



CPM Selection Protocol: Potential Answers-Score Sheet DRAFT 11-27-17

CPM Interview Protocol

This is a suggested interview protocol for use at the final selections stage in the hiring process of a new social worker, and could be adapted for any part of the selection process. The protocol contains:

- a suggested series of questions (questions 1-7)
- a scenario of a typical day that can also be used as a written sample exercise (question 8)
- a behavioral rehearsal (role play scenario) that can be used in the selection interview process (question 9)

These questions and scenarios can be tailored or adapted to meet your county's needs. For example, you may want to break some of these questions into 2 questions, reduce the number of questions, and/or perhaps provide enhanced definition for cultural humility so the applicant has some basic understanding.

In using this protocol, we make the following recommendations:

1. Form a small working group of folks within the organization responsible for hiring, or potential users of this protocol, to serve as a group to support implementation of this protocol and begin attending to:
 - Develop a plan of how to pilot or test the questions and protocol by trying them on with some staff who have been recently hired (within 6 months), some experienced staff, and/or perhaps interns.
 - Meet regularly as a group to review how the process is working
 - Some of these questions can be enhanced in their development for promotional positions and supervisory hiring.
 - As your practice and needs change, these questions will need to be changed up over time.
2. Ask the applicant to arrive for the interview 30 minutes early and provide them the list of questions (without the potential answers – title - Interview Questions) in advance so that they can begin thinking about the questions and perhaps take some notes.
3. Tape the Interview Questions list to the table where the person will be sitting for easy reference during the interview.

We are in early exploration of the use of this protocol and ask that folks using this be considerate about how it is shared. Please do not share this on the internet or with folks who would benefit from knowing the protocol prior to interviewing.



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QUESTIONS	POTENTIAL ANSWERS ALIGNED WITH CPM	APPLICANT'S RESPONSE
<p>1. Please list core principles of family engagement practice. Specifically describe how you would utilize these principles to actively involve families in promoting safety, permanency and well-being for children served by child welfare system.</p>	<p>Things to look for in answers:</p> <p><i>These are the 5 core principles of family engagement as published by the National Resource Center for Permanency and Family Connections:</i></p> <ul style="list-style-type: none"> ○ Intensive authentic engagement with children, youth and families helps to ensure safety, permanency and well-being. ○ Promoting meaningful partnerships between foster and birth families as partners promote safety, well being and permanency. ○ Shared planning and decision making with families helps families take ownership of their successes and challenges. ○ Cross systems partnerships help with timely and seamless delivery of services. ○ Creating formalized partnerships with critical stakeholder groups provides insight to improve policy, procedures and practices. <p><i>These are the CPM practice behaviors linked to engagement:</i></p> <ul style="list-style-type: none"> ○ Listen attentively and use language and concepts that the family has used. ○ Use a trauma-informed approach to acknowledge and validate venting, expressions of anger, and feelings of grief and loss. ○ Reflect what is heard so the child, youth, young adult, and family can see that they have been understood. ○ Use positive motivation, encouragement, and recognition of strengths to connect. ○ Reach out to children and families in ways that are welcoming and comfortable and make a special effort to engage fathers. ○ Affirm strengths, needs, life experience and self-identified goals. ○ Show interest in learning about the family and their culture, community, and tribes. ○ Incorporate the family's strengths, resources, cultural perspectives, and solutions in all casework. ○ Facilitate early and frequent sharing of information and coordination among parents, caregivers and agency partners. 	



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<p>2. There are disproportionate numbers of Native American and African American children and youth in the Foster Care System. Describe what you see as your role and responsibilities as a child welfare worker in addressing these issues.</p>	<p>Things to look for in answers:</p> <ul style="list-style-type: none"> ○ Things individual workers can do <ul style="list-style-type: none"> • Engage in personal exploration of implicit bias and work with supervisor and peers to identify and address bias triggers • Reach out to children and families in ways that are welcoming, appropriate, and comfortable for them, and make a special effort to engage fathers. • Show interest in learning about the family and their culture, community, and tribes. • Honor the role of important cultural, community, and tribal leaders the child, youth, young adult, and family have identified. • Incorporate the family's strengths, resources, cultural perspectives, and solutions in all casework. • Let the family know why they are in our system and what they are required to demonstrate to exit our system in clear and simple language 	
<p>3. Identify specific tools or ways to engage a young child (under age 6) in an exploration of safety. Explain why you would select one tool or approach over another for a specific child.</p>	<p>Things to look for in answers:</p> <ul style="list-style-type: none"> ○ The importance of using play and pictures in addition to words and stories ○ Specific tools to engage children (such as SOP - Three Houses or Safety House tools, or culturally responsive tools of engagement) ○ Specific questions such as scaling questions or miracle questions ○ Tools are selected based on knowing developmental milestones and assessing the child's developmental and emotional capacity ○ Get down on the level of the child 	



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4. Describe behaviors you might use to demonstrate humility and openness to a family's culture and lived experience during your first interaction with a family.	Things to look for in answers: <ul style="list-style-type: none">○ Use language and body language that demonstrate an accepting and affirming approach to understanding the family.○ Ask people how they prefer to be addressed, and address individuals by the name or title and pronouns they request in person and in writing.○ Show deference to Tribal membership and leadership.○ Ask family members what method of communication they prefer, use age-appropriate language that everyone can understand, and confirm with family members that your communication meets their language and literacy needs.○ With the family's permission, contact family, cultural, community, and Tribal connections, and ask them to serve as team members as early as possible.○ Encourage family to use language that is comfortable to them and be humble enough to ask for definitions/clarity when uncertain○ Check in with the family to make sure that they understood what you said by asking them to sum up important information○ Ask which ethnicity they would identify with○ Ask which gender they identify with & which pronouns they would prefer	



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<p>5. What is your role in supporting relationships between the foster family or caregiver and the child's family and extended family or other supports?</p>	<p>Things to look for in answers:</p> <ul style="list-style-type: none"> ○ Does the answer consider relationships with both parents and their extended family? (or just the parent from whom the child is removed) ○ Exploring with the child their connections (i.e. cultural, religious, gender identity, sexual orientation) and supports and finding family. ○ How they see their role in supporting foster parents/caregivers to support and encourage the child's family and openness to the family. ○ Approaching conversations with foster parents/caregivers from a Strengths-based approach. ○ Including foster parents/caregivers in family team meetings and other planning meetings or gatherings. ○ Making immediate and continuing connection between bio and foster family 	
<p>6. This is a 2 part question. A. Describe the importance of visitation for children in foster care. B. Identify key components you would include in a visitation plan for a child who is on track for reunification.</p>	<p>Things to look for in answers:</p> <ul style="list-style-type: none"> ○ Visitation is highly correlated with reunification so the answer should reflect understanding of this critical piece of information <ul style="list-style-type: none"> ● Visits are associated with shorter placements and higher rates of reunification ● Worker contact with parents increases their participation in visits ● Worker encouragement of parent and non-office locations increase parental attendance ● Child's reactions are typical ● Regularly scheduled visits increase parental attendance ● The primary purposes of visitation are <ul style="list-style-type: none"> ● To assess a parent's ability to safely parent their child; ● To meet the child's developmental needs; or 	



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	<p>demonstrate an understanding of the child's developmental needs</p> <ul style="list-style-type: none"> • To be an incentive to encourage the parent to attend treatment; • To determine the final permanency plan. <ul style="list-style-type: none"> • Early and ongoing engagement of the natural support systems of the child and family in planning and supporting visitation (i.e. in family team meetings and other gatherings of the family's network or circle of support) • A visitation plan that addresses the harm and danger statements related to the safety threat posed by the parent and their related behavior based case plan objectives, including <ul style="list-style-type: none"> • Sobriety during visits • Demonstrates positive discipline techniques • Responding with empathy if child becomes upset • Non-argumentative • Engaging child in play, song, dance, or reading in ways that enhance the relationship • Location of visits and level of supervision • Decreasing level of supervision over time if parent shows capacity to meet children's needs in visits (step-down plan). 	



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7. What are some strategies for engaging fathers and their families?	Things to look for in answers: <ul style="list-style-type: none"> ○ Locating father immediately and making contact; or making continued search efforts if not located initially ○ Researching/determining paternity ○ Engage with child around who is important in their life ○ Engaging fathers from the beginning ○ Asking children about their fathers ○ Include father in safety plans, case plans, and visitation plans ○ Seek feedback from the father (i.e. culture, other family members, other potential resources) 	
8. Scenario Questions	<p>Scenario Question, Answer and Scoring – this can be used in the <i>interview</i> or can be used as a <i>written sample</i> following the interview.</p> <p><i>For written sample:</i> Set up a computer and ask the candidate to answer the questions posed in writing on the computer. You might consider setting up next to administrative assistant or trainer who stays with the candidate until they finish their written sample and then have them e-mail to a specific person or have them print the response out in case the electronic path does not work.</p>	
<p>SCENARIO QUESTION: You are a <i>Child Protective Services Worker</i>. You just arrived at the office to start your day and you learn you must cover the following tasks/responsibilities by the end of your workday:</p> <ul style="list-style-type: none"> • Shortly after you arrive at work, your supervisor hands you a high-risk case (infant with bruises on the face) requiring a 2-hour response. • You promised one of your clients that sometime today you would take her some formula and diapers for her 8-month old child. • You told your supervisor you would close several cases by the end of the day. • You have a home visit scheduled for today. • At 8:45 am you receive a call from a landlord informing you that two children you had inquired about previously 		

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are currently in their apartment unsupervised. The children are a 2-year old and 5-month old. The police have not been informed.

- **You receive a call from reception that a client is in the office requesting bus coupons.**
- **You check your voicemail and there is a message from a local medical facility, advising you that a newborn assigned to you missed a well-baby check-up yesterday.**
- **A co-worker comes to you asking if you can handle their office duty for a couple of hours while they make their own emergency home visit.**

QUESTIONS	POTENTIAL ANSWERS ALIGNED WITH CPM	APPLICANT'S RESPONSE
<p>Please describe your plan for handling the above tasks/responsibilities and include a reason for each.</p> <p>1. Which of these do you take care of, in what order and why?</p> <p>2. What do you leave or reschedule for another day and why?</p> <p>3. Are there any activities that you can have others help you with?</p>	<ul style="list-style-type: none"> ○ Prioritize child abuse referral above other tasks/assignments ○ Consult with your supervisor ○ Check to see if someone can deliver the formula and diapers ○ Phone the police dispatch. Request that they check on the unsupervised minors ○ Find out if there is another worker available to assist with your case and offer to help them the next time ○ If a co-worker is available, ask him/her to get the bus coupons and take them out to your client ○ Reschedule home visit ○ Phone local medical facility and/or care provider to discuss the missed appointment - find out if there are any urgent medical needs. If not, let them know you will follow up next week ○ Let your supervisor know you may not get the completed cases closed today ○ Acknowledge that you may not be able to complete all tasks today ○ Ask for assistance ○ Know what to do and have a plan ○ Prioritize ○ Use support staff ○ Say No to duty coverage 	



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Identify what and who.	<ul style="list-style-type: none">○ Any other logical answer (1 point for each answer)	
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8. Selection Interview Scenarios for Behavioral Rehearsal

Guide: Behavioral Rehearsal or role play of scenarios during a selection interview is a best practice in selecting new staff. This scenario is one of two that you could consider using in your final selection process.

- There are **4 scenario parts**, so if you have 3 panelists on the selection interview panel you can give 3 of the parts to each of the panelists, and then the candidate would take the Social Worker part. If you are the single interviewer then most likely you play the part of the mother and adjust the scenario instructions for the candidate accordingly.
- We recommend you set the stage by sharing the Mary or Sue Scenario section below in writing to the candidate, including the Social Worker part and instructions, and let them read it and keep during the role play.
- These scenarios are focused on an African American family and a Native American family as they are the children most disproportionately represented in the foster care system in California. We encourage you to change these scenarios to match your individual county situations and needs.
- An **answer guide** is included to help guide your review and scoring of candidates. This is meant as a guide, based on the CPM, and can be customized to meet local needs.
- Build in time to assess '**coach ability**' by allowing some self-reflection with the candidate asking:
 - 'what do you think you did well?' and following it with;
 - 'what might you do differently next time?', then;
 - give the candidate brief feedback on one adjustment; and
 - allow the candidate to go back into the role play after having heard the feedback so that the panel can look for ability to learn and apply in the situation or their 'coach ability'.
- Once all candidates have been interviewed and a selection has been made, **debrief the process** with your interview partners for the purpose of learning from the interview and selection processes that were tested so that future selection processes can be strengthened and improved.
- **Share your learnings** with your leadership/implementation teams.



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Mary Scenario:

Kathy is a 25-year-old single mother in living in a city in California with a strong family support network. She had broken up with 5 year old Mary's father, but they spent holidays and vacations together for Mary's sake. Ms. Jones's grandmother lived across the street, and Mary often spent time with her grandmother and knew she could always go to her great-grandmother's apartment in an emergency. Although money was tight, Ms. Jones outfitted the bedroom in their apartment with a princess bed for Mary, while she slept on a pullout couch.

One night, exhausted, Ms. Jones put Mary to bed, and got into a bath with her headphones on. When she got out of the bath, she found Mary was gone and began frantically searching the apartment building.

Mary had headed for the grandmother's house when she couldn't find her mother.

A passer-by found Mary, who was then 5, out on the sidewalk at midnight. The records noted that Mary appeared well looked after. Mary told interviewers that she attended school daily and usually ate pancakes for breakfast. Police officers were able to locate Ms. Jones.

Social Worker:

You have been called out to Kathy's home by the police after Mary was found. You are meeting Kathy (mother), Mary (daughter) and Angela (grandmother) for the first time.

- How will you engage Kathy in a conversation to help you understand if Mary is safe at home or if there needs to be a safety plan for her to stay at home.
- If you think Mary needs to be removed, what are the safety threats that cannot be attended to, and who might be able to care for Mary from the family?
- You will have about 10 minutes to begin engaging the mother, child and/or grandmother in role play during this interview
- At the end of the interview we will ask you to reflect on how you did, and then we will ask a follow up question; there are no right or wrong ways of doing this, we are most interested in seeing how you engage others and think your way through this situation as you are talking to these folks.



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Role Play Parts (these parts can be cut out and given to respective panel members – they should not be given to the candidate):

Mary (child):

I am a very intelligent, bright, 6 year old child. I am well-cared for by my mom, I have daily contact and connection with my grandma who lives right across the street, and I love my daddy, even though he doesn't live with us. I get to see him almost every weekend and sometimes we all go on spend time together. Mommy often fixes me pancakes for breakfast, I love school and have many friends.

Kathy (mother):

I love my daughter, Mary, she is so smart, and loving, and funny. We do so many things together, I make breakfast for her every morning, then walk her to school and pick her up from school. It is sometimes really hard because I work in a restaurant during the day when she is at school. Sometimes when I have to work a longer shift my mom will walk to the school and walk home with Mary and she will stay with my mom until I get off work. Mary sees her daddy every week, we try to work out visits around his work schedule. We try really hard to work together to make a good life for Mary. We can't live together anymore, he stepped out on me too many times and it hurts me, so best if we don't live together. My mom lives across the street, is really close to me and Mary and a huge support. We go to church and have many people we are connected with at church. I have many aunties and uncles and cousins who live nearby and we often get together for fun.

Angela (Grandmother):

I love my granddaughter Mary. She is such a light in the world, she comes over here everyday and we play, I tell her stories about our family and when her mommy and I were younger, she is learning to sing with me and we go to church together. Sometimes I pick her up at school and walk home with her when Kathy has to work late. Kathy is a really good mom and takes really good care of Mary, she is growing up to be a kind and generous little girl and so funny. Kathy and Mary's daddy get along well and are trying to raise Mary together, even though they are not living together.



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Sue Scenario:

You have received a report from a mandated reporter at the elementary school on the reservation. The reporting party, Mrs. Smith is the 1st grade teacher of Anna. According to Mrs. Smith she is concerned about Anna and Anna's mom, Sue's, behavior when she came onto the campus the day before. Anna was getting out of school and getting on the bus when her mom (Sue) approached Anna and tried to get her to go with her. Sue appeared very high on meth and was tugging on Anna's arm and yelling at her. Anna was crying and saying she didn't want to go, she wanted to ride the bus to her Aunt Donna's house. Anna was pulling away and Sue quickly escalated into yelling at her and dragging her away from the bus. When Mrs. Smith approached Sue, Sue cursed at her and told her to mind her own business. Mrs. Smith observed needle marks that looked infected on Sue's arm and a hypodermic needle in her pants pocket that was ready to fall out. Alarmed, Mrs. Smith tried to stop Sue from taking Anna, however Sue proceeded with Anna to the parking lot where they loaded into a vehicle and drove away. Mrs. Smith had never met Sue. As far as she knew Anna lived with her Aunt Donna. When Mrs. Smith called the police, she was made aware that Donna does not have custody of Anna and Sue has the right to take her daughter off of school grounds. Mrs. Smith explained to the police Sue's behavior, needle marks and hypodermic needle. She explained Anna's reluctance to go with her mother and how Anna seemed scared. The police said they would try and make contact with Sue and they would cross report to the county child welfare department and advised Mrs. Smith to do so as well. Anna is not in school today and Mrs. Smith is very worried. Anna has a baby brother named Joseph.

Social Worker:

You have been called out to the house where Sue is staying by the police after they had received the report from the school. You are meeting Sue (mother), Anna(daughter) and Donna (Paternal Auntie) for the first time.

- Child Welfare History: Agency history of this family includes the baby, Joseph Jr., was born and both mother and baby tested positive for methamphetamines, the family engaged in a voluntary plan of care, with the children remaining home with their parents. Both parents and Anna are enrolled in the same tribe. The tribal social worker has significant worries about how the parents drug use negatively impacts the children.
- How will you engage Sue in a conversation to help you understand if Anna is safe with Sue or if there needs to be a safety plan for her to stay with Sue
- If you think Anna needs to be removed, what are the safety threats that cannot be attended to, and who might be able to care for Anna from the family?
- You will have about 10 minutes to begin engaging the mother, child and/or Auntie in role play during this interview
- At the end of the interview we will ask you to reflect on how you did, and then we will ask a follow up question; there are no right or wrong ways of doing this, we are most interested in seeing how you engage others and think your way through this situation as you are talking to these folks.



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Role Play Parts (these parts can be cut out and given to respective panel members – they should not be given to the candidate):

Anna

Anna you love your mom, dad and Aunt Donna. Daddy is in jail, and things have not been as good with mommy since daddy went to jail. You live mostly with Aunt Donna. You don't like being with mommy when she is at her friends house because they shoot needles into their arms, and scary people come there, you have trouble sleeping there, you have nightmares when you are there, and sometimes mommy goes off and leaves you there for a long time. You didn't want to go with Mom when she came to you off the bus because mom showed up the night before and was yelling at Aunt Donna and came into Aunt Donna's house and took the TV that belonged to your daddy. You think mommy looked bad and she is on drugs. You heard Aunt Donna tell someone on the phone that mommy was going to sell the TV for drugs. After mom picked you up from school she took you to her friend's house and you don't like going there because it is not safe.

Aunt Donna

Donna, you are the paternal aunt of 6 year-old Anna and 8 month-old Joseph Jr. Your brother Joe's girlfriend, Sue, has been consistently leaving Joseph Jr. and Anna with you to care for them. This has been going on since Joseph was born and in the past 4 months, since Joe Sr. went to jail, Sue has been leaving them more often. Sue usually drops the children off on a Friday and does not pick them up until Tuesday or Wednesday the following week, although sometimes Sue will leave the children for a couple weeks at a time. You extremely overwhelmed. This last incident, where Sue showed up high and walked into your house and took Joe's flat screen TV and caused a huge argument that almost became physical, is the last straw. Sue is using meth intravenously and her mental health is very questionable. After the incident at the school you went to Sue's friends house and found Anna there with the boyfriend, he was watching her while Sue and her friend were driving around trying to sell the TV. The boyfriend allowed Donna to take Anna, Anna was still very upset and has been very clingy and traumatized since the incident. Donna kept Anna home the next day due to Anna being too afraid to go back to school. Your brother, the children's father Joe, has been in jail since Joseph was only 4 months old for drug possession charges and probation violation. Joe and Sue have been together for the past seven years, the drug lifestyle has been consistent throughout their relationship. There have been times when both Joe and Sue are clean, and they are really good parents.

Sue

The Social Worker contacted you at your friend's house. You tell the Social Worker that you don't have a home of her own. You admit to drug use, that you use meth and alcohol regularly and consider yourself a functioning addict. Using a little everyday helps with your mood. Ever since Joe went back to jail you have been depressed and have a hard time getting out of bed without it. You leave your kids with Donna because Donna is good to them. You don't leave money with Donna because you only get a little bit from tribal TANF and need it to pay your friend for room and board because she has no home of her own. You, Anna and Joe Sr. are tribal members and you plan to enroll Joseph Jr. You and Joe have been clean and sober in the past, usually when Joe has a job and they are feeling connected to the community.



8.

Things to look for in answers to both scenarios:

- **Listen to the child and family and demonstrate that you care about their thoughts and experiences.**
 - **Demonstrate an interest in connecting the child, mother and family and help them.**
 - **Identify and engage family members and others who are important.**
 - **Support and facilitate the family' capacity to advocate and find solutions.**
 - **From the beginning, work the child, family and others to engage in safety and risk assessment together.**
 - **Reflect what is heard so the child, youth, young adult, and family can see that they have been understood.**
 - **Use positive motivation, encouragement, and recognition of strengths to connect.**
 - **Affirm strengths, needs, life experience and self-identified goals.**
 - **Show interest in learning about the family and their culture, community, and tribes.**
 - **Incorporate the family's strengths, resources, cultural perspectives, and solutions.**
 - **Facilitate early and frequent sharing of information and coordination among parents, caregivers and agency partners.**
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