

(Lindsay)

Good morning everyone and welcome to module one of the Ohio Child Welfare Practice Profiles webinar series. My name is Lindsay Williams and with me is Sonia Tillman, Kenyetta Lomax and Todd Gordon. We are all members of Ohio's statewide Continuous Quality improvement sub-committee and we will be your presenters today. I want to start off with a couple of housekeeping items and then we will take a few minutes to introduce the presenters. We are scheduled for a 90-minute webinar this morning. The first 60 minutes will be the training portion of the webinar followed by a 30-minute question and answer/discussion session. If you have any questions as we move through the webinar content, please feel free to go ahead and type them into the chat window and we will answer them at the end of the training. Now ODJFS has applied to Ohio's Counselor, Social Worker and Marriage and Family Therapist Board to receive CEU for participants attending this training and we were approved to grant one continuing education unit for attendance for this webinar and also each subsequent webinar in the series. We will be offering one webinar per month. Today is the overview and then we will be walking through the module for each of the practice profiles and ending in December with a webinar regarding how to best integrate those practice profiles into your daily practice. And we were approved for all three designations for the CEU so for social worker, counselor and marriage and family therapist. So in order to receive the CEU for your attendance, you will be required to answer five questions at the completion of the webinar so when you click to close the webinar, there will be five quick questions that will pop up so please answer that and all questions don't need to necessarily be answered correctly in order to receive credit for the webinar but you must answer the questions. Also, I know we have some participants that are participating within a larger group where one person has registered and logged in and opened the webinar for the group. If you are in that situation where you are participating with a larger group, there should be one person in the room that is your CEU coordinator for the group and there should be a sign-in sheet in order to verify your attendance. So those attendance logs and then also on the hard copies of the evaluation form need to be submitted to ODJFS so participants can receive a certification of attendance. Now that is for those attending in a large group. If you have registered individually, if you are an individual registrant, you will receive an email with the link to the evaluation survey at the conclusion of the webinar which we ask that you complete for CEU purposes. So if you have any questions regarding the process, please go ahead and feel free to type them into the chat bar or you can email them directly to me and we will provide you our contact emails at the end of the webinar.

Next, we want to take a minute to properly introduce our presenters and briefly share with you our roles and our background as they relate to our experiences in the field of child welfare. So I will go ahead and start. Like I said my name is Lindsay Williams and I am the Rapid Safety Feedback Manager for the Office of Families and Children. So I am responsible for managing and coordinating the Eckerd Rapid Safety Feedback/Predictive Analytics project for the State of Ohio and I have been with ODJFS for a little over nine years. Seven of those years were spent working in the SACWIS area and prior to that I have four years of county experience including experience as a caseworker and a supervisor. So, Kenyetta would you like to go next.

(Kenyetta)

Yes, my name is Kenyetta Lomax and I am currently the Quality Assurance coordinator, Butler County Children's Services. I have been at Butler County Children's Services for the past 16 years. While I have been at Butler County, I have been involved with their intake department, their ongoing department, foster care, also part of family resource center, I have done a little bit of everything since I have been there. However, prior to that I was employed in (Gloucester), Virginia, my hometown so I am quite familiar with child welfare. I have about 20 years of experience now.

(Todd)

I'm Todd Gordon. I have spent 29 years serving children and families in the private, nonprofit sector. I started as direct care in residential programming and now I am the chief administrative officer, which includes performance, compliance and quality improvement at the Village Network.

(Lindsay)

It is so great to have you both and it is very nice to have kind of a public child welfare perspective in addition to the private child welfare perspective for this webinar.

(Sonia)

Good morning everyone, this is Sonia Tillman and I am the Differential Response Manager with ODJFS. This year marks my 25th year in child welfare – it is so amazing. I have had some experience in the counties working as a supervisor for the Alternative Response Unit, some ongoing supervisory experience as well as adoption and some other things. So here in my role at ODJFS, my primary responsibility is to help sustain the differential response practice and so that is why we are here today to give you some back to basics of our practice profiles.

(Lindsay)

Okay, thank you.

I want to point out to all of the attendees too, that in the handouts that were sent out this morning for the webinar, on one of those handouts is a list of kind of the bios of our statewide CQI community sub-committee members so as we go through the series, you will hear from different presenters and if you are interested in looking at their experience and their background related to child welfare there is a recourse for you. So I am going to go ahead and turn it over to Sonia here to get us started with an introduction – maybe (let's see show screen, not showing my screen, there we go, okay).

(Sonia)

So we want to start today by just providing some background on the Ohio practice profile and the purpose of this webinar series and then in a few minutes we are going to talk a little bit more about the statewide CQI sub-committee and CQI in general (that's qual... I'm sorry, in general) and how to apply that approach to your crisis profile to best support your local efforts to become improved in your areas of practice and sustain your culture of learning. Ohio practice profiles were developed in 2013 as a result of a piloted effort across our state. We decided back in 2008 that we really needed to try to improve how we were engaging with families and in doing that, we researched a couple of other states, Missouri and Minnesota who had tried something different. And so we really felt that their approach gave some values to engaging differently with families and so we started a pilot of ten counties back in 2008 and tried a different way of engaging with families. The State of Ohio, during that time, from that time, have engaged in three very rigorous research evaluations and looked at how the interaction with families either produced better outcomes or could improve our outcomes for families overall. So in 2011 because we identified that approach really had improved how we were working with families, the State of Ohio codified a new system and codified a differential response system across our state. What that meant was that instead of just having one pathway, we now offered a two-pathway system so that we still had the traditional response with an investigation, which would result in a finding of abuse or neglect but then we also offered an alternative response pathway, which was also a safety driven response but it was for those cases that did not allege very

serious or imminent harm. And so the two pathway system was codified in Ohio statutorily in 2011 and as a result of all of the research evaluations, we realized if we were receiving or if we were noticing that there were improvements in one pathway, it really made sense for us to apply some of those same techniques and skills to both pathways and extend that through our entire child welfare system, hence starting the foundation of the practice profile. So we started out identifying that there were ten key skills that could really move us towards best practice within our system. (oh gosh, there we go, there we go) Part of our identification of the skill was to really find, creative solutions to working with families and so whenever possible we wanted to make sure that families had a voice, had an opportunity to have some decision making, responsibility and be a part of their solution base response. We didn't want to just tell the family what they needed to do but we wanted to engage with them differently so that we could help provide for better safety around their child and so our practice throughout our child welfare system has not changed. We are continuing to stay very safety focused. We just are making sure that we are including more of that family's input in how we are driving that case. Again, if we didn't feel that that family's child was safe, we didn't change what we were doing in practice. We still became involved and had to sometimes seek out court intervention if the family could not help us with working cooperatively in determining safety for their child. So as we are just doing an overview today, we want to just look at those ten identified worker skill set and identify why we felt that these were in support of best practice. We really felt that the ten skills that we wanted to focus on were engaging, assessing, partnering, planning, implementing, evaluating, advocating, communicating, demonstrating cultural and diversity competence, collaborating and we just recently, the Differential Response Leadership Council and Implementation Team, we've recently identified that we kind of missed one piece that was very key and that was documenting. And so we are in the process now of adding in a skill set with some activities that really focuses on documenting because as we know you could do all of these great things and complete all of these wonderful skills but if it is not documented, it does not happen.

(Lindsay)

You got to give yourself credit for your work.

(Sonia)

Absolutely, absolutely. So as we mentioned previously the practice profiles were finalized in 2013 to provide guidance and detail and specific activities and patterns that really support the practice model across our Ohio Child Protection System. We distributed copies of those practice profile booklets throughout the state, back at that time, and so you may be familiar with the booklet. You may already be familiar with the skill set. But we really wanted to revamp and go back to our basics. Sometimes we get very busy in our day-to-day and it is easy to kind of get sidetracked and so we really wanted to take this time to get back to the basics of these practice profile skills and they are universal skills that can be used across all of our child welfare system. Originally, the focus was on the intake because at that time that's where engagement began and we really felt like that is where the difference could occur. What we now know is that you're constantly engaging with families throughout the life of their case and so the booklets were originally sent out, I think, primarily to counties and they focused primarily on their intake workers but we are now really trying to expand that and get that across our child welfare system as we all could benefit with these skills.

(Lindsay)

Yeah, absolutely and Sonia let's stop there for a minute so since we have Kenyetta and Todd here with us representing the work of our public and private child welfare agencies and also as part of our CQI sub-committee. Guys after learning and kind of familiarizing yourself with the practice profiles, you both said that you agree it would be useful to caseworkers at your

agencies. So do either of you have anything to add about what you see as a benefit for these skills for workers.

(Kenyetta)

I know for me personally, I really feel as that the practice profiles really give all of our workers – not just intake workers – just tools to add to their toolkit. One of the things that I really enjoy about the practice profiles is it doesn't limit it just to intake workers. All of these skill sets are applicable to everyone from our front desk all the way back to adoptions, so I really think that these practice profiles are just very important to the work that we do.

(Lindsay)

Absolutely. And if you guys noticed we used a little toolkit as our graphic for this for this slide because we kind of envision the practice profiles like that's your toolbox and within that toolbox you have each of these skill sets that can be a different tool so, you know, as you learn and practice with these tools and begin to master these tools, it will really help you to be more effective in the work that you do, which is, you know, partnering with families to improve the outcomes for children.

(Todd)

I would have to agree and as we get better in providing consistency in services using these profiles, we can identify what works really, really well for certain sets of families and improve those outcomes for the families. So with practice profiles giving us a good solid baseline for skills and delivery of different areas, we can look at what is being successful and what is not so that allows us to move the field forward.

(Lindsay)

Yeah, and so our goal today is to provide you with a real high-level walk-through of what each skill entails and then the subsequent webinars will focus more in depth on each skill and outlining kind of those ideal practice guidelines for each profile and give you some practical examples of how to enhance the skill or use the skill in your everyday work. So we hope that this webinar series will be beneficial to you as we work together to gain a better understanding of the profiles and how they can provide a global foundation for Ohio's child welfare practices.

So next I am going to take a minute and walk through today's learning objectives. First, we are going to take a few minutes and talk about the importance of defining your why. So child welfare is very hard work as you all know. It's a fast-paced, demanding job. It requires a multitude of different skill sets. You know we work with vulnerable children and families and most often times they are in traumatic situations and you are working with them at the most difficult times of their lives and it is stressful. It can be difficult to maintain that fast-paced level of effort over a long period of time especially if we are not firmly grounded, kind of in our purpose and our reason for doing the work. So we are going to talk about that a little bit. And then also, you know, about the power that you guys have as frontline child worker caseworkers and supervisors to really bring about big changes. A lot of times, you know as one individual caseworker or supervisor in such a large and complex system as child welfare is, you know you have your own organization. You have public agencies, private agencies. You know, the judicial system, our statewide system and even a federal level for child welfare. It is easy to feel insignificant, you know, as one person and unable to really influence that big change but the truth is that to affect that big change it requires a collective of individuals, which would be us as child welfare professionals in Ohio that share a common purpose, a common why, a common goal and work together to achieve that goal and to affect big change. So we want to talk a little bit about continuous quality improvement, what it is and how it can help you to work smarter and to enhance the creation of

the culture of learning within your organization. In our CQI sub-committee, we really do feel that Ohio's practice profiles can be that key to success for us. It can be a common language that we can use among child welfare professionals no matter what your role is in the system, whether you work for a public agency or a private agency, whether you are a supervisor or you work in intake or ongoing or foster care or adoption, it can help us unite and remember and focus on those core skills, which are universal skills that are truly necessary to engage families, collaborate with them and truly affect lasting change. Finally, we're going to walk through a high-level overview of each of the ten, kind of now eleven, with the documenting as a developing skill and how they can help you to increase your effectiveness in your work you do with children and families.

Okay, so this slide was pulled from Simon Sinek's website, "Start with why". And if you guys don't know who Simon Sinek is, I would highly recommend him. He has a variety of YouTube videos and TED Talks out there as well as several books. And basically, the premise is that everyone knows what they do, what their day looks like. So on a typical day in child welfare you know we visit with families and children, we return phone calls, we document our work, we work on case plans as they are, we may attend court hearings, you know things like that. And most people know how they do their job. You know, planning, organizing, the different tools we use like SACWIS), CAPMIS tools, various ODJFS forms, day planners, kind of on and on. But very few people know why they do it. So why does it matter that a safety assessment is completed in four days or that a family assessment is completed within 45 days? You know, why do the family and safety assessment include the questions that they do? You know, why it is important to have 90-day case reviews or you know, the semiannual reviews? Why do we conduct background checks and collect medical information and financial histories from foster and adoptive parents as part of their assessment process? And kind of you know, why do all the rules, policies, procedures, best practices, why do they matter? And that kind of goes back to what is our purpose as child welfare professionals? And this is something you know we encourage you to all spend some time after this webinar thinking about, you know, with your groups, with your coworkers, with your supervisors and it is good to have these conversations. It helps to kind of you know unite you as a group to define your common goals that we should all be working towards.

Okay, so now I want to talk about how you have the power to bring about big changes. So working in child welfare, you know there are so many different components. I mean we have the Child and Family Services Review, which in Ohio, we just completed an onsite review and are currently working on our PIP planning process. You know, we have our child protection oversight evaluation, our TAS's have just started rolling out our CPOE 11 reviews. There's different national accreditation processes, other partnerships with public, private and state agencies and you think, you know, what can I do as one person, where do I fit into this larger picture? How can I as an individual really have the ability to bring about systemic change? Well, you know, what you do today, everything you do every day is a big impact to these outcomes and this is kind of our way to transition, you know, into that CQI process, that continuous quality improvement process discussion and we want to challenge you guys to think about where you feel like you do fit in that bigger picture and how you as an individual and what you do, you know, impacts everything in that larger CQI context. So this slide is to talk about our statewide community and what our purposes are. So we want to develop, you know, a network of child welfare professionals, really enhance that statewide community and to share and support this effort to cross agencies. We want to be able to help create tools and sustain tools that can support building learning cultures within your organization. And ultimately, you know, all of us as child welfare professionals, our goal is to improve the outcomes for children and families.

(Todd)

Okay, this is Todd, I am going to talk to you a little bit about the continuous quality improvement cycle. As you can see on the slide, it is a cycle, not a one-time event and I know that for some people when they first start out, they hear CQI and they think oh I don't have anything to do with that. I don't know what it is. Or that's those people they just take all these measurements and tell us we're not doing a good job. But really, it's about the individual. It's when you know how you're doing, you can look for ways to improve. And, you know, the definition of CQI really is a continuous process implemented by a learning organization or a statewide system as we have here, seeking to improve outcomes over time. It is not quality assurance or compliance based. It's not a time limited initiative or project. Again, it's about a continuous cycle looking to improve.

(Kenyetta)

One thing that I would like to add is that I think it is very important it's not about finding negatives, it's about improvement. It's one of the things that when people say to me at my current county, Kenyetta am I gonna' get dinged. That is my pet peeve and I tell people constantly it is not about dinging people or pointing out negatives, it is about improving the process – quality improvement. We want to learn from our mistakes to do better.

(Lindsay)

Absolutely. And that can happen on a large scale or on a smaller scale.

(Todd)

And as we see the cycle here for the continuous quality improvement, the graphic representation, you know, we are looking obviously if something – we are asking a question what needs to improve? Are there trends or outcomes daily that need to be addressed? Well, that inherently says someone's got a measurer and I describe that a lot of time to measure with people as the photographer. They are taking a snapshot on a day and the results are what the results are. Now if you don't like the way your hair looked, you've got to comb it, the photographer can't fix it, you know. So but looking at that quality improvement cycle, you know, we have to start with the basis of a measurement and you know, when I was a youngster, I was always the child with the crazy hair on school picture day and my mom thought the photographers were terrible so. But then to look at you know moving through the cycle, once we know what needs to be improved. We want to try to identify what is causing it. So we look at it in a disciplined and logical way to tackle those challenges both big and small, large and small-scale. So, you know, when we think about this process that is in front of you, we are thinking about how do I do a really good job as an individual? So let's look at if I am doing assessment information and I am gathering that information. Maybe I missed a question? Maybe I left a blank? So then I have to look at how can set indicators or reminders for myself to make sure I gather that information so that I can do better whether I am assessing a family or foster, or adoptive parents? So just in recap, identifying the problem of what needs to improve, understanding, contributing or underlying conditions and then verifying this with data. Research, innovate possible solutions. Develop a theory about what change can make a difference. Making sure the right supports are in place to implement that change. And then testing. Did that change produce the results we wanted? If not, we go back, we start all over again. So in a nutshell that is the CQI cycle.

(Lindsay)

Thanks, Todd. And it really is a simple guide and it's something that, you know, can really help us to work smarter. It gives us an opportunity to kind of define what our goals are, you know, what those outcomes are that we are looking to change and it gives us a mechanism to be able

to evaluate that on an ongoing basis. You know, okay so here's what we want to do. Is that working? You know, what do those outcomes look like and what can we change to kind of continue to improve. So it is just that cycle and it allows the flexibility and it really just, it gives us permission to adjust and change approach when we recognize that it is not working. And it helps to promote an organizational culture of learning. That it is okay to make a mistake, you just need to learn from them and kind of keep improving with that. So this slide kind of outlines why we as the CQI committee really feel that the practice profiles can be your key to success. So it really gives us those foundational skills that are kind of symbols of child welfare work and work with families. It provides us with a common language. So as CQI community, as a network of Ohio's child welfare professionals, it gives us that common language to talk to each other with. And it also helps to anchor us to our why as we discussed earlier. You know, what is our purpose? Well, you know our purpose is to really be able to do the fundamental skills and work with families in a way that relates to them human to human to impact change. And it gives, you know, it gives us those tools to work with families to affect real change.

(this is the slide that I have to pop everything up on – okay, oh one more)

So talking through this slide. This talks about how we can impact change. So you will see on the left hand axis is the family's willingness to engage in the process. And on the lower axis is the worker's skill level. So you may have a family that is easy to work with, you know, and that would be somebody who is very honest, up front, they are not defensive, they are ready to work with you. That's typically not what we see in child welfare. They're typically more on the lower side where, you know, they see themselves as victims or they are victims. You know, that procrastination, lack of motivation. You know, a lot times our families have self-sabotaging habits, PTSD, you know, kind of some self-esteem issues. So that's typically where we start. Now our goal is to get to those really good superior outcomes, right. And so what plays a lot into that is the key to our first skill level. So you might have a caseworker that is going to be somewhere on this axis from low to high skill level, kind of towards the lower end. You know, he might be timid or fearful to go into the homes of some of the families we work with in really challenging situations. It can be a scary thing. You know, you might see, you know caseworkers that are more rigid or set in their ways or you are brand new here, still learning and developing new skills, you know, as child welfare professionals a lot of times we experience that secondary trauma and that can impact our relationship working with family. And these caseworkers that are working through some of those challenges, you know they require more supervision typically. Now on the higher skill level, you know, you are going to see caseworkers that kind of have mastered these ten practice profiles. They can engage with families. They are good at assessments and partnering with families, linking to service. You know, all of those good things. And so as you kind of look up here, in the bottom left hand side if you have a caseworker that is on the lower skill level side and you have a family that is not willing to engage in the process, you are typically are going to see this poor outcome. Now if you have a family that is hey gung-ho ready to go and ready to change things for my family, for my kids, then even if the social worker is on the lower end of the skills axis, you are still going to see some mixed outcomes. Most often where we start is in that bottom right-hand quadrant where you see caseworkers with a higher skill level but the family is not engaged in the process and so the goal is to move that family up to that superior outcome quadrant and the way to do that is by engaging the families and working with them and really utilizing their foundational skills, which are practice profiles. Another thing that I want to point out on this slide before we move on is the role of the supervisor. So for all of you supervisors out there listening in webinar land, you know, your ability to work with your caseworkers and support them and give them some guidance and some coaching pieces to help kind of move them you know from the lower end of the skill level axis up to the higher end, that is how you can kind of push things along those axis.

(Sonia)

And we are going to feature that for each of the webinars every month. We are going to try to give you as supervisors some really hands on, some great hands on techniques that you can work with your staff to kind of progressively move them to that desired outcome. Okay, so before we get into the definitions of our skills, we just want to talk a little bit about Ohio's CPS intervention. Of course, in Ohio, our focus always is safety, permanency and well-being and those three things are very key. We are really going to hone into the safety measure as we are working towards improving and enhancing our practice throughout the state. Child safety comes first and foremost and you will see that consistently through our policies, guidelines and practices. We want to maintain a child-centered and family-focused approach with families. And we are going to continue to encourage you to engage with families in all aspects of your practice. And so again not just in intake but in ongoing if the case moves into a specialized unit, you should always be engaging with that family in all aspects of your practice. And then, we really, really again want to hone in for the year of 2018 to improve how we are assessing and providing intervention to families and really, really focus on the family's strengths. That's very key in getting improved outcomes. I think we all easily go in and identify things wrong with the family or things that are of concern. It takes a little bit more effort to really identify the things that are going well. But once you have identified those strengths, then you can utilize that family's strengths to help minimize or mitigate the concerns that usually have brought them to our attention. (Lindsay "Absolutely") So being respectful and being able to just collaborate with them in respectful engaging way is going to be key and a key theme through all of these webinars.

(Lindsay)

I'm sorry, I interjected, I was going to say we are just gonna kind of breeze through this slide but this shows you where you can go to get access to the practice profile and we actually will show you another slide later on that actually gives you the form number.

(Kenyetta)

Alright, we will start off by talking about engagement and that's the effective joining with the family to establish common goals concerning the child's safety, well-being and permanency. I just want to reiterate this, we are going to be looking at this as a high-level of each of the practice skill set. We are not going to spend a lot of time going into the specifics as we are going to feature each of these skills in a webinar every month throughout 2018 and we recommend and encourage you to sign up for those webinars. Subsequent webinars will be focusing more in depth on each individual skill in outlining ideal practice guidelines and practical examples of how to enhance each skill. One of the things that I really enjoy about this webinar series is that we are going to give practical examples and I love the whole entire piece of we are going to give things to not just the worker but also the supervisor so that they can strengthen their own worker skills so I hope everybody continues to be a part of these webinars.

(Sonia)

So when you are thinking about engaging, you really, really want to focus on how are you connecting with that family. That sets the tone for the rest of your work and your involvement with them and so you really, really want to try to make sure that we are figuring out how to best connect with that family so that we can build some rapport with them and they can become open to talking with us about the real concerns that are going on with them.

(Kenyetta)

It certainly sets the tone for all your future involvement with that family

(Sonia)
Absolutely.

(Kenyetta)
You have to establish engagement.

(Sonia)
Okay so once you have engaged, the next key is again gathering all of that information so that you can make some great decisions or come concrete decisions on what needs to happen to stabilize that family. Again, if families don't trust you or don't feel that they are connected, they are not going to openly share with you things that you probably need to know. And so making sure that once you've made that initial connection, you've developed that rapport so that you can then, you know, assess and ask the valuable questions and gather the valuable information that is needed to help you determine next step. Do we open this case? Do we close this case? Do I need to put some interventions in place and wrap some services around this child to assure their safety? So again, all of this is key while you are assessing. There are some great CAPMIS trainings that will be offered very soon that I highly would recommend. So again, you need to know the questions to ask and make sure you've connected well with that family so that they are giving you that information.

(Lindsay)
Yeah, and this is about having a conversation, you know that's the engaging, connecting, assessing key, so it is just that you know, that human to human level.

(Kenyetta)
Partnering again is the next step. So again if we are being respectful, we can definitely have some meaningful collaboration with not only our families but with our service providers so that we just sit down, identify the things that we are worried about and then talk about how we can collaboratively get to the shared goal. We want to work ourselves out of the family's life but we have to do that in a very respectful and meaningful collaboratively way through partnering. Finally, is exactly as it is there. You are going to then sit down with that family and identify the things that we've listed as their strengths and then we are going to use those strengths to help develop a way to find strategies to minimize what the concerns are. You are going to do this in a process with the family. We don't go to homes with case plans already established. We sit down with families at the point of our assessment. We talk with them about what has come out of that assessment, the things that we are worried about and together we figure out the mutually shared goals so that we can move forward.

(Kenyetta)
For the implementing phase, some of the questions that you may ask yourself, what path do we need to take to reach our shared goal? It's not about the worker sitting there determining the family's path but we are sitting down collaboratively trying to figure out what steps need to be taken in order to get to where we are trying to go. Also ask yourself what services are needed to get us there and what resources are available to assist that family and the agency to get the family to their shared goal.

For evaluating, we have monitoring outcomes of service, plans and system programs to determine if the desired goals are being achieved and if not, using this information to recognize goals and strategies developed in the planning phase or services and resources identified in the implementation stage. We encourage you to do this every 90 days. What strategies have been

put into place? Has this service or intervention been helpful to the family? If it has been helpful and that concern is no longer present, can we take that off the plan? One of the things that we do at Butler County as part of our CQI process is we have internal case reviews and some of the things that we look at is the services that are being provided to this family are they actually working for the family? We may have to seek out a different service provider that is able to meet that family's needs. We are also looking at whether or not the identified case plan is most appropriate for that family and if it is not, then we need to change that. So we are constantly doing evaluations throughout our entire process.

(Lindsay)

Oh my goodness, what was really kind of striking me as we are talking through these is the way that these profiles really connect to our continuous quality improvement cycle. You know as child welfare professionals and caseworkers we don't always realize that the work we are doing with family throughout the case really is a CQI cycle. It is involving them at the beginning, engaging them and partnering with them and having that discussion. Okay, you know, what are our concerns here, what is it that we are trying to achieve, what are we trying to make better? And then making that plan with them, kind of thinking outside of the box. Okay, this is what we want to try to do. And then implementing that plan that was developed jointly together. And then finally evaluating that plan. Is it working, do we need to reconsider what the goals are or what that looks like and then kind of cycling back through the process. So for all you guys out there listening to this webinar you know whether you realize it or not, you are doing CQI work and going through the process with every family you work with and every case you work through. And I think private agencies play a huge role in that also, would you agree Todd?

(Todd)

Yes, you know, as a private provider we provide a lot of mental health services to children and families, work with a lot of the children and families that our county agencies, children's services on their caseloads. And sometimes we work with the child that has been removed from their home, either in one of our treatment foster care homes or in our residential centers. But one of the things we realized throughout the years is that as a system, as an organization, it is not really just a child problem or just a parent problem, it is a family system problem and you know, we look at that evaluation, the plan and the skill sets, the more we can engage and work with the family, the child, the workers, the better the outcomes. So you know I think that if we look at continuous quality improvement and these profiles, we see them as a way to engage the private providers so that our goals are consistent with your goals and so forth.

(Lindsay)

Absolutely, I think that is a good point. And for the sake of time, I am going to keep moving on.

(Sonia)

Advocating is something that we do every day within the scope of our job. And for this aspect, we really need to make sure that sometimes our families don't have the voice or don't have the knowledge of advocating for themselves and so again, our role in child protection is to make sure that we have provided this family with everything that they need and help them in finding that voice and learning how to then advocate on their own so that at some point hopefully we will no longer be in their life and we want them to have that process and have that experience in being able to advocate.

(Lindsay)

Absolutely, and modeling that for them, then that gives them the ability to when we are no longer in their lives to kind of advocate for themselves.

(Sonia)

Absolutely, so it's key.

Demonstrating cultural and diversity competence is another very key skill that I think sometimes we overlook. Here we really want to make sure that you are aware of the differences that are among our families. If you are not certain about a particular culture, religious background or ethnicity, please make sure that you are researching that before you are becoming involved with the family. It doesn't take a lot to google some information and just kind of become a little bit more knowledgeable before you make that initial contact. Again, key to engagement. If we go in presenting one way and completely offend the family, our work with them is going to be very difficult from that point on. So it's very important to just take the time to learn about our diverse system and in Ohio we have a very diverse system of multi-cultures and so you really want to make sure that you are researching and learning about various cultures throughout.

(Lindsay)

And I absolutely agree. It totally sets the tone and it ties back to that engagement and assessment keys and kind of even thinking back to when I was a caseworker directly working with families and children. You know, it is okay to walk in and say, you know, hello, you know, I know that you have XYZ religious cultural background and I would just like to learn more about that and what that means to you. It is a courtesy in kind of asking.

(Sonia)

Absolutely, asking permission and just being courteous and saying can you tell me a little bit more about that.

(Lindsay)

Right which leads right into communication.

(Kenyetta)

One of the things I would just like to say about communication is that that can be verbal and also non-verbal. We talk a lot about verbal, being respectful, things like that but a lot of it is non-verbal too. Sometimes we just have to be aware of what we are putting out in the atmosphere when we are dealing with our family. And one of the things that I highlight to new workers when they first start working for the agency, is the family should never be surprised by anything that is going on in their case, from day 1 you should let the family know why you're out there and what is going to happen next. They should never have an aha moment or I got you moment. They should never be surprised in any way. They should always be aware of everything that you are doing during the entire process.

(Lindsay)

Absolutely, I think communication is so important. One of the reasons we chose the telephone graphic is you know, it kind of reminds of a game that we always used to play when we were little kids with the telephone. You know where you sit around and somebody would start a message and you would whisper it in the ears all the way around the room and by the end, usually it was jumbled up and kind of a totally different message and that kind of relates back to the messages that we are sending to our family. You know sometimes they may not end up with the message that you are trying to communicate with them so it is really important to kind of be cognizant of that.

(Todd)

And the next skill is collaborating. I just believe that as a private provider as you look at these profiles, these skill sets, they actually build on each other to get to good collaboration. You cannot have good collaboration unless you have mutual respect for each other's backgrounds, experiences and differences you're not communicating very well with each other. Lack of communication has ended more treatment processes than probably any other issue. Whether it would be that the family has got to tell someone, they wouldn't make it to a meeting and someone gets upset. The family gets discharged. We can all think of examples where people have become disengaged because of lack of communication. So I believe good collaboration occurs through different skill sets that are taught in the earlier profiles.

(Lindsay)

And being able to achieve that collaboration between the private agencies and the treatment providers as well as the court and that ultimately will improve outcome for everybody that we are working with when we can make sure that we have that open communication and collaboration.

(Sonia)

So our skill on documenting is in progress. We are in the process now of developing this skill and I think I may have mentioned earlier. I think for us we really, really need to make sure that all of the great work that you are doing, that you are accurately reflecting that in your documentation. Again, get the credit for the work that you are doing. You really, really want to make sure that you are doing that.

(Lindsay)

And you know when I was in a, I don't know, a meeting or something and just was having this conversation just recently about documenting and asked what their profession is, you think about all these skills that we do because we really are professionals, you know, in being able to engage and affect and all of these things but documenting is truly a key part of that because that is kind of an expectation for all of us now just like if you go to your doctor. You know you don't want to have to sit down with every time you change doctors or every time you are referred to a new doctor and have to go through your entire, you know, situation with them and so having that good documentation not only gives you an opportunity to pass off to the subsequent worker but it also helps you, you know, to prepare if you would have to take that situation to court or if there would be some sort of you know judiciary intervention.

(Kenyetta)

Definitely one of the things that we noticed on our last CPOE review was during their reconciliation we would ask the worker questions, they would say, I did this, I did this, but it was not documented. Like Lindsay said, take credit for the work that we are doing. We are doing a lot of work. We need to document that.

(Lindsay)

And I know we are down to about five minutes. We do have a few more slides so we will kind of try to speed up going through the last few slides here. On this slide, you know, this is really about your effectiveness as a worker. And what we are really hoping to do throughout 2018 with this webinar series. Because in 2017 across the state of Ohio, it really was a great year. We did a lot of great work. We had a lot of new initiatives and you know, we are starting to really learn some consistent feedback from different avenues. And we are hearing similar things through this CFSR process, CPOE, our CAPMIS evaluations, from our private and public agency partners and stakeholders and one of those key things is really that need to go back to the basic

tenets of child welfare practice and those kind of foundational skills. And we are finding that if we can really work hard in 2018 to focus on these skills and make sure we are doing quality

(oh no, sorry we are having some technical difficulties here)

But what we want to do is we want to make sure that we are you know doing those quality assessments up front with our families, making sure that we are having quality visits with our families, that we are planning them ahead of time so we know what we want to accomplish during those visits and during those contacts, that we are using them effectively and that we are capturing good information so that we can evaluate our plans with them and so that we can create a good plan to make sure that we have the proper services in place and that we are implementing you know those proper interventions with them and key planning so that we can truly affect good change. And so this is kind of a Lindsay-ism call it what you will but I love to say you know we've got to slow down to speed up and just take that extra time at the beginning, you know, spending that extra hour or two, really getting to know your families can do so much for you in a case. It definitely helps with the assessment and engagement team and it will save you time down the road from repeat referrals. You know if you get a full picture and you are linking that family with the services and support they need right up front, teaching them how to advocate for themselves, you can kind of work yourself out of a job eventually and then you only have to walk through that process with that family maybe once as opposed to seeing those repeat referrals. And the practice profiles can help to do that. So our sub-committee, somebody gave an example that the practice profiles are really kind of watching your favorite movie. So you know you may have watched that movie 100 times before but every time we watch it, you know, you pick up something different and you are like oh I never noticed that before, I never heard that line. The same thing with these skills, you know every time that you walk through and you learn and you practice and you focus on these skills, you might pick up something new or a new technique that you have never noticed before, get those new little gems every time. And Sonia I will let you talk about this slide.

(Sonia)

Okay, so in addition to our practice profiles, the differential response leadership council and implementation team also developed two supplemental toolkits to really help in that day-to-day skill development. One was created for caseworkers and it is called the Caseworker and Selfassessment Field Tools and the other is called the Coaching and Supervision Toolkit. So as we are featuring each of the skills, we are going to be talking about both of these supplemental toolkits throughout the process as well. Again, the focus will be really to hone in and improve your critical thinking ability and really getting you to improve in areas of all of the skills.

(Lindsay)

Right. And so relevant part of the field tools as we go and especially with the coaching so they will definitely be a benefit for those of you out there that are supervisors. You know, we are finding that coaching is possibly a really beneficial way to kind of increase the skill set that you would learn in a training session by being able to go back to your agencies and work with your supervisors in kind of coaching you through this. So we really at ODJFS kind of coined 2018 as our back to basics year and if we can work with our team, you know, supervisors say they've got so much to do and you know, I hear supervisors say, how can we do a better job of supporting our staff? How can we really help them building up their skills and kind of practicing and becoming competent at the skills that they are learning in training? Well we can definitely give you some tips for that as we walk through these profiles.

(Sonia)

Right, and it will help you know that your worker is really doing great stuff and help you identify the great work that they are doing.

So how do you find these practice profiles and the supplemental toolkit. This slide gives you the link to forms central and it also gives you each the JFS documents. And so right now all of them are listed in the electronic version. We no longer have the printed booklet because we are in the process of upgrading those but right now you can find all of them electronically at this website.

(Lindsay)

And I think that the terminology still says differential response and that the leadership team is working on kind of rebranding that because we want to really get out the message that these profiles are not just for those of you doing the AR pathway.

(Sonia)

We are going to be calling them the Ohio practice profiles.

(Lindsay)

So this slide is really just to kind of take us back to what we talked about in the beginning. You know, as an individual you might feel small and insignificant and unable to effect change. But as a state, you know, as a child welfare system, you know as a group of professionals if each of us do those small actions and then you multiply that by all of the people that we have working within our system, we are headed towards big change. And you know we want everyone to focus on that common goal and you know where we want to go in 2018, which is kind of a back to basics year.

(Sonia)

This is our enhancement year. So what can you expect from each of the webinars? You are going to get a description of that practice profile skill and all of the specific behavioral activities that really gets you into that ideal practice. We are going to provide real life examples and scenarios from our county partners and our private partners and so we are really going to try and focus in on how does this look in your day-to-day practice. And then we are going to offer you with some transfer learning opportunities and we are going to challenge you to try things out over the next couple of weeks. We are going to give you some handouts about each of the skills. We are going to give you some fliers that you can post throughout the agency. We are going to show you how to use that caseworker self-assessment and as supervisors how to really help coach and develop that critical thinking that is needed for your consistent with on your staff. And then at the end of each webinar, there is going to be those five questions that Lindsay talked about earlier to help you to integrate your understanding of what each webinar provided. So really try to engage your colleagues and your coworkers and make this fun as opposed to another training that is telling you what you need to do. We really want to make this a part of your day-to-day practice and make it fun and enjoyable.

(Lindsay)

Absolutely. And so this next slide is just to kind of expand on that and how to really get the most from this webinar series. So one thing that we encourage everyone to do. One of our goals with our statewide community, CQI statewide community sub-committee is really building that network of child welfare professionals across the state to share ideas related to CQI practice and how we can improve our skills. And so one of the mechanisms we have set up to do that was this email box. So if you email this box you can request to be added to a list search or to

receive monthly articles, flyers that you were talking about and other tips about the CQI process and practice profiles. And kind of in the last couple of days in talking through this, we are thinking that most of you if you are committed to being part of this webinar series, you are going to want to receive those tips so I think we are going to go ahead and add everyone who is registered for this webinar to this email box and then if you wish to opt out you can just reply and say you know please take me off this list. And then we want you to engage your team. You know it is more fun when you are learning together and you know when you are working with your coworkers or your unit or cross unit and kind of add in the element of competition and then you know throughout 2018 if we focus on that one skill a month and you take the time up front to use those caseworker self-assessment tools and do the self-assessment, kind of a pre and post assessment of your skill level as you are, you know, focusing on that tool each month and you know, as supervisors if you take advantage of those coaching tools and there's some great observation tools that you can use with your workers out in the field, kind of some questions you can ask and just follow that CQI process, we really feel like, you know, you will be able to get a lot out of this webinar series.

Okay so we are at 11:05, a few minutes over. We're just going to pause for a couple of moments and see what questions came in, and then we will do a questions and answers so if anyone has any additional questions or thoughts you can go ahead and type those into your chat window now.

One of our Technical Assistance Specialists, Melissa Flick, is here with us kind of been manning questions for us and since we have not gotten a huge volume up to this point, she is just going to kind of walk through the questions with us and then we will as presenters here kind of have some discussion and response to those.

QUESTION: Okay there is a question about whether the webinars will be available, be in the archive, whether they are being recorded.

ANSWER: Yes, so the webinars are being recorded and they will be posted on our JFS site on our CQI page. So in order to post things on our JFS site for purposes of ADA compliance we must also post that with the transcription. So we are expecting it to take maybe two weeks to complete that transcription process and then we'll have it posted on the JFS site. What we will do is we will send out an email through that Ohio child welfare learning collaborative email box to everyone to let you know when they are posted and the link to that page.

QUESTION: There was another question about registering for the monthly modules. Apparently there may have been some issues with the link today not working. I didn't hear that a lot but a specific question about that so if you could just reiterate how to register.

ANSWER: Sure, so there was an invitation letter that was sent out and also one of your attachments today and in that letter it lists each of the webinar titles and their date. Each of the webinar titles is actually a hyperlink to the registration page for that module. Now we have had some one-off issues with being able to follow that link so if you are in a situation where you are kind of having one of those one off issues if you email Sonia or myself we will connect you with state proper to help kind of troubleshoot those issues.

QUESTION: And then the last question is, would there be a list of participants made available that would allow specific agencies to work with other people or other agencies as a team?

ANSWER: Okay, whoever submitted that question. Maybe if you could send us some clarification if you mean as far as able to share ideas with the other participants. Because one thing that we are doing with Ohio child welfare lists are kind of collecting that list is providing those opportunities so you know for example, let's say your agency really wants to do something new and innovative around maybe visitation practices and you want to see if other agencies have done anything similar, you can email us at the learning collaborative box and say, hey could you put out a notice to everybody, you know, in the collaborative to see if anybody has had experience you know with XYZ visitation practices and we see that as a way to be able to network among individuals.

(Kenyetta) A: And I know that we are doing a lot at Butler County so if anyone of them in southwest Ohio area, please feel free to reach out to me, Butler County will accept your challenge, (laughs) competition.

(Lindsay) A: And I know we have some other ones in February first Friday you will see an article from Salem County, they are doing some work with the practice profiles and kind of trying to integrate that with their new hires. And I know up in Summit County, they are, great job.

So another thing that we you know want to ask everyone is so as we walk through and kind of have a practice profile of the month not only during the webinars but also in our First Friday publication which if you guys are unfamiliar with First Friday, it is a monthly publication that goes out to child welfare professionals across the state with articles and updates and we have a CQI corner in that publication that we talk about regularly and we were asking counties to send us examples of good practice or your utilization of these practice profiles for consideration for inclusion either as an example in the webinar or as an example to kind of highlight that great practice through the First Friday.

(Sonia)

So share with us any feedback that you have after you have attended the webinar to give us some insight as to how it was beneficial for you, how it helped to improve practice, the stories are great to hear and we will make sure that we share that broadly.

(Lindsay)

And you will all be able to do that through the evaluation so that once you close out of the webinar you will get your five quiz questions and then you should receive a follow-up email with a link to a survey monkey evaluation form. If you are participating in a group, your CEU coordinator should have an evaluation form for you or we also made it a handout attachment to the webinar link.

Did we get any more questions Melissa.

(Melissa) We do have a question about are there any plans at the state level to help counties with needing resources. Our county has no parenting classes and it is a lack of resources.

(Lindsay)

Yeah, first I would say reach out to your technical assistant specialist, they are great in being able to help kind of have a good initiation point for those kinds of conversations. We also have five regional technical assistance teams available to counties and those teams kind of are a broader cross section of your state resources. You know, we have folks on back list policy from

all of the different bureaus, fiscal monitoring, licensing and they can come together to maybe provide some technical assistance in facing those challenges as well.

(Sonia)

Another thing is be creative. So if there is a neighboring county that is within close enough proximity, try to reach out to some of the resources in the neighboring county to see if that provider might be interested in bringing that resource to your county. Sometimes you will be amazed if a neighboring provider doesn't know that is a need for your community if you share with them that you need that parenting class or whatever that resource is, they may have a way to you know work that out and be able to offer those services amongst the neighboring counties. So just always be creative and reach out, I mean all they can do is say no.

(Lindsay)

Absolutely, and in terms of the practice profiles, I probably should put a plug in for our great Ohio Child Welfare Training Program. They also offer some courses related to the practice profiles and I think you can even request coaching services to help your local team in that respect as well.

(Kenyetta)

And if you haven't been to core training in a while, they actually implement all of the practice profiles in the core training so all of our new staff are actually getting exposure to these practice profiles from the very beginning.

(Lindsay)

And I don't know did you mention to everybody at the beginning that you are one of our core trainers. (laughs)

(Kenyetta)

Oh, I'm a core trainer for module 2 and module 5.

(Lindsay)

Melissa, do you have a couple more rolling in?

(Melissa)

There is a question about if there is a supervisor groups that meets to get feedback and ideas similar to the foster care licensing group likethey have quarterly meetings.

(Lindsay)

We do not currently have a supervisor group but that is a wonderful suggestion and one that we will definitely take back to our CQI advisory team. You know if you are a supervisor and you are interested or would be interested in having those kinds of groups, you know shoot me a quick email or you can shoot it to the child welfare learning collaborative box which I am going to go on and move forward one slide if it lets me so you guys can see those email boxes – maybe not. There we go, no, there we go.

So those are the email boxes for the network, the child welfare learning collaborative, networking mailbox and my email as well as Sonia's email so you can reach out to us for those.

(Sonia)

I think that is a great idea.

(Lindsay)
I do too.

(Sonia)
Supervisors again are very key.

(Lindsay)
And it is really nice to be able to get that support across the county. And I am sure private agency providers I know we talked a lot about you know private agencies wanting to know how they can better support the counties.

(Todd)
Yes, I think again as an entire system, the more we can gauge the supports around the family and between the private and the public agencies, the better services we can provide as a system, for better outcomes for those children and families because they are the reason, they are our why.

(Lindsay)
Yes, you guys have a big role. You are the ones providing homes for many of the children.

So, I think a lot of the other questions coming in might be very specific that we want to address offline or afterwards. If anybody else has any kind of general questions that you think would benefit everybody as a large group, we'll kind of give it another minute or so to see if any of those come in. If not and if you have a question that has not been answered, then we can kind of get with you one on one. After the webinar we will be able to get a list of all of those questions so we can reach back out to folks. We've even talked about making a very general Q&A document that we can post on the CQI page along with the webinar reporting and the transcription that you guys can refer to as well.

(Sonia)
I just want to congratulate all of us (laughs) because several of us in the room have just gotten over colds or illnesses and so if you could see our table, we have cough drops, we have water, we have tissues and we were able to hold it down without a big coughing spell or sneezing spell or any of that so.

(Lindsay)
There are some post webinar instructions to make sure everybody is clear. If you have any questions, again feel free to reach out. When you go to close your browser, you will get your five quick questions. Please answer those. They don't have to be correct but they need to be done. And then if you registered as an individual, just sign out and then log in as an individual today, we will have your information to go ahead and get you your certificate. We know some of you did request CEU and some did not. Everyone will get a certificate regardless of whether you need CEUs or not. We may try to be more plan ful in future webinar registrations kind of specifically asking that question about CEU, we will see how that goes. And then the evaluations keys, again if you signed up as an individual, you will receive an email coming from Gay afterwards with a link to a survey monkey evaluation form or you can, you know, print a hard copy evaluation form from the handout, just kind of fill that out, scan it in, send it in and you can submit to me as the contact person and we will be emailing out the certificates over the next week.

(Gaye)

Lindsay, this is Gaye just to let you know the emails regarding the follow-up evaluations might be saying that they come from you also.

(Lindsay)

Okay, thank you.

So we look forward to engaging with you in February and talking about the engagement skill, skill of engaging – February 28th so please make sure that you are registered. Tell all your friends and colleagues. We highly, highly encourage your participation. And if you are doing this as a group and you want to submit something to the First Friday pictures of your group that would be so much fun, I think people would really enjoy seeing that and hearing about it.

So everybody have a great day. Thank you for taking the time to be with us and we are looking forward to hearing your feedback.

Have a great day!!!!