

# **NATIONAL RESOURCE CENTER FOR CHILD PROTECTIVE SERVICES**

## **Technical Assistance Report**



Prepared for: Nebraska Health and Human Services  
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Please indicate which responses were employed in this T/TA:

- Technical Assistance
- Training
- Phone Consultation
- Referral to another NRC
- Referral to Other Organization
- Review of Policy and Materials
- Publications Provided
- Secondary Research
- Other/Group Facilitation

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#### Situation and Technical Assistance Request

Nebraska has been moving forward with implementation of NSIS (Nebraska Safety Intervention System). Which the NRCCPS helped them develop. However, record reviews and QA processes indicate that there are concerns with implementation and model fidelity. Two years ago Nebraska identified the need to develop an proficiency preparation and evaluation process that has as it's goal, improvement in practice and application of the NSIS. At that time some early development and conceptual work was accomplished but due to other significant initiatives in Nebraska the Proficiency Project was put on hold. Nebraska is not wanting to proceed with this Technical assistance and development of the Proficiency process.

#### Date and Technical Assistance Provided:

A site visit occurred on March 23 and 24 , 2010. The site visit was with a designated workgroup of Nebraska safety experts representing the respective regions of the state. The purpose of the site visit was to discuss and plan the Proficiency Project, which includes two phases: 1) Preparation of staff/supervisors and 2) Evaluation of the staff and supervisory proficiency with NSIS. During the site visit QA data was discussed and each regional expert provided an overview of the current state of implementation of NSIS in their respective regions including strengths and challenges.

Readiness of the Nebraska experts and the model fidelity among them needed to be assessed. A method of case review/debriefing was used to establish baseline information.

There was significant discussion about what is needed to prepare staff and supervisors for the Proficiency process, as well as the methods and approaches to be used to assess proficiency. The group further developed a schema that

was provided by NRCCPS some time ago that identifies the knowledge, skills attitudes, and systems supports that are required for proficiency. **See attached diagram below..** The group acknowledged that the preparation phase cannot address all of these areas but that this provides a working framework that is beneficial.

Decisions were made that the initial application of the Proficiency Project will be with supervisors, followed at a later date with staff and that there will be a pilot application prior to full scale roll out.

### **Methods and Approaches ( from site viist minutes done by Suzanne Schied)**

1. Readiness
  - a. Develop consistent standards for supervisors that are accepted and used statewide around supervising NSIS
  - b. Develop directed questions for supervisors to use during consultations to give worker feedback
  - c. Identify specific topics for readiness
    1. Sufficiency and quality of information in the six domains
    2. Detail and quality of safety plans
    3. Linkage of safety threats to PCA to case plan
    4. Ability to analyze the PCA and case plan prepared by contractor
    5. Threshold analysis. How to use to drive decision making, not just documentation of decision made.
    6. Conditions for Return. What information is necessary, sustainability, in home safety plan.
    7. Concept of ongoing safety management throughout the life of the case.
    8. How to structure time.
  - d. Develop understanding of rational relationship between the information gathered, safety threats identified, rational for threshold choices, development of a safety plan that mitigates safety threats and links to PCA. Staff need to be able to articulate how decisions were reached, ie. "show your work". Supervisors need to recognize what is missing.
  - e. Determine acceptable standard of performance for each component of model. What is it, how to measure it? What are the standardized expectations that will be similar across the state?
2. Field observations
  - a. Need to develop tool for observation of workers.
  - b. Develop process to bring supervisors together to review each other's workers work.
  - c. Develop supervisor review template emphasizing safety, permanency, well being and how the NSIS informs and addresses these three areas.

3. Readings with activities or structured questions. Process needed to be able to do these over computer
4. Role playing between supervisor and workers to demonstrate various interactions
  - a. Uncomfortable conversations
5. Other techniques
  - a. Supervisors present real cases acting as the worker, other supervisors critique
  - b. Brainstorming to problem solve using mixed groups of supervisors
  - c. Develop statewide cohorts, have all review same case with input, exchange of reviews
6. Determine communication plan, set the context for Proficiency Development activities.
  - a. Notify supervisors of project-“there is a train”
  - b. Explain the process-“the train is coming”
  - c. Implement the process-“successfully meet the train”

#### Next Steps

- ✓ Synthesize information
- ✓ Integrate methods into work plan in coherent format
- ✓ Develop communication plan
- ✓ Gather and develop resources for readiness activities.
- ✓ Develop plan about how proficiency will be assessed.
- ✓ Administration, managers, etc. refocus attention and resources on safety.

In a conference call in May it was also determined that a survey will be distributed to supervisors to allow them to have input into the development process.

The next site visit will be June 9<sup>th</sup> and 10<sup>th</sup>, 2010 in Lincoln.

**Safety Concepts** (threats, threshold criteria, safety planning, safety services, protective capacities)

Recognizing Abuse/Neglect  
 Parenting Practices  
 Confidentiality  
 Sustainability  
 Court process, requirements  
 Community resources  
 Social work concepts, systems theory, family dynamics  
 Connections to other parts of the system  
 Substance Abuse, Mental Health, Domestic Violence  
 Role of service coordinators  
 Treatment services, how to access  
 Documentation, records management

Child Development  
 Boundaries  
 Stages of change  
 Agency policy  
 Case planning  
 QA tools, processes

Engaging family  
 Information collection  
 Critical thinking  
 Stress management  
 Facilitating  
 Time management  
 Effectuation of change  
 Reunification planning  
 Ability to suspend judgment, not rush to judgment  
 Partnering, oversight, appropriate feedback  
 Ability to appropriately use information  
 Ability to redirect, deescalate, negotiate

Interviewing adult and children  
 Ability to analyze information  
 Ability to converse  
 Objectivity  
 Organization and planning  
 Motivational interviewing  
 Development of safety plan

**Knowledge**

**Skills**



**Values / Beliefs and Attitudes**

**Systems Supports**

Belief in the value of NSIS  
 Believes in the worth of all  
 Belief in possibility of change  
 Level of effort  
 Accountable  
 Non-judgmental  
 Honest  
 Values individualization, self determination, permanency and family  
 Able to recognize and control own biases  
 Understands ethics and boundaries  
 Inquisitive, curious but only as to relevant information

Has personal authority  
 Sees families as experts  
 Cultural competence  
 Accessibility  
 Compassionate  
 Possesses social skills

Technology  
 Staff Development  
 Field Learning  
 Management support retention  
 Resourcing  
 Community network, support  
 Recognition programs for competency  
 Personnel evaluations related to NSIS  
 HR issues: Staff development, hiring processes, standards, Liaison with Behavioral Health, Magellan  
 Coherence with contracting process, service coordinators, other contracts

Training  
 Supervision  
 Workload Management  
 Data systems  
 Mentoring process  
 Availability of legal support  
 QA connection to system