



Indiana Department of Child Services

Peer Coach Consultant Manual

*A brief overview of the Peer Coach Consultant (PCC) Role
Within the Indiana DCS Practice Model.*

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Manual Overview

This manual is a brief overview for the Peer Coach Consultant (PCC) position within the Indiana Child Welfare Practice Model. The manual thoroughly covers the expectations and development process for PCCs.

All PCCs will receive a copy of this manual and will sign an acknowledgement of receipt. PCCs will be required to follow the manual during their development process and refer to the manual as a resource.

Any questions regarding the expectations or development of a PCC should be addressed with the Indiana Practice Model Manager or Indiana Practice Model Supervisor.

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DCS Mission Statement

The Indiana Department of Child Services (DCS) protects children from abuse and neglect, and works to ensure their financial support.

Vision

Children thrive in safe, caring and supportive families and communities.

Values

We believe:

- Every child has the right to be free from abuse and neglect
- Every child has the right to appropriate care and a permanent home
- The best place for children to grow up is with their own families
- Children and older youth have the right to permanent and lifelong connections
- Parents have the primary responsibility for the care and safety of their children
- In personal accountability for outcomes, including one's own growth and development
- Every person has value, worth and dignity

Core Values

- Respect
- Genuineness
- Empathy
- Professionalism

Parallel Process

“The act of genuine collaboration on all levels through consistent modeling of respect and empathy to ensure professional communication and partnerships between DCS, children, families, providers, stakeholders, and communities.”



The Indiana DCS Practice Model

PRACTICE

Our practice is based on our vision, mission and values. In addition, DCS builds trust-based relationships with families and partners by exhibiting *empathy, professionalism, genuineness and respect*. Importantly, Indiana identifies five essential practice skills necessary to effectively implement our vision, mission and values. These skills are:

- **Engaging.** The skill of effectively establishing a relationship with children, parents, and essential individuals for the purpose of sustaining the work that is to be accomplished together.
- **Teaming.** The skill of assembling a group to work with children and families, becoming a member of an established group, or leading a group may all be necessary for success in bringing needed resources to the critical issues of children and families. Child welfare is a community effort and requires a team.
- **Assessing.** The skill of obtaining information about the salient events that brought the children and families into our services and the underlying causes bringing about their situations. This discovery process looks for the issues to be addressed and the strengths within the children and families to address these issues. Here we are determining the capability, willingness, and availability of resources for achieving safety, permanence, and well-being for children.
- **Planning.** The skill necessary to tailor the planning process uniquely to each child and family is crucial. Assessment will overlap into this area. This includes the design of incremental steps that move children and families from where they are to a better level of functioning. Service planning requires the planning cycle of assessing circumstances and resources, making decisions on directions to take, evaluating the effectiveness of the plan, reworking the plan as needed, celebrating successes, and facing consequences in response to lack of improvement.
- **Intervening.** The skills to intercede with actions that will decrease risk, provide for safety, promote permanence, and establish well-being. These skills continue to be gathered throughout the life of the professional child welfare worker and may range from finding housing to changing a parent's pattern of thinking about their child.

Peer Coach Consultants and the Practice

Peer Coach Consultants are considered to be “Practice Experts” in that they have mastered the TEAPI skills, Peer Coaching, and other pertinent skills needed for sustainability of the Practice Model. PCC’s also embody DCS’ desired best practice which is transferred to staff throughout the Indiana Department of Child Services. PCCs ensure that consistency and fidelity to the DCS Practice Model is maintained. This manual contains a brief overview of the PCC role, training, and expectations.



Practice Model Expectations – Peer Coach Consultant (PCC)

Updated 2016

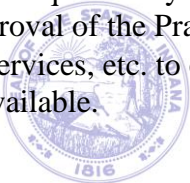
PCCs are expected to assist DCS staff with fidelity, sustainability, and refinement of skills in promoting the Practice Model.

Fidelity:

- Model the Practice by utilizing the parallel process and core values with all families, staff and stakeholders.
- Provide ongoing support and expertise to Peer Coaches within their Region and address any fidelity, sustainability, and skill enhancement issues identified by Regional Managers, Local Office Directors, Regional Practice Consultant, Supervisors and/or Peer Coaches.
- Support Continuous Quality Improvement (CQI) and Quality Assurance processes within their designated Regions and elsewhere as appropriate. Participate in the QSR process within their assigned Regions. Peer Coach Consultants are trained as QSR Mentors.
- Apprise Practice Model Manager and other relevant staff of any additional protocols needed to facilitate the Peer Coach Development process.
- Work with Peer Coaches on developing strategies to follow approved Child and Family Team Meeting Facilitator Manual and Peer Coach Manual.
- Facilitate in-services or other training assigned by the Practice Model Manager as related to the Indiana Practice Model.
- Provide practice discussions and support, as requested, to the regions and local offices.
- Keep regions informed of Practice concerns or issues.

Sustainability:

- Develop Peer Coaches across the state to coach DCS staff as CFTM facilitators (see Peer Coach/Facilitator Manuals).
- Establish a working agreement with each potential Peer Coach to include a monthly calendar with a timeline to complete development.
- Assist Practice Consultant with facilitating scheduled Peer Coach Meetings within their Regions on a quarterly basis.
- Attend Management Meetings as requested to answer questions and provide practice support.
- Participate in workgroups as a practice expert along with curriculum writers and other subject matter experts to develop specialized training involving any other identified training needs associated with the Practice Model.
- Complete special assignments as requested by the Executive Staff, Field Staff, or Staff Development with the approval of the Practice Model Manager.
- Utilize technology, visuals, in-services, etc. to ensure that field staff has the most current resources and support available.



- Partner with Practice Consultant(s) to implement recruitment strategies within assigned regions to identify potential Peer Coaches.

Refinement of Skills:

- Assist Practice Consultant(s) with practice support related to the Child and Family Team Meeting Process and other practice initiatives
- Provide feedback on the Peer Coach's strengths and needs to Peer Coaches, their Supervisor and Practice Consultant (when applicable, the Local Office Director) to aid in professional development and Practice fidelity.
- Review and provide feedback for new CFTM facilitators on CFTM notes prior to release as a trained facilitator.
- Provide feedback to RMs on current and potential Peer Coach's progress.
- Observe facilitators during CFTMs, as requested.

Obligations:

- To Regions:
 - Attend Peer Coach Meetings, Management Meetings (as requested), and other meetings (as requested)
 - QSR reviewing/mentoring
 - Assist Practice Consultants in supporting the Practice
 - Consultation services via telephone, e-mail, face to face, etc.
 - Provide feedback for new facilitators on CFTM notes prior to release
 - Promote and model fidelity to best practice
- To Peer Coaches:
 - Develop and mentor
 - Provide policy / practice updates
 - Provide support regarding the Practice
 - Monitor fidelity through open communication and support
- To Staff Development:
 - Provide Practice support to the field
 - Curriculum workgroups (as needed)
 - Assistance in classroom training, as requested
- To Practice Consultants:
 - Recruitment of potential Peer Coaches
 - Provide Monthly Facilitation List (Regarding new workers to be developed as facilitators)
 - Co-facilitate Peer Coach Meetings
 - Identify practice needs and plan to address
 - Update Peer Coach Directory (on SharePoint)



Development of a Peer Coach Consultant

Once a PCC has been hired and an official start date has been determined, the Practice Model Manager will assign a mentor for the new PCC. This mentor will be one of the existing PCCs who are close in geographical location to the new PCC. A working agreement meeting between the Practice Model Manager and PCC Mentor will be arranged prior to the start date of the new PCC. At this meeting a development plan for the new PCC will be discussed.

On the first day of hire, the Practice Model Manager and PCC Mentor will meet with the new PCC. The development plan and Transfer of Learning Checklist will be reviewed with the new PCC. A list of required activities will be discussed with the new PCC and needed equipment and tools will be distributed (computer, cell phone, directories, intranet links to resources, PCC manual, etc.).

During the process of development, the new PCC is in a probationary status. At six (6) months after hire, the Practice Model Manager will complete a Performance Appraisal on the new PCC based on all work and assessments received from the field. The Practice Model Manager will recommend at this time whether the PCC should gain permanent status, continue with their working development period or return to field work. The evaluation will be reviewed by the Deputy Director of Staff Development and forwarded to Human Resources.



***Peer Coach Consultant
Development Plan***

Staff Person: _____

Start Date: _____

Mentor: _____

Strengths: _____

Needs: _____

Areas of Interest which could be developed to expertise:

Transfer of Learning Checklist:

Peer Coach Consultant Transfer of Learning Checklist

Skill/Activity	PCC Initials	PCC Mentor Initials	Date Completed
Badge and Central Office Information discussed with Practice Model Manager			
Working Agreement completed by PCC and Practice Model Manager (Includes PCC Manual overview)			
Observation of Working agreement between Peer Coach and Peer Coach Consultant (PCC) Mentor			
Working agreement between PCC and Peer Coach observed by PCC Mentor			
Working Agreement completed between PCC and Practice Consultant, observed by PCC Mentor			
Review of Timesheets and A-4 completion			
Review of Travel, PeopleSoft and ELM			



Review of Calendar process and scheduling (Outlook)			
Observation of Peer Coach training between PCC Mentor and new Peer Coach (Includes Debrief and Peer Coach Competency review)			
Peer Coach training completed by PCC with new Peer Coach, PCC Mentor observes and provides feedback (Includes Debrief and Peer Coach Competency review)			
Prep and CFTM completed by PCC, observed by Practice Model Manager or Supervisor			
Observation of Peer Coach Orientation			
Observation of Facilitator Orientation			
Observation of Facilitator Webinar			
Review of Master Facilitation List: assignments, monitoring, utilization with Practice Consultants and timely updating			
Review of Peer Coach Consultant Resources with PCC Mentor			
Observation of In-Service			
Observation of Practice Discussion/Refresher			
Observation of CFTM Notes Appraisal process			
Completion of CFTM Notes Appraisal process, reviewed by PCC Mentor			
Attend Peer Coach Meeting			



Comments:

Signature of Peer Coach Consultant

Date

Signature of Peer Coach Consultant Mentor

Date

Signature of Practice Model Manager or Supervisor

Date



Meetings

The Practice Team meets weekly by conference call and monthly by face-to-face (TOP Meeting). This team is comprised of PCCs, Practice Model Supervisor, and Practice Model Manager. During these meeting ongoing projects, updated policy, practice information, and regional updates are discussed. Each team member can submit agenda items to be addressed at these meetings. When there is extensive work which needs to be completed, the Practice Model Manager may extend the meetings over a two (2) day period of time.

PCCs are required to attend Quarterly Peer Coach Meetings within their assigned regions. PCCs should actively participate in Quarterly Peer Coach Meetings and should provide information regarding agenda items.

PCCs should attend Regional Management Meetings (director and/or supervisors) as requested by the Regional Manager.

Other meetings which PCCs may be requested to participate in are the following:

- Regional Service Council Meetings
- Resource Parent Meetings
- Curriculum Workgroup Meetings
- Local Office Staff Meetings

PCCs may attend these meetings as their schedule allows. If any questions arise regarding attendance at meetings, a discussion should occur with the Practice Model Manager.

Calendar

Each PCC is responsible for maintaining their calendar. This calendar should be maintained in Outlook. This calendar must be updated at the beginning of each week and changes should be made within the calendar as they occur.

Appointments and scheduling of meetings will be the responsibility of the PCC. The training of Peer Coaches is always the priority of the PCC and should be given first consideration when scheduling appointments.

PCCs are responsible for ensuring that their time is split equally among the regions which they are responsible for. How this time is split should be arranged in a working agreement meeting with the Regional Managers and Regional Practice Consultants.

When special projects arise within regions, the PCC should work with the Regional Manager and Practice Consultant to develop a plan to assist in completion of the project while ensuring all other regions have needed coverage as well.



If special project requests come from Central Office, PCCs will work with Practice Model Manager on developing a plan of action. Often these projects become priority and some shifting of other work responsibilities may be necessary.

Regional Working Agreement

PCCs will have a working agreement with each of their regions. This working agreement should be monitored and updated as changes occur within the region.

The working agreement plan should be developed with the Regional Manager and Practice Consultant. It should outline specific tasks to be completed within the region. The tasks developed need to be outcome based and have timeframes associated for completion. The regional working agreement should be visited on a quarterly basis and reviewed for completion of outcomes. If revisions need to be made, this should be done within a reasonable time frame. Updates should include information from CFSR and QSR reviews, MaGIK data, Child and Family Team Meeting Reports and Practice Indicators Reports.

If a region needs Peer Coaches developed, a PCC must complete this within 60 days of initiation of the training. An initiation of training will be considered the time when a PCC develops a working agreement with the staff member. If there are significant challenges with completing a Peer Coach's training, detailed documentation needs to be sent to the worker's Supervisor, Local Office Director, Regional Manager, Practice Consultant, and Practice Model Manager on what efforts have occurred to ensure that the worker's training was completed in a timely manner.



Observations

The Practice Model Manager and/or Practice Model Supervisor will observe all PCCs a minimum of once per quarter. This observation will occur with the PCC while in the field, and could include Quarterly In-Services, Peer Coach Meetings, training of Peer Coach, etc.

While observing the PCC, the observer will note how the PCC relates to the person they are working with. The observer will be looking at how the PCC utilizes key concepts of the Practice Model, which includes TEAPI skills (Teaming, Engaging, Assessing, Planning and Intervening), core conditions (Genuineness, Respect, Empathy and Professionalism) and demonstration of DCS values and vision/mission alignment. .

At the completion of each observation, the observer will de-brief with each PCC. Information which was observed will be discussed as well as PCC's feedback. The focus of this de-brief will be areas of strength and growth or next steps.



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Peer Coach Consultant Observation

Name of Consultant: _____

Date of Observation: _____

Type of Observation: *(please check one)*

- Management Meeting
- In-Service / Classroom Training
- Peer Coach Meeting
- Peer Coach Training
- Other _____
(please specify)

Type of skill set observed during observation: *(please check all that apply)*

<input type="checkbox"/> Leadership	<input type="checkbox"/> Negotiation	<input type="checkbox"/> Assessing	<input type="checkbox"/> Teaming
<input type="checkbox"/> Planning	<input type="checkbox"/> Intervening	<input type="checkbox"/> Engagement	<input type="checkbox"/> Conflict Resolution
<input type="checkbox"/> Genuineness	<input type="checkbox"/> Respect	<input type="checkbox"/> Empathy	<input type="checkbox"/> Professionalism

Summary of Observation: *(please write narrative here)*

Follow Up Needed *(What are some recommended suggestions for improvement or growth?)*

Observer: _____

Date: _____



Specialty Area

During each calendar year, each PCC will be assigned a minimum of one (1) specialty area to enhance our team. This specialty will tap into any special interests or talents that the PCC may have. This assignment will be written into the PCC's work profile and will be assessed as part of the PCC's performance during the Performance Appraisal process.

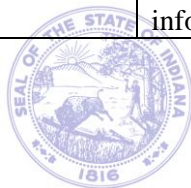
The selection of a specialty will be assigned from one (1) or more of the following individuals: PCC, Practice Model Supervisor, Practice Model Manager, or Deputy Director of Staff Development.

It will be the responsibility of the PCC to work on her/his project and provide regular information/updates to the Practice Model Manager as well as the Practice Team as requested. If the PCC has been assigned to a workgroup project, the PCC should ensure that they attend workgroup meetings either in person or via phone and complete assigned tasks.



Practice Definitions and Positions

DCS Practice Model	Best Practice established by the Indiana Department of Child Services to better serve families that enter into the child welfare system.
TEAPI (5 Practice Skills)	Abbreviation for the five practice skills of Teaming, Engaging, Assessing, Planning and Intervening.
Prep Meeting	Meeting with parent(s)/caregiver(s)/youth(s) to prepare for the CFTM; Goals are set; Team members are selected; Location, date and time for the CFTM are established. A Prep Meeting also occurs with identified team members.
Child and Family Team Meeting (CFTM)	Meeting established with parent(s)/ caregiver(s)/ youth(s), and their formal/ informal supports to assist with achieving the family's goals.
Facilitator	Staff trained in conducting Child and Family Team Meetings as well as holding a knowledge base of the DCS Practice Model.
Peer Coach	Facilitator with an enhanced skill set who develops new CFTM Facilitators; Assists the regions with maintaining practice fidelity; Locally based within county offices.
Peer Coach Consultants	Develops new Peer Coaches; Assists regions with the practice model fidelity; Facilitates Quarterly In-Services; Peer Coach Consultants hold an advanced knowledge and skill set of the DCS Practice Model.
Practice Consultants	Serves as liaison between Peer Coaches, Peer Coach Consultants, and Region; Leads Quarterly Peer Coach Meetings; Oversees on-going practice trainings.
Practice Model Manager	Oversees and monitors practice fidelity, opportunities and development. In addition, leads the Practice Team (Peer Coach Consultants and Practice Model Supervisor) division in Staff Development.
Practice Model Supervisor	Oversees Peer Coach Consultants and assists the Practice Model Manager by monitoring practice fidelity, opportunities and development.
Practice Model SharePoint	Intranet site where all practice resources and information can be found.





Acknowledgment of Manual Disbursement

This form is to acknowledge that _____ has received a copy of
Name of Peer Coach Consultant

the Peer Coach Consultant Manual on _____.
Date

Peer Coach Consultant - *Signature*

Practice Model Supervisor or Manager - *Signature*

A copy of this document will be kept in the Peer Coach Consultant's fact file.

