

## USER'S GUIDE

### Overview

This guide is used in conjunction with the Arizona Child and Family Teams Proficiency Measurement Tool for Facilitation. The Arizona Department of Health Services' Division of Behavioral Health Services (ADHS/DBHS) has established this tool to be implemented statewide effective October 1, 2005. Its use is intended to accomplish the following:

- Provide a tool, to be used with new employees, and with employees new to the Child and Family Team ("CFT") process, which will allow supervisors to measure employee progress towards achieving proficiency in targeted skills required throughout the CFT process. The tool's structure also supports both skill development and ongoing supervision and coaching which adheres to the Arizona Vision and 12 Principles.
- Provide a mechanism to support a clear standard that defines a "person trained to facilitate the CFT process," assuring children and family access to competent facilitators of that process.
- Provide a tool to document evaluation of job performance per above criteria, to identify areas where coaching and mentoring may be needed, and to document progress in areas identified as improvement opportunities through application of the CFT Practice Improvement Data Collection Tool and other measurement instruments or monitoring processes.
- Once Proficiency has been measured and established, it is not necessary for this tool to be administered again on an individual. However, it may be used to provide employees and supervisors criteria by which to regularly evaluate job performance of clinical liaisons and other team facilitators against the 12 Arizona Principles.

In summary, system wide use of this tool supports supervision and training aimed at achieving at least a basic, and ultimately a high, level of documented proficiency, helping to identify areas of CFT practice in need of teaching, strengthening or other performance improvement.

### How to use the guide

#### Targeted Skills

The tool is designed to evaluate achievement of certain skills through documenting ratings obtained by multiple sources. Input on skills can be acquired through the following data sources:

- employee self-assessment;
- direct observation by the supervisor;
- direct feedback from families; and
- chart review.

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Each data source results in a rating for each skill. Supervisors are encouraged to solicit input using all available data sources in order to obtain a complete picture of the employee's proficiency in a particular skill. Coaching may be needed when ratings vary among the multiple sources (such as variance between self rating and family rating) or when the ratings are below the highest level.

Targeted skills are rated on a 1-5 scale, with 1 at the lowest end and 5 at the highest end of proficiency in the targeted skill. In particular, scores should be applied as follows:

- **5. Highest proficiency:** Employee exhibits a clear understanding of the skill set and consistently displays the skills in multiple settings or contacts with the child and family team (CFT). All of the behavioral indicators associated with this skill are evident and regularly put into practice.
- **4. Good proficiency:** Employee exhibits a clear understanding of the skill set and generally displays the skills in multiple settings or contacts with the CFT. Most, if not all, of the behavioral indicators associated with this skill are evident and regularly put into practice. Expectation is that this skill rating would increase over time.
- **3. Basic proficiency:** Employee displays a good understanding of the skill set and is competent in applying the skills in most settings or contacts with the CFT. Some of the behavioral indicators associated with this skill may not be as fully developed or utilized as regularly as in "good/highest proficiency". Expectation is that this skill rating would increase over time.
- **2. Achieving proficiency:** Employee exhibits some understanding of the skill set and attempts to apply the skills in most settings or contacts with the CFT. Generally not consistent in the expression of the behavioral indicators associated with this skill. Expectation is that this skill rating would increase over time.
- **1. Learning phase:** Employee has not yet demonstrated successful application of skill. May still be learning and require role modeling, observed practice and coaching in this skill. Expectation is that this skill rating would increase over time.

### Definition of Targeted Skills

The following definitions and behavior examples can be used by supervisors to assist them in evaluating the acquisition of the targeted skills. This user guide follows the same order of targeted skills by principle as the tool. The skills are further defined and possible behavioral indicators are listed. The behavioral indicators listed are not all-inclusive; supervisors may find other examples of demonstration of a particular skill set. Supervisors may use the behavioral indicators lists as reference while conducting observation of staff and use to set behavioral objectives when coaching an employee in skill development.

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### Strengths (what's working)

This section of the tool allows for some narrative expression and recognition of the strengths currently being displayed in the skills area. The section can support the supervisor in building on and enhancing existing strengths.

### Next Steps to Improve Proficiency

In this section, the supervisor and staff should detail action steps to address specific areas where proficiency can be strengthened.

**1. Principle: Collaboration with child and family** (*Family is defined as a biological, adoptive, or self-created unit of people residing together and consisting of adult(s) and children, with adult(s) performing duties of parenthood for the children.*)

Targeted Skills: 1-A. Demonstrate active listening-*Active listening is evidenced by a set of verbal and non-verbal cues which encourages people to feel like they are being heard, to develop trusting relationships, and to feel comfortable in telling their story.*

1-B. Negotiating agreement on work to be done together-*A collaborative process between family and professionals where information is shared, options discussed, each party's expertise and experience is respected and considered in decision making.*

Some behavioral indicators for these target skills include:

- Solicits feedback from families about our work with them;
- Keeps “open posture” during conversations with child/family;
- Uses reflective statements;
- Asks open-ended questions;
- Staff are attentive to actions that support family empowerment;
- Express genuine curiosity;
- Elicits family preferences;

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- Explains process of creating child and family team and how the team works to develop plans;
- Explains roles of team members;
- Other\_\_\_\_\_.

#### 2. Principle-Functional outcomes

Targeted Skills: 2-A. Identifying needs-*The process of working with the child and family to assist in accurately defining and clarifying their particular needs in all life domains including their needs as related to success in school, avoidance of delinquency, ability to live with the family and build the foundation needed to become a stable and productive adult.*

2-B. Service planning process builds on identified needs-*Services are determined only after needs are identified and an array of options (formal and informal) are considered. Services are linked directly to meet the identified needs.*

Some behavioral indicators for these target skills include:

- Expresses genuine curiosity: questions are open-ended, expansive, and leading toward an enlarged view of the person's capacity to create solutions;
- Demonstrates curiosity about a person's or family's beliefs;
- Matches services to needs, not needs to services;
- Solicits questions that define a family's vision for the future;
- Displays an ability to identify underlying needs that motivate a behavior;
- Other\_\_\_\_\_.

#### 3. Principle: Collaboration with others

Targeted Skills: 3-A. Building consensus with the team-*All members of the CFT have a voice in the team, decisions are reached through consideration of all points of view and all members agree to support the decisions.*

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3-B. Communicating effectively with team members-*Eliciting input from all members of the team, clarifying statements, sharing information, action steps and decisions with all members of the team, whether or not they are present at meeting.*

Some behavioral indicators for these target skills include:

- Provides opportunities for team members to share their viewpoints;
- Allows team members to explain their rationale when there is not a consensus;
- Includes all involved agencies, as well as the child and family, in the decision-making process;
- Conveys respect for team members;
- Demonstrates willingness to learn from team members;
- Prepares team members for meetings by sharing salient information;
- Expresses understanding of other agency's mandates;
- Other\_\_\_\_\_.

#### 4. Principle: Accessible services

Targeted Skills: 4-A. Creative problem solving-*Uses tools and techniques that allow for generation of multiple options and opportunity for consideration of all ideas.*

4-B. Actively working to identify and resolve barriers-*Works in a goal-oriented approach, continuously evaluates whether plan is implemented and if progress is being made, possesses ability to anticipate potential obstacles and takes initiative to resolve barriers at team level, at agency level or at system level.*

Some behavioral indicators for these target skills include:

- Finds exceptions to problems;
- Expresses confidence in the family's abilities;
- Elicits examples of resourcefulness and competence;
- Identifies natural resources already utilized by the family;

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- Attentive to actions that support family empowerment;
- Uses the established barriers identification processes;
- Uses group decision making techniques such as brainstorming;
- Other \_\_\_\_\_.

#### 5. Principle: Best practices

Targeted Skills: 5-A. Seeking opportunities to increase knowledge base of the child and family team to meet specialized needs-*Recognizes special and unique clinical needs of children and families in reaction to situations such as abuse and neglect or the presence of developmental disabilities or the need to promote permanency (as examples). Ensures that the CFT has access to required expertise for service planning and provision.*

5-B. Demonstrating ability to evaluate and modify services if needed-*Facilitates team evaluation of progress towards goals, recognizes when interventions are not successful, is able to identify and implement alternatives.*

Some behavioral indicators for these target skills include:

- Elicits examples of resourcefulness and competence;
- Evaluates effectiveness of services;
- Modifies services as necessary;
- Suggests research or clinical consultation when appropriate;
- Ensures that the clinical liaison is appropriately accessible to the team;
- Clinical liaison demonstrates expertise during team meetings;
- Other \_\_\_\_\_.

#### 6. Principle: Most appropriate setting

Targeted Skills: 6-A. Identifying resources and supports available to keep children in their home and community-*Orientation in planning is to do whatever it takes to support the child and family in home and community. Takes initiative to develop options when needed services aren't available.*

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6-B. Exploring reasonable alternatives before considering placing children in out of home setting.-  
*Facilitating team in effectively identifying alternatives, assisting team in understanding how community services can meet needs, advocating for community based services.*

Some behavioral indicators for these target skills include:

- Works in families' homes and places families' concerns, needs, and our work realistically "where the family lives";
- Projects confidence and sincerity in the ability of the team to maintain a child in his or her home or community;
- Demonstrates knowledge of available community services and supports;
- Actively works at creating community services and supports as alternatives to out of home placements;
- Actively involved in court processes;
- Attends court hearings, describes and reports community based services planning, attention to safety issues and progress made in community based services;
- Other \_\_\_\_\_.

### 7. Principle: Timeliness

Targeted Skills: 7-A. Following up on assigned tasks promptly-*Ensures that the CFT members receive the plans and fulfill their assigned responsibilities by the due date as determined by the team.*

7-B. Communication with team members is timely-*Returns phone calls and sends out written communications within a reasonable period.*

Some behavioral indicators for these target skills include:

- Clearly communicates expectations on timeframes for action items within the team meetings;
- When agreed upon services are not available, alternatives are discussed and implemented;
- Provides regular updates to team members on status of assigned tasks;

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- Demonstrates persistence in obtaining needed services;
- Other\_\_\_\_\_.

#### 8. Principle: Services tailored to the child and family

Targeted Skills: 8-A. Listening to and respecting the preferences of the child and family-*The child and family's voice is evident in all aspects of the team process.*

8-B. Actively encouraging family and youth involvement in the CFT process-*Establishes an environment that feels safe and comfortable for the child and family to fully participate in the team, soliciting the child and family voice at every opportunity.*

Some behavioral indicators for these target skills include:

- Uses language that “humanizes” the family and individuals, with diminished emphasis on hierarchies and labels;
- Uses a conversational tone rather than “clinical”;
- Avoids use of professional “jargon” and acronyms;
- Demonstrates curiosity about a person’s or family’s beliefs;
- Creates a context/environment that helps families and individuals “envision their preferred futures and draw on their resources to address the problems that stand between them and their futures”;
- Attributes all intent, plan, and strategies to the identified problem, not to the identified individual;
- Other\_\_\_\_\_.

#### 9. Principle: Stability

Targeted Skill: 9-A. Recognizing when a child may be at risk of experiencing a placement disruption (may be a living situation or school setting or other social/familial) and incorporating steps in the service plan to minimize the risk-*Identifies risk factors or situations that have previously resulted in disruption of placement or consideration of disruption for a child and family, anticipates future situations that may increase risk, and proactively works with the team to prevent disruption.*

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9-B. Anticipating and planning for transitions in the lives of the child and family (new school, etc)-  
*Applies knowledge of developmental transitions, life transitions in order to assist team to plan in advance.*

Some behavioral indicators for these target skills include:

- Keeps an open line of communication with the family;
- Crises are anticipated during the CFT planning process and potential problems addressed;
- Family's strengths and natural resources are used in prevention of crises;
- Seeks to learn lessons from actual disrupted placements and applies in future situations;
- Other \_\_\_\_\_.

#### 10. Principle: Respect for the child and family's unique cultural heritage

Targeted Skills: 10-A. Interviewing families with respect, curiosity, and persistence-*Uses listening skills, sincerely regards and treats family members as equals, actively seeking to learn the family's way of life, using verbal and non-verbal cues to learn what is meaningful for family members.*

10-B. Listening in a non-judgmental way-*Proceeds without assuming meaning of child and family's statements or behaviors, asks clarifying questions, keeps an open mind.*

Some behavioral indicators for these target skills include:

- Reflects on the effects of one's actions on families;
- Values family self-determination;
- Appreciates the "expertise/authority" of the family;
- Conveys respect toward the family;
- Considers the effects beliefs and values have on people's lives;
- Thoroughly identifies important cultural aspects and considerations in SNCs;
- Uses materials and arranges discussions in the family's primary language;
- Other \_\_\_\_\_.

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### 11. Principle: Independence

Targeted Skills: 11-A. Identifying any support and/or training needed for the parent(s)/guardian(s) or child to meet behavioral health needs-*Actively seeks opportunities for the child and family to learn self-management skills, provides written educational materials and assists in understanding, if needed.*

11-B. Procuring or providing resources for identified support or training-*Ensures that the needed support or training is made available and confirms that it is helpful for the child and/or family.*

Some behavioral indicators for these target skills include:

- Believes in the family's capacity to grow, learn, and change;
- Attentive to actions that support family empowerment;
- Assists the family to identify opportunities for training;
- Exhibits knowledge of community resources or actively researches resources for training;
- Educates, supports and empowers family to eventually facilitate own team;
- Other\_\_\_\_\_.

### 12. Principle: Connection to natural supports

Targeted Skills: 12-A. Engaging with families and discovering untapped resources-*Assists families in identifying known and possible sources of support. Assists families in identifying their own strengths. Works with families to establish or strengthen linkages within their community in order to develop long term support systems.*

12-B. Involving natural supports in the team process-*Promotes involvement of identified natural supports in the team planning process and as interventions, as appropriate.*

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Some behavioral indicators for these target skills include:

- Identifies natural supports already utilized by the family;
- Elicits potential sources of supports through skillful listening to families;
- Actively works to expand team for children or families who don't have an established social support system;
- Works to promote family connection to existent community entities, such as churches and schools;
- Incorporates natural supports into the treatment plan;
- Other\_\_\_\_\_.

Remember, a CFT process facilitator who achieves a rating/score of 3 or higher on each targeted skill may be considered “a person trained to facilitate the child and teams process.”