

EXAMPLES OF SMALL TESTS – ADDITIONAL FACILITATORS NOTES TO SUPPORT ACTIVITIES ON DAY 1 AND DAY 2

DAY 1 SMALL TEST ACTIVITY WITHIN AFFINITY GROUPS– Additional notes (SLIDE #55 – DAY 1)

Additional Examples of Small Tests around Fatherhood Engagement:

Therapist: Educating mothers about the importance of fathers' involvement in their services may lead to better outcomes and earlier reunification.

- Plan: One therapist serving a child involved in the child welfare system will meet with the mother to provide educational information around the importance of fathers' involvement in services. The therapist will develop an informational/educational handout to "test out" with this mother. The educational handout will be reviewed in next week's session.
- Do: Therapists develops the educational handout prior to the next session and reviews it in the next session with the mother.

Caseworker: Religious involvement is one of the many resilience factors that help to mitigate the impact of trauma. The caseworker, as an agent of change, could review this information with one set of foster parents and encourage shared parenting by asking the foster parents to invite the father to attend the fathers faith-based community organization together with the child(ren).

- Plan: The caseworker will prepare some information to educate the foster parent around the importance of spiritual involvement for the family. The caseworker will review this information with the foster parent at the next home visit. The foster parent will be encouraged to reach out to the father during the home visit to invite them to meet at the faith-based community organization that the father prefers next Sunday.
- Do: The caseworker developed information around the importance of spiritual involvement as a buffer to the effects of trauma prior to the next home visit. Caseworker shares this information with the foster parent and they reach out to the father during the home visit. On Sunday the foster parents and foster child(ren) meet the father at the faith-based community organization identified by the father.
- Supervisor: Due to the importance of fatherhood engagement in children and family outcomes the Supervisor supports the linkage and coordination of care around involving fathers.
 - Plan: The Supervisor will review one child(ren) and family case in supervision this week with one Caseworker. The Supervisor will review with the caseworker in supervision, who is the father(s), where is he/they, what is their involvement in the case, what work is being done to identify/engage/support him?
 - Do: The supervisor completes this review of fathers' identity, engagement and support in supervision this week on one family case.

DAY 2 AFFINITY GROUP ACTIVITY – Additional notes (SLIDE #13 – DAY 2)

Below are possible “small tests” for trainers to use as examples, as needed to help support the affinity group discussion related to FC, TI, SB practice. These can be used when facilitating or circulating across groups prior to Part 3 of the activity or in other places to offer some concrete examples:

Therapists:

- Coordinate with Caseworker to complete one CANS together on a child & family
- Coordinate with one Caseworker to set-up a system where the caseworker always prints off and sends the CANS CWS information to the therapist on all cases they share
- Provide written educational information to one Foster Parent around TI, FC, SB planning

Caseworkers:

- Provide written educational material around the developmental impact of trauma to one teacher that is working with one of their foster care children
- Utilize strengths and needs identified in the CANS to make a more informed referral to the therapist
- Coordinate with one therapist on one child & family on a collaborative approach to address all needs and strengths.
- Develop a coordinated plan to all referral sources.
- Test Parent Readiness for Reunification with one family
- Facilitate a child and family team meeting in which the caseworkers ask parents to invite all relevant parties/support.
- Utilize one family’s strengths to assist with mitigating some of the family’s needs. Reflect this in the service plan
- Suggest and promote the utilizing shared parenting activities with one family.
- Expand your search of one biological father beyond the usual. (reaching out to paternal relatives, discussing with the biological mother the importance of paternal involvement, etc)
- Use the 3 E’s (event, subject experience, and lasting effects) to assess one family’s experience to determine if it was trauma

ACR:

- Identify 3 cases and focus on incorporating strengths into the family plan in a meaningful way.

- For 5 reviews, if the parents (biological mother and father) are not present at the ACR, promote the parents presence at the review.
- Insist that the biological parents be called at that moment, and invite them to participate in the ACR by telephone.
- In 5 cases, review the completed CANS with the caseworker and family to highlight the family's progress and strengths.

IA:

- Educate the biological mothers on the importance of the involvement of the father's in the process, and encouraging her to disclose information regarding the father, paternal family, or potential fathers.
- In two assessment reports, make the connections between traumatic experiences and domains of functioning it has impacted, if applicable.
- In two reports, utilize the family's strengths in the recommendations, if possible.

Supervisors:

- Review the CANS in Supervision and coordinate the strengths and needs into the review of the service plan/treatment plan
- Review 5 case notes to determine if TI, FC, SB language is utilized
- Focus on Core Components in supervision reflected in documentation
- Implement a system to assure that caseworkers are referencing training materials frequently
- Implement CANS change reports into supervision with one worker