

Day 2: The Integration of Father Involvement; Service Planning; CANS, Trauma 201 and Psychological First Aid in the Family-centered, Trauma-informed, and Strength-based Model of Child Welfare Practice



Workshop Agenda Day 2

1. *Welcome Back and Review of Agenda* 9:00 AM
2. *Recap of Prior Learning Collaborative Phases*
3. *Looking Back Activity*
4. *Cracker Barrel Activity*
5. *Break* 10:45AM
6. *Integration Activity*
7. *Lunch* 12:00 PM
8. *Affinity Group Breakout Activity*
9. *Break* 2:30 PM
10. *Self Assessment*
11. *Let's Commit* 5:00PM

Day 2 Learning Outcomes

1. Demonstrate how all five phases of learning collaborative content and activities relate to the Department's Family-Centered, Trauma-Informed, Strength-Based Child Welfare Practice.
2. Identify how PFA, Trauma Training, the CANS, Service/Treatment Planning, and Fatherhood Engagement and Involvement are embedded in the Core Practices and applied to case examples.
3. Construct "Small Tests of Change" with other members of your agency or site that you can implement.

Three Fundamental Questions of the LC Model for Improvement:

- What are we trying to accomplish? (in terms of enhancing or improving FC, TI, SB practice)
- What changes can we make that will result in improvement? (small tests, other techniques)
- How will we know that a change is an improvement? (tracking child/family outcomes with the CANS or other metrics)

Learning Collaborative Phases I - IV

- Phases I & II have offered a foundation for engaging children and families with a better understanding of the impact of trauma;
- Phase III fostered critical thinking and improved assessment skills related to use of the CANS;
- Phase IV assisted us with integrating the concepts from previous phases and applying them to our planning practices for children and families.

“Looking Back”

Reflections on Implementation Efforts

- 1) What have you done already (however small) to improve and make your practice more FC, TI, SB?***
- 2) How did making these changes benefit your practice (in at least one way)?***
- 3) What enabled the change (e.g., systemic changes, personal commitment, etc.)?***
- 4) What were some of the challenges that stood in the way of change?***
- 5) How were you able to overcome barriers to change?***

Celebrate Our Successes!!

SHARE your own successes –
get a well deserved pat on the
back!

LISTEN for the successes of your
colleagues!

WRITE it down so that we can
share successes across agencies
and sites across the state.



Cracker Barrel Activity

1. Choose a Table and Go There

Four Table Topics:

- **Application of Trauma Practices**
(Trauma 101, 201, and Psychological First Aid Practices)
- **CANS Implementation**
- **FC, TI, SB Service / Treatment Planning**
- **Engaging & Involving Fathers Throughout the Case**

Cracker Barrel Activity

2. Discuss:

- **Specific successes you have had**
- **Resources you have used or developed**
- **Other needed, useful resources to assist you**

3. Switch to the next table and repeat.

4. Use the note cards to record **SUCCESSES!**

5. Share successes within the collaborative

Integration and Application of all LC content



- Using what we have learned through the previous four LC phases and including what we reviewed yesterday about fathers let's apply it all to a case scenario.

- Individually, take a few minutes to read the William Smith Sr. case scenario and then answer the questions and complete the tasks that follow.

Review of Small Test of Change Cycle

Remember the steps of a Small Test:

1st - **Plan** (What do we want to do and why?)

2nd - **Do it!** (Go ahead and test it out)

3rd - **Study** (Reflect on what we tried. Did it work?)

4th - **Act/Adjust** (How can we adjust what we did? Can we try it out again?)

Affinity Group Activity!

Group Breakouts:

- Placement Caseworkers
- Intact Caseworkers
- Clinicians and Counselors
- Supervisors
- Managerial and Administrative
- Other Essential Staff

Affinity Group Work

- *What are you struggling with related to FC, TI, SB practice based on your role?*
- *Brainstorm as many possible ideas, successes, solutions or strategies to address these issues*
- *Use Small Test of Change worksheet to track your OWN small test*
- *Discuss small test ideas within your affinity group*

Tracking Good Ideas

Continuous Quality Improvement



Goal: to collect and share good ideas generated in the learning collaboratives across the state.

Task: share your small tests of change with your LC facilitator so that she/he can share ideas for improving practice with other child welfare professionals across the state.

Introduction to the Agency, Site or Program Self-Assessment Tool

Goal:

The goal of the IDCFS Learning Collaborative (LC) is to improve the quality, effectiveness, provision, and availability of family-centered, trauma-informed and strengths-based services delivered to all IDCFS children and families

Agency, Site and/or Program Self-Assessment Tool

Purpose and overall objective of the tool:

To support agencies & DCFS sites/programs in assessing their own strengths and challenges by starting internal conversations that must take place in an effort to truly adopt FC, TI, SB practice.

Components of the Tool

The assessment has questions about each of the following areas:

- Leadership and Organizational Capacity
- Clinical Competence
- Supervision
- Family Engagement
- Comprehensive and Integrated Assessment
- Interventions and Service Provisions

Let's Commit!

- *Review Small Tests of Change Worksheet from Day One*
- *Review Small Tests of Change Worksheet from Day Two*
- *Identify a partner and develop a plan/follow up conversation within a week- to share your progress with implementing small tests*

Ideas for Future Phases





That's a Wrap!!!