

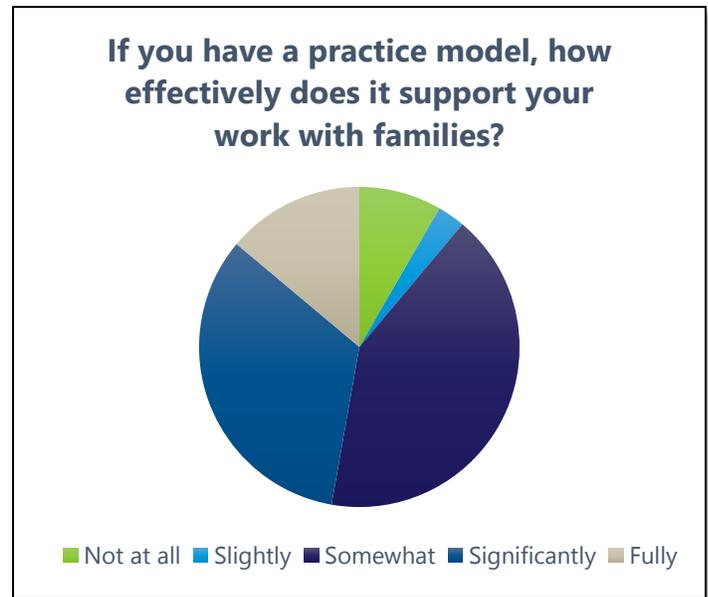
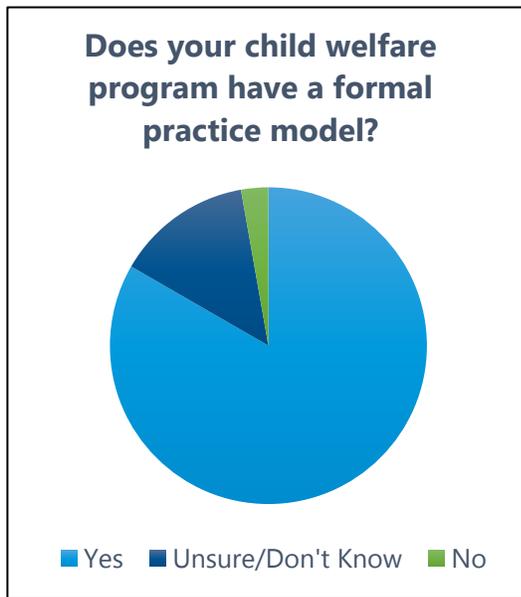
# NCWWI Innovations Exchange 3: Practice Supports

This document contains the feedback and recommendations from participants of the September 22, 2020, NCWWI Innovations Exchange on Practice Supports.



## Poll Questions

Two in-meeting polls show that 83% of participants' child welfare programs have a formal practice model (14% were unsure and 3% did not have a practice model). Most of the participants felt that their program's practice model effectively supports their work with families (14% fully, 22% significantly, 42% somewhat, 3% slightly, 8% not at all).



## How does your program assure effective practice is happening with families and children?

- Provides frequent formal supervision (group and one-on-one)
- Offers tools for teams to use in the field
- Trains employees in effective practices
- Uses coaches to support staff implementation of the practice model



- Provides data-collection systems and reporting systems to help agencies implement a solution-focused practice model and help them use data to track progress
- Follows policy, staffing, supervision, and internal case reviews
- Uses coaching in supervision to align with the agency's framework
- Has open discussions with administration regarding how operations will go and offers an opportunity to provide input and support
- Holds regular unit meetings
- Communicates and strengthens the team model while working with care management organizations
- Reviews the Practice Profiles book that is provided during training
- Uses a Strengthening Families practice model with trauma-informed and evidence-based practices
- Uses supervision to gain input and support from the agency

### **If you have a formal practice model, what tells you that it works for families?**

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- Use data to assess the impact our practice model has on the outcomes desired for families and if the goals are being met for our children and families
- Able to see if children are remaining safely in their homes or are being reunified in a timely manner
- Look at reports/data to ensure that goals are being met
- Our trauma-focused family-centric model has demonstrated outcomes we can see out in the community from the families as well as through quarterly reviews of Daily Living Activities
- Look at the relationship building and level of engagement we are able to achieve with families to build safety networks

### **In what new ways has your agency provided sufficient resources to effectively support families and provide services during the COVID-19 pandemic?**

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- Contracted providers have switched to remote visits
- Offer resources that populations may need – such as internet, healthcare, food, clothing; one agency recruited volunteers from the community to make calls to different populations to see what resources were needed
- Take drug abuse on a case-by-case basis



- Limit the need for parents to complete all parenting classes if we see major behavior changes
- Try to keep a sense of normalcy in unprecedented times
- Keep families together as much as possible
- Host trainings on effective supervision in remote teams
- Share strategies that supervisors can use to maintain connection with staff
- Continue to promote professional development
- Use research based on virtual visits with parents who were incarcerated and the effect on the children to inform what effective virtual interactions look like:  
<https://www.nccdglobal.org/blog/successful-video-visits-young-children>
- Provide facilities and staff with supports such as PPE resources
- Conduct virtual team meetings in whatever format works best for the family
- Provide phones for families for remote visiting and phones for youth in care
- Use Zoom for meetings with child victims so they can "meet" their advocate
- Convert trainings to online (e.g., one program converted 54 classroom courses to virtual platforms)
- Develop a triage process to support staff and families while working remotely
- Shift priorities to provide the services that are needed
- Make weekly phone calls to support resource families
- Send out PDF files of resources to share (often before families initiate)
- Use donations to provide technology to children to assist with the need
- Use technology to assist with engagement, connection, and assessment with children and families
- Allow for creative solutions to connect with families who may have a learning curve for technology or learning disabilities that can make remote connections difficult
- Provide laptops for local agency staff to work remotely and provide specialists with iPads for virtual meetings
- Work closely on court improvement processes, as courts went virtual, too

### **What unexplored possibilities exist to integrate anti-racism actions into practice supports?**

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- Provide resources on how to talk to children about racism and other topics (e.g., Sesame Street in Communities)  
<https://sesamestreetincommunities.org/topics/incarceration/>



- Make sure parents and foster/resource parents have cultural training
- Be proactive about asking families about their race/ethnicity instead of making assumptions or using stereotypes or labels
- Work to find common wording and understanding in tribal areas
- Don't assume that we are as far along as we believe we are (including stakeholders)
- Build greater awareness and knowledge on how to effectively communicate on issues of race
- Do deep dives into many systems on racial equity and anti-racism
- Continue to adapt and evolve practices and policies
- Get all the voices to the table, especially families
- Involve other systems; we can't be an anti-racist system and then work with other systems (like courts) that haven't done the same work
- Explore issues around bias
- Make space to begin to think about grief and loss issues
- Consider blind removals
- Show openness and awareness to acknowledge the discussion that is needed and the things that are taking place in our communities
- Make sure leadership is on board and very intentional in addressing this topic
- Consider replacing "minority" with "global majority" and give those from the global majority priority when speaking
- Discuss that it is not the time for people of color to take the lead in doing this work; it is important to be inclusive but also for White people to do their work personally
- Add a position solely dedicated to multicultural awareness