





# LIVE WELL SAN DIEGO

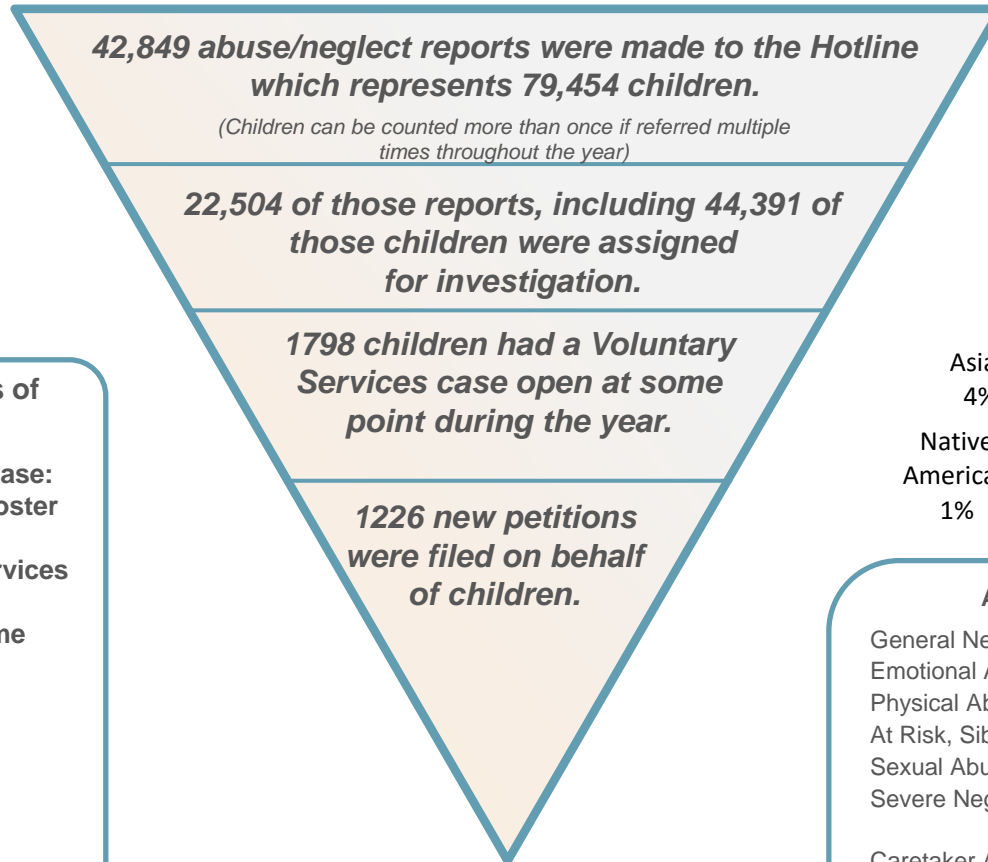
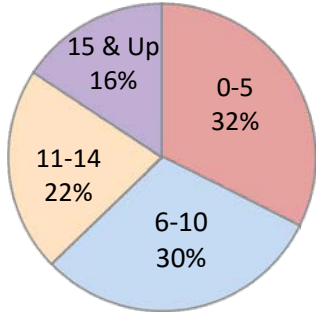
Building  
Better  
Health

Living  
Safely

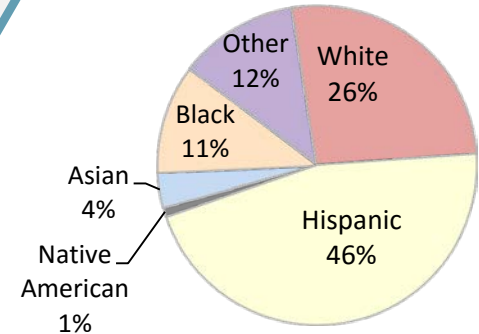
Thriving

# Child Welfare Services By The Numbers Fiscal Year 2015/16

**Age of Children  
In Referrals**



**Ethnicity of Children  
In Referrals**



**Children Receiving Services as of  
July 1, 2016**

- 4224 children and youth in an open case:**
- 445 young adults in Extended Foster Care (EFC)
  - 1128 children were receiving services in their home.
  - 2651 children were in out-of-home care:
    - 41% Kinship care
    - 52% Non-kinship care
      - 25% foster family homes
      - 10% guardian and court specified homes
      - 8% foster family agency homes
      - 8% group homes
      - 1% shelter care
    - 1% Other (e.g. trial visits with parents, non-foster care placements)
    - 6% Adoptions pending/finalized

**Allegation Types**

General Neglect	45%
Emotional Abuse	32%
Physical Abuse	30%
At Risk, Sibling Abused	22%
Sexual Abuse	18%
Severe Neglect	3%
Caretaker Absence/Incapacity	2%
Exploitation	0.2%

Children may have multiple allegations, therefore the percents will not equal 100%

547 children were placed in adoptive homes during FY2015/16



# HOW WE GOT STARTED WITH SAFETY-ORGANIZED PRACTICE

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## GOOD WORKING RELATIONSHIPS

- Solution-focused interviewing
- Strategies for interviewing children
- Cultural Humility

## CRITICAL THINKING

- Mapping
- SDM assessments

## ENHANCING SAFETY

- Harm and danger statements
- Well-formed goals
- Building safety networks
- Collaborative planning



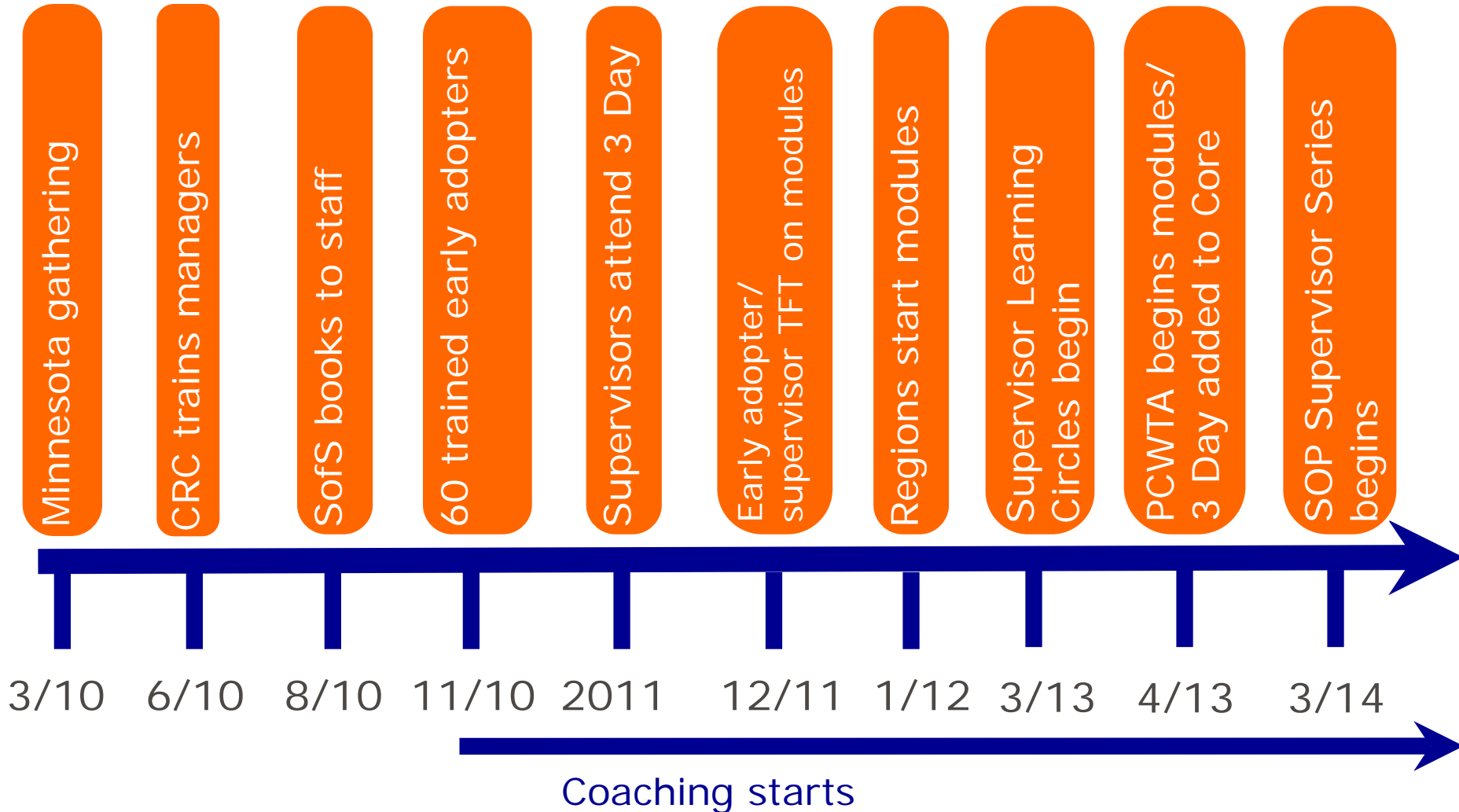
# IMPLEMENTING SOP



- Purpose:
  - Develop a Practice Model that would incorporate Structured Decision Making and Trauma-Informed Practice along with providing workers with tools that would support family engagement
- Method:
  - Early Adopter model
  - Used Implementation Science
  - Trained in modules with ongoing coaching support
  - Did not mandate the use of the tools



# IMPLEMENTATION TIMELINE



Adapted from SOP 3 Day Overview PowerPoint Presentation, NCCD



- Training for workers:
  - SOP 2 Day Foundational Overview in Social Worker Initial Training
  - 12 Modules which occur once a month over the course of a year (new workers are encouraged to begin modules within 6 months of completing initial training)
- Training for supervisors:
  - SOP 2 Day Foundational Overview
  - SOP Supervisor Series (four ½ day modules)
- Additional training materials:
  - SOP Overview eLearning
  - SOP Basic Terms in Spanish Mobile App
  - Safety Planning for Families with Infants

# LESSONS LEARNED



- Support for internal trainers is necessary for them to have the time and comfort level to train their peers
- Utilizing Early Adopters was effective
- Module series allows workers to learn new tools, practice skills and then return to add to their knowledge base
- Storytelling helped spread successes and build desire to “try on” the practice
- Coaching to support implementation was invaluable
- Supervisor learning needed to be strategic in order to support ongoing implementation
- Court has provided positive feedback about language being used in court reports (Danger Statements, behavior-based case plans)
- Connecting SOP to other key initiatives



# EVOLUTION OF SOP



- Information Bulletins
- SOP Language
- Changing forms to match practice
- Setting Expectations
- Safety Planning for Families with Infants
- First policy regarding use of SOP
- Updated Safety Plan Forms
- New SDM/Safety Planning Policy
- Case Reviews monitoring the fidelity of our practice
- Safety Enhanced Together

# SAFETY PLANNING FOR FAMILIES WITH INFANTS



- County Leadership identified the need for staff to develop rigorous safety plans surrounding families with infants.
- Trainings were co –presented with a Public Health Nurse
- Improve staff ability to use SOP skills in helping create good working relationships with families with infants
- Training lead us to change our SDM/Safety Planning Policy.





# SAFETY ENHANCED TOGETHER (SET)

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# SAFETY ENHANCED TOGETHER



**Every child  
grows up  
safe and  
nurtured.**



# PRIORITIES



1. Safely **stabilize and preserve families**;  
and if that is not possible...

- About **80%** of all referrals **do not require further intervention**.
- Nearly **20%** of the cases opened each year are **voluntary** cases and the children are not removed from the home. **60%** of these voluntary cases successfully **strengthen and preserve the family**.

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2. Safely care for children and **reunify children to their families of origin**; and if reunification is not possible...

- About **60%** of children removed **reunify** with their family within 3 years.

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3. Safely support the development of **permanency and lifelong relationships** for children and youth.

- About **75%** of children removed **find permanency** either with their family of origin or a new family within 3 years.

# SAFETY ENHANCED TOGETHER: CORE VALUES



- Relationships with children, youth, and families are the foundation



- Shared responsibility with community partners



- Collaborative partnerships with kinship and resource families



- A strong working relationship with the legal system



- Helping children and youth achieve their full potential and develop lifelong relationships



- A workplace culture characterized by reflection, appreciation and ongoing learning

# HOW DO WE USE THE PRACTICE FRAMEWORK?



- Articulate **organizational values** about doing what's best for children and families
- Clarify **what** our practice standards are, and **why** and **how** we use them across the organization.
- Help families and partners understand **what to expect**
- Guide **consistent operations** across the organization
- Inform **continuous quality improvement**
- Sustain the **learning organization**, using data to drive decisions.

# HOW DID WE DEVELOP THE PRACTICE FRAMEWORK?



Practice Framework Development Team (PFDT) formed in June 2012

Team composition: CWS staff, parent partners, alumni youth, and foster parents monthly July 2012 – May 2013

Safety Enhanced Together Implementation Team prepares for rollout  
October 2013-February 2015

Regular reporting and input from CWS leadership with feedback loop back to staff



# COACHING

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# COACHING CONTINUUM (CRC)



LIVE WELL  
SAN DIEGO

Hands on

Hands off

## **Modeling**

The coach does all of the work while the social worker observes and learns. Following, the worker asks questions and coach explains actions.

## **Coach-lead Sharing**

The coach and the social worker work together and team the work, with the coach taking the lead.

## **Worker-lead Sharing**

The coach and the social worker work together and team the work, with the social worker taking the lead.

## **Observation**

The social worker does all of the work while the coach observes and makes notes. Following, the coach facilitates reflection and provides feedback.



- Not punitive but supportive
- Focus on deepening practice
- Learner-lead
- Objectives and action items developed in partnership between coach and learner
- Based on a trusting, mutual relationship between coach and learner
- Confidential while still allowing for a feedback loop between coach, learner and supervisor
- Enhances transfer of learning from classroom to the field
- Allows workers to “try on” skills with support until they are mastered

# ROLES OF A COACH



- Provide support to a learner in the field
- Partner with staff to develop objectives and a plan to reach them
- Observe practice & provide feedback.
- Introduce new strategies & problem-solving skills
- Support implementation of a new practice
- Encourage and assist a learner until they gain mastery of a new skill
- Assist a learner in integrating formal knowledge with craft knowledge – improve transfer of learning



# COACHING IN SAN DIEGO



- Initially began with coaching through PCWTA – 1 coach for the entire county (1300 staff)
- Now have coaching fully implemented
  - 1 manager coach through PCWTA
  - 2 supervisor coaches – PCWTA and County
  - 9 staff coaches who are County staff (all senior social workers)
- Coaching is delivered in each office
- Staff are able to sign up and meet individually or in small groups
- Also serve as Field Advisors for Core 3.0 field activities

# COACHING IN SAN DIEGO



- Workers can elect to bring their Supervisor or meet privately
- Unit coaching has become very popular as staff report skill development/enhancement feels safer to learn from peers on specific topic of the group's choice
- Coaching content is confidential
- Coaching themes are provided to County leadership in the form of a monthly report which highlights key themes including: what is working well, what is causing worry and what needs to happen next



# COACHING OUTCOMES



- Over 3800 coaching sessions have been conducted by internal SOP coaching unit since roll out in May 2015
- Average satisfaction score on coaching satisfaction surveys is 4.74 (on 5-point scale)
- Model Fidelity – improved from 20% to 59%



# COACHING LESSONS LEARNED

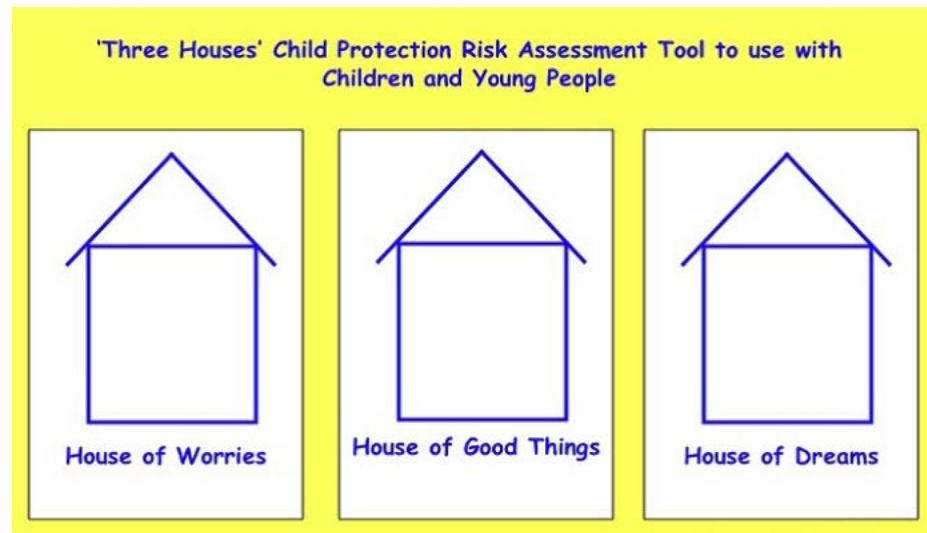


- Coaching participation is slow initially and increases steadily over time
- Coaching participation increases with word of mouth/telling success stories and when using a process of signing up for time slots
- It is important for Coaches to use questions, Appreciative Inquiry and clear goal-setting with workers in order for coaching to be effective
- SOP Coaches co-located in a CWS Region where they were previously case-carrying already built trusting relationships, so experienced staff seek out coach more frequently
- CWS Supervisors who seek out coaching for themselves have more staff in their units who seek out coaching as well
- Our coaches co-facilitating SET Learning Cycles has helped CWS staff in embracing our new practice framework

# SUCCESS STORY



A SW reported to SOP Coach that after observing a mapping facilitated by SOP Coach, the SW went out to interview a 10 year old boy. The SW said SOP was on her mind and she focused on using the three houses, safety circles, and scaling questions with him. She stated the interview only lasted half an hour, but because of how engaged the boy was, he provided a lot of information about his feelings of safety and what was happening in his home. The SW also reported using the SOP tools gave her confidence that the investigation was thorough and well done.



# COACHING ACTIVITY



- Step 1: Please take a few minutes to complete the self-reflection questions regarding work place culture
- Step 2: After you complete, please share with others at your table what insights and possible new action steps you have come up with
- Step 3: Large Group Debrief





# CONTINUOUS QUALITY IMPROVEMENT (CQI)

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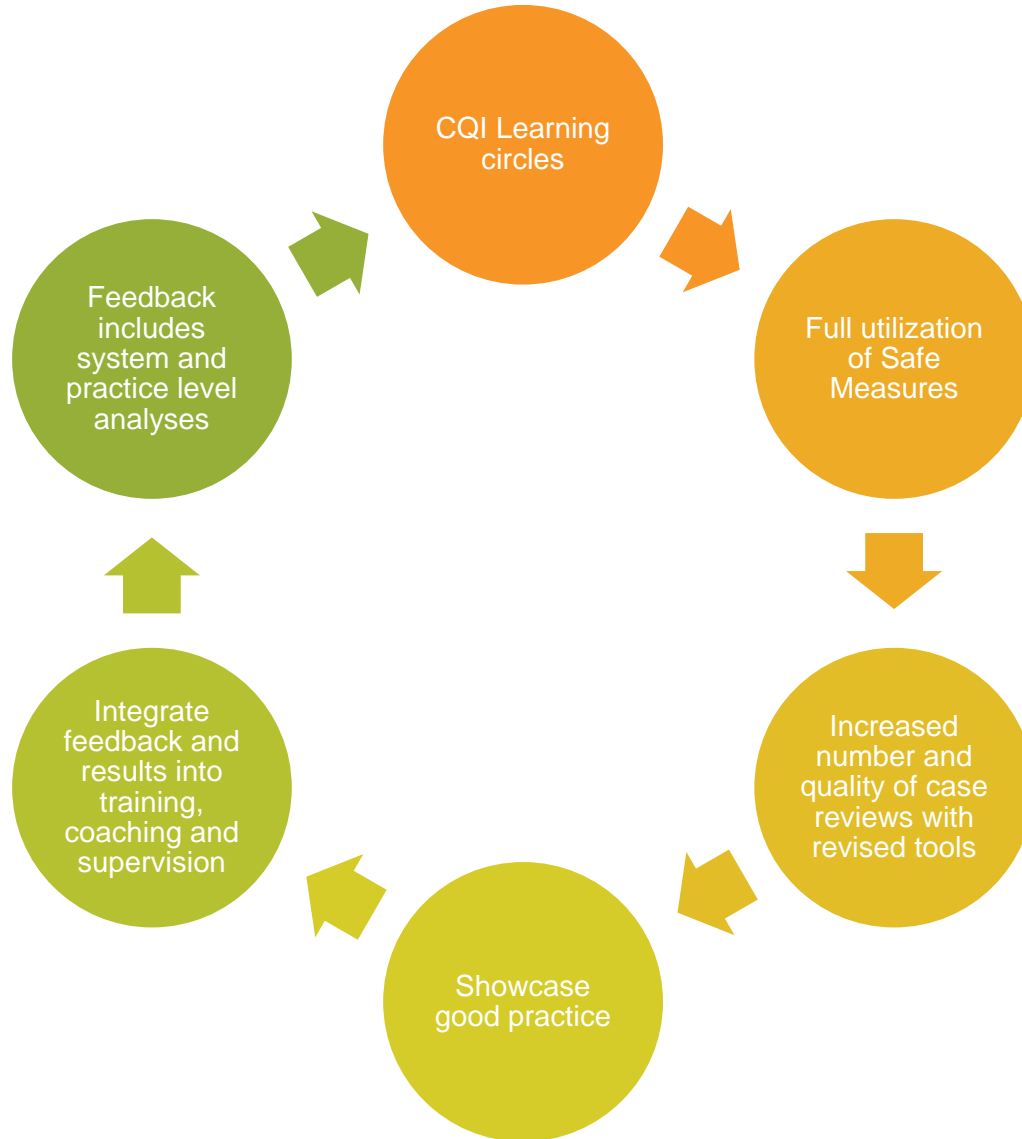




## CONTINUOUS QUALITY IMPROVEMENT

- ❑ Shared expectations and responsibility
- ❑ Continuous learning at all levels
- ❑ Quality of enhanced practices and System Improvement Plan goals tied to our review processes
- ❑ Dedicated resources to support CQI
- ❑ Findings are shared and acted upon
- ❑ CQI manual – clear instructions and expectations for consistent practice

# KEY COMPONENTS OF CQI



# CWS CQI STRUCTURE



# SET REFERRAL AND CASE REVIEW TOOLS



- **NOVICE** – There is evidence that the worker has “tried out” or begun to use the tool but may not have implemented it properly.
- **EMERGING** – There is evidence that the worker is using the tool or practice but lacks accuracy and/or consistency.
- **ACCOMPLISHED** – There is evidence that the worker uses the tools and practices them consistently and accurately.
- **DISTINGUISHED** – There is evidence that the tools and practices are integrated into the worker’s practice as a way of doing business.
- **MASTER** – There is evidence that in addition to practicing integrated work the worker is creative with the tools in difficult or problematic situations or takes the “next steps” of follow-up and evaluation.



# SAN DIEGO OUTCOMES

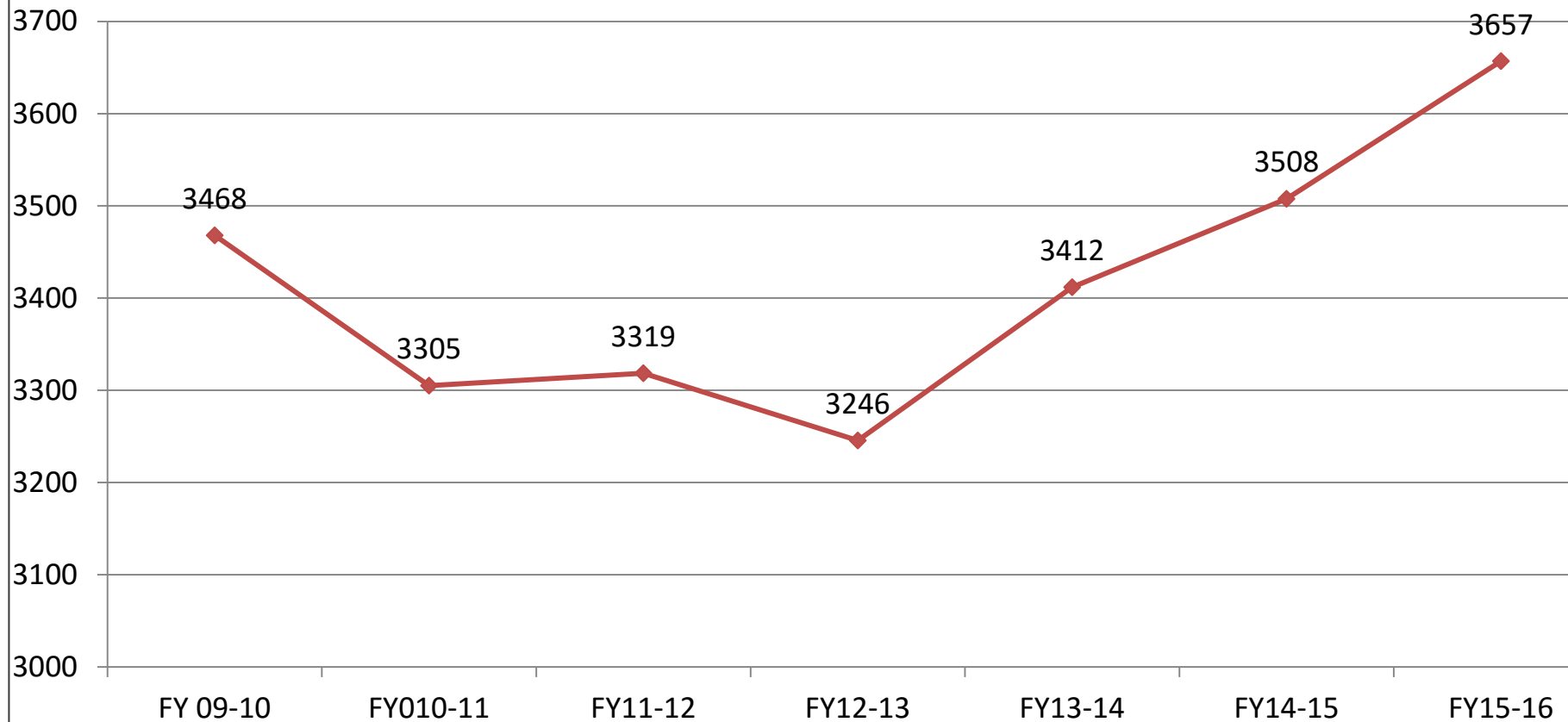
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## Average Monthly Referrals

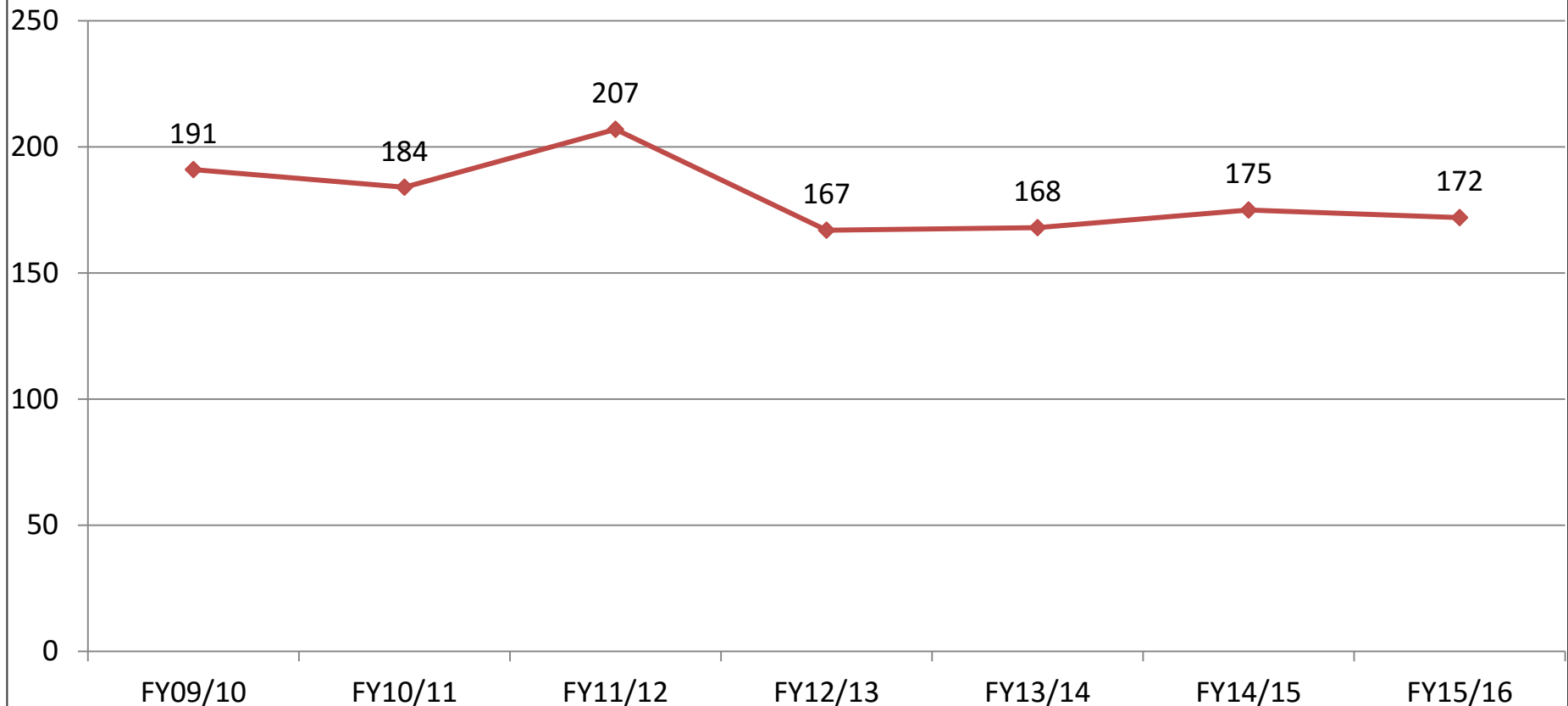
% change = 5.4%





## Average Monthly Removals

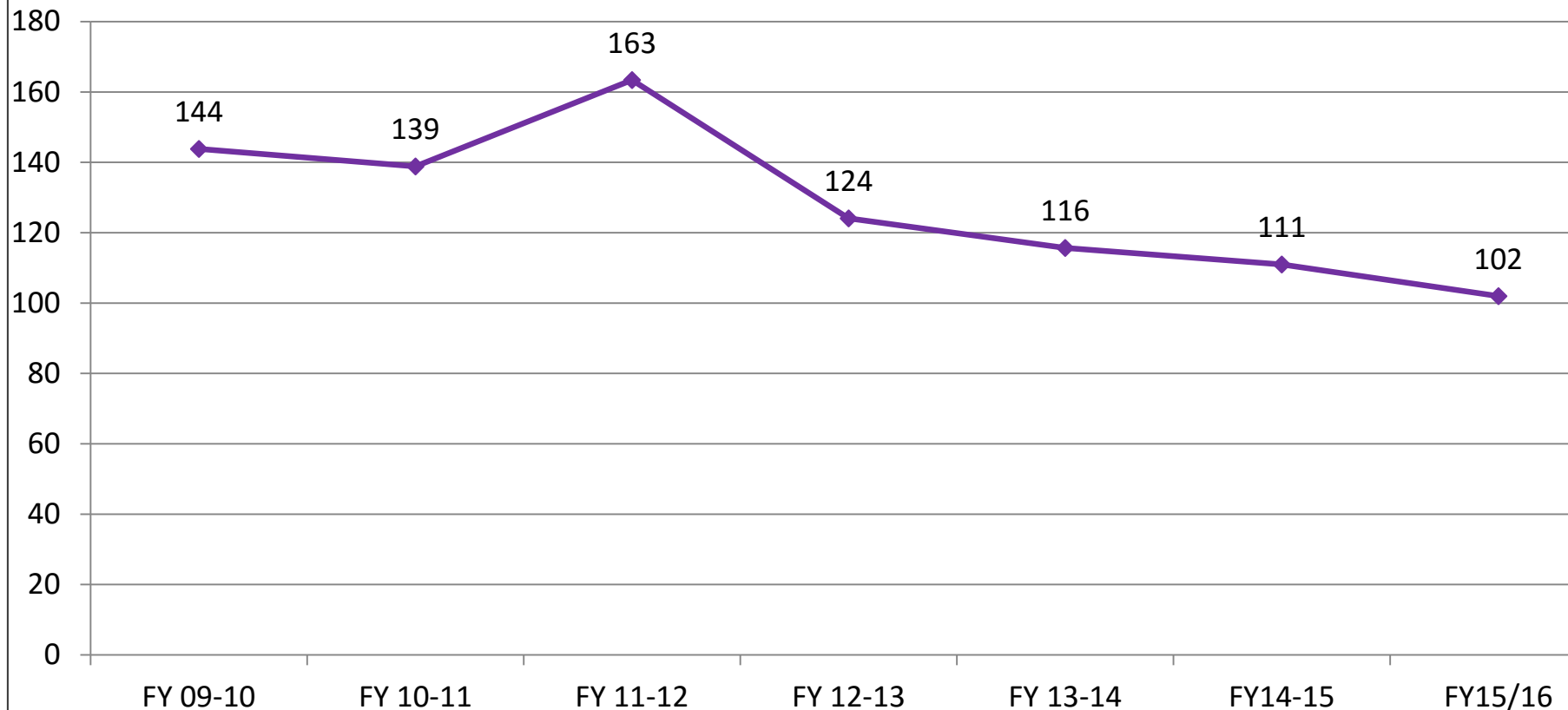
% change = -10%





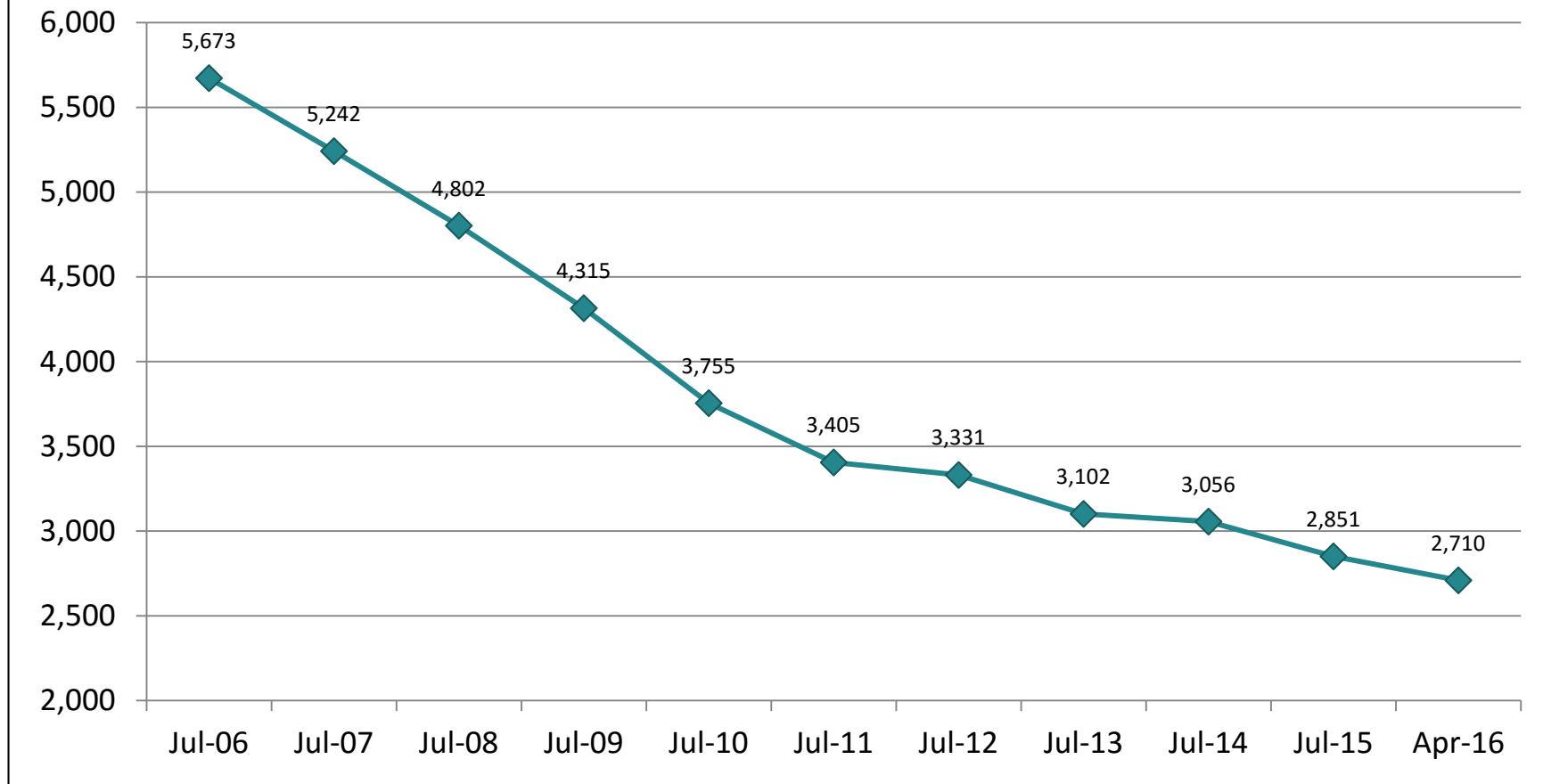
## Average Monthly Petitions Filed

% change = -29.1%



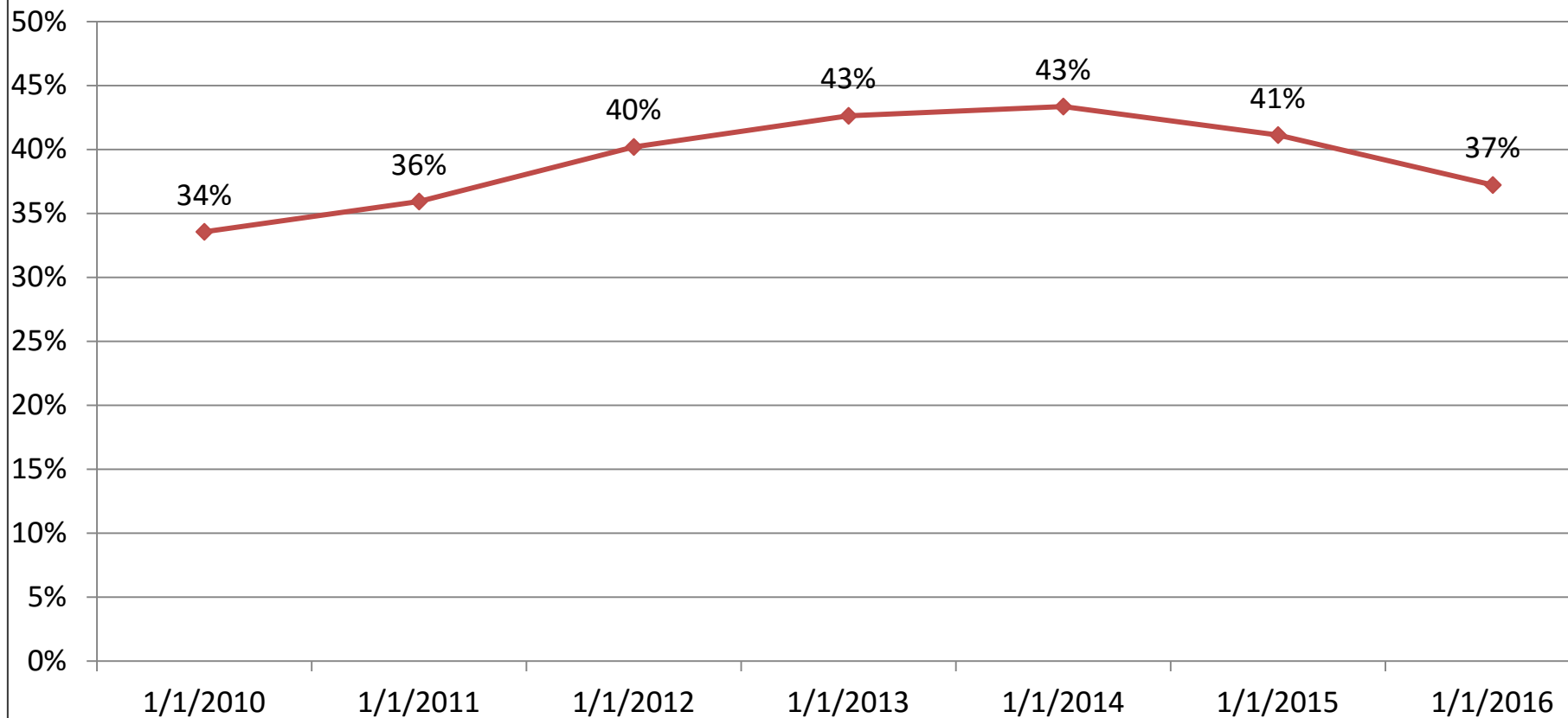


## Children in Foster Care On Given Date (ages 0 to 17)





## Children Placed with Kin

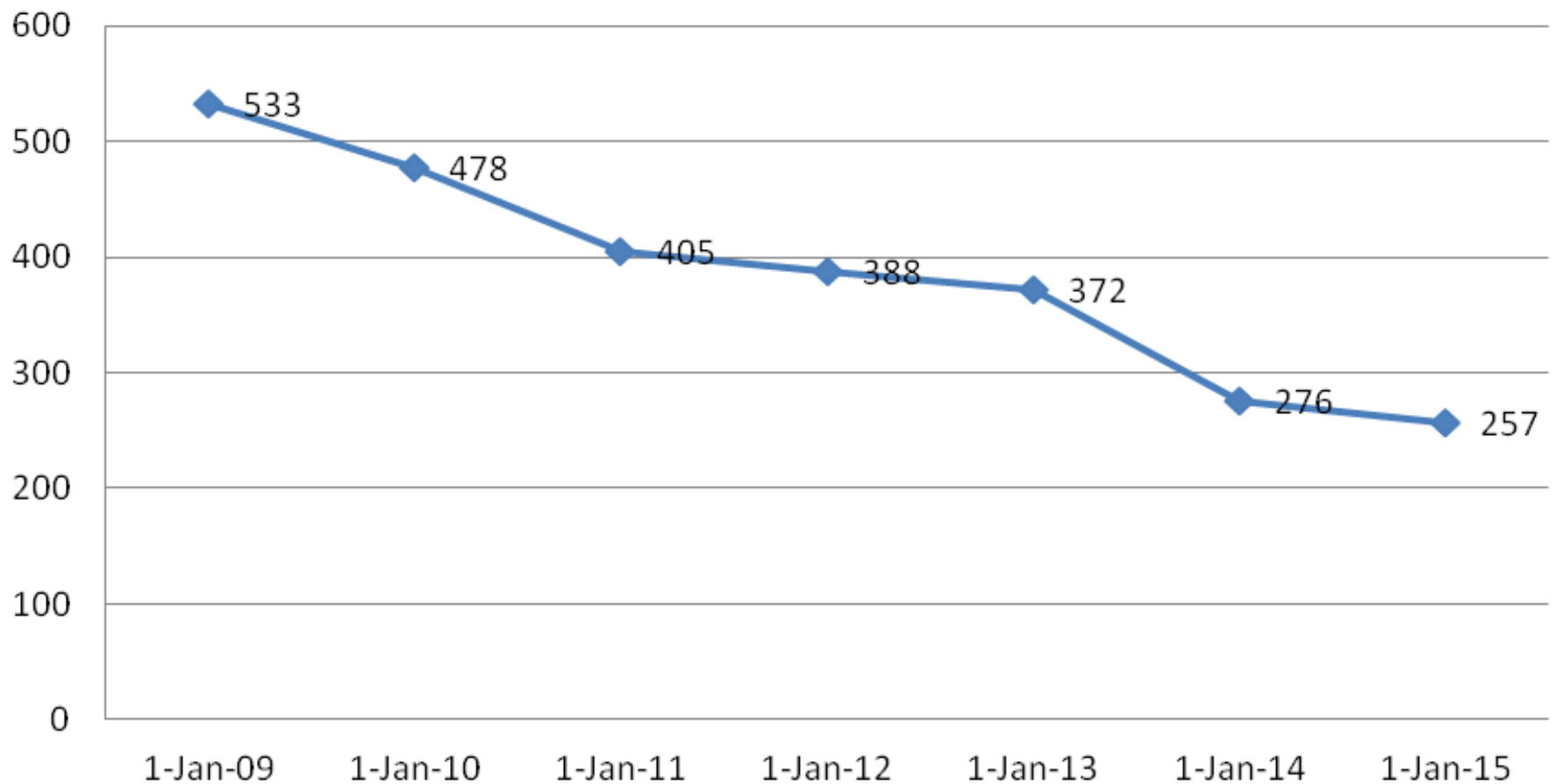


# GROUP HOME PLACEMENT



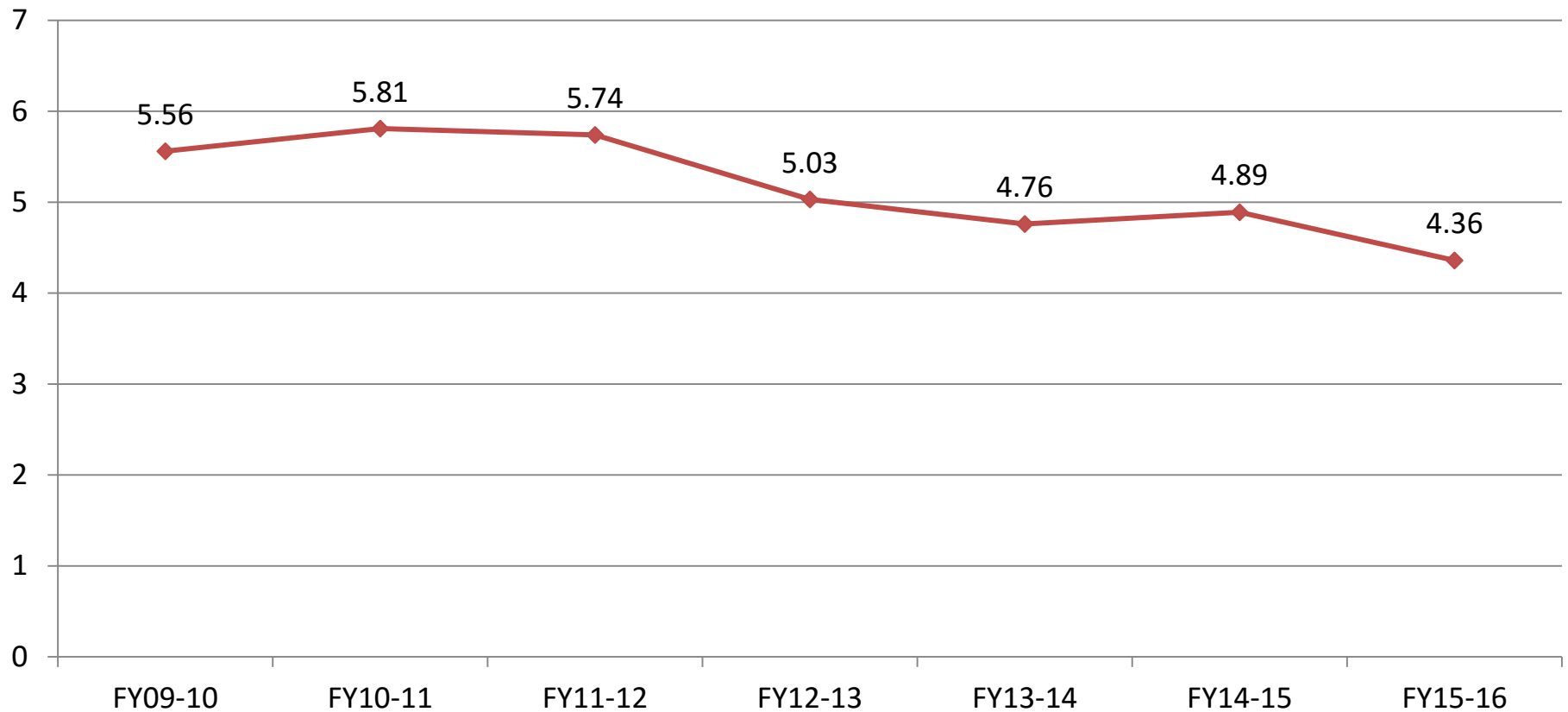
## Youth in Group Homes\*

\*Includes San Pasqual Academy





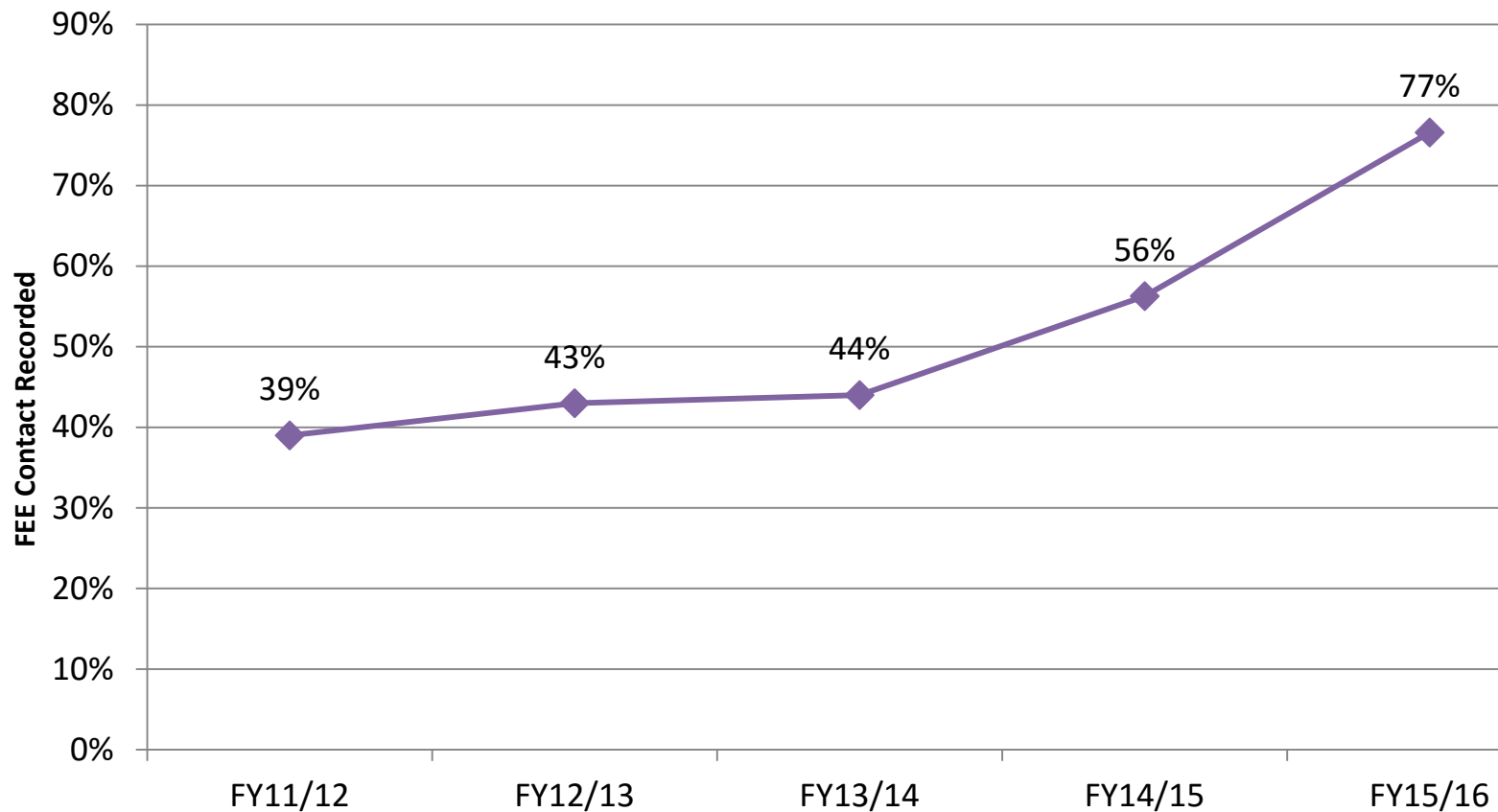
## Placement Stability (Placements per 1,000 Days\*)



\*lower is better

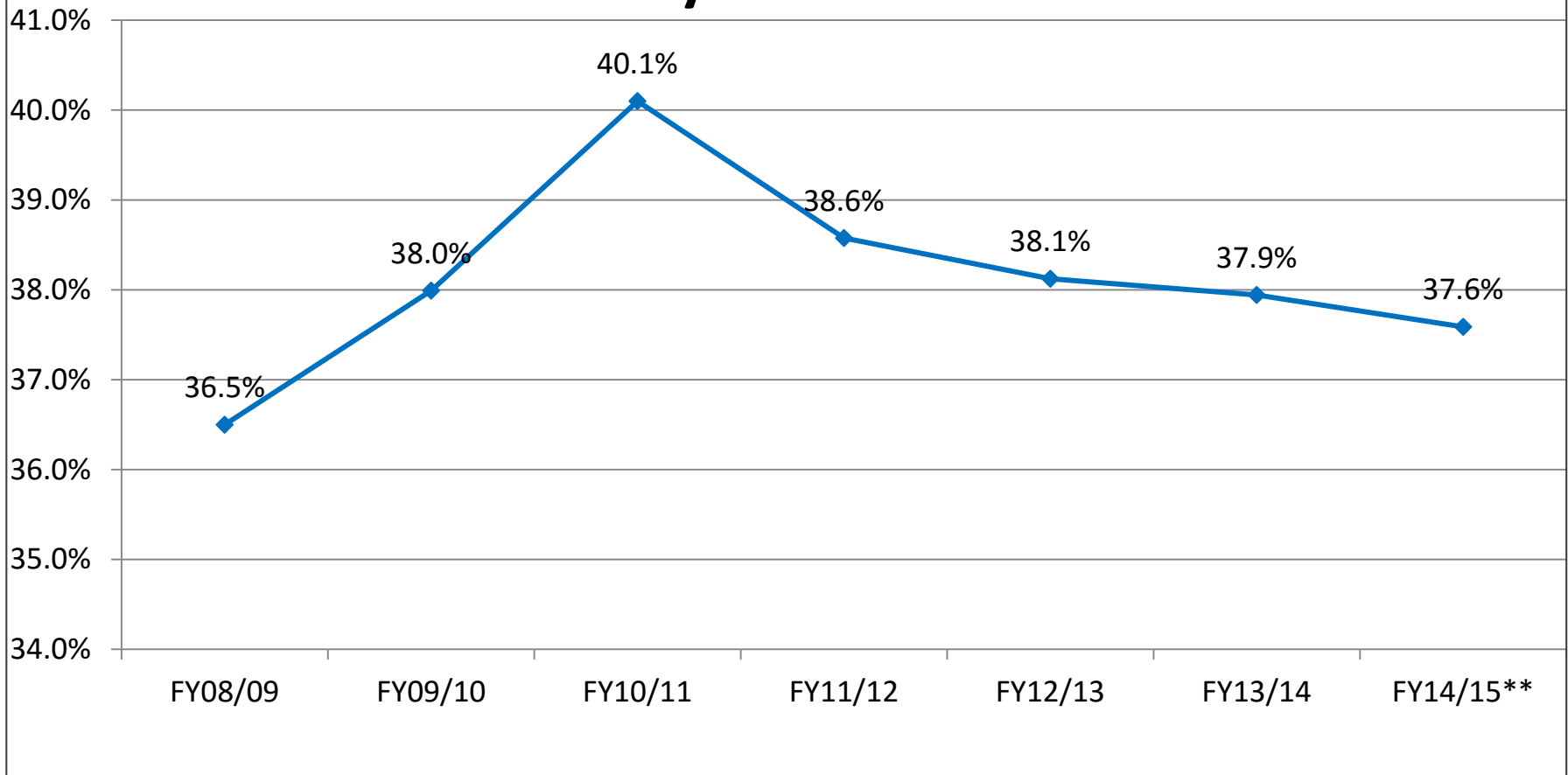


## Families Engaged in Case Planning





## Percentage of Children who Achieve Permanency within 12 Months



\*\*Apr 2014 to Mar 2015

# QUESTIONS



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