Success Coach Services

Program Manual — Catawba County Social Services

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Contents

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Section 1: Introduction to the Success Coach Service

The purpose of the manual is to provide an overview of the Success Coach Service and how it is implemented with families.

To help ensure successful installation and implementation, programs replicating the Success Coach Service should collaborate with the developers of the service, Catawba County Social Services.

History of the Child Wellbeing Project

In 2006, The Duke Endowment initiated a project to look at the long-term wellbeing of children who experienced foster care. Since 1924, The Endowment has funded private children's homes across North Carolina and South Carolina. While achieving significant outcomes for numbers of children being served by these homes, there was little focus on the outcomes for children after they were reunited with their families, adopted, or otherwise exited Social Services custody. The Child Care Division of The Endowment began to

look at ways to reform the public and private child welfare system continuum by further integrating child wellbeing outcomes and child development indicators with existing child welfare goals. With this integration, they hoped to accomplish lasting change by supporting early intervention, collaborative approaches, and projects that help organizations serve children and their families more effectively.

The Endowment approached Catawba County to partner on the initiative. Catawba County was selected due to the agency's history of innovation and its ability to implement a full continuum of services. Catawba County Social Services is a county-administered public social service agency in North Carolina with a long history of innovation, community collaboration, and an ability to implement a full continuum of child welfare services, including therapeutic foster care and residential services in addition to traditional mandated child welfare services (child protection, foster care, and adoption services). Catawba County Social Services also expanded the continuum to include voluntary prevention, family preservation, and child mental health services. In addition, Catawba County Social Services has a history of embracing the use of best practices and evidence-based interventions and programs and collaborating effectively with community partners and stakeholders to meet the needs of families served. It was this history and demonstrated

NOTE: Throughout the manual, you will find certain forms that are in **red and bold**. You can click on the form title to be taken to a PDF copy of the form.

capacity to implement innovative services effectively that provided the foundation for this partnership to improve child wellbeing by developing and implementing an array of post-care services.

Catawba County and The Endowment established a Child Wellbeing Project Design Team in 2008 to plan the project design and provide critical input on service selection, implementation issues, and the evaluation approach. The design team was comprised of Catawba County Social Services management and frontline staff, The Duke Endowment staff, and technical assistants from Child Trends and the National Implementation Research Network. Initially, Child Trends assisted with the development of the project concept and provided literature reviews on key areas of need for children and families post care. In November 2008, the National Implementation Research Network (NIRN) at the University of North Carolina's Frank Porter Graham Child Development Institute began providing intensive technical assistance focused on developing and implementing the project. Independent Living Resources, Inc. was chosen as project evaluator for the pilot phase in September 2009.

After consultation with experts in the field, post care became the focus of the project due to the lack of availability of post-care service models for all permanency types. The Child Wellbeing Project set out to test 2 hypotheses: First, children for whom Social Services has legal custody require significant and long-term support even after a "permanent" placement is established in order to reach their developmental potential and become successful adults. Second, this significant and long-term support will achieve financial savings to society over time. The Endowment and Catawba County agreed that the success of children who enter and exit the legal custody of social services should be defined by measurable child wellbeing indicators. Therefore, as they transition to adulthood, these children:

- Are employable.
- Are educated.
- Are connected (civically, spiritually, and to family).
- Have stable housing.
- Have a medical home.
- Make appropriate and wise decisions (e.g., avoiding substance abuse, criminal activity, and unwanted pregnancy).

From the project's inception, The Endowment and Catawba County agreed that "post-care" services would be composed of evidence-based and evidence-informed services. Evidence-based services have been evaluated and shown to be effective; evidence-informed services are

developed using research and knowledge from the field. Evidence-based and evidence-informed services help support children and families in ways that reduce risk factors that threaten wellbeing and that, conversely, enhance protective factors that promote and foster wellbeing. An array of services were developed based on needs identified by adoptive parents, reunified parents, guardians, and child welfare staff through focus groups and literature review. In addition to the Success Coach Service, other post-care services in the Child Wellbeing Project include: Parent-Child Interaction Therapy (PCIT), Educational Advocate Services, Strengthening Families Parenting Program, Adoption Support Groups, and Material Supports.

Developing the Approach Using Implementation Science

The steps taken to develop the Child Wellbeing Project were intentional. Catawba County along with the project funder, The Duke Endowment, elected to take an approach grounded in implementation science when selecting the components that would eventually make up the post-care service array. Any agency implementing post-care services should be guided by implementation science as they install Success Coach services. Catawba County's process is described below.

NIRN provided technical assistance for the project under the premise that implementation in stages was necessary for successful service and system change. Implementation of evidence-based and evidence-informed services generally takes 2-4 years and follows four stages: exploration, installation, initial implementation, and full implementation.[1]

In preparation for implementation, Catawba County focused on using best practices— assuring that the core implementation components or "implementation drivers" needed to support practice, organizational, and systems change were in place.[2]

These core components include:

- Competency Drivers
  - Staff selection
  - Training
  - Coaching
  - Performance assessment
- Organizational Drivers
  - Data-driven decision systems (using data to inform decision-making)
  - Facilitative administration/management (support from upper level management)
  - Systems interventions (the system is organized to support the work)

- Leadership Drivers
  - Technical
  - Adaptive

Following these core components required development and use of behavioral rehearsals in interviewing candidates for staff positions, skill-based training that allows staff to practice the skills they need on the job, and coaching plans to assure competency and skill development in their work. Program review protocols also assure that data are used in decision-making and that staff engages in problem-solving that reduces or eliminates barriers to implementation.

After extensive discussions, literature reviews, and focus groups with staff, birth and adoptive parents, and guardians, 6 areas of need were identified for families post care:

- Ongoing emotional support and case management for families

- Mental health services for children to address children's attachment and externalizing behaviors

- Educational services, supports, and advocacy to improve children's educational achievement

- Material supports to provide financial assistance and child care

- Parent education

- Emotional supports to help adopted children normalize their adoption experience

In 2009, 6 implementation teams of Catawba County staff were established to further research and recommend to the design team specific services and interventions to meet the identified needs of families. These recommendations led to a post-care array of 6 voluntary evidence-based or evidence-informed services available to families of children aged birth to15 years old when they leave foster care for a permanent placement (reunification, adoption, or guardianship/legal custody). Implementation teams may also be helpful at your site to make sure the Success Coach Service is a good fit for your agency and to conduct the program review process, a process that takes a close look at how well an intervention is running and what challenges need to be addressed. This process is detailed in a later section.

Evaluation of the Catawba County Child Wellbeing Project took place from 2012 to 2013 and was conducted by Independent Living Resources. However, it did not include a comparison group and did not generate the volume of hard data to be sufficient for hypothesis testing. Despite the lack of desired hard data, findings of the evaluation did assert that the presence of a Success Coach in the lives of post-

adoptive and post-reunified families appears to function as a stabilizing influence and appears to be preventive with respect to reentry of children into the child welfare system. This finding is based on focus group testimonial data, qualitative data from interviews, and surveys, and it is supported by data available from the Success Coach information system and other sources such as state level reentry rate data.[3]

In 2015, Child Trends designed a randomized controlled trial (RCT) for the Success Coach Service. In addition, Child Trends collaborated on a series of briefs highlighting lessons learned from this initial work and then designed a more rigorous outcome and implementation evaluation of the program. Evaluation of the Success Coach Service using RCT design has been challenging due to limitations around sample size. In 2019, Child Trends ended assignment of cases into what would have been a 5-year RCT of the Success Coach Service, and, as a result, the research team was unable to examine the impacts of the service with the degree of rigor that an RCT requires. The implementation evaluation component of the study resulted in valuable findings that continue to guide the replication of the Success Coach Service.[4]

Between 2016 and 2017, the Success Coach Service program has been replicated with 2 organizations: HALOS in 2016 and Methodist Home for Children in 2017. A third replication project occurred with The Boys and Girls Home of North Carolina in 2019 through 2021.

In the years between 2015 and 2019, the National Quality Improvement Center for Adoption and Guardianship Support and Preservation (QIC-AG), supported by Catawba County, developed Reach for Success to test the idea that proactive outreach to families can help to identify those families most in need of the Success Coach Service.

Overview of the Success Coach Service

The Success Coach Service provides ongoing support and enhanced case management to children and families and was developed as part of the Child Wellbeing Project. This project provided an array of post-care services to promote placement stabilization and child wellbeing for families of children who exited foster care to a permanent placement (reunification, adoption, guardianship, or legal custody). While the Child Wellbeing Project has reached its conclusion, its goal remains central to the work: Children who have been separated from their birth parents will experience long-term "success," as they transition into adulthood, defined by the following measurable child wellbeing indicators:

- Mental/emotional health
- Family functioning

- Caregiver self-sufficiency
- Child's education
- Environment
- Social/community capital or support

The Success Coach Service is a voluntary service for families who choose to participate. The Success Coach can be introduced to the family before they exit foster care, after their adoption is finalized, or at any point that an adoptive family (that includes an adoptee under the age of twenty-one) indicates a need for support. The Success Coach works with the family to assess their strengths and needs. Then, based on results of the assessment process and the expressed interests and priorities of the family, the Success Coach and family jointly create a **Success Plan** that outlines the family's goals and action steps to achieve those goals. Success Coaches work with families towards achievement of their goals, including coordinating services, providing crisis assistance, teaching, reinforcing skills to improve family functioning, and making referrals to other services.

Figure 1 depicts how post-care services fit into the child welfare continuum.

Figure 1: Child Welfare Services Continuum: From Child Protective Service Report to Post-Care Services
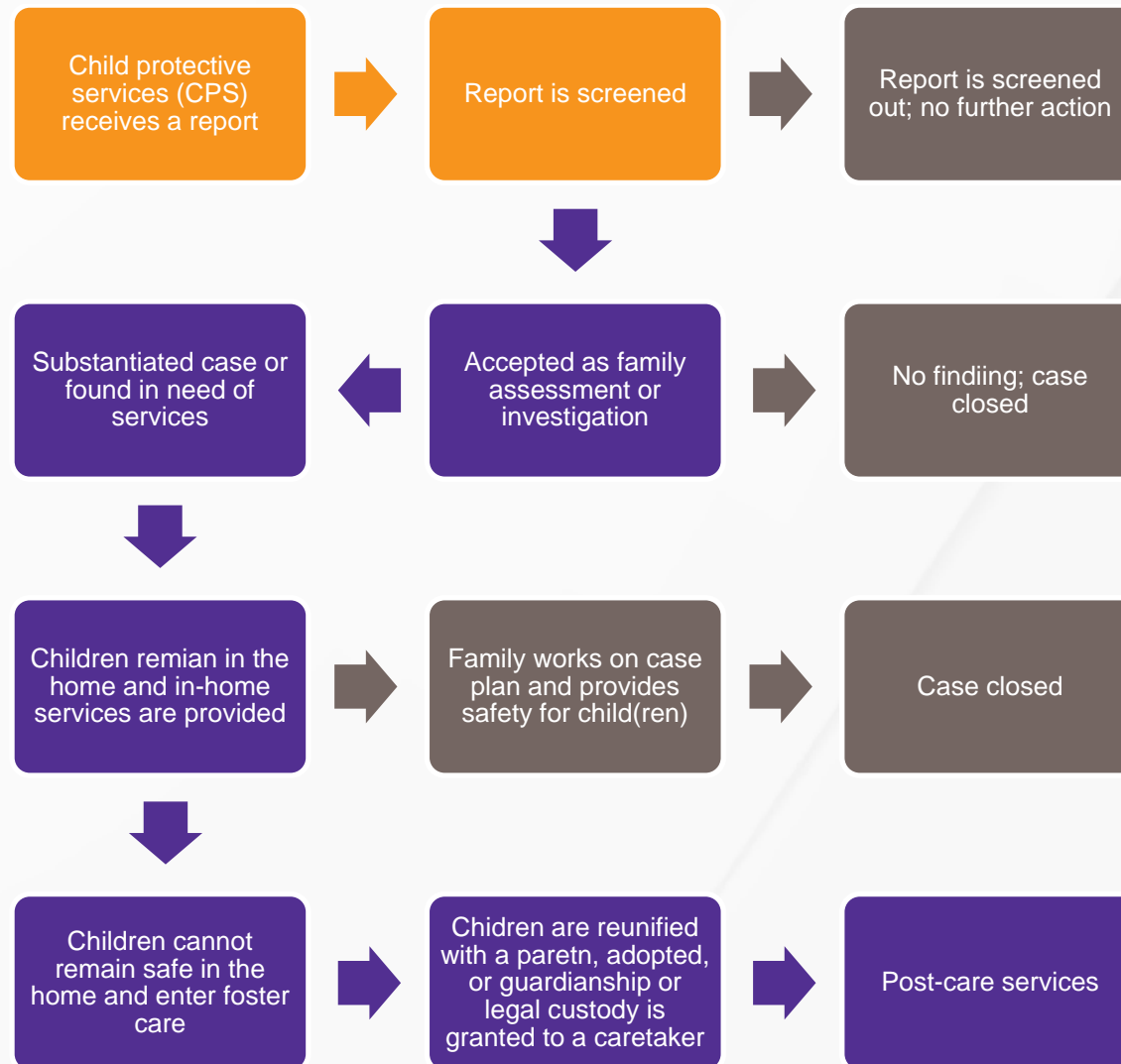
As stated in the Success Coach Service mission statement: *"Success Coaches, through support, education, and coordination of services, work with families to strengthen the permanent placement and enhance child wellbeing for children who achieve permanency."*

The Success Coach Service is a voluntary support service for children who leave Catawba County foster care by reunification, adoption, guardianship, or legal custody. The primary goal of the Success Coach is to support the family in providing a stable and safe environment for their children post permanency, to build family resiliency, and to implement support services that will have a positive long-term effect on post permanency stability. Success Coaches work with families to assess their strengths and needs, create a success plan, and achieve their goals. This will be done through reducing risk factors and increasing protective factors, specifically:

- Reduce risk of repeat maltreatment
- Reduce the risk of reentry to foster care
- Increase social support for the family
- Increase family self-sufficiency
- Increase family's ability to manage crises
- Increase parent's ability to access medical and mental health services for the child
- Increase parenting skills

- Increase child's ability to perform on or above grade level in school
- Increase parent's ability to advocate for and access educational services

The needs addressed by the Success Coach Service include:

- Child behavior/mental health concerns
- School problems
- Assistance with financial needs/childcare
- Parenting skills/discipline
- Social/emotional support for children and parents
- Navigating the child's and family's journey

For example, the Success Coach Service uses an assessment process to identify needs. When child behavior/mental health concerns are identified as a need, the service might respond by linking the family to professionals who can conduct further screening. Children experiencing school problems may need greater support in that setting, and a Success Coach can help the family navigate the process of securing services in the education system. Many families have benefitted from learning how to adapt their parenting strategies to align more closely with needs that are under the surface of the child's behavior.

Success Coach Program Goals

Success Coach Service program goals are met by increasing protective factors and decreasing risk factors.

Figure 2: Protective factors versus risk factors[5]
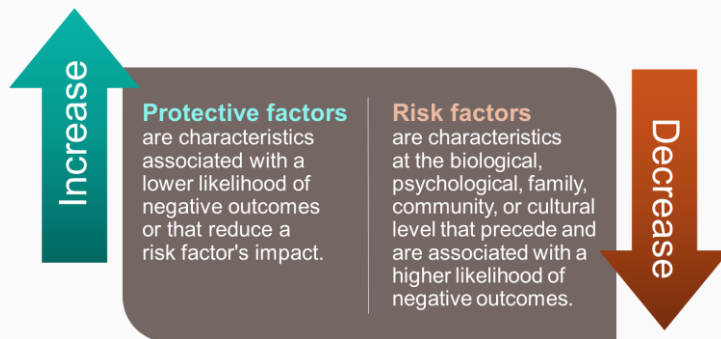
Success Coaches understand the impact trauma has on development and behavior and are able to integrate this understanding in their work with families to help families decrease challenges and increase strengths.

Support for Core Services

At a minimum, the following positions are needed to implement the Success Coach Service:

- Success Coaches to implement the services.
- Leadership support to participate in a monthly program review. These should be the people that can lead change needed for the success of the program.
- Supervisor to oversee Success Coaches. The supervisor must be able to engage in field supervision. This is the person providing the direct oversight of the Success Coach Service.
- Quality assurance staff to monitor fidelity. This should be a person who is available to review case files, to aggregate and analyze data in order to assess strengths and needs of the program, and to facilitate program review.

Figure 3: Success Coach Service core services

Success Coach Training Plan (Year 1)

Staff training is important to service delivery that is faithful to the model. When services are delivered with fidelity, program implementers can expect to achieve the intended outcomes for families.

The training plan provided below is for Success Coaches in Catawba County. These trainings were selected because it was determined these topics were most closely related to the role and functions of the Success Coach. In addition to the training topics highlighted here, continuing education for Success Coaches is important to ensure access to the most current and effective interventions that can be used with families.

The trainings that we will review as part of our training plan align with the Success Coach essential functions, which will be covered later in this program.

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Figure 4: Success Coach Training Plan (Year 1)

Success Coach In-house training	Before carrying cases	Workers learn the history of the project, basics of the SC position and service, including documentation, time frames, assessments, and case planning
NCFAS G+R	Before carrying cases	Workers learn to examine family functioning in 11 domains: environment, parental capabilities, family interactions, family safety, child wellbeing, social/community life, self-sufficiency, family health, caregiver/child ambivalence, readiness for reunification, and trauma/wellbeing.
Casey Life Skills	Before carrying cases	Workers learn to assess the behaviors and competencies youth need to achieve their long-term goals. Initially developed for use with youth in foster care.
DECA/DESSA	Within 1 month	Workers learn how to administer, score, and interpret results from the social/emotional assessment for infants and school aged children.
Motivational interviewing	Within 1-6 months	Workers learn how to engage in a collaborative conversation for strengthening a person's own motivation and commitment to change.
Darkness2Light	Within 6-12 months	Raises awareness of the prevalence and consequences of child sexual abuse by educating about the steps adults can take to prevent, recognize, and react responsibly to the reality of child sexual abuse.
Substance abuse	Within 1-12 months; yearly	Workers explore relapse triggers, relapse prevention, dynamics of addition, gender differences, and treatment recommendations/referrals
Trauma in child welfare	Within 1-12 months	Workers learn basic knowledge, skills, and values about working with children who are in the child welfare system and who have experienced traumatic stress.
Effects of separation and loss	Within 1-12 months	Helps workers understand the impact of separation and loss on children throughout the life course.

Figure 4: Success Coach Training Plan (Year 1) (continued)

Coaching in the kitchen	Booster	Workers develop coaching skills in order to assist parents in the field with behaviors that are challenging throughout their child's development.
MAPP	Optional	Provides 36 hours of preparation for becoming an adoptive or foster parent.
Child development in at-risk families	Optional	Workers learn the unique needs of children in at-risk families and how their environment impacts their development.
Step by step (CFT training)	Optional	Workers learn the benefits of Child & Family Team Meetings (CFT), the worker's role in a CFT, who to invite to a CRT, and how to schedule a CFT with a clear purpose.

National Training Initiative (NTI)

The National Training Initiative (NTI) is a free, web-based training offered through the Center for Adoption Support and Education (CASE). It enables learners to better address the mental health and developmental needs of children in foster, adoptive, or guardianship families.

- The training provides advance practice for permanency and wellbeing.

- This training helps staff understand the impact trauma has on development and behavior as well as to integrate this understanding into their work with families in order to help the families increase protective factors and decrease risk factors.

The NTI training provides information on many of the topic areas that are covered on the chart. This is a great way to obtain up-to-date training on these topics, especially if your site does not have an existing training that covers one or more of the recommended areas.

Populations Served

In the early 2000s, there was a growing recognition of the need for post-permanency services as a means of achieving wellbeing. The availability and sustainability of an array of post-permanency services to support former foster children and their permanent families—whether birth, kinship, or adoptive—can be viewed as the next challenge for child welfare agencies.[6] The development of the Child Wellbeing Project in Catawba County is an example of a local community rising to meet this important new challenge.

Current child welfare policies place a priority on reuniting children with their birth families as a way of achieving permanency, but a significant minority of those children reenter foster care. Data from 2019 show that states reported ranges of reentry into foster care within 12 months of a prior episodes from 0.5% to 15.5% (5.6% in North Carolina). The percentage of reentries into care more than 12 months from a prior episode ranged from 4.8% to 15.9% (4.9% in North Carolina).[7] Outcomes for youth who spend a relatively short time in foster care before returning to their families are not well documented, and little is known about post-reunification services that could stem this reentry into the system.[8]

When reunification cannot occur, many children find permanence with relatives. And, while most states provide basic services to kinship caregivers, studies have shown that many kinship families do not access the services for which they are eligible often because they are not aware of the services or they find involvement with public agencies stigmatizing.[9]

Children who have experienced the foster care system also face challenges. Findings from the National Survey of Adoptive Parents indicate that most children adopted from foster care are doing well, but there are reasons for concern, suggesting that for a significant portion of families adopting children from foster care, post-adoption supports and services may provide important assistance.[10]

Eligibility Requirements

Learn More
Client Eligibility Criteria—Assessing Your Client Population
The eligibility criteria for Success Coach Services in Catawba County, North Carolina are listed below. New implementation sites will need to change these criteria to include their jurisdiction of custody and mile radius outside of that jurisdiction in defining the service area. Other criteria may not require modification. It is important to assess our population to determine if post-care service area can fit into your agency's service array.

The goal of the Success Coach is to offer services to all eligible families who have a child leave the foster care system to a permanent placement.

Reunified Families

Children must meet the following eligibility criteria:

- Child must have exited foster care before the age of 16 and be under 18 at the time of the **Success Coach Service Agreement.**
- Child must have been in the custody of Catawba County Department of Social Services.
- Child must have been adjudicated abused, neglected, dependent, delinquent, or undisciplined by a judge; or had parental rights relinquished.
- Family must not have an open case with Child Protective Services.
- Family must live within a 75-mile radius of Hickory, NC.

Adoptive Families

Children must meet the following eligibility criteria:

- Finalized adoption has occurred either through foster care, stepparent, international, or privately.
- Adoptive family must reside within contracted PASS Region(s).
- Child must be under 18 at the time of service agreement.

Note: Adolescents, who were previously enrolled in the Success Coach Service, can enroll in the program without parental involvement upon turning

18 years old. They can be served through age 21, as long as they continue school and/or work.

Length of Program

The goal of the Success Coach Service is to strengthen the families' protective factors and reduce risk factors in 2 years. Once the family has completed the program, they will be eligible to access booster sessions that will last up to 3 months to help the family address any current concern. If a family reaches a new milestone in their life and the team feels that the case needs to reopen, then all case requirements will be followed as if reopening a new case. If the case cannot be closed in 2 years, it must be staffed with a supervisor to assess the need for the program.

Working with Families

This section walks through each function of the Success Coach and how it is used in practice with families. Success Coaches begin by engaging a family, while assessing their needs. Once a comprehensive assessment is complete, the Success Coach will begin goal planning with the family. To assist the family in meeting their goals, the Success Coach may coordinate services, teach, and reinforce new skills, provide advocacy, and plan for and prevent crisis with families.

Eligibility and Referral Process

The Success Coach Service begins at the referral to the program. *Figure 5* below shows the eligibility and referral process.

Figure 5: Eligibility and referral process

Referral Sources	Eligibility Criteria for the Success Coach Service	Referral Processes to Success Coach Service
CPS I/A or CPS In Home	- Child was previously in foster care in Catawba County - Child was adjudicated abused, neglected, dependent, delinquent, or parental rights were relinquished - CPS is closing services	- Referring SW emails referral to Success Coach Supervisor (SCS) - SCS assigns SC - SC staffs with referral source, completing intake form - SC arranges to meet the family
Foster Care (Reunification)	- Child was in foster care in Catawba County - Child was adjudicated abused, neglected, dependent, or delinquent - Child is on trial home placement with approximately 1 month left in foster care	- Referring SW emails referral to SCS - SCS assigns SC - SC staffs with referral source, completing intake form - SC arranges to meet the family
Foster Care (Guardianship/ Legal Custody)	- Child is in foster care in Catawba County - Child was adjudicated abused, neglected, dependent, delinquent, or parental rights were relinquished - Child has approximately 1 month left in foster care	- Referring SW emails referral to SCS - SCS assigns SC - SC staffs with referral source, completing intake form - SC arranges to meet the family
Foster Care (Adoption)	- Child is in foster care in Catawba County - Child was adjudicated abused, neglected, dependent, delinquent, or parental rights were relinquished - Adoption Petition has been filed	- Referring SW emails referral to SCS - SCS assigns SC - SC staffs with referral source, completing intake form - SC arranges to meet the family

Activities and Due Dates Through the Life of a Success Coach Case

Figure 6 outlines the time frames for completing assessments, goal plans, and specific activities throughout the life of a case. As you continue through this manual, additional information on goal planning and assessments will be presented.
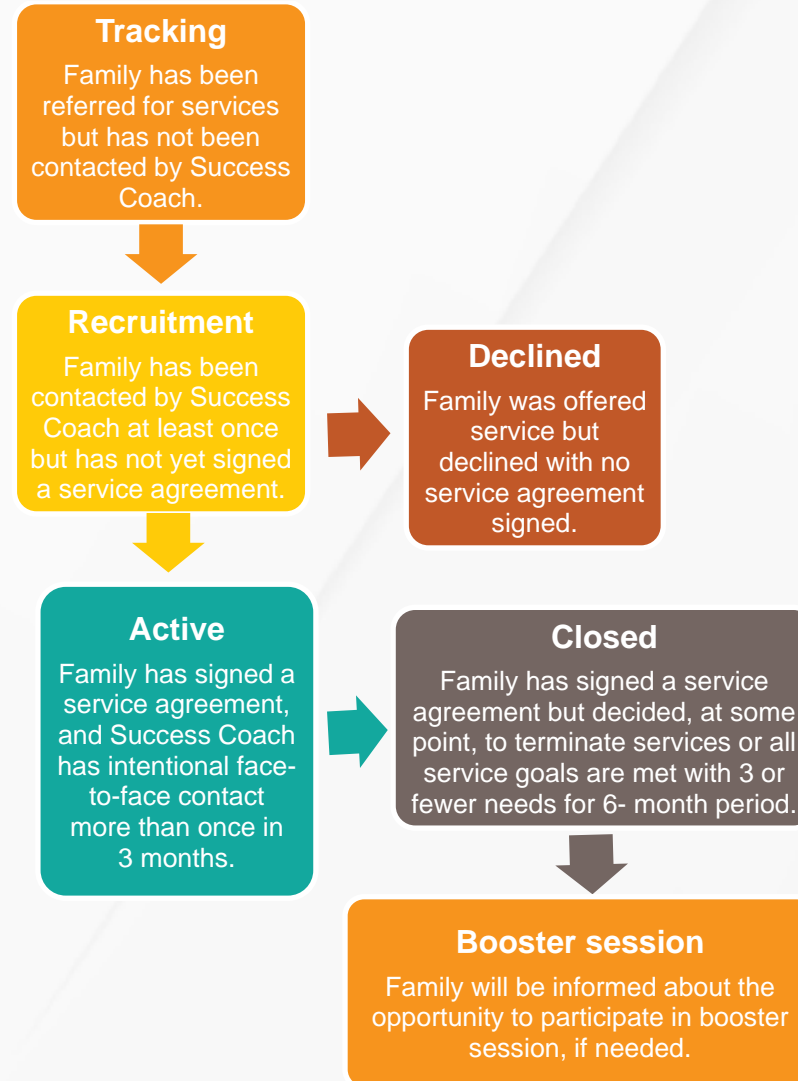
Figure 6: Time frames for completing assessments, goal plans, and case activities
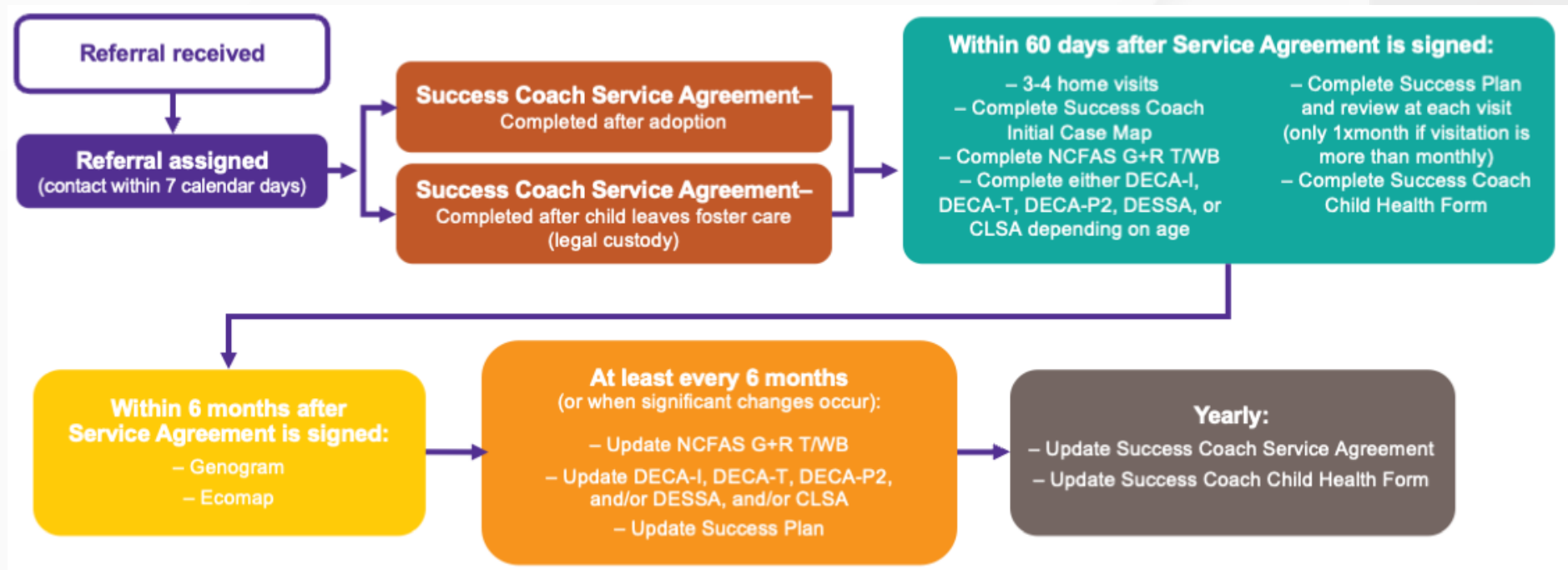
Case Status

During the course of the Success Coach Service, a case may move through various stages or case status changes from tracking to closure, depending on the needs of the family. *Figure 7* shows these stages.

Figure 7: Case status stages

Tracking
Family has been referred for services but has not been contacted by Success Coach.

Recruitment
Family has been contacted by Success Coach at least once but has not yet signed a service agreement.

Declined
Family was offered service but declined with no service agreement signed.

Active
Family has signed a service agreement, and Success Coach has intentional face-to-face contact more than once in 3 months.

Closed
Family has signed a service agreement but decided, at some point, to terminate services or all service goals are met with 3 or fewer needs for 6- month period.

Booster session
Family will be informed about the opportunity to participate in booster session, if needed.

Section 2: Resiliency Theory

Resiliency and the Social-Ecological Model

When developing an intervention, it is critical to have a theoretical framework that undergirds, supports, and guides the work. Resiliency theory provides the conceptual framework for the Success Coach Service. An underlying assumption of resiliency theory is that resilient individuals adapt to difficult circumstances, achieving positive outcomes in the face of adversity. Resiliency theory then provides the framework for specifying the risk factors that threaten successful adaptation, the criteria for determining successful adaptation, and the individual and environmental factors that may promote positive outcomes.[11] Mapping out the risk and protective factors at the individual, family, and community levels for children and their families after children leave foster care informs the selection and development of the interventions to be used in the Success Coach Service as well as choices about data collection and measurement. Therefore, Success Coaches aim to reduce risk factors and increase protective factors for individuals and families, which will in turn improve the wellbeing of children after they leave foster care.

Resilience is important because it gives people the strength needed to process and overcome hardship. Those lacking resilience get easily overwhelmed and may turn to unhealthy coping mechanisms. Resilient people tap into their strengths and support systems to overcome challenges and work through problems.

To help understand the concept of resiliency, it can be useful to understand the social-ecological model. The main concept behind this model is that it supposes that the environments that each of us live in can either positively or negatively impact our life circumstances. For Success Coaches, the job is to improve a person's environment by helping them identify not only what is negatively impacting their environment but also the strengths that come from their environment.

The social-ecological model provides the keys to understanding how families are impacted by their communities and larger societal influences. It starts with the child and family at the center, with each circle after that representing another layer of the environment (i.e., extended family and friends; community systems such as school, work, professional supports; and, finally, the larger societal system). Based on the idea that

people are connected to and impacted by all of these layers, certain risk factors may emerge that create conditions for negative outcomes. The good news is that the social-ecological model would also say that the connections to and impact from the family's environment on multiple levels mean that they can create protective factors. Increasing protective factors and decreasing risk factors are what ultimately strengthens resiliency.

Figure 8: Social-ecological model
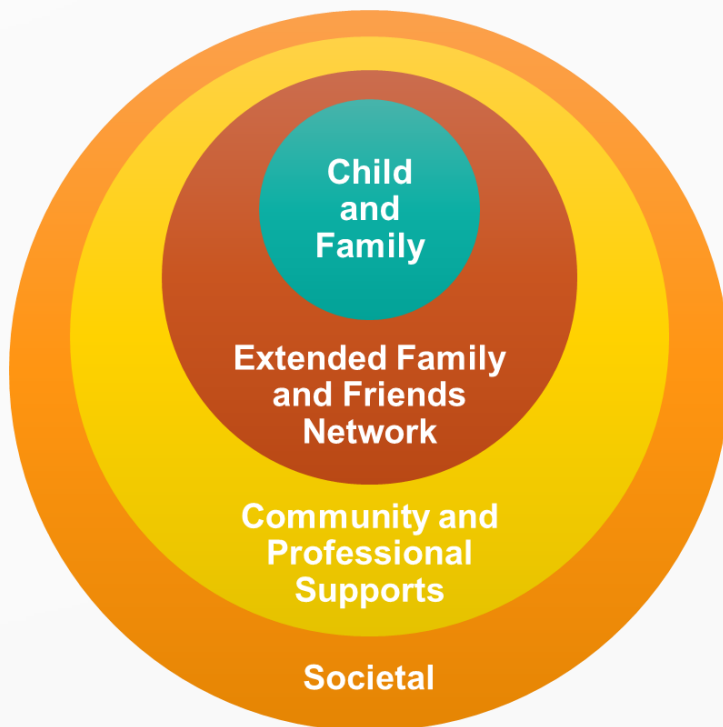
Each of the layers of the social-ecological model creates protective and risk factors. The interplay between risk factors and protective factors influences a child's or family's resilience.

Reflecting on the social-ecological model, we can identify many ways to impact risk and protective factors within the complex interplay between individual, relationship, community, and societal factors. Besides helping to clarify these factors, the model also suggests that it is necessary to act across multiple levels at the same time. This approach is more likely to sustain wellbeing over time. Let's examine how the levels of the social-ecological model relate to the concept of risk and protective factors.

- Child and family:
  - Some risk and protective factors are fixed; they don't change over time.
    - Individual biological factors
      - A person's exposure to alcohol prenatally
      - A genetic predisposition to addiction
    - Personal history factors (e.g., the ACEs that will be explored later in the program)
  - Other risk and protective factors are considered variable and can change over time.
    - Age
    - Education

- Employment
- Income status
- One's peer group
- Characteristics such as the ability to think optimistically or having a positive self-image can serve as protective factors.
- Building protective factors at this level include strategies like:
  - Conflict resolution and life skills training
  - Social-emotional learning
  - Coaching on parenting skills
  - Education or employment related skills training
- Extended family and friend networks:
  - The second level of the social-ecological model examines close relationships.
  - A person's closest social circle (i.e., peers, partners, and family members) influences his/her behavior and contributes to his/her experience.
  - Strategies to increase protective factors at this level may include:
    - Parenting or family-focused prevention programs (these are programs that focus on enhancing parenting practices and behaviors, such as developing and practicing positive discipline techniques, learning age-appropriate child development skills and milestones,

promoting positive play and interaction between parents and children, and locating and accessing community services and supports)
    - Mentoring and peer programs designed to:
      - Strengthen parent-child communication
      - Promote positive peer norms
      - Develop problem-solving skills
      - Promote healthy relationships
- Community and Professional Supports
  - At the community level, efforts to create protective factors include those that focus on:
    - Creating safe places where people live, learn, work, and play
    - Addressing conditions such as neighborhood poverty, housing segregation and instability, and food insecurity
- Societal
  - This level focuses on broad societal factors that help create a climate in which families either struggle (risk factors) or thrive (protective factors).
  - Societal factors include the health, economic, educational, and social policies that help to maintain economic or social inequalities between groups in society.

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– Strategies at this level to create protective factors include efforts to:

- Promote societal norms that protect against violence
- Strengthen household financial security, education, and employment opportunities
- Develop/improve other policies that affect the structural determinants of health

Risk Factors for Population Served

Children who have experienced foster care due to abuse or neglect continue to have risks that negatively impact their wellbeing after they exit care. Success Coaches work to increase protective factors and decrease risk factors.

Risk factors increase the probability of a child's reentry into foster care or of experiencing discontinuity in an adoptive family, while protective factors promote child and family wellbeing and reduce the probability of reentry into foster care or discontinuity.

Examples of risk factors include the following:

- Caregiver's unrealistic expectations of the child
- Poor family functioning
- Child exhibits externalizing behaviors (e.g., sexual or physical aggression, drug use) and/or internalizing behaviors (e.g., anxiety, depression)

- Child experienced multiple moves while in foster care

Examples of protective factors include the following:

- Caregiver with a stable marriage
- Caregiver with strong level of commitment
- Biological relationship between child and caregiver
- Placement with siblings
- Availability of formal supportive services

Protective factors

Risk factors

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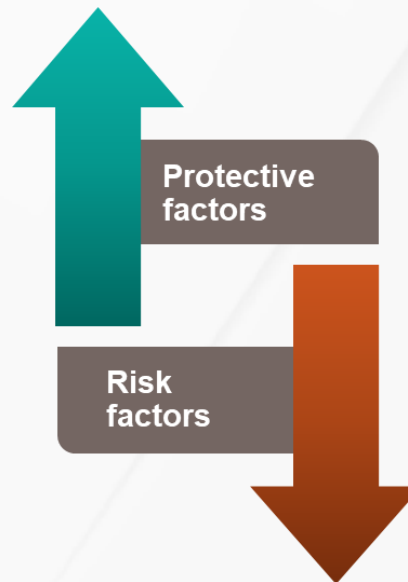
Characteristics of Resilient Families

Children who have experienced foster care due to abuse or neglect continue to have risks that negatively impact their wellbeing after they exit care. As a result, Success Coaches work with these children and families to provide them with the tools in order to increase their protective factors and to mitigate their risk factors. Characteristics of resilient families include the following:

- Social supports
- Positive parenting skills
- Appropriate discipline strategies
- A desire to parent
- A lack of substance abuse history
- Caretakers who are mentally and physical healthy
- Secure attachments with their children
- Financial security
- A safe home environment/community
- Housing stability
- Healthy children

Figure 9: Success Coach framework
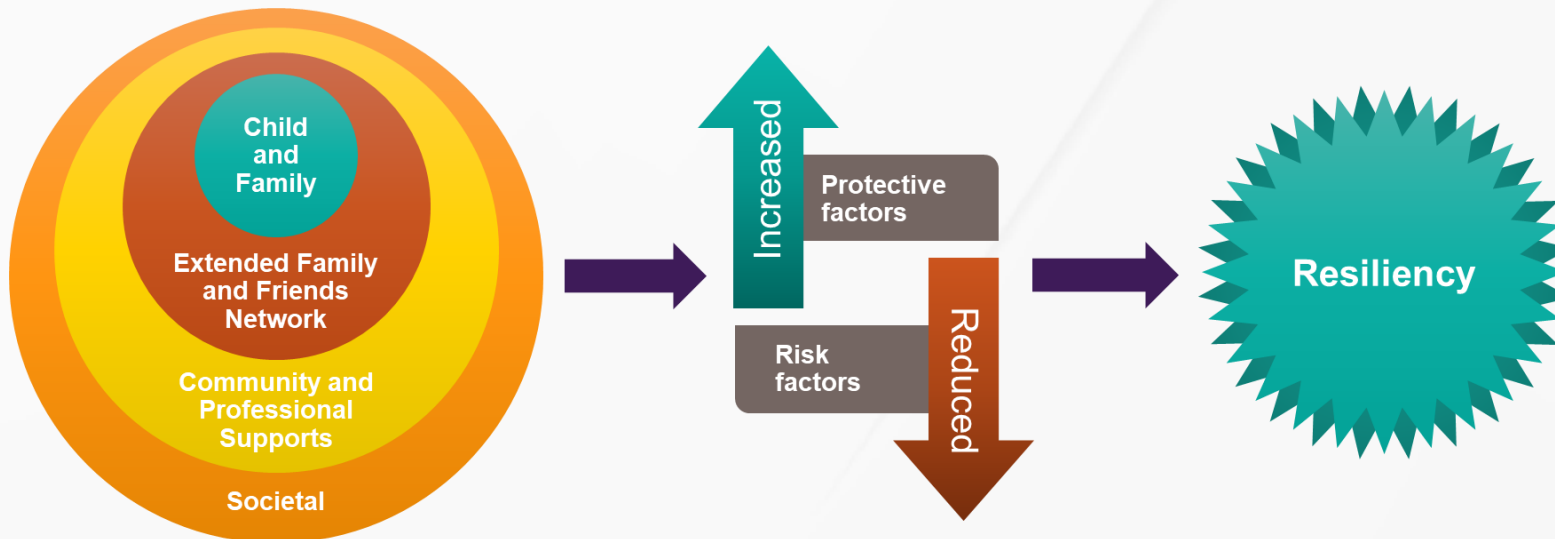
Section 3: Trauma Overview

Per the Substance Abuse and Mental Health Services Administration (SAMHSA), trauma: "results from an event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally harmful or life threatening and that has lasting adverse effects on the individual's functioning and mental, physical, social, emotional, or spiritual wellbeing."

The key words in the above definition are also called the "Three E's of Trauma:"

- Event(s)
  - May include the actual or extreme threat of physical or psychological harm
  - May be a single event or repeated occurrence
- Experience of the events help to determine whether it is a traumatic event.
  - How does the individual label the event?
  - What meaning does the individual assign to the event?

- Effect
  - A critical component of trauma
  - May occur immediately or may have a delayed onset
  - May be of short or long duration[12] [13]

Factors that Influence the Impact of Trauma

There are 4 main factors that influence the impact of trauma. They include:

- History of previous trauma**:** A child who has experienced a previous traumatic experience may be more likely to feel traumatized or even develop mental health issues when faced with another similar negative experience. In addition, children who experience other types of traumas, such as violence or abuse, are also more likely to develop mental health issues when faced with negative experiences.

- History of mental health problems: Mental health issues such as depression, anxiety, and substance abuse may become worse after a traumatic experience.

- Aftereffects and proximity to the experience: Children who have experienced significant loss (e.g., a family member's death, injury to self or others) may be more likely to

have mental health issues after a traumatic experience. Children who witnessed an event are more likely to develop problems than those who simply heard about the event.

- Family mental health problems: Children with family members who have mental health issues are more likely to develop mental health issues as the result of trauma than those whose families don't have a history of mental health issues.[14]

Response to Trauma

Children and families may exhibit different responses to trauma.

- Emotional responses—such as extreme fear, guilt, helplessness, and shame—negatively impact a child's ability to recover from a potentially traumatic experience.

- Children experience dissociation when they have the feeling of not being part of the traumatic event (e.g., feel cut off from their body and surroundings; feel numb to physical and emotional feelings; feel as if they are floating outside their bodies; and/or have no memories of the event).

- Children who are generally optimistic may be less likely to develop problems than those who are often negative or frequently perceive themselves as victims in life.

- Family, caregivers, friends, culture, and environment all have a great influence on how a child experiences a traumatic event. Adults can help children become less overwhelmed by even very adverse or dangerous experiences.

In addition, to be aware of how trauma affects children, it is important to remember that many birth parents also have histories of child and/or adult trauma, and traumatic stress in childhood can impact adult life, affecting a parent's:

- Ability to regulate emotions
- Maintain physical and mental health
- Engage in relationships
- Parent effectively
- Maintain family stability
- Ability to keep their children safe
- Work effectively with child welfare staff
- Engage in their own or their children's mental health treatment[14] [15]

Trauma-Informed Principles

The Centers for Disease Control and Prevention's (CDC's) Office of Public Health Preparedness and Response (OPHPR), in collaboration with SAMHSA's National Center for Trauma-Informed Care (NCTIC), developed **6 Principles of Trauma-Informed Care.**[16]

- Safety
  - Ensure physical and emotional safety
  - Minimize the risk of retraumatization or replicating prior trauma dynamics
  - Foster trauma-resistant skills
- Trustworthiness and transparency
  - Maximize trustworthiness
  - Making tasks clear
  - Maintaining appropriate boundaries
- Peer support
  - Provide safety and hope
- Collaboration and mutuality
  - Allow families control over participation
  - Create collaborative relationships and participation opportunities
- Empowerment and choice
  - Promote family-centered services
  - Use of shared decision-making, choice, and goal setting
  - Promote self-advocacy
  - Support control, choice, and autonomy

- Cultural, historical, and gender issues
  - View trauma through a sociocultural lens
  - Offer services sensitive to the gender, culture, and unique backgrounds

Organizations that show a commitment to using a trauma-informed approach:

- Conduct universal routine trauma screening
- Use a strengths-focused perspective to promote resilience
- Develop strategies to address secondary trauma and promote self-care
- Provide hope and believe recovery is possible.[17] [16]

Section 4: Implementing Services

Practice Profile

National Implementation Research Network (NIRN) and the Practice Profile

The Success Coach Service uses the **Success Coach Services Practice Profile** concept to guide and evaluate their program. It is based on the concept of implementation science from the National Implementation Research Network (NIRN), a multidisciplinary team based out of the Frank Porter Graham Child Development Institute and one of the partners of the Success Coach Service. NIRN has the mission to contribute to the best practices and science of implementation, organization change, and system reinvention to improve outcomes across the spectrum of human services. They use implementation science and its practice to solve real-world problems.

Implementation science is the scientific study of methods and strategies that facilitate the uptake of evidence-based practice and research into regular use by practitioners and policy makers. It can be summarized by the equation:

> effective innovations x effective implementation x enabling contexts = positive outcomes

The 3 factors of the equation refer to what is implemented, how it is implemented, and where it is implemented. In order to achieve significant impact, the innovation (the what) needs to be well specified and matched to the needs of the population, implemented in a deliberate and adaptive manner, and supported by a hospitable environment and learning processes. The Success Coach Service uses implementation science as the basis for their practice profile.

Success Coach Services Practice Profile

The Success Coach Services practice profile identifies core essential functions and the philosophical principles that guide the Success Coach Services. The practice profile is a tool for operationalizing a conceptually defined strategy through community engagement and research methods so that it is clear what core activities Success Coaches will be providing as they work with families to reach the desired goals. In other words, it is used to guide and evaluate the program. It is a prerequisite for program implementation and ongoing coaching and service improvement.

According to the National Implementation Research Network (NIRN), "Practice profiles enable a program to be teachable, learnable, doable, and assessable in typical human service settings." A practice profile is a tool used by the Success Coach to help them define their:

- Philosophical principles
- Essential functions and core activities
- Program review process

Philosophical Principles of the Success Coach Service

The following Philosophical Principles outline the underlying beliefs and values which guide Success Coaches in their work with families. Each principle is defined to provide guidance for how the philosophy is put into practice in the Success Coach's interactions with families, the agency, and the community. They guide the Success Coaches' decisions and ensure consistency, integrity, and sustainable effort for all employed in the role.

Family Centered

Demonstrate respect, genuineness, and empathy for all family members, as defined by the family; meet the family where they are; acknowledge the family as experts on their situation and the family perspective

as most important; and tailor services to meet the needs and goals of building family resiliency.

Strengths Based

Help families identify what they do well, their capabilities, knowledge, skills, and assets; help families enhance and build upon strengths and protective factors and accomplish goals related to child safety and wellbeing; and avoid assumptions and suspend judgments.

Wellbeing Focused

Support the families' ability to meet their own physical, emotional, educational, economical, and vocational needs; nurture a resilient environment; and assist families in building a positive support network, including community and natural supports.

Empowerment Driven

Work with, not for, families; believe families have the ability to make positive change; help families build skills and confidence to become empowered; and encourage natural supports as the best and first resources for families.

Culturally Sensitive

Respect the family's belief systems and cultures; learn about the cultures of families they serve; are aware of their own biases and prejudices about

families; and understand the impact of their own values, culture, and education on families served.

Trauma Informed

Help families understand the impact of trauma on brain development and behavior and refer families to appropriate trauma-informed therapies and services.

Team Oriented

Work in partnership with families and their positive support networks; work in partnership with community and agency supports to provide services tailored to families' goals; and work in partnership with the Success Coach Service team to grow and enhance services provided to families.

Ethical

Are knowledgeable about and adhere to applicable state and agency regulations; demonstrate respect for boundaries of practice; and work within professional regulations and code of ethics.

Overview of the Essential Functions of the Success Coach Service

The essential functions define the roles of Success Coaches and inform activities within each phase of their work. Essential functions provide a clear description of the features that must be present to say that the job is being done and to achieve desired outcomes.

A Success Coach works in partnership with the family to provide engagement, crisis prevention and intervention, assessment, goal planning, service coordination and collaboration, skill building and reinforcement, and advocacy to assist in successful reunification, adoption, or guardianship and provide ongoing follow-up and tracking of families.

Figure 10 represents the essential functions of the Success Coach Service, and their basic definitions. This graphic shows these functions in a linear fashion in order to represent the order in which they are discussed in this manual and does not necessarily represent the order in which the Success Coach fulfills each function. However, engagement of families is generally required before any of the other functions can be addressed. It should be noted that these functions are also provided throughout the life of the case, particularly engagement and assessment. During the first 60 days, the Success Coach engages the family and completes specific activities and assessments that help guide case planning activities, and, when deeper levels of trust are achieved through quality engagement, the Success Coach may discover additional information that changes the original assessment findings. Other functions can also be carried out simultaneously.

In the next section, each function is explained more fully, with examples of how the functions are carried out.

Figure 10: Essential Functions

Engagement
- Establishes an ongoing genuinely supportive relationship with the family

Crisis Intervention, Prevention & Management
- Helps the family set priorities during crisis and effectively weather crisis through support, education, skill building and referrals. Assists the family in creating plans to prevent a crisis.

Assessment
- Comprehensively assesses a family's strengths, challenges, needs, protective factors & trauma history

Goal Planning
- In partnership with the family, develops a success plan based on strengths and needs identified in the assessment process

Service Coordination & Collaboration
- Provides supports and services, shares information, links family to resources, and coordinates with other agencies to improve outcomes for families

Skill Building & Reinforcement
- Through skill-building activities, increases protective factors to build resiliency in the family. Reinforces positive skills that the family is utilizing.

Advocacy
- Provides support and encouragement to the family as it builds the confidence and capacity to meet its own needs.

Success Coach Essential Functions

As discussed earlier, the practice profile is made up of seven essential functions, and it is a prerequisite for program implementation and ongoing coaching and improvement. It is a tool that operationalizes services. Let's begin our deep dive into each of the functions.

Engagement

Engagement is defined as the ability to establish and sustain a genuinely supportive partnership with families, while developing and maintaining healthy boundaries, assessing the most effective manner and time to communicate with families, and maintaining contact as mutually negotiated.

Engagement also includes the ability to establish and sustain professional and ethical relationships with agency and community partners.

Engagement begins at the initial referral process and continues throughout the life of the case. When Success Coaches are able to present the service as relevant to the family's needs, the family is more likely to accept the service. Referral sources can also impact a family's likelihood of accepting the service. If referral sources do not see the value of the service, they will likely not present the service well to eligible families. For this reason, it is ideal for the Success Coach to meet the family prior to the child leaving care either with the primary social worker or separately to explain the service.

Initial Contacts with Family

It is important for the Success Coach to be familiar with the child welfare system and the challenges faced by children and families while involved in child welfare. Often, families will spend their first home visit sharing their journey though the child welfare system with their Success Coach. Children typically enter foster care due to neglect and/or abuse, which increases the likelihood that they experienced trauma at some point in their life. For some children, the entry into foster care created trauma. It is important for the Success Coach to understand the impact of trauma on the brain, and on the individual's development and behavior, as well as on family dynamics in order to successfully engage and assist the family to meet their goals.

Once a referral is received, the following should occur:

- Contact and staff the case with referral source within 7 days and complete the **Success Coach Referral Form**
- Success Coach will contact the family by phone to schedule a home visit, or the Success Coach

will accompany the referring social worker on a home visit to explain program goals, benefits, and expectations of the Success Coach Program. If the children are not in foster care, this contact should occur within 2 weeks of receiving the referral. If the children are in foster care, this contact should occur before the court date recommending they leave foster care.

Think About It

Put yourself in the family's shoes: If you were getting a phone call about a new service, what might you be feeling? What would you want to know? What would you want the worker to do for your family?

Preparation for Home Visit Prior to Service Agreement

- If this is a joint home visit, arrange transportation and discuss with referring social worker the following:
  - What is the referral source's goal for the visit?
  - What did the referral source tell the family about the service?
- Bring a copy of the Success Coach Service Agreement to thoroughly explain the service; if the family wants to, the Success Coach will have it ready.

- Bring a business card, Success Coach Pamphlet, and magnet.
- Bring **Consent to Exchange Information** form: If the family signs the service agreement, and they are ready to start, Success Coach will need to get signed consents to speak to any other service providers.
- Bring the activity bag (bag that includes resources or games that are used during home visit); if there are small children, Success Coach will have materials to entertain them (ex. puzzle, crayons, coloring book).
- Come prepared to use the **Success Coach Initial Case Map** form.

First Visit

What the first visit should look like:

- It is recommended to be a joint visit with the referring social worker.
- Success Coach should introduce the service, program goals, and expectations in order empower the family to make an informed decision about whether or not to accept the Success Coach Service. A copy of the Success Coach Service Agreement can guide this conversation.

Services Declined

If the family declines the service, the Success Coach should ask if they would like to be included in future mailings and explain that the family can always open the service at a later time if they feel it would be beneficial.

Success Coaches will use their judgment to decide when to explain other services for which the family may be eligible. In cases where a social worker has identified the family for outreach, the Success Coach begins by introducing the services and discussing the benefits of proactive involvement in services. This may be especially useful for instances where the adoptive family does not present with identified needs. Describing other services that may be of interest to the family can serve as an engagement strategy to interest them in the Success Coach Service. Families who may not see the benefit of having a Success Coach come to their home to complete interventions may see a benefit to being connected to the following services and/or activities:

- Assessment of Social/Emotional Development and Life Skills: Assessment of social and emotional development and related life skills using the DECA/DESSA and Ansell Casey Life Skills assessment tools can be conducted to provide families with recommendations for areas to strengthen in their children. In some cases, the process of completing these assessments can demonstrate to the family how the Success Coach Service can be helpful. Success Coaches may offer to conduct these assessments, even if a Service Agreement is not signed, to help engage the family.

- Mental health services

- Adoption support groups

- Educational Advocacy: Catawba County Social Services utilizes an Educational Advocate to assist with the coordination of services between public schools and DSS to promote educational achievement, stability, and continuity. The Educational Advocate provides coordination of transportation, records transfer, and tracking of educational achievement, behavior, and attendance for all children entering and in foster care as well as children served by the Success Coach. When children exit care, the Educational Advocate provides an Educational Passport for all school-age children providing the parent with a comprehensive review of their child's educational experience while in care.

What is an educational passport? An educational passport is a collection of school related materials and paperwork, such as copies of the Individual Education Plan (IEP) and 504 plans, academic assessments conducted, report cards, and other pertinent academic records.

Families who are engaged in any of the services described above may transition into the Success Coach Service at any time, or they may opt to end their involvement after receiving the level of support that they believe meets their needs.

In some cases, families may be more comfortable engaging with the Success Coach in a way that does not require the commitment that comes with a Success Coach Service Agreement. Success Coaches may offer to conduct an Assessment of Social/Emotional Development and Life Skills (using some of the same tools used in the Success Coach Service assessment process) or may offer basic Educational Advocacy services, even if a Service Agreement is not signed, to help engage the family and pique their interest or make them feel more comfortable with more intensive involvement.

Note that in many cases, families decline services before a visit can even be scheduled. When a family does not respond to the outreach of the Success Coach or the offer of a home visit to learn more about the service, it is considered a "passive decline."

First Visit: Program Introduction

During the first visit, the Success Coach will want to introduce the service, program goals, and expectations. The services should be fully explained to the family in order to empower them to make an informed decision about accepting the services. A copy of the service agreement can guide this conversation.

During this visit, the Success Coach will:

- Fully explain the services to the family.
  - Describe the basics:
    - Voluntary participation: – It is important to emphasize that this is a voluntary program for families, particularly those who have been involved in mandated child welfare services.
    - Length of service (Families always want to know what they are signing up for.)
      - The length of service is flexible; it can last 2 months to 2 years.
      - For the first 60 days the Success Coach will need to see the family four times so they can get to know each other.

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- After the first 60 days, the Success Coach and family will meet a minimum of once a month; the number of visits is based on need.
- Typically, the service is limited to a max of 2 years; if the family's needs can't be met in 2 years, other services may need to be explored.
- The services are reassessed every 6 months to evaluate involvement.

- Purpose of the service
  - How you present this information depends on where the family is at; if they have initiated the service while in a crisis, you would want to tie this in.
  - The purpose of the Success Coach Service is to keep families together. We do this by building their protective factors and decreasing their risk factors.

- Assessment and goal planning process
  - Assessments will be completed to help families build on their strengths and to determine where they might need support.
  - Some assessments will be completed by the family, and some will be completed by the Success Coach.
  - After the assessments are completed, the family and Success Coach will come together and develop a plan that they will work on together to help the family.
    - Note: Steer away from wording like "treatment plan, case plan." For some families this will sound like services they were required to do and not be engaging to them.
  - Stress that the relationship is a partnership between the worker, parents, and children, and the goal is to continue to enhance the wellbeing of the family.
  - Emphasize that they are the experts on their family, not the Success Coach.
  - Explain that the role of the Success Coach is to partner with the family and serve as a resource for information, a sounding board, and a coach.
  - Stress honesty and the importance of feedback.
  - Welcome questions and discussion.
  - Find opportunities to praise the family.
- Discuss the program goals:
  - To support the family in providing a stable and safe environment for their children post permanency
  - To build family resiliency

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– To implement support services that will have a positive long-term effect on post-permanency stability

– To provide children the tools to experience long-term success as they transition into adulthood

• Let them know what services are available to them if they do not sign up for the Success Coach Service.

The service agreement is typically signed on the first or second home visit. In adoption cases, a decree must have been signed prior to entering into a Service Agreement. In reunification cases, the parent(s) must have legal custody of their child(ren). Some families like to take time to think about the service. Remember, this is a VOLUNTARY service and the family is in the driver's seat. By allowing the family to guide the service, the Success Coach is taking a *family-centered* approach. *Engagement* is likely to be increased if the family does not feel pressure to accept the service. Discuss with the Success Coach Supervisor if families want more than 2 visits to sign the service agreement.

First Visit: Paperwork

During the first visit, the Success Coach will want to work with the family to review and complete the following paperwork:

• The Success Coach Service Agreement

– A tool that is used to facilitate the description of the Success Coach Service to families and to begin to demonstrate the *family-centered* approach that the Success Coach will use as they are working with the family. When families feel respected and make informed decisions, it increases trust, which is a building block to *engagement*.

– The service agreement is typically signed on the first or second home visit.

– Some families like to take time to think about the service.

– Remember, this is a voluntary service, and the family is in the driver's seat.

– By allowing the family to guide the service, the Success Coach is taking a family-centered approach, and engagement is likely to be increased if the family does not feel pressure to accept the service.

– If the family wants more than 2 visits to sign the service agreement, the Success Coach will need to discuss the situation with their supervisor.

- Consent to Exchange Information
  - Once the family signs the service agreement and is ready to start, the Success Coach will need to get signed consents to speak to any other service providers.
- Demographic information
  - **Parent Demographic Information**
  - **Child Demographics Information**
- **Success Coach Child Health Form**
  - Updated yearly

Note: All of the paperwork may not be completed during the first visit but is typically done on the first or second home visit.

First Visit: Engagement

- Ensure the family understands, completes, and signs the agreement.
- Ask how the family would like to introduce the Success Coach to family, friends, or neighbors (e.g., "This is our friend. . .", "This is our social worker. . .", or "This is [Success Coach name] she's/he' helping us transition. . . .").
- Discuss how appointments will be made and cancelled if needed.
- Ask about alternate contact information (e.g., who could you contact if the family doesn't have a phone, if the family is not at home).

- Families may feel overwhelmed if there are too many professionals visiting their home. This can result in families becoming unavailable for appointments or being otherwise nonresponsive to calls from the Success Coach. Explain to the family that the service is voluntary, and if they want to take some time away from the service, to let Success Coach or supervisor know.
- If not responsive for a longer period, the service may move to closure process.
- Explain confidentiality and obtain needed consents (e.g., mental health providers, schools, physician, etc.).
- Explain the assessment process to the family and let them know that you will need to complete at least 3-4 home visits in 2 months, and that a Success Plan will be completed within 60 days.
- Explain that this service is grant-funded and intended to improve child wellbeing and family functioning. Note that funding changes may interrupt service delivery.
- Make a plan for the next contact.

Engagement Activities

Use of activities can help facilitate communication, keep families engaged, and promote trust with the Success Coach. Activities provide a creative outlet that is more effective when working with those who feel uncomfortable sharing their feelings in traditional talk-based interactions. Activity-based interactions can empower the children and parents by giving them a sense of control over their life experiences. Many activities provide a mechanism to help individuals find meaning about past life events and the impact they may have on the present, as well as help to explore personal feelings about current circumstances, which can support making positive changes. Activities can help promote personal awareness, build problem-solving skills, enhance goal setting, model appropriate behavior, and identify motivators and barriers to achieving goals.

Engagement activities are:

- Used to engage families in ways that mandated services are not able to do.

- Help families see that the Success Coach plays a different role than other DSS workers.

There are 3 key engagement tools that are required to be completed by Success Coaches and are used to develop rapport, get to know the family better, and allow important information to be gathered about the family and its dynamics in a nonthreatening way:

- Success Coach case mapping tools

- **Genogram**

- **Ecomap**

[Refer to the Activities for Families section at the end of the manual.]

CASE MAPPING TOOLS

Case Mapping allows the family to look at what is going well in their life, what their concerns are, and what supports they need to keep their life on track. The information gathered during case mapping can assist the Success Coach in completing the NCFAS G+R T/WB tools (described later), which then drives the development of the Success Plan. Case Mapping is completed in the first 3 home visits using the Success Coach Initial Case Map form and at the end of the service using the **Success Coach Closure Map** form. The case maps document:

- What is going well

  – Questions that Success Coach might use to elicit helpful information regarding what's going well

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- "Tell me about your job?"
- "How long have you been there?"
- "How long have you been in your home or apartment?"

- Concerns the family has
  - In trying to clarify concerns, Success Coaches might restate what had brought the family in for services. such as:
    - "You told me that Billy was having difficulty on school with bullying."
    - "You've been worried about Ella getting kicked out of daycare."

- Steps needed to get back on track
  - If the Success Coach senses the family might misinterpret the phrase "What do you need to get life on track?," it could be expressed in other ways, such as:
    - "What do you need to head in the direction you want to go?"
    - "What do you need to stay on the path you want to be on?"

The Case Map Is completed by family members working together. It provides a way to compare/contrast the family's status and shows the family the changes that have occurred. It should be noted that a Case Map can occur anytime throughout the life of the case as they can be used to check in on a family and highlight their progress.

GENOGRAM

A Genogram provides a visual representation of family composition and history. It is an expanded family tree that demonstrates not just the connections and relationships between members but also their emotional connections. It includes information about a family member's behavior, lifestyle, and health. It is an intergenerational map of, typically, three or more generations. A Genogram is expected to be completed within 60 days of service.

Provides a quick snapshot of a large amount of complex family information and illustrates:

- Family data
- Family history
- Family influence
- Problems/issues
- Patterns

At its most basic, the genogram provides:

- Names
- Ages
- Sibling position
- Relationship status

Genograms can be beneficial to Success Coaches and families. It is a tool that provides insight into family relationships and can be a basis to help families improve those relationships.

- Benefits for Success Coaches:
  - Provides a lot of information in a short amount of time (e.g., family names, ages, sibling positions, and relationship status)
  - Allows an outside person, such as a Success Coach, who is unfamiliar with the family to understand family information quickly; provides information on medical history, psychological status, and emotional connections about family members simultaneously.
  - Increases understanding and engagement with the family; helps the Success Coach to get to know the family
  - Provides a visual of the family's complexity, which makes it easier to see the big picture
  - May provide insight into the family and their concerns, challenges, and positive assets
- Benefits for families:
  - Provides insight of family history, patterns, and dynamics for individuals and families; helps to understand what values are held by the family as well as what cultures or traditions affect them

  - May create relationships and build trust between family members when families created the genogram together
  - Describes the emotional connection between family members by using symbols and different line designs
  - Can help families reframe, detoxify, and normalize emotion-laden issues through the ability to see relationships and connections
  - Reminds families of the interconnectedness of the members and that each member influences each other member; helps them see the reality of the whole family relationship

ECOMAP

An Ecomap, which should be completed within 60 days of service, is a visual representation of the family in relation to the community.

It helps family members and Success Coaches identify family resources to include:

- Extended family
- Friends
- Spirituality/religion
- Medical/health care
- Therapy
- Social services
- Work

- Income
- School
- Neighborhood
- Recreation

In addition, the Ecomap identifies areas of strengths and concerns, such as what resources help support the family, and also indicates where there may be resource gaps that need to be filled.

- Are there deficits in service delivery?
- Are there duplications of service delivery?
- Is there a lack of coordination between providers?

It should be noted that the Ecomap is just a current picture of the family's relationship to the community, and it will need to be updated periodically as the relationships will change.

Once the Ecomap is completed, the Success Coach can work with the family to determine whether the family's needs are being met, from basic needs (e.g., food, shelter, income) to higher level needs (e.g., belonging and being a part of their communities).

The Ecomap doesn't only identify relationships between the family and the community, but it can also provide insight into how those relationships are working. It can reveal for example if the family interacts in ways that are positive with those outside their family, or whether they tend to isolate and view others with suspicion.

OTHER

It is recommended that Success Coaches consider using other engagement activities, such as those found in the Activities for Families section of this manual as they are developing rapport with the family. Activities help engage the families in ways that mandated services were not able to. This may help the family to begin to view the Success Coach differently than their previous DSS worker.

Use of activities can help facilitate communication, keep families engaged, and promote trust with the Success Coach. Activities provide a creative outlet that is more effective when working with those who feel uncomfortable sharing their feelings in traditional talk-based interactions. Activity-based interactions can empower the children and parents by giving them a sense of control over their life experiences. Many activities provide a mechanism to help individuals find meaning about past life events and the impact they may have on the present, as well as help to explore personal feelings about current circumstances, which can support making positive changes. Activities can help promote personal awareness, build problem-solving skills, enhance goal setting, model appropriate behavior, and identify motivators and barriers to achieving goals.

Think About It

Many engagement activities also serve as activities to assess the family's strengths and needs for goal planning. For example, using the Jenga® Game with prompts can provide a framework to explore additional information about the family, such as their parenting styles, general life information, and feelings related to challenging areas.

Tips for Engaging Families and Developing Relationships

The following tips are adapted from Lloyd & Bryce (1984):

- Demonstrate, by direct and concrete actions, that you care, not only about the child, but also about the adults in the family.

- Be on time, consistent, trustworthy, and considerate concerning privacy and their schedule.

- Initially, ignore diagnostic labels and all the negatives that the family may know were part of the referral process.

- Share genuinely in family joys and accomplishments (i.e., recognize and celebrate birthdays, anniversaries, awards).

- Mourn with family members at times of loss or disappointment.

- Be sensitive to and support family rituals and values.

- Accept small gestures of reciprocity, like home-grown vegetables, home-cooked foods, etc.

- Let a family member teach you something.

- Take advantage of opportunities to have fun with the family; use humor.

- Be willing to share an occasional personal experience, if relevant and within appropriate boundaries.

- Behave like a guest when in the home.
  - Wait to be invited in.
  - Refer to the adults as "Mr."/"Mrs."/"Ms.", until they inform you how they want to be addressed.
  - Ask the family where they want you to sit.
  - Accept offers of refreshments.
  - Be engaged in the joining process; in other words, making a connection or establishing a therapeutic alliance with the family, which involves the building of trust, making the family members feel comfortable, and forming a working relationship.
  - Do not parent their children.

- Use every day, normal language; avoid any jargon; try to match the client's language.

- Look for opportunities to offer compliments and praise.
- If working with a reunified family, make it clear that your goal is to strengthen the family and keep the family together.
- Use empathetic listening skills (i.e., listen, reflect back, and ask for clarification)
- Give the family the opportunity to talk about their experience.
  - Ask about what has been going on or how they achieved permanency.
  - Ask about their hopes and expectations for the Success Coach Service.
  - Give everyone a turn to talk.
  - Do not ask too many questions; just listen.
  - Do not take sides; the family may be upset about experiences from their time involved with child welfare.[18]

Crisis Prevention and Intervention

Crisis is defined as a crucial point in the family's life when assistance is needed. It is an emotionally stressful situation or traumatic event involving high tension that impacts a family's/caregiver's ability to function. A crisis may be a family crisis, medical crisis, or behavioral crisis. This looks very different for each person and could be something specific or a general area. Crisis prevention and intervention involves the ability to help a family in crisis set priorities and effectively weather the crisis by providing support, education, skill building, referrals, or other services; and to help the family establish healthy boundaries and anticipate, plan for, and prevent crises by developing and using plans of action, taking into account the family's unique culture, dynamics, trauma history, and experiences.[19]

Four Interacting Elements

Typically, families enter into a crisis when 2 or more elements, contributing to a state of crisis, interact. These elements include:

- Experiencing a stress-producing situation
  - Different life situations or events may lead to increasing family tension and stress, which may contribute to a crisis situation.
  - Examples may include:
    - An unplanned pregnancy
    - A divorce
    - The loss of a loved one
    - Unemployment
    - Child protective services investigations
    - Incarceration
    - Addictions
    - Domestic violence

- Experiencing difficulty in coping
  - Difficulty coping with stress may emerge in different ways:
    - Breakdowns in family routines
    - Family arguments
    - Trouble with simple decision-making
    - Disruptions in sleeping and eating patterns
    - Overwhelming feelings of being alone
    - Depletion of personal energy
    - Signs of distress
  - If the family doesn't receive support in addressing the stress-producing situations and its effects on the family, coping difficulties are likely to increase and drive the family into a state of crisis.
- Showing chronic difficulty meeting basic family responsibilities
  - Families that struggle to meet basic family responsibilities may find themselves unprepared to deal with life's challenges.
  - Examples of basic family responsibilities include the inability to provide the family with:
    - Enough food
    - Shelter
    - Clothing
    - Health care
    - Nurturance
    - Protection
    - Education
    - Socialization
- Having no apparent sources of support
  - Families that do not have support, especially those that are socially or geographically isolated, are at risk of ending up in crisis.
    - Informal supports:
      - Friends
      - Neighbors
      - Relatives
    - Formal supports:
      - Food banks
      - Head Start
      - Counseling programs

Differences among the interacting elements make each crisis unique.

In order for Success Coaches to identify and assess a crisis situation, 4 questions address these elements should be asked:

- What specific situation is producing the most stress for the family?

- What difficulties in coping are evident in the family?
- Is the family having difficulty meeting its responsibilities?
- What supports are available to the family?[19]

Five Phases

A crisis is typically characterized by 5 phases. A state of crisis in a family is short-lived, usually lasting no longer than 6 weeks. Awareness of a family's responses to each phase, allows Success Coaches to examine a crisis and to support a family's ability to handle it. The 5 phases may occur in order, overlap, and/or intertwine.

- Phase 1: Crisis is triggered.
  - A family enters into crisis when 2 or more elements, contributing to a state of crisis, interact.
  - When the crisis is triggered, it causes a change in the family's circumstances and an increase in stress and anxiety.
- Phase 2: Crisis is seen as threatening.
  - Family members see the crisis as a threat to their goals, security, or emotional ties.
  - While all crises are stressful, some are more universally threatening:

  - The death of close family or friends
  - Serious illness
  - Personal injury
  - Environmental disasters
- Phase 3: There is a disorganized response.
  - The crisis may trigger memories about traumatic or highly stressful times in the family's past.
  - The family becomes increasingly disorganized as their previous strategies and resources fail.
  - This failure causes family members to experience increasing feelings of vulnerability, helplessness, anxiety, and confusion.
  - As a result, feeling of losing control and being unable to meet family responsibilities may become intensified and disabling.
- Phase 4: There is a search for a new solution.
  - In order to deal with the crisis, the family involves friends, relatives, neighbors, and others.
  - Usually, each family member tries to find someone else to validate his/her own thoughts about the crisis and ways to solve it.
  - Unfortunately, conflicting opinions and advice can increase the family's confusion and instability.

– When the family is unable to agree on an appropriate solution, another crisis can occur.

– If intervention doesn't occur quickly, a complete breakdown in family functioning can occur.

• Phase 5: New coping strategies are adopted.

– When support for dealing with the crisis is available from a nonjudgmental and skillful provider, this phase becomes a turning point for the family.

The challenges provided by the crisis can provide motivation for the family to learn and implement new coping skills and use new resources, which, in turn, increase their protective factors and resiliency.[19]

Psychological Effects of Crisis

Families in crisis usually experience a variety of psychological effects, to include:

• Difficulty thinking clearly

– May struggle staying focused on topic in conversation

– May struggle relating ideas, events, and activities in a logical manner

– May overlook or forget important details

– May confuse fears and wishes with reality

– May struggle with accepting new ideas, actions, or behaviors necessary to resolve the crisis

• Focusing on meaningless activities

– In an attempt to deal with their feelings of anxiety, some people in crisis may become overly involved in activities that are not productive.

– For example, they may spend all day watching tv, playing on the computer, sleeping, or just sitting.

– Success Coaches can support the family by helping them to focus on activities that will help address the crisis.

• Expressing hostility or numbness

– The feelings of loss of control and vulnerability may cause some people to act in a hostile manner or, on the flip side, become withdrawn and numb.

• Acting impulsively

– While some people become immobilized in a crisis, other react impulsively with no concern about the consequences of their behaviors.

– These impulsive behaviors may result in additional crises.

• Becoming dependent on others

– Some families in crisis become dependent upon Success Coaches as they represent someone who knows what to do and how to get things done.

– Success Coaches can provide support and be a stabilizing force during the crisis but need to be aware if dependency is occurring.

- Experiencing feelings of incompetency

– To counter low self-esteem or feelings of incompetency, some family members in crisis may assume a façade of adequacy or arrogance; act like no help is needed or not accept help when offered.

– It is important for Success Coaches to remember that family members in crisis are probably scared by the feelings of incompetency, not truly unmotivated or resistant.[19]

Crisis Prevention Plan

As part of the Success Plan, the Success Coach will help the family develop a Crisis Prevention Plan relevant to their situation. Success Coaches work with families to help them identify triggers for and signs of crisis or stress to avoid relapse and/or other negative outcomes. Some families, for example, those in which a parent has recently achieved sobriety or when there is an active threat of eviction, will also complete an **Extended Crisis Prevention Plan**.

The purpose of a crisis-intervention plan is to proactively think through areas of high risk and collaborate on the steps that need to be taken to keep everyone safe. Some families may come to the agency in crisis and the plan may need to be developed prior to the development of the success plan. However, with other families it may make sense to develop the crisis intervention plan at the same time the success plan is developed. The process can be different for each family. If the family is "stuck" and having trouble thinking of something that could be a crisis, the Success Coach may be able to help by reminding them about the reason they felt like they needed or wanted services. (e.g., You indicated that you have been really worried about Johnny in school and his behaviors.) In addition, the information that the family gives you on what is not helpful in a crisis situation can be very helpful for the Success Coach in future situations.

Some important questions to explore with families during crisis planning are:

- What does it look like when the family is doing well?

- What does it look like when the family is not doing well?

- What are early signs the family is not doing well?

- What are some things the family can do when things are not going well?

- What are ways that others can help the family when they are not doing well?

- What is not helpful to the family when things are not going well?
- When does the family know it is time to get help?

The Success Coach will engage in the following activities to provide anticipatory guidance and to assist the family in preventing a crisis or to intervene effectively in a crisis:

- Help the family understand the need to develop plans for crisis, substance abuse relapse, domestic violence safety, custody mediation, and alternate plans of action for coping.
- Help the family identify triggers and signs that may lead to a crisis and practice responses to prevent the crisis (e.g., using reframing, talking through behaviors, and referring families to learned skills).
- Respond within 24 hours or by next business day to phone messages. The Success Coach will have a supervisor's contact information within their outgoing voice mail message so that urgent needs are responded to in a timely manner.
- Help the family prioritize what is most important when in a crisis.
- Encourage and support families as they handle their own crises.
- Help families access needed services to address their crisis.

Discretionary funds may be provided to families enrolled in the Success Coach Service to meet critical and concrete needs that impact child wellbeing. See the Material Supports section for more information.

Crisis Policy

If a client calls the Success Coach after hours with a crisis, the Success Coach should try to diffuse the situation over the telephone by reviewing the family's supports and crisis-intervention plan. If the Success Coach feels the need to go to the family's home after hours, the Success Coach must contact the supervisor to review the situation and assure safety as it might be more appropriate to contact the police.

Assessment

After the Service Agreement is signed, the Success Coach can begin to an *assessment* of the family to learn about the family's strengths and needs. Ultimately, the Success Coach wants to comprehensively assess, throughout the life of the case, the family's and children's strengths, challenges, needs, protective factors, risk factors, trauma history, and goals relative to parental and family functioning, resiliency, health/emotional wellbeing, safety, economic self-sufficiency, community/family connections, education, employment, and concrete needs.

Assessment Tools Used

There are 2 primary initial assessments that are completed with all families receiving Success Coach Services.

- The Devereux Early Childhood Assessment (DECA), Devereux Student Strengths Assessment (DESSA), or the Casey Life Skills Assessment (CLSA), AND

- The North Carolina Family Assessment Scales, General Services + Reunification (NCFAS G+R) Trauma/Well-Being (T/WB) is completed for all families.

Each child gets either a DECA, DESSA, or CLSA based on age. The DECA, DESSA, and CLSA are developmental assessments for children that are completed by their parents, although the CLSA does have a section that is completed by the child. The NCFAS G+R T/WB is completed for all families by the Success Coach. The results of the assessments drive a big part of the success plan.

Note the DECA, DESSA, and NCFAS G+R T/WB are standardized tests that are rated and scored.

It is important to understand that the initial assessments are completed at the beginning of the service and that follow-up assessments will be done on a regular basis. The follow-up assessments allow Success Coaches to measure improvement (e.g., Do they have more or less risk factors?) Success Coaches should take into consideration that when comparing the results between 1st and 6-month assessments, they might not see large improvements, but these results could be because the parents are more open and sharing more honestly.

Assessment of Social/Emotional Developmental and Life Skills

DECA AND DESSA

DECA and DESSA are standardized, strength-based assessment tools based on resilience research that measure social and emotional skills and competencies. They assess protective factors and screen for potential risks in the social and emotional development of children. The assessments cover these factor scales:

- Initiative
- Attachment/relationships
- Self-regulation
- A total protective factors scale

Once the assessment is complete, the Success Coach will score it and work with the family to create goals based on assessment results with the goal of increasing the child's protective factors and resiliency and/or decreasing behavioral concerns.

The Success Coach will work with families to complete the DECA, DECA I/T and/or the DESSA for all children birth through 8th grade. The appropriate assessment will be completed within 60 days of family signing service agreement and every 4-6 months thereafter. This assessment should be completed before the Success Plan, so strengths and needs can be included in the Success Plan.

DECA

DECA is broken down into three age groups:

- DECA-I: for children 1-18 months
- DECA-T: for children from 18-36 months
- DECA: for children from 3-5 years

DECA-I, DECA-T, AND DECA are all standardized, strengths-based assessment designed to "identify strengths and comparative weaknesses of a child's protective factors: for children 1 month to 5 years of age.[20] All 3 assessments measure the following protective factors: self-control, initiative, and attachment. In addition, the DECA includes a Behavioral Concerns Scale in the 2 to 5 year old version. Raters are typically parents/caregivers or teachers who have significant contact with the child.

DESSA

The DESSA is an assessment for children in kindergarten to 8th grade, and it assesses social emotional competence, resilience, and academic success. It measures the following protective factors: self-awareness, self-management, social awareness, relationship skills, goal-directed behavior, personal responsibility, decision-making, and optimistic thinking. Raters are typically parents/caregivers or teachers who have significant contact with the child.[21]

CASEY LIFE SKILLS ASSESSMENT (CLSA)

The CLSA assesses the behaviors and competencies youth need to achieve their long-term goals, including independent living skills. It assesses youth life skills needed for wellbeing as they reach independence and navigate high school, post-secondary education, and employment. The CLSA is used by Success Coaches for children who are high school age and older.

Assessment on each applicable child is completed within 60 days of the family signing the service agreement or within 60 days of the adolescent entering high school and is updated yearly.

The child and caretaker complete the assessment, which takes approximately 30-40 minutes. The assessment can be completed online or on paper,

and the Success Coach can enter the data online. The practice guide for tips on administering the tool is found at:
http://www.casey.org/cls/project/PracticeGuide.pdf

Assessment of Family Functioning

NORTH CAROLINA FAMILY ASSESSMENT SCALES, GENERAL SERVICES + REUNIFICATION AND TRAUMA/WELLBEING (NCFAS G+R T/WB)

The NCFAS G+R T/WB measures family functioning from the perspective of the worker most involved with the family. There are several versions of the NCFAS G+R T/WB that were developed by Dr. Ray Kirk in cooperation with the National Family Preservation Network (NFPN). The Success Coach Service uses the NCFAS G+R T/WB, which contains 11 domains. In addition, each domain has subscales. The Success Coach uses a 6-point scale to assess where the family is for each subscale and domain.

- The 11 domains include the following:
  - Environment
  - Parental capabilities
  - Family interactions
  - Family safety
  - Child wellbeing
  - Social/community life
  - Self-sufficiency
  - Family health
  - Caregiver/child ambivalence
  - Readiness for reunification
  - Trauma

- A Trauma/Wellbeing (T/WB) has been added to the NCFAS G+R and will be used by Success Coaches to assess trauma.

- The Success Coach will complete:
  - The initial assessment within 60 days of the family signing a service agreement.
  - The Post Trauma Well-Being domains are rated at 6-month intervals unless no trauma was indicated at the initial assessment.

- The final assessment is completed within 14 days of case closure.

- At least 3-4 home visits should be completed prior to completing the NCFAS G+R T/WB

- Information should be obtained through observation, conversations with the family, referral information, and case history

- Information from the Success Coach Initial Case Map form, Ecomap, and Genogram can help the Success Coach complete the NCFAS G+R T/WB.

- Answers should not be obtained by taking the assessment to the home and asking the family to rate themselves on every question

Possible interventions based on risk factors from the NCFAS G+R T/WB can be found in the **Success Coach Interventions Based on NCFAS G+R T/WB Needs**

The NCFAS G+R and T/WB:

- Provides an organizing framework for Success Coaches to assess family functioning in 11 domains.

- Identifies family strengths that can be mobilized to assist the family, as well as risk factors and needs to be addressed.

- Incorporates information obtained through interactions with the family, contacts with others working with the family, and other assessments (e.g., safety, risk, drug/alcohol, and psychological).

- Assists Success Coaches in developing goals for the success plan.

Completing the NCFAS G+R & T/WB and identifying the family's strengths and protective factors are important parts of the role of a Success Coach. The knowledge gained must be applied into helping the family develop the skills to become more resilient. No matter how frequently you compete this tool, you will need to reference the definitions for each area in order to complete the NCFAS G+R T/WB assessment with accuracy. This is not a tool that you can rush through. You must learn as much as you can about a family in order to use this tool as

intended. It is for this reason that this is the final assessment tool that you will complete after having had 3-4 sessions with the family.

Trauma Assessment

Trauma can affect every facet of a person's life—parents and children. The Success Coach should assess if a parent/caretaker has a trauma history and how this may impact their daily functioning. If a child is showing risk factors on the previous assessments and enough information was not received through the trauma module on the NCFAS G+R T/WB, the Success coach can utilize the following tools to assess what interventions might be appropriate:

ADVERSE CHILDHOOD EXPERIENCES (ACE) QUESTIONNAIRE

- The 1998 Adverse Childhood Experience Study and subsequent research was one of the largest investigations of the impact of childhood abuse and neglect on later life health and wellbeing and resulted in the **Adverse Childhood Experiences (ACE) Questionnaire**.

- Researchers studied the relationship between later life health and wellbeing and these 10 Adverse Childhood Experiences (ACEs):

  – Child physical abuse

  – Child sexual abuse

- Child emotional abuse
- Emotional neglect
- Physical neglect
- Mentally ill, depressed, or suicidal person in the home
- Drug addicted or alcoholic family member
- Witnessing domestic violence against the mother
- Loss of a parent to death or abandonment by parental divorce
- Incarceration of any family member for a crime
- It was discovered that children who experience 4 or more ACEs are:
  - 10-12 times greater risk for intravenous drug use and attempted suicide
  - 2-3 times greater risk for developing heart disease and cancer
  - 32 times more likely to have learning and behavioral problems
- 8 out of 10 leading causes of death in the US correlate with exposure to 4 or more ACEs

QUESTIONS FOR PARENTAL SELF-REFLECTION

- **Questions for Parental Self-Reflection** is an assessment tool that may be used by Success Coaches when they determine that parents may have experienced trauma that is now affecting their ability to interact with the child.
- This tool might be used when there seems to be trauma from the parent's past that is affecting the way the parent understands their child's trauma, the parent seems to be a lack of insight into the child's trauma, or if the Success Coach believes that the parent's past trauma is impacting their ability to parent.
- These questions, excerpted from the book *Parenting from the Inside Out* by Daniel J. Seigel and Mary Hartzell, may also help to give additional insight to the parent about the possible need to access mental health services for themselves.

CHILD WELFARE TRAUMA REFERRAL TOOL

- Success Coaches may use the **Child Welfare Trauma Referral Tool** to make more trauma-informed decisions about the need for referral to trauma-specific and general mental health services.
- It is to be completed by the Success Coach through:
  - Record review
  - Key informants
    - Birth parents
    - Foster parent

- Child therapist
- School-aged children or adolescents, if appropriate
- Other significant individuals in the child's life

HOW TO MANAGE TRAUMA TOOL

Success Coaches can use the **How to Manage Trauma Infographic** to introduce the concept of trauma and talk about its potential impact.

Learn More

The Trauma Knowledge Questionnaire is an outcome measure used by Success Coaches. It is completed at the beginning of the service with a family, after 60 days, and at the end of service. Its use is part of a grant received by Catawba County, and it is not a part of the Success Coach Service program.

PROTECTIVE & RISK FACTOR FAMILY SUMMARY

The **Protective & Risk Factor Family Summary** form is a visual summary of the risk and protective factors determined from the applicable age specific child and family assessments (NCFAS G+R T/WB and either the DECA, DESSA, or Casey Life Skills Assessment). It is the summary form that is shared with the family to go over their areas of need and their strengths.

Remember, do not take the NCFAS G+R T/WB ratings to the family.

When the Success Coach completes the Protective Factors Summary, the child with the highest needs is used for the composite score (NCFAS G+R T/WB + DESSA for example).

The information provided on the form is used by Success Coaches to work with families to help them develop goals and to track progress over time and determine the recommended frequency of contact. Help the family to see the positives of their strengths and then the areas of need and how those can be used to look at building goals.

Goal Planning

A goal communicates an intended result. Goal planning is the process of working in partnership with the family to develop a Success Plan. It builds upon the family's unique strengths and protective factors; is based on family's goals, needs, and trauma history identified in the assessment process; and includes how needs will be addressed and the assignment of specific activities or tasks, responsible person(s), and timeline. The success plan is updated as needs are reassessed.

Goal planning activities are based on the strengths and needs identified in the completed

assessments (i.e., NCFAS G+R T/WB and either the DECA/DESSA or CLSA).

It is important to note that assessments will likely reveal multiple risk factors or needs of the family. However, in order not to overwhelm the family, it is recommended that no more than 2-3 goals are focused on at a time and that they link to identified needs. It should be noted that the family may have only one goal they want to work on, which may or may not be supported by the results of the assessment process. Sometimes, Success Coaches may feel strongly about an area to work on, and the family does not agree. In this instance, it is important to allow the family to guide the goals and planning. The rationale behind which needs are chosen to be addressed in the Success Plan, and those that are not, need to be documented in the case note/ documentation.

Goals that are not chosen, but still felt to be important, may be informally addressed. For example, a Success Coach may not directly address concerns about alcoholism but may suggest an upcoming AA meeting. Taking this informal action allows families to address issues that come up without their becoming formal goals on the success plan.

Success Plans

Success Plans are the result of the goal planning process. Based on results of the assessments, information gathered through the assessment tools, and the expressed interests and priorities of the family, the Success Coach and family jointly create a Success Plan that outlines the family's goals and action steps to achieve those goals.

The purpose of the Success Plan is to identify activities and steps that can increase the family's protective factors and reduce the risk factors. Success Coaches work with families towards achievement of their goals, including coordinating services, providing crisis assistance, teaching and reinforcing skills to improve family functioning, and making referrals to other services within the Child Wellbeing Project, agency, or community.

Success plans are:

- Completed within 60 days of the family signing the service agreement.
- Updated at least every 6 months.
- Completed when case is closed.

The goal is to reduce risk factors within 6 months. Once the initial success plan has been completed, the family and the Success Coach have a conversation to determine how often they want to meet. Typically, they meet on a monthly

basis, but the family gets to determine if that schedule will work for them. Goals are discussed at these regularly scheduled meetings with updates to the success plan being made every 6 months, at a minimum. Goal reinforcements can be used to reward achievement for steps completed or for overall goal completion.

S.M.A.R.T. Goals

Success Plan goals should be S.M.A.R.T:

- **S**pecific: the goal is clear and identifies the specific action to be completed, who will complete the goal, and how the goal will be completed.

- **M**easurable: the goal describes how the action will be measured and how the team will know it is accomplished.

- **A**chievable: the goal is a small enough step to be achieved with the resources available, and the family is ready to begin working towards that goal.

- **R**elevant: the goal is designed to meet the need or address the concern.

- **T**imely: the goal identifies a specific time frame for completion.

A well-written goal communicates three pieces of information:

- Performance: What the person will do.

- Condition: Under what conditions the performance will occur.

- Criteria: The acceptable level of performance. Success Coaches work with families towards achievement of their goals, including coordinating services, providing crisis assistance, teaching and reinforcing skills to improve family functioning, and making referrals to other services within the Child Wellbeing Project, agency, or community.

SUCCESS PLAN GOAL EXAMPLE

Here is an example of a SMART goal that a Success Coach might write.

12.13.2020: Based on his recent interest in his adoption as evidenced by questions he has been asking about his birth family, Dylan will learn his adoption story as measured by completion of his Life Book. This activity will be supported by his Success Coach who has been trained in how to complete a Life Book. In addition, his parents are willing to share information about his adoption story with him. Dylan will complete the Life Book by 12/13/2021.

- Specific: Will learn his adoption story.

- Measurable: Life Book is completed.

- Achievable: Dylan's parents are ready to support the work. Success Coach has expertise in this area. Dylan is ready to participate.
- Relevant: Dylan has been asking many questions about his birth family.
- Timely: by 6/13/2021

This goal intends to address risk factors identified by the NCFAS G+R T/WB and DECA.

When developing a Success Plan, activities and services related to each goal will need to be identified. These activities likely involve not only family members, but also often include what the Success Coach or other service providers will be doing to support the achievement of the goal.

Activities/Services for the above example include:

1. Success Coach will bring a Life Book for the family. (Success Coach, 1/13/2021)

2. Success Coach will facilitate family in navigating Life Book work. (Success Coach, 6/13/2021)

3. Parents will engage in Life Book work with Success Coach and Dylan by providing photos, documents, and information, as needed. (Parents, 6/13/2021)

4. Dylan will participate in completion of his Life Book. (Dylan, 6/13/2021)

5. Family will continue work in Life Book between session with Success Coach, if needed. (Family, 6/13/2021)

Interventions

The following are intervention techniques that may help the Success Coach gather information to assist with goal planning:

- Using Motivational Interviewing Skills (For more information visit: https://motivationalinterviewing.org/understanding-motivational-interviewing)
- Participating in a Child and Family Team Meeting
- Asking the family what has worked and not worked in the past
- Asking Scaling Questions (For example: "You said that things are between a 5 and a 6. What would need to happen so that you could say things were between a 6 and a 7?"
- Asking the Miracle Question (For example: "If you woke up tomorrow, and a miracle happened so that you no longer easily lost your temper, what would you see differently?" "What would the first signs be that the miracle occurred?")
- Exploring with the family what they envision for their family 6 months from now

Service Coordination & Collaboration

Service coordination and collaboration involves the ability to provide supports and services, share information, link families to appropriate resources to address needs identified through the assessment process, interact and coordinate with multiple agencies and community services, and prevent duplication of services.

In addition, Success Coaches will:

- Provide support and encouragement to help the family accomplish their success goals.
- Make referrals, arrange for the provision of services, and encourage families to utilize appropriate resources effectively.
- Coordinate with anyone outside of the home who may offer support for the case or provide information about the case, also sometimes called *collaterals* (e.g., adoption social worker, food bank, therapist).
- Remain up-to-date on the current **Community Resources** to make appropriate referrals.

When coordinating services with other agencies, the Success Coach must gain written consents from the family in order to communicate with other agencies. When obtaining consents, the Success Coach is showing respect for the family's privacy and confidentiality and allowing them to give permission to talk to others. It is ethical and family centered for a Success Coach to obtain consents before communicating with other service providers. The Consent to Exchange Information form is used for this purpose.

Material Supports

Material Supports are financial or concrete resources provided to eligible families in order to positively impact:

- Family functioning
- Parent capabilities
- Safety/environment
- Child wellbeing
- Self-sufficiency
- Protective factors
- Access to services

As part of the Success Coach Services, material supports are divided into 2 categories: a Family Assistance Fund (use the **Family Assistance Fund Request Form**) to meet critical and concrete needs and Family Reinforcement Funds (use the **Family Reinforcements Fund Request Form**) to reinforce a family's success toward achievement of Success Plan goals. The use of a form that parents can sign to acknowledge receipt of funds or other material supports is suggested.

Implementation of Material Supports

- Success Coaches have responsibility for implementing the material supports.
- Specific skills that a Success Coach will need to implement material supports effectively include:
  - Assessment
  - Crisis intervention
  - Self-sufficiency
  - Service coordination
  - Community resource knowledge
- Success Coaches will receive training from the Post-Care Supervisor on the material supports services; this training will include an overview of the policy, a demonstration of how this policy will be applied with Success Coach families, and opportunities to practice making material support decisions through talking about case examples while receiving feedback from the Post-Care Supervisor.
- Success Coaches will receive ongoing coaching on the use of the material supports in the field as part of the overall coaching service delivery plan for the Success Coach.

Organizational and Systems Supports for Material Supports

- The Success Coach Service adopted the following policy regarding the use of material supports:
  - Success Coaches will staff the decision to use material supports with Supervisor or Program Manager before providing this support to the family.
  - Success Coaches will receive training and ongoing coaching to use the material support service.
- Program Reviews will be completed biannually to assess strengths and barriers of the program. The Program Manager will be present at the Program Reviews and will address any administrative needs (i.e., If at the program review there was a trend of families asking for the same material support, Program Manager will assess with management if there are other alternative funding sources to address this financial need).
- Key partners for successful implementation of material supports include service providers who receive the material supports payments. These partners are included in the communication plan and stakeholder feedback.

- The Communication plan includes:
  - Referral sources that will be informed that material supports are available to meet specific family needs per the Material Supports Policy.
  - Once a payment is made to a service provider or vendor, the Success Coach or Office Administrator will follow up to ensure payment was received timely, was used as intended, and payment benefited the family.
- The Post-Care Supervisor will clarify reimbursement policies with the Catawba Social Services business office to assure that procedures for paying service providers and vendors are consistent with county policy.
- Data systems to support this intervention are outlined in section below and discussed in more detail in the Program Review protocol.

Data Collection for Material Supports

All material support money will be tracked by the Administrative Assistant, who will keep the following data on all assistance/rewards provided. In addition, Success Coaches will provide copies of assistance request forms (i.e., Family Assistance Fund Request form, Family Reinforcements Fund Request form) to the Administrative Assistant. These data will be included in the biannual review process and will

determine whether Success Coaches are implementing the material supports service with fidelity and whether outcomes are improving as a result of implementation. Information collected includes:

- Family receiving assistance/reward
- Amount of money and date provided
- Supervisor who approved the spending
- Type of support provided (assistance/reward)
- Purpose of support (need met or milestone achieved)
- Does assistance/reward relate to a goal on the Success Plan?

Program Review Protocol

A biannual review will occur to assess if material supports are effective in providing the desired outcomes of improving family functioning or enhancing child wellbeing and to determine if the procedures are being followed. The review will include Success Coaches, Post-Care Supervisor, Program Manager, Administrative Assistant, and Evaluation Coordinator. This information reviewed will include the data collected above as well as the following:

- Are there any outstanding issues from the last program review we need to address?

- Are we following the policy and procedure for Family Assistance Fund and Family Specific Reinforcements?
- What is data collection telling us? Are the material supports being utilized as intended?
- Has the use of material supports:
  - Prevented a crisis impacting child safety, wellbeing, or permanence?
  - Reduced barriers to families accessing services?
  - Improved family functioning?
  - Enhanced child wellbeing, social or emotional development or education?
- What is working well with the material support program?
- What barriers with the material support program have we encountered (facilitator administrative or system drivers)?
  - What changes need to be made to address/prevent barriers?
  - How do we assure that changes are implemented?

Family Assistance Fund

The Family Assistance Fund provides financial/concrete resources to eligible families for purposes tied to goals in a family's Success Plan.

The material support must fall within one of the following categories:

- Prevent a crisis that would impact child safety, permanence, or wellbeing.
- Improve family functioning and/or increase protective factors.
- Reduce a family's barrier to access a service.
- Enhance child wellbeing (i.e., social, emotional, or physical development and educational attainment).

Funding will not be utilized to pay any legal or other fees acquired by illegal behaviors (e.g., cost associated with reinstating driver's license following DUI even when sobriety has been obtained).

EXAMPLES OF HOW THE FAMILY ASSISTANCE FUND COULD BE USED:

- To assist with the cost of getting a driver's license to assure parent can provide transportation to a child's mental health appointment.
- To pay for a housing repair to assure a safe and habitable environment for the family.
- To pay for equipment or uniform for a child to participate in a sport or arts program.
- To pay for tutoring for a child needing academic assistance.

TO BE ELIGIBLE FOR THE FAMILY ASSISTANCE FUND, FAMILIES MUST MEET THE FOLLOWING CRITERIA:

- Be actively involved with a Success Coach.
- Have an established financial need and no other community/agency resources available to meet the need.
- Have a completed NCFAS G+R T/WB and Success Plan. Note: A request for family assistance funds can be considered if the family has a critical need that immediately impacts child wellbeing and permanence. In this case, a service agreement and Success Plan must be in place. The Success Plan can be updated once the full assessment process is completed.
- If the cost is not related to a child wellbeing need, then a financial need must be determined with the Family Assistance Fund Request form.
- If the cost is related to child wellbeing, then the **Child Wellbeing Need Request Form** must be completed.

PARAMETERS OF FAMILY ASSISTANCE FUND:

- Supports are provided in the form of payment to a third party for an approved service, bill, or item; or in the form of tangible items such as food or clothing.
- Supports cannot exceed $400 per family.

- Supports are intended to meet a specific need and not to create a dependency on agency or project assistance.
- Supports are intended for short-term or one-time expenses and will not be used for recurring or ongoing expenses, such as ongoing rent or utility payments.
- Success Coach will assist family with budgeting to assure that any future expenses related to the purchase are incorporated in the family budget.
- If multiple needs are identified, priority use will be for items and services that meet a crisis or safety need for the child or family.

PROCEDURE FOR ACCESSING FAMILY ASSISTANCE FUND

- During the course of assessment and casework, specific needs will be identified by the Success Coach and family.
- The Success Coach will explore with the family available funds in the agency or community that may address the identified needs.
- If no other appropriate community resources are identified, the Success Coach will work with the family to complete a Family Assistance Fund Request, detailing the purpose and amount of request, how the assistance impacts child

wellbeing or family functioning, and providing a simple budget.

- Success Coach will discuss budgeting with the parent/caretaker and planning for this need in the future.
- Success Coach will share the request with supervisor or program manager for approval.
- Success Coach will bring the request form and completed Success Plan to review when staffing this funding request.
- Success Coach will document the use of family assistance funds.

Note: If family is requesting a vehicle repair, the **Vehicle Repair Form** must be completed. This form is to ensure the car is worth repairing before money is spent on the car.

ADOPTION RESPITE CARE REIMBURSEMENT

As part of the Family Assistance Fund, respite care reimbursement is offered. The material support funds of $400 per family can be utilized to cover the cost of respite as funds are available. Adoption respite care provides adoptive parents with a break from the constant demands of caring for their adopted child(ren). Adoption respite reimbursement will be offered to any adoptive parents served by the Success Coach services. These respite funds will be used for care provided in/out of the child's home and community. Periodic respite can include churches, community-based organizations, and community centers. Respite can be reimbursed for up to $30 per day and up to $50 for an overnight stay. In addition, respite funds can be used to cover the cost of summer/spring camps. It is the adoptive parents' choice who they use as their adoption respite provider.

How is respite accessed? When respite is needed, the adoptive parent will contact the Success Coach Service to discuss the respite plan. Parents select their own respite provider and make necessary arrangements. After respite care is provided, parent will submit receipt to Success Coach Service for reimbursement. Respite funds can be utilized by families that are not involved with Success Coach services. Note: Reimbursement can take up to 2 weeks, and this information should be communicated to families.

Family Reinforcement Fund

Family Reinforcements are small monetary rewards, in the form of gifts and gift certificates, provided to families when they achieve a milestone or accomplish a task unique to their Success Plan. These rewards are meant to provide positive reinforcement for families. The value of rewards is capped at $25, depending on the family size and the purpose of the reinforcement.

EXAMPLES OF THESE REWARDS INCLUDE:

- A family is rewarded with an ice cream outing for the parent completing 40 AA classes in 40 days.

- A self-care basket is provided to a parent who earns a General Educational Development (GED) certificate, which is a goal on the family's Success Plan.

TO BE ELIGIBLE FOR THE FAMILY REINFORCEMENT FUND, FAMILIES MUST MEET THE FOLLOWING CRITERIA:

- Be actively involved with a Success Coach.

- Have a completed NCFAS G+R T/WB and a Success Plan.

- Achieve a milestone or accomplish a task unique to the success plan.

APPROPRIATE USES OF FAMILY REINFORCEMENTS:

Rewards are provided for specific accomplishments and milestones related to the family's Success Plan.

- Rewards will not be provided to parents/caregivers for engaging in activities that are an expected part of their daily duties or normal parenting responsibilities.

- Rewards will be in the amount of $25 or less.

- Rewards cannot exceed $150 per family per year and cannot exceed the total of $400 per year of material support funding.

PROCEDURE FOR PROVIDING FAMILY REINFORCEMENTS:

The Success Coach team will determine possible milestones or accomplishments related to the Success Plan for each family and appropriate rewards during case staffing. The Success Coach will:

- Provide the family with a gift or gift certificate and specify the milestone or goal on the Success Plan being reinforced.

- Provide reinforcement within time frames appropriate to the milestone or accomplishment.

- Document the provision of family reinforcement, including what milestone was achieved.

- Complete Family Reinforcement Fund Request form and submit to supervisor.

- Have the family sign the form indicating they have received the reinforcement.

Skill Building and Reinforcement

Skill building and reinforcement involves the process of building resiliency in families by increasing their protective factors through skill-building activities and reinforcement of previously learned skills. Success Coaches will be trained in

various interventions in the Family-Centered Practice in Preservation Programs Training and DECA/DESSA training. Also, see Appendix E and F for a list of interventions that can be used with families. As the family becomes more empowered and skilled, the Success Coach decreases the level of intervention/intensity of service and becomes less directive.

Targeted Skills that Build Protective Factors

- Financial planning:
  - Building and reinforcing money management skills with the family
  - Teaching how to do monthly/weekly budgeting
  - Coaching on how to do meal planning/grocery shopping
  - Showing how to use material supports form
  - Helping families plan for potential financial crisis
  - Clarifying "needs versus wants" concept with family
  - Coaching families to budget for short- and long-term financial goals and responsibilities
  - Exploring what family's chief worries are about money and family history of spending
  - Coaching families when and how to ask for help and identifying true financial crisis
  - Assisting with information on housing (e.g., connecting with Section 8, searching for an apartment, helping with utilities/deposits)
  - Coaching on how to open a savings/checking account (e.g., how to fill out a check, balance a checkbook)
  - Coaching on how to set limits for self and family members on spending
  - Helping families find free or low cost activities (e.g., Macaroni Kids, Facebook pages)
  - Examples: budgeting, reviewing finances, grocery shopping with a client, teaching about coupons, etc.
- Social interactions:
  - Enhancing parent/caregiver or child's ability to interact positively with others in the community and within the family
  - Examples: teaching communication skills, importance of hygiene, anger management, appropriate public behavior, parent & child interactions (when the main issue is how to communicate, not parenting skills)
- Parenting:
  - Teaching, reinforcing, and modeling skills that increase parent/caregiver ability to manage child(ren)'s behavior

- Examples: supervision of children, disciplinary practices, enrichment opportunities, use of drug and/or alcohol, promoting children's education, controlling access to media, parent's literacy, expectations of child, etc.

- Employability:
  - Increasing parent/caregiver ability to obtain and maintain employment
  - Sitting with a parent role-playing interview skills
  - Teaching a parent where and how to look for jobs (e.g., Employment Security Commission, newspaper, online sites)
  - Writing resumes and cover letters
  - Helping parent find appropriate attire for interviewing for specific jobs
  - Helping fill out applications
  - Removing barriers to transportation to and from interview/job
  - Assisting with applying for college (e.g., helping with FAFSA, exploring scholarships/student loans/grants)
  - Exploring career options and skill sets
  - Connection to community resources that help with vocational skill building (e.g., Vocational Rehabilitation)
  - Examples: assist with resume writing, job interviewing skills, computer skills, obtaining GED, going back to school, applying for positions online

- Resiliency building:
  - Building and reinforcing skills that assists children ages birth to 8th grade in the following on the following skills (domains from the DECA-I, DECA-T, DECA-P2 and DESSA): Initiative, Attachment, Self-Regulation, Personal Responsibility, Optimistic Thinking, Goal-Directed Behavior, Social Awareness, Decision-Making, Relationship Skills, Self-Awareness, and Self-Management

- Health and wellness:
  - Assisting families in understanding their physical and/or mental health needs; reinforcing and explaining recommendations from therapists and/or medical providers
  - Examples: Teaching importance of medication management, attending medical appointment to reinforce recommendations, reinforcing anxiety management techniques

- Independent living:
  - Working with children ages 9th grade to 21 years old on the following skills (domains from the Casey Life Skills Assessment): Daily living, self-care, relationships and communication, housing and money

management, work and study, career and education, looking forward, and permanency

- Educational support:
  - Any skill building and reinforcement skills used with families that enhance the child's educational need
  - Examples: Teaching a parent how the following: requesting an IEP, how to seek supportive services, what modifications are available, etc.

Skill-Building Tools

There are 3 main ways that Success Coaches help families in gaining and improving their skills:

- Modeling
  - One way in which behavior is learned.
  - It occurs when a person observes the behavior of another and then imitates the behavior.
  - Examples include the following:
    - Success Coach models for a parent an appropriate way to handle a tough situation in a home with a child, in the moment.
    - Success Coach models for another Success Coach the appropriate way to call and talk with a service provider.

- Coaching
  - It occurs throughout the Success Coach program.
  - Supervisors coach Success Coaches, Success Coaches coach other Success Coaches, and Success Coaches coach families and children in the program.
  - It involves giving suggestions and empowering others to try new things.
- Teachable moments
  - Success Coaches look for opportunities to help the family learn how to build resiliency.
  - These opportunities occur "in the moment," and Success Coaches have to be able to recognize and utilize them.
  - Complimenting a parent or child when they are doing something correctly is an often overlooked opportunity for a teachable moment (encouragement and praise).

Activities

[Note: Refer to the Activities for Families Section at the end of the manual.]

- What fills your pitcher?
- Family Shield
- The Dot
- Building Your Bounce Book

- Your Journey Together Curriculum
- Socially Strong, Emotionally Secure: 50 Activities to Promote Resilience in Young Children

Learn More

Case example of skill building and reinforcement: Jill is the single mother of 3-year-old Sue. Sue has been having several tantrums a day, and Jill has asked for help. The Success Coach reviews the results of Sue's DECA assessment with Jill, which shows she has many strengths, though self-regulation is an area of need. The Success Coach also explains the concept of self-regulation. The Success Coach shares an activity with Jill to help her address Sue's tantrums. The Success Coach draws a 5ft box in her driveway with chalk. She provides Sue with chalk and tells her she needs to stay in the box and can draw whatever she wants while staying in the box. The Success Coach coaches Jill to provide positive feedback to Sue as she stays in the box. If Sue gets out of the box, the Success Coach coaches Jill to redirect Sue back into the box. By teaching Sue to stay in the box, Jill is learning to regulate Sue's behavior. After this activity, the Success Coach provides Jill positive feedback about this interaction and processes the experience.

Advocacy

Advocacy is the ability to provide support and encouragement to families as they build confidence and the capacity to meet their own needs. Advocacy is often done along with service coordination, skill building, or crisis intervention and management rather than as a discreet service. Educational advocacy is one area in which Success Coaches provide support.

Some examples of advocacy include the following:

- Success Coach attends a school meeting with the parent so that the parent feels supported through the school meeting process. Eventually, the parent will have the confidence to attend these meetings alone and will no longer need the Success Coach.

- Success Coach accompanies a mother to a meeting with the Office of Juvenile Justice to assist her in explaining the needs of her child. The Success Coach assists the mother by beginning this conversation until the mother feels comfortable taking over the conversation.

- Success Coach and a father call an agency together to request services or ask questions. The father then makes calls to additional agencies himself.

Learn More

Here is an example of what a more enhanced educational advocate does in Catawba County, both for a family and to support the work of other social workers in the county that are working with families outside of the Success Coach Services.

When a child experiences a placement change:

- Contact school where child currently attends to discuss Best Interest Determination (BID) Meeting.
- Collaborate with social worker to ask all parties what school it would be in the child's best interest to attend and to complete BID paperwork.
- Line up resources for the child to remain at same school if possible. The Every Student Succeeds Act (ESSA) mandates that schools and our agency make every attempt possible for children to remain in their school of origin.
- Ensure a seamless transition to a new school if child cannot stay at home school.
- Advise social worker, if needed, on enrollment procedure (e.g., immediate enrollment form, different school systems have different procedures, ensuring school has proper contact info, court paperwork, etc.)

Concerns at School:

- Advocate for child if in need of extra services in school (e.g., Individual Education Plan (IEP), referral to Multi-Tiered System of Supports (MTSS), behavior assessments, school counseling, etc.).
- Attend Child and Family Team (CFT) meetings, IEP, school conferences, and 504 plan (a plan developed to ensure receives needed accommodations for a disability) meetings when needed for unusual circumstances.
- Assist in obtaining resources such as school supplies throughout the year (e.g., band instruments, uniforms).
- Use contacts to find resources, pathways, and "outside the box" thinking to help students succeed.

Grade/Attendance Questions:

- Collect grades and attendance on a quarterly basis on all children in care and post-care children with a Success Coach.
- Advise social worker if there is a need for additional services and provide information about resources.
- Enter school data in any applicable data base and distribute reports to each social worker.
- Prepare Data Report that summarizes the educational standing of children in care and post-care children with a Success Coach.

School and Designee Contacts:

- Maintain a list of school designees and their contact information along with pertinent information about each school where a child in care attends.
- Encourage communication between social workers and the school designee.
- Provide basic information about schools and school policies to social workers.

Section 5: Case Closure

It is important when beginning to work with a family that you begin with the end in mind. The goal is to assist a family in increasing their protective factors and decreasing their risk factors in 2 years. Two years was chosen due to this being the time frame that most children reenter foster care after reunification. If a family still has significant risk factors after 2 years, then this case must be staffed monthly with supervisor to assess the family's progress.

Celebrating Success

Once a family has completed the program they will be awarded with a certificate of their success and a letter of completion.

At closing the following will occur:

- A Success Coach Closure Case Map will be developed, including potential risk factors that may impact the family and who they will call or what supports they will access when needed. The family is provided with a copy of the closure case map during the final home visit or shortly after by mail, email, or text.

- The Success Coach will describe community resources that may be beneficial. In many communities, resource booklets are developed that can also be shared with the family at case closure. Other communities have fairly well-developed, web-based resource databases, such as those that are 2-1-1 based (i.e., a special abbreviated telephone number reserved in Canada and the US as an easy-to-remember 3-digit number meant to provide information and referrals to health, human, and social service organizations).

- The family will be informed about the opportunity to participate in booster sessions, support groups, educational conferences, and family fun events that are hosted by the agency.

- The family will also be informed that their case can be reopened if needs arise. It is important to communicate that case reopening is a normal process as children hit new developmental milestones and develop different needs. Reopening is not seen as a failure on the part of the family; rather, reaching out for help is a sign of strength.

- For adoptive families, the Success Coach will ask the family to complete the Protective Factor Survey, Second Edition (PFS-2), Retrospective. You can find the link to the PFS-2 Retrospective here: https://friendsnrc.org/wp-content/uploads/2020/02/PFS-2-Retrospective.pdf. It is a self-administered pre/post or retrospective survey that measures

protective factors in 5 areas: family functioning and resilience, social supports, concrete supports, nurturing and attachment, and caregiver/practitioner relationship. Parents may opt not to complete the survey if they choose. For parents who are willing to complete this measure, the Success Coach asks the parent to complete the tool reflecting on the period of time prior to the start of the service (pre) and then based on how they feel at closure (post). While Catawba uses the PFS-2 for adoptive families because of a specific funding requirement, the PFS-2 Retrospective may also be considered as a tool used with other populations. [https://friendsnrc.org/evaluation/protective-factors-survey/, Protective Factors Surveys, p1 para1-3, accessed 6.1.2021]

- The Success Coach will complete the **Case Closure Checklist** (provide the handout and review the list).

- If a family still has significant risk factors after 2 years, then the case must be staffed monthly with a supervisor to assess the family's progress.

Section 6: Additional Support to Families

Booster Sessions

The goal of the Success Coach Service is to strengthen the families' protective factors and reduce risk factors in 2 years. Once the family has completed the program, they will be eligible to access booster sessions during a 3-month period to help them address an unexpected situation that overwhelms their parenting capacity. Participation will require completion of the **Booster Session Service Agreement**, and a written goal with action steps will be developed to address the identified need. All booster sessions will still require documentation that is completed when a case is open.

Events

It will be important for families to build their support networks and find connection in their communities. Connecting with other families who have experienced similar challenges can help build and strengthen protective factors long after the Success Coach Services conclude.

Examples of events that are hosted by Catawba County that can support the building of a support network include the following:

- Family fun events for post-adoption families
- Post-adoption educational conferences
- Reunified family celebrations
- Holiday events for reunified families
- Support groups

The Success Coach should also encourage connections to events in the community such as those held at local YMCAs or through the school setting.

Organizations replicating the Success Coach Service will need to consider what they may offer to help families feel more comfortable connecting to others as the build a network of support and increasing their connectedness to their communities. Events can be announced and promoted on social media.

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Section 7: Documentation

Documentation is a necessary skill for Success Coaches and is used to record all activities that occur with families (i.e., casework). It has been said, "If you don't write it down, it didn't happen." To document their casework, the Success Coaches of Catawba County use a Success Coach database that they have developed in which they enter their notes. During orientation, they are provided with additional training on using the database. Agencies replicating this service might consider utilizing a similar database and system.

Under their guidelines, documentation should occur within 7 days of the interaction. The expectation is that 90% of documentation will be completed within the 7-day time period.

Documentation is done by the following staff:

- Success Coaches document interactions with families and involved stakeholders.
- Supervisors complete documentation of the staffing note with the Success Coach and do a review of the case notes each month.
- Educator advocate documents any interactions with families that pertain to the child's education.

Types of documentation include:

- Phone call
- Text message
- Email
- Collateral contact
- Case management activity
- Field visit
- Office visit
- Child and family team meeting
- Staff
- Other

Documentation Guide

Purpose

Is there a specific reason for this visit? What is the goal of the visit? If the visit aligns to the SC Plan, identify what goal it aligns to.

Narrative

What occurred on this home visit? Where was the contact with the family? Who was present during this interaction? Describe the interventions that were utilized during this home visit and how the family responded. Provide an update about progress made on goals.

Intervention

What essential function did you utilize on this home visit? Were you using engagement techniques, assessing family, skill building, etc.? You will find these functions in the practice profile. Your narrative should speak more about the interventions you were using.

Plan

What is your next step with this family? Are you following up on anything for the family? When should the family expect your next contact?

Example:

Purpose: Home visit for assessment and engagement

Narrative: Upon arrival to the home all family members were present. This includes: Sarah, Jimmy, Ms. C and Mr. C. Once the children finished their homework, SC completed an Ecomap with the family. All the family members participated. During this activity SC observed that the Jimmy looked to his father before answering any questions that SC asked. The family was hesitant to identify any troubling relationships, though at the end of the activity they did list a grandmother who argues with the mother and it causes a harsh relationship. The family was able to identify ample supports that can help them in times of need for support. All of the children appear to have at least one close relationship with someone at school. During this activity SC was able to explore family traditions, and it appears that the family has traditions that occur at their homes over the holidays. During this activity the mother and father discussed that they will never let any of the children spend the night at someone else's home. The children were not upset by this comment. They stated that they do not trust others, but that their friends could come to their home. SC attempted to explore this issue, but they family did not want to discuss this in front of the children. SC plans to follow up on this issue. The family discussed their hobbies during this visit. During this activity the children were engaged and responded to the questions raised during the Ecomap activity. SC provided positive praise to the children and parents for their participation.

Intervention: Assessment, Engagement, Skill building and Reinforcement

Plan: SC is going to seek a donated piano for the family since they love to play music. SC will call mother next week to schedule the next home visit.

Section 8: Coaching and the Success Coach

The Success Coach service is different than many child welfare services. Assisted by the National Implementation Research Network (NIRN), a well-defined service, training, and a coaching plan were created to assist the Success Coaches at being competent in their work. Traditionally when starting a new job, you attend training, are provided a manual, and maybe shadow workers for a few weeks. Instead, the Success Coach Services uses an ongoing coaching model to support Success Coaches in their work throughout the life of their career and in the work they do on an everyday basis.

Coaching Plan

Coaching is provided to ensure that the Success Coach has the tools and knowledge to support the family post care. It is the policy that regular coaching will be provided for the Success Coach as an integral part of the program. Coaching fosters the Success Coach's ability to integrate the philosophical principles and essential functions into the delivery of the Success Coach Service. The **Coaching Plan for Success**

Coaches provides guidelines for how coaching is delivered to Success Coaches and clarifies their responsibilities.

Coaching will assess Success Coach training needs and ensure identified needs are met and is provided to the Success Coach through:

- Individual coaching sessions
- Team staffing
- Case file reviews
- In-home observations

Coaching activities will be implemented to promote the wellbeing of children and families at all times and will ensure the standardization of the Success Coach Service delivery. Unlike supervision that focuses on compliance of tasks, coaching facilitates the Success Coach's:

- Skill acquisition
- Competent service delivery
- Professional development

A Coaching Plan provides guidelines for how coaching is delivered to Success Coaches and clarifies their responsibilities of the coach.

Below you will find the training plan used in Catawba County. Replicating sites should consider creating a similar training plan to support their Success Coach service.

Individual Coaching Sessions

In individual coaching sessions, Success Coach Supervisor reviews cases with Success Coaches and assists them in identifying their strengths and areas of growth during interactions with families. The coach reviews with Success Coaches whether the principles and essential functions of the service are being implemented as intended. The coach provides conceptual feedback (i.e., a way to give feedback focusing on the concepts first, rather than a blow-by-blow account of what occurred) that relates to the essential functions and then illustrates the feedback with examples from various data sources (e.g., observations, case reviews, etc.). The coach regularly assesses, with Success Coaches, their training needs and areas in which they need or would like to grow. The coach will engage in situational or scenario role plays to enhance staff confidence and the ability to deal with various family issues in the field.

One way that a Success Coach can reflect on their practice is through a review of the practice profile. The practice profile identifies core essential functions and the philosophical principles that guide the Success Coach Services. Each of the essential functions of a Success Coach are described in the practice profile in terms of 3 levels of achievement:

- Strong: This level is the "gold standard" or the expected/proficient activities. It is important to mention that sometimes a strong level of achievement is out of reach due to a family's situation, which is not controllable by the Success Coach.

- Developmental: This level identifies acceptable or developmental variation(s) in practice.

- Lacking: This level identifies ineffective, incompatible, or undesirable practices.

By reviewing the practice profile and discussing the levels of achievement with their supervisor on a regular basis, a Success Coach can continue to monitor their own skill development and identify areas that can be strengthened for improving their work with families.

Team Staffing

The Team Staffing sessions allow Success Coaches to provide a comprehensive review of a family on their case load and present at team meetings. In team staffing sessions, it is most beneficial to review each family's needs as identified on the NCFAS G+R T/WB and how those needs are addressed on the Success Plan. This process allows idea sharing on how to help families address their barriers or to explore why barriers are not addressed. It also provides an

opportunity for the Success Coaches to reflect on their own work and for the team to learn as a whole about the service provision each Success Coach is engaged in with families. Finally, the team staffing sessions provide an opportunity to increase consistency and accuracy in Success Coach ratings on the NCFAS G+R T/WB.

This staffing will:

- Provide case information should Success Coaches ever need a team member to assist them in working with this family.

- Allow Success Coaches to continuously assess the family while following the outline of presenting a case.

- Allow Success Coaches to assess their own strengths in working with the family they are presenting

The Success Coach Team typically meets twice a month for 3 hours and utilizes the following agenda:

- Announcements—10 min

- Staffing any cases with Educational Advocate and Strengthening Families Coordinator—30 min

- Skill-Building Activity and/or sharing recent training information—15min (Success Coaches will take turns presenting)

- Case staffing—125 min (Each Success Coach will bring two cases to present)

Success Coaches complete a **Post Care Team Staffing Form** prior to the session.

Cases will be staffed by priority:

- Cases that Success Coaches would like to brainstorm with the team because they feel stuck.

- New cases that have a success plan completed or success plans updated.

- Cases that Success Coaches provided interventions and the family is doing well and responding to the interventions.

Success Coaches should present the cases providing the team the following information:

- How did the child(ren) leave foster care (adoption, foster care, legal guardianship, reunification)?

- Why did the child(ren) enter foster care (physical abuse, neglect, domestic violence, sexual abuse, etc.)?

- What services were provided to the child and family while in foster care (MAPP, Nurturing Parenting class, Substance abuse counseling, PCIT, etc.)?

- What services are the child and family currently involved in?

- How long have they been involved with the Success Coach service?

- What are the age(s) of the child(ren) in the home?

- What protective factors and risk factors were reflected through assessment process (NCFAS G+R T/WB + DECA tools if utilized)?
- What are the goals on the Success Coach plan?
- What interventions are working well?

In-Home Observation

In-Home and Field observations involve the coach (either a peer or Success Coach Supervisor) accompanying the Success Coach on a home visit or other interaction with the family in the community and observing the interactions with families. The in-home/field observation allows for the coach to provide conceptual feedback related to the essential functions observed on the home visit, including strengths and areas to grow. The coach provides written and verbal feedback about the interaction, using the principles and functions of the service to guide the feedback.

Observations with Success Coaches are completed as follows:

- Success Coach's 1st year there will be 10 observations.
- Success Coach's 2nd year there will be five observations.
- Success Coach's 3rd year and thereafter there will be two observations per year.

An **In-Home Observation Notes Form** is used as part of the field observation process.

Case File Reviews

- Case file reviews are completed monthly using the Success Coach Services Fidelity Initial Case Review tool and the Success Coach Fidelity Ongoing Case Review tool.
- Evaluation Coordinator reviews one case per month to assess Success Coach's fidelity to the model. This document is shared with the Success Coach Supervisor as well as the Success Coach. Success Coach Supervisor reviews these results with Success Coach during individual sessions.
- Success Coach Supervisor reviews all documentation monthly and provides verbal feedback to the Success Coach.

Section 9: Fidelity Measures

Fidelity

Fidelity is the degree to which a program or service is implemented "as intended" by the program developers or service providers. Aspects of fidelity include adherence, integrity, and delivery in a comparable manner, which help ensure that service delivery is consistent and produces comparable outcomes.[22] Fidelity for Success Coaches is about providing their service in an intentional, prescribed manner. It's fidelity to the model that is evidence-based. It is important for new Success Coaches to understand that while adhering to fidelity is the standard for their services, it is used more as a coaching tool and not an audit of their work. The goal is for it to be supportive and nonjudgmental. It should be seen as a learning opportunity.

One of the most common ways of monitoring fidelity is through the completion of checklists, logs, or surveys. These instruments can track information, such as:

- Content covered
- Activities conducted and the time spent doing so
- Methods for delivering interventions
- Family attendance
- Family responsiveness to the program[23]

Fidelity Measures

Fidelity to the Success Coach model is measured in several ways:

- **Success Coach Services Fidelity Initial Case Review Tool**

  – After a family has completed the initial success plan, the Success Coach completes the Success Coach Services Fidelity Initial Case Review Tool. This review measures the functions of the Success Coach Service by individual case.

- **Success Coach Services Fidelity Ongoing Case Review Tool**

  – Each case is reviewed yearly, using the Success Coach Services Fidelity Ongoing Case Review Tool.

  – The Evaluation Coordinator reviews one file per Success Coach monthly and provides written feedback on how the Success Coach is delivering the service and provides a percentage showing the Success Coach's fidelity to the program.

- **Success Coach Competency Review**
  - This tool assesses how well the Success Coach is able to deliver the Success Coach Service, by assessing their social work skills and abilities. During the Success Coach's first year, the Success Coach Supervisor will complete this review quarterly. After the first year, this review is completed every 6 months.
- Success Coach Services Practice Profile (described within this manual)
- Client Satisfaction Surveys: In addition to fidelity measures, client surveys are important to gather so the program can understand the experience of receiving services. The Success Coach services uses the following surveys for this purpose:
  - **Parent Survey**
  - **Questions for Youth**
- Coaching with Conceptual Feedback
  - Conceptual Feedback is an ongoing professional development process designed to 1) ensure implementation and fidelity, and 2) develop professional and clinical judgment. It is feedback that states or reviews the general concept first (e.g., link to Essential Job Functions) then illustrates it with examples from data sources, such as the success plan or field observations. It also

provides support and increases the professional competence of practitioners.

- Conceptual feedback will:
  - Connect day-to-day work of the Success Coach with the underlying theory that flows through the Guiding Principles, Essential Functions, and Core Activities.
  - Remain flexible around "how" things are done—lots of different activities can be employed that reflect the skill being targeted.
  - Emphasize function, not form (NOT "Do it *this one* way.").
  - Help generalize skills to other families and children, other "challenges," other settings, and circumstances.
  - Build a 'culture' around the new ways of work and new ideas (e.g., such as strengths-based or culturally competent).
- When giving conceptual feedback, supervisors will include the following elements:
  - Concept Label: Describe what philosophical principle or function is being reviewed.
  - Definition: Describes in more detail what is meant by the concept label.
  - Rationale: Explain why this concept is important, and its intended function (e.g., child outcomes, values, results, parent satisfaction, empowerment).

- Illustration: Provide specific examples from the Success Coach's work that illustrates the concept (e.g., from observing the Success Coach in the home, in the community, or at team meetings; reviewing data from satisfaction ratings).
- Valence: Identify the strength or area to grow (or both).

Learn More — *Example of Conceptual Feedback*

Thanks for including me in your session with the Harbisons today. While several practice elements were displayed through your work with them, the focus of this feedback is on skill building. *(CONCEPT LABEL)*

Skill Building refers to building resiliency by increasing protective factors through activities and reinforcement of learned skills. *(DEFINITION)*

As you know, this is a critical element of service provision, and a precursor to effecting any meaningful change. *(RATIONALE)*

You introduced an activity related to parenting, demonstrated its use with Izzy, and encouraged Ashley in practicing the skill. While she was initially resistant, insisting that the children "never listen," you *were* able to roll with this and revisit this through modelling. **(ILLUSTRATION)**

It might be helpful at your next visit to ask Ashley to demonstrate the skill or to role-play the interaction with Ashley. *(VALENCE)*

Success Coaches should remember that measuring their fidelity to the Success Coach Service and collecting client satisfaction information is not about being judged but is about learning what they are doing well and areas that can be improved; it is an opportunity for growth.

Success Coach Program Review Process

The program review is a process that allows a critical look at the Success Coach Service on a regular basis. A program review meeting occurs monthly or bi-monthly to review the actual services, the changes that need to be made, and the implementation service drivers. The process is based on implementation science to:

- Assure an intentional focus on using data to improve:
  - Effective implementation
  - Model fidelity
  - Quality service delivery/staff competency
- Require a team approach.
- Identify barriers and facilitators to implantation/service delivery.
- Encourage use of small tests of change.
- Close the feedback loop.

At each review, data about the service is assessed, and adjustments are made to the service based on the data. If an issue needs to be brought to administration, a Program Manager is present and can address those issues with upper management in the agency.

Success Coach Program Review Protocol

The purpose of the Success Coach Service is to improve child wellbeing and enhance child/family resiliency by increasing family protective factors and reducing family risk factors in the following areas through engagement, assessment, goal planning, service coordination, skill building and reinforcement, crisis intervention and prevention, and advocacy.

Environment	Family health
Parental capabilities	Caregiver/child ambivalence
Family interaction	Readiness for reunification
Family safety	Social support
Child wellbeing	Family functioning/resiliency
Social/community life	Concrete support
Self-sufficiency	Nurturing and attachment

Data Collection

The following data will be collected to ensure family functioning is improving, and Success Coaches are implementing the service with fidelity.

- Assessment of Family Functioning
  - NCFAS G+R T/WB scores obtained within 60 days (and 3-4 visits) of the signed service agreement and quarterly thereafter.

- DECA/DESSA scores obtained within 60 days of the signed service agreement and as scheduled thereafter.
- Success Coach Child Health form to be completed within 60 days.

- Assessment of Success Coach Fidelity

  - NCFAS G+R T/WB and Success Plan completed within 60 days of the signed service agreement (and after three home visits).
  - Success Plan review: Coach will review one case monthly per Success Coach and provide written and verbal feedback to the Success Coach within 3 weeks of review.
  - Documentation Review: Coach will review monthly and provide written and verbal feedback to Success Coach within 2 weeks of review.
  - In-Home Observation Checklist: Coach will observe Success Coach interactions with families at least monthly for the first 6 to 9 months and then at least quarterly and provide written and verbal feedback within 2 weeks of observation.
  - Demographic of Service Population (Intent to Treat) and Service Delivery
    - Demographic information includes:
      - Number of children
      - Ages of the children
      - Number of parents
      - Months in foster care
      - Services while in foster care
      - Months post care
      - Services in post care
      - Placement type
      - Common risk factors to family functioning
    - Service delivery information includes:
      - Number of visits conducted
      - Type of contact/intervention
      - Number of crisis calls/check-in calls
      - Number of hours per week spent working with a family
    - Engagement information includes:
      - Number and type of families who accept/decline the service by child age and placement type
      - Time to engagement (i.e., time it takes for families to engage in Success Coach Services)

- Assessment of Success Coach Implementation and Service Delivery

  - Referral Tracking: Coach and Success Coach team will review referral sources, timing of referrals, an appropriateness.

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– Training: Supervisor will review Success Coach training requests to include:

- Coach training recommendations
- Training types
- Times of trainings
- Training feedback
- Assessment of future training needs

– Barriers and Facilitators to Success Coach Service Implementation: Program, policy, and service provision changes should also be reviewed. Issues that are unresolved by the Review Team will be brought to leadership or the Implementation Team within 2 weeks of identification of the issue by the Supervisor/ Coach or Program Manager. The Supervisor/ Coach or Program Manager will be responsible for follow-up with appropriate team and bringing resolutions or suggestions back to the review team by the next review team meeting.

– Feedback from Stakeholders: Surveys should be sent periodically to program participants to gather information about their experiences with services. In addition to satisfaction surveys, focus groups can be facilitated with child welfare staff, post-care staff, referral sources, youth, families, and community partners.

Program Review Process

A data report will be reviewed as part of the Monthly Program Review Process. The monthly review team will comprise the Success Coaches, Post-Care Supervisor, Project Director, Administrative Assistant, and Evaluation Site Coordinator. Quarterly (January, April, July, September) the review team will include a Foster Care Supervisor, Adoption Supervisor, and Family Preservation Worker.

The following questions will be answered as part of each monthly review:

- Are there any outstanding issues from last month that we need to address?

- What formal or informal data have we reviewed this month? What are the data telling us? Are we following the Program Review Protocol as defined and implementing the Success Coach Service as intended?

- What systems and practice issues seem to be working well? How can we ensure these systems interventions continue to work well?

- What barriers, systems, or practice issues have we encountered in implementing Success Coach Services? What changes need to be made in implementation drivers to prevent the barriers, improve Success Coach skills, or to improve the service overall?

Date Originated	Barrier or System Issue	Change Needed	Plan to Ensure Change Occurs?
	Staff selection		
	Training (of the Success Coach or others)		
	Data systems		
	Management or agency leadership		
	Internal systems interventions		
	Community systems interventions		

Section 10: Organizational Readiness and Capacity

It is important to fully understand internal and external stakeholder readiness, as well as the organization's capacity for replication, before implementing a new service into your agency. Exploration into these key areas will help in preplanning and preparing for the addition of new services and will allow for more opportunity for stakeholder buy-in from the start. There are 3 key assessments that will help determine the level of organizational readiness and capacity:

- Stakeholder Readiness Survey: Goodness of Fit
- Organization Change Readiness Assessment
- Capacity Assessment for Replication of Success Coach Service

Additional detail about each of these follows.

Stakeholder Readiness Survey: Goodness of Fit

On a scale of 1-5, with 1 being you completely disagree and 5 being you completely agree, answer the following:

1. There is a need for continued social work services after reunified families have a child that exits foster care.

2. There is a need for continued social work services after adoptive families have a child that exits foster care.

3. I would refer a family to enhanced case management services as they exit foster care.

4. There are currently services in place that meet the needs for families to be successful and increase child wellbeing after they leave foster care.

5. If a service existed that provided 24/7 availability and enhanced case management services, it would decrease the number of children who reenter foster care.

Organization Change Readiness Assessment

Organizational Readiness is essential before any new initiative can begin and then take hold within an agency. Understanding key aspects about your agency's and your staff's strengths and challenges will help position a new initiative for success. Therefore, before taking on the process of implementing post-care services, it is important to have a clear understanding of:

- The capacity of your agency and staff to replicate services with fidelity.
- The needs of your target population and data to support the needs.
- The systems and structures that need to be put into place to support the new service and assure that post-care services are seen as part of the child welfare continuum.

The Organizational Change Readiness Assessment will help your agency assess readiness to replicate the post-care services. Based on our experiences developing our post-care array, this is a helpful first step for agencies.

Organizational Change Readiness Assessment Key -3 = strongly disagree -2 = disagree -1 = slightly disagree 0 = not sure/don't know +1 = slightly agree +2 = agree +3 = strongly agree	
Organizational Support Component	
Question	**Level of Agreement**
1. The organization's vision is truly a "shared" vision in that employees at all levels understand, value, and move toward accomplishing this vision through their daily work.	
2. Decision-making and authority are decentralized (i.e., here are multiple levels of decision makers throughout the organization; decision-making isn't centralized at the top).	
3. Employees have, in the past, actively participated in organizational decision-making, goal setting, and organizational change initiatives.	

	Level of Agreement
4. Employee ideas and suggestions for improving their work and the organization are heard.	
5. Employee's view of organization's training and development programs are effective and supportive of change-driven training needs.	
6. The organization is effective at setting and achieving measurable performance goals and targets.	
7. The organization effectively uses multiple communication channels to routinely and effectively communicate with employees.	

Cultural Component

Question	Level of Agreement
8 The organization's culture (i.e., its deeply held beliefs, values, and assumptions) is open and receptive to new ideas, innovation, and change.	
9. Real teamwork and collaboration exist within and between organizational work units/departments.	
10. There is a high level of trust between leaders and employees.	
11. When the going gets tough here, people tend to stick together and help each other out.	
12. Employees generally feel encouraged to innovate, offer ideas, and take risks.	
13. During past change initiatives, employees have generally stepped up and actively participated in helping to share and implement these changes.	
14. People here generally feel that they are personally responsible for their own successes.	

The Change Environment Component

Question	Level of Agreement
15. People are aware of the forces driving change that exists outside the organization.	
16. The proposed change and its effects on all organization dimensions (e.g., structure, strategy, process, workflow, systems, etc.) are clearly defined and understood by those leading the change.	

Question	Level of Agreement
17. When the change is completed, we'll be able to gauge our success with the change effort (i.e., there are clear measures to evaluate the change results.)	
18. The organization has successfully implemented change initiatives in the past.	
19. The reason or the "why" of the coming change can easily be translated into tangible evidence that will get the attention of employees.	
20. The number of change initiatives currently underway feels manageable by employees who are most affected by any change.	
21. The perceived benefits from the change are greater than the perceived losses or disadvantages.	
Employee Attitudes and Behaviors Component	
Question	**Level of Agreement**
22. Employees feel a sense of urgency—a felt need—for change.	
23. Employees have a high level of job engagement (i.e., job engagement reflects employee commitment to their jobs and the agency).	
24. Employees feel able to make decisions and act independently concerning their daily work.	
25. Innovator, entrepreneurs, and risk takers exist at all levels in the organization.	
26. Employees are generally receptive to change vs. feeling that "this too shall pass."	
27. When change happens, employees typically feel that they have the opportunity to influence or affect the change.	
28. Employees have confidence in their manager's ability to successfully guide them through the change.	

Overall Change Readiness

Readiness	Score	Interpreting Your Change Readiness Score
Organizational Support		If your overall readiness score is zero or a negative number, the organization is probably *not* ready for the change and the change effort is likely to encounter significant challenges. Examine the lowest scoring readiness components to identify specific areas that your organization may need to strengthen before moving forward with a new initiative.
Cultural		
Change Environment		If your overall readiness score is between 28 and 56, the organization has a moderate level of change readiness. The change effort is likely to be successful only though careful implementation and attention to the issues identified in the lower score readiness components.
Employee Attitudes		
Total Overall Change Readiness:		If your overall readiness score is between 57 and 84, the organization has a high level of change readiness. The change effort is likely to be successful as long as organizational leader, employees, and these readiness components stay aligned with and receptive to the idea of change as the source of organizational renewal.

This Organizational Change Readiness Assessment was developed by Russell Consulting, Inc. (RCI). For more information on RCI's consulting and training services in the areas of leadership, strategy, and change, visit RCI online at www.RussellConsultingInc.com or contact them via email (RCI@RussellConsultingInc.com) or via phone at 608.274.4482.

Capacity Assessment for Replication of Success Coach Service

This assessment is intended to help the implementation team strategically think through the issues that will impact the successful implementation of a post-care services into an existing continuum of mandated child welfare services. Responses will help identify areas of strength and help technical assistants provide guidance around possible challenges to implementation.

Assessment question:	Responses
1. Who is serving on the implementation team (list positions)? Which agency leaders are actively involved?	
2. How invested is agency leadership in replication of the Success Coach Service? Is there support to make changes in referral pathways, develop policies to support post-care services, or implement other systems-level changes?	
3. Where organizationally will the post-care unit be housed? (Separate unit, embedded in foster care, etc..?)	
4. Who will supervise the post-care unit? Is this an existing or new position?	
5. What are the supervisor's other duties, if any?	
6. How knowledgeable are other child welfare supervisors about the Success Coach Service/ post-care services? Do they support expanding the continuum?	
7. Is there a Program Manager committed to participating in monthly Program Review meetings (approx. 2 hours/month) once the service is implemented?	
8. Are any staff/supervisors currently trained in Motivational Interviewing (MI)?	
9. Is there capacity to have consultation or coaching in use of MI skills?	
10. Monthly data reports are produced for Program Review meetings—what is the agency's capacity for data collection and reporting? Will this be done by the supervisor or a separate position?	
Will Success Coaches have access to laptops? Access to internet in the field? Remote access to the database?	

Section 11: Implementation Road Map

Implementation Road Map

- **Review History of the Wellbeing Project and the Overview of the Success Coach Service**: Understand Success Coach Service Development

- **Select a Core Team:** Choose a lead or co-lead to facilitate completion of the Stakeholder Readiness Survey and Agency Capacity Assessment. These assessments help determine if Post-Care Services are a good and manageable fit for your agency.

- **Complete Stakeholder Readiness Survey**: Determine if staff and community partners value and perceive a need for post-care services (goodness of fit for the agency).

  - Hold Focus Groups to determine what stakeholders view as needs (suggested groups below)

    - Biological Parents
    - Adoptive Parents (relative/non-relative)
    - Teens or Adults who experienced foster care
    - Guardians
    - Social Workers/Social Work Supervisors (Adoption, Foster Care)
    - Community Partners (Therapists, Eligibility Services Representatives)
    - Arrange for childcare during focus groups
    - Ensure location of focus groups in neutral, especially for families who have experienced the system

  - Complete the Stakeholder Readiness Survey

    - Survey Monkey to Staff
    - Compile results and share with staff

- **Complete Agency Capacity Assessment**: Determine if the agency has the current capacity to implement the service with fidelity to the model and highlight areas where additional work is needed to assure readiness.

  - Have Core Team work through assessment during a half-day retreat or over the course of several meetings.
  - Compile assessment results and determine if there are areas where capacity needs to be enhanced.
  - Plan work to enhance identified areas.

Implementing the Success Coach Service Checklist

Success Coach Service Description

☐ Read through the Overview of the Success Coach Service.

Staff Selection

☐ Select Key staff. Typically, the Project Manager and Supervisor are selected or hired first, so that they can make the selection of the Success Coaches.

    ☐ Project Manager—It is important to determine how a post-care unit fits into your agency. This person may already be part of the agency and post care is an additional responsibility or this may be a new position.

    ☐ Supervisor—This position will be a new supervisory position in your agency because they will be supervising a new team.

    ☐ Success Coaches

    ☐ Support Staff (Administrative Assistant/Data Manager)—Support staff responsibilities can be incorporated into other positions.

Training

☐ Review Training Plan.

☐ Ensure access to trainings or comparable trainings.

☐ Schedule all trainings that need to occur before service is implemented.

Coaching

☐ Ensure Success Coach Supervisor is trained to provide conceptual feedback (technical assistance will be provided by Catawba County onsite and via conference call)

☐ Review Coaching Plan and adjust to meet your agency's needs.

Program Reviews

☐ Identify key stakeholders (i.e., representatives from the adoption unit and foster care) to participate in Program Reviews and create a set date and time for these meetings (e.g., 3rd Wednesday of the month at 9:00 am).

☐ Review Program Review Protocol. Note that formatting may need to be adjusted for your organization, but the content is essential to the review process.

Data Collection

- ☐ Determine how you will collect data and set up the system.

- ☐ If using a database, determine if it needs to be created or if using a current system, do any modifications need to be made.

- ☐ Create templates for reports to help in the program review process.

Fidelity to the Model

- ☐ Review all fidelity checklists and ensure Success Coaches are familiar with all expected outcomes.

- ☐ Review Coaching Plan for how fidelity reviews will be completed and monitored.

Section 12: Job Descriptions and Interview Guides

The following will provide examples of position descriptions. In addition, interview guides are provided that can used to support staff recruitment and selection:

- **Success Coach Position Description**
- **Success Coach Interview Guide**
- **Success Coach Post-Care Supervisor Position Description**
- **Success Coach Post-Care Supervisor Interview Guide**

Section 13: Data Collection

Success Coaches of Catawba County enter case narratives and other family and child data into an Access Database. This database was created for them. The following information indicates how they do their data collection and may be used as a guide. Your organization will need to determine what will work best for them.

Database Entry

Once Success Coach Supervisor (Success Coach Supervisor) is aware of a case, Success Coach Supervisor will create the case in the database, then inform office administrator. Below lists of who is responsible for entering each type of data/variable into the database:

Success Coach Supervisor

Tab from Data Collection Menu	Items entered	When Items are entered
Success Coach Referral Form	Referral Source Referral Date Success Coach Name Referral Type	At time of receiving referral
Family Status with Success Coach Service	When case is first added, Success Coach Supervisor will add all information in this tab.	At time of receiving referral
Child Demographics	Child's name and DOB (for all children who were in foster care)	At time of receiving referral
Caregiver Demographics	Caregiver's name and DOB	At time of receiving referral

Office Administrator

Tab from Data Collection Menu	Items entered	When Items are entered
Success Coach Referral Information	Address Contact information	Within 7 days of being notified of the case
Child Demographics	All remaining information in the tab	Within 7 days of being notified of the case
Caregiver Demographics	All remaining information in the tab	Within 7 days of being notified of the case
Protective and Risk Factor Sheet	Entire Sheet − NCFAS G+R T/WB - do not count the overall score (last one on every domain) − DESSA- Do not count the last score (SEC) − DECA- do not count behavior	Within 7 days of receiving the handwritten tool from Success Coach
DECA/DESSA Assessments	Domain Raw Score, T-Score and Category	Within 7 days of receiving the assessment from Success Coach
Ansell Casey	Domain Percentages	Within 7 days of receiving the assessment from Success Coach

Success Coach

Tab from Data Collection Menu	Items entered	When Items are entered
Success Coach Referral Information	# of Children in the home Any missing information Crisis Plan information Negotiated Contact	Within 30 days of family signing service agreement
Child Demographics	Any missing information	Within 30 days of family signing service agreement
Family Status with Success Coach Service	Success Coach must update any changes to the status of the service (ex. move from tracking to recruitment, or case closes)	Within 5 days of change occurring
CPS report	Entire Tab	Within 5 days of notification of CPS report and CPS decision
Goal Alignment Worksheet	Update existing goal status and status date Check off interventions at completion of goal	Within 7 days of status of change Within 7 days of goal completion
Contact Note	Note Contact Type Time spent Interventions	Within 7 days of contact
Success Coaches need to provide office administrator and/or evaluation coordinator items that need to be entered (assessments, case plans, protection, and risk factor sheet) within **5 days** of completing the tool.		
Success Coaches are responsible for updating family demographic information as it changes over time.		

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Data Manager

Tab from Data Collection Menu	Items entered	When Items are entered
Goal Alignment Work Sheet	Entire sheet	Within 7 days of receiving the goal plan

Data Collection for Material Supports

All material support money will be tracked by the Administrative Assistant, who will keep the following data on all assistance/rewards provided. In addition, Success Coaches will provide copies of request forms to the Administrative Assistant. These data will be included in the quarterly program review process and will determine whether Success Coaches are implementing the material supports service with fidelity, and whether outcomes are improving as a result of implementation:

- Family receiving assistance/reward
- Amount of money and date provided
- Supervisor who approved the spending
- Type of support provided (assistance/reward)
- Purpose of support (need met or milestone achieved)
- Does assistance/reward relate to a goal on the Success Plan?

Section 14: Activities for Families

Colored Candy Go Around

Source: Katherine Arkell

Theme: Engagement and Assessment

Treatment Modality: Family, Group

Goals:

- Gather information about the client and family/group
- Increase open communication
- Identify areas of change or improvement to be addressed

Materials: Packs of candy with assorted colors such as SKITTLES® or jellybeans

Description: Distribute 10-15 candies to each group or family member. Have each member sort their candy by color with instructions not to eat them. Ask one member to pick a color and tell how many they have (i.e., 2 greens). Ask them to give 2 responses to the following questions or make up ones more relevant for current family/group goals or issues (i.e., anger management, social skills, etc.):

Green: Words to describe self

Purple: Ways you have fun

Orange: Things you'd like to change/improve about yourself or family

Red: Things you worry about

Yellow: Good things about your family

After one person has answered a question, have them choose the next person to answer the same question based on the number of candies that person has. The activity is complete when each person has answered all questions. If a person does not have a particular color candy, they use the number of candies the person who went before them had. Candies can only be eaten after a question is answer.

Be sure each person has the floor when speaking and there is no interrupting or side conversation. Open the floor for discussion after each person has responded to all questions. Possible discussion questions are as follows:

- What did you learn?
- Did anything surprise you?
- How will you work towards making changes/improvements?

Discussion: This activity facilitates open communication and provides insight into individual and family dynamics. The family can be encouraged to try the activity at home with questions they generate either in session or on their own. A variation is to use colored beads or Lego® rather than candy.

About the Author: Katherine Arkell; MSW, LCSW, RPT-S, works as an outpatient therapist at Vista health in Bentonville, Arkansas, serving children ages 6 to 18 and their families. She is a Registered Play Therapist Supervisor with the Association for Play Therapy. Her practice areas of interest include anxiety, depression, grief, and blended families.

Rubber Band Activity

Goal: Used to illustrate resiliency theory.

Materials: A rubber band for each participant.

Description: Pass out a rubber band to everyone/family members.

Estimated time to complete activity: 15 minutes

PARAPHRASE: Ask participants to spend a minute playing with it —stretch it, pull it, etc. Go around to each person and ask them to describe the rubber band (e.g., stretchy, flexible, bounce back, etc.).

LEAD DISCUSSION:

Be sure each person has the floor when speaking, and there is no interrupting or side conversations.

Open the floor for discussion after each person has described their rubber band. Possible discussion questions are as follows:

- Are those words that can be used to describe families?

- If a rubber band breaks, can it still be used? How (e.g., tie a knot in it)?

- Point out that the rubber bands are a lot like people; some rubber bands can be stretched further than others. Sometimes the rubber bands break and have to be tied back together, some are stiff and not very flexible. When you tried to stretch it further, did you get a little nervous or anxious that it would break? Or are you someone who wants to try and stretch it as far as you can?

- There are times we, as people, snap or feel broken. It's important that we, like our rubber bands, avoid stretching beyond our limits. Rubber bands are designed so that, with normal use, they will not break. However, if it is exposed to adverse, outside influences, they can deteriorate, weaken, and break. We need to work with our families so that they can learn the skills to not be influenced by adverse, outside influences. We can help families learn that they have access to support that can help them bend and not break. That can help them increase their flexibility, which will lead to an increase in confidence and resiliency.

ABC Activity

Theme: Resiliency—Goal is to link the idea of risk and protective factors as they relate to resilience.

Materials: Resiliency ABCs Handout

Description: Give everyone the handout.

Note: If a large group, participants can work together in small groups of 2-3 people. Another modification might be to break them into groups and assign part of the alphabet.

Goal: To identify ways people are resilient.

Directions:

On your handout (see below), you will see a list of ABCs. I want you write down the name of someone or something related to resiliency that starts with each letter of the alphabet. You'll have 3-5 minutes to do so. For example: My cousin Bill, Aunt Anylah, Anne Frank (can be someone famous), flexible, open-minded, etc.

Lead Discussion:

Be sure each person has the floor when speaking, and there is no interrupting or side conversations. After each person/group has completed their handout, have them volunteer to share their list by alphabet and explain why the person is resilient or how the word relates to resilience. If possible, connect how the information on each person's list relates to or represents a protective factor. Examples:

- How does Cousin Bill help provide a buffer for you?
- Can you see how Aunt Anylah might guard against some of the risk factors that are present in your life?

Allow 15-20 minutes for the discussion based on the size of the group. Bring the group back to recognizing they created a large list of protective factors.

Resiliency ABC's

A_____   N_____

B_____   O_____

C_____   P_____

D_____   Q_____

E_____   R_____

F_____   S_____

G_____   T_____

H_____   U_____

I_____   V_____

J_____   W_____

K_____   X_____

L_____   Y_____

M_____   Z_____

Jenga®

This requires the purchase of a Jenga game. It is used as an engagement activity but can be used at other points in the delivery of service. It has attached questions and instructions provided for general family questions. You may also use this in different variations such as color-coding the pieces and having to answer certain questions related to a topic of that color.

Purpose: To build engagement and rapport with family, assess family's ability to engage with each other, and observe their rapport with each other.

Resiliency Building during activity: Self-control, decision-making, self-awareness, family communication, initiative, attachment

Directions: There are multiple ways that you can play this game:

- Write questions on the Jenga game blocks, and as they pull a block, they answer the question on the block.
- Write the questions on a card, as they pull a block, they flip a card and answer the question.
- Place a colored dot on the block and have categories of cards. They pick a card from that color category. For example, orange could be self-esteem, and the orange card would be a question about self-esteem.

- Keep a list of questions and ask the questions you want to as each person takes a turn.

It is important that the Success Coach play the game with the family. It lets them know the Success Coach is open to sharing information. However, it is important, even while playing the game, to maintain appropriate boundaries. For example, if answering the question: "Who have you lost that you are close to" is difficult, then answer about a less important loss or keep it vague. It would be inappropriate to respond in a manner that would cause an inability to control emotions.

Possible Questions:

Note: You may also make up your own.

- What is your favorite color?
- What is one quality that you look for in a friend?
- Where were you born?
- How many brothers and sisters do you have?
- Describe yourself.
- Who do you live with?
- If you had one wish, what would you wish for?
- What is your favorite food?
- What is your favorite animal and why?
- If you could hug one person right now, who would it be?

- Where have you lived?
- How does your family celebrate the holidays?
- What is one thing that you would like to change about yourself?
- If you had a super power, what would you want it to be?
- If you won a million dollars, what would you use it for?
- Are you left- or right-handed?
- What is your favorite movie?
- What is one talent that you have?
- What are you most scared of?
- What is one quality that you look for in your dating partner (boyfriend/girlfriend)?
- What do you want to be when you get older?
- How many friends do you have?
- Who do you see as your role model?
- What is your favorite sport to watch? To play?
- If you were on a spaceship going to the moon, who would you take with you?
- Envision a future for yourself that you would like to see. What is that future like (what are you doing, who are you with, how did you get there?)?
- If you could be any animal, what would you be and why?

- What does "love" mean to you?
- What is your favorite television show?
- Have you ever had a job? Where?
- What are you bad habits?
- What are your good habits?
- Do you have a pet? What kind?
- What is your birthday?
- Who have you lost that you were close to?
- If you could travel anywhere, where would you go?
- What is your happiest memory?
- What is one thing you'd like to do before you die?
- Are you religious? What is your faith?
- Who is your favorite musician/band?
- Describe your mom.
- Who are you closest to in your family?
- Describe your dad.
- What is your favorite book?
- What is our favorite class in school?
- What is your saddest memory?
- What is one thing that you love about yourself?
- What type of music do you like?
- What is one nice thing you have done for someone in the past month?

- Tell me one thing that's important to know about you?
- Do you have a nickname? If so, what is it?
- What is your favorite holiday? Why is it your favorite?
- What is your favorite song? Why do you like it?
- What is your favorite think to do?
- If you could take back one think you said or did in your life, what would it be?
- If you could go back in time, where would you go?
- If you could have dinner with anyone famous (dead or alive), who would it be?
- If you could change one thing that's happened in your life, what would you change?
- Do you parents get along?
- What is your dream job?
- What or who motivates you?
- What is one thing that you believe strongly in?
- Have you ever had something stolen from you? What was it like?
- Talk about a time that a friend let you down.
- What is the hardest thing about being a brother/sister?
- What is the best thing about your family? What is the worst?

- What is your favorite chore?
- Do you receive an allowance? What do you have to do to get your allowance?
- What is one thing that you think you could change to make yourself happier?
- Are you good at keeping secrets?
- How do you feel when you get your report card?
- What is your favorite vacation that you have been on?
- If you could go on vacation anywhere, where would it be? Who would you invite? What would you do when you were there?
- What are some responsibilities that you have right now?
- When you're with your friends, how do you decide what to do together
- What is something that makes your family special?
- If you could be invisible for a day, what would you do?
- What is the best gift you have ever given? Why was it so special?
- What five words describe you?
- If you could invent something that would make life easier, what would it be?
- What is a family rule you would change if you could?

- What are your favorite things you do with your family?
- If you could make one rule that everyone in the world had to follow, what rule would you make and why?
- What is the hardest thing about being a kid?
- What is the hardest thing about being a parent?
- What is your favorite place in the world?
- What is your favorite TV show?

What Fills Your Pitcher

This tool is used to help a person identify ways that they care for themselves. It illustrates the concept that a caregiver must practice self-care first in order to take care of others.

Directions:

- Describe the idea that you have a pitcher of water, and your job is to make sure that everyone has a drink, including yourself. Unless you do something to make sure that you refill the pitcher, eventually, your water pitcher is going to run out of water, especially if there are many people who are thirsty! That pitcher represents what we give to others. When we give and give, without doing something to make sure our pitcher is filled back up, not only can we no longer help others, but we can also start to experience undue stress ourselves and become unable to meet our own needs.

- Ask participants to think of a time when their pitcher was empty, and they were facing a significant challenge.

- Have participants answer the following questions about the situation.

Questions:

- What was the event or series of events?
- What were some of the ways you were feeling?
- What helped you to fill your pitcher or recover?
- What are some more things that help you keep your pitcher full?
- What are two things from your list that you can do in the next week?

Family Shield

This activity has the instructions included in the worksheet. But you may use a large poster board to complete it as a family group. It helps increase family communication and identify family strengths.

Directions: There are six quadrants in the shield and space for the shield label at the bottom. Below are some questions that can be used with families or you can develop your own.

Questions:

- What is one tradition that you do as a family?
- What is one thing you love to do the most as a family?
- What is the one thing you are good at?
- What is something you would like to be better at right now?
- What is your family's greatest achievement?
- What rule is most important in your family?
- What are three words to describe your family?

When answering the questions, you can have the family answer each individually or collectively as a unit.

Resiliency Building during activity: Self-awareness, attachment, communication, and self-esteem

Purpose and ability to engage and build rapport: increase communication skills and identify family/individual strengths
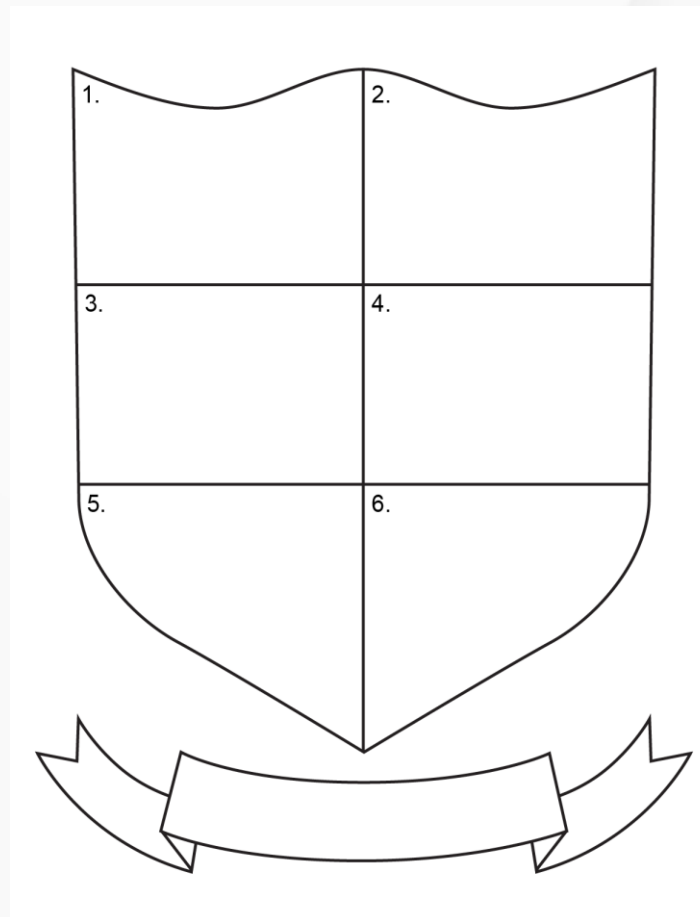
The Dot Activity

Directions: Take a sheet a paper and draw a dime-sized dot in the center. Ask family member(s) to describe what they see on the paper (they typically say they see the dot on the paper).

Discussion: Once everyone has described what they see, (if no one has mentioned the white space around the dot), point out the fact no one mentioned all the white space/area around the dot. (If by chance a family member does mention the white space on the paper, you can talk about how it is easier for some people to see the positives in a given situation than others)

Focus: Explain that the dot represents the negative(s) or problem(s) we are facing. The white area represents the positives and things that are going well in our lives.

Ask: Have the family list some of the positive things that are currently going well and write them around the white space on the paper.

Note: Make a point to highlight the following points in the discussion: it is often easier to see the negatives/problems in our lives; typically, more things are going well, than not; once you change your focus it is easier to see the things that are going well and potential solutions than focusing on the "dot."

Leave the paper with the family at the end of the activity as a way to remind them to focus on the positives.

Budgeting Sheets

Some of our families have financial struggles. The monthly budget sheets can be used to engage the family in financial planning, budgeting expenses, preventing crisis, or planning for future expenses. The provider will either give it to the family to complete monthly if it is an ongoing budgeting goal or it can be used as a conversation tool.

_____ Monthly Budget

Items	Budget Amt	Actual Amt	Difference	Notes
INCOME				
Income Total				
Other Income				
EXPENSES				
Mortgage/Rent				
Household Maintenance				
Taxes				
Insurance				
Electricity				
Water				
Sewage				
Gas				
Phone				
Trash				
Cable				
Cell Phone				
Groceries				
Entertainment				
Charity/Donations				
Fuel				
Auto Insurance				
Car Payment				
Child Care				
Credit Cards/Debt				
Loans				
Life Insurance				
Health Insurance				
Clothing				
Child Support/Alimony				
Other				
SAVINGS				
Retirement				
College				
Basic/Other				
TOTALS				

Total Income – Total Expenses $_____

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Monthly Budget

Frugal Fanatic

Items	Budget Amount	Actual Amount	Difference	Notes
INCOME				
Income Total				
Other Income				
EXPENSES				
Mortgage/Rent				
Household Maintenance				
Taxes				
Insurance				
Electricity				
Water				
Sewage				
Gas				
Phone				
Trash				
Cable				
Cell Phone				
Groceries				
Entertainment				
Charity/Donations				
Fuel				
Auto Insurance				
Car Payment				
Child Care				
Credit Cards/Debt				
Loans				
Child Support				
Clothing				
SAVINGS				
Retirement				
College				
Basic/Other				
TOTALS				

Total Income - Total Expenses $_____

Monthly Budget

Month:_____

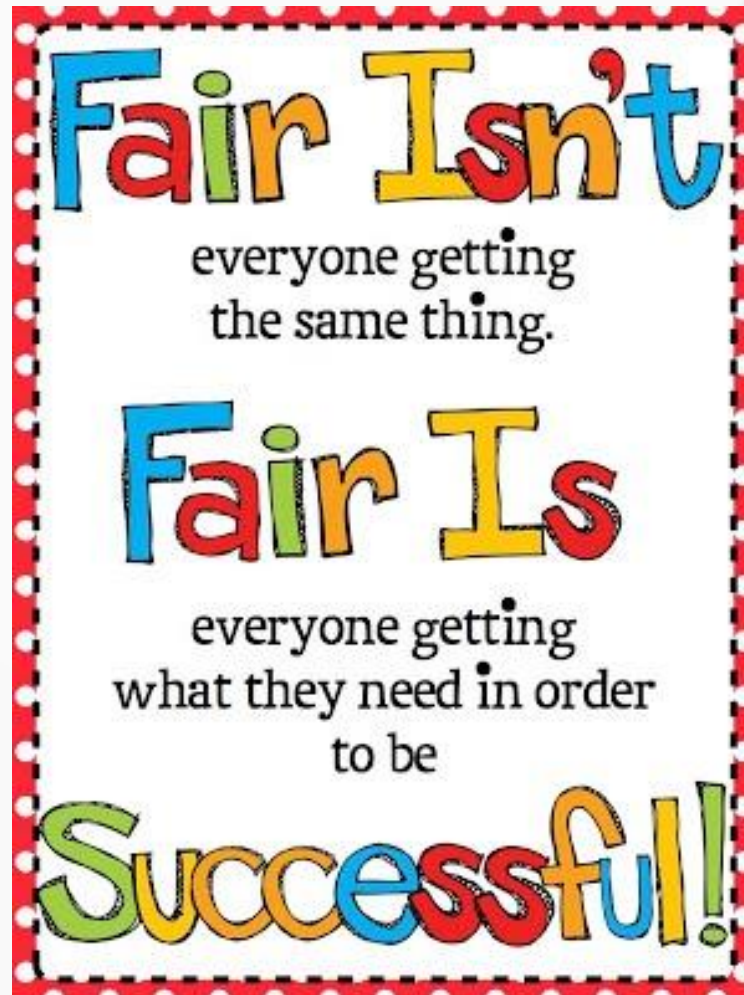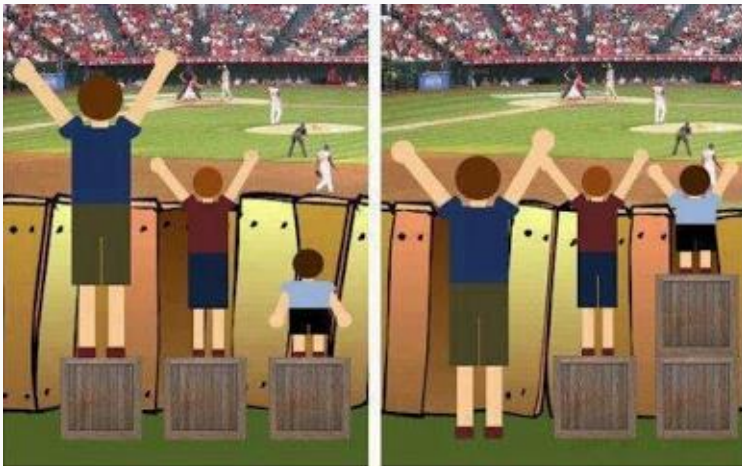|	Amount	Due Date
Mortgage/Rent:_____		
Insurance:_____		
Utilities:_____		
Home Phone:_____		
Internet:_____		
Dish/Cable:_____		
Cell Phone:_____		
Car Loan:_____		
Personal Loan:_____		
Credit Card:_____		
Groceries:_____		
Gas:_____		
Misc.:_____		

Money In - Money Out = Money Left

Employability Skills

These are examples of employability skills that an individual can keep in mind when they are seeking employment. This list can be used by the Success Coach to guide a teen or adult in the goal-planning process as it relates to finding a job.

- Sitting with a parent role playing interview skills
- Teaching a parent where and how to look for jobs (Employment Security Commission, newspaper, online sites, etc.)
- Resume/cover letter building (Can bring examples of each.)
- Helping parent find appropriate attire for interviewing for specific jobs
- Helping fill out applications
- Removing barriers to transportation to and from interview/job (We may have to assist with this at times.)
- Assisting with applying for college, including help with FAFSA, exploring scholarships, student loans, grants
- Exploring career options/skill sets
- Connecting to community resources that help with vocational skill building (Vocational Rehabilitation, for example)

Fair vs. Equal

This activity is about the concepts of "fair" versus "equal." It is a visual depiction that illustrates that in order to make something fairer, it may not be equal. Children are unique and may need different things than their siblings for many reasons (which may be related to trauma or intellectual capacity, for example). Exploring this with parents can assist them in their understanding of their child's needs and gives them permission to treat their children differently.

Fair Isn't everyone getting the same thing.

Fair Is everyone getting what they need in order to be Successful!

Financial Skill Building

This is a list of activities or potential goals that can be developed or utilized to help teens or adults increase their financial skills.

- Monthly/Weekly Budgeting
- Meal planning/grocery shopping
- Use of our material supports form
- Helping families plan for potential financial crisis
- Clarifying "Needs Versus Wants" concept with family
- Coaching families to budget for short- and long-term financial goals and responsibilities
- Exploring what family's chief worries are about money and family history of spending
- Coaching families when and how to ask for help and identifying true financial crisis
- Housing (connecting with Section 8, apartment search, help with utilities/deposits, etc.)
- Coaching on how to open a savings/checking account, including how to fill out a check and balance a checkbook, etc.
- Coaching on how to set limits for self and family members on spending
- Helping families find free or low-cost activities (Macaroni Kids, Facebook page, etc.)

Possible Reinforcers

This is a list of ideas that can be given to parents to reinforce good behavior. This list can be used to explore social and tangible reinforcers. The list can be used when families have exhausted ideas on what can be effective. You may also have the child choose between two options (that is, circle their favorite) in order to better understand what has more value for them.

POSSIBLE REINFORCERS

SOCIAL		TANGIBLE	
Free time	Eat outside	Computer	Sidewalk chalk
Listen to music	Tutor	iPad	Yo-yo
Recess	Note home	Favorite snack	Marbles
Extra recess	Special job	Favorite toy	Make-up
Teacher helper	Class party	Stickers	Balls
Custodian helper	Teach lesson	Write on board	Bubbles
Dancing	Hugs	Color	Dressing up
Tickles	Massage	Paint	Ice cream
Squeezes	Pressure	Clay	Legos
Line leader	Take a walk	Playdough	Smiley face
Singing		Movie	Slinky
Library helper		Puzzles	Flashlight
Praise		Use a pen	Microphone
Pat on the back		No shoes	Whistle
High five		Hand stamp	Kite
Run errands		Nail polish	Use sharpies
Board game		Comic book	Sensory bin
Eat with a friend		video	Lava lamp
Principal helper		Read a book	Shaving cream
Sit anywhere		Use a camera	Koosh balls
Cafeteria helper		Cutting/pasting	Flipbook
Phone call home		Certificate/award	Treasure box
No homework		Sit in teacher chair	
Work outside		Hold stuffed animal	
Smiles/gestures		Ticket to dance/party	
Hear a story		Textured items	

UNO Game

This requires purchasing the UNO card game. The instructions are provided in the game. However, the provider can change the rules to suit the needs of the activity. This is great for engagement or any time of the case to further increase communication skills and build on family strengths.

If you play a DRAW 4: Say something nice or positive about the person to your right or left.

If you play a DRAW 2: Tell about a time or something that made you happy.

If you play a SKIP: Say something positive about yourself.

If you play a REVERSE: Tell about a favorite memory you have.

The 5 Love Languages

This activity is used to help the family improve their relationships, communication, and understanding of needs by identifying each family member's primary "love language." The 5 languages are: words of affirmation, physical touch, acts of service, quality time, and gifts.

Additional information and questionnaires specific to children, teens, and adults can be found online.

ACEs Summary

The questionnaire helps identify childhood abuse and neglect and family dysfunction, such as domestic violence, incarceration, and alcohol and drug issues. The survey consists of 10 questions. Each affirmative answer is assigned one point. At the end of the questionnaire, the points are totaled for a score out of 10, which is known as the ACE score. Elevated scores are associated with a host of challenges throughout life related to physical and mental health. Use of this is helpful in educating caregivers about the impacts of their own childhood adverse experiences, particularly as it impacts their parenting. Parents can also arrive at an ACE score for their children. Associated discussions may assist them in developing empathy and compassion for their children and shift their perspective about their child's behaviors. Handout: **ACE Questionnaire**

All About Us Collage

To complete this activity, the Success Coach comes prepared with a poster board and magazines from which family members may clip items that resonate for them. They can also use

photos or any items from their home as they create the collage. The Success Coach encourages the family members to share their creation and explain the meaning of the items they chose. This activity is designed to build resilience.

Anger Iceberg

It is an illustration of how anger on the surface is only a small part of what the person may be feeling. It shows the underlying emotions that may be hidden under the surface. This helps drive the discussion with families about how the behavior is only a symptom to the feelings that others don't see. Handout: **Anger Iceberg**

Boredom Busting Activity Ideas

This is a list of fun and inexpensive ideas of things that you can do with your family. This helps increase family bonding opportunities. The provider can suggest looking online for more ideas. Handout: **Boredom Busting Activity Ideas**

Candy Land Adoption Games

This requires purchasing the traditional Candy Land board game as well as the use of the 52 Ways to Talk About Adoption Card Game (purchased through the C.A.S.E. website: https://store.adoptionsupport.org/product/52WAYS/52-ways-to-talk-about-adoption-deck-of-cards). The instructions are attached in the handout. This game is used at any time but is a great way to get to know the family during the engagement phase. Handout: **Candy Land Adoption Game**

Child Resiliency Assets

This is an information page to illustrate and encourage resiliency in children. It includes some ideas for the Success Coach to engage family in conversation about the importance of building resiliency in their children and describes ways that resiliency develops in children. Handout: **Child Resiliency Assets**

Chore Cards

These are printable sets of chore cards that a parent can use as a visual step-by-step instruction for the child so they can learn how to complete the task. Parents could use this as an opportunity for their child to earn rewards. These cards can be used at

any point in the delivery of service to strengthen parenting skills needing to address child responsibility or other categories on the DECAs/DESSAs or child behavior/expectations/discipline on the NCFAS G+R T/WB. Handout: **Chore Cards**

Feelings Emotion Thermometer

This is a tool for helping children put a name to their feelings and rating their intensity. Handout: **Feelings Emotion Thermometer**

Ideas for Chores

This is a list of chore ideas for children categorized by age. This can guide parents in choosing age-appropriate scores and support them in acquiring realistic expectations for their children. These chore ideas can be used at any point in the delivery of service to strengthen parenting skills. This is helpful in addressing child responsibility or other categories on the DECAs/DESSAs or child behavior/expectations/discipline on the NCFAS G+R T/WB. Handout: **Ideas for Chores**

Make Your Mask

A book written by Debbie Riley to assist the understanding of adopted teens, "Beneath the Mask," prompted the development of this activity, which is used with adopted teens. It is recommended that the Success Coach has developed some rapport with the teen prior to facilitating this activity. The teen is asked to decorate a 3-D mask with craft items of their own or with those supplied by the Success Coach. They decorate the outside of the mask in a way that reflects how they believe others view them. The inside of the mask (or flip side of a paper mask drawing) is created to reflect the way that they view themselves. Link to book: https://www.amazon.com/Beneath-Mask-Understanding-Adopted-Teens/dp/0971173222

NCFAS G+R Success Coach Activities

This is a list of activities that can address problematic areas listed on the NCFAS G+R. It helps build strengths in the NCFAS G+R areas that show weaknesses. Handout: **Success Coach Interventions Based on NCFAS G+R Needs**

Talk It Over Card Game

There are 2 versions of the "Talk It Over Card Game." The family version is used for family members from age 7 to adults and is most applicable to Success Coach work. This is a great tool to support acquisition of communication skills. Please refer to instructions enclosed in the card game, which can be purchased through Amazon.

This is How I Am Feeling

Printable representations of various facial expressions that illustrate feelings can be used to help children express their emotions. The Success Coach reviews each emotion with the family and helps them understand what each emotion looks and feels like. The printable representations are used as a visual reminder for the parent to use with the children to identify what they are feeling. Handout: **Emotions Vocabulary Feelings Chart**

Topics of Conversation

This activity helps to facilitate socially appropriate boundaries. It identifies levels of relationships and appropriate conversations within each level. Handout: **Topics of Conversation**

Section 15: Success Coach Activity Option Links

Below you will find some activity options that can be purchased or web links that can be utilized.

- Building Your Bounce Book: https://centerforresilientchildren.org/products/building-your-bounce-simple-strategies-for-a-resilient-you/

- Your Journey Together Curriculum: https://centerforresilientchildren.org/your-journey-together/

- Socially Strong, Emotionally Secure: 50 Activities to Promote Resilience in Young Children: https://www.amazon.com/Socially-Strong-Emotionally-Secure-Activities/dp/0876593325

- All About Me Booklet: https://www.planesandballoons.com/2021/04/22/all-about-me-booklet/

- https://www.amazon.com/Beneath-Mask-Understanding-Adopted-Teens/dp/0971173222

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