

MiTEAM Fidelity Tool



MiTEAM Fidelity Tool: General Instructions

This tool collects information on one identified case utilizing observation, documentation review, and interviews to assess fidelity to the MiTEAM case practice model, including Motivational Interviewing. Michigan’s implementation of the Family First Prevention Services Act (FFPSA) requires assessment of Motivational Interviewing. The Motivational Interviewing-related questions in this tool are adapted from the Behavior Change Counseling Index (BECCI). These indicators are being implemented to assess the Motivational Interviewing skills of workers, which is consistent with Michigan’s engagement competencies within our case practice model.

All answers must be entered electronically; however, the paper version can be utilized to keep track of collected information.

The Competency Column: Fidelity indicators fall under primary MiTEAM competency categories but often overlap with other competencies. This column assists in identifying MiTEAM competencies and Motivational Interviewing indicators for appropriate reporting purposes, including federal CQI reporting on Motivational Interviewing required as part of implementing Michigan’s Title IV-E Prevention Plan.

Demographics

County/Agency Name: <i>Click or tap here to enter text.</i>		MiSACWIS Case ID: <i>Click or tap here to enter text.</i>	
Case Type:			
<input type="checkbox"/> Prevention/Preservation	<input type="checkbox"/> Child Protective Services	<input type="checkbox"/> Foster Care	
<input type="checkbox"/> Licensing	<input type="checkbox"/> Adoption	<input type="checkbox"/> Other: <i>Click or tap here to enter text.</i>	
Worker Name: <i>Click or tap here to enter text.</i>		Worker Title: <i>Click or tap here to enter text.</i>	
Individual Completing MiTEAM Fidelity Tool (Check One):		Period of Review:	
<input type="checkbox"/> Supervisor	Name: <i>Click or tap here to enter text.</i>	Quarter 1 (Jan 1 to Mar 31) <input type="checkbox"/> Quarter 2 (Apr 1 to Jun 30) <input type="checkbox"/>	
<input type="checkbox"/> Second Reviewer	Name: <i>Click or tap here to enter text.</i>	Quarter 3 (July 1 to Sept 30) <input type="checkbox"/> Quarter 4 (Oct 1 to Dec 31) <input type="checkbox"/>	

Observation

Setting:	Date Completed:	Individual(s) Present: <i>(Check all that apply)</i>
<input type="checkbox"/> Parenting Time <input type="checkbox"/> Home Visit <input type="checkbox"/> Interview <input type="checkbox"/> Family Team Meeting / Team Decision Making <input type="checkbox"/> Educational <input type="checkbox"/> Court <input type="checkbox"/> Other <i>Click or tap here to enter text.</i>	<i>Click or tap to enter a date.</i>	<input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Caregiver <input type="checkbox"/> Child(ren)/Youth <input type="checkbox"/> Service Provider <input type="checkbox"/> Team Member <i>Click or tap here to enter text.</i> <input type="checkbox"/> Other <i>Click or tap here to enter text.</i>

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Documentation Review

Source(s) Reviewed: <input type="checkbox"/> MiSACWIS <input type="checkbox"/> Case File <input type="checkbox"/> ISP/USP/Social Work Contacts <input type="checkbox"/> FTM Documents <input type="checkbox"/> Safety/Service/Treatment Plan(s) <input type="checkbox"/> Service Provider Reports <input type="checkbox"/> Other Click or tap here to enter text.	Date Completed: Click or tap to enter a date.	
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Interview

Interview Approach: <input type="checkbox"/> Face to Face in Home <input type="checkbox"/> Face to Face in Office <input type="checkbox"/> Phone Call <input type="checkbox"/> Other Click or tap here to enter text.	Date Completed: Click or tap to enter a date.	Individual Interviewed: <input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Caregiver <input type="checkbox"/> Child(ren)/Youth <input type="checkbox"/> Other Click or tap here to enter text.
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I. Observation

Observation Instructions
 Observed interaction may include, but is not limited to interviews, home visits, parenting times, family team meetings, etc. Observers will record whether or not specific behaviors, that indicate fidelity to the MiTEAM practice model, were demonstrated by that worker during that specific interaction.

HOW TO ANSWER:
0 = Not at all, 1 = Minimally, 2 = To some extent, 3 = A good deal, 4 = A great extent

MiTEAM Competency	Observation Section	0 <i>Not at all</i>	1 <i>Minimally</i>	2 <i>To some extent</i>	3 <i>A good deal</i>	4 <i>A great extent</i>
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	<p>1. Have both the supervisor and caseworker completed all Motivational Interviewing Trainings?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No (If No, proceed to question 13)</p>					
Motivational Interviewing Engagement Assessment	<p>2. The worker invites the individual to talk about behavior change. Some examples may include:</p> <p><input type="checkbox"/> Explicitly asking the individual’s permission to talk about their needs and strengths</p> <p><input type="checkbox"/> Making it clear the individual is not obligated to make any decisions regarding their behavior</p> <p><input type="checkbox"/> Select N/A only if the client goes straight into the interaction, without giving the worker a chance to invite them to talk about behavior change.</p>	<p>0 <i>Not at all</i></p> <p><input type="checkbox"/></p>	<p>1 <i>Minimally</i></p> <p><input type="checkbox"/></p>	<p>2 <i>To some extent</i></p> <p><input type="checkbox"/></p>	<p>3 <i>A good deal</i></p> <p><input type="checkbox"/></p>	<p>4 <i>A great extent</i></p> <p><input type="checkbox"/></p>
Motivational Interviewing Engagement Assessment	<p>3. The worker demonstrates sensitivity to talking about other issues. Some examples may include:</p> <p><input type="checkbox"/> Giving the individual choice in what to talk about</p> <p><input type="checkbox"/> Jointly setting the meeting’s agenda</p> <p><input type="checkbox"/> Encouraging the individual to talk about other behaviors or issues besides the primary behavior in question</p>	<p>0 <i>Not at all</i></p> <p><input type="checkbox"/></p>	<p>1 <i>Minimally</i></p> <p><input type="checkbox"/></p>	<p>2 <i>To some extent</i></p> <p><input type="checkbox"/></p>	<p>3 <i>A good deal</i></p> <p><input type="checkbox"/></p>	<p>4 <i>A great extent</i></p> <p><input type="checkbox"/></p>
Motivational Interviewing Engagement Assessment	<p>4. The worker encourages individual to talk about current behavior or status quo. Some examples may include:</p> <p><input type="checkbox"/> Encouraging the individual to talk freely about what they both like and/or dislike about their current behavior/situation</p> <p><input type="checkbox"/> Asking open questions</p> <p><input type="checkbox"/> Using empathic listening statements</p> <p><input type="checkbox"/> Working to gain an understanding of the individual’s perspective</p>	<p>0 <i>Not at all</i></p> <p><input type="checkbox"/></p>	<p>1 <i>Minimally</i></p> <p><input type="checkbox"/></p>	<p>2 <i>To some extent</i></p> <p><input type="checkbox"/></p>	<p>3 <i>A good deal</i></p> <p><input type="checkbox"/></p>	<p>4 <i>A great extent</i></p> <p><input type="checkbox"/></p>
Motivational Interviewing Engagement Assessment	<p>5. The worker encourages individual to talk about change. Some examples may include:</p> <p><input type="checkbox"/> Encouraging the individual to talk freely about what they feel the positive and negative aspects of behavior change would be to them</p> <p><input type="checkbox"/> Asking open questions</p> <p><input type="checkbox"/> Using empathic listening statements</p> <p><input type="checkbox"/> Working to gain an understanding of the individual’s perspective</p>	<p>0 <i>Not at all</i></p> <p><input type="checkbox"/></p>	<p>1 <i>Minimally</i></p> <p><input type="checkbox"/></p>	<p>2 <i>To some extent</i></p> <p><input type="checkbox"/></p>	<p>3 <i>A good deal</i></p> <p><input type="checkbox"/></p>	<p>4 <i>A great extent</i></p> <p><input type="checkbox"/></p>
Motivational Interviewing Engagement Assessment	<p>6. The worker asks questions to elicit how individual thinks and feels about the topic. Some examples may include:</p> <p><input type="checkbox"/> Using a range of (mainly open-ended) questions</p> <p><input type="checkbox"/> Attempting to draw as much information from the individual as possible about their thoughts and feelings towards the topic of behavior change</p>	<p>0 <i>Not at all</i></p> <p><input type="checkbox"/></p>	<p>1 <i>Minimally</i></p> <p><input type="checkbox"/></p>	<p>2 <i>To some extent</i></p> <p><input type="checkbox"/></p>	<p>3 <i>A good deal</i></p> <p><input type="checkbox"/></p>	<p>4 <i>A great extent</i></p> <p><input type="checkbox"/></p>

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		0 <i>Not at all</i>	1 <i>Minimally</i>	2 <i>To some extent</i>	3 <i>A good deal</i>	4 <i>A great extent</i>
Motivational Interviewing Engagement Assessment	<p>7. The worker uses empathic listening statements when individual talks about the topic. Some examples may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Worker acknowledges and addresses the individual’s experience, feelings, and/or nonverbal communication <input type="checkbox"/> Worker uses clarifying statements to demonstrate they understood what the individual has said <input type="checkbox"/> Encouraging the individual to amplify further 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motivational Interviewing Engagement Assessment	<p>8. The worker uses summaries to bring together what the individual says about the topic. Some examples may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Summarizing what the individual has said about behavior change at several key points in the discussion <input type="checkbox"/> Checking their understanding of the individual’s perspective 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motivational Interviewing Engagement Assessment	<p>9. The worker acknowledges challenges about behavior change that the individual faces. Some examples may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Regularly and explicitly acknowledges the challenges that may be facing the individual <input type="checkbox"/> Providing affirmation by focusing on the strengths the individual has in the face of these challenges 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motivational Interviewing Engagement Assessment	<p>10. When the worker provides information, it is sensitive to the individual’s concerns and understanding. Some examples may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Trying to understand what the individual knows and wants to know <input type="checkbox"/> Eliciting their personal reaction to information provided <p><input type="checkbox"/> Select N/A only if there is no information requested or exchanged within the consultation.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motivational Interviewing Engagement Assessment	<p>11. The worker actively conveys respect for the individual’s choice about behavior change. Some examples may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Openly acknowledging and accepting individual’s choice even if this does not fit in the worker’s agenda <input type="checkbox"/> Avoiding putting any pressure on the individual to change their behavior 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motivational Interviewing Engagement Assessment	<p>12. The worker and individual exchange ideas about how the individual could change current behavior. Some examples may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Actively encouraging the individual to brainstorm a number of strategies that may help them change their behavior <input type="checkbox"/> Allowing, or encouraging, the individual to offer the most ideas <input type="checkbox"/> Making suggestions in addition to the individual’s own <p><input type="checkbox"/> Select N/A only if there is no discussion of targets within the consultation.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Engagement Assessment Teaming	<p>13. The worker demonstrates efforts to reduce the power differential. Some examples may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Positioning self-using open and inviting body language. <input type="checkbox"/> Empowering individual(s) to share own story. <input type="checkbox"/> Using statements that acknowledge and lessen the power differential. <input type="checkbox"/> Encouraging individual(s) to take ownership of their role. <input type="checkbox"/> Demonstrating respect to honor dignity. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engagement Teaming Assessment	<p>14. The worker guides the identification of people who are supportive and helpful. Some examples may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Guiding discussion to identify supports. <input type="checkbox"/> Bringing up people previously mentioned or identified in case history. <input type="checkbox"/> Discussing types and benefits of support. <input type="checkbox"/> Helping explore potential for repairing broken relationships. <input type="checkbox"/> Assessing the skills of team members. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaming Assessment	<p>15. The worker facilitates collaboration. Some examples may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Inviting and preparing individuals, family and/or others to participate in shared decision making and planning. <input type="checkbox"/> Promoting formal or informal team members to talk to one another about upcoming decisions. <input type="checkbox"/> Assisting formal and/or informal team members to identify ways to support the plan. <input type="checkbox"/> Facilitating brainstorming solutions with the family and/or others. <input type="checkbox"/> Ensuring family and others understand expectations, responsibilities and plans made. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engagement Assessment Mentoring	<p>16. The worker assists with navigating agency systems and processes. Some examples may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describing agency processes. <input type="checkbox"/> Clearly explaining expectations regarding service referrals. <input type="checkbox"/> Clearly explaining next steps and desired outcomes. <input type="checkbox"/> Assisting individuals navigating policy or practice. <input type="checkbox"/> Assisting with connecting to individuals and resources. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Engagement Assessment	<p>17. The worker discusses long term view and/or planning for ongoing success beyond agency involvement. Some examples may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensuring individual understands and agrees on the steps, services, and supports required to achieve safe case closure/investigative disposition and beyond agency involvement. <input type="checkbox"/> Focusing on moving family towards ensuring safety, permanency, and wellbeing to achieve and maintain independence from department. <input type="checkbox"/> Verifying individual’s understanding of steps needed for case closure. <input type="checkbox"/> Asking individual what steps they will take if similar event occurs in future and who they will contact. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engagement Assessment Mentoring Teaming Trauma	<p>18. The worker identifies and utilizes knowledge of trauma and resiliency. Some examples may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrating understanding of the impact of the Department/Agency’s involvement with the family. <input type="checkbox"/> Reframing trauma history as what has happened vs. what is wrong with the person. <input type="checkbox"/> Considering the impact of potentially traumatic events when interacting with individuals, making decisions and/or building plans. <input type="checkbox"/> Connecting behaviors, emotions, school problems, or relational/attachment difficulties to the impact of traumatic events. <input type="checkbox"/> When assessing case services, discussing connection to trauma and resilience. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engagement Assessment Mentoring Teaming Trauma	<p>19. The worker practices in a trauma-informed way to address and educate on trauma and resiliency. Some examples may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Proactively transferring trauma knowledge to educate individuals from the first interaction to the last. <input type="checkbox"/> Helping to enhance child and family well-being and resilience through: <ul style="list-style-type: none"> i. Promoting mastery/competency. ii. Promoting their ability to develop and build relationships and connections. iii. Promoting their ability to regulate emotion and behavior. iv. Fostering the development of self-esteem. <input type="checkbox"/> Enhancing the well-being and resilience of those working in the system. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Engagement	<p>20. The worker demonstrates effort to foster a hopeful outlook. Some examples may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifying & communicating meaningful strengths. <input type="checkbox"/> Celebrating progress and success. <input type="checkbox"/> Providing positive feedback. <input type="checkbox"/> Sharing stories/examples of others succeeding. <input type="checkbox"/> Communicating a personal belief in the child/family. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment	<p>21. The worker utilizes the interaction to gather assessment information and advance planning. Some examples may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discussing new information/events and if/how plans should be adjusted. <input type="checkbox"/> Exploring family history and significant or potentially traumatic events or experiences. <input type="checkbox"/> Connecting behaviors to possible underlying needs. <input type="checkbox"/> Identifying benefits or challenges of previous/current services. <input type="checkbox"/> Reviewing current plans and discussing progress/setbacks. <input type="checkbox"/> Discussing traditions, routines, people, places, and things and how they may be incorporated into plans (i.e., case/safety/service/parenting time plans/etc). 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engagement Assessment Trauma	<p>22. The worker assists in identifying and strengthening protective factors. Protective factors include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Parental resilience. <input type="checkbox"/> Social connections. <input type="checkbox"/> Concrete support in times of need. <input type="checkbox"/> Knowledge of parenting and child development. <input type="checkbox"/> Social and emotional competence of children. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motivational Interviewing	<p>23. Motivational Interviewing Talk Time summary</p> <p>The worker speaks for (approximately):</p> <ul style="list-style-type: none"> <input type="checkbox"/> More than half the time <input type="checkbox"/> About half the time <input type="checkbox"/> Less than half the time 					

II. Interview

Interview Instructions

In Person or Telephone Interview with "PRIMARY/KEY" person in the family who was present during the interaction in which the worker was observed. This will likely be child(ren)/youth, parents, caregivers and/or foster parent depending on the family and the worker's job responsibilities. This person should be identified at the end of the observation if possible.

HOW TO ANSWER:

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MiTEAM Competency	Interview Section	0 <i>Not at all</i>	1 <i>Minimally</i>	2 <i>To some extent</i>	3 <i>A good deal</i>	4 <i>A great extent</i>
Engagement Teaming Assessment Mentoring	<p>24. The individual was able to identify helpful activities of the worker. Some examples may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Consistently responsive in communication. <input type="checkbox"/> Offered special accommodations and addressed any obstacles to support participation. <input type="checkbox"/> Consulted with individuals before decisions were made. <input type="checkbox"/> Actively assisted in recognizing, honoring, and strengthening connections. <input type="checkbox"/> Assisted in navigating systems. 	0 <i>Not at all</i> <input type="checkbox"/>	1 <i>Minimally</i> <input type="checkbox"/>	2 <i>To some extent</i> <input type="checkbox"/>	3 <i>A good deal</i> <input type="checkbox"/>	4 <i>A great extent</i> <input type="checkbox"/>
Engagement Assessment	<p>25. The individual(s) reported feeling respected by the worker. Some examples may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Acknowledged their successes, values, beliefs, and/or traditions. <input type="checkbox"/> Understood the family's perspectives. <input type="checkbox"/> Honored the family's culture. <input type="checkbox"/> Interacted using empathy and kindness. <input type="checkbox"/> The individual indicated feeling listened to and heard. 	0 <i>Not at all</i> <input type="checkbox"/>	1 <i>Minimally</i> <input type="checkbox"/>	2 <i>To some extent</i> <input type="checkbox"/>	3 <i>A good deal</i> <input type="checkbox"/>	4 <i>A great extent</i> <input type="checkbox"/>
Engagement Teaming Assessment	<p>26. The individual(s) reports being satisfied with resources offered. Some examples may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listening to family to identify needs. <input type="checkbox"/> Services offered met the needs identified. <input type="checkbox"/> Listened to family's preference regarding services. <input type="checkbox"/> Individual identified benefiting from the services. 	0 <i>Not at all</i> <input type="checkbox"/>	1 <i>Minimally</i> <input type="checkbox"/>	2 <i>To some extent</i> <input type="checkbox"/>	3 <i>A good deal</i> <input type="checkbox"/>	4 <i>A great extent</i> <input type="checkbox"/>
Teaming Assessment	<p>27. The individual(s) described specific examples where their input was sought and included in decision making. Some examples may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prioritizing needs. <input type="checkbox"/> Selection of services and providers. <input type="checkbox"/> Safety of placement considerations. <input type="checkbox"/> Arranging times, locations, and involving key participants for visitation, meetings, home visits, etc. <input type="checkbox"/> Development of safety plans. 	0 <i>Not at all</i> <input type="checkbox"/>	1 <i>Minimally</i> <input type="checkbox"/>	2 <i>To some extent</i> <input type="checkbox"/>	3 <i>A good deal</i> <input type="checkbox"/>	4 <i>A great extent</i> <input type="checkbox"/>

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Assessment Trauma	<p>28. The individual(s) reports the worker provided guidance in identifying and utilizing knowledge of trauma and resiliency. Some examples may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Acknowledged the impact of the Department/agency's involvement with the family. <input type="checkbox"/> Considered the impact of potentially traumatic events when making decisions or building plans. <input type="checkbox"/> Connected behaviors, emotions, school problems, or relational/attachment difficulties to the impact of traumatic events. <input type="checkbox"/> When reviewing case services, discussed connection to trauma and resilience. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment Trauma	<p>29. The individual(s) reports the worker provided guidance in addressing and educating on trauma and resiliency. Some examples may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Proactively transferred trauma knowledge to educate from the first interaction to the last. <input type="checkbox"/> Enhanced child and family well-being and resilience through: <ul style="list-style-type: none"> i. promoting mastery/competency. ii. promoting their ability to develop and build relationships and connections. iii. promoting their ability to regulate emotion and behavior. iv. fostering the development of self-esteem. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaming Assessment	<p>30. The individual(s) reports the worker helped them to identify and involve their support people. Some examples may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Included support people in decision making. <input type="checkbox"/> Helped to brainstorm possible team members and supports. <input type="checkbox"/> Discussing types and benefits of support. <input type="checkbox"/> Discuss exploring potential for repairing broken relationships. <input type="checkbox"/> Examples of support people include teachers, school community, service providers, immediate family, community members, church/religious members, extended family, fictive kin, friends, athletic support members, stepfamilies, tribal members, etcetera 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engagement	<p>31. The individual reports the worker regularly asked for feedback. Some examples may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The worker asked if there are ways to better assist the family. <input type="checkbox"/> The worker asked if the meeting times, visitation location, contact methods are centered around the family's needs. <input type="checkbox"/> The worker asked if there were any other areas the family wished to focus on. <input type="checkbox"/> At case closure, the worker asked what worked well and what did not work well to help them improve their work with families in the future. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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III. Documentation Review

Documentation Review Instructions

Review all MiSACWIS and hard copy documentation related to the identified family. Types of documentation reviewed may include but is not limited to: ISP/USP, FTM documents, licensing reports, assessments, parenting time plans, safety/service/treatment plans, service provider reports, etc. **Documentation review should be limited to the last 90 days.**

HOW TO ANSWER:

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N/A is an option for the documentation section for non-case load carrying workers

MiTEAM Competency	Documentation Review Section	0 <i>Not at all</i>	1 <i>Minimally</i>	2 <i>To some extent</i>	3 <i>A good deal</i>	4 <i>A great extent</i>
Mentoring	<p>32. The worker’s documentation accurately reflects what occurred during the observation with the individual:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The social work contact matched the observed interaction <input type="checkbox"/> The description captured all important information/details <p><input type="checkbox"/> Select N/A only if the worker is non-case load carrying.</p>	0 <i>Not at all</i> <input type="checkbox"/>	1 <i>Minimally</i> <input type="checkbox"/>	2 <i>To some extent</i> <input type="checkbox"/>	3 <i>A good deal</i> <input type="checkbox"/>	4 <i>A great extent</i> <input type="checkbox"/>
Engagement	<p>33. The worker’s documentation reflects efforts to utilize and demonstrate Engagement. Some examples may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The family’s suggestions and comments are clearly documented. <input type="checkbox"/> Contact was maintained with the family and supports between in-person meetings. <input type="checkbox"/> Plans are created with individuals (not for them) and include items the individual(s) indicate are most helpful. <input type="checkbox"/> There is evidence the worker tried different means of communicating and connecting with individuals. <input type="checkbox"/> Documentation indicates the worker used effective age-appropriate techniques to engage children and youth. <input type="checkbox"/> Documentation indicates the worker followed through on requests and responded to communications timely. <p><input type="checkbox"/> Select N/A only if the worker is non-case load carrying.</p>	0 <i>Not at all</i> <input type="checkbox"/>	1 <i>Minimally</i> <input type="checkbox"/>	2 <i>To some extent</i> <input type="checkbox"/>	3 <i>A good deal</i> <input type="checkbox"/>	4 <i>A great extent</i> <input type="checkbox"/>

MiTEAM Fidelity Tool



		0 <i>Not at all</i>	1 <i>Minimally</i>	2 <i>To some extent</i>	3 <i>A good deal</i>	4 <i>A great extent</i>
Teaming	<p>34. The worker’s documentation reflects efforts to utilize and demonstrate Teaming. Some examples may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The documentation reflects how individuals’ preferences were considered in decision making. <input type="checkbox"/> The documentation indicates the worker partnered with other systems, individuals, community partners, supports, etc. <input type="checkbox"/> A variety of individuals are identified as responsible for activities within the plan. <input type="checkbox"/> Individuals were prepared for their role in meetings, in the process, or in supporting the children and families. <input type="checkbox"/> Team regularly reviews and update plans. <input type="checkbox"/> Family Team Meetings occurred within required time frames, informal and formal supports were present, and plans developed were shared with all necessary parties. <p><input type="checkbox"/> Select N/A only if the worker is non-case load carrying.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment	<p>35. The worker’s documentation reflects efforts to utilize and demonstrate Assessment. Some examples may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A thorough assessment of the family’s circumstances that includes: <ul style="list-style-type: none"> i. Assessment of each family member ii. Past and present relationships/family dynamics iii. Family’s input regarding services and supports that have been helpful (or not) in the past iv. Family information from past or current service providers v. Impact of trauma on the individual and/or family members vi. Home conditions <input type="checkbox"/> Formal tools accurately reflect the information collected during assessment and are updated as circumstances change. <input type="checkbox"/> Child’s living arrangement has been fully assessed and determined safe. Current living arrangement supports the permanency plan <input type="checkbox"/> The case file contained documentation of trauma screening, referral, and assessment. <p><input type="checkbox"/> Select N/A only if the worker is non-case load carrying.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment	<p>36. The worker’s documentation reflects efforts to utilize and demonstrate Planning and Plan Implementation. Some examples may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The plans developed and case decisions made are clearly informed by specific family circumstances identified through assessment. <input type="checkbox"/> Plans build resiliency by including strategies that promote building relationships, mastery/competence, regulating emotions/behavior, strengthening self-esteem, and giving individuals voice and choice. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<input type="checkbox"/> Service referrals included clear and specific needs for the family. <input type="checkbox"/> Safety plan includes proactive and reactive steps and includes members from the team. <input type="checkbox"/> Documentation shows evaluation of the appropriateness of services, effectiveness of services and adjustments being made to plans, as needed. <input type="checkbox"/> There is evidence in the documentation that services were provided in a timely manner. <input type="checkbox"/> Select N/A only if the worker is non-case load carrying.					
Mentoring	<p>37. The worker’s documentation reflects efforts to utilize and demonstrate Mentoring. Some examples may include:</p> <input type="checkbox"/> Documentation shows evidence the worker coached individuals on navigating systems (examples include child welfare processes, court, CMH, parenting time, etcetera). <input type="checkbox"/> Documentation shows evidence the worker coached individuals on parenting topics, mental health concerns and/or other areas of need. <input type="checkbox"/> Documentation shows evidence the worker asked for and provided positive and constructive feedback. <input type="checkbox"/> Plans are written in a behaviorally specific manner. <input type="checkbox"/> Documentation indicates the worker addressed concerns directly with individuals, such as during supervised parenting time, home visits, etc., at the time they are observed. <input type="checkbox"/> Select N/A only if the worker is non-case load carrying.	<p>0 <i>Not at all</i></p> <input type="checkbox"/>	<p>1 <i>Minimally</i></p> <input type="checkbox"/>	<p>2 <i>To some extent</i></p> <input type="checkbox"/>	<p>3 <i>A good deal</i></p> <input type="checkbox"/>	<p>4 <i>A great extent</i></p> <input type="checkbox"/>

IV.	Certification
<p>Certification Instructions Supervisors will consider the following questions to determine if these actions have been accomplished before final submission of the Fidelity Web Application Tool.</p> <p>By clicking Submit you certify you have done the following:</p> <ul style="list-style-type: none"> - Provided specific, concrete, and timely feedback to the worker. - Discussed and developed next steps based on the findings from this tool. - Discussed discrepancies found between the observation, documentation, and interview sections. - Modeled MiTEAM Competencies through this review process. 	

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Comments

Optional - This section will not be used in statewide roll up and is intended to be used by the Supervisor as desired.

Empty comment box for supervisor use.