

# Children And Residential Experiences:

Creating  
Conditions for  
Change

STAFF DEVELOPMENT WORKSHOPS



RESIDENTIAL CHILD CARE PROJECT, CORNELL UNIVERSITY

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These CARE workshops are intended to be delivered by agency certified CARE educators to assist in the implementation and sustainment of the CARE Program Model.

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# Children And Residential Experiences (CARE): Creating Conditions For Change

Edition 2.2

## ***STAFF DEVELOPMENT WORKSHOPS***

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## CARE Staff Development Workshops

This brochure describes workshops that can be facilitated by your Cornell CARE Consultants to assist in implementing and sustaining the CARE model. What and when to schedule them is decided through collaborating with your CARE Consultants.



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## Application of the CARE Principles in the Milieu and the Role of the Supervisor

*Note: This workshop is usually the first workshop delivered during implementation. It can also be split into two half day workshops.*

<i>Time Required</i>	6 hours (may be split into 2, 3 hour sessions)
<i>Audience</i>	Supervisors, managers, and clinicians
<i>Description</i>	This workshop discusses ways to incorporate CARE principles into situations that arise in the milieu. The second half of the workshop discusses the supervisor's role and effective supervisor behaviors to facilitate CARE implementation.
<i>Learning Objectives</i>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• define the purpose of therapeutic residential care</li> <li>• define the primary role of direct care staff in therapeutic residential care</li> <li>• define the role of the supervisor/manager/clinician in shaping staff 's skills, attitudes, and beliefs</li> <li>• define congruency</li> <li>• state the importance of congruency in therapeutic programs</li> <li>• apply the CARE principles to different levels of the organization</li> <li>• identify the supervisor/mentor role in the CARE Theory of Change</li> <li>• identify factors and that facilitate transfer of learning</li> <li>• choose to use strategies that facilitate transfer of learning</li> <li>• describe the three primary functions of supervision</li> <li>• assess personal behaviors as a supervisor</li> <li>• describe the steps in modeling</li> <li>• describe effective coaching behavior</li> <li>• describe guidelines for giving feedback</li> <li>• demonstrate giving and receiving feedback</li> <li>• demonstrate modeling</li> <li>• demonstrate coaching</li> <li>• reflect on how they are currently practicing the CARE principles</li> <li>• commit to applying the CARE principles in their role</li> <li>• identify personal strategies to assist in furthering CARE implementation in their program and the organization</li> </ul>
<i>Activities</i>	<p>Introductions, Appreciative Inquiry, and Expectations                      Quality Therapeutic Residential Services                      Milieu Woes                      Transfer of Learning                      Role of the Supervisor                      Modeling, Coaching, and Feedback                      Applying the CARE Principles</p>

## Reflective Supervision

*Time Required* 3 hours

*Audience* Supervisors, managers, mentors, and clinicians

*Description* This workshop discusses and practices ways to improve reflective supervision and practice and presents strategies on how to build reflective practice capacity in staff.

*Learning Objectives* Participants will:

- describe reflective practice and reflective supervision
- describe the primary functions of a supervisor
- describe the steps of the reflective practice cycle
- demonstrate the reflective practice cycle
- identify the skills necessary to practice reflectively
- identify the benefits of reflective practice
- develop a plan to build the reflective capacity of staff

*Activities* Introductions, Appreciative Inquiry and Expectations  
Reflective Supervision and the Supervisor  
Reflective Practice  
Improving our Reflective Supervision and Reflective Practice

## Developing a Competent Workforce

*Note: There is also a version for developing caseworkers and one for developing foster carers.*

<i>Time Required</i>	6 hours
<i>Audience</i>	Supervisors, managers, clinicians
<i>Description</i>	This workshop discusses the stages of child care worker and supervisor development and identifies strategies for professional development.
<i>Learning Objectives</i>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• identify qualities of a supervisor that demonstrate the CARE principles</li> <li>• describe the stages of child and youth care worker development</li> <li>• assess the stage of development of a child and youth care worker</li> <li>• describe supervisor tasks that promote development</li> <li>• identify strategies to develop child and youth workers</li> <li>• assess personal strengths as a supervisor</li> <li>• describe the stages of supervisor development</li> <li>• describe manager’s tasks to promote supervisor development</li> <li>• assess personal stage of development as a supervisor</li> </ul>
<i>Activities</i>	<p>Introductions, Appreciative Inquiry, and Expectations                      Applying CARE Principles to Supervision                      Understanding Stages of Child and Youth Care Worker Development                      Developing Staff                      Stages of Supervisor Development</p>



## Group Development

*Note: This workshop can be combined with the Playshop Workshop for a full day workshop.*

<i>Time Required</i>	3.5 hours
<i>Audience</i>	Supervisors, direct care, clinicians
<i>Description</i>	This workshop discusses ways to include children in groups and promote group development by helping staff members develop strategies and skills in group development and management.
<i>Learning Objectives</i>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• describe the dynamics of group living</li> <li>• apply personal experiences to group development</li> <li>• describe the stages of group development</li> <li>• identify children’s questions and challenges at each stage</li> <li>• identify staff behaviors that help facilitate groups to move through the stages of group development</li> <li>• assess the current stage of development of their group of children or other significant groups</li> <li>• develop a plan to help children develop a sense of belonging to the group</li> <li>• develop plans to facilitate their own cottage group’s development</li> </ul>
<i>Activities</i>	<p>Living and Learning in Groups            Stages of Group Development            Creating Group Development Plans</p>

## Playshop—Applying CARE Principles in Activity Programming

*Note: This workshop can be combined with the Group Development Workshop for a full day workshop.*

<i>Time Required</i>	4.5 hours
<i>Audience</i>	Supervisors, managers, direct care, and clinicians
<i>Description</i>	This workshop discusses the importance of play and activities and allows participants opportunities to practice planning and facilitating goal oriented activities.
<i>Learning Objectives</i>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• identify the importance of play for all children especially those who have experienced trauma and/or complex trauma</li> <li>• describe how play helps children grow and develop</li> <li>• describe how play and activities can facilitate the development of key competencies</li> <li>• describe how the CARE principles apply to various activities</li> <li>• demonstrate how to adjust activities based on individual or group needs</li> <li>• plan and facilitate activities</li> <li>• identify goals of specific activities</li> <li>• select appropriate activities for children in their programs</li> <li>• describe a process for developing and conducting goal-oriented activities</li> <li>• choose to use goal-oriented activities in their work with children and young people</li> <li>• reflect on how they are currently using games and goal-oriented activities</li> <li>• commit to using more goal-oriented games and activities</li> </ul>
<i>Activities</i>	<p>Introductions, Expectations, and Appreciative Inquiry            Understanding the Importance of Play and the Effects of Trauma on Childlike Play            Developing and Practicing Goal-Oriented Activities            Educators Lead Activities With Staff            Let's Play My Game            Wrap Up and Action Items</p>

## Purposeful Programming in Residential Care

<i>Time Required</i>	4.5 hours
<i>Audience</i>	Supervisors, managers, direct care, and clinicians
<i>Description</i>	This workshop discusses the purpose of therapeutic residential care and how to create a therapeutic milieu through purposeful, goal-oriented programming including routines, structure, and activities.
<i>Learning Objectives</i>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• describe the purpose of therapeutic residential care</li> <li>• describe the CARE Theory of Change</li> <li>• describe research on developmental relationships, trauma and resiliency</li> <li>• describe implications for children with complex trauma</li> <li>• describe ways to create a culture of safety in residential care</li> <li>• identify ways to use rhythmic activities to help children experience a sense of unity and safety</li> <li>• describe the purpose of routines and program activities in the program</li> <li>• list the elements in well-designed routines</li> <li>• identify skills that bolster resiliency</li> <li>• plan a successful routine or activity for their own program based on themes discussed in the workshop and by assessing individual needs of the young person</li> <li>• identify possible obstacles that could interfere with the implementation of purposeful programming</li> <li>• identify possible strategies that will allow for implementation of more purposeful programming</li> <li>• describe their personal responsibilities in implementing more purposeful programming</li> </ul>
<i>Activities</i>	<p>Introductions, Appreciative Inquiry, and Expectations                      Core Concepts and Purpose of Therapeutic Residential Care—Theory of Change                      Creating a Therapeutic Milieu                      Programming for Successful Outcomes: Designing Routines, Structure and Activities To Provide Therapeutic Care                      Programming for Successful Outcomes: Designing Routines, Structure and Activities and Assessing Individual Needs and Programming To Achieve Outcomes                      Going Forward</p>

### CARE Case Review Process

*Note: The following is not a workshop but a meeting with a team or group of staff.*

<i>Time Required</i>	3 hours
<i>Audience</i>	Clinicians, supervisors, and managers
<i>Description</i>	This meeting use sthe CARE principles to assess children’s needs and strategize ways to promote growth and learning.
<i>Learning Objectives</i>	Participants will: <ul style="list-style-type: none"><li>• demonstrate the process of using questions to assess children</li><li>• choose to help their staff assess children using CARE principles</li></ul>
<i>Activities</i>	Demonstration of Using the Case Review Questions With Real Cases Pairs/Groups Practice Using the Case Review Questions Large Group Processing and Action Planning



