

Competencies

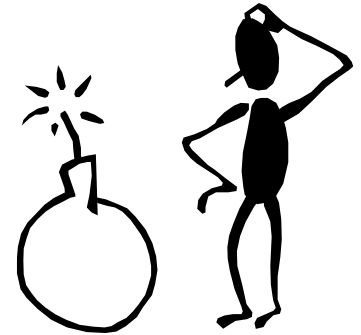
- 201-06-007 Understands the necessity of inter and intra-agency collaboration and the components of successful interagency collaboration in foster care and adoption cases to ensure children's needs are met, and to promote placement stability and permanency for all children
- 201-06-008 Understands the roles and perspectives of both public and private child-placing agencies and how those roles and perspectives are similar and different from each other
- 201-06-009 Understands how differences in role expectations, culture and value differences; issues regarding trust, power, and control; and interpersonal conflicts between public and private child-placing agencies can inhibit successful interagency collaboration
- 201-06-010 Understands administrative barriers to interagency placement collaboration, such as values regarding adoption subsidies or practices related to pre-placement visitation, and understands how these are developed and maintained
- 201-06-011 Knows strategies for promoting collaboration and reducing barriers to collaboration between PCSA staff and staff from other child-placing agencies
- 201-06-021 Can develop and maintain collaborative working relationships with staff from other child placing agencies to ensure successful placements and permanency for children
- 201-06-022 Can develop and manage child-specific teams for foster and adopted children to ensure those child's needs are met and services are coordinated; and to promote permanency for those children
- 201-06-023 Can reduce barriers to effective collaboration among child-placing agencies in his or her county

201-01-008 Can develop and implement foster care and adoption recruitment strategies, including resource listings, adoption exchanges, community resources and interagency collaboration

Ingredients of Successful Collaborations



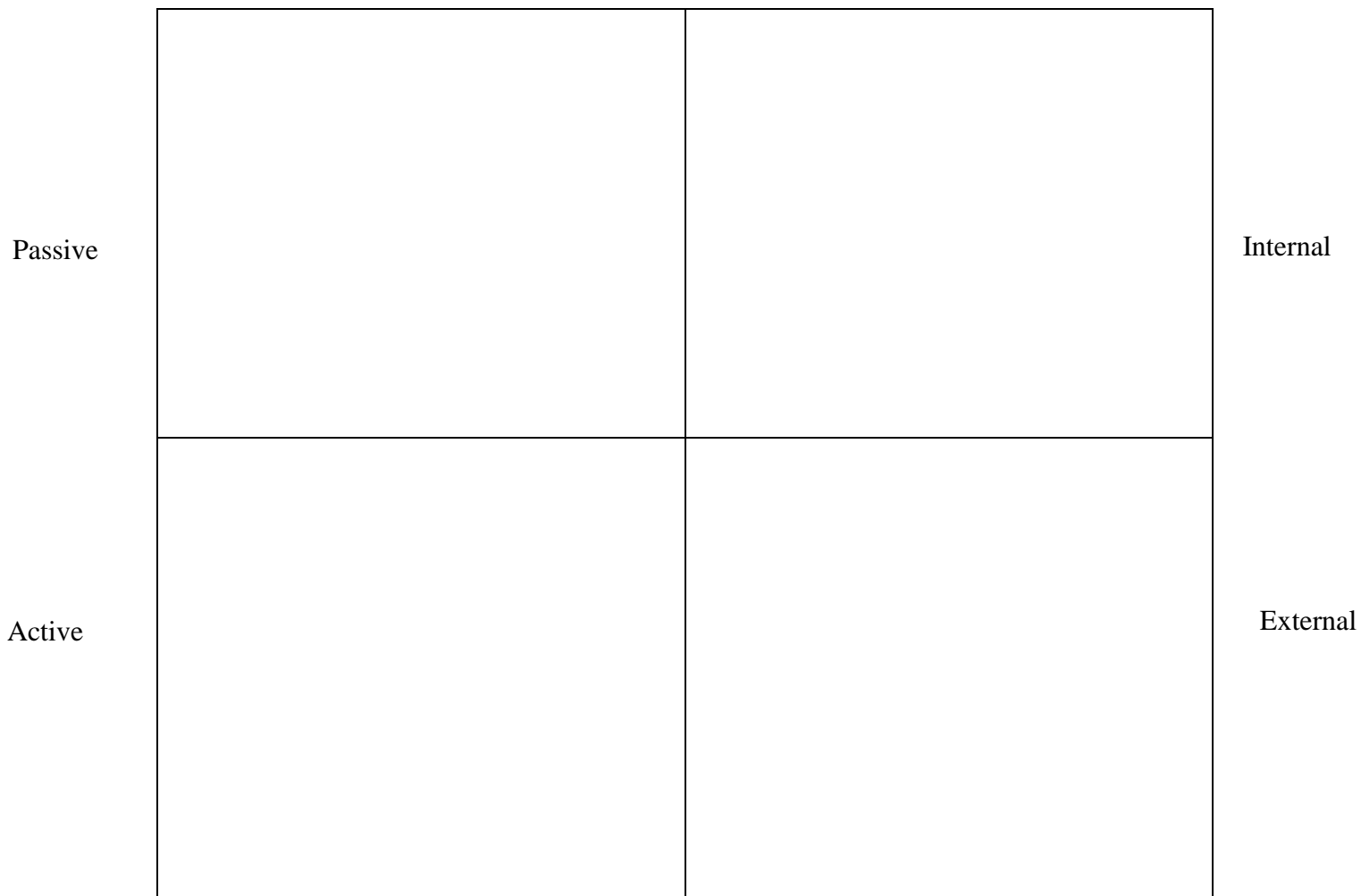
1. Collaborating parties share a vision for their clients.
2. Purpose of collaboration is clearly understood by collaborating parties.
3. Respective missions are clearly understood by collaborating parties.
4. Procedures for collaboration are delineated.
5. Communication is high at all phases of work, including feedback on what happened to the case.
6. There is agency and community support for the collaboration.
7. Collaborating parties trust one another and believe that the parties will follow through.
8. Collaborating parties are committed to working together.
9. Cross-systems training is provided.



Why Collaborative Efforts Fail

- ❖ Role Confusion
- ❖ Power and Control Issues
- ❖ Lack of Mutual Respect
- ❖ Lack of Participation
- ❖ Lack of Flexibility
- ❖ Scheduling Problems
- ❖ Lack of Leadership
- ❖ Lack of Cooperation
- ❖ Lack of Direct Communication
- ❖ Lack of Sense of Humor
- ❖ Cultural Insensitivity
- ❖ Resistance to Change

Feelings Cycle



The Ohio Department of Job and Family Services Adoption Mission

- **To provide support to local agencies in their efforts to decrease the number of children waiting for permanent homes**
- **To prevent discrimination in the placement of children**
- **To identify and recruit permanent families who can meet each child's needs**
- **To provide support to families to ensure the stability and well-being of the children in their care.**

Handout # 5

Descriptive Inventory*

Work Style Profile

Check the word or phrase in each set that is most like you.

1. ___ Competitive	1. ___ Tries new ideas	1. ___ Will power	1. ___ Daring
2. ___ Joyful	2. ___ Optimistic	2. ___ Open-minded	2. ___ Expressive
3. ___ Considerate	3. ___ Wants to please	3. ___ Cheerful	3. ___ Satisfied
4. ___ Harmonious	4. ___ Respectful	4. ___ Obliging	4. ___ Diplomatic
1. ___ Powerful	1. ___ Restless	1. ___ Unconquerable	1. ___ Self-reliant
2. ___ Good mixer	2. ___ Popular	2. ___ Playful	2. ___ Fun-loving
3. ___ Easy on others	3. ___ Neighborly	3. ___ Obedient	3. ___ Patient
4. ___ Organized	4. ___ Abides by rules	4. ___ Fussy	4. ___ Soft-spoken
1. ___ Bold	1. ___ Outspoken	1. ___ Brave	1. ___ Nervy
2. ___ Charming	2. ___ Companionable	2. ___ Inspiring	2. ___ Jovial
3. ___ Loyal	3. ___ Restrained	3. ___ Submissive	3. ___ Even-tempered
4. ___ Easily led	4. ___ Accurate	4. ___ Timid	4. ___ Precise
1. ___ Stubborn	1. ___ Decisive	1. ___ Positive	1. ___ Takes risks
2. ___ Attractive	2. ___ Talkative	2. ___ Trusting	2. ___ Warm
3. ___ Sweet	3. ___ Controlled	3. ___ Contented	3. ___ Willing to help
4. ___ Avoids	4. ___ Conventional	4. ___ Peaceful	4. ___ Not extreme
1. ___ Argumentative	1. ___ Original	1. ___ Determined	1. ___ Persistent
2. ___ Light-hearted	2. ___ Persuasive	2. ___ Convincing	2. ___ Lively
3. ___ Nonchalant	3. ___ Gentle	3. ___ Good-natured	3. ___ Generous
4. ___ Adaptable	4. ___ Humble	4. ___ Cautious	4. ___ Well-disciplined
1. ___ Forceful	1. ___ Assertive	1. ___ Aggressive	1. ___ Eager
2. ___ Admirable	2. ___ Confident	2. ___ Life-of-party	2. ___ High-spirited
3. ___ Kind	3. ___ Sympathetic	3. ___ Easily fooled	3. ___ Willing
4. ___ Non-resisting	4. ___ Tolerant	4. ___ Uncertain	4. ___ Agreeable

* Source: Carolyn Gellerman, *The Boeing Company*

Work Styles

High Sociability

Supportive Style

Low Dominance-High Sociability

- A. Listens attentively
 - Often a unique advantage
- B. Avoids the use of power
 - Relies on persuasion rather than power
 - Likes to display warmth in speech
- C. Makes and expresses opinions in a thoughtful, deliberate manner
 - Appears low-key in a decision making role

Emotive Style

High Dominance-High Sociability

- A. Displays action-oriented behavior
 - Constantly on the go
 - Talks rapidly
 - Expresses views with vigorous hand gestures
- B. Likes informality
 - First-name basis
 - Shares personal views openly
- C. Possesses a natural persuasiveness
 - Easily expresses his/her view dramatically and forcefully

High Dominance

Reflective Style

Low Dominance-Low Sociability

- A. Expresses opinions in a formal, deliberate manner
 - Does not seem to be in a hurry
 - Expresses measured opinions
 - Exhibits emotional control
- B. Seems to be preoccupied
 - Rather quiet and may appear preoccupied
 - May seem aloof
 - May be difficult to get to know
- C. Prefers orderliness
 - Wants an orderly work environment
 - Appreciates an agenda
 - Enjoys reviewing details
 - Likes to make decisions slowly

Directive Style

High Dominance-Low Sociability

- A. Projects a serious attitude
 - No-nonsense attitude
 - Often gives the impression he/she can't have fun
- B. Expresses strong opinions
 - Firm gestures
 - Determined tone of voice
 - Projects the image of someone who wants to take control of the situation
- C. May project indifference
 - Communicates in a businesslike manner
 - Tends to be more formal with people

STYLE FLEXING

Style Flexing: A deliberate attempt to change or alter your style to meet the needs of another person.

To the Emotive Style:

- ⌘ Take time to build a social as well as a business relationship.
- ⌘ Leave time for relating and socializing.
- ⌘ Display interest in other person's ideas, interests, and experiences.
- ⌘ Do not place too much emphasis on details.

To the Directive Style:

- ⌘ Be specific, brief, and to the point.
- ⌘ Use time efficiently.
- ⌘ Present the facts logically and be prepared to provide answers to specific questions.
- ⌘ If you disagree, take issue with the facts, not the person.

To the Reflective Style:

- ⌘ Appeal to the person's orderly, systematic approach to life.
- ⌘ Be well-organized.
- ⌘ Approach in a straightforward, direct manner.
- ⌘ Get down to business quickly.
- ⌘ Be as accurate and realistic as possible.

To the Supportive Style:

- ⌘ Show a sincere interest in the person.
- ⌘ Take time to identify areas of common interest.
- ⌘ Patiently draw out personal goals and views.
- ⌘ Listen and be responsive to the person's needs.
- ⌘ Present your views in a quiet, non-threatening manner.
- ⌘ Do not be pushy.

The Dance of Collaboration

Phase One: Forming

Focus is on Shared Vision

Shall we dance?

Issues:

- ❖ Do we match?
- ❖ What's in it for us?
- ❖ What are their motives?
- ❖ Why should we?
- ❖ What could we gain?
- ❖ Are we being used?
- ❖ Are they worthy of us and are we worthy of them?
- ❖ Are they trustworthy?
- ❖ What are the consequences of collaborating and of not collaborating?



Assessment Activities:

- ❖ Exploratory meetings
- ❖ Learning about each other's organizations
- ❖ Brainstorming
- ❖ Thinking about financial implications
- ❖ Checking out the potential for a good fit and for success

Interagency Collaboration:

- ❖ Can we trust each other? Will this affiliation be a good experience for me, my agency and my client?
- ❖ Who is this other agency?
- ❖ Who is this other worker? Spend some time getting acquainted.
- ❖ What are the other's values and beliefs?
- ❖ How well does this worker know this child or family? Ask questions; staff the potential match. Get answers for questions.
- ❖ Within the two agencies, how are decisions made?
- ❖ Does the worker have autonomy?
- ❖ Are decisions made by supervisors?
- ❖ Is a team model employed?
- ❖ If we proceed with this potential placement, how much will the workers from the collaborating agencies be permitted to team?
- ❖ What are each agency's usual practices when a placement is made?
- ❖ Do adjustments need to be made?
- ❖ How do we define success?

Who shall lead?

Issues:

- ❖ How do we select from alternative models?
- ❖ What are the pros and cons?
- ❖ What are the risks and potential benefits?
- ❖ How do we build in evaluation (what will success look like)?
- ❖ Can we trust one another?

Planning Activities:

- ❖ Contracting
- ❖ Laying out roles and responsibilities
- ❖ Deciding parameters
- ❖ Communicating these within the collaborating organizations
- ❖ Easing the normal fears about change both internally and externally
- ❖ Estimating costs
- ❖ Beginning the work

Interagency Collaboration:

- ❖ How will the child presentation be handled?
- ❖ Who will be responsible for full disclosure, and how will the worker serving the adoptive family get to know the child and the child's history?
- ❖ How does the contractual worker represent the family in subsidy negotiations, and how will conflicts and differences of opinion be handled?
- ❖ Will the collaborating workers go together to meet the family and child?
- ❖ How will visitation be handled, and how will we communicate throughout the visitation process?
- ❖ How will roles be explained to the family and child?
- ❖ In the event of disruption, how will the situation be handled?
- ❖ What if the family needs respite? Who arranges? Who pays?
- ❖ At each stage of the process, who is going to be responsible for what?

**Phase Three: Storming Focus is on Barriers to Collaboration,
Overcoming Barriers Through Examination of
Successful Ingredients**

Hey! I thought I was leading!

Issues:

- ❖ It's too hard to change.
- ❖ The _____ are resisting.
- ❖ Who's in charge?
- ❖ Whose decision is this?
- ❖ Is this working?
- ❖ She doesn't like her.
- ❖ We're too different (or too alike).
- ❖ Let's re-look at the whole idea!
- ❖ Oops, I thought they were doing that!

Implementation Activities:

- ❖ Communication
- ❖ Service delivery
- ❖ Reporting (transmitting information)
- ❖ Developing mechanisms to handle conflicts
- ❖ Developing a process for joint decision-making and shared ownership of decisions
- ❖ Ongoing adjustments of original contract and communication of roles internally and across organizations
- ❖ Learning about one another

Interagency Collaboration:

- ❖ This child or this family is not who I was led to believe they were! (Dealing with the real rather than the ideal.)
- ❖ Working through conflicts without personalizing them
- ❖ The collaborating agencies' need for papers and reports (medical history of child, post-placement reports, signed placement agreement, FACSIS numbers, items for legalization, and so on)
- ❖ What constitutes a successful placement?
- ❖ Working with former foster parents and/or birth family members--who, what, and how
- ❖ Allegations about the adoptive family, who will investigate, and can workers trust one another?

Phase Four: Performing Refocus is on Shared Vision, Celebration of Success

Wow, we're dancing!

Issues:

- ❖ How to appreciate and value differences at all levels of both organizations
- ❖ How to build in clear communication
- ❖ Are your needs being met? Are ours?
- ❖ Can we share power?
- ❖ Can we recognize success when we see it?
- ❖ Can we build strength with what we each bring to the partnership (synergy)?
- ❖ Are our consumers being better served?
- ❖ Is this partnership a good value for the cost?

Evaluation Activities:

- ❖ Readjustment of contracts
- ❖ Developing new services
- ❖ Broadening the collaboration to new partners
- ❖ Adjusting to the new environment
- ❖ Celebrating successes
- ❖ Learning from challenges
- ❖ Recommitment to work through the problems
- ❖ Learning from each other and learning side by side
- ❖ Joint ventures
- ❖ Communicate, communicate

Interagency Collaboration:

- ❖ Legalization and the ending of the collaborative relationship
- ❖ Evaluation to determine if it was a good partnership for all involved
- ❖ Would each party do it again?
- ❖ What was gained, lost, or learned?
- ❖ Looking at roles in the post-legalization phase of adoption service

Developed by:

***Kathy Franz
10/13/97***

Case Study

Tiffany, a child in the custody of Kidwell County Children Services, is 13 years old and has waited for a family to adopt her since she became free for adoption two years ago. Until now, no other families have been available to adopt this African-American teen. She has been in foster care with Kidwell County for just over four years.

AAA Adoption Agency, a private, special services adoption agency, has recruited, assessed, and trained Mrs. Stevens, a single parent. Mrs. Stevens is a middle-aged, African-American woman who has raised three children to young adulthood. She is not ready to stop parenting and has responded to recruitment campaigns for older children. Through the Adopt US Kids Photo Listing, Mrs. Stevens has identified Tiffany as the child for her. Mrs. Stevens is currently employed, but was out of work for six months until she began her new job two months ago. She is barely able to meet her monthly financial obligations and will need the support of Adoption Assistance to parent another child.

Group A

Matching

The workers and supervisors from Kidwell County Children Services and AAA Adoption Agency have scheduled a meeting to discuss the match of Tiffany and Mrs. Stevens. The meeting is not going well because:

- Kidwell County staff had been hoping a two-parent family would be available for Tiffany.
- Kidwell County staff worries that Mrs. Stevens does not have adequate financial resources to parent a child. The Kidwell County worker has stated that they cannot supplement the Title IV-E federal adoption subsidy.
- Finally, Kidwell County Children Services and AAA Adoption Agency have never worked together before, and the workers are having trouble understanding and trusting one another.

Group B

Visitation

Following two difficult matching conferences and multiple telephone conferences, Kidwell County Children Services and AAA Adoption Agency agree to proceed with placement of Tiffany with Mrs. Stevens. There have been some difficulties with the development of a visitation plan because:

- Tiffany's foster home in Kidwell County is 80 miles from Mrs. Stevens' home. Mrs. Stevens' car is not reliable, and the foster parents have refused to assist with transportation.
- The AAA Adoption Agency worker believes that the Kidwell County worker has not adequately prepared Tiffany for the move and should be very involved in working with the child during the visitation period.
- Mrs. Stevens works Monday-Friday, 8:00 to 5:00, and cannot take time off from her new job for visits. As a result, all of the visitation needs to occur on weekends.
- The Kidwell County worker believes that "dragging out" the placement creates confusion and tension for the child. He believes Tiffany should be placed after three weekend visits. The AAA worker feels strongly that the visitation should continue over a much longer period.

Group C

Support Services

Following the placement of Tiffany with Mrs. Stevens, the Kidwell County worker has asked to visit with Tiffany in the adoptive parent's home. Tiffany has begun to experience adjustment problems in the adoptive placement; she tells her worker that she does not want to finalize the adoption and that she would, in fact, like to return to her foster home. Tiffany shares with the worker that Mrs. Stevens has a terrible temper and has used inappropriate discipline, locking her in the bedroom when she challenges her authority. The Kidwell County worker is extremely upset by his meeting with Tiffany and requests a meeting with AAA Adoption Agency. The workers have the following concerns:

- Kidwell County is concerned that Mrs. Stevens may not have been adequately assessed and trained by AAA Adoption Agency. The lack of trust that was evident during the matching process appears to be validated by the problematic adjustment of Tiffany and Mrs. Stevens.
- The AAA Agency worker believes that the Kidwell County worker's attachment to Tiffany is negatively affecting the degree of entitlement felt by Mrs. Stevens and feels that the worker needs to "let go" of the child so that she can successfully attach to the adoptive parent.
- The AAA Agency worker has more years of experience with special needs adoption than the Kidwell worker, and the AAA worker believes that the Kidwell worker's inexperience is blinding him to the fact that Tiffany is following the "Prediction Path" anticipated for her adoptive adjustment. The AAA worker believes Kidwell is over-reacting; Kidwell staff are concerned that the AAA worker is under-reacting.

Group D

Subsidy

The workers from AAA Adoption Agency and Kidwell County Children Services have very different attitudes and beliefs about the appropriateness of adoption assistance. The areas of disagreement/concern are:

- The special services agency worker believes that adoptive families should not have to struggle financially to provide a permanent home for a waiting child.
- The Kidwell County staff believes strongly that adoptive parents should be responsible for meeting the needs, financial and otherwise, of children that they adopt. The Kidwell staff are suspicious about the motives of a parent who indicates that they need supplemental help.
- Kidwell County has limited resources; administrators feel that they cannot supplement the federal subsidy. The AAA Agency staff feel that this attitude indicates a lack of commitment to permanence by Kidwell County staff.
- When Tiffany began experiencing adjustment problems prior to finalization, the AAA Agency worker recommended counseling with a private therapist who is skilled in working with adopted children. Mrs. Stevens will need a Special Services Subsidy to pay for counseling by this therapist. The Kidwell County worker feels that post adoption support services should be provided by the AAA worker and that the medical card should be used for needed mental health counseling at Mrs. Stevens' ADAMH Board agency.