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# CT Outreach (OR) Training Supervising Street Outreach Staff & Programs Session #2

APRIL 30, 2026

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Suzanne Wagner & Andrea White  
Housing Innovations



# Welcome and Introductions

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Please put in the chat your

- 1) Name
- 2) Agency
- 3) Location
- 4) What you like most about Spring?

- CT DMHAS – Mollie Machado
- Housing Innovations
  - Suzanne Wagner & Andrea White
- Goals for the Session
- Housekeeping
  - PLEASE TURN YOUR CAMERAS ON AS MUCH AS YOU CAN
  - Put your name as you would like to be addressed as your screen name
  - We love interaction – please raise hand, use emojis, type comments in the chat or just unmute and talk.

# We Love Interaction

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If you don't have a microphone, participate in discussions by joining via phone:

- Phone: 646-876-9923
- Meeting ID: 861 6761 3224
- Passcode: 382016

# Recap Session 1



- Kadushin Model of Supervision

- Administrative, Educational and Support Functions

- Goals of Supervision

- Roles of Supervisors

- Supervisory Structures and Strategies

- One-one-one meetings, Team meetings, Case Reviews, Clinical Consultation, Modelling
- Access to Community Resources, Information on Housing and Prep for Work with Housing Providers, Training, Model and Promote Self-Care

**Poll: What supervisory interventions have you used since the last training session?**

# AGENDA

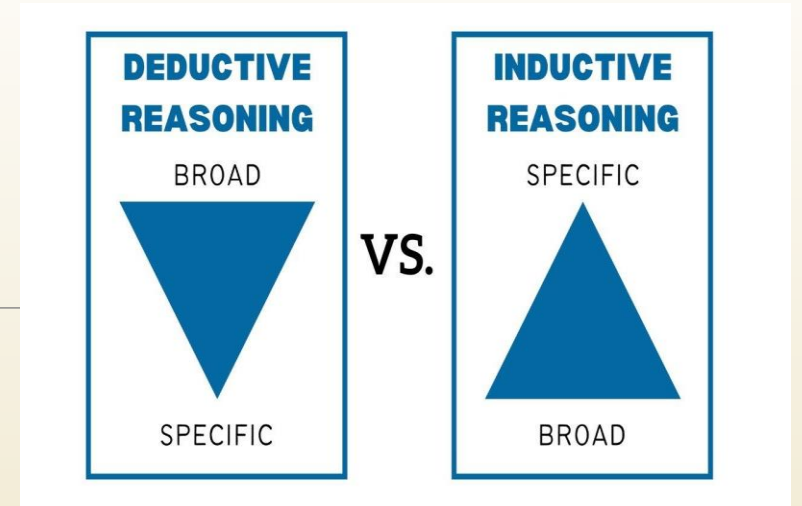
1. Adult Learning Principles
2. Key Supervisory Roles in working toward Housing Stability
  - Focus on housing, access to resources, promoting safety, workload mgmt., training resources, performance review
3. Resources
4. Closing





# How People Learn

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## Deductive Learning

- Teaching method that introduces general concepts, then provides examples and practice to support learning
- From General to Specific - “Top down”
- “People who have been abused can be slow to trust.”

# How People Learn (2)

## Inductive Learning

- Inductive takes the opposite approach.
- Instead of, “Here is the knowledge; go practice it,”
- Inductive learning says, “Here are some objects, some data, some experiences... what knowledge can we gain from them?”
- From Specific to General - “Bottom up”
- “People who are slow to trust may have experienced abuse.”

**Poll: What is Your Learning Style?**

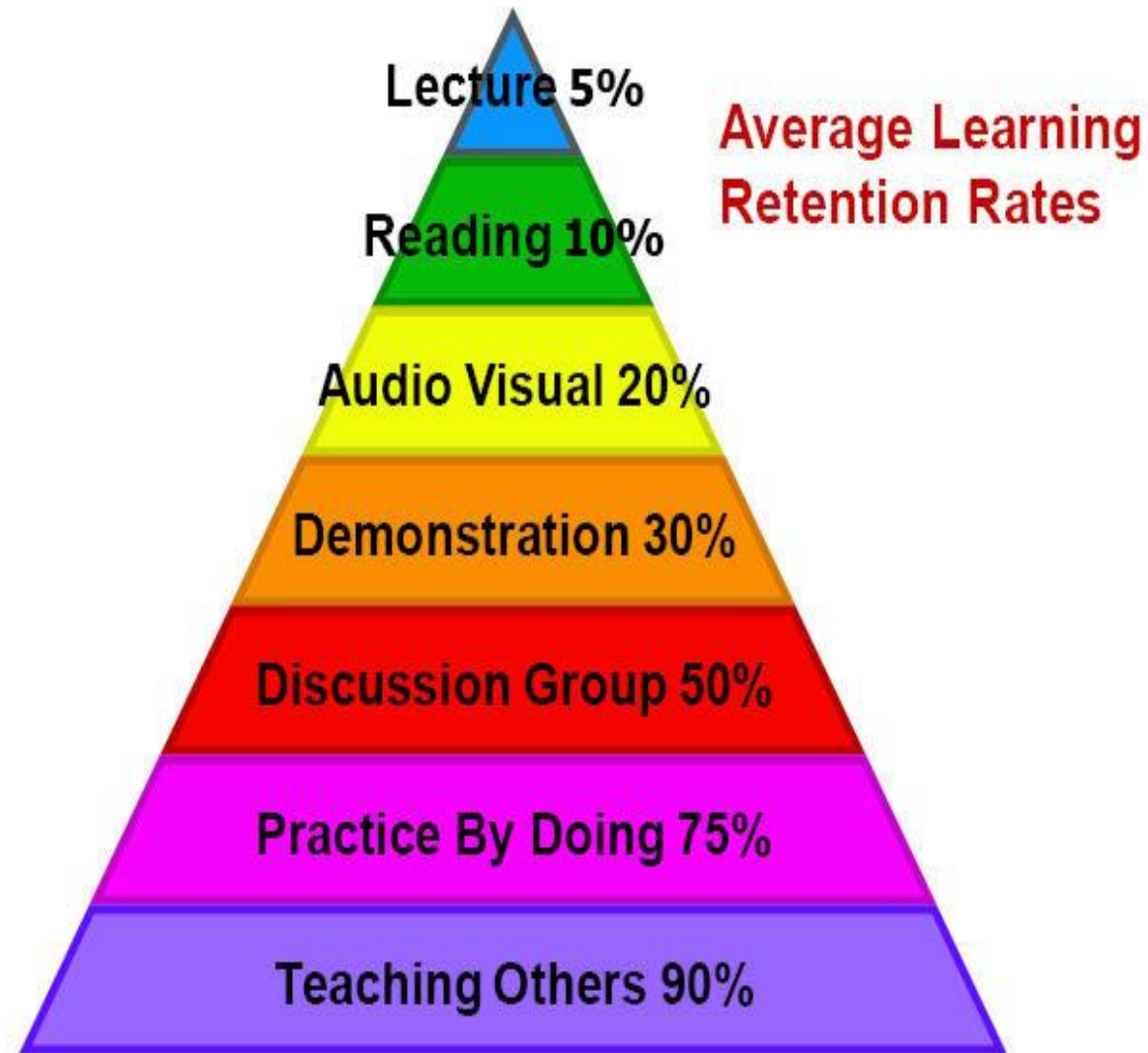
## DIFFERENCE BETWEEN

### INDUCTIVE METHOD OF TEACHING

VS

### DEDUCTIVE METHOD OF TEACHING

- In this method, learners are presented with the examples first and then they have to figure out the rules.
- A teacher’s position in the Inductive Methodology is of a guide.
- The Inductive Methodology is focused on finding and exploring
- In this method, the teacher gives the rules out front and then provides a series of examples that correlate to the rules.
- In the Deductive Methodology, teachers take the lead and play from the centre
- The Deductive Methodology is more explanatory.



Source: National Training Laboratories, Bethel, Maine

# Discussions

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- Introduce yourselves to one another
- Discussion questions:
  - What do staff need the most assistance with?
  - What supervision/training practices are working well?
  - What challenges are you facing in your role as a Supervisor?



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# Key Supervisory Roles in Outreach Practice

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# Ensure Focus on Housing

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- Ensure staff have the correct information on housing options and the program
  - Including expectations of tenancy, roles of staff, resources available
- Assist staff to have the housing problem solving conversation frequently
- Ensure participants are receiving tenancy education
- Ensure staff are engaged and oriented to the role with landlords and the housing process
- Review progress & problem solve barriers to housing stability
- Help staff focus on the most critical tasks
- Conduct case reviews with a focus on solutions



# Support Effective Use of Community Resources

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- Review resources together in team meetings and in supervision
- Provide information on resources that staff need to effectively do their jobs
- Develop relationships with key partners
- Advocate to improve access to and effectiveness of resources for participants



# Workload Management

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- Are staff achieving major tasks: case management, documentation, teaching tenancy skills, accompany to appointments and mentor, assist to increase income, locating housing, coordination with landlords and resources?
- What is needed to assist staff to accomplish these tasks?
- Periodically re-balance caseloads
  - ✓ participant acuity/level of service needs
  - ✓ other programmatic assignments
  - ✓ staff strengths, skills, interests, and professional development needs

# Promote Client & Staff Safety

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- Key focus of supervision – guidance is essential.
  - “No cowboys”
- Ensure staff understand and follow safety protocols
  - Field safety protocols in writing
  - Field schedule shared & updated regularly
  - Check-ins on predictable schedule
  - Supervisory consultations on safety and/or crises
  - Universal precautions
- Review client history to orient to patterns, strengths, and risks
- Build partnerships with local police, mobile crisis, other emergency services



# Tools to Promote Client & Staff Safety

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- Tool: Sample Safety Policy
  - [Sample Agency Safety-Protocol](#)
- Tool: Client Safety Checklist
  - [Client Safety Checklist](#)
  - [Safety Planning Checklist Fillable](#)
- Upcoming Training:
  - Safety on Outreach

# When Incidents Occur...

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- Conduct an Incident Review
  - Review adherence to protocols
  - What went well?
  - What could have been done differently?
  - What may need to change in protocols?
  - Identify additional training or resources needed
  - Notify DMHAS if required:

<https://portal.ct.gov/dmhas/divisions/eqmi/critical-incidents>



# When Incidents Occur... (2)

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- Provide support to staff who may experience:
  - Difficult feelings (guilt, powerlessness, incompetence)
  - Fear of criticism or “getting in trouble”
  - Trauma
  - Fear of returning to work or going out in the field
  - Changes in relationships with co-workers/clients

# Discussions

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Introduce yourselves to one another

Discussion Prompts:

- What kind of safety issues are you seeing for clients?
- What about staff?
- What is your process for responding to incidents?
- What is your process for debriefing?

# Training Staff

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Think about individual learning styles

- Shadow experienced workers
- Review Program Policies and Procedures
- Meet community partners
- Use warm hand-offs
- Explain documentation requirements

Training:

- Program Overview
- Best Practice in Street Outreach
- Program P&P and documentation requirements
- Plan for ongoing training



# Street Outreach Training Inventory

Web-based training available on topics including:

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- Best Practices and Engagement Strategies
- Homeless Response System Overview
- Housing Options
- Housing Assessment & Planning
- Mental Health
- Crisis Intervention & De-escalation
- Harm Reduction
- Encampments
- Trauma-Informed Outreach
- Self-Care, Vicarious Trauma & Staff Resiliency
- Working with Special Populations (Youth, Older Adults, LGBTQIA, DV)
- Racial Trauma & Equity
- Disaster Response Planning



# Best Practices in Street Outreach Trainings

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Session 1: Values, Goals, Engagement

- [Slides](#), [Recording](#)

Session 2: Strategies to Achieve Outcomes

- [Slides](#), [Recording](#)

Session 3: Transition to Housing

- [Slides](#), [Recording](#)

Supervising SO Staff & Programs #1

- [Slides](#), [Recording](#)



# Assigning Staff to Training in the Absorb Learning Management System

Absorb's Manager Experience lets the HMIS Data Coordinator see staff learning records and start assignments from one screen.

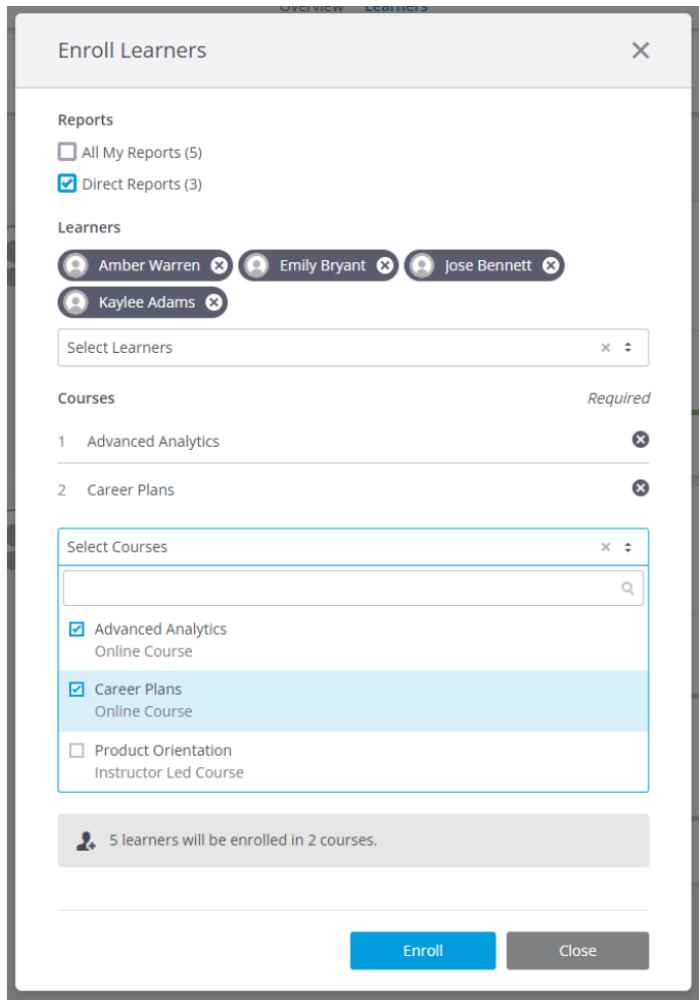
- **Open Learners view** to work from the staff list and course records.
- **Use Enroll** at the top of the page or beside a learner to start an assignment.
- **Team scope** Direct Reports are included, and Indirect Reports can be included if that permission is enabled.

## What this view is for

This is the main screen : Courses and Status list on the left, course/activity details in the middle, and Enroll / Message actions on the right.

The screenshot shows the Absorb LMS interface for a manager named Robert Szustakowski. The main view is 'Learners', showing two learners: Emily Bryant and John Brooks. Each learner's profile includes their name, role, and a list of courses they are enrolled in. Emily Bryant is enrolled in 'Leadership 2022' (80% progress, due Dec 18, 2022). John Brooks is enrolled in 'Analytics 2' (0% progress, due Dec 21, 2022, expired Jan 2, 2023) and 'Leadership 2022' (0% progress, due Dec 18, 2022). The interface includes navigation tabs for 'Overview' and 'Learners', a user profile for Robert Szustakowski, and various filters for courses and status.

# How to assign training



Enroll Learners

Reports

All My Reports (5)

Direct Reports (3)

Learners

Amber Warren ✕ Emily Bryant ✕ Jose Bennett ✕

Kaylee Adams ✕

Select Learners ✕

Courses *Required*

1 Advanced Analytics ✕

2 Career Plans ✕

Select Courses ✕

Advanced Analytics  
Online Course

Career Plans  
Online Course

Product Orientation  
Instructor Led Course

5 learners will be enrolled in 2 courses.

Enroll Close

Walk through these steps during to enroll learners:

- 1 **Click Enroll** from the Learners view.
- 2 **Choose the staff** keep Direct Reports selected or pick individual learners.
- 3 **Select the training** choose one or more courses or curricula from Select Courses.
- 4 **Finish the assignment** click Enroll to create the training assignment.

#### Important note

Only items configured to allow Manager Enrollment appear here. If a course or session requires approval, staff still will not get access until that approval is completed.

## Key rules and follow-up

Message Learners

Reports

All My Reports (5)

Direct Reports (3)

Learners

Amber Warren Emily Bryant Kaylee Adams

Select Learners

Subject *Required*

Course Past Due

Message *Required*

B i U A: [Rich Text Editor Icons]

Hello Everyone,

Please note that the course 'Security Training' is overdue and needs to be completed promptly.

Regards,

Robert

✉ 4 learners will receive this message.

Send Close

- **Need Access?** Request access at:

<https://cthmis.com/support/cthmis-lms-support-form/>

- **Can only see some staff?** Direct Reports are included; Indirect Reports require Indirect Reports - View.

- **Course missing?** The item must allow Manager Enrollment and have valid access / expiration dates.

- **Enrollment blocked?** Approval, open seats for instructor-led sessions, or unmet prerequisites can prevent success.

### Optional reminder after assigning

Use Message in the same Learners view to send a quick note about a new assignment or an upcoming due date.

# Review Performance & Support Professional Development

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- Conduct performance reviews per your agency's requirements.
- Provide concrete and objective feedback:
  - ✓ Strengths
  - ✓ Areas for growth
  - ✓ Key deficiencies that require prompt remedy
- Acknowledge individual contributions & celebrate achievements!
- Help develop and pursue professional development goals.



**“LEADERSHIP IS NOT A  
PERSON OR A POSITION.  
IT IS A COMPLEX MORAL  
RELATIONSHIP BETWEEN  
PEOPLE BASED ON TRUST,  
OBLIGATION, COMMITMENT,  
EMOTION, AND A SHARED  
VISION OF THE GOOD.”**

- JOANNE CIULLA



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# Closing

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# Closing

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- The Supervisor's role is critical in the effective delivery of services.
- Supervisors are essential. Staff need regular supervision and support to help them to quickly identify, engage, and assist participants to maintain housing.
- Effective supervision is essential to:
  - Continuously strengthen performance & achieve outcomes
  - Ensure focus on the most important tasks
  - Coordinate collaboration with partners
  - Promote participant and staff safety
  - Build a motivated and fun team
  - Help staff to learn & grow
  - Decrease staff turnover
- Developing and Additional Session – “Documentation and Data”



THANK YOU FOR YOUR LEADERSHIP!

Leaders are more powerful  
role models  
when they learn  
than when they teach.

- Rosabeth Moss Kantor

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# Additional Resources

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# Connecticut Statewide Street Outreach Standards

For projects serving people experiencing unsheltered homelessness funded by CT Department of Mental Health and Addiction Services, CT Department of Housing, CT Balance of State Continuum of Care

UPDATED APRIL 2025



## CT Statewide Street Outreach Standards

### Content:

- Vision, Values, Outcomes
- Practice Standards for Outreach Workers
- Supervisory Standards
- Project Standards for Program Managers
- Standards for Agencies
- Outreach Plan Template
- Assessment and Service Plan Template
- Tools and Checklists

# Communities of Practice: Schedule

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- Thursday, 6/4/26 from 10-11am
- **Join Zoom:**
- <https://us02web.zoom.us/j/89419988419?pwd=5bzO1dsm5sazCmxXOBfnLcJb2Yd3iK.1>
- Meeting ID: 894 1998 8419
- Passcode: 917908
- Phone: 646-876-9923



# Quarterly Outreach Meetings

## Next Meetings:

- 6/10/26 from 1-2pm
- 9/16/26 from 1-2pm
- 12/9/26 from 1-2pm

[Join the meeting now](#)

Meeting ID: 219 248 774 387 59

Passcode: JS6EZ6HY

**Dial in by phone**

[+1 860-840-2075,,241639627#](tel:+18608402075241639627) United States,  
Hartford

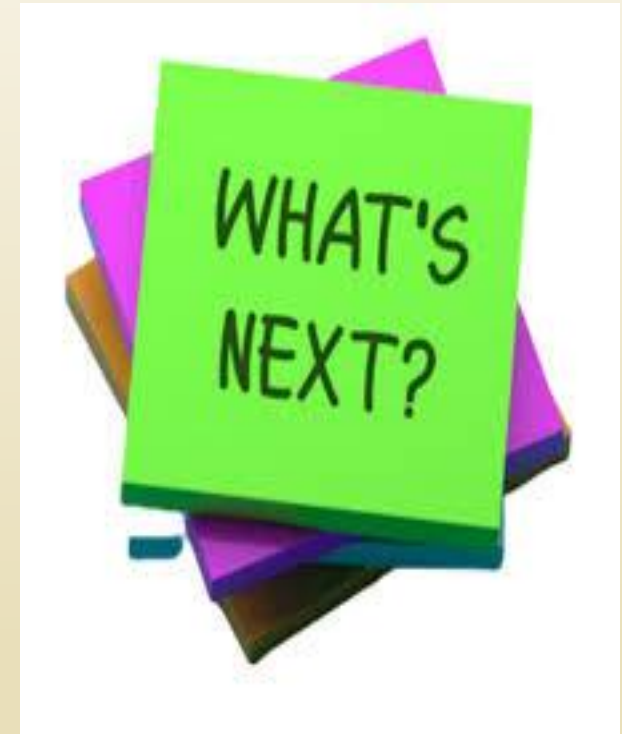
[Find a local number](#)

Phone conference ID: 241 639 627#

# Upcoming Outreach Trainings

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- Safety on Outreach
  - Session 1 - 6/9 from 1:30 – 3:30 pm
  - Session 2 – 6/16 from 1:30 – 3:30 pm
  - Invite coming soon



# References



- Kadushin, A., & Harkness, D. (2014). *Supervision in Social Work* (5th ed.). Columbia University Press. New York.
- Curiale, C., Lenzi, M., Gaboardi, M., Disperati, F., & Santinello, M. (2020). [Training, supervision and capability-fostering approach: a comparison between housing first and traditional Services in Eight European Countries.](#) *European Journal of Homelessness* \_ Volume, 14(4\_).
- Leiter, Michael & Maslach, Christina. (1988). [The Impact of Interpersonal Environment on Burnout and Organization Commitment.](#) *Journal of Organizational Behavior*. 9. 297-308. 10.1002/job.4030090402.
- Choy-Brown M, Stanhope V, Tiderington E, Padgett DK. [Unpacking Clinical Supervision in Transitional and Permanent Supportive Housing: Scrutiny or Support?](#) *Adm Policy Ment Health*. 2016 Jul;43(4):546-54. doi: 10.1007/s10488-015-0665-6. PMID: 26066866; PMCID: PMC4676950.
- Policy Research Associates , [Fact Sheet: Vicarious Trauma](#)

# Contact Info

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Mollie Machado

[Mollie.Machado@ct.gov](mailto:Mollie.Machado@ct.gov)

Brenda Earle

[Brenda.Earle@ct.gov](mailto:Brenda.Earle@ct.gov)

Sara Zuiderveen

[saraz@housinginnovations.us](mailto:saraz@housinginnovations.us)

Suzanne Wagner

[swagner@housinginnovations.us](mailto:swagner@housinginnovations.us)



Andrea White

[awhite@housinginnovations.us](mailto:awhite@housinginnovations.us)

Lauren Pareti

[lpareti@housinginnovations.us](mailto:lpareti@housinginnovations.us)

Shannon Quinn-Sheeran

[shannon@housinginnovations.us](mailto:shannon@housinginnovations.us)

# Wrap up

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Final comments, questions?

Thank you! See you at the *Documentation & Data for Supervisors* session.

PLEASE TURN ON YOUR CAMERAS TO SAY GOOD-BYE

