

Improving Outcomes for Youth in Transition

NAME: _____ Date: ___/___/2007

Supervisor Behavioral Competencies for Improving Outcomes for Transitioning Youth

About how often do you do each of the tasks below? Please put an "x" in the appropriate unshaded box for each item.

| TASK | Rarely (1) | Sometimes (2) | Often (3) | Almost always (4) |
|--|---------------|------------------|--------------|-------------------------|
| ADMINISTRATION: Ensuring an effective work environment that supports effective services and transition planning for youth in foster care | | | | |
| When assigning cases of older youth, I take into account the worker's interest and skill level in working with older youth | | | | |
| When assigning cases of older youth, I try to reduce the youth's experience of worker turnover | | | | |
| Assure that older youths always have at least one relationship with a professional or foster parent | | | | |
| Make expectations clear to workers for a high level of youth involvement in case planning | | | | |
| Make expectations clear to workers for my prompt return of youths' phone calls | | | | |
| Make expectations clear to workers for a high level of youth attendance at court hearings | | | | |
| Make expectations clear for high worker responsiveness to requests from the transition committee | | | | |
| When working with other agencies and groups, I attend to the process and dynamics of collaboration. | | | | |
| I regularly seek feedback from community partners about how the Department is perceived as a collaboration partner. | | | | |
| Review each supervisee's transition plans to ensure thoroughness and compliance with policies and laws | | | | |
| Conduct frequent reviews (every three months) of transition plans in the last eighteen months before planned discharge from foster care | | | | |
| Monitor case plans and progress to assure that youth remain eligible for post-discharge service and supports | | | | |
| Require that an ongoing record of all positive adult relationships youth have had during their stay(s) in foster care be made and kept in a discrete place in the case record | | | | |
| Provide a clear vision for the team that every child age 10 and over who enters foster care is preparing for adulthood, and it is the agency's responsibility to assure appropriate opportunities and supports for them. | | | | |
| Develop a team approach to youth cases based on workers' strengths and interests. | | | | |

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|---|---------------|------------------|--------------|-------------------------|
| Establish and maintain relationships with referral networks to enhance services and supports for older youth | | | | |
| Request/monitor indicators for positive youth development when referring to/reviewing reports from contracted service providers. | | | | |
| EDUCATION: Facilitating the acquisition and application of organizational and professional knowledge, values, and skills to improve outcomes for older youth in care | | | | |
| Coach workers in incorporating Ansell-Casey assessment data into the case plan. | | | | |
| Coach workers in skills for engaging youth in case planning | | | | |
| Coach workers in convening a youth-centered team meeting | | | | |
| Coach workers about helping youth establish permanent connections | | | | |
| As appropriate, model talking with youth or arrange for observation of skilled peers | | | | |
| Assess individual staff and work unit developmental needs for working with older youth | | | | |
| Implement a staff development plan for my work unit around serving older youth | | | | |
| Provide in-service programs for my staff on working with older youth in foster care | | | | |
| Develop team environment that encourages peer consultation and coaching on cases involving older youth | | | | |
| Coach staff in developing good transition plans | | | | |
| Model cultural competence in consultation on cases involving older youth | | | | |
| Know how to access and help workers access resources for youth's special needs | | | | |
| COUNSELING: Identifying and responding to staff attitudes and behaviors which might promote or inhibit good case practice with older youth | | | | |
| Explore worker's beliefs and assumptions about permanency for older youth | | | | |
| Identify workers' biases or need for cultural sensitivity in working with older youth and intervene appropriately | | | | |