

Implementation Tasks & Strategies

Management’s Role

- ❑ Immediately after training, meet together to establish a clear timeline for implementation goals.

Sample goals and timeline chart:

Every staff member who conducts assessments should begin using the assessment tool the day after the training.	
Feedback about the tool due to staff contact person.	
Management discusses and responds to feedback.	
All staff members are incorporating strengths into service/case plans, court reports, & other reports (old report templates/formats will no longer be used/accepted).	
Partner agencies/providers are oriented to departments’ strength-based vision/goals.	

- ❑ In the first all-staff meeting after the training, provide follow-up information to all staff from upper-level management. Reinforce the agencies’ direction and vision, and commitment to the strength approach. Set clear expectations that staff will begin using the new materials and tool immediately.
- ❑ Develop and communicate a process for gathering feedback and suggestions for revisions to the assessment tool (e.g., new questions, deletions, wording changes, changes in order of questions, etc.).
- ❑ Develop and communicate a plan/timeline for implementing changes in local policies or practices that will be needed to support use of the new assessment tool.
- ❑ Continue to revisit the agencies’ goals and expectations at key dates, e.g., when all old forms will be discontinued, at the start of the new fiscal year, at the anniversary of implementation, etc.

Supervisors’ Role

- ❑ Utilize or establish team meetings in order to allow direct service staff to provide feedback regarding the process to the management team, and to share and clarify management expectations to direct service staff.
- ❑ At each team meeting, supervisors cover one topic/area to share information, answer questions, gather feedback, problem-solve, learn, celebrate creative ideas/successes, share positive examples of reports/strategies/community connections, provide mutual support, etc.

For each topic, discuss successes/what is going well, challenges/what is difficult, and solutions or ideas for solutions.

Suggested topics for team meetings:

1. Intake assessment form/questions
 2. Goal setting/action planning form
 3. Writing strength-based case progress reports, court reports, etc.
 4. Finding community connections
 5. Compiling resources (Web page, etc.)
 6. Sharing reports with each other. Look at good examples.
 7. Extremely difficult cases
 8. Creative strength-based examples of something you did with a youth (goals, activities, connections, etc.)
- Utilize your staff members' strengths. If you have staff members who are interested in, know about, or are skilled at developing forms/efficiencies regarding paperwork, community resources, creative engagement ideas, etc., make sure to open avenues for them to contribute to the implementation process.
 - Pay attention to how staff members are using the information from the assessment in their case plans and reports, and provide assistance, support, and suggestions as needed. It is not necessarily intuitive what to do with the assessment information once staff members have obtained it, and some staff members will have an easier time than others making these connections.
 - Utilize or establish individual staff supervision meetings.

Research has demonstrated the importance of strong supervision in achieving positive client outcomes. Direct service staff should receive individual or small group supervision related to their specific cases.

- Supervisors need to talk with staff about each client on their caseload on a regular basis. High-risk cases may require more frequent review by the supervisor than less complicated or lower-risk cases. Establish a protocol for how often staff will be meeting with youth assessed as high-risk.
- Make sure you are encouraging and supporting the use of strength-based strategies and activities.

Suggested activities for individual supervision sessions:

1. Ensure that key strength/competency areas are being addressed. Does the case plan:
 - a) Include a positive adult/mentor to assist youth in meeting their goals?
 - b) Develop the youths' interests/skills (healthy identity)?
 - c) Strengthen community connections?
 - d) Include efforts to repair harm, develop empathy, and help the youth understand the connection between behavior and natural consequences?

2. Does the case plan have the potential to engage the youth and family? [i.e., is the plan individualized? Does the plan include components that have been generated by the youth or that focus specifically on the youth's interests and desires?]
3. Provide feedback and suggestions for new strategies or ways to incorporate strengths if they are not evident.
4. Review the risk assessment summary. Provide guidance when needed on prioritizing risk and need areas.
5. Review goals.
 - a) Are the short-term goals focused on competencies and not just on needs or risks? [e.g., attending family counseling is needs/risk focused, while going swimming as a family is a strength focused goal (youth spending time on a healthy activity with a positive adult, building family connections)]
 - b) Are most of the goals youth and family-focused, and individualized for this particular youth and family? [i.e., are there at least some goals that are not standard goals that go on every youth's plan]
 - c) Is there at least one very short-term and very achievable goal that can be used to show the youth and family that they are making progress right away?
6. If you pretend to be the youth or family, how would you feel about the case plan?
 - a) Does it feel fair?
 - b) Do the goals or expectations seem achievable?
 - c) Does the plan build on the youth or family's strengths, values, and interests?
 - d) Are there any pieces that you would feel uncomfortable with? Is there a way to reframe those pieces?
7. In ongoing supervision meetings, check to make sure the three competency development areas (healthy identity, community connections, repairing harm/pro-social norms and values) are being addressed and have not been set aside or forgotten about. Also, make sure there is always a positive adult in the youth's natural environment engaged to assist the youth in meeting the goals of the case plan.