



SUPERVISION NOTE GUIDELINES



**Healthy
Families NY**

2023

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ACTION WORDS FOR SUPERVISOR NOTE DOCUMENTATION

WHAT YOU'LL FIND IN THESE MATERIALS

These materials provide guidance to help you most effectively use the Healthy Families New York (HFNY) supervision form.

The first section, “**I. GENERAL INFORMATION**,” offers information that applies broadly to supervision documentation. It will answer questions you have regarding supervision expectations, policies and standards as they pertain to documentation.

The second section “**II. TABS**,” offers instructions on what can be documented within each of the four TABS (General Topics, Case List Selection-Home Visits, Case List Selection- Assessment, and Supervisor Specific). “Assessment” and “FROG Scale” are interchangeable in this document, unless otherwise noted. Under each of the topic headings contained in the four TABS sections you will find examples of what the actual documentation might look like, and where useful, some possible questions and statements you might use to elicit that information during supervision.

At the end of these Guidelines you'll find a page with “Action Words.” Using these words can support your efforts to describe your work accurately and in a streamlined way. It can help you keep the focus on what you and the supervisee did in supervision, rather than restating what they share with you about their work with families and staff.

GENERAL INFORMATION

When to Use

This form is the only form used in HFNY to document supervision; it allows you to document what happens in all HFNY supervision sessions. This includes sessions with Family Support Specialists (FSS), Family Resource Specialists (FRS) and supervision of Supervisors. This form is designed to capture what occurred in supervision between the supervisor and supervisee, and is NOT a place to re-write what occurred in the home visit, or has been documented on the FROG Scale and/or the Home Visit Narrative. There is no need to do double work!

- Each topic within the four TABS does not need to be completed at each supervision. However, over time, documentation would show that most sections are covered at some point for each staff person and family.
- You can refer to current HFNY policies on frequency of supervision for FSS, FRS (policy 12-1.A) and Supervisor (12-3.A-C) roles to be sure you are providing supervision at the required frequency.
- Supervision for FRS and FSS staff may be split into two sessions over a 7-day period. Both sessions are documented in one supervision note, assuring that the date of the supervision falls into the correct 7-day period.

When to Complete Supervision Notes

Notes are ideally completed on the same day that supervision took place. If not, they should be completed a short time after that date. It is intended that this form be completed after supervision takes place and not during supervision. This will allow you to maintain your connection with staff throughout supervision. You might want to take brief notes during supervision to help you afterwards with completing the form.

Pre-Supervision Planning Function

This space is designed for you to capture your thoughts prior to supervision so that you are prepared to integrate what you've read in the FROG Scale narrative, home visit narratives, supervision notes, and items you've noticed in MIS ticklers and reports.

When you complete portions of the Supervision Note in advance as part of your preparation, be sure to use the "partial save" function to save your thoughts and ideas. Once the supervision is completed, edit the partially saved session to a "Scheduled Session", enter the start time and length of supervision and include the notes of your discussions with your supervisee before checking the "Form Complete" box. It's always good to use the "partial save" before moving to another tab.

- When planning for FRS supervision, review all FROG scale narratives completed during that week, and look at relevant ticklers and reports.
- When planning for FSS supervision, review all home visit narratives for visits that have taken place since the previous supervision, and look at relevant ticklers and reports.
- When planning for supervisor supervision, review supervision notes, and relevant ticklers and reports.

In-depth discussions

These are playful and detailed discussions about a family. It is an opportunity to:

- Review how the family is doing in their work with the program
- Process how the home visitor is doing in their work with this family
- Collaborate on ideas and plans for moving forward.

It is required that in-depth discussions include Service Plan interventions and updates

Additionally, in-depth discussion will typically include:

- Referring back to the FROG Scale
- Parent child interaction and child development, curriculum and activities
- Family Goal Plans
- ASQs, PHQ9s and other tools
- Level changes

These in-depth discussions will include administrative, clinical and reflective elements. (See description of these elements below.)

- Remember, each supervision note does not need to contain all three elements every time however, it is generally expected that a review of a month's worth of supervision notes for a staff person would reflect some examples of all three of these elements.

You will generally review between 3-5 families in-depth each week, ensuring that each family at levels P, 1, SS, is reviewed in-depth at a minimum of once per month. Level 2 families are reviewed at a minimum of once every other month. Level 3 and 4 families are reviewed in-depth before or after their visit.

- Keep in mind that if you are working with a relatively new FSS you may discuss fewer families each week than with more seasoned staff.
- Ideally the families discussed in-depth will be determined with the home visitor before supervision; this way, each of you can come to the discussion well prepared.

Remember to check the box for "in-depth" discussions. This box is located near the bottom of the page on each Case Selection-Home Visits Tab.

Please note, there is an in-depth box included under the Assessment tab; it is not a requirement that you use this but you can check it when you have had a detailed discussion about the FROG Scale process, narrative and scoring.

All other discussions

Remember that any and all discussions in supervision need to be documented and that you will be having many briefer family conversations outside of the in-depth requirement. If this discussion turns into an in-depth discussion, remember to check the box indicating that it was in-depth.

- These more abbreviated discussions might include any of the following:
 - A change in the family's situation
 - Creative Outreach and level changes
 - Updates to the Family Goal Plan
 - Follow up ASQs, PHQ-9s and other tools
 - Paperwork due

- Plans for upcoming visits (curriculum selection, Service Plan interventions, follow up on issues or concerns such as safety)
- The impact of the work on the staff person
- Questions or feedback that you might have after reviewing the FROG and home visiting narratives.

As mentioned for in-depth discussions, over the course of various supervisions, these discussions will also include administrative, clinical and reflective elements.

Documentation of discussions

Supervision always includes discussion and therefore it is important that you document the content of these discussions. The notes need to reflect (albeit briefly) what the discussion included and any decisions based on that discussion. Simply checking a box stating that a topic was covered does not accomplish this as each topic could have multiple possible types of discussions related to it. For example:

- Regarding level changes, you may raise the possibility of level change and the FSS may agree, or the FSS may have reasons why they think the family is not ready.
- Regarding screens, you may have discussed how many were positive, or there may be concerns about the referral source.
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In the TABS section of this document, you will find examples of how you can effectively and efficiently document discussions.

Documentation of Planning with Staff and Using the Follow Up Boxes

A primary focus of supervision is collaboratively planning with staff, and therefore your documentation needs to demonstrate evidence of this planning.

- Documentation will ideally include a plan for moving forward; you can review plans you have discussed before the next supervision session and check in on the outcomes with the staff person. This allows you both to remember what was discussed, celebrate successes, monitor concerns and recognize changes over time.
- Ideally, the plan contains specific strategies the staff person will incorporate (i.e., utilizing reflective strategies, bringing specific curriculum topics and activities, identifying specific referral resources, locating further training, etc.)
- Remember, when planning pertains to interventions on the family's Service Plan, you can indicate this with "See Service Plan."

Each topic on this form contains a "follow-up box." When this box is checked, it will automatically show up as needing follow-up the next time this staff person has supervision. To view the items that need follow up, click on the "Activities/Prior Session" box located on the top right hand corner of the form. It will list the case number and the item that needs follow up. More information on this can be found in the Navigation Webinar on the MIS.

Administrative, Clinical and Reflective Aspects of Supervision

Over the course of time, supervision includes administrative, clinical and reflective aspects of supervision. As previously mentioned, each supervision note does not need to contain all three aspects every time, however it is generally expected that a review of

a month's worth of supervision notes for a staff person would reflect all three of these elements as having been included in discussions.

Many topics can be covered from any one or more of these perspectives. A general rule of thumb is:

Administrative: Did it happen?

Clinical: How did it happen?

Reflective: How did the home visitor experience it?

For example, related to time management, you may discuss

- The policy on signing in and signing out and monthly due dates for paperwork (administrative)
- How the staff person plans to strategize with co-workers to improve in this area (clinical)
- How the home visitor feels about the challenges she's been having and you needing to raise the issue again. (reflective).

This document contains many examples of what documentation of these elements could look like. They are indicated with the letters: (A) Administrative, (C) Clinical and (R) Reflective.

**Note: The supervisor can choose to identify A, C, R in the actual documentation as a tool to increase their skills in identifying the three components of supervision. (Labeling of these three areas is not required.) The notations in the examples in the TABS section are to help you recognize where these elements of supervision are represented in these materials.*

Documentation of Reflective Strategies

In addition to planning, one of the other most important elements your notes need to include is evidence of helping the supervisee reflect on their work. When you use a reflective strategy toward this end, you do not need to write out all the steps you used. As long as you include the intent for using the strategy, you will meet this requirement. For example, "Used Feel: Name and Tame to respond to FSS's emotions regarding increased workload."

Note: Reflective Strategies are strength-based communication tools designed to build on staff strengths, encourage critical thinking and problem-solving skills, and address any challenge areas related to their work with families (and staff, for supervisors). Additionally, by modeling their use with staff in supervision, they are more likely to use them in their own work.

II. TABS

This second section of these materials offers instructions on what can be documented within each of the four TABS (General Topics, Case List Selection-Home Visits, Case List Selection- Assessment and Supervisor Specific). Under each of the topic headings (within each TAB), you will find examples of what the actual documentation might look like, and where useful, some possible questions and statements you might use to elicit that information during supervision.

Notes on the examples offered in the TABS section:

- *there are dozens of different ways you might elicit information for a particular topic, and like-wise there are dozens of different ways you might document your discussion- and they would all be fine. The examples we've offered are just one of potentially many ways!*
- *As noted in the GENERAL INFORMATION section, for professional development, the supervisor can choose to identify A, C, R in the actual documentation (for administrative, clinical and reflective elements of supervision), but it is not required. The notations in the examples in this section are to help you recognize where these elements of supervision are represented in these materials.*

Before using this TABS section, be sure you have reviewed the prior section (GENERAL INFORMATION). It provides important context for much of the information and examples offered here. It also answers questions you may have regarding supervision expectations, policies and standards as they pertain to documentation using this form.

General Topics Tab

This section is designed to capture some of the aspects of practice that will typically be reviewed in each supervision such as caseloads and quality assurance activities. There are also topics in this area where you will have FROG (assessment)-specific and family-specific discussions around topics such as curriculum, family acceptance/retention and outreach. You will use this section to document those discussions.

Caseload

This is the place to:

- (FRS) discuss the quantity and flow of FROG Scale visits, as well as successes and challenges with engagement and family-specific outreach activities. Discuss your review of the FRS monthly report and pre-assessment case-list.
- (FSS) discuss how they are feeling about the number of families on their caseload and how that impacts their ability to build positive relationships. You will also want to review the FSS caseload, expected monthly home visits, and time management.
- (Supervisor of supervisors) discuss the program's overall caseload and their work supporting staff in this area.

FRS EXAMPLE

SUPERVISOR SAYS	"I see from the information in the MIS reports that your number of prenatal assessments has really increased lately, what do you think has made the difference?"
SUPERVISOR WRITES	ATP'd Jody about the continued increase in prenatal assessments and the impact it has on our prenatal enrollment target. Explored her thoughts about her success- she connects it to regular visits to the clinic and their new office manager. (C)

FSS EXAMPLE

SUPERVISOR SAYS	"How is it going balancing home visits with all the other things you have on your plate at work right now?"
SUPERVISOR WRITES	Used open-ended questions to get Sandra to talk about balancing increased home visits with her parent groups and trainings. (A, R)

Family acceptance/retention/attrition

This is the place to document conversations with the FRS about items such as FROG visit acceptance rates.

This is the place to document conversations with the FSS about items such as successes and challenges with enrollment and retention trends, and home visiting rates. This section allows you to monitor trends and themes that are occurring in these areas.

Note: For supervision of Supervisors, you might opt to include general program discussions about these topics here, or you could include them in the Supervisor Specific section under Site Goals.

FRS EXAMPLE

SUPERVISOR SAYS	"When you've gotten the other parent to attend the FROG visit, what kinds of things do you think you did that helped that to happen?"
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SUPERVISOR WRITES	Used solution-focused questions to help Jody explore challenges and successes with including other parent at the FROG visit. (C)
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FSS EXAMPLE

SUPERVISOR SAYS	"Wow, looking at these MIS reports, your home visit achievement rate has really gone up this quarter."
SUPERVISOR WRITES	SATP'd Sandra for increased motivation getting home visits in each week, shared impacts seen in research of regular visits. She said, "I do feel better, I'm not taking it so personally now when families no-show. " (A, R)

Feedback on Documentation

This is the place to discuss general documentation topics that are not specific to any particular FROG or participant family. For supervisors of supervisors, this is where general discussions would go that are related to FSS and FRS documentation, supervision notes, FSS/FRS observation documentation, or service plans. These discussions might include items such as trends and themes in content, quality, completeness and timeliness. For example, you might document the trend you've seen in an FSS's documentation of them leaving "frequency" out of their CHEERS documentation.

Where to write about other types of documentation you discuss:

- discussions about specific FROG Scale narratives would go under FROG tab
- discussions about CHEERS and CHEERS documentation for specific families would go under Case List tab/CHEERS
- discussions about how the staff person is using specific tools such as ASQs, PHQ9s and the CHEERS Check In, etc. would go under the Case List tab/Tools.

FRS EXAMPLE

SUPERVISOR SAYS	"I notice that conversations that quantify and qualify the families' experiences with Mental Health seem to be missing from many of your FROG visits and wondered what you have noticed with your work in this area."
SUPERVISOR WRITES	Used Explore and Wonder to gather more specifics under Parental Resilience Domain #9 related to exploring Mental Health topics. Discussed missing information and the need to qualify and quantify the families' experiences in this area. (A, R) <ul style="list-style-type: none"> ● Follow-up box: Will research training for Jody on working with families with Mental Health challenges. We will also role play and explore different ways for bringing up this topic in sensitive way, and how to support families without crossing boundaries into feeling like a therapist.

FSS EXAMPLE

SUPERVISOR SAYS	"Let's talk about what have you tried already to help get your paperwork done on time?"
SUPERVISOR WRITES	Used solution-focused approach to process how Sandra can get her paperwork done on time. <ul style="list-style-type: none"> ● Follow up box: Boundary-setting related to office distractions. (A)

SUPERVISOR EXAMPLE

SUPERVISOR SAYS	"We talked last time about looking for opportunities to incorporate reflective strategies as interventions on Service Plans. How's that been going?"
SUPERVISOR WRITES	Reviewed a few Service Plans and looked for places where reflective strategies might fit as an intervention. Maria planning to discuss with FSS staff in supervision over the next month. (C) <ul style="list-style-type: none">• Follow up box: Contact PCANY QA Specialist for ideas, revisit next month

Outreach

This is the place to discuss successes and challenges related to early prenatal and other outreach and engagement efforts for the FRS. It is the place to discuss the FSS's successes and challenges related to pre-intake activities and efforts to re-engage families who are on Creative Outreach

FRS EXAMPLE

SUPERVISOR WRITES	Discussed Jody's goal of increasing early prenatal assessments. Reviewed outreach materials she worked on and made a plan for presenting them together at two local prenatal clinics. (A, C)
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FSS EXAMPLE

SUPERVISOR WRITES	Explored reasons Sandra thinks three families from new target area have not engaged with program. Talked about cultural issues that may be impacting willingness to enroll. Trust might be a factor. (C) <ul style="list-style-type: none">• Follow up box: Agreed she would reach out to FRS to strategize ideas.
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Safety

This is the place to discuss staff safety with individual families and within the target area in general. This might include risks related to certain families and friends, specific neighborhoods and criminal activity, as well as the impact of weather and geography on travel to and from home visits, including FROG visits.

FRS EXAMPLE

SUPERVISOR WRITES	Revisited discussion about Jody growing up here and feeling safe in neighborhoods with rising crime. Continues to appear to be minimizing potential risks, "They all know me from middle school so it's not a problem." Used MI asking, "So if you thought it wasn't safe, what would that look like?" (R)
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FSS EXAMPLE

SUPERVISOR WRITES	Sandra got stuck in snow on unpaved road to participant's house. She shared idea from co-worker to have kitty litter in trunk in case she gets stuck again. (C)
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SUPERVISOR EXAMPLE

SUPERVISOR WRITES	Invited Maria to attend Advisory Committee meeting to share what she is hearing from staff about impact of drugs on our target area. (A)
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Required observation of home visit

This is the place to document your discussion about your observation; you do not need to re-write what you already included on the observation form used by your program! The discussions you would document here focus primarily on the home visitor, and on the family's reactions/responses to them. Be sure your conversations are in behaviorally-specific language and connected to what you saw and heard. You might initiate discussions with questions and statements like: "What was your favorite part of the visit?", "Did you notice how she responded when you said/did ____?" and "Tell me some other ways you've..."

This is also the place you might include a follow-up plan for professional development that arises from your observation. This way you can be sure that what was learned from the observation is integrated into future supervisions and home visits/assessments including specifics such as additional coaching and training you plan to offer. There needs to be a follow-up mechanism to all QA activities so be sure and check the follow up box so you are reminded to revisit this.

Note: This would be the place to document your discussions about how the home visit narrative for the observed home visit accurately reflects what you observed. Additionally, having seen the interaction between the parents and child, this is a great opportunity for you to offer input on the FSS's examples for the domains of CHEERS they documented.

Note: There is a separate place for Supervisors of Supervisors to document supervision observations. This is located under the Supervisor Specific Tab/Supervisor Observation of Supervision.

FSS EXAMPLE

SUPERVISOR WRITES	Reviewed completed observation form, highlighting observed strengths, especially Dad's involvement. Asked Sandra what she thought her role was in Sam staying involved in the entire visit. She said it was asking him last time what he was interested in, and her bringing something related to that (how fathers play differently from mothers with their children). Discussed examples of her use of Reflective Strategies and agreed on approach to enhance this part of her work (selecting a RS each month that we'll plan during supervision how she'll use.) (C, R) <ul style="list-style-type: none">• Follow up box: first RS selected - SATPs
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Required supervisor observation of FROG Scale visit.

See general instructions from "Required observation of home visit" above.

FRS EXAMPLE

SUPERVISOR WRITES	Reviewed completed observation form, highlighting observed strengths. Jody shared that this was a really difficult assessment since Mom was so quiet. Drew Jody's awareness to questions and style used when Mom opened up more versus when she seemed to shut down. Noted how her comfort seemed to have grown with the conversational weave and open-
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	<p>ended questions, and brainstormed how we can continue to enhance her use of these strategies (C-R)</p> <ul style="list-style-type: none"> Follow up box: continue to develop “question bank” to help Jody ask about challenging areas and dig deeper when needed.
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Impact of work on staff

This is the section where you will document creating space for the staff person to think about and reflect on how the work is impacting them in general or with specific families or staff (for supervisors).

Remember, a vital element to the success of the HFA model is for supervisors also to have a safe space to reflect on their own reactions to the emotional content of this work. Supervisors of Supervisors will want to be sure to have and document those conversations here as well.

In this section, you might document how you (not an exhaustive list):

- Remained emotionally present while the staff person shared an upsetting experience
- Listened and held space to allow and encourage self-reflection and self-regulation
- Invited the staff person to examine/explore the impact of viewing family/staff challenges through the lens of their own experiences

FRS EXAMPLE

SUPERVISOR SAYS	“Wow, some of the content of these recent FROG visits have been really hard to read; tell me how you’re doing, being the one on the receiving end of these histories?”
SUPERVISOR WRITES	Used open-ended questions to explore Jody’s feelings about several FROG visits where the family had extensive child abuse histories. Held space for her to express anger at how some parents treat their children. Asked Jody about self-care and reminded her to seek me (or PM) out to debrief when she returns from doing certain FROG visits. (R)

FSS EXAMPLE

SUPERVISOR SAYS	“I saw in your notes that Dad was there for the first time. I know you were wondering what it would be like considering the role of men and women where they come from. What was that like for you?”
SUPERVISOR WRITES	Encouraged Sandra to share what it is like to work with a family with different values from her own regarding the roles of men and women. Processed ideas to help her refrain from judgement. She plans to research family’s culture and religion to increase her understanding. (C, R)

SUPERVISOR EXAMPLE

SUPERVISOR SAYS	How would you describe how you’re feeling about the staff meeting today?
SUPERVISOR WRITES	Used Feel, Name, Tame to process Maria’s feelings about staff’s feedback on our current workplace environment. (R)

Staff strengths/professional growth

This is the place to focus on the staff person's overall successes and areas for professional growth since your last supervision. This could include topics such as success with a particular family or with a parenting group, the use of a particular skill or activity, and using something they learned in a training.

You can include identifying areas for growth, activities and other materials you used from the TOL website, learning from co-workers through shadowing and conversations (formal and informal), discussion of performance targets and indicators, changes in documentation efforts, productivity, time management and flexibility.

FRS EXAMPLE

SUPERVISOR WRITES	SATP'd Jody for the decrease in time between key enrollment dates of screen to completed FROG visits. Shared the impact this decrease has on our overall acceptance and prenatal enrollment rates. (A)
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FSS EXAMPLE

SUPERVISOR WRITES	Watched video to identify OARS. Sandra said she better understands how to create open-ended questions and the distinction between Reflection and Summary. (C)
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SUPERVISOR EXAMPLE

SUPERVISOR WRITES	Reviewed materials from recent FSS site support visit regarding staff's CHEERS documentation. Maria plans to focus more on noting when "frequency" is missing. (C)
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Workplace environment

In this section, you would describe how the staff person is experiencing your workplace environment. This could include peer, supervisory and group relationships, collaboration between different roles in the program (and within the host agency), and how projects are going, such as outreach events and parenting groups.

FRS EXAMPLE

SUPERVISOR WRITES	Used Explore and Wonder to help Jody increase her empathy for co-worker who has needed to take a lot of personal time. Recognized the impact it has had on her workload. (R)
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FSS EXAMPLE

SUPERVISOR WRITES	Sandra expressed frustration with some co-workers who gather outside her office during breaks, interrupting her work flow. Role-played how she might draw their attention to the impact it has on her. (C) <ul style="list-style-type: none">• Follow up box: Did Sandra speak with co-workers about noise issue?
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SUPERVISOR EXAMPLE

SUPERVISOR WRITES	Used Solution Focused dialogue to help Maria identify ways to increase FSS involvement in outreach events along with FRS staff. Discussed
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	challenges/resistance FSSs have with this and how to re-set expectations about roles. Will bring up at next All-Supervisor meeting to gather ideas. (C)
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Boundaries

This is the place to document your work with staff on their understanding and commitment to maintaining professional boundaries. This is also the place to document conversations related to role boundaries and the staff person's relationship with referral sources and the community, with families, and with you and the rest of the team.

FRS EXAMPLE

SUPERVISOR SAYS	"I wanted to talk with you about sharing during the FROG visit that your children are in the same school district as the family's you just assessed. "
SUPERVISOR WRITES	Used Explore and Wonder to help build self-awareness about how Jody's use of self- disclosure could impact potential participants' understanding of the nature of our program and potentially impact her own safety. Provided PCANY handout "Self-Disclosure in the Professional Relationship." (R)

FSS EXAMPLE

SUPERVISOR SAYS	"I saw in your notes that the Wu family figured out what to do about their housing. Tell me more about how that happened. "
SUPERVISOR WRITES	Used SATP to reinforce how Sandra held back and used a Solution Focused approach with a family instead of offering suggestions. Asked her to identify the impact- Sandra said it kept her in her role and let the family feel more capable. (R)

Training

Use this space to note how you support staff with getting required and other trainings. You would also use it to document how you set expectations for what they hope to get out of trainings, for example, a goal you helped them set for what they wanted to learn. It is also the place to note how you follow up and help them implement what they learn after the training.

FRS EXAMPLE

SUPERVISOR WRITES	Discussed what reasons Jody sees for FRSs attending the Prenatal Training. Listed what she hopes to get out of the training. (C) <ul style="list-style-type: none"> Follow up: see how her experience matches what we discussed.
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FSS EXAMPLE

SUPERVISOR WRITES	Reviewed and gave feedback on mock home visit narrative Sandra completed after shadowing Khaled. (C)
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SUPERVISOR EXAMPLE

SUPERVISOR WRITES	Explored Maria's reflections after Supervisor Core training. Agreed to utilize TOL activities to further support her skill development. <ul style="list-style-type: none"> Follow up: note when TOL supervisor activities under Essential Skill "Preparation and Planning for Supervision" #1-3 are completed (A,C)
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Curriculum (not family specific)

This is where you will document your work with the staff person to effectively use curriculum. This may include general discussion about skills acquisition and delivery style, and comfort with the materials. *When discussing curriculum that is specific to a family, you would document that under the Case Specific Tab, Curriculum (family specific.)*

SUPERVISOR SAYS	"It's been a big shift for us all to move to this new curriculum. On a scale of 1-10, with one being not at all confident, and 10 being extremely confident, where would you say you're at with your confidence using the new materials?"
SUPERVISOR WRITES	Employed a scaling tool to assess Sandra's confidence with new curriculum, and give her a chance to identify her own strengths and barriers in her process. Identified some next steps, including more shadowing opportunities for her over the next few weeks. (C)

Roleplaying/coaching

This is the place to document conversations and activities where you used role-playing and coaching to help support the staff person's skill development.

FRS EXAMPLE

SUPERVISOR WRITES	Jody continues to lack confidence with introducing the FROG visit. We role-played her approach and discussed areas where she gets "stuck." (C, R)
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FSS EXAMPLE

SUPERVISOR WRITES	Sandra anticipates continued resistance about level change with the Torres family. Processed their resistance and Sandra acknowledged she might have added to it by minimizing their feelings when she told them "but I'm only a phone call away." She plans to give them more room to express their feelings. (C)
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Case List/Selection - Home Visits

This is the place to document what occurred in supervision between the home visitor and the supervisor regarding specific families and NOT a place to re-write what occurred in the home visit, or what has already been documented on the HV Narrative. You would also use this section to capture what occurred with a family who attended a group where the home visitor was present. (Remember this only counts as a home visit for families assigned to a weekly level of service).

This section includes:

- How the supervisor supported PCI, Child development (building on parents' competencies), the home visitor's use of CHEERS, the home environment, interventions and how parents and child responded
- Discussions about the development and on-going progress and process of the Service Plan to address risk and build protective factors
- How the supervisor encouraged the home visitor to integrate results from tools and assessments such as the FROG Scale, Depression Screenings, the CHEERS Check In and ASQs
- How the supervisor coached the home visitor to reflect on the development and progress of the Family Goal plan to guide activities with the family
- Discussions about level changes and transition planning
- Exploration of referrals, medical items, and involvement with ACS/CPS

Don't forget, as in all sections, when appropriate, you will include what skills and strategies you used (Motivational Interviewing, solution-focused approaches, HFA Reflective Strategies, etc.) and how you supported the home visitor to build on family strengths and protective factors. Be sure to use the follow up boxes where needed and include specific information about next steps you have planned with the home visitor.

Note: This section is designed specifically for FSS staff, but when a supervisor also visits families, you will complete this section for that role as well. Remember, supervisors who are carrying a caseload on an ongoing basis (2 or more visits each week, including FROG administrations), will receive the same level of supervision as direct service staff.

Service Plan

While the Service Plan form is where you will note plans and interventions that you and the FSS develop, this is the place you will document how you support the FSS to develop and implement the Service Plan. This includes reviewing the FROG Scale and reflecting on risks and protective factors, reflecting on family/staff readiness, and planning next steps. You would also document conversations you have regarding new or on-going risk factors that are revealed or identified using tools such as the PHQ-9, CHEERS Check-in. Don't do double work by re-writing the Service Plan here!

Note: All "in-depth" discussions include a review of the family's Service Plan.

SUPERVISOR WRITES	Discussed family's readiness for referral to substance abuse program. Worked together to craft some SATPs Sandra can use to reinforce the specific impact on baby of the parents being drug free. (C)
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SUPERVISOR SAYS	"I was looking at the Service Plan and see that since the family accepted the Early Intervention referral we can update the plan. How does that feel for you? I know you'd been concerned."
SUPERVISOR WRITES	Gave Sandra room to express her relief that family accepted EI referral. Used open questions to explore with Sandra what she felt led to the family being open to the EI referral. Update to Service Plan made on 5.26.23.

FROG Scale Review

This is the section where you will document your initial and ongoing discussions about the content of the FROG Scale for this family, helping to build an understanding of the family and an opportunity to identify their unique strengths and needs. Since the home visitor is expected to periodically address with the family the issues or challenges identified at the FROG visit, it is good practice to revisit it in supervision as well over the course of service. These include identified issues and protective factors, conversations regarding challenges such as substance abuse, domestic violence, mental health and developmental disability, and discussions focused on building protective factors in any areas of challenge.

- This discussion serves as the building block for the creation of the Service Plan.

SUPERVISOR WRITES	Discussed information Dad shared about not wanting to parent the same way as his parents as a potential starting point for a conversation in first few home visits. (C)
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Referrals

This is the place to document discussions about possible referrals and the status of referrals already given.

SUPERVISOR SAYS	"I was looking at the Assessment PC1 Issues report and noticed we're getting close to the 6 month mark."
SUPERVISOR WRITES	Reviewed Assessment PC1 Issues report with Sandra and discussed parent's readiness for a mental health referral. (A, R) <ul style="list-style-type: none"> • Follow box: Check status at next supervision

Family Goal Plan (FGP)

This is the section to document how you consistently attend to the FGP in supervision, supporting the development and completion of goals. For example, you might document discussions about helping the FSS identify and resolve barriers families may be experiencing and what role the FSS played in a family achieving a goal.

SUPERVISOR SAYS	"It sounds like Mom has been challenged with setting goals, I am wondering what we learned about her at the FROG that might give us some insight as to why she seems to be having a hard time with talking about this."
SUPERVISOR WRITES	Went back to the information on the FROG Scale about Mom's childhood experiences. Asked Sandra to reflect on how Mom's trauma history could be impacting her confidence around goal setting. Reinforced how Mom's success with a goal will help her feel more in control of her life. (R)

CHEERS/PCI

In this section you will document how you supported the FSS to assess PCI and CHEERS, promoting positive PCI, attachment and bonding and addressing concerning parent child interactions. This documentation would describe how you partnered with the FSS to develop reflective strategies (for promoting the positive interactions they see) and where you discussed curriculum, reflective strategies and other tools (for addressing the concerning interactions they see). You would also include discussions you had related to how the home visitor partners with the family, promoting and addressing skills in particular CHEERS domains. This includes documenting any discussions about the appropriate use of parent report and strategies to address concerns if the child was not available for direct observation over a period of time.

Note: Remember the [Home Visit Log Guidelines](#) is a great resource to help you be consistent in your support of staff documentation of CHEERS.

SUPERVISOR SAYS	"I see you really focused on empathy in this visit and did a great job using an SATP for this area of concern."
SUPERVISOR WRITES	Affirmed Sandra's use of SATP for on-going empathy concern and helped her reflect on the parallel process; she let Mom know she understood what Mom was experiencing in the same way Mom had done for baby. (C)

SUPERVISOR SAYS	"I notice baby is often asleep or out with Grandma during your visits with Mom and you've used 'parent report' for most of the last several visits. I know you asked Mom about changing your visit time and she wasn't open to that. What would you say is getting in the way of baby being part of the visits?"
SUPERVISOR WRITES	Checked-in with Sandra on use of frequent parent report. Used SFT with her to explore what might help encourage baby to be present more often. Sandra plans to check in about how home visiting is going for Mom in general at next visit. (C) <ul style="list-style-type: none">• Follow box: Check status at next supervision

Curriculum (family specific)

This is where you will document your work with the staff person about curriculum use specific to a particular family you are discussing. This section will typically include how using curriculum went with a specific family and planning for subsequent visits (i.e., discussing cultural and linguistic appropriateness, looking for teachable moments to naturally integrate curriculum, parent's interest and responses, and offering anticipatory guidance ahead of developmental milestones.) You would also document conversations where curriculum was selected because it fits with goals on the Family Goal Plan and interventions on the Service Plan.

During the course of services for each family, curriculum discussion with staff will include topics such as (but not limited to):

- Health and safety practices
- Child development

- Parent child interaction
- Prenatal bonding and attachment
- Safer sleep

FSS EXAMPLE

SUPERVISOR SAYS	"I noticed in your home visit narratives for the past few weeks how often Larry and Tim are getting out with their toddler and away from the TV screen."
SUPERVISOR WRITES	ATP'd Sandra for selecting curriculum materials related to Screen Time and general Stimulation that family seemed to take to heart. She stated she was excited to hear that they'd gone to the library after she'd mentioned some new programming there. Asked her to identify which Protective Factors she thinks she is helping them to build. She offered Social Connections. (C)

Tools

This is where you will document discussions related to formal tools/screens (ASQ's, PHQ9, CHEERS Check-in, etc.) These conversations would include whether or not the tools were completed, what was learned through these tools/assessments, how the home visitor planned for using them with the family, and feeling/reactions experienced by the home visitor and/or the family.

SUPERVISOR SAYS	"I know you've said you're uncomfortable with introducing the CHEERS Check-In."
SUPERVISOR WRITES	Discussed CCI and Sandra's unease explaining it to families. Created a "cheat sheet" together. Used PCANY handout "CHEERS for Parents: Tools for Supporting your Child's Emotional Health and Development." (C)

Level Change

This is the section where you will document how you are involved in the decision to change a family's level. Describe any discussions about Level Change with staff, including the family's progress, review of HFA level change criteria and any formal change that might be made to the frequency of visits.

SUPERVISOR SAYS	"So it looks like J. might be ready for a level change, I am wondering what your plans were for exploring that with the family?"
SUPERVISOR WRITES	Plan is to complete CHEERS Check-In to verify Sandra's assessment of PCI and if the family meets criteria for level change. Will revisit after CCI is complete.(A, C) <ul style="list-style-type: none"> • Follow up box: Re-visit the possibility of level change after CCI is done.

Transition planning

This is where you will document your discussions about families who are ending their service with the program for reasons including graduation, transition to another service provider in the community, or because they are moving out of your service area. Your documentation might include discussions about resources or services needed by the family, and steps you and the FSS discussed for helping the family obtain them. It also might include how you've helped the FSS incorporate the transition plan into the Family Goal process (if the family was open to that).

SUPERVISOR SAYS	" I am wondering what your thoughts are for supporting the Rosario family's transition out of the program?"
SUPERVISOR WRITES	Family told Sandra they are moving south in a few months to be closer to family. Supervisor offered to research HFA programs and Sandra plans to present this idea at her next visit. (A) <ul style="list-style-type: none">● Follow up box: Research HFA programs in North Carolina

Medical (immunizations, visits, etc.)

This is where you will document how you support the FSS to promote and educate families about the importance of immunizing their children and maintaining a medical home. This is also the place to document review of TC medical information, performance targets related to TC med information and review any outstanding data.

SUPERVISOR SAYS	"Can you tell me a little bit about your work with this family around immunizations? In a review of the Target Child Immunization Report, I don't see baby got his required shots for this period."
SUPERVISOR WRITES	Sandra said Mom was confused about the status of the child's well-baby visits and immunizations last week. Sandra has a release and plans to contact the clinic. (A)

CPS/ACS

This is the place where you will document discussions about CPS/ACS. Note that when a CPS/ACS report is made by the HFNY program, the supervisor checks the corresponding box for this purpose, and documents the date of that call and the reasons for the report.

Other CPS/ACS discussions might include but are not limited to:

- Assuring the FSS understands child abuse and neglect indicators and definitions as they relate to families.
- How you guided the FSS to follow HFNY's and the program's policies and procedures.
- Your conversations about how the FSS is supporting the family and the FSS's collaboration with other agencies.
- Support and preparation for making a CPS/ACS report.

SUPERVISOR SAYS	" So it sounds like you observed some interactions between Mom and the baby that you are concerned about and are wondering if we might need to make a call to CPS."
SUPERVISOR WRITES	"Held space for Sandra to talk about her observations and share how difficult it is being in a position of potentially making a CPS report." (R)

Note: for the following example, the HFNY program made call to State Central Registry" (also referred to as "the hotline". The corresponding box would be checked to indicate this, including the date of the call. In addition, since the report was made by the program, an update to the Service Plan is required.

SUPERVISOR SAYS	"Since we needed to make a CPS call, I was thinking we could talk about how we want to update the Service Plan. What are your thoughts?"
SUPERVISOR WRITES	"CPS call made by Sandra with supervisor in attendance on 5.1.23 for information learned about Mom's use of hair brush to discipline toddler. Added intervention updates to 'Plans for Discipline' section on section 4 on Service Plan. See Service Plan 5.3.23.

Case List/Selection - Assessment (FROG Scale)

This is the place to document what occurred in supervision between the FRS and the supervisor regarding specific families and FROG Scale visits and NOT a place to re-write what has already been documented in the FROG Scale narrative. Be sure to include where you use Reflective Strategies to support the work of the FRS.

Note: All of the examples in this section are written for FRS Supervisors but when a supervisor conducts FROGs on a routine basis, you will complete this section for that role as well.

FROG Scale

This section is where you would document your review of the FROG Scale. You would describe your conversations with the FRS during the review of the FROG Scale narrative; there is no need to repeat what is already written.

This review could include but is not limited to:

- Ensuring that all domains of the FROG Scale are covered in-depth
- The family's information is documented in the narrative form, using the parents' own words, and factual, and neutral language
- Exploration of and attention to the process of involving fathers in the FROG visit
- Discussion of scoring and evidence in the narrative to support the scores provided

SUPERVISOR SAYS	"I noticed your body tense up when you talked about what Mom shared during your discussion around her childhood, what was the experience like during this discussion? I am wondering if you are feeling sad? How would you describe what you are feeling?"
SUPERVISOR WRITES	Used Feel: Name and Tame to explore Jody's feelings when discussing Mom's childhood and Mental Health experiences during the FROG. (R)

Protective factors

This section is to focus on the Protective Factors identified in the FROG Scale. Protective Factors are conditions or attributes in families that decrease risk and increase the health and well-being of children and families. The 5 protective factors are: Knowledge of Parenting and Child Development, Parental Resilience, Social Connections, Concrete Support in Times of Need and Social and Emotional Competence of Children.

Note: You can access more information on Protective Factors at the Center for the Study of Social Policy.

This section could include but is not limited to:

- Identification of protective factors that are present, and those that could use support
- Discussions around transition to FSS and potential plans for supporting ongoing protective factor work and the development of the service plan
- Description of your conversations with the FRS focused on protective factors identified during FROG visit.

SUPERVISOR SAYS	"You were able to gather and document comprehensive information under Social Connections, Domain #11 about Mom's support system Including that in the narrative is going to be really helpful for the FSS when developing the Service Plan."
SUPERVISOR WRITES	Offered SATP to support Jody with developing her skills in consistently documenting the information, especially around strengths that she has gathered in the in FROG narratives. (A, C)

Risk factors

This section is to focus on risk factors identified during the FROG visit that could contribute to the increased risk for child maltreatment or other adverse childhood experiences. . This could include:

- Reviewing the overall score and any section where either parent scored a 4
- Strategizing with the FRS around next steps on any FROG Scale where someone scored a 10 or above

SUPERVISOR SAYS	"I see that Mom scored a 4 in Domain #2, I'd like to take a look at what specific information she shared that scored her in that area."
SUPERVISOR WRITES	Used open-ended questions to encourage Jody to share greater detail about what Mom shared about her feelings about the baby. We identified some missed opportunities where Jody could have dug deeper and expanded on what Mom shared. (A)

Service Plan

While it is not a requirement that the Service Plan is developed with the FRS, this is the place to document discussions about the FROG Scale through the lens of Service Plan development.

SUPERVISOR SAYS	"I noticed you were able to gather a lot of information about Mom's challenges related to her knowledge of parenting and child development and realistic expectations for discipline."
SUPERVISOR WRITES	ATP'd Jody for such detailed identification about Mom's challenges related to her knowledge of appropriate discipline strategies. Emphasized the benefit of the FRS providing this information for the FSS when they begin developing the Service Plan. (C)

Referrals given

This section is to focus on areas of need identified in the FROG visit and referrals provided. This could include but is not limited to:

- Engaging in discussions about what the FRS learned about the family and areas they identified for information/referrals.
- Exploring strategies the FRS utilizes to engage families in discussions around areas of needed support.
- Engaging in discussions about areas of need the FRS identified during the FROG visit.
- Discussions about needed follow up and preparation, should the family accept services, for the transfer of this information during the case conference.

- Discussions about follow up on referrals with families who do not enroll in the program.

SUPERVISOR SAYS	"I am wondering what the conversation about depression sounded like, what kinds of things did you ask?"
SUPERVISOR WRITES	Encouraged Jody to share more detail on how she engaged family in discussions related to depression. Followed up on results of PHQ-2 and discussed possible referrals (A, C)

Supervisor Specific

This is the section for program managers (or other supervisors of supervisors) to document how they are providing supervisors with skill development and professional support, and ensure that they are held accountable for the quality of their work. Be sure to include where you use Reflective Strategies to support them.

Note: When a supervisor also visits families, you will complete the Case List/Selection Tab-Home Visits section for that role as well. (As mentioned, supervisors who are carrying a caseload on an ongoing basis (2 or more visits each week including FROG administrations), will receive the same level of supervision as direct service staff.

Note: This section includes examples for supervision of both FRS and FSS supervisors.

Review of families

This section is to document conversations focused on supporting the supervisor's work with the home visitors they supervise and the work of each role (FRS, FSS). This could include but is not limited to:

- Exploration of strategies the supervisor utilizes to engage staff in discussions focusing on their work with families, both during FROGs and home visits.
- An opportunity for the supervisor to identify successes and challenges.

SUPERVISOR SAYS (FRS)	"So I was wondering how your work with Jody further developing her skills with gathering complete information in all the domains in the FROG?"
SUPERVISOR WRITES	Explored with Maria what her work with Jody has been in developing skills for gathering comprehensive information during the FROG. (C)
SUPERVISOR SAYS (FSS)	" I wanted to follow up from last week on our conversation about Sandra and ideas you had for supporting her in developing skills for completing FGP's with families."
SUPERVISOR WRITES	Explore different strategies Maria has been utilizing to support Sandra with the FGP. (C)

Support of HFA model

This section focuses on discussions and strategies that the supervisor has utilized to support the HFA model. This could include but is not limited to:

- Remaining emotionally present and observing for emotional reactions, energy shifts
- Listening and holding space that allows and encourages self-reflection and self-regulation
- Encouraging the Supervisor to explore thoughts and feelings about their work with home visitors
- Exploring how the supervisor identified and respected the supervisor's cultural values and beliefs, and how this informed the supervisor's work with home visitors
- Anticipating and responding to challenging situations and maintaining a neutral stance
- Using Reflective Strategies and MI tools and approaches, and noting the supervisor's use of these tools in their own work

- Exploration of protective factors with the supervisor and building on opportunities for skill development
- Attending to the Service Plan
- Supporting the Supervisor in understanding the Best Practice Standards and state and program policies

SUP OF FRS SUP SAYS	"What kinds of things have you noticed with Jody and Pat understanding how the "intent" in each domain of the FROG is captured in their FROG narratives?"
SUPERVISOR WRITES	Discussed how staff are doing in general with understanding the intent of each domain of the FROG scale. Maria noted trends with more seasoned (vs. newer staff) needing more support. (C)

SUP OF FSS SUP SAYS	"I noticed that you seem more confident helping Sandra and Joe integrate the service plan into their home visits, that could help them feel more confident as well. "
SUPERVISOR WRITES	Used ATP's to draw Maria's attention to progress she has made attending to the Service Plan in supervision. (A, R)

SUP OF BOTH SAYS	"I am wondering how it has been going utilizing more reflective strategies during supervision?"
SUPERVISOR WRITES	Utilized open-ended questions to encourage Maria to reflect on how she is integrating reflective strategies into her supervision with all staff. (R)

QA feedback

This is the place to focus on conversations supporting the supervisor's QA work with home visitors. This could include but is not limited to:

- Exploration of strategies the supervisor utilizes to engage home visitors in the debriefing/QA process
- Review of participant satisfaction surveys and QA calls to FROG Scale refusals
- Opportunities for home visitor's to identify successes and challenges
- Supervisor's work identifying and supporting areas for professional development
- Feedback on QA observation documentation

SUP OF FRS SUP SAYS	"We've talked about doing some observations of FRS calls to parents along with the QA refusal calls. Let's talk about how that could look."
SUPERVISOR WRITES	Developed plan to implement FRS initial call observations. Will use PCANY handout with items to look for. (A) <ul style="list-style-type: none"> • Follow up box: Check in on how first call observation went.

SUP OF FSS SUP SAYS	"I see that you noticed Jody could use more support effectively using curriculum during home visits. How did you approach that conversation during the debriefing?"
SUPERVISOR WRITES	Gathered information about how Maria engaged Jody in the QA process. Discussed different strategies Maria utilized to review her feedback and identify professional development goals with Jody. (C)

Supervisor Observation of Supervision

This is the section to document your discussion about your observation; you do not need to re-write what you already included on the observation form used by your program! The discussions you would document here focus primarily on the supervisor and the staff person's reactions/responses to them. Be sure your conversations are in behaviorally specific language and connected to what you saw and heard. You might initiate discussions with questions and statements like: "What was your favorite part of the supervision?", "Did you notice how she responded when you said/did____?" and "Tell me some other ways you've..."

This is also the place you might include any follow-up plan for professional development that comes out of your observation to be sure that what was learned from the observation is integrated into future supervisions and including specifics such as additional coaching and training you plan to offer. There needs to be a follow up mechanism to all QA activities so be sure and check the follow up box so you are reminded to revisit this.

SUPERVISOR OF BOTH SAYS	"Tell me some ways you've approached weaving in Reflective Strategies in the past."
SUPERVISOR WRITES	Discussed how Maria felt about the observation in general and processed her use of Reflective Strategies. Maria said she still feels "unnatural" with some of them. Agreed on approach to enhance this part of her work more (selecting a RS each month that we'll plan in supervision how she'll use) (C, R) <ul style="list-style-type: none">• Follow up box: first RS selected – SATPs

Personnel topics

This section is to document conversations focused on personnel topics. These conversations may include, but are not limited to:

- Self-Care
- Review of program personnel manual
- Time management
- Review of performance appraisals

SUPERVISOR OF BOTH SAYS	" I was wondering what kinds of things have helped you with balancing your supervision tasks?"
SUPERVISOR WRITES	Processed things Maria has been doing that have helped her develop her system for better managing her workload. (A)

Team development/agency topics

Instructions

This section is designed for you to have a running commentary on topics related to team development and agency topics. It can include first time conversations as well as on-going follow up. This section might also include discussions/evidence of:

- Creating a positive work environment

- Creating a nurturing environment that provides opportunities for respite
- Assuring use of an open-door policy for supervision and on-call availability
- Effective staff meetings

SUPERVISOR OF BOTH SAYS	“ I was wondering what you have heard from home visitors about a topic for our next team meeting in-service?”
SUPERVISOR WRITES	Planned team meeting agenda and activities with Maria. (A, C)

Site documentation/quarterly reports

This is the section to document your conversations on topics related to staff documentation and review, quarterly reports, Performance Indicators, CHEERS Check-in and MIS data entry. It can include first time conversations as well as on-going planning and follow up. This could include but is not limited to:

- Review of Supervisor ticklers
- Review of supervisory MIS documentation,(i.e., supervisor notes), checking for evidence of administrative, clinical and reflective work
- Monitoring of progress meeting quarterly performance targets
- Review of FRS and FSS MIS documentation related to the Performance Indicators (i.e., FRS monthly, HV achievement rates)
- Review of performance Indicators and monitoring of progress meeting these targets
- Review of work around the CHEERS Check-in

SUPERVISOR OF BOTH SAYS	“In reviewing the FRS monthly report, I see we’ve been consistently meeting our prenatal targets. What do you think has changed that’s making that happen? How do you think you supported it?”
SUPERVISOR WRITES	Gave Maria room to identify changes in FRS work related to improvement in prenatal targets and to reflect on her role in supporting those changes. (C)

Site goals and Performance Improvement Plan

This is the section to document discussions related to the review of site goals and activities. If necessary, it is also the place to document plans and activities connected with the program’s Performance Improvement Plan from OCFS.

SUPERVISOR OF BOTH SAYS	“ So one of the areas identified in the PIP was capacity. I know that has been a goal for us for some time. I wanted to look over our MIS capacity reports and get your thoughts about some different ways we might come at this differently.”
SUPERVISOR WRITES	Brainstormed different ideas for working on improving the program’s capacity including getting more team and advisory committee involvement. (A, C) <ul style="list-style-type: none"> • Follow up box: over next few weeks, plan team meeting discussion and add to advisory committee agenda for next quarter.

CPS/ACS

This section would include discussions related to CPS/ACS such as:

- Family's CPS/ACS status
- Staff professional development needs around CPS/ACS program protocol/policies
- Family/staff safety
- Collaboration with community partners
- Support and preparation for making a CPS/ACS report
- Tracking and follow up according to policy when the program makes a report.

SUPERVISOR OF BOTH SAYS	" I was thinking we might want to review the policy around CPS reporting at the next team meeting, what do you think?"
SUPERVISOR WRITES	Discussed Maria's plans for enhancing the team's understanding of CPS reporting procedures. (A, C)

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SUPERVISOR NOTE DOCUMENTATION: ACTION WORDS

By expanding the variety of action words you use in your supervision notes to include those below, you can better represent your contributions to supervision and document them more efficiently and accurately.

- Strategized
- Collaborated
- Brainstormed
- Planned
- Explored
- Facilitated
- Partnered
- Coached
- Qualified
- Quantified
- Discussed
- Listened
- Introduced
- Coordinated
- Mentored
- Trained
- Supported
- Involved
- Joined
- Reflected
- Affirmed
- Praised
- Appreciated
- Celebrated
- Reviewed
- Inquired
- Offered
- Advised
- Advocated
- Proposed
- Recommended
- Conversed
- Problem-solved
- Encouraged
- Guided
- Pointed out
- Held Space
- Informed
- Communicated
- Validated

Examples:

- “Strategized with FSS regarding how to address Mom’s need for baby supplies.”
- “Validated FRS’s concerns about Dad’s housing situation.”
- “Encouraged FSS to use MI approaches when communicating with Mom to help her roll with Mom's resistance.”
- “Coached FRS on how to score the FROG.”

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