

EVIDENT CHANGE
Inform Systems. Transform Lives.

DEEP DIVE MODULE 4: CENTERING CHILDREN IN OUR WORK

THREE HOUSES AND SAFETY HOUSE

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Land Acknowledgment

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WELCOME AND INTRODUCTIONS

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REVIEW AND REFLECT

- What have you tried from the last module?
- What worked well? What were the challenges?
- How did you handle those challenges?




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SHARED AGREEMENTS

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INTERVIEWING AT OUR BEST

- In pairs, think about a child interview that felt good—a time when you felt it made a difference.
- Ask each other: What aspect are you most proud of?

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PURPOSE OF CHILD INTERVIEWS

- Children's perspectives are vital to gathering information about what is happening; therefore, children need to be our partners in assessment.
- Children can and often need to be partners in their own safety planning.



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WHAT CAN CHILDREN TELL US ABOUT:

- Health and safety assessment?
- Risk assessment?
- CANS/FAST?
- Reassessment?

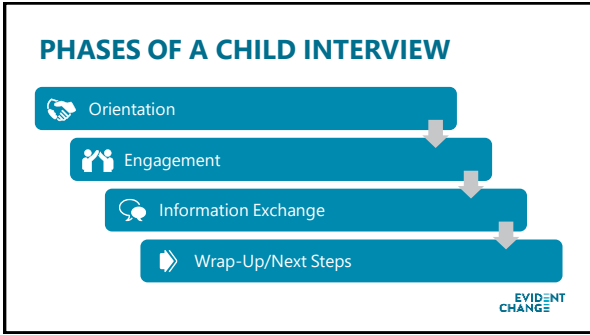
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WHAT CAN CHILDREN TELL US?

Health and Safety Assessment	Threats to safety, protective capacities, immediate safety planning
Risk Assessment	Child factors, caregiver factors, household factors
CANS/FAST	Caregiver items, child items, ongoing safety planning
Reassessment	Progress on case plan, visits, safety

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ENGAGING CHILDREN

- Get down to the child's level—the floor is your friend!
- Use words and questions that children can understand.
- Incorporate breaks and check-ins, and view "side trips" as a valuable part of the conversation.
- Allow children to look away, fidget, wiggle, face away from you, be under the coffee table, in a different room—anything, as long as you have evidence that the child is participating.
- Look for what works and do more of it.
- Incorporate playfulness as much as possible.
- Tools: What objects are in your travel kit?
- Setting: How do you make the best of the chaos?

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BEING TRAUMA-INFORMED

- Acute trauma
- Chronic trauma
- Complex trauma

Remember: Most of the kids we talk to have had complex trauma.

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BEING TRAUMA-INFORMED

WHAT CAN WE DO?

- **Be aware:** Of the children's reactions and of yours.
- **Offer choices:** Start, stop, breaks, location, content, anything that helps children feel a sense of partnership and shared control.
- **Ask for help:** Sometimes it is good to take a step back.

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Three Houses



Engaging children in safety *assessment*

Safety House



Engaging children in safety *planning*

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REMINDER: THREE QUESTIONS THAT ORGANIZE THE INTERVIEW

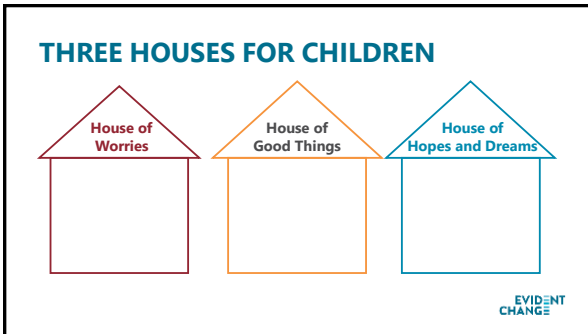
- What are we worried about?
- What is working well?
- What needs to happen next?

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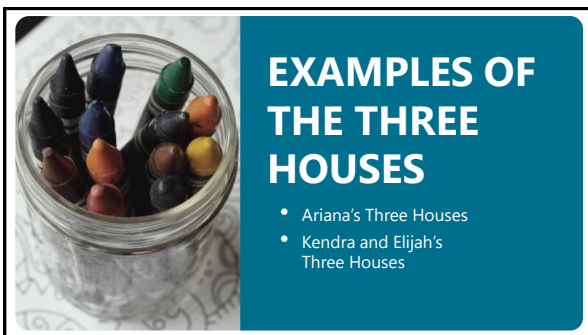
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WHICH CHILDREN?

PAUSE

- Too young?
- Too old?
- Already providing good information?



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WHICH CHILDREN?

PROCEED

- Child can understand instructions, draw
- Child expresses self easily through drawing (most children)



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EXERCISE

Think about a child you are currently working with who is age 4–17.

- How would an interview with this child be different from an interview with a younger or older child?
- What developmental or other factors do you need to consider when interviewing a child of the age you chose?

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BEFORE THE CHILD INTERVIEW

- Obtain permission from caregivers:
 - » If it is safe to do Three Houses with the child; and
 - » If forensic considerations are not compromised.
- Have paper and drawing tools with you.
- Select a conducive location.
- **Decision:** With caregivers or without?
- **Decision:** One sibling or more?



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DURING THE DRAWING

- Clarification, details
- Developmental awareness
- Non-leading questions
- Awareness of child's process
- Above all, it is a conversation!




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INTRODUCING THE THREE HOUSES TO CHILDREN



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"This is a child-led, not a worker-led, conversation."
—Nicki Weld

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PROMPTS WHILE DRAWING THE THREE HOUSES

- Ask about any faces the child draws. "Is it happy, sad, mean, angry, kind?"
- "Is there anything that you would like to be different in the house?"
- "Sometimes things happen inside or outside our houses that make us feel scared, angry, or sad. Are there things that make you feel . . . ?"
- "What are some of the things you like to do inside or outside of the house? Friends? Activities?"
- "What are things you enjoy? Who do you enjoy doing things with? Are there any friends or special people who would go in your House of Good Things?"

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TALKING TO A CHILD ABOUT THEIR DRAWING

- Check to see if the child is in an okay space
- Compliments
- Thank you
- Permission to share
- Who do you think already knows about . . . ?
- Who do you think needs to know about . . . ?
- Who could help us with these worries?

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THREE HOUSES: LINKS TO RESILIENCY

I CAN: The child's social and interpersonal skills. Skills learned by interacting with others and from those who teach them.

I HAVE: The child's external supports and resources that promote resilience.

I AM: The child's internal personal strengths. These are the child's own feelings, attitudes, and beliefs.



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DECIDING WHAT TO DO WITH THE CHILD'S INFORMATION



- How to share with caregivers
 - » Show whole drawings?
 - » Summarize?
 - » Hold information that could be incendiary until child safety is secure?
- Would this be helpful in a family meeting?



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TALKING TO PARENTS



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THOUGHTS FROM NICKI WELD

- This tool is about building greater understanding of the child's view of their world.
- It is essential to **not** over-direct or lead the child.
- The tool should be used as a way of having a conversation.
- The worker should avoid approaching from a specific situational context that could cause them to lead the child to talk about this and this only.
- The worker should go in with an open mind about this being an opportunity to have time with the child and understand more about their view of their world.

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THE SAFETY HOUSE

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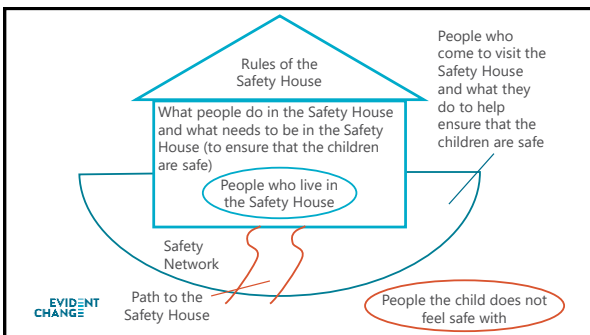
THE SAFETY HOUSE TOOL

DEVELOPED BY SONJA PARKER

A tool to help children and young people understand and participate in the safety planning process.

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SAFETY HOUSE

Created by Zoe, age 10, as part of the reunification process to inform the safety plan



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EXAMPLE: WHO LIVES IN THE HOUSE?



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EXAMPLE: RULES



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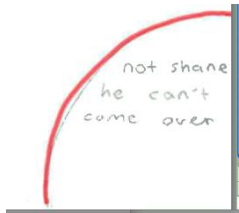
EXAMPLE: WHO CAN VISIT?



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EXAMPLE: WHO CANNOT COME IN?



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SAFETY HOUSE WITH 4-YEAR-OLD GIRL



Work of Dawn Schoonhoven
Scott, San Diego County

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**ADAPTATION:
THE FOREVER
HOUSE**

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TIPS FOR OLDER YOUTH

- Try with youth who are creative, into art, or enjoy drawing or using gel pens or markers to write.
- Encourage doodling!
- Youth can write their responses in a bullet-point list rather than draw pictures.
- Reframe the questions to match their language and stage of development (e.g., rather than referring to rules, frame it as behaviors, actions, agreements, commitments, etc.).



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PRACTICE

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ABC'S

Get back into your pairs. Think about a child you are working with now who has been hard to engage (but not your hardest) in context of the material from today.

- What did we talk about today that you are **A**lready doing?
- What would you like to **B**egin doing?
- What might you want to **C**hange about what you have been doing?



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DOCUMENTATION



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DOCUMENTATION



- CHRIS Net
- Court reports
- Immediate safety plans
- Affidavits
- Case plans
- Preparing to testify
- Submitting referrals
- Communicating with providers



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TRY IT ON!

Choose ONE child you work with and complete the Three Houses or the Safety House with them.



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CHECK OUT THE THINGS TO TRY!



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WHAT'S NEXT


- Upcoming trainings
- Other resources



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What was most helpful?


What could be upgraded for next time?

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**THANK YOU
& QUESTIONS**

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