

Supervisor Core:
Educational Supervision
Trainer Name
Experience

**So You Think You Know
What You Think You Know**
(Handout 1)

AGENDA
(Handout 2)

- INTRODUCTIONS
- OVERVIEW OF AFTERNOON
- DEFINITIONS
- RESEARCH vs.PRACTICE WISDOM
- BENEFITS OF EVIDENCE-BASED PRACTICE
- EVIDENCE SUPPORTING CROSS-CUTTING PRACTICES
 - Engagement
 - Assessment
 - Case Planning
 - Characteristics of Successful Interventions

So What Exactly is Evidence-Based Practice, Anyway?

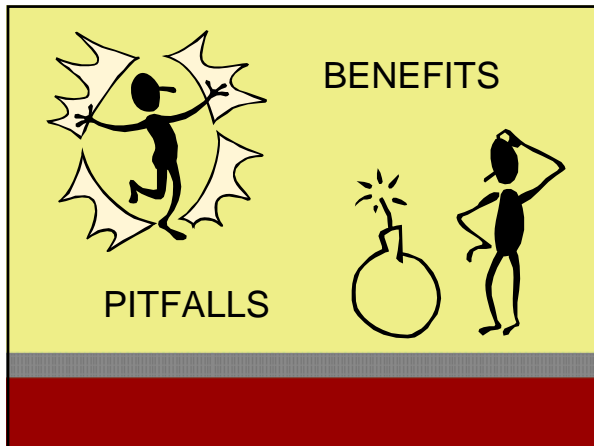
(Handout 3)

“Evidence-based practice is the conscientious, explicit, and judicious use of current best evidence in making decisions...”

(Sackett, et al., 1997, cited in Gambrill, 1999)

Notes for the Research Consumer

(Handout 5)



The Child & Family Services Reviews

- Common Findings
 - Inconsistent or inadequate engagement of families;
 - Assessments did not address underlying issues or were not ongoing;
 - Services plans “boilerplate” and families not included in development; and
 - Services did not consistently address individual and family needs

ENGAGEMENT

Positive involvement in the helping process (Yatchmenoff, 2001)

Engagement Practice Likert Tool

1. I use a strength, rather than deficit-based, approach.
1 _____ 2 _____ 3 _____ 4 _____ 5 _____
This feature is absent included in practice This feature is present included in practice
2. I strive to provide services immediately.
1 _____ 2 _____ 3 _____ 4 _____ 5 _____
This feature is absent included in practice This feature is present included in practice
3. I include families in decision-making.
1 _____ 2 _____ 3 _____ 4 _____ 5 _____
This feature is absent included in practice This feature is present included in practice
4. I provide services in the family home.
1 _____ 2 _____ 3 _____ 4 _____ 5 _____
This feature is absent included in practice This feature is present included in practice
5. I provide families with concrete services, as necessary.
1 _____ 2 _____ 3 _____ 4 _____ 5 _____
This feature is absent included in practice This feature is present included in practice

Getting to Know (and Help) You: Family Engagement (Handout 6)

ASSESSMENT

The process of gathering information
with which to make decisions

Assessment Likert Tool

1. Policies in my agency support comprehensive assessment of families and children.

| | | | | |
|---|---|---|--|---|
| 1 | 2 | 3 | 4 | 5 |
| This feature is <u>never</u> included in practice | | | This feature is <u>always</u> included in practice | |
2. I support caseworkers in conducting comprehensive assessments.

| | | | | |
|---|---|---|--|---|
| 1 | 2 | 3 | 4 | 5 |
| This feature is <u>never</u> included in practice | | | This feature is <u>always</u> included in practice | |
3. I use a strengths-based approach.

| | | | | |
|---|---|---|--|---|
| 1 | 2 | 3 | 4 | 5 |
| This feature is <u>never</u> included in practice | | | This feature is <u>always</u> included in practice | |
4. I use clinical resources in our county to aid in assessment when needed.

| | | | | |
|---|---|---|--|---|
| 1 | 2 | 3 | 4 | 5 |
| This feature is <u>never</u> included in practice | | | This feature is <u>always</u> included in practice | |
5. I use standardized tools to aid in assessment.

| | | | | |
|---|---|---|--|---|
| 1 | 2 | 3 | 4 | 5 |
| This feature is <u>never</u> included in practice | | | This feature is <u>always</u> included in practice | |
6. I integrate findings and recommendations from external resources into comprehensive assessments.

| | | | | |
|---|---|---|--|---|
| 1 | 2 | 3 | 4 | 5 |
| This feature is <u>never</u> included in practice | | | This feature is <u>always</u> included in practice | |

So What's Really Going on Here? The Art and Science of Assessment (Handout 7)

Case Planning Likert Tool

1. I ask families what services they think will help them become better parents.

| | | | | |
|--|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| This feature is <u>never</u> part of my practice | | | This feature is <u>always</u> part of my practice | |
2. I routinely discover and use family strengths in the planning process.

| | | | | |
|--|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| This feature is <u>never</u> part of my practice | | | This feature is <u>always</u> part of my practice | |
3. The case plans I negotiate with families are based on a comprehensive and individualized family assessment.

| | | | | |
|--|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| This feature is <u>never</u> part of my practice | | | This feature is <u>always</u> part of my practice | |
4. I offer families concrete services early in the planning process.

| | | | | |
|--|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| This feature is <u>never</u> part of my practice | | | This feature is <u>always</u> part of my practice | |
5. The tasks in the case plan are specific and measurable.

| | | | | |
|--|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| This feature is <u>never</u> part of my practice | | | This feature is <u>always</u> part of my practice | |

Case Planning by the Numbers... Or... What Does the Evidence Show? (Handout 8)

Concurrent Planning Likert Tool

- I tell families that I will be working on reunification and another goal at the same time.
1 This feature is absent part of my practice 2 3 4 5 This feature is present part of my practice
- I engage families in full, honest, and documented discussions concerning identified problems, changes that must be made, possible consequences, and time frames.
1 This feature is absent part of my practice 2 3 4 5 This feature is present part of my practice
- I make sure the foster parents (kinship care family) understand their role in the concurrent planning process.
1 This feature is absent part of my practice 2 3 4 5 This feature is present part of my practice
- I make every effort to help families achieve the reunification goal including arranging frequent visitation.
1 This feature is absent part of my practice 2 3 4 5 This feature is present part of my practice
- I begin right away to identify and consider other permanency options.
1 This feature is absent part of my practice 2 3 4 5 This feature is present part of my practice

Effective Interventions Likert Tool

- My intervention with families is built on a helping relationship.
1 This feature is absent included in practice 2 3 4 5 This feature is present included in practice
- I recognize families' strengths and consider them along with their needs.
1 This feature is absent included in practice 2 3 4 5 This feature is present included in practice
- I offer families concrete services to meet their immediate needs.
1 This feature is absent included in practice 2 3 4 5 This feature is present included in practice
- The interventions I use with families and individuals have a cognitive-behavioral orientation.
1 This feature is absent included in practice 2 3 4 5 This feature is present included in practice
- I plan interventions using an ecological approach, considering the multiple systems (community, school, extended family, etc.) which families and individuals experience.
1 This feature is absent included in practice 2 3 4 5 This feature is present included in practice
- I use interventions that have a strong focus on skill building (communication, problem-solving, parenting, interpersonal relationships)
1 This feature is absent included in practice 2 3 4 5 This feature is present included in practice

So How Can We Help? Effective Child Welfare Interventions
(Handout 10)

Approaches to Practice Change

- Replication
- Adaptation
- Exploration

Approaches to Practice Change

- True replication seldom possible
 - Documentation not sufficient
 - Key variables not defined, isolated
- Most agencies must adapt
 - Target population
 - Resources
 - Other contextual factors
- Evaluate

Final Thoughts

- Evidence-Based Systems Change
 - Builds On:
 - Research
 - Theory
 - Practice Wisdom

Final Thoughts (cont'd.)

- Evidence-Based Practice Change
 - Considers:
 - Research
 - Context
 - Requires:
 - Culture change
