

# Visit Coaching for Visitation Supervisors

## Executive Summary & Overview

### Learning Objectives

#### Knowledge

The worker will be able to identify placement activities that will help children and older youth reduce or resolve the issues of separation and loss in the context of placement.

The worker will understand their role in assessing kin as relative placement providers.

The worker will know three basic skills for teaching individuals and families.

#### Skills

The worker will be able to prepare a child and the child's parents for placement.

The worker will be able to facilitate parental visiting with children in out-of-home care.

The worker will be able to assess caregivers' care of the child(ren) placed in their care.

When caregivers ask for assistance or direction, the worker will be able to provide consultation.

The worker will learn and demonstrate the skills for coaching individuals to change behavior.

#### Values

The worker will be able to articulate the concept of "do no harm" as it is applied to children placed in out-of-home care.

The worker will be able to be respectful of kin and non-kin caregivers.

The worker understands the need to apply social work ethics and values in working with children, parents and foster caregivers.

The worker will have three strategies for working with difficult situations in coaching individuals and families.

The worker will have at least three effective actions to use in treatment.

The worker will have an evaluation format for measuring behaviors and outcomes when using this model.

# Visitation – Course Outline

## Introduction and overview of the wellness way

- Building on what works versus pathology
- The “job” of families today
- Overview of healthy patterns and skills
  - Basic “blue collar” communications skills
  - Patterns of health in individuals and families
  - Patterns of health in various cultures
- Participant needs

## A blueprint for working with families

### Assessment

- Resources/barriers
- Needs for reunification
- Arriving at the level of visitation

### Case planning based on resources

- a. Outcomes at assessment for visitation
- b. Results versus process
- c. Visitation planning for supervised, observed, unsupervised reunification
- Supervision/consultation/documentation

## Coaching strategies and action interventions

### A systems approach to strategies

- Symmetry and matching energies
- Sculpting

### Action oriented interventions versus “functional fixedness”

- Movement
- Time

### **Coaching: Getting clients to “walk the talk”**

- The “healing” paradigm
- Team coaching or coaching alone
- Choosing who and when to coach – with results made clear
- Handling resistance and difficult situations
- Modeling
- Participant situations
- Closing: getting it done and ending

### **Summary and evaluation**

# Visitation

## Lesson Plan

Topic	Methodology	Learning Objective Participant will be able to...
<p><b>Welcome, Introductions, Course overview</b></p> <p>9:00 a.m. – 9:30a.m.</p>	<ul style="list-style-type: none"> <li>• Opening role play of a family waiting for a supervised visit requesting input from participants to do better.</li> <li>• Introduce self and relevant background</li> <li>• Review course objectives and manual for course</li> <li>• Identify visitation situations for coaching.</li> </ul>	<ul style="list-style-type: none"> <li>▪ define the objectives for the course and develop a list of visitation situations for consult/coaching.</li> </ul>
<p><b>A blueprint for working with families</b></p> <p><b>d. What are healthy families and what skills do they have</b></p> <p><b>e. From assessment, planning to treatment.</b></p> <p><b>f. Visitation as a strategy</b></p> <p>d. Variables for visitation</p> <p>e. Arriving at the level of visitation</p> <p>9:30 a.m. – 10:30 a.m.</p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Handouts from Healthy Families to House of skills and patterns</li> <li>• Discussion of participant practices for visitation</li> <li>• Demonstration through sculpt and discussion</li> </ul>	<ul style="list-style-type: none"> <li>▪ prepare a child and the child’s parents for placement</li> <li>▪ explain their role in assessing kin as relative placement providers</li> <li>▪ illustrate the need to apply social work ethics and values in working with children, parents and foster caregivers</li> <li>▪ demonstrate how to be respectful of kin and non-kin caregivers.</li> </ul>
<p><b>Break</b></p> <p>10:30 a.m. – 10:45 a.m.</p>		

<p><b>Case planning based on resources</b></p> <ul style="list-style-type: none"> <li>a. Outcomes at assessment for visitation</li> <li>b. Results versus process</li> <li>c. Visitation planning for supervised, observed, unsupervised reunification</li> <li>d. Supervision/consultation/documentation</li> <li>e. Communications skills</li> <li><b>f. Systems approach to strategies</b></li> </ul> <p>10:45 a.m. – 12:00 noon.</p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Role play of participant cases to demonstrate coaching for change.</li> <li>• Lecture and examples using handouts for communications skills, high energy, and low energy.</li> <li>• Check for “one thing” each participant has learned so far.</li> </ul>	<ul style="list-style-type: none"> <li>▪ facilitate parental visiting with children in out-of-home care.</li> <li>▪ assess caregivers’ care of the child(ren) placed in their care.</li> <li>▪ provide consultation when caregivers ask for assistance or direction.</li> </ul>
<p><b>Lunch</b> Noon – 1:00 p.m.</p>		
<p><b>1. Coaching strategies and action interventions</b></p> <ul style="list-style-type: none"> <li>a. Parents need to protect, supervise, and nurture.</li> <li>b. Interactive ways of teaching clients</li> <li>c. Sculpting and movement</li> </ul> <p>1:00 p.m. – 2:00 p.m.</p>	<ul style="list-style-type: none"> <li>• Exercise to define extremes of parenting which get people into the system</li> <li>• assessing participant cases based on skills need by parents</li> <li>• Video clip showing mother being coached</li> <li>• Practice coaching in groups of 3 with client, child, coach</li> </ul>	<ul style="list-style-type: none"> <li>▪ discuss an evaluation format for measuring behaviors and outcomes when using coaching model – results required in case plan must be demonstrable.</li> <li>▪ articulate the concept of “do no harm” as it is applied to children placed in out-of-home care.</li> </ul>
<p><b>2. Action oriented interventions versus “functional fixedness”</b></p> <ul style="list-style-type: none"> <li>a. Movement</li> <li>b. Time</li> <li>c. Location</li> </ul> <p>2:00 p.m. – 2:30 p.m.</p>	<ul style="list-style-type: none"> <li>• Demonstration of coaching and moving clients</li> <li>• Individual practice of coaching</li> </ul>	<ul style="list-style-type: none"> <li>▪ identify placement activities that will help children and older youth reduce or resolve the issues of separation and loss in the context of placement.</li> <li>▪ list at least three effective actions to use</li> </ul>

		in treatment.
<b>Break</b> 2:30 p.m. – 2:45p.m.		
<b>3. Coaching: Getting clients to “walk the talk”</b> <ul style="list-style-type: none"> <li>▪ The “healing” paradigm</li> <li>▪ Team coaching or coaching alone</li> <li>▪ Choosing who and when to coach with results made clear</li> <li>▪ Handling resistance and difficult situations</li> <li>▪ Modeling</li> <li>▪ Participant situations</li> <li>▪ Closing: getting it done and ending</li> </ul> 2:45 p.m. – 3:45 p.m.	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Video model</li> <li>• Practice coaching in groups of 3 with trainer checking each group</li> <li>• Rotate groups so each person has coaching practice</li> <li>• Take their most difficult situations to demonstrate use of coaching.</li> </ul>	<ul style="list-style-type: none"> <li>▪ learn and demonstrate the skills for coaching individuals to change behavior.</li> <li>▪ list three basic skills for teaching individuals and families.</li> <li>▪ list three strategies for working with difficult situations in coaching individuals and families.</li> </ul>
<b>Summary and Evaluation</b>  3:45 p.m. – 4:00 p.m.	<ul style="list-style-type: none"> <li>• Review “one thing” that each person learned.</li> <li>• Hand out evaluations</li> </ul>	