



CHILD AND FAMILY PRACTICE MODEL

*GENERAL LEARNING
APPROACH/RESOURCES*

followed by

*FACILITATOR GUIDE FOR
CFPM OVERVIEW*

CFPM LEARNING APPROACH/RESOURCES

Please read carefully as a first step in preparing to deliver CFPM curriculum.

IMPORTANT NOTE: Curriculum for the Child and Family Practice Model was designed to be adaptable to local cultural and practice frameworks.

GENERAL INFORMATION

The CFPM learning process is more than training – it is a process of learning, self-reflection, coaching support, and continuous development and improvement to confidently and competently apply the Practice Model in day-to-day work and interactions. CFPM curricula has been developed to initiate the learning process and provide the foundation for ongoing coaching to support social workers' confident and competent use of the Practice Model with diverse families and in dynamic cultural contexts and communities. The curricula are spaced across 5-6 days and organized into two learning phases:

- Phase 1: CFPM Overview (1-2 learning days)
- Phase 2: CFPM Module Series (4 day-long modules, spaced 1-2 weeks apart)

The materials provided define clearly the content to be covered by the Learning Session facilitator(s). The CFPM Overview and the LEAN IN, LIFT UP, CONNECT and CULTURE Module Series are detailed in separate *Facilitator Guides, PowerPoint Presentations and Handouts*. There may also be optional and adaptable supplemental learning materials and handouts provided. The Facilitator Guides are designed to orient, prepare and assist those who will be conducting the Learning Sessions, while preserving some flexibility in the delivery of the content.

Phase 1 provides general learning about the Practice Model framework while Phase 2 supports behaviorally specific learning, practice application and experiences. Phase 2 is also designed to support self-assessment and reflection by participants while initiating a coaching to competence relationship between the participant and their supervisor. After completion of both learning sessions, the social worker goes through a Check-in and Observation process with their supervisor to assess transfer of CFPM learning to interactions with children and families. This aids in the identification of worker goals to increase CFPM proficiency and results in a plan co-created by the social worker and supervisor to assist the worker in achieving their goals and growing their CFPM practice.

BACKGROUND AND CONTEXT FOR THE CFPM LEARNING APPROACH

The Child and Family Practice Model (CFPM or Practice Model) is a comprehensive and culturally responsive approach to both *practice* and *system level* change. It is designed to improve safety, permanency and well-being outcomes for all children and reduce disparities in outcomes for communities and Tribes whose children are disproportionately represented in the child welfare system.

As part of participating in the federal Permanency Innovations Initiative, four California counties and their community and Tribal partners came together and did the real work of co-creating, implementing and supporting the Practice Model. They explored barriers reflected in the literature and invited system reviews to lift up critical gaps in understanding and responsiveness to the needs of children disproportionately represented in their child welfare systems. It was found that at both *practice* and *system* levels the historical trauma and cultural traditions, beliefs and values of families, communities and Tribes were being disregarded.

A comprehensive focus on addressing key systemic barriers to improved outcomes for children and families guided the development of the Practice Model and the theoretical framework on which it is based. The theoretical framework acknowledges the impact of broad social, racial, cultural and historical factors in the lives of families and the need for *Partnership, Culture and Humility* at both practice and system levels to improve outcomes.

Partnership: An active and continuous engagement by leadership and staff at all levels of the child welfare agency with communities and Tribes whose children are disproportionately represented or experiencing disparate outcomes as a result of child welfare involvement, in order to identify and address system barriers and create comprehensive culturally responsive supports and services for the children and families being served.

Culture: An evolving sense of identity and well-being grounded in the history, values, traditions and experiences of the group of people identified with and/or connected to - one's self-defined family, community and Tribes.

Humility: A humble approach of genuine listening and reflection to become aware of individual and system biases and assumptions and redress the power imbalances in our interactions and systems.

The model includes a set of guiding *values and principles* for all actions, and a *front-line practice approach* including *core elements* and *practice behaviors* that inform and guide all interactions with children, families, communities and Tribes (see Manual Appendix 1 Practice Model Packet; also available at [include link here](#)). While the CFPM serves as a guide for the daily interactions among staff, leadership, children, families, stakeholders, and community and Tribal partners who are working together to achieve improved outcomes, there is appropriate flexibility and professional discretion to support effective casework practice.

It is the meaningful involvement of community partners in developing and delivering CFPM curricula, coaching and other implementation supports that truly transforms the system and strengthens responsiveness to culture and trauma. Senior and respected leaders also deliver motivational messages at key points during the CFPM Overview to convey the importance and relevance of the information being provided and the commitment of the agency to support and sustain the Practice Model. Key learning session roles of agency leadership and active involved community partners include:

- During the CFPM Overview, agency leaders act as visible and credible messengers about the agency's commitment to work with community partners and talk about the shared goals and outcomes that the agency and community have developed and are working together to achieve in order to improve outcomes for the diverse children, families and communities being served.
- During both the CFPM Overview and the Module Series, community partners bring culturally-specific, community-based perspectives and wisdom into the learning sessions and simulations. As credible messengers of the value of the Practice Model to local communities and Tribes, they can help staff answer the important question (what's in it for me) and understand the relevance of CFPM learning sessions and coaching supports in effectively serving and supporting local children and families. Community partners may have skills to facilitate learning sessions and will have important feedback and perspectives to share about culturally-responsive practice and application of the Practice Model in real-world situations and settings.

WHAT'S INCLUDED IN CFPM FACILITATOR GUIDES

- **Learning Objectives:** Learning Objectives serve as the basis for the Learning Session Content that is provided to both the facilitator and learners. All Learning Objectives for the curriculum are listed in the Facilitators Guides. The Learning Objectives are representative of the knowledge, skills, and values, abilities or attitudes that will be covered and reinforced in pre-work, Overview Learning Sessions and Module Series. The Learning Objectives are also embedded in the Purpose section of each PowerPoint Facilitator Guide.
- **Materials Checklist:** In order to facilitate the learning preparation process, the Materials Checklist provides a complete listing of all the materials needed for the learning session. Multi-media materials include such items as videos, audio recordings, posters, and other audiovisual aids. Materials specific to each individual learning activity are also noted in the Learning Session Tips and Activities section of the Facilitator Guide.
- **Agenda and Suggested Lesson Plan:** The Agendas are simple, sequential outlines indicating the order of events and activities in the learning session, including the coverage of broad topic areas, pre-tests or self-assessments, learning activities, lunch, and break times. The suggested Lesson Plan is a mapping of the structure and flow of the learning session. It presents each topic in the order recommended and indicates the duration of time for each topic. The suggested Lesson Plan is offered as an aid for organizing the learning session.
- **Learning Session Content:** The learning session content is provided primarily through the PowerPoint, which can either be printed out for learners or provided electronically. Activities can be labeled and numbered to match the titles and numbering in the suggested Lesson Plan.
- **Learning Tips and Activities:** The Learning Tips section contains guidance and tips for the facilitator to present the content and to conduct each *Activity*. *Learning Session Activities* are labeled and numbered to match the titles, numbering, and lettering in the suggested Lesson Plan. *Activities* contain generalized descriptions of some potential activities as well as tips for preparing, presenting, and processing the activities. The description also specifies the learning session content that accompanies the activity, and the time and materials required.
- **Learning Session Handouts:** Handouts are either included in this section or listed with links provided for accessing them.



FACILITATOR GUIDE FOR CFPM OVERVIEW

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The Child and Family Practice Model was developed as part of a five-year federally funded project to reduce long-term foster care. To learn more, visit www.reducefostercarenow.org or contact CFPMinfo@cfpic.org. The contents of this document are solely the responsibility of the authors and do not necessarily represent the official views of the Children's Bureau, which funded the CAPP/CFPM project under Cooperative Agreement 90CT0153.



Learning Objectives

| Learning Objective | Slide #/Purpose | Suggested Activities *See Supplemental Section for Detailed Activity Instructions |
|---|--|---|
| | WELCOME AND INTRODUCTION <ul style="list-style-type: none"> Engage participants through introduction and activity Provide general background context and overview of the plan for the Overview learning session (Slides 1-2) Engage participants in exploration activity around core practice model elements and principles (Slide 3) Offers participants clear understanding of the overall learning and experiential objectives for the session (Slide 4) Briefly review the flow of the agenda and set group agreements (Slide 5) | <p>“Who Are Your People?” Activity</p> <p>Cultural Opening by community partner</p> <p>Brief introductory video that highlights core practice model elements</p> <p>Exploration of what participants already believe, know or have heard about “practice models”</p> <p>“In Our Own Words” Activity Part 1</p> <p>“In Our Own Words” Activity Part 2</p> <p>“Setting Group Agreements” Activity</p> |
| <i>Participants will understand what populations of children are disproportionately represented in our system and some of the contributing factors.</i> | <p>Explore data on CWS population representation to lift-up realities of local/state racial disproportionality and disparity. (Slide 6)</p> <p>Review some of the broad, racial and historical factors that have contributed to racial disproportionality and disparity in CWS in the United States. (Slide 7)</p> | |
| <i>Participants will be able to articulate 2-3 common CWS system issues or barriers and explain how the Practice Model helps address them.</i> | <p>To help learners understand how these contributing factors impact children, families, communities, Tribes and the systems that touch them. (Slide 8)</p> <p>Offers learners an opportunity to explore how the system can privilege itself over the needs of children, families and communities. (Slide 9)</p> | |

| | | |
|--|--|--|
| <p><i>Participants will value culture, humility and true partnerships with families, communities and Tribes as the foundation of the practice model and our agency's practice and system improvement efforts.</i></p> | <p>To underscore the rationale behind, value and importance of building meaningful partnerships with the community in practice and system change efforts. (Slide 10)</p> <p>Underscore how the child welfare system is learning from others and how to partner better with the communities it serves and why. Explore why and how partnership with community is the ultimate foundation for the CFPM. (Slide 11)</p> <p>Help participants explore the underpinnings of partnership, culture and humility. (Slide 12)</p> <p>Provides a history and context for how and why the CFPM was developed and by whom. (Slide 13)</p> | |
| <p><i>Participants will be able to articulate the frontline practices and core elements in the Practice Model, explain how the 23 practice behaviors are organized under and define those practices, and how they weave into daily social work activities.</i></p> | <p>Provides an overview of the guiding values and principles of the CFPM. (Slide 14)</p> <p>An opportunity to raise common child welfare barriers to good outcomes through exploration of system review findings. (Slide 15)</p> <p>Offers learners a clear connection between front-line practices and the system review findings. Also to introduce Lean-in, Lift-up, Connect To Culture framing as a simple way to understand the core aims of the model. (Slide 16)</p> <p>To expose learners to the CFPM core practice elements and behaviors. (Slide 17)</p> <p>Offers participants an interactive way to creatively engage and explore the CFPM practice elements and behaviors. (Slide 18)</p> <p>Offers an opportunity for participants to build fluency in the 23 behaviors and become more familiar with the behavioral aspects of each of the 4 frontline practices. As participants work together and “make the case” about where the behaviors belong, they are building mastery of the practice model. (Slide 19)</p> <p>Offers participants an opportunity to explore how the practice behaviors weave into daily social work activities (Suggested change to Purpose on (Slide 20)</p> | |

| | | |
|---|--|--|
| <p><i>Participants will understand follow-up learning modules and coaching opportunities and other ways that they can be supported.</i></p> | <p>Helps participants understand how they can best be supported in practice and to introduce how practice opportunities, coaching and reflection support consistency, adult learning best-practices and fidelity to the model. (Slide 21)</p> | |
| <p><i>Participants will understand the term Coaching for Competency and be able to articulate why coaching support in applying the Practice Model is important at all levels of our organization.</i></p> | <p>To explore coaching as continuous learning opportunities which promote use of the Practice Model with families and communities as well as throughout the organization and with system partners. (Slide 22)</p> <p>Offers participants opportunity to consider the benefits of reflective practice (Slide 23)</p> <p>Helps participants understand what Coaching for Competency is and why being supported to apply the Practice Model is important at all levels of our organization and system. (Slide 24)</p> <p>Offers participants an opportunity to role play coach and coachee roles in order to begin to understand and experience coaching from both perspectives. (Slide 25)</p> | |
| <p><i>Participants will be able to explain why fidelity is important in connecting the Practice Model with outcomes for children and families.</i></p> | <p>Exposes participants to the concept of fidelity and how it reflects on organizational support for the practice, rather than worker performance. (Slide 26)</p> <p>Helps participants understand local processes that support and detect evidence of fidelity. (Slide 27)</p> <p>Helps participants explore why Fidelity Matters in practice and system improvement efforts. (Slide 28)</p> <p>Gives participants an up close opportunity to understand how implementation supports can go beyond “just training” to help both practice and the system improve (Slide 29)</p> | |

Materials Checklist

- ☐ **Grouped Seating and Tables (for discussion and activity)**
- ☐ **Projector**
- ☐ **Projector Screen or Light-Colored Wall for Projection**
- ☐ **Speakers**
- ☐ **Laptop/Adapters/Power Cord**
- ☐ **Flip Chart Markers**
- ☐ **Flip Chart Paper**
- ☐ **Painter's Tape (if flip chart paper if non-stick)**
- ☐ **PowerPoint Presentation**
- ☐ **Handouts/Supplementals**

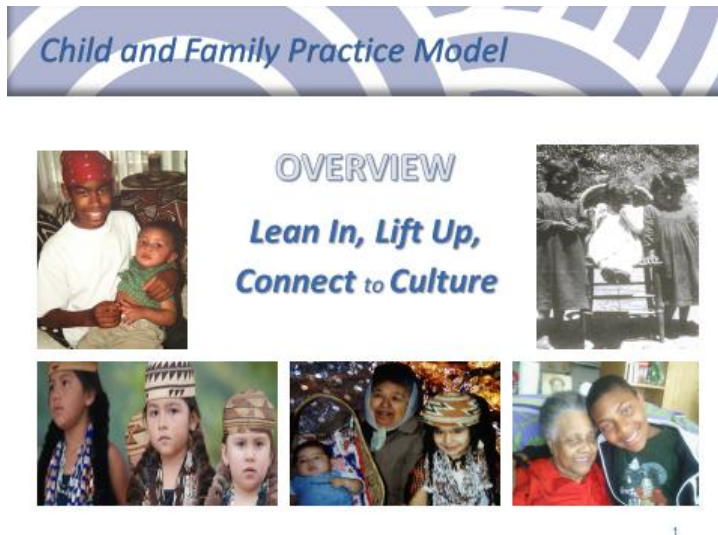
Agenda/Lesson Plans

(One and Two-Day Options)

| One-Day Overview Daily Agenda | | Two-Day Overview Daily Agenda | |
|--------------------------------|---------------------|---|-----------------------|
| DAY ONE | | DAY ONE | |
| Welcome & Introductions | 45 mins | Welcome & Introductions | 1 hour |
| CFPM Theoretical | 45 mins | CFPM Theoretical Foundation Pt 1 | 30 mins |
| Break | 15 mins | Break | 15 mins |
| Foundation | 45 mins | CFPM Theoretical Foundation Pt 2 | 30 mins |
| CFPM History and Overview | 45 mins | CFPM History and Overview | 1 hour |
| Lunch Break | 1 hour | Wrap-up and Reflections | 15 mins |
| Overview of Practice Framework | 45 mins | | TOTAL= 3.5 hrs |
| Practice Model Mastery | 45 mins | | |
| Break | 15 mins | | |
| Supporting Practice | 45 mins | | |
| Wrap-up and Reflections | 15 mins | | |
| | TOTAL= 7 hrs | | |
| | | DAY TWO | |
| | | Welcome Back and Reflections | 15 mins |
| | | (Introduction of new partners/facilitators) | 45 mins |
| | | Overview of Practice Framework | 30 mins |
| | | Practice Model Mastery Pt 1 | 15 mins |
| | | Break | 30 mins |
| | | Practice Model Mastery Pt 2 | 30 mins |
| | | Supporting Practice | 15 mins |
| | | Wrap-up and Reflections | TOTAL= 3 hours |

Learning Session Content

Slide 1



The slide features a header with the text "Child and Family Practice Model" in a blue serif font. Below the header, the word "OVERVIEW" is written in a light blue, all-caps sans-serif font. The main title "Lean In, Lift Up, Connect to Culture" is displayed in a blue serif font. The slide is decorated with five photographs: a man holding a child, a group of people in traditional attire, and three portraits of individuals. A small number "1" is located at the bottom right of the slide.

PURPOSE

Engage participants through introduction and activity

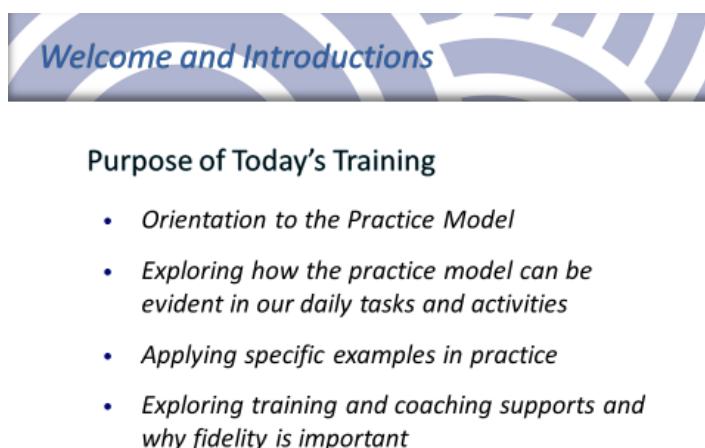
ACTIVITY

Facilitator sets context for the day by allowing time for participants to get to know one another, set expectations for the learning session, make shared agreements and review the planned agenda.

Potential activities include allowing introduction or ice breaker that is conducive to local culture and community, such as:

- Ask participants to share “who their people are” along with their name origin and role
- Open the learning session with a cultural tradition from the “elders” in the room, or community partner
- Show brief introductory video that highlights one of the core practice model elements and have participants share what they saw, heard, felt along with introductions

Slide 2



The slide features a header with the text "Welcome and Introductions" in a blue serif font. Below the header, the title "Purpose of Today's Training" is written in a blue serif font. The slide contains a bulleted list of four items. The background is a solid light blue color.

PURPOSE

Provide general background context and overview of the plan for the two-day learning session.

Engage participants through introduction and activity.

ACTIVITY Part One

Facilitator explores and charts what participants already believe, know or have heard about practice models or provides opportunity for participants to dialogue with one another 3-5 words that would capture their definition of good social work practice, like “open and honest communication”.



Learning Objectives

- *Value culture, humility and true partnerships with families, communities and Tribes to improve services, supports and outcomes*
- *Be able to articulate the frontline practices and core elements in the model and how the 23 practice behaviors are organized under and define them*
- *Be able to provide 2-3 examples of how practice behaviors weave into daily social work activities*

11/2/2015

LEAN IN, LIFT UP and CONNECT to CULTURE

3

Purpose

Offers participants clear understanding of the overall learning and experiential objectives for the session

ACTIVITY Part Two

Facilitator places flip charts and markers around the training room with the following as headers: Cultural humility; community partnerships; practice behaviors; and coaching. (One adaptation is to have +/- columns)

Ask participants to talk at tables to talk to one another about the value when these are a part of good social work practice and the cost when they are not. Chart on flip charts with headers/columns.



Learning Objectives (Cont'd)

- *Understand follow-up training and coaching opportunities and other activities to support implementation*
- *Be able to explain why fidelity is important in connecting the Practice Model with outcomes for the children and families*

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LEAN IN, LIFT UP and CONNECT to CULTURE

4

Purpose

Offers participants clear understanding of the overall learning and experiential objectives for the session

Facilitator Notes

Debrief the activity to set the foundation for why it is important to have a clear model for good social worker practice and site some of their examples of the benefits and costs from their charts. Review why practicing with “fidelity matters” and that it will be covered in the learning session and how follow-up coaching and learning application opportunities will look to support their work (adaptable to local plans and strategies).

Welcome and Introductions

Agenda Review

1. *Theoretical Foundation*
 - Partnership, Culture & Humility
2. *Practice Model Overview*
 - CFPM Development, Systemic Issues & Framework
3. *Practice Model Mastery*
 - 23 Behaviors Infused in Social Work Practice
4. *Supporting the Practice*
 - Training, Coaching and Fidelity

11/2/2015

LEAN IN, LIFT UP and CONNECT to CULTURE

5

Purpose

Briefly review the flow of the agenda and set group agreements

Facilitator Notes

Provide overall framing for how previous activity supports good practice as a way to introduce the day's agenda.

Setting Group Agreements: Have participants talk in small groups or at tables in response to these questions: What do I need from myself, my peers and the facilitators in order to 1)make this the best possible experience and 2) support my professional development? Chart responses

as a large group, based on general consensus.

CFPM Theoretical Foundation

Data and Disproportionality

- *What specific populations of children are disproportionately represented in our CWS system?*

| Race/ethnicity breakdowns | Population | Entries | In care | Exits |
|-----------------------------------|------------|---------|---------|-------|
| African American/Black (a) | 5.6% | 17.1% | 21.2% | 18.3% |
| Caucasian/White (b) | 27.1% | 22.7% | 21.8% | 21.9% |
| Hispanic/Latino (c) | 45.6% | 48.2% | 44.7% | 47.4% |
| Asian/Pacific Islander (d) | 10.9% | 2.1% | 1.9% | 2.3% |
| American Indian/Alaska Native (e) | 0.4% | 0.8% | 0.8% | 0.7% |
| More than one race | 10.4% | 8.6% | 9.5% | 9.0% |
| Missing | 0.0% | 0.4% | 0.2% | 0.4% |
| Total | 100% | 100% | 100% | 100% |

11/9/2015

LEAN IN, LIFT UP and CONNECT to CULTURE

6

Purpose

Explore data on CWS population representation to lift-up realities of local/state racial disproportionality and disparity. (Slide 6)

Facilitator Notes

This is sample data that should be replaced by slides/handouts that reflect your local data and disproportionality issues/needs (American Indian; African American; Latino, etc.).



CFPM Theoretical Foundation

Contributing Factors

➔ **Broad Social, Racial, Historical Factors**

- ➔ *History of racism and discrimination in our society*
- ➔ *Laws and policies that tore children and families apart*
- ➔ *Policies that banned cultural practices*
- ➔ *Unequal access to and distribution of power and resources*

11/9/2015 LEAN IN, LIFT UP and CONNECT to CULTURE 7

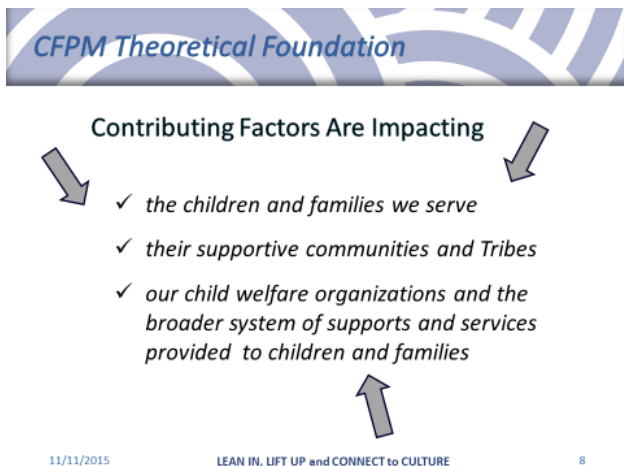
Purpose

Review some of the broad, racial and historical factors that have contributed to racial disproportionality and disparity in CWS in the United States.

Facilitator Notes

The Child and Family Practice Model incorporates these factors as part of its theoretical foundation. Facilitators should consider anchoring back to this theoretical framework throughout the learning session as rationale for importance of the core practice model elements. This framework answers the question- What do we hope to

address by practicing in these ways? (Not only some of the points raised in the first activity, but also to address disproportionality/disparity and ultimately lead to bettering outcomes as evidenced by data.)



CFPM Theoretical Foundation

Contributing Factors Are Impacting

- ✓ *the children and families we serve*
- ✓ *their supportive communities and Tribes*
- ✓ *our child welfare organizations and the broader system of supports and services provided to children and families*

11/11/2015 LEAN IN, LIFT UP and CONNECT to CULTURE 8

Purpose

To help learners understand how these contributing factors impact children, families, communities, Tribes and the systems that touch them.

Facilitator Notes

Because of the impact of social, racial, cultural and historical factors on our institutions, we must build a foundation of true partnership with families, communities and Tribes in order to understand the needs of their children and implement practice and system changes that will effectively meet their needs.

Activity: Ask participants to talk at their tables or with a partner about examples of how the system and related practices are contributing to disproportionality and disparity in the work. One possible adaptation would be to give each group a focus community to discuss. (*Tribal, LGBTQ, Undocumented immigrant, CSEC, AfAm/Latino males/females*)



System Issues

- *"All organizations are designed, intentionally or unwittingly, to achieve precisely the results they get."*
(R Spencer Darling, Leadership Institute, Inc.)
- *"Systems trump programs."*
(Patrick McCarthy, Annie E. Casey Foundation)
- *"As professionals and systems we do not have all the answers and cannot do it ourselves."* (CA Partners for Permanency)

11/11/2015

LEAN IN, LIFT UP and CONNECT to CULTURE

9

Purpose

Offers learners an opportunity to explore how the system can privilege itself over the needs of children, families and communities.

Facilitator Notes *(best presented by agency leadership who can speak to the agency's commitment to the CFPM and ongoing partnerships with local Communities/Tribes in guiding practice and system changes)* Implementing a Practice Model is about the system truly supporting use of the Practice Model at all levels of the organization – from direct line staff to executive leaders. This includes working on things like policies that need to be changed, how to ensure implementation and

outcome data to make thoughtful decisions, and working with key community/Tribal partners to ensure access to the kinds of services and supports needed by the children and families being served. As an agency we recognize how important the voice and perspectives of community partners are in improving our system and achieving better outcomes. *(Summarize or have a panel related to local community partnership activities convey the shared goals and outcomes that your agency and local community/Tribal partners have developed together.)*



Partnership Solutions



11/11/2015

LEAN IN, LIFT UP and CONNECT to CULTURE

10

Purpose

To underscore the rationale behind, value and importance of building meaningful partnerships with the community in practice and system change efforts.

Facilitator Notes:

Partnerships with families, communities and Tribes are important in practice (in casework) and at the organizational/system level (leadership engagement with local community and Tribal leaders and representatives). At the practice level, community partnerships bring greater support for individual children and their families, while at the system level community partnerships increase accountability and the

development of cultural and community-based supports and services to meet families' underlying needs. This partnership focus at both practice and system levels is called "Active Involved Community Partnerships." **Activity:** Ask for show of hands for examples of good partnership with the community (e.g. PTA at local school) and have them lift-up ways they know that partnership supports child, family, organization and community.

CFPM Theoretical Foundation

Active Involved Community Partnerships

To effectively understand, engage and value the strengths and resources of families and their supportive communities and Tribes to keep children safe

To identify, develop, advocate for, make available and support the use of culturally-based, trauma-informed supports and services to meet the needs of local children and families



11/11/2015

LEAN IN, LIFT UP and CONNECT to CULTURE

11

Purpose

- Underscore how the child welfare system is learning from others and how to partner better with the communities it serves and why. Explore why and how partnership with community is the ultimate foundation for the CFPM.

Facilitator Notes

Active Involved Community Partnerships are the foundation for our Practice Model work. They ensure everyone at all levels of the system work together to:

- Understand, engage and value the strengths and resources of families, communities and Tribes to keep their children safe AND
- Ensure access to culturally-based and trauma-informed supports and services to meet the specific needs of the children and families served.

CFPM Theoretical Foundation

Partnership Ingredients

Culture and Humility



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LEAN IN, LIFT UP and CONNECT to CULTURE

12

Purpose

Help participants explore the underpinnings of partnership, culture and humility.

Facilitator Notes:

Culture and Humility are the active ingredients in truly partnering with families, communities and Tribes. Let's explore Culture and Humility and what they look like in our work.

Suggested activities: (large or small group discussion) Have group(s) read "Partnership Always". Follow with discussion questions, such as: *What do you think culture and humility*

have to do with your practice? "How have you demonstrated the value around this in your work" or "How could you incorporate more cultural humility in your interactions?" Identify a SW with a strong grounding in Cultural Humility and have them role play an interaction with a parent or caregiver (identify a community partner who is willing to

role play the parent/caregiver) for the purposes of exploring with the group after the role play what they saw and how it demonstrated Culture and Humility.

Slide 13



Co-Creation of the Practice Model



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LEAN IN, LIFT UP and CONNECT to CULTURE

13

Purpose

Provides a history and context for how and why the CFPM was developed and by whom.

Facilitator Notes

Now that participants have learned “why the practice model” was developed, it is important to let them know “by whom”. Development of the CFPM began with the engagement of Community and Tribal partners by 4 California county Child Welfare jurisdictions. As part of the federal Permanency Innovations Initiative, child welfare agency representatives

and key community/Tribal partners came together to explore barriers to effectively serving children and families and to develop a practice model to address those barriers.

Slide 14



Guiding Values and Principles



11/11/2015

LEAN IN, LIFT UP and CONNECT to CULTURE

14

Purpose

Provides an overview of the guiding values and principles of the CFPM.

Facilitator Notes:

- The Child and Family Practice Model is grounded in a core set of values and principles (*values listed on slide*).
- For each value, the model articulates what these values look like in action – a set of practice principles to guide our work and partnerships with families, communities and Tribes.

Note1: Values/Principles handout available so learners have the principles that go with each value listed on the slide.)

Note2: If integrating other practices influencing local work, good place for alignment graphic

CFPM History and Overview

Common Themes in CWS System Reviews

- ↓ Weak and insufficient engagement practices
- ↓ Lack of family voice and urgent sustained permanency focus
- ↓ Lack of relevant, timely, well-coordinated services
- ↓ Lack of accurate understanding of family strengths and needs

11/11/2015

LEAN IN, LIFT UP and CONNECT to CULTURE

15

Purpose

An opportunity to raise common child welfare barriers to good outcomes through exploration of system review findings.

Facilitator Notes:

- As part of their commitment to improving both practice and services, System Reviews were invited by the 4 county child welfare agencies that developed the Child and Family Practice Model with community and Tribal partners.
- Reviews generally included interviews with family members, practitioners, caregivers and service providers; observation of court processes and practitioners in the field; and review of case records.

- This data was then analyzed to pinpoint how child welfare systems are, or are not, organized to support effective services and outcomes for African American or American Indian children and their families.
- The System Reviews in each jurisdiction revealed 4 common challenges in child welfare systems and practice (listed in the slide).

CFPM History and Overview

Holistic Front-Line Practices Address Themes

- Exploration and Engagement
- Power of Family
- Circle of Support
- Healing Trauma



11/11/2015

LEAN IN, LIFT UP and CONNECT to CULTURE

16

Purpose

Offers learners a clear connection between front-line practices and the system review findings. Also to introduce LEAN IN, LIFT UP, and CONNECT to CULTURE framing as a simple way to understand the core aims of the model.

Facilitator Notes

The CFPM was designed to address the practice and system barriers that those system reviews and the voices of community and Tribal partners lifted up. The practice model includes key elements and behaviors that support interactions with children and families that: **LEAN IN** – Meaningfully

engage and explore with families. **LIFT UP** – Empower families to advocate for needed supports and services.

CONNECT – Bring a natural circle of family community and Tribal supports together. **CULTURE** – Support families in using cultural practices to promote healing and wellness

Activity: Participants are given time to read the Systemic Issues handout to become familiar with the 4 Front-Line Practices and how they address the cross-cutting system issues from the System Reviews. Debrief by getting reactions or input from community partner panelists.



Purpose

To expose learners to the integrated LEAN IN, LIFT UP, CONNECT and CULTURE core practice elements and behaviors.

Facilitator Notes

Under the Front-Line Practice Approach (**LEAN IN, LIFT UP, and CONNECT to CULTURE**), there are:

- 8 Core Practice Elements (*2 elements under each Frontline Practice – on next to last row of the chart*)
- 23 Practice Behaviors (*chart shows an abbreviated tagline for each practice behavior*)

(Note: This chart is available in the handouts and can be

enlarged and printed as a poster for the training room wall.)

CFPM History and Overview

Small Group Activity

- Infomercial for the Practice Model created and shared by each group



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Purpose

Offers participants an interactive way to creatively engage and explore the CFPM practice elements and behaviors.

Activity

Introduce an activity for small groups (between 5-8 people in each group). Provide time and space for groups to work together to create an “infomercial” for the Practice Model. Encourage a quick, open and creative process (10-15 minutes) in which each group develops a ditty, an advertisement, a drawing, a demonstration (or whatever they want) to convey

the “essence” of the Practice Model to others. Provide time for each group to share their Infomercial and after all groups have shared, encourage the group to reflect and lift up some of the common themes in the Infomercials (*this will help reinforce important aspects of the practice model that they have learned about so far in the learning session*).



Small Group Activity

Taglines are short and designed to help us remember and connect with each of the 23 Behaviors.

- *To build familiarity with the practice behaviors, have someone in your group read each Full Behavior out loud and then work together to match the behavior to the Frontline Practice and tagline it best fits.*

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practice behaviors out loud and decide together which tag line goes with each Practice Behavior. (Note: Use existing table groups or small groups from previous activity. Once the groups have completed this activity, bring the large group back together to share their experience: What did they find as they tried to match and organize the behaviors? How do these practice behaviors align with their own practice?)

Purpose

- Offers an opportunity for participants to build fluency in the 23 behaviors and become more familiar with the behavioral aspects of each of the 4 frontline practices. As participants work together and “make the case” about where the behaviors belong, they are building mastery of the practice model. (Slide 19)

Activity: This is like a puzzle in which groups are given the full Practice Behaviors but the tag lines have been cut off and are given to the group in individual strips. The groups read the



Infusing the Practice in Day to Day Social Work

Large and Small Group Activities

- *What are your ongoing practice responsibilities and activities?*
- *How do the 23 behaviors fit into these responsibilities?*

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Purpose

Offers participants an opportunity to explore how the practice behaviors weave into daily social work activities

Facilitator Notes:

Activity: Making it Real

(Note re facilitation: feed the group back themes that you hear across groups. In summary by the end of the discussion, it would be good to reinforce in as many ways as possible that the 23 behaviors speak to “how” we go about our daily work inside the agency and with families.)

Supporting the Practice

Training, Coaching and Reflection

Research tells us that training and coaching together make a difference. They help everyone at all levels of the organization:

- *Support the same practice*
- *Work consistently toward the same outcomes*
- *Focus on continuous learning and development*



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Purpose

Helps participants understand how they can best be supported in practice and to introduce how practice opportunities, coaching and reflection support consistency, adult learning best-practices and fidelity to the model.

Facilitator Notes

Ask around the room for how much participants retain from training alone. Explore myths and facts about reflection, coaching and behavioral rehearsals as best practices in adult learning. Help anchor them to the reality that “train and do” is a set up for families and the system to never fully implement the desired practice, therefore the outcomes remain poor.

Supporting the Practice

Coaching is...

- *An active learning approach (PDSA like activities)*
- *Supportive*
- *Solution Focused*
- *Skillfully Listening to Others*
- *Sensitively Asking Questions*
- *Self Reflective*

- To explore coaching as continuous learning opportunities which promote use of the Practice Model with families and communities as well as throughout the organization and with system partners.

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Reflective Practice is...

- The capacity to reflect on your actions/behaviors
- Paying attention to how your values inform your every day actions/behaviors
- Learning from experience
- Associated with quality improvement of professional practice

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Purpose

Offers participants opportunity to consider the benefits of reflective practice

Activity

Have participants turn to a partner and share about a time when you felt proud of and accomplished in your work with a child and their family. If your partner could have been a fly on the wall during your best moments, what would they have seen you doing? Saying? What might you have done differently, in retrospect?

Debrief with the larger group from highlights.



CFPM Coaching

Continuous learning opportunities that promote effective work with families and support consistent use of the Child and Family Practice Model in our agency.

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Purpose

Helps participants understand what Coaching for Competency is and why being supported to apply the Practice Model is important at all levels of our organization and system.

Facilitator Notes:

CFPM Coaching gives us continuous learning opportunities that promote:

- Skillful use of the practice behaviors to support the safety, permanency and wellbeing of children and their families
- Cultural humility
- Lift up to leadership of systemic issues and barriers getting in the way of meeting child and family needs.

CFPM Coaching is a system-wide activity, providing supervisors, managers and leaders with support in:

- applying the Practice Model to their work, interactions and decision-making
- working with staff and partners to align our entire system with the practice model

Providing coaching at all levels of our organization is a step we are taking to ensure our agency consistently works in partnership with families, communities and Tribes and effectively supports and sustains the Child and Family Practice Model.



Purpose

Offers participants an opportunity to role play coach and coachee roles in order to begin to understand and experience coaching from both perspectives.

Activity (Handout: Profile of 8 Core Elements)

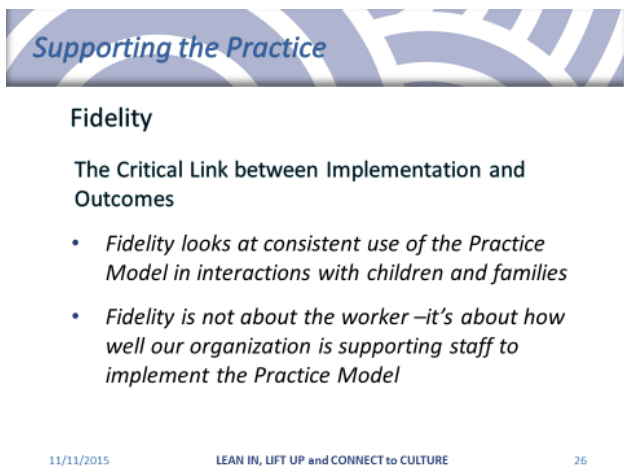
Have the room break up into dyads. Refer everyone to the Handout with the Coaching Profile for the 8 Core Elements in the Practice Model.

For 10 minutes have the dyads interact with the coach role playing what they would do with the Social Worker to help them further their development/use of the practice element.

Then have the dyads switch roles and do the same activity using a different Core Element.

Dyads in which one acts as a coach and the other a SW who on a particular Core Element "Lacks Fidelity" or is demonstrating "Developmental Use." The coach role plays what they would do with the SW to help them further their development/use of the practice element. Then they switch roles and do the same activity using another Core Element.

Slide 26



Purpose

Exposes participants to the concept of fidelity and how it reflects on organizational support for the practice, rather than worker performance.

Facilitator Notes:

Read slide and ask participants to tell you what they think "fidelity" means as it pertains child welfare practice.

Supporting the Practice

Fidelity (Cont'd)

- *Observations are done during a teaming event or meeting with the family and their circle of support*
- *The Fidelity Assessment brings together the perspectives of the agency and the community to better understand if the practice model is in place*
- *A Fidelity Assessment is done annually on a randomly selected case on each worker's caseload*

Purpose

Helps participants understand local processes that support and detect evidence of fidelity.

Facilitator Notes

Emphasize that both agency and community partner perspectives were important in co-creating the model and are essential in the Fidelity Assessment process to understand if the practice is reaching children and families in the way intended.

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Supporting the Practice



Purpose

Helps participants explore why Fidelity Matters in practice and system improvement efforts.

Activity

Have group review "Why Fidelity Matters" hand out and then facilitate large group discussion in areas such as:

- *What "actual benefits" have children and families shared are important to them?*
- *What questions do you have about Fidelity and how it can help us improve outcomes for children and families we are serving?*

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CFPM Implementation Supports

- Implementation Team
 - *[Have members in the room, share their roles]*
- Going Deeper Trainings
 - *[Insert dates of training and/or provide handout with dates]*
- Setting up Coaching
 - *[Orient to processes for setting up coaching]*

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improvements based on feedback and data.

Orient them to the Module Series and the upcoming dates for those learning sessions that they will engage in next. Let them know that CFPM Learning Phase 2 is designed to help them go deeper with the Front Line Practice Approach and transfer what they are learning to their interactions and practice with children and families.

Purpose

Gives participants an up close opportunity to understand how implementation supports can go beyond “just training” to help both practice and the system improve

Facilitator Notes

Implementation Supports are a starting place – communicate to the group that only by getting started and providing practice opportunities, simulations, coaching and implementation team support can the agency get feedback and to find out how to make those supports better.

Implementation is all about Getting Started and then making



Homework!

- Complete the LEAN IN Self-Assessment
- Meet with Supervisor to discuss Self-Assessment and prepare for the LEAN IN Module and Simulation

Purpose:

Explain PRE-WORK for Phase 2 CFPM Learning – the LEAN IN, LIFT UP, CONNECT and CULTURE MODULE SERIES

PREWORK: Provide the LEAN IN Self-Assessment and advise each learner to complete the **Self-Assessment** and meet with their supervisor to go over it before the next Learning Phase starts (re-iterate the dates for the Module Series). Let them know that as a part of discussing their LEAN IN Self-Assessment with their supervisor, they should consider their areas of LEAN IN strength, as well as identify a particular area of growth or challenge to work on and share with peers during the LEAN IN module and activities.

Learning Session Tips and Activities

Who Are Your People Activity (Slide 1)

- Have participants pair-up or get into groups of three and explore the following questions:
- Where did you grow-up? Who are “your people” and where are they from, or how did you come to be in relation to them? (Allow people to answer the questions however they want to. People may lift up cultural or ancestral heritage or lift-up more affinity and relationship-based associations. The more varied, the richer the debrief!)
- Have each person say a few words about their partner, as a way of introduction and building connection and cohesion amongst the group.

Practice Behavior Match-up (Slide 19)

Suggested Instruction/Facilitation:

- Now we’re going to work in small groups with the 23 practice behaviors in our model.
- Each group has 23 small slips of paper with a Complete Practice Behavior on each.
- Each group also has the Lean In Lift Up framework with taglines for our Practice Model. Together your group will be going through each of the 23 behaviors, having a group member read the behavior out loud to the group, and then deciding as a group which frontline practice and tagline that practice behavior is most closely related to.
- In doing this activity you may find that many of the practice behaviors demonstrate more than one, or even all 4, of the frontline practices and could match a couple of the tag lines. Even so, have your group decide where to put it.

Making It Real Activity (Slide 20)

For 10 Mins, explore the tasks, responsibilities and mandates that social workers do every day – things like visitation, monthly contacts, court reports, case plans, etc. Chart those that require interactions with the child/family (if they are missing a task or responsibility that requires interaction with the family, add it.) Explore how the 23 Behaviors in our practice model fit into this picture of what Social Workers do every day. Have them work in small groups and to consider several practice behaviors. Make sure each of the 23 behaviors have been assigned to at least one group. **Give them the following directions:** As a group, take each of the Practice Behaviors you are assigned and decide which of the tasks/responsibilities charted up here that the practice behavior relates to. You may find a practice behavior seems to relate to more than one task/responsibility, or maybe even relates to them all – this is fine, just make a note of what your group decides. You’ll have about 10 minutes to do this (Note – increase or decrease the time depending on the # of practice behaviors the group is looking at/talking about). Have groups share what came out of these discussions.

Coaching Practice Activity (Slide 25)

(Handout: Profile of 8 Core Elements)

Have the room break up into dyads. Refer everyone to the Handout with the Coaching Profile for the 8 Core Elements in the Practice Model. For 10 minutes have the dyads interact with the coach role playing what they would do with the Social Worker to help them further their development/use of the practice element. Then have the dyads switch roles and do the same activity using a different Core Element.

Why Fidelity Matters Activity (Slide 28)

Have group review “Why Fidelity Matters” hand out and then facilitate large group discussion in areas such as:

- *What “actual benefits” have children and families shared are important to them?*
- *What questions do you have about Fidelity and how it can help us improve outcomes for children and families we are serving?*

Handouts

Handout 1 - Slide 12: Partnership Always (1 page)

Handout 2 - Slide 14: CFPM Values and Practice Principles (2 pages)

Handout 3 – Slide 16: Systemic Issues – Frontline Practice Approach (2 pages)

Handout 4 – Slide 17: CFPM Poster (1 page)

Handout 5 – Slide 19: LEAN IN Full Practice Behaviors (4 pages)

(Note: before the learning session, for each table group, the tag lines need to be cut off the document and cut into individual strips so each table participating can work on matching each tagline with a behavior)

Handout 6 – Slide 25: Profile of 8 Core Practice Elements (1 page)

Handout 7 – Slide 28: Fidelity Matters (2 pages)

Handout 8 – Slide 30: Pre-Work for LEAN IN Module (2 pages)

Partnership Always

Partnerships with families, communities and Tribes are essential in the journey to improved outcomes for children and families. We must partner in real time – all the time – at both practice and system levels to keep children safe and meet the needs of families. Partnerships with families, communities and Tribes help us identify and address system barriers and create comprehensive culturally responsive supports and services for the children and families being served. Partnerships with families, communities and Tribes at the practice level ensure accountability and support for implementing engagement and teaming practices that are sensitive to the family's culture and to the current and historical trauma they may have experienced. The active ingredients for true partnerships with families, communities and Tribes are Culture and Humility.

Culture

Individuals thrive in the context of their home, culture and community. Each person's evolving sense of identity and drive toward well-being is connected to the values, traditions and experiences of the "people" they are a part of or identify with – their family, communities and Tribes. Though culture is reflected in everyday relationships, behaviors and ways of being in the world, culture is deeply rooted in the experiences of each family, community and Tribe over time and across generations. It is a source of spiritual strength and resiliency, and offers a wellspring of creative solutions in problem-solving. By acknowledging the unique and dynamic nature of culture for each individual, family, community and Tribe, we begin to understand that we cannot know another's culture or be competent in it. We are then more open to listening and learning from others about their culture and incorporating those cultural strengths and contributions in our work.

Humility

Humility is an active practice in which we reflect on and address our own biases and assumptions, so that we can approach families, communities and Tribes with openness. Humility includes recognizing that as professionals and systems we do not have all the answers and cannot do it ourselves. As we become sensitive to how our institutions and systems have contributed to trauma and distrust of public services and as we acknowledge the impact of these experiences in the lives of families, we open the door to listening and learning from families, communities and Tribes about their perceptions, experiences, strengths, resources and needs. By practicing humility we begin to recognize and appreciate the incredible strengths, resiliency and protective factors inherent in cultural connections and supports, and we become truly able to partner with families, communities and Tribes at both practice and system levels to improve outcomes for children and families.

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CHILD AND FAMILY PRACTICE MODEL: VALUES and PRINCIPLES

Guiding beliefs intrinsic to implementation of the model.

- The Child and Family Practice Model is grounded in a core set of values and principles that inform and guide all actions and implementation of the model. Core values for the model include **The Power of Family; Healing; Community and Collaboration; Honesty, Transparency and Trust; Safety; Fairness and Equity; Empowerment; and Accountability and Results**. For each of these values, the model articulates what these values look like in action – a set of practice principles to guide our implementation of the model.

| VALUES WE BELIEVE IN... | PRACTICE PRINCIPLES – OUR VALUES IN ACTION... |
|----------------------------------|--|
| The Power of Family ¹ | We demonstrate this by ensuring that every child and youth has a lifelong, loving, legal family and by partnering with all family members and caregivers in planning and decision-making, including working together early and continuously to develop and support safe family relationships and multiple paths to permanency. |
| Healing | We demonstrate this by making all of our interactions and interventions with children, families and communities sensitive and responsive to the trauma and loss they may have experienced. |
| Community and Collaboration | We demonstrate this by building partnerships with community and Tribes to ensure that services and interventions reflect the diverse needs of the families and children we serve. This includes partnering with natural neighborhood supports, schools, Tribal supports, faith-based and other cultural community supports identified by families. |
| Honesty, Transparency and Trust | We demonstrate this by being authentic and truthful in every interaction we have with children, youth, families, partners and one another, by showing respect and regard for each person's unique lived experience, strengths and beliefs, and by being transparent about our decision making and our outcomes. |
| Safety | We demonstrate this by creating an environment where power is shared and trust is created to enable a child, youth, birth |

¹ The terms **family and families** are used broadly throughout the CAPP Practice Model. CAPP's definition of family and families includes blood and adoptive relatives, step-families and unrelated persons that have an emotionally significant relationship. *For American Indian youth and families this term includes their Tribe and Tribal relations as understood under the Tribes' customs and traditions.* Youth, family and for American Indian youth, Tribes are best and uniquely qualified to identify who fits this description.

| | |
|----------------------------|--|
| | parent, extended family, community and Tribe to actively work together toward change that will result in safety for the child or youth. |
| Fairness and Equity | We demonstrate this by expanding our awareness and understanding of institutional and personal bias; increasing our knowledge, respect and regard for all ethnicities, cultures, gender, sexual identity, socio-economic backgrounds and perspectives; and asking the groups that are most affected by our policies, services, and interventions to guide their development. |
| Empowerment | We demonstrate this by affirming the unique strengths and needs of each child, youth and family and by encouraging their voice and choice in decisions about their lives. |
| Accountability and Results | We demonstrate this by employing services and interventions that are backed by evidence of their effectiveness and by continuing to track and analyze data to improve all of our practices and policies. |

The **Child and Family Practice Model** assists child welfare agencies to work with community partners to identify and begin to address system barriers to the safety, permanency and well-being of children and their families. Key system barriers and how they are addressed by the **four front-line practices** in the model are illustrated in the chart below.

| Systemic Issues | | Practice Model: Front-Line Approach | |
|--|--------------------------------|--|--|
| 1. Weak and Insufficient Engagement Practices <ul style="list-style-type: none"> Social workers, lawyers, judges and others are not organized in ways that prioritize supports and enhance engagement and support of families, youth and caregivers. There are inadequate systems of accountability and support for a culturally-responsive and respectful, strength-based approach with families. | L E A N I N | 1. Exploration & Engagement (Core Elements: <i>Inquiry; Engagement</i>) Skillful use of appreciative inquiry, honest and respectful interactions with families, and actively listening to and learning from families and their communities and Tribes so that their strengths, perspectives and underlying needs become central in the work of child welfare agencies and partners. | |
| 2. Lack of Family Voice & Urgent Sustained Permanency Focus <ul style="list-style-type: none"> There are too few opportunities for family and youth voices in decision making and information from the family, their caregivers and Tribes is limited or missing in assessments, reports, or other critical decision points. Staff, resources and partnerships are not organized to maximize opportunities for safe and timely permanency, resulting in an inadequate and irregular focus on permanency for children, particularly older youth. | L I F T U P | 2. Power of Family (Core Elements: <i>Self-Advocacy; Advocacy</i>) Seeking out, strengthening, affirming and incorporating the voice of the child and family in all casework and documentation. The family is actively involved in assessing, finding solutions, planning and decisions about their lives. There is linkage to and coordination with formal and informal advocates and peer supports (parent partners, attorneys, CASAs, community and Tribal representatives, cultural brokers, etc.) | |

| | | |
|--|--|---|
| <p>3. <i>Lack of Relevant, Timely, Well-Coordinated Services</i></p> <ul style="list-style-type: none"> • Lack of system coordination and meaningful involvement of families, communities and Tribes to effectively identify and address underlying family needs. • Poor systems of accountability to determine families receive services with progress tracked and case plans adjusted/cases closed. | <p>C O N N E C T</p> | <p>3. <i>Circle of Support</i> <i>(Core Elements: Teaming; Shared Commitment and Accountability)</i></p> <p>Establish, bring together and support a child and family team or Circle of Support. The team includes natural family and cultural/ community supports and is facilitated in critical thinking and discussion about child safety, family and cultural strengths, underlying needs and the roles team members will play over time, including post-permanency, to ensure child safety and family support.</p> |
| <p>4. <i>Lack of Accurate Understanding of Family Strengths and Needs</i></p> <ul style="list-style-type: none"> • Problematic administrative protocols and practices that do not focus on strengths and underlying needs of families; casework tools and processes do not take into account personal histories of trauma, the trauma of child welfare interventions on parents and child and historical trauma. • Inadequate resources to support parents/caregivers in their ability to heal and parent children. | <p>C U L T U R E</p> | <p>4. <i>Healing Trauma</i> <i>(Core Elements: Well-Being Partnerships; Recovery, Safety and Well-being)</i></p> <p>Partnerships with families and their communities and Tribes to understand and meet the underlying needs of children and their families. These practices identify, advocate for and support use of culturally responsive supports and services sensitive to current and historical trauma, in order to address child safety, support family and cultural relationships, and promote health, wholeness, healing, recovery and well-being.</p> |

The ***Child and Family Practice Model*** is a comprehensive and culturally responsive approach to both *practice* and *system* change. Outreach and involvement of communities and Tribes lays the foundation for local partnerships to guide development of system solutions and promote accountability in implementing and sustaining the model.



LEAN IN, LIFT UP and CONNECT to CULTURE

CHILD and FAMILY PRACTICE MODEL

| | LEAN IN | LIFT UP | CONNECT | CULTURE |
|---------------------|---|--|--|---|
| PRACTICE BEHAVIORS | Listens with Openness Explores Relationships Actively Finds Connections Nurtures Honest Dialogue INsures Connection & Support | Links Family Interactions are Affirming Facilitates Sharing Team Solutions Uses Cultural Lens Promotes Speaking Out | Caregiver Respect & Resources Optimal Team Environment Natural Supports Normalizing Needs Explores Team Roles Continuous Dialogue & Adjustment Teams Post-Permanency | Customized Visitation Using Experiential Coaching Listening for Loss Tailoring Supports to Underlying Needs REcovery and Well-Being |
| CORE ELEMENTS | Inquiry; Engagement | Self Advocacy; Advocacy | Teaming; Shared Commitment and Accountability | Well-Being Partnerships Safety, Recovery and Well-Being |
| FRONTLINE PRACTICES | EXPLORATION and ENGAGEMENT | POWER OF FAMILY | CIRCLE OF SUPPORT | HEALING TRAUMA |



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LEAN IN, LIFT UP and CONNECT to CULTURE

CHILD and FAMILY PRACTICE MODEL

EXPLORATION & ENGAGEMENT

CORE PRACTICE ELEMENTS

INQUIRY – 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.

ENGAGEMENT – 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.

| ▶ LEAN IN | COMPLETE PRACTICE BEHAVIORS |
|---|---|
| Listens with Openness | Approaches all interactions with families, communities and tribes with openness. Listens without making assumptions and communicates a genuine desire to learn about the family and their culture, community and tribes by consistently asking global questions followed by more descriptive questions that encourage exchange and learning about family strengths, beliefs, traditions, life situation and who/what is important to family members. Uses language that everyone can understand and frequently checks in on communication styles and terms to ensure understanding. |
| Explores Relationships | Uses tools such as mapping to explore family relationships, natural circles of support and to identify safety issues and how they can be addressed. Explores with children how, when and with whom they feel safe, what is good in their lives, where they want to live, what worries them and what they wish for. Continuously encourages the family to identify natural supports to be included on their team. |
| Actively Finds Connections | Seeks information from children, youth, mothers and fathers about non-custodial parents, maternal and paternal grandparents, aunts and uncles, brothers and sisters, Godparents, tribal members, and other significant relationships. Asks early and ongoing, “Who is in your family? Who are you connected with in your community? Who are the keepers of family history? Who in the family do you turn to for reunions, gatherings, ceremonies and at other times of celebration, loss and grief?” Gives reasons why their answers are helpful. Explains the agency’s desire to tap into the family’s natural support system so that their “team” can support family and child safety, healing, reconciliation, and permanency. Finds family members, tribal connections and other significant relationships through inquiry and early and ongoing Internet search and review of medical and educational records, case records and birth records. |
| Nurtures Honest Dialogue | Consistently models honest and respectful communication by introducing self, communicating a sincere desire to be respectful (“I would like to be respectful, how should I address you?”) and by addressing individuals by the name or title they request. Is open and honest about the situation, explains relevant facts and information, is clear about information or action being requested, and facilitates dialogue regarding how the requested information and actions will affect the situation and support the child and family. |
| Insures Connection & Support | Follows up inquiry and search activities by: (1) working quickly and leaving no stone unturned to establish paternity and facilitate the child’s connection with paternal relationships and resources, and (2) contacting family, cultural, community and tribal connections not just as placement options, but as important team members and sources of support for the child and family. |



The Child and Family
Practice Model

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LEAN IN, LIFT UP and CONNECT to CULTURE CHILD and FAMILY PRACTICE MODEL

POWER of FAMILY

CORE PRACTICE ELEMENTS

SELF-ADVOCACY – 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.

ADVOCACY – 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.).

► LIFT UP

COMPLETE PRACTICE BEHAVIORS

Links Family

Asks initially and throughout the family's involvement if they would like a youth, parent, cultural, community or tribal support person or peer advocate on their team to provide advocacy. Links families with advocates when requested and includes the family's support persons and advocates on the team. Continually coordinates with the family's formal and informal advocates to assist the family to find their own solutions and provide on-going support and linkages to culturally competent and effective services to meet their needs.

Interactions are Affirming

In all interactions affirms the unique strengths, life experience and self-identified goals of each child and family, honors the role of important cultural, community and tribal leaders the child and family have identified, and encourages mutual exploration of issues, options and solutions with children, parents, family members and cultural, community and tribal leaders in assessment, planning and decisions about children and their families. Assures the family receives needed information, preparation, guidance and support during their involvement with the child welfare system.

Facilitates Sharing

Early and continuously facilitates sharing of information and coordination between parents and caregivers regarding the child's daily care, favorite meals, medical or health conditions, medications, appointments, everyday family activities, and other relevant family, religious, cultural and tribal traditions and practices. Continually explores, nurtures, and facilitates the development of a mentoring relationship between the parents and the caregivers within the context of the child and family team and their supportive communities and tribes.

Team Solutions

Facilitates family/team outreach to learn about practices, traditions, services and supports from leaders in the culture, community and tribe. Also shares information about agency programs, providers, resources and supports that could strengthen the family and meet their underlying needs, providing information about any evidence-base and/or relevant cultural adaptations. Facilitates the family and their team to develop solutions that are individualized to the family and their culture, community and tribes.

Uses Cultural Lens

Gathers assessments and other information relevant to the child and family's safety and well-being and works with the family and their team to understand the family's underlying needs and apply the information to casework and decision-making processes using the family's cultural lens; this includes using tools and approaches that help children's voices be heard, that assist everyone to understand who/what is important to the child, and that continually engages family and team members around who/how the relationships, goals and wishes the child has shared are being supported.

Promotes Speaking Out

Promotes self-advocacy by encouraging, supporting and providing opportunities for youth and families to actively share their voice, offer solutions, act as leaders and be central in assessment, planning and decisions about their lives, including when worker, agency or system are the focus of the advocacy needs.



The Child and Family
Practice Model

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LEAN IN, LIFT UP and CONNECT to CULTURE

CHILD and FAMILY PRACTICE MODEL

CIRCLE of SUPPORT

CORE PRACTICE ELEMENTS

TEAMING – 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.

SHARED COMMITMENT AND ACCOUNTABILITY – 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.

► CONNECT

COMPLETE PRACTICE BEHAVIORS

Caregiver Respect & Resources

Demonstrates respect to caregivers by having candid discussions and developing shared understanding with caregivers about their rights, role and expectations in being/becoming the child's caregiver, including caregiver participation on the child and family support team, responsibilities to support the child's health, education, spiritual and other needs, and responsibilities to support the child's family relationships and cultural, community and tribal connections. Provides information about resources available based on their role as a family member, non-relative extended family member (NREFM) or other care provider before the child/family needs to access/utilize them.

Optimal Team Environment

Creates an environment for open and honest communication with the family and the family team about child safety, permanency and court timeframes so that the team's planning and decision-making is informed, relevant, and timely. Models accountability and trust by following through with representations and agreements. Admits and takes responsibility for one's own biases, missteps and mistakes.

Natural Supports

Establishes, continuously brings together and supports the child and family's team, which includes natural family, cultural, community and tribal supports and others providing services to the family such as social workers, attorneys and services providers.

Normalizing Needs

Understands normal is different for everyone and checks on what is "normal" for the family and their culture, community and tribes. Facilitates critical thinking and discussion with the family and their team about the family's underlying needs, how they define the problem and what success looks like. Listens attentively, uses language and concepts that the family has used, and incorporates the family's strengths, resources, cultural perspective and solutions in all casework, decision-making, case plans, court reports, meeting notes and other documentation.

Explores Team Roles

Explores with team members what roles they can play over time to strengthen child safety and support the family, and then continually engages and reinforces the team in those roles. Facilitates the team to discuss, understand and adapt to changing team member roles – for instance, when reunification efforts stop, helps the team explore, identify and honor a new role for the parent.

Continuous Dialogue & Adjustment

Facilitates continuous dialogue with the family and their team regarding whether/how the agreed-upon practices, services, supports and visitation plans are working and facilitates adjustments/follow-through based on family and support team discussions, assessments, and decisions.

Teams Post-Permanency

Emphasizes the importance of the family's support team even beyond the time of child welfare agency involvement. Before the case ends, facilitates shared understanding and agreement of team member roles and commitments in maintaining a post-permanency circle of support for the child and family, including identifying a system navigator who is aware of agency supports and services (including mental health and substance abuse) and will act as an ongoing liaison and advocate for the family team when contacted about system supports and services the child and family may need.



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LEAN IN, LIFT UP and CONNECT to CULTURE

CHILD and FAMILY PRACTICE MODEL

HEALING TRAUMA

CORE PRACTICE ELEMENTS

WELL-BEING PARTNERSHIPS – 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.

RECOVERY, SAFETY AND WELL-BEING – 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.

► CULTURE

COMPLETE PRACTICE BEHAVIORS

Customized Visitation

With the family, caregiver and team continually assesses, arranges and structures culturally appropriate visitation activities in the most natural environment possible that supports the child and the parent/child relationship.

Using Experiential Coaching

Assesses with the family and their team the need for interactive, experiential coaching during visitation and at other times of natural parent/child interaction to improve parenting skills; follows through with identifying, arranging or advocating for this when needed.

Listening for Loss

Regularly listens to the family's story, acknowledges and validates feelings of grief and loss they share by reflecting and reaffirming what was heard. Supports family members to explore their history and experiences, and how this may be impacting their current life situation and underlying needs. Includes naming and acknowledging the many types and layers of trauma the family may have experienced (historically what happened to their community and culture; past experiences of violence, loss, abuse, removal, etc.; recent trauma/loss experiences of child). Encourages family members to address their history with extended family, cultural, community and tribal leaders, therapists, drug treatment providers, and others identified by the family as important to them.

Tailoring supports to Underlying Needs

Explores, values, connects the family to and advocates for a broad array of services, supports, cultural practices and traditions that can assist the child and family with loss, grief, hurt, pain, healing and recovery (e.g. "Who and what is helping – and/or in the future could help – with child and family's physical, mental and emotional health, substance abuse issues, education, spiritual and other needs? Are there cultural or community practices and traditions that you think could support family members' healing, health, wholeness and well-being?")

REcovery and Well-Being

Through teaming processes creates shared agreement on the safety issues to be addressed and the culturally sensitive services, supports, practices, traditions and visitation plan that will address child safety and support family and cultural relationships and address trauma, loss, behavioral health, drug/alcohol recovery, child safety, child and family well-being and other underlying needs identified by the family and their team. Works continuously to identify, locate, develop, fund, advocate for, link the family to and support the use of the agreed-upon practices, services and supports.



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

| | Expected/Proficient Use of Core Element | Developmental Use | Practice Lacks Fidelity |
|---|---|---|---|
| INQUIRY | <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> |
| ENGAGEMENT | <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> |
| SELF-ADVOCACY | <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> |
| ADVOCACY | <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> |
| TEAMING | <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> |
| SHARED COMMITMENT & ACCOUNTABILITY | <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> |
| WELL BEING PARTNERSHIPS | <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> |
| SAFETY, RECOVERY, & WELL BEING | <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> |

The Journey to Outcomes: *Why Fidelity Matters*

The goal of the Child and Family Practice Model is to improve outcomes for children and families in the child welfare system. The principles of Implementation Science tell us:

$$\begin{array}{c} \text{Effective } \mathbf{INTERVENTION} \text{ Practices} \\ \mathbf{X} \\ \text{Effective } \mathbf{IMPLEMENTATION} \text{ Practices} \\ \textit{Equals} \\ \mathbf{GOOD OUTCOMES} \end{array}$$

In order to know if families and children are actually benefiting from the Practice Model (our intervention), we need to understand if:

- The behaviors in the Practice Model are being practiced as intended.
- Outcomes are improving for the children and families being served.

As an indicator of effective implementation, Fidelity Assessment provides the critical link between implementation and outcomes.

- The Fidelity Assessment process helps us determine the degree to which the Practice Model is being consistently used in diverse family cultures, contexts and situations.
- The Fidelity Assessment process strengthens our ability to detect challenges and improve training, coaching and systems supports for the Practice Model.

The chart below illustrates the relationship between fidelity and outcomes.

| | | IMPLEMENTATION | |
|--------------|---------------|--|--|
| | | EFFECTIVE | NOT EFFECTIVE |
| INTERVENTION | EFFECTIVE | <p>ACTUAL BENEFITS</p> <p>High Fidelity Positive Outcomes</p> <p>When the Practice Model is effective AND implemented with fidelity, outcomes are positively impacted.</p> | <p>Low Fidelity Poor Outcomes</p> <p>When the Practice Model is effective yet not implemented well, it will not reach families and outcomes will not improve.</p> |
| | NOT EFFECTIVE | <p>High Fidelity Poor Outcomes</p> <p>When the Practice Model is not effective, It doesn't matter if it is implemented well. Outcomes will not improve as a result of the Practice Model.</p> | <p>Low Fidelity Poor Outcomes</p> <p>When the Practice Model is not Effective and not implemented well, outcomes will not improve.</p> |

**If we want to know whether our Practice Model is effective, or which practices
in the model are most closely associated with improved outcomes – Fidelity Matters!**

*Chart adapted with permission from Dean L. Fixsen and Karen A. Blase, National Implementation Research Network (NIRN) and their reference to: Lipsey, M. W. (2009). The primary factors that characterize effective interventions with juvenile offenders: A meta analytic overview. *Victims and Offenders*, 4, 124-147. doi: 10.1080/15564880802612573

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CULTURE MODULE: Pre and Post Assessment

Each learner will complete the **CULTURE Self-Assessment** (below) and in preparing for the CULTURE modules and simulation activities will assess their areas of CULTURE strength, as well as identify a particular area of growth or challenge to work on and share with peers during the CULTURE module and activities.

(Please rate the following on a scale from 1-5)

5 = Always (100% of the time)

4 = Most of the time (80-99% of the time)

3 = Often (50-79% of the time)

2 = Occasionally (1-19% of the time)

1 = Never (0% of the time)

| Pre-Assess | Post-Assess | If your interactions with children and families were observed, how often would you be seen demonstrating these CULTURE Behaviors? |
|-------------------|--------------------|--|
| | | Customizes visitation: <ul style="list-style-type: none"> ➤ <i>I engage the family, caregiver and team in continually assessing, arranging and structuring culturally appropriate visitation activities in the most natural environment possible that supports the child and the parent/child relationship</i> |
| | | Uses experiential coaching: <ul style="list-style-type: none"> ➤ <i>I facilitate an assessment with family and their team of the need for interactive, experiential coaching during visitation or other natural times of natural parent/child interaction to improve parenting skills</i> ➤ <i>When needed or requested by the family and their team, I follow through with identifying, arranging or advocating for experiential coaching supports</i> |
| | | Listens for and responds sensitively to trauma, loss and grief: <ul style="list-style-type: none"> ➤ <i>I regularly listen to the family's story and acknowledge and validate feelings of grief and loss they share by reflecting and reaffirming what was heard</i> ➤ <i>I support family members to explore their history and experiences, and how this may be impacting their current life situation and underlying needs</i> ➤ <i>As loss, grief and trauma surface, I support the family and their team in naming and acknowledging the types and layers of trauma the family may have experienced (historically what happened to their community and culture; past experiences of violence, loss, abuse, removal; recent trauma/loss experiences of child, etc.)</i> ➤ <i>I encourage family members to address their history with extended family, cultural, community and tribal leaders, therapists, drug treatment providers and others identified by the family as important to them</i> |
| | | Tailors supports to underlying needs: <ul style="list-style-type: none"> ➤ <i>I ask the family and their team: "Who and what is helping – and/or in the future could help – with child and family's physical, mental and emotional health, substance abuse issues, education, spiritual and other needs?"</i> ➤ <i>I inquire about cultural or community practices and traditions that the family and their team think could support family members' healing, health, wholeness and well-being</i> ➤ <i>I explore, value, connect the family to and advocate for a broad array of services, supports, cultural practices and traditions that can assist the child and family with loss, grief, hurt, pain, healing and recovery</i> |
| | | Engages family and team around shared agreements supporting safety and well-being: <ul style="list-style-type: none"> ➤ <i>I support teaming processes that create shared agreement on the safety issues to be addressed and the culturally sensitive services, supports, practices, traditions and visitation plan that will address child safety, support family and cultural relationships and address family's underlying needs (trauma, loss, behavioral health, drug/alcohol recovery, etc.)</i> ➤ <i>I work continuously to identify, locate, develop, fund, advocate for, link the family to and support the use of the agreed-upon practices, services and supports.</i> |

LEAN IN Feedback and Reflections

Each learner should re-score themselves on the form above at the end of the LEAN IN module and document feedback and reflections from the LEAN IN simulation in the box below. All self-assessments and notes should be brought to each module to support reflection and overall growth and development.

**Post-simulation
Notes/Feedback**