

University of Iowa School of Social Work and
The National Resource Center for Family Centered Practice

In partnership with the
Iowa Department of Human Services

“Improving Outcomes for Youth in Transition” Supervisor Training



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“Improving Outcomes for Youth in Transition” Supervisor Training

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The National Resource Center for Family Centered Practice in partnership
with the Iowa Department of Human Services

Improving Outcomes for Youth In Transition: Supervisor Training

► Training Schedule ◀

<u>Day One</u>	(Estimated Times)
8:00-8:30	Breakfast and Registration
8:30-12:00	Welcome and Introductions <ul style="list-style-type: none">• Overview of Schedule and Curriculum• Knowledge Pre-test• Behavioral Self-Assessment
BREAK at 10:00-10:15	Positive Youth Development as a Foundation for Transition Planning <ul style="list-style-type: none">• Introduction to Positive Youth Development• Relationship Supports• Possible Selves• Integrating PYD into Transition Planning
12:00-1:00	Networking Lunch (catered)
1:00 – 3:00	Recap/Wrap up of Morning Discussion Supervision of Culturally Competent Practice with Older Youth in Care <ul style="list-style-type: none">• Introduce concepts of cultural competence and youth identity• Racial/Ethnic Identity; Issues for LGBTQ Youth• Excerpts from two DVDs:<ul style="list-style-type: none">• Knowing Who You Are• Breaking the Silence
(3:00-3:15)	BREAK
3:15-4:30	Workshops <ul style="list-style-type: none">• Supervising Workers Using the Ansell-Casey Life Skills Assessment• Supervising for Successful Transitions of Older Youth with Complex Needs• Resources and Options for Transitioning Youth• Closing Workshop for Assessment Supervisors
Dinner on own	(Bring in receipts tomorrow)

Day Two

8:00-Noon	Permanent Connections and Placement Stability <ul style="list-style-type: none">• Best practices for establishing and sustaining permanent connections• Best practices for stabilizing placements for teens• Youth Centered Team Meetings• Youth poetry expression• Activity of introducing a tool that can be used by a variety of helpers with youth to identify possible permanent connections
BREAK at 9:45-10:00	Community Collaborations <ul style="list-style-type: none">• Seven Principles of Effective Community Collaboration• Models of effective community collaboration (urban and rural)• Supervisors' role in strengthening the role/process of transition committee Transition Planning: Supervising the Transition Process
Noon-1 p.m.	Networking Lunch (catered)
1:00-2:15	Workshops: <ul style="list-style-type: none">▪ Supervising the Ansell-Casey Life Skills Assessment▪ Resources for Transitioning Youth• Supervising the Care of Youth with Complex Needs• Resources for Community Education
2:15-2:30	BREAK
2:30-3:00	Introduce Task Analyses for Case Practice with Youth in Transition Discussion and Planning for Service Area Worker/Community Trainings
3:00-3:45	Voices of Youth: Live Presentation from ELEVATE
3:45	Knowledge Post-Test and Evaluation
4:00	Goodbye!

Meet the Training Staff and Presenters

KATHY BERNIS, LBSW is a Transition Planning Specialist covering thirteen counties in both the Dubuque and Waterloo service areas. She has worked for the Department of Human Services for over 21 years beginning her DHS career in Buchanan County with a caseload of children and families, specializing in teens. Prior to working for DHS, Kathy also worked with teens at a Waterloo church as a Youth Minister. Kathy has been involved in the grass roots efforts of developing the Transition Information Packet (TIP), and starting an Elevate Chapter in Waterloo.

SABREENA BOYD, BA is the Facilitator for the Des Moines ELEVATE Chapter. SaBreena is a former foster youth and was adopted as a teenager. She graduated early from high school and college, earning a degree from Iowa State University in Child and Adult Family Services. She has been active in ELEVATE since its founding, and has been involved in legislative advocacy, training, and support to youth in care. SaBreena's story has been featured in TIME magazine. She has served as an advisor on this curriculum.

LISA D'AUNNO, J.D., is Director of Training for the National Resource Center for Family Centered Practice. Lisa develops and coordinates educational programs for social service and non-profit organizations throughout the United States. Lisa has 23 years of child welfare experience as an attorney, clinical professor of law, trainer, and program administrator in Michigan and Illinois. As Director of Best Practice for the Office of the Inspector General, Illinois Department of Children and Family Services in Chicago, she managed the implementation of a number of interdisciplinary field tests to improve practice with families. Lisa has taught law and social work at the University of Chicago School of Social Services Administration as well as child advocacy at the University of Michigan Law School. As an attorney, she represented parents and children and prosecuted a number of complex termination of parental rights cases. Over the years, Lisa has trained over 8,000 social workers, lawyers, and judges in subjects including ethics, management skills, legal aspects of child maltreatment, courtroom skills, liability in human services, and interdisciplinary decision-making. Lisa is a co-author of this curriculum.

MARY ELLISON, LBSW is the Social Work Administrator for the Iowa Department of Human Services (DHS,) Des Moines Service Area. In this position, Mary is responsible for administering Child Welfare services for a 14 county area that includes Polk County. Mary's span of organizational responsibility currently includes 11 Social Work Supervisors and 89 Social Worker staff who provide protective services, for the 14 county areas. In Mary's 27 years of experience in Child Welfare with DHS, 22 years have been in supervision and administration. In addition to managing program areas of direct Family Centered work, foster care, adoptions and transition planning for youth aging out of care, Mary has been involved with Polk County Decategorization, Polk County Model Court, Parent as Partners planning/implementation, Fatherhood Initiatives, Community Partnership for Protection of Children, Child Protection Center development, Drug Endangered Children (DEC) Team development/implementation, Community Transition Planning, and several community Casey Initiatives, which includes the Jim E. Casey Opportunity Passport

PATRICIA C. GILBAUGH, Ph.D., LMSW, is a Program Associate with the National Resource Center for Family Centered Practice. Her practice experience includes 15 years of social work practice in child welfare. In the past five years she has developed a professional expertise in adolescents in foster care, children with complex needs, and three years ago became a parent of a child with multiple disabilities. As a former Court Appointed Special Advocate (CASA) Program Coordinator, she developed administrative and report writing skills in the child welfare services area of social work practice. Her research interests include permanency issues, ASFA legislation, and foster youth with special needs. Patti is a co-author of this curriculum.

RUTHANN JARRETT has spent nearly forty years as a social worker, 27 of which have been in Foster Care and Adoption. She is the Foster Adoptive Home Coordinator for Children & Families of Iowa. For the past eleven years she has also been a foster parent and has had about 35-40 children in her care from two days old to eighteen. She has been doing home studies and licensing since 1986 - the same year she started training NOVA. She has been a PS-MAPP leader since that program was initiated in Iowa. She has done multiple trainings throughout the state and across the country. She has a strong commitment to reunification and the partnership alliance model for working with birth parents. In May, 2007, Ruthann was honored to be the recipient of the National Foster Parent Association's Social Worker of the Year Award.

JANET LYONS, Cedar Valley's Promise/Decat/Empowerment Contract Manager for Black Hawk County. Janet has been with CVP for eight years working in partnership with the community to meet the needs of youth from pre-natal to age eighteen living in Black Hawk County. Janet graduated from Upper Iowa University with a BS in Quality Management and also received her Master's in Business Administration (MBA) from Upper Iowa University. Janet worked in management in the corporate financial world for 20 years and has also worked at a middle school as the Asset Development Coordinator, building assets in youth and families.

JEANNETTE (JAN) PRATT, BA, LMSW, is Social Work Administrator for the DHS Waterloo Service Area. Jan has been employed by Iowa Department of Family Services since 1978. She has worked in several capacities during her tenure with DHS, including treatment worker, foster home licensing worker, treatment supervisor, assessment unit supervisor, program planner for DECAT and social work administrator. Jan is a strong advocate for community based partnerships, such as the transition committees and CPPC.

TERESA SEA, B.A., is a Transition Planning Specialist with the Iowa Department of Human Services. Prior to assuming that position in 1998, she worked for eight years as a Social Worker II in the Cedar Rapids Service Area. Teresa is a certified trainer of the Ansell-Casey Life Skills Assessment curriculum, trains the "Lifelong Connections: Permanency for Older Youth" curriculum for the Iowa Foster and Adoptive Parent Association, and regularly provides training to foster care providers, foster parents, social work case managers, and Juvenile Court Officers. In November, 2000, Teresa's work on the TIP – Transition Information Packet for foster care youth, was recognized by the Iowa Department of Human Services Under The Umbrella Doing What Works. Teresa is the co-author of two workshops: Supervising the Ansell-Casey and Resources for Transition.

SUSAN TEW, M.Ed., LBSW, is President of 2 Consulting, Inc., in Des Moines. In this role, Sue creates curricula, conducts trainings and facilitates meetings in the field of youth development and foster care for both youth and adults. She also educates and facilitates activities incorporating animal and nature assisted learning. Sue's practice experience includes 15 years of direct work with youth in a variety of settings including residential, day treatment, and after-school programs. She has over 10 years of experience in management, research, implementation and evaluation of programs and eight years of facilitating workshops and trainings. Sue is a co-author of this curriculum.

Workshop Descriptions

Supervising the Ansell-Casey Life Skills Assessment (Sue Tew)

The Ansell-Casey Life Skills Assessment is a free-on-line resource at www.caseylifeskills.org. The ACLA provides an indication of skill level and readiness for living on one's own. It is designed as a first step and to be used in conjunction with goal setting, action planning, instruction, learning, and application. The ACLSA was developed to be developmentally appropriate, culturally sensitive, gender appropriate, useful for setting case goals, and appropriate for younger adults.

Course Objectives

1. Understand the value of the Ansell-Casey Life Skills Assessment for transition planning
2. Know how to access and complete the *Ansell-Casey Life Skills Assessment*.
3. Know how to interpret the Individual Report.
4. Know the importance of identifying learning styles when developing life skills learning sessions.
5. Introduce the Learning Plan tool.
6. Coach workers in best practices for conversations using the Assessment face-to-face with the youth.

Resources for Transitioning Youth (Teresa Sea)

Iowa youth exiting foster care at age 18 or older have more resources and opportunities for support today than ever before. This workshop highlights important resources which workers can help youth access. Supervisors' knowledge of these available resources, and understanding of how and when to access them, will increase the potential for caseworkers to be more effective as they work with youth in the development of a plan that maximizes the opportunity for achieving better outcomes transitioning from foster care to adulthood.

Course Objectives

1. To increase supervisor knowledge of available planning resources for youth to develop meaningful transition plans.
2. To increase supervisor awareness of opportunities for youth.
3. To demonstrate the supervisory role in helping workers identify and access resources for effective transition plans as part of the DHS Case Permanency Plan.
4. To promote stability for youth through the supervision of effective planning.
5. To demonstrate the TPS role in helping workers and youth develop the youth's transition plan.

Workshop Descriptions, cont'd

Supervising the Care and Transition of Youth with Complex Needs (Patti Gilbaugh)

Youth in care with complex needs -- that is, youth" who have or are at increased risk for a chronic physical, developmental, behavioral, or emotional condition and who also require health and related services of a type or amount beyond that required by children generally," (McPherson, et al., 1998). -- require unique child protection services. The caseworkers' role in providing these services includes facilitating chronic disease management and access to comprehensive care. Supervisors have an especially important role in making sure services for youth are accessed and fully implemented in order to help youth transition successfully from youth-oriented services to the adult system of community-based care.

Course Objectives:

1. Create an awareness of the concerns about youth in foster care who have special needs.
2. Develop strategies for supervising casework for foster children who have special needs.
3. Promote an understanding of the supervisors' role in delivering comprehensive health care services to foster children who have complex needs.
4. Develop supervisory skills that promote culturally competent practices for youth who have disabilities and other special needs.
5. Educate supervisors about Community-Based Services Waiver programs.
6. Educate supervisors about the process of developing a comprehensive health-related case plan.

Closing Workshop for Assessment Supervisors (Lisa D'Aunno)

This workshop is offered for assessment supervisors who are staying one day only. We will look at youth permanency from the assessor's perspective, discuss the applicability of positive youth development to assessment work, review worker competencies and task analyses, plan for regional training for assessment workers, and complete the training satisfaction survey.

Resources for Community Education (Lisa D'Aunno)

This is an informal workshop to review DVD, print, and other training resources which can support DHS efforts to educate the community about the needs of older youth in care. Two videos targeted at educators will be shown: *Endless Dreams* (Casey Family Programs) and *Seeds of Hope* (ELEVATE). Other videos will be previewed as time and interest dictates.

“Improving Outcomes for Youth in Transition”

Iowa DHS Child Welfare Supervisor Curriculum

*A collaborative product of the University of Iowa School of Social Work and
The Iowa Department of Human Services*

The University of Iowa School of Social Work (UI-SSW), in partnership with the Iowa Department of Human Services (IDHS) has developed and is implementing, evaluating, and disseminate a training program for public child welfare supervisors and workers to improve outcomes for older youth in transition from foster care to adulthood. The three-year project is funded by the Children’s Bureau of the Administration for Children and Families, U.S. Department of Health and Human Services.

The project has three goals, each with specific objectives: 1) to strengthen the quality of public child welfare supervision to improve outcomes for Iowa youth in transition from foster care to independence; 2) to demonstrate a training model that engages supervisors and their workers in a learning and team-building process around the needs of youth in transition; and 3) to improve outcomes for youth in transition nationally, through varied dissemination activities.

Our approach builds on the core principles of youth development, cultural competence, collaboration, and permanent connections, and involves all Iowa Department of Human Services supervisors, line staff, and transitional planning specialists. We involve youth, IDHS staff, and community partners in each step, from information gathering through focus groups and interviews, to curriculum development, field-testing, implementation, and evaluation, through dissemination.

There are three phases to the curriculum. The first involves knowledge and skill building with supervisors. The second brings supervisors and their workers together in a learning/team-building model, in which supervisors will participate as co-trainers. The third phase involves regionally based community training, again with supervisors as leaders and facilitators.

The project evaluation will examine the impact of the training program on knowledge acquisition, utilization of skills, and outcomes for youth as measured through quantitative data and from the perspectives of both youth and professionals.

The key benefits of this project include developing and documenting a whole agency approach to improving outcomes for older youth in transition, producing and disseminating two distinct but complementary curricula to improve transitional planning for older youth; making the training and evaluation results widely available through printed and electronic means; and sustaining the capacity for ongoing training of new public child welfare employees through the University of Iowa – Iowa DHS partnership.

Length of Time: Two six and one-half hour days

Major Content:

- Positive youth development
- Culturally sensitive practice
- Permanent connections
- Community collaboration
- Supervising the transition process
- Resources for transition
- Planning for regional worker and community trainings

Learning Objectives:

- Describe outcomes of concern for youth aging out of foster care in Iowa and nationally
- Define positive youth development, indicators for measuring outcomes and how to implement a positive youth development into supervisory practice
- Explore youth participation and what it looks like within IDHS, including youth centered team planning
- Identify services, opportunities and supports for Iowa youth in transition
- Apply the concept of “possible selves” to supervision of case practice with youth
- Describe the challenges of identity development for foster youth of color and case planning strategies for supporting the development of healthy cultural identity
- Identify a variety of helpful tools for achieving placement stability and helping youth establish and maintain permanent connections
- Describe supervisory strategies for supporting workers to identify and help youth establish permanent connections
- Analyze challenges and opportunities for community collaboration to improve outcomes for transitioning youth, including planning a community training
- Describe the timelines and tasks in the transition process and resources for youth in transition, including youth with complex needs

Supervisor Competencies for Improving Outcomes for Transitioning Youth:

1. Uses supervision and the supervisory relationship to promote positive youth development approach to work with youth/adolescents.
2. Coaches staff in the importance of and the skills necessary to support youth in identifying and sustaining permanent connections.
3. Advocates for/allocates resources which respect the diverse needs of youth.
4. Uses supervision to assure culturally competent practice with youth.
5. Ensures that DHS is an effective partner on the transition planning committee.
6. Develops and sustains collaborative community relationships (including foster parents and group care providers) that support youth in transition.
7. Coaches workers to incorporate knowledge of adolescent development, characteristics, behaviors, and social challenges into assessment and case planning.
8. Recognizes indicators of mental illness and developmental disabilities and provides consultation to workers
9. Supervises workers in implementing policy and programs relevant to adolescents in transition.

Caseworker Competencies for Improving Outcomes for Transitioning Youth:

1. Involves and supports youth in an ongoing process to develop skills, resources, knowledge, and attributes that the youth defines as necessary for survival and success.
2. Supports youth in establishing relationships and maintaining permanent connections.
3. Understands the unique cultural self-identity of youth and incorporates this understanding into case planning.
4. Effectively collaborates with youth, the youth's support system and with community agencies in developing, implementing, and evaluating a transition plan.
5. Advocates for youth's needs with outside agencies (i.e., schools) as warranted.
6. Understands the factors that contribute to placement stability and implements strategies to achieve placement stability (including sensitive management of placement transitions).
7. Demonstrates knowledge of adolescent development, characteristics, behaviors, and social challenges through thoughtful assessment and case planning.
8. Recognizes indicators of mental illness and developmental disabilities and initiates evaluation and potential service planning.
9. Demonstrates current knowledge of policies and programs relevant to adolescents in transition.

For more information, please contact Miriam J. Landsman, Associate Professor, The University of Iowa School of Social Work 351 North Hall, Iowa City, Iowa 52242, 319/335-1257 or 319/335-4934 / email: miriam-landsman@uiowa.edu or Lisa D'Aunno, Director of Training, National Resource Center for Family Centered Practice, University of Iowa Research Campus, W206Oakdale Hall , Iowa City, Iowa 52242, 319/335-4932/email: lisa-daunno@uiowa.edu