

Supervision Documentation Recipe

(Courtesy of our friends at HF San Diego)

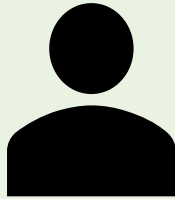
Supervisor

+

Action Verb

+

Why



The “subject” in the sentences in supervisor notes will often be you – the **Supervisor**.



Your action in support of staff should be captured in an **action verb**.



Include context around the purpose or intention in supporting staff – The “**Why**.”

Possible Action Verbs include--Acknowledged, Assessed, Brainstormed, Clarified, Created, Developed, Discussed, Elicited, Encouraged, Engaged, Examined, Explored, Facilitated, Generalized, Guided, Helped, Highlighted, Identified, Inquired, Listened, Modeled, Monitored, Normalized, Processed, Promoted, Provided, Questioned, Reframed, Reinforced, Reviewed, Summarized, Supported, Tracked, Wondered...

Putting it all
together

Supervisor + Action Verb + *Why*

Example 2

- ❑ Supervisor explored home visitor's concerns about state of home and used Problem Talk to learn more about FSS perceptions, values, and thought process.
- ❑ Supervisor listened as home visitor decided to share safety needs and resources with Mom.
- ❑ Supervisor will also support with Shadow Visit at home visitor's request.

Questions to Promote the Reflective Journey

- ? What were you thinking about when you decided to....?
- ? How do you think that went? Did it go as you expected?
- ? How did that make you feel when...?
- ? What do you think caused the parent to respond that way?
- ? What do you think this behavior means?
- ? What did you do?
- ? What do you think made that approach work or not work?
- ? What would you do differently next time?
- ? What do you think worked best/went well?
- ? What did you do to help make that happen/facilitate that change? What part did you play in....?
- ? How do you think it affects the team when you....?
- ? How did you know to do that?
- ? What about the family helped you to decide on that approach?
- ? What do you think is going on for the baby?
- ? Are you aware that when . . .?
- ? What are some other ways of looking at this?





Comments/Observations to Promote the Reflective Journey

- You smiled when you described that. What were you thinking/feeling just then?
- You looked really (e.g., sad/angry) when you described...
- It's interesting that you tell me that you are feeling. . . . Yet I see you looking like. . . . What are your thoughts about that?
- I noticed you sounded....when you described...
- Tell me more about that.
- I'm wondering if this is a struggle for you.
- I sense your frustration about. . . .
- It sounds like this is a struggle for you.
- I have been thinking about what you've said, and. . . .
- It makes sense that you would feel that way.
- *Silence.*

HOW TO: Review a FROG Scale Narrative

Reviewing FROG Scale narratives is an important part of supervision. The narrative reflects the parents' story and is a snapshot of their life at that moment in time. It will be used to create the Service Plan and in many cases will determine the offer of home visiting. Therefore, it should be well written and accurate.

- 1) Read the entire narrative through first. It should read like a story of the parent's life and will help you to get a complete picture of the family's circumstances, risks, and strengths. You may find that some information is documented under the wrong domain or that the entire story doesn't hang together well. Make notes of your questions or comments.
- 2) Return to the beginning and read each domain separately. Look for the following:
 - a. areas that have been covered well and that help to create a picture of the family for the Family Support Specialist who will work with them
 - b. areas that are missing and reasons
 - c. interpretations of or assumptions about events or statements
 - d. use of quotes (do the pronouns reflect the parent's voice? are quotation marks in the right places? does the use of quotes add to the story or are they overdone? etc.)
 - e. if both parents were present, separation of one parent's information from the other's

Note: if only one parent was present, the other parent/partner hasn't consented to share their information and hasn't had the opportunity to share their own story. Therefore, information about the other parent should only be documented/scored as it directly impacts the parent who participated in the FROG visit.
 - f. inclusion of strengths
 - g. evidence of "change talk" – statements that a parent makes indicating interest in changing or doing something differently from what they did previously or from what their parents had done
- 3) Review the score for each domain:
 - a. Does the narrative provide enough detail to determine a score?
 - b. Are scores of "Unknown" and "O" used appropriately? "Unknown" is used when there is not enough information to identify a level of risk

- and “0” is used when the area was fully explored, with enough information to identify the presence of strengths and no (or minimal) risks.
- c. Do you agree with the staff’s score? If you disagree, indicate why.
- 4) Discuss your review with the staff using *Reflective Strategies*.
- a. Use ATPs and SATPs to recognize what is done well.
 - b. Use other *Reflective Strategies* to explore areas that are not covered or where questions remain, challenges in documentation or scoring, reactions to certain families, etc.
 - c. If stuck on scoring, refer to the *Intent* and examples for each domain to determine the best scoring fit.
 - d. Come to agreement on documentation and final scoring and revise to create the final document.

Supervisors: Support your Staff to Get the Most – 10-4.A

FROG Scale Training

We know it takes time for learners to transform the concepts they've learned into skills they can use as they work with families. It is important for new direct service staff to receive support as they practice the concepts and strategies that they've learned in FROG Scale training. Here are some tips to help you and your staff get the most out of their training experience!

Help Your Learner Get Ready!



1. Encourage your staff to shadow some FROG visits and home visits prior to training. It's a great way to help them connect to other team members and to see what home visiting is all about. Use these as opportunities to reflect on what they noticed, and how they might build trust with families during the FROG visit.
2. Have your staff complete Orientation training topics to give them a grounding in the model as well as what implementation of Healthy Families looks like in your community.
3. Go over the agenda for this training and talk about what they can expect to learn.
4. After your learner is registered for training, make sure they have cleared their schedule – the training should be learners' full-time job during the training week. Make sure they have visit-coverage and no other appointments or responsibilities during working hours of the training week. **Please be aware that full attendance at each live session is required!** If a learner misses any live sessions (or portion of a live session), they will need to withdraw from the training and re-register for a future training.

One Week Before Training Week

About 1 week before training starts, learners will receive a pre-training email with details about how to sign on, ways to get support, how to check their tech, and more!



1. Check their tech! The FROG Training is a blended learning experience. Some of the training is self-paced virtual with daily live sessions. Learners are expected to participate fully with **microphones and cameras**. If they need support with accessing the training, the pre-training email will include contact information for a tech support person they can email with questions.
2. Sign on the week before! Once learners receive their pre-training email, have them sign into the HFA Community and access their training through the Learning Management System. When they log on, they should see the training listed. The "LAUNCH" button will appear the day that training is scheduled to begin.

During the Training Week

1. Check in to see how things are going and if the learners need any support.
2. Remind learners to reach out to their Training Tech Support person or their trainer if they need assistance. While we encourage learners to go through the modules at their own pace/homework like activities tech support is only available during business hours.
3. Verify that learners are able to access their **Workbooks** in the Resources section of the training. They can be printed or filled out online.



Here's just a highlight of the things covered during FROG Scale training:

- | | | |
|-------------------------------------|----------------------------|----------------------------|
| ○ The importance of story | ○ Strength-based approach | ○ Phases of the FROG visit |
| ○ Art of Conversation | ○ Cultural humility | ○ FROG Scale domains |
| ○ Trauma & ACES | ○ Family-friendly language | ○ Conversation Starters |
| ○ Resilience | ○ Engaging the full family | ○ Scoring Guide |
| ○ Protective Factors | ○ Potholes | ○ ARTSE |
| ○ Facts, feelings & interpretations | ○ Self-Care | ○ Documentation |

After the Training Week

1. Remember that your learner has about 3 weeks after their training ends to revisit and review the materials on the Learning Management System.
2. Review the **Strengths & Next Steps** reflection with your learner (p. 79 in their workbook). You'll want to explore areas of strength, insights from the week, and any areas of growth that the learner would like to continue to focus on.
3. Review the **practice FROG Scale narrative** that your staff completed on Thursday.
 - Explore their experience having the FROG conversation with another person and reflect on strengths and areas for growth related to the conversation.
 - Review the narrative together, identifying documentation strengths and opportunities for further clarification or detail.
 - Review the scoring together, exploring how the scoring is supported by the intent, definitions, and examples in the FROG Scale Scoring Guide.
4. Offer opportunities to role play **Conversation Starters**, practicing introducing topics in an open-ended and nonjudgmental manner. Explore opportunities to ask follow-up questions to learn additional information.
5. Document these discussions in the learners' Staff Specific Supervision form. You can also use these discussions to support **Staff Development Goals**.
6. Revisit the skill-building goals you've set with your staff. How did things go? What will you focus on next?



What to Listen For

Social and Emotional Competence



#1 – Family Environment

Physical and emotional environment; emotional readiness; ability to think about, prepare, and plan; other physical/emotional demands on time/energy

- Type of environment baby will come into
- Barriers to parent's ability to meet baby's needs/interpret cues
- Parent's capacity for intentional versus reactive behavior
- Potential impact of pregnancy/baby on life
- Support for parenting role
- Impact of challenges on ability to care for baby

#2 – Perception of the Child

How parent sees this baby;
is baby seen as (intentionally) challenging or difficult

- How parent talks about baby
- Facial expressions
- Unrealistic expectations
- Disappointment in baby
- Match between words and expressions/actions

Knowledge of Parenting and Child Development



3 – Infant and Child Development

What parent knows about development; how flexible or rigid; ability to accept and respond to baby's needs

- Knowledge of development, including social-emotional
- Tolerant/responsive vs intolerant/rigid
- Understands babies cry when uncomfortable
- Response to crying; what if doesn't work?
- Thinks that baby "doesn't like" them
- Worries about baby bothering partner

4 – Plans for Discipline

How parent will address day-to-day situations; helping children learn consequences of behavior in supportive ways

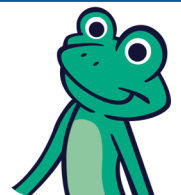
- Understands difference between guidance and punishment
- Understands baby's needs to explore and learn about the environment
- Similarities/differences with how parent was disciplined as a child
- Cultural forms of discipline and the intent behind them

5 – Child Protective Service

Parent/caregiver's current or previous experience with CPS as a parent or caregiver

- Any concerns others may have expressed about this parent's parenting abilities
- Any referrals or investigations by CPS

NOTE: This document is provided as a resource for staff who have completed FROG Scale training. It is not a substitute for FROG Scale training and does not replace the Conversation Starters or Scoring Guide.



Parental Resilience



#6 – Positive Childhood Experiences

Presence of nurturing caregivers during parent's childhood; models for how to parent; positive or enjoyable experience

- Who was part of household/environment
- Impact of changes within the household
- Supports within and outside the family
- Positive/enjoyable experiences

#7 – Stressful Childhood Experiences

Stressful or challenging events during parent's childhood; influence on capacity to parent or perception of how to parent

- Physical punishment
- Emotional or psychological punishment
- Stressors in home, neighborhood, school, etc.
- Trauma or adversity

8 – Behavioral Health

Impact of potentially addictive behaviors and prioritization over child's health/wellbeing

- Impact on social, financial, legal, or day-to-day functioning or ability to parent
- Interpersonal challenges; caring for child
- Importance of behaviors; risk to child
- Drug/alcohol/tobacco during pregnancy, breastfeeding, presence of child

9 – Mental Health

Impact of MH of parent's life, daily functioning, relationships, etc.; potential impact on child

- Impact of mental health on social, financial, legal, or day-to-day functioning or ability to parent
- Interpersonal challenges; difficulty caring for child
- Indications of mental illness, with or without diagnosis or treatment

10 – General Stress Level

Parent's overall stress level; things causing stress and how those combine

- Anything that causes stress for the parent/caregiver

Social Connections



11 – Social Connections

Relationships; support system; quality of interactions; how they resolve conflict

- How connected, supported, or isolated
- How parent feels about level of connection
- Influence is positive/negative

12 – Intimate Partner Support

Quality of romantic relationship(s); ability to communicate and support one another

- Supportive or stressful relationship
- How parents resolve disagreements
- Stability of relationship

13 – I.P. Conflict Management

Ability to resolve conflict in romantic relationships; Domestic or Interpersonal Violence

- Presence of factors related to IPV
- Feeling afraid of or controlled by partner

Concrete Resources



14 – Concrete Support Services

Concrete resources available to family

- Availability and stability of resources such as:
 - Transportation
 - Phone
 - Quality child care
 - Food
 - Supplies for baby
 - Housing
 - H.S. diploma/GED
 - Employment