3	4	5	NA
26. How satisfied are you that your manager demonstrates behaviors consistent with the Practice Model in their interactions with you?	1	2	3	4	5	NA
27. How satisfied are you with the frequency of manager coaching support available to you?	1	2	3	4	5	NA
28. How satisfied are you that coaching support by your manager is available when you most need it?	1	2	3	4	5	NA
29. How satisfied are you that coaching support by your manager has helped you to be more effective in your job?	1	2	3	4	5	NA

**PART C: SATISFACTION WITH MANAGER COACHING SUPPORT**

**30. What aspects of manager coaching are working well in supporting you to become a competent coach for the Practice Model?**

**31. In what ways can the manager coaching you receive be improved in supporting you to become a competent coach for the Practice Model?**

## MANAGER FEEDBACK SURVEY: ASSESSMENT OF EXECUTIVE LEADER COACHING

Managers: This survey is to assess your experience of coaching support from your executive leader supervisor. Information from this survey will be used to improve the coaching support that is being provided to you.

Please complete this survey by [ENTER IN DATE] and return it to [NAME OF PERSON]. If you have any questions, please contact [NAME OF CONTACT].

### SURVEY INFORMATION

Date of Survey:

Name of Exec Leader:

### PART A: TYPE/FREQUENCY OF EXEC LEADER SUPPORT

32. Please indicate the types and frequency of coaching support you have received from your executive leader supervisor during the past [THREE OR SIX] months. (Check all that apply and circle the approximate # of times you have received that type of coaching from your supervisor.)

Type of Coaching (check all that apply)	Frequency (circle approx. # of times received)					
_____ Individual Coaching Support	1-2	3 -4	5-6	7-8	9- 10	11+
_____ Group Coaching Support	1-2	3 -4	5-6	7-8	9- 10	11+
_____ Cultural Coaching	1-2	3 -4	5-6	7-8	9- 10	11+
_____ Coaching Demonstration or Modeling	1-2	3 -4	5-6	7-8	9- 10	11+
_____ Informal Coaching Based on Event or Issue	1-2	3 -4	5-6	7-8	9- 10	11+
_____ Direct Observation of my Interactions with my Supervisors and Feedback	1-2	3 -4	5-6	7-8	9- 10	11+

\_\_\_\_\_ Other (Please Specify Type and Frequency): \_\_\_\_\_

I have had no coaching support from my executive leader during the past [THREE/SIX] months

33. What leadership/system areas has coaching support by your executive leader focused on during the past [THREE OR SIX] months? (Check all that apply.)

- \_\_\_\_\_ Communication/collaboration with communities and Tribes
- \_\_\_\_\_ Attending to issues of policy, system alignment, and implementation support
- \_\_\_\_\_ Partnering to assess and address system barriers to improved outcomes
- \_\_\_\_\_ Applying LEAN IN leadership behaviors in my role and interactions as a manager
- \_\_\_\_\_ Applying LIFT UP leadership behaviors in my role and interactions as a manager
- \_\_\_\_\_ Applying CONNECT leadership behaviors in my role and interactions as a manager
- \_\_\_\_\_ Applying CULTURE leadership behaviors in my role and interactions as a manager
- \_\_\_\_\_ Using data for decision-making and improvement
- \_\_\_\_\_ Other (Please specify practice area focus): \_\_\_\_\_

Leadership/system areas have not been focused on in executive leader coaching during the past [THREE/SIX] months.

**34. What areas of culture has coaching support by your executive leader focused on during the past [THREE OR SIX] months? (Check all that apply.)**

- Reflecting on/attending to bias and assumptions and/or dispelling stereo-types I may have
- How to support others to reflect on and attend to bias and assumptions/dispel stereo-types
- How to strengthen use of cultural lens in agency processes and partnerships
- How to strengthen my sensitivity to current, historical and/or collective trauma that may be impacting families, communities and Tribes
- How to support others to be sensitive to current, historical and/or collective trauma that may be impacting families, communities and Tribes
- How to develop and ensure access to a system of culturally responsive supports and services
- Other (Please specify area of cultural focus): \_\_\_\_\_

Culture has not been focused on in executive leader coaching during the past [THREE/SIX] months.

**35. What areas of case management has coaching support by your executive leader focused on during the past [THREE OR SIX] months? (Check all that apply.)**

- How to support supervisors to work with staff re Monthly Contacts
- How to support supervisors to work with staff re Collateral Contacts /Building Circles of Support
- How to support supervisors to work with staff re Visitation
- How to support supervisors to work with staff re Case Plans/Case Planning
- How to support supervisors to work with staff re Court Proceedings/Court Reports
- How to support supervisors to work with staff re Case Documentation (contact logs, meeting summaries, forms, etc.)
- Other (Please specify area of case mgmt focus) \_\_\_\_\_

Case Management has not been focused on in executive leader coaching during the past [THREE/SIX] months.

**CONT'D ON FOLLOWING PAGES**

**PART B: SATISFACTION WITH EXECUTIVE LEADER COACHING SUPPORT**

<i>Directions:</i>	Completely Dissatisfied	Somewhat Dissatisfied	Neither Dissatisfied or Satisfied	Somewhat Satisfied	Completely Satisfied	NA = Not applicable to you
Please answer the following questions by circling the response that best describes your satisfaction with your executive leader's coaching support.						
Please mark only one answer for each item.						
36. How satisfied are you with the helpfulness of the feedback that your exec leader has provided in supporting your coaching role and development?	1	2	3	4	5	NA
37. How well has your exec leader supported your coaching with supervisors in applying the Practice Model in their supervisory role?	1	2	3	4	5	NA
38. How well has your exec leader supported you in coaching supervisors in supporting culturally responsive social work practice with children and families?	1	2	3	4	5	NA
39. How well has your exec leader supported development of your skills in coaching others?	1	2	3	4	5	NA
40. How well has your exec leader supported you to integrate coaching into your management role?	1	2	3	4	5	NA
41. How satisfied are you that your exec leader is receptive to feedback about the coaching support they are providing to you?	1	2	3	4	5	NA
42. How satisfied are you that your exec leader demonstrates behaviors consistent with the Practice Model in their interactions with you?	1	2	3	4	5	NA
43. How satisfied are you with the frequency of exec leader coaching support available to you?	1	2	3	4	5	NA
44. How satisfied are you that coaching support by your exec leader is available when you most need it?	1	2	3	4	5	NA
45. How satisfied are you that coaching support by your exec leader has helped you to be more effective in your job?	1	2	3	4	5	NA

**PART C: SATISFACTION WITH EXECUTIVE LEADER COACHING SUPPORT**

**46. What aspects of executive leader coaching are working well in supporting you to become a competent coach for the Practice Model?**

**47. In what ways can the executive leader coaching you receive be improved in supporting you to become a competent coach for the Practice Model?**

## COACHING SURVEY RE EXTERNAL COACHING SUPPORT

Supervisors, Managers and Executive Leaders:

This survey is to assess your satisfaction regarding the External Coaching Support that you may have received. Information from this survey will only be reported in aggregate and will be used to better our External Coaching Support. Please complete this survey by [ENTER IN DATE] and return it to [NAME OF PERSON]. If you have any questions, please contact [NAME OF CONTACT].

SURVEY INFORMATION	
Date of Survey:	
Circle Position:	Sup      Mgr      Exec Leader

PART A: EXTERNAL COACHING SUPPORT FEEDBACK	
<p><b>48. For the past [THREE OR SIX] months, what types of coaching have you received? (Check all that apply):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Scheduled Individual Coaching Meeting</li> <li><input type="checkbox"/> Group Coaching Meeting</li> <li><input type="checkbox"/> Coaching Demonstration or Modeling</li> <li><input type="checkbox"/> Informal Coaching Based on Event or Issue</li> <li><input type="checkbox"/> Other (Please Specify): _____</li> <li><input type="checkbox"/> I have had no external coach support during the past [THREE/SIX] months</li> </ul>	
<p><b>49. For the past [THREE OR SIX] months, in general, how often have you received the coaching that was indicated in Question 1?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> About once a week</li> <li><input type="checkbox"/> About twice a month</li> <li><input type="checkbox"/> About once a month</li> <li><input type="checkbox"/> About once every other month</li> <li><input type="checkbox"/> Once in the past three months</li> <li><input type="checkbox"/> Other (Please Specify): _____</li> <li><input type="checkbox"/> I have had no coaching contact in the past [THREE/SIX] months. <i>(If checked, please skip to Part C)</i></li> </ul>	
<p><b>50. For the past [THREE OR SIX] months, which coaches have you had some form of coaching contact with? (Check all that apply):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> [INSERT NAME OF COACH]</li> </ul>	

**PART B: SATISFACTION WITH EXTERNAL COACHES**

**Directions:**

Please answer the following questions by entering in the number 1 through 5 that best describes your satisfaction with each individual coach that you have worked with. For a coach that you have not worked with, please leave that column blank.

Please use the following scale:  
 1 = Completely Dissatisfied  
 2=Somewhat Dissatisfied  
 3=Neither Dissatisfied or Satisfied  
 4=Somewhat Satisfied  
 5=Completely Satisfied

[INSERT NAME OF COACH]

1. How satisfied are you with the helpfulness of the feedback that the coach has provided during coaching?
2. How satisfied are you with the clarity of communication that the coach has provided during coaching?
3. How satisfied are you that the coach has helped you learn essential new skills related to the core elements, practice behaviors and/or leadership behaviors in the Practice Model?
4. How satisfied are you that the coach has helped you learn essential new skills related to culturally sensitive system change and alignment and/or culturally responsive practice with children and families and/or culturally respectful partnerships with communities and Tribes?
5. How satisfied are you that the coach has helped you learn essential new skills related to coaching others?
6. How satisfied are you that the coach you have worked with is really listening to what you have to say?
7. How satisfied are you that the coach you have worked with fully understands the Practice Model?

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## Acknowledgements

The information provided in this Coaching Guide is a synthesis of the development work, technical assistance, learnings and implementation experiences of four California child welfare jurisdictions (Fresno, Humboldt, and Santa Clara Counties and two offices in Los Angeles County - Pomona and Wateridge) and their agency, community and Tribal Partners. In addition, guidance, tools and resources provided by implementation specialists from the University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute, supported technical assistance in applied implementation science and greatly influenced this Coaching Guide.

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