



## ***VALUES-BASED SUPERVISOR ASSESSMENT OF AUTHENTIC FAMILY ENGAGEMENT BEHAVIORS FOR THE CHILD PROTECTIVE INVESTIGATOR***

The values-based assessment tool is intended for use by the Broward County Sherriff's Office child protective investigator's (CPI) Supervisor to support increased race equity; family engagement competencies and improved safety assessments with the families we serve. Supervisors are key to translating agency policies and procedures for staff and ensuring that they are adhered to, in training and coaching staff and supporting their professional growth, and in helping workers to address the challenges of ensuring safety for children while strengthening and supporting their families. As child welfare agencies pay increased attention to ensuring quality through systematic continuous quality improvement efforts, supervisors must be particularly skilled in bringing the agency's vision to life by teaching and coaching, monitoring, and supporting CPI's in a stressful environment, as well as leading quality improvement processes. Supervisor success in these endeavors is critical for staff retention and for fostering positive outcomes among child welfare workers. (Supervising for quality casework—Child Welfare Information Gateway 2015)

### **Description and completing the assessment**

This assessment tool accompanies the values-based behaviors and is intended to increase CPI's awareness of the values-based behaviors through reflective supervision and on-going coaching. The supervisor will assess each CPI and the frequency with which he or she demonstrates the eight values listed and defined in the first column. The second column provides sample indicators or examples of actions that a CPI who has adopted the values-based Behaviors would choose to take in a variety of situations. And the third column is for scoring the observed frequency with which one chose to demonstrate the described behavior or action. Review each sample indicator and rate the frequency with which you observed CPI display that behavior on a bi-monthly basis. Through supervision and coaching with CPI, it is not expected that one will rate himself or herself as 5 (always) or 1 (never) on every item. It is encouraged that the supervisor is candid in their response, as this is an assessment process with an opportunity for identification of areas of strength, next level learning and opportunities for growth.

### **Analyze the Completed Self-Assessment**

Once you have completed the assessment, you may want to reflect as an individual or group on the following questions:

- On what sample indicators did you or the group consistently score yourself/themselves on the scale at the 4 (frequent) or 5 (always) levels?
- Why did you or the group rate yourself/themselves higher in frequency for demonstrating these sample behaviors?
- On what sample indicators did you or the group score yourself/themselves on the scale at level 3 or below?
- Why did you or the group rate yourself/themselves lower in frequency for demonstrating these sample behaviors?
- Establish personal goals for increasing the frequency with which you demonstrate specific sample behaviors.
- Conduct periodic re-assessment of your behaviors to determine the degree to which your performance has changed in your growth personally and as a CPI.



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For each values-based behavior listed, a definition is provided and a set of sample indicators that describe what one would see if the CPI were demonstrating that behavior in his/her daily work. For each of the sample indicators listed, check the box that best represents the frequency with which supervisor observes the behavior in practice with families:

**1 = Never; 2 = Rarely; 3 = Occasionally; 4 = Frequently; and 5 = Always.**

<b>CPI :</b>		<b>Date Completed</b>	
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<b>Values-Based Behavior with Definition</b>	<b>Sample Indicators</b>	<b>Self-Assessment Rating</b>				
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		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Altruism:</b>		<b>Never</b>	<b>Rarely</b>	<b>Occasional</b>	<b>Frequent</b>	<b>Always</b>

Altruism is the primary regard for or devotion to the interest of our families, thus assuming the trust and responsibility of placing the needs of the families ahead of the CPI's self-interest.	1. Clearly explaining available family-centered, strength-based interventions wherever possible.					
	2. Generously providing the necessary time and effort to meet family needs.					
	3. Placing the family's needs ahead of one's own, as evidenced by willingness to structure one's schedule and/or tasks to accommodate all parties involved.					
	4. Assisting families, as able, with linkage to effective family engagement support and/or service providers that meet their unique cultural and familial needs.					
	5. Demonstrate capacity to learn from and consult with colleagues and supervisor to better engage families within the helping process.					

<b>Overall Rating</b>	
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		1	2	3	4	5
		Never	Rarely	Occasional	Frequent	Always
<b>Caring and Compassion:</b>						
<p>Compassion is the desire to identify with or sense something of another's experience; a precursor of caring.</p> <p>Caring is the concern, empathy, and consideration for the needs and values of others.</p>	1. Actively listening to families and considering their needs and preferences.					
	2. Exhibiting compassion, caring, and empathy in providing and referring services to families.					
	3. Demonstrating respect for others and considering others as unique and of value.					
	4. Considering race, social, emotional, cultural, psychological, environmental, and economic influences of the families (eg, learning styles, language abilities, cognitive abilities and adapting approaches accordingly).					
	5. Recognizing and refraining from acting on one's social, cultural, gender, and sexual biases; i.e. demonstrate a nonjudgmental attitude.					
<b>Overall Rating</b>						



<b>Self-Awareness</b>		1	2	3	4	5
		Never	Rarely	Occasional	Frequent	Always
Having an awareness of one's own personality or individuality and identify as a professional CPI and conduct oneself accordingly.	1. Demonstrate self-awareness of personal knowledge limitations and biases, and practice self-correction and reflection in action while pursuing ongoing professional development.					
	2. In intervention planning, demonstrate consistently the understanding and recognition of how personal beliefs, values, norms, and world view can influence case dynamics and outcomes.					
	3. Present self in a manner consistent with respectful professional conduct, and adapt methods of communication, including written client materials, to consumer, colleague, and community language and cultural needs.					
	4. Utilize supervision/consultation effectively, including the need to augment knowledge, or to mediate conflict arising from personal values and emotions related to practice and professional contexts.					
	5. Demonstrate the capacity to perceive the diverse viewpoints of families, community members, and others in cases of value conflict, and the ability to resolve such conflict by applying professional practice principles.					
<b>Overall Rating</b>						



		1	2	3	4	5
<b>Diversity:</b>		Never	Rarely	Occasional	Frequent	Always
Engage diversity and difference in practice	1. Demonstrate knowledge of historical, legal, socioeconomic, and psychological forms of oppression and the ability to develop culturally sensitive interventions within that understanding.					
	2. Recognize how institutional racism and power dynamics affect workplace culture and climate in practice.					
	3. Demonstrate self-awareness of bias, including knowledge of and capacity to manage power differences, when assessing and working with diverse populations.					
	4. Demonstrate ability to understand and communicate the effects of individual variation in the human developmental process and its importance to the shaping of life experiences within diverse groups.					
	5. Consciously work to reduce the impact of bias, social inequality, and institutional and interpersonal racism in practice and actively develop authentic family engagement practices.					
	6. Demonstrate capacity to learn from and consult with colleagues and supervisor to better engage families within the helping process.					
<b>Overall Rating</b>						



		1	2	3	4	5
		Never	Rarely	Occasional	Frequent	Always
<b>Cultural Humility:</b> CPI “ability to maintain an interpersonal stance that is other-oriented (or open to the other) in relation to aspects of cultural identity that are most important to the [person]. Cultural humility is different from other culturally-based training ideals because it focuses on self-humility rather than achieving a state of knowledge or	1. Demonstrate willingness to look at one’s own background and social environment and how it has shaped experience.					
	2. Demonstrate a commitment to authentic family engagement on an ongoing basis with families, communities, colleagues, and with themselves.					
	3. Recognize the dynamic nature of culture since cultural influences change over time and vary depending on location.					
	4. Consciously work to be aware of our own values and beliefs that come from a combination of cultures to increase understanding of others.					
<b>Overall Rating</b>						



<b>Effective Communication:</b>		1	2	3	4	5
		Never	Rarely	Occasional	Frequent	Always
<p>Is the communication between CPI and family wherein the intended message is successfully delivered, received and understood through a balance of inquiry and explanation of intended message.</p>	<p>1. Demonstrate engaged and active listening so that one can hear subtle intonations in the family member’s voice that convey how that person is feeling and the emotions they’re trying to communicate. This includes focusing fully on the speaker, avoiding interrupting or redirecting the conversation, showing your interest in what is being said, trying to set aside any judgment, and providing feedback.</p>					
	<p>2. Demonstrate effective nonverbal communication by using open body language—arms uncrossed, standing with an open stance or sitting on the edge of your seat, and maintaining eye contact with the person you’re talking to.</p>					
	<p>3. Demonstrate the ability to manage stress in the moment by recognizing when you are becoming stressed and taking a moment to calm down, pausing to collect your thoughts, delivering your words clearly, and being willing to compromise.</p>					
	<p>4. Reflecting what has been said by paraphrasing. "What I'm hearing is...," or "Sounds like you are saying...," without repeating what the speaker has said verbatim. Ask questions to clarify certain points: "What do you mean when you say..." or "Is this what you mean?"</p>					
<b>Overall Rating</b>						



		1	2	3	4	5
		Never	Rarely	Occasional	Frequent	Always
<b>Humility:</b> Having the ability to recognize families' values; seek to understand effective ways of partnering despite values differences and honoring the role of the family in all decisions.	1. Demonstrate the willingness to understand a family's values may differ from yours. Despite these differences, remain aware of the power imbalance to deepen positive interactions with families. Seek to gain greater understanding of the importance of utilizing those with who one interacts as "social mirrors" through which one can more accurately see (or gain an accurate reflection of) themselves by being transparent about strengths and limitations					
	2. Reflect attitudes that are other-enhancing rather than self-enhancing (Morris, 2005) to acknowledge and demonstrate respect for the strengths and contributions of others.					
	3. Demonstrate teachability by showing openness to learning, a displayed receptiveness to others' feedback, ideas, and advice and the willingness to ask for help.					
<b>Overall Rating</b>						





		1	2	3	4	5
<b>Inclusion:</b>		Never	Rarely	Occasional	Frequent	Always
Intentionally considering family perspective; seeking input on decisions that impact family; involving family voice throughout the life of case.	1. Utilize a collaborative and engaging disposition to build strong partnerships with families and include them as full partners (Manion & Smith, 2011).					
	2. Focus on family members' competencies (rather than only their difficulties or weaknesses) to inform goals, plans and approaches (Gopalan et al., 2010).					
	3. Recognize the power imbalance inherent in interactions between CPI's and families and invite families to share their expert knowledge on the child and other important information (e.g. the child's strengths, behaviors, sleep patterns) that may influence decisions in order to increase families' confidence and make services more effective and meaningful (Manion & Smith, 2011).					
	4. Using a strength-based approach wherein CPI utilizes the families' expertise and supports them as potential agents of change with control over their own lives.					
	5. Build rapport early on in the process by focusing on acknowledging, validating and responding to the families' expressed needs.					
<b>Overall Rating</b>						



		1	2	3	4	5
		Never	Rarely	Occasional	Frequent	Always
<b>Transparency:</b> In daily practice, operating in such a way that it is easy for others to see what actions are performed. It has been defined simply as "the perceived quality of intentionally shared information from a sender". Transparency implies openness, communication, and accountability to families.	1. Demonstrate transparency during the investigative process by explaining the role of the CPI, reasons for the investigation, expectations of the family, while working together towards completion of the investigation.					
	2. Demonstrate a willingness to be available to discuss the family's fears, answer any questions and discuss the next steps.					
	3. Consistently valuing the role of the family as you seek meaningful ways to support their needs, versus "telling" them what is going to be implemented					
	4. Partnering with the family to ensure you've exhausted all possible family and community supports to assist in strengthening protective factors.					
		<b>Overall Rating</b>				
<b>Comments:</b>						
<b>References:</b> Gopalan, G., Goldstein, L., Klingenstein, K., Sicher, C., Blake, C., & McKay, M. M. (2010). Engaging families into child mental health treatment: updates and special considerations. <i>Journal of the Canadian Academy of Child and Adolescent Psychiatry</i> , 19, 182-196. American Physical Therapy Association Values-based assessment <a href="http://www.apta.org/ValuesBasedBehaviors/">http://www.apta.org/ValuesBasedBehaviors/</a> Manion, I., & Smith, E. (2011). Good things happen: Engaging families in youth mental health care. <i>Vanier Institute of the Family</i> , 41, 1-5. Retrieved from <a href="http://www.vanierinstitute.ca/include/get.php?nodeid=730">http://www.vanierinstitute.ca/include/get.php?nodeid=730</a> Morris JA, Brotheridge CM, Urbanski JC (2005) Bringing humility to leadership: Antecedents and consequences of leader humility. <i>Human Relations</i> 58(10):1323–1350. <u><i>Values have been extracted from Community Café conversations conducted with youth, parents, child welfare leaders and staff on behalf of the Child Welfare Race Equity Workgroup. Report issued April 2018 in partnership with the Urban League of Broward County.</i></u>						