

Missouri Children's Division

*Child and Family System Transformation
Community and Cross-System Partnerships
Culture and Practice Change
Vision for Future*

“Changing systems for children & families often involves starting from a different place”

**Philosophy/Culture \times Practice \times Quality
= Results**



Listening, Learning, Forwarding to Action

*"Nothing ever changes until it
becomes what it is"*

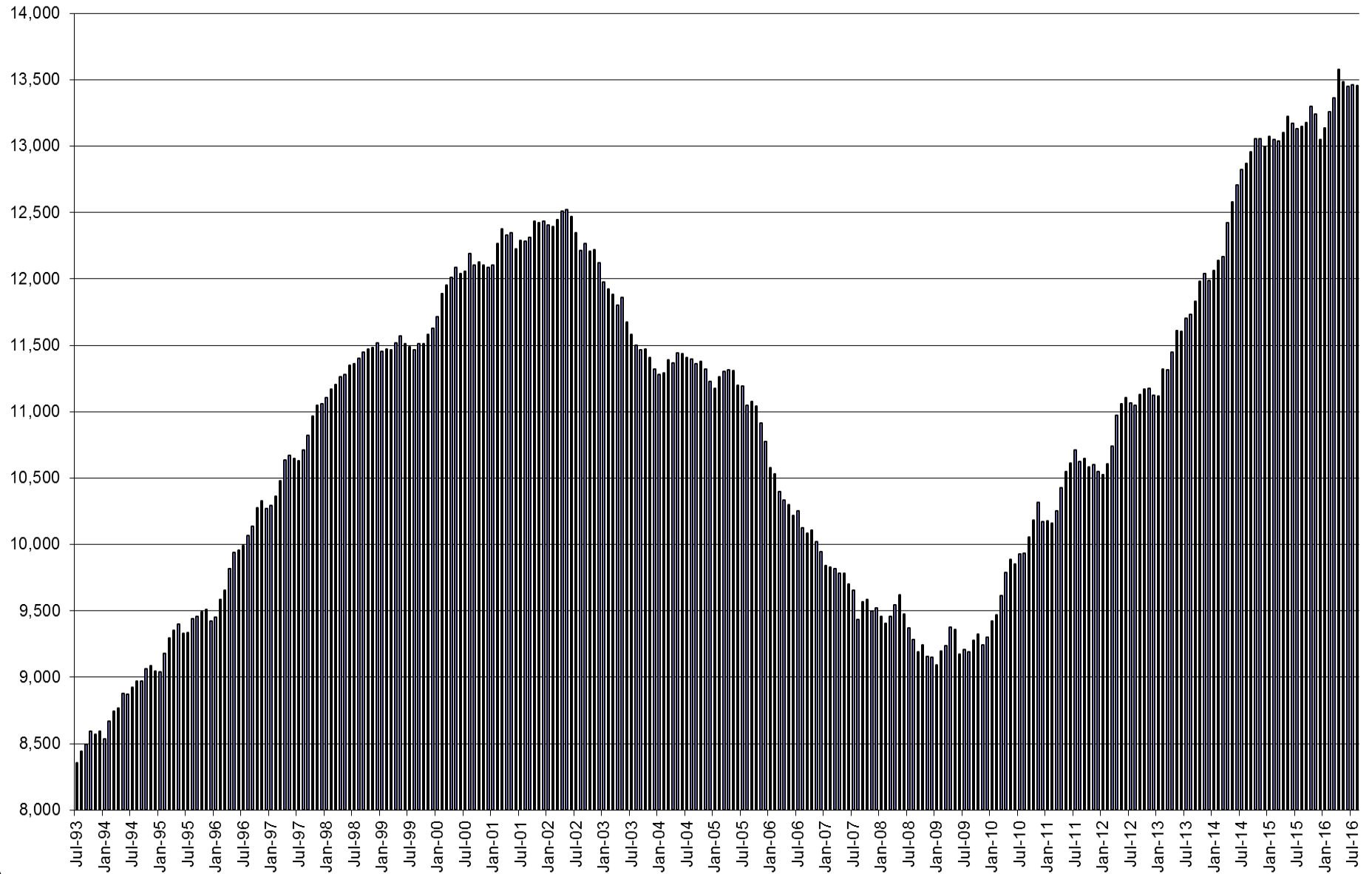
Snapshot of Foster Care Data
Perspectives of Young People and
Frontline Practitioners

Point in Time Number of Children in LS1

Highest Population = 13,578 in April 2016

Second Highest Population = 13,365 in March 2016

Before August 2008 the last time the population was below 9300 was March 1995



Population Growth in Foster Care – Entering and Exiting Care

- The number of children in foster care has grown by over 40% since 2010.
- The rate of children in care of 8.8 per 1,000 children exceeds the rate of 5.4 nationally.
 - ❖ Entry rate of 4.9 per 1,000 exceed the rate of 3.5 nationally.
 - ❖ Average length of stay in foster care 21.8 months.
 - ❖ Rate of children placed in congregate care of 9% is below the rate of 13% nationally.
- There are 4,255 youth ages 12 - 18 in foster care.
 - ❖ 2,859 youth (67%) are in care more than 12 months.
 - ❖ 856 youth (30%) are in care based on youth behavior.

Why is it important to view children, youth, and families accurately?

Listening
=
Learning

“When I came into care I was in shock. I was taken to the doctor, diagnosed with depression, prescribed medication and counseling. I just want all of you to know that I was sad, not sick.”

Findings from the Comprehensive Organizational Health Assessment



February 12, 2016

Robin Leake



Changing...

Leading...

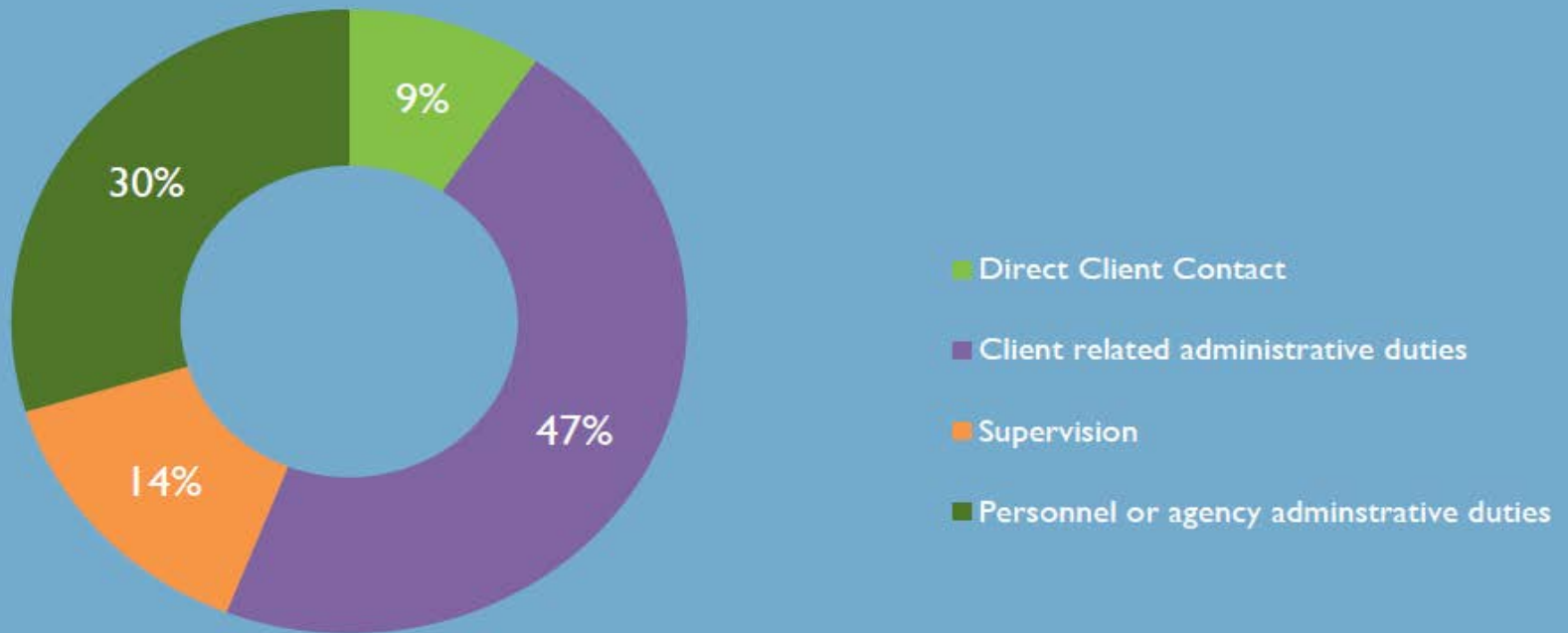
Learning...

COHA Survey Measures

Individual Factors	Unit-Level Factors	Organizational Factors
Self-Efficacy	Supervision	Psychological Climate
Job Satisfaction	Professional Sharing/Support	Leadership
Intent to Stay	Team Cohesion	Physical Environment
Secondary Trauma	Shared Vision	Cultural Responsiveness
Burnout		Inclusivity
Coping Skills		Readiness for Change
Time Pressure		Public Perceptions of CW
		Community Resources

Caseworker Tasks

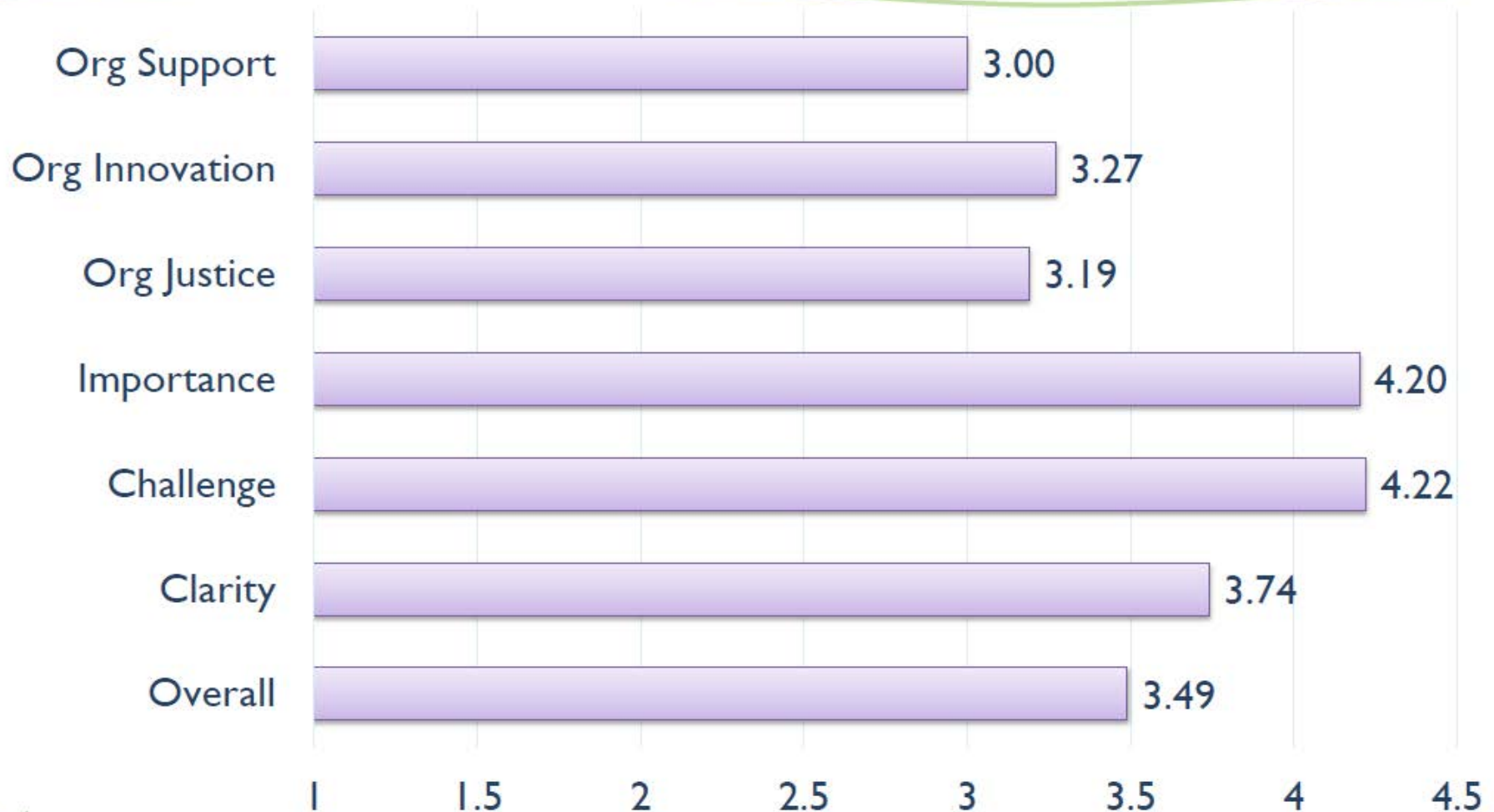
% of daily time spent of particular task



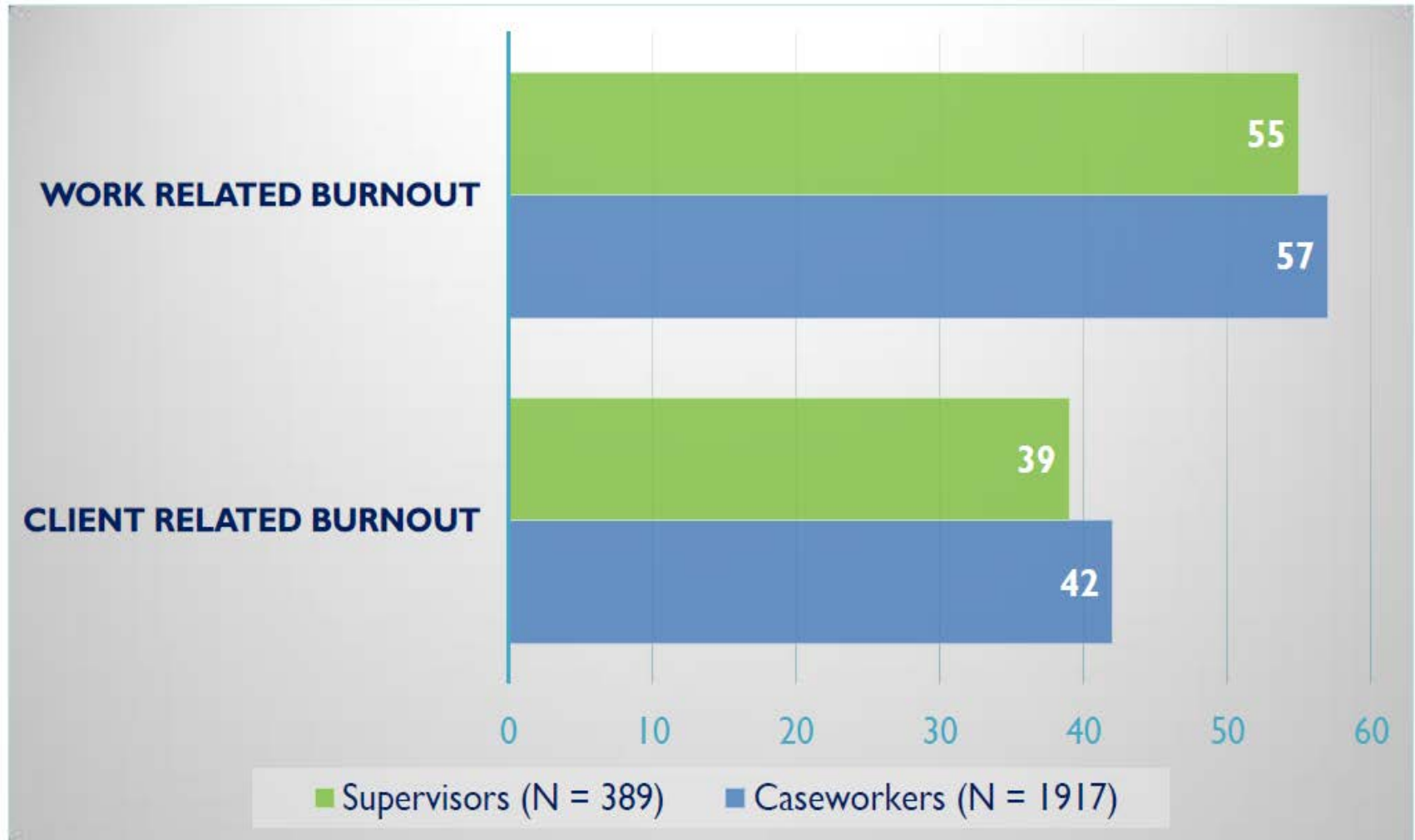
Views about Leadership



Agency Climate



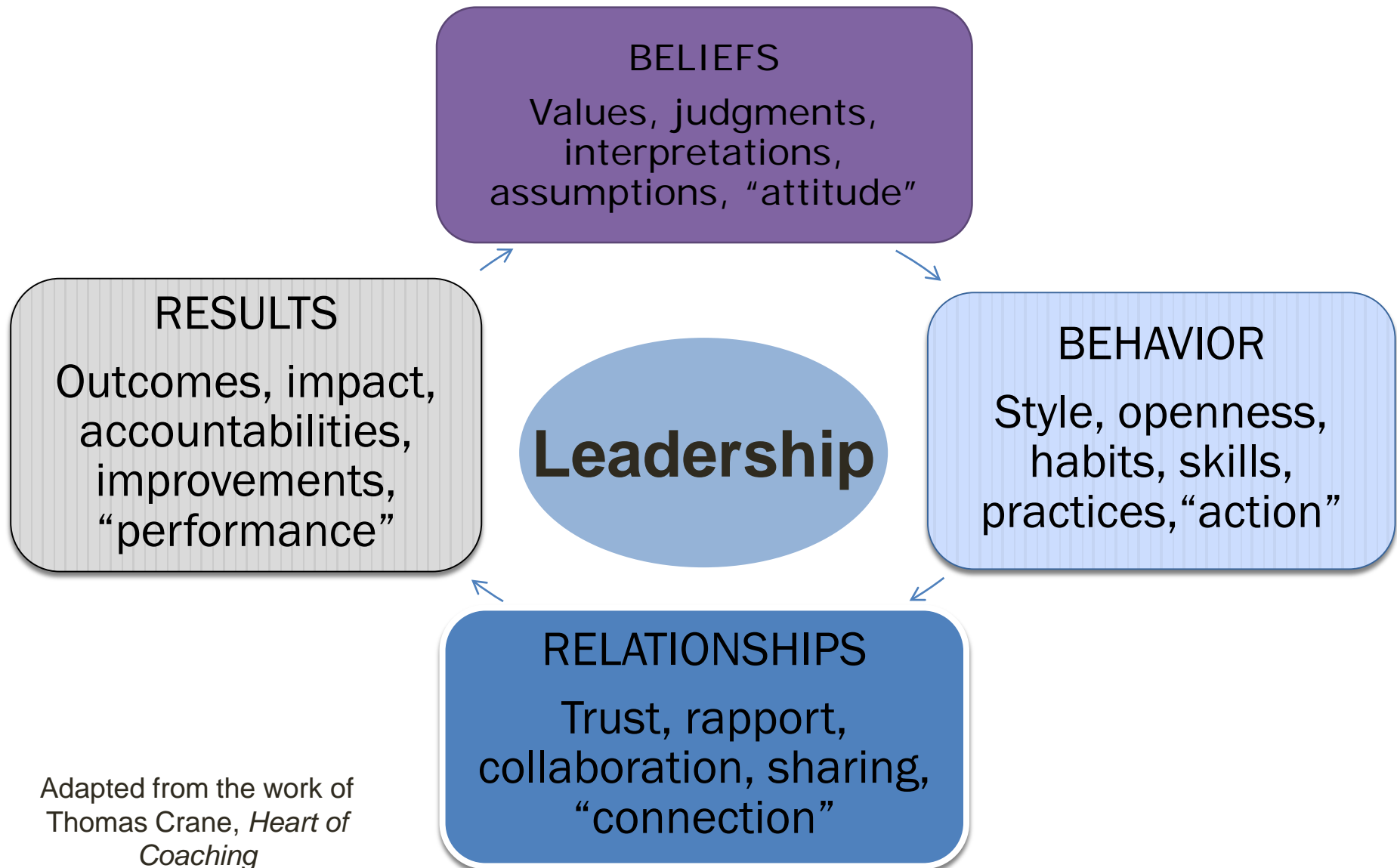
Burnout



Listening, Learning, Forwarding to Action

“Organizational and system culture overpowers and either amplifies or undermines strategy every time”

The Results Cycle – *Culture Matters*



Adapted from the work of
Thomas Crane, *Heart of
Coaching*

Organizational Culture Involves...

Shared beliefs/assumptions, values, behaviors, and relationships

- Consumers/clients (e.g. children, young people, families) and communities
- Nature of the work and purpose of the organization or system (e.g., the “why” that drives the “what” and “how”)
- People involved in implementing the service or strategy and how they relate to one another

Culture Impacts Organizational and System Climate ...

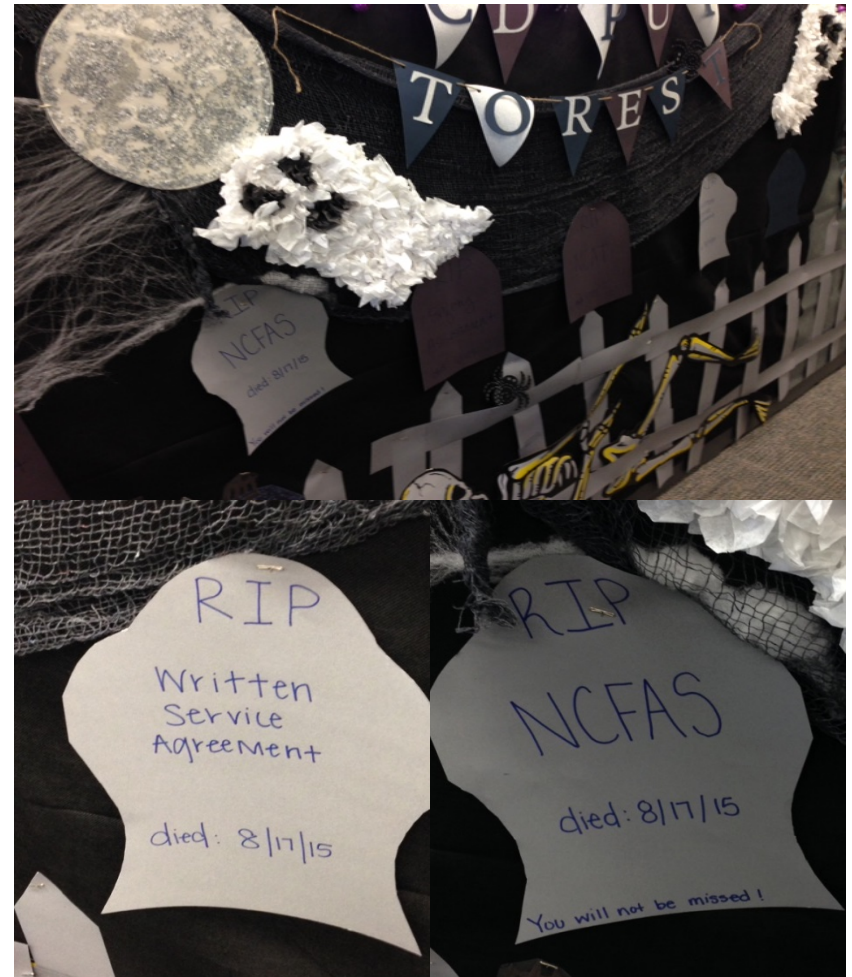
The organizational or system climate

“What is it really like to work for, partner with, or participate in services and supports facilitated or provided by the organization.”

- Behavior, relationships, results
- System artifacts and rituals
- Readiness for change

Artifacts and Rituals Take Various Forms ...

- Includes structures, processes, methods for communication and management.
- Relationship and interpersonal or cross-organizational dynamics.
- How time and attention is directed.
- Policies, procedures, or practices that may be misaligned, redundant, distracting, or harmful.



Listening, Learning, Forwarding to Action

“Adaptive challenges require new behaviors, knowledge, action, or a new way of thinking that is often not in the current expertise or what has been traditionally valued in the system.”

Transforming and Preparing Technical Cultures for Adaptive Challenges

- Name the “elephants in the room” as the norm in the organization and system.
- Nurture shared responsibility for the organization and system.
- Encourage independent judgment.
- Develop leadership throughout the organization and system.
- Institutionalize reflection and continuous learning.

Adapted from “*The Practice of Adaptive Leadership*”, Heifetz, Grashow, Linsky, Cambridge Leadership Associates, 2009

Applying Adaptive and Collaborative Leadership to System Changes

- Addressing and reconciling the myths; understanding the impact of assumptions.
- Moving from either/or thinking to ability to navigate the gray areas and encourage “curiosity”.
- Resisting the temptation to chase symptoms and apply technical solution to adaptive challenges.
- Manage time and attention, focusing on what matters most and avoid “misplaced precision”.

Applying Adaptive and Collaborative Leadership to System Changes

- Framing challenges in a way that everyone shares a common goal.
- Anticipating differences in perceptions.
- Leaders listening, reflecting, and integrating new ideas.
- All team members, organizations, and partners willing to learn and collaborate.

Listening, Learning, Forwarding to Action

Engaging, exploring, and developing
a renewed vision for the child
welfare system

“Starting from a different place” by engaging, exploring, developing

Walk in Your Shoes to learn from & engage front-line practitioners and family experiences.

Accurately frame child welfare as a collective responsibility- “we are not the child welfare system; we are one part of it”.

Agency protocol for program and policy changes to ensure diverse perspectives, practitioner expertise, and opportunities for distributive leadership - “nothing about us, without us”.

“Starting from a different place” by engaging, exploring, developing

Family Centered Services Redesign Team to further develop values and operating principles, review and recommend policy and practice changes (e.g. start doing, do more or less, stop doing).

Leadership Development throughout the system including practice changes, learning opportunities, and change initiatives throughout the system (e.g. National Child Welfare Workforce Institute, High Performance Transformational Coaching).

Community Conversations (7) to nurture collaboration, surface and challenge assumptions, introduce new possibilities, and create readiness for change.

Community Conversations - Informing and *Signaling Change, Engaging Partners*

- Introduce staff and stakeholders to the Full Frame Initiative's Five Domains of Wellbeing framework¹, a lens which increases understanding of children and families in the "full frame"² of their lives and has potential to amplify the impact of other strengths-based, trauma-informed practices and models;
- Identify opportunities and readiness for applying this wellbeing framework within Children's Division and other agencies, organizations, and the community;
- Nurture collaboration and connection across programs, agencies, and systems; and
- Signal the commitment of Children's Division's leadership to cross-system learning and making fundamental changes in organizational culture and practice.

Roughly half of the over 40 champions for children who participated in each Community Conversation were drawn from Children's Division and half were from community organizations and other stakeholders in systems charged with the wellbeing of children and families (e.g., representatives from courts, behavioral health, schools, domestic violence, housing, law enforcement, juvenile justice, and more).

Community Conversation Locations



Common Themes from Community Conversations

- ***Desire for a family-oriented system*** that focuses on safety without compromising wellbeing.
- ***Less emphasis on compliance*** by families and workers, less paperwork and redundant tasks that divert time and attention.
- ***Focus on getting to the root of problems*** in families and in systems to support sustainable change.
- ***Importance of seeing families accurately***, judgements and biases shape the information deemed relevant and what is discarded.

Common Themes from Community Conversations

- ***The value of understanding of behaviors and tradeoffs*** - structures and policies often limit workers' and families' ability to minimize tradeoffs, potentially undermining the very success everyone is seeking.
- ***Desire for a shared language among all systems so that agencies and resource parents can work together more efficiently and effectively*** - Five Domains of Wellbeing's potential to help systems and partners "see" children, youth, and families more accurately, engage more fully, and make better decisions.

Themes Evolve to Strategic Goals

1. **Seeing families accurately** through the full frame of their lives.
2. **Engaging families**, youth, children, and communities as partners.
3. **Making informed decisions** through inclusive processes, data, measurement, and research.
4. **Strengthen frontline practice** and support programs that work.

Listening, Learning, Forwarding to Action

*Values and Guiding Principles
Universality of Wellbeing and
Trauma*

Why is it important to change both culture and practice?

Listening
=
Learning

“When I came into care I thought it was my fault, and everything that’s happened since then has reinforced this belief.”

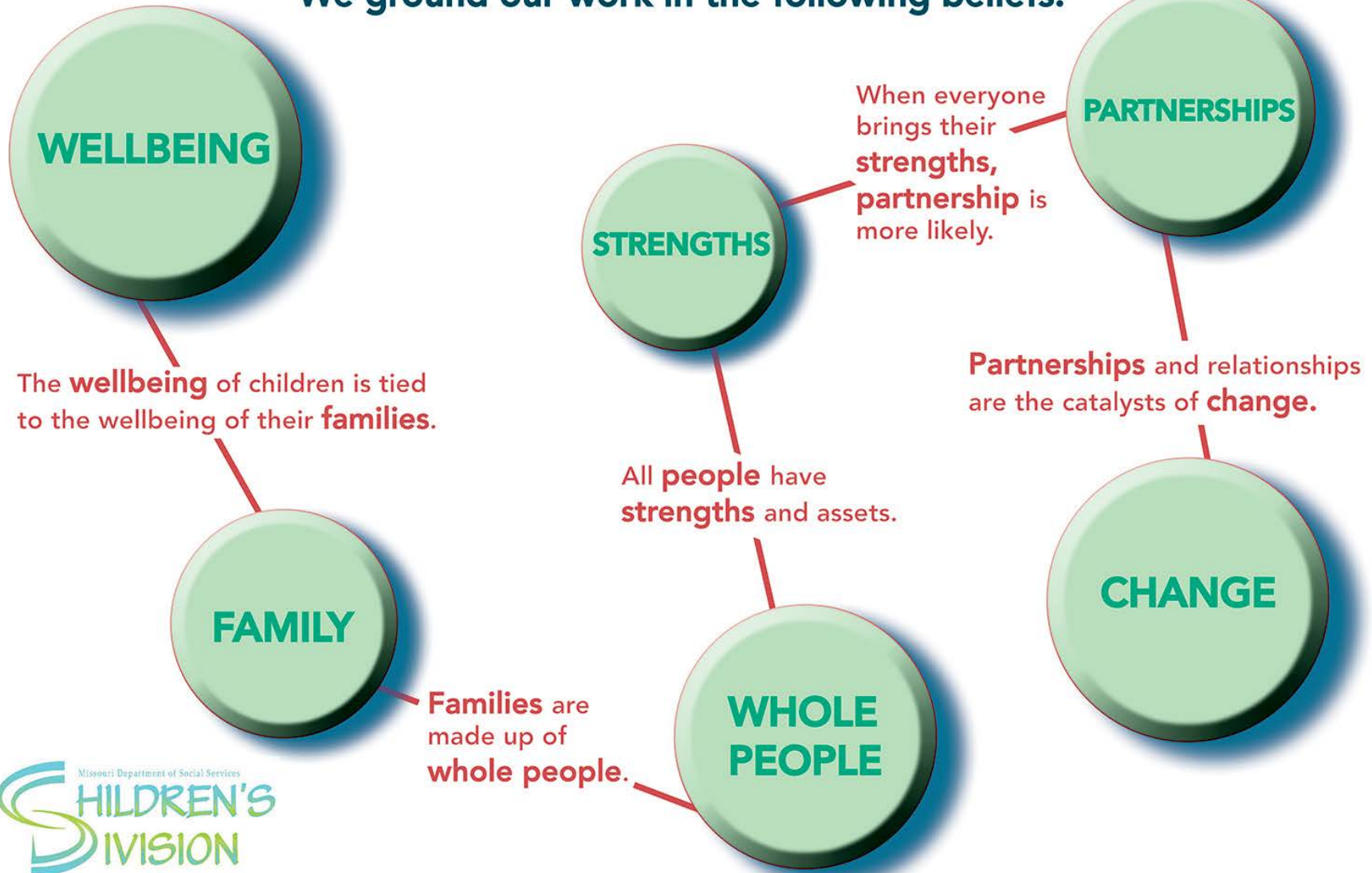


Foundational Beliefs and Guiding Principles

The wellbeing of each generation's children is of paramount importance to society. The child welfare system plays an important role in children's wellbeing by protecting and enhancing their safety. To ensure that our efforts toward safety truly are stepping stones to the larger goal of wellbeing, we ground our work in beliefs and guiding principles.

The wellbeing of each generation's children is our highest priority.
The child welfare system must work to ensure safety is a stepping stone to wellbeing.

We ground our work in the following beliefs:



Family Centered Service Values and Guiding Principles

- ***Wellbeing: The wellbeing of children is tied to the wellbeing of their families.***
 - ❑ Children and adults share the universal need for safety, social connectedness, stability, mastery and meaningful access to relevant resources.
 - ❑ Safety is more likely to last if it builds on the other aspects of wellbeing.
- ***Family: Families are made up of whole people.***
 - ❑ Stronger and healthier families support children staying safe and healthy (e.g. increasing financial, overcoming substance abuse or mental illness, emotionally safe and available).
 - ❑ Services and supports must be developmentally appropriate and trauma-informed.
 - ❑ Authentic change requires trying on new behaviors and learning from mistakes -expecting perfection from parents, children, or youth is unrealistic and counter-productive.

Family Centered Service Values and Guiding Principles

- ***Whole People: All people have strengths and assets.***
 - ❑ Get to know the people, not just the case, allegation, or finding; people want to be known as more than problems and mistakes.
 - ❑ Approach people and behavior from a stance of critical inquiring and curiosity; be prepared to admit you may have it wrong.
 - ❑ Provide services and supports that are individualized, culturally relevant, and grounded in attainable goals - ***“make the program fit the child and family, not the other way around”.***
- ***Strengths: When everyone brings their strengths, partnership is more likely.***
 - ❑ Learn from what goes well, as well as from mistakes.
 - ❑ Authentically engage families in the assessment of their situations, and in planning for change.

Family Centered Service Values and Guiding Principles

- ***Partnerships: Partnerships and relationships are the catalysts of change.***
 - ❑ Families have unique perspectives and valuable expertise; people need trust and information to partner.
 - ❑ Friends and families matter and will often be the strongest safety network and best source of long-term support.
 - ❑ Partnership requires sharing choice and control; people are better able to receive when they are able to contribute (reciprocity).
- ***Change: Making change is hard; sustaining change is harder.***
 - ❑ Sustaining change requires people to identify and minimize tradeoffs.
 - ❑ The foundation for sustainable change is engagement and partnership building with families and communities.
 - ❑ Policies, practices, decisions, and relationships must be structured minimize the impact of trauma on overall wellbeing for children, youth, families, caregivers, and communities.

Listening, Learning, Forwarding to Action

*Implementing a Values-Based and
Evidence-Informed Practice Model*

Family centered practice model

Five Domains and Trauma Informed Care as philosophical foundation for seeing children and families accurately and creating trauma-informed pathways to wellbeing.

Structured Decision Making and Differential Response for intake, assessment, and focus

Signs of Safety as core child protection practice

Team Decision Making (TDM) applied to key custody and placement decisions.



Organizational Culture and Family-Centered Practice

Seeing Families Accurately
Engaging Families & Communities
Making Informed Decisions
Strengthening Frontline Practice

Practice Transformation Zones:

1. Jackson
2. St. Louis
3. North Region
4. Southeast Region
5. Southwest Region



New FCS Model

Team Decisionmaking
(TDM)

Differential Response

Workforce Excellence Sites:

1. Jackson
2. Greene
3. Jefferson
4. 42nd Circuit



Signs of Safety

Trauma Informed Practice

Five Domains of Wellbeing

Why is it important to view any of us through the full frame of their lives?

Listening
=
Learning

Who am I?

Five Domains of Well-being

Breaking inter-generational cycles of poverty, violence and trauma requires we simultaneously support progress in these Five Domains – at the individual, family and community levels.



Creating Pathways to Wellbeing

Principles of Trauma-informed Care

Safety

Physical and emotional safety

Trustworthiness

Maximize trustworthiness; tasks clear; appropriate boundaries

Choice

Developmentally appropriate choice and control

Collaboration

Maximize collaboration and sharing of power

Empowerment

Prioritize youth and family empowerment and skill-building

Why is it important to view children, youth and families through the full frame of their lives?

Listening
=
Learning

"I cannot lose my job and home because of all the services I have to participate in. Leaving my abusive husband and creating a safe home for me and my kids was a big step; however, it wasn't part of my service agreement. Everyone involved thinks I haven't done anything and that this means I really don't care about my kids or want them back."

Signs of Safety principles

Working relationships are fundamental with families & professionals

Stance of critical inquiry:

Always prepared to admit you may have it wrong

Families and front line practitioners are the arbiters of whether practice works

Practice-based evidence drives learning & innovation



Signs of Safety® Assessment and Planning Framework

What are we Worried About?	What's Working Well?	What Needs to Happen?
HARM: Past hurt, injury or abuse to the child (likely) caused by adults. Also includes risk-taking behaviour by children/teens that indicates harm and/or is harmful to them.	Existing Strengths: People, plans and actions that contribute to a child's well-being and plans about how a child will be made safe when danger is present.	SAFETY GOALS: The behaviours and actions the child protection agency needs to see to be satisfied the child will be safe enough to close the case.
DANGER STATEMENTS: The harm or hurt that is believed likely to happen to the child(ren) if nothing in the family's situation changes.	EXISTING SAFETY: Actions taken by parents, caring adults and children to make sure the child is safe when the danger is present.	Next Steps: The immediate next actions that will be taken to build future safety.
Complicating Factors: Actions and behaviours in and around the family, the child and by professionals that make it more difficult to solve danger of future abuse.		

On a scale of 0–10 where 10 means everyone knows the children are safe enough for the child protection authorities to close the case and zero means things are so bad for the children that they can't live at home, where do we rate this situation?
Locate different people's judgements spatially on the two-way arrow.

0

10

'Three Houses' Child Protection Risk Assessment Tool to use with Children and Young People



House of
Worries



House of
Good Things



House of
Dreams

Team Decision Making (TDM)

- Improve agency's decision making process; informed decisions are made with families and community members at key decision points
- Specific child-centered, timely, equitable, and appropriate interventions focused on safety, permanency, and wellbeing
- Consistency with trained and experienced facilitators
- Develop networks of sustainable community networks and support

Listening, Learning, Forwarding to Action

Early Evidence of Impact



Acknowledge Progress and Early Evidence of Impact

- **Families experiencing Children's Division workers differently**; more engagement and information shared.
- **Workers able to communicate more effectively with other systems that share cases** (e.g. courts, treatment providers, resource parents), increasing collaboration and positive outcomes for families.
- **Safely reducing unnecessary removals and disruptions by recognizing trauma and addressing tradeoffs** and seeing the full frame.
- **Focusing on sustainable change.**
- **Cross-agency pollination** and common language.

Listening, Learning, Forwarding to Action

*Vision for Moving Forward
Where to go from here?*

Challenges Moving Forward

- Scaling-up culture and practice changes statewide
- Public perceptions of child welfare as an agency-only responsibility (1:720 rule).
- Fragmented children's service system.
 - ❖ Multi-system work only in most complex cases
 - ❖ Structural challenges within juvenile courts (diffuse roles, inconsistency, equity and fairness concerns)
 - ❖ Insufficient and piece-meal prevention services
 - ❖ Sporadic engagement of natural/durable supports
 - ❖ Geographic gaps and challenges (child and adult services)
 - ❖ Lack of consistent philosophy or direction
- Emerging, yet insufficient attention to trauma, child and youth development and wellbeing.

Vision for Future - Trauma Informed Pathways to Wellbeing - *Beyond the Silos*

- Engage child and family serving systems in adopting a universal and trauma-informed wellbeing framework at the individual, family, community, and system level:
 - ❖ Common language, better decisions, universal organizing framework
 - ❖ Child and family centered assessment of gaps, challenges, and opportunities
 - ❖ Alignment and magnification of positive efforts, normalization, reduction in stigma and harm
 - ❖ Sustainable change and improved outcomes

Vision for Future - Trauma Informed Pathways to Wellbeing - *Beyond the Silos*

- **Make safety, health, mental health, or other organizational priorities a stepping stone to wellbeing** by building assets and examining how programs, services, and policies could effectively minimize tradeoffs and better reflect the principles of trauma-informed care.
- **Create robust continuum of care** focused first and foremost on prevention and early intervention; and more comprehensive approaches for those most at-risk.
- **Translating new thinking into new behavior**; what are we going to do more of, less of, start and stop doing? Prioritized what “matters most”.

For more information

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Five Domains of Wellbeing

<http://www.ncjfcj.org/sites/default/files/NCJFCJ-Synergy-Winter2016-Final-ForWeb.pdf>

Trauma Informed Care <https://dmh.mo.gov/trauma/>
"Trauma Informed Pathways to the Five Domains of Wellbeing", Sept. 2016 childwelfare@fullframeinitiative.org or
patsy.carter@dmh.mo.gov

Signs of Safety Child Protection Framework

<https://www.dcp.wa.gov.au/Resources/Documents/Policies%20and%20Frameworks/SignsOfSafetyFramework2011.pdf>

Team Decision Making

<http://www.aecf.org/resources/team-decision-making/>